

## Salvador Late or Early

Name: \_\_\_\_\_

Period: \_\_\_\_\_

Salvador with eyes the color of caterpillar, Salvador of the crooked hair and crooked teeth, Salvador whose name the teacher cannot remember, is a boy who is no one's friend, runs along somewhere in that vague direction where homes are the color of bad weather, lives behind a raw wood doorway, shakes the sleepy brothers awake, ties their shoes, combs their hair with water, feeds them milk and corn flakes from a tin cup in the dim dark of the morning.

Salvador, late or early, sooner or later arrives with the string of younger brothers ready. Helps his mama, who is busy with the business of the baby. Tugs the arms of Cecilio, Arturito, makes them hurry, because today, like yesterday, Arturito has dropped the cigar box of crayons, has let go the hundred little fingers of red, green, yellow, blue, and nub of black sticks that tumble and spill over and beyond the asphalt puddles until the crossing-guard lady holds back the blur of traffic for Salvador to collect them again.

Salvador inside that wrinkled shirt, inside the throat that must clear itself and apologize each time it speaks, inside that forty-pound body of boy with its geography of scars, its history of hurt, limbs stuffed with feathers and rags, in what part of the eyes, in what part of the heart, in that cage of the chest where something throbs with both fists and knows only what Salvador knows, inside that body too small to contain the

hundred balloons of happiness, the single guitar of grief, is a boy like any other disappearing out the door, beside the schoolyard gate, where he has told his brothers they must wait. Collects the hands of Cecilio and Arturito, scuttles off dodging the many schoolyard colors, the elbows and wrists crisscrossing, the several shoes running. Grows small and smaller to the eye, dissolves into the bright horizon, flutters in the air before disappearing like a memory of kites.

- Sandra Cisneros

Each table will be assigned a key AP Literature term to discuss fully in relation to the above text.

1. **Diction:** The choice of words used in speaking or writing.
2. **Syntax:** The grammatical structure of prose and poetry.
3. **Figurative Language:** The body of devices that enables the writer to operate on levels other than the literal one. It includes metaphor, simile, symbol, motif, and hyperbole, etc.
4. **Imagery:** Writing which directly appeals to the senses.
5. **Tone:** The speaker's attitude toward his/her subject.
6. **Mood:** The prevailing atmosphere or emotional aura of a work.

The discussion should go beyond identifying or locating examples of the term. Rather, one should ask, "How does (term) affect the overall impact of the writing?" or "How does the (term) impact the (term)?"

After about 10 minutes of discussion, each group will briefly present their discoveries to the rest of the class. ALL students will annotate their text during the discussion and sharing time.

## POETRY DISCUSSION NOTES

### Discussion Questions

(at least *three* per poem)

- As you read the poem, *what did you feel, think, notice, or wonder?*
- Be sure you have questions that focus on different parts of the poem (beginning, middle, end).
- Think about whom the poet is addressing. Who is the speaker?
- What parts do you understand? What parts are confusing?
- What feelings or emotions does this poem evoke?
- What message is the author trying to get across?

**Create questions that come directly from your own reaction.**

### Important Lines (at least *three* per poem)

Those that catch your attention might be lines that seem especially important, interesting, puzzling, beautiful, strange, well-written, controversial, or striking in some other way.

**Be ready to read these aloud and explain why they "jumped out."**

### Words (at least *three* per poem)

- Find words in the poem that are puzzling, unusual, pack a punch, create a picture, or are unfamiliar.

**Circle them in the text.**

- You may also run across familiar words that stand out somehow in the poem—words that are repeated a lot, used in an unusual way, or key to the meaning of the poem.

**Write the words, definitions (if unfamiliar), and your ideas in your notes.**

### Poet's Craft

How has the poet used rhyming, metaphor, simile, alliteration, onomatopoeia, repetition, rhythm, or other poetic devices?

**Jot down notes and be ready to explain.**

### Connections

(at least *one* or *two* per poem)

What does this poem remind you of? Does it make you think of another poem or novel you've read? An incident from your own life? Something in the news? A television program, movie, play?

**Jot down one or two of your own specific connections and notes that explain them. Be ready to talk about your connections and tell your group the whole story.**

### Title

What does the title have to do with the poem?

**Jot down your ideas.**

### Drawing (at least *one* per poem)

On a blank sheet of paper, sketch a full-page, detailed picture related to the poem. What do you visualize when you read this poem? This can be a drawing, cartoon, diagram—whatever. You can draw something that's specifically talked about in the poem, something from your own experience or feelings, or something the poem made you think about.

**Be ready to show your drawing to your group and talk about it.**