



# TeachersFirst READING TREKS

## *Miss Mary Reporting: The True Story of Sportswriter Mary Garber*

### Teacher Guide

### Grade Level & Content Areas

Access Reading  
Trek Map

**Ages:** 5–8+

**Grades:** K–3 (read-aloud),  
5 (independent)

**Reading Level:** 5th grade

**Lexile Measure:** NC910L

**Guided Reading Level:** T, U

**Developmental Reading**

**Assessment (DRA):** 50

**Content Areas:** English/language arts, reading, literature, social studies (including individual development, identity, and geography), and social justice.

### Synopsis of Book

Author Sue Macy tells the remarkable story of Mary Ellen Garber—one of American history's first acclaimed female sportswriters. Mary's love of sports was evident from childhood. After moving to Winston-Salem, North Carolina from New Jersey, she played tackle football with the boys in her neighborhood, attended football games with her father, and loved reading and writing about sports. After college, Garber accepted a position with the local newspaper, first as a society reporter and then as a sportswriter during World War II. This petite lady with granny glasses found herself barred from college press boxes where her male counterparts watched games, but she covered sporting events with the assistance of fans and school administrators. Mary Garber saw people for their talent and skills without prejudice to skin color or gender. She fought against biases as a woman working in a man's world and drew inspiration from watching Jackie Robinson's demeanor on and off the baseball field as he played in Brooklyn. Mary Garber wrote about athletes of all ethnicities, attending games at segregated schools and honoring the hard work and talents of those she watched. After five decades of reporting, she was celebrated for her writing, her drive to not give in to the social standards of the day, and her impact on girls who would follow in her footsteps.

# Standards

## Common Core State Standards for K–5

### Reading: Literature

- Key Ideas and Details
- Craft and Structure

### Writing

- Text Types and Purposes
- Research to Build and Present Knowledge

## National Curriculum Standards for Social Studies

- Theme 1: CULTURE
- Theme 2: TIME, CONTINUITY, AND CHANGE
- Theme 3: PEOPLE, PLACES, AND ENVIRONMENTS

## National Core Arts Standards for Visual Arts

- CREATING
- RESPONDING

## Social Justice Standards

- Identity
- Diversity
- Justice
- Action

---

## Using a TeachersFirst® Reading Trek to Explore This Book

TeachersFirst Reading Treks create a virtual field trip of resources about a piece of literature or a text using the My Maps feature of Google Maps. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to the contents of a book.

TeachersFirst has done the hard work for you! Use the activities in this teacher guide and the accompanying [Reading Trek map](#) as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

## Using This Reading Trek in Class

Below is a list of ideas for how to use this Reading Trek in your educational setting.

### Working with the Map:

1. Introduce the book to the class on an interactive whiteboard using the Reading Trek map and highlighting its various layers.
2. Explore the roles of persons in the newspaper business, including reporters, photographers, advertising designers, comics writers, editors, etc. View "[Newspapers Behind the Scenes](#),"



<https://teachersfirst.com/reading-treks/content/miss-mary-reporting-true-story-sportswriter-mary-garber>

[1970s](#),” to understand the production process Mary Garber knew and “[Behind-the-scenes into how The Globe and Mail newspaper gets made](#)” to view the current process. As a class or in groups, students can create a newspaper to share with friends and family, as Mary Garber did. Canva ([TeachersFirst review](#)) has a template for creating newspapers.

3. Mary Garber was born at a time when behavioral expectations depended on one’s gender and race. She was denied access to the press box and locker rooms following games because she was female. Growing up, her family, teachers, and college professors instilled in her a confidence that she had abilities and could accomplish things, skills that translated into her professional life. The

prejudices Jackie Robinson faced as a professional baseball player and his response to them inspired Mary Garber. Use Class Tools ([TeachersFirst review](#)) to create a Venn Diagram to compare and contrast the mannerisms and characters of Mary Garber and Jackie Robinson.

4. Mary Garber was very mindful of the individuals featured in her stories and the impact her coverage would have on their lives. Many of them saved newspaper clippings and sought her out to show her. Consider individuals who have positively impacted students’ lives. Use Vmaker ([TeachersFirst review](#)) to record students expressing their gratitude and these persons’ impacts. Alternatively, students can make a card or write a thank you note.

## Extension Activities:

1. Mary Garber was careful to write positive stories. Discuss the character traits of kindness, showing empathy, and standing up for fair and equitable processes. Use Pinside ([TeachersFirst review](#)) to create an online bulletin board with positive comments and “Caught Being Kind” stories on stickies.
2. Brainstorm a list of role models and include the reasoning for choosing each individual. Pick one and generate a list of questions to ask this person to learn more about their life, then research their contact information and write them a letter. Depending on student age and abilities, students can complete this activity by dictating for the teacher to record or by

recording their answers themselves by journaling on the LMS or on paper.

3. Explore murals and other [works by artist and illustrator C.F. Payne](#). Students should select their favorite and write a short story in response to the artwork, then create a drawing of their own to accompany their response.
4. Mary Garber bravely faced adversity and sought alternatives to overcome social barriers. Create encouraging infographics as slides using Google Slides ([TeachersFirst review](#)) or Microsoft PowerPoint Online ([TeachersFirst review](#)) and share them online or in print.



## Helpful Resources

### From TeachersFirst:

- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Engage & Inspire with Reading Treks](#)

### Other Resources:

- [Sue Macy](#)
- [C.F. Payne Illustration](#)
- [The Techniques of C.F. Payne](#)
- [Sports Reporter Mary Garber: Expanding the Trailblazer Approach to Women's History](#)
- [Interview: Author Sue Macy Discusses History of US Women Athletes](#)
- ["The North Carolina Sports Hall of Fame-Mary Garber"](#)
- [Miss Mary's History Lesson](#)
- [Digital Forsyth Photos](#)