

# Angelo's Saturdays

## Lesson 5: Creative Presentations

### Essential Questions

How do words and images come together to enhance understanding? How can historical documentary photographs inspire fictional storytelling?

### Desired Understandings

Students will understand that photographs are powerful historical documents that provide evidence and tell a story of the past. They will understand that historical documents can inspire compelling artistic works that help us empathize with people of the past.

### Knowledge

Students will know how to read photographs and interpret the messages they contain. They will know the importance of photographs for documenting history and creating empathy.

### Skills

Students will use their analytical skills to draw conclusions from historical documents and make predictions about the future. They will use their verbal and dramatic skills to present their creative work to the class.

### Illinois Learning Standards

#### English Language Arts

- Goal 1: Read with understanding and fluency.
- Goal 2: Read and understand literature representative of various societies, eras, and ideas.
- Goal 3: Write to communicate for a variety of purposes.
- Goal 4: Listen and speak effectively in a variety of situations.
- Goal 5: Use the language arts to acquire, assess, and communicate information.

#### Social Science

- Goal 15: Understand economic systems, with an emphasis on the United States.
- Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.
- Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.
- Goal 18: Understand social systems, with an emphasis on the United States.

#### Fine Arts

- Goal 26: Through creating and performing, understand how works of art are produced.

### In This Lesson

Students will present their creative works assigned in Lesson 3 and Lesson 4 in order to summarize their decision-making process and heighten understanding of the narrative text. The story element of conclusion is addressed. This lesson was researched and written by Aggie Nowak.



## Activity

Begin the class by having students present their “book” of photo selections and text excerpts from Lesson 4. Students should each give a short verbal presentation justifying the rationale for their picture and text choices. After all students have had a chance to peruse each other’s books, point out some of the most popular image selections and lead a group discussion about why the students strongly gravitated to those particular photos.

If time permits, have student volunteers read aloud their short stories about Angelo’s life set 20 years in the future from the Lesson 3 Home Connection. Students should have incorporated answers to the following questions in their stories: What is Angelo doing now? Has he returned to Italy? Has he made it to Prairie Avenue? Has he remained on the Near West Side? How did he get to the place/situation where he finds himself around 1920?

## Materials & Resources

- **Printouts of the *Angelo's Saturdays* narrative:**

[http://www.chicagohistory.org/greatchicagostories/pdf/story/Angelos\\_Saturdays\\_%20by\\_Katherine\\_San\\_Fratello.pdf](http://www.chicagohistory.org/greatchicagostories/pdf/story/Angelos_Saturdays_%20by_Katherine_San_Fratello.pdf)

## Instructional Notes

Peer editing or a teacher review component could be added to this lesson.

If time is limited, you might want to have half the students present their “books” and half their short stories. Or you may choose to make this a two-day activity.

## Extension Activities

Have students vote on their favorite short story from among the group and act it out as reader's theater. Consult the Classroom Activities section of the *Great Chicago Stories* website for tips on facilitating reader's theater.