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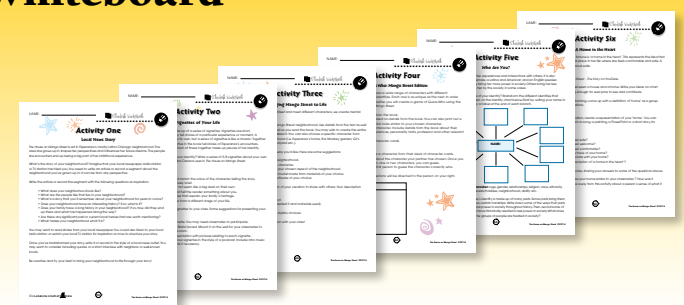
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Sandra Cisneros

Sandra Cisneros is an award-winning writer and artist. In her writing, Cisneros draws on her experiences as a Latina girl. She also draws on her experience of living in poverty. She was born in Chicago. She was the only girl in a family of 7 children. Cisneros describes her childhood as lonely. She says this impacted her writing as a grown up. Cisneros worked as a teacher and a college recruiter before she became a writer. She also worked as a counselor and an arts administrator.



Cisneros sees being bilingual as a strength. She says it allows her to write about two different cultures and choose from twice as many words. She had a strong female role model in her mother. She believed her mother wanted her to have a better life than she did.

Sandra Cisneros wrote her first poem when she was just 10. She began writing more seriously in high school. She went on to earn an Arts degree from Loyola University in Chicago. She then earned a Masters of Fine Arts from the University of Iowa. Cisneros has won many awards for her writing. She was awarded the National Medal of the Arts in 2015. She also won the American Book Award and the PEN Center USA Literary Award. She founded two non-profit organizations (The Macondo Foundation and the Alfredo Cisneros del Moral Foundation). Both of them support aspiring artists.

The House on Mango Street is Cisneros' most successful book. It has been translated into over twenty languages. It is considered an influential coming-of-age story. Cisneros is recognized as a significant figure within Hispanic and Latino communities. Her books have been celebrated throughout America and the rest of the world.

Did You Know...?

- Cisneros often uses names from the phone book as names for her characters.
- She describes her family's connection to Mexico and the United States as "always straddling two countries... but not belonging to either culture."
- When asked why she never had children, Cisneros responded, "My writing is my child and I don't want anything to come between us."



Chapters Six to Ten

(From "Our Good Day" to "Louie, His Cousin & His Other Cousin")

Answer the questions in complete sentences.

1. You may have already noticed that this book uses many similes and metaphors. How do they help the author convey their message?

2. The author uses a distinct writing style. How would you describe it? Why do you think she chose this style?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

- | | | | |
|----|------------|---|---|
| 1 | marimba | A trough used to carry rainwater off a roof. | A |
| 2 | aisle | One side is lower than the other. | B |
| 3 | jutting | A pathway between seats. | C |
| 4 | tarred | Happens once a year. | D |
| 5 | gutter | Covered in tar. | E |
| 6 | annual | Horizontal slope. | F |
| 7 | lopsided | An instrument that uses wooden bars and mallets that is popular in Central America. | G |
| 8 | scrambling | Folded or bent back over itself creating a repeating pattern. | H |
| 9 | pleated | Sticking or extending out over something. | I |
| 10 | slant | To move urgently or quickly. | J |



Chapters Nineteen to Twenty-two

(from "Chanclas" to "Papa Who Wakes Up Tired in the Dark")

1. Put a checkmark (✓) next to the answer that is most correct.

- a) In "Chanclas", why doesn't Esperanza want to dance?
- A Her feet hurt.
- B She is being teased.
- C She is wearing old, scuffed shoes.
- D She is too tired.
- b) Which one of the following is NOT a reason the girls give for having hips?
- A They're good for holding a baby when you're cooking.
- B They make you look beautiful.
- C You need them to dance.
- D If you don't get them you may turn into a man.
- c) Why was Esperanza all wet when she got home in "The First Job"?
- A Tito pushed her into the open water hydrant.
- B Nenny pushed her into the pond.
- C Her brothers threw water balloons at her.
- D She ran home in the rain.
- d) Where did Esperanza spend her break time on her first day of work?
- A Sitting on the curb outside.
- B In the staff room alone.
- C In the bathroom stall.
- D In the coatroom.
- e) How do Mexicans send the dead away according to Esperanza?
- A Have a black and white photo taken in front of the tomb with flowers in a vase.
- B March down the streets singing.
- C Say prayers and share meals with family.
- D Spend all day at the church.

Chapters Twenty-Eight to Thirty-One

(from "Sire" to "Rafaela Who Drinks Coconut & Papaya Juice on Tuesdays")

Answer each question with a complete sentence.

1. In "Sire", Esperanza says "I want to sit out bad at night, a boy around my neck and the wind under my skirt." What is Esperanza expressing here for the first time? Think about how this chapter compares to what happens in earlier chapters.
2. What does Esperanza learn from the four trees planted by the city?
3. Why does the author spell "hamandeggs" this way in "No Speak English"?
4. In "No Speak English", why does the baby singing the Pepsi commercial make Mamacita so sad?
5. What is Esperanza showing by comparing her father to Mamacita in "No Speak English"?
6. What does Rafaela long for in "Rafaela Who Drinks Coconut & Papaya Juice on Tuesdays"? What is meant by the last line in the chapter, "And always there is someone offering sweeter drinks, someone promising to keep them on a silver string."?

Journaling Prompt

In "No Speak English", Mamacita has a very difficult time after she moves from Mexico to Esperanza's neighborhood. If you've ever moved, what was that experience like? Can you relate to Mamacita's experience? Why or why not? If you haven't moved, think about what it was like to switch schools or join a new class, activity or team, for example.



Chapters 4 to 6

What's in a Name?

Esperanza does not like her name. It brings her negative emotions. She doesn't feel like it represents her. Think about your own name. What emotions does it bring you?

Create a one-page write-up about your name. Answer the following questions:

- How do you feel about your name? Do you like it? Why or why not?
- What does your name represent to you?
- When others say your name, how does it sound to you?
- Ask your parents or guardians why they chose your name. Was it significant to them?
- Does your name mean something? Do some research if you don't know.
- If you could change your name, what would you change it to? Why?

Using each of these answers as motivation, write a short story about your name. It can be a fictional or non-fiction story. It can use figurative or plain language. Be as creative as you'd like.



Chapters 6 to 14

A Change of Perspective

In *The House on Mango Street*, we read about different characters that live in or visit the neighborhood. Each of them are unique and have their own interesting stories and histories. In the book, we learn about each character through the eyes of Esperanza.

Choose a chapter from this section. Rewrite the chapter from the perspective of another character. Consider the following:

- What might cause the character to see the interaction or situation differently from Esperanza?
- What parts of the character's identity might influence how they see the world?
- What motives or expectations might the character have that Esperanza does not?

After you've rewritten the chapter, reflect on the following:

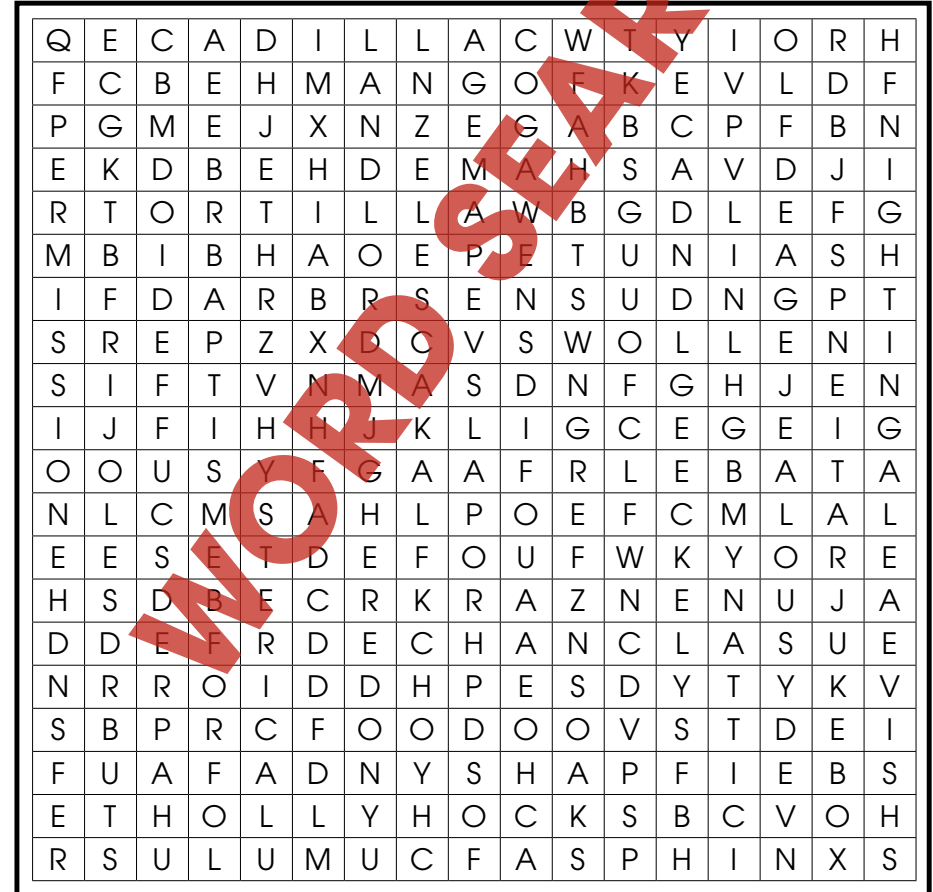
- How did the plot differ from the original chapter?
- How was the mood different from the original?
- What can we learn from considering others' perspectives?



Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are even backwards.

ashamed	crooked	hysterical	nightingale	sphinx
attic	cruel	jealousy	permission	swollen
baptism	cumulus	jukebox	petunias	tortilla
Cadillac	frijoles	landlord	porcelain	voodoo
chancas	hollyhocks	mango	scuffed	



Comprehension Quiz

Answer each question in a complete sentence.

1. How does the nun from Esperanza's school react when she learns where Esperanza lives? How does it make Esperanza feel?

2. What does Esperanza wear on her first day of work? Why does she choose that outfit?

3. Why does Cathy say her family has to keep moving north of Mango Street?

4. Why does Marin want to get a 'real job' downtown?

5. According to Esperanza, why do some people come into her neighborhood scared?

6. How does the 'bum man' compliment Rachel when she is strutting around in her 'magic heels'?

7. How did Esperanza respond when Mother Superior asked if she lived in the three-flats that she was pointing at through the window?



Theme Diamonds

There are a number of common themes that occur again and again throughout the book. Choose 4 common themes and write them as the titles for each diamond in the graphic organizer below. In each diamond, write the title of a chapter that incorporates that theme. In the overlapping diamonds, write a chapter number that incorporates both themes. For each chapter title, also include a brief description or quote from the text explaining how that theme is present in each chapter.

Theme: _____ Theme: _____

Chapter Title: _____ Chapter Title: _____

Chapter #: _____ Chapter #: _____

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Chapter #: _____ Chapter #: _____

Chapter Title: _____ Chapter Title: _____

Theme: _____ Theme: _____

NAME: _____

After You Read 



Chapters One to Five

(From "The House on Mango Street" to "Cathy Queen of Cats")

Answer each question with a complete sentence or short paragraph.

1. In the first chapter, Esperanza tells the story of a nun from her school who walks by and asks where she lives. When Esperanza replies, the nun points and asks "there?". What is significant about the way the nun says "there"?

2. Does Esperanza feel a sense of pride about her house on Mango Street? How do you know?

3. In the chapter "Hairs", Esperanza speaks about each family member's hair type. Based on her description of her mother's hair, what feelings does Esperanza have toward her mother? Give examples.

4. In these chapters, and throughout the entire book, the author uses many metaphors. The chapter "Boys & Girls" ends with the metaphor, "Until then I am a red balloon, a balloon tied to an anchor." Explain this metaphor.

5. In the chapter "Cathy Queen of Cats", Cathy mentions that "the neighborhood is getting bad" and her family moves a little farther every time people like Esperanza's family move in. What is Cathy suggesting with these two comments?

Journaling Prompt

Esperanza often uses figurative language to describe her thoughts. In "Hairs" she compares her mother's hair to things that bring her joy. Use metaphors and figurative language to describe things that bring you comfort and joy in your life. Write them down in your journal.

1.

The way the nun says "there" suggests that she can't believe Esperanza lives in such a poor house or neighborhood. The way she says "there" makes Esperanza feel self-conscious about her house.

2.

Esperanza does not feel a sense of pride about her house on Mango Street. She says it is "not the way they told it at all" and describes it negatively. She says she knew one day she needed to have a "real house", suggesting that this house is inadequate.

3.

Esperanza has positive feelings about her mother. She says this because of the way she uses to describe her mother's hair and how it makes her feel.

4.

This metaphor represents the idea that Esperanza is stuck in a life that she does not want. It represents the idea that she feels alone, like a single balloon, dreaming of floating away to a place where she has many friends. Instead, she is held down to her real life.

5.

Cathy is suggesting that the neighborhood gets bad when families that immigrated to America move to town. Cathy is suggesting that areas with immigrant families are less desirable (a racist idea) and therefore, her family must move away to a "nicer" part

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1.

Answers will vary.

2.

Answers will vary.

Vocabulary

1. G

2. C

3. I

4. E

5. A

6. D

7. B

8. J

9. H

10. F

14

1.

a) T

b) F

c) T

d) F

e) F

f) T

2.

a) 5

b) 2

c) 6

d) 3

e) 4

f) 1

15

1.

Because she says they "smell like a broom"; possibly suggesting they are lesser or poorer.

2.

Lucy comes from Texas but Rachel was born "here" in Chicago.

3.

Nenny agrees that the house looks like one from Mexico even though there was nothing that looked exactly like the houses Esperanza remembered from Mexico. This shows another invisible similarity or bond between the sisters.

4.

Esperanza had once bought a Statue of Liberty for a dime.

5.

Meme's real name is Juan. He goes by Meme because that's what everyone calls him except his mother.

6.

Louie's arrest after crashing the Cadillac suggests that maybe it was stolen.

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ANSWER KEY

The House on Mango Street

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
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NAME: _____

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