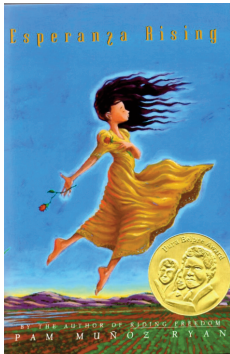


April 29, 2020:
Esperanza Rising's Theme of Hope:
A Book for Use with Older Students

linking language development to literacy



Munoz Ryan, P. (2000). *Esperanza Rising*. NY: Scholastic.

Today I am continuing discussing the books that I recommended yesterday for students who are older and would like to read short stories, verse and novels. I cited eight titles and provided annotations for each. Each of the books focuses on the theme of resilience and with the ability to take perspective of self and others, students will be able to “see themselves through others’ experiences” and reflect on their lives in general.

Last year, I wrote a blog about books with the theme of “Kindness.” There, I referenced a book entitled *Mirrors, Windows and Sliding Glass Doors* by R.S. Bishop. This book is about choosing books that allow students to see themselves (as in a mirror), others’ actions (as through a window) and through sliding-glass doors (actually cooperatively experiencing something with another).

These analogies have been cited for a long time. They are particularly useful in the uncertain times we all face in 2019. All of the references presented yesterday allow readers/listeners to view the story through these “glasses,” and perhaps have a conversation about what happened.

During the next several days, I will provide a glimpse into each book and refer to the Story Grammar Marker®. Today we will apply the Story Grammar Marker® to *Esperanza Rising*, chapter 1.

I chose *Esperanza Rising* as the first in this series since Esperanza means “HOPE.” Hope is a vital character trait for us to focus on during these times. Through literature, students learn about themselves, through others’ experiences. They see resilience in action!

Themes:

Perseverance (Abuelita’s advice and example: Rose/Thorn’ zig zag (ups and downs)

Justice: Farm Workers (wages/conditions); labor union movement

Poverty: the Great Depression; Farm Worker’s conditions

Optimism: Esperanza’s boyfriend

Discrimination: Classes in Mexico/Race, ethnicities in US

Living Conditions: contrast Mexico/US Farm labor.



US and Mexican Revolution: Fast Fact Sheet of Causes

Fast, [fun facts](#) and Frequently Asked Questions (FAQ's) for kids about the causes of the Mexican Revolution.

When was the Mexican Revolution? The Mexican Revolution was fought from 1910 to 1920.

What were the causes of the Mexican Revolution? The causes of the Mexican Revolution were:

- Dictatorship and opposition to long term president Porfirio Diaz (30 years in office)
- Huge disparity between rich and poor Mexicans
 - Working and middle class Mexicans not allowed to own land and property. Mexican leaders sold the country's resources and land to foreign investors
- Exploitation and poor [treatment](#) of peasant workers
- Political Instability. The poor had no constitution, no power to express their opinions or select public officials, no freedom of the press



Battle of Columbus (1916)
Ruins following raid by Pancho Villa on Columbus, New Mexico

<http://www.american-historama.org/1881-1913-maturation-era/us-mexican-revolution.htm>

The novel begins with an extensive introduction of the setting and characters. If there had been no Kick-Offs, the situation would be:



Aguascalientes, Mexico at El Rancho de las Rosas, 1930, at harvest time.

“The campesinos, the field-workers, spread out over the land and began the task of reaping the fields. Esperanza stood between Mama and Papa with her arms linked to theirs, and admired the activity of the workers.”

Chapter Title: Las Uvas (grapes)

This chapter contains a description of the “ho-hum” day



(**Setting**, situation) a major  **Kick-Off** and some Mexican historical background knowledge.

Note: Sometimes, because a novel allows the writer time, Kick-Offs are gradual, allowing for description, rising action, extended feelings and thoughts. This chapter is an example of such a Kick-Off. Please see our map entitled “Extend the Kick-Off.”



Major Kick-Off: Her father’s death, murder.

EPISODE:

Characters: Esperanza and Mama (Ramona)



Setting: Sierra Madres in the distance at Ranchos de las Rosas, in the evening waiting for father to return from a trip with the vaqueros to work the cattle. (page 9). It is the eve of Esperanza’s birthday.



#1 Kick-Off: Father is later than usual. “*He’s just a little late.*” (11)



Feeling: Mama bit the corner of her lip in worry. (body language)

Esperanza mentioned the presence of bandits in Mexico, who hated landowners.



Thought Bubble: Expository Text: Page 12

Note: Inside the house is Abuelita, (page 13) Esperanza’s grandmother, the symbol of resilience (a theme of the book in general...how Esperanza became more and more resilient as she changed over time).

Zig-zag crochet stiches; Mountains Valleys; No rose without thorns;
Crochet mistake: “*Don’t be afraid to start over.*”...
All show Abuelita’s wisdom.



#2 Kick-Off grows: Riders are heard but it is Tio Luis (bank president) and Tio Marco (mayor), Papa’s older stepbrothers, who loved money and power. They were mistrusted (page 19).

They arrived with Papa’s belt buckle in hand. (One of a kind, page 20)

The uncles said they would wait with Esperanza and Mama in their time of need. They patted Esperanza’s shoulder... Mama clutched buckle as she stared in the distance.



Feeling: Mama’s face whitened. (fear, sad)



Thought Bubble: They know the uncles are bad characters.

Esperanza **remembers the past, that Tio Luis “acted as if she didn’t exist at all.”**

Esperanza “*shivers with fear for Papa.*”

Abuelita began lighting candles and saying prayers. Waiting...



#3 Kick-Off intensifies: Someone is coming, says Mama. It's a wagon driven by the trusted workers (Miguel and Alfonso) and carrying Papa's dead body.



Feelings:

Mama fainted.

Esperanza felt her heart drop.

Tormented cry.

Fell to her knees and sank into a dark hole of despair and disbelief.



What did they **realize now**?

Student Activity: **Get Ready for the Kick-Off!**

All the details are inside!

Name _____

Date _____



1. Father is later than usual.

2. Riders are heard but it is Tio Luis (bank president) and Tio Marco (mayor), Papa's older stepbrothers, who loved money and power. They were mistrusted (page 19). They arrived with Papa's belt buckle in hand.

3. Someone is coming, says Mama. It's a wagon driven by the trusted workers (Miguel and Alfonso) and carrying Papa's dead body.

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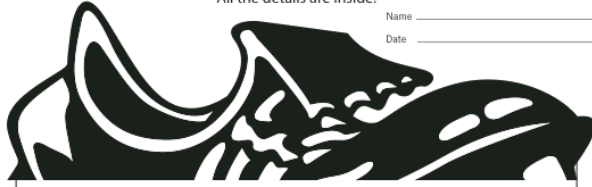


Student Activity: Get Ready for the Kick-Off!

All the details are inside!

Name _____

Date _____



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The CRITICAL THINKING Triangle[®] In Action!

STUDENT THINKING MAP



Father's murder

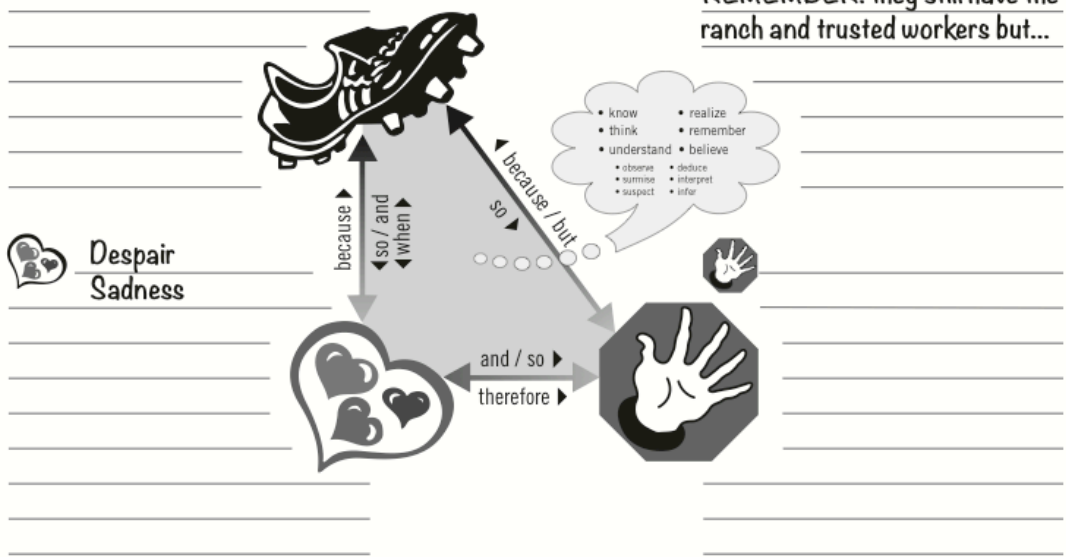
Name _____

Date _____



KNOW: nothing will ever be the same without Papa.

REMEMBER: they still have the ranch and trusted workers but...



Student Activity: **Get Ready for the Kick-Off!**

All the details are inside!

Name _____

Date _____



A large rectangular area containing horizontal lines for writing, intended for students to provide details about the soccer player or game.

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