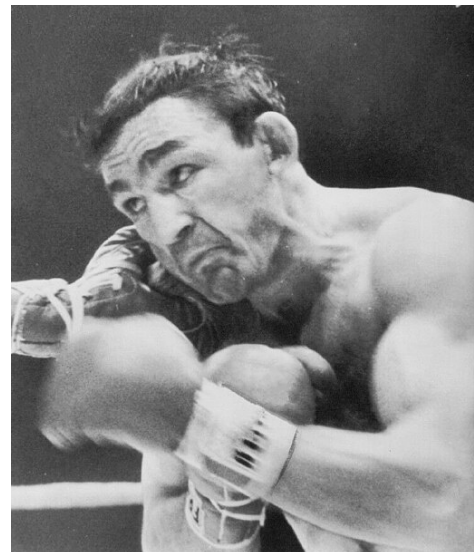


Famous New Yorkers 2023-2024 Series Teachers' Guide/Student Worksheets

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: Tupac Shakur – Rap Artist/Actor, Carmen Basilio – Professional Boxer, Margaret Strong – Doll & Toy Collector, founder of the Strong Museum of Play in Rochester, NY.



Created by the New York News Publishers Association – With support from sponsors including the News Corp's Corporate giving initiative for the News Media Literacy/ Newspaper In Education Program

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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
Basilio	1, 7	6	4	4	1, 5
Belknap	3	5	1	3	1, 3
Cornplanter	9	1	5	5	1, 2
Ephron	4	7	3	6	
Jackson	5	2	2	1	1, 4
Kuhn	6	5	4		1
La Guardia	3	3	4	3	1, 5
Lattimore	1, 2	1	2		1, 4
Marshall	6	3, 5	6	2	1, 5
Philbin	1	6	3, 4	3	1, 3
Shakur	4	4, 5	2	6	2
Strong	1, 6	3	1, 4	1	
Tweed	2, 7	5	2	5	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 _____

Carmen Basilio

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

ironically _____

bout _____

grueling _____

organized crime _____

naïve _____

technical knockout _____

controversial _____

Read the profile of Carmen Basilio. Then answer the following questions.

1. How old was Basilio when he fought his first professional boxing match? _____

2. True or False: Basilio would lose fights on purpose to get extra money. TRUE FALSE
3. What did Carmen Basilio do to help clean up professional boxing? _____

4. How many years did Carmen box professionally? _____
5. What work did Carmen do after his pro boxing career was over? _____

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

Related Online News Article: *The Gadsden Times*, Gadsden, Alabama, Tuesday, April 25, 1961, Headline: Basilio Says He's Through

https://news.google.com/newspapers?nid=1891&dat=19610425&id=rZ4fAAAIBAJ&sjid=qdUEAAAIBAJ&pg=591_2684049

Newspaper Tie-ins:

- Basilio's managers paid off a gangster to keep Carmen boxing his way to the top of his profession. Look for news stories about a group or individual pressured to do something wrong or illegal to get ahead. As a class, discuss the potential consequences related to those choices.
- When he first competed as a professional boxer, Carmen Basilio worked a full-time job in addition to training and boxing at small venues. Look through the news, in print or online, for stories about an individual struggling to achieve a specific goal. Compare this modern challenge with Basilio's fight to become a boxing champion. Use the graphic organizer on the next page to record what you found and your thoughts about it. Be prepared to share your work with your class.

Name _____

Carmen Basilio	Similarities	Current Individual in the News

Assessment question: What do you think was the most interesting thing you learned about Carmen Basilio?

Name _____

William Belknap

Vocabulary – write a brief definition of the following words:

militiaman _____

Cabinet _____

brevet _____

scrupulous _____

tenure _____

allegedly _____

impeachment _____

Read the Famous New Yorker profile of William Worth Belknap and answer the following questions.

1. Where did William Belknap go to college? _____

2. True or False: William Belknap always wanted to join the military. TRUE FALSE
3. Name at least three different ways William Belknap served the public. _____

4. Why did Belknap resign as Secretary of the War? _____

5. Find Newburgh on a map of New York or use an online mapping tool. About how far is Newburgh from your school? How far is Newburgh from Washington, D.C? _____

Related Websites: Arlington National Cemetery - <https://www.arlingtoncemetery.net/wwbelkna.htm>; Primary documents/letters - <https://repository.duke.edu/dc/belknapwilliamwpapers-000844106>

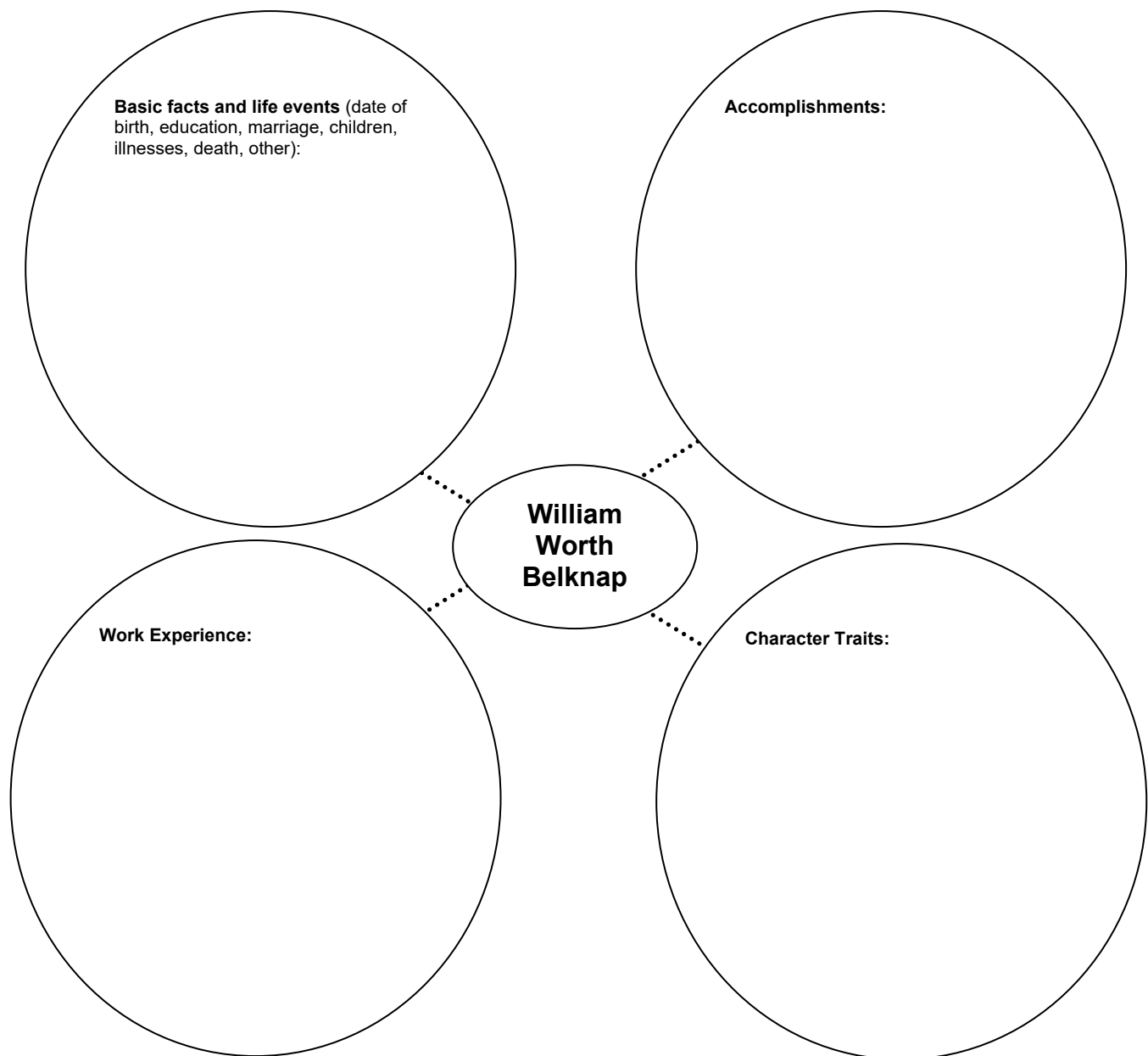
Related Online Newspaper Article: *Wayne County Democrat*, Wooster, Ohio, Wednesday, April 5, 1876, Headline: Impeachment Proceedings – <https://tinyurl.com/34vnx55f>

Newspaper Tie-in:

- William Belknap volunteered to join the army at the start of the Civil War and honorably served his country. He worked as a public servant at both the state and federal levels. However, he eventually left his Cabinet position due to a corruption scandal. Look through newspapers and other news sources for someone who was once well regarded and whose words or actions have caused people to change their opinions about him/her/them in a negative way. Compare and contrast with Belknap. This can be completed by individual students or in small groups.

Name _____

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



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

Assessment question: Name something that you were surprised to learn about doing the activity.

Name _____

Jesse Cornplanter

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

ancestral heritage _____

descendant _____

Christianity _____

archeologists _____

illustrated _____

precocious _____

collaborators _____

Read the Famous New Yorker profile of Jesse Cornplanter. Then answer the following questions.

1. How much formal education did Jesse Cornplanter complete? _____

2. What did Jesse Cornplanter do as a “faithkeeper”? _____

3. What award was given to Jesse Cornplanter for his military service? Which branch of the military did he serve in and during which conflict? _____

4. Name at least three ways Jesse Cornplanter worked to earn a living. _____

5. Find Cattaraugus Reservation 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 Pittsburgh Press*, Sun., August 10, 1919, Headline: Cattaraugus Veteran Last Chief of Tribe – <https://tinyurl.com/GoogleNewsJesseCornplanter>

Related Online Resource: Image - Scenes about an Iroquois bark house, a drawing by Jesse Cornplanter, a Seneca youth, 1905 <https://empirestateplaza.ny.gov/people-new-york/first-peoples>

Newspaper Tie-in:

- Native American culture is all around us today. Look for Indian names for lakes, rivers, counties, towns, streets, etc. See what evidence you can find in your newspaper of people who lived or visited here before European and other cultures settled the land that is now the United States. Present what you find with the class. It can be presented as a poster, lecture or slide presentation.

Name _____

Directions: Jesse Cornplanter, and many other Native American people who were dedicated to keeping their native traditions and culture alive, were also willing to defend the United States by serving in the military. Look through recent newspapers and other sources for modern examples of people adopting and defending elements of another culture while maintaining their own. Compare and contrast this modern example with that of Jesse Cornplanter.

Jesse Cornplanter	Modern Group(s) Adopting Cultural Elements

Follow Up: As a class, discuss how we are all affected by the larger community and world around us.

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

Name _____

Nora Ephron

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

aspiring _____

playwright _____

screenwriters _____

prestigious _____

sexual discrimination _____

resignation _____

catchphrase _____

Read the Famous New Yorker profile of Nora Ephron. Then answer the following questions.

1. About how old was Nora Ephron when the first story about her life became a Broadway hit? _____

2. True or False: Nora Ephron worked as a reporter for *Newsweek* magazine. TRUE FALSE
3. When was Nora Ephron's first novel published? What was its title? _____

4. Name at least three movies Ephron worked on. _____

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

Related Online Article: poynter.org; Fri., Wednesday, March 6, 2013, Headline: Nora Ephron's eulogy for journalism and for herself– <https://www.poynter.org/reporting-editing/2013/nora-ephrons-eulogy-for-journalism-and-for-herself/>

Related Online Video: American Academy of Achievement– Interview with Nora Ephron – June 21, 2007 – 58:47 minutes long. <https://gointothestory.blcklst.com/interview-video-nora-ephron-95e3e742cddb>

Newspaper Tie-ins:

- Nora Ephron wrote stories about her life's experiences and, at the time, was one of the few who wrote from the female point of view. Look through recent editions of the newspaper. Paying attention to bylines, read to see if news reports are written by male, female or nonbinary writers. Do you think the perspective of the writer makes a difference in the coverage? Why or why not?
- Nora Ephron's writing was guided by her mother's catchphrase, "Everything is Copy." Look through the newspaper and other resources for terms or catchphrases that are commonly used today. Use the chart on the next page to record your findings. Be prepared to share in small groups or as a class.

Name _____

Record the term or catchphrase. Research its definition or meaning and briefly summarize it in the space provided. Try to determine if the phrase has been around a long time or just recently started to be used.

Term or Catchphrase	Definition/Meaning	Old or New?

Follow up: As a class, discuss the terms you found and predict which ones will last and which ones will fade away and why.

Assessment question: What new words or phrases did you learn during this lesson?

Name _____

James Caleb Jackson

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

precocious _____

humanitarian _____

Underground Railroad _____

lecturer _____

temperance movement _____

vocation _____

life expectancy _____

Read the Famous New Yorker profile of James Caleb Jackson. Then answer the following questions.

1. About how old was James Jackson when he sought a “water cure” for his ailments? _____

2. Name at least three jobs or volunteer work Jackson did during lifetime. _____

3. Who did Jackson sue over using the word “Granula” and why? _____

4. What was commonly served for breakfast before Jackson developed his cereal? _____

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

Related Online Articles: *The Star Gazette*, Thursday, March 10, 2016, Headline: Elmira history: Taking Gleason’s Water Cure – <https://www.stargazette.com/story/news/local/twin-tiers-roots/2016/03/10/elmira-history-taking-gleasons-water-cure/81578846/>

Hornell Sun, Saturday, March 18, 2023, Headlines: The Castle on the Hill in Dansville on fire and Dansville’s “Castle on the Hill” by David Gilbert, Dansville Area Historical Society <https://hornellsun.com/2023/03/18/the-castle-on-the-hill-in-dansville-on-fire/>

Newspaper Tie-in:

- James C. Jackson believed that a nature-based diet would keep people healthier. Look through the news, in print or online for news and information about modern thoughts on what foods and beverages people should consume for optimum health. Be sure to note the sources of the information you find. Share as a class.

Name _____

Margaret Eliza “Maggie” Kuhn

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

dictated _____

activist _____

Jim Crow _____

advocate _____

Medicare _____

relegated _____

reintegrate _____

Read the Famous New Yorker profile of Margaret “Maggie” Kuhn. Then answer the following questions.

1. Why was Margaret Kuhn born in Buffalo, NY? _____

2. What groups of people did Ms. Kuhn help with her early work with Christian organizations? _____

3. What event did Maggie participate in during 1961? _____

4. Why did Maggie leave her job with the Presbyterian Church in 1970? _____

5. What organization was founded by Maggie Kuhn? What was its mission? _____

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

Related Online News Article: *The Daily News*, Bowling Green, Kentucky, Friday, December 6, 1991, Headline: Maggie Kuhn, champion of old and bold - <https://tinyurl.com/googlnewspaperMaggieKuhn>

Newspaper Tie-in:

- Through her long life, Maggie Kuhn worked to benefit others. 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 Maggie Kuhn’s efforts to help older Americans. Use the following page to organize your writing. Be prepared to discuss your findings with the class.

Name _____

Older Americans in the 1960-1990s	Group from Today's News
What is the problem?	What is the problem?
Who is trying to help?	Who is trying to help?
How are they trying to help?	How are they trying to help?
Why are they trying to help?	Why are they trying to help?
How are these two groups the same?	
How are they different?	

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

Name _____

Fiorello La Guardia

Vocabulary – write a brief definition of the following words:

iconic _____

embody _____

consulate _____

multiethnic _____

philosophy _____

incumbent _____

nonpartisan _____

municipal _____

Read the Famous New Yorker profile of Fiorello La Guardia. Then answer the following questions.

1. About how old was Fiorello La Guardia when the Spanish-American war broke out? What job did La Guardia have during that conflict? _____

2. What was La Guardia's job on Ellis Island? _____

3. True or False: Fiorello La Guardia served as a New York Senator in Congress. TRUE FALSE
4. Name one major accomplishment completed during La Guardia's time as mayor of NYC. _____

5. Find Greenwich Village on a map of New York State. Approximately how far is it from your school? _____

Related Online News Audio: *La Guardia, Fiorello H -Talk to the People (last broadcast from New York's City Hall)*
<https://www.wnyc.org/story/laguardia-fiorello-h-talk-to-the-people-last-broadcast/>

Related Newspaper Article: *Telegraph-Herald*, Dabuque, Iowa, Sunday, Sept. 21, 1947, Headline: LaGuardia Funeral Services Set for Monday - <https://tinyurl.com/FHLaGuardia>

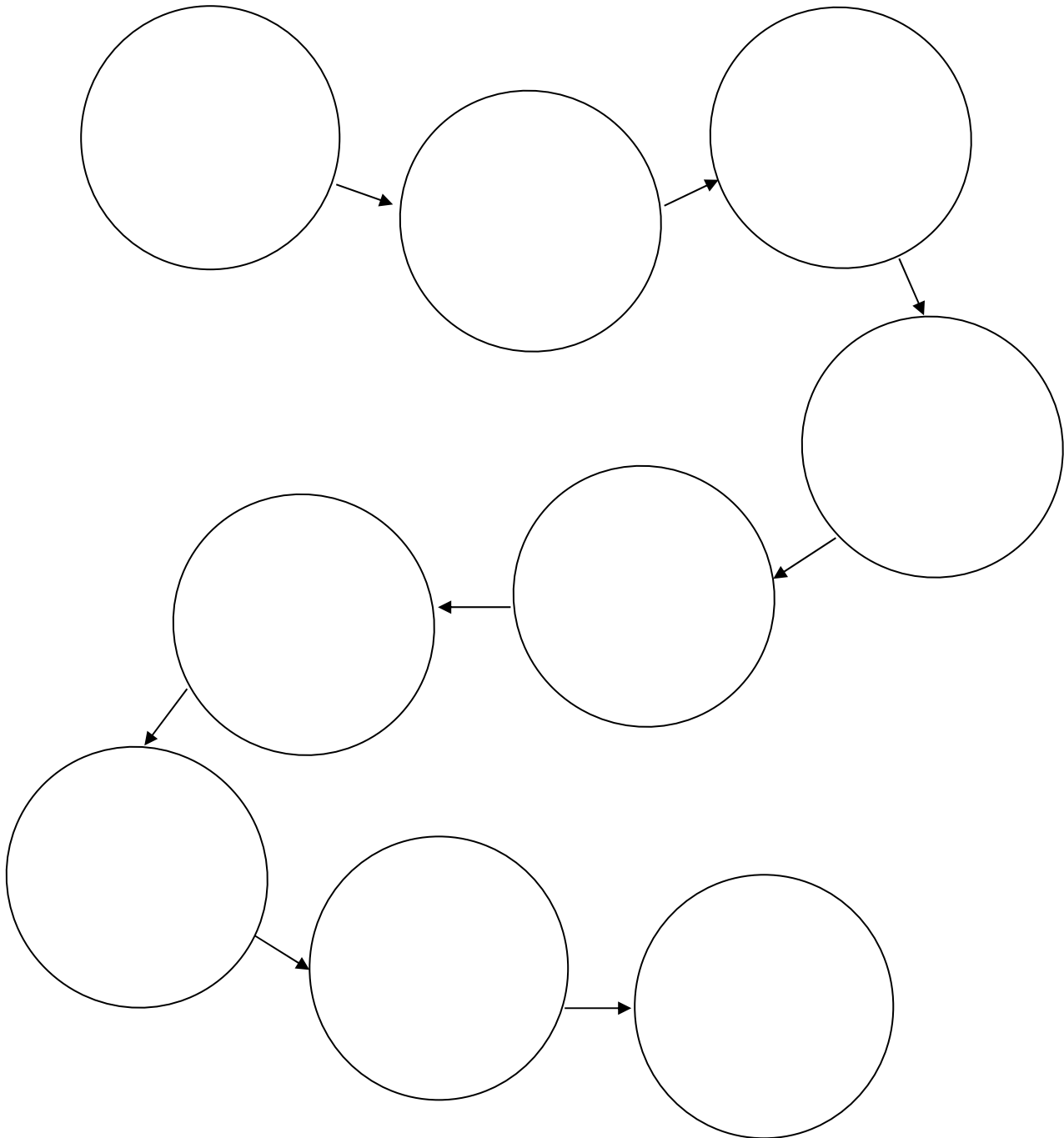
Newspaper Tie-ins:

- Different experiences in Fiorella La Guardia's life provided him opportunities or "stepping stones" bringing him to the next venture. For example, he had the goal of joining his father in military service and ended up becoming a political leader and mayor of New York City. Use the chart on the next page to chart La Guardia's stepping stones. Then using another copy of the chart, select any news event/story you find in the newspaper (print or online) and place the parts of the story in the stepping stones. As a class, discuss how La Guardia's path and/or the current news story might be different if one or two steps were rearranged or eliminated?

Name _____

“Stepping Stones”

Directions: Place the events of the news article in the “stepping stones” below. How might the story be altered if one or two steps were rearranged or eliminated? Using facts from the story, write a brief explanation of how you imagine the outcome would be different. Be prepared to share your work with the class.



Assessment question: What is something about this lesson you would like to know more about? Where do you think you find the information you’re curious about?

Name _____

Benjamin Lattimore, Sr.

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

testify _____

skirmishes _____

regiment _____

resistance _____

nest egg _____

irreproachable _____

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

1. What was Lattimore's first job mentioned in this feature? About how old was he at the time? _____

2. How did Lattimore end up working as a personal servant? For whom? _____

3. What work/business did Benjamin Lattimore do after the Revolutionary War? _____

4. The image in the feature shows a receipt from 1811 for \$14.80 in payment for Lattimore's work. Adjusting for inflation, about how much money would that be today? (Use a CPI calculator (i.e. <https://www.officialdata.org/>) _____

5. Name at least one way Lattimore helped build up the early Black community within Albany? _____

6. Find Albany on a map of New York State or use an online mapping tool. About how far is it from your school? How far apart are Fort Montgomery and Albany? _____

Related website: <https://www.hudsonrivervalley.com/sites/Fort-Montgomery-State-Historic-Site-/details>

Newspaper Tie-ins:

- Look through recent editions of the newspaper for articles about or images of people working. What type of work are they doing? Compare and contrast the examples you find with the work Lattimore did in his lifetime.
- Use the chart on the next page to compare and contrast Benjamin Lattimore's victories with that of someone in today's news.

Name _____

Benjamin Lattimore struggled against a certain amount of racism and social injustice while seeking to improve himself and others. Look through the newspaper (in-print or electronic) for examples of people working to improve themselves and the community in which they live and work. Compare and contrast these modern actions with those of Benjamin Lattimore, Sr. Use the chart below to organize the information you find.

Lattimore's victories for himself and others	Modern victories for the improvement of self and others

Follow Up: The efforts of Benjamin Lattimore and others eventually lead to the victory of the American Revolution, the establishment of Albany's first school for Black students and a mutual aid society. What do you think might be the short-term or long-term effects of similar efforts going on today?

Assessment question: What was the most challenging part of this activity and why?

Name _____

Robert Marshall

Vocabulary – write a brief definition of the following words:

avid _____

arduous _____

regenerated _____

articulate _____

immersion _____

exploitation _____

advocacy _____

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

1. Where did Robert Marshall find his love for the wilderness? _____

2. True or False: Robert Marshall grew up in poverty. TRUE FALSE
3. Where did Marshall gain his formal education of forestry? _____

4. Name the two organizations co-founded by Robert Marshall to protect the wilderness. _____

5. How much land is preserved in Marshall's name? Where is it? _____

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

Related Online Video: A 3-minute trailer from *Wild by Law*, a 1991 documentary about the story behind the 1964 Wilderness Act - https://youtu.be/c5g_ri5VW9E

Newspaper Tie-ins:

- Look through recent editions of the newspaper (print or online) for news about someone or group of people fighting to preserve nature. Compare and contrast their efforts with those of Robert Marshall. Discuss as a class.
- Humans shape the landscape through their interaction with the land, which has both positive and negative effects on the environment. For example, construction of the Hoover Dam changed the natural landscape, but it also created a reservoir that helps provide water and electric power for the arid Southwest. Look through the news for modern examples of human-environment interactions and their side effects. (*This activity is a modified lesson from Going Green: Newspapers as Sources for Greener Teaching, NYNPA 2012*)

Name _____

Explore the news, in print and online, for news headlines, feature stories, editorials, photographs/illustrations, and advertisements that show human-environment interaction. Sort them into the categories below and consider any current or potential side effects. Based on what you've learned about Robert Marshall, how do you think he would feel about each of the human-environment interactions you've found?

How do Humans and the Environment affect each other?	We depend on it. People depend on rivers for water and transportation	We modify it. People modify our environment by heating and cooling buildings for comfort	We adapt to it. People adapt to the environment by wearing clothes or using other tools suitable for the conditions (shorts – summer; coats, boots and shovels – winter; umbrella – rain; etc)
News Examples			
What might Robert Marshall think?			
What do you think?			

Assessment: Write a sentence or two about something you learned while studying about Robert Marshall and our environment/wilderness.

Name _____

Regis Philbin

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

sociology _____

ROTC _____

civilian _____

page (describing a person) _____

stagehand _____

anchorman _____

Read the Famous New Yorker profile of Regis Philbin. Then answer the following questions.

1. Name at least five different jobs Regis Philbin had during his lifetime. _____

2. Regis Philbin was an instant success on television. TRUE FALSE
3. About how old was Philbin when he started working with his long-time cohost Kathie Lee? _____

4. Why is Regis Philbin in the Guinness Book of World Records? _____

5. Find Manhattan on a map of New York State or use an online mapping tool. About how far is it from your school? How far is it from San Diego, CA? _____

Related Online News Article: *Wilmington Morning Star*, North Carolina, Saturday, Nov. 28, 1981, Headline: Philbin gets shot at nationwide talk show, page C3

<https://books.google.com/books?id=KGxOAAAAIABJ&lpg=PA13&dq=Regis%20Philbin&pg=PA13#v=onepage&q&f=false>

Related Online video: Television Academy Foundation – Interview with Regis Philbin about his career -

<https://interviews.televisionacademy.com/interviews/regis-philbin>

Newspaper Tie-in:

- Regis Philbin attempted several different ways to make a living during his lifetime. Sometimes he was successful, others times he was not. Look through recent editions of the newspaper (print or online) and other sources for a story about someone who was successful and another about someone who has failed. Compare and contrast these stories with Regis Philbin's story. Use the chart on the following page to organize your findings. Discuss the reasons for the individual's successes or failures.

Name _____

Regis Philbin's Successes	Similarities	Current Success Story

Regis Philbin's Failures	Similarities	Current Failure Story

Assessment: Write a sentence or two about something you learned about failure and/or success.

Name _____

Tupac Shakur

Vocabulary – write a brief definition of the following words:

notorious _____

transcends _____

conspiracy _____

paralegal _____

charisma _____

debut _____

protégé _____

rhetoric _____

posthumously _____

Read the Famous New Yorker profile of Tupac Shakur. Then answer these questions.

1. About how old was Tupac Shakur when his debut album went gold (500,000 sales)? _____

2. Besides writing and performing rap music, name the other form of entertainment Shakur worked in. _

3. Why did some people criticize Shakur's music? _____

4. How old was Tupac Shakur when he died? _____

5. Find Harlem on a map or use an online mapping tool. About how far is Harlem from Los Angeles? _

Related Online News Article: *Los Angeles Times*, Los Angeles, CA, Sat., September 14, 1996, Headline: Rapper Tupac Shakur, 25, dies 6 days after Las Vegas shooting - <https://www.latimes.com/entertainment/music/la-et-tupac-shakur-obit-20160913-snap-story.html>

Related Video Clip: Entertainment Tonight interview with Tupac (1996) – 8:07 minutes
<https://www.youtube.com/watch?v=tsxkOzrSebc&t=361s>

Newspaper Tie-ins:

- Use newspaper photos and articles as a source of inspiration for student-created songs and raps.
- The relationship between Tupac Shakur and Christopher “Notorious B.I.G” Wallace went from trusted friends to bitter rivals. Look through newspapers for a current conflict or rivalry between two individuals or groups and use the next few pages to brainstorm potential resolutions.

Conflict Resolution Tips

Use these tips with the Conflict Resolution graphic organizer on page 25.

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 _____

Margaret Woodbury Strong

Vocabulary – write a brief definition of the following words:

obsolete _____

shareholder _____

typhoid fever _____

matron _____

fascination _____

frivolous _____

eccentric _____

Read the Famous New Yorker profile of Margaret Woodbury Strong. Then answer the following questions.

1. How did Margaret Woodbury's family become wealthy? _____

2. How did Margaret start her collection of dolls and toys? _____

3. True or False: Margaret Strong only spent her fortune on collecting. TRUE FALSE

4. How did Margaret Strong share her collections during her lifetime? After her death? _____

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

Related Online News Article: *Schenectady Gazette*, Saturday, Oct. 1, 1983, Headline: Strong Estate "Fantasy" Museum – <https://tinyurl.com/StrongMuseumGazette>

Newspaper Tie-in:

- After visiting The Strong in person or viewing the virtual tour online at <https://www.museumofplay.org/exhibits/online-exhibits/>, imagine you are a reporter writing a review about the museum. You should describe the experience to your readers. Remember to provide the who, what, when, where and why information so your readers are encouraged to go to the museum and see the exhibits for themselves or take a virtual tour.
- Margaret Woodbury Strong used her wealth to collect dolls and toys. She also donated to worthy causes. Look through recent editions of the newspaper to find out what wealthy people of today are supporting in your community. Is there a project or program you found in the local newspaper that needs help? 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 _____

Project/program:
Who?
When?
Where?
What?
How?

Ways the class can support this effort:

--	--	--

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 _____

William M. Tweed

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

infamous _____

fraternal societies _____

alderman _____

novice _____

synonymous _____

kickbacks _____

Read the Famous New Yorker profile of William “Boss” Tweed. Then answer the following questions.

1. What was William Tweed’s first public service position? _____

2. How old was Tweed when he was first elected to the U.S. House of Representatives? _____

3. What caused “Boss” Tweed’s eventual downfall, conviction and imprisonment? _____

4. How was William Tweed discovered when he attempted to escape to Spain? _____

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

Related Online News Article: *The New York Herald*, New York, NY, Friday, Oct. 15, 1875, Headline: Free Board for Boss Tweed

<https://chroniclingamerica.loc.gov/lccn/sn83030313/1875-10-15/ed-1/seq-4/>

Newspaper Tie-ins:

- William Tweed used his association with groups and organizations to increase his power and wealth. Look through the newspaper for a modern day “Boss.” Be prepared to discuss who you selected and why.
- Cartoonist Thomas Nast, working for the publication *Harper’s Weekly*, created many political cartoons pointing out the corruption of Tammany Hall, William Tweed and others. Look through the newspaper for editorial/political cartoons, select one and analyze what message the cartoonist is trying convey.
- Examine the political cartoon by Thomas Nast featuring Boss Tweed 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: thomasnast.com

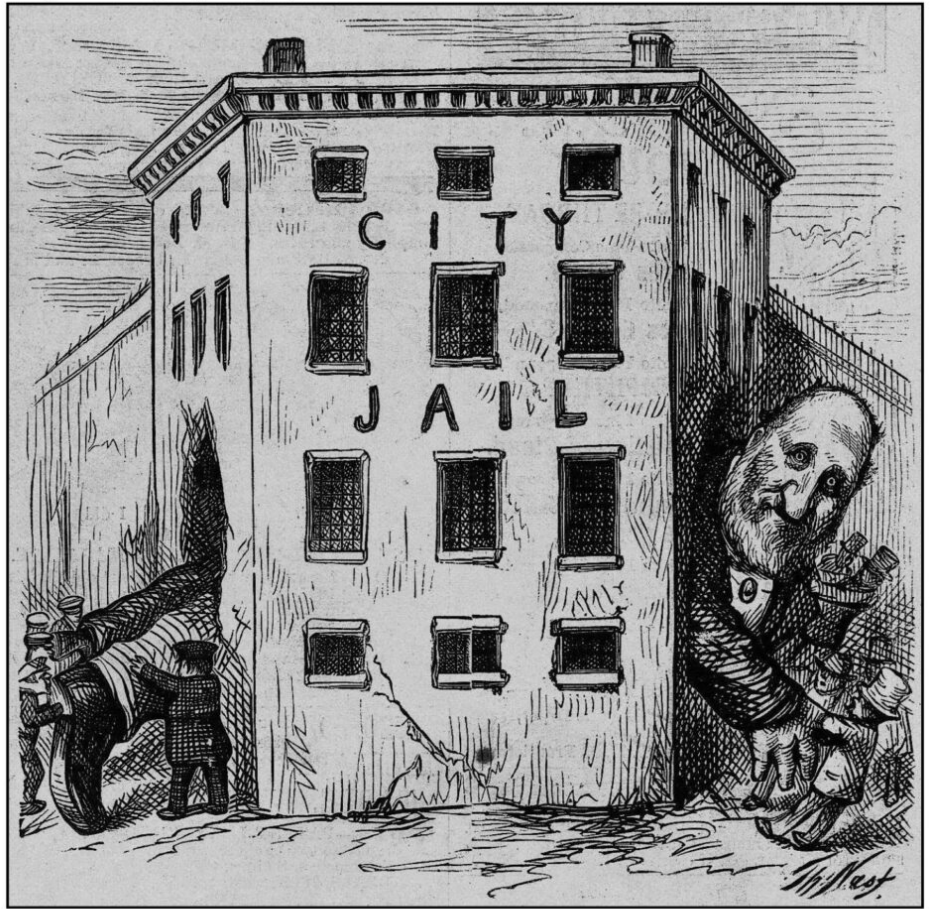
Quickly scan the cartoon. What do you notice first?

What is the title or caption?

Are there labels, descriptions, thoughts, or dialogue?

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

Harper's Weekly January 6, 1872 13



"STONE WALLS DO NOT A PRISON MAKE."

"No Prison Is Big Enough To Hold The Boss." In On One Side, And Out At The Other.

What event is the cartoonist predicting might happen? List evidence from the cartoon.

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...

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.
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:

Carmen Basilio:

1. Basilio was 21 years-old when he fought his first professional fight.
2. FALSE – Basilio refused to throw/fix a fight.
3. He testified before a U.S. Senate committee against mob influence in professional boxing.
4. Basilio boxed professionally for 14 years.
5. After retiring from boxing, Basilio was a spokesperson and taught gym classes.
6. Answers will vary by location.

William Belknap:

1. Belknap graduated from Princeton University.
2. FALSE – He started his career as a lawyer.
3. Belknap served in the military, as Iowa's federal Collector of Internal Revenue and as President Grant's Secretary of War (Defense).
4. Belknap was accused of receiving kickbacks from operators that he awarded lucrative trading post positions.
5. Answers will vary by location of the school. There is about 283 miles between Newburgh and Washington, D.C. based on currently available roadways.

Jesse Cornplanter:

1. Jesse Cornplanter only attended school through the third grade.
2. He illustrated and wrote books including a book of rituals, songs and pastimes and a version of the Code of Handsome Lake. He was also performed as Hiawatha.
3. Cornplanter was awarded the Purple Heart during his service in the U.S. Army as part of World War I.
4. He worked as a woodcarver, illustrator and writer.
5. Answers will vary by location.

Nora Ephron:

1. Nora was about 2 years old when *Three is a Family* became a Broadway success.
2. FALSE – Ephron worked in *Newsweek's* mailroom and was a reporter for the *New York Post*.
3. Nora Ephron's first novel was *Heartburn* which was published in 1983.
4. Accept any three of the following mentioned in the feature: *Silkwood*, *When Harry Met Sally*, *This is My Life*, and *Sleepless in Seattle*. Nora Ephron worked on many more movies and students may provide titles not listed here.
5. Answers will vary by location of the school. There are about 2800 miles between Manhattan and Hollywood, California.

James Caleb Jackson:

1. Jackson was about 36 years old when he sought treatment for his ailments.
2. Accept any three of the following: farmer, conductor on the Underground Railroad, lecturer, newspaper editor, anti-slavery and temperance movement volunteer, ran a water cure facility, founded a sanatorium, invented cold breakfast cereal (Granula).
3. Jackson sued Kellogg for stealing the name Granula on a very similar breakfast cereal product.
4. Meat and eggs were commonly served for breakfast before Jackson invented Granula.
5. Answers will vary by location. The distance between Manlius and Dansville, NY is about 115 miles. (92 miles in a straight line)

Margaret Eliza “Maggie” Kuhn:

1. Margaret’s mother didn’t want her child born in a “Jim Crow” state so she moved in with her mother in Buffalo until her child was born.
2. Accept any/all of the following: the poor, working class, women and racial minorities
3. Margaret Kuhn attended the White House Conference on Aging in 1961.
4. Kuhn was forced to leave her job at the church because she reached the mandatory retirement age of 65.
5. Kuhn was a founding member of Consultation of Older Adults/Gray Panthers whose mission was to advocate for greater recognition of the needs and potential of older Americans.
6. Answers will vary by location.

Fiorello La Guardia:

1. La Guardia was about 16 years old when America declared war on Spain. He worked as a war correspondent for the *St. Louis Post-Dispatch*.
2. La Guardia worked as an interpreter for immigrants entering the U.S. through Ellis Island.
3. FALSE – He served as a Congressman in the House of Representatives.
4. Accept any one of the following: Built more schools and parks, got the subways under NYC control, got La Guardia airport built, and hosted the 1939 World’s Fair
5. Answers will vary by location.

Benjamin Lattimore, Sr.:

1. He was a ferry operator at the age of 15.
2. Benjamin was taken prisoner during the American Revolution and forced to be a personal servant to British officers.
3. Benjamin Lattimore was a carter. He hauled dirt, trash and freight.
4. As of October 2023 - \$14.80 in 1811 dollars would be roughly \$348 in 2023.
5. Answers will vary by location. Fort Montgomery and Albany are about 103 miles apart.

Robert Marshall:

1. He spent his summers as a boy camping with his family near Lower Saranac Lake.
2. FALSE – His family was well off.
3. He attended the NYS College of Forestry in Syracuse.
4. The two organizations founded by Marshall to protect the environment were the Adirondack Mountain Club and the Wilderness Society.
5. The Bob Marshall Wilderness, 1.5 million acres of public land in Montana.
6. Answers will vary by location.

Regis Philbin:

1. Accept any five of the following: Served in the Navy, worked at a stagehand, writer, usher, substitute sports reporter, radio reporter, announcer, news anchorman, morning show host, and game show host.
2. FALSE – Philbin struggled for decades before he became a national TV personality
3. Regis Philbin was about 54 years old when Kathie Lee joined his morning TV show in New York.
4. He has held the record for the greatest number of hours anyone has spent on television.
5. Answers will vary by location. The driving distance between NYC and San Diego is about 2,820 miles (varies depending on the route).

Tupac Shakur:

1. Tupac was about 20 years old when his first album became a hit.
2. Tupac was also an actor.
3. People criticized his music for its commentary, foul language and sexual content.
4. Tupac was only 25 years old when he was killed.
5. Answers will vary by location of the school. The distance between Harlem and Los Angeles is about 2800 miles by car, 2450 miles by air.

Margaret Woodbury Strong:

1. The Woodbury family owned a buggy whip business and invested money in the Eastman Kodak company.
2. Margaret started collecting dolls and toys while traveling around the world with her parents.
3. FALSE – She made donations to Rochester area institutions such as the University of Rochester School of Medicine and the now closed Genesee Hospital.
4. Margaret Strong opened her home for charity exhibits. Upon her death, she donated her home and collections for the creation of a museum for everyone to enjoy.
5. Answers will vary by location.

William M. Tweed:

1. Tweed served as a volunteer fireman. His first elected position was as alderman.
2. Tweed was 29 years old when he was elected to U.S. House of Representatives.
3. Tweed was receiving bribes (kickbacks) from contractors, working on NYC building/construction projects.
4. Spanish authorities recognized him from a Thomas Nast political cartoon.
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

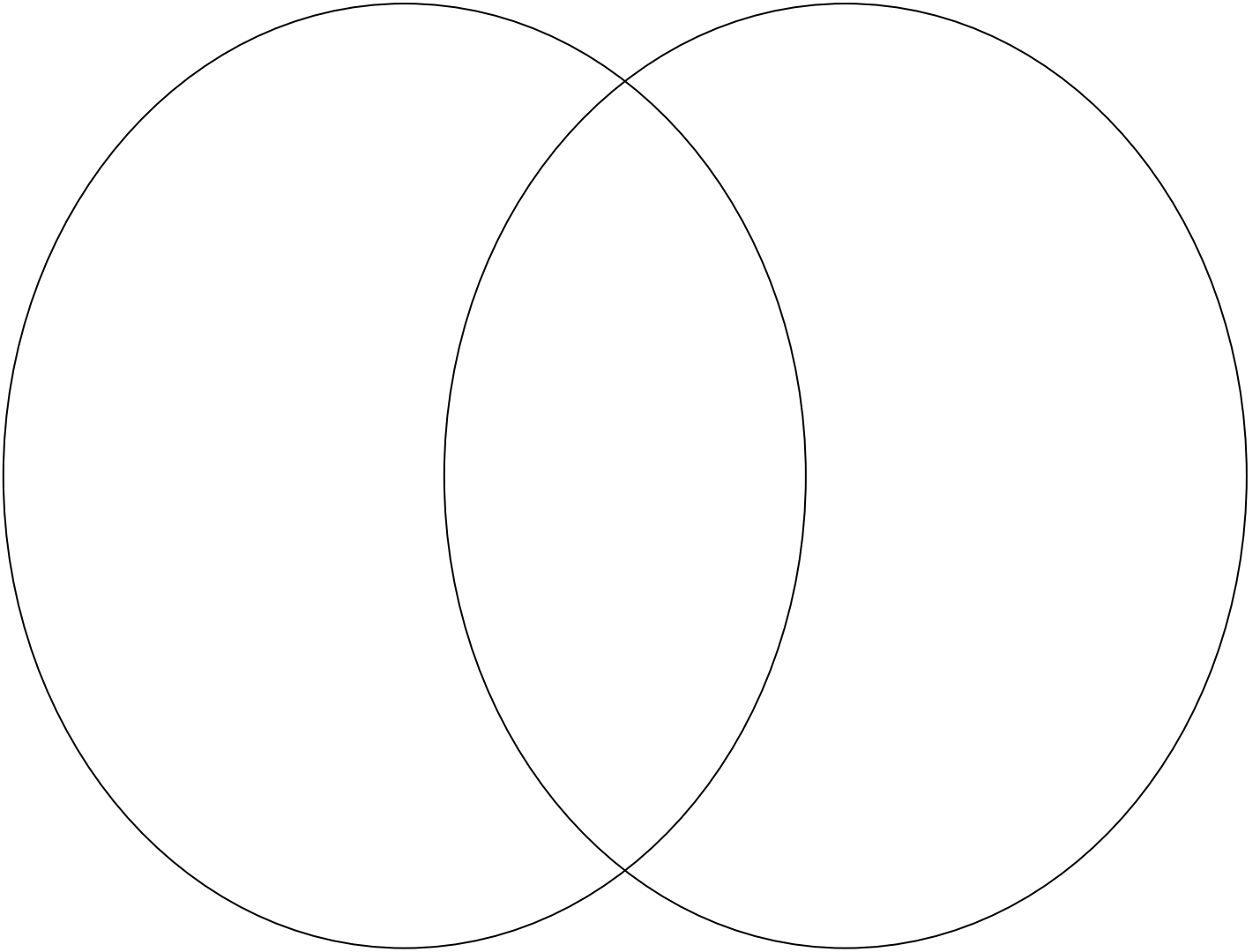
Understand

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

<p>Cause</p>	<p>Effect</p>
<p>Cause</p>	<p>Effect</p>
<p>Cause</p>	<p>Effect</p>