

***The House on Mango Street* by Sandra Cisneros**

English Language Arts, 9th Grade

WHAT'S THE STORY?

Sandra Cisneros records a series of impressions and significant moments in the life of a young girl who is slowly becoming a poet. This novel covers a year in her life, a year in which her family moves into a rented house on Mango Street. The house, while in poor condition, provides the family with more space and more autonomy than they have ever had. The rented house allows them to dream of someday having a house of their own, a safe and luxurious haven for the family. This dream is particularly important to Esperanza, the oldest child, who longs for a space in which to develop her own habits and opinions, and for a security that she has never known. The novel follows her and a group of her friends and neighbors as they confront issues common to young people coming of age. Despite her struggle with personal circumstances, Esperanza begins to write poetry. She sees her friends marry, move away, suffer abuse, and have children. Her family sees deaths and struggles with poverty. In the end Esperanza realizes that, while she may leave Mango Street someday, she will always be obligated to come back to help those who aren't able to leave. Although at this stage in her life she is still ashamed to admit it, Mango Street is an important part of her.

CONNECTIONS TO CURRICULUM

The following are some, but not all, of the connections to curriculum for this novel.

- **Unit 1: Personal Identity**
 - Essential Question: "How does the process of reading, speaking and writing inform our ability to grasp our own identity?"
- **Unit 2: The Individual and the Community**
 - Essential Question: "How does community influence identity?"

KEY STANDARDS ADDRESSED

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9.1
- Determine a theme or central idea of a text and analyze in detail its development. RL.9.2
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. RL.9.4
- Analyze and evaluate the representation of a subject or a key scene in multiple mediums-- including media, artistic, and other visual formats. RL.9.7

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. RL.9.10
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. RL.9.11
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. RL.9.12
- Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10. RL.9.13
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL.9.3
- Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. RL.9.5
- Analyze a particular point of view or cultural experience reflected in a work of literature. RL.9.6
- Analyze how an author draws on and transforms source material in a specific work. RL.9.9