



EXPEDITIONARY
LEARNING

Grade 5: Module 1: Unit 3: Lesson 6

Launching Readers Theater Groups: Identifying Passages from *Esperanza Rising* for Readers Theater that Connect to the UDHR



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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 text. (RL.5.1)
- I can effectively engage in a discussion with my peers. (SL.5.1)
- I can ask questions so I'm clear about what is being discussed. (SL.5.1a)
- I can explain what I understand about the topic being discussed. (SL.5.1b)
- I can determine a theme based on details in the text. (RL.5.2)
- I can explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text. (RL.5.5)

Supporting Learning Targets

- I can choose an article from the UDHR to focus on for my Readers Theater.
- I can determine additional passages I may need in order to develop a script on a single theme.
- I can engage in a discussion with my peers.
- I can evaluate how well the passages I selected reflect the themes of the UDHR.

Ongoing Assessment

- Justified list of additional passages (not identified in Lesson 5) from *Esperanza Rising* related to UDHR articles.
- Evaluated passage selections
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Teacher Modeling: Combining Text Passages for a Script (10 minutes) B. Launching Readers Theater Groups (5 minutes) C. Group Work: Identifying Passages from <i>Esperanza Rising</i> related to the UDHR Theme (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Evaluating and Sequencing Text Selections (10 minutes) 4. Homework 	<ul style="list-style-type: none"> • Prepare for Teacher Model. See Work Time A (use pages 46 and 47 from <i>Esperanza Rising</i>). • Note that students will be putting sticky notes in their books each day. Books can be collected at the end of class and redistributed for the next lesson. • Review: Catch and Release (see Appendix). • Annotating Text (Appendix 1)

Lesson Vocabulary	Materials
<p>determine, evaluate, combine</p>	<ul style="list-style-type: none"> • UDHR category card sample (for Teacher Reference; see supporting materials) • Pages 46–47 from <i>Esperanza Rising</i> (enlarged using document camera or other resource) • Sticky notes • <i>Esperanza Rising</i> (book; one per student or several per group) • <i>Esperanza Rising</i> Focus Passages (one per student) • Group Exit Ticket: Criteria for Text Selection (one per group) • Teacher Model: Suggested Passages



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Review the learning targets and ask students to restate them in their own words. Clarify as needed.	<ul style="list-style-type: none">All students developing academic language will benefit from direct instruction of academic vocabulary.
Work Time	Meeting Students' Needs
<p>A. Teacher Modeling: Combining Text Passages for a Script (10 minutes)</p> <ul style="list-style-type: none">Display the UDHR category card sample for Article 2 and read aloud.Then say: "I have chosen to focus on Article 2, 'Everyone is entitled to the same rights and freedoms ... regardless of sex (male or female).' In the last session, I pasted passages onto my category card, and now I am going back into the text of <i>Esperanza Rising</i> to identify additional passages I think are good examples of how the character Mama has faced human rights challenges because she is a woman. The passages I selected are not in the same chapter, but they are related to this UDHR theme."First display pages 46–47 from <i>Esperanza Rising</i>. Think aloud: "I am going to read each paragraph and use a sticky note to mark which paragraphs or lines of dialogue I think relate to the UDHR theme I chose." As you read, place a sticky note next to the suggested passages (see Teacher Model: Suggested Passages in the supporting materials).Explain your thinking to students, explicitly stating the connection between each passage and the UDHR. For example (using the suggested passage on pages 46–47): "This is the section I placed a sticky note on, because I am only looking for passages that show the challenges Mama faces because she is a woman and cannot own property." Ask students if they agree or disagree with your selection, and why.Consider locating additional passages from the book, related to UDHR Article 2, for further modeling.Point out to students that passages related to your UDHR theme could be found in more than one chapter. Explain to students that they will be using the passages they already identified on the UDHR category cards they created in Lesson 5, and now they will work with their groups to locate additional passages from other pages/chapters in the book.	<ul style="list-style-type: none">When possible, provide text or materials in students' L1. This can help students understand materials presented in English.Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track.



Work Time	Meeting Students' Needs
<p>B. Launching Readers Theater Groups (5 minutes)</p> <ul style="list-style-type: none"> Place students into predetermined groups (see Teaching Note at the end of Lesson 5). Tell students that this is the group they will be working with for the next week to write and perform their Readers Theater scripts. Distribute copies of <i>Esperanza Rising</i> and sticky notes to each student/group. First, have students write their name/group name on a sticky note and place it on the inside of the front cover of their book (see Teaching Note). For each group, return the relevant UDHR category card from Lesson 5 (e.g., if a group is going to write their script to illustrate the themes of Article 16 of the UDHR, then just return to each group member the Article 16 category card from Lesson 5). 	<ul style="list-style-type: none"> ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
<p>C. Group Work: Identifying Passages from <i>Esperanza Rising</i> related to the UDHR Theme (30 minutes)</p> <ul style="list-style-type: none"> Tell students that in order to create scripts for a Readers Theater, they will need to begin by identifying passages they could use, from the novel <i>Esperanza Rising</i>, that relate to the UDHR theme on which their group is focusing. They began thinking about this in Lesson 5. Remind them that it is important to justify, or explain, why a certain passage fits. Give each student group one copy of the handout <i>Esperanza Rising</i> Focus Passages. In their groups, students will read the pages listed on the handout that they think are related to their UDHR theme, pausing at the end of each paragraph/line of dialogue to briefly discuss with their group members whether the paragraphs/lines are related to their theme, and why. When they locate a paragraph/line in the text they think is related to their theme, they will mark it with a sticky note and make a short annotation on the sticky note justifying why the passage is related to their UDHR theme (e.g., “shows people from Oklahoma treated better than those from Mexico,” etc.). If any groups finish reading through and evaluating the passages provided, they may work with their peers to locate additional passages in the book. As students work, circulate to offer support as needed and/or use the Catch and Release strategy. 	<ul style="list-style-type: none"> Students needing additional supports may benefit from giving them passages to choose from rather than having to find them themselves.



Closing and Assessment	Meeting Students' Needs
<p>A. Evaluating and Sequencing Text Selections (10 minutes)</p> <ul style="list-style-type: none">• Display the Group Exit Ticket: Criteria for Text Selection page so all students can see it. Read through the criteria aloud and clarify as needed.• Distribute one copy of the criteria to each group. Ask them to evaluate the passages they chose during Work Time today. They should give themselves a score next to each indicator. Model if necessary. Circulate to support individuals or groups as needed.• Once students are finished, collect their criteria sheets and students' <i>Esperanza Rising</i> books with sticky notes.	<ul style="list-style-type: none">• Consider allowing students who struggle with written language to dictate their exit ticket to a partner or teacher.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None <p><i>Note: Continue to have Esperanza Rising novels, UDHR category cards, and, if possible, a document camera available for ongoing lessons.</i></p>	



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Supporting Materials



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UDHR Article 2: “Everyone has the same rights and freedoms, regardless of color, sex, language, religion, politics, or nation of birth.”

(p. 28) Tío Luis and Tío Marco came every day and went into Papa’s study to “take care of family business.” At first, they stayed only a few hours, but soon they became like *la calabaza*, the squash plant in Alfonso’s garden, whose giant leaves spread out, encroaching upon anything smaller. The uncles eventually stayed each day until dark, taking all their meals at the ranch as well. Esperanza could tell that Mama was uneasy with their constant presence.

(p. 30) “Ramona,” said the lawyer. “Your husband, Sixto Ortega, left this house and all its contents to you and your daughter. You will also receive the yearly income from the grapes. As you know, it is not customary to leave land to women and since Luis was the banker on the loan, Sixto left the land to him.”

(p. 32) “You will regret your decision, Ramona. You must keep in mind that this house and those grapes are on my property. I can make things difficult for you. Very difficult. I will let you sleep on the decision, for it is more than generous.”

These passages belong in this category because they show how Mama does not have the right to own property because she is a woman, and how Luis threatens her freedom by saying he can make things very difficult for her.



Pages 46–47

Begin reading below the ~ divider line—“They all crowded into Hortensia and Alfonso’s tiny bedroom ...”—through page 47: “The room was quiet. Mama looked out the window and tapped her fingers on the wooden sill.”

Pause at the end of each paragraph/line of dialogue and think aloud: “Does this passage fit with my UDHR category?” Place a sticky note on page 46 where the dialogue begins: “If you don’t intend to marry him, Señora, you cannot stay here.” Also place a sticky note on page 47 where the dialogue continues. Think aloud for students: “This is the only section I placed a sticky note on, because I am only looking for passages that show the challenges Mama faces because she is a woman and cannot own property.” Ask students if they agree or disagree with your selection, and why.

Consider locating additional passages from the book, related to UDHR Article 2, for further modeling.



Recall some of the events from *Esperanza Rising* in which the characters faced human rights challenges. Below are some recommended pages from the book for you to reread. Mark passages with sticky notes if you think they are related to the UDHR article on which you are focusing.

Passages related to deportation: pages 204–212

Passages related to inequality (housing, jobs, opportunity, etc.): pages 214–216 and 204–212

If you have time, after reading the pages above, go back into the book to locate additional paragraphs/lines connected to your UDHR article.

Group Member
Names: _____

UDHR article we are focusing on: (2, 14, 16, 17, or 25)

SCORE: Write the score next to each of the criteria on the line provided.

1 – Not really, need to work on this

2 – Halfway there, but need to work on this a bit more

3 – Got it! Ready to go

CRITERIA:	
A. The text we marked with sticky notes is strongly related to our UDHR article.	
B. We found narrator passages (no quotation marks) related to our UDHR article.	
C. We found dialogue (has quotation marks) related to our UDHR article.	

Briefly, explain why your group chose each passage (justify); specifically, how does each passage relate to the UDHR focus?
