

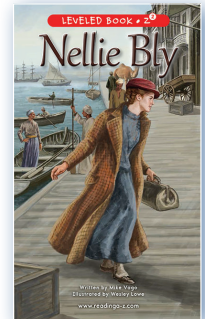
Focus Question:

What impact did Nellie Bly have on journalism?

Book Summary

Text Type: Nonfiction/Biography

Nellie Bly wasn't just a journalist; she was also a fighter. She fought for herself and for other disadvantaged people, including women and workers. *Nellie Bly* gives students a look at the world of journalism and a glimpse into the life of this amazing woman. Readers will discover how one woman changed the world! Detailed illustrations and photographs enhance the text. The book can be used to teach students about making inferences and drawing conclusions as well as using compound sentences.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Make inferences and draw conclusions
- ☐ Understand and use captions to clarify text
- ☐ Recognize and use compound sentences
- ☐ Identify and use content vocabulary

Materials

- ☐ Book: *Nellie Bly* (copy for each student)
- ☐ Make inferences / draw conclusions, compound sentences, content vocabulary worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *ambition* (n.), *circumnavigated* (v.), *corruption* (n.), *dismissive* (adj.), *foreign correspondent* (n.), *journalist* (n.)

Enrichment: *bankrupt* (adj.), *column* (n.), *exploitation* (n.), *incensed* (adj.), *persona* (n.), *suffrage* (n.)

- **Academic vocabulary:** *conceal* (v.), *detail* (n.), *impossible* (adj.), *reject* (v.), *response* (n.), *subject* (n.)

Guiding the Reading

Before Reading

Build Background

- Write the word *journalist* on the board. Have students work in small groups to discuss the meaning of the word *journalist*. Point out that a journalist is a person who writes or prepares news for newspapers, television, or other media. Ask volunteers to offer the names of any famous journalists with whom they are familiar. Have students work in small groups to discuss the qualities of an effective journalist, such as bravery, curiosity, and fearlessness.
- Show students a picture of Nellie Bly. Discuss the period in which she lived (late 1800s–early 1900s). Ask students to think about what life was like for people during this time, including women, the poor, and the working class.

Introduce the Book

- Give students their copy of *Nellie Bly*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents.

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask and answer questions while they are reading. Review with students how to organize information using a KWLS chart. Draw a KWLS chart on the board, and have students copy it on a sheet of paper. Have students look at cover of the book and complete the *K* section (*What I Know*) of their chart with information they know about journalism. Invite students to preview

Guiding the Reading (cont.)

the photographs and illustrations in the book with a partner to create questions about Nellie Bly and her career as a journalist. Have students record this information in the *W* section (*What I Want to Know*) of their KWLS chart. Invite volunteers to share their questions with the class and record these on the chart on the board. Point out that, as they read, students should look for the answers to these questions as well as create new ones.

Introduce the Comprehension Skill:

Make inferences / draw conclusions

- Explain to students that not all information in a book is directly stated. Point out that an *inference* is a conclusion drawn by readers connecting clues in the text to information they already know. Discuss what readers can infer about Bly on the basis of this information.
- Ask students to turn to the table of contents on page 3. Point out the section titled “Around the World in Seventy-Two Days.” Ask students to make an inference about this section. Explain that this title points to the fact that Bly did something seemingly impossible. Discuss what readers can infer about Bly on the basis of this information.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to learn about the journalist Nellie Bly. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *Why do you think women had a difficult time finding work in the 1800s?* (level 3) page 4
- *How did Nellie Bly get her name?* (level 1) page 6
- *In what ways was Nellie Bly treated unfairly? How does this relate to her accomplishments?* (level 2) pages 7 and 8
- *How was Nellie Bly different from other journalists of her time? What does this say about her character?* (level 3) pages 12 and 15
- *How would journalism be different today if Nellie Bly did not pioneer investigative journalism?* (level 3) multiple pages
- *How are some of the injustices that Nellie Bly fought against still present in today’s society?* (level 3) multiple pages

Text Features: Captions

Explain to students that captions provide readers with specific information about pictures, photos, charts, and maps. Have students locate the photograph on page 9. Ask students to explain what information is provided in the caption. Ask students how the caption helps readers understand the photograph and vocabulary in the text. Have students work with a partner to review other captions in the book and discuss as a class what information each one provides.

Skill Review

- Have students refer back to the KWLS chart on the board. Have students think about any questions that were answered and record this information in the *L* section (*What I Learned*) of the chart. Point out that some of the questions might not have been answered from reading the text. Explain that students can move these questions, as well as generate new ones, in the *W* section (*What I Still Want to Know*) of the chart. Point out that effective readers continually create new questions as they are reading in order to stay actively engaged with the text.
- Model making inferences and drawing conclusions. **Think-aloud:** *As I read about Nellie Bly, I am aware of the details provided by the author, but I am also aware of the information that is not in the text that I can infer. By making inferences and drawing conclusions, I am able to gather much more information about the topic than what is stated in the text. For example, as I read about the assignments given to Bly by her editors, I learned that women were not treated very fairly. The author states: Even though Bly had proved herself to be a serious journalist many times over, her editors still assigned frivolous pieces. On the basis of this information, I can infer that, despite her hard work, she was treated differently because she was a woman, which was common in those days. Although the author does not explicitly state this, I can use the details in the text to make this inference.*

Guiding the Reading (cont.)

- Model how to complete the **make-inferences / draw-conclusions worksheet**. Have students use details from the book and prior knowledge they have about those details to make inferences and draw conclusions. Have students discuss their ideas with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer:

Make inferences / draw conclusions

Review the make-inferences / draw-conclusions worksheet that students completed. Have students share their work in groups. Invite volunteers to discuss their answers as a class and share why and how they came to those conclusions.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Nellie Bly had a tremendous impact on journalism. She broke down barriers for women and introduced a new way of reporting stories by going undercover. She exposed many injustices that were happening during her lifetime through a new lens: investigative journalism.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics: Compound sentences

- Write the following sentence on the board and read it aloud with students: *Elizabeth Cochran was born rich, but she didn't stay that way.* Ask students to identify the two smaller sentences contained within this longer sentence. Invite a volunteer to come to the board and underline the smaller sentences.
- Have students point to the word that joins the two sentences together. Circle the word *but*.
- Explain to students that a *compound sentence* is a sentence made up of two or more simple sentences, connected with a conjunction and a comma. Point out that the word *but* is the conjunction in this sentence.

- Review with students subject and predicate. Have students discuss with a partner the subject and predicate for each of the two simple sentences. Call on students to identify the sentence parts for the rest of the class. Write the letter *S* above the two subjects and the letter *P* above the two predicates.
- Remind students that conjunctions are connecting words that join clauses in compound sentences. Have students give examples of conjunctions and record them on the board: *and, but, or, nor, yet, so, and for*.
- **Check for understanding:** Write several sentences on the board, some compound and others simple. Invite volunteers to identify the compound sentences and explain to the rest of the class how they know they are compound. Ask students to identify the conjunctions used in the compound sentences and to point to the two clauses. Discuss with students how the comma and conjunction take the place of a period after the first clause.
- **Independent practice:** Introduce, explain, and have students complete the **compound sentences worksheet**. If time allows, discuss their answers.

Word Work: Content vocabulary

- Explain to students that many of the words in *Nellie Bly* are specific to the time in which she lived and the type of reporting she did.
- Have students turn to page 15 and locate the word *suffrage*. Point out that the word is in boldface print because the author feels that it is important for the reader to understand the meaning of the word *suffrage*. Have students turn to a partner and locate the part of the text that helps define the word *suffrage*. Point out that often the author will either provide a direct definition of a boldface word or will give clues as to its meaning.
- **Check for understanding:** Write the following words on the board: *journalist, ambition, persona, and column*. Invite students to work in small groups and provide each group a piece of chart paper. Have them fold the chart paper into four sections and label each section with one of the content vocabulary words on the board. Have students fill in the squares by writing a definition for the word, drawing a picture for it, and using the word in an original sentence. Invite volunteers to share their work with the rest of the class. When they are done, ask students to check their definitions with the definitions provided in the glossary of the book.
- **Independent practice:** Introduce, explain, and have students complete the **content vocabulary worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.