



Evelina's Autographed Headshot
Signed "Love Titi" (1947)

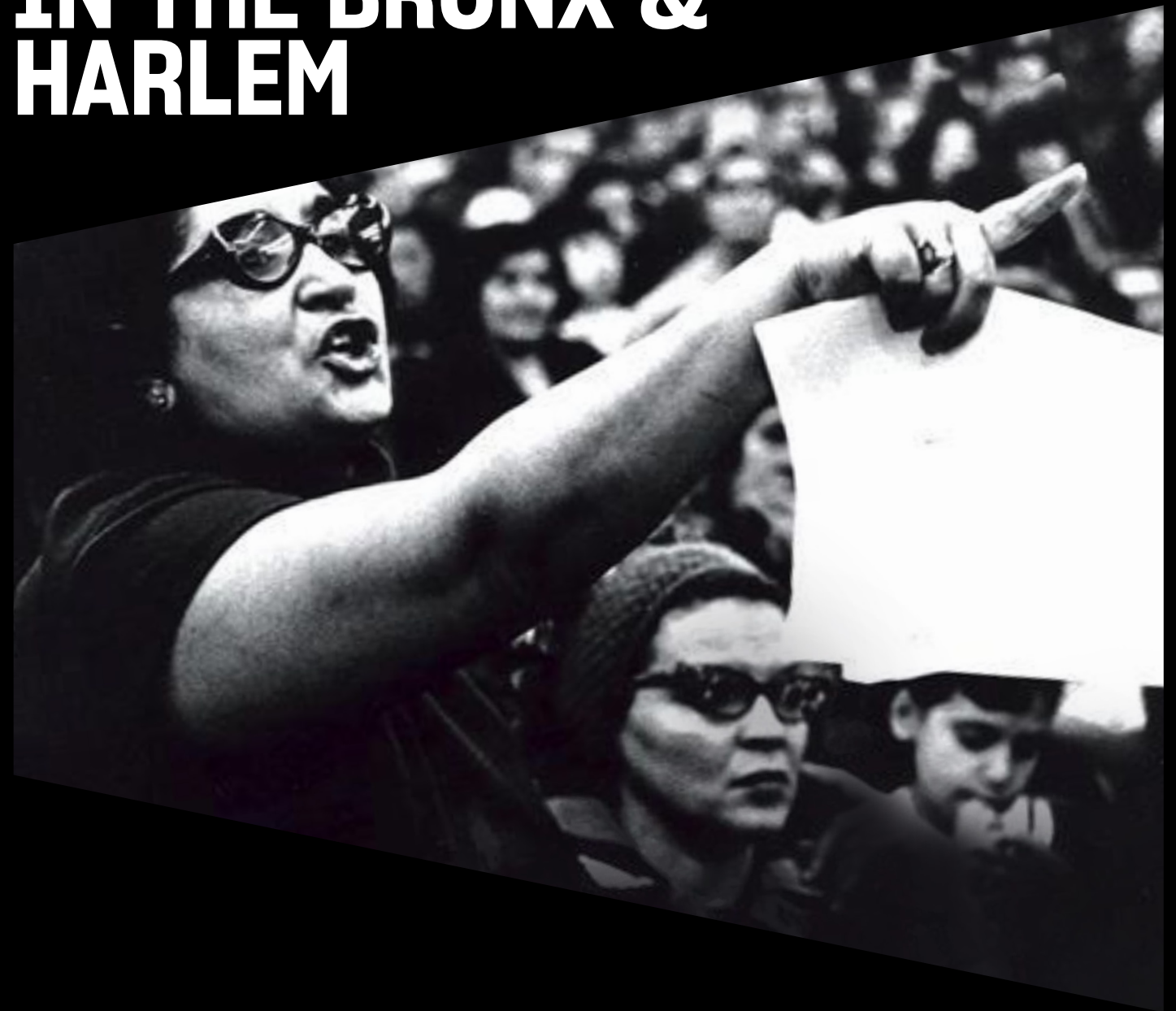
**CEN
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PUERTO RICAN
STUDIES
HUNTER CUNY

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Diasporican Studies

COMMUNITY BUILDING AND LEADERSHIP IN THE BRONX & HARLEM



Lesson Plan based on the exhibition:

The Hell Lady of The Bronx

Grades: **6-8**

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

Big Idea Core Concept

Leadership is vital to organizing and addressing the needs of every community. Different leadership styles and abilitiets are needed in communities with additional needs.

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 do the images and media presented demonstrate the development and organization of Evelina's ideas? How did her leadership style promote community organization in the Bronx and Harlem?

NYSED 6-8 Next Generation ELA Standards

RH1

Cite specific textual evidence to support analysis of primary and secondary sources.

RH2

Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

RH6

Identify aspects of a text that reveal an author’s point of view, stance, or purpose.

WHST4

Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

SL1

Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others

Reflection

Teachers should reflect on the lesson if they wish.

* Feel free to substitute the vocabulary and concept definitions listed for the definitions used in your classes’ textbook.

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 role of community leadership in neglected communities through the study Dr. Evelina Antonetty’s career as a South Bronx community leader.

LEARNING OBJECTIVES	VOCABULARY / CONCEPTS*	INSTRUCTIONAL STRATEGIES
<ul style="list-style-type: none">• Students will use vocabulary related to the Puerto Rican communities in New York City.• Students will learn about the history of Puerto Rican Community leadership in the Bronx and Harlem.• 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.• Students will appreciate how Dr. Evelina Antonetty influenced bilingual education, school nutrition, and youth services through her community service in New York City.	<p>Primary Source</p> <p>Archive</p> <p>Community</p> <p>Policy Making</p> <p>Community Leadership</p> <p>Bilingual Education</p> <p>Youth Service</p> <p>Marginalized</p> <p>Civil Rights</p>	<p>Prior knowledge Activation: Think about a community leader or hero you’ve learned about, and imagine they meet Dr. Evelina Antonetty. What do you think they would talk about?</p> <p>Demonstration Based- Learning: Prepare a presentation to explain Evelina Antonetty’s leadership and whether it would be helpful for today.</p> <p>Problem–Based Learning: Think of an issue in your community and write about how Dr. Evelina Antonetty would solve that problem today.</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, a 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 first five to 10 short paragraphs in the NY Time Article “Bronx Rate Of Poverty Is Highest” to learn background about the Bronx in the year 1972.
2. Read a section of Dr. Essie D. Lee’s “Women of Distinction” essay from pages 4 to 5 to learn about Evelina Antonetty’s childhood.
3. Read Marta Moreno Vega’s work on the Evelina Antonetty.

Class Activity/
Guided Lesson

Discuss some things learned about the history of The Bronx and East Harlem from 1964 to 1984. Discuss Evelina Antonetty’s Community Leadership during this time.

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.

Group Activity

Break into groups and review the primary materials provided in the Center for Puerto Rican Studies Student Resource folders. Have each group select a folder from the five categories provided. Have each group read the explanatory essay and two primary source documents from the folder. Have students discuss their interpretations of the documents. One student from each group should record notes on the group’s interpretation. Emphasis that there is no need to reach a group consensus. Primary source documents are often interpreted differently by scholars. Artistic interpretations are also welcome.

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.

NYS Visual
Arts Standards

MA: Cr1.16

Formulate a variety of media arts ideas and solutions by practicing a collaborative creating process.

MA: Cr1.18

Generate ideas, goals, and solutions for original media artwork through experimentation and creative process.

National Standards

Cr. Anchor Standard #1.

Generate and conceptualize artistic ideas and work.

Cr. Anchor Standard #2.

Organize and develop artistic ideas and work.

Cr. Anchor Standard #3.

Refine and complete artistic work.

Pr. Anchor Standard #6.

Convey meaning through the presentation of artistic work

Re. Anchor Standard #7.

Perceive and analyze artistic work

Knowledge Gaps
and Misconceptions
Addressed

- Community leadership is always masculine.
- There is no place for compassion in community leadership.
- Community leaders and leadership groups must be polished and have access to a surplus of resources.

Resources and Materials

- Evelina Centennial Exhibit
- Center for Puerto Rican Studies Resource Folder
- Teaching Aid

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.