

**FPES**

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EDUCATIONAL SERVICES INC.

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2021

# Celebrating Women's History



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

## **The election, civics education and your newspaper**

**By Jodi Pushkin, *President Florida Press Educational Services***

According to the Louis Frey Institute, research shows when students engage in simulated civic actions, they are prone to develop a positive political efficacy that contributes to lifelong engagement.

The 2017 Florida Legislature amended Section 1007.25, Florida Statutes, to require students initially entering a Florida College System institution or state university in 2018-19 and thereafter to demonstrate competency in civic literacy. The amendment also requires the Chairs of the State Board of Education and Board of Governors' to appoint a faculty committee to develop a new civics literacy course or revise an existing U.S. History or U.S. Government course to include the civic literacy content. The committee would also establish course competencies and identify outcomes that include, at minimum, the following:

- An understanding of the basic principles of American democracy and how they are applied in our republican form of government.
- An understanding of the U.S. Constitution.
- Knowledge of the founding documents and how they have shaped the nature and functions of our institutions of self-governance.
- An understanding of landmark Supreme Court cases and their impact on law and society.

The local newspaper is a great teaching tool to engage your students in civics education. Did you know that more than 60 percent of people with high exposure to newspapers in childhood are regular readers of newspapers as adults, according to a study conducted for the News Media Alliance, former Newspaper Association of America Foundation? That percentage is significant because statistically people who read the newspaper daily are more engaged citizens. Engaged citizens participate in their communities by voting and practicing good citizenship.

The goal of NIE programs is to create a generation of critical readers, engaged citizens and consumers. John F. Kennedy said, "Our progress as a nation can be no swifter than our progress in education. The human mind is our fundamental resource." The goal of NIE is to engage and develop that resource.

The newspaper is both a primary and secondary source for informational text. According to Scholastic magazine, "Informational text is a type of nonfiction — a very important type. Nonfiction includes any text that is factual. (Or, by some definitions, any type of literature that is factual, which would exclude texts such as menus and street signs.) Informational text differs from other types of nonfiction in purpose, features, and format."

The newspaper meets these specific characteristics of informational text. It is a logical resource for information about the natural, social and political world. The newspaper conveys information about the natural or social world. The articles are written from someone who knows information to someone who doesn't. The newspaper has specialized features such as headings and technical vocabulary.

To learn more about Florida's NIE programs, visit the Florida Press Educational Services (FPES) Web site at [fpesnie.org](http://fpesnie.org).

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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](http://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

**Language Arts:** LAFS.312.RI.1.1; LAFS.312.RI.1.2; LAFS.312.RI.1.3; LAFS.312.RI.2.4; LAFS.312.RI.2.5; LAFS.312.RI.2.6; LAFS.312.RI.3.7; LAFS.312.L.1.1; LAFS.312.L.1.2; LAFS.312.L.2.3; LAFS.312.L.3.4; LAFS.312.L.3.5; LAFS.312.L.3.6; LAFS.312.R.1.1; LAFS.312.R.1.2; LAFS.312.R.1.3; LAFS.312.R.2.4; LAFS.312.R.2.5; LAFS.312.R.2.6; LAFS.312.R.3.7; LAFS.312.R.3.8; LAFS.312.R.3.9; LAFS.312.R.4.10; LAFS.312.SL.1.1; LAFS.312.SL.1.2; LAFS.312.SL.1.3; LAFS.312.SL.2.4; LAFS.312.SL.2.5; LAFS.312.SL.2.6; LAFS.312.W.1.1; LAFS.312.W.1.2; LAFS.312.W.1.3; LAFS.312.W.2.4; LAFS.312.W.2.5; LAFS.312.W.2.6; LAFS.312.W.3.7; LAFS.312.W.3.8; LAFS.312.W.3.9; LAFS.312.W.4.10

## Newspaper in Education

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

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

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

## The Florida Women's Hall of Fame

“The Florida Women's Hall of Fame was created in 1982 to honor women who, through their lives and efforts, made significant contributions to the improvement of life for women and all Florida citizens,” said Commissioner Maruchi Azorin, Florida Women's Hall of Fame Chair. “They are pioneers who have broken down barriers, created new opportunities, and championed issues to better Florida and its people.”

Every year, the Florida Commission on the Status of Women accepts nominations for both historic and contemporary Florida women to the Hall.

Only three of these trailblazing women will join their sisters and be immortalized on an honorary wall in the halls of the Florida Capitol.”

In 2020, there were 10 finalists for the Florida Women's Hall of Fame, chosen by the Florida Commission on the Status of Women, the Governor selected three women for induction into the Hall of Fame, which recognizes and honors women who, through their works and lives, have made significant contributions to the improvement of life for women and for all citizens of the state of Florida.

The Commission has determined that the following nominees exemplify the great diversity of women's contributions to Florida life:

1. Alice Scott Abbott, formerly of Bunnell
2. Florence Alexander, Ph.D. of Longwood
3. Samira Beckwith of Fort Myers
4. Jane Castor of Tampa
5. Nancy Hogshead-Makar of Jacksonville
6. May Mann Jennings, formerly of Brooksville
7. Senator Arthenia Joyner of Tampa
8. Alma Lee Loy, formerly of Vero Beach
9. Audrey Schiebler, formerly of Gainesville
10. E. Thelma Waters of Indiantown

The three women chosen to be inducted into the Florida Hall of Fame are Alice Scott Abbott, Alma Lee Loy and E. Thelma Waters. You can read more about these women on the [Florida Women's Hall of Fame website](#).

Activity: Using the articles in your newspaper as models, write a news article about the Florida Women's Hall of Fame and the 2020 recipients.

# Alice Scott Abbott

Read about Alice Scott Abbot on the Florida Women’s Hall of Fame website,  
<https://flwomenshalloffame.org/bio/alice-scott-abbott/>

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

- Convention
- Delegate
- Magnetism
- Ratified
- suffrage
- Temperance

\*\*\*\*\*

1. What is the main point of the article?
2. What nickname was Abbott given when she arrived in Bunnell?
3. What did Abbott create at the First United Methodist Church?
4. What messages did Abbott bring to Grace M.E. Church in St. Augustine while attending the WCTU’s state convention? (Be specific)
5. What did Abbott do for Flagler County women?

\*\*\*\*\*

## **Newspaper Connection:**

- Look through the newspaper for examples of current issues women are battling in society. How can you use your newspaper to be an advocate for this issue?

# Alma Lee Loy

Read about Alma Lee Loy on the Florida Women’s Hall of Fame website, <https://flwomenshalloffame.org/bio/alma-lee-loy/>

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

- Appointed
- Charter member
- Dominated
- Endeavors
- Mentored

\*\*\*\*\*

1. What is the main point of the article?
2. Where is Loy from?
3. There are six successes listed for Loy. Explain three of these success.
4. What type of newspaper articles did Loy write?
5. In your own words, explain why Loy was a role model.

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## **Newspaper Connection:**

- Research businesses in 1964 when Loy was breaking into male-dominated roles. List some of the male-dominated roles in which Loy participated. Using your newspaper, look through the business opportunities of today. Are there still male-dominated roles? If so, what are they? In a blog-style response, compare Loy’s time period to today. Include your thoughts about some jobs being male-dominated. Share what you have learned with your class.

## E. Thelma Waters

Read about E. Thelma Waters on the Florida Women's Hall of Fame website,  
<https://flwomenshalloffame.org/bio/thelma-waters/>

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

- Advocate
- Injustice
- Migrant
- Pattern
- Satellite
- Signatory
- Suitable

\*\*\*\*\*

1. Who does Waters advocate for?
2. What type of solutions does Waters want?
3. What incident caused Waters to be so passionate about educating people about health care?
4. Why did Waters help incorporate the Village of Indiantown?
5. What is the main point of this article?

\*\*\*\*\*

### **Newspaper Connection:**

- Do some research about the Village of Indiantown? What does it mean for a place to be incorporated? What areas in your neighborhood, county or city are unincorporated? Look for articles about these unincorporated areas. Share what you have learned with your class.

## Do the research

Doing research is a great way to learn about a topic or person. The process of doing the research – finding credible websites, reading the information, looking at photos, and understanding the information – will increase your knowledge in a fun way. For this research assignment, you will take on the role of being a detective to learn more about a notable Floridian. The first step is to choose one of the notable Floridian women from the Hall of Fame website. Go to <https://flwomenshalloffame.org/inductees/> and choose one of the women to learn more about. You can work by yourself or with a partner.

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



## Famous Floridian Women

Using the publication [\*Florida Women's Heritage Trail\*](#) complete the following activities.

1. Select any two women and compare 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 [www.readwritethink.org/files/resources/interactives/crossword/](http://www.readwritethink.org/files/resources/interactives/crossword/)
3. Write an obituary notice for each woman featured.
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 classified ad for each property. 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!
6. Write a journal entry from a personality's perspective regarding the challenge(s) each faced during her lifetime.
7. Using various sources, including the Internet, try to find primary documents relating to one of these women and locations.
8. These famous people's homes are now be museums or have been designated historical landmarks. Research these online. What more can you find out about any of these women that you didn't already know from her profile?
9. Check your library for an autobiography or biography about one of these people and read an extensive account of his/her life. Write a book report using appropriate organizational strategies and make an oral presentation to the class.

## **Exploring history**

### **The Struggle for Rights in America**

Many documents at the [National Archives](#) illustrate how individuals and groups asserted their rights as Americans. Use this site to explore the topics of slavery, racism, citizenship, women's independence, immigration, and more. Explore an entire exhibit devoted to "Records of Rights" at [recordsofrights.org](http://recordsofrights.org) where documents from the holdings of the National Archives illustrate how Americans have endeavored to define, secure, and protect their rights. Using one of the graphic organizers on the next pages, explore the information presented in the exhibit.

## Graphic Organizer: KWL Chart

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

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

**Follow-Up:** Conduct research to answer your questions.

## Graphic Organizer: Cause and Effect

**Directions:** Select one or more news stories that focus on issues of equality and justice. Identify causes and effects.

**Story Headline:**

Cause	Effect
Cause	Effect
Cause	Effect

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

## **Florida Memory Project: Women's History Month**

The Florida Memory Project has informational text and lesson plans available for [Women's History Month](#).

In 1971, the United States Congress designated August 26 as Women's Equality Day in commemoration of the 51st anniversary of the passage of the 19th Amendment. The designation commended women and women's organizations, the historic triumph of women's suffrage, and reminded the nation of the continued fight for equal rights.

President Jimmy Carter declared the first National Women's History Week in March 1980. The President's declaration came in response to efforts by communities, local school districts, and universities around the nation to recognize and celebrate the contributions of women in American history. These local efforts culminated in 1987 with the first Presidential Proclamation recognizing March as Women's History Month.

Have the students explore the contributions of women in Florida's history:

- ❖ Educational Units
- ❖ Photographic Collection and Photo Exhibits
- ❖ Audio
- ❖ Video
- ❖ Exhibits and Documents
- ❖ Collections

[A Guide to Women's History Collections](#)

## Do the research

Doing research is a great way to learn about a topic or person. The process of doing the research – finding credible websites, reading the information, looking at photos, and understanding the information – will increase your knowledge in a fun way. For this research assignment, you will take on the role of being a detective to learn more about a notable Floridian. The first step is to choose one of the notable Floridians listed and learn more about her. You can work by yourself or with a partner.

Angela Bassett  
Mary McLeod Bethune  
Jacqueline Brice  
Judy Canova  
Betty Castor  
Jane Castor  
Gloria Estefan  
Ariana Grande  
Paula Hawkins  
Zora Neale Hurston  
May Mann Jennings  
Beth Johnson  
Bette Mae Tiger Jumper  
Frances Langford  
Thelma “Butterfly” McQueen  
Carrie Meek  
Peggy Quince  
Kenya Robinson  
Maya Rudolph  
Augusta Savage  
Alex Sink  
Ruby Williams

6. When you are doing research, it is important to use credible websites. Websites such as Wikipedia and personal blogs are not always credible since some of the information presented as fact may be opinion or plagiarized from another source. Be sure to keep a list of your sources.
7. Research the person you chose. Write down the important facts, including:
  - Who is this person?
  - What is his or her background?
  - Where was this person born and where did he or she live?
  - When did this person live?
  - Why is this person notable and/or important?
  - How is this person a role model?
8. Create your own set of lesson plans about the person you chose. Using one of the worksheets from this packet as a model, create your own vocabulary list, reading comprehension questions and newspaper tie-in activities.
9. Next, compare the person you chose to one of the other individuals you have read about during your exploration of Black History.
10. Create an oral presentation about what you have learned and discovered.

## **Additional Research Activity: Education = Freedom**

Although born in South Carolina, Mary McLeod Bethune moved to Florida where her influence has been legendary. Bethune “used the power of education, political activism, and civil service to achieve racial and gender equality throughout the United States and the world. The first person in her family born free and the first person in her family afforded a formal education, Bethune emerged from abject poverty and oppression of the Reconstruction Era South to achieve greatness,” according to the National Park Service website.

Bethune stated, “We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.”

Bethune believed that education was the key to freedom. “A woman is free if she lives by her own standards and creates her own destiny, if she prizes her individuality and puts no boundaries on her hopes for tomorrow,” Bethune stated.

How might a lack of education contribute to poverty? How might intensified education lead to economic success not only for individuals, but also for an entire community? Did you know that according to the U.S. Bureau of Labor Statistics, workers with more education have lower unemployment rates and higher incomes than workers with less education? Some studies suggest that people with higher levels of education are also healthier. Other studies suggest that higher education rates correlate to lower crime. Discuss these ideas with your class. In what ways do you think increased education might economically benefit a community?

The Rev. Dr. Martin Luther King championed education, but he also stressed action. In 1947, he wrote an essay titled “The Purpose of Education.” In this essay, he wrote: “Intelligence plus character, that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate.” What does Dr. King mean? To what worthy objectives might he refer? What is the power of your education? How might you be able to use it to help others?

Use your newspaper, the Internet and the school media center to research economic and education statistics for your state and community. Possible topics include median household income, high school graduation rates, college attendance rates and literacy rates. In addition to the newspaper, some other sources could include the State of Florida website, the Florida Department of Education website, the U.S. Census Bureau, the National Center for Education Statistics, the Department of Education and the National Education Association. How does our state compare to others? Create a graphic organizer to show what you have learned. Share your results with your classmates.

# Scavenger Hunt Bingo!

## Women's History Month edition

Using the *Tampa Bay Times*, find something that fits each category in the boxes below. Put the title of the article in the box.  
Copy the URL link into the box once you find it – submit once you have BINGO  
(5 across/diagonal, up/down, or side/side)

An article about a woman	An article about a young girl	A story about a local women's sports team	An obituary for a woman born in Florida	A cartoon featuring a female character
An article about the Vice President.	An article about a woman in sports	Information about health concerns, focused on women	An advertisement featuring a woman	A story about a female singer
A story about a female hero	A job opportunity for a woman	A story about women leaders in schools	A story featuring a female artist	A photograph of a woman
A story focused on a historic woman	A story focused on a woman in business	A story about a female-owned business	A letter to the editor written by a woman	A news article written by a woman
A column written by a woman	A television show featuring a woman	A story about a woman in government	A story about a female scientist	An article about a law that concerns women

*Adapted from an activity created by Ms. Elizabeth Crawley, 2021 Tampa Bay Times Teacher of the Year*



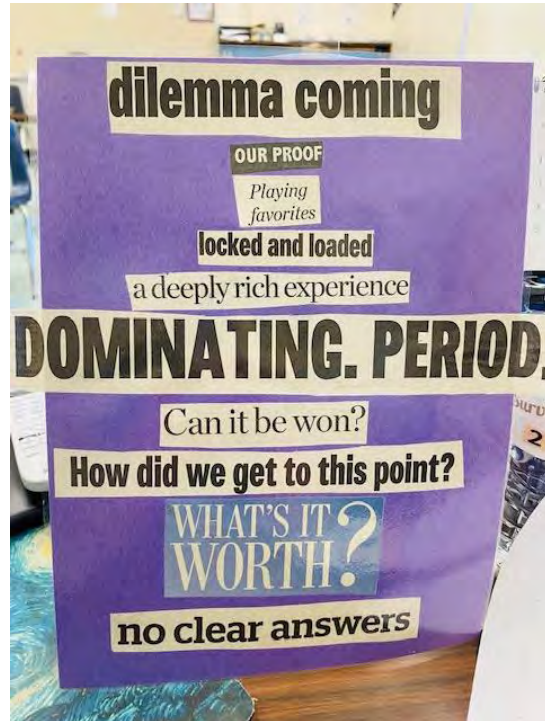
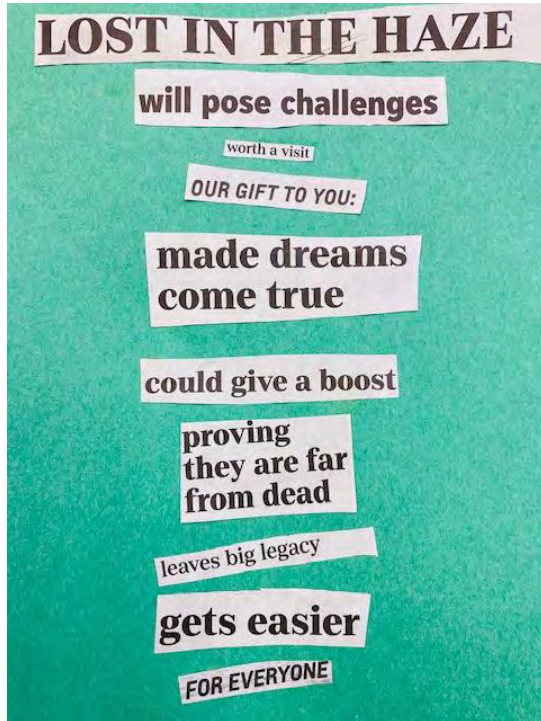
## “Found” Poetry

Poetry is a gift for those who pay attention. The lyrics and the song are all around us if we are keen enough to notice. The purpose of this assignment is to unlock the simple beauty of poetry using a familiar object like the newspaper.

**INSTRUCTIONS:** In your group, look through the different sections of your newspaper. Determine a common theme, and then cut out phrases/sentences you find throughout the paper. Then, as a team, assemble your phrases into a cohesive poem and glue them onto your construction paper. Your poem needs to be at least 10 lines long.

### PRO-TIPS!!!

- Using headlines and advertisements is a lot easier than using the text of the articles!
- Try to avoid cutting out single words individually, but stick to longer phrases instead
- After you see what phrases you can use, you can narrow down your focus and try to find phrases that will work with your chosen topic.



*“Found Poetry” Samples*

# Tell the Story

In your groups, select ONE of the images provided on the following pages. Examine the picture.

What do you notice about it?

Fill out the chart below with your preliminary observations:

<b>WHAT do I SEE? (List at least three in the boxes below)</b>	<b>WHAT does it MEAN or HOW does it make me FEEL?</b>	<b>WHY do I think that? (Justify your answers!)</b>

Now, in your groups, come up with your OWN story behind this image. Write in no fewer than 2 well developed paragraphs what is going on here. The style is up to you: write it as a newspaper article, a short story, a poem, a report, etc. Be sure to include as many details as possible! Remember – it's not what you say, it's how well you can back it up!!!

You will be sharing your story with the class when completed.

*Activity developed by Ms. Elizabeth Crawley, 2021 Tampa Bay Times Teacher of the Year*











This article celebrates six women in the Tampa Bay Rays and Tampa Bay Rowdies professional sports teams. Read this article and interviews, and then fill out the chart following the article.

# Rays Celebrate National Girls and Women in Sports Day



The Ray Tank

Follow

Feb 3 · 9 min read



February 3, 2021, marks the Women’s Sports Foundation’s 35th Annual National Girls & Women in Sports Day (NGWSD). This celebration inspires girls and women to play and be active, to realize their full power. The confidence, strength and character gained through sports participation are the very tools girls and women need to become strong leaders in sports and life.

In the community, the Rays Baseball Foundation and Rowdies Soccer Fund is proud to support women in sports.

The Rays Baseball Foundation and Rowdies Soccer Fund's support of Girls on the Run Greater Tampa Bay's scholarship fund has provided underserved girls throughout Tampa Bay the opportunity to participate in Girls on the Run's program — a transformational physical activity-based positive youth development program for girls in 3rd-8th grade. Girls on the Run teaches life skills through dynamic interactive lessons and running games, all with the goal of building confidence through accomplishment, while establishing a lifetime appreciation of health and fitness.

The Rays Baseball Foundation supports Rays RBI Tampa softball program, which is designed to grow interest and participation in the sport, encourage girls to stay in school, foster academic achievement and community responsibility, encourage inclusion of minorities in the sport, develop confidence and self-esteem, teach the value of teamwork and help build better futures.

While we celebrate all of the women of the Tampa Bay Rays and Rowdies, we wanted to highlight six incredible women of our front office, who shared with us some insight on their journeys to get where they are today, along with advice they have for women, who aspire to also work in sports one day.



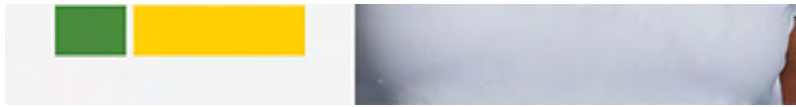


Jenn Tran — Vice President, Human Resources and Organizational Engagement



Melanie Lenz — Chief Development Officer, Strategy and Development





Lenore Sutton — Education Coordinator



Samantha Bireley — Manager, Baseball Administration





Rafaela A. Amador Fink — Vice President, Public Affairs and Corporate Communications



Kaitlyn Young — Coordinator, Video

## What brought you/your career into sports and specifically the Rays?

**Jenn-** My path into the sports industry was a bit unconventional and began through a partnership with my local high school and various employers in south St. Pete. This program afforded me an opportunity to be in the company of an incredibly strong female leader, who took me under her wing while guiding and developing me and ultimately paving the way for my 25+ year career.

**Melanie-** I hadn't worked directly in sports before the Rays (though I grew up in a house where sports was a big part of our family life). When the opportunity to work with very

talented, innovative, and community-minded people on once-in-a-generation projects presented itself — I couldn't pass it up!

**Lenore-** The Rays were looking to build a strong education program for our international players.

**Samantha-** Started as a season ticket sales rep here, and the rest is history!

**Rafaela-** I spent an entire career outside of sports prior to beginning with Rays and Rowdies. Sports have always been a passion of mine, but I never thought my previous background, which includes teaching high school English and working in the political sector, would lead me to sports. When the Rays created a communications position on the business side, it was an unexpectedly perfect fit.

**Kaitlyn-** I grew up playing and watching sports, especially baseball, and knew I wanted to work in this industry. I originally wanted to be on-camera, but as I learned the production side, I loved it. When the opportunity to work for the Rays presented itself, I knew it would be a great fit!

## **What has been your favorite thing about working in sports?**

**Jenn-** The camaraderie. Being a part of the Rays [and Rowdies] is like being part of a family that is your loudest cheering section at a sporting event! They are the passionate ones, the ones with handmade signs, balloons, confetti and air horns! Always there to celebrate your successes, both personally and professionally.

**Melanie-** Truly being a part of a team ... knowing that what we do on and off the field can have such a positive impact on the community.

**Lenore-** Knowing that I have the opportunity every day to make a valuable contribution in helping to build a successful and competitive team

**Samantha-** Game 4 of the 2020 World Series. That moment was amazing in itself, but getting to experience that joy with co-workers who have become friends brought it to another level.

**Rafaela-** There is something about spring training that makes me fall in love with baseball again each year. The feel of the sun and the smell of the grass, are the simple

things that remind me not to take life for granted, but there is also the renewed sense of hope that each year will be better than the last. Baseball serves you up a chance at a fresh start, every spring.

**Kaitlyn-** My favorite thing about working in sports is that it is something new every day. I also enjoy getting to work with very talented, dedicated people that help me to get better.

## **What are some of the most important traits to be successful in your role?**

**Jenn-** You must be goal-oriented. Goals for where you want your career to go and how you plan on getting there. You also have to have a willingness to do whatever is required of you, letting no task ever be beneath you.

**Melanie-** Patience, perseverance, a willingness to quickly shift thinking, be open to ideas from all directions, and thick skin.

**Lenore-** Two key characteristics to be successful within my role would be the ability to communicate in English and Spanish and flexibility. To build strong relationships and gain trust you must speak the language of the players you're working with and the entire team of staff members that support them. Also, things can change from one minute or one day to the next in baseball whether it's a player getting called up to the big leagues or a shutdown due to a pandemic, be ready to respond.

**Samantha-** Organization and communication. Situations with our roster arise quickly, and it's important to get ahead of those as much as possible and communicate effectively.

**Rafaela-** Flexibility. When you work in communications and public affairs, change is the only constant.

**Kaitlyn-** In this role, I think it is important to never stop learning. Always look to improve yourself and your work.

## **How have you overcome challenges in your career?**

**Jenn-** Challenges occur in every field. I try to always look at challenges as opportunities for growth and development. While it's not easy being out of your comfort zone, being



comfortable doesn't push you to become a better version of yourself.

**Melanie-** Hopefully with grace and optimism. Any type of meaningful work always has its setbacks and challenges — it's how we handle those and learn from them that matters.

**Lenore-** When I arrived in Port Charlotte as the first female based out of our player development center, it was a bit of a shock to the existing clubhouse culture. I made sure to be approachable and diligent in my work. I remained committed to our players and the education program we set out to build them. It took a little time and patience for everyone in the clubhouse, but I earned the respect of my colleagues once it became clear that we had one common goal, to build a competitive championship team. They're my family now!

**Samantha-** By learning to lean on those around me for guidance when I'm struggling and realizing that I'm not the only one who wants me to succeed.

**Rafaela-** You must remember that you aren't the only person to go through the challenges you are facing. Challenging situations can feel lonely, so build authentic relationships with your colleagues — those relationships can help you face any challenge.

**Kaitlyn-** I've learned that it is okay to make mistakes and to learn from them. Use mistakes as an opportunity to grow.

## **What advice do you have to women looking to work in sports?**

**Jenn-** Sports while fun and exciting, is hard work. I am always honest with anyone wanting to enter the sports field. You have to want this and be prepared to make a significant investment to ultimately achieve your goals. In order to thrive, you have to love what you do each day.

**Melanie-** A woman I consider a mentor once saw me sitting in the back of a boardroom, nervous to come sit around "the table." She pulled me over, sat me down at the table beside her, and said in a matter-of-fact tone — don't ever act like you don't belong here or everyone else will think you don't— be confident knowing that you have earned this seat. My advice would be — always grab that seat at the table when you walk into a

room and don't forget to pull others to the table with you. Always be open-minded, and never be afraid to ask "why," or "why not me."

**Lenore-** Research the role you'd like and don't be afraid if a woman has never occupied the role you're researching, you can be the first

**Samantha-** Your perspective as a woman in the game is so important — don't be afraid to bring it to the table.

**Rafaela-** Remember that there is always an opportunity to learn. Whether that lesson is from the fan host or the GM, every person adds value and provides insight. Always sit at the table when asked, but be prepared to listen more than you speak.

**Kaitlyn-** My advice would be to say yes to any opportunity you're interested in and to make connections. Never limit yourself, and don't let anything get in the way of achieving your goals.

## **What does being a woman in sports mean to you?**

**Jenn-** It means that I have a unique opportunity to be a pioneer and more importantly an example for other future female leaders. It is my hope that my contributions will inspire others to pave their own path to success in the sporting world.

**Melanie-** Anything is possible, and with more women entering and excelling in the industry, our brightest days are ahead.

**Lenore-** My work sometimes takes me to schools with our players in local communities and when girls see me and ask about what I do, they learn that if they love baseball they can strive to be a part of this thing they love, even though historically that hasn't been the case. I am a part of a growing group of remarkable women in baseball showing kids everywhere that things can change, and we can change them.

**Samantha-** It means being part of a really special community of other women across all teams and sports.

**Rafaela-** It's about representation for women and girls who look like me. Like they say, if you can see her, you can be her.

**Kaitlyn-** Being a woman in sports is very rewarding and empowering. The number of women working in this industry is increasing and it is great to see. I am grateful to be a part of a group of such skilled and hardworking women!



While we can't be together this #NGWSD, we celebrate each other, as we continue to inspire and promote equity in sports for all.

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NAME	WHAT I LEARNED	WHAT INFORMATION SURPRISED ME
Jenn Tran		
Melanie Lenz		
Lenore Sutton		
Samantha Bireley		
Rafaela A. Amador Fink		
Kaitlyn Young		

# Going Beyond the Text

## Human rights

The second bullet point of the preamble to the Charter of the United Nations is “to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.” Think about what these words mean in connection to the second sentence of the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Analyze political, economic and social concerns that emerged at the end of the 20th century and into the 21st century. What significance do these words have in connection with those concerns? How do human rights play a factor in these concerns?

Analyze the newspaper for a week and look at the current event stories on a local, national and international level. Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns). What do these issues have to do with human rights? Right a blog or journal post about this. Share your thoughts with your class.

## People are people

Throughout history, many different groups have been treated poorly. Typically, those persecuted have done nothing wrong to prompt the actions taken by their aggressors. Most often, these groups are singled out for characteristics that are not harmful. Look in the newspaper for examples of people or groups of people being treated unfairly. You can look at articles, photos or cartoons. Write down the points you see that identify unfair conditions or treatment. Once you have done that, write down some ways that this unfair treatment can be changed. Write a fully developed paragraph outlining the issues presented in the article, photo or cartoon and how changes can be made to improve the situation presented. Be sure to use specific examples from your sources to support your idea. Share your information with your classmates.

## Leadership in the news

The goal of an activist is to bring about political or social change. Throughout this Newspaper in Education publication, you have read about many activists who are great examples of ordinary citizens, who stood up for their beliefs. Who are some current activists in our society? You don't have to look further than the daily newspaper to find them. Look through the newspaper for an example of a citizen who is standing up for his or her rights. Summarize the information in the article and find a sentence in the article that best describes this person or his or her challenge. Share your thoughts with your class.

Activities written by Jodi Pushkin, Tampa Bay Times Newspaper in Education. For more information, contact [jpushkin@tampabay.com](mailto:jpushkin@tampabay.com).

## Additional resources

Women's History Month is a celebration of women's contributions to history, culture and society. Women's History Month began as a national celebration in 1981 when Congress authorized and requested the President to proclaim the week beginning March 7, 1982 as "Women's History Week." Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as "Women's History Week." In 1987 after being petitioned by the National Women's History Project, Congress which designated the month of March 1987 as "Women's History Month." Between 1988 and 1994, Congress passed additional resolutions requesting and authorizing the President to proclaim March of each year as Women's History Month. Since 1995, Presidents Clinton, Bush and Obama have issued a series of annual proclamations designating the month of March as "Women's History Month."

- ❖ [Women's History Month, The Library of Congress](#)
- ❖ [Women's History Month lessons, Office of Citizen Services and Innovative Technologies](#)
- ❖ [Images of Women's History in Florida, Florida Memory](#)
- ❖ [Florida Women's Heritage Train, Florida Division of Historical Resources](#)
- ❖ [March is Women's History Month, National Council of Teachers of English](#)
- ❖ [Women's History Lesson Plans, Library of Congress](#)
- ❖ [National Women's History Project](#)
- ❖ [Florida Women's Heritage Trail](#)
- ❖ [The Florida Center for Instructional Technology](#)
- ❖ [National Women's History Museum](#)
- ❖ [The History Channel: Women's History](#)
- ❖ [Women's History Month: A Collection of Teaching Resources from Scholastic](#)
- ❖ [National Endowment for the Humanities: Women's History Month](#)
- ❖ [National Education Association: Women's History Month for the Classroom](#)
- ❖ [PBS Learning Media: Women's History Month](#)
- ❖ [PBS News Hour: Women's History Month](#)
- ❖ [Facing History and Ourselves: Four Resources for Women's History Month](#)

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