

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

Lesson Title:

Early Colorado Advertising: A Lesson In Economics & Geography

Subject(s) and Grade Level(s):

Economics, Geography, Media Literacy, American 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?

This lesson looks at advertising in Colorado’s Historic Newspaper Collection and the products and services that met social, physical, and economic needs at the turn of the 20th century. Throughout the lesson, students will develop their skills in browsing entire newspaper issues by region, retrieving a variety of advertisements, analyzing and categorizing the advertisements, and asking critical questions of the content.

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 and effectively.

Information Literacy Standard 2: The information literate student evaluates information critically and competently.

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 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 Standard 2.1: Students know how to interpret and evaluate primary and secondary sources of historical information.

Geography Standard 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

Geography Standard 5.3: Students know the changes that occur in the meaning,

use, location, distribution, and importance of resources.

Economics Standard 3: Students understand the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies.

Economics Standard 3.1: Students understand that the exchange of goods and services creates economic interdependence and change.

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

Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

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

This lesson includes three levels of assessment – a set of three historic advertisement analysis worksheets, a statistical analysis, and a self-assessment piece. See “Support Materials” section following the lesson.

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 2.3: 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.

History Standard 3.2: Students understand the history of social organization in various societies.

Geography Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

Geography Standard 4.2: Students know the nature and spatial distribution of cultural patterns.

Geography Standard 4.3: Students know the patterns and networks of economic interdependence.

Economics Standard 2: Students understand how different economic systems impact decisions about the use of resources and the production and distribution of goods and services.

Economics Standard 2.1: Students understand that different economic systems employ different means to produce, distribute, and exchange goods and services.

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

Total 3 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.

Lesson planning document –

In addition to this [Advertising Lesson](#) overview, the teacher will rely on an extensive [Teacher Lesson Plan Guide](#) that includes introductory information, suggested daily plans, questions for use with historic newspaper articles, and suggestions for further inquiry.

Technology needed –

Computers with Internet access for students to work in pairs, networked printer, technology support for functions in [Colorado's Historic Newspaper Collection](#).

Handouts –

[Student Lesson Guide](#) with introduction, links, guiding questions, search instructions, daily schedule.

[Historic Advertisement Analysis Worksheet](#)

[Historic Advertisement Statistics Form](#)

[Historic Advertisement Self Assessment](#)

Text resources –

Optional secondary sources on the history of advertising in America.

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:

- Discussion of the role of advertising in daily life today and at the turn of the 20th century.
- Introduction to “Map,” “Browse Region,” and “Search by Publication and Date” in [Colorado's Historic Newspaper Collection](#).
- Student searching and skills development.

Class 2:

- Continued student searching
- “My Collection” feature
- Finding exact and relative location at <http://www.lat-long.com/> (Map, Satellite, and Hybrid features).
- Printing and analysis of three advertisements

Class 3:

- Categorizing advertisements by social, physical, and economic need
- Share findings
- Self evaluation and reflective piece

Class 1 and 2 activities will take place in a computer lab or with a classroom set of laptop computers. The group activity in Class 3 works best at library tables or in a traditional classroom.

Created by Mary Johnson, Media Specialist, Colorado Springs, Colorado