

The House on Mango Street — Sandra Cisneros

Essential Questions

Themes

- How do socioeconomic status, race, sex, and gender identity shape the individual? How do the roles and restrictions related to these identities affect people?
- Who has power? How did they get it? What happens as a result?
- Where does our sense of identity come from?

Skills

- How does an author's use of literary devices, such as imagery, metaphor, simile, personification, parallelism, and repetition, shape the meaning of the text?
- How does an author's use of diction and syntax create tone and mood?
- How can I take useful notes?
- How can I effectively make my reading sound more like me?
- How can I give myself and others helpful feedback during the writing and revision process?

Homework

- **They Say/I Say Work:** We will focus on **literary devices** for this unit. Select and cite 2 quotations from each reading assignment (NOT each vignette!) that contain a literary device (ex: imagery, deliberate sentence fragments, personification, metaphor, repetition, etc.).
 - ◆ Don't just identify the device; analyze and evaluate Cisneros' use of it! How does her use of sensory detail affect your reading? How does the repetition support theme? etc.

Participation

- **Notes:** You will periodically turn in your notes from class discussions/activities for participation credit.

Summative Assessments

- **This is Me:** You will draft and revise your own vignette. You'll pick a favorite Quick Write and develop it into a polished final draft. More details will be shared on the formal assignment sheet.
 - ◆ *Estimated Point Value:*
 - 10 Homework points for uploading the updated draft to Turnitin,
 - 10 Homework points for PeerMark, and
 - 50 Summative Assessment points for the final draft.
- **Test:** More details will be shared on a unit study guide before the test. You will demonstrate that you:
 - ◆ understand the difference between an essay and a vignette by describing each genre and identifying examples,
 - ◆ know what important literary devices are by correctly labelling examples of them, and
 - ◆ know how an author uses literary devices by analyzing cold reads and answering short questions about them (texts you have not already read)
 - ◆ *Estimated Point Value: 50*

Schedule — subject to updates as needed!

B Day	A Day	Synchronous Collaborative Work	Asynchronous Independent Work
Tues., Oct. 13	Mon., Oct. 19	<i>Fully asynchronous work day — trade-off for <u>Nectar in a Sieve</u> test day</i>	
Thurs., Oct. 15	Wed., Oct. 21	<p><i>Focus: Introduce new unit. What is a vignette?</i></p> <p>Class:</p> <ul style="list-style-type: none"> ● Introduce new unit ● Mini-lesson: Vignette v. essay ● Quick Write 	<ul style="list-style-type: none"> ● Read and TSIS on p. 3 - 16
Tues., Oct. 20	Mon., Oct. 26	<p><i>Focus: Tone v. mood</i></p> <p>Class:</p> <ul style="list-style-type: none"> ● Mini-lesson: Tone and mood ● Quick Write <p>Breakout Groups:</p> <ul style="list-style-type: none"> ● Discuss reading 	<ul style="list-style-type: none"> ● Read and TSIS on p. 17 - 30 ● Independent Reading Log
Thurs., Oct. 22	Wed., Oct. 28	<p><i>Focus: How can I take useful notes during discussions?</i></p> <p>Class:</p> <ul style="list-style-type: none"> ● Quick Write ● Mini-lesson: Notetaking <p>Breakout Groups:</p> <ul style="list-style-type: none"> ● Discuss reading 	<ul style="list-style-type: none"> ● Read and TSIS on p. 31 - 45
Fri., Oct. 23	Fri., Oct. 30	<p><i>Focus: What is parallel structure and how does it affect readers?</i></p> <p>Class:</p> <ul style="list-style-type: none"> ● Mini-lesson: Parallel structure ● Quick Write <p>Breakout Groups:</p> <ul style="list-style-type: none"> ● Discuss reading 	<ul style="list-style-type: none"> ● Read and TSIS on p. 46 - 61 ● Independent Reading Log
Tues., Oct. 27	Mon., Nov. 2	<p><i>Focus: What is a motif? How can motifs contribute to theme?</i></p> <p>Class:</p> <ul style="list-style-type: none"> ● Mini-lesson: Motif ● Quick Write <p>Breakout Groups:</p> <ul style="list-style-type: none"> ● Discuss reading 	<ul style="list-style-type: none"> ● Read and TSIS on p. 62 - 75

Thurs., Oct. 29	Wed., Nov. 4	<p><i>Focus: How can writers draw compelling comparisons?</i></p> <p>Class:</p> <ul style="list-style-type: none"> • Mini-lesson: Metaphor, simile, and personification • Quick Write <p>Breakout Groups:</p> <ul style="list-style-type: none"> • Discuss reading 	<ul style="list-style-type: none"> • Read and TSIS on p. 76 - 89 • Independent Reading Log
Thurs., Nov. 5	Mon., Nov. 9	<p><i>Focus: How can sentence structure (syntax) add style and sophistication to writing?</i></p> <p>Class:</p> <ul style="list-style-type: none"> • Mini-lesson: Scintillating syntax • Quick Write <p>Breakout Groups:</p> <ul style="list-style-type: none"> • Discuss reading 	<ul style="list-style-type: none"> • Read and TSIS on p. 90 - 100
Fri., Nov. 6	Fri., Nov. 13	<p><i>Focus: Review/unit-wrap up</i></p> <p>Class:</p> <ul style="list-style-type: none"> • Review mini-lessons, make sure we know where to find slideshows, etc. • Quick Write <p>Breakout Groups:</p> <ul style="list-style-type: none"> • Discuss reading 	<ul style="list-style-type: none"> • Read and TSIS on p. 101-110 (end) • Independent Reading Log
Tues., Nov. 10	Mon., Nov. 16	<p><i>Focus: Wrapping up the unit</i></p> <p>Class:</p> <ul style="list-style-type: none"> • Quick Write <p>Breakout Groups:</p> <ul style="list-style-type: none"> • Discuss reading 	<ul style="list-style-type: none"> • Submit favorite Quick Write to Turnitin.com by the start of next class so we can complete PeerMarks during our next class.
Thurs., Nov. 12	Wed., Nov. 18	Vignette work day — Complete PeerMark and, if desired, conference with Ms. T and/or peers to improve your draft.	<ul style="list-style-type: none"> • Revise your vignette. • If necessary, finish PeerMark work.
Tues., Nov. 17	Fri., Nov. 20	Unit Test	
Tues., Dec. 1	Wed., Dec. 2	Final draft of vignette due to Turnitin by start of class.	