

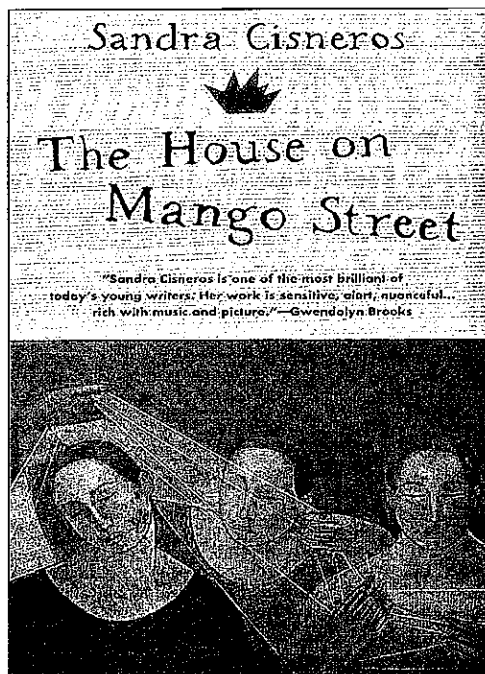


# BALTIMORE LEADERSHIP SCHOOL

*for young women*

## 7th Grade Reading Summer Text

### The House on Mango Street by: Sandra Cisneros



- Students are responsible for borrowing the required summer text from their local library or purchasing the required text from their local book store.
- Every BLSYW Student must read The House on Mango Street from cover to cover
- Every BLSYW Student must complete the Essay Outline Worksheet
- Every BLSYW Student must respond to all comprehension questions
- All Students must complete a \*5 Paragraph Characterization Essay
- 5 Paragraph Essay must be typed, double spaced and have a cover sheet

Comprehension questions and the typed 5 paragraph essay must be submitted on **\*Friday, September 3, 2010**

**\*Teachers will not accept flash drives**

# ***The House on Mango Street***

## **By Sandra Cisneros**

*All BLSYW students must complete the following Summer Reading Assignments;*

- A. Borrow from the local Library or Purchase from your local book store The House on Mango Street by Sandra Cisneros*
- B. Respond to comprehension questions (attached to this sheet) and submit journal to Humanities teacher on September 3, 2010*
- C. Complete the Essay Outline Worksheet for The House on Mango Street*
- D. \*Type a 5 paragraph characterization essay and submit on September 3, 2010*

*\*Essays will not be accepted on flash drives, nor will emailed or faxed essays be accepted.*

*Students that do not submit Outline Worksheet, Typed Essay or Summer Math Packet on Friday, September 3, will be excluded from the BLSYW Ambassador Program.*

### **Description:**

*The House on Mango Street* is a collection of vignettes, brief scenes just like the ones found in Seedfolks from last summer, centered on a little girl growing up the Latino section of Chicago. This novel contains many interconnected social, personal, and economic conflicts.

### **Directions:**

**Answer the following comprehension questions in a reading journal, dedicated only to The House on Mango Street.**

**Make sure to:**

- 1. Be thoughtful and detailed in your responses.**
- 2. Respond to every question using complete sentences.**
- 3. Submit your completed essay questions on Friday, September 3<sup>rd</sup> to your Humanities Teacher.**

# The House on Mango Street

## Comprehension Questions

1. Where did the narrator live before she moved to **The House on Mango Street**? How were her previous homes different?
2. In what kind of house would she like to live? Does her new home live up to her expectations? Why not?
3. Who are the members of Esperanza's family?
4. After whom was Esperanza named? What does her namesake's story tell you about the status of women in Mexican society?
5. Why is Cathy's family about to move?
6. How does Esperanza make friends with Lucy and Rachel? What makes them better friends than Cathy?
7. Who is Marin? Why is she unable to leave her house? How does she plan to change her situation? Why do Esperanza and her friends admire her?
8. How do outsiders see Esperanza's neighborhood? How does Esperanza feel when she visits other neighborhoods?
9. Why does Rosa Vargas cry every day? Why do her children misbehave? What happens to her son Angel?
10. How does Alicia's father treat her efforts to get an education?
11. What happens to Esperanza when she and her friends are given some cast-off shoes? How do the shoes change them? What effect do they have on the men in the neighborhood?
12. Why does Esperanza want to eat in the school canteen? How does she get her mother to help her?
13. What are the girls doing as they talk about hips? What are hips good for? What does their conversation tell you about their ages?
14. Why does this story have a misleading title? What happens to Esperanza on her first day at work? What does this episode tell you about her family and their expectations?
15. Why does Esperanza's father cry? How does his crying make her feel?
16. What happens to Aunt Lupe? What special relationship did Esperanza have with her aunt?
17. Why does Geraldo have no last name? From the information Cisneros provides, do you believe that his death was inevitable?
18. Why is Esperanza afraid of Sire? What do her parents think of him? Why is she so curious about what he does with Lois, and why does this curiosity make her feel as though "everything is holding its breath inside me" [73]?
19. What eight English words—or, really, phrases—does Mamacita know? What do they tell you about the ways in which Mexican immigrants relate to the "official," English-speaking culture outside their communities?

20. What is making Rafaela grow old? Who was Rapunzel, and why would Rafaela dream of having hair like hers?
21. Describe the relationship between Sally and her father. How do her schoolmates see her? What transformation takes place when Sally comes home?
22. Why does Minerva write poems? Why is she black and blue when she comes to visit Esperanza?
23. What does Esperanza's father do for a living? Why has Esperanza stopped joining her family on their Sunday outings?
24. What is the nature of Esperanza's "quiet war" [89]? Against whom—or what—is she fighting?
25. How would you categorize the things Esperanza's mother knows? What things might she not know that Esperanza does? Why do you think she left school?
26. How does the Monkey Garden change? What does Sally do that makes Esperanza so angry? From whom is she trying to save her? What eventually happens to Sally? How does Esperanza feel about her marriage?
27. How does Esperanza meet the three sisters? What kind of future do they predict for her? What is the responsibility they place on her?
28. How does the ending of **The House on Mango Street** complete a circle?

Name: \_\_\_\_\_ College: \_\_\_\_\_

The House on Mango Street  
Characterization Graphic Organizer

Directions: Select one character from *The House on Mango Street*. Pick three character traits for that character. Then, write 2-3 quotes from the book that show that character trait.

Character Name:  
\_\_\_\_\_

Page: \_\_  
\_\_\_\_\_

Trait # 1:  
\_\_\_\_\_

Page: \_\_  
\_\_\_\_\_

Page: \_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ College: \_\_\_\_\_

Page: \_\_

Trait # 2:  
\_\_\_\_\_

Page: \_\_

Page: \_\_

Page: \_\_

Page: \_\_

Trait # 3:  
\_\_\_\_\_

Page: \_\_

## Sample Character Traits

able	demanding	hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

Name: \_\_\_\_\_ College: \_\_\_\_\_

# The House on Mango Street

## Characterization Essay Grading Rubric

**Writing Prompt:** Author Sandra Cisneros uses several methods of direct and indirect characterization to develop the major characters in *The House on Mango Street*. Choose one of the characters from the novel. Using **three specific character traits**, write a five paragraph essay that **analyzes** one of the major characters from the novel.

Criteria	Pts.	Points Earned/Comments	Rewrite
<b>Prewriting:</b>			
Complete the Prewriting Graphic Organizer. Your organizer should include the character's name, three traits, and 2-3 quotes from the text to support each trait.	50		
<b>Drafting:</b>			
Compose a complete outline of your essay using the handouts provided.	25		
Hand write a complete rough draft of your essay on notebook paper. Your rough draft must be double spaced and include page numbers (see sample).	25		
<b>Content:</b>			
Compose a clear introduction paragraph that: <ul style="list-style-type: none"> <li>• identifies a clear thesis statement</li> <li>• introduces the 3 character traits that you have chosen to describe one of the major characters in the novel</li> <li>• ends with a transition sentence</li> </ul>	20		
Compose three strong body paragraphs that each: <ul style="list-style-type: none"> <li>• have a clear topic sentence</li> <li>• include 2 to 3 citations (quotes) from the text that support the chosen trait</li> <li>• explain how each quote supports/validates the trait.</li> <li>• use a transition sentence at the end to wrap up the paragraph</li> </ul>	30		
Compose a clear conclusion paragraph that: <ul style="list-style-type: none"> <li>• restates the thesis</li> <li>• restates the 3 character traits</li> <li>• ends with a conclusion about why this character is important to the novel</li> </ul>	20		

<b>Revision and Publishing</b>				
You have had your essay proofread by someone other than you. The Proofreader's Checklist was completed by this person and has been turned in with your handwritten rough draft.	10			
Publishing: (see sample) <ul style="list-style-type: none"> <li>• Essay is typed and printed out</li> <li>• Essay is double spaced</li> <li>• Essay has 1" margins</li> <li>• Essay includes page numbers in the top right hand corner</li> </ul>	10			
Mechanics: <ul style="list-style-type: none"> <li>• Spelling is accurate</li> <li>• Grammar is accurate</li> <li>• Sentences are complete</li> <li>• Formal language is used (no "I")</li> </ul>	10			
<b>Final Grade (Out of 200 Points)</b>	<b>200</b>			
<b>Revision Grade*</b>	<b>200</b>			

\*You may choose to **revise and resubmit** your essay for more points, as long as all parts of your project were completed and turned in on time! Your completed typed essay must be submitted on September 3, 2010.

Name: \_\_\_\_\_ College: \_\_\_\_\_

# The House on Mango Street

## Essay Outline Worksheet

### INTRODUCTION PARAGRAPH

Thesis Statement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*This sentence  
should be the  
TOPIC Sentence in  
your FIRST BODY  
PARAGRAPH.*

1. (Trait #1) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*This sentence  
should be the  
TOPIC Sentence in  
your SECOND  
BODY PARAGRAPH.*

2. (Trait #2) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*This sentence  
should be the  
TOPIC Sentence in  
your THIRD BODY  
PARAGRAPH.*

3. (Trait #3) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Transition Statement: Therefore, Sandra Cisneros uses direct and indirect characterization

to portray \_\_\_\_\_  
\_\_\_\_\_

# FIRST SUPPORTING PARAGRAPH

Topic Sentence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

1. (Quote/Evidence #1)

\_\_\_\_\_  
\_\_\_\_\_ (Cisneros, \_\_\_\_\_).

• This shows that

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. (Quote/Evidence #2)

\_\_\_\_\_  
\_\_\_\_\_ (Cisneros, \_\_\_\_\_).

• This shows that

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3. (Quote/Evidence #3)

\_\_\_\_\_  
\_\_\_\_\_ (Cisneros, \_\_\_\_\_).

- This shows that

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Transition Statement: Overall, the author uses several different events to reveal

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## SECOND SUPPORTING PARAGRAPH

Topic Sentence: \_\_\_\_\_

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1. (Quote/Evidence #1)

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(Cisneros, \_\_\_\_\_).

- This shows that

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2. (Quote/Evidence #2)

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(Cisneros, \_\_\_\_\_).

- **This shows that**

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3. **(Quote/Evidence #3)**

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(Cisneros, ).

- **This shows that**

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**Transition Statement:**

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### **THIRD SUPPORTING PARAGRAPH**

**Topic Sentence:**

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1. **(Quote/Evidence #1)**

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(Cisneros, ).

- **This shows that**

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2. **(Quote/Evidence #2)**

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(Cisneros, ).

- **This shows that**

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3. **(Quote/Evidence #3)**

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(Cisneros, ).

- **This shows that**

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**Transition Statement:**

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## CONCLUSION PARAGRAPH

Restate Thesis: In conclusion, \_\_\_\_\_

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This character is important to the novel for several reasons.

1. (Reason #1) \_\_\_\_\_

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2. (Reason #2) \_\_\_\_\_

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3. (Reason #3) \_\_\_\_\_

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Conclusion Statement: Therefore, Cisneros uses direct and indirect characterization in order to \_\_\_\_\_

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