



Boulder County Latino History Project

Lesson Plans

Title: Los primeros latinos en el condado de Boulder y la migración de tu familia [The first Latinos in Boulder County and the migration of your family] (a Spanish language lesson)

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Overview

Lesson Overview	Students learn about the early (1900-1940) migration patterns of Latinos to Boulder county; then they compare and contrast those patterns to their own family's migration to the area
Author(s) & School	Stephen Goettsch Summit Middle School, Boulder
Grade Level/ Course	Middle School Spanish II
Standards (BVSD/CDE World Language; Novice High (Level 2))	Connections: relate information acquired from authentic resources to individual perspectives and experiences; use obtained knowledge to expand awareness about relevant topics. Comparison: describe the nature of culture through comparisons of the target culture(s) and the student's own culture and how the two cultures interact. Communication: present (written or oral) on a variety of familiar topics using both high-frequency vocabulary, new vocabulary, and learned grammatical structures (Presentational mode). Targeted grammatical structure: use of preterite and imperfect to narrate in past time frame.
Time Required	One class to present the information, plus additional time (either in class or as homework) for students to complete their family history and compare/contrast
Topics	Farm work/agriculture/mining, Immigration; Mexico/Mexicans, Mining, New Mexico/New Mexicans, transportation/cars Outline topics: Early Hispanic immigration to Boulder County, 1900-1940, Agricultural work, especially with sugar beets; Coal mining
Time Period	1900s-1910s; 1920s-1930s
Tags (key words)	Immigration from Mexico, immigration from New Mexico and Southern



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Colorado, agricultural work, coal mining, migrant workers, sugar beets
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Preparation *(Links to worksheets, primary sources and other materials):*

Materials	Slides presentation Rubric for writing assessment
Resources/Links	***Photos, maps and links to the BCLH primary source sets are embedded in the presentation; below are links to those sets. Immigration from Mexico Primary Source Set Immigrants from New Mexico and Southern Colorado Agricultural Work Primary Source Set Coal Mining Primary Source Set

Lesson Procedure *(Step by Step Instructions):*

1. The Slides [presentation](#) builds in an introduction, making initial observations about the historical photo of the covered wagon (*caravana*) that latinos would have used around 1910 to migrate north to Boulder County, followed by a set of prediction questions (the answers to these questions are what students are expected to learn from the presentation; thus the prediction activity is an informal pre-test):
 - a. ¿En qué década (periodo de 10 años) vino el primer grupo de latinos al condado de Boulder?
 - b. ¿De dónde vinieron?
 - c. ¿Por qué querrían salir de su tierra?
 - d. ¿Qué había en el condado de Boulder para atraerlos?
2. Once students have had time to make their predictions, have them compare their ideas quickly with another classmate or two. Before beginning the presentation, remind them that their task is to confirm the answers to these questions during the presentation (it will probably be necessary to do this several times during the presentation) You might opt to reward the students with the greatest number of accurate/correct predictions.
3. Progress through the Slides presentation (teacher will need enough background knowledge which can be gained from the BCLHP website and Marjorie McIntosh's book (*Latinos of*



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Boulder County, Colorado, 1900-1980, Vol. I, Ch. 2) to explain and elaborate on the content of the presentation), clicking links to external primary sources/video and elaborating on photos/maps as appropriate. The notes space of slides 8 and 9 has links to the primary source sets, which allows for the opportunity to pause and leave the presentation to view additional photos, if time and student-interest permit.

4. At slide 10, be sure to take time to review the correct answers to the initial questions, based upon the information provided in the presentation. Put students into pairs or groups of 3 to compare answers, before discussing answers as a whole class. Students will be responsible for incorporating this information into their writing.

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

1. Slide 11 details the product that will be assessed. As a homework assignment the students will need to talk with their families about their own history of migration and how and why they ended up in Boulder County. As detailed in the slide, students will need to be able to answer similar questions about their own family:
 - a. ¿En qué año o década vino tu familia al condado de Boulder?
 - b. ¿Cuántos años y generaciones tiene tu familia--el lado de tu mamá y el lado de tu papá--en Colorado y en los Estados Unidos?
 - c. ¿De dónde vinieron las familias de tu mamá y tu papá?
 - d. ¿Por qué decidieron vivir en el condado de Boulder?
2. The following day, in class (or as a homework assignment if you prefer), the students will write a paragraph or two or three (depending on desired structure), in Spanish and using the preterite and imperfect, to compare and contrast their family's migration history with what they have learned about the first wave of Latinos to migrate to Boulder County. Be sure to review the expectations from slide 11 as well as the [rubric](#), prior to having students get to work.

