



# Boulder County Latino History Project Lesson Plans

**Title: Exploring local and family history through artifacts, photos and poetry**

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## Overview

<b>Lesson Overview</b>	Who Am I in the United States? Students will learn to interpret artifacts as history, to use photos to explore the history of our region, as well as their own family's history, and that of a partner.
<b>Author(s) &amp; School</b>	Heidi Hendrix-Johnson Mead High School
<b>Grade Level/ Course</b>	High School, social studies
<b>Standards</b>	SVVSD- Develop an understanding of how people view, construct, and interpret history <ul style="list-style-type: none"><li>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</li></ul> Common Core- Speaking and Listening Standards- <ul style="list-style-type: none"><li>Initiate and participate actively in a range of collaborative discussions</li></ul>
<b>Time Required</b>	Multi-class -Two class periods (with an important homework assignment between the two class periods)
<b>Topic</b>	Families; Culture/identity issues
<b>Time Period</b>	1980s-90s; 2000-2013
<b>Tags (key words)</b>	Primary resources, photos,

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

<b>Materials</b>	<a href="#">Artifact Set Slideshow</a>
<b>Resources/Links</b>	<a href="#">Artifact Set Slideshow</a>



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

Who I Am in the United States?

DAY ONE -INTRODUCTION

Students- have a blank piece of paper, and answer as we go

Present [Artifact Set Slideshow](#) that asks questions and sparks a quick discussion:

- What are *artifacts*?
  - Students should brainstorm ideas, share, and teacher can record on board
  - Students will then record the actual definition- objects made by a human being, typically an item of cultural or historical interest
- What are examples of artifacts?
  - Have students brainstorm ideas
- These are artifacts- show images on slide, one at a time
  - Write down at least three things you see
- After the images have been shown once, go through the next slides to show each image a bit more slowly, and students should be asked to record:
  - What can these artifacts (or pictures of artifacts) teach you about the people who made them and who used them?
  - What do you notice??
  - What can you tell me about the people who made and used these artifacts?
    - Students should share ideas about what they see, notice and infer about the photos
- Then go through the photos and have students answer the prompts, discuss as you go

Your homework is to find two photos:

- You will need to work with a parent or other adult in your life to complete this assignment.
- Find an OLD family photo. Look for one that we can examine and try to learn the story using just the photo as our primary resource. You may:
  - Take a picture of the photo OR
  - Print it
  - Bring in the picture and we will make a copy of it
  - IF you cannot find an old photo tonight, please plan to meet with me tomorrow (BEFORE the homework is due!!!!)
- Spend at least 30 minutes talking with your family member about the event shown in the photo. Record answers and important information!
  - Who is pictured?
  - What are they doing?
  - What is the history and the story behind the event?
  - What is your ethnic or national background?
  - How did you, your family or your ancestors arrive in Colorado?
- Bring in a picture of you when you were little



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## DAY TWO

Print and post the images online and on the wall near the classroom

- Examine the images.
  - What do you notice?
  - What common things you notice in various family photos? What conclusions can you draw based on this evidence?
  - What images stand out as very unique? Why?
- Teacher will create teams of two, being sure to avoid putting students with close friends. Pair up and examine your partner's photo more closely (without discussing it!!)
  - What are at least 5 details you notice?
  - What can you tell about the people in the photo?
  - Use the evidence that you observed to support your claim about the people in the photo
  - Once both partners are finished examining the other's photo, share your insights with each other
- Each partner will then describe their own photo, and the information they learned in their interview, and discuss with their partner
- Each partner will then write a Family Photo Poem about one of the people in their partner's photo.

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

Each partner will then write a Family Photo Poem about the family or one of the people in their partner's photo.

Family Photo Poem (adapted from Read Write Think Biography Poem)

(Line 1) Name (can be the family name, or the first name of one of the people in the photo)

(Line 2) Three or four adjectives that describe the family or the photo

(Line 3) Important relationships depicted in the photo (daughter of . . . , mother of . . . , etc)

(Line 4) Two or three things, people, or ideas that were important to the family

(Line 5) Three feelings the family may have experienced (be creative, infer!!!)

(Line 6) Three fears the family may have experienced

(Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.) complete this line if you can

(Line 8) Two or three things the family wanted to see happen or wanted to experience or hoped for

(Line 9) The place the family lived (USA, or Colorado, or Lakewood, or Field Street...)



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(Line 10) Last name

Poem must be:

- Complete,
- Reflect clear understanding of the use of photos as artifacts and primary sources,
- Be typed or artistically completed, and printed



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