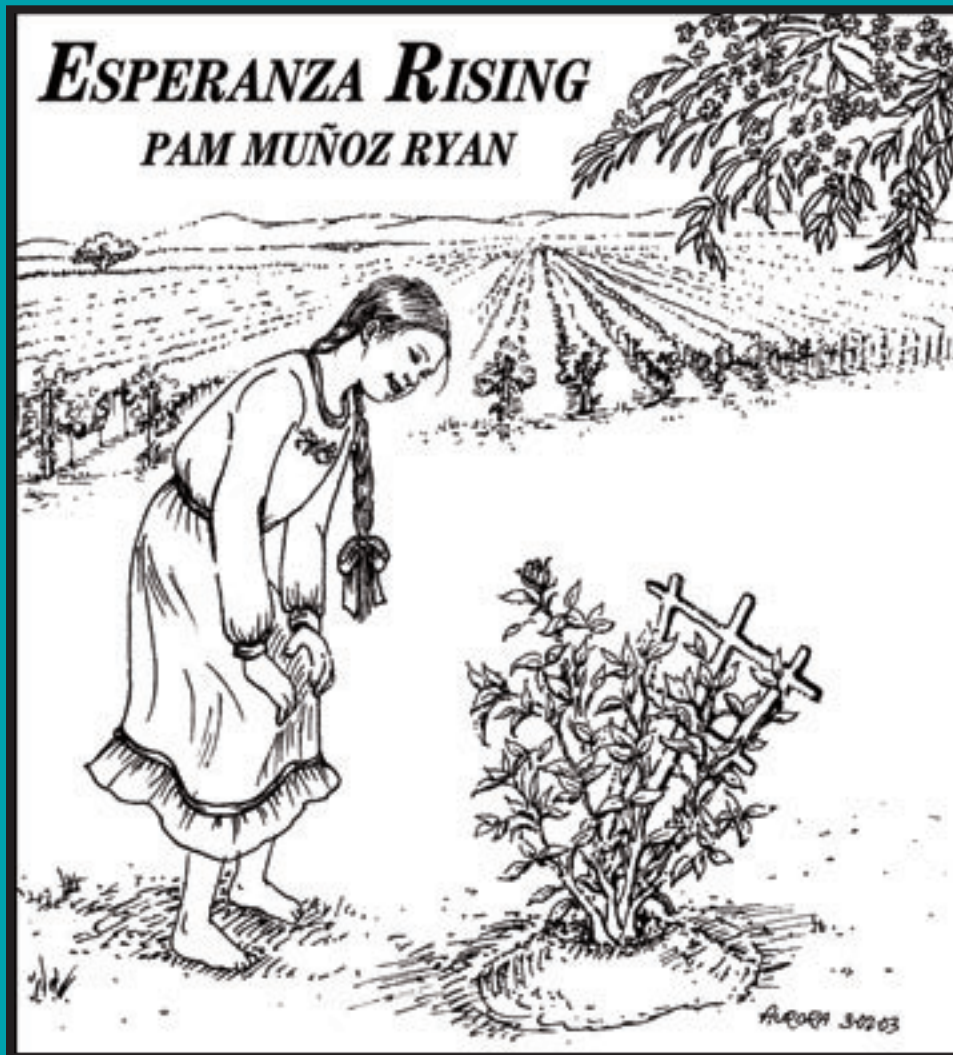


Novel·Ties



A Study Guide

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LEARNING LINKS

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TABLE OF CONTENTS

Synopsis	1
Background Information	2
Glossary of Spanish Words	3
Pre-Reading Questions and Activities	4 - 5
Aguascalientes, Mexico; Las Uvas; Las Papayas; Los Higos.	6 - 8
Las Guayabas; Los Melones	9 - 12
Las Cebollas; Las Almendras	13 - 14
Las Ciruelas; Las Papas	15 - 17
Los Aguacates; Los Espárragos	18 - 20
Los Duraznos; Las Uvas	21 - 23
Cloze Activity	24
Post-Reading Activities	25 - 26
Suggestions For Further Reading	27
Answer Key	28 - 30

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For the Teacher

This reproducible study guide consists of lessons to use in conjunction with the novel *Esperanza Rising*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for guided reading by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter or group of chapters; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits will be transferred to the books students read independently. Passive readers become active, avid readers.

GLOSSARY OF SPANISH WORDS

<i>abuelita</i>	grandmother
<i>aguacate</i>	avocado
<i>almendra</i>	almond
<i>arroz</i>	rice
<i>buena suerte</i>	good luck
<i>burro</i>	donkey
<i>calabaza</i>	squash plant
<i>campesinos</i>	peasants
<i>cebolla</i>	onion
<i>ciruela</i>	plum
<i>compañero</i>	close friend and companion
<i>cosecha</i>	harvest
<i>dedos</i>	fingers
<i>durazno</i>	peach
<i>espárragos</i>	asparagus
<i>fantasma</i>	ghost
<i>gata</i>	cat
<i>gayaba</i>	guava
<i>higo</i>	fig
<i>jefe</i>	boss
<i>mano</i>	hand
<i>melone</i>	melon
<i>milagro</i>	miracle
<i>nieta</i>	granddaughter
<i>papas</i>	potatoes
<i>Quinceañera</i>	presentation party for a 15-year-old girl
<i>rebozo</i>	blanket shawl
<i>reina</i>	queen
<i>sala</i>	drawing room
<i>tormenta de polvo</i>	dust storm
<i>uvas</i>	grapes
<i>vaqueros</i>	cowboys

Year	Events in History	Events in Book
1910	The Mexican Revolution begins. Hundreds of thousands of people flee north from Mexico and settle in the southwestern United States.	
1911	In Mexico, the long dictatorship of Porfirio Diaz comes to an end when he is forced to resign in a revolt led by Francisco Madero.	
1921	The first of two national origin quota acts is passed to curtail immigration from eastern and southern Europe. As a result, Mexico becomes a major source of American farm workers.	
1929	With the onset of the Great Depression, Mexican immigration to the United States slows down and many workers return to Mexico.	
1930–1940	Many Mexican workers are displaced by the dominant southern whites and blacks of the migrant agricultural labor force.	
1933	Mexican farm workers in the Central Valley, California cotton industry go on strike, supported by several groups of independent Mexican union organizers.	