

Famous New Yorkers 2019-2020 Series Teachers' Guide/Student Worksheets

This guide supports the Famous New Yorkers series of profiles. It offers teachers several questions based on the content of each profile about the person or his/her pursuits. When available there are links to newspaper archives and lastly, the guide includes one to three activities per profile called "Newspaper Tie-ins." These activities are suggestions for how to bring the lessons of these historical figures into the present and make them relevant to our lives today. These lessons were created for students in grades 4-8 but can be narrowed or expanded to accommodate all students. Instructors are welcome to use these to create their own lessons.



From left to right: Gregory Hines – dancer and actor, Margaret Olivia Slocum Sage – business woman and philanthropist, Joseph Brant/Thayendanegea – Mohawk military and political leader during the American Revolution.



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Newspaper In Education Program
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Standards Alignment Chart

Lesson	Anchor Standards for Reading	Anchor Standards for Writing	Anchor Standards for Speaking and Listening	Anchor Standards for Language	Standards for History/Social Studies
Brant	1, 9	4	3, 4	4, 6	1, 3
Chapin	3, 7	5	2	3, 5	1, 5
Graves	2, 4, 6	6	1	1, 5	3, 5
Hines	6, 8	2, 7	6	2, 3	1, 5
Hormel	1, 5	3		1, 3	2, 4
Hughes	8, 9	1	4	6	1, 5
Lyons	4, 6	1, 5	3	4	1, 3
Powell	2, 6	2, 6		1, 3	3, 5
Root	3, 6	6, 7	3, 4	5	2, 5
Sage	1, 9	4, 5	1, 3	3	1, 4
Waite	1, 7	1, 4		1	1
Wasserstein	6, 7	2	3, 5	2, 5	1
Willys	2, 3	3		1	1, 4

This chart can be used as quick reference when a teacher wants to find a lesson and the corresponding learning standards. For more detailed information on the standards go to <http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-timeline> and <http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

Name _____

Joseph Brant - Thayendanegea

Vocabulary – write a brief definition of the following words:

independence _____

Iroquois Confederacy _____

diplomacy _____

infringement _____

retaliation _____

vilified _____

upheaval _____

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

1. Which side of the Revolutionary War did Brant fight for, the colonial patriots or the British loyalists? Why? _____

2. List at least two characteristics adopted by many Native Americans from European settlers. _____

3. What text did Brant translate into Mohawk? _____
4. True or False: The Mohawk moved to Quebec to avoid the violence of war. _____

5. Using a map of New York State or an online mapping tool, figure out how far Canajoharie, NY is from your school? How far is Quebec, Canada? _____

Related online news article: *Lewiston Evening Journal*, Lewiston-Auburn Maine, August 25, 1977, Headline: Mohawk Indian Band Moves Its Community

<https://news.google.com/newspapers?nid=1913&dat=19770825&id=RT0pAAAAIIBAJ&sjid=fmUFAAAAIIBAJ&pg=1328,3394581>

Newspaper Tie-in:

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

Name _____

Directions: Joseph Brant and many other Mohawk during the 1700s adopted some European ways including clothing, houses and Christianity while retaining much of their native culture. Look through recent newspapers and other sources for modern examples of people adopting elements of another culture while maintaining their own. Compare and contrast this modern example with that of Joseph Brant.

Joseph Brant & Mohawk People of 1700s	Modern Group(s) Adopting Cultural Elements

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

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

Name _____

Harry Chapin

Vocabulary – write a brief definition of the following words:

vocation _____

documentary _____

prestigious _____

lucrative _____

posthumous _____

philanthropic _____

Read the Famous New Yorker profile of Harry Chapin. Then answer the following questions.

1. What did Harry have in common with his father and brothers? _____

2. Besides music, what other work was Harry successful at? _____

3. Which newspaper published a review of Harry's music? What happened as a result? _____

4. True or False: Harry Chapin won an Academy Award. _____
5. Find Brooklyn on a map of New York State or use an online mapping tool. How far is it from your school? _____

Related Online News Articles: *Ocala Star-Banner*, Ocala, FL, Sunday, Nov. 6, 1977, Headline: Golden Hill's Concert A Tribute to Harry Chapin - <https://tinyurl.com/y5dak87q>

Harry Chapin's obituary in *The New York Times* - <https://www.nytimes.com/1981/07/17/obituaries/harry-chapin-singer-killed-in-crash.html>

Newspaper Tie-ins:

- Harry Chapin dedicated half of his concert proceeds as fundraisers to support arts and education programs and to help fight poverty and hunger. Look through the newspaper (print or online) for stories of people striving to make a difference.
- Play Harry Chapin's music and match newspaper stories or photos to his music.
- Using newspaper articles or photos as a source of inspiration, write new song lyrics to a Harry Chapin tune. Be prepared to share/perform your new lyrics with the class.
- Music and poetry are both creative forms of expression. Complete the activity on the next page to create your own poem showing what you've learned about Harry Chapin.

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 Harry Chapin, his music and his contributions to help improve the lives of others, create an acrostic poem using the word BENEFIT.

B

E

N

E

F

I

T

Other words that could be used include Music or Storyteller

Assessment: Write a sentence or two about something you learned studying about Harry Chapin.

Name _____

Rhoda Fox Graves

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

aspiring _____

referendum _____

assemblyman _____

gentleman's agreement _____

hydroelectric _____

belittling _____

vindicated _____

Read the Famous New Yorker profile of Rhoda Fox Graves. Then answer the following questions.

1. What was Rhoda Fox's first job/occupation? _____

2. True or False: Rhoda Fox Graves won every election for which she was a candidate. _____
3. Name two organizations where Rhoda Graves served in a leadership role. _____

4. Whose interests did Graves protect while serving in the NYS Senate? _____

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

Related Online News Articles:

Ogdensburg Republican-Journal, Thursday, July 7, 1932, Headline: Rhoda Fox Graves Announces Candidacy for State Senate <http://nyshistoricnewspapers.org/lccn/sn84024315/1932-07-07/ed-1/seq-2.pdf>

Syracuse Herald-Journal, Wednesday, May 19, 1948, Headline: Senator Graves to Retire; Son Eyes Post - <https://poststandard.newspaperarchive.com/syracuse-herald-journal/1948-05-19/page-4/>

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.)

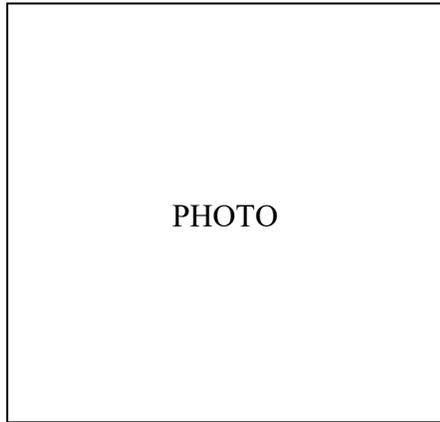
Assessment question: What one thing about this lesson would you like to know more about?

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?

Name _____

Gregory Hines

Vocabulary – write a brief definition of the following words:

dominated _____

mainstream _____

heritage _____

lobbied _____

protégés _____

choreographing _____

Read the Famous New Yorker profile of Gregory Hines. Then answer the following questions.

1. What other performance art did Hines try besides dancing and acting? _____

2. List three movies mentioned in this feature that Gregory Hines danced and/or acted in. _____

3. What did Gregory lobby Congress for? _____

4. About how many years did Gregory Hines work as a performer? How old was he when he died? _____

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

Related Online News Articles: Gregory Hines' obituary from *The New York Times* -

<https://www.nytimes.com/2003/08/11/arts/gregory-hines-versatile-dancer-and-actor-dies-at-57.html>

The Day, published in New London, CT, Saturday, Jan. 12, 1985, Headline: Second Choice Gregory Hines stars in movie 'Cotton Club'

<https://news.google.com/newspapers?nid=1915&dat=19850112&id=STISAAAAIBAJ&sjid=RzYNAAAAIBAJ&pg=1401,2084363>

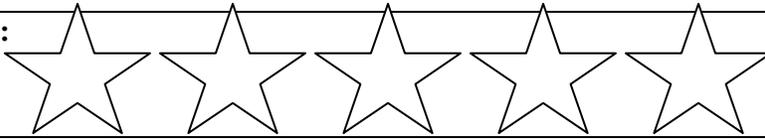
Newspaper Tie-ins:

- Carefully review the comic strips as a class for several days. Keeping one day's comic strips secret, your teacher will divide the class into groups and give each group one strip. Using the strip given, each group will act out the strip while the rest of the class will try to guess which comic strip is being performed. Earn a bonus by including dance steps.
- In the newspaper or online, find and closely read a story about a book, movie, play or CD that you like. Use what you read, and prior knowledge, to write a review of the work in the style of an arts critic. Give specific details to support your opinions in your review. Remember not to tell any secrets or give away the ending. Use the chart on the next page for organization. Present your review to the class.

Name _____

My Arts Review

Title:	
Main Characters or Artists:	
Notable Details:	
Rating:	I rated it this way because:



Summary: _____

What I Liked: _____

What I Disliked: _____

My Favorite Part: _____

Would you recommend this and why?: _____

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

Name _____

George Hormel

Vocabulary – write a brief definition of the following words:

meatpacker _____

immigrants _____

tannery _____

conveniently _____

eliminate _____

innovative _____

Read the Famous New Yorker profile of the George Hormel and answer the following questions.

1. About how old was George when he left school to take his first job? About how old was he when he started his own company? _____

2. List at least three Hormel food products. _____

3. What innovations did George's son Jay Hormel add to their product line? _____

4. When did Spam become a popular staple for U.S. troops? _____

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

Related Online Newspaper advertisement: Hormel Flavor-Sealed Ham is Back!

<https://news.google.com/newspapers?nid=757&dat=19480319&id=pd4tAAAAIBAJ&sjid=ky4DAAAIAIBAJ&pg=6074.1564309>

Related Online website: Spam Museum - <https://www.spam.com/museum>

Newspaper Tie-in:

- George's son, Jay grew the Hormel business by including new products (canned ham, Spam, chilli and Dinty Moore stew) and aggressive advertising. Look through the newspaper at current advertisements. What is being promoted? Did you find grocery advertising for any Hormel products?

Name _____

Charles Evans Hughes

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

distinguished _____

prestigious _____

tax evasion _____

curtail _____

placate _____

obstructionist _____

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

1. How old was Hughes when he was first elected Governor of New York? _____

2. Why did Hughes resign from his first position on the United States Supreme Court? _____

3. List three positions Hughes held between his terms on the Supreme Court. _____

4. How long did Hughes serve as Chief Justice of the United States Supreme Court? _____

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

Related Online News Article:

The Lewiston Daily Sun, Lewiston, Maine – Sun., Oct. 1, 1926 – Headline: Hughes Appointed Envoy to Court

<https://news.google.com/newspapers?nid=1928&dat=19261001&id=RiUgAAAAIIBAJ&sjid=k2kFAAAAIBAJ&pg=3026,5129>

Related Online resource: Infographic of How the Supreme Court Works - <https://www.usa.gov/branches-of-government/#item-213376>

Newspaper Tie-ins:

- Look through recent editions of the newspaper (print or online) for stories about cases being decided by the U.S. Supreme Court. Select one and briefly describe the issue.
- Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering a question about a current issue in the news. Be sure to back up your conclusion/opinion with facts. List reasons that citizens and leaders give for answering “yes” or “no” to the question. Use the chart on the next page to organize your writing.

Name _____

Building an Editorial

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

Body of the Editorial:

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

Use facts, numbers and quotations to persuade.

Logic is best but emotional appeal can be very effective.

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

Conclusion: Reinforce the main idea by rewording or emphasizing its importance.

Assessment question: What did you find most challenging about doing this activity?

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

Name _____

Albro Lyons

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

mutual aid _____

Underground Railroad _____

prominence _____

eloquent _____

testimony _____

sexton _____

Read the Famous New Yorker profile of Albro Lyons. Then answer the following questions.

1. True or False: Albro Lyons was born a free black man in 1814. _____
2. List at least four jobs Lyons had to make a living. _____

3. What finally forced Albro Lyons to leave New York? _____

4. How did Albro fight to help his daughter Maritcha? _____

5. Who wrote the story of Albro Lyons' life? _____

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

Newspaper Tie-ins:

- Search recent editions of the newspaper for editorial cartoons. Collect several dealing with social injustices. Draw your own editorial cartoon on a social injustice you feel strongly about. Share and discuss these as a class or pair and share.
- Albro Lyons worked to free slaves as part of the Underground Railroad 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 Albro Lyons' lifetime. Use the chart on the following page to organize your writing.

Name _____

Black Americans in the 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 _____

Barbara Rose Johns Powell

Vocabulary – write a brief definition of the following words:

segregated _____

ventilated _____

conspirators _____

stigmatized _____

integration _____

Read the Famous New Yorker profile of Barbara Rose Johns Powell. Then answer the following questions.

1. What action did Barbara begin planning with her friends in the fall of 1950? Why? _____

2. Who encouraged Barbara to take action? _____

3. What group sent lawyers to help the students fight for equality? _____

4. Why did Barbara Johns leave Farmville? Where did she go? _____

5. What career did Barbara pursue? _____

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? How far apart are Farmville, Virginia and New York City? _____

Related Online News Article:

Baltimore Afro-American, Baltimore, Maryland – Tues., May 29, 1979 – Headline: Historic Walkout of Virginia Students recalled -

https://news.google.com/newspapers?nid=2205&dat=19790529&id=nIlAAAAIIBAJ&sjid=V_UFAAAIIBAJ&pg=940,3196925

Newspaper Tie-ins:

- Look through several editions of the newspaper, print or online, for stories about how an ordinary citizen made a difference in their community. Compare one of these stories to Barbara Johns' efforts.
- Complete the compare/contrast exercise on the next page.

Name _____

Barbara Johns organized 450 students to march in protest for a better school. Look through the newspaper (in-print or electronic) for examples of people standing up for their rights or the rights of others. Compare and contrast these actions with those of the Moton students. Use the chart below to organize the information you find.

1951 Student Protest for equal education	Modern Protests/Marches

Follow Up: The student march led by Barbara Johns, along with other actions and demonstrations, eventually helped pave the way for the Brown v. Board of Education Court case and ruling against segregated schools. What do you think might be the long-term effects of protests going on today?

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

Name _____

Elihu Root

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

institutional _____

valedictorian _____

infamous _____

judicial system _____

insurrection _____

philanthropic _____

Read the Famous New Yorker profile of Elihu Root. Then answer the following questions.

1. About how old was Elihu Root when he graduated from New York University with his law degree?

2. What position did Root decline? Why? _____

3. Elihu Root served as a presidential cabinet member for which two U.S. presidents? What cabinet positions did he hold? _____

4. What award was given to Elihu Root in the early 1900s? _____

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

Related Online News Article:

The Daily Star, Fredericksburg, Virginia – Weds., April 25, 1917 - Headline: Elihu Root

<https://news.google.com/newspapers?nid=1297&dat=19170425&id=CwcUAAAIAIAJ&sjid=dooDAAAIAIAJ&pg=4350,5492862>

Related Online websites: Nobel Peace Prize - <https://www.nobelprize.org/prizes/peace/1912/root/facts/>

The Council on Foreign Relations - <https://www.cfr.org/about>

Newspaper Tie-in:

- Elihu Root believed that peaceful solutions were better options than countries fighting wars. Use the instructions and chart on the next two pages to examine potential peaceful solutions between two groups who are currently in a major conflict.

Conflict Resolution Tips

Use these tips with the Conflict Resolution graphic organizer on page 21

Behavioral Techniques

- Don't negotiate when angry.
- Forget the past and stay in the present.
- Focus on the problem, not the person.
- Communicate feelings assertively, NOT aggressively. Express concerns without blaming the other side.
- Expect and accept another's right to disagree. Don't push or force anyone to think the way you do; work to develop common agreement.
- Don't view the exercise as a competition where one has to win and the other has to lose. Work toward a solution where both parties have some of their needs met. Understand that not everyone will be 100% happy with a compromise.
- Build 'power with' NOT 'power over' others.
- Thank the person for listening.

Negotiation Techniques

- Identify and define the conflict in specific terms.
- Focus on areas of common interest and potential areas for agreement.
- Never jump to conclusions or make assumptions about what another is feeling or thinking.
- Listen without interrupting; ask for feedback if needed to assure a clear understanding of the issue.
- Think of alternative solutions.
- Discuss the pros and cons of the alternatives. Listen to others, and state your case.
- Select the best course of action that ALL can agree upon.
- Implement only the parts of the plan that are in agreement. Remember, when only one person's needs are satisfied in a conflict, it is NOT resolved and the conflict will most likely continue.
- Follow-up to evaluate the effectiveness of the plan and make necessary adjustments.
- Look for a "win-win" solution

Source for this list of techniques was modified from a list originally used in a PBS teaching resource entitled "Briefing Paper: The Taliban and the War on Terror"

Name _____

Conflict Resolution

What is the Problem/Conflict? Use the newspaper (print or online) as a resource to find a current conflict among individuals or groups of people. Identify and define the conflict in specific terms listing all parties and their concerns.

Problem/Conflict	Parties	Concerns

What are some possible solutions?

List different solutions you develop.

What is the best compromise? As a class discuss the possible solutions and work on finding the best compromise. Write down what the group has agreed is the solution to the problem(s) stated above. Explain why you believe it is the best option.

Follow up: Do you think there are any unresolved issues? If so record them here and explain why.

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

Name _____

Margaret Olivia Slocum Sage

Vocabulary – write a brief definition of the following words:

prominent _____

financier _____

seminary _____

governess _____

miser _____

benefactor _____

Read the Famous New Yorker profile of Olivia Slocum Sage. Then answer the following questions.

1. True or False: Margaret Olivia Slocum worked as a public school teacher. _____

2. How old was Olivia when she married Russell Sage? _____

3. Name two organizations that were created/founded by Mrs. Sage's generous use of her money. _____

4. What was the Russell Sage Foundation set up to do? _____

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

Related Online News Article: *The New York Times* - July 28, 1906 – Headline: Mrs. Sage Gets All; Will Give it Away - <https://timesmachine.nytimes.com/timesmachine/1906/07/28/101790610.pdf>

Related websites: Margaret Olivia Slocum Sage | She Inspires – short video clip by PBS station WMHT - <http://www.wmht.org/blogs/she-inspires/margaret-olivia-slocum-sage-she-inspires/>

Newspaper Tie-in:

- Margaret Olivia Slocum Sage used her wealth to benefit others. Look through recent editions of the newspaper to find out how wealthy people of today are supporting in your community. Is there a project or program you found in the local newspaper that needs help? Working in pairs or small groups, explore ways your class or school might aid this program or at least bring attention to its need. Use the chart on the next page to organize your thoughts.

Name _____

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

Ways the class can support this effort:

--	--	--

Follow up: Which way do you think is the best and why?

Assessment question: What did you enjoy most about this lesson and why?

Name _____

Ralph Waite

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

theology _____

ordination _____

conscious _____

understudy _____

debut _____

audition _____

Read the Famous New Yorker profile of Ralph Waite. Then answer the following questions.

1. What branch of the military did Waite serve in during World War II? _____

2. What profession did Ralph pursue between his military service and his acting career? _____

3. What did Ralph Waite do when he underperformed as an understudy? _____

4. True or False: Ralph Waite was eager to play the role of John Walton, Sr. _____
5. Actor Ralph Waite is most famous for what role? _____

6. What did Waite invest his money in? _____

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

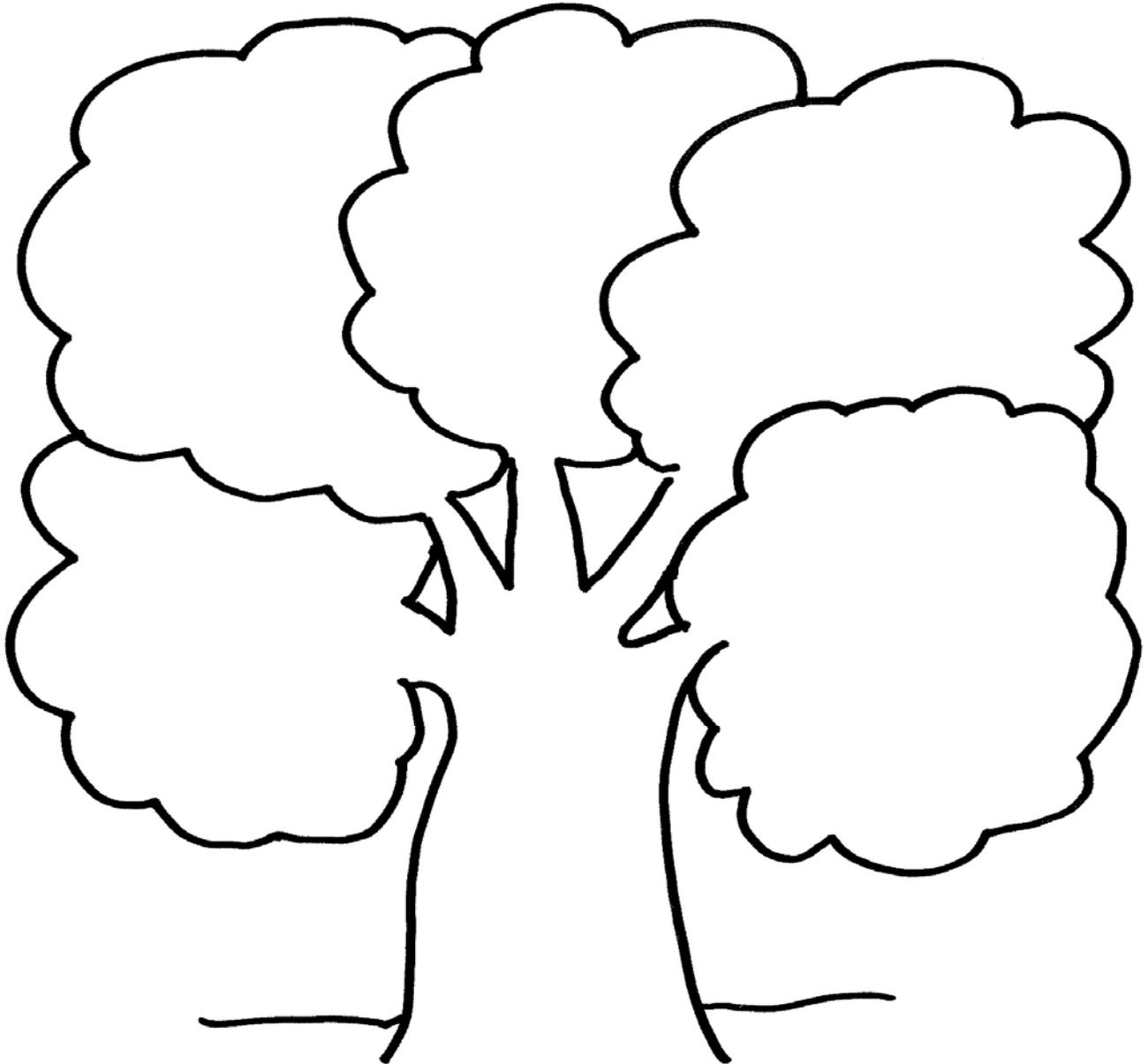
Related Online News Article: *The Journal News*, White Plains, NY – Sat., February 15, 2014 Headline: Waite’s White Plains roots recalled - <https://www.lohud.com/story/news/2014/02/14/waltons-patriarch-white-plains-native-ralph-waite-dies-at-85/5483823/>

Newspaper Tie-ins:

- Look through recent editions of the newspaper (print or online) for news stories or comic strips that include a dad. Compare and contrast the character of John Walton, Sr. with the example(s) you find in the newspaper.
- Look in cable listings or on the internet and find and watch an episode or two of *The Waltons* or read the book, “Spencer’s Mountain” by Earl Hamner Jr. Then complete a copy of the Family Tree diagram on the next page.

Name _____

Directions: On the trunk, write Dad Walton or Spencer, on the branches of the tree list members of the Walton or Spencer family. Then record what the father’s character said to and did for each. What does a family tree symbolize?



Follow up: Construct a community tree. Write the name of your community on the trunk. From your newspaper, choose important people and places to write on your tree. What enables your community to grow and thrive? What makes up the roots to your community tree?

Assessment: Name something new you learned about your community while doing this lesson.

Source: This organizer was adapted from one created by Dr. Sandra Cook to accompany “Behind the High Board Fence” by Helen Marley for the NC Press Foundation.

Name _____

Wendy Wasserstein

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

theatrical _____

dyslexia _____

thesis _____

skepticism _____

caricatures _____

mainstay _____

Read the Famous New Yorker profile of Wendy Wasserstein. Then answer the following questions.

1. About how old was Wendy when her play, *Uncommon Women and Others*, became a success? _____

2. True or false: Plays written from a female point of view were common in the 1970s and 80s. _____

3. What play is Wendy Wasserstein most known for? _____

4. Why did Wasserstein start the Open Doors Project? _____

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

Related Online News Articles: *The Orlando Sentinel*, Orlando, FL – Tues., November 13, 2018, Headline: It's worth hearing what 'Uncommon Women' has to say - <https://www.orlandosentinel.com/entertainment/arts-and-theater/os-et-uncommon-women-seminole-state-review-20181113-story.html>

Wendy Wasserstein's obituary from *The New York Times* - <https://www.nytimes.com/2006/01/31/theater/31wasserstein.html>

Newspaper Tie-ins:

- Wendy Wasserstein was someone who wanted to increase diversity among playwrights. Read through several editions of your local newspaper (print or online) and look for an issue or topic you think is unfairly represented by one group of people (Mostly one race, sex, religion, culture, etc.). As a class, think of the other points of view that would round out this topic.
- Look through newspapers or online resources for political/editorial cartoons. Collect several dealing with social injustices. Use the graph on the next page to analyze your favorite.

Assessment: Write two things you learned about Wendy Wasserstein and/or newspapers while doing this activity.

Name _____

Analyzing an Editorial/Political Cartoon

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

___ Humor

___ Labels

___ Caricature

___ Analogy to another historical or current event

___ Symbols

___ Stereotypes

___ Speech/idea balloons

___ References to popular culture, art, literature, etc.

7. List the important people or objects shown in the cartoon:

8. Are symbols used? If so, what are they and what do they mean?

9. Are stereotypes used? If so, what group is represented?

10. Is there a caricature of anyone in the cartoon? If so, who?

11. Briefly explain the message of the cartoon:

12. What groups would agree or disagree with the cartoon's message? Why?

13. Do you think this cartoon is effective in expressing the artist's message? Why or why not?

Name _____

John Willys

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

salesmanship _____

profit _____

wholesale _____

novelty _____

tenfold _____

acquired _____

intervention _____

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

1. What was John Willys first job? How much money did he make? _____

2. About how old was John when he started selling automobiles? _____

3. What helped boost the demand for automobiles in 1917? _____

4. List three products or services John Willys provided as a businessman during his lifetime. _____

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

Related Online News Articles: *Ellensburg Daily Record* – Ellensburg, WA, Sat., July 28, 1928 Thurs., February 19, 1953 – Headline: Willys-Overland Had Its Best Year - <https://news.google.com/newspapers?nid=860&dat=19280728&id=Ss0rAAAAIIBAJ&sjid=fYQFAAAAIBA J&pg=6213,3666948> (below the article is a Willys-Overland advertisement)

The Bulletin – Bend, Oregon, Sat., May 9, 1925 – Headline: Highway Development Discussed at Meeting - <https://news.google.com/newspapers?nid=1243&dat=19250509&id=TdYsAAAAIIBAJ&sjid=EyAEAAAAI BAJ&pg=2883,334195>

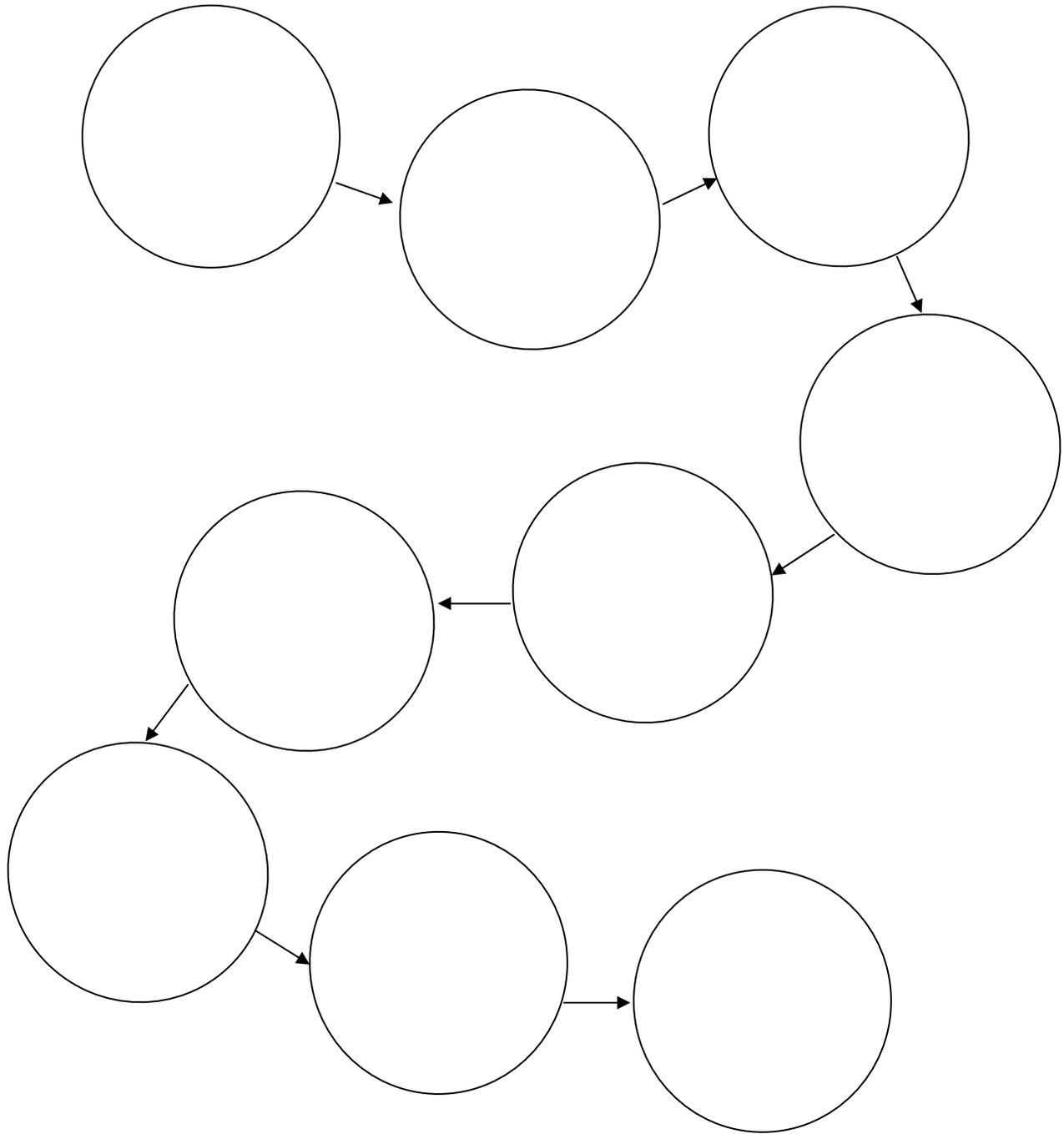
Newspaper Tie-ins:

- Make a copy of the graphic organizer on the next page. Using one, record the different experiences in John Willys’ life which provided him with opportunities or “stepping stones” getting him to the next venture.
- Using another copy of the “stepping stones” organizer and any news event story you find in the newspaper (print or online), place the parts of the story in the stepping stones on the next page. How might the story be different if one or two steps were rearranged or eliminated?

Name _____

“Stepping Stones”

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



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

Joseph Brant - Thayendanegea

1. Brant fought with American loyalists for the British trying to protect Mohawk land and independence.
2. Accept any two: Christianity, European style clothing and frame houses
3. The Bible
4. False
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Harry Chapin

1. They all had careers in music.
2. Harry Chapin was a documentary film maker.
3. As a result of a rave *New York Times* review record copies fought to sign him to a contract.
4. False – He won a Grammy award
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Rhoda Fox Graves:

1. She was a teacher.
2. False – She lost her first run for U.S. Senate against Senator Warren T. Thayer.
3. Accept any two of the following: St. Lawrence County Republican committee, Daughters of the American Revolution, Senate's agricultural committee
4. Dairy farmers, homeowners and consumers
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Gregory Hines

1. Gregory Hines tried to be a rock and roll entertainer.
2. Accept any three of the following: The Cotton Club, White Nights, Running Scared and Tap
3. Gregory Hines lobbied congress for the creation of National Tap Dance Day.
4. Gregory Hines worked as a performer for about 53 years and he was 57 years old when he died.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

George Hormel

1. George was about 13 years old when he first went to work to help his family. He was about 31 years old when he started his own business.
2. Accept any three of the following: ham, bacon, canned ham, Spam, canned chili, Dinty Moore stew
3. Jay Hormel added canned hams, Spam, canned chili and Dinty Moore stews.
4. Spam was used by the U.S. military during World War II.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) This distance between Buffalo, NY and Austin, MN is approximately 920 miles by automobile.

Charles Evans Hughes

1. Charles Hughes was 44 years old when he was first elected Governor of New York State.
2. Hughes resigned his seat on the U.S. Supreme Court to run for President of the United States.
3. Hughes served as Secretary of State, president of the American Bar Association and judge on the World Court.
4. Charles Evans Hughes served as Chief Justice for 11 years.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) This distance between Glens Falls, NY and Washington, DC is approximately 420 miles by automobile.

Albro Lyons

1. True
2. Accept any four of the following: cigar maker, store owner, ice cream maker, justice of the peace and sexton
3. Albro Lyons left New York City because of the draft riots during the American Civil War.
4. Lyons sued the state of Rhode Island to get his daughter an education.
5. Lyons' daughter, Maritcha wrote her father's biography.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Barbara Rose Johns Powell

1. Barbara and her friends were planning a student strike to bring attention to the unfair conditions at their school and sped up plans following the death of fellow students from a bus/train accident
2. Barbara's Uncle Vernon encouraged Barbara to do something about the unfair conditions.
3. The National Association for the Advancement of Colored People (NAACP)
4. Barbara left Farmville for her safety and went to live with her uncle in Montgomery, Alabama
5. Barbara was a school librarian.
6. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Elihu Root

1. Root was about 22 years old when he earned his law degree.
2. Elihu Root declined an ambassadorship to Spain because he didn't speak Spanish.
3. Root served as Secretary of War for President McKinley and Secretary of State for President Theodore Roosevelt.
4. Elihu Root received the Nobel Peace Prize in 1912.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Margaret Olivia Slocum Sage

1. True
2. Margaret Slocum was 41 years old when she married Russell Sage.
3. Accept any two of the following: Russell Sage Foundation, Russell Sage College for Women and the Joseph Slocum School of Agriculture.
4. The Russell Sage Foundation was set up to improve the social and living conditions in the United States of America.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps) Syracuse and Troy are about 150 miles apart.

Ralph Waite

1. Ralph Waite served in the U.S. Marine Corps.
2. Waite was a Presbyterian minister between his military service and acting career.
3. Ralph studied and memorized every part in the play.
4. False
5. Ralph Waite is most famous for his role as John Walton, Sr.
6. Waite invested his money in a community theater in Los Angeles.
7. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

Wendy Wasserstein

1. Wendy was 27 years old when her play, *Uncommon Women and Others*, became an Off-Broadway success.
2. False
3. *The Heidi Chronicles* is the play Wendy Wasserstein is most well known for.
4. She wanted to make plays and playwriting accessible to a diverse population including underprivileged youth.
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

John Willys

1. John worked in a brick and tile plant two hours a day after school. He earned 25 cents per week.
2. Willys started selling automobiles when he was about 27 years old.
3. American involvement in World War I increased auto sales.
4. Accept any three of the following: entrepreneur, bricks, tiles, laundry, bicycle repair, sporting goods, bicycles, automobile sales, and automobile manufacturing (including Jeeps).
5. (Answers will vary by location – a fast way to find an answer is by using an internet mapping website i.e. Google maps)

The additional graphic organizers that can be used with this series or other Newspaper In Education lessons can be found in the last pages of this guide and include:

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

Name _____

News Report:

Who is attending this event?
What have you seen/experienced?
When is this happening? (Describe date, time of day, weather or anything else you think necessary to give your reader the feeling they were there)
Where does this event take place?
How did this event come about? (Provide background information about the event/happening.)
Why is this event newsworthy?

Once you've answered the above questions including as many details as you could find, write your article on a separate piece of paper. Review and revise as necessary.

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

Name _____

A Study Guide*

Working in groups of no more than five, choose and study carefully a newspaper story about your community. Answer the questions below based on details from the chosen story.

1. Remembering (retrieve)

Who committed the action? _____

What is the action? _____

When did the action take place? _____

Where did the action take place? _____

2. Understanding (summarize)

Retell or give the main idea. _____

3. Applying (carry out)

Why is (the specific event) _____ significant?

4. Analyzing (compare)

How does (the problem in the story) _____ compare with another problem _____?

5. Evaluating (judge)

Do you agree with a viewpoint offered by someone in the story or the opinion expressed by the person writing the opinion _____?

What do you think? _____

6. Creating (plan)

Devise an action plan to solve the problem and present your plan to a group of students, parents, school and/or community officials? _____

(*Bloom's Taxonomy revised)

Name _____

Levels of Thinking and Reasoning*

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

Headline: _____ Author: _____ Newspaper: _____ Date: _____
--

Create

Evaluate

Analyze

Apply

Understand

Remember

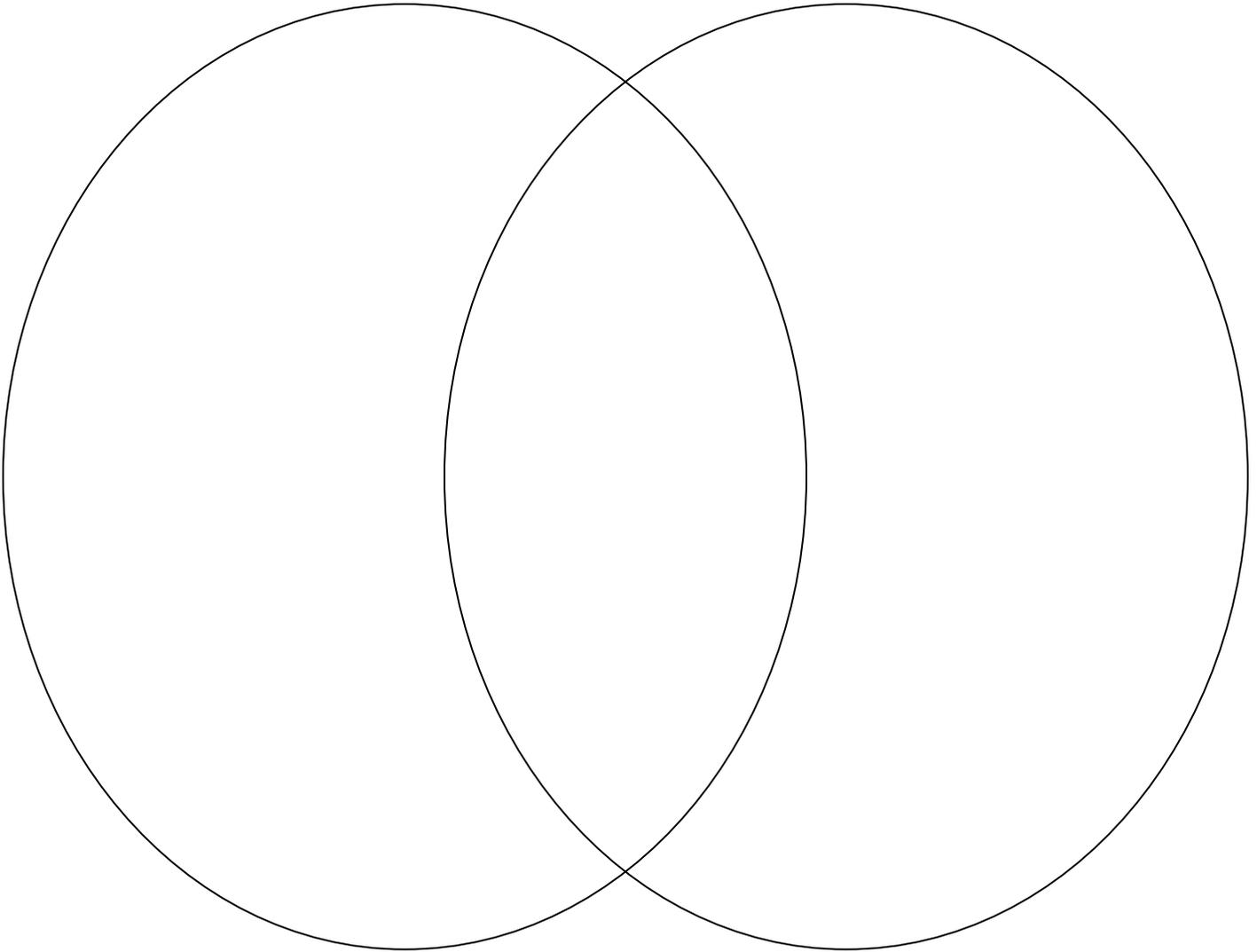
Follow-up: Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(*Bloom's Taxonomy revised)

Name _____

Venn Diagram

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



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

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

Name _____

KLW Chart

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

KNOW	LEARN	WANT TO KNOW

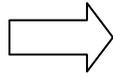
Name _____

Cause and Effect

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

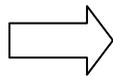
Cause

Effect



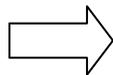
Cause

Effect



Cause

Effect



Follow-up: Share what you record with classmates.