



SANGRE DE CRISTO  
NATIONAL HERITAGE AREA

# Sangre de Cristo National Heritage Area

## Lesson Plans



Boulder County  
Latino History Project

### Title: La Raza: Who Am I? Where Am I From? Exploring Latino History in Colorado with English Language Learner Students

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

#### Overview

<p><b>Lesson Overview</b></p>	<p><i>Studying the Past--Who are you? What made you?</i> Research and present three topics of interest from your/the past using <i>La Raza</i> videos and make connections with San Luis Valley Latino History. Beginning of the school year unit to get to know long-term English Language Learner [ELL] students and have them get to know themselves.</p>
<p><b>Author(s) &amp; School</b></p>	<p>Originally created by Brittni Staufer, Skyline High School, updated for the SdCNHA.</p>
<p><b>Grade Level/ Course</b></p>	<p>High School ELL or History.</p>
<p><b>Standards</b></p>	<p>Level 4 WIDA Can Do Descriptors</p> <p><b>Speaking:</b></p> <p>Recount by • Presenting factual information on content-related topics to the class • Paraphrasing and summarizing content-related ideas in large and small groups</p> <p>Explain by • Describing components of systems in small groups and class discussions • Providing precise words and phrases to provide details, descriptions, classifications, comparisons, cause/ effect, or procedures</p> <p>Argues by • Taking stances and defending them with evidence (e.g., using data or citations) • Comparing and contrasting different points of view</p> <p><b>Writing:</b></p> <p>Recount by • Creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events) • Connecting main points, events, and key ideas to a conclusion</p> <p>Explain by • Presenting information objectively by using a neutral tone appropriate to the content area • Integrating images, diagrams, formulas, charts to describe the phenomena</p>

	<p>Argues by • Evaluating and challenging evidence presented • Creating persuasive essays or reports making adjustments for specific audiences</p> <p><b>Listening:</b></p> <p>Process arguments by • Classifying claims and evidence from oral presentations • Differentiating multiple perspectives presented orally</p> <p><b>Oral Language:</b></p> <p>Discuss by • Demonstrating stamina when building ideas • Validating ideas of others • Sorting through own ideas to determine relevant ones • Providing and receiving constructive feedback to others tactfully</p>
<b>Time Required</b>	Multi-class: 3 or 4 90-minute class periods. Option to make shorter by watching only one video, only writing a paragraph instead of the presentation, only doing the presentation instead of the paragraph, etc.
<b>Topic</b>	<p>Civil rights activity, Culture/identity issues, Education/schools, Immigration, Political or community participation, racism/discrimination/segregation</p> <p>Outline topics: Immigration from Mexico, Agricultural work, especially with sugar beets, Chicano civil rights activism in the later 1960s and 1970s, Racism and discrimination at school</p>
<b>Time Period</b>	1900s-1910s, 1920s-1930s, 1940-1965, 1966-1980, 2000-2013
<b>Tags (key words)</b>	La Raza, identity, Mexico, immigration, discrimination, civil rights, sugar beets

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

<b>Materials</b>	Projector, white board, poster board, markers, computers/chromebooks/ipads, student copies of <a href="#">3 Column Notes</a> , paper, pen/pencil
<b>Resources/Links</b>	<p><a href="#">La Raza 1</a></p> <p><a href="#">La Raza 2</a></p> <p><a href="#">Google Presentation</a> template</p> <p><a href="http://sdcnha.org/wp/">http://sdcnha.org/wp/</a> website</p>

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

<p><u>Day 1- La Raza de Colorado - La Historia</u></p> <ul style="list-style-type: none"> <li>Introduce unit and purpose (refer to <a href="#">Lesson Overview</a>). Have students create a <a href="#">KWL</a> [Knows, Wants to Know, Learns] Chart on their own paper to help you and them figure out what they know already about Latino and Colorado history, specifically events in the San Luis Valley, the community, what they have heard/known, etc. Only have them fill out the “K” and “W” boxes. Discuss their answers</li> </ul>
---

together and have them hold on to their notes (they will need them for day 3). This is a great preview before the video!

- Watch [La Raza 1](#) (about 57 minutes) Have students write down THREE events, names, or topics they found interesting in the *La Raza* video. Write as much description as possible. It will help them later.
- Stop and debrief video throughout. Help them come up with ideas that may be interesting if they are having trouble with their own ideas. Process the video via the following interactive activity at the end: Interview each other about their three items and report out to the rest of the class. *What events/names/topics did they write down? Why were those interesting to them?*

#### Day 2- La Raza de Colorado - El Movimiento

- Watch [La Raza 2](#) (about 56 minutes) and continue note taking. Record three more events, names or topics. Write as much description as possible.
- Again, stop and debrief video throughout. After the video, brainstorm ideas for research; record on the board as a whole group. *What events/names/topics did they write down? Why were those interesting to them?* Save this on a big sheet of paper for students to refer to throughout the project.
- \*\*\*Topics of high interest to discuss: *Mexicans in Colorado, Discrimination of Mexican Children, Mexicans at ASU, "Music and the Chicano Movement"* [Freddie Jaquez](#), Cesar Chavez, Chicano Movement
- Write a quick paragraph using **three** of the six events, names or topics. Possible topic sentence: *I am interested in researching \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ from the/my past because\_\_\_\_\_.* Collect when finished.

#### Days 3-4- Putting It All Together

- Review the videos from the previous days. Have students find their KWL from Day 1 and have them fill out the "L" section. Talk about new information that has been interesting to them and what has been enlightening. Pass back the paragraphs they wrote and tell students to use these to help them with their project.
- Students will then create a [Google Presentation](#) (template) using the <http://sdcnha.org/wp/> website if they need extra help finding research material. Show [student examples](#) from last year as a starting point.
- \*\*\*Directions: Use this [link](#) to help your research for your past presentation. Use the top right search bar or the [Search Resources](#) page to look for your topics. You need a minimum of one slide per event/person/topic. Be sure to include correct spelling, grammar and punctuation. Don't forget pictures!

When everyone is finished, have each student present at the end of class. Continue to the next day if more time is needed.

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

**Formative:** KWL, 3 column notes each day, group discussions, paragraph

**Summative:** Presentation