



Boulder County Latino History Project Lesson Plans

Title: The Dark Side of the Populist and Progressive Movement and the KKK in Colorado

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Overview

Lesson Overview	This lesson focuses on the emergence of the Ku Klux Klan in Colorado during the 1920's using two primary documents. Particularly, this lesson will address the darker side of Populism and Progressivism, so students will be able to identify whom these movements left behind. This will be a mini-lesson within a larger unit on Populism and Progressivism in US History.
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Grade Level/ Course	High School, 9-12 US History, Colorado History
Standards	(BVSD Evidence Outcomes) 2.E Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include, but not limited to, the rise and fall of Jim Crow, the role of patriotism, and the role of religion. (DOK 1-3) "I Can..." Identify who the Progressive movement left behind by identifying marginalized groups and explaining reasons why the dominant culture chose to alienate these minority groups. "I Can..." Correctly use the vocabulary from the ingredients list on the homework assignment.
Time Required	Two 55-minute class sessions with a one-hour creative writing homework assignment.
Topic	Racism/discrimination Outline topic: Racism and the Ku Klux Klan
Time Period	1920s-1930s
Tags (keywords)	Ku Klux Klan, KKK, Populism, populist, Progressivism, progressive, dominant culture, minority groups, US History, Colorado History, racism, discrimination

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

Materials	<ul style="list-style-type: none"> • Lesson Notes on similarities and differences of KKK of 19th and 20th century • Boulder Weekly KKK Article • Creative Writing KKK "Ingredients" assignment
Resources/Links	<p>Newspaper article from 1922 about a Ku Klux Klan parade in Boulder, an early public appearance in the town: http://bocolatinohistory.colorado.edu/newspaper/ku-klux-klan-visit-boulder-1922</p>
	<p>Photo of Klan meeting outside Boulder, showing 150 new members being sworn in as 2,500 others watched, undated but 1922-1925: http://bocolatinohistory.colorado.edu/photograph/a-klx-meeting-in-boulder-1920s-front-of-photo</p> <p>Back of Photo: https://bocolatinohistory.colorado.edu/photograph/a-klx-meeting-in-boulder-1920s-back-of-photo</p>

Lesson Procedure *(Step by Step Instructions):*

- As a whole, the class will read the [1922 newspaper article on the KKK Boulder Parade](#). Where is this? Who do you think is involved? Why are the License Plates Marked out? Does that matter?
- As a whole, the class will review the front and back of the [1922-1925 photo of the Boulder Klan](#).
- Students will take Cornell notes on the “similarities and differences of the KKK of the 19th and 20th centuries” and summarize the differences of the two groups.
- To reinforce lecture notes, students will independently read the Boulder Weekly article on the KKK in Boulder.
- Students will engage in a class discussion on the following prompt: “What factors lead to an existing group of people to fear/hate and intimidate an incoming group of people (immigrants)? During conversation, students will review and clarify the vocabulary on the “ingredients” creative writing assignment list.

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

Students will be assessed on their use of correct content vocabulary (see “ingredients” assignment) from their creative writing assignment.

