

Famous New Yorkers 2024 - 2025 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 modified to accommodate all students. Instructors are welcome to use these to create their own lessons.

Clockwise from top: Aaliyah Houghton – Singer/Actor, Robert B. Wegman, served as chairman of Wegmans Food Stores from 1950 to 2006, and Brock Peters (pictured with Gregory Peck in a courtroom scene from “To Kill a Mockingbird.”



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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
Bennett	2, 6	1, 2	2, 5	5	1, 3
Blatnick	1, 3	5, 6	2, 6	1	2
Carney	2, 7	4	1, 3	2	3
Cooper	1, 8	5, 7	4	3	1, 2, 3
Garis	1	2, 3	1	4	4
Haughton	1, 7	4, 5	2, 4		2
Kenny	9	5	1, 4	2, 6	1, 5
King	1, 4	1, 4	1, 2	1	1, 4
Lee	1, 6	3, 7	6		2, 3, 5
Peters	4, 8	6	4	3	1
Swados	8, 9	5	3	5	1
Wegman	1, 6	3	1, 4	1	4
Williams	1, 2	1	2		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 _____

Tony Bennett

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

Great Depression _____

publicist _____

mourning _____

novelty _____

Alzheimer's Disease _____

Read the profile of Tony Bennett. Then answer the following questions.

1. About how old was Bennett when he signed his recording contract with Columbia Records? _____

2. True or False: Bennett changed his music with the times to remain popular. TRUE FALSE
3. What publicity stunt did Bennett's publicists create to gain fan attention? _____

4. What song won Bennett the Grammy for Record of the Year? _____

5. What other creative activity did Bennett do under his real last name? _____

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

Related Online News Article: *The Vindicator*, Warren, Ohio, Saturday, Nov. 18, 2006, Headline: Tony Bennett Swings Through Six Decades On NBC, <https://tinyurl.com/TonyBennett-TheVindicator>

Newspaper Tie-ins:

- Tony Bennett toured the country and the world performing his music. Look through several editions of the local newspaper for promotions, stories or reviews of live performances in your area. Do you think you would enjoy attending any of them? If so, select one and write why you'd like to attend.
- Read and analyze the format of musical reviews. After listening to recordings of Tony Bennett, write your own review of his singing. Be prepared to share with the class.
- Select at least two of Tony Bennett's songs, then match newspaper items to each one. Use the organizer on the next page to describe and defend your song/newspaper pairings.

Name _____

Directions: Play at least two of Tony Bennett's songs. Select two and match newspaper items to each.

Song 1 Title:	Song 2 Title:
Song Subject/Topic	Song Subject/Topic
Newspaper Item: Select one <input type="checkbox"/> Article/Story <input type="checkbox"/> Photo/Illustration <input type="checkbox"/> Cartoon <input type="checkbox"/> Other _____	Newspaper Item: Select one <input type="checkbox"/> Article/Story <input type="checkbox"/> Photo/Illustration <input type="checkbox"/> Cartoon <input type="checkbox"/> Other _____
Paste example or give a description	Paste example or give a description
Explain why you selected this example.	Explain why you selected this example.

Assessment question: What did you enjoy most about this learning activity?

Name _____

Jeffrey Carl Blatnick

Vocabulary – write a brief definition of the following words:

specialty _____

Greco-Roman _____

boycotted _____

reprisal _____

double-elimination _____

competitive _____

motivational _____

Read the Famous New Yorker profile of Jeff Blatnick and answer the following questions.

1. Where did Jeff Blatnick go to college? _____

2. True or False: Jeff Blatnick earned a wrestling scholarship for college. TRUE FALSE
3. What international event delayed Blatnick’s goal of competing in the Olympics? _____

4. Why didn’t Blatnick defend his Olympic title in the 1988 games? _____

5. Name the various jobs Blatnick had after his competitive wrestling was over. _____

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

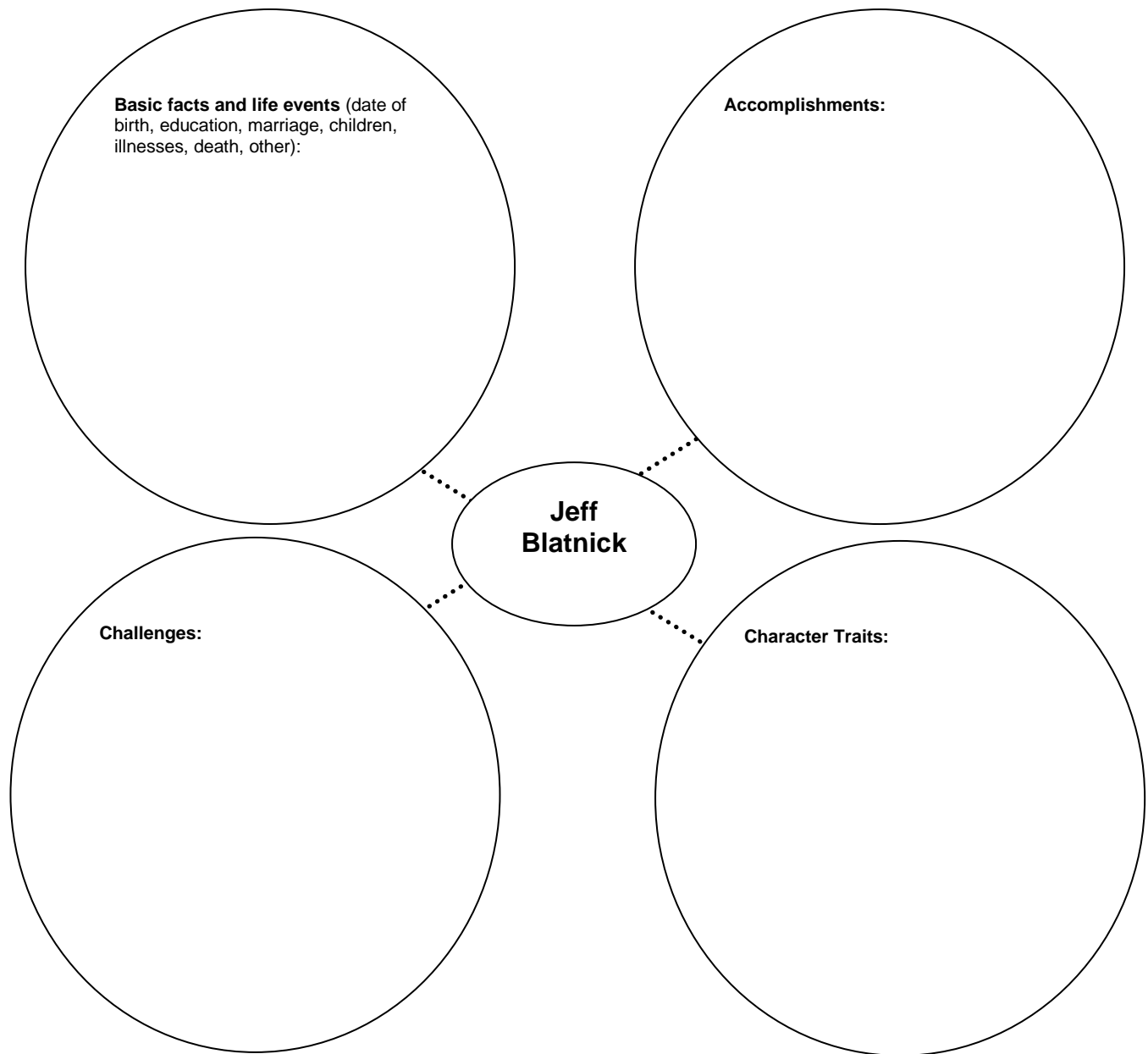
Related Online Newspaper Article: *The Post Star*, Glens Falls, NY, Friday, Oct. 25, 2012, Headline: Jeff Blatnick, 1984 gold medal wrestler, dies – https://poststar.com/sports/jeff-blatnick-1984-gold-medal-wrestler-dies/article_24e0c0d8-1e23-11e2-b78c-001a4bcf887a.html

Newspaper Tie-in:

- Look through recent editions of the newspaper (print or online) for news about someone who had to overcome obstacles to achieve his or her goal. Compare and contrast their story with Jeff Blatnick’s life.
- Young Jeff Blatnick thought of himself as a football player. His high school coach saw his skills and thought he would be well-suited to be a wrestler. Ultimately, he changed his sport. Look through newspapers and other news sources for someone who has pursued one goal and, with influence from others, changed their goals to achieve something else. Compare and contrast with Blatnick. This can be completed by individual students or in small groups. Be prepared to present the person you selected and why to the class.

Name _____

Directions: As you read the profile about Jeff Blatnick, 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 _____

Art Carney

Vocabulary – write a brief definition of the following words:

sidekick _____

medium (noun) _____

mimicry _____

utterance _____

shrapnel _____

undermined _____

reluctant _____

Read the Famous New Yorker profile of Art Carney. Then answer the following questions.

1. What talent/skill lead to Carney’s success in radio? _____

2. About how old was Carney when he was drafted in the U.S. Army? _____

3. What role won Art Carney three Best Supporting Actor Emmy Awards? _____

4. Name the two Broadway plays Carney starred in that are mentioned in this feature. Bonus: research and name one or more of his other Broadway appearances. _____

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

Related Online News Articles: *Sunday Herald Magazine*, Bridgeport, CT, Sunday, July 20, 1958, Headline: Beloved TV Comic Loves Carneyeticut - <https://tinyurl.com/GoogleNewsCarney>

Los Angeles Times, Wednesday, Nov. 12, 2003, Headline: Honeymooners’ Sidekick Art Carney Dies – <https://www.latimes.com/local/obituaries/la-me-art-carney-20031113-story.html>

Related Online Resource: Video – a short golf scene from the *Honeymooners* - <https://youtu.be/QNauilZRzHk>

Newspaper Tie-in:

- Art Carney’s most popular role was Ed Norton, Ralph Cramden’s neighbor and sidekick. Look through the newspaper comic section and identify the sidekicks. Compare and contrast one or more of the cartoon sidekicks with Art Carney’s character of Ed Norton. Use the chart on the next page to organize your thoughts. Be prepared to share what you’ve done with the class.

Name _____

Art Carney as Ed Norton	Similarities	Cartoon Character

Assessment question: What do you think was the most interesting thing you learned about Art Carney?

Name _____

James Fenimore Cooper

Vocabulary – write a brief definition of the following words:

succession _____

decimated _____

solvent _____

anonymously _____

advocacy _____

heritage _____

sufficed _____

Read the Famous New Yorker profile of James Fenimore Cooper. Then answer the following questions.

1. About how old was James when his family moved to Otsego County? _____

2. True or False: James Fenimore Cooper always dreamed of being an author. TRUE FALSE
3. Why did Cooper not complete his education at Yale? _____

4. What career did Cooper pursue after leaving college? _____

5. Name at least three novels written by Cooper. _____

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

Related Online Resource: to read one or more of his novels or short stories, go to

<https://americanliterature.com/author/james-fenimore-cooper>

Related Online Video: CSPAN: American Writers - Writings of James Fenimore Cooper – 2 hours, 27 minutes long.

<https://www.c-span.org/video/?163765-1/writings-james-fenimore-cooper>

Newspaper Tie-ins:

- James Fenimore Cooper strongly protected the copyright of his works and ensured he was paid for all reproductions. Look for a group or individual in the news that is currently working to protect the rights of fair compensation for their work.
- Cooper started his writing career on a dare from his wife after he declared he could write a better book than the one he was currently reading. Look through the news for someone who is doing something they were challenged to do by someone else. Be prepared to share who you found with the class.

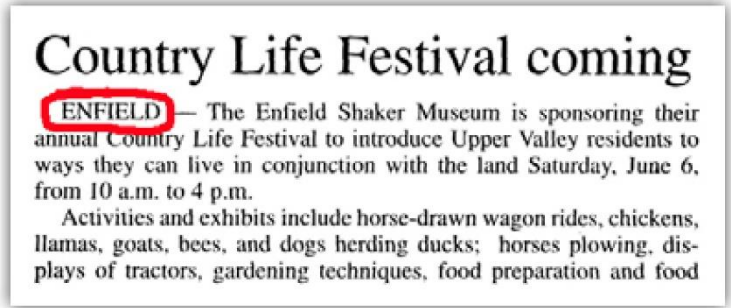
Name _____

Cooperstown was named after James Fenimore Cooper’s family. Look through the newspaper for the names of local communities in your area and complete this graphic organizer.

In what town or city do you live? Find it on a map.

Look through the newspaper for photos and stories about your hometown. Below, write the headlines or describe the photos for three different examples.

Hint: Readers need to know where things happen. News and feature stories sometimes have a “dateline,” which means that before the story actually begins, you see the name of the town where the story takes place. If not, you might find the name of the town very early in the story or in the caption below a photo. The dateline is circled in this image:



1. _____

2. _____

3. _____

Does your newspaper apply datelines to local stories, or do you find the names of towns early in the local stories?

How many local places did you find? _____

Which was the least familiar? _____

Find it on a map.

Follow up: As a class, discuss the communities you found and what you learned about each. Where any locations named after a family or individual?

Assessment question: Name at least one new thing you learned during this lesson?

Activity adapted from *Community Connections with Geography and the Newspaper, Level One: Understanding Maps and Communities*

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Name _____

Howard Roger Garis

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

syndicate (n.) _____

juvenile _____

pen-name _____

coin (v.) _____

forbade _____

rheumatism _____

phenomenon _____

Read the Famous New Yorker profile of Howard Roger Garis. Then answer the following questions.

1. How did Howard Garis’s father help him learn to read? _____

2. Name three jobs Garis did during lifetime. _____

3. True or False: Garis always dreamed of working with his father for the railroad. TRUE FALSE
4. How was Uncle Wiggily Longears first introduced to readers? _____

5. In addition to Uncle Wiggily stories, what book series were written by Howard and Lillian Garis? _____

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

Related Online Articles: *Imperial Valley Press*, El Centro, California, Tuesday, March 17, 1931, Headline: Bed-Time Stories Uncle Wiggily and Little Ticky by Howard Garis, <https://cdnc.ucr.edu/?a=d&d=IVP19310317.2.58>
Tribune Star, Sunday, June 3, 2018, Headline: Historical treasure: Uncle Wiggily evolves from books to board game – https://www.tribstar.com/community/historical-treasure-uncle-wiggily-evolves-from-books-to-board-game/article_bbd2cf9c-049e-579f-a1e5-f36ec71dc1bf.html

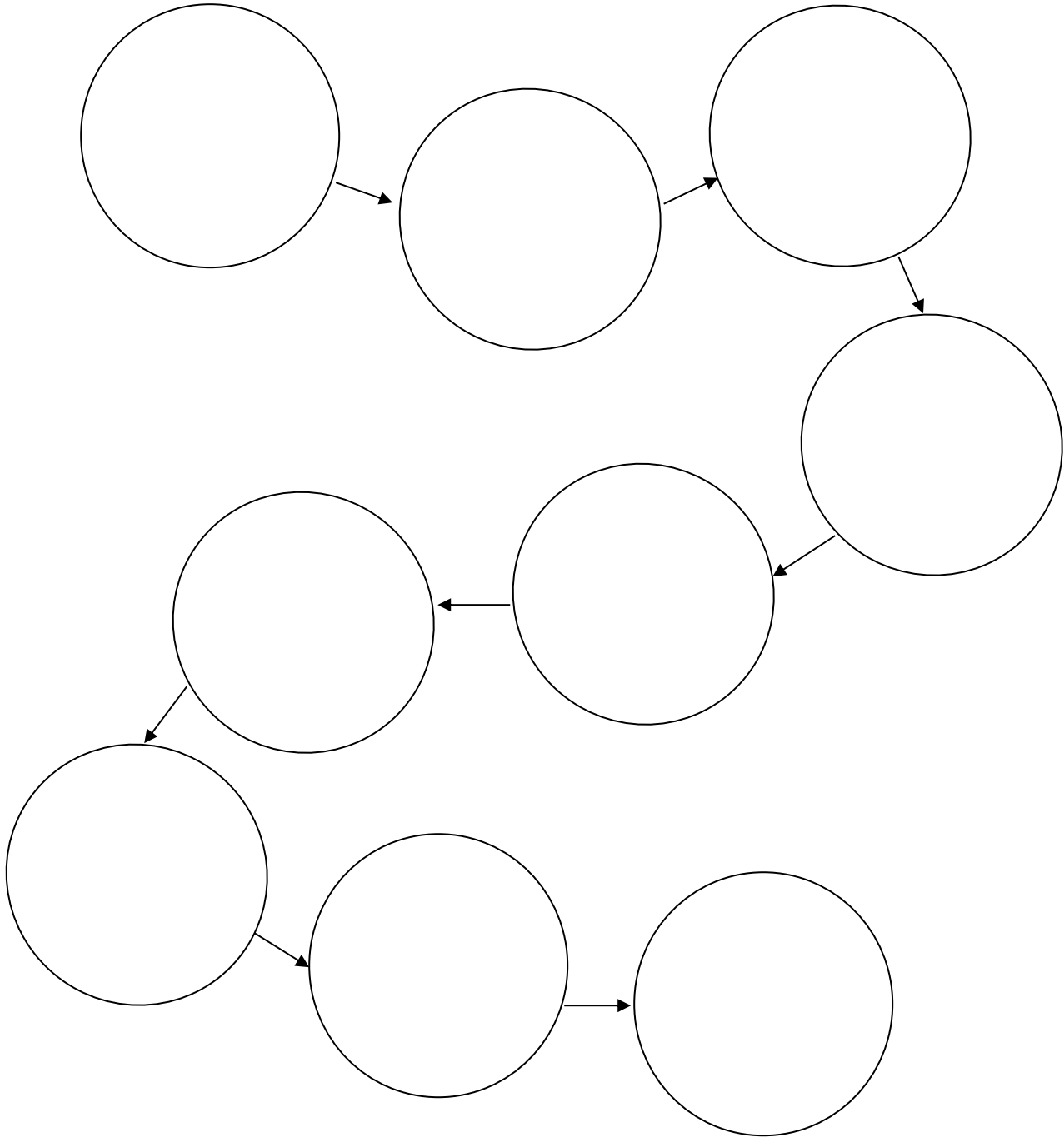
Newspaper Tie-in:

- Garis’s life experiences provided him opportunities or “stepping stones” bringing him to the next venture. He started out wanting to write novels but was most successful writing short episodes for children. Use the chart on the next page to chart Garis’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 Garis’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 _____

Aaliyah Dana Haughton

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

groomed _____

budding _____

collaborate _____

annulled _____

cutting-edge _____

prominent _____

Read the Famous New Yorker profile of Aaliyah Dana Haughton. Then answer the following questions.

1. Name at least one step Aaliyah took to help her achieve success in the entertainment industry. _____

2. True or False: Aaliyah’s entertainment career had a negative impact on her education. TRUE FALSE
3. How many albums had Aaliyah released before she completed High School? Name them. _____

4. How many years did it take for Aaliyah’s music to become available via streaming platforms? _____

5. Find Brooklyn 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: *USA Today*, Wednesday, Aug. 25, 2021, Headline: Remembering Aaliyah: The Princess of R&B's legacy 20 years after her tragic death - <https://www.usatoday.com/story/entertainment/music/2021/08/25/aaliyah-legacy-20-years-after-tragic-death-fans-and-celebrities-remember-princess-of-r-b/8244181002/>

Related Online News Video: *Eyewitness News ABC 7*, posted online August 25, 2023 originally aired August 25, 2001, Headline: The death of Aaliyah - <https://abc7ny.com/aaliyah-death-2001-news-coverage/13700332/>

Newspaper Tie-ins:

- Play Aaliyah’s music and match newspaper stories or photos to her music.
- Using newspaper articles or photos as a source of inspiration, write new song lyrics to an Aaliyah tune. Be prepared to share/perform your new lyrics with the class.
- Aaliyah Haughton’s life was cut tragically short but the legacy of her music and performances lives on. Look through the newspaper obituary notices. Select one that interests you and compare and contrast that individual’s accomplishments and legacy with that of Aaliyah. Be prepared to present your work to the class.

Name _____

Aaliyah's Accomplishments/ Legacy	Similarities	Other individual's Accomplishments/ Legacy

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

Name _____

Maurice Frank Kenny

Vocabulary – write a brief definition of the following words:

prolific _____

erratic _____

mentor _____

commuting _____

activism _____

resolved _____

consciousness _____

cultivated _____

Read the Famous New Yorker profile of Maurice Kenny. Then answer the following questions.

1. Between high school and going to college what did Maurice Kenny go to New York City to do? _____

2. Kenny had several different jobs/careers during his lifetime. List at least five of them _____

3. What inspired Maurice Kenny to learn more and start writing about his Native American culture? _____

4. Besides his writing/poetry, how else did Maurice Kenny support Native American writers and artists? _____

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

Related Newspaper Article: *Press-Republican*, Plattsburgh, NY, Sunday, Sept. 21, 1947, Headline: Charismatic poet tastes strawberries: Friends/colleagues recall late Dr. Maurice Kenny -

https://www.pressrepublican.com/news/local_news/charismatic-poet-tastes-strawberries/article_1dd1ef4a-89af-55ee-99b6-0641fc0f30d4.html

Newspaper Tie-in:

- Much of Maurice Frank Kenny's writing and poems were drawn from personal experiences, history, current events, or his Native American heritage. Drawing on a combination of stories from the news and personal experiences write a poem. There is no need to have the poem rhyme. Many of Kenny's poems were free verse. With a partner, critique each other's work, correct and revise if necessary. Share the final poems as a class.

Name _____

An acrostic poem is a poem in which the initial letters of the lines, taken in order, spell a word or phrase. Each line should relate back to the central theme. In honor of Maurice Kenny and his poetic storytelling of his Native American background write an acrostic poem using the word CULTURE to express your background.

C
U
L
T
U
R
E

Assessment: Write a sentence or two on something you learned while studying Maurice Kenny or his poetry.

Name _____

Wendell Wilford King

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

pioneer _____

amateur _____

prestigious _____

Signal Corps _____

vanguard _____

Read the Famous New Yorker profile of Wendell Wilford King. Then answer the following questions.

1. About how old was Wendell King when Troy Amateur Marconi Radio Association was formed? _____

2. Where did King go to college? Why didn't he finish his degree? _____

3. What controversy occurred when King went to work for General Electric? _____

4. How do you think King's time in the U.S. Army Signal Corps influenced his interest in radio? _____

5. Find Langsingburgh/Troy 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 Troy NY and Erie PA? _____

Related Newspaper Articles: *Times Union*, Albany, NY, Monday, July 3, 2017, Headline: Black GE worker left lasting legacy - <https://www.timesunion.com/tuplus-sample/article/Back-in-1917-GE-refused-to-draw-the-color-line-11249430.php>

The Gazette, Cleveland, OH, Saturday, May 2, 1931, Headline: Two Editors Speak - <https://www.loc.gov/resource/sn83035387/1931-05-02/ed-1/?sp=1&q=%22wendell+king%22&r=-0.172,0.094,1.347,0.62,0>

Newspaper Tie-ins:

- Wendell King's work in radio provided a resource of communication and entertainment to his local communities. He was an early adapter, embracing the new technology of the day. Look through the newspaper for a modern example someone who is an early adapter and/or develops improvements to an existing thing or processes or creates a completely new invention to solve a problem. Write a brief summary of the person you selected, what they worked on, and why you selected it. Use the graphic organizer on the next page to organize your research.

Name _____

Invention/Development's Name _____

Description: What does it do?	Features & benefits:	Competition's features & benefits:
Who would use this? (Describe the ideal customer)		
Why is this solution better?		
How much does it cost?	Where can you find/buy it?	

In the space below or on another sheet of paper draw a rough layout of what an advertisement for this product or service would look like.

Follow up: If you were to solve a current problem what would it be and why?

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

Name _____

Mabel Ping-Hua Lee

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

scholar _____

convert _____

provinces _____

irony _____

gender equality _____

self-sustaining _____

Read the Famous New Yorker profile of Mabel Ping-Hua Lee. Then answer the following questions.

1. Why did the Lee family settle in New York City and about how old was Mabel when they moved there? _____

2. Where was Mabel Ping-Hua Lee educated? _____

3. True or False: Mabel was born an American citizen. TRUE FALSE
4. How did Mabel Ping-Hua Lee support the women’s suffrage movement? _____

5. How did she support her community? _____

6. Find Chinatown, NYC 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 1:20-minute video from the Smithsonian *Mabel Ping-Hua Lee Fought for Voting Rights on Horseback* - <https://www.youtube.com/watch?v=4a5DyupH9rM>

Newspaper Tie-ins:

- Mabel Ping-Hua Lee and others fought for what they believed – women’s right to vote. Look through the newspaper for modern examples of people fighting for a cause. Compare and contrast this example with the women’s suffrage movement.
- Although she was very young, Mabel’s actions eventually made a difference. Look through several editions of the newspaper (print or online) and other sources for examples of young people making a difference in their community. Select one. Use the graphic organizer on the next page to record your findings. Be prepared to share what you’ve discovered with the class.

Name _____

Who?
When?
Where?
What?
How?

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

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

Name _____

Brock Peters

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

aspired _____

cultivated _____

debut _____

adaptation _____

altercation _____

menial _____

stagnating _____

typecast _____

Read the Famous New Yorker profile of Brock Peters. Then answer the following questions.

1. Brock Peters was a stage name. What was his original name? _____

2. How did Brock’s mother encourage her son to develop his musical talent? _____

3. What did Brock study when he attended City College of New York? _____

4. Brock Peters had a continually successful entertainment career starting at age 16. TRUE FALSE
5. List the awards Peters was given that are mentioned in this feature. _____

6. Find Harlem on a map of New York State or use an online mapping tool. About how far is it from your school?
What is the distance between Harlem, NY and Hollywood, CA? _____

Related Online News Article: *Los Angeles Times*, Los Angeles, CA, Saturday, Aug. 24, 2005, Headline: Brock Peters, 78; Stage, Screen, TV Actor Noted for Role in ‘To Kill a Mockingbird’ - <https://www.latimes.com/archives/la-xpm-2005-aug-24-me-peters24-story.html>

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 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, if at all, is a group you identify with stereotyped?

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

Name _____

Elizabeth Swados

Vocabulary – write a brief definition of the following words:

composer _____

turbulent _____

paranoid schizophrenia _____

upheaval _____

suffocating _____

bar mitzvah _____

choreographed _____

Read the Famous New Yorker profile of Elizabeth Swados. Then answer these questions.

1. Where did Elizabeth Swados go to college and what did she study? _____

2. In what way did Swados' social work influence her artistic productions? _____

3. How old was Elizabeth Swados when her first play opened on Broadway? _____

4. What newspaper comic strip did Swados write the musical score for its musical theater adaption? _____

5. How old was Swados when she died? _____

6. Find Buffalo on a map or use an online mapping tool. About how far is Buffalo from Broadway? _____

Related Online News Article and Podcast: variety.com, Headline: This Overlooked Composer Inspired Broadway's Rising Stars, Description: Shaina Taub and Kris Kukul on "The Liz Swados Project," -

<https://variety.com/2020/legit/news/liz-swados-project-broadway-stars-shaina-taub-1234635834/>

Newspaper Tie-ins:

- *The Runaways* has been described as a series of songs, monologues, scenes, poems, and dances that, in many cases, were performed by actual runaways. Using current events in the news write a song, monologue, or poem that expresses your thoughts on the topic. Be sure to cite factual information to support your ideas.
- Read editorials about social issues from recent editions of the newspaper. Pick one and write an editorial with an opposing point of view, whether or not you agree. Use the chart on the next page to help organize your writing.

Name _____

Building an Editorial

Introduction: Begin with general statements and narrow to your thesis statement or the main point you are trying to make.

Body of the Editorial:

You should point out opposing points of view but counter why those ideas are not the best option or outcome.

Use facts, numbers and quotations to persuade.

Logic is best but emotional appeal can be very effective.

Build on each point ending with the very best point to support your position.

Conclusion: Re-enforce the main idea by rewording or emphasizing its importance.

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

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

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Name _____

Robert Bernard Wegman

Vocabulary – write a brief definition of the following words:

regarded _____

tenure _____

popularity _____

generation _____

innovators _____

popularize _____

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

1. About how old was Robert when he first worked at Wegmans? What did he do at the time? _____

2. How old was Wegmans when Robert started working there? How old was the company when he became its president? _____

3. What did Wegman do to keep employees on the job longer? _____

4. True or False: Robert Wegman pushed for the use of digital codes on products. TRUE FALSE
5. Name at least two ways Robert Wegman gave back to the Rochester community. _____

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

Related Online News Article: *Democrat and Chronicle*, Sunday, March 6, 2016, Headline: Robert Wegman ‘more than just a meat cutter’ – <https://www.democratandchronicle.com/story/money/business/2016/03/06/robert-wegman-more-than-just-meat-cutter/79644702/>

Newspaper Tie-in:

- Robert Wegman led Wegmans supermarket chain for several decades. Look through the news and other sources for news about businesses in your area. Are any family-owned businesses? Did you find any that have been around as long as Wegmans? Pick one business and compare and contrast it with Wegmans. (Use the Venn Diagram on page 36 to organize your work)
- Robert Wegman supported worthy causes in his hometown. 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 _____

Fannie Barrier Williams

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

prejudice _____

activist _____

sympathetic _____

interracial _____

bigotry _____

advocate _____

alderman _____

Read the Famous New Yorker profile of Fannie Barrier Williams. Then answer the following questions.

1. Where did Williams train to be a teacher? _____

2. About how old was Williams when she was elected VP of the Illinois Women’s Alliance? _____

3. Why did Williams leave the New England Conservatory? _____

4. Name one of Williams’ non-political accomplishments _____

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

Related Online News Articles: *Democrat & Chronicle*, Rochester, NY, Wednesday, March 2, 2022, Headline: Her story is largely lost, but this Brockport suffragette fought for Black civil rights
<https://www.democratandchronicle.com/story/news/2022/03/02/fannie-barrier-williams-new-york-black-civil-rights/6894023001/>

William’s Death Notice – newspaper clipping found on Rochester Regional Library Council website – no publication cited - <https://rrlc.org/winningthevote/wp-content/uploads/sites/8/2014/12/FBWilliams2.jpg>

Related Online Video: Freshburg Cartoon, Title: Unstoppable: Women Who Changed the World | Fannie Barrier Williams - <https://www.youtube.com/watch?v=3akIY17qQb0>

Newspaper Tie-ins:

- Use the chart on the next page to compare and contrast Fannie Barrier Williams’ victories with that of someone in today’s news.

Name _____

Fannie Barrier Williams struggled against a certain amount of racism and social injustice while seeking to improve herself and others. Look through the newspaper (in-print or electronic) and other sources 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 Fannie Barrier Williams. Use the chart below to organize the information you find.

Williams' victories for herself and others	Modern victories for the improvement of self and others

Follow Up: The efforts of Fannie Barrier Williams and others eventually lead to the passage of the 19th Amendment granting women the right to vote and the establishment of Provident Hospital. 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?

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 inspired 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:

Tony Bennett:

1. Bennett was 24 years-old when he signed with Columbia Records.
2. FALSE – Bennett continued to sing his style of music throughout his career.
3. Women were hired to wear black and stand outside during his wedding, “mourning” that he was no longer a bachelor.
4. I Left My Heart in San Francisco.
5. Bennett was also an artist and created paintings and signed them with his real last name, Benedetto.
6. Answers will vary by location.

Jeffrey Carl Blatnick:

1. Blatnick attended Springfield College in Massachusetts.
2. FALSE – He attended college with a football scholarship.
3. The U.S. boycotted the 1980 Olympics in protest, because the Soviet Union had invaded Afghanistan.
4. Blatnick suffered a reoccurrence of cancer in 1985 that left him fully able to prepare to compete at the highest levels to make the 1988 Olympic team for the U.S.
5. After his competitive wrestling career was over, Blatnick was a motivational speaker, wrestling coach, TV commentator and advocate/commentator for Ultimate Fighting Championships.
6. Answers will vary by location of the school.

Art Carney:

1. Carney had a talent for imitating voices.
2. Carney was about 25 years old when he was drafted into the Army.
3. Carney won three Best Supporting Actor Emmy Awards for playing Ed Norton on the Honeymooners.
4. The Rope Dancers and The Odd Couple were mentioned in the feature. Additional Broadway credits for Art Carney can be found at <https://playbill.com/person/art-carney-vault-0000103277>
5. Answers will vary by location.

James Fenimore Cooper:

1. Cooper was about 1 year old when his family settled in Otsego County.
2. FALSE – He hoped to a gentleman farmer, like his father.
3. He was expelled because of his bad behavior.
4. He became a sailor.
5. Accept any three of the following: Precaution, The Spy, The Pioneers, The Last of the Mohicans, The Pathfinder, The Prairie or The Deerslayer.
6. Answers will vary by location of the school.

Howard Roger Garis:

1. Howard Garis’s father used the signs and lettering on railroad box cars to help teach Howard how to read.
2. Accept any three of the following: railroad worker, reporter/journalist, novelist, children’s serial writing, children’s author.
3. FALSE – Howard wanted to be a writer.
4. Uncle Wiggily Longears was first introduced to young readers as a character in a newspaper serial.
5. Howard and Lillian Garis also wrote the Tom Swift and Bobbsey Twins books.
6. Answers will vary by location.

Aaliyah Dana Haughton:

1. Accept any of the following: Aaliyah sang in church and community events, competed on *Star Search*, she was mentored by Gladys Knight (touring with her), or attended the Detroit High School for the Fine and Performing Arts.
2. FALSE – Aaliyah maintained a 4.0 grade point average in high school.
3. Two – “Age Ain’t Nothing But a Number” (1994) and “One in a Million” (1996)
4. It took 20 years for Aaliyah’s music to be released via live streaming platforms.
5. Answers will vary by location.

Maurice Frank Kenny:

1. Maurice Kenny went to New York City to become an actor.
2. Accept any of the following jobs/careers: worked in a bookstore, secretary, worked for a Chicago newspaper, managed apartment buildings, author/poet, editor, and publisher.
3. Kenny was inspired by Mari Sandoz’s book “Cheyenne Autumn.”
4. In addition to his writing and poetry, Maurice Kenny edited and published work by other Native American creators.
5. Answers will vary by location.

Wendell Wilford King:

1. He was about 17 years old when the Amateur Marconi Radio Association was formed.
2. King attended classes at Union College. He interrupted his education to serve in the U.S. Army Signal Corps during WWI and the college asked him to leave when he was too busy with radio and not attending class.
3. Five thousand machinists went on strike because they didn’t want to work with a Black man.
4. Accept all reasonable responses. Here’s one possibility. The radio technology King already knew and enjoyed would have grown with his experience in the Signal Corps. It would have increased his desire to make this part of his future profession.
5. Answers will vary by location. The distance between Troy, NY and Erie, PA is 380 by automobile and 325 “as the crow flies.”

Mabel Ping-Hua Lee:

6. The American Home Baptist Mission Society sent Mabel’s father to work with the Chinese population in Chinatown. She moved to NYC at about the age of 9.
7. Mabel was educated at the Chinese Mission School, Erasmus High School, Barnard College and Columbia University.
8. False – Mabel was born in China and may never have become an American citizen
9. She participated in the 1912 Suffrage march in NYC.
10. She worked for the Morning Star Mission and the Chinese Baptist Church helping Chinese-Americans integrate into American life.
11. Answers will vary by location

Brock Peters:

1. Brock Peters’ given name was George Fisher.
2. Brock Peters’ Mom encouraged him to play the violin and sing in the church choir.
3. FALSE – Peters’ career had successes but also times where he did not get good roles.
4. Peters won an Emmy Award for “Voices of Our People” (1982), Screen Actors Guild Life Achievement Award (1991) and a Star on the Hollywood Walk of Fame (1992).
5. Answers will vary by location. The distance between Harlem, NY and Hollywood, CA is about 2450 miles by airplane or 2800 miles by car.

Elizabeth Swardos:

1. She attended Bennington College and Wesleyan University and studies non-European music.
2. Her work with runaway teens led to creation of her musical, “Runaways.”
3. She was 27 years old when *The Runaways* opened on Broadway.

4. Doonesbury is the newspaper comic strip turned play for which Swardos wrote the musical score.
5. Elizabeth Swardos was 64 years old when she died in 2016.
6. This distance between Buffalo and Broadway, NYC is 308 miles as the crow flies, 380 miles by auto and 291 miles by train.

Robert Bernard Wegman:

1. Robert Wegman was only 19 years old and started work at a meat cutter.
2. Wegmans existed for about 21 years when Robert Wegman started working there and the company was 32 years old when he became the president of Wegmans.
3. Wegman increased the salaries of the employees to keep people working for him longer.
4. TRUE – Wegman correctly believed the use of digital scans would save time and money.
5. Accept any two of the following: Robert Wegman donated to Rochester area Catholic schools, he sponsored a LPGA tournament, and created a youth work-scholarship program.
6. Answers will vary by location.

Fannie Barrier Williams:

1. She graduated from Brockport State Normal and Training School.
2. Williams was about 34 years old when she was elected VP of the Illinois Woman's Alliance.
3. Williams left the New England Conservatory because she was mistreated by some of its students and not supported/defended by the school.
4. Accept one of the following: Board Member of Library Board; Founding of Provident Hospital
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: _____
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Create

Evaluate

Analyze

Apply

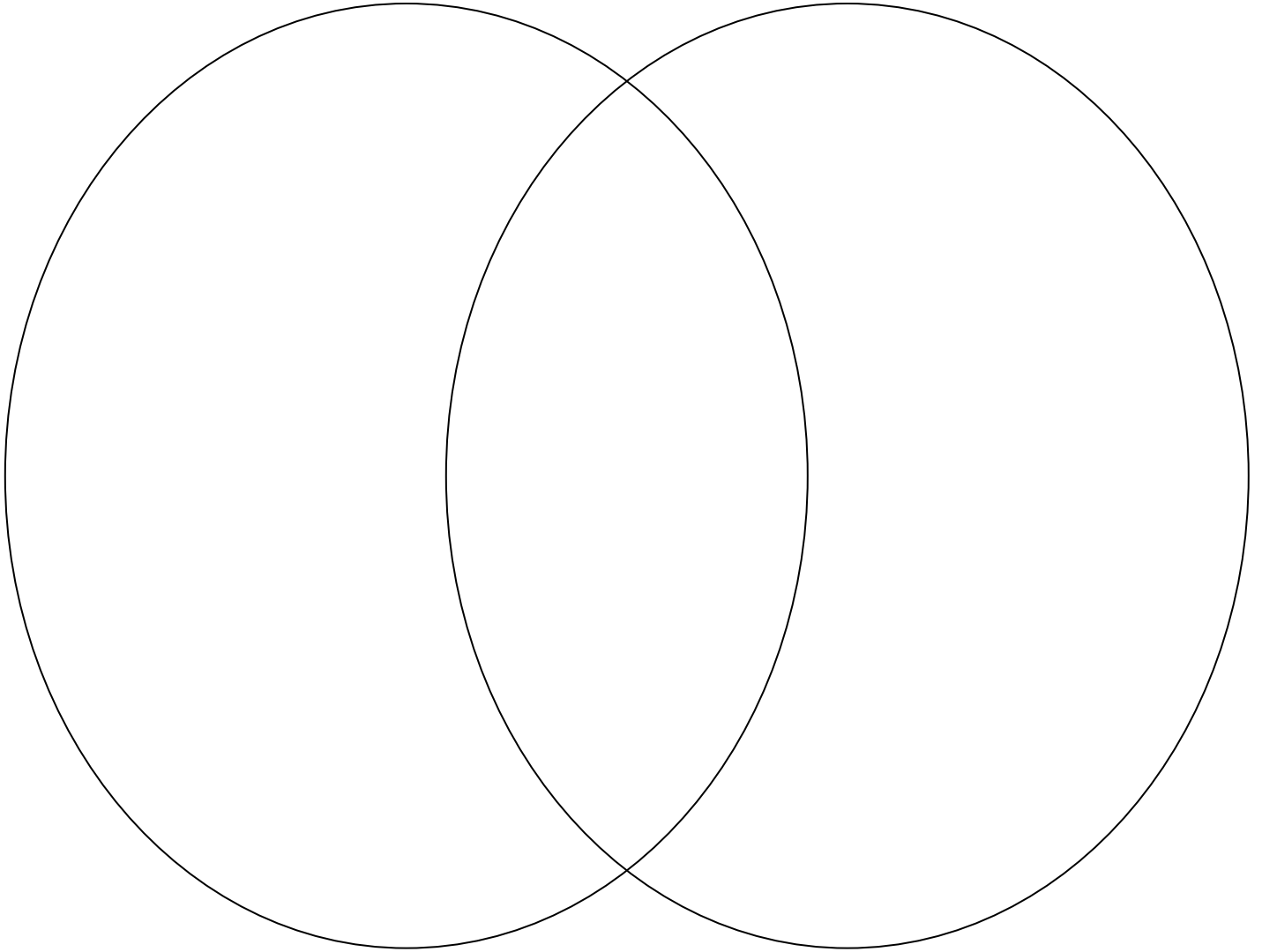
Understand

Remember

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

(*Bloom's Taxonomy revised)

Venn Diagram



Name _____

KLW Chart

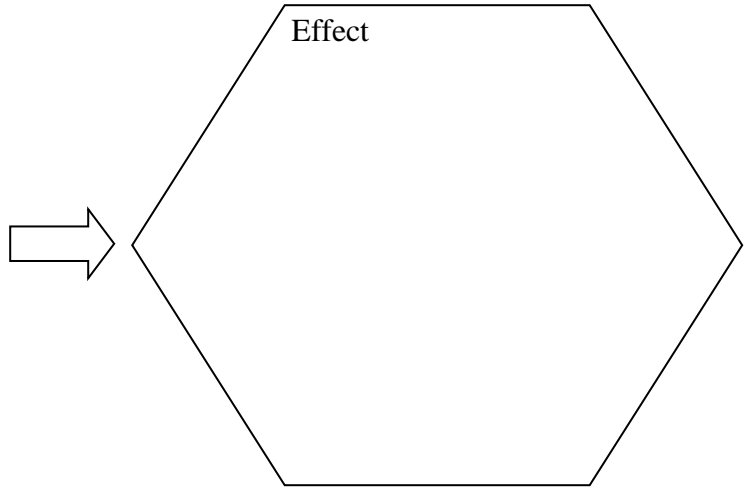
Directions: Before you read fill out the **KNOW** column with what you already know about the topic. As you read fill in what you've **LEARNED** in the center column. After you have finished reading fill in the **WANT** column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

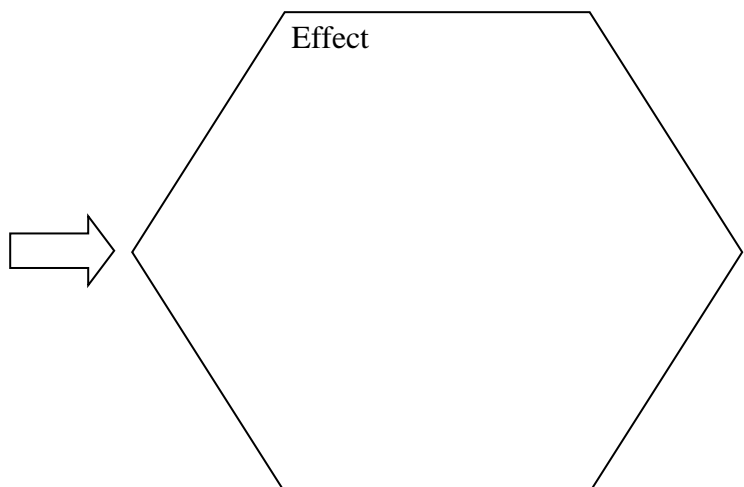
Name _____

Cause and Effect

Cause



Cause



Cause

