

**“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:**

8<sup>th</sup> 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.

**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

**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.