

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

Lesson Title:

Inspired by History -- Illustrating the Past Using Articles from Colorado’s Historical Newspapers as Subject Matter

Subject and Grade Level:

Art, English, Media Literacy 9--12

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 use newspaper articles and photos from the Colorado Historic Newspaper Collection databases to inform them of events and places in their town at the turn of the 20th century in order to generate images for a poster illustrating things that happened during these years. Students will develop their research skills using these databases and analyze the articles for subjects for drawings.

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.

Visual Arts Standard 1: Students recognize and use the visual arts as a form of communication.

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.

Information Literacy Standard 3: Students use information accurately and creatively.

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

Students will complete five article analysis worksheets and a poster which highlights life in their town or county at the turn of the century. The poster will illustrate four to five events or places they have read about in their article search. Each illustration will have a caption, and the poster will have a title. See rubric.

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.

Visual Arts Standard 2: Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

Visual Arts Standard 3: Students know and apply visual arts materials, tools, techniques, and processes.

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

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.

Information Literacy Standard 1: Students access information efficiently and effectively.

Information Literacy Standard 8: Students contribute positively to the learning community and to society and practice ethical behavior in regard to information and information technology.

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

Approximately 10 one hour class periods

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.

Technology needed:

Computers with Internet access, networked printer, technology support for functions in [Colorado's Historic Newspaper Collection](#)

Handouts:

Student Lesson Guide

Article Analysis Worksheet

Rubric

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 1 – Computer Lab

Introduce lesson and show an example. Explain that this assignment is an opportunity to use research as an inspiration for artistic subject matter. Ask: Why is this worthwhile?
What might you gain from doing this?
Why as an artist is it important to illustrate something from the past?
Depending on the past experience of your students, you might choose to model one article analysis using a pre-selected article.

Explain and have students explore the CDP and historic newspaper websites.

<<http://www.coloradohistoricnewspapers.org>>

<<http://www.cdpheritage.org>>

<<http://www.post-newscustomer.com> > for an extended version of the assignment

To view photos:

<http://www.cdpheritage.org>

Click on the “Search” icon which takes you to the “Search by Category” screen.

Click on a category which takes you to specifics in that category.

Click on a specific category and choose from the list.

These are great photos and just as interesting to view as the historical newspapers.

Give them the rest of the hour to research the websites. Be ready for some squeals of laughter, interest, and excitement as they look at these articles. These primary documents are more insightful about people’s attitudes towards everyday occurrences than any textbook could ever reveal.

Days 2 & 3 Computer Lab

Have students continue researching newspaper articles for subject matter and fill out worksheets.

Day 4 –10 Art Room

Make sure students have access to the paper they should use for their drawings, pencils, erasers, and poster board as well as the example you showed on day 1. Students work on poster based on their worksheet answers and thumbnail sketches until they complete the assignment.

Options for lesson:

Leave out captions.

Focus on one illustration.

Use current newspaper articles for a look at “yesterday” and “today”.

Name _____

Article Analysis Worksheet

You are looking for descriptions from which to choose subjects to illustrate.

Publication Information:

1. Title of publication _____

2. Date of publication _____

3. Page of article _____

4. Article name _____

Analysis:

1. What is the main topic of the article?

2. If the article is about an event, describe what is taking place using the following questions:

Who –

What –

When –

Why –

Where –

How –

3. List 5 words with which you are not familiar.

4. What makes this a good description of an event or place? Can you visualize what the author is describing?

5. On the back make a thumbnail sketch from the information you gathered. If you need to find examples of clothing styles or automobiles from this era, browse the photo section.

Illustrating the Past – Project Rubric

Category	Unsatisfactory	Partially Proficient	Proficient	Advanced
Visual Arts Standard 1 Students recognize and use the visual arts as a form of communication. Completed poster communicates scenes from the past.	Student has included 1 or 2 historical illustrations, captions for each, and a title on poster.	Student has included 3 historical illustrations, captions for each, and a title on poster.	Student has included 4 historical illustrations, captions for each, and a title on poster.	Student has included 5 historical illustrations, captions for each, and a title on poster.
Reading and Writing Standard 3 Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.	Many grammatical, capitalization, spelling or punctuation errors. Sentence structure is incorrect.	At least three grammatical, capitalization, spelling or punctuation errors. Problems with sentence structure.	A few grammatical, capitalization, spelling or punctuation errors. Sentence structure is complete	No grammatical, capitalization, spelling or punctuation errors. Sentence structure is correct.
Reading and Writing Standard 4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.	Student does not caption each illustration.	Student uses 1 sentence in each caption to describe each illustration clearly.	Student uses 2 sentences in caption to describe each illustration clearly.	Student uses 3 sentences in caption to describe each illustration clearly.
Information Literacy Standard 3 Students use information accurately and creatively.	Student's illustrations do not demonstrate use of historical newspapers as	Student's illustrations do not demonstrate use of historical newspaper	Student's illustrations demonstrate use of historical newspaper information	Student's illustrations demonstrate use of historical newspaper information

	subject manner.	information accurately or creatively.	accurately but not creatively.	accurately and creatively.
Article Analysis Worksheets	Student completes 1 or 2 Article Analysis Worksheets and shows evidence of serious, thoughtful analysis in the answers.	Student completes 3 Article Analysis Worksheets and shows evidence of serious, thoughtful analysis in the answers.	Student completes 4 Article Analysis Worksheets and shows evidence of serious, thoughtful analysis in the answers.	Student completes 5 Article Analysis Worksheets and shows evidence of serious, thoughtful analysis in the answers.

Student Lesson Guide

Illustration Poster Based on Historical Information

You are to design a poster which represents life in your county or town during any decade between 1859 and 1923. You will be using articles and photos from the collections of the Collaborative Digitization Program, including Colorado's Historic Newspaper Collection at <<http://www.coloradohistoricnewspapers.org>> and Heritage West at <<http://www.cdheritage.org>> to find information on and descriptions of events or places within your decade.

You will spend part of the first class period learning how to search the databases. After becoming familiar with Colorado's Historic Newspaper Collection and as you search for descriptions of events or places, you will complete five article analysis worksheets which correspond to articles that contain enough description from which you will compose the drawings for your poster. You will have 2-3 class periods to complete the worksheets depending on how long it takes to retrieve enough information.

After completing the worksheets, you will begin the 4-5 drawings for your poster. Each drawing will be approximately 8-10 inches in diameter and may be drawn on paper, cut out, and then glued to poster board (24" x 28"). You may use pencil or colored pencil to complete your drawings. You will arrange your drawings in a manner which allows you to write a 2-3 sentence caption for each drawing either below it or to the side of it.

Each caption will contain three sentences. The first sentence is a short description of the drawing. The second and third sentences will elaborate with details. *Example:* Coal miners get ready to go to work. The many coal fields southeast of Canon City provide a livelihood for the influx of immigrants new to the area. Towns are springing up in the area to support these families.

Your poster is an advertisement for life in your town/county in the historical decade you have chosen to illuminate. It is not a copy of a photograph from the archives. You are composing your own artwork.

Your work will be assessed according to the rubric.