

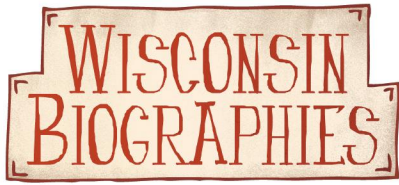
EDUCATOR GUIDE



CARRIE FROST

Fly Fishing Boss





Educator Guide

Carrie Frost: Fly Fishing Boss

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Wisconsin Biographies is a collection of free, educational, online media resources to enrich your social studies and literacy curriculum using the stories of famous people in Wisconsin history. This series is designed around Wisconsin's 4th grade academic standards, and is appropriate to use with younger and older learners.

Story Summary

Carrie Frost was a fly fishing entrepreneur who paved the way for other female business owners in the late 1800s and early 1900s. Despite the fact that women could not vote and in many cases could not own property, Carrie Frost created a successful manufacturing company, and she gave over 150 Stevens Point women a chance to earn their own wages in a time when they were not often able to do so.

Questions to Consider

Use these questions while and after exploring Carrie Frost's story.

1. What were the expectations of women during the time Carrie was growing up, and how did those expectations affect her?
 2. How did Carrie's business change Stevens Point? How did it change opportunities for women in Wisconsin?
 3. Carrie fought against the stereotype that women shouldn't own and run a business. What stereotypes do you see in the world around you today?
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Themed Outcomes, Strategies, and Assessments

The themes included in this section are ones that you will find in other *Wisconsin Biographies* stories and may align with core ideas or units in Social Studies, English Language Arts, and other subject areas.

Theme 1: Problem-Solving and Inventing

Outcome for this theme: Learners will discuss how Carrie's passion for fly fishing led her to become an inventor and entrepreneur.

Strategies to achieve this outcome:

1. Start by having learners watch the video, read the book, and view the photos of Carrie.
2. Then prompt learners to write out the problem that Carrie was trying to solve and what she did to try to address it. You may want to make a problem/solution graphic organizer for learners to use for this activity.
3. And then have learners research what inventing, entrepreneurship, and the engineering design process are and outline how Carrie's story aligns with them.

Assessment of this outcome: A way for learners to apply and show what they've learned is to ask them to imagine that a fly tackle company wants to name a new fly after Carrie to celebrate her accomplishments. Learners can create a poster that includes a name for the new fly, describes who it is named after and explains why they chose to name the fly after Carrie Frost.

Theme 2: Changing the Industry

Outcome for this theme: Learners will be able to describe how Carrie Frost helped make Stevens Point the “Fly Tackle Capital of the World.”

Strategies to achieve this outcome:

1. Start by having learners watch the video, read the book, and view the photos of Carrie.
2. Then ask learners to use the details in the video and book to create a timeline history of Carrie's business.
3. And then have learners research the history of fly fishing and what the industry is like today (through stories of women like Geri Meyer and Jen Ripple).

Assessment of this outcome: A way for learners to apply and show what they've learned is to have them imagine that they are a journalist and write a newspaper article about Carrie's impact on fly fishing today.

Theme 3: Understanding Discrimination

Outcome for this theme: Learners will recognize the prejudices and barriers women faced in United States and Wisconsin history.

Strategies to achieve this outcome:

1. Start by having learners watch the video, read the book, and view the photos of Carrie.
2. Then have learners create a diagram of paths available to Carrie after she graduated from high school adding elements of the path Carrie forged for herself.
3. And then ask learners to explore the *Wisconsin Biographies* story about Belle Case La Follette, and then talk about how both Carrie and Belle challenged limiting or hurtful ideas about women that existed during their time.

Assessment of this outcome: A way for learners to apply and show what they've learned is to ask them to write a "time traveling" letter from themselves today to a girl in the late 1800s explaining what has changed in terms of discrimination towards women/women's rights and what is still a challenge.

Extension Activities

You and your students may have wondered about (or even recognized) some of the women in the second boat at the end of the animated video. All of the women in the boat behind Carrie are based on historical figures who dared to challenge stereotypes to follow their passions, paving the way for women in the United States.



Key to Historic Figures in order from left to right:

Ida B. Wells
Kate Gleason
Annie Turnbo Malone
Zitkala-Sa
Belle La Follette
Sojourner Truth

The following extension activities expand Carrie's story by creating connections to notable women whose time period overlaps with Carrie's. Some of the women featured on the boat were entrepreneurs who furthered women's right to work, and some fought for women's right to vote. Two of these women (Ida B. Wells and Zitkala-Sa) continued to fight for the right to vote after the 19th Amendment passed in 1920, as it took much more work and many more decades to ensure that all women could actually exercise that right.

1. Consider having groups of students research the various women in the boat behind Carrie and create a class timeline or cause and effect diagram showing the connections between these historical figures and women's rights in the United States.
2. Carrie, Kate Gleason, and Annie Turnbo Malone all ran businesses long before many women did so. Consider having students research other women-owned or women-run businesses in Wisconsin during or after Carrie's time period.
3. Have students research Ida B. Wells, Zitkala-Sa, Sojourner Truth, or Belle Case La Follette, and have students write a script for a talk show conversation interviewing one of them about their work on women's rights.
4. Write a script for a *Wisconsin Biographies* story about one of the other women featured in the boat behind Carrie. Highlight the barriers and prejudices she encountered and how she overcame these obstacles.

Academic Standards

Wisconsin Standards for Social Studies

Grade Band: 3-5 (i)

Content Area: Behavioral Sciences (BH)

- SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
- SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.

Content Area: History (Hist)

- SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.
- SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
- SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
- SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
- SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
- SS.Hist3.c.i Explain how historical events have possible implications on the present.

Wisconsin Standards for English Language Arts

Strand: Reading K-5

Key Ideas and Details - Grade 4

- R.4.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL)
- R.4.3 Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

Craft and Structure - Grade 4

- R.4.5 Identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

Integration of Knowledge and Ideas - Grade 4

- R.4.7 Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL)
- R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)

R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL)

Common Core State Standards for English Language Arts

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects: Grade 4
Reading: Informational Text

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.