

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

Lesson Title:

Whose Neighborhood Is It? Whose America Is This?

Subject(s) and Grade Level(s):

Security, economics, legal, cultural, human rights issues/Grade Levels Jr. & Sr. High School

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?

To study a complicated issue such as immigration in the newspaper, students must think critically and differentiate between facts and opinions, analyze the debate by comparing and contrasting arguments, evaluate the solutions, synthesize their own positions, and view the issue in the context of history.

A. Students will study **today’s** immigration issues using the electronic versions of the Denver Post and Rocky Mountain News and **yesterday’s** immigration issues using the Colorado Historic Newspaper Collection (CHNC). This unit can be accomplished by either starting with the historical perspective or the contemporary one – the teacher is free to choose.

B. Students will answer these questions:

Who are immigrants?

How are immigrants pictured in the news?

Are they welcome here?

What are the problems surrounding immigration now and in the past?

What solutions to the immigration problem have been considered?

What is your view of the immigration issues?

What opinions have you formed over the course of this study?

C. Students will analyze immigration issues and problems/solutions in categories:

security

economics

legal

cultural

human rights issues

D. Students will form their own opinions and express them in writing an editorial.

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 & 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.

Information Literacy Standard 7: The information literate student contributes positively to the learning community and to society and recognizes the importance of information to a democratic society.

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

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.

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

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.

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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.

Minimum of 6 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.

Background information needed for teachers and students:

- Working knowledge of electronic editions of both papers.
- Working knowledge of Colorado's Historic Newspaper Collection (CHNC)

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 1 Immigration today

Use the electronic editions of Denver Post/Rocky Mountain News.

Click on electronic edition of either paper and using Search, type in "immigration". Click on "month", then Search. You will find a listing of all articles containing that key word. Choose three articles to read that you think will provide you with the most information, open each and click on Article.

Then Add to My Collection.

Fill out the IMMIGRATION ISSUE NEWS ANALYSIS form for each article.

Day 2: Brainstorming Session with Teacher

Immigration is a multi-layered issue.

After students have researched the issue, bring students back together to create a web of the **immigration problems** they have found in their readings. As they add their findings, help students categorize the issues under the following five headings: security, economics, legal, cultural, human rights issues (see the Web of Immigration Problems document.)

Now have students create another web where **immigration solutions** can be listed and discussed, using the same five categories, or list solutions in a different color on same web.

Day Three: Immigration in the past

Using Colorado's Historic Newspaper Collection.

What were the immigration issues of the past? Compare to today. Click on Search All, enter immigration as search term. Click on Search all publications in the Collection. Find **three** articles from this site to analyze. Add them to My

Collection.

If research time is limited, students may draw on this suggested list of articles from the historic collection:

1. *Durango Democrat* "Immigration Law Not Enforced," June 24, 1902
2. *Fairplay Flume* "Scum of Europe," January 26, 1906
3. *Colorado Transcript* "Great Problem of Immigration," September 26, 1907
4. *Longmont Ledger* "Increase in Immigration," December 20, 1907
5. *Telluride Journal* "New Immigration Law to Make Possible Restrictions," February 17, 1910
6. *Weekly Ignatio Chieftan* "Immigration Bill Vetoed," February 5, 1915
7. *Weekly Courier* "Prohibiting Immigration," April 14, 1916
8. *Weekly Courier* "No Immigration after the War," October 13, 1916
9. *Longmont Ledger* "Immigration Law Passed," February 25, 1921
10. *Akron Weekly Pioneer Press* "This Congress to Regulate Immigration," May 6, 1921

Day 4: Brainstorming Session with Teacher: Now that students have read historical newspapers, create a web of historical immigration issues. Use the same web design and categories (see Historical Web Immigration Problems document.)

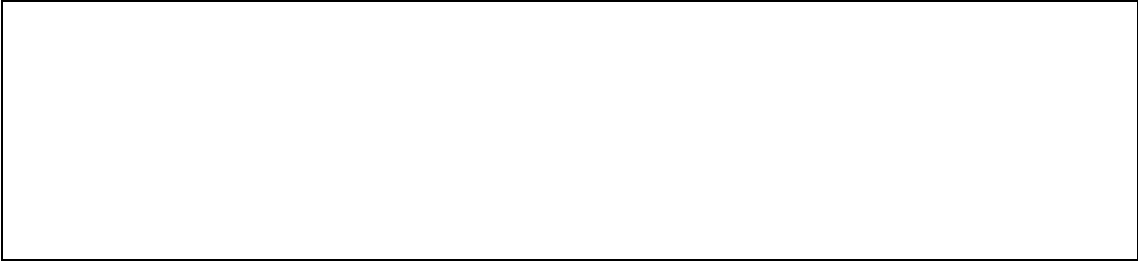
Now have students create another web where **immigration solutions** can be listed and discussed, using the same five categories, or list solutions in a different color on same web.

Day 5: Students will study the editorial style and write their own editorial on this issue. Bonus points for including references to historic immigration issues.

1. Choose an editorial from today's paper and analyze the form it follows.
2. This site offers a guide to writing an editorial:
<http://projects.edtech.sandi.net/pbmiddle/environment/editor.htm>
3. Write your own editorial.

Day 6: Sharpening your Skills: Study the immigration issues using editorial cartoons.

1. Visit www.postnewseducation.com. Click on Weekly Lessons, then Cartoons for the Classroom. From the Lesson Archive, download lesson plans for 4/24/06 May Day for Immigration Debate and 4/10/06 Xenophobia. Note also the Cartoon Evaluation Worksheet. Excellent.
2. At this same site, scroll down to Daryl Cagle's Cartoon Index. There you will find a large selection of editorial cartoons from around the world on every issue including immigration.



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