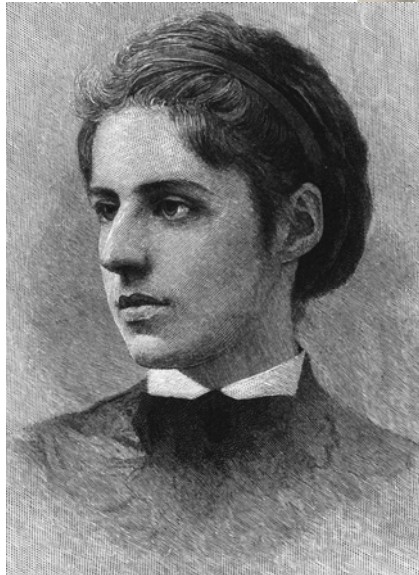


Famous New Yorkers 2017-2018 Series Teachers' Guide/Student Worksheets

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 create your own.



From top to bottom and left to right: Entertainer - Sammy Davis, Jr. (with President Nixon), Explorer - Ross Marvin, Poet - Emma Lazarus and Actress & First Lady - Nancy Reagan



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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
Ashmun	1, 9	1, 9		4	1, 2, 3
Brooks	2, 7	4	2, 4	3	1
Davis	2, 8	2, 4	3, 6	1	1, 5
de Forest	1, 6	3, 8	1, 4	1, 3	1, 4, 5
Doubleday	6, 8	8, 9	3, 4	3, 5	1
Fowler	1, 9	1, 7	1, 3	4	1, 5
Holland	3, 5	7, 8		4, 6	1, 2, 5
Larson	2, 10	4	1, 2	3	1, 2, 4
Lazarus	1, 5	4	2, 6	5	1, 4
Marvin	1, 9	3, 7	4	6	2, 3
Reagan	1, 10	8, 9	4	1, 5	1, 5
Stein	3, 6	1, 3		4	1, 3
Tracy	1, 7	2, 4	1, 6	1	1, 3, 5

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 _____

Jehudi Ashmun

Vocabulary – write a brief definition of the following words:

militia _____

resignation _____

redeem _____

compensation _____

memoir _____

recuperate _____

Read the Famous New Yorker profile of Jehudi Ashmun. Then answer the following questions.

1. How did Ashmun protect his home during the war of 1812? _____

2. Name at least three occupations Ashmun had during his lifetime. _____

3. How old was Ashmun when he sailed to Africa? _____

4. What country did Ashmun help establish? What continent is it on? _____

5. What important document did Ashmun help write? _____

6. Using a map of New York State or an online mapping tool, about how far is Champlain from your school? How far is Liberia? _____

Related online news article: *Evening Star*, Washington, D.C., September 09, 1919, Headline: Liberia Peculiar African Republic - <http://tinyurl.com/j2t6gcj>

Adirondack Almanac, Monday, April 18, 2011 – Headline: Local History: Liberian Pioneer Jehudi Ashmun by Lawrence P. Gooley

<http://www.adirondackalmanack.com/2011/04/local-history-liberian-pioneer-jehudi-ashmun.html>

Newspaper Tie-in:

- Jehudi Ashmun believed African Americans would never achieve equality living in the United States and worked to resettle those that were willing in a new nation in Africa. 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? Compare this modern group with the black Americans in the years following the Civil War. Use the following page to organize your writing.

Name _____

Black Americans 1800s	Group from Today's News
What is the problem?	What is the problem?
Who is trying to help?	Who is trying to help?
How are they trying to help?	How are they trying to help?
Why are they trying to help?	Why are they trying to help?
How are these two groups the same?	
How are they different?	

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

Name _____

Walter Rollin Brooks

Vocabulary – write a brief definition of the following words:

inheritance _____

publicist _____

editor _____

toned-down _____

enduring _____

Read the Famous New Yorker profile of Walter R. Brooks. Then answer the following questions.

1. What did Brooks study in college? _____

2. When was Brooks' writing first published? What was it and where was it published? _____

3. How old was Brooks when his first book was published? When he died? _____

4. Name Brooks' two most famous talking animal characters and the media where they achieved their fame. _____
5. Find Rome on a map of New York State or use an online mapping tool. How far is Byron from your school? _____

Related Online News Article: *Bangor Daily News*, Bangor, ME, Friday, January 24, 1997 – Headline: City Is Talking About Preserving Mr. Ed's Farm

<https://news.google.com/newspapers?nid=2457&dat=19970124&id=ugxbAAAIAIAJ&sjid=Qk4NAAIAIAJ&pg=3598,2346778>

Newspaper Tie-ins:

- Like Mr. Brooks, cartoonists sometimes use talking animals in their cartoon strips. Look through newspapers (in-print and online) and select a comic strip with animals that can talk to share with the class. Why do you think authors like to give animals the ability to communicate as though they were human? Do the animal characters serve a specific purpose in the story/strip? If so what is the purpose? Be prepared to discuss your thoughts with the class.
- Look through the local newspaper or other sources for book reviews. Now write a book review for your favorite book encouraging your classmates to read the book you selected. Be sure not to spoil any of the story's surprises or to give away the ending. Use the chart on the next page to help organize your thoughts before you write.

Student Name _____
Title _____
Author _____

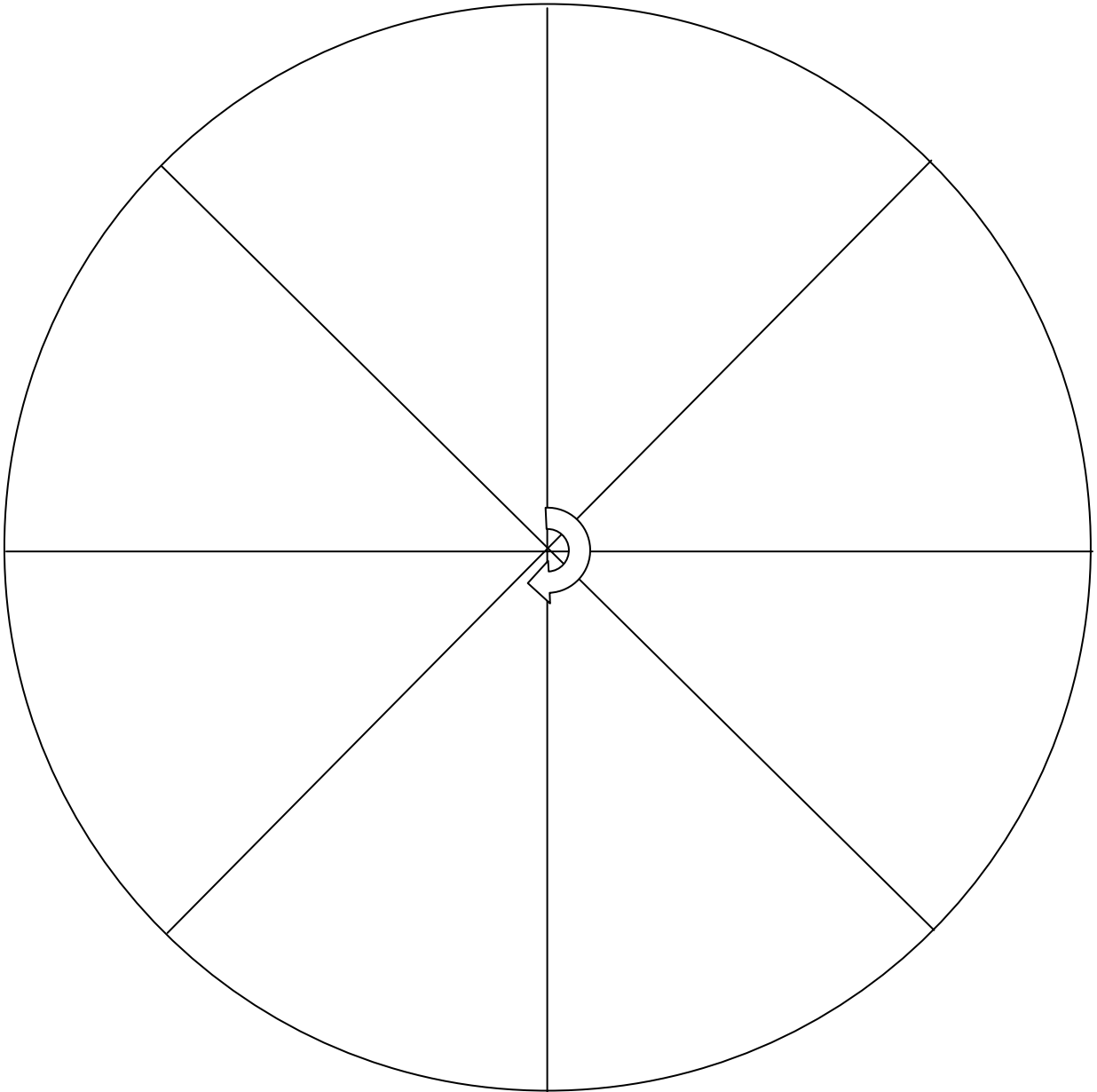
Directions: Select and record key events in the book. Use these key events to write a plot summary. You may also wish to note:

Main character(s): _____

Setting:

Problem or conflict:

Start ⇨



Newspaper follow up: Follow a news story over several days. Draw a circle similar to the one above and map key events. Date all entries. How is mapping this newspaper story similar to mapping the story of a book? How is it different?

Assessment question: What connection did you make in this activity that made you say, “AHA! I get it!”?

Name _____

Sammy Davis Jr.

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

racism _____

precocious _____

bigotry _____

integrated _____

variety show(s) _____

prestigious _____

Read the Famous New Yorker profile of Sammy Davis Jr. Then answer the following questions.

1. How did Sammy Davis Jr. first get into the entertainment business? _____

2. When did Sammy Jr. say he first experienced racism? _____

3. True or False: Sammy Davis lost an eye while serving in WWII. _____
4. Why wasn't Sammy Davis Jr. allowed to stay in some of the hotels he performed in? _____

5. Name two ways Sammy Davis Jr. served his country? _____

6. Find Harlem on a map of New York State. About how far is it from your school? _____

Related Online Newspaper Clippings:

The Item, Sumter, S.C., Thursday, May 17, 1990, Headline: Sammy Davis Jr Entertainer Remembered for Warmth, Generosity

<https://news.google.com/newspapers?nid=1980&dat=19900517&id=YZUiAAAIAIAJ&sjid=takFAAAIAIAJ&pg=1386,3800280>

The Afro-American, Baltimore, MD, November 28, 1964, Headline: Friars Salute Sammy Davis

<https://news.google.com/newspapers?nid=2211&dat=19641128&id=nusmAAAIAIAJ&sjid=zQIGAAIAIAJ&pg=873,5503640>

Newspaper Tie-ins:

- Read and study the format of musical reviews. After listening to recordings of Sammy Davis Jr., each student should write their own review of his singing. Be prepared to share with the class.
- Sammy Davis Jr., along with thousands of others, participated in the March on Washington (1963) demanded civil and economic rights for African Americans. With other actions and demonstrations, the march helped pave the way for Civil Rights Act of 1964. Use the chart on the next page to compare and contrast Sammy Davis Jr's struggles with someone today.

Name _____

Sammy Davis Jr. faced a certain amount of racism and social injustice. Look through the newspaper (in-print or electronic) for examples of people standing up for their rights or the rights of others. Compare and contrast these modern actions with those of Davis. Use the chart below to organize the information you find.

Davis' struggles for himself and others	Modern struggles for equality and social justice

Follow Up: The efforts of Davis and others eventually lead to desegregation of nightclubs and better treatment and pay for entertainers of color. What do you think might be the short-term or long-term effects of social justice efforts going on today?

Assessment question: What do you think you'll remember most about this lesson? Why?

Name _____

Marian de Forest

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

playwright _____

critic _____

dramatist _____

stage adaptation _____

Rotary Club _____

executive _____

Read the Famous New Yorker profile of Marian de Forest. Then answer the following questions.

1. About how old was Marian when the Pan-American Exposition took place in Buffalo? _____

2. Where was de Forest working when she wrote a play based on the novel, *Little Women*? _____

3. What club was started by de Forest? Who was the club for? _____

4. What organization did Marian co-found in 1924? _____

5. Name at least four groups/clubs Marian was involved with during her lifetime? _____

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 Text: *Little Women, A Comedy in Four Acts* copyright 1911, published by Samuel French copyright 1921, New York, Great Britain, Canada

<https://books.google.com/books?id=2b02AQAAIAAJ&printsec=frontcover&dq=inauthor:%22Marian+De+Forest%22&hl=en&sa=X&ved=0ahUKewjNnKTy7fHRAhUC6yYKHLYDxsQ6AEIIDAB#v=onepage&q&f=false>

Newspaper Tie-ins:

- Find an interesting story in the newspaper and follow it over several weeks or select a favorite comic strip. In small groups, using the people/characters and events, create a short dramatization of the story/comic strip and be prepared to perform it with a few classmates for the rest of your class.
- In the newspaper or online, find and closely read a story about a book, movie, play or CD that you like. Use what you read, and prior knowledge, to write a review of the work in the style of an arts critic. Give specific details to support your opinions in your review. Remember not to tell any secrets or give away the ending. Use the chart on the next page to organize your writing.

Name _____

My Arts Review

Title:	
Main Characters or Artists:	
Notable Details:	
Rating: 	I rated it this way because:

Summary: _____

What I Liked: _____

What I Disliked: _____

My Favorite Part: _____

Follow up: What impressed you most about completing this activity?

Name _____

Abner Doubleday

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

authentic _____

occult _____

Confederate States of America _____

crucially _____

administrative _____

implement _____

Read the Famous New Yorker profile of the Abner Doubleday and answer the following questions.

1. About how old was Abner when he graduated from West Point? _____

2. Name the three Civil War battles Doubleday fought in. _____

3. What did Doubleday hold a patent for? _____

4. Who is responsible for starting the legend of the origin of baseball? _____

5. Why, without evidence, do you think the baseball myth survived? _____

6. Find Ballston Spa 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 Victoria Advocate*, Victoria, Texas – Wednesday, May 25, 1983, Headline: Double Barreled Baseball Hoax?

<https://news.google.com/newspapers?nid=861&dat=19830524&id=9MgbAAAIAAJ&sjid=-1cEAAAIAAJ&pg=6022,5885257>

Related learning website: NY Times Learning Network – Skills and Strategies | Fake News vs. Real News: Determining the Reliability of Sources - http://learning.blogs.nytimes.com/2015/10/02/skills-and-strategies-fake-news-vs-real-news-determining-the-reliability-of-sources/?_r=0

Newspaper Tie-ins:

- Pretend you are a reporter during Abner Doubleday’s military career and write a brief news report of one of the battles he experienced.
- Doubleday was wrongly credited with inventing baseball. Pick a current hot news topic online and investigate the information you find using the chart on the next page. Is it true, party true or fake?

Name _____

Verifying Information Sources: Select a website you'd like to use for research. Answer the following questions to determine whether you think the information is accurate and credible.

URL _____

Authorship/Publisher Information <ul style="list-style-type: none">• Who is the author/publisher?• Does the author provide contact information?• What are the author's credentials?• Is the site created or sponsored by a reputable organization?	
Content <ul style="list-style-type: none">• What is the site's purpose: to persuade, inform, or entertain?• Is the information on the site objective or biased?• Does the site provide thorough coverage of the topic?• Is the information on the site well written without misspellings or grammatical errors?• Does the site provide a works cited page?• Does the site include multimedia elements that help explain the topic?	
How is the information organized? <ul style="list-style-type: none">• Is the site organized and easy to navigate?• Does the design suit the purpose?• Are there ads that might distract me?	
How current is the information? <ul style="list-style-type: none">• Does the site indicate when it was first created and last updated?• Do the links work, or do they lead to error messages, such as "Page Not Found"?	
Why should I use/not use this site? <ul style="list-style-type: none">• What is the extension in the URL? What, if anything, does the extension tell me about the source of the site?• Do the resources on this site meet all my needs?• Is the information verifiable, in-depth, and up to date?• Why is this website better than some of the other sites or resources available?	

Follow-up: Do you think it is important to determine the credibility of information sources? Explain why or why not. Do you think information available in newspapers or newspaper websites are reliable? Why or why not. Be prepared to share your thoughts with the class giving specific examples.

Assessment Question: What do you think is the most important thing you learned doing this exercise?

Name _____

John “Bud” Fowler

Vocabulary – write a brief definition of the following words:

matured _____

amateur _____

exhibition _____

instability _____

hostile _____

released _____

Read the Famous New Yorker profile of John Fowler. Then answer the following questions.

1. What was John Fowler’s last name at birth? _____
2. How did Fowler get the nickname Bud? _____
3. About how old was Fowler when he was signed to play baseball professionally? _____
4. What new equipment did Fowler use while playing and why? _____

5. Why did Bud Fowler stop playing baseball? _____

6. Find Fort Plain 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 Topeka Capital Journal* – August 6, 2011 Headline: Negro Leagues greats started in Topeka

<http://cjonline.com/sports-baseball/2011-08-06/negro-leagues-greats-started-topeka>

Related Website: Negro Leagues Baseball Museum - <https://www.nlbm.com/s/history.htm>

Newspaper Tie-ins:

- Nicknames are fairly common in the sports world. Look through recent editions of newspaper sports sections and try to find as many nicknames as you can. Share them as a class. What do they say about the players or teams? What nicknames can you find in other sections of the newspaper? Discuss as a class.
- John “Bud” Fowler faced racial prejudice even though he was a successful professional athlete. 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.

Name _____

Who? (The person or group being discriminated against)
When?
Where?
What? (Describe what type of prejudice took place)
How? (Brainstorm how this discrimination might be stopped.)

Follow up: If you were to get involved with a cause which would you select and why?

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

Name _____

Jerome Heartwell “Brud” Holland

Vocabulary – write a brief definition of the following words:

diplomat _____

excelled _____

glamor _____

academia _____

extremists _____

Read the Famous New Yorker profile of Jerome Holland. Then answer the following questions.

1. From which universities did Jerome Holland earn his education degrees? _____

2. Name at least four jobs/places Mr. Holland worked. _____

3. Who harassed Holland while he was ambassador to Sweden? _____

4. Which presidents gave Holland government appointments? For what? _____

5. Find Auburn 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* – Sunday, June 7, 1970 – Headline: Swedish Leader Defies Hecklers At Ohio College

<https://news.google.com/newspapers?nid=1876&dat=19700607&id=vX4sAAAAIBAJ&sjid=6MwEAAAIBAJ&pg=7220,911856>

Holland Obituary in the *New York Times*, January 14, 1985-

<http://www.nytimes.com/1985/01/14/nyregion/jerome-holland-former-us-envoy.html>

Newspaper Tie-ins:

- In the 1930s Jerome Holland couldn’t have become a professional football player even if he wanted to the sport was racially segregated. Look for an example of someone being discriminated against in recent news stories in-print or online. Compare/contrast with Holland.
- Jerome Holland attended Cornell University where he could both excel as an athlete and gain a strong education. Using the help wanted listings in the print newspaper or online, select a job you might like to have when you’re an adult. Research what you would need to know or what skills you would need to have to get that job. Organize your “job search” in the chart on the next page.

Name _____

Job description:

Why did you select this job?

What education/skills are necessary for this position?

Where could you get the required education/skills?

How long will it take to obtain these education/skills? Estimate how much this education will cost.

How does your “job preparation” compare to Ernie Davis’ choice to attend the Syracuse University?

Assessment question: What the most difficult part of this learning activity?

Name _____

Jonathan Larson

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

playwright _____

scholarship _____

honing _____

AIDS epidemic _____

choreography _____

posthumous _____

Read the Famous New Yorker profile of Jonathan Larson. Then answer the following questions.

1. What were early signs of Jonathan Larson’s artistic creativity during high school? _____

2. What work did Larson do to make ends meet when he first lived in New York City? _____

3. Name at least three types of entertainment mediums Larson worked on before he created the play *Rent*.

4. What did Larson die from and how old was he? _____

5. What awards were given to Larson after his death? _____

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

Newspaper Tie-ins:

- Using newspaper articles or photos as a source of inspiration, write an outline for a play you think would be an interesting story to tell. You may want to illustrate one or scenes as comic strips. You also many want to work in small groups and perform a short scene for the class.
- Jonathan Larson lived during the early years of the AIDS epidemic. Look through recent editions of the newspaper and other news sources for the most recent medical epidemic and how people are reacting to it.
- Write a musical jingle or rap song for a newspaper advertisement. Use the chart on the next page to organize your work. (If you’d like, you could use a familiar melody for a song everyone knows like the A,B,C song or Happy Birthday.)

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. Answer as many of the questions as you can to help guide your writing process. Then write a musical 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 _____

Emma Lazarus

Vocabulary – write a brief definition of the following words:

plight _____

Judaism _____

ethnicity _____

anti-Semitism _____

refugees _____

obscurity _____

enclave _____

Read the Famous New Yorker profile of Emma Lazarus. Then answer the following questions.

1. Who paid for the printing of Lazarus' first book? _____
2. True or False: Emma Lazarus was an immigrant _____
3. Why did Russian Jews flee their native country in the 1880s? _____

4. What was the pedestal project raising money for? _____

5. How old was Emma Lazarus when she died? Where did she die? _____

6. Find New York City 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 Blade, published in Toledo, Ohio – July 4, 1986, Headline: Recalling the Passage Through the “Golden Door”

<https://news.google.com/newspapers?nid=1350&dat=19860704&id=IkBPAAAAIIBAJ&sjid=5AIEAAAAIBAJ&pg=6196,726492>

Related website: <https://edsitement.neh.gov/lesson-plan/statue-liberty-bringing-new-colossus-america#sect-activities>

Newspaper Tie-ins:

- Look through recent editions of the newspapers and other reliable news sources for stories about immigrants to the United States. Compare and contrast the struggles of recent US immigrants to those of people who came to America in the 1880s.
- Emma Lazarus was an author and poet using the graphic organizer on the next page, create your own poem dedicated to LIBERTY.

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 Emma Lazarus and her poem, “The New Colossus,” to honor the Statue of Liberty write an acrostic poem using LIBERTY as your theme.

L

I

B

E

R

T

Y

Assessment: Write a sentence or two about something you learned while studying about Emma Lazarus.

Name _____

Ross Gilmore Marvin

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

overseer _____

reinvigorated _____

speech impediment _____

expedition _____

right-hand man _____

Read the Famous New Yorker profile of Ross Gilmore Marvin. Then answer the following questions.

1. Why did Ross Marvin take time off from his education from Cornell? _____

2. Name at least three things Ross Gilmore Marvin was in charge of during one of his polar expeditions.

3. True or false: Ross Marvin reached the North Pole with the Peary expedition. _____
4. How old was Ross Marvin when he died? _____
5. Find Elmira 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 Elmira and the North Pole? _____

Related Online News Articles: *Gettysburg Times*, September 10, 1909, Headline: Ross Marvin Drowned
<https://news.google.com/newspapers?nid=2202&dat=19090910&id=CKslAAAIAIAJ&sjid=OPwFAAIAIAJ&pg=3157,1282365>

The Evening Independent, published in St. Petersburg, Florida, September 27, 1926, Headline: Cornell Professor Who Accompanied Peary North Not Drowned But Shot, Eskimo Admits
<https://news.google.com/newspapers?nid=950&dat=19260927&id=K8xPAAAIAIAJ&sjid=jlQDAAAIAIAJ&pg=2580,904999>

Newspaper Tie-ins:

- One of Marvin’s jobs during the expedition was to make notations about weather. 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.
- Fur suits made the best protection from the cold weather during the polar expeditions. Look through newspapers and other sources for photographs showing adaptations humans make to survive and stay comfortable in their environment. (Clothing, housing, heat/cooling devices, transportation, etc.)
- Pretend you are a reporter traveling with the Peary and Marvin during an expedition to the North Pole. Write a brief article about what you experienced during the trip. Use the next page to gather information and organize your thoughts. Be prepared to present your news report to the class.

Name _____

Expedition News Report:

Who is traveling with you?
What have you seen/experienced on this journey?
When did you leave? When do you expect to arrive back home?
Where have you been? Where are you going?
How have you traveled? (Describe transportation, sleeping and eating arrangements and any other important details to give your readers the feeling of being there.)
Why is this trip newsworthy?

Once you've answered the above questions including as many details as you could find, write your article on a separate piece of paper. Review and revise as necessary.

Assessment question: What was the most difficult part of this learning activity?

Name _____

Nancy Davis Reagan

Vocabulary – write a brief definition of the following words:

aspiring _____

privileged _____

“blacklist” _____

left-wing _____

commission _____

partisanship _____

Read the Famous New Yorker profile of Nancy Davis Reagan. Then answer the following questions.

1. Where did Nancy earn her degree? What subject was the degree in? _____

2. Where did Nancy work before her small role on Broadway? _____

3. Who helped Nancy get a 7-year contract with M-G-M Studios? _____

4. How did Miss Davis meet Ronald Reagan? _____

5. What was first lady Nancy Reagan’s anti-drug slogan? _____

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 News Articles: *The Kingman Daily Miner* – February 15, 1982 – Nancy Reagan to visit clinics for drug users
<https://news.google.com/newspapers?nid=932&dat=19820215&id=T7xPAAAAIIBAJ&sjid=sFMDAAAIBAJ&pg=6785,4361375>

Nancy Reagan’s obituary in *The New York Times*: https://www.nytimes.com/2016/03/07/us/nancy-reagan-a-stylish-and-influential-first-lady-dies-at-94.html?_r=0

Related Online Video: <https://www.c-span.org/video/?60321-1/nancy-reagan-reflects-time-first-lady>

Newspaper Tie-in:

- Imagine you are serving as first lady or gentleman of the United States. Using the newspaper as a resource, determine what you would focus your time and attention on, and then create a slogan to promote your cause. Discuss the slogans/causes you and your classmates decided upon and created.
- Nancy Reagan’s cause as first lady was to try an influence young people from using/abusing illegal drugs. Using the newspaper and other sources, investigate how the current and other first ladies have influenced the American people. Using the graphic organizer on the next page to record your findings.

Name _____

The Impact of First Ladies

Directions: Track the impact of first ladies using the graphic organizer shown below. Place the action and the name of each first lady in the rectangle and the impact of their action in the starburst. One example is completed for you.

<p>Press organizations started to hire female journalists. Prior to her actions some organizations only hired men.</p>	
<p>Eleanor Roosevelt Held press conferences, no men allowed</p>	<p>Nancy Reagan</p>

Assessment question: Which first lady’s cause above do you think had the greatest impact and why?

Source: This graphic organizer is modified from one available from CSPAN Classroom

Name _____

Clarence Stein

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

congested _____

urban landscape _____

casket _____

sympathetic _____

priority _____

haphazard _____

Read the Famous New Yorker profile of Clarence Stein. Then answer the following questions.

1. At Clarence’s Workingmen’s School what were two important part of learning? _____

2. What was Clarence Stein’s priority in his architectural work? _____

3. What branch of the military did Stein serve in during WWI? _____

4. Who was Stein’s partner in developing ‘garden cities’?

5. What stopped the planning and building of garden cities throughout the U.S.? _____

6. Find Rochester 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: *QNS.com*, Nov. 4 2016, Headline: Middle school at historic Sunnyside garage is approved by community board, but with conditions <http://qns.com/story/2016/11/04/middle-school-historic-sunnyside-garage-approved-community-board-conditions/>

Newspaper Tie-in:

- Look through recent editions of the newspaper for articles about new buildings or new community being planned or under construction. Select one and find out what the building or area is going to be used for. Does the design reflect current design trends or is the design more in keeping with other buildings/communities in the area? Will this project be an improvement?
- Imagine you are a reporter covering the grand opening of Sunnyside Gardens. Provide the Who, What, When, Where and Why information and a sense of the excitement about the place so your readers will want to visit it for themselves. Record your research in the chart on the next page.

Name _____

Who?

When?

Where?

What?

How?

Follow up: If you were to design a building or community what would your priority be and why?

Name _____

Benjamin Franklin Tracy

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

civilian _____

profession _____

district attorney _____

Whig party _____

heat exhaustion _____

private sector _____

Read the Famous New Yorker profile of Benjamin F. Tracy. Then answer the following questions.

1. Why did Benjamin only attend school part-time as a teenager? _____

2. About how old was Tracy when he became a lawyer? When he first became district attorney? _____

3. True or false: After suffering heat exhaustion Tracy quit the military to practice law. _____
4. What year did Tracy work for the NYS Court of Appeals? Why did he leave? _____

5. Historians consider Tracy the father of... A) Greater New York City B) NYS Court of Appeals
C) Modern American Fighting Navy D) Congressional Medal of Honor
6. Find Oswego 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 Clinton Evening News*, published in Clinton, Iowa on Wednesday, August 29, 1888, Headline: New York Republicans

https://news.google.com/newspapers?nid=2339&dat=18880829&id=lwAoAAAIAIAJ&sjid=_QQGAAIAIAJ&pg=3868,1848686

The Daily Reporter, published in Spencer, Iowa on Thurs., April 18, 1889, Headline: Harrison's Cabinet

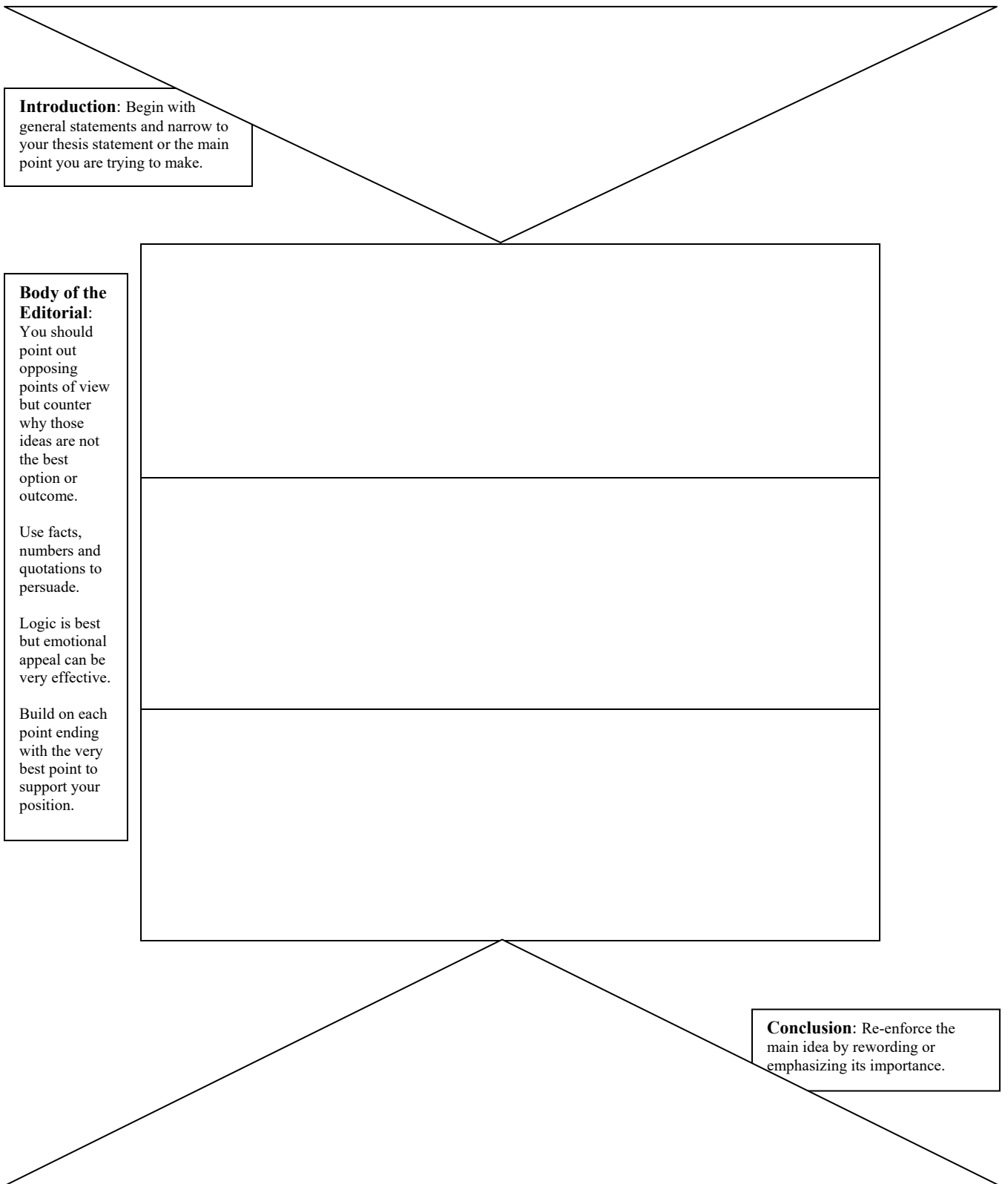
<https://news.google.com/newspapers?nid=1907&dat=18890418&id=G3thAAAIAIAJ&sjid=2tkEAAAIAIAJ&pg=585,853735>

Newspaper Tie-in:

- After reading several news editorials, write an editorial stating your opinion and persuading others on whether or not kids should be allowed to sit on a jury when another young person (peer) is on trial for breaking the law. Use the graphic organizer on the next page. Afterward, discuss as a 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).

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:

Jehudi Ashmun:

1. He formed a militia.
2. Accept any of the following: teacher, principal, editor, missionary, colonial agent or governor.
3. He was about 28 years old when he and his wife sailed from Baltimore to Africa with black colonists.
4. Liberia, Africa.
5. He helped write Liberia's constitution.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Walter Rollin Brooks:

1. Medicine
2. His first published writing was a poem in *The Century* magazine in 1915.
3. Walter Brooks was 41 years old when his first book was published and 72 when he died.
4. Freddy the Pig is famous in books, Mr. Ed is famous for a television show.
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.

Sammy Davis Jr.:

1. He started performing as a child, dancing with his father and Will Mastin.
2. In the United States Army during World War II
3. False – He lost his eye in a car accident.
4. Hotels discriminated against people of color and refused to allow them to stay there.
5. He served in the US Army and on the National Advisory Council on Economic Opportunity.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Marian de Forest

1. She was about 37 years old for the 1901 Pan-American Exposition.
2. She was working for the *Buffalo Express* newspaper.
3. Marian de Forest started the Zonta Club.
4. De Forest was the co-founder of the Buffalo Music Foundation in 1924.
5. Accept any four of the following: Scribblers, Board of Women Managers for the Pan-American Exposition, Zonta Club, Buffalo Players, Buffalo Music Foundation or Buffalo Philharmonic Orchestra.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Abner Doubleday:

1. Doubleday was about 23 years old when he completed his training at West Point.
2. Fort Sumter, Second Battle of Bull Run and Gettysburg
3. Doubleday held a patent for a cable car railway.
4. Abner Graves is responsible for the legend that Abner Doubleday invented the game of baseball.
5. The legend survived because leaders in Major League Baseball preferred to believe that baseball was purely an American sport.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

John “Bud” Fowler:

1. John Fowler was born with the last name of Jackson.
2. He got the nickname Bud because that is what he called everyone else.
3. He was about 20 years old.
4. He used shin guards because other players slid into him wearing sharpened spikes.
5. Fowler stopped playing baseball because of he was getting old and had injuries.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Jerome “Brud” Holland:

1. Cornell University and University of Pennsylvania
2. Accept any four of the following: helped his father gardener/caretaker, personnel director at Pennsylvania shipyard, president of Delaware State University, president of Hampton Institute, board of governors at American Red Cross, US ambassador to Sweden and director of the New York Stock Exchange.
3. Antiwar protesters/American draft-dodgers
4. President Richard Nixon appointed Holland as the US ambassador to Sweden and President Jimmy Carter appointed him as chairman of the Red Cross board of governors.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Jonathan Larson:

1. He was a member of the school choir, played tuba in band and was a lead actor in the high school theater company.
2. He worked as a waiter.
3. Accept any three of the following: cabaret show (Saved!), rock opera (Superbia), one man show (tick, tick...BOOM!), music for children’s shows, videos and storybook cassette tapes.
4. He died from a heart problem at 35 years of age.
5. Jonathan Larson’s play *Rent* won the Tony Award for best musical and Pulitzer Prize for Drama after his death.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Emma Lazarus:

1. Her father paid to have her book printed.
2. False, Emma Lazarus was born in New York City.
3. They fled Russia to escape religious discrimination and the violence of riots/pogroms.
4. The pedestal project was raising money to pay for the giant base for the Statue of Liberty.
5. Emma Lazarus was 38 years old when she died 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)

Ross Gilmore Marvin:

1. He took time off from Cornell because he was in poor health.
2. Accept any three of the following: supplies, hunting game/food, supervision of Eskimo workers, chief scientist, keeping the expedition log, keeping notes on tides and weather, supervisor of advance camp
3. False
4. He was 29 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) It is approximately 3,300 miles from Elmira to the North Pole.

Nancy Davis Reagan:

1. She earned her degree in dramatic arts from Smith College.
2. Nancy Davis worked in a department store before she got a part in Broadway show.
3. Nancy's mother and actor, Spencer Tracy, helped Nancy get an screen test which got her a contract.
4. Nancy met Ronald Reagan when she went to the Screen Actors' Guild over fears of being blacklisted.
5. Nancy Reagan's anti-drug slogan was - Just Say No
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Clarence Stein:

1. Creativity and play were considered important parts of learning at the Workingmen's School.
2. Stein's priority in his work was to create cities that were less crowded with green space for people to enjoy.
3. Clarence Stein served in the Army (specifically in the Army Corps of Engineers)
4. Clarence's partner in designing garden cities was Henry Wright.
5. Budget limitations stopped the government-funded project of building garden cities throughout the country.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Benjamin Franklin Tracy:

1. He was needed to work on the family farm.
2. Tracy was about 21 years old when he became a lawyer and about 23 years old when he first became district attorney.
3. False – He continued to lead his men for two more days.
4. Tracy served on the state Court of Appeals in 1881 and left because of health problems.
5. C) Modern American Fighting Navy
6. (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: _____
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Create

Evaluate

Analyze

Apply

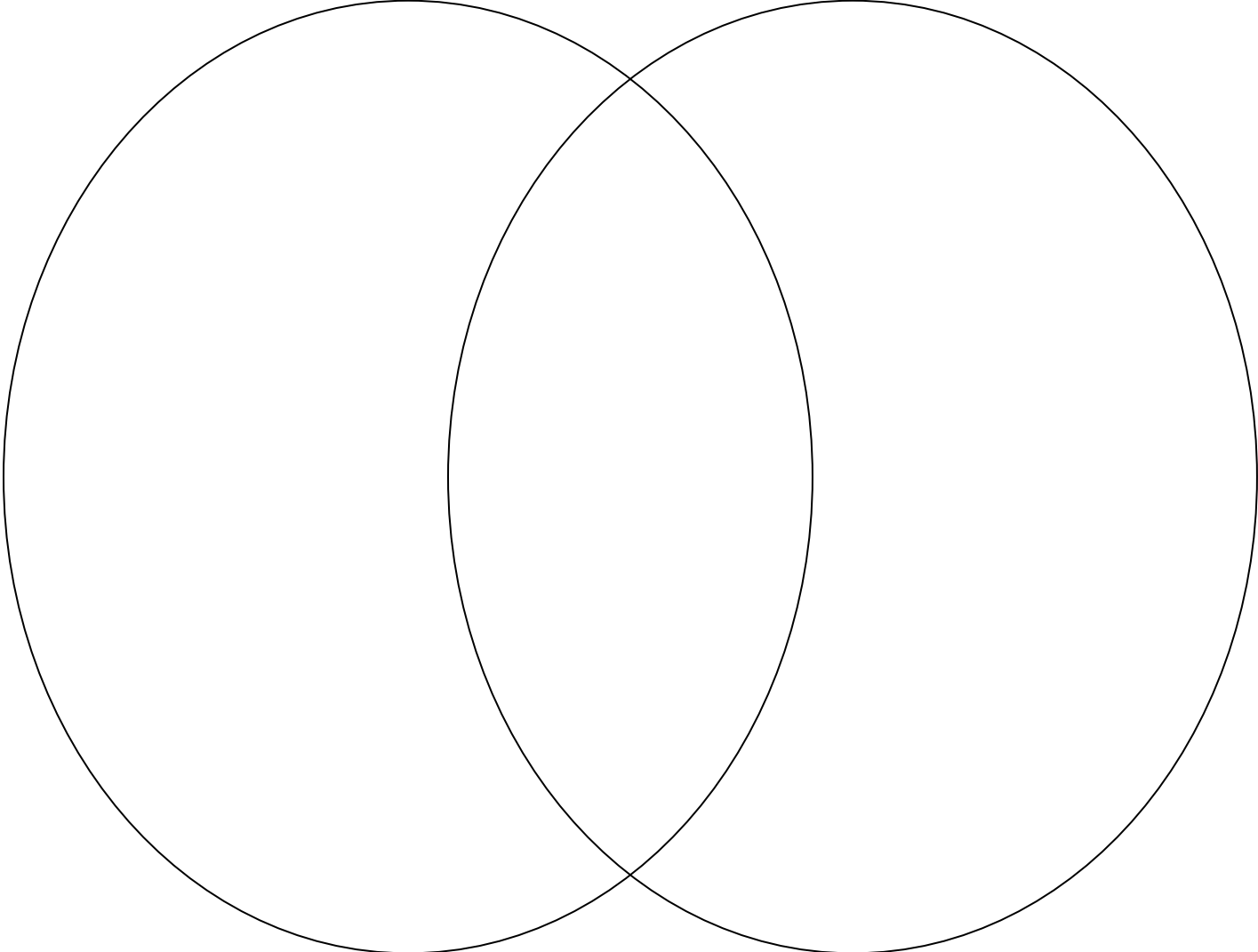
Understand

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

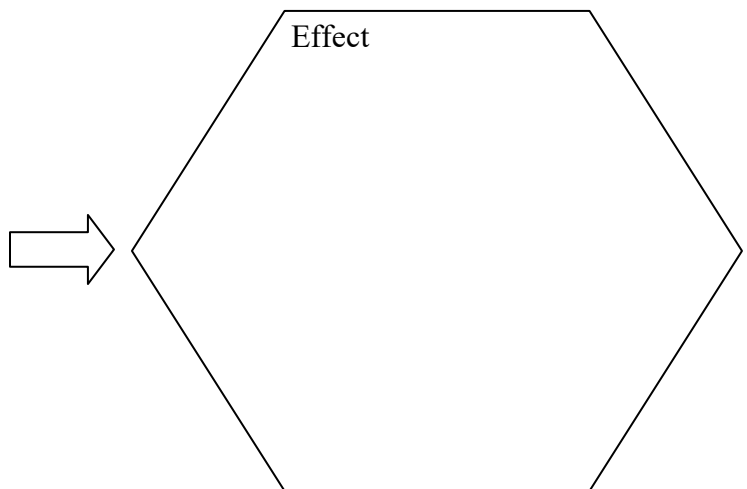
Directions: Before you read fill out the KNOW column with what you already know about the topic. As you read fill in what you've LEARNED in the center column. After you have finished reading fill in the WANT column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

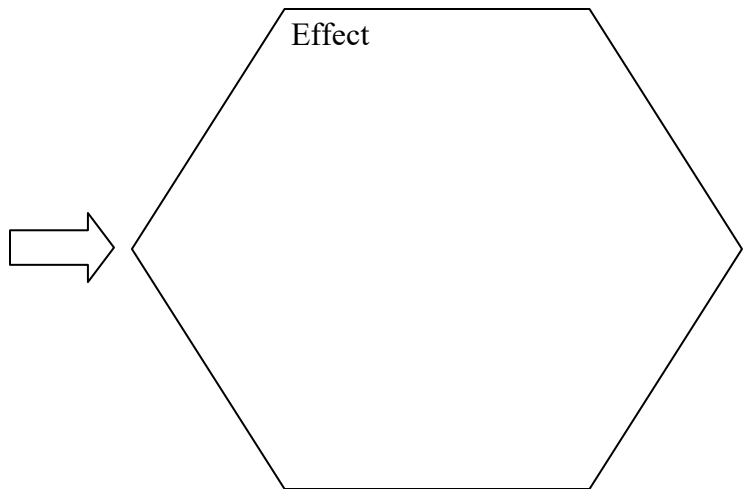
Name _____

Cause and Effect

Cause



Cause



Cause

