



Boulder County Latino History Project

Lesson Plans

Title: Not a Single Story: Understanding Diverse Experiences of Latinos in the History of Boulder County

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Overview

Lesson Overview	Students read news articles about Latinos from local Boulder County news outlets, discuss, and write an essay in order to gain an understanding of the significant roles Latinos played in the history of Boulder County and the discrimination they experienced.
Author(s)	Carolyn Puska
Grade Level/ Course	High School, 10-12th grade, Language Arts elective: Literature for a Diverse Society, U.S. History
Standards	<p>CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
Time Required	Multi-day, four 70-minute class periods
Topics	Civil rights activity, Culture/identity issues, Migrant workers, Racism/discrimination, University of Colorado/college students Outline topic: Reaching out to migrant workers; Empowerment through new opportunities for work; Chicano students at CU-Boulder and Los Seis
Time Periods	1966-1980, 2000-2013
Tags (key words)	race, culture, racism, cultural perspectives, migrant workers, Emma Gomez Martinez, parks, Los Seis de Boulder, diversity, Boulder County, U.S. History. Latinas, Latinos, Chicanos, Chicanas, organizations

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

Materials	<ul style="list-style-type: none"> printed copies of texts for students to annotate, highlight, cut apart
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	<ul style="list-style-type: none"> ● computers to type up poems ● classroom projector ● blank paper and markers
Resources/Links	<p>1. Recognizing the life of migrant workers: http://bocolatinohistory.colorado.edu/document/fight-for-your-rights-el-aguila-interview-with-secundino-herrera-p-1</p> <p>http://bocolatinohistory.colorado.edu/newspaper/a-different-kind-of-poor-1971</p> <p>2. Renaming a park in Boulder to celebrate the city's diversity: http://bocolatinohistory.colorado.edu/newspaper/dedication-of-emma-gomez-martinez-park Emma Gomez Martinez's letter to her children: http://bocolatinohistory.colorado.edu/document/emma-gomez-martinez-letter-to-her-children-p-1</p> <p>3. Los Seis de Boulder (copy and shorten article) http://www.boulderweekly.com/article-12905-los-seis-de-boulder.html</p> <p>4. The Boulder Weekly's article about leaving Latin@s out of Boulder County history (article could be divided in half: Part 1. the fact that Latinos were discriminated against and largely left out of history lessons, despite significant contributions to Boulder County, which has detrimental effects on Latin@s in the community; Part 2. The BCLHP work and historical info about many specific, influential Latin@s in the community) http://www.boulderweekly.com/article-11526-eracism-latino-history-in-boulder-county.html</p>

Lesson Procedure *(Step by Step Instructions):*

I will divide the following lessons into four 70-minute class periods, plus two days for the final assessment; but they could be divided up differently for schools with different class schedules.

Day 1:

1. Introduce the idea with Chimamanda Adiche's "The Danger of a Single Story" Ted talk. It's about how a single perspective represents a less diverse account of history and more perspectives are better. Before showing the 20-min video, have students find Nigeria on a map and share any background knowledge they have about the climate, people, economy, language. Also, you may want to pause the video periodically to discuss or clarify certain ideas. To help ELL's and other students, you may want to print out transcripts of this talk for students (transcripts are available online in English and many other languages.)



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http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en and ask students to write down key words/phrases while they listen. (Some examples could include single story, tribal, pity, identity, waiting to be saved, negatives, difference, darkness, different versions, stereotypes). Use those words/phrases to discuss and identify theme(s) of the talk.

2. Give students a choice of 4 primary source documents (teacher discretion: offer texts from 4 different cultures or the 4 links from Latino History Project) to read and annotate individually. (annotation expectations: first read text, circle and define 5+ unknown words; then read text again, underline 5 words or phrases that catch your attention, and write a connection/inference/question about each underlined section)

Day 2:

3. Have students who read the same text form groups and share their annotation, then work together to identify the main idea or theme.

4. Show them a sample “found poem” and the text it was based on (teacher can make this), and ask them to make a “found poem” based on the text they read. Options: start by highlighting words/phrases or making a list of words/phrases they can cut apart and rearrange.

Day 3:

Students continue to draft their “found poems,” teacher/peers provide support. This could be done in writing workshop style.

5. Ask students to type up their “found poems” and add 2+ related images.

Day 3 or 4:

6. Share poems orally and discuss similar and different experiences, themes.

Day 4:

7. Project the Race Card padlet from BCLHP: <http://padlet.com/wall/6a3bh8vqlxfrm> and ask students to write down (with marker on 8 x11 paper) one or two statements that catch their attention. Put papers in center of circle, and sit/stand around them.

8. Use the statements to have a Socratic Seminar on race and racism.

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

Formative: students’ discussions on race and racism, students’ discussions of and poems about the texts.

Summative:



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Assessment

Choose one of the following questions and write a well-organized essay response. Include many specific details from the texts we've read or viewed to support your ideas.

1. Which text(s) was/were most meaningful to you and why? Make connections between the text(s) and your experiences or between the text(s) and life in general.
2. Explain how one or more of the texts you read/viewed demonstrates the theme of Chimamanda Adiche's "The Danger of a Single Story."
3. How have people tried to achieve greater equality in the past? Were they successful? Use specific examples from the texts we've read/viewed. What can we do to increase equality in our society today?
4. After reading the news articles about Latinos in Boulder County, what do you understand **now** that you weren't aware of before? Use specific details from texts.
5. Often people consider "Latinos" a homogeneous group that has a single, shared experience. But as you know from having a family, different members of a family have different experiences. From the readings and the videos, what kind of diversity is there within the Latino experience? That is, use details from the texts to describe the different experiences Latinos have had in Boulder County.
6. Write your own question and answer it, using details from the texts we've read.

Plan your ideas before writing.



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5-Paragraph Essay Expectations

	Advanced 4	Proficient 3	In Progress 2
Organization	<ul style="list-style-type: none"> -Intro paragraph includes a thesis statement and any necessary background info for readers to understand the essay -Body paragraphs start with topic sentences related to the thesis statement -Transition words are used deliberately to bridge ideas -Conclusion restates main idea of essay in a compelling way 	<ul style="list-style-type: none"> -Intro paragraph includes a thesis statement and brief background info -Body paragraphs have topic sentences -Transition words are used -Conclusion restates main idea of essay 	
Information	<ul style="list-style-type: none"> -Multiple relevant details from the text(s) are included -Every detail from the text(s) is explained in a way that supports the main idea -Titles and authors of texts always included 	<ul style="list-style-type: none"> -At least 3 relevant details from the text(s) are included -Most details from the text(s) are explained in a way that supports the main idea -Titles and authors of texts always included 	
Grammar and Mechanics	<ul style="list-style-type: none"> -No distracting errors in spelling, punctuation, capitalization, grammar 	<ul style="list-style-type: none"> -Only minor errors that don't affect meaning 	





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