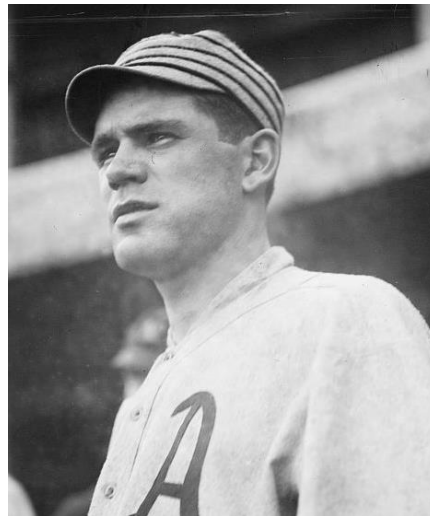


Famous New Yorkers 2025-2026 Series Teachers' Guide/Student Worksheets

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: Jane Hensen surrounded by muppets and co-creators, Jerry Juhl and Jim Henson; Harry Belafonte flanked by actors Sidney Poitier and Charlton Heston; and baseball player, John Edward Murphy



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

All rights reserved 2025

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
Belafonte	2, 6, 10	4, 8	1, 2	1, 2	1, 5
Bennett	1, 2	1, 5	3, 4	1	1, 2, 4
Cleveland	1, 3	2, 7, 9	1, 4	4, 6	1, 5
Dulles	2, 4	1, 3, 4	2, 4, 6	1, 2	2, 3, 5
Henson	5, 9	8, 9	1, 6	4, 6	1, 3
Ingalls	3, 5, 6	4, 8	1	4	1, 3
James	3, 9	3, 7, 8	2, 6	5, 6	1
Jemison	1, 2, 7	1, 6	1, 4, 6	1, 3	1, 5
Lichtenstein	4, 6, 8	4, 9	4, 6	4, 6	1, 3
Murphy	1, 3, 6	2, 4, 9	1, 2, 4	2, 4	1
Orff	4, 5	4, 7	2, 4	1, 6	1, 3, 4
Simpson	2, 7	2, 5	3, 4	3, 6	1
Wilson	4, 6, 10	4, 7, 9	2, 4	1, 6	3, 4

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 _____

Harry Belafonte

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

phenomenon _____

portrayals _____

Great Depression _____

Aryan supremacy _____

segregated _____

irony _____

political activist _____

Read the profile of Harry Belafonte. Then answer the following questions.

1. What challenges did Belafonte face during his childhood and teenage years? _____

2. What was the irony that Belafonte experienced during his time in the U.S. Navy? _____

3. True or False: Harry Belafonte never sought additional education after dropping out of High School.
TRUE FALSE
4. About how old was Belafonte when he earned a Tony Award? _____

5. How did Belafonte take advantage of movie and music success in his career? _____

6. What causes did Harry Belafonte support during his life? _____

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

Related Online News Article: *The New York Times*, Tues., April, 24, 2023, Headline: Harry Belafonte, 96, Dies; Barrier-Breaking Singer, Actor and Activist, www.nytimes.com/2023/04/25/arts/music/harry-belafonte-dead.html
Belafonte YouTube Channel - www.youtube.com/channel/UCClgy0o0G6GE376RF2ukGrA

Newspaper Tie-ins:

- Read and analyze the format of entertainment reviews. After listening to Belafonte recordings or watching one of his movies, write your own review. Be prepared to share with the class.
- Select at least two of Harry Belafonte'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 Harry Belafonte'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 _____

James Gordon Bennett Jr.

Vocabulary – write a brief definition of the following words:

playboy _____

prestigious _____

prominence _____

scandalous _____

yacht _____

tyrannical _____

transatlantic _____

micromanaging _____

Read the Famous New Yorker profile of James Gordon Bennett Jr. and answer the following questions.

1. Why did Bennett Jr. return to the United States in 1861? _____

2. Which sport did Bennett introduce to the United States? _____

3. What major innovation did James Gordon Bennett Jr. use to enhance the New York Herald's foreign news coverage? _____

4. What event caused Bennett Jr. to be exiled from New York society?
 - a) Financial scandal at the Herald
 - b) A public duel with his father
 - c) A drunken incident at his fiancée's family party
 - d) Publishing fake news
5. True or False: Bennett Jr. created a European edition of the Herald while living in Paris. TRUE FALSE
6. What landmark in New York City still bears the name of Bennett's newspaper? _____

Related Online Newspaper Archive: *The New York Herald*, New York, NY, Tuesday, August 27, 1872, Headline: Livingston's Sign Manual – <https://www.loc.gov/resource/sn83030313/1872-08-27/ed-1/?sp=3&q=david+livingstone+found&r=-0.047,-0.032,1.135,0.523,0>

Newspaper Tie-in:

- James Gordon Bennett Jr. supported developments in radio, and offered prizes for automobile, ballooning and airplane races. Look through the newspaper for someone who is actively supporting advancements of new industries or technologies. Compare and contrast these efforts with those of Bennett Jr. Use the chart on the next page to organize your work. Be prepared to share this information with the class.

Name _____

Developments supported by James Gordon Bennett Jr.	Similarities	Developments being supported today

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

Name _____

Grover Cleveland

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

corruption _____

veto _____

bipartisan _____

bureaucrats _____

alienated _____

electoral college _____

posterity _____

Read the Famous New Yorker profile of Grover Cleveland. Then answer the following questions.

1. What major event in Cleveland's youth changed his future plans? _____

2. Why did Grover Cleveland stop in Buffalo, and how did that visit affect his career path? _____

3. What political position did Cleveland hold in 1863, and what happened when he ran for district attorney? _____

4. Why did Cleveland appeal to voters despite scandals and opposition? _____

5. What happened during Benjamin Harrison's presidency that helped Cleveland return? _____

6. Find Fayetteville and Buffalo on a map of New York State or use an online mapping tool. About how far apart are they? How far is each from Washington, D.C.? _____

Related Online Newspaper Article: *The New York Times*, New York, NY, Thursday, June 25, 1908, Headline: Mr. Cleveland is Dead at 71 - <https://archive.nytimes.com/www.nytimes.com/learning/general/onthisday/bday/0318.html>

Newspaper Tie-in:

- President Trump is the first and only president since Grover Cleveland to lose reelection and regain the White House. Look through modern newspapers and other verified information sources about the Trump years as president. Then, compare and contrast the leadership style, key issues, policies and results of Cleveland and Trump.
- Examine the political cartoon by Victor Gillam featuring Grover Cleveland 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: wikimediacommons.com – Judge Magazine Cover by Victor Gillam, 1893

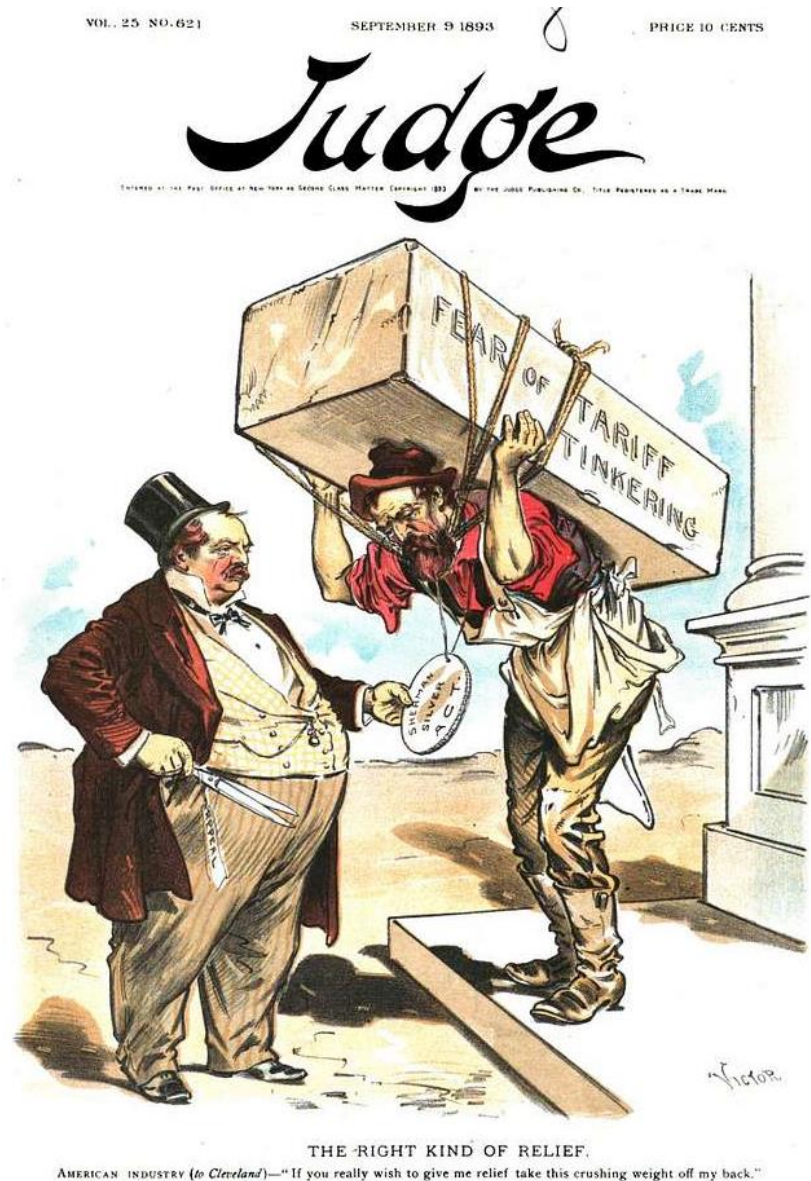
Quickly scan the cartoon. What do you notice first?

What is the title or caption?

Are there labels, descriptions, thoughts, or dialogue? What are they?

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

What is the cartoonist opinion about this topic? List evidence from the cartoon.



What other documents or historical evidence might you use to help you better understand this cartoon?

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

Name _____

Allen Dulles

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

sojourn _____

espionage _____

boycotts _____

Office of Strategic Services (OSS) _____

Central Intelligence Agency (CIA) _____

Cold War _____

communism _____

covert _____

Read the Famous New Yorker profile of Allen Dulles. Then answer the following questions.

1. True or False: Allen Dulles was the best in his class at the local public school. TRUE FALSE
2. Name the two foreign countries Dulles lived in before WWII. _____

3. About how old was Dulles when he went to work for the OSS? _____

4. What event planned when Dulles was leading the CIA ultimately resulted in his leaving that office? _____

5. Find Watertown 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 between Watertown and Bern, Switzerland? _____

Related Online Newspaper Articles: *Lodi News-Sentinel*, Lodi, CA; Thursday, Feb. 11, 1960, Headline: Senate to Call Dulles Back to Clear Up Confusion on Russian Missile Testimony - <https://tinyurl.com/FNY24Dulles>
The Evening Independent, St. Petersburg, FL; Thursday, Jan. 30, 1969, Headline: Former CIA Chief Allen Dulles Dies - <https://tinyurl.com/FNY24DullesObit>

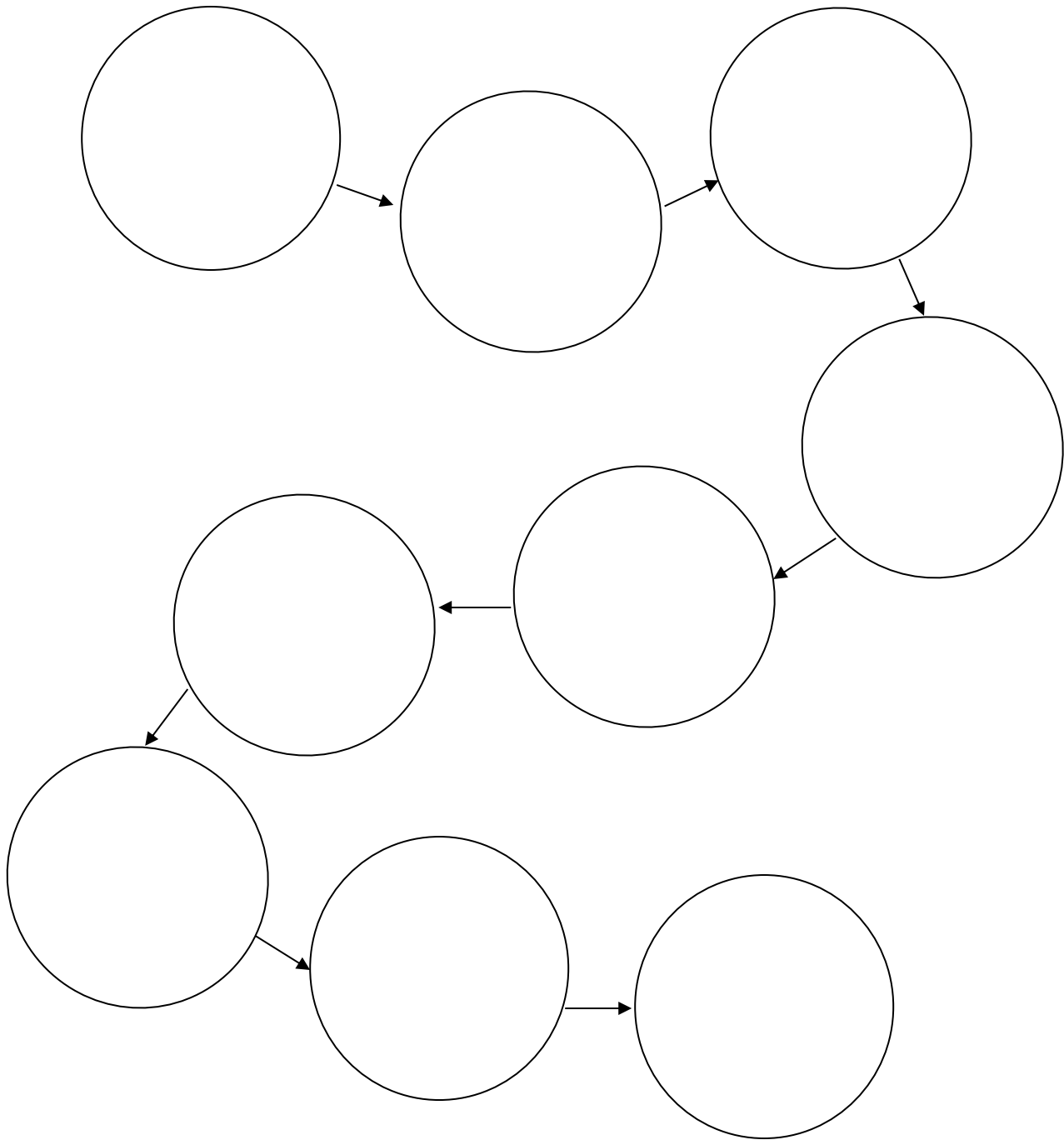
Newspaper Tie-ins:

- Every part of Dulles' life provided him opportunities or "stepping stones" bringing him to the next venture. Use the chart on the next page to chart those events. 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.

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 _____

Jane Nebel Henson

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

phenomenon _____

boarding school _____

puppetry _____

gateway _____

comic timing _____

contorting _____

mortally _____

Read the Famous New Yorker profile of Jane Nebel Henson. Then answer the following questions.

1. What was Jane Nebel's major in college? _____

2. List two important ways Jane Nebel (later Jane Henson) contributed to the success of the Muppets.

4. What role did Jane play in the production of Muppet shows after stepping back to raise her children? ____

5. Put the following events in the correct order: _____
 - a. Jim and Jane get married.
 - b. Jim Henson invites Jane to assist him with puppetry on TV.
 - c. Jane enrolls at the University of Maryland.
 - d. Sam and Friends is created.
6. Find Queens on a map of New York State or use an online mapping tool. About how far is it from your school?

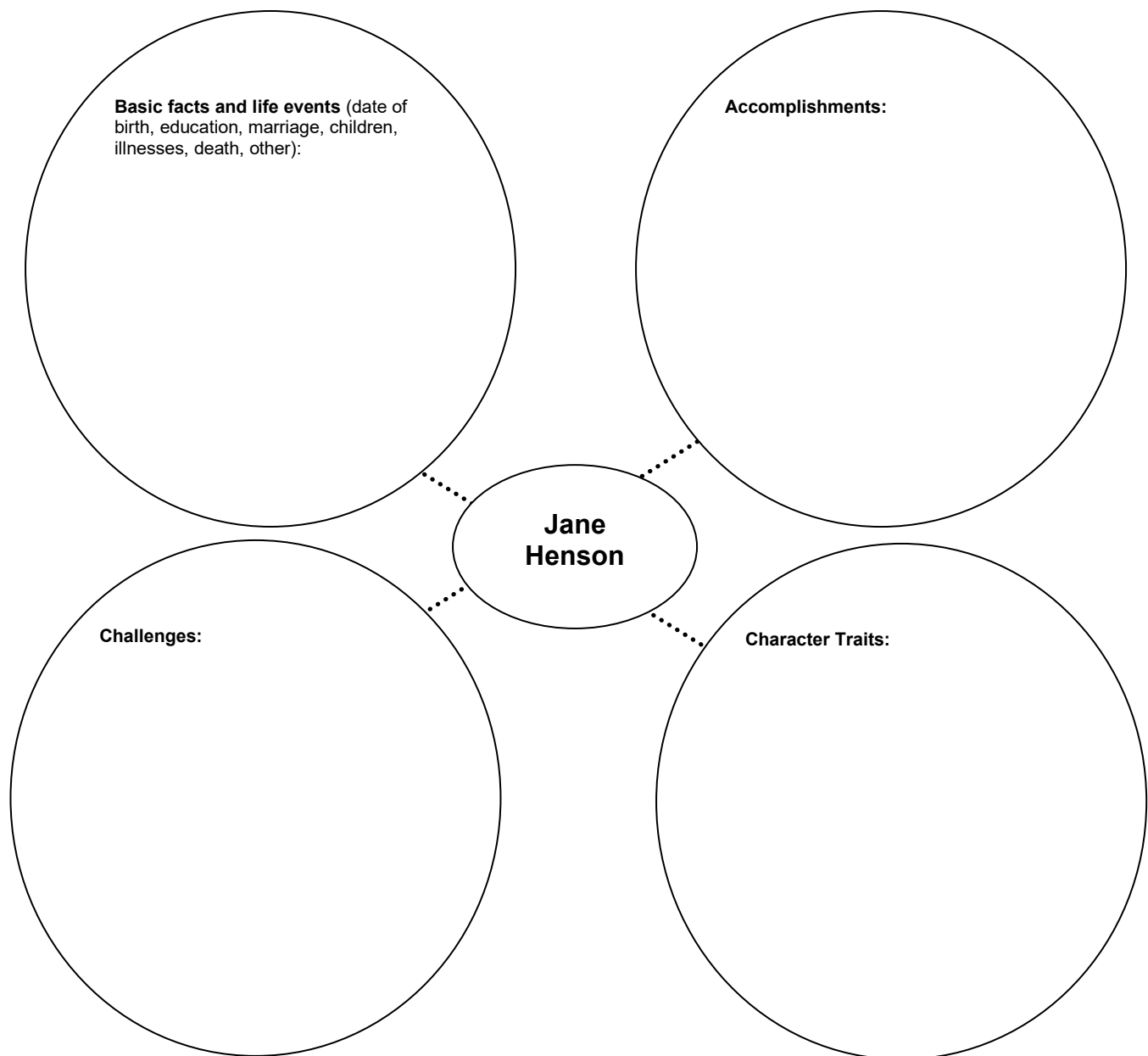
Related Online Article: *The Saturday Windsor Star*, Ontario, Canada, Saturday, Dec. 22, 1984, Headline: Jane mothers brood of yapping Muppets, <https://tinyurl.com/FNY24JaneHenson>,

Newspaper Tie-ins:

- Look through the newspaper and other sources for someone who is using their creativity and imagination in some way. Be prepared to share what you found with the class.
- While ultimately successful, Jane Nebel Henson faced challenges and worked hard. Look through recent editions of the newspaper (print or online) for news about someone who had to overcome challenges to achieve their goal. Compare and contrast their story with Jane Henson's life.

Name _____

Directions: As you read the profile about Jane Henson, 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 while doing this activity.

Name _____

Charles Ingalls

Vocabulary – write a brief definition of the following words:

mediocre _____

ambition _____

pioneer _____

frontier _____

squatter _____

unprecedented _____

locusts _____

Read the Famous New Yorker profile of Charles Ingalls. Then answer the following questions.

1. Why was extended family support important for people like the Ingalls family? _____

2. How many different states/territories did Charles and Caroline Ingalls live in? Name them. _____

3. In what ways did Charles Ingalls show leadership and resilience? _____

4. How did Laura Ingalls Wilder help preserve her father's story? _____

5. Find Cuba 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 Cuba, NY and De Smet, SD? _____

Related Online News Article: *mymotherlode.com*, Tuolumne and Calaveras Counties, CA, Friday, June 6, 2025, Headline: Fans Flock To Columbia For Little House On The Prairie Reunion

- <https://www.mymotherlode.com/news/local/3968312/fans-flocked-to-columbia-for-little-house-on-the-prairie-reunion.html>

Primary Documents Resource: Pages of the homestead file of Charles Ingalls -

<https://www.archives.gov/research/land/ingalls>

Newspaper Tie-ins:

- The Preemption Act was a federal program that was developed to encourage agricultural and economic growth by giving land to those willing to settle and use it. Look through the newspaper (print and online) for current government programs meant to stimulate the economy. Compare what you find with the Preemption Act.
- The Ingalls family had to overcome many hardships and setbacks. Look through the newspaper for a current example of a family enduring difficult times. Compare what you find with the Ingalls family.

Name _____

Directions: Create a quilt that represents the time and places of Ingalls' lifetime. Select items that would have been common place in or around the Ingalls' home. (Examples: Wood burning stove, farm animals, outhouse)

Add appropriate color to make the quilt more beautiful.

Follow up: Quilt the present. Create another quilt reflecting where and how you live today. Choose words and images from your newspaper to help create your modern quilt.

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

Name _____

Reverend Thomas James

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

enslaved _____

liberated _____

indentured servant _____

emancipation _____

sympathetic _____

secular _____

memoir _____

Read the Famous New Yorker profile of Reverend Thomas James. Then answer the following questions.

1. What law passed in 1799 affected Tom's status, and how? _____

2. What event caused Tom to be sold in late 1820? _____

3. How did Tom reach freedom, and where did he go? _____

4. Name some of the ways Tom rebuilt his life after he became a free man. _____

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

Related Newsletter: *Rochester History*, (Quarterly Newsletter edited by Joseph W. Barnes, City Historian) Rochester, NY, October 1975, Headline: The Autobiography of Rev. Thomas James, a PDF version of his memoir - https://www.libraryweb.org/~rochhist/v37_1975/v37i4.pdf

Newspaper Tie-in:

- Look through recent editions of the newspaper for someone fighting for their rights and the rights of others. As a class, share what you find and compare and contrast the modern examples with that of Reverend Thomas James.

Bonus exercise:

- At the end of Thomas James' memoir is a poem called "A Vision" about an imagined conversion between a condemned soul and the devil, that focuses on the evils of slavery. Using the graphic organizer on the next page write an acrostic poem focused on the joys of freedom. 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 Reverend Thomas James' lifetime pursuit of freedom for himself, write an acrostic poem using the word FREEDOM.

F
R
E
E
D
O
M

Assessment: Write a sentence or two on something you learned while studying about Rev. Thomas James.

Name _____

Alice Lee Jemison

Vocabulary – write a brief definition of the following words:

eloquent _____

influential _____

crucial _____

advocate _____

jurisdiction _____

predecessor _____

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

1. What did Alice Lee Mae study in high school and what did she hope would be her career? _____

2. How did Seneca President Ray Jimerson influence Jemison's career? _____

3. True or False: Jemison was successful in getting the Seneca Conservation Act repealed. TRUE FALSE
4. What controversial alliances did Jemison make, and why? _____

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

Related Online Article: Headline: 1940 Alice Lee Jemison Closing Testimony-
<https://westernmtwaterrights.wordpress.com/2020/04/09/1940-alice-lee-jemison-closing-testimony/>

Newspaper Tie-ins:

- As a lobbyist before Congress, Alice Lee Jemison passionately advocated for federal changes she believed would benefit Native Americans. Look through the newspaper and other sources for current examples of advocates speaking out in an attempt to affect change for a group of people. Compare and contrast one current example with Alice Lee Jemison.
- 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).

Famous New Yorkers XXIV - created by the NY Newspapers Foundation, News Media Literacy/NIE Program. All rights reserved 2025

Name _____

Roy Lichtenstein

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

artifacts _____

Abstract Expressionism _____

Pop Art _____

fraud _____

plagiarism _____

cliches _____

coveted _____

Read the Famous New Yorker profile of Roy Lichtenstein. Then answer the following questions.

1. How did Lichtenstein's military service influence his future art work and how he created it? _____

2. How did his children help Lichtenstein to focus on cartoons and pop culture in his art? _____

3. True or False: Lichtenstein always had a consistent style in his art work. TRUE FALSE
4. Why did some critics and comic artists accuse Lichtenstein of plagiarism? _____

6. Find New York City 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 13:06-minute video from Sotheby's *Inside Roy Lichtenstein's Private Art Collection — Told by Those Who Knew Him Best* - <https://www.youtube.com/watch?v=ICp3gIJxCzU>

Related Online Resource: To view some of Lichtenstein's artwork go to the Museum of Modern Art's website at <https://www.moma.org/artists/3542-roy-lichtenstein>

Newspaper Tie-ins:

- Look through the newspaper for a picture or comic that interests you. If possible, project a copy of that picture on a wall or screen or look through a magnifying glass at the printed image. Examine the dots of ink that make up that image. Describe how it is similar and different from Roy Lichtenstein's artwork.
- Using the image of Roy Lichtenstein's painting *Sweet Dreams, Baby!*, from the portfolio, *11 Pop Artists, Volume III*, 1965, Smithsonian American Art Museum, Gift of Philip Morris Incorporated © Estate of Roy Lichtenstein on the next page, complete the learning exercise on the following page.



Name _____

Seeing Art in Historical Context

Artwork Name: _____

Artist Name: _____

Date/Time Period: _____

Describe at least two things you already know about this time period:

- 1.
- 2.
- 3.

Directions: As you look at this artwork, fill in the “student” column. After everyone has completed this individually, the class will discuss the artwork together, and you will record notes in the “class” column.

	Student	Class
First Impression What words first come to your mind when you see this artwork?		
Mood What feelings was the artist expressing?		
Historical Details List three details you see that reflect the time period		
Connect How do the mood and historical details relate to each other?		

Assessment question: How does this artwork reflect the time in which the artist painted it? Use your knowledge of history and what you have learned about this work of art.

Source: This organizer was modified from one available from Smithsonian American Art Museum Education

Name _____

John Edward Murphy – “Honest Eddie”

Vocabulary – write a brief definition of the following words:

symbolized _____

scholarship _____

powerhouse _____

pennant _____

dynasty _____

conspired _____

sabotage _____

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

1. Why did the Murphy family move from Hancock? _____

2. What record did Eddie Murphy set at the beginning of his major league career? _____

3. Name the teams and years that Eddie Murphy played for that won the World Series. _____

4. How did Murphy’s role on the White Sox change over time? What strengths did he continue to show as a player? _____

5. True or False: Eddie Murphy is a National Baseball Hall of Famer. TRUE FALSE
6. Find Hancock 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: Library of Congress - Chicago “Black Sox” Scandal: Topics in Chronicling America – 16 articles - <https://guides.loc.gov/chronicling-america-chicago-black-sox-scandal/selected-articles>

Newspaper Tie-ins:

- Look through the newspaper (either in print or online) for examples of people doing the right thing despite the outside pressure against doing it. Compare these examples to Honest Eddie Murphy. Verbally share your findings with the class.
- 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 _____

Annie L.Y. Orff

Vocabulary – write a brief definition of the following words:

subscriptions _____

comprehensive _____

chaperone _____

contemporaries _____

municipality _____

Read the Famous New Yorker profile of Annie L.Y. Orff. Then answer these questions.

1. What major personal hardship did Annie face after marrying Edward Swart? _____

2. How did Annie Swart's job with the railroad lead to a career in publishing? _____

3. Why did Annie create the *Chaperone* magazine, and what audience did it serve? _____

4. At what important events did Annie Orff represent Missouri, and what was her role? _____

5. Find Albany on a map or use an online mapping tool. About how far is Albany from St. Louis, Mo.? _____

Newspaper Tie-ins:

- A large part of Annie Orff's success was her ability to sell advertising in her publications. The next page has an image from the Friday, August 11, 1905 edition of *The Morgan County Democrat*, a newspaper published in Versailles, Missouri. In it, look for the reference to one of Annie Orff's publications. How is it being promoted? What is the intended audience for this advertisement and how do you know?
- Make two copies of the graphic organizer on page 26, using one, first analyze a current advertisement from the newspaper. Then with the second copy create an advertisement for one of Annie Orff's publications from the late 1800s and early 1900s.

GRAND COOKING EXHIBIT

Never Break Ranges

Will be held at our Store Six Days from
Monday to Saturday, Aug. 7 to 12, Inclusive.



Four
Months
Subscription
FREE
to the
*American
Woman's
Review*
*A Woman's
Magazine given to
Every Lady Caller*



Coffee and Biscuits Served Free to All Callers.

Come and talk with the Expert from the Factory
AN EDUCATION FOR THE HOUSEWIFE.

\$7.50 Set of Cooking Utensils with all Ranges
ordered during this Exhibit.

E. M. DUFF, Versailles, Mo.

Which of Annie Orff's publications is being promoted and how?

What is being sold and who the target audience?

What is being given away to help bring in interested customers.

Name _____

Directions: Look through the newspaper for an advertisement of a product or service that appeals to you. If the ad is small, paste it in the space below. Answer as many of the questions as you can to help guide your writing process. Then, using your imagination, try writing an advertisement for one of Annie Orff's publications.

Who is your audience? Who would this product or service appeal to the most?
Is this product or service unique in some way? Be specific.
What makes this product or service better than the competition?

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

Name _____

William H. Simpson

Vocabulary – write a brief definition of the following words:

doodling _____

priorities _____

mentor (n.) _____

immigrated _____

apprentice _____

trivia _____

Read the Famous New Yorker profile of William H. Simpson. Then answer the following questions.

1. How did educators respond to young William's display of artistic talent in school? _____

2. Who was Matthew Henry Wilson, and how did he influence Simpson's development as an artist? _____

3. What made Simpson's portrait work historically significant? _____

4. True or False: It was easy for William Simpson to become a successful artist because of his great talent.
TRUE FALSE
5. How did his art challenge common ideas about Black people and artists in the 19th century? _____

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

Newspaper Tie-ins:

- As a class, discuss kinds of art you have seen in your community, your city, in newspapers or on the Internet. Discuss which was the most unusual or the one you liked most. Did you find any that depicts Black Americans in a respectful way, similar to William Simpson's formal portraits? You can find one online at <https://library.syracuse.edu/digital/exhibits/u/undergroundrr/screen/Loguen-HowardUniv.jpg>
- William H. Simpson was only 54-years old when he died. Look through the newspapers obituary notices for someone who died at about the same age. Compare and contrast what you can of this modern individual's life, challenges and achievements with those of Simpson.
- Compare and contrast William Simpson's challenges and solutions with those of someone from today. Use the graphic organizer on the next page to guide your research.

Name _____

Challenges and Solutions

William H. Simpson had natural artistic talent but he was initially discouraged from using it. He likely struggled against a certain amount of racism and social injustice. Look through the newspaper (print or online) for examples of people struggling to achieve despite challenges and setbacks. Compare and contrast one of these modern examples with William H. Simpson. Use the chart below to organize your thoughts.

PERSON	CHALLENGE	SOLUTION
William Simpson	Couldn't afford art school	Found a master artist to mentor him.

PERSON	CHALLENGE	SOLUTION

Reflection Questions:

1. What do these two people have in common?

2. How are their solutions similar or different?

3. What can we learn from both figures about overcoming obstacles?

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

Name _____

Joseph C. Wilson

Vocabulary – write a brief definition of the following words:

photocopy _____

sufficient _____

rebranded _____

coined _____

redubbed _____

synonymous _____

entrepreneurship _____

Read the Famous New Yorker profile of Joseph C. Wilson. Then answer the following questions.

1. About how old was Joseph Wilson when he became the head of the Haloid Company? _____

2. What products did Haloid originally produce? _____

3. Who was Chester Carlson, and what was his invention? _____

4. Why did the Haloid Company change its name? What is it called now? _____

5. What was the “Wilson Rule”? _____

6. Find Rochester 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, Monday, Nov. 22, 1971, Headline: Joseph C. Wilson dies - <https://www.democratandchronicle.com/story/RochesterHistory/2013/11/22/nov-22-joseph-c-wilson-dies/3672603/>

Related Online Video: WXXI, *Invented Here: The Paper Revolution*, Documentary Special | 56m 31s - Chester Carlson and Joe Wilson built the machine that changed the world - <https://www.pbs.org/video/wxxi-documentaries-invented-here-paper-revolution/>

Newspaper Tie-ins:

- Joseph Wilson believed a new technology would improve the speed and cost of making copies of documents. Look through the newspaper for a modern example of someone who is investing in improvements to an existing thing or process 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?

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 by 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:

Harry Belafonte:

1. Accept all reasonable answers – suggested response: His father was often absent, and he spent years in Jamaica with his grandmother. He dropped out of high school and worked odd jobs to help his family.
2. During WWII, Belafonte noticed the irony of fighting Nazi racism while serving in a racially segregated U.S. military.
3. FALSE – He studied acting at the New School for Social Research's Dramatic Workshop.
4. Harry Belafonte was about 26 years old when he won a Tony Award for his performance in *John Murray Anderson's Almanac*.
5. His success gave him the power to demand creative control over his TV and film work, becoming the first Black producer of A-level Hollywood films.
6. He supported civil rights, racial equality, world peace, gay rights, and African famine relief.
7. Answers will vary by location.

James Gordon Bennett Jr.:

1. Bennett Jr. returned to the United States to serve in the Union Navy. He also volunteered the use of his yacht.
2. He introduced polo to the United States.
3. Bennett used the transatlantic telegraphic to support his newspaper's foreign reporting.
4. c) A drunken incident at his fiancée's family party
5. TRUE
6. Herald Square in NYC.

Grover Cleveland.

1. His father's death cancelled Cleveland's plans to attend college.
2. Cleveland stopped in Buffalo to visit his uncle, Lewis Allen. Allen got him a job with a local law firm which started his law and political career.
3. In 1863, Cleveland was an assistant district attorney and he lost his election to become the district attorney.
4. Cleveland was seen as honest and reform-minded by voters who were tired of government corruption in both political parties.
5. High import taxes (tariffs) under Harrison's policies led to higher prices and voter unhappiness.
6. The distance between Fayetteville and Buffalo is approximately 160 miles. The distance from Buffalo to Washington, D.C. is about 380 miles and between Fayetteville and Washington, D.C. is about 276 miles.

Allen Welsch Dulles:

1. FALSE – Dulles was taught by private tutors until he attended Princeton.
2. He lived in India where he taught, and Bern, Switzerland where he worked for the U.S. State Department.
3. He was about 48 years old when he joined the Office of Strategic Services.
4. The unsuccessful Bay of Pigs invasion of Cuba led to President Kennedy requesting Allen Dulles' resignation as head of the Central Intelligence Agency.
5. Answers will vary by location of the school. There are about 3840 miles between Watertown, NY and Bern Switzerland.

Jan Henson:

1. Jane Nebel majored in Art Education at the University of Maryland.
2. She worked with Jim Henson as a puppeteer on early Muppet shows, and later trained new Muppet performers.
3. Jane trained new Muppet performers and managed aspects of the Muppet legacy.
4. c, b, d, a
5. Answers will vary by location.

Charles Ingalls:

1. Extended families provided emotional support and physical help, which was essential for survival in the dangerous and uncertain conditions of frontier life.
2. Five – Wisconsin, Kansas, Minnesota, Iowa and Dakota Territory
3. Charles showed leadership by helping found and lead communities, serving as deputy sheriff, and taking care of others in times of crisis. He showed resilience by never giving up despite repeated failures and disasters.
4. His daughter Laura wrote a series of books, the “Little House” series, based on their family’s life. These books and later TV shows preserved her father’s story and made him famous.
5. Answers will vary by location. The approximate distance between Cuba, NY and De Smit, SD is 1200 miles.

Rev. Thomas James:

1. The 1799 gradual emancipation law promised freedom by 1827; Tom was technically an indentured servant, not a slave. (Although there wasn’t a great deal of difference in his treatment).
2. Asa Kimball died in an accident, so Tom was sold off as one of Kimball’s assets.
3. After being whipped and mistreated Tom escaped to Lockport and ultimately Canada, where he became a free man.
4. Accept any of the following: He worked on the Erie Canal, moved to Rochester, joined a church, learned to read, became a teacher, minister, public speaker, and co-publisher for the *Rights of Man* newspaper.
5. Answers will vary by location.

Alice Lee Jemison:

1. Alice studied journalism in high school and hoped to become a lawyer.
2. Jimerson hired Alice to research, lobby and advocate for Native rights.
3. FALSE
4. Alice made controversial alliances with extreme conservatives in Congress and accused John Collier of anti-American Communist sympathies.
5. Answers will vary by location. The distance between Silver Creek, NY and Washington, D.C. is 362 miles by automobile and 276 miles “as the crow flies.”

Roy Lichtenstein:

1. In the Army, Lichtenstein enlarged cartoons using a projector, an experience that influenced how he used projectors and image enlargement in his later artwork.
2. Lichtenstein drew cartoons to prove he could draw, which inspired him to focus on comic art.
3. False – It took Lichtenstein some time to embrace the Pop Art style of art.
4. His critics said he copied comic book panels and didn’t credit the original creators which wasn’t true.
5. Answers will vary by location

John Edward Murphy “Honest Eddie”:

1. His family moved to Pennsylvania, where his father ran a hotel.
2. Eddie started his MLB career with a 12-game hitting streak, a rookie record that still stands.
3. He won the World Series with the Philadelphia Athletics in 1913 and the Chicago White Sox in 1917.
4. He went from being a starter to a pinch-hitting specialist. He was still good at getting on base—by hitting, walking, or being hit by pitches.
5. FALSE – Although famous as one of the “Clean Sox” and a great hitter, Eddie Murphy has not been inducted into the National Baseball Hall of Fame.
6. Answers will vary by location.

Annie L.Y. Orff:

1. Annie's husband Edward was institutionalized due to mental illness. He escaped and likely died. Annie never confirmed his death but was left widowed, childless, and alone.
2. She started as a time corrector and then sold subscriptions and ads for a railroad schedule publication, eventually taking over the business.
3. Business of *Time* (the little red book) was declining so she created *Chaperone* in 1890 to serve as a magazine for women, especially those traveling, acting as a companion or guide.
4. Annie Orff was referred to as "Lady Manager" at the 1893 Chicago World's Fair and organized a Missouri exhibit at the 1900 Paris World's Fair.
5. Answers will vary by location. The distance between Albany and St. Louis, Missouri is about 1016 miles by auto.

William H. Simpson:

1. Simpson was punished in school for drawing during math lessons.
2. Wilson was an English-born artist who became Simpson's mentor and eventually business partner.
3. Simpson focused on painting key figures in the anti-slavery movement, portraying dignity and respect for Black leaders.
4. False. Talent alone was not enough to make Simpson successful. He was lucky to find a mentor to help get him established into his own business.
5. Simpson's art offered a powerful, respectful image of Black leaders at a time when photography was new and often inaccessible.
6. Answers will vary by location.

Joseph C. Wilson:

1. Joseph Wilson was about 36 years old when he became president of the Haloid Company.
2. Photocopying machines and special paper that used photo chemicals
3. Chester Carlson was an inventor developing "electrophotography."
4. The company changed its name to include the name of its new product. First the company was called Haloid Xerox, but now it is known as Xerox.
5. The "Wilson Rule" was a diversity policy promoting women and minorities at Xerox.
6. 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)

Famous New Yorkers XXIV - created by the NY Newspapers Foundation, News Media Literacy/NIE Program. All rights reserved 2025

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

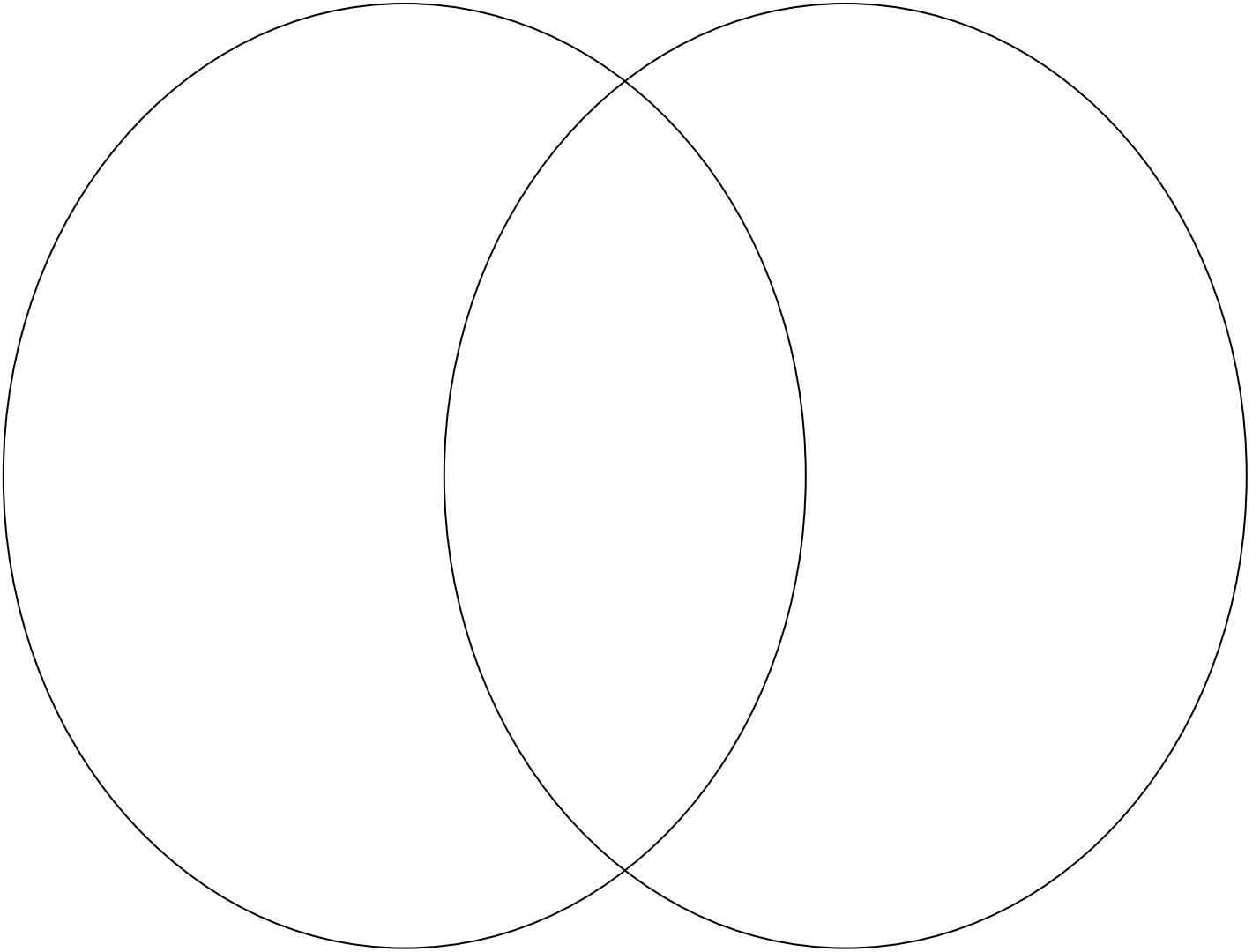
Understand

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>