

Created by Toni Bliemeister (South Carolina) and Sarah Rhoads (Ohio)

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| Primary Source Newspaper Comparison | |
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| Subject and Course | English Language Arts/American History |
| Topics | Primary Sources Children's newspapers Amateur newspapers Commercial newspapers Compare and Contrast |
| Subtopics | Civil War 1860s 1870s |
| Grade Levels | 6-12 ELA/SS |
| Time Frame | 1+ days dependant our your depth |
| Power Verbs | Analyze Explore Critique |
| AAS Materials | AAS Children's Voices Transcribed Newspapers (use ones who align with your lesson) -The Gleaner, Rhode Island, 1861 -The Olethian, New Hampshire, 1861 -The Sabbath School Banner, New Hampshire, 1862 -The Scholar's Magazine, Rhode Island, 1862 -The School Bell, New Hampshire, 1867 -The Union Harmonist, New Hampshire, 1862 Children's Newspaper (hand drawn) - Illustrated News (photos) Amateur Newspapers Commercial Newspapers Anti Slavery Newspaper Articles |
| Other Materials | Graphic Organizers |

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| | https://www.readwritethink.org/sites/default/files/CompareContrast.pdf |
| Essential question | <p>Compare and contrast newspapers from the past?</p> <p>-What similarities/differences are in the children's, amateur and commercial newspapers?</p> <p>What is a primary source?</p> <p>What makes news newsworthy?</p> |
| Learning Objectives | <p>Students will analyze primary sources</p> <p>Students will identify uncommon vocabulary and syntax.</p> <p>Students will write an argumentative essay comparing and contrasting primary documents</p> |
| Tasks | <ol style="list-style-type: none"> 1. If needed, mini-lessons on compare and contrast, what is a primary source, citing evidence. 2. Entrance ticket: Quick Write (What events should be newsworthy?/Should newspapers only report the news?/How does the news get reported/circulated?) 3. Document analysis <ol style="list-style-type: none"> a. Share the documents with students b. Have students complete a graphic organizer (teacher choice/student choice dependent on grade level). 4. Write a comparison argument about the newspaper articles that cite evidence from the documents. |
| Task Recommendation | <p>Jigsaw the articles. Give students a document labeled with a letter and a Number. Each letter represents 1 document, each number represents a group. Once students have independently reviewed the documents, have them get into a group with all the same letters and discuss. Students should share around the group what they found in the document (they all looked at the same document). Have students add to their notes on the notes page*. Then students get into groups based on their numbers. In this group students should share out what they learned about their document and add the information about the other documents into their notes page*.</p> <p>*Trifold, graphic organizer, or normal notetaking for information on the documents.</p> |
| Extensions | <p>Students can create class newspaper reporting on events that are newsworthy to them or the school.</p> <p>Students could compose a 'I am" poem based on the information read in the documents as if they were from that time.</p> <p>Students look at secondary sources and compare primary to secondary sources.</p> |
| Assessment | Your Rubric for argumentative essay or extension activity |

Additional thoughts...

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| <p>Possible Comparisons</p> | <p>Some comparisons you could do with this lesson:</p> <ul style="list-style-type: none">-students read and compare the children's papers-students compare the children's papers to the amateur papers-students compare the children's papers to the commercial papers-students compare children's papers, amateur papers and commercial papers-students compare the papers of the past to papers of today-students compare papers from different states-students compare papers from different regions (northern vs. southern)-students compare papers from different years <p>...the possibilities are endless</p> |
| <p>Possible daily breakdown</p> | <p>Day 1: Any mini lessons needed (compare/contrast, primary source, etc)</p> <p>Day 2 Students are shown the actual children's papers without the transcription then given the transcription to analyze in a jigsaw Discussion about what they found interesting in the children's papers of the past.</p> <p>Day 3 Students analyze amateur papers (independent or jigsaw) Discussion what similarities did they see between the children's papers and the amateur papers.</p> <p>Day 4 Students analyze commercial papers (independent or jigsaw) Discussion what was interesting about the differences in the commercial papers and the previous two days papers</p> <p>Day 5 + Overview of what their essay should contain, share grading rubric. Students write essay comparing the papers</p> |