

Name _____

Devil's Advocate: Theme

Several themes from *Esperanza Rising* are written below. Read the opposing lessons regarding each theme. Circle or highlight the lesson that you want to write a supporting argument for. Then, write your supporting argument in the space provided. You may choose to refer to the story, or you may not. (Teacher's Note: As a bonus, have the students participate in debates based on their answers.)

Theme: Change

Lesson 1: Change is terrible.

Lesson 2: Change is good.

Even though change is hard, it also helps us to grow and to learn as people. Esperanza experiences so much change in the story. She loses her father, her home, her wealth, and her social status through a series of unfortunate events. Yet at the end of the story, she grows and changes, and finds herself to be stronger, humbler, and much more grateful for the blessings that she does have.

Theme: Social Justice

Lesson 1: It's better to put your head down and just do your work, even if working conditions are unfair.

Lesson 2: It's better to give up your pay to fight for better working conditions.

Without people actively fighting for social changes and equality, our society would continue to promote backwards ideas and inequality. A great example of this is Martin Luther King Jr. He risked everything and eventually lost his life, but he won't do our history as having a major part in winning equal rights for African Americans in the United States.

Theme: Society and Class

Lesson 1: Social status is important.

Lesson 2: Social status is not important.

Throughout the whole story, Esperanza thinks she is in a different class than Miguel, simply because of the families they were born into. She describes them as being on opposite sides of the river. By the end of the story, she finds out due to many drastic life changes, that they're not so different after all.

RL 3.2/RL 4.2/RL 5.2/RL 6.2

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TABLE OF CONTENTS: Reading Response Activities

Focus	Common Core	Pages	Resource	Use with Chapter(s)
		3	Activity Packet Cover	
Ask and Answer Questions	RL 3.1/RL 4.1/RL 5.1/RL 6.1	4-5	Questions and Answers	Use after finishing the novel
Theme	RL 3.2/RL 4.2/RL 5.2/RL 6.2	6-7	Respond to Literature: Theme	Use after finishing the novel
		8-9	Devil's Advocate: Theme	Use after finishing the novel
Plot Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3		Main Events	any
		11-12	Esperanza Rising: Cause + Effect	Use throughout the novel
Character Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	13-14	Esperanza's Problems	Use throughout the novel
			Esperanza Rising: Character Notes	Use throughout the novel
Setting Analysis	RL 3.3/RL 4.3/RL 5.3/RL 6.3	16	Character Traits	any
		17	Character Comparison	any
Figurative Language	RL 3.4/RL 4.4/RL 5.4/RL 6.4	18-19	Settings and Emotions	Chapters 2, 4, 5, and 7
		20-21	Figurative Language Posters (in color and b/w)	20-21
		22-23	Figurative Language	any
Point of View	RL 3.6/RL 4.6/RL 5.6/RL 6.6	24-25	Esperanza Rising: Symbolism	Use throughout the novel
		26-27	Strikers vs. Workers	7-14
Connecting Text with Illustrations or Media	RL 3.7/RL 4.7/RL 5.7/RL 6.7	28	My Book Cover	Use after finishing the novel
Reading Comprehension Strategies	RL 3.10/RL 4.10/RL 5.10/RL 6.10	29	Reading Strategy: Preview Walk	Use before starting the novel
Opinion Writing	W 3.1/W 4.1/W 5.1/W 6.1	30	My Book Review: Esperanza Rising	Use after finishing the novel
		31	Esperanza Rising: Freewriting Journal <small>*Have the students choose their own quotes, or display a teacher-chosen quote.</small>	any
		32-33	Culminating Project Choices with Grading Sheet	Use after finishing the novel

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Easy Planning & Low Prep:

- Table of Contents tells you when to use what, and also lists focus standards
- All answer keys

Culminating Project Choices

Name _____

In the boxes below, you will find nine project choices to complete after you finish the book. Each of the projects is worth a certain number of stars. You must choose one or more projects that add up to at least _____ stars. Color in the stars of the project(s) you choose.

<p>Author Research ☆☆</p> <p>Use the Internet to do research about the author, Pam Muñoz Ryan. Write a biography about her. Be sure to include a Works Cited page.</p> 	<p>Playwright ☆☆</p> <p>Choose your favorite scene(s) from the story. Write it in the form of a play. Either record it to broadcast, or perform it live in front of the class. You will need to get some classmates to play your supporting actors.</p>	<p>Sequel ☆☆</p> <p>What do you think happens to Esperanza, her family, and her friends after the story ends? Write a sequel to the story. Include illustrations with your story.</p> 
<p>Game On ☆☆☆</p> <p>Create a board game that is themed around the book. Your game must include a board, game pieces, instructions, question cards, and any other materials needed to play the game. You will present your game to the class.</p> 	<p>Alternate Ending ☆</p> <p>Do you wish <i>Esperanza Rising</i> had a different ending? Write an alternate ending to the story. Include an illustration with your alternate ending.</p> 	<p>Newspaper Article ☆☆☆</p> <p>Write a newspaper article about the book. Include an illustration, a headline, and any other details you can think of.</p>
<p>3D Characters ☆☆</p> <p>Create 3D depictions of the characters. You might use clay, play-doh, posterboard, yarn, wood, or any other material you choose. Include index cards with descriptions about each character.</p> 	<p>Paper Bag Book ☆☆</p> <p>Fill a bag with 7-9 items that represent important parts of the book. Present the items to the class and explain why each item is important. Design the outside of the bag to include the book's title, author, and a picture.</p> 	<p>Puppet ☆☆☆</p> <p>Create puppets for the characters in the book. The puppets should be made of any material you choose. Be sure to include a script for the puppets.</p>

ACTIVITY PACKET

ESPERANZA RISING

By Pam Muñoz Ryan



Name _____

Figurative Language

KEY IDEA: Determine the meanings of figurative language to help you better visualize the text.

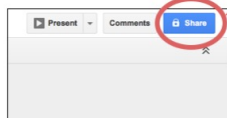
- **Simile**—a comparison between two things using the words “like” or “as.”
- **Metaphor**—a comparison between two things without using the words “like” or “as.”
- **Personification**—when human-like qualities or actions are given to non-human things.
- **Idiom**—an expression with a non-literal meaning.
- **Hyperbole**—an exaggeration.
- **Symbolism**—the use of symbols to signify ideas and qualities that are different from their literal sense.



Additional Resources:

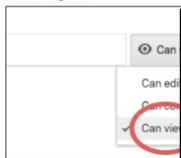
- Culminating Project Choices for the end of the book
- Student Cover page for Activity Packet
- Figurative Language anchor poster included in color and b/w

6. Once you're ready, share the documents with your students as needed. Students will need their own Google™ accounts. To share, open the document you want to share in your Google™ Drive. Then, click on the blue button in the upper right corner that says "Share."

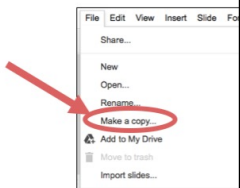


Note: Sharing with students could also be done through Google™ Classroom.

7. Next, you will be prompted to enter the students' e-mail addresses. Be sure to mark your shared document as "Can View," which is a drop down menu on the right-hand side of where you type the e-mail addresses. "Can Edit" will likely be the default selection, so you will need to change it.



8. Students will need to make their own copies since they can't edit into their own Google™ Drives. In order to make their own copies, which will open whatever document you shared with them in Google™ Drive, click on the "Make a copy" button in the upper left corner.



A box will pop up like the one below. Students can change the name, so that it is not confusing when they share their document, which will be saved into their own Google™ Drives.



9. Students will be able to access the content, type in text boxes, and students make to their files will be automatically saved.
10. Students may share their works in progress, completed assessments, or finished products.
11. Don't forget that you do have the option to print whatever you want. This is definitely most handy if they are printed. However, for the most white version (in this PDF).

12. Other Notes and Suggestions:
- The following resources are MOST handy when printed out. As mentioned previously, you have the option to print from Google Drive in full color, or from this PDF in mostly b/w.
 - ✓ Student Bookmarks (pages 4-5)
 - ✓ Vocabulary Word Wall Cards (pages 58-62)
 - ✓ Vocabulary Flash Cards (pages 63-71)
 - ✓ Culminating Project Choices with grading sheet (pages 105-106)
 - A Note about the **Character Cards** (pages 82-85)
 - ✓ Try having the students complete the writing portion of the Character Cards (pages 82-85) on Google Drive. Then, you can print the cards when all of the writing is complete. Students can then color the illustrations on the printed cards.
 - A Note about the **Questions and Answers: Writing Sheet and Gluing Sheet** (pages 74-75)
 - ✓ Either print this out and have the students handwrite the whole thing, or you can have the students type on the computer (pg. 74 only), and then print it out for them. Then you can have them glue the blank gluing sheet for an activity.

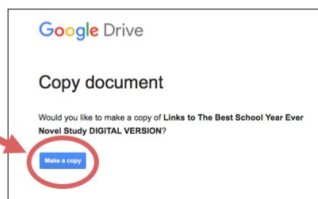
Instructions

for Digital Version/Google™ Drive File

- You will need Internet access and a Google™ account (which is free).
- Click on the link below. You will be prompted to make a copy of a Google™ document called "Digital Version: Ramona Quimby, Age 8." Click on the blue button that says "Make a Copy." That copy will be saved to your Google™ Drive. (All of the screenshots below are examples only. The text may differ, but it will look otherwise the same.)

[Digital Version: Ramona Quimby, Age 8](#)

Click here First!

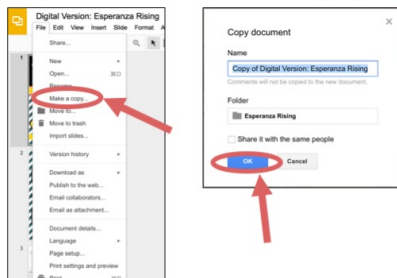


Note: If you have Google™ Drive accounts with multiple email addresses, make sure you take note which email address is selected in the top right corner of the screen, so you can easily find the document in the future.

- If you completed Step 2 correctly, the document called "Digital Version: Ramona Quimby, Age 8," just transferred to your Google account. It will contain the novel study in its entirety. This includes the unit map, tables of contents, student pages, answer keys, and everything else. You will notice that the novel study has blue text boxes already placed everywhere that students will need to type.

MAKE ANOTHER COPY of this document "Digital Version: Ramona Quimby, Age 8," by going to File>Make a copy. A window will pop up that says "Copy document." Rename it as you wish, and then click OK.

You will customize this additional copy in whatever ways you want, according to your students' needs.



Your purchase includes both the PAPER version and the GOOGLE™ version of this resource.

BONUS Paperless Version included!

- Compatible with Google™ Drive & Google™ Classroom
- Within this product are easy instructions for how to get started right away!

Why do it digital?

- ✓ No paper or pencil
- ✓ No wasting ink
- ✓ Students work directly in the file
- ✓ Incorporate technology
- ✓ Improve student writing
- ✓ High student engagement
- ✓ Renewed student interest
- ✓ Access anywhere
- ✓ College readiness
- ✓ Also printable
- ✓ Full color

PREVIEW ONLY

Digital Version: Harry Potter and the Prisoner of Azkaban Activities

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last edit was on February 8

Background... Layout Theme... Trans...

13 Comic Strip

14 HARRY'S CONFLICTS

16 CAUSE and EFFECT

Name Text here

HARRY'S CONFLICTS

Harry encounters many conflicts, or problems, in these chapters. In the space below, write about Harry's conflicts. In the space below, write about how the conflicts get resolved. If a conflict doesn't get resolved, explain why.

#	CONFLICTS	RESOLUTIONS
1	Text here _____ _____ _____	Text here _____ _____ _____
2	Text here _____ _____ _____	Text here _____ _____ _____
3	Text here _____ _____ _____	Text here _____ _____ _____
4	Text here _____ _____ _____	Text here _____ _____ _____

RL 3.3/RL 4.3/RL 5.3/RL 6.3 ©2017 Nothing but Class

MORE about the GOOGLE™ version...

- Resource pages are available in "Google™ Slides" with text boxes, for students to type into.
- Please note that the text within the resource itself is not editable. This version simply offers students the opportunity to access the pages via Google Drive™, so they may type and draw directly onto the pages on their computers or tablets.
- Though the text is not editable, you may delete or reorganize the pages as needed.
- See sample screenshots on the right for a clear idea of what this looks like.