

Celebrating Women's History Month

Teaching Guide/Student Worksheets

This instructional guide supports the use of the profiles for Celebrating Women's History Month. It offers vocabulary words from the text and several short answer questions based on the content of each profile. In some cases, references to related websites are included with additional materials about the person or their pursuits. Lastly, the guide includes two or three activities per profile called "Newspaper Tie-ins." These activities suggest how to bring the lessons of these historical figures into the present, to make their lives relevant and apply the lessons to today's news. These graphic organizers were created for students in grades 4-8 and can be narrowed or expanded to accommodate the needs of each instructor's class. Feel free to modify these activities or create your own.

*Written by Mary Hadigan Miller, Educational Services Director
for the New York Newspapers Foundation –
News Media Literacy/Newspaper In Education Program
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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: cpalms.org.

The activities in this packet applies to the following Florida Standards for grades six through twelve.

Social Studies: SS.312.E.2.1; SS.312.W.1.3; SS.312.C.2.1; SS.712.E.1.2; SS.712.C.1.8; SS.7.C.2.2; SS.712.C.2.3; SS.712.C.2.4; SS.712.C.2.5; SS.712.C.2.7; SS.712.C.2.8; SS.712.C.2.9; SS.712.C.2.10; SS.712.C.2.11; SS.712.C.2.13; SS.712.C.3.6; SS.712.C.3.7; SS.712.C.3.13; SS.812.A.1.1; SS.812.A.1.2; SS.812.A.1.3; SS.812.A.1.4; SS.812.A.1.5; SS.812.A.1.6; SS.912.A.4.8; SS.912.A.5.7; SS.912.A.7.3; SS.812.C.1.6

B.E.S.T Language Arts: ELA.412.C.1.2; ELA.412.C.1.3; ELA.412.C.1.4; ELA.412.C.1.5; ELA.412.C.2.1; ELA.412.C.3.1; ELA.412.C.4.1; ELA.4.F.1.3; ELA.4.F.1.4; ELA.412.R.2.1; ELA.412.R.2.3; ELA.412.R.2.4; ELA.412.R.3.2; ELA.412.R.3.4; ELA.412.V.1.1; ELA.412.V.1.3

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, or email ktower@flpress.com or jpushkin@tampabay.com. Follow us on Twitter at [Twitter.com/nie_fpes](https://twitter.com/nie_fpes).

Name _____

Belva Ann Lockwood

Vocabulary – write a brief definition of the following words:

lobbying _____

ironically _____

administrative _____

diploma _____

tribunal _____

precedent _____

Read the profile of Belva Ann Lockwood. Then answer the following questions.

1. Why did Belva leave school at the age of 15? What work did she find? _____

2. Why was Belva’s application rejected at three different law schools? _____

3. After Belva completed her law studies, she was denied a diploma. Who did she appeal to for help in finally obtaining it? _____

4. What law took Lockwood three years of lobbying to successfully pass? _____

5. What group of lawyers did she fight for during the following year? _____

6. Belva was the first woman to run a full-scale campaign for President. How many times did she run?

Related Online Article: *In Re Lady Lawyers: The Rise of Women Attorneys and the Supreme Court*, <https://www.supremecourt.gov/visiting/exhibitions/LadyLawyers/Section2.aspx>

Newspaper Tie-ins:

- Among her many accomplishments, Belva Lockwood served on the nominating committee for the Nobel Peace Prize. According to nobelprize.org the award is given annually to, “*the person who shall have done the most or the best work for fraternity between nations, the abolition or reduction of standing armies and for the holding and promotion of peace congresses.*” If you could nominate someone today, who would it be and why?
- Review several newspaper editorials. Pay close attention to the writing style and content. Write your own editorial answering a question about a current issue in the news. Be sure to back up your conclusion/opinion with facts. List reasons that citizens and leaders give for answering “yes” or “no” to the question. Use the chart on the next page to organize your writing.

Name _____

Building an Editorial

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

Body of the Editorial:

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

Use facts, numbers and quotations to persuade.

Logic is best but emotional appeal can be very effective.

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

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

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

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

Name _____

Mary Edmonia Lewis

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

Ojibway _____

progressive _____

medallion _____

patrons _____

neo-classical _____

realism _____

Read the profile of Mary Edmonia Lewis. Then answer the following questions.

1. What was Mary Edmonia Lewis's ancestry? _____

2. What wrongdoing was Lewis accused of while attending Oberlin College? _____

3. What inspired Mary Edmonia Lewis to become a sculptor? _____

4. In which European country did Lewis live and work? _____
5. Why did President Grant have Lewis sculpt a bust of him? _____

6. Find Rensselaer, New York on a map or use an online mapping tool. About how far is it from your school? What is the approximate distance between Rensselaer and Boston? Using a world map, about how far is Rensselaer to Italy?

Related Online Newspaper Article: *Times Union*, Weds., Feb. 9, 2022 - Headline: Sculptor Edmonia Lewis honored as East Greenbush's most famous resident, <https://www.timesunion.com/news/article/Black-sculptor-Edmonia-Lewis-honored-as-East-16845874.php>

Newspaper Tie-ins:

- As a class, discuss kinds of art you have seen in your community, your city, on TV, in newspapers or on the Internet. Discuss which was the most unusual or the one you liked most.
- Edmonia Lewis often carved busts of her patrons. Go to <https://americanart.si.edu/artwork/anna-quincy-waterston-14632> to examine the bust of Anna Quincy Waterston and complete the graphic organizer on the next page.

Name _____

Seeing Art in Historical Context

Artwork Name: _____

Artist Name: _____

Date/Time Period: _____

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

- 1.
- 2.
- 3.

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

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

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

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

Name _____

Joan Whitney Payson

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

maternal _____

benefactor _____

patron _____

rheumatic _____

trustee _____

franchise _____

philanthropic _____

Read the profile of Joan Whitney Payson and answer the following questions.

1. Which two sports did Joan Whitney grow up watching? Where? _____

2. Name at least three ways Joan Whitney Payson spent/used her great wealth. _____

3. Ms. Payson invested 4 million dollars in 1962 to establish the NY Mets as an expansion team.

Using an inflation calculator, (<https://www.usinflationcalculator.com/>) determine the value of the same size investment today. _____

4. Who did Joan Payson hire to help lead the Mets and what team did he play with? _____

5. How many years did it take for the Mets to win their first World Series? _____

Related Online News Articles: Joan Whitney Payson’s obituary from *The New York Times*, Oct. 5, 1975

<https://www.nytimes.com/1975/10/05/archives/joan-whitney-payson-72-mets-owner-dies-head-of-greentree-stables-in.html>

Newspaper Tie-ins:

- In addition to founding the Mets in New York, Joan Payson also contributed time and money to other good causes. Look through recent editions of the newspaper for articles about groups and organizations that support good causes in your area. Find ways you and your class or family might get involved to make your community a better place to live. Use the graphic organizer on the next page to help sort out your ideas.

Name _____

Cause/project/program:
Who?
When?
Where?
What?
How?

Ways the class can support this effort:

--	--	--

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

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

Name _____

Geraldine Ferraro

Vocabulary – write a brief definition of the following words:

achieve _____

stigmatized _____

prosecutor _____

compassionate _____

ambassador _____

inspirational _____

Read the profile of Geraldine Ferraro. Then answer the following questions.

1. What was Geraldine Ferraro's first job? _____

2. About how old was Geraldine when she became an attorney? _____

3. What was the first political position that Geraldine successfully ran for? _____

4. True or false, Geraldine Ferraro was the first women to run on the national ticket of one of the two major American political parties. TRUE FALSE
5. President Bill Clinton appointed Geraldine Ferraro to what position? _____

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

Newspaper Tie-ins:

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

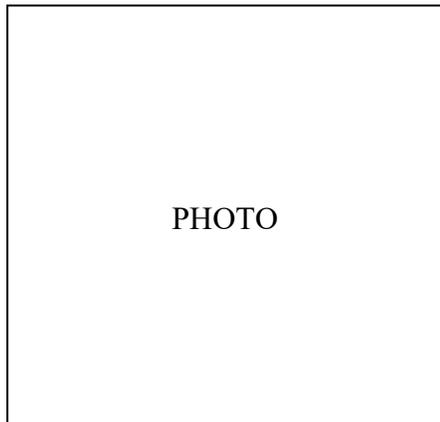
Assessment question: What one thing about this lesson would you like to know more about?

Name _____

Candidate Profile

Candidate's Name: _____

Political Party Affiliation: _____



Age: _____

Religion: _____

Residence: _____

Family: _____

Endorsements: _____

Experience: _____

Education: _____

Occupation(s): _____

Qualifications: _____

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

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

Series Exercises:

1. Select any two women and compare and contrast their lives and accomplishments.
2. Create a crossword puzzle using key vocabulary words from each profile. Consider using the crossword puzzle student interactive tool available free online at <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>
3. Write an obituary notice for each.
4. Write a classified ad for each profile. The classified could be a help wanted ad, an item for sale ad, or perhaps a lost and found notice. Use your imagination and have fun!
5. Write a journal entry from each personality's perspective regarding the challenge(s) she faced during her lifetime.
6. Using various sources, including the Internet, try to find primary documents relating to each woman.
7. Some of these famous women's homes may now be museums or have been designated as historical landmarks. Research online to find out. What more can you find out about any of the women that you didn't already know from her profile?
8. Check your library for an autobiography or biography about one of these women and read an extensive account of her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.

Celebrating Women's History Month
Belva Ann Lockwood

(1830 — 1917)



Library of Congress, Prints and Photographs
Division [reproduction number,
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Belva Ann Lockwood refused to let barriers of tradition block her ambitions. Whether lobbying the President or running for President herself, she opened doors for women at the highest levels of public life.

Belva Ann Bennett was born in Royalton, Niagara County, New York on Oct. 24, 1830. She had to leave school at age 15 to help support her family, ironically, by working as a schoolteacher. She quit that job at age 18 to marry a sawmill owner. When her husband died in 1853, Belva resumed teaching and renewed her own education.

After earning a college degree in 1857, Belva held a number of teaching and administrative posts. While running a co-ed school in Washington D. C., she married Ezekiel Lockwood, a man 27 years her elder. As he took over her school, Belva took her career in a new direction by applying to law school.

Three different schools rejected her because female students, still rare at the time, were considered too much of a distraction for their male classmates.

The National University Law School finally accepted Belva Lockwood in 1871, but administrators refused to award her a diploma when she finished her studies two years later. She took her case to Ulysses S. Grant, President of the United States and a director of the school, who made sure that Lockwood received her diploma. Although she became a practicing lawyer in Washington, Belva discovered that she was not allowed to argue cases before the United States Supreme Court, the country's highest tribunal.

While still a law student, Belva Lockwood had successfully lobbied Congress for the passage of a law granting equal pay to male and female government employees. She now began three years of lobbying on behalf of female lawyers that resulted in an 1879 law giving women the right to argue cases in the Supreme Court. Lockwood was the first woman to take advantage of the law. The next year, she helped Samuel R. Lowery become the first African American lawyer in the Court.

In 1884, the National Equal Rights Party made Belva Lockwood their candidate for President of the United States. Another woman had announced her candidacy twelve years earlier, but had been too young to run legally for the office. Lockwood thus became the first woman to run a full-scale presidential campaign, making speeches and publishing position papers, all the way to Election Day. She only received a few thousand votes, and fewer yet four years later, but had set a respectable precedent for future female candidates.

Lockwood's campaigns made her a national celebrity. She toured the country as a lecturer and found a new vocation as a peace activist. Before her death in 1917, she served in the Universal Peace Union, represented her country at international peace conferences, and served on the nominating committee for the Nobel Peace Prize. Belva Ann Lockwood's accomplishments made her a role model for women and activists many times over.

To learn more about Belva Lockwood go to the National Archives at <https://www.archives.gov/publications/prologue/2005/spring/belva-lockwood-1.html>. This is one of a series of four Celebrating Women's History Month profiles, written by Kevin Gilbert for the New York Newspapers Foundation's - News Media Literacy/Newspaper In Education Program. All rights reserved 2023.

Celebrating Women's History Month
Mary Edmonia Lewis
(c. 1844 — 1907)

Many 19th century Americans were surprised to discover that one of their country's best sculptors was a woman of color. Even in the 21st century, Mary Edmonia Lewis's success at overcoming obstacles continues to surprise us.

Sources disagree over where and when Mary was born. Most say she was born on July 4, in either 1844 or 1845, in Greenbush, the present-day town of Rensselaer, NY. Her father was a free Black man while her mother was Native American, either full-blooded Ojibway or of mixed ancestry. Orphaned by age 4, she was raised by her mother's family. Her older brother Samuel went west and made enough money as a gold prospector to pay for Edmonia's education at New York Central College in McGrawville and Oberlin College in Ohio.

Oberlin was a progressive school for its time, where women studied alongside men of all races. Despite the tolerant environment, Lewis faced persecution when people blamed her for the poisoning of two white classmates. The case was dismissed for lack of evidence, but Lewis was later accused of stealing art supplies and was forced to leave Oberlin. She moved to Boston, where she claimed that a statue of Benjamin Franklin inspired her to become a sculptor. She studied under a local artist but was largely self-taught. Encouraged by Boston's anti-slavery community, Lewis began to make money by sculpting subjects popular with her patrons. She created a medallion honoring the anti-slavery fighter John Brown and busts of Robert Gould Shaw who commanded the first Black combat unit of the Civil War. The earnings from these works enabled her to continue her training in Europe.

In Italy, Lewis joined a colony of American women sculptors and other artists. She was still exceptional as a Black woman but didn't feel singled out for her color as she did in the United States. Europeans were more willing to judge her simply as an artist rather than as a Black artist. But as she perfected her craft, her work became popular in both Europe and America.

As Edmonia Lewis matured as a sculptor, her interests moved beyond the anti-slavery and patriotic subject matter popular with American patrons. Her later neo-classical style was inspired by the sculpture of ancient Greece and Rome, and she chose ancient subjects for her most ambitious works. She reached the peak of her international fame when she exhibited a massive neo-classical piece, *The Death of Cleopatra*, at the Philadelphia Centennial Exposition of 1876. President Ulysses S. Grant was so impressed by her talent that he commissioned her to sculpt his portrait. In Europe and America, she earned thousands of dollars from commissions ranging from portrait busts to altarpieces and tombstone sculptures.

Lewis' fortunes changed with changing tastes in art. As modern art moved away from realism and classical influences, Lewis' work fell out of fashion. Lewis herself fell into such obscurity that scholars could not verify when she died until more than a century after her passing on September 7, 1907. By the time researchers found her grave in London, Mary Edmonia Lewis had already been rediscovered as a pioneer Black female artist. She and her work have been restored to their rightful places in the history of American art.



National Portrait Gallery,
Smithsonian

For more information about Mary Edmonia Lewis and her sculpture go to The Smithsonian American Art Museum online at <http://americanart.si.edu>. This is one of a series of four Celebrating Women's History Month profiles, written by Kevin Gilbert for the New York Newspapers Foundation's - News Media Literacy/Newspaper In Education Program. All rights reserved 2023.

Celebrating Women's History Month
Joan Whitney Payson
(1903 - 1975)



Image courtesy of the National Baseball Hall of Fame and Museum, Cooperstown, NY

When National League baseball abandoned New York in the 1950s, millions of fans were heartbroken. Joan Whitney Payson was one fan with the money and the vision to do something about it.

When Joan Whitney was born in New York City on February 5, 1903, her father was one of the wealthiest men in America, and her maternal grandfather was Secretary of State. She received an upper-class education: Miss Chapin's Classes, Barnard College, and Brown's Business College. At the same time, she inherited her mother's love of sports.

Helen Hay Whitney, Joan's mother, was called "the first lady of the turf." She owned the Greentree Stable in Kentucky, where her children learned to love horses. She also taught Joan to love her favorite baseball team, the New York Giants. As an adult, Joan spent afternoons hurrying between Belmont Park, where the Whitneys raced their horses, and the

Polo Grounds, where the Giants played.

As the wife of Charles Shipman Payson, Joan Whitney Payson became a benefactor of charities and a patron of the arts. She was a co-founder of the North Shore University Hospital on Long Island, and a governor of New York Hospital. She founded the Helen Hay Whitney Research Foundation to combat rheumatic diseases. She was a trustee of the Metropolitan Museum of Art and the Museum of Modern Art.

Payson also invested money in the Giants. She owned 10 percent of the franchise by 1957, when Horace Stoneham, the principal owner, decided to move the team to San Francisco. Payson offered to buy 100 percent of the Giants and keep them in New York, but Stoneham could make more money by taking the team west. The Giants' traditional rivals, the Brooklyn Dodgers, also moved to California. New York still had the Yankees, the dominant American League club, but few fans could switch loyalties to a team they hated.

Joan Payson wanted to start another New York team. She flirted with the idea of starting a rival baseball league. To pre-empt that move, Major League Baseball granted New York a new National League franchise. Payson invested over \$4,000,000, and owned 85 percent of the new club.

Although she was the principal owner, Payson never wanted to be a hands-on boss. She hired familiar faces like Gil Hodges, a former Brooklyn Dodger, and let experts manage the club. She wanted to call the team the Meadowlarks, but admitted that "Mets" -- the Metropolitan Baseball Club -- sounded better. Despite her ownership responsibilities, she remained a fan at heart.

Beginning in 1962, the Mets were the laughingstocks of baseball for most of the decade, but fans flocked to see them. One of Payson's early decisions eventually paid off when Gil Hodges, now the Mets' manager, led the team to a World Series championship in 1969. With the Yankees in decline, the Mets became the toast of New York.

When Joan Whitney Payson died on October 4, 1975, she was rightly remembered for her many charitable works. In a way, lifting a city's spirits through baseball may have been her greatest philanthropic achievement.

For more about the Joan Whitney Payson go to the Society for Baseball Research at <https://sabr.org/bioproj/person/joan-payson/>. This is one of a series of four Celebrating Women's History Month profiles, written by Kevin Gilbert for the New York Newspapers Foundation's - News Media Literacy/Newspaper In Education Program. All rights reserved 2023.

Celebrating Women's History Month Geraldine Ferraro

(1935 — 2011)



Image courtesy of the
University of Arkansas

Geraldine Ferraro didn't quite achieve everything she wanted to in life. She never became Vice-President of the United States, but she made history trying.

The daughter of Italian immigrants, Geraldine Ferraro was born in Newburgh on August 26, 1935. The family moved to a South Bronx apartment after Geraldine's father died. Her mother worked hard and made many sacrifices, so Geraldine wouldn't be stigmatized as poor while attending parochial school. Geraldine earned a scholarship to Marymount Manhattan College but worked multiple jobs to meet personal expenses. She had once wanted to become a doctor, but the typical occupation for a female college graduate in 1956 was teaching school. While teaching in Astoria, Queens, she attended night classes at Fordham Law School, earned her law degree in 1960 and was admitted to the bar in 1961.

Ferraro worked as a lawyer for her husband's real estate business and did pro bono work for poor clients in Family Court. In 1970 she was elected president of the Queens County Women's Bar Association. Socializing

with lawyers drew her into politics. She first worked on her cousin Nicholas Ferraro's campaign for State Senate. When Nicholas became District Attorney for Queens County, he named her an assistant prosecutor. In 1977 she took over the county's Special Victims Bureau.

As a tough but compassionate crime fighter, Ferraro clearly had a future in politics. When her Congressman retired, friends urged her to represent New York's 9th District in the House of Representatives. Spurned at first by party leaders, Ferraro secured thousands of signatures to make the Democratic primary ballot. After winning the nomination and the general election, she was offered a spot on the powerful Ways and Means Committee but chose committee assignments that enabled her to benefit her district.

Reelected in 1980 and 1982, Ferraro rose within the Democratic party. She was deputy chairman of President Jimmy Carter's reelection campaign in 1980, secretary of the House Democratic Caucus in 1981 and chairman of the platform committee for the 1984 Democratic National Convention. Her success in a district that voted for Republican Ronald Reagan over Carter in 1980 convinced many Democrats that she could challenge Reagan nationwide. Starting in the summer of 1983, she was mentioned frequently as a possible Vice-Presidential candidate. At the 1984 convention Democratic, presidential nominee Walter Mondale chose Ferraro as his running mate. She was the first woman to run on the national ticket of one of the nation's major political parties.

Mondale and Ferraro opposed President Reagan and Vice-President George H.W. Bush. While Mondale hoped voters would make history by choosing Ferraro, Republicans questioned her experience in foreign policy and her financial ties to her husband's business. She and Mondale suffered a historic defeat, winning only Mondale's home state of Minnesota and the District of Columbia. Since she hadn't run for Congress again, her defeat left her without a job – but the campaign had made her a celebrity. She prospered by giving speeches, appearing in commercials and publishing a best-selling autobiography.

Geraldine Ferraro failed twice, in 1992 and 1998, to win a Democratic nomination for U.S. Senate. In 1993, President Bill Clinton appointed her ambassador to the United Nations Commission on Human Rights. Until her death on March 26, 2011, she remained a prominent Democratic spokesperson and served as an inspirational figure during a long struggle with cancer. She had won her place in history just by trying.

For more information about Geraldine Ferraro visit the library to read one of her autobiographies, "Ferraro: My Story" or "Changing History: Women, Power and Politics." This is one of a series of four Celebrating Women's History Month profiles, written by Kevin Gilbert for the New York Newspapers Foundation - News Media Literacy/Newspaper In Education Program. All rights reserved 2023.

Answer Key:

Belva Ann Lockwood:

1. She went to work to help support her family and found a job as a teacher.
2. Female students were rejected from law schools because they were considered too much of a distraction to their male classmates.
3. President Ulysses S. Grant
4. Women attorney's right to argue cases before the U.S. Supreme Court
5. Black lawyers right to also argue cases before the Supreme Court
6. She campaigned for President twice, in 1884 and 1888.

Mary Edmonia Lewis:

1. Her father was a free black man and her mother was Native American.
2. She was accused of poisoning two classmates and stealing art supplies.
3. a statue of Benjamin Franklin
4. Italy
5. He was impressed by her sculpture of "The Death of Cleopatra."
6. Answers will vary by location.

Joan Whitney Payson:

1. Joan watched horse racing at Belmont Park and baseball at the Polo Grounds.
2. Accept any three of the following: She donated to charities, supported the arts, helped found the North Shore University Hospital, founded the Helen Hay Whitney Research Foundation, owned 10% of the NY Giants baseball team, and invested four million dollars to establish the NY Mets.
3. Nearly 40 million dollars in 2023 dollars.
4. She hired Gil Hodges who had played for the Dodgers.
5. It took seven years for the Mets to win their first World Series Championship.

Geraldine Ferraro:

1. She was a teacher.
2. 26 years old
3. US Congresswoman for the NYS 9th Congressional District
4. True – Special Note: Other women have run for the position of President and/or Vice-President prior to Ms. Ferraro's run in 1984 however, not for one of the major two political parties – Republican or Democrat. (*i.e. Belva Ann Lockwood ran in 1884 and 1888 as a nominee for the National Equal Rights Party*)
5. US Ambassador to the United Nations Commission on Human Rights
6. Answers will vary by location.

Additional online resources:

<https://womenshistorymonth.gov/> – Women's History Topic on Federal Resources for Educational Excellence (FREE) website. FREE is among the most popular K-12 websites maintained by the U.S. Department of Education because of the many great resources being offered by contributing federal agencies.

<http://constitutioncenter.org/learn/civic-calendar/womens-history-month> - National Constitution Center's Women History Month resources

<https://learninglab.si.edu/> - Type Women's History into the search bar – Smithsonian Education

www.greatwomen.org – National Women's Hall of Fame, Seneca Falls, NY

https://www.loc.gov/classroom-materials/?q=Women%27s+History&fa=partof_type%3Alesson+plan – Women's History resources available from the Library of Congress

<http://www.loc.gov/teachers/usingprimarysources/guides.html> - Using Primary Resources Teacher's Guide and Analysis Tool from Library of Congress

Additional generic NIE graphic organizers are included on next pages to extend these lessons or to use as you wish.

Name _____

A Study Guide*

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

1. Remembering (retrieve)

Who committed the action? _____

What is the action? _____

When did the action take place? _____

Where did the action take place? _____

2. Understanding (summarize)

Retell or give the main idea. _____

3. Applying (carry out)

Why is (the specific event) _____ significant?

4. Analyzing (compare)

How does (the problem in the story) _____ compare

with another problem _____?

5. Evaluating (judge)

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

What do you think? _____

6. Creating (plan)

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

(*Bloom's Taxonomy revised)

Name _____

Levels of Thinking and Reasoning*

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

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

Create

Evaluate

Analyze

Apply

Understand

Remember

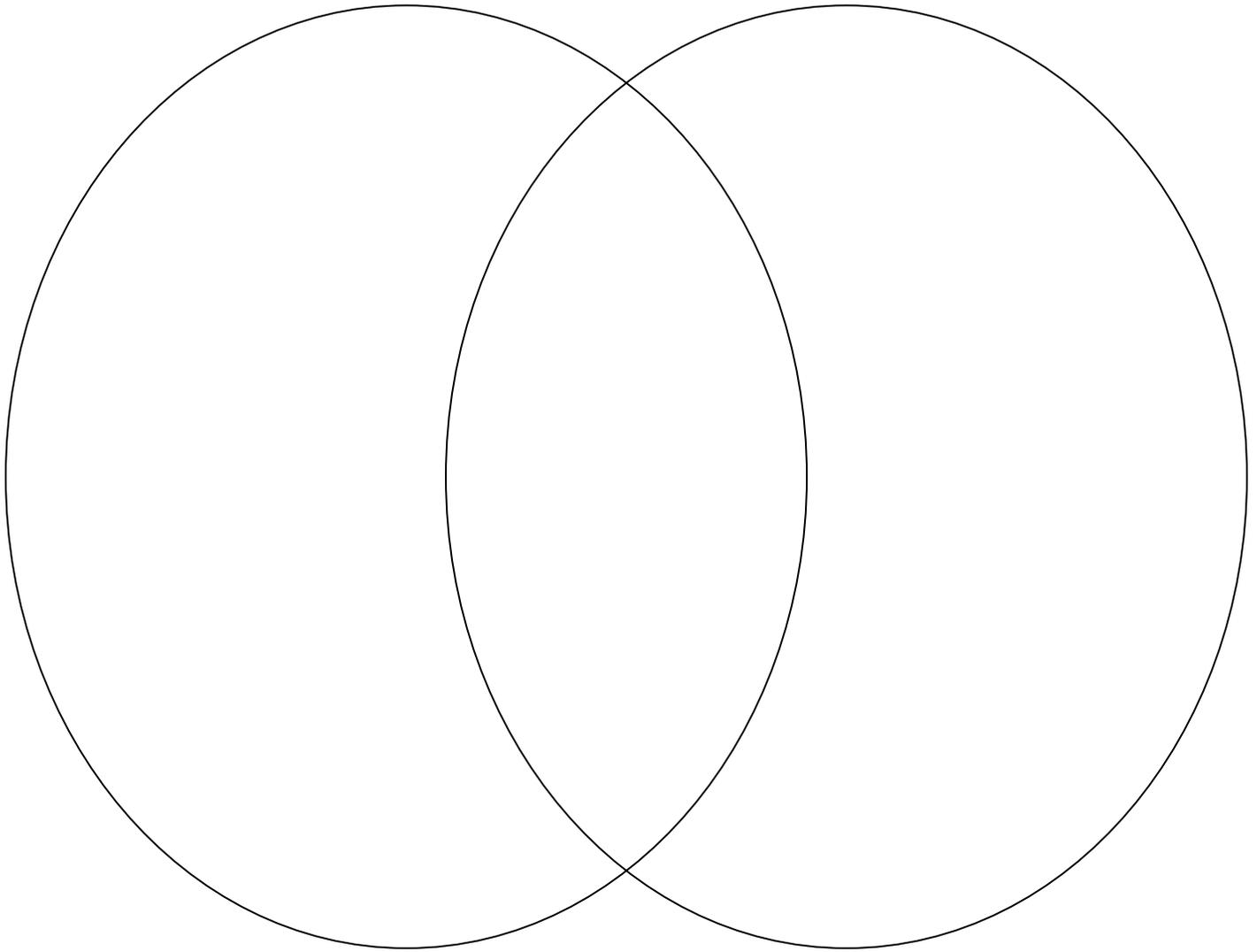
Follow-up: Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(*Bloom's Taxonomy revised)

Name _____

Venn Diagram

Directions: Compare two women featured in the profiles or compare one of the women profiled with someone featured in current print or online newspapers.



Follow-Up: What character traits to the women have in common?

Name _____

KLW Chart

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

KNOW	LEARN	WANT TO KNOW

Follow-Up: Conduct research to answer your questions.

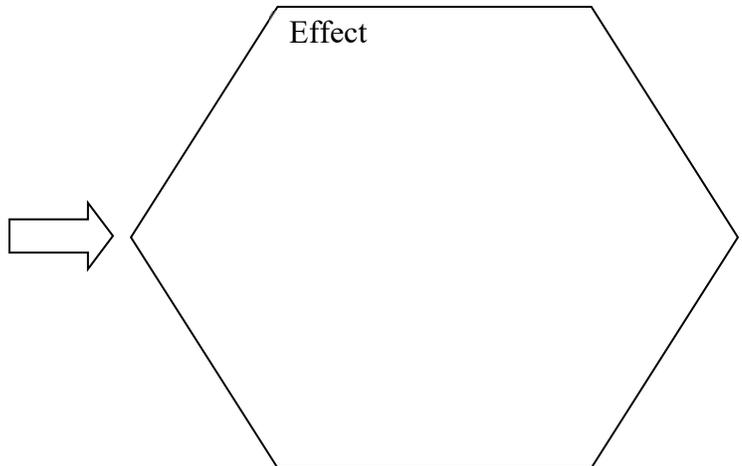
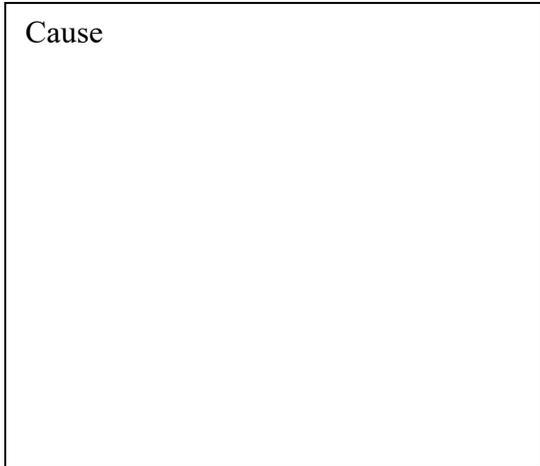
Name _____

Cause and Effect

Directions: From today’s news, choose one or more stories that focus on news about women. Identify cause-effect relationships.

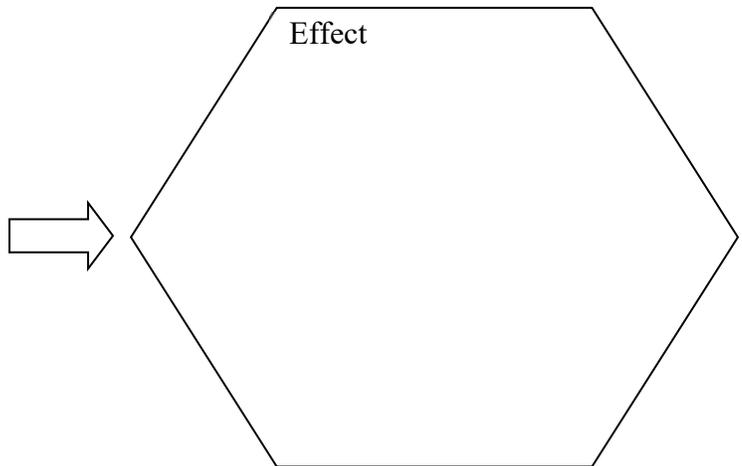
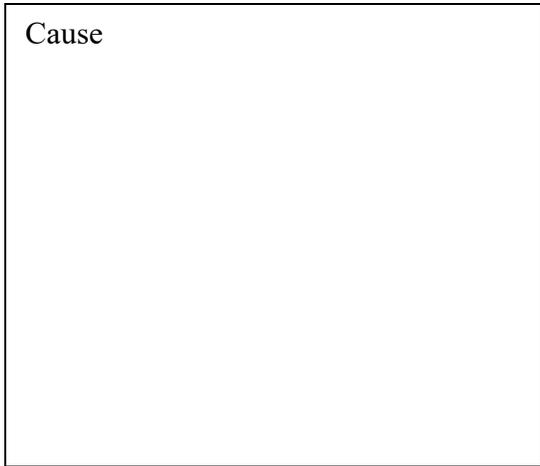
Story Headline:

Cause



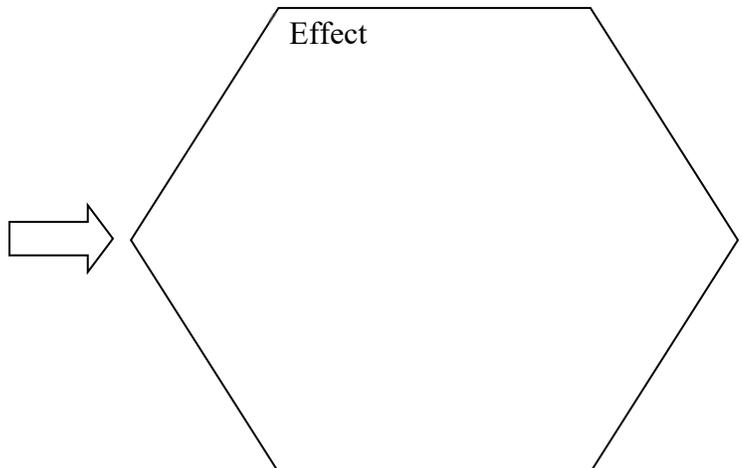
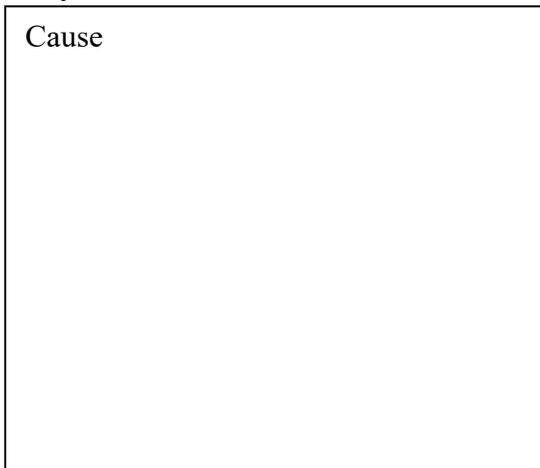
Story Headline:

Cause



Story Headline:

Cause



Follow-Up: Which effects represent positive and which, negative results, for the women involved?