

Canterbury Public Schools

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| Subject | Language Arts |
| Grade Level | Grade 5 |
| Unit Title | Module 1, Unit 2: Stories of Human Rights |
| Unit Goals | Make connections in literary texts as they relate to situations and events surrounding human rights. |
| Pacing (# of weeks) | 3 weeks or 16 sessions |
| Standards | Reading Literature: RL.5.1, RL. 5.2, RL.5.3, RL. 5.5, RL. 5.10 Reading Information: RI.5.1 Reading Foundations: RF. 5.4 Writing: W.5.2, W. 5.2a, w. 5.2c, w. 5.2d, W. 5.2e, W.5.2b, W. 5.3, W.5.4, W. 5.5, W. 5.6, W.5.9, W.5.9a, w. 5.10 Language: L. 5.1, L. 5.2, L. 5.2d, L.5.4, L.5.4a, L.5.4b, L.5.4c, L. 5.5, L.5.5a, L. 5.6 |
| Content/Conceptual Knowledge (know) | Students reread a literary text, and answer selected response questions and write a paragraph about it (mid-unit assessment). Students revise a literary essay comparing and contrasting character reactions to events that threaten their human rights in <i>Esperanza Rising</i> (end of unit assessment). |
| Skills (be able to do) | Students will make connections to literary texts. Students compare and contrast character's reactions to situations and events surrounding human rights. Students interpret metaphors woven in the text to determine the theme. |
| Essential Questions | What are human rights and how can they be threatened? |
| Enduring Understandings | Human rights belong to everyone, but they can look different to different people in different places. We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories. We can raise awareness of human rights issues by writing about the issues fictional characters face. |
| Vocabulary | Reaction, synonym, interact, metaphor, interpret, theme, defy, immigration, critique, two-voiced poem, The Painted Essay, literary, compare and contrast, structure, introductory paragraph, effective learners, collaboration, subject, noun, predicate, elaborated, proof paragraph, conclusion, restate |
| Common Learning Experiences | <ul style="list-style-type: none"> • I can analyze the reactions of characters to the camp in "Las Cebollas." • I can write a paragraph about a character's reaction to the camp in "Las |

Cebollas.”

- I can describe how pages 121–138 of Esperanza Rising contribute to the overall structure of the story.
- I can interpret metaphors in “Las Almendras.”
- I can describe how pages 139–157 of Esperanza Rising contribute to the overall structure of the story.
- I can analyze and write a paragraph about the reactions of characters to Mama’s sickness in “Las Ciruelas.”
- I can describe how pages 158–178 of Esperanza Rising contribute to the overall structure of the story.
- I can interpret metaphors in “Las Papas.”
- I can identify themes in Esperanza Rising
- I can describe how pages 179–198 of Esperanza Rising contribute to the overall structure of the story.
- I can quote accurately from Esperanza Rising and the UDHR to answer questions about “Los Aguacates.”
- I can describe how pages 199–213 of Esperanza Rising contribute to the overall structure of the story.
- I can analyze and write a paragraph about the reactions of characters to the strike in “Los Espárragos.”
- I can describe how pages 214–233 of Esperanza Rising contribute to the overall structure of the story.
- I can analyze and write a paragraph about the reactions of characters to the strike in “Los Duraznos.”
- I can write a paragraph about Esperanza’s reaction to Miguel losing his job in “Los Duraznos.”
- I can critique my partner’s character reaction paragraph and provide kind, helpful, and specific feedback.

I can describe how pages 234–253 of Esperanza Rising contribute to the overall structure of the story.

- I can interpret metaphors in “Las Uvas.”
- I can interpret metaphors in Esperanza Rising.
- I can analyze the reactions of characters to Isabel not being Queen of the May in Esperanza Rising.
- I can write a two-voice poem showing the reactions of two characters to an event/situation in Esperanza Rising.
- I can use the Painted Essay® structure to analyze a model.
- I can plan and write an introductory paragraph for my essay.
- I can recognize and write a complete sentence.
- I can write Proof Paragraphs 1 and 2 of my essay.
- I can write the conclusion of my essay.
- I can critique my partner’s essay and provide kind, helpful, and specific feedback.
- I can revise my literary essay based on peer feedback.

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| Assessments | <ul style="list-style-type: none"> • Character Reaction Note-catcher: “Las Cebollas” • Character Reaction Paragraph: Esperanza • Connections between Esperanza Rising and articles of the UDHR on sticky notes • Metaphor Questions: “Las Almendras” • Character Reaction Note-catcher: “Las Ciruelas” • Character Reaction Paragraph: Hortensia • Connections between Esperanza Rising and articles of the UDHR on sticky notes • Metaphors Note Catcher: Abuelita’s Blanket • Making Connections between “Los Aguacates” and the UDHR • Character Reaction Note-catcher: “Los Espárragos” • Character Reaction Paragraph: Marta • Character Reaction Note-catcher: “Los Duraznos” • Character Reaction Paragraph: Miguel Character Reaction Paragraph: Esperanza • Connections between Esperanza Rising and articles of the UDHR on sticky notes • Metaphors Note Catcher: The River • Mid-Unit 2 Assessment: Interpreting Metaphors and Analyzing Character Reaction • Partner two-voice poem • Painted Essay® template • Introduction to literary essay • Proof Paragraphs 1 and 2 of literary essay • Character Reaction Reflections note catcher • Conclusion of partner literary essay • End of Unit 2 Assessment: Revising a Literary Essay |
| Student Resources | <p>Copy of <u>Esperanza Rising</u>, character reaction paragraph (s), character reaction paragraph(s), vocabulary logs, red, yellow and green objects, Simplified Version of the UDHR, sticky notes, handouts (various), Metaphor questions (various), “Don’t Discriminate” video, note catchers (various), Directions for peer critique, Model Two-Voice Poem: <i>The Fire</i>, Character Reaction paragraph, Two-voice Poem planner, literary essay prompt, model literary essay, vocabulary logs, The Painted Essay template, paintbrushes, red, yellow, blue, green watercolor paint, blank paper, lined paper, Informative Writing Checklist, blue and red markers, proof paragraph writing template, linking word and phrases, orange and purple pen or pencil</p> |
| Teacher Resources | <ul style="list-style-type: none"> • Thumb-O-Meter protocol • Close Readers Do These Things anchor chart • Character Reaction Paragraph anchor chart • Red Light, Green Light protocol • Spanish/English Dictionary anchor chart • Working to Become Ethical People anchor chart |

- Experiences with Threats against Human Rights anchor chart
- Structure of Esperanza Rising anchor chart
- How Were the Human Rights of the Characters in Esperanza Rising Threatened? anchor chart
- Metaphors in Esperanza Rising anchor chart
- Character Reaction Paragraph anchor chart
- Peer Critique Protocol anchor chart
- Performance Task anchor chart
- Literary Essay anchor chart
- Parts of Speech anchor chart

Copy of Esperanza Rising, Pin and Label, World map, affix list, equity sticks, note catchers (various), Word wall strips, *A Life Like Mine* read aloud, End of Unit 1 Assessment with feedback, Mid-Unit 2 Assessment: Interpreting metaphors and analyzing Character Reactions, Model Two-Voice Poem: *The Fire*, word wall strips, Annotated model literary essay, painting an Essay lesson plan, red, yellow, blue, And green colored pencils, Informative Writing Checklist for display, Independent Reading: Sample Plans, Mid-unit 2 Assessment with feedback, End of Unit 2 assessment: Revising a Literary Essay