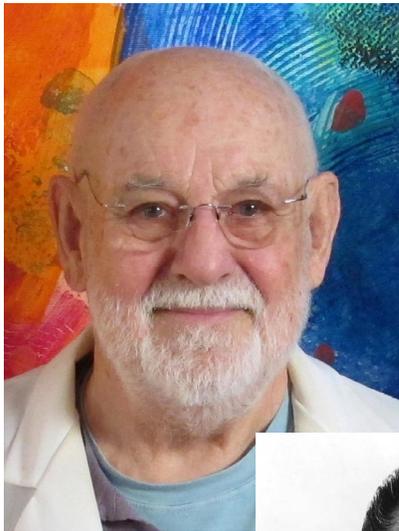
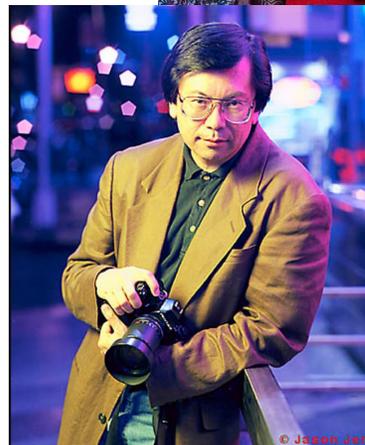
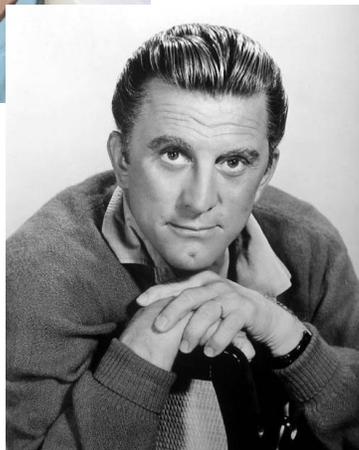


Famous New Yorkers 2021-2022 Series Teachers' Guide/Student Worksheets

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. When available there are links to newspaper archives and, lastly, the guide includes one to three activities per profile called “Newspaper Tie-ins.” These activities suggest 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 all students. Instructors are welcome to use these to create their own lessons.



Clockwise from top right:
Eric Carle, Children's Book Author and Illustrator; Kirk Douglas, Actor; Corky Lee, Chinese American Activist, Photographer and Journalist; Cicely Tyson (standing with Michelle and President Barack Obama), Actress and Model.



*Created by the New York News Publishers Association –
News Media Literacy/Newspaper In Education Program
All rights reserved 2021*

Standards Alignment Chart

Lesson	Anchor Standards for Reading	Anchor Standards for Writing	Anchor Standards for Speaking and Listening	Anchor Standards for Language	Standards for History/Social Studies
Blodgett	1, 6	2, 7	4	6	3, 4
Carle	5, 8	1, 4	6	1, 3	3, 4
Common	1, 2	3	1, 4	2	3
Douglas	1, 3	6	3, 4	4	3
Herkimer	2, 3	5	1, 3	1	1, 2, 5
Corky Lee	4, 7	3	2	5	1, 5
Stan Lee	1, 9	3, 4	2, 5	2, 3	2, 4
Matthews	6, 7	1, 5	2, 5	3	1, 5
Messick	2	4, 7	1	3, 4	3, 4
Miller	7, 9	1, 4	4	3, 5	3, 4
Dobbs Sneden	1, 2	2	1, 6	4, 5	1, 2, 5
Starr	1, 6	2, 7	2, 4	6	1, 5
Tyson	1, 3	3, 6	1	3	3

This chart can be used as quick reference when a teacher wants to find a lesson and the corresponding learning standards. For more detailed information on the standards go to

<http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline>.

For specifics on the ELA Anchor Standards, see <http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf>.

For more on the Social Studies Framework, go to <http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>.

Name _____

Katharine Burr Blodgett

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

walks of life _____

patents _____

privileged _____

scholarship _____

apparatus _____

monomolecular _____

periscopes _____

Read the Famous New Yorker profile of Katharine Blodgett. Then answer the following questions.

1. What work did Katharine Blodgett do during World War I? _____

2. What company did Katharine go to work for after she earned her master's degree in physics? How was she unique there? _____

3. Where did Blodgett earn her Ph.D. in physics? _____

4. How was Katharine Blodgett recognized for her work? _____

5. Using a map of New York State or an online mapping tool, about how far is Schenectady, NY from your school? _____

Related online video: "SHE INSPIRES: Katharine Burr Blodgett" – a 1minute 9 seconds video from PBS - <https://www.pbs.org/video/katharine-burr-blodgett-she-inspires-mar16o/>

Newspaper Tie-ins:

- Katharine Blodgett was a scientist, studying films across liquid and solid surfaces. Look through newspapers and other sources for information about modern scientists. What do they study or create? Compare and contrast these modern examples with Katharine Burr Blodgett.
- Ms. Blodgett developed invisible glass. Look through the newspaper for someone who developed a way to improve an existing thing or processes or developed a completely new invention. Write a brief summary of the person you selected, their improvement/invention, and why you selected it. Use the graphic organizer on the next page to organize your research. Be prepared to share what you've found with the class.

Name _____

Invention Name _____

Invention's description: What does it do?	Invention's features & benefits:	Competition's features & benefits:
Who would use this invention? (Describe the ideal customer)		
Why is this invention/development better than what already exists?		
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 your advertisement for this invention would look like. Be sure to use color to draw attention to your ad.

Assessment question: What did you enjoy most about this project?

Name _____

Eric Carle

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

homeland _____

trenches _____

commercial art _____

illustrate _____

appetite _____

predecessors _____

Read the Famous New Yorker profile of Eric Carle and answer the following questions.

1. Where did Eric Carle spend most his boyhood? Why? _____

2. Which newspaper hired Carle to work designing advertisements? About how old was he at the time? _____

3. Name two books Carle wrote and/or illustrated mentioned in this feature. _____

4. Find Syracuse on a map of New York or use an online mapping tool. What is the approximate distance between Syracuse and Stuttgart, Germany? How far is Syracuse from your school? _____

Related Online News Articles: Headline: Eric Carle's very hungry caterpillar series comes to life at Strong from *Democrat & Chronicle*, Weds., Sept. 1, 2021

<https://www.democratandchronicle.com/story/lifestyle/2021/09/01/very-eric-carle-exhibit-open-stong-museum-rochester-ny/5661704001/>

The New York Times; Weds., May 26, 2021 Headline: Eric Carle, Author of ‘The Very Hungry Caterpillar,’ Dies at 91 – <https://www.nytimes.com/2021/05/26/books/eric-carle-dead.html>

Newspaper Tie-ins:

- Eric Carle escaped into nature and art as a way to cope with the real-world struggles he and his family faced in Germany. Look for news about ways to cope with the real-world struggles of today. Compare and contrast the coping strategies you find with Carle’s exploration in nearby woods and through his art.
- When Eric Carle first moved to New York City he found work designing advertisements. Use the graphic organizer on the next page to analyze different parts of a newspaper advertisement. (BONUS: Think of a new product or service and create your own newspaper ad promoting it to a specific group of people)

Name _____

Understanding Advertising

Find an ad in the newspaper for something you would like to buy. If you're using a newspaper online, print the ad in a size that fits here. Paste the ad in the space below or, if it's too big, attach it to this sheet. Point out different parts of the ad by drawing lines from the boxes below to the ad. Be prepared to share your advertisement with the class.

On the ad, circle the name of the product or service.

On the ad, underline words that describe the product or service.

On the ad, box when and where the product or service is available.

1. What words in the advertisement add to the product or service's appeal?
2. Who does the ad appeal to? Who is the intended audience?
3. Why did you select this ad? What about the ad grabbed your attention?
4. How is your chosen ad structured? How are print advertisements structured? How do print ads compare in structure to ads in other formats? Discuss and explain.

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

Source: This organizer was adapted from *Read, Write, Speak, Listen, View and Learn*, developed for NIE Week 2014 by Mary Miller and Sandra Cook.

Name _____

Minna Anthony Common

Vocabulary – write a brief definition of the following words:

preserve _____

diphtheria _____

scholarship _____

electrolysis _____

botany _____

commission (n) _____

Read the Famous New Yorker profile of Minna Common. Then answer the following questions.

1. Who raised Minna from a very early age? Why? _____

2. True or False: Minna had no interest in continuing her education after high school.
TRUE FALSE
3. Where did Minna learn more about nature? _____

4. How did Minna Common share her knowledge of nature with large groups of people? _____

5. How has Minna A. Common's work been recognized? _____

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

Related Online News Article: *thousandislandlife.com*, March 3, 2021, Headline: More About Minna – <https://thousandislandslife.com/more-about-minna/>

Related Online Video: Rededication of the Minna Anthony Common Nature Center – June 22, 2018 - <https://vimeo.com/276532805>

Newspaper Tie-ins:

- Look through several editions of the newspaper for news and articles about nature and conservation. Share what you've found with the class.
- Newspapers are one of the easiest things to recycle. Or, you can try ways to reuse them. Use a single sheet as a placemat or the whole paper as an umbrella in a light rain. Write down as many ways as you can to use newspapers (besides reading them). Be creative. Share your ideas with the class.
- Look through the newspaper and find three stories—one local, one national and one international—that deal with environmental/conservation issues or problems. Use the graphic organizer on the next page to record what you found and what you think.

Name _____

First, write the headlines and the dates of the environmental/conservation stories on the lines below.

Local _____

National _____

International _____

Next, briefly summarize the problem or issue that each article describes.

Local	National	International

For each, list three things you could do to help—as an individual, as a class or as part of a larger group.

Local	National	International

Assessment question: What one thing that you learned today, can you do to help the environment?

Name _____

Kirk Douglas

Vocabulary – write a brief definition of the following words:

literal _____

scholarship _____

screen-test _____

debut _____

chronicled _____

immortal _____

Read the Famous New Yorker profile of Kirk Douglas. Then answer the following questions.

1. Why did Kirk Douglas call himself the “Ragman’s Son”? _____

2. Why did Kirk change his name from Issur Danielovitch? _____

3. True or False: Kirk Douglas was a book author. TRUE FALSE
4. Approximately how old was Kirk when he acted in his first film? What was the title of the movie? _

5. Find Amsterdam, NY and Hollywood, CA on a map of the United States. How far apart are the two cities? Approximately how far is each location from your school? _____

Related Online News Articles: *Gainsville Sun*, Thurs., June 26, 1986, Headline: Elderly Honor Douglas – <https://news.google.com/newspapers?nid=1320&dat=19860625&id=CkBWAAAAIBAJ&sjid=7-kDAAAIAIBAJ&pg=6572,2508702>

The Recorder, Mon., Feb. 6, 2020, Headline: Kirk Douglas 1916-2020 – <https://www.recordernews.com/news/local-news/173302>

Newspaper Tie-ins:

- Kirk Douglas became famous for portraying flawed heroes in the movies. Look through recent editions of the newspaper for examples of people or comic strip characters who have done good things but are far from perfect.
- Using help wanted listings and newspaper articles as a resource, select a career you might like to have. Investigate where in the world you may need to travel to seek success in your chosen profession. Briefly write what career you’d like to pursue, what you’d need to learn and the information you used to determine where you need to go to be the most successful. Organize your “job search” in the chart on the next page. Be prepared to present your career ideas to the class.

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 Issur’s decision to change his name?

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

Name _____

General Nicholas Herkimer

Vocabulary – write a brief definition of the following words:

emigrated _____

animosity _____

militia _____

prospered _____

portage _____

siege _____

casualties _____

Read the Famous New Yorker profile of Nicholas Herkimer. Then answer the following questions.

1. How many languages did Nicholas Herkimer speak? What were they? _____

2. Which group of people were partly responsible for Nicholas Herkimer's success as a landowner when he moved to Little Falls? How? _____

3. True or False: Herkimer's family was united fighting against the British in the revolution.
TRUE FALSE
4. About how old was Nicholas Herkimer when the revolution began? _____

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

Related Online Resource: National Park Service website of Fort Stanwix – <https://www.nps.gov/fost/index.htm>

Related Online News Article: *Times Telegram*, Weds., Aug. 16, 2017, Headline: DAR commemorates Gen. Nicholas Herkimer's death – <https://www.timestelegram.com/story/news/2017/08/16/dar-commemorates-gen-nicholas-herkimer/19590352007/>

Newspaper Tie-ins:

- Herkimer County, NY is named after General Nicholas Herkimer. Look through the newspaper for the names of other places in your community and then research the history or origin of those names. Did you find other locations named after an individual or group of people? Select one and compare and contrast him, her or them with Nicholas Herkimer.
- Nicholas Herkimer and his brother fought on opposite sides of the American Revolutionary War. Look through the newspaper, in print or online, for stories about families or other groups of people who strongly disagree about something. Use the instructions and chart on the next two pages to examine potential peaceful solutions between two groups who are currently in a major conflict.

Conflict Resolution Tips

Use these tips with the Conflict Resolution graphic organizer on page 21

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 _____

Corky Lee

Vocabulary – write a brief definition of the following words:

laureate _____

marginalized _____

transcontinental _____

slight (n) _____

chronicle (v) _____

portrayed _____

bigot _____

Read the Famous New Yorker profile of Corky Lee. Then answer the following questions.

1. What was Corky Lee’s real name? _____

2. What inspired Corky to become a photographer? _____

3. How did New York City honor Corky Lee? _____

4. How old was Corky when he died? _____
5. Find Queens 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 New York Times*, New York, July 7, 2013, Corky Lee’s Obituary - Corky Lee, Who Photographed Asian-American Life, Dies at 73 - <https://www.nytimes.com/2021/01/29/nyregion/corky-lee-dead-coronavirus.html> |

Other online resources: NPR’s Code Switch; All Things Considered recording and transcript of “Descendants Of Chinese Laborers Reclaim Railroad's History” – May 10, 2014 - <https://www.npr.org/sections/codeswitch/2014/05/10/311157404/descendants-of-chinese-laborers-reclaim-railroads-history>

Newspaper Tie-ins:

- Corky Lee’s photographs helped capture Chinese American life. He was also someone who felt compelled to help correct social injustices. Read through several editions of your local newspaper (print or electronic) and look for an issue or topic you think is unfair. As a class, brainstorm different ways an individual or a group could draw attention to the problem (Example: documenting it with photographs).
- Rewrite a news article with pictures. 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 images/drawings.

Student Name _____

Directions: Find a photograph you like in the newspaper. Paste the image in the space below. Write ten questions about the subject of the photograph. The questions do not have to be answered by something you can actually see in the photograph.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Follow up: Now swap your image and questions with another classmate. Write a story about the photograph that answers their questions. Use actual elements/facts (things you can see in the photograph) and inferences you get from the photograph to complete the story. Your classmate will do the same using your photograph and questions.

Assessment question: Complete this statement - The best part of this activity was...

This activity was originally developed for *Newspapers: Touching the Kaleidoscope of Your Mind* curriculum guide for the NAA Foundation

Name _____

Stan Lee

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

pop-culture _____

Great Depression _____

publicist _____

editorial _____

psychological _____

dialogue _____

Read the Famous New Yorker profile of Stan Lee. Then answer the following questions.

1. What did Stan Lee want to become when he was still in high school? _____

2. What happened in Lee's life to interrupt his career in comics? _____

3. About how old was Lee when the Fantastic Four appeared in their first comic book? _____

4. Name at least seven characters co-created by Stan Lee. _____

5. True or False: Stan Lee become famous for his work with DC Comics. TRUE FALSE
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 Article: Stan Lee's Obituary in *The New York Times*, Mon. Nov. 12, 2018 – <https://www.nytimes.com/2018/11/12/obituaries/stan-lee-dead.html>

Newspaper Tie-ins:

- Stan Lee gave the artists he collaborated with a brief story outline and then wrote the dialogue for the finished cartoon cells. Using the comic strips from the newspaper for several days, block out the dialogue and then rewrite what the characters are saying to make up your own story.
- Carefully review the comic strips for several days. Keeping one day's comic strips secret, your teacher will divide the class into groups and give each one strip. Using the strip given, each group will act out the strip while the rest of the class tries to guess which comic strip is being performed.
- 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.

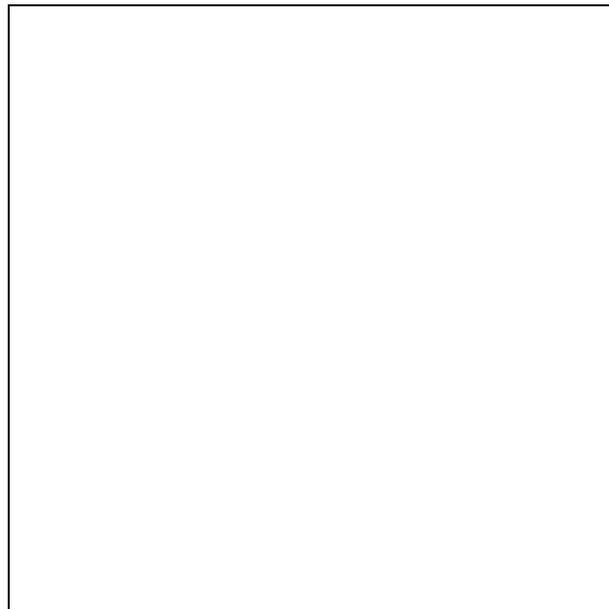
Name _____

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? And what did you enjoy most about completing this activity?

Name _____

James Campbell Matthews

Vocabulary – write a brief definition of the following words:

segregated _____

prestigious _____

emancipation _____

alleged _____

jurisdiction _____

reconvened _____

tenure _____

Read the Famous New Yorker profile of James Campbell Matthews. Then answer the following questions.

1. About how old was James when he earned his law degree? _____
2. True or False: James Matthews believed Black voters should band together and support one political party. TRUE FALSE
3. What did Matthews' political opponents accuse him of doing in 1884? _____

4. What position did President Cleveland nominate Matthews for? _____

5. Where did Matthews serve as a judge? _____

6. How old was Matthews when he died? _____

Related Online News Article: Part of an article in the *Cleveland Gazette*, on March 13, 1886 concerning Matthew's nomination for Register of Deeds, District of Columbia -

http://dbs.ohiohistory.org/africanam/html/page21de-2.html?ID=14862&Current=01_04G

Newspaper Tie-ins:

- Look through recent editions of the newspaper (print or online) for news about someone who has achieved personal or professional success despite many obstacles. Compare and contrast their story with James Campbell Matthews.
- James Campbell Matthews worked to end segregated education, for racial equality in schools and to protect the rights of others. 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 during James Campbell Matthews' lifetime.
- Examine the political cartoon featuring President Cleveland and James Matthews on the next page and reflect on the questions individually or as a class. (The image may be best viewed blown up larger.)

Name _____



Source: 1887 cartoon from the satirical magazine called *Puck*

Quickly scan the cartoon. What do you notice first?

What is the title or caption?

Are there labels, descriptions, thoughts, or dialogue?

List the people, objects, and places in the cartoon.

What is the message? List evidence from the cartoon.

What did you find out from this cartoon that you might not learn anywhere else?

What other documents or historical evidence might you use to help you understand this event or topic?

Assessment: Finish this statement - I want to know more about...

Name _____

Don Messick

Vocabulary – write a brief definition of the following words:

multitude _____

maternal _____

ventriloquist _____

auditioned _____

unique _____

paternal _____

Read the Famous New Yorker profile of Don Messick. Then answer the following questions.

1. What was Don Messick's first job in show business? _____

2. How did Don Messick serve in the military during World War II? _____

3. True or False: Don Messick was the voice of Disney's Mickey Mouse. TRUE FALSE
4. About how old was Messick when he first started working with Hanna-Barbera? What was the name of the first show? _____

5. Name at least four characters Don Messick gave voice to as a voice actor. _____

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 Resource:

YouTube video - ManyVoices of Don Messick – 11:51 minutes

https://www.youtube.com/watch?v=hF3QZDzJ_II

Newspaper Tie-ins:

- Don Messick had a very unique skill for creating different types of voices. Look through recent editions of the newspaper, in print or online, for stories about talented people. Select one and determine what talent or skill(s) help make that individual successful. Compare and contrast the person you selected with Don Messick.
- Don Messick was the voice of many cartoon characters. Most newspapers have comic/cartoon strips and political cartoons that often use caricatures. What's the difference? According to Poynter.org, a **caricature** is a likeness that captures a person's physical traits and simultaneously exaggerates them for humorous (and sometimes mean-spirited) effect. While a **cartoon** is a visual art form consisting of hand or computer-drawn images, often (but not always) created for humorous effect. A caricature is a powerful tool of the political cartoonist. Use the graphic organizer on the next page to help analyze a political/editorial cartoon.

Assessment question: Complete this statement - The best part of this activity was...

Name _____

Analyzing an Editorial/Political Cartoon

What is the cartoon's title or caption?

Who drew the cartoon?

When and where was it published?

What is familiar to you in this cartoon?

What questions do you have about this cartoon?

Editorial cartoonists combine pictures and words to communicate their opinions. What tools does the cartoonist use to make his or her point?

___ Humor

___ Labels

___ Caricature

___ Analogy to another historical or current event

___ Symbols

___ Stereotypes

___ Speech/idea balloons

___ References to popular culture, art, literature, etc.

List the important people or objects shown in the cartoon:

Are symbols used? If so, what are they and what do they mean?

Are stereotypes used? If so, what group is represented?

Is there a caricature of anyone in the cartoon? If so, who?

Briefly explain the message of the cartoon:

What groups would agree or disagree with the cartoon's message? Why?

Do you think this cartoon is effective in expressing the artist's message? Why or why not?

Name _____

Mitch Miller

Vocabulary – write a brief definition of the following words:

disdain _____

gigs _____

retrospect _____

vapid _____

sophisticates _____

contemporaries _____

Read the Famous New Yorker profile of Mitch Miller. Then answer these questions.

1. What instrument did Mitch Miller play? _____

2. List at least four different ways Mitch Miller worked in the entertainment/music industry. _____

3. What two styles were popular at the same time Mitch Miller was performing/recording his choral music? _____

4. About how old was Mitch Miller when his first “Sing Along with Mitch” first aired? _____

5. 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 Article: *Lawrence Journal-World*, Lawrence, Kansas, Jan., 11, 1981 Headline: Mitch Miller returns to TV–
<https://news.google.com/newspapers?nid=2199&dat=19810111&id=i4wyAAAIBAJ&sjid=uucFAAAAIBAJ&pg=1927,1924380>

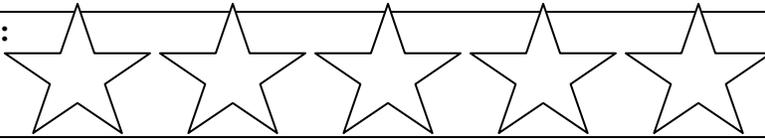
Newspaper Tie-ins:

- Play Mitch Miller’s music and match newspaper stories or photos to his music.
- Using newspaper articles or photos as a source of inspiration, write song lyrics to a well-known tune. Be prepared to share your new lyrics with the class.
- Mitch Miller was successful despite the negative opinion of many critics. 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 for organization. Present your review to the class.

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: _____

Would you recommend this and why?: _____

Assessment Question: What impressed you most about completing this activity?

Name _____

Mollie Dobbs Sneden

Vocabulary – write a brief definition of the following words:

ferry _____

colonial _____

dissatisfaction _____

strategically _____

occupied _____

confiscated _____

namesake _____

Read the Famous New Yorker profile of Mollie Dobbs Sneden. Then answer the following questions.

1. What two businesses did Mollie Sneden operate? _____

2. Who owned the property where Mollie ran her businesses? Why? _____

3. Who did the revolutionary patriots trust to run the ferry? _____

4. Why was the ferry an important mode of transportation at the time? _____

5. Find Sneden’s Landing 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 Journal News*, White Plains, NY, Saturday, August 4, 2001, Headline: The unsinkable Mollie Sneden – <https://www.newspapers.com/clip/8734540/2001-article-on-mollie-snedden/>

Newspaper Tie-ins:

- Mollie Dobbs Sneden’s name is attached to two places on each side of the Hudson River. Look through the newspaper for names of local towns, streets or buildings that are named after people. Select one or two and as a class research to find out more about the individual(s).
- Look through the newspaper (print or online) for stories about transportation. Compare and contrast today’s transportation to the time of Mollie Dobbs Sneden. Be prepared to share your findings with the class.

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 Mollie Dobbs Sneden and her businesses on the Hudson River write an acrostic poem using FERRY as your theme.

F

E

R

R

Y

Assessment: Write a sentence or two about something you learned while studying about Mollie Dobbs Sneden.

Name _____

Isidore Starr

Vocabulary – write a brief definition of the following words:

revolutionary _____

Yiddish _____

enrolled _____

Civics _____

progressive _____

controversies _____

Read the Famous New Yorker profile of Isidore Starr. Then answer the following questions.

1. What was Isidore Starr’s first language and when did he learn English? _____

2. Why did Isidore Starr switch up the lesson plan he was given for teaching about government?
(Select one of the following)
 - a. It was too hard for his students to understand.
 - b. It was boring.
 - c. It was incorrect and needed to be fixed.
3. What document did Starr use as the basis for a debate with his high school students? _____

4. Why did some people *think* Isidore was opposed to the government and American values? _____

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

Related Online documentary: *Isidore Starr: Leading a Revolution in Civics* - <https://www.youtube.com/watch?v=YVI8NOkV5rY>

Newspaper Tie-ins:

- Isidore Starr stuck to what he believed was best for teaching law and government and convinced others to do likewise. Look through recent newspapers (print or online) for stories about how an ordinary citizen, doing what they think best and right, made a difference at the local, state or national level. Compare this to Isidore Starr’s approach to law studies.
- Isidore Starr’s approach to teaching about law and government included having students engaged in civil debates. It could be argued that a newspaper editorial is one side of a written debate. Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering a question about a current issue in the news. Use the chart on the next page to organize your writing.

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: Reinforce the main idea by rewording or emphasizing its importance.

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

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

Name _____

Cicely Tyson

Vocabulary – write a brief definition of the following words:

publicists _____

controversial _____

mainstream _____

sharecropper _____

nomination _____

memoir _____

Read the Famous New Yorker profile of Cicely Tyson. Then answer the following questions.

1. What were some of the first jobs Cicely Tyson had before she started acting? _____

2. True or False: Cicely Tyson's parents were very supportive of her desire to become an actress.
TRUE FALSE
3. About how old was Cicely when she starred in the movie *Souther*? _____

4. Name three awards presented to Cicely Tyson during her career. _____

5. Find Harlem 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 Evening News*, Published in Newburgh, NY, Thurs., Jan.31, 1974, Headline: Cicely Tyson Superb As Miss Jane Tonight - <https://news.google.com/newspapers?nid=1982&dat=19740131&id=iVHAAAAIABAJ&sjid=czMNAAAAIABAJ&pg=700,4575377>

Related video: Hollywood legend Cicely Tyson recounts life, career in new memoir – CBS This Morning – Tuesday, Jan. 26, 2021 interview - <https://www.youtube.com/watch?v=f6US9geaSmA>

- Look through recent editions of the newspaper (print or online) for news about someone who had to overcome obstacles to achieve his or her goal. Compare and contrast their story with Cicely Tyson's life.
- Once famous, Cicely Tyson selected acting roles that would portray Black people with dignity. Look through the newspaper (print or online) for examples of people fighting for the equal treatment and dignity 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 during the early part of Cicely Tyson's career. Use the following page to organize your writing. Be prepared to discuss your findings with the class.

Name _____

Black Americans 1970s	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?

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 Newspapers Foundation/
New York News Publishers Association
252 Hudson Avenue
Albany, NY 12210-1802

or email to: mmiller@nynpa.com

Answer Key:

Katharine Burr Blodgett:

1. She developed gas masks for American troops.
2. Katharine Blodgett went to work for General Electric (GE) and was their first female scientist.
3. Katharine earned her Ph.D. in physics at the University of Cambridge in England.
4. Accept any of the following: Schenectady named June 13, 1951 Katharine Blodgett Day, the apparatus/trough used to for coating surfaces with monomolecular films and the film that makes glass invisible were both named after her and her co-inventor.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Eric Carle:

1. He grew up in Germany. His parents were immigrants to the US and his mother was homesick so they moved back to Germany after Eric was born.
2. Eric Carle went to work for The New York Times when he was about 23 years old.
3. Accept any two of the following: Brown Bear, Brown Bear, What Do You See? – 1,2,3 to the Zoo – The Very Hungry Caterpillar.
4. The distance between Syracuse, NY and Stuttgart, Germany is 3,898 miles. School answers will vary by location.

Minna Anthony Common:

1. She was raised by her father's mother because her mother died when she was an infant.
2. False, Minna Anthony enjoyed learning and valued education.
3. She took courses offered by the Cornell Cooperative Extension.
4. Minna had her writing and drawings published in magazines and newspapers.
5. The Thousand Islands Park & Historical Preservation Commission named its nation center building after her.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Kirk Douglas:

1. His father was a “ragman” – someone who collected used items/junk and sold them to others to earn a living.
2. He changed his name to better suit his acting profession.
3. True – He wrote many books after his acting career ended - <http://www.kirkdouglas.com/career/books>
4. Kirk Douglas was about 30 years old when he acted in the movie, *The Strange Love of Mather Ivers*.
5. The distance between Amsterdam, NY and Hollywood, CA is 2,790 miles. School answers will vary by location.

General Nicholas Herkimer:

1. He spoke three languages, English, German and Mohawk.
2. Herkimer owned slaves and their labor working his land helped make him successful.
3. False – Nicholas fought with the revolution forces but one of his brothers fought with the British.
4. Herkimer was about 47 years old when the fighting began.
5. Answers will vary by location.

Corky Lee:

1. His name was Lee Young Kwok.
2. Lee noticed how Asians who had worked on the transcontinental railroad were not shown in the photograph about the event. He wanted to photograph and truthfully represent his community.

3. Chinatown and New York City honored him by naming May 5, 1988 Corky Lee Day.
4. Corky Lee was 73 years old when he died.
5. Answers will vary by location.

Stan Lee:

1. He wanted to be a professional writer.
2. Lee was drafted into the military and served in the Signal Corps during WWII.
3. Stan Lee was about 39 years old when the Fantastic Four first appeared in comics.
4. Accept any four of the following: Captain America, Spider-Man, X-Men (Cyclops, Marvel Girl, Beast, Angel, and Iceman), Iron Man, the Hulk, Black Panther, Falcon and the Black Widow.
5. False – Stan Lee worked for Marvel Comics
6. Answers will vary by location.

James Campbell Matthews:

1. He was about 26 years old when he got his law degree.
2. False – He didn't think Black voters should band together and back one particular party or candidate.
3. His political rivals accused him of political corruption and vote tampering/manipulation.
4. He served as Albany County's Recorder's Court judge.
5. Matthews was 86 years old when he died.

Don Messick:

1. He started his entertainment career as a ventriloquist.
2. He spent his military service entertaining troops on Army bases in the United States.
3. False – He was the voice of many characters but NOT Disney's Mickey Mouse.
4. Messick was about 31 years old when he worked as a voice actor for Ruff and Reddy in 1957.
5. Accept any four of the following: Boo Boo, Ranger Smith, father in Jonny Quest, Papa Smith, Astro or Scooby Doo
6. Answers will vary by location.

Mitch Miller:

1. He played the oboe.
2. Accept any four of the following: He was an oboist in CBS's radio orchestra, played in orchestras on Broadway, record producer, choral director/recording artist or television star.
3. Pop music and Rock'n'Roll where the popular music genres when Mitch Miller was actively performing.
4. He was about 47 years old.
5. Answers will vary by location.

Mollie Dobbs Sneden:

1. Mollie ran a ferry across the Hudson River and a tavern.
2. Her husband and then her son Abraham owned the property Mollie worked and lived on because women couldn't own property at the time.
3. They trusted Mollie's son John because he declared support for American independence.
4. There weren't any bridges so ferries were necessary to transport people, animals and goods across the river.
5. Answers will vary by location.

Isidore Starr:

1. His first language was Yiddish and he learned English when he went to kindergarten.
2. b. It was boring
3. He used the Declaration of Independence.
4. He has his students question how our government works.
5. Answers will vary by location.

Cicely Tyson:

1. She worked as a typist, secretary and model.
2. False – Cicely’s parents were very conservative and didn’t even let her watch movies growing up.
3. Cicely was about 39 years old when she starred in *Souther*.
4. Accept any three of the following: The Vernon Rice Award, Emmy Award, Tony Award, Academy Award nomination, or the Presidential Medal of Freedom
5. Answers will vary by location.

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:

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

Name _____

News Report:

Who is attending this event?
What have you seen/experienced?
When is this happening? (Describe date, time of day, weather or anything else you think necessary to give your reader the feeling they were there.)
Where does this event take place?
How did this event come about? (Provide background information about the event/happening.)
Why is this event 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 _____

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

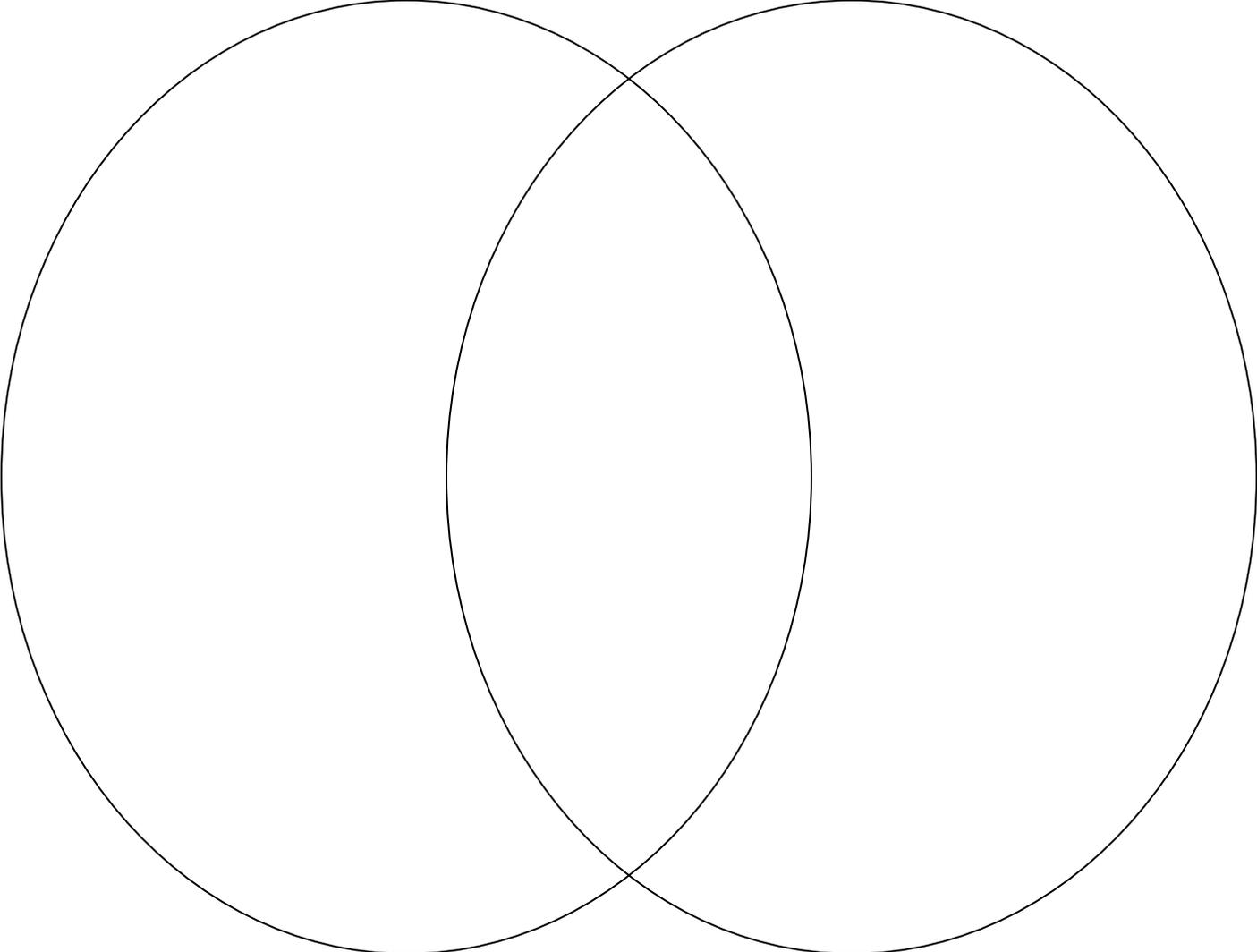
Understand

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

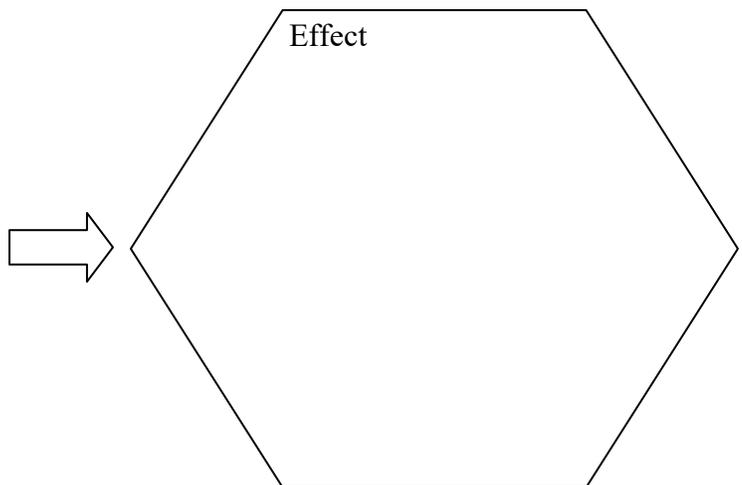
Directions: Before you read fill out the KNOW column with what you already know about the topic. As you read fill in what you've LEARNED in the center column. After you have finished reading fill in the WANT column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

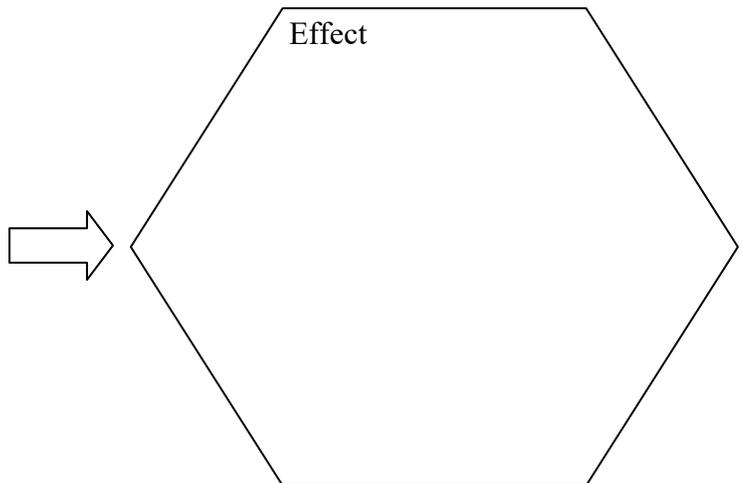
Name _____

Cause and Effect

Cause



Cause



Cause

