

“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:

Over Land on the Overland

Subject(s) and Grade Level(s):

Social Studies Grade 3

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?

The focus of the lesson is for third grade students to understand that many people came to Denver as pioneers and settlers, using many methods of transportation. The stagecoach and the various stagecoach routes going through Denver were an important factor in the building up of Denver as a major Western town. The students will be taking a field trip to Four Mile House, a former stage stop.

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

Reading and Writing 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

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

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

Students create a journal detailing a three day stagecoach trip through Colorado, writing as a traveler in 1862. The student will include details of the stagecoach ride, the station stops, the scenery and problems on the way.

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 1.1: Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments.

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

History Standard 2.1: Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

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

Six, one hour sessions

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.

Picture books about pioneers:

The Floating House by Russell Sanders

Wagons West by Roy Gerrard

Wagon Wheels by Barbara Brenner

Nine for California by Sonia Leviton

- Primary Source Analysis Guide (1 copy on a transparency, to be projected on an overhead projector and 1 copy per student)
- Computer (1 per pair of students) with internet access
- Maps showing westward routes across the United States during the expansion period
- Rubric for assessing journal
- Map of trails and routes

PowerPoint slide show of photos from Western Trails collection

(<http://www.cdphheritage.org/exhibit/westernTrails/index.cfm>), specifically including:

Smoky Hill state station

<http://photoswest.org:8080/cgi-bin/cw.cgi?fullRecord+10283+594+782761+1+0>

U.S. Express Co. on Larimer Street

<http://photoswest.org:8080/cgi-bin/cw.cgi?fullRecord+26052+594+623842814+8+0>

Planter's House

<http://photoswest.org:8080/cgi-bin/cw.cgi?fullRecord+26052+594+623857773+20+0>

Photos and artist's paintings from the "Freight Trails" section of the Western Trails website

<http://www.cdpheritage.org/exhibit/westernTrails/freight/index.cfm>

Old Overland Stage

<http://photoswest.org:8080/cgi-bin/cw.cgi?fullRecord+26052+594+623632365+13+0>

Gold region routes

<http://www.nebraskahistory.org/images/wtp/19394.htm>

An outline map of the western United States with major cities labeled for students to show the stage and trail routes

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.

Prior knowledge: Students have some knowledge of the history of Denver. They also should be able to manipulate a web site and know how to use keywords.

Session one:

The teacher will show maps of various westward routes, including the Cherokee Trail, the Overland Trail, the Santa Fe Trail, and the Oregon Trail, and then will elicit comments and questions from the students about different methods for crossing the United States. The teacher will read the students the picture books, discussing how the families traveled. Tell the students that we will be learning about the stagecoach routes through Colorado, finding primary sources about what it was like to travel by stagecoach, and that they will be making a journal detailing a three day trip.

Session two:

The teacher will show the students the PowerPoint slideshow of the five items from the Western History collection. The students will use the route slide to make their own map of the trails. Using the Primary Source Analysis sheet as a guide,

the students will examine the other four photographs and discuss the information to be uncovered from the pictures, focusing on where the stage stations were located and what they looked like, as well as what the stagecoaches were like. They can compare and contrast the photos and the artist's renditions from the Western Trails site. The teacher can also read the students some of the descriptive information from the Western Trails site.

Session three:

Students will learn how to access the Heritage Colorado database (<http://www.cdpheritage.org/collection/heritageWest.cfm>), using keywords to search the collections and find journal accounts of stagecoach trips and make notes of the details. Students will learn how to access the Colorado's Historic Newspaper Collection (www.coloradohistoricnewspapers.org) to find advertisements for the Overland Stage Company and answer these questions: What are some of the places the stage stopped? How much did it cost in 1862 to ride the stage? Where could travelers catch the stage? What kind of stagecoaches were used?

Session four:

Students will finish internet research and begin writing their journal entries, using information from the notes they took from the internet sources.

Session five:

Students will finish their entries, proofread, edit, and then publish, putting a cover on the journal made from a crumpled brown paper bag to look like old leather.

Session six:

Students will share their journal entries and use the rubric to score them.