

Why has Darien, Illinois been a Nice Place to Live?

Standards and Content	Synthesize and relate knowledge and personal experience to make art.
Staging the Compelling Question	Create list of factors that might attract someone to move to a particular place.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What makes a city a “nice place to live”?	What do local residents say about Darien?	What aspect of local history do you think people should know?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a list of things you enjoy about where you live.	Write a paragraph that compares and contrasts the memories of Darien from an oral history with the Darien you know today.	Write a paragraph about something you have learned that you feel everyone should know about Darien, Illinois.
Featured Sources	Featured Sources	Featured Sources
Source A: City of Darien website Source B: Darien Chamber of Commerce	Source A: Library Oral Interviews Source B: teacher created notes from interviews	Source A: Slideshow Source B: Darien Historical Society Source C: Indian Prairie Library Source D: Indian Prairie Library photos

Summative Performance Task	ARGUMENT: Why has Darien Illinois been a “nice place to live”? Construct an argument using specific claims and relevant evidence from sources
	EXTENSION: Create a postcard to visually represent something you have learned about Darien's history. Use the information you discovered from the oral history, web sites, or slideshow.
Taking Informed Action	UNDERSTAND View examples of vintage post cards to get ideas to help with design. ASSESS The students will use their research to share a piece of Darien’s history that would attract visitors to the area. ACT Student artwork will be on display at the end of the year for the community to view and learn about local history.

**Featured sources are suggested. It may be that these resources are no longer available, and we apologize in advance for the inconvenience.*

*Why has Darien, Illinois been a “Nice Place to Live”?***Overview****Inquiry Description**

The intention of the inquiry is to develop a sense of community by students researching the history from which they live. One of the standards for Art Education is “Connecting” (Synthesizing and relating knowledge and personal experiences to make art). Students taking Art classes at Eisenhower Jr. High will use a variety of resources to research the Darien area and use their findings to develop a piece of art.

Students will begin by creating a list of what they think makes a place a nice place to live. Students will brainstorm and collaboratively write down what they enjoy about their city. Students will then use transcripts and oral histories to understand what experienced residents have said about living in Darien. Next, A variety of resources will be shared with students from the Darien Historical Society and the Indian Prarie library to help students narrow down what they believe is important for others to know about their city. The lists, oral history research, and narrowing down ideas will take at least four, forty-five-minute class periods.

Structure of the Inquiry

In addressing the compelling question “What has made Darien a ‘Nice Place to Live?’” students work through supporting question(s), formative performance task(s), and featured source(s) to construct an argument supported by evidence while also acknowledging competing perspectives.

Students will use oral histories, websites, youtube videos, archival images, and other resources available through the Indian Prarie Library and the Darien Historical Society. Students will write notes, and lists, and discuss important places, leisure activities, and events that may attract people to come to the area.

Staging the Compelling Question

Students will begin the lesson by working with a partner or team to create a list of what resources might attract people to visit or move into a community. Students will then work with a partner or team to develop a list of what is attractive about the town that they live in. These lists will be shared with the class. Students will compare lists from other classmates.

Supporting Questions

To begin the inquiry, students should make a list of what they like about Darien, Illinois and then consult the City of Darien website and Darien Chamber of Commerce website to expand their lists. Then, students will choose an oral history provided by the Indian Prairie Library. The oral histories showcase residents of Darien and what life was like for them. Many of the speakers describe why they moved to the area, events that they participated in, and other important information. Students will listen or read the transcript and then write a paragraph that describes what is different about Darien and what is familiar to them. For the final supporting question students will narrow down something that they think people should know about the history of Darien, perhaps something they heard from the oral history or something from a website or slideshow that was shared with them. Students will do further research and write a paragraph explaining what they learned.

Summative Performance Tasks

At this point in the inquiry, students have examined factors that make Darien, Illinois a nice place to live. Students should choose something that they have learned about Darien's History that they think is important for people to know about. Students will create a postcard advertising this historical aspect. Before sketching designs of their own, students will look at vintage postcards to see how artists have created interesting designs to attract people to a certain place. The finished artwork will be displayed at the end-of-the-year STEAM Night. The community will be invited to see work from students in STEM and Art classes. I will also invite members of the Darien Historical Society to see the event and be around to answer questions about Darien History.

Featured Sources

Supporting Question 1:

Source A: [City of Darien website](#)

Source B: [Darien Chamber of Commerce](#)

Supporting Question 2:

Source A: [Library Oral Interviews](#)

Source B: teacher created [notes from interviews](#)

Supporting Question 3:

Source A: [Slideshow](#)

Source B: [Darien Historical Society](#)

Source C: [Indian Prairie Library](#)

Source D: [Indian Prairie Library photos](#)