Boulder County Latino History Project
Lesson Plans

Title: Responses to Discrimination: Exploring and Dramatizing The Role of Boulder County Latinos

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Overview

Lesson Overview	Students use primary sources to learn about some of the challenges faced by Boulder County Latinos by researching and dramatizing personal accounts of injustice in small groups. After each group performs for the class, the whole class will participate in a discussion about the actions individuals took in response to discrimination and what the outcomes were.
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Grade Level/ Course	Middle School, U.S. HIstory, Geography
Standards	**7th Grade Civics Standards:** ● Analyze rights, responsibilities, and opportunities of citizens **8th Grade History and Civics Standards:** ● Describe how civil rights have expanded in the U.S. and the State of Colorado, including but not limited to Chicano/Latino. ● Describe examples of citizens and groups who have influenced change in United States government and politics. (DOK 1-2) ● Describe how various people from different eras in our nation's history promoted change in the face of opposition and what democratic principles were advanced. ● Identify examples of successful and unsuccessful conflict resolution in United States History. **Objectives:** ● to understand the rights, responsibilities, and opportunities of citizens to create positive change in society ● to identify acts of discrimination ● to understand that there are avenues available for citizens to participate in a democracy
Time Required	4 45-minute class periods

Topics	Education, Families, Farm work/agriculture/ranching, Mining, Racism/discrimination, Soldiers/wars/veterans, University of Colorado/college students Outline topics: Labor unions and strikes; Challenging racism, increasing inclusion; Political activism by Boulder County residents; Racism and discrimination at school; Epilogue, Echoes of the past, voices of the future
Time Periods	1900s-1910s, 1920s-1930s, 1940-1965, 1966-1980, 1980s-1990s, 2000-2013
Tags (key words)	Civil rights, injustice, U.S. HIstory, Geography, Education, Families, Farm work/agriculture/ranching, Mining, Racism/discrimination, Soldiers/wars/veterans, University of Colorado/college students

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

Materials	Online sources as listed under Lesson Procedure
Resources/Links	List of Rights and Responsibilities of Citizens: http://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities

Lesson Procedure *(Step by Step Instructions):*

Activity 1: Quick Write and Discussion

- Ask the students to write about a time when they felt they were treated unfairly. Have them describe how it made them feel and how they responded to that treatment. Give them a few minutes to jot their ideas down.
- Have students share their quick writes with a a GC (geographically convenient) partner and then ask for volunteers to share out.
- Discuss the difference between the terms “unfair” and “discrimination.” Have students give examples of each.

Activity 2: Investigation

- Tell the students that for next assignment they will be investigating examples of discrimination and creating skits to share some of the experiences of Boulder County Latinos.
- Pose the essential question: What challenges have Boulder County Latinos faced and how did they respond to these challenges?
- Divide the class into groups of 4 students. Assign or allow each group to choose one of the following subjects:

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Experience of a:	Links:
farm worker	Agriculture
miner	https://goo.gl/YxuyrR
soldier	https://goo.gl/y0OEsN https://goo.gl/H1fmMC https://goo.gl/gvJheI
elementary school student	https://goo.gl/kDitoi
middle/high school student	https://goo.gl/kDitoi https://goo.gl/UprwlW
college student	https://goo.gl/OFywXo
parent	https://goo.gl/kDitoi Virginia Maestas

Assign the following task to each group:

Investigate the experiences of a Boulder County Latino in your topic area by finding personal accounts of specific incidents that occurred. Identify an incident that you would consider to be discrimination. Make sure that it is an incident in which the individual(s) chose a course of action in response to discrimination. Be sure to include the outcome (what was achieved). Use the provided links to find your information.

Activity 3 - Design a skit/drama
Have students create a skit using the information they found and have them practice performing it. Their skit should be sure to include:

- the conflict/injustice that occurred,
- actions that people took in response to the conflict/injustice, and
- the outcome (what was achieved).

Activity 4 - Skit performances and discussions

- Have each group perform their skit.
- After each performance, have the class discuss and analyze the conflict using the shared Google Docs worksheet titled, "Response to Discrimination".
- In the discussion, be sure to discuss:
  1. The effects of advocacy on observers, ie. children witnessing their parents or community members advocating for them or others

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2. Any changes that were made in practices or policies by local government and/or institutions as a result of citizen action
- Tie in broader knowledge about Civil Rights

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

As a final assessment, have students write an essay responding to the essential question:

How have Boulder County Latinos responded to challenges they have faced and what are the results of their actions? *Use evidence from the sources and discussion to support your answer, and be sure to include the outcomes that were achieved. (Cite the names of specific people who were involved when referring to a particular incident.)*

Scoring Rubric:

Score	*Evidence Outcomes*
4	• Responds to prompt and supports ideas with evidence from the skits • Provides evidence from multiple examples (3 or more) • Cites evidence for each example • Clearly analyzes the relationship between responses/actions and outcomes
3	• Responds to prompt and supports ideas with evidence from the skits • Provides evidence from only a few examples • Cites evidence for some examples (2-3) • Analyzes the relationship between responses/actions and outcomes
2	• Responds to prompt but does not support ideas with evidence from the skits • Provides evidence from only one examples • Evidence cited is not clear (0-1) • Attempts to analyze the relationship between responses/actions and outcomes but relationship is unclear
1	• Does not respond to prompt or support ideas with evidence from the skits • Does not use examples from skits • No evidence is cited • Analysis of the relationship between responses/actions and outcomes is missing

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