

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

Lesson Title:

Denver People

Subject and Grade Level:

Social Studies 3rd 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?

In this lesson students will explore a person in either past or present Denver History using Colorado Historic Newspapers and other resources. In particular they will develop a timeline and be able to present themselves as their person.

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.

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

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

History Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

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

1. Students will need to complete the worksheet on their Denver person.
2. Students will need to read more than one article about their person.
3. Students will need to make a timeline about their person.
4. Students will need to present their person during a presentation for parents.

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.

Reading and Writing Standard 1: Students read and understand a variety of materials.

Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

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.

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

About 19 classes of 45 minutes each. Some students may need to finish at home.

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.

Teacher lesson plan guide

Technology needed – computers with internet access for students, networked printers.

Handouts

- Articles on Buffalo Bill from Colorado's Historic Newspaper Collection
- Important Denver People worksheet
- Articles on Denver People (pre-selected from various websites)
- List of people to choose from
- Question sheet for parents to figure out who the students are

Student and classroom supplies

- Meter Sticks
- Crayons
- School Costumes and some items brought from student's homes
- Tape
- Sentence Strips

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.

Potential Learning Resources:

[Colorado Historic Newspaper Collection](#)

[Colorado History Museum](#)

[Denver Government Biographies](#)

[Colorado Virtual Library for Kids](#)

Below are links to articles about Buffalo Bill from the Colorado Historic Newspaper Collection:

<http://www.coloradohistoricnewspapers.org/Repository/ml.asp?Ref=U0NKLzE5MjEvMDkvMjQjQXIwMDUwMA==&Mode=Gif&Locale=english-skin-custom>

<http://www.coloradohistoricnewspapers.org/Repository/ml.asp?Ref=RkNDLzE4OTEvMDEvMDEjOXIwMDQwMQ==&Mode=Gif&Locale=english-skin-custom>

<http://www.coloradohistoricnewspapers.org/Repository/ml.asp?Ref=V0IDLzE5MTcvMDYvMDgjOXIwMDIwNQ==&Mode=Gif&Locale=english-skin-custom>

<http://www.coloradohistoricnewspapers.org/Repository/ml.asp?Ref=REpULzE5MTUvMDIvMjYjOXIwMDEwNw==&Mode=Gif&Locale=english-skin-custom>

Teacher Lesson Planning Guide

Denver History:

Introduction

Part of the 3rd grade curriculum is Denver History. Choosing a person to research allows each student the chance to really focus and learn about one specific individual and time period in Denver.

DAILY LESSON PLANS

Class 1

Introduce students to research material on Buffalo Bill. Already have articles printed off of the Internet from [Colorado's Historic Newspaper Collection](#) (CHNC). This way the students are given a chance to see the articles from a different time period. Have students in pairs read the articles on Buffalo Bill. When the students have finished reading, begin modeling how to do two-column notes. The students are familiar with this technique so this is a refresher for them. Explain the importance of putting the notes into their own words.

Class 2

Review 2 column notes for Buffalo Bill. Fill in worksheet on Buffalo Bill. Review list of people and have a brief discussion of who they are. Let students decide 3 people they would like to research.

Class 3

Before class assign each student their person. Begin research. Have articles already printed on the people the students have chosen. Begin working with small groups of students and teach them how to use the Internet to find articles on [CHNC](#)'s website.

1. Demonstrate how to search CHNC by keyword. For details about searching by keyword as well as other search hints, go to the [CHNC Homepage](#) and click on the "Quick Guide to Using CHNC" link. You don't have to be an expert in searching CHNC, but it is helpful to read the Help screens in case students ask specific search questions. Your school librarian also has expertise in searching online databases, so you should always consider a classroom/library collaboration when working with CHNC.

2. Demonstrate a simple keyword search of All Publications. To begin the demonstration, go to [Colorado's Historic Newspaper Collection](#), click on "Search Colorado's Historic Newspaper Collection," and select the correct connection speed if that choice appears. If a message appears that "your web browser environment is not fully supported," you will still be able to perform keyword searches. Click on "Click here to enter Colorado's Historic Newspaper Collection."
3. Choose the tab "Search All." Enter "Buffalo Bill" in quotation marks for a phrase search, and click "Go" to search the default newspaper, the *Akron Weekly Pioneer Press*. How many articles are displayed? What are their dates? Can students make any other quick observations about the Results list?
4. Go back to the "Search All" tab. Keep the "Buffalo Bill" search, but this time select the box for "Search All Publications in the Collection." Click "Go." How many articles are displayed? Continue to scan and make observations about the results list.
5. Display one short newspaper article. Note the underlined keywords. Demonstrate the various functions of the drop-down menus.

Class 4 – 7

Continue working on research and teaching other students how to use the [CHNC](#) website.

Class 8 – 10

Begin writing paragraphs.

As the students finish their research, they will need to begin filling in their worksheet. They need to make sure they have filled in all of the necessary questions. Once their sheet is filled in they need to begin writing their paragraphs. This is a great time to review paragraph writing. The students need to do a paragraph about the person's birth, why we remember their person, what their person did, and individual paragraphs about the 4 special events.

Class 11 – 16

Begin editing paragraphs and writing on timelines. Review with students how to make timelines. Place meter stick along bottom edge of sentence strip paper and draw line with a pencil. Then fold the paper into 1/4's. On the first 1/4 write neatly in big letters the name of the person being researched. The 2nd section will be where the paragraph about that person's birth will go. The next section will be a picture relating to the paragraph. It can be drawn or something printed from the internet. This pattern of paragraph picture will continue until all of the paragraphs are included. When the student finishes with one sentence strip they repeat with another sentence strip. All of the sentence strips will be joined together with scotch tape.

New Strip

Name of	Paragraph	Picture about	Paragraph	Picture that
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Person On Cover	about birth	person	about next part of life.	goes with this paragraph.
	Date		Date	

Class 17 – 18

Practice answering questions for event with the parents. Also choose costumes from the school costumes.

Class 19

Presentation to parents. Students will present themselves to the parents. They will be spread throughout the auditorium and the parents will need to ask them questions about who they are. The parents will be given a list of questions to ask and the possible names that may be there. They will interview the students and try to guess who everyone is.

At the end the students will walk across the stage. They will then announce who they are and then share one interesting fact about their person.

Submitted by Pam Magill, Steck Elementary School, Denver, Colorado

Name _____

Denver History Timeline Rubric

Category	Advanced	Proficient	Partially Proficient	Beginning Understanding
Notes	Notes are recorded and organized in an extremely neat and orderly fashion.	Notes are recorded legibly and are somewhat organized.	Notes are recorded.	Notes are recorded only with peer/teacher assistance and reminders.
Paragraphs	Paragraphs contains introduction, main idea, supportive details, and transitions.	Paragraphs contain main idea, supportive details, introduction and conclusion.	Paragraphs contain main idea and supportive details.	Paragraph contains main idea.
Organization and Information	Information is very organized in the necessary paragraphs.	Information is organized and follows in a logical way.	Information is somewhat organized but the paragraphs are not well constructed. Few details or examples are given.	The information appears to be disorganized and has little or nothing to do with the main topic.
Mechanics	Paper/Timeline is neat and contains no grammatical, spelling, or punctuation errors.	Paper/Timeline is neat and contains almost no grammatical or punctuation errors.	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling or punctuation errors.
Presentation	Student knows the topic well and is comfortable sharing information/main ideas and details. Student can answer questions from parents without any problems.	Student knows the topic and is comfortable sharing information/main ideas and details. Student can answer questions from parents without many problems.	Student knows some of the information about their person and can answer some of the questions.	Student is uncomfortable sharing and doesn't know the necessary information.

Name _____

Important Denver People

Please answer the following questions about your Denver Person.

1. Who? Name/nicknames

2. What? What did they do?

3. When? Birthday? Highlights of Career?

4. Where? Where were they born?

Where did they live?

Where did they work/perform?

Where did they travel?

Where did they die?

5. Why? Why do we remember them?

PARENT QUESTIONNAIRE

Please use these questions to determine who the students are.

1. When were you born?
2. Where were you born?
3. Are you a male or female?
4. Are you alive today?
5. Were you or are you a politician?
6. How have you helped Denver?
7. What's at least 1 event that is important to your
life?

Name _____

DENVER PEOPLE

Circle three of the following and number them in order of preference.

Charles Boettcher
Mary Chase
William Larimer
Barney Ford
Benjamin Lindsey
Little Raven
Florence Sabin
Soapy Smith
Henry Brown
Uncle Dick Wootton
Horace Tabor
James Beckwourth
Mamie Eisenhower
Dick Lamm
Cleo Parker Robinson
Charles Raisch (principal)
Eugene Fields

Clara Brown
Anne Evans
Justina Ford
Emily Griffith
Federico Pena
Mary Elitch Long
Molly Brown
William Byers
Teresita Sandoval
Owl Woman
Casimiro Barela
Wellington Webb
Pat Schroeder
Diane Degette
John Elway
Byron White