



## GeoCivics Lesson: Exploring Language in *Esperanza Rising*

<https://www.teachgeocivics.com/>

<b>Teacher(s):</b> Cynthia Villarreal Cantu	<b>Unit title:</b> Language and Literacy  <b>Lesson title:</b> Exploring Language in <i>Esperanza Rising</i>	<b>Grade Level(s):</b> 3-5th
<b>Notes:</b> This lesson provides opportunities for students to dig into translanguaging literature and stories. Through this lesson, students receive equitable experiences that explore diversity and uniqueness to thrive in their native language. The educator can also encourage students to accept and identify with their own culture and those of others. Through translanguaging opportunities, every child will be able to reflect on their language and cultural awareness.		
<b>Pre-existing Knowledge:</b> The student should have read <i>Esperanza Rising</i> prior to engaging and participating in the activities for this lesson. The novel discusses migration and fieldwork which will enhance student knowledge and background. After reading the novel, the students will learn about the community and unity for relationships and empowerment. <i>The students will also need to know how to create a bar graph and timeline.</i>		
<b>Overview of Content:</b> During the 18th and 19th centuries, multiple languages were common and were acknowledged in the United States. Languages other than English were taught in schools and valued within the growing communities. Since large numbers of immigrants were traveling from all over the world to the United States, different languages were accepted. However, after World War I, economic problems contributed to the Great Depression. Unfortunately, many schools also began changing from the 1920s to the 1950s by becoming “Americanized.” School districts eliminated the study of foreign languages in several schools across the United States. This system forced many immigrants to forget their native language, culture, and religion. Through punishment and harsh discipline from the educational system, teachers assimilated students into the English-only language. Multilingual education was forbidden and forgotten. Monolingualism was regarded as the key to success in the United States and the only valued language. In 1954, the United States Supreme Court case of <i>Brown vs. Board of Education</i> (1954) ended segregation, and classrooms became integrated. In 1958, the National Defense Education Act of 1958		

was established and educators were able to teach foreign languages in schools. Cobb and Kallus (2011) state that in “1958, the National Defense Education Act granted federal resources for the expansion of foreign-language teaching” (p. 221). Bilingual education was brought back to schools when many Cuban refugees began entering schools in the United States.

However, cultural assimilation was encouraged. Minority students were expected to change their language and became forced to fit into the larger group’s culture. The school system prioritized Anglo-American culture, and different beliefs had no space in schools. According to Nieto and Bode (2008), curriculum and pedagogy focused on immigrants’ assimilation into the primary culture. Finally, in 1974, the United States Supreme Court case *Lau vs. Nichols* (1974) stated that this “sink or swim” mentality was illegal and bilingual education was implemented. Through this case, the court ruled that there should be equal opportunities for students that speak different languages.

In the book *Esperanza Rising* students will explore translanguaging and make connections to bilingual students' backgrounds and location. The book tells the story of Esperanza’s journey from Mexico to the United States and her experience as a fieldworker. The treatment of labor workers was unjust; however, Esperanza and her family prevailed. Esperanza learns to never give up and to follow her dreams.

Educators can consider the impact that literature can have on children and young adults. Reconstructing education and a curriculum that involves analyzing Critical Race Theory (CRT) and critical legal studies (LatCrit), can help identify those areas where needs are significant. Characters like Esperanza can shape how educators look at power, language, and discourse. The authenticity of translanguaging forms views of unrepresented cultures and acknowledges the power of language. Through CRT and LatCrit, students can gain valuable perspectives, and critical pedagogy can support learning in the educational setting.

**Purpose: *What will students learn?***

This lesson will focus on exploring and describing migration and why fieldworkers migrate. Throughout the lesson the students will discuss how the different crops affected Esperanza throughout the story. The lesson tells the story of Esperanza’s struggles in a new country. During the lesson, the students will create a timeline and analyze the novel to make a personal connection.

**National Geography Standard(s):**

Essential Element IV. HUMAN SYSTEMS

- Standard 5: That people create regions to interpret Earth’s complexity.
- Standard 9: The characteristics, distribution, and migration of human populations on Earth’s surface.
- Standard 12: The processes, patterns, and functions of human settlement.

Essential Element I. THE WORLD IN SPATIAL TERMS

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

**State Geography Standard(s):**

- Texas (TEKS) Geography: §113.16. Social Studies, Grade 5, Adopted 2018.

- Geography. The student understands how people adapt to and modify their environment. The student is expected to:
  - (A) describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs.

**National & State Social Studies Standard(s):**

- NCSS: 1 Culture: Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

**State Social Studies Standard(s):**

Texas (TEKS): §113.16. Social Studies, Grade 5, Adopted 2018.

Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) incorporate main and supporting ideas in verbal and written communication;
- (C) express ideas orally based on research and experiences; and
- (D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.

**ELA Standards**

Texas Essential Knowledge and Skills (TEKS): §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion.

Texas Essential Knowledge and Skills (TEKS): §110.7. English Language Arts and Reading, Grade 5, Adopted 2017.

(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- (A) establish purpose for reading assigned and self-selected texts;
- (B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- (C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

- (D) create mental images to deepen understanding;
- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding; and
- (I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

**ISTE Teacher *and/or* Student Standard:**

**Student Standards:**

1.3. Knowledge Constructor:

The students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

**Language Function:**

- **Comparing and Contrasting:** Student uses language to describe similarities and differences in objects or ideas
- **Analyzing:** Student uses language to separate whole into parts, identify relationships and patterns
- **Synthesizing:** Student uses language to combine or integrate ideas to form a whole group
- **Evaluation:** Students use language to assess and verify an object, idea or decision.

**Culturally Responsive Lesson Strategies:**

- **HIGHER ORDER THINKING:** The lesson and assignment provide avenues for students to engage in higher cognitive processing, applying learning to big-picture analysis and creative applications for learning. The lesson integrates Bloom's Taxonomy to help the students use levels of complexity and specificity to discuss and relate to the story.
- **EQUITY/DECOLONIZATION:** Attention paid to minimizing dominant discourses, deficit perspectives, and possible biases/microaggressions in instruction and language. The expectations are that students from non-dominant backgrounds (e.g. English language learners, students from poverty, students with special needs, students of various genders/sexual orientations) have access and can participate as readily as those from dominant backgrounds. Focusing on Empowerment the students will evaluate Esperanza's journey and relate them to their experiences.
- **DIFFERENTIATION:** The lesson and assignment provide opportunities for individual learners to express their learning in various ways, accounting for multiple learning styles. The lesson will focus on Cultural Identity and provide opportunities for the students to reflect on their culture and background.
- **SOCIAL JUSTICE:** The lesson and assignment provide avenues for students to connect learning to social, political, or environmental concerns that affect them and their lives and enact change. Social Justice in the lesson seeks to value culture and purpose. Diversity in literature will help improve the students' respect toward others and accept other point-of-views.

**Objective(s):**

- Students will be able to describe why fieldworkers migrate based on various crops.
- Students will be able to support or critique the choices made by Esperanza.

- Students will be able to create a timeline of events based on the book.
- Students will be able to analyze the story and map of Esperanza’s journey and their own personal journey.

**SIOP**

SIOP Elements		
<b>Preparation</b>  Adapting content <b>Linking to background</b> <b>Linking to past learning</b> Strategies used	<b>Scaffolding</b>  <b>Modeling</b> <b>Guided practice</b> Independent practice Comprehensible input	<b>Grouping Option</b>  <b>Whole class</b> <b>Small groups</b> <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b> <b>Reading</b> <b>Writing</b> <b>Speaking</b> <b>Listening</b>	<b>Application</b> Hands-On <b>Meaningful</b> <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> <b>Group</b> <b>Written</b> <b>Oral</b>

**Evidence of Mastery**

**Formative:**

The students will take a vocabulary exam and discuss the meaning of the terms in their own words. They can also include translanguaging to support their thoughts and ideas.

**Summative:**

The students will write a summary of their learning and how they connected to the story. They will be expected to reference a specific chapter(s) that resonated with them the most. Students must use examples from the novel to support their ideas, and discuss 3 or more points and references in the book. Explanations are detailed. The students will be expected to reference specific chapters that resonated with them the most. The students must use examples from the novel to support their ideas.

**Esperanza Rising Summary of Learning Assessment Rubric**

	Criteria	Points
<b>Exceeds Expectations</b>	Discusses 3 or more points about what was learned and tells how you connected to the story and includes references to specific chapters in the book. Examples from the novel are used to support your ideas and explanations are very detailed.	90-100

<b>Meets Expectations</b>	Discusses 3 or more points about what was learned and tells how you connected to the story and includes references to specific chapters of the book. Some examples from the novel are used to support your ideas and your explanations provide some details.	80-89
<b>Approaches Expectations</b>	Discusses only 2 points about what was learned and tells how you connected to the story. Ideas are briefly supported by the novel with only a few details provided.	70-79
<b>Fails to Meet Expectations</b>	Discusses only 1 point about what was learned and tells little to nothing about connections made to the story. Ideas are not supported by the novel.	below 69

#### Key vocabulary:

- **campesino:** Spanish word meaning “fieldworker”
- **Esperanza:** Spanish word meaning “hope”
- **Great Depression:** The time between 1929–1939 when the United States and most countries experienced an economic shock. There was a major fall in stock prices.
- **immigration:** the action of moving to live permanently in a foreign country.
- **la cosecha:** Spanish word meaning “harvest”
- **migration:** Some people move in search of work or economic opportunities, to join family, or to study. Some people might migrate to escape conflict, persecution, terrorism, or human rights violations.
- **renegade:** Someone who rebels.
- **region:** A region is an area of land that has common features. A region can be defined by natural or artificial features.

#### Materials:

- Food items for student sampling: Grapes (uvas), papayas, figs (higos), guavas (guayabas), cantaloupes (melones), onions (cebollas), almonds (almendras), plums (ciruelas), potatoes (papas), avocados (aguacates), asparagus (espárragos), and peaches (duraznos)
- Student access to technology for doing research
- Copies of Bar Graph Template (handout) ( in Lesson Materials Document)
- Novel: *Esperanza Rising* (one per student)
- Student journals for note taking
- Computer and projection device for projecting videos, recordings, and images to the class
- Meet the Author Recording & Reading by author of *Esperanza Rising* (Link in Sources)
- Video: *Migration Definition for Kids*: (Link in Sources)
- Cotton Picker Image (Link in Sources)
- Copies of the Google Map of the United States and Mexico (handout)(in Lesson Materials Document)

- Copies of the Map of the United States (handout) (in Lesson Materials Document)
- Copies of the World Map (handout) (in Lesson Materials Document)
- Copies of Esperanza Rising Vocabulary Worksheet\_(Formative Assessment) (handout) (in Lesson Materials Document)
- Esperanza Rising Vocabulary Worksheet Answer Key (in Lesson Materials Document)
- Copies of Horizontal Blank Timeline Template (handout) (in Lesson Materials Document)
- Horizontal Blank Timeline Template Answer Key (in Lesson Materials Document)
- Color Pencils
- Markers
- Highlighters
- Esperanza Rising Summary of Learning Rubric (Summative Assessment) (in Lesson Materials Document)
- Additional Resources for *Esperanza Rising* (links on Lesson Materials document)

**Sources:**

- Author Website: <https://www.pammunozryan.com/esperanza-rising/>
- Meet the Author Recording -Reading by Author: [https://www.teachingbooks.net/book\\_reading.cgi?a=1&id=12420](https://www.teachingbooks.net/book_reading.cgi?a=1&id=12420)
- Map of the US and Mexico: <https://www.google.com/maps/place/United+States/@37.6,-95.665,4z/data=!3m1!4b1!4m6!3m5!1s0x54eab584e432360b:0x1c3bb99243deb742!8m2!3d37.09024!4d-95.712891!16zL20vMDljN3cw?entry=ttu>
- Map of the United States in English:
- <https://www.google.com/maps/place/United+States/@37.6,-95.665,4z/data=!3m1!4b1!4m6!3m5!1s0x54eab584e432360b:0x1c3bb99243deb742!8m2!3d37.09024!4d-95.712891!16zL20vMDljN3cw?entry=ttu>
- World Map: [https://commons.wikimedia.org/wiki/File:World\\_Map\\_\(political\).svg](https://commons.wikimedia.org/wiki/File:World_Map_(political).svg)
- Video: *Migration Definition for Kids*: [https://www.youtube.com/watch?v=b-GJ\\_U8sYOI&t=8s](https://www.youtube.com/watch?v=b-GJ_U8sYOI&t=8s)
- Cotton Picker Image from the Library of Congress: <https://www.loc.gov/resource/fsa.8b29898/>

**Engage**

**Teacher Will:**

1. The teacher will bring in a variety of foods for students to sample. *The food will include the following:* Grapes (uvas), papayas, figs (higos), guavas (guayabas), cantaloupes (melones), onions (cebollas), almonds (almendras), plums (ciruelas), potatoes (papas), avocados (aguacates), asparagus (esparragos), and peaches (duraznos).
2. The teacher will divide the students into small groups to discuss and describe their favorite food. The teacher will strategically

**Student Will:**

2. Discuss with their group members their favorite foods. They will also practice expressing opinions by using the following sentence stems provided by the teacher:

group students to provide language or learning support as needed. The students will practice expressing opinions by using the following sentence stems:

- I think/believe that...
- In my opinion....
- Based on my experience, I think....

**(Scaffolding: Guided practice)**

**(Grouping: Small groups)**

3. The teacher will have the students sample the food items brought in and then in a small group the teacher will have them discuss and describe their favorite food in the language of their choice and will have them *use technology* to research the origin of the food of their choice. The teacher will then have the students individually draw pictures of the items they enjoyed the most.
4. The teacher will then lead the students in a whole class discussion about why they chose these items and will pass out copies of the Bar Graph Template. The teacher will then have the students record the items that were chosen on the bar graph and determine the class favorite.
5. The teacher will then initiate a conversation about how we get our food (farms, field workers, transportation to store, etc.), and will ask students: *Where did these foods come from? How do they get to our dinner table? Can food be grown anywhere?*
6. Teacher introduces the concept of regions (*an area of land that has common features. A region can be defined by natural or artificial features*). *California's central valley, for example, supplies 8% of U.S. agricultural output (by value) and produces 1/4 of the Nation's food, including 40% of the Nation's fruits, nuts, and other table foods.* Then ask students if they can think of any regions around them; large or small, and have them discuss with the class any

- I think/believe that....
- In my opinion....
- Based on my experience, I think....

**(Preparation: Linking to Background)**

**(Grouping: Small groups)**

**(Integrating Processes: Listening/Speaking)**

3. The students will sample the food items and work together in a small group with partners who can provide language/learning support as needed in order to discuss and describe their favorite food in the language of their choice.

Students will *use technology* to research the origin of the food of their choice. The students will then individually draw pictures of the items they enjoyed the most.

4. The students will orally discuss with the class why they chose these items, and the students will record the items that were chosen on a bar graph and determine the class favorite.

**(Application: Meaningful/Promotes engagement)**

**(Grouping: Small groups/Independent/Whole class)**

**(Integrating processes: Listening/Speaking/ Reading/ Writing)**

5. Students respond to the teacher's questions about how we get our food. and engage with the teacher and classmates in a class discussion about where the foods come from and how they get to our dinner table.

**(Preparation: Linking to background)**

6. Students will participate in a discussion regarding regions, discussing with the class if there are regions they can identify.

**(Grouping: Whole class)**



regions they can identify. Provide prompts when necessary.

## Explore

### Teacher Will:

**Inquiry question #1: *How did each crop season affect Esperanza and her family?***

1. The teacher will distribute a copy of the book, *Esperanza Rising*, to each student, and have students take out their journals for note taking.
2. The teacher will tell the student that they will listen to a recording of a part of the book and are to take notes on how the different crops are mentioned and how they affect the family throughout the book.
3. The teacher will then play the "*Meet-the-Author*" recording and a part of Chapter 1 from the story read by the author, Pam Muñoz Ryan.  
[https://www.teachingbooks.net/book\\_read\\_ing.cgi?a=1&id=12420](https://www.teachingbooks.net/book_read_ing.cgi?a=1&id=12420) and have the students take notes as they listen to the recording.
4. When finished with the recording, the teacher will ask students if they can recognize a pattern or theme in the book and chapters to identify how it is structured and have the students share their thoughts about this.
5. The teacher will then explain to the students that each chapter of the book is named after a food for a specific reason. The teacher will then explain that many campesinos (fieldworkers) migrate to pick the crop that is in season. Each chapter is named after a fruit or vegetable that Esperanza picked while she lived in California.
6. The teacher will ask the students to discuss how the different crops affected the family throughout the book.

### Student Will:

1. Take out their journals and prepare to take notes as they listen to the recording of Chapter 1 and during the discussion.
2. The students will reflect on what they know about the book *Esperanza Rising* and prepare to respond in writing to the question about how different crops are mentioned and how they affect the family as they listen to the recording.  
**(Preparation: Linking to past learning)**
3. Students will listen to recordings of the novel, *Esperanza Rising* and take notes in their journals about the different crops mentioned and how these affected the family.  
**(Integrating Processes: Listening/Writing)**  
**(Grouping: Independent)**
4. Students will share their thinking about a pattern or theme they recognize in the book.  
**(Application: Meaningful)**
5. As the teacher talks about how the book is structured with chapters named after food, the students can use their copies of the book to explore this structure.
6. Students will discuss with the class how the different crops affected the family throughout the book.

<p>7. The teacher will then address why fieldworkers migrate and why the family went to the San Joaquin Valley. The teacher will discuss the importance of this type of migration and <i>revisit the concept of regions, and how migrant workers go to regions that provide work for them.</i></p> <p>8. The teacher will show the video, <u><i>Migration Definition for Kids</i></u>: <a href="https://www.youtube.com/watch?v=b-GJU8sYOI&amp;t=8s">https://www.youtube.com/watch?v=b-GJU8sYOI&amp;t=8s</a></p> <p>9. Then the teacher will then show the <u><i>Cotton Picker image</i></u> showing a lady picking in the field at San Joaquin Valley and will have the students discuss it. <a href="https://www.loc.gov/resource/fsa.8b29898/">https://www.loc.gov/resource/fsa.8b29898/</a></p> <p>10. The teacher will distribute copies of the <u><i>United States and Mexico Map (in Lesson Materials Document)</i></u> and will model for the students how they are to document on their maps the migration and move of Esperanza from Aguascalientes, Mexico to San Joaquin Valley, CA. The teacher can also have students show the college years in San Diego on their maps.</p> <p><b>(Scaffolding: Modeling)</b></p> <p>11. The students will then be presented with copies of either the <u><i>Map of the United States</i></u> or the <u><i>World Map (in Lesson Materials Document)</i></u> and told to document on their maps the movements that their own families have made over time. The students will then be given an opportunity to present their maps to the class in their home language or English and explain to the class where their families have moved to and from in the past. Note: The students can include translanguaging to support their sharing and discussion. The teacher will strategically provide language and learning support as needed. The teacher will then have students compare and contrast their family to</p>	<p><b>(Grouping: Independent/Whole class)</b> <b>(Integrating Processes: Listening/Speaking/Reading)</b></p> <p>7. Students will engage in a discussion with the teacher and class about the importance of the type of migration shown in the book. <b>(Application: Promotes engagement)</b> <b>(Grouping: Independent/Whole class)</b></p> <p>8. Watch the video about the definition of migration and then...</p> <p>9. Observe and discuss what they notice about the <i>Cotton Picker</i> image shown by the teacher. <b>(Integrating Processes/ Listening/Speaking)</b> <b>(Grouping: Independent/Whole class)</b></p> <p>10. The students will be presented with a map of Mexico and the United States and will follow the teacher’s model to document on their maps the migration and move of Esperanza from Aguascalientes, Mexico to the San Joaquin Valley. They can also add San Diego (college years). <b>(Grouping: Independent)</b> <b>(Preparation: Linking to past learning)</b> <b>(Application: Promotes engagement)</b></p> <p>11. The students will use the world map they are given to document their own family’s movement over time. The students will then present to the class their maps and talk about their family’s movement in their home language or English and can use translanguaging to support their discussion. The student will then compare and contrast their own family to Esperanza’s family, and will describe the similarities and differences using the Language of Comparing and Contrasting by using the sentence frames provided by the teacher if needed. <b>(Preparation: Linking to background)</b> <b>(Application: Meaningful/Promotes engagement)</b> <b>(Grouping: Independent/Whole class)</b></p>
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Esperanza’s family. They will describe the similarities and differences, using the *Language of Comparing and Contrasting*. The teacher can provide sentence frames to support their responses such as: “One similarity/difference between \_\_\_\_ and \_\_\_\_ is \_\_\_\_.”  
 “\_\_\_\_ and \_\_\_\_ are similar because they both \_\_\_\_ and \_\_\_\_.”

**(Preparation: Linking to Background)  
 (Application: Hands On/Meaningful/  
 Promote Engagement) (Scaffolding: Guided  
 Practice)**

**Explain (Formative Assessment)**

**Teacher Will:**

1. The teacher will group the students in small groups of 3-4, strategically grouping them to provide language and/or learning support as needed. The teacher will assign each student a role in the group, with each one having a leader, a writer, a reporter, and a scribe, and then the teacher will pass out copies of the Esperanza Rising Vocabulary Worksheet (in Lesson Materials Document) and instruct students to:
  - a. support one another and use translanguaging to support their thoughts and ideas;
  - b. collaborate on how and what they would like to include as a picture for each vocabulary term; and
  - c. prepare to share their results with the whole class through a presentation when they are done.
 The groups will work for approximately 45 minutes to complete the Vocabulary Assessment Worksheet together,

**Student Will:**

1. Complete the Vocabulary Assessment Worksheet as they work together in a small group. They will discuss together the meanings of the terms as they carry out their assigned role in their group. The students will include translanguaging to support their thoughts and ideas, collaborate on how and what they would like to include as a picture for each vocabulary term and then prepare to share their results with the class through a presentation.  
**(Assessment: Group/Written) (Grouping: Small groups) (Integrating Processes: Reading/Writing/Listening/Speaking)**

<p>2. After completing the assessment, the teacher will ask each group to present their results to enhance the class discussion of the vocabulary terms.</p> <p><b>(Grouping Option: Small Groups/Whole class) (Integrating Processes: Reading/Writing/Listening/Speaking) (Application: Linked to objectives)</b></p>	<p>2. The student will present their Vocabulary Assessment Worksheet results to the whole class and engage in a discussion of the vocabulary terms. The students' responses will include <i>Language of Sequencing</i>: First, Initially, Second, After, Next, Finally.</p> <p><b>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Assessment: Group/Oral)</b></p>
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**Elaborate**

<p><b>Teacher Will:</b>  <b>Inquiry question #2: <i>How did migration change throughout the story?</i></b></p> <ol style="list-style-type: none"> <li>1. The teacher will strategically partner students to provide language and/or learning support as needed.</li> <li>2. The teacher will discuss timelines in general with the class and what they can be used for. And then the teacher will model the steps in creating a timeline.</li> </ol> <p><b>(Grouping: Partners) (Scaffolding: Modeling)</b></p> <ol style="list-style-type: none"> <li>3. The teacher will then ask the students to participate in a think-pair-share activity with their partners as they brainstorm how migration changed throughout the story and explore ideas for creating a timeline related to the book, <i>Esperanza Rising</i>.</li> <li>4. The teacher will then create groups of 3-4 students, and will ask the students to create a timeline that will include how migration changed throughout the story and important events in the book. The teacher will provide color pencils, markers, and highlighters to use in creating their timelines. The teacher will give the students copies of the <u>Horizontal Blank Timeline Template</u> to complete or they can create their own timeline using various design platforms.</li> </ol> <p>To guide and provide students with language support as needed, the teacher will direct them to look for words and scenarios in the book where</p>	<p><b>Student Will:</b></p> <ol style="list-style-type: none"> <li>2. Listen to the teacher and observe how a timeline can be created.</li> <li>3. The students will think-pair-share with their partners to brainstorm ideas on how migration changed throughout the story and explore ideas for creating a timeline related to this question and the book.</li> </ol> <p><b>(Grouping: Partners) (Integrating processes: Listening/Speaking)</b></p> <ol style="list-style-type: none"> <li>4. Students will work with their group members and include transanguaging and vocabulary as they create the events in their timeline that includes each chapter or important event in the book and shows how migration changed throughout the story.</li> </ol> <p><b>(Grouping: Small groups)</b>  As they work on their timelines, the students will follow the teacher's guidance by looking for words and scenarios in the book where transanguaging is incorporated and analyzing the language and looking at "whole to parts" to help them identify the relationship of the word to English or other languages.</p> <p><b>(Grouping: Small groups) (Application: Hands on/Linked to Objectives/Promotes engagement) (Integrating processes:Listening/Speaking/</b></p>
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translanguaging is incorporated and to analyze the language used and look at “whole to parts” to help them identify the relationship of the words to English or to other languages.

**(Scaffolding: Guided practice)**

**(Preparation: Linking to past learning)**

5. When completed, the teacher will engage the class in a gallery walk where each group will display their timelines for all to observe and study.

**Reading/Writing)**

5. The students will present their final timeline to the class by displaying it in the class gallery walk and will engage in studying all group’s timelines as they participate in the gallery walk.

**(Grouping: Whole class) (Integrating Process: Reading/Speaking/ Listening) (Application: Promotes engagement)**

**Evaluate (Summative Assessment)**

**Teacher Will:**

1. The teacher will ask the students to write a summary of their learning and how they connected to the story, and the teacher will present the Esperanza Rising Summary of Learning Rubric (in Lesson Materials Document) to the students and go over the expectations below:
  - The students will be expected to reference specific chapters that resonated with them the most.
  - The students must use examples from the novel to support their ideas.
  - The students complete the assessment in written form.
2. The teacher will then tell the student to use their notes from the vocabulary assessment and that they can answer the questions in their home language and provide time for the students to work on and complete their summaries. When completed, the students will turn in their summaries and the teacher will grade the assessment based on individual student responses and using the Esperanza Rising Summary of Learning Rubric.  
A score of 80% will indicate mastery.

**(Assessment: Individual)**

**(Scaffolding: Guided practice)**

**Student Will:**

1. The students will write a summary of their learning and how they connected to the story by following the criteria listed in the Summary of Learning Rubric to ensure they include references to specific chapters that resonated with them the most and examples from the novel to support their ideas.
2. The students will be provided with language and learning support as needed to complete their summaries by being able to use their notes from the vocabulary assessment and answering the questions in their home language. The students can also incorporate translanguaging in their responses and use their bilingual dictionaries and novels as support. In addition, students can be provided with additional time to complete their summaries if needed.

**(Assessment: Written/Individual)**

**Extensions:**

The students can create and design their own unique cover for the *Esperanza Rising* novel. This can be done by drawing, painting, pencil, or digital media. The teacher can provide color pencils, markers, and highlighters for them to use in creating their covers.