

Celebrating Women's History Month

Teaching Guide/Student Worksheets

This instructional guide supports the use of the profiles for Celebrating Women's History Month. It offers vocabulary words from the text and several short answer questions based on the content of each profile. In some cases, references to related websites are included with additional materials about the person or their pursuits. Lastly, the guide includes two or three activities per profile called "Newspaper Tie-ins." These activities suggest how to bring the lessons of these historical figures into the present, to make their lives relevant and apply the lessons to today's news. These graphic organizers were created for students in grades 4-8 and can be narrowed or expanded to accommodate the needs of each instructor's class. Feel free to modify these activities or create your own.

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for the New York Newspapers Foundation's
News Media Literacy/Newspaper In Education Program
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NOTES:

Name _____

Antoinette Brown Blackwell

Vocabulary – write a brief definition of the following words:

congregation _____

resistance _____

denominations _____

doctrine _____

theology _____

Read the profile of Antoinette Brown Blackwell. Then answer the following questions.

1. Antoinette attended Oberlin College and studied which two subjects? _____

2. When did Antoinette finally receive her degree in theology from Oberlin College? How old was she then? _____

3. On what date did the Reverend Antoinette Brown become the first ordained female minister in an American church? Where was her congregation? _____

4. How did the Blackwells differ from other parents of their time? _____

5. What did Antoinette do, that Elizabeth Cady Stanton, Sojourner Truth and Susan B. Anthony never accomplished? _____

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

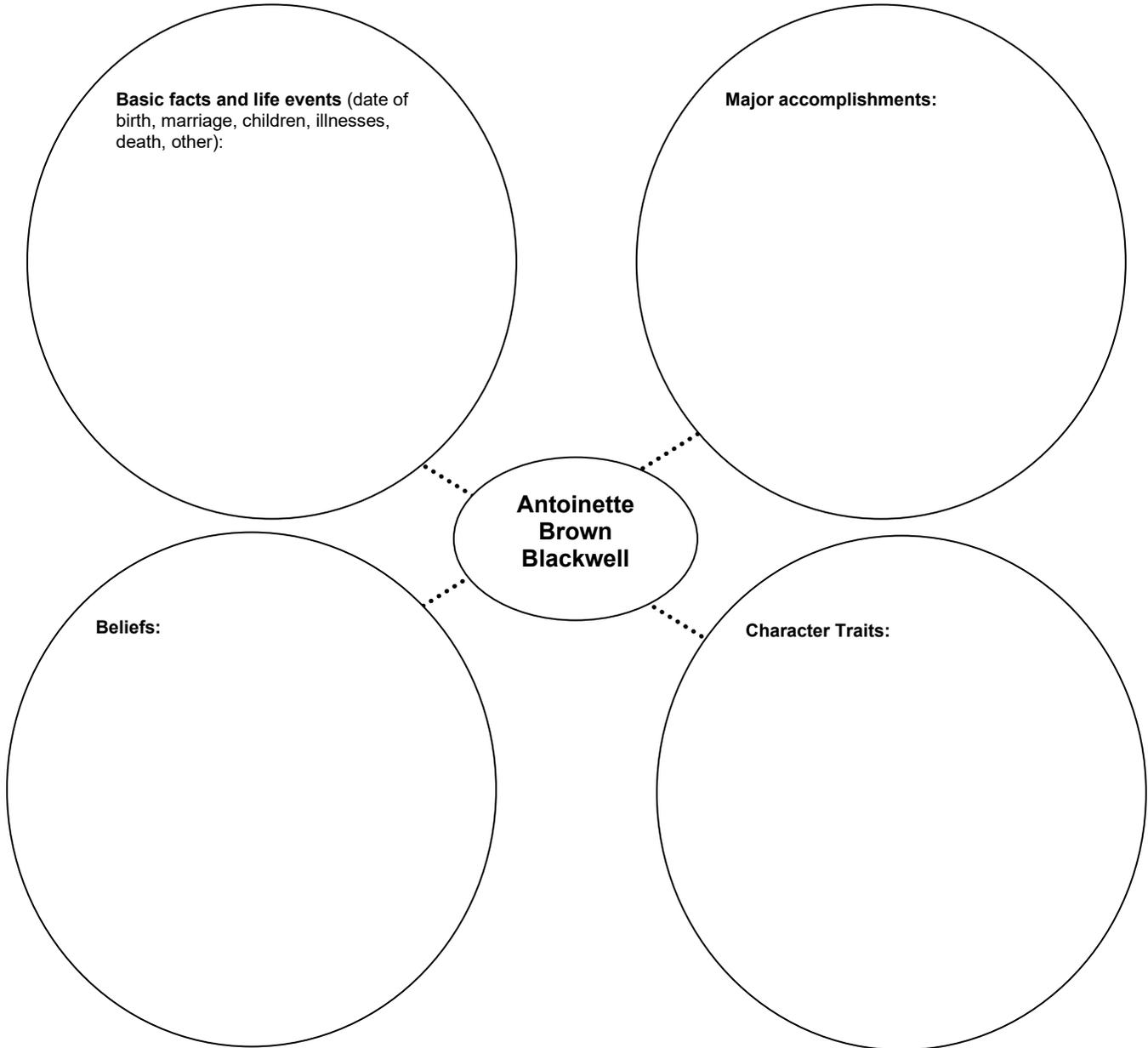
Related Online Newspaper Clippings: Lucy Stone’s Name Honored: Suffragists from Four States Assemble at Orange for Unveiling of Tablet from *The Patterson Press*, Friday, Aug. 13, 1915 - <https://tinyurl.com/LucyStonetablet>

Newspaper Tie-in:

- Look through the newspaper or other reliable news sources for a controversial topic that is of interest to the class and take a vote. Tally the results. Now take another vote. However, this time only the boys can vote. Tally the results. Did the vote come out the same? Discuss the why the results might be different.
- Antoinette Brown Blackwell was the first female to serve as an ordained minister in an American church. Look through the newspaper and other sources for women working in positions traditionally held by men. Select one and compare and contrast the modern example you found with Antoinette Brown Blackwell.

Name _____

Directions: As you read the profile about Antoinette Brown Blackwell, 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: Working in small groups, each group should choose a story from the newspaper about someone interesting and complete the chart above based on information from the article. Be prepared to present this character trait information to the rest of the class.

Assessment question: Name something that you were interested to learn about Antoinette Blackwell.

Name _____

Mary Burnett Talbert

Vocabulary – write a brief definition of the following words:

reputation _____

tolerance _____

catering _____

progressive _____

realtor _____

exposition _____

lobbied _____

Read the profile of Mary B. Talbert. Then answer the following questions.

1. What two schools did Mary Burnett Talbert attend as a young woman? Where was each located? _____

2. What job(s) did Mary have following her education? _____

3. After she was married why wasn't Mary Talbert a teacher in Buffalo? _____

4. What organizations did Mary Talbert become involved in? _____

5. Why was Mary involved with all these groups? _____

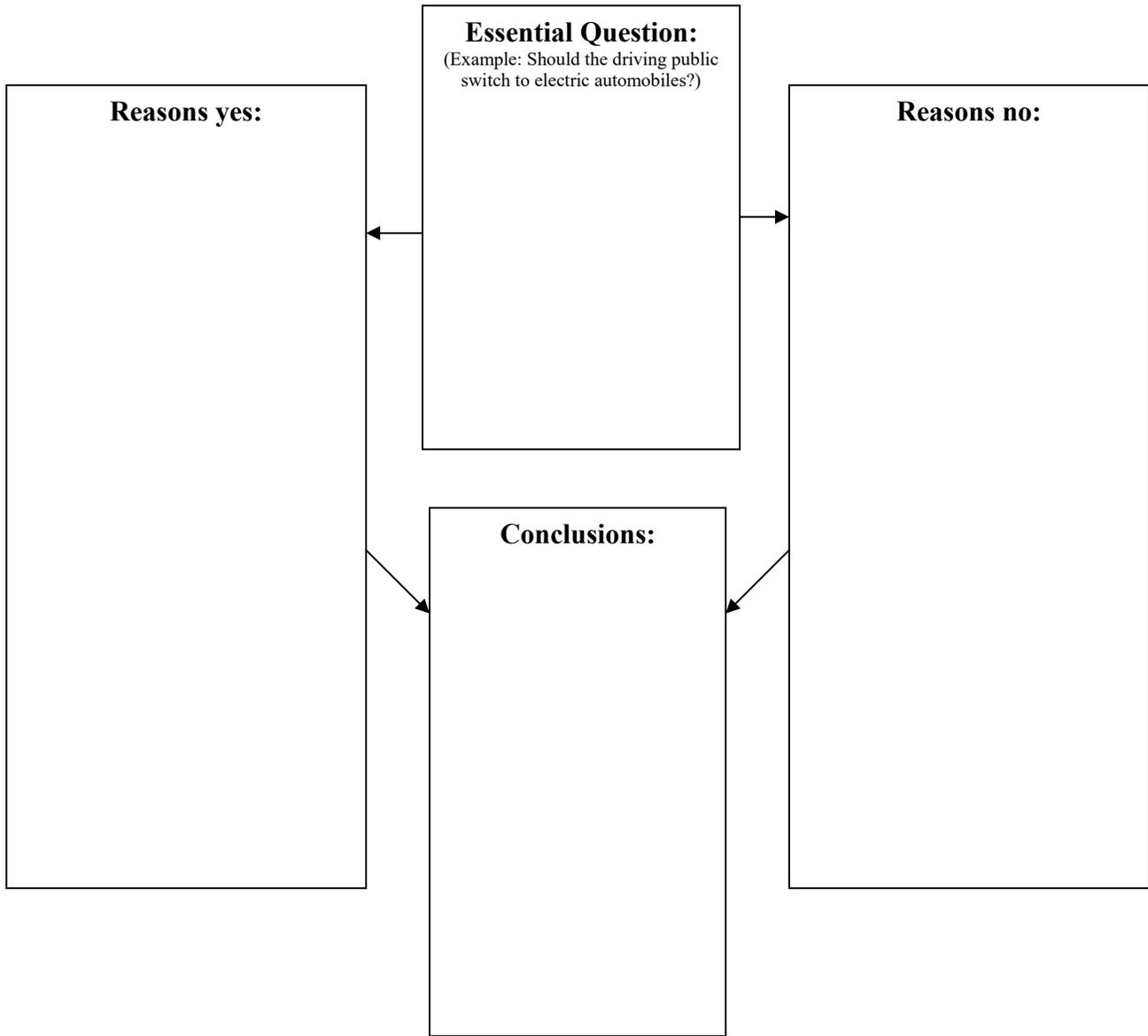
Related website: http://www.aaregistry.org/historic_events/view/educator-and-activist-mary-burnett-talbert - African American Registry

Newspaper Tie-ins:

- Look through several editions of the newspaper, and other reliable news sources, for stories about how an ordinary citizen made a difference in their community. Compare one of these stories to Ms. Talbert's work.
- Look through several editions of the local newspaper and read the editorials. These articles state an opinion on a given topic. In the news, what concerns you? Write an editorial persuading others to work together to solve something that you believe is wrong. Back up your opinion with facts. Use the following chart to help organize your thoughts before writing your editorial.

Name _____

As a class, develop an essential question. List reasons citizens and leaders give for answering “yes” or “no” to the question. After studying the issue thoroughly, have each classmate write and draw conclusions. Each student should write his/her own answer to the question.



Follow up: What more do you want to know about the topic? Where can you go for more information?

Assessment: Write a sentence or two about something you learned studying about Mary B. Talbert.

This activity was originally developed for Communities and Connections curriculum guide for the NAA Foundation by Dr. Sandra Cook

Name _____

Maria Callas

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

audition _____

prestigious _____

debut _____

collaborating _____

glamorous _____

perfectionist _____

Read the profile of Maria Callas. Then answer the following questions.

1. Who encouraged Maria to learn music and sing? _____

2. About how old was Maria when she was first awarded for her singing talent? _____

3. Why was Maria’s career stalled after WWII?. _____

4. What country did Maria move to at about age 14, and why did she move there? _____

5. What happened the first time Maria auditioned for the Metropolitan Opera? _____

6. How was Callas different from other female Opera singers? _____

Related Online News Article: *The Edmonton Journal*, Wednesday, July 23, 1958, Headline: Prima Donna Legend Relived By Maria Callas - <https://tinyurl.com/EdmontonMCallas>

Newspaper Tie-in:

- One of the definitions of the word opera is – a drama set to music and made up of vocal pieces with orchestral accompaniment and orchestral overtures and interludes. Read the dramatic story of an opera. Then look through the newspaper for a current dramatic story. Compare and contrast. How might the characters be similar and different? Do you think the current event makes an interesting story line for a modern opera? Support your opinion with facts.

TIP: You can find summaries of operas on the Metropolitan Opera’s website at:
<https://www.metopera.org/discover/education/illustrated-synopses/>

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 Mary Callas and her career as an opera star, write an acrostic poem using the word OPERA. If you'd like, express your own dramatic story as if it were being made into an opera.

O

P

E

R

A

Assessment: Write a sentence or two on something you learned while studying about Marie Callas or her career.

Name _____

Ann B. Davis

Vocabulary – write a brief definition of the following words:

acquired _____

conventional _____

guarantee _____

USO _____

summer stock _____

flourished _____

Read the Famous New Yorker profile of the Ann B. Davis. Then answer the following questions.

1. What did young Ann Davis originally want to be when she grew up? _____

2. How did Ann support herself as a struggling actress? _____

3. What part earned Ann B. Davis two Emmys? What was the name of the show? _____

4. What character was Ann B. Davis most known for? _____

5. Find Schenectady 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 News* published in Boca Raton, Florida – December 17, 1993, Headline: New Gershwin Show Stars Brady's Alice

<https://news.google.com/newspapers?nid=1290&dat=19931217&id=2vhTAAAAIBAJ&sjid=Ao0DAAAAIBAJ&pg=5240,490842&hl=en>

Newspaper Tie-ins:

- Carefully review the comic strips as a class for several days. Keeping one day's comic strips secret, your teacher will divide the class into groups and give each group one strip. Using the strip given, each group will act out the strip while the rest of the class will try to guess which comic strip is being performed.
- Some people remembered Ann B. Davis as Schultz, a smart, devoted secretary. Later audiences knew her as *The Brady Bunch's* maid Alice, who cooked and cleaned but was also a friend and part of the family. Look through recent editions of the newspaper (print or online) for stories showing different views/opinions about the same person. Record what you find in the Character Trait graphic organizer on the next page.

Name _____

Character Traits

Directions: Look through recent editions of the newspaper (print or online) for stories showing different views/opinions about the same person. Record what you find in the chart below.

Quotation or Example:	Quotation or Example:
Trait:	Trait:
Person's name:	
Trait:	Trait:
Quotation or Example:	Quotation or Example:

Follow up: After completing this activity, do you feel differently about this person than when you first started this activity? Why or why not?

Assessment question: Complete this sentence – I'm still confused about...

Series Exercises:

1. Select any two women and compare and contrast their lives and accomplishments.
2. Create a crossword puzzle using key vocabulary words from each profile. Consider using the crossword puzzle student interactive tool available free online at <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>
3. Write an obituary notice for each.
4. Write a classified ad for each profile. 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) she faced during her lifetime.
6. Using various sources, including the Internet, try to find primary documents relating to each woman.
7. Some of these famous women's homes may now be museums or have been designated as historical landmarks. Research online to find out. What more can you find out about any of the women that you didn't already know from her profile?
8. Check your library for an autobiography or biography about one of these women and read an extensive account of her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.

Answer Key:

Antoinette Brown Blackwell:

1. Literature and theology
2. Antoinette Blackwell received her degree in theology in 1908, when she was 83 years old.
3. On September 15, 1853, Blackwell was ordained the minister for the First Congregational Church of South Butler, NY
4. They raised their daughters to seek careers while most girls were raised to be wives and mothers.
5. She cast a vote!
6. Answers will vary by location.

Mary Burnett Talbert:

1. her father
2. at home
3. World War II
4. cholesterol
5. Accept any three of the following: Queens College, Howard University, Columbia University, New York University, Albert Einstein College of Medicine at Yeshiva University.
6. Answers will vary by location.

Maria Callas:

1. Her mother encouraged Maria to sing.
2. Maria was about 10 years old when she won second place in a radio talent contest.
3. Maria moved to Greece because it was the native country of her parents and she went to train her voice/improving her singing talent.
4. Her singing career stalled after the war because people believed she had collaborated with the enemy.
5. Callas was rejected the first time she auditioned for the Metropolitan Opera.
6. Callas was slender and glamorous when most of her peers were older and quite heavy.

Ann Bradford Davis:

1. a doctor
2. She worked in a department store.
3. Ann B. Davis won two Emmy awards as Schultz in the Robert Cummings Show.
4. Alice, the maid on *The Brady Bunch*
5. (Answers will vary by location.)

Additional online resources:

<https://womenshistorymonth.gov/> – Women’s History Topic on Federal Resources for Educational Excellence (FREE) website. FREE is among the most popular K-12 websites maintained by the U.S. Department of Education because of the many great resources being offered by contributing federal agencies.

<https://www.ala.org/aboutala/national-womens-history-month-resources> - American Library Association’s National Women’s History Month Resources

<https://learninglab.si.edu/> - Type Women’s History into the search bar – Smithsonian Education

<https://www.womenofthehall.org> – National Women’s Hall of Fame, Seneca Falls, NY

https://www.loc.gov/classroom-materials/?q=Women%27s+History&fa=partof_type%3Alesson+plan – Women’s History resources available from the Library of Congress

<http://www.loc.gov/teachers/usingprimarysources/guides.html> - Using Primary Resources Teacher’s Guide and Analysis Tool from Library of Congress

Additional generic NIE graphic organizers are included on next pages to extend these lessons or to use as you wish.

Name _____

A Study Guide*

Working in groups of no more than five, choose and study carefully a newspaper story about a woman who is contributing to 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 a woman or group of women in 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

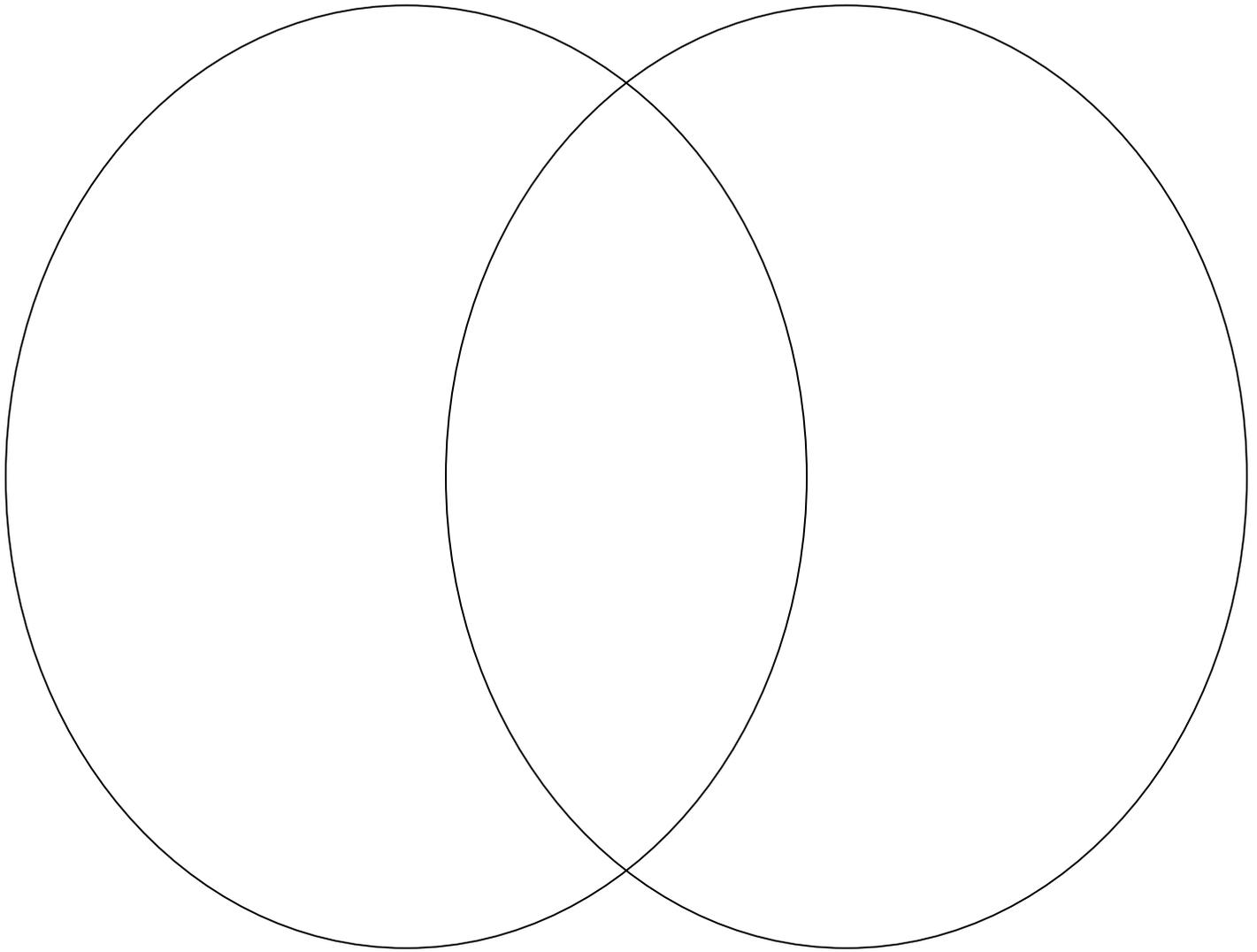
Follow-up: Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(*Bloom's Taxonomy revised)

Name _____

Venn Diagram

Directions: Compare two women featured in the profiles or compare one of the women profiled with someone featured in current print or online newspapers.



Follow-Up: What character traits do the women have in common?

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

Follow-Up: Conduct research to answer your questions.

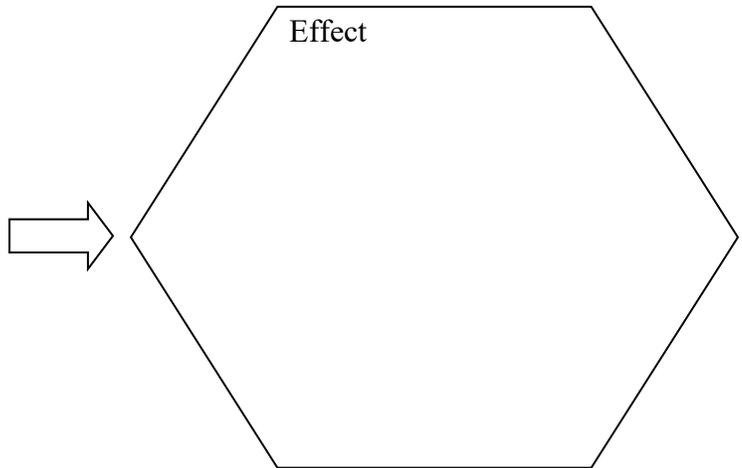
Name _____

Cause and Effect

Directions: From today’s news, choose one or more stories that focus on news about women. Identify cause-effect relationships.

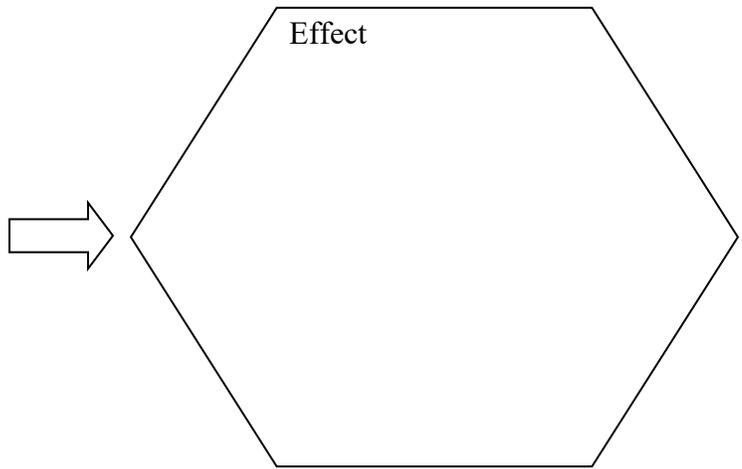
Story Headline:

Cause



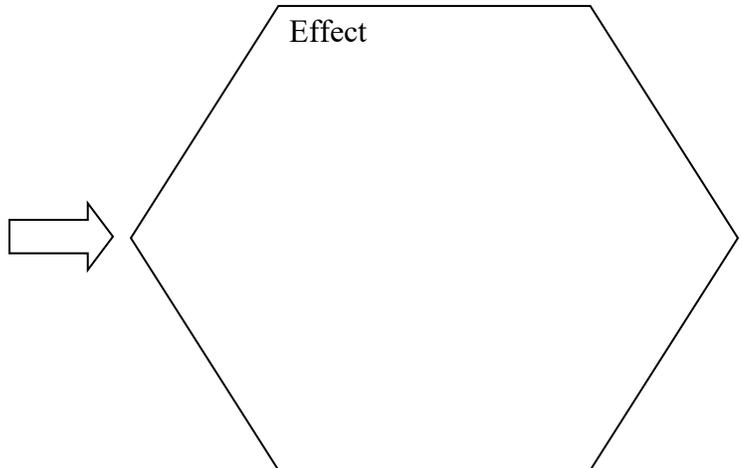
Story Headline:

Cause



Story Headline:

Cause



Follow-Up: Which effects represent positive and which, negative results, for the women involved?