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| Title | Exploring historical perspectives |
| Description/Overview | Social studies/ History: High School level |
| Objectives | <ul style="list-style-type: none"> ● To introduce students to the concept of historical perspectives and their impact on understanding past events. ● Students will develop critical thinking and analysis skills working with primary sources (newspapers). ● To enhance students' research, reading, and writing abilities through hands-on activities. |
| Materials | Newspapers Internet access for research |
| Key Vocabulary | <ul style="list-style-type: none"> ● Newspapers ● Primary sources: Offer raw information, or first-hand evidence compiled by research. ● Local/ Regional newspapers: A newspaper that contains news from a particular area ● Headlines: Title appearing at the top of a page or article. ● Caption: An explanation or title matching a picture or cartoon. |
| Lesson | <ul style="list-style-type: none"> ● Ask the students if they have ever read news or articles from an actual newspaper, or if they ever saw their parents reading them. <i>What kind of information do you think was in them? News only? Why do you think newspapers are not used as much as they used to be five, eight years, or decades ago?</i> These questions will provide the teacher with the previous knowledge students have on this new topic. <p>Begin the lesson by discussing the importance of newspapers as a historical and informational resource. Explain that newspapers provide valuable information from the past and help us understand how people thought and lived during different periods. Show the students a few examples of old newspapers and discuss their features; headlines, articles, advertisements, photographs or images, perspective, etc. Be sure to emphasize that newspapers provide a snapshot of specific places and times. While showing</p> |



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| | <p>students the examples of newspapers that will be used in class, introduce the vocabulary words.</p> <ul style="list-style-type: none"> ● Activity 1: Analyzing Newspaper Articles: <ol style="list-style-type: none"> 1. Divide the class into small groups and assign each group a newspaper (La unión fronteriza, La violeta, Juventud, El mañana, ¡Arante!, Acción). Proceed to instruct each group to select one newspaper article from the set that interests them. 2. Ask each group to read and analyze the article together, focusing on the following elements: <p><i>Headline:</i> Discuss its purpose and the effectiveness it has in getting the reader’s attention.</p> <p><i>Content:</i> Identify the main idea, supporting details, and the article's tone.</p> <p><i>Source and date:</i> Determine the newspaper's name, publication date, and possible biases.</p> <p><i>Visuals:</i> Analyze any photographs or drawings of the chosen article and discuss its relevance.</p> |
| Extension | Students will use the knowledge they gained through the lesson to create their own newspaper as a class and an article per group. |



Activity #2: Creating our own newspaper.

1. As a class, what name do you want to give the newspaper? Remember, the title should represent everyone in the class as a community.
2. What category will your group's article fall under? News, sports, entertainment, community concerns, gossip?
3. What could be considered a bias for your team's article?
4. What is your article going to be about?
5. Who is your article directed to?
6. What is the purpose of your article?

