Where in the World is Esperanza?
Reasons Why Humans Immigrate

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Grade Level	5
Duration	1-2 class periods

National Standards	AZ Standards	Arizona Social Science Standards
GEOGRAPHY **Element 1: The World in Spatial Terms** 1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information **Element 4: Human Systems** 9. The characteristics, distribution and migration of human populations on Earth's surface	**ELA** **Reading** **Key Ideas and Details** 5.RL.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **MATHEMATICS** **Measurement and Data** 5.MD.A.1 Convert different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real-world problems.	**The use of geographic representations and tools help individuals understand their world.** 5.G1.1 Use and construct maps and graphs to represent changes in the United States. **Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.** 5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration. **Global interconnections and spatial patterns are a necessary part of geographic reasoning.** 5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

SIOP Elements

Preparation	Scaffolding	Grouping Option
Adapting content **Linking to background** Linking to past learning Strategies used	**Modeling** **Guided practice** **Independent practice** Comprehensible input	**Whole class** **Small groups** Partners **Independent**
Integrating Processes	**Application**	**Assessment**
Reading **Writing** Speaking Listening	**Hands on** Meaningful Linked to objectives **Promotes engagement**	Individual Group **Written** Oral

Arizona English Language Proficiency Standards
Stage III: **Basic** **Reading**

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Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:
B-7: identifying the main idea and two-to-three details from the text.

Overview

All students will either experience moving--whether it be moving to new houses, cities, states, or even countries. Students also come in contact with immigrants who may have a completely different background from themselves. To build coping skills and build empathy for others, students need to know the reasons why people immigrate and migrate.

Purpose

In this lesson, students will use the novel *Esperanza Rising* by Pam Muñoz Ryan to analyze a family's experience with immigration and the **push-pull factors** involved in their decision to move. Students will map immigration routes and incorporate math skills**.** This lesson also includes strategies for teaching diverse learners.

Key Vocabulary

migration: to move from one place to another
push-pull factors: reasons why people leave a place and reasons why people move to a new place
assimilation: the process of fitting into a new culture or becoming like others in that culture
diversity: variety
summarize: give a brief statement of the main points of something

Materials

- Vocabulary Cards and Vocabulary Test
- Push and Pull Factors Mind Map
- Copies of the novel, *Esperanza Rising* by Pam Muñoz Ryan
- Reading Worksheet and Answer Key
- Evidence Flags (sticky notes for the book)
- Map of the United States (See choices in Sources Section)
- Maps of Mexico (See Sources Section)
- Rulers
- Projection device
- Where in the World is Esperanza? Assessment and Answer Key

Objectives

The students will be able to:

1. Summarize ideas and cite evidence.
2. Describe push and pull factors that contribute to migration.
3. Interpret maps.
4. Convert distances on the map.

Procedures

Prior to this Lesson: Students have already read chapters 1-6 of Esperanza Rising. The chapters that connect with this lesson are chapters 4-6. As students are reading chapters 4-6, they should be using sticky notes to mark main ideas and supporting details.
Prerequisite Knowledge: Students have converted measurements before.

SESSION ONE

1. Introduce the vocabulary words **migration** and **push-pull factors** using the Vocabulary Cards. **(Grouping: Whole Class)***.* Then, ask the students to brainstorm reasons why people move with the Push and Pull Factors Mind Map (Venn diagram). Give reasons why you have moved in your lifetime or ask them about their personal experiences. As you or they relate a push factor, write it on the left side of the mind map. When you mention what drew you or them to the new place, write it in the right side of the mind map.   After you have finished relating your personal experiences, have the students determine which factors are common to both push and pull and make a list of these in the center. Give students time to work in groups thinking of other push and pull factors. **(Preparation: Adapting content, Linking to Background; Scaffolding: Modeling, Guided practice; Grouping: Whole group, Small group)**
2. Hold a class discussion to share ideas and clarify entries. **(Integrating processes: Listening, Writing)**
4. Students will then be given the Reading Worksheet. Tell students to reference their *Esperanza Rising* sticky notes to identify the main idea and details for chapters 4-6.
5. Then skim the chapters and look for push and pull factors that are influencing the family to move. Mark these with a sticky note as well. **(Scaffolding: Comprehensible input, Grouping: Individual or partners).**

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SESSION TWO

Prior to the Lesson: Make a decision on whether to use a blank U.S. map and have the students practice learning the states with this lesson or give them a labeled map. You can also give them the U.S. map with capitals.

1. Distribute the labeled and unlabeled Mexico map to the class. Ask the student where is Esperanza from? (Aguascalientes, Mexico) This will be the starting point of her route on the map. Have students locate this state in Mexico and label it on the unlabeled Mexico map that has a scale.
2. Now distribute the U.S. map. Ask where did Esperanza end up in the U.S? (San Joaquin Valley) Project a map showing the San Joaquin Valley in California, which is the very center of California.
   https://en.wikipedia.org/wiki/San_Joaquin_Valley
3. Have students label the valley on the U.S. map.
4. Model an example from a random location to somewhere in California and demonstrate how to measure using a ruler and the scale on the map. **(Scaffolding: modeling)**.
5. Have the students return to the Mexico map and estimate where Esperanza may have crossed the border from Mexico into Arizona.
6. Project the map found at https://en.wikipedia.org/wiki/Rail_transport_in_Mexico#/media/File:Ferromex-map.png   Does this match where they thought she might cross?
7. Have students mark Mexicali, Mexico on the Mexico map. Now they will measure from Aguascaliente to Mexicali. Have them use miles for the measurement unit. (1356 miles) **(Application: hands on, promotes engagement)**.
8. Have them repeat this measuring activity on the U.S. map going from Mexicali to the San Joaquin Valley (Fresno). (376) Have them add the 2 measurements together. (376 + 1356 = 1732 miles)
9. Explain that this is only an estimate. What might make the journey longer? (mountains, rivers, deserts, going around wilderness areas, etc.)
10. Remind students that many parts of the world including Mexico use kilometers. How many kilometers would 1732 miles be? (2787 kilometers)
11. Conclude the lesson by giving the assessment titled Where in the World is Esperanza? and the Vocabulary Test.

Assessment

Geography:
Push and Pull Mind Map can be graded for completeness and correctness. Mastery will be considered 90% or higher.

Where in the World is Esperanza? Assessment can be graded for completeness and correctness. Mastery will be considered 80% or higher.

ELA
The Reading Worksheet can be graded for completeness and correctness. Mastery will be considered 80% or higher.

Mathematics
Question 4 on the Where in the World is Esperanza? Assessment can be graded for correctness. Mastery will be considered 100%.

Extensions

One extension activity teachers can pursue is using primary sources to explore first-hand accounts of American immigrants during the 1930s. You can use the Library of Congress' website to find primary sources, as well as secondary sources. Students can compare the primary sources to the fictional experiences of Esperanza and her family, as well as compare and contrast aspects of primary sources and secondary sources.

An additional extension activity can be using pie charts and other graphs to compare the groups of people immigrating to the United States in the 1930s. Students can distinguish which groups were the most prevalent in the area, and which groups had less immigrants.

Sources

Ryan, Pam Muñoz, author. Esperanza Rising. New York: Scholastic Press, 2000. Print.

United States Map (labeled)
http://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pd
United States Map (unlabeled)
http://geoalliance.asu.edu/sites/default/files/maps/US.pdf

Maps of Mexico (unlabeled and labeled)
http://geoalliance.asu.edu/sites/default/files/maps/Mexico_3pages.pdf

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United States and Capitals (unlabeled)
http://geoalliance.asu.edu/sites/default/files/maps/States_With_Capitals_Unlabeled.pdf
United States and Capitals (labeled)
http://geoalliance.asu.edu/sites/default/files/maps/States_With_Capitals.pdf

Library of Congress: https://www.loc.gov/

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