



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 5

Connecting Informational Text with Literature: Building Background Knowledge About Mexican Immigration, California, and the Great Depression



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use quotes to explain the meaning of a literary text. (RL.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize an informational text. (RI.5.2)	
Supporting Learning Targets	Ongoing Assessment
• I can answer comprehension questions based on text from <i>Esperanza Rising</i> that I have read independently. • I can summarize the main ideas in an informational text about California in the 1930s.	• Comprehension Quiz, Chapter 5: “Las Guayabas/Guavas” (entrance ticket) • Getting the Gist note-catchers • Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
- Opening - Entrance Ticket: Comprehension Quiz and Chapter Title: Chapter 5 “Las Guayabas/Guavas” (10 minutes) - Work Time - Engaging the Reader: What Do We Already Know about California in the 1930s? (10 minutes) - Building Background Knowledge: Hosted Gallery Walk (30 minutes) - Closing and Assessment - Independent Writing (5 minutes) - Debrief (5 minutes) - Homework	- In advance: Prepare two to three copies of all three Suggested Resources (see list in supporting materials). - Review Hosted Gallery Walk protocol (Appendix 1) - In advance: Read Chapter 5, “Las Guayabas/Guavas,” which students read for homework. Note, however, that this lesson does not go into depth on Chapter 5. Rather, students touch on the chapter but spend more time building background knowledge about California in the 1930s. Students are held more individually accountable for their analysis of Chapter 5 in their independent writing in the closing of this lesson. - There are many hints given in the Hint cards. Use as many or as few as necessary for students to succeed after reading the texts suggested for expert groups. - During Lesson 6, students also revisit a few key passages from Chapter 5. In the lessons leading up to the end of unit assessment, students again return to Chapter 5, working in triads to write about Esperanza’s response to the events on the train. Also remember that in Unit 3 (Readers Theater), students revisit, analyze, and discuss many key passages from <i>Esperanza Rising</i>, including passages from Chapter 5. Students’ understanding of the text will grow across the six weeks of Units 2 and 3. - Some vocabulary is not academic or domain-specific, and students may benefit from instruction or review: <i>aha</i>. - Consider showing students <i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>, by S. Beth Atkin. This beautiful informational text gives the reader a look at the modern migrant farmworkers’ experiences.



Lesson Vocabulary	Materials
setting, informational text, summarize, answer, cite evidence, immigration, depression	• <i>Esperanza Rising</i> (book; one per student) • Hint cards (see supporting materials) • Comprehension Quiz Entrance Ticket (Chapter 5: “Las Guayabas/Guavas”) (one per student) • Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lessons 3 and 4) • Wall map that shows Mexico, California, and New York (originally displayed in Lesson 1) • 3 pieces of chart paper, titled “California,” “Immigrating from Mexico,” and “The Great Depression of the 1930s” (if necessary, use more than one piece per topic, so all students have room to write) • Markers (two colors, enough for students to have one of each) • Folders of resources: informational texts regarding California, immigration, and the Great Depression. See Suggested Resources (in supporting materials). Two to three folders on each of the three topics.² • Chart paper for student groups • Index cards or half-sheets of paper (one per student) • Getting the Gist note-catcher (one per student) • Homework: Purpose for Reading, Chapter 6: “Los Melones/Melons” (one per student)

²*Note: This list of resources is provided as a suggestion only. Teachers may choose to supplement with other resources.*



Opening	Meeting Students' Needs
A. Entrance Ticket: Comprehension Quiz and Chapter Title: Chapter 5 “Las Guayabas/Guavas” (10 minutes) • Remind students to sit with their triads throughout their study of the novel <i>Esperanza Rising</i>. • Begin the lesson with the Comprehension Quiz, Chapter 5 entrance ticket. Collect students' work to review and/or assess. • Invite students who found an example of a challenge to human rights in their homework reading to record their discovery on the Human Rights Challenges in <i>Esperanza Rising</i> anchor chart (begun in Lesson 3). • After the quiz, lead the class in a whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What was this chapter mostly about?” or “What happened in this chapter?” and then ask more detailed text-dependent questions as necessary. Encourage students to cite evidence or point to specific passages. Note which students are able to answer the questions and the quality of the answers. • Direct students' attention to the title of the chapter: “Las Guayabas/Guavas.” Ask students what pattern they have noticed in the chapter titles. (Students should quickly recognize that, with the exception of Chapter 1, which names the setting, all the chapter titles are a fruit or vegetable.) Tell students that authors choose titles for very important reasons, to help readers understand some key idea about the chapter. Ask: “Why do you think Pam Muñoz Ryan titled this chapter ‘Guayabas’?” Listen for students to make the connection to the answer to the first question on the comprehension quiz: <i>Esperanza</i> travels to the train station in a wagon full of guavas. • Encourage students to pay attention to the chapter titles in their future reading of the novel. (This point will be revisited regularly in future lessons.) • Return students' entrance and exit tickets (independent writing) from Lesson 4. Address any misconceptions briefly. Ask students to file this independent writing in their folders; they will want to refer to this thinking when they do their more formal writing later in the unit.	• Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. • Consider providing nonlinguistic symbols for key words in learning targets (e.g., a <i>lightbulb</i> for main idea, a <i>question mark</i> for questions). These can be posted and referred back to throughout the module. • Visuals can help some students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.



Work Time	Meeting Students' Needs
A. Engaging the Reader: What Do We Already Know about California in the 1930s? (10 minutes) - Point out to students that Chapter 5 marks a transition in the setting of the novel: Esperanza has left Mexico and is traveling to the United States, specifically California. - Remind students about how they built background knowledge about Mexico in the first lesson of this unit. Today they will build background knowledge about California. - Introduce the learning target: “I can summarize the main ideas in an informational text about California in the 1930s.” Clarify what is meant by informational text (refer back to the texts they read about Mexico in Lesson 1). Be sure students can mentally place the 1930s in their mind (perhaps when their great-grandparents were born, before World War II, etc.). Direct students’ attention to the wall map (originally displayed in Lesson 1). Point out where California is in relation to Mexico and New York. - Display for the class three large pieces of chart paper (if necessary, use more than one piece per topic, so all students have room to write). - Label the charts: - California - Immigrating from Mexico - The Great Depression of the 1930s - Give every student a marker of the same color. Ask students to come up to the charts and silently write down anything they know about these topics. - As students are working, circulate, giving students hint cards (see supporting materials)—a sentence that tells them something about one of these topics (e.g., Tuesday, October 29, 1929, is known as “Black Tuesday.” On this day the stock market crashed, losing a total of \$14 billion). Students add their hints to the correct chart.	Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.



Work Time	Meeting Students' Needs
B. Building Background Knowledge: Hosted Gallery Walk (30 minutes) • Use the Hosted Gallery Walk protocol (Appendix 1). • Tell students that they will not start this activity with their triad but will end with them. Ask triads to assign each person a topic: California, immigration, or the Great Depression. • Ask students to leave their triad and form new groups with two other students who were assigned the same topic. Students should now be in new groups of three. • Give each of these new groups a Getting the Gist note-catcher and a folder of resources on their assigned topic. • Ask students to stay with this new group but work silently and independently for 15 minutes to read some of the resource materials and record the main ideas on their Getting the Gist note-catchers. • Then give each of these groups a piece of chart paper for their poster. Have the groups work together for 10 minutes to create a poster that captures the main ideas from their note-catchers in words and a visual. • Display the posters in three different areas of the room, grouped by topic. Regroup students so that there are three new groups, each of which has some experts on each topic. Groups rotate to each display area. At each display, those who helped create the poster on the given topic speak, explaining the topic to the group. Peers listen and ask questions. • Gather whole group and focus students on the three original charts they created as a class during today's Opening. • Hand each student a new color of marker. Ask the students to record (again, silently), their <u>new</u> learning on the charts in this new color. They may also cross out statements on the chart that they now know are inaccurate.	• If needed and possible, provide text or materials found in students' L1. • For students needing additional support in reading, consider providing a below-grade-level reading text, or text with more illustrations, diagrams, or smaller pieces of text in the folder. • Use thoughtful grouping: Partnering an ELL with a native speaker of English can facilitate language acquisition by using the language in context. • For students who need additional supports with language production, guide them in practicing what they will say about their poster. They can have a few key points written on a card.



Closing and Assessment	Meeting Students' Needs
A. Independent Writing (5 minutes) - Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt: “How do you think Esperanza’s life will be different in California? Support your thinking with at least one piece of information you learned today and one detail from Esperanza’s train journey described in Chapter 5.” - Collect students’ independent writing to check for understanding.	For students needing additional supports, consider offering a sentence frame, sentence starter, or cloze sentence to assist with language production and provide the structure required.
B. Debrief (5 minutes) - Gather the students in a whole group. Review the learning targets with students. Using the Fist to Five protocol, have students rate themselves from a 0 (a fist) to a 5 (five fingers) on where they think they are in meeting each learning target, with the 0 being low and a 5 being high. - Ask students to share with a partner, and then discuss as a class the following questions: * “What was your biggest ‘aha’ or new learning during the gallery walk?” * “How did working with others help you be successful?”	Debriefing about what they have learned and the protocols used will help students monitor their own learning.
Homework	Meeting Students' Needs
- Read Chapter 6: “Los Melones/Melons” (pages 81–99) in <i>Esperanza Rising</i>. Use the Purpose for Reading, Chapter 6 homework question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. - Remember: <i>Esperanza Rising</i> is a long novel. In Unit 3 (Readers Theater), students revisit, analyze, and discuss many key passages from <i>Esperanza Rising</i>. Do not worry if students have not yet fully analyzed the text. <i>Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “slushy time” during the day—right before or after lunch, during downtime between other tasks, as they enter the classroom in the morning or just before dismissal, as time for reading the novel or independent reading. In addition, students likely to need additional support should preread this novel with support during intervention or other support periods. Prereading with support will then allow students to spend class periods rereading and focusing on evidence.</i>	Audio recordings of text can aid in comprehension. Students can pause and replay confusing portions while they follow along with the text.



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Supporting Materials



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California:

<http://www.museumca.org/picturethis/timeline/depression-era-1930s/migrant-farm-workers/info>
http://migration.ucdavis.edu/rmn/more.php?id=788_o_6_o
http://www.calisphere.universityofcalifornia.edu/calcultures/ethnic_groups/subtopic3b.html

Alternative or additional resources:

S. Beth Atkin, *Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories* (New York: Little, Brown, 2000), ISBN-13: 978-0316-056205, ISBN-10: 0316056200.
Scenes from movie *The Grapes of Wrath*, based on the book by John Steinbeck

Immigration from Mexico:

www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/mexican.html
www.pbs.org/kpbs/theborder/history/index.html
www.pbs.org/kpbs/theborder/history/timeline/17.html

The Great Depression:

newdeal.feri.org/eleanor/er2a.htm
newdeal.feri.org/eleanor/cvb0335.htm
www.michigan.gov/dnr/0,4570,7-153-54463_18670_18793-53511--,00.html
www.americaslibrary.gov/jb/wwii/jb_wwii_subj.html

Name:

Date:

1. How does Esperanza travel to the train station?

2. How did Papa reward Miguel when he scared away the bandits?

3. What does the little girl on the train want Esperanza to show her?



4. What does Carmen, the woman on the train, give Mama?

Teacher Note: Print out and cut apart to give to groups during Work Time.

California:

- **Fruit production and cattle ranches increased in California in the late 1800s.**
 - **Three-quarters of California's 200,000 farmworkers were Mexican or Mexican American.**
 - Farmworkers from Texas, Oklahoma, Arkansas, and Missouri ("Okies") arrived in California in the mid-1930s, looking for work.
 - **"Repatriation" plans were made to send Mexican immigrants back to Mexico.**
 - In fall 1931, 1,200 to 1,500 migrants arrived per day.
 - The 1933 cotton strike lasted four weeks and involved between 12,000 and 18,000 farmworkers.
 - The vagrancy laws of 1933 and 1937 allowed many migrants to be arrested.
 - In 1934, the Dust Bowl in the Midwest began sending migrants to California.
 - Mexicans in California were seen as competition for much-needed jobs.
 - Labor camps were built in the summer of 1935.
-



Immigrating to the United States from Mexico:

- The U.S.-Mexico border covers 2,000 miles.
- **The Mexican Revolution and Mexican civil wars caused many Mexicans to move to the United States.**
- In the late 1880s, 55,000 Mexican workers immigrated to the United States.
- The Immigration Act of 1924 was established.
- More than 89,000 Mexicans came into the United States in 1924.
- In 1924, the U.S. Border Patrol was created.
- By the late 1930s, the crop fields in Mexico were not producing many crops.
- Mexican immigrants and their descendants now make up a significant portion of the U.S. population.
- The Mexican workers were seen as strong and fast.
- Mexican immigrants were willing to work for low wages in tough conditions.
- During the Depression, it was harder for all Mexicans to get jobs legally in the United States because of new immigration laws.
- Many Mexicans were deported back to Mexico during the Great Depression.



Teacher Note: Print out and cut apart to give to groups during Work Time.

The Great Depression of the 1930s:

- During the Depression, one out of four people were unemployed.
 - Without money, people could not pay for housing or buy food and clothes for the family.
 - About 250,000 young people were homeless.
 - Many people traveled the highways and railways to find work.
 - Some people traded for food, clothes, shelter, and services.
 - October 29, 1929, is known as “Black Tuesday,” the day that the stock market crashed, officially setting off the Great Depression.
 - Congress created the Works Progress Administration (WPA), which offered work to thousands of people.
 - The end to the Great Depression came in 1941, when the United States entered World War II.
-



You can get the gist of the texts by summarizing your understanding of them, using 10 important words. Select the 10 most important words from the texts. Then, use them to write a summary statement.

Important Words:

- | | |
|-----------|------------|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Summary Statement:



Name:

Date:

“Describe the geographical setting of *Esperanza Rising*. What is it like in California? Use details from the text to support your answer.”

As you read, think about this question. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.