Where in the World is Esperanza?
Reasons Why Humans Immigrate

**Author**
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**Grade Level**
5

**Duration**
1-2 class periods

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**SIOP Elements**

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**Arizona English Language Proficiency Standards**

**Grade 5**

**Basic**

**Listening and Reading**
Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate
Where in the World is Esperanza? Reasons Why Humans Migrate

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
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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: Adaptating 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, Reading)**

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).**

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  


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: Written, Individual)**

**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.
Where in the World is Esperanza? Reasons Why Humans Immigrate

Sources


United States Map (labeled)

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

United States and Capitals (unlabeled)

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

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