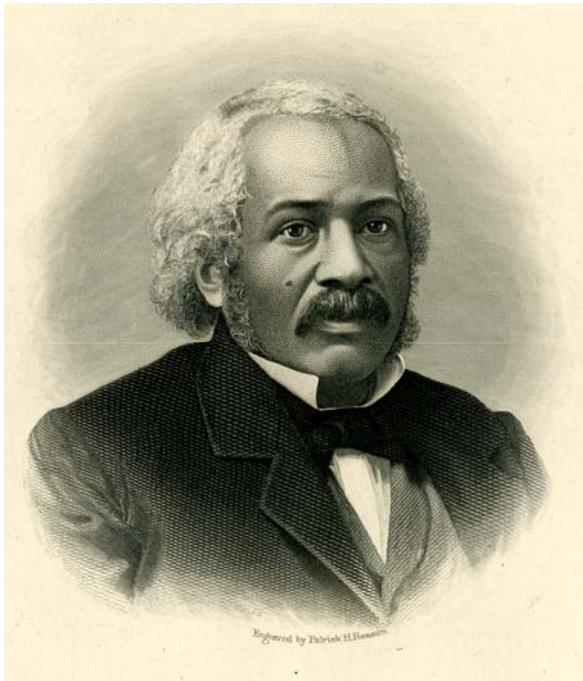
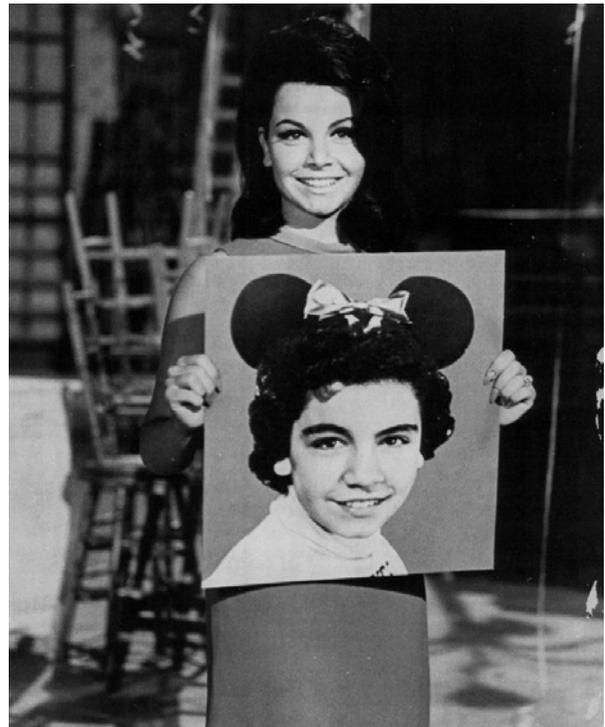


Famous New Yorkers 2014-2015 Series Teachers' Guide/Student Worksheets



This guide supports the Famous New Yorkers series of profiles. It offers teachers several short answer questions based on the content of each profile. In some cases, references to related websites are included with additional materials about the person or their pursuits. Lastly, 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. These lessons were created for students in grades 4-8 but can be narrowed or expanded to accommodate the needs of each instructor’s class. Feel free to modify these activities or to create your own.

From top to bottom: James McCune Smith, Annette Funicello, and John P. Clum



Common Core State Standards 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
Besserer					
Buchanan					
Clum					
Elion					
Funicello					
Green					
Harriman					
Hayes					
Marsh					
Rooney					
Smith					
Vidal					
Warner					

This chart can be used as quick reference when a teacher wants to find a lesson and the corresponding Common Core State Standards (CCSS). For more detailed information on the CCSS and the specific focus for instruction for each year go online www.engageny.org/common-core-curriculum or <http://www.corestandards.org/the-standards>

Name _____

Eugenie Besserer

Vocabulary – write a brief definition of the following words:

aspiring _____

conservatory _____

exhibitions _____

grueling _____

reputedly _____

preservation _____

Read the Famous New Yorker profile of Eugenie Besserer. Then answer the following questions.

1. Where did Eugenie Besserer tell people she was born? _____
2. What skill was Eugenie taught at the conservatory that she later taught others? _____

3. How old was Besserer when she acted in her first motion picture? What movie? What was her role?

4. How did Eugenie get injured during her acting career? _____

5. What role and movie is Eugenie Besserer most remembered for? Why is this film historic? _____

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

Related websites and book: www.youtube.com/results?search_query=Eugenie+Besserer - video clips
The Norwalk Hour, published in Norwalk, Conn. - Jun 29, 1925 – Headline: Paramount Paragraphs - <http://news.google.com/newspapers?nid=1898&dat=19250629&id=Od4gAAAAIBAJ&sjid=9GwFAAAIBAJ&pg=5501,5805520>

Before Hollywood: From Shadow Play to the Silver Screen by Paul Clee, Age Range: 9-12, published by Clarion Books, Houghton Mifflin Company

Newspaper Tie-ins:

- Using newspaper articles or photos as a source of inspiration create a short skit and act it out – first imitating a silent movie and then as a “talkie” motion picture.

Name _____

Directions: Besserer did her own stunts while acting even breaking a leg once. Yet, she continued to act and didn't think of her work as the "hardest kind of work." Look through recent editions of the newspaper for an example of what you think would be the hardest kind of work today. Explain why.

Look through recent archives of newspapers from the early 1900s and other sources to see what type of work Eugenie Besserer might have considered to be the hardest kind of work. Briefly describe.

Using the chart below compare and contrast the two jobs you've selected.

Hardest Work Today	Similarities	Hardest Work Early 1900's

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

Name _____

Bessie Buchanan

Vocabulary – write a brief definition of the following words:

advocate _____

delegate _____

endorsed _____

incumbent _____

legendary _____

revered _____

Read the Famous New Yorker profile of Bessie Buchanan. Then answer the following questions.

1. As a young woman, how did Bessie Allison Buchanan earn a living? _____

2. Why did Bessie travel to France? Who did she follow there? _____

3. What happened to humiliate Mrs. Buchanan and her friend, Josephine Baker? Where were they?

4. What did Bessie Buchanan do to make history in 1954? _____

5. What was the last public office Buchanan held before she retired? _____

6. Find Harlem on a map of New York State. About how far is it from your school? _____

Related Online News Article: National Edition of *The Afro American* – newspaper published in Baltimore, MD, July 3, 1954 – Headline: Savoy Ballroom Owner's Wife Seeks Assembly Job
<http://news.google.com/newspapers?nid=2211&dat=19540703&id=Jc4mAAAAIIBAJ&sjid=kwIGAAAAIIBAJ&pg=4924,7018071>

Newspaper Tie-ins:

- Pretend you are a volunteer for one of the local candidates running for office. Create a newspaper advertisement urging others to support your candidate over his/her opponents.
- Look through the local newspaper (in-print or online) for news about local, state or national elections and the candidates seeking positions. Use the graphic organizer on the next page to create a candidate profile highlighting each candidate's position on key issues. (Work in small groups with each group profiling a different candidate. Share group profiles with the class.)

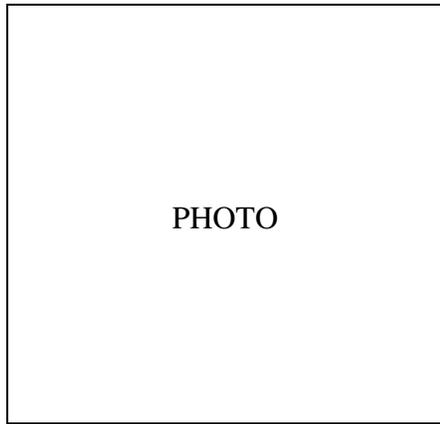
Assessment question: What one thing about this lesson would you like to know more about?

Name

Candidate Profile

Candidate's Name: _____

Political Party Affiliation: _____



Age:

Religion:

Residence:

Family:

Endorsements:

Experience: _____

Education: _____

Occupation(s): _____

Qualifications: _____

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

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

Teacher's Note:

Before reading the John Clum's Famous New Yorkers profile, have your students complete the **What story is the picture telling?** exercise on pages 9 and 10.

Name _____

John Phillips Clum

Vocabulary – write a brief definition of the following words:

committee _____

factions _____

folklore _____

renegade _____

resigned _____

seethed _____

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

1. John Clum dropped out of Rutgers University because...
a) he wanted to play football b) a lack of money c) he failed d) he wanted to go west
2. What two things did Clum create to give the Apaches some self-governing controls? _____

3. What federal job did John have in the Alaska territory? _____

4. Name at least three jobs John Clum held. _____

5. Find Claverack on a map of New York State or use an online mapping tool. How far is Claverack from your school? About how far apart are Claverack and Tombstone, Arizona from each other? _____

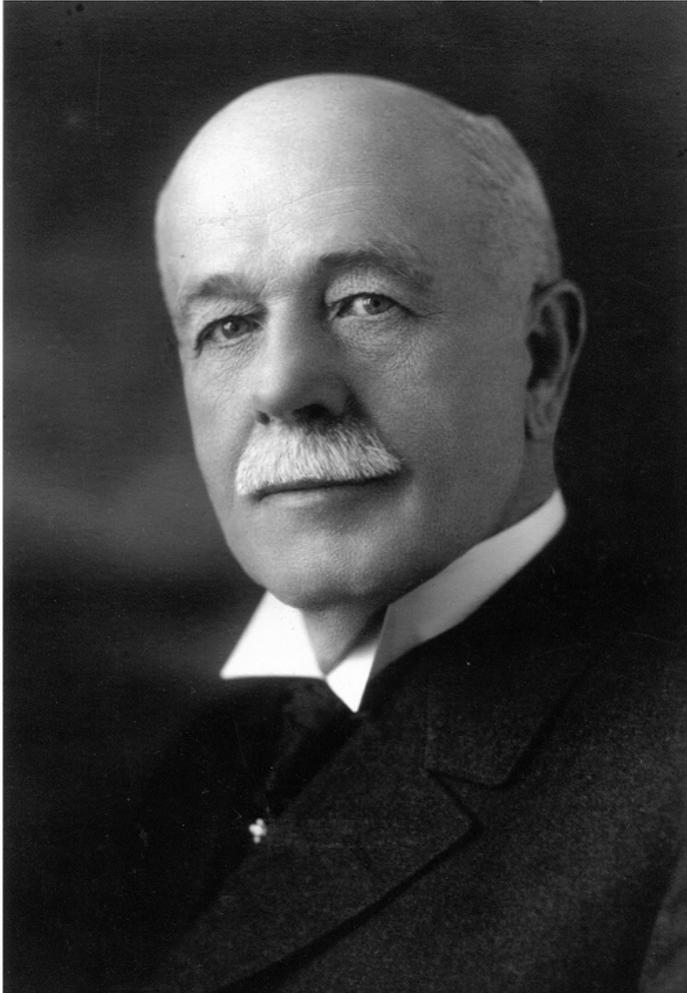
Related Online News Article: *Lakeland Ledger*, published in Lakeland, Florida, March 12, 1975 –
Headline: The Tombstone Epitaph Succumbs To Economics
<http://news.google.com/newspapers?nid=1346&dat=19750312&id=MEdNAAAIAIBAJ&sjid=8voDAAAIAIBAJ&pg=5878,3174107>

Newspaper Tie-ins:

- Clum served as Mayor of Tombstone for one year. Look through recent editions of your local newspaper for articles about your city or town’s elected officials. What challenges do they face? Compare and contrast these modern struggles with the problems Clum faced in Tombstone.
- John Clum helped build the legend of Wyatt Earp in his old age. Some think he may have stretched the truth and exaggerated his version of events. Look through the newspaper for a story that interests you. Now, rewrite the same story stretching the truth and adding “details” to make it more exciting to read about. As a class discuss why news professionals need to stick to the facts of storytelling.

Name _____

What story is the picture telling?



PICTURE ONE:

This is a picture John P. Clum, circa 1916. Photo courtesy of *The Tombstone Epitaph*.

How old do you think he was in this picture?

What type of work do you think he did?

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

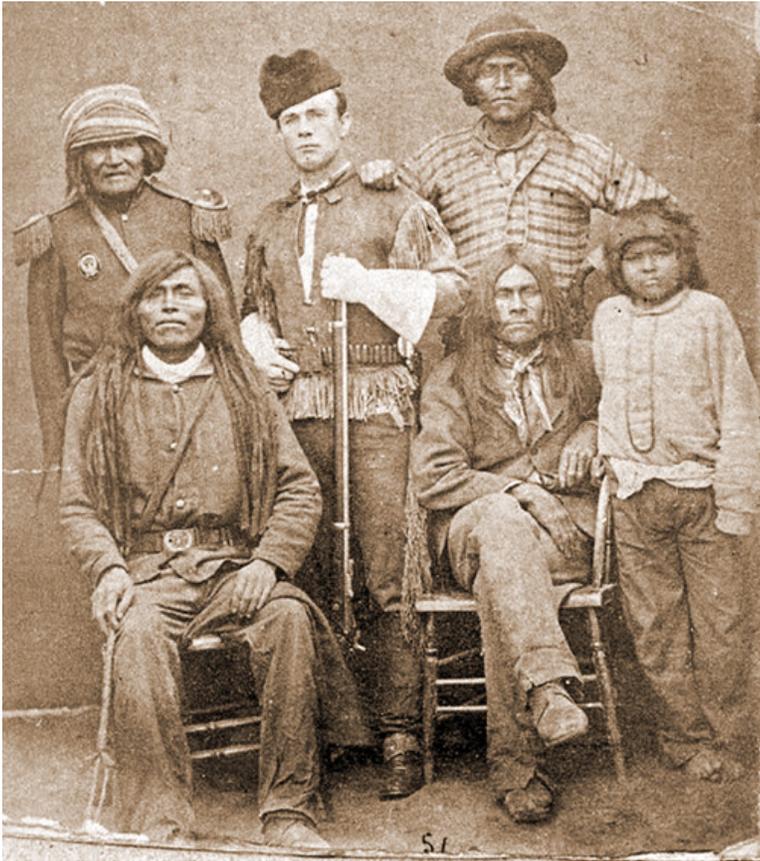
Based only on this picture, write John P. Clum's obituary in the space below.

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

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

Name _____

What story is the picture telling?



PICTURE TWO:

John P. Clum, standing center, pictured among Apache Indians, circa 1875.

How old do you think he was in this picture?

What type of work do you think he did?

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

Based only on this picture, write John P. Clum's obituary in the space below.

After you've finished writing the life story you imagine for John P. Clum, swap with someone who has PICTURE ONE. Discuss how two pictures of the same person can tell such a different story.

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

Name _____

Gertrude Belle Elion

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

credentials _____

leukemia cells _____

malaria _____

meningitis _____

remission _____

synthetic _____

Read the Famous New Yorker profile of Gertrude Belle Elion. Then answer the following questions.

1. What inspired Gertrude to work in the medical industry? _____

2. What two jobs did Gertrude do while she was working towards her master's degree? _____

3. Name at least three diseases or conditions doctors can treat using Elion's drugs? _____

4. True or false: Elion and Hitchings worked to fight cancer at the cellular level recognizing cancer cells developed and grew differently than normal cells. TRUE FALSE
5. About how old was Elion when she and her research partner won the Nobel Prize? _____

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 News Article: *The Spokesman-Review/Spokane Chronicle*, published in Spokane, WA – October 22, 1988 – Headline: How Many Nobel Winners Have We Missed By Stifling Women?

<http://news.google.com/newspapers?nid=1314&dat=19881022&id=rFtWAAAAIIBAJ&sjid=DvADAAAIAIBAJ&pg=4718,4516570>

Newspaper Tie-ins:

- Gertrude Elion had a difficult time finding work in her field because she was woman. Look through the newspaper (print or online) for articles about the gender gap in employment.
- Look through recent editions of the newspaper for advancements or improvements in health care. Compare and contrast these with Elion's treatments.
- Investigate recent scientific and medical developments in the news. Record the various sciences and medical advancements you find in the paper in the chart on the next page.

Name _____

Scientific/Medical Developments	Brief description

How could these scientific or medical advancements change your daily life or the lives of others?

Follow up: Gertrude Elion and her research partner George Hitchings each became medical researchers because of the deaths of close relatives. Go to your newspaper’s Obituary section and after reading several of them answer this question: What medical disease or condition do you think the surviving relatives may be influenced to cure? Why?

Assessment question: Complete this statement – I still have a question about...

Name _____

Annette Joanne Funicello

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

Baby Boom generation _____

drive-in theaters _____

matured _____

multiple sclerosis _____

revoked _____

slapstick _____

Read the Famous New Yorker profile of the Annette Funicello. Then answer the following questions.

1. How old was Annette when she was hired for *The Mickey Mouse Club*? What year was it? _____

2. Why did Funicello sue to have her Disney contract revoked? _____

3. True or False, Annette Funicello used to go to the drive-in movies with Frankie Avalon?

TRUE FALSE

4. What product did an adult Funicello promote in TV commercials? _____

5. What disease eventually left Annette unable to walk and talk? _____

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

Related Online News Article: *The Free Lance-Star* published in Fredericksburg, Virginia – May 24, 1994, Headline: The favorite ‘mouse’ – an article about Annette’s autobiography.

<http://news.google.com/newspapers?nid=1298&dat=19940528&id=9uYyAAAIBAJ&sjid=uAcGAAAIBAJ&pg=4338,5704194>

Newspaper Tie-ins:

- Surfing and “surf music” were popular when Annette was making her “Beach Movies.” Looking through newspapers for inspiration, what activity and/or music do you think would inspire a movie series today?
- Frankie Avalon and Annette Funicello were teen idols for the 1960s. Look through the newspaper (print or online) and other sources for photographs or articles of young people you idolize today. Compare and contrast one or two of the modern idols with Frankie and Annette. Use the chart on the next page to organize what you’re writing.

Name _____

Directions: Frankie Avalon and Annette Funicello were teen idols for the 1960s. Look through the newspaper (print or online) and other sources for photographs or articles of young people you idolize today. Compare and contrast one or two of the modern idols with Frankie and Annette.

Annette Funicello & Frankie Avalon	Modern Teen Idols

Follow Up: How are the young stars we idolize similar and/or different from you and your friends?

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

Name _____

Seth Green

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

commercial crop _____

fish hatchery _____

innovated _____

preserve _____

prosperous _____

Western Hemisphere _____

Read the Famous New Yorker profile of Seth Green. Then answer the following questions.

1. Who taught Seth Green to hunt and fish? _____
2. What business did Mr. Green have before his fish hatcheries? _____

3. What type of fish did Seth raise in his first hatchery? What year did he start it? _____

4. When Seth Green brought live fish eggs to other States how did he travel with them? _____

5. About how old was Seth when the NYS Fish Commission was formed? How old was he when he died? _____
6. Find Rochester on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *Schenectady Gazette* – May 8, 1921, Headline: Millions of Young Fish Restock New York State Waters

http://news.google.com/newspapers?nid=1917&dat=19210308&id=d_BGAAAAIBAJ&sjid=YekMAAAIIBAJ&pg=5963,685972

Newspaper Tie-ins:

- Look through the newspaper for information about fishing and/or hunting. How has hunting and fishing changed since Seth Green participated in these activities in the mid-1800s?
- Seth’s observation of salmon spawning started his thinking toward developing a way to improve the number of eggs to survive to become adult fish. Look through the newspaper for a modern example of a “problem solver” – someone who developed a way to improve an existing thing or processes or developed a completely new invention to solve a problem.

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 _____

Edward Henry Harriman

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

commission _____

investment _____

philanthropist _____

robber baron _____

stockbroker _____

Read the Famous New Yorker profile of Edward H. Harriman. Then answer the following questions.

1. Name at least three different jobs E. H. Harriman held during his lifetime. _____

2. How old was Harriman when he started working on Wall Street? _____
3. How did Edward become a member on the New York Stock Exchange? _____

4. As an older wealthy man Harriman gave back to society. Name at least one way he helped others.

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

Related Online News Article: *The Pittsburgh Press* – September 3, 1911 – Headline: Mrs. E.H. Harriman at Sixty: She Directs The Affairs Of An Estate Which, Considered As...

<http://news.google.com/newspapers?nid=1144&dat=19110903&id=uhUbAAAIAIAJ&sjid=5EgEAAAIAIAJ&pg=1242,677286>

Related website: Harriman Alaska Expedition 1899 – and a link to the 2001 trip retracing the original <http://content.lib.washington.edu/harrimanweb/index.html>

Newspaper Tie-ins:

- Look through the newspaper (print or online) for stories about transportation. Compare and contrast today’s transportation to the time of E. H. Harriman.
- Some people saw E.H. Harriman as an aggressive businessman and “robber baron.” Others benefitted from his generous support as a philanthropist. Look through recent editions of the newspaper (print or online) for stories showing conflicting opinions about the same person. Record what you find in the Character Trait graphic organizer on the next page.

Name _____

Character Traits

Directions: Look through recent editions of the newspaper (print or online) for stories showing conflicting opinions about the same person. Record what you find in the chart below.

Quotation or Example:	Quotation or Example:
Trait:	Trait:
Person's name:	
Trait:	Trait:
Quotation or Example:	Quotation or Example:

Follow up: After completing this activity, do you feel differently about this person than when you first started this activity? Why or why not?

Assessment question: Complete this sentence – I'm still confused about...

Name _____

George “Gabby” Hayes

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

icon _____

mannerisms _____

personified _____

repertory _____

routine _____

vaudeville _____

Read the Famous New Yorker profile of George Hayes. Then answer the following questions.

1. Why did George Hayes drop out of high school? _____

2. Why did Hayes move from New York to California? _____

3. What movie series first made George Hayes famous? _____

4. About how old was Hayes when he first developed his western old-timer role? _____

5. How did George get the nickname “Gabby”? _____

6. Find Wellsville on a map of New York State or use an online mapping tool. About how far is it from your school? Using a map of the United States, give the approximate distance between Wellsville and Hollywood.

Related Online News Article: *Pittsburgh Post Gazette* – April 28, 1948, Headline: Gabby Hayes Very Happy Being Typed

<http://news.google.com/newspapers?nid=1129&dat=19480426&id=JNkNAAAIBAJ&sjid=Y2oDAAAIBAJ&pg=4121,5687046>

Newspaper Tie-ins:

- Gabby Hayes was typecast as a western old-timer, sidekick in nearly all of his film roles. Look through the newspaper comic section and identify the sidekicks. Do these characters behave nearly the same way in every day’s comic strip?
- The definition of stereotype is, “A widely held but fixed and oversimplified image or idea of a particular type of person or group.” Typecasting could be the result of stereotyping. Keep this definition in mind as you complete the graphic organizer on the following page.

(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 _____

Othniel Charles Marsh

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

evolution _____

expeditions _____

natural selection _____

paleontology _____

sabotaged _____

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

1. How did Othniel Marsh finance his education? _____
2. What was the nickname for the competition to find fossils in the U.S. wilderness? _____

3. Name the three species of dinosaurs Marsh discovered that are mentioned in the profile. _____

4. What famous western cowboy served as one of Marsh's guides? _____

5. Why did Marsh travel with U.S. Cavalry escorts? _____

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

Related Online News Article: *Boston Evening Transcript* – March 20, 1899, Headline: Prof. Marsh's Work: A Life and Fortune Devoted To Science

<http://news.google.com/newspapers?nid=2249&dat=18990320&id=2gQ0AAAIBAJ&sjid=FCMIAAAIBAJ&pg=6191,2221348>

Related Book and websites: *Dinosaurs* by David Burnie, Ages 9-12, published by Kingfisher, 2012
Yale Peabody Museum of Natural History (with links to descriptions of the expeditions)

<http://peabody.yale.edu/collections/archives/yale-college-scientific-expedition-1870>

Paper Dinosaurs, 1824-1969: Online exhibit from Linda Hall Library, Kansas City, MO - <http://dino.lindahall.org/>

Newspaper Tie-ins:

- Look through newspapers (print and online) for articles about a current expedition. Who is involved? What is the purpose of the trip?
- Working in small groups, look through newspapers and other sources for news and information about paleontology. Briefly report to the class what each group found.
- Pretend you are a reporter traveling with the Othniel Charles Marsh during one of his fossil expeditions into the western US. Write a brief article about what you experienced during the trip. Use the next page to gather information and organize your thoughts.

Name _____

Expedition News Report:

Who is traveling with you?
What have you seen/experienced on this journey?
When did you leave? When do you expect to arrive back home?
Where have you been? Where are you going?
How have you traveled? (Describe transportation, sleeping and eating arrangements and any other important details to give your readers the feeling of being there.)
Why is this trip 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 _____

Andrew Aitken Rooney

Vocabulary – write a brief definition of the following words:

absurdities _____

colleagues _____

commentary _____

correspondents _____

documentaries _____

Read the Famous New Yorker profile of Andrew A. Rooney. Then answer the following questions.

1. What did young Andy Rooney dream of becoming?
a) an actor b) a football player c) a novelist d) a reporter
2. How did Rooney’s reporting career begin? _____

3. What work did Rooney do when he was first working in television? _____

4. How many Emmy Awards did Andy Rooney win? _____
5. How many years did Rooney contribute “a few minutes” to CBS’s *60 Minutes* news program? _____

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

Related Online News Article: *The Hour*, Published in Norwalk, CT – December 19, 2001, Headline: Using your name for a public place – column by Andy Rooney

<http://news.google.com/newspapers?nid=1916&dat=20011219&id=lg8hAAAIBAJ&sjid=OHUFAAAIBAJ&pg=5256,2669244>

Related Book:

- *The Landry News* written by Andrew Clements and illustrated by Brian Selznick and Salvatore Murdocca
Age Range: 8 – 12, published by Atheneum Books for Young Readers

Newspaper Tie-ins:

- Andrew A. Rooney was a World War II correspondent. Pretend you are a reporter traveling with an army unit during WWII and using a similar chart as the one on page 20, write a brief article about the life of a soldier.
- Look through recent editions of the newspaper (print and online) for articles or comic strips that find humor in everyday life. Compare and contrast what you find with an article or short video of Andy Rooney’s work.
- Working in groups, write and record your own version of “A Few Minutes with Andy Rooney.”

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 Andy Rooney and his ability to “wonder” about things write an acrostic poem using WONDER as your theme.

W

O

N

D

E

R

Assessment: Write a sentence or two about something you learned studying about Andrew A. Rooney.

Name _____

James McCune Smith

Vocabulary – write a brief definition of the following words:

apprentice _____

assumptions _____

debunked _____

eloquence _____

phrenology _____

theoretically _____

Read the Famous New Yorker profile of James McCune Smith. Then answer the following questions.

1. How did James McCune Smith first earn money? _____

2. Why did Smith go to Scotland for medical school? _____

3. Why did a colleague of Smith's need to present James' case reports at the New York Medical & Surgical Society? _____

4. Besides helping medically, how did James McCune Smith serve the black community? _____

5. 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 News Article: *The Blade*, Published in Toledo, OH – June 29, 1968, Headline: Medical, Scientific History Made Despite Vast Waste Of Human Talent
<http://news.google.com/newspapers?nid=1350&dat=19680629&id=fyZPAAAIBAJ&sjid=nAEEAAAIBAJ&pg=7017,816950>

Newspaper Tie-ins:

- Look through recent editions of the newspaper (print or online) for news about someone who had to overcome obstacles to achieve his or her goal. Compare and contrast their story with James McCune Smith's life.
- James McCune Smith worked to end slavery and for racial equality. 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? Compare this modern group with the black Americans during James McCune Smith's lifetime. Use the following page to organize your writing.

Name _____

Black Americans 1800s	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 _____

Gore Vidal

Vocabulary – write a brief definition of the following words:

aeronautics _____

critic _____

pagan _____

patrician _____

provocative _____

Read the Famous New Yorker profile of Gore Vidal. Then answer the following questions.

1. Who did Vidal gain his “Gore” name from? _____

2. Vidal got the Gore name when he ...
a) was a baby b) was a teenager c) started to write d) none of these
3. What pen name did Gore Vidal use when he wrote his mystery novels? _____

4. Name three occupations Gore Vidal had over his lifetime. _____

5. True or false: Gore Vidal was a successful writer and politician. TRUE FALSE
6. Find the United States Military Academy at West Point on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *Observer-Reporter*, Published in Washington, PA – April 14, 1982, Headline: Gore Vidal: Quest for Senate Seat a Long Shot
<http://news.google.com/newspapers?nid=2519&dat=19820414&id=xIjiAAAAIABAJ&sjid=gncNAAAAIABAJ&pg=4042,2342801>

Newspaper Tie-ins:

- Gore ran for political office twice, once for a Congressional seat in New York State in 1960 and once for a U.S. Senate seat in California in 1982. Draw a timeline from 1960 to 1982 and insert major events in American and world history that would have occurred during that span of time. Reference archived newspapers and other resources to help find significant historical events.
- Gore Vidal appeared as a cartoon character in an episode of *The Simpsons*. Select someone famous from today’s newspaper and draw them as a cartoon character. Which newspaper comic strip do you think the person you selected would best appear in and why?
- Gore Vidal was a literary critic. Now it’s your turn. Look through newspapers (print or electronic) for book reviews. After reading a book that you find interesting, write a book review for it in the same style. Use the graphic organizer on the next page to organize the facts and your thoughts before you write the final version.

Writing Your Opinion – Think over the following questions to help form your opinion.

- 1. Strengths and weaknesses of the book – Was it a page-turner? Was it interesting and engaging? Was the vocabulary easy or challenging?
- 2. Your personal experience – Could you relate to characters in the story? Have you ever done some of the same things or felt some of the same ways that the characters did?
- 3. Your opinion – Did you like the book? Why or why not? What was your favorite part? Were you satisfied with the ending or did it leave you unhappy or wanting more?
- 4. Your recommendation – Would you recommend this book and why? What type of reader do you think would enjoy this book? What other books are similar to this one and how are they similar?

Choose 2 or 3 writing options from the list above that you would like to use to form your opinion of the book. Write the numbers of your choices in the chart below. Then give details and examples to answer the suggested questions.

Option #	Details and Examples that Answer the Suggested Questions

Give the Book a Rating: Circle one of the following.

★★★★ – I loved this book.

★★★ – This book was good but not a favorite.

★★ – This book was okay.

★ – I did not really like this book.

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

Name _____

Glenn Scobey “Pop” Warner

Vocabulary – write a brief definition of the following words:

evolved _____

identified _____

innovators _____

legendary _____

overwhelm _____

Read the Famous New Yorker profile of Glenn “Pop” Warner. Then answer the following questions.

1. What did Glenn Warner study in college? _____
2. How did Glenn Warner get his nickname and what was it? _____

3. Name at least three ways Warner earned a living. _____

4. True or false: Glenn Scobey Warner was famous for coaching young boys (age 14 and younger) how to play football. TRUE FALSE
5. What offensive football play did Warner invent? _____

6. What defensive play did Warner develop? _____
7. Find Springville on a map of New York State or use an online mapping tool. About how far is it from your school? _____

Related Online News Article: *Pittsburgh Post-Gazette*, December 15, 1938, Headline: Football Players of Past Tougher, Says Pop Warner
<http://news.google.com/newspapers?nid=1129&dat=19381215&id=krhRAAAIIBAJ&sjid=a2kDAAAIBAJ&pg=3568,5786406>

Related Book: (eBook) *All about Football for Kids* written by Joe Madden, Ages 9-12, Published by Shamrock Eden Publishing

Newspaper Tie-ins:

- Pretend you are a reporter during Pop Warner’s early coaching years and write a brief sports report of one of Warner’s innovative football moves.
- Many things about the game of football have changed over time. One of those changes is in the uniforms and personal equipment. Using evidence from the photos on the next page, newspaper archives and other sources compare and contrast football uniforms and personal equipment.

Name _____



Left: 1892 Cornell Varsity Football Team – Warner is pictured in the middle row second in from the right.

Below: Image of modern football teams during a game.

Follow up: As a class, discuss the changes to the football uniforms and equipment and the reasons for the changes. What types of changes do you think there may be to football in the future? Why?



Assessment question: What were you excited to learn about in this lesson?

Series Exercises:

1. Create a timeline of all 13 Famous New Yorkers. Include important historical events.
2. Create a crossword puzzle using key vocabulary from each Famous New Yorker profile. Consider using the crossword puzzle student interactive tool available free online at www.readwritethink.org/files/resources/interactives/crossword/
3. Write an obituary notice for each.
4. Write a classified ad for each Famous New Yorker. The classified could be a help wanted ad, an item for sale ad, or perhaps a lost and found notice. Use your imagination and have fun!
5. Write a journal entry from each personality's perspective regarding the challenge(s) he/she faced during their lifetime.
6. Using various sources, including the Internet, try to find primary documents relating to each person.
7. If a Famous New Yorker's home or residence has been designated as a historical landmark, research it online or write a letter to the historical society responsible for maintaining it and request visitor information.
8. Check your library for an autobiography or biography about one of the Famous New Yorkers and read an extensive account of his or her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.
9. Have the class nominate other Famous New Yorkers not included in this series. Have the students vote to select one individual. What criteria did the class use for their selection? Historical significance? A hometown favorite? Have the class submit their selection to your local newspaper or send it directly to the New York News Publishers Association's NIE Program.

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

or email to: mmiller@nynpa.com

Answer Key and Vocabulary Locators:

Eugenie Besserer:

1. Paris, France
2. fencing
3. She was 42 years old and played Aunt Em in *The Wonderful Wizard of Oz*.
4. She fell from a horse performing her own stunt.
5. She played the mother in *The Jazz Singer*, which was the first hit full-length talking movie.
6. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Famous New Yorker
Bessie Buchanan

As an entertainer, Bessie Allison Buchanan didn't become as famous as some of her peers in 1920s Harlem, but as a community leader she made history in a more important way.

Bessie Allison was born in New York City on March 7, 1902. She grew up in the city's theatrical district and came of age at a time of new opportunities for black entertainers. At age 19, she performed in *Stuffle Along*, one of the first all-black musicals to become a Broadway hit. As white jazz fans flocked to Harlem, she became a chorus dancer at the **legendary Cotton Club**. A talented singer as well, she made recordings for Black Swan records.

In 1925 she performed in the *Harlem Revue* and shared a dressing room with the future international superstar Josephine Baker. After Baker made her name in France, Bessie followed her across the Atlantic in 1927 to perform at the famous Moulin Rouge theater. While Baker stayed in Europe, Bessie eventually returned to New York. In 1929 she married Charles Buchanan, one of Harlem's most successful businessmen, who managed the Savoy Ballroom nightclub.

The Savoy became a center of the swing band movement of the 1930s, while Bessie Buchanan became part of Harlem's social elite. Ranked among Harlem's best-dressed women, she strove to improve medical services in Harlem and wrote a regular column for her husband's weekly newspaper, *The People's Voice*.

Even one of Harlem's elite could still be humiliated by racial discrimination. In October 1951 Buchanan took Josephine Baker to dinner at the stylish Stork Club, but the white staff refused to serve them. The mob sparked a protest campaign and raised Buchanan's profile as a champion of equal rights.

Powerful New Yorkers saw Buchanan as a potential political leader. In the 1950s, the Democratic party in New York City gave voters more voice in choosing candidates for office. In Harlem, Democrats noticed that more women than men were registered to vote. Party leaders set a goal of electing the first black woman to the State Assembly in 1954.

Bessie Buchanan seemed ideally suited for this historic role. She was a celebrity in Harlem and could finance a campaign with her husband's money. The Democratic leadership **endorsed** her in the primary for the 12th Assembly District against a Democratic **incumbent**. Buchanan won the nomination, 3,832 votes to 2,586. Whoever won the general election would make history, since the Republican party also nominated a woman, Lucille Pickett. Buchanan won in a landslide.

Assemblywoman Buchanan served four terms in Albany, earning respect as an **advocate** for equal rights. She might have become the first black woman elected to Congress, but her husband's friendship with the powerful incumbent in her district, Rep. Adam Clayton Powell, kept her from challenging him.

In 1960 Governor Nelson Rockefeller, a Republican, made Buchanan **vulnerable** to a White House conference on aging. In 1962, after deciding not to seek a fifth term, Buchanan surprised Democrats by endorsing Rockefeller for reelection. He rewarded her with an appointment to the state Human Rights Commission. She combated discrimination as a commissioner until her retirement in 1967. Bessie Allison Buchanan died on September 7, 1980, still **regarded** as a symbol of Harlem's cultural vitality and political activism.

For more information about the New York State Assembly go to <http://assembly.state.ny.us>. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA Newspaper in Education. All rights reserved 2014.



Harlem is within the northern section of the borough of Manhattan. Since the 1920s, it is a major African-American residential, cultural and business center.



Bessie Buchanan with Governor Nelson Rockefeller, 1962. Source: New York State Archives

Bessie Buchanan:

1. She was an entertainer.
2. She performed at the Moulin Rouge. She followed Josephine Baker.
3. Staff at the Stork Club in NYC refused to serve them because they were African American.
4. She became the first black female to be elected to the NYS Assembly.
5. NYS Human Rights Commissioner
6. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

John Clum:

1. b) a lack of money
2. He created a tribal police force and court.
3. He was a postal inspector for the US Postal Service.
4. Accept any three of the following: weather observer, Indian agent, newspaper publisher/owner, mayor, postal inspector
5. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps).

Famous New Yorker
Eugenie Besserer

Eugenie Besserer's name might be forgotten if she hadn't played the hero's mother in *The Jazz Singer*. By the time she made Hollywood's first hit talking picture, Besserer had made history herself as one of Hollywood's first movie stars.

After becoming a star, Besserer claimed that she was born in Paris. She was actually born in Watertown, Jefferson County, on Christmas Day, 1888. Her family moved to Canada, but Eugenie was soon orphaned. By her own account, she ran away from her guardians at age 12 and traveled to New York City, where she lived with an uncle.

Eugenie attended the National **Conservatory of Music**, founded in 1885 by Jeanette Thurber, the Conservatory taught musical and dramatic skills to **uplifting** opera singers. Surprisingly, Eugenie was most successful at fencing. Trained by the former fencing master of the French army, she claimed the ladies' fencing championship and died with men in public **exhibitions**.

Besserer became an actor instead of an opera star. She wrote plays to showcase her skills, but mostly took supporting roles in other people's plays. When she wasn't acting, she taught fencing at the National Conservatory and the Berkeley Ladies Athletic Club in Manhattan. The Berkeley club was a pioneer physical fitness center for women. **Repeatedly**, the only female fencing instructor in the U.S., Besserer was a perfect fit.

Acting took Eugenie Besserer across the country and around the world. By age forty she was a respected character actor but not a star in her own right. That changed in 1910, when she visited a sick relative in California. She visited the Selig Polyscope studio in Edendale, the first motion picture studio to operate full-time in California. Many stage actors still looked down on silent movies, but Besserer "became interested as a professional in the artistic possibilities of the motion picture," as she wrote later. She signed a contract with Selig, starting with the role of Aunt Em in *The Wonderful Wizard of Oz*. Due to her age experience, she instantly became the company's highest-paid actress.

During her eight years at Selig, Eugenie Besserer became one of the first generation of movie stars. Until the 1910s, movie actors were rarely identified on screen. Eventually, early movie fans wanted to know the names of their favorite performers. Studios found they could make more money by promoting their star performers. Movie magazines told fans more about Besserer and her peers, even if not everything written about "the French emotional actress" was true.

Besserer paid a price for her new fame. To meet a **galling** production schedule, Besserer had to shuttle between studios in Edendale and Chicago. Still proud of her athletic ability, she did her own stunts but broke a leg when a horse threw her.

"A majority of the artists say that motion picture acting is the hardest kind of work," she wrote, but "I never deemed it so" despite her injuries.

After leaving Selig in 1918, Besserer worked regularly for other studios until her death on May 28, 1934. *The Jazz Singer* was just one of six films she made in 1927. Most of her movies were lost before the age of film preservation. People may remember her as tongue-tied by Al Jolson's improvised lines, but Eugenie Besserer was also a more versatile and interesting performer than one film clip can suggest.



Watertown is located approximately 70 miles of Syracuse and got its name because of the many hills located on the Black River.

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Eugenie Besserer with Al Jolson in *The Jazz Singer*, 1927

Famous New Yorker
John Clum

As the mayor of Tombstone, John Clum was part of the legend of Wyatt Earp, but the Gunfight at the O.K. Corral is just a part of Clum's life of adventure on the American frontier.

John Phillips Clum was born in Claverack, Columbia County, on September 1, 1851. After attending the Hudson River Institute he enrolled at Rutgers University in New Jersey. Clum was one of the American football players, taking part in the second-recorded game in 1870. He had to drop out of Rutgers due to lack of funds in 1871, but his ties to the school came in handy later.

Clum joined the U.S. Army Signal Corps and became a weather observer in Santa Fe, New Mexico. Meanwhile, Rutgers recommended him to a search **commissioner** seeking an agent to operate the San Carlos Apache reservation. Taking the job in 1874, Clum gained a reputation for looking out for Native American interests when some reservation agents neglected their charges and enriched themselves. He created a tribal police force and tribal court to give the Apaches a degree of self-government. With the help of the tribal police, he captured the **renegade** chief Geronimo without firing a shot in 1877. Three months later, tired of interference from the Army, Clum **resigned**.

The next step for Clum was Tucson, Arizona, where he published a newspaper, the *Citizen*. Newspaper publishing gave Clum influence with local businesses and politicians. He saw greater opportunity in both fields in Tombstone, a boom town based on silver mining. He moved there in 1880 and founded a new paper, the *Epitaph*.

Tombstone already **suffered** with conflict from the beginning. Different **fractions** quarreled over land ownership. So-called cowboys rustled cattle from Mexico to sell in town tax-free. The cowboys were popular with many in Tombstone because they spent money freely and sold beef cheap. Others thought the violent cowboys made Tombstone lawless and held back progress.

Clum was elected Mayor of Tombstone in January 1881. Determined to crack down on the cowboys, he appointed Vigil Earp marshal to enforce a ban on deadly weapons in town. With his brothers Wyatt and Morgan and the gunfighter Doc Holliday, Marshal Earp killed three cowboys at the O.K. Corral on October 26. The conflict continued into the next year as cowboys wounded the marshal and killed Morgan Earp. Clum himself came under attack on December 14 while riding a stagecoach. Many people in Tombstone regarded the Earps as vigilante killers and criticized Clum for supporting them. After his term expired in 1882 Clum sold the *Epitaph* and left town.

John Clum spent the longest part of his career with the U.S. Postal Service in the Alaska territory. During the time of the Klondike gold rush, Clum served the vast territory as a postal inspector, setting up post offices and a free-delivery service that earned him a place in the Mining Hall of Fame. In Alaska Clum renewed his friendship with Wyatt Earp. In old age, Clum helped build the legend of Wyatt Earp as a heroic lawman by telling his side of the Tombstone story. After his death on May 2, 1932, some historians would question his version of events, but John P. Clum's place in American history and **folklore** was secure.



Claverack is located in Columbia County east of the City of Hudson about 35 miles south of the capital city of Albany.

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Image of John P. Clum in Apache group portrait with the Yuma Chief in 1875 from the Smithsonian National Postal Museum

Famous New Yorker Gertrude Belle Elion

Gertrude Belle Elion received the Nobel Prize in Medicine without ever becoming a doctor. She didn't need a doctorate to make some of the 20th century's most important contributions to medicine.

The daughter of a dentist, Gertrude Belle Elion was born in New York City on January 23, 1918. Shortly before she enrolled at Hunter College, her grandfather died of cancer. The loss inspired her to find a cure for cancer by learning organic chemistry.

Elion received her bachelor's degree in 1937. At the time there were few job opportunities for women in her chosen field. She worked as a schoolteacher and part-time lab assistant before earning a master's degree from New York University in 1941.

Like women in many professions, Elion saw job opportunities open up as men called to fight in World War II. Wellcome Research Laboratories, a pharmaceutical company, hired her in 1944 as a biochemist assisting Dr. George H. Hitchings.

Like Elion, Hitchings dedicated himself to medical research after the death of a close relative. Educated in a racially-integrated high school, he welcomed women as colleagues. Elion found intellectual fulfillment working with Hitchings, but felt that the lack of a Ph.D. still handicapped her. She resumed graduate studies at Brooklyn Polytechnic Institute while working at Wellcome, but the school eventually refused to let her study part-time. Faced to choose between her doctorate and her job, she stayed at Wellcome.

Hitchings's research team sought to fight cancer and other diseases at the cellular level. Elion and Hitchings made a crucial observation: If cancer cells develop differently from normal cells, through different chemical processes, you could figure out how to block their growth without interfering with the growth of normal cells. The next challenge was finding a substance that would have the desired effect. Scientists could test millions of natural substances for that effect, but why not create something to do exactly what you want?

Before DNA was officially discovered, Elion studied its building blocks to learn how cancer cells grow. Her pioneer work in minimal drug design led to the creation of **azathioprine**, an antineoplastic — a compound that blocked the growth of **leukemia cells**. Her drug, called **6-mercaptopurine**, put leukemia patients into temporary **remission**. Elion continued her research, looking for a permanent cure. Using 6-mercaptopurine with other drugs for childhood leukemia had the best long-term results.

Some of the aminobiotins developed by Elion and Hitchings had the side effect of weakening the immune system. That made patients more vulnerable to other diseases, but Elion realized that the same drugs could save lives if used to prevent the immune system from rejecting transplanted organs.

Natural drug design led to treatments for a growing number of specific diseases, from **multiple sclerosis** to **measles**. Elion's methods made possible the development of drugs to combat herpes and the HIV virus. As later researchers built on her work, Elion was promoted to head Glaxo Wellcome's department of experimental therapy.

The Nobel Prize Elion shared with Hitchings in 1988 for "discovering important principles for drug treatment" was one of many honors she received. Brooklyn Polytechnic, now known as Polytechnic Institute of New York, awarded her an honorary doctorate, as did Harvard. She remained active as a researcher and mentor to scientists until her death on February 21, 1999. No one questions her **credentials** as a trailblazer whose work improved countless lives.

For more information about Gertrude Elion and the Nobel Prize for Medicine go to http://www.nobelprize.org/nobel_prizes/medicine/laureates/1988/elion-bio.html and www.nobelprize.org. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA-Newspaper In Education. All rights reserved 2014.



Image courtesy of Wellcome Library, London



New York City is home to over 8 million people making it the most densely populated city in the United States.

5. multiple sclerosis (MS)
6. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Famous New Yorker Seth Green

Seth Green was a successful fisherman and fish dealer who did more than anyone in his time to **preserve** New York's fish population. He was the "father of American fish culture" and the father, in a sense, of untold billions of fish around the world.

Seth was born on March 19, 1817, on a farm cleared from the woods on the outskirts of Rochester. His family soon moved to Carthage, where Seth's father ran a tavern. Young Seth still enjoyed the woods and streams, where Seneca hunters and fishermen taught him their traditional skills.

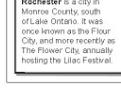
Seth's life changed the day he saw salmon spawning in a local creek. As he watched the females struggle to bury their eggs in gravel before trout could eat them he wondered why their survival should be left to chance. Why not protect the eggs so the fish population could grow?

Seth Green became a renowned fisherman and all-around hunter, and a **progressive** shopkeeper. He eventually had nearly 100 people catching fish for his Rochester fish market. Green now had the time and resources to realize his dream of a man-made **fish hatchery**. Success would mean more sport for fishermen, more food for families, and still more fish in local streams.

Around the world, people sought ways to turn fish into a kind of **commercial crop**. Green knew of earlier efforts but **improved** on his own. In 1864 he started a brook trout hatchery on Caledonia Creek, a tributary of the Genesee River. Green built wooden tanks into the shore to store live fish from the creek. He detached eggs from the females and put them into dry pans for the males to fertilize. He placed the fertilized eggs on gravel in underwater hatching boxes, safe from predators. After approximately 160 days, the eggs hatched. Once he perfected his dry impregnation method, Green successfully hatched 97% of his eggs. Previous methods had less than a 25% success. Caledonia Creek became the first successful commercial hatchery in the **Western Hemisphere**.

Green kept his method secret at first, but people soon wanted to know where he got such an ample supply of trout. Once they found out, Green was invited to start hatcheries elsewhere. Working on a shad hatchery on the Connecticut River, he learned that different fish required different methods. Shad eggs needed warmer water in a slower stream, and Green designed hatching boxes with wire bottoms to sit in the river at just the right angle. The result was a population explosion of shad. In 1871, he brought shad to Ohio, Mississippi and California, crossing the continent by train to keep the fish in peak condition. He also perfected methods for the international shipment of fish eggs and was honored around the world for his work.

Seth Green was a founding member of the New York State Fish Commission in 1868, and became Superintendent of Fisheries in 1870. His many articles and books made him one of America's leading experts on fish and fishing. Many considered him Rochester's best-known citizen when he died on August 18, 1888. His name survives as a popular fishing fly and rig, and on landmarks throughout Rochester but his greatest legacy is the multitude of fish whose ancestry goes back to Seth Green's hatcheries.



Rochester is a city in Monroe County, south of Lake Ontario. It was once known as the Flax City, and more recently as The Flower City, annually hosting the Flax Festival.

For more information about the fish hatcheries across New York State go online to Department of Environmental Conservation at <http://www.dec.ny.gov/door7742.html>. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA-Newspaper In Education. All rights reserved 2014.



Photo courtesy of the University of California

Gertrude Belle Elion:

1. The death of her grandfather from cancer
2. She worked as a teacher and part-time lab assistant.
3. transplant organ rejection, malaria, meningitis, herpes, HIV
4. True
5. She was about 70 years old
6. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Annette Joanne Funicello:

1. She was 12 years old when she was hired by Disney in 1955.
2. She felt Disney had too much control over her career.
3. False
4. peanut butter

Famous New Yorkers Annette Joanne Funicello



Publicity photo of American entertainer Annette Funicello (circa 1976) holding a photograph of herself as a child star on The Mickey Mouse Club

Annette Funicello was an icon for the **Baby Boom generation**. On TV in the 1950s and in movies during the 1960s, she embodied youthful beauty and innocence as no one would again.

Annette Joanne Funicello was born in Ulica on October 22, 1942. When Annette was four the Funicellos moved to Eureka, California, where her father ran a garage. Annette began taking dance classes at age six and a child beauty contest at age nine.

In May 1955 Walt Disney saw Annette perform in a "Ballad vs. Jazz" show in Burbank. The creator of Mickey Mouse had just started out in television and was planning a new children's program. Disney's show would be different from most children's shows, where adults were the stars and kids were only seen in the audience. Children would star on *The Mickey Mouse Club* — including Annette. After three auditions, Walt Disney personally hired the twelve-year-old to fill the last spot in the cast.

The Mickey Mouse Club was an instant hit that fall. Annette, known only by her first name, became the most popular Mouseketeer. After fans surprised Walt Disney by requesting records of a song she sang, he signed Annette to a recording contract. Many of her records were hits and she remained popular after *The Mickey Mouse Club* stopped production. She starred in Disney feature films and episodes of the studio's *Wonderful World of Color* show, but still had time to graduate from high school in 1960.

As a teenager, Funicello sometimes felt that Disney had too much control over her career. In 1959 she used to have her long-term contract **voided**, but lost her case in court. As Annette **matured**, Walt Disney was unsure of how to promote a young woman he still saw as an innocent child. She rarely worked outside the studio until 1963, when Disney allowed her to star in the American-International Pictures production *Beach Party* — as long as she didn't wear a bikini.

Beach Party was a zany **slapstick** comedy inspired by the popularity of surfing and "surf" music. It success inspired more "beach" movies featuring Funicello with singer Frankie Avalon. Teenagers who grew up watching Annette on TV **looked to Steve Bruders** to see her sing in a one-piece swimsuit. Frankie and Annette symbolized a last moment of American innocence before the social and cultural upheaval of the Vietnam era.

After the beach movie series ended, Annette Funicello concentrated on being a wife and mother. While the young Annette still appeared in reruns of the beach movies and *The Mickey Mouse Club*, the adult Funicello's main show business activity in the 1970s was peanut butter commercials. Nostalgia for the early Sixties eventually reunited Annette with Frankie Avalon for a TV special, the 1987 movie *Back to the Beach*, and a concert tour.

In the 1990s, Funicello revealed that she was suffering from **multiple sclerosis**, a neurological disease that eventually left her unable to walk or talk. The news shocked and saddened generations of fans who had grown up with her, while her struggle with the disease inspired them. Annette Funicello passed away on April 8, 2011, but Americans will always remember her as a youthful entertainer.



Ulica is located in Oneida County in the Mohawk Valley region of New York State. It is approximately 90 miles northwest of the state capital of Albany.

To view short video clips of Annette Funicello in *The Mickey Mouse Club* or her *Beach Movies* explore YouTube.com. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA-Newspaper In Education. All rights reserved 2014.

Seth Green:

1. Seneca hunters and fishermen
2. He owned a fish market.
3. He raised brook trout in his first hatchery in 1864.
4. He traveled by train.
5. He was 50 when the NYS Fish Commission was formed and 71 years old when he died.
6. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Edward Henry Harriman:

1. Accept any three of the following answers: iron worker, errand boy, pad shover, stockbroker, member of railroad board of directors, vice president of railroad, president of railroad, railroad owner
2. 14 years old
3. He borrowed money from his uncle.
4. He founded NYC Boys' Club or he paid for scientists and naturalists to go on the Alaska Expedition.
5. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Famous New Yorker George "Gabby" Hayes

For generations of American movie fans, the movie star Gabby Hayes **represented** the Old West. In real life, Gabby was an actor from New York who found the right role for his talents late in life.

George Francis Hayes was born near Wellsville in Stannards, Allegany County, on May 7, 1885. He dropped out of high school at age 17 to become an actor. In **vaudeville**, variety shows, and **repertory** theater companies, George learned to play a wide variety of character types. One of specialties was a talkative old man he based on people he knew at home.

In 1925, at age 40, Hayes briefly led the big time in vaudeville. He did his old-man **routine** at the Palace, New York's top vaudeville showplace, in the comedy skit "Spirit of '76." He made little impression, however, and never became a vaudeville star.

Once Hollywood perfected sound film in the late 1920s, many stage actors believed that their trained speaking voices would make them stars in "talkies." George Hayes went to Hollywood in 1929 and began working steadily in low-budget "B" pictures. After years playing many different character types, he earned good reviews as an old-timer in John Wayne westerns starting in 1933.

In 1935 Hayes had an important supporting role in *Hopalong Cassidy*, based on Clarence E. Mulford's popular western stories. The following year, Paramount Pictures signed Hayes to appear in a series of *Hopalong Cassidy* movies starring William Boyd. As Wandy Halliday, Hayes was Boyd's **sidekick** in more than 20 films from 1936 through 1959.

In 1939 Hayes moved from Paramount to Republic, a studio that specialized in "B" pictures. Republic cast Hayes as a sidekick to Roy Rogers, the studio's new singing cowboy star, starting with the movie *26 Men and a Gun*. While Rogers usually played himself, Hayes played a character named Gabby Whitaker. He played Whitaker, or just plain Gabby, in most of the Rogers pictures between 1939 and 1946. Hayes had wanted to be called "Wandy," but Paramount wouldn't let him use the name. Instead, Republic identified him with his new role. By 1940 the studio was billing him as George "Gabby" Hayes.

Gabby Hayes may have been a sidekick, but by the time he left Republic he was one of Hollywood's most popular western stars. Singing cowboy movies appealed to family audiences, and children and adults alike enjoyed Gabby's comical sayings and **musings**.

For those who didn't like the songs, Gabby may have been the main attraction. The Gabby character was much like the old men Hayes played in his youth, but was more believable now that Hayes had grown old. Gabby Hayes comic books and a Gabby Hayes TV show in the 1950s helped make him a pop-culture **icon**.

George Hayes retired in 1956 but continued to make personal appearances across the country. As his old movies kept playing on TV he won new generations of fans. Long after his death on February 9, 1969, his films remain available on DVD, cable TV and streaming media. People who've never seen his movies still recognize Gabby Hayes as a legendary figure of the American West.

To view film clips of George "Gabby" Hayes you may want to search online at www.YouTube.com. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA Newspaper in Education. All rights reserved 2014.



Copyright Dickinson Research Center, National Cowboy & Western Heritage Museum, Oklahoma City, OK



Wellsville is located in New York's Southern Tier with the Genesee River running through it.

Othniel Charles Marsh:

1. from an inheritance
2. Bone Rush
3. Apatosaurus (aka – Brontosaurus), Stegosaurus, Triceratops
4. Buffalo Bill Cody
5. He needed escorts to travel safely through hostile Indian territory.
6. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Famous New Yorker Edward Henry Harriman



Library of Congress, Prints and Photographs Division [production number LC-B2-116-12]

As an ambitious young businessman in 19th century America, E. H. Harriman learned that railroads were a great **investment**. His investments made him a fortune that benefited the country in more ways than one.

Edward Henry Harriman was born in Hempstead, Nassau County, on February 25, 1848. His parents were poor relatives to a wealthy family of businessmen. Edward attended public schools in Jersey City and the Trinity School in New York City until he was 14. To help his family he worked one summer at an iron furnace. His real career began on Wall Street in 1862.

Edward rose from errand boy to "pad shover," relaying the latest stock orders and prices on pads of paper. Edward wanted to be a real player in the stock market. In 1870 he borrowed money from a **stockbroker** to buy a membership on the New York Stock Exchange. He could now trade stock for clients, making money on **commissions**. E. H. Harriman quickly earned a reputation as a conservative, reliable broker.

When Harriman married in 1879, he joined his father-in-law on the board of directors of the Ogdensburg & Lake Champlain Railroad. The small road wasn't prosperous, but the experience convinced Harriman of the great financial potential in railroads. In 1881, as vice president of the Boston Day & Southern Railroad, Harriman recognized the 34-mile line's potential value to a growing railroad. Within two years, Harriman bought control of the road, increased its profits, and sold it to the Pennsylvania Railroad at a profit to himself.

Harriman had learned that effective management made railroad stocks more appealing to investors. He realized that he could make more money by managing railroads. Hired to sell government bonds for the Illinois Central Railroad, Harriman became a vice president in 1887 and soon controlled the company. His knack for reorganizing and refinancing railroads made him the most powerful railroad man in the United States by the start of the 20th century.

Harriman became president of two of the nation's largest railroads, the Union Pacific and Southern Pacific, and controlled many others. While he'd increased profits by cutting costs in the past, he now understood that investing in steady improvement and expansion made railroads more valuable in the long run. His expansion seemed too aggressive to many people who saw him as a **robust investor**, "then thought that he benefited the American economy by making transportation more efficient."

E. H. Harriman was also an outdoorsman and **philanthropist**. He founded the first "Boys' Club" in the country in New York City in 1876 and built a bigger clubhouse in 1901. He'ventured in the Adirondacks and maintained a large estate in the Ramapo highlands for forest preservation. Told to take time off for his health in 1899, he decided to cruise the northern Pacific coast from Seattle to Sitka. When the ship he hired proved too big for his family, he invited scientists and naturalists to join them. His vacation cruise became the Harriman Alaska Expedition. It discovered hundreds of animal species and published reports that are still highly valued today.

Harriman died on September 9, 1909. His son, W. Averell Harriman, was elected Governor of New York in 1954. E. H. Harriman's legacy is so widespread on his railroad empire, and more evolving.

For more information about the Union Pacific railroad and E. H. Harriman go to <http://http://www.up.com/about/history/history/guides/index.htm>. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA Newspaper in Education. All rights reserved 2014.



The town of Hempstead on Long Island's South Shore was founded in 1644, and named after Henry Harriman, Hartfordshire, England, the father of town founder John Carram.

Famous New Yorker Othniel Charles Marsh

During the 19th century, while many Americans went west to find gold, Othniel Charles Marsh went west to find dinosaurs. He struck it rich for everyone interested in the history of life on Earth.

Othniel Charles Marsh was born in Lodiport, Niagara County, on October 29, 1831. The Marshes were small farmers, but Othniel's uncle on his mother's side was George Peabody, a wealthy banker and the "father of American paleontology." After Othniel's mother died when he was three, Peabody managed her estate so Othniel would get a generous inheritance when he turned 21.

Marsh used the money to enroll in the Phillips Andover Academy, where an interest in minerals became a passion for collecting fossils—the remains of ancient life in mineral form. Peabody later paid Marsh's way through Yale. After graduating, Marsh convinced Peabody to fund a natural history museum at Yale and a professorship in **paleontology**—the study of ancient life.

Paleontology had made rapid strides by the 1860s. Fossils confirmed that giant reptiles existed millions of years ago—the word "dinosaur" was only coined in 1831. Charles Darwin's theory of **natural selection** published in 1859, helped scientists understand where fossils fit in the history of **evolution**. Marsh met Darwin and other paleontologists during his advanced studies in Europe. After he took over the Yale professorship in 1866, he sought more pieces of the evolutionary puzzle in the vast American west.

Between 1870 and 1873 Marsh led two **expeditions** in search of fossils. "Buffalo Bill" Cody was one of the guides on the first trip as Marsh tramped through Native American territory with U.S. Cavalry escorts. He negotiated with the Lakota Sioux for the safe transport of fossils to Yale, and became an advocate for Native Americans back east.

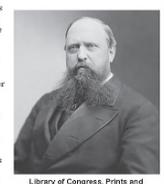
Marsh's expeditions weren't alone in the search for fossils, just as there were gold mines, there was a "bone rush" and some called it a "bone war." Marsh and his rivals raced to identify as many different species as they could and claim credit for them in scientific journals. Marsh's expeditions weren't alone in the search for fossils, just as there were gold mines, there was a "bone rush" and some called it a "bone war." Marsh and his rivals raced to identify as many different species as they could and claim credit for them in scientific journals.

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The intense competition sometimes led Marsh to make mistakes. After discovering a large, long-necked plant-eating dinosaur and calling it Apatosaurus, Marsh later claimed that a similar set of remains was a separate dinosaur species. Both were actually of the same species. Ironically, while paleontologists still call the creature Apatosaurus, most people know it better by the name Marsh used the second time: Brontosaurus.

Marsh's genuine discoveries far outweighed his errors and his misdeeds during the "Bone Wars." Along with Apatosaurus, Marsh discovered such famous dinosaur species as Stegosaurus and Triceratops. He made major discoveries in the evolution of horses and birds, and was one of the first scientists to suggest that birds evolved from dinosaurs. By the time of his death on March 18, 1899, Marsh had named nearly 500 different species. Two more were named after him in the 20th century in tribute to Othniel C. Marsh's contributions to our knowledge of ancient life.

To learn more about paleontology go to the National Museum of Natural History's Paleontology for Kids website at www.nmnh.org/education/paleontology. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA Newspaper in Education. All rights reserved 2014.



Library of Congress, Prints and Photographs Division [production number LC-B632-176]



Utica is located in Oneida County in the Mohawk Valley region of New York State. It is approximately 90 miles northwest of the state capital of Albany.

Famous New Yorker Andrew Aitken Rooney

Andy Rooney risked his life to report some of the most dramatic events of World War II, but he only became famous decades later for joking about the quirks of everyday life.

Andrew Aitken Rooney was born in Albany on January 14, 1919. While he attended Albany Academy, Andy worked as a newspaper copy boy, delivering stories from reporters' typewriters to the editor's desk. He dreamed of being a football star when he enrolled at Colgate University. Once he recognized his limits as an athlete, Rooney grew more interested in creative writing and journalism. His career plans were interrupted when he was drafted into the military in May 1941.

After basic training in Fort Bragg, North Carolina, Rooney was assigned to the 17th Field Artillery Regiment. When the U.S. entered World War II, the 17th was stationed in Great Britain. Rooney wrote a weekly newsletter for the regiment before he was transferred to the main military newspaper, *Stars and Stripes*. He became part of the "Writing 69th," a group of war correspondents who flew on Air Force bombing missions over Germany. Some of his colleagues died with their crews. He co-authored Air Cannon, an account of three dangerous missions, in 1944. Later, Rooney was one of the first U.S. war correspondents to see evidence of the Holocaust in captured Nazi concentration camps.

After the war ended, Rooney didn't become a full-time journalist. He joined the CBS radio and television network in 1949 as a writer for *Arthur Godfrey's Talent Scouts*, an entertainment program. He wrote for comedy shows and documentaries, but by the 1960s he worked most often for the news department.

Rooney worked behind the scenes, winning two Emmy awards for writing commentaries that anchored news on the air. He finally became an on-air personality after CBS rejected an anti-war commentary partly based on his war experiences. He quit CBS and briefly joined PBS, where he read "An Easy Way to War" and won a third Emmy. When he returned to CBS, the network put him in front of the camera more frequently.

In the summer of 1978, CBS gave Rooney a time slot on the popular *60 Minutes* news program for a weekly comic commentary "A Few Minutes with Andy Rooney" that became a permanent part of the program. As he entered his sixties, Rooney suddenly became a celebrity.

For the next three decades, Rooney continued to appear regularly on TV. Less than one month after retiring, Rooney died on November 4, 2011.

Rooney still got into trouble with CBS occasionally when his old-fashioned attitudes offended viewers. Despite the controversies he continued his *60 Minutes* commentary and newspaper columns until October 2011, when he was 92 years old. He was one of the last members of the World War II "greatest generation" to appear regularly on TV. Less than one month after retiring, Rooney died on November 4, 2011.

Visit the library to read one of Andy Rooney's latest video clips from his remarks online at YouTube.com. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA Newspaper In Education. All rights reserved 2014.



Albany is New York State's Capital City and is located on the western bank of the Hudson River. The area was first settled by the Dutch for the fur trade.



Photo courtesy of the Times Union, Albany, NY

Andrew Aitken Rooney:

1. b) a football player
2. He wrote a weekly newsletter for his Army regiment
3. He was a writer for the show, *Arthur Godfrey's Talent Scouts*
4. He won three Emmy Awards.
5. 33 years
6. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

James McCune Smith:

1. He worked as an apprentice blacksmith.
 2. because schools in the US would not admit him
 3. because he was not allowed to attend and present in person
 4. He worked for racial equality and the abolition of slavery
5. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Famous New Yorker James McCune Smith

During his lifetime, James McCune Smith was a colleague of Frederick Douglass in the anti-slavery movement and famous enough to write an introduction to one of Douglass's books. Twenty years after his death, this pioneering physician has gradually regained his place in American history. James McCune Smith was born in New York City on April 18, 1813. His mother had escaped from slavery and raised James as a free person, although he was **officially** a slave in the eyes of the law. James became a top student at Albany Free School No. 1, one of the New York City institutions dedicated to racial equality through black education. He also became an **opponent** of his country's help to make trade deals.

James really wanted to become a doctor, but American medical colleges would not admit black students. The interracial anti-slavery community wanted to prove that blacks could succeed in any profession. They persuaded the University of Glasgow in Scotland to admit James to its medical school in 1832. With support from anti-slavery activists in the United Kingdom, he earned his Bachelor's degree in 1835, his Master's in 1836, and his M.D. in 1837. He was the first black American to earn a medical degree.

Dr. James McCune Smith returned to New York in 1837 and began a medical practice. His return for patients of all races ranged from surgery to dentistry, and his office also served as a hospital. Like many doctors, Smith sought to expand medical knowledge by writing case reports. He published reports in the *New York Journal of Medicine* but was not allowed to read certain portions that New York Medical & Surgical Society. When the Society rejected his membership application, a whole college read the report for him.

Smith's education gave him the intellectual tools to disagree with **assumptions** about blacks. He felt a moral responsibility to work for racial equality and the abolition of slavery. His scholarly work made him a leader of the American anti-slavery movement. He used statistics to **disprove** the claim that slaves lived longer than free blacks. He **debated** the possibility of **genocide**, which claimed that the signs of black people's skulls limited their intelligence. As an all-around intellectual, Smith was accepted into the American Orthopaedic Society in 1854.

Throughout his life, James McCune Smith served his local black community and the larger black community nationwide. He treated poor children in New York as the physician to the Colored Orphan Asylum. He joined the American Anti-Slavery Society as soon as he returned from Scotland and helped establish black as intellectual leaders of the overall anti-slavery movement. He was one of the founders of the Radical Abolition party and was its candidate for secretary of state of New York in 1857. While he was successful in politics, Smith's writings on politics and many other topics made him one of the leading black intellectuals of the 19th century.

James McCune Smith lived to see Congress approve the Thirteenth Amendment to the Constitution, but not the end of American slavery through its ratification by the states. He died on November 17, 1893, from a brain tumor before the U.S. took the first big step toward ending his way of freedom and racial equality.



New York City consists of five boroughs—The Bronx, Manhattan, Queens, and Staten Island—which were consolidated as a single city in 1898.



Photo engraving by Patrick H. Reason from the New York Historical Society

To see a map of where the James McCune Smith Pharmacy was located and what building stands there today go to <http://www.columbia.edu/~c6m2027>. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA Newspaper In Education. All rights reserved 2014.

Famous New Yorker Gore Vidal

Gore Vidal grew up in an environment of wealth and privilege but earned his place in American history as a social critic and a popular writer of historical fiction.

Eugene Louis Vidal was born at the U.S. Military Academy at West Point on October 22, 1925. His father was an **anatomist** instructor at the Academy, while his maternal grandfather was U.S. Senator Thomas P. Gore of Oklahoma. Eugene received the "Gore" name in a belated christening ceremony in 1939. After his father joined the Commerce Department in Washington, Eugene often acted as Senator Gore's guide and reader. From his grandfather Eugene acquired a lifelong interest in politics. As an author, he used Gore as his first name to honor the Senator. It also made his name more distinctive.

Vidal attended elite prep schools in Washington and became a skilled writer and debater. Rather than attend college he joined the Army in 1943. After serving in the Aleutian Islands, he became one of many young writers competing to write the best novel about World War II. His first novel, *Black Noon*, was a war story set in the Aleutians. It earned great reviews when he published it in 1946. In 1948 his third novel, *The City and the Pillars*, shocked readers with its portrayal of homosexuality. For the next decade, his novels received little attention and sold poorly. Vidal suspected that powerful reviewers were out to destroy his career.

In the 1950s Vidal found other ways to earn a living by writing. He published mystery novels under the pen-name Edgar Box. Under his own name he wrote scripts for movies and TV. He wrote two hit plays that were made into movies, the comedy *Visit to a Small Planet* and the political drama *The Best Man*. He also followed his grandfather's example by entering politics. He ran for Congress as a Democrat in New York's 29th district in 1960. He had lost more votes in the strongly Republican district than any Democrat in generations.

Vidal merged his interests in history, politics and literature by becoming a historical novelist. He became popular again with *Julian*, a 1964 novel about the last pagan emperor of Rome. His 1967 bestseller *Washington D.C.* began a series of novels about American history, including books about Aaron Burr (1973) and Abraham Lincoln (1984). Vidal continued to write **provocative** novels about modern America like *Alpha*, *Brevinridge* (1968) and *Duluth* (1983). He also became one of the nation's most respected essayists and literary critics.

Vidal's ambitions and opinions made many enemies. His sharp tongue provoked threats from some and actual physical attacks from others. Politics proved a more peaceful occupation. Vidal ran for a U.S. Senate seat in California in 1982 but lost the Democratic primary. All these activities made him a bigger celebrity. In later life his distinctive voice and **provocative** humor inspired filmmakers to hire him as an actor. He also became a cartoon character on the *Simpsons* and *Family Guy* shows.

Gore Vidal made no apologies for his lifestyle or his sometimes-bardic criticisms of American politics and culture, which continued until his death on July 31, 2012. While he never succeeded in politics, he did succeed, in a way, in shaping American history.

Visit the library to read one of Gore Vidal's many novels. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA Newspaper In Education. All rights reserved 2014.



West Point sits on scenic high ground overlooking the Hudson River, approximately 50 miles north of New York City.



Photo courtesy of David Shankbone

Gore Vidal:

1. He got the name Gore from his grandfather, U. S. Senator Thomas P. Gore.
2. b) was a teenager
3. Edgar Box
4. Accept any three of the following: soldier, novelist, playwright, literary critic, essayist, actor
5. False – He was never a successful politician.
6. (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com or Google maps)

Glenn Scooby "Pop" Warner

1. law
2. He was the oldest player on his college football team so the younger players called him Pop.
3. Accept any three of the following: ranch hand, tin smith, lawyer, football coach

Famous New Yorker Glenn Scooby "Pop" Warner

"Pop" Warner's name is **legendary** with football like no one else. Long before he turned to youth football, Warner had earned a place in history as one of the sport's greatest coaches.

Glenn Scooby Warner was born in Springfield, Erie County, on April 5, 1871. He worked on his family's wheat farm when he wasn't attending school. After graduating from the Griffith Institute in 1889, Glenn applied for the U.S. Military Academy at nearby West Point. When he didn't make it, he joined his father in Washita Falls, Texas, where he worked on a ranch and became a tin smith.

While visiting Springfield in 1892, Glenn decided to study law. He enrolled in the Cornell Law and joined the college's football team. Since he was the oldest player, Glenn's teammates called him "Pop." By the time he graduated in 1894, "Pop" Warner had become Cornell's captain and substitute coach. He practiced law for a short time before Cornell recommended him for a coaching job at Iowa Agricultural College. Looking to earn more and gain more experience, coached two teams in 1895: Iowa Agricultural in the summer and Georgia in the fall. In 1897 he returned to Cornell as the team's head coach.

American football had **evolved** rapidly since its beginning in 1869. Based on rugby, football was first little more than one line of players charging into another to gain yards. Coaches were inventing more complex plays by the start of "Pop" Warner's career. Warner became one of football's great **innovators**. Historians credit him with inventing the single-wing formation, placing most of his players on one side of the center to **overwhelm** the defense. He also invented the screen pass, having the passer throw to a receiver behind a line of blockers.

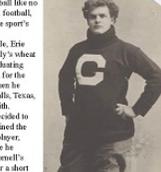
When Warner couldn't overpower a defense, he tricked it. His passer would pretend to hand the ball to one player, only to give it to another running the other way. His players sometimes hid footballs inside their jerseys so opponents wouldn't know whom to tackle. Some of Warner's trick plays were declared illegal. Many others are basic football today.

"Pop" Warner became one of the first star football coaches. After making his name by leading Cornell to a 10-2 record in 1898, he became even more famous as the coach of the Carlisle Indian School in Pennsylvania, starting in 1899. Carlisle was created to transform Native Americans into modern, "civilized" Americans. Under Warner, Carlisle gave students a chance to prove their equality to white athletes. In a period when wealthy Ivy League schools were the football elite, Warner made himself Carlisle a national football power with players like the **legendary** Jim Thorpe.

Warner also coached Pitt, Stanford and Temple in a career that lasted through the 1930s. While coaching Temple in 1934, Warner was invited to a Philadelphia football clinic held by the five-year-old Junior Football Conference. "Pop" was the only invited guest to know up. To honor him, the Junior Football Conference renamed itself the Pop Warner Conference. Today, the Pop Warner Little Scholars is the nation's largest and best-known youth football organization. "Pop" Warner died on September 7, 1954, but Pop Warner Football carries on his legacy by developing scholars-athletes for the future.



Springfield is a village in the southeast part of the town of Cornfield in Erie County in western New York State. It's about 35 miles south of Buffalo.



Warner in 1884. Courtesy of Division of Rare & Manuscript Collections, Cornell University Library

To learn more about Glenn "Pop" Warner and the organization that shares his name go to www.popwarner.com. This is one of a series of Famous New Yorker profiles written by Kevin Gilbert for the NYNPA Newspaper In Education. All rights reserved 2014.

The additional graphic organizers found in the last pages of this guide 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*

From your newspaper, choose a story about your community that interests and/or involves you and is likely to appeal to other students in your class. Ask a question on each level and have a classmate read the story and answer the questions. Also, ask for a critique of the questions.

Headline: _____ Author: _____ Newspaper: _____ Date: _____
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Create

Evaluate

Analyze

Apply

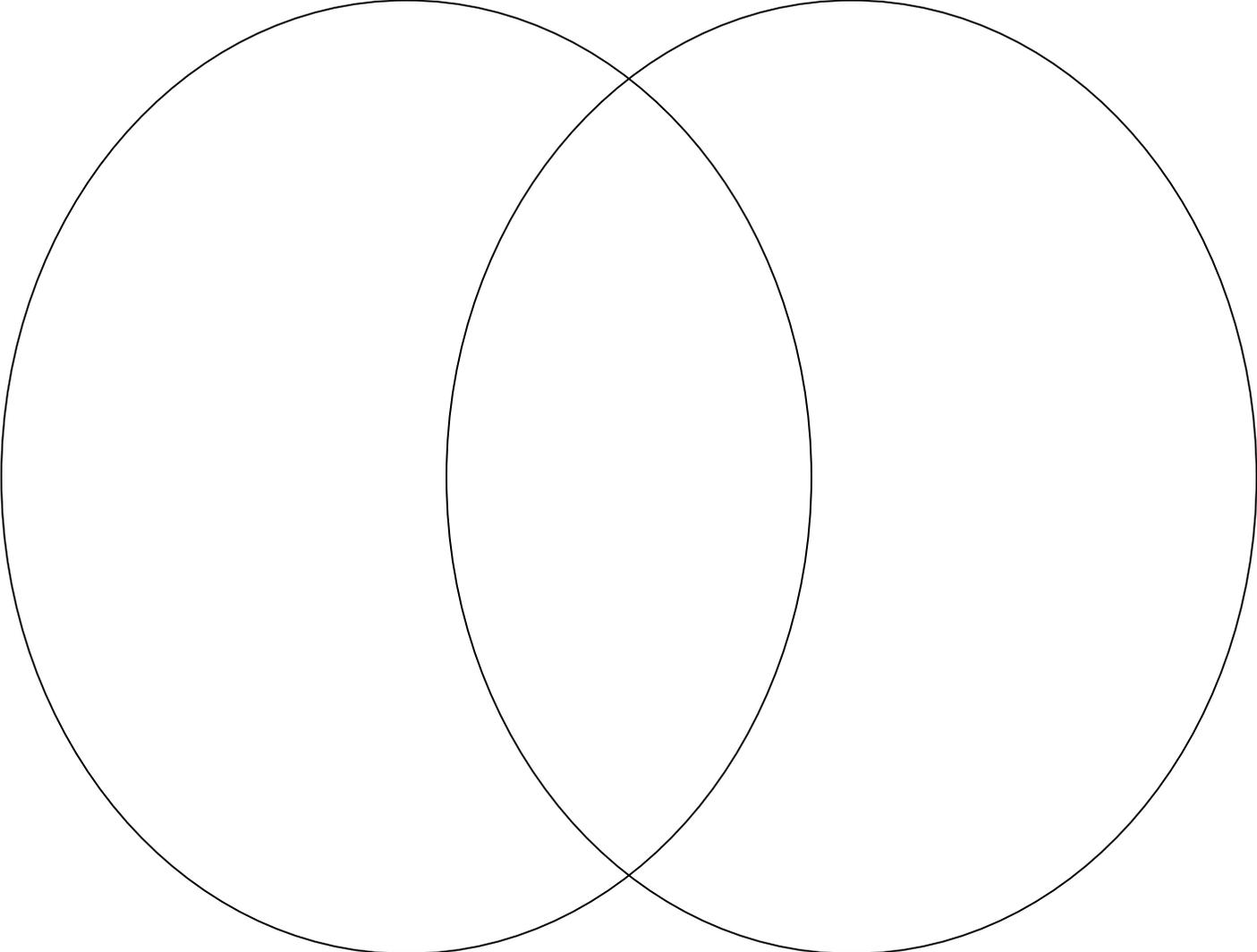
Understand

Remember

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

(*Bloom's Taxonomy revised)

Venn Diagram



Name _____

KLW Chart

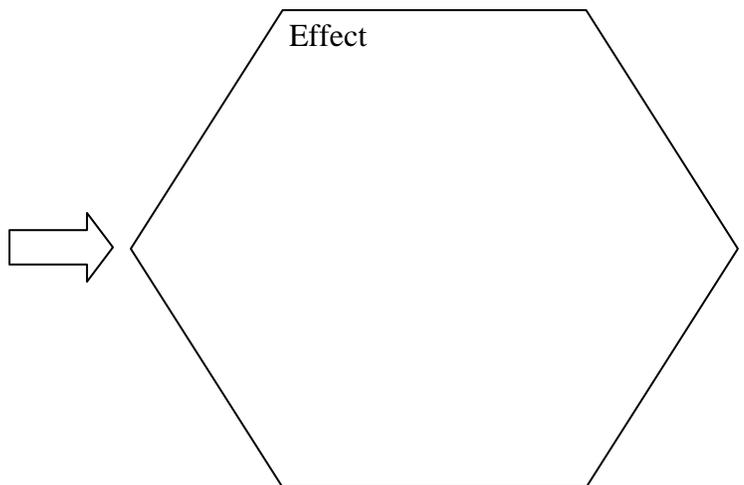
Directions: Before you read fill out the **KNOW** column with what you already know about the topic. As you read fill in what you've **LEARNED** in the center column. After you have finished reading fill in the **WANT** column with what you *want* to know more about.

KNOW	LEARN	WANT TO KNOW

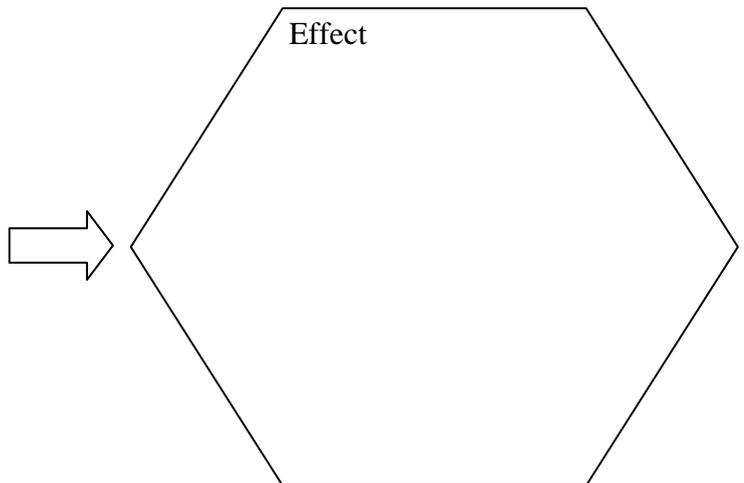
Name _____

Cause and Effect

Cause



Cause



Cause

