

# Lesson Plan 15

## Pilsen: A House Called Aztlán



CHICAGO LITERACIES

### Essential Question

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What are the basic needs of a community and what can happen if they are not available?

### Objective

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Students will be able to *recall* important events in Pilsen history in *sequence* order.

### Key Vocabulary

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- **Lack:** to be without.
- **Assistance:** the aid or support given.
- **Bilingual:** able to speak two languages well.
- **Organization:** a body of persons acting together for some purpose.
- **Casa Aztlán:** a community center and nonprofit organization found in Pilsen, Chicago, where families could find help for many of their needs.
- **Protest:** to express objection to or disagreement with, in a planned and organized way.

### Standards Targeted

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[CCSS.ELA-LITERACY.RI.4.1](#)

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

[CCSS.ELA-LITERACY.RI.4.4](#)

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

[CCSS.ELA-LITERACY.RI.4.7](#)

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

### Reading Skill Targeted

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Use sequence order to retell important events in informational texts.

### Time

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60-90 minutes

### Materials

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"Pilsen: A House Called Aztlán" article, Ideal Community Blueprint Template, Picture of the Day, Sequence/Timeline Graphic Organizer, Vocabulary Cards, Exit Slip, Pilsen Murals Printouts and Guiding Questions

## Lesson (Procedure)

### Introductory Activities:

- Ideal Community Blueprint/Map: Give students the opportunity to create their ideal community blueprint! Preface the activity by asking students to imagine they are renowned architects and were given the opportunity to create a community that has everything necessary to succeed. What would they make sure to include? Why?
- Picture of the Day: Engage students in the following 5 min writing prompt that asks students to list observations and inferences based on a picture of Casa Aztlan. Remind students that an observation can be seen or heard while an inference is an educated guess that can be reached on the basis of observations and background knowledge. After a few students have shared you can let them know the exact details of the picture: *In 2017, developers painted over the Casa Aztlan mural. Some locals vandalized the property in protest.*
- Let students know that today they will be learning about a beautiful community: Pilsen. If you have a Chicago map available, demonstrate to students where it is located and how far away it is from their neighborhood. Like many newly arrived immigrants, Mexicans living in Pilsen faced challenges and made decisions to address those challenges.
- Key Vocabulary Review (cut & paste): You can either have a brief conversation about each key word as students cut & paste in their social studies notebook or have them use the words in any word work activity of your choice (i.e. 4-Square Vocabulary).

### **Middle:**

- Remind students that authors use different types of text structures when writing informational texts. One example of a text structure often used is sequence/chronological. Pass out the Sequence Timeline Graphic Organizer of your choice. Review with students that when an author writes in sequence he/she is telling the events in the order in which they happened. Many times, authors will use signal words, such as: dates, first, next, then, after that, finally, second, third etc. Model identifying one signal word in paragraph 1 and ask students to write this example on their graphic organizers. (i.e. In **1840** Irish immigrants arrive to Pilsen.)
- Have students read the article with their partner and ask them to underline any words, phrases or sentences that may indicate sequence order details. Ask them to answer the questions on page 3 together.
- After students have read the article, as a class, identify a key event that can go after the first one identified. (Students should write this on their graphic organizer). Answers may vary, here is another possible answer: In the **1950s** many Mexican families arrived to Chicago. At first, they lived near the center of the city but then they moved to Pilsen.
- Then, have students fill out the rest of the Sequence Order Timeline sheet independently. Answers may vary, here are some other possible answers:
  - In the **1960s** as the Mexican population was growing rapidly, residents were concerned about the lack of assistance and resources.
  - **Then**, Mexican families created the community center Casa Aztlan where families could find help for many of their needs
  - In the **1970s** mothers demanded that Chicago Public School build a school in their neighborhood.
  - **Finally**, Benito Juarez was built in **1977**.
  - In **1989**, Carmen Velasquez opened the Alivio Medical Center to help immigrants who did not speak English.

- **Today**, immigrant families in Pilsen continue to fight for their rights.

## End:

- Discussion Questions: Why is it important for neighborhood residents to have access to a school and clinic with people that speak their language? What kinds of challenges are Pilsen residents facing today?
- Pilsen Murals Observations & Inferences: Group students and then give each group at least 2 Pilsen Murals Printouts along with the Guiding Questions Sheet. Tell students that the questions will help them think deeper about the artists' purpose and message. They will also get a chance to come up with their own questions! After students have finished, arrange a gallery walk so students can see all the murals and their peers' thinking. Here are a few websites where you can find picture of murals found in Pilsen along with a brief description:  
<https://guides.suntimes.com/street-art/pilsen/>  
<https://interactive.wttw.com/my-neighborhood/pilsen/murals>
- Exit slip

## Extension Activity

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- Create Mural: As a class come up with a theme you are all passionate about (i.e. human rights, world peace) and create a collaborative mural.



- Read Aloud: Read "*Separate is Never Equal*" by Duncan Tonatiuh and compare and contrast with Pilsen article.
- Field Trip to the National Museum of Mexican Art

## Assessments

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- Ideal Community Blueprint (formative)
- Picture of the Day Free Write (formative)
- Sequence Timeline Graphic Organizer (formative)
- Questions on page 3 of article (formative)
- Pilsen Murals Observations & Inferences Questions (formative)
- Exit slip (formative)