

Primary Sources in Lesson Planning Unit Outline

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6th grade Language Arts & Social Studies
Historical Fiction Genre Study: Esperanza Rising

Unit Overview

This Historical Fiction genre study is based around the novel, Esperanza Rising, by Pam Munoz Ryan and incorporates Primary Sources in order to create a context for the historical setting in which the book was written. The book begins in 1924 in Aguascalientes, Mexico (prior to the Great Depression). The novel depicts Esperanza's immigration to Los Angeles, California, where her family moves into the migrant farm worker camps and struggles to earn a living. Throughout the unit, the class will examine the following historical events using primary source documents:

- *The Mexican Revolution: 1910-1920*
- *Mexican Immigration to the United States: post Revolution – 1920's – 1940's*
- *Cesar Chavez and the formation of the UFW (United Farm Workers): 1960's*

A unit overview has been provided, depicting the sequence of the lessons and the integration of primary sources. The primary sources within this unit are being used primarily to build background knowledge about the time period in which the novel is taking place and create a context for the conflicts within the story. Detailed, individual plans for the lessons using primary sources have also been provided within this unit outline.

The following methods/strategies will be used throughout the unit:

Literature Circles: *Students will be reading this novel within Literature Circles. In literature circles, students break into small groups during reading time to discuss a piece of literature in depth. Discussions are student lead and guided by students' response to what they have read. I prefer to have students come to class everyday with their own discussion questions pertaining to what they have read. This may include events and characters in the book, the author's craft, or personal experiences related to the story. In addition, students usually take on a "role" each day. These roles may include Discussion Director, Predictor, Visualizer or Connector (See Appendix A). Discussion Directors then record their discussion on a group sheet each day (See Appendix B). Following their discussions, students begin reading the next set of chapters as a group.*

Admit Slips: *On some occasions, students will be assigned "Admit Slips" for homework. These are short, manageable expository texts (no longer than a page long) that prepare students for what they will be learning in class the following day. Admit slips are meant to activate a reader's schema and add background knowledge prior to introducing new content. The admit slip should include prompts 2 or 3 prompts asking students to respond to the reading. Admit slips also provide a good opportunity for students to formulate questions and come to class ready to inquire about new content.*

Primary Sources

Lesson 1: *Pre-reading* → *The Mexican Revolution*

- **Broadside:** *1904 glorias de México! Porfirio Díaz y Ramón Corral*
"1904 glorias de México! Porfirio Díaz y Ramón Corral electos por el voto unánime del pueblo para presidente y vice-presidente de la República Mexicana." *Prints and Photographs Division, Library of Congress*. Antonio Vanegas Arroyo (Firm), 1904. Web. <<http://www.loc.gov/pictures/item/99615821>>
- **Newspaper:** *Valentine Democrat, April 4, 1912*
"Bandit is a Hero." *Chronicling America, Library of Congress*. Valentine Democrat, April 4, 1912. Web. <http://chroniclingamerica.loc.gov/lccn/sn95069780/1912-04-04/ed-1/seq-3/>
- **Photo:** *Díaz Jr., P. Díaz*
: "Díaz Jr., P. Díaz." *Prints and Photographs, Library of Congress*. Bain News Service, Circa 1910-1915. Web. <<http://www.loc.gov/pictures/item/ggb2004009392>>.
- **Photo:** *Wounded man and insurrecto with rifle along brick wall* "Wounded man and insurrecto with rifle along brick wall." *Prints and Photographs Division, Library of Congress*. Scott Photo Co., Circa 1911. Web. <<http://www.loc.gov/pictures/item/93514463>>.
- **Painting:** *Emiliano Zapata, full, standing, with horse*
Rivera, Diego. "Emiliano Zapata, full, standing, with horse." *Prints and Photographs Division, Library of Congress*. Valentine Democrat, 1931. Web. <<http://www.loc.gov/pictures/item/2007678774>>.

Lesson 5: *Pre-reading* → *Mexican Immigration to the U.S. 1920's-1940's*

- **Photo 1:** *Inspecting a freight train from Mexico for smuggled immigrants. El Paso, Texas*
Lange, Dorothea. "Inspecting a freight train from Mexico for smuggled immigrants. El Paso, Texas." *Prints and Photographs Division, Library of Congress*. N.p., 1938. Web. <<http://frontiers.loc.gov/ammem/ndlpedu/features/immig/mexican4.html>>.
- **Photo 2:** *Mexicans entering the United States. United States immigration station, El Paso, Texas*
Lange, Dorothea. "Mexicans entering the United States. United States immigration station, El Paso, Texas." *Prints and Photographs Division, Library of Congress*, 1941. Web. <<http://frontiers.loc.gov/ammem/ndlpedu/features/immig/mexican4.html>>.
- **Photo 3:** *Group of children posing under sign that reads "U.S. Department of Agriculture Farm Security Administration Farm Workers Community"*
Hemmig, Robert. "Group of children posing under sign that reads "U.S. Department of Agriculture Farm Security Administration Farm Workers Community"." *Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection*. Library of Congress, 1941. Web. <[http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field\(DOCID+@lit\(p014\)\)>](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(p014))>).

Lesson 8: *Living and working conditions in FSA camps in California. Early 1940's*

- **Interview:** Interview about FSA camp governance, camp work, non-FSA migrant camps, labor issues, attitude toward "Okies."
Flores, Jose. "Interview about FSA camp governance, camp work, non-FSA migrant camps, labor issues, attitude toward "Okies."." *Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941*. Library of Congress, Circa 1940. Web. 3 Aug 2010. <http://memory.loc.gov/cgi-bin/query/D?toddbib:2:/temp/~ammem_QXKj::>.

Lesson 9: *Living & working conditions in FSA camps in California.1930's -1940's* *Cesar Chavez and the UFW 1960's-1970's*

- **Poster:** "Boycott Lettuce and Grapes"

Chicago Women's Graphics Collective. "Boycott Lettuce & Grapes." Circa 1978. Prints and Photographs Division, Library of Congress.

School Demographics

- St. Frances of Rome School is a K-8 Catholic School located on the West Side of Chicago.
- The school is fairly small, with enrollment ranging from 250 – 300 students each year.
- The student population is 80% Hispanic and over 50% of students speak a foreign language fluently.
- The 6th grade classroom in which this unit will be taught is typically 23-25 students.

Prior Knowledge

- This unit would have been taught following a unit on the Spanish conquest of Mexico and the Mexican War of Independence. Students would have learned about the development of a class system, beginning under Spanish rule and continuing after the War of Independence, in which most of the land was owned by an elite ruling class.
- Students would have an understanding of Literature Circles and their roles within their groups. (This should be taught and modeled through mini-lessons prior to this unit.)

Overall Objectives

Students will:

- examine a collection of primary source documents and infer the major causes of the Mexican Revolution.
- draw conclusions about the social & emotional climate of Mexico following the Mexican Revolution.
- examine a collection of primary source photographs and make observations and inferences about the immigrant experience.
- draw conclusions about the difficulties faced by immigrants during the Great Depression.
- write a diary entry describing the immigrant experience from the main character's perspective.
- combine background knowledge with information gained from a farm worker interview in order to answer questions concerning migrant camps.
- discuss and formulate questions surrounding the struggles of farm workers during the Depression Era.

- Compare historical events with events in Esperanza Rising (A historical fiction novel)
- Synthesize observations of a primary source (poster) with background knowledge.
- evaluate the options of farm workers and identify possible consequences of boycotts.

Investigative Questions

1. How/Why do our experiences change us and cause us to grow? (Character development)
2. How can we effectively bring about change when faced with injustice in our society?

Time Required

3 Weeks (Fifteen 45 min - 1 hour class periods)

Recommended Grade Range

5th – 6th grade

Subject

Language Arts & Social Studies (Integrated Unit)

Standards

Reading

STATE GOAL 1: Read with understanding and fluency.

B. Apply reading strategies to improve understanding and fluency.

- **1.B.2a** Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
- **1.B.4a** Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.
- **1.B.3b** Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.

C. Comprehend a broad range of reading materials.

- **1.C.3a** Use information to form, explain and support questions and predictions.
- **1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.

Literature

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

A. Understand how literary elements and techniques are used to convey meaning.

- **2.A.3b** Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.

B. *Read and interpret a variety of literary works.*

- **2.B.3a** Respond to literary material from personal, creative and critical points of view.
- **2.B.3b** Compare and contrast common literary themes across various societies and eras.
- **2.B.3c** Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

History

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

A. *Apply the skills of historical analysis and interpretation.*

- **16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources.
- **16.A.2c** Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.

C. *Understand the development of economic systems.*

- **16.C.2c (US)** Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.
- **16.C.3b (US)** Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

Social Systems

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

C. *Understand how social systems form and develop over time.*

- **18.C.3b** Explain how diverse groups have contributed to U.S. social systems over time.

Economics

STATE GOAL 15: Understand economic systems, with an emphasis on the United States.

A. *Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.*

- **15.A.3b** Explain the relationship between productivity and wages.
- **15.B.3b** Explain the effects of choice and competition on individuals and the economy as a whole.

Materials Used

- Esperanza Rising, by Pam Munoz Ryan (novel)
- Primary source documents from The Library of Congress website
- Primary source analysis worksheets & organizers

General Procedure

1. Students will complete a pre-reading activity in which they will examine documents/photos from the Mexican Revolution. Students will complete a KWL chart, which they will add to throughout the unit.
2. For homework, students will complete an Admit Slip detailing a brief history of the Mexican Revolution & answer 3 questions in response to the reading.
3. Students will read a brief biography about Emiliano Zapata and formulate questions based on their reading. Students will then begin a parallel timeline, chronicling historical events, and parallel events occurring in Esperanza Rising. Students will add to this timeline as they read.
4. Students will begin reading Esperanza Rising in Literature Circles.
5. Students will be given their first set of vocabulary and complete a word sort. *(They will receive two sets of vocabulary, one at the beginning and middle of the unit in order to support their reading.-See Appendix C, D & E)*
6. A reading mini-lesson will be given on the elements of Historical Fiction.
7. Before reading Chapter 6, students will observe 3 pictures depicting the Mexican immigrant experience & complete a photographic analysis worksheet.
8. Students will write a diary entry from Esperanza's perspective detailing her experience on the way to Los Angeles.
9. While reading Chapter 7, students will chart Esperanza's journey on a map, labeling cities, states & countries, and noting the geography & climate of these regions.
10. Students will take their first Quiz & receive their second set of vocabulary words.
11. For homework, students will complete an Admit Slip about Cesar Chavez and the formation of the UFW & answer 3 questions in response to the reading.
12. Before reading chapter 8, students will listen to an FSA interview with a Mexican farm worker and answer questions about the interview as they listen.
13. Before reading chapter 9, students will view the poster "Boycott Lettuce and Grapes" and respond to a short essay prompt. The class will then discuss the strikes/boycotts and the reasons they took place.

14. As they read chapters 9 & 10, students will discuss the problems that arise in the migrant camps, and some of the solutions that are proposed in the book. With their groups, students will complete a “Looking at Our Options” organizer and evaluate each option and its consequences.
15. Students will choose the option they think best (the teacher may want to delegate if the sides are substantially unequal) and the class will have a debate: “To Strike or Not to Strike...”
16. Following the debate, students must draft a written response to their debate experience, detailing the option they believe to be best. Students should provide reasons and examples to support their choice.
17. After completing the novel, students will take a final quiz.
18. As a final evaluation, students will complete a venn diagram comparing the lives of farmers in Mexico and farmers in California in the 1930’s & 1940’s. Students will use this venn diagram to write a letter to Abuelita from Esperanza’s perspective, discussing the changes that have taken place in her own life since moving from Aguascalientes to California.

Evaluation/Assessments

- “Mission Impossible” Primary Source Analysis Worksheet (Mexican Revolution)
- KWL Chart (Continuous)
- Admit Slip Questions
- Immigration Photo Analysis Worksheet
- Esperanza’s Diary entry rubric
- FSA Interview Worksheet
- DBQ Worksheet (Boycott Poster)
- “Looking at our Options” organizer (Strike Debate)
- Strike Debate Response Paper
- Aguascalientes/California Venn Diagram & Esperanza’s Letter Home

***Social Science**

This unit covers the 1920's – 1940's in both Mexico & the U.S. The unit specifically focuses on the lives of Mexican farm workers & the reasons for immigration to the U.S. during this time period. It also examines the struggle of immigrant farm workers to improve working conditions and secure fair wages in the face of both an economic depression and racial prejudices.

***Science**

***Math**

***Language Arts**

This unit explores the lives of farm workers during the Great Depression through the use of a historical fiction novel, Esperanza Rising. As students read this novel in Literature Circles, they will be making connections between events in the book & the historical time period.

Through the use of Literature Circles, this unit also includes multiple opportunities for students to write about their reactions to their reading experience.

Lastly, this unit provides students with the opportunity to write from the perspective of characters in the book & reflect on their experiences.

***Differentiation**

When creating Literature Circle groups, the teacher may consider scaffolding the groups so that struggling readers are placed within a group of students who can support their reading.

In addition, after observing group discussions/reading, the teacher will most likely need to spend more time with certain groups than others, supporting discussions & guiding reading groups.

***Differentiation**

Additional extension activities, research challenges and discussion/ writing prompts can be given to gifted students in order to provide an extra challenge.

Unit Overview

Esperanza Rising: Historical Fiction Genre Study

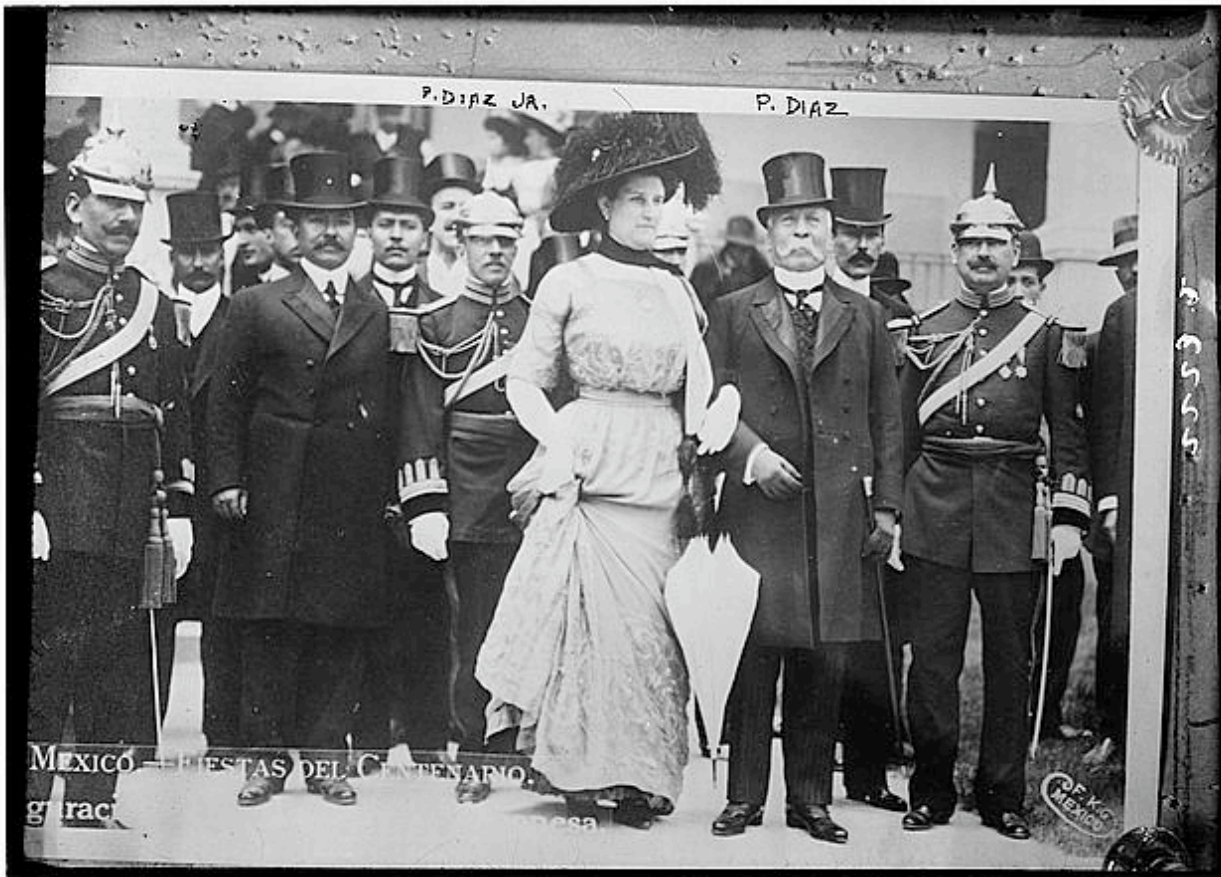
Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>PRE-READING</u></p> <ol style="list-style-type: none"> Mission Possible Discuss thoughts & predictions Create KWL HW-Admit Slip 1 	<p><u>PRE-READING</u></p> <ol style="list-style-type: none"> Add to KWL Read Biography of Emiliano Zapata Questions Game Return to KWL Begin parallel timeline Read Aloud Prologue & Ch 1 	<ol style="list-style-type: none"> Vocab Set 1 : Word Sort Literature Circles through Ch 3 	<ol style="list-style-type: none"> Mini-Lesson: <i>Elements of Historical Fiction</i> Literature Circles through Ch 4 	<ol style="list-style-type: none"> Reaction & Response → 3 Pictures of immigration Literature Circles through Ch 6 HW - Diary Entry
<ol style="list-style-type: none"> Chart Esperanza's journey (Map) Literature Circles Ch. 7 	<ol style="list-style-type: none"> Quiz 1 Vocab Set 2: List-Group-Label Activity HW-Admit slip 2 	<ol style="list-style-type: none"> FSA Interview & Response Literature Circles through Ch 8 	<ol style="list-style-type: none"> Poster Analysis Literature Circles through Ch 9 Begin "Looking at Our Options" organizer 	<ol style="list-style-type: none"> Complete "Looking at Our Options" Organizer Strike Debate Prep Literature Circles through Ch. 10
<ol style="list-style-type: none"> Strike Debate Opinion Paper 	<ol style="list-style-type: none"> Literature Circles through Ch. 12 	<ol style="list-style-type: none"> Literature Circles through Ch. 13 (Finish Novel) 	<ol style="list-style-type: none"> Quiz 2 	<ol style="list-style-type: none"> Complete Venn Diagram: <i>Farmers in Mexico/ Farmers in California.</i> Write "Esperanza's Letter Home"

LESSON 1

<p><u>Lesson 1 Overview</u></p> <p>Pre-Reading Activity</p>	<p>Details</p> <hr/> <p>Students will build background knowledge by examining and analyzing a manila envelope filled with primary source documents illustrating the causes of the Mexican Revolution. Following this examination, students will discuss their thoughts, observations and questions, eventually completing a KWL chart to document their thinking.</p>
<p>Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> • examine a collection of primary source documents and infer the major causes of the Mexican Revolution. • draw conclusions about the social & emotional climate of Mexico following the Mexican Revolution. • formulate questions about the Mexican Revolution.
<p>Time Required</p>	<p>45 minutes</p>
<p>Grade Level(s)</p>	<p>Grades 5-6</p>
<p>Topic(s)</p>	<p>1900-1920 The Mexican Revolution: <i>Causes and Effects</i></p>
<p>Format(s) of primary sources used</p>	<ul style="list-style-type: none"> • Broadside: <i>1904 glorias de México! Porfirio Díaz y Ramón Corral</i> "1904 glorias de México! Porfirio Díaz y Ramón Corral electos por el voto unánime del pueblo para presidente y vice-presidente de la República Mexicana." <i>Prints and Photographs Division, Library of Congress</i>. Antonio Vanegas Arroyo (Firm), 1904. Web. <http://www.loc.gov/pictures/item/99615821> • Newspaper: <i>Valentine Democrat, April 4, 1912</i> "Bandit is a Hero." <i>Chronicling America, Library of Congress</i>. Valentine Democrat, April 4, 1912. Web. http://chroniclingamerica.loc.gov/lccn/sn95069780/1912-04-04/ed-1/seq-3/ • Photo: <i>Diaz Jr., P. Diaz</i> : "Diaz Jr., P. Diaz." <i>Prints and Photographs, Library of Congress</i>. Bain News Service, Circa 1910-1915. Web. <http://www.loc.gov/pictures/item/ggb2004009392> ;. • Photo: <i>Wounded man and insurrecto with rifle along brick wall</i> "Wounded man and insurrecto with rifle along brick wall." <i>Prints and Photographs Division, Library of Congress</i>. Scott Photo Co., Circa 1911. Web. <http://www.loc.gov/pictures/item/93514463> . • Painting: <i>Emiliano Zapata, full, standing, with horse</i> Rivera, Diego. "Emiliano Zapata, full, standing, with horse." <i>Prints and Photographs Division, Library of Congress</i>. Valentine Democrat, 1931. Web. <http://www.loc.gov/pictures/item/2007678774> .
<p>Standards Addressed</p>	<p style="text-align: center;"><u>Reading</u></p> <p>STATE GOAL 1: Read with understanding and fluency. B. <i>Apply reading strategies to improve understanding and fluency.</i></p>

	<ul style="list-style-type: none"> • 1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas. <p>C. <i>Comprehend a broad range of reading materials.</i></p> <ul style="list-style-type: none"> • 1.C.3a Use information to form, explain and support questions and predictions. • 1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material. <p style="text-align: center;"><u>History</u></p> <p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>A. <i>Apply the skills of historical analysis and interpretation.</i></p> <ul style="list-style-type: none"> • 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources. • 16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.
<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<ol style="list-style-type: none"> 1. Manilla Envelope containing 5 primary sources 2. "Mission Possible" Analysis Worksheet 3. KWL Chart (2 sided) 4. Admit Slip: Photocopy a <u>brief</u> history of the Mexican Revolution <p style="text-align: center;">http://www.mexonline.com/emilianozapata.htm</p>
<p>Procedure (Activity/s)</p>	<ol style="list-style-type: none"> 1. Pass out manilla envelopes containing 5 primary source documents illustrating the causes of the Mexican Revolution to each student. 2. Along with this envelope, distribute a "Mission Possible" Analysis Worksheet. 3. Give students 15 minutes to individually examine the documents contained in their envelopes. As they sort through the documents, students should complete their analysis worksheet. 4. After students have examined these primary sources, discuss their impressions as a class. For example: <ol style="list-style-type: none"> a. <i>How did they choose to categorize the sources? Why?</i> b. <i>What observations and/or connections did they make?</i> c. <i>What Inferences/predictions can they make?</i> 5. Pass out KWL worksheets. Ask students what background knowledge they already have, then have them share questions that they have about the Mexican Revolution. <i>What do they want to know?</i> Complete the worksheet together. <i>(The class will return to this KWL chart throughout</i>

	<p><i>the unit. I usually make these KWL charts 2 sided, so that students have plenty of room to write.)</i></p> <p>6. <u>Homework</u>: Read brief history of the Mexican Revolution & answer 3 questions. The text you choose should be no longer than 1 page and manageable for all levels of readers in your classroom. Remember, they will be reading this on their own without support. (Admit Slip 1)</p>
Evaluation (Rubric/s)	<ul style="list-style-type: none">• “Mission Impossible” Analysis Worksheet• KWL Chart• Admit Slip Questions



Mexican President, Porfirio Diaz

Credit: "Diaz Jr., P. Diaz." *Prints and Photographs, Library of Congress*. Bain News Service, Circa 1910-1915. Web. <<http://www.loc.gov/pictures/item/ggb2004009392>>;.



The text in verse extols the social improvements under Díaz's presidency and celebrates his re-election for the eighth term. The office of the vice president was reactivated, and Díaz selected Corral for this position.

Credit: "1904 glorias de México! Porfirio Díaz y Ramón Corral electos por el voto unánime del pueblo para presidente y vicepresidente de la República Mexicana." *Prints and Photographs Division, Library of Congress*. Antonio Vanegas Arroyo (Firm), 1904. Web. <<http://www.loc.gov/pictures/item/99615821>>

BANDIT IS A HERO

Reasons Why Mexican Is at War With Madero.

Was Victim of the Diaz Tyranny—
Became Agitator When His Property Was Confiscated and He Had to Labor as Peon.

Cuernavaca, Mex.—“Zapata, the bandit,” “Zapata, the liberator”—these are the two public estimates placed upon the man who for more than a year has been carrying on a continuous warfare against the constituted government in this part of southern Mexico.

It is distinctly a war of the classes. “The Tiger of Ayala,” as Zapata is called by his hundreds of admiring followers, claims to be fighting for the freedom of the peon element and the small property holders, who he declares have long suffered from the tyrannical acts and policies of the government. He also has personal grievances and wrongs which he wants to avenge.

Zapata is a product of the Diaz rule. He was one of the victims of the system that oppressed many of the lower class all over the country during the Diaz regime. It happened in his case that there existed in him an element of fighting power and relentless cruelty which marked him for the leadership of the people who had suffered similar wrongs. He is now paying the government back for the injuries it did him.

In the days of Diaz men who did not agree with the government were quickly put where they could do no harm. Zapata was arrested and sentenced to a long term of exile in the hot lands of Quintana Roo. It was to that remote region that most of the political prisoners were sent. Few of them survived their terms of exile. But Zapata had a constitution of iron. Even in the distressing circumstances under which he then labored he planned the vengeance that he has been inflicting on his oppressors for the last twelve months. He lived through his term of exile and returned to his home in Ayala. The years went by slowly and Zapata quietly fomented a spirit of retaliation against the government among the people of his class. This was before Madero started his revolution, and it is now known that even had the lat-

ter not inaugurated his revolt against the Diaz government Zapata would have soon started one of his own.

Zapata did not quit fighting when the peace compact was signed between Madero and the Diaz government. He had wrongs still to avenge, and the petty municipal and district officers who had carried out the orders of the government were the special objects of his vengeance. He and his men have shown special hatred and cruelty toward the land owners who dispossessed them of their small farms.

Emiliano Zapata is the hero of the common people, not only of the states that are now in actual revolt, but of all portions of the country. The seeds of revolt that have been sown by Zapata are likely to continue to bear fruit for years to come, unless the government is able quickly to grant the demands of the lower class for a division among them of the vast estates which have for the most part been established by the merging of small properties taken either by force or by semblance of law.

Zapata is a man of fine physique. He was married only a few months ago to a pretty mountain girl, and she has been his constant companion ever since.

U. S. Pays Off

Government Sends \$1.77 to Minnesotan Due Him Since Days of the Civil War.

St. Paul, Minn.—Another proof that Uncle Sam is honest and will pay his debts as soon as he can is on exhibition at the office of Julius Schmahl, secretary of state, at the capitol. It is a check for \$1.77, which was received by Charles A. Rose, document clerk. Uncle Sam has been owing Mr. Rose this money since 1863 and at last has got enough ahead to pay the debt. In 1863 Mr. Rose was transferred from one company of volunteers to another and at the time of this transfer there was due him \$1.77. The amount was never paid and Mr. Rose had even forgotten that he had it coming until the check arrived yesterday.

Warren, Pa.—Hiram Towsley, of Garfield, near here, has received a check from the United States govern-

A Newspaper article from the Valentine Democrat (Valentine, Nebraska) describing Zapata's role in the Mexican Revolution.

Credit: "Bandit is a Hero." *Chronicling America, Library of Congress: Valentine Democrat, April 4, 1912. Web. <http://chroniclingamerica.loc.gov/sn95069780/1912-04-04/ed-1/seq-3/>*



Painting of Emiliano Zapata (date unknown)

Credit: Rivera, Diego. "Emiliano Zapata, full, standing, with horse." *Prints and Photographs Division, Library of Congress*. Valentine Democrat, 1931. Web. <<http://www.loc.gov/pictures/item/2007678774>>.



Photograph of Mexican revolutionaries, one wounded.

Credit: "Wounded man and insurrecto with rifle along brick wall." *Prints and Photographs Division, Library of Congress*. Scott Photo Co., Circa 1911. Web. <<http://www.loc.gov/pictures/item/93514463>>.

Name _____



Mission Possible!
Investigating Primary Sources

What **types** of documents are here?

What do you **notice** about these documents? (Observations)

Can you make any **predictions** or **inferences**?

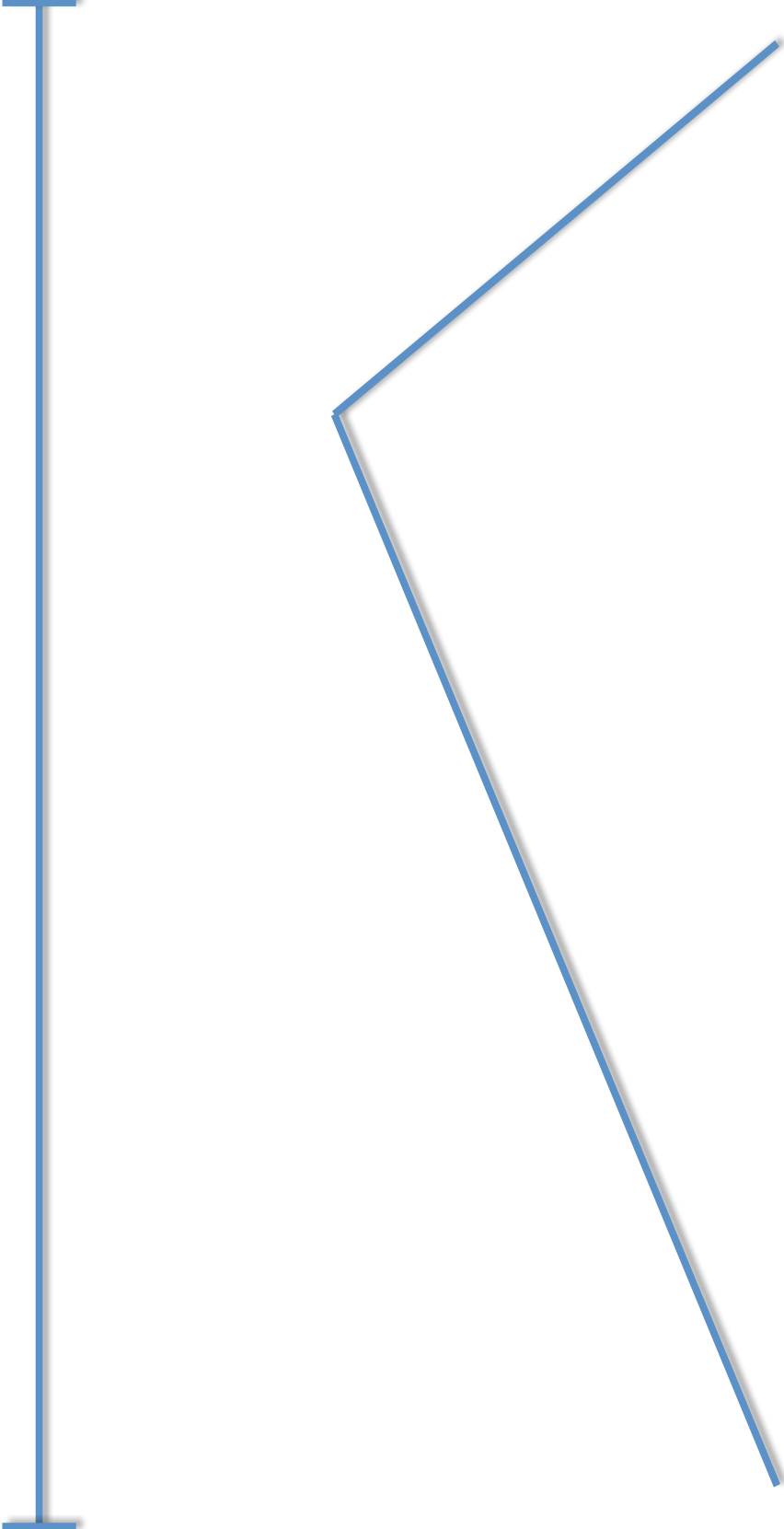
What **questions** do you have?

K_{now}	W_{ant to know}	L_{earned}

Parallel Timeline

Historical Events

Events from
Esperanza Rising



LESSON 5

<p><u>Lesson 5 Overview</u></p> <p>Pre-Reading Activity (Ch. 5 & 6)</p>	<p>Details</p> <hr/> <p>Students will build background knowledge by individually examining and analyzing three different photographs of immigration scenes from the 1930's and 1940's. They will be given the photographs one at a time, using each new photograph to build on their previous predictions and inferences. Following this photo analysis, the class will share what they observed. They will then discuss what they know about immigration using the photos, their own background knowledge, and information from <u>Esperanza Rising</u>. Reading groups will then begin reading chapters 5 and 6.</p>
<p>Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> • examine a collection of primary source photographs and make observations and inferences. • draw conclusions about the difficulties faced by immigrants during the Great Depression. • formulate questions about immigration. • Write a diary entry describing the immigrant experience from the main character's perspective.
<p>Time Required</p>	<p>60 minutes</p>
<p>Grade Level(s)</p>	<p>Grades 5-6</p>
<p>Topic(s)</p>	<p>1920 - 1940 Mexican Immigration during the Great Depression.</p>
<p>Format(s) of primary sources used</p>	<ul style="list-style-type: none"> • Photo 1: <i>Inspecting a freight train from Mexico for smuggled immigrants. El Paso, Texas</i> Lange, Dorothea. "Inspecting a freight train from Mexico for smuggled immigrants. El Paso, Texas." <i>Prints and Photographs Division, Library of Congress</i>. N.p., 1938. Web. <http://frontiers.loc.gov/ammem/ndlpedu/features/immig/mexican4.html>. • Photo 2: <i>Mexicans entering the United States. United States immigration station, El Paso, Texas</i> Lange, Dorothea. "Mexicans entering the United States. United States immigration station, El Paso, Texas." <i>Prints and Photographs Division</i>. Library of Congress, 1941. Web. <http://frontiers.loc.gov/ammem/ndlpedu/features/immig/mexican4.html>. • Photo 3: <i>Group of children posing under sign that reads "U.S. Department of Agriculture Farm Security Administration Farm Workers Community"</i> Hemmig, Robert. "Group of children posing under sign that reads "U.S. Department of Agriculture Farm Security Administration Farm Workers Community"." <i>Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection</i>. Library of Congress, 1941. Web. <http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCLID+@lit(p014))>.
<p>Standards Addressed</p>	<p style="text-align: center;"><u>Reading</u></p> <p>STATE GOAL 1: Read with understanding and fluency.</p>

- B. *Apply reading strategies to improve understanding and fluency.*
 - **1.B.2a** Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.
- C. *Comprehend a broad range of reading materials.*
 - **1.C.3a** Use information to form, explain and support questions and predictions.
 - **1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.

History

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

- A. *Apply the skills of historical analysis and interpretation.*
 - **16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources.
 - **16.A.2c** Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.
- C. *Understand the development of economic systems.*
 - **16.C.2c (US)** Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.

Social Systems

STATE GOAL 18: Understand social systems, with an emphasis on the United States.

- C. *Understand how social systems form and develop over time.*
 - **18.C.3b** Explain how diverse groups have contributed to U.S. social systems over time.

<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<ul style="list-style-type: none"> 5. Three immigration photos from the Library of Congress 6. Photograph Analysis Worksheet 7. KWL Chart 8. <u>Esperanza Rising</u> novel
<p>Procedure (Activity/s)</p>	<ul style="list-style-type: none"> 7. Pass out photo 1 to each student. Give them 5 – 7 minutes to make observations and write questions about the photograph on their photo analysis sheet. 8. Follow the same procedure for photos 2 and 3. Give students time to make observations and formulate questions after passing out each photo. 9. Ask students to share the observations that they recorded on their photo analysis sheet.

	<p>a. <i>What did they see? What are these photographs showing? Who are the people in the photos? When were these photos taken?</i></p> <p>b. <i>What inferences can they make? What conclusions can they draw?</i></p> <p>10. After students have shared their thoughts & observations, reveal the origins and contexts of the photos. (Hopefully, students will have realized that the photographs are showing the experience of Mexican immigrants around the time of the Great Depression. If not, guide them towards, this conclusion.) As a class discuss the difficulties faced by immigrants coming to the United States in search of work.</p> <p>11. Have students pull out their KWL charts. As a class, record what we know, any remaining questions, and anything we have learned through our discussion. <i>(The class will return to this KWL chart throughout the unit.)</i></p> <p>12. Students will move into their Literature Circles and begin reading chapters 5 and 6 (<i>Los Melones & Los Cebollas</i>)</p> <p>13. HW – Have students write a diary entry from Esperanza’s perspective about the trip from Aguascalientes to California.</p>
<p>Evaluation (Rubric/s)</p>	<ul style="list-style-type: none"> • Photo Analysis Worksheet • KWL Chart • Diary entry rubric



Photo 1: Freight trains being inspected for illegal immigrants. El Paso, Texas. June, 1938.

Lange, Dorothea. "Inspecting a freight train from Mexico for smuggled immigrants. El Paso, Texas." *Prints and Photographs Division, Library of Congress*. N.p., 1938. Web.
<<http://frontiers.loc.gov/ammem/ndlpedu/features/immig/mexican4.html>>.



Photo 2: Mexicans entering the United States. Immigration station, El Paso Texas. June, 1938.

Lange, Dorothea. "Mexicans entering the United States. United States immigration station, El Paso, Texas." *Prints and Photographs Division*. Library of Congress, 1941. Web.
<<http://frontiers.loc.gov/ammem/ndlpedu/features/immig/mexican4.html>>.



Photo 3: A group of children at an FSA camp for Mexican fruit pickers. 1941.

Hemmig, Robert. "Group of children posing under sign that reads "U.S. Department of Agriculture Farm Security Administration Farm Workers Community"." *Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection*. Library of Congress, 1941. Web. <[http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field\(DOCID+@lit\(p014\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(p014)))>.

What Do You See? Photographic Analysis

	Objective Observation	Subjective Observation	Knowledge	Deduction
	Describe what you see in the photograph- what do you notice about the people? The Buildings? When was it taken?	Describe your personal thoughts and feelings about the image. “I see . . . and it makes me think of . . . “	Describe prior knowledge that you have about this image. Can you make any connections?	What conclusions can you draw about this photograph?
PHOTO 1				
PHOTO 2				
PHOTO 3				
<p>Questions: What questions does this photograph raise? What else would you need to know?</p>				

Letter-Writing : Esperanza Diary Entry

Teacher Name: **Ms. Smith**

Student Name: _____

CATEGORY	4	3	2	1
Content Accuracy	The diary entry contains at least 5 accurate facts about the historical time period.	The diary entry contains 3-4 accurate facts about the historical time period	The diary entry contains 1-2 accurate facts about the historical time period	The diary entry contains no accurate facts about the historical time period
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the diary entry was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the diary entry was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the diary entry was about.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Connection to Character	Writer is able to make inferences about the character and displays an in depth understanding of Esperanza's thoughts & feelings.	Writer shows a basic understanding of Esperanza's thoughts & feelings based on the novel.	Writer demonstrates a weak understanding of Esperanza's thoughts and feelings in the novel.	Writer understands events in the book, but does not demonstrate an understanding of Esperanza's thoughts and feelings in the novel.

Date Created: **Aug 03, 2010 07:49 pm (UTC)**

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LESSON 8

<p><u>Lesson 8 Overview</u></p> <p>Building Background Knowledge (Chapter 8)</p>	<p>Details</p> <hr/> <p>Students will listen to an interview with Jose Flores, a worker in the migrant camps and answer questions about the interview as they are listening. The class will then discuss working conditions/wages in the migrant camps and some of the reasons that Mexican farm workers chose to go on strike. Literature Circles will then read Chapter 8 in <u>Esperanza Rising</u>.</p>
<p>Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> • combine background knowledge with information gained from a farm worker interview in order to answer questions concerning migrant camps. • discuss and formulate questions surrounding the struggles of farm workers during the Depression Era. • Compare historical events with events in <u>Esperanza Rising</u> (A historical fiction novel)
<p>Time Required</p>	<p>60 minutes</p>
<p>Grade Level(s)</p>	<p>Grades 5-6</p>
<p>Topic(s)</p>	<p>Early 1940's Living and working conditions in FSA camps in California. (Labor issues, strikes)</p>
<p>Format(s) of primary sources used</p>	<p>Interview: Interview about FSA camp governance, camp work, non-FSA migrant camps, labor issues, attitude toward "Okies." Flores, Jose. "Interview about FSA camp governance, camp work, non-FSA migrant camps, labor issues, attitude toward "Okies."." <i>Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941</i>. Library of Congress, Circa 1940. Web. 3 Aug 2010. <http://memory.loc.gov/cgi-bin/query/D?toddbib:2:./temp/~ammem_QXKj:~>.</p>
<p>Standards Addressed</p>	<p style="text-align: center;"><u>Reading</u></p> <p>STATE GOAL 1: Read with understanding and fluency. B. <i>Apply reading strategies to improve understanding and fluency.</i></p> <ul style="list-style-type: none"> • 1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas. <p>C. <i>Comprehend a broad range of reading materials.</i></p> <ul style="list-style-type: none"> • 1.C.3a Use information to form, explain and support questions and predictions. • 1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material. <p style="text-align: center;"><u>History</u></p> <p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other</p>

	<p>nations.</p> <p>A. <i>Apply the skills of historical analysis and interpretation.</i></p> <ul style="list-style-type: none"> • 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources. • 16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources. <p>C. <i>Understand the development of economic systems.</i></p> <ul style="list-style-type: none"> • 16.C.2c (US) Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present. <p style="text-align: center;"><u>Social Systems</u></p> <p>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</p> <p>C. <i>Understand how social systems form and develop over time.</i></p> <ul style="list-style-type: none"> • 18.C.3b Explain how diverse groups have contributed to U.S. social systems over time.
<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<p>9. Audio Interview with Jose Flores (Library of Congress)</p> <p>10. Interview Worksheet</p> <p>11. <u>Esperanza Rising</u> novel</p>
<p>Procedure (Activity/s)</p>	<p>14. Discuss the Admit Slip that was assigned for homework last night (A brief reading, one page or less, about Cesar Chavez & the United Farm Workers).</p> <p>15. Have students add events from their Admit Slip reading onto their parallel timeline (handed out in Lesson 2).</p> <p>16. Listen to interview with Jose Flores concerning the conditions in the camps and the strikes taking place among Mexican farm workers.</p> <p>17. As they listen, have students answer questions on their interview worksheet.</p> <p>18. After listening to the interview, discuss the interview worksheet as a class. You may also add any new information/questions to the KWL charts.</p> <p>19. Students will move into their Literature Circles and begin reading chapter 8 (<i>Las Ciruellas</i>)</p>
<p>Evaluation (Rubric/s)</p>	<ul style="list-style-type: none"> • Interview Worksheet • KWL Chart



[Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941](#)

Item 17 of 100

Interview about FSA camp governance, camp work, non-FSA migrant camps, labor issues, attitude toward "Okies."

Performer(s)/Interviewee(s)

Flores, Jose

[Information about Audio Playback](#)

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Listen to this recording.

(MP3

Format...1364816 bytes)

[Additional audio formats](#)

Genre
Interview

Notes

Interview topics include FSA **camp** cooperative governance, type of work currently being done by **camp** residents, company-owned (non-FSA) migrant **camps**, labor issues, attitude toward "Okies." Mr. Flores was 20 years of age.

Location
El Rio

Call Number
AFS 5145b1

Digital ID
AFCTS 5145b1

http://memory.loc.gov/cgi-bin/query/D?toddbib:2:/temp/~ammem_QXKj::

Name _____

INTERVIEW

FSA Camps, strikes, labor issues: Jose Flores

(Mr. Flores was 20 years of age at the time of this interview.)

1. What kinds of committees did the workers in El Rio create? What do these committees do?

2. What kind of labor were these workers doing?

3. Why were the workers evicted from the company owned camps?

4. Why did the workers go on strike?

5. How many rooms did Mr. Flores's house have when he lived in the company owned camp?

6. How does Mr. Flores describe the workers' housing after the strike?

7. Why were these workers willing to live in such poor conditions?

8. How much money do are the workers earn per hour?

9. What do you think Mr. Flores means when he says that the workers want to be “recognized as a union”?

10. Why do the workers want to go back to the Ranch as a group, and not as individuals?

11. Who took the Mexican workers’ jobs when they went on strike?

12. Why didn’t most of the Mexican workers feel anger towards the group of people who took their jobs?

LESSON 9

<p><u>Lesson 9 Overview</u></p> <p>Synthesize information: <i>Working conditions & boycotts/strikes (Chapter 9 – Las Papas)</i></p>	<p>Details</p> <hr/> <p>Students will respond to a short essay prompt based on a boycott poster, depicting the struggle of farm workers. In answering the essay prompt, students should synthesize what they have learned about the injustices experienced by Mexican farm workers, and ways in which they chose to work towards creating change. Literature Circles will then read Chapter 9 in <u>Esperanza Rising</u>. At the conclusion of the period, students will begin preparing for a Strike Debate, which will occur in lesson 11.</p> <p>BACKGROUND INFORMATION FOR TEACHER:</p> <ul style="list-style-type: none"> • Cesar Chavez was a Mexican American farm worker, labor leader and civil rights activist. He was born in 1927 and worked in the fields until 1952. Chavez co-founded a labor union called the UFW (<i>United Farm Workers</i>) in 1962, along with Dolores Huerta.
<p>Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Synthesize observations of a primary source (poster) with background knowledge. • discuss and formulate questions surrounding the struggles of farm workers during the Depression Era. • Compare historical events with events in <u>Esperanza Rising</u> (A historical fiction novel). • Evaluate the options of farm workers and identify possible consequences of boycotts.
<p>Time Required</p>	<p>60 minutes</p>
<p>Grade Level(s)</p>	<p>Grades 5-6</p>
<p>Topic(s)</p>	<p>1930's-1940's Living and working conditions in FSA camps in California. (Labor issues, strikes)</p> <p>1960's-1970's Cesar Chavez and the UFW</p>
<p>Format(s) of primary sources used</p>	<ul style="list-style-type: none"> • Poster: "Boycott Lettuce and Grapes" <i>Chicago Women's Graphics Collective. "Boycott Lettuce & Grapes." Circa 1978. Prints and Photographs Division, Library of Congress.</i>
<p>Standards Addressed</p>	<p style="text-align: center;"><u>Reading</u></p> <p>STATE GOAL 1: Read with understanding and fluency. B. <i>Apply reading strategies to improve understanding and fluency.</i></p> <ul style="list-style-type: none"> • 1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from

- other sources.
 - **1.B.3b** Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
- C. *Comprehend a broad range of reading materials.*
- **1.C.3a** Use information to form, explain and support questions and predictions.
 - **1.C.3d** Summarize and make generalizations from content and relate them to the purpose of the material.

History

STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

- A. *Apply the skills of historical analysis and interpretation.*
- **16.A.3b** Make inferences about historical events and eras using historical maps and other historical sources.
 - **16.A.2c** Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.
- C. *Understand the development of economic systems.*
- **16.C.2c (US)** Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present.
 - **16.C.3b (US)** Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

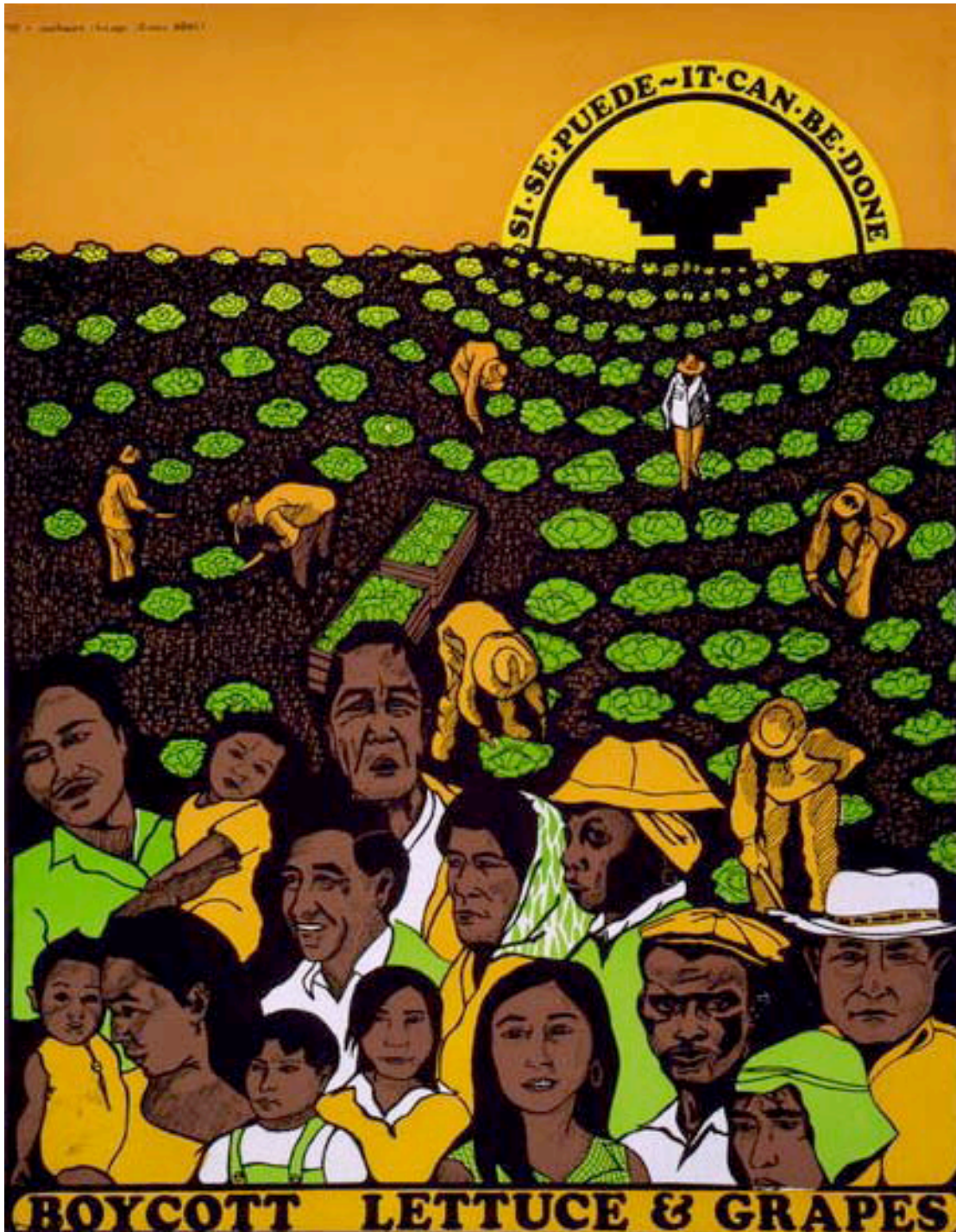
Economics

STATE GOAL 15: Understand economic systems, with an emphasis on the United States.

- A. *Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.*
- **15.A.3b** Explain the relationship between productivity and wages.
 - **15.B.3b** Explain the effects of choice and competition on individuals and the economy as a whole.

<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<ol style="list-style-type: none"> 1. "Boycott Lettuce and Grapes" poster 2. DBQ (<i>Document Based Question</i>) Worksheet 3. <u>Esperanza Rising</u> novel 4. "Looking at our Options" organizer
<p>Procedure (Activity/s)</p>	<ol style="list-style-type: none"> 1. For homework, students should have completed an Admit Slip pertaining to Cesar Chavez and the United Farm Workers. Discuss the reading as a class and have students add new information/remaining questions to their KWL charts. 2. Show the class the "Boycott Lettuce and Grapes" poster.

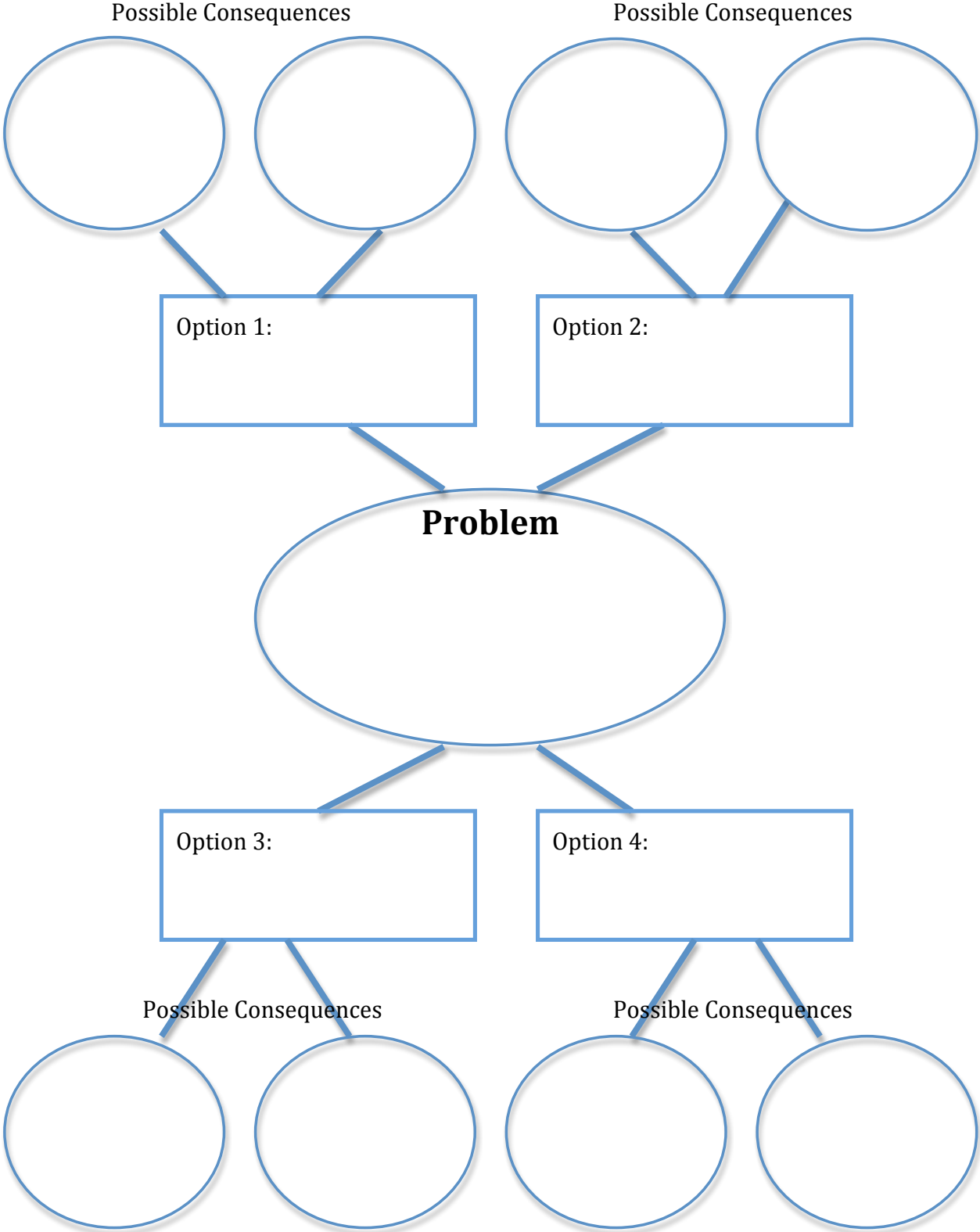
	<ol style="list-style-type: none"> 3. Ask students to respond individually to the essay prompt on their DBQ worksheet. (10 -12 minutes) 4. As a class, share responses and discuss the ways in which farm workers began to push for changes in their working conditions. (Ask students to think about what they have read in <u>Esperanza Rising</u>, the interview with Jose Flores, their reading on Cesar Chavez, and the poster they looked at today.) 5. Have students add important dates from their Admit Slip reading to their parallel timeline (handed out in lesson 2). <i>You may want to point out that Cesar Chavez was a child working on a farm just like Esperanza during the 1930's.</i> 6. Students will move into their Literature Circles and begin reading chapter 9 (<i>Las Papas</i>) 7. At the end of the period, discuss the pros and cons of instigating a strike (the novel depicts both perspectives fairly clearly). Have students begin discussing this in their Literature Circles and filling in their "Looking at our Options" organizer. (This is in preparation for a strike debate in Lesson 11.)
Evaluation (Rubric/s)	<ul style="list-style-type: none"> • DBQ Worksheet • "Looking at our Options" organizer



This poster calls for Americans to stop buying lettuce and grapes in support of the United Farm Workers

CREDIT: Chicago Women's Graphics Collective. "Boycott Lettuce & Grapes." Circa 1978. Prints and Photographs Division, Library of Congress.

Looking At Our Options



LESSON 15

(Final Assessment)

<p><u>Lesson 15 Overview</u></p> <p>Final Assessment</p>	<p>Details</p> <hr/> <p>Following completion of the novel, students will complete a venn diagram comparing the life of a farm worker in Aguascalientes, Mexico to lives of farm workers in California. Students will then use these venn diagrams, along with their KWL charts & parallel timelines, to write a letter home from Esperanza’s perspective. These letters should describe how her life has changed over the course of the novel and include specific historical references (immigration, boycotts, Valley Fever, the Dust Bowl, Okies, etc.).</p>
<p>Objectives</p>	<p>Students will:</p> <ul style="list-style-type: none"> • compare & contrast the lives of farm workers in Mexico & California. • write a letter from the main character’s perspective describing her experiences. • describe how various historical events during the Depression Era directly affected the lives of farm workers.
<p>Time Required</p>	<p>45 minutes</p>
<p>Grade Level(s)</p>	<p>Grades 5-6</p>
<p>Topic(s)</p>	<p>1920’s – 1940’s Life in FSA migrant camps</p>
<p>Standards Addressed</p>	<p style="text-align: center;"><u>Reading</u></p> <p>STATE GOAL 1: Read with understanding and fluency. C. Comprehend a broad range of reading materials.</p> <ul style="list-style-type: none"> • 1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme. • 1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres. • 1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material. <p style="text-align: center;"><u>Literature</u></p> <p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas. A. Understand how literary elements and techniques are used to convey meaning.</p> <ul style="list-style-type: none"> • 2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature. <p>B. Read and interpret a variety of literary works.</p> <ul style="list-style-type: none"> • 2.B.3a Respond to literary material from personal, creative and critical points of view. • 2.B.3b Compare and contrast common literary themes across various societies and eras. • 2.B.3c Analyze how characters in literature deal with conflict,

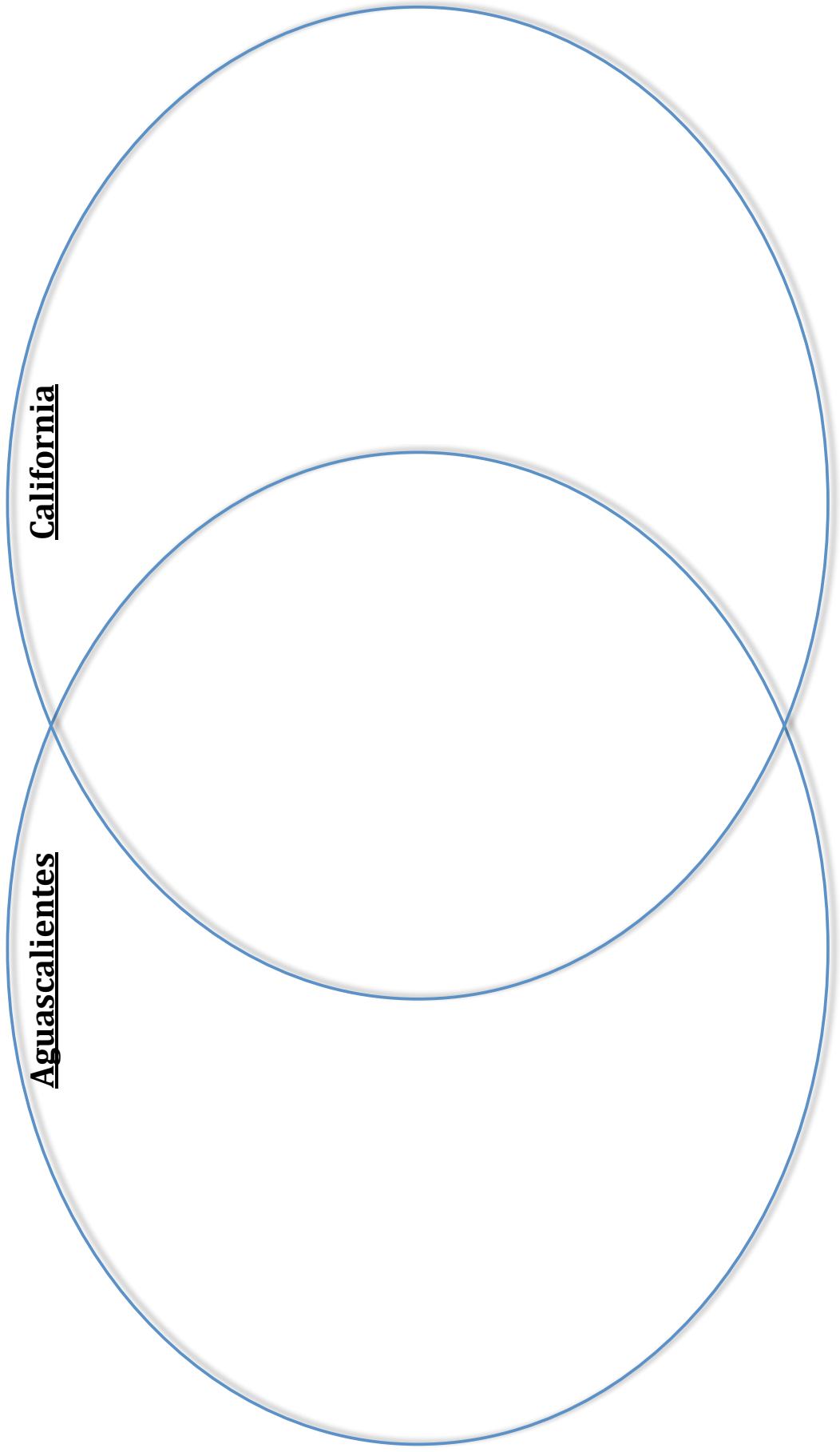
	<p style="text-align: center;">solve problems and relate to real-life situations.</p> <p style="text-align: center;"><u>History</u></p> <p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p> <p>A. Apply the skills of historical analysis and interpretation.</p> <ul style="list-style-type: none"> • 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.
<p>Preparation</p> <p>-Materials Used</p> <p>-Resources Used</p>	<ol style="list-style-type: none"> 1. Venn Diagram 2. Esperanza Letter Rubric 3. KWL Chart (<i>completed throughout the unit</i>) 4. Parallel Timeline (<i>completed throughout the unit</i>)
<p>Procedure (Activity/s)</p>	<ol style="list-style-type: none"> 1. Ask students to look over their parallel timeline they have been filling out over the course of the novel. As a class, have students briefly review what they have learned about the life of farm workers in post-revolutionary Mexico vs. farm workers in California during that same time period. Prompt them to consider similarities and differences. Consider: <ol style="list-style-type: none"> a. types of prejudice b. working conditions & wages c. distribution of land d. family life e. reactions of workers (boycotts, violence, etc) f. class systems 2. in small groups, have students complete a venn diagram comparing the lives of farm workers in Mexico & California. 3. Have groups share the similarities and differences they identified & ask students to add any new ideas to their own venn diagrams as each group shares. 4. Using their venn diagrams, parallel timelines & KWL charts from the unit, ask students to write a letter home from Esperanza's perspective, describing how her life has changed over the course of the novel. These letters should include specific historical references (conflict with bandits, immigration, boycotts, Valley Fever, the Dust Bowl, Okies, etc.).
<p>Evaluation (Rubric/s)</p>	<ul style="list-style-type: none"> • Venn Diagram • Letter Rubric

NAME _____

Compare & Contrast

Compare the life of a farm worker in *Aguascalientes* to the farm workers in *California*. Think about events in *Esperanza Rising* and all that you have learned throughout this unit.

THINK ABOUT: prejudice, working conditions, wages, distribution of land, family life, class systems, reactions of workers



Letter-Writing : Esperanza's Letter Home

Teacher Name: **Ms. Smith**

Student Name: _____

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate historical facts about the topic.	The letter contains 3-4 accurate historical facts about the topic.	The letter contains 1-2 accurate historical facts about the topic.	The letter contains no accurate historical facts about the topic.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Character Development	Writer is able to make inferences about Esperanza's thoughts & feelings and displays an in depth understanding of how events in the novel bring about change in her character.	Writer shows a basic understanding of how events in the novel bring about change in Esperanza's character.	Writer demonstrates a weak understanding of how events in the novel bring about change in Esperanza's character.	Writer does not make a connection between events in the novel & the development of Esperanza's character.

Date Created: **Aug 11, 2010 02:54 pm (UTC)**

Appendix A

ROLE	RESPONSIBILITIES
Discussion Director	<ol style="list-style-type: none"> 1. Guide the group's discussion <ol style="list-style-type: none"> a. Choose who will start & what order people will share. b. Ask extra questions to keep the discussion going: c. <i>What connections did you have?</i> d. <i>Are you confused about anything?</i> e. <i>What do you predict will happen?</i> 2. Make sure everyone is on task 3. Help your group complete the Group Sheet.
Connector	<ol style="list-style-type: none"> 1. Make connections between the book & your life. <ol style="list-style-type: none"> a. Text to self b. Text to text c. Text to world 2. Ask your group members to share their own connections.
Visualizer	<ol style="list-style-type: none"> 1. Visualizing means <i>picturing something in your head.</i> 2. You may: <ol style="list-style-type: none"> a. Draw a picture of a scene or character in the book b. Share a part of the book where the author really painted a picture in your head. c. Write down good words that helped you visualize
Predictor	<ol style="list-style-type: none"> 1. Make a prediction about what will happen next. 2. Make inferences about characters & events. <ol style="list-style-type: none"> a. <i>Explain WHY you are making this prediction or inference.</i>

Appendix B

Group Discussion Sheet

Date: _____

Names:	Reading Work Completed? (Yes/NO)
1)	
2)	
3)	

Please remember to include at least 2 things in each box.

Some <u>interesting points</u> that came up during our discussion were... 1) 2)	Some <u>connections</u> that we made were... 1) 2)
Some <u>predictions</u> that we have are... 1) 2)	Questions/things we don't understand:

Appendix C

Esperanza Rising Vocabulary - Set 1

1. **arbor** (ar-bur) noun - *A small shelter made of or surrounded by trees, shrubs, vines, or other plants*
2. **wrenched** verb - *to twist or strain*
3. **tormented** adj/verb - *experiencing intense pain*
4. **anguish** adjective - *extreme mental pain or distress*
5. **capricious** (kuh-prish-uhss) adjective - *Unpredictable or tending to change direction without any obvious reason.*
6. **careening** (kuh-reen-ing) verb - *Swaying from side to side*
7. **valise** noun - *a small overnight bag for short trips*
8. **crochet** (croh-shay) verb - *A kind of needlework made with a hooked needle and thread or yarn*
9. **immigration** (im-uh grash-uhn) noun - *The act of moving to another country to live there permanently*
10. **makeshift** (make-shift) adjective - *Something made in a not sturdy way from whatever materials are available*
11. **monotonous** adj - *boring and repetitious, lacking in variety*
12. **mesmerized** (mez-mer-ized) verb - *To spellbind or fascinate in a hypnotic way*
13. **migrant** (mye-gruhnt) noun - *Someone who moves around doing seasonal work such as picking crops*
14. **mussed** (muhs-ed) verb - *Untidy or wrinkled as in clothing or hair*
15. **irrigation** noun - *supplying dry land with water by using ditches*
16. **land redistribution** -verb- *when land is given from some individuals to others (usually from rich to poor).*
17. **hacienda** -noun- *large ranches*
18. **The Great Depression** -noun- *Worldwide economic collapse following the stock market crash in 1929, in which unemployment remained high for an extended period and many businesses failed.*
19. **panorama** (pan-uh-ram-uh) noun - *A wide or complete view of an area*
20. **phoenix** (fee-nix) noun - *A bird of ancient Egyptian legend that after being consumed by fire is reborn fresh and new from the ashes; often used as a symbol of renewal after destruction*

Appendix D

Esperanza Rising Vocabulary - Set 2

1. **plaited** (*playt-ed* or *plat-ed*) adjective - *A length of hair that has been divided in to three sections and braided*
2. **premonition** (*pree-muh-nish-uhn* or *prem-uh-nish-uhn*) noun - *A feeling that something is going to happen, especially something bad or harmful*
3. **groves** noun - *small growths of trees without underbrush*
4. **remnants** (*rem-nuhnts*) noun - *Pieces or parts of something that are left over*
5. **stagnant** (*stag-nayt*) verb - *Something that is suffering from not being active or moving forward such as polluted water or a person stuck in a situation*
6. **bedraggled** adj- *wet and limp, as if dragged in the mud*
7. **pneumonia** noun - *a resperatory disease, infection of the lungs*
8. **strikers** (*st-rike-ers*) noun - *People who refuse to do work because of an argument or disagreement with their employer over wages or working conditions*
9. **relapse** - verb - *to get worse, deteriorate in health*
10. **despondent** adj - *without hope*
11. **unrelenting** (*un-ri-lent-ing*) adjective - *Not letting up or weakening in determination*
12. **untethered** (*un-teth-ur-ed*) adjective - *Let loose and wild; not confined or restricted*
13. **vineyard** (*vin-yurd*) noun - *An area of land where grapes are grown*
14. **wage** - noun - *payment for work*
15. **Cesar Chavez** -noun- *A Mexican American farm worker, labor leader and activist who helped create the United Farm Workers (UFW).*
16. **United Farm Workers (UFW)** -noun- *a labor union that worked to protect workers' rights.*
17. **Farm Security Administration (FSA)** -noun- *A government program created in 1935. This program was created to help improve the lives of poor farmers.*
18. **boycott** - verb - *to refuse to deal with something*
19. **Dust Bowl** -noun- *a period of severe dust storms in the Great Plains in the 1930's. Hundreds of thousands of people were forced to leave their homes and look for work in California.*
20. **Okies** -noun- *The nickname for migrant workers who left Oklahoma during the dust bowl and came to California in search of work.*

Appendix E

Vocabulary Word Sort!









