

Boston's Public Art as Context: ESOL Reading and Speaking Intensive Curriculum Outline

Chiara Eisner, St. Mark Community Education Program

Please go to this website for the complete curriculum and documentation:

<https://medium.com/@eisnerchiara/september-27-2017-first-class-materials-3cf2ecc2c92e>

This project was funded with a First *Literacy Lab* grant.



Through research, site visits, and oral presentations, ESOL students at St Mark Community Education Program explored the wealth of public art Greater Boston offers and developed increased confidence in using English both inside and outside of class.

Desired outcomes:

Improved speaking skills

1. Improved confidence, eagerness to speak in English
2. Improved speaking fluency in English
3. Improved English vocabulary

Improved reading skills

1. Improved ease with reading in English
2. Improved desire/eagerness to read in English
3. Improved confidence in reading English
4. Improved ability to understand passage

Improved knowledge of Public Art

1. Students know what public art is
2. Students can give examples of public art
3. Students have visited art spaces around Boston
4. Students feel more connected to Boston cultural scene
5. Students feel more agency regarding the space around them

Additional directly quantifiable outcomes of curriculum:

1. 12 oral presentations completed by class (presentations given by pairs, 25 total)
 2. 12 reading comprehension passages completed by class(around topic of public art)
 3. One public art walking tour finished (with class in field trip)
 4. Technology learned (how to download Uber app, use uber)
 5. Bonding between classmates, teamwork in English (oral presentatations done in pairs)
-

Overview:

- Level III class
- 12 classes, 1 fieldtrip = 13 total
- 2.5 hours per class
- Start date: Wednesday, September 27^t

Class I

1. Introduction to goals of class and theme of public art as context
2. Reading comprehension diagnostic: each student reads passage and answers questions, hands papers back to teacher for evaluation of student level
3. Students form pairs, each pair randomly selects a date from 'hat,' this date is the pair's class presentation date -- as a speaking exercise, each student will visit one location of Boston where there is public art and present in front of the class regarding:
 - a. What they thought overall of the art
 - b. Whether they liked it, favorite/least favorite part about it
 - c. Whether they thought it improved or did not improve the neighborhood
 - d. What they would have done differently with the space
4. One-on-one speaking evaluations to get base level speaking for each student, understand speaking weaknesses and personal goals, and understand public art understanding level

Questions:

1. How comfortable do you feel speaking?
2. Is there anything specifically you'd like to improve that you feel weak on when speaking and reading in English?
3. Do you like art, if so what kind of art?
4. Do you do any art yourself?
5. Have you seen any art around Boston?
6. Do you think public art is important?

Class II

1. Reading comprehension passage:
 - a. What is public art?
 - b. Students complete, Chiara goes over answers
2. Speaking/listening
 - a. Overview of student presentations and "street research"
 - b. Chiara presents on one public art piece around Boston as example for students for their presentations
 - c. Students practice responding to questions using the St Marks mural as their public art piece
 - d. Students are told how they are to use field trip funds for their presentations: they can uber to public art piece they are presenting on, back and forth, and be reimbursed with funds
 - e. Introduction to downloading the uber app and how to use, how to save receipt to get reimbursed

- f. Students receive their tools for “street research”: sketchpad, colored pencils, sharpener
 - i. Chiara explains tools are to be carried around with them whenever they go out in the city, and whenever they see public art around them, they are to draw what they say, write their thoughts, or if little time, take a picture with their phone
 - ii. Before the main student presentations in class every day, Chiara will call on students to talk about any public art they stumbled upon
- g. Students pick best day for field trip
3. Public art discussion
 - a. What is public art?
 - b. Presentation by Chiara
 - c. Questions/discussion that the whole class participates in after

Class III

1. Reading comprehension passage:
 - a. Public art in Boston: excerpt adapted from <http://www.publicartboston.com/sites/default/files/100-PublicArtworks-interpretation.pdf>
2. Speaking/listening
 - a. Any “street research”?
 - b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class
3. Public art discussion
 - a. What kinds of public art are there in Boston?
 - b. Public art examples from Boston
 - c. Questions/discussion

Class IV

1. Reading comprehension passage:
 - a. Murals
2. Speaking/listening
 - a. Any “street research”?
 - b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class
3. Public art discussion
 - a. How do murals affect a space, a neighborhood, a city?
 - b. Mural examples from various countries, time periods
 - c. Questions/discussion

Class V

1. Reading comprehension passage:
 - a. Passage on St Marks mural
2. Speaking/listening
 - a. Any “street research”?
 - b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class
3. Public art discussion
 - a. What is the St Mark’s student trying to express?
 - b. What is similar between different ethnic groups? What is different?
 - c. What do the words, “we, too, are America” mean?

Class VI

4. Reading comprehension passage:
 - a. Passage on murals in Boston
5. Speaking/listening
 - a. Any “street research”?
 - b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class
6. Public art discussion
 - a. Where are the murals in Boston?
 - b. What do they represent?
 - c. What different styles are there?

Class VII

7. Reading comprehension passage:
 - a. Memorials as public art
8. Speaking/listening
 - a. Any “street research”?
 - b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class
9. Public art discussion
 - a. What are some famous worldwide memorials?
 - b. What/who do they usually memorialize?
 - c. What are the famous memorials in Haiti, Cape Verde, Dominican Reupblic, Vietnam?

Class VIII

10. Reading comprehension passage:
 - a. Memorials in Boston
11. Speaking/listening
 - a. Any “street research”?

- b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class
12. Public art discussion
- a. Where are the memorials in Boston?
 - b. What are they memorializing?
 - c. Who are they memorializing?
 - d. Are there any people who aren't memorialized that should be?

Class IX

13. Reading comprehension passage:
- a. Public art: sculpture in Boston
14. Speaking/listening
- a. Any "street research"?
 - b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class
15. Public art discussion
- a. What is the difference between a memorial and a sculpture?
 - b. What are some of the famous Boston sculptures?
 - c. What are some of the less famous sculptures?
 - d. What are different styles of sculpture?

Class X

16. Reading comprehension passage:
- a. Graffiti/guerrilla public art
17. Speaking/listening
- a. Any "street research"?
 - b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class
18. Public art discussion
- a. Does it matter who makes the art?
 - b. Does it matter if the city approves it? Is it still art if it is not approved?
 - c. What are some examples of "unofficial" public art?
 - d. How are they different from the "official" public art?

Class XI

19. Reading comprehension passage:
- a. Architecture and landscape architecture as public art
20. Speaking/listening
- a. Any "street research"?
 - b. Student 1 gives presentation in front of class
 - c. Student 2 gives presentation in front of class

21. Public art discussion

- a. When is architecture public art and when is it not?
- b. Can landscape be art?
- c. Which buildings in Boston would qualify as public art?
- d. Which landscapes/parks?

Class XII

22. Reading comprehension passage:

- a. Architecture and landscape architecture as public art
- b. Used as evaluation, compared against 1st reading comprehension

23. Speaking/listening

- a. Any "street research"?
- b. Student 1 gives presentation in front of class
- c. Student 2 gives presentation in front of class

24. Public art discussion

- a. When is architecture public art and when is it not?
- b. Can landscape be art?
- c. Which buildings in Boston would qualify as public art?
- d. Which landscapes/parks?

Field trip: Date TBD by class availability, on a Saturday or Sunday morning

1. Public art tour around Boston

- a. From here: <http://www.publicartboston.com/content/public-art-walk>
- b. All students will be reimbursed back and forth for uber trips there and back

After all classes are done, Chiara will spend 8 hrs consolidating curriculum into easily presentable/sharable form. Will include pictures, student examples, and videos of teaching.