



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 11

Building Background Knowledge: Why Do Workers Strike? (Chapter 11: “Los Aguacates/Avocados”)



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

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)

I can determine a theme based on details in the text. (RL.5.2)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can identify examples of human rights that have not been protected in *Esperanza Rising*.
- I can explain what a strike is.
- I can explain why workers go on strike.

Ongoing Assessment

- Comprehension Quiz, Chapter 11: “Los Aguacates/Avocados” (entrance ticket)
- Triad discussion
- Exit ticket: On Strike! note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entrance Ticket: Comprehension Quiz, Chapter 11: “Los Aguacates/Avocados” (5 minutes)Engaging the Reader: Oral Chapter Review (5 minutes)Work Time<ol style="list-style-type: none">Challenges to Human Rights in <i>Esperanza Rising</i> (10 minutes)What Is a Strike? (15 minutes)Reviewing the UDHR: Read-aloud of Articles 1 and 2 (5 minutes)Why Do Workers Strike? Answering Questions in Triads (10 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Independent Writing (5 minutes)Debrief (5 minutes)Homework	<ul style="list-style-type: none">In advance: Read Chapter 11 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.This lesson refocuses students on the direct connections between the themes in <i>Esperanza Rising</i> and the UDHR that they studied during Unit 1. Be sure students have their UDHR note-catchers (from Unit 1, Lesson 1) or provide fresh copies as needed. Do not worry if students are still struggling to analyze all of the connections. Students revisit Article 23 in Lesson 12. And in Unit 3, “Readers Theater,” students have 12 more lessons in which they revisit key excerpts from the novel through the lens of the UDHR.In advance: Cut up <i>Esperanza Rising</i> quotes and UDHR articles into strips (see instructions in supporting materials).



Lesson Vocabulary	Materials
explain, argue, record, strike, striking, arguments, migrant (camp), company (camp); stocks, manual labor, Negroes, tossed out, makings, spigots, jumble, humanity	<ul style="list-style-type: none">• Comprehension Quiz Entrance Ticket (Chapter 11: “Los Aguacates/Avocados”) (one per student)• <i>Esperanza Rising</i> quote strips and UDHR Articles (see Teaching Note, above)• Completed UDHR note-catchers (students’ copies from Unit 1, Lessons 1-7)• Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lesson 3)• Strike anchor chart (new; teacher-created)• On Strike! Note-catcher (one per student)• <i>Esperanza Rising</i> (book; one per student)• Evidence flags• Text-Dependent Questions for Chapter 11: “Los Aguacates/Avocados” (one per student and one for display)• Text-Dependent Questions for Chapter 11: “Los Aguacates/Avocados” (Answers for Teacher Reference)• Document camera• Homework: Purpose for Reading, Chapter 12: “Los Espárragos/Asparagus” (one per student)



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 11: “Los Aguacates/Avocados” (5 minutes)</p> <ul style="list-style-type: none">• Begin the lesson with the comprehension quiz entrance ticket. Collect students’ work to review and/or assess. <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 whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. 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 to explain why Chapter 11 is titled “Los Aguacates/Avocados.” Listen for students to point out that Esperanza uses avocados to help soften her hands because they are so rough from packing fruits and vegetables in the past few months. Ask students to add an evidence flag on page 180, on which they write a phrase that will help them summarize this chapter and remember why it was titled “Avocados.”• Briefly review the learning targets with students by reading them out loud, specifically focusing on: “I can explain what a strike is.” Point out that in the past few chapters, Marta has been mentioning a strike; today students will learn more.• Return students’ entrance and exit tickets from Lesson 10. 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.	<ul style="list-style-type: none">• Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.• Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students’ Needs
<p>A. Challenges to Human Rights in Esperanza Rising (10 minutes)</p> <ul style="list-style-type: none"> Focus students on the learning target: “I can identify examples of human rights that have not been protected in <i>Esperanza Rising</i>” by reading it out loud. Remind students of the summarizing of articles of the UDHR that students did in Unit 1, and how they read the document very closely in order to understand what promises the articles were making. Have students take out their completed UDHR note-catcher from Unit 1 to refer to during this activity. Distribute the cut-up strips from the Esperanza Rising quote strips and UDHR articles that describe human rights challenges, and strips that summarize the matching articles from the UDHR. (Each student gets either a strip with a quote or a strip with one of the articles.) Have students circulate, sharing their quotes, trying to find a partner whose quote describes a situation in the novel that would be an example of their article, or vice versa. Return to the whole group to share the human rights issues students noted in their reading; add these to the Human Rights Challenges in Esperanza Rising anchor chart. 	<ul style="list-style-type: none"> Consider providing nonlinguistic symbols (a student talking for <i>explain</i>) with key terms in the targets to aid ELLs in comprehension and making connections.
<p>B. What Is a Strike? (15 minutes)</p> <ul style="list-style-type: none"> Students should be sitting with their triads. Introduce the learning target: “I can explain what a strike is.” Ask: “What is a strike?” Chart responses in the form of an idea on a new anchor chart: Strike (with the word <i>strike</i> in the middle of the page). Record students’ ideas on the chart around this key term.. Ask students how the ideas should connect (for example, a definition might be written next to the word <i>strike</i> connected by an equal sign, while examples might be clustered and connected by arrows and associated emotions might be clustered in a different spot). If appropriate, point out to students that what they just did was create a concept web for a key vocabulary term; this is a strategy they will use more later in the year. Give students 5 minutes to work in triads to complete just the left-hand column of the On Strike! note-catcher. (They may do this in their reading journal, or distribute the note-catcher as a student handout.) Tell students that at the end of today’s lesson, they will work to add more detailed notes to the right-hand column after discussing some specific text-dependent questions (in the next part of the lesson). Call on a few triads to share out their ideas about the questions. Be sure not to confirm or deny their ideas at this point, as they will return to finish the right-hand column later on in the lesson. 	<ul style="list-style-type: none"> 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.



Work Time (continued)	Meeting Students’ Needs
<p>C. Reviewing the UDHR: Read-aloud of Articles 1 and 2 (5 minutes)</p> <ul style="list-style-type: none"> Remind students of Articles 1 and 2 of the UDHR by reading them out loud while students follow along on a projected copy or on their note-catchers. 	<ul style="list-style-type: none"> When possible, provide text or materials found in students’ L1. This can help students understand materials presented in English.
<p>D. Why Do Workers Strike? Answering Questions in Triads (10 minutes)</p> <ul style="list-style-type: none"> Be sure all students have their text: <i>Esperanza Rising</i>. Remind students that when reading difficult text, it is very important to reread sections multiple times in order to understand it well. Distribute a small stack of evidence flags to each triad. Display and distribute the Text-Dependent Questions for Chapter 11: “Los Aguacates/Avocados” (see supporting materials). Focus students on Question 1 from the Text-Dependent Questions. Give students a few minutes to reread pages 186–187 on their own, with Question 1 in mind, and then talk with their triad. Encourage them to use their evidence flags to mark evidence that supports their answer. Ask a few groups to report out their answer and their evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying. Praise groups using Triad Talk well. Remind them how discussing their thinking with others can help them understand hard text. Focus students on Question 2 from the Text-Dependent Questions. Tell them to listen for and mark evidence that answers the question as you read aloud. Ask students to discuss their answers to Question 2 with their triad, rereading if necessary. Circulate to listen in and support as needed. Probe students to cite specific words and phrases from pages 187-188, reminding them to use context clues to help them figure out the meaning of unknown words. As students continue with the rest of the text-dependent questions, make sure they are reading them aloud, clarifying any terms, thinking on their own, then talking and marking their answers with evidence flags. As in previous days, students do not need to write complete answers to the questions at this point. As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well. Have students share out their thoughts on the quote “We all do what we have to do.” Encourage them to use specific evidence from the text when sharing their thoughts. 	<ul style="list-style-type: none"> Visuals can help students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Independent Writing (5 minutes)</p> <ul style="list-style-type: none">• Ask students to complete the right-hand column of the On Strike! note-catcher.• Collect this writing to assess students’ understanding of strikes, and why workers in the book might or might not choose to strike as a response to the challenges they are facing.	<ul style="list-style-type: none">• Students needing additional supports may benefit from partially filled-in graphic organizers.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Revisit the learning target: “I can explain why workers go on strike.”• Have students turn and explain their understanding of this learning target to a partner. Invite students to add any new learning to the Strike anchor chart and/or correct anything they now realize is misinformation. Tell students that next they will read Chapter 12 and continue thinking about whether or not the workers in <i>Esperanza Rising</i> should strike.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read Chapter 12, “Los Espárragos/Asparagus” (pages 199–213), in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 12: “Los Espárragos/Asparagus” 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. 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>	<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.• Struggling readers may benefit from reading picture books that explain more about strikes. See Unit 2 Recommended Reading List, in particular Dolores Huerta: A Hero to Migrant Workers, Sarah E. Warren.



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Supporting Materials



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.....
Name:

.....
Date:

1. What does Esperanza put on her hands to make them feel better?

2. What does Esperanza buy for Mama?

3. What is the good news Miguel shares at the end of the chapter?



Teacher Instructions: Make multiple copies of these pages as needed, so each student can have an individual quote/article. Cut the copied pages into strips, so each student has one individual quote/article on his or her own small piece of paper.

“Change has not come fast enough, Esperanza. The wealthy still own most of the land while some of the poor have not even a garden plot. There are cattle grazing on the big ranches yet some peasants are forced to eat cats.” (page 12)

Article 25, Right to adequate living standard

- A. You have the right to the things you and your family need to have a healthy and comfortable life, including food, clothing, housing, medical care, and other social services. You have a right to help if you are out of work or unable to work.
- B. Mothers and children should receive special care and help.

“But now that she was a young woman, she understood that Miguel was a housekeeper’s son and she was a ranch owner’s daughter and between them ran a deep river. Esperanza stood on one side and Miguel stood on the other and the river could never be crossed.” (page 18)

Article 1, Right to equality

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

“As you know, it is not customary to leave land to women.” (page 30)

Article 17, Right to own property

- A. You have the right to own things.
- B. Nobody has the right to take these things away from you without a good reason.



“My father and I have lost faith in our country. We were born servants here and no matter how hard we work we will always be servants.” (page 36)

Article 1, Right to equality

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.

“There is a Mexican saying: ‘Full bellies and Spanish blood go hand in hand.’ . . . “Have you not noticed?” he said, sounding surprised. “Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest.” (page 79)

Article 2, Freedom from discrimination

You have all these human rights no matter what your race, skin color, sex, language, religion, opinions, family background, social or economic status, birth, or nationality

“The conductors herded everyone into a building where they stood in long lines waiting to pass through immigration. Esperanza noticed that the people in the first cars were escorted to the shortest lines and passed through quickly.” (page 81)

Article 1, Right to equality

You are born free and equal in rights to every other human being. You have the ability to think and to tell right from wrong. You should treat others with friendship.



“Well, when I go to school, I will learn in English,” said Isabel. Esperanza nodded and tried to smile back. Isabel was so happy, she thought, about such little things.” (pages 89–90)

Article 26, Right to education

- A. You have the right to go to school. Primary schooling should be free and required. You should be able to learn a profession or continue your studies as far as you can.
- B. At school, you should be able to develop all your talents and learn to respect others, whatever their race, religion, or nationality.
- C. Your parents should have a say in the kind of education you receive.

“They don’t want us banding together for higher wages or better housing,” said Marta. “The owners think if the Mexicans have no hot water, that we won’t mind as long as we think no one has any.” (page 98)

Article 23, Right to desirable work and to join trade unions

- A. You have the right to work, to choose your work, and to work in good conditions.
- B. People who do the same work should get the same pay.
- C. You should be able to earn a salary that allows you to live and support your family.
- D. All people who work have the right to join together in unions to defend their interests.

“We are going to strike in two weeks. At the peak of the cotton. For higher wages and better housing.” (page 132)

Article 20, Right to assemble

- A. Everyone has the right to freedom of peaceful assembly and association.
- B. No one may be compelled to belong to an association.



.....
Name:

.....
Date:

	My Original Thinking	My New Thinking, Based on Evidence from the Text
1. What does it mean to go on strike?		
2. Why do workers go on strike?		
3. Why do workers decide not to go on strike?		



1. Miguel tells Esperanza why they shop at Mr. Yakota’s store. Explain how Miguel’s comments about Mr. Yakota connect to the ideas in Article 1 of the UDHR. Be sure to cite specific evidence from the text.

Article 1 of the UDHR states: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

2. Look at pages 187 and 188. Summarize Miguel’s explanation of how the farmworkers are treated. Then explain how Miguel’s comments and Esperanza’s thinking connect to the ideas of Article 2 of the UDHR. Be sure to cite evidence from the text.

Article 2 of the UDHR states: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty.”

3. The farm laborers live in two different types of camps. Reread pages 192 and 193. Why are Marta and Ada living in a different camp now? What is that camp like? What does the author mean when she writes that Marta’s new camp was a “great jumble of humanity and confusion”? Be sure to cite evidence from the text.



1. Miguel tells Esperanza why they shop at Mr. Yakota’s store. Explain how Miguel’s comments about Mr. Yakota connect to the ideas in Article 1 of the UDHR. Be sure to cite specific evidence from the text.

Article 1 of the UDHR states: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

Everyone should feel like they are being treated like a human being. Miguel says, “Some of the other market owners aren’t as kind to Mexicans as Mr. Yakota.... He stocks many of the things we need and he treats us like people” (p. 186).

2. Look at pages 187 and 188. Summarize Miguel’s explanation of how the farmworkers are treated. Then explain how Miguel’s comments and Esperanza’s thinking connect to the ideas of Article 2 of the UDHR. Be sure to cite evidence from the text.

Article 2 of the UDHR states: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing, or under any other limitation of sovereignty.”

Miguel says, “Americans see us as one big, brown group who are good for only manual labor ... treats us like outsiders or calls us ‘dirty greasers.’” He is explaining how most people in the United States do not take the time to get to know them as people. They just want them to work. Esperanza had heard, “There were special sections at the movie theater for Negroes and Mexicans. In town, parents did not want their children going to the same schools with Mexicans.”



3. The farm laborers live in two different types of camps. Reread pages 192 and 193. Why are Marta and Ada living in a different camp now? What is that camp like? What does the author mean when she writes that Marta’s new camp was a “great jumble of humanity and confusion”? Be sure to cite evidence from the text.

Miguel and Esperanza pick up Marta and her mother, Ada, on the way back to camp (p. 192). They were living in a strikers’ camp now because they were “tossed out” of the migrant workers’ camp because they were going to strike. There were a lot of people and a lot of mess. There were guards “for protection,” “only ten wooden toilets for hundreds of people,” and it smelled (p. 193). “Some people lived in tents” or under “burlap bags” or in “old cars or trucks.” Esperanza saw “the makings of outdoor kitchens.”



Name:

Date:

On page 195, near the end of Chapter 11, Marta’s mother tells Esperanza: “We all do what we have to do.” Think about this comment as you read Chapter 12. Should the workers strike?

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.