

COMMUNITY BUILDING AND LEADERSHIP IN NEW YORK CITY LESSON PLAN



Teaching Aid, Lesson Plans & Materials based on the exhibition:

The Hell Lady of The Bronx

Grades: **11-12**

Subjects: **English, History, Social Studies, Visual and Media Arts**

Produced by: Critical Pedagogies Unit
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Core Concept

Community organizing and activism are forms of community leadership that address the immediate and future needs of every community. Leadership styles and abilities vary depending on the community’s needs and the leaders who serve the community.

Essential Questions

How are communities defined?
 What shapes a community's identity, culture, and methods of navigating the outside world?
 How can we describe the community leadership of Dra. Evelina Antonetty?
 What was Dra. Evelina Antonetty’s relationship to the Bronx and Harlem communities?
 Is it appropriate to discuss gender in community leadership?
 How does individual identity shape the leadership style of community activists?
 How do the images and media presented demonstrate the ideas and leadership styles used to achieve an effective process for community leadership?

NYSED 11-12 Next Generation ELA Standards

Key Ideas

RH5

Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.

RST5

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

NYSED 11-12 Next Generation ELA Standards (continued)

Craft & Structure

RH1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

RH3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

Integration of Knowledge and Ideas

RH7

Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Research to Build and Present Knowledge

11-12W6

Conduct research through self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

NYSED 11-12 Next Generation ELA Standards (continued)

Comprehension and Collaboration

11-12SL1

Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

11-12SL1a

Come to discussions prepared, having read and researched material. under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

Presentation of Knowledge and Ideas

11-12SL4

Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and the audience.

11-12SL5:

Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

Text Types and Purpose

11-12 W1b

Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level, concerns, values, and possible biases.

11-12W1c

Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.

NYS Visual Arts Standards

Cr1.1.HSI

Use multiple artmaking approaches to begin creative endeavors.

Cr2.1.HSI

Generate and develop artistic work in a self-directed manner.

Cr2.1.HSII

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Cr3.1.HSI

Apply Relevant criteria and the feedback of others to revise and refine works of art and design in progress.

National Standards

Cr1.1.IIIa

Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

Cr2.1.IIIa

Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Misconceptions and Knowledge Gaps Addressed

- **There is a drastic separation** between the family unit and the community.
- **What affects the community is external** from the issues that affect families.
- **Leadership in poor communities** aims to address random problems that arise from isolated instances of social deviance, poverty and neglect.
- **Community welfare is a paternal concern**, while maternal caregivers are mostly concerned with the home.

Action Plan

Explore the leadership strategies influenced by gender, ethnic identity and the experience of the Diasporican and African American community in New York City and specifically the South Bronx and Harlem between 1965 to 1884.

Lesson:

Explore the concept of surrogacy and fictive kin in community building through the study of Dr. Evalina Antonetty’s career as a New York City community leader.

| LEARNING OBJECTIVES | VOCABULARY / CONCEPTS* | INSTRUCTIONAL STRATEGIES |
|--|---|--|
| <p>Students will use vocabulary related to the African American and Puerto Rican communities in New York City.</p> <p>Students will learn about the history of Community leadership and its intersection with race and politics in the Bronx and Harlem during 1964 to 1984.</p> <p>Students will recognize the challenges and prejudice many Puerto Ricans, African Americans, and other marginalized Americans faced in the Bronx and Harlem communities from 1964 to 1984.</p> <p>Students will appreciate how Dr. Evelina Antonetty’s contributions to education, school nutrition, and youth services in New York City.</p> | <p>Community Activism Institutional Violence Populist Politics Bilingual Education Inner City Citizen Activism Grass Roots Paternalism</p> | <p>Prior knowledge Activation: Consider examples of activism you have witnessed or admire and compare the history of Evelina’s career to activist history. Share your comparisons with the students in your group.</p> <p>Demonstration Based- Learning: Each student should elect another member in their group to share your historical comparison of leadership and activism with the class and ask questions regarding these experiences.</p> <p>Problem-Based Learning: Consider a problem in your community and design a plan for solutions. Your plan should seek to utilize contemporary materials, resources and figures towards the solutions you are considering.</p> |

Warm-up

[Explain the subject of this lesson plan and the unique nature of the materials presented to the students] Today’s lesson is about Dr. Evelina Antonetty, New York City community leader known as “the mother of the Bronx.” We’ll learn about Dr. Antonetty through primary source documents provided by the Center for Puerto Rican Studies Library and Archive.

Mini-Lesson

Read 1 to 3 of the following excerpts and use the readings to introduce the vocabulary and key concepts to your students

1. Read the NY Time Article “[Bronx Rate Of Poverty Is Highest](#)” to learn background about the Bronx in the year 1972.
2. Read Dr. Essie D. Lee’s “[Women of Distinction](#)” essay to learn about Evelina Antonetty as a newcomer from Puerto Rico, her childhood and her activism career.
3. Read [Marta Moreno Vega’s](#) work on the Evelina Antonetty.
4. Read Jitu Weusi, “[Recollections of Evelina](#)”.

Class Activity/ Guided Lesson

Discuss the history of The Bronx, East Harlem and Brownsville from 1964 to 1984. Discuss Community Leadership during this time, and Evelina Antonetty’s contributions to the Puerto Rican and African American community.

Sample questions might include

- Why did Dr. Evelina Antonetty become a community leader?
- What did Evelina want people to know about her life?
- What was Evelina’s relationship to the community?
- What things do we know about the Bronx in 1972?

Do ask any questions that can help the students link the articles and essays to the primary sources they’ll see in the group activity.

Assessment

Students should be able to present their findings in a written, oral, or artistic fashion. Artistic work and media should have a caption and a sentence containing some of the vocabulary words to describe the piece.

Write about gentrification and displacement in the Bronx and Harlem communities utilizing the vocabulary and concepts in this lesson. Draw comparisons between this social issues to the issues Dr. Evelina Antonetty addressed throughout her career.

Design a creative project which showcases physical and social changes in the Bronx and Harlem from Evelina’s time period until today. Provide explanations to the changes you observe.

Create a presentation or a creatively written work that answers the following prompt: what could the future be if there were more leaders similar to Evelina Antonetty.

Reflection

Do the assessments and lesson concepts align with your teaching ideology?

How can teacher training establish a foundation for community building in and out of the classroom.

Teaching Aid

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The logo for CENTRO is presented within a white, trapezoidal shape that tapers from left to right. The word "CENTRO" is written in a bold, black, sans-serif font, with "CEN" on the top line and "TRO" on the bottom line.

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