

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

Lesson Title:

Immigration Then and Now

Subject and Grade Level:

Language Arts, Social Studies, Computers/ Technology 4th thru 8th

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 learn about early immigration issues. They will compare/contrast with today’s immigration issues with those of the past using primary sources (images & texts) from the American Memory and Colorado Heritage Collections. The students will practice how to develop questions about a topic and use that knowledge to product a multimedia presentation illustrating their opinion pro or con about immigration. The students will learn that the immigration issue is not a new issue in America.

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.

Information Literacy Standard 1: The information literate student accesses information efficiently and effectively.

Information Literacy Standard 3: The information literate student uses information accurately and creatively.

Technology Standard 2: Students demonstrate how to access the Internet and navigate a homepage.

Technology Standard 3: Students use technology tools for individual and collaborative writing, communication, and publishing activities to create products for all audiences.

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

- The students will be assessed on five points.
1. The students choose one picture and put it into a word document and write/type a one-paragraph description of the chosen picture.
 2. The students will be assessed based on the completion of the scavenger hunt primary source guide sheet and the question analysis work sheet.
 3. Completion of a PowerPoint or I-movie presentation that includes (images, video clips and text), but not limited to understanding of material presented.
 4. Group rubric
 5. Daily Observation by Teacher (Teacher needs create a observation sheet)

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 4:** Students apply thinking skills to their reading, writing, speaking, listening and viewing.
- Information Literacy Standard 2:** The information literate student evaluates information critically and competently.
- History Standard 1:** Students understand events and relationships into major eras to identify and explain historical relationships.

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

- Allow three 45-minute class periods to read two articles from primary source sites and practice developing content- oriented questions.
- Allow a minimum of five days in the computer lab to learn how to use the CHCN, American Memory and Denver Post sites.
- Allow one class for rubric development.
- Allow another four 45- minute periods in the computer lab to complete their PowerPoint or I-Movie presentations. Allow time to type block style letter
- Allow two 45-minute periods for students to give their presentations and evaluate presentations.

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.

1. Computers with Internet access
2. Head Phones
3. Designate folders for students to save work on workstations. Make one for word, PowerPoint or I-Movie. (Can use file server or have students use jump drives)
4. Handouts of printed newspaper material articles on immigration.
5. Create Question Analysis worksheet- What/Who is this about? What is taking place? When did it take place? Why do you think this is news worthy? I think that... I wonder how... What if
6. Create storyboard Sheets for presentations
7. Create two copies of Primary Source Sheets
8. Handouts of the following URL's: [Http://memory.loc.gov](http://memory.loc.gov), www.coloradohistoricnewspaper.org, www.lib.utah.edu/digital/unew, www.cdphheritage.org, <http://oslis.org>
9. Provide two examples of rubric for multimedia presentation (<http://rubistar.4teachers.org>)
10. Create prompts for navigating through Colorado historic newspaper website.
11. Create prompts for narrative and descriptive writing
12. Provide students with Business letter examples

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.

There are several prerequisite skills students need to have before they will be successful with this lesson.

1. Students need practice in how to create/develop questions for a topic.
2. Students need to be familiar with the on-line databases of the library of congress American memory and heritage Colorado sites and how to search them.
3. Students need practice conducting on-line searches using other search sources.
4. Students need tutorial in how to put together a PowerPoint/I-movie presentation as well as putting an image into a word document.
5. Begin by going over vocabulary words from articles you think the students may have problems with.
6. Have the students read and analyze the two different eras of immigration articles. (One from CHCN the past and one from the Denver post the present.)
7. Students fill out question analysis worksheet after reading articles and practice developing topic questions. Leave at least 10-15 minutes for discussions.
8. Next class Instruct students on how to access memory site and Heritage

Colorado site. At these sites the students will practice finding digital pictures about immigration. Show students how and where to save images in folders.

9. Describe scavenger hunt sheet and have students use it to about the www.cdpheritage.org site.
10. Students need to be taught about copyright issues as well as about giving credit when using the Internet. Use <http://oslis.org> page for developing bibliographic information. <http://oslis.org/elementary/index.php>
11. Teacher needs to model and show two examples of a good rubric for multimedia presentations.
12. Divide students into two groups and assign each group one of the rubric example in which they are to review, examine and come up with a multimedia rubric for the class. Share results
13. Other Web Resources- descriptive writing techniques
http://www.montanalife.com/writing/descriptive_writing_techniques.html, <http://wizard.hprtec.org/builder/worksheet.php>

Final Presentation

- ❖ Students will locate digitized pictures for their presentation.
- ❖ Students will add text, sound, and historical facts to support the images which enhance their presentations
- ❖ Students will write a block style letter stating what they have learned
- ❖ Students will share/grade and narrate presentations.

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