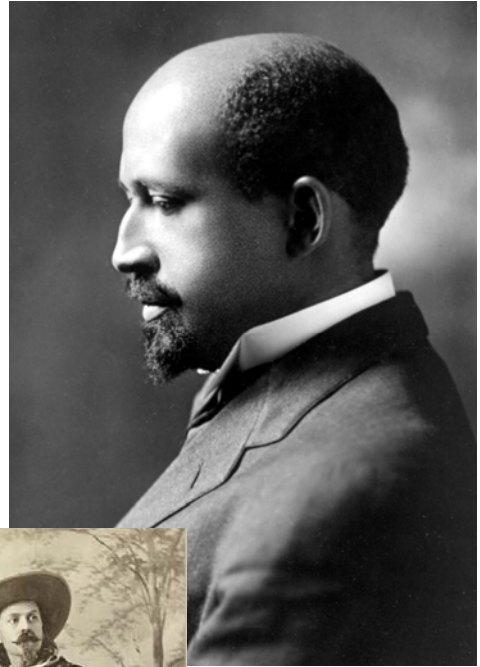
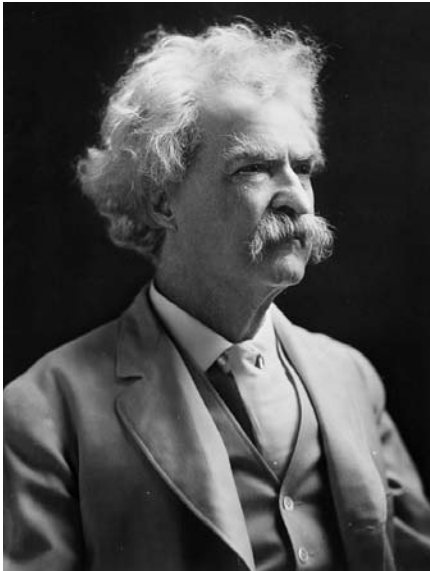


Famous Americans 2019-2020 Series Teachers' Guide/Graphic Organizers

This guide supports the Famous Americans series of profiles. It offers teachers several questions based on the content of each profile about the person or their pursuits. Additionally, the guide includes two or three activities per profile called “Newspaper Tie-ins.” These activities are suggestions for how to bring the lessons of these historical figures into the present and make them relevant to our lives today. These lessons were generally created for students in grades 4-8 but can be narrowed or expanded to accommodate the needs of each instructor’s class and grade level. Feel free to modify these activities or to create your own.

**From left to right: Samuel Clemens (Mark Twain),
William “Buffalo Bill” Cody standing with Sitting
Bull, and W.E.B. DuBois**



*Created by the New York News Publishers Association –
Newspaper In Education Program
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Name _____

Mary McLeod Bethune

Vocabulary – write a brief definition of the following words:

opportunities _____

influential _____

taunted _____

scholarship _____

philanthropist _____

representative _____

Read the Famous American profile of Mary McLeod Bethune. Then answer the following questions.

1. How old was Mary when she starting working in the cotton fields with her family? _____

2. Who helped Mary get an education? _____

3. When did Mary McLeod Bethune start her first school and how many did she teach? _____

4. Why did Bethune open a hospital? _____

5. Name at least one organization founded by Mary McLeod Bethune. _____

6. Using a map of the United States or an online mapping tool, about how far is Mayesville, South Carolina from your school? How far is Daytona Beach, Florida? _____

Related online news article: *Baltimore Afro-American*, (Maryland), Tuesday, November 15, 1949 – Headline: Dr. Mary McLeod Bethune: Would Head for Congress, Says Retiring National Council Chief – <https://news.google.com/newspapers?nid=2205&dat=19491115&id=KfolAAAAIBAJ&sjid=JvUFAAAIBAJ&pg=4323,6774623>

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 details in his/her story with Mary McLeod Bethune's life.
- Mary McLeod Bethune worked for racial equality. Look through the newspaper for examples of people fighting for equality. What group of people are they working for? How and why are they doing it? Compare this modern group with the black Americans during Mary McLeod Bethune's lifetime. Use the following page to organize your writing.

Name _____

Black Americans in the Early 1900s	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 _____

Louis D. Brandeis

Vocabulary – write a brief definition of the following words:

anti-Semitism _____

valedictorian _____

consequences _____

monopolies _____

unethical _____

integrity _____

Read the Famous American profile of Louis Brandeis. Then answer the following questions.

1. About how old was Louis when his family temporarily moved to Germany? Why did they go there?

2. True or False, Louis Brandeis graduated from college before he went to Harvard Law School.

3. Select the correct answer: Why did fellow students read his textbooks to Brandeis? A. He was dyslexic B. He had poor eyesight C. He could only read German D. None of the above

4. Louis Brandeis's Supreme Court nomination marked what historic first? _____

5. How old was Louis Brandeis when he died? _____

6. Find Louisville, Kentucky on a map of the United States or use an online mapping tool. About how far is Louisville from your school? How far apart are Louisville and Washington, D.C.? _____

Related Online News Articles: Library of Congress, Topics in Chronicling America - Louis D. Brandeis - <https://www.loc.gov/rr/news/topics/brandeis.html>

Newspaper Tie-ins:

- Louis Brandeis faced opposition to his Supreme Court nomination just because he was Jewish. Look through the newspaper for examples of a person or group of people being judged based on one aspect of who they are (for example: race, religion, sex, socio-economic status, etc.) Discuss as a class how we as a society might change how we pre-judge others.
- Louis Brandeis earned the nickname “the people’s lawyer” because he frequently fought for the rights of the poor and working class. Look through the newspaper for examples of people fighting for the equality of others. What group of people are they working for? How and why are they doing it? Use the chart on the next page to record and organize what you find.

Name _____

Equal Opportunity – Fair/Unfair Treatment

Many laws and rules are enacted so people will be treated equally and fairly. Equal and fair treatment means that everyone is treated the same and has the same chance to succeed. Nobody receives special favors or can break rules that other people must follow.

As a class, use the print or electronic edition of the newspaper to find an example of someone being treated fairly. In the space below, write out how the person was treated fairly and why that was important. _____

Find an example in the newspaper of someone being treated unfairly. Write out what was unfair about the treatment. _____

Do some research and see if there is a rule or law that addresses this situation. Briefly describe the law (if there is one). _____

If there is a law, was it enforced? YES NO

If no rule or law exists, write out an idea for a law that would make sure people would be treated fairly in this situation in the future. If a law exists, write how you think it should be changed or why the law is okay the way it is. _____

Follow up: What did you learn about rules and laws guiding equal opportunity and fairness?

This exercise was modified from one originally created for *Power Pack: Lessons in Civics, Math and Fine Arts for NIE Week 2011 for the NAA Foundation*.

Name _____

Samuel Clemens

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

apprentice _____

steamboat pilot _____

militia _____

mother lode _____

pseudonyms _____

folklore _____

Read the Famous American profile of Samuel Clemens. Then answer the following questions.

1. About how old was Sam when his mom let him leave school? _____
2. Name at least four different jobs Samuel Clemens did over his lifetime. _____

3. Where did Clemens get his writer's name? _____

4. About how old was Samuel Clemens/Mark Twain when his first book was published? _____

5. Find Hannibal, Missouri on a map of the United States. About how far is it from your school? _____

Related Online Newspaper Articles:

The Ulm Review, New Ulm, Minnesota, April 27, 1910, Headline: Mark Twain, King of Humor

<https://tinyurl.com/MarkTwainKingofHumor>

The Milwaukee Sentinel, June 23, 1990, Headline: Twain's Stories Really Were Real -

<https://news.google.com/newspapers?nid=1368&dat=19900623&id=aJxQAAAAIBAJ&sjid=uhIEAAAAIBAJ&pg=4765,6673315>

Additional Online Resource: The Elmira College Center for Mark Twain Studies - <https://marktwainstudies.com/online-resources/resources-for-teachers-and-students/>

Newspaper Tie-ins:

- Samuel Clemens's writing was based on the people and places around him. Look through local newspapers, print or online, for a news story that interests you. Do you think this news story would make a good fictional story, similar to Tom Sawyer? Why or why not?
- Look through recent editions of the newspaper for current photos/articles that might inspire you to write a short story about what's happening in the area, similar to the writings of Samuel Clemens about his life along the Mississippi River. Write a paragraph or two in your own words. Compare and contrast with Twain's writing.

Name _____

My Arts Review

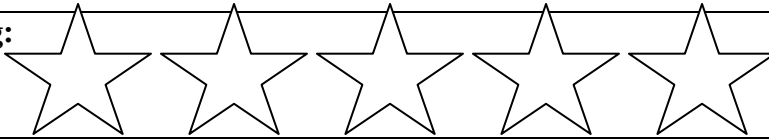
Directions: In the newspaper or online, find and closely read a story about a book, movie, play or CD that you like. Use what you read, and prior knowledge, to write a review of the work in a style used by an arts critic. Give specific details to support opinions in your review. Remember not to tell any secrets or give away the ending. Present your review to the class.

Title:

Main Characters or Artists:

Notable Details:

Rating:



I rated it this way because:

Summary:

What I Liked:

What I Disliked:

My Favorite Part:

Follow up: What impressed you most about completing this activity?

Name _____

Roberto Clemente

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

humanitarian _____

transcended _____

farm club _____

pennant _____

consecutive _____

Read the Famous American profile of Roberto Clemente. Then answer the following questions.

1. What sport besides baseball did Roberto train for? How did it improve his baseball skills? _____

2. How much money did Clemente make the year he played for the Dodgers' Montreal team? _____

3. What year was Clemente first part of a World Series winning team? Which team was it? _____

4. How did Clemente die? Where was he going and why? _____

5. Name at least four awards or titles Roberto Clemente won. Include his non-baseball award. _____

6. Find San Antón, Puerto Rico on a map or use an online mapping tool. About how far is it from your school? How far is it between San Antón and Pittsburgh, PA? _____

Related Online Editorial: *The Daily Courier*, Prescott, AZ – Sunday, December 28, 1997, Headline: Clemente's Legend Still Lives in Pittsburgh

<https://news.google.com/newspapers?nid=894&dat=19971228&id=dcEKAAAIBAJ&sjid=Gk4DAAAIBAJ&pg=6685,4508443>

Newspaper Tie-ins:

- Look through the newspaper for news about sports. What current player from any sport, reminds you most of Roberto Clemente? Why? Defend your answer.
- "Casey at the Bat" is a poem about baseball. Using news reports of baseball games try writing your own poem. The chart on the next page is set up for a diamante poem. A diamante poem is a poem in the shape of a diamond (In this case, think of it as a baseball diamond). There are a total of 7 lines. Line 1 is a noun. Line 2 is two adjectives about line 1. Line 3 is three words ending with –ing. Line 4 starts with 2 synonyms for Line 1 and ends with 2 synonyms for line 7. Line 5 is three words ending with –ing. Line 6 is two adjectives about line 7. Line 7 is a noun. See the example in the bottom corner of the graphic organizer.

Diamante Poem Chart

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 _____

William Frederick “Buffalo Bill” Cody

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

teamster _____

drover _____

prolific _____

dime-novels _____

flamboyant _____

plagued _____

Read the Famous American profile of William F. Cody. Then answer the following questions.

1. Name at least four jobs Cody had during his lifetime. _____

2. True or false: Cody received the Medal of Honor for his military service. _____
3. What was William Cody trying to promote when he teamed up with author Edward Judson?

4. About how old was Cody when he created Buffalo Bill’s Wild West show? _____

5. Find LeClaire, Iowa on a map the United States or use an online mapping tool. About how far is it from your school? _____

Related Online News Articles: *The Evening News*, Providence, RI – Wednesday, May 24, 1911, Headline: Buffalo Bill’s Special in Wreck Near Lowell

<https://news.google.com/newspapers?nid=1982&dat=19110524&id=a1xjAAAAIBAJ&sjid=MWQNAAAAIBAJ&pg=3638,787935>

Library of Congress, Topics in Chronicling America - William F. Cody "Buffalo Bill" (1846-1917) -

<https://www.loc.gov/rr/news/topics/bill.html>

Newspaper Tie-ins:

- Read several newspaper obituaries. Then write an obituary for William Frederick “Buffalo Bill” Cody.
- The definition of stereotype is, “A widely held but fixed and oversimplified image or idea of a particular type of person or group.” Cody’s Wild West Show portrayed exaggerated, stereotyped cowboys and Indians for the public’s entertainment. Keep the definition of stereotype in mind as you complete the graphic organizer on the following page.

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

Name _____

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

Stereotype	Examples in the Newspaper	Support, Oppose, Neutral?

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

How do you think you are stereotyped?

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

Name _____

John Deere

Vocabulary – write a brief definition of the following words:

inheritance _____

blacksmith _____

implements _____

furrows _____

ploughshares _____

laborious _____

Read the Famous American profile of John Deere. Then answer the following questions.

1. About how young was John Deere when he started his apprenticeship? _____
2. Why did Deere leave Vermont? _____
3. What problems did Deere’s steel plow solve for mid-western farmers? _____

4. From 1839 to 1843, John Deere’s production of plows went from 11 to 400 per year. What is that percentage of increase? _____
5. Find Rutland, Vermont on a map of the United States or use an online mapping tool. About how far is it from your school? How far is Rutland from Moline, Illinois? _____

Related Websites: John Deere History – <https://www.deere.com/en/our-company/history/>

National Agriculture in the Classroom – lessons for grades K-5

<https://www.agclassroom.org/teacher/matrix/resources.cfm?rid=763>

Newspaper Tie-ins:

- Look through the newspaper (print or electronic) for stories, pictures or ads about industry, or types of businesses, in your community. How many have ties to agriculture? Did you find any agricultural equipment?
Lesson Extension: Research and compare and contrast the agricultural machines from the 1800s to those of today.
- John Deere developed the steel plow to help solve the problem mid-west farmers were having tilling the local soil with cast-iron plows. Look through the newspaper for a modern example of a “problem solver” – someone who developed a way to improve an existing thing or process or developed a completely new invention to solve a problem. Write a brief summary of the person you selected, his/her invention, 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 _____

W.E.B. Du Bois

Vocabulary – write a brief definition of the following words:

pioneer _____

extremist _____

precocious _____

prestigious _____

misconceptions _____

Marxist _____

NAACP _____

Read the Famous American profile of W.E.B. Du Bois. Then answer the following questions.

1. What organization helped Du Bois pay for his education at Fisk University? _____

2. True or false: W.E.B. Du Bois earned his PhD from Harvard University. _____
3. Name at least three books or publications Du Bois worked on. _____

4. What country did W.E.B. Du Bois move to and why? _____

5. How old was Du Bois when he died? _____
6. Find Great Barrington, Massachusetts on a map of the United States or use an online mapping tool.
About how far is it from your school? _____

Related Online News Article: *The Afro American*, Baltimore, MD – Saturday, June 5, 1954 – Headline: We Must Go Further -

<https://news.google.com/newspapers?nid=2211&dat=19540605&id=JM4mAAAIBAJ&sjid=kwIGAAIAIBAJ&pg=934,6042626>

Related website: University at Amherst Digital Collections -

<https://credo.library.umass.edu/search?q=WEB+Du+Bois>

Newspaper Tie-ins:

- As part of the NAACP Du Bois wrote for and edited its monthly magazine, *The Crisis*, to express views about equality for black Americans. Look through the newspaper (print or online) and find how people today can express their opinion on current topics. Collect examples of varying points-of-view on the same subject/topic.
- Complete the compare/contrast exercise on the next page.

Name _____

W.E.B. Du Bois lived his life struggling for equality and social justice. Look through the newspaper (in-print or electronic) for examples of people standing up for their rights or the rights of others. Compare and contrast these modern actions with those of Du Bois. Use the chart below to organize the information you find.

Du Bois' struggles for himself and others	Modern struggles for equality and social justice

Follow Up: The lifelong efforts of W.E.B. Du Bois and others for equality for black Americans eventually led to the American civil rights movement. What do you think might be the long-term effects of protests going on today?

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

Name _____

Dale Earnhardt

Vocabulary – write a brief definition of the following words:

phenomenon _____

mechanic _____

welder _____

endorsement _____

sternum _____

prestigious _____

Read the Famous American profile of Dale Earnhardt. Then answer the following questions.

1. About how old was Dale Earnhardt when he started racing? What other work was he also doing? _____

2. How many times did Dale Earnhardt win the premier series championship? _____
3. How much money did Dale Earnhardt earn during his racing career? _____

4. What two safety requirements did NASCAR put in place because of injuries to and the death of Dale Earnhardt? _____

5. Find Kannapolis, North Carolina on a map of United States or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *Herald-Journal*, Spartanburg, SC – Tuesday, July 27, 1993 – Headline: Earnhardt keeps eye on another points title.

<https://news.google.com/newspapers?nid=1876&dat=19930727&id=DdQpAAAAIBAJ&sjid=H88EAAAAIBAJ&pg=2146,3676972>

Related website: Scholastic's lesson on Energy and NASCAR -

<https://www.scholastic.com/teachers/sponsored-content/nascarspeed/17-18/energy-and-nascar/>

Newspaper Tie-ins:

- NASCAR has developed safety regulations to help protect drivers, pit crews and fans. Look through the newspaper, print and electronic, and other sources for news stories concerning the safety of others. Who is working to protect themselves and others? How? Be prepared to share what you find with the class.
- While the driver is vital to winning a race, it takes a team of people to support the driver and keep his/her car running at top performance. Look through the newspaper for a “team” of people working together toward a common goal to help ensure a positive outcome. Compare and contrast this group with a NASCAR team.

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 Dale Earnhardt Sr. and his profession, write an acrostic poem using the acronym for the National Association for Stock Car Auto Racing.

N

A

S

C

A

R

Assessment: Write a sentence or two about something you learned while studying about Dale Earnhardt.

Name _____

Fred Korematsu

Vocabulary – write a brief definition of the following words:

saboteurs _____

confiscated _____

fugitive _____

internment _____

expulsion _____

repudiated _____

Read the Famous American profile of Fred Korematsu. Then answer the following questions.

1. True or False: Fred Korematsu was a citizen of the United States. _____
2. Why were Fred Korematsu and other Japanese-Americans forced to move to internment camps? _____

3. Which organization worked with Korematsu to fight against the government's internment policy? _____

4. In what way did the United States attempt to “apologize” for the mistreatment of Japanese-American citizens during WWII? _____

5. How long did it take for the U.S. Supreme Court to change its original Korematsu decision? _____

6. Find Oakland, California on a map of the United States or use an online mapping tool. About how far is it from your school? _____

Related Online News Articles: *New York Times Magazine* – December 25, 2005, Headline: He Said No to Internment <https://www.nytimes.com/2005/12/25/magazine/he-said-no-to-internment.html>

Related websites: Fred T. Korematsu Institute - <http://www.korematsuinstitute.org>

Facts and Case Summary Korematsu v U.S. - <https://www.uscourts.gov/educational-resources/educational-activities/facts-and-case-summary-korematsu-v-us>

Tufts University: Japanese-American Internment - A selection of resources on Japanese American internment during World War II - <https://researchguides.library.tufts.edu/c.php?g=248894&p=1657724>

Library of Congress - Defiant Loyalty: Japan-American Internment Camp Newspapers - <https://blogs.loc.gov/loc/2017/05/defiant-loyalty-japanese-american-internment-camp-newspapers/>

Newspaper Tie-in:

- Fred Korematsu fought for his freedom and fair treatment for himself and others, ultimately taking his case to the Supreme Court. Look through the newspaper for examples of people fighting for fair treatment. What group of people are they working for? How and why are they doing it? Compare this modern group with Japanese-Americans during WWII. Use the following page to organize your writing.

Name _____

Japanese-Americans during World War II	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 _____

Chester W. Nimitz

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

merchant sailor _____

court-martial _____

reprimand _____

demotion _____

replenishment _____

ROTC _____

demobilization _____

Read the Famous American profile of Chester W. Nimitz. Then answer the following questions.

1. What military academy did young Chester originally want to attend? What branch of the military does it belong to? _____

2. How old was Nimitz when he took command of the *Decatur*? What type of ship is the *Decatur*? ____

3. True or false: Chester Nimitz was excited to be assigned to work with submarines. _____
4. Name two non-military positions Nimitz served in. _____

5. Find Fredericksburg, Texas on a map of the United States or use an online mapping tool. About how far is it from your school? How far apart is Fredericksburg and Pearl Harbor? _____

Related Online News Article: Chester W. Nimitz obituary from the *New York Times* Learning Network - <https://archive.nytimes.com/www.nytimes.com/learning/general/onthisday/bday/0224.html>

Related website: National Museum of the Pacific War – Home of the Admiral Nimitz Museum - <http://www.pacificwarmuseum.org/>

Newspaper Tie-ins:

- During WWI, Nimitz developed “underway replenishment” to solve a unique problem allowing ships to travel further. Look through the news, in-print or electronically, for a modern example of a group or individual solving a unique problem. Share examples as a class.
- Nimitz trained for his naval career at US Naval Academy at Annapolis. Select a job you might like to have. Research what you would need to know or what skills you would need to have to get that job. Organize your “job search” in the chart on the next page.

Name _____

Job description:

Why did you select this job?

What education/skills are necessary for this position?

Where could you get the required education/skills?

How long will it take to obtain these education/skills? Estimate how much this education will cost.

How does your “job preparation” compare to Chester Nimitz’s choice to go to the US Naval Academy?

Assessment question: What the most difficult part of this learning activity?

Name _____

Janet Reno

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

legislature _____

prosecutor _____

bureaucrats _____

acquittal _____

bipartisan _____

divisive _____

Read the Famous American profile of Janet Reno. Then answer the following questions.

1. Name the two schools where Janet Reno received her higher education. _____

2. How old was Reno when she joined the President Clinton's Cabinet? What position did she hold? _____

3. True or False: Janet Reno refused to take responsibility for the tragic events that occurred at the Branch Davidian compound. _____
4. What position did Janet Reno seek after she completed her time as US Attorney General? _____

5. Find Miami on a map of the United States or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *The Gainesville Sun*, Sunday, August 27, 1999, Headline: Six-Year Delay in Waco Standoff Information - Reno Vows FBI Inquiry

<https://news.google.com/newspapers?nid=1320&dat=19990827&id=N0QzAAAIBAJ&sjid=HewDAAAIBAJ&pg=976,6541887>

MiamiHerald.com, November 7, 2016, Headline: When Janet Reno became the 'poster child' for Parkinson's -

<https://www.miamiherald.com/living/health-fitness/article113019823.html>

Newspaper Tie-ins:

- Look through the newspaper, in-print or online, for any news stories that involve members of the President's Cabinet (for example: Secretary of State, Secretary of the Treasury, Secretary of Defense, Attorney General, Secretary of Commerce, etc.) Be prepared to share with the class what this cabinet member is currently doing.
- Janet Reno was reported as having a good sense of humor and liked political cartoons. She even collected ones that poked fun at her and her job. Look through the newspaper or online for a current political/editorial cartoon. Select one and working as an individual or in small groups, analyze what message you think the cartoonist is trying to get across. Use the questions on the next page to organize your thoughts.

Name _____

Analyzing an Editorial/Political Cartoon

1. What is the cartoon's title or caption?
2. Who drew the cartoon?
3. When and where was it published?
4. What is familiar to you in this cartoon?
5. What questions do you have about this cartoon?
6. Editorial cartoonists combine pictures and words to communicate their opinions. What tools does the cartoonist use to make his or her point?

___ Humor	___ Labels
___ Caricature	___ Analogy to another historical or current event
___ Symbols	___ Stereotypes
___ Speech/idea balloons	___ References to popular culture, art, literature, etc.

7. List the important people or objects shown in the cartoon:
8. Are symbols used? If so, what are they and what do they mean?
9. Are stereotypes used? If so, what group is represented?
10. Is there a caricature of anyone in the cartoon? If so, who?
11. Briefly explain the message of the cartoon:
12. What groups would agree or disagree with the cartoon's message? Why?
13. Do you think this cartoon is effective in expressing the artist's message? Why or why not?

Name _____

Eleanor Roosevelt

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

debutante _____

sweatshop _____

extensive _____

bolstered _____

unprecedented _____

delegation _____

Read the Famous American profile of Eleanor Roosevelt. Then answer the following questions.

1. Who raised Eleanor Roosevelt after her parents died? _____
2. True or False: Eleanor wanted to go to college. _____
3. Name at least four ways Eleanor Roosevelt helped people less fortunate than she was. _____

4. How did Eleanor Roosevelt express her views to the American public? _____

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

Related Online News Article: *Saint Petersburg Times*, Saturday, May 1, 1943, Headline: My Day by Eleanor Roosevelt -

<https://news.google.com/newspapers?nid=888&dat=19430501&id=oiBPAAAAIIBAJ&sjid=cU0DAAAAIIBAJ&pg=2176,5768811>

Related Online Resources: Library of Congress American Memory - Letter, Eleanor Roosevelt to Walter White detailing the First Lady's lobbying efforts for federal action against lynchings, 19 March 1936 -

http://lcweb2.loc.gov/cgi-bin/query/D?mcc:2:./temp/~ammem_2gp3::

Prospects of Mankind with Eleanor Roosevelt - first aired on WGBH in October, 1959. The monthly series was a forum for prominent leaders and decision makers to discuss current issues with Eleanor as mediator and host, interviewing John F. Kennedy - <https://www.pbs.org/video/american-experience-prospects-of-mankind-with-eleanor-roosevelt/>

Newspaper Tie-in:

- Eleanor Roosevelt was instrumental in getting the United Nations to adopt the Universal Declaration of Human Rights. After reading the UDHR, look for a news story where an individual's or group's human rights are being violated. Imagine that you work for the U.N. and you must write a short report based on the human rights issue the news. Explain in the report how the U.N. would define this as a human rights violation according to specific articles in the Declaration.

Name _____

Directions: As you read the profile about Eleanor Roosevelt, 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.

A character chart for Eleanor Roosevelt. It consists of a central circle labeled "Eleanor Roosevelt" connected by dotted lines to four surrounding circles. The top-left circle is labeled "Basic facts and life events (date of birth, marriage, children, illnesses, death, other):". The top-right circle is labeled "Accomplishments:". The bottom-left circle is labeled "Beliefs:". The bottom-right circle is labeled "Character Traits:".

Basic facts and life events (date of birth, marriage, children, illnesses, death, other):

Accomplishments:

Eleanor Roosevelt

Beliefs:

Character Traits:

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 Eleanor Roosevelt.

Name _____

Jim Thorpe

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

neglecting _____

rebelled _____

dominated _____

amateur _____

pentathlon _____

decathlon _____

Read the Famous American profile of Jim Thorpe. Then answer the following questions.

1. True or false: Jim Thorpe enjoyed school. _____
2. Name three different sports Jim Thorpe competed in during his lifetime. _____

3. Why were Thorpe's Olympic medals taken away from him? _____

4. How old was Jim Thorpe when he died? After his death, which two organizations recognized his accomplishments? _____

5. While the exact location of Jim Thorpe's birth is uncertain, many believe it was near current day Prague, Oklahoma. Find it on a map of United States or use an online mapping tool. About how far is it from your school? How far is it from the Carlisle School? _____

Related Online News Articles: Library of Congress, Topics in Chronicling America - Jim Thorpe - Great Native American Athlete - <https://www.loc.gov/rr/news/topics/jimthorpe.html>

Newspaper Tie-ins:

- Look through the comics section of the newspaper. Pick your favorite cartoon character and imagine how that character would compete in any of the sports Jim Thorpe excelled at. If you're artistic, draw a strip of that competition.
- Read several editorials in recent newspapers. Now, thinking of Thorpe's Olympic metals and the rules about amateur status, write an editorial expressing your views on the issue. Then write an editorial with the opposite opinion. Use two copies of the chart on the next page to help organize your writing. Be prepared to present either of your editorials to the class.

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-inforce 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).

Series Exercises:

1. Create a timeline of all 13 Famous Americans. Include important historical events.
2. Create a crossword puzzle using key vocabulary from each Famous American profile. Consider using the crossword puzzle student interactive tool available free online at www.readwritethink.org/files/resources/interactives/crossword/
3. Write an obituary notice for each.
4. Write a classified ad for each Famous American. The classified ad 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 journal entries for the Famous Americans who are profiled from each personality's perspective regarding the challenge(s) he/she faced during his/her lifetime.
6. Using various sources, including the internet, try to find primary documents relating to each person.
7. If a Famous American'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 Americans 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 Americans 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 their local newspaper or send it directly to the New York News Publishers Association's News Media Literacy/Newspaper In Education Program.

Mary Miller
Education Services Director
New York News Publishers Association
252 Hudson Avenue
Albany, NY 12210-1802

or email to: mmiller@nynpa.com

Answer Key:

Mary McLeod Bethune:

1. Mary was 5 years old when she worked in the cotton fields with her family.
2. People from local churches helped Mary get an education.
3. Mary McLeod Bethune started her own school in 1904 with 7 students.
4. She opened a hospital for black patients because the other local hospital refused to treat them.
5. Accept any one of the following: Industrial School for Negro Girls, National Council for Negro Women, United Negro College Fund or Bethune & Cookman College.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Louis D. Brandeis:

1. He was 16 or 17 years old when his family left for Germany because of a weak economy in the United States.
2. False
3. c) He struggled with his vision
4. His nomination prompted the first public hearing of a Supreme Court nominee.
5. Brandeis was 84 years old when he died.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) The distance between Louisville and Washington, D.C. is approximately 600 miles.

Samuel Clemens:

1. He was about 12 years old.
2. Accept any four of the following: typesetter, writer/author, steamboat pilot, secretary, miner/pro prospector, speaker/lecturer
3. He created his pseudonym from a river pilot's term meaning river water two fathoms (12 feet) deep.
4. He was about 32 years old.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Roberto Clemente:

1. He trained to be a javelin thrower which improved his baseball throwing.
2. He earned a total of \$15,000.
3. Clemente helped the Pittsburgh Pirates win his first World Series Championship in 1960.
4. Roberto Clemente died in a plane crash. He was on his way to Nicaragua to bring food and supplies to earthquake victims.
5. Accept any three of the following baseball awards: Gold Glove, National League batting title, National League MVP, National Baseball Hall of Famer, Commissioners Award was renamed after him AND accept either of these non-baseball awards: Congressional Gold Medal or Presidential Citizen's Medal.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) The distance between San Antón, Puerto Rico and Pittsburgh is approximately 1740 miles.

William Frederick “Buffalo Bill” Cody:

1. Accept any four of the following: teamster, drover, Pony Express worker, buffalo hunter, scout, hunting guide, entertainer, soldier/cavalryman
2. True
3. Cody was trying to promote his career as a hunting guide.
4. He was about 38 years old.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

John Deere:

1. He was about 17 years old.
2. Deere went west for greater work opportunities.
3. The mid-western soil stuck to the cast iron plows making farmers’ work slow and difficult. Deere’s plow cut deeper and the soil didn’t stick to it.
4. $400-11=389$, $389/11=3,536\%$ increase
5. Punch cards were used to represent data of each person.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) The distance between Rutland, VT and Moline, IL is approximately 1030 miles.

W.E.B. DuBois:

1. A local church helped DuBois pay for his education.
2. True
3. Accept any three of the following: The Suppression of the African Slave Trade, The Philadelphia Negro, The Souls of Black Folk, The Crisis, Black Reconstruction in America and an African Encyclopedia
4. He moved to Ghana to work on an African Encyclopedia.
5. DuBois was 95 years old when he died.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Dale Earnhardt:

1. Dale Earnhardt was about 20 years old when he started racing. He was also working as an auto mechanic and welder.
2. Seven times
3. Dale won \$41 million dollars during his racing career.
4. The “Earnhardt Rule” required reinforced roofs, and head and neck protection is now mandatory for all drivers.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Fred Korematsu:

1. True
2. During WWII, fear that Japanese-Americans were spies caused Franklin Roosevelt to issue executive order 9066 requiring Japanese-Americans to move to internment camps.
3. The American Civil Liberties Union (ACLU) fought against the anti-Japanese policy.
4. The U.S. government paid each Japanese-American interred in a camp \$20,000 as compensation.
5. The Supreme Court rejected the Korematsu v. U.S. decision in 1988, 44 years after the original decision
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Chester W. Nimitz:

1. He wanted to attend the U.S. Military Academy at West Point which serves as the academy for the U.S. Army.
2. Chester Nimitz took command of the destroyer, Decatur, when he was 22 or 23 years old.
3. False
4. He served as a diplomat for the United Nations and a regent for the University of California.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) The distance between Fredericksburg, TX and Pearl Harbor, Hawaii is about 3,690 miles.

Janet Reno:

1. Janet Reno attended Cornell University and Harvard Law School.
2. Janet was 54 years old when she joined President Clinton's Cabinet as U.S. Attorney General.
3. False
4. Reno ran for Governor of Florida.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Eleanor Roosevelt:

1. Eleanor lived with her grandmother after her parents' death.
2. True
3. She worked as a volunteer social worker, helped run a women's community center, investigated conditions in sweatshops and spoke out for sexual and racial equality.
4. Eleanor used mass media, including radio broadcasts and daily newspaper columns to express her opinions to the American public.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Jim Thorpe:

1. False
2. Accept any three of the following: track (decathlon, pentathlon), football, baseball and basketball.
3. Thorpe's Olympic medals were taken away because he was paid to play baseball and, therefore, was no longer considered an amateur (a requirement at the time).
4. Jim Thorpe was 55 years old when he died. Both the Professional Football Hall of Fame and Native American Hall of Fame inducted him after his death.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) The distance between Prague, Oklahoma and Carlisle, Pennsylvania is about 1,250 miles.

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:

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

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*

Directions: 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

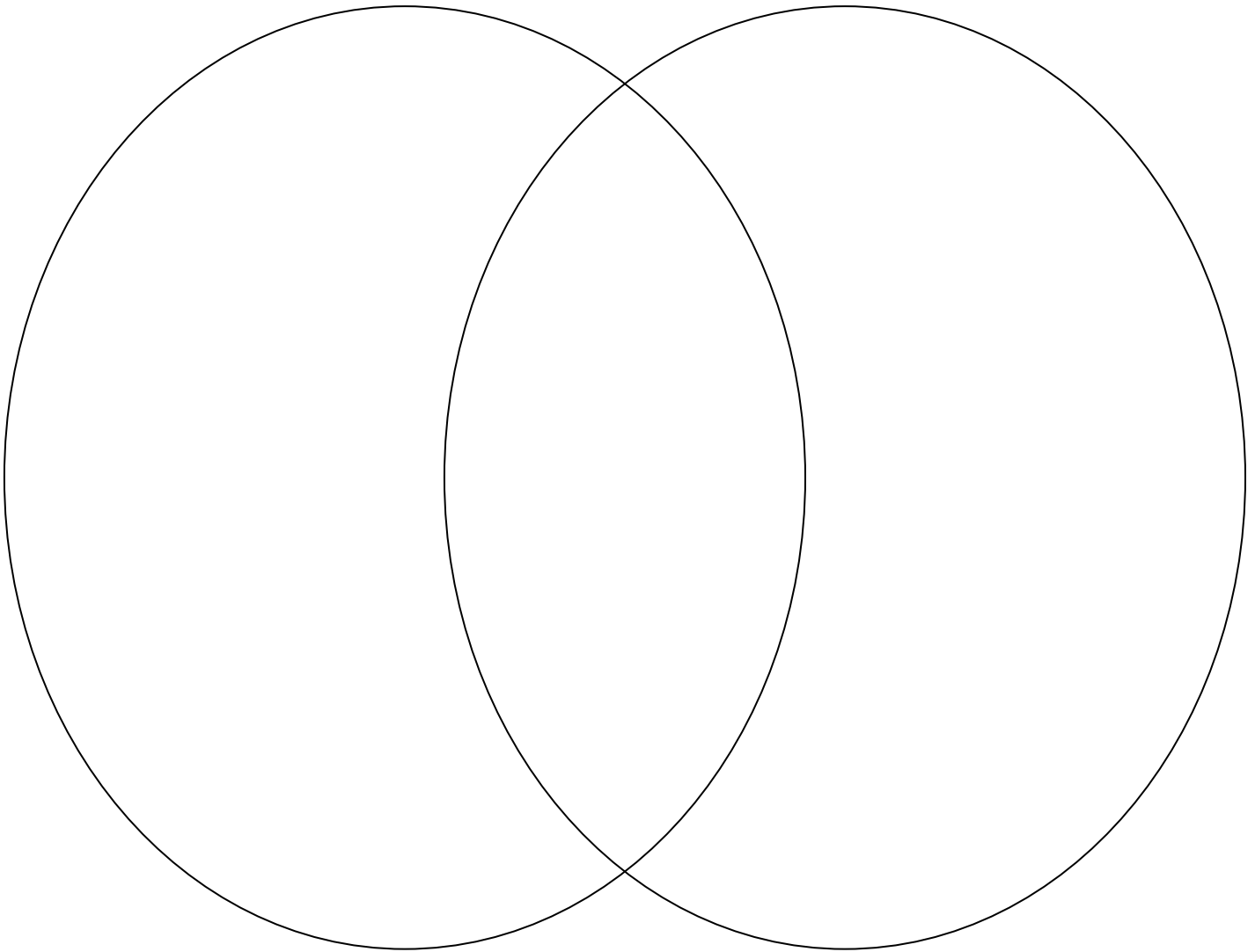
Follow-up: Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(*Bloom’s Taxonomy revised)

Name _____

Venn Diagram

Directions: Identify someone in the news who shares an interest, activity, vocation, accomplishment or other attribute with one of the famous Americans who is profiled. Write what they share or have in common in the middle, overlapping section of the Venn diagram. Write the two names, the famous American and person in today's news on the lines below the ovals.



Follow-up: Write specifics about the two that show how they differ. Use the profile for the famous American and the news story or stories about the other person.

Note: You may also compare two people, places, events or problems in the newspaper using the 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

Directions: In writing, explain cause/effect relationships in the news. Save the stories. Highlight the applicable text before you record the causes and effects.

Cause		Effect
Cause		Effect
Cause		Effect

Follow-up: Share what you record with classmates.