

FINDING A SENSE OF HOME

Grade 6 Module 2 Study Guide

How do immigrants find a sense of home when they are caught between two worlds?

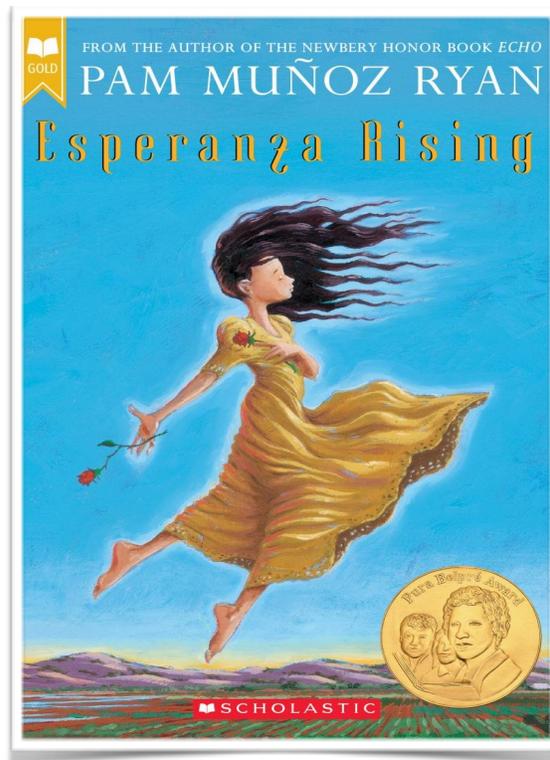
Esperanza Rising by Pam Muñoz Ryan

Students immerse themselves in *Esperanza Rising*, a novel about a young Mexican girl whose country, economic context, and family situation changes dramatically—at first in her home country, and then more so when she emigrates to America.

Supplemental texts

Students read informational articles for background knowledge and historical context about immigration's central role in America's development. Next, they read *Immigrant Kids*, a photographic journal that illustrates how immigrants' hopes can contrast with the difficult realities of their new land.

To conclude, students read and analyze Emma Lazarus' quintessential poem about immigration, *The New Colossus*.



Students continue to explore identity and overcoming adversity through the immigrant experience. The module's essential question captures a key tension for many immigrants: How does one find a sense of home and identity when caught between two disparate worlds—the new home and the home country?



Skills students learn during this module

- Write an Informative essay to examine a topic and convey information and ideas clearly
- Determine theme & central idea of texts
- Explain how particular details convey theme
- Provide a summary without personal opinions
- Explain how the author develops point of view
- Compare and contrast audience experience when reading, listening, or viewing a poem, story, or song
- Connect structure to the development of ideas in a text

How to Help at Home:

Beyond ensuring your student completes any assigned ELA homework, the best way to support your student in ELA is to **discuss the books they are reading in school and at home!**

Your student will be asked to read 2-3 times a week at home. As they read, they should practice naming **who** the text is about, **what happened**, and **why** it happened.

Reading with your student and helping them generate their who, what, and why responses is a great way to support them in class.

You could also:

- Review important vocabulary from the texts (attached)
- Review Comprehension questions with your students (attached)
- Have students practice writing essays at home!

Sample Writing Task

Over the course of this module, students will be practicing writing **informative essays**. Below, find a sample task. While students benefit from more opportunities to write, they also learn a great deal from **reflecting** on what they wrote and **reviewing and revising** what they wrote with others.

If you want to support your student's writing, you could have them try this practice task and review their writing together. The texts are linked in the underlined titles.

- ["In Papua New Guinea, Most People Don't Have Access to Clean Water"](#) by Carla Kweifio-Okai, beginning through "Water Costs More for the Poor" section
- ["For the World's Poor, Drinking Water Can Kill"](#) by Addie Moorfoot, beginning through "Deadly Diarrhea" section
- ["Water Is in Short Supply All Across Iran"](#) by Los Angeles Times staff/ Newsela staff, beginning through "Learning How to Use Less" section

You have read three articles about water usage around the world. It has been said that "Water is Life." Write an essay that explains water's importance and how communities are affected when they have limited access to clean water. Use details from all three articles in your response.

New Vocabulary from the texts

As students read the texts, they will encounter many new words. The more opportunities they get to hear, discuss, and think about these terms, the more likely they are to remember and use them in their own speaking and writing. **You can help your student by reviewing vocabulary from class!**

| Term | Definition |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <i>immigration</i> | taking up of permanent residence in a place or country to which one is not native |
| <i>migration</i> | the movement of groups of people from one place to another |
| <i>persistent</i> | enduring or long-lasting |
| <i>exclusion</i> | to act of leaving something or someone out; omitting |
| <i>persecution</i> | to act of attacking, punishing, or harassing a group of people |
| <i>mosaic</i> | any assemblage of many independent pieces that make a whole |
| <i>curtail</i> | to cut off part of something |
| <i>enact</i> | to make into a law |
| <i>densely</i> | to be packed tightly or close together |
| <i>critical</i> | judgmental or finding fault with something |
| <i>restrict</i> | to put limits or boundaries on something |
| <i>surge</i> | a sudden increase, swelling, or rush of something |
| <i>crusade</i> | any cause pursued energetically, especially in defense of moral principles or against something considered evil |
| <i>fervent</i> | expressing intensity of feeling |
| <i>ordeal</i> | a painful, exhausting, or emotionally trying experience, especially when regarded as a test of a person's endurance or character |
| <i>stifling</i> | smothering; suffocating |
| <i>fundamentals</i> | basic principles of a framework, system, process |
| <i>perishable</i> | that which will spoil or decay, usually in a short time, as certain foods |
| <i>resounding</i> | sounding very loudly |
| <i>courted</i> | sought the affections of someone; dated someone |
| <i>encroach</i> | intrude or trespass |
| <i>composure</i> | calmness of mind or manner |
| <i>indignation</i> | righteous anger in response to something considered unjust or unworthy |

Questions about the texts

| Question | Answer (be sure to ask students to cite evidence to support their answers :) |
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| <p>Write a three-sentence summary of "<u>U.S. Immigration Before 1965</u>" that is free of personal opinions. (text linked)</p> | <p>The informational article "U.S. Immigration Before 1965" describes how immigrants over the past few centuries have come to the United States either by choice or by force. Some of the reasons people chose to come were for religious freedom, for economic opportunities, and to escape hardships such as famine. Enslaved Africans were brought against their will.</p> |
| <p>Write a brief explanation of how the preface of <i>Immigrant Kids</i> fits into the overall structure of the text. Make sure to include evidence for your ideas.</p> | <p><i>Immigrant Kids</i> is organized by topic in chapters about different aspects of the immigrant experience. The preface fits into this overall structure by introducing the text's important topics and goals so that readers know what to expect. The author describes the photographs included in each chapter and explains that the children in the photographs are the same immigrants being discussed: "The boys and girls in these old photographs were born nearly a century ago" (1).</p> |
| <p>Write a brief response to this prompt: How is reading pp. 20–22 in <i>Esperanza Rising</i> similar to and different from hearing the audio version of the text? How did hearing the story add to or change your experience? Be sure to include textual evidence to support your ideas. Link to Audio</p> | <p>The experiences of reading and hearing <i>Esperanza Rising</i> are similar because the words are the same in both versions. Also, in both versions readers must use details to imagine what the characters look like, such as Mama "arms hugging her chest, swayed back and forth at the window" (20). They must imagine sounds such as "the clock ticking." The experiences are different because, in the audio recording, the speaker uses expression, pacing, and emphasis to describe the scene. I still had to imagine what Mama looks like and what the clock sounds like, but it was much easier to do that with the audio version. The audio speaker also used her voice to capture the tension and worry in the scene, and to show how shocking and tragic Papa's death is to Esperanza and her family.</p> |

Question**Answer**

(be sure to ask students to cite evidence to support their answers :)

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| <p>Briefly explain how the author develops Esperanza's point of view toward Tío Luis in "Las Papayas." Be sure to include textual evidence to support your ideas about Esperanza and her views.</p> | <p>The novel has a limited third-person narrator so the author mostly shares Esperanza's experiences and feelings. She is the novel's main character. In the chapter "Las Papayas," Esperanza's point of view is that she hates Tío Luis. The point of view is introduced on p. 30 with Esperanza's angry tone when she describes Tío Luis, repeating that "it was wrong" and "he should not." (p. 30) Then the author shows the point of view through the strong feeling words Esperanza uses to describe him. For example, on p. 32 she calls him a "goat." She feels "sick at the thought of Mama marrying him" (38). These details develop how strongly Esperanza despises Tío Luis and his</p> |
| <p>Identify a particular detail in the chapter "Las Cebollas" and explain how it conveys a theme in <i>Esperanza Rising</i>. Include textual evidence to support your ideas.</p> | <p>One theme from the chapter is "The best way to learn is to ask for help." In the story, Esperanza doesn't know how to do chores such as changing diapers or sweeping. But on p. 120, she asks Isabel for help: "I will even show you the beautiful doll my papa bought me, if you will teach me how to pin diapers, how to wash, and..." This detail shows that she wants to learn to do the work to help her family.</p> |
| <p>Identify a theme in the chapter "Las Papas." Write a brief explanation of how the author uses details to convey that theme in <i>Esperanza Rising</i>. Include textual evidence to support your ideas.</p> | <p>One theme conveyed in the chapter is: "Life is full of good times and bad times." The author uses the mountains and valleys in the blanket's stitching as a symbol to convey this theme through Esperanza's actions and words. For example, her actions of stitching up and down the rows show the good and bad times she is experiencing. Also, as Esperanza stitches, she asks herself, "Would she ever escape this valley she was living in?" (160).</p> |