



TABLE OF CONTENTS

1.	Module 5.1 Module Overview <i>Becoming a Close Reader and Writing to Learn: Stories of Human Rights</i>
2.	Module 5.1: Assessments
3.	Module 5.1: Performance Task <i>Readers Theater Script and Performance of Scenes from Esperanza Rising</i>
4.	Module 5.1: Recommended Texts
5.	Module 5.1 Unit Overview <i>Unit 2: Case Study: Esperanza's Story</i>

MODULE 5.1: UNIT 2 LESSONS

A.	Lesson 1: <i>Building Background Knowledge: Learning about the Historical and Geographical Setting of Esperanza Rising (Chapter 1: "Aguascalientes, Mexico, 1924")</i>
B.	Lesson 2: <i>Getting to Know Esperanza (Chapter 2: "Las Uvas/Grapes")</i>
C.	Lesson 3: <i>Inferring about Characters Based on How They Respond to Challenges (Chapter 3: "Las Papayas/Papayas")</i>
D.	Lesson 4: <i>Inferring about Characters Based on How They Respond to Challenges (Chapter 4: "Los Higos/Figs")</i>
E.	Lesson 5: <i>Connecting Informational Text with Literature: Building Background Knowledge about Mexican Immigration, California, and the Great Depression (Chapter 5: "Las Guayabas/Guavas")</i>
F.	Lesson 6: <i>Contrasting Two Settings (Chapter 6: "Los Melones/Cantaloupes")</i>
G.	Lesson 7: <i>Point of View: Comparing Esperanza's and Isabel's Perspectives about Life in the Camp (Chapter 7: "Las Cebollas/Onions")</i>
H.	Lesson 8: <i>Understanding Themes in Esperanza Rising (Chapter 8: "Las Almendras/Almonds")</i>
I.	Lesson 9: <i>Mid-Unit 2 Assessment and Discussing Themes in Esperanza Rising: (Chapter 9: "Las Ciruelas/Plums")</i>
J.	Lesson 10: <i>Characters Changing Over Time: (Chapter 10: "Las Papas/Potatoes")</i>
K.	Lesson 11: <i>Building Background Knowledge: Why do Workers Strike? (Chapter 11: "Los Aguacates/Avocados")</i>



MODULE 5.1: UNIT 2 LESSONS

L.	Lesson 12: <i>Contrasting Perspectives: Should the Farmworkers in Esperanza Rising Go on Strike?</i> (Chapter 12: “Los Espárragos/Asparagus”)
M.	Lesson 13: <i>Gathering Evidence and Drafting a Two-Voice Poem</i> (Chapter 13: “Los Duraznos/Peaches”)
N.	Lesson 14: <i>Writing, Critique, and Revising: Two-Voice Poems</i> (Chapter 14: “Las Uvas/Grapes”)
O.	Lesson 15: <i>Revisiting Big Metaphors and Themes; Revising and Beginning to Perform Two Voice Poems</i>
P.	Lesson 16: <i>Paragraph Writing, Part I: How Esperanza Responds on the Train</i> (revisiting Chapter 5: “Las Guayabas/Guavas”)
Q.	Lesson 17: <i>Paragraph Writing, Part II</i>
R.	Lesson 18: <i>End of Unit 2 Assessment: On-Demand Analytical Essay about How Esperanza Changes Over Time</i>