

**“It’s News to Me!”  
Teaching with Colorado’s Historic Newspaper Collection  
Model Lesson Format**

*Fill out the list of the components to be included in a lesson using primary source materials that is aligned to Colorado Model Content Standards.*

**Lesson Title:**

Analyzing Newspapers Past and Present & Creating a Modern Reproduction of a Chosen Periodical from the Early 1900’s.

**Subject and Grade Level:**

Language Arts and History: Grades 6 through 10.

**Focus of Lesson:** A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

Students will explore different components that most newspapers share.  
Students will learn how to find resources using the CHNC web site by keyword searches.  
Students will explore linguistic and sociological differences in different time periods.

**Standards Assessed:** Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

**Reading and Writing Standard 1:** Students read and understand a variety of materials.

**Reading and Writing Standard 2:** Students write and speak for a variety of purposes and audiences.

**Reading and Writing Standard 3:** Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

**Reading and Writing Standard 4:** Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

**Reading and Writing Standard 5:** Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

**Reading and Writing Standard 6:** Students read and recognize literature as a record of human experience.

**Information Literacy 1:** Accesses information efficiently and effectively.

**Information Literacy 2:** Evaluates information critically and competently.

**Information Literacy 3:** Uses information accurately and creatively.

**Independent Learning 4:** Pursues information related to personal interests.

**Social Responsibility 9:** Participates effectively in groups to pursue and generate information.

**Assessment:** Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

Students will learn about relevant issues from the past and how they differ or are the same as current topics of interest. Students will study basic components of newspapers and take note of language differences. Students will compile lists of unfamiliar vocabulary and create lists of synonyms that would be used currently. They will then create a replica of a newspaper from the past and orally present (in period costume) both the old and the new versions.

**Standards Addressed:** Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

**History Standard 2:** Students know how to use the processes and resources of historical inquiry.

**History Standard 2.2:** Students know how to interpret and evaluate primary and secondary sources of historical information.

**History Standard 2.3:** Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

**History Standard 4:** Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

**History Standard 4.1:** Students understand the impact of scientific and technological developments on individuals and societies.

**Reading and Writing Standard 1:** Students read and understand a variety of materials.

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**Social Responsibility 9:** Participates effectively in groups to pursue and generate information.

**Time:** The number of class periods required for the lesson as well as the length of class period.

15 class periods lasting 50 minutes each.

**Materials / Teacher Preparation Section:** List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

Good Writer's Rubric

Presentation Rubric

Student handout explaining assignment.

Article Questions

Thesaurus and Dictionaries (used for looking up definitions and synonyms)

Instruction Guide for Using the CHNC website

Computer lab with internet access

Computer Projector (In Focus)

Hard Copy Newspapers

Glue, scissors, newsprint paper, markers, crayons, colored pencils

Old Time Costumes

**Possible Procedures:** Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

**Day One:**

Have a variety of newspapers available for students to look through. While students are looking through the papers have them find 6 common components that most of the papers shared. Have a classroom discussion and see what the kids came up with. Choose 6 components that the class agrees upon. Suggested Components you could guide your students to:

1. Current Events

2. Classified
3. Product Advertising
4. Sports
5. Arts and Entertainment
6. Weather

**Day Two:**

Begin class with journal entry: Yesterday we found the following 6 components that were shared among most newspapers. Newspapers have been around for a long time. Do you think newspapers from the late 1800s and early 1900s shared the same components as the newspapers of today? If yes why? If no, what do you think was different?

Discuss students' thoughts.

Using an in focus (computer projector) bring up the CHNC site or use the electronic versions of The Denver Post or Rocky Mountain News available through the Newspapers in Education program. Ask students what they think would be interesting to look at from an old paper from their local area. Have each student write down at least 10 keywords to use in our search through an old local paper. Have a class discussion about some of the words that the students chose, try the students' words in a search (reminding students to use quotation marks) and discuss why or why not the searches were successful. If you are having a difficult time finding a keyword that is not successful, try generating searches using words from the following options: Native Americans, African Americans, Walmart, Methamphetamines, 9/11, Airlines, television, telephone, rafting, or Telluride Mountain Resort. Use this as a lead into a discussion on linguistic and sociological differences between these time periods.

**Days Three, Four and Five:**

Students will go to the computer lab with their instruction hand out and find 5 articles pertaining to each of their assigned areas. Students who are responsible for classifieds and product advertisements will have to find 30 examples and in their question sheet they will use 3 articles per set of questions. Teacher walks around the lab making sure students are using keywords and using the site appropriately.

**Day Six:**

Give students the day to fill out article questions. If they do not finish in class, it is homework.

**Day Seven and Eight:**

Collaborate with group members after students have decided on their favorite article to include in the historic paper and the modern paper in which the article will be rewritten. The students will all agree upon the articles and begin rewriting their historic articles into modern day articles. Find an example of a historical article and demonstrate what you expect. If you would like for your students to cite their sources when they rewrite their historic articles, you may also

demonstrate this, there is a section in the rubric for grading.

**Day Nine:** Students can type their rewritten articles in the computer lab.

**Day Ten:** Students will begin physically putting together their modern replica newspapers.

**Day Eleven:** Using the original historical articles, students will put together their historic newspapers.

**Day Twelve:** Students will dress in appropriate attire and present their historic newspaper to the class. Students will pass around their papers and read the articles and sections.

**Day Thirteen:** Students will present their modern replicas of the newspapers. Students will pass around their papers and read the articles and sections.

**Web Sites Used:**

[www.coloradohistoricnewspapers.org](http://www.coloradohistoricnewspapers.org)

Created by Sarah Harmeyer, Southwest BOCES, and Tara Hanner, Dolores High School, Dolores, Colorado

Analyzing Newspapers Past and Present & Creating a Modern Reproduction of a Chosen Periodical from the Early 1900's

In the computer lab today you need to find at least 5 articles for each of the two newspaper components that you are assigned, for each article you find interesting, you need to fill read the article and answer the following questions for each article.

What 2 components are you covering?

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Article Title: \_\_\_\_\_

Newspaper where you got the article?

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Date of the newspaper (day, month and year) \_\_\_\_\_

Why was this article interesting to you? (answer using a complete sentence(s))

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Write a short summary paragraph about your article:

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What challenging words are in your article? Give the definition of the word and an synonym for the word so that a kid from 2006 can understand.

Example:

Word: breadth

Definition: an open or tolerant view of life and the world.

Synonym: open minded

- breadth can also mean a distance of measurement of something from one side to the other; however that did not make sense with how the word was used in the article I was reading about Chinese immigration, make sure that you're watching for this!

What are some differences that you have found between current newspapers and the historical periodical you just read?

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**How to log onto and use Colorado's Historic Newspapers Collection (CHNC)  
Web Site  
(Bring to the computer lab with you)**

1. Type in the following web address: [www.cdpheritage.org](http://www.cdpheritage.org)
2. Once you get to the site click on search Colorado's Historic Newspaper Collection.
3. You will then come to another screen, choose: [Click here to enter Colorado's Historic Newspaper Collection](#)
4. You will then come to a map of Colorado. Click on your appropriate county.
5. Here, type in your search title, make sure to put quotation marks around your title " "(this will be what ever component you're in charge of). Search one paper or choose "search all" you may also choose a certain date.
6. Once you hit the "go" button all of your articles will come up. Simply click on an article you would like to read. If the article looks like something you would like to use you may save the article to print later.

**To Save Articles**

1. If you read an article you think you would like to use, simply put your mouse under "article" and choose "add to my collection", the article will stay there for as long as you are logged onto the web site.
2. The last 15 minutes of class you may review your articles and print the ones you would like to use for your newspaper. You have 2 days in the computer lab to do this, please use your time wisely.

## Making a Modern Replica of a Historic Newspaper

Directions: You and 2 other group members are going to have an opportunity to make your own newspaper using historical periodicals dating back from the early 1900s! As we have talked about, language, jobs, pastimes, and priorities have changed in the past 100 years. It is up to you and your group members to find articles from the historical newspapers and make them into modern newspapers. Each student in the group will be responsible for 2 components of the newspaper from the 6 components you recorded in your journal. In order to receive adequate points you must work cooperatively and follow the following guidelines, and most of all HAVE FUN!!!

**Step One:** In your group you will divide the components of a newspaper among your 3 members. This means that each member will be responsible for 2 components. Once this has been decided you need to fill in the jobs on a piece of paper to be turned in to the teacher.

**Step Two:** You will have 2-3 days in the computer lab to use Colorado's Historic Newspapers Web Site. While you are in the lab you will use your directions to get on to the site and find 5 articles for each component you are responsible for, this means that you will find and print 10 articles per person.

**Step Three:** Once articles are found, you will read and answer questions pertaining to all 10 articles from a handout you will be given.

**Step Four:** Choose one article from each component that you would like to use to compile a historic newspaper and also use to create a modern replica, in which you will rewrite the articles so that a kid from your generation may understand.

Your Newspapers must have the following:

1. A Title that is appropriate to the era.
2. A table of contents in the modern day paper.
3. Illustrations in historic paper, illustrations and photographs in modern day paper.
4. Authors name by each article/section.
5. All six components must be covered by at least one article.
6. Modern day articles must be written according to the guidelines of the "Good Writers Rubric" And will be graded according to the rubric.
7. Neatness and creativity must be used.

**Step Five:** After you make both a modern day and a historical newspaper with your group you will present them to the class. While presenting your historical paper you will be expected to dress in clothing from that period. Your presentation will be graded based on how well you follow the "Presentation Rubric"

Presentation and Newspaper Rubric

Group Names: \_\_\_\_\_

The group was prepared the day of presentations.....10  
All members of the group actively participated.....10  
Group members read their paper using nice, clear voices and what they read made sense to the audience.....10  
The differences between the historic and modern newspapers was evident.....10  
Costume was worn during presentation of the historic newspaper.....10  
Groups followed the guidelines.....10  
Papers were put together appropriately and time and effort were evident.....20  
While researching the student used his/her time wisely and selected articles that were relevant to the assignment using a variety of different resources and evaluated their information critically and competently (this is worth 3 points /day during discussion and computer time).....

Total..... Points

Additional Comments: