



Boulder County Latino History Project

Lesson Plans

Title: 20th-Century Discrimination and Civil Rights: Individual and Government Responses

Overview Preparation Lesson Procedure Evaluation
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Overview

Lesson Overview	Civil Conflict & Responses - In this unit students use primary sources to explore how local individuals responded to 20th-century Latino experiences with discrimination. WWII Latino Veterans, 1920's Ku Klux Klan, and Civil Rights era events will be explored. The unit assessment is a Socratic Seminar focusing on this question: In Boulder County Civil Rights conflicts, who was more effective in ensuring civil rights for the citizens: individuals or the government?
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Grade Level/ Course	High School, Government
Standards	Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (4.1.b) DOK 1-3 Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (4.1.c) DOK 1-2
Time Required	4-5 days (90-minute blocks)
Topics	Civil rights activity, Government/government programs/laws, Political or community participation, Racism/discrimination/segregation, Soldiers/wars/veterans Outline topics: Racism and the Ku Klux Klan; Challenging racism, increasing inclusion; Political activism by Boulder County residents
Time Periods	1920s-1930s, 1940-1965, 1966-1980
Tags (key words)	Latino Civil Rights, WW II, KKK, Ku Klux Klan, Government, Racism, soldiers

Preparation *(Links to worksheets, primary sources and other materials):*

Materials	Copies of primary source documents
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Resources/Links	
	<ol style="list-style-type: none"> <li data-bbox="493 226 1430 373">1. http://bocolatinohistory.colorado.edu/photograph/a-kkk-meeting-in-boulder-1920s-front-of-photo Photo of Klan meeting outside Boulder showing 150 new members being sworn in as 2,500 others watched, undated but 1922-1925 <li data-bbox="493 422 1446 491">2. https://bocolatinohistory.colorado.edu/newspaper/ban-on-immigration-cartoon-from-klan-newspaper cartoon from the RockyMountain News <li data-bbox="493 539 1446 609">3. https://bocolatinohistory.colorado.edu/newspaper/the-klan-unmasked-cartoon-from-klan-newspaper KKK political cartoon <li data-bbox="444 657 1463 726">4. https://bocolatinohistory.colorado.edu/newspaper/ku-klux-klan-visit-boulder-1922 KKK parade article <li data-bbox="444 774 1455 844">5. https://bocolatinohistory.colorado.edu/newspaper/ku-klux-klan-the-invisible-empire-in-boulder-county-p-1 KKK newspaper article <li data-bbox="444 892 1463 995">6. http://bocolatinohistory.colorado.edu/document/segregation-1936-by-john-martinez Account of John Martinez going to a movie theater in Boulder with his African American friend and being asked to sit in the balcony <li data-bbox="444 1043 1455 1146">7. https://bocolatinohistory.colorado.edu/document/oral-history-alex-gonzales-pt-1 transcript of a veteran who tore down signs <li data-bbox="444 1194 1463 1297">8. http://upload.wikimedia.org/wikipedia/commons/e/e1/WhiteTradeOnlyLancasterOhio.jpg photograph of white trade only sign <li data-bbox="444 1346 1438 1415">9. https://bocolatinohistory.colorado.edu/document/transcript-interview-mary-gonzales-tafoya-p-2 transcript of a veteran who tore down signs <li data-bbox="444 1463 1463 1566">10. http://bocolatinohistory.colorado.edu/document/oral-history-secundino-herrera-pt-2 transcript of a veteran describing the discrimination he experienced <li data-bbox="444 1614 1094 1717">11. http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2015/10/Los-Seis-De-Boulder.pdf Los Seis de Boulder <li data-bbox="444 1766 1240 1801">12. https://www.bouldercountyarts.org/node/5465 Unity Mural



Lesson Procedure *(Step by Step Instructions)*:

Day 1: Role of the KKK

Historical overview: Latinos living in Boulder County during the 1920s and 1930s experienced many forms of racism and discrimination. Most of Colorado's residents came from Northern European backgrounds; they were committed to their Protestant religion and supported the ideal of rugged individualism. Many of them accepted, without question, the stereotype of Mexicans as dirty, lazy, and backward, and people likely to be law-breakers. This section begins by talking about the background levels of racism in Longmont, Lafayette, and Boulder around 1920. It turns then to the Ku Klux Klan, an organization that preached a doctrine of white male supremacy for Protestant citizens only. Emerging in the early 1920s, the KKK gained tremendous influence in Boulder County. In all three of the towns, many—perhaps most—white men were members. A leading Klan newspaper was published in Boulder, and the KKK gained control over the government of Longmont, as it did at the state level. While not as physically violent here as in the southeastern US or New Mexico/Arizona, members of the Klan used various forms of intimidation, including putting burning crosses in front of Catholic churches and in the yards of Latino families. A photo showing a large Klan meeting at night is powerful, as are cartoons from the Klan newspaper. Although the KKK lost political control after 1926, racist attitudes and policies continued through the 1930s. Some Longmont businesses and eating/drinking places had signs saying "White Trade Only" or made Latinos use the back entrance; the movie theater had segregated seating. In Lafayette, a swimming pool was built for local children in 1934, but it was limited to whites. When Latinos protested, the pool was closed and eventually filled in with dirt rather than being integrated (Marjorie McIntosh).

Lesson Overview:

1. Warm-up: Where did the KKK exist in the United States? What do you know about the KKK? What is the history of civil rights in Longmont and Boulder? Tell me what you know (discuss). (20 minutes)
2. Brief power point/ history of the KKK in Longmont/Boulder 1922-1955 (have students write down notes and ask questions). (20 minutes)
3. Students, working in groups of three, will travel around to stations of primary source documents. They will analyze these primary source documents. (30 minutes) (documents 1-4) (Sample chart to take down notes)
4. After students have analyzed the materials, bring them back together and have them quietly answer the following questions on the back of their chart. If there is time, have them share their responses.

Reflective discussion questions:

- a. What surprised you when analyzing these primary sources? Explain.
- b. What role did the KKK play in Boulder County?
- c. So what? Why is it important to know about the role of the KKK? (connections to today)
- d. What do you want to know more about?

Day 2: WWII Veterans (1950s-60s)

In Longmont, veterans led attacks on overt discrimination; they tore down "White Trade Only" signs in restaurants, bars, and pool halls and obtained surprising assistance from the police in forcing such businesses to serve them. Boulder's cultural horizons were expanded by the arrival of Latino



G.I.s and the introduction of Spanish language classes and a more international approach in the elementary schools (Marjorie McIntosh).

1. Warm-up:
 - a. What did you learn yesterday about the role of the KKK in Boulder County?
 - b. Respond to the following quote, "I know I'm a Mexican, but I know that I was born and raised here and I consider myself strictly an American. And anybody asks me, what's my nationality, I say, well I'm a Mexican but I'm still an American. And I'll fight for America."
— Pete Arias, THE WAR

Discuss their responses.

2. Brief lecture on the history of veterans in Longmont (Powerpoint).
3. Analyze primary source documents (documents #5-9 from above). Put students into four/five groups. Each group will analyze the primary source document and prepare a short presentation. What is the document? What does it tell you about the role of veterans in Boulder County?
4. Each group will present their primary source document to the class. As they present, students will jot down notes about what they learned.
5. Exit ticket: Based on your work today, do you agree or disagree with the following statement: I believe that at the end of the war Latinos had proven their worth and I think that most other Americans, non-Latino Americans accepted them. It was a huge thrust forward in the relationship of the Latino to others and they had proven the right to be treated like any American.
— Bill Lansford, THE WAR

Day 3: Los Seis de Boulder

Historical Overview: In 1967 the University, influenced by the Office of Economic Opportunity's approach, introduced the Minority Action Program. This initiative recruited intelligent young Latinos who did not meet the normal admissions criteria but showed promise. Hundreds of students, many from rural backgrounds, came to the campus, where—influenced by the wider civil rights movements of the period—they formed organizations such as UMAS (United Mexican-American Students). UMAS demanded changes from the university and used forceful tactics, including taking over several campus buildings. The students were also engaged with national issues and organized protests, marches, and boycotts of local stores in response to them. In late May, 1974, six young people—most of them currently or formerly active in UMAS—were killed in two car bombings. It is still not clear how the bombings occurred, but "Los Seis de Boulder" became martyrs for the radical Chicano cause. Although the university was initially unresponsive to the students' demands, over time it agreed to increase the number of Latino faculty members and courses in Chicano studies and award more scholarship money to students of color (Marjorie McIntosh).

Warm-up: Word splash connection

https://docs.google.com/document/d/1_dbpnwECAvODDUJSzJQIRsIAVhTIwPCCvycvojT-QEQ/edit

Power point introduction to the history of Los Seis de Boulder (document #10)

What do these three stories tell us about civil rights in Boulder county? Explain.



Day 3: Individual and government responses

Warm-up: What do you **observe** in this mural? How does it relate to our look at civil rights? (source #7)

Students will now become investigators- Using a chart similar to the one below, have students work in groups of 2-3 to investigate the response to the three historical entities of civil rights. How did individuals and government entities (police, local government, etc.) respond to the three incidents we looked at this week? Students will search websites to find more information about the responses to these three events.

	Individual responses/ Activism	Government response (police, local government, school board etc)	Your thoughts
KKK			
Veterans			
Los Seis de Boulder			

Sources to use:

KKK:

<http://longmontcolorado.gov/departments/departments-e-m/museum/collections/history-of-longmont>
<http://cozine.com/2003-april/something-that-no-one-wants-to-talk-about/>

WWII Veterans and discrimination:

<http://www.nbcnews.com/news/veterans/24-cant-settle-score-latino-vets-see-racism-despite-medals-n55196>

<http://apunitedstateshistory.org/Day%20118%20Latinos%20world%20war%20II.pdf>

http://www.washingtonpost.com/politics/obama-to-ward-medal-of-honor-to-19-soldiers-who-were-overlooked-because-of-their-ethnicity/2014/02/21/209594e8-9b10-11e3-975d-107dfef7b668_story.html



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Los Seis de Boulder:

<http://www.boulderweekly.com/article-12905-los-seis-de-boulder.html>

http://www.dailycamera.com/ci_13121120

<https://siglodelucha.wordpress.com/category/los-seis-de-boulder/>

Interesting articles of note:

http://www.timescall.com/longmont-local-news/ci_27335962/longmont-woman-recounts-days-civil-rights-activist

Additional Ideas: Invite in guest speakers: Esther Blazon, Marjorie McIntosh (historian, Boulder County Latino History Project), mural artist- Kensington Park Mario Miguel Echevarria, Unity Project Mural

<https://www.bouldercountyarts.org/node/5465>

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

So what?

1. Students will prepare for a Socratic seminar about the past three days, specifically looking at the conflict and the response. Using evidence from their primary source documents, they will answer the question: **In Boulder County Civil Rights conflicts who was more effective in ensuring civil rights for the citizens: the individuals or the government?**
2. One paragraph written response which will serve as an entry ticket to the Socratic seminar.
3. Socratic seminar simulation.
4. Exit ticket
5. Students will turn in their paragraph response, notes during the seminar, and their exit ticket.
6. Rubric and assessment overview

https://docs.google.com/document/d/1XxO2jISLkwywvzLQsX6ghDyfZAnCJn_bFK1iY_-cus/edit



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