



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2

Overview



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In this second unit, students will apply their new learning about human rights through a case study of how a fictional character responds to human rights challenges. This unit emphasizes the Reading Literature strand of the NYSP12 CCLS, with a study of the novel *Esperanza Rising* by Pam Muñoz Ryan (740L). Students also read informational texts related to the story's historical context. They will trace the journey of Esperanza, a young girl born into a comfortable life of privilege in Mexico in the 1930s who is forced to flee to California and must rise above her difficult circumstances. This unit is designed to deliberately build students' ability to write routinely to learn. Almost daily, they will write short informational pieces in their reading journals, in which they record their interpretations of concrete details and quotations from the book. They will analyze characters' responses to challenges

and will analyze how Esperanza changes over time. For the mid-unit assessment, students will independently read and analyze a new chapter in the novel, focusing on the challenges Esperanza faces, how she responds, and what that tells readers about her as a character. In the second half of the unit, students compare and contrast Esperanza to other characters in the novel, focusing specifically on how various characters respond to the challenges in their work camp and whether or not the migrant workers should strike. Students will create a two-voice poem contrasting the ways two different characters respond to a similar challenge. They will then write a formal essay in which they analyze how Esperanza changes throughout the novel.

*Note: This unit presumes that the teacher has carefully read *Esperanza Rising* in advance. This novel is at a 740 Lexile measure. However, it is quite complex on other qualitative measures of text complexity. See the *Literary Text Qualitative Rubric* (on EngageNY.org) for more on how to analyze text complexity.*

Guiding Questions And Big Ideas

- **What are human rights?**
- **What lessons can we learn about human rights through literature and life?**
- *We learn lessons about human rights from the experiences of real people and fictional characters.*
- *Characters change over time in response to challenges (to their human rights).*
- *People respond differently to similar events in their lives.*
- Authors conduct research and use specific language in order to impact their readers.



Mid-Unit 1 Assessment	<p>Analyzing Sections of <i>Esperanza Rising</i> on My Own</p> <p>This on-demand assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, and RL.5.4. Students will have read a chapter of <i>Esperanza Rising</i> for homework, and will demonstrate their ability to analyze complex text independently. They will analyze the challenges Esperanza faces and how she responds, citing textual evidence. They will also respond to questions regarding academic vocabulary and figurative language. This is a reading assessment: the purpose is for students to demonstrate their ability to analyze literature in general, and Chapter 9 of <i>Esperanza Rising</i> specifically. This Mid-Unit 2 Assessment is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess students on W.5.9. However, if necessary, students may dictate their answers to an adult.</p>
End of Unit 2 Assessment	<p>On-Demand Analytical Essay about How <i>Esperanza</i> Changes Over Time</p> <p>This assessment centers on standards NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9. Students will write an essay in which they explain how <i>Esperanza</i> changes over time. Specifically, they will analyze <i>Esperanza</i>'s growth and development by comparing how she responds to events earlier and later in the novel. Each student will select the two or three key events that best support his/her analysis of <i>Esperanza</i>'s growth and development.</p>

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

- The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.
- Constitutions, rules, and laws are developed in democratic societies in order to maintain order, provide security, and protect individual rights.
- Different people living in the Western Hemisphere may view the same event or issue from different perspectives.
- The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and way of life with them when they move from place to place.
- Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.



Central Texts

1. Pam Muñoz Ryan, *Esperanza Rising* (New York: Scholastic, 2002), ISBN: 978-0439120425.

Secondary Texts

1. United Nations, Universal Declaration of Human Rights: Plain Language Version. www.un.org/cyberschoolbus/humanrights/resources/plain.asp (last accessed August 6, 2012).



This unit is approximately 3 weeks or 18 sessions of instruction.

General teaching note: *Esperanza Rising* is a long novel. In Unit 2, students typically read a chapter each day for homework and discuss key passages in class. Students may need additional time during other parts of the day to keep up with the reading. Note, however, that in Unit 3 (Readers Theater), students revisit, analyze, and discuss many key passages from *Esperanza Rising*. Thus, students' understanding of the text will grow across the six weeks of Units 2 and 3 combined.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 1	Building Background Knowledge: Learning about the Historical and Geographical Setting of <i>Esperanza Rising</i> (Chapter 1: "Aguascalientes, Mexico, 1924")	<ul style="list-style-type: none"> I can summarize a literary text. (RL.5.2) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can determine the main idea(s) of an informational text based on key details. (RI.5.5) I can summarize an informational text. (RI.5.5) 	<ul style="list-style-type: none"> I can define historical fiction. I can describe the geographical setting of <i>Esperanza Rising</i>. I can describe the historical setting of <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Class discussion Building Background Knowledge: I Notice and I Wonder sticky notes Notes from Jigsaw note-catcher
Lesson 2	Getting to Know Esperanza (Chapter 2: "Las Uvas/Grapes")	<ul style="list-style-type: none"> I can effectively engage in a discussion with my peers. (SL.5.1) I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from the text. (RL.5.1) I can compare and contrast literary elements using details from the text (two or more characters' points of view, settings, events). (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) 	<ul style="list-style-type: none"> I can discuss answers to questions with my triad and provide evidence to explain my ideas. I can answer questions about the setting of the novel <i>Esperanza Rising</i> based on evidence from the text. I can answer questions about the main character, Esperanza, based on evidence from the text. 	<ul style="list-style-type: none"> Observe where students place their evidence flags Triad discussions



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 3	Inferring about Characters Based on How They Respond to Challenges (Chapter 3: “Las Papayas/Papayas”)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from the text. (RL.5.1) I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4) I can write informative/explanatory texts. (W.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged. I can make inferences from the text about Esperanza, Mama, and Abuelita. I can use context clues to help me determine the meaning of words in <i>Esperanza Rising</i>. I can write to explain my thinking about the characters in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 3: “Las Papayas/Papayas” (entrance ticket) Triad discussions Exit Ticket: Independent answer to text-dependent question
Lesson 4	Inferring about Characters Based on How They Respond to Challenges (Chapter 4: “Los Higos/Figs”)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from the text. (RL.5.1) I can compare and contrast literary elements (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4) I can write informative/explanatory texts. (W.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged. I can make inferences from the text about the characters in <i>Esperanza Rising</i>. I can use context clues to help me determine the meaning of words in <i>Esperanza Rising</i>. I can write to explain my thinking about the characters in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 4: “Los Higos/Figs” (entrance ticket) Anchor charts: Character T-charts: One (created by small groups) about Mama, Abuelita, Miguel, and a second (from individual notes) about Mama, Abuelita, Miguel, Esperanza Triad discussions Exit Ticket: Independent answer to text-dependent question
Lesson 5	Connecting Informational Text with Literature: Building Background Knowledge about Mexican Immigration, California, and the Great Depression (Chapter 5: “Las Guayabas/Guavas”)	<ul style="list-style-type: none"> I can use quotes to explain the meaning of a literary text. (RL.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize an informational text. (RI.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can summarize the main ideas in an informational text about California in the 1930s. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 5: “Las Guayabas/Guavas” (entrance ticket) Getting the Gist note-catchers Exit Ticket: Independent writing answer to text-dependent question



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 6	Contrasting Two Settings (Chapter 6: “Los Melones/ Cantaloupes”)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from the text. (RL.5.1) I can compare and contrast literary elements (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can effectively engage in a discussion with my peers. (SL.5.1) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can discuss answers to questions with my triad and provide evidence to explain my ideas. I can answer questions about the setting of the novel <i>Esperanza Rising</i> based on evidence from the text. I can answer questions about the main character, Esperanza, based on evidence from the text. I can identify metaphors in <i>Esperanza Rising</i>. I can interpret figurative language in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 6: “Los Melones/Cantaloupes” (entrance ticket) Observe where students place their evidence flags Triad discussions Exit Ticket: Independent answer to text-dependent question
Lesson 7	Point of View: Comparing Esperanza’s and Isabel’s Perspectives about Life in the Camp (Chapter 7: “Las Cebollas/Onions”)	<ul style="list-style-type: none"> I can compare and contrast literary elements (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language in text. (RL.5.4) I can use what the text says to help me understand the meaning of a word or phrase. (L.5.4) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can use context clues to help me determine why the author chose specific words in <i>Esperanza Rising</i>. I can determine what metaphors the symbols of the chapter titles represent in <i>Esperanza Rising</i>. I can explain how Isabel responds to challenges in her life. I can describe how the points of view of Esperanza and Isabel influence the description of events. I can create a visual image of the setting of <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 7: “Las Cebollas/Onions” (entrance ticket) Observation of placement of evidence flags (homework and classwork) Character T-chart (Isabel) Triad discussion Exit Ticket: Independent answer to text-dependent question



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 8	Understanding Themes in <i>Esperanza Rising</i> (Chapter 8: “Las Almendras/Almonds”)	<ul style="list-style-type: none"> I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can use quotes to explain the meaning of literary texts. (RL.5.1) I can determine a theme based on details in the text. (RL.5.2) I can use quotes to support my inferences in literary texts. (RL.5.1) 	<ul style="list-style-type: none"> I can interpret two big metaphors in Chapter 8, “Las Almendras” in <i>Esperanza Rising</i>. I can explain what it means to find the theme of a book or story. I can identify themes in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 8: “Las Almendras/Almonds” (entrance ticket) Observation of placement of evidence flags (homework and classwork) Triad discussion Exit Ticket: Independent answer to text-dependent question
Lesson 9	Mid-Unit 2 Assessment and Discussing Themes in <i>Esperanza Rising</i> (Chapter 9: “Las Ciruelas/Plums”)	<ul style="list-style-type: none"> I can use quotes to explain the meaning of literary texts. (RL.5.1) I can use quotes to support my inferences in literary texts. (RL.5.1) I can determine a theme based on details in the text. (RL.5.2) I can compare and contrast literary elements using details from the text (two or more characters’ points of view, settings, events). (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) 	<ul style="list-style-type: none"> I can use context clues to help me determine why the author chose specific words in <i>Esperanza Rising</i>. I can explain how characters respond to challenges in their lives. I can describe how the points of view of Esperanza and other characters influence the description of events. I can interpret the “blanket” metaphor in <i>Esperanza Rising</i>. I can identify the themes in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Mid-Unit 2 Assessment: Analyzing Sections of <i>Esperanza Rising</i> on My Own (RL.5.1, RL.5.2, RL.5.3, and RL.5.4) Triad/quad discussion
Lesson 10	Characters Changing Over Time (Chapter 10: “Las Papas/ Potatoes”)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from the text. (RL.5.1) I can compare and contrast literary elements (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes). (RL.5.4) I can determine a theme based on details in the text. (RL.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can make inferences from the text about Esperanza and Mama in <i>Esperanza Rising</i>. I can begin to describe how Esperanza is changing. I can interpret big metaphors in <i>Esperanza Rising</i>. I can identify themes in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 10: “Las Papas/Potatoes” (entrance ticket) Observe where students place evidence flags Triad discussions Exit Ticket: Independent answer to text-dependent question



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 11	Building Background Knowledge: Why Do Workers Strike? (Chapter 11: “Los Aguacates/Avocados”)	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize an informational text. (RI.5.2) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can identify examples of human rights that have not been protected in <i>Esperanza Rising</i>. I can explain what a strike is. I can explain why workers go on strike. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 11: “Los Aguacates/Avocados” (entrance ticket) Triad discussion Exit Ticket: On Strike! note-catcher
Lesson 12	Contrasting Perspectives: Should the Farmworkers in <i>Esperanza Rising</i> Go on Strike? (Chapter 12: “Los Espárragos/ Asparagus”)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RL.5.1) I can make inferences using quotes from the text. (RL.5.1) I can compare and contrast literary elements (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can write informative/explanatory texts. (W.5.2) 	<ul style="list-style-type: none"> I can explain why workers go on strike. I can make arguments for and against striking. I can make inferences from the text about the characters in <i>Esperanza Rising</i>. I can write to explain my thinking about the characters’ perspectives in <i>Esperanza Rising</i>. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 12: “Los Espárragos/Asparagus” (entrance ticket) Observe where students place evidence flags Triad discussion Character anchor charts Exit Ticket: Independent answer to text-dependent question
Lesson 13	Gathering Evidence and Drafting a Two-Voice Poem (Chapter 13: “Los Duraznos/Peaches”)	<ul style="list-style-type: none"> I can use quotes to support my inferences in literary texts. (RL.5.1) I can compare and contrast literary elements (two or more characters’ points of view, settings, events) using details from the text. (RL.5.3) I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can describe how a narrator’s point of view influences the description of events. (RL.5.6) I can effectively engage in a discussion with my peers. (SL.1) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can explain the structure of a two-voice poem. I can compare and contrast Esperanza with another main character in <i>Esperanza Rising</i>. I can use evidence from <i>Esperanza Rising</i> that supports my inferences about two different characters, particularly how the two characters respond to challenges. I can collaborate with peers to plan and draft a two-voice Poem. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 13: “Los Duraznos/Peaches” (entrance ticket) Two-Voice Poem graphic organizer (side A completed, side B begun)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 14	Writing, Critique, and Revising: Two-Voice Poems (Chapter 14: “Las Uvas/Grapes”)	<ul style="list-style-type: none"> I can use the writing process to produce clear and coherent writing (with support). (W.5.5) 	<ul style="list-style-type: none"> I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. I can contrast how two characters in <i>Esperanza Rising</i> respond to challenges, using a two-voice poem format. I can use evidence from <i>Esperanza Rising</i> that supports my inferences about two different characters, particularly how the two characters respond to challenges. I can collaborate with peers to plan and draft a two-voice poem. I can give specific feedback that will help other students make their writing better. I can use feedback that I receive from others and self-reflection to improve my writing. 	<ul style="list-style-type: none"> Comprehension Quiz, Chapter 14: “Las Uvas/Grapes” (entrance ticket) Two-voice poems (drafts)
Lesson 15	Revisiting Big Metaphors and Themes; Revising and Beginning to Perform Two-Voice Poems	<ul style="list-style-type: none"> I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4) I can determine a theme based on details in the text. (RL.5.2) I can use quotes to support my inferences in literary texts. (RL.5.1) I can adapt my speech for a variety of contexts and tasks, using formal English when appropriate. (SL.5.6) 	<ul style="list-style-type: none"> I can interpret five big metaphors in <i>Esperanza Rising</i>. I can explain the themes in <i>Esperanza Rising</i>. I can perform my two-voice poem. 	<ul style="list-style-type: none"> Observation of placement of evidence flags (homework and classwork) Triad discussion/Chalk Talk Two-voice poems



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 16	Paragraph Writing, Part I: How Esperanza Responds on the Train (revisiting Chapter 5: “Las Guayabas/Guavas”)	<ul style="list-style-type: none"> • I can use quotes to explain the meaning of literary texts. (RL.5.1) • I can use quotes to support my inferences in literary texts. (RL.5.1) • I can determine a theme based on details in the text. (RL.5.2) • I can summarize a literary text. (RL.5.2) • I can compare and contrast literary elements using details from the text. (RL.5.3) • I can write an informative/explanatory text. (W.5.2) • I can use the writing process to produce clear and coherent writing (with support). (W.5.5) 	<ul style="list-style-type: none"> • I can find evidence in <i>Esperanza Rising</i> that will support my inferences about how Esperanza changes throughout the novel. • I can analyze how Esperanza responds to a key event in the novel, and what this shows about her character. • I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion. 	<ul style="list-style-type: none"> • Partner Accordion graphic organizer (for Paragraph 1) • Partner Draft Paragraph 1 (partially completed)
Lesson 17	Paragraph Writing, Part II	<ul style="list-style-type: none"> • I can use quotes to explain the meaning of literary texts. (RL.5.1) • I can use quotes to support my inferences in literary texts. (RL.5.1) • I can determine a theme based on details in the text. (RL.5.2) • I can compare and contrast literary elements using details from the text. (RL.5.3) • I can write an informative/explanatory text. (W.5.2) • I can use the writing process to produce clear and coherent writing (with support). (W.5.5) 	<ul style="list-style-type: none"> • I can find evidence in <i>Esperanza Rising</i> that will support my inferences about characters from the book. • I can analyze how Esperanza responds to a key event in the novel, and what this shows about her character. • I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion. 	<ul style="list-style-type: none"> • Accordion graphic organizer for Paragraph 2 (homework) • Partner and individual paragraphs



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
Lesson 18	End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time	<ul style="list-style-type: none"> • I can use quotes to explain the meaning of literary texts. (RL.5.1) • I can use quotes to support my inferences in literary texts. (RL.5.1) • I can determine a theme based on details in the text. (RL.5.2) • I can summarize a literary text. (RL.5.2) • I can compare and contrast literary elements using details from the text. (RL.5.3) • I can write an informative/explanatory text. (W.5.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) • I can choose evidence from literary or informational texts to support analysis, reflection and research. (W.5.9) 	<ul style="list-style-type: none"> • I can find evidence in <i>Esperanza Rising</i> that will support my inferences about characters from the book. • I can write an informative/explanatory three-paragraph essay that analyzes how Esperanza responds to two key events, and compares and contrasts her response to events over time. • I can write an essay in which each paragraph has a clear topic sentence, a body, and a conclusion. 	<ul style="list-style-type: none"> • Accordion graphic organizers • Partner and individual paragraphs • End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes over Time (RL.5.1, RL.5.2, RL.5.3), W.5.2, W.5.4, W.5.5, W.5.9)



Optional: Experts, Fieldwork, And Service

- Experts: Invite a local poet to visit the class and critique students' two-voice poems.

Optional: Extensions

- Literature: Invite students to explore children's picture books that address similar themes to *Esperanza Rising*. See Recommended Texts lists:
 - *Gleam and Glow*, written by Eve Bunting, illustrated by Peter Sylvada;
 - *Erandi's Braids*, written by Antonio Hernández Madrigal, illustrated by Tomie dePaola;
 - *Shin-chi's Canoe*, written by Nicola I. Campbell, illustrated by Kim LaFave;
 - *Amelia's Road/Camino de Amelia*, written by Linda Jacobs Altman, illustrated by Enrique O. Sanchez, translated into Spanish by Enrique O. Sanchez

Social Studies

- Have students learn more about the Great Depression and the Dust Bowl.
- Consider issues of immigration and migrant farm labor in more recent times.
 - Sarah E. Warren, *Dolores Huerta: A Hero to Migrant Workers*, illustrated by Robert Casilla (Tarrytown, NY: Marshall Cavendish, 2012), ISBN: 978-0-7614-6107-4
 - S. Beth Atkin, *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories* (New York: Little, Brown, 2000), ISBN-13: 978-0316-056205, ISBN-10: 0316056200.

Music

- With the music teacher, explore traditional music of Mexico; folk music from the 1930s

World Languages

- Study Spanish vocabulary; explore Mexican customs and traditions