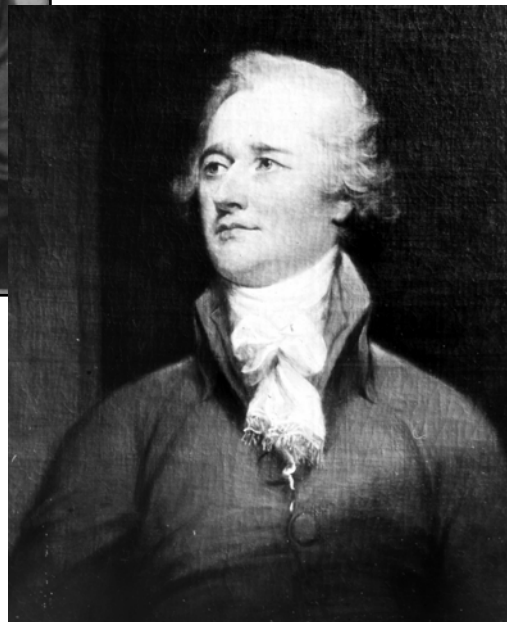
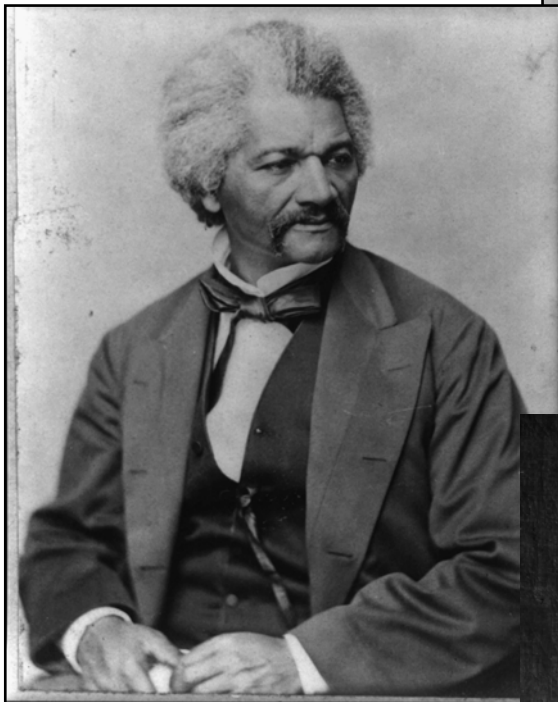


Famous New Yorkers 2008-2009 Series Teachers' Guide

This guide is designed as a tool to accompany the Famous New Yorkers series of profiles. It offers teachers several short answer questions based on the content of each profile. In some cases, references to non-commercial Web sites are included with additional materials about the person or their pursuits. Lastly, the guide includes two or three activities per profile called "Newspaper Tie-ins." These activities are suggestions on how to bring the lessons of these historical figures into the present and make them relevant to our lives today. Each activity can be narrowed or expanded to accommodate the needs of each instructor's class. Feel free to modify these activities or to create your own.

**From top to bottom: Fanny Brice,
Frederick Douglass and Alexander
Hamilton**



*Created by the New York
Newspaper Publishers Association
– Newspaper In Education.
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Fanny Brice

Exercise

Read the Famous New Yorker profile of Fanny Brice. Then answer the following questions.

1. What was Fanny's real name? Why do you think she changed it? (*Fania Borach, accept all reasonable responses*)
2. When Fanny dropped out of school how did she spend her time and how old was she? (*She competed in talent competitions, 14 years old*)
3. What age was Ms. Brice when she first performed in her first hit? (*About 19 years old*)
4. Fanny become a headliner for what famous vaudeville group? (*Ziegfeld Follies*)
5. What form of entertainment made Ms. Brice the most famous? (*Radio*)
6. Why didn't Fanny Brice make more motion pictures? (*She preferred working in front of a live audience*)
7. What actress played Fanny on stage and in movies about based on her life? (*Barbra Streisand*)
8. How old was Fanny Brice when she died? (*59 years old*)
9. Looking at a detailed map of New York State, how far away is the Lower East Side of Manhattan from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

Newspaper Tie-ins

- Fanny Brice took an apparent drawback, her height, and made it work for her as an entertainer by finding humor in it. Look through the comics and try to find a character that does the same type of thing. Write a brief paragraph explaining whether you think this character is funny or not and why.
- Fanny Brice's character "Baby Snooks" was a precocious, nosy toddler. Her questions and reasoning were a constant source of nuisance to her "parents" and humor for the radio audience. Look through the comics for a young character. Compare and contrast this character to Snooks.
- After reviewing comic strips with the students for several days, select one day to keep the comics a secret. Divide the class into groups and give each group one strip. Using the strip given have the students act out the strip and the rest of the class try to guess which comic strip it is.

Standards addressed in these activities:

Social Studies:

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Mathematics, Science and Technology:

- Standard 3: Mathematics – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

The Arts:

- Standard 1: Creating, Performing, and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance of the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.
- Standard 3: Responding to and Analyzing Works of Art – Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Melvil Dewey

Exercise

Read the Famous New Yorker profile of Melvil Dewey. Then answer the following questions.

1. About how old was Dewey when he introduced the Dewey Decimal System? (*25 years old*)
2. What association did Dewey help start? (*American Library Association*)
3. Name two of Dewey's passions not including book classification. (*Accept any two: the metric system, spelling reform, Lake Placid Club*)
4. How much did the Columbia College Library usage increase after implementing Dewey's system of organization? Briefly explain why this happened. (*500% - accept all reasonable responses*)
5. Looking at a detailed map of New York State, how far away is Adams Center from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)
6. Using a detailed map of New York State, locate all the places Dewey lived or worked during his lifetime. (Adams Center, Amherst, Lake Placid, Oneida, New York City - Columbia College is now known as Columbia University and is located in Manhattan)

A Web site hosting the Kids Guide to the Dewey Decimal System can be found at www.scottpublib.org/Dragon/Dewey.html.

Newspaper Tie-ins

- Using the Dewey Decimal System classify a selection of 20 articles in today's newspaper.
- Using any page of today's newspaper, measure the dimensions of the photographs and other images on the page using the metric system. Show your answers in centimeters and millimeters. For a greater challenge find the area of these images expressed in centimeters and millimeters.
- Melvil Dewey simplified the spelling of his name and campaigned for spelling reform. Using names or other complex words in the newspaper try simplifying the spelling. Afterward, write an editorial taking a stand on spelling reform either agreeing with Dewey or not.
- Dewey's passion for Lake Placid helped create a venue for two winter Olympics. What type of event do you think your hometown could host? Why? Who would participate?

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Frederick Douglass

Exercise

Read the Famous New Yorker profile of Frederick Douglass. Then answer the following questions.

1. In what year did Frederick Douglass first come to live in Rochester? (1848)
2. What other rights leader did Douglass associate with? (Susan B. Anthony)
3. What was the name of the newspaper Douglass published in Rochester and what was its primary goal? (*The North Star, to inform others about anti-slavery*)
4. Give at least two times Douglass left New York State and why he left. (Accept any two: 1838 – passed through NY while escaping slavery, 1859 – to avoid wrongful persecution after John Brown’s slave insurrection, 1872 – his house burned and he moved to Washington, D.C.)
5. About how old was Frederick Douglass when he died? (77 or 78 years old)
6. Looking at a detailed map of New York State, how far away is Rochester from your school? (Answers will vary by location – a fast way to find an answer is by using www.mapquest.com)

Newspaper Tie-ins

- Frederick Douglass was someone who helped bring about change. Read through several editions of your local newspaper and look for an issue or topic you feel requires change. As a class, brainstorm some possible solutions to this problem. Write a letter to the editor summarizing the thoughts of your class.
- Douglass published a weekly newspaper. As a class, develop your own newspaper reporting on the activities of the past week or two. Have students write about school events or other things that might interest them. Assign each student to a specific task including, photographer, cartoonist, reporter, editor, printer, carrier (distribution), etc.
- Search recent editions of the newspaper for editorial cartoons. Collect several dealing with social injustices. Draw your own editorial cartoon on a social injustice you feel strongly about.

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Elmer Ellsworth

Exercise

Read the Famous New Yorker profile of Elmer Ellsworth. Then answer the following questions.

1. Although Ellsworth is best known as a soldier, what was his first career? (*Attorney, solicitor of patents*)
2. About how old was Elmer when he headed up the country's top drill company? (*About 23 years old*)
3. Which famous American became Ellsworth's friend? (*Abraham Lincoln*)
4. What group of New York men did Ellsworth form into a U.S. Civil War military unit? (*Volunteer firemen from NYC became the 11th New York Infantry Regiment – Fire Zouaves*)
5. What was Elmer Ellsworth doing when he was wounded? (*Taking down a banner supporting the South's decision to secede from the Union*)
6. Looking at a detailed map of New York State, how far away is Mechanicville from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

A Web site you might wish to explore gives details about the Battle at Antietam, September 17, 1862 and the Zouave soldiers that fought for both the Union and Rebel armies:

www.nps.gov/archive/anti/zouaves.htm. The following page has an illustration of Zouave soldiers. It illustrates their unique uniforms.

Newspaper Tie-ins

- Imagine you lived during Elmer Ellsworth's time. Draw a political cartoon or write an editorial on how you feel about either fighting to keep the nation together or allowing the South to secede.
- Ellsworth made campaign speeches for Abraham Lincoln during his run for president. Look through the newspaper for someone running in an election. Find out what issues they are running on and write a brief speech explaining their views and why they are the better candidate.

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Mathematics, Science and Technology:

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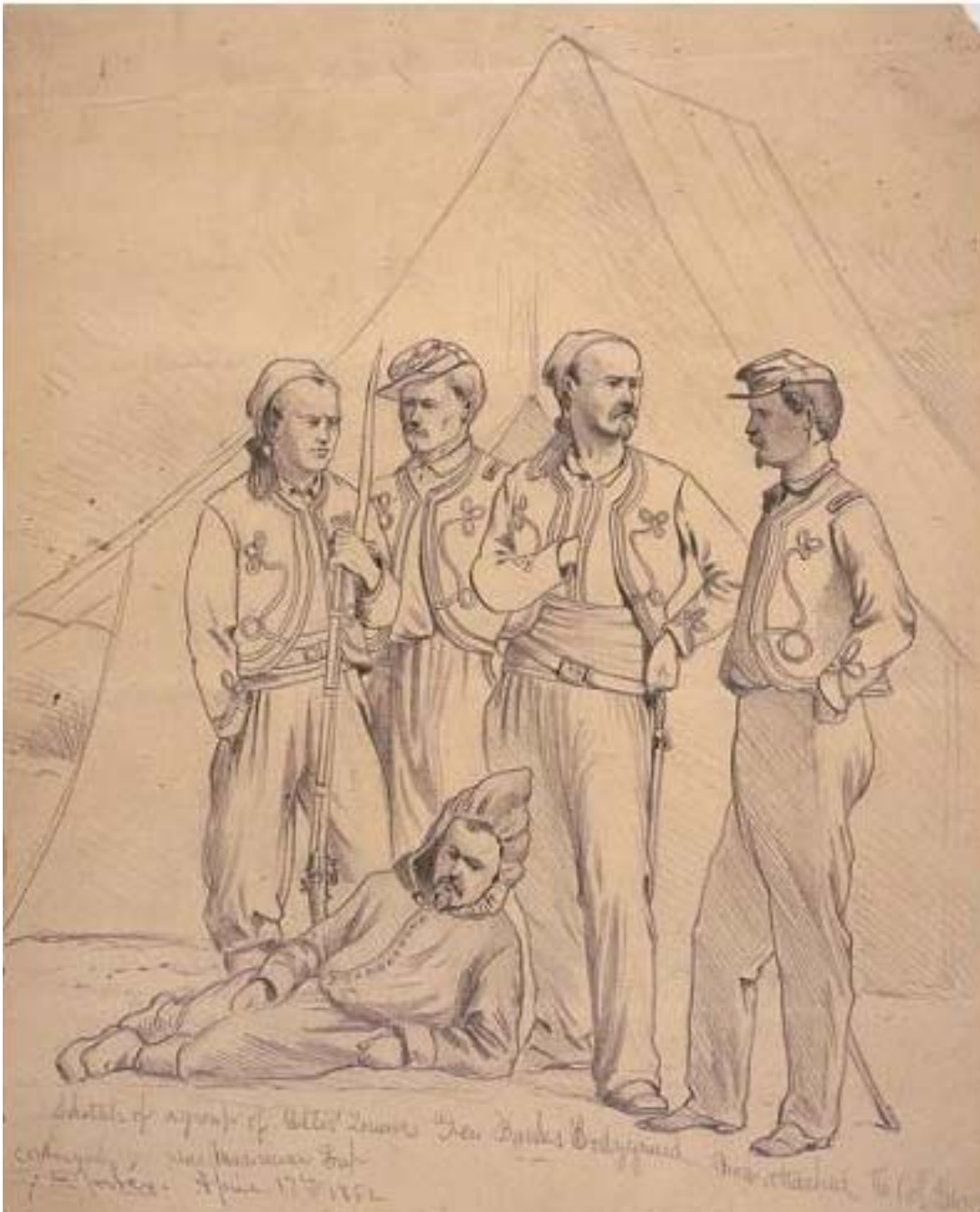
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The image is a sketch of a group of Collis' Zouaves found at the Library of Congress, reproduction number: LC-USZ62-79198



Sarah Loguen Fraser

Exercise

Read the Famous New Yorker profile of Sarah Loguen Fraser. Then answer the following questions.

1. What gave young Sarah the motivation to become a doctor? (*She cared for fugitive slaves, she felt helpless at an accident scene*)
2. What did Sarah's father do to help others? (*He helped slaves gain freedom, Conductor on the Underground RR, and was a Bishop*)
3. What language did Sarah Fraser speak besides English? Why do you think she learned it? (*She spoke Spanish, accept all reasonable responses*)
4. How old was Dr. Sarah L. Fraser when she died? (*83 years old*)
5. How does SUNY Upstate Medical University celebrate Dr. Fraser's memory? (*They have a Sarah Loguen Fraser Day, named a street and a medical scholarship after her*)
6. What other country honored Dr. Sarah L. Fraser? Why? (*Santo Domingo [Dominican Republic], because she was the first female doctor in their country*)
7. Looking at a detailed map of New York State, how far away is Syracuse from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

Newspaper Tie-ins

- Look for health news in recent editions of the newspaper. Make a chart of the ailments and treatments mentioned. Group ailments together by the part of the body affected.
- Look through the newspaper for articles and briefs about how individuals or groups are working to help others. Write a brief explanation of which group you would like to work with and why.
- Look through several editions of the newspaper for celebrations or other ways we honor the hard work, dedication and accomplishments of others. Compare and contrast that with how Dr. Sarah Fraser was/is remembered.

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Social Studies:

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Katharine Graham

Exercise

Read the Famous New Yorker profile of Katharine Graham. Then answer the following questions.

1. What was the first newspaper Katharine worked for as a reporter? About how old was she? (*The San Francisco News, 21 years old*)
2. What part of the *Washington Post* did Katharine edit when her father was running the paper? (*Letters to the editor page*)
3. What two major cover-ups of the 1970s were brought to public awareness because of the reporting in the *Washington Post*? (*Secrets about the Vietnam War – Pentagon Papers, break-in at Democratic National Committee headquarters – Watergate*)
4. What writing award was Ms. Graham awarded? For what work? (*Pulitzer Prize, her autobiography – Personal History*)
5. How old was Katharine Graham when she was awarded her Pulitzer? (*About 80 years old*)
6. Name one of Ms. Graham’s “firsts.” (*Accept any one: first woman to lead a Fortune 500 company, first woman to serve as director of the Associated Press, first woman director of the American Newspaper Publishers Association [now the Newspaper Association of America]*)
7. Looking at a detailed map of New York State, how far away is New York City from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

Newspaper Tie-ins

- ◆ Katharine’s first job at the *Washington Post* was as editor of the page of letters to the editor. Look for your local newspaper’s letter to the editor page. Read through several days of this section. What are the main topics of interest for the newspaper’s readers? Do these topics seem important to you? Why or why not?
- ◆ Katharine Graham at first was perhaps a reluctant leader of the Washington Post Company. However she learned the business and was very successful. Look through recent editions of the newspaper for other examples of individuals meeting an unexpected challenge. How are they similar to Ms. Graham or how are they different?
- ◆ Look for the credit box in your local newspaper. Is the publisher of the newspaper a woman? Are any of the editors women? Are you surprised by the results?

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Leroy Grumman

Exercise

Read the Famous New Yorker profile of Leroy Grumman. Then answer the following questions.

1. Name at least 4 forms of transportation widely used during Leroy Grumman's life time. (*Accept all reasonable answers which may include: horse and carriage, automobiles, aircraft, trains, steamboats and other watercraft and space shuttle*)
2. What was Grumman's class rank when he graduated high school? (*2nd - Salutatorian*)
3. About how old was Leroy when he started the Grumman Aircraft Company? (*34 years old*)
4. Briefly explain why starting a business in December 1929 was such a risk. (*Accept reasonable responses*)
5. Name at least 5 different occupations Mr. Grumman had during his lifetime. (*Accept any five of the following: mechanical engineer, pilot, flight instructor, test pilot, general manager, aviation designer, business owner, and philanthropist*)
6. Looking at a detailed map of New York State, how far away is the town of Huntington, Long Island from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

The following web sites offer more information about the history of aviation and Leroy Grumman.

- ♦ Smithsonian Air and Space Museum - www.nasm.si.edu
- ♦ Northrop Grumman Corporation – www.northropgrumman.com

Newspaper Tie-ins

- The invention of the airplane greatly influenced young Leroy Grumman and shaped his future. Look through several editions of the newspaper for articles or advertisements about a new invention or discovery you are interested in. Imagine how it might change your future and write a brief description of what you think could happen.
- Look through the newspaper, especially the business section to learn about the current world economy. If you were about to start a new business, do you think it would be successful? Why or why not? Remember some businesses thrive and grow when others decline.

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Alex Haley

Exercise

Read the Famous New Yorker profile of Alex Haley. Then answer the following questions.

1. How did Alex first hear about his ancestors? (*He was told stories by his grandmother*)
2. When he dropped out of college what did Alex Haley do? How old was he when he did this? (*Joined the Coast Guard, about 18 years old*)
3. When did Alex truly begin his literary career? How old was he then? (*1959, about 38 years old*)
4. Before writing his first book, what medium did Mr. Haley write for? (*Magazines, Playboy*)
5. What famous African-American leader did Alex interview and write about? (*Malcolm X*)
6. What book is Alex Haley best known for? Hint: He won a Pulitzer Prize for it. (*Roots*)
7. Looking at a detailed map of New York State, how far away is Ithaca from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

Newspaper Tie-ins

- Mr. Haley started his writing career as a journalist and interviewer. Select an adult who you look up to and interview them. Find out what experiences they'd had in their lives they are proud of. What challenges did they work to overcome? What advice do they have for your class? Have each student share their report with the class.
- Alex Haley did extensive research before writing his books. Look through the newspaper for a topic that interests you. Collect newspaper articles on the subject and research further in the library and online. Write a brief story based on the topic you researched. How might this story be different from a report or news article?

Extension Activity

- Have each student research their ancestry as far back as they can. Create a family tree to share with the class.

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- Standard 4: Students will listen, speak, read and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communications with a wide variety of people. As readers and listeners, they will use the social communications of other to enrich their understanding of people and their lives.

Alexander Hamilton

Exercise

Read the Famous New Yorker profile of Alexander Hamilton. Then answer the following questions.

1. How did a young Alexander try to influence public opinion about colonial independence? (*He wrote newspaper articles and pamphlets*)
2. Who was he a secretary for? (*General George Washington*)
3. What documents did Alexander Hamilton help write that persuaded others to adopt the U.S. Constitution? (*The Federalist Papers*)
4. About how old was Hamilton during the 1788 Poughkeepsie Convention? What happened at this convention? (*31 to 33 years old, New York voted for ratification of the U.S. Constitution and the formation of a strong national government*)
5. What two organizations were formed because of Hamilton's guidance as Secretary of the Treasury? (*National Mint, National Bank*)
6. Looking at a detailed map of New York State, how far away is New York City from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

Bonus Question

- Which denomination of U.S. currency is illustrated with Alexander Hamilton's portrait? And, what government building is illustrated on the back of this bill? (*\$10, Treasury Building*)

Newspaper Tie-ins

- Look for examples in the newspaper of the living U.S. Constitution. What article or amendment is represented by the articles you found?
- Read through newspaper editorials. These are examples of persuasive writing. Pick a current topic you feel strongly about and write a persuasive paragraph using the newspaper editorial as a model. Be sure to back up your argument with facts.
- Alexander Hamilton stuck to what he believed was best and convinced others to agree with him. Look through copies of recent newspapers for stories about how an ordinary citizen made a difference in their community. Compare this to Alexander Hamilton's fight for federalism.

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Johnny Hart

Exercise

Read the Famous New Yorker profile of Johnny Hart. Then answer the following questions.

1. Which newspaper first published Johnny Hart's cartoons? (*Stars and Stripes*)
2. What war did Mr. Hart serve in? (*Korean War*)
3. Where did Johnny work when he was first attempting to be a full-time cartoonist? (*Western Electric*)
4. What cartoonist inspired Hart? (*Charles Schulz*)
5. What award did Johnny Hart win for his cartoon, *B.C.*, in 1968? How many years of working on the strip did it take to achieve this honor? (*Rueben Award, 10 years*)
6. How many times total did Hart win the best humor strip award? (*Five*)
7. What new organization was Johnny Hart the first to join? (*Creators Syndicate*)
8. Looking at a detailed map of New York State, how far away is Endicott from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

Newspaper Tie-ins

- Look through the comics section of your newspaper. Can you find *B.C.* or the *Wizard of Id*? If not, view them online at www.creators.com/comics.html. Now draw a new strip based on a current event in the newspaper using Johnny Hart's characters and style.
- If you were to create a new cartoon strip, what type of characters and setting would you choose? Remember your strip needs to stand out from what is currently available in your newspaper. Draw a sample strip or two. Have each student share their comic with the class.
- Johnny Hart needed to work at another job while pursuing his dream as a full-time cartoonist. Look through the newspaper for other individuals who are facing challenges. Compare them with Hart.

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English Language Arts:

- Standard 1: Language for Information and Understanding – Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
- Standard 3: Language for Critical Analysis and Evaluation – Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

The Arts:

- Standard 1: Creating, Performing, and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance of the arts (dance, music, theater, and visual arts) and participate in various roles in the arts.

Robert R. Livingston

Exercise

Read the Famous New Yorker profile of Robert R. Livingston. Then answer the following questions.

1. Name two founding documents Robert R. Livingston worked on. (*Declaration of Independence, New York state Constitution*)
2. Name at least three political positions Livingston held during his public career. (*Accept any three: Recorder of the City of New York, New York state Chancellor, Secretary of Foreign Affairs, Ambassador to France*)
3. What political office did Livingston run for? When? (*Governor of New York, 1795*)
4. Who worked with Livingston to create the first successful steam boat? What was it named? (*Robert Fulton, Clermont after Livingston's family estate*)
5. What single accomplishment did Livingston believe was his greatest achievement? (*Negotiating the Louisiana Purchase*)
6. How old was Robert R. Livingston when he died? (*66 years old*)
7. Looking at a detailed map of New York State, how far away is Clermont from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

Web links of Interest:

Primary documents related to the Louisiana Purchase at the Library of Congress can be accessed at www.loc.gov/rr/program/bib/ourdocs/Louisiana.html.

Newspaper Tie-ins

- Livingston served as Secretary of Foreign Affairs. That office is now known as Secretary of State. Look through the newspaper for news coverage about the U.S. Secretary of State. Who is our Secretary of State? Based on the articles you've found, what is he/she responsible for?
- Look through the newspaper for a new product or service. Compared to the changes the steamboat made in its time, how do you think this new development will affect the future?
- Write an obituary notice for Livingston. Be sure to include his many accomplishments.

Standards addressed in these activities:

Social Studies:

- Standard 1: History of the United States and New York – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
- Standard 3: Geography – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places and environments over the Earth's surface.
- Standard 5: Civics, Citizenship and Government – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civil values of the American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

Mathematics, Science and Technology:

- Standard 3: Mathematics – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.

English Language Arts:

- Standard 3: Language for Critical Analysis and Evaluation – Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Bruce McKinley Shanks

Exercise

Read the Famous New Yorker profile of Bruce McKinley Shanks. Then answer the following questions.

1. Name at least three different newspaper jobs Mr. Shanks had during his career. (*Copy boy, sports cartoonist, news illustrator, photo retoucher, news cartoonist, and editorial cartoonist.*)
2. How long did Bruce Shanks work at the Buffalo Evening News? (*41 years*)
3. How did Bruce find inspiration for his editorial cartoons? (*He read the newspapers*)
4. About how many sketches did Mr. Shanks draw for his editors to choose from? (*Up to 12*)
5. What national award did Shanks earn for one of his editorial cartoons? (*Pulitzer Prize*)
6. Looking at a detailed map of New York State, how far away is Buffalo from your school? (*Answers will vary by location – a fast way to find an answer is by using www.mapquest.com*)

Extension Activity

Using a calculator found on the American Institute of Economic Research Web site at www.aier.org/research/cost-of-living-calculator find out what the approximate, current equivalent of Mr. Shank's salary was in 1927.

Newspaper Tie-ins

- Look through the newspaper for a news item that inspires you and then draw an editorial cartoon that expresses your point of view on the topic you selected.
- Find an editorial cartoon in recent editions of the paper or online that you really like. Now, do your best to draw an editorial cartoon that would express the opposite or different point of view on the same subject.
- Bruce Shanks worked his way up to become the top artist at the Buffalo Evening News. Think about your ideal job. Now look through the classified section and look for a starting position that if you work hard, could lead to your “ideal job” or adult career.

Standards addressed in these activities:

Social Studies:

- Standard 3: Geography – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places and environments over the Earth's surface.

Mathematics, Science and Technology:

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The Arts:

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Philip Van Cortlandt

Exercise

Read the Famous New Yorker profile of Philip Van Cortlandt. Then answer the following questions.

1. How old was Philip when the fighting against British rule started? *(26 years old)*
2. Why did the Tories offer Philip a commission in the local militia? *(To influence him to support their side for continued British rule)*
3. Name at least 4 occupations Philip had during his lifetime. *(Accept any four: surveyor, mill operator, soldier, NYS Assemblyman, NYS Senator, US Congressman)*
4. Why did soldiers attempt to march on the Continental Congress? Why do you think Van Cortlandt opposed this action? *(To get back pay, accept reasonable responses)*
5. What document did Philip Van Cortlandt vote to adopt at the Poughkeepsie Convention? *(The U.S. Constitution)*
6. How old was Van Cortlandt when he was first elected as a US Congressman? *(43 years old)*
7. Looking at a detailed map of New York State, how far away is Croton-on-Hudson from your school? *(Answers will vary by location – a fast way to find an answer is by using www.mapquest.com)*

Newspaper Tie-ins

- The Tories tried to influence both Pierre and Philip Van Cortlandt to support British rule in the colonies. Look the newspaper at the advertising used to influence people to act in certain ways. Have half the students pretend they are Tories and create advertisements trying to gain support for their side. Have the other half create ads that influence people towards independence.
- Find examples in the newspaper of the five freedoms outlined in the first amendment of the Bill of Rights: Freedom of Speech, Freedom of Religion, Freedom of the Press, Freedom of Assembly & Petition. Hold a classroom discussion about what each one means and how each applies to them as citizens.
- Over a period of several weeks, clip articles that deal with problems and/or issues facing our nation. Discuss the reason for these problems, and compare them with the issues we faced as a colony in the 1770s.

Standards addressed in these activities:

Social Studies:

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Series Exercises:

1. Create a timeline of all 13 Famous New Yorkers. Include important historical events.
2. Write an obituary notice for each.
3. Write a classified ad for each Famous New Yorker. They may include a help wanted ad, item for sale, or a lost and found.
4. Write a journal entry from each personality's perspective regarding the challenge(s) they faced during their lifetime.
5. Using various sources including the internet try to find primary documents relating to each person.
6. If a Famous New Yorker's home or residence has been designated as a historical landmark, write a letter to the historical society responsible for maintaining it and request visitor information.
7. Check your library for an autobiography or biography about one of the Famous New Yorkers and read an extensive account of their life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.
8. Have the class nominate other Famous New Yorkers not included in this series. Have the students vote to select one individual. What criteria did the class use for their selection? Historical significance? A hometown favorite? Have the class submit their selection to your local newspaper or send it directly to the New York Newspaper Publishers Association's NIE Program.

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