

**“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:**

New Fangled Inventions: Using Colorado Historical Newspapers

**Subject and Grade Level:**

Reading Grades 6-8

**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 find nothing extraordinary about the inventions of the twenty-first century: high-speed computers, camera phones, and Ipods. However, many of the commonplace items that we take for granted were invented during the era of newspapers available at the Colorado Historic Newspaper Collection (CHNC), for example the horseless carriage, toilet paper, the telephone, and the cinematograph. For this lesson, students will use a digital timeline to choose a common household item, research its history, and write an informative report to be placed in a classroom *Book of Inventions*. In addition, students will obtain two articles or ads from the CHNC that demonstrate how the public responded to the invention. These pieces will be analyzed, printed out, and added to the classroom book.

**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.

**History Standard 2.3:** Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

**History 4.1:** Students understand the impact of scientific and technological developments on individuals and societies.

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

**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 technological sources.

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

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

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

Research Rubric covering: (40 points) <ol style="list-style-type: none"><li>1. Cornell notes from student research on chosen invention</li><li>2. Graphic organizer (outline) for report</li><li>3. Informative report about chosen invention (to be placed in classroom <i>Book of Inventions</i>)</li></ol> Historical Newspaper Article Analysis (20 points)
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**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.

<p><b>Science Standard 5:</b> Students know and understand interrelationships among science, technology, and human activity and how they can affect the world.</p> <p><b>Reading and Writing Standard 1:</b> Students read and understand a variety of materials.</p> <p><b>Information Literacy 2:</b> The information literate student evaluates information critically and competently.</p> <p><b>Information Literacy 3:</b> The information literate student uses information accurately and creatively.</p>
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**Time:** The number of class periods required for the lesson as well as the length of class period.

Two weeks or ten 50 minute class periods
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<p><b>Materials / Teacher Preparation Section:</b> 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.</p> <ol style="list-style-type: none"><li>1. Arrange computer lab time.</li><li>2. Overhead projector, transparencies, pens or chart paper and markers</li><li>3. Depending on the research experience of your students, you may be starting from square one. Donna Duncan and Laura Lockhart have written a step-by-step manual that works well in middle school as well as elementary: <i>I-Search, You Search, We All Learn To Research: A How-To-Do-It Manual For Teaching Elementary School Students To Solve Information Problems.</i></li><li>4. Check URLs for accuracy.</li><li>5. Prepare to model an example lesson for students. The horseless carriage or automobile is an interesting example. Print out this articles and copy for each student: <a href="http://inventors.about.com/library/weekly/aacarsgasa.htm">http://inventors.about.com/library/weekly/aacarsgasa.htm</a></li><li>6. As students research, listen for possible vernacular changes that will enhance the historical newspaper search, i.e. horseless carriage instead of automobile.</li><li>7. Rubrics for each student (make your own at <a href="http://www.rubistar4teachers.org">www.rubistar4teachers.org</a>)</li><li>8. Book paper and binding</li></ol>
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**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

Introduce the Colorado Historic Newspaper Collection and how to access it using the search/browse instructions from this introductory lesson:

<http://www.cdphheritage.org/collection/chncHelp.cfm>

### Day 2

Students will now be in the mode to think about how life was different 100 years ago.

1. Discuss what people used or how they coped without modern conveniences, such as refrigeration, indoor plumbing, electricity, telephones and so on.
2. How do the students think people in history responded to these new inventions?
3. Introduce the project (Part 1) - Students will be investigating an invention from the target time period. They will use the Internet to research how their chosen invention came into being, how it developed to present day use, and who created it. They will share your findings with their classmates by writing an informative report, which will be compiled into a classroom *Book of Inventions*. (Part 2) - How did these inventions impact society and history? What were society's responses to these new ideas? Use the Colorado Historic Newspaper Collection at [www.coloradohistoricnewspapers.org](http://www.coloradohistoricnewspapers.org) to find two articles that tell or show how society responded initially to a 'new fangled' invention. These articles will be analyzed, printed out, and mounted to place into the previously mentioned classroom book.
4. Pass out rubrics.
5. Direct students to the following URLs:  
<http://inventors.about.com/library/weekly/aa111100b.htm> and  
<http://inventors.about.com/library/weekly/aa121599a.htm>
6. They can view on online timeline of notable American inventions. By the end of the period, each student should choose an invention.

### Days 3-4

Begin the research process (refer to *I-Search, You Search...*)

1. Whole group: students think through what they want to learn about their inventions and inventors. Make sure to include questions about the cultural response to the invention and how the culture changed. Use the overhead or chart paper to write student generated questions.
2. Sort these questions into several broad categories, which can then be formulated into guiding questions. These guiding questions will direct all students' note taking.
3. Use an overhead or chart paper to model t-notes with the questions on the left, key ideas paraphrased on the right.
4. Hand out article about the invention of the automobile. Model note taking using the invention of the automobile handout.
5. Students set up their own t-charts and write notes from their own research. Everyone's reference citation will be similar if they used the referenced website.

### Days 5-6

Access the Colorado Historic Newspaper Collection at

[www.coloradohistoricnewspapers.org](http://www.coloradohistoricnewspapers.org) for evidence of the invention's impact on society.

1. Model how to find suitable articles from the digitalized newspaper collection.
2. Students print two appropriate articles or advertisements that state or infer the inventions' effects on the culture.
3. For each article, students complete a "Historical News Article Analysis Worksheet".
4. Information from the worksheet will explain the invention's impact on society.
5. Mount articles on your choice of paper for the classroom book

Days 7-9

Organize research notes into an outline and write informative report.

1. First model this process to the whole group using the automobile notes generated on previous days.
2. Demonstrate how each of the guiding questions may become a paragraph.
3. Ensure that information from the historical news articles is included.
4. Help students draw conclusions about the invention and its impact.
5. Revise rough drafts into final drafts.

Day 10: Sharing Day

1. Students share the fruit of their hard work with the class. In the remedial classes that I teach, I prefer to have students read their own writing aloud, though this activity could be extended into a formal oral presentation.
2. Create a classroom *Book of Inventions* to place in your classroom library. Do not forget to include the report on the horseless carriage.

Writing Extension:

Write an article modeled on the tone and voice in the historical news article. However, for this article, the student imagines some futuristic invention has come into being, for example paper-thin electronic screens or space vacations, and s/he writes a news article in the same voice and tone as the historical news article.