



Boulder County Latino History Project

Lesson Plans

Title: Comparing the Shootings in Longmont in 1980 with Michael Brown/Ferguson in 2014 via Mural Creation

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

Overview

Lesson Overview	Students will use the materials from BCLHP focused on the Longmont Shootings in the 1980s and the creation of the Kensington Park Mural, <i>Unity</i> , and draw connections between events in Ferguson, MO / Michael Brown. Students will create a mural reflective of themes, symbols, and ideas in <i>Unity</i> but apply these to Michael Brown. Students may write a short paragraph or essay explaining the connections between the two murals and/or give an oral presentation.
Author(s)	Cara Luchies-Schroeder
Grade Level/ Course	High School, U.S. History, Government
Standards	<p>1. 11th grade SVVSD language arts: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS: W.11-12.2; 3.2.b)</p> <p>2. CCSS History/Social Studies: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>
Time Required	Three or four 90-minute blocks
Topics	Civil rights activity, Organizations/clubs, Political or community participation, Racism/discrimination, Police/Sheriffs/I.C.E. Outline topic: The shootings in Longmont and founding of El Comité
Time Period	1966-1980
Tags (key words)	Kensington Park mural, shootings, activism, El Comite, police violence, Michael Brown, Ferguson, racial profiling, healing, expression, change,



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



Boulder County Latino History Project

Lesson Plans

	U.S. History, Government, Civil rights activity, Organizations/clubs, Racism/discrimination, Police/Sheriffs/I.C.E., Longmont, Political or community participation
--	---

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

Materials	LINKS BELOW
Resources/Links	<ol style="list-style-type: none"> 1. Primary Sources on the Longmont Shootings 2. Denver Post Story Looking Back on Shootings 3. The Power of Unity in Kensington Park 4. Denver Post Story Looking Back on Longmont Shooting and Creating of El.Comite. 5. NPR St. Louis Teacher Give Back to the Community to Help Heal. 6. New York Times/Learning Network lesson plans on Michael Brown 7. NPR - St. Louis Teachers Address Ferguson with Lessons on Race

Lesson Procedure *(Step by Step Instructions):*

Day 1: Activate Prior Knowledge: Students brainstorm, via a class discussion, what police are needed for / good for. In addition, have students share out anything they know about recent events and/or times when police have made mistakes or misused power. Share out their ideas on the board. Another idea: show pictures of police “doing good” and/or police “doing wrong” and have students record their emotional reactions on a piece of paper or on stickies.



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



Boulder County Latino History Project Lesson Plans

Links to Learning: Have students share out anything they've learned in school about police brutality and/or police integrity.

Academic Vocabulary: brutality, protest, activism

Processing Vocabulary: create, analyze, synthesize, compare/contrast

After activating prior knowledge, students will be introduced to the BCLHP information on the shootings in Longmont. Using this [link](#), teachers can pick and choose primary sources to share with students. [This Denver Post story looking back on the Longmont shooting is a good place to start.](#) Students will annotate the article and write a short summary of their article to share with the class. This can be done in jigsaw format.

Day 1 or 2: After gathering information on the Shootings, students will be introduced to the mural, [Power of Unity](#), by Mario Echevarria that encouraged the community to heal. While learning, students should record at least THREE "power words" that help sum up how they feel when they see the mural, and/or thematic words that hold the mural together. Options include UNITY, DIVERSITY, GROWTH, and HEALING. After identifying the words, students should be directed to pick specific images in the mural that support the words. For example, for GROWTH, students could point out the image of the two children planting a tree/flower. Other options for this day are to invite the mural artist in to speak and/or a field trip to the actual mural in Kensington Park.

Day 3: Using this New York Times [link](#), students can replicate Monday's lesson on acquiring information on the August 2014 Ferguson, MO / Michael Brown Shootings. Teachers can pick and choose primary sources on the aforementioned site and have students write summaries/jigsaw with the class. This lesson can be extended as desired as the website has an abundance of resources. While the students are gathering information, they can look for new "power words" that sum up the Michael Brown Shootings and record, as well. Venn Diagrams can be used to compare and contrast.

Day 4: Connections between the topics: after learning about similarities and differences between the two shootings, students will be directed to create a "mural" that encourages the Ferguson community to heal, replicating the *Power of Unity* mural in Longmont, CO. Students will focus their mural on three power words, either the same as day 2 or different after gathering information on Ferguson, and support their power words with images and symbols. This assessment can be changed as needed to fit teachers' needs.

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

Formative:

Day 1: collect their jigsaw activity,



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](#).



Boulder County Latino History Project Lesson Plans

Day 2: collect their power words/images

Day 3: collect their Venn Diagram

Summative:

Day 4: the mural and any accompanying writing/presentation



These lesson plans are licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).