Grade 5 ELA Human Rights Activists

How do we determine essential Human Rights?

Unit Developed by Charissa Chatburn
Endeavor Elementary, Nampa School District
Nampa, Idaho

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education

Universal Design for Learning (UDL)
### Multiple Means of Representation

<table>
<thead>
<tr>
<th>Provide options for perception</th>
<th>Provide options for language, mathematical expressions, and symbols</th>
<th>Provide options for comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Offer ways of customizing the display of information</td>
<td>✓ Clarify vocabulary and symbols</td>
<td>✓ Activate or supply background knowledge</td>
</tr>
<tr>
<td>✓ Offer alternatives for auditory information</td>
<td>✓ Clarify syntax and structure</td>
<td>✓ Highlight patterns, critical features, big ideas; and relationships</td>
</tr>
<tr>
<td>✓ Offer alternatives for visual information</td>
<td>✓ Support decoding text, mathematical notation, and symbols</td>
<td>✓ Guide information processing, visualization and manipulation</td>
</tr>
<tr>
<td></td>
<td>✓ Promote understanding across languages</td>
<td>✓ Maximize transfer and generalization</td>
</tr>
<tr>
<td></td>
<td>✓ Illustrate through multiple media</td>
<td></td>
</tr>
</tbody>
</table>

### Multiple Means of Action and Expression

<table>
<thead>
<tr>
<th>Provide options for physical action</th>
<th>Provide options for expression and communication</th>
<th>Provide options for executive functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Vary the methods for response and navigation</td>
<td>✓ Use multiple media for communication</td>
<td>✓ Guide appropriate goal-setting</td>
</tr>
<tr>
<td>✓ Optimize access to tools and assistive technologies.</td>
<td>✓ Use multiple tools for construction and composition</td>
<td>❑ Support planning and strategy development</td>
</tr>
<tr>
<td></td>
<td>✓ Build fluencies with graduated levels of support for practice and performance</td>
<td>✓ Facilitate managing information and resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Enhance capacity for monitoring progress</td>
</tr>
</tbody>
</table>

### Multiple Means of Engagement

<table>
<thead>
<tr>
<th>Provide options for recruiting interest</th>
<th>Provide options for sustaining effort and persistence</th>
<th>Provide options for self-regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Optimize individual choice and autonomy</td>
<td>✓ Heighten salience of goals and objectives</td>
<td>✓ Promote expectations and beliefs that optimize motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ Facilitate personal</td>
</tr>
</tbody>
</table>

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An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Charissa Chatburn  Unit Title: Human Rights Activists

| ✓ Optimize relevance, value, and authenticity | ✓ Vary demands and resources to optimize challenge | coping skills and strategies |
| ✓ Minimize threats and distractions | ✓ Foster collaboration and communication | ✓ Develop self-assessment and reflection |

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**Webb's Depth of Knowledge - Level 1 (Recall)**

| ✓ Who, What, When, Where, Why | ✓ Label | ✓ Recite |
| ✓ Define | ✓ List | ✓ Recognize |
| ✓ Identify | ✓ Match | ✓ Report |
| ✓ Illustrate | ✓ Measure | ✓ Use |

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**Webb's Depth of Knowledge - Level 2 (Skill/Concept)**

| ✓ Categorize | Estimate | ✓ Observe |
| ✓ Classify | ✓ Graph | ✓ Organize |
| ✓ Collect and Display | ✓ Identify Patterns | ✓ Predict |
| ✓ Compare | ✓ Infer | ✓ Summarize |
| ✓ Construct | ✓ Interpret | |

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**Webb's Depth of Knowledge - Level 3 (Strategic Thinking)**

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Unit Title: Human Rights Activists

✓ Assess
✓ Construct
✓ Critique
✓ Develop a Logical Argument
✓ Differentiate
✓ Draw Conclusions
✓ Explain Phenomena in Terms of Concepts
✓ Formulate
✓ Hypothesize
✓ Investigate
✓ Revise
✓ Use Concepts to Solve Non-Routine Problems

Webb's Depth of Knowledge - Level 4 (Extended Thinking)

✓ Analyze
✓ Apply Concepts
✓ Connect
✓ Create
✓ Critique
✓ Design
✓ Prove
✓ Synthesize

Idaho Coaching Network Unit Plan Template

Unit Title: Human Rights Activists

Created By: Charissa Chatburn

Subject: ELA/ Social Studies

Grade: 5th

Estimated Length (days or weeks): 6 weeks

Unit Overview (including instructional context):

Students will read Esperanza Rising by Pam Munoz in order to determine essential human rights and analyze the Universal Declaration of Human Rights. They will express their opinion on this topic by writing an opinion piece to an authentic audience of their choice that they will present. Their writing will have a focus on comma usage and how placing commas can
enhance the presentation of a writing piece. They designed their own community, or world, where they chose the human right they think is most important for societal success. They also will study the figurative language use in the novel. They will accomplish the reading portions during 40 minute increments for 6 weeks and the writing in a separate time of the schedule for 40 minutes in 6 weeks. They will have the prior knowledge of how immigration has shaped history from previous units. This unit is designed to match the rural community of the Treasure Valley in Idaho, where many families have migrated from other countries or cities.

Unit Rationale (including Key Shift(s)):

Key Shift #3: Students will use digital resources strategically to conduct research and create and present material in oral and written form.

Students will learn about human rights and research rights that have been violated throughout history. They will create their own imaginary community based on the rights that they think are most essential for a community, and present their opinions and evidence in written and oral form.

In addition students will learn and hopefully transfer the knowledge of being able to express their opinions using evidence, taking others perspectives into consideration and share these ideas verbally and written. They will learn the ability to politely critique others thinking and support that with evidence in the form of a counterclaim. They will get their evidence from the digital resources they are provided. They will practice problem solving, thinking critically, collaborating, revising, and critiquing others work and ideas throughout the unit.

Essential Question(s):
- What is the most important human right?
- What rights does every human deserve?

Enduring Understandings (Modules 2 and 3):
Humans have rights and those rights can be violated.

Measurable Outcomes:
Learning Goals Success Criteria (Evidence):
- I can determine the meaning of figurative language in a text using context clues.
  - Success Criteria - I am able to identify different types of figurative language such as similes, metaphors, personification, and onomatopoeia.
  - I am able to explain what the meaning of the figurative language is the author used and quote the sentence.
- I can write a high quality opinion text supporting my point of view with reasons and
Opinions need to be supported with claims, evidence, and explanations.

- Success Criteria - I am able to write an argument stating my opinion, with 3 reasons and multiple facts, details, quotes, and evidence to support those reasons.
- I can use a comma to separate an introductory element from the rest of the sentence.
  - Success Criteria - I am able to use a comma to separate an introductory element from the rest of a sentence to help improve my writing and presenting, (i.e transition words).
- I can use research I have gathered to create my own, high-quality, community that demonstrates my knowledge of Essential human Rights.
  - Success Criteria - I am able to identify the most essential human right from all my research and create a final product using evidence from my sources and give a presentation on my product.

**Targeted Standards:**
Idaho English Language Arts/Literacy Standards:
- **RL5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **W5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **L.5.2.B:** Use a comma to separate an introductory element from the rest of the sentence.

**Supporting Standards**
- **RI5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing

**Targeted Standards:**
Content Standards (if applicable):
- **5.SS.1.2.1:** Trace the role of migration and immigration of people in the development of the United States.
<table>
<thead>
<tr>
<th>inferences from the text.</th>
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</thead>
<tbody>
<tr>
<td>● RI5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</td>
</tr>
<tr>
<td>● L5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
<tr>
<td>● SL5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td>● SL5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
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</tbody>
</table>

### Summative Assessment:

- **Summative Assessment Description:** Culminating Project
  - Opinion writing piece - develop an argument on the most important human right.
  - Choices - presentation choices for the most important human right in the community students design:
    - A verbal argument speech
    - Create a commercial presentation to demonstrate most essential human rights
    - Take opinion writing and make a song about 3 most essential human rights
Create a brochure to travel to their world demonstrating the human rights presented there. Persuading a tourist
Take a photograph of the 3 most essential human rights to go with writing
Write a readers theater script of a display of 3 essential human rights
Draw a scene from their community to go with their document
Diarama
Comic Strip

**Figurative Language Formative Assessment:**
- pick a line of figurative language in the text and illustrate the meaning.
- Booklet with all figurative language they found in the text.
- Passage from the *Honest Truth by Dave Gemeinhart*

**Figurative Language Summative Assessment:**
- Passage from the *Hunger Games by Suzanne Collins*

- **Depth of Knowledge (DOK) Explanation:**
  4 - The students need to apply all of their gained knowledge throughout the project and create a final product where people and a community is created by the students determined most essential human right.
  2 - Figurative language assessments are a lower level DOK because they simply have to identify the sentences containing figurative language, but then they have to write what the author’s meaning behind it was, which is analysis.

- **Rubric or Assessment Guidelines:**
  - [Opinion rubric](#) - to assess the writing, comma usage
  - Figurative language success criteria- the figurative language needs to be quoted accurately. The quote needs to be accompanied with a description of the author’s meaning.
  - [Culminating project Rubric](#) - guidelines to assess the understanding on making claims, understanding of human rights, and quality work.

**Primary Text(s) (Module 5):**
- Esperanza Rising by Pam Munoz

**Supplemental materials/resources:**
- [Universal Declaration of Human Rights Document Kid’s version](#)
- [Official Human Rights Document](#)
- Article on Great Depression - [Ducksters](#)
  - [Kids Discover](#)
- [Purge Video - Hook](#)
- [Bill of Rights - Kids](#)
- [Video about great depression](#)
- [Great depression Rap](#)
- [Esperanza Rising Audio](#)
- [A day in the Life of Migrant Workers](#)
### Unicef Article
- Camp living conditions Video
- Mexico Rights 1930’s
- Kid President - How To Disagree
- Mentor text Martin Luther
- Martin Luther Audio Speech
- China Human Rights Article
- Video about strikes: [https://www.youtube.com/watch?v=ag5cqUGoRDk](https://www.youtube.com/watch?v=ag5cqUGoRDk) (1:35 start)
- [https://www.youtube.com/watch?v=x2CiDaUYr90](https://www.youtube.com/watch?v=x2CiDaUYr90)
- [https://www.youtube.com/watch?v=4Sgz_jF7eNw](https://www.youtube.com/watch?v=4Sgz_jF7eNw)
- [https://www.youtube.com/watch?v=YamSoqe3kIY](https://www.youtube.com/watch?v=YamSoqe3kIY)

#### Strike Questions

### Text Complexity Analysis:

<table>
<thead>
<tr>
<th>Text Description</th>
<th>What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza Rising is about a girl’s family who migrates to the United States, California, from Mexico during the Great Depression. The girl, Esperanza, goes on a journey from living on a Plantation with her wealthy family in Mexico, then migrating to Southern California to live in the migrant worker camps after her father dies. Esperanza must learn how to help her and her mother survive this new hard life of labor and without life without the luxuries of her previously wealthy life.</td>
<td>I suggest teaching this book to a the 5th grade level, especially if you have many ELL students. The text will be engaging and include Spanish, therefore the ELL population will thrive. It also has very challenging vocabulary and is going to be complex for all readers. The many characters, their challenges and how they change throughout the novel also makes it challenging. Finally, this text is highly controversial and if presented with enthusiasm, can be a dive into history, and an excellent platform to ignite arguments.</td>
</tr>
</tbody>
</table>

**Mark all that apply:**
- Grade Level Band: K-5 ✓ 6-8 □ 9-12 □ PD □
- Content Area:  English/Language Arts (ELA) x  Foreign Language (FL) x  General (G) □  Health/Physical Education (HPE) □  History/Social Studies (HSS) x  Humanities (H) □  Math (M) □  Professional Development (PD) □  Professional/Technical Education (PTE) □

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**Unit Title:** Human Rights Activists

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
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</thead>
<tbody>
<tr>
<td><strong>Quantitative Measure of the Text:</strong> 750L</td>
</tr>
<tr>
<td><strong>Range:</strong> 750-980</td>
</tr>
<tr>
<td><strong>Associated Grade Band Level:</strong> 3rd-5th</td>
</tr>
</tbody>
</table>

### Qualitative Measures

<table>
<thead>
<tr>
<th>Text Structure (story structure or form of piece):</th>
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<tbody>
<tr>
<td>Moderately Complex: (According to the qualitative rubric) This text has only one story line from Esperanza's point of view, but there are subplots within her story. It can be difficult to predict.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Clarity and Conventions (including vocabulary load):</th>
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</thead>
<tbody>
<tr>
<td>Very Complex - The language is complex and will require an amount of background knowledge and the vocabulary is going to be unknown to students. The text contains lots of figurative language and many variances of sentence structure and clauses. There is also many different instances where they speak in Spanish and repeat what they said again in English.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Levels of Meaning/Purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderately complex - There are more than one interpretations for the theme, but they are clear. For students it might be more subtle for some of the overlying themes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge Demands (life, content, cultural/literary):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Moderately complex and very complex- the themes are not going to be as common to the readers however I think that some of the experiences are going to be common to the readers. There are many allusions to other cultural elements and historical events.</td>
</tr>
</tbody>
</table>

### Considerations for Reader and Task

<table>
<thead>
<tr>
<th>Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● RL5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
</tr>
<tr>
<td>● L.5.2.B: Use a comma to separate an introductory element from the rest of the sentence.</td>
</tr>
<tr>
<td>● W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Below are factors to consider with respect to the reader and task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Challenges this Text Poses:</td>
</tr>
<tr>
<td>● Non-ELL students who don't speak Spanish will have a hard time accessing the vocabulary presented in Spanish.</td>
</tr>
<tr>
<td>● The text is historical, so providing enough background knowledge about the Great Depression before or during the novel study.</td>
</tr>
<tr>
<td>● Accessing the information through the human rights lens.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation/Supports for Students:</th>
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</thead>
<tbody>
<tr>
<td>● Chunking the text into small, repeated readings for some, readings at a time.</td>
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</table>

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Students will be using this text, along with other informational texts, to write an opinion piece and pull evidence from the text in order to support their reasoning and evidence for the most essential human rights. Their audience will be chosen by the students of who they are writing for.

- Extension for students who can access the complexity of the text by analyzing structure of the text. (plot, multiple themes, multisyllabic words, author’s purpose.)
- During independent reading time, reading aloud and taking turns for students who need extra support accessing the text.
- Providing academic vocabulary support for spanish words within the text for non-hispanic students
- Audio reading for students who cannot access text independently.

## Vocabulary

### Targeted Academic Vocabulary

- vineyard, arbors, (Day 5-6)
- bandits, crochet (Day 7, 8, 9)
- trellises, (Day 10)
- victims, visa, valise (Day 13)
- renegades (Day 15)
- staccato (Day 16-17)

### Targeted Content Area Vocabulary

- Migrant* (Day 14)
- Strike, unjust, violation (Day 20)
- Justice, politics, (Day 11, 12)
- Poverty (Day 13)
- Repatriation (Day 22)
- Deportation (Day 24)

* Migrant was added to the list at a later date.
Instructional Sequence (Modules 4-10)

* I have included a scaffolding box in red for each instructional section in order to help teachers reach the needs of all students. It is meant to be a differentiation for your class in order to meet all the needs of your students. Some of the notes will apply to your whole class and some will apply to particular students or groups. Use the scaffolding portion at your discretion.

<table>
<thead>
<tr>
<th>Major Idea/Topic #1: Rights vs. Privileges</th>
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</thead>
<tbody>
<tr>
<td>Day(s) <em><strong>1</strong></em>:</td>
</tr>
<tr>
<td>Desired Outcome(s):</td>
</tr>
<tr>
<td>Engage students’ interests in the rights presented to society.</td>
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<tr>
<td>Pictionary cards - created for human rights.</td>
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<tr>
<td>Opinionnaire</td>
</tr>
<tr>
<td>Purge Video</td>
</tr>
<tr>
<td>DBI</td>
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<tr>
<td>Sticky notes</td>
</tr>
</tbody>
</table>
Determine fair vs unfair.

- Have a discussion on whose opinion is correct? Is anyone's opinion correct? How hard was it to convince someone you were right?

**Scaffold:**
- Model a line fold and argument before they start.
- Allow students to write a claim before they present their argument.
- Have students meet with like opinions first so they can form their arguments.

**Writing:**
- Have an opening discussion about the opinionnaire and pictionary cards and whether they think they were fair or unfair?

To hook them into thinking about fair and unfair students will watch a clip about the Purge. Students create a bubble map to describe what they think was fair vs. unfair about the clip.

Next students will be placed into groups of 3 or 4. Teacher will have prepped the DBI into envelopes of images and articles. They will each receive an envelope with an images that could be debated over the rights being given in each image. They will complete phase 1 on the DBI note catcher. Have a whole class discussion when they finish all the photographs in the envelope.

The next step is to give them the envelope of the paragraphs. The students will complete phase 2 of the note catcher. Have a whole class discussion again about what they took notes on. Then students will independently complete phase 3.

Next they will add to their bubble map of all the violations they see or read about. Things they think are “unfair”.

*If students have never completed a DBI before or done noticings and wonderings, do an I do; we do; you do before letting them work in their groups.

The students will then do a gallery walk around the groups webs and provide comments on sticky notes either agreeing or disagreeing with the unfairness and why. They will have 3 sticky notes to leave feedback on. Once the time is up and all sticky notes are used the students go back to their...
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Unit Title: Human Rights Activists

Day(s) 2:

Desired Outcome(s):

- Present images of the Great Depression, get students wondering about rights they have.
- Brainstorm rights students think they need.

<table>
<thead>
<tr>
<th>Gallery Walk Images - Great depression.</th>
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<tbody>
<tr>
<td>Noticing and wondering Notecatcher'</td>
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</table>

Reading:

Lay out a series of images that demonstrate a representation of different human rights that are unjust. Have the students fill out a noticing and wondering chart. One column for each image.

Students will go on a gallery walk with their table groups of 3 or 4, and fill out the noticing and wondering chart. They will be allowed to collaborate on the images within their groups to probe thinking.

Scaffold-

- Probe thinking by doing an image together of a couple noticings and a couple quality wonderings.

Whole group, discuss the images and what noticings and wonderings the class had. Pull up the images on the projector. Have them come up with something in common in all of the images. (Something is not fair in each picture.) Record their thinking on the board.

Writing:

Refer back to the Gallery walk from earlier in the day. Have the students summarize the pictures to a partner, what was in common in all of the images?
Circle map - students brainstorm what rights they think that they deserve as a student.

**Scaffold -**
- Do an “I do” circle map of what rights a teacher deserves, (keep it simple)
- Have students next do a circle map in a group “Partner do” on butcher paper and brainstorm the rights a students should get at school. (1 paper per group to help struggling writers.) These can be fun silly rights to
<table>
<thead>
<tr>
<th>Day(s) <strong>3-4</strong> :</th>
<th>The essential question: What is the most important human right?</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>Get them out of their system. I.e. ice cream.</td>
<td>Present the essential question to the students, have a discussion on how the question relates to the images, the opinionnaire, and the pictionary game.</td>
</tr>
<tr>
<td>Students determine the difference between rights and privileges.</td>
<td></td>
<td>Next students will sort through statements of either rights, or privileges that happen in everyday life. Students will then create their own bubble map on their rights vs. privileges in school to record the sort. One bubble for rights, and one bubble for privileges. After they create the web they will discuss in their table groups more rights they can think of they receive at school.</td>
</tr>
<tr>
<td>Start determining what is an essential right in their opinion.</td>
<td>iPads Rights vs. Privileges Sort Esperanza Rising by Pam Munoz Unicef article Learning Target - Opinion writing Sticky notes</td>
<td>UDL principle Expression- students can record their bubble map on the ipads in Seesaw (interactive whiteboard app).</td>
</tr>
<tr>
<td><strong>Scaffold -</strong></td>
<td></td>
<td><strong>Scaffold -</strong></td>
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<td>Sort one or two statements with groups that need support.</td>
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<td></td>
<td><strong>Writing:</strong> Day 3: Students can start by adding to their circle map of more rights that they brainstormed during</td>
</tr>
</tbody>
</table>

https://www.unicef.org/crc/files/Brosura_eng_web.pdf introduce novel - read the back, come up with predictions of what the text will be about. “How do you think our essential question will fit into the novel?”
Organize thoughts into reasons and evidence. Students formulate a thesis for their opinion.

Reading that day. Refer back to the essential question: What is the most important human right? Discuss the word essential and what is essential for us to live. (Water, oxygen, food).

Now discuss what is essential for the students to learn. (Ice cream everyday probably isn’t essential). Have students revise their circle maps in their table groups on what is essential for learning. They can star already written ideas and add new ideas in a new color. Remind students to keep in mind the fair vs. unfair discussion they had previously when creating their revised maps.

Read the quick article on children’s rights by UNICEF. Discuss whether or not they think they need all of those rights, or if there are more that they can think of they want to live.

Students create new individual circle maps with “my rights” written in the middle and all of the rights that they can imagine are essential for them to live each day as a kid.

Students begin thinking about what rights they need and all people might need. (This will begin the foundation work for their culminating project).

**Scaffold -**
- Teacher “we do” to what a teacher might need for rights in order to be successful on the class circle map.
- Students “Partner do” circle map for rights they have as students.
Day 4: Unpack the learning target with students. Tell students that they will have an end product of writing, but in order to get there we will be writing a lot of little opinion pieces that will not go to publishing. Tell them that it is okay to not always publish every piece of writing. Each piece of writing is going to build off of each other towards the work of the final published piece.

Teacher will ask the students what a tree map needs to include. (3 reasons, 3 pieces of evidence per reason, and an explanation to wrap up each paragraph.)

Teacher will make an example tree map from the circle map on teachers’ rights.

Students take their circle map to a tree map— they state their opinion in a thesis statement at the top of their tree map. “I strongly believe…”

Scaffold -
- Teacher
  “we do” to eliminate what might not be essential for a teacher to be a successful teacher on the class circle map.
- Students
  “Partner do” revision

- Chunk UNICEF writing
**Major Idea/Topic #2: UDHR Rights determined for the people.**
### Day(s) __5-6__ :

**Desired Outcome(s):**

Introduce students to the first type of figurative language present in chapter 1 (personification) and how to record the figurative language they find within the text in their booklets.

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**Reading:**

Before diving into the book, set the setting of the novel. Note that it is a historical fiction, which means the characters and events are imaginary but based off history. Show images of Aguascalientes, Mexico and look at the name of the first chapter. Have the students discuss where they are at if that is the name of the first chapter.

Students can **read Chapter 1** with a partner to help build fluency and understanding of the text.

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**Scaffold -**

- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Audio for SPED students and low readers

---

**Vocabulary -** vineyard, arbors, tendril, (These are words to look out for as a teacher that students may struggle with.)

Have a discussion about the Spanish sentence in the chapter. Have students who speak Spanish read it aloud and tell the class what it means. Point out that it repeats what the phrase means in English within the text so that students are able to access the Spanish phrases independently for the future.

Unpack the figurative language learning target with the students.

---

**Resources:**

- Esperanza Rising
  - Chapter 1 (Aguascalientes, Mexico)
  - Images of Aguascalientes, Mexico
  - Images of personification
  - Esperanza Audio
  - Learning Target - figurative language
  - Figurative language sort
  - Feedback sentence starters
Students draft their writing on student’s rights.

Students practice giving feedback to help make writing stronger. By listening to other students writing, hear exemplar examples and make connections to their own writing.

Sort activity - students will have 3 rounds of envelopes to sort out with 2 types of figurative language in each envelope. The first round will be personification and onomatopoeia, the 2nd hyperbole and idioms, and 3rd simile and metaphor. Students will need to come up with a classification for each type of figurative language and then record each type on a specific page in their figurative language booklets. As a class make an anchor chart with their classifications, and space underneath each type of figurative language to post examples from the text throughout the novel.

Scaffold -

- If the teacher desires, they can do one envelope at a time to scaffold the exposure to the different types. Then once they have a handle on personification and onomatopoeia they can progress to do the next envelope, and then...
the next.

- Teacher suggestion to open the second envelope in chapter 4 and the 3rd envelope in chapter 8.

After the students read the chapter, introduce the first type of figurative language present in the novel. To do this, first show images of personification so the students get understanding on what personification is. Next dive into the book first on the first page of chapter 1. Teacher model how to write the line quoted into the book, under the personification section, and draw an image to show what it means. This is their success criteria for the students.

Teacher do: “eyes dance”

We do - “grapes and then they welcome us”

You do together - lands heart beating

**Writing:**

Day 5: Students will begin flash drafting from their tree map. This writing piece is a practice and does not need to go to publish. It is a reminder of the opinion writing process. Provide as much support as needed.

**Scaffold:**

- Teacher “we do” flash draft with an emphasis on
Day 6: Students write their introduction and conclusion for their opinion writing on their rights as students.

Scaffold -
- Teacher “I do” on an introduction with all of the components an introduction needs. (Hook, thesis and 3 reasons.)
- Teacher/student “we do” on a conclusion with all of the components a conclusion needs.
At this point students should have a pretty rough idea of what their writing looks like completed. Have an author’s chair and let students share their writing with the class. The class will respond with feedback provided with sentence starters they can use to provide feedback. Teacher will model the feedback by using one of the sentence starters on an exemplar text from the teacher’s rights. This will also serve as the first opinion speech they give.
### Day(s) __7, 8, 9__ :

**Desired Outcome(s):**

Students will practice identifying the personification in the text, while also starting to think about Esperanza’s rights given to her in Mexico.

Students will practice providing evidence for an argument with a small group of peers.

---

**Reading:**

Start off by reviewing chapter 1 and ask, “How would you describe Esperanza’s relationship with her father? How is her life in Mexico?”

Before diving into chapter 2, have a student fluent in Spanish read the chapter title. Point out the subtitle as well. Do some math from the first chapters subtitle and find out what year it is, and how old Esperanza is now. 1924 + 6 and 6 + 6.

Students begin reading chapter 2 with a partner. Prompt students to write down any figurative language they might find as they read.

---

**Scaffold -**

- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Pair students together language learners and non-language learners to give them ownership and help
Compare rights in 1930’s Mexico to the rights they receive in school.

- Reading this chapter might take awhile it is long, for struggling readers pull a group and read it out loud.
- Give students a number of F.L. in the chapter.

Figurative Language - “put the harvest to bed”
“An angry thorn stabbed me”
“a lace-edged handkerchief peeking out from beneath the sleeve of her dress”
“the silver crochet needle dance back and forth in her grandmother’s hand.”
**An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Charissa Chatburn**

**Unit Title: Human Rights Activists**

<table>
<thead>
<tr>
<th>CODE lesson: Connect</th>
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<tbody>
<tr>
<td>Organize their opinion into a thesis and reasons from evidence.</td>
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</tbody>
</table>

Students will have ownership of their learning target by creating a class goal. This goal will guide purpose for their new draft.

Vocabulary - vaqueros, campesinos, cluster, reaping, premonition*, mesquite, bandits*, capricious*, tio, despair*, crochet

(*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)

At the end of chapter 2 have a discussion about the student’s predictions. “What is going to happen? What did happen?”

“On page 18, Esperanza says that a “deep river” runs between her and Miguel. What does she mean?”

Mini-socratic seminar in table groups - “What are the differences in rights between Esperanza and Miguel? Why does it matter?” “Was what the bandits did to Esperanza’s Papa their right?”

Students will prepare a response, as a group of 3 or 4, and provide evidence from the text to support their thinking. Two groups will combine after preparing and have a discussion on her status.

**Scaffold -**
- Teacher/student We Do on how to organize the thoughts of an argument. (Reasons - evidence - text quote.)
- Give sentence starters for tables.
Start by giving students 3 sticky notes so students don’t dominate the conversation. They get to write their thoughts on the sticky notes and then say them.

**Writing:** Students will be starting a new piece of writing today.

Day 7: Read the article on the rights presented to Mexicans in the 1930’s in Mexico. Students will complete a double bubble using the rights presented to the Hispanics in the 1930’s and the rights that they brainstormed in their circle map for themselves from today's time period.

*Discussion questions for whole group:* Are the rights the same today for you as the hispanics in the 1930’s? What do you think the reason was for the rights changing? Will rights continue to be the same, or will they change? Were the rights given to Hispanics all the essential rights they need to live in society? If Esperanza lived in 2017 do you think things for her would be the same? Students redefine the word essential, the hispanics were able to live but not comfortably unless they were wealthy landowners. Are all your rights “essential”? Students will create a new circle map, in the middle of the map- “hispanic right’s in 1930’s”. They will brainstorm all of the rights given to both the wealthy and the poor in Mexico in 1930.
Students pair share what rights they have so far in their circle map. Get them to converse about whether they agree or disagree with each other on the rights they put in their maps. This will hopefully probe deeper thinking in students who were struggling before. Students can revise their circle map as they go.

Bring this to a whole group discussion, probe with the given discussion questions.

Day 8: Students will create a tree map, including a thesis statement on their opinion of the rights in 1930’s Mexico. They will use research this time from both Esperanza Rising and the article on the 1930’s rights in Mexico.

Scaffold -
- “We do” brainstorm together different reasons you could put on the tree map as a whole class.
- Pull ELL group of writers for support.

Day 9: Whole group discussion on whether it is fair to separate the wealthy and the poor? Did the rich earn it to be wealthy? (This is to refresh students thinking on their tree map from the day before. Students will set a goal for their writing based off of the learning target.

Scaffold -
- Teacher “I
do” of a
goal that I
want to
grow in my
writing. “I
will use at
least 4
transition
words in
my
writing.”

Have students come up with a class goal from the learning target of what they all want to accomplish. Students will begin flash drafting from their tree map on the rights in the 1930’s. This writing piece is a practice and does not need to go to publish. It is a reminder of the opinion writing process. Provide as much support as needed.

Scaffold -
● Teacher
“we do” flash draft with an emphasis on transition words to introduce the evidence pieces of their writing.
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>10 :</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>Students start analyzing how human rights can change under different circumstances. Continue practicing identifying figurative language.</td>
</tr>
<tr>
<td>Students will practice receiving and giving feedback</td>
<td>Esperanza Rising Chapter 3 (Las Papayas) Figurative Language booklets Esperanza Audio Butcher paper Feedback sentence starters</td>
</tr>
</tbody>
</table>

**Reading:**

Students will read **chapter 3**.

After reading the chapter have a group discussion on what rights were given to Esperanza’s family before her Papa died, and then the rights that were given to her family after her Papa died. How are they different? Complete a thinking map (double bubble) in groups on butcher paper to show the differences and similarities. Did their rights change? Was it fair? Stop on page 63, and ask the students, should Mama marry Tio Luis?

**Scaffold -**

- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Pair students together language learners with non-language
and be held accountable for their goal.
*Formative assessment: Revise writing to meet goal based off of feedback.

| learners to give them ownership and help non-language learners with Spanish vocabulary. |
|● Audio for SPED students and low readers. |
|● Give students a number of F.L. in the chapter. |

Figurative Language - “heavy blanket of anguish smothered her smallest joy.”
“Each breath of wind”

Vocabulary - condolences*, batiste*, mantilla, encroaching, pretentious*, trellises, pervaded*,
(*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)

**Code** - Organize

**Writing:**
Students will type their flash draft opinion on 1930’s rights into seesaw, the platform on their iPads and then provide comments of feedback on 2 other students work pertaining to the class goal.
Scaffold -

- Sentence starters of feedback.
- “We do” on what appropriate feedback looks like to be helpful.
- Voice recognition so they can say their writing and it will type it for them.

*Students will then revise their writing accordingly in order to meet our class goal from the feedback provided by their peers. Hopefully they will also have read and gained styles of writing from other students in the class.

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>UDHR Document (Kids)</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td></td>
<td>Read and analyze UDHR document</td>
</tr>
<tr>
<td></td>
<td>Esperanza Rising</td>
<td>Jigsaw the document into 3 articles per group. Students will analyze each article within their group. They will display all 3 articles on a piece of butcher paper in writing and a picture to go along with it.</td>
</tr>
<tr>
<td></td>
<td>Butcher paper</td>
<td>Students will gallery walk around and put a sticker next to the top 3 articles they think are most important.</td>
</tr>
<tr>
<td></td>
<td>Socratic seminar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentence starters</td>
<td></td>
</tr>
</tbody>
</table>
Feedback sentence starters

**Kid President video: how to disagree**

**Learning Target: commas**

**Learning target: Culminating Project**

Vocabulary - justice, politics

**Code - Deep Process**

**Scaffold -**

- UDHR document is written for kids
- Sentence starters for seminar
- Students who are shy write down responses on paper.
- 3 sticky notes for dominating students. (scaffold for shy students)

**Socratic seminar:**

Questions -
What rights are essential? These people determined these rights for us. Are there more you would add?
What rights were present for Esperanza and her family in 1930?

Whole class socratic seminar (inner outer circles), hot seat included. Students will prepare an answer
Practice presentations and how different writing styles lead to quality presentations.

Apply the mentor speech strategies to their own writing.

and evidence to both questions. Half of the class will get to discuss one, and then they will switch and switch questions as well. When they are on the outer circle, they are not discussing verbally, they are taking notes in a notebook to respond to the discussion going on in the inside circle. They can enter the hot seat to share input to the conversation.

Teacher records what students say on the board when something good comes up. The purpose is to model a counterclaim. After the seminar, pull students whole group and do an “I do” of what someone said on the board, and how you would counter that claim they said. “I heard ________ say ________________ and I disagree because ____________________.”

Then have a student model the same process with another statement on the board that they disagree with. Student counters the claim out loud following the same outline. You can do as many student models as needed.

Then have students quick-write their own counterclaim to the seminar from the statements on the board and their opinion on the matter.

Scaffold -

- Statements from students are written in quotes on the board for students to recall opinions.
- Record the seminar so students can go back through the discussion to find the
**Once students finish, introduce the culminating project. Present the requirements for the end product using the learning target to unpack with the students. Then students start creating their imaginary community for their culminating project. Today they will decide what the name of their place will be and start brainstorming the rights from the UDHR document they want their community to have. Students can draw their communities of what they see.

**Writing:**
Day 11: Students write their introduction and conclusion for their opinion writing on the rights in the 1930’s.

Scaffold -
- Teacher/student “We do” on an introduction with all of the components an introduction needs. (Hook, thesis and 3 reasons.)
- Use the class flash draft to support the

point they want to counterclaim.
exemplar introduction.

- Teacher/student “we do on a conclusion with all of the components a conclusion needs. (restate thesis, reasons, ending statement.)

- Students create their own introductions and conclusions.

- Pull group of ELL’s for support.

Author’s Chair: Pull the students to whole group. Tell them they are going to get an opportunity to share and present their rough draft writing with the class. Show them the Kid President video while students are looking through the lense of a presenter. Discuss the way that he gives his opinion speech on How to Disagree, and the way he hooks his
audience in. (Pauses, enthusiasm, passionate about his opinion.) This will be the introduction to background work on commas.

At this point students should have a pretty rough idea of what their writing looks like completed. Have an author’s chair and let students share their writing with the class, this time modeling Kid President. The class will respond with feedback provided with sentence starters they can use to provide feedback based on the mentor video they watched. Teacher will model the feedback by using one of the sentence starters on a exemplar text from the teacher’s rights. This will also serve as the second opinion speech they give.

Day 12: Introduce and unpack the learning target for commas. Present an example paragraph from the teacher’s rights writing from before.

<table>
<thead>
<tr>
<th>Scaffold -</th>
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</thead>
<tbody>
<tr>
<td>● Teacher/Student “we do” mini-lesson on commas and sentence structure.</td>
</tr>
<tr>
<td>● Partner do to revise commas in a sentence for practice.</td>
</tr>
</tbody>
</table>

Students will be looking through the lens of a speech. Students will revise their writing for commas. Students will have the opportunity to redo their speeches for the class after their revisions.

**Reading:**
Before reading chapter 4, students recall a verbal summary of what has happened so far to a turn and
**Desired Outcome(s):**
- Develop more knowledge of figurative language.
- Practice supporting answers to text dependent questions with evidence.

**Figurative Language booklets**

**Esperanza Audio**

**Talk partner. Hit all the key parts. Students predict what might happen.**

Teacher read **Chapter 4 aloud.** (model fluency and set the stage for the drama and tragedy of what happens in chapter 4) Only read aloud until the first break on page 79.

Students infer what happened with the fire. “What do you think happened?” “How do you think Esperanza’s life is about to change?”

Introduce the next type of figurative language: simile.

Teacher **I do:** “They were numb, as if encased in a thick skin that nothing could penetrate.”

**We do** - “The flames ran along the deliberate rows of the vines, like long curved fingers reaching for the horizon, lighting the night sky.” (Tell the students what page and find it together.)

Partner **do:** “Mom waiting on the steps of the cabin with her arms crossed, looking like a fierce statue.”

Students finish reading the chapter with a partner and look for figurative language.

**Code - Exercise**

**Scaffold -**
- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Pair students together language
Brainstorm rights from Esperanza’s perspective from the novel.

- learners and non-language learners to give them ownership and help non-language learners with Spanish vocabulary.
  - Audio for SPED students and low readers.
  - Give students a number of F.L. in the chapter.

Vocabulary - rubble, adobe, victims, tragedy, poverty, silhouetted, discreetly*, indebted, visa*, valise* (*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)

Figurative language - “and the house moaned and whistled”
“We are like the phoenix, rising again, with a new life ahead of us.”
“He wouldn’t be grinning like a proud rooster then.”
“It looked as if someone had taken a giant comb, dipped it in black paint, and gently swirled it across a huge canvas.”
After reading the chapter have students reflect on these questions in groups of 3 or 4. They write first and provide evidence, then discuss:

“Article 30 of the UDHR document states that, ‘No person, group or government anywhere in the world should do anything to destroy these rights.’ Are Esperanza and her family's rights being honored by her Tios?’

“What is their plan?”

**Writing:** Students will start a new piece of writing today: Esperanza’s rights. Using their central text as a resource, the students will begin a circle map from Esperanza’s perspective. Through Esperanza’s eyes, what are her most essential rights? If she doesn’t have them what should they be? What does she want to have as rights?

**Scaffold -**

- Students complete this circle map with a partner.
- Teacher discretion: depending on how long it takes students to write the prior pieces, this writing piece can be skipped.
and go straight to the next writing piece: what would you strike for?

Extension -
● Have students pull page numbers into their circle map for evidence to use in their draft.

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Major Idea/Topic #3: The Great Depression - migration California

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>Students will gain perspective of Esperanza’s</td>
</tr>
</tbody>
</table>

**Reading:**
Pull out the gallery walk images of the great depression from day one. Also pull out images of what might have been Esperanza’s life before the fire, and after the fire in Mexico.

Students will analyze the differences and similarities in the pictures with the purpose of answering the question for their socratic seminar.
Read article on the Great Depression.
Watch the video on the Great Depression.
## Human Rights Activists

An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Charissa Chatburn

### Unit Title: Human Rights Activists

- Original unit development sponsored by The Idaho Coaching Network

### Rights in Mexico as an upper class and then as a lower class, and the rights of a migrant worker in California.

<table>
<thead>
<tr>
<th>Images of Great Depression</th>
<th>Sticky notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article on Great Depression</td>
<td>Feedback sentence starters</td>
</tr>
</tbody>
</table>

### Formative Assessment on counterclaims

- Organize reasons and evidence for drafting paragraphs.

- They will have 3 sticky notes per table group. In their groups they will collaborate and think about what rights Esperanza will have in each state of her life. They will place their 3 sticky notes on an anchor chart labeled for each one: Ranch Life, Poverty Life, Migrant Worker Life.

**Code - Exercise**

**Scaffolds -**

- Teacher “I do” on the rights she will have in California.
- “We do” - rights she will have in California
- “You do together” - rights she will have in California
- “You do in Groups” - rights for all 3.

### Students will then answer the question for their Socratic seminar using text evidence from any of their resources so far.

**Socratic Seminar Question:**

“Should they move to America? Why or why not?”

Original unit development sponsored by The Idaho Coaching Network
Whole class socratic seminar (inner outer circles), hot seat included. Students will prepare an answer and evidence to the question. When they are on the outer circle, they are not discussing verbally, they are taking notes in a notebook to respond to the discussion going on in the inside circle. They can enter the hot seat to share input to the conversation.

*Students on the outside circle will be asked to provide a counterclaim, written or verbal, then take the hot seat.

**Writing:**
Watch a video on strikes in the 1930’s or throughout history. And/or read the picture book Harvesting Hope: A Story of Cesar Chavez.
Students will begin a tree map for their new circle map on what they would strike for. They will list their 3 reasons they would strike for that one thing.

<table>
<thead>
<tr>
<th>Scaffold -</th>
<th>“Partner do” tree map for support.</th>
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<tbody>
<tr>
<td></td>
<td>Pull ELL group for support.</td>
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</table>

<table>
<thead>
<tr>
<th>Day(s) <em>15</em></th>
<th>Desired Outcome(s): Students will see the long distance traveled that Esperanza had to go through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esperanza Rising Chapter 5 (Las Guayabas)</td>
<td>Figurative Language booklets</td>
</tr>
<tr>
<td>Esperanza audio</td>
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</tbody>
</table>

**Reading:**
Students partner read chapter 5.
“Why did they need to travel in the nighttime?”

Vocabulary - mija, cradle, renegades*, possession, locomotive, compartment, alms*, undulating, mona, (*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)

Figurative Language - “It was dark inside, and if felt like someone was rocking them in a bumpy cradle,” “Her arms stretched out like a bird ready for flight”
Students will decide what rights are being violated as humans during their escape from Mexico. Gain more independence in their goal setting to improve their writing.

<table>
<thead>
<tr>
<th>Map of Mexico</th>
<th>Sticky notes</th>
</tr>
</thead>
</table>

**Scaffold -**
- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Pair students together language learners and non-language learners to give them ownership and help non-language learners with Spanish vocabulary.
- Audio for SPED students and low
- Give students a number of F.L. in the chapter.

After they read give students a map of Mexico - Students will work together to draw a line of where Esperanza’s family is traveling. They will describe the mode of transport on the map. They will need to dive back into the text and use text evidence in order to show their travels so far.

Students will make a prediction, since now Esperanza and company are on their way to the United States, what is going to happen to them? Knowing the state of the United States in the 1930’s how will her life change even more? Have students discuss with a turn and talk partner, then whole class share.

**Code** - Exercise

**Writing:**
Students will create a new goal with a partner and write it on a sticky note. The goal will be for one of the learning targets they want to grow in. (Opinion or commas) Each partner will hold each other accountable. Share out some different goals whole class.
Students begin a new flash draft from their tree map on what they would strike for.
Students type one of their paragraphs into SeeSaw that they want feedback on towards their goal they created as a partner. Students will post their writing with their goal attached so they can receive feedback from peers.
Students will provide feedback on 2 other students writing. One of the two needs to be their goal partner. Students will revise their writing from the feedback they were given.

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>16-17</th>
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</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>Esperanza Rising Chapter 6 (Los Melones) Image of 1930’s</td>
</tr>
</tbody>
</table>

**Reading:**
Students partner read *chapter 6.*

**Scaffold - Teacher**
**Unit Title: Human Rights Activists**

| Students will synthesize the information from the central text, and the historical texts about the workers conditions and identify the rights that were provided to them. |
| border immigration |
| Figurative Language booklet |
| Informational text on Workers Conditions |
| Video on workers conditions |
| Esperanza Audio |
| Practice presentation skills applying commas. |

| has a small group of students, IEP, struggling readers to read it with them out loud. |
| Pair students together language learners and non-language learners to give them ownership and help non-language learners with Spanish vocabulary. |
| Audio for SPED students and low readers. |
| Give students a **Culminating Project**  |

**Original unit development sponsored by The Idaho Coaching Network**

Students can write a full body opinion text without scaffolds using information they have gathered on rights for their community. Compare and contrast how different communities provide rights. This will spark thoughts on what rights they want in their community.

Vocabulary - disembarked, stagnant, demeanor, jalopy*, cherubs*, barren, untethered, staccato*, hillock, brooded*, (*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)

Figurative Language - “She looked like a young deer”
“Tears burst from her eyes as if someone has squeezed an overripe orange.”
“Her tears worming down her face into her ears.”
“It appeared as if the mountains pulled away from each other, like a curtain opening on the stage.”
“Flat and spacious, it spread out like a blanket of patchwork fields.”
“They looked like monstrous lions’ paws resting at the edge of the ridge.”

Refer students back to the very first page of the chapter and reread. Show them images of 1930’s immigration into the United States. This will give them more imagery while reading the text.

Read the short informational text on the migrant workers camps and conditions.
Watch the short video on the conditions in the camps.

Discuss what Esperanza might be feeling. Why does she not like Marta?

**Students will add to their community they are designing. They will design their communities policy on working conditions most essential rights and immigration rights.

**Writing:**
Day 16: Students write their introduction and conclusion for their opinion writing on what they would strike for.
Scaffold -

- Teacher/student “we do” on an introduction with all of the components an introduction needs. (Hook, thesis and 3 reasons.)
- Teacher/student “we do on a conclusion with all of the components a conclusion needs. (restate thesis, reasons, ending statement.)

Students create their own introductions and conclusions.

Author’s Chair - students will present their writing, building off of their last presentation, now with the practice of commas in place. Students will provide feedback for the presenters pertaining to the commas.
learning target. This will be their 3rd speech on human rights.

Day 17: Students will be starting a new piece of writing today, the one that will go to publishing: UDHR rights for their community.
After having read the UDHR document that our society built to keep all rights fair for humans, students will create a new circle map of what they think are the most essential human rights given to us by the UDHR. This will be a big step in their culminating project thinking about what essential rights a community needs to have to thrive.
Now they are going to compare another country to the United States. Students will first brainstorm a bubble map of all the rights they think that each United States citizen has, using UDHR document as reference. Have students add to their UDHR circle map on rights they want in their community.

Scaffold -
- Pull ELL group for support for circle map.
- Shared read the China article.
- Re-read with ELL’s if necessary

Day(s) 18:
Desired Outcome(s):
Students will try

Reading:
Students partner read chapter 7.
Ask this question and revisit this page together: “Why do you think Esperanza can no longer hear the earth’s heartbeat?”
to understand the plight of Esperanza even though she is being bitter, by immersing themselves in her lifestyle through art.

*Formative Assessment: to assess if they can synthesize the information they are reading and provide a set of rights for the migrants.  

5.SS.1.2.1

<table>
<thead>
<tr>
<th>Language booklet</th>
<th>iPads</th>
<th>Mentor images</th>
<th>Esperanza Audio</th>
</tr>
</thead>
</table>

Scaffold -
- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Pair students together language learners and non-language learners to give them ownership and help non-language learners with Spanish vocabulary.
- Audio for SPED students and low readers.

*Formative Assessment-figurative language

Organize reasons and evidence for drafting. Formalize
opinion in a thesis statement.

- Give students a number of F.L. in the chapter.

Vocabulary - bestowed, lush, accosting*, somberly, tittered, ridicule
(*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)

Figurative language - “It’s springs screeching”
“The smell bit into her senses.”
“As if a mouth was talking.”

Code - Exercise
*Students will have a choice of either choosing an image, and writing a description on what rights the worker conditions provided, or they will draw a picture to demonstrate the rights using the evidence of imagery from the text and if they want to images of the real life conditions. No matter which choice, students will provide a quote of evidence from either the novel, or the informational text to support their reasons. “What rights are desired? What rights are essential to live?”

Provide a exemplar image for the students to look at so they can see quality work.

Writing:
Students will create a treemap independently for their most essential right for a community. Their evidence will be pulled from the UDHR document, the novel, the Unicef article, and any other sources they need.

At this point, students should have a circle map, a fairly completed tree map on the essential UDHR right, and for their culminating project they should have a name for their community. Their writing should support their culminating project so they are not doing two separate things. Students will begin a draft of their opinion writing. They will write the name of their community at the top, the number one right they think is most essential to live in a society, and evidence from their tree map from
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>Begin to analyze the differences in rights and the struggle of different groups of people within the camps.</td>
</tr>
</tbody>
</table>

**Reading:**
Students partner read chapter 8.
Probing questions: Make a prediction; what do you think Miguel and Alfonso have behind the cabin? Why do you think each chapter is named after a fruit? The characters keep mentioning different seasons for harvest, what do they mean?

**Scaffold -**
- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Pair students together language learners and non-language learners to...
Gain an authentic audience to provide a purpose for writing. Create goals to drive specific focus on draft.

- give them ownership and help non-language learners with Spanish vocabulary.
  - Audio for SPED students and low readers.
  - Give students a number of F.L. in the chapter.

Vocabulary - flan, bloom, meek, Lady of Guadeloupe, swaddled, tienda,

Figurative Language - “remembered the rose garden as a blackened graveyard.”
“She felt her face burning”
“The soft and fuzzy outside hull looked like two hands pressed together, protecting something inside.”

Students will write a quick-write response to this question, providing evidence from the text.

Scaffold -
  - Students can do a double
“Esperanza and Marta grew up in very different worlds. Marta is a United States citizen, and Esperanza an immigrant. Compare and contrast the rights that they both have. Why is Marta so against the rights she has?”

**Code - Exercise**

**Writing:**
This will be their published, assessable writing piece. Students will create an independent goal from the learning target that they want to grow in. Students can share out their goals whole class.
Students determine as a class who their audience is going to be. Who are they trying to persuade that these are the most essential human rights that a community needs?
Students will write a draft of their writing from their tree map keeping in mind the goal they are working towards.

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Esperanza Rising</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>20</em>_</td>
<td>Video on strikes</td>
</tr>
<tr>
<td></td>
<td>Sentence starters</td>
</tr>
<tr>
<td></td>
<td>Martin Luther King Speech</td>
</tr>
<tr>
<td></td>
<td>Video of MLK Speech</td>
</tr>
<tr>
<td></td>
<td>Text dependent</td>
</tr>
</tbody>
</table>

**Reading:**
Close Read: Reread the part where Marta holds up the kitten and suggests a strike. Ask if any of students have felt so strongly about something before they wanted to change it.

Watch the video on strikes in the great depression migrant camps.

What is the difference between the rights we give to animals and people? Why are the rights different? Should they be?

What violations of human rights are unjust, or strike worthy?

Socratic Seminar -
Students will answer the question above and/or provide an example in their own life of what they feel strongly about.
Whole class socratic seminar, hot seat included. Students will prepare an answer and evidence to the question. Students on the outside circle will strive to write counterclaims to what is being said on the inside.
Writing:
Mentor text- MLK speech
Students will shared read (read 1) the speech given by MLK “I have a Dream”. Students will annotate while we read. Discuss how much time has gone by from Esperanza’s time to Luther’s time. At the end of the close read, the students will realize the same exact rights are being violated. Marta and Martin are both striking for rights they believe in.
Students will close read a portion of MLK’s speech through a writer’s lense (Read 2) and then through a presenters lense (Read 3).
Probing questions for shared read: Students will practice pulling evidence from the text to support the probing questions.
Who is he trying to persuade? Who do you think his audience is? Who was Marta’s Audience?
What is his purpose for giving the speech? What evidence makes you say so?
How does MLK respond to the question, “when will you be satisfied?”
Why does MLK use the repetition of “I have a dream…?”
What is MLK’s purpose for naming so many mountain ranges?
What is the main idea of MLK’s speech?
Complete a double bubble shared on Marta and MLK in their strikes.
Students will work in pairs to look for transitions words and the use of figurative language in his writing. Students will mark on their papers when they find them. (read 2) Discuss.
Just like in Esperanza, Luther uses figurative language to make his writing stronger. What kinds of figurative language does he use?
Why do you think he chose to use those specific types of figurative language?
Students will have difficulty accessing the rich language of the text, specifically vocabulary and figurative language.
Scaffolds -
- Audio of speech
Next students will work in pairs and will analyze a shorter section, paragraph 7, of his speech and analyze the comma presentation, with audio. (Read 3) Discuss
How did Luther’s use of punctuation affect the presentation of his speech?
How do the commas affect the way he read the speech? What would it sound like if we took all of the comas away?
How did the comas help his speech to be successful in getting across his purpose?

*Formative Assessment: Students will quick-write an answer to a text dependent question on the speech.

**Questions:**
What Human Rights does MLK think are essential for society to thrive? What evidence from the text suggests that those are the rights he wants?

What rights was Marta fighting for in Esperanza Rising? How are they protesting differently? Use evidence from the text to support your answer.

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Desired Outcome(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>21</strong></td>
<td>Students will apply what they have learned about figurative language and attempt to access the text independently.</td>
</tr>
</tbody>
</table>

**Reading:**
Students read chapter 9 independently.
(It has been scaffolded up to this point with partner and teacher led work, this will be the first opportunity to practice their learning target completely independent.)

**Scaffold -**
- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Pair

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Self-assess writing to be metacognitive of what writing still needs to meet the success criteria.

- Audio for SPED students and low readers.
- Give students a number of F.L. in the chapter.

Vocabulary - atrocious*, frantically, tilled, regimented,
(*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)

Figurative Language - “their faces were so encrusted with dry dirt that they reminded Esperanza of cracked pottery.”
This is a very intense chapter, Esperanza might lose her mother too. Ask the students at the end of the chapter for predictions. Do you think she’ll make it? If mama dies then will Esperanza have to leave back to Mexico to be with her Uncles?

Show a video of a dust storm.

**Code** - Exercise

**Students will add to their community. They will design the most essential rights for people and animals. They will decide if strikes will be allowed, necessary, or if they provide the right set of rights if they will even need the strikes at all. Students will use UDHR to justify.**

**Writing:**
Next students will be given the opinion writing rubric that outlines the learning target and what they need to be successful. They will self-assess their writing up to this point. They will write in the box to the very left on the rubric why they gave themselves that score providing evidence from their own writing.

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**Major Idea/Topic #5: Strikes - Separation of rights based off class or wealth.**

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>Students will dive deeper into the text and enjoy the chapter and Esperanza’s plight to fight for her mother.</td>
</tr>
<tr>
<td>Esperanza Rising Chapter 10 (Las Papas)</td>
<td>Figurative Language booklets</td>
</tr>
</tbody>
</table>

**Reading:**
Students read **chapter 10** independently.

**Scaffold -**
- Teacher has a small group of students, IEP, struggling readers to
Students will be able to write a complete opinion piece independently.

- Read it with them out loud.
- Pair students together language learners and non-language learners to give them ownership and help non-language learners with Spanish vocabulary.
- Audio for SPED students and low readers.

Vocabulary - intent, skeins*, listless, tule*, bereft*, cavernous, repatriation, yearning, la patrona (*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)

Activity: Make yarn dolls with partners to help the students understand the metaphor of the yarn doll compared to the porcelain doll. Does Esperanza identify herself with the porcelain doll or yarn doll now? What about when she was living in
**Writing:**
Students write their introduction and conclusion for their opinion writing on their rights for the 3 most essential human rights.
- Students will complete their introductions and conclusions independently.

**Scaffold:**
- Anchor charts of components for support
- Pull group of ELL’s for support

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**Day(s) 23:**

**Desired Outcome(s):**
Students will apply the themes of the novel to their own communities

**Reading:**
Students read *chapter 11* independently.

**Scaffold:**
- Teacher has a small group of students, IEP,
**Culminating project**

Students will increase the strength of their writing by thinking of other perspective arguments on their opinions.

- Pair students together language learners and non-language learners to give them ownership and help non-language learners with Spanish vocabulary.
- Audio for SPED students and low readers.
- Give students a number of F.L. in the chapter.

struggling readers to read it with them out loud.
| **Vocabulary** - smudge pot, mesquite, bedraggled, tormented, loamy*, squalor*, spigot,  
| (*the starred words frontload and analyze before students read the chapter. Have the students identify the vocabulary words as they come across them as they read.)  
| Figurative language - “like a braided halo”  
| “Esperanza’s mind wrestled with Miguel’s words.”  

**Code** - Students will take the vocabulary assessment.  

**Students will think about the different classes within their imaginary community, poor, rich, and what essential rights each class will have. They will add to their imaginary community plan by adding classes or making everyone equal across the professions. Students will use UDHR to justify.**  

**Writing:**  
Students will present their revised and edited writing to a feedback friend. The partner will listen to the presentation, and then come up with a counterclaim for their writing. They will then switch positions. After both partners have a counterclaim they will share what they came up with for a counterclaim. The goal with them sharing is to spark more ideas on how to support their own arguments. Students will revise as necessary on their own writing.  

**Scaffold -**  
- Provide support as needed for revision to take into account counterclaims.  
- Students may need to go back to their treemap.
<table>
<thead>
<tr>
<th>Day(s)</th>
<th>Desired Outcome(s):</th>
</tr>
</thead>
</table>
| 24     | *Formative Assessment: Students will discuss as a class the controversial topics of the violation of rights and whether they think they are violations or not.  
**SL5.1** |

### Reading:
Before reading chapter 12, discuss the strikes and the history of what happened because of the strikes in the Great Depression. Discuss workers making less and less money and how that affected the workers and the growers. Discuss the word union and what it means to be in a union.

Students read **chapter 12** independently.

#### Scaffold -
- Teacher has a small group of students, IEP, struggling readers to read it with them out loud.
- Pair students together language learners and non-language learners to

- Esperanza Rising Chapter 12 (Los Esparragos)
- Figurative Language booklets
Students will be able to compare their own self-assessment to peer feedback and improve writing.

- give them ownership and help non-language learners with Spanish vocabulary.
- Audio for SPED students and low readers.
- Give students a number of F.L. in the chapter.

Vocabulary - menacing, riveted, deportation, anguish, sweeps,

Figurative language -“Discarded, and like a mass of marbles that had already been hit, the strikers scattered into the fields toward the boxcars on the tracks,”
“Her thoughts jumped back and forth.”

*Socratic Seminar -
Questions: Do you agree or disagree with the strikers? Why or why not? Should the farm workers go on strike?
What do you think Esperanza should do?
Is it just and within the rights of the strikers to be deported back to Mexico?
Should Esperanza have reported Marta?
Whole class socratic seminar, hot seat included. Students will prepare an answer and evidence to the question. Students on the outside circle will strive to provide counterclaims to enhance the discussion.

**Writing:**
Students will receive peer feedback on the rubric that they self assessed on. Students will provide at least one star (what they are amazing at) and one stair (what they can improve on.) They will provide this feedback right on the rubric. They will look specifically for their peer feedback partner’s goal and give feedback on that. Students will revise and edit as needed from the feedback they were given.

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### Major Idea/Topic #6: Global Rights

<table>
<thead>
<tr>
<th>Day(s) 25</th>
<th>Esperanza Rising Chapter 13 (Los Duraznos)</th>
<th>\textbf{Reading:} Before reading chapter 13, discuss the very last page in chapter 12. What did Munoz mean by the donkey pinata and getting its insides ripped out? Do you think it stands for something bigger than just a candy stuffed toy? Students read \textbf{chapter 13} independently. Discussion questions after reading: Make a prediction, what do you think happened to the money orders? Why do you think Isabel did not get the Queen of May? Was that a violation of her rights?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Figurative Language booklets</td>
<td><strong>Scaffold -</strong></td>
</tr>
<tr>
<td></td>
<td>Esperanza Audio iPads</td>
<td>● Teacher has a small group of students, IEP, struggling readers to</td>
</tr>
</tbody>
</table>

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**Figurative Language Summative**

Students take a piece of writing to publishing to send to decided audience.

- Read it with them out loud.
- Pair students together language learners and non-language learners to give them ownership and help non-language learners with Spanish vocabulary.
- Audio for SPED students and low readers.
- Give students a number of F.L. in the chapter.

Vocabulary - novena, devoutly, anxiety, lug, relapse, mature, money orders.
Figurative Language - “She kept patting the fresh dough that left her hands looking as if she wore white gloves.”
“Then like irrigation pipes in the field when the water is first turned on, her anger burst forth.”
“She suddenly felt weary as if she had been clinging to a rope but didn’t have the strength to hold onto it any longer.”
“With eyes as hard as green plums, Miguel stared at her and his face contorted into a disgusted grimace.”

**Students will add to their community for the most essential rights. Students will use UDHR to justify.**

**Writing:**
After all of the revising and editing, students begin publishing final draft in typed form on their iPads in Word.

<table>
<thead>
<tr>
<th>Day(s) 26:</th>
<th>Slips of global rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>Slips of global rights</td>
</tr>
<tr>
<td>Students will analyze the global rights that different parts of the world are still experiencing today. They will be able to compare and contrast those to what is happening to the migrant workers in the 1930s.</td>
<td>UDHR document</td>
</tr>
<tr>
<td>-Vocabulary</td>
<td>Esperanza Audio</td>
</tr>
<tr>
<td></td>
<td>Culminating project rubric</td>
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</tbody>
</table>

**Reading:**
Give each table group a country, with a slip of paper that has a right that is controversial for the UDHR document. First have each table group read them, and then analyze the UDHR rights given to all people and have them come up with a list of the rights being violated for that statement.

Once done, have each group stand, read their statement out loud. Play it like two truths and a lie where each group gets to say lying or truth. Now each table group gets the option to lie about their number, or tell the truth about their number of how many rights are violated. Once the other groups guess lying or truth, have the table presenting reveal the answer, the precise list of rights and move through all of the tables. Limit your tables to no more than 6.

**Scaffold -**
- You can also provide an image to accompany the statement to support
**Assessment**

**Culminating Projects** - students will create a high quality project to outline all the work they have done throughout the unit.

Conclude the game by having them do a quick-write on this question: Why do you think that people violate the rights that were decided all humans need for society? Give an example of a time of injustice in our world today.

Students will write for 7 minutes, and then pass their journal to the person next to them. They will now have a silent discussion and respond to what that student wrote.

**Writing:**

Publishing final draft.

**Students will begin work foundation for presenting culminating projects. Show an example presentation of a culminating project. Students will be shown the rubric for the presentation. They already have the meat of their work done, now they just have to decide a means of representation.**

<table>
<thead>
<tr>
<th>Day(s)</th>
<th>27-29</th>
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<tbody>
<tr>
<td>Desired Outcome(s):</td>
<td>Students will start synthesizing all of their learning, applied learning so far, and new knowledge to their culminating project.</td>
</tr>
</tbody>
</table>

**Reading:**

Students read **chapter 14** independently.

Finish the chapter when Miguel gets home together, read it aloud to the students as a class. (It is very moving). At the end of the book ask students what they thought about it.

What do you think Esperanza meant to Isabel by by not being afraid to start over? Were you satisfied with the ending? What do you think the blanket represent in the book? Direct students towards noticing the titles of the chapters and how Esperanza told her story to Abuelita that way as well. Why do you think Esperanza can feel the heartbeat in the earth again? What does that all mean?

Vocabulary - tempt, marveled, bushels, supervisor, cramping, amidst, careen, cacophony,

Figurative language - “I think my heart is dancing.”

“And it carried her up, as on the wings of the phoenix.”

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| **Formative Assessment:** Figurative language assessments. | Students will turn in their figurative language booklets at the end of the novel as assessment.  
*To conclude the novel and its discussions students will independently pick one quote of figurative language to display and illustrate for the novel. They can choose any figurative language they had found in the text.  
**Students work on their culminating project presentation.** |
| **Culminating Projects - self-assessment to reflect on the quality of their project based off of the success criteria.** | Writing:  
Day 27: Students work on their culminating projects.  
Day 28: Culminating projects self-assessment with rubric, in the left margin students will explain why they gave themself that reflection using evidence from their project.  
Day 29: Finish culminating projects  
Day(s) __30__:
Desired Outcome(s):  
Students will celebrate the successes of reading a difficult novel and all of the hard work they put into it.  
***Summative Assessment**  
Reading:  
The class will have a fiesta and celebrate the end of the novel, Esperanza’s birthday, and that we have rights in the United States today that we can count on for now. Students can choose to dress up as a migrant worker, 1930’s grower, or wealthy Hispanic child.  
***While we party students will give their presentations on their culminating project.  
Writing:  
On this day mash together reading and writing. More presentations. |
| Culminating final projects  
Fiesta food! | **Writing:** |

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### Daily Lesson Materials:

- Pictionary/charades cards
- Oppinionare
- Gallery walk images
- Learning Targets
- Socratic seminar sentence starters
- Map of Mexico
- Images 1930’s immigration photos
- Feedback Sentence starters
- iPads
- Exemplar formative assessment (Day 18)
- Figurative Language booklets
- Culminating project guidelines powerpoint
- Opinion writing rubric
- Culminating project rubric

*Another activity you can do is to read Sneetches by Dr. Suess which really emphasizes to the students what it is like to be singled out from a group. This could be done at any point throughout the unit.*

**Helpful picture books on Human Rights to read aloud:**

- Nelson Mandela
- The Boy Who Harnessed the Wind
- Harvesting Hope: A Cesar Chavez Story
- I am Malala