



## **Fishtank Plus Feature Sample**

# **Enhanced Lesson Plan**

7th Grade English Language Arts  
Unit 4 - Finding Home: The House on Mango Street  
Lesson 9

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## LESSON 9

### 7th Grade English

#### Unit 4: Finding Home: The House on Mango Street

## OBJECTIVE

Explain how Cisneros develops and contrasts characters' perspectives of themselves and of other people.

## READINGS AND MATERIALS

- Book: [The House on Mango Street](#) by Sandra Cisneros pp. 65 – 78 – "Geraldo No Last Name" through "No Speak English"

## TARGET TASK

### WRITING PROMPT

How is Marin's perspective of Geraldo different from how others see him? How does Cisneros develop this difference in perspective? Select at least two pieces of evidence from the vignette, "Geraldo No Last Name" and explain how this evidence supports your thinking.

### Sample Response

Marin sees Geraldo as a real person whose life mattered, but she knows that other people probably do not see him that way. Although "Marin can't explain why it mattered," she is deeply affected by Geraldo's death. She stays in the waiting room for "hours and hours." The hospital employees, on the other hand, do not call a surgeon to help Geraldo: "nothin' but an intern working all alone." By only having one new doctor working on Geraldo, it suggests that they did not value his life—maybe because they saw him as "just another brazer who didn't speak English. Just another wetback." (p. 66). Cisneros writes that "they" did not know about the hardships he faced, how much he worked to support his family. It is probably for this reason that Marin stays.

## KEY QUESTIONS

### CLOSE READ QUESTIONS

What is Esperanza's perspective of Ruthie? How is her perspective different from what the rest of the world probably thinks of Ruthie? Provide at least two pieces of evidence from this vignette to support your answer.

How does the vignette "Four Skinny Trees" develop the reader's understanding of how Esperanza sees herself? Provide at least two pieces of specific evidence from the text to support your answer.

How does Mamacita's point of view of America differ from her husband's? Support your answer with two pieces of evidence from the text.

### DISCUSSION QUESTION

How did you feel while reading the story "Geraldo No Last Name"? What is Cisneros suggesting about the experience of some undocumented immigrants in this country?

## KEY UNDERSTANDINGS

## Skills and Strategies

- Identify one or more characters' perspective
- Articulate the difference between their perspectives
- Identify places in the text that are helpful in developing those perspectives
- Pull out specific pieces of evidence to support ideas
- Explain how evidence supports claims

## Knowledge

- Marin is deeply affected by the death of an acquaintance, Geraldo, who was an undocumented immigrant. She realizes that nobody knows who he was, or that he died, and that many people will not see him as a person worth valuing.
- Esperanza sees herself much like four trees that grow in her neighborhood; they are surviving in a place where they do not belong, much like she feels she is.

## HOMework

- Article: Most Teenage Girls Still Experience Sexual Harassment
- Article: This is what happens when gender roles are forced on kids

## ENHANCED LESSON PLAN

## BUILDING BACKGROUND AND ENGAGEMENT

**10 minutes**

Have students read Tupac Shakur's "[The Rose That Grew from Concrete](https://www.allpoetry.com/poem/10000000)" (AllPoetry.com).

In a Quick Write and/or Turn and Talk, ask students to discuss:

- How do you think that Esperanza would respond to this poem?
- What connections can you make between this poem and *The House on Mango Street*?

## Building Background and Accessing Prior Knowledge

- There are many similarities between this poem and the vignette, “Four Skinny Trees.” You may want to have students answer the Close Read Question about this vignette first, while they are still thinking about this poem.

## CLOSE READ

**25 minutes**

Have students answer the following questions. Students should read each question, then reread the page(s) referenced in the question before writing their answer.

- What is Esperanza's perspective of Ruthie? How is her perspective different from what the rest of the world probably thinks of Ruthie? Provide at least two pieces of evidence from this vignette to support your answer.



### Additional Supports

- Scaffolding questions:
  - How does Esperanza feel about Ruthie? How do you know?
  - How does Ruthie behave? Is her behavior normal or abnormal for an adult?
  - Do you believe the things that Ruthie tells Esperanza about her life?
  - Do you think that Esperanza understands that Ruthie is different from other adults?
- Students should understand:
  - Ruthie probably has some sort of intellectual or developmental disability, or a mental illness. The way that she behaves is unusual for an adult.
  - Students may struggle to identify the fact that Ruthie is quite different from other adults because Esperanza does not explicitly say so; it is not clear whether Esperanza even understands that Ruthie most likely has a disability. She primarily just talks about all of the things that she likes about Ruthie and is very matter-of-fact about the things Ruthie does. Ask students to consider how they would react if they saw a person behaving in the way that Esperanza describes her: "she never comes into stores and if she does she keeps looking around her like a wild animal"; (p. 68) Ruthie not knowing whether to go to bingo and trying to decide for fifteen minutes before the car left, etc.
- Sentence frame:
  - Esperanza sees Ruthie as \_\_\_\_\_, although other people might think \_\_\_\_\_.

- How does the vignette "Four Skinny Trees" develop the reader's understanding of how Esperanza sees herself? Provide at least two pieces of specific evidence from the text to support your answer.



### Additional Supports

- Scaffolding questions:
  - What does Esperanza mean when she says that the trees "are the only ones who understand me"?
  - How are the trees physically like Esperanza?
  - What qualities do the trees have that Esperanza also has—both positive and negative?
  - How does Esperanza see these trees? How does she feel about them?
- Students should understand:
  - Esperanza compares herself to these trees, which she ultimately feels very positively about. She relates to the idea that they "do not belong here."
- Graphic organizer:
  - [graphic organizer \(7th Grade Unit 4 Lesson 9 Close Read\)](#)

- How does Mamacita's point of view of America differ from her husband's? Support your answer with two pieces of evidence from the text.



### Additional Supports

- Scaffolding questions:
  - Why does it “break her heart forever” when Mamacita's son begins to speak English?
  - Where is “home” for Mamacita?
  - What does English represent to Mamacita?
  - Where is “home” for the husband?
- Students should understand:
  - Mamacita does not see America as home, while her husband does.
  - The reader learns this through their conversation on page 78.
  - “Home. Home. Home is a house in a photograph.” (p. 77)
  - “We are home. This is home. Here I am and here I stay.” (p. 78)

Depending on student needs, students can answer the questions orally, annotate in the margins, or write their answers. While students are reading, circulate to gauge student understanding of the questions. Provide additional support when needed.

### Building Background and Accessing Prior Knowledge

- Be mindful of the language that you model when talking about Ruthie. Although not explicitly stated in the text, students will infer that Ruthie most likely has an intellectual or developmental disability, or some form of mental illness. Avoid using the words “retarded” or “crazy,” etc.
- *mamacita* and *mamasota*: -ita is a suffix added to Spanish words to communicate affection or to suggest that something is small. -ota is added to words to suggest that something is very large. (p. 76)

## TARGET TASK

20 minutes

Read “Geraldo No Last Name” aloud with students. Ask students to briefly summarize what happens in this vignette.

- Ask students to discuss: How is the perspective of “Geraldo No Last Name” different from other vignettes in this book? Consider who is and is not present in the scene.

Give students approximately ten minutes to independently answer this question. Circulate to gauge student understanding.

Consider a Show Call. Provide two examples: one that almost meets expectations and one that meets expectations. Have students assess the quality of the examples or provide batch feedback based on observations and have students revise their work based on that feedback.

- How is Marin's perspective of Geraldo different from how others see him? How does Cisneros develop this difference in perspective? Select at least two pieces of evidence from the vignette, “Geraldo No Last Name” and explain how this evidence supports your thinking.

## Building Background and Accessing Prior Knowledge

- **intern:** a doctor who has just completed medical school and is working their first job; generally, interns are less experienced and skilled than other doctors (p. 66)
- **brazer:** slang for an immigrant from Mexico or Central America, usually one who performs manual labor
- **wetback:** an offensive term for an undocumented immigrant from Mexico
- **money order:** a way to send money to another country; many immigrants use money orders to send money to their families back in their country of origin

## Additional Supports

- Scaffolding questions:
  - Is Geraldo someone important to Marin?
  - Why does Marin see Geraldo differently from the police and the people in the hospital, even if she did not know him well at all?
  - What is significant about the fact that an intern worked on Geraldo, and the surgeon didn't come?
  - Why does Cisneros include the sentences, "Just another brazer who didn't speak English. Just another wetback." (p. 66) Whose perspective do these phrases communicate?
  - Who is Cisneros referring to when she says, "They never saw the kitchenettes. They never knew about the two-room flats." (p. 66)
  - Why do you think Cisneros writes, "his home is in another country"?
- Students should understand:
  - Students may mistakenly think that Marin does not care about Geraldo, because of the repeated lines like, "What difference does it make? He wasn't anything to her." (p. 66) If they are struggling with this idea, direct them to the lines, "Only Marin can't explain why it mattered... how does she explain?" (p. 66)
  - It is implied in this story that the "they" are people who do not understand the immigrant experience, what it is like to be a Latinx person in this country. Marin is connected to Geraldo not only because she was the last person to see him alive, but also because she knows more about what kind of life he led."

## CLASS DISCUSSION

5 minutes

You may find it helpful to have this class discussion before students write their Target Tasks.

- How did you feel while reading the story "Geraldo No Last Name"? What is Cisneros suggesting about the experience of some undocumented immigrants in this country?

(1 min) Have students jot down their responses to the question.

(2 min) Have students talk in pairs or small groups, making sure that each student gets the opportunity to share their thoughts. Circulate and listen in for strong points.

(2 min) Whole-class discussion. Take hands or call on students who made interesting comments during small-group discussion.

## Building Background and Accessing Prior Knowledge

- Be mindful that today's reading deals with the topic of (undocumented) immigrants and racism toward/discrimination against them. This is a sensitive topic, and students may have strong points of view on this.

## COMMON CORE STANDARDS

### CORE STANDARDS

- [RL.7.6](#) — Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

### SUPPORTING STANDARDS

[L.7.6](#)   [RL.7.1](#)   [RL.7.10](#)   [RL.7.2](#)   [RL.7.4](#)   [SL.7.1](#)   [SL.7.6](#)   [W.7.1](#)   [W.7.1.a](#)   [W.7.1.b](#)   [W.7.4](#)  
[W.7.9](#)   [W.7.9.a](#)