

Title: Workers' Movements and Civil Rights Activity

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Overview

Lesson Overview	For this lesson students will research different time periods, places, and events involving Hispanic workers' movements and Latino/ Chicano Civil Rights activities. Students will be expected to choose at least two different time periods (e.g., early 20th century or 1960s and the present) and create two different "protest" posters for each time period. Students will create a total of four protest posters that include a slogan and an image on the front and a detailed summary of the event on the back. Students must also make connections between the two time periods and submit a reflection.
Author(s) & School	Originally created by Cara Luchies-Schroeder, Trail Ridge Middle School, Longmont; modified by Marjorie McIntosh
Grade Level/ Course	10th grade/U.S. History (also adaptable to middle school ages with teacher discretion). This unit can also be easily differentiated for your ELL students, SPED students, and Honors students by using scaffolds and/or additional materials.
Standards	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 2. Analyze continuity and change in eras over the course of United States history (DOK 2-3) 3. Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement (DOK 2-3)
Time Required	Time will vary depending on the depth you would like your students to cover and their grade level. Suggested for high school: Two 90-minute blocks to gather resources and information from the 1960s-70s Two 90-minute blocks to gather resources from today, One to two 90-minute block(s) to create the posters, One to two 90-minute block(s) to share posters and write a reflection
Topic	Workers' movements; Civil Rights activity
Time Period	1900 – present
Tags (key words)	Workers, Civil rights, protest, Chicano Movement, social justice

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

Materials	1. Primary sources from the southern San Luis Valley, Boulder County Latino History Project, your own community, textbook resources, online resources. 2. Poster board, yard sticks, tape, markers, etc. to create posters.
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	3. Reflection questions.
Sample resources/links from Boulder and Weld Counties	For Boulder County: - BCLHP website – click search topic for Civil Rights: https://bocolatinohistory.colorado.edu/search-our-collections For Pueblo: Unions & Strikes For San Luis Valley: - Website of La Sociedad Protección Mutua de Trabajadores Unidos (Mutual Protection Society of United Workers), the first such workers’ organization in Colorado, founded in Antonito in 1900: http://www.spmdu.org - Primary Sources for SPMDTU and Farm Workers’ Strike: Labor and Union History “La Raza de Colorado” video on La Historia: https://video.rmpbs.org/video/rmpbs-specials-la-raza-de-colorado-la-historia/ (for the SPMDTU) For Trinidad/Las Animas County: Ludlow Strike and Massacre 1913-14 United Mine Workers of America More generally: - Library of Congress: https://www.loc.gov/item/ihis.200197398/ - PBS/Latino Americans: http://www.pbs.org/latino-americans/en/ - Teaching Tolerance video <i>Viva La Causa</i> (free from Teaching Tolerance) - Graphic organizers similar to this: https://www.studenthandouts.com/english/reflective-writing/five-ws-and-how-worksheet.html Primary Source Tools
Resources for other specific communities	Primary sources the teacher and students collect about movements within your area, including students’ families and friends, local museums, interviews with activists, and primary sources you may find at your library

Lesson Procedure *(Step by Step Instructions):*

Day 1:

- Students will be introduced to this short unit in conjunction with or side by side with the African-American Civil Rights movement, so they have some background connections. This is at the teacher’s discretion.
- You may also begin this unit, to pique interest, by showing clips from La Raza videos listed above and the BCLHP’s Civil Rights interviews
- The teacher will create stations, at least 3 or 4, that include primary sources of her/his choice. Primary sources will need to be collected ahead of time, and they may include photographs, interviews, short video clips, newspaper articles, etc. like the ones listed above. At each station students will be expected to work in small groups and either read an article, watch a short video clip, analyze a photograph, etc. and fill out the attached graphic organizer focusing on who, what, when, where, why and how. Teachers can create more stations if they would like to have students dig deeper or have more time.

- Exit ticket: Students will turn in three to four graphic organizers and write a short summary of their learnings that day.

Day 2:

- Ask students to share out their findings from the day before. A quick “sticky note talk” or a quick elbow partner chat will work to help students summarize yesterday’s learnings.
- Repeat process from Day 1 by adding more primary sources about SPMDTU, BCLHP, the Chicano Movement, and/or your local community.
- Students fill out graphic organizers and write a quick summary for the exit tickets.

Day 3:

- Students will work with a partner to create TWO protest posters of events of interest from the last two days. The front of the poster must include a SLOGAN that sums up the event or captures the “mood” of the event and an image. The image may be drawn or be a primary source they found in the two day dig. [Real sample posters.](#)
- On the back of the poster students must write a brief summary that captures the most important who, what, when, where, why and how of their two events/topics. This will be pasted to the back, so the teacher can grade it. Students can also turn in their graphic organizers again for a learning activity grade.

Day 4:

- Students will be introduced to current and contemporary civil rights and social justice issues. This is up to the teacher. Topics and primary sources can be local like this event that happened in Boulder County: (http://www.timescall.com/longmont-local-news/ci_30958543/longmont-police-investigate-hateful-letter-mailed-historic-westside) or something more nationwide like this event (“[Trump has decided to end DACA , with 6-month delay](#)”)
- For this day and the next, the relay of information can be up to the teacher. The teacher can repeat the who, what, where, when, why, how gathering of information like for the 1960s/1970s, or the teacher can create small research groups and give students an index card with topics written on them (DACA, Dream Act, deportation, immigrant rights, etc.). The research groups will be exposed to a quick lesson on credible sources, and the teacher can encourage the small groups to become the experts on those topics and share with the class. If using this format, students can have one period to gather information and another period to share the information via a jigsaw method or via a short presentation led by student pairings.
- Exit ticket: a short summary added to a [Padlet](#) where students share their findings/learnings from that day.

Day 5:

- This day can be up to the teacher, but the end result is the student pairs will have two new topics from contemporary Latino/a civil rights. This day can be more gathering of information if using the who, what, when, where, why, how model or student presentations if using the student-expert model.

Day 6:

- Students will create their posters using the same method as Day 3.

Day 7/8:

- Students will share posters in small groups, as a whole class, or in another creative way dictated by the teacher. While listening, students will be expected to take notes (you could use the same graphic organizer as above) and record their new findings.
- When the posters are shared, students will be directed to fill out a reflection that answers the following questions:
- What similarities can you find between the civil rights movement in your community in the 1960s and today?
- What differences did you find?
- What might explain these similarities and differences?
- Why do you think we keep having these movements? How can you explain that?
- What do you think needs to be done, so groups of people can experience equality?
- What was the most meaningful learning you had during this unit?

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

Assessment:

Students will create four posters total from 1960s/1970s and current day civil rights/social justice topics (two from each era).

The front of the posters will include a slogan and an image. The backs of the posters will contain a short summary of the event with important who, what, when, where, why, and hows.

Students will be required to write a short reflection making connections between the two time periods and examining civil rights.



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