



Boulder County Latino History Project

Lesson Plans

Title: A Tale of Three Boulder County Cities (Towns): Boulder, Lafayette, Longmont

[Overview](#) |
 [Preparation](#) |
 [Lesson Procedure](#) |
 [Evaluation](#)

Overview

Lesson Overview	Comparing and contrasting Latino experiences in three communities in Boulder County (Boulder, Lafayette, Longmont). Within small groups students will create a zine about Latino history in Boulder County. Groups will analyze primary as well as secondary sources to better understand that history.
Author(s)	Patty Sandoval, Lisa Norton, Julie Lyddan
Grade Level/ Course	Middle School, U.S.History
Standards	Geography: How have people and the environment interacted to produce changes over time? Civics: How has the United States balanced individual rights and law?
Time Required	Four or five 45-minute class periods
Topics	Environment; Geography; Government/government programs/laws, Political or community participation Outline topic: Describing people and communities in Boulder County; Epilogue, Some facts about Boulder County's Latinos
Time Periods	1900s-1910s, 1920s-1930s, 1940-1965
Tags (keywords)	Boulder Latinos, Longmont Latinos, Lafayette Latinos, U.S.History, 19th Century, 20th Century, Environment; Geography; Government/government programs/laws, Political or community participation

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

Materials	Narratives and other resources collected by BCLHP, iPad, or other technology to create digital zine or materials to create a paper zine
Resources/Links	How to create paper zine: http://www.rookiemag.com/2012/05/how-to-make-a-zine/

BCLHP resources:

link directly to resources in regard to Boulder:

http://bocolatinohistory.colorado.edu/category-search?f%5B0%5D=field_location%3A22 and here are some links directly to resources that will be helpful to students when looking at Latinos experience at the University:

<http://bocolatinohistory.colorado.edu/document/all-you-have-to-do-is-try-el-aguila-interview-with-bob-rangel-p-2>

<http://bocolatinohistory.colorado.edu/document/autobiographical-information-cleo-estrada-p-2>

<http://bocolatinohistory.colorado.edu/document/autobiographical-information-cleo-estrada-p-5>

<http://bocolatinohistory.colorado.edu/document/autobiographical-information-cleo-estrada-p-8>

<http://bocolatinohistory.colorado.edu/video/casas-ibarra-ana-karina-clip-3-video-2013>

<http://bocolatinohistory.colorado.edu/newspaper/mexican-american-youth-conference-scheduled-1969-part-4>

<http://bocolatinohistory.colorado.edu/video/oral-history-interview-albert-ramirez-2013-video-and-transcript>

<http://bocolatinohistory.colorado.edu/audio/oral-history-interview-candace-arroyo-arrollo-1977-audio-and-transcript>

<http://bocolatinohistory.colorado.edu/video/oral-history-interview-deisy-de-luna-2013-video-and-transcript>

<http://bocolatinohistory.colorado.edu/video/oral-history-interview-emmanuel-melgoza-2013-video-and-transcript>

<http://bocolatinohistory.colorado.edu/newspaper/boulder-county-prejudice-peaked-in-1930s>

<http://bocolatinohistory.colorado.edu/document/draft-transcript-interview-tony-gomez-p-1>

<http://bocolatinohistory.colorado.edu/photograph/fabricio-and-letia-martinez-and-their-nine-children-all-of-whom-went-to-college>

<http://bocolatinohistory.colorado.edu/photograph/gilbert-espinoza-wrestler-at-university-of-colorado>

<http://bocolatinohistory.colorado.edu/newspaper/josephine-roche-speaks-tonight-1932-0>

link directly to resources in regard to Lafayette:

<http://bocolatinohistory.colorado.edu/category->



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

[search?f%5B0%5D=field_location%3A22](#) and here are some links directly to resources that will be helpful to students when looking at Latinos experience with the mines:

<http://bocolatinohistory.colorado.edu/photograph/black-diamond-mine-interior>

<http://bocolatinohistory.colorado.edu/newspaper/8000-colorado-miners-on-strike>

<http://bocolatinohistory.colorado.edu/newspaper/all-mines-in-northern-colorado-closed-settlement-expected>

<http://bocolatinohistory.colorado.edu/document/archuleta-family-part-1>

<http://bocolatinohistory.colorado.edu/document/biographies-pedro-roy-and-ruby-maestas-and-abe-maestas-p-1>

<http://bocolatinohistory.colorado.edu/document/biographies-pedro-roy-maestas-ruby-maestas-and-abe-maestas-p-6>

<http://bocolatinohistory.colorado.edu/document/casias-angelina-and-raymond-part-1>

<http://bocolatinohistory.colorado.edu/newspaper/coal-miners-wages-cut-1932>

<http://bocolatinohistory.colorado.edu/newspaper/farm-work-and-coal-mining-make-most-jobs-1931>

<http://bocolatinohistory.colorado.edu/document/manzanares-david-j-and-marguerite>

<http://bocolatinohistory.colorado.edu/photograph/men-in-interior-of-eagle-mine>

<http://bocolatinohistory.colorado.edu/document/najera-josephine-and-everisto>

<http://bocolatinohistory.colorado.edu/video/oral-history-interview-eleanor-montour-2013-video-and-transcript>

<http://bocolatinohistory.colorado.edu/audio/oral-history-interview-rick-martinez-and-other-ex-miners-1975-audio-and-summary>

<http://bocolatinohistory.colorado.edu/audio/oral-history-interview-patrick-arroyo-1989-audio-and-summary>

<http://bocolatinohistory.colorado.edu/document/ortega-john-family-part-1>

<http://bocolatinohistory.colorado.edu/photograph/simpson-mine>

<http://bocolatinohistory.colorado.edu/photograph/simpson-mine-1>

<http://bocolatinohistory.colorado.edu/document/ten-day-war-in-colorado-part-2>

<http://bocolatinohistory.colorado.edu/document/ten-day-war-in-colorado-part-1>

<http://bocolatinohistory.colorado.edu/photograph/tipple-at-shamrock-mine>

Links to resources about Longmont's agricultural history:

<http://bocolatinohistory.colorado.edu/document/an-employment-option-for-migrants-the-turkey-plant-el-aguila-interview-with-plant>

<http://bocolatinohistory.colorado.edu/document/an-employment-option-for->



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

[migrants-the-turkey-plant-el-aguila-interview-with-plant-0](#)

<http://bocolatinohistory.colorado.edu/document/an-employment-option-for-migrants-the-turkey-plant-el-aguila-interview-with-plant-2>

<http://bocolatinohistory.colorado.edu/document/an-employment-option-for-migrants-the-turkey-plant-el-aguila-interview-with-plant-3>

<http://bocolatinohistory.colorado.edu/document/an-employment-option-for-migrants-the-turkey-plant-el-aguila-interview-with-plant-1>

<http://bocolatinohistory.colorado.edu/video/longmont-film-of-places-of-historical-importance-to-latinos-made-in-2013>

<http://bocolatinohistory.colorado.edu/photograph/beet-dump-at-great-western-sugar-factory-longmont-1900-1920>

<http://bocolatinohistory.colorado.edu/newspaper/beet-growers-warned-not-to-use-children-under-14-1935>

<http://bocolatinohistory.colorado.edu/newspaper/beet-laborers-deny-affiliation-with-iww>

<http://bocolatinohistory.colorado.edu/photograph/beets-at-beet-factory-longmont-1904-1926>

<http://bocolatinohistory.colorado.edu/photograph/beets-being-irrigated-longmont-1900-1920>

link directly to more resources in regard to Longmont:

http://bocolatinohistory.colorado.edu/category-search?f%5B0%5D=field_location%3A24 and here are some links directly to resources that will be helpful to students:

Lesson Procedure:

1. Students need to be placed in groups of 2-4 and there needs to be an equal number of groups assigned to each of the 3 communities (Boulder, Lafayette, Longmont).
2. Once students are divided into groups and have been assigned the community that they will research, they will begin to explore the resources available on the BCLHP website. Students need to stay focused on the events/resources directly corresponding to their assigned community.
3. The first day will be spent exploring the resources and becoming familiar with the experience of Latinos within their assigned community. Students will need assistance sorting the resources. **Keywords for searching might include: agriculture, farming, labor, mining, education, business, etc.** Students may also limit searches by focusing on particular time periods. Teachers may also ask students to use specific types of resources: maps,



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

newspaper articles, photographs, interviews, etc.

4. The second day students will begin to determine what the pieces (articles) of the Zine will be. Some ideas are a student written poem, a link to a video narrative, an interactive map, a description of a narrative, or a copy of a primary source newspaper article. The possibilities are almost endless.
5. The final portion of this lesson will be to create a museum walk where each group will display their work along with any other teams that have also researched the same community. As students explore their classmates work they will jot down similarities and differences that they notice about each of the three collective experiences within the communities. They will then analyze the comparison chart to write a reflection (see evaluation/assessment).

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

In addition to their Zine, students will complete a comparison chart demonstrating their understanding of the differences and similarities within these communities. They will also write a short constructed response reflecting upon the idea of individual versus collective experiences in the study of history.



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).