Boulder County Latino History Project
Lesson Plans

Title: If I Lived in Boulder in 1955: Comparing Neighborhoods Over Time

Overview | Preparation | Lesson Procedure | Evaluation

Overview

Lesson Overview	Latino families started moving to the city of Boulder in 1900, and the population steadily grew over the century. In the 1940's and 1950's, a small Latino population was concentrated in the Water Street (Canyon Blvd.)/Goss/Grove neighborhood. By the 1960's Latino residents were moving from that neighborhood to other parts of Boulder, and to surrounding cities. In this lesson, students will investigate the question of why neighborhoods change over time. They will identify and describe possible reasons for why neighborhoods change over time, and think about what these changes tell us about the neighborhood, the city, and the local area.
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Grade Level/ Course	Elementary grades 2-5
Standards	BVSD Social Studies 1.2. People in the past influence the development and interaction of different communities or regions • a. Compare past and present situations and events • c. Give examples of people and events, and developments that brought important changes to a community or region • d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region
Time Required	One class
Topics	Neighborhoods Outline Topics: Neighborhood communities and the interactive maps
Time Period	1940-1965; 1966-1980
Tags (keywords)	Neighborhoods, maps, housing, interactive city maps, families, Boulder

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

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Materials	
Resources/Links	**Interactive Map Showing Latino-Surnamed Households from Polk's City Directories, Boulder, 1946** **Interactive Map Showing Latino-Surnamed Households from Polk's City Directories, Boulder, 1955** **Interactive Map Showing Latino-Surnamed Households from Polk's City Directories, Boulder, 1965** **Interactive Map Showing Latino-Surnamed Households from Polk's City Directories, Boulder, 1975** **http://bocolatinohistory.colorado.edu/video/boulder-film-of-places-of-historical-importance-to-latinos-made-in-2013** **http://teachbocolatinohistory.colorado.edu/primary-source-sets/housing-and-neighborhoods-1900-1980/**

Lesson Procedure *(Step by Step Instructions):*

Vocabulary: neighborhood, map, interactive, census, change, features, historical, time periods, community

Whole Group: Have students brainstorm features of the Boulder neighborhood or city that you will be examining, preferably the students' or school's own neighborhood. Help students list and describe stores, houses, landscape features, parks, schools, churches, fire stations, etc.

Talk about how neighborhoods change over time. Make a list of things that might change over time in a neighborhood (stores, houses, streets, people, churches, fire stations, police stations, etc).

Show some historical photographs of the neighborhood or area. (Resource: **http://teachbocolatinohistory.colorado.edu/primary-source-sets/housing-and-neighborhoods-1900-1980/**) Have students think-pair-share what they notice.

Tell students that they are now going to look at maps of Boulder from different time periods to notice change over time. Distribute paper copies of the screenshots, or use the interactive maps. You may also substitute maps of Longmont or Lafayette. Compare the map from 1955 with at least one other decade.

Small Group: In pairs or small groups, using the maps and photographs, have students complete a simple "before and after" graphic organizer to document their observations. Post the following questions to guide students: How has the neighborhood changed over time? How have the homes

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and businesses changed? Who lived in the community in the past: families like your neighbors today or families with different cultural backgrounds? Have community places like schools, churches and parks changed over time?

Whole Group: After students complete the graphic organizer in small groups, students come back together as a whole group to discuss their findings.

Discuss reasons why communities change over time. If possible, present a short mini-lesson on why changes occurred in the area students studied today.

Extension activity: Students create one map representing the present-day community, and one map representing the time period examined.

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

Exit ticket: List three changes that happened over time in the community you studied today.

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