

New York State Common Core

# English Language Arts Curriculum



## GRADE 5 Module 1

### Unit 2

Student Workbook





**GRADE 5, MODULE 1: UNIT 2, LESSON 1**

**Jigsaw Note-catcher for Background Texts about Mexico**

Section	Key Points	Questions
Mexico: Government and Revolution		
Mexico: Neighbor to the North		
Mexico: Rich versus Poor		

1. The first paragraph on page 8 says that Esperanza would like to live at El Rancho de las Rosas with her Mama and Papa forever. Why does she feel this way? Find details from the text to explain your answer.
2. On pages 8-12, Esperanza and Mama seem to be worried about Papa. What specific words or phrases in this section of the novel help you know that they are worried? Why are they worried? Use evidence from the text in your answer.
3. On pages 14-15, what two pieces of advice does Abuelita give Esperanza on pages 14 and 15? How does Esperanza respond to the advice? Use evidence from the text in your answer.
4. On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean? How does Miguel respond when she tells him this? Use details from the text in your answer.
5. At the end of the chapter, why does Esperanza feel her heart drop and that she has sunk into a “dark hole of despair and disbelief”? Use details from the text in your answer.



**Homework: Purpose For Reading, Chapter 3: “Las Papayas/Papayas” (pages 23-28)**

What challenges do the main characters in this chapter face?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Comprehensions Quiz Entrance Ticket (Chapter 3: Las Papayas/Papayas)**

Name:	
Date:	

1. At the start of Chapter 3: “Las Papayas,” what does Esperanza dream about?

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2. What does Tío Luis ask Mama to do?

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3. What is Mama’s answer?

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**Comprehensions Quiz Entrance Ticket (Chapter 3: Las Papayas/Papayas)**

4. What is Miguel planning to do now?

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5. What did Señor Rodriguez bring for Esperanza's birthday?

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**GRADE 5, MODULE 1: UNIT 2 LESSON 3**

**Text-Dependent Questions for Chapter 3: “Las Papayas/Papayas”**

1. **Esperanza:** How is Esperanza responding to her father’s death? Re-read the following passages and discuss with your triad:
  - Page 25, the paragraph that begins “She took a quivery breath...”
  - Pages 27-28What other evidence can you find in Chapter 3 that shows how Esperanza is responding?
  
2. **Mama:** How is Mama responding to her husband’s death?  
Re-read the following passages and discuss with your triad:
  - Page 27, the paragraph that begins “Esperanza avoided opening her birthday gifts...”
  - Pages 30-31On page 29, it says “Mama did not answer but maintained her composure.”  
Based on the context, and on what you know about Mama, what do you think the word composure means? Explain your thinking.
  
3. **Abuelita:** How does Abuelita respond to Esperanza’s uncles?  
Re-read the following passages and discuss with your triad:
  - Page 32, near the bottom on the page. Why does Abuelita call the uncles “vultures?”
  - On page 30, it says “A look of indignation passed between Mama and Abuelita.” Based on the context, and on what you know about Abuelita, what do you think the word indignation means? Explain your thinking.
  
4. **Vocabulary:** On page 29, it says, “Mama did not answer but maintained her composure.”  
Based on the context, and on what you know about Mama, what do you think the word composure means? Explain your thinking.
  
5. **Vocabulary:** On page 30, it says, “A look of indignation passed between Mama and Abuelita.” Based on the context, and on what you know about Abuelita, what do you think the word indignation means? Explain your thinking.





**Homework: Purpose for Reading, Chapter 4: “Los Higos/Figs” (pages 39–57)**

What challenges do the characters in this chapter face? How does each character respond?

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Comprehensions Quiz Entrance Ticket (Chapter 4: “Los Higos/Figs”)**

Name:	
Date:	

1. Why did Mama wake Esperanza up?

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2. Who does everyone think is to blame for what happened?

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3. What does Mama change her mind about?

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4. Where do Mama, Abuelita, and Esperanza decide to go?

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**GRADE 5, MODULE 1: UNIT 2, LESSON 4**

**Jigsaw Task Card for Chapter 4: “Los Higos/Figs”**

**Mama:**

1. Re-read pages 44-45. How does Mama respond to the Tio’s marriage proposal after the fire? What does that tell you about Mama as a person? What does she see as her role in the family?
2. Re-read the first half of pages 48 and 49. How does Mama feel about marrying Tio? How does this continue to show Mama’s strength as a person? What is Mama willing to do besides let Tio think she will marry him?
3. Re-read the bottom of page 56-57. How does Mama continue to demonstrate her strength as a person as they are leaving the rancho? How is she a good example for Esperanza? How does Esperanza react to leaving the rancho?

**Abuelita:**

1. Re-read the middle of page 42. How does Abuelita respond to the fire? What might that tell us about Abuelita as a person? What does she care about or believe in?
2. Re-read from the bottom of page 47-50. How does Abuelita let Mama know she approves of her decisions? How does Abuelita attempt to comfort Esperanza? What role does Abuelita play in the family?
3. Re-read page 51. Why does Abuelita give the crocheting to Esperanza? How does Esperanza show she still is not ready to face the situation?

**Miguel:**

1. Re-read the very bottom of page 41 through the first paragraph on page 42. What challenge does Miguel face? How does he respond? What might this tell us about Miguel as a person? Be sure to give examples from the text.
2. Re-read pages 55-56. How does Miguel demonstrate that he is ready for this challenge? What characteristic does he show during this time? How is this different than Esperanza?



What is Esperanza’s journey to the United States like?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Comprehension Quiz Entrance Ticket (Chapter 5: “Las Guayabas/Guavas”)**

Name:	
Date:	

1. How does Esperanza travel to the train station?

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2. How did Papa reward Miguel when he scared away the bandits?

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3. What does the little girl on the train want Esperanza to show her?

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4. What does Carmen, the woman on the train, give Mama?

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**GRADE 5, MODULE 1: UNIT 2, LESSON 5**

**Getting the Gist note catcher:  
Determine Importance—Summarize and Synthesize**

You can get the gist of the texts by summarizing your understanding of them, using 10 important words. Select the 15 most important words from the texts. Then, use them to write a summary statement.

Important Words:	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Summary Statement:

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**Homework: Purpose for Reading, Chapter 6: “Los Melones/Melons” (pages 81–99)**

What is Esperanza’s journey to the United States like?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Comprehension Quiz Entrance Ticket, Chapter 6: “Los Melones/Cantaloupes”**

Name:	
Date:	

1. Who meets Esperanza at the train station in Los Angeles?

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2. How many babies are in Isabel’s family?

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3. Esperanza rides in a truck on the highway to the camp. What does she see during the drive?

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4. How does Marta treat Esperanza when they first meet?

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Text-Dependent Questions for Chapter 6: “Los Melones/Cantaloupes” (pages 81–99)

1. On page 90, Esperanza is in California, driving to the camp. What specifically does she see? How does she react to this new setting? Find details from the text to explain your answer.
2. On page 81, the text says “Esperanza and Mama, their faces shiny with grime and perspiration, looked tired and *wilted* as they *slumped* with even the slight weight of their *valises*.” *Valise* means “suitcase”. Based on context, what do you think the other italicized words in this sentence might mean? Why might the author have chosen specifically to use the word “wilted” to describe Esperanza and her mother?
3. At the very start of the novel, we meet Esperanza in Mexico as a little girl, with her father. How is Mexico different from California? What specific words or phrases in this section of the novel help you understand the contrast between the two settings? In other words, what specific language does the author use to help us understand how different California is from Mexico? Use evidence from the text in your answer.
4. Esperanza meets two new girls in this new setting: Isabel and Marta. Compare and contrast how the two girls treat Esperanza, citing evidence from the text. What do you predict will happen between Esperanza and these two girls?



**Purpose for Reading question for Chapter 7: “Las Cebollas/Onions” (pages 100–120)**

What new challenges does Esperanza face in the camp? How does she respond?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Comprehension Quiz Entrance Ticket , Chapter 7: “Las Cebollas/Onions”**

Name:	
Date:	

1. What does Esperanza think of their cabin when she first sees it?

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2. What work will Esperanza be doing?

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3. What does Mama do to her hair?

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4. What happens when Esperanza tries to sweep the platform?

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**Text-Dependent Questions for Chapter 7: “Las Cebollas/Onions” (pp.100-120)**

- 1. Reread 110-113. How does Isabel respond to having to stay home and not work while everyone else works? Cite specific details from the text that would show how Isabel handles the situation.**
- 2. During this chapter, Isabel must teach Esperanza many things even though she is younger and has had a less privileged life. How does she feel towards Esperanza? Cite specific examples from the text.**
- 3. On page 105, Isabel responds to Esperanza, “*De veras?*” after Esperanza tells her that they are still rich and they will not be staying there long. What does that phrase mean? How do you know? How does Isabel react to Esperanza? Be sure to cite evidence from the text.**



**GRADE 5, MODULE 1: UNIT 2, LESSON 7**

**Character T Chart**

Challenges:	Response:



**GRADE 5, MODULE 1: UNIT 2, LESSON 7**

**Purpose for Reading question for Chapter 8: “Las Almendras/Almonds” (pages 121-138)**

What new challenges does Esperanza face in the camp? How does she respond?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write complete answers.



**Comprehension Quiz Entrance Ticket , Chapter 6: “Las Almendras/Almonds”**

Name:	
Date:	

1. What is the surprise that Alfonso and Miguel have for Isabel and Mama?

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2. What does Esperanza learn to do by herself for the first time in this chapter?

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3. What does Isabel want to bring home from the fiesta?

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1. In this chapter, Miguel has a surprise for Esperanza and Mama, Papa’s roses. What clues were in the text in a previous chapter, that might have indicated that Miguel was taking care of the rose plants? What does the author mean by the sentence: “Now if they bloomed she could drink the memories of the roses that had known Papa.”? How is life like a rose? Be sure to give details from the text in your answer.
2. On page 128, Esperanza is helping to shell almonds. The author describes an almond as “...like two hands pressed together, protecting something inside.” Then as Esperanza cracks one open the text says: “...then pulled the meat from its defenses...”. How is the almond a metaphor for Esperanza? Be sure to use details from the text in your answer.
3. On pages 131-133, Marta is using kittens as a metaphor for the farmers. How are the farmers like the kittens? How does Marta suggest they fight being “like kittens”? Use specific evidence from the text in your answer.





**GRADE 5, MODULE 1: UNIT 2, LESSON 8**

**Homework: Purpose for Reading, Chapter 9: “Las Ciruelas/Plums” (pages 139–157)**

How is Esperanza changing?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to use on your Mid-Unit 2 Assessment. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Mid-Unit 2 Assessment: Analyzing Sections of *Esperanza Rising* on My Own**

Name:	
Date:	

For homework last night, you read Chapter 9: “Las Ciruelas/Plums”. On this assessment, you get a chance to show what you know about how to analyze this novel on your own. You may use your novel, your evidence flags, and any notes in your journals from our work together for this assessment.

1. What happens in this chapter? Just write a 1-2 sentence summary: what is this chapter mostly about?

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2. This chapter is titled “Las Ciruelas/Plums.” Why do you think Pam Munoz Ryan chose this title for the chapter? How does this title relate to the main events or ideas in this chapter?

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**Mid-Unit 2 Assessment: Analyzing Sections of *Esperanza Rising* on My Own**

3. Re-read pages 139-143 and think about the challenge Esperanza is facing during this point in the novel. Complete the T-Chart below, citing evidence from the text.

Challenge:	Responses:

4. Make an inference: What does Esperanza’s response to the challenge on page 139–143 tell us about her as a person? Cite evidence from the text to support your answer.

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**GRADE 5, MODULE 1: UNIT 2, LESSON 9**

**Mid-Unit 2 Assessment: Analyzing Sections of *Esperanza Rising* on My Own**

**Read the following excerpt from page 157, and then answer the questions below:**

“Esperanza felt Alfonso behind her, putting his hands on her shoulder. She felt the blood drain from her face. She wanted to tell the doctor that she could not lose Mama, too. That she had already lost Papa and that Abuelita was too far away. Her voice *strangled* with fear. All she could do was whisper the doctor’s uncertain words ‘If she survives.’”

5. In one sentence, summarize the challenge Esperanza and her Mama are facing at this point in the novel.

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There are two examples of figurative language in this excerpt.

6. What does it mean to have blood *drain* from your face?

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7. What does it mean to say Esperanza’s voice was *strangled* with fear?

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8. How does the author’s use of the words *drain* and *strangled* to help us understand how Esperanza is feeling?

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**Homework: Purpose For Reading, Chapter 10: “Las Papas/Potatoes” (pages 158–179)**

Name:	
Date:	

How is Esperanza changing?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Comprehension Quiz Entrance Ticket (Chapter 10: Las Papas/Potatoes)**

Name:	
Date:	

1. Why did Esperanza start working in the sheds?

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2. What did Esperanza promise Abuelita she would do after she left her?

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3. Why did Hortensia tell Esperanza not to send a letter to Abuelita?

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1. How is Mama feeling physically? Be sure to give detailed evidence from the text.
2. Reread the last paragraph on page 161. What inferences can you make about how Mama is feeling emotionally? The author uses the word *listless* to describe Mama. What does that word mean in the sentence? Use context clues to help.
3. On page 163, “What did the doctor mean when he said that Mama was *depressed*?” Cite evidence from the text to support your answer.
4. The chapter starts: “Esperanza almost never left Mama’s side.” and it ends with Esperanza saying: “Don’t worry. I will take care of everything. I will be *la patrona* for the family now.” How has Esperanza changed in this chapter and what does it mean to be *la patrona*? Cite specific evidence from the text to support your answer.
5. What did the author mean when she wrote on page 176, “Isabel had nothing, but she also had everything. Esperanza wanted what she had.”? How is this different than how Esperanza acted when they first moved to California? Be sure to provide details from the text in your answer.



Name:	
Date:	

What challenges to human rights do characters face in Chapter 11? How do they respond?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.





**GRADE 5, MODULE 1: UNIT 2, LESSON 11**

**Mid-Unit 2 Assessment: Comprehension Quiz:  
Entrance Ticket (Chapter 11: “Los Aguacates/Avocados”)**

Name:	
Date:	

1. What does Esperanza put on her hands to make them feel better?

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2. What does Esperanza buy for Mama?

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3. What is the good news Miguel shares at the end of the chapter?

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**GRADE 5, MODULE 1: UNIT 2, LESSON 11**

**On Strike! Note-catcher**

	My Original Thinking	My New Thinking, based on Evidence from the Text
1. What does it mean to go on strike?		
2. Why do workers go on strike?		
3. Why do workers decide not to go on strike?		



**Homework: Purpose for Reading, Chapter 12: “Los Espárragos/Asparagus” (pages 109–213)**

On page 195, near the end of Chapter 11, Marta’s mother tells Esperanza “We all do what we have to do.” Think about this comment as you read the next Chapter (12). Should the workers strike?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Comprehension Quiz: Entrance Ticket (Chapter 12: “Los Espárragos/Asparagus”)**

Name:	
Date:	

1. What do the strikers do to the workers who refuse to strike?

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2. What does Esperanza do to help Marta?

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3. What are the immigration officers doing to the strikers?

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**Jigsaw Task Cards for Chapter 12: “Los Espárragos/Asparagus”**

**Esperanza:**

1. Reread pages 184 and 200. At first, how does Esperanza respond to seeing the strikers? What is most important to her right now? How is she conflicted (confused) about what to do? Cite evidence from the text to support your answer.
2. Reread pages 208-211 and page 212. How does Esperanza help the strikers? Why does she help them? Cite evidence from the text to support your answer.
3. Article 23 of the UDHR states: “Everyone has the right to work, to free choice of employment, to just and *favourable* conditions of work and to protection against unemployment.” What does the word *favourable* mean? How did you figure out? Would Esperanza agree with Article 23? Why or why not? Use evidence from the text to support your answer.

**Jigsaw Task Cards for Chapter 12: “Los Espárragos/Asparagus”**

**Miguel:**

1. Article 23 of the UDHR states: “Everyone who works has the right to just and favourable *remuneration* ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.” What does the word *remuneration* mean? How did you figure it out? Would Miguel agree with Article 23? Why or why not? Cite evidence from the text to support your answer.
2. Reread pages 196-197. How does Miguel feel about the strike? What is most important to him right now? Cite evidence from the text to support your answer.
3. Reread the last paragraph on page 210. What can you infer about Miguel’s hope about what will change for farm workers in the United States? Support your answer with evidence from the text.

**Jigsaw Task Cards for Chapter 12: “Los Espárragos/Asparagus”**

**Marta:**

1. Re-read page 192. How does Marta respond to everything that has happened to her? How does Marta feel about the strike? What does Marta explain to Esperanza? Cite evidence from the text in your answer.
2. Article 23 of the UDHR states: “Everyone has the right to form and to join trade unions for the protection of his *interests*.” What does the word *interests* mean in the context of this article? How do you know? Reread pages 97, 132, 146, and 200. What “interests” does Marta want to protect for the farm laborers? Cite evidence from the text in your answer.
3. Reread 208-209. How are Marta and Esperanza alike? What does Marta mean when she says that she *misjudged* Esperanza? Explain your answer by citing details from the text.



How is Esperanza similar to the other characters in the novel? How is she different from the other characters?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.





**Comprehension Quiz Entrance Ticket (Chapter 13: “Los Duraznos/Peaches”)**

Name:	
Date:	

1. What is Isabel praying so hard for?

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2. Why is Miguel upset and how does Esperanza react?

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3. What does Esperanza give Isabel? Why?

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4. At the end of the chapter, Esperanza is surprised by something. What happened?

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**GRADE 5, MODULE 1: UNIT 2, LESSON 13**

**Sample Two Voice Poem: “I Am an Immigrant” (YouTube video)**

Miriam	Both	Lupita
My name is Miriam. I’m from Peru.		
		My name is Lupita. I’m from Mexico.
	I am an immigrant.	
		My father died leaving us in poverty. We needed money.
The father of my children went to America in search of money.		
	I crossed the boarder to America.	
		My journey was long and hard.
My journey was short and luxurious.		
	I have family here.	
		But I left the corpses behind.
I took my family with me.		
	I have a better paying job.	
I am a teacher at the school molding minds like clay.		
		I work in the fields pulling vegetables from the earth.
I try to keep an atmosphere that honors my family’s heritage.		
		I still wear braids to represent my Mexican culture.
	I still practice my own religion. But I am learning English.	
I will stay here because I am a citizen.		
		I will soon go back to Mexico.
	I live in America.	



**GRADE 5, MODULE 1: UNIT 2, LESSON 13**

**Two-Voice Poem Graphic Organizer (two-sided)**

<b>Character 1 (Esperanza)</b>	<b>Both Characters How are they alike?</b>	<b>Character 2</b> _____
(General notes)	(General notes)	(General notes)



**GRADE 5, MODULE 1: UNIT 2, LESSON 13**

**Two-Voice Poem Graphic Organizer, Side B:  
Actual Words for the Characters to Say in the Poem**

Esperanza says this alone	Both voices say together:	Other Character says this alone _____.
I am _____.		
		I am _____.



**Homework: Purpose for Reading, Chapter 14: “Las Uvas/Grapes” (pages 234–253)**

How is Esperanza changing? Pay particular attention to rich quotes to include in the two-voice poem.

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.



**Comprehension Quiz Entrance Ticket (Chapter 14: “Las Uvas/Grapes”)**

Name:	
Date:	

1. What surprise did Miguel bring to Esperanza?

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2. What special event happens in the last scene of the book?

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3. What does Esperanza teach Isabel to do?

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**GRADE 5, MODULE 1: UNIT 2, LESSON 14**

**Homework: Purpose for Reading, Rereading Excerpts from Chapter 13:  
“Los Duraznos/Peaches” and Chapter 14: “Las Uvas/Grapes” in Esperanza Rising.**

How do the “big metaphors” in this novel show up again in these last two chapters? Why do you think Pam Munoz Ryan did this?

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags. Also use your evidence flags to mark any phrases you might want to add to your Two Voice poem.

Focus specifically on the following sections of Chapters 13 and 14:

Chapter 13: Los Duraznos/Peaches, pages 220- 225

Chapter 14: Las Uvas/Grapes, pages 243-247

Chapter 14: Las Uvas/Grapes, pages 248-251

Chapter 14: Las Uvas/Grapes, pages 252-253

**GRADE 5, MODULE 1: UNIT 2, LESSON 15**

**Text-Dependent Questions for Excerpts from Chapter 13:  
“Los Duraznos/Peaches” and Chapter 14: “Las Uvas/Grapes”**

*Note: You will not have time to think about all of these questions. That is fine. You will get to talk about these questions more with your triad during the Chalk Talk.*

The river

- What do Esperanza and Miguel fight about on pages 220–224?
- What does Miguel mean when he says he was a *second-class citizen* in Mexico? (page 222)
- What does Esperanza mean when she says she wants Miguel to *confront* his boss? (page 222)
- Why did Miguel call Esperanza a queen? (pages 224 and 18)

The blanket

- On page 224, what does Esperanza try to explain to Miguel about her life?
- At the top of page 224, what might the word *prophecy* mean? How might you figure this out?
- On pages 243–247, the author repeats phrases about *stitches* up the mountain and down the valley. What is the actual definition of a *stitch*? What is the other meaning in this passage?

The heartbeat

- On page 248, where do Esperanza and Miguel go?
- What happens while they are there, and why is this important? What message might the author be trying to give readers?

The rose

- Why do Papa’s roses matter so much to Esperanza? (page 225)

Grapes/harvest

- At the bottom of page 246 through page 247, the author describes the grapes. What are the grapes a metaphor for? How do you know?
- What did Papa mean when he told Esperanza “Wait a little while and the fruit will fall into your hands?” (pages 223 and page 2)



1. On pages 66-67 Esperanza arrives at the train station in Zacatecas, and Alfonso leads them past the fancy car with leather seats and the dining car to a one with wooden benches, trash, and reeking of rotting fruit and urine. She also sees many “peasants” crowded onto the seats. How does Esperanza respond to having to ride on this train car? Use details from the text to explain your answer.
2. On pages 69-70 Esperanza takes the doll her Papa gave her out of its valise, and a young girl runs up to her and tries to hold the doll. How does Esperanza respond to the girl and what does Esperanza’s Mama say and/or do when Esperanza reacts the way she does? Explain your answer with details from the text.
3. On pages 78-79 Esperanza sees Carmen give money and food to a begging woman. Esperanza responds by asking why the beggar woman doesn’t just go get food from the farmer’s market. What does this tell you about Esperanza’s character at this point in the story? Cite evidence from the novel to support your answer.

**Homework Handout: Planning and Organizing My Second Paragraph**

1. Choose an event (from Chapter 8 through 15) that you want to write about. It should be a time when she responds to or witnesses some type of challenge.

To help you choose, use your evidence flags and your Entrance and Exit Tickets from chapters 8-15. The list below includes some suggestions of events you might choose, but you can choose a different event if you want.

- a. Chapter 8 – Marta talking to workers about the strike.
- b. Chapter 10 – Mama Esperanza working in fields when Mama becomes ill.
- c. Chapter 11 – Going to Mr. Yakota’s grocery store; meeting campesino family.
- d. Chapter 12 – Marta hiding from immigration officers.
- e. Chapter 13 – People from Oklahoma having better living conditions (indoor toilets and swimming pool); Miguel losing his engineering job at railroad; Isabel not being chosen for May Day Queen.

Complete the blank Accordion Graphic Organizer about that event. Make sure to bring this completed graphic organizer to the next class! You will need it to write paragraph 2 of your essay.



**GRADE 5, MODULE 1: UNIT 2, LESSON 16**

**Accordion Graphic Organizer for Paragraph Writing**

Topic: (State the key event and/or challenge  
Esperanza faces)

Detail: (What happens to Esperanza?)

Explain: (Why is that first detail important?  
How does it connect to the next detail?)

Detail: (Esperanza's response to the event)

Explain: (What happens when Esperanza responds  
the way she does?)

Conclusion: (What can we *infer* about Esperanza's character based on how she responds?)



**GRADE 5, MODULE 1: UNIT 2, LESSON 17**

**Accordion Graphic Organizer for Paragraph Writing**

Name:	
Date:	

Topic: (State the key event and/or challenge Esperanza faces)

Detail: (What happens to Esperanza?)

Explain: (Why is that first detail important?  
How does it connect to the next detail?)

Detail: (Esperanza's response to the event)

Explain: (What happens when Esperanza responds the way she does?)

Conclusion: (What can we *infer* about Esperanza's character based on how she responds?)



**Analytical Essay about How Esperanza Changes Over Time**

How does Esperanza change over time? Analyze how Esperanza responds to events early and late in the novel. Then compare her response to the two events. What do her responses show about her as a person?

1. Your first paragraph will be about a key event in Chapter 5: Las Guayabas/Guavas, when Esperanza is on the train to the United States. You have already planned and drafted this paragraph. Today, you can revise it to make it stronger.
2. Your second paragraph will be about the key event you chose from later in the novel. You have already planned and drafted this paragraph. Today, you can revise it to make it stronger.
3. Your third paragraph is *NEW* writing that you need to do **ON YOUR OWN** today. In this paragraph, you should compare (discuss similarities) and contrast (discuss differences). How does Esperanza respond to challenges differently at the end of the novel than she did in the beginning? Be sure to cite specific evidence from the text to support your analysis.



**GRADE 5, MODULE 1: UNIT 2, LESSON 18**

End-of-Unit 2 Assessment

Accordion Graphic Organizer for Paragraph Writing

Topic:

Detail:

Explain:

Detail:

Explain:

Conclusion:

**GRADE 5, MODULE 1: UNIT 2, LESSON 18**  
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**End-of-Unit 2 Assessment**

Criteria for Success and Self-Assessment

Write three paragraphs.

Each paragraph has a clear topic sentence.

Each paragraph has at least two specific details.

Each paragraph includes an explanation of the details.

Each paragraph includes a conclusion explaining what this shows about Esperanza.

Indent the first sentence of each paragraph.

Write in complete sentences.

Explain how Esperanza changes over time.

1. Write one “star”: something you are proud of and want to “celebrate” about your essay:

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2. Write one “step”: something you think you need to work on or would like to improve to become a strong independent writer

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Learning Resources  
CoSer 501  
Educational Media

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