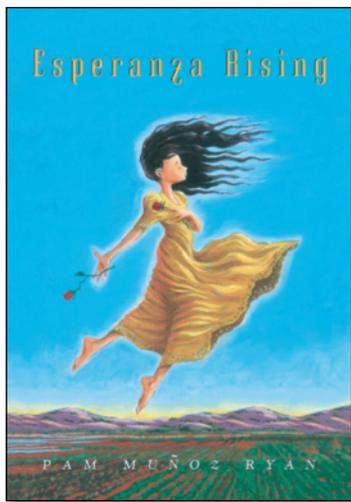


# Esperanza Rising

by Pam Muñoz Ryan



<b>Reading Level (Lexile)</b>	750L
<b>Format/Length</b>	Chapter book; 262 pages
<b>Picture Support</b>	None
<b>Language Register</b>	Literary with dialogue
<b>Content Load</b>	Immigration, migrant farms, work
<b>Related Skills</b>	
	<ul style="list-style-type: none"> <li>• <b>Comprehension and Critical Thinking</b>  <a href="#">Cause and Effect</a></li> <li>• <b>Literary Analysis</b>  <a href="#">Analyze Story Elements: Character/Theme</a>  <a href="#">Figurative Language: Similes/Metaphors</a>  <a href="#">Compare Across Texts</a></li> </ul>

It is 1930, and Esperanza is watching the workers on her father's huge ranch, El Rancho de las Rosas, harvest the grapes. Esperanza doesn't realize it, but before long she, too, will be working as hard as the *campesinos*. Her life is torn apart when her father is killed, and her devious uncle plots to marry her mother and take over the ranch. Driven from their beautiful home in Mexico, Esperanza and her mother start over in a camp for farm workers in California. Here, Esperanza must learn to rise again.

## Selected Awards

- ▶ Pura Belpré Award Winner
- ▶ Jane Addams Children's Book Award Winner

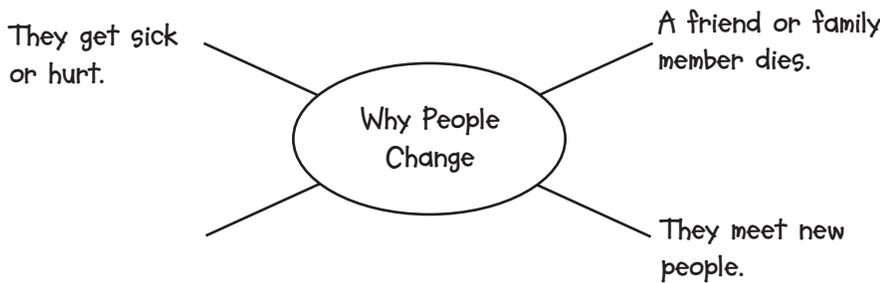
## About the Author

Esperanza's story is based on events in the life of Pam Muñoz Ryan's grandmother. While Muñoz Ryan used her grandmother's recollections as the foundation for her story, she also researched local history, interviewed people who had lived in the same camp with her grandmother, visited the places where her grandmother had lived and worked, and used her imagination. From these sources, *Esperanza Rising* was born. Muñoz Ryan has also told the stories of other women who overcame society's limitations in her books *When Marian Sang*, *Amelia and Eleanor Go for a Ride*, and *Riding Freedom*.

# Think About What You Know

**Change** At the beginning of this novel, Esperanza is a pampered rich girl. By the end of the story, she has grown into a strong person who can deal with problems. To give students insight into why and how people change:

- Have them brainstorm reasons that cause people to change and record them on a cluster. Then discuss how people become different when they change.



- Have students use **Student Journal, page 3** to tell about a time when they or someone they know changed.

## Preview and Predict

Have students look at the front cover, read the title, and then read the summary on the back cover. Say:

- **Esperanza’s life is going to change a lot, isn’t it? What do you think will happen to her? Look at the cover. What clue does the picture give?**

Then point out **The Exchange** question on the title page: *Can people truly change? How?* Explain that when they finish reading, they’ll share their ideas about this and other questions with a group.

Next, have students complete **Student Journal, page 3** to preview the book and make predictions about Esperanza and her mother.

As students page through the book, call their attention to the chapter titles. Explain that each title is the name of a fruit, vegetable, or other crop that has special meaning in that chapter. Encourage students to look for the special meanings as they read.

### Student Journal, page 3

**Prepare to Read**

**Think About What You Know**

Have you, or has someone you know, changed in some way? What happened? Explain.

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**Preview and Predict**

- Look at the front cover.
- Read the book summary on the back cover.
- Read The Exchange question on the title page.
- Read page 7.

1. Why do you think Esperanza and Mama will have to leave Mexico?

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2. Page through the book and look at the chapter names. What do you notice about them?

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# Use a Reading Strategy

**Problem and Solution Chart** Preview the graphic organizer on *Student Journal*, page 4 with students. Explain that as they read *Esperanza Rising*, they can complete the Chart to show the problems and solutions in the book. Have students add to their Charts after they finish reading each section.

Student Journal, page 4

## Use a Reading Strategy

### Use a Problem and Solution Chart

As you read each chapter of *Esperanza Rising*, use a Problem and Solution Chart to show how Esperanza and her family and friends solve their problems.

Chapters	Problems	Solutions
1924 Las Uvas	Papa was missing.	Everyone tried to help each other stay calm.
Las Papayas	Tío Luis wanted to marry Mama.	Mama refused.
Los Higos	The uncles burned the house.	Mama and Esperanza left Mexico.
Las Guayabas	Esperanza's life changed and she had to be around poor people.	She started to understand poor people.
Los Melones	Esperanza missed Papa.	Miguel comforted her.
Las Cebollas	People laughed at Esperanza because she couldn't sweep.	Miguel taught Esperanza how to sweep.
Las Almendras	Marta tried to get the workers to strike.	The workers told her to leave the camp.
Las Ciruelas	Mama got sick.	The doctor came.
Las Papas	Mama needed Abuelita.	Esperanza started to earn money to bring Abuelita to the U.S.
Los Aguacates	A strike would have ruined everything for Esperanza.	She decided not to strike.
Los Espárragos	Immigration was searching for strikers.	Esperanza helped Marta escape.
Los Duraznos	Esperanza caused Miguel to leave.	She prayed for Miguel at Papa's roses.
Las Uvas	Abuelita was still not with them.	Miguel brought Abuelita to the U.S.

## Read the Book

Form the group that will read *Esperanza Rising*. Plan how the group will read and respond. Some options are:

- Read with a Group** Group members read an agreed-upon number of pages, complete the corresponding **Student Journal** page(s), and meet to discuss. When they finish the book, they meet again for **The Exchange**. The group can use the planner on **Student Journal, page 2** to establish meeting times.
- Read Independently** Group members read the book on their own and then meet for **The Exchange**. The group can use the planner on **Student Journal, page 2** to establish the meeting time.
- Guided Reading** Read aloud the summary at the beginning of each chapter to give students an overview of the chapter. Use the **Before You Move On** questions to check comprehension as students read. Use **Look Ahead** to set a focus for reading the next set of pages. At the end of each section, assign the appropriate **Student Journal** page. Discuss the page before starting the next section. Establish a date for **The Exchange** and record it on the planner.

Whichever option you choose, use pages 5–15 for an at-a-glance view of **Student Journal** pages, as well as answers to the **Before You Move On** questions.

### Student Journal, page 2

#### Plan Your Schedule

My group members are: \_\_\_\_\_

\_\_\_\_\_

We plan to read *Esperanza Rising* and meet on these dates:

Chapters	Date We Will Finish Reading	Date We Will Discuss
1924		
Las Uvas		
Las Papayas		
Los Higos		
Las Guayabas		
Los Melones		
Las Cebollas		
Las Almendras		
Las Ciruelas		
Las Papas		
Los Aguacates		
Los Espárragos		
Los Duraznos		
Las Uvas		



Our Exchange meeting will be on this date: \_\_\_\_\_

## 1924 and Las Uvas

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 9

1. **Setting** Describe Aguascalientes.

*It is a beautiful valley where fruit grows.*

2. **Character** How do you know that Papa loved the land?

*He could hear its heartbeat; he could feel it breathing.*

#### PAGE 18

1. **Character’s Point of View** Reread page 17. Why did Esperanza want to scold Papa?

*The neighbors had warned him about bandits.*

2. **Cause and Effect** Reread pages 17–18. Why might bandits attack Papa?

*Papa was a rich landowner; the bandits were poor people who resented Papa’s wealth.*

#### PAGE 24

1. **Character** Reread pages 20–21. What two lessons did Abuelita teach Esperanza about life?

*There is no life without difficulties, and do not be afraid to start over.*

2. **Character’s Motive** Reread pages 23–24. Why did Miguel stop talking to Esperanza?

*She told him that they could never understand each other because she was rich and he was poor.*

#### PAGE 28

1. **Foreshadowing** Tío Luis brought back Papa’s belt buckle. What did this foreshadow?

*Papa lost his belt buckle, so something bad had happened; something was wrong.*

2. **Inference** Reread page 28. What probably happened to Papa?

*He was attacked and killed by bandits.*

Pages 7–28

### Respond to 1924 and Las Uvas

#### Problem and Solution Chart

Review what happened in the chapters. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

1. **Personal Response** What surprised you most in this part of the story?

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2. **Comparisons** How is Hortensia like Mama? How is she different?

*Hortensia and Mama are both sweet and kind. Hortensia is a servant; she is short and heavy. Mama is the wife of a rich man; she is tall and beautiful.*

3. **Character** What words would you use to describe Esperanza before Papa died?

*Happy, carefree, proud, and spoiled.*

## Las Papayas

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 34

- 1. Inference** Esperanza got many birthday gifts, but she only wanted the doll. Why?  
*The doll was from Papa.*
- 2. Setting** Reread pages 32–33. What was the house like every night after Papa died?  
*Empty and sad. It seemed too big without Papa.*

#### PAGE 39

- 1. Inference** Reread pages 35–36. When Tío Luis and Tío Marco “took care of family business,” what were they really doing?  
*They were trying to take all of Papa’s things.*
- 2. Conflict** What did Tío Luis want? What did Mama want?  
*Tío Luis wanted to marry Mama and take over the ranch. Mama wanted him to go away.*

#### PAGE 44

- 1. Comparisons** Reread page 42. According to Miguel, how was the United States different from Mexico?  
*In Mexico, Miguel and his father would always be servants. They could become more than servants in the United States.*
- 2. Character’s Point of View** Reread page 42. How did Esperanza feel about Miguel when he touched her hand?  
*She liked him very much, but she thought that she should not like a servant.*

Pages 29–44

### Respond to Las Papayas

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** Imagine you could speak to Tío Luis. What would you say?

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- 2. Simile** Reread page 43. How was Esperanza’s old life like dolls lined up in a row? Create a simile for how her life is now.

*Her old life was in order.*

- 3. Cause and Effect** Think about how the laws and customs in a country affect people’s lives. How would the story be different if Mama had been able to own land?

*She would have been able to keep the land. She would not be forced to marry Tío Luis.*

## Los Higos

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 48

- 1. Inference** How do you think the fire started?  
*Tío Luis and Tío Marco set it.*
- 2. Author’s Style** Reread page 45. How did the author use Esperanza’s dream to show there was a fire?  
*The bear in the dream smothered Esperanza; she couldn’t breathe.*

#### PAGE 55

- 1. Character’s Motive** Why did Mama say that she would think about Tío Luis’s proposal?  
*She thought that he would continue to hurt the family if she said no.*
- 2. Cause and Effect** Reread page 55. Why did everyone laugh when Esperanza said that she could work, too?  
*She had never done any work in her life.*

#### PAGE 61

- 1. Character’s Motive** Why did Mama lie to Tío Luis when she said she would marry him?  
*She wanted him to leave them alone; she wanted time to plan the escape.*
- 2. Sequence** On pages 60–61, Esperanza and Mama reached the fig orchard. What did they do next?  
*They looked back at El Rancho de las Rosas.*

Pages 45–61

### Respond to Los Higos

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** Esperanza felt as if she had left Papa at the ranch. Tell about a place that reminds you of someone. Explain.

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- 2. Metaphor** Reread page 56. What did the zigzag of the blanket show? Where was Esperanza in her life?

*The zigzag showed the mountains and valleys, or the good times and bad times, in life. Esperanza was in a bad time; she was at the bottom of a valley.*

- 3. Making Decisions** If you were Mama, would you have decided to escape? Why or why not?

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## Las Guayabas

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 69

- 1. Character** Reread page 63. How did Esperanza feel when she first saw the wagon?  
*Scared, nervous, and uncomfortable.*
- 2. Flashback** Reread page 65. Why did Hortensia tell the story about the bandits?  
*She wanted Esperanza to be brave again.*

#### PAGE 76

- 1. Comparisons** Think about what Esperanza experienced on the train. How had Esperanza’s life changed?  
*She was poor; she could no longer stay away from peasants.*
- 2. Character’s Feelings** Why was Esperanza glad when the little girl got off the train?  
*The little girl made her feel guilty for being selfish.*

#### PAGE 84

- 1. Character** Mama told a poor woman about her problems. What did this show about Mama?  
*Mama was ready to adjust to a new life.*
- 2. Comparisons** Reread page 78. How was the journey different for Miguel and Esperanza?  
*Esperanza was bored and unhappy. Miguel was busy and happy; he was interested in the train.*

Pages 62–84

### Respond to Las Guayabas

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** How did you feel when Mama, Esperanza, and Hortensia were hiding in the wagon? Have you ever had a tense experience like that? Explain.

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- 2. Paraphrase** What did Carmen mean when she said on page 80, “I am poor, but I am rich”?

*She did not have much money, but she loved her family and was happy.*

- 3. Inference** What did Miguel say about the color of a person’s skin? Why do you think Esperanza had never noticed this before?

*People with light skin, or of Spanish descent, were rich; people with dark skin were poor. Esperanza’s family was rich, so she did not think about how life was for others.*

## Los Melones

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 89

- 1. Inference** Reread page 86. Why do you think the official seemed angry at Mama?  
*He did not trust poor people.*
- 2. Character’s Motive** Why was Esperanza so angry at Alfonso and Miguel for getting on the train at the last minute?  
*She was afraid they would miss the train; she wanted everyone together.*

#### PAGE 98

- 1. Sequence** On pages 95–96, Esperanza thought about the heartbeat of the earth. What happened after she tried to hear it?  
*She felt as if she were floating upward; everything went black.*
- 2. Character** Describe Miguel’s personality.  
*Sweet, kind, helpful, and understanding.*

#### PAGE 104

- 1. Character’s Feelings** Reread page 104. Why was Esperanza angry when Miguel talked to Marta?  
*She was jealous of Marta; she thought Marta was rude.*
- 2. Conflict** Reread pages 102–103. According to Marta, why should the workers stop working?  
*To force the owners to give them higher wages and better housing.*

Pages 85–104

### Respond to Los Melones

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** Esperanza made a judgment about Marta when she met her. This is called a “first impression.” Tell about a time when you met someone and had a first impression. Did you judge that person correctly?

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- 2. Character** What did Marta say that hurt Esperanza? Do you think Marta should have said these things? Why or why not?

*Marta called Esperanza a princess; she made fun of her old life; she said that no one would wait on her in California.*

- 3. Comparisons** How were the fields in California different from the land of Aguascalientes?

*The California land was endless and flat. Aguascalientes had hills and slopes.*

## Las Cebollas

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 110

- 1. Setting** Reread page 105. Why did the cabins remind Esperanza of the horse stalls on Papa’s ranch?  
*They were small and simple; they were all the same.*
- 2. Inference** Reread pages 109–110. Why did Esperanza tell Isabel that she would leave the camp soon?  
*She hoped that it would be true; she didn’t want to admit she was poor.*

#### PAGE 117

- 1. Comparisons** Reread page 113. How did Mama change her hair? Why?  
*She put it in a long braid like a peasant. She had to wear it like that for work.*
- 2. Character’s Motive** On page 116, Esperanza was nice to Silvia. Why?  
*She wanted to be nicer to peasant people, like Mama was. She didn’t want Silvia to cry.*

#### PAGE 124

- 1. Conclusions** Marta said mean things and laughed at Esperanza when she tried to sweep. What did this show about Marta?  
*That she was mean; she was not nice.*
- 2. Character’s Motive** Reread pages 122–123. Why do you think Miguel taught Esperanza how to sweep?  
*He cared about her.*

Pages 105–124

### Respond to Las Cebollas

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** How did this part of the story make you feel? Why?

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- 2. Mood** What was the feeling in the camp? What was life like for the workers?

*They were grateful to have work, but tired. Life was hard.*

- 3. Opinion** Everyone in the camp knew about everyone else’s life. Do you think this was good or bad? Why?

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# Esperanza Rising

Pages 125–141

Student Journal, page 11

## Las Almendras

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 133

- Plot** On pages 126–127, Alfonso and Miguel had a surprise for Esperanza and Mama. What was it?  
*They had planted Papa’s roses around a shrine in the camp.*
- Cause and Effect** Why didn’t Esperanza want to go to the *jamaica* at first? What made her decide to go?  
*She was afraid people would tease her. The flan made her go.*

#### PAGE 141

- Sequence** Reread page 137. What did the workers do after Marta tried to get them to strike?  
*They told her to leave the camp.*
- Inference** Reread page 139. Do you think Esperanza understood Marta better? Why?  
*Yes. She realized that Marta’s life had been hard.*

Pages 142–160

## Las Ciruelas

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 146

- Cause and Effect** Why did the babies get sick?  
*Esperanza fed them raw plums.*
- Summarize** What was the one thing Esperanza did right? How did she know how to do this?  
*She gave the babies rice water. Hortensia had given it to her when she was young.*

#### PAGE 155

- Character’s Point of View** Did Esperanza agree with the workers in her camp about the strike? How do you know?  
*Yes, because they didn’t strike, and she and Mama didn’t want to go on strike.*
- Inference** Why did Mama keep coughing?  
*The dust storm had made her sick.*

#### PAGE 160

- Summarize** Reread page 158. How did the doctor describe Valley Fever?  
*It is a lung disease caused by dust spores.*
- Conflict** On pages 159–160, Esperanza had to face another terrible problem. What was it?  
*Mama might die.*

Pages 125–141

### Respond to Las Almendras

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- Personal Response** Esperanza went to the *jamaica* even though she still felt foolish. Think about a time when you felt foolish. Was it hard to see people after that? What did you do?  
  
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- Metaphor** Why did Marta say that the workers were kittens? What did she want them to do?  
*They were small and meek. She wanted the workers to strike.*

- Making Decisions** If you were in Esperanza’s camp, would you have gone on strike? Why or why not?  
  
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Student Journal, page 12

Pages 142–160

### Respond to Las Ciruelas

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- Personal Response** Esperanza took care of the babies and tried to help Mama when she got sick. Do you help people where you live? What do you do?  
  
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- Monitor Reading** Visualize what the dust storm looked like. Use your own words to describe what happened.  
  
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- Inference** After the dust storm, everyone went back to work as if nothing had happened. Why do you think the people acted like this?  
*They were used to dust storms. They had to keep working so they could earn money.*

## Las Papas

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 167

- 1. Character’s Motive** Esperanza began to crochet the blanket. What else had she promised Abuelita she would do?  
*She promised to finish the blanket and to take care of Mama.*
- 2. Cause and Effect** Why did Hortensia tell Esperanza not to send a letter to Abuelita?  
*Her uncles were watching the convent and the post office.*

#### PAGE 175

- 1. Plot** Why did Esperanza start working in the sheds?  
*She needed money to bring Abuelita to the United States.*
- 2. Character’s Motive** Why did Marta’s aunt say that Marta could not live with her family?  
*She could make trouble for them; they could be asked to leave the camp; they could lose their jobs.*

#### PAGE 180

- 1. Comparisons** Reread page 179. What did Isabel have? What did Esperanza want?  
*Isabel had a simple life; everything made her happy. Esperanza wanted fewer worries, like Isabel.*
- 2. Inference** Why did Esperanza call herself *la patrona*, or the head of the family?  
*Papa was dead; Mama was sick; Esperanza had to be in charge.*

Pages 161–180

### Respond to Las Papas

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** Have you ever protested against something? What was it? What happened?

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- 2. Character** How did Esperanza feel about her old life?

*It was like a fairy tale; she did not know her old self.*

- 3. Theme** How do you think this chapter relates to the theme “Making It Through Tough Times”?

*This chapter shows how Esperanza is making it through the tough time of her mother’s sickness.*

## Los Aguacates

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 186

- 1. Cause and Effect** Reread pages 184–185. Esperanza could not visit Mama anymore in the hospital. Why?  
*Mama had pneumonia and was weak; she might have gotten another infection that someone brought into the hospital.*
- 2. Inference** Reread page 186. When Mama said “No matter what happens,” what do you think she meant?  
*She meant that she could get worse or die.*

#### PAGE 194

- 1. Summarize** Reread pages 188–189. What did some Americans think about Mexicans?  
*They thought they were dirty and poor, and they had no education or skills.*
- 2. Character** Compare the way Marta acted on page 193 to the way she acted on page 104. Why did she change?  
*She was nicer to Esperanza; she knew that Esperanza could work like the other people.*

#### PAGE 199

- 1. Inference** Reread page 197. Why did Marta warn Esperanza and Miguel to be careful if they did not join the strike?  
*The strikers might harm workers who did not join them.*
- 2. Cause and Effect** How did the strike help Miguel get a job?  
*Many railroad workers joined the strike, so the railroads needed new workers.*

Pages 181–199

### Respond to Los Aguacates

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** Which part of this chapter did you like the best? Which part did you like the least?

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- 2. Making Decisions** Suppose Marta had asked you to join the strike. What would you have done?

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- 3. Perspectives** Miguel took a railroad job from a worker who left to join the strike. If you were that worker, how would you feel about Miguel?

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# Esperanza Rising

Pages 200–215

Student Journal, page 15

## Los Espárragos

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 205

- 1. Details** The strikers were willing to hurt other people for their cause. Find three examples.  
*A striker threw a rock at a woman; they hid razor blades and glass; they hid a rattlesnake.*
- 2. Character’s Point of View** Reread page 201. What did the strikers believe?  
*The owners would make people work for less and less money. People would starve.*

#### PAGE 211

- 1. Cause and Effect** Why was Marta hiding?  
*Immigration was looking for strikers.*
- 2. Character’s Motive** Why did Esperanza help Marta?  
*She felt sorry for her; she wanted Marta and her mother to be together.*

#### PAGE 215

- 1. Sequence** On page 213, Esperanza worried about Marta. What did she and Miguel do the next day?  
*They went to Marta’s camp to see how she was.*
- 2. Comparisons** Reread pages 213–214. How was Marta’s camp different this time? Why?  
*Immigration had been there. No one was there.*

Pages 216–234

## Los Durazos

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 226

- 1. Cause and Effect** Reread pages 220–221. Why did Miguel dig ditches?  
*He lost his job; he had to earn money another way.*
- 2. Character** Reread page 223. Miguel was happy with just a chance in the United States. Why?  
*He had no hope in Mexico; nothing would ever change there.*

#### PAGE 234

- 1. Plot** What happened after Miguel and Esperanza argued?  
*Miguel left.*
- 2. Inference** Who do you think took the money orders? Give two reasons.  
*Miguel. He needed money; he was gone.*

Pages 200–215

### Respond to Los Espárragos

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** How did you feel when Esperanza helped Marta? Have you ever helped someone you didn’t really like?

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- 2. Comparisons** Name one thing about Marta and Esperanza that is the same. Name one thing that is different.

*They both love their families. Marta is more outspoken than Esperanza.*

- 3. Metaphor** On pages 214–215, what could the broken piñata represent?  
*the defeated strikers*

Student Journal, page 16

Pages 216–234

### Respond to Los Durazos

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** Esperanza gave her doll to Isabel. Have you ever given something you loved to a friend or stranger? What was it?

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- 2. Perspectives** The workers from Oklahoma were from the United States. How do you think they felt when they had to compete for jobs with workers from another country?

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- 3. Simile** Reread page 225. How was Esperanza’s life like the zigzag in the blanket? Is your life like a zigzag or a straight line? Why?

*She was always having ups and downs.*

## Las Uvas

### ANSWERS TO “BEFORE YOU MOVE ON”

#### PAGE 241

- 1. Character** When Alfonso came to the sheds, Esperanza worried about Mama. What did this show about Esperanza?  
*It showed that she always thought and worried about Mama.*
- 2. Character’s Motive** Reread page 239. Why did Miguel bring Abuelita to Esperanza?  
*He wanted to show her that things would get better; that there was hope.*

#### PAGE 248

- 1. Summarize** Reread pages 243–244. What happened when Mama recognized Abuelita? How did Esperanza and Isabel feel?  
*Mama and Abuelita spoke in secret words; they cried and hugged; Esperanza and Isabel were bursting with joy.*
- 2. Author’s Style** Reread pages 245–246. The author included a description of the zigzag stitches during Abuelita’s story. Why?  
*To show the mountains and valleys of life; the ups and downs of life. To make the story more colorful.*

#### PAGE 254

- 1. Theme** Reread pages 250–251. Why is this book called *Esperanza Rising*?  
*Esperanza could rise above her difficulties. When she first leaves Mexico, she feels like she’s rising and spinning out of control. Later she feels like she’s rising like a phoenix.*
- 2. Inference** Esperanza did not get fancy gifts for her birthday, but she was happy. How do you know?  
*She was with the people she loved; she understood life better; she was stronger.*

Pages 235–254

### Respond to Las Uvas

#### Problem and Solution Chart

Review what happened in the chapter. Fill in the Problem and Solution Chart on Journal page 4.

#### Think It Over

Think about what you read and answer these questions.

- 1. Personal Response** How did the end of the book make you feel? Why?

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- 2. Simile** Reread what Abuelita said about the phoenix on page 55 and what Esperanza thought about it on page 251. How was Esperanza like the phoenix?

*Everything had been ruined in her life, but she was rising up. She was starting a new life.*

- 3. Inference** On pages 95–96, Esperanza could not hear the heartbeat of the earth. Why could she feel it at the end of the story?

*She had overcome difficulties and accepted her new life; she belonged to the earth in her new home.*



Allow time for groups to meet for **The Exchange**. If you plan to participate, use these tips for guiding students in discussing the big question:

**Can people truly change? How?**

❏ **What strengths does Esperanza discover she has? Would she have discovered them if Papa had lived?**

Esperanza learns that she can work hard and live without riches; she can care about other people and understand them; she can deal with difficult problems. If Papa had not died, she never would have discovered these strengths.

❏ **Have you ever been forced into a new situation? Did you have to change to survive? Explain.**

❏ **Marta and the strikers want to change conditions for the workers. Tell about a situation in society that you would like to change.**

## Extend the Reading

### Write Your Reaction

Have students pretend that they are writing their reaction to *Esperanza Rising* to post online. Suggest that they give a brief summary of the book and tell how they felt about it. Encourage students to display their work in the library.

### Conduct an Interview

Have students write three questions that they would like to ask Esperanza or one of the other characters. Partners can take turns role-playing their character as they interview each other for their classmates.

### Role-Play

Have groups role-play the scene at the *jamaica* in which Marta tries to convince the workers to strike. Then students can discuss their own ideas about the strike, as well as whether poor workers in Mexico should have tried to strike, too.