

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

Fill out the list of the components to be included in a lesson using primary source materials that is aligned to Colorado Model Content Standards.

Lesson Title:

My Magnificent Colorado Adventure: A Scrapbook of My Historical Virtual Vacation

Subject and Grade Level:

4th Grade Colorado History/ Library Skills

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?

Using *Margaret’s Magnificent Colorado Adventure* by Julie Danneberg (1999) as the inspiration for this project, students will learn the basic procedures of how to search Colorado’s Historic Newspaper Collection to create their own scrapbooks of an historical Colorado virtual vacation.

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.

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

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

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

Standard 4: The information literate student is an independent learner who pursues information related to personal interests. *STANDARD 5* The information literate student is an independent learner who appreciates literature and other creative expressions of information.

Standard 6: The information literate student is an independent learner who strives for excellence in information seeking and knowledge generation.

Standard 7: The information literate student contributes positively to the learning community and to society and recognizes the importance of information to a

democratic society.

Standard 8: The information literate student contributes positively to the learning community and to society and practices ethical behavior in regard to information and information technology.

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.

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

Because this assignment is designed to be a media center “library skills” activity, the assessment will directly focus on the Information Literacy Standards. See the “My Magnificent Colorado Adventure Grading Assessment” for details.

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.

Geography Standard 2: Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.

Geography Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

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.

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.

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.

Reading and Writing Standard 6: Students read and recognize literature as a record of human experience.

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

Five 60-minute 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.

1. A picture book for inspiration. Try either *My Magnificent Colorado Adventure* by Julie Danneberg or *Colorado 1870-2000* by W.H. Jackson and John Fielder.
2. Computer lab with internet access and printer
3. Computer with internet access and multimedia projector for group demonstration
4. White board or chart paper for brainstorming list of Colorado places
5. Colored paper, markers, colored pencils, etc. for scrapbooks
6. Copies of the following “My Magnificent Colorado Adventure” handouts:
 - Making a Scrapbook of my Virtual Visit
 - How to search Colorado’s Historic Newspaper Collection
 - Sources
 - Assessment 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.

Please note: This lesson is designed to be completed in the media center during a library skills rotation class with 4th grade students. However, it could be adapted to be used in a regular classroom or with older students. *Colorado: 1870 – 2000* by W.H. Jackson and John Fielder is another great model resource for this lesson.

Day 1

1. Read to students *Margaret's Magnificent Colorado Adventure* by Julie Danneberg. As you read, ask students to talk about the format of the book. What have the author and illustrator included in the scrapbook that makes it interesting and informative?
2. Use guided questions and observations to help students notice how Margaret's vacation scrapbook includes funny things that happen to her, as well as interesting true facts that she learns. Notice how Margaret includes in her scrapbook her own drawings, postcards, and real photos to explain and illustrate each place she visits.
3. Help students make a list of places in Colorado they'd like to visit. (These could be the same places Margaret visited but they don't have to be.)
4. Introduce the "My Magnificent Colorado Adventure" project. Using the Colorado Historic Newspaper Collection, students will research a chosen Colorado place they'd like to learn more about. They will do a keyword search to locate articles, pictures, and other interesting facts about the location. When they have collected several artifacts, they will make a scrapbook page much like one of Margaret's to display their findings.

Day 2

1. From the list of places generated, ask students to choose one place to research. Students could work independently or in partners, depending on the number of Colorado places and computers available.
2. Give students the handout entitled "My Magnificent Colorado Adventure: Making a Scrapbook of my Virtual Visit." Talk about the expectations for this assignment.
3. Give students the handout entitled "My Magnificent Colorado Adventure: How to search Colorado's Historic Newspaper Collection." Using a multimedia projector, demonstrate how to use the CHNC. Then allow students to work independently or in partners to complete their own searches. (We use a computer lab that has 20 computers. You might have to rotate through small stations if you don't have a lab available.)

Day 3

Allow students time to locate pictures and articles relating to their Colorado places. Ask them to print items as they locate them. Remind them to write down the source information on the "Sources" page.

Day 4

Using the information they've collected, allow students time to create and

decorate their scrapbook pages.

Day 5

Finish scrapbook pages, share as a group, and bind the *My Magnificent Adventure* book to display in the library.

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