

Grade 7:

Unit 5

The House on Mango Street: Whole Class Novel Seminars

Seminar 2: Whole Class Novel

What Does Success Look Like?

Scholars envision the setting and characters Cisneros introduces. They begin to understand the narrator's point of view on her home and family.

Seminar 2:

***The House on Mango Street*: “The House on Mango Street,” “Hairs,” and “Boys and Girls” (pages 3–9)**

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous Seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today's Seminar by telling scholars that they will begin reading *The House on Mango Street*, a powerful coming-of-age story about family and friendship told through a series of vignettes.

Read and Discuss 1 — 15 minutes

Read:

- **Play Audiobook (10 minutes, 38 seconds to 14 minutes, 45 seconds):**
“*The House on Mango Street*,” pages 3–5.

Discuss:

- Scholars discuss the following question in pairs: How does the house on Mango Street compare to the narrator’s previous home and to her dream home? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Cisneros include the conversation between the narrator and the nun? What does it reveal about the narrator’s attitude toward her home?

Read and Discuss 2 — 15 minutes

Independent Reading (5 minutes)

- “Hairs” and “Boys and Girls,” pages 6–9

Discuss:

- Scholars discuss the following question in pairs: How does the narrator characterize her family members? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does the narrator mean when she says, “I am a red balloon, a balloon tied to an anchor”? (page 9).

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What is the narrator’s point of view on her home? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The House on Mango Street*: “My Name” and “Cathy Queen of Cats” (pages 10–13).

Seminar 3: Whole Class Novel

What Does Success Look Like?

Scholars deepen their understanding of Esperanza’s character by discussing how Cisneros develops Esperanza through descriptions of her experiences around Mango Street and her relationships with others.

Seminar 3:

The House on Mango Street: “Our Good Day,” “Laughter,” “Gil’s Furniture Bought & Sold,” “Meme Ortiz,” “Louie, His Cousin and His Other Cousin,” and “Marin” (pages 14–27)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: How does Esperanza feel about her name? Then, build excitement for today’s close reading and discussion.

Read and Discuss 1 — 30 minutes

Read:

- **Play Audiobook (21 minutes, 41 seconds to 26 minutes, 13 seconds):** “Our Good Day” and “Laughter,” pages 14–18.

Discuss:

- Scholars discuss the following question in pairs: How does Cisneros characterize Lucy and Rachel? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is the central theme of “Laughter”? How do you know?

Read:

- **Play Audiobook (26 minutes, 13 seconds to 30 minutes, 42 seconds):** “Gil’s Furniture Bought & Sold” and “Meme Ortiz,” pages 19–22.

Discuss:

- Scholars discuss the following question in pairs: What does “Gil’s Furniture Bought & Sold” reveal about Esperanza? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How does Meme’s dog relate to the identity issues Esperanza and other members of her neighborhood experience? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 25 minutes

Independent Reading (10 minutes):

- “Louie, His Cousin & His Other Cousin” and “Marin,” pages 23–27

Discuss:

- Scholars discuss the following questions in pairs: What does Marin hope for and how does she hope to attain these dreams? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How do Esperanza’s interactions with Louie’s family represent a loss of innocence?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What do today’s vignettes reveal about Esperanza’s character? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 4: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Cisneros portrays Esperanza’s neighborhood in these vignettes. They understand the ways in which Mango Street impacts the identities of its residents as well Cisneros’s argument about growing up.

Seminar 4:

The House on Mango Street: “Those Who Don’t,” “There Was an Old Woman . . .,” “Alicia Who Sees Mice,” “Darius & the Clouds,” “And Some More,” and “The Family of Little Feet” (pages 28–42)

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading by telling scholars that they will meet more of the residents of Mango Street in today’s vignettes.

Read and Discuss 1 — 30 minutes

Read:

- **Play Audiobook (36 minutes, 5 seconds to 40 minutes, 6 seconds):** “Those Who Don’t,” “There Was an Old Woman . . . ,” and “Alicia Who Sees Mice,” pages 28–32.

Discuss:

- Scholars discuss the following question in pairs: What is the difference between how outsiders and residents see Esperanza’s neighborhood? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What causes the fear Cisneros describes in “Those Who Don’t”?

Read:

- **Play Audiobook (40 minutes, 6 seconds to 46 minutes, 6 seconds):** “Darius & the Clouds” and “And Some More,” pages 33–38.

Discuss:

- Scholars discuss the following questions in pairs: What does the sky symbolize for Esperanza? Why does she find Darius’s comment about the clouds to be wise? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- How does life on Mango Street shape the identities of its residents? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 25 minutes

Independent Reading (5 minutes):

- “The Family of Little Feet,” pages 39–42

Discuss:

- Scholars discuss the following questions in pairs: To what extent do the shoes make the girls feel empowered? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: Why does Esperanza say, “We are tired of being beautiful”? (pages 42).

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What do “Alicia” and “The Family of Little Feet” reveal about gender norms? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The House on Mango Street*: “A Rice Sandwich” and “Chanclas,” pages 43–48.

Seminar 5: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Cisneros continues to portray Esperanza’s loss of innocence and coming of age. They also examine the role of writing in Esperanza’s identity.

Seminar 5:

***The House on Mango Street*: “Hips,” “The First Job,” “Papa Who Wakes Up Tired in the Dark,” “Born Bad,” and “Elenita, Cards, Palm, Water” (pages 49–64)**

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: Why does Esperanza want to eat at school in “The Rice Sandwich”? Then, build excitement for today’s close reading and discussion.

Read and Discuss 1 — 35 minutes

Read:

- **Play Audiobook (59 minutes, 48 seconds to 1 hour, 9 minutes, 10 seconds):** “Hips” and “The First Job,” pages 49–55.

Discuss:

- Scholars discuss the following question in pairs: How does Cisneros distinguish Nenny from Esperanza, Lucy, and Rachel? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

- If scholars nailed the previous question, ask: How does “Hips” develop the themes of coming of age and gender norms?

Read:

- **Read Aloud (5 minutes):** “Papa Who Wakes Up Tired in the Dark” and “Born Bad,” pages 56–61.

Discuss:

- Scholars discuss the following question in pairs: What does the phrase “[writing] will keep you free” mean? (page 61). Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- Cisneros writes, “One day you wake up and they are there. Ready and waiting like a new Buick with the keys in the ignition. Ready to take you where?” (page 49). In these lines, what message does Cisneros convey about growing up? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (5 minutes):

- “Elenita, Cards, Palm, Water,” pages 62–64

Discuss:

- Scholars discuss the following question in pairs: Why is Esperanza disappointed by the fortune she receives from Elenita? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What is Cisneros saying about the meaning of home in “Elenita, Cards, Palm, Water”?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Esperanza’s poem (pages 60–61) connect to the theme of identity that Cisneros explores in this text? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 6: Whole Class Novel

What Does Success Look Like?

Scholars analyze the experiences of Geraldo, Mamacita, and Rafaela as immigrants to America. They make text-based inferences about Ruthie and understand Cisneros’s argument about the challenges of leaving behind one’s home in search of new opportunities.

Seminar 6:

***The House on Mango Street*: “Geraldo No Last Name,” “Edna’s Ruthie,” “The Earl of Tennessee,” “Sire,” “Four Skinny Trees,” “No Speak English,” and “Rafaela Who Drinks Coconut & Papaya Juice on Tuesdays” (pages 65–80)**

Do Now — 10 minutes

- Play classical or jazz music to establish a calm work environment.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading by telling scholars that Cisneros will introduce some new faces on Mango Street to make a point about the challenges of immigrating to America.

Read and Discuss 1 — 35 minutes

Read:

- **Read Aloud (5 minutes):** “Geraldo No Last Name,” “Edna’s Ruthie,” and “The Earl of Tennessee,” pages 65–71.

Discuss:

- Scholars discuss the following question in pairs: What does Cisneros suggest about the immigrant experience through the character of Geraldo? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What can readers infer about Ruthie?

Read:

- **Read Aloud (5 minutes):** “Sire” and “Four Skinny Trees,” pages 72–75.

Discuss:

- Scholars discuss the following question in pairs: Why is Esperanza so fascinated by Sire and his girlfriend? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- What do the trees in “Four Skinny Trees” symbolize for Esperanza? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (5 minutes):

- “No Speak English” and “Raphaela Who . . . ,” pages 76–80

Discuss:

- Scholars discuss the following question in pairs: Why does it “break [Mamacita’s] heart” when her baby sings in English? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How is the description of Raphaela similar to the description of Esperanza’s great-grandmother in “My Name”?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- Based on today’s vignettes, what is Cisneros’s argument about the immigrant experience? Justify your argument with at least **two** concrete pieces of evidence from the text.

Homework

- Read *The House on Mango Street*: “Sally” and “Minerva Who Writes Poems,” pages 81–85.

Seminar 7: Whole Class Novel

What Does Success Look Like?

Scholars analyze how Esperanza grapples with and defies gender expectations. They understand how Cisneros differentiates Esperanza from other female characters in this text.

Seminar 7:

The House on Mango Street: “Bums in the Attic,” “Beautiful & Cruel,” “A Smart Cookie,” “What Sally Said,” and “The Monkey Garden” (pages 86–98)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous Seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.
- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Review the big ideas from the at-home reading by having scholars quickly discuss the following question: What challenges do Sally and Minerva face? Then, build excitement for today’s close reading and discussion.

Read and Discuss 1 — 35 minutes

Read:

- **Read Aloud (5 minutes):** “Bums in the Attic,” “Beautiful & Cruel,” and “A Smart Cookie,” pages 86–91.

Discuss:

- Scholars discuss the following question in pairs: What is Esperanza’s mother’s big regret? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: In “Beautiful & Cruel,” how does Esperanza begin to rebel against traditional gender norms?

Read:

- **Read Aloud (5 minutes):** “What Sally Said,” pages 92–23.

Discuss:

- Scholars discuss the following question in pairs: What role does Sally’s gender play in the abuse she suffers? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.

Write — 10 minutes

Write an essay of no more than 200 words:

- Based on your reading of this text thus far, to what extent is Esperanza limited by her gender? Justify your argument with at least **two** concrete pieces of evidence from the text.

Wrap-Up — 5 minutes

- Show an exemplar essay to scholars. Have scholars discuss what makes the claim clear and compelling. Have scholars articulate the transferable takeaway from the work study that they need to apply to their own work moving forward.

Read and Discuss 2 — 20 minutes

Independent Reading (5 minutes):

- “The Monkey Garden,” pages 94–98

Discuss:

- Scholars discuss the following question in pairs: Why do Sally’s games with the boys upset Esperanza? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What does the monkey garden symbolize?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- How does Cisneros differentiate Esperanza from other female characters in this text? Justify your argument with at least **two** concrete pieces of evidence from the text.

Seminar 8: Whole Class Novel

What Does Success Look Like?

Scholars analyze Cisneros’s concluding message about identity and the meaning of home. They understand that although Esperanza hopes to leave Mango Street, she comes to terms with her roots and plans to return to better the neighborhood.

Seminar 8:

The House on Mango Street: “Red Clowns,” “Linoleum Roses,” “The Three Sisters,” “Alicia & I Talking on Edna’s Steps,” “A House of My Own,” and “Mango Says Goodbye Sometimes” (pages 99–110)

Do Now — 10 minutes

- Show an exemplary Exit Ticket from the previous Seminar to scholars. Have scholars discuss what makes it exemplary. Have scholars articulate the transferable takeaway from the work study that they will apply to their revisions.

- Scholars revise their Exit Tickets from the previous Seminar based on the feedback you gave them.

Launch — 2 minutes

- Build excitement for today’s reading by telling scholars that they will see how Cisneros concludes this story and they will discuss her final messages about identity and the meaning of home.

Read and Discuss 1 — 15 minutes

Read:

- **Play Audiobook (Chapter 2, 55 minutes, 16 seconds to 1 hour, 4 minutes, 2 seconds):** “Red Clowns,” “Linoleum Roses,” and “The Three Sisters,” pages 99–105.

Discuss:

- Scholars discuss the following question in pairs: How is Sally still trapped? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: How do the instructions Esperanza receives on page 105 (“When you leave you must remember to come back for the others . . . You can’t erase what you know. You can’t forget who you are.”) relate to Junior’s dilemma in *The Absolutely True Diary of a Part-Time Indian*?

Read and Discuss 2 — 15 minutes

Independent Reading (5 minutes):

- “Alicia & I Talking on Edna’s Steps,” “A House of My Own,” and “Mango Says Goodbye Sometimes,” pages 106–110

Discuss:

- Scholars discuss the following question in pairs: What is Esperanza’s point of view on home in “Alicia & I Talking on Edna’s Steps”? Call on pairs to share out. Insist that scholars back up their claims with evidence from the text.
- If scholars nailed the previous question, ask: What role does writing and storytelling play in “A House of My Own” and “Mango Says Goodbye Sometimes”?

Exit Ticket — 8 minutes

Write an essay of no more than 200 words:

- What does Esperanza mean when she calls the house on Mango Street “the house I belong to but do not belong to”? (page 110) Justify your argument with at least **two** concrete pieces of evidence from the text.

You Did It!

Congratulations! You've reached the end of Literature Unit 5: *The House on Mango Street*!

As a result of teaching this unit, you as the teacher have:

- Built your scholars' passion for great literature by guiding them to envision and analyze the world of *The House on Mango Street*.
- Built your scholars' ability to articulate their understanding of texts both orally and in writing.

Your scholars can:

- Notice interesting language and structures used by an author and explain how these choices support the big idea.
- Write and revise arguments of 200 words to demonstrate their understanding of texts.

Celebrate your scholars' successes by acknowledging what they can now do as readers as a result of their work during this unit. Invite scholars to share how much fun they had reading *The House on Mango Street*.

Reflect on your successes and stretches, as well as those of your scholars. Have your scholars grown as readers over the last month? Do you have any readers who are not reading at Level Z? If so, create a plan to target those scholars during the independent reading portions of each lesson. Additionally, you must enlist parents to help get scholars over this hump!

Scholars must read at home, as well as in school. Do you have 100% of your scholars reading nightly at home? Make sure at-home reading is happening and meet with families who are falling short to recommit them to this team effort.

Do you have 100% of your scholars reading fluently? Using all of the tools at their disposal to figure out the meaning of what they are reading?

Do you have 100% of your scholars doing their literacy homework? You must insist that 100% of scholars are completing their homework nightly.

Going into the next unit, make specific reading goals for yourself. Set a percentage goal for how many scholars you will move. Set a goal for scholars who are not reading at home. Who will you get to consistently read at home? Set a goal for moving any scholars stuck below Level Z. Why are they stuck? Do they read fluently? Do they understand what they're reading? Do they understand the big idea? How will you partner with parents to support their growth?

If you are having trouble meeting your goals, do not wait until you have NOT succeeded. Consult your colleagues. Consult your leaders. ASK FOR HELP so you can meet your goals!