



Boulder County Latino History Project

Lesson Plans

Title: World Language Lesson - How has Boulder, Colorado, Received & Perceived Latino Immigrants? An Historical Comparison from the Early 1900s to Today

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Overview

Lesson Overview	This unit will give students a taste of some of the experiences of Latino immigrants to Boulder County, focusing on how they have been received/perceived by the Anglos living here over time. Since this is a Spanish language class, the teacher will use BCLHP materials to teach Spanish vocabulary as well as the preterite and imperfect verb tenses. This grammar component is intended to be a review of preterite and imperfect verb conjugation.
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Grade Level/ Course	Middle School, High School, World Language, 8th grade Spanish, Spanish I, Spanish II
Standards	<p>WORLD LANGUAGES:</p> <p>Standard 1: Communication in Languages Other Than English</p> <p>Standard 2: Knowledge and Understanding of Other Cultures</p> <p>Standard 3: Connections with Other Disciplines and Information Acquisition</p>
Time Required	Multi-Day, 7 class periods (minimum)
Topics	<p>Civil rights activity, Deportation, Racism/discrimination, University of Colorado/college students</p> <p>Outline topics: Racism and the Ku Klux Klan; Repatriation and deportation of Mexicans, Challenging racism, increasing inclusion; Epilogue, Echoes of the past, voices of the future</p>
Time Period	1920s-1930s, 1940-1965, 1966-1980, 2000-2013
Tags (key words)	immigrants, verb tenses, racism, Latinos, education, schools, imperfect tense, preterite tense, grammar, Spanish, languages, culture. Boulder. Middle School, High School, World Language, Spanish, discrimination, KKK, Ku Klux Klan, repatriation, deportation, college students, young people

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

Materials	Vocabulario Hoja de Ejercicios 1 Hoja de Ejercicios 2 Evaluación Sumativa Rúbrica de Evaluación
Resources/Links	KKK photograph http://www.splcenter.org/hate-map http://www.boulderweekly.com/article-12431-eracism-a-dark-decade-of-klan-activity-aimed-at-local-latinos.html Deportation resolution, 1932 Veronica Lamas interview Emma Gomez Martinez interview Kelly Sarceno interview Piece on racism by Dixie Lee Aragon

Lesson Procedure *(Step by Step Instructions):*

DAY 1

Para Empezar [*warm-up*]

Contesta y comparte con un compañero/una compañera.

¿Qué es el racismo?

Discuss and then provide working definition for the class:

El racismo es la creencia que una raza/cultura es superior a otra y los actos y sistemas que resultan de esta creencia. El racismo es prejuicio + poder.

Explain the objectives of the coming lessons. Describe and introduce the final assessment. Explain that these lessons will include material on racism experienced by latinos in Boulder County and acknowledge that this might make some people uncomfortable. Then conduct the following lesson in English [adapted/excerpted from Teaching Tolerance - "Talking About Race and Racism"

<<http://www.tolerance.org/lesson/talking-about-race-and-racism>>]

On a scale of 0-5, how comfortable are you talking about race? Explain.

On a scale of 0-5, how comfortable are you talking about racism? Explain.

0 = I would rather not talk about race/racism.

1 = I am very uncomfortable talking about race/racism.

2 = I am usually uncomfortable talking about race/racism.



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3 = I am sometimes uncomfortable talking about race/racism.

4 = I am usually comfortable talking about race/racism.

5 = I am very comfortable talking about race/racism.

Discuss results of mini survey (two above questions) and what we can do to keep the discussion safe and open.

DAY 2

Para Empezar [*warm-up*]

Contesta y comparte con un compañero/una compañera.

¿Qué es el Ku Klux Klan?

¿Crees que en los años 1930 hubo KKK en Boulder?

¿Crees que hay KKK todavía en Colorado?

[Discuss. Show picture from archives.]

<http://bocolatinohistory.colorado.edu/photograph/a-kkk-meeting-in-boulder-1920s-front-of-photo>

¿Cuáles son las palabras que ves?

¿Cuáles son los objetos que ves?

¿Cuáles son las personas que ves?

¿Cuáles son las acciones que ves?

¿Que preguntas tienes?

adivina ...

¿Quién tomó esta foto y cuándo fue?

¿Por qué crees que la persona tomó esta foto? (el propósito de la foto)

[Show SPLC hate map.]

<http://www.splcenter.org/hate-map>

[Read aloud:]

<http://www.boulderweekly.com/article-12431-eracism-a-dark-decade-of-klan-activity-aimed-at-local-latinos.html>



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[Stop every few paragraphs for <https://padlet.com/> response with sentence starters:]

Me sorprendió que ...

No sabía que ...

Comprehension check exit ticket:

¿Cuál era una meta del KKK?

DAY 3

Para Empezar

¿Cuáles son 3 cosas que aprendiste ayer?

[Students complete: Hoja de ejercicios I]

Day 4

Para Empezar

¿Crees que es más fácil para los inmigrantes ahora o es igual?

Show primary source document: <http://bocolatinohistory.colorado.edu/document/boulder-county-commissioners-resolution-1932-typed-transcript>

Students respond first in paired discussion, then in writing, then in large group discussion to written questions on the board:

¿Qué pasa aquí?

¿Por qué crees que Boulder quería deportar inmigrantes? ¿Qué pasaba en la economía de los Estados Unidos en los años 30?

Show video: <https://www.youtube.com/watch?v=6uE0-HsyWf0&feature=youtu.be>

Conduct a *padlet* collection of student reactions -- allow reactions in English b/c this is such an emotional topic.



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Formative evaluation: In pairs, have students create a venn diagram of similarities and differences between the deportations in the 1930's and the deportations now.

Day 5

Para Empezar

- ¿Qué aprendiste ayer?
- ¿Qué sentías cuando veías el video de Veronica?
- ¿Crees que hay racismo en Casey? Explica.
- ¿En otras escuelas de Boulder? Explica.

Listen to audio clip of Emma Gomez Martinez describing racism in Boulder County schools in the 40's: <http://oralhistory.boulderlibrary.org/interview/oh1893/>

3,2,1 to collect and process student reactions -- allow reactions in English b/c this is such an emotional topic. "Write down 3 things that stood out to you from this video. Write down 2 reactions/emotions you felt when watching this video. Write down 1 connection you can make to your own life."

Show video clip of Kelly Sarceno describing experiences with racism in Boulder area schools in 2014: <https://www.youtube.com/watch?v=HHUjNIGSnh8&feature=youtu.be>

3,2,1 to collect and process student reactions -- allow reactions in English b/c this is such an emotional topic. "Write down 3 things that stood out to you from this video. Write down 2 reactions/emotions you felt when watching this video. Write down 1 connection you can make to your own life."

In pairs, have students create a venn diagram comparing the experiences of the two women in the videos.

Day 6

Read interview with former Casey student Dixie Lee Aragon and answer questions on Hoja de Ejercicios 2. <http://bocolatinohistory.colorado.edu/photograph/racism-in-the-school-system-written-by-dixie-lee-aragon>

Day 7

Para Empezar

- ¿Es la experiencia de los inmigrantes latinos en Boulder hoy en día diferente a la experiencia de los inmigrantes a Boulder a principios de 1900s?



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Help students develop thesis statements based on this question. Walk them through collecting details from their notes that support their thesis. Have them write a draft paragraph using the rubric provided.

Day 8

Have students peer edit each other's paragraphs. Have students write a corrected final draft which they could finish in class or at home.

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

Day 2:

oral responses/discussion

exit ticket

Day 3:

Practice & Preparation Worksheet/Classroom practice exercise: Hoja de Ejercicios 1
(Written responses + group discussion both of content and of criteria for tense selection)

Day 4:

Formative Evaluation: venn diagram of similarities and differences between the deportations in the 1930's and the deportations now.

Day 5:

Formative Evaluation: venn diagram comparing the experiences of the two women in the videos

Day 6:

Formative Evaluation: Hoja de Ejercicios 2

Days 7&8:

Summative Evaluation: A paragraph arguing that the experience of Latino immigrants is now different from or is similar to the historical immigrant experience. Students will use the following prompt and rubric for guidance:

Prompt:

¿La experiencia de los inmigrantes latinos en Boulder hoy en día es diferente a la experiencia de los inmigrantes a Boulder antes?

Escribe una tesis y defiende tu tesis con detalles de nuestro estudio. Termina con oración de conclusión.



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