



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Esperanza Rising

based on the novel by

Pam Munoz Ryan

Written by

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TABLE OF CONTENTS - *Esperanza Rising*

Introduction	5
Unit Objectives	7
Reading Assignment Sheet	8
Unit Outline	9
Study Questions (Short Answer)	13
Quiz/Study Questions (Multiple Choice)	22
Pre-reading Vocabulary Worksheets	45
Lesson One (Introductory Lesson)	69
Non-fiction Assignment Sheet	78
Oral Reading Evaluation Form	73
Writing Assignment 1	83
Writing Assignment 2	88
Writing Assignment 3	92
Project	71
Writing Evaluation Form	84
Vocabulary Review Activities	93
Extra Writing Assignments/Discussion ?s	95
Unit Review Activities	101
Unit Tests	107
Unit Resource Materials	165
Vocabulary Resource Materials	183

ABOUT THE AUTHOR

Pam Munoz Ryan

Pam Munoz Ryan grew up in California's San Joaquin Valley. She is the oldest of three sisters. She grew up with many of her aunts, uncles, cousins, and grandparents nearby. She is Spanish, Mexican, Basque, Italian, and Oklahoman. She received her Bachelor's and Master's Degrees at San Diego State University. She now lives in north San Diego County with her husband and four children.

She based *Esperanza Rising* on the experiences of her maternal grandmother who immigrated to the United States and worked in a farm labor camp. Relatives on both sides of her family, from both Mexico and Oklahoma, also worked in the fields.

Sources:

<http://www.pammunozryan.com/bio.htm>

Ryan, Pam Munoz. *Esperanza Rising*. New York: Scholastic, 2000.

Major Works

Riding Freedom

Amelia and Eleanor Go for a Ride

When Marian Sang

Mice and Beans

Becoming Naomi Leon

Paint the Wind

Esperanza Rising

Awards

Esperanza Rising:

Pura Belpre Medal

Jane Addams Peace Award

ALA Top Ten Best Book for Young Adults

Americas Award Honors Book

Riding Freedom:

Willa Cather Award

California Young Reader Medal

When Marian Sang:

ALA Sibert Honor

NCTE's Orbis Pictus Award

INTRODUCTION *Esperanza Rising*

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Esperanza Rising*. It includes eighteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to proverbs and the main themes of the novel. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students will be given the instructions for their journal projects.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of the general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis, and personal response employing a variety of thinking skills and adding to the students' understanding of the novel.

There is an **individual theme project** in this unit. Students will rewrite the story through the eyes of one of the characters.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or expressing personal opinions. In Writing Assignment 1, students write a personal narrative in which they tell about a time when they had a sudden change of environment, like *Esperanza*. In Writing Assignment 2, students will write a persuasive essay in which they argue

for or against striking for better working conditions. In Writing Assignment 3, students will respond to the literature by describing what they have learned from the story.

There is a **non-fiction reading assignment**. Students must read non-fiction articles, books, etc. to gather information about their themes in our world today.

The **review lesson** pulls together all the aspects of the unit. The teacher is given several choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional **support materials** included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes, and test. If teachers have other ideas/activities they wish to use, they can often be easily inserted prior to the review lesson.

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UNIT OBJECTIVES *Esperanza Rising*

1. Students will define and discuss metaphors, symbols, and the themes in *Esperanza Rising*.
2. Students will practice reading orally and silently.
3. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Esperanza Rising*.
4. Students will study vocabulary from the book to better understand the book and to enrich their own vocabularies.
5. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.
6. Students will retell the story through the eyes of one of the characters.
7. Students will read non-fiction text that relates to *Esperanza Rising*.
8. Students will think logically and critically.
9. Students will demonstrate the ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.

READING ASSIGNMENTS *Esperanza Rising*

Date Assigned	Assignment	Completion Date
	<i>Assignment 1</i> Aguascalientes, Mexico & Las Uvas 1	
	<i>Assignment 2</i> Las Papayas & Los Higos	
	<i>Assignment 3</i> Las Guayabas	
	<i>Assignment 4</i> Los Melones	
	<i>Assignment 5</i> Las Cebollas	
	<i>Assignment 6</i> Las Almendras & Las Ciruelas	
	<i>Assignment 7</i> Las Papas	
	<i>Assignment 8</i> Los Aguacates	
	<i>Assignment 9</i> Los Esparragos & Los Duraznos	
	<i>Assignment 10</i> Las Uvas 2	

UNIT OUTLINE *Esperanza Rising*

1 Introduction Journal Project	2 PVR 1 Foreshadowing Metaphors	3 Study ?s 1 PVR 2 Fruit/Vegetables Worksheet	4 Study ?s 2 PVR 3 Non-fiction Reading Assignment	5 Study ?s 3 PVR 4
6 Study ?s 4 PVR 5 Conflict	7 Study ?s 5 PVR 6 Writing Assignment #1	8 Study ?s 6 PVR 7	9 Study ?s 7 PVR 8 Writing Conferences	10 Study ?s 8 PVR 9 Writing Assignment #2
11 Study ?s 9 PVR 10	12 Study ?s 10 Writing Assignment #3 Writing Conferences	13 Vocabulary Review	14 Extra Discussion Questions	15 Extra Discussion Questions Continued
16 Non-fiction Reports	17 Unit Review	18 Unit Test		

Key: P = Preview Study Questions V = Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *Esperanza Rising* unit
2. To discuss proverbs
3. To discuss the two main themes of *Esperanza Rising*
4. To try to predict the plot of *Esperanza Rising*
5. To distribute books, study guides, and other related materials
6. To introduce the Journal Project

Activity One

After the dedication page, the author has included two Mexican proverbs: "He who falls today may rise tomorrow" and "The rich person is richer when he becomes poor, than the poor person when he becomes rich." Write these two proverbs on the board. First, have students work with a partner to create a definition of a proverb (a short saying that expresses a basic truth). When a definition has been established, ask students again to work with a partner to decide what basic truths are being expressed in these two proverbs. Discuss as a class. Finally, explain to students that these two proverbs are closely related to the main themes of *Esperanza Rising*. Have students predict what the story is going to be about based upon the proverbs and the title of the book. (You may consider showing the cover of the book so that students can also base their predictions upon the cover illustration). Consider posting the predictions on the bulletin board.

Activity Two

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides

Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary

Prior to each reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

Reading Assignment Sheet

You need to fill in the Reading Assignment Sheet to let students know by when their reading has to be completed. You can either write the assignment sheet up on the side blackboard or bulletin board and leave it there for students to see each day, or you can make copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center

The Unit Resource Materials portion of this LitPlan contains suggestions for an extra library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.)

WRITING ASSIGNMENT 1 *Esperanza Rising*

PROMPT

Esperanza Rising is about a young woman who leaves her familiar surroundings and is placed in an environment that is totally unfamiliar to her. This new environment poses many challenges for Esperanza and ultimately leads to a change in her attitude.

Your assignment is to write a narrative about a time when you were removed from a familiar environment and thrust into a new one. Describe your world before, during, and after the change. Remember, your narrative needs to have a beginning, middle, and end.

PREWRITING

Did you change schools? Did you move from one house to another? Did you visit a foreign country? Perhaps you visited a friend or relative for a week or two. Think about the times you had to change or adapt to a new environment. Choose a time that had the greatest impact on you. Make notes about your world "before," "during," and "after" the change took place. Write down words, phrases, and incidents that characterize each period as well as words and phrases that express how you felt at each stage. How did it all turn out? Make a few notes about the outcome.

DRAFTING

There are many ways to begin writing a story. The important thing is to hook your reader. Use descriptive language (lots of adjectives) to help your reader understand the place, time, and mood of your story. Think about some of your favorite books and try to remember how the author hooked you into reading that particular story. Some books start in the middle of the action. Some start with a description of the setting. Some start with dialogue. Choose your opening and begin writing. Make sure you use the first person to narrate your story. If you include dialogue, don't forget to use quotation marks and begin a new paragraph when a new character begins speaking. Follow the notes that you made in the pre-writing step above. In your first draft, just get your ideas on paper. Then, go back and refine your organization and your writing. Make your writing interesting with descriptive words and phrases, and double-check your grammar, spelling, and punctuation.

PROMPT

When you finish the rough draft of your narrative, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary. Ask your classmate what he/she thought of each of the characters/events you chose for your assignment.

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas, and prepare a final copy.

FINAL DRAFT

Follow your teacher's directions for making a final copy of your report.