



Boulder County Latino History Project Lesson Plans

Title: Then and Now Walking Field Trip of “The Little Rectangle”

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

Overview

Lesson Overview	Students will begin by learning where latino families lived in Boulder. They will compare and contrast past and present images of these locations in order to see how places change or stay the same over time.
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Grade Level/ Course	Elementary, 3rd Grade
Standards	Social Studies, 3: 1.2: People in the past influence the development and interaction of different communities or regions. 3:2.1: Use various geographic tools to develop spatial thinking. Math 3:3.1: Visual displays are used to describe data.
Time Required	multi-class
Topic	Families; Houses/living places; Neighborhoods
Time Period	1920s-30s; 1940-1965; 2000-2013
Tags (key words)	Neighborhoods, family, The Little Triangle, Boulder, houses/living places

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

Materials	Before:, Census data 1935, 1955; images of homes; Links to primary sources about the families (below)
Resources/Links	1718 Canyon Street; Archuleta, 1955) http://bocolatinohistory.colorado.edu/photograph/house-at-1718-water-street-boulder-purchased-by-juan-and-clofes-archuleta-in-1945-color Tafoya Family, Canyon home http://bocolatinohistory.colorado.edu/photograph/tafoya-family-in-front-of-their-water-street-home-1956



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Bernal Family of Boulder

<http://bocolatinohistory.colorado.edu/photograph/bernal-childrens-first-communion-1951>

Bernal Biography

<http://bocolatinohistory.colorado.edu/document/biography-of-e-e-and-eva-bernal-written-in-2012>

Bernal Oral History: <http://bocolatinohistory.colorado.edu/audio/oral-history-interview-mr-and-mrs-emerenciano-bernal-1977-audio-and-transcript>

Hernandez Oral History:

<http://bocolatinohistory.colorado.edu/video/oral-history-interview-philip-hernandez-2013-video-and-transcript>

Philip Hernandez:

<http://bocolatinohistory.colorado.edu/photograph/phil-and-eleanor-hernandez-in-mexican-costumes-1948>

Lesson Procedure *(Step by Step Instructions):*

Lesson 1: Data and The Little Rectangle:**Frontload Map skills:**

Using modern maps of Boulder, provide students a chance to explore their neighborhood. In teams of 4 (2 pairs per team) Begin by giving students a chance to just explore the map. Then ask: “*What can you find on the map? Where is it located?*” Give the teams a chance to find various landmarks of student interest on the map. Encourage teams to go on a “hunt” together. This could sound like: “*Can you find X on the map? Where is it located?*” After a few minutes of exploring the map, ask students: “Is there a pattern for how Boulder is organized?” Why would that be helpful? Provide time for students to explore and then explain what they have found about how Boulder is organized. (Numbered streets increase as you move away from the mountains)

Connection/Prediction: Has Boulder always been the way it is today? Explain your thinking or predictions on how Boulder may have changed over time.

Share the map from 1936 with students. Together, figure out how many years have passed between now and the time of this map. Then give time for students to compare the map from today to the map from 1936. What is the same? What is different?

“Today we are going to meet a website and prepare for our walking field trip tomorrow. This will help us to see some of the ways Boulder has changed and remained the same over time.”

Introduce the BHLHP website. Break down each word in the title to help students predict what they will learn about from the website. If the students don’t ask, prompt: “*What is Latino?*” Provide time for conversation. Then ask: “*How do you think Latinos have influenced Boulder’s history?*”

Introduce the Census data from 1935. Guide students through an exploration of the data (if you choose, you can follow Andy’s lesson on the data in Math, or you can focus on the names and addresses). Give students a copy of the 1936 map. Provide time for students to use the addresses



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to find the locations of homes belonging to Latino families. “What do you notice about the locations of these homes?”

“This area was called the Little Rectangle. Tomorrow we will go on a walking field trip of this area, looking to see how these places have changed or stayed the same. Please make a plan for how we will walk to the Little Rectangle.”

Day of the Walking Field Trip: Analyzing the photos. What do we observe?

Prep: have photos and list the homes. Provide each pair with an address. Walk with the students and have the kids take a photo of their house/building at the address they were given.

Upon returning, print or load the photos from the students of each of the locations. Have the old photo first, then the one the students took. Tell students they will be “reading” the photos with the intention of teaching another group what they observe. They should focus their thinking on comparing and contrasting the photos. Allow students to look at each photo and answer: what do you observe (WOPAQ: words, objects, people, actions, questions). Following the same procedure, look at the second photo. Then look at the photos side by side. How are they similar or different? Once students have had a chance to discuss in pairs about their photos, combine 2 pairs of students to create groups of 4 students. Have the partnerships teach each other about the patterns they have observed: What stayed the same or what changed in the photos? Together in a small group, the students should complete the *Double Bubble Thinking Map: What was this neighborhood like in 1936? What is it like now?*

Optional extension: You can share stories from some of the people who lived in the homes we visited. The links for this activity are included. With this activity, students can look at the photos, listen to the stories and/or watch the interviews. From this information, students can consider: Who were some of the Latino families who settled in Boulder? Why did they come to Boulder? What was their life like? Does this family still live in Boulder? How did this family impact Boulder, either in the past or today? (What is their story?)

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

In groups of four, students will complete a *Double Bubble Thinking Map: What was this neighborhood like in 1936? What is it like now?*



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