



Boulder County Latino History Project Lesson Plans

Title: Introducing Latino History in Boulder County with Mini-Lessons

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Overview

Lesson Overview	This is an introductory lesson plan consisting of four mini-lessons. Lesson One introduces key vocabulary needed to understand and analyze Latino history in Boulder County. Lesson Two is a teacher-directed activity that guides students through an analysis of primary source images. Lesson Three asks students to identify and mark key locations in Boulder County on a map. Lesson Four asks students to look closely at a primary text for details and ideas that are important or relevant to them and create a found poem. These lessons can be done in a rotation of learning stations or can be used individually.
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Grade Level/ Course	Middle School - 8th grade Language Arts and U.S. History
Standards	Common Core Standards - Grade 8 Language Arts RI.8.3 Analyze how a text makes connections among the distinctions between individuals, ideas, or events W.8.9 Draw evidence from literary and informational texts to support analysis, reflection, and research L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , by d. Verify the preliminary determination of the meaning of a word or phrase SVVSD - Grade 8 Social Studies 4.1c Describe examples of citizens and groups who have influenced change in United States government and politics. SVVSD 1.1 Use and interpret documents and other relevant primary and secondary sources pertaining to United States history.
Time Required	Two 60-minute class periods. There are four introductory mini-lessons. If



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	done separately, each should take around 20 minutes.
Topics	Businesses, Celebrations/ceremonies, Civil rights activity, Families, Farm work/agriculture/ranching, Friends/couples/social life, Mining, Racism/discrimination/segregation Outline topics: Agricultural work, especially with sugar beets, Coal mining, Racism and the Ku Klux Klan, Challenging racism, increasing inclusion, searching for identity
Time Period	1900s-1910s, 1920s-1930s, 1940-1965
Tags (key words)	Vocabulary, mapping, Boulder County, Found poems, primary source analysis

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

Materials	Students need access to iPads, chromebooks, or computers. If your students do not have access, print out the following resources.
Resources/Links	<p>Lesson One: Google Slideshow for Introductory Vocabulary (Make a copy)</p> <p>Lesson Two: Image #1 - Sugar Beet Factory Image #2 - Racism at Businesses Image #3 - Mining in Lafayette Image #4 - Large Group at a Wedding Image #5 - Ku Klux Klan Political Cartoon Image #6 - Group of boys in front of car Photo Analysis Graphic Organizer</p> <p>Lesson Three: Map Boulder County Activity (Blank Boulder County Map) Map of Colorado Counties History of Longmont History of Boulder History of Lafayette Map of Boulder County</p> <p>Lesson Four: Printable Version of "Segregation, 1936" by John Martinez Emma Gomez Martinez, Letter to Her Children, p. 2 Emma Gomez Martinez, Letter to Her Children, p. 2 Printable Version Example of Found Poetry</p>



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Lesson Procedure *(Step by Step Instructions):*

Lesson One:

In this lesson, students will be introduced to vocabulary necessary for the study of Latino History in Boulder County.

1. Students should be given a shared link to the Google Slideshow for Introductory Vocabulary.
2. Each student chooses one to two words (dependent on your class size).
3. For their chosen word, the student should find and write a definition, one image to represent it, and write one example sentence. *The first slide has been done as an example.*

List of words: racism, discrimination, migration, hispanic, latino/latina, chicano/chicana, agriculture, migrant worker, minority, segregation, sugar beets, manufacturing, primary source, secondary source, civil rights, race, culture, community, generations, mining, oral history, biography, economy

*If you wish to add or delete words, revise the Google Slideshow after making a copy of it.

Lesson Two:

In this lesson students will be analyzing photographs of Latino History in Boulder County. Students will learn Latino History by utilizing primary source documents.

1. Students will analyze six photos of Boulder County Latino History.
2. Students a copy of the graphic organizer available through the link.
3. Students can complete this graphic organizer by uploading the Google Doc to Notability or on a printed copy.
4. Students will complete the graphic organizer recording their thoughts regarding observations, interpretations and connections to the various photos.
5. The class should be guided through this mini-lesson with teacher direction using the Think, Pair, Share model.

Images: 1) Sugar Beet Factory, 2) Racism at Businesses, 3) Mining in Lafayette, 4) Large Group at a Wedding, 5) Ku Klux Klan Political Cartoon, 6) Group of Boys in front of car in Longmont

Lesson Three:

In this lesson, students will identify and label key locations of Latino History in Boulder County.

1. Students should be given a hard copy of the blank Boulder County map.
2. Students need access to the maps and local history websites listed in the “Resources/Links” section. This can be given through a digital platform such as Schoology or each resource can be printed out.
3. Students should use the resources provided to label the following on their maps of Boulder County:
 - Longmont
 - Boulder
 - Lafayette
 - Economic focus of Longmont (Agriculture)



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- Economic focus of Lafayette (Mining)
- Economic focus of Boulder (Retail)
- Key to Map symbols

*These directions are written on the map activity.

Lesson 4

The students will read a selected primary source in order to create Found poetry.

1. Distribute copies of the Primary sources to students. There are two primary sources included on the resources link: "Segregation, 1936" by John Martinez; Emma Gomez Martinez Letter to Her Children, p.2
2. The sources can be distributed based upon reading level.
3. The students will read the primary source the first time without marking the text.
4. Upon second reading, the students will circle words and phrases they feel are critical or meaningful to understanding the primary text.
5. After circling these words, students should create a poem using the circled words or phrases by blacking out unnecessary words and/or sentences.
6. If students do not want the words used in the order they appear in the text, they should connect the words, so the reader can follow the order.
7. Examples of "Found Poetry" can be found on the internet. One example has been provided in the "Resources/Links" section.

Evaluation/Assessment:

Upon completion of the four mini-lessons students will be informally assessed on their completion of the mini-lessons.

More in depth authentic assessment could involve the students investigating their own family history. Students would interview family and community members. The students would learn their own family history and explain any connections they have to the class study of Latino History in Boulder County. The student response should focus on family migration to Boulder County, important contributions of family members, and other interesting features of their family history. Responses can be various formats that demonstrate student understanding.



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