Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_

**SENSE OF IDENITY**

**SELF-DEFINITON:** the evaluation by oneself of one's worth as an individual in distinction from one's interpersonal or social role

**IDENTITY:** refers to the stable, defining characteristics of a person that makes them an individual.

In order to create your self –definition you have to be able to recognize the characteristics that form your identity. Cisneros introduces us to Esperanza in the first four vignettes and we see the elements that have helped shaped her identity and will later impact her self-definition. There are **internal** and **external** forces that help shape **our sense (and Esperanza's) of identity.**

|  |  |
| --- | --- |
| **INTERNAL** | **EXTERNAL** |
| *Who we are in terms of the unique individual characteristics that defines us:***Physical, Emotional, Intellectual, and Spiritual Characteristics****Innate Gifts, Talents, Strengths, Capabilities, Personal Preferences** | *How we identify and present ourselves with the definitions that are bestowed upon us:***Cultural Classifications: Nationality, Race, Religion, and Gender****Societal Characteristics: Family, Career, Position** |

We are going to look back at the start of the novel and examine the factors that have helped shaped Esperanza’s identity. Each vignette deals with a different element of her identity (which I have outlined for you), and in your groups you are going to explore, analyze, and explain the elements of her identity. For group discussion and for whole class share, use the following sentence starters to organize your thoughts:

|  |  |
| --- | --- |
| **Expressing My Opinion:** | **Elaborating Ideas:** |
| * I think…
* I believe…
* I feel…
* It seems to me…
* In my opinion…
 | * For example…
* A supporting detail is …
* To start with…
* In other words…
* For instance…
 |

**“The House on Mango Street”**

* External: Position in Society- Money
* Internal: Personal Preference-What she wants

**What do we learn about Esperanza?** (Jot down responses)

**How does what we learn shape Esperanza’s identity?** (Use the sentence starters to express your opinion and elaborate on your thoughts using textual evidence to support your claims)

**“Hairs”**

* External: Family
* Internal: Physical Characteristics and Personal Preferences

**What do we learn about Esperanza?** (Jot down responses)

**How does what we learn shape Esperanza’s identity?** (Use the sentence starters to express your opinion and elaborate on your thoughts using textual evidence to support your claims)

**“Boys and Girls”**

* External: Gender and Family
* Internal: Strengths and Capabilities

**What do we learn about Esperanza?** (Jot down responses)

**How does what we learn shape Esperanza’s identity?** (Use the sentence starters to express your opinion and elaborate on your thoughts using textual evidence to support your claims)

**“My Name”**

* External: Nationality and Family
* Internal: Emotional Characteristics

**What do we learn about Esperanza?** (Jot down responses)

**How does what we learn shape Esperanza’s identity?** (Use the sentence starters to express your opinion and elaborate on your thoughts using textual evidence to support your claims)

**Esperanza’s Identity**

We have learned a lot about Esperanza and the foundation of her identity in these first few vignettes. Identity formation is a major focus of psychosocial development during the late tween and adolescent years. In fact, psychologist Erik Erikson asserted that the establishment of a clearer and more committed sense of personal identity is the primary, consuming developmental task of these years. In order to be able to understand Esperanza’s growth throughout the novel (and the creation of her final self-definition) we have to fully understand where she began. Complete the following sentence starters to describe Esperanza’s identity at the start of the novel.

*I would describe Esperanza’s identity as ­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The textual evidence that supports my claim is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Analyzing Figurative Language in The House on Mango Street**

**Objective:** Students will be able to explain how Sandra Cisneros uses figurative language to describe the setting, characters, and their emotions in The House on Mango Street.

 *Read the following examples of figurative language from The House on Mango Street and explain the purpose of the figurative language used.*

**“The House on Mango Street”**

* *The house of Esperanza’s dreams, “…was the house Papa talked about when he held up a lottery ticket and this was the house Mama dreamed up in the stories she told us before we went to bed” (4).* **What does the lottery ticket *symbolize?***
* *The house on Mango Street is, “…small and red with tight steps in front and windows so small you’d think they were holding their breath. Bricks are crumbling in places, and the front door is so swollen you have to push hard to get in.” (4).* **What two types of figurative languagepresent in this passage? What image does the figurative language present to you, the reader?**

**“Hairs”** – Cisneros uses **similes** to describe Esperanza and her family. Explain the significance of the following similes and how they help to describe the characters in the novel. **Use the following sentence starter: *This simile shows that…by comparing it to a …which is …***

* **Papa:** “My Papa’s hair is like a broom, all up in the air” (6).
* **Esperanza:** “And me, my hair is lazy. It never obeys barrettes or bands” (6). **This is NOT as simile! What type of figurative language is it? Write the correct type of figurative language in the sentence starter.**
* **Kiki:** “And Kiki, who is the youngest, has hair like fur”” (6).
* **Mama:** “But my mother’s hair, my mother’s hair, like little rosettes, like little candy circles all curly and pretty…” (6).
* **Mama:** “…Mama’s hair that smells like warm bread” (7).

**“Boys and Girls”** – Cisneros uses figurative language to describe Esperanza’s relationship with her siblings and her feelings about gender roles. **State what TYPE of figurative language is being used and the purpose of the figurative language. REPSPOND IN COMPLTE SENTENCES.**

* “The boys and girls live in separate worlds” (8).
* “Until then I am a red balloon, a balloon tied to an anchor” (9).

**“My Name”** – Cisneros uses figurative language to describe Esperanza’s feelings and the background about her name. **State what TYPE of figurative language is being used and the purpose of the figurative language. REPSPOND IN COMPLTE SENTENCES.**

* “It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing” (10).
* “I would have liked to have known her, a wild horse of a woman, so wild she wouldn’t marry” (10-11).
* “Just like that, as if she were a fancy chandelier. That’s the way he did it” (11).
* “I have inherited her name, but I don’t want to inherit her place by the window” (11).