

Lesson Guidance 6	
Grade	7
Unit	3
Selected Text(s)	"The House on Mango Street"
Duration	1 day

Plan with guidance from the [ELA Instructional Expectations Guide](#)

Learning Goal(s)

What should students understand about today's selected text?

Students will be able to analyze how the people and events in pages 28-34 of "The House on Mango Street" develop a theme around the place of "snap judgements" in Esperanza's world.

CCSS Alignment	<p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>W.7.1.B: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
End of lesson task <i>Formative assessment</i>	<p>In the chapters of "The House on Mango Street" from pages 28-34, Esperanza describes people around her in both favorable and unfavorable ways. Esperanza is a girl who is willing to look beneath the surface of the people around her. Write 1-2 paragraphs to describe how the theme around "snap judgements" is developed through pages 28-34, and use evidence from the text to support your response.</p>
Knowledge Check <i>What do students need to know in order to access the text?</i>	<p>Background Knowledge</p> <ul style="list-style-type: none"> • Racism: the belief that people who belong to certain races are naturally inferior to others • Snap judgment: a hasty decision or opinion; "snap judgements" often lead to stereotypes • Stereotypes: oversimplified ideas about what groups of people are like <p>Key Terms <i>(domain specific terms to analyze the text)</i></p> <ul style="list-style-type: none"> • Inference: an educated guess that is formed by looking deeper into a text and applying one's own experiences and knowledge • Theme: the moral or lesson of the story

Core Instruction

Text-centered questions and ways students will engage with the text

Opening Activity:

For today's warmup, I am going to ask you to make some assumptions, or judgements, without all of the information. First, read the passage below. Then, respond to the questions following the passage.

"All brown all around, we are safe. But watch us drive into a neighborhood of another color and our knees go shakity-shake and our car windows get rolled up tight and our eyes look straight."

When you read the passage above, what does it remind you of in our world? Who do you think could feel this way if they were driving around a "neighborhood of another color" and why? Describe what the passage above reminds you of or how you connect to it.

Teaching Note: After students have 5-10 minutes to respond to the prompt, facilitate a discussion with the class about how this passage can relate to current issues in our society like police brutality, Black Lives Matter, and other ways that racism occurs.

- Inform students that while this passage relates to racism as we see it against Black people today, the passage is actually from "The House on Mango Street." In this passage, Esperanza was describing how she feels as a Hispanic person.
- *Pose this question to the class:* "Ask yourself: was the judgment I made about who or what this passage was about correct or not? What does this tell me about making judgements without all of the necessary information?"

*After wrapping up the post-opening activity discussion, transition into the following mini-lesson about **snap judgements**.*

Instruct students that as they watch the following video, they should answer the While-Watching questions:

Link to the Video: ["Too Quick To Judge"](#)

While-Watching Questions:

- *What **snap judgments** did the man make about the woman?*
- *Were his **snap judgments** correct or not? Use moments from the video to justify your response.*
- *What lesson can we learn from this video about making **snap judgments**?*
- *How have **snap judgments** or **stereotypes** affected Esperanza so far in the book?*

Transition into Shared Reading: Challenge students to pay close attention to the ways that characters make **snap judgements** in the following chapters, and encourage students to question the judgements and stereotypes as they read. Explain that snap judgements often lead to stereotypes.

[\(ELD Support\)](#)

Content Knowledge:

- **Racism:** the belief that people who belong to certain races are naturally inferior to others
- **Snap judgment:** a hasty decision or opinion; "snap judgments" often lead to **stereotypes**
- **Stereotypes:** oversimplified ideas about what groups of people are like
- **Inference:** an educated guess that is formed by looking deeper into a text and applying one's own experiences and knowledge
- **Theme:** the moral or lesson of the story

[\(ELD Support\)](#)

Shared Reading:

Page 28 "Those Who Don't" (stop after "That is how it goes and goes.")



Teaching Note: Tell students to reread page 28 either independently or with a partner, and to answer the following question(s) as they read.

1. According to Esperanza, what snap judgements might be made about the people who are mentioned in this chapter?
2. Based on what Esperanza says about the people she mentions in this chapter, would these snap judgements be correct? Why or why not?

Pages 29-30 “There Was an Old Woman She Had So Many Children She Didn’t Know What to Do” (stop after “... and exploded down to earth without even an ‘oh’.”)

Teaching Note: Tell students to reread pages 29-30 either independently or with a partner, and to write their answers to the following question(s) as they read.

3. Why do you think the Vargas kids “are without respect for all things living, including themselves”?
4. What are some things that you think would lead people to seem like they do not have respect for anything?

Discuss:

Facilitate a discussion among the class by posing the following questions and asking for students’ thoughts and reactions. Consider beginning by asking students to respond to the first question with a stop-and-jot, and then opening up the discussion.

5. Do you think that the Vargas kids truly have no “respect for anything,” or do you think that they act that way to cover up something deeper?
6. Consider the people who tried to help the Vargas kids, but who gave up. What caused these people to give up?
 - a. Does the fact that these people eventually gave up on trying to help the Vargas kids mean that they don’t care?

Pages 31-32 “Alicia Who Sees Mice” (stop after “And fathers.”)

Teaching Note: Tell students to reread pages 31-32 either independently or with a partner, and to answer the following question(s) as they read.

7. How would you describe Alicia based on what we learned about her in this chapter? Challenge yourself to look beneath the surface of the text and make inferences about what kind of person Alicia is.

Pages 33-34 “Darius & the Clouds” (stop after “God, he said, and made it simple.”)

Teaching Note: Tell students to reread pages 33-34 either independently or with a partner, and to answer the following question(s) as they read.










8. What do people see when they first look at Darius?
 - a. What could you learn about Darius by looking deeper into who he is, what he does, and why he does those things?

Formative Assessment:

In the chapters of “The House on Mango Street” from pages 28-34, Esperanza describes people around her in both favorable and unfavorable ways. Esperanza is a girl who is willing to look beneath the surface of the people around her. Write 1-2 paragraphs to describe how the theme around “snap judgements” is developed through pages 28-34, and use evidence from the text to support your response.

[\(ELD Support\)](#)

Fluency	Fluency Protocols
Sentence Comprehension	Juicy Sentence Protocol Sample sentence:
Writing	Pattan Writing Scope and Sequence Suggested writing skills for this lesson:

Additional Supports	
ELD Practices	<p>Practices to promote Tier 1 access</p> <p>Opening Activity:  Academic Conversations Tools.pdf</p> <p> Google Draw Cornell note-taking</p> <p>Explicit Vocabulary Instruction:  Google Draw Vocabulary in Context</p> <p>Pg. 31-Some students might not know what a tortilla is and might need a visual.</p> <p>Pg. 36-37 -Some students might not be familiar with the types of clouds.</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">Cumulus -</div>  </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">numbus-</div>  </div> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">Stratus -</div>  </div> <p>Content Knowledge:</p> <p> A Kids Book About Racism by Jelani Memory</p> <p>Bilingual Glossaries and Cognates NYU Steinhardt</p> <p>Formative Assessment:  TDA Graphic Organizer ACES</p> <p> WIDA-Writing-Rubric-Gr-1-12.pdf</p>
SpEd Practice	Lesson 6 Guidance SPED Accommodations



MTSS Practices

Practices to promote Tier 1 access

Enrichment Practices

Practices to promote Tier 1 access