

Subject: Language Arts

Grade: 9th Grade

Standard: CCLA - Standard: 2. Reading for All Purposes


Unit of Study Description: My Identity, Who Am I? Through the Eyes of Reading House on Mango Street

Number of days: 5



Owner: Robert Seth Price

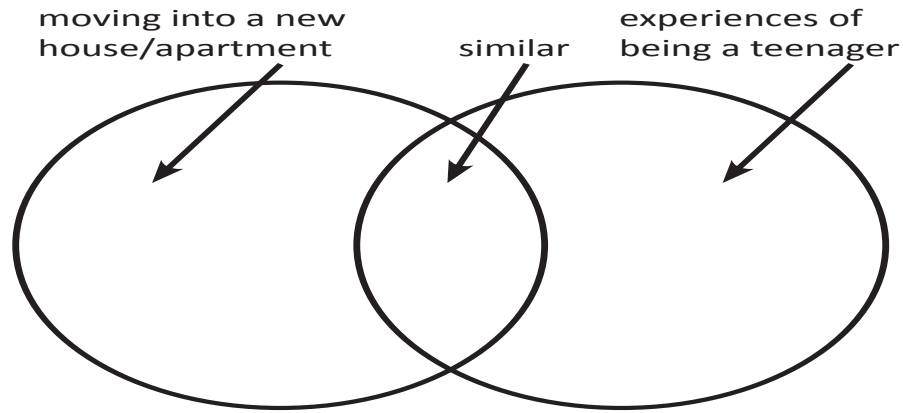
STARTING AND ENDING POINTS

Defining Excellence	<p>By completing this unit your learning will be focused on reading a thought provoking short novel with a theme and characters that connect with you thinking about yourself. This will set the stage for your thinking of your 'place in space' with the world. An essential question you will be considering and exploring is:</p> <p style="text-align: center;"><i>Where does our sense of identity come from?</i></p> <p>Related questions to consider:</p> <ul style="list-style-type: none"> • How does environment shape our identity? • What identities, if any, are permanent and which do we have the power to change? • What roles do neighborhood and community play in shaping who we become?
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Activities	<p>Starting Point:</p> <p>For this week we will be reading, studying and analyzing Sandra Cisneros' short novel, <i>The House on Mango Street</i>. The novel is made up of 44 short character sketches, or stories, called vignettes. Esperanza, a Mexican-American young woman who just moved with her family to Mango Street, narrates them. Since the stories don't really follow each other chronologically, we are going to read the novel in the thematic sections outlined for you below. We will be addressing different subjects and literary devices for each set of stories. Before we discuss each section you will do a pre-reading assignment. Each of the pre-readings should be 1-2 pages in your composition notebook.</p> <div style="text-align: right;">  </div> <p>1. Self Definition and Identity</p> <p>In your composition notebook, write what is the personal significance of your given name (first, middle and last)? Does your name mean different things to you, your family, and your friends? What are your nicknames? What do your nicknames mean to you and those who call you those names?</p> <p>Write a 1-2 page response in your composition notebook.</p> <p>Read pp. 3-11 <i>The House on Mango Street; Hairs; Boys and Girls; My Name</i></p>
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	<p>2. Friendship, Neighborhood, Home Is living in a house your family owns different from living in a house or apartment your family rents? How? Are renters, owners and homeless people all considered equal citizens in America? Why or why not? Write a 1-2 page response in your composition notebook. Read pp. 12-25 <i>Cathy Queen of Cats; Our Good Day; Laughter; Gil's Furniture Bought and Sold; Meme Ortiz; Louie, His Cousin and His Other Cousin</i></p> <p>3. Freedom and Entrapment In what areas of your life are you most free to do what you like? In what areas of your life do you have the least freedom? Consider the roles gender, race, religion, education, class, age, and upbringing play in limiting an individual's personal freedom. Write a 1-2 page response in your composition notebook. Read pp. 26-38 <i>Marin; Those Who Don't; There Was an Old Woman...; Alicia Who Sees Mice; Darius and the Clouds; And Some More</i></p> <p>Ending Point: Reading <i>The House on Mango Street</i> and learning about Esperanza will provide a frame for you to consider the following guiding questions:</p> <ul style="list-style-type: none"> • How does environment shape our identity? • What identities, if any, are permanent and which do we have the power to change? • What roles do neighborhood and community play in shaping who we become? <p>Read through the Learning Objectives box below, determine if you completely understand the objective, and plan how you are going to accomplish the learning for this unit and apply your learning with regularly reading a wide variety of literature and understanding a wide range of perspectives through personal experiences and reflections.</p>
<p>Learning Objectives</p>	<p>CCLA - Standard: 2. Reading for All Purposes You will read and analyze how the author creates a series of character, ideas or events. You will share how they are developed and introduced including how the author effectively uses language. (CCSS: RI.9-10.5) You will use the information from the text to answer questions and/or use visual tools to organize your thinking. (RWC10-GR.6-S.2-GLE.2-EO.f)</p> <p>Standards:</p> <ul style="list-style-type: none"> • Colorado HS Language Arts Standard 2. Reading for All Purposes CCSS: SL.9-10.5 • Evidence Outcomes: You the student are reading regularly a wide range of literature, are regularly writing reflections on your explorations and discoveries with reading, have skills and methods for comparing, classifying and sequencing. • 21st Century Skills:

	<ul style="list-style-type: none"> ○ Inquiry: How does reading a wide variety of literature (by origin, type, gender) support our understanding about the world around us? ○ Relevance/Application: How can regularly reading a wide variety of literature influence our writing, reading and our conversations? ○ Nature of Discipline: How do regular readers influence their choices with conversations, with writing, and with all communication?
RESEARCH	
Resources	<p>Your resources</p> <ol style="list-style-type: none"> 1. A mobile phone for taking still photos to photograph ideas and using as a tool to share work with your educator.  2. Composition Notebook. 3. Reference Resources: <ul style="list-style-type: none"> online visual thesaurus www.visualthesaurus.com online dictionary www.oxforddictionaries.com online visual mapping creator https://venngage.com  4. Websites for literature resources. <ul style="list-style-type: none"> <i>House on Mango Street – Sandra Cisneros</i> http://www.nlcphs.org/SummerReadings/Freshmen/HouseOnMango.pdf House on Mango Street – eReader or Public Library <i>Your Local Public Library</i> Collections for all of the above including people to guide you to ideas. 5. Online Literature Discussion Groups <ul style="list-style-type: none"> The Literature Network www.online-literature.com/forums/forum.php Good Reads Literature Groups http://www.goodreads.com/group
Activities	<p>Activity 1: Growth and Maturity, Sexuality</p> <p>How is growing into a teenage body (physically, mentally and emotionally) like moving into a new house/apartment? Compare the experiences of moving into a new house/apartment to the experiences of being a teenager. Draw a venn diagram in your composition notebook to compare and contrast the experiences, including what is similar in the middle. Then write a 1-2 page response in your composition notebook using the information on the venn diagram in response to the above question.</p>



Read pp. 39-55: *The Family of Little Feet; A Rice Sandwich; Chanclas; Hips; The First Job*

Activity 2: Gender Roles and Expectations

Pre-reading question: Should parents/guardians raise their teenage girls in the same way that they raise their teenage boys? Why or why not? What rules should be the same for girls and boys? What should be different? Do you have brothers, sisters, cousins, etc. who are treated differently from you because of gender? Explain.

Write a 1-2 page response in your composition notebook.

Read pp. 56-73: *Papa Who Wakes Up Tired in the Dark; Born Bad; Elenita, Cards, Palm, Water; Geraldo No Last Name; Edna's Ruthie; The Earl of Tennessee; Sire*

3. The Organizational Grid for The House on Mango Street

	Who is the main	What are the main	What questions do	Relating Describe people you
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		character or characters in this chapter?	character's attributes?	you have about the main character?	know with similar relationships (e.g. aunt) you have, and how they are similar and/or different.
	Papa Who Wakes Up Tired in the Dark				
	Born Bad				
	Elenita, Cards, Palm, Water				

SKILL DEVELOPMENT

Activities	<p>Activity 1: Fitting in Pre-reading question: Describe a situation where you once felt really out of place or uncomfortable. Why did you feel this way? What does the word “outcast” mean? What kinds of attributes make people into outcasts? Why must society have outcasts? Write a 1-2 page response in your composition notebook. Read pp. 74-87: <i>Four Skinny Trees; No Speak English; Rafaela Who Drinks Coconut and Pineapple Juice on Tuesdays; Sally; Minerva Writes Poems; Bums in the Attic</i></p> <p>Activity 2: Escaping Pre-reading question: What parts of your life would you most like to escape? Can you escape these elements at some point in your life? If so, how? If not, why not? Write a 1-2 page response in your composition notebook. Read pp. 88-102: <i>Beautiful and Cruel; A Smart Cookie; What Sally Said; The Monkey Garden; Red Clowns; Linoleum Roses</i></p> <p>Activity 3: Finding One’s “Home” Pre-reading question: What inspires you most in life? What do you see your future holding for you? What obstacles might stand in your way? In what ways will you attempt</p>
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to overcome them and achieve your future desires?
Write a 1-2 page response in your composition notebook.
Read pp. 103-110: *The Three Sisters; Alicia and I Talking on Edna's Steps; A House of My Own; Mango Says Goodbye Sometimes*

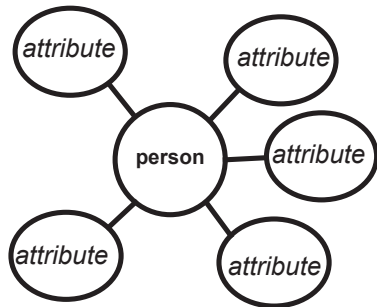
RELATION

Do Activities 1 and 2. Also complete a reflection (see directions below after Activities 1 & 2) after doing one of the activities.

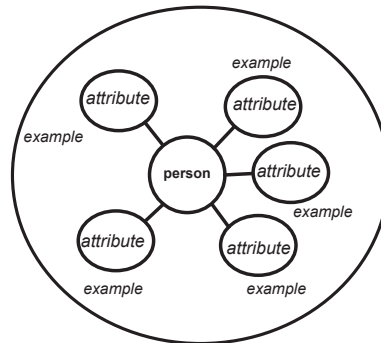
Activity 1: You will create a brainstorm map on characteristics of yourself.

- create a brainstorm map
- brainstorm attributes of you as a person (e.g. persistent, flexible, stubborn, creative, etc. — figure 1)
- for each attribute you will write an example (something you do that models this behavior) of the attribute in the frame analysis oval (figure 2)
- sequence your attributes in an order of most proficient to least proficient (figure 3)

1.



2.



Activities

3.



Activity 2: Write 2-3 pages in your composition notebook about your attributes, beginning with your strongest attributes, then sequentially writing about each of the other attributes. Use you examples to share who you are. Include an opening and closing paragraph.

Activity 3: Write reflections in your composition notebook write responses to the one or more of the following questions:

- Where does our sense of identity come from?
- How does environment shape our identity?
- What identities, if any, are permanent and which do we have the power to change?
- What roles do neighborhood and community play in shaping who we become?



Unit of Study Criterion Checklist

Adapted for CO Implementation

Subject/Area: Unit #: Revised by:	Excellent	Revision Required
STAGE 1: Starting/Ending Points		
Defining Excellence field is aligned with the Learning Objectives, paraphrased in the most explicit and clear way, within reach for the Student		
Starting Point includes questions/activities that access student's prior knowledge, hooks his/her attention and will later relate to the overall objective		
Ending Point indicates the goal and focus of the unit of study and asks student what he/she wishes to gain from the learning objective		
Learning Objectives align with CO standards: Evidence Outcomes and 21 st Century Skills		
STAGE 2: Research		
Includes beyond the minimum resources required		
Includes a variety of material forms (videos, articles, slide presentations, etc.)		
Requires the student to produce his/her own tools to organize the information (rather than copy-paste material)		
STAGE 3: Skill Development		
Includes at least one activity to develop each element of the unit's objective(s).		
Students are provided choices within the required activity work		
Includes activities that promote higher order thinking via 1) analysis, 2) connection/application between objectives (synthesis), 3) open ended questioning and 4) creative (multisensory) tasks		
STAGE 4: Relating		
Includes activities/questions that relate the content learned with student's life		
Includes activities/questions that relate with previous unit of study objectives		
OVERALL UNIT OF STUDY DESIGN		
The title of this unit of study uses key words from the learning objectives		
The grade-level and Subject-Area are identical to those indicated in units of study that coincide with this one		
The overall workload is manageable within the goal completion date stated		
Wording is student-friendly; avoids complexities that could cause confusion		
Formatting is neat; and text within the 4 stages clearly outlines task directions and is chunked appropriately based on task		
Task directions state exactly what materials to use & how to access them		
Guidelines are provided for certain activities to indicate itemized expectations for work production		