

Title: Latino Leaders in Colorado

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Overview

Lesson Overview	Utilizing a variety of primary sources, artifacts, and interviews from the BCLHP, and inquiry-based instruction, students will analyze and evaluate leadership qualities of local Latino leaders that have historically impacted Latino way of living. Students will create a presentation on a Latino leader that includes his/her influence on the community and leadership skills of this particular leader.
Author(s) & School	Susana Mosqueda and Hilary Barthel Columbine Elementary; revised by Esmeralda Castillo-Cobian
Grade Level/ Course	Grades 1-2
Standards	1.b: Analyze primary source historical accounts related to Colorado history to understand cause-and-effect relationships (DOK 2-3) 1.d:d. Identify and describe how major political and cultural groups have affected the development of the region (DOK 1-2)
Time Required	1-2 weeks of 45 min. sessions
Topic	Political or community participation
Time Period	1900 - 1960s
Tags (key words)	Communication (Diction, declamation, public speaking skills), focus, plan, organization, strong character, confidence, integrity, inspirational, passion, patience, resiliency: dominio de las reacciones ante dificultades valiéndose de la virtud y la razón), decisiveness, empowerment by delegating, positivity, persistence, generosity, insightfulness, accountability

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

Materials	● Chart Paper ● Butcher paper, poster board ● Interview question sheet and note-catcher ● Historic event note-catcher ● Primary artifact analysis tools ● Poster creation materials (markers, glue, paper, cardboard, etc ● Analyzing primary sources note-catcher
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	• Analyzing primary sources note-catcher (Español) • Other primary source analysis page from CDE • Read Alouds: Cesar Chávez, Sonia Nieto, Benito Juárez, MLK Jr.
Primary Source Sets from Pueblo, Trinidad & Alamosa/San Luis Valley	• Pueblo, Chicana/o Activists • Pueblo, Political/Legal Activity, Miscellaneous, 1970s-1990s • Pueblo, Schools: Disputes and Student Activism • Trinidad, Hispanic Office-Holders around 1900 • Trinidad, Ludlow Strike and Massacre, 1913-14 • Trinidad, Political Activity, 1970 and Later • Alamosa/San Luis Valley Labor and Union History • Alamosa/San Luis Valley Hispanic Political Involvement around 1900
Resources/Links	• Websites for general Colorado photographs or places to look for other primary sources for your community ○ History Colorado Main Website ○ Colorado Stories History Colorado ○ La Gente: Colorado's Mexican History ○ National Archives Educator Website ○ Colorado Encyclopedia People Page ○ CDE Primary Source Sets and Lessons ○ Colorado Historic Newspaper Collection by County ○ Latino Leadership Institute ○ Colorado Latino Hall of Fame ○ Latino Community Foundation of Colorado

Lesson Procedure *(Step by Step Instructions):*

Step 1: Activate background knowledge by having students respond to a “Do-Now” prompt: “What is a leader?” “What do leaders look like?” “What do leaders do?”

After students respond to the prompts, have them share out in groups and then out-loud to whole class as a segway into the next activity.

Objective: Students will describe traits of leaders in their school and then connect these to what leaders look like in their community.

Essential Questions: What are essential personality traits of leaders in our school? What makes a leader a leader? Who are strong examples of Latino leaders in our school/community?

Language structures:

- One trait of a leader is _____.
- A strong leader is someone who _____.
- Leaders are people who _____.
- _____ is a leader because _____.
- In my opinion a leader must _____.
- In general, a leader is _____.

Procedure:

- Hang up a picture of a Latino leader in your school that students are familiar with onto butcher paper.
- Ask students to use words to describe this person.
 - When you hear a less descriptive adjective write it on the paper as well as a more descriptive one next to it--validate a student's participation and provide more complex descriptive vocabulary.
 - Begin filling in an interactive vocabulary word wall that eventually will be utilized in students' reading piece

Step 2: Build content vocabulary through read alouds. Create a word wall with student participation. (suggestions: César Chávez, Benito Juarez, Dolores Huerta, Malala, Duncan Tonatiuh).

Objective: While reading a variety of leaders' stories, we will evaluate why are they consider great leaders of their cause.

Essential Questions: What was the purpose of ____? What are some traits of leadership you can appreciate in ____? How did they become leaders of their community? What was the impact of their leadership in their community? Why in your opinion, did they decided to take the responsibility of leading a community? Why are these people in the stories strong leaders?

Language structures:

The purpose of ____ was to ____.

In general, a leader ____.

According to the book ____ a leader ____.

They became leaders because ____.

They took the lead because they wanted to ____.

____, _____, and _____ are strong leaders because ____.

I consider _____, _____, _____ and _____ a strong leader because ____.

Procedure:

- During each interactive read aloud, ask students a variety of questions to create a critical thinking environment.

Step 3: Create a class poster

Objective: Students develop inquiry skills as they investigate a local leader. The principal visit the classroom and students practice their inquiry skills by taking turns asking him/her questions.

Essential Questions: What are some fundamental leadership traits when identifying a person as a leader? Do you consider yourself a leader why or why not? What motivates you to be a leader? Could you talk about one of the main reasons of why you became a leader? In your opinion, what takes to be a leader? Why is it important for you to impact the Latino community?

Sentence Frames:

Find four leaders in the community that the students can choose from to interview.

Some essential leadership skills of a leader are _____.

In my opinion, a leader should be someone who _____.

The principal responded, "I consider myself a leader because _____."

One of the reasons our principal became a leader is _____.

Our principal stated that it is important to impact the Latino community because _____.

Step 4: Students investigate a local leader and create a presentation in the format of video, Powerpoint or poster. Other alternatives are a Padlet, Thinglink, or Keynote (found in apps). Use the links to the Trinidad and Pueblo Primary Source Sets to find local leaders.

Objective: Students create their own presentation on a local leader.

Essential Questions: What was the impact that your leader had over the Latino community? What are some leadership skills you notice? Teacher may want to include the purpose of leading a cause if this is relevant.

Sentence Frames

Find four leaders in the community that the students can choose from to interview.

Some essential leadership skills a leader must have are _____.

In my opinion, a leader should be someone who _____.

The principal responded, "I consider myself a leader because _____."

One of the reasons our principal became a leader is _____.

Our principal stated that it is important to impact the Latino community because _____.

Step 5: Presentation (before the presentation a mini lesson on diction skills)

Step 6: Model a presentation so that the students know what it should look like.

Extension: have students respond the following question
Do you consider yourself a leader? Why?

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

This lesson incorporates a wide range of opportunities to assess students' academic progress through formal and informal assessments.

- Student conversations throughout the lessons and group collaboration (full collaboration of students is expected in all aspects of the project).
- Practice rounds of interview questions can be used to evaluate speaking, presenting skills, and the information collected.
- Graphic organizers are great informal evaluations of their content knowledge as well as their ability to collect, synthesize, and organize information from independent research.
- Student work through
- Final presentation.

Students can earn these badges for successful completion of the lesson.

HISTORIAN

PRIMARY SOURCE
COLLECTING



HISTORIAN

Telling the Story

