

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

Lesson Title:

Titanic and Bats?

Subject and Grade Level:

3rd – 8th

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 investigate the Titanic incident and Sir Hiram Stevens Maxim’s original idea for preventing collisions at sea. It will show how we use accidents to “turn on our brains” and try to avoid future catastrophes.

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.

Colorado Standard 2.1 in History: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

GRADES K-4

In grades K-4, what students know and are able to do includes

- posing and answering questions about the past; and
- gathering historical data from multiple sources (for example, oral histories, interviews, diaries, letters, newspapers, literature, speeches, texts, maps, photographs, art works, and available technology).

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- formulating historical questions based on examination of primary* and secondary* sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts;
- gathering information from multiple sources, including electronic

databases, to understand events from multiple perspectives; and

- determining if the information gathered is sufficient to answer historical questions.

Colorado Standard 2.2 History: Students know how to use the processes and resources of historical inquiry

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

Students will complete a KWHL chart in small groups. K is what they already know about the Titanic and bats (sonar), W is what they want to know, H is how they can get the answers to their questions, and L is what they learned. They will formulate historical questions based on direct accounts from passengers reported in the newspaper. Each group should have at least 3 entries in each area for an "A".

Students will demonstrate research skills in gathering information from books, newspapers and the internet to answer their questions. They will use the Colorado Digitization Program to gather information from newspapers such as on the Titanic in the Akron Weekly Pioneer Press 1912 Apr 26 and Sir Maxim 1912 Sep 13. They will use books from the room and school library as another medium. Assessment as an "A" when they can get onto each of the two newspaper sites independently.

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.

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

GRADES K-4

In grades K-4, what students know and are able to do includes

- comparing past and present-day situations and events.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- examining current concepts, issues, events, and themes from multiple, historical perspectives.

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

3 to 5 45 minute 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.

The teacher will have demonstrated and taught how to get on and navigate the Colorado Digitization websites and teach specifically how to get to the sites mentioned in the assessment for research. Computer time will be scheduled in the lab for the class. Books on Titanic and Sir Maxim (preview so it focuses on his “ships sixth sense” as described in Akron 1912 Sep 13 newspaper invention), bats and sonar will be available in the room and the section in the school library identified.

Chart paper with the KWHL framework and markers will be at each group. Notebooks or journals will be handed out to individuals for research notes.

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: After the students have their group time to do the KW H part the teacher will do a whole class overhead for each section having the groups complete their charts (and getting them all excited!). Tell them the schedule for the next few days with computer, research and group time. Affirm homework computer searches and written work could add to a class book further showing what they’ve learned.

Day 2: Computer time with websites:

[Colorado Digitization Program](#) **[Colorado's Historic Newspaper Collection](#)**
[Educational Resources on the Web](#) **[Education Index](#)** **[Education World](#)**
[Educator's Reference Desk](#) **[Graphic Organizers](#)** **[Internet Public Library](#)**
[Marco Polo](#) **[Smithsonian Education](#)** **[Web Sitings](#)**

If you need Spanish translations this is a helpful site:

<http://www.freetranslation.com/>

For students to have other search engines to use try these:

[Ask Jeeves for Kids](#)

[Colorado Virtual Library for Kids](#) Links for parents and teachers

[KidsClick!](#)—A web search for kids by librarians.

[Yahooligans](#)—A web guide for kids.

Day 3: Small group and whole group evaluating information gathered and how to list it to share information. Complete more KWHL.

Day 4: Investigate books and pictures on different genres (facts and realistic fiction books, etc.) like Magic Tree House #17 Tonight on the Titanic, 882 ½ Answers to Your Questions About the Titanic by Hugh Brewster, The Story of the Titanic as Told by Its Survivors by Jack Winocour, A Genius in the Family Sir Hiram Stevens Maxim Through a Small Son's Eyes by Hiram Percy Maxim, and many more found on amazon.com or library data bases.

Day 5: Share books and internet information, write class book with individual reports and group work.

Created by Carol Hannah, Bromley East Charter School, Brighton, Colorado.