



Boulder County Latino History Project

Lesson Plans

Title: Boulder County's Latino Migrant Housing: 1920s-1960s

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Overview

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| Lesson Overview | Students examine Boulder Latino migrant housing as portrayed in three different primary sources. In this process, students will closely read an oral history, a typed interview, and an oral interview for details related to this housing. Details and specific word choices related to tone and mood will be captured in a note catcher . Finally, students will be asked to choose between two topics and construct an evidenced-based essay. |
| Author(s) & School | Patty Hagan St Vrain Valley School District, Office of Professional Development |
| Grade Level/ Course | Middle School & High School, History and Language Arts |
| Standards (Common Core) | <ul style="list-style-type: none">• Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.• Analyze the cumulative impact of specific word choices on tone and mood |
| Time | Two block periods (90 minutes each) or 4 regular class periods. This lesson can also be used/modified for a flipped/blended classroom. |
| Topics | Farm work/agriculture/ranching, Houses/living places, Migrant workers Outline topics: Reaching out to migrant workers, Housing |
| Time Period | 1920s-1930s; 1940-1965; 1966-1980 |
| Tags (key words) | Latino, housing, migrants, farm workers, oral history, interview, audio |



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

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|------------------------|--|
| Materials | Digital Device, note catcher |
| Resources/Links | Nearpod , Source 1: Lou Cardenas http://bocolatinohistory.colorado.edu/document/oral-history-lou-cardenas-pt-1 Source 2: Tivi Gauna http://bocolatinohistory.colorado.edu/document/migrants-search-for-jobs-el-aguila-interview-with-tivi-gauna-p-1 Source 3 Virginia Maestas http://bocolatinohistory.colorado.edu/audio/oral-history-interview-virginia-maestas-2013-audio-and-summary Fabbabs. "Mood and Tone." <i>YouTube</i> , 21 Feb. 2014; accessed 22 June 2016 Informational/Explanatory Rubric. Literacy Design Collaborative. Website, 2016 |

Lesson Procedure *(Step by Step Instructions):*

1. Introduce students to the features of [Nearpod](#), if necessary. This lesson can be completed independently as part of a blended classroom, in pairs, or as part of a teacher-guided lesson.
 2. Look at the results from the open-ended questions on slides 4 and 5 of the Nearpod. This will assist as a pretest and help determine growth after the lesson.
 3. Mention that students will watch a short video on identifying tone and mood in a text. They will need to identify either the tone OR the mood in texts later in the lesson.
 4. Students should read do a "cold read" of the oral history of Lou Cardenas.
 5. Upon the second read, teachers should hand out the note catcher and provide some [text-dependent questions](#) to ensure students stay focused on the text. In addition, they should provide a model or two for the graphic organizer. Mention that students should just focus on the tone OR mood for each piece.
 6. Students complete the [note catcher](#) either alone or in pairs (recommended to facilitate discussion.)
 7. Repeat the same sequence for the Tiva Guana interview and Virginia Martinez audio, yet before reading and listening to the interviews, emphasize that you are now reading a different type of primary source.
 8. Students write essay. Use this [rubric](#) for evaluation.
- (Extension and highly recommended: Engage students in either a Socratic Seminar or Fishbowl)



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

Students will complete a note catcher in which they must collect details from each primary source that capture the genre, time period, details of housing and tone OR mood of each piece. They will then use this note catcher to assist them in writing an essay on one of the following prompts:

- Discuss the migrant housing of Tiva Guana, Lou Cardenas, and Virginia Maestas. Your essay should contain specific details from all three sources. In addition, discuss which source, the oral history, typed interview, or recorded interview had the greatest impact on you based on either the mood or tone of the piece. Include specific words choices and details from the source.
- Based on the stories of Tiva Guana, Lou Cardenas and Virginia Maestas, did housing improve for Latino migrants from the 1920's through the 1980's? Use details from each source to support your answer. In addition, discuss which source had the greater impact on you based on either the mood or tone the piece. Include details from the source.

Use this [rubric](#) for evaluation.

Extension: A follow-up Socratic Seminar or Fishbowl discussion.



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