



# *Proclaiming* **COLORADO'S BLACK HISTORY**

Instructional Units  
2nd Grade Social Studies

Curriculum to support teachers to integrate  
Colorado's Black history into their classrooms



Proclaiming Colorado's Black History Curricula

| UNIT TITLE                |   | Exploring our Local Neighborhoods & Changemakers- The Little Rectangle & Boulder's Black Community During the Late 1800s to the Early 1900s |              |
|---------------------------|---|---|--------------|
| CONTENT AREA              | Social Studies  | GRADE LEVEL   | Second Grade |
| Course Name / Course Code |   |   |              |
| Standard                  | Grade Level Expectations (GLE)  |   | GLE Code     |
| 1. History                | 1. Ask questions and discuss ideas taken from primary and secondary sources.<br>a. Explain that the nature of history involves stories of the past preserved in various sources.<br>b. Explain the past through primary and secondary sources. For example: images, and oral or written accounts.   |   |              |
|                           | 2. People of various cultures influence neighborhoods and communities over time.<br>b. Compare and contrast neighborhoods and/or communities, both past and present, through their people and events<br>c. Give examples of people and events that brought important changes to a neighborhood and/or community.<br>d. Compare and contrast the differences within one neighborhood and/or community.<br>e. Analyze the interactions and contributions of various people and cultures that have lived in or migrated to neighborhoods and/or communities.                         |   |              |
| 2. Geography              | <del>1. Use geographic terms and tools to describe places and spaces.</del><br>a. Use map keys, legends, symbols, intermediate directions, and a compass rose to locate and describe spaces and places.   |   |              |
|                           | <del>2. People in communities manage, modify, and depend on their environment.</del><br>c. Explain why people settle in certain areas.<br>d. Identify examples of how human activity influences cultural and environmental characteristics of a place over time.  |   |              |
| 4. Civics                 | <del>1. Advocate for ideas to improve communities.</del><br>b. Analyze how people in diverse groups monitor and influence decisions in their community.<br>c. Describe ways in which you can take an active part in improving your school or community.<br>d. Identify and compare examples of civic responsibilities that are important to privileged and marginalized individuals, families, and communities. For example: voting and representation.<br>e. Describe the characteristics that enable a community member to responsibly and effectively engage in the community. |   |              |
|                           | 2. Identify and compare multiple ways that people understand and resolve conflicts and differences.<br>a. Analyze ways that diverse individuals, groups and communities work through conflict and promote equality, justice, and responsibility.  |   |              |
|                           |   |   |              |
|                           |   |   |              |

## Unit 1 Overview

Lesson Time: 60 minutes, or six 10-15 minute lessons

Vocabulary:

- Primary Source
- Settled
- Make a living
- Discrimination
- Racism
- Resilience
- Legend/ Key
- Compass Rose
- Community

Materials:

- Large map of Boulder in the early 1900s- a simple map with an outline of the city and 3-4 major roads like Pearl St., Broadway, Pine St., and Canyon Blvd. The map should have a compass rose and legend/ key and should be able to be printed out by teachers.
- A photo of how the final map should look once all the cutouts have been placed on it for the teacher's reference.
- Photos of a diversity of Boulder's original and first non-native settlers
- House cutout for Henry Stevens (1)
- House cutout for O.T. Jackson (2)
- House cutout for Ruth Flowers (3)
- First National Bank cutout (4)
- Stillman Hotel & Cafe cutout (6)
- Chautauqua Hall cutout (7)
- Boulder High School cutout (State Preparatory School) (8)
- CU Boulder cutout (9)
- Fairview High School cutout (10)
- Allen Chapel cutout (14)
- Second Baptist Church cutout (15)
- Burgess Drug Store cutout (16)
- Blank cutouts (for students' school, lesson extensions and differentiation) (17-21)
- House cutouts for 2-3 other black families that lived in the area:
  - Hall house (11)
  - Baskett house (12)
  - Reeves house (13)

### Background for Teacher:

This lesson is completed as you read a story to students. The story is about 3 individuals and their families that lived in Boulder's black community in and around The Little Rectangle during the late 1800s and early 1900s. As you read the story, students will come to understand who these individuals were, why they moved to Boulder, some of the struggles they encountered as black people while living in Boulder, and how they used resilience to make their community better as changemakers. The changemakers' names were Henry Stevens (1863- unknown), a janitor at Boulder's First National Bank; Oliver Toussaint Jackson (1862-1948), one of the first black entrepreneurs of Boulder; and Ruth Cave Flowers (1902-1980), an academic that graduated from State Preparatory High School (now Boulder High School) and attended The University of Colorado at Boulder. As you read the story, you will use map skills and building cutouts to label a map of Boulder and The Little Rectangle with students. The building cutouts will show where these 3 changemakers lived in addition to the important places they visited and had an influence on in The Little Rectangle neighborhood of Boulder, Colorado.

### Notes for Teacher

- The Little Rectangle was bound by Canyon Blvd. to the north, 19th St. on the west, Goss St. to the south, and 23rd St. to the east in Boulder, Colorado.
- Boulder's earliest black settlers actually lived a few blocks north of this area, many of them on Pine St.
- As you read the story below, bolded and italicized words are meant to be read aloud to students while normal text gives instructions for teachers that are not meant to be read aloud.

### Driving Question:

How did changemakers in Boulder's Little Rectangle neighborhood build community for people who sometimes felt excluded?

### Objectives:

- 1.Students will use a compass rose, a legend, and building cutouts to correctly label places on a map of The Little Rectangle neighborhood in Boulder, Colorado.
- 2.Students will identify buildings on the map that influenced the 3 changemakers' lives.

### Procedure Overview:

- 1.Teachers may want to introduce the Unit before Lesson 1. Activity ideas include discussing the idea of community and a movement activity practicing the Cardinal Directions (ask teachers to run to each direction of the room). Discuss "What is a Changemaker?"
- 2.Read the introduction & driving question to students
- 3.Read the stories about three Changemakers in the Little Rectangle neighborhood (Lessons 1-5)
  - a.Complete mapping activities and skills as you read to students using question worksheet and map
  - b.Discuss and review the story and its vocabulary with students as you read to them
- 4.Conclusion & Review
5. Assessment
- 6.Options for Extension and Differentiation

### Assessment: After this lesson, can students...

- Give examples of people and events that brought important changes to a neighborhood and/or community.
- Analyze how people in diverse groups monitor and influence decisions in their community.
- Use maps and photos to connect story, place, and primary sources
- Connect how Changemakers' accomplishments help other Black people in Boulder achieve their dreams.
- Identify how one Changemaker inspires them to improve their school or community.