

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

Lesson Title:

Creating a Time Line and Reports (Written & Oral) Using Colorado Historic Newspapers

Subject and Grade Level:

Language Arts and History/Grades 7-11

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 www.coloradohistoricnewspapers.org, as well as other sources, to research a topic, create a time line of the topic, and present their findings to the class. This 9-day unit project is ideal for 50-minute class periods at the secondary level.

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.

Language Arts Standard 1: Students will read & understand a variety of materials, including historical newspaper articles, reference books, Internet articles, and other informative essays/papers

Language Arts Standard 2: Students will write & speak for a variety of purposes & audiences. Students will organize, analyze, plan, draft, and revise a written and oral report.

Language Arts Standard 3: Students will write & speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

Language Arts Standard 4: Students will apply thinking skills to their reading, writing, speaking, listening and viewing.

- Students will recognize the author’s point of view, purpose, and historical and cultural content (using CHN website)
- Critique the content of written and oral presentations (their own written reports & oral reports, as well as their classmates)

Language Arts Standard 5: Students will read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.

Language Arts Standard 6: Students will write and speak for a variety of purposes & audiences

History Standard 1.1: Students know the general order of events & people in history

History Standard 1.2: Students use chronology to organize historic events &

people

Information Literacy Standard 1: The information literate student accesses information efficiently and effectively.

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

1. Participation Points (daily points students will earn based on participation in small/large group discussions, Internet research, and using class time to complete projects)
2. Oral report
3. Written report
4. Time line

These 4 projects within the unit will be assessed as individual assignments. See the attached rubrics (located in the materials section) for detailed explanations of each assessment.

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 1: Students know how to use the processes & resources of historical inquiry

History Standard 2: Students understand that societies are diverse and change over time.

History Standard 3: Students understand how science, technology, & economic activity have developed, changed, and affected societies throughout history

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

9 day unit using 50-minute 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.

1. Computers/Internet for each student
2. *Project Outline for Students* WS
3. *It's News to Me* and *Scavenger Hunt* WS
4. *Writing assessment / rubric* WS
5. *Topic Ideas / Suggestions* WS
6. *MLA Format* WS
7. *Directions / Requirements* WS for Written and Oral Reports
8. *Oral Report Rubric* WS
9. *Time Line Rubric* WS
10. *Participation Requirements / Rubric* WS

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

"It's News to Me!" & "Scavenger Hunt"

Students will spend the entire period becoming familiar with www.coloradohistoricnewspapers.org using the "It's News to Me" assignment (given to us from the class) and attached assignment titled "Scavenger Hunt."

The purpose of this assignment is to build each student's skills and understanding of the CHN website. Students may work in groups or independently.

Assessment: Students will earn ten points for actively participating in this assignment. Answers are not important, however, students must be able to successfully maneuver the website so that when it is their time to research, each student will be familiar enough with the website so that s/he will be able to find the necessary topic information.

Day Two

Whole group discussion: The class will discuss their findings from yesterday's research; what worked, what didn't, what did they find that they would like to share with the class, etc...The class will also discuss their thoughts/opinions regarding cultural differences of the time, such as vocabulary and word choice (words that may not be in usage anymore or may be considered politically incorrect), racism, prejudice, politics, crimes, local happenings, beliefs, etc...Basically, what was considered news in these

historical newspapers.

Individual Writing Assignment: Students will write a one-page response to the following prompt: *Compare and contrast modern news with historical newspapers. Think about what was deemed “newsworthy” in the past, and what is deemed “newsworthy” in today’s society – not just modern newspapers, but all other news outlets, such as TV, radio, magazines, and the Internet.*

Whole Group: Students will share their one-page responses with the class (volunteer).

Writing Assessment: See attached rubric

Day 3 & 4

Whole Group: Brainstorm historical topics – based on the students’ prior knowledge (from yesterday’s exploration and today’s discussion), students will brainstorm interesting/important topics that can be researched using Colorado’s Historic Newspapers. Distribute the *Topic Ideas/Suggestion WS*. Have students add class ideas to the list.

Individual or Paired Research: Students will pick a topic to research. Students may want to begin their research by using the encyclopedia or other sources that offer background information regarding their chosen topic. For example, students may want to write a paper on Women’s Suffrage, but have no idea what the term *suffrage* even means. Henceforth, the student will need to spend some time learning about his/her initial topic.

Students will gather as much information as possible using www.coloradohistoricnewspapers.org. Students must find, download & save to their own file at least five articles pertaining to their topic. Students will carefully record the dates that each article was published, names of the writers, title of the newspaper, and any other important information needed to cite newspaper references.

Day 5

Analyze downloaded articles & other research: With the help of the teacher, students will analyze all researched information & begin deciding what will be used in their written and oral reports. Students may need help with vocabulary and antiquated language, as well as deciphering fact from opinion. This can be done as a whole group or in smaller groups, with the teacher helping students in analyzing their research.

Day 6 & 7

Individual/paired work period: Students will be given the entire class period to write their reports and timelines. Students will also use this time to create

their bibliography. The teacher will handout samples of MLA bibliography format (attached), discuss, and practice. Students may use www.noodletools.com/quickcite to help cite their sources. Teacher will explain requirements and go over the rubric before they begin.

Day 8

Individual/paired prep time for oral reports: Students will use their written report and time line to help them organize their report. Teacher will explain requirements and rubric before they begin.

Day 9

Oral Reports: Students will share their oral reports with the entire class

Assessment: Each students will assess him/herself using the attached rubric, as well as one other student speaker for peer assessment.

Final Written reports will also be handed in at this time. Each student will assess his/her own written report using the attached rubric. Each student will also assess another class student for peer assessment.

Created by Lisa Heffron, Language Arts Teacher, Dolores High School, Dolores, Colorado.

Directions/Requirements for Written and Oral Reports

***The Oral & Written Report Rubrics** are given point values which do not add up to the 25 points possible for each assignment. The assessor will need to figure out the overall percentage earned for each rubric, and then turn that percentage into points earned out of the 25 possible for the Oral and Written Report portions of the unit project.

Here's an example:

There are 45 points available on the Written Report rubric. If a student scores 34.5/45 that is an 86%. So the student must earn 86% of the 25 points possible for the Written Report portion of the assignment. That means the student would actually earn 21.5/25 for the Written Report portion of the unit. Make sense? Hope so!

MLA Bibliographic Format

Citing an Online **Newspaper Article**

Author	Last Name, First Name	Broder, John M
Article title	Title of Article	Clinton Adamant on 3D World Role in Climate Accord
Newspaper	Name of newspaper	New York Times
Date of publication	DD Mo. YYYY	12 Dec.1997
Edition (if on masthead)	natl. ed. or late ed.	natl. ed.
Page(s)	# - # (if consecutive pages) or #+ (if pages skip)	A1+
Internet Address		http://www.newyorktimes.com/news/nyspecial

Example :

Broder , John M. "Clinton Adamant on 3D World Role in Climate Accord."

New York Times 12 Dec.1997 , natl. ed. : A1+

<http://newyorktimes.com/news/nyspecial>

MLA Bibliographic Format

Citing an **Online Newspaper Article**

Author	Last Name, First Name	Stevens, William K
Article title	Title of Article	Computers Model World's Climate, but How Well?
Online Newspaper	Name of newspaper	New York Times on the Web
Date of publication	DD Mo. YYYY	4 Nov. 1997
Section	Name of section	CyberTimes
Date you read it	Date	31 Dec. 1997
Address	URL	http://www.nytimes.com/library/cyber/week/110497weather.html

Example:

Stevens, William K. "Computers Model World's Climate, but How Well?"
New York Times on the Web 4 Nov. 1997. CyberTimes. 31 Dec. 1997
<<http://www.nytimes.com/library/cyber/week/110497weather.html>>.

MLA Bibliographic Format

Citing an **Encyclopedia Article**

Editor	First and Last Name	Glenn Considine
Title of encyclopedia	Title	Von Nostrand's Scientific Encyclopedia
Title of specific article	Article Title	Atmospheric Tides
Page numbers of the article	# - #	315 - 316
City of publication	City	New York
Publisher's name	Publisher	Wiley-Interscience
Year of publication.	YYYY	2002
Volume number used (if from multi-volume set)	#	1
Encyclopedia edition	1st, 2nd, 3rd, etc.	9th

Example:

"Atmospheric Tides." Von Nostrand's Scientific Encyclopedia. Ed. Glenn Considine.

9th ed. Vol. 1. New York: Wiley-Interscience, 2002. 315-316.

***Oral Report Rubric**

Advanced (5 points)

Introduction begins with an interesting hook using one of the three hook suggestions

Body of speech is filled with many interesting facts about the researched topic

Conclusion brings the speech to a close and leaves the audience with a deep thought

Facts presented in an organized and easy to follow format

Speaker uses interesting words & transitions, as well as strong vocabulary that enhances the speech

Speaker exudes confidence throughout speech

Speaker easily answered questions posed by the audience

Proficient (3.5 points)

Introduction begins with an ordinary hook that relates to the topic & follows one of the 3 suggestions

Body of speech includes facts about the researched topic

Conclusion brings the speech to a close and does not leave the audience hanging

Facts are somewhat organized, but may wander from topic

Speaker uses ordinary words & transitions

Speaker is confident most of the time

Speaker can answer most questions posed by the audience

Basic (2.5 points)

Introduction is weak. Topic may be stated, but hook is missing

Some facts are presented; some are missing

No apparent conclusion; audience is left hanging or unsure if speech is finished; "That's the end of my speech" is last statement given.

Facts are unorganized and hard to follow

Basic words are used; no apparent transitions

Speaker lacks confidence and seems unprepared

Speaker cannot answer questions posed by the audience

Participation Requirements/Rubric

This nine-day unit requires a great deal of your participation. If you actively participate in class, use class time to get assignments done, come prepared to class with all needed materials, and stay on task throughout the unit, you will be able to earn 25 points! I will be carefully watching how well you use your time on a daily basis, so stay focused and on task!

Points Possible

- _____/5 Student used time wisely in the computer lab doing research. Students will be able to earn a maximum of 5 points if they spent MOST of their time in the computer lab doing research using www.coloradohistoricnewspapers.org.
- _____/5 Student used class time to analyze articles and other researched sources of information. Student met with the teacher to make sure s/he was gleaning pertinent information, understanding all information, and understood facts/opinions found in the articles.
- _____/5 Students used the given class period to write his/her written report & timeline. Student used MOST of his/her class time to work on above mentioned assignments.
- _____/5 Student used the given class time to prepare his/her Oral Report
- _____/5 Student actively listened and asked at least ONE question when his/her classmates were giving their Oral Reports.
- _____/25 **Letter Grade Earned = _____**

Project Outline for Students

This project will contain four major areas of study. They are as follows:

- **Research (25 points)**
- **Written Report with Bibliography (25 points)**
- **Timeline (25 points)**
- **Oral Report (25)**

Research

Using www.coloradohistoricnewspapers.org, you will research an interesting & important topic from our history. You have spent time browsing through historical newspapers, brainstorming ideas with your class, and were given a list of topics that were relevant to our past (and some are still relevant in today's society). Choose a topic that interests you and can be researched using the CHN website.

Once you have chosen your topic, begin your research. You will need to find at least 5 articles relevant to your topic, however the more information you have, the better (go for more!). Download the articles and save them to your file. Be sure to include all information needed to cite the work according to MLA format (see attached handout).

You may use reference books (encyclopedias, almanacs) and other sources to supplement your information, but the majority of information presented must be from the CHN website.

Written Report

Write a three-paragraph essay which explains your topic and your research. Your essay requirements are:

Introductory Paragraph includes a thesis statement and general background information regarding your topic.

Body Paragraph explains your researched information.

Concluding Paragraph restates your thesis and brings your paper to a close. No new information will be stated here. You should also leave your readers with a final thought.

Bibliography cites all your researched information following MLA format (attached).

Timeline

Create a timeline that highlights the important aspects of your topic in sequential order. This timeline must have a minimum of **six** facts and dates relevant to your topic. **Three** of your six dates must be illustrated (you may use your own sketches, downloaded pictures, magazine cutouts, or clipart to illustrate the fact/date). This timeline will be presented to the class during your oral presentation.

Oral Report

Present your topic, researched information, and timeline to the class. Your oral presentation must include the following:

Hook: You want to grab your audience's attention at the beginning of your presentation. There are three ways to do this when speaking formally:

- State a startling or interesting fact about your topic
- Pose a question to the audience regarding your topic (be sure to let the audience answer, then explain the correct answer)
- Tell an anecdote, which is a humorous story that connects you (and perhaps your audience) to the topic you will be discussing

Introduction: This includes any background information you feel the audience needs to know, as well as a topic sentence

Body of speech: This is where you present your timeline and researched information to the class (the interesting & important facts you found while researching your topic). Be sure to include how any conflict is resolved regarding your topic.

Questions: The audience will ask any questions they have regarding your topic and research.

Conclusion: Briefly highlight or reword your most important fact, and then bring your paper to a close. Leave your audience with a deep thought you have regarding your topic.

Newspaper Scavenger Hunt

The purpose of this assignment is to help you become more familiar with www.coloradohistoricnewspapers.org. Once you have mastered the website, you will begin a research project using the website as your main source of information. You will earn participation points for completing this assignment correctly.

Carefully follow all directions below.

1. Log on to www.coloradohistoricnewspapers.org.
2. Click on **Tips for Searching Historic Newspapers** located in the left margin.
3. Read this section and answer the following questions on your own paper:
 - a. **What might make researching information using historic newspapers challenging?**
 - b. **What is the time span (in years) that this collection has on file?**
 - c. **Explain how historic newspapers are different from modern newspapers.**
 - d. **Briefly explain 4 search strategies you need to use to make your research less challenging.**
4. Return to the main page of the website by clicking on the **Map Tab** located near the top of the page.
5. Click on the **Browse Region tab** near the top of the page
6. Using the arrow button to the left of the *Alamosa Journal*, choose one of the newspapers listed.
 - e. **On your own paper, write down the name of the newspaper you picked, record whether it was a daily, weekly, monthly, or bimonthly newspaper, and the years it was in circulation (example 1887-1909).**
7. Return to the main page by clicking on the **Map Tab**.
8. Click on one of the regions
9. Type in high school dance & check the box marked **Search all Publications**
10. Choose a few articles and read each one. Click on the one you find most interesting to enlarge. Print this article only.
11. Click on the **Browse All tab**
12. Click the arrow next to the *Akron News* and pick any newspaper
13. Open any issue
 - f. **Read the advertisements. What kinds of goods and services were being advertised? Create a list of 5 goods/services being advertised.**
 - g. **Continue to browse the newspaper. What local events were published? List 3 local events.**
14. Continue to browse through the paper, reading articles and advertisements, as well as the website. Take notes on any interesting findings that you would like to share with the class.

Timeline Requirements and Rubric

If you have thoroughly researched your chosen topic, you should be able to create a timeline that shows important facts regarding your topic listed in sequential (timed) order.

Your timeline must include a minimum of 6 interesting facts regarding your topic. Each fact should include a date (or at least the date the article was published where you found the fact), as well as 3 illustrations. You may illustrate your 3 chosen facts using sketches or pictures drawn by you, magazine or newspaper cutouts, clipart or computer graphics, or downloaded pictures from the Internet.

This timeline will be used as a visual aid during your oral report. Make sure your timeline is done on paper that is at least twice as big as regular notebook paper; you want the people sitting in the back of the room to easily see your timeline.

Your timeline needs to be visually appealing, facts should be written neatly in pen or typed, and free of all spelling and punctuation errors.

Rubric/Points Possible

- _____/12 Timeline includes 6 interesting facts about your topic, which are listed in sequential order.
- _____/6 Timeline includes 3 pictures/graphics which illustrate and are somehow connected to 3 (of your six) interesting facts. Illustrations are unique, creative, and pertain to your topic.
- _____/4 Timeline is written neatly in pen or typed, and is free of all spelling, punctuation, and grammatical errors.
- _____/3 Timeline is aesthetically appealing.

_____/25 **Letter Grade =** _____

Topic ideas/suggestions

Women's Suffrage

The Great War

-The European War; the European Conflict

Segregation -

Japanese, Native Americans (Indians), Black American (colored, Negroes), Mexicans

Native American Boarding Schools (Indian Schools; Navajo Schools)

Native American Issues (Reservation, Land Rights)

Factory Workers (textile workers – woolen/worsted weavers)

Immigration (foreigners)

Unions (textile workers, miners, freight handlers, railroad workers)

Death penalty (executions)

Crimes and punishment

Assassinations of world leaders

Tragedies (Titanic, mining accidents, wild fires)

Westward Expansion

Poverty and Prosperity

Land and water rights

Education

Politics (local, national, world-wide)

Influenza and other outbreaks

And.....

***Written Report Rubric**

Advanced (5 points)

Solid introductory paragraph grabs the readers interest and includes a well-written thesis statement

Body of paper includes many interesting & relevant facts which are presented in a well-organized fashion

Conclusion includes a reworded thesis and draws the paper to a close – reader is left with a deep thought

Paragraphs and sentences are very organized and easy to read

Various sentence styles and structures

Word choice makes the paper interesting to read and enhances the paper

Interesting transitions

Very few or no errors with spelling, punctuation, and grammar

All facts are cited in the bibliography, which follows the MLA format

Proficient (3.5 points)

An ordinary introduction includes a thesis statement

Body of paper includes important facts that are presented in an organized fashion

Ordinary conclusion that includes a reworded thesis, which does not leave the reader “hanging.”

Paragraphs and sentences are organized

Mostly simple sentences or repeated sentence style & structure

Ordinary words & vocabulary

Ordinary transitions

Some errors that do not interfere with the reader’s overall understanding of the paper

Facts are cited with some errors in format; MLA attempted

Basic (2.5 points)

Confusing introduction; weak or missing thesis

Few facts are presented; disorganized body that is confusing and hard to read/follow

Very weak or missing conclusion

Paragraphs and sentences do not make sense

Many fragments and run-on sentences; paper lacks style and structure

Basic words; repeated or misused words/vocab

No transitions

Many errors with spelling, punctuation & grammar

Missing bibliography or MLA format is not followed