

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

Lesson Title:

Historical Fiction Story

Subject and Grade Level:

7-12 Language Arts, History

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 identify a historical event of their choice. Students will then investigate this character by researching the *Colorado Historic Newspaper Collection*. After gathering three separate articles (sources), students will write a short historical fiction story. The story must contain references (quotations) from the articles used.

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 1: Students read and understand a variety of materials.

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 3: The information literate student uses information accurately and creatively.

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

Assessment will be made by the outcome of the story the student writes. Students are allowed to be creative but their sources must be present in their story. An additional rubric is included.

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

History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of historical information.

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

This assignment will take up about six one hour 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 materials needed for this lesson are:

- Computers (1 for each student)
- Internet access for all
- Rubric
- Bibliography worksheet

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 One:

1. Introduce students to Colorado's Historic newspaper Collection website. <http://www.coloradohistoricnewspapers.org>
2. Allow students to become familiar with website and search procedures.
3. Have students search for a historical event which they are interested in. Each student must find their event in three different sources in which their event is a main component.

Day Two and Three:

1. Students will read articles and arrange their information in organized notes.
2. Students will complete the bibliography worksheet.

Day Four:

1. Students begin to write their story. They can write anything they want as long as they use information they gathered from the three articles they researched.

Day Five:

1. Students will finish typing their stories. They will each peer edit for one of their classmates. Rubric will be given to each student. The rubric should be used when editing.
A final copy of the story will be due the next day.

Day Six:

1. Students share their stories with the class.

Themes for discussion:

- ❖ Media bias
- ❖ Secondary and primary sources

Created by Catalina Guarin, Durango, CO

Bibliography Worksheet

Name _____

To complete this assignment, you must use at least three different articles from the CHNP website. The MLA way to cite an article from a database is the following:

1. Author. List the last name first.
2. Article Title. Enclose the title and any subtitle in quotation marks.
3. Periodical title. Underline or italicize it. Exclude any initial A, An or The.
4. Volume number. Also give the issue number if appropriate.
5. Date of publication. Give the year for the journal; the month and the year for the monthly magazines; the day, month and year for the daily newspapers.
6. Inclusive page numbers. Include section letters for the newspapers, if relevant. If only the first page is given, follow it with a hyphen, a space and a period.
7. Name of database. Underline or italicize.
8. Name of subscription service, if available.
9. Name of the library where you accessed the article. Also list the city and state.
10. Date you accessed the article and a brief URL for the database.

Example:

I looked up the Spanish American War.

I picked an article from The San Miguel Daily Journal.

**“Fifty Thousand Spanish American War Vets Available.” *Daily Journal*. March 14, 1916. p.1 Colorado Historic Newspaper Collection. Reed Library., July 1, 2006
<<http://www.coloradohistoricnewspapers.org/>>**

Article One

Article 2

Article 3

Research Report : Historical Fiction Story				
Student Name: _____				
CATEGORY	3	2	1	0
Sources	Three sources are documented. Direct quotations from articles are required.	Two sources are documented. Direct quotations from articles are required.	One source is documented. Direct quotations from articles are required.	Sources are not accurately documented in the story.
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.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.