



Homework Resources

Grade 5: Module 1: Unit 2

Stories of Human Rights

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Unit 2: Writing to Inform: Threats to Human Rights in *Esperanza Rising*

Common Core State Standards addressed: RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, W.5.6, W.5.9a, L.5.2d, L.5.5a, and L.5.6



Guiding Questions and Big Ideas:

- What are human rights, and how can they be threatened?
 - *Human rights belong to everyone, but they can look different to different people in different places.*
 - *We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.*

What will your student be doing at school?

In this unit, students continue to read *Esperanza Rising* by Pam Muñoz Ryan to make connections to the Universal Declaration of Human Rights (UDHR). They also compare and contrast characters' reactions to situations and events in which their human rights have been threatened and interpret metaphors woven throughout the story to determine how they convey themes.

In the second half of the unit, students choose an event in the novel to write a literary essay that compares and contrasts the reactions of two characters. Students begin by writing a two-voice poem with a partner to really get inside the minds of the characters during that event. They then follow the Painted Essay® structure, writing the essay one part at a time after analyzing a model.

Working to become an effective learner is a habit of character that is emphasized in this unit. These are the specific effective learning skills that students will focus on:

- I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.
- I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.
- I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- I collaborate. This means I work effectively with others

The language standard that students focus on in this unit (L.5.5a) requires them to:

- Interpret figurative language, including similes and metaphors, in context.

Painted Essay® Template

The Painted Essay®

A tool for teaching basic essay form

Introduction	
<i>Catches readers' attention</i> <i>Gives some background information</i>	
FOCUS STATEMENT	
Point 1	Point 2

Proof Paragraph 1
<i>Gives evidence and reasons to support point 1</i>

Transition
<i>Provides a transition between the ideas in Proof Paragraph 1 and the ideas in Proof Paragraph 2</i>
Proof Paragraph 2
<i>Gives evidence and reasons to support point 2</i>

Conclusion
<i>What?</i> <i>So What?</i>

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How can you support your student at home?

- Talk with your student about human rights and threats to human rights.
- Read informational texts in order to determine the main ideas and supporting details, and to summarize.
- Watch documentaries and research on the internet with your student to find out more about the Mexican Revolution and the results of that in terms of immigration.
- Read chapter books with your student and discuss how each chapter fits into the overall structure of the novel using the key below:

Key:	
Exposition	Beginning of the story describing how things are before the action begins
Rising Action	Series of conflicts and crisis in the story that build toward the climax
Climax	The turning point when something important happens that changes the direction of the story
Falling Action	The action that happens after the climax and starts to guide the story toward the resolution
Resolution	Tying everything together

- Read chapter books with your student and discuss metaphors, themes, and compare and contrast character reactions to events and situations.
- Use the language of effective learners: perseverance, collaboration, responsibility, and initiative.

Unit 2: Homework

In Lessons 1–10, homework focuses on research reading, determining the meaning of unfamiliar words using context, common affixes and roots, and reference materials. Students also write paragraphs about character reactions to threats to human rights in *Esperanza Rising*, and answer questions about what happened in each chapter.

In Lessons 11–16, homework focuses on research reading, determining the meaning of unfamiliar words using context, common affixes and roots, and reference materials.

Model Character Reaction Paragraph: Mama (to be used as a guide in writing paragraphs about character reactions for homework)

In the chapter “Las Cebollas” in *Esperanza Rising*, Mama, Esperanza, and Miguel’s family arrive at the camp and are allocated a small cabin, which they are to share. Mama is disappointed with the cabin. On page 102, it says, “Mama looked around and then gave Esperanza a weak smile.” The use of the word “weak” shows that she wanted to be strong for Esperanza, but she struggled to hide her disappointment. On page 102, the way Mama “sank to the bed. Her voice sounded tired” also suggests that she is disappointed or concerned with the situation. Mama shows strength and tries to be a positive role model for Esperanza when Esperanza has an angry outburst. She says to Esperanza on page 104, “Here, we have two choices. To be together and miserable or to be together and happy.... I choose to be happy.” She also explains to Esperanza how lucky they are.

Research reading: Your student is expected to independently research the topic by reading topic-related books of his or her choice for approximately 20 minutes **each day** and responding to a prompt of choice in the **front** of the independent reading journal. These are usually books your student will bring home from school; however, they may be topic-related books chosen by the student at the public or home library. Prompts for independent reading can be found in the homework materials provided.

Choice reading: If your student would also like to independently read and respond to a book of free choice, he or she may use the **back** of the independent reading journal. Prompts for independent reading can be found in the homework materials provided.

Vocabulary logs:

- In the front, students record new **academic vocabulary**: Words you might find in informational texts on many different topics. For example, the words *challenges*, *questions*, and *explain* could be found in books on any topic.
- In the back, students record new **domain-specific vocabulary**: Words about a particular topic. For example, the words *tadpoles*, *frogspawn*, and *amphibian* could be found on the topic of frogs.

Independent Reading

Directions: Remember to record responses to **research reading in the front** of your independent reading journal and responses to **choice reading in the back**. Try to choose a different prompt each time.

Record any new vocabulary in your vocabulary log. Remember, academic vocabulary is recorded in the front, and domain-specific vocabulary (words about the topic) is recorded in the back. Mark vocabulary found during independent reading with a symbol such as an asterisk (*).

Record:

- Date
- Title and author of your reading book
- Pages you have read
- Prompt
- Response

Example:

Date: 04/08/2018

Book Title and Author: Universal Declaration of Human Rights, by the United Nations

Pages Read: Article 4

Prompt: What is the main idea of the text you read?

Response: People shall not be slaves or treated in that way.

Consider using the following independent reading prompts^{1*}:

- What is the main idea of the text? What are some of the key details, and how do they support the main idea?
- What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
- What questions do you now have after reading? What would you like to learn more about? Why?
- What are the most important facts you learned from reading?
- What is the most interesting fact you learned today? Why?
- How does what you read today connect to something you have learned in previous lessons?
- How does the section or chapter fit into the overall structure of the novel?
- How does the main character change over the course of the novel?
- Choose one new word from your reading today and analyze it on a vocabulary square:

Definition in your own words	Synonyms (words that mean the same)
Words with the same affix or root	Sketch

^{1*} Some of the prompts will not be appropriate for the text students are reading. Invite students to choose a prompt that works for the text they have just read.

Vocabulary

Directions: In the classroom, you have been recording words from your texts in your vocabulary log. Throughout this unit, you have been research reading topic-related books at home to build your knowledge of human rights and recording words in your independent reading journal.

Choose a word from your research reading or from a text you've read in class and add the word to your vocabulary log. Try to choose a different word to add and to practice a different vocabulary strategy each time. For each word, be sure to add the following:

1. The definition, or meaning, of the word
2. The vocabulary strategy you used to figure out the meaning of the word
3. A sketch or diagram that helps you better understand the meaning of the word

As a reminder, the vocabulary strategies we've been working on in class are:

- Context: Read the sentence around the word.
- Look at the affixes for clues.
- Look at the root of the word for clues.
- Use a dictionary.
- Discuss the word with another person (after attempting some of the above strategies).

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date ^{2*}
1	Students analyze character reactions to moving into a cabin in the camp in the chapter “Las Cebollas.”	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	
2	Students interpret metaphors in the chapter “Las Almendras.”	1. <i>Esperanza Rising</i> : Questions about “Las Almendras” 2. Research reading and answering prompt	1. Lesson 4 2. Teacher will check independent reading journals strategically.	
3	Students analyze character reactions to Mama’s sickness in the chapter “Las Ciruelas.”	1. Write a character reaction paragraph for either Mama or Esperanza to Mama’s sickness 2. <i>Esperanza Rising</i> : Questions about “Las Ciruelas” 3. Research reading and answering prompt	1. Lesson 5 2. Lesson 5 3. Teacher will check independent reading journals strategically.	
4	Students interpret metaphors in the chapter “Las Papas.”	1. <i>Esperanza Rising</i> : Questions about “Las Papas” 2. Research reading and answering prompt	1. Lesson 6 2. Teacher will check independent reading journals strategically.	
5	Students read “Los Aguacates” in <i>Esperanza Rising</i> and make connections between the events in the chapter and Article 2 of the Universal Declaration of Human Rights.	1. Research reading and answering prompt	1. Teacher will check independent reading journals strategically.	

^{2*} Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date ^{3*}
6	Students analyze character reactions to the immigration sweep in the chapter “Los Espárragos.”	<ol style="list-style-type: none"> 1. Write a character reaction paragraph for either Esperanza or Josefina to the immigration sweep 2. <i>Esperanza Rising</i>: Questions about “Los Espárragos” 3. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 8 2. Lesson 8 3. Teacher will check independent reading journals strategically. 	
7	Students analyze character reactions to the immigration sweep in the chapter “Los Duraznos.”	<ol style="list-style-type: none"> 1. <i>Esperanza Rising</i>: Questions about “Los Duraznos” 2. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Lesson 9 2. Teacher will check independent reading journals strategically. 	
8	Students write a paragraph to analyze a character reaction to the immigration sweep in the chapter “Los Duraznos.”	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
9	Students interpret metaphors in the chapter “Las Uvas.”	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
10	Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reactions	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
11	Students write a two-voice poem in pairs to show the reactions of two characters to an event.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

^{3*} Teacher note: Please complete the Anticipated Date column according to your schedule.

Lesson	Lesson Content	Homework Practice	Due In	Anticipated Date ^{4*}
12	Students analyze a model literary essay using the Painted Essay [®] structure.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 2. For ELLs: Language Dive Practice 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 2. Lesson 13. 	
13	Students work with their partner to plan the introduction to their literary essay. Students then write their introductions independently.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
14	Students work with their partner to plan the proof paragraphs to their literary essay. Students then write their proof paragraphs independently.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
15	Students work with their partner to plan the conclusion to their literary essay. Students then write their conclusions independently.	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	
16	End of Unit 2 Assessment: Revising a Literary Essay	<ol style="list-style-type: none"> 1. Research reading and answering prompt 	<ol style="list-style-type: none"> 1. Teacher will check independent reading journals strategically. 	

^{4*} Teacher note: Please complete the Anticipated Date column according to your schedule.

Esperanza Rising: Questions about “Las Almendras”

Name: _____ Date: _____

Directions: Reread “Las Almendras” (almonds) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. On page 128, Esperanza is helping to shell almonds. The author describes an almond as “like two hands pressed together, protecting something inside.” Then as Esperanza cracks one open, the text says: “... then pulled the meat from its defenses.” How is the almond a metaphor for Esperanza? Be sure to use details from the text in your answer.

Esperanza Rising: Questions about “Las Ciruelas”

Name: _____ Date: _____

Directions: Reread “Las Ciruelas” (plums) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. This chapter is titled “Las Ciruelas/Plums.” Why do you think Pam Muñoz Ryan chose this title for the chapter? How does this title relate to the main events or ideas in this chapter?

2. Make an inference: What does Esperanza’s response to the challenge on pages 139–143 tell us about her as a person? Cite evidence from the text to support your answer.

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Esperanza Rising: Questions about “Las Papas”

Name: _____ Date: _____

Directions: Reread “Las Papas” (potatoes) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. How is Mama feeling physically? Be sure to give detailed evidence from the text.

2. Reread the last paragraph on page 161. What inferences can you make about how Mama is feeling emotionally? The author uses the word *listless* to describe Mama. What does that word mean in the sentence? Use context clues to help.

3. On page 163, what did the doctor mean when he said that Mama was depressed? Cite evidence from the text to support your answer.

Esperanza Rising: Questions about “Los Espárragos”

Name: _____ Date: _____

Directions: Reread “Los Espárragos” (asparagus) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

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

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

4. 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.

Esperanza Rising: Questions about “Los Espárragos”

Name: _____ Date: _____

Directions: Reread “Los Espárragos” (asparagus) in *Esperanza Rising* and answer the questions below. Quote accurately from the text in your answers.

1. What is Isabel praying so hard for?

2. Why is Miguel upset, and how does Esperanza react?

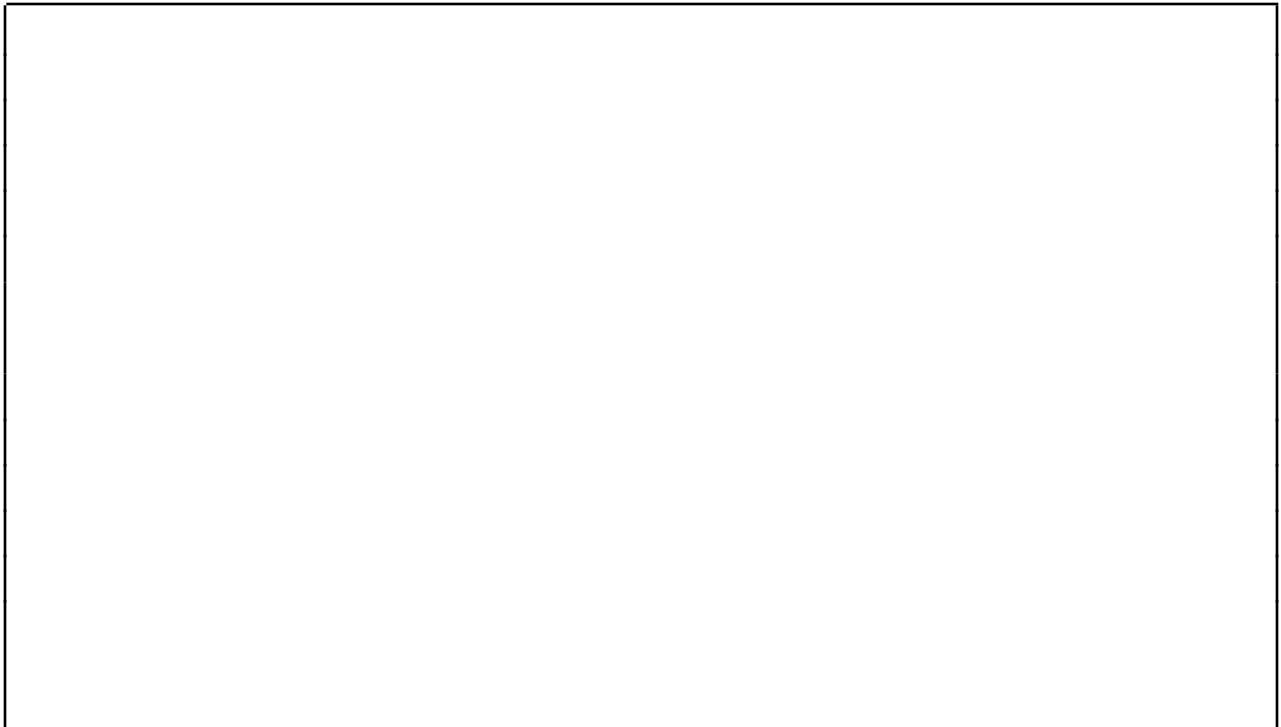
3. What does Esperanza give Isabel after hearing her news? Why?

Language Dive: Model Literary Essay

Name: _____ **Date:** _____

Esperanza seems unable to do anything, while Miguel jumps straight into the action.

1. Sketch the meaning of the sentence:



2. Break the sentence into two sentences:

Sentence 1: _____.

Sentence 2: _____.

3. In the sentences you wrote, use red and blue markers to underline the subject in red and the predicate in blue.

4. Complete the sentences below with information about yourself to show two contrasting ideas.

My friend has _____, *while* I have _____.

I enjoy _____, *while* _____ enjoys

_____.

5. In the sentences above, use red and blue markers to underline the subjects in red and the predicates in blue. Remember that the word *while* links two independent clauses that each have a subject and a predicate.