



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 2: Lesson 6

Contrasting Two Settings (Chapter 6: “Los Melones/Cantaloupes”)



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

- I can explain what a text says using quotes from the text. (RL.5.1)
- I can make inferences using quotes from the text. (RL.5.1)
- I can compare and contrast literary elements using details from the text (two or more characters’ points of view, settings, events). (RL.5.3)
- I can determine the meaning of literal and figurative language (metaphors and similes) in text. (RL.5.4)
- I can effectively engage in a discussion with my peers. (SL.5.1)

Supporting Learning Targets

- I can answer comprehension questions based on text from *Esperanza Rising* that I have read independently.
- I can discuss answers to questions with my triad and provide evidence to explain my ideas.
- I can answer questions about the setting of the novel *Esperanza Rising* based on evidence from the text.
- I can answer questions about the main character, Esperanza, based on evidence from the text.
- I can identify metaphors in *Esperanza Rising*.
- I can interpret figurative language in *Esperanza Rising*.

Ongoing Assessment

- Comprehension Quiz, Chapter 6: “Los Melones/Cantaloupes” (entrance ticket)
- Observe where students place their evidence flags
- Triad discussions
- Exit Ticket: Independent answer to text-dependent question



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entrance Ticket: Comprehension Quiz, Chapter 6: “Los Melones/Cantaloupes” (5 minutes)</p> <p>B. Engaging the Reader: Oral Chapter Review (5 minutes)</p> <p>2. Work Time</p> <p>A. Answering Questions in Triads: Comparing California to Mexico (15 minutes)</p> <p>B. Guided Practice: Setting and Metaphor (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: Independent Writing (10 minutes)</p> <p>B. Debrief (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none">• In advance: Read Chapter 6: “Los Melones/Cantaloupes” and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.• This lesson begins to introduce students to the idea of central metaphors (or symbols) in the novel. This purpose links directly to RL.4.4. For simplicity’s sake, there is just one anchor chart about “big metaphors” and themes. If appropriate for your students, feel free to introduce the more complex literary term “symbol” as well; this goes beyond the level of the fifth-grade standards.• In advance: Think of a few examples of metaphors that most of your students will already know.



Lesson Vocabulary	Materials
<p>setting, character, historical fiction, harvest, disembarked, grime, perspiration, slumped, wilted, valise, demeanor, groggily, <i>campesino</i>, barren, sculpted, plunged, reassuring, careening, staccato, bulging, waiting on (as in “serving”)</p>	<ul style="list-style-type: none"> • <i>Esperanza Rising</i> (book; one per student) • Document camera • Text-Dependent Questions for Chapter 6: “Los Melones: Cantaloupes” (one per student and one to display) • Text-Dependent Questions for Chapter 6: “Los Melones: Cantaloupes” (Answers for Teacher Reference) • Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart (new; teacher-created) • Reading <i>Esperanza Rising</i> anchor chart (begun in Lesson 2) • Comprehension Quiz Entrance Ticket, Chapter 6: “Los Melones/Cantaloupes” (one per student) • Students’ Exit Tickets (from Lesson 5): Independent answer to text-dependent question • Evidence flags • Index cards or half-sheets of paper (one per student) • Students’ journals • Homework: Purpose for Reading, Chapter 7: “Las Cebollas/Onions” (one per student)

Opening	Meeting Students’ Needs
<p>A. Entrance Ticket: Comprehension Quiz, Chapter 6: “Los Melones/Cantaloupes” (5 minutes)</p> <ul style="list-style-type: none"> • Remind students to sit with their triads throughout their study of the novel. • Begin the lesson with the Comprehension Quiz, Chapter 6 entrance ticket. Collect students’ work to review and/or assess. 	<ul style="list-style-type: none"> • Consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Oral Chapter Review (5 minutes)</p> <ul style="list-style-type: none">• After the quiz, lead the class in a whole group session, cold calling students to elicit a summary of the chapter that was read for homework. Start with an open-ended question, such as: “What was this chapter mostly about?” 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 responses.• Be sure students understand the term <i>campesino</i>, which they should be able to figure out in context and based on the background knowledge they built in Lesson 5 about California in the 1930s. <i>Campesino</i> is one of the Spanish words for farmer.• Direct the class’s attention to the title of the chapter: “Los Melones/Cantaloupes.” Ask students again what pattern they have noticed in the chapter titles. Remind the class that authors choose titles for very important reasons, to help readers understand some key idea or event in the chapter. Ask: “Why do you think Pam Muñoz Ryan titled this chapter “Los Melones?” Listen for students to make the connection to the answer to the third question in the comprehension quiz: Esperanza sees melons (as well as grapes and cotton) in the fields on her drive to the camp. Melons are one of the crops being grown and <i>harvested</i>. Review this key vocabulary word if needed. Ask students to place an evidence flag on the first page of Chapter 6, with the phrase “melon crop in California” or a similar summary.• 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 from Lesson 5. Address any major misconceptions. Ask students to hold on to these entrance and exit tickets; they will want to refer to them for their writing later in the unit.	<ul style="list-style-type: none">• Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.• 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
<p>A. Answering Questions in Triads: Comparing California to Mexico (15 minutes)</p> <ul style="list-style-type: none"> Choose two members of the class to read the learning targets aloud: “I can answer questions about the setting of the novel <i>Esperanza Rising</i> based on evidence from the text,” and “I can answer questions about the main character, Esperanza, based on evidence from the text.” Point out to students that they already worked with these targets in the very first chapter of the novel. Briefly review the term <i>setting</i>, emphasizing that it is about both the place and the time period of a story. Remind students that <i>Esperanza Rising</i> is <i>historical fiction</i>: The author draws upon real events, real settings, and some real people, but also made up many events and characters. In Lesson 5, they read informational text to learn about what it was like in California in the 1930s. In Chapter 6: “Los Melones/Cantaloupes,” they get to see the new setting through Esperanza’s eyes. Be sure all students have their text: <i>Esperanza Rising</i>. Return students’ Exit Tickets (from Lesson 5): Independent answer to text-dependent question that the students turned in during the closing of Lesson 5. Ask students, in their triads, to discuss that question: <ul style="list-style-type: none"> * “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.” Circulate among triads, listening to their discussions, redirecting, and providing support if necessary. Next, ask students to discuss the Purpose for Reading homework question they were given when reading Chapter 6: “Los Melones/Cantaloupes” for homework: <ul style="list-style-type: none"> * “Describe the geographical setting of <i>Esperanza Rising</i>. What is it like in California? Use details from the text to support your answer.” Use this opportunity to circulate and listen in to gauge who did the homework reading, how well students understand the material, and which students are consistently using evidence flags to help them cite specific examples from the text. Remind students that when reading difficult text, it is very important to reread sections multiple times in order to understand. Distribute a small pile of evidence flags to each triad. Ask students to turn to page 81, then display and read the first Text-Dependent Questions for Chapter 6: Los Melones/Cantaloupes (pages 81-99) aloud as students follow along silently. 	<ul style="list-style-type: none"> Some students may be unfamiliar with Tier 2 vocabulary words (e.g., based, text, evidence). Clarify vocabulary with students as needed. Some students may benefit from having the teacher create this note-catcher for them. Visual learners may need to follow along with the read-aloud in their own copies of the novel. Writing and displaying the guidelines for all students to see will help students who struggle with multistep directions. Some students whose first language is not Spanish may have questions about Spanish words. Consider defining these words for students.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to reread the sentence, then discuss with triad members what they think each of the italicized words means and how they determined the meaning of each, from context.• After 2 minutes, cold call a few students to share out their definitions and which specific words or phrases from the text helped them determine the meaning of each italicized term (see Text-Dependent Questions for Chapter 6: Los Melones/Cantaloupes (pages 81-99), Answers, for Teacher Reference)• Allow students an additional minute to discuss the second part of the first question: “Why might the author have chosen specifically to use the word ‘wilted’ to describe Esperanza and her mother?”• Once students have had an opportunity to share their thinking with group members, cold call a few students to share out (see Answers, for Teacher Reference, for ideas students may share.)• Display and read the second question aloud.• Then, ask students to turn to page 90. Read aloud from the very top of page 90 to the phrase “there was only the prickly sound of dry grass” on page 91, as students follow along silently.• Give students 3-4 minutes to reread pages 90–91 on their own, with Question 2 in mind, and then talk with their triad. Encourage them to use their evidence flags to mark evidence that supports their answer.• Once group members have discussed their ideas and evidence, cold call a few students to share out with the class (see Answers, for Teacher Reference, for ideas students may share.)• Praise groups using Triad Talk well. Remind them how discussing their thinking with others can help them understand hard text.• Read the third text-dependent question aloud.• Then, to refresh students’ memories of the way Mexico is described at the beginning of the story, reread the very first paragraph of the novel (page 1) aloud, with students following along.• Next, ask students to turn back to Chapter 6. Tell students to work with group members to skim to reread and locate portions of the chapter that describe California. Remind students to mark passages that describe California with their evidence flags.• Circulate to listen in and support as needed. Probe students to cite specific words and phrases describing the setting in California, reminding them to use context clues to help them figure out the meaning of unknown words.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 5 minutes, direct students to briefly discuss in groups the evidence they marked that describes California and consider how it is different than the description of Mexico.• Once group members have had an opportunity to discuss their thinking, invite several students to share their thinking and the evidence they marked, whole group (see Answers, for Teacher Reference, for ideas students may share.)• Ask students to continue with the fourth text-dependent question—reading it aloud, clarifying any terms, thinking on their own, then talking and marking their answers with evidence flags. As in previous days, students do not need to write complete answers to the questions at this point.• As students work, monitor this discussion, making sure all students are participating. Reinforce students who are following the Triad Talk norms well.• Once students have had an opportunity to discuss their ideas with group members and record a response to the final text-dependent question, invite a few students to share their answers whole group (see Answers, for Teacher Reference, for ideas students may share.)	



Work Time (continued)	Meeting Students’ Needs
<p>B. Guided Practice: Setting and Metaphor (20 minutes)</p> <ul style="list-style-type: none"> • Say to students: “We are now going to look a bit deeper at how Esperanza is responding to her new setting of California by analyzing the language that Pam Muñoz Ryan uses in her writing.” • Share the two learning targets with students: “I can identify metaphors in <i>Esperanza Rising</i>” and “I can interpret figurative language in <i>Esperanza Rising</i>.” Show the students that the word <i>figure</i> is inside the word <i>figurative</i>, and tell them that <i>figure</i> is another word for <i>picture</i>. Explain that authors use figurative language to paint a picture that allows them to show, not tell, their ideas. • Focus on <i>metaphors</i>. Say: “One form of figurative language that authors use is the <i>metaphor</i>. Metaphors make a direct comparison between two or more things. Pam Muñoz Ryan uses many of these in her writing. You may be familiar with some metaphors already.” On the board, write a few examples of metaphors with which most of your students will be familiar. (Examples might include: “I am a rock,” or “The baby is an angel.” Have students discuss in their triads what these metaphors mean and why authors would choose to use language such as this instead of literal language in their writing. (Listen for students to realize the person who is a rock is strong, solid, and reliable; and that the baby is very sweet, good, and kind.) Students should make comments such as: “Figurative language paints a better picture in the reader’s mind because the words are more descriptive.” • Have students reread pages 1–3 and pages 90–93 in the book. • Ask students to share with their triads what they think one of metaphors is that the author has used in these two sections of the book. Call on a few triads to share out. Look for answers that have to do with the heartbeat of the land. Ask students to point you to evidence in the text that would support this suggestion. Listen for students to suggest: the second paragraph on page 1, the second-to-last paragraph on page 2 through page 3, and the second paragraph on page 91 through the top of page 92. Reread these passages out loud with students and ask students if the author means there is actually a real heart inside the earth. • Have students turn and talk with their triads about what they think the author is trying to get the reader to understand by using this metaphor. Call on a few partners to share. Look for answers such as: “The author wants the reader to know that the earth is ‘alive’ just like humans. This shows that Esperanza and her papa feel like they are friends with the earth.” • Begin a Big Metaphors and Themes in <i>Esperanza Rising</i> anchor chart, adding “the heartbeat of the land and Esperanza” under the heading. Make sure students understand that this idea is a central theme of the book. 	<ul style="list-style-type: none"> • For students needing additional supports, consider providing a sentence starter or frame to assist protocols. • For students who struggle with this task, provide a partially filled-in graphic organizer. • Consider allowing students to draw their observations, ideas, or notes when appropriate. • Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate or Bing Translate to assist with comprehension.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that they will use this chart to keep track of other metaphors as they keep reading the novel. And they will talk more about theme in future lessons.• Now tell students that they will explore another “big metaphor” in the novel. Have students reread the first paragraph on page 18, the second paragraph on page 87, and all of page 93. Ask students to identify the big metaphor in the excerpt. Look for students to share about the river and Esperanza and Miguel’s relationship. Have students cite specific passages in the text as they give their examples.• Remind students that they have discussed this before in a previous lesson, and it was a question they answered in Lesson 2.• Ask students to discuss with their triads what they think the author means by this metaphor and why she chose to write it this way. Monitor discussions, listening for the literal meaning that there really is a river and they can’t get to each other and the abstract meaning that Esperanza and Miguel are from two different worlds and classes, thus separated (and probably not able to marry).• Add “the river and Esperanza and Miguel’s relationship” to the anchor chart: Big Metaphors and Themes in <i>Esperanza Rising</i>.• Ask students to discuss how Esperanza responds differently in the different settings. Cold call some triads to share. Listen for students to begin to understand that Esperanza is changing, and her relationship with Miguel is changing. This will be revisited in future lessons.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Exit Ticket: Independent Writing (10 minutes)</p> <ul style="list-style-type: none"> Distribute index cards or half-sheets of paper. Ask students to respond to the following prompt: <ul style="list-style-type: none"> * “On page 99, Marta tells Esperanza, ‘Just so you know, this isn’t Mexico. No one will be <i>waiting</i> on you here.’ What does she mean? How is Esperanza’s life different in California? Cite details from the text to support your answer.” Have students begin a page in their journal to take notes on the character Marta. Have students record what they know about her so far. Collect students’ independent writing to check for individual understanding. 	<ul style="list-style-type: none"> Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Gather the students in a whole group. Review the learning targets with students. Ask students to share with a partner their progress toward meeting the learning targets. Cold call a few students to share their, or their partner’s, discussion of the learning targets with the whole class. Have students suggest additions to the anchor chart Reading Esperanza Rising. Make sure to add to the chart: “reading for gist” and “interpreting ‘big metaphors’/figurative language”. 	<ul style="list-style-type: none"> Debriefing about what they have learned and the protocols used will help students monitor their own reading comprehension and choose strategies that will help them succeed.
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Read Chapter 7: “Las Cebollas/Onions” (pages 100–120). Use the Purpose for Reading, Chapter 7 homework question to focus your reading. Use evidence flags to mark the specific areas in the book that support your answer. <p><i>Note: If concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. In addition, students likely to need additional support should preread this novel with support during intervention or other support periods. Prereading with support will then allow students to spend class periods rereading and focusing on evidence.</i></p>	<ul style="list-style-type: none"> Audio recordings of text can aid some students in comprehension. Students can pause and replay confusing portions while they follow along with the text.



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Supporting Materials



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.....
Name:
.....

Date:
.....

1. Who meets Esperanza at the train station in Los Angeles?

2. How many babies are in Isabel’s family?

3. Esperanza rides in a truck on the highway to the camp. What does she see during the drive?

4. How does Marta treat Esperanza when they first meet?



1. On page 81, the text says: “Esperanza and Mama, their faces shiny with grime and *perspiration*, looked tired and *wilted* as they *slumped* with even the slight weight of their *valises*.” Valise means “suitcase.” Based on context, what do you think the other italicized words in this sentence might mean (*perspiration*, *wilted*, *slumped*)? Why might the author have chosen specifically to use the word “wilted” to describe Esperanza and her mother?

2. On page 90, Esperanza is in California, driving to the camp. What specifically does she see? How does she react to this new setting? Find details from the text to explain your answer.

3. At the very start of the novel, we meet Esperanza in Mexico as a little girl, with her father. How is Mexico different from California? What specific words or phrases in Chapter 6 of the novel help you understand the contrast between the two settings? In other words, what specific language does the author use to help us understand how different California is from Mexico? Use evidence from the text in your answer.



4. Esperanza meets two new girls in this new setting: Isabel and Marta. Compare and contrast how the two girls treat Esperanza, citing evidence from the text. What do you predict will happen between Esperanza and these two girls?



1. On page 81, the text says: “Esperanza and Mama, their faces shiny with grime and *perspiration*, looked tired and *wilted* as they *slumped* with even the slight weight of their valises.” Valise means “suitcase.” Based on context, what do you think the other italicized words in this sentence might mean? Why might the author have chosen specifically to use the word “wilted” to describe Esperanza and her mother?

***Perspiration* might mean sweat, because the text says they are shiny and sweat makes you shiny. *Wilted* and *slumped* might mean they are leaning over because the text says something about the weight of the valise so it might be heavy and if they are sweating because it is hot and they are working hard. Also, the sentence before talks about body odor, and people may smell when it is hot. The author may have used the word “wilted” because it makes you think of a flower or plant that is dying or needs water. It makes the reader picture that in their minds.**

2. On page 90, Esperanza is in California, driving to the camp. What specifically does she see? How does she react to this new setting? Find details from the text to explain your answer.

Esperanza saw: “The brown barren mountains ..., the golden hills ..., canyons ...” She tries to find her own connection to the land by listening for the heartbeat (p. 91). “She stretched out on her stomach.” She doesn’t hear it, and it makes her so upset that she passes out (p. 92). “She tried to find the place in her life where her heart was anchored.... She felt as if she was falling.... Suddenly the world went black.”



3. At the very start of the novel, we meet Esperanza in Mexico as a little girl, with her father. How is Mexico different from California? What specific words or phrases in Chapter 6 of the novel help you understand the contrast between the two settings? In other words, what specific language does the author use to help us understand how different California is from Mexico? Use evidence from the text in your answer.

The beginning of the chapter states that the land is “dry and the panorama was barren,” which is different from the way the land on the rancho was. On page 87, it says: “She looked around and was relieved to see that compared to the desert, Los Angeles had lush palms and green grass ..., roses were still blooming ... was reassuring and familiar. Maybe it wouldn’t be so different here.” So it seems that this part of California is not that different from the rancho. However, the land changes again as indicated on page 90: “the brown barren mountains ... dried grasses ... golden hills.”

4. Esperanza meets two new girls in this new setting: Isabel and Marta. Begin a new page in your reading journal about each girl. Compare and contrast how the two girls treat Esperanza, citing evidence from the text. What do you predict will happen between Esperanza and these two girls?

Isabel is curious and wants to know about Esperanza and tell Esperanza about herself. On page 89, she asks questions and tells her about where she used to live. Marta is not as nice. On page 96, she says: “So you’re a princess who’s come to be a peasant? ... What’s a matter silver spoon stuck in your mouth?” She is insulting her. Esperanza thinks so too. “What had she done to deserve this girl’s insults?” (p. 97). Isabel even tries to defend her by saying, “Esperanza’s nice.” On page 99, Marta says to Esperanza: “No one will be waiting on you here” and gives her a “phony smile.”



Name:

Date:

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

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