

OLENTANGY SCHOOLS LITERATURE SELECTION REVIEW FORM

LOCATION

Building(s): OOHS

Classes/Grade Level(s): Honors CP9

ABOUT THE BOOK

Selection Title/Author: *The House on Mango Street* by Sandra Cisneros

Genre: Fiction

Lexile Reading Level: 860 L

Total number of pages: 110

Book Summary (abbreviated, bulleted list or link to a book summary):

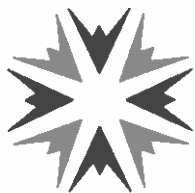
The House on Mango Street is a collection of forty-four interwoven stories describing the life of Esperanza, a young girl coming of age in a Latino barrio. Along with painting a vivid portrait of Esperanza's life, the book explores the cultural forces that pull Esperanza in opposite directions. Should she follow her dreams out of the neighborhood or remain within the circle of her family and friends? Is it possible to do both? Though populated by a large cast of characters who lack power—politically, socially, sexually, and economically—Esperanza's story is full of hope (Jago 51). Jago, Carol. Sandra Cisneros in the Classroom. Urbana, Illinois: National Council of Teachers of English, 2002.

Potentially Objectionable Content (list all categories and at least one example, referenced with a page or chapter number)

- Profanity
 - No examples of profanity present.
- violence and/or abuse of any kind
 - There are several references to physical abuse (usually against women, one example being Sally's physical abuse from her father (92-93).
 - One example of sexual assault against Esperanza on pages 99-100; while it is ambiguous and not graphic, it's implied that she was raped. Note: This is not a required chapter. Students have the option to not read it.
- descriptions of underage drinking alcohol, drugs, smoking, and/or vaping
 - There is one reference to a mother smoking a cigarette and a reference to older teens drinking beer (73).
- implicit and explicit sexual content and sexual innuendo,
 - A man hires women for sex (71). Esperanza implicitly talks about her awakening sexuality (73).
- other topics that elicit psychological traumas or re-traumas,
 - There are several character deaths, including the younger sister of one of the main characters (103).
- and language or actions that reflect bias, stereotypes, and prejudice
 - Esperanza references the separation between white folk and people of color in Chicago communities, and the fear that they each fear about those who are different (28).

Book Reviews (1-2 link(s)) Note: teacher is not responsible for broken links

The New York Times (1992)



ABOUT THE CLASS

Rationale for the Literature Selection (in addition to standards): (To be completed by the teacher or team)

The Honors CP9 team at OOHS has selected *The House on Mango Street* as part of the curriculum. In this quarter, students are building a foundational understanding of literary analysis, including but not limited to: character and relationship development, tracking patterns and motifs throughout a text, analyzing the significance of symbols and metaphors, as well as analyzing the purpose of beautiful descriptive language (figurative language, imagery, etc.). *The House on Mango Street* allows the CP9H teachers to do all of these things with a very short text. In just over 100 pages, Cisneros adds complexity and richness in both language and narrative structure. Because of its short length, students are able to dive deeply into each vignette in isolation and practice their close reading strategies, while also seeing how the literary strategies are developed over the entire text. It gives us the best of poetry *and* a novel. The text is significantly challenging for an honors CP9 class— not in Lexile but in content and craft.

The House on Mango Street also offers our particular group of freshmen an opportunity to see themselves in the literature. The main character is a young woman and a person of color, and that is a majority of our demographic in the Honors CP9 course. Esperanza's story, in so many ways, feels familiar to *their* story. But because *Mango Street*'s setting is so different from ours (urban Chicago versus suburban Lewis Center), students also have the opportunity to learn about other cultures and socioeconomic classes as well as see struggles beyond what they have experienced.

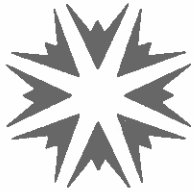
The Ohio Department of Education ELA Standards (list priority standards *only* and abbreviations of the main ideas of the priority standards) [Link to Ohio's ELA Standards](#)

1. RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
2. RL.9-10.4 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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
3. RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

ALTERNATIVE TEXTS

What alternative texts would allow students to meet the same objectives? (1-2 texts, title/author; Note: these texts must also have lit. reviews forms associated with their selection)

1. *Of Mice and Men* by John Steinbeck
2. *The Book Thief* by Markus Zusak



SIGNATURES (embedded jpegs of authentic signatures are fine OR download/print form and obtain traditional signatures)

Teacher: Elizabeth Springer Date: 6/21/22

Department Chair: _____ Date: _____

Building Principal: _____ Date: _____

District Curriculum Administrator: _____ Date: _____



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Teacher: Elizabeth Springer Date: 6/21/22
Department Chair: Carlene Vasquez Date: 6/21/22
Building Principal: [Signature] Date: 6/23/22
District Curriculum Administrator: [Signature] Date: 8/21/22