



Boulder County Latino History Project

Lesson Plans

Title: The history, not of immigration, but of migration of Latinos to Boulder County/La historia, no de la inmigración, sino de la migración de latinos a Boulder County

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

Overview

Lesson Overview	This lesson is designed for a Spanish for Heritage Speakers course but can be adapted for other content areas. The objective of the lesson is for students to identify and describe the history of migration from New Mexico and southern Colorado to Boulder County which demonstrates the long history of Latinos in Colorado that pre-dates the Treaty of Guadalupe and the formation of the current US borders. Students will use this information to answer the essential questions of “¿Por qué no se enseña esta historia con frecuencia? (Why is it that this history is taught so infrequently?)” & “¿Cómo la historia que aprendemos influye quién definimos como americano/a? (How does the history we learn influence who we define as American?)”.
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Grade Level/ Course	High School, Middle School
Standards	1.A.2f Verificar y aclarar continuamente para entender (e.d. además de conocimientos prácticos previos, aclarar terminología, buscar información adicional) (WIDA) 1.A.3f Comparar conocimientos de una lectura con otras lecturas (WIDA) 1.A.2h Utilizar información para formular, refinar, y explicar preguntas y predicciones (WIDA) 4.3.a.: Discuss multiple perspectives on local issues and options for participating in civic life. (CDE)
Time Required	One 90-minute class
Topic	Immigration
Time Period	19th century; 1900-1919; 1920s-30s



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Tags (key words)	borders, Colorado history, migration, Treaty of Guadalupe, Dust Bowl, indigenous
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Preparation (*Links to worksheets, primary sources and other materials*):

Materials	access to internet and computer (teacher only), projector, butcher paper, copies of readings, recommended: create graphic organizer
Resources/Links	Photo of Covered Wagon Video: Alberto Ramirez Biography of Migration Biography Andrew Borrego p. 35-48 of Chapter Two, Vol. 1 Latinos of Boulder County, Colorado

Lesson Procedure (*Step by Step Instructions*):

<p>I. Anticipatory Set: Project the photo of the covered wagon with the following instructions: “List any words that come to mind when you see this picture and/or answer the following questions: When do you think it was taken? Where? Who is in the wagon? Where are they going? Why?” (3 minutes)</p> <p>A. Have students “Turn and Talk” about what they came up with</p> <p>B. Ask students to raise their hand if they and their partner had something similar and invite to share what it was/if they and their partner had something different and share/anything else to add</p> <p>II. Introduction of New Material</p> <p>A. Explain that the photo is from the 1910s and is of Latinos moving north to Boulder County from either New Mexico or southern Colorado</p> <p>B. Ask students to raise their hand if they pictured the people in the covered wagon as white. Ask “Why?” [US history most of the time focuses on White people moving West during the period of Manifest Destiny]. Ask “When do Latinos show up most often in history classes?” [when covering immigration]</p> <p>C. Explain to students that today we will not be learning about immigration, but rather of migration. Have students take 60 seconds to write down what they think the difference is between immigration and migration. Have students Turn and Talk and then share out with the class clarifying the definition for students with a visual definition to be copied into notes.</p> <p>D. Explain that today we will be using 3 primary sources to try to piece together the often untold history of Latino migration from New Mexico and southern Colorado to Boulder County during the 1910s as well as the history of the land that is now Colorado prior to the 1910s</p>



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- E. Model note-taking in some type of graphic organizer to help students collect information from the primary sources [suggested questions: Where did Vera's family immigrate from? Where did they migrate from and to? What connections to history can you make? What surprised you? What questions do you still have? Important details?]
- F. Play the [Video: Alberto Ramirez](#). Let students know that he will tell the family history of someone named Vera that they should listen for. Have students compare with their partner and add anything they missed. Play the video again to give students time to add. Review the questions from the graphic organizer. List key takeaways and questions for investigation on a butcher paper.
1. Potential Key Takeaways:
 - a) Where did Vera's family immigrate from? Spain & Portugal
 - b) Where did they migrate from and to? Mexico → New Mexico/southern Colorado San Luis Valley → Boulder County
 - c) What connections to history can you make? expansion from East to West taught rather than South to North
 - d) What surprised you?
 - (1) Jewish roots in Spain and Portugal
 - (2) Vera 13th generation part of Mexico and New Mexico/southern Colorado San Luis Valley
 - e) Important details?
 - (1) Vera family came to Mexico from Spain & Portugal because of the Spanish Inquisition 1590
 - (2) Family part of expedition with Oñate in 1700s that moved northward and part of the revolt where indigenous chased Spanish out, but then reconquered
 - f) What questions do you still have? What does "amalgamation" of Spanish and Mexicans mean? How can her family be 13th generation New Mexican/Coloradan before 1946? etc.
- G. Have students in pairs each read and annotate one of the two primary sources: [Biography of Migration](#) and [Biography Andrew Borrego](#) with guided questions. Students should then teach their partner what they learned from their primary source for their partner to fill out in their graphic organizer. Then summarize class takeaways and question brainstorm on butcher paper.
1. Potential Key Takeaways from *Biography of Migration*:
 - a) Marcella Diaz's grandparents "arrived" in the US(New Mexico area) 1850 or before, but it says they were born in New Mexico 1900 and 1907 so their parents must have been living in New Mexico in 1850 or before
 - b) Grandfather's family forced to move northeast to Clayton, NM and abandon their land in 1910s because of recession and Great Depression
 - c) Once married, they travelled in groups of 20-25 by covered wagon around NM in search of labor
 - d) Many winter months spent in San Luis area where freezing
 - e) 8 children born in various parts of Colorado because of traveling for work
 - f) Questions: How did the great-grandparents arrive in the US?
 2. Potential Key Takeaways from [Biography Andrew Borrego](#)
 - a) Andrew Borrego born in Trujillo Creek homestead near Spanish



- Peaks just after the turn of the century
- b) Great grandfather had homesteaded in Colorado on one hundred acres since Colorado was still a territory not part of US
- c) Grandfather was kidnapped by Indians (common practice by Indians and Spanish) because redheads thought to be good luck
- d) Questions: Where is Spanish Peaks? What does it mean that Colorado was not part of the US? When did it become part of the US? etc.

I. Use [p. 35-48 of Chapter Two, Vol. 1 Latinos of Boulder County, Colorado](#) to present key details to students to take notes on and answer some of the brainstormed questions

1. New Mexico had a complicated history and diverse cultures. Originally the area was home to indigenous peoples, then it was conquered by the colonial Spanish, next it was part of an independent Mexico, and finally—due to the Mexican-American War and the Treaty of Guadalupe-Hidalgo of 1848—it became part of the United States.
2. Most northern New Mexicans had deep roots within the region, which had been colonized by their ancestors. Those settlers had moved from further south in Mexico, mainly in the seventeenth and eighteenth centuries. Dispossessing many of the indigenous peoples, they created agricultural communities in the hills and mountains around Santa Fé and to the north of it. Northern New Mexico had been part of the Spanish empire and then of independent Mexico since 1598.
3. While some Spanish-speakers chose to move south into Mexico after 1848, thousands stayed in their homeland, where their families had lived for hundreds of years. In some parts of northern New Mexico and the San Luis Valley in southern Colorado, families maintained their cultural traditions and in many cases their Spanish language well into the 20th century. Some families had Jewish ancestors who had fled to Mexico in the 16th and 17th centuries to escape the Spanish Inquisition. The mixing of indigenous people with settlers from Spain or other European countries happened both peacefully and by kidnapping children from a different culture and raising them in your world; abduction of Indian children to become servants and perhaps family members of Spanish households was especially common.
4. During the late 1920s and 1930s, people from New Mexico began migrating north, including to Boulder County. They were pushed out largely by poverty, due to the gradual loss of their traditional lands and by the severe drought and resulting “Dust Bowl” of that period, which made it impossible to support a family on a small piece of land. Some families travelled north in covered wagons, just like people moving into Colorado from the East Coast or Midwest.

*Extension lesson - use the rest of the information in the chapter to go more deeply into the lives of the early Mexicans living in New Mexico and southern Colorado

III. Questions for Group Discussion. Allow students time to brainstorm in small groups speaking and in writing and provide sentence starters for developing bilinguals. Create norms for a group discussion so students can share what they brainstorm together.

- A. What do the families of Vera, Marcella Diaz, and Andrew Borrego have in common? How do you know? One thing that all three families have in common is _____. I know this because/This is evidenced by ____.
- B. What surprised you most about the history discussed today? Why? I was most surprised to learn _____ because ____.
- C. Why is this history important? How does it influence how you think of US history? This history is important because ____/It influences the way I think about US history in that _____.



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- D. In your opinion, why is it that this history is taught so infrequently? I think this history is taught so infrequently because ____.
- E. How does history influence who we define as American?

IV. Exit ticket: Students answer one of the discussion questions in writing in a minimum of 5 complete sentences.

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

1. Formative - Discussion rubric
2. Formative - collection of discussion notes and exit ticket.



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