

“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:

A Mint Event! A Scavenger Hunt through Historical Newspapers

Subject and Grade Level:

History, Geography Grades 6-8

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?

This lessons looks at the history of the Denver Mint, the transition from a private mint/assay office to being a Department of Treasury Mint. The lesson will give students the opportunity to learn about the Denver Mint, events that happened there and offer them a chance to learn how to create a timeline with Microsoft Word.

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.

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

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

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

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

The assessment will be a timeline with at least 10 entries. The timeline may be hand drawn or developed on the computer.

Review newspapers from the Colorado's Historic Newspaper Collection (www.coloradohistoricnewspapers.org). Develop a timeline of events that relate to the Denver Mint. (Rubric) Students should have at least 10 entries on their timeline; resource students should have at least 5 entries.

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.

Geography Standard 5: Students understand the effects of interaction between human and physical systems and the changes in meaning, use, distribution and importance of resources.

Geography 5.3 Students know the changes that occur in the meaning, use, location, distribution and importance of resources.

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

Two to four class periods depending on class length and grade level.

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.

Computer lab with Internet access
Article Analysis sheets
Timeline directions and blank timeline templates
Teacher Lesson Plan Guide
Student Lesson Guide – 1 per student or 1 per pair of students – rubric
Rulers
Colored pencils

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.

Teacher Lesson Plan Guide

Mint Events: History of the Denver Mint and other “newsworthy” events surrounding the mint.

Introduction:

Prior Knowledge

Students will need to know background information about the U.S. Treasury and about the private bank and mint in Denver. Gold & silver assays will need to be introduced. Discussion could be started to see if anyone has visited the mint in Denver or the other mints located throughout the United States. Discuss the “state quarters” since many families are collecting them. Ask students if they know where they are made (minted) and how they can tell where they are made by the “mint mark”. Pass around coins for students to look for the mint marks. Most coins in our area are from the Denver mint, but with some searching you can find coins from the Philadelphia mint. Discuss the mint mark (D for Denver and P for Philadelphia).

Possible Discussion Questions:

1. Why do coins need to be made or minted?
2. Why are there just a few select locations for coins to be minted?

DAILY PLANS AND PROCEDURES:

Class 1

Ask students to look at their coins and identify the mint mark. Introduce students to the Colorado Historic Newspaper website. Explain the “map” and search features. Explain the tabs and explain how to access each one of them. Instruct students on how to do a “keyword” search.

The Colorado’s Historic Newspaper Collection should be introduced as containing historic newspapers that have been digitized and made accessible via the Internet. The collection currently includes 86 newspapers published in Colorado from 1859 to 1930. Newspapers come from 46 cities and 34 counties throughout the state, and they were published in English, German, Spanish or Swedish. CHNC contains over 291,000 digitized pages from these newspaper, and new material is added once a month. CHNC used Olive Software’s ActivePaper™ Platform, which was designed specifically for providing access to digitized newspapers. CHNC is a joint endeavor of the Colorado State Library, the Colorado Historical Society, and the Collaborative Digitization Program (CDP).

Once the students are in the website, they should click on “Search Colorado’s Historic Newspaper Collection” and select the connection speed if that choice appears (note: it will only appear the first time you connect to CHNC, unless your district erases all cookies regularly). If a message appears that says “your web browser environment is not fully supported,” you will still be able to perform a

keyword searched. Click once on: “Click here to enter Colorado’s Historic Newspaper Collection.”

Ask students to search newspapers for “Denver Mint”. Depending on class size – single students or pairs of students will scan articles about the Denver Mint. Students will be asked to select 10 articles of varying dates to produce a timeline. The timeline may be generated by hand or by computer using Microsoft Word. Students may print out articles if they need to.

Class 2

Students will read their articles and fill out the article analysis forms and place the dates and events on their timeline.

Class 3

Students will enter events and dates on a large timeline that is displayed on the classroom wall.

Additional Resources:

http://en.wikipedia.org/wiki/Denver_Mint

<http://www.treas.gov.education/fact-sheet/currency/denver-mint/shtml>

The Denver Mint: A Basic History and Document

Lisa Ray Turner and Kimberly Field

ISBN-13: 978-60065-102-1

ISBN-10: 1-60065-102-X

Available Summer 2006

Pictures – Available at <http://www.photoswest.org>

<http://photoswest.org/cgi-bin/imager?10019808+X-19808>

<http://photoswest.org/cgi-bin/imager?00185413+Rh-413>

<http://photoswest.org/cgi-bin/imager?00189566+Rh-4566>

<http://photoswest.org/cgi-bin/imager?11001862+Z-1862>

<http://photoswest.org/cgi-bin/imager?20001206+CHS-L1206>

<http://photoswest.org/cgi-bin/imager?00071310+MCC-1310>

Additional time line web site

http://www.teach-nology.com/web_tools/materials/timeline/

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News Article Analysis Worksheet

Colorado's Historic Newspaper Collection

www.coloradohistoricnewspapers.org

Newspaper _____ Pages _____

Title of Article _____ Date _____

Summarize the event that occurred at or relating to the Denver Mint

Date you are entering on timeline _____

Event _____

Rubric
Historic Newspaper Analysis

	Distinguished	Proficient	Limited	Attempted
Item Choice	Evidence of care taken in choosing items. Most significant, earliest, showing cause effect relationship	Items meet criteria of assignment, few or not inaccuracies	Includes required number of items: some inaccuracies	Does not include required number of items
Scale and Sequence	Scale consistent and accurate: appropriate for subject matter: all events listed in correct date sequence with care taken on placement within increments.	Scale consistent, accurate, items in sequence: increments marked	Scale inconsistent; a few items out of sequence; increments marked	No apparent scale, numerous items out or sequence; time increments not marked
Mechanics	Flawless	Few mechanical errors	Some errors in spelling, identification or dating	Many errors in spelling, identification or dating
Presentation	Visually striking, attention apparent to making timeline an effective tool for communicating information	Clear, uncluttered, attractive	Legible	Illegible or messy

Timeline Title

Timeline Instructions

- To delete these instructions, click the text box and press the DELETE key.
- To replace text in a timeline event, click the arrow text object, select the existing text, and begin typing.
- To move a timeline event, drag the arrow text object to the location you want.
- To create additional timeline events, copy and paste the arrow text object you want, and then drag the object to the location you want.
- To replace dates on the timeline, click the timeline text box and use the TAB key to select the dates you want to change. To add additional dates on the timeline, point to **Insert** on the **Table** menu, and then click **Columns to the Left** or **Columns to the Right**.

