



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 7

Point of View: Comparing Esperanza's and Isabel's Perspectives About Life in the Camp
(Chapter 7: "Las Cebollas/Onions")



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

- 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 in text. (RL.5.4)
- I can use what the text says to help me understand the meaning of a word or phrase. (L.5.4)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can use context clues to help me determine why the author chose specific words in *Esperanza Rising*.
- I can determine what metaphors the symbols of the chapter titles represent in *Esperanza Rising*.
- I can explain how Isabel responds to challenges in her life.
- I can describe how the points of view of Esperanza and Isabel influence the description of events.
- I can create a visual image of the setting of *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 7: “Las Cebollas/Onions” (entrance ticket)
- Observation of placement of evidence flags (homework and classwork)
- Character T-chart (Isabel)
- Triad discussion
- Exit ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entrance Ticket: Comprehension Quiz, Chapter 7: "Las Cebollas/Onions" (5 minutes)B. Engaging the Reader: Oral Chapter Review (5 minutes)2. Work Time<ol style="list-style-type: none">A. The Onion: Close Reading of Pages 116–117 (20 minutes)B. Isabel: Answering Questions in Triads (8 minutes)C. Understanding Point of View by Visualizing (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket: Independent Writing (5 minutes)B. Debrief (2 minutes)4. Homework	<ul style="list-style-type: none">• This lesson includes a close reading of pages 116–117, which is done as a full class. Be sure to give students time to think, then talk as triads, during this sequence. The purpose of this guided practice is to simultaneously reinforce four aspects of this novel study: the importance of chapter titles, the author's use of metaphor, working with vocabulary (the author's careful word choice, and students' growing ability to figure out words in context), and how Esperanza is responding to challenges.• In advance: Read and review the text-dependent questions for Chapter 7: "Las Cebollas/Onions" (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.• Students may benefit from instruction or review: camp (as in migrant farm camp)



Lesson Vocabulary	Materials
<p>describe, influence, create, passage, cite, literary elements, point of view, perspective, visualize, willing (as in "will"), tittered, humiliation, ridicule</p>	<ul style="list-style-type: none">• <i>Esperanza Rising</i> (book; one per student)• Comprehension Quiz Entrance Ticket, Chapter 7: "Las Cebollas/Onions" (one per student)• Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (begun in Lesson 6)• Inferring by Using Text Clues anchor chart (begun in Lesson 3)• Reading <i>Esperanza Rising</i> anchor chart (begun in Lesson 2)• Evidence flags• Character T-chart (sample)• Text-Dependent Questions for Chapter 7: "Las Cebollas/Onions" (one per student; one to display)• Text-Dependent Questions for Chapter 7: "Las Cebollas/Onions" (Answers for Teacher Reference)• Index cards or half-sheets of paper• Students' reading journals• Homework: Purpose for Reading, Chapter 8: "Las Almendras/Almonds" (one per student)



Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 7: “Las Cebollas/Onions” (5 minutes)</p> <ul style="list-style-type: none">• Students should be seated with their triad.• 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.
<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? 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 responses.• Tell students they will think more about why Pam Muñoz Ryan titled this chapter “Onions” during the Work Time today.• Return students’ entrance and exit tickets from Lesson 6. 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">• 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. The Onion: Close Reading of Pages 116–117 (20 minutes)</p> <ul style="list-style-type: none"> • Direct students’ attention to the title of the chapter: “Las Cebollas/Onions.” By now students should be familiar with the pattern for chapter titles: They are all about a fruit or vegetable in the harvest, and relate to a main event or idea in the chapter. Ask students to talk briefly with their triad about why Pam Muñoz Ryan might have titled Chapter 7 “Onions.” • Invite a few students to share out something one of their triad members said. Listen for students to notice that there are onion peels all over the camp, and it is Esperanza’s job to sweep them; she struggles with this task, which clearly shows the contrast between her life as a rich girl in Mexico and her life as a new <i>campesino</i> in California. Students may also notice that people in the camp eat beans and onions for dinner (page 111). • Introduce today’s focus by reading out loud the learning targets: “I can use context clues to help me determine why the author chose specific words in <i>Esperanza Rising</i>,” and “I can determine what metaphors the symbols of the chapter titles represent in <i>Esperanza Rising</i>.” Ask students to focus on the words <i>context clues</i> and have them share what they know about those words. Look for responses that explain that they will be looking for hints about what the words might mean in the text around the unknown words. Have students share with a partner what they know about metaphors. Refer them to the Big Metaphors and Themes in Esperanza Rising anchor chart that they began creating together in the previous lesson (Lesson 6). Explain that symbols are another form of figurative language that authors use to help paint pictures in readers’ minds, like metaphors. • Tell students that they have been doing good work discussing the text in triads, and that today they are going to discuss one key passage as a group. • Read aloud pages 116–117 as students follow along in their text. • Ask a series of text-dependent questions to the whole class. <i>Note: be sure to give students time to think, reread, and turn and talk with their triads as needed.</i> <ul style="list-style-type: none"> * “What is Esperanza’s job in the camp?” * “What does <i>visualize the memory</i> mean?” * “What is Esperanza doing with her mind in order to help her figure out how to sweep?” • Ask students to think, then talk as triads, about this last question. Invite a few groups to share out. 	<ul style="list-style-type: none"> • All students developing academic language will benefit from direct instruction of academic vocabulary. • ELL language acquisition is facilitated by interacting with native English speakers who provide models of language. • ELLs may have an overwhelming amount of new vocabulary words. Consider targeting a few words for them to focus on or ask them to make cards for a certain amount. • When students are using dictionaries, encourage ELLs to use a bilingual dictionary if they are literate in their L1.



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Direct students to page 117 and ask more text-dependent questions: <ul style="list-style-type: none"> * “What does <i>tittering</i> mean? How can we figure out based on the context?” * “How does Esperanza feel after Marta calls her Cinderella? What does she do?” * “What specific words in the text help you know what Esperanza is feeling?” (Help students notice the words <i>humiliation</i> and <i>ridicule</i>, which they should be able to define in context.) • Ask students to think, then talk as triads, about these questions. Invite a few new groups to share out. • Point out to students that the author is making very careful choices about what words to use, in order to help readers understand what Esperanza is feeling. They should continue to pay attention to this as they read. • Remind students of the work they have been doing, drawing <i>inferences</i> about characters based on how they respond to challenges. Direct students’ attention to the Inferring by Using Text Clues anchor chart (begun in Lesson 3). On this chart, add several student examples of what they inferred about Esperanza. • Ask students to add an evidence flag on the first page of Chapter 7, summarizing why it is titled “Onions.” 	
<p>B. Isabel: Answering Questions in Triads (8 minutes)</p> <ul style="list-style-type: none"> • Have students begin a new page in their reading journal about Isabel. Ask students to write at the top of the page any basic descriptions of Isabel. Either distribute or have students create a Character T-chart: left-hand column for the challenges Isabel faces, and right-hand column for how she responds. (See the example in supporting materials.) • Display and distribute the Text-Dependent Questions for Chapter 7: “Las Cebollas/Onions” to guide students’ work. 	<ul style="list-style-type: none"> • Students needing additional supports may benefit from partially filled-in graphic organizers.



Work Time	Meeting Students' Needs
<p>C. Understanding Point of View by Visualizing (15 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: "I can describe how the points of view of Esperanza and other characters influence the description of events." Ask the students how the school would look to an ant, and to someone flying overhead in an airplane. Then ask how a child who really didn't want to go to school might describe school. Explain how a person's <i>point of view</i> or <i>perspective</i> affects how they see and how they describe things.• Read aloud the first two paragraphs of the chapter "Las Cebollas" (page 100). Tell students to close their eyes and listen as you read the description of the camp. Give students a blank piece of paper, and ask them to quickly sketch what they saw in their mind's eye.• Ask whether the description in the book sounds like it is through Esperanza's eyes or Isabel's eyes. Ask:<ul style="list-style-type: none">* "How would it be different if Isabel were describing it?"• Assign half the triads to pretend that they are Esperanza, and the other half to pretend they are Isabel. Give students five minutes to think, reread, and use their evidence flags to mark important passages.• Pair one "Esperanza" student with one "Isabel" student and have them to talk to each other about what the camp looks like from each other's point of view. Remind students to justify their thinking with evidence from the text.	<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.



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 prompt: <ul style="list-style-type: none"> “How does Esperanza respond differently to the challenges of life in the camp than Isabel does? Based on these differences, what do you think the author wants us to <i>infer</i> about Esperanza’s character? Use specific details from the text in 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 provide the structure required.
<p>B. Debrief (2 minutes)</p> <ul style="list-style-type: none"> Review the learning targets with students by having a few students read them out loud one at a time. Ask students to choose one that they feel they really accomplished during this lesson and why. Have them share with a partner. Then ask them to think about one of the targets that they may have had a more difficult time with and why. Ask them to then share their thoughts with the same partner. If there is time, have a few students share out. Have students give suggestions to add to the anchor chart Reading Esperanza Rising. Make sure to add: “Creating visual images.” 	<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 8, “Las Almendras/Almonds” (pages 121–138), in <i>Esperanza Rising</i>. Use the Homework: Purpose for Reading, Chapter 8: “Las Almendras/Almonds” 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 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 does Esperanza think of their cabin when she first sees it?

2. What work will Esperanza be doing?

3. What does Mama do to her hair?



4. What happens when Esperanza tries to sweep the platform?



1. Reread pages 110–113. How does Isabel respond to having to stay home and not work while everyone else works? Cite specific details from the text that would show how Isabel handles the situation.

2. During this chapter, Isabel must teach Esperanza many things even though she is younger and has had a less privileged life. How does she feel toward Esperanza? Cite specific examples from the text.

3. On page 105, Isabel responds to Esperanza, “De veras?” after Esperanza tells her that they are still rich and they will not be staying there long. What does that phrase mean? How do you know? How does Isabel react to Esperanza? Be sure to cite evidence from the text.

1. Reread pages 110–113. How does Isabel respond to having to stay home and not work while everyone else works? Cite specific details from the text that would show how Isabel handles the situation.

Isabel takes on a lot of responsibility and seems to be mature for her age. She takes care of the babies by feeding them and keeping them clean (p. 110). Isabel was friends with women who were older than her. “Isabel introduced Esperanza to Irene and Melina, two women who were hanging clothes to dry ... already had a baby of her own.” (p.112)

2. During this chapter, Isabel must teach Esperanza many things even though she is younger and has had a less privileged life. How does Isabel react toward having to teach Esperanza so many things? Cite specific examples from the text.

Isabel is worried that Esperanza doesn’t know all of the things to do. “Isabel’s eyes got bigger and she looked worried” (p. 115). She thinks Esperanza can do all the things that she does. She teaches her how to change diapers, feed the babies, where everything is in the camp, and how to wash clothes. Isabel is still curious about Esperanza’s life in Mexico. “Will you tell me about your life as a queen?” (p. 120)

3. On page 105, Isabel responds to Esperanza, “De veras?” after Esperanza tells her that they are still rich and they will not be staying there long. What does that phrase mean? How do you know? How does Isabel react to Esperanza? Be sure to cite evidence from the text.

“De vera” means that “is that true?” because Esperanza responds to her, “Yes, it is the truth.” Isabel just “tiptoes out of the room and shuts the door,” which means she knows that Esperanza is having a hard time and does not want to bother her.



Challenges:	Response:



Name:

Date:

What new challenges does Esperanza face in the camp? How does she respond?

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 complete answers.