

Lesson Plan 14

Humboldt Park: From Puerto Rico to Division Street



CHICAGO LITERACIES

Standards:

CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion

Objectives:

Students will identify cause-effect relationships in the text.

Students will identify problem-solution relationships in the text.

Students will distinguish basic foundational arts concepts.

Students will interpret ideas from a text into a group tableaux.

Vocabulary:

- Immigrant
- Discrimination
- Stage
- Protests
- Activism
- Justice
- Challenge

Lesson 1:

- Teacher will identify the Humboldt Park neighborhood on a Chicago map.
- Students will read paragraph and describe the changes in the immigrant groups in the neighborhood.
- Teacher will remind students of sometimes finding the main idea in the first sentence of a paragraph. Students will read the first sentence aloud. Discuss what makes this a main idea (a big idea of the text without stating the supporting details). Students will now annotate the paragraph to find the details that support the main idea--identify challenges faced by Puerto Ricans.
- The following paragraph describes the changes brought about by the activism of the Young Lords. Students should annotate the paragraph and identify the improvements.
- Students should discuss in groups how people lived in Humboldt Park before and after the activism. Students will use the information from these discussions to then form tableaux.

Explain:

A *Tableaux* is a frozen picture that tells a story.

- *Collaboration & Creativity*: In small groups, students will create an image using just their bodies.
- *Focus & Body "Actor Tool"*: In performance, the image must be frozen: as if someone took a snapshot of them.
- *Community/ensemble work*: All students must be in the tableaux, and each student will have a role in the picture.
- *Artistic craft*: Great tableaux always make use of three elements: Shape, Levels, Groupings
- *Making meaning*: Excellent tableaux take into account relationships, power, emotion, and story.

Divide students into small groups. Each group will receive a strip of paper with one of the problems identified in the article. They will then form two tableaux: one showing the problem, the other showing the change/ improvement.

Give students time to practice and encourage them to adhere to criteria:

1. Student's **body** position is in **relationship** to other group members' bodies in space.
(*ie. levels or groupings; student's idea makes sense with others' ideas.*)
2. Student's **shape** is clearly defined *and* connotes content.
(*ie. arms at 90° angle in air, we infer 'cactus'*)
3. Student's body stays **frozen** the entire duration of the performance.

After all groups are ready, they should come to a section of class to present, while rest of class is audience. After the tableaux, the audience should give ideas of what problem-solution they identified. They should also give feedback on the students use of body and shape.

All groups should share their tableaux.

Another activity is having all students in the class represent people and problems in the Humboldt Park neighborhood. In this activity, the students can move (use their body), but they cannot use their voice. Teacher can observe orally the situations she sees (hunger, poor living conditions, etc.) as a method of feedback on what the students are doing and how clearly they are reflecting the problems.

The teacher will then bring the group back together again. She will explain that this time when he/she gives the signal, the students will once again act, but this time it should reflect the efforts of the Young Lords and the changes after their protests and programs.

A variation is to have the students reflect problems and changes desired in their own neighborhood or the school.

As a writing activity, students can then identify the main idea and supporting details and write a summary paragraph for the final two paragraphs of the text.

Basic Foundational Arts Concept

*Distinguish the BFAC(s) taught through this activity (e.g. **Structure**: music notation; **Body in Space**: levels; **Instrument**: voice).*

X Structure (elements of tableaux to create picture with diversity of roles, relationships, and meaning.) **X Body in Space** (shape, levels, groupings)
X Instrument (body, mind, focus to hold shape)

Target

*Identify learning target. This information can be found directly on your clipboard, and should tell what you want the students to **know** and **be able to do**.*

1. Play a role in a community/ensemble
2. Craft a picture that has meaning
3. Maintain focus in role onstage

Criteria

Target learning and assessment criteria directly complement each other. List characteristics/traits seen when the student demonstrates knowledge of the skill or concept in the activity.

4. Student's **body** position is in **relationship** to other group members' bodies in space.
(ie. levels or groupings; student's idea makes sense with others' ideas.)
5. Student's **shape** is clearly defined *and* connotes content.
(ie. arms at 90° angle in air, we infer 'cactus')
6. Student's body stays **frozen** the entire duration of the performance.

Activity

Tableaux Work

"We-Do": Teacher can guide students step-by-step through the process of making a tableaux, pulling up one student at a time to add a pose to a collaboratively built group image, before splitting students into small groups to create their own.

A *Tableaux* is a frozen picture that tells a story.

- *Collaboration & Creativity*: In small groups, students will create an image using just their bodies.
- *Focus & Body "Actor Tool"*: In performance, the image must be frozen: as if someone took a snapshot of them.
- *Community/ensemble work*: All students must be in the tableaux, and each student will have a role in the picture.
- *Artistic craft*: Great tableaux always make use of three elements: Shape, Levels, Groupings
- *Making meaning*: Excellent tableaux take into account relationships, power, emotion, and story.

**NOTE: Tableaux can be of an environment/setting/place; they can also be a frozen picture of a plot point in a story, a historical event, a physicalization of an image seen in a textbook – just to name a few ideas.*

Core Curriculum Connections

Identify the common core standards this activity might address.

Reading

X Key ideas and details

Text Type and Purposes

X Integration of knowledge and ideas

Writing

□

Tableaux rubric:

*Target: The target learning tells you what you want the students to **know** and **be able to do**.*

1. Play a role in a community/ensemble
2. Craft a picture that has meaning
3. Maintain focus in role onstage

*Target learning and assessment criteria directly complement each other. In this section, each criterion should be separately delineated in the space provided as a phrase that describes an observable trait of the target. In the corresponding student box under the specified criteria, place a **1, 2, or 3** for whether the desired trait was shown and give each student and criteria total. Provide the criteria and total percentages in the spaces provided. Student rubric should reflect the high, middle, and low learners in the class.*

	Criteria:	Criteria:	Criteria:		
Student name:	1. Student's body position is in relations hip to other group members' bodies in space.	2.Student's shape is clearly defined <i>and</i> connotes content. (ie. arms at 90° angle in air, we infer 'cactus')	3. Student's body stays frozen the entire duration of the performance.	Total:	%

	(ie. through levels or groupings; student's idea makes sense with others' ideas.)				
1.					
2.					
3.					
4.					
5.					
Total:					
Percentage:					

Scoring Rubric

1= **NO**; student was not able to show the desired criteria.

2= **SOMEWHAT**; student shows limited understanding of desired criteria.

3= **YES**; student is able to show the desired criteria.

Highlight or circle overall percentage:

Does Not Meet: 0%-49%
Developing: 50%-74%
Meets: 75%-100%

Lesson extension:

(This idea is adapted from Engage NY Gr. 4 curriculum)

Use the following question for discussion: *How can we use what we have learned about another community to help define what we want for our classroom community?*

After reading Humboldt Park article and others from Chicago Literacies, students can design a class poster or a community quilt where each student can draw a symbol (will need a lesson on symbolism) that represents what he/she brings to make the classroom community a positive environment.

Each student will also write a paragraph explaining his/her symbol.