



Persuasive Writing Unit
Esperanza Rising: He Who Falls Today May Rise Tomorrow
by Pam Muñoz Ryan

Teacher: Emily Tipton
Subject: Reading/Writing
Grade Level: Fifth
Duration: Four Weeks



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Academic Expectations:

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

1.2 Students make sense of the variety of materials they read.

1.4 Students make sense of the various messages to which they listen.

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision-making process to make informed decisions among options.

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

Selected Reading and Writing Content Standards:

Bold=State Assessed Content Standard

Italics=Supporting Content Standard

RD-05-1.0.6

Students will formulate questions to guide reading.

RD-05-2.0.1

Students will identify and describe the characteristics of fiction, nonfiction, poetry or plays.

RD-05-2.0.2

Students will identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.

RD-05-2.0.3

Students will locate key ideas or information in a passage.

RD-05-2.0.4

Students will interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).

RD-05-2.0.5

Students will identify and explain the sequence of activities needed to carry out a procedure.

RD-05-2.0.6

Students will summarize information from a passage.

RD-05-2.0.7

Students will make inferences or draw conclusions based on what is read.

RD-05-3.0.3

Students will identify an author's purpose in a passage.

RD-05-3.0.4

Students will identify main ideas and details that support them.

RD-05-3.0.5

Students will identify fact or opinion from a passage.

RD-05-3.0.6

Students will identify the argument and supporting evidence.

RD-05-3.0.7

Students will identify an author's opinion (bias, misinformation) about a subject.

RD-05-3.0.8

Students will identify informative or persuasive passages.

RD-05-3.0.9

Students will identify commonly used persuasive techniques (bandwagon, emotional appeal, testimonial, expert opinion) used in a passage.

RD-05-4.0.1

Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).

RD-05-5.0.3

Students will apply knowledge of text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage.

WR-05-1.1.1

In Reflective Writing,

- *Students will evaluate personal progress toward meeting goals in literacy skills.*
- *Students will analyze and address needs of the intended audience.*
- *Students will sustain a suitable tone or appropriate voice.*

WR-05-1.1.3

In Transactive Writing,

- *Students will communicate a purpose through informing, persuading or analyzing.*
- *Students will develop an effective angle to achieve purpose.*
- *Students will communicate as an informed writer to clarify what the reader should know, do or believe as a result of reading the piece.*
- *Students will apply characteristics of the selected form (e.g., letter, feature article)*
- *Students will sustain a suitable tone.*
- *Students will allow voice to emerge when appropriate*

WR-05-2.3.3

In Transactive Writing,

- *Students will establish a context for reading.*
- *Students will apply the accepted format of the genre.*
- *Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose.*
- *Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details.*
- *Students will apply paragraphing effectively.*
- *Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate.*
- *Students will create conclusions effectively.*

WR-05-4.10.4

Students will identify the topic sentence/main idea of a paragraph.

WR-05-4.10.5

Students will select appropriate supporting details.

WR-05-4.10.6

Students will identify extraneous material.

WR-05-4.10.7

Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position.

WR-05-4.10.8

Students will identify the most effective transitions.

WR-05-4.10.9 Students will develop effective introductions and closures for writing.

WR-05-4.11.31

Students will use beginning and ending quotation marks in dialogue and titles.

WR-05-4.11.34

Students will document use of sources.

WR-05-3.5.3

In Transactive Writing,

- *Students will adhere to standard guidelines for grammar and usage.*
- *Students will apply precise word choice.*
- *Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience.*

Selected Social Studies Core Content Standards

Bold=State Assessed Content Standard

Italics=Supporting Content Standard

SS-05-1.1.1

Students will describe the basic purposes of the U.S. Government as defined in the Preamble to the U.S. Constitution (to establish justice, to ensure domestic tranquility, to provide for the common defense, to promote the general welfare, to secure the blessings of liberty); give examples of services the U.S. Government provides (e.g., armed forces, interstate highways, national parks) and analyze the importance of these services to citizens today.

SS-05-2.3.2

Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).

SS-05-3.1.1

Students will describe scarcity and explain how scarcity required people in different periods in the U.S. (Colonization, Expansion, Twentieth Century to Present) to make economic choices (e.g., use of productive resources- natural, human, capital) and incur opportunity costs.

SS-05-3.4.1

Students will describe production, distribution and consumption of goods and services in the history of the U.S. (Colonization, Industrialization, Twentieth Century to Present).

SS-05-3.4.3

Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.

SS-05-4.1.2

Students will use geographic tools to locate and describe major landforms, bodies of water, places and objects in the United States by their absolute location.

SS-05-4.1.3

Students will describe how different factors (e.g. rivers, mountains) influence where human activities were/are located in the United States.

SS-05-4.1.4

Students explain how factors in one location can impact other locations (e.g., natural disasters, building dams).

SS-05-4.4.1

Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of the U.S. (Colonization, Expansion) and analyze the impact on their environment.

SS-05-4.4.3

Students will describe how individuals/groups may have different perspectives about the use of land (e.g., farming, industrial, residential, recreational).

SS-05-5.2.2

Students will explain reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came to America long ago (Colonization and Settlement, Industrialization and Immigration, Twentieth Century to Present) and compare with why immigrants come to America today.

SS-05-5.2.4

Students will describe significant historical events in each of the broad historical periods and eras in U.S. history (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration, Twentieth Century to Present) and explain cause and effect relationships.

Major Focus:

Esperanza Rising: He Who Falls Today May Rise Tomorrow

Essential Questions:

Through listening critically to persuasive materials, what conclusions can we make about the effect of persuasion on our lives?

How can we persuade others using a variety of techniques?

How can we relate the immigration and economic issues in Esperanza Rising to the immigration and economics issues of today?

How can we effectively communicate our ideas to others?

How can we relate the themes of tragedy, hope, family, and persistence to our own lives?

Learning Events

Reading/Writing Workshop

- Prereading Activities
- Reading Circles
- Teacher Read Alouds
- Reading Responses (attached)
- Critical Listening Activity (attached)

Activating prior knowledge

- Anticipation Guides (attached)
- Class discussion
- Small group conversation and interaction
- Sharing aloud
- Reading others' persuasive writing
- Creating our own persuasive writing

Inquiry

- Immersion
- Focused investigation
- Process for Meaning
 - Writing and reflecting
- Interpreting
 - Interpreting and synthesizing by creating product
- Conferencing
 - Developing the writer

Mini lessons, as needed: e.g.,

- Conclusions
- Supporting Details
- Propaganda/Persuasion Techniques
- Fact and Opinion
- Author's Purpose
- Reflection/Self Assessment
- Illustrations
- Persuasion Map/Organizer

Anticipation Guide

Answer the following questions **BEFORE** reading and then again **AFTER** reading.

Before Reading True or False		After Reading True or False
	Immigrants come to the US because they want freedom from their country.	
	It is easy for immigrants to find jobs.	
	Everyone who lives in the US has the same opportunities that you and I have.	
	If someone does not like their job, they can easily quit and find a new one they like better.	
	Children are not allowed to work.	
	There is no shortage of food, water, shelter, or other amenities for people who live in the US.	
	Do you agree with the Mexican Proverb that says, "The rich person is richer when he becomes poor than the poor person when he becomes rich."	
	Listening and hearing are the same skill.	
	Critical listening skills are very important in analyzing TV commercials and radio ads.	
	It is quite easy to be influenced by the commercials we hear and see.	

Reading Response Questions

1. Las Uvas—Grapes
 - Describe Esperanza based on what you have read.
 - Make a prediction—How do you think Esperanza’s life will change if Papa is dead?
2. Las Papayas—Papayas
 - How did Mama and Esperanza feel when Tio Lius asked Mama to marry him? Why did he ask her to marry him?
 - If you were in Esperanza’s situation, would you have opened your birthday presents? Why or why not?
3. Los Higos—Figs
 - How do you think the house and El Rancho de Las Rosas caught on fire?
4. Los Guayabas—Guavas
 - Describe the experiences Esperanza had on the train on their way to the Mexico-United States border.
5. Los Melones—Cantaloupes
 - Illustrate the characters that the family meets when they arrive in the US. Who were the new people? Did Esperanza’s family feel welcomed?
 - Do you think Esperanza knew what life was ahead for her?
6. Las Cebollas—Onions
 - How did Esperanza react when they arrived at camp? Was it what she had expected?
 - How would you feel if you were suddenly left in charge of twins all day every day?
7. Las Almendras—Almonds
 - How did Miguel surprise Esperanza in the back yard of their cabin? What was the symbolism behind his surprise?
8. Las Ciruelas—Plums
 - How did this chapter get its title? Describe the incident with the plums. What would you have done in this situation?
 - Mama comes down with Valley Fever. How does this affect Esperanza, Hortensia, and the others at camp?
9. Las Papas—Potatoes
 - When Esperanza practices the mountains and valleys of crocheting as Abuelita taught her, how does this relate to her life?
 - As Mama grows sicker with Valley Fever, does Esperanza respond positively or negatively? Explain.

10. Los Aguacates—Avocados

- Working with avocados, Esperanza recalls her previous experience with the fruit. Contrast her new experience with avocados with that of her old life.

11. Los Esparragos—Asparagus

- Why does Esperanza choose not to strike with the others?
- Describe Esperanza's encounter with Marta in the shed and how it relates back to her previous encounters with the girl.

12. Los Duraznos—Peaches

- Why does Isabel want to be Queen of the May? Explain why you think she was not chosen for this honor.
- Miguel is gone! Where do you think he went and why?

13. Las Uvas—Grapes

- Where has Miguel been and why? Does this incident give Esperanza hope that things will get better?
- Does this last chapter revisit the theme of mountains and valleys in crocheting? How so?
- In the end, Esperanza takes on a different role. Instead of acting as a child, she finds herself echoing Mama's and Abuelita's words of wisdom. Explain this change in Esperanza.

14. Conclusions

- How does this novel relate to real life issues that are occurring today?
- The word "esperanza" means "hope" in Spanish. Why do you think the author chose to name the character Esperanza?
- Why do you think the author chose the title "Esperanza Rising?"
- If you could interview the author of this novel, what would you ask her?
- Explain how the phrase "He who falls today may rise tomorrow" relates to the novel.
- Explain how the phrase "The rich person is richer when he becomes poor, than the poor person when he becomes rich" pertains to Esperanza's life.
- Explain how the phrase "Wait a little while and the fruit will fall into your hand" is a theme throughout the book.
- Do you feel the same about immigration now as you did before you read this book?

Rubric for Reading Response Questions

<p>Beginner</p> <ul style="list-style-type: none">• Response shows a minimal understanding of the response prompt.• Response uses no information from the text as support.• Errors in spelling, punctuation, and capitalization that interfere with communication.
<p>Learner</p> <ul style="list-style-type: none">• Response shows a basic understanding of the response prompt.• Response uses limited information from the text as support.• Some errors in spelling, punctuation, and capitalization that do not interfere with communication.
<p>Skillful</p> <ul style="list-style-type: none">• Response shows an understanding of the response prompt.• Response uses information from the text as support.• Few errors in spelling, punctuation, and capitalization.
<p>Expert</p> <ul style="list-style-type: none">• Response shows an in-depth understanding of the response prompt.• Response is insightful, well-developed, and includes information from the text as support.• Control of spelling, punctuation, and capitalization.

Critical Listening Activity for Radio Advertisements

Each group has created a radio advertisement. As you listen to the advertisements, listen for the purpose and for the means of persuasion. Mark the appropriate boxes for each advertisement and explain how one of the techniques is used.

Advertisement #1

Group _____

Purpose of advertisement _____

Persuasive Techniques used:

Glittering Generality

Testimonial

Transfer

Name Calling

Card Stacking

Bandwagon

Snob Appeal

Rewards

Choose one of the persuasive techniques used. In the space below, explain how that technique persuades listeners.

Advertisement #2

Group _____

Purpose of advertisement _____

Persuasive Techniques used:

Glittering Generality

Testimonial

Transfer

Name Calling

Card Stacking

Bandwagon

Snob Appeal

Rewards

Choose one of the persuasive techniques used. In the space below, explain how that technique persuades listeners.

Advertisement #3

Group _____

Purpose of advertisement _____

Persuasive Techniques used:

Glittering Generality

Testimonial

Transfer

Name Calling

Card Stacking

Bandwagon

Snob Appeal

Rewards

Choose one of the persuasive techniques used. In the space below, explain how that technique persuades listeners.

Advertisement #4

Group _____

Purpose of advertisement _____

Persuasive Techniques used:

Glittering Generality

Testimonial

Transfer

Name Calling

Card Stacking

Bandwagon

Snob Appeal

Rewards

Choose one of the persuasive techniques used. In the space below, explain how that technique persuades listeners.

Lesson Title: Persuasive Techniques

(Strong connections to Economics, Practical Living, Social Studies, and Drama)

Length of Lesson: Two one-hour sessions

Lesson Objective(s)

- Students will be able to recognize persuasive techniques in advertisements.
- Students will be able to use persuasive techniques in advertisements and in writing.
- Students will create advertisements that encourage Kentucky tourism.

APK: Activate Prior Knowledge (20%)

We talked yesterday about what it means to persuade or convince someone of your beliefs. What are some real life examples of when you might see or hear persuasion? (radio, television, advertisements, elections, etc). How and why do producers persuade you as consumers?

TIP/SAP: Teacher Input (20%)/Student Active Participation (45%)

ME: I have a tube of toothpaste and I want to persuade you (or the consumer) to buy this brand of toothpaste. Based on the techniques that we discussed yesterday, I might have a famous person with beautiful teeth tell you that they use this toothpaste, or I might give you statistics that show this toothpaste is better for teeth, or I might tell you that everyone I know who has beautiful teeth uses this toothpaste. (Act these scenarios out for students.)

WE: Here is an organizer that helps us when we are persuading through writing or through an advertisement on the radio or television. Together, let's write down some of the techniques that we might use if we were persuading people to visit Kentucky. Fill out the Persuasion Map together (teacher does it on the computer while students complete it on paper-- www.readwritethink.org/materials/persuasion_map).

TWO: (Small groups of three or four will work best). In your small groups, you are going to use this information to create an advertisement that encourages Kentucky tourism. Remember to be persuasive and to use at

least one of the persuasive techniques discussed in class. (This part may take 30-45 minutes).

Independent Activities

As groups perform their advertisements, those viewing should fill out form, the same critical listening guide that they will use when listening the radio advertisements at the end of the persuasion unit.

Later, students will turn their television advertisements into written brochures about Kentucky tourism, using the Persuasion Map as a guide.

ISS: Indicators of Student Success (15%)

Students will complete the Persuasion Is All Around You Worksheet as a follow-up activities. Here, they will identify and evaluate real world examples of persuasion.

Kentucky Tourism Advertisement Critical Listening Guide

Each group has created a television advertisement encouraging tourism in Kentucky. As you listen to the advertisements, listen for the purpose and for the means of persuasion. Mark the appropriate boxes for each advertisement.

Group _____

Persuasive Techniques used:

- Glittering Generality
- Testimonial
- Transfer
- Name Calling
- Card Stacking
- Bandwagon
- Snob Appeal
- Rewards

Were you persuaded? Why or why not?

Each group has created a television advertisement encouraging tourism in Kentucky. As you listen to the advertisements, listen for the purpose and for the means of persuasion. Mark the appropriate boxes for each advertisement.

Group _____

Persuasive Techniques used:

- Glittering Generality
- Testimonial
- Transfer
- Name Calling
- Card Stacking
- Bandwagon
- Snob Appeal
- Rewards

Were you persuaded? Why or why not?

Name: _____

Date: _____

PERSUASION IS ALL AROUND YOU

You might be surprised at how many people and businesses are trying to convince you to do things every day. You only have to watch commercials, read the paper, look at the ads in your magazines, or read the billboards as you're driving home to see that persuasion is all around you.

Tonight for your homework find a persuasive piece to bring to or share about in class. It can be an article in the newspaper, a letter to the editor, a movie or book review, a commercial, or an advertisement in a magazine or newspaper. Once you have found your persuasive piece, answer the questions below.

1. Where did you find your persuasive example? _____
2. Who is trying to persuade you? _____
3. What are they trying to persuade you to do? _____
4. Do you think their argument is convincing? Why or why not? _____

Name: _____

Date: _____

PERSUASION IS ALL AROUND YOU

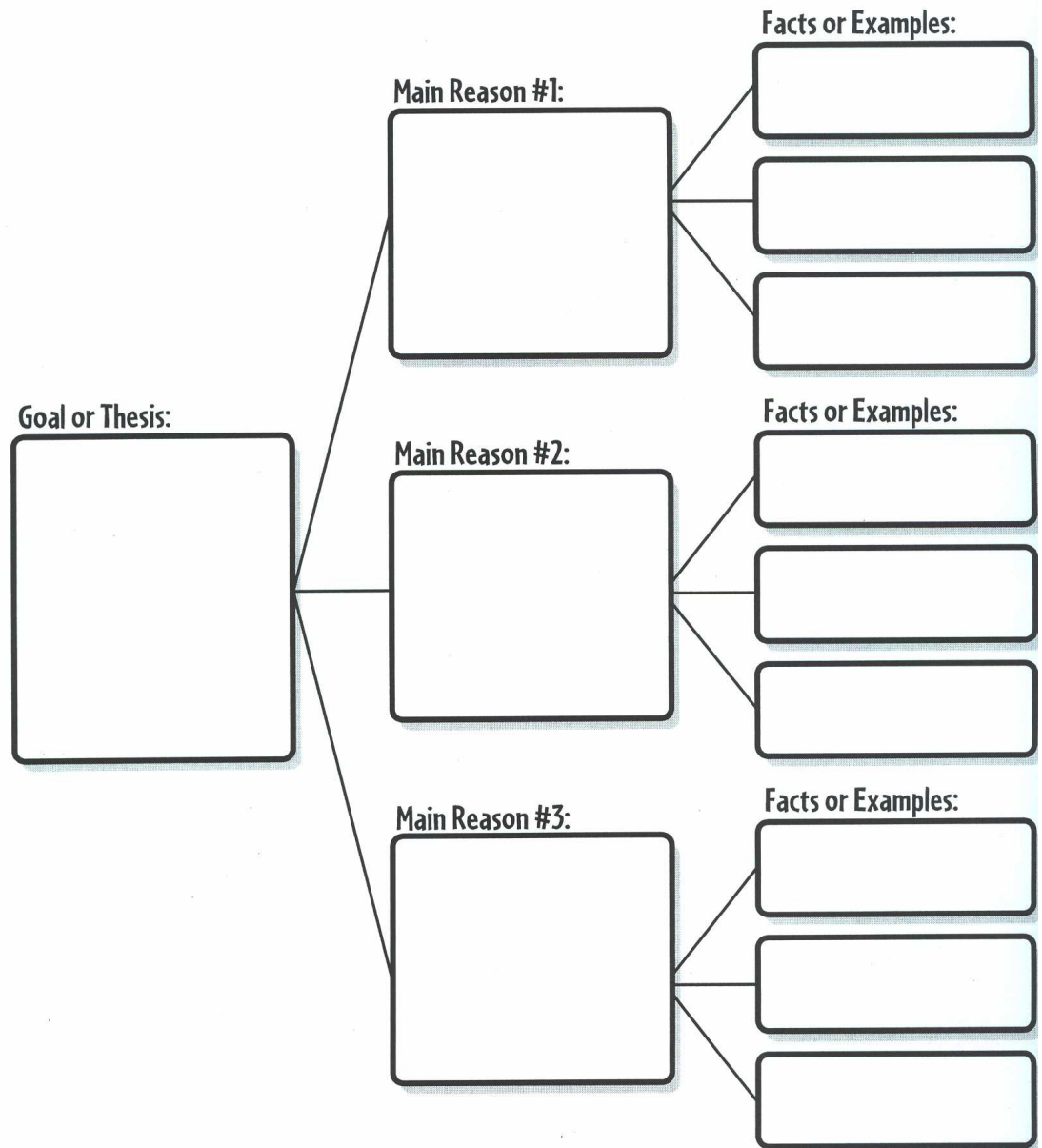
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1. Where did you find your persuasive example? _____
2. Who is trying to persuade you? _____
3. What are they trying to persuade you to do? _____
4. Do you think their argument is convincing? Why or why not? _____

Persuasion Map

Name: _____
Title: _____



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Lesson Title:

Length of Lesson:

Lesson ___ of ___

Lesson Objective(s)

-
-

APK: Activate Prior Knowledge (20%)

TIP/SAP: Teacher Input (20%)/Student Active Participation (45%)

ME:

WE:

TWO:

Independent Activities

ISS: Indicators of Student Success (15%)

Assessment

Authentic Assessments

- Open Response (attached)
- Multiple Choice (attached)
- On Demand (attached)
- Personal Writing
- Other CATS-like assessments as appropriate

Informal Assessments

- Anecdotal Records
- Teacher Observations
- Reading Journals

Peer Editing and Revising of Persuasive Writing

Characteristics of Persuasive Writing

- Student Review
- Peer Review
- Teacher Review

Kentucky Writing Scoring Rubric

- Self-Assessment
- Teacher Assessment

Birthdays

In the beginning of the book, Esperanza is anxiously awaiting her thirteenth birthday. Within the next year, many changes occur in her life, and the book concludes with her fourteenth birthday.

A. Describe the drastic changes that have occurred between these two birthdays.

B. Use a Venn Diagram to compare and contrast Esperanza’s past birthdays with her fourteenth birthday.

SCORING GUIDE

4	Student gives correct answers for parts A and B. All explanations are clear and complete. There is evidence of clear understanding of the concept.
3	Student gives correct answers for parts A and B. Explanations are correct, but possibly unclear. There is less evidence of clear understanding.
2	Student answers 1 (A or B) part of the question completely correct. There is some evidence of understanding.
1	Student gives only parts of correct answers. There is little evidence of understanding.
0	Response is totally incorrect or irrelevant (does not add any new information to the question)
B	No response



The Earth's Heartbeat

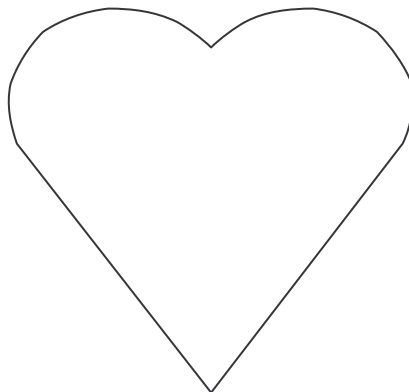
In the beginning of the book, Papa tells Esperanza to “Wait a little while and the fruit will fall into your hand.”

- A. Describe three ways in which phrase is a theme that is carried throughout the book.

- B. Explain how Esperanza's experience feeling the earth's heartbeat with Papa is paralleled in the story with a similar event with Esperanza and Miguel.

SCORING GUIDE

4	Student gives correct answers for parts A and B. All explanations are clear and complete. There is evidence of clear understanding of the concept.
3	Student gives correct answers for parts A and B. Explanations are correct, but possibly unclear. There is less evidence of clear understanding.
2	Student answers 1 (A or B) part of the question completely correct. There is some evidence of understanding.
1	Student gives only parts of correct answers. There is little evidence of understanding.
0	Response is totally incorrect or irrelevant (does not add any new information to the question)
B	No response



Multiple Choice Part A

Reading/Writing Content

1. When Papa talks about hearing the earth's heartbeat, the earth is an example of
 - a. foreshadowing
 - b. personification
 - c. simile
 - d. figurative language.

2. Persuasion is a means of
 - a. convincing the reader of something
 - b. telling the reader a story
 - c. teaching the reader a lesson
 - d. using dialogue

3. After Papa's death, Esperanza feels "numb, as if encased in a thick skin that nothing could penetrate." This is an example of
 - a. persuasion
 - b. foreshadowing
 - c. metaphor
 - d. simile

4. A television advertisement features Kobe Bryant endorsing a new sports energy drink. This is a persuasive technique known as
 - a. emotional appeal
 - b. bandwagon
 - c. testimonial
 - d. statistics

Multiple Choice Part B

Social Studies Content

1. When Esperanza and her family do not have enough food to eat, they are experiencing
 - a. economics
 - b. interdependence
 - c. scarcity
 - d. consumption

2. Mama and Esperanza give up their life in Mexico for an opportunity for life away from Tio Luis in the US. When giving up one option to choose another, their life in Mexico is referred to as their
 - a. opportunity cost
 - b. interdependence
 - c. scarcity
 - d. resource

3. When the workers join together and organize a strike in order to improve their working conditions, they are exercising their right of
 - a. religious freedom
 - b. branches of government
 - c. democracy
 - d. freedom of speech

4. The workers in the field camps are producers of
 - a. services
 - b. goods
 - c. wants
 - d. resources

Open Response—5th Grade Language Arts

Birthdays

In the beginning of the book, Esperanza is anxiously awaiting her thirteenth birthday. Within the next year, many changes occur in her life, and the book concludes with her fourteenth birthday.

A. Describe the drastic changes that have occurred between these two birthdays.

B. Use a Venn Diagram to compare and contrast Esperanza’s past birthdays with her fourteenth birthday.

SCORING GUIDE

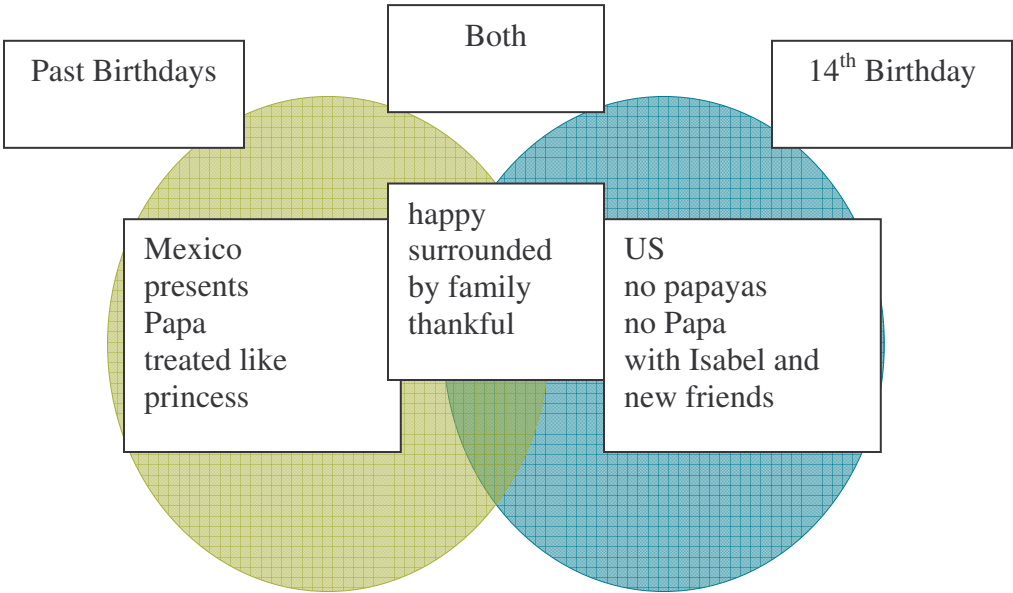
4	Student gives correct answers for parts A and B. All explanations are clear and complete. There is evidence of clear understanding of the concept.
3	Student gives correct answers for parts A and B. Explanations are correct, but possibly unclear. There is less evidence of clear understanding.
2	Student answers 1 (A or B) part of the question completely correct. There is some evidence of understanding.
1	Student gives only parts of correct answers. There is little evidence of understanding.
0	Response is totally incorrect or irrelevant (does not add any new information to the question)
B	No response



Open Response Answer Sheet

A. For her thirteenth birthday, Esperanza opens the harvest season as usual, and all is well with the family and the ranch. She is expecting to be awoken by the sound of Papa and the mariachi singing her Happy Birthday, and then she will open one of the beautiful dolls that Papa gives her each year. Before her birthday, however, the family learns that Papa has been killed by the bandidos, and Esperanza's world is turned upside down. She dreams of Papa singing to her, and dreams that life is back to normal, though she realizes reality when she wakes up. Eventually, Hortensia convinces her to open her presents from friends and family. The most special present she receives is the doll that Papa bought for her before his death. She knows she will treasure the doll. Soon, the family realizes that Tio Lius will make their lives miserable if they stay in Mexico, so they flee to the United States. Esperanza learns that life will be much different there. She watches the babies while Mama and the others work in the fields at their labor camp, where there is no running water or other luxuries that she had in Mexico. Mama gets sick with Valley Fever and Esperanza must work to support the family. The reader sees her transform from the princess she was in Mexico to an ordinary young girl who must work to survive. The year is full of many hardships, but by the time her fourteenth birthday comes around, Abuelita has been able to come to the US (thanks to Miguel). She wakes up that birthday morning to the sound of Miguel, Juan, and Alfonso singing the birthday song. The group gathers for breakfast to celebrate, though the celebration is very different from those in the past. Though there were no papayas like she loved in Mexico, they dined on other fruit and Esperanza didn't mind not receiving presents.

B. (Venn Diagram on next page)



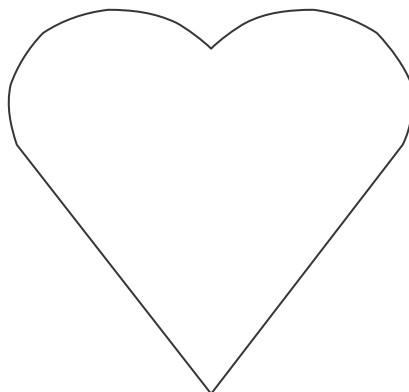
The Earth's Heartbeat

In the beginning of the book, Papa tells Esperanza to “Wait a little while and the fruit will fall into your hand.”

- A. Describe three ways in which phrase is a theme that is carried throughout the book.
- B. Explain how Esperanza’s experience feeling the earth’s heartbeat with Papa is paralleled in the story with a similar event with Esperanza and Miguel.

SCORING GUIDE

4	Student gives correct answers for parts A and B. All explanations are clear and complete. There is evidence of clear understanding of the concept.
3	Student gives correct answers for parts A and B. Explanations are correct, but possibly unclear. There is less evidence of clear understanding.
2	Student answers 1 (A or B) part of the question completely correct. There is some evidence of understanding.
1	Student gives only parts of correct answers. There is little evidence of understanding.
0	Response is totally incorrect or irrelevant (does not add any new information to the question)
B	No response



Open Response Answer Sheet

A. (1) Miguel built Esperanza a rose garden in the backyard of their cabin at the labor camp. It wasn't nearly as beautiful as El Rancho de Las Rosas, but after Miguel's tenderness and love, the roses began to bloom and it was a sign of hope for the whole family.

(2) Esperanza worked in the fields picking fruit. She had to learn how to best pick each different fruit and had to be patient in her work. She did not strike with the others and was not taken back to Mexico by the immigration officials. She was diligent in her work and was rewarded for it.

(3) Esperanza was patient in waiting for Mama to get better. She visited with her every day, cared for her at home and at the hospital, and never lost hope that Mama would get better. After many months, Mama did start to improve and was able to come home.

B. In the prologue, Papa teaches Esperanza how to listen to the earth's heartbeat by laying on the ground with her ear to the dirt. He told her to be still and quiet, and to "wait a little while and the fruit will fall into your hand." Though she heard the heartbeat softly at first, it got louder and louder, until all three hearts—Papa's, Esperanza's, and the earth's—were beating together, and all it took was their smiles to know that each had heard the sound.

Esperanza also looked at Miguel as a brotherly figure, and even compares his "eyes dancing" like Papa's did. After Miguel returns to the US with Abuelita, Esperanza takes him early one morning to a place where they can listen to the earth's heartbeat. Though he was skeptical at first, he laid down and listened anyway. When he smiled at Esperanza, she knew that all three hearts were beating together, and that his smile meant he heard the sound too. She even told him to "wait a little while and the fruit will fall into your hand."

Multiple Choice Part A

Reading/Writing Content

1. When Papa talks about hearing the earth's heartbeat, the earth is an example of
 - a. foreshadowing
 - b. personification**
 - c. simile
 - d. figurative language.

2. Persuasion is a means of
 - a. convincing the reader of something**
 - b. telling the reader a story
 - c. teaching the reader a lesson
 - d. using dialogue

3. After Papa's death, Esperanza feels "numb, as if encased in a thick skin that nothing could penetrate." This is an example of
 - a. persuasion
 - b. foreshadowing
 - c. metaphor
 - d. simile**

4. A television advertisement features Kobe Bryant endorsing a new sports energy drink. This is a persuasive technique known as
 - a. emotional appeal
 - b. bandwagon
 - c. testimonial**
 - d. statistics

Multiple Choice Part B

Social Studies Content

1. When Esperanza and her family do not have enough food to eat, they are experiencing
 - a. economics
 - b. interdependence
 - c. scarcity
 - d. consumption

2. Mama and Esperanza give up their life in Mexico for an opportunity for life away from Tio Luis in the US. When giving up one option to choose another, their life in Mexico is referred to as their
 - a. opportunity cost
 - b. interdependence
 - c. scarcity
 - d. resource

3. When the workers join together and organize a strike in order to improve their working conditions, they are exercising their right of
 - a. religious freedom
 - b. branches of government
 - c. democracy
 - d. freedom of speech

4. The workers in the field camps are producers of
 - a. services
 - b. goods
 - c. wants
 - d. resources

On Demand Writing—5th Grade

Situation: Uncle Tio is trying to make life miserable for Mama and Esperanza. He has helped murder Papa, burned down their house, taken their money from the bank, and even tried bribing Mama to marry him. He has guards on the lookout to prevent Abuelita from traveling to the United States, knowing that her moving there would make all three women happy.

Prompt: Write a letter to Uncle Tio, persuading him to let Abuelita come to the United States to be with her family.

On Demand Writing—5th Grade

First, read the two articles from *Time For Kids Magazine*.

Situation: Millions of people come to the United States every year in search of freedom, jobs, or a better life. While some come legally, others sneak into the country and live here illegally.

Prompt: Write an article for the *Tiger Times* newspaper, informing the reader about this issue and persuading the reader to see with your point of view.

President George W. Bush addressed the nation Monday night. In a nationally televised speech from the Oval Office, Bush explained his new plan to secure the border between the United States and Mexico. The President said he wants more security along the border. He also wants to develop a guest worker program and to create a way for illegal immigrants in the U.S. to work toward citizenship. This plan is a major step in an effort to control illegal immigration to the U.S.

What's the Plan?

The President called for 6,000 National Guard troops to patrol the Mexican border. The troops would work with the Border Patrol to secure the 2,000-mile border between the U.S. and Mexico. The Guardsmen would provide support while the Border Patrol builds its numbers and grows strong enough to do the job itself.

Supporters of the plan believe that the National Guard should be called in. "We've got millions of people coming across the border," Senate Majority Leader Bill Frist a Republican from Tennessee said, speaking on CNN news channel.

Not everyone agrees with President Bush's plan. Opponents worry that the National Guard is already working too hard and should not become involved in border security. "We have stretched these men and women so thin," said U.S. Senator Joe Biden, a Democrat from Delaware, speaking on an ABC news program.

Mexico's President, Vicente Fox, called President Bush on Sunday to express his concern about the plan. According to top administration officials, Bush assured Fox that additional troops will increase safety and help enforce immigration laws.

[By Andrea Delbanco](#)



A U.S. border patrol agent drives along the steel wall that separates the U.S. and Mexico.

An Immigrant Nation

Lawmakers tackle an issue that affects millions in the U.S.

 [print this story](#)

Coming to America means different things to different people. Freedom. Opportunity. A better life. Whatever the reason, each year nearly 2 million people move to the United States.

Last Monday, President George W. Bush praised the role that immigrants have played in our country's history. Bush spoke at a ceremony in which people from 20 countries became U.S. citizens. "No one should pretend that immigrants are threats to America's identity, because immigrants have shaped America's identity," he said.

The President congratulated the new citizens at a time when immigration is a matter of great debate. Lawmakers are struggling to find ways to better regulate the flow of people coming into the United States. The Pew Hispanic Center, in Washington, D.C., estimates that the U.S. is home to more than 37 million foreign-born people. Of that number, up to 12 million are living here illegally (see "Counting the Newcomers" below).

Broken Borders?

About 800,000 undocumented, or illegal, immigrants enter the U.S. each year. Some sneak across the border. Others enter the U.S. with permission for a temporary job or visit and then stay longer. Illegal workers make up about 5% of the U.S. labor force.

Last week, the Senate set to work on an immigration policy that would balance national security with a plan to help illegal immigrants who are working in the U.S. Under discussion: a proposal that would increase border security but allow some undocumented workers to register to work in the country legally for up to six years as guest workers. In addition, illegal immigrants currently living in the U.S. would have the opportunity to become citizens.

Critics argue that this plan rewards lawbreakers. "It's a slap in the face to every single person who has [come here] the right way," says Tom Tancredo, a Colorado congressman.

Once the Senate agrees on a proposal, its plan will have to be reconciled with a bill that the House of Representatives passed in December. The House bill does not include a guest-worker program and would make illegal immigrants subject to tough criminal penalties. After the Senate and the House reach an agreement, a bill will be presented to the President for him to sign into law.

As senators addressed the issue, thousands of people throughout the U.S. took to the streets to show their support for immigrants. Students walked out of high schools in California and Texas. In Los Angeles, California, 500,000 people demonstrated. "We do need more control of the border," said Delia Adene, who came to the U.S. legally from Mexico. "But politicians need to talk about this with human justice in mind."

Meeting the Neighbors

On Thursday, Bush met with the leaders of Canada and Mexico. The issue of the northern and southern borders of the U.S. was high on the agenda. About 6 million illegal immigrants from Mexico are in the country.

The President said he would like Congress to come up with a program that the U.S. and its neighbors can agree on: "I am confident we can deliver a bill that protects our people, upholds our laws and makes our people proud."

Counting the Newcomers

Illegal immigration is on the rise, and undocumented newcomers are moving into cities throughout the U.S.

Who Are the Illegal Immigrants?

Men 49%

Women 35%

Children 16%

Source: Pew Hispanic Center

Think!

Name five immigrants whose lives and work have changed America.

By Kathryn Satterfield

April 7, 2006 Vol.11 No.23

Resources

Bernhard, Jennifer (2007). *Who Gives a Hoot* Interdisciplinary Unit.

Central Elementary Writing Handbook (2005-2006).

Core skills: Language Arts (2003). Steck-Vaughn Company: Austin, TX.

Kemper, D., R. Nathan, C. Rlsholz, and P. Sebranek (2000). *Writers express: A handbook for young writers, thinkers, and learners*. Great Source Education Group: Wilmington, MA.

Ryan, Pam Munoz (2000). *Esperanza Rising*. Scholastic, Inc: New York, New York.

Spandel, V. *Daybook of critical reading and writing resources* (2001). Great Source Education Group: Wilmington, MA. pg 123-125.

Tipton, Emily (2004). *Mission through Mexico* Language Arts Unit.

www.readwritethink.org

www.timeforkids.com

*Persuasive Writing Unit
(Esperanza Rising)
Timeline of Events*

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Anticipation Guide Reading Workshop	Reading Workshop through page 22	Whole Class Lesson— Persuasive Techniques	Reading Workshop through page 58	Multiple Choice Assessment Part A
Minilesson— Persuasive Techniques/Start KY Tourism Ads	Reading Workshop through page 100	Finish KY Tourism Ads	On Demand Prompt— persuasive letter to Tio Lius	Minilesson— Author’s Purpose
Reading Workshop through page 138	Reading Workshop through page 178	Minilesson— Critical Listening Skills	Reading Workshop through page 213	Plan and Practice Radio Advertisements
Record Radio Advertisements	On Demand Writing Prompt— informative/ persuasive newspaper article	Reading Workshop through end of book page 253 Finish Radio Ad Recording	Mutiple Choice Assessment Part B Open Responses	Sharing Student Work: Listen to Radio Advertisements, Critical Listening Guide

Accommodations:

- Electronic text reader (Read and Write Gold)
- Type written reading response journal entries
- Type written persuasive pieces
- Reader and scribe as documented in IEPs

Celebration of Student Work:

- Sharing ideas and writings aloud
- Using student work as touchstone texts
- Adding writing to Wonderful Work Wall in classroom
- Recording and listening to radio advertisements

Related Books

- Altman, Linda Jacobs. Amelia's Road. New York: Lee and Low Books, 1993.
- Anzaldua, Gloria. Friends from the Other Side. San Francisco, California: Children's Book Press, 1993.
- Argueta, Manilo. Magic Dogs of the Volcanoes=Los Perros Magicos de Los Valcanes. English translation by Stacey Ross. San Francisco: Children's Book Press, 1990.
- Bandon, Alexandra. Mexican Americans: Footsteps to America. New York: Macmillan Publishing Company, 1993.
- Brown, Tricia. Hello Amigos!. Photographs by Fran Ortiz. New York: Henry Holt & Co., 1986.
- Carlson, Lori. Cool Salsa: Bilingual Poems on Growing Up Latino in the United States. Introduction by Oscar Hijuelos. New York: Henry Holt and Company, 1994.
- Cisneros, Sandra. The House on Mango Street. New York: Vintage Books, 1989.
- DePaola, Tomie. The Legend of the Poinsettia. New York, New York: Scholastic, 1995.
- Garza, Carmen Lomas. In My Family. San Francisco, California: Children's Book Press, 1996.
- Hayes, Joe. The Day It Snowed Tortillas. Santa Fe, New Mexico: Mariposa Publishing., 1982.
- Hewett, Joan. Hector Lives in the United States Now: the Story of a Mexican American Child. New York: Lippincott, 1990.
- Mora, Pat. A Birthday Basket for Tia. Illustrated by Cecily Lang. New York: Macmillan Publishing Co., 1992.
- Morey, Janet, and Wendy Dunn. Famous Mexican-Americans. New York: Cobblehill Books, 1989.
- Rohmer, Harriet & Anchondo, Mary, adapted by. How we Came to the Fifth World=Cómo Vinimos al Quinto Mundo. San Francisco: Children's Book Press, 1988.
- Sinnott, Susan. Extraordinary Hispanic Americans. Chicago: Children's Press, 1991.
- Soto, Gary. A Fire in My Hands: A Book of Poems. New York: Scholastic, 1990.

Soto, Gary. Baseball in April and Other Stories. San Diego: Harcourt, Brace, Jovanovich, 1990.

Soto, Gary. Too Many Tamales. New York, New York: Scholastic, 1993.

Telgen, Diane. Notable Hispanic American Women. Detroit: Gale Research, Inc. 1993.

Winter, Jeanette. Josefina. Singapore: Harcourt Brace & Company, 1996.

Zubizarreta, Rosalma. The Woman Who Outshone the Sun. San Francisco, California: Children's Book Press, 1987.

Picture Book Collection
(Published within the last ten years)

The following picture books are all appropriate for students in grades 4-6.

FICTION

Anaya, Rudolfo. Farolitos for Abuelo. New York: Hyperion Books for Children, 1998.

Illustrator: Edward Gonzales

Genre: Fiction

Summary: A young girl in a Southwest town finds a way to cope with the passing of her grandfather. Farolitos, sand filled paper bags with candles in them, are a traditional way of celebrating Christmas for Luz and her family. Luz also uses them in remembrance of her grandfather and begins a new tradition in the small town.

Awards: None Known

In My Classroom: I would read this book aloud at Christmas to introduce students to how other cultures celebrate holidays.

Children Will Identify With: All children will understand the importance of Luz's love for her grandfather, and will learn a lot from the way she deals with his death.

Grossman, Pat. Saturday Market. New York, New York: Harper Collins, 2004.

Illustrator: Enrique Sanchez

Genre: Fiction

Summary: Each part of this book tells of another aspect of the marketplace in Oaxaca, Mexico, such as shawls, rugs, dolls, flowers, chile peppers, and more. Also presented in each section is the Spanish word for the items being sold.

Awards: None Known

In My Classroom: I would use this book to introduce Spanish vocabulary and to give students examples of Mexican markets and Latin American culture.

Children Will Identify With: Students will love to learn basic Spanish vocabulary words as they read this book.

Jimenez, Francisco. La Mariposa=The Butterfly. New York: Houghton Mifflin, 2000.

Illustrator: Simon Silva

Genre: Fiction

Summary: Francisco, the son of migrant workers, has difficulty adjusting to a new school because he doesn't speak or understand English and, to make matters worse, the class bully seems to have it in for him.

Awards: Parent's Choice Recommended Award, Made the Americas Commended List, Smithsonian's Notable Book for Children

In My Classroom: I would use this book to introduce a character education unit on bullying or at the beginning of the year as all students are adjusting to changes.
Children Will Identify With: My students will understand how it feels to be either the new kid at school or just in a new classroom.

Jimenez, Francisco. The Christmas Gift=El Regalo de Navidad. Boston, Massachusetts, Houghton Mifflin Company, 2000.

Illustrator: Claire B. Cotts

Genre: Fiction

Summary: Panchito, a boy growing up in a family of migrant farm workers in California, wants a bright red ball for Christmas. Unfortunately, his parents cannot afford to get such a gift for him. But as Christmas arrives, Panchito and his family realize that difficult times don't mean they don't have anything to celebrate --- they have each other.

Awards: Received a starred review in Publisher's Weekly, Selected as a Notable Children's Book by the American Library Association, Americas Commanded List Award and the Cuffie Award from Publisher's Weekly for "Best Treatment of a Social Issue."

In My Classroom: I might read this book with students right before Christmas Break. It would be a great way to begin a dialogue about community work, helping the less fortunate, and family togetherness.

Children Will Identify With: Students at my school understand that parents cannot always afford to buy them the newest games or best brand of clothes.

Soto, Gary. The Cat's Meow. Los Angeles: Scholastic Paperbacks, 2007.

Illustrator: Joe Cepeda

Genre: Fiction

Summary: Graciela is shocked when her white cat, Pip, starts speaking to her in Spanish. She has to deal with the situation by herself since her parents are seriously strange (maybe "because they're parents") and a friend from school thinks she's loca. So Graciela asks Pip to tell her story and this feline does (in Spanish, which is translated in footnotes at the bottom of each page). After a neighbor alerts the media, Pip disappears and returns later speaking French.

Awards: None Known

In My Classroom: This is a fun and multicultural way to teach students about personification.

Children Will Identify With: Students will relate to having pets, and not being believed by adults. They will find the story humorous.

NONFICTION

Ancona, George. Barrio: Jose's Neighborhood. San Diego, CA: Harcourt Brace & Company, 1998.

Illustrator: None

Genre: Nonfiction

Summary: In Jose's barrio, people speak an easy mix of Spanish and English and sometimes even Chinese. His neighborhood isn't in another country...it's in San Francisco.

Awards: ALA Notable Children's Book Award, ALA Pura Belpre Book Award Honor Book, Americas Award, NCSS-CBC Notable Children's Trade Book in the Field of Social Studies

In My Classroom: This is a great nonfiction book with interesting photographs. I love that it celebrates cultural differences, which is necessary in any classroom.

Children Will Identify With: Students would be interested in how the cultures all exist in just one area. They would like to see it from the perspective of someone their own age.

Brown, Monica. My Name is Celia: The Life of Celia Cruz/Me llamo Celia: La Vida de Celia Cruz. Flagstaff, Arizona: Rising Moon/Northland Publishing, 2004.

Illustrator: Rafael Lopez

Genre: Nonfiction/Biography

Summary: This book is a biography of Cuban salsa queen Celia Cruz, also known as "Sugar" ("Azúcar"). She was born and raised in Havana, Cuba, but fled after Castro's revolution. She first went to Mexico, then to the United States where she lived in New York and Miami. Celia was of African descent and she merged the African and Spanish culture into the salsa and mambo sounds. She experienced discrimination because of her African ancestry.

Awards: Americas Book Award

In My Classroom: This book is a multicultural way to engage students in biographies.

Children Will Identify With: Students would be interested in the "Salsa Queen" and may be inspired to write their own autobiographies or biographies after reading this book.

Mora, Pat. Tomas and the Library Lady. New York: Dragonfly Books, 2000.

Illustrator: Raul Colon

Genre: Non-Fiction/Biography

Summary: This book tells the story of one summer in Tomas Rivera's childhood during which his love of books and reading is fostered by a librarian in Iowa, who takes him under her wing while his family works the harvest. She introduces him to stories about dinosaurs, horses, and American Indians and allows him to take books home where he shares them with his parents, grandfather, and brother. When it is time for the family to return to Texas, she gives Tomas the greatest gift of all—a book of his own to keep.

Awards: None Known

In My Classroom: I might use this book at the end of the summer to encourage students to read over the summer. It would also be a great lead-in to discussing inspirational people in students' lives.

Children Will Identify With: Migrant students understand what it is like to be in one place for only a short period of time.

Perez, Amada Irma. My Diary from Here to There=Mi Diario de Aqui Hasta Alla. San Francisco, California: Children's Book Press, 2002.

Illustrator: Maya Christina Gonzalez

Genre: Non-Fiction/Autobiography

Summary: One night, young Amada overhears her parents whisper of moving from Mexico to the other side—to Los Angeles, where greater opportunity awaits. As she and her family make their journey north, Amada records her fears, hopes, and dreams for their lives in the United States in her diary. Amada learns that with her family's love and her belief in herself, she can make any journey and weather any change.

Awards: 2004 Pura Belpre Honor Award from the American Library Association, 2002 Americas Award Commended Title

In My Classroom: I could use this book with a study of biographies and autobiographies or as a lead into journaling about fears and dreams.

Children Will Identify With: All children experience these emotions at one time or another, and I would love to hear students' connections to their own fears, hopes, and dreams.

FOLKTALES

Gonzalez, Lucia. Senor Cat's Romance. New York: Scholastic Press, 1997.

Illustrator: Lulu Delacre

Genre: Folktales/Fables

Summary: This collection of stories includes six of Latin America's best-known and best-loved folk tales. Animal characters are given human qualities, such as the title character Señor Cat who lives in seventeenth-century Spain. González combined many versions of the stories to create the selections in this book. The stories are the Latin American equivalent of tales such as "Goldilocks and the Three Bears" and "Little Red Riding Hood."

Awards: None Known

In My Classroom: I would use this to teach multicultural fables and to encourage students to compare and contrast these tales with the ones they are more familiar with.

Children Will Identify With: Students will relate these tales to the fables they grew up with.

Hayes, Joe. Little Gold Star=Estellito de Oro. El Paso, Texas: Cinco Puntos Press, 2000.

Illustrators: Gloria Osuna Perez and Lucia Angela Perez

Genre: Fairytale/Folktale

Summary: This book is a take on Cinderella. The heroine of the book is kind to the magical hawk and is rewarded with a golden star, while her stepsisters receive only a donkey's ears and cow's horn.

Awards: None Known

In My Classroom: This book would be great for comparing and contrasting or using organizers such as Venn Diagrams as students compare this with the traditional Cinderella story.

Children Will Identify With: My students would love to hear this version of Cinderella and to compare it with the version they have heard growing up. I think they would find the cultural difference interesting.

Shah, Idries. The Farmer's Wife. Cambridge, Massachusetts: Hoopoe Books, 1998.

Illustrator: Rose Mary Santiago

Genre: Folktale

Summary: While picking apples, a farmer's wife drops one down a hole in the ground. She asks a bird to get it for her, but the bird refuses. She asks a cat to jump at the bird so it will retrieve the fruit, but it refuses. She continues to seek help to no avail. Finally, she returns to the bird, who sets off the sequence of events that eventually causes the wind to bring the apple up.

Awards: None Known

In My Classroom: This story is one of persistence, and relates very well to the themes of Esperanza Rising.

Children Will Identify With: Because this is a cumulative tale, I think students will relate this book to There Was An Old Woman Who Swallowed a Fly and other such tales.

POETRY

Argueta, Jorge. A Movie in My Pillow. San Francisco, CA: Children's Book Press, 2001.

Illustrator: Elizabeth Gomez

Genre: Poetry

Summary: Jorgito has come to live in the Mission District of San Francisco, but he hasn't forgotten the beauty of El Salvador. The author tells the reader of the wonder of his childhood in rural El Salvador, a touching relationship with a caring father, and his confusion and delight in his new urban home. The reader sees the fascinating childhood through his dreams — the movie in his pillow. The book addresses immigration during the Salvadoran civil war from a child's perspective.

Awards: 2001 Americas Book Award for Latin America Literature, Skipping Stones Honor Award for Multicultural Literature, IPPY Award for Multicultural Fiction for Juveniles

In My Classroom: This book would be great for connecting the issues of Mexican's immigrating to the US with other cultures immigrating.

Children Will Identify With: Students will relate this book to the immigration of Esperanza's family from Mexico in Esperanza Rising.

Herrera, Juan Felipe. Grandma and Me at the Flea. San Francisco, California: Children's Book Press, 2002.

Illustrator: Anita DeLucio-Brock

Genre: Poetry

Summary: Juan visits the flea market each week with his grandmother. He learns how to buy and sell at the market, but more importantly, he learns the value of community.

Awards: None Known

In My Classroom: I would use this book as a part of a poetry unit or to introduce students to some Spanish. It could also be used as an example of bartering in an Economics unit.

Children Will Identify With: The intergenerational aspects of this book will appeal to my students, several of whom live with grandparents full time or every weekend. The grandmother in the book is named Esperanza, and students will connect this with Esperanza Rising.

Herrera, Juan Felipe. The Upside Down Boy=El Nino de Cabeza. San Francisco, California: Children's Book Press, 2000.

Illustrator: Elizabeth Gomez

Genre: Poetry

Summary: Juanito goes to a new school and feels like his life is turned upside down, especially when he tries to speak English. He has a sensitive teacher and loving family help him to find his voice and make a place for himself in the new world through poetry, art, and music.

Awards: 2001-2002 Texas Bluebonnet Award Master List, Smithsonian's Notable Books for Children 2000

In My Classroom: This would be a great book to read aloud on the first day of school., when almost all students feel like things are a little "upside down."

Children Will Identify With: Migrant and ESL students will identify with the feelings of adjusting to a new language and a new country. Students will see that they can express themselves not only through speaking, but also through art, drama, etc.

Tafolla, Carmen. Sonnets and Salsa. San Francisco, California: Children's Book Press, 2004.

Illustrator: None

Genre: Poetry

Summary: The first part of the book, "Selected Salsas," contains fourteen poems that focus on the struggles, philosophies and "otherness" (female/ male; Aztec/Spanish) the author has experiences. The second part consists of thirty-two poems with one English translation of a Spanish poem. IN particular, the author focuses on Latinos who take pride in their heritage.

Awards: None Known

In My Classroom: I like that the book contains individual poems, and that I could read just one aloud if that is all the time I had. I would also like to have students split into groups and each read a different poem.

Children Will Identify With: Students like to read poetry and would like to read about real people.