

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

**Lesson Title:**

“Coolorado:” The Ludlow Massacre

**Subject(s) and Grade Level(s):**

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?

In this lesson, students will explore the history of the Ludlow Massacre through an online encyclopedia, through Colorado’s Historic Newspaper Collection, and the Collaborative Digitization Program. In particular, they will measure the impact of the strike on the miners, their families, Colorado and the nation. Students will develop their skills in using electronic databases and primary sources, both print and digitalized. They will critically analyze and question the content and the digitalized images.

**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 2:** The information literate student evaluates information critically and competently.

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

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

**Reading and Writing 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
- Identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director
- Evaluate the reliability, accuracy, and relevancy of information

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

1. Students will read and analyze three articles on the subject of the Ludlow Massacre from Colorado's Historic Newspaper Collection.
2. Students will study and analyze three pictures from the Ludlow Massacre.
3. Students will write a letter to the editor of one of the newspapers. They will use the vocabulary and style of that historical time and express their opinion of the miners' strike.

**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 1:** The information literate student accesses information efficiently and effectively.

**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.

Examines diverse opinions and points-of-view (i.e., culture, background, historical context, etc.) to develop and modify his own point of view.

**History Benchmark 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.

**Reading and Writing Standard 1:** Students read and understand a variety of materials.

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

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

Total of four class periods at 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.

Computers with Internet access

Allow students to work in pairs

Technology support for functions in Colorado's Historic Newspaper Collection and Collaborative Digitization Program

Online encyclopedia

Data (LCD) projector for the teacher to introduce the daily lessons

Handouts

Worksheets for photographic and news articles analysis

Historic Letter to the Editor Rubric

**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 on the Encyclopedia**

Teacher will use the data show projector to introduce the Ludlow Massacre. He/she may direct students to construct an electronic timeline of the events immediately before and after.

**Class 2: Introduction to Keyword Searching and Article Analysis**

Teacher will use the data show projector to introduce Colorado's Historic Newspaper Collection. Students will learn to search by keyword, display newspaper articles by date, scan for basic content, list unfamiliar vocabulary and analyze three articles.

**Class 3: Introduction to Searching for Digital Pictures**

Teacher will use the data show projector to introduce the Collaborative Digitization Program. Students will learn to search Heritage West at [www.cdpheritage.org](http://www.cdpheritage.org) for pictures using keyword "Ludlow Massacre" bringing up 49 hits. For example, Ludlow Monument, Near View of Ruins Ludlow Tent Colony, Demonstrations Ludlow Massacre, and Ludlow Massacre Tent Colony. They will study the captions and analyze three pictures. They will then discuss these images with their partner and describe what is happening.

**Class 4: Assessment of Learning**

Based on the articles they have read and the digitalized pictures they have analyzed, students will write a letter to the editor of one of the Colorado newspapers. They will use the style and vocabulary of the early 1900s as they state their opinion of the massacre and its aftermath. Advanced students may wish to research other mine disasters in the U.S. Teachers may direct them to write a letter to the editor of one of the newspapers that reported on the event. News articles to consider include:

1. *Thirty-three known dead in fight at Ludlow; scores are missing*, Weekly Courier, Fort Collins, 4/24/1914.
2. *13 Killed in Ludlow Battle*, Summit County Journal & Breckenridge Bulletin, 4/24/1914
3. *Ludlow Camp Center of War: hundreds of bullets open fight with striking miners*, Blue Valley Times, Dillon, 10/10/1913
4. *Ludlow Fire Horror*, Colorado Transcript, 5/7/1914

**Potential Learning Resources:**

Colorado's Historic Newspaper Collection

<http://www.coloradohistoricnewspapers.org>

Collaborative Digitization Program [www.cdpheritage.org](http://www.cdpheritage.org)

Wikipedia (online encyclopedia) <http://wikipedia.com>

"Historic Letter to the Editor" Rubric

<http://www.cdpheritage.org/educator/chnc/documents/LettertoEditorRubric.pdf>

Photographic Analysis Form

<http://memory.loc.gov/learn/lessons/98/brady/photo.html>

News Article Analysis Worksheet

<http://www.cdpheritage.org/educator/chnc/documents/NewsArticleAnalysisWorksheet.pdf>

Current news articles <http://www.post-newscustomer.com>