

Teacher: Stephen Schomaker
Class: U.S. History
Grade Level: 11
Topic: Progressive Era – The Triangle Factory Fire

Essential Question:
Who was “guilty” of the Triangle Factory Fire ?

Learner Background:

Students will have prior knowledge of this event through the previous day’s participation in a role play. They will be familiar with the underlying safety and health issues that confronted many women and children during this time.

Student Objectives:

1. Students will assess primary source documents to gain a better understanding of this event.
2. Students will evaluate trial transcripts to form evidence which will help them make a final decision as to the guilt or innocence of the involved parties.
3. Students will evaluate newspaper accounts to further their investigation and also, provide evidence to further support their findings.
4. Students will write a persuasive essay , detailing who is guilty of this event and why they should be held responsible for this act.

Materials/Resources:

1. Overhead pictures of the destroyed factory and of families impacted by this event.(Primary Source). <http://www.ilr.cornell.edu/trianglefire/photos>
2. Court documents of trial transcripts, specifically, of the attorney’s summations.(Primary Source). <http://www.law.umkc.edu/faculty/projects/tnals/>
3. Newspaper articles of incident(Primary Source). *triangle*
4. Informational background sheet on the trial and its outcome.*** not a primary source, a general summary of the trial events. <http://www.ilr.cornell.edu/trianglefire/narrativeb.html>
5. Graphic organizer.
6. Essay rubric.

Initiation:

Upon entering the class, the students will view a series of overhead pictures of the Triangle Factory Fire. The pictures will focus on material evidence(fire escape) and of the victims and their families. The key question that will be presented to the class is as follows: “At the conclusion of the Triangle Factory fire’s trial, no one was found guilty of the deaths’ of 143 people. Why ? Today you will review the evidence of this case and decide who is guilty of this crime.

Learning Activities:

Students will do the following:

1. Review the informational fact sheet on the trial- in small groups.
2. Reading and reviewing the trial transcripts – either in small groups or individually.
3. Evaluating the newspaper sources to gain further information on the trial proceedings or to gain evidence to support their position.
4. Writing a persuasive essay, based on primary source documentation.(Complete for homework)

Closure:

1. Review components of a persuasive essay.(Brief summary)
2. Play approx. 5 minutes of the PBS tape on the Triangle Factory Fire – showing the blaze and the “sound of bodies hitting the pavement”.

Assessment:

1. Graphic Organizer
2. Essay

Differentiated Instruction:

1. May have to limit number of source materials.
2. Trial transcripts, may have to be limited to one page per summation.
3. Will give extended time to complete essay, if necessary.

Name _____ Date _____

Five W's Chart

Fill in each row with details that answer the question.

*Use with student and
teacher guides.*

What happened?
Who was there?
Why did it happen?
When did it happen?
Where did it happen?

Name _____ Date _____

Fact and Opinion

*Use with your
fact and opinion worksheet.*

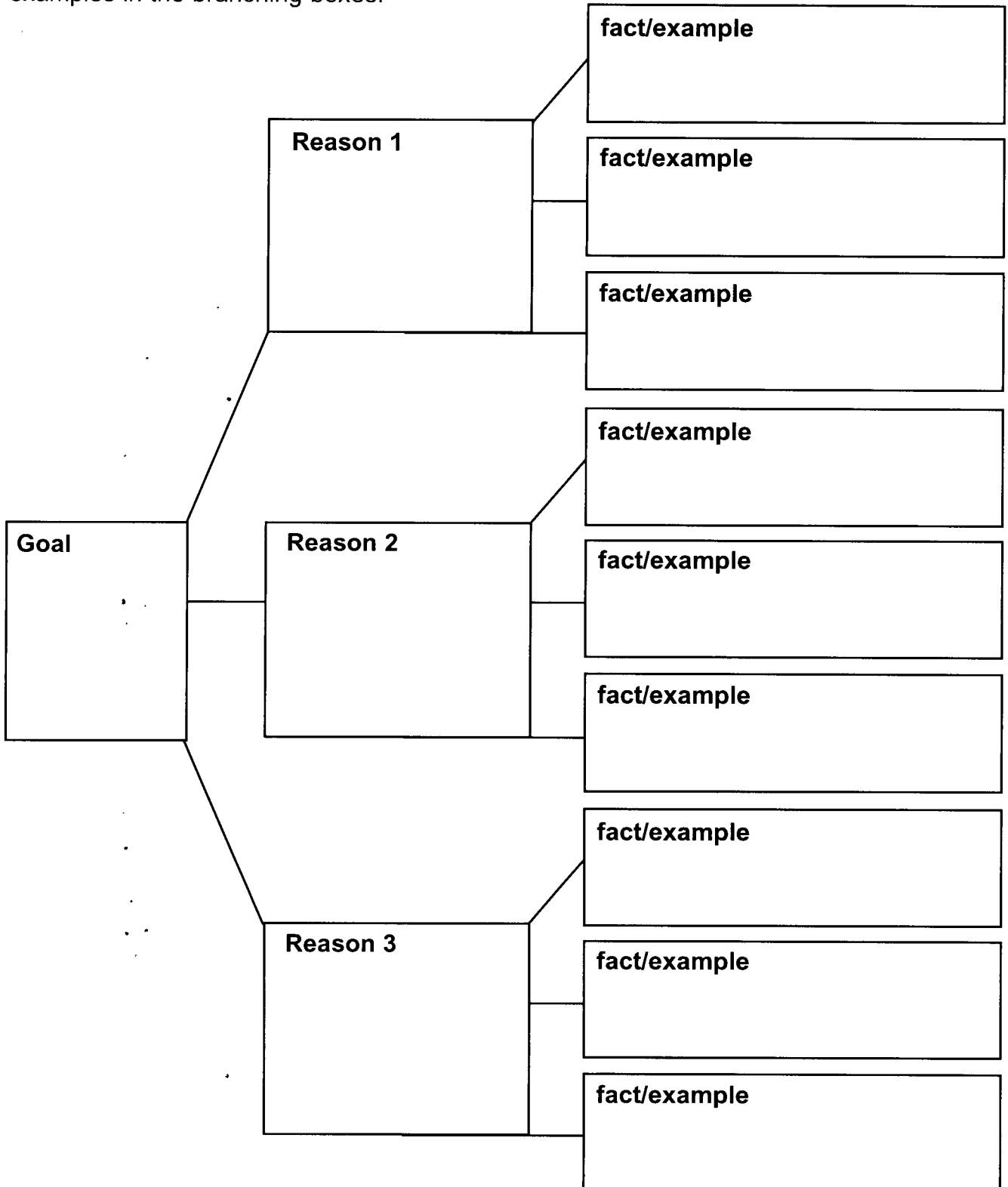
Write your topic at the top. Add details to each column.

Fact

Opinion

Persuasion Map

Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.



Persuasive Essay

<i>Criteria</i>	4 Excellent	3 Proficient	2 Competent	1 Less than Competent
<i>Organization</i>	The essay contains a logically developed introduction, body, and conclusion Paragraphs have smooth, effective and varied transitions.	The essay contains an introduction, body, and conclusion. Most paragraphs have effective transitions.	The essay contains an introduction, body, and conclusion. Paragraphs lack effective transitions.	The essay only addresses a few of the comparison topics. Paragraphs do not have transitions.
<i>Content</i>	The essay effectively argues a position on a specific controversial topic and contains effective, detailed, and relevant pro arguments. Con position is acknowledged.	The essay argues a position on a specific controversial topic and contains detailed, and relevant pro arguments. Con position is acknowledged.	The essay attempts to argue a position on a specific topic and contains some vague pro and con arguments.	The essay altogether fails to argue a position on a specific topic with detailed or relevant con and pro arguments.
<i>Thesis</i>	The essay provides a meaningful and thoughtful thesis , which clearly states the writer's opinion and position on the topic to be discussed.	The essay provides a thesis , which clearly states the writer's opinion and position on the topic to be discussed.	The essay provides an unclear thesis , which states the writer's opinion or position on the topic to be discussed.	The essay provides a weak, unclear thesis , which might mention the writer's opinion or position on the topic to be discussed.
<i>Support</i>	The body paragraphs logically and effectively support the thesis and main arguments with specific and convincing details and examples.	The body paragraphs logically support the thesis and main arguments with specific details and some examples.	The body paragraphs may support the thesis and main arguments with limited , if any, details and/or examples.	The body paragraphs fail to support main ideas/arguments with details and/or examples.
<i>Sentence Variety</i>	The essay contains a variety of sentence types and uses precise, appropriate language .	The essay contains a variety of sentence types and uses appropriate language.	The essay contains few types of sentences, and uses basic, predictable language .	The essay contains no sentence variety .
<i>Audience and Appropriate Vocabulary</i>	The writer demonstrates a clear sense of audience and uses the appropriate vocabulary for that audience. No over use of expressions such as "like," "a lot," and "well."	The writer demonstrates a general sense of audience and uses some vocabulary for that audience. Occasional use of expressions such as "like," "a lot," and "well."	The writer demonstrates little sense of audience and does not adjust the vocabulary for an audience. Frequent use of expressions such as "like," "a lot," and "well."	The writer demonstrates no sense of audience , uses limited vocabulary , and makes no adjustments. Over use of expressions such as "like," "a lot," and "well."
<i>Standard English Usage</i>	The essay contains few , if any, errors in the conventions of the English Language.	The essay contains some errors in the conventions of the English language. (Errors do not interfere with the reader's understanding of the essay)	The essay contains numerous errors in the conventions of the English language. (Errors may interfere with the reader's understanding of the paper.)	The essay contains serious errors in the conventions of the English language. (Errors interfere with the reader's understanding of the paper.)