



# Boulder County Latino History Project Lesson Plans

## Title: The Civil Rights Movement - Local Latino Connections to Today

[Overview](#) | [Preparation](#) | [Lesson Procedure](#) | [Evaluation](#)

### Overview

<b>Lesson Overview</b>	Students will address the political and social conflicts that occurred in the Colorado Front Range in the late 1960s-70s. Additionally, they will <ul style="list-style-type: none"><li>◦ Demonstrate their understanding of primary and secondary sources by completing a graphic organizer analyzing multiple sources</li><li>◦ Demonstrate their ability to engage in civil action by developing a plan based on multiple variable analysis</li><li>◦ Defend their decisions in Socratic Discussion</li></ul>
<b>Author(s) &amp; School</b>	Philip Hernon, Longmont High School
<b>Grade Level/ Course</b>	High School - Social Studies for either US History Civil Rights or Government (Civic Involvement)
<b>Standards</b>	<p><b>Common Core Standards:</b></p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.2</a>: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><a href="#">CCSS.ELA-Literacy.RH.9-10.3</a>: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><b>St. Vrain Valley School District Standards:</b></p> <p>1.1. Construct and defend a written historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.</p> <p>1.3.d - 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 Civil Rights and the role of government.</p>
<b>Time Required</b>	Multi-Day



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<b>Topic</b>	Civil rights activity
<b>Time Period</b>	1965-1970s; 1980s-1990s
<b>Tags (key words)</b>	Civil Rights; Chicano Movement; Longmont Shooting; UMAS; Los Seis de Boulder; Civic Engagement

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

<b>Materials</b>	<ul style="list-style-type: none"> <li>• <a href="#">Boulder County Chicano Civil Rights Movement Activity Presentation</a> to be used as template, printable or shared</li> <li>• <a href="#">"I am Joaquin"</a> - Linked or printed (30 copies)</li> <li>• <a href="#">Worksheet: the Chicano Movement Guide</a> (Printed)</li> <li>• Longmont Times Call <a href="#">Article: "Two Longmont Men..."</a> (optional Printing; 30 copies)</li> </ul>
<b>Resources/Links</b>	Additional links embedded into the presentation

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

<p>Lesson Procedures embedded into Presentation</p> <p><b><u>Two-Day Option:</u></b></p> <p><b>Day 1, Step 1:</b> Introduction of Chicano Movement (<a href="#">Boulder County Chicano Civil Rights Movement Activity</a>; 10 minutes)</p> <p><b>Day 1, Step 2:</b> Class "Popcorn" reading of <a href="#">"I am Joaquin"</a>, with large group discussion of essential questions (30 minutes)</p> <p><b>Day 1, Step 3:</b> Use of <a href="#">Worksheet: the Chicano Movement Guide</a> for self-guided station activity analysis (to be collected at the end of class. (45 minutes)</p> <p><b>Class Closure:</b> Class introduced to <a href="#">Article: "Two Longmont Men..."</a> <b>Collected Station Activity Worksheets</b> (<i>presentation can be posted online if additional time is necessary to take-home activity</i>)</p> <p><b>Day 2, Step 1:</b> Hand out Station Activity worksheets (if Applicable)</p> <p><b>Day 2, Step 2:</b> <i>Small Group Activity:</i> working in teams of no more than four (4)</p> <ul style="list-style-type: none"> <li>◦ Imagine you were advising the Mayor of Longmont on the government's response to the August 15<sup>th</sup> incident, as well as those from Boulder and Denver.</li> <li>◦ Develop a five (5) point plan to identify, address, and enforce solutions to Boulder Country's social problems at the end of the 1970s.</li> </ul>
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- Student Groups will present their findings later in class
- Time: 30 Minutes

**Day 2, Step 3: Socratic Discussion/Seminar**

**Structure:** Three (3) groups of 4 or less students will speak at a time from the center ring

**Time:** 60 Minutes, broken into three (3) “heats” of 20 minutes each team

**Step 1:** Each team will be given three (3) minutes to their five points; 9 min. total

**Step 2:** Students are allowed cross examine opposing groups’ plan

**Step 3 (optional):** Non-participating students will be allowed to ask questions of the Discussion Ring

**Arrangement:** Classroom will be restructured to create a two (2) rings in the class

**Discussion Ring** – 12 chairs allowing for three (3) groups

**Observation/Feedback Ring** – (18-24 chairs) utilize online survey (*Schoology, NearPod, etc.*) and/or hard copy survey to track responses and offer each group feedback

**Closure:** Collection worksheets and/or grading responses of Observation Ring student submissions on Schoology would suffice.

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

Collection worksheets and/or grading responses of Observation Ring student submissions on Schoology would suffice.



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