



Grade 8 Summer Reading Assignment

Now more than ever, it is important for students to keep reading and writing over the summer! Please use the assignments below to give your student continued practice and to prepare them for new learning in the fall.

Assignment:

- Your student received a copy of *The House on Mango Street* at the end of the school year. They should read this text over the summer and complete the attached packet.
- Students are expected to return their copy of the book and their packet at their starting strong conferences.
- **Lost or damaged copies will need to be replaced.** You can find *The House on Mango Street* on Amazon and at most local bookstores.
- If you are unable to replace a lost or damaged copy, please reach out to lpolite@wissahickoncharter.org over the summer and to your student's teacher starting August 21st.
- The work can be completed on Google Classroom or in this packet.
- All work should be turned in during their starting strong conferences, **WILL be graded for completion and students will have a quiz on the book on the first day of school.**

The House on Mango Street



by SANDRA CISNEROS

STUDENT WORKBOOK

Name:

“I would like to
baptize myself under
a new name,
a name more like
the real me,
the one nobody sees.”



Write your own essential questions.

This novel deals with some important topics. For each of the following, write **your own essential question** for your study. That is, a question which you don't know the answer to yet, but you want to have in the back of your mind as you read the text. It should be a broad question which could apply to you, your community, or the world at large.

Gender Roles

Growing up & Maturity

Culture & Heritage

The Power of Language

reflection
PRE-LEARNING REFLECTION

For each of the following skills, rate your own proficiency *before* studying the novel.

	Not yet!	Almost can	I can do	Very Comfortable
I can determine the theme of a story and analyze how it is developed through the literary elements of a text.				
I can identify and cite strong textual evidence to support my inferences and opinions.				
I can explain how an author develops characters through direct and indirect characterization .				
I can identify and explain how word choice impacts meaning and tone in a story.				
I can identify how an author uses imagery to impact meaning and tone.				
I can analyze and explain how an author crafts a story using plot structure : conflict, tension, suspense etc.				
I can write strong literary analysis essays , which are well-structured and detailed.				
I can embed quotations in my writing fluently, and with correct punctuation and format.				

WHAT DO YOU HOPE TO ACHIEVE BY STUDYING THIS NOVEL?

Before studying this text, write down at least **THREE** goals for your own learning:



Background Information

Understanding the style VIGNETTES

This novel is written as a series of 44 short scenes which zoom in and focus closely on a moment or character, to give a vivid picture about that character, an idea, setting, and/or object.

These are known as vignettes.

The word 'vignette' comes from the French *vigne* meaning "little vine," and the term came from the small vines drawn on the pages of printed texts. So, like the vines on the page, vignettes are little sections of a much bigger work.

Vignettes are *mostly* descriptive. They often include little or no plot development. They are not stand-alone literary works, nor are they complete plots or narratives. Instead, vignettes are small parts of a larger work, and when placed together they combine to create a complete story.

Why write as a series of vignettes?

In the following extract (from the 25th anniversary ed. of the text), Cisneros explains why she wrote the novel as a series of vignettes. Note that she is talking about her younger self, and so is writing in the 3rd person.

"She thinks people who are busy working for a living deserve beautiful little stories, because they don't have much time and are often tired. She has in mind a book that can be opened at any page and will still make sense to the reader who doesn't know what came before or comes after."



What about that title?

The house from the title is a combination of the author's many homes, but is placed on a street, 'Mango Street', where the Cisneros family never actually lived.



Sandra Cisneros was born in Chicago in 1954, the only daughter in a Mexican-American family of seven children. She had many home spaces as her family traveled frequently between Chicago and Mexico, often settling in a different house upon each return.

Cisneros started writing at a young age: encouraged by a teacher, she began writing poetry in high school, worked on her school literary magazine, and then even deciding to study English at University. She went on to work as a teacher, while still investing in her own writing in her spare time.

Cisneros received a National Endowment for the Arts fellowship in 1982, allowing her to focus on her writing. She published *The House on Mango Street* in 1984, which was a huge success and even won the American Book Award.

Drawing on the unsettled nature of her own childhood, as well as her identity as the only girl growing up with many brothers, the novel creates an vivid picture of one girl's search for a sense of belonging and identity.

After reading the information on this page, think about and discuss the following questions:

- *How is a vignette different to a short story?*
- *What might be the possible pros and cons of the vignette form?*
- *Why did Cisneros decide to write *The House on Mango Street* as a series of vignettes?*
- *What type of story do you think might suit the vignette form?*
- *How did the author's own childhood influence her writing?*
- *What do you predict might be the main topics/themes of the novel?*
- *Who do you think is Cisneros' intended reader?*

As you read through the novel, **keep coming back to this page** to make notes on the important topic of home, family and community.

BIG CONCEPTS Home, Family & Community

List key **chapters** which relate to this topic:

Events / Situations in the novel which relate to this topic:

Questions you have about how this topic relates to the narrator & other characters:



Key Quotations

Quote	Chp.	Page #

Personal links and connections:

Thoughts on what **you** think Cisneros might be saying about this topic:



As you read through the novel, *keep coming back to this page* to make notes on the important topic of identity, growth and maturity.

BIG CONCEPTS

Identity and Maturity

List key **chapters** which relate to this topic:

Events / Situations in the novel which relate to this topic:

Key Quotations

Quote	Chp.	Page #



Questions you have about how this topic relates to the narrator & other characters:

Personal links and connections:

Thoughts on what **you** think Cisneros might be saying about this topic:



As you read through the novel, *keep coming back to this page* to make notes on the important topic of girls and women.

BIG CONCEPTS *Girls and Women*

List key **chapters** which relate to this topic:

Events / Situations in the novel which relate to this topic:

Questions you have about how this topic relates to the narrator & other characters:

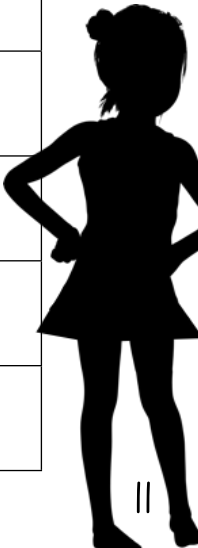
Personal links and connections:

Thoughts on what **you** think Cisneros might be saying about this topic:

KEY TOPICS GIRLS & WOMEN

Key Quotations

Quote	Chp.	Page #



As you read through the novel, *keep coming back to this page* to make notes on the important topic of race, foreignness, and culture.

BIG CONCEPTS Foreignness & Culture

List key **chapters** which relate to this topic:

Events / Situations in the novel which relate to this topic:

Questions you have about how this topic relates to the narrator & other characters:

Key Quotations

Quote	Chp.	Page #

Personal links and connections:

Thoughts on what **you** think Cisneros might be saying about this topic:

As you read through the novel, *keep coming back to this page* to make notes on the important topic of social class.

BIG CONCEPTS

Social Class

List key **chapters** which relate to this topic:

Events / Situations in the novel which relate to this topic:

Key Quotations

Quote	Chp.	Page #

Questions you have about how this topic relates to the narrator & other characters:

Personal links and connections:

Thoughts on what **you** think Cisneros might be saying about this topic:

The House on Mango Street

Let us talk about the

NARRATIVE PERSPECTIVE

The narrative perspective is:

- ☐ first-person ☐ third-person omniscient
☐ second-person ☐ third-person limited

This creates a feeling of...

Describe the narrator:
(in as much detail as you can)

Sketch & label the house as it is described

List the **POSITIVE** aspects of the house on Mango Street:

Is it the narrator's dream home? ☐ Yes ☐ No ☐ Maybe

Explain your choice above:

Identify what you think is an **important quotation** from this opening vignette:

“

”

What does **the final line** of this vignette illustrate about the narrator and her parents?

- (check all that apply)
- ☐ She has a bad relationship with her parents.
 - ☐ Her parents often disappoint her.
 - ☐ She thinks that her parents are liars.
 - ☐ She is hopeful that they will move again soon.
 - ☐ She is very perceptive and insightful.
 - ☐ Her parents often make promises they don't keep.

Hairs

IMAGERY

Cisneros uses lots of descriptive imagery to help paint vivid pictures in the reader's mind.

Key words used to describe her mother's hair:

She describes the smell of her mother's hair as...

What do these descriptions tell us about her relationship with her mother?

Identify a **SIMILE** in this vignette:

How is the topic of **gender** introduced in this vignette?

Boys & Girls

Vignette
#3

* Go back to the "Big Concepts" pages and complete for the opening three vignettes.

What is a
METAPHOR?

"Until then I am a red balloon, a balloon tied to an anchor."

Explain what this **metaphor** illustrates about the narrator's feelings:



Vignette
#4

My Name

Who was the narrator named after?

Write about your feelings about your own name
(or nickname):

Why doesn't the narrator like her name?

If her name were a color, it would be:



“ I have inherited
her name,
but I don't want to
inherit her place
by the window.
”

What deeper point is the narrator making about her dreams for the future?

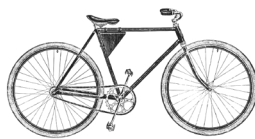
ANALYZING KEY QUOTATIONS

Cathy Queen of Cats

Vignette
#5

Identify words/lines which relate to the issue of poverty, shame, and social class:

Cathy's family is prejudiced.	<input type="checkbox"/> True <input type="checkbox"/> False	Evidence / Explanation
Cathy is down-to-earth and humble.	<input type="checkbox"/> True <input type="checkbox"/> False	Evidence / Explanation



Making INFERENCES

Why doesn't Cathy want to befriend Rachel & Lucy?

But Esperanza does, which shows that she is...

A quote which shows that Esperanza identifies with the girls' social status:

“

”

Imagine Esperanza had Twitter.
Write her status at the end of the day.



Esperanza @callmeCassandra • 13h


 1
  4
 

A line in this vignette which shows the *happiness* the narrator feels:

Gil's Furniture Bought & Sold

“

Then he starts it up and all sorts of things start happening. It's like all of a sudden he let go a million moths all over the dusty furniture and swan-neck shadows and in our bones. It's like drops of water. Or like marimbas only with a funny little plucked sound to it like if you were running your fingers across the teeth of a metal comb.

”

Highlight **ONE** of the similes in this extract, and then explain below how the comparison illustrates the effect on the narrator's emotions:

Rachel & Lucy's laughter is compared to: **Esperanza & Nenny's** laughter is compared to:

Create a **SIMILE** to describe your own laughter:

How would you describe the narrator's relationship with her sister?

Give this vignette an alternative **TITLE**:

Analyze a key topic: *Culture & Heritage*

List, write, doodle, or mind-map how this topic is illustrated in this vignette:

CONNECTIONS

Can you describe a time when you were a child and did something daring or risky like the children do in the First Annual Tarzan Jumping Contest?

Meme Ortiz

Vignette
#9

Esperanza describes her neighbors in detail: what does this convey about the type of community she lives in?

Vignette
#10

Louie, His Cousin & His Other Cousin



Making INFERENCES

Why do you think Louie's cousin drives the children around?

Why do you think that Louie's cousin reacts wildly when he hears the sirens?

- (check all that apply)
- ☐ He has heard of situations of police brutality.
 - ☐ The car he is driving is stolen.
 - ☐ He is driving without a license.
 - ☐ He has an illegal number of people in the car.
 - ☐ He is wanted for a crime.
 - ☐ Other: _____

Rank each of the following in terms of how prominent and significant they are as core concepts in this vignette. (1-most / 4-least)

- ☐ Home, Family & Community
- ☐ Social Class
- ☐ Identity & Maturity
- ☐ Foreignness & Culture
- ☐ Women & Girls

BIG CONCEPTS

How does the way this story of the Cadillac is narrated emphasize the fact that the narrator is a young child?

Content

Words / language

Who is Marin?

Why does she sit outside at night?

Summarize why Esperanza likes her:

What is meant by: "Marin is already older than us in many ways"?

Pick another character mentioned previously and compare and contrast them with Marin:

Character name:

Marin

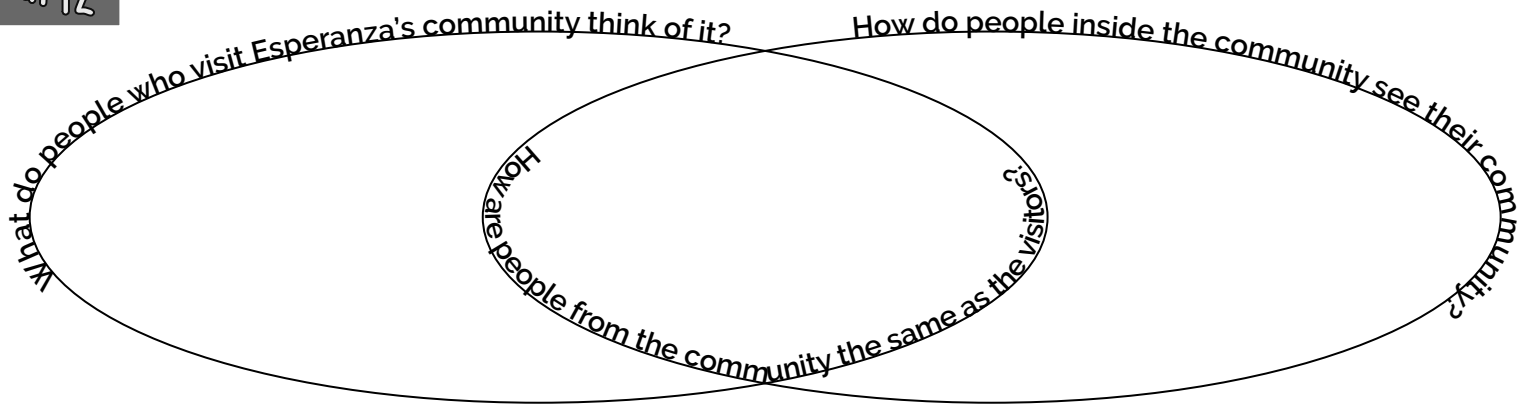
Vignette
#11

Similarities:

Differences:

Do you think that Marin's dreams will come true? ☐ Yes ☐ No ☐ Maybe

Those Who Don't



What point do you think Cisneros is making about how we often view others?

There Was an Old Woman She Had So Many Children She Didn't Know What to Do

making INFERENCES

Question / Answer	How do you know? Explain / Give evidence.
Does Esperanza have a positive opinion of the Vargas children? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> It's complicated	
Does Esperanza feel any sympathy for Rosa Vargas? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> It's complicated	
Does Esperanza think that the community holds responsibility for other people? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> It's complicated	

What happens to Angel Vargas?

Alicia Who Sees Mice

What does Alicia's father see as the role of women?

What does Esperanza admire about Alicia?

How is Alicia different to Marin?

Give this vignette
an alternative
TITLE:



For Esperanza, what does the sky symbolize?

- (check all that apply)
- ☐ A feeling of deep sadness
 - ☐ A place of peace and security
 - ☐ The potential for beauty
 - ☐ The great equalizer in an unfair world
 - ☐ A world of possibilities
 - ☐ Other: _____

A quote which shows that Esperanza's community is not a very pretty place:

“

”

Darius & the Clouds

Vignette
#15

Do you find peace and security in nature, or natural elements?
Explain why (or when) or why not.

personal
RESPONSE

Vignette
#16

And Some More

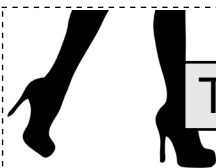
The *dialogue* between the four girls in this chapter is not written conventionally with quotation marks. Why do you think Cisneros decided to write like this?

Do you enjoy this style choice?

☐ Yes ☐ No

why or why not?

How else does Cisneros create the sense of an active, impassioned conversation between the girls?



The Family of Little Feet

Vignette
#17

TWO reasons

why the heels might be dangerous:

“ They are dangerous, he says. You girls too young to be wearing shoes like that. ”

How do **men** react to the girls wearing heels?

Rank each of the following in terms of how prominent and significant they are as core concepts in this vignette. (1-most / 4-least)

- ☐ Home, Family & Community
- ☐ Social Class
- ☐ Identity & Maturity
- ☐ Foreignness & Culture
- ☐ Women & Girls

BIG CONCEPTS

* Go back to the “Big Concepts” pages and complete for your top two, and how they are evidenced in this vignette.

Think about the **high heel shoes**, then finish the following sentences:

At first I thought _____

But now I realize _____

Vignette #18

A Rice Sandwich

Analyze a key topic: *Social Class*

3 reasons Esperanza uses to try to convince her mother to let her take a packed lunch to school:

How is the experience with the *nun* here similar to a previous story mentioned?

List, write, doodle, or mind-map how this topic is illustrated in this vignette:

Identify what you think is an important quotation from this vignette:

Vignette #19

Chanclas

Which of the following words relate to the narrator's emotions in this vignette?

- | | |
|--------------------------------------|-------------------------------------|
| <input type="checkbox"/> Conflicted | <input type="checkbox"/> Proud |
| <input type="checkbox"/> Protective | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Indifferent | <input type="checkbox"/> Identity |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Power |
| <input type="checkbox"/> Shame | <input type="checkbox"/> Sad |
| <input type="checkbox"/> Amusing | <input type="checkbox"/> Complex |
| <input type="checkbox"/> Loving | <input type="checkbox"/> Understood |
| <input type="checkbox"/> Cultural | <input type="checkbox"/> Maturing |

(check all that apply)

List WORDS used to describe Esperanza's FEET:



What evidence is there that Esperanza is feeling *self-conscious* at the party?

How does this relate to the topic of *growing up*?

Vignette #20

Hips

Identify a **SIMILE** used to describe hips:

What does the girls' discussion about hips illustrate about the **expectations of women** in their society?

Let us focus on *Nenny*:

How is Nenny different to the other girls?

Is Esperanza protective of Nenny? ☐ Yes ☐ No

If Nenny were an animal, she would be: _____
because...

"She is in a world we don't belong to anymore."
What does Esperanza mean by this?

Summarize what happens in this vignette:

Vignette
#25

Geraldo No Name

Identify

SIX key phrases used to describe Geraldo:

What do these details tell us about him?

"That's the story. That's what she said again and again. Once to the hospital people and twice to the police. No address. No name. Nothing in his pockets. Ain't it a shame."

Circle a word above which you think is key to the author's underlying message about the deeper theme.

What is the **TONE** of the last line above?

What point do you think Cisneros is making about language and status in this vignette?

Vignette
#26

Edna's Ruthie

In what way is Ruthie trapped?



If Ruthie were an animal, she would be: _____
because...

Making

INFERENCES

Do you think that Ruthie has an intellectual disability?

☐ Yes ☐ No

Evidence, or reason:

Identify what you think is an important quotation from this vignette:

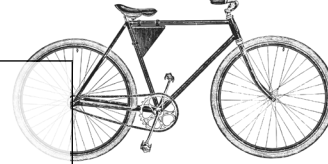
The Earl of Tennessee

Vignette
#27

This vignette is packed with description and imagery. See if you can find examples of each of the following techniques, and then discuss and explain their effect with a peer.

<div> <div>Figurative</div> <div>LANGUAGE</div> </div>	SIMILE	
	PERSONIFICATION	
	ONOMATOPOEIA	

Esperanza is not scared of the boys outside.	<input type="checkbox"/> True <input type="checkbox"/> False	Evidence / Explanation
Esperanza feels superior to Sire's girlfriend.	<input type="checkbox"/> True <input type="checkbox"/> False	Evidence / Explanation
Esperanza desires to be more grown up.	<input type="checkbox"/> True <input type="checkbox"/> False	Evidence / Explanation



Sire

Vignette
#28

"Everything is holding
its breath inside me."

What does Esperanza mean by this?

- ☐ She feels scared and anxious.
- ☐ She feels excited about the possibility of desire.
- ☐ She is uncomfortable about Sire's attention.
- ☐ She is hiding her feelings from her parents.

Four Skinny Trees

Vignette
#29

In what ways is Esperanza *similar* to the four skinny trees?

Physical appearance	Personality traits
Place/belonging	Sense of community

No Speak English

Vignette
#30

By what is Mamacita *trapped*?

What are the
2 possible
meanings of
the **title**?

Why do you think that Mamacita
doesn't learn English?

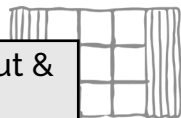
- ☐ She hates America and so doesn't want to speak the language.
- ☐ She misses her home and doesn't want to get integrated into a new culture.
- ☐ She is uneducated and doesn't have anyone to teach her.
- ☐ She doesn't want to talk to her husband.

Find a quote to show that
Esperanza tries to *empathize*:

A character who Mamacita resembles:

Vignette #31

Rafaela Who Drinks Coconut & Papaya Juice on Tuesdays



A character who Rafaela is similar to: _____

**You might need to look it up!*

what is
ALLUSION?

How & **why** is allusion used in this vignette?

Pick a **color** to symbolize Rafaela: _____

Vignette #33

Minerva Writes Poems



found **POETRY**

INSTRUCTIONS

1. Re-read the vignette, thinking about the **deeper theme**. As you read, underline any sentences, phrases, or key words which you think are **essential** to the theme.
2. Get a scrap piece of paper. Write out 8-10 phrases or groups of words you have underlined.
3. Spend time making these lines into a **poem**. You may need to add in your own words, rearrange lines, etc.
Remember: poems don't need to rhyme, but do think about line structure, imagery, rhythm, and tone.
4. Once you are happy with your poem, give it a **title**, and then write it out below.

Title: _____



Sally

Vignette #32

How is Sally seen by others?

What is the **reality** of Sally's life?

--	--

personal CONNECTION

Can you think of somebody you know who people seem to judge, yet you know there is more to them than meets the eye? **Explain** (but don't use real names).

Bums in the Attic

Vignette #34

Which of the following lines illustrates Esperanza's ability for empathy?

- ☐ "I don't tell them I am ashamed—all of us staring out the window like the hungry."
- ☐ "They don't look down at all except to be content to live on hills."
- ☐ "I'll offer them the attic, ask them to stay, because I know how it is to be without a house."
- ☐ "Bums, I'll say, and I'll be happy."

Esperanza still longs for her own home, but how has that vision changed?

Esperanza wants to be:

- (check all that apply)
- ☐ Married
 - ☐ Independent
 - ☐ Like Nenny
 - ☐ Unmarried
 - ☐ Equal to men
 - ☐ Desired



"I have begun my own quiet war.
Simple. Sure."

What is this 'war' Esperanza has started?

Beautiful & Cruel

Vignette
#35

What are the
differences between
Esperanza & Nenny?

Esperanza's mother says "I could've been somebody, you know?"

Of whom is something similar said? _____

Why type of talents does her mother have? _____

Why type of intelligence does her mother lack? _____

Why did her mother not pursue education? _____

What advice does Esperanza's mother give her? _____

A Smart Cookie

Vignette
#36

* Go back to the "Big Concepts" pages
and complete for your top two, and how
they are evidenced in this vignette.

Rank each of the following
in terms of how prominent
and significant they are
as core concepts in this
vignette. (1-most / 4-least)

- ☐ Home, Family & Community
- ☐ Social Class
- ☐ Identity & Maturity
- ☐ Foreignness & Culture
- ☐ Women & Girls

BIG CONCEPTS

personal THOUGHTS

Sally said, "He never hits me hard."

Do you think this is true? ☐ Yes ☐ No

Evidence for your opinion:

Why do you think Sally goes
back with her father?

What Sally Said

Vignette
#37

Why does her father
hit her?

"...the family that spoke like guitars"

This
contains...

- ☐ Onomatopoeia
- ☐ Hyperbole
- ☐ Metaphor
- ☐ Personification
- ☐ Simile
- ☐ Allusion

The figurative language illustrates to the
reader that...

What might the Monkey Garden
represent for the children?

The Monkey Garden

Vignette
#38

Why does Esperanza get
so **angry** in this vignette?

A question you'd
ask Esperanza
at this point, if
you could:



Red Clowns

Explain your choice:

BIG CONCEPTS

Home, Family & Community

Social Class

Identity & Maturity

Foreignness & Culture

Women & Girls

Rank each of the following in terms of how prominent and significant they are as core concepts in this vignette. (1-most / 4-least)

- ☐ Pride
- ☐ Anguish
- ☐ Confusion
- ☐ Empathy
- ☐ Jealousy
- ☐ Maturity
- ☐ Understanding
- ☐ Betrayal
- ☐ Indifference

How does Cisneros show these emotions through her use of language:

Linoleum Roses

On the one hand, **YES** because...

On the other hand, *no* because...

How is Sally's husband like her father?

Do you feel **hopeful** for Sally? ☐ Yes ☒ No

What point do you think Cisneros is making about material wealth and status in this vignette?

The Three Sisters

What do you think Esperanza wished for?

What do you think the sister means when she says, “**remember to come back for the others**”?

Analyze a key topic: *Community*

List, write, doodle, or mind-map how this topic is illustrated in this vignette:

Summarize what happens in this vignette:

How do Alicia's words echo the advice Esperanza received in the previous vignette?

Do you think that Esperanza is more or less likely to **take this advice** when it comes from Alicia? ☐ **More** ☐ **Less**

Why?

Alicia & I Talking on Edna's Steps

Vignette #42

What makes Esperanza laugh?

What does this tell us about the **community**?

- ☐ It is a fun, cheerful place to be.
- ☐ Nobody really cares about it; it's seen as unimportant.
- ☐ They really hate authority figures.
- ☐ It is somewhere which doesn't photograph well.

Imagine Esperanza had Twitter.

Write her status at the end of the day.



Esperanza @callmeCassandra • 13h

1

4

Three words to describe the tone of this vignette:

Vignette #43

A House of My Own

How many times is "MY" written?

Rank each of the following in terms of how much of a motivating factor you think they are (1-most /4-least).

☐

She wants to live somewhere other than Mango Street.

☐

She wants to be completely independent.

☐

She doesn't want her life to revolve around men.

☐

She wants to have her own belongings.

Example of alliteration:

why does Esperanza so deeply desire her own home?

Mango Says Goodbye Sometimes

Vignette #44

In your own words, explain what you think Esperanza means when she says that Mango Street is *"the house I belong but do not belong to."*

Pick a **color** to symbolize the tone of this final chapter:

Give a reason for your choice:

Identify what you think is the most important quotation from this final vignette:

“

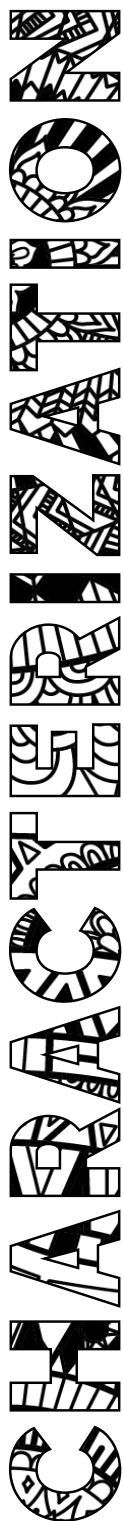
”



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“... I have gone away to come back.
For the ones I left behind.
For the ones who cannot out.”

Who might Esperanza be thinking about here? List at least three of the most prominent, in your opinion.



When placed together, all of the vignettes create a larger story, and Esperanza clearly develops and changes throughout. Spend time thinking about how Cisneros creates and portrays this **character development**.

List words to describe Esperanza

At the **START** of the novel:

List the key events / situations / people which helped facilitate this change in her:

At the **END** of the novel:

Conflict - and how it is resolved - is often a key part of the characterization of the main character. It is often through conflict that a character is fully developed.

Conflict

TYPE OF CONFLICT	AN EXAMPLE OF WHERE THIS IS FOUND IN THE STORY	KEY QUOTATION
Internal conflict within Esperanza		
Interpersonal conflict between Esperanza and others		
External conflict between Esperanza & an aspect of society		

If the story were told from the perspective of a third-person narrator, *about* Esperanza, how would it be different?



For each of the following, describe their significance in the novel, and explain the symbolism.

Symbolism

SHOES



THE HOUSE ON MANGO STREET



WINDOWS

POETRY / WRITING

Pick another of your own: