



# Boulder County Latino History Project Lesson Plans

## Title: La Familia (a Spanish language lesson)

[Overview](#) | 
 [Preparation](#) | 
 [Lesson Procedure](#) | 
 [Evaluation](#)

### Overview

<b>Lesson Overview</b>	<p><i>La familia</i>: Use Boulder County Latino History Project interview and photo to practice family-related vocabulary and learn about a local Latino family and one Latina’s experiences growing up in Boulder County. <i>La familia</i> can be used over several classes to 1) learn/review family vocabulary, 2) to compare/contrast specific aspects of family with students’ own experiences. [NOTE: Many mini-lessons around family and other vocabulary/structures can be introduced throughout the year and related to local Latino history: describing family, family and work/play, family and clothing, family and education, family and fighting discrimination. This can also be used in conjunction with cultural reading about Latino families that often is part of Spanish textbook series.]</p>
<b>Author(s) &amp; School</b>	Ann Morrill Summit Middle School, Boulder
<b>Grade Level/ Course</b>	Middle School Spanish 1B (2nd year middle school Spanish)
<b>Standards</b>	<p><b>Communication in Languages Other Than English</b></p> <p>Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases (interpersonal mode)</p> <p>Present using learned and simple phrases or expressions (written or oral) on familiar topics (presentational mode)</p> <p><b>Connections with Other Disciplines and Information Acquisition</b></p> <p>Organize information acquired from authentic resources</p> <p><b>Comparisons to Develop Insight into the Nature of</b></p> <p>Investigate the nature of culture through comparisons of the target culture(s) and the student’s own culture and how the two cultures interact</p>



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	<b>Language and Culture</b>
<b>Time Required</b>	Mini-lessons over three or more classes
<b>Topics</b>	Families Outline topics: Families and the stages of life
<b>Time Period</b>	1940-1965; 2000-2013
<b>Tags (key words)</b>	Children, families, grandparents, social life, photograph, interview, Linda Arroyo-Holmstrom, Boulder, traditions, neighborhoods, park

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

<b>Materials</b>	Google docs, paper to write and draw on, computer, dictionaries
<b>Resources/Links</b>	<p><b>For Class 1 (Family/describing family):</b> <a href="https://youtu.be/Sq0l87qtnXI">Video (Linda Arroyo-Holmstrom)</a> <a href="https://youtu.be/Sq0l87qtnXI">https://youtu.be/Sq0l87qtnXI</a></p> <p><a href="http://bocolatinohistory.colorado.edu/interactive-city-map/interactive-map-showing-latino-surnamed-households-from-polks-city-directori-15">Optional Interactive map</a> showing houses where Latino Families lived <a href="http://bocolatinohistory.colorado.edu/interactive-city-map/interactive-map-showing-latino-surnamed-households-from-polks-city-directori-15">http://bocolatinohistory.colorado.edu/interactive-city-map/interactive-map-showing-latino-surnamed-households-from-polks-city-directori-15</a></p> <p><b>Graphic Organizer:</b> <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/Graphic-Organizer_la-familia_Morrill.docx">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/Graphic-Organizer_la-familia_Morrill.docx</a></p> <p><b>Short True/False (C F) Assessment:</b> <a href="http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/Evaluaci3n-sobre-la-entrevista-con-Sra.-Holstrom.docx">http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/Evaluaci3n-sobre-la-entrevista-con-Sra.-Holstrom.docx</a></p> <p><b>For Class 2 (Describe family/family and clothing):</b> <a href="http://bocolatinohistory.colorado.edu/photograph/the-arroyo-family-at-chautauqua-park-1947-photo">Photo</a> of Arroyo Family at Chatauqua Park <a href="http://bocolatinohistory.colorado.edu/photograph/the-arroyo-family-at-chautauqua-park-1947-photo">http://bocolatinohistory.colorado.edu/photograph/the-arroyo-family-at-chautauqua-park-1947-photo</a></p> <p>-----</p> <p><b>Optional Class 3 (or for later in the year): Explore family and school using Emma Gomez Martinez's letter to her children:</b> <a href="http://bocolatinohistory.colorado.edu/document/emma-gomez-martinez-letter-to-her-children-p-2">http://bocolatinohistory.colorado.edu/document/emma-gomez-martinez-letter-to-her-children-p-2</a></p> <p><b>For challenge activity (Day 2):</b> <a href="https://bouldercolorado.gov/parks-rec/canyon-park">"About Emma Gomez Martinez"</a> <a href="https://bouldercolorado.gov/parks-rec/canyon-park">https://bouldercolorado.gov/parks-rec/canyon-park</a></p>



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

### CLASE 1 LA ENTREVISTA

**\*\*Go over the objective of the lesson with the students**

#### Antes de mirar el video

- Students quickly review family vocabulary and housing words. Students might also review prepositions ***al lado de, delante de, detrás de, cerca de/lejos de***
- On board: define the words/phrases [if not yet studied] ***¿Juegas? Juego and ¿Pasas tiempo? Paso tiempo con...***
- Ask students questions about their own family and extended family\*:

*¿Tienes abuelos que viven en Boulder o el condado de Boulder?  
¿Viven tus abuelos cerca o lejos de tu familia?  
¿Viven tus abuelos (o un abuelo/una abuela) en una casa o apartamento?  
¿Viven tus abuelos en una ciudad grande o pequeña?  
¿Tienes primos?  
¿Cuántos primos tienes?  
¿Juegas/Pasas tiempo con tus primos?  
¿Viven tus primos cerca de o lejos de tu familia?  
¿Qué actividades haces con tu familia/tus primos?  
¿Qué comida se prepara/come cuando estás con tus parientes?  
¿Tienes tradiciones/celebraciones que celebras con tus parientes?*

\*Can also direct to whole class using *ustedes* forms.

d) Tell students they are going to watch a short clip of a local Latina who describes growing up in Boulder and living close to family.

#### El video

- Show the clip of Linda Arroyo-Holmstrom and then have students fill in the first two questions on the **graphic organizer** (Can be projected and completed as a whole class activity or students fill out individually/in pairs).  
<http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/Graphic-Organizer-la-familia-Morrill.docx>
- Review graphic organizer together and ask students *¿Qué significa la palabra **masa**?  
¿Dónde está la abuela cuando prepara tortillas para sus nietos?*
- Show clip again and have students also think about how they would describe the narrator (traits *and* emotions): ejemplo: *¿Señora Arroyo-Holmstrom tiene pelo largo o corto?  
¿Cuando Señora Arroyo-Holmstrom habla de su familia, está triste o contenta?* Then have students finish filling out the **graphic organizer**.
- Optional: Challenge students to be curious about and use additional descriptive language they might want to learn in Spanish in order to describe Sra. Arroyo-Holmstrom's interview: ie *alley, back door*. Have them start/add to a journal with useful vocabulary and put under



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headings such as **Casa, Comida, En la ciudad**, et cetera.

### Actividades opcionales

- 1) Have students **draw a picture** based on what they just saw/heard and then use Spanish to describe the picture to a classmate. Students then compare their pictures and notice if they are similar or different. Invite a few students to share and talk about their picture in front of the class in Spanish.
- 2) **Work with interactive map** from 1940s <http://bocolatinohistory.colorado.edu/interactive-city-map/interactive-map-showing-latino-surnamed-households-from-polks-city-directori-15> (ie. Where is Linda's parents' house? *¿Dónde está la casa de los padres de Linda?* Cuando tecleamos los botones en el mapa, *¿Qué información aprendemos sobre las familias/ el trabajo de los Latinos en Boulder en los años 40?*)
- 3) Extension work: Have students **listen to extended interview** with Linda about her family: [https://localhistory.boulderlibrary.org/islandora/object/islandora%3A77952?solr\\_nav%5Bid%5D=bfd92654c09202f1b4ff&solr\\_nav%5Bpage%5D=0&solr\\_nav%5Boffset%5D=0](https://localhistory.boulderlibrary.org/islandora/object/islandora%3A77952?solr_nav%5Bid%5D=bfd92654c09202f1b4ff&solr_nav%5Bpage%5D=0&solr_nav%5Boffset%5D=0)
- 4) Students might then complete an **email (correo electrónico)** activity where they come up with 3-5 more interview questions in Spanish that they would send to Sra. Arroyo-Holmstrom.

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## CLASE 2 LA FOTO

### Antes de mirar la foto

- a) Begin class with quick review of **clothing vocabulary** (ie. "Password" "Matamosca" "Lotería/Bingo" with clothing vocabulary).
- b) Tell students they will now see a photograph of a family and ask them first to observe the photo and relate in Spanish what they see.

### La foto

- a) Show **photo** of Arroyo Family at Chatauqua Park <http://bocolatinohistory.colorado.edu/photograph/the-arroyo-family-at-chatauqua-park-1947-photo>
- b) **Observar:** Ask as whole class or work in small groups to answer the following questions: *¿Qué ves en la foto? ¿Cuántos chicos hay? ¿Cuántas chicas hay? ¿Están en una casa/un mercado/un parque? ¿Qué ropa llevan las personas?* Students might also be encouraged to look up words they don't know and want to use (ie. **pipe, overalls, ruffles**).
- c) **Interpretar:** Then ask students to guess: *¿Dónde están? ¿Quiénes son? ¿Es una familia? ¿Cuántos hijos hay? ¿Cuántas hijas hay? ¿El hombre/padre es serio? ¿La mujer/madre es seria? ¿Cómo son los hijos? En tu opinión, ¿por qué están en un parque? ¿Es un día normal o especial?*
- d) **Preguntar:** Have students work in pairs or small groups to write questions about what they are curious about. Review question words together and help them start: ejemplo-- *¿Quién saca la foto y por que? ¿Por qué es seria la mamá? ¿Cuántos años tiene el hijo mayor/tiene la niña?* Students can then invent their own answers (possible Challenge work).
- e) Tell students that this is a photograph from the 1940s of Sra. Arroyo-Holmstrom's grandfather's family and the photograph was taken in Chatauqua Park.\* Show them the



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slide about the photograph and more information about the family (or tell them based on following information): Education and Social Life.pptx

<https://drive.google.com/drive/u/0/folders/0B9eJh267hsvob3BMYnN6SjVfdGs> Slide 23

- f) **Tarea (optional):** Have students bring a family photograph from home and discuss what family members are in it, where they are, what they are wearing, how they are feeling, and what they are doing. Students can also be assessed this day on the Arroyo photograph (see Evaluation/Assessment category below).

\*For an additional activity around family/work, provide more information on Latino families in Boulder County and their work in the fields and factories/their education and obstacles to education during the early part of the century. If students have already studied work/school vocabulary and have started past tense work (depending on text, preterite work usually comes during second semester) include another class on jobs and education of children in the early 20th century (especially farm work and children, sugar beet factory work and how it allowed children to go to school). Also, Boulder County Latino family histories could be expanded on during time students are preparing/choosing topics for the **National History Day**.

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

### Class 1 Assessment:

Communicative assessment (interpretive--written)

Students show what they have learned by answering **cierto/falso** questions about the video.

<http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/Evaluación-sobre-la-entrevista-con-Sra.-Holstrom.docx>

Communicative assessment (presentational)

- a) Students draw a picture of a happy scene of their own family/extended family. Tell them they should practice saying five things in Spanish about their own pictures.
- b) Tell students they need to be able to describe who is in the picture, what they are doing, how are they are feeling/acting, and one more detail that students can choose.

- 1) ¿Dónde están ustedes?
- 2) ¿Quién está contigo?
- 3) ¿Qué hacen ustedes?
- 4) ¿Cómo estás?
- 5) ¿?Cómo están las personas en el dibujo?

Extension activity: Compare and Contrast: Have students think about what they learned about Sra. Arroyo-Holmstrom's family and come up with how their family is similar or different. Instructors might want to provide their own photo and comparisons. ie: "*Mi familia es similar a la familia de Sra. Arroyo-Holmstrom porque tengo muchos primos y ellos viven cerca de mi familia. Mi familia es similar porque mi abuela prepara mucha comida y me gusta mucho los pasteles de mi abuela...*" OR "*Mi familia es diferente porque mis abuelos viven en otra ciudad...otro estado...otro país...*"

### Class 2 Assessment:



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Communicative assessment (interpretive--written)

Free writing assessment: Students view the Arroyo family photo again and answer who/what/when/where questions, including describing what everyone is wearing and the family relationships.

Depending on whether this lesson is for the beginning or end of year, prompts to help students can be provided.

*En la foto, hay \_\_\_\_\_ (#) personas en un \_\_\_\_\_ (lugar).*

*Hay \_\_\_\_\_ (#) hijos y \_\_\_\_\_ (#) hijas.*

*La madre es muy \_\_\_\_\_ pero el padre es \_\_\_\_\_ (características).*

*Las chicas llevan \_\_\_\_\_ y los chicos llevan \_\_\_\_\_ (ropa).*



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