

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: **9-10**

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

Produced by: Critical Pedagogies Unit
Center for Puerto Rican Studies
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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, identity and the cultural systems of the community and those who serve the community.

Essential Questions

How are communities defined?
 What makes a place a community?
 How can we describe the community leadership of Dr. Evelina Antonetty?
 What was Dr. Evelina Antonetty’s relationship to the Bronx and Harlem communities?
 How does the images and media presented demonstrate the development and organization of ideas and leadership styles used to achieve a unique, effective and artistic process for community leadership?

NYSED 9-10 Next Generation ELA Standards

Key Ideas

9-10R1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.

RH1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

10R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.

NYSED 9-10 Next Generation ELA Standards (Continued)

Craft & Structure

RH5

Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

RST5

Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.

10R3

Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.

Integration of Knowledge and Ideas

9-10R7

Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary.

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.

NYSED 9-10 Next Generation ELA Standards (continued)

Text Types and Purpose

9-10W1

Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10W1C

Use precise language and content-specific vocabulary 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.

Time Frame

This lesson plan can extend for a **duration of 1 to 3 days depending on class size**, the length of class discussions, and the number of primary source folders you would like your students to review.

Action Plan

Identify the unique characteristics and history of Diasporican community leadership in the South Bronx and Harlem between 1965 to 1884.

Lesson:

Explore the connections between family, extended family, communal living in urban spaces and communities.

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 Movements</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 narratives.</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 and East Harlem from 1964 to 1984. Discuss Community Leadership during this time, and Evelina Antonetty’s contributions to the Puerto Rican and African American communities.

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.

Choose two to three historical women figures to discuss the significance of women in community building and leadership campaigns. Present your work to the class and compare the contributions made by each figure to Evelina’s contributions to The Bronx and Harlem.

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

Create a project that shows how social issues such as poverty, hunger and education cuts can be remedied utilizing the methods and solutions Evelina Antonetty used.

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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