



Boulder County Latino History Project Lesson Plans

Title: History's Most Influential People: Boulder County Edition

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Overview

Lesson Overview	Students analyze the characteristics of influential people. The lesson begins with a brainstorm list of influential people in history. Students are then asked to analyze primary sources focused on one of two influential leaders in Boulder County (Esther Blazon or John Martinez). Finally, they will think about where they see themselves in history and create a "Time Magazine Most Influential Person of the Year" cover about their future selves. The assessment will be a written analysis of how the local leaders might be considered influential people in history.
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Grade Level/ Course	Middle School/Social Studies
Standards	<p>CO History 8: Use and interpret documents and other relevant primary and secondary sources pertaining to United States (1.1.a)</p> <p>CCSS 8 History/Social Studies 1 - Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS 8 History/Social Studies 2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS 8 Writing 2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS 8 Writing 7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
Time Required	2 or 3 50-minute class periods
Topics	Farm work/agriculture/ranching, University of Colorado/college students, Education/schools, Civil rights activity, Political or community participation,



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	Soldiers/wars/veterans, Racism/discrimination/segregation, Migrant workers, Families Outline topics: Empowerment through new opportunities for work, Political activism by Boulder County residents, The Latino commitment to education
Time Period	1966-1980; 2000-2013
Tags (key words)	Local leaders, primary source analysis

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

Materials	<ul style="list-style-type: none"> ● Paper/White Board/Digital Board to write student's ideas ● Paper copies or access to digital: <ul style="list-style-type: none"> ○ Copies of the two resource sets ○ Analysis questions ● Computer and Projector to show examples of magazine covers ● Technology (Computers or iPads) or Paper/Markers for magazine cover
Resources/Links	<p>List of questions for document analysis https://www.loc.gov/teachers/usingprimarysources/</p> <p>Resource Set for John Martinez:</p> <ul style="list-style-type: none"> ● Chicanos win bid for school advisory role, 1971 http://bocolatinohistory.colorado.edu/newspaper/chicanos-win-bid-for-school-advisory-role-1971 ● Chicano Advisory Groups criticize district for treatment of students, 1971 http://bocolatinohistory.colorado.edu/newspaper/chicano-advisory-groups-criticize-district-for-treatment-of-students-1971 ● "Segregation, 1936," by John Martinez http://bocolatinohistory.colorado.edu/document/segregation-1936-by-john-martinez ● John Martinez, military service, 1942-45 http://bocolatinohistory.colorado.edu/photograph/john-martinez-military-service-1942-45 <p>Resource Set for Esther Blazon:</p> <ul style="list-style-type: none"> ● Esther and Ann Blazon (aged 6 and 14), children of migrant workers, 1949 http://bocolatinohistory.colorado.edu/photograph/esther-and-ann-blazon-aged-6-and-14-children-of-migrant-workers-1949 ● Oral history interview, Esther Blazon, 2013 (video and transcript) ● https://localhistory.boulderlibrary.org/islandora/object/islandora%3A78167?solr_nav%5Bid%5D=4dba330e1ee554aa47c3&solr_nav%5Bpage%5D=0&solr_nav%5Boffset%5D=0



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	<ul style="list-style-type: none"> • https://localhistory.boulderlibrary.org/islandora/object/islandora%3A39645?solr_nav%5Bid%5D=4dba330e1ee554aa47c3&solr_nav%5Bpage%5D=0&solr_nav%5Boffset%5D=1 • Woman of purpose: Esther Blazon, 1974 http://bocolatinohistory.colorado.edu/photograph/woman-of-purpose-esther-blazon-1974 • "Counselors Help with Communication," by Esther Blazon, counselor at the St. Vrain Service and Information Center, 1968 http://bocolatinohistory.colorado.edu/photograph/counselors-help-with-communication%E2%80%9D-by-esther-blazon-counselor-at-the-st-vrain-service <p>Time Magazine's Covers: http://time.com/3614128/person-of-the-year-covers/</p> <p>Fotojet - Magazine Cover Maker * for older students, read agreement.* https://www.fotojet.com/features/misc/magazine-cover.html</p>
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Lesson Procedure *(Step by Step Instructions):*

<p>Guiding Question: Where do I fit into history?</p> <p>Part 1: Introduction</p> <ol style="list-style-type: none"> 1. Have students create a list of influential people throughout history. Check with students to make sure they understand the word influential. 2. Have students choose one of the people on their list and have them answer the following questions: <ol style="list-style-type: none"> a. Why is this person influential? b. What should people know about this person? c. What did this person do and whose lives did they impact? 3. Have students share out what they wrote with a partner. 4. Whip-around and have students share out who their partners chose and an important fact about that person. <ol style="list-style-type: none"> a. As students are sharing out write down the names of the people they felt were most influential. b. Ask the class to create different categories that the list of people could fall into (ex. Athletes, Politicians/ Government Officials, Writers, Singers, Activists, Spiritual Leaders, etc.) c. As a class come up with a definition of and 'influential person'. (Keep this list and definition posted throughout the lesson.) 5. Ask students to think about this question as they are reading about a Longmont community member: Where do I fit into history?
<p>Part 2: Group Investigation</p> <ol style="list-style-type: none"> 1. Divide class into groups of 4 <ol style="list-style-type: none"> a. Have the group select either the resource set for John Martinez or Esther Blazon



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- from the above list.
- i. These are two suggested sets, you could change the sets and still follow the lesson.
 - ii. Each group member will need to see all of the documents within the set. Depending on your technology options, you could provide access to these resource through Schoology, Nearpod, Google Slides/Forms, or print them out.
- b. Each person in the group will be responsible for one of the resources from the set.
- i. You can either assign students a specific resource depending on the text complexity and group make-up, or you can have them self select.
2. Each person within the group will be responsible for analyzing one of the documents within the set using the questions generated by the [Library of Congress](#). (*These questions could be given to the students digitally or printed.*)
- a. **First** - Have students individually answer the first set of questions based on their individual document.
 - i. Have students focus on the sourcing of their document.
 1. Who created this primary source?
 2. When was it created?
 3. Where does your eye go first?
 - ii. Help students see key details.
 1. What do you see that you didn't expect?
 2. What powerful words and ideas are expressed?
 - iii. Encourage students to think about their personal response to the source.
 1. What feelings and thoughts does the primary source trigger in you?
 2. What questions does it raise?
 - iv. Have each student share out their answers for their documents
 - b. **Second:** Promote student inquiry. Have students answer the following questions about all four documents as a group.
 - i. Encourage students to speculate about each source, its creator, and its context.
 1. What was happening during this time period?
 2. What was the creator's purpose in making this primary source?
 3. What does the creator do to get his or her point across?
 4. What was this primary source's audience?
 5. What biases or stereotypes do you see?
 - ii. Ask if this source agrees with other primary sources, or with what the students already know.
 - iii. Ask students to test their assumptions about the past.
 - iv. Ask students to find other primary or secondary sources that offer support or contradiction.
 - c. **Third:** Assessment - Answer the following questions using textual evidence to support your responses. *Students could discuss these questions first, then individually write their own responses.*
 - i. What does this person have in common with the list of influential people that the class came up with at the beginning of this lesson? Explain.
 - ii. What lasting impact did they have on their community?
 - iii. Would you consider this person an influential person in history? Use textual evidence to support your claim.

Part 3:



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1. Go back to the guiding question: Where do I fit into history?
2. Discussion
 - a. Review the list of influential people that the class came up with at the beginning of the lesson.
 - b. Ask students if they would like to add to the list of influential people.
 - c. Now that they have looked at two people who are influential in their community, update the definition of an influential person.
3. Ask students to reflect on the legacy they want to leave. Remind them that this could be a world famous person, or a leader in a community they belong in.
4. Review examples of past [Time Magazine covers](#)
5. Have students create a "Time Magazine" cover showing themselves in the future.
 - a. The magazine cover must include the following: (For older students they could use the [Fotojet Magazine Cover Creator](#).)
 - i. An image of their future selves showing them in a creative way representing how they have been influential.
 - ii. Title: Time Magazine Person of the Year
 - iii. The year which it should be printed.
 - iv. 2-3 Cover Story titles that would be written about them to give the audience and idea about why they are influential.

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

1 - Assess how students apply critical thinking and analysis skills to primary sources.

- Have students summarize what they've learned. Ask for reasons and specific evidence to support their conclusions.
 - This could be a in the form of a paragraph or an essay.
 - You could use the suggested questions above or come up with your own.

Extension:

- Help students identify questions for further investigation and develop strategies for how they might answer them.

2. Time Magazine Cover - due to time, this could be a homework assignment.

- You could create a rubric or a checklist using the guidelines:
 - An image of their future selves showing them in a creative way representing how they have been influential.
 - Title: Time Magazine Person of the Year
 - The year which it should be printed.
 - 2-3 Cover Story titles what would be written about them to give the audience and idea about why they are influential.



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