



Esperanza Rising Thematic Unit--© 2010 by Chris Juhl

This thematic set of activities is designed to be used over 22-26 school days. *Esperanza Rising* is a book that teaches the concept of perseverance and not being afraid to try something again. This is similar to the concept of the Phoenix rising from the ashes. This theme is expressed several times in the book. The teacher should note that *Esperanza Rising* several times makes references to Catholic beliefs, rituals, and traditions. It may benefit the class for the teacher to give a brief summary of Catholic beliefs. The book also deals with prejudice. Students in the class may have some preconceived concepts, such as prejudice towards Hispanics. The story addresses the belief that is held by many students that all individuals that migrate from Mexico are poor and/or illegal. It may benefit the teacher to address this belief, in a subtle manner, when the opportunity arises in the story. One of final projects requires the students to produce a power point covering the Mexican Revolution, American Depression, and/or Mexican plantations. This may also present a good opportunity for the teacher to discuss a part of Mexican and/or American culture and history that is often overlooked. The teacher should attempt to take advantage of these opportunities. Please note, the first three pages of the book are an introduction to the book. There are no worksheets or activities for this section. It should be read by the teacher to the class as an introduction before beginning chapter one, Grapes. The teacher should bring to the attention of the class the quote: "Wait a little while and the fruit will fall into your hand." This quote becomes the theme of the entire book.

Day One—Introductory Activity--There are two possible introductory activities for this book. The teacher does not need to do both activities, but he/she may choose to. The first option for an introductory activity is for the teacher to give each student a small container of play-doh and a sheet of clean, white paper. Students should then be told that they have 10 minutes to make a "creative piece of art" from the play-doh. The teacher should be prepared for complaints for this activity; however, the teacher will need to stick to this time frame to be able to teach the concept of having to start over. After the students have finished their pieces of art, the teacher should go around the room and ask each student to explain what he/she has created. After the teacher has given each student a chance to explain his/her play-doh creation, the teacher should ask the students if they are happy with their creations or if they think they could create something better with more time. The question should be asked in such a way to have the students acknowledge that with more time they could create a better quality play-doh sculpture. The students should then be told to take their hands and squash their creation. The assignment for the evening is for students to take home their play-doh and return with a better quality sculpture. The teacher should provide a secure room where students may place their creations the following morning. It is also suggested that the teacher encourage students to take their time to create a really nice play-doh sculpture. The teacher may wish to award small prizes for the best sculpture, the most detailed work, and the most creative work. The teacher should offer something that encourages students to spend 20-40 minutes actually working on improving the sculpture.

The section option for an introductory activity would be for students to play a game of "Around the World" on a basketball goal. Around the World is a game where players have to hit a certain number of shots in order to win. Students begin in one position and shoot the ball. If they make it, they move to the next position. If at any time a player misses, he/she may challenge the miss by shooting again. If, however, the player misses the next time, his/her turn is over and the student must start at the very beginning. Like the previous activity, this activity challenges the students to take chances and to not be afraid to try something again. If this activity is chosen, the teacher will need to ask students to create a drawing showing something in their lives that has caused them to



start over. The teacher should begin a student-led but teacher-directed conversation on the fear of starting something over.

Day Two— For students doing the play-doh creation—Have each student place the play-doh creation on his/her desk. Next, walk around the room and have each student describe his/her creation. After the creation is described, ask the student how long he/she spent perfecting the creation. Ask each student if he/she thinks that the new creation is better or worse than the creation that they originally made in class. For classes that played Around the World, students should first describe and then display their pictures on a community board. Through a student-led and teacher-directed discussion, students should come to several realizations. The first is that if you do not have immediate success then you should not be afraid to begin again. The second is that to be successful at any task takes time and patience.

The teacher should then say:

The book you are about to read is a true to life story and is based on a real person. It is a story that contains events from the life of the author’s grandmother. Most of the events and conversations in the book did not take place as described in the story; however, the events described in the story happened to many families of Hispanic descent. The story is of a young Mexican girl who comes to America.

After reading this statement, the teacher should pass out a book to each student.

After passing out the books, the teacher should go over the three learning strategies that students will be using in this book. It is suggested that the first chapter worksheet be completed as a class activity. This allows the students as a class to understand what is expected of them throughout the book.

Book activities: Three reading/writing activities will be used while reading this book. All three strategies will be implemented on the same worksheet.

The first reading strategy involves looking for a particular word in the chapter that answers the clue on the worksheet. Before the students begin reading the chapter, the teacher will need to hand out a chapter worksheet. The first activity on this worksheet asks the students to find the answers to a series of clues. After finding the answer, students will be instructed to place the answers on the spaces that match each number below the clues. For example, the first clue may state: A red fruit that grows on trees and is plentiful in Washington State. Each letter of the answer, apple, should be placed on the corresponding lines below the clues. The teacher should stress to the students that the answers will be the exact number of letters as there are spaces. The instructions then tell the students to circle the letter that fills the space that matches the number at the end of the spaces. For example, if the number four follows the answer apple, the students should circle the letter “L” because it is the fourth letter in the answer. In general, the clues come in chronological order in the chapter.

The second reading strategy involves finding the theme of the chapter from the clues given on the first part of the worksheet and then writing a paragraph on that theme. Students will be taking notes by underlining. Students should be shown that the circled letter from the top part of the worksheet form a word that they will now write on the blank line in the middle of the page. Students will then need to write a paragraph on the back of the worksheet on how this theme is touched on in the chapter. Students may need help in two areas for this activity. First, students may need added instruction on how to write a thematic paragraph. For example, if the theme is



happiness, students should be instructed to look for examples of how the main character experienced happiness in the chapter. Second, students may need help in identifying how the fruit named at the beginning of the chapter exhibits the theme for the chapter. Depending on the student's comprehension, abstract reasoning, and writing skills, the teacher may wish to give some leniency in grading this section at first. The teacher should hold students to higher standards after students have written several of these types of paragraphs. It is important for this strategy for the teacher to stress that students will need to reread the chapter and underline/highlight events that help set the theme for this chapter.

The final reading strategy is a type of sticky-note discussions. The teacher should inform students a week or two before reading the book that they will need sticky-notes for this book. For this chapter, sticky-notes are used by students while reading to mark interesting or humorous incidents, or for students to mark an area where they may have questions while reading. Students should mark at least three items while reading the chapter. These items then should be written at the bottom of the page by the Sticky-note Discussion section. After the worksheets have been turned in, the teacher should take a few minutes to read some of these sticky-note observations to the class and spend a few minutes discussing the better observations. This activity could be done every two to three days in class.

Experience the Book! Activities: There are four potential Experience the Book! activities for this book.

First Experience the Book! Activity: This activity could actually be an ongoing activity done at the beginning of each chapter. Chapters in this book are not numbered but rather given the names of fruits or vegetables—grapes, peaches, asparagus, etc. This activity may be done in several ways. First, regardless of how the teacher uses these fruits and vegetables, it is advised that the teacher read the section to the class from the Q & A with Pam Munoz Ryan in the back of the book. One question asks why the chapters are named after fruits and vegetables. Mrs. Ryan explains that Esperanza's life goes through cycles like the planting season, so she wanted the book to go through cycles as well. It is advised that before the class begins a chapter, the teacher should bring in a small portion of the fruit or vegetable that is the title of that chapter. Students could then eat the fruit or vegetable that will help establish the theme for that chapter. The second option would be for the class to eat these fruits and vegetables at the end of the book as a "final banquet" to celebrate the completion of the book.

Second Experience the Book! Activity: The second Experience the Book! activity should be done after the reading of chapter 4, Guavas. In this chapter, Mama makes a yarn doll for a little girl on the train. In the back of the book, there are directions on how to make this yarn doll. The students should spend some time making several yarn dolls. The students should then give these yarn dolls away at the end of the school day to other students in lower grades.

Third Experience the Book! Activity: The third Experience the Book! activity should be done after reading of chapter 7, Almonds. This activity involves watching a video on either the Great Depression, the Mexican Revolution of the 1920's and '30's, or a video on the life of Mexican immigrants during this time. This video may be one good option:
Classic Mexican & Mexican American Culture Films DVD: (3) 1930s – 1960s Mexico & Mexican Food, Family, Culture, & Traditions and Los Angeles, California & Mexican American Family Culture Films



This helps to give students a realistic look at life for migrant pickers in Southern California.

Fourth Experience the Book! Activity: The fourth Experience the Book! activity should be done after reading chapter 11, Peaches. Several times in the book Jamaica Flower Punch is mentioned. Like the yarn doll, the directions on how to make this punch are written in the back of the book. The class should spend one day making and drinking this unique punch/tea. It is advised that the teacher purchase hibiscus flavored tea rather than actual hibiscus flowers.

Final Projects: There are four possible final projects for this book. The teacher may wish to assign all four or only a portion of them. It would be best to assign all four to the better readers.

The first final project will take time and should be assigned immediately. It is to memorize at least ten proverbs from the book of Proverbs. Esperanza's father quotes a great proverb to her at the beginning of the book, "Wait a little while and the fruit will fall into your hand." The teacher may wish to reference this web page to choose ten great proverbs:

http://www.allgreatquotes.com/bible_quotes_proverbs.shtml

The second final project should also be started early in the reading of the book. This project requires the students to create a power point presentation on one of the historical events/aspects mentioned in the book. These include but are not limited to: Mexican plantations, The Mexican Revolutionary War, migrant workers, The Great Depression, The Dust Bowl, and labor strikes in California. The teacher should produce a rubric for each student to follow for this activity. It is suggested that the power point presentation be between 10-12 slides and finished by the time the book is completed.

The third final project is for each student to do a family tree or family history on his/her family. The story of Esperanza is loosely based on the grandmother of the author, Pam Munoz Ryan. Pam gleaned this information by talking to her grandmother. The teacher should encourage students to do the same with their parents, grandparents, great-grandparents, and any other family members. The extent of the project should be up to the teacher. Projects may include a literal family tree, a brief family history, or a short story of a family member, similar to Pam's story of her grandmother.

The fourth final project is for students to help those that are less fortunate than themselves. This activity can be open-ended and may include a canned good collection or clothes collection. It would be beneficial for the teacher to help the class adopt a family in need. The class could possibly adopt a family similar to Esperanza's that was burned out and forced to leave home. The emphasis should be placed on how the class can work together to help someone in need, much as Esperanza receive assistance in rising from the ashes of her life. Since crocheting plays such a big part in the story, the teacher may wish to find someone who can come in and help teach the students how to crochet a blanket or scarf for this needy family.



Worksheet Esperanza Rising Chapter One--Grapes

Name _____ (Total points for page 30)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Name Esperanza calls her father
2. Color of Esperanza's hair
3. What father wears on his face
4. Bad thought of the future that Esperanza dismisses
5. Event Esperanza is about to celebrate
6. Type of doll Esperanza will receive
7. Item at the end of the bed that holds linens for algun dia
8. Region of Mexico that Hortensia is from
9. Spanish word for a party

1. _____ (2)
2. _____ (1)
3. _____ (2)
4. _____ (6)
5. _____ (6)
6. _____ (7)
7. _____ (4)
8. _____ (5)
9. _____ (3)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Two—Papayas

Name _____ (Total points for page 30)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Papaya, coconut, and lime _____ was Esperanza’s favorite
2. The _____ of the flowers gave everyone a headache
3. Marisol offered it to Esperanza at Papa’s death
4. Tio Luis is president of it
5. Tio Luis proposed it to Mama
6. Place Miguel, Alfonso, and Hortensia plan to go
7. Gift Miguel gives to Esperanza

1. _____ (1)

2. _____ (3)

3. _____ (4)

4. _____ (3)

5. _____ (8)

6. _____ (7)

7. _____ (3)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Three—Figs

Name _____ (Total points for page 30)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Type of bear Esperanza dreamed was chasing her
2. This destroyed the house
3. Grandma saved her _____ from the house
4. Mama’s first name
5. The bird that rises from its ashes
6. Mama had these from the convent’s poor box
7. Esperanza told Tio Luis she was _____ he would take care of her and
Mama

1. _____ (8)
2. _____ (4)
3. _____ (1)
4. _____ (1)
5. _____ (4)
6. _____ (1)
7. _____ (5)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Four—Guavas

Name _____ (Total points for page 30)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Mama, Hortensia, and Esperanza slide and hide between these in the wagon
2. Thought they had permission to steal from the rich and give to poor
3. Miguel had it in his pocket and pushed it out from under the bed
4. Town where Esperanza went to catch the train
5. Mama made a yarn one for a little girl
6. What Buena suerte means
7. New friend Mama meets on the train

1. _____ (1)

2. _____ (1)

3. _____ (5)

4. _____ (6)

5. _____ (1)

6. _____ (3)

7. _____ (4)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Five—Cantaloupes

Name _____ (Total points for page 30)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Alfonso’s brother
2. Sweet-smelling fruit that was reassuring and familiar
3. New home has it piped in cold
4. Looked like monstrous lions sitting on the ridge
5. Marta is about his age
6. Marta asks Esperanza if she has a silver one stuck in her mouth
7. Marta says the workers might do this to get better conditions

1. _____ (4)
2. _____ (6)
3. _____ (1)
4. _____ (4)
5. _____ (5)
6. _____ (1)
7. _____ (1)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Six—Onions

Name _____ (Total points for page 30)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Isabel tells Esperanza in some camps these are used for toilets
2. Esperanza thinks the cabins look like stalls for these animals
3. Mama will pack grapes while working in one of these
4. Esperanza will sweep this
5. Isabel’s best friend
6. Marta’s new nickname for Esperanza
7. Miguel shows Esperanza how to use one

1. _____ (1)

2. _____ (5)

3. _____ (1)

4. _____ (1)

5. _____ (6)

6. _____ (2)

7. _____ (2)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the vegetable is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Seven—Almonds

Name _____ (Total points for page 30)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Esperanza says Miguel and Alfonso are full of them
2. The Spanish word for “little houses”
3. Esperanza was accustomed to being bathed by her
4. Isabel wanted one for a pet
5. The name of the previous camp where Juan, Josefina, and Isabel lived
6. Isabel asked if Esperanza had them in Mexico
7. Esperanza felt this when talking to Isabel about being rich
8. Everyone goes to Bakersfield on Sunday to attend this

1. _____ (1)
2. _____ (5)
3. _____ (3)
4. _____ (5)
5. _____ (5)
6. _____ (4)
7. _____ (1)
8. _____ (2)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the nut is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Eight—Plums

Name _____ (Total points for page 30)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. How Esperanza thought Abuelita would feel about Esperanza babysitting
2. The diapers smelled this way
3. Esperanza forgot to add water to them
4. The babies created a pile of these
5. Made the babies sick
6. Baby that reached for Esperanza the most
7. Type of storm that hit
8. Name of Isabel’s kitten
9. Mama kept doing this while sick
10. Valley Fever causes these to ache

1. _____ (5)
2. _____ (6)
3. _____ (5)
4. _____ (6)
5. _____ (3)
6. _____ (3)
7. _____ (4)
8. _____ (6)
9. _____ (2)
10. _____ (4)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Nine—Potatoes

Name _____ (30 pts.)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Kinds of rows made by crocheting
2. Abuelita wove these into the blanket
3. Place Mama is taken
4. Planting potato eyes will make new potatoes _____
5. Un cuento de hadas is a _____
6. Holiday celebrated in this chapter

1. _____ (3)

2. _____ (4)

3. _____ (2)

4. _____ (4)

5. _____ (6)

6. _____ (2)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the vegetable is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Ten—Avocados

Name _____ (30 pts.)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Fruit vine that Esperanza ties at the beginning of the chapter
2. Food from avocados that Mama’s hands looked like
3. Disease Mama now has
4. Type of dirty dress Esperanza wears
5. Item Esperanza buys for Mama and stuffs with caramels
6. Type of ditches in the strikers camp where washing and bathing took place
7. People are coming from Oklahoma, Arkansas, and _____ to look for jobs
8. Miguel got a job at the machine _____

1. _____ (2)

2. _____ (7)

3. _____ (4)

4. _____ (5)

5. _____ (2)

6. _____ (10)

7. _____ (2)

8. _____ (1)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Eleven—Asparagus

Name _____ (30 pts.)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Strikers yell, “Help us feed our _____!”
2. Type of snakes writhing in crates
3. Group who does the “sweep”
4. Voluntary deportation is when the _____ of the strikers leaves the country with the striker
5. Spanish for the officers rounding up strikers
6. Thinks in time the strikers will reorganize stronger than before
7. Where the strikers who are arrested will be sent
8. The only living thing found in the striker’s camp

1. _____ (1)
2. _____ (2)
3. _____ (11)
4. _____ (1)
5. _____ (1)
6. _____ (2)
7. _____ (5)
8. _____ (4)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the vegetable is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Twelve—Peaches

Name _____ (30 pts.)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. The grade that Isabel is in
2. The people from this state have a new camp bought and built for them
3. The new camp will also have this for everyone, but the Mexicans can only use it on Fridays
4. Miguel had to dig these at work
5. Esperanza tells Isabel to take the doll to school to show her _____
6. He leaves the family and the camp
7. Esperanza hid her money orders here

1. _____ (2)
2. _____ (1)
3. _____ (1)
4. _____ (6)
5. _____ (1)
6. _____ (4)
7. _____ (3)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Worksheet Esperanza Rising Chapter Thirteen—Grapes

Name _____ (30 pts.)

From the chapter, find the word described in each of the following clues. Place the word on the line below the clues that goes with each clue. (10 pts.)

1. Mama loved the white ones
2. Type of station where Hortensia, Alfonso, and Esperanza will meet Miguel
3. Person with Miguel
4. Abuelita calls her granddaughter her mi _____
5. Abuelita gave Isabel a flat stone, and Isabel gave Abuelita this _____
6. Nine stitches down to the bottom of the _____
7. Valleys and these are what Esperanza faced and what you refer to when crocheting
8. Mama’s blanket was a cacophony of this _____
9. The number of stitches to the top of the mountain

1. _____ (3)
2. _____ (1)
3. _____ (3)
4. _____ (1)
5. _____ (4)
6. _____ (2)
7. _____ (4)
8. _____ (1)
9. _____ (2)

After all of the above answers have been filled in, circle the letter that matches the number in the parentheses after the answer. Next, write down these letters in order on this line:

_____ This word is the theme of this chapter. On the back of this worksheet or on another sheet of paper, write a paragraph on why this word is important in this chapter and how the fruit is used. (15 pts.)

Sticky note discussion: Using your sticky note ideas, write down at least three interesting thoughts or questions that came to your mind while reading this chapter. (5 pts.)



Teacher Edition

Grapes: Clues—1—Papi; 2—black; 3—mustache; 4—premonition; 5—birthday; 6—porcelain; 7—trunk; 8—Oaxaca; 9—fiesta

Theme word in blank—Abundance

Grapes essay: Answers could include: Esperanza has a life of abundance. She has a father, mother, and grandmother that love her dearly. She lives on a large ranch in Mexico with many servants. She is about to celebrate a birthday and will have a wonderful party (fiesta) with her family and friends. The grapes represent this abundance as they are what help to finance the farm. Grapes are abundant on the farm. Things are pleasant and easy for Esperanza.

Sticky note discussion: Answers will vary but should reflect thoughtful remarks from the chapter.

Papayas: Clues—1—salad; 2—fragrance; 3—condolences; 4—bank; 5—marriage; 6—United States; 7—roses

Theme word in blank—Sadness

Papayas essay: Answers could include: Death of Papa; smell of papayas rotting reminded Esperanza of Papa's death. Papa's brother, Tio Luis offers to marry Mama. It is the end of abundance for Esperanza.

Figs: Clues—1—enormous; 2—fire; 3—crocheting; 4—Ramona; 5—phoenix; 6—clothes; 7—happy

Theme word in blank—Secrecy

Figs essay: Answers could include: Mama and Esperanza make plans to go to the United States. Senor Rodriquez brings figs to the secret meetings. The figs hide the real reason he comes to visit.

Guavas: Clues—1—floors; 2—renegades; 3—mouse; 4—Zacatecas; 5—doll; 6—good luck; 7—Carmen

Theme word in blank—Freedom

Guavas essay: Answers could include: Esperanza learns it is freeing to accept who you are—rich or poor. Mama and Esperanza escape towards the U.S. They hide in a wagon carrying guavas. The guavas hide their escape to freedom.

Cantaloupes: Clues—1—Juan; 2—oranges; 3—water; 4—mountains; 5—Miguel; 6—spoon; 7—strike

Theme word in blank—Newness

Cantaloupes essay: Answers could include: All the things that are new to Esperanza. New home-Mexican work camp; New friends-Isabel, Juan's family; New enemy-Marta; Cantaloupes are thrown on the truck as Esperanza does new things.



Onions: Clues—1--ditches; 2—horses; 3—sheds; 4—platform; 5—Silvia; 6—Cinderella; 7—broom

Theme word in blank: Despair

Onions essay: Answers could include: Esperanza lives in a home that is like a horse stall. She must watch kids all day. She must wash diapers by hands. The despair is like the onion that has layers and makes one cry.

Almonds: Clues—1—secrets; 2—casitas; 3—Hortensia; 4—kitten; 5—El Centro; 6—parties; 7—guilty; 8—church

Theme word in blank: Strength

Almonds essay: Answers could include: Esperanza is developing strength like that of an almond shell. Esperanza and Mama are strong and will be able to go on. They will be able to have a better life.

Plums: Clues— 1—proud; 2—atrocious; 3—beans; 4—diapers; 5—plums; 6—Pepe; 7—dust; 8—Chiquita; 9—coughing; 10—joints

Theme word in blank: Disruption

Plums essay: Answers could include: The plums disrupt the babies' stomachs which in turn disrupts Esperanza's day. Babysitting disrupts Esperanza's life. The strike will disrupt the workers' lives. Dust storm disrupts the day. Mama's illness disrupts everyone's life.

Potatoes: Clues—1—zigzag; 2—hairs; 3—hospital; 4—grow; 5—fairy tale; 6—Christmas

Theme word in blank: Growth

Potatoes essay: Answer could include: The potato eyes will be planted and grow new potatoes. Esperanza is growing into a fine young lady. She is no longer a child but has become a young lady concerned about her mother.

Avocados: Clues—1—grapevines; 2—guacamole; 3—pneumonia; 4—shirtwaist; 5—pinata; 6—irrigation; 7—Texas—8—shop

Theme word in blank: Routines

Avocado essay: Answer could include: Avocados help to soothe the pain from the routine of work. Esperanza is in a routine of working, sleeping, and saving money for Abuelita to come to America. She can't see Mama, and she is living day-to-day to just survive. The book says she is "going through the motions of living."

Asparagus: Clues—1—children; 2—gopher; 3—immigration; 4—family; 5—La Migra; 6--Miguel; 7--Mexico; 8—goat



Theme word in blank: Conflict

Asparagus essay: Answer could include: The workers strike when the asparagus needs to be picked because there is a specific time to pick asparagus. The strikers create conflict or trouble for the company and the workers. Immigration officials have conflict with the strikers. Esperanza begins to have internal conflict because she is beginning to have sympathy for the strikers' cause.

Peaches: Clues—1—third; 2—Oklahoma; 3—pool; 4—ditches; 5—friends; 6—Miguel; 7—valise

Theme word in blank: Hopeful

Peaches essay: Answer could include: Miguel is optimistic and hopeful that everyone in the camp will still someday have a better life. He uses Papa's phrase—"Wait a little while and the fruit will fall into your hands." Isabel is hopeful that she will win Queen of May. Esperanza is hopeful that Mama will get better soon. Esperanza gives Isabel a bag of peaches as she discusses the hopeful possibility that Mama could come home soon.

Grapes: Clues— 1—peaches; 2—bus; 3—Abuelita; 4—nieta; 5—wildflowers; 6—valley; 7—mountains; 8—color; 9—ten

Theme word in blank: Abundance

Grapes essay: Answer could include: Esperanza lives a life of abundance again. It is just a different type of abundance. She has Mama back and Abuelita with her. She has Isabel and the others from her new family. She is able to share life with Miguel. Mama is surrounded by the grapes when Abuelita arrives--abundance has returned.



Spelling and Vocabulary Words *Esperanza Rising* Week One

1. incline
2. caterpillar
3. scythe
4. bandanas
5. elegant
6. mustache
7. fiesta
8. anticipated
9. bouquets
10. vicious
11. automatically
12. premonition
13. patio
14. serenaded
15. congregate
16. porcelain
17. camisoles
18. superstitions
19. precisely
20. sympathetic
21. crochet
22. capricious
23. propriety
24. philosophical
25. resurrected



Spelling and Vocabulary Words *Esperanza Rising* Week Two

1. taunting
2. candelabra
3. tormented
4. melodic
5. anguish
6. papayas
7. rosaries
8. fragrances
9. condolences
10. cordial
11. methodically
12. enormous
13. indignation
14. appropriate
15. campaign
16. pretentious
17. devious
18. miniature
19. trellises
20. reputation
21. pungent
22. suffocate
23. silhouetted
24. penetrate
25. correspondence



Spelling and Vocabulary Words *Esperanza Rising* Week Three

1. engagement
2. waif
3. valise
4. tamales
5. parallel
6. renegades
7. innocent
8. persistent
9. mesmerized
10. peasants
11. undulating
12. apologizing
13. orphanage
14. monotonous
15. irritable
16. caboose
17. intimate
18. inappropriate
19. disembarked
20. panorama
21. stagnant
22. perspiration
23. demeanor
24. jalopy
25. aroma



Spelling and Vocabulary Words *Esperanza Rising* Week Four

1. cherubs
2. sparse
3. sensation
4. careening
5. nauseous
6. staccato
7. spacious
8. monstrous
9. somersaulted
10. pajamas
11. visualize
12. Cinderella
13. humiliation
14. ridicule
15. hibiscus
16. desperately
17. extravagant
18. repositioning
19. atrocious
20. sympathetic
21. cacophony
22. buoyed
23. plateau
24. symphonies
25. infuriated



Spelling and Vocabulary Words *Esperanza Rising* Week Five

1. antiseptic
2. pronounced
3. diplomas
4. optimism
5. grimace
6. irrigation
7. alyssum
8. desolate
9. repositioning
10. anguish
11. desolate
12. deportation
13. efficient
14. asparagus
15. menacing
16. recuperation
17. temporary
18. squalor
19. hypnotized
20. accomplishments
21. persimmons
22. nectarines
23. apricots
24. immunized
25. demonstrated