## How Community Affects

Community is very important in the development of us all. Communities affect how we act, think, and one day will become. In the novelle "The House on Mango Street" community sets the tone and describes some of the driving factors in the life of Esperanza, and how the community affected her. The community in "The House on Mango Street" helped Esperanza discover that for every negative, there is a positive that can be achieved. Esperanza's decision making was greatly influenced not only by her community, but brings into view the life and understanding of a teenage girl, living in a culture that did not support a women's equality.

Esperanza's family lived in a small run down house in this poor community because of the lack of income in the family. The poverty so commonly portrayed in this Novella affected the women in Esperanzas community in such a way, that their choices were limited not giving much hope for the future. Esperanza were faced with the understanding that she must get a job to pay for private schooling because the community school would be unsuitable to helping her change her life. Esperanza said "I need the money. The cathloic school costs a lot, and Papa said nobody went to public school unless you wanted to turnout bad" (Sandra Ciseros 53). Even though her dad said "nobody went to public school unless you wanted to turnout bad" means that the community school isn't very acceptable because of how the community is and the bad influences she could have gotten if she went to the community school. Esperanza also said "Aunt Lala said

she had found a job for me at the Peter Pan photo Finishers on North Broadway where she worked, and how old was I, and to show up tomorrow saying I was one year older, and that was that"(54). This also shows Esperanza being put in a situation where she is too young to work and affects the position she will be put in. At the end of chapter Eperanza said "He had nice eyes and I didnt feel nervous anymore. Then he asked if I knew what day it was, and when I said I didn't, he said it was his birthday and would I please give him a birthday kiss. I thought I would because he was old and just as I was about to put my lips on his check, he grabs my face with both hands and and it had a lot to do with the age she was at. Esperanza was not at the right age to know about what the man was trying to do and it ended up in an unwelcome kiss. The situations Esperanza had faced is because of her community affected her to be put in a difficult situation where she gets to be in difficult circumstances that happens throughout the novelle, but also causes her to kisses me hard on the mouth and doesn't let go"(Sandra Ciseros 55). The man had taken advantage of Esperanza grow.

Esperanza also had to struggle with the suppression and lack of determination of women in the community. The common occurrence of women or young women in Esperanza community is where they will try to find a way out of their situation by marrying out and trying to find a man whom they hope will take them out of the mess there are in. Esperanza's friend Sally tried to marry out. In the chapter "Linoleum Roses" Esperanza said, "Sally got married like we knew she would, young and not ready but married just the same. She met a marshmallow salesman at a school bazaar, and she married him in another state where it's legal to get married before eighth grade. She says she is in love, but I think she did it to escape" (Sandra Ciseros 101). The thinking and acting of Sally in Esperanza's community. Sally went for a man because she wanted to

escape her situation instead of taking a different path she took the path commonly taken in the community. Esperanza is different she sees the lack of determination in her community ,mostly with the women ,and she acts and thinks opposite of what the women in the community do. Esperanza in the chapter called "A House of My Own" said "Not a flat. Not an apartment in the back. Not a Man's house. Not a daddy's house. A house all my own" (Sandra Ciseros 108). The thinking of Esperanza has changed she doesn't want happened to her friend Sally or the other women in her community, Esperanza wants to her own person, an independent woman. In the chapter "Born Bad" Aunt Lupe says to Esperanza "you just remember to keep writing, Esperanza. You must keep writing. It will keep you free, and I said yes, but at that time I didn't know what she meant" (Sandra Ciseros 61). The quote foreshadows the educational side to her being an independent woman who will leave the Mango Street community. Furthermore, in the third to last chapter in the novelle "Alicia and I Talking on Edna's Steps" Alicia Said "No Alicia Says. Like It or not you are Mango Street, And one day you'll come back Too" (Sandra Ciseros 106). The affect the community had on Esperanza to see how the women are struggling and she saw that, she can step away from being married off and go towards her education and lead her off in way to become an independent woman ,but also with the talk with Alicia made her realize that she is always going to remember Mango Street which affected Esperanza so much and will one day Esperanza will affect community of Mango Street.

Esperanza community affected her throughout the novel by how she acted and thought also she made how her community affected her into positive situations but also made her made her be affected by negative situations too. There are communities all across the world like the one Esperanza is in. Where poverty, lack of role models ,and bad situations lead communities

into one where it's hard to find a way out ,but even through all of that communities affect, molded us and guide us into ways that might look like it will steer us into bad areas but actually it motivates us to not want to do what others did but to make our own path with beneficial outcomes.

Rationale for House on Mango Street essay: 9th grade, 1st semester

This essay received a score of 3 on the district rubric. While there are areas that fall into the 2 range on the rubric, the prompt is a challenging one for first semester freshmen students. This particular writer, while demonstrating prominent gaps in sentence structure and fluidity, presents a clear essay that makes good connections among ideas. The essay demonstrates a good understanding of the novella, and the theme the student interpreted is relevant and fairly well-supported. Some of the writer's textual evidence is too lengthy and does not provide the requisite analysis, but the writer certainly demonstrated a wide breadth of evidence from the text. The conclusion is adequate and leaves the reader with a positive impression. Grammar and conventions are relatively weak, however.

ommon (	Core All-Subject V	Vriting Rubric	9th grade	1st gemeste	er
riting Type(cir	cle one): Argumentative	Informative/Explana	atory Narrative (EL	A only) Literary A	naly
CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are not addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are not addressed.	X4
ORGAN- IZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.	
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.	
Teacher Feedback: {{Student Reflection on Back}}				Total Points Earned	
				Score	