

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

Lesson Title:

Colorado Miners: Union or Not?

Subject and Grade Level:

8th Grade Reading and American 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?

Students will be able to:

1. Distinguish between primary and secondary sources.
2. Demonstrate the differences between each assigned group’s view of labor unions.
3. Compare and contrast labor union views from multiple sources.
4. Effectively use the computer lab to access online sources.
5. Effectively use the library to access printed materials.

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.

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

Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

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.

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

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

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

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

History Standard 5: Students understand political institutions and theories that have developed and changed over time.

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)

Reading Assessment: Students will write an essay comparing and contrasting assigned classroom readings with library and online researched materials concerning different views of labor unions in the early 1900s.

History Assessment: Student groups will create a written speech outlining their assigned view of labor unions in the early 1900s.

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

Reading and Writing Standard 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

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.

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

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

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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

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

Reading Classroom: Four class periods of 45 minutes each.

History Classroom: Three class periods of 45 minutes each.

Library: Three class periods of 45 minutes each.

Computer Lab: Two 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.

Two days of internet access in the computer lab.

Colorado Historic Newspapers Collection website.

Examples of primary and secondary sources.

Copies of classroom readings. All That Glitters: Class, Conflict, and Community in Cripple Creek by Elizabeth Jameson. Copyright date April 1998. University of Illinois Press.

Student notes on researched materials.

American History Textbook The American Nation

Assigned topics for assignment: female laborers; white, male laborers; union organizers; African-American laborers; and mine owners.

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.

Reading Classroom

Day 1

1. Brief over view of labor unions in Colorado mining.
2. Assign research topics to students.
3. Take students to computer lab and introduce them to Colorado's Historic Newspaper Collection website.
4. Have students begin researching and taking notes on assigned topic using this website.

Day 2

1. Students will continue researching and taking notes on assigned topics in computer lab.

Day 3

1. Discuss methods of compare and contrast with students.
2. Read and discuss first selection from All That Glitters by Elizabeth Jameson.

Day 4

1. Read and discuss second selection from All That Glitters by Elizabeth Jameson.

Day 5

1. Students begin writing five paragraph rough draft comparing and contrasting researched materials with classroom readings.

Day 6

1. Continue writing rough draft essay. Inform students of due date for final draft.

American History Classroom**Day 1**

1. Take students to library for instruction on primary and secondary sources.

Day 2

1. Give students a brief description of mine conditions in Colorado at the turn of the century as an on-going discussion about labor unions.
2. Break students into study/research groups and assign group topics.
3. Take students to library to begin their topic research using printed materials. (students must take notes over research)

Day 3

1. Continue student research and note taking in the library.

Day 4

1. Give student groups time to write a speech. Speech must be written from the perspective of the assigned group topic and must state that group's opinion for or against the labor union.

Day 5

1. Student groups must present their speech to the rest of the class. Discuss speeches and views after each group has presented.

Day 6 – possible extension to the lesson

1. Debate the researched perspectives. Have student groups debate as if they were the assigned group and had to decide if they were going to join a labor union.

Class Debate: Unions or Not

Teacher Name: Brandi Talley

Student Name _____

CATEGORY	4	3	2	1
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.

Speech Rubric: Union or Not

Teacher Name: Brandi Talley

Student Name: _____

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

Compare and Contrast Essay Rubric

Teacher Name: Pam Gaasch

Student Name: _____

CATEGORY	4	3	2	1
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the story line is unsupported.	Supporting details and information are relevant, but several key issues or portions of the story line are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Writing Process	Student devotes time and effort to the writing process (prewriting, drafting, reviewing, and editing) Significant revisions or drafts completed.	Student has participated in all steps of the writing process (prewriting, drafting, reviewing, and editing)	Student has minimally participated in the writing process (prewriting, drafting, reviewing, and editing) Does enough to get by.	Student has devoted little or no time or effort to the writing process.
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