

Lesson Plan

Title	Pilsen's Murals Speak	Grade	9 th – 12 th
Content Area	Social Studies, US History, Chicago History, Neighborhood History, Cultural History, Art History	Time Frame	2 classes
Lesson Description: In this lesson students will learn about the Pilsen neighborhood, it's early European history, the murals rooted in Mesoamerican history and culture, and the ongoing community struggle against gentrification. Students will also learn the process artist/ muralists must go through to move ahead with a new mural. They will also be able to conduct some research into their neighborhood and create a proposal for a new mural.			
Established Goals (Standards): Common Core: CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.4 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.WHST.9-10.1 CCSS.ELA-LITERACY.WHST.9-10.4 CCSS.ELA-LITERACY.WHST.9-10.7 Illinois Social Studies Standards: SS.H.1.9-12. SS.H.2.9-12. SS.H.3.9-12. SS.H.4.9-12. SS.H.5.9-12. SS.H.7.9-12. SS.H.8.9-12. SS.H.12.9-12		Vocabulary: Plzen Gentrification Casa Aztlan Mural Muralist Movement Redevelopment Displacement Howell House Place Memory	
Essential Questions: <ul style="list-style-type: none"> How is art used to challenge traditional historical narratives you have learned about so far? What is the relationship between art, history, and civic engagement? How is art being used in the present day to advance social movements? What are the similarities between graffiti/street art and murals? 		Enduring Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Activists and artists often work in tandem for change. Artists can use art as a form of resistance and social/historical critique. Redevelopment is often used to displace and gentrify working class, communities of color. Art is often used as a voice for marginalized people. 	
Knowledge: <i>Students will know...</i> <ul style="list-style-type: none"> The definition of gentrification, displacement, and redevelopment. 		Skills: <i>Students will be able to ...</i> <ul style="list-style-type: none"> Annotate a reading by using the Marking the Text strategy. 	

<ul style="list-style-type: none"> • The various struggles that the Pilsen community has faced and is facing. • The way in which artists are using art to bring awareness and challenges traditional historical narratives. 	<ul style="list-style-type: none"> • Do preliminary research on neighborhood history. • Draft a proposal for a specific purpose and audience using the RAFT writing strategy.
Texts/Resources: <ul style="list-style-type: none"> • Pilsen’s Murals Speak Reading. (Included in lesson materials) • RAFT Writing Guide. (included in materials) • Photo of “Wall of Daydreaming, Man’s Inhumanity to Man” by Mitchell Caton and William Walker. (Included in materials) 	
<ol style="list-style-type: none"> 1. Bellringer/Opener: Mural VTS Analysis? - 10 mins <ul style="list-style-type: none"> ○ Have students look at the mural “Wall of Daydreaming, Man’s Inhumanity to Man”. ○ Using the VTS image analysis strategy, have students respond to the following prompts: <ol style="list-style-type: none"> 1. Have students describe what they are seeing by asking “What is going on in this piece?” Initial observations and statements should be noted for deeper questioning. 2. Using the initial observations and statements students have generated, have students provide their reasoning for these observations/statements. “What do you see that makes you think that?” Again, note responses to use as the basis for a summary of the piece. 3. Have students summarize the piece, in their own words using some of the observations they and their classmates have made. Ending with prompting students to ask questions “What questions do you have?” 4. Once a good consensus and understanding of the piece has been reached, reiterate that interpretation to the class and ask if they agree with it. “The artist intention was _____” or “One way to interpret this piece is that the artist is try to say that _____” ○ Record their responses on the board/document/etc. ○ Mural context - The mural was created by muralists, Mitchell Caton and William Walker in 1975. William Walker is also known as one of the contributing artists behind the famous Wall of Respect on Chicago’s westside, which is credited for sparking a mural movement in Black neighborhoods. ○ Additionally, ask students what connections they can make of the mural’s elements and motifs to current day issues. 2. Reading Activity: Pilsen’s Murals Speak? - 15 mins <ul style="list-style-type: none"> ○ Introduce the article by stating that in Pilsen, Latinx artists were beginning to put up murals, around the same time that Black artists were moving ahead with their murals in their neighborhoods, given that the city was and is heavily segregated. ○ Have students read the Pilsen’s Murals Speak article as they use the Marking the Text strategy. ○ The reading can be done independently, as pairs, and/or as a whole class. ○ Have students answer the comprehension question in the back and if time permits, have students share out their thoughts on the article. 	

3. Virtual Walking Tour: Pilsen's Murals - 20mins

- Present the various examples of [murals](#) throughout the Pilsen neighborhood.
- Have students share their thoughts and reactions to the murals. Use the VTS guide to help students share their thoughts. This should move quicker than the bellringer VTS activity, as this is getting students comfortable with responding to art with their interpretations.
- Discuss the following questions after the tour:
 1. What were some similarities between some of these pieces?
 2. What were some of the messages you think the artists were trying to get across, if any?
 3. What do you think is the process for creating a mural?

4. Wrap-up: Brainstorm - 5 mins

- Have students think of what a mural they would like to see in their neighborhood.
 1. Where would it go?
 2. What would it be?
- This should just be a quick brainstorm to get students thinking about the next day's activity. Having some students share their initial ideas about their proposed murals would help others begin thinking about theirs.
- Ask students to come to the next class with an idea of where and what their mural would consist of.

Day 2

1. Bellringer/Opener: Quote Analysis - 5 mins

- Have students try and analyze the following quote:
 - “[Place memory] is the stabilizing persistence of place as a container of experiences that contributes so powerfully to its intrinsic memorability.”
- As students share their thoughts on the quote, note their responses and reach a class consensus as to what the quote is talking about.
 - Consider the following questions:
 1. What is place memory?
 2. Why is place (location) important and related to memory?
 3. How do murals/art connect to location and memory?
- Students should understand the importance of place memory and how murals can serve as a catalyst for activating place memory. Place memory is the geographic connection to lived experiences that act as triggers for memories (nostalgia).

2. Writing Activity: Write a Mural Proposal - 40 mins

- Have students research a building/corner/location in their neighborhood that they would like to place a mural. They could first determine what their mural would be of, and have that help them decide where their mural would go. Or vice versa, have the location help them decide what their mural would be of.
- Students should be able to answer the following questions about their mural location:
 - Why is the location important to them?
 - Is it a business/larger building/home?
- Students can use the RAFT strategy to help guide their writing:

- **Role of the Writer:** Who or what are you as the writer? A teacher? A soldier?
- **Audience:** To whom are you writing? A friend? Your family? A politician?
- **Format:** In what format are you writing? A letter? A poem? A speech?
- **Topic and strong verb:** What are you writing about? Why? What's the subject or the point?
- See attached RAFT guide.

3. **Wrap-up: Share-out - 5 mins**

- Have students share out some of the questions/concerns they have regarding their proposals.
- Students should turn in their proposals as exit slips on their way out.

Extension Activities:

- Students can spend more time researching their neighborhood and base their proposal on their specific neighborhood history. Their proposal should be more detailed and identify community members/organizations that could collaborate on this project.
- Engage the class in proposing and following through on a class mural to be painted somewhere at the school. Students could work in small groups on various facets of the proposal process: Fundraising, artists, community involvement, logistics, etc.