

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

Lesson Title:

Dear Dr. Diet

Subject and Grade Level:

Health Grade Level 4-6

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 Colorado’s historic Newspapers to discover information related to healthy eating. They will compare and contrast common themes and claims from current resources with what they find in the historic collection and relate those themes to life today.

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.

English Standard 4:
Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
In order to meet this standard, students will

- make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing;

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

From research done in small groups, each group will develop a diet or nutrition related question and answer it as the “Dear Dr. Diet” advice columnist.

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.

Information Literacy Standard 2: The information literate student evaluates information critically and competently.
Indicators:
-Distinguishes among facts, point of view, and opinion.
-Selects information appropriate to the problem or question at hand.

Science Standard 3: Life Science: Students know and understand the

characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.

Science Standard 3.3 Students know and understand how the human body functions, factors that influence its structures and functions, and how these structures and functions compare with those of other organisms.

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

4 - 45 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.

Technology needed –

Computers with Internet access for students to work in pairs, networked printer, technology support for functions in *Colorado's Historic Newspaper Collection*.

Other resources-

Selection of current health and fitness magazines and/or newspapers

USDA Food Guide Information

(<http://www.mypyramid.gov/pyramid/index.html>)

Handouts –

Historic Newspaper Note Taking Form

Venn Diagram

Sample letter to advice columnist (find from current teen magazine)

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 1- Introduction to Keyword Searching and Article Analysis

Introduction to *Colorado's Historic Newspaper Collection*. Students will learn to search by keyword, display newspaper articles, scan for basic content, record unfamiliar vocabulary, and perform basic analyses of one article.

Class 2- Advanced Analysis and Questioning Techniques

Select one article from the for whole-class analysis (v1906 article (“Our Dietary Standards,” *Breckenridge Bulletin*, Breckenridge, Summit County, April 21, 1906) for a more advanced whole-class analysis. What leads one to believe this article is factual rather than an advertisement or opinion? Lead a discussion comparing the information in the article with the recommendations of the USDA Food Guide Pyramid. How do the recommendations compare?

Select a 1900 article (“A Little Diet Talk,” *Durango Democrat*, Durango, La Plata County, Nov. 8, 1900) What leads one to believe this article is advertisement or opinion rather than factual? Lead a discussion about the advertisement with

what they know of product marketing today. How do they compare? What claim is made in the article to convince a person buy the product (“consistent with proper living,” “should be included”)? What claims are made today to convince people to buy products?

Write follow up questions for further historical research.

Class 3- Following Historical Leads

Based on questions from class 2, continue independent research and gather information to use in writing the “Dear Dr. Diet” assessment. Develop the question for the assessment.

Class 4- Assessment of Learning

Write a letter to “Dear Dr. Diet” asking about a current diet claim or problem faced by young people. Respond using historical and current facts for offering sound nutritional advice.

Created by Sandra Messick, Director, Library Services, Woodruff Memorial Library, La Junta, Colorado.

Historic Newspaper Note Taking Form

Student Name(s) _____

1. Fill in the basic document information below.

Title or headline of document	
Date of newspaper	
Name of newspaper	
Location of newspaper	
Name of author (or N/A)	

2. In the table below, list the nutrition/diet related findings from the article.

Fact	
Fact	
Ad or Opinion	

3. In the table below, write 1-4 vocabulary words with which you are unfamiliar either in meaning or in historical usage. Write what you *think* they mean in your document.

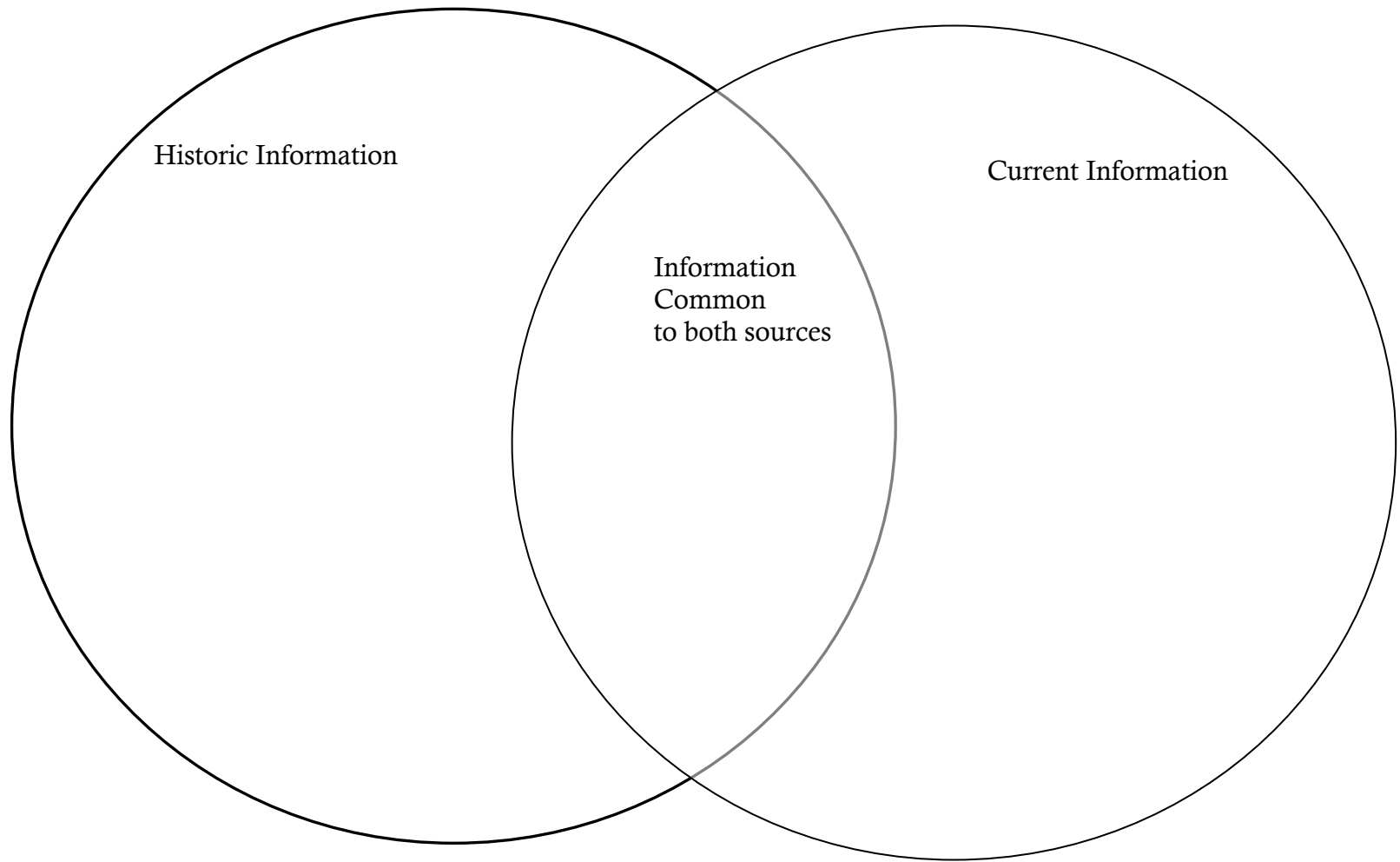
4. Short Answer. Based on your document, what can you infer about the time? Do you detect any specific viewpoint or bias?

5. Based on your document, write two questions with potential for follow-up research.

a. _____

b. _____

Complete the Venn Diagram below with the facts gathered from your research of historic and current sources.



List two findings that related to culture or social issues associated with diet.

Historical	Current