EXPEDITIONARY LEARNING

Grade 5: Module 1: Unit 2: Lesson 1

Building Background Knowledge: Learning About the Historical and Geographical Setting of *Esperanza Rising* (Chapter 1: "Aguascalientes, Mexico, 1924")

GRADE 5: MODULE 1: UNIT 2: LESSON 1

Building Background Knowledge:
Learning About the Historical and Geographical Setting of *Esperanza Rising*
(Chapter 1: "Aguascalientes, Mexico, 1924")

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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)

Supporting Learning Targets	Ongoing Assessment
• I can define historical fiction. • I can describe the geographical setting of *Esperanza Rising*. • I can describe the historical setting of *Esperanza Rising*.	• Class discussion • Building Background Knowledge: I Notice and I Wonder sticky notes • Notes from Jigsaw note-catcher

Agenda	Teaching Notes

1. Opening
 	
    A. Engaging the Reader: Read-aloud of Pages 1–3 of *Esperanza Rising* (10 minutes)
 	
 2. Work Time
 	
    A. Visualizing the Geographical Setting (15 minutes)
 	
    B. Jigsaw Protocol: Understanding the Historical Setting (30 minutes)
 	
 3. Closing and Assessment
 	
    A. Go-Round Oral Debrief (5 minutes)
 	
 4. Homework
	• *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.
	
	 • Be aware of students' home countries or cultural backgrounds in your class. You may have students who have lived in Mexico and can contribute a wealth of knowledge.
	
	 • In advance: Prepare folders for the Jigsaw protocol: one folder per group of three students. Each folder must include one copy of all three of the text excerpts as well as the accompanying picture references (see supporting materials for excerpts and links to access associated pictures).
	
	 • Note that searches on images (such as Google Images or Tumblr) may be used to find more images for the Jigsaw. If you choose to conduct such searches, bear in mind the appropriateness of the content, the copyright requirements of the specific site or images, and any relevant school or district policies.
	
	 • Review Jigsaw protocol (Appendix 1).

Lesson Vocabulary	Materials
support, variety, describe, artifact, historical, geographical, setting; vineyard (1), slopes (1), winding (1), gazing (1), thumping (2), resounding (2)	• *Esperanza Rising* (book; one per student) • Wall map that shows Mexico, California, and New York • Jigsaw folders (one per triad of students), each with a complete set of texts and pictures described below (see Teaching Note, above) • Background texts about Mexico in the 1920s (one per student; see list in supporting materials) • Web Sites for Accompanying Pictures about Mexico in the 1920s • Jigsaw note-catcher for Background Texts about Mexico (one per student) • Chart paper for anchor chart: The Geographical and Historical Setting of Esperanza Rising • Evidence flags (sticky notes: the smallest available or larger sizes cut into strips), two baggies per student (one each for home and school) • Homework: Purpose for Reading, Chapter 1 (one per student) • Reading *Esperanza Rising* anchor chart (new; teacher-created)

Opening	Meeting Students' Needs
A. Engaging the Reader: Read-aloud of Pages 1–3 of Esperanza Rising (10 minutes)	• Consider providing nonlinguistic symbols for key terms (e.g., a globe for geographical setting) to be referred back to throughout the module. These can be posted with learning targets.
• Share the learning target: "I can describe the geographical setting of *Esperanza Rising*." Make sure that students understand the words *geographical* and *setting*. Ask students to share what they know about Mexico. List their responses on chart paper or a white board. Tell students that today they will begin to read a new novel titled *Esperanza Rising*.	
• Explain to students that this novel is *historical fiction*. Ask students to try to define these terms. Coach as needed, explaining that the story is based on real events, real settings, and some real people, but also includes many imagined events and characters.	• Consider providing the Spanish-language edition of Esperanza Rising (Esperanza Renace) for students whose L1 is Spanish. This can help students understand materials presented in English.
• Distribute students' texts: Esperanza Rising. Ask students to examine the image on the cover. Ask students to Think-Pair-Share: "What do you notice?" "What do you wonder?"	
• Focus students on the image of the land at the bottom of the cover. Tell them that today, they will begin to get a feel for the *setting*: the place and time where the events in this novel occur.	
• Read aloud pages 1 to 3, as students follow along in their own copy. Ask students to turn and talk with a partner: "What is this short chapter mostly about?"	

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Work Time	Meeting Students' Needs

A. Visualizing the Geographical Setting (15 minutes)
• Ask students to reread the first paragraph on page 1 silently, trying to picture in their minds what it is like where Esperanza lives.
• Ask: "What is it like where Esperanza lives?" Invite students to think, then talk with a partner.
• Probe with a series of text-dependent questions:
    * "What is a *vineyard*?"
    * "What are *gentle slopes*?"
    * "What might Papa mean when he says, 'Our land is alive'"?
• Give each student two baggies of evidence flags: one each for home and school. Tell them that they will practice using these throughout the unit. Ask them to place an evidence flag titled "Geographical setting: Mexico" on page 1. Model as needed.
• Direct students' attention to the title of Chapter 1: "Aguascalientes, Mexico, 1924." Ask students if anyone knows what "Aguascalientes" is. Listen for students to infer that it is a town or region in Mexico. Explain as needed: This is where Esperanza lives. Ask students if anyone knows what "Aguascalientes" means. See if they can infer, based on the word roots *agua* (water) and *caliente* (hot). Point out to students that there will be many Spanish words and phrases in this book; they should use their understanding of context clues to try to figure out what these words mean.
• Orient students to the wall map: Where is Mexico relative to New York?
• Tell students that they will reread Chapter 1 as one part of their homework and should continue to focus on details that help them understand what it is like where Esperanza lives.
	• When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.

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Work Time	Meeting Students' Needs
B. Jigsaw Protocol: Understanding the Historical Setting (30 minutes)	• For students needing additional supports, consider providing a partially filled-in Jigsaw note-catcher.
• Tell students that in order to understand the setting—both the *geographical* place and *historical* time period—of the novel, they will spend a little time today building background knowledge about Mexico.	
• To do this, they will be using a simple Jigsaw protocol. This protocol allows small groups to engage in an effective, time-efficient comprehension of a longer text. Students don't always have to read every page or section of a reading. The Jigsaw structure lets students divide up the text, become an expert in one section, and hear oral summaries of the others and still gain an understanding of the material.	• Consider providing smaller chunks of text (sometimes just a few sentences) for students who need additional support. Teachers can check in on students' thinking as they write or speak about their text.
• Divide students into groups of three and ask the triads to sit together. Give each triad a folder with all the materials for the Jigsaw protocol, including the Background Texts about Mexico in the 1920s.	• For students needing additional supports, check in to assure they have some key points to share in the summary.
• Assign one topic to each member of the triad:	
1. Government and Revolution	
2. Neighbor to the North	
3. Rich versus Poor	
• Be sure that students also see the accompanying pictures.	
• Tell students that they will each read about one topic, and then will share with the other members of their triad. Reassure them that they are not expected to understand everything about their excerpt or pictures. The goal is simply to begin to build basic background knowledge about Mexico. They will keep learning more throughout this unit.	
• Jigsaw, Part 1: Give students 15 minutes to independently read their assigned topic, review the pictures, and take notes about their assigned topic on their Jigsaw note-catcher. (Be sure the class understands that during Part 1 of the Jigsaw, each student will be reading and taking notes on a DIFFERENT topic from the other two members in their triad.) Have students look for key points and new information as they read their section and examine accompanying pictures. Students should record their learning on the Jigsaw note-catcher.	
• Jigsaw, Part 2: Still in triads, ask students to now take 10 minutes to share with each other what they learned. Each member in turn shares the important points and summary from the pictures and text she/he read. As each group member shares, the other students in the group take notes.	
• Listen in for patterns during students' comments, to bring up whole group during the debrief.	

Closing and Assessment	Meeting Students' Needs
A. Go-Round Oral Debrief (5 minutes) • Ask students to consider what they know about Mexico and anything they might already know about the novel *Esperanza Rising*. • Reread aloud the learning targets: "I can describe the geographical setting of *Esperanza Rising*. I can describe the historical setting of *Esperanza Rising*." Then ask students to share their ideas in a go-round. Go in a relatively fast-paced and structured manner (e.g., down rows, around tables), allowing as many students as possible to share their idea in 15 seconds or less. Once students start to repeat ideas, have them point out similarities in responses using sentence frames such as: "My idea is similar to/related to . . ." Record these ideas on an anchor chart called The Geographical and Historical Setting of Esperanza Rising. Save this anchor chart to refer back to in future lessons. • Explain to students the homework routine for this novel. They will do a "first draft" reading of a new chapter each night. They will always be given a purpose for reading: a question to think about as they read. They should keep track of their thinking with evidence flags (sticky notes). They will practice this each day, but the basic idea is to mark passages that relate to the homework question. They do NOT need to write out answers to the homework question; they will often write about this question in class the next day, or discuss their evidence flags in small groups. • Tell students that they will practice using evidence flags throughout the unit, and they will get better at finding and citing evidence over time. For homework tonight, they should just "have a go" trying to mark evidence that relates to the homework questions.	• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to provide the structure required.
Homework	**Meeting Students' Needs**
• This homework has two parts. • Reread Chapter 1: "Aguascalientes, Mexico, 1924." Use the questions from the **Purpose for Reading, Chapter 1** homework to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. • Then do a "first draft" read of Chapter 2. What is this chapter mostly about? *Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the "slushy time" during the day—right before or after lunch, during downtime between other tasks, as they enter the classroom in the morning or just before dismissal, as time for reading the novel or independent reading. In addition, students likely to need additional support should preread this novel with support during intervention or other support periods. Prereading with support will then allow students to spend class periods rereading and focusing on evidence.*	• Consider providing students who need additional support audio recordings of text, which can aid in comprehension. Students can pause and replay confusing portions while they follow along with the text.

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Supporting Materials

Section	Key Points	Questions
Mexico: Government and Revolution		
Mexico: Neighbor to the North		
Mexico: Rich versus Poor		

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Background Texts about Mexico in the 1920s
Created by Expeditionary Learning for Instructional Purposes

1. **Mexico: Government and Revolution**

   From the years 1876 to 1880 and 1884 to 1911, Mexico was ruled by a dictator named Porfirio Díaz. In 1910, the poor and working-class people of Mexico rebelled against the wealthy landowners and Díaz. This was called the Mexican Revolution. Workers fought for many reasons. They wanted fair pay, equal rights, and to have better opportunities for their families. The Mexican Revolution was a long and deadly war for the Mexican people. But the outcome changed much in their society. For example, the Mexican Constitution was written during this period, in 1917. This constitution outlined the rules that the government must follow. It also gave all people of Mexico rights, regardless of whether they were workers or landowners.

2. **Mexico: Neighbor to the North**

   During the Mexican-American War (1846–1848), Mexico lost nearly half its territory to the United States Within two years, the United States had captured Mexico City and won the war. Mexico was forced to sell its northern territories, including Texas and what are now the states of California, Arizona, and New Mexico, to the United States for only $18 million. This was a very low price to pay for the amount of rich land the United States was getting from Mexico. Because of this, the U.S. and Mexico had very bad relations for many years after the war.

3. **Mexico: Rich versus Poor**

   Throughout Mexico's history, there have been small villages in the countryside. For generations, families have lived and worked on the farms that surrounded these villages. The families who worked the land did not own any part of the farms. This meant that they did not make very much money, because they are paid low wages to work for the landowners. In fact, more than 70 percent of Mexico's population in the 1920s was extremely poor.

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Web Sites for Accompanying Pictures about Mexico in the 1920s
(Teacher Resource: Select images in advance and put a complete set of pictures in each Jigsaw folder.)

Mexico: Government and Revolution Links

- General links via Library of Congress:
  www.loc.gov/pictures/search/?q=Mexico%20revolution&st=gallery

- Portrait of Porfirio Díaz: www.loc.gov/pictures/resource/cph.3a23261/

- Images of Mexico during the Carranza revolution against Huerta's government (LOT 9563-16)
  http://www.loc.gov/pictures/search/?q=LOT%209563-16&fi=number&op=PHRASE&va=exact&co!=coll&sg=true&st=gallery

- El Presidente Álvaro Obregón:
  http://academics.utep.edu/Portals/1719/Publications/MexicanRevolutionTimeline.pdf

- "Rebel Soldiers, Chihuahua, Mexico," 1910–1920s:
  http://www.loc.gov/pictures/resource/cph.3b47430/

- Diego Rivera, *The Uprising* (*El levantamiento*, 1931)—mural depicting historical class struggles in Mexico:
  http://www.1fmediaproject.net/2011/11/13/diego-rivera-murals-for-the-museum-of-modern-art-reunites-for-the-first-time-murals-the-artist-made-for-his-1931-moma-exhibition/

Mexico: Neighbor to the North Links

- General images from Library of Congress: www.loc.gov/pictures/search/?q=Mexico%201846

- U.S. Army soldiers and Mexican soldiers guarding the international border (International Street) at Nogales, Arizona, and Nogales, Sonora, during the Mexican Revolution (1910–1920):
  http://upload.wikimedia.org/wikipedia/en/c/c3/Nogales_Arizona_1910-1920.jpg

- U.S. and Mexico state line (1915) Getty Research Library:
  http://archives.getty.edu:30008/getty_images/digitalresources/mexico/jpegs/mex202.jpg

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**Web Sites for Accompanying Pictures
about Mexico in the 1920s**
(Teacher Resource: Select images in advance and
put a complete set of pictures in each Jigsaw folder.)

Mexico: Rich versus Poor

- Picture of working family in Mexico, 1913:
  http://runyon.lib.utexas.edu/r/RUN00000/RUN00000/RUN00048.JPG
  [Use with credit line] From the Robert Runyon Photograph Collection [image number 00048],
  courtesy of the Center for American History, the University of Texas at Austin.

- Diego Rivera, *Sugar Plantation* (*Plantacíon de cañas de azúcar*, 1931)—mural depicting landowner
  and workers (1920s Mexico): http://artfullyredone.com/diego-rivera/19986-sugar-plantationtealtenangomorelos1930-1931.html

- Diego Rivera, *The Exploiters* (*Los explotadores*, 1926)—depicts unequal relationship between
  Mexican field workers and wealthy landowners: http://www.diego-rivera-foundation.org/The-Exploiters-1926-large.html

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- R. Conrad Stein, *Mexico: Enchantment of the World* (Danbury, CT: Children's Press, 2007), ISBN: 978-0-516-24868-4.

- Susan Milord, *Mexico: 40 Activities to Experience Mexico Past & Present* (Nashville, TN: Williamson Books, 1999), ISBN: 978-1-885593-22-1.

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Name:

Date:

Reread Chapter 1 and do a "first draft" read of Chapter 2: "Las Uvas/Grapes."

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.

1. Describe the geographical setting of *Esperanza Rising*. What is it like where Esperanza lives? Use details from the text to support your answer.

2. What is Esperanza's relationship with her papa like? How do you know?

3. What is Esperanza's life like in Mexico?