Esperanza Rising
Learning Not to Be Afraid to Start Over

A Unit
Modified for Sheltered Instruction

Natasha DiPiro

Final Project
7/16/2009
FLA 518
Dr. Lorrie Verplaetse
Introduction
Unit Selection/Introduction

1. Title: Esperanza Rising: Learning Not to Be Afraid to Start Over

2. Grade level: 5th Grade

3. Target Group: Dual Language / Sheltered content (since all students are developing their L2 skills.)

4. Source of reading materials: Novel Esperanza Rising, by Pam Muñoz Ryan
   Publisher: Blue Sky Press; Later printing edition (June 1, 2002)
   288 pages

5. Source of lessons:
   http://edsitement.neh.gov/printable_lesson_plan.asp?id=739
   (See attached)

6. I want my students to know there are similarities and differences between individuals of different socioeconomic classes.

   I want my students to know the pros and cons of immigrating to a new country and what might prompt that decision.

   I want my students to know all the narrative elements of the text and be able to identify symbolic and figurative language and images.
Unit Language and Content Objectives Expressed Through Performance Indicators

*Esperanza Rising*, By Pam Muñoz Ryan *Lesson #1 “A Birthday at El Rancho de las Rosas” - Grade 5 - (Ss would have read the first 3-4 chapters – At this point in the story, Ss are well aware of Esperanza’s privileged life in Mexico) * Based on the Unit Esperanza Rising: Learning Not to Be Afraid to Start Over from: [http://edsitement.neh.gov/printable_lesson_plan.asp?id=739](http://edsitement.neh.gov/printable_lesson_plan.asp?id=739)

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWBAT:</td>
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<tr>
<td>• Apply information from the story to show similarities and differences among different socioeconomic classes.</td>
<td>• Students will use role-play to act out a short, dramatic skit reenacting Esperanza’s 12th birthday party.</td>
</tr>
</tbody>
</table>

**Performance Indicators:** A modification of language functions and additional support for various language proficiency levels.

**PERFORMANCE INDICATORS CHART**

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>LEVEL 5 Bridging/Mainstream</th>
<th>LEVEL 4 Expanding</th>
<th>LEVEL 3 Developing</th>
<th>Level 2 Beginning</th>
<th>LEVEL 1 Starting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Writing/Listening/Speaking Esperanza’s 12th birthday party role-play.</td>
<td>In groups, write a script, in complete sentences, showing how different characters in the story would act at Esperanza’s party. Perform a small play using the script.</td>
<td>In groups, write a script, using expressions, showing how different characters in the story would act at Esperanza’s party. Perform a small play using the script.</td>
<td>In groups, write a script, using words and phrases, showing how different characters in the story would act at Esperanza’s party. Perform a small play using the script.</td>
<td>In groups, draw and write a script, using 1-2 words, showing how different characters in the story would act at Esperanza’s party. Participate in a small play using the script.</td>
<td>Draw a script, and copy words, showing how different characters in the story would act at Esperanza’s party. Participate in a small play using the script.</td>
</tr>
</tbody>
</table>
## Functional/Notional Chart

**Lesson #1: A Birthday at El Rancho de las Rosas**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Apply information| How there are similarities and differences between different socioeconomic classes. | Happy Birthday! Congratulations! You look.... Excuse me.... Pardon me.... Can I offer you a.... May I...... | Beautiful/lovely/pretty/spectacular | • Exclamation phrases  
• Question phrases  
• Comparative words  
• Adjectives |
Lesson #1:

“A Birthday at El Rancho de Las Rosas”

Time: 90 min Literacy block

Content Objective(s):
- SWBAT apply information from the story to show similarities and differences among different socioeconomic classes.

Language Objective(s):
- Students will use role-play to act out a short, dramatic play reenacting Esperanza’s 12th birthday party.

Key Vocabulary: fiesta, party, celebration, guests, gifts, servants, family, friends, attire, games, clothes, glamorous (and other words they may use as we brainstorm)

Building Background:
(15 mins) Ss are asked to imagine what Esperanza’s life was like as a pampered child of a wealthy landowner. Emphasize some of the stark contrasts between Esperanza’s privileged position early in the story and her later experiences.
- In whole-group, discuss the ideas of such a life by brainstorming a list on chart paper showing the things they may see at Esperanza’s birthday party. This will serve as a mini word wall for this lesson, and throughout the unit, using drawings and images when possible.
- T hands out the Planning the Birthday Party worksheet (App 1.1) for students to use as a listening guide and reads aloud the information - pausing to ask and answer questions using simple and clear language and frequently referring to the worksheet and word wall.

Resources/Materials: Planning a Party worksheet, Creating a Script worksheet, word walls

Activities/Procedure:
1. (20 mins)
- Working in pairs or small groups, Ss will organize and expand the above information into categories on their worksheets: What are the decorations? Who comes to the party? How are they dressed? How do they act? What do they bring? What do they eat? What do they do? What gifts does Esperanza get?
- This activity should introduce students to some elements of Mexican culture from the novel and from other Ss themselves. This is a great opportunity to expose Ss to other cultures and for Ss to take pride in a culture they may have a connection to.
- Ss are to draw and/or write only 1-2 key words in each box that describes the situation. L1 may be used by Ss when needed. Ss can read and/or repeat English sentences and words aloud to T.
- T walks around the classroom to make sure Ss are on task; understanding the assignment and completing it correctly; clarifying meaning when needed; adding new relevant words to mini word wall as needed; translating the L1 writing to English words.
At this point in the lesson, the Ss are getting a “feel” of the party’s ambience. Students should also begin to understand the various social and class distinctions as well as the economic divisions between Esperanza’s immediate family and their servants and farm workers.

In whole group, discuss what Ss discovered during this assignment about people and different social classes.

2. (20 mins)
   - Divide Ss in planned groups (placing a mainstream or ELL level 4/5 in each group.)
   - T hands out the Script Organizer (App 1.2), reads the directions aloud and clarifies meaning as necessary.
   - Ss will use this organizer to write or say expressions which may be used by the characters in the story. Encourage Ss to “act” as the character when they are speaking as that character.
   - Mainstream & Level 4/5 Ss can act as the recorder in their groups and write the quotes the Ss express.

3. (10 mins)
   - In pairs, or small groups, ask students to take part in a short dramatic role-play in which they assume the roles of the family, farm workers and friends. Ss can use the group’s script and/or improvise accordingly using gestures, actions and appropriate body language. (Help Ss find props that may be helpful like a broom or a tray)
   - Allow 3-5 mins for Ss to interact by “acting” their part as a family member or as a servant/farm worker.
   - Switch roles and allow another 3-5 mins for Ss to act as a character from a different social class.

Review/Closure/Putting it all together: (15 mins)
   - Ask Ss to think about how their dialogues and behaviors changed from one character to another depending on what social class they were portraying.
   - Ask Ss to think about the similarities and difference between the 2 social classes who were at the birthday party (Esperanza’s family members and the servants).
   - T hands out Venn diagram (App.1.3) and displays the same one on Smart board.
   - Ss are asked to share ideas to complete the Venn using the things that were different (or special) to each group on the outer parts, and finding things they have in common in the middle.
   - Review the chart and discuss what they discovered about different social classes in this story.
(10 mins) Higher-Order Question: CMT Strand B3 ‘Developing an Interpretation’

“Using information from the text, tell if you think that Esperanza had a good life. Why or Why not?”

- Discuss question as a whole class, reflecting on what they did in the lesson as closure.
- Ss will say responses orally, using sentence starters and/or language support as needed.

Evaluation/Assessment:

- Completed Party Planner
- Participation in class role-play
- Participation in closure discussion question
Lesson #1  Narrative

What attracted me the most to this lesson was the opportunity for Ss to practice their oral language in context. This is a lesson where Ss are asked to ‘role play’ in a safe and supportive environment. Since they are ‘acting’ like someone else, it can ease the frustrations of speaking as ‘themselves’ if their L2 is not as developed.

What struck me the most about the original lesson was the absence of important organizational steps needed to take full advantage of the learning opportunities in this lesson. Hence, all of my modifications have been to create and use graphic organizers that help Ss PLAN their “acting” and OUTLINE useful information needed to perform the role-playing.

Through the role-playing activity, I expect Ss will “feel” the way it might have felt like for these characters based on their social class. Also through this interaction, Mainstream and Level 4/5 ELL’s can model proper language in context to Beginning Level ELL’s.

Not only did I hope to make content more understandable, I also hope to strengthen their strategies in organizing information. This strategy can help them in their future education and in life.
**Esperanza Rising: Learning Not to Be Afraid to Start Over**

Natasha DiPiro

July 16, 2009

Modified for ELL Levels ½ (Starting/Beginning) with appropriate T support when needed.

**Planning the Birthday Party**

<table>
<thead>
<tr>
<th>Decorations at Esperanza’s Birthday Party</th>
<th>Games at Esperanza’s Birthday Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>They will have...</td>
<td>They will play...</td>
</tr>
<tr>
<td><img src="image1.png" alt="Decorations" /></td>
<td><img src="image2.png" alt="Games" /></td>
</tr>
</tbody>
</table>

**Foods at Esperanza’s Birthday Party.**

They will eat....

![Foods](image3.png)

<table>
<thead>
<tr>
<th>Who is at the party?</th>
<th>How do they dress?</th>
<th>How do they act?</th>
<th>What do they bring?</th>
<th>What do they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mamá and Papá</td>
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<tr>
<td>Abuelita</td>
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<tr>
<td>Esperanza’s friends</td>
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<tr>
<td>Miguel</td>
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<tr>
<td>Hortensia and Alfonso</td>
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<tr>
<td>Servants</td>
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<tr>
<td>Farm workers</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What gifts can Esperanza get?</th>
<th>How does Esperanza feel after the party?</th>
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<tbody>
<tr>
<td><img src="image4.png" alt="Gifts" /></td>
<td><img src="image5.png" alt="Feelings" /></td>
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</table>

??

![Emoticons](image6.png)
Planning the Birthday Party

What **decorations** and **games** will they have?

What **foods** will there be?

<table>
<thead>
<tr>
<th><strong>Who</strong> is at the party?</th>
<th><strong>How are they dressed?</strong></th>
<th><strong>How do they act?</strong></th>
<th><strong>What do they bring?</strong></th>
<th><strong>What do they do?</strong></th>
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<tr>
<td>Abuelita</td>
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<tr>
<td>Esperanza’s friends</td>
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<tr>
<td>Esperanza’s family</td>
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<tr>
<td>Miguel</td>
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<td>Hortensia and Alfonso</td>
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<tr>
<td>Farm workers</td>
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</table>

What **gifts** can Esperanza expect to get?

How does Esperanza **feel** after the party is over?
**Planning the Birthday Party**

What decorations and games will they have?

What foods will there be?

<table>
<thead>
<tr>
<th>Who is at the party?</th>
<th>How are they dressed?</th>
<th>How do they act?</th>
<th>What do they bring?</th>
<th>What do they do?</th>
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<td>8.</td>
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</table>

What gifts can Esperanza expect to get at her twelfth birthday party?

How would Esperanza feel after a birthday party like this one? Would you feel this way? Why or why not?
**Script Organizer for Esperanza’s Birthday Party**

Cooperative group activity:

Next to each character, write something(s) they might “say or ask” at the birthday party.

<table>
<thead>
<tr>
<th>Character</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mamá</td>
<td>&quot;</td>
</tr>
<tr>
<td>Papá</td>
<td>&quot;</td>
</tr>
<tr>
<td>Abuelita</td>
<td>&quot;</td>
</tr>
<tr>
<td>Esperanza’s friend</td>
<td>&quot;</td>
</tr>
<tr>
<td>Miguel</td>
<td>&quot;</td>
</tr>
<tr>
<td>Hortensia</td>
<td>&quot;</td>
</tr>
<tr>
<td>Alfonso</td>
<td>&quot;</td>
</tr>
<tr>
<td>A servant</td>
<td>&quot;</td>
</tr>
<tr>
<td>A farm worker</td>
<td>&quot;</td>
</tr>
</tbody>
</table>
Compare and Contrast

Esperanza’s family and friends

Servants and farm workers

Same
Higher-order thinking question cards (Can be used for oral and or written assignment)

Modified for ELL levels ½ (Starting/Beginning). Level 1’s can show understanding by nodding, pointing and gesturing proper responses.

“Using information from the text, tell if you think that Esperanza had a good life. Why or Why not?”

I think Esperanza (had, did not have) a good life.

She had __________________________.

She was ________________________.

This shows that Esperanza (had, did not have) a good life.

Modified for ELL levels 2/3 (Expanding/Developing) with appropriate T support.

“Using information from the text, tell if you think that Esperanza had a good life. Why or Why not?”

I think Esperanza (had, did not have) a good life.

I think this is true because ___________________________ and ___________________________.

In my opinion, this shows that Esperanza (had, did not have) a good life.

Levels 4 and 5 will discuss question and/or write answers without the sentence starters.
Lesson 2
Unit Language and Content Objectives Expressed Through Performance Indicators

*Esperanza Rising*, By Pam Muñoz Ryan *Lesson #2 “Immigrating to the United States” - Grade 5 - (Students would have read the first 6 chapters – At this point in the story, Esperanza and her mother have decided to flee from Mexico to California.) * Based on the Unit *Esperanza Rising*: Learning Not to Be Afraid to Start Over from: [http://edsitement.neh.gov/printable_lesson_plan.asp?id=739](http://edsitement.neh.gov/printable_lesson_plan.asp?id=739)

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<tr>
<td><strong>SWBAT:</strong></td>
<td><strong>Students will create a chart listing the pros and cons of Esperanza and her mother staying in Mexico or fleeing to California.</strong></td>
</tr>
<tr>
<td>• Internalize the pros and cons of immigrating to a new country.</td>
<td>• Students will compare charts and discuss findings by explaining the consequences of each pro and con.</td>
</tr>
<tr>
<td>• Analyze what might prompt the decision to immigrate to a new country.</td>
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</tr>
</tbody>
</table>

**Performance Indicators:** A modification of language functions and additional support for various language proficiency levels.

### PERFORMANCE INDICATORS CHART

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th><strong>LEVEL 5</strong> (Bridging/Mainstream)</th>
<th><strong>LEVEL 4</strong> (Expanding)</th>
<th><strong>LEVEL 3</strong> (Developing)</th>
<th><strong>Level 2</strong> (Beginning)</th>
<th><strong>LEVEL 1</strong> (Starting)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening/Speaking/Writing</strong></td>
<td>Create and present a written chart, in complete sentences, listing the pros and cons of Esperanza and her mother fleeing Mexico. Use details from the text.</td>
<td>In pairs, create and present a written chart, using phrases and short sentences, of the pros and cons of Esperanza and her mother fleeing Mexico. Use details from the text.</td>
<td>In pairs, create and present a written chart, using sentence starters, listing the pros and cons of Esperanza and her mother fleeing Mexico. Use L1 to construct meaning if needed.</td>
<td>In a group, create a chart illustrating the pros and cons of Esperanza and her mother fleeing Mexico. Copy words from word wall under pictures. Use L1 to construct meaning.</td>
<td>In a group, create a chart illustrating the pros and cons of Esperanza and her mother fleeing Mexico. Copy words from word wall under pictures. Use L1 to construct meaning.</td>
</tr>
<tr>
<td>Pros and cons of immigrating to California</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Listening/Speaking/Writing</strong></td>
<td>Evaluate and articulate findings by comparing charts in a group and creating a new group chart using complete sentences.</td>
<td>Fully participate in oral group discussion by comparing charts in a group and creating a new group chart.</td>
<td>Participate in group discussion by comparing charts in a group and copying the group chart. Use L1 to construct meaning if needed.</td>
<td>Participate in group discussion by using key words to compare charts to group chart and copying the group chart. Use L1 to construct meaning.</td>
<td>Participate in group discussion by using gestures to compare illustration charts to group chart and copying the group chart. Use L1 to construct meaning.</td>
</tr>
<tr>
<td>Compare and discuss other students’ findings.</td>
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</tbody>
</table>
# Functional/Notional Chart

## FLA 518 – Content-based Instruction for English Language Learners

**Dr. Lorrie Verplaatse**

**Lesson #2:** Immigrating to the United States

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Internalize | The pros and cons of immigrating to a new country | “If they ________ to California they _______ be ________.”  
“It will be ________ to do this because ________.”  
“I think _____ belongs in this group because it’s ________” | go/don’t go  
will/won’t  
happy/sad/together | • Subject/Verb agreement  
• Constructions:  
do not = don’t;  
will not = won’t  
• Capitalization of proper nouns.  
• present singular will;  
• this and that |

| Analyze | What might prompt the decision to migrate to a new country? | “What if ________?”  
“I wonder _______________ _______________”  
“I ______ go because....  
__________________________.” | “…Papa didn’t die?”  
“…the house wasn’t burned down?”  
“…the uncles weren’t greedy and mean?”  
“…what life will be like for them in California?”  
“…if they will find jobs?”  
“…what would happen if they stayed I Mexico?” | • Constructions:  
would not = wouldn’t  
could not = couldn’t  
• Word usage & agreement  
• Inquiry phrases  
• Independent clause to evoke a subordinate clause |
Lesson #2: 

"Immigrating to the United States"

Time: 90 min Literacy block

Content Objective(s):
- SWBAT internalize the pros and cons of immigrating to a new country.
- SWBAT analyze what might prompt the decision to immigrate to a new country.

Language Objective(s):
- Students will create a chart listing the pros and cons of Esperanza and her mother leaving Mexico.
- Students will compare charts and discuss findings by explaining the consequences of each pro and con.

Key Vocabulary: immigrate, immigrating, immigration, pros, cons, good, bad, Mexico, California, consequences

Building Background:
35 mins. (including slide show)

Shared knowledge: Ss have read through chapter 6 “Las Cebollas.”

- In whole group, review main events so far. Review and negotiate meaning from the last lesson.
- Watch slide show on the Smart Board depicting immigration in whole group – letting students use words and phrases from the word wall to describe something about the picture: http://teacher.scholastic.com/activities/flashlightreaders/esperanza/journal/
- T writes on the board: “immigration- (n) the act of moving to another country to live there permanently.” Discuss definition, use map to show the route Esperanza and her mother took to help Ss appreciate the great distance they must travel. Ss can share their personal experiences about themselves or someone they know.
- Web Diagram: Draw a circle on large paper and write in the center “Reasons Why People Move (Migrate)”
- In whole-class, students brainstorm reasons why people move, making connections from their own life and from the story. T writes responses on the paper to expand the web. Ss copy web. (app 2.1)
- Encourage Ss to think about what the consequences might be for each decision. T uses 2 different colored markers to circle things that are good and bad on the web, based on student responses of these consequences.
  - T models how to fill in a T-chart using “Pros” 😊 (good) and “Cons” 😞 (bad) things about migrating by using the created web diagram to add 2 pros and 2 cons to a T-chart on the board. Check for understanding.
Resources/Materials: T-Chart worksheet, word wall, web chart, poster paper, markers

Activities:
1. (20 mins) ELL Levels: (1-2) In groups/ (3-4) In pairs/ (5) In pairs or independently
   - Ss are to create a written chart listing the pros and cons of Esperanza and her mother immigrating to California. (App 2.2)
   - Divide students and hand out one T-chart worksheet to each student. (app 2.3)
   - T reviews vocabulary on T chart worksheet and reads aloud the questions. Clarifying in L1 when appropriate.
   - Ss work together using the class discussions, web diagram, their reading, word wall and the questions to complete their charts.
   - T is available for assistance and clarification of meanings.
2. (20 mins) One ELL Level 5 S will be placed in each group to act as facilitator.
   - Combine the class in 3 groups to compare T-charts. Use the information from all the charts to create a new group chart on poster paper.
   - Facilitators to present each group chart to whole class. Display all 3 posters.
   - Assemble the entire class for an opportunity to compare lists and to discuss Ramona’s decision. Be sure that their discussion fully acknowledges the numerous hardships of leaving home and of the journey itself, as well as the natural reluctance to face an uncertain future in a new country. Continue reflecting back to the T-charts and the web on the board, as well as the word wall. The goal is to help students appreciate the difficulty of such a decision and to understand the hoped for rewards as well as the hardships.

Review/Closure/Putting in all together:
(15 mins)
Higher-Order Question: CMT Strand C1 ‘Making Reader/Text Connections’
If you were Mama, what would you decide to do? Why? Use information from the text to support why you would make that decision for your family.
   - HW assignment (app 2.4-2.6)
   - Discuss as a whole group.
   - Use sentence frames: “I would go because ______.” “I wouldn’t go because ______.”

Evaluation/Assessment:
   - Completed T charts
   - Contribution to group discussions
   - Participation in class discussions
Lesson #2 Narrative

Teaching 5th graders about immigration can seem like a daunting task. However, for the ELL’s in my classroom, it is a great opportunity to form meaningful connections by building rich and purposeful ideas based on their own experiences and those from the story. In other words, building background and enriching shared background is a vital part of their understanding of this lesson.

- Showing a slide-show about immigration and discussing these visuals as they relate to Esperanza and themselves.
- Brainstorming to create a web diagram “Reasons People Move/Migrate,” using information from the story and Ss own lives.

Organizing ideas with graphic organizers is an important means to help ELL’s identify and categorize the information they have. Access to word walls (with student-created visuals), graphic organizers, routinely modeling and checking for understanding, modifying text so that the key elements are understood easier, and using sentence starters are all parts of this lesson.

- Using Good ☺ and Bad ☹ to clarify meaning of pros and cons
- Color-coding pros/cons to organize information to create a T-Chart
- Using graphic-organizers to outline information
- Re-writing text by using alternative language and highlighting key words

I also decided to include a high-order thinking question based on CMT strand C1 ‘Making Reader/Text Connections’, since Ss in my class are expected to answer similar questions during one of our district writing prompts. I worked hard trying to show that this one question really had 3 questions in it. My aim was to show that they can “break up” the question into smaller parts. By answering each one separately, it is easier to focus on what is being asked. The completed product can be a well written paragraph with a full and complete answer.

I should also note that a word wall would already be in place and added to daily. Finding images for the words would be a S task, where I would give each student a word (after defining it and constructing meaning) and they would draw or find an image of that word online, print and add to the word wall.

This lesson was modified to expand understanding to all levels of ELL’s. Students are expected to participate at their English level ability, whether it is by drawing, yes/no responses, gesturing, one word or phrase written responses, complete sentences, etc. The performance indicators chart shows this in more detail.
8 Circle Options Diagram Printout

NAME: ____________________________

TITLE: ____________________________

Reasons Why People Move
(migrate)
Texts in blue are from original lesson.

Pros & Cons Chart in original lesson:

<table>
<thead>
<tr>
<th>Reasons to Stay in Aguascalientes</th>
<th>Reasons to Go to California</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
</tr>
</tbody>
</table>

Questions to consider:

- Why is Ramona opposed to marrying Tío Luis?
- Why must Abuelita, Esperanza's grandmother, be left behind?
- What do Esperanza and her mother and their friends take with them on their journey?
- What is the hardest part of the journey for Esperanza?
- What food do they eat and where do they get their food?
- How far do they travel and how many days does the trip take?
- What would it be like traveling such a great distance by train?
- Who are some of the other passengers they meet on the train?
- How does Esperanza react to the strangers she meets?

Pros and Cons Chart and questions modified for ELL's on the next page.
Esperanza and her mother are migrating to California. Think about the Pros 😊 and Cons 😞 of this decision. Ask yourselves the questions below as you think about the pros and cons.

<table>
<thead>
<tr>
<th>Pros 😊 Good</th>
<th>Cons 😞 Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>What could be good about moving to California?</td>
<td>What could be bad about moving to California?</td>
</tr>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
</tbody>
</table>

Questions to think about....

1. Why doesn’t Ramona want to marry Tio Luis? ___________________________
2. Why can’t Abuelita go with them? ___________________________
3. What do Esperanza and her mother take with them? ___________________________
4. What was the hardest part of the trip for Esperanza? ___________________________
5. What food do they eat on their trip? ___________________________
6. How far do they travel? ___________________________
7. How many days will the trip take? _______
8. Who are some people they meet on the train? ___________________________
9. How does Esperanza act with these people? ___________________________
Esperanza Rising: Learning Not to Be Afraid to Start Over

CMT question modified for ELL Levels 1/2 (Starting/Beginning)

Esperanza Rising Homework for Lesson #2

If you were Mama, what would you decide to do? Why? Use information from the text to support why you would make that decision for your family.

1. If you were Mama, what would you do? Circle your answer

2. Why would you do this? Draw a picture showing the main reason why you would do this.

** Copy words from word wall or words you know in your picture

3. What part of the story helped you decide this? Draw a picture showing that part of the story.

** Copy words from word wall or words you know in your picture
CMT question modified for ELL Levels 2/3 (Beginning/Developing)

**Esperanza Rising** Homework for Lesson #2

*If you were Mama, what would you decide to do? Why? Use information from the text to support why you would make that decision for your family.*

1. **If you were Mama, what would you do?**
   * If I was Mama, I (would, would not) go to California.

2. **Why would you do this?**
   * I would do this because ____________________________________
   ____________________________________.

3. **What part(s) of the story helped you decide this?**
   * I decided when ____________________________________.
   * I decided this because ____________________________________.

Rewrite the starred (*) sentences above in a paragraph here:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Esperanza Rising Homework for Lesson #2

If you were Mama, what would you decide to do? Why? Use information from the text to support why you would make that decision for your family.

1. If you were Mama, what would you do?
   *
   ____________________________________________________________

2. Why would you do this?
   *
   ____________________________________________________________

3. What part(s) of the story helped you decide this?
   *
   ____________________________________________________________

Rewrite the starred (*) sentences above in a paragraph here:
Lesson 3
Unit Language and Content Objectives Expressed Through Performance Indicators

Esperanza Rising, By Pam Muñoz Ryan *Lesson #3 “Taking an Inventory of the Novel” - Grade 5 - (Ss would have completed the novel)
Based on the Unit Esperanza Rising: Learning Not to Be Afraid to Start Over from: http://edsitement.neh.gov/printable_lesson_plan.asp?id=739

**Content Objectives** | **Language Objectives**
--- | ---
**SWBAT:**  
- Identify important narrative elements and symbolic language in a text.  
| - Students will create and present a ‘square’ depicting one literary element of the novel.

**Performance Indicators:** A modification of language functions and additional support for various language proficiency levels.

---

**PERFORMANCE INDICATORS CHART**

<table>
<thead>
<tr>
<th>Domain/Topic</th>
<th>LEVEL 5 Bridging/Mainstream</th>
<th>LEVEL 4 Expanding</th>
<th>LEVEL 3 Developing</th>
<th>LEVEL 2 Beginning</th>
<th>LEVEL 1 Starting</th>
</tr>
</thead>
</table>
| Reading/Writing/Listening/Speaking  
Identify narrative elements in the story. | In small groups, Ss will divide and organize information for each group member to create a “square” for a ‘quilt’ based on 1 literary element of the novel. Create a square using complete sentences. | In small groups, Ss will organize information for each group member and create a “square” for a ‘quilt’ based on 1 literary element of the novel. Complete a square using complete sentences. | In small groups, Ss choose a literary element to create a “square” for a ‘quilt’ using pictures and short phrases. | In small groups, Ss choose a literary element and create a “square” for a ‘quilt’ using pictures and copying words. | In small groups, Ss choose a literary element and create a “square” for a ‘quilt’ using pictures and copying words from the word wall. |
# Functional/Notional Chart

## Lesson #3: Taking an Inventory of the Novel

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation/Topic</th>
<th>Expressions</th>
<th>Words/Phrases</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| Identify | Important narrative elements in a text | The _____ should show _____.
An important part was _____.

_______ is _____ and _____.

I think that means...
I think this means....
The _____ stand for _____.
The _____ represents _____.

Setting/events/characters
Improvisation
Improvisation based on the story

(Character)/strong, brave, hard-working, spoiled
improvisation
thorns/hard times, struggles in life
zig zag blanket/the work you must do in life.

- Subject/verb agreement
- This/that
- Adjectives
Lesson #3

“Taking an Inventory of the Novel”

Time: 90 min Literacy block

Content Objective(s):
  • SWBAT identify various narrative elements of the story.

Language Objective(s):
  • Students will create a group quilt showing some narrative elements of the story

Key Vocabulary:
  • **Narrative elements of a story**: main characters, settings, main events, symbols and themes.
  • **Theme** is a comment, observation, or insight about the subject. What did they learn from the book?
  • **Symbolism** is the use of symbols to represent things such as ideas and emotions.
  • **Imagery** is used in literature to refer to descriptive language that evokes sensory experience.

Building Background:
(15 mins.)

Shared knowledge: Ss have now finished the novel and this lesson serves as a great opportunity to reflect back on the rich, literary elements this story has exposed them to; especially the themes and symbolisms. I would review and discuss these elements by referring to the charts created during the reading of the novel. Through class discussions, Ss have a shared history into the meanings of the specific themes and symbolisms in the story. This lesson will allow Ss to contextualize one of these literary elements, express it through pictures and written words and present it to the class.

Original lesson plan activity:
  • The goal of this activity is to focus student attention on the literary qualities of the novel as well as the larger themes and the lessons learned by Esperanza from her experiences.
  • Divide the class into small work groups. Ask each group to make a chart on which they list the parts of the story, the setting, the characters, themes, symbols, imagery, etc. Then ask them to create an outline of the plot of the story (App. 3.1)

Modifications:
  • Each S receives 1 modified worksheet that shows the final group “quilt” and what is expected. (App. 3.2) –This can also be used as a listening guide and/or the rubric for this assignment.
  • In groups of 5-6, Ss will divide and organize information to create a “square” for a group ‘quilt.’ This final quilt will contain the 5 literary elements of (1) Main characters, (2) settings, (3) symbols and imagery, (4) important events and (5) themes.
Resources/Materials: Original story map for ELL levels 4/5 (group facilitators) (App. 3.1), modified Quilt Organizer worksheet (App 3.2) to each S + 1 extra for the group, 1- 8x11 white paper for each student, 1 large poster board per group, glue, scissors

Activities:

1. (25 mins) (Ell levels 4/5 will be placed in each group to act as facilitator
   - In small groups, each S will choose ONE narrative element to illustrate and write about on a white paper.
   - Using the extra group copy of worksheet, facilitators cut the group squares apart and give the Ss the one they have chosen to work on. ** Great opportunity for Ss to use language to negotiate here **
   - Ss work cooperatively by brainstorming ideas about what they can draw and write for each part of their group quilt. Facilitators take notes under appropriate headings in story map (3.1). The idea here is that they’re all coming ‘together’ and making a group quilt, so everyone should contribute ideas to one another.
   - This is also a great way to tie-in one of the major themes in this novel and of this unit: The idea to never be afraid to start over in life. Ss can think about this while they’re working towards the goal of creating the group quilt, which now is in 6 pieces (just like Esperanza's zigzag blanket.) The final product would be a class quilt, which we can display in the hallway = our beautiful pictorial (reward) after working hard and not giving up (like Esperanza had to do in California.) – A beautiful way to tie this theme together.

2. (20 mins)
   - Allow time for Ss to work on their individual squares. Tell Ss the background should be shaded in so that there is color in the whole sheet of paper (or quilt square.)
   - T walks around checking for understanding and offering support, especially to developing and beginning ELL’s.
   - *** I decided not modify this worksheet because I really wanted the Ss to use language to negotiate and choose the element of the story they would work on themselves – not feeling like they’re getting a ‘special’ worksheet because they don’t ‘know a lot.’ I made these squares so that all students could construct meaning from their 1 chosen piece using the visuals, peer support and teacher support - encouraging students to interact and discuss meanings and ideas while working cooperatively.
• Some students may have difficulty identifying symbols and images. Ask them to identify all of the objects that seem to have special meaning for Esperanza or one of the other characters. This is where various scaffolding techniques are important (such as appropriate speech level, pausing, repetition, clarity, intonation, gestures, visuals, listening guides, and use of L1.) I am confident, however, that once the Ss have a chance to think about what they have to do and “visualize it,” they will have a full understanding of this lesson and meet the objective.

3. (15 mins)
• Ss create their group quilt by taping or gluing each group member’s square filling up the poster board to make a “quilt.”
• In groups, display and present your quilt to the class.

Review/Closure/Putting in all together:
(15 mins)
• When each group is finished presenting, ask them to compare results with one another. It is likely that each group will see the story in slightly different ways, but as they compare their worksheets, they should begin to see how Pam Muñoz Ryan uses the various elements of the story to make some larger points about the importance of family and friendship and courage and strength of character.

• I would close this lesson in this way, except as a whole-class, so that Ss can learn from each other’s responses and T can clarify meaning through class discussion.

Evaluation/Assessment:
• Completed quilt “square”
• Participation in group discussions
• Participation in class discussions
Lesson #3 Narrative

This original lesson was designed for Ss to list the literary elements of the novel Esperanza Rising. I used this idea and created a ‘fun’ way to display these by not only bringing out one of the major themes of the novel, but also engaging students in learning with interaction and visual arts.

I got the idea for the quilt when I counted the original worksheet outline and realized there were 6 perfect “scenes” for our quilt. I wanted this project to ultimately be a visual representation of what they imagined as they were developing meaning through the story. I added the writing so that they can use academic language at their appropriate language level to express their ideas.

For instance, if an ELL Level 1 or 2 chose main characters, they would draw the main characters (showing that he/she understands what characters are) and then use the appropriate language for their level of English proficiency. This would be the case with all 5 elements used in this lesson, putting less pressure on the S.

The fact that each S only has to concentrate on 1 scene is ideal because their focus and energy is centered on that one narrative element, and they can gain a deeper understanding of it. Using the “jigsaw” strategy enables them to become experts at their 1 element, while at the same time gaining knowledge of the other literary elements from other Ss.

The finished project I hope would be a class quilt that can be displayed in the hallway and which Ss can be proud of and use to reflect on the qualities of the story that have made this book so popular.
Esperanza Rising Immigration Worksheet

Student Name __________________________ Date ______________________

List All of the Main Characters

Describe the Settings (The Places Where the Story Happens)

Identify All of the Symbols and Images in the Story (Like the Phoenix and the Rose Bushes)

Plot (List All of the Important Events or Actions in the Story.)

Themes (What are some of the general messages or lessons the story tells you?)
<table>
<thead>
<tr>
<th>List All of the Main Characters</th>
<th>Describe the Setting (The Places Where the Story Happens)</th>
<th>Describe the Settings (The Places Where the Story Happens)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a picture of the main characters in the story. Under each character, write words or sentences that describe what kind of person he/she was. Use character trait words from the wall.</td>
<td>Draw a picture of a setting in the story. Write a description of your setting, using key vocabulary words.</td>
<td>Draw a picture of a setting in the story. Write a description of your setting, using key vocabulary words.</td>
</tr>
<tr>
<td>Esperanza is.... Miguel acts ....</td>
<td>Mexico</td>
<td>California</td>
</tr>
<tr>
<td>Identify All of the Symbols and Images in the Story (Like the Phoenix and the Rose Bushes)</td>
<td>Plot (List All of the Important Events or Actions in the Story.)</td>
<td>Themes (What are some of the general messages or lessons the story tells you?)</td>
</tr>
<tr>
<td>Choose ONE symbol or imagery to illustrate and write the meaning for.</td>
<td>Choose a scene from the story that shows an important event in the story. Write about that event and what your picture shows.</td>
<td>Choose a theme from the story to illustrate. Write about what the theme means.</td>
</tr>
<tr>
<td>= ?</td>
<td>= ?</td>
<td>= ?</td>
</tr>
<tr>
<td>I learned that ...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>p. 3</td>
<td>p. 9</td>
<td>p. 14</td>
</tr>
<tr>
<td>I. B. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>pp.3-4</td>
<td>pp.9-10</td>
<td>p. 14</td>
</tr>
<tr>
<td>I. C. Model (Instructions, Processes)</td>
<td>pp.3-4</td>
<td>p. 9</td>
<td>p. 14</td>
</tr>
<tr>
<td>I. D. Create Opps. To Negotiate Meaning/ Check Understanding</td>
<td>pp.3-4</td>
<td>pp.9-10</td>
<td>pp. 14-16</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>1.1-4</td>
<td>2.1-2.6</td>
<td>2.1-2.6</td>
</tr>
<tr>
<td>II.B. Develop Vocabulary</td>
<td>pp.3-4</td>
<td>p. 9</td>
<td>p. 14</td>
</tr>
<tr>
<td>II.C. Modify Written Text</td>
<td>1.1</td>
<td>2.3-2.6</td>
<td>3.2</td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>pp.3-4</td>
<td>pp.9-10</td>
<td>pp. 14-16</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td>1.4</td>
<td>2.3</td>
<td>p. 16</td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td>pp.3-4</td>
<td>p. 9</td>
<td>p. 14</td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td>1.1-4</td>
<td>2.4-2.6</td>
<td>3.2</td>
</tr>
<tr>
<td>III.E. Check for Understanding</td>
<td>pp.3-4</td>
<td>pp.9-10</td>
<td>pp. 14-16</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td>p. 3</td>
<td>pp.9-10</td>
<td>pp. 14-16</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>p. 4</td>
<td>p. 10</td>
<td>p. 15</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>1.3</td>
<td>2.3-2.6</td>
<td>3.2</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI.A. Challenge students to produce extended talk</td>
<td>4.5</td>
<td>10</td>
<td>14-16</td>
</tr>
<tr>
<td>VI.B. Model Language for Oral and Written Production</td>
<td>1.1-4</td>
<td>10</td>
<td>14</td>
</tr>
<tr>
<td>VI.C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>3-4</td>
<td>9-10</td>
<td>14-16</td>
</tr>
</tbody>
</table>
Unit: Esperanza Rising: Learning Not to Be Afraid to Start Over

**Grammar and Functions Checklist**

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>2,3</td>
</tr>
<tr>
<td>Capitalization of proper nouns</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Subordinate conjunctions</td>
<td>1,3</td>
</tr>
<tr>
<td>Coordinating conjunctions</td>
<td>1</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Interrogative sentences</td>
<td>1,3</td>
</tr>
<tr>
<td>Modals</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Verbs: simple past</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Verbs: third person singular, present tense</td>
<td>2,3</td>
</tr>
<tr>
<td>Compound sentences</td>
<td>1,3</td>
</tr>
<tr>
<td>Comparatives</td>
<td>1,3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Give examples</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Explain</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Name feelings</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Ask questions</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Describe (using senses)</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Compare/contrast</td>
<td>1,3</td>
</tr>
<tr>
<td>List requirements</td>
<td></td>
</tr>
<tr>
<td>Convince</td>
<td>1,2,3</td>
</tr>
</tbody>
</table>
Original Lessons
Esperanza Rising: Learning Not to Be Afraid to Start Over

Introduction

When she is a young girl learning with difficulty to crochet, her grandmother unravels all of Esperanza's rows and tells her, "Do not be afraid to start over." Although she does not realize it at the time, this advice will become Esperanza's guiding principle as she learns to confront some of life's harsher realities.

Pam Muñoz Ryan was inspired to write Esperanza Rising by the stories she heard as a child from her grandmother, Esperanza Ortega Muñoz. Set in the early 1930s, twenty years after the Mexican Revolution and during the Great Depression, Esperanza Rising tells the story of a young Mexican girl's courage and resourcefulness when at the tender age of thirteen she finds herself living in a strange new world. Esperanza, whose name means "hope" in Spanish, is born to a world of pampered comfort and privilege on a large and successful ranch. But when her father is killed by bandits, she and her mother are eventually forced to flee their life of privilege and travel to the United States where they survive as best they can as migrant farm laborers. When her mother falls ill with Valley Fever, Esperanza learns the value of family and friends. She finds ways to care for her mother and cope with the difficulties of making a new home, rising again like the mythical phoenix in the stories her grandmother told her when she was a child.

In this lesson students will explore some of the contrasts that Esperanza experiences when she suddenly falls from her lofty perch as the darling child of a wealthy landowner surrounded by family and servants to become a servant herself among an extended family of immigrant farm workers. The lesson will also look behind the story at the historical, social, and cultural circumstances that help to account for the great contrasts and contradictions that Esperanza discovers when she comes to the United States. And, finally, the lesson will invite students to contemplate some of the changes that Esperanza undergoes as she confronts herself and her circumstances and grows from a pampered child into a resourceful and responsible young woman.

A Spanish language edition Esperanza Renace is also available.

Guiding Questions

• What challenges must Esperanza learn to overcome when she leaves her comfortable home in Mexico to begin a new life in the United States?
• What is the source of Esperanza's "hope" for happiness?

Learning Objectives

At the end of this lesson, students will be able to:

http://edsitement.neh.gov/printable_lesson_plan.asp?id=739
- Analyze and identify the structural elements of the novel.
- Describe Esperanza's growth in maturity and understanding.
- Recognize the social distances that separate Esperanza and her family from their farm workers and peasants in Mexico and the migrants from other citizens in the United States.
- Understand some of the reasons for Mexican immigration to the United States after the Mexican Revolution and during the Great Depression.
- Appreciate why some of the farm laborers want to strike, while others do not, even when they are sympathetic to the strikers and their goals.
- Describe the working conditions for farm laborers in the 1930s and explain why the farmers and growers do not pay more or provide better living accommodations.
- Understand the competition for work among the various groups of farm laborers.
- Explore the attitudes in the United States toward the farm laborers and especially toward those from Mexico.
- Analyze the role of the Great Depression and the internal migration of farm laborers in the development of the U.S. Government policy of repatriating Mexican Workers during the Great Depression.

Background Information for the Teacher

On one important level Esperanza Rising is a heart warming story of a young girl who learns the importance of love and sacrifice for family and friends, but on another level it is also a lesson in the cultural as well as personal struggles that poor families, especially immigrants and farm laborers, must experience.

Pam Muñoz Ryan provides many historical details about both Mexico and the United States in the 1930s that help to establish the setting. Ryan provides some background to the story, including family photographs, on her website, which is accessible through the EDSITEment-reviewed Internet Public Library. The novel begins with Esperanza as a child of six in 1924, then jumps ahead six years to the eve of her thirteenth birthday. The Mexico for Kids website, from the EDSITEment-reviewed Latin American Network Information Center, has some excellent background on The Mexican Revolution of 1910. Although the Revolution officially ended with the proclamation of the new Constitution of 1917, fighting continued until 1920, and instances of lawlessness and revolutionary activity lingered with the assassinations of Zapata in 1919, of Carranza, the first President elected after the proclamation of the new Constitution, in 1920, and of Pancho Villa in 1923. At the time of the story, bandits, some of them former revolutionaries, were still active, especially against the large landowners like Esperanza's family. This historical background lends depth and richness to the plot and setting as well as the characters.

The novel is set on a large ranch in Aguascalientes, Mexico, which a decade earlier had been a center of revolutionary activity, and in migrant labor camps near Arvin, California.

The opening chapters of the book introduce students to the class divides in early 20th-century Mexico, which, like similar distinctions in the United States, were based not only on social class and education but on economics and ethnicity. In the early decades of the 20th century there was great discontent among Mexicans over the distribution of land and wealth as well as over participation in Mexican politics. The EDSITEment-reviewed Getty website has an online exhibition on "Mexico from Empire to Revolution" that includes photographs and background information on the lives of ordinary people in the time of the revolution.

Although the Revolution of 1910 brought political reform, some remained unsatisfied with the results. Pam Muñoz Ryan mentions at least two occasions when bandits attack the ranch owned by Esperanza's family, and it was bandits who killed her father, Sixto Ortega, and set the story of Esperanza's immigration to the United States in motion. These bandits, sometimes former revolutionaries, continued to carry out raids against the large landowners many years after the revolution. And even though Esperanza's father is generous and has given land to his campesinos, or field workers, there are still those who remember the revolution and the great resentment over the unfair distribution of land and the divide between the rich and the poor.
During and after the Mexican Revolution many Mexicans who could not find work immigrated to the U.S. where they often became migrant farm laborers on the large farms of California. The timeline for PBS documentary "The Border" on the PBS website, accessible through the Internet Public Library, has links to important episodes from the time of the Revolution of 1910.

*Esperanza Rising* is also set in the midst of the Great Depression that affected much of the world in the 1930s. The website for the another PBS documentary, "Surviving the Dustbowl", has helpful background on *The Great Depression* and other events leading to the enormous internal migration of American farm families from the dustbowl of the American Midwest. These displaced families were the Okies made famous by John Steinbeck in his *Grapes of Wrath* and also referred to in *Esperanza Rising*. The Dustbowl website also includes a timeline of related historical events.

The Okies were as desperate for work as the Mexican farm laborers and their growing numbers were creating a labor glut in California. Farmers and growers were able to take advantage of this situation and reduce labor costs, paying lower wages and providing only the bare minimum in the way of accommodations. Some of the farm laborers attempted to form a union and encourage other laborers to strike for better working conditions and higher wages. In time the U.S. Government stepped in and attempted to force repatriation of many of the Mexican farm laborers, some of whom were born in the U.S. or had become citizens. The U.S. Immigration and Naturalization Service conducted raids and deported many thousands of Mexican laborers and their families. *Photos of the Great Depression* are available on the EDSITEment-reviewed American Memory website at the Library of Congress. Another photo essay on the Great Depression is on the EDSITEment-reviewed Modern American Poetry site.

Among the many hardships that Esperanza and her mother experience is the very difficult case of Valley Fever that Ramona, Esperanza's mother, catches after the dust storm. Although medical care is expensive for Esperanza, it is available in the county hospital. You can learn more about this disease, Coccidioidomycosis, at Medline Plus on the National Institutes of Health website.

**Preparing to Teach this Lesson**

This lesson assumes that students have already been asked to read *Esperanza Rising*, and although some of the activities could begin while they are reading, the fourth activity requires knowledge of the entire novel.

Prior to assigning activities

- Review the lesson plan and the websites used throughout. Locate and bookmark suggested resources and websites. Some of the websites with large numbers of photographs should be used with careful guidance from the teacher to help put the images into an appropriate context for the study of the novel.
- Listen to the three interviews with Augustus Martinez and Jose Flores on the Library of Congress American Memory website mentioned for Activity 3. These audio files offer a wealth of relevant material. They can be assigned as homework, but will reward group listening and discussion in class. Each interview is approximately 8 to 10 minutes long.
- Preview the materials available on the EDSITEment LaunchPad, including the Immigration Worksheet and the Story Worksheet.

**Suggested Activities**

- **Activity 1:** *A Birthday at El Rancho de las Rosas*
- **Activity 2:** *Immigrating to the United States*
- **Activity 3:** *A Day in the Life of Farm Laborers*
- **Activity 4:** *Taking an Inventory of the Novel*
Activity 1: A Birthday at El Rancho de las Rosas

After students have read at least the first three or four chapters of Esperanza Rising, ask them to imagine what Esperanza's life was like as the pampered child of a wealthy landowner. The goal of this activity is to introduce students to some elements of Mexican culture from the novel, but also to emphasize some of the stark contrasts between Esperanza's privileged position early in the story and her later experiences. Students should also begin to understand the various social and class distinctions as well as the economic divisions between Esperanza's immediate family and their servants and farm workers.

To introduce some of these important differences, ask students to take part in a short dramatic sketch reenacting Esperanza's twelfth birthday party. You may want to begin by asking your class to locate Aguascalientes on a map of Mexico such as this one on the EDSITEment-reviewed National Geographic Xpeditions website. Then ask them to imagine what it would have been like to be Esperanza on her birthday? This activity could take the form of a short play that the students write in which they assume the roles of the family and farm workers and friends from the area celebrating Esperanza's twelfth birthday, the one prior to the family tragedy.

Ask students to use details from the novel to create a birthday celebration for Esperanza. Encourage them to mention food, games, gifts, and the birthday song, as well as the parts played by the family, friends, and servants. The Texas State Library has online audio files of Las Mañanitas, the Birthday Song. Before they begin ask them to discuss and answer the following questions:

- Who comes to Esperanza's birthday party?
- How many friends her own age does she have?
- What gifts does she expect to receive?
- What are the games they play and songs they sing?
- What is the birthday song?

When they have written and performed their play, ask students to discuss what they have learned about Esperanza and her family from the birthday party? Try to get them to notice and comment on any cultural differences that occur to them, such as the absence of a birthday cake and the relatively small number of children Esperanza's own age.

Activity 2: Immigrating to the United States

After students have looked at the web resources and have read at least the first six chapters of the book, through "Los Melones" (cantaloupes), ask them to imagine what it would have been like for Esperanza and her mother to decide to leave their family's ranch and travel to California. The goal of this second activity is to encourage students to appreciate some of the jarring dislocations that Esperanza and her mother, Ramona, and grandmother experience after the death of Esperanza's father, Sixto Ortega. Their family tragedy is made worse by the greed and cruelty of Esperanza's uncles, Tio Marco and Tio Luis, who force Ramona to decide whether to marry her brother-in-law Luis and stay on in Aguascalientes, along with all the hardships that would bring, or to take her daughter and flee with her former servants Alfonzo and Hortensia and their son Miguel and begin a new life in what for them will be a strange new country.

In preparation for this activity, students will benefit from reviewing some of the following web resources. You can assign some of this as homework, using the EDSITEment LaunchPad, but you may want to introduce some of the many photographs on these sites, not all of which will be relevant to Esperanza Rising, in class. A good place to start is by asking students to return to Aguascalientes on a map of Mexico, such as the one on the National Geographic Xpeditions website; then ask them to find Mexicali, the railroad terminus on the California border, and Los Angeles and Arvin (which is not named but is near Bakersfield) on the Xpeditions map of California. This should help them to appreciate the great distance that Esperanza and her mother must travel (and that Miguel will have to travel later in the story to bring Esperanza's grandmother Abuelita to join them in California).
has a photo library of images from farm labor camps and migrant labor camps. Not all of these photos will be appropriate to the story of Esperanza, so you may want to select a few examples of families of migrant workers and photographs of farm labor camps for viewing by the class as part of the preparation for this activity.

The Library of Congress American Memory website also has audio recordings of interviews made in 1940 and 1941 at migrant work camps in California. An interview with Augustus Martinez and two with Jose Flores discuss work in the fields and life in the camps as well as labor issues and discrimination against Mexicans. Each interview lasts approximately eight to ten minutes.

After students have reviewed the web resources and finished reading a sufficient portion of the novel, divide the class once again into small work groups and ask each group to choose a subject for a short dramatic scene describing some activity from a day in the life of a farm laborer or a member of a farm laborer's family. These scenes should be based on their reading of Esperanza Rising as well as their background research. Some students may want to take the roles of union organizers who visit with the others and try to persuade them to join the union and strike. Others may describe a shopping trip at the Japanese grocery or preparing a meal after a day in the fields. While the class works on their dramatizations based on the novel, ask them to consider some of the following questions:

- Where do the farm laborers keep their food?
- What household appliances do they have available to them?
- Where do they take a bath or go to the restroom?
- What kinds of food do they have to eat?
- Where do they sleep?
- Where do they buy their food and clothing?
- Where do the children play or go to school?
- What is Valley Fever? Why were Esperanza and her mother especially vulnerable?

When they have completed their dramatic scenes, let the students share them with the assembled class. They can either read them or act them out. The goal is to get students to identify with the hard work and living conditions, but also with the camaraderie among the laborers and their families. Ask the students what they have learned about the difficulties of Esperanza's life in California and the ways she has had to adapt to her new role and her new home.

**Activity 4: Taking an Inventory of the Novel**

While the previous activities have been directed at the setting and historical context of Esperanza Rising, the goal of this activity is to focus student attention on the literary qualities of the novel as well as the larger themes and the lessons learned by Esperanza from her experiences. Once again it may be more productive to divide the class into small work groups. Ask each group to make a chart on which they list the parts of the story, the setting, the characters, themes, symbols, imagery, etc. Then ask them to create an outline of the plot of the story. Use the story worksheet in the EDSITEment LaunchPad for this activity. Students should be encouraged to begin by asking and answering some of these questions:

- Who are the main characters in the novel?
- Where does the story take place?
- Can you identify any objects, like the rose bushes that Miguel and his father save from the fire, which act as symbols or seem to have some deeper meaning in the story?
- What are the important actions in the story, when something important happens?
- What lessons and meaning do you take away from your reading of the story?

When each group is finished, ask them to compare results with one another. It is likely that each group will see the story in slightly different ways, but as they compare their worksheets, they should begin to see how Pam Munoz Ryan uses the various elements of the story to make some
larger points about the importance of family and friendship and courage and strength of character. Some students may have difficulty identifying symbols and images. Try to get them to notice the way that the author uses the names of fruits and vegetables in the titles of the story’s chapters. Ask them to identify all of the objects that seem to have special meaning for Esperanza or one of the other characters.

This activity is a good preliminary to the discussion questions and writing assignments in the assessment section of this lesson. If the class has completed reading the entire novel before beginning this lesson, this activity could be used as the first activity in preparation for the others.

Assessment

Here are some discussion questions that can also be used as writing assignments:

- Have each student write a personal response to the changes that Esperanza experiences by the end of the novel. Ask them to describe the most important lesson or lessons that Esperanza learns from her experiences. How has Esperanza grown as a young woman from her experiences?
- Have students write a letter home to Abuelita, Esperanza’s grandmother, in which they imagine they are Esperanza describing what life is like for her and her mother in the United States. They should include as much news as they can, but try not to alarm their grandmother unnecessarily by writing only of bad news.
- Have students compare Esperanza’s experience with leaving her home in Mexico for the United States with the stories Abuelita tells her in the chapter titled “Los Higos” (figs) about leaving Spain to come to Mexico when she was a young girl. Does her grandmother’s experience help to prepare her for her own? How does the story of the phoenix seem to fit with the life Esperanza experiences in California?
- Have students compare the camp where the strikers are staying to the camp where Esperanza is living and the new camp being built for the Okies. What do the differences in the living conditions at these camps suggest about the differences among the social status of these different groups of laborers?

Extending the Lesson

Although there is a Spanish language edition of this book, some teachers may also want to ask students reading the English language version to learn some of the Spanish words used in the story. As they read Esperanza Rising, ask students to make a list of all the Spanish words they encounter along with the English equivalents. Encourage students to look up the definitions in a Spanish–English dictionary or online. When they have finished their reading, ask them to compare their lists. If there are Spanish-speaking students in the class, ask them to comment on the Spanish words and discuss the similarities and differences between the Spanish and English equivalents that Pam Muñoz Ryan provides. For example, campesinos is translated as field worker, the root of the word is campo, or field. Vaqueros are cowboys, vaca is the Spanish word for cow. Quinceañeras, which Pam Muñoz Ryan refers to as the “presentation party” held on a girl’s fifteenth birthday derives from the Spanish quince años, literally fifteen years. There are many Spanish words in the novel, from the very common and familiar ones, such as gracias, thank you; de nada you’re welcome, buena suerte, good luck; dulces, sweets; to more complex words, such as una palanca, a lever, meaning some kind of “connection” which Miguel says he would need to get a job on the railroad in Mexico. Pam Muñoz Ryan also uses the Spanish names of various fruits and vegetables as chapter titles, to mark the progress of the story and the passing of time with the seasons of the harvests.

If there is time, especially if you team teach with someone in social studies, you may want to introduce the story “We didn’t go to el Norte to gather flowers,” told by Don Miguel Gutiérrez in May, 1992, one of the oral histories collected by the Mexican Migration Project, a link on the EDSITEment-reviewed Latin American Network Information Center. The similarities and differences in this true story of a Mexican migrant worker and his family may help place Esperanza Rising in an even more contemporary context. This story is one of several told by recent immigrants in both Spanish and English.
Related EDSITEment Lesson Plans

- Pearl S. Buck: "On Discovering America"
  http://edsitement.neh.gov/view_lesson_plan.asp?id=736
- Worth a Thousand Words: Depression-Era Photographs
  http://edsitement.neh.gov/view_lesson_plan.asp?id=304
- Dust Bowl Days
  http://edsitement.neh.gov/view_lesson_plan.asp?id=300

Selected EDSITEment Websites

- Internet Public Library
  http://www.ipl.org/
  - Wikipedia
    http://en.wikipedia.org/
      - Phoenix
        http://en.wikipedia.org/wiki/Phoenix_%28mythology%29
      - Mexican Repatriation
        http://en.wikipedia.org/wiki/Mexican_Repatriation
  - PBS.org
    http://www.pbs.org/
      - The Border
        http://www.pbs.org/kpbs/theborder/index.html
      - Mexican Revolution and Immigration
        http://www.pbs.org/kpbs/theborder/history/timeline/14.html
      - Surviving the Dustbowl
        http://www.pbs.org/wgbh/amex/dustbowl/index.html
      - Great Depression
        http://www.pbs.org/wgbh/amex/dustbowl/peopleevents/pandeAMEX05.html
      - Okies (Mass Exodus from the Plains)
        http://www.pbs.org/wgbh/amex/dustbowl/peopleevents/pandeAMEX08.html
  - Texas State Library
    http://www.tsl.state.tx.us/
      - Las Mañanitas
        http://www.tsl.state.tx.us/ld/projects/ninos/songsrhymes.html#mananitas
      - FirstGov for Consumers: Health
        http://www.consumer.gov/health.htm
          - Medical Encyclopedia: Coccidioidomycosis (Valley Fever)
- Latin American Network Information Center
  http://lanic.utexas.edu/
  - Mexico for Kids
    http://elbalero.gob.mx/index_kids.html
      - Mexican Revolution
  - Mexican Migration Project
    http://mmp.oip.princeton.edu/
      - "We didn’t go to el Norte to gather flowers"
- New Deal Network
  http://newdeal.feri.org/
  - Farm Labor Camps
    http://newdeal.feri.org/library/browse_projects.cfm
SubCatID=1080&CatID=20&ProjCatID=10367

- **Migrant Camps**
  - [http://newdeal.feri.org/library/browse_photos.cfm?ProjCatID=10370&CatID=20&subCatID=1081](http://newdeal.feri.org/library/browse_photos.cfm?ProjCatID=10370&CatID=20&subCatID=1081)

- **Getty**
  - [http://www.getty.edu/](http://www.getty.edu/)
    - **Mexico from Empire to Revolution**
      - [http://www.getty.edu/research/conducting_research/digitized_collections/mexico/](http://www.getty.edu/research/conducting_research/digitized_collections/mexico/)

- **Modern American Poetry**
  - [http://www.english.uiuc.edu/maps/index.htm](http://www.english.uiuc.edu/maps/index.htm)
    - **Photo Essay on the Great Depression**
      - [http://www.english.uiuc.edu/maps/depression/photoessay.htm](http://www.english.uiuc.edu/maps/depression/photoessay.htm)

- **Casa de Joanna**

- **National Geographic Xpeditions**
    - **Mexico**
    - **California**

- **Gold Rush! California's Untold Stories**
  - [http://www.museumca.org/goldrush/](http://www.museumca.org/goldrush/)
    - **Oakland Museum of California, Gold Rush**
      - [http://www.museumca.org/goldrush/](http://www.museumca.org/goldrush/)
    - **Depression 1930s in California**
      - [http://www.museumca.org/picturethis/3_2.html](http://www.museumca.org/picturethis/3_2.html)

- **Library of Congress American Memory**
  - [http://memory.loc.gov/ammem/index.html](http://memory.loc.gov/ammem/index.html)
    - **Interviews with Jose Flores**
      - [http://lcweb2.loc.gov/cgi-bin/query/S?ammem/toddbib:@field(DOCID(5145a1+5145b1))](http://lcweb2.loc.gov/cgi-bin/query/S?ammem/toddbib:@field(DOCID(5145a1+5145b1)))
    - **Interview with August Martinez**
      - [http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(5146a1))](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(5146a1)))

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**Other Information**

**Standards Alignment**

1. **NCSS-1**
   
   Culture and cultural diversity. [more](http://memory.loc.gov/ammem/index.html)

2. **NCSS-2**
   
   Time, continuity, and change. The ways human beings view themselves in and over time.

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http://edsitement.neh.gov/printable_lesson_plan.asp?id=739

7/5/2009
3. **NCSS-3**

People, places, and environments. [more](#)

4. **NCTE/IRA-1**

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. [more](#)

5. **NCTE/IRA-7**

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience. [more](#)

6. **NCTE/IRA-8**

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. [more](#)

7. **NCTE/IRA-9**

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
Appendix
accustomed
adobe
alms
arbors
barracks
bereft
brand
broth
convent
correspondence
crochet
cutting
depression
disembark
grieve
grove
immigration
irrigation
listless
methodically
migrant
monotonous
novena
papaya

pews

preoccupy

prophecy

pungent

rafter

reap
| repatriation |
| scythe       |
| shrine       |
| slogan       |
| spigot       |
| spore        |
| squalor      |
| strewn       |
strike
suffocate
supervisor
taut
temporary
till
unrelenting
valise
vineyard
Vocabulary Boosters

Use these 20 vocabulary words from Esperanza Rising for your weekly list, daily word study, or spelling exercises.

1. arbor (ar-bur)
   noun
   A small shelter made of or surrounded by trees, shrubs, vines, or other plants

2. capricious (kuh-prish-uhss)
   adjective
   Unpredictable or tending to change direction without any obvious reason

3. careening (kuh-reen-ing)
   verb
   Swaying from side to side

4. crochet (croh-shay)
   verb
   A kind of needlework made with a hooked needle and thread or yarn

5. fiesta (fee-ess-tuh)
   noun
   A holiday, religious festival, or party, especially in Spain and Latin America

6. immigration (im-uh grash-uhn)
   noun
   The act of moving to another country to live there permanently

7. makeshift (make-shift)
   adjective
   Something made in a not sturdy way from whatever materials are available

8. mesmerized (mez-mer-ized)
   verb
   To spellbind or fascinate in a hypnotic way

9. migrant (mye-gruhnt)
   noun
   Someone who moves around doing seasonal work such as picking crops

10. mussed (muhs-ed)
    verb
    Untidy or wrinkled as in clothing or hair

11. panorama (pan-uh-ram-uh)
    noun
    A wide or complete view of an area

12. phoenix (fee-ni x)
    noun
    A bird of ancient Egyptian legend that after being consumed by fire is reborn fresh and new from the ashes; often used as a symbol of renewal after destruction

13. plaited (playt-ed or plat-ed)
    adjective
    A length of hair that has been divided into three sections and braided

14. premonition (pree-muh-nish-uhn or prem-uh-nish-uhn)
    noun
    A feeling that something is going to happen, especially something bad or harmful
15. remnants (rem-nuhts)
noun
Pieces or parts of something that are left over

16. stagnant (stag-nayt)
verb
Something that is suffering from not being active or moving forward such as polluted water or a person stuck in a situation

17. strikers (st-rike-ers)
noun
People who refuse to do work because of an argument or disagreement with their employer over wages or working conditions

18. unrelenting (un-ri-lent-ing)
adjective
Not letting up or weakening in determination

19. untethered (un-teth-ur-ed)
adjective
Let loose and wild; not confined or restricted

20. vineyard (vin-yurd)
noun
An area of land where grapes are grown
"Shelters were made of almost every conceivable thing - burlap, canvas, palm branches." - A California minister's report of a labor camp in the Imperial Valley

In this photograph, a family gathers outside their "home" in California, a typical shack in a camp of Mexican and Mexican American migrant farm workers during the 1930s' Great Depression. The walls and roofs of the shack are patched together from different materials, reminiscent of the quote above. Migrant farm workers of all races lived in temporary camps like this as they moved from farm to farm to follow the seasonal work.

Mexican and Mexican American migrant farm workers expected conditions like those pictured above as they sought farm work in California and other states in the early 1900s. At that time, the Mexican Revolution and the series of Mexican civil wars that followed pushed many Mexicans to flee to the United States. Many U.S. farm owners recruited Mexicans and Mexican Americans because they believed that these desperate workers would tolerate living conditions that workers of other races would not.

Mexican and Mexican American workers often earned more in the United States than they could in Mexico's civil war economy, although California farmers paid Mexican and Mexican American workers
significantly less than white American workers. By the 1920s, at least three quarters of California’s 200,000 farm workers were Mexican or Mexican American.

As this rapid shift of Mexico's working population occurred, the first labor agreement between the United States and Mexico was formed. Mexico required that U.S. farm owners provide legal contracts for all Mexican workers guaranteeing conditions such as wages and work schedules. The U.S. government, in turn, enforced the border between the United States and Mexico, checking that all Mexican immigrants had the proper work contract so they would not be exploited.

As the Great Depression took a toll on California's economy during the 1930s, however, Mexicans and Mexican Americans became targets for discrimination and removal. White government officials claimed that Mexican immigrants made up the majority of the California unemployed. White trade unions claimed that Mexican immigrants were taking jobs that should go to white men. In reality, a new supply of white refugees desperate for jobs was flooding California from the Midwest, making up the majority of the unemployed.

At the same time that wages were dropping due to the new white refugee labor, established Mexican and Mexican American farm workers had become a threat by banding together, often with other non-whites, and organizing strikes to protest lowered wages and worsening living conditions. Agriculture in the United States was crippled due to the ongoing Dust Bowl drought in the Midwest, while California was relatively untouched - the farm owners had a chance to profit immensely from the supply of cheap labor, but not if these protests succeeded.

California state and local governments responded to white farm owner pressure and implemented "repatriation" plans to send Mexican immigrants back to Mexico in busesloads and boxcars. Many Mexican Americans were also sent out of the United States under these programs, there being no differentiation between Mexicans and Mexican American U.S. citizens. Mexican American U.S. citizens who were children at the time were also deported to Mexico along with their Mexican parents.

Despite a hundred years of effort, economic exploitation of farm workers of all races continues to this day in California and across the United States. As long as farm owners can continue forcing people to live in such conditions, the farm workers' struggle seems doomed to continue.
"In these unhappy times
depression still pursues us;
lots of prickly pear is eaten
for lack of other food.

No light is seen in the houses
nor does water flow from the tap;
the people are in tatters
and in a deplorable state."
- Depression-era Mexican-American corrido (translated into English)

The corrido, or Mexican folk ballad, was and remains one of
the strongest artistic expressions of Mexican culture. Through
the corrido, day-to-day life could be made into art; all that was
needed was a voice and maybe an instrument. Mexican and
Mexican American migrant farm workers were often
prevented by white law enforcement from entering "white"
businesses or even from entering "white" towns, sometimes
actually forced to remain on a farm owner's property until the
harvest was completed. Partially as a result of this forced
isolation, the Mexican and Mexican American farm workers
retained strong ties to their Mexican roots.
"[When] they have finished harvesting my crops, I will kick them out on the country road. My obligation is ended."
- California farmer

When shelters were provided for migrant farm workers, they were usually spartan shacks. Dirt floors were common, as was the lack of functional walls, roofs, and doors. Camps would only rarely have running water. Usually, water had to be carried from a river or ditch, the presence of human or animal waste and farming chemicals in the unfiltered water a constant danger. Often, farm owners charged rent even for such inadequate and dangerous shelters. This photograph, however, is not just an image of the past. Today, farm workers are still fighting farm owners who do not provide basic, humane living and working conditions.

http://www.museumca.org/picturethis/3_2_3.html
"The authorities would only pay attention to [the farm owner].... [T]hey told me that if I didn't pay they would take my wife and my children to work."

- Elias Garza, migrant farm worker

The child pictured above, helping to harvest carrots, would have been a commonplace sight before, during, and after the Great Depression. Farm workers had no day care, and often all members of the family, from toddlers to elders, worked in the fields together. Mothers carried babies on their backs, and children were required to contribute to the family efforts as soon as they were able. Children often could not attend school because they had to work. This was exacerbated by racial segregation: Mexican and Mexican American children, along with other non-white children, were often not allowed in white schools.
"I do not want to see the condition arise again when white men who are reared and educated in our schools have got to bend their backs and skin their fingers to pull those little beets.... You can let us have the only class of labor that will do the work, or close the beet factories, because our people will not do it, and I say frankly I do not want them to do it."
-Sugar beet growers' spokesman (1920s)

The men in this photograph are bent double at the waist while harvesting crops by hand. These Mexican or Mexican American men were photographed in 1935 performing the kind of back-breaking "stoop labor" that California farmers claimed white men could not (and even should not) be hired to do. California farmers claimed that Asian and Mexican workers were physically suited for hard farm labor because they were used to stooping, crouching, and bending, while white people were accustomed to standing up straight. White public opinion quickly embraced the racist idea that white people would be lowered and degraded by such work.