



Boulder County Latino History Project

Lesson Plans

Title: DBQ: Persecution of Boulder County Latinos by the Ku Klux Klan

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Overview

Lesson Overview	Students will learn about the 1920s KKK persecution of Boulder County Latinos by reading and analyzing primary sources. Students will then create a modified DBQ that provides evidence of the Latino experience with the KKK.
Author(s)	Patty Sandoval, Lisa Norton, Julie Lyddan
Grade Level/ Course	Middle School, High School, U.S. History
Standards	<p>History 1. Analyze and interpret historical sources to ask and research historical questions.</p> <ul style="list-style-type: none"> • 1.d. Construct a written historical argument by using and understanding primary and secondary sources (DOK 1-3) <p>Language Arts 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.8.1)</p>
Time Required	2-3 class periods, 90-140 minutes
Topic	Racism/discrimination Outline topic: Racism and the Ku Klux Klan
Time Period	1920s-1930s
Tags (keywords)	KKK, racial discrimination, hatred, power, terrorism, Jim Crow, white supremacy, Middle School, High School, U.S. History, Ku Klux Klan, Racism/discrimination

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

Materials	Copies of primary and secondary source materials, big paper, markers/writing materials, scissors
Resources/Links	Background Reading <ul style="list-style-type: none"> • Excerpts from “Racism and the Ku Klux Klan”:

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Primary and Secondary Sources

- (newspaper) KKK's presence in Boulder was short-lived: <https://bocolatinohistory.colorado.edu/newspaper/kkks-presence-in-boulder-was-short-lived-0>
- (newspaper) Pool segregation in Lafayette: <http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2015/10/Pool-Segregation-in-Lafayette-CO.pdf>
- (newspaper) A Summary of the Principles of the Knights of the Ku Klux Klan <https://bocolatinohistory.colorado.edu/document/a-summary-of-the-principles-of-the-knights-of-the-ku-klux-klan-p-1>, <https://bocolatinohistory.colorado.edu/document/a-summary-of-the-principles-of-the-knights-of-the-ku-klux-klan-p-2>, <https://bocolatinohistory.colorado.edu/document/a-summary-of-the-principles-of-the-knights-of-the-ku-klux-klan-p-3>, <https://bocolatinohistory.colorado.edu/document/a-summary-of-the-principles-of-the-knights-of-the-ku-klux-klan-p-4>
- (reading) Summary of klan in Colorado: <https://history.denverlibrary.org/news/when-kkk-ruled-colorado-not-so-long-ago>
- (map) Hate Map: <http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2015/10/Hate-Map.docx>
- (photo) Ortega Wedding at Sacred Heart of Jesus Catholic Church in Boulder: <https://bocolatinohistory.colorado.edu/photograph/wedding-of-becky-and-dave-ortega-sacred-heart-of-jesus-church-boulder-1953>
- (photo) Sheriff Saves Men From Lynching: <https://bocolatinohistory.colorado.edu/photograph/sheriff-saved-prisoners-from-lynching-1911-p-2>
- (photo and note) KKK Membership Swearing in Ceremony: <https://bocolatinohistory.colorado.edu/photograph/a-kkk-meeting-in-boulder-1920s-front-of-photo> and News Reporter's notes on photo of Swearing in Ceremony: <https://bocolatinohistory.colorado.edu/photograph/a-kkk-meeting-in-boulder-1920s-back-of-photo>

Lesson Procedure *(Step by Step Instructions):*

1. Start off class with a discussion of the tags (keywords) - what they mean historically and what they mean today. This can be done in small groups or as a whole class.
2. Each student reads the background article **Eracism**: <https://goo.gl/63tOqy>
3. After reading the background article, have a brief class or small group discussion on the following questions: **How have people dealt with discrimination/differences (historically)? What issues arise when immigrants join new communities?**
4. Next, introduce the investigation question that students will answer in a modified DBQ format: **How did the KKK impact the Latino experience in Boulder County in the 1920s?**
5. Create groups of four. Each group will then need their big paper, scissors, markers, tape,



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and a primary/secondary source set.

6. Students then create a chart on their poster to sort all factual information about the topic being investigated (see example below). The investigation question should be written at the top of the page.
7. As a team, students read and examine the documents to determine what is being said and how each document might help them answer the investigation question.
8. Students should then select three to four documents they feel *best* answer the investigation question.
9. Once documents have been selected, students work together to write a summary of the document (meaning) and an analysis of the document (relationship to the investigation question).
10. A big paper displaying each student-selected document and its corresponding summary/analysis is created by each group (see example below).
11. Students will then review the investigation question and the documents/summary/analysis they came up with to write a thesis statement at the bottom of the poster.

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

Students present their modified DBQ Posters to the class.

Example of Final Product (not on the same topic):



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Question: To what extent was America the land of opportunity for immigrants who arrived between 1840 and 1924?

Opportunity | Non-opportunity

- | | |
|--|---|
| <ul style="list-style-type: none"> • job opportunity • better living conditions • new life • reuniting families • freedom • no more religious, political persecution • more rights • more land • more food • better medical attention • better government • better education | <ul style="list-style-type: none"> • violence, racism • discrimination • crowded living spaces • low wages • long hours • homesickness • unfamiliar surroundings |
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Oral History of Italian Immigrants

The following statement are from oral histories of Italian immigrants who came to America in the late 1800s and early 1900s. Each immigrant was asked for his reasons for leaving his native country. They are listed below.

"The main reason was food. There was no bread in Italy."

"I could not find any other work. There was only one factory in my town."

"I have no more money. I have no more work. I have no more money. I have no more work. I have no more money. I have no more work."

Summary: This is an oral history of Italian immigrants describing their desire to come to America.

Analysis: This document proves the job opportunities and educational offers available in America. For most, this alone was reason enough to come to the United States.

Summary: This is an oral history of Jewish immigrants describing their struggles with religious persecution in their native country.

Analysis: This document proves the religious persecution immigrants faced in their native countries. Thus, proving a reason to migrate to America in an attempt to escape.

Oral History of Jewish Immigrants

The following statement are from oral histories of Jewish immigrants who came to America in the late 1800s and early 1900s. Each immigrant was asked for his reasons for leaving his native country. They are listed below.

"The main reason was the persecution in our country. We were not allowed to work in many places."

"I had no more money. I had no more work. I had no more money. I had no more work."



Summary: This picture shows a riot of nativists acting out towards Chinese immigrants.

Analysis: This woman in the picture symbolizes the protection for those suffering racial discrimination from the nativists who want their jobs back.

Thesis Statement:

Between 1840 and 1924, America was a land of opportunity for some, but for most it was a constant struggle for prosperity due to racial barriers.

