

Family History Scrapbook
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I. Project Description

We read the novel, Esperanza Rising, by Pam Munoz Ryan, as a class. At different points in the story, students bring home a letter prompting a discussion with their family about their family history. Students bring in items for a scrapbook including maps, photographs, proverbs, and recipes. Students write a short paragraph about each item that will also be placed into the scrapbooks. Completed scrapbooks are presented to families at Open House.

II. Outline

Lesson 1: Discuss the project with the class; introductory letter home; read the Introduction and first chapter.

Lesson 2: Read the next 2-3 chapters; discuss proverbs used in the book; letter home about proverbs; writing assignment about proverbs.

Lesson 3: Read the next 2-3 chapters; discuss Esperanza's journey from Mexico to California; letter home with a map; writing assignment about their map.

Lesson 4: Read the next 2-3 chapters; discuss recipes and food in the book; letter home about family recipes; writing assignment about their recipes.

Lesson 5: Read the next 2-3 chapters; letter home requesting family photos; writing assignment about their photos.

Lesson 6: Read the final chapters. Begin putting scrapbooks together.

III. Lessons

Lesson 1: I begin by passing out a copy of the book to each student. We read the introduction together. I outline our scrapbook project and emphasize the importance of discussing the book and the project with their families. A letter was sent home over the winter break introducing the book to parents and explaining the project. Families are encouraged to discuss their family history with students and share items that will be requested in future letters. We read the first chapter the next two days.

Lesson 2: As we read the next few chapters we stop to discuss the many proverbs that appear in the story. Many are cited in English and Spanish and some students may be familiar with some of these proverbs. We discuss the simple and the deeper meaning behind these and all proverbs. Students are asked to share any proverbs they know and explain the meaning behind them. Students take home a letter asking families to discuss any proverbs that are used in their families. Students are to write these down in Spanish and/or English. Students need to write a paragraph explaining the meaning of the proverb and when and why it is used.

Lesson 3: As we read the next few chapters, we stop to look on a map and find where Esperanza began her journey and how she came to California. Students discuss where they or their families originally lived and how they came to Santa Maria. We use maps to trace those journeys. A letter is sent home asking families to discuss their journey. A map of Mexico and California is attached to the letter and students should trace their family's journey. Students will write a paragraph explaining how, and possibly why, they left Mexico and came to Santa Maria. Once this assignment is complete, students may pick out their scrapbooks.

Lesson 4: As we read the next few chapters we stop to discuss recipes in the book as well as the importance of food in all of our lives. Students are asked to discuss foods that are “family favorites” or are served at special family events. A letter home asks families to write down a recipe that has special importance to the family or that is one of their favorites. Students are reminded that they will need to write the ingredients and the steps to prepare the dish. Students will also write a paragraph about the recipe. Once this assignment is complete students can begin looking for clip art to print and include in their scrapbook.

Lesson 5: As we read the next chapters we talk about the special family events Esperanza celebrates. Students discuss important events their families celebrate. The letter home asks families to send photographs of family trips, gatherings, vacations, celebrations, etc. (Note: Families are assured that all photos will be copied before being used for the scrapbook and original photographs will be returned.) Students will write a paragraph explaining each photograph. When this assignment is complete students will begin organizing items for their scrapbook including stickers and decorations.

Lesson 6: As we read the final chapters of the book, students are encouraged to bring in all items and complete the writing assignments that go with each. When the book is completed, a letter is sent home reminding families of the importance of the project and any items that are missing. Once students have brought in all items and completed all writing assignments they will begin putting together their scrapbooks. Students will present their scrapbooks as a gift to their families at Open House.

Students are primarily graded on completion of each assignment and completion of the scrapbook. I set aside one computer lab session for students to type up their completed paragraphs and find clip art. Students are given paper so they know the size of each entry, and are allowed to choose the font and color of each paragraph. If a student is absent, they are responsible for reading the portion of the book they missed. At least once a week students are required to write a summary of what was read that day for their daily reading log. A few times students are required to complete a chapter at home and write a summary. Letters home are attached.

IV. Notes/Tips for Teachers

I highly recommend getting a class set of the book so each student has a copy. I found the books on Scholastic for \$1.50 each. Many districts or teachers in your district may have a class set you can borrow. I made regular visits to the Dollar Stores to find scrapbooks. They do not all need to be the same. Students enjoy bringing in their own stickers, but I also had some available. Students need to understand that the stickers are meant to enhance each page and should relate to the subject matter.

a. Information on what age/grade/achievement levels this project was designed for

This lesson could be adapted to work with grades 4-8. Students in grade 4 would need more background knowledge to understand key points in the book. Students in grades 7-8 could be given more freedom in designing their scrapbooks. The book is available in Spanish to assist English Learners. Since we read and discuss about a half chapter each day in class together, all students are able to understand the text and complete the assignments. The writing assignments are short, so I insist on quality writing. Sentence frames are provided for students who need assistance.

b. Standards and subjects covered

Reading

1.1 Read aloud narrative ... text fluently and accurately and with appropriate pacing, intonation, and expression.

1.2 Identify and interpret figurative language and words with multiple meanings.

2.4 Clarify an understanding of texts by creating ... summaries....

3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.

3.3 Analyze the influence of setting on the problem and its resolution.

3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional ... texts.

Students will learn how to read narrative text fluently and accurately and with appropriate pacing, intonation, and expression. Through the discussion of proverbs and figurative language in the text, student will be able to identify and interpret figurative language and words with multiple meanings. By writing summaries of sections of the text read independently, students will be able to clarify their understanding of the text. By discussing the qualities of the characters in the story, students will be able to analyze the effect of the qualities of the character on the plot and the resolution of the conflict. Students will learn how to analyze the influence of setting on the problem and its resolution, identify and analyze features of themes conveyed through characters, actions, and images, and explain the effects of common literary devices used in the novel.

c. Student Impact

The project works because it deepens and personalizes the story of Esperanza and her journey from Mexico to California, as well as the many challenges she faces as a young adult about the same age as a sixth grader. It encourages families to get involved with what their children are learning at school. It encourages students to take pride in and learn about their family history. I have had parents request the novel in Spanish to read because they are curious to know more.

The class broke out in spontaneous applause when we finished the book. The look on the faces of parents when the students presented their scrapbooks as gifts at Open House was absolutely beautiful.

In addition, as students relate their life to that of Esperanza they become engrossed in the story and develop reading comprehension skills that will carry over to other books they read. Writing summaries and making connections with the items they bring in from home encourages students to continue to make important connections in all curricular areas. Families should become more involved in student learning in other content areas. Students will take pride in their final project that will involve a lot of work over a long period time.

V. Bibliography

Ryan, Pam Munoz, Esperanza Rising, Scholastic Inc., 2000

<http://maps.yahoo.com/#mvt=m&lat=28.5727&lon=-110.55184&zoom=5>

ESPERANZA RISING

Read EVERY DAY after lunch for 10-20 minutes

<u>DAY</u>	<u>DATE</u>	<u>CHAPTER</u>	<u>PAGES</u>
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1/10/09 Letter Home: Tell students and parents about the novel and the scrapbook project.

W	1/21	Introduction	
R	1/22	Grapes/Las Uvas.....	1-11
F	1/23	Grapes/Las Uvas.....	12-22

1/23/09 Letter Home: Talk with your family and ask them to share any proverbs that they are familiar with. Write these down along with their meaning. (Due Date: 1/30/09)

M	1/26	Papayas/Las Papayas	23-30
T	1/27	Papayas/Las Papayas	31-38
W	1/28	Figs/Los Higos.....	39-47
R	1/29	Figs/Los Higos.....	48-57
F	1/30	Guavas/Las Guayabas	58-80

1/30/09 Letter Home: Talk with your family about their journey to Santa Maria. Write down where your family is from and create a map tracing their journey. (Due Date: 2/6/09)

M	2/2	Cantaloupes/Los Melones	81-89
T	2/3	Cantaloupes/Los Melones	90-99
W	2/4	Onions/Las Cebollas	100-110
R	2/5	Onions/Las Cebollas	111-120
F	2/6	Almonds/Las Almendras.....	121-138

2/06/09 Letter Home: Talk with your family about their favorite family recipes. Write down the name of one of these recipes, the ingredients, and directions. (Due Date: 2/13/09)

T	2/10	Plums/Las Ciruelas	139-148
W	2/11	Plums/Las Ciruelas	149-157
R	2/12	Potatoes/Las Papas.....	158-167
F	2/13	Potatoes/Las Papas.....	168-178

2/13/09 Letter Home: Ask your family to share any photos of special family events, trips, family members, or pictures of where they are from. (Due Date: 2/20/09)

T	2/17	Avocados/Los Aguacates	179-188
W	2/18	Avocados/Los Aguacates	189-198
R	2/19	Asparagus/Los Espárragos	199-206
F	2/20	Asparagus/Los Espárragos	207-213

2/20/09: Students who have brought in items begin working on their scrapbooks.

M	2/23	Peaches/Los Duraznos	214-223
T	2/24	Peaches/Los Duraznos	224-233
W	2/25	Grapes/Las Uvas.....	234-243
R	2/26	Grapes/Las Uvas.....	244-253

2/27/09 Letter Home: Students and parents get a final reminder about missing items.

Gracey R.
Family Proverb

Camarón que se duerme se lo lleva la corriente.

“The shrimp that sleeps is carried by the wave.”

It means that if you are not on the look out you will lose.

My family says this when we play a game. It means that if you are not careful someone will do something to make you lose at the game we are playing.

Alondra M.

Family Journey

My mom was born in Quiroga, Michoacan. My dad was born in Anopangio. My mom and my dad traveled from Quiroga, Michoacan, to Tijuana. Then they went to Los Angeles, and finally to Santa Maria.

Carlos H.
Family Recipe

La Ensalada de Zanahorias

5 lbs de zanahorias
1 ½ taza de azúcar
1 ½ taza de mayonesa
1 ½ taza de piña
1 ½ taza de pasas

Primero se lava bien las zanahorias. Luego se rayan y se ponen en un toper. Después de eso se pone la azúcar, mayonesa, piña, y pasas, y se revuelve bien, bien.

Dear Parents and Students,

January 10, 2009

I hope all of you are enjoying the Winter Vacation. As a reminder, students return to class on Wednesday, January 21, 2009. When students return, we will begin reading Esperanza Rising, a novel about a young girl's journey from Mexico to California. I would like to tell you in advance some of the activities we will be doing as we read the story.

As we read this story, students will be encouraged to talk with their families about their family history. Please share with your children any information you have about this, or have them talk to their grandparents or others who can teach them about their important family history. One activity students will be asked to do is create a map of how their family came to Santa Maria. The story also includes proverbs and recipes that were passed down to Esperanza from her father, mother and grandmother. Please encourage your children to learn more about their family history by sharing any proverbs or recipes that have been in your family.

As we read the novel, students will be asked to bring in maps, proverbs, photographs, and recipes that are important to your family. Students will bring home assignments for you to work on as a family. Your child will be preparing something very special about their family history to present to you at our Open House in May. Thank you for sharing with our class and making this project a success.

Sincerely,
Mr. Aranda

Estimados Padres y Estudiantes,

10 de enero de 2009

Espero que ustedes estén disfrutando de las vacaciones del invierno. Como recordatorio, los estudiantes vuelven para la escuela el miércoles 21 de enero de 2009. Cuando los estudiantes vuelven, comenzaremos a leer a Esperanza Renace, una novela sobre el viaje de una niña joven de México a California. Quisiera decirle por adelantado algunas de las actividades que haremos como leemos la novela.

Pues leemos la novela, animaran a los estudiantes a hablar con sus familias sobre su historia de la familia. Comparta por favor con sus niños cualquier información que ustedes tengan sobre esto, o téngalos hablar con sus abuelos u otros que puedan enseñarles sobre su historia de la familia. Pedirán los estudiantes de una actividad hacer deben crear un mapa de cómo su familia vino a Santa Maria. La novela también incluye los dichos y las recetas que fueron pasados abajo a Esperanza de su padre, madre, y abuela. Anime por favor sus niños para aprender más sobre su historia de la familia compartiendo cualquier recetas y los dichos que haya estado en su familia.

Pues leemos la novela, pedirán los estudiantes traer los mapas, dichos, fotografías, y las recetas que son importantes para su familia. Los estudiantes traerán a casa la tarea para que usted trabaje encendido como familia. Su niño preparara algo muy especial sobre su historia de la familia para presentarle en nuestra "casa abierta" en mayo. Gracias por compartir con nuestra clase y hacer este proyecto un éxito.

Sinceramente,

Sr. Aranda

January 23, 2009

Dear Parents,

Our class has completed the first chapter of Esperanza Rising this week. Two Mexican proverbs are written on the first page of the book. In the first chapter of the story, Abuelita tells Esperanza, "*No hay rosa sin espinas*" or "there is no rose without thorns." When Abuelita said this, she was not simply referring to the prick on Esperanza's finger. Abuelita meant that there is no joy or beauty in life without also a little pain. Esperanza will understand this saying even more as the story continues.

Students have been assigned to talk with their families about any sayings or proverbs that you use. Write down some of these proverbs or "dichos" that are used in your family. You may write these in English, Spanish, or both. Students will choose one of these proverbs and write a few sentences about who uses this proverb in your family, when the proverb is used, and what the proverb means. Remember, proverbs usually have a simple meaning and a deeper meaning.

Sincerely,

Mr. Aranda

23 de enero, 2009

Estimados Padres y Estudiantes,

Nuestra clase ha completado el primer capítulo de Esperanza Renace esta semana. Dos proverbios mexicanos son escritos en la primera página del libro. En el primer capítulo de la historia, Abuelita dice Esperanza, "no hay rosa sin espinas". Cuando Abuelita dijo esto, ella no se refería simplemente a la pincha en el dedo de Esperanza. Abuelita significó que no hay alegría ni belleza en la vida sin también un dolor pequeño. Esperanza comprenderá este dicho aún más como que la historia continúa.

Los estudiantes han sido asignados para hablar con sus familias acerca de cualquier dicho o los proverbios que usted utiliza. Anote algunos de estos proverbios o "dichos" que son utilizados en su familia. Usted puede escribir estos en inglés, español, o los dos. Los estudiantes escogerán uno de estos proverbios y escribirán unas pocas oraciones acerca de que utiliza este proverbio en su familia y cuando el proverbio es utilizado, lo que el significado es. Recuerde, los proverbios tienen generalmente un significado sencillo y un significado más profundo.

Sinceramente,

Sr. Aranda

Dear Parents,

January 30, 2009

Our class continues to read Esperanza Rising, and soon we will begin working on our scrapbooks. Many students have already brought in proverbs to include in their scrapbook. Thank you for working together to complete that assignment. If you have not yet done so, please talk with your child about any proverbs that are used in your family and have them write one of these down to include in their scrapbook.

Students will now be reading about Esperanza's journey from Aguascalientes, Mexico to Arvin, California. Our next assignment is for students to talk with their families about how they arrived in Santa Maria. Attached are maps of Mexico and California for you to look at while you discuss. (If your family is from somewhere other than Mexico, please let me know and I will print a map for you.) Please look these maps over with your child and share with them any information about where your family used to live, and how your family came to Santa Maria.

Once again I stress how important it is for us to know our family history. Thank you for sharing with your child and with our class as we get to know more about one another and more about ourselves.

Sincerely,

Mr. Aranda

Estimados Padres,

30 de enero de 2009

Nuestra clase continúa leer Esperanza Renace, y pronto nosotros empezaremos trabajar en nuestros álbumes de recortes. Muchos estudiantes ya han introducido proverbios para incluir en su álbum de recortes. Gracias por trabajar juntos para completar esa tarea. Si usted tiene todavía no hecho así, habla por favor con su niño acerca de cualquier proverbio que son utilizados en su familia y los tienen escriben uno de estos incluir hacia abajo en su álbum de recortes.

Los estudiantes ahora serán leídos acerca del viaje de Esperanza de Aguascalientes, México a Arvin, California. Nuestra próxima tarea es para estudiantes de hablar con sus familias acerca de cómo ellos llegaron en Santa Maria. Conectado son mapas de México y California para usted mirar mientras usted discute. (Si su familia es de en algún lugar de otra manera que México, permitió por favor que mí saber e imprimiré un mapa para usted). Mire por favor estos mapas sobre con su niño y acción con ellos cualquier información sobre donde su familia vivía, y cómo su familia vino a Santa Maria.

Una vez más yo enfatizo cuán importante es para nosotros saber nuestra historia familiar. Gracias por compartir con su niño y con nuestra clase como nosotros conseguimos para saber más acerca del uno al otro y más acerca de nosotros mismos.

Sinceramente,

Sr. Aranda

Dear Parents,

February 6, 2009

Our class continues to read Esperanza Rising and students have selected their scrapbooks for our project. Many students have already brought in proverbs and maps to include in their scrapbook. Thank you.

Students are now reading about Esperanza's new life in a migrant camp near Bakersfield, California. A big part of Esperanza's life involves food. This is true of all of us. The book discusses some of the recipes passed down from Abuelita to Mama to Esperanza. I am sure there are many important recipes that have been passed down through your family. Please take a moment to talk about some of the foods that are important to your family. Have your child write down one family recipe to share with the class and put into the scrapbook. Be sure to include the ingredients and the directions.

Thank you for sharing with your child and with our class.

Sincerely,

Mr. Aranda

Estimados Padres

6 de febrero de 2009

Nuestra clase continúa leer Esperanza Renace y los estudiantes han seleccionado sus álbumes de recortes para nuestro proyecto. Muchos estudiantes ya han introducido proverbios y mapas para incluir en su álbum de recortes. Gracias.

Los estudiantes ahora leen acerca de la vida nueva de Esperanza en un campamento migratorio cerca de Bakersfield, California. Una parte grande de la vida de Esperanza implica alimento. Esto es verdad de todos nosotros. El libro discute algunos de las recetas pasaron de Abuelita a la Mamá a Esperanza. Estoy seguro hay muchas recetas importantes que han sido pasadas por su familia. Tome por favor un momento de hablar de algunos de los alimentos que son importantes a su familia. Que a su niño anote una receta familiar compartir con la clase y poner en el álbum de recortes. Está seguro incluir los ingredientes y las direcciones.

Gracias por compartir con su niño y con nuestra clase.

Sinceramente,

Sr. Aranda

February 13, 2009

Dear Parents,

Our class continues to read Esperanza Rising, and we will begin working on our scrapbooks next week. Many students have already brought in items to include in their scrapbook. Thank you for working together to complete those assignments.

As we near the end of the story, there is one last thing I would like students to discuss with their families. Please share some photographs that will open up a discussion of your family history. These can be photos of family members, family events, trips you have taken, or pictures of where family members live in Mexico. Students should select a few of these pictures to bring to class. I will copy them and return them to you so the pictures will not be damaged.

These family discussions are a great way for our children to learn more about our family history. Thank you for having these discussions with your child and sending them with items to include in their scrapbook.

Sincerely,

Mr. Aranda

13 de febrero de 2009

Estimados Padres,

Nuestra clase continúa leer Esperanza Renace, y nosotros empezaremos trabajar en nuestros álbumes de recortes la semana próxima. Muchos estudiantes ya han introducido artículos para incluir en su álbum de recortes. Gracias por trabajar juntos para completar esas tareas.

Cuando nosotros hacia el final de la historia, hay una última cosa que quería que estudiantes discutan con sus familias. Comparta por favor algunas fotografías que abrirán una discusión de su historia familiar. Estos pueden ser fotos de miembros de la familia, acontecimientos familiares, los viajes que usted ha tomado, o las imágenes de donde miembros de la familia viven en México. Los estudiantes deben seleccionar algunos de estas imágenes para traer a la clase. Yo los copiaré y los volveré a usted tan las imágenes no serán dañadas.

Estas discusiones familiares son una gran manera para nuestros niños de aprender más acerca de nuestra historia familiar. Gracias por tener estas discusiones con su niño y los enviando con artículos a incluir en su álbum de recortes.

Sinceramente,

Sr. Aranda

Dear Parents and Students,

February 27, 2009

Our class recently finished reading the novel, Esperanza Rising, by Pam Munoz Ryan. I would like to thank you for helping your child bring in items and information about his/her family history. These items are being placed into a scrapbook about your child's family history. Students have brought in proverbs, photographs, maps, recipes, and other items for their scrapbook. Some students have already begun the process of cutting and gluing items into the scrapbook. This week we will finish writing short paragraphs to explain the significance of each item. Below is a checklist of items your child has already brought in. Please review the items that are unchecked and highlighted and help your child bring these items in if possible.

Your assistance with this project is greatly appreciated. Our class looks forward to completing this project and presenting you with their beautiful, finished scrapbooks at our Open House celebration in May. If you have any questions, please do not hesitate to call me.

Sincerely,
Mr. Aranda

Checklist of items for _____

- Proverb
- Recipe
- Photographs
- Map

Estimados Padres y Estudiantes,

27 de febrero de 2009

Nuestra clase acabó recientemente de leer la novela, Esperanza Renace, por Pam Munoz Ryan. Quisiera agradecerle por ayudar a su niño causo en artículos y la información sus antecedentes familiares. Estos artículos se están poniendo en un libro de recuerdos sobre los antecedentes familiares de su niño. Los estudiantes han traído en proverbios, fotografías, mapas, recetas, y otros artículos para su libro de recuerdos. Hemos comenzado ya el proceso del corte y los artículos del pegado en el libro de recuerdos. Esta semana comenzará a escribir párrafos cortos para explicar la significación de cada artículo. Abajo está una lista de comprobación de artículos que su niño ha traído ya adentro. Repase por favor los artículos que son desenfundados y ayude a su niño a traer estos artículos adentro si es posible.

Su ayuda con este proyecto se aprecia grandemente. Nuestras miradas de la clase adelante a terminar este proyecto y a presentarle con sus libros de recuerdos hermosos, acabados en nuestra celebración de la casa abierta en mayo. Si usted tiene cualesquiera preguntas, no vacile por favor llamarme.

Sinceramente,
Sr. Aranda

Lista de comprobación por _____

- Dicho
- Receta
- Fotografías
- Mapa