

## 4th Grade Colorado History Unit: Integrating Boulder County Latino History

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### Unit Overview

<b>Unit Overview</b>	<p>This is a series of lessons used in fourth grade to teach Colorado history, which is a majority of the Social Studies Curriculum. Therefore this unit is ongoing throughout the school year. These lessons focus on local Boulder County Latino History and can be integrated with other topics.</p> <p>Students will describe interactions among people and cultures who have lived and currently live in Colorado. Students will focus on:</p> <ul style="list-style-type: none"> <li>● <b>Who was living in this area of Colorado and challenges they faced</b> <ul style="list-style-type: none"> <li>○ conflicts between communities (racism, violence, education)</li> <li>○ jobs available (mining, agriculture, factories) - Sharon</li> <li>○ migration, immigration and deportation - Jeanette</li> </ul> </li> <li>● <b>Connecting, comparing/contrasting past events and people with today</b></li> </ul> <p>Students will look through the lens of different perspectives Latinos, Anglos, Native Americans, etc.. in order to build a greater understanding of what took place in this area. We want them to build empathy and develop cultural sensitivity and awareness for themselves and others.</p>
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<b>Grade Level</b>	Elementary School - 4th grade
<b>Standards</b>	Social Studies: <b>Standard 1. History</b> Analyze key historical periods and patterns of change over time within and across nations and cultures.
<b>Time Required</b>	Multi-class. Not necessarily consecutive lessons, but interspersed throughout the school year to enrich study of Colorado history with local Latino history
<b>Topic</b>	Deportation, Education/schools, Employment, manufacturing, unskilled; Farm work/agriculture/ranching, Immigration, Mining, Political or community participation, Racism/discrimination/segregation Outline topics: Early Hispanic Immigration to Boulder County, 1900-1940; Agricultural work, especially with sugar beets; Coal mining; Racism and the Ku Klux Klan, 1910-1940; Repatriation and deportation of Mexicans, 1932-1936; Challenging racism, increasing inclusion; Education of Latino children; Shootings in Longmont, 1980, and the founding of El Comite; Echoes of the past, 10 Young Latinos
<b>Time Period</b>	1900-1919, 1920s-1930s, 1940-1965, 1966-1980, 2000-2013



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<b>Tags (key words)</b>	4th grade, Social Studies, primary source, secondary source, immigration, migration, early Colorado, homestead, jobs, mining, farming, ranching, factories, mills, labor unions, strike, depression, mines, boom, bust, deportation, perspective, cultural sensitivity, cultural awareness, diverse, ethnic group, unity, Latinos, Native Americans, European settlers, racism, violence
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**Preparation** (*Links to worksheets, primary sources and other materials*):

<b>Materials</b>	<ul style="list-style-type: none"> <li>● Sticky Notes <ul style="list-style-type: none"> <li>● Cause and Effect vocabulary: <ul style="list-style-type: none"> <li>○ as a result</li> <li>○ consequently</li> <li>○ because (of)</li> <li>○ so</li> <li>○ therefore</li> <li>○ for this reason</li> <li>○ are due to</li> </ul> </li> <li>● Social Studies <u>Glossary Graphic Organizer Vocabulary</u> pages (word, picture of word, definition, use word in sentence)</li> </ul> </li> </ul> <p><b>Possible Student Outcomes</b></p> <ul style="list-style-type: none"> <li>● <u>Notes / My Thinking</u> (2 column notes) - can use when reading primary or secondary sources to show new knowledge and understanding with inferences (<a href="#">The Comprehension Toolkit</a> - Goudvis and Harvey)</li> <li>● <u>Gist / My Thinking</u> (2 column notes) - can use when reading primary or secondary sources to show new knowledge and understanding with inferences (<a href="#">The Comprehension Toolkit</a> - Goudvis and Harvey) <ul style="list-style-type: none"> <li>○ <b>gist</b> (Goudvis and Harvey) - the important events and big ideas that one can add to their store of knowledge. Students will be able to write in their own words what they learned from the text.</li> </ul> </li> <li>● <u>Person / Experiences and Perspective / My Thinking</u> (3 column notes) - can use when reading or looking at primary or secondary sources about people focusing on their experience and perspective with inferences (<a href="#">Short Nonfiction for American History text collection</a> - Goudvis and Harvey)</li> <li>● <u>Venn diagrams</u> (compare/contrast activities)</li> <li>● <u>Compare and Contrast Graphic Organizer</u> (see bottom of document)</li> </ul>
<b>Resources/Links</b>	<p><a href="#">The Colorado Story</a> by T. Noel and D. Faulkner (textbook)</p> <p><b>Primary Sources sites:</b>  <a href="http://bocolatinohistory.colorado.edu/">http://bocolatinohistory.colorado.edu/</a>  <a href="https://www.historycolorado.org/hispanic-history-resources">https://www.historycolorado.org/hispanic-history-resources</a></p>



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<http://www.loc.gov/teachers/classroommaterials/> (Library of Congress)

[Analyzing Primary Sources](#) (document)

[The Comprehension Toolkit](#) (A.Goudvis and S. Harvey) - graphic organizers and note taking handouts

[Short Nonfiction for American History text collection](#) (A. Goudvis and S. Harvey---Heinemann 2015.)

Map of the United States and Colorado then and now (before and after Treaty of Guadalupe Hidalgo, shifting boundaries, etc. including when parts of Colorado were part of Mexico)

[La Raza de Colorado - la historia](#) - PBS documentary

[La Raza de Colorado - el movimiento](#) - PBS documentary

**Optional:**

[Making Face, Making Soul](#) Gloria Anzaldu

[People Shall Continue](#) by Simon J. Ortiz

[Hispanic Colorado](#) by Eleanor Ayer (includes map of Colorado then and now)

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

### Who am I?:

1. **Students begin with their own story and how they ended up in Colorado.** They will conduct research by answering questions about themselves, interviewing family members and recording answers. Students can use the following questions to gather information about themselves and their family:
  - a. Where were you born?
  - b. Where is your family from? (interview family members)
    - i. What language(s) do you speak at home?
  - c. How did your family come to Colorado (the US)?
  - d. What were some of the reasons your family chose to come here?
  - e. What jobs did/do your family members have here?
  - f. What challenges/conflicts did you/your family face when they moved here?
2. After students collect information about their family and themselves, **students will share what they gathered and learned** (see **Evaluation/Assessment** section).

### Colorado then:

1. Students will learn about the **People of "Colorado"**
  - a. **Who was living here already (1900's)?** - Students will learn about who was living in this area already and who migrated to this area before it became the United States.
    - i. Native people - Students will study and compare/contrast the native people who were living in the Colorado area before the migration of Europeans.
      1. Share an [image1](#) OR [image2](#) of native people who were living in this area. Students will then use one of the activities from [Analyzing](#)



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[Primary Sources](#) to reflect on the image.

2. Students will read and learn about the Mechica/Mexica -
  - [Mexica](#)
  - [Who were the Aztecs and who were the Mexicas?](#)
  - [Aztecs or Mexica](#)
3. Students will read, discuss, and analyze Ch 2 from - [The Colorado Story](#) - “American Indians”
  - While reading students can code the text and write down OR draw images of their **responses, questions, connections, inferences**, etc... on sticky notes or in their notebooks.
4. Students will compare and contrast, synthesize and discuss information from the various resources above about native people of the Colorado area.

**Possible student outcomes:**

- Students can use a Venn diagram to compare and contrast
- Students can draw pictures and write about what they learned (ie. mind map, group posters)
- Reflect on how their life is similar and different to people who lived here before them

b. **Who migrated to this area?**

- i. Northern movement
  1. [Image of children in front of home \(Longmont 1898-1926\)](#) (Catalog # 1973.109.746)
- ii. Westward movement (Ch 3 - [The Colorado Story](#) - “Explorers and Fur Traders”)

**Possible student outcomes:**

- [Notes / My Thinking](#) (2 column notes) ([The Comprehension Toolkit](#))
- [Analyzing Primary Sources](#)
- While reading students can code the text and write down OR draw images of their **responses, questions, connections, inferences**, etc... on sticky notes or in their notebooks.
- Reflect on how their life is similar and different to people who migrated here

2. **Work/Jobs: Agriculture & Mining** - Students will learn about the jobs/work and lives of some of the earlier inhabitants (late 1800s to early/mid 1900s) of Colorado and compare/contrast with recent/current inhabitants. Students will use primary sources in their study.

- [Why did people come to Boulder - video?](#) (jobs)

a. **Agriculture** - Farming, Ranching, & Factory Work (Sugar Mills, Meat-processing Plants, and Canneries) - Students will study and compare/contrast photos, videos, and writing of early and more current agriculture workers and locations. Share images and writing about agricultural workers from this area.

i. **Farming & Ranching:**



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1. [Video](#) - History of sugar beet production in Colorado
2. [Video](#) - woman talking about family working on beet fields and some hardships they faced
3. [Photo showing men and woman topping beets](#) (Catalog # 1973.109.329)
4. [Photo showing vertical rows in a large sugar beet field, early 20th century](#) (Catalog # 1973.109.328)
5. [Photo of a team of people working with a horse-drawn digger when harvesting sugar beets, early 20th century](#) (Catalog # 1973.109.323)
6. [Photo of a huge pile of sugar beets outside the processing factory in Longmont, early 20th century](#) (Catalog # 1973.109.326)
7. [Photo of Suazo Family topping beets](#) (Catalog # 2007.024.003)
8. [Article](#) - [Sugar beets brought early Hispanics to Longmont](#)
9. [Photo of the Certificate of Merit issued by Great Western Sugar to Canuto Martinez in 1929](#); he and 10 members of his family had carried out all the necessary steps to raise beets on 61 acres
10. [Contract for Hand Labor for the season of 1928](#)
11. [Undated photo of an elderly couple in front of a very, old car](#); farm workers used cars to get to each summer's place of employment and to move around between the fields
12. [The Contributions of Latino Workers 1900-1940](#)
13. [The Colorado Story](#): Chapter 5 sections on "Homesteading" & "Farming the Plains" pp. 121-122
14. [The Colorado Story](#): Chapter 5 section on "Ranching," pp. 140-145
15. [The Colorado Story](#): Chapter 6 section on "A New Century" p. 150
16. [The Colorado Story](#): Chapter 6 section on "Hard Times" and "The Pueblo Flood" pp. 158-159

Possible **student outcomes**:

- Students will make inferences about new vocabulary and can add them to their **Social Studies Glossary Graphic Organizer Vocabulary** pages (word, picture of word, definition, use word in sentence).
- Students can use one of the activities from [Analyzing Primary Sources](#) to reflect on the images/writing.
- Students write a journal entry from the perspective of a migrant farmer, a child working on the fields, etc...
- Students can use comprehension strategies of visualizing and making inferences as they read and study the images/writing.
- Students may share orally or in written form about a specific person or group of people that they have researched/studied demonstrating evidence of learning in one of the assessments (in assessment section) below.

ii. **Factory Work (Sugar Mills, Meat-processing Plants, Canneries):**

1. [Sugar Mill image \(1900 -1920\)](#) (Catalog # 1973.109.320)
2. [Sugar Beets image \(1904 - 1926\)](#) (Catalog # 1973.109.326)
3. [Empson Cannery image \(Longmont 1910-1930\)](#) (Catalog # 1971.166.022)
4. ["The Contributions of Latino Workers 1900-1940"](#)
5. [The Colorado Story](#): Chapter 6 section on "A New Century" p. 150



b. **Mining** - Students will study and compare/contrast photos, videos, and writing of early and more current mine workers and locations. Share images and writing about mine workers from this area.

1. [Buildings at Industrial Line image - Coal Mining \(1900-1919\)](#)
2. [Video of Joe Arroyo](#), describing his work as a miner at age 13, with scenes of old miners from films
3. [Above ground photo of Simpson Mine, Lafayette/Erie, 1900s](#)
4. [Houses at the camp for miners, Industrial Mine, Louisville, 1905](#)
5. [Men in the interior of the Vulcan Mine, Lafayette, 1910](#)
6. "[Eracism: Exploring the roots of Boulder County's Latino population](#)," a long article from *The Boulder Weekly* on early Latinos in Boulder County, with a section on coal miners
7. [Earnings and deductions for Canuto Martinez, a worker at the Monarch Mine for one quarter of each year in 1932 and 1934](#)
8. <http://www.louisville-library.org/Portals/1/Museum/monarchminenarrative.pdf> (Long report: William M. Cohen, "Blast: The 1936 Monarch Mine Explosion.")
9. [Miners and exterior buildings, State Mine, Lafayette, 1927](#)
10. [Mine buildings, train tracks, and wood for shoring up tunnels, Standard Mine, Lafayette, 1935?](#)
11. [Part of an interview transcript with Tom Lopez, a former miner, in 1986 that talks about the equipment used in the late 1930s -1940s, p. 2](#)
12. The Colorado Story:
  - a. Chapter 5 section "The Silver Boom and Bust" pp. 130-133, p. 138;
  - b. Chapter 6 section on "The Last Gold Boom" p. 150 and sections "The Workplace" and "Miners Strike" p. 154;
  - c. Chapter 7 section "Mining" pp.182-183
13. The Colorado Story: Chapter 5 section "The Silver Boom" , "Leadville," "Cloud City," "The Silver King," More Success," pp. 130-133,
14. The Colorado Story: Chapter 5 section "The Silver Bust," and "The Boom and Bust Cycle" p. 138
15. The Colorado Story: Chapter 6 section on "The Last Gold Boom" p. 150
16. The Colorado Story: Chapter 6 section "The Workplace" and "Miners Strike" p. 154
17. The Colorado Story: Chapter 7 section "Mining" pp.182-183

Possible **student outcomes**:

- Share images and writing about mine workers from this area. Students will then use one of the activities from [Analyzing Primary Sources](#) to reflect on the images/writing.
- Students will use comprehension strategies of visualizing and making inferences as they read and study the images/writing.
- Students will make inferences about new vocabulary and can add them to their social studies glossary graphic organizer vocabulary pages (word, picture of word, definition, use word in sentence).
- Student will find the main ideas in the text and complete an outline or web of main ideas from their writing (may contain drawings). See [Comprehension](#)



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[Toolkit](#): Book 5 Determining Importance, Lesson 16 Spotlight New Thinking, "Facts, Questions, Response."

- Students may share orally or in written form about a specific person or group of people that they have researched/studied demonstrating evidence of learning in one of the assessments (in assessment section) below.

## 2. **Immigration, Migration and Deportation**

Students will look at the issues of migration, immigration, and deportation in regards to the people who made up and continue to make up this area of Colorado

**a. Migration** - Students will learn about the different groups of people who migrated to the Colorado area from the South and what their lives were like once they moved here. Students will study different primary sources and compare and contrast the lives of people who moved to this area.

- [Migration from NM and SO Colorado](#) - primary sources from BCLHP
- [Image of children in front of home \(Longmont 1898-1926\)](#) - migrant farmers (Catalog # 1973.109.746)
- [Biographies, Juan and Josephine Martinez and Marcella Martinez Diaz](#) - migration story
- [Biography, Ralph and Rose Olivas](#) - migration story

Possible **student outcomes**:

- [Person / Experiences and Perspective / My Thinking](#) (3 column notes) ([Short Nonfiction for American History text collection](#))
- Reflect on how their life is similar and different to people who migrated here.

**b. Immigration** - Students will learn about the different groups of people who immigrated from this area from Mexico and European countries and what their lives were like once they moved here. Students will study different primary sources and compare and contrast the lives of people who moved to this area. Students will also look at the issue of immigration and the negative and positive attitudes regarding this movement of people.

- [Immigration from Mexico 1900-1940](#) - primary sources from BCLHP
- [Ban on Immigration](#) - image with KKK cartoon
- [Biography, Boulder's Madrigal family](#) (immigration story)

Possible **student outcomes**:

- [Notes / My Thinking](#) (2 column notes) - ([The Comprehension Toolkit](#))
- Venn Diagram
- [Person / Experiences and Perspective / My Thinking](#) (3 column notes) - ([Short Nonfiction for American History text collection](#))
- [Analyzing Primary Sources](#)
- Reflect on how their life is similar and different to people who immigrated here.

**c. Deportation** - Students will learn about how migrants and immigrants were treated and thus deported from Colorado. Students will study different primary sources in order to discuss and write about how deportation affected the people who were living here, specifically Latinos/Mexicans/Chicanos.

- [Deportation of Mexicans - 1930's](#) - primary sources from BCLHP
- [Mexican deportation 1930's](#) - story about Emma Gomez



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Possible **student outcomes**:

- [Notes / My Thinking](#) (2 column notes) ([The Comprehension Toolkit](#))
- [Person / Experiences and Perspective / My Thinking](#) (3 column notes) - ([Short Nonfiction for American History text collection](#))
- [Analyzing Primary Sources](#)

3. **Conflicts** - Students will learn about the major conflicts that arose between the people who were living here: **racism, violence, education...** and how people faced, dealt with, and overcame these issues. Students will analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships.

- [Challenging Racism, Increasing Inclusion](#) - primary sources from BCLHP
- [The Education of Latino children](#) - primary sources from BCLHP
- [Racism and the KKK](#) - primary sources from BCLHP
- [The Shootings in Longmont, 1980 and the founding of el Comite](#) primary sources from BCLHP
  - [2 men shot by police](#) - article 1980

Possible **student outcomes**:

- Students can write a response to what they learned using cause-effect vocabulary.
- Students can create mini posters with drawings and what they learned.
- Students can find current event issues that are similar (ie. Ferguson).

**Colorado (Latinos) Now/Today (Boulder County)** - Students will study the lives of Latinos in the community today and the **impacts** they have made as well as the **conflicts** they have faced and overcome. Students will study primary sources (videos) in order to compare and contrast their lives with the lives of these people.

- Share "[Ten Latin@s Today](#)" powerpoint
- [Discussion of places that were important to Latinos in Boulder \(1940 to 1970\)](#)
- [Video - Clara Perez Mendez](#) - 2004 interview of an immigrant from Tijuana, Mexico

Possible **student outcomes**:

- Students can write and draw a response that compares/contrasts their life with lives of Latinos today.
- Students can find other examples of Latinos today in Boulder County and research them.

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

These are **projects** students should try to do for this unit:

- **Who am I?** lesson - Students will create a mind map, poster, digital narrative, or other type of presentation format in order to share about themselves and their family.
- Students will read texts and use 2-column and 3-column graphic organizers (see **Materials** section) to take notes about what they have learned and to share their thinking.
- Students will create written reflections and participate in discussions about what they learn and how they feel about the different topics/people from these lessons.
  - Students can select one of the major conflicts: **racism, violence, education...** and



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write or draw about how this affects them today.

These are **potential student projects**:

- Students can write **journal entries** about a day in the life of a person from one of the groups of people they learned about.
- Students can **research a person** from local history and share (act out, i-movie, poster, diary entry...) what they learned with their classmates.
- Students can create a **timeline** of the major events and/or the events that stood out to them- <http://timeline.knightlab.com/>
- Students can create an **art project** (collage, painting, drawing, etc...) that shares what they learned as a result of these lessons.
- Students can **write a poem** about an important event or person from one of these lessons.
  - Possibly use the language structure, "I AM..".

*Student Graphic Organizer*  
*Compare Agriculture & Mining:*

--

*Contrast:*

Then	Now
●	●
●	●
●	●
●	●

