

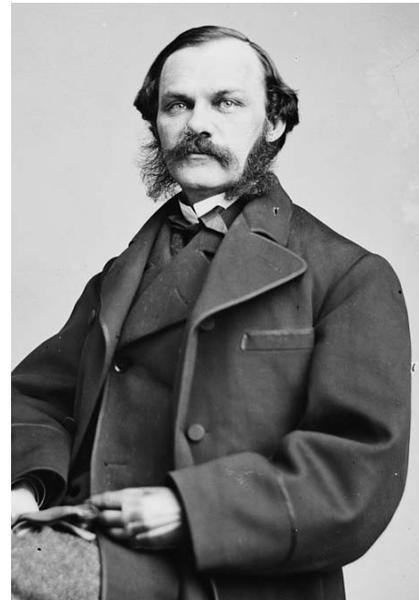
Famous New Yorkers 2016-2017 Series Teachers' Guide/Student Worksheets

This guide supports the Famous New Yorkers series of profiles. It offers teachers several short answer questions based on the content of each profile about the person or their pursuits. Lastly, the guide includes two or three activities per

profile called "Newspaper Tie-ins." These activities are suggestions for how to bring the lessons of these historical figures into the present and make them relevant to our lives. These lessons were created for students in grades 4-8 but can be narrowed or expanded to accommodate the needs of each instructor's class. Feel free to modify these activities or to create your own.



From left to right: First Lady - Julia Gardiner Tyler, Judge Jane Bolin and New York Times co-founder, Henry Jarvis Raymond.



*Created by the New York News Publishers Association –
Newspaper In Education Program
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Common Core State Standards Chart

Lesson	Anchor Standards for Reading	Anchor Standards for Writing	Anchor Standards for Speaking and Listening	Anchor Standards for Language	NYS Standards for History/Social Studies
Barbera	1, 9	3, 8	2	5	1
Beecher	1, 3	4, 7	4	3	3, 4
Bolin	1	2, 9		1	1, 5
Graham	6, 8	1, 8	1, 3	4	1, 5
Havens	3, 7	5	2, 5	5	1
Hollerith	1, 2	1, 7		3	1, 4, 5
Hopper	4	2, 3	2, 5	2, 6	1, 2
Lansing	1, 8	4, 7	3, 4	5	2, 5
Lombardi	2	1, 4	3	1	1, 3
Myer	1, 7	7, 8	2	6	2, 3, 5
Raymond	5, 7	1, 9	3, 4	1	1, 5
Tyler	1, 3	1, 7	3, 4	3	1, 3, 5
Watson	1, 8	4	2, 6	5	1, 4

This chart can be used as quick reference when a teacher wants to find a lesson and the corresponding Common Core State Standards (CCSS). For more detailed information on the CCSS and the specific focus for instruction for each year go online www.engageny.org/common-core-curriculum or <http://www.corestandards.org/the-standards> for the more detail on Social Studies go to directly to <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

Name _____

Joseph Roland Barbera

Vocabulary – write a brief definition of the following words:

animated/animation _____

ambitious _____

prestigious _____

nomination _____

Baby Boomers _____

iconic _____

Read the Famous New Yorker profile of Joseph Barbera. Then answer the following questions.

1. What was Joseph Barbera’s work before he studied cartooning? _____

2. How many Academy Awards did Hanna Barbera win for animation? Which cartoon characters were recognized with these awards? _____

3. About how old was Joseph when he joined MGM Studios and why did he stop working there? _____

4. Which Hanna Barbera cartoon was created for an adult audience? _____

5. According to the story, how quickly were cartoons made for the movies? For television? _____

6. Using a map of New York State or an online mapping tool, about how far is Little Italy, Manhattan from your school? How far is Burbank, California (location of Hanna Barbera Studios now Cartoon Network)? _____

Related online news article: *Fort Scott Tribune*, (Kansas), Wednesday, August 29, 1975 – Headline: Tom and Jerry Controversial –
<https://news.google.com/newspapers?nid=1906&dat=19750819&id=vNUfAAAAIBAJ&sjid=M9kEAAAIBAJ&pg=2835,6217447&hl=en>

Newspaper Tie-in:

- Rewrite a news article as a cartoon strip. Select an article to read. Using a blank sheet of paper, fold the paper into six or eight blocks, numbering each. Now retell the article in pictures, no words allowed. Be prepared to share your visual articles with the class. See if your classmates can identify the newspaper article you selected just by viewing your drawings.

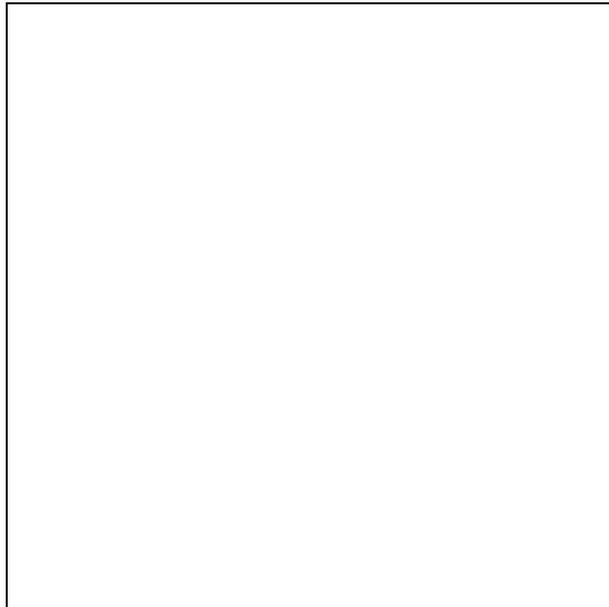
Name _____

Directions: Most newspaper comic strips contain three or four frames. Each frame helps to develop the story or communicate an idea.

Assume you can add one more frame to a comic strip of your choice. The frame can be anywhere in the sequence. What you include in the frame should relate to and improve or enhance the original strip. Clip and paste the original comic strip below.

Paste original comic strip here.

Then draw the additional frame below, include dialogue if appropriate, and indicate where in the sequence your new frame should be placed.



Assessment question: What did you find most challenging about this activity?

Source: This graphic organizer was modified from one found in "Comic Strips...Newspaper Capers" by John Guenther and Ann West 1988

Famous New Yorkers XV - created by the New York News Publishers Association – Newspaper In Education. All rights reserved 2016.

Name _____

Lina Beecher

Vocabulary – write a brief definition of the following words:

entrepreneur _____

disbanded _____

venture _____

centrifugal _____

monorail _____

conventional _____

elliptical _____

Read the Famous New Yorker profile of Lina Beecher. Then answer the following questions.

1. What did Beecher do during the U.S. Civil War? _____

2. List at least seven different jobs or professions Lina had during his lifetime. _____

3. Which of the following did Lina Beecher create? a) A loop rollercoaster
b) A monorail train line c) A portable telephone d) An electric company e) All of these
4. How old was Lina Beecher when he died? _____
5. Find Byron on a map of New York State or use an online mapping tool. How far is Byron from your school? How far apart are Byron and Coney Island? _____

Related Online News Article: *The Lakeland Ledger*, published in Lakeland, FL, Sunday, April 10, 1977 – Headline: Coney Island’s Flip Flap Opened in 1880s. The Great American Amusement Park is Alive and Well.

<https://news.google.com/newspapers?nid=1346&dat=19770410&id=RbcwAAAIBAJ&sjid=0foDAAAIIBAJ&pg=1691,2365307&hl=en>

Newspaper Tie-ins:

- Lina Beecher started many business ventures that were not very successful. However, he continued to use his knowledge and imagination to work on different projects. Look through the newspaper (print or electronic) and other sources for a modern example of someone with tirelessness to keep trying.
- Look through recent editions of the newspaper (print and online) for articles about amusement parks or tourist attractions. Where are they located, relatively local or far away? Select one and compare it to the Flip Flap Railway in the 1880s. Use the chart on the next page to record what you’ve found. Give a brief oral report to the class.
(For images of Beecher’s patent drawings for his railway system and acoustic telephone see pgs. 30-32)

Name _____

Name of Attraction:	Flip Flap Railway, Coney Island
What are the main features?	A short monorail roller-coaster with one full vertical loop. Other Coney Island amusements in the 1880s included dining halls, dime museums, concert halls, dance pavilions, sideshows, circuses, fireworks displays, games of chance, an aquarium and traveling shows including John Philip Sousa's band and Buffalo Bill's Wild West Show.
Where is this attraction located?	Coney Island, Brooklyn, New York
Why do people visit this attraction? About how many people visit it?	People went to Coney Island to enjoy the beach during the hot, humid summer days and the amusement park and other entertainment venues grew in the area because this is where people were spending their free time.
What helpful hints should you know before visiting this attraction?	Be careful riding the Flip-Flap Railway – some riders have complained about hurting their necks from the speed of the ride. Only strong, well fit adults should consider trying this amusement however, anyone can watch!

Follow up: Now that you've researched a tourist attraction, create a newspaper advertisement promoting this location as a place to visit.

Assessment question: What is the most interesting thing you learned doing this activity?

Name _____

Jane Bolin

Vocabulary – write a brief definition of the following words and phrase:

public sector _____

incumbent _____

rebuffed _____

counsel _____

NAACP _____

Read the Famous New Yorker profile of Jane Bolin. Then answer the following questions.

1. About how old was Jane when she graduated from Yale? _____
2. True or false: Bolin successfully ran for a NYS Assembly seat. _____
3. Name two times in her life when Jane Bolin was a pioneer as the first black woman. _____

4. What organization did Jane serve as Vice President? Why did she leave? _____

5. How was Jane Bolin involved with education? _____
6. Find Poughkeepsie on a map of New York State. About how far is it from your school? _____

Related Online Newspaper Clippings:

Baltimore Afro-American, February 17, 1959, Headline: Why Aren't There More Women Lawyers
<https://news.google.com/newspapers?nid=2205&dat=19590217&id=yZslAAAAIIBAJ&sjid=SfUFAAAAIBAJ&pg=2489,920155&hl=en>

Schenectady Gazette, February 13, 1969, Headline: Alpha Kappa Alpha Sorority Publishes First Book In Negro Heritage Series
<https://news.google.com/newspapers?nid=1917&dat=19690213&id=UeNKAAAAIIBAJ&sjid=tukMAAAAIBAJ&pg=681,2497296&hl=en>

Newspaper Tie-ins:

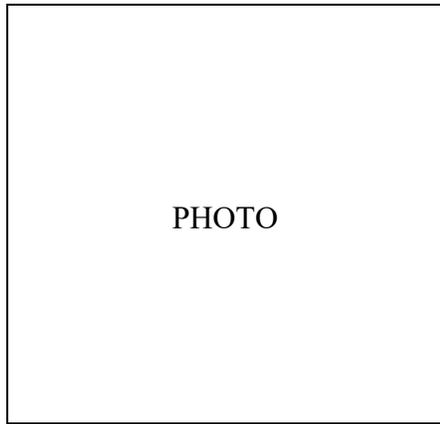
- Jane Bolin was very accomplished for an African-American woman facing discrimination. Look for examples of modern individuals facing discrimination and compare and contrast them with Bolin.
- Look through the local newspaper (in-print or online) for news about local, state or national elections and the candidates seeking positions. Use the graphic organizer on the next page to create a candidate profile highlighting each candidate's position on key issues. Work in small groups with each group profiling a different candidate. Share group profiles as the class.
- **Bonus:** Complete a candidate profile for Jane Bolin's campaign for NYS Assembly in 1936.

Name _____

Candidate Profile

Candidate's Name: _____

Political Party Affiliation: _____



Age:

Religion:

Residence:

Family:

Endorsements:

Experience: _____

Education: _____

Occupation(s): _____

Qualifications: _____

Any other facts cited in newspaper articles, ads, opinion pieces, etc.: _____

If the election were to take place today, would you vote for this candidate? Why or why not?

Assessment question: What one thing about this lesson would you like to know more about?

Name _____

Elizabeth Jennings Graham

Vocabulary – write a brief definition of the following words and phrase:

racial segregation _____

streetcar _____

liberate _____

conductor _____

sympathetic _____

discrimination _____

Read the Famous New Yorker profile of Elizabeth Graham. Then answer the following questions.

1. What was Elizabeth Jennings' job? _____
2. What happened to Miss Jennings that she sued the Third Avenue Railroad? _____

3. How much money was Elizabeth awarded by the jury? _____

4. What organization was created as a result of Jennings' struggles? Who started it? _____

5. How did Elizabeth Jennings show her educational leadership after the US Civil War? _____

6. Find Manhattan on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online Editorial: *Gadsden Times* published in Gadsden, Alabama – July 2, 2001, Headline: When Heroic Heroines Stood Up by Gail Collins

<https://news.google.com/newspapers?nid=1891&dat=20010702&id=92ofAAAIAIAJ&sjid=JNUEAAAIAIAJ&pg=1584,205845&hl=en>

Newspaper Tie-ins:

- Elizabeth Jennings and Sarah Adams faced racial discrimination. Look through the newspaper for current examples of discrimination. Select one example and determine the basis for the discrimination (for example: age, race, gender, economic, etc.). Share your examples as a class and brainstorm possible remedies to fight against continued prejudice.
- The Legal Rights Association was set up to help people sue businesses for discrimination. Look through the newspaper for examples of people fighting for the equality of others. What group of people are they working for? How and why are they doing it?

Name _____

Equal Opportunity – Fair/Unfair Treatment

Many laws and rules are enacted so people will be treated equally and fairly. Equal and fair treatment means that everyone is treated the same and has the same chance to succeed. Nobody receives special favors or can break rules that other people must follow.

As a class, use the print or electronic edition of the newspaper to find an example of someone being treated fairly. In the space below, write out how the person was treated fairly and why that was important. _____

Find an example in the newspaper of someone being treated unfairly. Write out what was unfair about the treatment. _____

Do some research and see if there is a rule or law that addresses this situation. Briefly describe the law (if there is one). _____

If there is a law, was it enforced? YES NO

If no rule or law exists, write out an idea for a law that would make sure people would be treated fairly in this situation in the future. If a law exists, write how you think it should be changed or why the law is okay the way it is. _____

Follow up: What did you learn about rules and laws guiding equal opportunity and fairness?

This exercise was modified from one originally created for *Power Pack: Lessons in Civics, Math and Fine Arts for NIE Week 2011 for the NAA Foundation*.

Name _____

Richie Havens

Vocabulary – write a brief definition of the following words:

Woodstock _____

doo-wop _____

avant-garde _____

gigs _____

counterculture _____

venue _____

Read the Famous New Yorker profile of the Richie Havens. Then answer the following questions.

1. How old was Richie Havens when he performed at Woodstock? _____

2. True or false: Havens was best known as a gospel and doo-wop singer. _____
3. Name the two record companies mentioned that Havens created albums for. _____

4. Why did Richie Havens appear as the opening act at Woodstock? _____

5. Find Brooklyn on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *The Daily Gazette*, Schenectady, NY – Friday, June 15, 1990, Headline: Richie Havens' Songs Are Anthems for Social Change
<https://news.google.com/newspapers?nid=1957&dat=19900615&id=FHMhAAAAIBAJ&sjid=tIgFAAAIBAJ&pg=2535,3821839&hl=en>

Newspaper Tie-ins:

- Play Richie Havens' music and match newspaper stories or photos to his music.
- Using newspaper articles or photos as a source of inspiration, write new song lyrics to a Richie Havens' tune. Be prepared to share/perform your new lyrics with the class.
- In the 1980s Richie Havens' performed as a commercial jingle writer. Write a commercial jingle for a newspaper advertisement. Use the chart on the next page to organize your work.

Name _____

Directions: Look through the newspaper for an advertisement for a product or service that appeals to you. If the ad is small paste it in the space below (if it doesn't fit attached it to this document). Answer as many of the questions as you can to help guide your writing process. Then write a commercial jingle for that product or service.

Who is your audience? Who would this product or service appeal to the most?

Is this product or service unique in some way? Be specific.

What makes this product or service better than the competition?

Assessment question: What was the most interesting thing you learned while doing this lesson?

Name _____

Herman Hollerith

Vocabulary – write a brief definition of the following words and phrase:

textile _____

U.S. Census Bureau _____

tabulate _____

statistics _____

dissertation _____

alternative _____

Read the Famous New Yorker profile of Herman Hollerith. Then answer the following questions.

1. What day in February was Herman Hollerith born on? _____
2. Where did Hollerith teach? _____
3. About how old was he when his machine was picked by Census Bureau? _____
4. What machine did Hollerith create to make the census process faster? What inspired him? _____

5. What was used by Hollerith’s machine to represent data about each person? _____

6. Find Buffalo on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *Spartanburg Herald-Journal* – January 27, 1990, Headline: Alongside Thomas Edison

<https://news.google.com/newspapers?nid=1876&dat=19900126&id=qFIgAAAIBAJ&sjid=WM4EAAAIIBAJ&pg=3234,3271209&hl=en>

Related Website: U.S. Census Bureau – Notable Alumni

https://www.census.gov/history/www/census_then_now/notable_alumni/herman_hollerith.html

Newspaper Tie-ins:

- Hollerith’s work with the U.S. Census Bureau got him to think about a better way to compile the survey results. Look through the newspaper for a modern example of a “problem solver” – someone who developed a way to improve an existing thing or processes or developed a completely new invention to solve a problem. Write a brief summary of the person you selected, their invention, and why you selected it. Use the graphic organizer on the next page to organize your research.

Name _____

Invention/Development's Name _____

Description: What does it do?	Features & benefits:	Competition's features & benefits:
Who would use this? (Describe the ideal customer)		
Why is this solution better?		
How much does it cost?	Where can you find/buy it?	

In the space below or on another sheet of paper draw a rough layout of what an advertisement for this product or service would look like.

Follow up: If you were to solve a current problem what would it be and why?

Assessment question: What one thing you learned today surprised you?

Name _____

Edward Hopper

Vocabulary – write a brief definition of the following words and phrase:

conservative _____

commercial artist _____

correspondence _____

cubism _____

Impressionists _____

chronicler _____

Read the Famous New Yorker profile of Edward Hopper. Then answer the following questions.

1. What type of artist did Edward’s parent encourage him to become? Why? _____

2. True or false: Hopper preferred to paint as a cubist. _____
3. About how old was Edward when the first solo exhibition of his work was held? Where was it? _____

4. How old was Hopper when he died? _____
5. Find Nyack on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *Kentucky New Era* – May 20, 1971 – Headline: Edward Hopper Work Shown In Major Retrospective

<https://news.google.com/newspapers?nid=266&dat=19801110&id=uf8rAAAIAIAJ&sjid=kW0FAAAIAIAJ&pg=1200,1030338&hl=en>

Related website: An Edward Hopper Scrapbook / American Art - <http://americanart.si.edu/hopper/>

Newspaper Tie-ins:

- As a class, discuss kinds of art you have seen in your community, your city, in newspapers or on the Internet. Discuss which was the most unusual or the one you liked most.
- Look through photographs in recent editions of the newspaper (in-print or online) and find images similar to the subject matter of Hopper’s paintings – unique perspectives of everyday life. Compare and contrast one of the photos you find with one of Hopper’s paintings.
- View images of Edward Hopper’s paintings using the Smithsonian American Art Museum’s Edward Hopper Scrapbook above. Imagine you are a reporter writing a review about the Edward Hopper’s paintings. You should describe the experience to your readers. Remember to provide the who, what, when, where and why information so your readers are encouraged to visit the Smithsonian and see the paintings for themselves or take a virtual tour of the scrapbook.
- Using Hopper’s painting *Nighthawks*, complete the learning exercise on the next page.

Name _____

Seeing Art in Historical Context

Artwork Name: _____

Artist Name: _____

Date/Time Period: _____

Describe at least two things you already know about this time period:

- 1.
- 2.
- 3.

Directions: As you look at this artwork, fill in the “student” column. After everyone has completed this individually, the class will discuss the artwork together, and you will record notes in the “class” column.

	Student	Class
First Impression What words first come to your mind when you see this artwork?		
Mood What feelings was the artist expressing?		
Historical Details List three details you see that reflect the time period		
Connect How do the mood and historical details relate to each other?		

Assessment question: How does this artwork reflect the time in which the artist painted it? Use your knowledge of history and what you have learned about this work of art.

Source: This organizer was modified from one available from Smithsonian American Art Museum Education

Name _____

Robert Lansing

Vocabulary – write a brief definition of the following words:

diplomatic _____

neutral _____

strategic _____

retaliated _____

inevitable _____

usurp _____

Read the Famous New Yorker profile of Robert Lansing. Then answer the following questions.

1. What city did Robert Lansing serve as Mayor? _____
2. About how old was Lansing when he first worked for the State Department? What did he do there? _____

3. What publication was started by Lansing? _____

4. What did Lansing and his boss William Jennings Bryan disagree about? _____

5. What did Robert Lansing think about the League of Nations? _____

6. Why did Lansing quit his position as Secretary of State? _____

7. Find Watertown on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Articles: *Kansas City Sun* – November 27, 2015, Headline: Robert Lansing – Secretary of State - <http://tinyurl.com/RLansing>

Spokane Daily Chronicle – August 24, 1915, Headline: Robert Lansing
<https://news.google.com/newspapers?nid=1338&dat=19150824&id=KcJXAAAIBAJ&sjid=JPQDAAIAIBAJ&pg=6220,4800538&hl=en>

Related website: Library of Congress - Topics in Chronicling America: Sinking of the Lusitania - <https://www.loc.gov/rr/news/topics/lusitania.html>

Newspaper Tie-ins:

- Look through recent editions of the newspaper for articles about government leaders faced with extremely difficult decisions. Select one such decision and compare and contrast it with President Wilson’s decision, with Robert Lansing’s urgings, to get the United States involved in World War I. In the current example who is making the decision and who is influencing the decision? Discuss your findings with the class.
- Look through newspapers for a current conflict between two individuals or group and use the next few pages to brainstorm potential resolutions.

Conflict Resolution Tips

Use these tips with the Conflict Resolution graphic organizer on page 19.

Behavioral Techniques

- Don't negotiate when angry.
- Forget the past and stay in the present.
- Focus on the problem, not the person.
- Communicate feelings assertively, NOT aggressively. Express concerns without blaming the other side.
- Expect and accept another's right to disagree. Don't push or force anyone to think the way you do; work to develop common agreement.
- Don't view the exercise as a competition where one has to win and the other has to lose. Work toward a solution where both parties have some of their needs met. Understand that not everyone will be 100% happy with a compromise.
- Build 'power with' NOT 'power over' others.
- Thank the person for listening.

Negotiation Techniques

- Identify and define the conflict in specific terms.
- Focus on areas of common interest and potential areas for agreement.
- Never jump to conclusions or make assumptions about what another is feeling or thinking.
- Listen without interrupting; ask for feedback if needed to assure a clear understanding of the issue.
- Think of alternative solutions.
- Discuss the pros and cons of the alternatives. Listen to others, and state your case.
- Select the best course of action that ALL can agree upon.
- Implement only the parts of the plan that are in agreement. Remember, when only one person's needs are satisfied in a conflict, it is NOT resolved and the conflict will most likely continue.
- Follow-up to evaluate the effectiveness of the plan and make necessary adjustments.
- Look for a "win-win" solution

Source for this list of techniques was modified from a list originally used in a PBS teaching resource entitled "Briefing Paper: The Taliban and the War on Terror"

Name _____

Conflict Resolution

What is the Problem/Conflict? Use the newspaper (print or online) as a resource to find a current conflict among individuals or groups of people. Identify and define the conflict in specific terms listing all parties and their concerns.

Problem/Conflict	Parties	Concerns

What are some possible solutions?

List different solutions you develop.

What is the best compromise? As a class discuss the possible solutions and work on finding the best compromise. Write down what the group has agreed is the solution to the problem(s) stated above. Explain why you believe it is the best option.

Follow up: Do you think there are any unresolved issues? If so record them here and explain why.

Assessment question: What was the most difficult part of this activity for you and why?

Name _____

Vince Lombardi

Vocabulary – write a brief definition of the following words:

spectator _____

devout _____

carcasses _____

reaffirmed _____

supremacy _____

franchise _____

Read the Famous New Yorker profile of Vince Lombardi. Then answer the following questions.

1. When Vince Lombardi was young what did he plan to be? _____
2. How did he show his leadership in school? _____

3. Name at least four football teams Lombardi served as coach (all levels of play). _____

4. How many Super Bowl Championships did Lombardi win during his career? _____

5. How did the NFL honor Vince Lombardi after his death? _____

6. Find Brooklyn on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Articles:

Schenectady Gazette – January 11, 1967, Headline: Not End Of World Says Vince Lombardi

<https://news.google.com/newspapers?nid=1917&dat=19670111&id=045GAAAAIBAJ&sjid=tOkMAAAAIBAJ&pg=731,1659296&hl=en>

Related website: <http://www.vincelombardi.com/>

Newspaper Tie-ins:

- When speaking about teamwork Vince Lombardi has said, “People who work together will win, whether it be against complex football defenses, or the problems of modern society.” Look through recent editions of the newspaper (print and online) and other sources of current examples of successful teamwork in action. One in sports and another in your community. Be prepared to discuss with the class.
- Look through the newspaper, in print or electronic, for news about sports. What current coach from any team sport besides football, reminds you most of Vince Lombardi? Why? Defend your answer.
- Now pick any coach and compare and contrast him with Vince Lombardi. Use the graphic organizer on the next page to organize your findings.

Name _____

Vince Lombardi	Similarities	The Coach You Selected

Assessment question: What do you think was the most interesting thing you learned about Vince Lombardi?

Name _____

Albert J. Myer

Vocabulary – write a brief definition of the following words and phrase:

innovators _____

telegraph _____

doctoral thesis _____

semaphore _____

Confederacy _____

meteorological _____

Read the Famous New Yorker profile of Albert J. Myer. Then answer the following questions.

1. What was Myer's military job when he first joined the U.S. Army? _____

2. Name the two communication forms Myers invented and describe how they were used. _____

3. True or false: Albert Myer never commanded both Signal Corps and military telegraphs. _____
4. How old was Albert Myer when he died? _____
5. Find Newburgh on a map of New York State or use an online mapping tool. About how far is it from your school? How far apart is Newburgh and Fort Myer, VA (formerly Fort Whipple)? _____

Related Online News Article: *The Evening News*, Published in Newburgh – July 10, 1974, Headline: Newburgh Signalman Myer Founded Weather Bureau

<https://news.google.com/newspapers?nid=1982&dat=19740730&id=KkJHAAAIBAJ&sjid=yjMNAAAIBAJ&pg=939,5071058&hl=en>

Newspaper Tie-ins:

- Look through recent editions of the newspaper (print and online) for news articles about weather and its effects on the area and people. As a class discuss the effects weather can cause.
- Collect the weather maps from your newspaper (print or online) for one week. After each day, make a prediction what the weather patterns will be for the next day. Check the weather map to see if you are correct.
- Albert J. Myer was instrumental in the development of forecasting weather and creating what is now the National Weather Service. Now that you have briefly practiced forecasting the weather, use the chart on the next page to write your own weather report.

Name _____

WEATHER REPORT

Temperature:
Today's High & Low

Feels Like:

Weather Icon:
An image that summarizes
today's forecast

Precipitation:
How much and what
type(s)?

Radar Map	Humidity
	Wind

Five-Day Forecast				

How should your readers prepare for this weather? (Clothing, travel, activities, etc.)

Assessment: Write a sentence or two about something you learned doing this activity.

Name _____

Henry Jarvis Raymond

Vocabulary – write a brief definition of the following words and phrase:

editorial _____

eccentric _____

bigoted _____

Gatling gun _____

Reconstruction _____

Read the Famous New Yorker profile of Henry Jarvis Raymond. Then answer the following questions.

1. What newspaper did Henry want to work for when he moved to New York City? _____

2. How much money did he earn as a reporter for the *New York Tribune*? _____

3. True or False: Henry Jarvis Raymond never served in public office. _____
4. Which political party was founded by Raymond and others? _____

5. How did Raymond defend the *Times* building during the Civil War? _____

6. Find Lima on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Articles: *New York Daily Times* – September 18, 1851 – Times’ first edition
<http://timesmachine.nytimes.com/timesmachine/1851/09/18/issue.html>

Related websites: New York Times Company Historic Timeline <http://www.nytc.com/who-we-are/culture/our-history/>

The Learning Network: Teaching & Learning with the NYT - Happy Birthday, *New York Times*
<http://learning.blogs.nytimes.com/2014/09/18/throwback-thursday-happy-birthday-new-york-times/#more-150020>

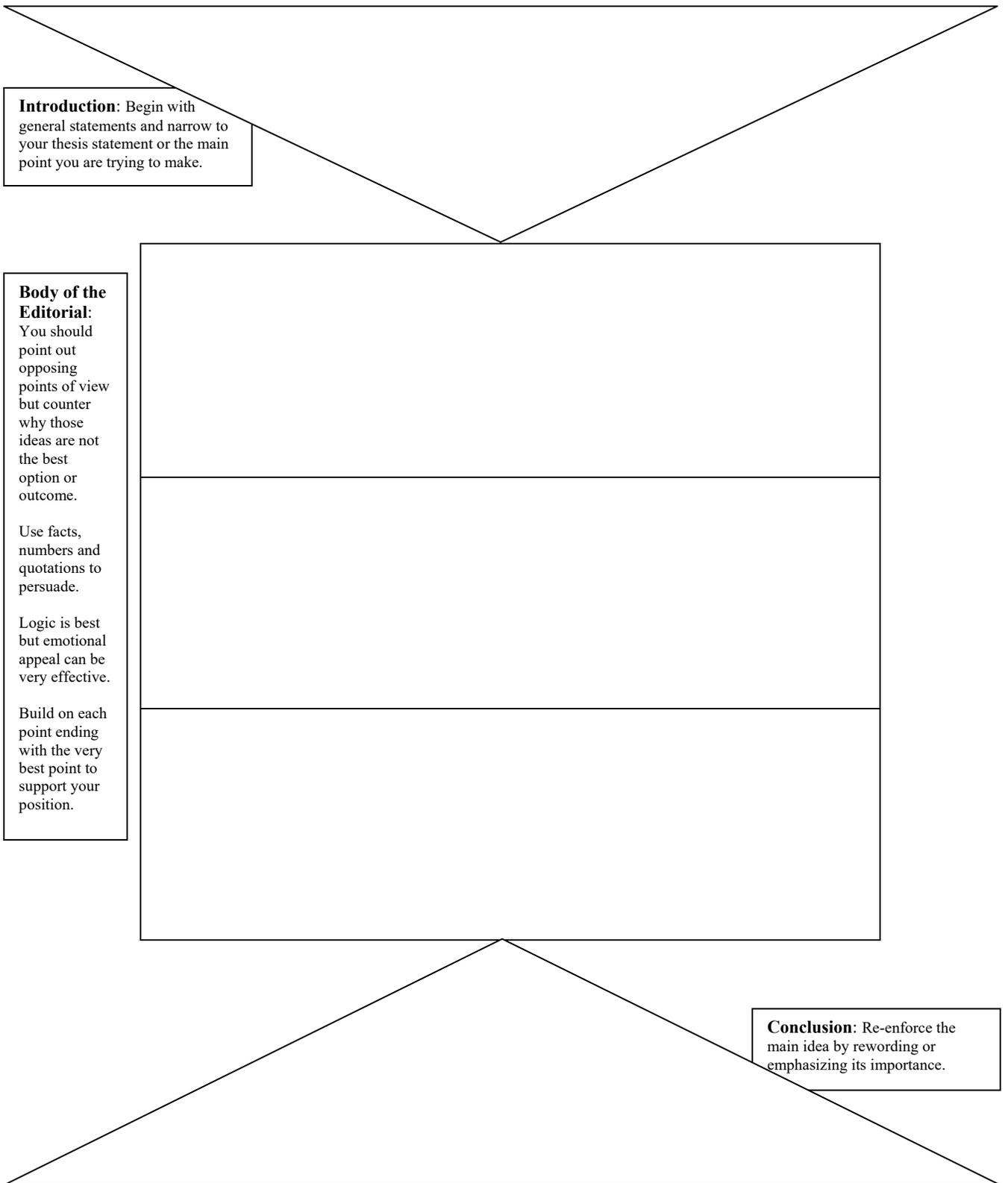
Correspondence between Henry J. Raymond of *The Times* and Abraham Lincoln and related article
http://www.nytimes.com/interactive/2011/03/20/opinion/20110320_lincoln_letters.html,
<http://opinionator.blogs.nytimes.com/2011/03/19/a-very-mad-man/>

Newspaper Tie-in:

- After examining the 1860 political cartoon “Letting the Cat Out of the Bag” (<http://elections.harpweek.com/1860/cartoon-1860-Medium.asp?UniqueID=4&Year=1860>) as a class, discuss the symbolism and analyze the meaning of this pre-Civil War cartoon. Then find a current political cartoon and discuss the similarities and differences from Henry J. Raymond’s time.
- Henry Jarvis Raymond was an editor and wrote many editorials. Read an editorial about politics or social issues in a recent paper. Write an editorial with an opposing point of view, whether or not you agree. Use the chart on the next page to help organize your writing. Be prepared to present your editorial to the class.

Name _____

Building an Editorial



Introduction: Begin with general statements and narrow to your thesis statement or the main point you are trying to make.

Body of the Editorial:
You should point out opposing points of view but counter why those ideas are not the best option or outcome.

Use facts, numbers and quotations to persuade.

Logic is best but emotional appeal can be very effective.

Build on each point ending with the very best point to support your position.

Conclusion: Re-enforce the main idea by rewording or emphasizing its importance.

Assessment question: What one thing about this lesson would you like to know more about?

Source: This organizer was adapted from *Inside Journalism*, Washington Post Newspaper In Education Program (2003).

Name _____

Julia Gardiner Tyler

Vocabulary – write a brief definition of the following words and phrase:

First Lady _____

dry-goods _____

courted _____

secession _____

looting _____

ransacked _____

Read the Famous New Yorker profile of Julia Gardiner Tyler. Then answer the following questions.

1. How long had the Gardiner family lived on Gardiner’s Island before Julia was born? _____

2. How old was Julia when she embarrassed her family? What did she do? _____

3. What tragic event happened on the USS Princeton? _____

4. True or false: Julia Tyler thought slaves lived better than poor whites who worked in industrial cities.

5. How did the US Government show respect and support for Julia Tyler despite the fact that she supported the South during the US Civil War? _____

6. Find Gardiner’s Island on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Articles: *New York Times*, Feb. 3 1882, Headline: Notes From Washington – Article about Tyler’s Pension

<http://query.nytimes.com/mem/archive-free/pdf?res=9C07EFDF1E3CEE3ABC4C53DFB4668389699FDE>

Toledo Blade, May 16, 1950, Headline: Tremendous Trifles: Marriage Proposal Saved The Life Of President John Tyler

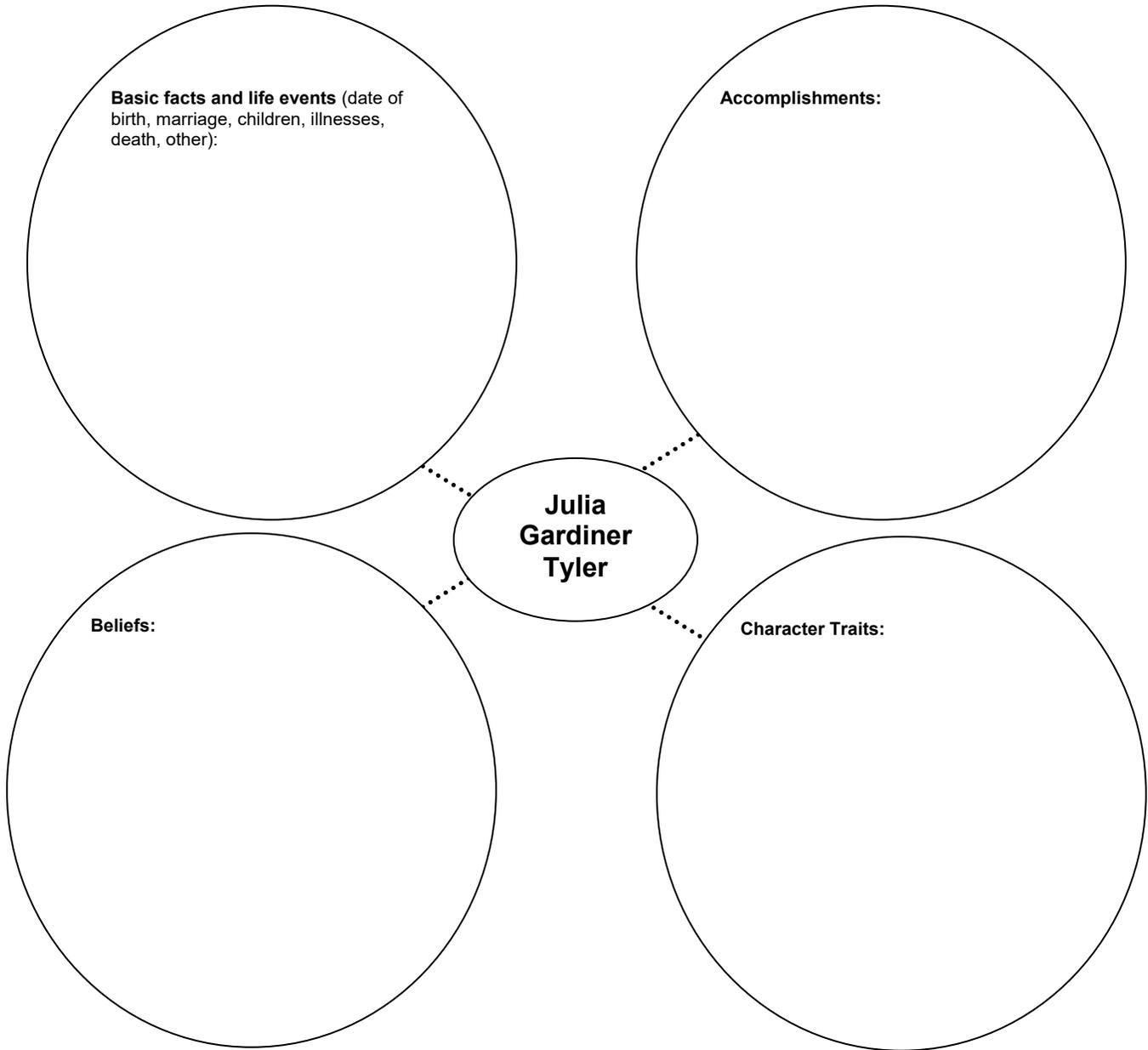
<https://news.google.com/newspapers?nid=1350&dat=19500516&id=KeROAAAIBAJ&sjid=JwAEAAAIIBAJ&pg=3959,298377&hl=en>

Newspaper Tie-in:

- Julia was born a northerner yet supported slavery and the Confederacy. Look through newspapers and other news sources for someone whose thoughts and opinions seem out of place with others around them. In small groups discuss why you think this person thinks the way they do.

Name _____

Directions: As you read the profile about Julia Gardiner Tyler, fill in as much of the chart below as you can. If there is more time available, explore other resources to fill out this character chart thoroughly.



Newspaper follow up: From your newspaper, choose a story about someone and complete the chart above based on what you learn from the story.

Assessment question: Name something that you were surprised to learn about Julia Gardiner Tyler.

Name _____

Thomas J. Watson Sr.

Vocabulary – write a brief definition of the following words and phrase:

adversity _____

ethical _____

commissions _____

incentives _____

indelibly _____

archetypal _____

Read the Famous New Yorker profile of Thomas J. Watson, Sr. Then answer the following questions.

1. Name at least five different jobs Thomas Watson held before he was become president of IBM. _____

2. What company was Watson working for when he first used THINK as his motto? _____

3. True or false: Watson almost went to jail for unethical business practices. _____
4. About how old was Thomas Watson when he changed the name of his company to IBM? _____

5. What part of IBM’s business remained steady during the Great Depression? _____

6. Find Campbell on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Articles: *The Deseret News*, published in Salt Lake City, Utah on Thursday, June 21, 1956, Headline: Mr. ‘Think’ Watson

<https://news.google.com/newspapers?nid=336&dat=19560621&id=5kEvAAAIBAJ&sjid=eEgDAAAIBAJ&pg=2558,4177928&hl=en>

Newspaper Tie-ins:

- Thomas J. Watson, Sr. was not always successful in business. Look through the newspaper (print and online) and other resources for a story about someone who continues to work towards success following failures. Compare and contrast this current individual with Thomas J. Watson, Sr.
- Watson renamed the Computing-Tabulating-Recording Company, International Business Machines or IBM for short. Look through the newspaper’s classified section for Legal Notices about businesses. Where any of them concerning name changes? In small groups discuss how and why a name change could be important to a business’ success.

Name _____

An acrostic poem is a poem in which the initial letters of the lines, taken in order, spell a word or phrase. Each line should relate back to the central theme. In honor of Thomas J. Watson Sr. and work slogan for IBM, write an acrostic poem using THINK as your theme.

T

H

I

N

K

Assessment: Write a sentence or two about something you learned while studying about Thomas J. Watson, Sr.

Patent drawings by Lena Beecher – pages 30-32.

(No Model.)

L. BEECHER.
ACOUSTIC TELEPHONE.

No. 260,737.

Patented July 11, 1882.

Fig. 1.

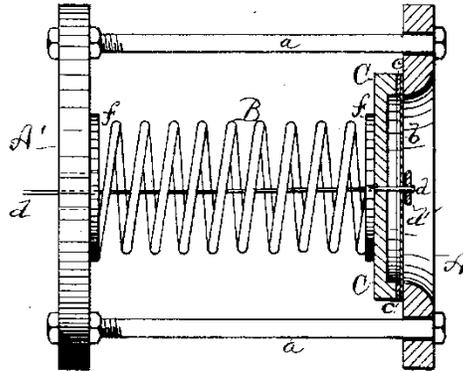


Fig. 2.

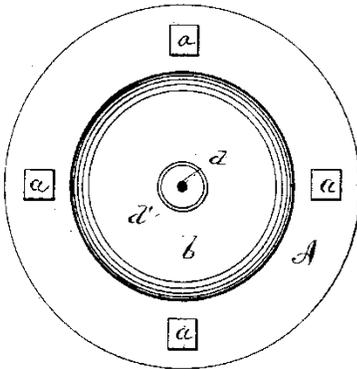


Fig. 3.

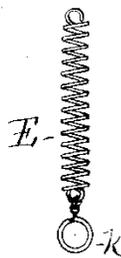
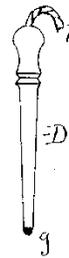


Fig. 4.



Witnessed:

L. H. Parsons
G. H. Kellogg

Lena Beecher
Inventor, by

J. R. Drake,
Atty.

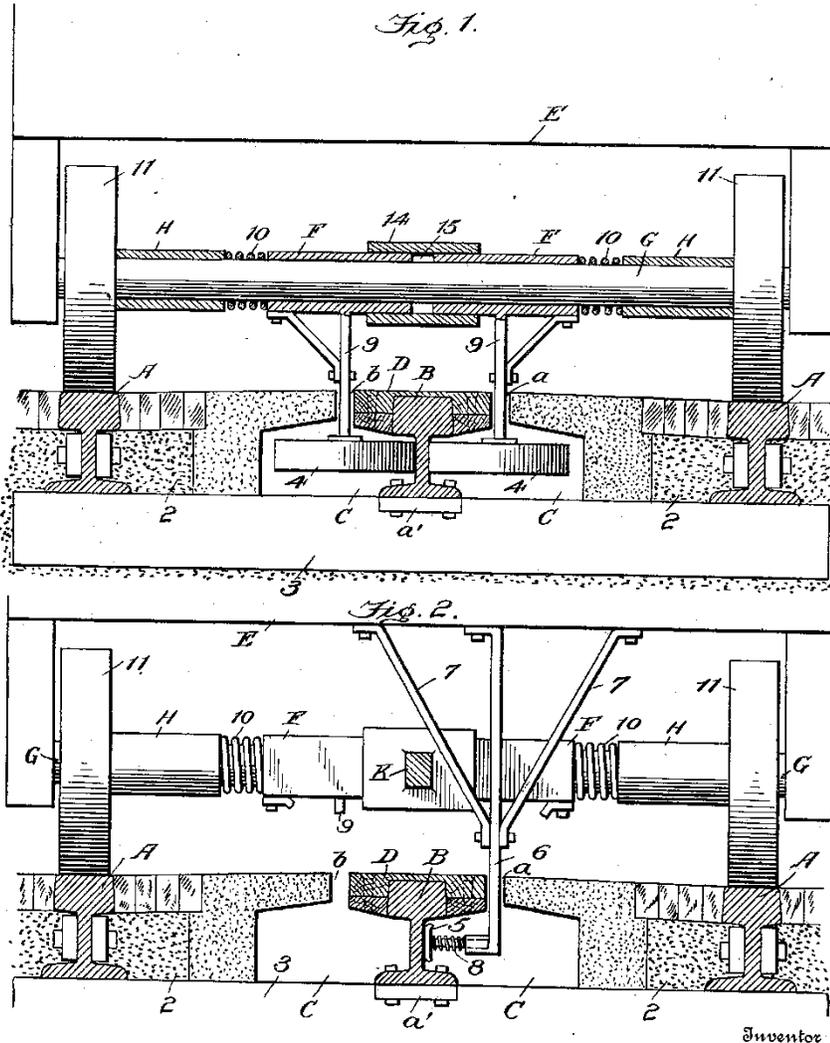
A. FLETCHER, Print-Lithographer, Washington, D. C.

No. 860,847.

PATENTED JULY 23, 1907.

L. BEECHER.
FLANGELESS RAILWAY SYSTEM.
APPLICATION FILED DEC. 8, 1906.

2 SHEETS—SHEET 1.



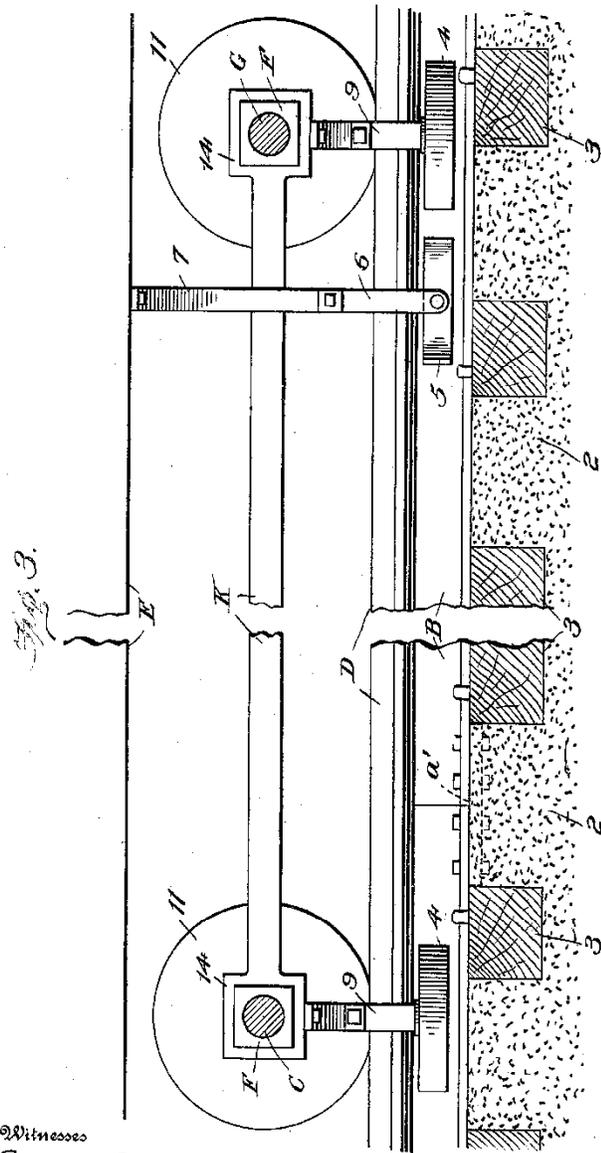
Witnesses
Edwin L. Bradford
P. H. Burch

Inventor
Lina Beecher
Ralph Wasmelle
Attorney

THE NORRIS PETERS CO., WASHINGTON, D. C.

L. BEECHER.
FLANGELESS RAILWAY SYSTEM.
APPLICATION FILED DEC. 6, 1906.

2 SHEETS--SHEET 2.



Witnesses
 Edwin L. Bradford
 P. H. Burch

Inventor
 Lina Beecher
 Ralph Wornelle
 Attorney

THE HARRIS PETERS CO., WASHINGTON, D. C.

Series Exercises:

1. Create a timeline of all 13 Famous New Yorkers. Include important historical events.
2. Create a crossword puzzle using key vocabulary from each Famous New Yorker profile. Consider using the crossword puzzle student interactive tool available free online at www.readwritethink.org/files/resources/interactives/crossword/
3. Write an obituary notice for each.
4. Write a classified ad for each Famous New Yorker. The classified could be a help wanted ad, an item for sale ad, or perhaps a lost and found notice. Use your imagination and have fun!
5. Write a journal entry from each personality's perspective regarding the challenge(s) he/she faced during their lifetime.
6. Using various sources, including the Internet, try to find primary documents relating to each person.
7. If a Famous New Yorker's home or residence has been designated as a historical landmark, research it online or write a letter to the historical society responsible for maintaining it and request visitor information.
8. Check your library for an autobiography or biography about one of the Famous New Yorkers and read an extensive account of his or her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.
9. Have the class nominate other Famous New Yorkers not included in this series. Have the students vote to select one individual. What criteria did the class use for their selection? Historical significance? A hometown favorite? Have the class submit their selection to your local newspaper or send it directly to the New York News Publishers Association's NIE Program.

Mary Miller
Education Services Director
New York News Publishers Association
252 Hudson Avenue
Albany, NY 12210-1802

or email to: mmiller@nynpa.com

Answer Key:

Joseph Roland Barbera:

1. He worked at a bank.
2. Hanna Barbera won seven academy awards. Tom and Jerry were the cartoon characters in the award-winning toons.
3. He was about 46 years old when he was let go from MGM because of budget cuts.
4. The Flintstones were created for adults.
5. It took six weeks for one cartoon for the movies and only one week to create six cartoons for television.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Lina Beecher:

1. He was a captain in the U.S. Cavalry.
2. Any of seven of the following: printer, auctioneer, theater manager, deputy sheriff, Cavalry captain, inventor of the portable phone, railroad owner/operator, telephone line owner, loop coaster & monorail inventor/entrepreneur, electric power company owner, water bottler, mattress manufacturer, or gold miner.
3. c) All of these
4. He was 74 years old.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) The distance between Byron and Coney Island is approximately 370 miles.

Jane Bolin:

1. She was about 23 years old.
2. False
3. She was the first black woman to earn a law degree from Yale and the first black woman judge in the United States.
4. She served as vice-president of the Nation Association for the Advancement of Colored People and she left because her views differed from those of the organization on the anti-communist sediment at the time.
5. Jane Bolin was a member of the NYS Board of Regents.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Elizabeth Jennings Graham:

1. She was a teacher and organist.
2. Elizabeth sued the Railroad because she and a friend were thrown off the streetcar because they were black.
3. She was awarded \$225.
4. The Legal Rights Association was started by Elizabeth's father, Thomas Jennings.
5. Elizabeth started the first kindergarten for black children in New York City.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Richie Havens:

1. Richie Havens was 28 years old when he performed at Woodstock.
2. False
3. Two of the record companies Havens worked for were Douglas Records and Verve Forecast.
4. The opening act was stuck in traffic, other bands were nervous to go first or had too much equipment to set up quickly.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Herman Hollerith:

1. Herman Hollerith was born on February 29.
2. Hollerith taught at the Massachusetts Institute of Technology (MIT).
3. He was about 30 years old.
4. He created the tabulating machine which was inspired by the Jacquard knitting loom.
5. Punch cards were used to represent data of each person.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Edward Hopper:

1. They wanted him to become a commercial artist so he could earn a living.
2. False
3. He was about 31 years old when his art was included in an Armory Show in New York City.
4. He was 84 years old when he died.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Robert Lansing:

1. He was Mayor of Watertown, NY.
2. He was 28 years old and served as an attorney working on a case between the U.S. and Great Britain over fishing rights.
3. Lansing started the *American Journal of International Law*.
4. Lansing and Bryan disagreed on the U.S. reaction to Germany sinking the Lusitania.
5. Robert Lansing didn't think the League of Nations could keep the peace.
6. He quit over arguments with President Wilson who accused Lansing of trying to take over authority.
7. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Vince Lombardi:

1. He planned to be a priest.
2. He was elected class president four years in a row.
3. Accept any four of the following: St. Cecilia's, NY Giants, Fordham University, U.S. Military Academy, Green Bay, or Washington.
4. He won two Super Bowl championships.
5. The NFL honored him by naming the Super Bowl Trophy after Vince Lombardi.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Albert J. Myer:

1. He was an assistant surgeon.
2. He invented a language for the deaf and the “wig-wag” code of the Signal Corps. The language for the deaf included a series of dots and dashes made into the hand of the deaf person based on the telegram system. The wig-wag code used one flag moved to the right, left or front to represent each letter of the alphabet.
3. False
4. He was 59 years old when he died.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) The distance between Newburgh and Fort Myer, VA is approximately 289 miles.

Henry Jarvis Raymond:

1. He wanted to work for *The New-Yorker*.
2. He was paid \$8 per week.
3. False
4. The Republican Party was founded by Raymond and others.
5. Raymond defended the *Times* building with a Gatling gun during the Civil War.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Julia Gardiner Tyler:

1. The Gardiner family lived on the island for nearly 180 years before Julia was born.
2. She was 19 when she posed for an advertisement.
3. Seven people, including Julia’s father were killed by an exploding cannon.
4. True
5. The Union army posted guards near her estate to prevent looters and the U.S. Congress awarded her a widow’s pension when her money ran out.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Thomas J. Watson, Sr.:

1. Accept any five of the following: teacher, bookkeeper, traveling salesman, butcher, Buffalo Building and Loan shares salesman, National Cash Register salesman or Computing Tabulating Recording company salesman.
2. Watson was working for National Cash Register (NCR).
3. He and others violated the Sherman Anti-Trust Act but NCR helped victims of a flood and public pressure led to their convictions being overturned.
4. Machine rentals from smaller companies remained steady during the Great Depression.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

The additional graphic organizers that can be used with this series or other Newspaper In Education lessons can be found in the last pages of this guide and include:

- A Study Guide (Bloom’s Taxonomy revised)
- Levels of Thinking and Reasoning (Bloom’s Taxonomy revised)
- Venn Diagram
- KLW Chart
- Cause and Effect

Name _____

A Study Guide*

Working in groups of no more than five, choose and study carefully a newspaper story about your community. Answer the questions below based on details from the chosen story.

1. Remembering (retrieve)

Who committed the action? _____

What is the action? _____

When did the action take place? _____

Where did the action take place? _____

2. Understanding (summarize)

Retell or give the main idea. _____

3. Applying (carry out)

Why is (the specific event) _____ significant?

4. Analyzing (compare)

How does (the problem in the story) _____ compare with another problem _____?

5. Evaluating (judge)

Do you agree with a viewpoint offered by someone in the story or the opinion expressed by the person writing the opinion _____?

What do you think? _____

6. Creating (plan)

Devise an action plan to solve the problem and present your plan to a group of students, parents, school and/or community officials? _____

(*Bloom's Taxonomy revised)

Name _____

Levels of Thinking and Reasoning*

From your newspaper, choose a story about your community that interests and/or involves you and is likely to appeal to other students in your class. Ask a question on each level and have a classmate read the story and answer the questions. Also, ask for a critique of the questions.

Headline: _____ Author: _____ Newspaper: _____ Date: _____
--

Create

Evaluate

Analyze

Apply

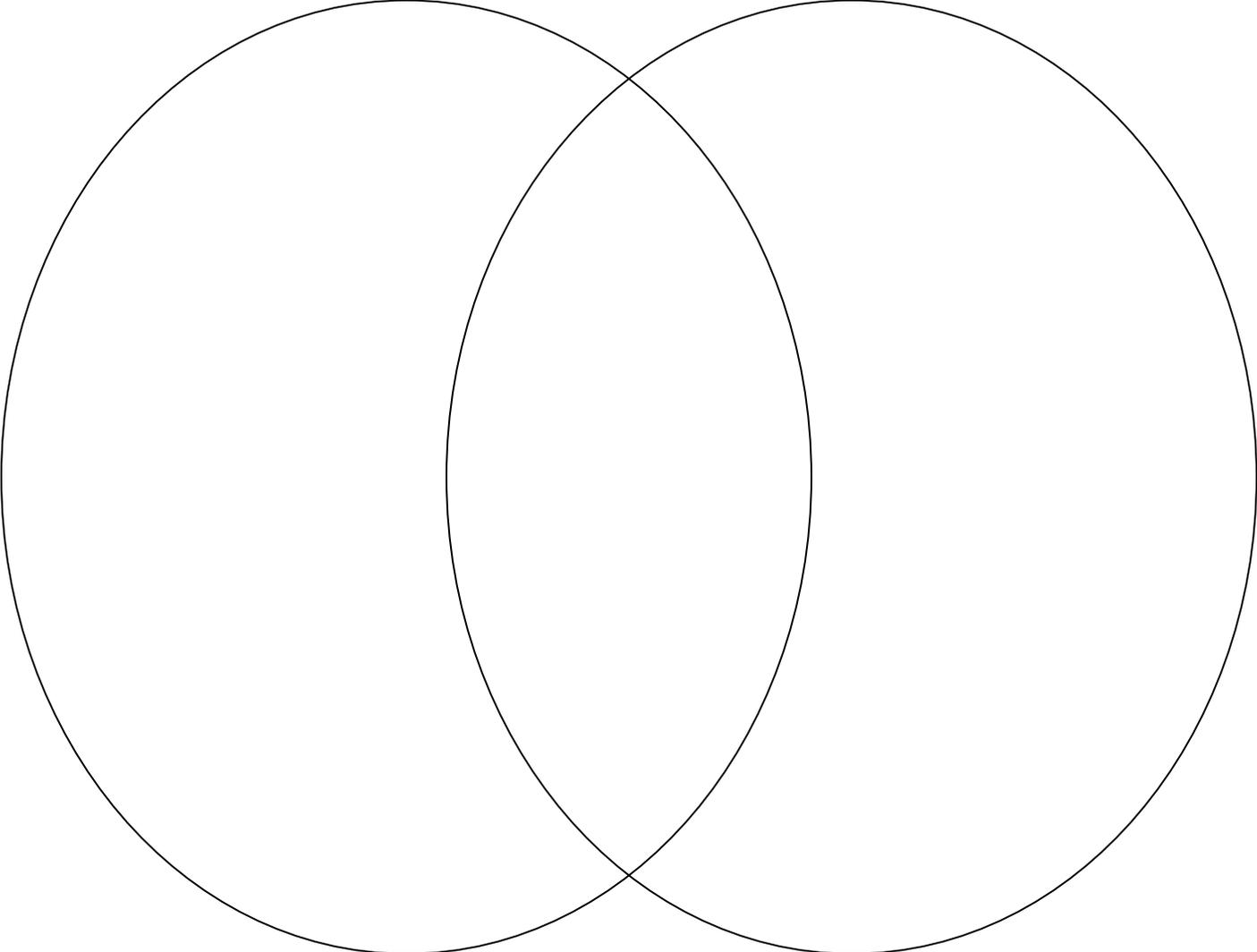
Understand

Remember

Follow-up: Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(*Bloom's Taxonomy revised)

Venn Diagram



Name _____

KLW Chart

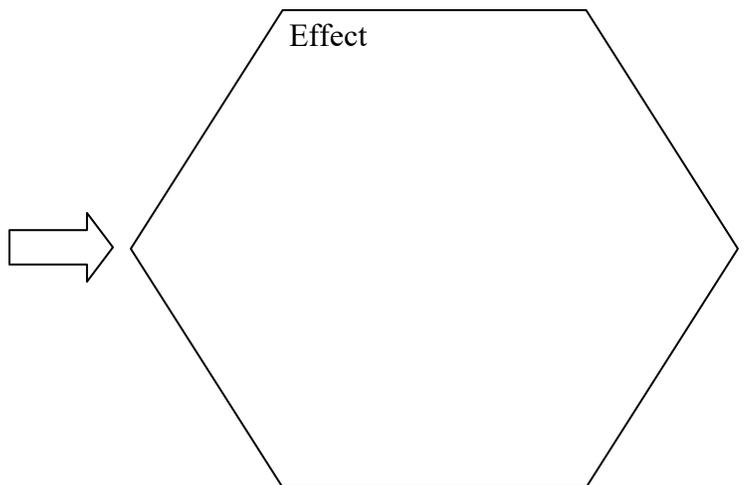
Directions: Before you read fill out the KNOW column with what you already know about the topic. As you read fill in what you've LEARNED in the center column. After you have finished reading fill in the WANT column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

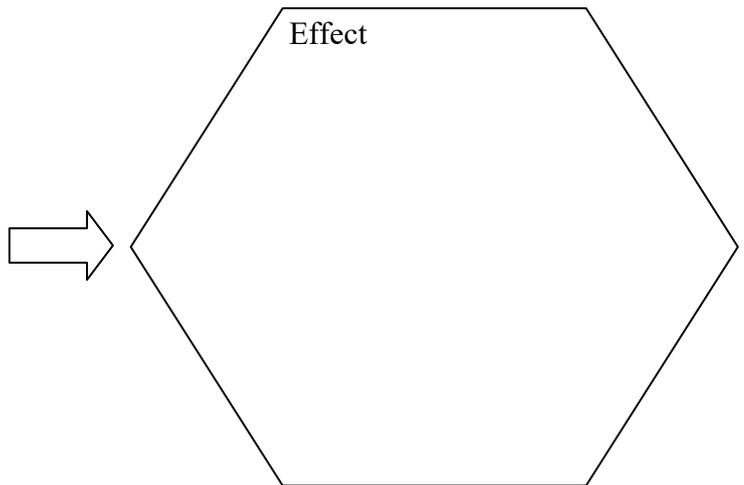
Name _____

Cause and Effect

Cause



Cause



Cause

