



# Boulder County Latino History Project Lesson Plans

## Title: Chicano Educational Negotiations/Demands: A Comparison of Los Angeles and Boulder County (a Spanish Language Lesson)

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### Overview

<b>Lesson Overview</b>	In this lesson students will discover how the Chicano walkouts and educational demands in Los Angeles in 1968 were similar to and different from those in Boulder County in the early 1970s.
<b>Author(s) &amp; School</b>	Keri Dunphy Peak to Peak Charter High School, Lafayette
<b>Grade Level/ Course</b>	High School Spanish culture and conversation
<b>Standards</b>	<p><b>Standard 1:</b> Students communicate in a foreign language while demonstrating literacy in all four essential skills: listening, speaking, reading, and writing.</p> <p><b>Substandard 1.1: LISTENING (Interpretive mode)</b> Students listen to and derive meaning from a variety of foreign language sources.</p> <p><b>Substandard 1.2: SPEAKING (Interpersonal and presentational modes)</b> Students speak in the foreign language for a variety of purposes and for diverse audiences.</p> <p><b>Substandard 1.4: WRITING (presentational mode)</b> Students write in a foreign language for a variety of purposes and for diverse audiences.</p> <p><b>Standard 2:</b> Students acquire and use knowledge of cultures while developing foreign language skills.</p> <p><b>Standard 1:</b> Communication in Languages Other Than English</p> <p><b>Standard 2:</b> Knowledge and Understanding of Other Cultures</p> <p><b>Standard 3:</b> Connections with Other Disciplines and Information Acquisition</p> <p><b>Standard 4:</b> Comparisons to Develop Insight into the Nature of Language and Culture</p>
<b>Time Required</b>	One lesson



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<b>Topics</b>	Civil rights activity, Education/schools, Racism/discrimination/segregation Outline topics: Political activism by Boulder County residents; Racism and discrimination at school
<b>Time Period</b>	1965-1980
<b>Tags (key words)</b>	Education, racism, Los Angeles, Longmont, Chicano activism

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

<b>Materials</b>	<p>Article: Both sides criticize school district chicano budget  <a href="http://bocolatinohistory.colorado.edu/newspaper/both-sides-criticize-school-district-chicano-budget-1971-part-1">http://bocolatinohistory.colorado.edu/newspaper/both-sides-criticize-school-district-chicano-budget-1971-part-1</a></p> <p><a href="http://bocolatinohistory.colorado.edu/newspaper/both-sides-criticize-school-district-chicano-budget-1971-part-2">http://bocolatinohistory.colorado.edu/newspaper/both-sides-criticize-school-district-chicano-budget-1971-part-2</a></p> <p><a href="http://bocolatinohistory.colorado.edu/newspaper/both-sides-criticize-school-district-chicano-budget-1971-part-3">http://bocolatinohistory.colorado.edu/newspaper/both-sides-criticize-school-district-chicano-budget-1971-part-3</a></p> <p><a href="http://bocolatinohistory.colorado.edu/newspaper/both-sides-criticize-school-district-chicano-budget-1971-part-4">http://bocolatinohistory.colorado.edu/newspaper/both-sides-criticize-school-district-chicano-budget-1971-part-4</a></p> <p>Article: Board Grants Part (\$4500) of Chicano requests  <a href="http://bocolatinohistory.colorado.edu/newspaper/board-grants-part-4500-of-chicano-request-1971">http://bocolatinohistory.colorado.edu/newspaper/board-grants-part-4500-of-chicano-request-1971</a></p> <p>Article: Chicano Advisory Groups criticize district treatment of students  <a href="http://bocolatinohistory.colorado.edu/newspaper/chicano-advisory-groups-criticize-district-for-treatment-of-students-1971">http://bocolatinohistory.colorado.edu/newspaper/chicano-advisory-groups-criticize-district-for-treatment-of-students-1971</a></p> <p>Article: Chicanos Winning Bid for \$61,000 for Chicano Studies  <a href="http://bocolatinohistory.colorado.edu/newspaper/chicanos-winning-bid-for-61000-for-chicano-studies-1971">http://bocolatinohistory.colorado.edu/newspaper/chicanos-winning-bid-for-61000-for-chicano-studies-1971</a></p> <p>Article: Chicanos Outline School Aims  <a href="http://bocolatinohistory.colorado.edu/newspaper/chicanos-outline-school-aims-1971">http://bocolatinohistory.colorado.edu/newspaper/chicanos-outline-school-aims-1971</a></p> <p>Article: Chicanos Win Bid For School Advisory Role  <a href="http://bocolatinohistory.colorado.edu/newspaper/chicanos-win-bid-for-school-advisory-role-1971">http://bocolatinohistory.colorado.edu/newspaper/chicanos-win-bid-for-school-advisory-role-1971</a></p> <p>Student worksheet to capture notes and discussion  <a href="https://docs.google.com/document/d/1uag8z_tPH0xMSuftc9HZZowJZd08IYZFiC3M5awxbK0/edit">https://docs.google.com/document/d/1uag8z_tPH0xMSuftc9HZZowJZd08IYZFiC3M5awxbK0/edit</a></p>
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Resources/Links	See above
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### Lesson Procedure *(Step by Step Instructions):*

This lesson builds off students' exposure to the Chicano movement via the viewing of the movie *Walkout* which details the Chicano students' walkout and educational demands in Los Angeles in 1968.

1. Warm up: Students will make a list of the demands made by the Chicano students in Los Angeles based on their study of the movie *Walkout* and the activities done in class prior to this. *(In the absence of this background information the teacher could do a short lecture explaining the 1968 walkouts and the demands made by the protestors)*. Students will compare their lists with their partners/groups, adding to their own lists. We will popcorn the demands and make a master list on the board. (5 minutes)
2. Students will be asked to predict how much this happened in our own area during the 1970s. Students will be asked to move to an area of the room to indicate their predictions (it happened exactly like in L.A., there were many similarities, there were some similarities, and nothing like this happened in our area). Once students have voted with their bodies they will discuss why this is their prediction with others in their group, and each group will have a spokesperson share their perspective with the whole group; students will have an opportunity to change their predictions after hearing all 4 perspectives. (5 minutes)
3. The teacher will explain that today they will be examining primary sources about education and the Chicano movement in Boulder County in the 1970s with the goal of comparing and contrasting the movements in Los Angeles and Boulder County. (1 min)
4. Students will be divided into six groups. Each group will receive one of the primary source documents listed above to examine with the goal of summarizing its content in Spanish (the resources are in English), determining to what extent it is similar to/different from what they had already learned about the situation in L.A. and prepare to teach this to a group of classmates. (10 minutes)
5. Students will then form new groups, jigsaw style, such that each new group has one student from each of the six initial groups and all primary sources are represented. In these new groups each student "expert" will teach the rest of the group about the source they examined. (15 minutes)
6. Students will return to their seats and, in pairs, using the evidence from all 6 sources, determine to what extent they think what happened in Longmont echoed what happened in L.A. and why. Students must cite evidence to support their position. (5-10 minutes)
7. Students will vote again (just like at the beginning of class) and will discuss with someone new (with whom they have not yet worked today) their reasoning, again citing evidence from the sources to support their opinion. Representatives from each group will be asked to defend their group's position. (5 minutes)
8. Closure: Students will complete an exit ticket explaining what their initial prediction was and what their final opinion now is and why, and what educational inequity issues they think are worth similar attention today. (2 minutes)

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



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Completed worksheet

Student discussion and justification of opinions

Exit tickets

(not on this day, but on a future presentational speaking assessment students will be asked to compare the two movements)



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