



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 12
**Contrasting Perspectives: Should the Farmworkers
in Esperanza Rising Go On Strike?**
(Chapter 12: “Las Esparragos/Asparagus”)



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

I can explain what a text says using quotes from the material. (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 write informative/explanatory texts. (W.5.2)

Supporting Learning Targets

- 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 *Esperanza Rising*.
- I can write to explain my thinking about the characters’ perspectives in *Esperanza Rising*.

Ongoing Assessment

- 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



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entrance Ticket: Comprehension Quiz, Chapter 12: “Los Espárragos/Asparagus” (5 minutes)</p> <p>B. Engaging the Reader: Oral Chapter Review (5 minutes)</p> <p>2. Work Time</p> <p>A. Reviewing the UDHR: Read-aloud of UDHR Article 23 (5 minutes)</p> <p>B. Jigsaw, Part 1: How Esperanza, Miguel, and Marta Respond to Challenges (20 minutes)</p> <p>C. Jigsaw, Part 2: Which Character’s Response Do You Agree With? (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Independent Writing (5 minutes)</p> <p>B. Debrief: Adding to Human Rights Challenges in <i>Esperanza Rising</i> Anchor Chart (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• This lesson repeats the Jigsaw structure students have used several times, most recently in Lesson 4 when they were getting to know several main characters. In this lesson, students become experts on Esperanza, Miguel, or Marta specifically to consider the characters’ different experiences with and perspectives about the strike.• Note that as in Lesson 4, students work with text-dependent questions using the Jigsaw protocol (Appendix 1). Review the Jigsaw Task Cards for Chapter 12, including the answers for teacher reference.• Review the anchor chart <i>Inferring by Using Text Clues</i>.• Students may benefit from instruction or review of the following terms: involvement, organizing.



Lesson Vocabulary	Materials
<p>strike, striking, explain, argue, arguments; favorable, remuneration, worthy, interests (from Article 23 of the UDHR), strikers’ (camp), company (camp), menacing, conflicted, sympathetic, cause, misjudged</p>	<ul style="list-style-type: none"> • Comprehension Quiz: Entrance Ticket (Chapter 12: “Los Espárragos/Asparagus”) (one per student) • <i>Esperanza Rising</i> (book; one per student) • Evidence flags • On Strike! note-catcher (from Lesson 11) • Jigsaw Task Cards for Chapter 12: “Los Espárragos/Asparagus” (one per student; one to display) • Jigsaw Task Cards for Chapter 12: “Los Espárragos/Asparagus” (Answers for Teacher Reference) • Inferring by Using Text Clues anchor chart (from Lesson 3) • Completed UDHR note-catchers (students’ copies from Unit 1, Lessons 1-7) • Character T-chart (created by students during Work Time B) • Students’ reading journals • Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lesson 3) • Index cards or half sheets of paper • Homework: Purpose for Reading, Chapter 13: “Los Duraznos/Peaches” (one per student)

Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 12: “Los Espárragos/Asparagus” (5 minutes)</p> <ul style="list-style-type: none"> • Begin the lesson with the comprehension quiz entrance ticket. • Collect students’ quizzes to review/assess. 	<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.



Opening	Meeting Students’ Needs
<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 someone to explain why Chapter 12 is titled “Los Espárragos/Asparagus.” Listen for students to point out that the farm laborers harvest and package asparagus during this chapter. (Use this opportunity to briefly reinforce what students have been learning about metaphors: Asparagus are fragile and must be handled with care, just like human beings/) Ask students to add an evidence flag on the first page of Chapter 12, on which they write a phrase that will help them summarize this chapter and remember why it was titled “Asparagus.” • Briefly review the learning targets with students by reading them out loud, specifically focusing on: “I can make arguments for and against striking.” Make sure to point out that students will be forming opinions about what happened in this chapter based on evidence in the chapter and on their background knowledge. This is <i>inferring</i>. Remind students that they should refer to, and use if necessary, the Inferring by Using Text Clues anchor chart. • As usual, return students’ entrance ticket from Lesson 11, and their exit tickets (the On Strike! Note-catcher). Address any major misconceptions. Encourage students to refer to their note-catchers during today’s lesson. • 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"> • Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students’ Needs
<p>A. Reviewing the UDHR: Read-aloud of Article 23 (5 minutes)</p> <ul style="list-style-type: none"> • Orient students to their completed UDHR Note-catchers (from Unit 1). Read Article 23 aloud, slowly, as students follow along. • Ask students to turn and talk about connections they see between this article and their homework reading (Chapter 12). Direct students’ to the first learning targets: “I can explain why workers go on strike” and “I can make arguments for and against striking.” Tell them that today they will consider in more detail whether it was a good idea for the workers in the migrant camp to strike. (If necessary, review the distinction between the strikers’ camp and the company camp, from Lesson 11.) <p><i>Note: Students have already studied Article 23 during Unit 1. They also will revisit it in detail during Unit 3. And later in today’s lesson, they will reread key phrases during their Jigsaw discussion. For now, simply read aloud.</i></p>	<ul style="list-style-type: none"> • When possible, provide text or materials in students’ L1. This can help students understand materials presented in English. • Consider providing nonlinguistic symbols (a student talking for explain) with key terms in the targets to aid ELLs in comprehension and making connections.



Work Time (continued)	Meeting Students’ Needs
<p>B. Jigsaw, Part 1: How Esperanza, Miguel, and Marta Respond to Challenges (20 minutes)</p> <ul style="list-style-type: none"> • Revisit the rest of the learning targets by asking a student to read out loud: “I can make inferences from the text about the characters in <i>Esperanza Rising</i>” and “I can write to explain my thinking about the characters’ perspectives in <i>Esperanza Rising</i>.” Remind students that these are learning targets they have seen in previous lessons. Remind them about the discussion they had about inferring and direct them to the Inferring by Using Text Clues anchor chart. • Direct students to get into their triads. • Have students turn to the pages in their reading journals where they began to record some information about the characters in the book. Give students 2 to 3 minutes to 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 people in the group. • Assign one student in each triad Esperanza, Marta, or Miguel and distribute the corresponding Jigsaw task card. • Give students 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. • Then 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 eight or nine students who became experts about Esperanza. This large group should be broken into two smaller groups of four to five.) • Direct students to locate the page in their reading journal about this character and add a Character T-chart with <i>Challenges</i> listed on one side of the T and <i>Responses</i> listed on the other side. • Give students 10 minutes to discuss with their character group the evidence they flagged. Have students record their groups’ thinking on the T-chart in their individual reading journals. Remind students that they will need these notes to be able to share with their triad during Part 2 of the Jigsaw. 	<ul style="list-style-type: none"> • For students needing additional supports, consider providing a partially filled-in T-chart. • Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.



Work Time (continued)	Meeting Students’ Needs
<p>C. Jigsaw, Part 2: Which Character’s Response Do You Agree With? (15 minutes)</p> <ul style="list-style-type: none">• Have students return to their original triads.• Tell triads that each student has 4 minutes to share about their character. Encourage students to refer to the T-charts they created during Part 1 of the Jigsaw as they share with their triad members. The other two students should take notes on the appropriate page of character notes in their reading journals, adding a T-chart for each of the three characters.• 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">* “What was each character’s involvement in the strike?”* “Which character’s response to the strike do you agree with? Why?”• 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">• Visuals can help ELLs comprehend questions and discussions. Chart main points in answers and post all questions asked to students. Consider drawing small pictures to illustrate your examples.



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Independent Writing (5 minutes)</p> <ul style="list-style-type: none"> Distribute index cards or half sheets of paper. Ask students to respond to the following prompt: <ul style="list-style-type: none"> * “Was it a good or bad idea for the workers to strike? Why or why not? Cite specific evidence to support your answer.” Collect students’ independent writing to check for individual understanding. 	<ul style="list-style-type: none"> When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required. (e.g. “I agree with the workers who chose to strike because . . . or I disagree with the workers . . .”)
<p>B. Debrief: Adding to Human Rights Challenges in Esperanza Rising Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> Remind students of what they focused on today by rereading out loud the learning targets. Orient students to the Human Rights Challenges in Esperanza Rising anchor chart from previous lessons. Ask students to talk with their triads, then share out challenges that the class should add to this list. Add the triad’s suggestions to the chart. 	<ul style="list-style-type: none"> Debriefing about what they have learned and the protocols used will help students monitor their own learning.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 13: “Los Duraznos/Peaches” (pages 214–233) in <i>Esperanza Rising</i>. Use the Purpose for Reading, Chapter 13: “Los Duraznos/Peaches” 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.



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Supporting Materials



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Name:

Date:

1. What do the strikers do to the workers who refuse to strike?

2. What does Esperanza do to help Marta?

3. What are the immigration officers doing to the strikers?



Esperanza:

1. Reread pages 184 and 200. At first, how does Esperanza respond to seeing the strikers? What is most important to her right now? How is she conflicted (confused) about what to do? Cite evidence from the text to support your answer.
2. Reread pages 208–212. How does Esperanza help the strikers? Why does she help them? Cite evidence from the text to support your answer.
3. Article 23 of the UDHR states: “Everyone has the right to work, to free choice of employment, to just and *favorable* conditions of work, and to protection against unemployment.” What does the word *favorable* mean? How did you figure out? Would Esperanza agree with Article 23? Why or why not? Use evidence from the text to support your answer.



Miguel:

1. Article 23 of the UDHR states: “Everyone who works has the right to just and favorable *remuneration* ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.” What does the word *remuneration* mean? How did you figure it out? Would Miguel agree with Article 23? Why or why not? Cite evidence from the text to support your answer.
2. Reread pages 196 and 197. How does Miguel feel about the strike? What is most important to him right now? Cite evidence from the text to support your answer.
3. Reread the last paragraph on page 210. What can you infer about Miguel’s hope about what will change for farmworkers in the United States? Support your answer with evidence from the text.



Marta:

1. Reread page 192. How does Marta respond to everything that has happened to her? How does Marta feel about the strike? What does Marta explain to Esperanza? Cite evidence from the text in your answer.
2. Article 23 of the UDHR states: “Everyone has the right to form and to join trade unions for the protection of his *interests*.” What does the word *interests* mean in the context of this article? How do you know? Reread pages 97, 132, 146, and 200. What “interests” does Marta want to protect for the farm laborers? Cite evidence from the text in your answer.
3. Reread pages 208 and 209. How are Marta and Esperanza alike? What does Marta mean when she says that she *misjudged* Esperanza? Explain your answer by citing details from the text.

Esperanza:

1. Reread pages 184 and 200. At first, how does Esperanza respond to seeing the strikers? What is most important to her right now? How is she conflicted (confused) about what to do? Cite evidence from the text to support your answer.

Esperanza is scared and wants to run away. “She wanted to run back to the safety of the camp ... anything but this” (p. 200). Esperanza only wants to take care of her mother. “Remember, Mama, I will take care of everything” (p. 184). “Her mother was sick. That she had to pay bills” (p. 200). Esperanza supports why the strikers are doing what they are doing but does not want to strike herself. “She did not want anyone’s children to starve” (p. 200).

2. Reread pages 208-211 and page 212. How does Esperanza help the strikers? Why does she help them? Cite evidence from the text to support your answer.

Esperanza helps Marta escape by keeping her hidden in the asparagus crates and giving her an apron so she could trick the guards. “When you leave, put on the apron and carry the asparagus so you’ll look like a worker...” (p. 209). Esperanza believes that the farm workers have a right to work like everyone else. “They have a right to be here.” (p. 209) “More than anything, Esperanza hoped that Marta and her mother were together...” (p. 212)

3. Article 23 of the UDHR states: “Everyone has the right to work, to free choice of employment, to just and *favorable* conditions of work, and to protection against unemployment.” What does the word *favorable* mean? How did you figure out? Would Esperanza agree with Article 23? Why or why not? Use evidence from the text to support your answer.

***Favorable* means “good,” because the same sentence talks about working conditions and that is what people want: good working conditions. Also, the root word of *favorable* is “favor,” and that makes me think of doing something for someone else so that their work is protected. Esperanza would agree with this article because she wants to help the strikers. She helps Marta and the family from the strikers’ camp.**

Miguel:

1. Article 23 of the UDHR states: “Everyone who works has the right to just and favorable *remuneration* ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.” What does the word *remuneration* mean? How did you figure it out? Would Miguel agree with Article 23? Why or why not? Cite evidence from the text to support your answer.

***Remuneration* sounds like it has something to do with money because of the root word “munerate.” Also, the sentence is talking about work and family and being worthy. Miguel is concerned about the workers coming in that are willing to work for very low wages. He says, “People cannot survive on such low wages” (p. 203). Yet, he feels that the strikers have the right to voice their opinion. He says, “It’s a free country” (p. 203).**

2. Reread pages 196 and 197. How does Miguel feel about the strike? What is most important to him right now? Cite evidence from the text to support your answer.

Miguel basically agrees with the cause of the strike but is more worried about his own future and sees this as an opportunity for him to do what he wants to do. Miguel says, “What the man says is true ... but ... I might be able to get a job at the railroad.” Esperanza thinks, “For him, the strike was an opportunity to work at the job he loved and to make it in this country.”

3. Reread the last paragraph on page 210. What can you infer about Miguel’s hope about what will change for farmworkers in the United States? Support your answer with evidence from the text.

Miguel thinks that farm laborers’ conditions will not get better and that there will be another strike eventually. “It is not over.... In time, they will be back.... They will reorganize and they will be stronger. There will come a time when we will all have to decide all over again.”

Marta:

1. Reread page 192. How does Marta respond to everything that has happened to her? How does Marta feel about the strike? What does Marta explain to Esperanza? Cite evidence from the text in your answer.

Marta is angry about having to move again because they were going to strike, but she is determined to fight for their rights. “I’m not welcome here. We aren’t going to work under those disgusting conditions and for those pitiful wages.” She is feeling hopeful because there are many others who support the strike. “There are hundreds of us, ... but thousands around the country and more people join our cause every day.” She feels that Esperanza does not understand. “You are new here, but in time you will understand what we are trying to change.”

2. Article 23 of the UDHR states: “Everyone has the right to form and to join trade unions for the protection of his *interests*.” What does the word *interests* mean in the context of this article? How do you know? Reread pages 97, 132, 146, and 200. What “interests” does Marta want to protect for the farm laborers? Cite evidence from the text in your answer.

***Interests* are things that are important for people. The article talks about protecting interests, and people protect things that are important to them. Marta and the farm laborers who are striking are fighting for “higher wages and better housing ... hot water” (p. 97, 132). “To eat and feed our children” (p. 146). “Help us feed our children!” (p. 200).**

3. Reread pages 208 and 209. How are Marta and Esperanza alike? What does Marta mean when she says that she *misjudged* Esperanza? Explain your answer by citing details from the text.

Marta and Esperanza are alike because they both want to protect and help their mothers. “I must take care of my mother” (p. 208). At first, Marta thought Esperanza did not care about the workers and did not support the strike, but after she helps her escape the immigration officers, she changes her mind.



Name:

Date:

How is Esperanza similar to the other characters in the novel? How is she different from the other characters?

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.