

# Boulder County Latino History Project

## Lesson Plans

### Title: Latino History Matters: Making a Podcast

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### Overview

<b>Lesson Overview</b>	<p>This unit has two overarching goals: first, for students to learn to use primary sources to make an argument about a particular historical event; second, for students to learn more about the history of their community. Students will work in teams of two to three to create a podcast that serves to inform their classmates about a specific aspect of Latino experience in Boulder County during a particular time period. Beyond providing information, the students will focus on using one specific rhetorical appeal (ethos, logos, pathos) in their podcast in a way that will be recognizable to their audience.</p> <ul style="list-style-type: none"> <li>This lesson can be tweaked for different grade levels and contexts. For instance, the teacher may choose to limit the topic choices in order to make connections to a specific novel/unit of study. Upper-level teachers might choose to incorporate additional rhetorical devices into the project. In other cases, teachers may choose to focus on storytelling instead of argument.</li> </ul>
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<b>Grade Level/ Course</b>	High School, Language Arts
<b>Standards</b>	<p>CCSS.ELA-LITERACY.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>SWBT use rhetorical devices with intention</li> <li>SWBT interpret and examine the experiences of diverse members of a community</li> </ul>



	<ul style="list-style-type: none"> <li>● SWBT think critically about using information for a specific purpose</li> <li>● SWBT use technology for authentic purposes</li> </ul>
<b>Time Required</b>	1-2 weeks
<b>Topics</b>	Education/schools, Farm work/agriculture/ranching, Friends/couples/social life, Houses/living places; Immigration, Mining, Neighborhoods; Racism/discrimination, Soldiers/wars/veterans; Sports/outdoor activities Outline topics: Early Hispanic immigration to Boulder County; The contributions of Hispanic workers; Labor unions and strikes; Military service in World War II, Korea, and Vietnam; Housing and neighborhoods; Food, health, and medicine; The education of Latino children
<b>Time Periods</b>	1900s-1910s; 1920s-1930s; 1940-1954, 1966-1980
<b>Tags (key words)</b>	ethos, logos, pathos, rhetorical appeals, farmworkers, coal mining, Language Arts, podcast, Education/schools, Farm work/agriculture/ranching, Friends/couples/social life, Immigration, Mining, Racism/discrimination, Sports/outdoor activities

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

<b>Materials</b>	<ul style="list-style-type: none"> <li>● <b>Primary Sources Sets from the Boulder County Latino History Project on topics including:</b> <ul style="list-style-type: none"> <li>○ <a href="#">Education of Latino Children 1900-1980, (Text)</a></li> <li>○ <a href="#">Food, Health and Medicine 1900-1980, (Text)</a></li> <li>○ <a href="#">Housing and Neighborhoods 1900-1980, (Text)</a></li> <li>○ <a href="#">Labor Unions and Strikes 1910-1935, (Text)</a></li> <li>○ <a href="#">Celebrating Key Events in Life 1900-1980, (Text)</a></li> <li>○ <a href="#">Latino Coal Miners 1900-1940, (Text)</a></li> <li>○ <a href="#">Latino Farm Workers 1900-1940, (Text)</a></li> <li>○ <a href="#">Latino Families 1900-1980, (Text)</a></li> <li>○ <a href="#">Latino Soldiers: WWII, Korea, and Vietnam, (Text)</a></li> <li>○ <a href="#">Immigration from Mexico 1900-1940, (Text)</a></li> <li>○ <a href="#">Immigrants from New Mexico and Southern Colorado 1900-1940, (Text)</a></li> <li>○ <a href="#">Religion 1900-1980, (Text)</a></li> <li>○ <a href="#">The Work of Women and Children 1900-1940, (Text)</a></li> <li>○ <a href="#">Social Life, Entertainment and Sports 1900-1980, (Text)</a></li> <li>○ <a href="#">Racism and the Ku Klux Klan 1910-1935, (Text)</a></li> </ul> </li> <li>● <b>Production software such as GarageBand or iMovie*</b></li> <li>● <b>Hardware access (computer lab, iPads, etc)*</b></li> <li>● <b>Place to post (Google, Blogger, etc)</b></li> </ul> <p>* If there is no access to software/hardware, students could write their podcasts and deliver them live, in the manner of a radio show or television</p>
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	newscast
<b>Resources/Links</b>	<ul style="list-style-type: none"> <li>● <b>Sample podcasts</b> (choose based on the needs of your classroom; many available for free, including from <a href="#">NPR StoryCorps</a>, <a href="#">The Memory Palace</a>, and <a href="#">History Extra</a>.)</li> <li>● Useful links for learning about podcasting: <a href="#">Penn State Media Commons</a>, <a href="#">EdTechTeacher</a>, <a href="#">ReadWriteThink</a></li> <li>● <b>Overview of Boulder County Latino history</b> <a href="#">Video Lecture</a> and <a href="#">Slide show</a></li> <li>● <a href="#">Assignment</a> - basic overview</li> <li>● <b>Rubric</b> (<a href="#">here is one possibility</a>)</li> </ul>

### Lesson Procedure *(Step by Step Instructions):*

<p>1. Begin the unit with a connection to students' prior experience. Ask them what they know about podcasts, rhetorical appeals, and local history in Boulder County, especially as it relates to the Latino community. Put up big sheets of paper with each aforementioned topic on the title. Hand out stickies to students and ask them to write what they know about each topic on the stickies; they should then place the stickies on the appropriate sheet of paper. Run a general discussion based on student responses to get an idea of what students know already about each of the three topics. Explain the general idea of the unit and that in order to create the final product, students will need to learn about rhetorical appeals, podcasts, and Boulder County Latino history (which serves as the "text" of the unit).</p> <p>2. Give students notes on the three appeals: ethos, logos, and pathos. If these concepts are new to students, spend time looking at examples in advertisements, commercials, and other texts. Also use this <a href="#">site</a> as a resource if needed.</p> <p>3. Continue with an inductive investigation of the podcasting genre. While students view sample podcasts (see links above), ask students to note: a) what elements are included in each podcast; b) where the podcast relies on ethos, logos, or pathos; and c) what makes this podcast interesting, entertaining and/or informative? Look for patterns among students' observations and come up with a list of criteria for effective podcasts. This activity can be extended as needed or simplified as needed per teacher plans.</p> <p>4. In order to introduce Boulder County's Latino history, create stations for each available topic so that students explore the topic choices; alternatively, have the students work in groups to create the stations. Each station should include a something to look at, something to read, and something to listen to. Students can move between the stations and use this <a href="#">notecatcher</a> to collect information about each topic.</p> <p>5. Once students understand the basic ideas of each topic, they can choose topics and form groups (or be assigned) and begin the design and planning phase of the podcast. It is important that at this point, they spend time on design before moving into the technology phase. Each group should outline the following:</p> <ul style="list-style-type: none"> <li>- what is the story to tell?</li> <li>- to whom will you tell it?</li> </ul>
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- why is this story worth telling?
- what is the central conflict of the story?
- what hook will you use?
- what specific appeal will you emphasize?

6. Engage students in a workshop or feedback session. They can present to the full class and receive verbal or written feedback, or they can share their ideas with smaller groups, using the following protocol:

- group presents their plan for 5 minutes
- audience asks clarifying questions for 2 minutes
- audience discusses the plan for 5 minutes, considering areas for improvement or changes that could be made; the presenting group only listens and takes notes during this time.
- groups review their plan, deciding whether and how to incorporate the feedback.

7. Provide an overview of how to use the technology to create the podcast and how to post it when it is finished, then let students get to work.

8. Once all podcasts are complete and posted, it is time for presentations. The role of the viewers is to identify the rhetorical device the groups focused on using. At the end of the podcast, viewers will vote on which appeal was most dominant in order to determine if the podcasters successfully emphasized the appeal they were working with. This activity could be included as part of the project assessment (however, work with the students to help them avoid over-using an appeal to the point of parody).

9. To end the unit, students can complete a reflection. [Here](#) are some ideas for reflection questions.

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

### Required Elements

- 2-5 minutes long
- title
- introduction
- 4-5 well-chosen narrative elements
- relevant sound effects
- conclusion
- focus on a specific rhetorical appeal

### Evaluation

- all required elements are present
- narrative is cohesive and focused
- purpose and focus are tailored to target audience
- appeal is readily identifiable although not too exaggerated



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