

The Triangle Shirtwaist Factory Fire and The Industrial Revolution

Lesson Plans: Science

Name: Christine Walcott

Unit Title: **The Industrial Revolution**

Standards:

7-1

The student will demonstrate an understanding of technological design and scientific inquiry, including the process skills, mathematical thinking, controlled investigative design and analysis, and problem solving.

7-1.7

Use appropriate safety procedures when conducting investigations

Objective:

The student will be able explain their understanding of following safety procedures when conducting and investigations.

Create a poster to illustrate the safety guidelines

Lesson Plan Components	Steps	Time
Engage	KWL chart K-What do they know about lab safety procedures W-What do they want to learn about safety procedures in lab L- What they have learnt	5 min
Explore	<ol style="list-style-type: none"> Students will view a short clip about safety in the lab A list of safety guidelines will be shown to the class The students will be working in pairs on a safety guideline that they have drawn from a container. They will be given several minutes to discuss their assigned guideline and to think of how they might create an illustration for that guideline 	
Explain	Each pair of students will create a poster to illustrate the guideline they have drawn from the container. <ul style="list-style-type: none"> ❖ All the posters should display the rule written as an heading in large lettering. ❖ The posters can illustrate a broken rule and a fixed rule ❖ There should be a caption showing rule that is broken and rule showing that it is fixed The students have to present their poster to the class, explaining the	

	<p>hazards of breaking the safety rule.</p> <p>The students will now complete the L of the KWL chart</p> <p>Whole class discussion on what the students have learnt about lab safety and how important it is to follow the rules.</p> <p>Safety contracts will be given out to the class, which will require the students to take it home and return signed.</p>	
Closure:	Students will complete an exit slip with the essential questions that will be posted on the board	
Evaluation/ Assessment:	<p>Informal Assessment: Question and Answer during class</p> <p>Formal Assessment: Test at the end of the unit</p>	

Materials Needed:

Power point
Books
Posters
Markers
Water Quality test Kit-Class kit

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Lesson Plans: ELA

Name: Jennifer Craig **School:** Busbee Corbett Elementary Middle
Unit Title: The Triangle Shirtwaist Factory

Standards:

7-1.2 Explain the effect of **point of view** on a given narrative text.

7-1.6 Analyze a given literary text to determine its **theme**.

7-1.7 Create responses to literary texts through a variety of methods...

7-1.9 Read independently for extended periods of time for pleasure.

7-2.1-8 Students in grade seven read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries...journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipe, and photos embedded in **informational texts**. In addition, they examine commercials, documentaries and other forms of **nonprint informational texts**.

7-4.1-7 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.

7-5.1 Create **informational pieces**...that use language appropriate for a specific **audience**.

7-6.1-8 The student will access and use information from a variety of sources.

Objective: At the conclusion of the unit the students will be able to research, organize and create informative pieces (in the form of essays and illustrations) concerning the Triangle Shirtwaist Factory Fire and those affected by it.

Bellringer: The initial bellringer will be a **wordstorm anchor chart** on the Industrial Revolution. (This will also serve as a pre-assessment.)

Various Activities:

- Students will read from their **literature circle** novels everyday for 10-15 schools days for 20 minutes each day.
- After reading students will respond to their reading by making **connections** to the text (text to text, text to world, and text to self) in their journals.
- Students will read, as a whole group, the first account of Rose Cohen, a girl who survived the fire.
http://www.ilr.cornell.edu/trianglefire/texts/stein_ootss/ootss/rc.html?location=Sweetshops+and+Strikes

- After reading Rose's account the students will complete a **RAFT** activity in response.
- Students will watch the PBS documentary *American Experience: Triangle Fire* and collaborate in small groups to make posters responding to the film.
- As a final assessment, students will design shirts with symbols on the front representing some aspect of our unit- on the back students will write essays answering one of the essential questions from the unit. Students will present their shirts to the class.

Duration and Scope: Ideally, this could take 10 school days, but with reluctant or slow readers, it may take 15. Teachers should pace the activities as is fit for the students' abilities.

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Lesson Plans: Social Studies

Standard 7-3: The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.

Indicator 7-3.4: Explain the causes and course of the Industrial Revolution in Europe, Japan, and the United States, including the reasons that England was the first nation to industrialize, the impact of the growth of population and the rural-to-urban migration, the changes in the organization of work and labor, and the development of socialism. (E, H, G)

Introduction to the Lesson: This lesson is designed to give students an understanding of the causes and course of the Industrial Revolution.

The objective of this indicator is to **explain** the causes and course of the Industrial Revolution in Europe, Japan, and the United States. Students should also be able to **identify** the reasons that England was the first nation to industrialize, **describe** the impact of the growth of population and the rural-to-urban migration, **identify** the changes in the organization of work and labor, and **describe** the development of socialism.

Lesson Time: 5- 60 minute class periods.

Materials Needed:

- Art materials such as colored pencils, markers, crayons, blank paper, tape, and glue.
- Chart paper.
- Class set of copies of primary document—the work schedule for Lowell Mill in Massachusetts.
- Access to computer lab with the following programs: Microsoft Word, Excel, and Publisher.
- “A River Ran Wild” by Lynne Cherry.
- A selection from “The Jungle” by Upton Sinclair (1906).
- A selection from Charles Dickens’ “Oliver Twist” or “Hard Times.”

Teaching the Lesson:

Procedure:

Day 1-2

1. Draw a picture to illustrate the changes in farming that resulted from the Agriculture Revolution. Fold paper in half. Label the left side of the paper “Farming Before the Agriculture Revolution.” Label the right side of the paper “Farming After the Agriculture Revolution.” Students should draw a picture on each side and label it with captions to explain how farming was done. See the Standards Support Document for ways that farming changed. Discuss how these changes in farming made conditions right for the Industrial Revolution to begin in Great Britain. (90 minutes)

Day 2-3

2. Create a concept web on the Industrial Revolution. In the center circle write “The Industrial Revolution.” Title the outer circles “Who,” “What,” “When,” “Where,” “How,” and “Why.” Have students write details about the Industrial Revolution in each of the outer circles. (45 minutes)
3. Place students in groups to collaborate to write a “Top Ten List of Reasons Why Great Britain Was First to Industrialize.” Allow each group to write their list on chart paper and present it to the rest of the class. (45 minutes)

Day 3

4. On a world map, have students draw arrows from Great Britain to the place where industry quickly spread. See the Standards Support Document for specific locations. Have students draw text boxes on the map and write details that they learn about industry in each location. Discuss reasons why industry was slow to spread to other areas of the globe. (60 minutes)

Day 4-5

5. Define rural-to-urban migration. Discuss life in the cities. Read primary documents or journals about life in the cities. Look at paintings or photographs of industrial cities. Have students draw an illustration of what an industrial city would have been like. Label it with captions that describe the living conditions. (90 minutes)

Extensions:

1. Read Aloud: “A River Ran Wild” by Lynne Cherry. Students respond to this statement: “When too many people move from rural to urban areas, it can mean hardships.” (45 minutes)
2. Read a selection from “The Jungle” by Upton Sinclair (1906). Have students write a response about factory conditions. (45 minutes)
3. Read a selection from Charles Dickens’ “Oliver Twist” or “Hard Times” about his view of the Industrial Revolution. (30 minutes)
4. Discuss child labor during the Industrial Revolution. Show pictures of children working in industry. Have students respond to the questions such as the following in writing or in a Socratic Seminar forum: (45 minutes)
 - a. What is happening in the picture?
 - b. How old is this child?
 - c. What type of work does he/she do?
 - d. Compare your daily schedule to what you think this child’s might be like.
 - e. How would you feel if you had to trade places with him/her?Have students make a comparison to child labor around the world today.
5. Create a before and after T-chart showing the changes brought about by the Industrial Revolution. Put a star beside positive changes and a minus sign beside negative changes. (30 minutes)
6. Use Microsoft Excel to chart or graph Industrial Revolution data. (1 hour)

Assessing the Lesson:

1. Observe students while working.
2. Facilitate question/answer sessions during content discussions.
3. Have students complete a study guide which covers the standard-related content.

4. Give a test that has “PASS-like” release items related to the standard. Web-site <http://www.ed.sc.gov/agency/Accountability/Assessment/SocialStudies.html>
5. Take a grade on any of the student activities listed in the Procedures above.