



Juan Seguin High School

Department of English

May 2017,

Dear Pre-AP English II Students and Parents:

Congratulations on your first successful year of Pre-AP English. We look forward to continuing the journey towards excellence with you next year in Pre-AP English II.

In order to maintain a standard of excellence there are several things required of you as a student and as a parent. As an individual student you will be encouraged to pursue excellence in all that you do by first making the decision to be dedicated. This decision, you will find, will enable you to do far more than you might have imagined.

Additionally, you will be required to commit yourself to doing all that is required of you in preparation for the 2017/2018 school year.

That said, you will be required to obtain a copy of and read in its entirety *The House on Mango Street* by Sandra Cisneros. In order to be successful, you must practice the close reading skills that you have learned in Pre AP English I by completing a dialectical journal for the novel. You are required to complete 20 dialectical entries. Please see the handout attached for examples and instructions. In addition, you must complete the Map Project and the Create your own Vignette activity. Again, examples and instructions are provided. **(*Please note that for the map project you must create your own. Any maps that copy examples from the internet or examples provided as is will not receive credit. These examples are there to guide you and give direction for your own thoughts, not to copy exactly as is.)** This assignment must be completed and turned in **on the first day of school**. During the first week of school, a close reading exam over the text will be given. It is strongly recommended that you acquire this novel at your earliest convenience.

Should you have any questions regarding this summer reading assignment, please feel free to contact me or Ms. Hudson via telephone at 682-867-6700 or via school e-mail at the addresses listed below.

We thank you in advance for your support and dedication to the Pre-AP and AP programs at Juan Seguin High School. We look forward to an exceptional year with your students.

Sincerely,

Shameeka L. Smith
ssmith22@aisd.net

Cailey Hudson
chudson1@aisd.net

***The House on Mango Street* PROJECT**

Part 1:

Map Project

Directions: You will be creating, illustrating and annotating a several homes of Mango Street. You may choose to put these together on a MAP, create a collage for each home, or simply visually represent one home per piece of paper as a mini-book. Include the following pieces in your project:

1. Represent *at least* 10 of the character's houses, apartments, stores, etc. on Mango Street. You should also add other significant features of the neighborhood like pets, objects, trees, etc.
2. Select one quotation from the novel for each building or feature of the street and include it in your visual representation in a physically or symbolically appropriate location. (For example if I were talking about Esperanza's house, I might write the quotation "It's small and red with tight steps in front and windows so small you'd think they were holding their breath" (4) on the windows of the house.)
3. Identify and list the characters that live in each house/apartment and the significant events that happen at each location. (i.e. Mama, Papa, Carlos, Kiki, Esperanza and Nenny all live at 4006 Mango Street. Or, in his backyard, Meme Ortiz wins the First Annual Tarzan Jumping Contest and breaks both arms).
4. Illustrate your map using appropriate colors and images from the novel. Recall the significant images and metaphors that we have discussed in this class and use them to illustrate your map. Recall that Esperanza's house has "crumbling steps" and a "swollen front door" and illustrate them accordingly.

SUGGESTIONS for getting started: To begin, I suggest you make a list of all the characters and places you want to include in your map. Then try making a rough sketch or plan out how to represent the visuals (draw, collage, make it a map of where the houses are, etc)

Part 2:

Create your Own Vignette

In each vignette, we learn something new about Esperanza and her life through a variety of stylistic devices to achieve a poetic effect. Choose a vignette from the book and create your own similar vignette about your own life.

Examples:

- Choose a physical trait: "Hips," "A Family of Little Feet," or "Hair"
- Choose your house: "The House on Mango Street," "Bums in the Attic"
- other general ideas: your name, your neighborhood, a time you/or someone else got in trouble, a story (positive or negative) from school, a special family member, advice from an adult, a special holiday/birthday, the big game, going to work, a happy time for you, games/favorite toys from childhood

Regardless of your topic choice, think carefully about how to model Cisneros's style. You must incorporate **at least four stylistic devices** in your vignette. Label them on your final draft.

- title for the vignette (in plain font)
- formatting: one page in length, typed in regular font (size 12) and double-spaced
- four stylistic devices attempted and labeled
- appropriate use of stylistic device
- grammar, spelling
- effectively creates a stand-alone vignette, modeled after HOMS

Part 3:

Dialectical Journal-

Instructions:

- a. Choose 20 passages/quotes from the novel
- b. When should you write passages down?
 - i. Details that seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character

- iv. You recognize a pattern (overlapping images, repetitions of idea, details, etc.)
- v. You agree or disagree with something a character says or does
- vi. You find an interesting or potentially significant quotation
- vii. You notice something important or relevant about the writer's style
- viii. You notice effective use of literary devices

In the RESPONSE column reflect upon the passages

- a. Raise questions about the beliefs and values implied in the text
- b. Give your personal reactions to the passage, the characters, the situation
- c. Discuss the words, ideas, or actions of the author or character
- d. Tell what it reminds you of from your own experiences
- e. Compare the text to other characters or novels
- f. Write about what it makes you think or feel
- g. Argue with or speak to the characters or author
- h. Make connections to any themes that are revealed to you
- i. Make connections among passages or sections of the work
- j. Make predictions about characters' futures
- k. DO NOT MERELY SUMMARIZE THE PLOT

Each RESPONSE must be at least 60 words (include word count at the end of each response)

Write down your thoughts, questions, insights, and ideas while you read or immediately after reading a chapter so the information is fresh

Sample Journal:

Black Like Me by John Howard Griffin _____

Text	Response
<p>“The completeness of this transformation appalled me. It was unlike anything I had imagined. I became two men, the observing one and the one who panicked, who felt negroid even into the depths of his entrails(Griffin 11).</p>	<p>In many movies and books, people wake up and realize how old they truly are. I think that the people this happens to feel the same as Mr. Griffin does because he feels that he still a white man; but when he looks in the mirror, he notices that his skin color disagrees with his thoughts. Likewise, some people feel they are still young, but they are trapped in a body of a person who looks old to too different to be them. (85 words)</p>

Grading:

A = Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice (POV), imagery, conflict, etc. and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Journal is neat, organized and professional-looking; student has followed directions in creation of journal.

B = Less detailed, but good plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Journal is neat and readable; student has followed directions in the organization of journal.

