

Mini-Lesson

Vocabulary Routine: *hysteria* (L 4, 5)

Hysteria is a Greek word with two parts or combining forms (similar to compound words). The first part of the word ‘hyster’ (hysteric) means *emotion*. (This Greek combining form literally means womb and was used originally this way because the Greeks believed that strong emotion was connected to the woman.) The second part ‘ia’ means *a condition*. Therefore, the word ‘hysteria’ means *a condition of strong emotion*.

Video: “The Story of the Witch Hunt”

http://www.stmars.com/SalemWitch_New/story.html (Bit.ly/Day16WestingGame1)

In this video...you will learn about the events of the Salem witch trials. This video builds background knowledge prior to reading the article, “Seeds of Paranoia: The Salem Witch Trials”.

Instructional Read-Aloud

Topic: “Seeds of Paranoia: The Salem Witch Trials” by Sarah Collinge

In this article...you will learn about the Salem Witch Trials and how they have become an American symbol of what can go wrong when people become suspicious of and fearful of their neighbors.

In this lesson...you will be modeling how readers focus on gathering important information while reading. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic. You will be modeling how to use an outside text to help you think about the inspiration for a story.

Prior to teaching this lesson, you will want to download the video, “The Story of the Witch Hunt”. You will also want to photocopy the article “Seeds of Paranoia: The Salem Witch Trials” for all of your students.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Predict

Show understanding of important story elements (RI 3)

- Plot

Interpret figurative meanings and analyze how specific word choice shapes meaning (RI 4)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers pay attention to the main character and the plot when reading mystery.

In our last session, we paid attention to the chain of events in *The Westing Game* and began to make predictions.

Teach:

Now I am going to teach you...

...that good readers pay attention to the author's craft and consider the author's purpose.

On page 21 of *The Westing Game*, Otis Amber gives each heir a letter. As they receive the letter, each heir must sign their name on a receipt and give their position. Otis explains that a position is "like a job."

When Turtle signs the receipt, she lists her position as 'witch'. The author selects this position for Turtle very purposefully, with the intent of using this term to draw our attention to an American symbol.

Today, we will be reading about the symbolic meaning of the Salem Witch Trials that occurred in Salem, Massachusetts in 1692. Before we begin reading, I would like to play a short video that summarizes the events of the Salem witch trials.

Play the video: "The Story of the Witch Hunt"

Now that you have some background knowledge about the Salem witch trials, we are going to read the article, "Seeds of Paranoia: The Salem Witch Trials."

As we read, watch me as I model how I think about what is important in this article.

Notice how I think about how the information in the article relates to the story *The Westing Game*, and make predictions.

Today we will be using this stem for turn and talk:

When the article said _____, I was thinking this was important because _____. This makes me think _____.



Begin reading "Seeds of Paranoia: The Salem Witch Trials".

Model:



Stop after: “Soon other girls began to act in a similar manner.” (paragraph 1)

When the article said that the story of the Salem Witch Trials began when a few girls began acting very strangely, **I was thinking this was important because** it reminds me of the story Sandy and Otis told about the boys who went into the Westing house on Halloween. One of the poor fellas “just sits in the state asylum saying ‘purple waves, purple waves’ over and over again.” **This makes me think** that the events in *The Westing Game* will be similar to the events of the Salem witch trials.

Discuss: Do you agree or disagree with my thinking?

When the article said soon, other girls, began to act similarly, **I was thinking this was important because** it helps me understand that the girls in Salem were influenced by their peers. **This makes me think** that the characters in *The Westing Game* are going to be influenced by each other.

Discuss: Do you agree or disagree with my thinking?

Guided Practice:



Stop after: “Over 150 men, women, and children were accused, many of whom were considered troublesome and disorderly outsiders.” (paragraph 3).

What did you think was important here and what are you predicting will happen in *The Westing Game*?

Turn and talk to your partners using this stem:

When the article said _____, I was thinking this was important because _____. This makes me think _____.

Guided Practice:



Stop after: “Spectral evidence (testimony about dreams and visions) was recognized by the court and used as evidence.” (paragraph 4).

What did you think was important here and what are you predicting will happen in *The Westing Game*?

Turn and talk to your partners using this stem:

When the article said _____, I was thinking this was important because _____. This makes me think _____.

Guided Practice:



Stop after: “The story of the Salem Witch Trials now stands as a symbol of what can go wrong when people become suspicious of and fearful of their neighbors.” (paragraph 7)

What did you think was important here and what are you predicting will happen in *The Westing Game*?

Turn and talk to your partners using this stem:

When the article said _____, I was thinking this was important because _____. This makes me think _____.

Stretch It:

Our understanding of the events of the Salem Witch Trials and the hysteria these events caused will help us make predictions in *The Westing Game*. In the video, “The Story of the Witch Hunt” we learned that Anne Putnam publically acknowledged her role in the hysteria of the Salem witch trials. She said, “It was a great delusion of Satan that deceived me at that sad time...” A delusion is a belief that is not true. What we learn from her confession is that the accusations of witchcraft were not true.

In *The Westing Game* one of the heirs has been accused of murdering Sam Westing.

Discuss: Do you think one of the heirs murdered Sam Westing? Why or why not?

Link:

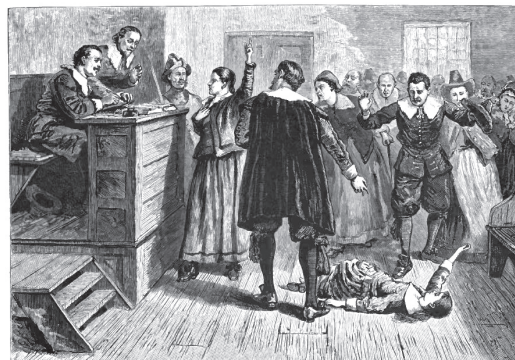
Today and every day when you read...

...I want you to consider how information in outside sources might help you understand the topic of a story better.

Seeds of Paranoia: The Salem Witch Trials

By Sarah Collinge

The infamous Salem Witch Trials began in 1692 when a few girls, who had become friendly with a slave woman named Tituba, began acting very strangely. They fell into hysterical screaming, body convulsions, and barking like dogs. Soon, other girls began to act in a similar manner.



WITCHCRAFT AT SALEM VILLAGE

A local doctor diagnosed the girls as being bewitched and the town accused Tituba, and two other women, of witchcraft. This started a chain-reaction of confessions, denunciations, and arrests.

With the seed of paranoia and hysteria planted, a stream of accusations followed for the next few months. Over 150 men, women, and children were accused, many of whom were considered troublesome or disorderly outsiders.

Eventually, the trials began to overwhelm the local justice system and so a special court convened in Salem to hear the cases. Spectral evidence (testimony about dreams and visions) was recognized by the court and used as evidence.

In total, nineteen people were executed during the Salem witch trials, both male and female. The court later deemed the trials unlawful.

Historians now believe that the accused were victims of mob mentality, which describes how people can be influenced by their peers to adopt certain behaviors on a largely emotional, rather than rational basis. Mob mentality leads to mass hysteria, and scapegoating.

Today, the town of Salem continues to tell the story of the hysteria of 1692. The Peabody Essex Museum houses the original court documents, and the Salem Witch Museum houses 13 life-size stage sets retelling the emotional events of the trials. The story of the Salem Witch Trials now stands as a symbol of what can go wrong when people become suspicious of and fearful of their neighbors.

References:

Blumberg, J. (2007). *A brief history of the Salem Witch Trials: One town's strange journey from paranoia to pardon*. Retrieved May 11, 2018 from <https://www.smithsonianmag.com/history/a-brief-history-of-the-salem-witch-trials-175162489/>

Brooks, R. B. (2015). *The Salem Witch Trials victims: Who were they?* Retrieved May 11, 2018 from <http://historyofmassachusetts.org/salem-witch-trials-victims/>

History.com Staff (2011). *Salem Witch Trials*. Retrieved May 11, 2018 from <https://www.history.com/topics/salem-witch-trials>

Mini-Lesson

Vocabulary Routine: *redemption* (L 4, 5)

The prefix ‘re’ means *again*. The base word ‘deem’ means *belief or opinion*. The word ‘redeem’ means *to bring a belief or an opinion back*. The suffix ‘tion’ makes this word a noun. ‘Redemption’ means *an act in which an opinion or belief is brought back*. This word has very positive connotations. It usually refers to being returned to a state of positive opinions or beliefs.

Video: “Andrew Carnegie—Rags to Riches, Power to Peace”

Produced by Sonita Gale, 2015

Retrieved on June 19, 2018, from <https://vimeo.com/185159967>

Also available on Amazon Prime <https://www.amazon.com/Andrew-Carnegie-Riches-Power-Peace/dp/B01KYBPJ6O>

This video tells about...Andrew Carnegie’s life. The section of the video students will view (0:00 – 18:52) focuses specifically on Carnegie’s rise from rags to riches, and his famous essay, *The Gospel of Wealth*.

In this lesson...you be modeling how readers focus on gathering important information while reading. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic and gain understanding of the author’s message.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Predict

Determine central ideas or themes (RI 2)

Show understanding of important story elements (RI 3)

- Plot

Integrate content presented in diverse media formats (RI 7)

Analyze how two texts address similar topics (RI 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers recognize the turning point at the end of quadrant 3 and determine the author's message. In our previous lesson, we identified the turning point of the book *The Westing Game* as that moment when the reader learns that Berthe Erica Crow is Sam Westing's former wife. We also learn that she believes that Sam Westing is still alive and that her life is in danger.

Teach:

Today I am going to teach you...

...that good readers use the turning point to think about the author's message.

We have been collecting evidence to show that things aren't always what they seem. Until this point in the book, we believed Sam Westing to be dead. We also believed that he was murdered by one of the heirs. Now we know that we may have been deceived. It is possible that Sam Westing is alive and therefore has not been murdered at all!

The fact that Sam Westing may still be alive is only the first part of the turning point. The second part of the turning point is Crow's belief that Sam Westing is using the Westing game to seek his revenge. She believes her life is in danger. If Ellen Raskin's message is "that things aren't always what they seem," then this probably is *not* true. Sam Westing likely staged his own death for another purpose.

Today, we are going to use an outside text to help us think about what that purpose might be. We are going to be looking again at the life of Andrew Carnegie. We know that his life, just like Sam Westing's life, exemplifies the American Dream. The similarities between the life of Andrew Carnegie and the life of Sam Westing may help us consider why Sam Westing may have chosen to stage his own death.

As we watch the video, watch me as I model how I recognize similarities between the life of Andrew Carnegie and the life of Sam Westing.

Notice how I use these similarities to think about the message of the book.

Today we will be using this stem for turn and talk:

When the video said _____, I was thinking this was important because _____. This makes me think _____.

Play the video: "Andrew Carnegie—Rags to Riches, Power to Peace"

Model:

Stop after: “I will cure such poverty when I become a man.” (4:31)

When the video said Andrew Carnegie vowed to cure his poverty when he came to be a man, **I was thinking this was important because** this is a similarity between Andrew Carnegie and Sam Westing. **This makes me think** that both men represent the ambitious climb toward wealth.

Guided Practice:

Stop after: “I am determined to build my fortune.” (7:16)

What did you think was important here, and what are you predicting will happen in *The Westing Game*?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was important because _____. This makes me think _____.

Guided Practice:

Stop after: “The more I earn, the more I can give away, and for the next twenty years, the fast changing American economy allows my wealth to grow and grow.” (10:30)

What did you think was important here, and what are you predicting will happen in *The Westing Game*?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was important because _____. This makes me think _____.

(Nudge students to consider the fact that Sam Westing did not fake his own death in order to seek revenge, but to give his money away.)

Guided Practice:

Stop after: “Nothing has ever wounded me so deeply.” (14:40)

What did you think was important here, and what are you predicting will happen in *The Westing Game*?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was important because _____. This makes me think _____.

(Nudge students to consider the fact that Sam Westing did not fake his own death in order to seek revenge, but to seek redemption.)

Guided Practice:

Stop after: “That was his mission in life, really; to make a lot of money and then give it away.” (18:52)

What did you think was important here, and what are you predicting will happen in *The Westing Game*?

Turn and talk to your partners using this stem:

When the video said _____, I was thinking this was important because _____. This makes me think _____.

(Nudge students to consider the fact that Sam Westing did not fake his own death in order to seek revenge, but to give his money away.)

Stretch It:

Discuss: How does the turning point in the book *The Westing Game* communicate Ellen Raskin’s message?

Link:

Today and every day when you read...

...I want you to consider how information in outside sources might help you understand the message of a story better.

DAY 4, SETTING

In this lesson...you will remind students how good readers focus on the setting—often in terms of either the location in which the story takes place, which may be shown on a map or in an image, or the time period in which the story takes place, which may be shown on a timeline.

To prepare for this lesson, print the following maps and images for each of the book club groups.

A Letter to Mrs. Roosevelt

http://www.worldmapsonline.com/UnivHist/30155_6.gif or [Bit.ly/SettingALetter](http://bit.ly/SettingALetter)

Sylvia & Aki

Picture of Aki (Age 12) from the back of the book *Sylvia and Aki*.
Excerpt from the book *Japanese Immigrants*, By Scott Ingram (included).

Out of the Dust

Map of the Dust Bowl Region and Migration Route (included)

Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RL 3)

- Setting

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers use comprehension strategies to identify important characters and infer character traits.

Teach:

Today I am going to remind you...

...that good readers pay attention to the setting of the story. Today you will focus on better understanding the setting of your story, which includes both the time and the location in which your story takes place.

Please open up your book club notebooks to page 12 where you listed the important events of Franklin D. Roosevelt's presidency. You will be turning this list of events into a timeline by writing corresponding dates in the margin.

The first date is 1932; this was the year Franklin D. Roosevelt was first elected president.

(Model adding the date 1932 in the margin.)

In 1933 Roosevelt launched the New Deal.

(Modeling adding the date 1933 in the margin.)

The Japanese attacked Pearl Harbor and the U.S. became involved in WWII in 1941.

(Model adding the date 1941 in the margin.)

Roosevelt died in office on April 12, 1945, just four months before the end of WWII.

(Model adding the date 1945 in the margin.)

The books we are currently reading in book clubs all took place during President Roosevelt's presidency.

Discuss: In what year does each story begin?

(Have each student place a star next to the date where his or her story begins: *A Letter to Mrs. Roosevelt*, 1933; *Sylvia & Aki*, 1941; and *Out of the Dust*, 1934.)

Guided Practice—Work Time:

Now turn to page 10 in your book club notebooks. Today as you read, you will stop each time a new detail is revealed about the setting and visualize the setting in your mind. To help you visualize the setting, you will use a printed map or image.

If you are reading *A Letter to Mrs. Roosevelt*, you will be viewing a map showing the percentage of the labor force that was unemployed in the United States during the Great Depression, 1929–1939. As you read, you will make some notes on this handout detailing what life was like for people living in Pennsylvania during this time of high unemployment.

(Hand out the map and instruct students to tape the map into their book club notebooks on page 10.)

If you are reading *Sylvia & Aki*, you will read an outside text about Japanese immigrants and farming in California. You will also view a photograph of Aki, her home in the background. As you reread chapter 2 of *Sylvia & Aki*, you will make some notes on this handout that detail what the farm described in your book is like.

(Hand out the article and image and instruct students to tape the article and image into their book club notebooks on page 10.)

If you are reading *Out of the Dust*, you will be viewing a map showing areas that suffered damage during the dust storms. As you read, you will add some notes to this handout that detail what life was like for people living in the area of severe damage.

(Hand out the map and instruct students to tape the map into their book club notebooks on page 10.)

You will each be reading and completing your setting list independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work. Then you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

A Letter to Mrs. Roosevelt—Reread chapter 2 (pp. 6–9).

Sylvia & Aki—Read the article, then reread chapter 1 (pp. 3–17).

Out of the Dust—Reread pages 3–14, then read pages 15–27.

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of the setting as they read? How did doing this help you or challenge you as a reader today?

Link:

Today and every day when you read...

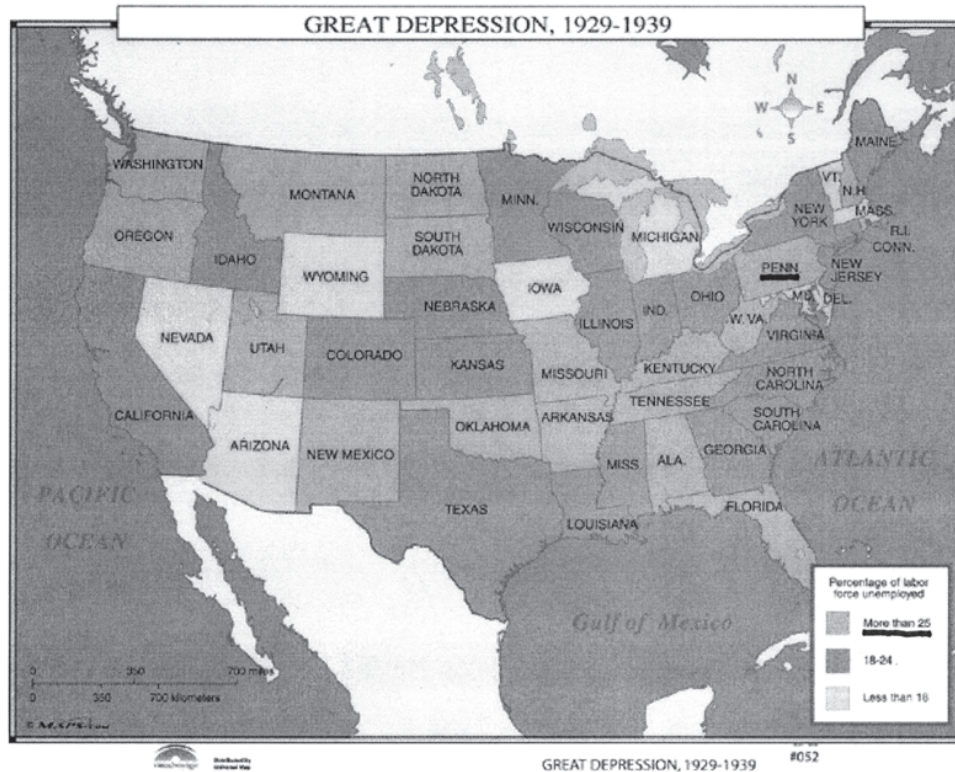
...I want you to think about what you know about important setting clues in order to understand the story better.

Important Events List

Franklin D. Roosevelt's Presidency

- | | |
|-------------|---|
| 1932 - | 1. President Franklin D. Roosevelt was first elected in 1932. |
| 1933 - ★ | 2. Roosevelt launched the New Deal, which created programs like Social Security, unemployment insurance, and public works projects. |
| | 3. Roosevelt aired radio broadcasts that he called Fireside Chats. |
| 1941 - | 4. December 7, 1941 was the day the Japanese military attacked Pearl Harbor. |
| | 5. The U.S. entered world war II as a result of the bombing of Pearl Harbor. |
| | 6. During WWII, Roosevelt put 110,000 Japanese Americans in internment camps. |
| 1945 - | 7. Roosevelt died in office just four months before the end of WWII. |

Setting Clues/Map



- Margo's family isn't poor. They have a house, a radio, and food. p.7
- Margo's neighborhood isn't a wealthy neighborhood. p.8
- It is during the time of the Great Depression when banks are closing and people are losing their jobs, their money, and their houses. p.8

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Japanese Immigrants

by Scott Ingram

Excerpt from the chapter titled, “Early Immigrants in the United States”

Although many Japanese immigrants found work in city factories and in construction, many others chose to work on farms. Most had grown up as farmers in Japan or Hawaii, and western states, especially California, offered great farming opportunities. Since many of these immigrants had come from a tradition of working on land owned by others, the possibility of owning and farming land of their own was extremely attractive. The fertile valleys of California offered an almost limitless supply of land and work to eager immigrants.

Many Japanese farmworkers soon became landowners themselves. Japanese workers pooled their money to buy farmland. Japanese immigrants were one of the most successful immigrant groups to combine their individual resources for the benefit of all. Using these resources allowed Japanese immigrants to establish farms on more than 50,000 acres in California by 1904. By 1909, that figure had grown to more than 150,000 acres.

Japanese farmers were extremely efficient and resourceful, using traditional farming techniques that had been successful over the course of many centuries. In the semi-desert area of Florin, California, for example, Japanese Americans found sandy soil ideal for growing grapes and strawberries. They planted strawberries between rows of grapevines. Within the first decades of the 20th century, Japanese farmers became the leading producers of strawberries and grapes.

Ingram, S. (2005). Japanese immigrants. Retrieved July 5, 2018 from Bit.ly/SettingSylvia2

Setting Clues/Map



California- fertile valleys

- almost limitless supply
of land and work

1909 - Japanese immigrants had
established farms on more
than 150,000 acres in California

Semi-desert, sandy soil

Ideal for growing strawberries & grapes

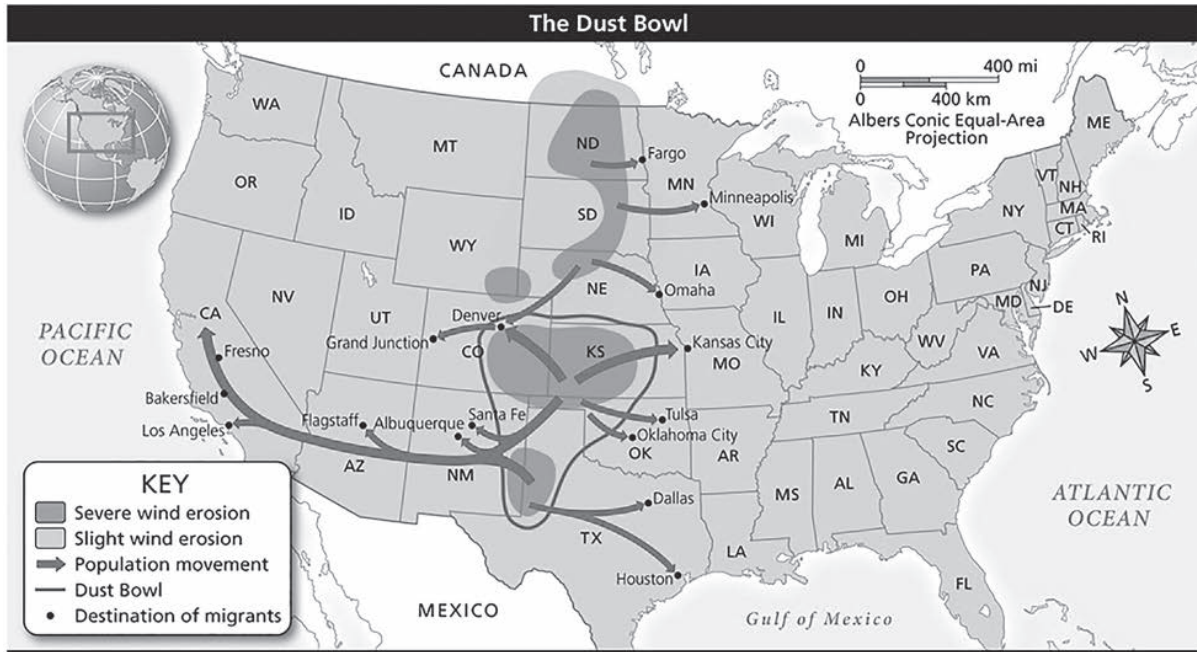
Sylvia's farm - asparagus farm
main house
caretakers' house
large barn
packing house

Important Events List

Franklin D. Roosevelt's Presidency

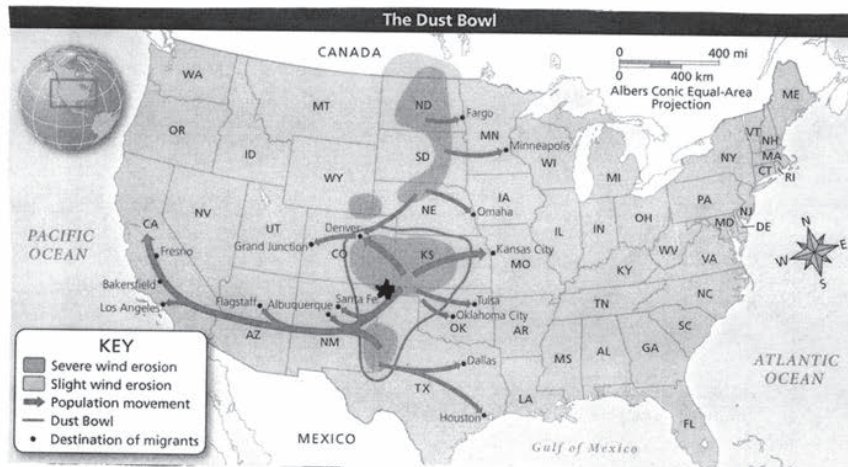
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Out of the Dust Map



Retrieved July 5, 2018 from <http://apushcanvas.pbworks.com/w/page/51962574/the%20Dust%20Bowl>

Setting Clues/Map



1934

Wheat farm

Shack in the Panhandle of Oklahoma

Cimarron County

North of Lubbock, Texas

Haven't had a crop in 3 years

During the drought, the wind storms,
and the dust storms

During President Roosevelt's New Deal

Mini-Lesson

Vocabulary Routine: *resurrected* (L 4, 5)

The prefix 're' means *again*. The root 'sur' means *to rise*, and the Latin root 'rect' means *to make right*. The suffix 'ed' makes this word a past tense verb.

Instructional Read-Aloud

Topic: Phoenix (Mythology)

Retrieved February 28, 2018, from

[http://www.newworldencyclopedia.org/entry/Phoenix_\(mythology\)](http://www.newworldencyclopedia.org/entry/Phoenix_(mythology))

This article tells about...the myth of the phoenix, comparing versions from various cultures. The article ends with a look at the phoenix in literature.

In this lesson...students will highlight important information and details about the myth of the phoenix. They will consider how this myth helps them think about the story of *Esperanza Rising* and its characters.

To prepare for this lesson, make a copy of "Phoenix (Mythology)" for each student.

Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3)

Interpret words and phrases (RI 4)

Integrate diverse media (RI 7)

Integrate information across texts (RI 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers identify the important events as they read.

Teach:

Today I am going to teach you...

...that good readers stop to learn more about topics that come up in the story in order to help them understand the story better.

After the fire, when Ramona decides that she and Esperanza will travel to California with Miguel's family to find work, Abuelita tries to comfort Esperanza. She says, "Do not be afraid to start over...Esperanza, do you remember the story of the phoenix, the lovely young bird that is reborn from its own ashes?...We are like the phoenix...Rising again with a new life ahead of us." (p. 50)

Today we are going to read an article to help us understand the myth of the phoenix. We will use the information in this article to help us understand the story of *Esperanza Rising* and its characters better.

As we read we will be highlighting important details.

Watch me as I model how I look for these details and highlight these details as I read.

Today we will be using this stem for turn and talk:

When the article said ____, I thought this was an important detail because _____. This helps me understand _____.

Begin reading "Phoenix (Mythology)"

Model:

Stop after reading the second paragraph.

When the article said that the phoenix represents a cyclical process of life from death, **I thought this was an important detail because** this tells me that the myth of the phoenix is about death and life, sadness and joy, despair and hope. **This helps me understand** that Abuelita is probably reminding Esperanza of this story because of its message that life may be difficult, but in the end there will be happiness.

(Model highlighting important details.)

Guided Practice:

Stop after reading the second section, titled “Mythical Origins: Egyptian”

In Egyptian representation of the Phoenix, the Bennu bird, reflected a spiritual continuation of life after physical death and also reflected the rising and falling of the Nile river, which the Egyptians depended upon for survival.

What important information helps us understand the myth of the phoenix and how it relates to *Esperanza Rising*?

Turn and talk to your partners using this stem:

When the article said ____, I thought this was an important detail because _____. This helps me understand _____.

(Model highlighting important details.)

Guided Practice:

Stop after reading the sections, titled “Greek” and “Oriental”.

In the oriental representation of the Phoenix, called Feng-huang, symbolizes peace. The Feng-huang is immortal and appears in times of peace and prosperity.

What important information helps us understand the myth of the phoenix and how it relates to

Esperanza Rising?

Turn and talk to your partners using this stem:

When the article said ____, I thought this was an important detail because _____. This helps me understand _____.

(Model highlighting important details.)

Guided Practice:

Stop after reading the section titled “Judaism and Christianity”.

In the Christian representation of the Phoenix is a metaphor for Christ’s resurrection.

What important information helps us understand the myth of the phoenix and how it relates to *Esperanza Rising*?

Turn and talk to your partners using this stem:

When the article said ____, I thought this was an important detail because _____. This helps me understand _____.

(Model highlighting important details.)

Stretch It:

Throughout *Esperanza Rising*, Abuelita takes the role of teaching Esperanza about what she can expect from life. She is Esperanza’s mentor.

On page 14, Abuelita tells Esperanza, “There is no rose without thorns.”

Discuss: What do you think Abuelita means by these words?

On page 15 and on page 49, Abuelita tells Esperanza, "Do not be afraid to start over."

Discuss: What do you think she means by these words?

Link:

Today and every day when you read...

...I want you to use outside sources to help you understand the details of your book better.