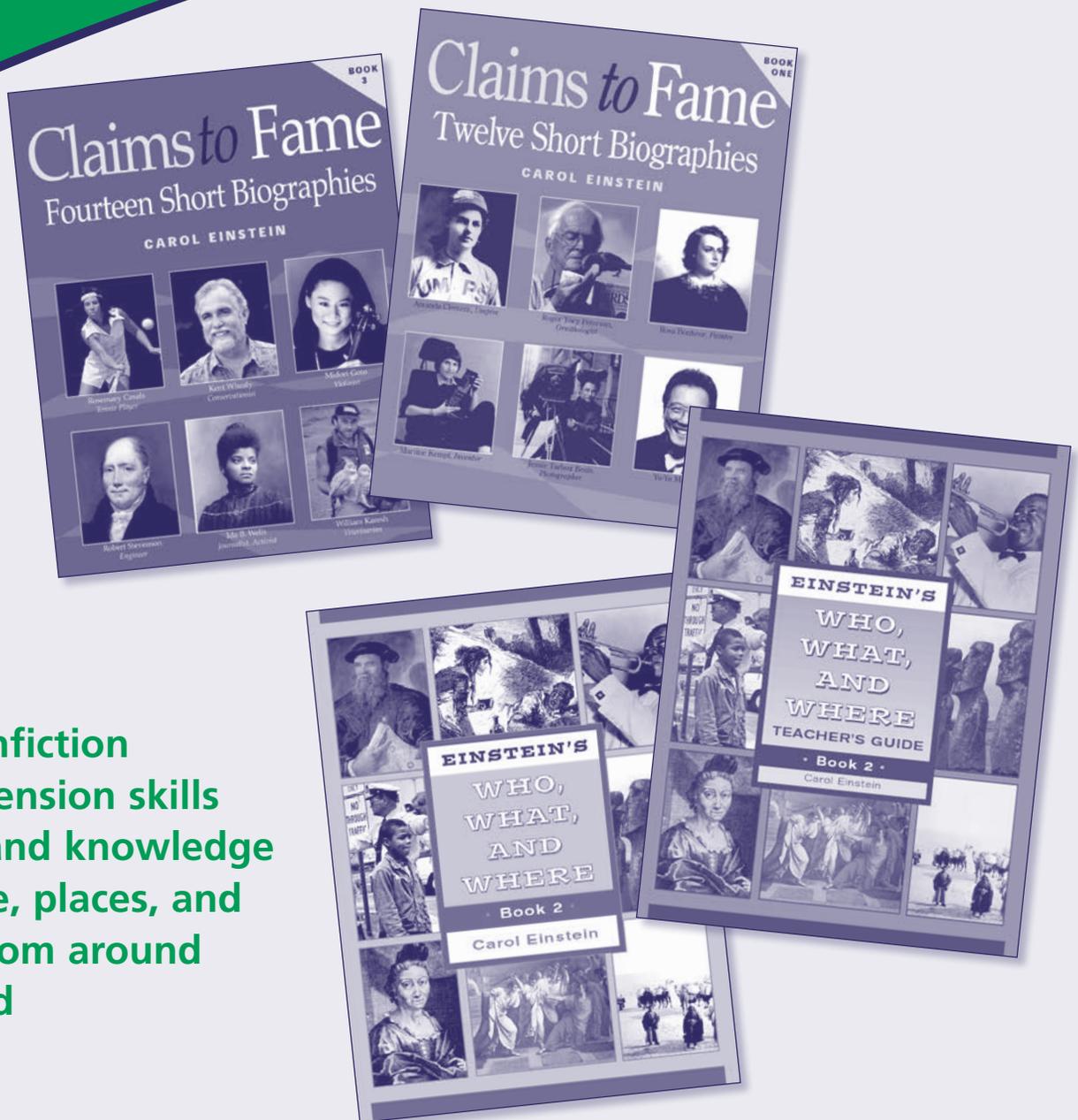


# Claims to Fame<sup>®</sup> and **EINSTEIN'S WHO, WHAT, AND WHERE**

**PROGRAM OVERVIEWS**  
Grades 2–7



**Build nonfiction  
comprehension skills  
and expand knowledge  
of people, places, and  
events from around  
the world**

# What are *Claims to Fame*<sup>®</sup> and *Einstein's Who, What, and Where*?

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*Claims to Fame* and *Einstein's Who, What, and Where*, written by Carol Einstein, are two series featuring nonfiction, reading comprehension passages and exercises developed for grades 2–7. They will develop reading, writing, and critical thinking skills that can help students succeed on standardized or other kinds of tests. Students will also increase their knowledge about people, places, and events from different parts of the world and from different eras.

The series comprise six student books and teacher's guides:

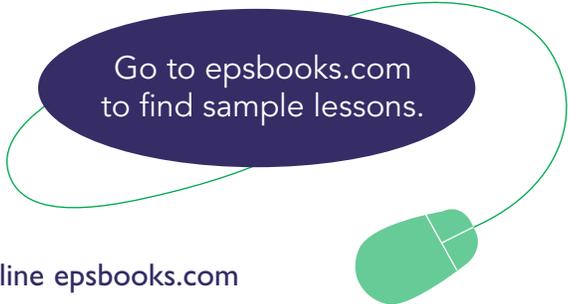
- *Claims to Fame* Book 1 – Grades 2–3
- *Claims to Fame* Book 2 – Grades 3–4
- *Claims to Fame* Book 3 – Grades 4–5
- *Einstein's Who, What, and Where* Book 1 – Grades 4–5
- *Einstein's Who, What, and Where* Book 2 – Grades 5–6
- *Einstein's Who, What, and Where* Book 3 – Grades 6–7

## Claims to Fame<sup>®</sup>

*Claims to Fame* features short biographies of interesting people, most of whom have lived and worked in the United States. As students read the selections, they are encouraged to think about how events shape lives and how people shape the world. The broad array of career choices and experiences can be highly motivating. Black-and-white photos showing the subjects or their work accompany the brief stories. Length of passages runs from one-and-a-half to three pages as the series advances. Following the reading are exercises that strengthen literal and inferential comprehension, writing, and vocabulary skills.

## EINSTEIN'S WHO, WHAT, AND WHERE

People, places, and events from around the world and from ancient to modern times provide the subjects for 15 new and interesting passages in each book. While students broaden their general knowledge of the world through the reading selections, they also develop their understanding, thinking, and writing skills through exercises. This series prepares students well for standardized or other kinds of tests. A major feature of the series is showing students how to develop strategies for understanding nonfiction text. Students annotate the text by marking ideas that interest them, ideas that they do not understand, and ideas that they believe are important to the story. Length and number of writing exercises increase as the series advances.



Go to [epsbooks.com](http://epsbooks.com)  
to find sample lessons.

## Features for You

- Nonfiction passages about a wide variety of events, places, and people from diverse backgrounds
- Pre-reading prompts before each passage activate prior knowledge and provide a purpose for reading
- Vocabulary development with targeted words highlighted in each selection
- Writing activities that help students learn to write to a prompt—an essential skill for most standardized tests
- Comprehension exercises and activities that promote literal and inferential thinking

## Benefits for Your Students

- Students develop strategies for navigating expository text—an essential skill for success on standardized tests
- Students recall what they already know about a topic prior to reading
- Students learn new vocabulary and develop vocabulary skills in context and apply those skills in exercises and activities following each passage
- Students learn to respond to text by writing
- Students recall information from the text and learn to draw inferences and to think critically

## Skills Addressed

### GRADES 2–3

#### *Claims to Fame Book 1*

- Pre-reading focus
- Critical interpretation
- Comprehension strategies
- Literal recall questions
- Inferential questions
- Synonyms and antonyms
- Homophones
- Critical thinking
- Responding to passages in writing
- Vocabulary development
- Test preparation

### GRADES 3–4

#### *Claims to Fame Book 2*

- Pre-reading focus
- Factual recall
- Critical interpretation
- Comprehension strategies

- Inferential questions
- Synonyms and antonyms
- Homophones
- Critical thinking
- Responding to passages in writing
- Vocabulary development
- Test preparation

### GRADES 4–5

#### *Claims to Fame Book 3*

- Pre-reading focus
- Factual recall
- Critical interpretation
- Comprehension strategies
- Inferential questions
- Synonyms and antonyms
- Homophones
- Critical thinking
- Responding to passages in writing
- Vocabulary development
- Test preparation

# Skills Addressed

## GRADES 4–5

### *Einstein’s Who, What, and Where Book 1*

- Pre-reading focus
- Student interaction with text
- Factual recall
- Critical interpretation
- Comprehension strategies
- Inferential questions
- Synonyms and antonyms
- Similes
- Homophones
- Affixes
- Suffixes
- Critical thinking
- Responding to passages in writing
- Idioms
- Analogies
- Vocabulary development
- Test preparation

## GRADES 5–6

### *Einstein’s Who, What, and Where Book 2*

- Pre-reading focus
- Student interaction with text
- Factual recall
- Critical interpretation
- Comprehension strategies
- Inferential questions

- Synonyms and antonyms
- Homophones
- Critical thinking
- Responding to passages in writing
- Idioms
- Analogies
- Vocabulary development
- Test preparation

## GRADES 6–7

### *Einstein’s Who, What, and Where Book 3*

- Pre-reading focus
- Student interaction with text
- Factual recall
- Critical interpretation
- Comprehension strategies
- Inferential questions
- Synonyms and antonyms
- Similes
- Homophones
- Affixes
- Suffixes
- Critical thinking
- Responding to passages in writing
- Idioms
- Analogies
- Vocabulary development
- Test preparation

# Featured Topics

## GRADES 2–3

### *Claims to Fame Book 1*

Sibbell Ludington, *patriot*  
Walter Mosley, *mystery writer*  
Rosa Bonheur, *painter*  
Susan Baer, *airport manager*  
Fiorello La Guardia, *mayor*  
Jessie Tarbox Beals, *photographer*  
Roger Tory Peterson, *ornithologist*  
Bessie Coleman, *aviator*  
Amanda Clement, *umpire*  
Ruben Blades, *musician*  
Martine Kempf, *inventor*  
Yo-Yo Ma, *cellist*

## GRADES 3–4

### *Claims to Fame Book 2*

Jerry Yang, *businessman*  
Elizabeth Cochrane, *journalist*  
Dr. Susan Scott, *sports team physician*  
Dr. Daniel Hale Williams, *surgeon*  
Patricia Jean Billings, *inventor*  
Jose Marti, *journalist, poet, and patriot*  
Kathrine Switzer, *runner*  
Al Hirschfeld, *artist*  
Sarah Breedlove Walker, *businesswoman*  
Sam Wanamaker, *actor*  
Dr. Sara Josephine Baker, *physician*  
Maya Lin, *architect and sculptor*  
Jaime Laredo, *musician*  
Eliza Lucas Pinckney, *plantation manager*

## GRADES 4–5

### *Claims to Fame Book 3*

Kent Whealy, *conservationist*  
Betty Robinson Schwartz, *runner*  
Robert Stevenson, *engineer*  
Midori Goto, *musician*  
Gabriel Garcia Márquez, *author*  
Ida B. Wells, *journalist, activist*  
Janet Guthrie, *racecar driver*  
Violet Jessop, *ship stewardess*  
George C. Wolfe, *theater director*  
Maria Grosholtz Tussaud, *businesswoman*  
William Karesh, *veterinarian*  
Fannie Spelce, *nurse, artist*  
John Harrison, *inventor*  
Rosemary Casals, *tennis player*

## Featured Topics

### GRADES 4–5

#### *Einstein’s Who, What, and Where Book 1*

The Empire State Building  
Conquering Mount Everest  
Queen Elizabeth I  
The Great Wall of China  
Banning DDT  
Ludwig van Beethoven  
The Great Barrier Reef  
The Salem Witch Trials  
Father Miguel Hidalgo  
The Louvre  
The Printing of the Gutenberg Bible  
Dr. Helen Taussig  
Machu Picchu  
Women Workers of World War II  
Justice Thurgood Marshall

### GRADES 5–6

#### *Einstein’s Who, What, and Where Book 2*

The Nazca Lines  
The Publication of Uncle Tom’s Cabin  
Winston Churchill  
The Silk Road  
Birmingham—A Battle to End Segregation  
Marie Sklodowska Curie  
Easter Island  
The Capture of Quebec  
Louis Armstrong  
Saint Petersburg  
Ferdinand Magellan  
Writing the Universal Declaration of Human Rights  
The Death of Julius Caesar  
Maria Sibylla Merian  
Building the Transcontinental Railroad

### GRADES 6–7

#### *Einstein’s Who, What, and Where Book 3*

Ellis Island  
Independence of India  
Gabrielle “Coco” Chanel  
Great Mosque of Djenne  
Seneca Falls Convention  
Fidel Castro  
Building the Panama Canal  
Laser Eye Surgery  
Aung San Suu Kyi  
The Harbor of Alexandria  
The Birth of Impressionism  
George C. Marshall  
The Forbidden City  
The Fall of Constantinople  
Margaret Bourke-White

## How can I fit *Claims to Fame* and *Einstein’s Who, What, and Where* into my curriculum?

*Claims to Fame* and *Einstein’s Who, What, and Where* can be used in a variety of ways.

The books work well as a supplement to an existing reading program or a social studies curriculum. Because of the variety of subjects covered in the series, the books can also be used to integrate content-area with literacy instruction. The exercises are developed to encourage both individual and group work. Students can begin in second grade with *Claims to Fame* and move through the series to *Einstein’s Who, What, and Where*.

In conjunction with your social studies curriculum they can expand and enhance students’ understanding of diverse people and events throughout the world, while strengthening their reading, writing, and critical thinking skills.

*Claims to Fame* and *Einstein’s Who, What, and Where* can be used with the whole class, small groups, or individual students.

Pre-reading questions set a purpose and activate students' prior knowledge.

Why do you think a person would want to learn how to fly an airplane?

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Courtesy of National Air and Space Museum, Smithsonian Institution, SI Neg. No. 84-14782

## Bessie Coleman

1891–1925

People called her “Brave Bessie.” She was the first African-American woman pilot in the United States, and “Brave Bessie” had a dream. She wanted to start her own flying school where she could “teach other black women to fly.”

In 1891 Bessie was born in a cabin in Texas. She was one of thirteen children. When she was nine, her father left. While Mrs. Coleman worked as a housekeeper to support the family, Bessie

Comprehension exercises following every passage promote story recall as well as inferential and critical thinking.

THINKING ABOUT WHAT YOU HAVE READ

1. Where did Elizabeth Cochrane get her first newspaper job?

\_\_\_\_\_

2. How did Elizabeth make sure her news stories were correct?

\_\_\_\_\_

\_\_\_\_\_

3. Why do you think Elizabeth liked her job?

\_\_\_\_\_

\_\_\_\_\_

4. Write the name of a well-known reporter.

\_\_\_\_\_

What do you know about this reporter?

\_\_\_\_\_

\_\_\_\_\_

5. Elizabeth wrote about many unfair things. If she were still living, what do you think she should write about?

\_\_\_\_\_

\_\_\_\_\_

6. How did newspaper editors help Elizabeth?

\_\_\_\_\_

\_\_\_\_\_

Exercises following each passage include direct vocabulary instruction that encourages students to use the words in context.

WORKING WITH WORDS

How many describing words can you think of that tell what Robert Stevenson's job was like? Try to think of at least three.

\_\_\_\_\_

\_\_\_\_\_

Look at the phrases below. On the lines write a sentence using each of the words in bold print. Give yourself a bonus point if you can do more than three.

Example: lighthouse **pioneer**. A pioneer must be a very brave person.

**rocky** coastlines

\_\_\_\_\_

\_\_\_\_\_

**put out** by rain

\_\_\_\_\_

\_\_\_\_\_

**yearly** voyage

\_\_\_\_\_

\_\_\_\_\_

**hidden reefs**

\_\_\_\_\_

\_\_\_\_\_

**living monument**

\_\_\_\_\_

\_\_\_\_\_

Teacher's Guides include rubrics and checklists as an assessment tool for students' written responses.

WRITING SKILLS, P. 82

In this section, you will find examples of student work rated as excellent, acceptable, limited, and poor. The criteria that were used to evaluate the writing follow.

The response is excellent when it

- shows a thorough understanding of the story and/or task
- shows a clear attempt at organization
- fulfills all parts of the assignment
- shows insight and makes connections
- is written in complete sentences
- uses varied sentence structure
- has correct punctuation
- uses challenging vocabulary
- has few spelling errors

The response is acceptable when it

- shows understanding of the story and/or task
- shows a clear attempt at organization
- answers some of the requirements of the story and/or task
- is adequately developed
- uses simple but complete sentences and basic vocabulary
- for the most part has correct punctuation
- has few spelling errors

The response is limited when it

- shows little understanding of the story and/or task
- answers only a few parts of the assignment
- focuses on unimportant details
- shows little if any organization
- often does not use complete sentences
- uses very basic vocabulary
- misspells simple words

The response is poor when it

- shows no evidence of organization
- shows no understanding of the story and/or the assignment

Appropriate answers to each exercise are included in the teacher's guide for easy, quick assessment.



## Betty Robinson Schwartz

### THINKING ABOUT WHAT YOU HAVE READ, P. 12

1. Betty Robinson was track's first female Olympic gold medalist.
2. Robinson was running to catch a train, when a high school teacher and track coach saw her. He realized that she was a fast runner. Later, he asked her to run fifty yards for him in a school corridor and that is how her track career began.
3. The first year that women competed in Olympic track-and-field events was 1928.
4. Answers will vary but may include that today, most athletes train and work out in training centers that have special equipment for each of the sports they practice.
5. Robinson was a natural athlete because as soon as she started competing she did amazingly well. In her second regional meet, she equaled the world record; in her third meet, she made the United States final Olympic team.
6. Answers will vary but may include that she felt very proud of what she had done for her country.
7. Answers will vary but may include that her body was very strong and healthy because of her running. This strength could have helped in her recovery.

### WORKING WITH WORDS, P. 14

*Chance* means by accident. Chance may also mean a good opportunity or taking a risk.

*Spotted* means being seen or recognized. Spotted also means marked with a stain.

*Meet* means a contest. Meet can also mean to be introduced to someone, to keep an appointment, to be equal to or to satisfy, to come into contact with or to join, and to come together or to assemble.

*Trial* means a trying or testing of something. Trial can also mean a test of someone's strength, patience, or faith or the studying and deciding of a case in a court of law.

#### Synonyms

outstanding—important, great, famous  
beginning—starting, taking off, commencing  
voyage—trip, journey  
quickly—swiftly, hastily, speedily, rapidly  
natural—real, true, genuine  
next—following, succeeding, subsequent, nearest, closest

#### Similes

Answers will vary. Possible answers follow.

Strategies promote student interaction with text and encourage active comprehension.

Conquering  
MOUNT EVEREST



Think about It ....

What problems might a person have climbing a very high mountain?

AS YOU READ Put a ★ beside two important ideas in the story. Then write in the margin why each idea is important.

NOTES

Starting in 1921, groups of mountain climbers had been trying to reach the **summit** of Mount Everest, the highest mountain in the world. Set in the Himalaya Mountains of Nepal, Mount Everest, or Chomolungma as it is called in Tibetan, is 29,028 feet tall. Seven major **expeditions**, all with outstanding, well-equipped mountain climbers, tried to reach the summit, but none made it to the top. Many climbers died high on the mountain in the ice and snow.

What makes Everest so dangerous is the great height. There is less oxygen the higher one goes. Climbers become worn out. Their muscles, nerves, and mind weaken quickly as the oxygen decreases. Just as they must face the mountain's most difficult climbing conditions, they have the least oxygen. One person, who tried to climb Everest, described it this way, "On Everest it is an effort to cook, an effort to talk, an effort to think, almost too much of an effort to live."

In 1953, an expedition from Great Britain tried to reach the summit of Mount Everest. Colonel John Hunt, a British army officer and a skilled climber, was the leader. When planning the expedition, he felt his most important job was to choose the right climbers, men who had energy and drive as well as team spirit. He also knew how important it was to pick the best equipment. On earlier attempts, some

9

Exercises following each passage promote critical and inferential thinking and encourage students to find evidence for their answers in the text.

- summit** - the highest point of a mountain
- expedition** - a long journey made for a particular reason
- glacier** - a large mass of ice in very cold regions or on the tops of high mountains
- gully** - a narrow ditch made by flowing water
- rubble** - rough, broken pieces of stone, rock, or other solid materials

LOOKING BACK AT  
WHAT YOU HAVE READ

Write your answers to the following questions on the lines below. When the question is in bold print, underline the answer in the story, and write the number of the question in the margin. The answer may be in more than one place. Then write it below.

1. **Why is it difficult to climb Mount Everest?**

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2. **Why were the Sherpa guides so useful?**

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3. **Why do you think a person would want to climb Mount Everest?**

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4. **Do you think Colonel Hunt was a good leader? Give reasons for your answers.**

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5. **Why do you think earlier expeditions failed?**

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Students practice writing in response to passages—a skill essential for success on most standardized tests.

## WRITING SKILLS

The amazing Nazca Lines were discovered by chance. Write a paragraph about the lines. Be sure to answer these five questions.

What are the Nazca Lines? Where are they? When were they discovered?

Who were the major figures in the history of the Nazca Lines? Why are they famous?

Be sure that your paragraph has a title, a topic sentence, which gives the main idea of the paragraph, and a concluding sentence, which lets the reader know that you have finished your discussion.

First, write down some key ideas. When you have finished your paragraph, proofread your writing. Does it make sense? Have you included everything you wanted to say? Check it for correct spelling, grammar, capitalization, and punctuation.

### Key ideas

• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_  
• \_\_\_\_\_

### Title:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Working with Words exercises promote vocabulary development including synonyms, antonyms, similes, metaphors, and idioms.

7. Just before the English went up the cliff, who was the first to leap to shore?

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8. Why was the capture of Quebec so important?

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### WORKING WITH WORDS

Here are some more **similes**. You may remember that a simile is a phrase or expression introduced by the words *like* or *as*. It compares two things that are not alike.

**Example:** The noise from the battle was *as loud as thunder*.  
This means that the battle was very noisy.

🕒 Now explain what these similes mean and use them in sentences.

General Montcalm was *as sly as a fox*.

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General Wolfe was *as happy as a lark* when he realized there must be a path from the edge of the river to the level above.

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Extension activities are provided for each lesson, allowing students to go beyond the text to expand their content-area knowledge.

## EXTENDED ACTIVITIES

Divide the class into three groups. Give one activity to each group.

- Have your students make a time line of Queen Elizabeth's life (for example, 1533–born). Ask the group to brainstorm a list of the important events in Queen Elizabeth's life. Then have the students arrange them in chronological order on the time line. Encourage them to illustrate the time line.
- Queens and kings of England had banners or flags with symbols on them. The symbols had a special meaning and told something about the person. For example, stars could mean that the person had good fortune; fish could mean that the owner of the banner might be a fisherman; a tower near water might mean that the owner of the banner had a castle near the sea, a river or a lake; a red or white rose identified certain families. Each student will make a banner with symbols to represent him- or herself. Students should think of what symbols they want to use on their banners. Ask them to include three symbols. After the students have made pictures of their banners, display the pictures on a colored bulletin board. Ask each student to explain to the class what the symbols on his or her banner mean.
- William Shakespeare lived during Queen Elizabeth's reign. Many people think he is the greatest playwright that ever lived. Ask this group to find out about Shakespeare's life. They can look for information about him in an encyclopedia, in books, or on the Internet. Have them organize their information either as a talk, which they will present to the class, or as a written report.