



Boulder County Latino History Project Lesson Plans

Title: Civil Rights Movement in Colorado-Latinos and Education: A Socratic Seminar

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Overview

Lesson Overview	This lesson challenges students to view Civil Rights as a continuing process for marginalized groups. In particular, we will focus on Latinos in the Colorado educational system during the Civil Rights movement. When addressing the Civil Rights movement in American History, many students think of the courageous work done by African-Americans and other allied groups in the Southern United States (especially if they have taken a Civil Rights unit). This lesson expands their understanding to include Latinos. Students end the lesson by identifying other groups who may still be struggling with equal access to Civil Rights in American society, as focused on education.
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Grade Level/ Course	High School, 9th-12th Grade, U.S. History
Standards	(BVSD Evidence Outcomes 1.a) Interpret and evaluate the impact of policies on various groups: women, indigenous people, religions, minorities, and GLBTQ throughout history, 1970s "I Can..." Identify resources that minority groups may not be able to access in American society by reviewing what I know about America's Civil Rights Movement and comparing the era with current minority groups and their ability to advocate for their needs and accessing community, government, and societal resources.
Time Required	One class period, multi-day, 1-2 hour periods depending on level of discussion and assessment.
Topics	Education, Civil Rights activity, Political or community participation, Racism/discrimination Outline topic: Challenging racism, increasing inclusion; Political activism by Boulder County residents
Time Periods	1966-1980, 1980s-1990s, 2000-2013
Tags (keywords)	Civil rights, women, African-Americans, GLBTQ, Latinos, High School, U.S. History, Education, Civil rights activity, Political or community participation racism, political activism; young people, 9th-12th Grade,

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

<p>Materials</p>	<p>The following links, Ground Rules for Socratic Seminar and note cards and paper will be required to lead this activity.</p> <p>Pew Research: (conclusion on page 21)</p> <p>Equity Norms</p>
<p>Resources/Links</p>	<ul style="list-style-type: none"> Interview with Emma Gomez Martinez, an important community leader starting in the mid-1960s, about the unwillingness of Spanish-speaking people at that time to object publicly to the discrimination they experienced, 2013: https://www.youtube.com/watch?v=RKsPTwPZ9n0 <p>Image of Emma Gomez Martinez Park</p> <p>Students should record one question they have about this short clip.</p> <ul style="list-style-type: none"> Newspaper article describing call by parents in Longmont for a Chicano Advisory committee to the School Board, to address Chicano concerns, 1971. http://bocolatinohistory.colorado.edu/newspaper/chicano-advisory-groups-criticize-district-for-treatment-of-students-1971 <p>Students should write down one thing the article suggests or one idea they have that would make school more accessible to Latino students or other marginalized students.</p> <ul style="list-style-type: none"> Clip from a video made in 2013 showing Columbine Elementary School, the oldest in Longmont and the one attended by most Latino children, and mention of its limitations. https://youtu.be/iA3yV0gHXwE <p>Students should write down what this video points to as the greatest setback for Latino students at Columbine High School.</p> <ul style="list-style-type: none"> The High Schools Hispanics Attend: Size and Other Key Characteristics http://www.pewhispanic.org/2005/11/01/the-high-schools-hispanics-attend/ <p>Students should write down what the conclusions portion of this article points to as the greatest setback for Latino students in high schools.</p>

Lesson Procedure (*Step by Step Instructions*):

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| <ul style="list-style-type: none"> Due to issues of power and privilege, please discuss group norms ahead of time to cover issues of listening, respect, and equity. Review attached Equity Norms as good ground rules |
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for Socratic Seminars.

- Begin with a “whip around” to have students share one word, group, name, idea, or thing they know about the Civil Rights Era in American History.
- After the “whip around” discuss what groups have been left out.
- Discuss what resources and respect marginalized groups may be denied. Include Suffrage, Health Care, Education, Police Services, Discrimination, Housing, Etc...
- Review the Youtube clip by Emma Gomez Martinez (1:08) and discuss the ideal of advocacy. (Students should record one question they have about this short clip.)
- Review the link on the Newspaper article and list on board the advocacy groups’ demands of the St. Vrain Newspaper. (Students should write down one thing the article suggests or one idea they have that would make school more accessible to Latino students or other minority students.)
- Review the “Columbine High School” Clip. (Students should write down what this video points to as the greatest setback for Latino students at Columbine High School.)
- Review Conclusions page from The High Schools Hispanics Attend: Size and Other Key Characteristics (P. 21) (Students should write down what this video points to as the greatest setback for Latino students at Columbine High School.)

Socratic Seminar Questions:

- Discuss if “any of the listed demands are still concerns” in the BVSD or St. Vrain School Districts.
- Discuss: What policies could be put into place to help make school more accessible for all students?
- Discuss: In your experience, what impact does class size have on classroom learning?

Reflection: Have students finish the seminar with a quiet written reflection or a written reflection as homework. Length should be assigned at teacher discretion.

Prompts could include but are not limited to:

Describe your own advantages (privileges) or disadvantages in accessing public education in your Colorado public school experience.

Privilege Definition: (This may be helpful if students are unclear about privilege) -see handout- is the sociological concept that some groups of people have advantages relative to other groups. The term is commonly used in the context of social inequality, particularly with regards to race, gender, age, sexual orientation, disability and social class

[List of Privilege](#)

What are some options that public officials could use to increase educational access for people of all backgrounds in Colorado Public schools.



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

There are several ways to assess this Socratic seminar. You can use a participation chart, orally assess the content of student input, or assess the written reflection. It may be best to include all three to get a greater snapshot of student learning.

*One important process of the Socratic Seminar process is to not have any preconceived notions of where the seminar will take student learning. As long as students are respectful and sharing, they will come to their own learning.



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