

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

**Lesson Title:**

Inspired by History -- Illustrating the Past Using Articles from Colorado’s Historical Newspapers as Subject Matter

**Subject and Grade Level:**

Art, English, Media Literacy 9--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?

Students will use newspaper articles and photos from the Colorado Historic Newspaper Collection databases to inform them of events and places in their town at the turn of the 20<sup>th</sup> century in order to generate images for a poster illustrating things that happened during these years. Students will develop their research skills using these databases and analyze the articles for subjects for drawings.

**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.

**Visual Arts Standard 1:** Students recognize and use the visual arts as a form of communication.

**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.

**Information Literacy Standard 3:** Students use information accurately and creatively.

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

Students will complete five article analysis worksheets and a poster which highlights life in their town or county at the turn of the century. The poster will illustrate four to five events or places they have read about in their article search. Each illustration will have a caption, and the poster will have a title. See rubric.

**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.

**Visual Arts Standard 2:** Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts.

**Visual Arts Standard 3:** Students know and apply visual arts materials, tools, techniques, and processes.

**Reading and Writing Standard 2:** Students will 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 technological sources.

**Information Literacy Standard 1:** Students access information efficiently and effectively.

**Information Literacy Standard 8:** Students contribute positively to the learning community and to society and practice ethical behavior in regard to information and information technology.

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

Approximately 10 one hour class periods

**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.

Technology needed:

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

Handouts:

Student Lesson Guide

Article Analysis Worksheet

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.

### **Day 1 – Computer Lab**

Introduce lesson and show an example. Explain that this assignment is an opportunity to use research as an inspiration for artistic subject matter. Ask: Why is this worthwhile?  
What might you gain from doing this?  
Why as an artist is it important to illustrate something from the past?  
Depending on the past experience of your students, you might choose to model one article analysis using a pre-selected article.

Explain and have students explore the CDP and historic newspaper websites.

<<http://www.coloradohistoricnewspapers.org>>

<<http://www.cdpheritage.org>>

<<http://www.post-newscustomer.com> > for an extended version of the assignment

To view photos:

<http://www.cdpheritage.org>

Click on the “Search” icon which takes you to the “Search by Category” screen.

Click on a category which takes you to specifics in that category.

Click on a specific category and choose from the list.

These are great photos and just as interesting to view as the historical newspapers.

Give them the rest of the hour to research the websites. Be ready for some squeals of laughter, interest, and excitement as they look at these articles. These primary documents are more insightful about people’s attitudes towards everyday occurrences than any textbook could ever reveal.

### **Days 2 & 3 Computer Lab**

Have students continue researching newspaper articles for subject matter and fill out worksheets.

### **Day 4 –10 Art Room**

Make sure students have access to the paper they should use for their drawings, pencils, erasers, and poster board as well as the example you showed on day 1. Students work on poster based on their worksheet answers and thumbnail sketches until they complete the assignment.

#### ***Options for lesson:***

Leave out captions.

Focus on one illustration.

Use current newspaper articles for a look at “yesterday” and “today”.