

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

**Lesson Title:**

Hoodlums and Gangs of Yesteryear: Searching Colorado’s Historic Newspaper Collection.

**Subject and Grade Level:**

Language Arts – 8<sup>th</sup> grade

**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 are to have first hand experience culling information from primary documents (Colorado’s Historic Newspaper Collection), write a brief essay using this information, and use appropriate documentation and citation procedures.

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

**Reading and Writing Standard 5:** Students read to locate, select, and make use of relevant information from a variety of media, reference and technical sources.

**Information Literacy Standard 2:** Distinguishes among facts, point of view, and opinion.

**Information Literacy Standard 3:** Produces and communicates information and ideas in appropriate formats.

**Information Literacy Standard 8:** Respects the principles of intellectual freedom; respects intellectual property rights.

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

Students will complete the “News Article Analysis Worksheet” for three primary articles (handouts from Colorado’s Historic Newspaper Collection), write a three paragraph essay (students will have already learned a three-paragraph essay format previous to this assignment but will not be formally assessed for this format at this time) on the topic of gangs taken from the information in the three articles, and include proper documentation (works cited page and parenthetical documentation).

Students would be required to read their essays to the class and then give their own opinions (if they care to) about the articles they read.

**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:** Recognizes that accurate and comprehensive information is the basis for intelligent decision-making. Information Literacy

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

Three class periods - 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.

Handouts include:

“News Article analysis Worksheet,” Computer word processing program for students to finalize their essay

Ten newspaper articles printed out from Colorado’s Historic Newspaper collection

1. “Tough Boys finally break into jail”
2. “How the Denver Juvenile court keeps track of bad boys”
3. “The Boy Scouts and the gangs”
4. “Gang of nine are guilty of petty thefts[sic]”
5. “A gang of juvenile offenders captured”
6. “Mischievous[sic] young hoodlums...”
7. “Policeman killed by hoodlums at Loveland”
8. “Young hoodlums in need of curbing”
9. “The San Francisco situation”
10. “Noble Colorado Institution”

Works Cited Page and Guidelines that includes an example of what a bibliographical citation should look like.

**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.

1. Introduce the concept that gangs have been around for quite some time and newspaper articles have been reporting on these groups and possible solutions. This essay that students are to write is a forerunner of another essay they will be assigned to write on current day gang problems and possible solutions. These last essays will – if well-written – be submitted to the Greeley Police Department for its annual competition.
2. Brainstorm keywords about the topic of gangs using a graphic organizer technique such as the Inspiration computer program to create an inquiry web.
3. Go over the bibliographic citations procedures and requirements including the parenthetical documentation information. Give bibliographic citations and parenthetical examples using a couple of the news articles from the selected model articles. The brochure that will be used is borrowed from the book “Developing an Information Literacy Program K-12,” 2<sup>nd</sup> ed., Developed by the Iowa City Community School District and Edited by Mary Jo Langhorne. Neal-Schuman Publishers, Inc., New York. 2004.
4. Multiple copies of the 9 newspaper articles will be made and students – working individually – will choose 3 articles to analyze and then write their essays. They may choose one different article going directly to the website for Colorado’s Historic Newspaper Collection  
<<http://www.coloradohistoricnewspapers.org>>
5. Model three articles using the “News Article Analysis Worksheet” and go over some of the vocabulary words and definitions to help students better understand the articles. The vocabulary words include the following: compulsory, reformatory, delinquent, incarceration, hoodlums, marauders, and lad.
6. Secondary sources available to students are dictionaries, reference books on gangs that include some historical information, and subscribed databases, such as EBSCO.

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