

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

Lesson Title:

Comparing Advertisements From Then to Now

Subject(s) and Grade Level(s):

History; 4th Grade

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 historical newspapers and newspapers of today to compare and contrast advertisements in order to see how society has changed and or stayed the same over time.

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 History Standard 3: Students understand that societies are diverse and have changed over time.

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

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

Students will create a collage of advertisements from then and now. They will include at least 5 advertisements for then and now. Students will then need to present to the class their findings in a 5-10 minute presentation that goes over their findings of how society has changed.

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

Colorado History Standard 4: Students understands how science, technology, and 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.

4-30minute class sessions

Class 1: Research

Class 2: Put together information for collage

Class 3: Finish collage

Class 4: Present

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.

Materials:

- One class time visit to the computer lab with www.coloradohistoricnewspapers.org book marked
- One classroom set of an up to date issue of Denver Post newspaper
- Construction paper
- Pencils
- Markers
- Glue
- Scissors

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.

Class One:

1. Explain to the students their objectives for the lesson.
2. Give them a quick overview of the historical newspaper website and tell them that they will need to look at random newspapers for advertisements. Once they find some that they like that can print them.
3. Then they will need to pick out advertisements from the Denver Post newspaper, keeping in mind that they need to show how society has changed in the last hundred or so years.

Classes Two and Three:

Allow student the thirty minutes to put their collage together and come up with a 5-minute presentation that should entail how they believe society has changed.

Class Four:

Students will give their presentation and turn in their collage of how society has changed.

Making A Collage : Historical to Current Advertisements

Student Name: _____

CATEGORY	4	3	2	1
Understanding of Media	The student can define the term "collage" and tell how it differs from two other media. S(he) can also name at least 5 things that make a collage more powerful or attractive.	The student can define the term "collage" and tell how it differs from two other media. S(he) can also name at 3-4 things that make a collage more powerful or attractive.	The student can define the term "collage" and tell how it differs from two other media. S(he) can also name at least 1-2 things that make a collage more powerful or attractive.	The student has trouble defining the term "collage" and describing how it differs from other media AND/OR the student cannot describe how to make a collage more powerful or attractive.
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative (.e.g, apply the emboss filter to a drawing in Photoshop).	The student did not make or customize any of the items on the collage.
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Number of Items	The collage includes 15 or more items, each different.	The collage includes 10-14 different items.	The collage includes 9 different items.	The collage contains fewer than 9 different items.
Design	Graphics are trimmed to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the canvas.	Graphics are trimmed to an appropriate size and interesting shape and are arranged with some items in front and others behind. The canvas, however does not appear balanced.	Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Graphics are untrimmed OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.