



Boulder County Latino History Project Lesson Plans

Title: Boulder County Latino Children Then and Now

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Overview

Lesson Overview	Children learn about Latino children living in Boulder County in the early 1900s. Then they will compare the similarities and differences of Boulder County Latino children in the 1900s and today. Another focus of this lesson is to teach children how to write a compare and contrast text.
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Grade Level/ Course	Elementary, 3rd-5th Grade
Standards	<p>Common Core Writing Standard 4.2 Write informative explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Other standards that this lesson will also cover include: -social studies -reading -listening and speaking</p> <p>This lesson can integrate much content, or a teacher may choose to do this activity from a social studies history standard.</p>
Time Required	Multi-day, 5 days of Writer's Workshop
Topic	Children Outline topic: The work of women and children
Time Period	1900s-1910s, 1920s-1930s, 2000-2013
Tags (key words)	elementary, 3rd grade, Children, work, labor, current situation, compare, contrast

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

Materials	<p>Primary sources from Boulder County Latino History Project Newspaper articles, photos, letters, and videos such as:</p> <p>“The Work of Women and Children, 1900-1940,” Primary Source Set</p> <p>http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/02/Primary-source-set_-_The-Work-of-Women-and-Children-1900-1940_.pdf</p> <p>The Work of Women and Children, text</p> <p>http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/02/Text_-_The-Work-of-Women-and-Children-1900-1940_.docx</p>
Resources/Links	<p>Venn Diagram Organizer http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</p> <p>Compare and Contrast Organizer http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2016/02/MAGY_CATLA_Reg_2015_Paragraph_Frame_HO_040915.docx</p> <p>List of Transitional Words and Phrases https://writing.wisc.edu/Handbook/Transitions.html</p>

Lesson Procedure *(Step by Step Instructions):*

<p>Day1 Building Background Knowledge</p> <ol style="list-style-type: none">1. Do a pre-assessment about what the students know about children living in Boulder County in the early 1900s. The teacher may record this information on a KWL or any other form either individual or whole class.2. Gather resources about the Latino Children of Boulder County and preload children with information about the children from the early 1900s. Read the chapter of “The Work of Women and Children” from Marjorie McIntosh’s book to the students, especially from pages 4-9, which talk about children. Show video clips or read excerpts from the letters and newspaper articles to build more background knowledge. While you are reading, the students can take notes or draw pictures. This helps them to solidify their learning.3. After the video or text, as a class, discuss and chart out what they learned about the children’s daily life or working conditions. <p>Day 2 Gathering Similarities and Differences on a Venn Diagram</p>



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1. Review what the students learned about the Latino children of Boulder County during the 1900's.
2. Introduce a venn diagram, explain the different parts and how to list the similarities and differences. Then ask the students to compare and contrast the lives of children from before and children now with a partner onto a Venn Diagram, making sure they have their own form to organize their ideas. They will use their Venn Diagram to plan their writing.

Day 3 Compare and Contrast Paragraph Format

1. After the students complete their Venn Diagrams, take some time to introduce a five paragraph essay. Explain each part of the paragraph. Make sure to let the students know that in a compare and contrast paragraph writing, there will be four paragraphs instead of five. Paragraph one will introduce the topics. Then paragraph two will discuss the similarities and paragraph three will contrast the differences. Finally, the last paragraph will conclude the topic. Also give the students the list of transitional phrases to use in their writing.
2. Model how to gather ideas from the Venn Diagram onto a compare and contrast graphic organizer. Sample graphic organizers with their links are listed above.

Day 4 Writing the Draft

1. Model how to take the compare/contrast organizer into paragraph form.
2. Make sure the students are writing their own rough drafts. Introduce some transitional words and phrases students can use in their writing, especially phrases related to similarities and differences. A link above gives some samples of transitional phrases.
3. After they are done with the drafts, the students edit and revise by themselves, and then with their peers before finally meeting with the teacher.

Day 5 Final Draft

1. After conferencing with their peers and teacher, the students will write their final copies.
2. After they complete their final copies, they can do a piece of art related to their writing. The students can draw or paint a child of the past to match what they have learned in the process.
3. Finally, the students can share their stories orally with the class.

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

Post-assessment: Use the same assessment given before the writing assignment. The KWL can be an individual or whole class assessment.

Also, the final copy of writing can also give the teacher insights into what students learned. After the completion of the writing assignment, the students can present their writing and learning to the class. The oral presentation can also give information as an assessment.

Other forms of informal assessments that can give the teacher information are the note catchers, organizers, and the level of difficulty it was for the students to complete the different tasks.



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