Boulder County Latino History Project
Lesson Plans

Title: Whose History, Whose Story is Portrayed in the U.S?

Overview

Lesson Overview	In this lesson students will be asked to think about who is commonly portrayed in the media and how they fit into this reflection of the United States. Students begin with a discussion of events from one of the BCLHP youth to show how perspective plays a role in the decisions people make. They will then create a collage of who is seen more frequently in mass media. Then they will be asked to analyze documents and pull out main ideas in the form of a found poem. Finally, students will be asked create a 'Race Card' focusing on how they perceive to be seen or not seen. This lesson was created specifically with a small group special education class in mind, but it could be adapted for any classroom.
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Grade Level/ Course	High School/Social Studies
Standards	Social Studies: Standard 1: Grade Level Expectation: High School Concepts and skills students master: 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence 4.1.a.: Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities. 4.3.a.: Discuss multiple perspectives on local issues and options for participating in civic life. 4.3.b.: Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping politics

	Teaching Tolerance
	1. Students will develop positive social identities based on their membership in multiple groups in society.
	2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
	6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
	10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified
	11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups
Time Required	2 or 3 90-minute classes
Topics	Culture/identity issues, Racism/discrimination/segregation Outline topics: Creating an inclusive Chicano identity, Epilogue: Echoes of the past, voices of the future
Time Period	2000-2013
Tags (key words)	Found poetry, Race Card, Special Education

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

Materials	● Laptop/desktop ● projector ● High interest social magazines gathered from library and numerous areas. ● Construction paper ● Glue sticks ● Markers, colored pencils ● Tape ● Safety scissors ● Paper versions of the following primary sources preferably in a larger font size:
Resources/Links	Jason Romero Clip 3 https://youtu.be/vF4nVTdQ0DA Preteach I statements lesson

	https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/176/2.3_I%20Statements.pdf
	Emmanuel Melgoza clip 3 https://www.youtube.com/watch?v=sN3mxvyhAug&feature=youtu.be
	Found Poetry directions - http://www.readwritethink.org/classroom-resources/lesson-plans/found-poems-parallel-poems-33.html https://teacherweb.com/VA/KGHS/MrsLowe/Found-Poetry.pdf https://www.slideshare.net/JenniferAnders/j-anders-list4343found-poetry-web (alternative link)
	Sheriff saved prisoners from Lynching http://bocolatinohistory.colorado.edu/photograph/sheriff-saved-prisoners-from-lynching-1911-p-1
	Segregation Martinez http://bocolatinohistory.colorado.edu/document/segregation-1936-by-john-martinez
	1965 Students prepare Mexican lunch http://bocolatinohistory.colorado.edu/newspaper/4th-grade-students-prepare-mexican-lunch-1965
	Tom Abila interview transcript http://bocolatinohistory.colorado.edu/document/abila-tom-excerpt-1-from-transcript-of-1978-audio-interview
	The Race Card Project http://theracecardproject.com/

Lesson Procedure *(Step by Step Instructions):*

High interest introduction:
1. Play video of Jason Romero Clip 3 (3:56 minutes)
2. Gauge student reaction-remind kiddos to use appropriate social skills, whatever you teach in your classroom. *I pre-teach the philosophy of the classroom as a community of learners and to that effect I ask that they use "I statements" and raise their hands to show when they have a comment or question.*
   a. Students will respond using a google doc. *For other folks this could be in any way available (google form, sticky notes, twitter or blog depending on how the class is set up). This way students can react and for students who need*

starters to see what others are writing/thinking in order to create their own.

    b. Teacher will write students' comments on the board or using the technology available to guide students to think about the contents of the video clip by asking the following guiding questions:

        i. Were any laws or rules violated?

        ii. From Jason's perspective, what is the reason the police officers stopped the vehicle?

        iii. Was there any real danger?

        iv. If the police officer were to write a report about the incident what would it say? Would it be true and accurate?

        v. What parts would it leave out? Why?

        vi. Would the stories be the same? Why?

3. [Play Emmanuel Melgoza clip 3](#) (4:12 minutes)

    a. Gauge student reaction-remind kiddos to use the "[I statements](#)" and to use hands to show when they have a comment.

    b. Students will respond in google docs.

    c. Teacher will write students' comments in the shared google doc to guide students to think about the contents of the video clip by asking the following guiding questions:

        i. How did Emmanuel's experience at university differ from what he was used to?

        ii. What language was common with his neighbors?

        iii. Did Emmanuel have the same resources as everyone else? What statements told you?

4. Teacher will ask students to consider the essential question, "Whose history is being portrayed in mass media (on TV, in movies, in books and magazines or online) and in our textbooks?"

5. Next, the teacher will present students with magazines and ask students to tear or cut out 1-2 images of who they see with the greatest frequency.

Quick check for understanding and transition:

1. Teacher will do a quick check in to make sure that folks are understanding while circulating the room, then ask students why they chosen the images they did?

Next Steps:

1. Teacher will then ask students, "Who's missing from the images that you found in the magazines?" Follow up with general guidance questions:

    a. Are there people in wheelchairs? Why not?

    b. Are there quotes or information in a different language? Why not?

    c. Are there Latino(a)s? Why do you think people of color aren't there?

2. Teacher will direct students to find 2-4 words or phrases describing people who they "don't see" in mass media, on TV, in movies, and in their textbooks.

3. Teacher will present students with collage making materials and ask students to create a collage demonstrating the contrast.

Debrief: Ask students to share out about their collage answering the following questions:

1. Why did you select the words or phrases for the people missing?

2. Why do you think that mass media, TV, movies, or textbooks does not include these groups of people?

3. How does this relate to the essential question?
Teacher will ask students to turn in their collages.

Day 2
1. Collages will be passed back to the students at the beginning of class.
2. "Shout out" - Teacher will check in with students by calling on students to "shout out" one thing about their collages that answers the essential question. As students are doing this the teacher will write student comments on the board throughout this activity.
3. "Found Poem" Found poetry is poetry that you create using words from non-poetry sources such as a newspaper, novel, short stories, advertisements
   a. How it works
      i. Remember the essential question
      ii. Read the selected passage.
      iii. Look for words or phrases that you find powerful, interesting, or moving and circle them using one color of colored pencil of your choice. The words can be in any order, as long as what you circle is interesting to you.
      iv. Use your markers to mark out the words in between the important, powerful words you circled.
      v. Now, go through your words and make changes to the ones that don't make sense. If you have some that just don't make sense now that you are through you can mark them out, just remember you can't add them back once you're done, so be extra careful when marking out. Remember to think about the overall feeling/tone of your final list.
      vi. Take the words you have and arrange them in a way that makes a poem. *I like to find examples by googling found poems or create an example.*
      vii. You can add punctuation, letters, change the tense of the verbs, and add a rhythm to your favorite song. Just generally try to make the words makes sense when they are read together!!
   b. Practice - Choose one of the documents from the materials above to model this process.
      i. Read the text together as a class.
      ii. Teacher should think aloud as they are marking the main words or phrases of the text on the board. This metacognitive conversation is what you should be expecting from your students.
   c. Check for understanding: Ask students how they are understanding the process *(e.g. thumbs up, middle, or down).* Based on student response either continue or ask where folks are getting stuck. Once everyone is ready go ahead.
      i. Teacher will ask students to transition to their "think tank" groups (groups of students based on reading level).
      ii. Teacher will ask students to create found poems based on primary sources which are leveled readings each group is provided by teacher.
         1. Students were provided choice from a selection of readings.

Options selected
- a. [Sheriff saved prisoners from Lynching](#)
- b. [Latino experience of Segregation Martinez](#)
- c. [1965 Students prepare Mexican lunch](#)
- d. [Tom Abila interview transcript](#)
- d. Students will share out their poem in their group.
- e. Assessment - Based on the answer to the essential question, students will be asked to review the [race card project](#) website at home and come into class prepared to create a race card the following day
  - i. Directions - Write a six word sentence to show how either:
    1. People see them
    2. What they think about how race is portrayed in the U.S.
    3. How they want people to think about race in the U.S.

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

Students will create three products
1. **A collage**
2. **A found poem**
3. **Race Card**