



# Shaping the Law of the Land: Hispanics in the Colorado Legislature

THE ALMA PROJECT  
*A Cultural Curriculum Infusion Model*



Denver Public Schools

In partnership with Metropolitan State College of Denver



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*A Cultural Curriculum Infusion Model*

Shaping the Law of the Land:  
Hispanics in the Colorado Legislature

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Grades: 9-12

Implementation Time: 8 weeks

Published 2003

Denver Public Schools, Denver, Colorado

The Alma Curriculum and Teacher Training Project

Loyola A. Martinez, Project Director

# Shaping the Law of the Land: Hispanics in the Colorado Legislature

## Unit Concepts

- Republican Democracy
- Contrasting Civic Life with Personal Life
- Civic Virtue
- Historical Events in Colorado
- The Shaping of Colorado
- Historical Perspective
- Legislative Process
- Public Policy Making
- Historical Figures

## Standards Addressed by this Unit

### Civics

Students understand the purposes of government and the basic constitutional principles of the United States republican form of government.(C1)

Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.(C2)

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national.(C4)

Students use appropriate technologies to obtain, study, process, apply, and communicate civic information and concepts related to the study of civics.(C5)

### Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments.(G1)

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change.(G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.(G4)

### History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.(H1)

Students know how to use the processes and resources of historical inquiry.(H2)

Students understand that societies are diverse and have changed over time.(H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.(H4)

Students understand political institutions and theories that have developed and changed over time.(H5)

Students know that religious and philosophical ideas have been powerful forces throughout history.(H6)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history.(H7)

#### Reading and Writing

Students read and understand a variety of materials.(RW1)

Students will write and speak for a variety of purposes and audiences.(RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.(RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.(RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources.(RW5)

## Introduction

On April 13, 1991 the people of Colorado suffered a grave loss with the unexpected and sudden death of Richard T. Castro. While Castro was best known as a civil rights activist and statesman, coming up through the turbulent era of the 60's and early 70's, he was also known to thousands around the state for his scholarship and regular publication of articles on the historical contributions of Hispanic people to the Americas. He clearly felt that there was great importance in knowing one's history—not only for the facts themselves, but also for the light they shed on the events of the present. At the time of his death, Mr. Castro was compiling a history of Colorado's Hispanic legislators—a topic which he felt had not been given its due attention. Unfortunately, that work was never completed.

In a bold partnership with the Denver Public Schools, specifically the Alma Project, Friends of Richard T. Castro Elementary School, Inc., the Center for Community Enrichment at Denver University's Graduate School of Social Work, El Museo de las Americas, and an advisory board of over twenty-five civic leaders, a new exhibit entitled "Shaping the Law of the Land: Hispanics in the Colorado Legislature" is being staged with this unit of instruction as its complement. While this unit stands alone, independently of the exhibit, it is hoped that many, many metro Denver students will attend the exhibit and learn more about this often neglected chapter of Colorado history.

Richard T. Castro exemplified civic values and civic virtue; indeed, he sacrificed much of his life for the common good and democratic principles. Thus, he is a fitting exemplar of the many, many legislators—over 115 in all—that have served the state of Colorado from the territorial period through statehood.

During this unit of instruction, students will explore the concepts of civic values and civic virtue through the life story of Richard T. Castro, then apply that knowledge to their historical inquiry of Hispanic legislators in Colorado. A review of the historical development of Colorado and the contributions of Hispanics in general, and Hispanic legislators in particular, will call into question the importance of perspective. Students will examine and analyze numerous historical maps, before contrasting Eurocentric and Hispanocentric histories of the state. A guided brainstorm of civic values will lead students to cooperatively review the legislative process and the individual formulation of policy statements. A final assessment will give students the opportunity to synthesize their learning and demonstrate mastery of key unit concepts.

## Implementation Guidelines

While the teaching of the above content is the primary goal of the unit, also incorporated is a strong emphasis on a variety of formal and informal literacy skills critical to academic success. More-

over, a purposeful attempt has been made to meet the needs of diverse learners. Thus, you will note a reference to one or more of Howard Gardner’s “Eight Intelligences” along with the lesson title in the table of contents.

Though the unit is meant to be implemented as an integrated whole, each lesson stands alone and is open to the creative interpretation and implementation of the teacher. Teachers with a specific content in focus may want to pick and choose from the lessons.

For an American History or Latino History focus, select lessons 1,2,3,4,7,8,9, 10 & 11

For a Civics focus, select lessons 1,2,3,4,5,6,7,10,12,13,14,15, & 16

For Contemporary Issues, select lessons 1,2,3,4,5,14,15, & 16

To facilitate implementation, make two packets for student use: 1) a packet of all the worksheets for the student to hand in at the end of the unit; 2) classroom sets of resources organized in sequential order for student use in class. This additional structure and organization will facilitate the creation of an overall rubric for the unit, so that grades can be fairly and easily determined.

## **Instructional Materials and Resources**

**The following resources are needed for implementing this unit:**

*Colorado’s Government: Structure, Politics, Administration, and Policy*, by Robert S. Lorch

*Historical Atlas of the American West*, by Warren Back and Ynez D. Haase

Supplemental Guide (includes the following sections):

Section I: *Richard Thomas Castro: Colorado Statesman and Civil Rights Activist*, by Loretta M. Gonzales

Section II: *Hispanic Legislators in Colorado: Summary Data Table*

Section III: *Selected Biographies of Hispanics in the Colorado Legislature*, by Steve Garner

Section IV: *A Short History of the Hispanic experience in Colorado from the First Settlers to the Present*, by Jose Aguayo

Section V: *Colorado State Archives: Colorado History Chronology*

Section VI: *How a Bill Becomes a Law Scenario*

*We Were Chicanos: Remembering Richard Castro* (video)

**The following books are suggested for teacher reference:**

*500 Years of Chicano History in Pictures*, Elizabeth Martinez, Ed.

*Chicano: The History of the Mexican American Civil Rights Movement* by F. Arturo Rosales

*Historical Atlas of Colorado*, by Thomas J. Noel and Paul F. Mahoney

*The New York Times Almanac: 2003* (required teachers reference)

**The following are resources and materials for each unit:**

**Lesson 1:**

Key Vocabulary & Unit Concepts worksheet

Vocabulary Re-Enforcer worksheet

**Lesson 2:**

Anticipation Guide for the biography of Richard Thomas Castro: Colorado: Colorado Statesman and Civil Rights Activist worksheet

**Lesson 3:**

*Richard Thomas Castro: Colorado Statesman and civil Rights Activist* by Loretta M. Gonzales  
(Supplemental Guide, Section I)

Biography of Richard Thomas Castro worksheet

Two column paper

Lesson 4:

*We Were Chicanos: Remembering Richard Castro* (video)

We were Chicanos worksheet

We Were Chicanos Summary Paragraphs worksheet

Two column paper

Lesson 5:

Civic Life Versus Personal Life worksheet

Lesson 6:

*Colorado's Government: Structure, Politics, Administration, and Policy*, by Robert S. Lorch

Loose leaf paper

Lesson 7:

*Hispanic Legislators in Colorado: Summary Data Table* (Supplemental Guide, Section II)

Hispanic Legislators in Colorado: Summary Data Table worksheet

Shaping the Law of the Land: Hispanics in the Colorado Legislature exhibit

Lesson 8:

*Selected Biographies of Hispanics in the Colorado Legislature* (Supplemental Guide, Section III)

Selected Biographies of Hispanics in the Colorado Legislature worksheet

Specially prepared two column note paper and 4 x 6 note cards for each student

Lesson 9:

*Historical Atlas of the American West*, by Warren Back and Ynez D. Haase

Historical Atlas of the American West worksheet

Lesson 10:

*A Short History of the Hispanic experience in Colorado from the First Settlers to the Present*, by

Jose Aguayo (Supplemental Guide, Section IV)

Short History of Hispanic Experience worksheet

Two column notepaper

Loose leaf paper

Lesson 11:

*Colorado State Archives: Colorado History Chronology* (Supplemental Guide, Section V)

*A Short History of the Hispanic experience in Colorado from the First Settlers to the Present*, by

Jose Aguayo (Supplemental Guide, Section IV)

Two Histories of Colorado: Comparing a Eurocentric and Hispanocentric View worksheet

Rulers

Loose leaf paper

Lesson 12:

*Colorado's Government: Structure, Politics, Administration, and Policy*, by Robert S. Lorch

Colorado and the Union worksheets

Specially prepared two-column notepaper

Lesson 13:

*The New York Times Almanac: 2003* (for teacher reference)

*Colorado's Government: Structure, Politics, Administration, and Policy*, by Robert S. Lorch

Structure of the Federal Government and Structure of the State Government worksheets

Lesson 14:

*How a Bill Becomes a Law Scenario* (Supplemental Guide, Section VI)

*Colorado's Government: Structure, Politics, Administration, and Policy*, by Robert S. Lorch

How a Bill Becomes a Law worksheet

Lesson 15:

Civic Values & Democratic Participation Brainstorming worksheet

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Summary Paragraph worksheet

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# Lesson 1

## Vocabulary Re-Enforcer

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students use comprehension strategies. (RW1.1)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students expand vocabulary development using a variety of methods. (RW2.1)

Students write and speak for a variety of purposes. (RW2.2)

Students recognize, understand, and use formal grammar in speaking and writing. (RW3.1)

Students apply formal usage in speaking and writing. (RW3.2)

Students use correct sentence structure in writing. (RW3.3)

Students demonstrate correct punctuation, capitalization, and spelling. (RW3.4)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW4.2)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

#### OBJECTIVES

Students will study and review seventeen vocabulary words.

Students will demonstrate understanding and mastery of these words through various means: defining by use of antonyms and synonyms, grouping by parts of speech, analyzing by common semantic features.

Students will write complete, original sentences using each of the vocabulary words.

#### SPECIFICS

Many of these vocabulary words and their definitions come directly from the glossary of the Denver Public Schools Civic Standards. This is an excellent teaching resource and worthy of review.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Teacher-Directed Questioning

Defining

Grouping by parts of speech

Semantic feature analysis

Decoding

Direct Interaction

### PRELIMINARY LESSON PREPARATION

Make copies of the Key Vocabulary & Unit Concepts and Vocabulary Re-Enforcer worksheets. Review the Key Vocabulary & Unit Concepts along with the Vocabulary Re-enforcer worksheet in order to familiarize yourself with the contents of the worksheets.

### PRETEACHING

Review the concepts synonym, antonym, parts of speech, adjectives, nouns, and verbs. This will enable the students to work confidently and independently on the first two sections of the Vocabulary Re-Enforcer.

### ACTIVITIES

#### **To the teacher:**

As a large group, read through and discuss the directions. Remind students to use their vocabulary list as a guide. Encourage them to check their answers with a partner. Section 3 may need some special explanation and practice. You can do a couple as a whole class, modeling the procedure for them. Urge students to go slowly, think, and be careful.

#### **To the students:**

Before beginning our unit of study, we need to look at some new vocabulary words and concepts that we will encounter along the way. You'll notice that we have a list entitled Key Vocabulary & Unit Concepts. You will need this list to help you complete the Vocabulary Re-Enforcer. I would like you to work on this individually and then exchange your work with a partner for a quick review. If you have different answers for a particular question, discuss your differences and come to an agreement. Return your papers before we review as a class. We will continue to come back to this list throughout the unit and I expect all of you to master it by the time we have our final assessment.

### VOCABULARY

synonym: Words that have the same or similar meanings.

antonym: A word that is opposite in meaning to another word.

parts of speech : The eight classes into which words are grouped according to their uses in a sentence: verb, noun, pronoun, adjective, adverb, conjunction, preposition, and interjection.

adjective: An adjective may be a single word, a phrase, or a clause that modifies the meaning of a noun or a pronoun. It's a word that describes what kind (*excellent* results), how many (*four* laptops), or which one (*the latest*).

noun: The name of a person, place, or thing such as an object, idea, quality, or activity.

verb: A word or phrase used to express action or state of being.

semantic: To show meaning, especially in language.

### RESOURCES / MATERIALS

Key Vocabulary & Unit Concepts worksheet

Vocabulary Re-Enforcer worksheet

### HOMEWORK

Use the Key Vocabulary & Unit Concepts for quick homework throughout the unit. For example, one day you can have students copy "civic values" and the definition on to a 4 x 6 note card. Their assignment will be to brainstorm examples of civic values as they go about their routine for the following 24 hours. Sharing and discussing will be an excellent sponge for the next day. Save the cards and use them at other points during the unit for possible extension activities, e.g. quick writing or formal writing.

## ASSESSMENTS

For an informal assessment, circulate around the room while the students are working both independently and later with a partner. Monitor student progress and make a note in your grade book regarding student effort (-, ✓, +).

For a formal assessment, give the students a list of the words. Ask them to do two things. Define each word and then write a short paragraph explaining its importance. This would be an excellent component of their unit assessment.

## RUBRIC

Points	Rubric
4	Fifteen or more words are correctly defined. Explanations are detailed and complete.
3	Thirteen-fourteen words are correctly defined. Explanations are detailed and complete.
2	Eleven-twelve words are correctly defined. Explanations are detailed and complete.
1	Fewer than eleven words are correctly defined. Explanations are detailed and complete.

## Key Vocabulary & Unit Concepts

The following list is comprised of some of the more important vocabulary words and concepts that you will encounter during this unit of study. Use this list to help you complete the Vocabulary Re-Enforcer, understand each of the subsequent lessons and prepare for the final exam.

assimilate (verb) .....	to absorb into the cultural tradition of a population or group
activism (noun) .....	the use of direct vigorous action in support of or in opposition to one side of a controversial issue
civic life (noun) .....	public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests
civic values (noun) .....	individual rights including life, liberty, the right to own property, and the pursuit of happiness; the common or public good; self government; justice; equality; openness and free inquiry; truth; and patriotism
civic virtue (noun) .....	dedication of citizens to the common welfare, even at the cost of their individual interests
civil rights (noun) .....	fundamental rights of people to be treated fairly and to participate in their government; these rights belong to every member of a society
census (noun) .....	a periodic governmental enumeration of the population
confer (verb) .....	discuss, talk it over, consult
constituents (noun) .....	one of a group who elects another to represent him/her in a public office
constitutional republic (noun) .....	system of rule in which formal and effective limits are placed on the powers of government by a constitution
equal protection (noun) .....	a constitutional requirement of the 14 <sup>th</sup> Amendment that protects individuals against unlawful discrimination
inalienable rights (noun) .....	inherent rights that cannot be surrendered or transferred
infer (verb) .....	to arrive at a mental conclusion; surmise, deduce, conclude
	inherent (adjective) involved in the constitution or essential character of something; intrinsic
gerrymander (verb) .....	to divide an area into political units to give special advantages to one group
public policy (noun) .....	body of laws, rules, guidelines, and court decisions by which an open society organizes and conducts its affairs
representation (noun) .....	the right or privilege of being represented by delegates having a voice in a legislative body

Name \_\_\_\_\_

## Vocabulary Re-Enforcer Worksheet

1. For each pair of words below, decide whether they are antonyms (A) or synonyms (S). Be ready to explain your choice.

A or S

- a. \_\_\_\_\_ inborn—inherent
- b. \_\_\_\_\_ civic—public
- c. \_\_\_\_\_ representatives —constituents
- d. \_\_\_\_\_ equal protection—discrimination
- e. \_\_\_\_\_ inalienable—transferable
- f. \_\_\_\_\_ vigorous involvement—activism
- g. \_\_\_\_\_ public policy—private affairs
- h. \_\_\_\_\_ deduce—infer
- i. \_\_\_\_\_ consult—confer

2. The words below are grouped by parts of speech: verb, noun, adjective. Cross out the one word in each group that doesn't belong.

rights republic civic census public policy constituents	gerrymander infer assimilate confer inherent represent	civil inalienable inherent public constitutional protection
--	---	--

Now what label belongs above each column? **Verbs** are action words. **Adjectives** describe things. **Nouns** are people, places, things, or ideas.

3. This is a semantic feature analysis grid. Semantic is another word for meaning; in this exercise, your job is to unlock the meaning of each word or concept. Look at each word in the column on the left, one at a time, then move along each column to the right. If the two words or terms have a positive relationship, influence one another, or are related in some way, place a check in that box. Think carefully and take your time. Be prepared to share your answers.

Word(s)	Civic Value	Public Policy	Constituents	Civil Rights	Representatives
inherent					
vote					
elect representatives					
census					
gerrymander					
confer					
influence policy					
inalienable					
fair treatment					
activism					
make policy					
individual rights					
changes often					



## Teacher's Key to: Vocabulary Re-Enforcer Worksheet

1. For each pair of words below, decide whether they are antonyms (A) or synonyms (S). Be ready to explain your choice.

A or S

- a.   S   inborn—inherent
- b.   S   civic—public
- c.   A   representatives —constituents
- d.   A   equal protection—discrimination
- e.   A   inalienable—transferable
- f.   S   vigorous involvement—activism
- g.   A   public policy—private affairs
- h.   S   deduce—infer
- i.   S   consult—confer

2. The words below are grouped by parts of speech: verb, noun, adjective. Cross out the one word in each group that doesn't belong.

Nouns	Verbs	Adjectives
rights	gerrymander	civil
republic	infer	inalienable
<del>evie</del>	assimilate	inherent
census	confer	public
public policy	<del>inherent</del>	constitutional
constituents	represent	<del>protection</del>

Now what label belongs above each column? **Verbs** are action words. **Adjectives** describe things. **Nouns** are people, places, things, or ideas.

3. This is a semantic feature analysis grid. Semantic is another word for meaning; in this exercise, your job is to unlock the meaning of each word or concept. Look at each word in the column on the left, one at a time, then move along each column to the right. If the two words or terms have a positive relationship, influence one another, or are related in some way, place a check in that box. Think carefully and take your time. Be prepared to share your answers.

Word(s)	Civic Value	Public Policy	Constituents	Civil Rights	Representatives
inherent	X			X	
vote	X	X	X	X	X
elect representatives	X	X	X	X	
census	X	X	X	X	X
gerrymander		X	X	X	X
confer		X	X	X	X
influence policy	X		X	X	X
inalienable				X	X
fair treatment	X		X	X	X
activism		X	X	X	X
make policy	X				X
individual rights	X	X	X	X	X
changes often		X			X

## **Lesson 2**

# **Anticipation Guide for the Biography of Richard Thomas Castro: Colorado Statesman and Civil Rights Activist**

### **What will students be learning?**

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students recognize, express, and defend points of view orally and in writing. (RW4.3)

#### OBJECTIVES

Students will examine their own thoughts and beliefs regarding civic involvement and personal values.

Students will defend and explain their answers orally.

Students will activate prior knowledge and make connections to the course of study ahead.

Students will be introduced to statesman Richard T. Castro through a preliminary exploration of their prior frame of reference with various concepts of civic roles and responsibilities.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Anticipation guide

Questioning

Analyzing

Predicting

#### PRELIMINARY LESSON PREPARATION

Make copies of the Anticipation Guide and the two-column notepaper for each student. Complete Column A of the Anticipation Guide yourself. Read the Biography of Richard Castro and complete Column B. Make a note in Column B of the location of the supporting evidence you found for your answers. Make a few notes to yourself in the margin as to why you answered the way you did.

#### PRETEACHING

Review the concepts statesman, civil rights activist, and assimilate with the students. Touch on the concept of values and discuss how personal values affect our every day lives and the decisions we make.

## ACTIVITIES

### **To the teacher:**

Students from the Denver Metro area should recognize the name Richard Castro, so I would suggest a short webbing exercise to generate prior knowledge before letting the students complete the Anticipation Guide individually. Once students respond to the eight statements themselves, they will be ready to proceed to the reading. Finally, they will come back, complete column B and you will have a full class sharing and discussion. With this lesson and throughout the unit, students will take the abstract and make it real by applying the material to their lives. Full class sharing at the end should be very lively. Allow the students to express themselves and insist they back up their predictions with evidence from the text. (Suggest that they make a note of the page numbers and paragraphs in column B with their answer.)

### **To the student:**

We are about to read a biography of Richard Thomas Castro. Does anybody recognize that name? Where have you seen it? What do you know about him? Lets do a web together on the board and see how much we know if we all pool our knowledge. Okay, lets now review the Anticipation Guide together. Please complete column A and then we will go to the reading together as a class.

## VOCABULARY

statesman: A person who shows wisdom, skill, and vision in conducting state affairs or treating public issues, or one engaged in the business of government.

assimilate: To change, absorb, and incorporate into one's thinking or into the main cultural body.

coalition: A combination, a union, a temporary alliance of factions, nations, etc. for a specific purpose.

civil rights activist: A person whom advocates for others and their rights guaranteed by the 13, 14, 15, and 19 Amendments of the Constitutions of the United States and by other acts of Congress.

values: That which is desirable or worthy of esteem for its own sake.

## RESOURCES / MATERIALS

Anticipation Guide for the Biography of Richard Thomas Castro: Colorado Statesman and Civil Rights Activist worksheet

## HOMEWORK

Choosing from among the eight questions, have students write a short paragraph in agreement or opposition, giving no less than three specific examples supporting their position. Students should use their best, formal English.

## ASSESSMENT

Informal assessment comes through the preliminary and final discussion. This should give you a fairly good idea of the students' awareness level and preparation for the subsequent material. Students should be given credit for their effort and participation, rather than their specific answers.

## FORMAL ASSESSMENT

Direct the students to write a one page essay, comparing and contrasting their responses with those they attributed to Richard Castro. Where do they agree? Where do they disagree? Why? Students should write in complete sentences, using their best English. Collect the essays. Assign points using the following rubric as a guide.

RUBRIC

Points	Rubric
4	A thoughtful, well-organized essay clearly addresses the questions above and does not contain more than three spelling and/or grammatical mistakes.
3	A good overall response is given that generally maintains the focus and contains no more than five spelling and/or grammatical mistakes.
2	The questions are addressed somewhat, but the overall effort lacks focus and organization. There are no more than seven spelling and/or grammatical mistakes.
1	Little attention is given to the topic and the overall essay lacks in coherency and due attention. There are greater than seven spelling and/or grammatical mistakes.

Name \_\_\_\_\_

## Anticipation Guide for the Biography of Richard Thomas Castro: Colorado Statesman and Civil Rights Activist Worksheet

We are going to read a biography entitled *Richard Thomas Castro: Colorado Statesman and Civil Rights Activist*—the life story of one of Colorado’s most acclaimed Hispanic leaders, who died unexpectedly at the age of 45 in 1991. This biography was prepared shortly after Mr. Castro’s death and attempts to relate not only the key facts that made up his life, but who he was as a man, what he believed in, and what he lived for.

**Directions:** Read the list of statements below. If you agree with a statement, make a check in column A. Be ready to explain why you agree or disagree with each item.

A (You)	B (Castro)	Statement
		1. It is important to give back to your community.
		2. Knowing your cultural heritage might be helpful, but it is not essential to understanding the world and how to function effectively in it.
		3. Peaceful means are always preferable to violence in fighting for what you believe.
		4. Liberty and justice for all—no exceptions!
		5. All immigrants should assimilate into American society.
		6. Possessing the ability to speak a second language is always an asset.
		7. Working with a coalition of diverse groups is an effective way to change society.
		8. Knowledge is helpful, but money is the real key to power.

**Further Directions:** After reading the biography and taking two-column notes, return to this Anticipation Guide and re-read each statement. If you think Mr. Castro would agree with you, make a check in column B. *You must be able to cite evidence from the biography to support your choices in column B, so you may want to make a brief notation of the appropriate page numbers and paragraphs.*

## **Lesson 3**

# **Biography of Richard Thomas Castro: Colorado Statesman and Civil Rights Activist**

### **What will students be learning?**

#### **STANDARDS**

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### **BENCHMARKS**

Students know what citizenship is. (C4.1)

Students know how citizens can fulfill their responsibilities for preserving the constitutional republic. (C4.2)

Students know how citizens can exercise their rights. (C4.3)

Students know how citizens can participate in civic life. (C4.4)

Students use comprehension strategies. (RW1.1)

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students recognize, express, and defend points of view orally and in writing. (RW4.3)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

#### **OBJECTIVES**

Students will read and study the biography of Richard T. Castro.

Students will understand key historical events of the period during which Mr. Castro lived.

Students will discern the contributions of Richard Castro to the civil life of Colorado.

Students will use the two column note method of determining main ideas and supporting details.

Students will analyze the reading, make predictions regarding the views of Richard Castro and cite supporting evidence.

Students will share their observations with the class and defend their positions.

#### **SPECIFICS**

This is an authentic example of academic writing from the college level done by Denver Public Schools teacher Loretta Gonzales during her time at the University of Colorado, Denver as a graduate student. It

is the kind of work students can anticipate doing when they go to college. Their preparation now is key to acquiring the skills necessary to perform at this level.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Teacher guided  
Two column note taking  
Analyzing and making predictions  
Main idea, supporting details  
Independent practice

#### PRETEACHING

If students are unfamiliar with two column note taking this would be a good time to acquaint them with it. The title and date of the material are always at the top. Main ideas are listed on the left, supporting details, subtopics, elaboration is on the right. Leave plenty of white space. Indent, use symbols, abbreviations, numbers to speed note taking and heighten readability for later review. Use only words and phrases—no complete sentences. This is another way of saying they should not copy from the text. When introducing this skill for the first time, walk students through the process. Using a transparency of the two column note form, demonstrate the process. Think out loud. Ask yourself questions. Interact with the text. And take model notes. Allow students to copy your notes, then they will have their own exemplar. Then, read a paragraph as a class and take notes together. Let the students cue you as to the main ideas and supporting details. Copy on to the transparency. Do a few paragraphs together and continue to have students model this interactive approach to reading. When they seem to have the knack, let them practice individually and circulate around the room making observations and giving individual assistance. If you feel it would be helpful or worthwhile, you can have students share some of their work orally, at the board, or at the overhead projector.

#### ACTIVITIES

##### **To the teacher:**

Advise students that you will be reading a biography of Richard T. Castro written shortly after his death by a graduate student at the University of Colorado, Denver titled: *Richard Thomas Castro: Colorado Statesman and civil Rights Activist*, by Loretta M. Gonzales (Supplemental Guide, Section I). Thumb through the reading together and ask the students to share their observations. Who wrote this? Why? What is unique about it? Different? What about the format? Direct students to read and take notes. As students finish, direct them to return to the Anticipation Guide and make their predictions in Column B with evidence specifically cited by page number and paragraph.

##### **To the student:**

Who is familiar with two column notes? Why do we use them? What are they good for? Today we are going to read the biography of Richard Thomas Castro that we talked about before and take two column notes. First, let's take a look at this reading. Read the first page. Move on to the second page. Skim over the whole thing from beginning to end. (Pause for a couple of minutes.) What observations can we make about this reading? Who wrote it? Who is she? Why do you think she wrote it? Etc. Now, let's start out together and refresh our memory about two column notes...Let's read a few paragraphs together and take some notes. I'm going to read the first paragraph and share my notes. I'd like you to observe the process I use and copy these notes on to your paper. Then we'll practice as a class and finally you can finish the rest independently.

## VOCABULARY

**gerrymander:** To divide a geographical area into voting districts to give unfair advantage to one party in elections.

**civil rights:** The rights guaranteed by the 13th, 14th, 15th, and 19th Amendments of the Constitution of the United States and other acts of Congress.

**activism:** The doctrine or policy of taking a positive, direct action to achieve an end, especially in a political or social setting.

## RESOURCES / MATERIALS

*Richard Thomas Castro: Colorado Statesman and Civil Rights Activist* (Supplemental Guide, Section I)  
Biography of Richard Thomas Castro Worksheet

Two column notepaper

## HOMEWORK

- Using only their two column notes, students could individually re-write the biography of Richard Castro in summary form using their own words.
- Alternatively, you could divide the class into groups of two-three students and jigsaw the reading. Students could write their summaries on to poster paper and present to the class. The class-written biography could then be displayed for the remainder of the unit.

## ASSESSMENT

Informally assess student performance as they work individually. Two column notes will be used throughout the unit, so it will be important for you to gauge how much teaching and re-teaching is necessary.

## FORMAL ASSESSMENT

When student packets are submitted, grade notes according to the following rubric:

## RUBRIC

Points	Rubric
4	Notes are complete and accurate. Main ideas and supporting details clearly align. There are no complete sentences.
3	Notes are accurate, but could be more extensive. Two-three main ideas could be better developed. There are no more than three lapses into complete sentences.
2	Notes are somewhat sketchy. Up to five ideas could be better developed. There are no more than five lapses into complete sentences.
1	Notes are incomplete. More than five ideas could be better developed and there are numerous lapses into complete sentences.

Name \_\_\_\_\_

## Biography of Richard Thomas Castro Worksheet

<b>DATE:</b>	<b>TITLE:</b> <i>Richard Thomas Castro: Colorado Statesman and Civil Rights Activist</i>
<b>TOPIC/MAIN IDEA</b>	<b>DETAILS</b>

Duplicate additional copies of this page as needed.

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## Lesson 4

# We Were Chicanos: Remembering Richard Castro

### What will students be learning?

#### STANDARDS

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history. (H7)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know what citizenship is. (C4.1)

Students know how citizens can fulfill their responsibilities for preserving the constitutional republic. (C4.2)

Students know how citizens can exercise their rights. (C4.3)

Students know how citizens can participate in civic life. (C4.4)

Students know how to interpret and evaluate primary and secondary sources of historical information. (H2.2)

Students understand the history of social organization in various societies. (H3.2)

Students know the historical development of religions and philosophies. (H6.1)

Students use appropriate traditional and electronic technologies in a variety of formats (for example, textual, graphic, audio, video, multimedia) to extend and enhance learning of historical facts and concepts. (H7.1)

Students write and speak for a variety of purposes. (RW2.2)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW4.2)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

#### OBJECTIVES

Students will understand key historical events of the period during which Mr. Castro lived.

Students will understand how those historical events shaped Richard Castro.

Students will be able to explain and give multiple examples of how Richard Castro served his community as a civic leader.

Students will determine and analyze several cultural threads that ran through Richard Castro's life, through the Chicano movement, and through Hispanic culture in general.

Students will write an essay contrasting their views and those of Richard Castro in response to the question "What Does it Take to Bring Happiness to the Earth?"

## **What will be done to help students learn this?**

### INSTRUCTIONAL STRATEGIES

Video watching  
Two column note taking  
Reflecting and analyzing  
Making and noting observations  
Essay writing  
Discussions

### PRELIMINARY LESSON PREPARATION

Make the proper arrangements for video equipment. Make copies of the two column notepaper. Preview the video and make your own notes and observations on the specially prepared two column notepaper. Review the vocabulary and write the words on the board.

### ACTIVITIES

#### **To the teacher:**

If you have any native speakers of Spanish or students of Spanish in your class, give them a moment to shine in front of their classmates by asking for help with the vocabulary words below. Tell students that these are themes found in the video to which they should pay special attention. Direct students to look at the specially prepared two column notepaper. Tell them that they should make a few brief notes on the key facts, dates, people, observations under the appropriate headings. This video has an emotional impact on many viewers. Therefore, I would suggest a few quiet minutes of silent reflection along with the reviewing of notes and the making of further observations. Finally, open it up to class discussion, using the notes as a guide. As a synthesizing activity, have the students write an informal, two-paragraph essay entitled: “What does it take to bring happiness to the earth? My view and Richard Castro’s.

#### **To the student:**

We are about to watch a 30 minute video about the life of Richard Castro entitled “We Were Chicanos: Remembering Richard Castro”. The video is quite unique; I think you will enjoy it. First, lets discuss some key vocabulary. Does anybody recognize the words I have written on the board? These are themes found throughout the video. Pay special attention to them as you watch the video, and using your two column notepaper, which you’ll note lists these themes in the main topic column, make a few observations while you are watching. I am setting as a goal no less than five main ideas per heading, each with supporting details. Paying special attention to the video and taking good notes will be very helpful to you later, as we will end this lesson with a short writing assignment.

### VOCABULARY

adivinanza: Spanish word equivalent to guess or look into the future.  
comunidad: Spanish word equivalent to community.  
community: A group of people living in a geographical area or a group of people with common interests.  
humildad: Spanish word equivalent to humility.  
humility: The state or quality of being humble.  
identidad: Spanish word equivalent to identity.  
identity: The condition or fact of being a specific person or thing; individuality.  
leadership: The position or guidance of a leader, or the ability to lead.  
liderato: Spanish word equivalent to leadership.  
riddle: A problem or puzzle in the form of a question, statement, etc.

## RESOURCES / MATERIALS

*We Were Chicanos: Remembering Richard Castro* (video)

We Were Chicanos worksheet

We Were Chicanos Summary Paragraphs worksheet

partially completed two column notepaper

## HOMEWORK

- Distribute two-three 4 x 6 note cards to each student and ask them to interview one or more family members regarding their recollections of this period. Questions might include, but should not be limited to: What do you recall of the Chicano civil rights movement? Where were you? How did you participate or not? What did you think of it then? How do you view it today? What do you think it accomplished? What remains to be done? Why was it important? Is there a movement today? Explain. What is the role of the next generation continuing this effort? Etc.
- Have students write a one page essay on the following topic: How did the Chicano civil rights movement change the course of history both locally and nationally?
- Develop a full research project based upon the question above.
- Investigate the history of music during the Chicano movement. Find musical selections that were clearly evocative of similar themes and analyze their relationship to the movement as a whole.
- Visit the Cheech Marin Collection of Chicano art at [www.americanart.si.edu/t2go/11a/index.html](http://www.americanart.si.edu/t2go/11a/index.html). Answer the question “What does it mean to be a Chicano?: An Artistic Perspective,” make reference to various artworks, and copy them for sharing with others.

## ASSESSMENT

When student packets are submitted, grade notes and essays according to the following rubric:

## RUBRIC

Points	Rubric
4	There are at least five main ideas under each heading. Each has supporting details. Essay has several interesting ideas, is well-organized and has a strong voice.
3	There are at least four main ideas under each heading. Each has supporting details. Essay has some interesting ideas, is generally well-organized and some sense of voice comes through.
2	There are at least three main ideas under each heading. Each has supporting details. Essay is not very interesting, is lacking in organization and has little voice.
1	Notes are incomplete and sketchy. Essay has little content, is disorganized and has no voice.

Name \_\_\_\_\_

## We Were Chicanos Worksheet

<b>DATE:</b>	<b>TITLE: <i>We Were Chicanos: Remembering Richard Castro</i> (video)</b>
<b>TOPIC/MAIN IDEA</b>	<b>DETAILS</b>
<i>Liderato</i> (Leadership)	
<i>Humildad</i> (Humility)	
<i>Identidad</i> (Identity)	
<i>Comunidad</i> (Community)	

Duplicate additional copies of this page as needed.



## Lesson 5

# Civic Life Versus Personal Life

### What will students be learning?

#### STANDARDS

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students know what citizenship is. (C4.1)

Students know how citizens can fulfill their responsibilities for preserving the constitutional republic. (C4.2)

Students know how citizens can participate in civic life. (C4.4)

Students use comprehension strategies. (RW1.1)

Students expand vocabulary development using a variety of methods. (RW2.1)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

#### OBJECTIVES

Students will activate prior knowledge about civic life and how it contrasts to personal life.

Students will define and give examples of civic life and personal life.

Students will analyze, compare and contrast civic and personal life.

Students will list specific examples of civic and personal life and explain in writing how they are related.

Students will confer with partners to expand their thinking and share their answers orally with classmates.

Students will demonstrate interdependent nature of civic life and personal life.

#### SPECIFICS

Our commitment as a society to civic life allows the goals of the personal life to be met. Our experience of freedom, broadly interpreted, in our private lives affirms the importance of civic awareness and involvement. Understanding the interdependent nature of these two concepts is vital. Both are key to the American democracy.

Richard Castro is an excellent example of someone who had an active, vibrant civic and personal life.

As the video graphically portrayed, Richard fought for issues in his civic life that directly impacted his own personal life and the personal lives of his constituents. Above all, he sought equality, so that a just society could form the basis for personal and professional success for all people, however they might identify themselves.

## **What will be done to help students learn this?**

### INSTRUCTIONAL STRATEGIES

Defining  
Identifying examples  
Comparing and contrasting  
Drawing conclusions  
Student directed  
Cooperative work

### PRELIMINARY LESSON PREPARATION

Make a copy of the worksheet for each student. Make sure the Key Vocabulary & Unit Concepts sheet is accessible to all students. Review the definitions of the two concepts. Complete your own worksheet. Try to anticipate student questions and possible answers.

### ACTIVITIES

#### **To the teacher:**

I would construct this as a Think/Pair/Share activity. Give instructions and get students started independently. Share the assessment criteria. Check for understanding. Circulate around the room and give individual assistance where needed. Once students have completed their first pass through, have them pair and share. End by having pairs share their answers/ideas/thoughts with the whole class, as you make some notes on the board or overhead. To bring closure to the activity and give students an opportunity for synthesizing all the information, ask them to write an informal, two paragraph essay. In the first paragraph they should clearly define and give three or more clear examples of civic life and personal life. In the second paragraph, they should explain how the two concepts are linked and interdependent. They should answer the question, "How does each depend on the other?"

#### **To the student:**

The concepts of civic life and personal life have arisen over and over the last few days. By now you should all feel fairly comfortable with these concepts. Today we want to extend your thinking a little by contrasting the two. Lets take a look at the Civic Life Versus Personal Life Worksheet and review the instructions together.

### VOCABULARY

civic life: The part of a person's life that is devoted to public affairs and the good of others through various forms of government positions and volunteer work.  
personal life: The part of a person's life that is private and out of the public eye.  
republican democracy: It is a government by representatives chosen by the people.  
confer: To have a conference or talk; also to meet for a discussion; to converse.  
interdependent: Dependence on each other or one another; mutual dependence.

### RESOURCES / MATERIALS

Civic Life Versus Personal Life worksheet  
Key Vocabulary & Unit Concepts (found on page 10)  
filler paper

### HOMEWORK

Distribute one 4 x 6 note card to each student. Direct them to create a web on each side with write civic life as the topic on one side and personal life as the topic on the other. Ask them to keep the card in their pocket and to make any and all observations about the two, especially examples they observe or think of, in the next 24 hours. Tell them to return to class the following day ready to share with the class.

### ASSESSMENT

Use the following rubric to assess participation in the Think/Pair/Share activity.

#### RUBRIC

Points	Rubric
4	Follows directions, participates enthusiastically, is respectful of others, and asks at least one thoughtful question.
3	Follows directions, participates, is respectful of others, and asks at least one question.
2	Follows directions, participates, is respectful of others, but asks no questions.
1	Follows directions and participates with prompting. Is respectful to others. Asks no questions.

Use the following rubric to assess student writing.

#### RUBRIC

Points	Rubric
4	Student shows clear mastery of concepts and gives three or more strong examples. Clearly demonstrates interdependence.
3	Students understands concepts and can gives at least two examples. Demonstrates interdependence.
2	Student is familiar with concepts, but gives no examples or examples are weak. Approaches understanding of interdependence.
1	Student defines concepts. Examples are weak or absent. Struggles with concept of interdependence.

Name \_\_\_\_\_

## Civic Life Versus Personal Life Worksheet

In reflecting on the life of Richard T. Castro, we see an individual with a vibrant, active personal and public life. In fact, knowing the difference between the two is critical to life in a republican democracy, such as the United States. Why?

**Directions:** Using the vocabulary list and the information you have gained from reading the biography of Richard T. Castro, complete the chart below. After you have gotten a good start on your own, confer with a partner and compare notes. Be prepared to share your answers.

<b>Civic Life</b>	<b>Personal Life</b>
<b>Definition:</b>	<b>Definition:</b>
<b>Examples:</b>	<b>Examples:</b>
<b>How are civic life and personal life similar?</b>	
<b>How are civic life and personal life different?</b>	

## Lesson 6

# A Compact Political History of Early Colorado

### What will students be learning?

#### STANDARDS

Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (C1)

Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy. (C2)

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know and understand what government is and what purpose it serves. (C1.1)

Students know the organization and functions of local, state, and national governments. (C2.1)

Students know the physical and human characteristics of places. (G2.1)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students know how cooperation and conflict among people influence the division and control of Earth's surface. (G4.5)

Students know how to interpret and evaluate primary and secondary sources of historical information. (H2.2)

Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives. (H2.3)

Students understand the history of social organization in various societies. (H3.2)

Students use comprehension strategies. (RW1.1)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW4.2)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

#### OBJECTIVES

Students will activate prior knowledge of the history of Colorado.

Students will read Chapter 1 from *Colorado's Government: Structure, Politics, Administration, and Policy* entitled "A Compact Political History of Early Colorado."

Students answer seven questions at the end of the chapter.

Students will define and explain the importance of seven terms.

Students will understand the events and processes that led to Colorado's statehood and early development.

Students will share orally highlights of what they learned with classmates.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Creating a web

Individual reading

Answering questions

Locating and interpreting information

Defining

Determining importance

Full class sharing and discussion

#### PRELIMINARY LESSON PREPARATION

Prepare the textbooks. Read the chapter. Take your own notes in response to the questions. Write down the vocabulary words and explain their importance.

#### ACTIVITIES

##### **To the teacher:**

Begin the lesson by activating prior knowledge and creating a web on the board or overhead. Next, direct students to read and answer the questions. Once they are finished with the questions, direct students to copy the vocabulary words below, define, and explain the importance in a short paragraph. Once students are finished and have handed in their work, you may want to have a full class review and group discussion. Find out what the students learned and what was interesting to them.

##### **To the student:**

Today we're turning our attention to history, specifically we're going to be looking at the early history of Colorado. When did you study Colorado history? What do you remember? (Continue asking questions, eliciting information from all the students. Complete the web.) Now I would like you to work individually, read Chapter 1, "A Compact Political History of Early Colorado," and answer questions 1, 2, 3, 4, 7, 9, & 10. Write the questions and the answers on a separate piece of paper. Once you're finished, continue with the following vocabulary words. Write a short paragraph defining, and then explaining, the importance of each word.

#### VOCABULARY

Louisiana Purchase: A vast territory of the American West acquired in 1803 by President Thomas Jefferson from France under Napoleon.

Treaty of Guadalupe Hidalgo: A peace treaty between the U.S. and Mexico that ended the Mexican War.

Auraria: A town west of Denver that was founded in 1858. Today it is an urban campus of three higher educational institutions.

Jefferson Territory: A geographical area located southwest of Denver that was established in 1859.

miners' court: A means with which to govern and enforce rigid laws in the region of the miners.

miners' meetings: Meetings conducted to enact civil and criminal codes and define boundaries etc.

claim clubs: A means with which farmers used for protection of property rights, clarification of ownership, claims and boundaries.

#### RESOURCES / MATERIALS

*Colorado's Government: Structure, Politics, Administration, and Policy* by Robert S. Lorch  
loose leaf paper

#### HOMEWORK

- Direct students to research and read about the primary documents central to this lesson: The Louisiana Purchase—1803 and The Treaty of Guadalupe Hidalgo—1848. The former is available at the National Archives website: [http://www.ourdocuments.gov/content.php?page=milestone\\_documents](http://www.ourdocuments.gov/content.php?page=milestone_documents) , while the latter can be found at <http://lcweb.loc.gov/exhibits/ghtreaty/>. Having students interact with primary documents is a great way to engage them deeply in the content and make the subject come alive. By virtue of web-based resources, this can now be done with ease.
- Have students fully investigate the meaning and history of the Jefferson Territory. How did it come about? How did it receive its name? Etc. This solid website will help them begin their research: <http://www.encyclopedia.com/html/J/JeffersT1e.asp>.

#### ASSESSMENT

#### RUBRIC

Points	Rubric
4	All questions are intelligently and completely answered. All terms are correctly defined, their importance is clearly explained.
3	At least six questions are intelligently and completely answered. At least six terms are correctly defined, their importance is clearly explained.
2	At least five questions are intelligently and completely answered. At least five terms are correctly defined, their importance is clearly explained.
1	At least four questions are intelligently and completely answered. At least four terms are correctly defined, their importance is clearly explained.

## Lesson 7

# Hispanic Legislators in Colorado: Summary Data

### What will students be learning?

#### STANDARDS

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students use appropriate technologies to obtain, study, process, apply, and communicate civic information and concepts related to the study of civics. (C5)

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know what citizenship is. (C4.1)

Students know how citizens can participate in civic life. (C4.4)

Students understand how to compile and use information from primary and secondary sources to evaluate civic and governmental concepts and events. (C5.3)

Students know the physical and human characteristics of places. (G2.1)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students use chronology to examine and explain historical relationships. (H1.3)

Students know how to interpret and evaluate primary and secondary sources of historical information. (H2.2)

Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives. (H2.3)

Students understand the history of social organization in various societies. (H3.2)

Students use comprehension strategies. (RW1.1)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW4.2)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

## OBJECTIVES

Students will make deductions and infer meaning using a summary data table.

Students will read and interpret biographical details regarding 100+ Hispanic legislators.

Students will respond in writing to eleven questions on the Hispanic Legislators in Colorado worksheet.

Students will have the opportunity to respond to three extra credit questions.

## SPECIFICS

The Summary Data table was created especially for this unit and includes biographical details on over 110 Hispanic legislators who have served the state of Colorado. You will notice that some information is missing or incomplete. Despite our best efforts, these facts could not be located. Historical records are often incomplete or even contradictory, bringing up additional challenges to the process of historical inquiry.

## **What will be done to help students learn this?**

### INSTRUCTIONAL STRATEGIES

Making deductions

Inferring

Deriving meaning from a table

Small group work

### PRELIMINARY LESSON PREPARATION

Assemble copies of the Summary Data table. Make copies of the Hispanic Legislators in Colorado:

Summary Data worksheet. Review the worksheet. Make notes to yourself on the practice portion.

Study the Summary Data table and complete the worksheet.

### PRETEACHING

Review the political development of Colorado as a state. Sketch out the chronology of the steps to statehood on the board/overhead. Define and briefly discuss the following vocabulary items: legislative body, Territorial House, Territorial Council, Colorado Constitutional Convention, General Assembly, House, and Senate.

### ACTIVITIES

#### **To the teacher:**

The purpose of the introduction on the worksheet is to demonstrate to students that they are already very familiar and adept at this skill. We're just going to apply it in a different way. Distribute the Summary Data tables. Quickly talk through, review and explain. Answer any questions and then group the students in pairs to complete the activity. Have students raise their hands when they complete the exercise, scan, check answers and initial the work as a sign to yourself that the students completed their work. Once everyone is finished, review and debrief as a class.

#### **To the student:**

Today we're going to take a look at a table that contains some facts on all the Hispanic legislators that served the state of Colorado. To complete this worksheet, you're going to have to use an important skill: inferring meaning. Have you heard this term before? When? Where? What does it mean? Let's take a look at the instructions. Finally, before you get started, I'd like to look at the tables together. Okay, let's talk our way through this. What is this called? What's the title? What's unique about a table? How are we going to use it? What is the title of the first column? The second? Etc.

## VOCABULARY

Legislative body: A law making branch of a government.

Territorial House: A form of government that had full authority to establish laws before U.S. statehood.

Territorial Council: A legislative body of a territory chosen as an administrative, advisory, or legislative assembly including House and Senate representatives.

Colorado Constitutional Convention: A convention to draft the constitution of Colorado.

General Assembly: The highest council for legislative assembly.

House: A legislative assembly or governing body.

Senate: The upper branch of the legislature of the U.S.

infer: To conclude or decide from something known or assumed.

las animas: Spanish word for the soul.

costilla: Spanish word for rib.

conejos: Spanish word for rabbits.

huerfano: Spanish word for orphan.

pueblo: Spanish word for town.

people: All the persons of a racial, national, religious, or linguistic group.

otero: Spanish word for a small hill.

knoll: A small rounded hill or mound.

## RESOURCES / MATERIALS

Hispanic Legislators in Colorado: Summary Data Table

Hispanic Legislators in Colorado: Summary Data Table Worksheet

## ASSESSMENT

### RUBRIC

Points	Rubric
4	All eleven questions are intelligently and completely answered. All answers are in complete sentences.
3	Nine questions are intelligently and completely answered. All answers are in complete sentences.
2	Seven questions are intelligently and completely answered. All answers are in complete sentences.
1	Five questions are intelligently and completely answered. All answers are in complete sentences.

### Extra Credit Questions:

Award one point each for 12 and 13, two points for 14, as long as answers are correct and put into complete sentences.

Name \_\_\_\_\_

## Hispanic Legislators in Colorado: Summary Data Table Worksheet

Inferring meaning is an extremely important skill. In a way, it is very similar to guessing...but not the wild speculative kind of guessing. Rather, it is the making of educated guesses based on the facts that you have. Technically, the dictionary says that inferring is “arriving at a mental conclusion”. Now, lets practice a bit...

1. A classmate walks in late to class with a red face, puffy eyes, runny nose, and tissue in hand. What might you infer?
2. Your regular teacher is out today. You know you are going to have a substitute. In walks a man leading a bike. What might you infer about him?
3. You walk into your third period classroom. Nobody is there, but it is a mess. There are a couple of used paper plates on the floor, a small pool of pink liquid, and you notice a very sweet smell. What might you infer?

**Directions:** Review the Summary Data on Hispanic Legislators in Colorado and answer the following questions using your best English and complete sentences.

1. During what years do you observe concentrations of many representatives. Roughly estimate the ranges of years; e.g., 1785-1800.
2. Based on your knowledge of history, what can you infer about this?
3. During what years do you observe the absence of many or any representatives? Roughly estimate the ranges of years:
4. Based on your knowledge of history, what can you infer about this?
5. Most of the representatives served in what body?
6. Can you infer anything from this fact?

Name \_\_\_\_\_

7. Now examine the names. Can you infer anything from this list of names? Now imagine that the title of the table is missing. What could you infer then?
  
8. There are very few women's names on the list, right? What does that lead you to infer?
  
9. Now examine the next column: place and date of birth. What patterns do you observe?
  
10. What can you infer about these patterns?
  
11. What counties have the most representatives?

**Extra Credit:**

12. Give the English translation of the names of the Colorado counties that are not Spanish surnames. (There are seven in all.)
  
13. Determine the average age of the representatives when they first served, based on a sample set of 40 individuals.
  
14. What percentage of the representatives were Democrat? Republican? Party switchers? Remember, to determine percent you divide the part by the whole. For example, the equation for the first question would be:

$$\frac{\text{Total \# of Democrats}}{\text{All Representatives}} = \text{All Representatives} \quad \boxed{\frac{\text{Total \# of Democrats}}{\text{All Representatives}}}$$

## **Lesson 8**

# **Selected Biographies of Hispanics in the Colorado Legislator**

### **What will students be learning?**

#### **STANDARDS**

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand that societies are diverse and have changed over time. (H3)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### **BENCHMARKS**

Students know how citizens can fulfill their responsibilities for preserving the constitutional republic. (C4.2)

Students know how citizens can participate in civic life. (C4.4)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students understand the history of social organization in various societies. (H3.2)

Students use comprehension strategies. (RW1.1)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students prepare written and oral presentations using strategies. (RW2.6)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

#### **OBJECTIVES**

Students will be introduced to fifteen Hispanic legislators and learn their contributions to the state of Colorado.

Students will read selected biographies of Hispanic legislators and extract key facts and supporting details.

Students will organize information into a brief presentation.

Students will write five questions and answers in complete sentences about their legislator.

#### **SPECIFICS**

These biographies and photos have been pulled directly from the exhibit. They were selected as a broad and representative cross-section of all the legislators.

### **What will be done to help students learn this?**

#### **INSTRUCTIONAL STRATEGIES**

Cooperative reading

Determining importance

Determining main ideas and finding supporting details

Summarizing  
Question/Answer writing  
Analyzing historical photos  
Making presentations

#### PRELIMINARY LESSON PREPARATION

Make copies of the two column note sheet with the title, “Biography of...”. Divide students into groups of two. Prepare the mini-biographies and photos. Read the biographies. Have one 4 x 6 card for each student.

#### ACTIVITIES

##### **To the teacher:**

Group students in pairs. Distribute a photo and corresponding mini-biography to each pair. Ask the students to prepare a brief, informal presentation to the rest of the class about this individual. They should give the “summary data,” as in the table they used in the previous lesson, but do not allow them to use this resource. Students should also relate several interesting facts regarding the individual’s life and civic contributions. Have students use the specially prepared two column notepaper to organize themselves. Write specific questions on the board. Share the criteria for grading presentations and model for students or have a student model. This will diffuse some of the tension. Once everyone has completed their presentations, distribute a 4 x 6 note card to each student and ask them to come up with five questions and answers each that could be used in a “Jeopardy” type review with the whole class. Name, period, and date should be on each card.

##### **To the student:**

If you had to take a guess, who do you think this might be (hold up one of the more interesting photos)? Today we’re going to get to know some of the Hispanic legislators a bit better. In pairs, you will be receiving a photo and corresponding mini-biography. I would like you to work with your partner to develop a short, informal presentation to the class, wherein you give us some “summary data” and a few interesting facts about their lives and legislative contributions. Use the two column notepaper to help you organize your data. Presentations will be graded according to this question: Who can show me what this looks like? Each of you should have a 4 x 6 note card. Please write your name, today’s date and the period on the card. Write the name of the legislator across the top. Then write five questions and answers in the following format about your legislator:

Q:

A:

Your answers should be in complete sentences.

#### VOCABULARY

theme: An idea, point of view, or perception used as a topic for discussion or written composition.

#### RESOURCES / MATERIALS

*Selected Biographies of Hispanics in the Colorado Legislature* (Supplemental Guide, Section III)  
Selected Biographies of Hispanics in the Colorado Legislature worksheet  
specially prepared two column notepaper,  
4 x 6 note cards for each student

## HOMEWORK

- On the following day, have students line up outside your class. Distribute 4 x 6 note cards as they arrive and ask students to write down two interesting facts they learned about Hispanic legislators the previous day. This is their “admit slip” to class. Review individually and admit students as they are completed. Send students to the end of the line if they do not follow directions or make a mistake. Collect and give participation credit. This is a great sponge activity that also builds interest and shakes up the routine.
- End class by having students synthesize information about all the legislators into themes found across time and individuals. What are their observations? What do they notice? Responses can be in the form of a paragraph, one-half page in length.

## ASSESSMENT

### RUBRIC

Points	Rubric
4	Clear and confident presentation. Good eye-contact, articulation, and posture. Notes & Questions/Answers are accurate and complete.
3	Mostly clear and confident presentation. Mostly good eye-contact, articulation, and posture. Notes & Questions/Answers are accurate and complete.
2	Sometimes clear and confident presentation. Some good eye-contact, articulation, and posture. Notes & Questions/Answers are accurate and complete.
1	Developing presentation skills. Working on clarity, confidence, eye-contact, articulation and posture. Notes & Questions/Answers are accurate and complete.

Further Notes: This is great, low-key practice for public speaking and developing self confidence. Collect and review note cards. Return any that are incomplete, incorrect, or that have answers in fragments and direct students to complete. With the aid of these cards, a trivial pursuit or jeopardy type review can be easily constructed.

Name \_\_\_\_\_

## Selected Biographies of Hispanics in the Colorado Legislature Worksheet

<b>DATE:</b>	<b>TITLE:</b> <i>Selected Biographies of Colorado's Hispanic Legislators</i>
<b>TOPIC/MAIN IDEA</b>	<b>DETAILS</b>

Duplicate additional copies of this page as needed.

## Lesson 9

# Historical Atlas of the American West

### What will students be learning?

#### STANDARDS

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know how to analyze the dynamic spatial organization of people, places, and environments. (G1.3)

Students know the physical and human characteristics of places. (G2.1)

Students know how to interpret and evaluate primary and secondary sources of historical information. (H2.2)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students understand the history of social organization in various societies. (H3.2)

Students use comprehension strategies. (RW1.1)

Students write and speak for a variety of purposes. (RW2.2)

Students recognize, understand, and use formal grammar in speaking and writing. (RW3.1)

Students apply formal usage in speaking and writing. (RW3.2)

Students use correct sentence structure in writing. (RW3.3)

Students demonstrate correct punctuation, capitalization, and spelling. (RW3.4)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

#### OBJECTIVES

Students will read and analyze historical maps to extract and interpret information.

Students will chart the routes of the first explorers who traversed across Colorado.

Students will examine early Spanish settlements in Colorado.

Students will learn specific information about the explorers that came to Colorado between 1772-1799.

Students will examine the Spanish Land grants and determine in which modern-day states they were located.

Students will learn about how Colorado acquired its present form.

Students will study the many changes that occurred as part of the territorial expansion of the United States.

Students will learn how and when various territories became states.

Students will have the opportunity to answer two extra credit questions.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Interpreting maps

Determining importance

Locating information

Cooperative work

Cross check

#### PRELIMINARY LESSON PREPARATION

Make copies of the Historical Atlas of the American West worksheets. Assemble the books. Read and complete the worksheet yourself.

#### PRETEACHING

Depending on the level of familiarity of your students with maps and atlases, you may choose to do a bit of a review. Examine the book together. Ask students to identify key information: title, author, publisher, date of publication, etc. Thumb through independently for a minute or two, then ask someone to suggest a map that you all should look at. Direct everyone to that map and examine together. Do some open Q/A with the whole class. Finally, ask the students “Can history be told in maps?” Discuss briefly.

#### ACTIVITIES

##### **To the teacher:**

Prepare to group students in fours. Distribute four books to a group. Read directions together. Direct students to complete their worksheets in pairs. Once they and their partner have completed the worksheet, they should review and do a cross check with the other pair across from them.

##### **To the student:**

Okay everybody, take a look at these books. What are they? What’s an atlas? What’s the title? Who’s the author? Etc. Lets look them over for a minute. Who’s got a map they think we all should really look at? (Have students turn the map.) What is this map about? What story does it tell us? Etc. Now, lets complete the worksheets with our partners. Once you are done, and your partners across from you are done, I’d like you to review and check each other’s work as a foursome. You don’t need to exchange papers. Keep your own work. Make a note of any questions you have for me or the whole class, and put a star next to the question you think is the hardest of all. Please complete these steps before proceeding to the extra credit questions.

#### VOCABULARY

atlas: A collection of maps.

legend: A guide to the symbols used on a map.

Spanish-Mexican land grant: Land granted to individuals or groups for government services or in lieu of money owed.

Louisiana Purchase: Vast territory of the American west acquired in 1803 by President Thomas Jefferson from France under Napoleon.

Spanish possessions: The territory claimed by Spain.

Mexican possessions: The territory claimed by Mexico.

Mexican War: The war between Mexico and the United States lasting from 1846-1848 that resulted in the Mexican cession of vast tracts of land.

Treaty of Guadalupe Hidalgo: The treaty signed in 1848 bringing the Mexican War to a close and formalizing the cession of Mexican land to the United States.

territorial status: The formal designation by the United States Congress of an area on its way to becoming a state.

#### RESOURCES / MATERIALS

*Historical Atlas of the American West* by Warren A. Beck and Ynez D. Haase

Historical Atlas of the American West worksheet

#### HOMEWORK

- Begin class by reviewing the 2-3 questions that students designated as the most difficult. Discuss.
- Make a copy of one or several maps. Do not include the text. Direct students to take the information from the map and turn it into written text in a short paragraph. They are not to describe the map or to say “this map is about x, y & z”, but rather tell the story of the map using words instead of abstract, symbolic representation.
- Distribute maps of Colorado with all the counties identified and the Summary Data table. Direct students to identify and shade all counties which have been represented by Hispanic legislators. Then direct them to construct and complete this simple table, putting the counties in alphabetical order, A-Z.

County	# of Hispanic Legislators

#### ASSESSMENT

#### RUBRIC

Points	Rubric
4	Students collaborate, share information and follow directions. All seven questions are clearly, completely, and accurately answered.
3	Students collaborate, share information and follow directions. At least six questions are clearly, completely, and accurately answered.
2	Students collaborate, share information and follow directions most of the time. At least five questions are clearly, completely, and accurately answered.
1	Students collaborate, share information and follow directions, generally speaking. At least four questions are clearly, completely, and accurately answered.

Check worksheets for completeness and accuracy during and/or after class. Acknowledge students for working well together. Visit pairs. Monitor progress. Ask leading questions. Bring closure to the lesson and gauge student learning by asking the whole class to answer the question “Which question was the most difficult?” “Why?”

Name \_\_\_\_\_

**Page 1 of 2**

## Historical Atlas of the American West Worksheet

Maps can be an outstanding resource and a quick way to get a lot of information. Being able to interpret maps is a great skill—and not just for being able to get from point A to point B! We are about to examine several maps that together tell the story of the American West.

**Directions:** Study the maps, look at the legends, acquaint yourself with the placement of the various states. Rely on the maps themselves to answer the questions, though you may find the accompanying text helpful as well. Use your best English and write your answers in complete sentences.

### Map #17

Who were the first explorers to traverse Colorado and when did they arrive?

### Map #18

According to the map, did New Spain have any settlements in Colorado between 1766-1780?

Name the northern most settlement of new Spain. In what modern day state is it located?

### Map #19

Name the explorers that came to Colorado between 1772-1799. When did they come and what part of the state did they explore (west, southeast, northwest, etc.)?

### Map #20

In what parts of which modern-day states would find concentrations of Spanish-Mexican land grants?

Were there any in Colorado? What part and which counties? (Use map #62 as further reference.)

**Map #40**

To whom did Western Colorado belong in 1810?

To whom did Western Colorado belong in 1840?

Eastern Colorado was acquired in the \_\_\_\_\_ in \_\_\_\_\_.

Compare the maps of 1830 and 1840. What do you notice about the Mexican Possessions?

**Map #41**

When did Colorado receive the designation of territory?

After the Mexican War, Mexico lost portions or all of what modern day states?

Observing the various phases these maps represents, what might you infer about this period?

**Map #42**

What territory and what republic became states in the 1870s?

Why do you think Colorado became a state before so many other territories?

What kind of changes might you predict for Colorado once it became a state? How might it differ from its neighbors that remained territories for many years, Arizona and New Mexico, for example?

**Extra Credit:**

**Map #43**

What dramatic change took place between 1850-1890? How did it affect the American West? How did it affect Colorado?

**Map #44**

Due to its defeat in the Mexican War, 1846-1848, Mexico lost nearly half of its territory. Where were most of the battles fought? How might this have affected subsequent changes, i.e. the arrival of European settlers?

## Lesson 10

# Two Histories: The Importance of Perspective

### What will students be learning?

#### STANDARDS

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know the physical and human characteristics of places. (G2.1)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students know the nature and spatial distribution of cultural patterns. (G4.2)

Students know how cooperation and conflict among people influence the division and control of Earth's surface. (G4.5)

Students know the general chronological order of events and people in history. (H1.1)

Students use chronology to organize historical events and people. (H1.2)

Student use chronology to present historical events and people. (H1.4)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students understand the history of social organization in various societies. (H3.2)

Students understand how economic factors have influenced historical events. (H4.2)

Students know how political power has been acquired, maintained, used, and/or lost throughout history. (H5.3)

Students use comprehension strategies. (RW1.1)

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students recognize, express, and defend points of view orally and in writing. (RW4.3)

Students identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director. (RW4.4)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

### OBJECTIVES

Students will brainstorm responses to a quote and share ideas with a partner and the class.

Students will read a chronological history of Colorado's development from a Hispano-centric point of view.

Students will understand how the settlement and spread of Hispanics throughout the history of Colorado was shaped by economic, political, and social forces.

Students will discover the unique contributions of Hispanics to the state of Colorado.

Students will take two-column notes, locating main ideas and supporting details.

Students will recognize and appreciate the importance of perspective in retelling history.

### SPECIFICS

In this lesson, students will use a reading prepared by Jose Aguayo, former Executive Director of the Museo de las Americas. The following information is copied from the Museo's website.

The Museo de las Américas is the first museum in the region that is dedicated to educating the public about the artistic and cultural achievements of Latinos in the Americas on a continuing basis. The purpose and mission of the Museo de las Américas is to foster understanding of and appreciation for the achievements of the Latino people of the Americas by collecting, preserving, and interpreting the diverse art, history, and cultures of this region from ancient times to the present. Incorporated on April 29, 1991, the Museo grew out of discussions among a group of Latino educators, artists, professionals, business owners, and community volunteers. The Museo de las Américas is a Colorado not-for-profit corporation and a recognized 501(c)3 organization effective September 16, 1992. The Museo is governed by a 15 member Board of Trustees representing a cross-section of the community. The Museo is located in Denver, Colorado, at 861 Santa Fe Drive.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Webbing/brainstorming

Think/Pair/Share

Cooperative reading

Two column note taking

Determining importance

Main idea/supporting detail

#### PRELIMINARY LESSON PREPARATION

Make copies of the specially prepared two-column notepaper for all students. Prepare copies of Shaping the Law of the Land: Have at least one piece of loose leaf paper for each student. Prepare copies of "Hispanos in the Colorado Legislature" reading. Carefully read and complete your own notes using the two-column method. Prepare to group students in twos. Write the following quote on the board as the center circle in a web: "History is a lie agreed upon." Napoleon Bonaparte.

#### ACTIVITIES

##### **To the teacher:**

Direct students to copy the quote and brainstorm questions, ideas, thoughts, etc., then pair with their partner, exchange ideas, and be ready to share with the class. Open the discussion. This should lead you to the issue of perspective. Why is it important? Discuss. Tell students that they are about to read a

history of the state of Colorado prepared by Jose Aguayo, former Executive Director of El Museo de las Americas (The Museum of the Americas) in Denver, Colorado, titled: *A Short History of the Hispanic Experience in Colorado From the First Settlers to the Present*, by Jose Aguayo (Supplemental Guide, Section IV). Ask them to predict what kind of perspective he might bring to the retelling of history. Distribute reading, group students and have them read and take two column notes.

**To the student:**

Today we're going to begin by doing a quick brainstorming activity. Find a clean sheet of paper in your workbook and copy this quote and web on the board. Think it over, write down a few ideas, notes, questions, etc. Exchange some ideas with your partner and be prepared to share with the class what you think this means.

Perspective is very, very important. When getting information from any source, we should always ask ourselves "what's this person's perspective? What do they think is important?" As you do today's reading and take notes, think about this question and think about why it may be important that, as a community, we have and share many different perspectives.

**VOCABULARY**

perspective: A point of view.

land grants: Land granted by Spain and Mexico to individuals or groups for government services or in lieu of money owed by the government.

Mexican War: The war between the United States and Mexico from 1846-1848, ostensibly fought for control of the lands in the West and Southwest.

territory: A designation by the U.S. Congress signifying intermediate steps toward statehood had been taken.

placita: A small town or village.

Mexican Revolution: A war between 1910-1920 in Mexico that led to the displacement of over a million Mexicans, many thousands of whom relocated in Colorado.

Ku Klux Klan: An organization originally formed by ex-confederate soldiers in 1867 that advocated white, Protestant supremacy. While originating in the south, it grew in popularity around the country after WWI, reaching a peak membership of three million in 1924.

mutualista organizations: Fraternal organizations

S.P.M.D.T.U.: United Workers' Mutual Protection Society.

Penitente chapters: A religious organization.

Fraternidad de Nuestro Padre Jesus Nazareno: Fraternity of Our Father Jesus of Nazareth.

Comisiones Honorificas: Honorary Committees.

G.I. Bill of Rights: Benefits provided by the Servicemen's Readjustment Act of 1944 to millions of WWII veterans which included educational allowances, and loans for homes, farms, and businesses.

American GI Forum: An organization that began in Texas and fought for equal treatment of Hispanic war veterans.

LULAC: The League of United Latin American Citizens was founded in 1929 and has fought for civil rights, education and employment for Mexican-Americans throughout its history.

D.A.R.: An acronym for Daughters of the American Revolution which is an organization dedicated to patriotic ideals and the memory of participants in the American Revolution. Membership is exclusive to those who can demonstrate proof of direct descent from an American Revolutionary.

## RESOURCES / MATERIALS

*A Short History of the Hispanic Experience in Colorado From the First Settlers to the Present*, by Jose Aguayo (Supplemental Guide, Section IV)

Short History of the Hispanic Experience worksheet

two column notepaper

sheet of loose leaf paper

## HOMEWORK

- Have students write a short essay entitled “Who’s History: The Importance of Perspective.”
- Ask students to construct a web on “different perspectives.” What are all the possible perspectives that might exist on history? On a large piece of butcher paper, write “Different Perspectives of History” across the top and, in bullet form, ask each student to contribute a different idea at some point during class, e.g. men’s, women’s, immigrant, African American, Native American, child’s, soldier’s, handicapped person’s, blind person’s, etc. Review, discuss, explore together.
- Direct students to reconstruct the history in narrative form using only their notes.

## ASSESSMENT

### RUBRIC

Points	Rubric
4	Students work effectively in pairs, follow directions and share enthusiastically with the class. Notes are detailed, accurate and complete.
3	Students work effectively in pairs and follow directions most of the time. Students share with class. Notes are detailed, accurate and complete.
2	Students work in pairs and follow directions but need some prompting. Students share with class. Notes are somewhat detailed, accurate and complete.
1	Students work in pairs and follow directions but need some prompting. Students refrain from sharing with class. Notes are sometimes detailed, accurate and complete.

Name \_\_\_\_\_

## Short History of the Hispanic Experience Worksheet

<b>DATE:</b>	<b>TITLE:</b> <i>A Short History of the Hispanic Experience in Colorado From the First Settlers to the Present</i>
<b>TOPIC/MAIN IDEA</b>	<b>DETAILS</b>

Duplicate additional copies of this page as needed.

# Lesson 11

## Two Histories: The Importance of Perspective Contrasting Timelines

### What will students be learning?

#### STANDARDS

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know the physical and human characteristics of places. (G2.1)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students know the nature and spatial distribution of cultural patterns. (G4.2)

Students know how cooperation and conflict among people influence the division and control of Earth's surface. (G4.5)

Students know the general chronological order of events and people in history. (H1.1)

Students use chronology to organize historical events and people. (H1.2)

Students use chronology to present historical events and people. (H1.3)

Student use chronology to present historical events and people. (H1.4)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students understand the history of social organization in various societies. (H3.2)

Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained. (H5.1)

Students use comprehension strategies. (RW1.1)

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students recognize, express, and defend points of view orally and in writing. (RW4.3)

Students identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director. (RW4.4)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

## OBJECTIVES

Students will accurately construct a timeline using basic math skills.

Students will read and review a chronology of Colorado history.

Students will practice deriving information from various sources, determining importance, and converting information into a timeline format.

Students will construct contrasting timelines, selecting the information and dates they feel are most pertinent.

Students will develop an appreciation for the importance of perspective in retelling history.

## SPECIFICS

It is often said that “the victorious write history.” If true, many voices are lost in our accepted versions of the historical chronicles? Perspective is critical to the retelling of our common human story. By omission or emphasis, a story is easily shaped and slanted, even while retaining its basic truth. In reading a history, we must not only critically analyze and evaluate what is present, but also ask what has been left out. Only then, will the picture begin to take shape as a representation of the truth.

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Constructing a timeline

Determining importance

Selecting, evaluating, and organizing information

Individual work

Independent reading

### PRELIMINARY LESSON PREPARATION

Prepare the *Colorado State Archives: Colorado History Chronology* (Supplemental Guide, Section V) and *A Short History of the Hispanic experience in Colorado from the First Settlers to the Present*, by Jose Aguayo (Supplemental Guide, Section IV). readings. Make adequate copies of the timeline worksheets, including a few extra. Have a ruler for every student ready. Make sure student notes from the previous lesson are handy for student reference. Review your own notes. Familiarize yourself with the procedures for constructing the timeline. Create a model timeline for yourself.

### ACTIVITIES

#### To the teacher:

Direct students to complete two timelines, one at a time. First, they will complete a Hispanocentric timeline using only their notes from the previous day on the bottom portion of the timeline worksheets. Next, you will give them a *Colorado State Archives: Colorado History Chronology* (Supplemental Guide, Section V) and have them create a eurocentric timeline. Before doing either, however, discuss how to create a timeline and agree as a class how you will do it. Give the students this information: Your beginning date is 1775. Ending date is 2000. They should be able to determine that if you have five sheets of paper, then each sheet will represent 45 years and one inch equals 5 years. Using rulers, fill in the dates, every five years.

#### To the student:

Using your notes from the previous lesson and some additional information I’ll be giving you shortly, we are going to create a timeline. However, this one is going to be a little different than most. Take a look at the worksheet. What do you think we are going to do? That’s right, we’re going to create two parallel

timelines. What are timelines good for any way? Yes, summarizing and presenting information. And do you include just anything? What are you looking for? That's right. The main points. The most important pieces of information. Okay, everyone should have a ruler and their timeline sheets ready. Lets put this timeline together as a class. Who can help me out, if I give you the following information? Our beginning date is 1775. Our ending date is 2000. How do we go about constructing the timeline? Now that you have filled in the dates, use your notes on the Hispanocentric history to create a timeline below. Remember, we're looking for the most important events. When you have finished that portion, raise your hand and I'll give you further instructions.

#### VOCABULARY

none

#### RESOURCES / MATERIALS

*Colorado State Archives: Colorado History Chronology* (Supplemental Guide, Section V)

*A Short History of the Hispanic Experience in Colorado From the First Settlers to the Present*, by Jose Aguayo (Supplemental Guide, Section IV)

Two Histories of Colorado: Comparing a Eurocentric and Hispanocentric View worksheet

rulers

timeline worksheets

#### HOMEWORK

Debrief the creation of the timelines. What thoughts or observations did the students have? Are all the timelines the same? Are they likely to be different? Why? How? Is this yet another perspective? The perspective of the individual? How do individuals shape history? Our story as a people? Discuss.

#### ASSESSMENT

#### RUBRIC

Points	Rubric
4	Student demonstrates effort, attention and focus. Timelines are neat, complete, legible, and accurate.
3	Student demonstrates effort, attention and focus most of the time. Timelines are mostly neat, complete, legible, and accurate.
2	Student demonstrates effort, attention and focus some of the time. Timelines are generally neat, complete, legible, and accurate.
1	Student demonstrates some effort, attention and focus. Timelines show some evidence of being neat, complete, legible, and accurate.

Name \_\_\_\_\_

## **Two Histories of Colorado: Comparing a Eurocentric and Hispanocentric View Worksheet**

<b>Eurocentric</b>	<b>Hispanocentric</b>

Duplicate additional copies of this page as needed.

## Lesson 12

# Colorado and the Union

### What will students be learning?

#### STANDARDS

Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy. (C2)  
Students understand political institutions and theories that have developed and changed over time.(H5)  
Students read and understand a variety of materials. (RW1)  
Students write and speak for a variety of purposes and audiences. (RW2)  
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)  
Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know the organization and functions of local, state, and national governments. (C2.1)  
Students know<sup>2</sup> the structure and function of local, state, and national government and how citizen involvement shapes public policy. (C2.2)  
Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained. (H5.1)  
Students use comprehension strategies. (RW1.1)  
Students adjust reading strategies for a variety of purposes. (RW1.3)  
Students write and speak to peers, teachers, and the community. (RW2.3)  
Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)  
Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW4.2)  
Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

#### OBJECTIVES

Students will activate prior knowledge on the roles and rights of the federal and state governments and share with class.  
Students will read chapter two from Robert S. Lorch's *Colorado's Government: Structure, Politics, Administration, and Policy* entitled "Colorado and the Union."  
Students will learn about the rights and responsibilities of nations and states in a republican democracy.  
Students will take notes using a partially completed outline that requires them to find supporting details, explanations and definitions of key terms.  
Students will define several important terms and be able to explain their importance.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Prior knowledge  
Class discussion  
Independent reading  
Locating and interpreting information  
Outlining

Defining  
Determining importance

#### PRELIMINARY LESSON PREPARATION

Ready the textbooks. Copy the specially prepared two-column notepaper for all students. Read the chapter. Complete the two-column note worksheets for yourself.

#### ACTIVITIES

##### **To the teacher:**

Begin the lesson by activating prior knowledge. Draw two large circles on the board. At the top of one write “Role of State Government”. At the top of the other write “Role of National Government”. As students enter the classroom, ask them to copy and brainstorm possible answers. Wait three minutes. When they have at least three examples, students should raise their hands. As students raise their hands, have them quietly go to the board and write down one of their examples in the appropriate circle. Review and debrief as a full class. Invite students to think about and give examples of when the federal and state governments might come into conflict. Explain that you are about to read a chapter that addresses this specific issue. Direct students to the two-column notepaper. Explain how it is organized and have them begin.

##### **To the student:**

Today we’re turning our attention to the role of the federal and state governments. We’ve got some good examples on the board of both. (Share a few. Correct the inaccuracies together.) Discuss. Do you think the interests of the federal and state governments ever come into conflict? How? (Elicit examples and discuss.) Good. Using the notepaper I have prepared for you, we’re going to take notes on the chapter Colorado and the Union. Lets get started together. Who wants to read out loud to the class?

#### VOCABULARY

federal system: A system in which all power is divided between the national government and the states.

sovereign state: A self-governing independent state.

sovereign: Having supreme rank or power; paramount; supreme.

dual sovereignty: A sovereign nation made up of many sovereign states.

Tenth Amendment: An amendment to the U.S. Constitution which explains that the power of the states consists of everything not granted exclusively to the federal government.

delegated power: When a state government delegates power to the federal government.

reserved power: When a state government reserves its power rather than delegating it to the federal government.

express powers: When a state government gives “expressly stated” power to the federal government.

implied powers: When a state government “merely implies” power to the federal government.

interstate commerce: Commerce that is not confined to one state that is regulated chiefly by the federal government.

social pluralism: Organized pressure groups that challenge government power.

republican form of government: A government of representatives chosen by the people.

full faith and credit: The public acts, records, and judicial proceedings of a state is recognized by all the other states.

extradition: When one state delivers a person charged with a crime back to the state from whence the person has fled.

## RESOURCES / MATERIALS

*Colorado's Government: Structure, Politics, Administration and Policy* by Robert S. Lorch

Colorado and the Union worksheets

scratch paper

pecially prepared two-column notepaper

## ASSESSMENT

### RUBRIC

Points	Rubric
4	All notes are intelligently and thoroughly completed. All terms are correctly defined, their importance is clearly explained.
3	80% of all notes are intelligently and thoroughly completed. 80% of all terms are correctly defined, their importance is clearly explained.
2	70% of all notes are intelligently and thoroughly completed. 70% of all terms are correctly defined, their importance is clearly explained.
1	60% of all notes are intelligently and thoroughly completed. 60% of all terms are correctly defined, their importance is clearly explained.

Name \_\_\_\_\_

## Colorado and the Union Worksheet

<b>DATE:</b>	<b>TITLE:</b> <i>Colorado's Government: Structure, Politics, Administration and Policy</i> , Chapter 2 "Colorado and the Union"
<b>TOPIC/MAIN IDEA</b>	<b>DETAILS</b>
<p><b>Is Colorado a Sovereign State?</b></p> <p>Federal System (definition)</p> <p>Sovereign (definition)</p> <p>What is the meaning of sovereign for Colorado?</p> <p>Dual Sovereignty (definition)</p> <p>What is the importance of dual sovereignty?</p>	
<p><b>Division of Powers</b></p> <p>Explanation of division of powers</p> <p>What is the tenth amendment?</p> <p>Delegated Power (definition)</p>	

Name \_\_\_\_\_

## Colorado and the Union Worksheet

<b>DATE:</b>	<b>TITLE:</b> <i>Colorado's Government: Structure, Politics, Administration and Policy</i> , Chapter 2 "Colorado and the Union"
<b>TOPIC/MAIN IDEA</b>	<b>DETAILS</b>
Reserved Power (definition)  Express Powers (definition)  Implied Powers (definition)  Interstate Commerce (definition)	
<b>Why has federal power grown?</b> Reason  Social Pluralism (definition)  What is the importance of social pluralism?  Growth of federal power	

Name \_\_\_\_\_

## Colorado and the Union Worksheet

<b>DATE:</b>	<b>TITLE:</b> <i>Colorado's Government: Structure, Politics, Administration and Policy</i> , Chapter 2 "Colorado and the Union"
<b>TOPIC/MAIN IDEA</b>	<b>DETAILS</b>
<p><b>Obligations of Federalism</b></p> <p>Obligations of federal government to states</p> <p>Like a wedding contract</p> <p>Republican form of government (definition)</p> <p>Territorial integrity of the states (meaning)</p> <p>Protection and assistance (meaning)</p> <p>What is the process of settling disputes between states?</p> <p>What is the process of settling disputes between citizens of different states?</p>	

Name \_\_\_\_\_

## Colorado and the Union Worksheet

<b>DATE:</b>	<b>TITLE:</b> <i>Colorado's Government: Structure, Politics, Administration and Policy</i> , Chapter 2 "Colorado and the Union"
<b>TOPIC/MAIN IDEA</b>	<b>DETAILS</b>
<p>Obligations of states to nation</p> <p>Election of federal officials</p> <p>Obligation of states to each other</p> <p>Full faith and credit (definition)</p> <p>Importance of full faith and credit</p> <p>Extradition (definition)</p> <p>Privileges and immunities (definition)</p> <p>How is privileges and immunities confusion?</p>	

## **Lesson 13**

# **Structure of the Federal and State Governments**

### **What will students be learning?**

#### **STANDARDS**

Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (C1)

Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy. (C2)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### **BENCHMARKS**

Students know and understand what government is and what purpose it serves. (C1.1)

Students know the organization and functions of local, state, and national governments. (C2.1)

Students know how power, authority, and responsibility are distributed, shared and limited through federalism as established by the United States Constitution. (C2.2)

Students use comprehension strategies. (RW1.1)

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

#### **OBJECTIVES**

Students will activate and share prior knowledge regarding the structure of the federal government and put into a graphic organizer with teacher guidance and lecture.

Students will examine the parallel structure of the state government and complete a graphic organizer utilizing a text.

Students will examine and analyze how this system offers both checks and balances.

### **What will be done to help students learn this?**

#### **INSTRUCTIONAL STRATEGIES**

Lecture

Note Taking

Using a graphic organizer

Main idea, supporting detail

Reading and locating information

Summarizing and paraphrasing

## PRELIMINARY LESSON PREPARATION

Prepare adequate copies of the text *Colorado's Government: Structure, Politics, Administration and Policy* and the Structure of the Federal Government Worksheets and Structure of the State Government Worksheet. Review the structure of the federal government (using *The New York Times Almanac: 2003*, John W. Wright, Ed., or referring directly to the text of the U.S. Constitution, also found in an almanac: Legislative Branch—Article 1, Sections 1,2,3 & 8; Executive Branch—Article II, Sections 1-4; Judicial Branch—Article III, Sections 1-3) and complete the corresponding worksheets. Review the structure of the state government (using the text, *Colorado's Government: Structure, Politics, Administration and Policy*, Chapter 8, Legislature—Organization and Functions, pages 220-225, 227-230; Chapter 10, Governor, pages 284, 287-288, 291,292, 297; Chapter 7, Courts and Law, pages 177-178, 186-187) and complete the corresponding worksheets.

## ACTIVITIES

### **To the teacher:**

This lesson is comprised of a comprehensive review of the federal government structure followed by an in-depth look at the state government structure. Copy the vocabulary words below onto a transparency, discuss and define as a class. This will lead you to the interactive lecture. Using an overhead projector and a transparency of the first worksheet, direct students to take notes as you give an engaging lecture on the topic, alternatively asking students questions and referring back to the vocabulary. Take model notes to illustrate the process. Point out to the students that two column notes are a very efficient way of capturing information delivered in a lecture format. Use the top two boxes for the executive and judicial branches, the large box on the second page for the legislative. Involve the students as much as possible, pool your knowledge, and help them to organize it into meaningful categories, e.g. name, role, number of individuals serving, length of service in terms, leadership, etc. Discuss in general terms, the importance of the system of checks in balances. How does it work?

Once this is completed move on to the next worksheet regarding the structure of the Colorado state government. Direct students to use a similar format, working independently and consulting their text: Chapter 10, Governor; Chapter 7, Courts and Law, Chapter 8, Legislature—Organization and Functions. Remind students to focus on the chapters and pages listed on the worksheet. Briefly discuss as a full class once everyone is finished, especially eliciting parallels between state and federal government structures and the checks and balances each incorporates.

### **To the student:**

We're about to begin a rather long lesson about the structure of government. First we might have a little vocabulary review. Who can help me out with some of these words? Now lets take a look at the Structure of the Federal Government Worksheets. Lets read the directions together. What do you think we are going to do with this graphic organizer below? Right, lets see what we remember together....

Good job. Next look at the Structure of the State Government Worksheets. What do you think we're going to put in these top two boxes. What else do you know? Now, together with your partner, I'd like you to complete each of the three sections, using your text as a reference. I have narrowed down the search quite a bit by listing the appropriate page numbers and topics on the worksheet. Try to pull out just the main facts. Look for parallels to the federal government and pay special attention to the way the three branches interact and provide checks and balances. What did you find out? How are the two structures similar? How are they different? What checks and balances did you discover? (Make notes on the board/overhead, capturing student observations. Expand on them, where possible.)

## VOCABULARY

executive: A branch of government empowered and required to administer the laws and affairs of a nation.

judicial: Courts of law or the administration of justice.

legislative: Referring to legislation, the lawmaking branch of a government having the power to make laws.

president: The highest executive officer of an organization, etc.

supreme court: The highest federal court consisting of nine judges.

congress: The legislature of the U.S. consisting of the Senate and the House of Representatives.

House of Representatives: The lower branch of the legislature of the U.S.

Senate: The upper branch of the legislature of the U.S.

U.S. Constitution: The system of fundamental laws and principles that prescribes the nature, functions, and limits of the United States government consisting of seven articles and 25 amendments.

Colorado general assembly: An assembly of the Colorado legislature that are members of the House of Representatives.

governor: The elected head of any state of the U.S.

Colorado State Constitution: The system of fundamental laws and principles that prescribes the nature, functions, and limits of the state of Colorado.

checks and balances: A system of power accountability within the three branches of government to form a single unit of government. The legislative, executive, and judicial branches' powers overlap and each branch exerts some power over the others.

## RESOURCES / MATERIALS

*The New York Times Almanac: 2003* (for teacher reference)

*Colorado's Government: Structure, Politics, Administration and Policy* by Robert S. Lorch

Structure of the Federal Government and Structure of the State Government worksheets

## HOMEWORK

Make a copy of the U.S. Constitution, found in the almanac, for each student and use it as your text. After activating prior knowledge and pooling your knowledge, use round robin reading of the text to fill in the details. Make notes on the overhead and have students copy onto their worksheets. Refer to the specific articles and sections noted above under "Preliminary Lesson Preparation."

## ASSESSMENT

Have students write an informal three paragraph essay entitled "The Parallel Structures of the Federal and State Governments—Two Systems of Checks and Balances." Paragraph 1 should describe in detail the federal government and its structure. Paragraph 2 should describe in detail the state government and its structure. Paragraph 3 should discuss similarities, differences, and how they both provide checks and balances. Share the following rubric with the students.

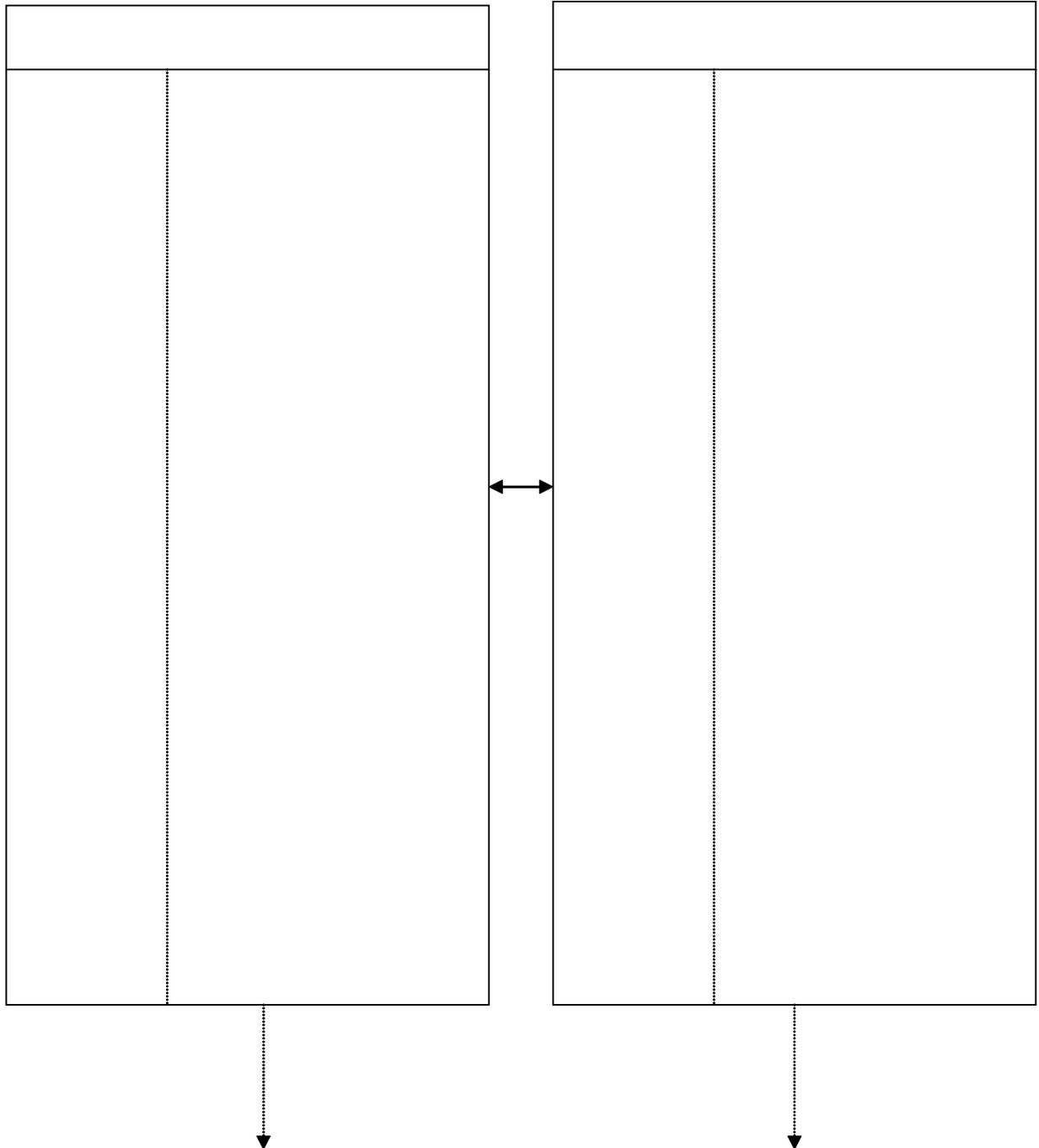
## RUBRIC

Points	Rubric
4	Each paragraph is well-organized and detailed. Descriptions of government structures are complete. Essay concludes with accurate observations and has several interesting ideas.
3	Each paragraph is well-organized and detailed. Descriptions of government structures are mostly complete. Essay concludes with accurate observations and has at least one interesting idea.
2	Each paragraph is mostly well-organized and detailed. Descriptions of government structures are sometimes complete. Essay concludes with some observations and an interesting idea.
1	Each paragraph is sometimes well-organized and detailed. Descriptions of government structures are complete at times. Essay concludes with an accurate observation and/or an interesting idea.

Name \_\_\_\_\_

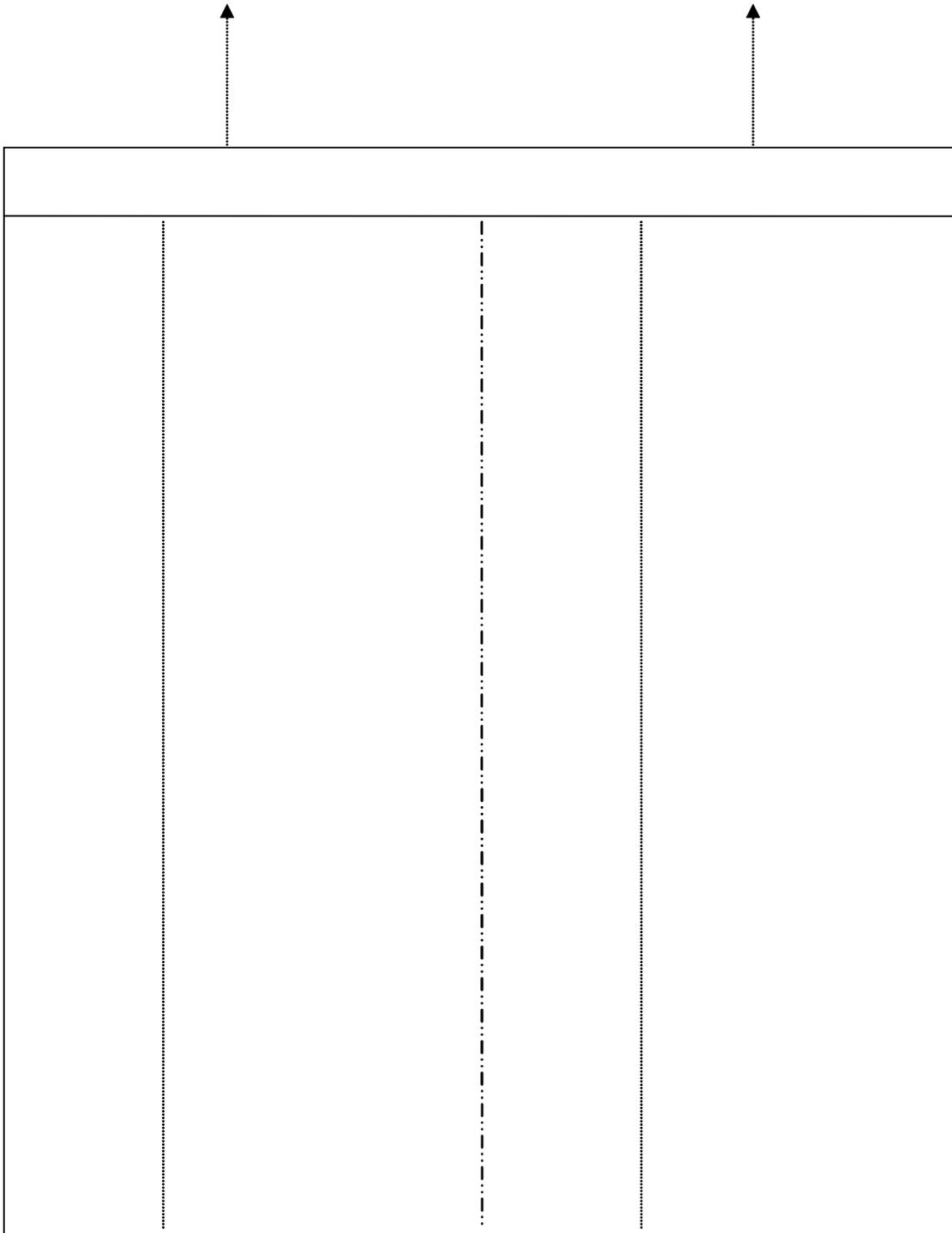
## Structure of the *Federal* Government Worksheet A System of Checks and Balances

**Directions:** Use the diagram below to help you take notes as you, your classmates and your teacher discuss the structure of the national government. Use the “main idea-supporting detail” format with which you are now quite familiar.



Name \_\_\_\_\_

## Structure of the *Federal* Government Worksheet A System of Checks and Balances

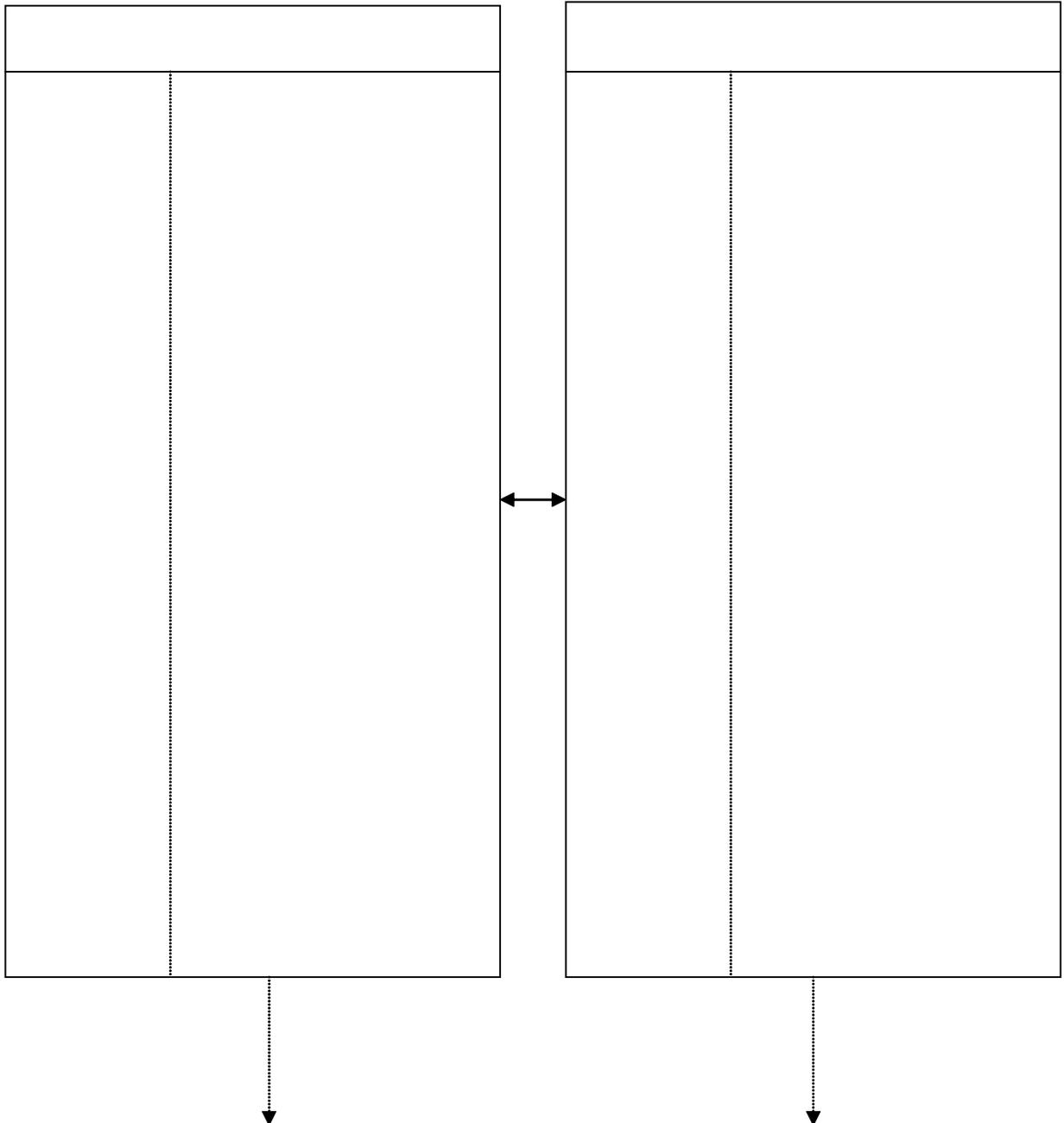


Name \_\_\_\_\_

## Structure of the *State* Government Worksheet

### A System of Checks and Balances

The Colorado State Government mirrors that of the Federal Government. A similar structure carries out similar roles and responsibilities. The differences between the two can be found in the details. **Directions:** Using the text *Colorado's Government: Structure, Politics, Administration and Policy*, complete each of the diagrams below. Refer to the following sections: Chapter 10, Governor, pages 284, 287-288, 291, 292, 297; Chapter 7, Courts and Law, pages 177-178 and 186-187; and Chapter 8, Legislature—Organization and Functions, pages 220-225 and 227-230. Use the “main idea-supporting detail” format.



Name \_\_\_\_\_

# Structure of the *State* Government Worksheet

## A System of Checks and Balances

The diagram shows a large rectangular box representing a worksheet structure. The box is divided into four vertical columns by three vertical dotted lines. Above the top border of the box, there are two dotted lines with arrowheads pointing upwards, one centered under the first dotted line and one centered under the third dotted line.

## Lesson 14

# How a Bill Becomes a Law

### What will students be learning?

#### STANDARDS

Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (C1)

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know and understand what government is and what purpose it serves. (C1.1)

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state, and national. (C4.4)

Students use comprehension strategies. (RW1.1)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW4.2)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

#### OBJECTIVES

Students will analyze the life cycle of a bill in the Colorado General Assembly.

Students will summarize possible outcomes of a bill through the use of a graphic organizer.

Students will evaluate the roles and responsibilities of various players in the law making process.

Students will define fifteen terms.

Students will reflect and select three key learnings from this lesson.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Reading and analyzing text

Drawing conclusions

Using a graphic organizer

Summarizing and paraphrasing

Question and answer

Defining

Determining importance

## PRELIMINARY LESSON PREPARATION

Assemble the following items, insuring that there are enough copies for each and every student: How a Bill Becomes a Law Scenario (Supplemental Guide, Section VI), How a Bill Becomes a Law worksheets, and the text *Colorado's Government: Structure, Politics, Administration and Policy*. Review the How a Bill Becomes a Law Scenario and complete the graphic organizer yourself. Review and complete page one of the worksheets.

## ACTIVITIES

### **To the teacher:**

Have students pair off and direct their attention to the How a Bill Becomes a Law Scenario (Supplemental Guide, Section VI) and the How a Bill Becomes a Law Worksheets . Read the instructions together. Check for understanding. Direct the students complete the worksheets with their partner and to be ready to share their ideas. Circulate around the room and help pairs as required.

### **To the student:**

Okay, now we're going to move on to the How a Bill Becomes a Law Worksheet. Take a look at the *How a Bill becomes a Law Scenario* (Supplemental Guide, Section VI). Lets talk about this diagram a minute. With a partner complete the worksheet by summarizing the information in this diagram. Try to boil it down to a simple explanation. Use your own words and language to describe what is going on at each stage, then finish off the possible "final stretches" of a bill. Once you are completed, move on to the next worksheet and answer the questions with the help of your partner and referring to the text.

## VOCABULARY

committee: A group of people that convene to consider, investigate, and report or act on some matter.

debate: A discussion in which opposing sides of a question or matter are probed.

amendment: A revision or additon proposed or made in a bill, law, constitution.

conference: A meeting of committees from both branches of a legislature to reconcile the differences between bills passed by both branches.

clerk: The county's recrod keeper.

scenario: An outline of any proposed or planned series of events, real or imagined.

circuitous: Being or taking a roundabout, lengthy course.

## RESOURCES / MATERIALS

*How a Bill Becomes a Law Scenario* (Supplemental Guide, Section VI)

How a Bill Becomes a Law worksheets

*Colorado's Government: Structure, Politics, Administration and Policy*, by Robert S. Lorch

## HOMEWORK

Visit the website of the Colorado General Assembly. Find documents related to a bill or numerous bills. Have students analyze and discuss what steps the bills went through and how they did or did not become a law and why. See [www.state.co.us/gov\\_dir/stateleg.html](http://www.state.co.us/gov_dir/stateleg.html).

ASSESSMENT

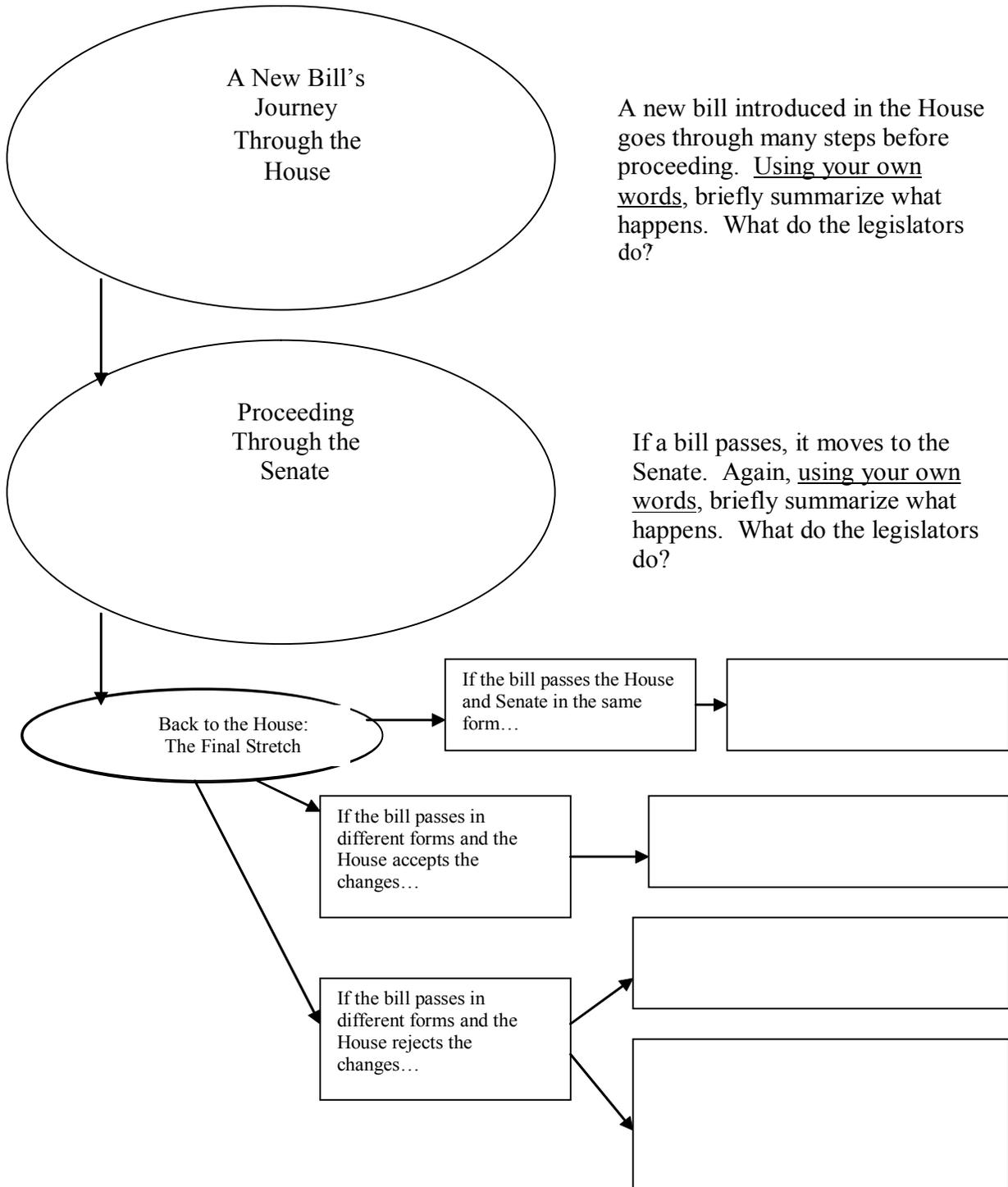
RUBRIC

Points	Rubric
4	All questions are intelligently and thoroughly answered. All terms are correctly defined. Three key learnings are selected and explained.
3	80 % of all questions are intelligently and thoroughly answered. 80 % of all terms are correctly defined. Three key learnings are selected and explained.
2	70% of all questions are intelligently and thoroughly answered. 70% of all terms are correctly defined. Three key learnings are selected and explained.
1	60% of all questions are intelligently and thoroughly answered. 60% of all terms are correctly defined. At least two key learnings are selected and explained.

Name \_\_\_\_\_

## How a Bill Becomes a Law Worksheet

There are several paths a bill might take on its journey to becoming a law. The path might be fairly direct, if the bill enjoys widespread popularity, or circuitous, if it is controversial in nature. **Directions:** Using the sheet entitled *How a Bill Becomes a Law*, complete the following diagram illustrating the various paths a bill can take.





Name \_\_\_\_\_

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## How a Bill Becomes a Law Worksheet

6. What is the role of a lobbyist during this process? What do they do? How do they influence policy making? (If you get stumped, see the text *Colorado's Government: Structure, Politics, Administration and Policy*, pages 262-264, Special Interests and the Authorship of Bills.)
7. What is the role of constituents during this process? How can they influence policy making?

### Part II:

**Directions:** Using Chapter 9 in the text *Colorado's Government: Structure, Politics, Administration and Policy* (pages 261-282), define the following terms which you will find in bold text. Work carefully and thoughtfully.

- bill
- act
- special interest groups
- lobbyist
- sponsor
- first reading
- standing committee
- committee assignments
- committee of the whole
- second reading
- third reading
- engrossed enrolled bill
- conference committee
- override a veto

Name \_\_\_\_\_

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## **How a Bill Becomes a Law Worksheet**

### **Part III:**

**Directions:** Review your notes, the questions and answers. What are the three most important things you have learned about how a bill becomes a law? Please explain and justify your answer, using your best English.

1.

2.

3.

# Lesson 15

## Civic Values and Democratic Participation

### Brainstorming

#### What will students be learning?

##### STANDARDS

Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (C1)

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

##### BENCHMARKS

Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic. (C1.5)

Students know what citizenship is. (C4.1)

Students know how citizens can fulfill their responsibilities for preserving the constitutional republic. (C4.2)

Students know how citizens can exercise their rights. (C4.3)

Students know how citizens can participate in civic life. (C4.4)

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students expand vocabulary development using a variety of methods. (RW2.1)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students recognize, express, and defend points of view orally and in writing. (RW4.3)

##### OBJECTIVES

Students will collectively define and individually brainstorm examples of seven civic values.

Students will orally share their examples with fellow students.

#### What will be done to help students learn this?

##### INSTRUCTIONAL STRATEGIES

Teacher guided

Brainstorming

Discussion

##### PRELIMINARY LESSON PREPARATION

Make adequate copies of the Civic Values and Democratic Participation worksheet and have copies of the Key Vocabulary & Unit Concepts ready for all students. Review the definitions in the Key Vocabulary & Unit Concepts. Reflect on each of the values and complete your own web.

## ACTIVITIES

### To the teacher:

Guide students with leading questions and examples. Come to collective definitions of the seven values and write them on the board/overhead. Direct students to work independently. Urge them on—it may be a struggle for some. Share and collect examples as a class. When students share, ask them to extend their thinking. How is that an example? What are you thinking? Why is it important? Write each example on the board/overhead under each value.

### To the student:

Today we are going to discuss civic values, do a little brainstorming individually and finally share as a group. Now what does civic mean? And values? Okay, lets read these directions. I think we need to look at these definitions once again. (Review civic life, civic virtue, and civic values.) Briefly, lets define these terms together. What does self government mean? Justice? Etc. Now, I'd like you to take 15 minutes or so to brainstorm many, many examples. Think about all the ways your life in the wider world—outside of your home—is impacted by these civic values. Be prepared to share with the whole class.

## VOCABULARY

civic virtue: The ethics demonstrated in public office.

civic values: Practices governed by the intrinsic qualities demonstrated in public office.

the common good: The philosophical intent to benefit all.

self government: Not swayed or controlled by others which is characterized by self-discipline.

justice: The use of authority and power to uphold what is right; fairness.

equality: The state or instance of being equal.

truth: The quality or state of being true.

openness and free inquiry: The right to question openly.

patriotism: Loyal and zealous support for one's own country.

## RESOURCES / MATERIALS

Key Vocabulary & Unit Concepts list (found on page 10)

Civic Values and Democratic Participation Brainstorming worksheet

## HOMEWORK

Give each student a 4 x 6 note card. Ask them to pick one of the values. Have them define it, explain why it is important to civic life, explain how it relates to private life, and collect further examples.

## ASSESSMENT

List the seven civic values. Have students define and list three examples of each.

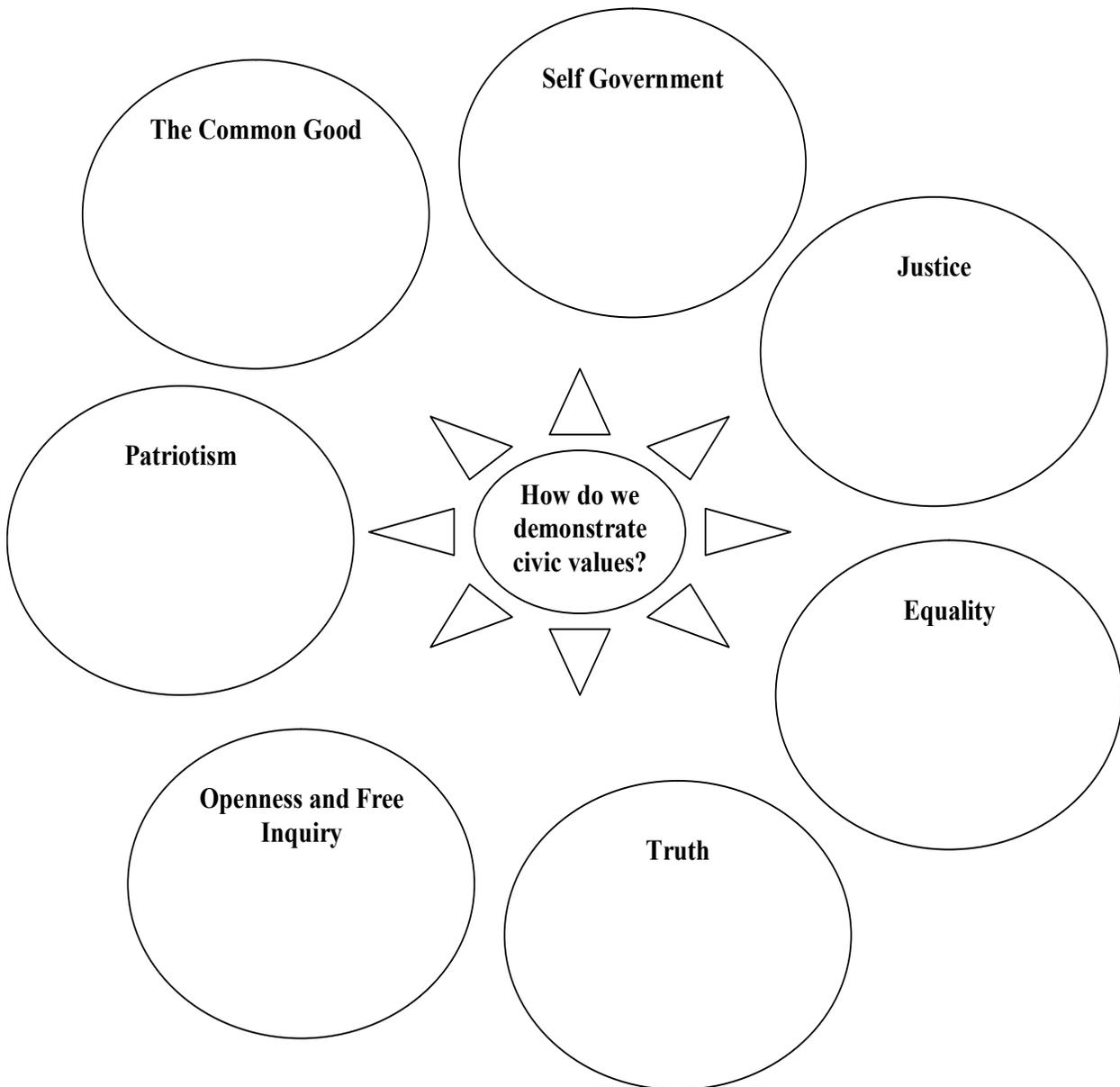
## RUBRIC

Points	Rubric
4	All seven values are correctly defined. Three examples are given for each.
3	Six of seven values are correctly defined. Three examples are given for each.
2	Five of seven values are correctly defined. Three examples are given for each.
1	Four of seven values are correctly defined. Three examples are given for each.

Name \_\_\_\_\_

## Civic Values and Democratic Participation Brainstorming Worksheet

**Directions:** So far we have discussed civic life—the life of a citizen concerned with the affairs of the community and nation—and civic virtue—the dedication of citizens to the common welfare, even at the cost of their individual interests. These two depend upon the values that guide us every day in our actions, the choices we make, and how we interact with others. You’ve probably heard many times of the values of life, liberty, the right to own property, and the pursuit of happiness, but what about the values listed below? Think about each value for a few moments. What do they mean? Brainstorm as many examples as possible for each value and be ready to share with the whole class.



## Lesson 16

# Making Policy

### What will students be learning?

#### STANDARDS

Students understand the purposes of government and the basic constitutional principles of the United States republican form of government. (C1)

Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy. (C2)

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students know and understand what government is and what purpose it serves. (C1.1)

Students know the fundamental democratic principles inherent in the United States concept of a constitutional democratic republic. (C1.5)

Students know how public policy is developed at the local, state, and national levels. (C2.4)

Students know what citizenship is. (C4.1)

Students know how citizens can fulfill their responsibilities for preserving the constitutional republic. (C4.2)

Students know how citizens can exercise their rights. (C4.3)

Students know how citizens can participate in civic life. (C4.4)

Students use comprehension strategies. (RW1.1)

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students plan, draft, revise, proofread, edit, and publish written communications. (RW2.4)

Students recognize, understand, and use formal grammar in speaking and writing. (RW3.1)

Students apply formal usage in speaking and writing. (RW3.2)

Students use correct sentence structure in writing. (RW3.3)

Students demonstrate correct punctuation, capitalization, and spelling. (RW3.4)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

#### OBJECTIVES

Students will select and analyze a current social problem.

Students will define the problem, brainstorm possible solutions, and solicit input from a fellow student.

Students will select the most promising solution and explain their choice.

Students will develop and write a formal policy proposal, using the information they have generated as an outline.

## **What will be done to help students learn this?**

### INSTRUCTIONAL STRATEGIES

Independent reading  
Brainstorming  
Analyzing  
Conferring  
Problem-solution  
Pre-writing  
Formal, expository writing

### PRETEACHING

In preparation for the summary paragraph writing, review and collect any materials/techniques you have for teaching formal writing. Plan to do several mini-lessons with students to properly prepare them for formal writing. Review complete sentences and fragments. Illustrate several topic sentences. Make lists together of transition words. Keep all this information up in the room for quick reference.

### PRELIMINARY LESSON PREPARATION

Assemble and copy the Crafting a Policy worksheet and the Summary Paragraph worksheet for each student. Get current newspapers, one for each student. Review the worksheet. Look at a current newspaper. Brainstorm a variety of current topics/problems that may be of interest to students. Be ready to prompt students and help them choose a topic.

#### **To the teacher:**

Review the worksheets and the instructions. Pass out newspapers. Instruct students to raise their hands upon completing step four, scan the room, and exchange papers with whoever also has their hand raised (or wait for the next person). Exchanges should be silent and only in writing, so as to not disturb other students.

#### **To the student:**

For this lesson, everyone gets to be a legislator. And that means doing the work of a legislator! Find the Crafting a Policy Statement worksheet and review the directions together. So what are we going to do? First? Then? And how are we going to exchange papers? Did everybody get that?

### VOCABULARY

policy: A principle, plan, or course of action as pursued by a government, organization, or individual.  
policy statement: A written and agreed upon statement that will apply to a given set of circumstances.  
constituents: A component necessary in forming or making up a whole.  
ameliorate: To make or become better; improve.

### RESOURCES / MATERIALS

Crafting a Policy Statement worksheet  
Summary Paragraph worksheet  
one current newspaper per student

### HOMEWORK

- Follow the format for creating a bill and take the policy statement that the student has already written and convert it into that format. Have the student clearly map out in the form of a graphic organizer the following steps their bill will have to take before it can become a law. Follow the format for creating a

bill and take the policy statement that the student has already written and convert it into that format. Have the student clearly and specifically map out the route the bill will take in the form of a graphic organizer.

- Ask students to locate and analyze a current, popular song that addresses a societal problem. (Be careful to instruct students to select a song that is appropriate for sharing in school.) Have the student clearly describe the problem and list the details referenced in the song, before presenting.
- Have students examine bills up for consideration in the current session of the Colorado State Assembly. Have them read, review, analyze, and critique as part of a mini-presentation to their classmates.
- Have students locate bills sponsored by, written by, or voted for by the legislator whose mini-biography they studied. Review the law and develop a brief summary that explains what the historical issues of the day were and how this bill was designed to address them.

#### ASSESSMENT

The summary paragraph should be graded as a formal piece of writing. Share the rubric with the students, reviewing the grading criteria with students.

#### RUBRIC

Points	Rubric
4	Essay is well-organized, exemplifies formal style and usage, contains many interesting ideas and has a strong voice. Topic is thoroughly and thoughtfully explored.
3	For the most part, essay is well-organized, exemplifies formal style and usage, contains interesting ideas and has a strong voice. Topic is thoroughly and thoughtfully explored.
2	Some of the time, essay is well-organized, exemplifies formal style and usage, contains some interesting ideas and has a voice. Topic shows some evidence of being thoroughly and thoughtfully explored.
1	Organization, formal style, usage and voice are developing. There are some good ideas.





## Bibliography

Beck, Warren A. and Haase, Ynez D. *Historical Atlas of the American West*. Norman, OK: University of Oklahoma Press, 1989. Maps are a great tool for storytelling and this set of 78 does a tremendous job telling the story of our American West. It is a fascinating collection, each with a short explanatory text, that describes the physical geography, flora and fauna, history of exploration, conflicts, wars and battles, political and economic development, political change and agricultural use. This is a tremendous resource for teacher and student alike and comes highly recommended.

Colorado General Assembly. (2003, March). [Website]. Available at: [http://www.state.co.us/gov\\_dir/stateleg.html](http://www.state.co.us/gov_dir/stateleg.html) This is the portal to all things related to the Colorado General Assembly. It is an incredible resource that puts at your finger tips numerous primary documents related to the day-to-day business of this legislative body, including texts of bills in their various states as they pass through their journey toward becoming laws.

Colorado State Archives. (2003, March). [Website]. Available at: <http://www.archives.state.co.us/info.html> This is an excellent resource for historical documents and information about the state of Colorado. Students can be referred to this site to conduct work independently. Likewise, it makes an excellent teacher resource. Topics include: state government, Colorado history chronology, Spanish-Mexican land grants, various historical documents, and historical photographs.

C. De Baca, Vincent, Ed. *La Gente: Hispano History and Life in Colorado*. Denver, CO: The Colorado Historical Society, 1998. This volume contains a rather eclectic but fascinating compilation of scholarly articles, oral histories, and period pieces that range in focus from women's issues and the migrant labor experience to the Chicano movement and surviving cultural contributions. It even includes a research piece co-authored by Richard Castro entitled "Internal Colonialism in Colorado: The Westside Coalition and Barrio Control". Individual chapters could be great extensions for those students with sufficient interest and skill to persist with a reading level that approximately varies from 11<sup>th</sup> grade to college.

De Varona, Frank. *Latino Literacy: The Complete Guide to Our Hispanic History and Culture*. This volume also strives to survey this very broad topic. I would say that it is less successful, in that it does not provide any photos and many of the statistics are presented in a way that makes them less than easy to find and use. Nevertheless, the text is quite readable and offers a sound treatment of a variety of topics.

Denver Public Library. (2003, March). The Photography Collection. [Website]. Available at: <http://photoswest.org/> The Denver Public Library maintains an incredible photographic history of the state of Colorado, containing a rich and varied collection that paints a vivid picture of our state from its origins to the present. The site lends itself to all manner of lessons and activities, both student and teacher directed.

Discover Colorado: The Official Colorado State Website. (2003, March). [Website]. Available at: [http://www.state.co.us/gov\\_dir/stateleg.html](http://www.state.co.us/gov_dir/stateleg.html) You can find information on elected officials, all three branches of the Colorado state government, texts of primary documents, including the state

constitution, and links to state agencies and departments. An excellent student and teacher resource.

Documents for the Study of American History. (2003, April). [Website]. Available at: <http://lcweb.loc.gov/exhibits/ghtreaty/> Here you can find the full and complete original text of the Treaty of Guadalupe Hidalgo in its original form. A great resource, if you wish to have students delve into this topic in greater detail.

Dye, Thomas R. *Politics in States and Communities*. Englewood Cliffs, NJ: Prentice Hall, 1994. If you are looking for a comprehensive and authoritative college level text to refresh your understanding of state and local government, this is a great one. Mr. Dye thoroughly investigates theoretical and practical aspects of the topic and includes a discussion of the nation's historical development and experience in specific domains, such as civil rights, housing, crime, education, etc.

Encyclopedia.com. (2003, April). [Website]. Available at: <http://www.encyclopedia.com/html/J/JeffersT1e.asp> Need some information quick? Check this on-line website out. Here we've found a concise definition of the Jefferson Territory, along with numerous links of potential interest. This site is very accessible to students and teachers alike.

Hoobler, Dorothy and Thomas. *The Mexican American Family Album*. New York: Oxford University Press, 1994. This is an excellent resource, which begins with the first Mexican Americans and continues on to the present. The text is highly readable and the photos are fascinating historical documents. The reading probably would be appropriate for most high school students. Each section is interspersed with interesting quotes and narratives. Indeed, oral history is an important component of the text. This is a highly recommended resource.

Jimenez, Carlos. *The Mexican American Heritage*. Berkeley, CA: TQS Publications, 1994. This is a popular high school text, which is well written and interspersed with important literacy building activities. There are a number of worthwhile writing exercises included in every chapter. The author writes from the Chicano perspective, thus much of the Spanish contribution is left out entirely. Nevertheless, it is a recommended text.

Kanellos, Nicolas. *The Hispanic Almanac: From Columbus to Corporate America*. Of the books, which attempt to provide a survey of this topic, this is by far the most exhaustive and comprehensive. It would be a valuable teacher/classroom reference work. Excerpts could be used for student reading, depending on how advanced the students are and how much background knowledge they possess. Included are mini-biographies and many fascinating pictures.

Lewin, Stephen, Ed. *The Latino Experience in U.S. History*. Paramus, NJ: Globe Fearon, 1994. An excellent textbook for the secondary level, this volume gives a very good treatment of the subject without becoming overly encumbered with details or specialized vocabulary. The material spans from 1000 to the present, is highly readable, includes activities, vocabulary, historical photos, extensions, etc. which are helpful to both the student and teacher. This is a good basic text, which will be accessible to most all secondary-level students, including second language

learners.

Lorch, Robert S. *Colorado's Government*. Boulder, CO: University Press of Colorado, 1997. If you are looking for a text that explains the early political history of Colorado, its relationship to the union, local government, and the functions of the three branches of government, this is an excellent choice. Thorough and highly readable, you will find this an excellent resource to refresh and renew your understanding of Colorado's government. It is also excellent as a primary text for use with students.

Martinez, Elizabeth, Ed. *500 Years of Chicano History in Pictures*. SouthWest Organizing Project, Albuquerque, NM: 1991. This volume is unique in that it is bilingual and is largely made up of fascinating photos from historical archives. Students enjoy the presentation of history in this format; it is great for the visual learner. In addition, the book offers a highly politicized account of the events that will spark a lot of conversation. It is most definitely a worthwhile addition to one's library.

Meier, Matt S. and Feliciano Ribera. *Mexican Americans/American Mexicans: From Conquistadors to Chicanos*. New York: Hill & Wang, 1996. This book provides a comprehensive overview of the history of the United States and Mexico as they relate to one another. Meier presents the material with great detail and reference to primary sources. It is probably too advanced for the average student, but could be valuable to those seeking more detail and comprehensiveness.

Noel, Thomas J., Mahoney, Paul F., and Stevens, Richard E. *Historical Atlas of Colorado*. Norman, Oklahoma: University of Oklahoma Press, 1994. This collection of maps and accompanying explanatory texts is an excellent student and teacher resource. It features a tight focus on Colorado and provides a great deal of interesting information on the state, including the setting, boundaries, agriculture, transportation, mining and manufacturing, settlement, recreational and historic areas. The work lends itself to many types of student and teacher directed activities and lessons.

Our Documents. (2003, April). [Website]. Available at: [http://www.ourdocuments.gov/content.php?page=milestone\\_documents](http://www.ourdocuments.gov/content.php?page=milestone_documents) This is a great source of primary historical documents that includes the original text of the Louisiana Purchase of 1803. Ideas abound, making this a great resource for creating teacher directed lesson extensions, or for having students take on independent research projects. This is a real winner!

Onis, Jose. *The Hispanic Contribution to the State of Colorado* Boulder, CO: Westview Press, 1976. In a collection of fourteen essays of varied authorship, a window is opened to the Hispanic presence in Colorado from the earliest times. On the jacket cover, de Onis writes: "The Hispanic people of Colorado are neither immigrants into the United States nor the descendants of immigrants. Colorado had been their homeland for many years before the founding of the Republic." Of particular interest are the first five chapters, which deal primarily with early Spanish contacts with Colorado and the conferring of land grants. This is a great text for the teacher to develop further knowledge of the subject.

Wright, John W., Ed. *The New York Times 2003 Almanac*. New York: Penguin Reference Books, 2003. This almanac is an excellent resource for finding quick facts on a myriad of topics. It is of particular help in this unit when reviewing the structure of the federal government and referring to historical documents, such as the U.S. Constitution.

Rosales, F. A. *Chicano!: The History of the Mexican American Civil Rights Movement*. Houston, Texas: Arte Publico Press, 1997. This is a fantastic teacher resource on the topic. The reading is very high level, but is presented in an interesting and engaging way and includes fascinating archival photographs. This book would be valuable for the teacher who wants to develop a more thorough understanding of the background and larger context. This volume accompanies the impressive series of videos that carry the same name.

Ubbelohde, Carl, Benson, Maxine, and Smith Duane A. *A Colorado History*. Boulder, CO: Pruett Publishing Company, 1995. What this volume lacks in diverse perspectives, it makes up for in a rather exhaustive treatment of the subject. It is considered somewhat of a classic as a general history of the “centennial state”, even though the omissions of the contributions of diverse peoples are glaring and disturbing. This is the commonly accepted history of our state.

## About the Author

Steve Garner grew up in the small, San Joaquin Valley town of Delano, California, where he lived most of his youth. Mr. Garner spent his senior year of high school as an exchange student in Linköping, Sweden, before beginning his studies in International Relations at the University of California at Davis. During his tenure there, he completed a Minor in Russian Language and a yearlong program of study in New Delhi, India.

After graduating with honors, he continued his studies of Russian, culminating in a semester-long program in Moscow, Russia. He is the recipient of numerous awards, scholarships, and grants, including a Foreign Language Area Studies Scholarship, U.S. Department of Education Scholarship, Social Science Research Council Grant, and Crystal Apple Outstanding Teacher nomination.

After several years of working in computer-related fields, Mr. Garner became a teacher of secondary English and Social Studies. He received his Master's Degree from the University of Colorado, Denver in Curriculum and Instruction with an emphasis in Second Language Acquisition in 1997. In 1999, he was appointed Director of the Ford Initiative, a K-12 systemic school reform effort funded by a multiyear grant from the Ford Foundation. He has recently launched his own firm, Polyglot, Inc., specializing in educational writing, project management and development consulting. He can be reached at 720-327-0656 or [polyglot@att.net](mailto:polyglot@att.net).