



Boulder County Latino History Project

Lesson Plans

Title: What Is Courage? Inspiring examples from Local Latinos

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Overview

Lesson Overview	Students will learn about <i>What Is Courage?</i> by studying and discussing examples from local Latino history. Examples include Alicia Sanchez and her daughter Elenor Montour, Emma Gomez Martinez, Gilbert Espinoza and Ana Karina Casas. Students will then compare examples in a Socratic Seminar and conclude by interviewing a family member about a story in which they showed courage.
Author(s) & School	Alysia Hayas- Whittier International Elementary School
Grade Level/ Course	3rd grade (but could be adapted easily for 2nd grade through high school)
Standards	-BVSD 3rd grade History standard 2 a-d (People in the past influence the development and interaction of different communities or regions) -Teaching Tolerance: Identity: People in the past influence the development and interaction of different communities or regions -Teaching Tolerance: Action: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
Time Required	Multi- Class - 6 lessons (could easily be adapted to shorter or longer)
Topic	Political or community participation; Health/medicine/healing; Soldiers/wars/veterans
Time Period	1940-1965; 1966-1970s; 1980s-90s; 2000-2013
Tags (key words)	Courage, Bravery, Socratic Seminar

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

Materials	Circle Map -To use as a note catcher for each of the four examples. (Per Thinking Maps: Don't forget the frame, perspective and source) Dyads - A protocol for sharing and listening with a partner
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	<p>Socratic Seminar- Best to take a training on this, but here is a brief overview with some helpful ground rules.</p>
<p>Resources/Links</p>	<p><u>Alicia Sanchez - Lafayette woman who started Clinica Campesina and has elementary school named after her</u></p> <ul style="list-style-type: none"> - Children's book by her daughter Elenor Montour (This in not linked as it is not yet available, but should be by fall through BCLHP) - Alicia Sanchez photos and short bio - Five Generations of Women in the Razo/Montour Family (color photo) - Alicia Sanchez's Award: English / Spanish <p><u>Emma Gomez Martinez- Lived in Goss Grove, worked with OEO, saved canyon park, now named after her</u></p> <p>http://bocolatinohistory.colorado.edu/document/emma-gomez-martinez-letter-to-her-children-p-2</p> <p>http://bocolatinohistory.colorado.edu/document/emma-gomez-martinez-letter-to-her-children-p-3</p> <p>http://bocolatinohistory.colorado.edu/document/emma-gomez-martinez-letter-to-her-children-p-4</p> <p>http://bocolatinohistory.colorado.edu/document/emma-gomez-martinez-letter-to-her-children-p-5</p> <p>http://bocolatinohistory.colorado.edu/document/emma-gomez-martinez-letter-to-her-children-p-6</p> <p>(I might share more from page 2-4 and less from page 5 and just a bit from page 6. I would do this just to make it shorter and more engaging for my younger students. I would print out the letters, edit it for the essential parts, and have the students read it and annotate it with you)</p> <p>http://bocolatinohistory.colorado.edu/video/oral-history-interview-emma-gomez-martinez-2013-video-and-transcript</p> <p>(This is a supplemental resource I would use if I had time to give the kids a face and to hear the info again but not essential to use)</p> <p>Naming of Boulder Park in honor of Emma Gomez Martinez</p> <ul style="list-style-type: none"> - Video from Inside Boulder News about the rededication of the park- Short and great summary (this is a must! and not on the BCLHP site) - http://bocolatinohistory.colorado.edu/photograph/at-dedication-of-emma-gomez-martinez-park-boulder-color-photo Photo from Daily Camera <p><u>Gilbert Espinoza- Wrestler, Firefighter, Veteran</u></p> <ul style="list-style-type: none"> - His childhood writing about his aspirations (note: he mentions Emma Martinez in this source! Connection!) - Map of his address- Right by Emma Martinez park! Goss Grove! See how lots of Latinos lived there` - Photo of his Elementary Class at Lincoln (Which one is he?)



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- <http://bocolatinohistory.colorado.edu/photograph/espinoza-siblings-at-rocky-ford-colorado>
- <http://bocolatinohistory.colorado.edu/photograph/gilbert-espinoza-and-margie-espinoza-at-central-park-boulder-1959>
- [BHS Wrestling photo](#)
- <http://bocolatinohistory.colorado.edu/photograph/gilbert-espinoza-in-viet-nam>
- <http://bocolatinohistory.colorado.edu/photograph/gilbert-espinoza-wrestler-at-university-of-colorado>
- <http://bocolatinohistory.colorado.edu/photograph/gilbert-espinoza-boulder-fire-department-batallion-chief-color-photo>
- <http://boulderhighwrestling.com/coaches/>

Ana Karina Casas- 2013 interview of college student

- Clip One- [Ana Karina Casas Ibarra](#)- Overview
- Clip Two- [Ana Karina Casas Ibarra describes crossing the desert on foot between Mexico and the US, 2013](#) (Skip over part about drugs- from minute 2:05-2:55)
- Clip Three- [Ana Karina Casas Ibarra on why she decided to go to college](#)

Lesson Procedure *(Step by Step Instructions):*

Introduction and pre-assessment

- Create a large anchor chart [Circle Map](#) with the word “Courage” in the middle. (Per Thinking Maps structure: [Remember to include the frame, perspective and the source at this point.](#)) Ask students: *What does this word mean? What images do you think of when you hear this word? Any people, famous or not? Animals? Jobs?*
- Take notes on one part of the chart of student responses to save for later. You can build on this chart through the lesson, or if you run out of room you can create several small ones. See Materials section for a description of Circle Maps from *Thinking Maps*.
- Share with students the objective of the lesson: *“I know I’ve done a good job when I can describe and compare (orally and optionally in a digital presentation) examples of courage from local figures in Latino history and from my own family.”*
- Keep the objective and all Circle Maps posted for reference each day.

1st Example (Day 1)

- Share children’s book on Alicia Sanchez and her daughter Elenor (see Resources section)
- Have students share in a [Dyad](#)- *What examples of courage did you see in this book? Who was courageous? What do you think made them act this way?* (Put questions on the board and review before starting the book so that students know what they will be asked to reflect on.)
- Have students share out what their partners shared and add section to circle map or create



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new parallel one. Remember to add to the sources part of the circle map each day.

- During debrief, share with students more history about Alicia Sanchez including the photos in the resource section and about the BVSD elementary school named in her honor.
- Closing for the day: *Do you have any connections?* (This will prepare them for the final assessment.)

2nd Example (Day 2)

- Same procedure as Day 1, but share story and resources on Emma Gomez Martinez. This source would be a shared/guided reading experience vs. a read aloud like Day 1. Plus a few other misc. sources.
- If short on time, this is the one person (set of resources) I would cut from the lesson, just because the other three provide such great diversity. But she is a great example because the park is near our school (show on Google Maps) and because she ties into the later story of Gilbert Espinoza.
- Add the question: *How do her examples of courage compare to the others we looked at? How is her courage similar or different?*
- Remember to also ask about connections.

3rd Example (Day 3)

- Same procedure as Day 1, but share story and resources on Gilbert Espinoza. These are mostly photos and short primary source texts. Ask students the following for each source:
 - Observations, Author's Purpose, Connections, and Questions (Remember to encourage them to provide evidence for their thinking. *How do you know?*)
 - Construct his story together by analyzing the sources and pose the same questions about courage.
- Add the question: *How do his examples of courage compare to the others we looked at? How is his courage similar or different?*

4th Example (Day 4)

- Same procedure as Day 1, but share videos of Ana Karina Casas. These videos may bring up more connections for students, as she is younger and a more recent immigrant, like many of my students. This day may bring up sensitive issues and courageous conversations.

Bringing it all together (Day 5)

- Conduct a Socratic Seminar of all sources. A good opening question(s) could be: *What is Courage? Looking back on the notes from the first day, how has your thinking changed? What caused this change?* Remember to encourage them to provide evidence for their thinking. Make sure to take time to debrief the seminar, compare learning across the Circle Maps and to have students revisit the objective and self-assess on growth.
- Optional: As a ticket to the seminar, have students reflect on the circle maps and come up with one power word and/or image to post to a [Padlet](#) related to "courage."
- For homework, ask them to think of someone in their family who has shown courage and to briefly interview them. Ask their family member to share a story about a time they were courageous. Either give them a note catcher or have them write a question or two on a piece of paper to take home. Questions could include: *Tell me about a time you showed courage. How did you feel? Why do you think this story is important for me to know?* They can take notes to share with the class the next day or the family member can help them write depending on their grade level and ability.



Reflection (Day 6)

- Have students go around and briefly share what they learned (or see assessment section for possible extension).
- Finally, have a group discussion: *Why was this important for us to learn? How might it help me in the future?*

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

- Each day students will share out from their Dyads and you will be able to use this as formative assessment.
- The Socratic Seminar will provide an opportunity for students to show how they have met the objective.
- Students will show their own connection and application of their learning through the family interview and the final day discussion.
- As a possible extension of the assessment, you could spend more time with students brainstorming questions for them to interview their family member. Then they could record their interview with a phone or an iPad, and in class take time to turn it into a digital presentation with primary sources. It may only be the interview, but families may also have photos or other artifacts to support their stories. These presentations/stories could be published to a class website with permission.

Possible extensions:

- Study other local and/or non-local figures
 - Children's book on [Gabriela Mistral](#)
 - Children's book on [Sonia Sotomayor](#)
 - Children's book on [Dolores Huerta](#)
 - Children's book [La Mariposa](#)- (not a famous person but a beautiful story about childhood courage)
 - [Crisanta Duran](#)- current CO Speaker of the House
 - Guest speakers- Maria Ramirez or Jason Romero (from the BCLHP)



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