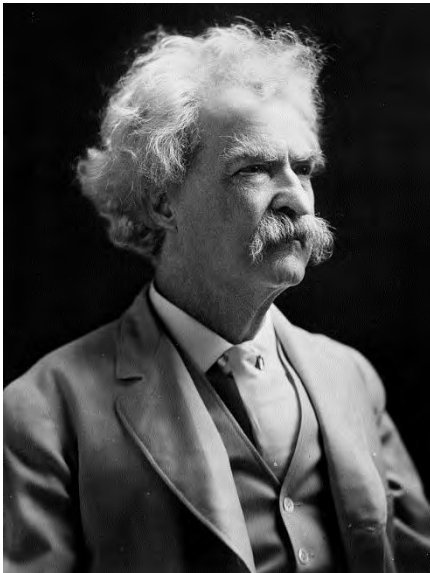


# **Famous Americans 2019-2020 Series Teachers' Guide/Graphic Organizers**

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

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





*Created by the New York News Publishers Association –  
Newspaper In Education Program  
All rights reserved 2019*

## Florida Standards

The Florida Department of Education defines that the Florida Standards provide a robust set of goals for every grade. Emphasizing analytical thinking rather than rote memorization, the Florida Standards will prepare our students for success in college, career and life. The Florida Standards will reflect the knowledge and skills that our young people need for success in college and careers.

Building on the foundation of success that has made Florida a national model, The Florida Standards provide a clear set of goals for every student, parent, and teacher.

For more information on Florida Standards, go to the CPALMS website. CPALMS is the State of Florida's official source for standards information and course descriptions: <http://www.cpalms.org>.

The reading material and activities in this packet applies to the following Florida Standards for grades four through twelve.

**Social Studies:** SS.4.A.1.1; SS.4.A.1.2; SS.4.C.2.2; SS.4.C.2.3; SS.5.A.1.2; SS.5.C.2.4; SS.5.C.2.5; SS.6.A.1.2; SS.7.A.1.2; SS.7.C.2.11; SS.7.C.2.13; SS.7.C.2.14; SS.8.A.1.1; SS.8.A.1.2; SS.8.A.1.3; SS.8.A.1.4; SS.8.A.1.5; SS.8.A.1.6; SS.8.A.1.7; SS.8.FL.1.2; SS.8.FL.1.3; SS.8.FL.1.4; SS.8.FL.1.5; SS.8.FL.1.6

**Language Arts:** LAFS.412.RI.1.1; LAFS.412.RI.1.2; LAFS.412.RI.1.3; LAFS.412.RI.2.4; LAFS.412.RI.2.5; LAFS.412.RI.2.6; LAFS.412.RI.3.7; LAFS.412.SL.1.1; LAFS.412.SL.1.2; LAFS.412.SL.1.3; LAFS.412.SL.2.4; LAFS.412.SL.2.5; LAFS.412.SL.2.6; LAFS.412.W.1.1; LAFS.412.W.1.2; LAFS.412.W.1.3; LAFS.412.W.2.4; LAFS.412.W.2.5; LAFS.412.W.2.6; LAFS.412.W.3.7; LAFS.412.W.3.8

## Newspaper in Education

The Newspaper in Education (NIE) program is a cooperative effort between schools and local newspapers to promote the use of newspapers in print and electronic form as educational resources. Our educational resources fall into the category of informational text.

Informational text is a type of nonfiction text. The primary purpose of informational text is to convey information about the natural or social world. Florida NIE programs provide schools with class sets of informational text in the form of the daily newspaper and original curriculum. NIE teaching materials cover a variety of subjects and are consistent with Florida's education standards.

Florida Press Educational Services, Inc. (FPES) is a non-profit 501(c)(3) organization of newspaper professionals that promotes literacy, particularly for young people. FPES members consist of daily and weekly newspapers throughout the state of Florida. Through its member newspapers, FPES serves educators, students and families in all 67 Florida counties. For more information about FPES, visit [fpesnie.org](http://fpesnie.org), or email [ktower@flpress.com](mailto:ktower@flpress.com) or [jpushkin@tampabay.com](mailto:jpushkin@tampabay.com). Follow us on Twitter at [Twitter.com/nie\\_fpes](https://twitter.com/nie_fpes).

# Famous American Mary McLeod Bethune

The child of former slaves, Mary McLeod Bethune took advantage of new opportunities for education after the Civil War. She created more opportunities for future generations while becoming the most influential black woman of her time.

Mary Jane McLeod, the fifteenth of seventeen children, was born near Mayesville, South Carolina, on July 10, 1875. Her mother continued to work for her former master to support the McLeods' own farm. Accompanying her mother on errands, little Mary was fascinated by the books in a white girl's playhouse. When the girl taunted her for not knowing how to read, Mary resolved to learn.

Mary started working in the family cotton field at age five, but local churches helped her become the first in her family to get an education. She attended a one-room mission school five miles from home and received a scholarship to attend a North Carolina boarding school. After that, she became the only black student in her class at Chicago's Bible Institute for Home and Foreign Missions.

Mary hoped to go to Africa as a Presbyterian missionary. Told that the church wasn't sending black missionaries abroad, she took teaching jobs in Georgia and South Carolina. She married Albertus Bethune in 1898 and kept his name after they separated in 1907.

At the turn of the century, the Bethunes moved to Florida, where Mary sold insurance. The settlement of black families in the vacation community of Daytona Beach for a railroad project gave Mary McLeod Bethune an opportunity to start her own school. She rented a house near a junkyard for \$10 a month and built her own desks and benches out of old crates. Her Daytona Beach Literary & Industrial School for Training Negro Girls opened in 1904. Bethune's first students had to make their own pencils and ink.

Bethune's school started with six students, plus her son. It had 30 the following year. Bethune raised money with food sales, musical performances, and the support of influential white philanthropists. She became a community leader, opening a hospital in 1911 after the local hospital refused to treat black patients.

Bethune soon gained recognition from the wider black community. She was elected president of the Florida branch of the National Association of Colored Women's Clubs in 1917 and became national president in 1924. As president, she networked with her white counterparts at national women's conferences. Presidents Calvin Coolidge and Herbert Hoover recognized her as a representative of black women nationwide, inviting her to White House conferences on child welfare.

Mary McLeod Bethune's prestige reached new heights during Franklin D. Roosevelt's presidency. Having befriended first lady Eleanor Roosevelt at women's conferences, Bethune helped form an unofficial "Black Cabinet" of presidential advisors. As Director of Negro Affairs for the National Youth Association, she strove to ensure that blacks received their fair share from government job programs during the Great Depression. During World War II, she helped open the Women's Army Corps to all races.

As a founder of the National Council of Negro Women and the United Negro College Fund, Mary McLeod Bethune continued to work for greater equality and opportunity until her death on May 18, 1955. Her Daytona Beach school continues today as Bethune-Cookman College, while additional institutions and organizations across the country keep her name and memory alive.

For more about Mary McLeod Bethune, visit the *Mary McLeod Bethune Council House historic site* or go online to [www.nps.gov/mamc/index.htm](http://www.nps.gov/mamc/index.htm). This is one of a series of *Famous American profiles* written by Kevin Gilbert for the *NYNPA News Media Literacy/NIE Program*. All rights reserved 2019.

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)



Library of Congress, Prints and Photographs Division [reproduction number LC-DIG-ds-07415]



**Mayesville, South Carolina** is a small town located in Sumter County and named for early settlers - the Mayes family.

# Famous American Justice Louis Brandeis



Library of Congress, Prints and Photographs Division [reproduction number LC-USZ62-31230]

Louis D. Brandeis made history just by being appointed to the U.S. Supreme Court, but before that he'd already had a major influence on the evolution of American law.

Louis David Brandeis (he later changed his middle name to Dembetz) was born on November 13, 1856, in Louisville, Kentucky. His parents came from Bohemia (now part of the Czech Republic) to escape political unrest and rising anti-Semitism. In Louisville, they celebrated Christian holidays while practicing their own faith. Louis was a prize-winning student in Louisville's public schools. When his family left the country during an economic slump in 1873, Louis continued his studies in Germany.

Brandeis returned to the U.S. in 1875 and was admitted to Harvard Law School despite lacking an undergraduate degree. Since his parents couldn't support him, he borrowed money from his brother until he could support himself by tutoring classmates. After suffering eye strain from reading in a poorly-lit room, he memorized textbooks that friends read aloud to him. Brandeis was the 1877 class valedictorian with a record

grade point average but needed special permission to graduate because he was still under 21.

After practicing law briefly in St. Louis, Brandeis returned to Massachusetts to start a law firm with his Harvard classmate Samuel Warren. They were successful as both lawyers and legal scholars. Their 1890 article, "The Right to Privacy," became one of the most influential law review articles in American history. Provoked by gossip published about Warren's social life, the authors claimed that American law recognized people's right to be left alone in their private lives. Their argument would have consequences far beyond their original intentions.

By the end of the 19th century Brandeis was wealthy enough to work for free in cases that could promote public interests. His opposition to business monopolies and his support for working people earned him the nickname, "the people's lawyer." In defense of an Oregon law limiting women's work hours, he submitted an innovative legal brief to the Supreme Court. The so-called "Brandeis brief" included factual evidence showing the adverse effect excessive work hours had on women's health. His victory in *Muller v. Oregon* set an important precedent for the use of social-science evidence in constitutional cases.

In 1912, Brandeis advised Woodrow Wilson's presidential campaign. In 1916, Wilson nominated Brandeis to the Supreme Court. Because Brandeis would be the first Jewish Justice, some critics accused Wilson of pandering to Jewish voters. Others saw Brandeis as an unethical extremist. Some thought him even more extreme simply because he was Jewish.

While Supreme Court nominees traditionally had been confirmed almost instantly, Brandeis's opponents delayed his confirmation for months and forced the first-ever public hearing on a Supreme Court nominee. As conservatives attacked him, colleagues dating back to Harvard Law praised Brandeis's intellect and integrity. On June 1, 1916, the U.S. Senate confirmed Brandeis by a 47-22 vote.

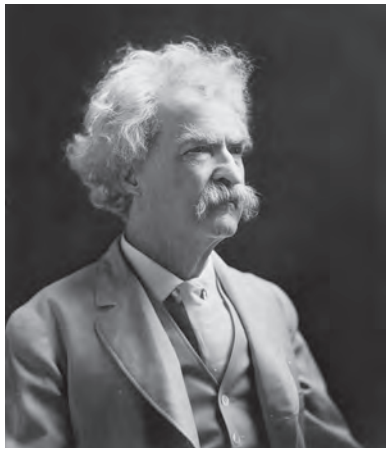
Louis Brandeis served on the Supreme Court until February 1939 and died on October 5, 1941. By the end of his career, many of his critics had been won over by his dedication to constitutional principles. Brandeis University, founded in Massachusetts in 1948, and the renamed Brandeis School of Law at the University of Louisville train new generations of lawyers and scholars to carry on his legacy.



**Louisville** is Kentucky's largest city, which sits on the Ohio River along the Indiana border and is home to Churchill Downs and the Kentucky Derby.

For more about Justice Brandeis and Brandeis University, go to <https://www.brandeis.edu/about/louis-brandeis.html>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)



Library of Congress, Prints and Photographs Division [reproduction number LC-USZ62-5513]

# Famous American Samuel Clemens

As the beloved author Mark Twain, Samuel L. Clemens created some of the most memorable characters in American literature, and became a great American character himself.

Samuel Langhorne Clemens was born in Florida, Missouri, on November 30, 1835. In 1839, his family moved to the booming town of Hannibal. Sam loved to read but hated going to school. After his father died in 1847, Sam's mother let him leave school to become a printer's apprentice. As a typesetter, he learned to assemble newspaper pages one letter at a time from blocks of metal type.

Sam set type for his older brother Orion, a local newspaper editor. Orion's office was Sam's gateway to a rapidly expanding world of publishing. Newspapers from across the country exchanged copies and reprinted each other's articles. Ambitious writers could also submit work directly to papers far from home. Some of Sam's earliest work, signed "S.L.C.," first appeared in Boston and Philadelphia papers.

Seeking greater opportunities, Sam left Hannibal in 1853, but typesetting jobs in St. Louis, New York and Philadelphia didn't last long. Sam finally came back west and helped Orion publish a city directory. Tired of typesetting, he became an apprentice steamboat pilot before earning his license in 1859. While piloting, he wrote articles on river life for newspapers along the Mississippi.

Early in the Civil War, Sam served two weeks in a Confederate militia before leaving for loyal Nevada, where Orion was the territorial secretary. After serving as the secretary's secretary, he tried his luck in Nevada's silver mines. Prospecting didn't pan out for him, but Sam found a mother lode of story material in the mining camps of Nevada and California. As Americans grew more curious about life in the west, his widely-reprinted newspaper stories gave readers a vivid taste of rowdy western life.

Like many writers of his time, Sam Clemens often used pseudonyms. In 1863, he started using "Mark Twain," the pilots' term for river water two fathoms (twelve feet) deep. Clemens claimed that he stole the name from another writer, but quickly made it his own. By the time Mark Twain's first book, *The Celebrated Jumping Frog of Calaveras County and Other Stories*, appeared in 1867, publishers were sending Clemens abroad to get 'Mark Twain's' opinions on the wider world. In 1869, the resulting travel book, *The Innocents Abroad*, confirmed Twain's literary stardom.

Mark Twain drew on memories of childhood in Hannibal, river life and mining camps to become the most famous writer in America. He was popular with all classes of readers. He impressed literary critics by expressing a rough-hewn western point of view without the intentional misspellings and other crude gimmicks some humorists used. He reached ordinary people who rarely visited bookstores by marketing his books door-to-door. Performing on the lecture circuit increased Mark Twain's popularity, and helped him get out of debt when business ventures went wrong.



**Florida** is a currently uninhabited village in Monroe County, Missouri and is located on the shore of Mark Twain Lake.

By the time Samuel Clemens died on April 21, 1910, Mark Twain and characters like Tom Sawyer and Huckleberry Finn had become part of American folklore. An autobiography published in 2010 proved his enduring popularity by becoming a bestseller. Just as Americans recognize Mark Twain as an authentic voice of their past, the world recognizes him as an authentic voice of America.

For more about Samuel Clemens, visit the Mark Twain Boyhood Home and Museum in person or virtually at <https://www.marktwainmuseum.org/twains-life-and-works>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)

# Famous American Roberto Clemente

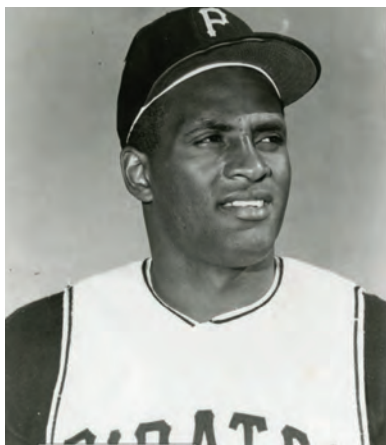


Photo courtesy of the  
National Baseball Hall of Fame  
and Museum

Roberto Clemente was Major League Baseball's first Latino superstar, one of the game's greatest players and a humanitarian whose heroism transcended sports.

Roberto Enrique Clemente Walker was born on August 18, 1934 in San Anton, Puerto Rico. While attending school Roberto helped his father on a sugar plantation. Roberto started out in softball at age eight but, by age sixteen, he played baseball in the Puerto Rican Amateur League. He briefly considered becoming an Olympic javelin thrower and javelin training improved his throwing strength and accuracy.

Sticking with baseball, Clemente tried out for a Puerto Rican Winter League team in 1952. A scout for the Brooklyn Dodgers of the National League watched the tryout and was impressed by Clemente's speed and throwing power. Roberto was still too young to sign a professional contract, but from that point on, Major League Baseball scouts watched Clemente's development with growing interest.

After he turned 18, Clemente joined the Winter League, earning \$40 a week to play alongside Major League talent. As he improved in the 1953-54 season, more American scouts took notice. In February 1954, the Dodgers offered him \$5,000 to play minor-league ball and included a \$10,000 signing bonus. After a season with the Dodgers' Montreal farm club, Clemente was subject to the next Major League draft. He was chosen by the Pittsburgh Pirates, the worst team in the majors.

Players from Latin America and the Caribbean had been in the majors for many years, but black players like Clemente had only been admitted in 1947. The Pirates had signed their first black player the year before Clemente joined. Some players and fans remained hostile to black players, and Clemente's limited English made acceptance even harder for him. Clemente remained determined to be a role model for Latino and Caribbean players and fans and to use his success to improve their communities. His achievements soon began to speak for themselves.

Clemente and the Pirates rose together. In 1960, Clemente made the All-Star team for the first time. That fall, the Pirates won the National League pennant and beat the New York Yankees for their first World Series championship since 1925.

In the 1960s Clemente was one of baseball's top stars. He won the first of twelve consecutive Gold Glove awards in 1961, and the first of four National League batting titles in 1964. He was the National League Most Valuable Player in 1966, and the World Series MVP in 1971, when the Pirates beat the Baltimore Orioles.

By the end of the 1972 season, Clemente had 3,000 hits and the record for the most games played as a Pittsburgh Pirate. That December, a major earthquake struck the nation of Nicaragua, where Clemente had many friends. He helped organize relief efforts and was on his way to Nicaragua when his plane crashed into the ocean on December 31. No one survived the crash.

In March 1973, by a special vote of the Baseball Writers' Association, Roberto Clemente became the first Latin American player elected to the Baseball Hall of Fame. Major League Baseball renamed its Commissioner's Award for sportsmanship and community service after

Clemente. Later that year Roberto Clemente was awarded the Congressional Gold Medal and the first-ever Presidential Citizen's Medal for his heroism on and off the baseball diamond.



**Puerto Rico** is a Caribbean island and an unincorporated U.S. territory and lies about 1,000 miles southwest of Florida.

For more about Roberto Clemente and his baseball career, go to <https://baseballhall.org/hall-of-famers/clemente-roberto>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)

# Famous American William Frederick Cody



William "Buffalo Bill" Cody pictured here with Sitting Bull - August 1885

Source: Library of Congress, Prints and Photographs Division [reproduction number LC-DIG-ds-07833]

heroic subject matter, Judson was impressed by the flamboyant Cody who saw dime novels as a new way to promote his career as a hunting guide. Buntline's *Buffalo Bill, King of the Border Men* became a smash hit, inspiring a long series of dime novels and an 1872 play. When Cody appeared in person during a performance and drew tremendous applause, Buntline got the idea to have Buffalo Bill play himself.

For the next decade, Cody toured the country performing in plays like Buntline's *Scouts of the Prairie*, sometimes co-starring with fellow western celebrity Wild Bill Hickok. He also continued to work as a scout for the military. Taking more control over his entertainment career, Cody smartly included current events like the 1876 killing of General George Armstrong Custer in his performances. By portraying himself as Custer's avenger in *The Red Right Hand* or *Buffalo Bill's First Scalp for Custer*, Cody cemented his status as a real-life folk hero.

Cody's vision of the West eventually grew too large for the theatrical stage. In 1883, he created Buffalo Bill's Wild West, a touring outdoor show that combined rodeo-style competitions and often-fanciful reenactments of frontier life. Featuring famous figures like the Sioux chief Sitting Bull and new stars like the sharpshooter Annie Oakley, the Wild West show became an international sensation. During repeated tours of Great Britain and Europe, Cody's show gave millions of people their first impression, accurate or not, of what the American West was like.

Scandals and failing finances plagued Cody in the early 20th century. Despite expanding

into the new medium of motion pictures, he declared bankruptcy in 1913 and lost control of his show. After his death on January 10, 1917, the scandals and failures were gradually forgotten. Whatever the truth was about his western adventures, Buffalo Bill Cody has an indisputable place in American history as an entertainment pioneer.



**LeClaire** is a city in Scott County, Iowa and is named after Antoine LeClaire, a Métis trader of First Nations-French Canadian descent.

For more about William Cody, go to the Buffalo Bill Center of the West museum online at <https://centerofthewest.org/explore/buffalo-bill/>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)



# Famous American John Deere

One of the largest agricultural machine companies in the world began in the 19th century with an Illinois blacksmith who figured out how to make a better plow and sell it to farms across the United States.

John Deere was born on February 7, 1804, in Rutland, Vermont. His father, a tailor, sailed for England in 1812 to claim an inheritance but never returned. John had the education to attend college but dropped out to learn a practical trade. Starting in 1821, he spent four years as a blacksmith's apprentice.

As a blacksmith, Deere made and repaired metal products from farm implements to parts for horse-drawn wagons. As his family grew, he moved from place to place in Vermont in search of steady work. He had a lot of bad luck. In one community his shop burned down twice. In 1835, things got so bad that Deere was arrested for unpaid debts. After bailing himself out, he decided to leave Vermont.

As did millions of Americans, John Deere went west in search of opportunity. New farm communities needed the tools a blacksmith could make. In Illinois, Deere visited the small settlement of Chicago before deciding that Grand Detour was a more promising location. He was the only blacksmith for miles there and would have plenty of work.

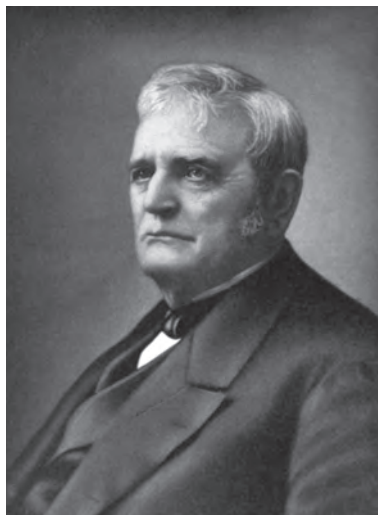
Above all, Illinois farmers needed better plows. Farmers who came from New England learned that plows suited to the soil back home had trouble cutting the thicker, stickier soil of Illinois. Teams of oxen could only cut shallow furrows, and farmers had to stop every few feet to clean dirt off their cast-iron ploughshares. The laborious process limited the amount of land anyone could farm.

Making a better plow would make Deere's fortune. He figured that steel would cut deeper than iron, while soil wouldn't stick to a polished steel surface. If a steel ploughshare had the right shape, the soil would fall off while you plowed. Using a second-hand saw blade, Deere forged his first cast-steel plow in 1838 and ten more the following year.

As Deere's plow proved itself, demand grew. In 1843, Deere and a partner built a two-story workshop and made 400 plows. Within a few years they were making more than 1,000 a year. Deere was reaching the limit of the local market, but knew that farmers further away could use his plows. He moved to Moline, where access to the Mississippi River, and later a railroad, allowed him to reach a wider market. He became Moline's biggest employer as production increased to 10,000 plows a year by 1855. Lauded as "the plow that broke the plains," Deere's innovation helped make the U.S. an agricultural superpower.

After incorporating Deere & Co. in 1868, John Deere left most business operations to his son. He served a term as mayor of Moline and remained a community leader until his death on May 17, 1886. His plows had been known informally as "Moline plows," but to eliminate

confusion with rivals who set up shop in Moline, the company used his name and a leaping-deer logo to identify its expanding product line as the "real thing." Today, the John Deere brand maintains the founder's place in history and everyday life.



Source: Wikipedia - Originally from The Cyclopaedia of American biography



**Rutland, Vermont** is located about 65 miles north of the Massachusetts state line and 20 miles east of the New York border.

For more information about John Deere and the company he founded, go to <https://www.deere.com/en/our-company/> **history!** This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans).

# Famous American W.E.B. Du Bois

W.E.B. Du Bois is remembered today as a great American writer, but for much of his long life many Americans regarded this pioneer black scholar and activist as a dangerous extremist, if not a traitor to his country.

William Edward Burghardt Du Bois was born in Great Barrington, Massachusetts, on February 23, 1868. A precocious writer, he published articles in newspapers from New England to New York while attending high school alongside white students. Du Bois wanted to attend Harvard, but the prestigious college was expensive and unlikely to accept a black student directly from high school.

A local church raised money so Du Bois could attend all-black Fisk University in Tennessee. When he finally made it into Harvard, a fund for black students allowed him to study history and sociology in Germany. In 1895, Du Bois became the first black student to earn a Ph.D. from Harvard. One year later, he published his first book, *The Suppression of the African Slave Trade*.

When he wasn't teaching, Du Bois conducted innovative sociological research. He hoped that facts and statistics published in *The Philadelphia Negro* (1899) and the essay collection *The Souls of Black Folk* (1903) would correct widespread misconceptions about black communities. Even though Du Bois became the first black scholar to lecture before the American Historical Association, many white scholars ignored or rejected his findings.

Du Bois hoped to change black attitudes as well. Weary of racist violence, many black leaders urged their communities to focus on economic development instead of political and civil rights. Rejecting this attitude, Du Bois demanded full equality for black Americans. In 1910, he joined the new National Association for the Advancement of Colored People and edited their monthly magazine, *The Crisis*. It became a cutting-edge publication that promoted black creativity while forcefully exposing racist injustices.

Du Bois continued to produce landmark works of history, including the 1935 volume *Black Reconstruction in America*, while moving to the left of the political mainstream. Once skeptical toward Communism and the Soviet Union, he came to believe that America's capitalist economic system supported racism. Claiming that Communists didn't discriminate by race, he encouraged discussion of Marxist ideas in *The Crisis* before resigning from the NAACP in 1934. He rejoined during World War II but resigned again under pressure as anti-communism intensified after the war.

In 1951, the U.S. government claimed that Du Bois became a Soviet agent by joining the anti-war Peace Information Center. The formal charges against him eventually were dropped, but Du Bois wasn't allowed to leave the country for seven years. As a new civil rights movement grew during the 1950s, Du Bois continued a more isolated struggle against political intolerance. In 1961, at age 93, he joined the Communist party as an act of protest. He soon moved to Ghana, a newly independent African state, to work on an African encyclopedia.

W. E. B. Du Bois died on August 27, 1963, one day before Martin Luther King's "I Have a Dream" speech at the March on Washington. After the end of the Cold War, fewer Americans held Du Bois' political views against him. The American Sociological Association has named a career achievement award after him, while U.S. postage stamps and other honors identify Du Bois as a great American.



National Portrait Gallery,  
Smithsonian Institution



**Great Barrington** is a town in Berkshire County, Massachusetts and about 16 miles east of the NYS border.

For more information about WEB Du Bois and the NAACP, visit the organization's website at [www.naacp.org](http://www.naacp.org). This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)

# Famous American Dale Earnhardt

Stock car racing, a sport where ordinary looking cars travel at incredible speeds, was considered a lesser form of auto racing until the 1980s when a generation of racers led by Dale Earnhardt made NASCAR a nationwide cultural phenomenon.

Ralph Dale Earnhardt was born in Kannapolis, North Carolina, on April 29, 1951. His father was Ralph “Ironheart” Earnhardt, a grade-school dropout who earned additional money for his family in the recently-formed National Association for Stock Car Auto Racing. A champion in NASCAR’s short-track Sportsman division, Ralph let Dale work as his mechanic but urged him to stay in school. Eager to race, Dale defied his father and dropped out of ninth grade.

While working as an auto mechanic and welder, Dale started racing on North Carolina dirt tracks in 1971. He struggled to make ends meet for most of the decade. A fourth-place finish in a 1978 race finally earned him a spot on a team for a full season of NASCAR’s elite premier series championship. With seventeen top-ten finishes, including his first victory, Earnhardt was the 1979 NASCAR Rookie of the Year. The following year, he won five races and earned enough points to become the premier series champion.

Dale Earnhardt entered his prime in the mid-1980s. He won the premier series again in 1986 and 1987 and won it four more times in the 1990s to tie the NASCAR record for premier championships. Earnhardt’s career peaked as NASCAR became the fastest growing sport in the United States. A growing number of sports channels on cable TV had introduced NASCAR to new audiences. Previously, NASCAR had lacked the glamour of open-wheel racing as seen at the Indianapolis 500. Now, viewers across the country came to identify with NASCAR’s more normal-looking cars and colorful, competitive personalities like Dale “The Intimidator” Earnhardt.

In his career, Earnhardt won a total of 76 races, along with four International Race of Champions titles and earned more than \$41,000,000. Success led to celebrity, corporate sponsorships and commercial endorsement deals. In 1998, he formed his own racing team, which included his son. Earnhardt, who always regretted dropping out of school, mentored Dale Earnhardt Jr. while encouraging him to complete his education. Dale Jr. earned a college degree before becoming a successful driver in his own right.

Auto racing is a dangerous profession, and Dale Earnhardt Sr. often raced dangerously. During a 1996 race his car flipped after hitting a wall at 200 miles per hour, and another car struck the roof of Dale’s car. He climbed out on his own despite suffering a broken sternum and other injuries, and was racing again a week later. His high-profile accident led to the “Earnhardt Rule” requiring NASCAR vehicles to have reinforced roofs.

Dale Earnhardt Sr. was NASCAR’s biggest star at the start of the 21st century. The entire sporting world was shocked when Earnhardt was killed in a crash on the final lap of the Daytona 500, NASCAR’s most prestigious race, on February 18, 2001. The tragedy led to further reform as NASCAR required drivers to use the head-and-neck protection that Earnhardt himself spurned. Despite the consequences of his choices, Dale Earnhardt’s rebel image and daredevil driving made him a legend of racing during NASCAR’s golden age.



Source: Flickr,  
Photographer Darryl W. Moran  
CC BY-ND 2.0



**Kannapolis** is a city in Cabarrus and Rowan counties in North Carolina. It’s about 26 miles northeast of Charlotte.

---

For more information about NASCAR, visit the NASCAR Hall of Fame or go online to <https://www.nascarhall.com/explore>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)

# Famous American Fred Korematsu

An American citizen by birth, Fred Korematsu was treated like an enemy during World War II because of his Japanese ancestry – but like many Americans have, he fought for his rights against stiff odds.

Fred Toyosaburo Korematsu was born in Oakland, California on January 30, 1919 to parents who had moved from Japan in 1905. Many Americans on the U.S. west coast were hostile to immigrants from Asia and their children. In 1924, the government banned further Asian immigration.

Hostility toward Japanese-Americans grew worse as World War II approached. While few Japanese-Americans supported Japan's aggression in Asia or its alliance with Nazi Germany and Fascist Italy, all were subject to suspicion because of their race. As a young man in 1940, Fred Korematsu wanted to take part in the American defense buildup, but faced racist resistance much of the time.

After Japan attacked the U.S. at Pearl Harbor in December 1941, Japanese-Americans were suspected of acting as spies or saboteurs for Japan. Some Americans saw the war as a chance finally to drive Japanese-Americans from the west coast. All Japanese-Americans over age 14 were declared "alien enemies." Any of their property that might be used for spying could be confiscated. Restrictions were placed on their movements until the government was ready to move them to internment camps.

In February 1942 Executive Order 9066 authorized the removal of "alien enemies" from parts of the country deemed strategically important. An order forcing Japanese-Americans out of Military Area No. 1 meant that the Korematsu family had to leave California. Fred chose to become a fugitive, staying in San Leandro with his Italian-American girlfriend. He used an assumed name and even had surgery on his eyes in an effort to look less Asian before he was arrested on May 30.

While Korematsu's family was sent to a Utah internment camp, a lawyer for the American Civil Liberties Union encouraged Fred to challenge the legality of the expulsion policy. Convicted for violating military orders, Fred appealed to the U.S. Court of Appeals. When that court upheld the conviction, he went to the U.S. Supreme Court. In December 1944, by a 6-3 vote in *Korematsu v. United States*, the Court upheld the internment policy on national-security grounds. Fred Korematsu had to stay in Utah for the rest of the war.

After the war, Korematsu moved to Detroit, married and returned to Oakland. He didn't tell his children about his case until the nation acknowledged the injustice of Japanese internment. After historians showed that the government had withheld information proving that Japanese-Americans weren't a threat, Korematsu's conviction was overturned in 1983. In 1988 Korematsu and other Japanese-Americans received \$20,000 apiece from the government as compensation for their mistreatment. In 2018, the Supreme Court officially repudiated the *Korematsu v. United States* decision.

Fred Korematsu received the Presidential Medal of Freedom in 1998 for his courageous stand in defense of individual rights. Before his death on March 30, 2005, he spoke up for new victims of injustice, from targets of police brutality to Muslim-Americans detained after the September 2001 terrorist attacks. His name is identified with one of the country's greatest injustices, but Fred Korematsu himself will be remembered as an American hero.



Photo by Shirley Nakao,  
Courtesy of the Fred T.  
Korematsu Institute



**Oakland** is the largest city in and the county seat of Alameda County, California. It is located on the east side of San Francisco Bay.

For more information about Fred Korematsu and his legacy, go to the Korematsu Institute online at <http://www.korematsuinstitute.org/>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)

# Famous American Admiral Chester W. Nimitz

A youthful mistake nearly ruined Chester Nimitz's U.S. Navy career, but he came back from that early setback to help lead the Navy to victory in World War II.

Chester William Nimitz's father died before Chester was born in Fredericksburg, Texas, on February 24, 1885. His mother moved in with her father, a hotel owner who entertained Chester with tales of his time as a merchant sailor. While Chester was in high school, an Army officer visited the hotel. Fascinated by the man's uniform, Chester wanted to attend the United States Military Academy at West Point. All the openings for his congressional district had been filled, but there was still an opening at the United States Naval Academy. Earning the top score on a competitive exam, Chester dropped out of high school to enroll at Annapolis.

Nimitz graduated near the top of his class in 1905 and joined the U.S. Pacific fleet. He took command of the destroyer *Decatur* in 1907. In July 1908, while bringing the ship into a Philippine port, he failed to measure the depth of the harbor and ran aground on a mud flat. He reported his mistake and submitted to a court-martial. Nimitz was convicted of the comparatively minor charge of neglect of duty and got off with a written reprimand.

Nimitz was assigned to the Navy's submarine branch, which he considered a demotion. He soon realized how important subs would be in naval warfare. He became a submarine expert, lecturing at the Naval War College and taking command of the Atlantic Submarine Flotilla. He helped adapt subs' diesel engines to surface vessels and served on the *Maumee*, the Navy's first diesel-powered tanker. During World War I, Nimitz developed "underway replenishment" techniques that allowed one moving vessel to refuel another.

After the war, Nimitz returned to the Naval War College to study options in the event of war with Japan. After establishing one of the first Navy-ROTC centers at the University of California at Berkeley, he rose through the ranks from captain to admiral. When war with Japan came in December 1941, Nimitz was put in command of a Pacific fleet much diminished by the attack on Pearl Harbor.

Admiral Nimitz's years of study helped him anticipate Japanese maneuvers and counter them. He turned back an enemy offensive in the Battle of the Coral Sea and scored the first major victory over Japan at the Battle of Midway. He relied heavily on submarine forces for crucial months while the U.S. rebuilt its battleship fleet. Where the U.S. lacked secure island bases for refueling, the mobile refueling techniques Nimitz developed enabled the U.S. to take the offensive over a wide area. By the end of 1944, the U.S. had undisputed naval superiority throughout the Pacific theater of war.

In 1945, Fleet Admiral Nimitz received the Japanese surrender that ended World War II.

As Chief of Naval Operations, he supervised a massive demobilization effort and laid the groundwork for a nuclear-powered Navy. After his retirement he served as a United Nations diplomat and a regent for the University of California. Revered as one of the supreme commanders of the American war effort, Chester A. Nimitz died on February 20, 1966.



U.S. Navy photo by Mass Communication Specialist 2nd Class Jacquelyn D. Childs/Released



**Fredericksburg** is a small city located east of the center of Gillespie County, Texas about 70 miles north of San Antonio and 78 miles west of Austin.

For more information about Nimitz and WWII, go to the National Museum of the Pacific War online at <http://www.pacificwarmuseum.org>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)

# Famous American Janet Reno

Janet Reno wasn't the first choice to be the first female Attorney General in American history, but she had experience as a pioneer in the criminal justice system when the opportunity came her way.

Janet Wood Reno was born in Miami on July 21, 1938. Her parents wrote for Miami newspapers while building a home at the edge of the Florida Everglades. They sold some of their land to help pay Janet's way through Cornell University, where she became president of the school's Women's Self-Government Association. After earning a chemistry degree, Janet entered Harvard Law School. She was one of only a handful of women in her 1963 graduating class.

Many elite law firms still refused to hire women lawyers in 1960s Florida. Reno found greater opportunities for advancement in state government. She started her public career as general legal counsel to a legislative judiciary committee in 1971. After running unsuccessfully for the legislature in 1972, Reno became an assistant prosecutor for Richard E. Gerstein, the state attorney for Dade County, which included Miami. After three years with Gerstein, Reno joined a law firm that had refused to hire any women a decade earlier.

Gerstein wanted Reno to succeed him when he resigned in 1978. Following a temporary appointment by the governor, Reno won a special election that November. As Florida's first female state attorney, she managed hundreds of lawyers and bureaucrats in one of the country's most crime-ridden communities. She focused on crime prevention and child welfare while creating an innovative drug court that offered alternatives to jail for first-time offenders. She strove to improve race relations after riots sparked by the acquittal in 1980 of policemen accused of killing a black motorcyclist. Despite being a Democrat in a heavily Republican county, she enjoyed bipartisan support and was re-elected four times.

When Bill Clinton was elected President in 1992, his plan for a diverse Cabinet included a woman to run the Justice Department. His first choice didn't want the job. The next two dropped out of consideration because they had hired undocumented immigrants as nannies for their children. Clinton's brother-in-law, a Florida public defender, recommended Reno. The U.S. Senate confirmed her unanimously in March 1993.

The new Attorney General inherited a crisis in Waco, Texas. Federal officers had besieged the Branch Davidian cult compound after losing four men while attempting to seize illegal firearms. Concerned by reports of child abuse inside the compound, Reno authorized an assault that went tragically wrong. After 76 people died, she won new respect by taking personal responsibility for the disaster.

As American politics grew increasingly divisive during the 1990s, Janet Reno faced increased criticism. Some opponents of the Clinton administration accused her of abusing her authority by hindering investigations of alleged misconduct. At the same time, people inside the Clinton administration complained that Reno didn't do enough to protect the President from unfair investigations. Despite the criticism and the onset of Parkinson's disease, Reno remained at her post until Clinton left office in 2001.

After losing the Democratic primary for governor of Florida in 2002, Reno retired from public life. She died on November 7, 2016. Her legacy may be subject to debate, but her place in history is indisputable.



Source: Wikipedia - U.S.  
Department of Justice



**Miami** is the seat of Miami-Dade County, Florida and lies between the Everglades to the west and Biscayne Bay to the east.

---

For more information about the U.S. Department of Justice and the position of the U.S. Attorney General, go to <https://www.justice.gov/about>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans).

# Famous American Eleanor Roosevelt



**Eleanor Roosevelt of the United States holding a Declaration of Human Rights.**  
Source: United Nations

Before Eleanor Roosevelt, the first lady of the United States was little more than the White House hostess. During the Great Depression and World War II, Roosevelt changed the public role of the President's spouse and set an example for future first ladies to follow.

Anna Eleanor Roosevelt was born on October 11, 1884, in New York City. Orphaned by age ten, Eleanor moved in with her grandmother and received private tutoring before attending a progressive girls' school in Great Britain. Her formal education ended when she returned to the U.S. in 1902. At her family's insistence, she reluctantly played the role of a high-society debutante instead of attending college.

The education she'd already received inspired Eleanor to make a difference in the world beyond her privileged social circle.

Women still couldn't vote, much less hold political office, in most of the U.S., but Eleanor could help people directly as a volunteer social worker. She helped run a women's community center in a poor New York City neighborhood and investigated conditions in sweatshop workplaces.

In March 1905, Eleanor married her fifth cousin once removed, Franklin Delano Roosevelt. The President of the United States, her uncle Theodore Roosevelt, walked her down the aisle. Franklin followed in Theodore's footsteps, becoming a state senator in 1911 and Assistant Secretary of the Navy in 1913. Moving from Albany to Washington D.C. with Franklin, Eleanor did extensive volunteer work during World War I.

In 1920, the year the 19th Amendment gave women nationwide the right to vote, Franklin ran unsuccessfully for vice president. One year later, a crippling illness left him paralyzed from the waist down. Eleanor bolstered Franklin's will to live by encouraging him to resume his political career. She became more active in politics herself as a public speaker and organizer of women voters. With her support, Franklin was elected governor of New York in 1928 and President of the United States in 1932.

As first lady, Eleanor toured the country and reported to Franklin firsthand on the effects of the Depression and the gradual economic recovery. She spoke out in favor of greater sexual and racial equality at times when Franklin was reluctant to take risky action. Using the expanding mass media of the 1930s she expressed her views in regular radio broadcasts and a daily newspaper column. She was the first American first lady to hold her own regular press conferences, open to women reporters only.

While some critics thought Eleanor too radical or too ambitious, her popularity helped Franklin win an unprecedented third term in 1940. In 1941, before the U.S. entered World War II, Franklin appointed Eleanor assistant director of the Office of Civilian Defense. She was the first woman to hold an official government post while serving as first lady.

In April 1945, late in the war and early in his fourth term as President, Franklin died suddenly.

His successor, Harry S. Truman, named Eleanor to the first U.S. delegation to the United Nations. In the organization's early years, she led the team that drafted its Universal Declaration of Human Rights. Truman later dubbed her "First Lady of the World." Active in public life until her death on November 7, 1962, Eleanor Roosevelt was recognized as a leader in her own right.

For more about Eleanor Roosevelt, visit her *ValKill Cottage* in Hyde Park, NY or online at [https://www.nps.gov/nr/travel/presidents/eleanor\\_roosevelt\\_valkill.html](https://www.nps.gov/nr/travel/presidents/eleanor_roosevelt_valkill.html). This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019.

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)



**New York City** is the most populous city in the United States and home to the headquarters of the United Nations.

# Famous American Jim Thorpe



Library of Congress, Prints and  
Photographs Division [reproduction  
number LC-DIG-hec-13257]

Native American athlete Jim Thorpe became one of the country's most accomplished sports stars in the early 20th century. Despite his promise as an athlete, early in his life, he faced pressure to live like a white American and, as an adult, had his place in history threatened by scandal.

Jacobus Franciscus Thorpe was born in May 1887 in Oklahoma, then known as Indian Territory. He was raised as a member of the Sac and Fox tribe, which had been forced from Michigan by settlers. His Sac and Fox name, Wa-Tho-Huk, meant “bright path.”

Thorpe's education began at an agency school run by the federal government. White-run schools tried to mold Native Americans into productive members of white society while neglecting their tribal traditions. Students learned English and many useful skills, but were made to wear white people's clothing and cut

their long hair. Jim rebelled against his strict schooling sometimes by running away.

In 1904, Thorpe entered Pennsylvania's Carlisle Indian Industrial School. After one semester the school put him to work for white households. Three years passed before he could resume his studies. Nearly 20, he was placed in sixth grade.

Under legendary athletic director Glenn “Pop” Warner, Carlisle further “Americanized” Native students through sports. Warner saw the relatively lightweight but naturally gifted Thorpe as a future track star, but Carlisle's already-famous football program offered a quicker road to glory. Once Thorpe learned football, he dominated the sport. Playing against the top college teams of the time, he made the All-America Team and led Carlisle to a national championship in 1912.

Like many college athletes, Thorpe played minor-league professional baseball during summer breaks. To preserve their amateur status, most students played baseball under assumed names, but Thorpe didn't. His pro activities weren't yet an issue when he earned a spot on the 1912 U.S. Olympic track team.

At the Olympic games in Stockholm, Sweden, Thorpe won the five-event pentathlon and the ten-event decathlon. Recognized as the “world's greatest athlete,” he received a hero's welcome in a ticker-tape parade through New York City.

One year later, a newspaper reporter exposed Thorpe's baseball career. Since the Olympics were open only to amateurs, the International Olympic Committee stripped Thorpe of his gold medals. Despite his disgrace, Thorpe became a popular attraction in Major League Baseball and other pro sports. In 1919, he became one of the founders (and figurehead president) of the American Professional Football Association, today's National Football League.

Thorpe continued to play football into the 1920s and toured the country with a basketball team in the off-season. After his athletic career ended, he slid into poverty and alcoholism. Nearly penniless by 1950, he made desperately-needed money and gained new national attention as the subject of the 1951 movie, *Jim Thorpe, All-American*.

Jim Thorpe died on March 28, 1953. He was one of the first players named to the Professional Football Hall of Fame in 1963, and one of the first names chosen for the National Native American Hall of Fame in 2018. Long after he gave up his gold medals, researchers realized that Thorpe never should have lost them because the rules only permitted a challenge to his amateur status within 30 days of the 1912 Olympics. Fortunately, Jim Thorpe's status as an American sports hero is now beyond challenge.



**Oklahoma** is a state in the South Central region of the US. It is bordered by Kansas, Missouri, Arkansas, Texas, New Mexico and Colorado.

For more about Jim Thorpe and the Olympics, go to <https://www.olympic.org/jim-thorpe>. This is one of a series of Famous American profiles written by Kevin Gilbert for the NYNPA News Media Literacy/NIE Program. All rights reserved 2019

For a teaching guide, go to [www.nynpa.com/nie/Americans](http://www.nynpa.com/nie/Americans)



# NOTES:

Name \_\_\_\_\_

## Samuel Clemens

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

apprentice \_\_\_\_\_

steamboat pilot \_\_\_\_\_

militia \_\_\_\_\_

mother lode \_\_\_\_\_

pseudonyms \_\_\_\_\_

folklore \_\_\_\_\_

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

1. About how old was Sam when his mom let him leave school? \_\_\_\_\_
2. Name at least four different jobs Samuel Clemens did over his lifetime. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Where did Clemens get his writer's name? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. About how old was Samuel Clemens/Mark Twain when his first book was published? \_\_\_\_\_  
\_\_\_\_\_
5. Find Hannibal, Missouri on a map of the United States. About how far is it from your school? \_\_\_\_\_  
\_\_\_\_\_

### Related Online Newspaper Articles:

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

<https://tinyurl.com/MarkTwainKingofHumor>

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

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

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

### Newspaper Tie-ins:

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

Name \_\_\_\_\_

## Mary McLeod Bethune

Vocabulary – write a brief definition of the following words:

opportunities \_\_\_\_\_

influential \_\_\_\_\_

taunted \_\_\_\_\_

scholarship \_\_\_\_\_

philanthropist \_\_\_\_\_

representative \_\_\_\_\_

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

1. How old was Mary when she started working in the cotton fields with her family? \_\_\_\_\_  
\_\_\_\_\_
2. Who helped Mary get an education? \_\_\_\_\_  
\_\_\_\_\_
3. When did Mary McLeod Bethune start her first school and how many did she teach? \_\_\_\_\_  
\_\_\_\_\_
4. Why did Bethune open a hospital? \_\_\_\_\_  
\_\_\_\_\_
5. Name at least one organization founded by Mary McLeod Bethune. \_\_\_\_\_  
\_\_\_\_\_
6. Using a map of the United States or an online mapping tool, about how far is Mayesville, South Carolina from your school? How far is Daytona Beach, Florida? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

### Newspaper Tie-in:

- Look through recent editions of the newspaper (print or online) for news about someone who had to overcome obstacles to achieve his or her goal. Compare and contrast details in his/her story with Mary McLeod Bethune’s life.
- Mary McLeod Bethune worked for racial equality. Look through the newspaper for examples of people fighting for equality. What group of people are they working for? How and why are they doing it? Compare this modern group with the black Americans during Mary McLeod Bethune’s lifetime. Use the following page to organize your writing.

Name \_\_\_\_\_

<b>Black Americans in the Early 1900s</b>	<b>Group from today's news</b>
What is the problem?	What is the problem?
Who is trying to help?	Who is trying to help?
How are they trying to help?	How are they trying to help?
Why are they trying to help?	Why are they trying to help?
How are these two groups the same?	
How are they different?	

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

Name \_\_\_\_\_

## Louis D. Brandeis

Vocabulary – write a brief definition of the following words:

anti-Semitism \_\_\_\_\_

valedictorian \_\_\_\_\_

consequences \_\_\_\_\_

monopolies \_\_\_\_\_

unethical \_\_\_\_\_

integrity \_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_

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

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

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

\_\_\_\_\_

5. How old was Louis Brandeis when he died? \_\_\_\_\_

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

\_\_\_\_\_

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

### Newspaper Tie-ins:

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

Name \_\_\_\_\_

**Equal Opportunity – Fair/Unfair Treatment**

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

Name \_\_\_\_\_

### My Arts Review

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

<b>Title:</b>	
<b>Main Characters or Artists:</b>	
<b>Notable Details:</b>	
<b>Rating:</b>	<b>I rated it this way because:</b>



**Summary:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What I Liked:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What I Disliked:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**My Favorite Part:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Name \_\_\_\_\_

## Roberto Clemente

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

humanitarian \_\_\_\_\_

transcended \_\_\_\_\_

farm club \_\_\_\_\_

pennant \_\_\_\_\_

consecutive \_\_\_\_\_

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

1. What sport besides baseball did Roberto train for? How did it improve his baseball skills? \_\_\_\_\_  
\_\_\_\_\_
2. How much money did Clemente make the year he played for the Dodgers' Montreal team? \_\_\_\_\_  
\_\_\_\_\_
3. What year was Clemente first part of a World Series winning team? Which team was it? \_\_\_\_\_  
\_\_\_\_\_
4. How did Clemente die? Where was he going and why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Name at least four awards or titles Roberto Clemente won. Include his non-baseball award. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Find San Antón, Puerto Rico on a map or use an online mapping tool. About how far is it from your school? How far is it between San Antón and Pittsburgh, PA? \_\_\_\_\_  
\_\_\_\_\_

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

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

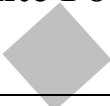
### Newspaper Tie-ins:

- Look through the newspaper for news about sports. What current player from any sport, reminds you most of Roberto Clemente? Why? Defend your answer.



- “Casey at the Bat” is a poem about baseball. Using news reports of baseball games try writing your own poem. The chart on the next page is set up for a diamante poem. A diamante poem is a poem in the shape of a diamond (In this case, think of it as a baseball diamond). There are a total of 7 lines. Line 1 is a noun. Line 2 is two adjectives about line 1. Line 3 is three words ending with –ing. Line 4 starts with 2 synonyms for Line 1 and ends with 2 synonyms for line 7. Line 5 is three words ending with –ing. Line 6 is two adjectives about line 7. Line 7 is a noun. See the example in the bottom corner of the graphic organizer.

## Diamante Poem Chart



Title \_\_\_\_\_

by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_




\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_

Example:  
 sun  
 bright, warm  
 baking, heating, growing  
 star, fire, rock, sphere  
 spinning, glowing, floating  
 round, cool  
 moon



**Assessment question:** What was the hardest part of this activity for you and why?



Name \_\_\_\_\_

## William Frederick “Buffalo Bill” Cody

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

teamster \_\_\_\_\_

drover \_\_\_\_\_

prolific \_\_\_\_\_

dime-novels \_\_\_\_\_

\_\_\_\_\_

flamboyant \_\_\_\_\_

plagued \_\_\_\_\_

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

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

\_\_\_\_\_

2. True or false: Cody received the Medal of Honor for his military service. \_\_\_\_\_

\_\_\_\_\_

3. What was William Cody trying to promote when he teamed up with author Edward Judson?

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

<https://news.google.com/newspapers?nid=1982&dat=19110524&id=a1xjAAAIAIAJ&sjid=MWQNAAAIAIAJ&pg=3638,787935>

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

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

### Newspaper Tie-ins:

- Read several newspaper obituaries. Then write an obituary for William Frederick “Buffalo Bill” Cody.
- The definition of stereotype is, “A widely held but fixed and oversimplified image or idea of a particular type of person or group.” Cody’s Wild West Show portrayed exaggerated, stereotyped cowboys and

Indians for the public's entertainment. Keep the definition of stereotype in mind as you complete the graphic organizer on the following page.

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

Name \_\_\_\_\_

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

Stereotype	Examples in the Newspaper	Support, Oppose, Neutral?

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

How do you think you are stereotyped?

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

Name \_\_\_\_\_

## John Deere

Vocabulary – write a brief definition of the following words:

inheritance \_\_\_\_\_

blacksmith \_\_\_\_\_

implements \_\_\_\_\_

furrows \_\_\_\_\_

ploughshares \_\_\_\_\_

laborious \_\_\_\_\_

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

1. About how young was John Deere when he started his apprenticeship? \_\_\_\_\_
2. Why did Deere leave Vermont? \_\_\_\_\_
3. What problems did Deere’s steel plow solve for mid-western farmers? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. From 1839 to 1843, John Deere’s production of plows went from 11 to 400 per year. What is that percentage of increase? \_\_\_\_\_
5. Find Rutland, Vermont on a map of the United States or use an online mapping tool. About how far is it from your school? How far is Rutland from Moline, Illinois? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Related Websites:** John Deere History – <https://www.deere.com/en/our-company/history/>  
National Agriculture in the Classroom – lessons for grades K-5  
<https://www.agclassroom.org/teacher/matrix/resources.cfm?rid=763>

### Newspaper Tie-ins:

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

his/her invention, and why you selected it. Use the graphic organizer on the next page to organize your research.

Name \_\_\_\_\_

Invention/Development's Name \_\_\_\_\_

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

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

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

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



Name \_\_\_\_\_

## W.E.B. Du Bois

Vocabulary – write a brief definition of the following words:

pioneer \_\_\_\_\_

extremist \_\_\_\_\_

precocious \_\_\_\_\_

prestigious \_\_\_\_\_

misconceptions \_\_\_\_\_

Marxist \_\_\_\_\_

NAACP \_\_\_\_\_

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

1. What organization helped Du Bois pay for his education at Fisk University? \_\_\_\_\_  
\_\_\_\_\_
2. True or false: W.E.B. Du Bois earned his PhD from Harvard University. \_\_\_\_\_
3. Name at least three books or publications Du Bois worked on. \_\_\_\_\_  
\_\_\_\_\_
4. What country did W.E.B. Du Bois move to and why? \_\_\_\_\_  
\_\_\_\_\_
5. How old was Du Bois when he died? \_\_\_\_\_
6. Find Great Barrington, Massachusetts on a map of the United States or use an online mapping tool.  
About how far is it from your school? \_\_\_\_\_

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

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

**Related website:** University at Amherst Digital Collections -

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

### Newspaper Tie-ins:

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

Name \_\_\_\_\_

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

Du Bois' struggles for himself and others

Modern struggles for equality and social justice

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

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

Name \_\_\_\_\_

## Dale Earnhardt

Vocabulary – write a brief definition of the following words:

phenomenon \_\_\_\_\_

mechanic \_\_\_\_\_

welder \_\_\_\_\_

endorsement \_\_\_\_\_

sternum \_\_\_\_\_

prestigious \_\_\_\_\_

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

1. About how old was Dale Earnhardt when he started racing? What other work was he also doing? \_\_\_\_\_  
\_\_\_\_\_
2. How many times did Dale Earnhardt win the premier series championship? \_\_\_\_\_
3. How much money did Dale Earnhardt earn during his racing career? \_\_\_\_\_  
\_\_\_\_\_
4. What two safety requirements did NASCAR put in place because of injuries to and the death of Dale Earnhardt? \_\_\_\_\_  
\_\_\_\_\_
5. Find Kannapolis, North Carolina on a map of United States or use an online mapping tool. About how far is it from your school? \_\_\_\_\_

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

<https://news.google.com/newspapers?nid=1876&dat=19930727&id=DdQpAAAAIBAJ&sjid=H88EAAAAI BAJ&pg=2146,3676972>

**Related website:** Scholastic’s lesson on Energy and NASCAR -

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

### Newspaper Tie-ins:

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

Name \_\_\_\_\_

An acrostic poem is a poem in which the initial letters of the lines, taken in order, spell a word or phrase. Each line should relate back to the central theme. In honor of Dale Earnhardt Sr. and his profession, write an acrostic poem using the acronym for the National Association for Stock Car Auto Racing.

N

A

S

C

A

R

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

Name \_\_\_\_\_

## Fred Korematsu

**Vocabulary – write a brief definition of the following words:**

saboteurs \_\_\_\_\_

confiscated \_\_\_\_\_

fugitive \_\_\_\_\_

internment \_\_\_\_\_

expulsion \_\_\_\_\_

repudiated \_\_\_\_\_

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

1. True or False: Fred Korematsu was a citizen of the United States. \_\_\_\_\_
2. Why were Fred Korematsu and other Japanese-Americans forced to move to internment camps? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Which organization worked with Korematsu to fight against the government’s internment policy? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. In what way did the United States attempt to “apologize” for the mistreatment of Japanese-American citizens during WWII? \_\_\_\_\_  
\_\_\_\_\_
5. How long did it take for the U.S. Supreme Court to change its original Korematsu decision? \_\_\_\_\_  
\_\_\_\_\_
6. Find Oakland, California on a map of the United States or use an online mapping tool. About how far is it from your school? \_\_\_\_\_

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

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

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

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

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

### Newspaper Tie-in:

- Fred Korematsu fought for his freedom and fair treatment for himself and others, ultimately taking his case to the Supreme Court. Look through the newspaper for examples of people fighting for fair

treatment. What group of people are they working for? How and why are they doing it? Compare this modern group with Japanese-Americans during WWII. Use the following page to organize your writing.

Name \_\_\_\_\_

<b>Japanese-Americans during World War II</b>	<b>Group from Today's News</b>
What is the problem?	What is the problem?
Who is trying to help?	Who is trying to help?
How are they trying to help?	How are they trying to help?
Why are they trying to help?	Why are they trying to help?
How are these two groups the same?	
How are they different?	

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

Name \_\_\_\_\_

## Chester W. Nimitz

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

merchant sailor \_\_\_\_\_

court-martial \_\_\_\_\_

reprimand \_\_\_\_\_

demotion \_\_\_\_\_

replenishment \_\_\_\_\_

ROTC \_\_\_\_\_

demobilization \_\_\_\_\_

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

1. What military academy did young Chester originally want to attend? What branch of the military does it belong to? \_\_\_\_\_  
\_\_\_\_\_
2. How old was Nimitz when he took command of the *Decatur*? What type of ship is the *Decatur*? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. True or false: Chester Nimitz was excited to be assigned to work with submarines. \_\_\_\_\_
4. Name two non-military positions Nimitz served in. \_\_\_\_\_  
\_\_\_\_\_
5. Find Fredericksburg, Texas on a map of the United States or use an online mapping tool. About how far is it from your school? How far apart is Fredericksburg and Pearl Harbor? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

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

**Newspaper Tie-ins:**



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

Name \_\_\_\_\_

<b>Job description:</b>
<b>Why did you select this job?</b>
<b>What education/skills are necessary for this position?</b>
<b>Where could you get the required education/skills?</b>
<b>How long will it take to obtain these education/skills? Estimate how much this education will cost.</b>
<b>How does your “job preparation” compare to Chester Nimitz’s choice to go to the US Naval Academy?</b>

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



Name \_\_\_\_\_

## Janet Reno

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

legislature \_\_\_\_\_

prosecutor \_\_\_\_\_

bureaucrats \_\_\_\_\_

acquittal \_\_\_\_\_

bipartisan \_\_\_\_\_

divisive \_\_\_\_\_

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

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How old was Reno when she joined the President Clinton’s Cabinet? What position did she hold? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. True or False: Janet Reno refused to take responsibility for the tragic events that occurred at the Branch Davidian compound. \_\_\_\_\_

4. What position did Janet Reno seek after she completed her time as US Attorney General? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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

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

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

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

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

### **Newspaper Tie-ins:**

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

Name \_\_\_\_\_

---

## Analyzing an Editorial/Political Cartoon

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

<input type="checkbox"/> Humor	<input type="checkbox"/> Labels
<input type="checkbox"/> Caricature	<input type="checkbox"/> Analogy to another historical or current event
<input type="checkbox"/> Symbols	<input type="checkbox"/> Stereotypes
<input type="checkbox"/> Speech/idea balloons	<input type="checkbox"/> References to popular culture, art, literature, etc.
7. List the important people or objects shown in the cartoon:
8. Are symbols used? If so, what are they and what do they mean?
9. Are stereotypes used? If so, what group is represented?
10. Is there a caricature of anyone in the cartoon? If so, who?
11. Briefly explain the message of the cartoon:
12. What groups would agree or disagree with the cartoon's message? Why?
13. Do you think this cartoon is effective in expressing the artist's message? Why or why not?

Name \_\_\_\_\_

## Eleanor Roosevelt

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

debutante \_\_\_\_\_

sweatshop \_\_\_\_\_

extensive \_\_\_\_\_

bolstered \_\_\_\_\_

unprecedented \_\_\_\_\_

delegation \_\_\_\_\_

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

1. Who raised Eleanor Roosevelt after her parents died? \_\_\_\_\_
2. True or False: Eleanor wanted to go to college. \_\_\_\_\_
3. Name at least four ways Eleanor Roosevelt helped people less fortunate than she was. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How did Eleanor Roosevelt express her views to the American public? \_\_\_\_\_  
\_\_\_\_\_
5. Find New York City on a map of the United States or use an online mapping tool. About how far is it from your school? \_\_\_\_\_

**Related Online News Article:** *Saint Petersburg Times*, Saturday, May 1, 1943, Headline: My Day by Eleanor Roosevelt - <https://news.google.com/newspapers?nid=888&dat=19430501&id=oiBPAAAIAIBAJ&sjid=cU0DAAAIAIBAJ&pg=2176,5768811>

**Related Online Resources:** Library of Congress American Memory - Letter, Eleanor Roosevelt to Walter White detailing the First Lady's lobbying efforts for federal action against lynchings, 19 March 1936 - [http://lcweb2.loc.gov/cgi-bin/query/D?mcc:2:./temp/~ammem\\_2gp3::](http://lcweb2.loc.gov/cgi-bin/query/D?mcc:2:./temp/~ammem_2gp3::)

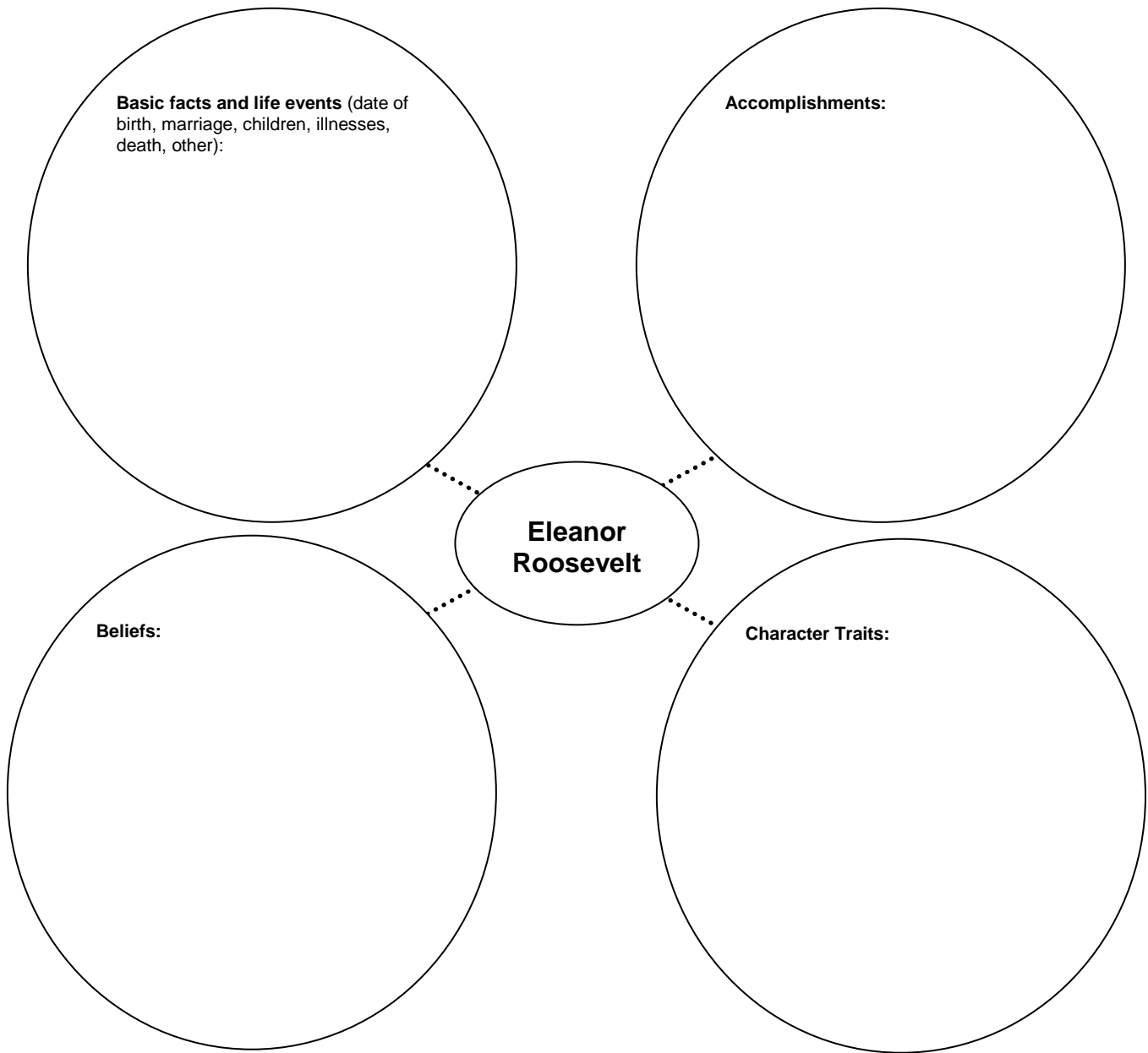
Prospects of Mankind with Eleanor Roosevelt - first aired on WGBH in October, 1959. The monthly series was a forum for prominent leaders and decision makers to discuss current issues with Eleanor as mediator and host, interviewing John F. Kennedy - <https://www.pbs.org/video/american-experience-prospects-of-mankind-with-eleanor-roosevelt/>

### Newspaper Tie-in:

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

Name \_\_\_\_\_

**Directions:** As you read the profile about Eleanor Roosevelt, fill in as much of the chart below as you can. If there is more time available, explore other resources to fill out this character chart thoroughly.



**Newspaper follow up:** From your newspaper, choose a story about someone and complete the chart above based on what you learn from the story.

**Assessment question:** Name something that you were surprised to learn about Eleanor Roosevelt.

Name \_\_\_\_\_

## Jim Thorpe

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

neglecting \_\_\_\_\_

rebelled \_\_\_\_\_

dominated \_\_\_\_\_

amateur \_\_\_\_\_

pentathlon \_\_\_\_\_

decathlon \_\_\_\_\_

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

1. True or false: Jim Thorpe enjoyed school. \_\_\_\_\_
2. Name three different sports Jim Thorpe competed in during his lifetime. \_\_\_\_\_  
\_\_\_\_\_
3. Why were Thorpe’s Olympic medals taken away from him? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How old was Jim Thorpe when he died? After his death, which two organizations recognized his accomplishments? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. While the exact location of Jim Thorpe’s birth is uncertain, many believe it was near current day Prague, Oklahoma. Find it on a map of United States or use an online mapping tool. About how far is it from your school? How far is it from the Carlisle School? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

### Newspaper Tie-ins:

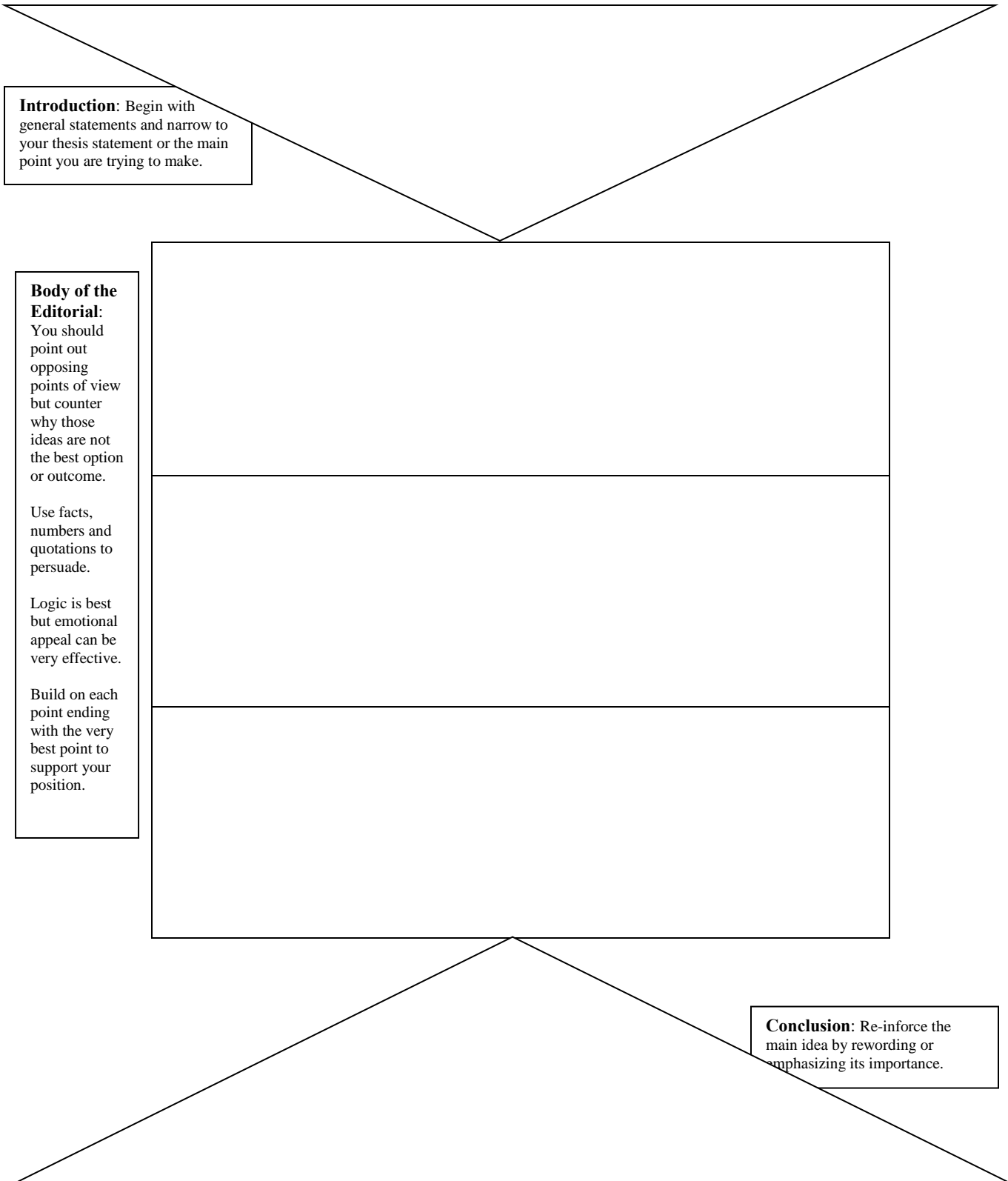
- Look through the comics section of the newspaper. Pick your favorite cartoon character and imagine how that character would compete in any of the sports Jim Thorpe excelled at. If you’re artistic, draw a strip of that competition.
- Read several editorials in recent newspapers. Now, thinking of Thorpe’s Olympic medals and the rules about amateur status, write an editorial expressing your views on the issue. Then write an editorial with



the opposite opinion. Use two copies of the chart on the next page to help organize your writing. Be prepared to present either of your editorials to the class.

Name \_\_\_\_\_

## Building an Editorial



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

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

## Series Exercises:

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

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

or email to: [mmiller@nynpa.com](mailto:mmiller@nynpa.com)

## Answer Key:

### Mary McLeod Bethune:

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

### Louis D. Brandeis:

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

### Samuel Clemens:

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

### Roberto Clemente:

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

**William Frederick “Buffalo Bill” Cody:**

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

**John Deere:**

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

**W.E.B. DuBois:**

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

**Dale Earnhardt:**

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

**Fred Korematsu:**

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

**Chester W. Nimitz:**

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

**Janet Reno:**

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

**Eleanor Roosevelt:**

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

**Jim Thorpe:**

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

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

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

Name \_\_\_\_\_

**A Study Guide\***

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

**1. Remembering (retrieve)**

Who committed the action? \_\_\_\_\_

What is the action? \_\_\_\_\_

When did the action take place? \_\_\_\_\_

Where did the action take place? \_\_\_\_\_

**2. Understanding (summarize)**

Retell or give the main idea. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Applying (carry out)**

Why is (the specific event) \_\_\_\_\_ significant?

\_\_\_\_\_

\_\_\_\_\_

**4. Analyzing (compare)**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5. Evaluating (judge)**

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

What do you think? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**6. Creating (plan)**

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

\_\_\_\_\_

\_\_\_\_\_

(\*Bloom's Taxonomy revised)

Name \_\_\_\_\_

### Levels of Thinking and Reasoning\*

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

<b>Headline:</b> _____ <b>Author:</b> _____ <b>Newspaper:</b> _____ <b>Date:</b> _____
--

<b>Create</b>
---------------

<b>Evaluate</b>
-----------------

<b>Analyze</b>
----------------

<b>Apply</b>
--------------

<b>Understand</b>
-------------------

<b>Remember</b>
-----------------

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

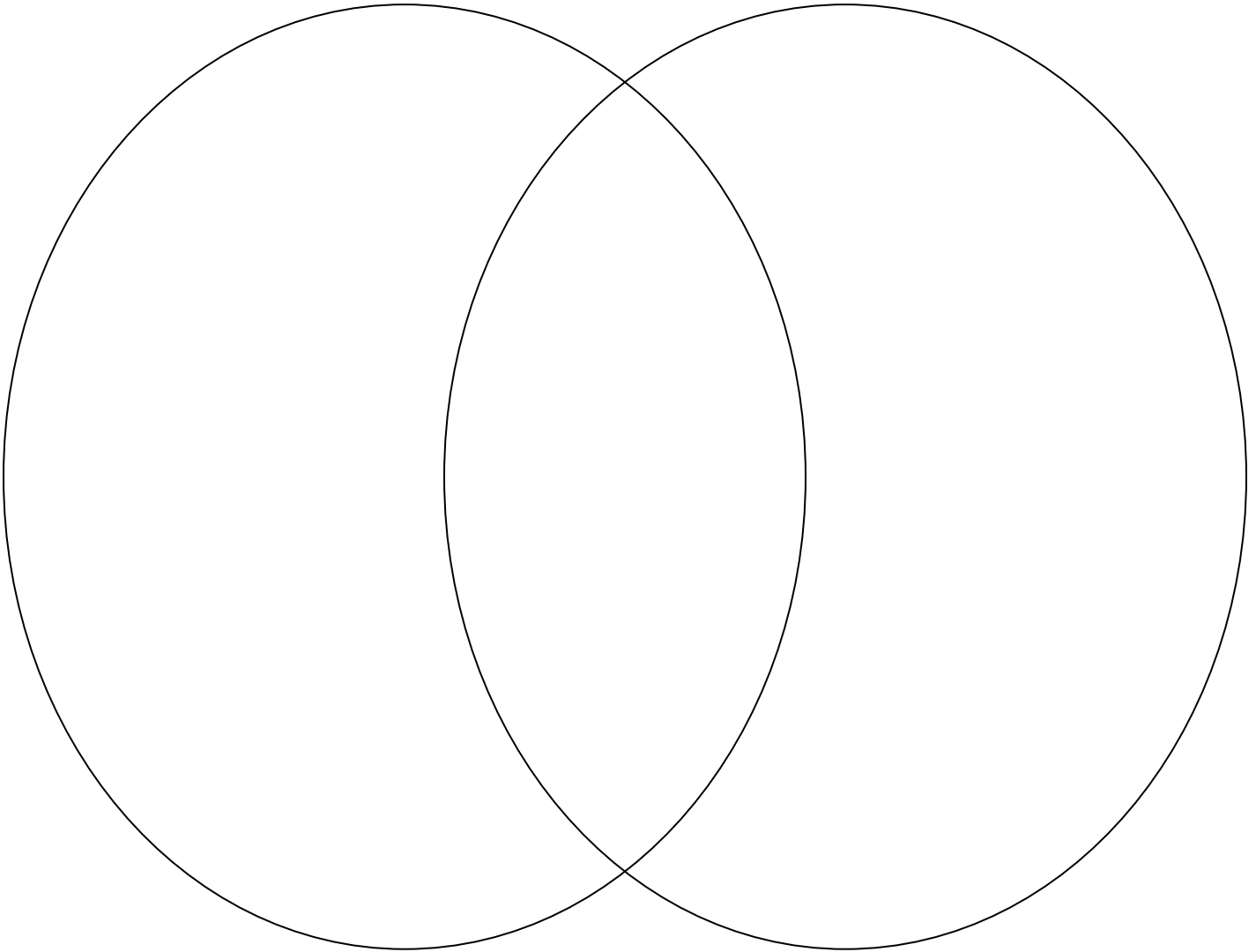
(\*Bloom's Taxonomy revised)



Name \_\_\_\_\_

**Venn Diagram**

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



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

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

Name \_\_\_\_\_

**KLW Chart**

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

<b>KNOW</b>	<b>LEARN</b>	<b>WANT TO KNOW</b>

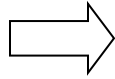
Name \_\_\_\_\_

**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.

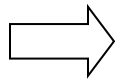
Cause

Effect



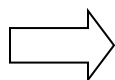
Cause

Effect



Cause

Effect



**Follow-up:** Share what you record with classmates.

## Florida Press Education Services activity: Do the research

Doing research is a great way to learn about a topic or person. The process of doing the research – finding credible websites, reading the information, looking at photos, and understanding the information – will increase your knowledge in a fun way. For this research assignment, you will take on the role of being a detective to learn more about a notable Floridian. Although some of these people were not born in Florida, they spent much of their lives in the Sunshine State. The first step is to choose one of the notable Floridians listed and learn more about him or her. You can work by yourself or with a partner.

William Bartram  
Thomas Alva Edison  
Henry Morrison Flagler  
Henry Plant  
Dr. John Gorrie  
Winslow Homer  
James Weldon Johnson  
Marjory Stoneman Douglas  
Zora Neale Hurston  
Charles Ringling  
Harriet Beecher Stowe  
Marjorie Kinnan Rawlings  
Leroy Collins  
Howell Tyson Lykes  
Wallace Amos  
Buzz Aldrin  
General Norman Schwarzkopf  
George Jenkins  
May Mann Jennings  
James Weldon Johnson

1. When you are doing research, it is important to use credible websites. Websites such as Wikipedia and personal blogs are not always credible since some of the information presented as fact may be opinion or plagiarized from another source. Be sure to keep a list of your sources.
2. Research the person you chose. Write down the important facts, including:
  - Who is this person?
  - What is his or her background?
  - Where was this person born and where did he or she live?
  - When did this person live?
  - Why is this person notable and/or important?
  - How is this person a role model?
3. Create your own set of lesson plans about the person you chose. Using one of the worksheets from this packet as a model, create your own vocabulary list, reading comprehension questions and newspaper tie-in activities.

4. Next, compare the person you chose to one of the other individuals you have read about in this packet: Mary McLeod Bethune, Louis D. Brandeis, Samuel Clemens, Roberto Clemente, William Frederick “Buffalo Bill” Cody, John Deere, W.E.B. Du Bois, Dale Earnhardt, Fred Korematsu, Chester W. Nimitz, Janet Reno, Elenor Roosevelt or Jim Thorpe. Create a graphic organizer to show what you have learned (comparison chart, Venn diagram, KWL chart).
5. Create an oral presentation about what you have learned and discovered. Have the other students in the class complete your work sheets.

# FPES



FLORIDA PRESS  
EDUCATIONAL SERVICES INC.

[FPESNIE.ORG](http://FPESNIE.ORG)

Tampa Bay  
**Times**  
**NIE**  
newspaper in education  
[tampabay.com/nie](http://tampabay.com/nie)

**nie**  
NEWSPAPERS IN EDUCATION  
The Palm Beach Post  
REAL NEWS STARTS HERE

**NiE**  
NEWSPAPER IN EDUCATION  
CHRONICLE  
[www.chronicleonline.com](http://www.chronicleonline.com)

NEWSPAPERS IN EDUCATION  
**NIE**  
NAVARRE PRESS

**SUN**  
NEWSPAPERS  
Charlotte • DeSoto • Englewood • North Port • Venice  
America's BEST Community Daily™

SOUTH FLORIDA  
**SunSentinel**