



# Boulder County Latino History Project Lesson Plans

## Title: Race, History, and Swimming

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### Overview

<b>Lesson Overview</b>	Race, ethnicity, and history in swimming. Students will examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.
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<b>Grade Level/ Course</b>	High School PE or History
<b>Standards</b>	CSSS Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights and the role of government.  Teaching Tolerance Standards Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way
<b>Time Required</b>	2 1-hour class periods.
<b>Topics</b>	Sports/outdoor activities, Racism/discrimination/segregation Outline topics: Entertainment and recreation, Sports
<b>Time Period</b>	1920s-1930s; 1940-1965; 1966-1980; 1980s-1990s; 2000-2013
<b>Tags (key words)</b>	Swimming, recreation, racism

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

<b>Materials</b>	<b>Day 1:</b> <b>Mystery text: Images of 4 swimmers who are people of color</b>
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	<p><b>Common text: USA Swimming statistics</b>  <a href="http://www.usaswimming.org/DesktopDefault.aspx?TabId=1796">http://www.usaswimming.org/DesktopDefault.aspx?TabId=1796</a></p> <p><b>Mixed Texts:</b>  <a href="http://www.nytimes.com/2012/08/11/opinion/water-damage-more-blacks-lack-swimming-skills.html?_r=0">http://www.nytimes.com/2012/08/11/opinion/water-damage-more-blacks-lack-swimming-skills.html?_r=0</a></p> <p><a href="https://www.google.com/search?q=graph+drowning+rates+by+race&amp;safe=strict&amp;biw=1156&amp;bih=586&amp;tbm=isch&amp;imgil=q2bMUhrHfOAAEM%253A%253B_wv1R5601PRBDM%253Bhttp%25253A%25252F%25252Fwww.cdc.gov%25252Ffeatures%25252Fdsdrowningrisks%25252F&amp;source=iu&amp;pf=m&amp;fir=q2bMUhrHfOAAEM%253A%252C_wv1R5601PRBDM%252C&amp;usq=_YaRWhNLVAXGuvSzb6Quw3xQ5Q4%3D&amp;ved=0ahUKEwjNo8nXsq3NAhUQS2MKHUQMDtwQyjclKQ&amp;ei=YQ1jV43vM5CWjQPEmLjgDQ#imgrc=LLQ2uipKaepYrM%3A">https://www.google.com/search?q=graph+drowning+rates+by+race&amp;safe=strict&amp;biw=1156&amp;bih=586&amp;tbm=isch&amp;imgil=q2bMUhrHfOAAEM%253A%253B_wv1R5601PRBDM%253Bhttp%25253A%25252F%25252Fwww.cdc.gov%25252Ffeatures%25252Fdsdrowningrisks%25252F&amp;source=iu&amp;pf=m&amp;fir=q2bMUhrHfOAAEM%253A%252C_wv1R5601PRBDM%252C&amp;usq=_YaRWhNLVAXGuvSzb6Quw3xQ5Q4%3D&amp;ved=0ahUKEwjNo8nXsq3NAhUQS2MKHUQMDtwQyjclKQ&amp;ei=YQ1jV43vM5CWjQPEmLjgDQ#imgrc=LLQ2uipKaepYrM%3A</a></p> <p><a href="http://www.bbc.com/news/world-us-canada-11172054">http://www.bbc.com/news/world-us-canada-11172054</a></p> <p><b>Day 2:</b>  <b>Images to show - what do you notice?</b></p> <p><a href="https://walep.files.wordpress.com/2012/04/536387_10150932191742925755847924_12944663_52906593_n.jpg?w=620">https://walep.files.wordpress.com/2012/04/536387_10150932191742925755847924_12944663_52906593_n.jpg?w=620</a></p> <p><a href="http://i2.cdn.turner.com/cnnnext/dam/assets/120112044253-early-ohio-white-only-pool-sign-00003804-story-top.jpg">http://i2.cdn.turner.com/cnnnext/dam/assets/120112044253-early-ohio-white-only-pool-sign-00003804-story-top.jpg</a></p> <p><a href="http://teachbocolatinohistory.colorado.edu/primarysource/children-swimming-in-longmont/">http://teachbocolatinohistory.colorado.edu/primarysource/children-swimming-in-longmont/</a></p> <p><a href="https://www.google.com/search?q=image+historic+latino+swimming&amp;safe=strict&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ved=0ahUKEwin3diytK3NAhVV72MKHVNwAVMQ_AUICCqB&amp;biw=1156&amp;bih=586#safe=strict&amp;tbm=isch&amp;q=image+historic+swimming+pool&amp;imgrc=qbfQOcjrNLCE1M%3A">https://www.google.com/search?q=image+historic+latino+swimming&amp;safe=strict&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ved=0ahUKEwin3diytK3NAhVV72MKHVNwAVMQ_AUICCqB&amp;biw=1156&amp;bih=586#safe=strict&amp;tbm=isch&amp;q=image+historic+swimming+pool&amp;imgrc=qbfQOcjrNLCE1M%3A</a></p> <p><b>Essays to Read and Use to Create “Found” or “Blended” Poems.</b></p> <p>p. <a href="#">126 McIntosh, Latinos of Boulder County, CO, Vol. I</a>  P. <a href="#">739-740 Delgado and Stefancic</a>, “Home Grown Racism”</p>
<b>Resources/Links</b>	<b>See “Materials”</b>

**Lesson Procedure** *(Step by Step Instructions):*



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Day 1 - 1 hour lesson

2:30-2:40 - Introduce idea of 6 word memoir.

<http://theracecardproject.com/>

2:40-2:50 - Write a 6 word memoir - about your/your family's history with swimming

2:50-3:30 - BBK - race and swimming

2:50-2:55 - Introduce the idea of a mind map and give example using terms they know

2:55-3:00 - Mystery text. Photos of world champion Latin@ and Black swimmers - why are they famous?

2:00 - 3:10 - Common text. Read each text until

you have found at least one piece of new information about race, ethnicity, and swimming. Add to mind map.

3:10-3:20 - Mixed texts. Include cartoons, graphs, photos. What happened right here in our back yard that impacted Black and Latin@ history with swimming here.

3:30 - Cullen Jones, Pablo Morales, Marritza Correia, Alia Atkinson are famous for being some of the first people of color to win world/olympic championships in swimming.

Day 2 - 1 hour lesson - historical barriers to swimming

2:30-2:45 - Images - historical swimming, what do you notice? Find historical photos.

Show each of four different images - what do you notice?

Why do you think swimming sees such severe racial segregation/disparity?

2:45-3:30 - Found/blended poems - 3 articles on Black history swimming, Latino swimming, and history of white swimming. Can choose more than 1 and create blended poem.

Look at your 6 word memoir from yesterday. Using one or more of these essays create a "found" poem describing some of the historical barriers for people of color and swimming. Be prepared to share your poem with the class.

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

**Found Poem Rubric**



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<b>Use of Details</b>	The poem uses effective details from the original prose passage that go beyond the obvious or predictable.	The poem uses effective details from the original prose passage.	The poem uses obvious or predictable details from the original prose passage.	The poem does not use details from the original prose passage.
<b>Logical Progression or Sequence</b>	The poem is presented in a logical sequence.	The poem is presented in a logical sequence, but includes 1-2 items out of order.	The poem is presented in a logical sequence, but includes 3-4 items out of order.	The poem is presented out of sequence or with an unclear order.
<b>Clear, Consistent Tone</b>	The poem maintains a consistent tone that clearly and effectively communicates the writer's attitude toward the subject.	The poem maintains a consistent tone that usually communicates the writer's attitude toward the subject.	The poem maintains a consistent tone but does not effectively communicate the writer's attitude toward the subject.	The poem does not maintain a consistent or clear tone.

