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Education Programs Department 2007 Curriculum Collection

Our Mission

The mission of the CHF Education Programs Department is to plant and cultivate a passion for the humanities in educational communities, offering educators and students diverse, dynamic learning opportunities. By nurturing an active personal relationship with the humanities, the CHF ignites life long learners.

Classics in Context

Sometimes, all it takes to change your mind is to consider a new perspective. CHF seeks to build upon each year's Fall Festival theme with every new season of *Classics in Context*, a seminar sequence for teachers led by renowned humanities scholars.

The series takes a fresh look at universally established and contemporary literary classics. Giving teachers a chance to renew professionally and personally, the Chicago Humanities Festival supports you in your pursuit to revive seasoned and the contemporary classic books through study and conversation, alongside your colleagues.

Within the past year we have become more dedicated to providing you with curriculum based specifically on the texts that we focus on through our *Classics in Context* literature series. With a Curriculum Developer on board to be a part of each session – to hear, firsthand, your questions, your ideas, your concerns about adapting these texts to the classroom – we are focused on helping you feel supported.

While CHF Education programs reflect the yearly, orbiting themes of the Fall Festival, our core concern remains offering programs that provide professional development resources that are both intelligent and encouraging. The determination of a teacher often informs the atmosphere of a classroom; CHF Education is dedicated to fortifying you in any way we can.

How CHF Boosts Teachers...

- Publishing valuable print & on-line educational resources
- Providing professional development programs
- Fostering a distinctive forum of ideas & supportive network.
- Helping you fulfill your CPDU and other certification requirements.
- Offering our student & teacher FREE TICKET program for Festival and year-round programs

How teachers Boost CHF...

- Using us as your first resource.
- Telling your friends and colleagues about FREE programs.
- Utilizing our great website resources.
- Posting our flyers at your school – share us with others!
- Telling us what you think about our programs - online or by mail.
- Sharing your lesson and unit plan ideas with us
- Using our student & teacher FREE TICKET program for Festival and year-round programs

Contact the Education Programs Department at 312.661.1028 x22 or education@chfestival.org



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The Underdogs



FAMILY

1. Grouping:

GOALS:

1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

1.C.4b Explain and justify an interpretation of a text.

4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).

4.A.4c Follow complex oral instructions.

This activity requires a large space to move around. Ask students to walk around the room without talking or making any physical contact. Ask students to form groups based on stated general descriptions (what you are wearing on top, what you are wearing on the bottom, hair, shoes, eyes, etc.). It is important that students not talk at all. They choose what group to join without any discussion. After the groups have been formed, ask students to decide (in their head) why they joined the group. At the count of three everyone declares their reason for joining the group. There may be one reason or several. Give students time to discuss. This can lead to a discussion of what groups we choose to identify with or join. Is there choice? Are we together for the same reason or different? Is everyone welcome or did you feel like there were people who did not belong? Connect this discussion to Demetrio Macias. What groups does Macias join? What groups does he distance himself from? How does Luis Cervantes join Macias' group?

2. The Family Game:

GOALS:

4.A.4c Follow complex oral instructions.

4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).

4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.

This activity requires at least twenty people and a large empty space with some chairs. Before the activity, the leader needs to create "families" on index cards. Families can be named anything (colors, food, famous authors, names from the novel – Zapatistas, rebels, etc.). Each family is composed of four members – Mr. Azuela, Mrs. Azuela, Sister Azuela, and Brother Azuela. Write family names on index cards. Ask students to walk around the space. As they walk around distribute index cards randomly. When you say, "go," students need to find their "family." They need to find a chair and sit (on laps) in this order: Father (on chair), Mother (on Father's lap), Brother (on Mother's lap), Sister (on Brother's lap). They will declare that their family is complete by raising their index cards. The last family to



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assemble is eliminated. Students stand, return cards, and walk around again. Distribute new cards. Each time you ask the families to find each other, make it more difficult for them to find each other (sounds only, animal noises, gestures, silent, etc.) until you have one family (the winner).

3. Share-a-Story:

GOALS:

- 4.A.4a** Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).
- 4.A.4c** Follow complex oral instructions.
- 4.B.5a** Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.

I always begin this activity by reminding students that they should share only what they feel comfortable sharing. They do not need to share anything that makes them feel uncomfortable. Ask students to think about a time when they felt a strong connection to their family or a time when they felt distanced from their family. You could also ask them to share a story about a group that they identify with and belong to or a group that they desire to a part of. Assign partners. Partners decide who will go first. Students share their story with their partner. The partner needs to listen and learn the story. After they hear it, they repeat it back to the speaker in the first person, as though it was his or her story. The story owner listens and makes any corrections. After the first story is told and the partner feels confident with the story, switch and repeat activity with the second story. After all stories have been told, it is time to share the stories with class. Each student shares his or her partner's story as though it was his or her own. Ask each student to stand in front of the group and tell the story. This activity can help a class build trust and understanding. It can also lead to a greater discussion of the theme. This activity can work with any theme.



BROADSIDES

GOALS:

- 1.B.5b** Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
- 1.C.5e** Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).
- 2.A.5a** Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).
- 2.A.5d** Evaluate the influence of historical context on form, style and point of view for a variety of literary works.
- 2.B.5b** Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
- 3.B.5** Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.



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Connecting to the work of Jose Guadalupe Posada, have students view the Broadsides and gain an understanding of the function they served. Have students create their own broadsides. Working in groups, have students create a broadside for each of the following categories:

- Day of the Dead (Calaveras)
- Curiosities and Amusements (a game)
- Heroes/Bandits (feature a local hero or bandit)
- Crimes, Scandals, and Moralizing Tales (a local interest story...some school gossip).

Students can create the Broadsides using modern technology while learning about the original form. Broadsides can be created on a computer but should contain some kind of visual image. This can be taken as far as you want – students can sell their broadsides, maintain them over the course of a school year, etc. Students can continue the modern technology parallel by creating their vision of a broadside in our world today (blog, IMs, Web site, etc.).



REBELLION/REVOLUTION

GOALS:

- 1.A.5b** Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.
- 1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- 1.B.5b** Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.
- 1.C.5c** Critically evaluate information from multiple sources
- 2.A.5a** Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).
- 2.B.5a** Analyze and express an interpretation of a literary work.
- 2.B.5b** Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.

This project combines Azuela's *The Underdogs*, Ralph Waldo Emerson's *Self-Reliance*, and James Dean's *Rebel Without a Cause*.

After students have read and viewed the sources, ask the following questions. Responses can be verbal, written, etc.

1. What would Emerson think of Jim Stark? James Dean? Demetrio Macias? Are they rebels with or without a cause? Would he support their ideology?
2. How are Demetrio and Jim Stark similar? Different?
3. What other rebels can you name? How would Emerson feel about them?
4. What are you? Rebel? Conformist? What would Emerson think of you? Would you join Demetrio? Would you have been Stark's friend?



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Here are some quotes from Emerson that illuminate the parallel.

To believe your own thought, to believe that what is true for you in your private heart is true for all men, - that is genius.

Trust thyself: every heart vibrates to that iron string.

Whoso would be a man, must be a nonconformist.

Nothing is at last sacred but the integrity of your own mind.

No law can be sacred to me but that of my nature. Good and bad are but names very readily transferable to that or this; the only right is what is after my own constitution; the only wrong what is against it.

It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.

To be great is to be misunderstood.

Insist on yourself; never imitate.