



Boulder County Latino History Project Lesson Plans

Title: Repatriation or Deportation - Creating a Secondary Resource

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Overview

Lesson Overview	Students will use primary resources to create a secondary resource using the app ibooks author. The students will write a chapter formulating a historical argument concerning the deportation of Mexicans during the 1930s that uses primary sources for support. The student narrative will keep the following 3 questions in mind; What does it mean to be an American or U.S. citizen? What is government's role in a market economy? In what ways does the United States government influence decisions regarding production and distribution of goods?
Author(s) & School	Rob Halsey Timberline PK8
Grade Level/ Course	High School or advanced Middle School
Standards	<ul style="list-style-type: none">● Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence. (1.1)● Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts. (1.1.d) DOK 2-3
Time Required	3 to 5 Class periods
Topics	Deportation, Racism/discrimination/segregation, Farm work/agriculture/ranching, Mining, Organizations/clubs, Labor unions and strikes Outline topics: Labor unions and strikes, Racism and the Ku Klux Klan, Repatriation and deportation of Mexicans
Time Period	1920s-1930s
Tags (key words)	Repatriation, deportation, citizenship, depression, primary sources

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



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Materials	ipads with Pages and iBook Author app.
Resources/Links	<p>Tutorials for Pages and iBooks author https://youtu.be/mIYSnNn55f8?t=30s Tutorial for iBooks author https://youtu.be/Y095hJmoMdo Pages tutorial</p> <p>Additional background knowledge on repatriation and deportation https://youtu.be/pfbBLtLsMhI Destination America Part 1: The Golden Door Begin at 38 minutes</p> <p>Primary resources Main page with list of all resources http://teachbocolatinohistory.colorado.edu/primary-source-sets/repatriation-and-deportation-of-mexicans-1932-1936/ Individual resources from page http://bocolatinohistory.colorado.edu/newspaper/1500-mexicans-loaded-on-trains-in-denver http://bocolatinohistory.colorado.edu/newspaper/75-mexicans-quit-country-for-mexico-1932 http://bocolatinohistory.colorado.edu/newspaper/300-400-weld-county-mexicans-leaving-1932 http://bocolatinohistory.colorado.edu/document/boulder-county-commissioners-resolution-1932-typed-transcript http://bocolatinohistory.colorado.edu/document/delgado-stefancic-home-grown-racism-excerpt-1 http://bocolatinohistory.colorado.edu/document/delgado-stefancic-home-grown-racism-excerpt-2 http://bocolatinohistory.colorado.edu/document/delgado-stefancic-home-grown-racism-excerpt-3 http://bocolatinohistory.colorado.edu/document/mexican-deportation-in-the-1930s-by-emma-gomez-martinez http://bocolatinohistory.colorado.edu/newspaper/mexican-families-deported-at-countys-expense-1932-0 http://bocolatinohistory.colorado.edu/newspaper/relief-units-swamped-by-needys-calls-1932-0 http://bocolatinohistory.colorado.edu/newspaper/train-load-of-mexicans-will-leave-for-homeland-tonight-1932</p> <p>This resource set gives a general background to agricultural life http://teachbocolatinohistory.colorado.edu/primary-source-sets/agricultural-work-1900-1940/</p>



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Lesson Procedure *(Step by Step Instructions):*

Pre-day 1 Before the day of the lesson share the [primary resource link](#) page with students in the last 10 minutes of class and have students make a copy and share it with you. Their homework will be to make Observations, Interpretations, and Connections (OIC) for each item.

Day 1 About 15 minutes: Students begin in pairs, and will respond to; What does it mean to be an American or U.S. citizen?, After each person has had a chance to share their ideas (I suggest a timing them), the pair joins another pair, creating a group of four. After group of 4 have discussed issue students select someone to report out to the whole class.

Have students pull out ipads and open Google Doc with the Primary resource links page that they worked on for homework. Assign students to airplay their OICs on the screen for the class and look at and add to.

Remainder of class period

Once the primary resources have been looked at and discussed let the students know that they will be creating a secondary resource with these primary sources using the apps Page and ibooks author.

If this is the first time students have used the apps Pages and ibooks you will need to allow them time to learn how to use these tools. I recommend sharing the two following links with them and then creating a book with them as a whole class.

<https://youtu.be/mIYsnNn55f8?t=30s>

Tutorial for ibooks author

<https://youtu.be/Y095hJmoMdo>

Pages tutorial

Students will use primary resources to create a secondary resource using the apps ibooks author and Pages. The students will write a chapter formulating a historical argument concerning the deportation of Mexicans during the 1930s that uses primary sources for support. The student narrative will keep the following 3 questions in mind;

- ❖ What does it mean to be an American or U.S. citizen?
- ❖ What is government's role in a market economy?
- ❖ In what ways does the United States government influence decisions regarding production and distribution of goods?

Briefly go over the last two questions and check to make sure they have a decent grasp of what both questions mean and are asking? This should not be the first time they have encountered the ideas. The ideas in the last 2 questions have already been taught and explored in previous lessons.

As the students work on their books meet with them and be available for questions.



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Day 2

Begin class with a 15 minute class discussion around their ibook assignment. Next have the students work in pairs to present what they have so far. Each student will have about 7 minutes to present their work. Their partner will have about 3 minutes to respond to the book. Their responses should include what they liked, have questions about, and if the historical argument is well supported. The presenter's will record their partner's name and responses. All students will then share a copy of their book with the teacher and continue to work on their books. This will be the time for the teacher to quickly look over student books and identify which students need assistance.

By the next class student should have their ibook complete and ready to share in brief presentations. I recommend that students share with small groups. They will not be able to see all of the students' books this way but will have the chance to share what they created.

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

Student OIC annotations of primary resources (20 points)
Class discussion participation (5 points)
Completed ibook (60 points)
ibook peer review (5 points)
ibook presentation (10 points)



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