

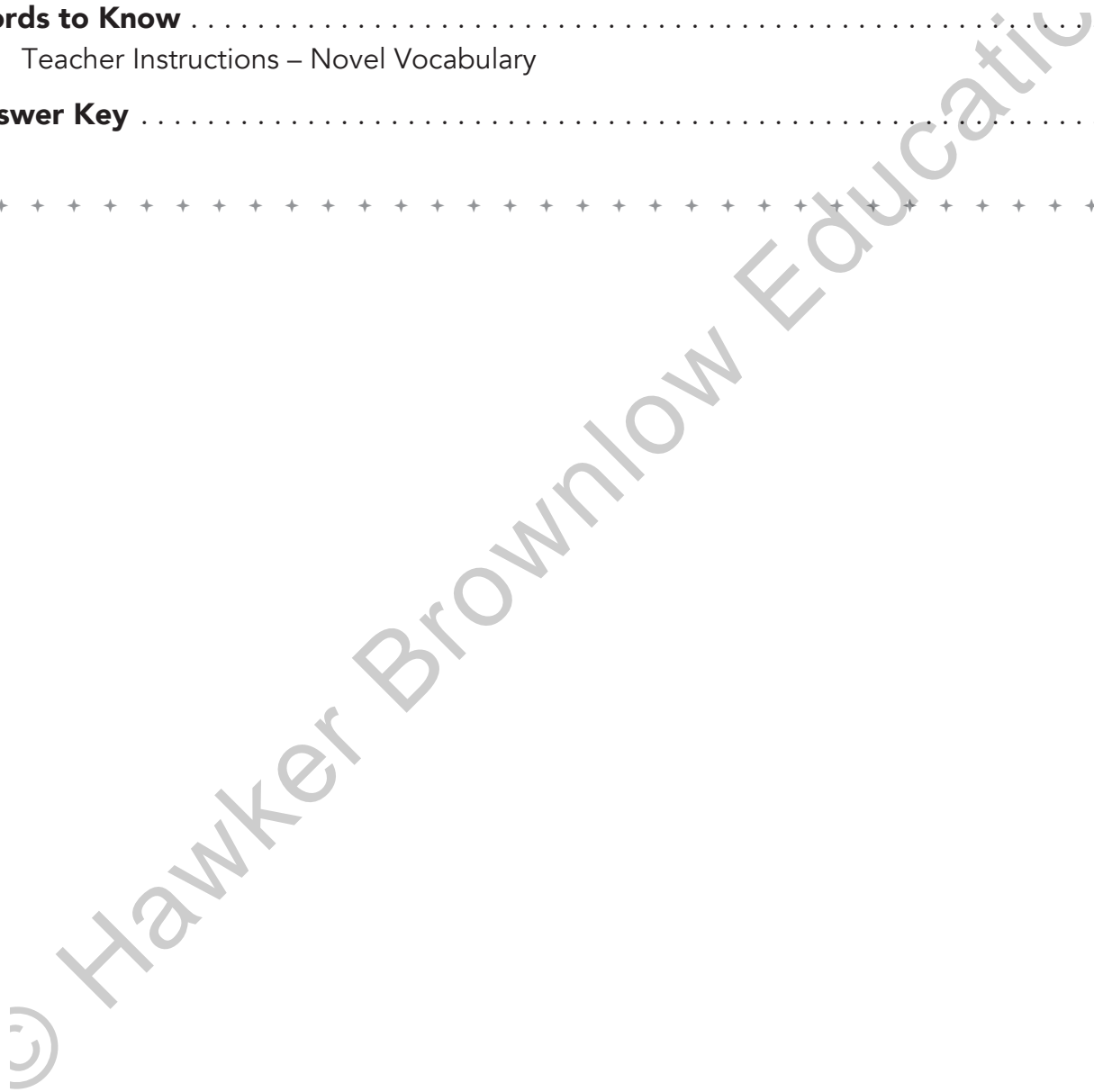
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INTRODUCTION

Read through any modern curricular goals for “reading literature” and you will find that the work expected of students is expressed using such academic terminology as *describe*, *determine*, *develop*, *support* and *cite*. Requirements such as these cannot be met via the comprehension-question worksheets and culminating quizzes that have long been the staples of literature guides designed for classroom use. The primary objective of those traditional activities was to make sure that students were keeping track of what was happening in the section of the novel that they had just read. Very little rigour and synthesis was asked of students – and usually none until the entire novel was read.

From a teacher’s standpoint, this style of classroom analysis misses multiple opportunities to delve deeply into the details that make a specific piece of literature a classic. From a student’s standpoint, this way to reflect on literature is monotonous and inflexible, and it fails to nurture the momentum experienced when one is invested in a compelling work of art. That is why the guides in the *Rigorous Reading* series aim to do much more: they aim to transform the reading of a great novel into a journey of discovery for students.

Instead of merely asking students what happened in any given section, this resource asks questions that require closer reading and deeper analysis – questions such as, “Why did the author choose to include this information?” and “How does this information further the plot or offer more insight into the themes, characters, settings, etc.?” And instead of waiting until the end of the novel to put the pieces of the puzzle in place, students will learn to add to and alter their understanding of the novel *as they are reading it*. The various activities in this resource systematically prompt students to consider and appreciate the many ingredients the author has combined to form the novel as a whole.



HOW TO USE THIS GUIDE

A CUSTOM RESOURCE

This in-depth guide has been written specifically for Pam Muñoz Ryan's *Esperanza Rising*. The lessons and activities have been structured and scaffolded to maximise the experience of reading and teaching this novel.

To prepare your students for their reading of *Esperanza Rising*, utilise the **novel information** and **pre-reading activities** included on pages 7–9 of this guide. Included in this section is information about the book and its author, along with activities designed to acclimate students to the themes and concepts present in the book they are about to read.

This resource provides activities that help foster comprehension and reinforce knowledge of literary elements as students read the novel. These **section activities** allow students the opportunity to process short sections of the novel individually, laying a strong foundation for their ability to engage more deeply with the chapters to come. For each section of the novel, students will complete individual and collaborative activities that encourage close reading, referencing textual evidence and drawing their own conclusions about the text.

Additionally, this resource provides students with another avenue through which they can reflect on recurring literary elements while also connecting personally with the novel. Each student maintains his or her own **Interactive Novel Log**, using it as a way to consider and then reconsider various aspects of the novel.

Upon completion of the entire novel, students can synthesise their ideas about the novel by completing several individual and/or collaborative **post-reading activities** (pages 55–73). This section of the resource includes such larger assignments as group projects and essay prompts.

On pages 74–75, **vocabulary** lists are provided for each section of the novel, along with suggestions for ways to teach vocabulary during reading and after completing the novel.

At the end of this guide, an **answer key** is provided for activities that require specific answers.

Teacher Tips

For a description of Interactive Novel Logs and how to use them in your classroom, see page 5 of this guide.

An ideal way to use this resource would be to follow the complete lesson plan given on page 6 of this guide.

The use of multiple texts can help build and extend knowledge about a theme or topic. It can also illustrate the similarities and differences in how multiple authors approach similar content or how an individual author approaches multiple novels. See the bottom of page 7 for suggestions about using this novel as part of a text set.

When teaching other novels in your classroom, consider using the specific ideas and also the general approach presented in this resource. Ask students to mine small sections of a novel for clues to theme and characterisation. Examine the craft, structure and purpose of select passages. Explore inferences and encourage connections.

This guide is designed for use in years 5–8. This levelling has been determined through the consideration of various educational metrics. However, teacher discretion should be used to determine if the novel and guide are appropriate for lower or higher year levels, as well.

KEEPING NOVEL LOGS

Great works of literature are complex texts, and complex texts are multi-layered. They enrich and reveal as they go along. Successful readers are those who “go along” with the novel, too. Interactive Novel Logs give students a place and a space to record their thoughts and observations as they journey through the book. After each section of the novel is read, students use their Interactive Novel Logs to track the introduction and development of such literary elements as plot, setting, theme, characterisation, craft and structure, while also choosing their own ways to connect the novel to their own life experiences.

Materials needed for each student:

- ✦ a three-ring binder or presentation folder
- ✦ a sheet of plain paper for the title page
- ✦ two or three sheets of lined paper for a Table of Contents
- ✦ several extra sheets of paper (both lined and plain) for student’s responses to the “Ideas for Your Interactive Novel Log” prompts at the end of each section

Teacher Tip

One Interactive Novel Log can be kept for multiple novels, in which case a larger three-ring binder will be needed. If it will be used only for the activities included in this guide for *Esperanza Rising*, a smaller binder or presentation folder will be adequate.

Assembling the Interactive Novel Log:

1. On the plain paper, allow students to design and decorate their own title pages. Have them write “Interactive Novel Log” and “*Esperanza Rising*” in the middle of the page. They should include their name and year level at the bottom.
2. Add blank lined paper for the Table of Contents. Have students write “Table of Contents” at the top. They will add to this list as they create new pages.
3. Before reading each section of the novel, photocopy and distribute new copies of the Interactive Novel Log worksheets (pages 11–18). Directions for completing these activities can be found in the “Teacher Instructions” on page 10.
4. For the final activity in each section, photocopy and distribute the “Section Log-In” page for the section. Follow the directions given. Students begin by completing a copy of the “Examining Endings” worksheet (page 19), which asks them to predict what will happen next in the novel. Students then select one or more of the four prompts in the “Ideas for Your Interactive Novel Log” section, and they create an Interactive Novel Log page that responds to that topic.
5. After the class has completed the entire novel and the post-reading activities, you may have students include the “My Book Rating” worksheet (page 73) as a final entry in their Interactive Novel Logs.

Teacher Tip

Consider allowing your students to preview the “Ideas for Your Interactive Novel Log” prompts a day or two before they are asked to respond to them. When asking students to reflect on past experiences and articulate their personal connections to a work of art, give them the time and space they need to collect their thoughts. By allowing your students to sit with the ideas presented in these prompts, you will relieve the pressure an immediate response can cause.

COMPLETE LESSON PLAN

The following lesson plan presents a systematic way to use this entire guide in your classroom study of *Esperanza Rising* by Pam Muñoz Ryan.

Note: All page numbers in parentheses refer to this teacher's guide. Page numbers referring to the novel may vary according to edition.

Before Reading the Novel

- ✦ Before students have begun reading the novel, have them complete "Judging a Book" (page 8).
- ✦ Read "About the Author" (page 7) to the students. At this time, have a discussion with students about their expectations for the novel based on the book's cover and what they have learned about its author.
- ✦ Complete "Ideas, Experiences & Opinions" (page 9). Have students examine their own feelings about the experience of reading and also the effects of growing up in alternate environments.
- ✦ Introduce the concept of Interactive Novel Logs (see page 5). Prepare a blank notebook for each student or allow students to prepare their own.

Section I of the Novel

- ✦ Read pages 1–57 of *Esperanza Rising*. (Chapter titles: "Aguascalientes, Mexico", "Grapes", "Papayas", "Figs")
- ✦ See "Section I Teacher Instructions" (page 20). Have students add to their Novel Logs before completing the other Section I activities.

Section II of the Novel

- ✦ Read pages 58–99 of *Esperanza Rising*. (Chapter titles: "Guavas", "Cantaloupes")
- ✦ See "Section II Teacher Instructions" (page 28). Have students add to their Novel Logs before completing the other Section II activities.

Section III of the Novel

- ✦ Read pages 100–157 of *Esperanza Rising*. (Chapter titles: "Onions", "Almonds", "Plums")
- ✦ See "Section III Teacher Instructions" (page 35). Have students add to their Novel Logs before completing the other Section III activities.

Section IV of the Novel

- ✦ Read pages 158–198 of *Esperanza Rising*. (Chapter titles: "Potatoes", "Avocados")
- ✦ See "Section IV Teacher Instructions" (page 41). Have students add to their Novel Logs before completing the other Section IV activities.

Section V of the Novel

- ✦ Read pages 199–253 of *Esperanza Rising*. (Chapter titles: "Asparagus", "Peaches", "Grapes")
- ✦ See "Section V Teacher Instructions" (page 48). Have students add to their Novel Logs before completing the other Section V activities.

After Reading the Novel

- ✦ Consult "Teacher Instructions" (page 55) for descriptions of Post-Reading Activities. Synthesise understanding about such elements as plot (pages 56–57), characterisation (page 58) and point of view (page 59). Make the case for the one literary element that most contributes to the novel's success (pages 62–63).
- ✦ Research the history behind some of the novel's events and discuss the genre in which the story is written (pages 60–61).
- ✦ Complete collaborative projects (pages 64–68).
- ✦ Have students share final thoughts and opinions on the novel (pages 69–73).

NOVEL INFORMATION

Book Summary

Twelve-year-old Esperanza Ortega's life is the stuff of fairy tales. As the only child of her loving and well-respected landowner parents, her life is filled with friends, family, dresses, dolls, parties and the knowledge that one day she will inherit the thriving land that she feels at one with. But then an unthinkable tragedy tears her from her dream and forces her to leave behind almost everything she knows and loves. Esperanza and her mother must flee to the migrant worker camps of America, where the work is backbreaking and no one cares about what Esperanza used to have or who she used to be.

Esperanza Rising tells the story of a privileged young person who must adapt to circumstances of terrible loss and incredible change. It also tells the story of a time and place in American history when immigrants faced harsh living and working conditions, along with a constant threat of being separated from loved ones and deported back to a place from which they had reason to flee. It is a story about class, society, poverty, human rights and the need for hope in times of overwhelming struggle. *Esperanza Rising* captivates young audiences with its unflinching view of a flawed heroine who must fight to survive in a world she could never have imagined. The ways in which this heroine rises above and reinvents herself are both realistic and inspiring.

About the Author

Both sides of Pam Muñoz Ryan's family made their way to California in the United States around the time of the Great Depression. Both came in search of a better life: her mother's family from Mexico and her father's family from the American Midwest. *Esperanza Rising* is a fictional story based on the early life of her grandmother.

Before becoming a writer, Ryan held many jobs, including working as a bilingual teacher and directing an early-childhood-education program. In her career as a writer, Ryan has published over 40 books and received many awards. Twice she has been awarded the Pura Belpré Award (for *Esperanza Rising* and *The Dreamer*), which is presented to the writer whose work best portrays the Latino cultural experience for young readers. She has also earned a Newbery Honour Award (for *Echo*), which recognises excellence in American literature for children.

Make It a Text Set!

The following novels can form ideal text sets with *Esperanza Rising*. (**Note:** Check books in advance to ensure that they are appropriate for your students.)

Other Books by Pam Muñoz Ryan	Books by Other Authors
<i>Becoming Naomi León</i> (2004) <i>The Dreamer</i> (2010) <i>Echo</i> (2015)	<i>Inside Out & Back Again</i> by Thanhha Lai <i>Home of the Brave</i> by Katherine Applegate <i>A Long Walk to Water</i> by Linda Sue Park <i>Stella by Starlight</i> by Sharon M. Draper