

Applied Practice
in

*The House on
Mango Street
Essential Skills Version*

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RESOURCE GUIDE

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The House on Mango Street
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A NOTE FOR TEACHERS

We hope you will find this Applied Practice Resource Guide helpful as you work to equip your students with essential reading and writing skills. As your students read the literary works covered in your curriculum, they will have the opportunity to practice and to develop the skills necessary for critical reading and fluent writing. These are the skills covered on standardized tests, whether state proficiency, advanced placement, or college entrance exams. Regular practice is critical for students to develop and demonstrate competence in these skills on such standardized tests. More importantly, these materials provide students with opportunities to improve as readers and writers.

This book consists of the following components:

- **6 reading passages from the literary work, each followed by 10 multiple-choice questions and 2 open-ended questions.** These questions are modeled on the types of questions typically encountered on state graduation exams; however, we have tried to ensure that the questions are challenging enough to encourage critical reading and interpretation. Strategies for using these practices are included in the Teaching Resources section. **Each 12-question reading practice is followed by additional multiple-choice questions over a “reading for information” piece, a visual representation, a Cloze reading passage, or an expository essay.**
- **4 writing practices related thematically to the literary work: 2 revising and editing practices; 1 graphic organizer, outline, or timeline; and 1 set of stand-alone questions testing grammar and usage. 30 multiple-choice questions** are included in the writing section.
- **7 essay prompts based on the literary work.** Some prompts ask for literary analysis and some ask students to write persuasively, either in business-letter or essay format. Suggestions for approaching the essay questions are included in the Teaching Resources section.
- **Answer keys for all multiple-choice questions.** In the answer keys, each answer is correlated with the Common Core State Standard(s) addressed. The Common Core strand is designated—RL (Reading: Literature), RI (Reading: Informational Text), L (Language), or W (Writing)—along with the specific high school standard addressed.
- **Detailed answer explanations** for all multiple-choice questions as well as **suggested responses** for all open-ended questions.

Thank you for using Applied Practice materials in your classroom. We always welcome comments and suggestions.

Reading Practices

for

***The House on
Mango Street***

Practice 1

Read Chapter 1 of *The House on Mango Street* (pages 3–5). The paragraph numbers and first words of each paragraph are listed below.

- 1 "We didn't always live"
- 2 "The house on Mango Street is ours"
- 3 "We had to leave the flat"
- 4 "They always told us"
- 5 "But the house on Mango Street"
- 6 "Once when we were living"
- 7 "Where do you live?"
- 8 "There, I said"
- 9 "You live *there*?"
- 10 "*There*. I had to look"
- 11 "I knew then"

Practice 1

Read Chapter 1 of *The House on Mango Street* (pp. 3–5) and choose the best answer to each question.

- 1 In the first paragraph, the author creates a rhythm in the writing that reflects the rhythm of the narrator’s early life through —**
 - A the contrasting use of *I* and *we*
 - B the repetitive use of *before*
 - C the avoidance of complex, multi-syllable words
 - D the vagueness of the setting in time and place

- 2 The use of *I* allows the reader to determine that the writing is presented as —**
 - A biography
 - B science fiction
 - C autobiography
 - D drama

- 3 Which of the following best describes the narrator’s feelings about the house on Mango Street?**
 - A A mixture of satisfaction and disappointment
 - B Relief at having escaped from the slums
 - C Indifference to the drawbacks of the place
 - D Total happiness at finally having a home

- 4 The italicizing and repetition of “*there*” in paragraphs 9 and 10 serves to create a tone of —**
 - A anger
 - B humor
 - C sarcasm
 - D disbelief

- 5 The narrator's desire to have a *house I can point to* reveals her belief that a house reflects a person's —
- A status
 - B intelligence
 - C power
 - D honor
- 6 From the passage, the reader can infer that the main reason for the many moves experienced by the narrator was —
- A desire to find a safer neighborhood
 - B new babies increasing the family's size
 - C problems with landlords
 - D need for a large yard and more than one bathroom
- 7 The last sentence of the chapter shows that the narrator —
- A believes her mother and father that the house is temporary
 - B thinks the family will not move again any time soon**
 - C is happy to finally have a house to live in
 - D regrets leaving the family's other apartment
- 8 Which line best supports the idea that the "real house" may be an unrealistic dream?
- A "They always told us that one day we would move"
 - B "Our house would have running water and pipes that worked"
 - C "This was the house Papa talked about when he held a lottery ticket"
 - D "Temporary, says Papa."

9 *The House on Mango Street* takes place in Chicago. If you wanted to locate all of the streets that the narrator mentions, which of the following would be the best resource?

- A A Chicago newspaper
- B A Chicago atlas
- C The "C" edition of the encyclopedia
- D The most popular traveler's guide to Chicago

10 What is the point of view of this selection?

- A First person, past tense
- B First person, present tense
- C Third-person, limited
- D Third person, omniscient

11 Explain why the narrator's family has had conflicts with their landlords and how the conflicts were resolved. Support your answer with evidence from the selection. (short answer)

12 How might the narrator's personal experience with the nun have influenced her perception of the places in which she has lived? Explain your answer and support it with evidence from the selection. (extended response)

Use the visual representation on the next page to answer questions 13 and 14.

Summary of Immigration Statistics Chart

Years	Avg. yearly totals-- All Countries	Immig. Rate per 1,000 Pop.	PERCENTAGE OF AVERAGE YEARLY TOTAL								
			Great Britain & Ireland	Scand. & NW Eur.	Germany	Central & East Europe	South Europe	Mexico	Canada, South & Central America	Asia	Africa
1820-1831	14,500	1.3	67	12	8	0	2	4	6		
1832-1846	71,900	4.3	57	9	27	0	1	1	5		
1847-1854	334,500	14	58	6	32	0	0	0	3	1	
1855-1864	160,400	5.2	53	5	33	0	1	0	4	3	
1865-1873	327,400	8.4	40	10	34	1	1	0	10	3	
1874-1880	260,700	5.6	33	14	24	5	3	0	15	5	
1881-1893	525,100	8.9	26	16	26	16	8	0	6	1	
1894-1899	276,500	3.9	19	12	11	32	22	0	2	3	
1900-1914	891,800	10.2	10	7	4	45	26	1	5	3	
1915-1919	234,536	2.3	7	8	1	7	21	8	40	6	
1920-1930	412,400	3.6	13	8	9	14	16	11	26	3	
1931-1946	50,500	0.4	12	9	15	8	12	6	33	3	1
1947-1960	252,200	1.5	9	6	8	4	10	15	38	8	1
1961-1970	332,100	1.7	7	4	6	4	13	14	38	13	1
1971-1980	449,300	2.1	3	1	2	4	8	14	30	35	2
1981-1990	733,800	3.1	2	1	1	3	2	23	27	37	2
1991-1998	950,600	3.6	3	0	1	9	1	25	24	31	4

Summary of Statistics by Decade

Decade	% of Population Foreign-born	Immigrants in millions
1880s	15	5.2
1890s	14	3.6
1900s	15	8.7
1910s	13	5.7
1920s	12	4.1
1930s	9	0.5
1940s	7	1.0
1950s	5	2.5
1960s	5	3.3
1970s	6	4.4
1980s	8	7.3



Some Immigration Laws:

- 1882 Chinese Exclusion Act—suspended Chinese immigration. until repealed in 1943
- 1917 Immigration Act limits Asian immigration
- 1924 Japanese Exclusion Act
- 1925-1930 restrictive legislation cuts immigrant flow by 50%
- 1965 Immigration and Nationality Act—doubled numerical limits on Immigration
- 1996 Immigration Reform Law—aimed at curbing illegal immigration, increases border patrol personnel

Give me your tired, your poor,
Your huddled masses yearning to breathe free.
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me.
I lift my lamp beside the golden door!

~Emma Lazarus, 1883



13 One underlying message of both of the statistics charts is that —

- A** the U.S. has always encouraged immigration
- B** fewer people leave the U.S. than enter it
- C** the number of immigrants varies greatly from decade to decade
- D** most immigrants came to the U.S. before 1865

14 The two cartoon illustrations of the U.S. map —

- A** reflect the different attitudes of immigrants to the U.S.
- B** are in contrast with the attitudes revealed in the text above each
- C** show how immigrants from Great Britain and Ireland were treated
- D** reflect the attitudes of the U.S. toward immigrants in the 1830s

Answer Keys and Explanations

for

***The House on
Mango Street***

READING PRACTICES ANSWER KEY
THE HOUSE ON MANGO STREET

[Common Core State Standards in brackets]

Practice 1

1. B the repetitive use of *before* [RL 4]
2. C autobiography [RL 6]
3. A a mixture of satisfaction and disappointment [RL 3]
4. D disbelief [RL 4]
5. A status [RL 1]
6. B new babies increasing the family's size [RL 1]
7. B thinks the family will not move again any time soon [RL 1]
8. C "This was the house Papa talked about when he held a lottery ticket" [RL 1]
9. B A Chicago atlas [W 8]
10. B First person, present tense [RL 6]
11. Answers will vary. A good answer will mention more than one conflict—making too much noise so the landlord bangs "on the ceiling with a broom" and broken water pipes not being fixed. The noise conflict was resolved by being "careful" about how much noise was made, but the broken pipe conflict was resolved by the family moving when the landlord refused to "fix them because the house was too old." [RL 1]
12. Answers will vary. A good answer will point out that the narrator says, "the way she said it made me feel like nothing." Thus, it is the nun's comment that makes the narrator see her apartment as less than desirable, not the fact of living there. This reappraisal of the places she has lived based on the nun's response equating the physical aspect of a place with the status and expectations of a material society probably led the narrator to report the negative physical aspects and limitations of all her former places, the "broken pipes" and "hallway stairs," rather than reporting the happy times of a close-knit and loving family. [RL 3]
13. C the number of immigrants varies greatly from decade to decade [RI 7]
14. B are in contrast with the attitudes revealed in the text above each [RI 7]

Practice 2

1. A dialogue [RL 5]
2. D loneliness [RL 1]
3. B knows some grammar and corrects others' speech [RL 3]
4. C Esperanza believes Nenny will own part of the bicycle also [RL 1]
5. D insulting the lady about her weight [RL 4]
6. B Although Cathy does not want her to, Esperanza gets together the money to buy part ownership in a bicycle. She makes two new friends. She and her friends have a ride through the neighborhood. [RL 2] (LAFS.910.RL.1.2)
7. C provide details to the reader about the setting and the neighborhood [RL 5]
8. A reinforce the unsteady, irregular progress of the bicycle [L 5a]
9. D simile [L 5a]
10. A hopeful [RL 4]
11. Answers will vary. A good answer will point out that Esperanza doesn't see herself as stealing her sister's money and thinks as she "takes two of Nenny's" that Nenny will "be glad" to find out she owns a bicycle. She may also think that she is acquiring two more friends for her sister, too. Esperanza