



# Boulder County Latino History Project Lesson Plans

## Title: PE Lesson Local History Simulating Immigrant Activities

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### Overview:

<b>Lesson Overview</b>	This lesson is designed to be an extension by a PE teacher for a classroom teacher who is teaching about local Boulder or Colorado history. It can also be taken into a classroom if a teacher wants some fun activities to do along with teaching about history. The lesson allows students to simulate some of the physical activities immigrants had to do when they came to Colorado. All stations have cue cards that have excerpts straight from the Boulder County Latino History Project website.
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<b>Grade Level/ Course</b>	Elementary level. 4th and 5th preferably but it can be modified for any grade really.
<b>Standards</b>	Physical and Personal Wellness: Identifies the benefits derived from daily moderate to vigorous physical activity.
<b>Time Required</b>	45 mins at least. Need time for closure. If needed modify each station time, or use fewer stations
<b>Topic</b>	Farm work/agriculture/ranching, Health/medicine/healing, Immigration, Mining, Music/dancing/art/recreation, Sports/outdoor activities Outline topics: Early Immigration to Boulder County, Agricultural work, especially with sugar beets, Coal mining, Health and medicine, Entertainment and recreation
<b>Time Period</b>	1900s-1910s; 1920s-1930s; 1940-1965; 1966-1980
<b>Tags (key words)</b>	Mining, working in the fields, Black Lung disease, sugar beets, music, immigration

**Preparation:** Setup the 6 stations in an open space or enough space for the students to be able to move. Each station has a cue card that needs to be printed. (Laminated if possible). Give a brief explanation of what the lesson is about. Explain that each group will do each station only once and the cue cards will tell them what to do and that they will be answering questions as a group as well.



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<b>Materials</b>	Hula Hoops, bean bags, cones, tennis balls, jump ropes, foam bricks, juggling scarfs, drinking straws, Cue cards (note cards with scenarios)
<b>Resources/Links</b>	<p>Station 1: <b>Image from BCHLP website, <a href="#">“Farm Workers with Mules, with Adobe Building in Background”</a></b></p> <p>Station 2: <a href="#">Transcript of interview, Joe Martinez, 1977, p.1</a></p> <p>Station 3: <a href="#">Biographies, Pedro (Roy) Maestas, Ruby Maestas, and Abe Maestas, p. 3</a></p> <p>Station 4: <a href="#">Immig. Excerpt #1, Birthplace of Latino Adults, U.S. Census Data, 1900-1940</a></p> <p>Station 5: <a href="http://longmont.pastperfectonline.com/photo/1DC4B9BE-15B1-4F14-8576-967829881472">http://longmont.pastperfectonline.com/photo/1DC4B9BE-15B1-4F14-8576-967829881472</a></p> <p>Station 6: <a href="http://bocolatinohistory.colorado.edu/photograph/man-playing-guitar-with-two-women-and-another-color-photo">http://bocolatinohistory.colorado.edu/photograph/man-playing-guitar-with-two-women-and-another-color-photo</a></p>

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

In advance, set up 6 stations, each with one scenario card and the piece of equipment that goes with it. (See scenarios below).

Before starting your lesson, go over the objective with the students. Describe the lesson so it is meaningful in both PE and history terms, explaining that it is relevant to what happened locally in the past.

Make clear, in positive terms, that students must follow instructions and not goof around. Something like, “We are going to learn more about what our local history actually involved for workers, so let’s be respectful by listening and working together.”

Break students up into 6 groups with 4-5 kids per group. Each group will have a writing utensil and something to write on (small white boards, paper and pencil, makers, etc).

The groups will move through each station, looking at the image on the scenario card and responding to what is on the card. Each station will be 6 minutes long, and students will rotate on the teacher’s command.



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Each station will give a scenario and an exercise to complete. The group does the exercise together and then answers the question/prompt that is on the cue card (as a group).

After the groups have completed the stations, bring them back and debrief as a class. In your debrief ask the students what was hard or easy and their thoughts on what life was like for some families/kids back in those times.

Station 1: You are sugar beet farm workers and it's time to go work. Pick up the juggling scarfs and try to juggle 10 times consecutively in 3 positions: on your feet, on your knees, and sitting down. After you try all 3 positions answer the following questions:

- What was the hardest position to juggle in?
- Farm workers used to spend all day in the farms on their hands and knees hoeing and working the fields. Look at the picture and try to put an age with each of the workers in this picture?
- How would you feel if you had to go work on your hands and knees all day instead of coming to school?

**Place the picture from this link on this card:** [“Farm Workers with Mules, with Adobe Building in Background”](#)

Station 2: You are a coal miner and have been for many years now. Working in a mine can cause a lot of health problems, one being Black Lung disease. Take one straw, put it in your mouth and breath through it, and try to jump rope 30 times.

- What did you feel like only being able to use the straw to breathe through?
- Coal mining was a big part of the local community back in the early 20th century. Read these two interview questions from Joe Martinez and local coal miner and write your thoughts about his answers:
  - Anything happen to you in the mine, that was bad?: *Well, it happened quite a few times. I got buried once. I got buried once in the back entry where I had no way out. I didn't get buried where the coal would come on me. But the entry was closed. There was no way for me to get out, they had to dig me out.*
  - What about any cuts and stuff, any really bad? *Oh, yeah, when I was timberin' we had a cave-in and a broken bar and one of the legs from the broken bar swung out of the place where it was holding the bar and one big rock, I guess hit the leg and it hit me in the back and they took me down to the hospital for one day. But the next day I feel like I could go back to work and so I went back to work and tried it again.*

Station 3: It's time to have fun like the Maestas family. Read the small blurb about what they did for fun and write a few sentences comparing/contrasting what you do for fun.

*Abe and Bob entertained themselves in the winter by playing ice hockey on Boulder Creek when it would freeze between Water St (Canyon Blvd. now) and Grove St. They used a tree branch for their stick and a smashed can for their puck. Their mom (Ruby) would come down to the creek letting them know they were not supposed to be down there and it was time to go home. They would go fishing at Central Park for sucker fish.*

Write a few sentences comparing/contrasting what you do for fun. Were Abe and Bob being safe playing hockey on the frozen creek?

After you're done, use the tennis balls to create your own game that you can play at home.



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Station 4: Let's look at Boulder County towns in the 1940's and see how many Latino women and men were born in Colorado. Using the spreadsheet with the census data from 1900-1940 and the foam bricks, make a graph that shows the numbers born in Colorado compared to other states or countries.

After you're done write down where you were born.

Station 5: Beet farms made Longmont a main supplier of sugar. It's time to collect beets. Take turns in your group going one at a time picking up the bean bags and placing them into the bucket on the other side of the cones. You can only take one bean bag at a time and you can only carry it on the top of your head. Weave in and out of the cones towards the bucket. Each person gets 30 seconds to see how many they can get into the bucket. Use the stopwatch to time each other. After everyone gets a turn answer the following questions:

- In the picture how many kids do you see?
- How old do you think the kids are in the photo?
- Do you think the kids liked going to work with their families everyday on the beet farms?

**Place the picture from this link on this card:**

<http://longmont.pastperfectonline.com/photo/1DC4B9BE-15B1-4F14-8576-967829881472>

Station 6: Playing music and signing with family was a fun pastime for Latino families when they weren't working, as shown in the picture. You and your group will use the hula hoops to hula for one minute. After you're done, sit with group and write down some of the fun things you do with your family.

**Place the picture from this link on this card:**

<http://bocolatinohistory.colorado.edu/photograph/man-playing-guitar-with-two-women-and-another-color-photo>

Lesson Close: Ask your students what they thought about each station? You could have them do a quick pair share, or in their groups have them say one thing they learned. If needed use a few minutes the next time you see them to see if they remember what they did. Extend it by challenging them to research outside of school and bring you back one fact about something they did in one of your stations.

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

**Collect the sheet of paper from each group you handed out at the beginning. Make sure students put all names on it.**



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