

# What 's in t he New s ?

## **A History Lab/Seattle Times Newspapers in Education Curriculum for**

Grade Levels: 4-10

### **TOOLS OF THE HISTORY TRADE:**

## **New s p a p e r s**

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### **Unit Overview:**

This unit combines History Lab concepts and tools with the five W's & H (who, what, where, when, why and how) of historical inquiry AND newspaper reporting. The objective is to teach students *how* to examine movements and events in Pacific Northwest history by using newspapers past and present as sources of historical evidence. There are eight short inquiries in the unit that both introduce Pacific Northwest history content and the seven different historical thinking concepts used in the History Lab.

History Lab concepts include time, place, viewpoint, biography, exploration, causation, and precedent. The "Tools of the History Trade" encompass artifacts, ephemera, books and periodicals (including newspapers!), images, people, maps, and electronic media. Historic newspapers provide a gateway to past events, movements, and people. Analyzed closely, newspapers also provide us with a sense of the "tastes of the time" (i.e. popular culture trends in fashion, graphics, household conveniences and technology, and politics). This unit will help students compare the tastes and trends of ten different decades, each decade featuring particular days in November and December.

The historic issues included in the student sets are:

1900

December 22, Saturday "Christmas Edition" (pages 1, 7, 13, 18)

Article: "Where Salmon is Crowned King"

Article: "Mines and Mining" & "Lumber and Shingles"

Article: "The Great Northern Tunnel"

1910

November 10, 1910 (pages 1 & 4)

Article: "Thanksgiving Day Celebration Plan of Suffragettes"

November 7, 1910 (pages 1 & 10)

Article: "Lawson Mine: Black Diamond Disaster due to Dust and Damp"

1920

November 25, 1920 (pages 1 & 5)

Article: "Consider the Stadium—It's Ready, It's Perfect, It's Seattle's Pride"

Article: "Another Paving Job that Needs City's Attention"

November 27, 1920 (pages 1 & 3)

Editorial: "Symphony Paves way for Future of Art in City"

Article: "Heavy Wind Reached Velocity of 58 Miles an Hour over Seattle"

1930

November 9, 1930 Sunday (pages 10, 13, 19, 23)

Article: "Indians Aiding in Developing Reservation Lands"

Article: "Left High by Regrade Operations: Brownfield Island Rears Head in Regrade Mud Sea"

Article: Entertainment: Movies & Performances

Article: "Hello Mora; How d'y'do La Push"

1940

November 7, 1940 Thursday (pages 1, 2, 3, 18)

Feature: "Narrows Bridge Crashes in Wind!"

1950

November 19, 1950 Sunday (pages 1, 18, 24, 25)

Feature: "Santa Parade Opens Yule Season Here"

Contest: "Tangle Towns"

Article: "Interesting Design, colorful Arrangement in Laurelhurst Home"

Advertisement: Washington Title: "The City on the Shores of Elliot Bay"

1960

November 9, 1960 Wednesday (pages 1, A, 5, 6)

Article: "Senator Kennedy Wins!: Nixon Concedes to Democrats"

Article: "The Winner Neither too Young Nor of the Wrong Faith"

Advertisement: Rhodes Dept. Store

Article: "State-by-State Round-up of Election Results"

1970

November 7, 1970 Saturday (pages 1 and F-1)

Article: "Freemont: new hip look, new rock sound"

Advertisement: Nordstrom Best (*check this, page F-1*)

November 22, 1970 Sunday (page 1 and H-5)

Article: "How Many are Too Many?"

Article: "Boeing will Assemble Lunar Rover at Kent"

1980

November 5, 1980 (pages A1, A2, A8, A9)

Feature: "Landslide Victory for Reagan"

1990

November 18, 1990 (pages A-1 and A-16)

Feature: "Seas of Neglect"

November 26, 1990 (pages A-1 and A-5)

Feature: "New Bridge in Danger"

## **Unit Logistics:**

In addition to the current issues of newspapers delivered weekly to NIE participating classrooms, each class will receive a set of historic newspapers (one 40-page set per student). The inquiries included in this unit use both specific issues and student-selected issues.

Because the unit is designed to serve grades 4-10, the inquiries described may be geared up or down depending on the age and abilities of your students. In many cases, the inquiries can be used independently of one another, although *it is highly recommended that teachers use the first two inquiries as an introduction for all students*. Additionally, some inquiries build from the information gathered in a previous activity.

**Related Washington State Essential Academic Learning Requirements (General):**

Reading 1: The student understands and uses different strategies to read.

Reading 2: The student understands the meaning of what is read.

Reading 3: The student reads different materials for a variety of purposes.

Writing 1: The student writes clearly and effectively.

Writing 2: The student writes in a variety of forms for different audiences and purposes.

Writing 3: The student understands and uses the steps of the writing process.

Communication 3: The student uses communication strategies and skills to work effectively with others.

Communication 4: The student analyzes and evaluates the effectiveness of formal and informal communication.

History 1: The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-and-effect relationships in United States, world, and Washington State history.

History 2: The student applies the methods of social science investigation to investigate, compare, and contrast interpretations of historical events.

History 3: The student understands the origin and impact of ideas and technological developments on history and social change.

Geography 1: The student uses maps, charts, and other geographic tools to understand the spatial arrangement of people, places, resources, and environments on Earth's surface.

Geography 3: The student observes and analyzes the interaction between people, the environment, and culture.

Civics 4: The student understands the rights and responsibilities of citizenship and the principles of democratic civic involvement.

Arts 4: The student makes connections within and across the arts, to other disciplines, cultures, life, and work.

Math 2: The student uses mathematics to define and solve problems.

Math 3: The student uses mathematical reasoning.

Math 4: The student communicates knowledge and understanding in both everyday and mathematical language.

Science 2: The student knows and applies the skills and processes of science and technology.

Science 3: The student understands the nature and contexts of science and technology.

Please see individual inquiries for specific EALR benchmarks.

## **INTRODUCTION INQUIRY**

### **Lesson Title: “Clues in the News”**

**Newspapers to Use:** Front Pages of November 7, 1940 & November 26, 1990

**Note:** Students work individually to begin with then work as a large team to piece together the two newspaper front pages.

#### **Essential Questions:**

What clues can newspapers give us about past events, people, and places?

What are the “five W’s & H” of historical inquiry AND newspaper reporting?

What are the parts of a newspaper?

#### **Vocabulary:**

Logo: The name of the newspaper, often written in a fancy typeface such as Old English.

Headline: Big, bold words at the top of a story. A banner headline is the biggest headline on the page.

Caption or Cutline: The words that appear below a picture, often explaining its contents.

Advertisement: A portion of the page that is purchased and usually used to sell a product.

Index: The listing of newspaper sections and their page numbers.

Folio: The date, volume number, and price information that is often located under the name of the paper.

Byline: An author’s name as it appears with an article.

Body text: The words that make up the main part of an article.

#### **Inquiry Set-up for Students:**

Every historic event, person, and place is a puzzle. In order to solve it, you have to think like a detective and search for evidence. In this case, our puzzle pieces come from old newspapers, and it is your job to figure out the following things:

1. What clues does the puzzle piece give you that might suggest a time period, a story, a person, place, or thing that might help you match it to a real newspaper?
2. Can you match the puzzle piece to a page of the newspaper? If so which one?
3. What is the date of the matching newspaper, and what is the story to which your piece belongs?
4. What part of the newspaper does your puzzle piece represent? (headline, body text, advertisement, etc.)

**Activity Plan: Teacher Directions**

Step 1: Make a full-size copy of the front page of the 1940 and 1990 newspapers. Cut the copies into puzzle pieces that are approximately 4” x 4” making sure there is at least one piece per student.

Note: If you would like to use the puzzle pieces again, try laminating the pieces to increase their durability.

Step 2: Distribute one puzzle piece to each student. Have students read through their puzzle piece, listing as many “who, what, where, when and how” questions as possible. For example:

- a. Who is named in the story?
- b. What is the story about?
- c. Where did the newspaper originate?
- d. When was the newspaper published?
- e. How did the event affect people in the Pacific Northwest?

Step 3: Have students share their 4W & Hs, trying to match information and figure out to what historic event they relate. Make a list on the board of the various events students hypothesize.

Step 4: Have the students work in a large group to fit their puzzle pieces together. This can be done on the white board or floor using tape on the back of each puzzle piece. Students then use the newspaper sets to locate the stories and rewrite their who, what, where, when, and how questions and answers using the information provided in the article.

Alert the students that they are working to piece together two different front pages.

Step 5: Now that the students know the articles relate to the collapse of the Narrows Bridge and the sinking of the I-90 bridge, use other sources of information to give them the “big historical picture” of the two bridges. Examine what issues surround the bridges today.

Information sources may include:

- Book, Bridging the Narrows
- Newspaper clippings (past and present)
- Web sites: Numerous sites exist for the Narrows Bridge and an Internet search will reveal many options.

Step 6 (Follow-up): Students identify and locate a bridge in their area, trying to answer as many of the following questions as possible:

- Who designed and/or built it?

- What type of bridge is it?
- When it was built?
- Why it was built (purpose)?
- How it was built, and how long did it take to build?

This activity may be applied to any bridge no matter how large or small as long as it is a road or pedestrian bridge.

**EALRs:**

Reading 1.1, 1.2, 1.5

Communication 3.1-3.3

History 1.1, 1.2, 2.1, 3.2

## CONCEPT INQUIRIES

### CONCEPT INQUIRY 2: VIEWPOINT

**Lesson Title:** Views in the News

**Newspapers to use:** All

**Note:** Students work individually, each using a particular issue (including recent issues).

**Essential Question:**

What is viewpoint and in what ways do different viewpoints appear in the newspaper?  
(Report, Interview, Advertiser)

**Vocabulary:**

**Viewpoint** or **point of view** is used to describe the way a writer tells a story. Our personal viewpoints are created by the unique combination of cultural background, education, personal experience, age, and spiritual beliefs that we each possess. Viewpoint is similar to “voice” as described in six traits writing.

**Inquiry Set-up for Students:**

You are time-travelling reporters assigned to visit the Pacific Northwest during different decades. Your assignments will be given by drawing dates out of a hat. To prepare you for the journey to another time, you have been given four pages of a newspaper. Before you depart, you must determine who wrote what part of the newspaper and from what viewpoint they were writing. Try to answer these questions:

1. What are the headlines for all the stories in your newspaper section? Which stories have bylines and which ones do not?
2. Who wrote the articles and columns in your newspaper section, and what ethnic background might they have had?
3. Why were the subjects of the articles considered newsworthy?

4. Are there any advertisers in your newspaper section, and if so, what are they trying to sell?
5. Describe the different viewpoints in your newspaper section.
6. Based on your newspaper, what do you think life in the Pacific Northwest during your decade was like? List five ways it might have been different than it is now.

Follow-up: The result of your time-travelling journey (including a full investigation of the time and place) will be to:

1. Adopt the viewpoint of a reporter who lived during the time of your newspaper section, and write a short article designed to entice people to the Pacific Northwest.
2. Write and design an advertisement for some product that was popular during your assigned time.

### **Activity Plan: Teacher Directions**

Step 1: On small pieces of paper, write the newspaper dates that coincide with the dates on the newspaper sets. Fold them and place them in a hat or bowl.

Step 2: Read the Inquiry Set-up aloud to the class.

Step 3: Using the idea of voting and women's suffrage, discuss the concept of viewpoint, making sure the students develop an understanding of the various viewpoints represented in the papers. Have students try to identify sections of the newspaper such as a report, an interview, or an advertisement. Through class discussion, students then try to answer the question: What is each viewpoint trying to accomplish?

Step 4: Have the students draw dates from the hat.

Step 5: Students answer the questions listed in the Inquiry Set-up.

### **EALRs:**

Reading 2.1-2.3, 3.1, 3.2

Writing 1.1-1.3, 2.1, 2.2

Communication 2.1-2.3, 3.3

History 1.1, 2.1-2.3, 3.3

## **CONCEPT INQUIRY 3: EXPLORATION**

**Lesson Title:** Exploration Preparation

**Newspapers to Use:** All.

**Note:** This Inquiry is a set-up for Inquiry 4. The focus areas are geography and math. Students work in teams of two or three.

### **Essential Questions:**

What is exploration, and what forms do exploring expeditions take?

What are exploring expeditions intended to accomplish and why?

As present-day explorations go in search of life on other planets, how is “life form” defined and how is this definition different or similar to ideas of life held by people in the past?

**Vocabulary:**

*Exploration* refers to the act of traveling to and documenting for others a particular place. Some of the most famous exploring expeditions were scientific in nature. The Lewis & Clark Expedition (1804-1806) and the American Exploring Expedition (1838-1841) commanded by Charles Wilkes are two examples. These exploring expeditions documented the landscape, plant and animal life, people, and climates of the areas they traveled to. Even now, as humans begin to examine other places in the universe, we have to build upon the knowledge and insights gained (both immediate and over time) through previous exploration.

**Inquiry Set-up for Students:**

You are on an exploration team that is representing Washington State during a past decade. Time assignments have been issued by the Central Exploration Office, and you will receive your time assignment immediately following this message. In preparation for your exploring team’s departure, you must first list all of the places noted in the newspaper section that corresponds to your time assignment—both near and far. Once you have identified all the places, chart them on a map. You may then select an exploration destination outside of Washington State, and make a proposal to your Exploration Officer (your teacher). Your exploration proposal should include the following points:

1. Your destination (city, state, country)
2. A mission statement for your exploring expedition that describes why you chose that destination and what you expect to find there.

For example:

The mission of the 1890 Klondike Geologic Expedition is to study the gold ore in Alaska and the Yukon. It is suspected that massive amounts of gold ore can be found in the rivers of the north and that it can be mined from the earth with ease.

3. Any *known* connections between the destination and the events, people, or places in Washington State.  
(If you know some connections, great, if not just say “none known.”)

Once your destination has been approved, you will need to determine the following:

1. How far (in miles and kilometers) is your selected destination from the city or town in which you live?
2. Considering your time assignment, what form(s) of transportation will you use to reach your destination? Create an itinerary and map that shows how you will get from your school or town to your destination and how long you expect it to take.  
Remember that you can’t use cars if they weren’t invented yet!

**Activity Plan: Teacher Directions**

Step 1: Write out memos from the “Central Exploration Office” that give student teams time assignments. These time assignments correlate to the years represented by the historic newspaper sections and current papers (1900-1990). Be ready to hand these out after you read the Inquiry Set-up.

Step 2: Read the Inquiry Set-up to the students, listing the items they will need to include in their exploration proposals either on the board or in handout form.

Step 3: Have the students select a teammate. Teams should be no larger than 3 students.

Step 4: Distribute the time assignments to the students, making sure they correlate the correct newspaper with the assignment.

Step 5: Have students list all the places mentioned in their newspaper sections. Each team will have a slightly different list. Hand out copies of world or United States maps to each team for the mapping exercise. Students will locate each place on their list on the map, highlighting it or marking it with a colored dot.

Step 6: Student teams select a destination for exploration and prepare their exploration proposals. These will be turned in to you, the Exploration Officer.

Step 7: Once you have approved the exploration proposals, students create an itinerary and map showing the route from their city or town to the destination; what forms of transportation they will use; how many miles and kilometers their journey will cover; and how long they expect it to take. All of these must be calculated based on the teams’ time assignments.

**EALRs:**

Reading 1.1, 1.2, 2.1, 3.1, 3.2

Writing 1.1-1.3, 2.2

Math 1.1, 1.2

History 1.1, 1.2, 2.1, 2.2

Geography 1.1, 2.1, 3.1

**CONCEPT INQUIRY 4: PLACE**

**Lesson Title:** Making the Place-to-Place Connection

**Newspapers to Use:** All historic and current issues

**Note:** This Inquiry builds upon the place information gathered in Inquiry 3. Students work in teams of two or three.

**Essential Question:**

How are seemingly unconnected places linked together by historic events?

**Vocabulary: Place** refers to locations in space and in time. Because historic events happened in certain locations, **place** is an important key to the past. When you think about place in terms of historic events, ask yourself “Why there?” Sometimes places are

significant because they are strategic locations, because of their resources, or because of their climate. For example, early towns were often established by water or at a crossroads so that transportation, waterpower, and buyers for town products were easy to access.

### **Inquiry Set-up for Students:**

The Central Exploration Office has sent an emergency message to all outgoing exploration teams. COMMUNICATION CONNECTIONS IN WASHINGTON STATE HAVE ALL GONE DOWN! In order to reestablish your signal and regain communication with your home state, you must find two historical connections between your exploration destination and someplace in Washington State. You may use all of the newspapers from all time periods for research information as well as any other research information you can find.

Your communication connection will be reestablished when you turn in a Connection Report stating:

1. Two historical connections between a place in Washington and your exploration destination. These descriptions must include the time period represented by the connection and why the connections are important. Note: If it is too difficult to find a connection between a specific destination city and Washington State, you may just use the country or region in general.
2. Where you found your connection information (newspaper, book, Internet site, personal interview, special organization, etc.). Make sure to use a standard means of listing your references (i.e. Chicago Manual of Style, Associated Press, etc.). Your Exploration Officer will determine the style format.
3. What object, if any, would best symbolize the connection between the two places?

*For example, a Connection Report would look something like this:*

Exploration Destination: Nagasaki, Japan

Washington Connection 1:

The plutonium used in the bomb that was dropped on Nagasaki at the end of World War II (1945) was manufactured in **Hanford, Washington**. Most of the people who worked at Hanford did not know they were helping make a bomb.

Washington Connection 2:

The Japanese American people who lived in Washington, some of whom were born in Nagasaki, were moved to relocation centers then to internment camps during World War II. One of the relocation centers was on the fairgrounds in **Puyallup, Washington**. The Japanese American people were moved from their homes because Americans were afraid they would act against them since Japan had bombed Pearl Harbor, Hawaii, home to one the U.S.'s largest naval fleets.

Symbolic Object: The plutonium bomb called "Fat Man."

Resources:

*Working on the Bomb: An Oral History of WWII Hanford*. S. L. Sanger. Portland: Portland State University, 1995.

*Exploring Washington's Past.* Carmella Alexander and Ruth Kirk. Seattle: University of Washington Press, 1996.

**Activity Plan: Teacher Directions**

Step 1: Have students locate the Place lists they made in Inquiry 3. Have the class create one master list of Washington place names by listing all of the Washington names on the whiteboard. The newspaper years should be listed with the places so that they are easy to relocate by students who may not have been working with that particular issue. Students can use these names as a starting point for their Connection Reports.

Step 2: Student teams research their exploration destination AND Washington places, trying to find connections between them. Make sure you have enough research avenues available to your students. This will include Washington State history books, Internet access, newspaper sets, and even some knowledgeable parents or other teachers.

Step 3: Provide the students with an outline of what their Connection Report should include. You may use the example provided here or make up your own.

Step 4: Student teams complete and turn in their connection reports.

**EALRs:**

Reading 1.1-1.3, 1.5, 2.1, 2.3

Writing 1.1-1.3, 2.1, 2.2

Communication 2.2, 3.2, 3.3

History 1.1-1.3, 2.2, 3.2, 3.3

Geography 1.1, 2.3, 3.1, 3.3

**CONCEPT INQUIRY 5: BIOGRAPHY**

**Lesson Title:** People in the Times

**Newspaper Issues to Use:** All

**Note:** This is a team activity with individual components. Student teams research two historic people and create and optionally perform Question & Answer interviews where one person acts as the reporter and the other personifies the historic character (and vice versa).

**Essential Questions:**

Based on the evidence at hand, who makes the news?

How are minority ethnic groups or individuals portrayed in your section?

**Vocabulary:**

**Biography** means to research and write about the life of a person other than you. (When you write about your own life, it is called an **autobiography**.) Biographies of people in the past help us understand a person and his or her connection to ideas and events that may have changed the lives of others.

**Inquiry Set-up for Students:**

You work for a large newspaper that is circulated throughout the Pacific Northwest. The paper has assigned you to a new series called, "People from the Past." Your task is to work with your partner to do the following:

1. Select a year (1900, 1910, 1920, 1930, 1940, 1950, 1960, 1970, 1980, 1990, 2000) in which you will identify a particular person to interview.
2. Read through the newspaper section that matches your year and identify as many people mentioned there as possible.
3. Each team member will select one person from your list to research. Try to find out as much about the person as possible.
4. Create a Question & Answer interview for each historic person you have researched. In the interview, one team member will be the reporter and the other will be the historic person. Your interview should include at least five questions based on the 4 Ws and H.
5. Write your questions and responses for each historic person interview, then turn them in to your teacher for review. You might also consider "performing" these interviews for the rest of the class.

**Activity Plan: Teacher Directions**

Step 1: Have students self-select into teams of two.

Step 2: Student teams identify the decade on which they wish to focus and then begin to list all of the people noted in their newspaper sections.

Step 3: Students select a person listed from the class review to research. Students may find the following types of questions helpful when reading articles and doing research:

- Who are they, when did they live?
- Who in Washington might they be connected to today or in the past?
- What ethnic group do they represent?
- Why are they noted in the newspaper?

Step 4: Each team member writes a set of interview questions and replies relating to their historic person. These interview outlines are turned in to you for review, then revised by the students based on your comments.

Step 5: Establish an interview area where students can perform their interviews for the class. Historic characters should dress in the style of their time. If you have a video camera in your school, it would be a great exercise to videotape each interview. You may also want to time the presentations to help students focus their interviews.

Step 6: Student teams present their historic person interviews. One person plays the reporter while the other team member becomes the historic person (as he or she appeared in her time). Teams could have the option of having one person play the reporter and the other assuming two historic characters even though the other team member conducted the research.

**EALRs:**

Reading 1.1, 1.3, 1.5, 2.1, 2.2, 3.1, 3.2

Writing 1.1-1.3, 2.1, 2.2

Communication 2.1-2.3

History 1.1, 2.1-2.3, 3.3

Arts 1.3, 1.5, 4.1

**CONCEPT INQUIRY 6: TIME**

**Lesson Title:** Times of our Lives

**Newspaper Issues to Use:** All

**Note:** This is an individual activity.

**Essential Questions:**

What is a generation gap?

How do newspapers reflect popular culture?

**Vocabulary:**

There are as many different definitions of **time** as there are people and disciplines. But within those definitions, there are three basic kinds of time: Biological time, geologic time, and mechanical or physical time.

**Biological time** relates to the internal clocks of animals, plants and people. It is reflected in seasons, lifecycles, and migration patterns.

**Geologic time** is based on the age of the earth and the universe. Usually understood as millions and billions of years, geologic time is also called “deep time.”

**Physical or mechanical time** is the kind of time with which we are most familiar. Each of us occupies a physical space in time and it is marked with mechanical devices called “clocks” “watches,” and “calendars.” **Historical time periods** fall within the world of physical/mechanical time and are a way of dividing time into larger chunks (calendars only cover one year). By breaking the past into decades, centuries, and millennia, we gain a referential time frame in which we can study the people, places, and events that happened before present-day.

**Generation** is a term used to describe the average time interval between the birth of parents and the birth of their offspring. The standard “gap” between generations is considered 20 years.

**Inquiry Set-up for Students:**

Last summer, while traveling to a family reunion, you and your family got lost in a strange phenomenon called in “the generation gap.” Still drifting in this invisible void, your family begins to speak in languages no one understands. Your grandmother reminisces about doing the bunnyhop in a poodle skirt. Your father says something about staying alive on the disco floor. Worst of all, both your grandmother and your father think

that NSYNC is some sort of garbage disposal! None of it makes sense because you are all lost in the “generation gap.”

In order to free your family from the gap, you need to build a time ramp from past to present. Like a highway on-ramp, your time ramp needs to be constructed of very strong materials. Those strong materials are basic facts. Find the answers to the following questions, and you’ll be well on your way.

1. What year was one of your great-grandmothers born? (Note whether it was your father’s or mother’s.)
2. What year was one of your grandmothers born? (Note whether it was your father’s or mother’s.)
3. What year was your father born?
4. What year was your mother born?
5. What year were you born?
6. How old was your mother when you were born?
7. What is the “average generation” in your family? (Figure this out by adding the years that your great-grandmother, grandmother, mother, and you were born together and dividing by four.)
8. How many years are thought to equal a “standard generation”?
9. What are the years of all of the newspaper sections in your set?
10. What historic events happened in Washington between the date of your great-grandmother’s birth and your birth date? Name at least four historic events, trying to find 1-2 in each person’s life (great-grandmother, grandmother, mother, you). Use the newspapers as your source for historical information.

Now, use this information to build an illustrated time ramp (similar to a freeway on-ramp) that leads out of the “generation gap” and into present-day.

### **Activity Plan: Teacher Directions**

Step 1: Introduce the Inquiry with a discussion about generations—what are they, what the term “generation” means.

Step 2: Read the Inquiry Set-up to the students. Provide each student with a list of the questions to be answered. Suggest that the students do some family interviews to gather the necessary information.

Step 3: Have students create illustrated “time ramps” that lead from the “generation gap” to present-day. These can be completed in either two or three dimensions and can be modeled after a long freeway on-ramp.

Here’s how:

- Use a base of cardboard or heavy paper on which to draw the time-ramp and present-day freeway outlines. This can be used for two- or three-dimensional versions.

- Have each student use the years of the newspapers as “mile markers,” adding in dates beginning with the birth date of the student’s great-grandmother(s) and ending with the birth date of the student.

- Students should locate cars or other individual transportation representative of “GGM, GM, M and Me” on the ramp at the appropriate time locations. Mark the birth years of each person (GGM, GM, M, and Me) in on the ramp.
- Students can use copies (probably reduced) of pictures and headlines from the papers to illustrate the historic events along the family route (as highway signs, billboards, or even graffiti).

**Step 4:** Have a “Generation Day” where students will share their final projects in a marketplace type of presentation. Have half of the class set out their projects and explain them to the other students, then switch places.

**Step 5:** Conclude by devising an “average generation gap” for the class by writing all of the student’s averages on the board and having them calculate the class average. How close is it to the “standard generation”? Define through discussion the terms, “bunnyhop,” poodle skirt,” and “disco.” In what decades did they originate, and why might the words cause people to fall into a generation gap?

**EALRs:**

Reading 2.1, 2.2, 3.1, 3.2

Communications 2.4, 3.1, 4.3

Math 1.1, 1.5, 3.1, 3.3

History 1.1, 1.2, 2.1, 2.2

Arts 1.3, 1.4, 3.1, 4.1

**CONCEPT INQUIRY 7: PRECEDENT**

**Lesson title:** The Mystery of Washington’s Printed Past

**Newspapers to use:** All for reference and comparison.

**Note:** Students work in three large groups to develop one large exhibit on newspapers, printing technology, and change over time.

**Essential Questions:**

What is the concept of historical precedent?

How does the concept of precedent apply to changes in newspaper technology and reporting?

**Vocabulary:**

Ideas build upon one another. In its simplest form, **precedent** means “coming before.” This could refer to an incident, an object, or an idea that came before the one being studied. For example, before automobiles were invented, people traveled in horse-drawn carriages. The earliest automobiles looked like “horseless carriages,” with the carriages setting the precedent for the design of early automobiles.

In legal terms, precedent means to justify a present decision. Back in 1910 when the women of Washington were granted the right to vote, precedent for this had been set by a handful of other states. The granting of the vote in Washington State helped set the stage for women earning the right to vote on a national level ten years later in 1920.

### **Inquiry Set-up for Students:**

As an established exhibit design firm, your class has been hired to design an exhibit on the history of newspapers in Washington State. Knowing this will be a large task, you divide your firm into three work groups each dealing with a different aspect of the newspaper mystery. Those three work groups are:

Newspaper History, Printing Technology, and Newspaper Statistics.

The research questions for each of the work groups are as follows:

#### Newspaper History

1. What was the first newspaper printed in Washington State? Where was it located?
2. What were the names of some of the earliest newspapers in Washington and who published them?
3. When was the Seattle Times founded, why, and by whom?
4. When was the local newspaper in your area founded?
5. Who were some of the first female and minority reporters to work for newspapers in the state?

#### Printing Technology

1. What does the term “lineotype” refer to and what does it have to do with printing?
2. What does “dpi” stand for? Where in a newspaper is this most obvious?
3. Are any newspapers in Washington still printed on a letterpress? If so, where?
4. Has the paper used for newspaper printing changed in the last 100 years? If so, how?
5. What are the most significant changes in printing technology that have taken place over the last 200 years?

#### Newspaper Statistics

1. How many newspapers are currently published in Washington?
2. How much does it currently cost to place a half-page advertisement in a newspaper such as the Seattle Times?
3. How much paper is used to print an average Sunday edition of the Seattle Times?
4. How many sections does the Seattle Times have and what are they? How does this differ from earlier editions such as 1900 and 1920? (Note: You’ll probably have to look at microfilm in order to figure this out.)
5. What is the current circulation of the Seattle Times and how does that compare to its early years?

Work in your groups to gather the answers to these questions. You will then present your findings to the class via a “Printing Through Time” exhibit.

### **Activity Plan: Teacher Directions**

Step 1: Divide the class into 3 groups. Assign each group one of the three different exhibit sections (Newspaper History, Printing Technology, Newspaper Statistics).

Step 2: Have students in each group investigate and obtain the answers to the questions for each exhibit section.

Step 3: All student groups then work together to decide how they will construct and interpret their sections of the exhibit. It may be helpful to appoint a student team leader or Project Manager for each team who will coordinate the construction of their team's portion of the exhibit.

Step 4: Discuss the concept of precedent and have students establish an order of precedent for their information.

Step 5: Students work together to build and install the exhibit. Invite your school administrators and parents to the exhibit opening.

### **Suggested Materials and Resources:**

Printer's loop

Book on the history of printing

Book: *Raise Hell and Sell Newspapers: Alden J. Blethen & The Seattle Times*

Site visits to Seattle Times' Printing Facility (Bothell, WA)

and Washington State History Museum (Tacoma, WA)

### **EALRs:**

Reading 1.1-1.3, 1.5, 2.1, 2.2, 3.1, 3.2

Writing 1.1-1.3, 2.1, 2.2, 3.1-3.5

Communication: 2.2, 2.4, 3.1-3.3, 4.1-4.3

History 2.1-2.3, 3.1-3.3

Geography 1.1

Arts: 1.4, 1.5, 3.1, 4.1

Science 3.2

## **CONCEPT INQUIRY 8: CAUSATION**

**Lesson Title:** Was it a Chain Reaction or a Web of Intrigue?

**Newspapers to Use:** All

**Note:** This activity is best suited to middle and high school students. It has also been developed to fit with the formats used in the National History Day competition program.

### **Essential Questions:**

What is causation? How do decisions, ideas, actions, and reactions combine to cause historic events?

### **Vocabulary:**

**Causation** refers to the act or process of producing an effect, result, or consequence. Like a detective solving a mystery, historians study the **causation** of past events to determine the motives, reasons, reactions, and consequences that led to their occurrence. When we ask a question like, "Why did the Narrows Bridge fall down?" or "How did the women of Washington earn the right to vote?" the causes were many and there is no single answer.

Some people believe that **causation** is like a chain reaction—one event leads in a straight line to another, and that to another, and so on. Other historical researchers see **causation** as a web where each act, decision, and motive intertwine to create a unique web of intrigue that results in a big event. What do you think?

**Inquiry Set-up for Students:**

You be the detective. Of all the articles you have come across in your sets of newspapers, pick the one based on an event that intrigues you the most. Your goal is to determine whether the event was the result of a chain reaction or a web of intrigue. Your research and presentation will support your claim—your definition of causation.

In order to do this, you will need to investigate the before and after of the event and make sure to ask (and find the answers to) the following questions:

- Why was your event considered newsworthy?
- What were the motives, ideas, actions, reactions, and/or decisions that set the stage for your event?
- What happened in the days, months or years after your event was reported? Were there any significant changes or impacts on your event?

Once you have researched and identified the causes and effects leading up to and resulting from your event, create one of the following projects to illustrate your “web of intrigue” or “chain reaction” theory.

- A written paper describing each cause and effect related to the event as well as your causation theory (web or chain).
- A video or computer multi-media presentation that presents each cause and effect related to the event as well as your causation theory (web or chain).
- A performance (individual or group) that dramatically presents each cause and effect related to the event as well as your causation theory (web or chain).
- A three-dimensional exhibit that illustrates and explains each cause and effect related to the event as well as your causation theory (web or chain).

**Activity Plan:**

Step 1: Begin by introducing the student inquiry set-up.

Step 2: Brainstorm with the students a long list of events. If you are teaching a Pacific Northwest or Washington State history class, you can restrict the selection to PNW history.

Step 3: Have students select an event described in one of the newspaper articles past or present to research and present in one of the established National History Day formats. If you need additional information on National History Day programs, contact Kathy Bradford at Washington History Day, Central Washington University, 400 E. 8<sup>th</sup> Ave.

Ellensburg, WA 98926-7553; email: [hstryday@cwu.edu](mailto:hstryday@cwu.edu) or via Internet address <http://www.cwu.edu/~history/hstryday/>.

Step 4: Help students brainstorm ideas about where to gather information regarding their topics. Always remind students to DIG DEEPER!

Step 5: Provide in-class work time for students to review their research with you and address information gathering and interpreting.

Step 6: Students develop their papers, performances, multimedia presentations, and exhibits for presentation to the class, school administrators, and parents. Those students who wish to may enter their projects in the local National History Day competition. Winners at the local levels go on to regional, state, and national competition.

**EALRs:**

Reading 1.1, 1.2, 1.5, 2.1-2.3, 3.1, 3.2

Writing 1.1, 1.2, 1.3, 2.2, 3.1-3.5

Communication 2.1, 2.3-2.5, 3.1-3.3, 4.1-4.4

History 1.1-1.3, 2.1-2.3, 3.1-3.3

Arts 3.1, 3.3, 4.1, 4.4

**REFERENCES AND ADDITIONAL RESOURCES**

**Helpful Curriculum Units from the Seattle Times:**

“Using the Newspaper in Upper Elementary and Middle Grades.” Julie C. Morse. American Newspaper Publishers Association Foundation, 1986.

“Using the Newspaper in Secondary Social Studies.” Dr. John Guenther, University of Kansas. American Newspaper Publishers Association Foundation, (date unknown).

**Web sites:**

[www.historylab.org](http://www.historylab.org)

The official site of the Washington State Historical Society’s History Lab Project. History Lab vocabulary, inquiry activities, and additional curriculum can be found here.

[www.seattletimes.com/nie](http://www.seattletimes.com/nie)

The Seattle Times’ Newspapers in Education general information site.

[www.seattletimes.nwsourc.com/centennial/index.html](http://www.seattletimes.nwsourc.com/centennial/index.html)

“100 Years in the Pacific Northwest”

These are stories that appeared in the Seattle Times every Sunday throughout 1996. The authors are Lorraine McConaghy and Sharon Boswell.

[www.seattletimes.nwsourc.com/klondike/](http://www.seattletimes.nwsourc.com/klondike/)

“Seattle times: Klondike Special Report” by reporter Ross Anderson. This is a retracing of the Klondike journey taken by Mont Hawthorne. A great tie to the concept inquiry on Exploration.

[www.wshs.org](http://www.wshs.org)

The Washington State Historical Society’s web site that offers a variety of information, from operating hours to on-line exhibits.

[www.tpl.lib.wa.us](http://www.tpl.lib.wa.us)

The site of the Tacoma Public Library complete with searchable obituary, ship, and place name indexes.

### **Pacific Northwest History Books**

*Washington: Art of the State*. Nanacy Friedman. New York: Harry N. Abrams, Inc., 1999.

*Exploring Washington’s Past*. Ruth Kirk and Carmella Alexander. Seattle: University of Washington Press, 1996.

*Washington: Images of a State’s Heritage*. Schwantes, Morrissey, Nicandri, and Strasser. Spokane: Melior Publications, 1988.

### **Site Visit Information**

Washington State History Museum

School Field Trip Information

253-798-5876 or [www.wshs.org](http://www.wshs.org)

Explore the Hall of Washington History and discover the people and places of Washington.

Seattle Times Plant Tour

Bothell Plant

425-489-7015 or [www.seattletimes.com/nie](http://www.seattletimes.com/nie)

See how newspapers are printed and readied for distribution.

Final SL: 9-20-00

Web master delivery date: 2-16-2001 & 2-26-2001

Web posting date: