

Character Based Literacy Program

Independent Study Lesson Plan

The House on Mango Street, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are vignettes?

What is moral courage?

What is the poverty cycle?

How has the role of women changed historically in the United States?

Why is it important to accept the things we cannot change?

Word Wall Here are vocabulary words to add to the Word Wall.

flat (4)	basement (4)	barrettes (6)	rosettes (6)	separate (8)
pedals (15)	sassy (16)	aisles (19)	crooked (14)	marimbas (20)
fleck (27)	buttoning (29)	bottling (29)	bologna (29)	slats (30)
floorboards (31)	Eskimos (35)	cumulus (36)	frijoles (37)	hind (31)
wobble (39)	salamander (40)	linoleum (40)	invisible (41)	canteen (43)

Literary Terms: *vignette, imagery, narrator, dialogue, and hyperbole.*

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read *The House on Mango Street* by Sandra Cisneros, p. 3-48

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Throughout the novel, you will be asked to map the locations as they occur in the reading. Create a map of Mango Street. This is an on-going project and you will be asked to add locations to it daily. Create a 3D version of Mango St.

Materials needed:

- Poster board
- Index cards
- Tape
- Markers, colored pencils, or crayons

Using poster board as a base, draw your version of Mango St. As you read about locations and descriptions of Mango St., build 3D versions of the houses and stores using index cards and tape. Locations can be labeled and colored to represent the reading.

Visual Sketch/Timeline

*Visual Sketch Directions: (20-30 minute activity)

Materials: blank sheet of copy paper, and preferably colored pencils.

1. You will need a blank sheet of paper, no lines.
2. Create a six-box diagram, by folding the paper in a hotdog/hamburger fashion.
3. Refer back to the Timeline items; select the 3-5 vignettes/ moments from today's reading you would like to sketch. [This can also be done for 3 events by doing a tri-fold of your paper.]
4. Label accordingly (be creative) and color, draw.
5. Every day add additional sketches, creating a **Timeline** effect.

Character Profile Charts

This can be done in addition to the other Map choices; it would complement the visual timeline and could be posted sequentially. Complete the attached graphic for each new character we meet (or one per day's reading). Be sure to include their relation to Esperanza and whether or not courage and fortitude would be traits you could use to describe each.

The following are characters from the book:

Esperanza Cordero The narrator and central character.

Nenny (Magdalena) Esperanza's younger sister.

Papa, Mama, Carlos and Kiki Esperanza's parents (Mr. and Mrs. E. Cordero) and her two younger brothers.

Cathy A neighbor girl.

Edna The woman who owns and lives in the apartment building next door; the mother of Ruthie, a childlike woman.

Lucy and Rachel Two girls who live across the street; Lucy is the older sister, Rachel the younger.

Meme Ortiz The boy who moves into Cathy's house.

Marin A neighborhood girl, older than Esperanza.

The Vargas family Rosa and her children, who are many and out of control.

Alicia One of Esperanza's neighbors; Alicia is a university student and becomes a friend to Esperanza.

Darius A neighborhood boy.

Sister Superior Esperanza's school principal.

Aunt Lupe (Guadalupe) One of Esperanza's aunts.

Elenita A witch woman.

Geraldo A man Marin meets at a dance.

Earl A man who lives in Edna's basement apartment.

Sire A boy Esperanza is attracted to.

Mamacita A woman who never leaves her apartment.

Rafaela Another married neighborhood woman.

Sally A friend of Esperanza's.

Minerva A young woman whose husband beats her.

The three sisters Lucy and Rachel's great-aunts.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Want Ad

Pretend you are Esperanza. Create a Want Ad* for a house that you would like to have. Draw the house or represent it with pictures. What kinds of qualities does the house need to have (location, number of bedrooms/bathrooms, yard, trees, pool, one story, schools, etc.)? What do you want to spend? Why are these things important to you? List your contact information.

*If you'd like to incorporate technology this can be converted to a Microsoft Publisher assignment.

Write a Vignette

Set your mind on a moment. Use all the senses to describe it, especially the neglected ones like touch, taste and sound. Try not to go over 800 words. Anything longer than that will want to become a story. A successful vignette must evoke emotion. If you can make us feel, you're on the right track. Use your Wanted Ad for motivation.

Moral Dilemma Situation

A major fear, especially for youth, is the fear of rejection or being embarrassed. Sometimes this fear can be so huge and controlling it can lead to making poor decisions even when we know what is right.

What types of acts could cause a teen to feel rejected or embarrassed? How can going against the norms of a peer group cause a teen to be rejected?

Create a moral dilemma scenario on your own.

Open Mind Portrait

Create an Open Mind Portrait for Esperanza. Use some of the thoughts she has had so far to reflect on her life.

Helping Those in Poverty

Brainstorm ways you can help the children in the community living in poverty.

- Examples: Is there a young person in your community you could mentor? Help with homework? An area that could be cleaned up and a playground installed? A workout activity with groups of young kids you could host? And so on. Be creative.

Autobiographical Timeline: Step 1 Final Project (see attached).

- Complete a Character Chart on yourself. For each trait think of one event or one aspect of your life that lead to you developing that trait.
- Using your chart, create a separate autobiographical timeline of your life. The number of events to include will be no less than your age divided by 2. Include at least one act of courage on your timeline using the traits from your chart and the events linked to those traits.
- Color and illustrate.
- Select one timeline entry and create a vignette.

Open Mind Portrait

Create an OMP for Esperanza. What do you think she was thinking when she was learning to walk in heels, walking through the town, and when the bum talked to them? How do you think she felt at the dance? What about when she danced and people clapped for her?

Postcard

Pretend you are Esperanza. Write a postcard to your friends telling them about the dance. Be sure to include how you felt in your pretty dress and school shoes. Also, describe how you felt when you danced with Uncle Nacho and everyone “saw you”. Why was it important for you to be seen? Be sure to properly address your postcard and give it a stamp. On the front, draw a picture that represents today’s reading.

Character Interaction Chart

Although Mr. Benny has a small role in the story, he is a very important person in the neighborhood. He sees and hears things and will tell on the kids. In many ways, he is the neighborhood watchdog. Fill out the Character Interaction Chart using Esperanza,

Mr. Benny, and the neighborhood parents (use your perspective when filling out the box for the parents).

Discussion

Key Questions, p. 3-13

1. How does moving to a new neighborhood take courage?
2. How have the characters demonstrated the theme: courage requires fortitude?
3. What is Mango Street like? Does Esperanza like where she is living? Why or why not?
4. Why did they move to the house on Mango Street?
5. How can the other side of town feel like a million miles away?
6. Do you think that the characters in the story have a good relationship?
7. Based on your limited knowledge of Esperanza so far, what do you think she wants?
8. If you could dream of your house on Mango Street, what would it look like?
9. How is this text different from other novels? Do you like the format?
10. Could the author have written her stories all together or do they need to be separate? Why?
11. Why is having a house important to Esperanza? Is having a house important to you? Why?
12. Esperanza describes her Mama's hair. Why is that description so vivid for her?
13. Why is having a best friend important to Esperanza?
14. What is your responsibility to your siblings? Is caring for another child in the family too much for a child?

Key Questions, p. 14-20

1. Who demonstrated courage in today's reading?
2. Can you recall an incident of courage in today's reading?
3. How are the sets of sisters Nenny and Esperanza alike/different from the sisters Rachel and Lucy?
4. Would you give \$5.00 to someone you don't know so you could have a friend?
5. What makes Lucy and Rachel better friends than Cathy?
6. Why do you think Esperanza gave the girls the money?
7. How is the bike "three-ways" ours?
8. Why is Cathy's family about to move?
9. What can you tell about the neighborhood based on the girls, the bike, Gil's Furniture Store, and the Tarzan Jumping Contest?
10. Infer: Why doesn't Gil turn on the lights?
11. What isn't for sale in Gil's shop?
12. Who is Meme?

Key Questions, p. 21-30

1. Who's Meme? Is that his real name? Would you describe him as having a strong character? Is he courageous?
2. Why does Louie's cousin have to stay inside watching the kids?
3. If you were Esperanza, would you have gotten in the car with Louie's cousin?
4. Marin gets sent back to Puerto Rico for being too much trouble. Do you see her as being a problem or an asset to the family? Why?
5. Why do Esperanza and her friends admire Marin?
6. "Marin is waiting for a car to stop, a star to fall, someone to change her life" (p. 27). Do you think that someone will come by to change Marin's life or does she need to do it herself? What will happen to you if you wait for stuff to happen to you?
7. Does Esperanza have a reason to be scared going to other streets or is her decision based on things she has heard from others? Is that a valid way to make a decision? What could she be missing?
8. Why do the Vargas kids have little respect for living things?
9. Where does respect for yourself and others come from?
10. What factors contribute to the kids' behavior?
11. Does the community have an obligation to the children?
12. What happened in today's reading that was a demonstration of courage?

Key Questions, p. 31-38

1. How will Alicia's determination to study impact her? Will it impact others in the neighborhood? How?
2. What is Alicia afraid of?
3. Have you ever looked up at the sky and really studied it? What did you see? Why is that important to do?
4. What does Darius see in the clouds?
5. Based on the exchange between the girls, have you ever had an exchange of words and not known how it all started? What ended up happening? Do you treat people different to avoid things like that now?
6. What is dialogue?
7. Does the author use a lot of back and forth dialogue?
8. What specific characters are used when using dialogue?
9. What is the tone of today's key paragraph? What does it reveal about Mango Street?
10. How can apologizing be an act of courage? Does it take courage to admit when we are wrong?

Key Questions, p. 39-48

1. Why are the girls amazed when they realize they have legs?
2. What do you think the girls are thinking as they walk through town?
3. What do the shoes symbolize? Womanhood? Are they too young to wear them?
4. Why does Mr. Benny tell them they are going to get in trouble?
5. What do you think they learn after their encounter with the bum?

6. Why does Esperanza want to stay in the canteen? Is the canteen a desirable place?
7. What is the conflict and who is it between in “A Rice Sandwich”? Why does the sister react to Esperanza the way she does?
8. How would you feel if you had a nice new outfit but had to wear old grungy shoes?
9. What characteristic does Uncle Nacho display when he encourages Esperanza to dance? Why is that significant to Esperanza?
10. Why was it important for Esperanza to be *seen*? How will that affect her? When was the first time you were seen?
11. What type of relationship does Esperanza have with her mom? (p. 44).

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Passage, p. 5

“I knew then I had to have a house. A real house. One I could point to. But this isn’t it. The house on Mango Street isn’t it. For the time being, Mama says. Temporary, says Papa. But I know how those things go” (p. 5).

Writing Prompt

What makes a place you live a home? Does a home feel safe? Do you think families in bigger homes (with separate bedrooms) are closer versus a smaller house/apartment/home where rooms are shared? Does having extended family in the home offer increased safety? How can a solid home help build a person’s fortitude? Does it guarantee it?

Referring to the Common Core standards, **write a narrative paragraph describing what a home means to you.** (Bonus: incorporate a word wall word effectively and accurately.)

Key Passage, p. 20

“Nenny who thinks she is smart and talks to any old man, asks a lot of questions. Me, I never said nothing to him except once when I bought the statue of liberty for a dime” (p. 20).

Writing Prompt

To speak your mind or not to speak your mind. Think about a time you were faced with a moral dilemma. Depending on the situation it may require us to exercise moral courage to speak our mind (ex: someone is being mistreated and you are a bystander) or to “hold our tongue” (ex: you are being accused of something by an authority figure).

In a narrative paragraph, write about an act that required moral courage. Describe a situation you experienced that helped you build strength and courage. It may be that you didn’t like how you handled the situation; how could you have handled it differently? How can experiencing adversity help build a person’s

character and fortitude? Do you think someone who has never faced hardships can have courage—how so?

Key Passage, p. 27

“Marin, under the streetlight, dancing by herself, is singing the same song somewhere. I know. Is waiting for a car to stop, a star to fall, someone to change her life” (p. 27).

Writing Prompt

Think of an area in your city with families living in poverty; also identify the area in your community known for being affluent. How do these two areas differ? In appearance? Services offered? House sizes? Visible homeless individuals? Think about the reasons why? Do we have a responsibility to all members of our community (such as the homeless, Veterans, children, individuals with disabilities)?

In a narrative paragraph you will take on the role of a member of the community—the bus driver, a home-owner, a shop owner, or resident. As that person you will describe what you would like to do to improve the conditions of poverty in your community. Remember to tie into the theme of the unit: Courage Requires Fortitude.

Key Passage, p. 33

“You can never have too much sky. You can fall asleep and wake up drunk on sky, and sky can keep you safe when you are sad. Here there is too much sadness and not enough sky. Butterflies too are few and so are flowers and most things that are beautiful. Still, we take what we can get and make the best of it” (p. 33).

Writing Prompt

The girls argue in today’s reading. Think of how many friendships are lost due to arguments and stubbornness. How can apologizing be an act of courage? It takes courage to admit when we are wrong.

Create a dialogue between you and a younger person. You must explain what you do to feel safe, to relax, and how you demonstrate courage. Anticipate what questions a younger, less experienced person may ask you or say. Include that in the dialogue. The dialogue must illustrate the theme: Courage Requires Fortitude. Be sure the dialogue is punctuated correctly.

Share with a partner and have each take a role and speak dialogue aloud.

Sample:

You: “Hey little cousin; how was your day today?”

Little Cousin: “At school...”

Key Passage, p. 45

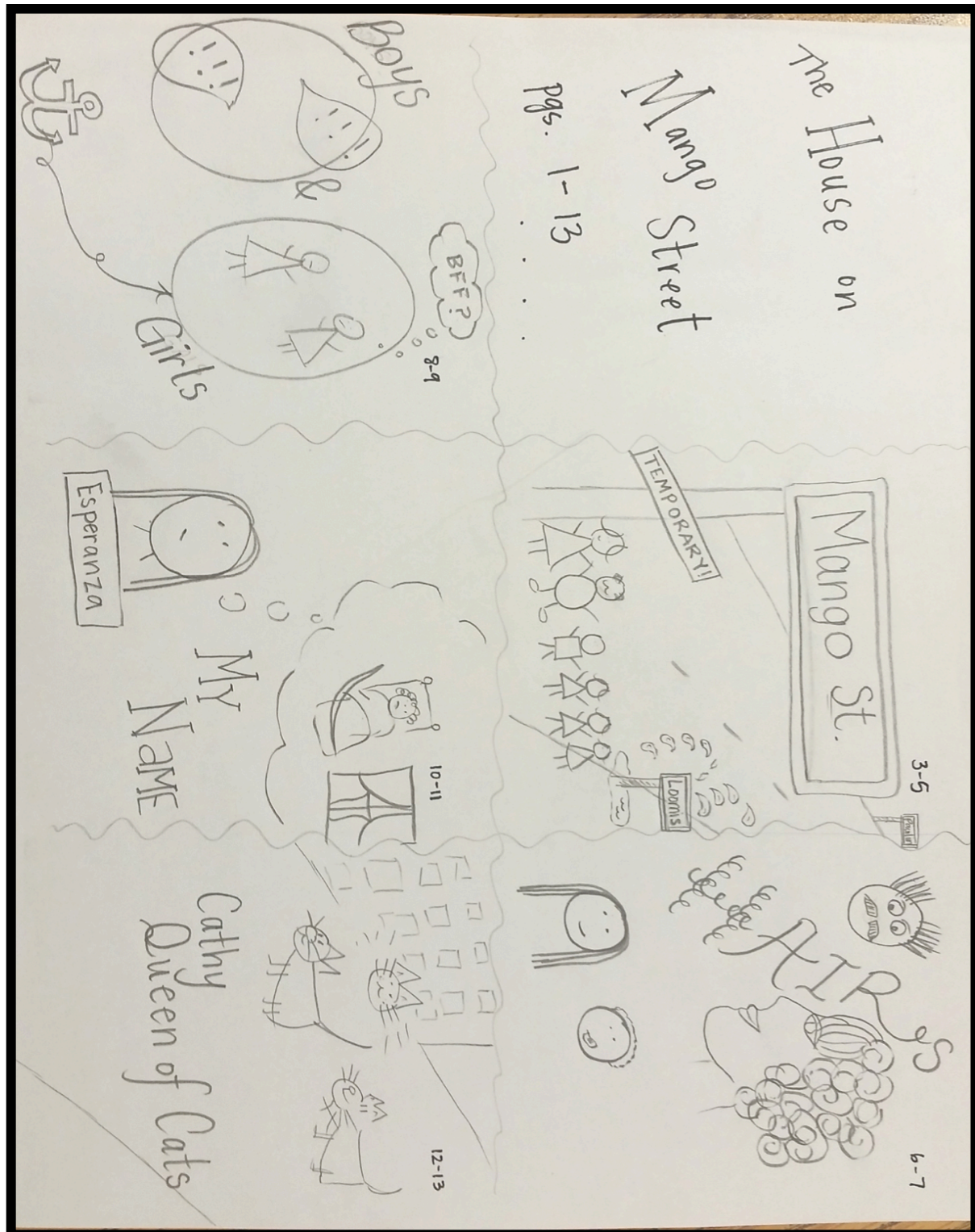
“In the canteen, which was nothing special, lots of boys and girls watched while I cried and ate my sandwich, the bread already greasy and the rice cold” (p. 45).

Writing Prompt

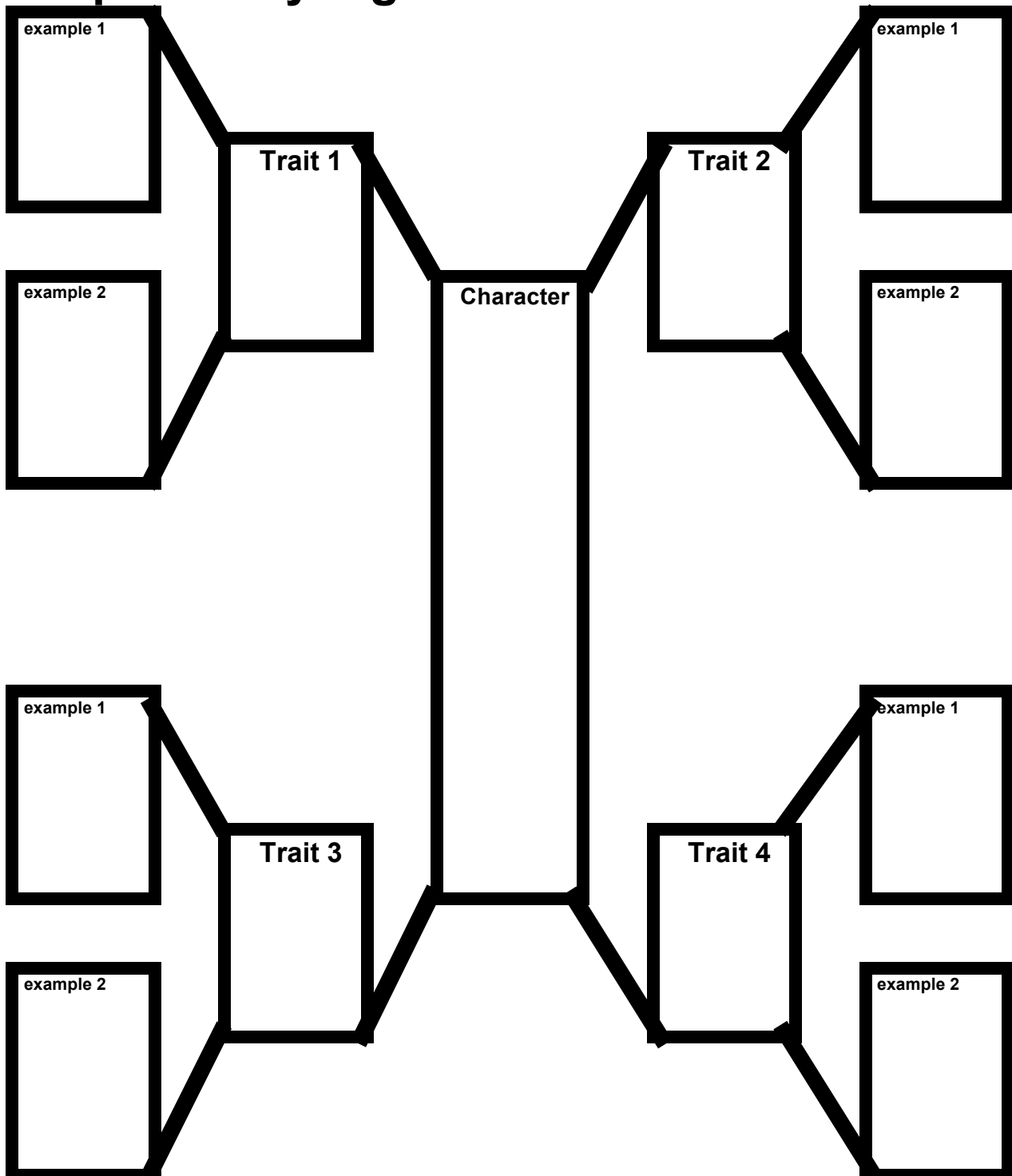
In today's reading, the girls dress up in more grown-up clothes. During this coming-of-age time in our life we often do things to try to be older or speed the process along. What stage in the life cycle do you believe requires the most courage and fortitude—childhood, teenage years, or adulthood?

In a narrative paragraph write about a time you did something to “try to be older.” What did you do? How did you feel? What stage in the life cycle do you believe requires the most courage and fortitude—childhood, teenage years, adulthood?

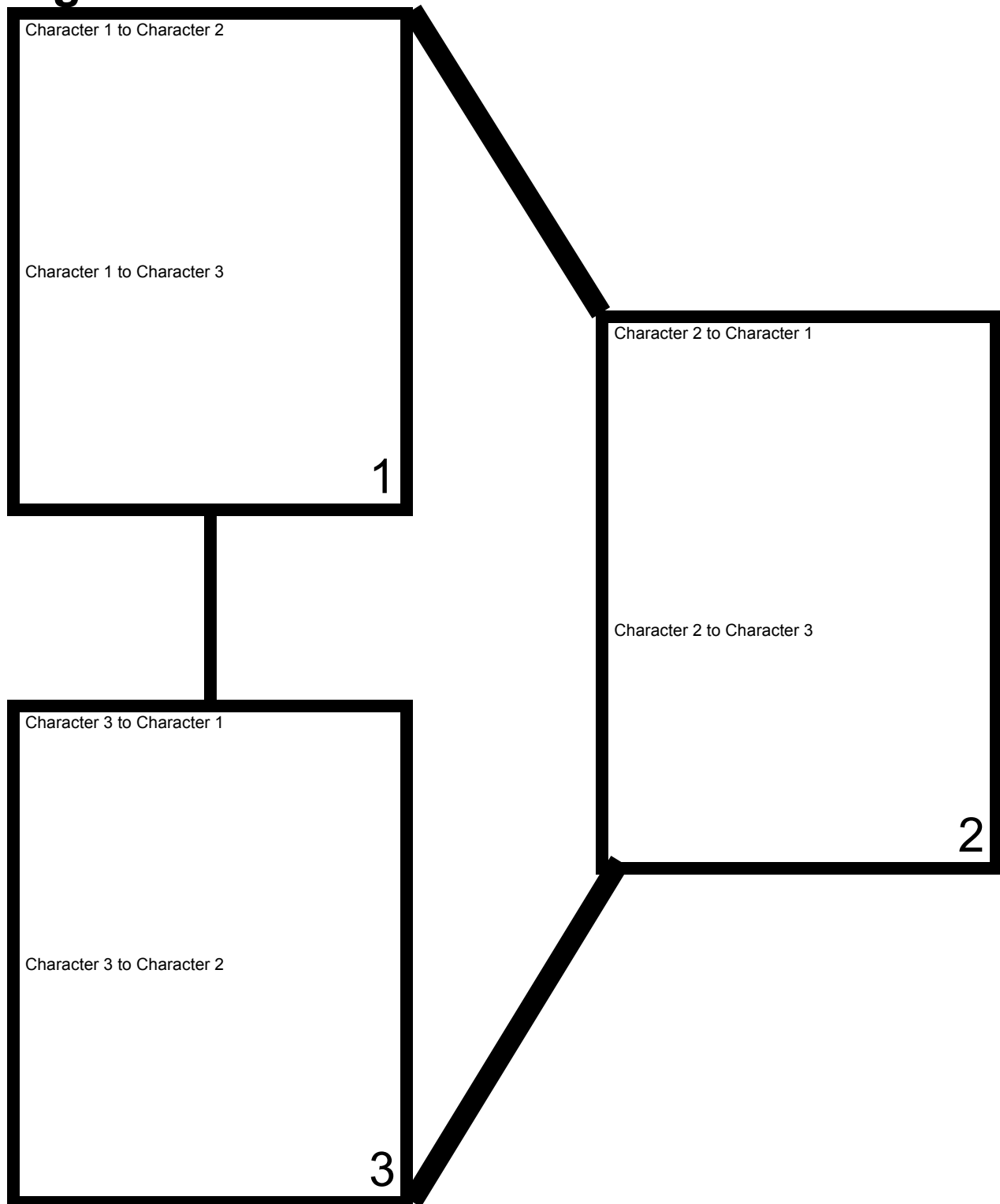
Map Activity: Visual Sketch/Timeline



Map Activity: 4g6 Character Profile Chart



5g6 Character Interaction Chart



Character Based Literacy Program

Independent Study Lesson Plan

The House on Mango Street, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Why should you not take responsibility for the actions of others?

What are Archetypes?

What are hardships that immigrants face?

Why is courage important, especially during hardships?

Read: “The Story of an Hour” by Kate Chopin:

<http://archive.vcu.edu/english/engweb/webtexts/hour/>

Word Wall Here are vocabulary words to add to the Word Wall.

authority (50)	hydrant (53)	negatives (54)	crumples (56)	tomb (56)
wicked (59)	ashamed (60)	carnivals (62)	ordinary (63)	scarcely (69)
geraniums (70)	wedged (70)	ordinary (71)	raggedy (74)	ferocious (74)
bitter (80)	raven (81)	satin (81)	nylons (81)	papaya (79)
ashamed (86)	tame (88)	threshold (88)	cruel (89)	opera (90)

Literary Terms: *figurative language, Archetype, personification, simile, and connotation*

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read *The House on Mango Street* by Sandra Cisneros, p. 49-93

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Continue Map, Visual Timeline, or Character Profile Charts

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP for Esperanza. What do you think she was thinking when she realized that she and Nenny were two worlds apart? What was she thinking and feeling when she got her first job? Predict what she said to the man when he lied and kissed her. Explain her thoughts when her father told her about her grandfather.

Double Dutch Rhyme

Using the rhymes on pages 49-52, write your own Double Dutch rhyme. You can use “hips” as your topic like in the novel or choose your own topic. Your rhyme should be 4-6 lines long and end with “yes, no, maybe so.” Or, insert Figurative Language exercise (simile, metaphor) practice.

Research Archetypes

- Go online and research **archetypes**.
 - Do an image search of archetype and review 2-3 examples. Print if possible.
 - Option 1: Create your own graphic for the following archetypes: witch/wizard/wise woman man; Jester; and Caregiver. Draw a picture of each with a brief description on a poster board.
 - Option 2: Create a 3-4 slide PowerPoint for the following archetypes: witch/wizard/wise woman man; Jester; and Caregiver. Select a picture of each archetype from the Internet and provide a description of each.

Character Profile Chart

Create a Character Profile Chart for Ruthie. Include her traits and give examples from today's reading.

Open Mind Portrait

Continue adding to your OMP for Esperanza. Add her thoughts about the four skinny trees and about Mamacita.

Open Mind Portrait

Add to your OMP. Esperanza is meeting people that do not seem content with their lives. What do you think Esperanza is thinking as she meets these people? Do you think she has ideas or solutions to ensure she will end up in a better place?

Venn Diagram

Create a Venn diagram comparing Kate Chopin's "The Story of an Hour" with *The House on Mango Street*. What do they have in common? What are their differences?

Sample Paragraph: "The Story of an Hour" by Kate Chopin and *The House on Mango Street* by Cisneros are both pieces of literature about the communities the writers lived in. Both the stories are written by female writers and both the stories have female protagonists. Both the stories have similarities and differences in the plot, setting, characters, mood and theme. Both these stories have a strong theme. The theme of both stories is about the search for identity and the suffering of women. The stories are written from the feminist point of view. In one story, the lead character, Mrs. Mallard is the victim of her torturing husband, whereas in the other story the lead character is the victim of poverty and the mixed values of the society and class discrimination. Both the lead characters, who seem to be weak initially, emerge as strong characters towards the end of the stories.

Discussion

Key Questions, p. 49-57

1. Esperanza seems to be able to report on "hips" with authority. This is how many children skew fact and fiction on big topics like drugs, alcohol, sex, and growing up. Why don't kids ask their parents or a trusted adult for guidance when these types of topics arise?
2. What do the rhymes tell you about the girls' ages?
3. Esperanza realizes that she and Nenny no longer belong in the same world. How do you think she reacts and accepts that? What world is Esperanza in? What about Nenny? Can Esperanza go back?
4. Esperanza has to get a job to help pay for her schooling. Do you think she will value her education more or less if she has to work for it? Why?
5. Based on Esperanza's first day at her new job, do you think she is prepared to enter the world? What character traits and qualities do you think she needs to better be able to adapt in new situations?
6. What would you be thinking if you had to inform your siblings that someone had died? What would you do to prepare to answer their questions?

7. When the old man kisses her, do you think it would take courage for Esperanza to report it? Do you think it is likely or unlikely that Esperanza reported it; why or why not?
8. How does Esperanza demonstrate courage with her grandfather's passing?
9. Does Esperanza's ability to be strong during this time surprise you? How is it consistent or inconsistent with the child-like behavior she often demonstrates?

Key Questions, p. 58-69

1. Can someone be born "bad"? If you were told you were born bad, what would you do?
2. Esperanza believes "diseases have no eyes. They pick with a dizzy finger anyone just anyone." Do you think that people are destined to have things happen to them or can you make your own future?
3. Aunt Guadalupe tells Esperanza to "keep writing" because it will keep her free. What do you think her aunt meant? What freedoms can you find in writing?
4. The fortune teller tells Esperanza that she will get a home in the heart. What is a home in the heart? What is home to you? How do you know if you are home?
5. Why is it significant that Geraldo has no last name?
6. What makes Ruthie unique?
7. Why do you think Ruthie never enters the store when she goes shopping with the girls?
8. What lesson do you think Esperanza learns from Ruthie?
9. Have you ever had a friend like Ruthie? What makes them special?
10. What do you think happened to Ruthie to bring her back to Mango St. sleeping on a couch at her mother's house?

Key Questions, p. 70-78

1. Who demonstrated courage in today's reading?
2. Why is Earl so fascinating to Esperanza?
3. Who is the woman in Earl's apartment?
4. Esperanza finally tries to "stare down" Sire. Why is the act of looking someone in the eye significant for Esperanza?
5. What is the tone of today's selected reading? Can you find a quote from today's reading that supports your position?
6. She feels as if "everything is holding its breath inside me. Everything is waiting to explode like Christmas" (p. 73). What do you think Esperanza is referring to? What is she waiting for?
7. How can Esperanza relate to the Four Skinny Trees? What about the trees and their circumstances help to motivate her?
8. If you were Mamacita, would you stay inside? What do you think she is waiting for?
9. In Mamacita's story, who or what do you think the conflict is between? Why?
10. Does it take courage to attempt to speak a language foreign to you?

11. The simile, “sounds like a seagull” (p. 77) implies what?

Key Questions, p. 79-85

1. Who is Rafaela? Would it take courage for Rafaela to change her situation?
2. Would you describe Rafaela as a courageous person?
3. Do you think that dreaming helps Rafaela cope with being stuck at home? How?
4. How can being beautiful be just as difficult as being ordinary?
5. What is Esperanza trying to do or convey as she tells Sally’s story?
6. Minerva always says that there is something wrong at home. Can people create their own craziness at home or do you think it just happens?
7. Would you describe Minerva as courageous?
8. If you were Esperanza, what would you tell Minerva to do?
9. What similes can you identify from today’s reading?

Key Questions, p. 86-93

1. Why does the family go to look at the houses on the hill?
2. Do you think it is important for the girls to see places outside of Mango St.? Why?
3. Esperanza doesn’t want to forget where she came from. Why do you think that is important for her?
4. Nenny wants things, but she wants to pick and choose. Do you think she has a valid plan to leave Mango St.? If you were her, what would you plan to do?
5. Mother left school because she was ashamed of not having nice clothes even though she is talented and has brains. She lives on Mango St. Do you think she has any regrets? Why?
6. Sally is being beaten by her father. Esperanza is shocked because she is so beautiful. Why is it important to not judge people by their looks?
7. What does it tell us about Esperanza’s character when she states she will not “forget where she came from”?
8. Does it take courage to go to school? Why or why not?
9. Does Esperanza demonstrate courage in today’s reading?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Passage, p. 57

“And I think if my own Papa died, what would I do. I hold my Papa in my arms. I hold and hold and hold him” (p. 57).

Writing Prompt

Sticking up for yourself can take courage! Especially when we are young, in the face of a violation or threat, one can become “frozen in fear”, embarrassed, scared and many other factors that can make such a situation leaving one feeling helpless. Think of Esperanza’s situation when the man violated her—would it take courage to tell someone?

In a narrative paragraph describe a time your strength and courage got you through a difficult time. How did it help you build courage and fortitude? Was there anything you would or could have done differently?

Key Passage, p. 68-69

“There were many things Ruthie could have been if she wanted to. Not only is she a good whistler, but she can sing and dance too. She had lots of job offers when she was young, but never took them. She got married instead and moved away to a pretty house outside the city. Only thing I can’t understand is why Ruthie is living on Mango Street if she doesn’t have to, why is she sleeping on a couch in her mother’s living room when she has a real house all her own, but she says she’s just visiting and next week her husband’s going to take her home. But the weekends come and go and Ruthie stays. No matter. We are glad because Ruthie is our friend” (p. 68-69).

Writing Prompt

What archetype does Ruthie fit? **In a narrative paragraph write about her fate. What happened to Ruthie in your vision?**

Or, It’s the first day of school; **write a narrative paragraph as an assigned archetype.**

Or, select a character from today’s reading who embodies courage. **Write a narrative story continuing where the story left off.**

Reiterate.

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a.) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b.) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c.) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d.) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e.) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Key Passage, p. 72 and 78

“I don’t cross the street like other girls. Straight ahead, straight eyes.” (p. 72)

“And then to break her heart forever, the baby boy, who has begun to talk, starts to sing the Pepsi commercial he heard on T.V.” (p. 78)

Writing Prompt

Re-read the selected passage (p. 72). Is this an act of courage as we have defined for the class theme? Is this a dangerous choice Esperanza is making? What does this act tell you about Esperanza’s character? Does it take

courage to face fear? **In a narrative paragraph describe how this act is or is not a courageous act and infer the reasoning behind her decision. Can you relate?**

Key Passage, p. 85

“One day, she is through and lets him know enough is enough. Out the door he goes. Clothes, records, shoes. Out the window and the door locked. But that night he comes back and sends a big rock through the window. Then he is sorry and she opens the door again. Same story.

Next week she comes over black and blue and asks what can she do? Minerva. I don’t know which way she’ll go. There is nothing I can do” (p. 85).

Writing Prompt

Does it take courage to “close the door permanently”? Think of Minerva, and in a **narrative paragraph continue the story, write a paragraph in which Minerva takes the courageous step to close the door permanently. Be specific. What does she do? Where does she go? Use your imagination, resources, and be brave in your response.**

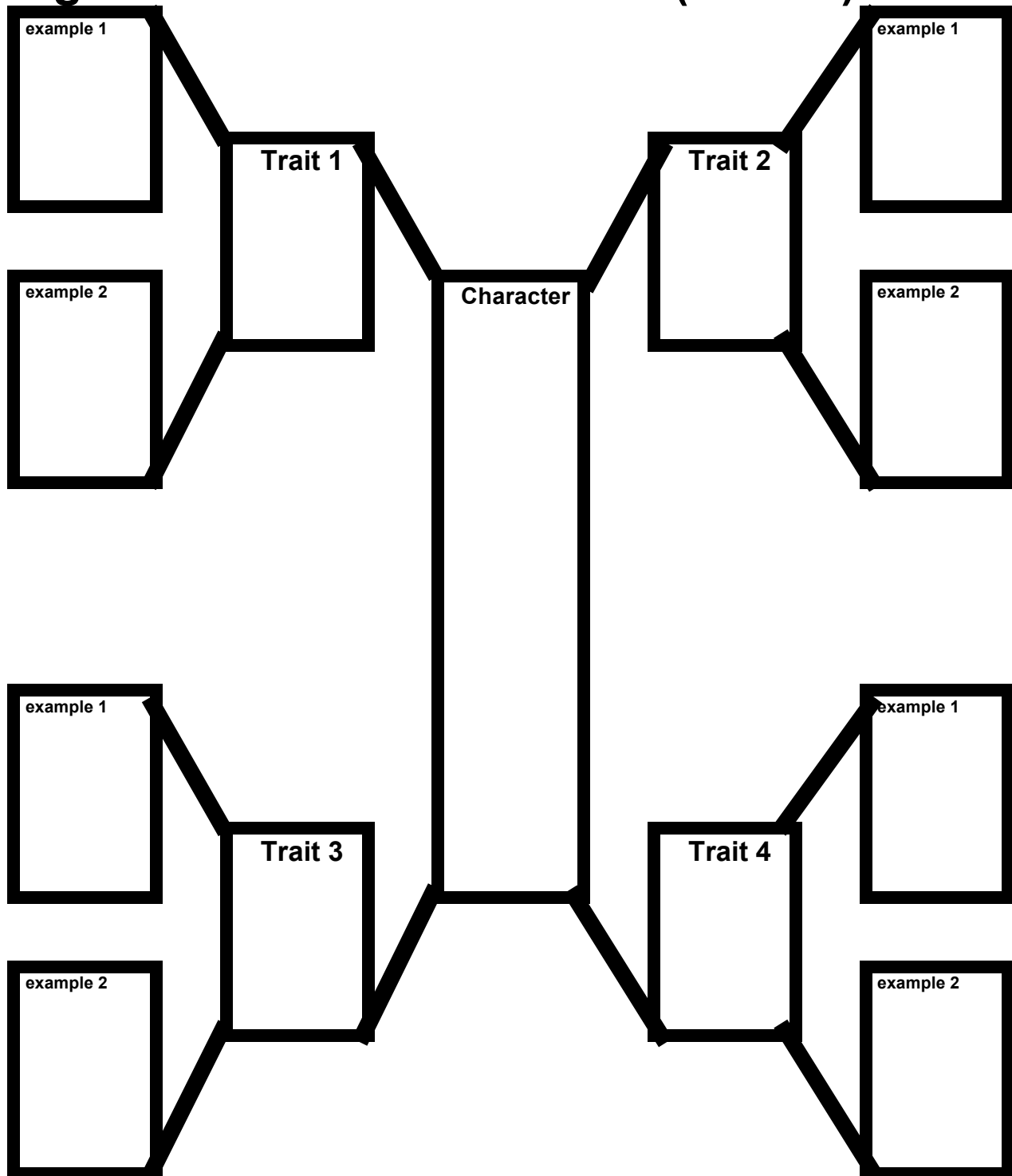
Key Passage, p. 91

“Shame is a bad thing, you know. It keeps you down. You want to know why I quit school? Because I didn’t have nice clothes. No clothes, but I had brains” (p. 91).

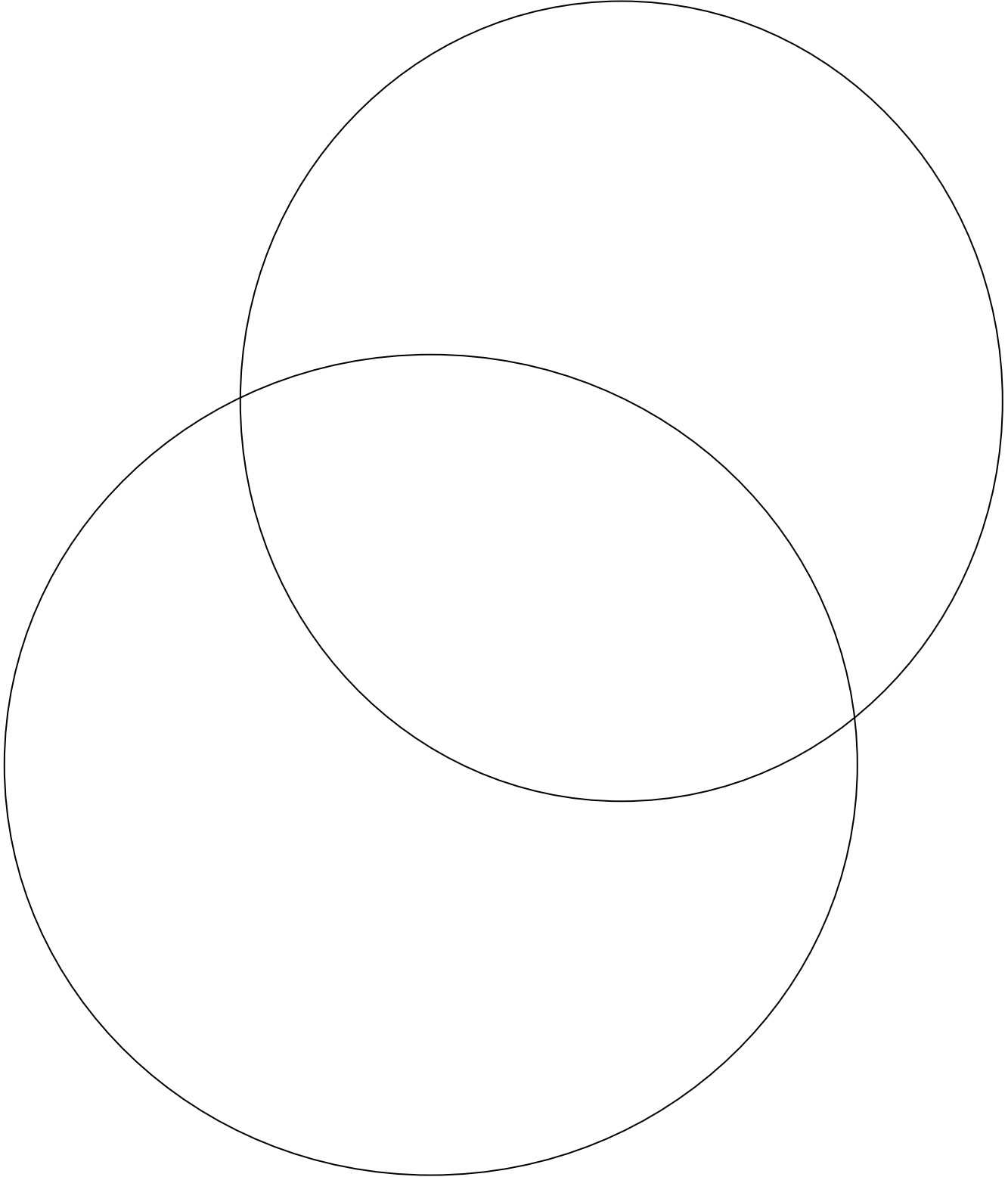
Writing Prompt

In a narrative paragraph describe the similarities and differences of the two pieces of literature: Kate Chopin’s “The Story of an Hour” with *The House on Mango Street*. What do they have in common? What are their differences?

4g6 Character Profile Chart (Ruthie)



6g6 Venn Diagram Chart



Character Based Literacy Program

Independent Study Lesson Plan

The House on Mango Street, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the purpose of gardens?

Why is it important to give back?

Word Wall Here are vocabulary words to add to the Word Wall.

porcelain (94)	fringe (94)	whirl (100)	bazaar (101)	permission (102)
veined (104)	selfish (105)	mayor (107)	porcelain (103)	cinnamon (105)
trudged (109)	petunias (108)	march (109)	belong (110)	

Literary Terms: *protagonist, repetition, and foreshadowing,*

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character
- Point to each timeline item as you quickly review it

Read Read the selection.

Read *The House on Mango Street* by Sandra Cisneros, p. 94-110

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Continue Map, Visual Timeline, or Character Profile Charts

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Drawing

Create a chalk drawing of a garden and flowers.

Found Poem

Create a Found Poem for “The Monkey Garden” using pages 94-98. The poem does not have to rhyme. The poem should be 10-15 words long. All words and phrases need to be taken from the selected reading. Some options for the theme are: garden, childhood freedoms, and childhood games. Once finished, you should illustrate your writing.

Plot Profile Chart

Create a Plot Profile Chart for today’s readings. Read today’s section and list descriptions of what happens. Plot the intensity of the description as you read.

Open Mind Portrait

Add to your Open Mind Portrait of Esperanza. Esperanza is leaving Mango St. She has been advised to come back for those who cannot leave easily. Include thoughts from today’s reading. Give her thoughts and hopes for her future.

Letter

Pretend you are Esperanza and you have left Mango St. Write a letter back to your friends and tell them about your new life. What did you do when you left Mango St.? What kind of house do you have now? Write a 1-2 paragraph letter home. Include a proper address. On the backside, draw a picture of your new home.

Discussion

Key Questions, p. 94-102

1. Why do you think all of the kids come to the garden?
2. Have you ever had a place like the garden to go to? Why is it important?
3. Esperanza seems to be trapped between being a kid and struggling to be a teen/adult. Have you ever been in this position? What was it like for you?
4. Can Esperanza relate to Sally anymore?
5. Did Sally let Esperanza down as a friend? How?
6. Do you think you would be prepared to get married in 8th grade?

Character Education at the Markkula Center for Applied Ethics

7. Sally got married in order to leave Mango St. Based on today's reading, do you think she is in a better position now? Give examples from today's reading.

Key Questions, p. 103-107

1. Why did the three sisters come to Lucy and Rachel's house?
2. Do you think the three sisters helped Esperanza work toward her future? How?
3. "When you leave you must remember to come back for the others. A circle, understand?" (p. 105). What do you think the three sisters meant by coming back? How can Esperanza help others and complete the circle?
4. Who do you think can make Mango St. better? How?
5. Identify an act of courage from today's reading.
6. Does Esperanza demonstrate courage in her attitude toward her circumstances?

Key Questions, p. 108-110

1. Esperanza is going to tell a story about a "girl who doesn't want to belong" (p. 109). Is it important that she doesn't *want* to belong? How will that help her as she tries to leave?
2. Esperanza is always working on her future dream. Is it important to always have a dream? Why?
3. How does the story end?
4. What emotions do you think the author intended the audience to experience?
5. How did Esperanza's character develop throughout the story?
6. In the end, would you describe Esperanza as courageous? Why?
7. Does a desire for independence demonstrate courage?
8. How can you "belong but not belong"?
9. Esperanza claims she likes to tell stories; she narrates even the mundane moments of life? Do you think she does this as a coping mechanism? A hobby? Why do you think she does this?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Passage, p. 101

"She say's she is in love, but I think she did it to escape" (p. 101).

Writing Prompt

As individuals, we want to make good choices and decisions. **In a narrative paragraph write about a time that you made a good decision. What did you have to decide? What process did you go through to make your decision? How did you feel once you made a good decision?**

Key Passage, p. 107

“No, Alicia says. Like it or not you are Mango Street, and one day you’ll come back too. Not me. Not until somebody makes it better. Who’s going to do it? The Mayor? And the thought of the Mayor coming to Mango Street makes me laugh out loud. Who’s going to do it? Not the Mayor” (p. 107).

Writing Prompt

In a narrative paragraph write a political address: Pretend you are the mayor visiting the area where Mango Street is located. What promises do you make? What impressions do you have of the community? Be sure to use courage and fortitude in your address. View a few political campaign speeches for motivation and tone.

Key Passage, p. 109-110

“...What I remember most is Mango Street, sad red house, the house I belong but I do not belong to...One day I will say good-bye to Mango. I am too strong for her to keep me here forever. One day I will go away” (p. 109-110).

Writing Prompt

Many people stay in the same state, same county, same neighborhood the majority of their lives. Why do you think that is? Think of your own life and family—have you branched out to new communities? Do you see yourself moving to an entirely new state, new county, or new neighborhood? Does it take courage to venture out to new areas? Does it take courage to move away from family? What are the benefits of going “abroad”?

In a narrative paragraph describe a time you ventured out to somewhere new. Perhaps you moved or perhaps you spent an afternoon somewhere out of your comfort zone. You choose. Share with great detail and appeal to all the senses. Did it take courage to venture out of your comfort zone?

The Final Writing Assignment: An autobiographical narrative.

Review the writing process: prewrite, first draft, 2nd draft, editing revising, peer revising, and final copy.

Terms to know: prewriting, draft, introduction, body paragraphs, conclusion, editing and revising, and peer edit.

An autobiographical narrative is the true story of your life from your point of view. The requirement for this autobiographical narrative is to focus on acts of courage and fortitude. It will be helpful to use any of your previous paragraphs to help build your essay. You must cover all parts of the writing process. This is your chance to demonstrate the Common Core Standards.

PREWRITE: Create a Graphic Timeline. Brainstorm life’s moments that should go on the graph. This timeline will be in the form of a (horizontal) line graph. The high points of your life should be on the positive side and the bad times should be on the negative

side. OR Use the autobiographical timeline created previously. For every moment that is on the graph, add a graphic with it. For example, on the first day of school you could have a picture of a school building.

WRITING A DRAFT:

Introduction paragraph: Write an "I Am" Poem (lesson plan structure is attached). http://score.rims.k12.ca.us/score_lessons/symbols_freedom/pages/i_am_poem.html
Use this format to help them construct their introductory paragraph.

Body Paragraphs: Review your previous writing assignments. Select at least three of the previous writing assignments where you discussed memorable and courageous acts. These three entries should be three significant moments from your life. You need to pick your moments, put them in a logical order, and edit and revise them. You may need to add connecting sentences to help the paragraph flow.

Conclusion Paragraph: You should conclude their narrative with their future plans and goals.

REVISE: Read your first draft of your essay from start to finish. Make changes according to this checklist:

The following guidelines are designed to give you a checklist to use.

Organization

- ✓ Is there a clear introduction, body, and conclusion?
- ✓ Does the introduction provide sufficient background for the reader? Are the "who," "where," "why," "what," and "how" questions addressed?
- ✓ Is there a thesis sentence? Is the purpose of the essay clear? Do you mention courage and fortitude in your introduction?
- ✓ Does the essay move from general to specific?
- ✓ Are there sufficient transitions (furthermore, in addition to, lastly, also) between related ideas?
- ✓ Is the overall organization murky or clean? In other words, do you avoid introducing new material in the conclusion or switching subjects in the middle of a paragraph in the body?
- ✓ Does every paragraph address the subject matter (courage and fortitude) of the thesis in some way?

Content and Style

- ✓ Does the essay show that you have a knowledge of the audience?
- ✓ Is the length appropriate and adequate?
- ✓ Have you used sufficient examples and detail to make his or her points clearly?
- ✓ Has the assignment been addressed?
- ✓ Is the tone of the essay appropriate?
- ✓ Have you avoided insulting the reader?
- ✓ Is the tone of the essay professional and appropriate?

- ✓ Is the language convincing, clear, and concise?
- ✓ Have you used fresh language and a creative approach?

WRITE A SECOND DRAFT

Final checklist:

Proofreading

- ✓ Have you checked grammar and punctuation?
- ✓ Have you spell checked the essay?
- ✓ Have you checked for his or her particular pattern of error?
- ✓ Are the page numbers correct?
- ✓ Is the title capitalized correctly?
- ✓ Have you used the correct margin and font?

FINAL Essay:

Type and make any final revisions and editing. Final essay should be typed using Times New Roman 12 pt font.

3g6 Plot Profile Chart

10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity	Description									
		1	2	3	4	5	6	7	8	9
Event										