

# *Celebrating Women's History Month*

## **Teaching Guide/Student Worksheets**

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

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Newspaper In Education Program  
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# Florida Standards

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

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

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

The reading material and activities in this packet applies to the following Florida Standards.

**Social Studies:** SS.A.1.1; SS.A.1.2; SS.A.1.3; SS.A.1.7; SS.A.4.1; SS.A.5.7; SS.A.5.12; SS.A.6.3; SS.A.6.15; SS.A.7.17; SS.A.7.3; SS.A.7.5; SS.A.8.1; SS.C.2.1; SS.E.1.1; SS.W.1.3; SS.W.1.6

**Language Arts:** LAFS.L.1.1; LAFS.L.1.2; LAFS.L.2.3; LAFS.L.3.4; LAFS.L.3.5; LAFS.L.3.6; LAFS.RF.3.3; LAFS.RF.4.4; LAFS.RI.1.1; LAFS.RI.1.2; LAFS.RI.1.3; LAFS.RI.2.4; LAFS.RI.2.5; LAFS.RI.3.7; LAFS.RI.3.8; LAFS.SL.1.1; LAFS.SL.1.2; LAFS.SL.1.3; LAFS.SL.2.4; LAFS.W.1.1; LAFS.W.1.2; LAFS.W.2.4; LAFS.W.2.5; LAFS.W.2.6; LAFS.W.3.7; LAFS.W.3.8; LAFS.W.3.9

## Tampa Bay Times Newspaper in Education

The Tampa Bay Times Newspaper in Education (NIE) program is a cooperative effort between schools and the Times 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. And since the mid-1970s, NIE has provided schools with class sets of informational text in the form of the daily newspaper and our award-winning original curriculum, at no cost to teachers or schools.

In the Tampa Bay area each year, more than 5 million newspapers and electronic licenses are provided to teachers and students free of charge thanks to our generous individual, corporate and foundation sponsors. In addition to providing free supplemental materials to educators, NIE hosts free educator workshops and webinars. Our teaching materials cover a variety of subjects and are consistent with Florida's education standards.

For more information about NIE, visit [tampabay.com/nie](http://tampabay.com/nie), email [ordernie@tampabay.com](mailto:ordernie@tampabay.com) or call 800-333-7505, ext. 8138. Follow us on Twitter at [Twitter.com/TBTimesNIE](https://twitter.com/TBTimesNIE)

# Common Core State Standards Chart

Lesson	Anchor Standards for Reading	Anchor Standards for Writing	Anchor Standards for Speaking and Listening	Anchor Standards for Language	Standards for History/Social Studies
Ludington	1, 3, 6	2, 8, 9	1	1, 2, 5	3, 8, 9
Stuart Scott	1, 4, 5	1, 4, 7	1, 3	1, 4, 6	1, 3, 4
Evans Price	2	1	2, 4	1, 3	1, 3, 4
L'Engle	1, 3	3, 5, 7		3	1, 3

Teachers, use this chart as quick reference to find a lesson and the corresponding Common Core State Standards (CCSS). For more detailed information on the CCSS and the specific focus for instruction for each grade go online to <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards> or <http://www.corestandards.org/the-standards>.

A complete set of documents supporting the New York State K-12 Social Studies Frameworks can be found at <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

For additional graphic organizers to use with Informational Texts including newspapers use the documents found in the Empire State [Information Fluency Continuum](#).

Name \_\_\_\_\_

## Sybil Ludington

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

militia \_\_\_\_\_

perilous \_\_\_\_\_

pursuit \_\_\_\_\_

seize \_\_\_\_\_

sentries \_\_\_\_\_

**Read the profile of Sybil Ludington. Then answer the following questions.**

1. How old was Sybil when she rode to gather the militiamen? \_\_\_\_\_
2. Who rediscovered Sybil Ludington’s act of heroism? When was Sybil’s story first retold? \_\_\_\_\_  
\_\_\_\_\_
3. Why did Sybil become known as a “female Paul Revere”? \_\_\_\_\_  
\_\_\_\_\_
4. Why didn’t Sybil Ludington receive a federal pension? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Find Carmel on a map or use an online mapping tool. About how far is it from your school? \_\_\_\_\_  
\_\_\_\_\_

### **Related Websites:**

<http://www.findagrave.com/cgi-bin/fg.cgi?page=gr&GRid=2539> – a website that offers another short biography and photographic images of Ludington’s tombstone.

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

- Sybil, her sister Rebecca and their father, Henry Ludington and others fought for what they believed – American independence from British rule. Look through the newspaper for modern examples of people fighting for a cause. Compare and contrast this example with the American Revolution.
- Although she was very young, Sybil’s brave actions made a difference. Look through several editions of the newspaper (print or online) and other sources for examples of young people making a difference in their community. Select one. Use the graphic organizer on the next page to record your findings. Be prepared to share what you’ve discovered with the class.

Name \_\_\_\_\_

<b>Who?</b>
<b>When?</b>
<b>Where?</b>
<b>What?</b>
<b>How?</b>

**Follow up:** If you were to get involved with a cause which would you select and why?

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

Name \_\_\_\_\_

## Blanche Stuart Scott

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

cultivated \_\_\_\_\_

genteel \_\_\_\_\_

mingling \_\_\_\_\_

promotional \_\_\_\_\_

tomboy \_\_\_\_\_

**Read the Famous New Yorker profile of Blanche Stuart Scott. Then answer the following questions.**

1. What form of transportation did Blanche Stuart Scott take across the country?  
a) a car b) a plane c) a train d) a hot air balloon
2. True or false, “Lady Overland” was the name of Blanche’s airplane. \_\_\_\_\_
3. How old was Blanche when she set out in the “Lady Overland?” \_\_\_\_\_
4. What year was it that Blanche Stuart Scott quit stunt flying? \_\_\_\_\_
5. Find Rochester on a map or use an online mapping tool. About how far is it from your school? \_\_\_\_\_

### **Related Website and Book:**

<https://www.womenofthehall.org/inductee/blanche-stuart-scott/> – National Women’s Hall of Fame profile of Blanche Stuart Scott

*Tomboy of the Air: Daredevil Pilot Blanche Stuart Scott* by Julie Cummins © 2001 published by HarperCollins Children’s Books

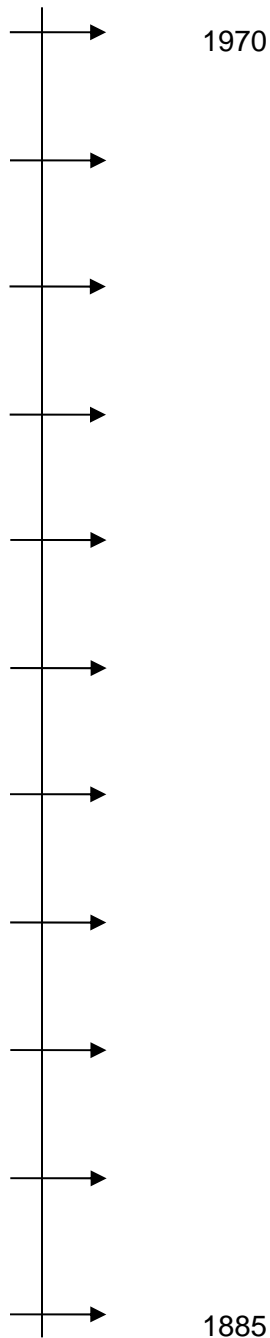
**Bonus question:** What American female first did Blanche Stuart Scott achieve in 1948?

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

- Blanche Stuart Scott was successful earning a living in what many at the time considered men’s work. Look through newspapers (print and online) and other resources for individuals who are currently working at non-traditional jobs based on their gender or age. Break up into small groups and discuss your fact-based opinions with each other. Did your group reach a consensus?
- Blanche Stuart Scott embraced the new technologies of her time, learning to drive and fly and in her later life working in the new media of radio and movies. Look through the newspaper and other sources for news stories about new technologies. Do you see yourself as a “daredevil” ready to use and embrace the technologies of today? Why or why not?

Name \_\_\_\_\_

Record the key events/developments in the evolution of transportation during Blanche Stuart Scott's lifetime.



**Follow up:** Research another set of significant changes that occurred during the same span of time. Then write a brief newspaper editorial explaining whether you think those changes made the world better or worse. Use several facts to back up your opinion.

**Assessment question:** What do you think about one of the discoveries/developments you learned about in this activity?

Name \_\_\_\_\_

## Margaret Evans Price

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

illustrator \_\_\_\_\_

Great Depression \_\_\_\_\_

inspiration \_\_\_\_\_

murals \_\_\_\_\_

prosperity \_\_\_\_\_

menagerie \_\_\_\_\_

**Read the profile of Margaret Evans Price. Then answer the following questions.**

1. What famous person once lived in the Price home before Margaret made it her home and studio?

\_\_\_\_\_

2. How did Margaret Prices first use her illustrations? \_\_\_\_\_

\_\_\_\_\_

3. What type of toys did Fisher, Price and Schelle wish to create? \_\_\_\_\_

\_\_\_\_\_

4. What famous cartoonist authorized the new Fisher-Price Toys to make toys using his characters?

\_\_\_\_\_

5. What position did Margaret Evans Price have in Fisher-Price? \_\_\_\_\_

\_\_\_\_\_

6. Find East Aurora on a map or use an online mapping tool. About how far is it from your school? \_\_\_\_

\_\_\_\_\_

**Related Website:** Meibohm Fine Arts Museum - <http://www.meibohmfinearts.com/artists.aspx?ID=60>

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

- Look through several newspapers and select an exciting story. Illustrate that story noting place, persons, events, spectators, etc.
- Look through your newspaper for an advertisement without a photo or illustration. Draw an illustration that would be an appropriate addition to this ad. Try to draw in the same style as Margaret Evans Price.
- After looking at various examples of Margaret Evans Price’s illustrations, write an art review of her work. Compare and contrast her illustrations with one or more famous illustrators.
- Select a photograph or illustration from the newspaper. Use the graphic organizer on the next page to analyze what you can learn for a picture. Be prepared to share your work with the class.



Name \_\_\_\_\_

## Analyzing a Photograph or Illustration

### Part 1 – Objective Observation

<p style="text-align: center;"><b>Subject</b></p> <p>(people, objects, gender, age, clothing, facial expressions, posture)</p>	<p style="text-align: center;"><b>Setting</b></p> <p>(indoor/outdoor, urban/rural, time of day, time of year, background – objects)</p>
<p style="text-align: center;"><b>Action</b></p> <p>(What activity/event is shown? What are people doing? Are they working in groups or alone? Relationship to each other?)</p>	<p style="text-align: center;"><b>Other Clues</b></p> <p>(What other details do you see in the photo? Examples: tools, vehicles, animals, buildings, signs. Is it a candid or posed photo?)</p>

Is there a title? What information does it give you? \_\_\_\_\_

\_\_\_\_\_

Is there a caption? What information does it give you? \_\_\_\_\_

\_\_\_\_\_

### Part 1 – Subjective Observation

1. What conclusions can you draw from the people or objects in this photo/illustration?

2. What questions do you now have that are not answered in the photo/illustration?

**Assessment question:** Complete this statement - The best part of this activity was...

Source: Originally created by PWUFSD Teachers

Name \_\_\_\_\_

# Madeleine L'Engle

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

allegory \_\_\_\_\_

malignant \_\_\_\_\_

perennial \_\_\_\_\_

preoccupation \_\_\_\_\_

protagonist \_\_\_\_\_

**Read the profile of Madeleine L' Engle. Then answer the following questions.**

1. What did Madeleine L'Engle's father do for a living? \_\_\_\_\_
2. Which of the following is NOT a book written by Madeleine L'Engle.  
a) *A Wrinkle in Time* b) *Time Quartet* c) *The Small Rain* d) *And Both Were Young*
3. Name at least four jobs Madeleine had during her lifetime? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. About how old was Madeleine when *A Wrinkle in Time* was published? \_\_\_\_\_
5. Find Manhattan on a map or use an online mapping tool. About how far is it from your school? \_\_\_\_\_  
\_\_\_\_\_

## **Related Websites:**

[www.madeleinelengle.com/](http://www.madeleinelengle.com/) - Madeleine L'Engle's website

[www.nytimes.com/2007/09/08/books/07cnd-lengle.html?hp](http://www.nytimes.com/2007/09/08/books/07cnd-lengle.html?hp) – *New York Times* L'Engle obituary

## **Newspaper Tie-ins:**

- In Ms. L'Engle's book, *A Wrinkle in Time*, the main characters travel through space visiting different universes. Look through the newspaper (print or digital) or other news sources about a recent scientific discovery or space exploration. Do you think any of these recent developments would make a good topic for a book? Why or why not?
  
- Look through the local newspaper or other sources for book reviews. Now write a book review for your favorite book encouraging your classmates to read the book you selected. Be sure not to spoil any of the story's surprises or to give away the ending. Use the chart on the next page to help organize your thoughts before you write.

**Student Name** \_\_\_\_\_

**Title** \_\_\_\_\_

**Author** \_\_\_\_\_

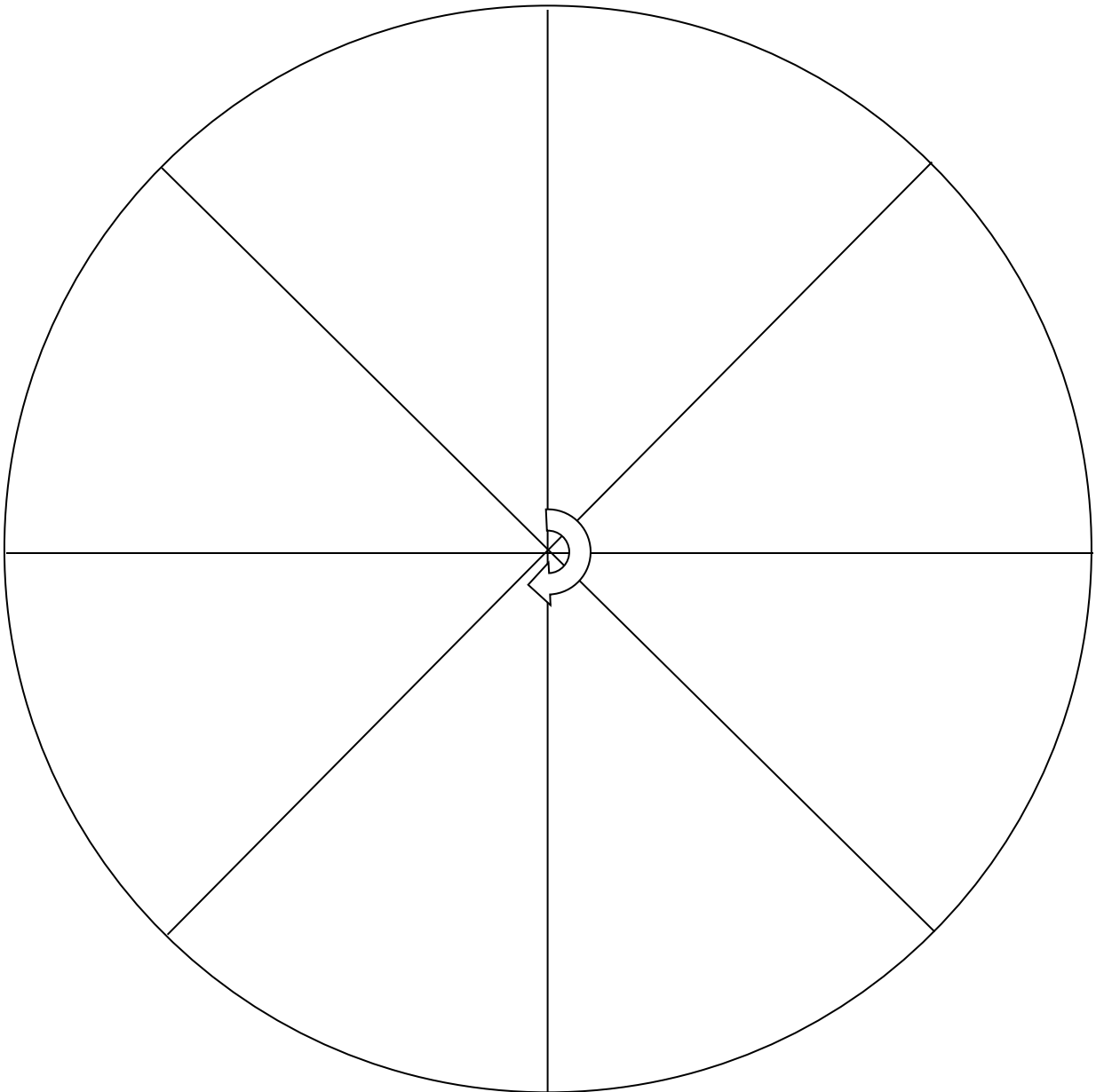
**Directions:** Select and record key events in the book. Use these key events to write a plot summary.  
You may also wish to note:

Main character(s):

Setting:

Problem or conflict:

**Start** 



**Newspaper follow up:** Follow a news story over several days. Draw a circle similar to the one above and map key events. Date all entries. How is mapping this newspaper story similar to mapping the story of a book? How is it different?

**Assessment question:** What connection did you make in this activity that made you say, “AHA! I get it!”?

## Series Exercises:

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

## Answer Key:

### Sybil Ludington:

1. 16 years old
2. Martha J. Lamb, the editor of the magazine of American History – 1877
3. She rode over 40 miles to alert her father’s militiamen to gather to fight back the British at Danbury, Connecticut which was similar to Paul Revere’s famous ride.
4. She couldn’t prove she was married
5. (Answers will vary by location – a fast way to find an answer is by using [www.mapquest.com](http://www.mapquest.com) or Google maps)

### Blanche Stuart Scott:

1. a) a car
2. False
3. 25 years old
4. 1915
5. (Answers will vary by location – a fast way to find an answer is by using [www.mapquest.com](http://www.mapquest.com) or Google maps)

**Bonus answer:** On Sept. 6, 1948, Blanche became the first American woman to ride in a jet. Then Capt. Charles “Chuck” Yeager took her up in a TF-80C (later designated the P-80 Shooting Star). For Scott’s fun, Yeager included some snap rolls and a 14,000 foot dive.

Source: [www.af.mil](http://www.af.mil) (official website of the US Airforce)

### Margaret Evans Price:

1. Millard Fillmore, 13th President of the United States
2. In children’s books
3. Well-made and affordable toys that had movable parts
4. Walt Disney
5. Art Director
6. (Answers will vary by location – a fast way to find an answer is by using [www.mapquest.com](http://www.mapquest.com) or Google maps)

### Madeleine L’Engle:

1. Journalist and novelist
2. b) Time Quartet
3. Accept any four of the following: playwright, actress, novelist/writer, shop keeper, or librarian
4. 44 years old
5. (Answers will vary by location – a fast way to find an answer is by using [www.mapquest.com](http://www.mapquest.com) or Google maps)

### Additional online resources:

[http://free.ed.gov/?page\\_id=6&query=Women%27s%20History&type=index](http://free.ed.gov/?page_id=6&query=Women%27s%20History&type=index) – Women’s History Topic on Federal Resources for Educational Excellence (FREE) website. FREE is among the most popular K-12 websites maintained by the U.S. Department of Education because of the many great resources being offered by contributing federal agencies.

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

[http://www.smithsonianeducation.org/educators/resource\\_library/women\\_resources.html](http://www.smithsonianeducation.org/educators/resource_library/women_resources.html) - Women’s History Teaching Resources – Smithsonian Education

[www.greatwomen.org](http://www.greatwomen.org) – National Women’s Hall of Fame, Seneca Falls, NY

<http://www.womenshistorymonth.gov/> - Women’s History Month from Library of Congress

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

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

Name \_\_\_\_\_

**A Study Guide\***

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

**1. Remembering (retrieve)**

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

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

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

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

**2. Understanding (summarize)**

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. Applying (carry out)**

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

\_\_\_\_\_

\_\_\_\_\_

**4. Analyzing (compare)**

How does (the problem in the story) \_\_\_\_\_ compare

with another problem \_\_\_\_\_?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**5. Evaluating (judge)**

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

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

\_\_\_\_\_

\_\_\_\_\_

**6. Creating (plan)**

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

\_\_\_\_\_

\_\_\_\_\_

(\*Bloom's Taxonomy revised)

Name \_\_\_\_\_

**Levels of Thinking and Reasoning\***

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

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

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

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

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

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

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

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

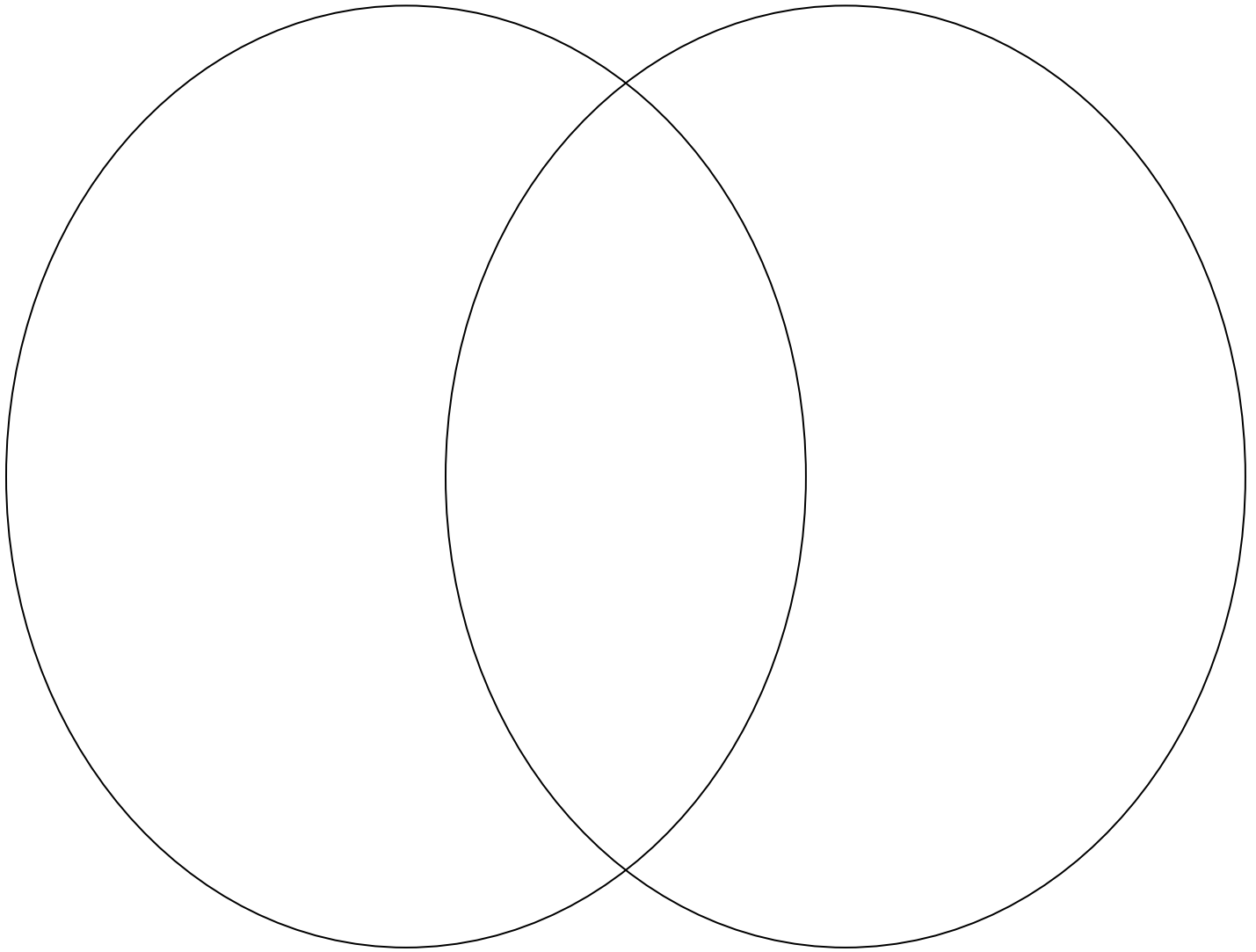
**Follow-up:** Did the story appeal to your classmate? Did your classmate offer complete answers to the questions? Did your classmate recommend any changes to the questions?

(\*Bloom's Taxonomy revised)

Name \_\_\_\_\_

**Venn Diagram**

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



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



Name \_\_\_\_\_

**KLW Chart**

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

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

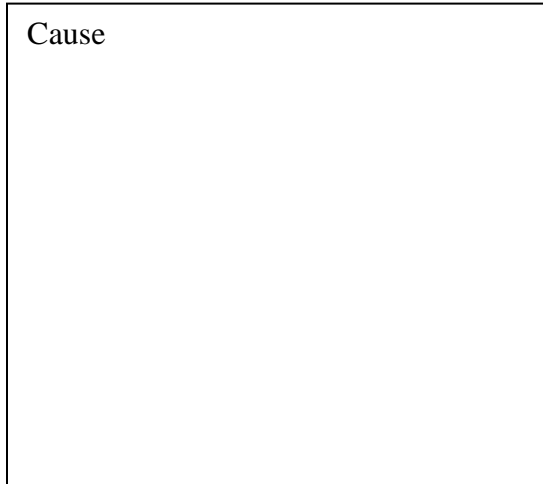
**Follow-Up:** Conduct research to answer your questions.

Name \_\_\_\_\_

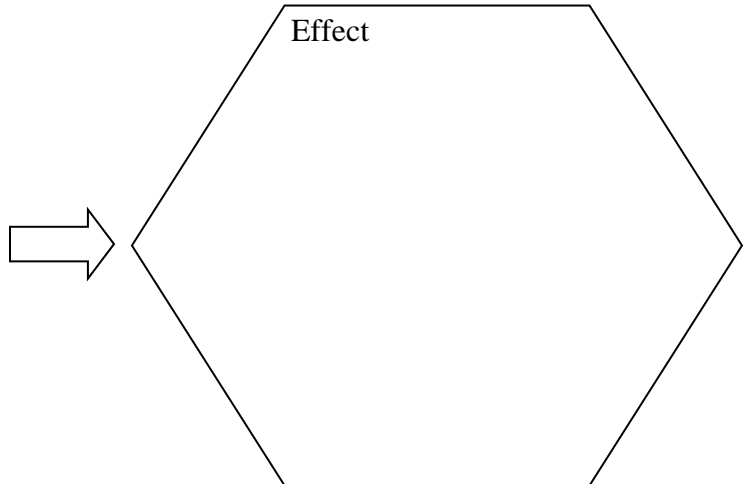
### Cause and Effect

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

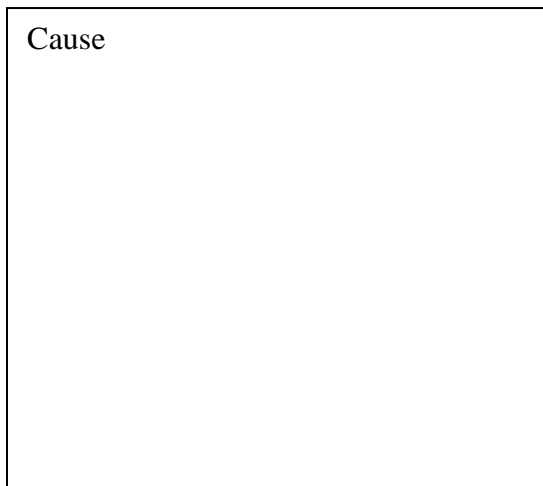
Cause



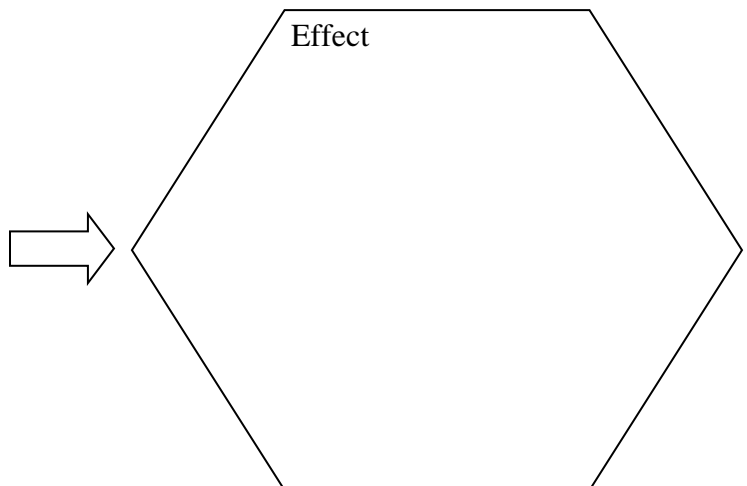
Effect



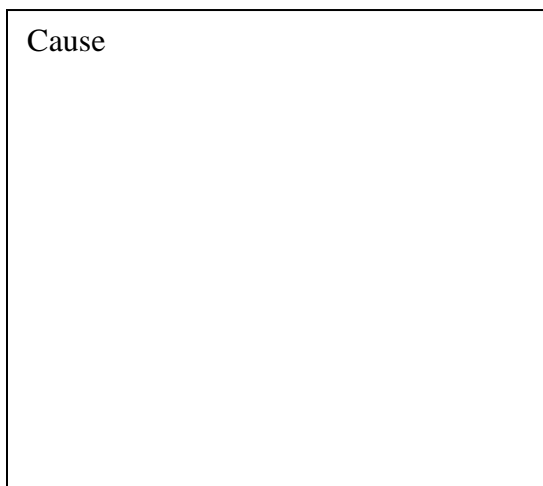
Cause



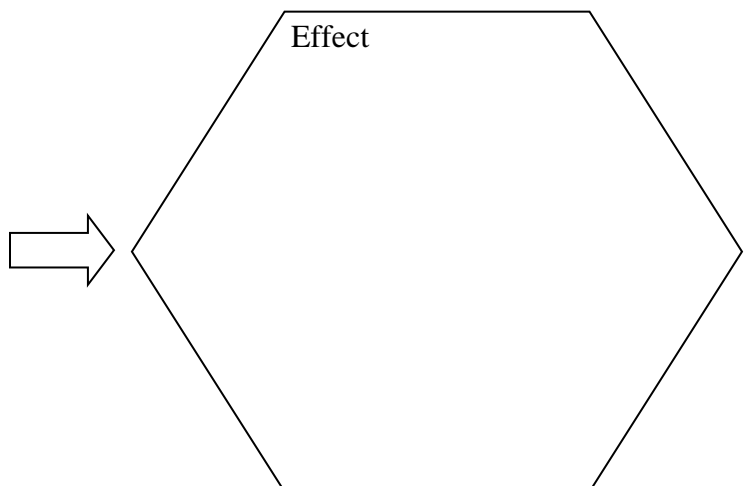
Effect



Cause



Effect



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

## 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 woman. The first step is to choose one of the notable Floridians listed and learn more about him or her. You can work by yourself or with a partner.

Laila Ali  
Amanda Bearse  
Mary McLeod Bethune  
Delta Burke  
Jacqueline Cochran  
Carita Doggett Corse  
Marjory Stoneman Douglas  
Faye Dunaway  
Chris Evert  
Debbie Harry  
Zora Neale Hurston  
May Mann Jennings  
Frances Langford  
Carrie Meek  
Harriette Moore  
Marjorie Kinnan Rawlings  
Janet Reno  
Lillian Smith  
Ivy J.C. Stranahan

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

*Celebrating Women's History Month*  
**Blanche Stuart Scott**

(1885 — 1970)



**Blanche Stuart Scott seated at the controls of a Curtiss Model D, circa early 1910s.**

**Library of Congress, Prints and Photographs Division  
[reproduction number LC-DIG-ggbain-12209]**

In the early 20th century, Blanche Stuart Scott wanted fame and adventure. An automobile manufacturer and an airplane manufacturer wanted publicity. Everyone got what they wanted – and Scott made history as a technological pioneer for women.

The daughter of a successful Rochester hoof-paste manufacturer, Blanche Stuart Scott was born on April 8, 1885. She grew up a “tomboy,” excited by technological breakthroughs in transportation. She learned to drive an automobile in her teens, and her enrollment in a genteel finishing school didn’t suppress her need for speed. As a young adult, she spent much of her time

in New York mingling with celebrities, and hoped to become one herself.

After reading about a man driving an automobile across the country, Scott was convinced that a woman could do the same thing. She convinced the Willys-Overland company to let her drive one of their vehicles from New York City to San Francisco. Scott would prove that a woman could drive and maintain a car as well as a man, while Willys-Overland would prove the durability of their cars.

With one traveling companion, Scott set out in the “Lady Overland” on May 16, 1910. She reached San Francisco on July 23. Newspapers across the country reported on her progress and celebrated her success. By the time she wrote a book about the trip for Willys-Overland, she was seeking new adventures in the air.

Historians don’t know whether Scott was the first woman to fly an airplane. She may have been inspired by a Wright brothers flying exhibition in her honor when the Lady Overland stopped in Dayton, Ohio. Sometime late in the summer of 1910, while taking lessons on the ground from airplane pioneer Glenn Curtiss, her plane briefly took off. In October Curtiss added her to his promotional flying team. Scott quit after getting married in January 1911, but soon returned to the air as an exhibition flier and test pilot. While another woman, Harriet Quimby, was first to get a pilot’s license, Scott was hailed as the “first American woman who can really fly” and “the Tomboy of the Air.”

Early aviation was extremely dangerous. Scott was flying in an air show outside Boston on July 1, 1912, when she saw Quimby die in a crash. Afterward, the mayor of Boston told her that flying was too risky for women. Scott told a reporter, “All aviators get it, sooner or later,” and consciously risked death in specialty “death dives” that thrilled audiences. But by the age of 30 she had grown sick of people expecting her to crash and quit stunt flying.

Blanche Stuart Scott started a new career in the entertainment industry. She worked on movie and radio scripts in Hollywood, then became a popular radio personality on the “Rambling With Roberta” show back in Rochester. For the rest of her life she cultivated her place in transportation history as a museum consultant and a regular subject for media interviews. A decade after her death on January 12, 1970, she was honored on a U.S. postage stamp as a woman who rode over barriers to achievement and adventure.

*For more information about Women in Aviation History go to the National Air and Space Museum online at <http://bit.ly/i5XBj0>.*

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Celebrating Women's History Month  
*Madeleine L'Engle*

(1918 — 2007)



Source: [www.madeleinelengle.com](http://www.madeleinelengle.com)  
with permission from L'Engle's  
granddaughter, author Lena Roy

Madeleine L'Engle never gave up on a good idea. Overcoming repeated rejections from publishers, she produced one of the most beloved stories of the twentieth century.

Madeleine L'Engle Camp was born in Manhattan on November 29, 1918. An only child, she was inspired by her father, a journalist and novelist, to become a writer. She won a first-grade poetry contest, but her preoccupation with writing eventually hurt her grades.

Madeleine's parents tried to give her a different educational environment by sending her to Switzerland, then to a boarding school in South Carolina. After graduating from Smith College in 1941, Madeleine returned to New York City to become a playwright and actress. Some of her plays were produced, and she married a fellow actor, but she soon found novels more fulfilling. Her first, *The Small Rain*, was published in 1945. Another, *And Both Were Young*, was named one of the ten best

books of 1949 by *The New York Times*.

In 1951 L'Engle and her young family moved to Goshen, Connecticut, where they ran a general store while Madeleine continued to write. Publishers accepted her novels, but the family struggled financially. In 1959, after they moved back to New York, L'Engle began a novel that reflected her religious beliefs and a new interest in quantum physics. It was a story she felt compelled to write.

*A Wrinkle in Time* is a science fiction novel for young adults, rare for its time in having a female protagonist. Meg Murry is a precocious but awkward daughter of scientists who gets swept into a space-spanning search for her missing father. Traveling to distant planets with the aid of space-warping tesseracts, Meg, with her siblings, boyfriend and the three angelic "Mrs. Ws," struggles to rescue her father from "the Black Thing," a malignant force that has conquered countless worlds and is also threatening Earth.

Readers for many of the leading publishing houses found L'Engle's novel a strange blend of theoretical science and religious allegory that seemed too difficult for young readers. A female protagonist also made it an unlikely prospect. L'Engle recalled that *A Wrinkle in Time* was rejected by more than two dozen publishing companies over a two-year period before it was accepted by Farrar, Straus and Giroux.

Finally published in 1962, *A Wrinkle in Time* became a perennial best seller. It received the American Library Association's Newberry Medal for the most distinguished contribution to American children's literature the following year, and received more honors in subsequent years.

Madeleine L'Engle wrote three more novels about Meg Murry, completing the "Time Quartet," as well as four about Meg's children and one about her parents. L'Engle published many more books for both adult and young readers while serving for many years as the librarian and writer-in-residence for the Church of St. John the Divine. She received both the National Humanities Medal and a World Fantasy Award for lifetime achievement, among many other honors before her death on September 6, 2007. Considered hopeless by so many fifty years ago, *A Wrinkle in Time* has never gone out of print.

For more information about Madeleine L'Engle and her books  
go to [www.madeleinelengle.com](http://www.madeleinelengle.com).

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*Celebrating Women's History Month*

# Margaret Evans Price

(1888 — 1973)

The early 20th century was a golden age for book and magazine illustrators, who were ranked among the most popular and respected painters of their time. Modern critics might not take an illustrator like Margaret Evans Price seriously as an artist, but her work is still cherished by collectors and by a town she helped to survive the Great Depression.

Margaret Evans was born in Chicago on March 20, 1888. She was raised in Massachusetts, where she attended the Boston Academy of Fine Arts. Margaret was influenced by modern art trends that she saw in Europe, and by teachers like Joseph De Camp, one of the “Ten American Artists” school who used European techniques on American subjects.

In 1909 Margaret married Irving L. Price, who worked for F. W. Woolworth & Co. They lived in East Aurora, near Buffalo, a center of the “Arts & Crafts Movement” that upheld traditional craftsmanship in the industrial age. Margaret herself took inspiration from local history and the ancient past. In 1930, she converted a house once owned by Millard Fillmore, the nation’s 13th President, into her family home and personal studio.

By then, Margaret Evans Price had become a popular illustrator of children’s books. She painted scenes from traditional fairy tales, illustrated other authors’ stories, and wrote her own books retelling ancient myths and legends. Titles like “*Enchantment Tales for Children*” were constantly reprinted for generations of new readers. She was also active in East Aurora’s cultural life, painting murals for a local theater that her husband helped establish.

In 1930, Irving L. Price was mayor of East Aurora. As the Great Depression approached, he sought ways to preserve his town’s prosperity and its tradition of craftsmanship. He teamed with Herman G. Fisher, a former board game manufacturer, and Helen Schelle, who owned a local toy store, to start their own toy company.

Fisher, Price and Schelle wanted toys with well-made moving parts that combined play value and affordability. The toys also had to be visually attractive. That’s where Margaret Evans Price came in. As the new company’s art director, she designed its first product, a quacking duck with a medical bag called “Doctor Doodle.” She also designed a mule that could walk forwards and backwards, as well as an entire menagerie of circus animals.

During the depths of the Depression, Fisher-Price Toys lost money for three straight years. Soon, however, Margaret Evans Price’s creations won over younger children and their parents. By 1938, when Walt Disney authorized Fisher-Price to make toys based on his cartoon characters, the company had become a success. As one of the leading manufacturers of pre-school toys, Fisher-Price remains a vital part of East Aurora’s economy.

After helping launch Fisher-Price, Margaret Evans Price resumed her own career. She painted portraits of children and scenes of historic churches, and published more books for all ages before her death on November 20, 1973. Her works, from books to paper-dolls to toys, have a special collectors’ value to generations who grew up with them that few works of art can equal.



**The Price Family**  
Courtesy of The Buffalo News

To view illustrations created by Margaret Evans Price go to

[www.surlalunefairytales.com/illustrations/illustrators/price.html](http://www.surlalunefairytales.com/illustrations/illustrators/price.html).

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## *Celebrating Women's History Month*

# *Sybil Ludington*

(1761 — 1839)

Many acts of heroism by ordinary Americans during the Revolutionary War have been forgotten over time. In some cases, a deed long forgotten has been rediscovered and a hero reborn. Sybil Ludington is a once-forgotten hero who has become a role model for young American women.

Born on April 5, 1761, Sybil was the eldest child of Henry Ludington, who operated a mill in Kent, then part of Dutchess County, and served in the colonial army. When she was 15, in 1776, her father joined the revolutionary Dutchess County militia as Colonel of the Seventh Regiment. According to family history, Col. Ludington often met at his home in Fredericksburgh with American spies from British-occupied parts of New York. Sybil and her younger sister Rebecca took an active part in their father's cause as armed sentries guarding against raids from forces loyal to Britain.

Col. Ludington knew he could depend on Sybil when he received news on April 26, 1777, that a large British force had landed at Compo Beach, Connecticut to seize nearby Danbury. He was ordered to summon his troops at once to help retake the town, but his men were at their homes throughout the region. He needed someone to ride through the region that night to alert them. Sybil accepted the mission. She rode more than 40 miles at top speed in dangerous conditions to rouse troops from Fredericksburgh south to Carmel and Mahopac, then north to Stormville. Ludington's 400 men soon joined the pursuit of the British forces that had left Danbury and fought the Americans at Ridgefield. Reinforced by Ludington and other militia troops, the Americans drove the British back to their boats.

Later, Sybil and Rebecca would take on perilous patrol duties on their father's newly-acquired lands in eastern Dutchess County. After the American victory, Sybil settled into the life of a young colonial woman. She married Edmond Ogden in 1784 and moved with him to Catskill. After Ogden died in 1799, she raised their son, who became a lawyer and a state assemblyman, and eventually moved in with his family in Unadilla, Otsego County.

In 1838, Sybil applied for a federal pension newly available to widows of Revolutionary War veterans. She was turned down because she lacked proper documentation of her marriage. She died on February 26, 1839, and was buried under her maiden name, with her first name spelled "Sibbell." For the next forty years, she vanished from history.

Martha J. Lamb, the editor of the Magazine of American History, rediscovered Sybil Ludington in the 1870s. She described Sybil's ride and her sentry duty for her father, possibly for the first time in print, in the multivolume History of the City of New York, published between 1877 and 1881. Lamb's account was cited by other writers for years to come. It was retold more dramatically in William Fletcher Johnson's 1907 biography of Col. Ludington. While some questioned the truth of the story, Sybil became more widely known as a "female Paul Revere," and her story became part of Hudson Valley's heritage.

A statue was built in Sybil's honor in the 1930s, and stories about her appeared in magazines and newspapers as the 200th anniversary of the American Revolution approached. In 1975 the U.S. Postal Service included her in a series of postage stamps honoring little-known "Contributors to the Cause." By now, Sybil Ludington is one of the best-known female heroes of the American Revolution. She represents untold numbers of women who aided the fight for American independence.



**Ludington Statue on Route 6 in Carmel on the shore of Lake Gleneida. Photo courtesy of Brian Vangor, Carmel Town Historian.**

*For more information about the American Revolution in New York state visit NYS Parks online at <http://bit.ly/w93W9j>.*

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