



A Lesson on A Community Changes by Cassandra Lopata

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 45 minutes

Lesson Keywords: Community/helping others

Lesson Description: Read this short nonfiction passage about a community in Chicago, then answer the following vocabulary questions, discussion questions, and the writing response question at the end.

Common Core Standards Covered with This Lesson

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.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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.4.4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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: Community **WordPhraseTier:** 2

Question: The author says "Chicago is a city of communities." What does the word "communities" mean?

- A: Lakes
- B: Schools
- C: Groups of people
- D: Vacation spots

Question: Which of these sentences uses the word "communities" correctly?

- A: My communities are good friends
 - B: There are many communities around my school
 - C: I live in a lot of international communities
 - D: My mom made me clean up my communities
- =====

Q: 2 WordPhrase: Immigrants **WordPhraseTier:** 2

Question: In this story the author says that "the immigrants moved here.." What does "immigrants" mean?

- A: Migration
- B: People who are new to this country
- C: People who move around a lot
- D: A bunch of houses

Question: Pick the sentence that uses "immigrants" correctly.

- A: Immigrants speak English automatically
 - B: Birds are immigrants in the winter
 - C: Immigrants come from other countries
 - D: Immigrants come from up north
- =====

Q: 3 WordPhrase: Murals **WordPhraseTier:** 3

Question: The author says "they would paint murals..." What does "murals" mean?

- A: A lot of mirrors
- B: A long story
- C: Face painting
- D: Very big paintings somewhere

Question: Which one of these sentences below uses the word "murals" the right way?

- A: My friends broke a mural
 - B: I have written a mural for class
 - C: There are murals all over the buildings downtown
 - D: I have gotten murals on my arms
- =====

Q: 4 WordPhrase: Heritage **WordPhraseTier:** 3

Question: In this story the author wrote "Mexican-Americans have a rich heritage..." What does the word "heritage" mean?

- A: Where you're born
- B: What you have from your past
- C: What you do
- D: Where your family is from

Question: Which sentence uses the word "heritage" correctly?

- A: I enjoy flying my heritage planes
 - B: My families heritage can be traced far back
 - C: My heritage is a big piece of paper
 - D: I have a lot of heritages
- =====

=====

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 - Why does the author mention "people came...."

The author says people came to this town, built things, and people left this town. Explain why the people might have decided to leave that town.

2 - It says "the two leaders..."

It says the two leaders met, and found ways they could live in harmony. Give some ideas about how two different groups?can live side by side who are so different.

3 - The story mentions how "people come..."

The story mentions how people come back on the Fiesta Del Sol and see the murals and their heritage. Explain and give ideas how you can help make your community better so that when people come back for a visit, they can see? things from the past and remember why that place is great.

=====

=====

Task 3: Writing Activity

Instructions: You are to write and post here a 500 word inspirational story about something you have seen around you community. Or have you yourself done something to help out around your community to make it better? Maybe you wish you can do something? Then you can write about any of these. But, make sure to provide specific examples about what it is that you saw or did to help, or what you wish you could do.

=====