



Boulder County Latino History Project

Lesson Plans

Title: Family Customs: Expressing Vocabulary About Family Life by Exploring Primary Sources

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Overview

Lesson Overview	Student will use primary sources to identify local latino customs. Students will then orally express their personal experience with customs in their own family/culture. Students will use key vocabulary and be able to express their tradition as they are able, based on their WIDA Can Do levels. Students will participate in conversation with others, applying both Speaking and Listening skills, in order to build understanding of other cultures and appreciation for similarities with their own customs. Students will use sentence stems to help express their ideas. Oral expression of cultural identity through discussion of family customs.
Author(s) & School	Amanda Cox Twin Peaks Charter Academy
Grade Level/ Course	English Language Learners in High School, Middle School, Elementary
Standards	WIDA English Language Proficiency Standard 1 English Language Learners will communicate for Social and Instructional purposes within the school setting WIDA standards for speaking based on the Can Do descriptor for the student level
Time Required	1 hour - 4 Mini Lessons of 15 minutes each
Topic	Families; Celebrations/Ceremonies
Time Period	1950s-1965, 1966-1970s; 1980s-90s;
Tags (key words)	Celebrations, birth, death, marriage, customs,

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

Materials	Images of primary sources of local latino family customs (in Resources/Links,
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	<p>as well as in each lesson)</p> <p>Primary Source Analysis Tool https://www.loc.gov/teachers/primary-source-analysis-tool/</p> <p>Poster Boards Markers</p>
<p>Resources/Links</p>	<p>Primary Source Analysis Tool https://www.loc.gov/teachers/primary-source-analysis-tool/</p> <p>Biographies of Boulder's Madrigal Family Angie and Ray Perez at the Christening of their Baby Shirley Roybal baptism of her baby Petra and Rita Quintana tending a grave Angie Perez bathing baby Children Swimming in Longmont Three Young Children Playing in the Yard Two Toddlers in a Wash Tub Bernal Children's First Communion, 1951 Sister Rosa Suazo with children at their Confirmation Lincoln Elementary School Group of boys in Longmont, beside a car Children at a birthday party Secundino Herrera with children at a baby's birthday Phil and Eleanor Hernandez in Mexican Costumes, 1948 Wedding, Jennie Razo and Richard Romero, 1950 Wedding of Emma Gomez and John Martinez, 1946 Small Group at a Traditional Wedding The Arroyo Family at Chautauqua Park, 1947 Mr. and Mrs. Alex Gonzales' 50th Wedding Anniversary Reina and Felix Gallegos Dancing</p>

Lesson Procedure *(Step by Step Instructions):*

<p>Lesson 1 - Birth and celebrations surrounding birth</p> <p>Explore images of birth and ceremonies surrounding beginning of life in the local latino community. Introduce primary resources. http://teachbocolatinohistory.colorado.edu/primarysource/angie-and-ray-perez-at-christening-of-their-baby/ http://teachbocolatinohistory.colorado.edu/primarysource/shirley-roybal-at-baptism-of-her-baby/ http://teachbocolatinohistory.colorado.edu/primarysource/two-toddlers-in-a-wash-tub/</p> <p>Brainstorm together vocabulary surrounding birth, beginning of life, and events that mark the beginning of life. Students can call out words and they can be written on the</p>



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board for the group.

Encourage students to talk about their own experience with celebrations and ceremonies surrounding the beginning of life.

Questions and Sentence stems:

As needed, record the sentence stem on the board to help students structure sentences.

What types of things does your family do?

My family celebrates birth by _____

Are there any special clothes related to these events?

When we have these celebrations, we wear _____

Are there any special foods related to these events?

When we have these celebrations, we eat _____

My favorite food is _____

Lesson 2 - Death and celebrations surrounding death

Explore images surrounding death in local latino tradition community. Introduce primary resources.

<http://bocolatinohistory.colorado.edu/photograph/petra-and-rita-quintana-tending-a-grave>

<http://teachbocolatinohistory.colorado.edu/primarysource/biographies-of-boulders-madrigal-family-p-6/>

Brainstorm together vocabulary surrounding death, burial and events that mark the end of life. Students can call out words and they can be written on the board for the group. Encourage students to talk about their experience with end of life events.

Questions and Sentence stems:

As needed, record the sentence stem on the board to help students structure sentences.

What types of things does your family do?

When someone dies, my family _____

Are there any special events or ceremonies?

When someone dies, we _____

Lesson 3 - Points of celebration in childhood

Explore images surrounding childhood and important events in childhood. Introduce primary resources.

<http://teachbocolatinohistory.colorado.edu/primarysource/angie-perez-bathing-baby/>

<http://teachbocolatinohistory.colorado.edu/primarysource/children-swimming-in-longmont/>

<http://teachbocolatinohistory.colorado.edu/primarysource/three-young-children-playing-in-yard/>

<http://teachbocolatinohistory.colorado.edu/primarysource/bernal-childrens-first-communion-1951/>

<http://teachbocolatinohistory.colorado.edu/primarysource/sister-rosa-suazo-with-children-at-their-confirmation/>



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<http://teachbocolatinohistory.colorado.edu/primarysource/lincoln-elementary-school-boulder-grades-3-4-1954-1955/>

<http://teachbocolatinohistory.colorado.edu/primarysource/group-of-boys-in-longmont-beside-car/>

<http://teachbocolatinohistory.colorado.edu/primarysource/children-at-a-birthday-party/>

<http://teachbocolatinohistory.colorado.edu/primarysource/secundino-herrera-with-children-at-babys-birthday/>

<http://teachbocolatinohistory.colorado.edu/primarysource/phil-and-eleanor-hernandez-in-mexican-costumes-1948/>

Brainstorm together vocabulary surrounding events in childhood and adolescence. Students can call out words and they can be written on the board for the group. Encourage students to talk about their experience with childhood and adolescence and “rites of passage” in their own culture.

Questions and Sentence stems:

As needed, record the sentence stem on the board to help students structure sentences.

What are important events in childhood?

Important things that children do are _____

What celebrations happen during childhood?

Children always celebrate _____

What clothes are worn at these events?

At these celebrations, we wear _____

What food is eaten?

At these celebrations, we eat _____

My favorite food is _____

Lesson 4 - Points of celebration in adulthood/family life

Explore images surrounding adulthood and important events in family life. Introduce primary resources.

<http://teachbocolatinohistory.colorado.edu/primarysource/wedding-jennie-razo-and-richard-romero-1950/>

<http://teachbocolatinohistory.colorado.edu/primarysource/wedding-of-emma-gomez-and-john-martinez-1946/>

<http://teachbocolatinohistory.colorado.edu/primarysource/small-group-at-a-traditional-wedding/>

<http://teachbocolatinohistory.colorado.edu/primarysource/the-arroyo-family-at-chautauqua-park-1947-2/>

<http://teachbocolatinohistory.colorado.edu/primarysource/mr-and-mrs-alex-gonzales-50th-wedding-anniversary/>

<http://teachbocolatinohistory.colorado.edu/primarysource/reina-and-felix-gallegos-dancing/>

Brainstorm together vocabulary surrounding events in adulthood and family life. Students can call out words and they can be written on the board for the group. Encourage students to talk about their experience with adulthood and family life.

Questions and Sentence stems:



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As needed, record the sentence stem on the board to help students structure sentences.

What are important events in adulthood?

Some of the important things that happen when you are an adult are _____

What celebrations happen during adulthood?

Some things we celebrate are _____

What clothes are worn at these events?

When we have these celebrations, we wear _____

What food is eaten?

When we have these celebrations, we eat _____

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

Comparison/Contrast

Students will identify customs in their own experience, as well as those identified in the primary sources. Students will use a Venn Diagram to help them identify aspects that are similar, as well as unique, to their own family customs. Based on their ability as identified by WIDA Can Dos, they can record drawings, words and/or sentences that express their thoughts.

Visual display and presentation

Students will orally communicate understanding of key vocabulary words. Student will create a poster representing their experience with important life events in their own cultural heritage.



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