



Boulder County Latino History Project

Lesson Plans

Title: Exploring Immigration Patterns of Latinos to Boulder County

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Overview

Lesson Overview	Students will research and tell the story behind immigration patterns of Latinos to Boulder County from 1910-1940 using background information, research, BCLHP primary and secondary sources, additional images or video, and Google Tour Builder.
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Grade Level/ Course	Middle School, High School, Geography, U.S. History
Standards	<p>Geography 1.a. Interpret maps and other geographic tools as a primary source to analyze a historic issue (DOK 1-3)</p> <p>Geography 2.a. Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict</p>
Time Required	Multiple Days, 6-7 45-minute class periods
Topics	<p>Immigration, Mexico/Mexicans, New Mexico/New Mexicans, Quantitative information</p> <p>Outline topic: Early Hispanic immigration to Boulder County</p>
Time Periods	1900s-1910s, 1920s-1930s
Tags (key words)	migration, push and pull factors, Geography, U.S. History, Immigration, Mexico/Mexicans, New Mexico/New Mexicans, Quantitative information

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

Materials	Computers with access to Google Tour Builder
Resources/Links	<ul style="list-style-type: none"> • Google Tour Builder Tutorial & Google Tour Builder Examples • Background Reading: Immigration from Mexico, 1900-1940 by Marjorie McIntosh (modified for purpose of this lesson - modify further as needed). • Background Reading: Immigrants from New Mexico and Southern Colorado, 1900-1940 by Marjorie McIntosh (modified for purpose of

this lesson - modify further as needed).

- [Google Tour Builder: Telling the Story of Latino Immigration to Boulder County](#) directions
- [Primary Source Set - Immigration from Mexico, 1900-1940](#)
- [Primary Source Set - Immigrants from New Mexico and Southern Colorado, 1900-1940](#)
- [Primary Source Set - Immigration 1900-1940 Quantitative Information](#)

Lesson Procedure *(Step by Step Instructions):*

1. Activate prior knowledge - Word Cloud
 - a. Ask students what comes to their mind when they think of immigration. Students will type whole words or phrases into a shared Google Doc. Once enough time has passed, use Tag Cloud Generator (a Google Doc Add-on) to create a word cloud with the ideas students came up with. This would be a great time to discuss the words that appear more frequently and review major immigration concepts and key vocabulary terms.
2. Actively read the background reading provided. Underline main ideas, highlight important terms in yellow, highlight unknown terms in green, and add comments/questions/connections in the margin. This can be done in Google Docs if all students have access to a computer.
 - a. Take time to discuss both background readings before moving forward.
 - b. Allow students time to review the primary source sets and make connections between what they are reading, viewing, or hearing to the text they just read.
 - i. Ask some students to share their findings.
3. Sign-in to Google Tour Builder, create a tour, and share your tour with your partner and your teacher.
 - a. Give the tour an appropriate title and include your names as the authors.
 - b. Choose at least 5 locations to highlight.
 - i. For each location, you must include:
 1. A well-researched 2-paragraph summary about the location and the connection to the immigration of Latinos to Boulder County.
 2. One primary or secondary source using the resources provided from the Boulder County Latino History Project.
 3. At least 2 additional images or videos to enhance the story of the immigration of Latinos to Boulder County.
 - ii. Because this is a “story” that you’re telling, make sure that the places are plotted in an order that makes sense and the story builds as immigration progresses. Some questions that might help you focus include:
 1. Which three Mexican states were immigrants mainly from?



2. In what time period did the first wave of Latino immigration to Boulder County occur?
3. What were some push and pull factors for Latino immigration to Boulder County?
4. How did the immigration experience differ for Latinos in Boulder County?

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

4. Students will present their findings to visiting classes. Each group will set up a station and present their story of the immigration of Latinos to Boulder County to students/teachers/staff/parents who visit their station. Each group must collect a rubric with feedback from at least 2 visitors.

Rubric: Share feedback in the categories of **content**, **sources**, and **organization**.

	Advanced	Proficient	Partially Proficient	Try Again
<p>Content</p> <p>Well-researched and synthesized story of immigration written in 2 well-developed paragraphs.</p>				
<p>Sources</p> <p>Relevant primary or secondary sources from the BCLHP are used, in addition to at least 2 other relevant images or videos.</p>				



Organization Story of immigration is presented in an order that makes sense to the viewer and is very easy to follow.				
Comments:				

