

DIGITIZING LOUISIANA NEWSPAPERS PROJECT

CURRICULUM PACKET

LSU

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DLNP CURRICULUM PACKET

The Digitizing Louisiana Newspapers Project (DLNP) at LSU Libraries presents this curriculum packet as part of a pilot project with the Louisiana State University Laboratory School. Focusing on Louisiana newspapers, this curriculum development project intends to demonstrate the versatility and historical value of the newspapers to Louisiana's educators by highlighting their compatibility with Louisiana's Curriculum Standards. After meeting with two groups of University Laboratory School educators, the DLNP project team has assembled the following activities that showcase the grade levels and course subjects represented at those meetings. In May 2013, DLNP updated and edited the curriculum packets to reflect changes in the Louisiana curriculum.

The activities in this project are intended for use with the Louisiana newspapers made available on the *Chronicling America*¹ website. The DLNP project team, therefore, would appreciate any and all feedback from educators who bring these historical Louisiana newspapers into their classroom.

ACKNOWLEDGEMENTS

For their time and efforts, the DLNP team would like to specially thank the Louisiana State University Laboratory School, their educators, and librarian Charity Centey.

ABOUT THE DLNP

<http://www.lib.lsu.edu/special/cc/dlnp.html>



LSU Libraries is proud to present the Digitizing Louisiana Newspaper Project (DLNP), which offers over **78 titles** from the state of Louisiana published between **1836 and 1922**, totaling over **200,000 pages**.



The Louisiana newspaper titles selected for digitization provide statewide or regional coverage and/or significant information about cultural, political, economic, religious, or other special audiences or interest groups. As a collection, the newspapers provide coverage of each major region and population in Louisiana. The project's Advisory Board gave preference to titles providing coverage spanning long time periods, although many Louisiana newspapers from 1836-1922 now exist in broken runs due to social, political, and environmental turmoil.

¹ *Chronicling America: Historic American Newspapers*. <http://chroniclingamerica.loc.gov>

HISTORICAL CONTEXT

OVERVIEW OF LOUISIANA JOURNALISM, 1836-1922²

Journalism in Louisiana developed slowly and its establishment occurred after the United States purchased the Louisiana Territory. By 1820, newspapers appeared across Louisiana in English, French, and Spanish. During the years leading up to the Civil War, Pro-Southern, pro-slavery Democratic newspapers far outnumbered Republican viewpoints among the Louisiana press. Many newspapers went out of business between 1861-1865 due to the Civil War, paper shortages, the occupation of New Orleans, and the eventual fall of the Confederacy. Republican newspapers emerged during this period and Democratic newspapers censored themselves for fear of the Union shutting them down. In 1877, Federal troops withdrew from Louisiana and the press witnessed a war of words that targeted both southern Republicans and African-Americans. By the 1880s, emotions waned and other topics such as sports, literature, health, and gossip made their appearance in the newspapers.

Louisiana newspapers drastically altered in layout and content during the first twenty years of the 20th century. The newspapers' issues presented unique imagery in the form of photographs and cartoons and provided readers with a front row seat to the development of the advertising industry. The Louisiana press gave more attention to the exposure of corrupt politics and business practices and less attention to the social issues of segregation and suffrage. By the 1920s, Louisiana newspapers provided significant international reporting due to World War I as well as Louisiana businessmen venturing into Latin America and the Caribbean.

TIMELINE OF SIGNIFICANT EVENTS REPORTED*

Antebellum Period (1830-1859)

- 1831 – The Pontchartrain Railroad, Louisiana's first railroad and the first west of the Alleghenies, built
- 1834 – Medical College of Louisiana (now Tulane University) founded
- 1836 – New Basin Canal is completed
- 1836 – Texans besieged at the Alamo
- 1837 – *New Orleans Picayune* is established
- 1837 – Shreveport founded
- 1838 – First Mardi Gras parade held in New Orleans
- 1838 – St. Charles, as Jesuit institution, opens in Grand Cocteau
- 1838 – Cherokees forced to walk the "Trail of Tears"
- 1838 – Henry Miller Shreve removes the Great Raft, a 160-mile logjam that has blocked navigation of the Red River
- 1840 – Thanks to overwhelming steamboat traffic, New Orleans becomes the second largest port in the U.S.
- 1840 – Theatre de la Renaissance opens in New Orleans with an all-black cast
- 1845 – Louisiana Constitution is rewritten
- 1846 – Mexican-American War begins; New Orleans becomes important staging ground for the U.S. troops
- 1847 – Construction of the state capitol in Baton Rouge begins

² Information in this section provided by research prepared for the 2009 and 2011 DLNP grant applications, and based on content found in the Louisiana newspaper titles selected for digitization.

1847 – The Medical College of Louisiana (now Tulane University) becomes the University of Louisiana
1847 – The Feliciana Female Collegiate Institute opens in Jackson
1848 – Zachary Taylor, a Louisiana planter, elected U.S. President
1849 – Baton Rouge becomes the capital city of Louisiana
1850 – Compromise of 1850 passed; Fugitive Slave Act is strengthened
1850 – John McDonogh bequeaths \$750,000 to establish public schools in New Orleans and Jefferson Parish
1851 – Jenny Lind performs in New Orleans under the management of P.T. Barnum
1852 – Louisiana Constitution revised again
1852 – Mansfield Female College founded; Silliman Collegiate Institute, a girls school, opens in Jackson
1853 – Yellow fever epidemic kills 11,000 in New Orleans
1854 – Republican party formed
1856 – Hurricane strikes Last Island (Isle Dernière) killing more than 200
1857 – First formal Mardi Gras carnival organizations established
1857 – Dred Scott Case ruled upon in the U.S. Supreme Court
1858 – Know-Nothings riot in New Orleans

Civil War and Reconstruction (1860-1877)

1860 – Louisiana State Seminary (now Louisiana State University) opens
1861 – Louisiana votes for secession
1862 – New Orleans captured by Union navy; city subjected to military rule
1862 – Confederate troops fail to recapture Baton Rouge
1863 – Siege and surrender of Port Hudson
1864 – Battles of Pleasant Hill and Mansfield
1864 – Slavery abolished in Louisiana
1865 – Confederate state capital briefly located in Shreveport
1866 – Race riots following constitutional convention in New Orleans
1868 – African-Americans granted social and civil rights; Louisiana readmitted to Union
1870 – Steamboats Robert E. Lee and Natchez race from New Orleans to St. Louis
1873 – Rail service from New Orleans to Chicago inaugurated
1873 – Race riot in Colfax, Louisiana, leaves at least 63 African Americans dead
1874 – The White League organized to drive carpetbaggers out of the state
1877 – Federal troops withdrawn from Louisiana, ending Reconstruction

Industrial Development (1878-1900)

1878 – Yellow fever epidemic in New Orleans kills at least 3,800
1879 – State Constitution amended, neutralizing black vote
1879 – Thousands of African Americans leave Louisiana in the “Kansas Fever” exodus
1880s – Opelousas receives 2,000 orphans from New York via the Orphan Trains
1880 – Southern University, now the largest historically black university in the U.S., opens in New Orleans
1882 – State capital moves back to Baton Rouge from New Orleans
1883 – Rail service from New Orleans to California inaugurated
1884 – Louisiana State Normal College (now Northwestern State University) founded
1884-86 – World’s Industrial and Cotton Centennial Exposition held in New Orleans
1887 – Blue Laws passed, closing saloons on Sundays

- 1890 – Prize fighting legalized
- 1891 – First “Jim Crow” law passed
- 1893 – Hurricane kills 2,000 people in Louisiana and Mississippi
- 1894 – One of only two U.S. hospitals for treatment of leprosy opened in Carville, Louisiana
- 1895 – Louisiana Lottery, the largest lottery in the United States, outlawed
- 1896 – Fusion Populist-Republican gubernatorial ticket, representing north Louisiana dirt farmers and south Louisiana sugar planters, defeated by Bourbons in fraudulent election
- 1897 – New Orleans’ red-light district, Storyville, formally established
- 1898 – Poll tax and illiteracy test enacted to disqualify black voters
- 1898 – Louisiana troops, considered immune to yellow fever, sent to fight in Cuba

Modern Development (1901-1922)

- 1901 – Southwestern Louisiana Institute (now University of Louisiana at Lafayette) founded
- 1901 – First oil well in the state is drilled in Jennings, Louisiana
- 1901 – Fire destroys a large portion of Jennings, Louisiana
- 1901 – Grambling College (precursor to Grambling State University) opens in Lincoln Parish
- 1902 – Jelly Roll Morton claims to have invented jazz
- 1902 – State mental hospital established at Pineville
- 1904 – Loyola Academy (now Loyola University of New Orleans) founded
- 1904 – Drainage of swamp around New Orleans begins
- 1905 – Last yellow fever epidemic
- 1909 – New locks on the Mississippi open the Atchafalaya Basin (Acadiana) to navigation
- 1909 – Standard Oil Company builds facility in Baton Rouge
- 1910 – International aviation tournament held in New Orleans
- 1912 – Air mail route opened between New Orleans and Baton Rouge
- 1914 – Southern University moves to Baton Rouge
- 1915 – Hurricane hits New Orleans
- 1916 – Natural gas discovered in north Louisiana; State Federation of Labor organized
- 1919 – French Opera House in New Orleans, symbol of Creole culture, destroyed by fire
- 1920 – Red Scare destroys Socialist Party in Louisiana

CURRICULUM ACTIVITIES

PRIMARY EDUCATION

LSU

ANATOMY OF A NEWSPAPER

Objectives:

To identify, compare, and contrast the components of historical newspapers to today's newspapers.

Materials Needed:

- Online access to *Chronicling America*
- Several copies of at least 2 different current newspapers

Louisiana State Curriculum Standards:

3rd Grade English Language Arts

GLE 3.7 Determine the meaning of unfamiliar words using a variety of strategies

3rd Grade History

GLE 49: Identify various ways different cultures record their histories

GLE 51: Describe changes in community life, comparing a given time in history to the present

Duration: 45-60 minutes per activity

Activity 1

1. Divide students into groups of 2 or 3 with one of the current newspapers. If the newspaper contains more than one section, only give the student the front-page section for simplicity's sake. Students should make notes on the "Newspaper Structure Handout."
 - a. Alternatively, the activity can be amended for only the front page of the newspapers
2. After the students have completed the handout, briefly introduce them to the *Chronicling America* website and pull up one issue or 2 or 3 pre-selected titles.
3. As a class, have the students answer the same questions on the handout about the historical papers.
4. As a class, discuss the similarities and differences between today's newspapers and historical newspapers.

Activity 2

1. Divide students into groups of 2 or 3 with a copy of the "Vocabulary Terms" and one of the current newspapers. If the newspaper contains more than one section, only give the students the front-page of the section for simplicity's sake.
 - a. Alternatively, the activity can be amended for only the front page of the newspapers
2. Students identify as many of the vocabulary terms as possible in both the current newspapers and again in an issue of historical newspaper.
3. As a class, discuss the similarities and differences between the two types of newspapers, and observe the structural evolution of newspapers as media.

Sample Discussion Questions:

1. What are the major differences between historical and current newspapers?
2. What parts of the historical newspapers do not exist in today's newspapers?
3. What parts of today's newspapers did not exist then?
4. What makes a newspaper a primary source? What makes it a secondary resource?
5. How did the newspapers present visual records?
6. How are the articles presented? How do you know you have reached the end of an article?

ANATOMY OF A NEWSPAPER: NEWSPAPER STRUCTURE HANDOUT

To answer the questions, use an issue of a recent newspaper and/or an issue of a historical newspaper on *Chronicling America's* website.

1. How many pages are there?
2. How many sections are they? What are they named?
3. What information is on the front page?
 - a. Is there an article headline that stands out?
4. Where can you find local, national, and world news?
5. Where can you find ads?
6. Is there a section for children?
7. Is there a section about sports?
8. What kind of images can you find?

Examples: drawings, photographs, maps, charts
9. How much does the newspaper cost?
10. Who is the editor or owner of the paper?



ANATOMY OF A NEWSPAPER: VOCABULARY TERMS*

Ad – advertisement
Banner – headline spanning across the page
Binder Headline – one headline that presents several related stories
Break – where the story stops to be continued on another column or page
Byline – contains the author’s name and precedes the story
Canned Copy – a news story that has already been edited and is ready for print
Caption – the title or description of an image
Circulation – the number of copies that the newspaper distributes for each issue
Circus Makeup – headlines that are presented using a mixture of fonts sizes and types
Column – a vertical space for a stacked text, also known as a “leg”
Column Rule – the vertical line that separates a story, image, or other element
Cutoff Rule – the horizontal line that separates a story, image, or other element
Cutout – a silhouette of an image that has had its background removed to highlight the main subject
Dateline – usually located in the first line of a story and contains the story’s place or origin
Deck – a small headline following the main headline
Display Ads – large advertisements paid for by businesses that typically have illustrations
Ears – the space located on both sides of a newspaper’s nameplate or flag
Editor – a person who writes the editorials and prepares the newspapers stories for publication
Editorial – the editor or publisher’s opinion written as an article
Exclusive – a story that only one paper published
Extra – an irregular and separate edition that contains late and breaking news
Feature – a story concerned with a topic other than the news
Filler – space filling trivial information
Fold – the crease where the newspaper is folded in half
Folio – section located on the inside pages providing the newspaper’s name, date, issue, and/or page number
Header – a special name for a recurring section, page, or story
Headline – large type that appears above a story to introduce or summarize it
Infographic – any image, map, graph, chart, design, etc. that illustrates or analyzes an event, place, or news story
Jump – the continuation of a story on another page
Jump Headline – a headline reserved to introduce the continuation of a story
Lead – the first or second paragraph/sentence of a story that summarizes its content
Masthead – type that provides the newspaper’s title, owner, and other responsibility information
Nameplate – also known as a flag, this is the newspaper’s official title as it appears on the front page
Newshole – the space on a newspaper reserved for news rather than paid advertising
Obituary – brief biography and announcement of a person’s death
Printer’s Ornament – special characters in a typeset that act as spacers or decoration
Publicity – a new story that announces upcoming events
Publisher – the proprietor and sometimes the owner of a newspaper
Reporter – person who gathers news content and writes stories for a newspaper
Running Story – a news story that continues over several issues
Slant – when only one aspect of a news story is presented
Spot News – last minute unexpected news stories
Spread – the most important news within the issue
Subhead – small headlines used to divide a long news story
Syndicated Feature – material such as comic strips, columns, and stories purchased from a news organization
Wild Art – Stand-alone photos or images that do not have accompanying text

* Terms pulled from the following sources: Jane Lamb. *The Complete Newspaper Book*. (Portland, Me.: J. Weston Walch, 1985), 23-25 and Tim Harrower, *The Newspaper Designer’s Handbook*, 5th ed. McGraw-Hill, 2002, http://highered.mcgraw-hill.com/sites/0072407611/student_view0/glossary.html (accessed 15 February 2011).

CURRICULUM ACTIVITIES

SECONDARY EDUCATION

LSU

ANATOMY OF A NEWSPAPER

Objectives:

To identify the targeted audience, general purpose, social/political agendas, and unique characteristics of historical Louisiana newspapers.

Materials Needed:

- Online access to *Chronicling America*
- Access to a word processing program or writing materials
- Several copies of at least 2 different current newspapers

Duration: 45-60 minutes per activity

Louisiana State Curriculum Standards:

8th Grade English Language Arts

GLE 13: Evaluate the effectiveness of an author's purpose

8th Grade History

GLE 64: Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts

GLE 67: Analyze given source material to identify opinion, propaganda, or bias

9th-12th Grade US History

US 1.5: Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

11th & 12th Grade English Language Arts

GLE 32: Give oral and written analyses of media information

GLE 34: Select and critique relevant information for a research project using the organizational features of a variety of resources

GLE 42: Access information and conduct research using various grade-appropriate data-gathering strategies/tools

Instructions: Introduce students to the *Chronicling America* website. Pre-select a few appropriate issues from various Louisiana historical newspapers and divide the URLs to these issues among the students.

Activity 1

4. Divide students into groups of 2 or 3 with one of the current newspapers and a URL to a historical newspaper issue. If the current newspaper contains more than one section, only give the students the front-page section for simplicity's sake. Students answer the questions on the "Newspaper Structure Handout."
 - b. Alternatively, the activity can be amended for only the front page of the newspapers
5. As a class, discuss the similarities and differences between today's newspapers and historical newspapers.

Activity 2

1. Divide students into groups of 2 or 3 with a copy of the "Vocabulary Terms," a URL to a historical newspaper issue, and one of the current newspapers.
 - a. Alternatively, the activity can be amended for only the front page of the newspapers.
2. Identify as many of the vocabulary terms as possible in both current and historical newspapers.
3. As a class, discuss the similarities and differences and observe the structural evolution of newspapers as media.

Sample Discussion Questions

1. In what ways are historical newspapers valuable as a source of fictional narratives? Non-fictional narratives?
2. In terms of newspaper access and readership/audience, how do these newspapers differ from the access and readership of today's newspapers?
 - a. How would literacy rates have affected the contents and language?
 - b. How would economic status and newspaper prices have affected access?
3. In what ways do the digitized historical newspapers differ from what current newspapers offer online?
4. What can be considered as the supplements of today's newspapers? The newspaper? The website?

ANATOMY OF A NEWSPAPER: NEWSPAPER STRUCTURE HANDOUT

Use the *Chronicling America* website and a copy of one or two current newspaper issues to answer one or two of the following question sets:



Examine a current newspaper issue and a historical newspaper issue:

- Compare the contents of the front page
- Compare the visual effects of two different newspaper issues



Examine a historical newspaper issue of the same date or week in two different titles

- Count the number of stories on the same topic in a newspaper issue
- How do the stories differ? Are the details, tone, or perspective different?
- Are there any identical stories? If so, where/who did they come from?
- What does the treatment and placement of a story indicate about the newspaper or editor's bias?
- Are the headlines different? If so, what connotations are associated with the different choice of words?



Examine a current newspaper issue and a historical newspaper issue

- Compare the ratio of news to advertising
- Compare the ratio of hard news to feature stories or leisure material
- Compare the ratio of staff written items to syndicated items



Examine two current issues and two historical newspaper issues

- Compare any editorials on the same subject
- Compare an editorial on the same subject as a news item. Does the news item's headline or content reflect the editor's opinion? Is it greatly different?



Examine a current newspaper issue and a historical newspaper issue and list articles of interest to different groups of people:

- your age group
- people younger than you
- people older than you
- business people
- farmers
- men
- women
- other groups not listed

ANATOMY OF A NEWSPAPER: VOCABULARY TERMS*

- Ad** – advertisement
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- Binder Headline** – one headline that presents several related stories
- Break** – where the story stops to be continued on another column or page
- Byline** – contains the author’s name and precedes the story
- Canned Copy** – a news story that has already been edited and is ready for print
- Caption** – the title or description of an image
- Circulation** – the number of copies that the newspaper distributes for each issue
- Circus Makeup** – headlines that are presented using a mixture of fonts sizes and types
- Column** – a vertical space for a stacked text, also known as a “leg”
- Column Rule** – the vertical line that separates a story, image, or other element
- Cutoff Rule** – the horizontal line that separates a story, image, or other element
- Cutout** – a silhouette of an image that has had its background removed to highlight the main subject
- Dateline** – usually located in the first line of a story and contains the story’s place or origin
- Deck** – a small headline following the main headline
- Display Ads** – large advertisements paid for by businesses that typically have illustrations
- Ears** – the space located on both sides of a newspaper’s nameplate or flag
- Editor** – a person who writes the editorials and prepares the newspapers stories for publication
- Editorial** – the editor or publisher’s opinion written as an article
- Exclusive** – a story that only one paper published
- Extra** – an irregular and separate edition that contains late and breaking news
- Feature** – a story concerned with a topic other than the news
- Filler** – space filling trivial information
- Fold** – the crease where the newspaper is folded in half
- Folio** – section located on the inside pages providing the newspaper’s name, date, issue, and/or page number
- Header** – a special name for a recurring section, page, or story
- Headline** – large type that appears above a story to introduce or summarize it
- Infographic** – any image, map, graph, chart, design, etc. that illustrates or analyzes an event, place, or news story
- Jump** – the continuation of a story on another page
- Jump Headline** – a headline reserved to introduce the continuation of a story
- Lead** – the first or second paragraph/sentence of a story that summarizes its content
- Masthead** – type that provides the newspaper’s title, owner, and other responsibility information
- Nameplate** – also known as a flag, this is the newspaper’s official title as it appears on the front page
- Newshole** – the space on a newspaper reserved for news rather than paid advertising
- Obituary** – brief biography and announcement of a person’s death
- Printer’s Ornament** – special characters in a typeset that act as spacers or decoration
- Publicity** – a new story that announces upcoming events
- Publisher** – the proprietor and sometimes the owner of a newspaper
- Reporter** – person who gathers news content and writes stories for a newspaper
- Running Story** – a news story that continues over several issues
- Slant** – when only one aspect of a news story is presented
- Spot News** – last minute unexpected news stories
- Spread** – the most important news within the issue
- Subhead** – small headlines used to divide a long news story
- Syndicated Feature** – material such as comic strips, columns, and stories purchased from a news organization
- Wild Art** – Stand-alone photos or images that do not have accompanying text

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Scavenger Hunt

Objectives:

To learn how to search and browse for specific information within historical LA newspapers on *Chronicling America's* website. To understand the type and quality/trustworthiness of information historical newspapers provide.

Materials Needed:

- Online access to *Chronicling America*
- Access to a word processing program or writing materials

Prep Time:

5-10 minutes to set up *Chronicling America* website

Instructions

Briefly introduce the *Chronicling America* website and how to browse, search, and filter results within the Louisiana newspapers. Have students individually, or in small groups, choose one of the sample subject categories and complete the browsing/searching tasks. For each answer, students should note the newspaper's title, date, and city/parish of publication, and optimally, copy and paste the hyperlink into a word document with their answers to share and compare findings. Once the students have completed the tasks, share the results and discuss as a class the significance of their findings.

The following sample subject categories of scavenger hunts are:

- Media & Advertising
- Literature & Entertainment
- Propaganda & Political Cartoons
- Science & Technology

Sample Discussion Questions

1. What types of information do historical newspapers provide?
2. In what ways can newspapers be useful when analyzing historical events?
3. How do the language and presentation of information differ from today's newspapers?
4. What sources of information are found in newspapers? Are the articles providing first, second, third-hand accounts? How do you know?
5. Describe the challenge of searching for political cartoons, photographs, and images.
6. How was communication encouraged during this time? Do you notice any differences between mailing addressed today and those printed in the papers?

Louisiana State Curriculum Standards:

8th Grade English Language Arts

GLE 1: Develop vocabulary using a variety of strategies

8th Grade History

GLE 62: Construct a timeline of key events in Louisiana history

GLE 63: Interpret data presented in a timeline correlating Louisiana, U.S. and world history

GLE 64: Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts

9th-12th Grade US History

US 1.4: Discriminate between types of propaganda and draw conclusions concerning their intent

US 1.5: Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

11th-12th Grade English Language Arts

GLE 42: Access information and conduct research using various grade-appropriate data-gathering strategies/tools

Scavenger Hunt:

Media & Advertisements

Browsing:

- Find an advertisement for a local company
 - What is the company name?
 - Where are they located?
 - What is their specialty?
 - Is there an advertisement in the same issue for one of its competitors?
- Find an advertisement for something that does not exist today
 - What is it?
 - Why does it no longer exist?

Browsing & Searching:

- Browse a few newspapers for popular advertisements, choose a product or service name, and find four different advertisements for that product/service
 - How do the ads differ? What are the visual aspects, if any?
 - Do they try to sell the product/service to different groups of people?
 - Do they have a slogan or a logo? If so, what is it?
 - What are the earliest and the latest dates for the product/service advertisements you found?
 - Does it still exist?

Searching:

- Search for advertisements for at least two of the following products. Identify what they are, what they do, and who would use them. How do these advertisements differ from advertisements of similar products today? Take note of anything you find interesting.

- | | | | |
|---------------------------------|----------------|------------|----------------|
| • Calumet | • Cascarets | • Castoria | • Chesterfield |
| • Grove's Tasteless Chill Tonic | • Herbine | • Paxtine | • Peruna |
| • Prickly Ash Bitters | • Sarsaperilla | • Spohn's | • Wrigley's |

Louisiana State Curriculum Standards:

9th-12th Grade US History

US 1.4: Discriminate between types of propaganda and draw conclusions concerning their intent

US 1.5: Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

11th & 12th Grade English Language Arts

GLE 1: Extend basic and technical vocabulary using a variety of strategies

GLE 3: Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses

GLE 4: Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life.

Scavenger Hunt:

Literature & Entertainment

Browsing:

- Look at several issues of one newspaper.
Find a fictional story presented as a serial.
 - What is the title?
 - Who is the target audience?
 - What is it about?
 - Does the segment provide a synopsis or introduction of the story's context?
 - Does it span three or more issues?
- Select one issue of a newspaper
 - How many poems and/or fiction stories are there?
 - Where in the newspaper are they located?
 - What are they about? Is there a theme?

Louisiana State Curriculum Standards:

8th Grade English Language Arts

GLE 13: Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques

10th Grade English Language Arts

GLE 42: Access information and conduct research using various grade-appropriate data-gathering strategies/tools

11th & 12th Grade English Language Arts

GLE 1: Extend basic and technical vocabulary using a variety of strategies

GLE 3: Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses

GLE 4: Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life.

GLE 37: Access information and conduct research using various grade-appropriate data-gathering strategies/tools

Browsing & Searching:

- Scan one or two issues of a newspaper and note ten words you do not recognize
 - Define each term in context
 - Find a dictionary definition of each term, and note if its use has changed
 - Use the terms as keyword searches and note their frequency in the newspapers
- Find some examples of humor, such as a joke, comical image, or funny story
 - Do you find the examples entertaining?
 - Is the humor relevant today, or is it only humorous within the context of that time?

Searching:

- Find a fictional story about a romance, a tragedy, or an adventure
 - Can you find other stories by the same author?
- Find an article, image, or advertisement that demonstrates popular extracurricular activities (e.g., sports, theater, games, circuses, fairs)
 - What forms of entertainment did you search?
 - Were such activities locally accessible to the newspapers' readers?
 - Can you find gender or age specific examples?
 - Did you find anything that is still popular today? Anything that is now unpopular?

Scavenger Hunt:

Propaganda & Political Cartoons

Browsing:

- Find an editorial about a political figure or event
 - Who or what is the editorial about
 - Is the editor's political affiliation obvious? If so, what is it?
 - Does the editorial's tone match that of the newspaper in general?
 - How does the editor support his/her opinion?

Browsing & Searching:

- Strategically restrict dates and browse a newspaper for three weeks before and after a state or national election
 - What office(s) is the election filling?
 - Are there portraits or photographs of the candidates?
 - Does the newspaper support a particular candidate or political party? How can you tell?
 - How does the newspaper present the election results?
- Find an article about the Progressive Party in Louisiana
 - From the article, can you define the Progressive Party's political platform?
 - Does the article support or denounce the Progressive Party?
 - What part or candidate does the article support, if not the Progressive Party?

Searching:

- Find a political cartoon or caricature
 - Who/what is it about?
 - What message does it portray?
 - Who is the creator/illustrator/published name, if any?
 - What search terms did you find successful?
- Find an article that announces the 1860 presidential election results
 - How many days after the election is the article printed?
 - What is the general reaction to the election results?
 - What, if anything, surprised you about the results?

Louisiana State Curriculum Standards:

8th Grade History

GLE 13: Analyze an author's viewpoint by assessing appropriateness of evidence and persuasive techniques

GLE 63: Interpret data presented in a timeline correlating Louisiana, U.S. and world history

9th-12th Grade US History

US 1.4: Discriminate between types of propaganda and draw conclusions concerning their intent

US 1.5: Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

9th-12th Grade World History

WH 1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda

WH 1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

10th Grade English Language Arts

GLE 42: Access information and conduct research using various grade-appropriate data-gathering strategies/tools

11th-12th Grade English Language Arts

GLE 42: Access information and conduct research using various grade-appropriate data-gathering strategies/tools

Scavenger Hunt:

Science & Technology

Browsing:

- Find an article or recurring newspaper section that presents information on a topic related to science, technology, or innovation?
 - What does it discuss or present?
 - Is the article related to Louisiana, the United States, or somewhere else?

Browsing & Searching:

- Find a few articles or advertisements related to transportation vehicles
 - What different modes of transportation can you find?
 - What is the date on the earliest mention of the term “automobile”?
 - What do the papers describe when using the term “automobile”?
 - What interesting results do you get?
- Find a few articles and advertisements that demonstrate communication technology
 - What modes of communication did you find?
 - How do advertisements encourage consumers to contact them?
 - Are there any communication technologies still used today? Have they changed?
 - How has communication technology propelled modern culture? Modern politics? Society? Literacy rates? What evidence of change do the networks provide?
- Find an article or advertisement related to improved agriculture and/or livestock
 - To what type of farming does the item relate?
 - What does the innovation claim to improve? Does it save time, money, or energy?
 - What areas of Louisiana would benefit most from the innovation?

Searching:

- Find announcements for four inventions powered by electricity, kerosene, or petroleum
 - Do these inventions exist today?
 - If so, how are they different?
 - What is the date of the oldest announcement that you found? What invention does it present?

Louisiana State Curriculum Standards:

9th Grade Science

GLE 14: Cite examples of scientific advances and emerging technologies and how they affect society

9th-12th Grade US History

US 1.5: Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

9th-12th Grade World History

WH 1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

11th-12th Grade English Language Arts

GLE 42: Access information and conduct research using various grade-appropriate data-gathering strategies/tools

National History Standards:

Era 6, Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people

SUBJECT GUIDE

Objectives:

- To identify and evaluate historical newspaper items relevant to a specific event, period, or person(s).
- To evaluate the newspapers as a historical resource and critique journalistic methods.

Materials Needed:

- Online access to *Chronicling America*
- Access to a word processing program, html editor, or poster presentation materials

Prep Time: 5-10 minutes to set up *Chronicling America* website

Instructions:

1. Provide or let students select a historical subject – event, period, or person(s) – with coverage in the Louisiana newspapers (see Historical Context: Timeline of Significant Events Reported)
2. Using *Chronicling America*, experiment with search terms and date ranges to find newspaper items about or related to the historical subject
3. Make a citation for each interesting find and/or item that contains relevant significance to the historical subject chosen (a percentage of finds or a pre-determined number can narrow the amount of selections for citation)
4. Based on the search results and the contents of the newspaper items:
 - a. write a summary of the historical subject as covered by the newspapers, including newspaper titles, depth of coverage, differing perspectives and/or obvious slants
 - b. create a timeline of newspaper coverage, listing citations in chronological order
 - c. list notable persons, places, or events, and successful search terms or search tips

Optional presentation:

For those advanced in technology, create an html document that contains the above information as well as sample images from the results, and for each item's citation provide persistent links to the item on *Chronicling America*'s website.

Discussion:

- As a class, discuss successful and unsuccessful search strategies for a variety of topics.
- Identify how different titles covered news items by their depth, perspective, and target audience.
- Compare and contrast the reporting of events in Louisiana in terms of: 19th and 20th century, North and South, local and national items, and various social groups.
- Discuss how the activity contributed to your knowledge of both Louisiana's history and its journalistic tradition.

Louisiana State Curriculum Standards:

8th Grade English Language Arts

GLE 1: Develop vocabulary using a variety of strategies

8th Grade History

GLE 63: Interpret data presented in a timeline correlating Louisiana, U.S. and world history

GLE 64: Compare and contrast events and ideas from Louisiana's past and present, explaining political, social, or economic contexts

9th-12th Grade US History

US 1.4: Discriminate between types of propaganda and draw conclusions concerning their intent

US 1.5: Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

11th-12th Grade English Language Arts

GLE 42: Access information and conduct research using various grade-appropriate data-gathering strategies/tools

Louisiana State Curriculum Standards:

National History Standard, Historical Thinking:

Standard 1: Interpret data presented in time lines and create time lines by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.

NEWSPAPER CLIPPINGS EXHIBIT

Objectives:

- To identify and evaluate historical newspaper items relevant to a specific event, period, or person(s).
- To create and present a collection of newspaper items based on a theme

Materials Needed:

- Online access to *Chronicling America*
- Access to a word processing program or writing materials

Prep Time: 5-10 minutes to set up *Chronicling America* website

Instructions:

Based on coverage in the LA newspapers, students (as a group or individually) choose a theme by which to select and present items found in the historical LA newspapers.

Example themes include baseball, fashion, product

advertising, recipes for local crops, etc. The theme may be limited by date, newspaper title, geographic area, etc.

1. Using the *Chronicling America* website, browse and search the LA newspapers for items that provide visual and narrative coverage of the selected theme.
2. Cite each chosen newspaper item, it may be downloaded as an image file or captured on the screen, and briefly identify the item with a label.
3. After “clipping” 5-10 items related to the theme, students then gather information from a variety of historical resources and write a brief essay explaining the selected theme.
4. Create a visual presentation for the essay and newspaper clippings.
5. As a class, present the “Newspaper Clippings Exhibits” and discuss the significant of the findings.

Presentation: Encourage creativity in presenting the “Newspaper Clippings Exhibit”

Option 1: Print out and present the theme’s essay and selected items on a poster board, and provide each item with a caption containing a brief identification label and citations

Option 2: Present the theme’s essay and selected items using a word processing or slide show presentation program with the items inserted into the document as images. Identify each item with a label and citation.

Option 3: For those advanced in technology, create an html document that contains the essay and images from the results, and for each item’s citation provide persistent links to the item on the *Chronicling America* website.

Discussion

- Discuss how the newspapers cater to a variety of interests and social groups.
- Identify how the presented themes have evolved and their portrayal by the 21st century media.
- What do the clippings reveal about family, society, and industry during that time?
- What do the themes reveal about the American experience and contemporary culture?

Louisiana State Curriculum Standards:

8th Grade History

GLE 63: Interpret data presented in a timeline correlating Louisiana, U.S. and world history

GLE 64: Compare and contrast events and ideas from Louisiana’s past and present, explaining political, social, or economic contexts

9th-12th Grade US History

US 1.4: Discriminate between types of propaganda and draw conclusions concerning their intent

US 1.5: Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources

9th-12th Grade World History

WH 1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda

WH 1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources

National History Standard, Historical Thinking:

Standard 4: Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like

RESOURCES

LSU

RESOURCES

LSU Libraries Special Collections. *Digitizing Louisiana Newspapers Project*. Retrieved from <http://www.lib.lsu.edu/special/cc/dlnp>.

Library of Congress. *Chronicling America*. Retrieved from <http://chroniclingamerica.loc.gov>.

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