



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 4

Inferring About Characters Based on How They Respond to Challenges: (Chapter 4: “Los Higos/Figs”)



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

- 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). (RL.5.4)
- I can write informative/explanatory texts. (W.5.2)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can identify situations in *Esperanza Rising* where a character's human rights are challenged.
- I can make inferences from the text about the characters in *Esperanza Rising*.
- I can use context clues to help me determine the meaning of words in *Esperanza Rising*.
- I can write to explain my thinking about the characters in *Esperanza Rising*.

Ongoing Assessment

- 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



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entrance Ticket: Comprehension Quiz, Chapter 4: “Los Higos/Figs” (5 minutes)</p> <p>B. Engaging the Reader: Oral Chapter Review (5 minutes)</p> <p>2. Work Time</p> <p>A. Jigsaw, Part 1: How Mama, Abuelita, and Miguel Respond to Challenges (20 minutes)</p> <p>B. Jigsaw, Part 2: Comparing Esperanza’s Response to the Response of These Other Characters (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Independent Writing (10 minutes)</p> <p>B. Debrief (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• This lesson builds directly on Lesson 3 and reinforces a pattern of analysis that students will use throughout their study of the novel. They will consider the challenges characters face (including but not limited to human rights challenges), how the characters respond, and how a character’s response helps us understand that character and the themes of the novel. Today students specifically begin to compare and contrast Esperanza’s responses to those of other main characters.• Note that in this lesson, students again work with text-dependent questions, but in a different format (the Jigsaw protocol). Students are given “Jigsaw Task Cards” that have text-dependent questions on them. In advance: Review the Jigsaw Task Cards (see supporting materials). Two copies of the task cards are provided: a blank to distribute and display, and one with answers for teacher reference.• Review Jigsaw protocol (Appendix 1). It was used in Lesson 1, so students should be familiar with it.• The comprehension quiz is intended to check students’ basic recall and hold students accountable. It is less important that the quiz be formally graded; decide whether or not to formally assess the quizzes based on your class routines and students’ needs.• Be sure to create a system for students to hold on to their entrance and exit tickets from each lesson. They will need these as notes for their writing later in the unit.



Lesson Vocabulary	Materials
smothering, enveloped, scurried, silhouetted, penetrate, salvage, influence, discreetly, indebted, valise, sprawling	<ul style="list-style-type: none">• Comprehension Quiz Entrance Ticket (Chapter 4: “Los Higos/Figs”) (one per student)• <i>Esperanza Rising</i> (book; one per student)• Human Rights Challenges in <i>Esperanza Rising</i> (new; teacher-created)• Inferring by Using Text Clues anchor chart (from Lesson 3)• Jigsaw protocol (Appendix 1)• Jigsaw Task Cards for Chapter 4: “Los Higos/Figs” (one per student; see Supporting Materials)• Jigsaw Task Cards for Chapter 4: “Los Higos/Figs” (Answers for Teacher Reference)• Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—2 baggies per student (one each for home and school)• Chart paper for Character T-Charts (one per every three students; new; student-created during Work Time A)• Markers• Student journals• Index cards or half-sheets of paper (one per student)• Homework: Purpose for Reading, Chapter 5: “Las Guayabas/Gauvas” (one per student)



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 4: “Los Higos/Figs” (5 minutes)</p> <ul style="list-style-type: none"> Remind students to sit with their triads throughout their study of the novel. Remind students of the purpose of the comprehension quiz entrance ticket routine. Explain that this quiz will be a daily practice as we move through <i>Esperanza Rising</i>, designed to assess whether students read and understood the text assigned for homework. Remind students that their homework reading is a “first draft” read; they are not expected to understand everything. But it is important that they feel accountable for the reading, practice reading on their own, and try their best. Distribute the quiz and give students five minutes to complete it. Collect students’ work to review and/or assess. 	<ul style="list-style-type: none"> Consider positing nonlinguistic symbols to assist ELLs in comprehension and making connections. For students who struggle, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. For ELLs, posting points of class discussions assists in comprehension.
<p>B. Engaging the Reader: Oral Chapter Review (5 minutes)</p> <ul style="list-style-type: none"> After the quiz, lead the class in a brief whole class review session, coldcalling students to elicit a summary of Chapter 4. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” Encourage students to cite evidence or point to specific passages. Note which students are able to answer the questions, and the quality of the answers. Ask students what they might write on their evidence flag on the first page of Chapter 4 to help them remember what this chapter was mostly about. If needed, model by saying: “The main thing that happened in this chapter is that their house burned, so I think I am going to write ‘fire.’” (If students make some reference to the chapter title “Los Higos/Figs,” seize on this smart thinking and congratulate them. Tell them that they will think more about the chapter titles in the next lesson.) Then ask the last question from the quiz again: <ul style="list-style-type: none"> * “Where do Mama, Abuelita, and Esperanza decide to go?” Be sure students understand that they decided to go to the United States with Miguel and his family. This is a crucial plot point. Return students’ entrance and exit tickets and from Lesson 3. Address any major misconceptions. Ask students to hold on to these entrance and exit tickets; they will want to refer to them for their writing later in the unit. 	



Work Time	Meeting Students’ Needs
<p>A. Jigsaw, Part 1: How Mama, Abuelita, and Miguel Respond to Challenges (20 minutes)</p> <ul style="list-style-type: none"> • Revisit the learning targets by asking a student to read out loud each learning target. Remind students that these are the same learning targets from the previous lesson. Explain that they will pay particular attention to: “I can identify situations in <i>Esperanza Rising</i> where a character’s human rights are challenged,” and “I can make inferences from the text about the characters in <i>Esperanza Rising</i>.” Remind them about the discussion they had about inferring during the last lesson and direct students to the Inferring Using Text Clues anchor chart. • Direct students to get into the same triads from the previous lesson. Remind students that they will be working in these groups of three almost every day throughout this unit. Have students turn to the pages in their journal where they began to record some information about the characters in the book. Have them reread what they wrote and share that with their triads, adding any new information that may have surfaced. • Remind students of the Jigsaw protocol that they have done previously, in which each person becomes an expert on something and then teaches that to the rest of the group. • Assign one student in each triad Mama, Abuelita, or Miguel and distribute the corresponding Jigsaw task card. • Give students approximately 10 minutes to work on their own to complete their Jigsaw task card, making sure to mark evidence with evidence flags in the text. Use this time to circulate and support students who are still trying to figure out how to use the evidence flags effectively. • After approximately 10 minutes, ask students to leave their triad and gather in <u>new</u> groups, with peers from other triads who read about the same character. (Note: It probably will be necessary to divide students into small groups; for example, there may be 8 or 9 students who became experts about Mama; this large group should be broken into two smaller groups of 4 or 5 each.) • Ask students to discuss the evidence they flagged. Direct them to create an anchor chart, a Character T-chart with CHALLENGES listed on one side and RESPONSES on the other. Have students record their groups’ thinking on the page that corresponds to that character. Hang the anchor charts up in the classroom so that all students can see the information. 	<ul style="list-style-type: none"> • Consider providing a smaller chunk of text for the Jigsaw task cards to read for ELLs. • Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track. • Some ELLs may benefit from partially filled-in Jigsaw task cards.



Work Time	Meeting Students’ Needs
<p>B. Jigsaw, Part 2: Comparing Esperanza’s Response to the Response of These Other Characters (15 minutes)</p> <ul style="list-style-type: none">• Have students return to their original triads. Let them know that each student has 4 minutes to share about his or her character. The other two students should take notes on the corresponding page in their reading journal about that character. Students may want to refer to the hanging Character anchor charts as they share with their triads.• After each student has shared about his or her character, ask triads to spend 3 to 4 minutes discussing the following:<ul style="list-style-type: none">* “How is Esperanza’s response to challenges like the response of the other characters? How is her response different?”• As students work, monitor this discussion. Emphasize that the author is not <u>telling</u> the reader what the characters are like, she is <u>showing</u> the reader how the characters behave, so that the reader can <i>infer</i> what the character is like. The way people respond to challenges tells us a lot about who they are.• While circulating, make sure all students are participating. Reinforce students who are following the Triad Talk norms well.	<ul style="list-style-type: none">• Consider providing a sentence frame, sentence starter, or cloze sentence to assist ELLs with language production and the structure required.



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Independent Writing (10 minutes)</p> <ul style="list-style-type: none"> Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt: “Compare/contrast Esperanza to the character you became an expert on today. How is Esperanza’s response to challenges like the response of the other character? How is her response different? Use specific details from the text to support your answer.” 	<ul style="list-style-type: none"> Consider allowing students to draw their observations, ideas, or notes when appropriate.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Remind students of what they focused on today by rereading the learning targets out loud. Have students refer to the Reading <i>Esperanza Rising</i> anchor chart. Orient students to the Human Rights Challenges in <i>Esperanza Rising</i> anchor chart created in Lesson 3. Ask students to talk with their triads, then share out challenges that the class should add to this list. Add the suggestions to the chart. Collect students’ independent writing on their index cards to check for individual understanding. 	<ul style="list-style-type: none"> ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 5: “Las Guayabas/Guavas” (pages 58–80) in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 5: “Las Guayabas/Gauvas question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. <p><i>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.</i></p> <p><i>In Lesson 5, students read a variety of resources in order to build background knowledge about California, immigration, and the 1930s. Prepare these folders in advance; see Lesson 5 Teaching Notes for details.</i></p>	<ul style="list-style-type: none"> Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



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Supporting Materials



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.....
Name:

.....
Date:

1. Why did Mama wake Esperanza up?

2. Who does everyone think is to blame for what happened?

3. What does Mama change her mind about?



4. Where do Mama, Abuelita, and Esperanza decide to go?



Name:

Date:

Mama:

1. Reread pages 44–45. How does Mama respond to Tio’s marriage proposal after the fire? What does that tell you about Mama as a person? What does she see as her role in the family?
2. Reread page 48 and the first half of page 49. How does Mama feel about marrying Tio? How does this continue to show Mama’s strength as a person? What is Mama willing to do besides let Tio think she will marry him?
3. Reread the bottom of page 56–57. How does Mama continue to demonstrate her strength as a person as they are leaving the rancho? How is she a good example for Esperanza? How does Esperanza react to leaving the rancho?

Abuelita:

1. Reread the middle of page 42. How does Abuelita respond to the fire? What might that tell us about Abuelita as a person? What does she care about or believe in?
2. Reread from the bottom of page 47–50. How does Abuelita let Mama know she approves of her decisions? How does Abuelita attempt to comfort Esperanza? What role does Abuelita play in the family?
3. Reread page 51. Why does Abuelita give the crocheting to Esperanza? How does Esperanza show she still is not ready to face the situation?



Miguel:

1. Reread the very bottom of page 41 through the first paragraph on page 42. What challenge does Miguel face? How does he respond? What might this tell us about Miguel as a person? Be sure to give examples from the text.
2. Reread pages 55–56. How does Miguel demonstrate that he is ready for this challenge? What characteristic does he show during this time? How is this different from Esperanza?



Mama:

1. Reread pages 44–45. How does Mama respond to Tio’s marriage proposal after the fire? What does that tell you about Mama as a person? What does she see as her role in the family?

Mama is still trying to be strong, “looking like a fierce statue.” Mama knows that she must protect Esperanza and the servants, and her only way of doing that is by accepting the uncle’s proposal. “Mama looked at Esperanza with eyes that said ‘forgive me.’” This tells you that Mama is willing to sacrifice for her family.

2. Reread page 48 and the first half of page 49. How does Mama feel about marrying Tio? How does this continue to show Mama’s strength as a person? What is Mama willing to do besides let Tio think she will marry him?

Mama does not want to marry Tio and feels like Papa would not have wanted her to do that either. “Do you think that Papa would have wanted me to marry Tio Luis?” It shows that she is very strong because she is willing to insult him by moving to the United States instead of marrying him. “A tiny smile appeared on Mama’s tired face. ‘Yes, it would be a great insult to him, wouldn’t it?’” She is willing to work hard in California doing fieldwork. “I am stronger than you think,” said Mama.

3. Reread the bottom of page 56–57. How does Mama continue to demonstrate her strength as a person as they are leaving the rancho? How is she a good example for Esperanza? How does Esperanza react to leaving the rancho?

Mama is determined to do what is right and not complain about it. “Then Mama took a determined breath.” Esperanza is having a hard time not showing her anger. “She could see nothing behind her but a trail of splattered figs she had resentfully smashed beneath her feet.”



Abuelita:

1. Reread the middle of page 42. How does Abuelita respond to the fire? What might that tell us about Abuelita as a person? What does she care about or believe in?

Abuelita also faces the challenge of the fire. But she was determined to save her crocheting bag. “Her grandmother held up her cloth bag with her crocheting.” She says: We must have something to do while we wait.” This shows that she values some things, like having something to occupy her mind, even more than being safe.

2. Reread from the bottom of page 47–50. How does Abuelita let Mama know she approves of her decisions? How does Abuelita attempt to comfort Esperanza? What role does Abuelita play in the family?

Abuelita does not need to talk very much to show her approval. She listens and shows her approval by nodding and agreeing to help get the right papers together (pp. 48–49). She comforts Esperanza by reminding her of a story of when she moved to Mexico from Spain (pp. 49–50) and by explaining that she will join them when she is better. (p. 47) Abuelita seems to be the leader of the family now because every time Mama wants to make a decision she must talk it over with her too.

3. Reread page 51. Why does Abuelita give the crocheting to Esperanza? How does Esperanza show she still is not ready to face the situation?

Abuelita gives the crocheting to Esperanza to help her pass the time while they are apart. “While you are waiting, finish this for me.” She also wants Esperanza to learn a lesson about life, that you are sometimes going through hard times but there will be good times too. “Right now you are in the bottom of a valley and your problems loom big around you. But soon you will be at the top of a mountain again.” Esperanza wants to avoid saying goodbye while Abuelita faced the situation even though it was sad. “She buried her head ...”



Miguel:

1. Reread the very bottom of page 41 through the first paragraph on page 42. What challenge does Miguel face? How does he respond? What might this tell us about Miguel as a person? Be sure to give examples from the text.

Miguel faces the challenge of the fire. He saves Abuelita. He “lays her down.” This shows that he cares a lot about Esperanza’s family and is willing to put his own life at risk to help them. His shirt is burning, but he seems calm: “Miguel stood up and slowly took off his blackened shirt.” This shows that he is calm under pressure.

2. Reread pages 55–56. How does Miguel demonstrate that he is ready for this challenge? What characteristic does he show during this time? How is this different from Esperanza?

Miguel is showing great strength while they are leaving the rancho by helping his father lead them out of the situation. “Miguel and Alfonzo lead them through the grape rows....Miguel walked ahead.” Miguel could be considered brave and mature because he is not thinking about the past, but instead heading toward the future. On the other hand, Esperanza is thinking of only the past. “Sadness and anger tangled in Esperanza’s stomach as she thought of all that she was leaving.”



Name:

Date:

What is Esperanza’s journey to the United States like?

As you read, think about this question. 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.