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Introduction
Learners explore the changes in their community by researching events and photos for an "old fashioned" newspaper. Technology tools such as word processing, page layout, photo enhancing, and clip art are learned while students design, write, and print their own accounts of what changes have occurred in their community.

Resources

Online
- Library Self-Assessment: lists the steps you need to follow in order to do effective research.
- Creating a Classroom Newspaper: has five basic lessons for creating a classroom newspaper.
- American Memory Collection: is a very extensive collection of Americana from the Library of Congress. It includes photographs, manuscripts, rare books, maps, recorded sound, and moving pictures. You can get a taste of the past from viewing the materials.

Offline
- Contact the local library about historical books and information. They are usually very good about lending materials to students. They might also know a local history buff that you can invite as a guest speaker.
- Contact the local newspaper(s) and see if they will provide you with copies of past issues for your research.
- Plan on taking a field trip to the local museum, newspaper and/or library to learn about the history of your community.
- Possibly invite a guest speaker from the local community who could give a local history presentation and answer questions.

Technology Use
- Computer with word processing software
- Desktop publishing software
- Tape recorder for interviews or guest speakers
- Internet access
- Email

Preparation

Materials
Before you jump into this project, you'll need to do some warm-up activities to help you develop an overview of the local community history. Arranging for field trips, inviting guest speakers, contacting the local historical society, library and/or museum are good ways to discover the local
historical resources. Developing a community history timeline will show what happened and when will serve as a good organizer and focusing device.

If you need help with creating a newspaper, perhaps the school librarian or a local newspaper person or team can work with your class or you can find resources online. Driving question: How do my community and the changes it goes through affect me?

**Tasks**

Before you start publishing the newspaper, the class needs to share what is already known about the history of where you live. And, more importantly, decide what you want to know about your community's history!

1. Develop a timeline of your community's history. (Maybe you can use a software program like Timeliner®)
2. Choose a partner to work with or you can work on your own.
3. Pick an event or time period to research.
4. Do your research both online and offline by reading, taking notes, and interviewing people. (Talk to your family members. They just might remember an interesting historical event that happened in the community. Reading or recording first-hand accounts is a great way to do historical research.)
5. Learn about the different parts of a newspaper.
6. Learn how to write a newspaper article.
7. Collect one or two historical photographs that match the event or time period in which you are interested.
8. Write the newspaper article to go with the photo.
9. Work in teams to create the newspaper.
10. Celebrate the publication of your community newspaper, the "History Hound Gazette."

**Assessment**

**Outcomes**

Upon completion of this lesson, the participant will:

- present evidence of the use of critical thinking skills in examination of community experiences from historical, current, and future perspectives,
- develop a better understanding of how change directly affects them,
- be able to research and evaluate materials using web browsers,
- demonstrate the ability to utilize a variety of technology skills.

**Content Standards**

**National Education Technology Standards**

1) Basic operations
2) Social, ethical and human issues
3) Technology productivity issues
4) Technology communications tools
5) Technology research tools
6) Technology problem-solving and decision-making tools
New Mexico Standards

**Social Studies**
2) Students will know and understand how personal and group identities are shaped by culture, physical environment, individuals, groups and institutions.
4) Students will know and understand the ways in which human beings view themselves and others over time.
11) Students will know and understand the diverse, dynamic, and ever-changing nature of culture.
13) Students will know and understand the impact of science and technology on societies.

**Language Arts**
2) Students will understand and use Language Arts as a learning tool.
4) Students will use a variety of listening and reading strategies appropriately.
5) Students will speak clearly and write effectively for a variety of audiences and purposes.
6) Students will speak and write clearly, effectively, and correctly.
7) Students will respond personally, analytically, and critically to written and spoken language, and other media.
8) Students will appreciate and respect their own languages, cultures, and literature. They will learn about the languages, cultures, and literature of others.
9) Students will use language and literature to gain insight into their own and others' lives, and to build understanding of the moral and aesthetic dimensions of human experience.
10) Students will use state-of-the-art computer and other technology to gather, use, and synthesize information, and to create and communicate knowledge.
Scenario
As part of the upcoming Community Centennial Celebration, the local newspaper has been running a series of historical photographs. At first you thought the photographs were funny and weird. People sure dressed differently back then! And back before there were cars, everyone traveled by horses and donkeys on trails. The streets were just dirt. It must have been mighty dusty back then! But now that you've started looking closer at the photographs, you are noticing some interesting things about your community's historical past. You've started asking questions and sometimes you get answers, but most of the time folks just don't seem to know!

Luckily for you and your classmates, your teacher is interested in creating a fun learning experience related to the history of the local community. He/she has been talking to the local newspaper, and they are interested in working with students. So it looks like your class is going to become a pack of "History Hounds" (ruff, ruff)! You and your classmates are going to do some interviewing, investigating, and innovating in order to publish the first edition of the "History Hound Gazette." Read on to find out more....

Task
The goal of History Hounds is to publish the results of your community history research in a newspaper format complete with old photos, advertisements, and classifieds. Everything should have the 'old-timey flavor' of days gone by. But before you just jump in and start publishing the newspaper, the class needs to share what is already known about the history of where you live. And, more importantly, decide what you want to know about your community's history!

So start by working as a whole group to create a history timeline and mark the different events that have happened in your community's past. Then:

• Choose a partner to work with or you can work on your own.
• Pick an event or time period to research.
• Do your research both online and offline by reading, taking notes, and interviewing people. (Talk to anyone in the group. They just might remember an interesting historical event that happened in the community. Reading or recording first-hand accounts is a great way to do historical research.)
• Learn about the different parts of a newspaper and how to write a newspaper article.
• Collect one or two historical photographs that match the event or time. Write the newspaper article to go with the photo.
• Work in teams to create the newspaper.
• Celebrate the publication of your community newspaper, the "History Hound Gazette."

Resources
Lycos Travel http://travel.lycos.com/Destinations/North_America/USA/New_Mexico/
Travelocity http://dest.travelocity.com/
City Search http://www.citysearch.com/
Official City Sites http://officialcitysites.org/newmexico.htm
New Mexico's Home Page http://www.state.nm.us/
ZiaNet Communities http://www.zianet.com/
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 - 9:00</td>
<td>Welcome &amp; Sharing</td>
</tr>
<tr>
<td>9:00 - 9:30</td>
<td>Introduce Desktop Publishing</td>
</tr>
<tr>
<td>9:30 - 10:00</td>
<td>Read and discuss the tasks for this activity</td>
</tr>
<tr>
<td>10:00 - 10:15</td>
<td>Break</td>
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<tr>
<td>10:15 - 10:45</td>
<td>Page Layout</td>
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<tr>
<td>10:45 - 12:00</td>
<td>Research for Newspaper</td>
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<tr>
<td>12:00 - 1:00</td>
<td>Lunch</td>
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<tr>
<td>1:00 - 2:30</td>
<td>Begin Articles for Newspaper</td>
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<tr>
<td>2:30 - 2:45</td>
<td>Break</td>
</tr>
<tr>
<td>2:45 - 3:15</td>
<td>Presentation of Newspapers</td>
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<tr>
<td>3:15 - 3:30</td>
<td>Wrap up</td>
</tr>
<tr>
<td>3:30 - 4:00</td>
<td>Bridge to Practice</td>
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The Bridge to Practice

What you have experienced today is a technology-integrated approach to teaching and learning. While children could learn about word processing, spreadsheets, databases, and graphics as separate tools, and then use them for many different tasks and activities, there is also a place for developing a problem-based or project-based approach. This kind of approach finds real-world problems and asks children to apply the skills they are learning in the same way that competent adults solve problems and create products. A first step in thinking about how to use this kind of approach in your classroom is to find a unit you've already taught successfully and incorporate some type of technology into it. A second step is to take a teaching model and work on adapting it to your students. Finally, a third step would be to design and develop your own unit, centered on a problem or project that you and your students are interested in.

Making the Bridges from Today to Your Classroom
1. What are some specific curriculum areas that children can use?
   - Word processing?
   - Graphics?
   - Internet search
2. What are some specific ways you can use these tools for your own work as a teacher?
3. Brainstorm some units you've taught where technology could be included.
4. Brainstorm some ways you could adapt this unit to your classroom.
5. Brainstorm some topics for units you might want to develop and implement using a problem or project.

Closure and Set for Next Time:
What did we do?
How did we do it?
Why did we do it?
How can we use it again?

Homework
Think about the skills and applications we learned this session. Be prepared to share connections you have made between now and the next workshop.

What next?
Next time we will be...
Using...
Learning...
Please bring...
We will be meeting at...
The site coordinator is...
We will start at (time)...
Our topic is...
Skill assessment...
Before the Workshop

**Materials**
- Images/photos of the participants' towns (if using a scanner)
- Desktop publishing terms
- Variety of magazines as image resources
- Computers with a publishing program for participants to use

**Students bring:**
- Photos of community
- Old newspaper articles or stories of past community events
- Diskettes

**Preparation**
- Call site coordinator and discuss hardware/software; know how their hardware/software works.
- Make copies of handouts & Participants' Agendas

### 8:30 - 9:00 Welcome/Sharing

**First Session**

**INTERVIEW ACTIVITY:** If this is the first session, match participants up with someone they do not know. Ask them to interview each other for two minutes per person. When the interviews are completed, each partner will take a turn introducing the other to the whole group. (Leader could take notes to compile a warm-up activity for next session. Example: Fill in blanks: ______ was raised in South Dakota.)

**Subsequent Sessions**

**SHOW AND TELL:** Use this time for participants to share projects assigned at previous session.

### 9:00 - 9:30 Introduce Desktop Publishing

- Form groups of participants with four members in each group. Discuss the elements of a newspaper.
- Make lists of common rules of thumb for article writing, layout, and publication of a newspaper.
- Decide on evaluation criteria for the finished product.

### 9:30 - 10:00 Task

Distribute to each group the Handout for creating the newspaper. Have them read it completely. In their groups, discuss the task and decide who will research what. Suggest different sections of the newspaper: advertisements, community events page, society pages, classifieds, news and human interest stories, headlines, etc. Groups can each do a newspaper or just a part of one. Be sure everyone understands the time limits.

If only one printer is available, make sure that groups don’t print all at once. Have groups print as soon as they can to avoid a jam at the printer.
10:00 - 10:15 Break

10:15 - 10:45 Page Layout
Look at other newspapers and discuss page layout. Be sure that groups understand how columns are formed, how to use the left justify, right justify, and block options in the word processing software.

10:45 - 12:00 Research of Community for Articles
Participants spend this time doing research online and off. They gather information about their community's history and decide what to use in their newspaper. This may require a trip to the local library if it is within a short distance from the workshop site. If they were informed before the workshop, they may have brought old stories or pictures. They could be scanning or retyping these during this time.

12:00 - 1:00 Lunch

1:00 - 2:30 Writing Articles and Doing Layout
Participants will use this time to write their newspaper articles and formulate their newspaper layouts.

2:30 - 2:45 Break

2:45 - 3:15 Group Presentations of Newspapers
Each group will present its newspaper to the whole group. Individual participants will evaluate the brochures using the rubric developed by group in the morning session. After all presentations, completed rubrics will be given to the appropriate group.

3:15 - 3:30 Wrap-Up
Return to groups and discuss what they have learned today. How could information learned today be applied in the groups' districts/schools. Bring groups back together and discuss findings.

3:30 - 4:00 Bridge to Practice
Participants are to develop a newspaper activity to use with their classes. Bring a sample of this activity to the next session to share with group.