



# 1925-1949

## Notable Nebraskans

### lesson plan

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#### RESOURCES

700 Famous Nebraskans: A Brief Bio-Bibliography of 700 Individuals.  
Copyright © 2007 by E. A. Kral <https://www.nsea.org/900Famous>

Nebraska Department of Education Academic Standards  
<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

National Archives <http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=>

# L1

**LESSON PLAN** By Nikki Scott, Lincoln Public Schools

## Edwin Perkins: Kool-Aid Inventor, A Nebraska Success Story

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.



### Lesson Objectives

After completion of this lesson, the students will be able to:

1. Locate electronic sources on Edwin Perkins.
2. Define production, consumer, market economy, natural resources, capital resources, humanresources, scarcity, choice, specialization, and interdependence.
3. Apply definitions to a description of Edwin Perkins' Kool-Aid business.
4. Analyze sources to determine whether or not Edwin Perkins was an entrepreneur and/or a philanthropist.

**Introduction** Edwin Perkins was a creative and hard-working Nebraska native who is best known for inventing and making a business success of the soft drink product known as Kool-Aid. In this lesson, students will learn or review 12 economic terms key to understanding a market economy, and then search this social studies web site to discover information about Edwin Perkins' accomplishments. By finding examples of these key economic terms in the story of Perkins' success, students will increase their understanding of a market economy. They will also learn why Edwin Perkins has been honored as a notable Nebraskan, and has become known as a "Nebraska Success Story."

### Nebraska Department of Education Content Area Standards

#### Social Studies

SS 4.2.1; SS 4.2.3; SS 4.2.4; SS 4.4.2; SS 4.4.3; sSS 4.4.4

#### Language Arts

LA 4.4.1

## L1

**LESSON PLAN** By Nikki Scott, Lincoln Public Schools**Edwin Perkins: Kool-Aid Inventor,  
A Nebraska Success Story**

Activity Grade Level

4

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**The Task**

After learning the definitions of 12 economic terms, students will use a variety of online sources to gather information about the accomplishments of Edwin Perkins, and find examples of 12 economic concepts in the building of Perkins' successful business.

**The Resources**

The teacher will need to review the information available on this and related web sites. Each student will need 12 index cards and an envelope large enough to hold these cards. After determining the number of groups needed to play the vocabulary review game (see "Process" section, Step 3), write or copy the 12 terms on a piece of paper and make copies. Each group, not each student, will need a copy of the list. This list should be cut into twelve pieces, each strip containing one of the terms.

Fold the strips of paper so the term is hidden, and place them all in the envelope. Number the envelopes to make sure you have enough for each group. If you have more than one class, make enough envelopes for your largest class plus one or two extra, in case one gets lost or ruined, and then collect the envelopes after the game is finished and reuse them. Also make a transparency of this sheet if you do not want to write the terms on the board. If time allows for one full class period of research, students will also need a piece of notebook paper for notes and another sheet to compose sentences using the vocabulary (See Edwin Perkins: Vocabulary on page 7).

**Related web sites**

<https://hastingsmuseum.org/kool-aid-history/>

<https://hastingsmuseum.org/>

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4

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## The Process

The teacher should prepare for this lesson by becoming familiar with all phases of the lesson and web site, determining procedures best for the situation, setting up and making resources available in the classroom and/or computer lab, and by obtaining 12 index cards and an envelope for each student. Teachers will also need to prepare the review game envelopes, containing the 12 vocabulary words on strips of paper, and a transparency of the list of the 12 terms, unless these can be written on the board( see "Vocabulary on page 5).

Then guide students through the following steps:

1. Introduce the lesson. Share the information listed in the sections labeled "Introduction" and "The Task". Remind students that all of us are **consumers** who must make wise decisions to get the most out of the resources we have. Citizens of this nation are also **voters** and when we vote, economic issues are often an important consideration when deciding who should represent us or what improvements we want for our communities, or what initiatives we favor or oppose. It is also important to note that in a market economy, most people must also be **producers**, and our success in whatever enterprise we choose may well hinge on our understanding of how a market economy works. In this lesson, we'll look at 12 key concepts that played into the success of Edwin Perkins' business. An understanding of what made Perkins successful will improve our ability to understand our economic system. This knowledge may help us all increase our own chances of becoming successful as well.
2. Give each student a copy of the vocabulary handout that appears at the end of this lesson and 12 index cards. Direct the students to cut out the 12 strips (Each strip will contain a term and its corresponding definition.) on the handout. Then, one at a time, cut the strips in half and glue the term to one side of the index card and the definition to the other side. Students should then use these flashcards to learn the definitions. Label the envelopes with the title "Economics Terms." Store the flashcards in these envelopes when they are not being used.
3. Divide the class into groups (groups of 3, 4, or 5 work best and there should be the same number of students in each group) to play the review game. This game, a form of "Password," is played by taking turns drawing a term without revealing it to other group members, and then giving clues, including the definition and examples, without saying the word or a form of the word. If the clue giver decides too much time has been taken, they can pass and draw another term, but this can be done only one time. When someone in the group guesses the term, the person who guessed correctly will draw the next term and give the next round of clues. The groups should compete to see which group can finish first. When all groups have completed the game, ask the students to use each word in a sentence that shows they understand the meaning of the word. This can be done as a class or in the designated groups. If the activity is done in groups, share the sentences with the class and discuss any incorrect usage of the terms.

The Process continues &gt;

L1

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4. Guide students to the “[nebraskastudies.org](http://nebraskastudies.org)” web site, and show them how to use it. Direct students to 1925-1949 section of the timeline. Locate Edwin Perkins, and read the biographical information given at this site. Use the information to read about Perkins and his business accomplishments. Students should look for the terms and/or examples of the concepts expressed in the terms. Instruct students on how to navigate to linked sites to get more information.

5. Allow time for the students to locate and read through several sources. At some point during this research time, stop and discuss where students are finding the most interesting or most useful information.

6. As a class, in pairs and/or individually, have the students compose “A Nebraska Success Story” using all 12 economic terms and relating them to the story of Perkins’ Kool-Aid enterprise. If there is not time to write the story, the teacher can ask the students to write 12 separate sentences that use either the word Kool-Aid or Perkins in the same sentence with each term, or can challenge the students to write complex sentences that use Kool-Aid or Perkins as well as two or more of the economic terms. Remember the sentence must show an understanding of each term. In pairs or in roundabout groups, have the students share and politely critique the stories or sentences. The reviewer should underline or highlight each of the 12 terms they believe are used correctly. Allow students to improve their sentences, underline or highlight the remaining terms, and decorate or add color to the page if time permits. Fold the paper containing the sentences and place it in the envelope with the flashcards. The envelope should be stored where students can easily retrieve it when they wish to review the definitions. This may mean the envelopes are stapled or glued to a page in the students’ interactive notebook, folder, or placed in a notebook pocket.

7. Debrief the class by discussing why Edwin Perkins’ business was a success and what they learned about how a market economy works. Also talk about how this information could be useful to Nebraskans today. Consider whether or not anyone can be an entrepreneur. What does it take to become one? Can anyone be a philanthropist? Why or why not?

## L1

**LESSON PLAN** By Nikki Scott, Lincoln Public Schools**Edwin Perkins: Kool-Aid Inventor,  
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Activity Grade Level

4

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**Learning Advice**

Teachers should take care to make sure students understand directions and should monitor successful completion of the project.

Teachers may also need to adjust this lesson to suit the amount of available time or the abilities of the learners. Some suggestions for adjusting include:

1. Students should be instructed to put their completed envelopes in a place where they can be easily retrieved whenever they are needed to review the terms. Use them again in other lessons related to economics.
2. To control the amount of time spent on this lesson, teachers may set a certain amount of time for research. When this time is up, have students share their information with others.
3. To extend the lesson, have students find examples of entrepreneurs and philanthropists in history or in modern times. Discuss or write about how their success benefits others.
4. To add interest, choose a song with a familiar tune and write new words to express what you learned about Edwin Perkins, Kool-Aid, and Perkins' success in business. The class could also be divided into groups, and each group would be required to produce and perform one stanza, which included at least one economic vocabulary word. The class could first write the refrain together.
5. To extend the lesson, list the important character traits Edwin Perkins used to achieve his goals. Discuss what you learned in this lesson that could be used in building your own life.

**Conclusion** To conclude this lesson, complete steps 5, 6, and 7 listed in the section labeled "Process."

**Assessment Activity** To assess this lesson, simply note the completion of Student Objectives. Noting participation on a class roster can do this. Listen carefully to student discussions described in the section labeled "Process" and guide discussions toward improved student understanding. Sentences can be graded if they were written individually. Also a short matching exercise appears on page 8, following the vocabulary handout. Answers to the matching quiz follow: 1. C, 2. B, 3. E, 4. L, 5. G, 6. A, 7. D, 8. K, 9. I, 10. J, 11. H, 12. F, 13. H, 14. B, 15. E, 16. K



# L1

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### Edwin Perkins: Vocabulary

<b>production</b>	the transformation of resources into goods and/or services
<b>consumers</b>	people who are engaged in acquiring and using goods and/or services
<b>market economy</b>	an economy in which prices, the supply of goods, etc. is determined by buyers and sellers carrying on business dealings with a high degree of freedom
<b>natural resources</b>	resources found in nature (land, water, wildlife, vegetation, air, minerals, climate, sunshine, soil) that can be used to produce goods and/or services
<b>capital resources</b>	resources that have been previously built or produced (tools, equipment, buildings, vehicles, and money) used to produce other goods and/or services
<b>human resources</b>	the resource that does the “hands on” work of transforming raw materials into goods and/or services; workers
<b>scarcity</b>	the condition of being an inadequate supply; this occurs because society has limited resources and unlimited wants and needs
<b>choice</b>	the selection of one option over another
<b>specialization</b>	condition in which human resources are primarily devoted to specific tasks to increase efficient use of limited resources
<b>interdependence</b>	relationships characterized by a closeness that results in mutual influence or control or determination between two or more entities
<b>entrepreneur</b>	someone who takes the risk of bringing other resources together and initiating the production process
<b>philanthropist</b>	a person who gives gifts of money to charitable or humanitarian institutions in an effort to aid humankind

L1

## LESSON PLAN By Nikki Scott, Lincoln Public Schools

**Edwin Perkins: Kool-Aid Inventor,  
A Nebraska Success Story**

Activity Grade Level

4

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**Economic Terms Quiz**

Match the following definitions and examples to the correct term by writing the letter beside the term in the space provided. Each term is used at least once; some terms are used more than once.

- |  |                      |
|--|----------------------|
| _____ 1. people who buy and use goods  | A. capital resources |
| _____ 2. selecting one option over another   | B. choice            |
| _____ 3. people who make products  | C. consumers         |
| _____ 4. focusing on learning one task well  | D. entrepreneur      |
| _____ 5. a system where buyers and sellers operate fairly freely   | E. human resources   |
| _____ 6. tools, equipment, buildings, money, vehicles  | F. interdependence   |
| _____ 7. a person who takes a risk to start a business   | G. market economy    |
| _____ 8. occurs because of limited resources and unlimited wants and needs                               | H. natural resources |
| _____ 9. a person who gives money to a charity   | I. philanthropist    |
| _____ 10. the act of transforming resources into goods and/or services                                   | J. production        |
| _____ 11. things found in nature which are used in the production of goods and/or services               | K. scarcity          |
| _____ 12. results in decisions made in one business or industry influencing another business or industry | L. specialization    |
| _____ 13. land, water, minerals, climate, soil, and air  |                      |
| _____ 14. opting to save your allowance rather than spend it   |                      |
| _____ 15. workers; laborers  |                      |
| _____ 16. happens because people always want more  |                      |



## L2

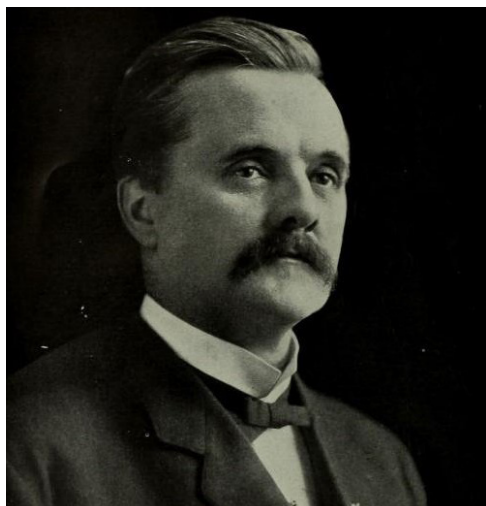
**LESSON PLAN** By Nikki Scott, Lincoln Public Schools

## George W. Norris: Nebraska's Profile of Character

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.



### Lesson Objectives

After completion of this lesson, the students will be able to:

1. Locate electronic sources on George W. Norris.
2. Identify personal data and accomplishments associated with George W. Norris.
3. Define integrity, unselfishness, courage, and consistency.
4. Analyze sources to find examples of how George W. Norris exhibited these 4 character traits.

**Introduction** George W. Norris was a great Nebraskan who was known for his outstanding statesmanship and upstanding character. Norris was so well respected in politics, he was included in John F. Kennedy's book Profiles in Courage.

In this lesson, students will search this social studies web site to discover information about George W. Norris's life and accomplishments. Students will learn about character traits exhibited by Norris that made him an outstanding citizen, a notable Nebraskan, a "profile in courage," and the first person inducted into the Nebraska Hall of Fame.

### Nebraska Department of Education Content Area Standards

#### Social Studies

SS 4.4.2; SS 4.4.3; SS 4.4.4

#### Language Arts

LA 4.2.2; LA 4.4.1

L2

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**George W. Norris:  
Nebraska's Profile of Character**

Activity Grade Level

4

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**The Task**

Using a variety of online sources, students will gather information about the life of George W. Norris, and use this information to make a flipbook containing facts about Norris, his accomplishments, and some examples of how Norris' actions were representative of the four character traits John F. Kennedy identified as four measures of greatness in a person.

**The Resources**

The teacher will need to review the information available on this and related web sites, and print a copy of the flipbook titles handout at the end of this lesson. Each student will need a copy of the handout. This handout contains flipbook titles and information that should facilitate correctly labeling the flipbook. Each student will also need 3 sheets of paper to use to make the flipbook and one sheet of paper for notes.

**Related web sites**

<https://history.nebraska.gov/george-norris>

<https://www.tva.gov/About-TVA/Our-History/heritage/The-Enduring-Legacy>

<https://www.norris160.org/districtabout-history/senator-george-norris>

<http://www.museumsusa.org/museums/info/11665>

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**George W. Norris:  
Nebraska's Profile of Character**

Activity Grade Level

4

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**The Process**

The teacher should prepare for this lesson by becoming familiar with all phases of the lesson (make a sample flipbook to use as a model/see Steps 2 and 3) and web site, determining procedures best for the situation, setting up and making resources available in the classroom and/or computer lab, and by obtaining copies of the handout for each student.

Then guide students through the following steps:

1. Introduce the lesson. Read and discuss the information noted in the "Introduction" and "The Task" section of this lesson. Give each student a copy of the student handout and direct their attention to the quote and the definitions. Discuss: What makes a person a "profile of character"? What character traits would someone in politics need to be successful in this field? In Profiles in Courage, John F. Kennedy identified integrity, unselfishness, courage, and consistency as measures of greatness in a person. What do each of these 4 traits mean? Tell about someone you know who exhibited each trait.
2. Make the flip book. Give each student 3 blank sheets of paper. Align the 3 sheets, one on top of the others. Move the top sheet so that its bottom edge is about  $1\frac{1}{4}$  inches above the bottom edge of the middle sheet. Keeping the top sheet in place, carefully move the middle sheet so its bottom edge is about  $1\frac{1}{4}$  inches above the bottom edge of the last sheet. Leaving the staggered bottom edges in place, bend the tops of all 3 sheets to form 6 flip book pages each about  $1\frac{1}{4}$  inches above the next. When you feel you have evened out the pages as much as possible, fold and crease the top edge of all 3 sheets to form the flip book. Secure the pages in place by putting several staples just below the fold. Your book will be about  $8\frac{1}{2}$  to 9 inches tall. With a pencil, lightly number the pages. With pages closed, number the pages from 1 to 6 with one being the top page and 6 being the bottom page. Then put the letter A after each number. Fold each page up and label each of these underside pages with the same number as on the front of the page, but follow the number with the letter B. To save time, make the flip books ahead of time.
3. Label the flip book. Give each student a handout and direct them to cut out each title, the quote, and the definitions. Use glue stick to secure these items on the correct page. To determine the correct page, match the number/letter marker with those on the flip book. Note titles shown in boldface (except for the name George W. Norris) should be placed at the bottom edge of the page so it can be read when the pages are closed. Those items not in boldface should be placed so they cannot be read when the page is closed. Monitor students to make sure they have correctly followed directions. Use the headings to make sure students can identify what information they will need to find to complete the book. This will include personal data, accomplishments, and examples of actions that show each of the character traits.
4. Individually or as a class, define each of the 4 character traits in writing. To save time, the teacher can provide the definitions.

The Process *continues* >

L2

**LESSON PLAN** By Nikki Scott, Lincoln Public Schools**George W. Norris:  
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Activity Grade Level

4

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5. Guide students to the "[nebraskastudies.org](http://nebraskastudies.org)" web site, and show them how to use it.
6. Direct students to the 1925-1949 section of the timeline. Locate George W. Norris, and read the biographical information given at this site. Use the information to take notes on Norris' personal data and accomplishments. Then students should search to find actions taken by Norris that are examples of the character traits of integrity, usefulness, courage, and consistency. Take notes on these actions.
7. Instruct students on how to navigate to related sites to get more information, and complete the note sheet.
8. Allow time for the students to locate and read through several sources. At some point during this research time, stop and discuss where students are finding the most interesting or most useful information. In pairs, in round-about groups, or as a class, exchange information and add to notes.
9. As a class or individually, synthesize information and determine the most important information to complete each page of the flip book.
10. Finish the flip book. If time permits, encourage students to color or illustrate the book.
11. Have each student trade their flip book with a partner. Have each person look at the book made by a classmate and tell the author what they liked best about their project and which example of a character trait was the best and why.
12. Debrief the class by discussing the projects, especially the best examples of actions that demonstrate Norris' character traits. Have students write a paragraph or continue to discuss what made George W. Norris a "profile of character".

**LESSON PLAN** By Nikki Scott, Lincoln Public Schools**George W. Norris:  
Nebraska's Profile of Character**

Activity Grade Level

4

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**Learning Advice**

Teachers should take care to make sure students understand directions and should monitor successful completion of the project.

Teachers may also need to adjust this lesson to suit the amount of available time or the abilities of the learners. Some suggestions for adjusting include:

1. Students can work in pairs from the beginning of the project. Have students simply work together or assign each student 3 categories to research and 3 sections of the flip book to complete. Working in groups of 3 could further reduce the workload.
2. To control the amount of time spent on this lesson, teachers may set a certain amount of time for research. When this time is up, have students share their answers with others who researched the same categories.
3. To extend the lesson, have students add character traits that they believe are most important and have them find examples of Norris's actions that represent these traits. The flip book would need an extra page for this.
4. To add interest, have students give an example of how they exhibited each trait in their own lives, and have them record this example beside the example for Norris. Students could even use the Norris model flip book to design one about themselves.
5. To extend the lesson, list all important character traits that allowed George W. Norris to stand up for his ideals. Then discuss which on the list would Norris have identified as most important? What information do you have to support your choice?
6. Write a paragraph or short essay entitled, "George W. Norris: First in Citizenship, First in Nebraska's Hall of Fame."

**Conclusion** To conclude this lesson, complete Steps 10 and 11 listed in the section labeled "Process." Ask students to consider the most important thing they learned about George W. Norris, and how they could apply this knowledge to creating their own life.

**Assessment Activity** To assess this lesson, simply note the completion of Student Objectives. This can be done by noting completion on a class roster. If a grade for the flipbook is deemed important, making a rubric is recommended. Have the students help design a simple rubric based on the directions as a whole. Then have students self-assess their project following the rubric on a separate sheet of paper before exchanging projects. Partners should then use the rubric to assess the work in the flipbook. Have students reflect on the comparison of the two grades.

**General Notes** Read more about George W. Norris in Profiles in Courage by John F. Kennedy. Norris is the subject of Chapter VII in Part Four of this book.

# George W. Norris: Nebraska's Profile of Character

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

## Flipbook Titles and Page Info

Page number	Page title	Page info
1a	George W. Norris	
1b	Personal Data	
2a	Noted For...	<p>"History asks, Did the man have integrity, ...unselfishness, ...courage, ...consistency? There are few statesmen in America today who so definitively and clearly measure up to those four questions as does George W. Norris."</p> <p>— John F. Kennedy in <i>Profiles in Courage</i></p>
2b	Definition of Integrity	
3a	Integrity	Norris exhibited integrity when he...
3b	Definition of Unselfishness	
4a	Unselfishness	Norris exhibited unselfishness by...
4b	Definition of Courage	
5a	Courage	Norris exhibited courage when he...
5b	Definition of Consistency	
6a	Consistency	Norris exhibited consistency when he...



## L2

**LESSON PLAN** By Nikki Scott, Lincoln Public Schools

## Mildred Brown: “Community Treasure” Hunt

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.



### Lesson Objectives

After completion of this lesson, the students will be able to:

1. Locate electronic sources on Mildred Brown.
2. Identify examples of primary and secondary sources.
3. Interpret sources to make generalizations about Mildred Brown's contributions.

**Introduction** Everyone loves a treasure hunt. In this lesson, students will search this social studies web site to discover clues about Mildred Brown's life and contributions. Once the acrostic puzzle is solved, students will be able to explain why Mildred Brown was considered a “treasure” in her community as well as a notable Nebraskan.

**The Task** Using a variety of online sources, including both primary and secondary sources, students will gather information about the life of Mildred Brown and use this information to complete responses to puzzle clues found on the student worksheets. Students will then write generalizations to summarize information gained.

**The Resources** The teacher will need to review the information available on this and related web sites and print the two student handouts for students. You'll find “Clues to Acrostic Puzzle” and “Puzzle Answer Page” handouts at the end of this lesson. Each student will need copies of the handouts. An answer key to the puzzle is located in the “General Notes” section of this lesson.

### Nebraska Department of Education Content Area Standards

#### Social Studies

SS 4.4.2; SS 4.4.3; SS 4.4.4

#### Language Arts

LA 4.4.1 Information Fluency

L2

## LESSON PLAN By Nikki Scott, Lincoln Public Schools

**Mildred Brown:  
“Community Treasure” Hunt**

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

**The Process** The teacher should prepare for this lesson by becoming familiar with all phases of the lesson and web site, determining procedures best for the situation, setting up and making resources available in the classroom and/or computer lab, and by obtaining a copy of both student handouts for each student.

Then guide students through the following steps:

1. Introduce the lesson. Use the “treasure” theme described in the introduction section. Give each student a copy of both student handouts, and preview the task using the directions on these documents. Discuss what is meant by “community treasure.”
2. Review definitions and examples of primary and secondary sources. If necessary, have students record this information on the back of one of the student handouts for easy reference.
3. Guide students to “[nebraskastudies.org](http://nebraskastudies.org)” web site, and show them how to use it.
4. Direct students to 1925-1949 section of the timeline. Locate Mildred Brown, and read the biographical information given at this site. Use the information to model completion of one or two items on the puzzle to ensure that students understand the directions. (It would be helpful to do both a one-word example and a two-word example, such as #12 (African American) and #16 (activist), to make sure students understand there are no blanks on the puzzle for spaces between words.)
5. Instruct students on how to navigate to related sites to get more information. Make sure each student locates and carefully considers information found in primary sources, secondary sources, and pictures.
6. Use the information to complete as many items on the acrostic puzzle as possible.
7. Allow time for the students to locate and read through several sources. At some point during this research time, stop and discuss where students are finding the most interesting or most useful pictures and information as well as examples of the primary and secondary sources.
8. In pairs, in roundabout groups, or as a class, share puzzle answers while discussing Mildred Brown’s contributions to her community.
9. As a class or individually, make a list of accomplishments and/or character traits that made Mildred Brown a “community treasure” and an important person in Nebraska history. Prioritize your list to determine her greatest strengths and contributions. After these discussions, have students complete the generalizations at the bottom of the puzzle page of the student handout.
10. Debrief by discussing what made Mildred Brown a “community treasure,” and a notable Nebraskan. Ask students to discuss what they learned about Mildred Brown’s life that could help them create the life they would like to build for themselves. Can anyone become a “community treasure”? Why or why not?

## L2

## LESSON PLAN By Nikki Scott, Lincoln Public Schools

Mildred Brown:  
“Community Treasure” Hunt

Activity Grade Level

4

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## Learning Advice

Teachers should take care to make sure students understand puzzle directions and should monitor successful completion of the puzzle.

Teachers may also need to adjust this lesson to suit the amount of available time or the abilities of the learners. Some suggestions for adjusting include:

1. To control the amount of time spent on this lesson, teachers may set a certain amount of time for research. When this time is up, have students share their answers to puzzle clues.
2. If students are already very familiar with primary and secondary sources, a reviewing these concepts is unnecessary. Simply ask for examples of each source type discuss how each can be used to understand the person being researched.
3. Students can work in pairs from the beginning of the project. Give each student a turn at navigating the web site and at writing answers on the puzzle page. Both students should be responsible for reading and searching for answers.
4. To extend the lesson, list the important character traits that allowed Mildred Brown to achieve her goals. Discuss how she used her newspaper and her skills as a journalist to help others.
5. Write a paragraph or short essay entitled, “Mildred Brown: A Nebraskan of Great Character.”

**Conclusion** To conclude this lesson, complete steps 8, 9, and 10 listed in the section labeled “Process.”

**Assessment Activity** To assess this lesson, simply note the completion of Student Objectives 1 and 2. Noting participation on a class roster can do this. To assess Student Objective 3, listen carefully to student discussion of Steps 8, 9, and 10 of the section labeled “Process.” Also note the generalizations generated by the students. These can be found at the bottom of the student puzzle answer page. Grading the puzzle is not recommended as an assessment for this lesson.

## General Notes Answers to the puzzle

- |               |                        |                |                     |
|---------------|------------------------|----------------|---------------------|
| 1. Miles      | 7. De Porres           | 13. *secondary | 19. Johnson         |
| 2. English    | 8. Alabama             | 14. *boycott   | 20. *advertisements |
| 3. journalism | 9. rights              | 15. champion   | 21. scholarships    |
| 4. dime       | 10. jobs               | 16. activist   | 22. primary         |
| 5. respect    | 11. *war               | 17. Washington |                     |
| 6. week       | 12. *African Americans | 18. Fame       |                     |

\*These answers are different than those in the English lesson.

L2

**LESSON PLAN** By Nikki Scott, Lincoln Public Schools**Mildred Brown:  
“Community Treasure” Hunt**

Activity Grade Level

4

This lesson plan was funded in part by the Cooper Foundation, Abel Foundation, and the Nebraska Humanities Council.

**Clues to Acrostic Puzzle**

Directions: Search the [nebraskastudies.org](http://nebraskastudies.org) web site and related links to discover answers for each of the following clues related to Mildred Brown. Answers to the puzzle must contain the given letter in the correct position as well as one letter for each remaining blank. There are no blanks for spaces between words. Happy “treasure” hunting!

1. Attended \_\_\_\_\_ Memorial Teacher’s College
2. College major or area of study
3. Later studied \_\_\_\_\_ at Drake University and the University of Omaha
4. Cost of one copy of the first edition of her newspaper
5. Challenged to bring joy, happiness, and \_\_\_\_\_ to her community by starting a newspaper
6. Omaha Star was published every \_\_\_\_\_
7. Club that met at the Omaha Star; they worked to integrate public places, jobs, and the Omaha Public Schools
8. Birth state
9. Worked to promote civil \_\_\_\_\_ for all people, especially members of her North side community in Omaha
10. Provided many \_\_\_\_\_ and encouraged other companies to hire African Americans
11. \*During World \_\_\_\_\_ II, her newspaper encouraged “full participation as a citizen”
12. \*Her paper’s target audience
13. \*Information pulled down from web site timeline is an example of a \_\_\_\_\_ source
14. \*The form of protest in which participants refuse to buy a product or use a service
15. Omaha Star was “dedicated to the service of the people that no good cause should lack a \_\_\_\_\_”
16. A person who believes in emphasizing vigorous action to improve society
17. Brown’s niece who now runs the Omaha Star
18. Inducted into the Omaha Business Hall of \_\_\_\_\_
19. Picture shows her meeting with this U.S. President
20. \*Brown was especially good at selling these
21. Provided these to encourage higher education
22. Picture with Senator Hubert Humphrey is an example of a \_\_\_\_\_ source

\*These clues are different than those in the English lesson.

## L2

LESSON PLAN By Nikki Scott, Lincoln Public Schools

## Mildred Brown: “Community Treasure” Hunt

Activity Grade Level

4

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### Puzzle Answer Page

1. M \_\_\_\_\_
2. \_\_\_\_\_ I \_\_\_\_\_
3. \_\_\_\_\_ L \_\_\_\_\_
4. D \_\_\_\_\_
5. R \_\_\_\_\_
6. \_\_\_\_\_ E \_\_\_\_\_
7. D \_\_\_\_\_
8. \_\_\_\_\_ B \_\_\_\_\_
9. R \_\_\_\_\_
10. \_\_\_\_\_ O \_\_\_\_\_
11. \*W \_\_\_\_\_
12. \* \_\_\_\_\_ N \_\_\_\_\_
13. \*S \_\_\_\_\_
14. \* \_\_\_\_\_ O \_\_\_\_\_
15. \_\_\_\_\_ M \_\_\_\_\_
16. A \_\_\_\_\_
17. \_\_\_\_\_ H \_\_\_\_\_
18. \_\_\_\_\_ A \_\_\_\_\_
19. \_\_\_\_\_ S \_\_\_\_\_
20. \* \_\_\_\_\_ T \_\_\_\_\_
21. \_\_\_\_\_ A \_\_\_\_\_
22. \_\_\_\_\_ R \_\_\_\_\_

Write generalizations by completing the following prompts using your own words.

1. Mildred Brown was a “community treasure” because...

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2. Mildred Brown is a notable Nebraskan because...

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3. One thing I learned from this lesson that I can use in my own life is...

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\*These clues are different than those in the English lesson.

## Nebraska Department of Education Content Area Standards

### ■ Social Studies Standards

#### 4

**SS 4.2.1** Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

**SS 4.2.3** Investigate how resources are used to make other goods and produce services.

**SS 4.2.4** Identify and explain specialization and trade and why different regions produce different goods and services.

**SS 4.4.2** Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

**SS 4.4.3** Analyze past and current events throughout Nebraska history.

**SS 4.4.4** Develop historical inquiry and research skills.



## Nebraska Department of Education Content Area Standards

### ■ Language Arts Standards

#### 4

**LA 4.2.2** Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

**LA 4.4.1** Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).