

The House On Mango Street Online

Dawn Hogue

The House on Mango Street (Study Guide) LessonCaps,2012-08-13 Following Common Core Standards, this lesson plan for Sandra Cisneros', The House on Mango Street is the perfect solution for teachers trying to get ideas for getting students excited about a book. BookCaps lesson plans cover five days worth of material. It includes a suggested reading schedule, discussion questions, essay topics, homework assignments, and suggested web resources. This book also includes a study guide to the book, which includes chapter summaries, overview of characters, plot summary, and overview of themes. Both the study guide and the lesson plan may be purchased individually; buy as a combo, however, and save.

Sandra Cisneros's the House on Mango Street and Toni Morrison's Jazz Compared Karl Kovacs,2008-10 Seminar paper from the year 2006 in the subject English Language and Literature Studies - Literature, grade: 2.3, University of Freiburg (Englisches Seminar), course: Ethnic Literature, language: English, abstract: In this paper I am going to show the differences and similarities between two major works of American ethnic literature, namely Sandra Cisneros's The House on Mango Street and Toni Morrison's Jazz. In order to compare the two books I will first analyze them separately before taking a look at them side by side. To begin with, I would like to express some general thoughts on the two books. The House on Mango Street and Jazz are first and foremost works of fictional literature in the sense that their characters and the story itself are a product of the authors' imagination. Yet, on another level, they are works that bear the power to familiarize readers with their particular ethnic backgrounds, namely the Mexican- and Afro-American. In other words, the two stories can be seen as some sort of guideline for readers who are interested in the cultural and economic lives of minority groups in the USA of today and the past. Even though the novels are very different in their form as well as their content I think one can find some similarities beside all the differences. In the following chapters of this paper I will first concentrate on The House on Mango Street and afterwards on Jazz. At the end I will try to make a connection between the two novels and show some of the main differences and similarities.

The House on Mango Street - Literature Kit Gr. 7-8 Taryn McKenna,2021-06-29 Experience the discrimination of race, gender and class felt by one girl in this coming-of-age story. The layout and variety of activities in this resource will keep students engaged and involved in the reading. Use metaphors and figurative language to describe things that bring comfort, much like Esperanza's thoughts on her mother's hair. Describe Nenny's personality based on what's been revealed

in previous chapters. Put events surrounding Esperanza's poetry writing in the order as they occur in the chapter. Explain why the author might choose specific spelling as a plot device. Choose words that mean the same as the vocabulary word found in the reading. Write your own persuasive argument, similar to Esperanza's argument for eating at school. Record the symbolism of shoes used throughout the novel by detailing their use on a flowchart. Aligned to your State Standards and written to Bloom's Taxonomy, our worksheets incorporate a variety of scaffolding strategies along with additional crossword, word search, comprehension quiz and answer key. About the Novel: The House on Mango Street follows Esperanza Cordero as she tells stories from her childhood living on Mango Street in a series of vignettes. Esperanza is a young Latina girl living in a mostly Hispanic neighborhood in Chicago. She is not happy with her home on Mango Street. Her neighborhood is poor, and the people that live within it are treated like second class citizens. Esperanza experiences a lot of hardships growing up, from discrimination against her race, to men abusing their wives. Esperanza witnesses all this in her neighborhood, and vows to make a better future for herself. The House on Mango Street is a coming-of-age story that explores tough topics that force a young girl to grow up quickly.

Lesson Plans: Literature BookCaps,2014-01-25 How do you teach classic works of literature in school? This book provides five day lesson plans for over a half-dozen of greatest books. To Kill a Mockingbird, The Great Gatsby, Adventures of Huckleberry Finn, Lord of the Flies, The Outsiders, The House of Mango Street, Great Expectations, and The Color Purple. Each lesson plan may also be purchased separately.

Domestic Negotiations Marci R. McMahon,2013-07-01 This interdisciplinary study explores how US Mexicana and Chicana authors and artists across different historical periods and regions use domestic space to actively claim their own histories. Through "negotiation"—a concept that accounts for artistic practices outside the duality of resistance/accommodation—and "self-fashioning," Marci R. McMahon demonstrates how the very sites of domesticity are used to engage the many political and recurring debates about race, gender, and immigration affecting Mexicanas and Chicanas from the early twentieth century to today. Domestic Negotiations covers a range of archival sources and cultural productions, including the self-fashioning of the "chili queens" of San Antonio, Texas, Jovita González's romance novel Caballero, the home economics career and cookbooks of Fabiola Cabeza de Baca, Sandra Cisneros's "purple house controversy" and her acclaimed text The House on Mango Street, Patssi Valdez's self-fashioning and performance of domestic space in Asco and as a solo artist, Diane Rodríguez's performance of domesticity in Hollywood television and direction of domestic roles in theater, and Alma López's digital prints of domestic labor in Los Angeles. With intimate close readings, McMahon shows how Mexicanas and Chicanas shape domestic space to construct identities outside of gendered, racialized, and xenophobic rhetoric.

Women across Cultures Hilary M. Lips,2021-02-25 Psychology's study of women has revealed some themes that span

cultures and countries, yet women's lived experiences in different cultures can be dramatically different. This Element explores, from a psychological perspective, women's issues in cultural contexts. Beginning with the question of public and private identity (i.e., who 'counts' as a woman), it goes on to examine embodiment, sexuality, reproduction, family roles, economic participation and power, violence, leadership, and feminist activism. It concludes with a brief discussion of women's complicated relationship to culture: as both keepers and sometimes prisoners of cultural traditions - particularly in the context of migration to different cultures. Running through the Element are two general themes: the pervasiveness of a gender hierarchy that often privileges men over women, and the ways in which women's lived experience varies within cultures according to the intersection of gender with other categories that affect expectations, norms, power and privilege.

Reading for Action Ashley S. Boyd, Janine J. Darragh, 2019-06-05 This book illustrates how teachers can draw upon young adult literature to facilitate students' social action. Each chapter centers on one novel that represents a contemporary topic including police brutality, women's rights, ecojustice, and bullying. In each, authors provide pre-, during-, and after reading strategies for teaching that connect the social issues in the texts to students' lives and to the world around them. They then offer a multitude of avenues for student action, emphasizing the need to move readers from understanding and awareness to asserting their own agency and capacities to effect change in their local, national, and global communities. In addition to methods for scaffolding students' analysis of texts and topics, authors also offer a plethora of additional resources such as documentaries, canonical companions for study, connected music, and supplementary lesson plans.

Mexican Americans Michael J. Schroeder, 2007 How have Mexican immigrants reshaped the US? What is their history and culture? Why did they leave their homeland? Focusing on the human side of the story, this work probes these questions by tracing the lives of ordinary and not-so-ordinary people. Featuring photographs, it points the way to a journey into the Mexican-American experience.

CSET English Subtests I-IV Book + Online John Allen, 2015-12-22 REA's CSET: English Subtests I-IV with Online Tests Gets You Certified and in the Classroom! California requires all prospective English teachers to take the CSET: English Test. Recently, the CSET: English subtests were revised to align more closely with the California Common Core State Standards. The subtests also include new material in the areas of writing across the curriculum, reading and analyzing a variety of informational texts, and analyzing the details of dramatic works and performance. This third edition of our CSET (California Subject Examinations for Teachers) English Subtests I-IV test prep has been expanded to address these changes. It includes:

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Standards for English Language Arts and Literacy and the California Commission on Teacher Credentialing. This all-new test prep contains an in-depth review of all the competencies tested on the CSET English Subtests I-IV: Literature and Reading Informational Texts; Composition and Rhetoric; Language, Linguistics, and Literacy; Communication, Speech, Media and Creative Performance. The book includes 2 full-length practice exams based on actual CSET questions. Both practice tests are also available online with instant scoring, diagnostic feedback, and detailed answer explanations. Automatic scoring and instant reports help you zero in on the topics and types of questions that give you trouble now, so you will succeed when it counts. REA's CSET: English Subtests I-IV test prep is a must-have for anyone who wants to teach English in California!

CLEP® American Literature Book + Online Jacob Stratman, 2016-11-01 Earn College Credit with REA's Test Prep for CLEP American Literature Everything you need to pass the exam and get the college credit you deserve. REA leads the way in helping students pass their College Board CLEP exams and earn college credit while reducing their tuition costs. With 25+ years of experience in test prep for the College-Level Examination Program (CLEP), REA is your trusted source for the most up-to-date test-aligned content. Whether you're an adult returning to finish your degree, a traditional-age college student, a military service member, or a high school or home-schooled student looking to get a head start on college and shorten your path to graduation, CLEP is perfect for you. REA's expert authors know the CLEP tests inside out. And thanks to our partners at Proctortrack (proctortrack.com/clep), you can now take your exam at your convenience, from the comfort of home. Prep for success on the CLEP American Literature exam with REA's personalized three-step plan: (1) focus your study, (2) review with the book, and (3) measure your test-readiness. Our Book + Online prep gives you all the tools you need to make the most of your study time: Diagnostic exam: Pinpoint what you already know and what you need to study. Targeted subject review: Learn what you'll be tested on. Two full-length practice exams: Zero in on the topics that give you trouble now so you'll be confident and prepared on test day. Glossary of key terms: Round out your prep with must-know vocabulary. REA is America's recognized leader in CLEP preparation. Our test prep helps you earn valuable college credit, save on tuition, and accelerate your path to a college degree.

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Artful Teaching David M. Donahue, Jennifer B. Stuart, 2024 The authors in this volume share exemplary arts-integration practices across the K-8 curriculum. Rather than providing formulas or scripts to be followed, they carefully describe how the arts offer an entry point for gaining insight into why and how students learn. The book includes rich and lively examples of public school teachers integrating visual arts, music, drama, and dance with subject matter, including English, social studies, science, and mathematics. Readers will come away with a deeper understanding of why and how to use the arts every day, in every school, to reach every child--

Identity-Focused ELA Teaching Richard Beach, Anthony Johnston, Amanda Haertling Thein, 2015-03-05 Countering the increased standardization of English language arts instruction requires recognizing and fostering students' unique identity construction across different social and cultural contexts. Drawing on current sociocultural theories of identity construction, this book posits that students construct multiple identities through use of five identity practices: adopting alternative perspectives, exploring connections across people and texts, negotiating identities across social worlds, developing agency through critical analysis, and reflecting on long-term identity trajectories. Identity-Focused ELA Teaching features classroom activities teachers can use to put these practices into action in ways that re-center implementing the Common Core State Standards; case-study profiles of students and classrooms from urban, suburban, and rural schools adopting these practices; and descriptions of how teachers both support students with this instructional approach and share their own identity-construction experiences with their students. It demonstrates how, as students acquire identity-focused practices through engagements with literature, writing, drama, and digital texts, they gain awareness of the ways exposure to different narratives, beliefs, and perspectives serves to mediate their own and others' identities, leading to different ways of being and becoming over time.

Ay Tú! Sonia Saldivar-Hull, Geneva M. Gano, 2024-10-22 A comprehensive volume on the life and work of renowned Chicana author Sandra Cisneros. Sandra Cisneros (b. 1954), author of the acclaimed novel *The House on Mango Street* and a recipient of the National Medal of the Arts, a MacArthur "Genius Grant" and the PEN/Nabokov Award for International Literature, was the first Chicana to be published by a major publishing house. *¡Ay Tú!* is the first book to offer a comprehensive, critical examination of her life and work as a whole. Edited by scholars Sonia Saldivar-Hull and Geneva M. Gano, this volume addresses themes that pervade Cisneros's oeuvre, like romantic and erotic love, female friendship, sexual abuse and harassment, the exoticization of the racial and ethnic "other," and the role of visual arts in the lives of everyday people. Essays draw extensively on the newly opened Cisneros Papers, housed in the Wittliff Collections at Texas State University, and the volume concludes with a new long-form interview with Cisneros by the award-winning journalist Macarena Hernández. As these essays reveal, Cisneros's success in the literary field was integrally connected to the

emergent Chicana feminist movement and the rapidly expanding Chicanx literary field of the late twentieth century. This collection shows that Cisneros didn't achieve her groundbreaking successes in isolation and situates her as a vital Chicana feminist writer and artist.

Textbooks in Academic Libraries Chris Diaz, 2018-12-03 Shortly after the syllabi are posted, and long before the beginning of the term, interlibrary loan departments at academic libraries will have filled or rejected innumerable textbook requests. While it would be unwise if not impossible to buy and circulate every textbook at a college or university, there are many academic libraries who are selectively adding textbooks to their collections. And the practice seems to be gaining momentum. In this volume, the Association for Library Collections and Technical Services (ALCTS) and editor Chris Diaz gather case studies that pull together creative approaches and best practices for print textbook reserve programs. This book discusses such topics as results and analysis from a detailed survey of a state university's core-course textbook reserve program; funding sources for starting or piloting a program; using aggregated enrollment, grade, and textbook cost data to identify high impact courses; identifying course-related books that are in the library's collection or fit an existing collection policy; workflow for using bookstore data with ILS and purchasing systems; and using LibGuides and Google Sheets to publicize textbook holdings, and how a back-end database supports discovery for students and reporting for reserves staff. A textbook reserve program can be one way of helping students who are struggling with the high cost of textbooks, and this book spotlights a variety of examples that can be used as models.

Neighbor-Homes Megan Jeanette Myers, 2025-08-21 *Neighbor-Homes: Julia Alvarez and Edwidge Danticat Write Hispaniola and the Diaspora* analyzes the work of two of the most acclaimed contemporary American and Caribbean authors for the first time in a single book. Extending beyond scholarly approaches to home as a theoretical construct, *Neighbor-Homes* considers how Alvarez and Danticat inaugurate multiple spaces of belonging for their off- and on-island fictional characters, for their diverse community of readers, and for themselves. Revealing a more complex and complete understanding of these Hispaniola-rooted authors, the project places Alvarez and Danticat into conversation at a time when the construction of a border wall and racist immigration laws confirm increasing anti-Haitian sentiment in the Dominican Republic. *Neighbor-Homes* incorporates correspondence between the two writers to extrapolate diverse narrative representations of Hispaniola and to highlight various themes central to their work and social justice platforms including family relationships, community building, neighbor aesthetics, statelessness, and border solidarity. *Neighbor-Homes* will help interdisciplinary audiences read Danticat and Alvarez with a more critical eye so that they can more adeptly and profoundly understand Haiti, the Dominican Republic, and their respective diasporas. This important study is an essential read for students and scholars of literature and social justice, cultural studies, history, and politics, as well as Caribbean, Latinx, and African diaspora literatures.

The Routledge Companion to Theatre and Young People Selina Busby, Kelly Freebody, Charlene Rajendran, 2022-10-31

This companion interrogates the relationship between theatre and youth from a global perspective, taking in performances and theatre made by, for, and about young people. These different but interrelated forms of theatre are addressed through four critical themes that underpin the ways in which analysis of contemporary theatre in relation to young people can be framed: political utterances – exploring the varied ways theatre becomes a platform for political utterance as a process of dialogic thinking and critical imagining; critical positioning – examining youth theatre work that navigates the sensitive, dynamic, and complex terrains in which young people live and perform; pedagogic frames – outlining a range of contexts and programmes in which young people learn to make and understand theatre that reflects their artistic capacities and aesthetic strategies; applying performance – discussing a range of projects and companies whose work has been influential in the development of youth theatre within specific contexts. Providing critical, research-informed, and research-based discussions on the intersection between young people, their representation, and their participation in theatre, this is a landmark text for students, scholars, and practitioners whose work and thinking involves theatre and young people.

Connecting High-Leverage Practices to Student Success Melissa C. Jenkins, Wendy W. Murawski, 2023-06-23

Transform classrooms and student performance with evidence-based, effective practices Two brains are better than one, as the saying goes, and this is especially true in education. Educators who employ effective collaboration and co-teaching greatly amplify student engagement, achievement, and growth, particularly for those learners needing extra support. Written by two of the nation's top experts in co-teaching, *Connecting High-Leverage Practices to Student Success* is an essential, reader-friendly guide for educators and instructional leaders who are passionate about creating truly inclusive classrooms where all students thrive—academically, behaviorally, socially, and emotionally. Inside, authors Melissa Jenkins and Wendy Murawski provide: Three clearly defined steps to build a strong foundation, leverage collaboration, and support students' growth A laser focus on high-leverage and evidence-based practices for general and special education that optimize educators' impact, including collaboration, instruction, assessment, and social emotional/behavior skills Seamless integration of practices within MTSS and RTI processes to meet the needs of all learners Countless and concrete samples, examples, tools, reflection exercises, and supplemental materials that enable you to move from theory to immediate instructional practice Positioning collaboration as the catalyst to maximizing high-leverage and evidence-based practices for the success of all students, this easy-to-use handbook belongs on the desk of every teacher working toward a truly inclusive environment.

Dream Wakers Ruth Culham, 2023-10-10 There is power that resides in outstanding culturally diverse literature'sa power that has the potential to engage students in reading and teach them about the art and craft of writing. In *Dream Wakers: Mentor Texts That Celebrate Latino Culture*, Ruth Culham focuses her love of children's literature'sand her decades of work developing the traits of writing'son books that celebrate Latino life and culture. She provides a wide variety of ideas

to teach writing using some of the richest and most beautiful children's books available. *Dream Wakers* gives you: An annotated list of more than 120 books with do-it-today lesson ideas for teaching the traits of writing's Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. More than half of the books listed are bilingual or offer English and/or Spanish editions. Eleven original, insightful essays by renowned children's authors of some of the featured books. A handy reference chart that helps teachers locate books quickly by trait, genre, language, and author/publisher information. Ruth encourages all of us to make sure students of all backgrounds have access to high-quality, culturally diverse texts and recognize the difference those texts will make in their reading lives, as well as in their perception of themselves as thinkers, learners, and citizens.

Class Definitions Michelle M. Tokarczyk, 2008 This book examines how working-class status intersects with other identities such as gender, sexual orientation, ethnicity, and region in the lives and works of the three authors named. Its introduction discusses widely recognized definitions of the working class and common traits of working-class literature. These include representations of working-class lives, providing a voice for the voiceless, representation of suffering caused by class inequities, and the use of working-class dialect. Working-class women's literature, in particular, reclaims women's bodies from overwork, sexual abuse, or degradation brought on by poverty. The text then devotes a chapter to each author's life and writing, examining the distinct critical features of each writer's work, as well as the specific ethnic, regional, and personal dynamics that inflect her working-class experiences. *Class Definitions* includes unpublished interviews with each of the authors. During the past decade, working-class literature has been recognized in national conferences as well as in anthologies. Yet there are stubborn tendencies to identify the working class with white male laborers and to see ethnic and working-class writing as distinct camps. This book argues for recognition of the varieties of working-class experience through its examination of three diverse authors and their texts. It highlights the specific working-class experience of each author, and thus avoids essentializing working-class women's lives and writings. Maxine Hong Kingston's writing was informed by her years in the anti-Vietnam War movement, as well as by her working-class background. Her recent work has reflected writing workshops with veterans. Sandra Cisneros's work represents women struggling with the Chicano code of machismo and the legend of La Malinche. Dorothy Allison has talked about her need to write against the stereotypes of poor Southerners as well as to be out about her lesbianism. Working-class women's literature is not propaganda or a blueprint, but rather might be compared to a tapestry as rich and multifaceted as the American multicultural landscape itself. *Class Definitions* is informed by feminist, working-class, and literary theory, but written in a highly accessible and engaging prose. It will appeal to both scholars and the wide reading public that Kingston, Cisneros, and Allison each enjoy. Ultimately, the book provides a deeper understanding of each author's work and argues for a more nuanced appreciation of working-class women's literature. In lives characterized by material deprivation and social marginality, literature provides a glimmer of

hope. For each of these writers, imaginative writing is not only a vivid representation of inequalities, but also an inspiring glimpse into possibilities.--BOOK JACKET.

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The House On Mango Street Online Introduction

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