

# Famous New Yorkers 2022-2023 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: Johnny Evers, Major League Baseball Player; Thérèse Bonney, WWII Photojournalist; John Morrison, Underground Railroad Leader and, Anthony Bourdain, Chef.**



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# 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
Baum	1, 7	5	4	4	3
Bickford	1	6	2	1	3
Bonney	2	2, 4	5	2	2
Bourdain	1, 2	3, 7	1	3	3
Evers	9	1	4	5	4
Fadden	3	4, 6	3	6	1
Foster	4	5	4	4	1, 5
Hamilton	6, 8	5, 6	1, 6	1	1, 4
Hoffman	5	3	2	3	3
Morrison	3	4	4	1, 3	1, 5
Reeve	6, 8	4, 6	5	6	5
Sondheim	7, 9	5, 6	3, 4	2	3
Stanley	5, 6	3	6	3	1, 5

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 \_\_\_\_\_

## L. Frank Baum

Vocabulary – write a brief definition of the following words:

franchises \_\_\_\_\_

lavishly \_\_\_\_\_

commentary \_\_\_\_\_

premiered \_\_\_\_\_

bankrupted \_\_\_\_\_

adaptations \_\_\_\_\_

sequels \_\_\_\_\_

Read the Famous New Yorker profile of L. Frank Baum. Then answer the following questions.

1. About how old was L. Frank Baum when a play he'd written first appeared on Broadway? When a musical about Oz premiered? \_\_\_\_\_  
\_\_\_\_\_
2. Name at least three ways Baum earned a living. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. True or False: L. Frank Baum was always financially successful.      TRUE    FALSE
4. Where did Baum get the name for his imaginary world? \_\_\_\_\_  
\_\_\_\_\_
5. Using a map of New York State or an online mapping tool, about how far is Chittenango from your school? \_\_\_\_\_

**Related Online News Article:** *Toledo Blade*, Lawrence, Toledo, OH, Tuesday, April 9, 1957, Headline: Oz is Out in Detroit–

<https://news.google.com/newspapers?nid=1350&dat=19570409&id=uwQwAAAAIBAJ&sjid=wwAEAAAIBA&pg=3742,1638738>

### Newspaper Tie-ins:

- In L. Frank Baum's book, *The Wizard of Oz*, the main character is transported to the land of Oz in the tornado. Look through the newspaper (print or digital) about recent weather events. Do you think any of them might make a good start for a story or book? Why or why not?
- 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. Be prepared to share a summary of your report orally with the class.

**Student Name** \_\_\_\_\_

**Title** \_\_\_\_\_

**Author** \_\_\_\_\_

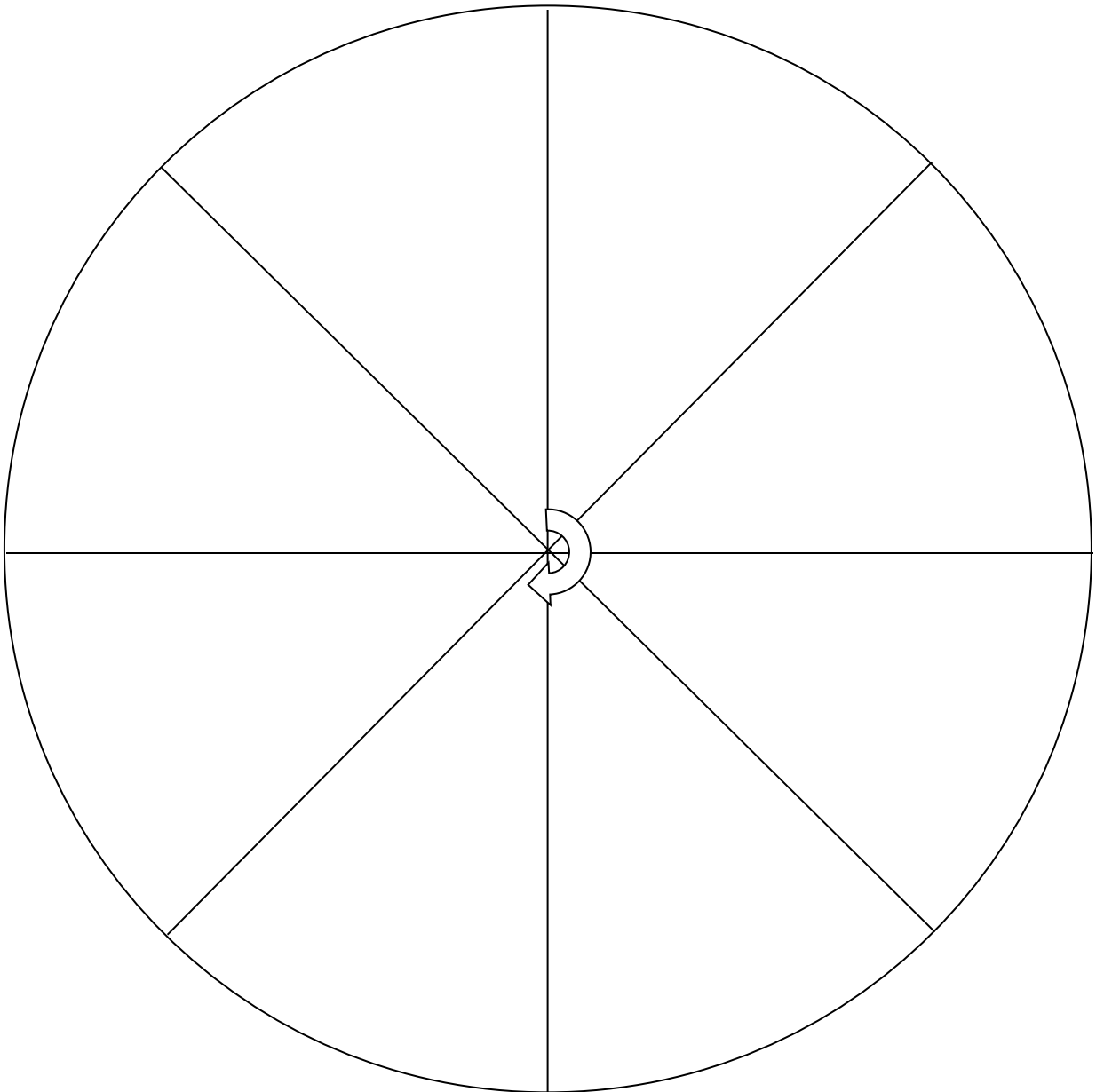
**Directions:** Select and record key events in the book. Use these key events to write a plot summary.  
You may also wish to note:

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 \_\_\_\_\_

## Wilson Bickford

Vocabulary – write a brief definition of the following words:

entrepreneur \_\_\_\_\_

popularized \_\_\_\_\_

technique \_\_\_\_\_

emulate \_\_\_\_\_

connoisseurs \_\_\_\_\_

Read the Famous New Yorker profile of Wilson Bickford and answer the following questions.

1. Where did Wilson Bickford first work to support himself? \_\_\_\_\_  
\_\_\_\_\_
2. True or False: Wilson Bickford performed as a musician.      TRUE    FALSE
3. Who inspired Wilson to become a painter? How? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. About how many years after he got his certification as a “wet-on-wet” instructor did art become Wilson’s full-time job? \_\_\_\_\_  
\_\_\_\_\_
5. Find both Fowler and Gouverneur on a map of New York or use an online mapping tool. What is the approximate distance between the two towns? How far is Gouverneur from Silver Falls, Oregon? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Wilson Bickford’s website: <https://www.wilsonbickford.com/>

Related Online Video: WPBS – A Tribute to Wilson Bickford - <https://www.pbs.org/video/tribute-to-wilson-bickford-sc3wmy/>

Related Online Newspaper Article: *nny360.com, Watertown Daily Times*; Weds., Dec.21, 2021 Headline: Local art world, WPBS mourns loss of artist/teacher Wilson Bickford – [https://www.nny360.com/top\\_stories/local-art-world-wpbs-mourns-loss-of-artist-teacher-wilson-bickford/article\\_0790db51-ad3c-57cb-9ab9-c37beae9e3af.html](https://www.nny360.com/top_stories/local-art-world-wpbs-mourns-loss-of-artist-teacher-wilson-bickford/article_0790db51-ad3c-57cb-9ab9-c37beae9e3af.html)

### Newspaper Tie-in:

- Using the help wanted listings and newspaper articles as a resource (in the print newspaper or online), select a job you might like to have when you’re an adult. 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 and 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 Wilson Bickford’s decision to go to Oregon?**

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

Name \_\_\_\_\_

## Thérèse Bonney

Vocabulary – write a brief definition of the following words:

intellectual \_\_\_\_\_

chronicler \_\_\_\_\_

trekked \_\_\_\_\_

affiliated \_\_\_\_\_

doctorate \_\_\_\_\_

photojournalism \_\_\_\_\_

blitzkrieg \_\_\_\_\_

Read the Famous New Yorker profile of Thérèse Bonney. Then answer the following questions.

1. List the schools where Thérèse gained her higher education. \_\_\_\_\_  
\_\_\_\_\_
2. True or False: Thérèse always wanted to be a photojournalist.      TRUE      FALSE
3. What was the topic of Bonney’s press service for American newspapers and magazines? \_\_\_\_\_  
\_\_\_\_\_
4. How did Thérèse Bonney get involved in photography? \_\_\_\_\_  
\_\_\_\_\_
5. Name at least two ways Thérèse Bonney’s work helped others. \_\_\_\_\_  
\_\_\_\_\_
6. Find Syracuse on a map of New York State or use an online mapping tool. About how far is it from Paris, France? \_\_\_\_\_

**Related Online News Article:** Obituary article, *The New York Times*, Jan. 26, 1978, Headline: Therese Bonney, at 83; A Journalist in France – <https://www.nytimes.com/1978/01/26/archives/therese-bonney-at-83-a-journalist-in-france.html>

**Related Online Resource:** Thérèse Bonney: When Journalists Make Headlines - Journalism in Action is part of the Teaching with Primary Sources Partner Program.

Supported by a grant from the Library of Congress - <https://www.journalisminaction.org/case/wwii-female-journalists/primary-source/3>

### Newspaper Tie-ins:

- Thérèse Bonney’s photographs helped capture the everyday lives of the people of Europe during WWII, especially children. Look through newspapers for current examples of photographs that capture the lives of people today.
- 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...



Name \_\_\_\_\_

## Anthony Bourdain

Vocabulary – write a brief definition of the following words:

fascinated \_\_\_\_\_

sordid \_\_\_\_\_

cited \_\_\_\_\_

unsavory \_\_\_\_\_

prestigious \_\_\_\_\_

candid \_\_\_\_\_

Read the Famous New Yorker profile of Anthony Bourdain. Then answer the following questions.

1. Where did Anthony Bourdain study to be chef? \_\_\_\_\_  
\_\_\_\_\_
2. True or False: Anthony Bourdain was a book author.  
TRUE FALSE
3. About how old was Anthony Bourdain when *Kitchen Confidential: Adventures in the Culinary Underbelly* was published? \_\_\_\_\_  
\_\_\_\_\_
4. Name the three television series Anthony Bourdain created. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Find Manhattan on a map of New York State or use an online mapping tool. About how far is it from Paris, France? \_\_\_\_\_

**Related Online News Article:** *The New York Times*; Fri., June 8, 2018 Headline: Anthony Bourdain, Renegade Chef Who Reported From the World’s Tables, Is Dead at 61–

<https://www.nytimes.com/2018/06/08/business/media/anthony-bourdain-dead.html>

**Related Online Videos:** Episodes of A Cook’s Tour –

[https://www.youtube.com/playlist?list=PLpz7cLJ1\\_TwSLBsCZiO1b\\_O4YnlHAJiB2](https://www.youtube.com/playlist?list=PLpz7cLJ1_TwSLBsCZiO1b_O4YnlHAJiB2)

### Newspaper Tie-ins:

- Look through the newspaper (print or online) for advertisements for local restaurants. Try to find one with food from another culture or an ingredient you’ve never tasted before. Consider going there and sampling one or two new foods as Anthony Bourdain did throughout his life. Write about your experience and share with your class.
- Many newspapers have food critics who dine at area restaurants and eateries and report about the experience and the quality and taste of the food. Look through the newspaper and other sources for this type of review. Go to an eatery that’s new or “new to you” and write a review in a similar style. Share them as a class.

**Name** \_\_\_\_\_

Newspapers often print recipes for their readers. Create your own recipe that uses an exotic or unfamiliar ingredient in some way. Be sure to carefully list your ingredients and give details about how your food should be prepared and served. Don't forget to give your recipe a name and think about taking photos or drawing images to help readers better understand your tasty new creation.

**Recipe Name** \_\_\_\_\_

<b>List of ingredients</b>	<b>Quantities</b>
<b>Steps for preparation:</b>	
<b>Suggestions for serving:</b>	

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

Name \_\_\_\_\_

## Johnny Evers

Vocabulary – write a brief definition of the following words:

pastime \_\_\_\_\_

lucrative \_\_\_\_\_

infield \_\_\_\_\_

pennant \_\_\_\_\_

litany \_\_\_\_\_

negated \_\_\_\_\_

**Read the Famous New Yorker profile of Johnny Evers. Then answer the following questions.**

1. Assuming the baseball season in 1902 was seven months long, how much money would Evers have made playing for the Trojans? What would that salary be worth in today's dollar? \_\_\_\_\_  
\_\_\_\_\_
2. Approximately how old was Evers when he signed with the Chicago Cubs? \_\_\_\_\_
3. True or false, Evers' paying attention to the rules helped his team win the pennant in 1908.    T    F
4. What year was Johnny Evers inducted into the Baseball Hall of Fame? \_\_\_\_\_
5. Find Troy, NY and Chicago, IL on a map of the United States. How far apart are these two cities?  
Approximately how far is each from your school? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Related Online News Articles:** *The Evening Independent*, St. Petersburg, FL, Headline: Sox to Meet Braves Next, Tues., March 15, 1926

<https://news.google.com/newspapers?nid=950&dat=19240318&id=e9xPAAAIBAJ&sjid=hVQDAAAIBAJ&pg=4258,3040172>

ReadWriteThink poem interactive - <https://www.readwritethink.org/classroom-resources/lesson-plans/dynamite-diamante-poetry>

### Newspaper Tie-ins:

- Johnny Evers played shortstop until he subbed for an injured second basemen. That launched his successful career in that position. Look through the newspaper for other examples of someone finding “accidental” success by substituting or filling-in for someone else. Compare and contrast the modern example with Evers. Be prepared to share orally with the class.
- “Baseball's Sad Lexicon” is a poem by Franklin P. Adams about the double play combination of “Tinker to Evers to Chance.” Using the newspaper reports of baseball games try writing your own poem. The chart on the next page is set up for a diamante poem. A diamante poem is a poem in the shape of a diamond (In this case, think of it as a baseball diamond). There are a total of 7 lines. Line 1 is a noun. Line 2 is two adjectives about line 1. Line 3 is three words ending with –ing. Line 4 starts with 2 synonyms for Line 1 and ends with 2 synonyms for line 7. Line 5 is three words ending with –ing. Line 6 is two adjectives about line 7. Line 7 is a noun. See the example in the bottom corner of the worksheet.

# Diamante Poem Worksheet

Title \_\_\_\_\_

by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

**Assessment question:** What was the hardest part of this activity for you and why?

Example:  
sun  
bright, warm  
baking, heating, growing  
star, fire, rock, sphere  
spinning, glowing, floating  
round, cool  
moon

Name \_\_\_\_\_

## Ray Tehanetorens Fadden

Vocabulary – write a brief definition of the following words:

inhabitants \_\_\_\_\_

reservation \_\_\_\_\_

mainstream \_\_\_\_\_

heritage \_\_\_\_\_

stereotyped \_\_\_\_\_

perceptions \_\_\_\_\_

prolific \_\_\_\_\_

Read the Famous New Yorker profile of Ray Tehanetorens Fadden. Then answer the following questions.

1. About how old was Ray Fadden when he first opened the Six Nations Indian Museum? \_\_\_\_\_  
\_\_\_\_\_
2. Name three jobs or projects Ray Fadden had or worked on during his long life. \_\_\_\_\_  
\_\_\_\_\_
3. Which group of people adopted Ray Fadden into their group? \_\_\_\_\_  
\_\_\_\_\_
4. What does Tehanetorens mean? \_\_\_\_\_  
\_\_\_\_\_
5. How old was Ray Tehanetorens when he died? \_\_\_\_\_  
\_\_\_\_\_
6. Find Onchiota on a map of New York State or use an online mapping tool. About how far is it from your school? \_\_\_\_\_  
\_\_\_\_\_

**Related Online Resource:** Ganondagan State Historic Site – <https://ganondagan.org/>

**Related Online Video:** *Sacred Song of the Hermit Thrush* by Tehanetorens (Ray Fadden) - Read by Lala Phil, Lakota – <https://www.youtube.com/watch?v=4NP93U6Mgg4>

Related Online Newspapers: Library of Congress – Native American Newspapers: Studying the History through the Eyes of the Community – <https://blogs.loc.gov/teachers/2018/11/native-american-newspapers-studying-the-history-through-the-eyes-of-the-community/>

### Newspaper Tie-in:

- The definition of stereotype is, “A widely held but fixed and oversimplified image or idea of a particular type of person or group.” Typecasting could be the result of stereotyping. Keep this definition in mind as you complete the graphic organizer on the following page. When finished be prepared to discuss this lesson with the class.

*(Lesson extension idea: Use newspaper archives to explore how stereotypes were portrayed in the past.)*

Name \_\_\_\_\_

**Directions:** Select one group that is often stereotyped. In the first block on the left, briefly describe how this group is characterized. Look through editions of the newspaper (in-print and online) for articles, images, advertisements, cartoons etc. involving this group. In the middle column, briefly record how the group is treated in each example found. In the right column indicate if the coverage supports the stereotype, goes against the stereotype or is simply a factual account and neutral. Be sure to support your opinion with facts.

Stereotype	Examples in the Newspaper	Support, Oppose, Neutral?

**Follow up:** After completing this activity, do you feel differently about this stereotyped group? Why or why not?

How do you think you are stereotyped?

**Assessment question:** Complete this statement. I think stereotyping is....

Name \_\_\_\_\_

## Amanda Foster

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

landmark \_\_\_\_\_

emancipation \_\_\_\_\_

indentured servant \_\_\_\_\_

capable \_\_\_\_\_

widespread \_\_\_\_\_

runaway slave \_\_\_\_\_

founders \_\_\_\_\_

Read the Famous New Yorker profile of Amanda Foster. Then answer the following questions.

1. About how old was Amanda when slavery was fully abolished in New York State? \_\_\_\_\_  
\_\_\_\_\_
2. Why were Amanda’s “free papers” so important? \_\_\_\_\_  
\_\_\_\_\_
3. True or false, Amanda’s mother had been a slave. TRUE FALSE
4. Where did the Fosters’ AME Zion church members meet when it started? \_\_\_\_\_  
\_\_\_\_\_
5. Find Tarrytown 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 28, 1904, Amanda Foster’s Obituary – Old Tarrytown Negress Dead - <https://www.nytimes.com/1904/07/28/archives/old-tarrytown-negress-dead-amanda-foster-was-born-in-the-home-of.html>

**Other online resources:** Part of the Virginia Newspaper Project includes advertisements posted by free African Americans during the antebellum era and the Civil War (c. 1800-1865) concerning their freedom papers. <https://uncommonwealth.virginiamemory.com/blog/2018/06/26/virginias-lost-papers/>

### Newspaper Tie-ins:

- Religion was such an important part of Amanda Foster’s life that she and her husband helped start a new church community. Look through the news for a modern example of someone so passionate about something that they start up a new project, business, or organization. Compare and contrast this modern example with Amanda Foster.
- Find newspaper articles relating to the violation of human rights. Compare the plight of the individual/group to the plight facing people of color whether slave or free during Amanda Foster’s lifetime.
- Amanda Foster broke the law to help someone else escape slavery. Look through the newspaper for situations you feel are unjust. Think about what you would be willing to do to make these things right. Write a brief essay explaining the issue you feel strongly about and how you and others would work to correct it. Use the chart on the next page to research more before you write. Be prepared to share orally with the class.

Name \_\_\_\_\_

Look through editions of the newspaper (print or online) for a current issue you feel is unjust. Use the space below to describe details about the problem, what action people are taking because of it and what is happening because of their actions.

Problem:	Action:	Effect:
	Action:	Effect:
	Action:	Effect:

**Assessment:** Briefly write what you think about how the people are handling the problem. Are their actions having positive or negative effects?



Name \_\_\_\_\_

## Elizabeth Schuyler Hamilton

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

prosperous \_\_\_\_\_

Continental Army \_\_\_\_\_

prestigious \_\_\_\_\_

resigned \_\_\_\_\_

mortally wounded \_\_\_\_\_

philanthropists \_\_\_\_\_

**Read the Famous New Yorker profile of Elizabeth Schuyler Hamilton. Then answer the following questions.**

1. What was the connection between Elizabeth’s father, Philip Schuyler and Alexander Hamilton? \_\_\_\_\_  
\_\_\_\_\_
2. What caused the death of Elizabeth’s eldest son? \_\_\_\_\_  
\_\_\_\_\_
3. How did Elizabeth Hamilton manage to get out of debt after Alexander’s death? \_\_\_\_\_  
\_\_\_\_\_
4. How did Elizabeth help preserve Alexander’s writings for future generations? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What institution was co-founded by Elizabeth Hamilton? Bonus: How does it tie into her husband’s past? \_\_\_\_\_  
\_\_\_\_\_
6. Find Albany on a map of New York State or use an online mapping tool. About how far is it from your school? \_\_\_\_\_

**Related Online Site:** National Park’s Service Hamilton Grange National Memorial in Manhattan's Hamilton Heights Historic District - <https://www.nps.gov/hagr/planyourvisit/basicinfo.htm>

### Newspaper Tie-in:

- Despite her struggles, Elizabeth Schuyler Hamilton used her resources to benefit others. Look through recent editions of the newspaper to find out how people of today are supporting others in your community, state, country or around the world. Is there a project or program you found in the local newspaper that needs help? Working in pairs or small groups, explore ways your class or school might aid this program or at least bring attention to its need. Use the chart on the next page to organize your thoughts.

Name \_\_\_\_\_

<b>Project/program:</b>
<b>Who?</b>
<b>When?</b>
<b>Where?</b>
<b>What?</b>
<b>How?</b>

**Ways the class can support this effort:**

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**Follow up:** Which way do you think is the best and why?

**Assessment question:** What did you enjoy most about this lesson and why?

Name \_\_\_\_\_

## Philip Seymour Hoffman

Vocabulary – write a brief definition of the following words:

accolades \_\_\_\_\_

elite \_\_\_\_\_

turbulent \_\_\_\_\_

menial \_\_\_\_\_

auditioning \_\_\_\_\_

relapse \_\_\_\_\_

sobriety \_\_\_\_\_

Read the Famous New Yorker profile of Philip Seymour Hoffman. Then answer the following questions.

1. About how old was Philip when he acted in his first movie? \_\_\_\_\_

2. True or False: Philip Hoffman acted and directed on stage and screen. TRUE FALSE

3. What influenced Philip’s interest in becoming an actor? \_\_\_\_\_

4. Name the two summer programs Philip participated in to gain acting skills and experience. \_\_\_\_\_

5. Who did Hoffman portray in his Academy Award-winning performance? \_\_\_\_\_

7. Find Fairport on a map of New York State or use an online mapping tool. About how far is it from your school? About how far is it from New York City? From Hollywood? \_\_\_\_\_

**Related Online News Article:** *Democrat and Chronicle*, Sun., May 29, 2022, Headline: A life-size sculpture of Philip Seymour Hoffman at Eastman Museum captures actor's spirit

<https://www.democratandchronicle.com/story/lifestyle/2022/05/29/philip-seymour-hoffman-sculpture-eastman-museum-memorializes-actor/9907720002/>

### 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 personal struggles. Compare and contrast their story with Philip Seymour Hoffman. Discuss as a class.
- Select an interesting article or series of articles of current events in the newspaper. Have a group of students take on “roles” of the people involved in the story and have them act out the scene(s) described. Have the rest of the class determine which news story is being portrayed by their peers.

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 Philip Seymour Hoffman and his success as an entertainer, write an acrostic poem using ACTOR as your theme.

A

C

T

O

R

**Assessment:** Write a sentence or two about something you learned while studying about Philip Seymour Hoffman.

Name \_\_\_\_\_

## John Morrison

Vocabulary – write a brief definition of the following words:

encountered \_\_\_\_\_

bondage \_\_\_\_\_

ferried \_\_\_\_\_

extradite \_\_\_\_\_

secede \_\_\_\_\_

alleged \_\_\_\_\_

notorious \_\_\_\_\_

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

1. Why was the location of the Cataract House hotel ideal for aiding those escaping from slavery? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. All the facts about John Morrison’s life and the work were well documented. TRUE FALSE

3. How was Morrison rewarded for his work both at his job for the Cataract House hotel and in ferrying people to safety in Canada? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Name three jobs John Morrison held to make a living for himself. \_\_\_\_\_

\_\_\_\_\_

5. Find Niagara 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:

Niagara Falls Underground Railroad Heritage Center Educational Resources differentiated for grades K-5, 6-8, 9-12 and College & Adult - <https://www.niagarafallsundergroundrailroad.org/learn/teachers-resources/>

### Newspaper Tie-ins:

- Look through several editions of the newspaper (print or online) for stories about how an ordinary citizen made a difference in their community. Compare one of these stories to John Morrison’s efforts. Be prepared to present your findings to the class.
- John Morrison and others at the Cataract House hotel worked to help others escape slavery on the Underground Railroad by getting them into Canada. Look through the newspaper for articles about people fighting for their freedom. Compare and contrast them with the American slaves of the past. Use the chart on the next page to organize your thoughts.

Name \_\_\_\_\_

African American Slaves	Person or Group from Today's News
<b>Both groups are fighting for freedom.</b>	
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 difficult part of this learning activity and why?

### **Teacher's Note:**

Before reading the Christopher Reeve's Famous New Yorkers profile, have your students complete the **What story is the picture telling?** exercise on pages 26 and 27. You will also want to review newspaper obituaries with your class to make completing these two graphic organizers easier.

Name \_\_\_\_\_

## Christopher Reeve

Vocabulary – write a brief definition of the following words:

debut \_\_\_\_\_

spectators \_\_\_\_\_

proposition \_\_\_\_\_

typecast \_\_\_\_\_

equestrian \_\_\_\_\_

ventilator \_\_\_\_\_

advocate \_\_\_\_\_

Read the Famous New Yorker profile of Christopher Reeve. Then answer these questions.

1. About how old was Christopher Reeve when he first portrayed Superman? \_\_\_\_\_  
\_\_\_\_\_
2. Besides acting in movies, name two other forms of entertainment Reeve worked in as an actor. \_\_\_\_\_  
\_\_\_\_\_
3. What happened to cause Reeve’s life-changing injury? \_\_\_\_\_  
\_\_\_\_\_
4. How did Reeve fight for himself and others with spinal injury and paralysis? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Find Hollywood on a map or use an online mapping tool. About how far is Hollywood from New York City? \_\_\_\_\_

**Related Online News Article:** *The Gazette*, Montreal, Quebec, Canada, Weds., June 17, 1981, Headline: Summer Films Make Big Bucks

<https://news.google.com/newspapers?nid=1946&dat=19810617&id=VnI0AAAIAIBAJ&sjid=zqQFAAAAIAIBAJ&pg=987,2886700>

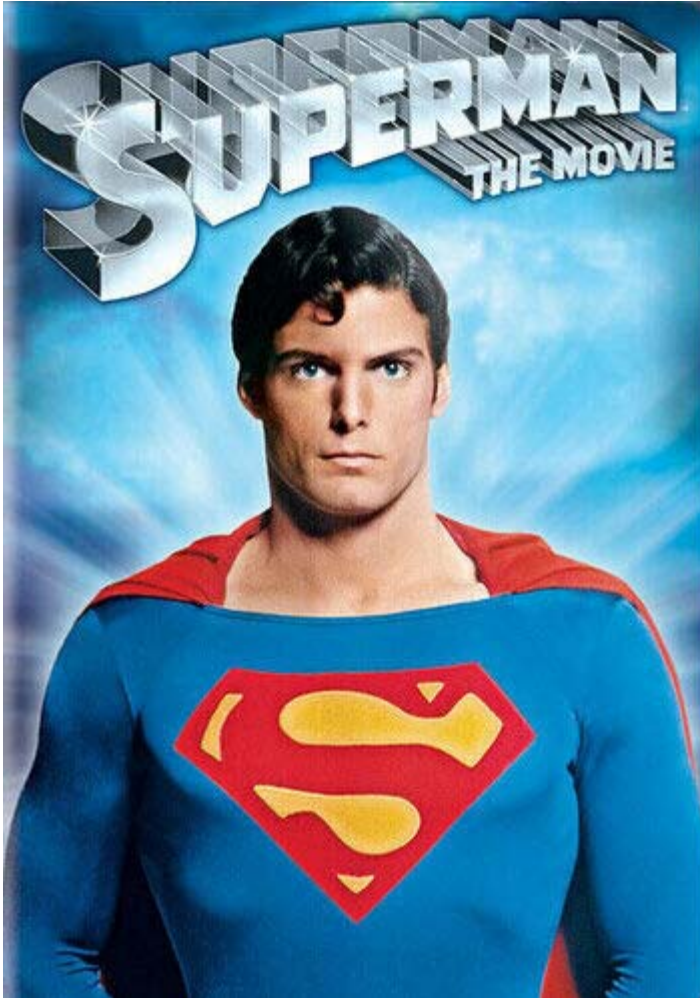
### Newspaper Tie-ins:

- The character of Superman is also known by his nickname, the Man of Steel, acknowledging his strength and near-indestructibility. Look through the newspaper for a story or comic strip with a person or character that has a nickname. Can you find out why that nickname is used?
- Look through the newspaper for a story about someone you’ve never heard of before. Based on the article and any other information you can find, make a good nickname that would describe the “strongest” or best qualities of that individual. Be prepared to share who you selected and the factual evidence you used to give him/her/them the nickname you did.



Name \_\_\_\_\_

**What story is the picture telling?**



**PICTURE ONE:**

This is an image of actor Christopher Reeve's movie poster, 1978. Copyright Warner Bros.

**How old do you think he was in this picture?**

**In addition to acting, what type of interests do you think Reeve enjoyed?**

**Briefly describe the type of life you imagine he may have lived:**

**Based only on this picture, write Christopher Reeve's obituary in the space below.**

**After you've finished writing the life story you imagine for Christopher Reeve, swap with someone who has PICTURE TWO. Discuss how two pictures of the same person can tell such a different story.**

**Assessment question:** Complete this sentence: Today I learned...

Name \_\_\_\_\_

**What story is the picture telling?**



**PICTURE TWO:**

Christopher Reeve discussing the potential benefits of stem cell research at a neuroscience conference at MIT in March 2003. Photo credit: Mike Lin

**How old do you think he was in this picture?**

**What type of work do you think he did?**

**Briefly describe the type of life you imagine he may have lived:**

**Based only on this picture, write Christopher Reeve’s obituary in the space below.**

**After you’ve finished writing the life story you imagine for Christopher Reeve, swap with someone who has PICTURE ONE. Discuss how two pictures of the same person can tell such a different story.**

**Assessment question:** Complete this sentence: Today I learned...

Name \_\_\_\_\_

## Stephen Sondheim

Vocabulary – write a brief definition of the following words:

musicals \_\_\_\_\_

relevant \_\_\_\_\_

lyrics \_\_\_\_\_

composer \_\_\_\_\_

auditions \_\_\_\_\_

psychological \_\_\_\_\_

mentored \_\_\_\_\_

Read the Famous New Yorker profile of Stephen Sondheim. Then answer the following questions.

1. About how old was Stephen Sondheim when the first musical featuring his lyrics opened on Broadway?  
And, what was the show? \_\_\_\_\_  
\_\_\_\_\_
2. Who was Sondheim’s songwriting mentor? Name one of his musicals. \_\_\_\_\_  
\_\_\_\_\_
3. Name at least four musicals for which Sondheim wrote both the music and lyrics. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What musical songwriter did Sondheim mentor? What musical did he create? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
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:** *The New York Times*, Friday, Nov. 26, 2001, Headline: Stephen Sondheim, Titan of the American Musical, Is Dead at 91 – <https://www.nytimes.com/2021/11/26/theater/stephen-sondheim-dead.html>

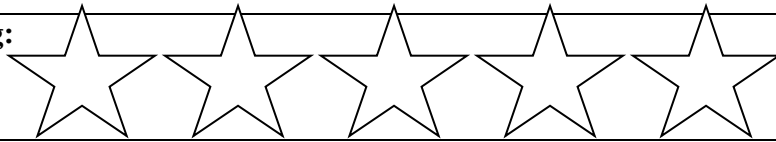
### Newspaper Tie-in:

- Stephen Sondheim’s work spanned decades and was always subject to critical review by others. In the newspaper or online, find and closely read a story about a book, movie, play or music. 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

<b>Title:</b>	
<b>Main Characters or Artists:</b>	
<b>Notable Details:</b>	
<b>Rating:</b>	<b>I rated it this way because:</b>



**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 \_\_\_\_\_

## Winifred Stanley

Vocabulary – write a brief definition of the following words:

enshrined \_\_\_\_\_

juror \_\_\_\_\_

legislature \_\_\_\_\_

prospect \_\_\_\_\_

rivalries \_\_\_\_\_

relegated \_\_\_\_\_

Read the Famous New Yorker profile of Winifred Stanley. Then answer the following questions.

1. About how old was Winifred Stanley when she became an attorney? \_\_\_\_\_  
\_\_\_\_\_
2. How many other women served in the U.S. House of Representatives with Rep. Stanley? \_\_\_\_\_  
\_\_\_\_\_
3. What did Winifred Stanley fight for during her term in Congress? How was it similar to her work as assistant district attorney? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Find Buffalo on a map of New York State or use an online mapping tool. How far is Buffalo from your school? How far is Buffalo from Washington, D.C.? \_\_\_\_\_  
\_\_\_\_\_

**Related Online News Article:** *The Free Lance-Star*, Fredericksburg, VA, Tues., March 16, 1943, Headline: The Daily Washington Merry-Go-Round

<https://news.google.com/newspapers?nid=1298&dat=19430316&id=6nNhAAAAIBAJ&sjid=0ooDAAAIBAJ&pg=865,2616273>

### Newspaper Tie-ins:

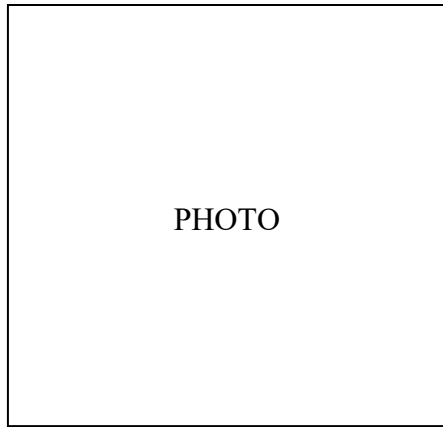
- Winifred Stanley was very accomplished for a woman facing anti-female beliefs at the times. Look for examples of modern individuals facing biases and discrimination and compare and contrast them with Stanley.
- Look through the local newspaper (in-print or online) for news about local, state or national elections and candidates seeking positions. Use the graphic organizer on the next page to create a candidate profile highlighting each candidate's position on key issues. Work in small groups with each group profiling a different candidate. Share group profiles as a class.
- **Bonus:** Complete a candidate profile for Stanley's campaign for Congress in 1943.

Name \_\_\_\_\_

## Candidate Profile

Candidate's Name: \_\_\_\_\_

Political Party Affiliation: \_\_\_\_\_



Age:

Religion:

Residence:

Family:

Endorsements:

Experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Education: \_\_\_\_\_

\_\_\_\_\_

Occupation(s): \_\_\_\_\_

\_\_\_\_\_

Qualifications: \_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

## 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/](http://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](mailto:mmiller@nynpa.com)

## Answer Key:

### L. Frank Baum:

1. He was about 46 years old when his play *The Maid of Arran* appeared on Broadway and 66 years old when the musical production premiered.
2. Accept any of the following: He created store window displays, was a playwright, actor, traveling salesman, author, reporter, and entertainment producer
3. FALSE
4. Baum got the name of his fantasy land from the letters on the bottom drawer of his filing cabinet.
5. Answers will vary by location.

### Wilson Bickford:

1. His first job was at the Gouverneur Talc Company.
2. TRUE
3. Bill Alexander inspired Wilson Bickford to become a painter through his TV program.
4. It took nine years from the time he earned his wet-on-wet certification for Wilson Bickford to become a full-time artist.
5. There are about nine miles between Fowler and Gouverneur, NY and about 2980 driving miles between Gouverneur and Silver Falls, Oregon. (And about 2290 miles across a straight line)

### Thérèse Bonney:

1. She attended the University of California at Berkley, Radcliffe, and the University of Paris (Sorbonne)
2. FALSE
3. Bonney's press service was about the trends in arts and fashion.
4. She wanted to provide quality images as part of her press service and felt she could do better than the images she was finding by others.
5. Her Red Cross work helped evacuate refugees after Germany attacked France. Her photos helped raise awareness and money for war time relief. And she worked as an advocate for the elderly.
6. There are about 3624 miles between Syracuse, NY and Paris, France.

### Anthony Bourdain:

1. Anthony Bourdain was trained as a chef at the Culinary Institute of America. (Bonus if students know it is located in Hyde Park, NY)
2. TRUE
3. He was about 44 years old when his book, *Kitchen Confidential: Adventures in the Culinary Underbelly* was published.
4. He three TV series were: *A Cook's Tour*, *No Reservations*, *Parts Unknown*.
5. There are about 3625 miles between Manhattan and Paris, France.

### Johnny Evers:

1. He would have earned \$350 in 1902. A comparable salary in 2022 would be about \$12,080.
2. Evers was about 21 years old when he signed with the Chicago Cubs.
3. TRUE
4. He was inducted into the Baseball Hall of Fame in 1946.
5. Answers will vary by location. The distance between Troy, NY and Chicago, IL is about 802 miles.



**Ray Tehanetorens Fadden:**

1. Ray Fadden was about 44 years old when he opened the Six Nations Indian Museum.
2. Accept any three of the following: Built/ran a museum, science teacher, author, created feed stations for wildlife
3. The Mohawk Nation gave Fadden his native name.
4. Tehanetorens means “he walks through the pines.”
5. Ray Fadden was 98 years old when he died.
6. Answers will vary by location.

**Amanda Foster:**

1. Amanda was 20 years old when slavery was fully abolished in New York State.
2. Amanda’s “free papers” were her proof she was not a slave when traveling through or living in a slave state.
3. TRUE
4. Worshipers gathered in Amanda Foster’s candy store.
5. Answers will vary by location.

**Elizabeth Schuyler Hamilton:**

1. Her father, Philip Schuyler and Alexander Hamilton both served in the Continental Army under General George Washington.
2. He died in a duel defending his father’s “honor.”
3. Her father left Elizabeth an inheritance when he died.
4. She sold his writings to the Library of Congress for publication.
5. Elizabeth helped start the New York Orphan Asylum Society. (Bonus: Alexander Hamilton was orphaned at the age of 13)
6. Answers will vary by location.

**Philip Seymour Hoffman:**

1. He was 25 years old when he acted in *Scent of a Woman*.
2. TRUE
3. Watching a live stage play at the age of twelve influenced his desire to become an actor.
4. The NYS Summer School of the Arts in Saratoga Springs and the Circle in the Square Theatre’s Summer theater program in NYC
5. He played Truman Capote to win the Oscar.
6. Answers will vary by location. There are about 364 miles between Fairport and NYC, and 2617 miles between Fairport and Hollywood, CA.

**John Morrison:**

1. The Cataract Hotel was located on the bank of the Niagara River across from Canada making it easy to ferry escaped slaves to freedom.
2. FALSE
3. He was made head waiter for his work at the hotel and the Black residents of Niagara gave him a gold-headed cane for his work helping others to freedom.
4. He worked as a waiter, a barber and a nurse.
5. Answers will vary by location.

**Christopher Reeve:**

1. Christopher Reeve was 26 years old when he starred in *Superman, the Movie* in 1978.
2. He worked on TV soap operas and acted on Broadway.
3. He fell from his horse during an equestrian competition.
4. He advocated for medical research, wrote books, made public appearances and testified before Congress. (Bonus if someone includes the start up of the Christopher & Dana Reeve Foundation.)
5. There are about 2795 miles between Hollywood and New York City.

**Stephen Sondheim:**

1. Sondheim was 27 years old when *West Side Story* premiered on Broadway.
2. Oscar Hammerstein II mentored Stephen Sondheim. The two plays mentioned in the feature are *Oklahoma!* and *Carousel*. Other well-known plays with lyrics by Oscar Hammerstein include: *South Pacific*, *The King and I*, and *The Sound of Music*.
3. Accept any four of the following: *A Funny Thing Happened on the Way to the Forum*, *Company*, *Follies*, *A Little Night Music*, *Sweeney Todd*, *Sunday in the Park with George*, and *Into the Woods*.
4. Stephen Sondheim mentored Lin-Manuel Miranda who created the hit musical *Hamilton*.
5. Answers will vary by location.

**Winifred Stanley:**

1. Winifred Stanley was 24 years old when she became an attorney.
2. Six other women served with Rep. Winifred Stanley in the 78<sup>th</sup> Congress.
3. In Congress, Rep. Stanley introduced a bill seeking equal pay for women doing the same work as men. When she was assistant district attorney, she fought to protect women and children who were abandoned by their husbands and fathers. Both jobs fought for women's rights.
4. Answers will vary by location. There are about 400 miles between Buffalo, NY and Washington, D.C.

**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:**

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

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.

<b>Headline:</b> _____ <b>Author:</b> _____ <b>Newspaper:</b> _____ <b>Date:</b> _____
--

<b>Create</b>
---------------

<b>Evaluate</b>
-----------------

<b>Analyze</b>
----------------

<b>Apply</b>
--------------

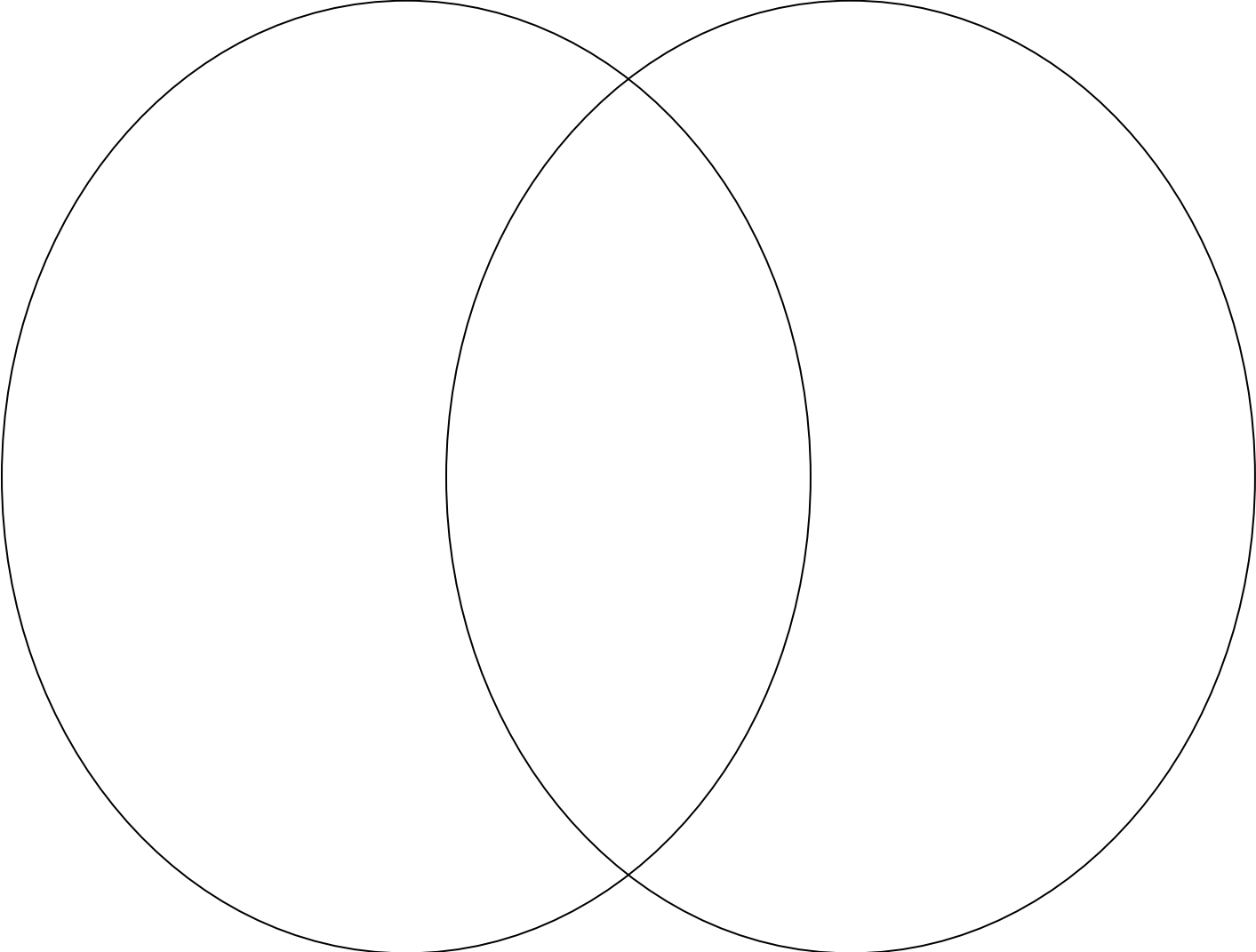
<b>Understand</b>
-------------------

<b>Remember</b>
-----------------

**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**

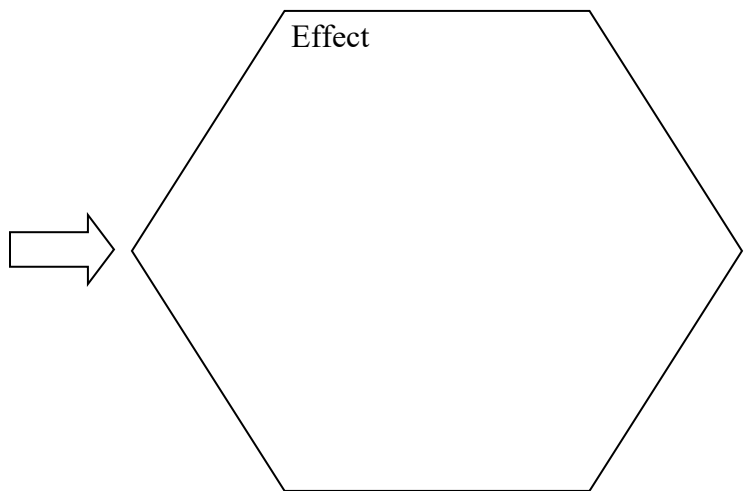
**Directions:** Before you read fill out the KNOW column with what you already know about the topic. As you read fill in what you've LEARNED in the center column. After you have finished reading fill in the WANT column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

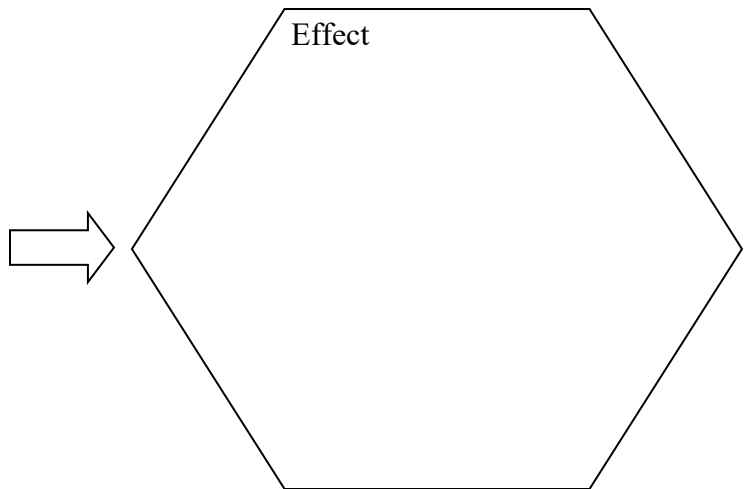
Name \_\_\_\_\_

**Cause and Effect**

Cause



Cause



Cause

