

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

Lesson Title:

Early Colorado Advertising: A Lesson In Economics & Geography

Subject(s) and Grade Level(s):

Economics, Geography, Media Literacy, American History, Language Arts,
Grades 4-12

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?

This lesson looks at advertising in Colorado’s Historic Newspaper Collection and the products and services that met social, physical, and economic needs at the turn of the 20th century. Throughout the lesson, students will develop their skills in browsing entire newspaper issues by region, retrieving a variety of advertisements, analyzing and categorizing the advertisements, and asking critical questions of the content.

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.

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

Information Literacy Standard 2: The information literate student evaluates information critically and competently.

Information Literacy Standard 9: The information literate student contributes positively to the learning community and to society and participates effectively in groups to pursue and generate information.

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

History Standard 2.1: 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.

History Standard 2.1: Students know how to interpret and evaluate primary and secondary sources of historical information.

Geography Standard 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

Geography Standard 5.3: Students know the changes that occur in the meaning,

use, location, distribution, and importance of resources.

Economics Standard 3: Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

Economics Standard 3.1: Students understand that the exchange of goods and services creates economic interdependence and change.

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.

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

This lesson includes three levels of assessment – a set of three historic advertisement analysis worksheets, a statistical analysis, and a self-assessment piece. See “Support Materials” section following the lesson.

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

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

History Standard 3.2: Students understand the history of social organization in various societies.

Geography Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Geography Standard 4.2: Students know the nature and spatial distribution of cultural patterns.

Geography Standard 4.3: Students know the patterns and networks of economic interdependence.

Economics Standard 2: Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

Economics Standard 2.1: Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services.

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

Total 3 class periods of ~45 minutes each.

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.

Lesson planning document –

In addition to this [Advertising Lesson](#) overview, the teacher will rely on an extensive [Teacher Lesson Plan Guide](#) that includes introductory information, suggested daily plans, questions for use with historic newspaper articles, and suggestions for further inquiry.

Technology needed –

Computers with Internet access for students to work in pairs, networked printer, technology support for functions in [Colorado's Historic Newspaper Collection](#).

Handouts –

[Student Lesson Guide](#) with introduction, links, guiding questions, search instructions, daily schedule.

[Historic Advertisement Analysis Worksheet](#)

[Historic Advertisement Statistics Form](#)

[Historic Advertisement Self Assessment](#)

Text resources –

Optional secondary sources on the history of advertising in America.

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:

- Discussion of the role of advertising in daily life today and at the turn of the 20th century.
- Introduction to “Map,” “Browse Region,” and “Search by Publication and Date” in [Colorado's Historic Newspaper Collection](#).
- Student searching and skills development.

Class 2:

- Continued student searching
- “My Collection” feature
- Finding exact and relative location at <http://www.lat-long.com/> (Map, Satellite, and Hybrid features).
- Printing and analysis of three advertisements

Class 3:

- Categorizing advertisements by social, physical, and economic need
- Share findings
- Self evaluation and reflective piece

Class 1 and 2 activities will take place in a computer lab or with a classroom set of laptop computers. The group activity in Class 3 works best at library tables or in a traditional classroom.

Created by Mary Johnson, Media Specialist, Colorado Springs, Colorado

Historic Advertisement Analysis Worksheet

Names of Students _____



Basic Publication Information

1. Title of Publication _____ 1 pt.
2. Date of Publication _____ 1 pt.
3. Page of Advertisement _____ 1 pt.

Geographic Information

1. City and County of Publication _____ 2 pts.
2. Exact Location (Use an online atlas or the following Web site to find exact location:
<http://www.lat-long.com/>. Record in decimal form.)
Latitude _____ Longitude _____ 2 pts.
3. Relative Location
Direction/Approximate Distance from Your Town _____ / _____ 2 pts.

Formal Analysis

1. Describe the featured product or service.

_____ 2 pts.
2. What social, physical, and economic need does the product or service meet?
_____ 2 pts.
3. What group of consumers is targeted in the ad? _____ 1 pt.
4. What visual images or symbols (if any) are used in the advertisement?
_____ 1 pt.

5. List all vocabulary words that are unfamiliar or archaic in their usage, and look up their definitions. Write short definitions in your own words. 10 pts.

Word

Definition

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. If you wanted to do further online research into the products or services offered in this advertisement, what keywords would you use? List at least four keywords. 2 pts.

7. In your own words, what does the advertisement say? 2 pts.

8. Why do you think the products or services in this advertisement were important to the people of Colorado at the turn of the last century? 2 pts.

9. Would the same or similar products or services be advertised today? If not, why not? If yes, in what format or publication would you see this product (or a similar one) advertised today? 2 pts.

10. Would this advertisement have differed from one geographic area to another within the State of Colorado? Why or why not? 2 pts.

Please attach a copy of the advertisement to this worksheet.

1 pt.

Historic Advertisement Self Assessment



Name of Student _____

Check All Completed Activities:

- _____ 1. Participated in introductory discussion.
- _____ 2. Accessed [Colorado's Historic Newspaper Collection](#).
- _____ 3. Practiced map search and "Browse Region" search by date and issue.
- _____ 4. Informally browsed multiple historic newspapers for advertisements.
- _____ 5. Selected and printed three advertisements from between 1890 and 1910.
- _____ 6. Completed three [Historic Advertisement Analysis Worksheet](#) forms.
- _____ 7. Contributed to completion of [Historic Advertisement Statistics Form](#).

Rate (Circle) Quality of Work on a Scale of 1-5 (5 being highest):

Growth in CHNC Search Skills	1	2	3	4	5
Depth of Historical Thinking	1	2	3	4	5
Time on Task	1	2	3	4	5
Quality and Completion of Worksheets	1	2	3	4	5
Contribution to Partner Work	1	2	3	4	5
Your Partner's Contribution	1	2	3	4	5
Contribution to Large Group Work	1	2	3	4	5

Self Reflection Essay:

(Points to consider might include quality of individual and group work, evidence of learning, satisfaction with level of historical analysis and questioning, how to improve own work, how to strengthen the lesson for future students, etc.)

(Continue on back as needed.)

Student Lesson Guide

EARLY COLORADO ADVERTISING: A LESSON IN ECONOMICS & GEOGRAPHY

INTRODUCTION

Your teacher will introduce “Early Colorado Advertising: A Lesson in Economics & Geography” with a discussion of advertising today:

1. Where do you find advertising today?
2. Do you have a favorite ad or commercial? Why is it your favorite? What makes you pay attention to an ad or commercial?
3. When you or other family members want or need to buy a product or service, where do you get the necessary information? What *is* the necessary information?
4. What categories of items do you or other family members purchase based on advertisements? (Eg. electronics, vehicles, items for entertainment, food, clothing, or other products and services.)
5. Do people in other parts of Colorado, the U.S., or the world see, read, or hear the same kinds of advertisements you see, read, or hear? Why or why not?

[Optional: If your teacher has ordered classroom sets of current newspapers from the Denver Newspaper Agency’s [Newspapers in Education](#) program or other NIE programs, you will be able to browse today’s advertisements. Again, what categories are represented, how is the information presented, what catches your attention, and what might convince you to buy an advertised product or service?]

Now think about advertising in Colorado one hundred years ago:

1. What products and services do you think were important to families at the turn of the last century?
2. How do you think the people of Colorado found out about products and services that they needed to buy in 1900?
3. What can [Colorado’s Historic Newspaper Collection](#) (CHNC) tell us about what products and services were important to the people of Colorado at the turn of the century?
4. How do you think newspaper advertisements have changed in the past one hundred years? How are they alike or different from modern advertisements?
5. What can historic newspaper ads teach us about life at the turn of the 20th century?
6. Did advertisements differ from one geographical area to another within the State of Colorado? Why or why not?



Weinheimer's Livery Stable
F. M. WEINHEIMER, Prop.
City Transfer and Express.
NEW BUGGIES AND NEW
HARNESSES.

DAILY PLANS AND PROCEDURES

Class 1 –

- Discussion of the role of advertising in daily life today and at the turn of the 20th century.
- Introduction to “Map,” “Browse Region,” and “Search by Publication and Date” in [*Colorado’s Historic Newspaper Collection*](#).
- Student Searching and Skills Development.

1. This class will begin with a discussion of advertising today, an exercise in browsing current newspaper advertisements, and a discussion of life and advertising at the turn of the last century (see “Introduction” above).

Your teacher or librarian will introduce you to [*Colorado’s Historic Newspaper Collection*](#).

2. Your teacher or librarian will demonstrate the “Map” feature and the “Browse Region” feature of [*Colorado’s Historic Newspaper Collection*](#). To begin the demonstration, go to [CHNC](#), 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 browse by region. Click on “Click here to enter Colorado’s Historic Newspaper Collection.”
3. Your teacher or librarian will show how to select a region, a publication, and a specific date. You will also learn how to “flip” from page to page with the arrows and how to use the various functions of the drop-down menus.
4. Working in pairs from the [CHNC Web site](#), you will scan entire newspapers by Colorado region from the turn of the 20th century – about 1890 to 1910 – looking for a variety of advertisements. Just read, enjoy, and make mental notes of your first observations. [Note that not all newspapers digitized by CHNC were published during this time period.]

Class 2 –

- Continued student searching
 - “My Collection” feature
 - Finding exact and relative location at <http://www.lat-long.com/> (map, satellite, and hybrid features).
 - Printing and analysis of three advertisements
1. Review the previous day’s learning. What did you learn about historic newspaper advertisements? Did anything strike you as humorous? Different from today? Difficult to understand? Did you experience any technical difficulties?
 2. Continue searching in pairs. Your teacher or librarian will demonstrate the My Collection feature. Your goal for today is to select, print, and analyze three representative advertisements from between 1895 and 1905.

3. Using the [Historic Advertisement Analysis Worksheet](#), you and your partner will record basic publication information, geographic location information, and unfamiliar vocabulary. By the end of class, you should hand in three analysis worksheets with copies of three advertisements attached. Be sure to include both partners' names. If you finish early, continue to browse other newspapers.
4. Your teacher or librarian will also show you how to find exact and relative location using the following Web site: <http://www.lat-long.com/> and its map, satellite, and hybrid features.
5. For the next class, be prepared to discuss how the advertised products and services met social, physical, and economic needs at the turn of the 20th century.

Class 3 –

- Categorizing advertisements by social, physical, and economic need
 - Share findings
 - Reflective piece and self evaluation
1. Your teacher will return the analysis forms to you and your partner. Joining two other sets of partners, you will categorize the advertisements analyzed in the previous class by social, physical, or economic need. You can do this either by using a concept mapping software program such as “Inspiration” or by using the [Historic Advertisement Statistics Form](#). On the form, you will note the main category of each advertisement. On the back of the form, you will record inferences and observations about the economy and society of the time period based on the advertisements.
 2. When your group has finished the [Historic Advertisement Statistics Form](#) and written observations, select a spokesperson and discussion leader from your group. Next, join one other group. Share your findings and your advertisements with the other group and vice versa.
 3. Hand in all completed materials.
 4. Complete [Historic Advertisement Self Assessment](#). Due Date _____.

Teacher Lesson Plan Guide

EARLY COLORADO ADVERTISING: A LESSON IN ECONOMICS & GEOGRAPHY

INTRODUCTION

To introduce “Early Colorado Advertising: A Lesson in Economics & Geography,” lead students in a discussion of advertising today:

1. Where do you find advertising today?
2. Do you have a favorite ad or commercial? Why is it your favorite? What makes you pay attention to an ad or commercial?
3. When you or other family members want or need to buy a product or service, where do you get the necessary information? What *is* the necessary information?
4. What categories of items do you or other family members purchase based on advertisements? (Eg. electronics, vehicles, items for entertainment, food, clothing, or other products and services.)
5. Do people in other parts of Colorado, the U.S., or the world see, read, or hear the same kinds of advertisements you see, read, or hear? Why or why not?

[Optional: If you have access to current newspapers from the Denver Newspaper Agency’s [Newspapers in Education](#) program or other NIE programs, ask your students to browse the advertisements. Again, what categories are represented, how is the information presented, what catches your attention, and what might convince you to buy an advertised product or service?]

Now that you have established what students know about advertising today, ask them to think about advertising in Colorado one hundred years ago:

1. What products and services do you think were important to families at the turn of the last century?
2. How do you think the people of Colorado found out about products and services that they needed to buy in 1900?
3. What can [Colorado’s Historic Newspaper Collection](#) (CHNC) tell us about what products and services were important to the people of Colorado at the turn of the century?
4. How do you think newspaper advertisements have changed in the past one hundred years? How are they alike or different from modern advertisements?
5. What can historic newspaper ads teach us about life at the turn of the century?
6. Did advertisements differ from one geographical area to another within the State of Colorado? Why or why not?



Weinheimer's Livery Stable
F. M. WEINHEIMER, Prop.
City Transfer and Express.
NEW BUGGIES AND NEW
HARNESS.

DAILY PLANS AND PROCEDURES

Class 1-

- Discussion of the role of advertising in daily life today and at the turn of the 20th century.
- Introduction to “Map,” “Browse Region,” and “Search by Publication and Date” in [Colorado’s Historic Newspaper Collection](#).
- Student searching and skills development.

1. Begin class with a discussion of advertising today, an exercise in browsing current newspaper advertisements, and a discussion of life and advertising at the turn of the last century (see “Introduction” above).
2. The librarian or teacher introduces students to [Colorado’s Historic Newspaper Collection](#). Briefly explain the program based on the following information from the CHNC Web site:

Colorado's Historic Newspaper Collection (CHNC) contains historic newspapers that have been digitized and made accessible via the Internet. The collection currently includes 86 newspapers published in Colorado from 1859 to 1928. Newspapers come from 46 cities and 34 counties throughout the state, and they were published in English, German, Spanish, or Swedish. CHNC contains over 291,000 digitized pages from these newspapers, and new material is added once a month. CHNC uses Olive Software's ActivePaper™ Platform, which was designed specifically for providing access to digitized newspapers. CHNC is a joint endeavor of the Colorado State Library, the Colorado Historical Society, and the Collaborative Digitization Program (CDP).

3. The librarian or teacher demonstrates the “Map” feature and the “Browse Region” feature of [Colorado’s Historic Newspaper Collection](#). To begin the demonstration, go to [CHNC](#), 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.”
4. The librarian or teacher shows how to select a region, a publication, and a specific date, and demonstrate “flipping” from page to page with the arrows. (This lesson emphasizes the use of advertising in complete issues of historic newspapers rather than keyword searching. Later in the lesson, some students might want to perform keyword searches on specific topics, but for now, ask them to browse each newspaper from beginning to end.) Demonstrate the various functions of the drop-down menus as necessary. Your school librarian has expertise in searching online databases, so you should always consider a classroom/library collaboration when working with CHNC.
5. Students (working in pairs) will scan entire newspapers by Colorado region from the turn of the 20th century – about 1890 to 1910 – looking for a variety of advertisements. Note that many of the newspapers were published for only a short time. Students will have to select newspapers published at the turn of the century.

Class 2 –

- Continued student searching
 - “My Collection” feature
 - Finding exact and relative location at <http://www.lat-long.com/> (map, satellite, and hybrid features).
 - Printing and analysis of three advertisements
1. Review the previous day’s learning. What did students learn about historic newspaper advertisements? Did anything strike them as humorous? Different from today? Difficult to understand? Did students experience any technical difficulties?
 2. Students continue searching in pairs. As they identify favorite advertisements, demonstrate how to save them with the My Collection feature. Their goal is to select, print, and analyze three representative advertisements from between 1890 and 1910. (For better classroom management, ask them to print and analyze only one advertisement at a time.)
 3. Using the [Historic Advertisement Analysis Worksheet](#), students will record basic publication information, geographic location information, unfamiliar vocabulary, and other basic analyses of the three advertisements.
 4. For Question 7, show students how to find exact and relative location using the following Web site: <http://www.lat-long.com/> and its map, satellite, and hybrid features.
 5. For the next class, students should be prepared to discuss how the advertised products and services met social, physical, and economic needs at the turn of the 20th century.

Class 3 –

- Categorizing advertisements by social, physical, and economic need
 - Share findings
 - Self evaluation and reflective piece
1. Return the analysis forms to the partners. In groups of five or six, students will categorize the advertisements analyzed in the previous class by social, physical, or economic need. They can do this either by using a concept mapping software program such as “Inspiration” or by using the [Historic Advertisement Statistics Form](#). They will note the target audience of each advertisement, and they will record inferences about the economy and society of the time period based on the advertisements.
 2. When a group has finished the Historic Advertisement Statistics Form, ask each group to select a spokesperson and discussion leader. Next, ask them to join another group and to share their findings and their advertisements with the other group and vice versa.
 3. Hand out [Historic Advertisement Self Assessment](#). Due Date _____

Suggestions for Further Inquiry –

1. Ask students to generate questions based on their study of historic advertisements. These might be questions related to products and services, unfamiliar vocabulary, locations, family life, clothing, transportation, etc. They should be curiosity-driven and researchable. Ask them to select a question for follow-up research online or in library books.
2. Study and tally advertisements by decade to see how communities' needs have changed over time.
3. The statistics activity lends itself well to simple spreadsheet analysis. A spreadsheet compiled from all advertisements studied by a class can be converted to a chart to show the distribution of specific types of advertisements.
4. Turn an old-fashioned advertisement into a modern televised or Web-based commercial message.
5. Using the electronic versions of *The Denver Post* or the *Rocky Mountain News*, research advertisements today. How do modern advertisements reflect the needs and desires of our communities today? (This is an ideal compare/contrast lesson when combined with historic newspaper advertisements.)