



A Lesson on A Community Changes by Roberta Rice

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 2 hours

Lesson Keywords: Immigrants, communities, art, murals, heritage

Lesson Description: The goal of this lesson is to give students the opportunity to use the reading and writing habits they've been practicing on a regular basis to absorb deep lessons from how people came together to change a community in Pilsen, Chicago. By reading and rereading the passage closely, and focusing their reading through a series of questions and discussion about the text, students will identify how and why the community in Pilsen, Chicago changed. When combined with writing about the passage, students will discover how much they learn from memoir.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.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.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-Literacy.RF.4.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.L.4.3a: Choose words and phrases to convey ideas precisely.

CCSS.ELA-Literacy.L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

A Community Changes

by

Content: How do people change a community??

Chicago is a city of communities. Each community has a history. It is a history of choices. It is a history of changes. Read about one Chicago community to learn about the choices people have made there.?

The community is Pilsen. People call it the Heart of Chicago. It started when immigrants moved here. Immigrants are people who move to another country. Many immigrants have moved to Chicago.?

Immigrants settled in Pilsen. Many came from a country called Bohemia. They named the community. They called it Pilsen. That is a name from their homeland.?

Many came to Chicago to find jobs. There were many factories near Pilsen. Chicago was growing. There were many jobs. People wrote to families. They told them to come to Chicago. They would find jobs. They would find friends. They would join families.?

They built the things they needed. They built churches. They built schools. They started businesses. They opened restaurants. They served food that reminded them of Bohemia. They started newspapers. Their newspapers were in their own language.?

More people came there from Bohemia. The community grew. Leaders set up a place to help new immigrants. It was called Bohemian Settlement House. It opened in 1905. They helped newcomers find jobs. They helped them find homes. They made sure the newcomers had food. They helped them get medicine. Immigrants learned English at the settlement house.?

Then things changed. Many people moved out of Pilsen. They moved to other neighborhoods. Businesses closed. The community got smaller.?

Then more people moved into Pilsen. They came from another country. People from Mexico started to move there. They joined the churches. They opened businesses. They opened Mexican restaurants. They started their own newspaper. Pilsen changed. There were two groups in Pilsen.?

Leaders of the two groups met. They made a plan. They talked about ways to live together. They worked together. They wanted people to share. They wanted to help the community.?

They thought of a way. It was a way to use art. They would make the community special. They would paint murals. A mural is a very big painting on a wall. Both groups worked together to make these great paintings. Now Pilsen has many beautiful murals. They painted them on walls. Both groups were proud.?

Today, Pilsen is Mexican-American. Community groups help make it a good place. Community leaders work together. They help people build new homes. People like living there. They know their neighbors will help them. They are proud to live there.?

A heritage is what you have from your past. Mexican-Americans have a rich heritage. Every August, Pilsen has a special day. It is the Fiesta Del Sol. People who used to live in Pilsen come back to visit. They see the changes. They see their own heritage too. They see the murals.?

Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: communities **WordPhraseTier:** 2

Question: "Chicago is a city of communities." What does the word "communities" mean in this sentence?

- A: a body of nations or states unified by common interests
- B: a group of people living together in one place, especially one practicing common ownership
- C: a group of interdependent organisms of different species growing or living together in a specified habitat
- D: . the public in general; society

Question: Which one of the sentence below uses the word "community" correctly?

- A: Where did she last put the community?
- B: The community will drive us to the store.
- C: Many immigrants moved to communities where others in their culture lived.
- D: I have completed my community.

Q: 2 WordPhrase: heritage **WordPhraseTier:** 3

Question: The author in our story says "A heritage is what you have from your past. Mexican-Americans have a rich heritage."

- A: something reserved for one
- B: law
- C: a special or individual possession
- D: something that comes or belongs to one by reason of birth

Question: Which one of the sentence below uses the word "heritage" correctly?

- A: Please comb your heritage.
- B: My Polish heritage is something I am very proud of.
- C: The Heritage River is located in Canada.
- D: I blew my nose with the heritage.

Q: 3 WordPhrase: history **WordPhraseTier:** 2

Question: Each community has a "history." It is a "history" of choices. It is a "history" of changes. What does the word "history" mean in theses sentences?

- A: A subject in school
- B: Tale or story
- C: Events of the past
- D: Chronological record

Question: Which one of the sentence below uses the word "history" correctly?

- A: Please sweep the history.
- B: Currently I work at the history.
- C: Tom is a history driver.
- D: History shows us the presidents we've elected in the past.

Q: 4 WordPhrase: Immigrants **WordPhraseTier:** 3

Question: "It started when immigrants moved here." What does the word "immigrants" mean in this sentence?

- A: a person who comes to live permanently in a foreign country
- B: an animal or plant living or growing in a region to which it has migrated
- C: colonists
- D: an organism found in a new habitat

Question: Which one of the sentence below uses the word "immigrants" correctly?

- A: Immigrants are colorful shoes.
- B: Watch out for the immigrant about to hit you!
- C: I work at my immigrant when doing homework.
- D: Millions of immigrants came to America from Europe in the 19th century.

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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and and two peer responses for each topic.

1 - Pilsen, Chicago

How did Pilsen, Chicago come to get its name??

2 - Community changes

How did the community of Pilsen, Chicago change over time? ?Give specific examples of these changes.

3 - Painting murals

Why were painting murals significant in this story? ?

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Task 3: Writing Activity

Instructions: For your writing assignment, tell me in your own words about Pilsen, Chicago. Use an example from the reading and in 2-3 paragraphs (a minimum of 3 sentences per paragraph) explain what a community is and how the people made this community special. Submit your assignment using the box below.

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