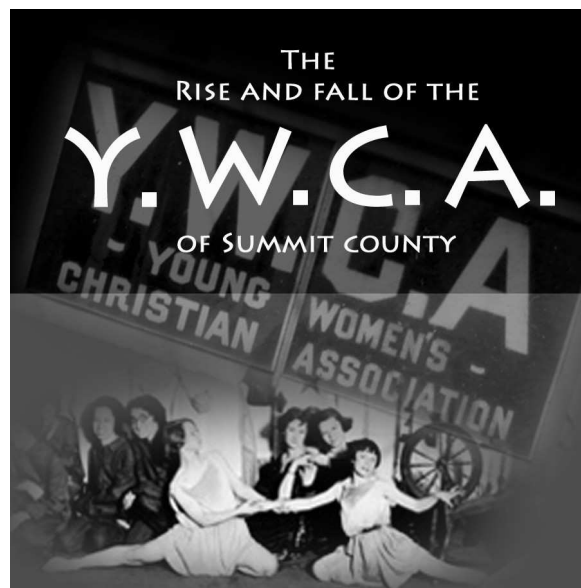


# UNDERSTANDING NON-FICTION TEXTS THROUGH A DOCUMENTARY

## CURRICULUM TO ACCOMPANY



Thank you for choosing to incorporate The Rise and Fall of the YWCA of Summit County into your curriculum. This documentary has been over a year in the making and represents the hard work of many individuals. The teaching materials provided are designed to improve student's ability to interpret non-fiction texts. This skill is essential to their ability to pass the OGT and is often cited as the area of greatest difficulty.

The materials have been correlated with the Ohio Academic Content Standards and are designed to focus on important concepts involved in understanding non-fiction texts, such as main idea. The curriculum materials are divided into sections that correspond to the segments of the documentary. You are provided with materials to activate the student's background knowledge of the YWCA and the students are provided with activities that will allow them to explore the documentary. The last page of the student activities is a set of four projects that are designed to allow students to show what they have learned from the documentary, while using the method of expression that suits their learning style.

Included in this curriculum packet you will find a DVD of the documentary, a CD containing photos and a PDF of the curriculum, and a disk containing a VOD-cast of the documentary. This VOD-cast may be uploaded to your school or classroom's website for students to download the documentary to his or her iPod.

As you move through the curriculum, I hope you find it to be organized to meet your needs. If you have any questions regarding this curriculum, please contact Catherine Stoyhoff, Curriculum Developer at [cf@uakron.edu](mailto:cf@uakron.edu) or (330) 687-4707.

Sincerely,

Dr. Kathleen L. Endres  
Distinguished Professor of Communication

## CHAPTER SUMMARIES

### **CHAPTER 1: THE RISE AND FALL OF THE YWCA OF SUMMIT COUNTY – 11 MINUTES**

The first chapter of the documentary previews the topics to be discussed in the remainder of the documentary. Chapter 1 begins by explaining the founding of the YWCA of Summit County. The documentary discusses the fact that several of the wealthy women of the Akron area came together to start the YWCA with the goal of helping the working women of the area. In this chapter viewers get a glimpse of the various “homes” of the YWCA throughout its one hundred plus years.

### **CHAPTER 2: YWCA AND WORKING WOMEN – 11 MINUTES**

This section of the program looks in depth at the original purpose of the YWCA of Summit County. The YWCA came about as to help working women of the area and spread the leadership’s beliefs in the Protestant religion. At the time of the organization, women in the local rubber factories were making \$1.29 for a ten and half hour work day. The goal of the YWCA was to bring young women into the “YWCA way of life,” which meant living morally upright Christian lives.

During this chapter, viewers will learn how the YWCA branched out into the factories. One of the areas of greatest interest for the YWCA was ensuring that young women had affordable and respectable housing. This undertaking started with the opening of the top floor of Grace House as a dormitory and continued when the new YWCA headquarters opened in 1931 with 124 rooms where women lived.

### **CHAPTER 3: YWCA AND THE INTERNATIONAL INSTITUTE – 6 MINUTES**

The YWCA’s International Institute came into being to serve the on-slaught of immigrants who came into the Akron area at the turn of the 20<sup>th</sup> century. The International Institute was started as a branch of the YWCA in Akron in 1916. Its purpose was to help immigrants develop the necessary skills to become functioning parts of society; this included learning English and helping them to process necessary government paperwork, such as military drafts.

By the 1930’s the International Institute had become powerful and the YWCA leadership became concerned about the fact that members of the International Institute were not participating in YWCA activities. The conflict deepened and in 1947 the International Institute split from the YWCA.

### **CHAPTER 4: YWCA AND RACE RELATIONS – 6 MINUTES**

In the beginning, the YWCA in Akron followed the city’s social trends and kept African Americans from becoming members. However, as the years went by the YWCA became one of the first organizations in the Akron area to accept black members. Although, African Americans were allowed to become members they were not permitted to use the YWCA facilities at the same time as white members. It would be many years after the first African American membership before the YWCA would be integrated.

## **CHAPTER 5: FOND MEMORIES OF THE YWCA – 4 MINUTES**

This chapter focuses on memories of former members of the YWCA of Summit County. Viewers will learn of special events that were held at the YWCA and what it was like to live at the YWCA as a boarder.

## **CHAPTER 6: YWCA AND THE YOUTH OF AKRON – 5 MINUTES**

The YWCA's goal was to provide a nurturing environment that empowered young women. This was done through groups like the Girl Reserves, Girl Power! and school-sponsored Y-Teens. YWCA also provided opportunities for young women to socialize through sports, acting groups, and dances. Members could go to Camp YaWaCa during the summer.

While membership was strong during the 50's and early 60's, changes in society caused membership to fall during the 1970's. This decline caused the YWCA to rethink its youth programs.

## **CHAPTER 7: THE DECLINE OF THE YWCA OF SUMMIT COUNTY – 13 MINUTES**

Several factors played a role in the decline of the YWCA of Summit County. Membership continued to fall through the 1980's and the YWCA was having trouble paying its dues to the National YWCA. When it looked like the YWCA would have to disband, the members came together and saved the YWCA from closing. Being saved from closure forced the YWCA to go in a different direction. The leadership decided to sell the downtown headquarters. They stayed in the building as a tenant and merged with the Rape Crisis Center. Financial problems loomed again and the YWCA decided to move out of downtown and into the old Acme store on Exchange Street. This did nothing to help financial matters and by 2005 the YWCA of Summit County was forced to give up its charter and close.

### **SUGGESTIONS FOR USING THIS CURRICULUM**

- The above chapter summaries can be used to preview each chapter. For each chapter a list of topics has been provided in the "Topics to Build Background Knowledge" section of the student activity sheet. It is recommended that these topics be used as research assignments for your students or as general class discussions to stimulate interest prior to watching a chapter. Below is a list of websites where students can be directed to gain knowledge on the topics listed.

- [www.ywca.org](http://www.ywca.org)
- <http://www.ascpl.lib.oh.us/>
- <http://summithistory.org/>
- [http://www3.uakron.edu/schlcomm/womenshistory/ywca\\_1.htm](http://www3.uakron.edu/schlcomm/womenshistory/ywca_1.htm)
- <http://www.watson.org/~lisa/blackhistory/civilrights-55-65/index.html>
- <http://www.cnn.com/EVENTS/1997/mlk/links.html>
- [http://www.goodyear.com/corporate/history/history\\_story.html](http://www.goodyear.com/corporate/history/history_story.html)

- <http://www.eyewitnesstohistory.com/snpim2.htm>
  - <http://www.ci.akron.oh.us/history/index.htm>
  - <http://www3.uakron.edu/ul/archives/index.html>
  - <http://www3.uakron.edu/schlcomm/womenshistory/>
- In addition to looking at the topics, we also recommend that you preview the “Viewing Questions” with your students so they will know what information to be looking for as they watch The Rise and Fall of the YWCA of Summit County.
  - This curriculum is designed to meet the needs of a variety of learning styles. It is recommended that students be asked to complete one of the “Putting it Together” activities after they have viewed the entire documentary. The activities tap into the various learning styles that your students possess. It is our hope that by completing this activity students will feel more comfortable with their ability to analyze and interpret non-fiction material, leading them to be better prepared when they face non-fiction material on the OGT.

### **OHIO ACADEMIC CONTENT STANDARDS**

The curriculum is designed to cover the following 9<sup>th</sup> and 10<sup>th</sup> grade curriculum standards.

#### **Acquisition of Vocabulary:**

- Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.
- Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.

#### **Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies:**

- Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
- Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

#### **Reading Applications: Informational, Technical, Persuasive and Text:**

- Analyze an author’s implicit and explicit argument, perspective or viewpoint in text.
- Analyze the author’s development of key points to support argument or point of view.

## **Writing Process:**

- Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.

## **Writing Applications:**

- Write informational essays or reports, including research that:
  - a. poses relevant and tightly drawn questions that engage the reader;
  - b. provides a clear and accurate perspective on the subject;
  - c. creates an organizing structure appropriate to the purpose, audience and context;
  - d. supports the main ideas with facts, details, examples and explanations from sources; and
  - e. documents sources and includes bibliographies.

## **Research:**

- Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
- Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
- Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.

## **Communication: Oral and Visual**

- Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.

## ANSWER KEY FOR STUDENT ACTIVITY WORKSHEETS

Below is the answer key to the Viewing Questions and Writing to Comprehend sections of the student activities. Some answers provided represent a possible answer but student answers may differ slightly.

### Chapter 1:

Vocabulary:

**benevolent** – desiring to help others; charitable

**Protestant** – A member of a Western Christian church whose faith and practice are founded on the principles of the Reformation, especially in the acceptance of the Bible as the sole source of revelation, in justification by faith alone, and in the universal priesthood of all the believers.

Viewing Question:

1. 1900
2. How many women were employed in the factories around the Akron area.
3. Prominent women that were experienced in benevolent work.
4. South High Street
5. elegance, grace, beautiful
6. A cautionary tale and/or a tale of changes in society.

Writing to Comprehend:

Points to include:

- Improve the working women's quality of life.
- Spread Protestant religion
- Introduce them to the YWCA way of life.

### Chapter 2:

Vocabulary:

**assimilate** - to bring into conformity with the customs, attitudes, etc., of a group, nation, or the like; adapt or adjust.

**affluent** - having an abundance of wealth, property, or other material goods; prosperous; rich.

Viewing Questions:

1. Dirty, dark, unsafe
2. \$1.29
3. Lunch, workout facilities, vocational classes
4. Branch campuses
5. Opened Blue Triangle House

Writing to Comprehend:

Points to include:

- They may be forced to close the branch campuses.
- Leadership was wealthy wives of business owners.
- It could have given the YWCA a negative image in the community, which it was dependent on for membership and donations.

### Chapter 3:

Vocabulary:

**Americanization** – to make or become American in character; assimilate to the customs and institutions of the U.S.

**constituency** - a body of constituents; the voters or residents in a district represented by an elective officer.

Viewing Questions:

1. 1904
2. 1/3
3. Help immigrants assimilate – learn language and complete government paperwork
4. Friendship Circles
5. 1947

Writing to Comprehend:

Points to include:

- Members were not learning the values that were important to the YWCA.

### Chapter 4:

Vocabulary:

**segregation** - The policy or practice of separating people of different races, classes, or ethnic groups, as in schools, housing, and public or commercial facilities, especially as a form of discrimination.

Viewing Questions:

1. 1930's
2. African Americans swimming in the YWCA pool.
3. Girl Reserves
4. Langston Hughes



Writing to Comprehend:

Points to include:

- YWCA focus had always been protecting the rights of women, so protecting the rights of African Americans follow with the organizations tradition.
- The existence of the YWCA is dependent on having a solid base of members, by allowing African American into the organization that would add a large percentage of new members.
- YWCA was an organization that promoted positive social change.

## Chapter 5:

Viewing Questions:

1. Dances
2. Hanging of the greens
3. They fell down the elevator shaft

## Chapter 6:

Vocabulary:

**prominently** - standing out so as to be seen easily; conspicuous; particularly noticeable

**empowerment** - To equip or supply with an ability

Viewing Questions:

1. Industrial school
2. Develop and practice leadership
3. Fashion shows and charm schools
4. Y-teen membership declined

Writing to Comprehend:

Points to include:

- Gave them a chance to get out of the city.
- Learn how to camp and live together as a group

## Chapter 7:

Vocabulary:

**legacy** - Something handed down from a predecessor or from the past; what something is remembered for contributing.

**unrest** - disturbance or turmoil

Viewing Questions:

1. Civil Rights, Women Rights, and Anti-Vietnam movements
2. Could not pay its dues to National YWCA
3. Members came together to raise the needed money
4. Sold the YWCA headquarters
5. Increased financial problems
6. First to open to African Americans, commitment to empowering young girls.

Writing to Comprehend:

Points to include:

- Change in society
- Lack of new members to financially support the organization.

# STUDENT ACTIVITIES

## CHAPTER 1: THE RISE AND FALL OF THE YWCA OF SUMMIT COUNTY

### TOPICS TO BUILD BACKGROUND KNOWLEDGE:

- Industrial Revolution
- Akron at the turn of the century
- Goodyear
- B.F. Goodrich
- History of the YWCA

### VOCABULARY:

- benevolent
- Protestant

**VIEWING QUESTIONS:** Complete the following questions as you watch Chapter 1 of The Rise and Fall of the YWCA of Summit County.

1. What year did the first leaders of the YWCA meet to discuss starting the organization in Akron?
2. When they left the meeting what information did they need about Akron women?
3. What kind of women met at Calista Wheeler's home?
4. Where was the 1<sup>st</sup> "home" of the YWCA?
5. Give two words to describe the YWCA's headquarters opened in 1931 at the corner of South High Street and Bowery Street.

**WRITING TO COMPREHEND:** Based on the information that you learned from this chapter of The Rise and Fall of the YWCA of Summit County, prepare an answer to the following prompt.

**What were the goals of the founders of YWCA of Summit County?**

## CHAPTER 2: YWCA AND WORKING WOMEN

### TOPICS TO BUILD BACKGROUND KNOWLEDGE:

- Woman's Christian Temperance Union
- Life of women at the turn of the century
- Turn-of-the-century factory conditions

### VOCABULARY:

- assimilate
- affluent

**VIEWING QUESTIONS:** Complete the following questions as you watch Chapter 2 of The Rise and Fall of the YWCA of Summit County.

1. Give two words to describe the factory conditions in the early 1900's.
2. What was the average pay per day for women working in a rubber factory in the early 1900's?
3. What were some of the benefits offered to YWCA members?
4. What did the YWCA set up in factories?
5. How did the YWCA help young working women looking for safe, affordable housing?

**WRITING TO COMPREHEND:** Based on the information that you learned from this chapter of The Rise and Fall of the YWCA of Summit County, prepare an answer to the following prompt.

**Based on what you have learned about the YWCA's goal of helping women workers and the background of the YWCA's leadership, why was it decided that the YWCA would stay out of union strikes at the rubber companies?**

## CHAPTER 3: YWCA AND THE INTERNATIONAL INSTITUTE

### TOPICS TO BUILD BACKGROUND KNOWLEDGE:

- Turn-of-the-century immigrants
- International Institute
- Immigrant workforce

### VOCABULARY:

- Americanization
- constituency

**VIEWING QUESTIONS:** Complete the following questions as you watch Chapter 3 of The Rise and Fall of the YWCA of Summit County.

1. When did the YWCA start the International Institute?
2. What fraction of Akron residents were foreign born or children of immigrants?
3. What was the focus of the International Institute, when it came to helping immigrants?
4. What was the name of the groups that were formed to help immigrants get to know other individuals?
5. What year did the International Institute break away from the YWCA?

**WRITING TO COMPREHEND:** Based on the information that you learned from this chapter of The Rise and Fall of the YWCA of Summit County, prepare an answer to the following prompt.

**One of the reasons that the YWCA and the International Institute split apart was the YWCA's concern that International Institute members were not participating in YWCA activities. Based on your knowledge of what was important to the YWCA, why was this a problem?**

## CHAPTER 4: YWCA AND RACE RELATIONS

### TOPICS TO BUILD BACKGROUND KNOWLEDGE:

- Civil Rights Movement
- Race relations in Akron

### VOCABULARY:

- segregation

**VIEWING QUESTIONS:** Complete the following questions as you watch Chapter 4 of The Rise and Fall of the YWCA of Summit County.

1. When did the YWCA begin admitting African Americans?
2. The YWCA of Summit County made history in 1944 by lifting the ban on what?
3. The documentary gives credit to what group for getting this ban lifted?
4. What legendary poet's speaking engagement was cancelled because he was associated with communism?

**WRITING TO COMPREHEND:** Based on the information that you learned from this chapter of The Rise and Fall of the YWCA of Summit County, prepare an answer to the following prompt.

**The documentary refers to the YWCA of Summit County as a leader in race relations. Why do you think that the YWCA went against the racism in society and allowed African Americans into the YWCA?**

## CHAPTER 5: FOND MEMORIES OF THE YWCA

### TOPICS TO BUILD BACKGROUND KNOWLEDGE:

- Camp YaWaCa
- Culture of the 1950's

**VIEWING QUESTIONS:** Complete the following questions as you watch Chapter 5 of The Rise and Fall of the YWCA of Summit County.

1. What took the place every Friday at the YWCA in the 1950's?
2. What event brought out the city at Christmas?
3. What happened to the two blind women that lived at the YWCA?

**WRITING TO COMPREHEND:** Based on the information that you learned from this chapter of The Rise and Fall of the YWCA of Summit County, prepare an answer to the following prompt.

**Discuss one of the memories that were shared by former YWCA members and tell what made it interesting to you.**



## CHAPTER 6: YWCA AND THE YOUTH OF AKRON

### TOPICS TO BUILD BACKGROUND KNOWLEDGE:

- Y-Teens
- Culture of the 1960's

### VOCABULARY:

- prominently
- empowerment

**VIEWING QUESTIONS:** Complete the following questions as you watch Chapter 6 of The Rise and Fall of the YWCA of Summit County.

1. What did the YWCA offer to poor young women in the early 1900's?
2. What was the goal of groups like Y-Teens, Girl Reserves, and Girl Power!?
3. What activities were available for Y-Teens members in the 1950's?
4. What happened to Y-Teens membership in the 1970's?

**WRITING TO COMPREHEND:** Based on the information that you learned from this chapter of The Rise and Fall of the YWCA of Summit County, prepare an answer to the following prompt.

**What made Camp YaWaCa so much fun for the young women that spent their summer there?**

## CHAPTER 7: THE DECLINE OF THE YWCA OF SUMMIT COUNTY

### TOPICS TO BUILD BACKGROUND KNOWLEDGE:

- Culture of the 1970's
- Economy of Akron during the 1980's

### VOCABULARY:

- legacy
- unrest

**VIEWING QUESTIONS:** Complete the following questions as you watch Chapter 7 of The Rise and Fall of the YWCA of Summit County.

1. What were some of the reasons for declining membership in the YWCA in the 1970's?
2. What happened to YWCA in the early 1980's because of decreased enrollment?
3. What saved the YWCA from closing in the early 1980's?
4. What did the YWCA's leadership do in an attempt to improve its financial situation?
5. What happened after the YWCA moved to the old Acme site?
6. Name one thing that the participants in the documentary said the YWCA will be remembered for accomplishing?

**WRITING TO COMPREHEND:** Based on the information that you learned from this chapter of The Rise and Fall of the YWCA of Summit County, prepare an answer to the following prompt.

**Why do you believe that the YWCA was not saved from closing in 2005, as it had been in the 1980's?**

## PUTTING IT TOGETHER PROJECTS

Choose one of the following projects as a means of showing your understanding of the documentary The Rise and Fall of the YWCA of Summit County. Read the choices carefully. The projects target several areas of interest including art, writing, and technology.

1. Based on what you have learned about the goals of the YWCA of Summit County design a seal for the YWCA that incorporates at least 3 areas of interest. Here's a hint: race relations. Along with the seal, write a 1-page essay explaining why you chose the 3 areas and the graphics that represent the areas.
2. Conduct an interview with a former member of the YWCA of Summit County to find out some of her fondest memories of the YWCA. This could be your mother, grandmother, aunt or a teacher. When you are finished with the interview put the information that you gather into a 2-3-page essay. Below is a list of questions to help guide your interview. Make-up a few of your own also.
  - Why did you join the YWCA?
  - Did you live at the YWCA?
  - Did you go to Camp YaWaCa?
  - Why are some of your fondest memories of the YWCA?
3. Use the picture CD that was provided with the documentary to create a photo collage that you believe best represents the importance of the YWCA over its 100-year history in the Akron area. The collage should use between 10-15 pictures. To accompany the collage write a 1-page essay describing why you chose the pictures. Be sure to provide details regarding their significance.
4. Become a history detective and find out what some of the significant places in the history of the YWCA are being used for today. You can look at places such as the former YWCA headquarters on Main St. or the former site of Grace House. For other places, it is suggested that you look at chapter 1 of the documentary. To report your findings you can put together your own 4-5 minute documentary by going on location to the former YWCA site. If you do not feel like a documentary producer, you can report your findings in a 2-3 page essay.