



Preparation for Adults Through
Training and Higher Education

**CUNY CareerPATH
and
CUNY Language Immersion Program
Making It in New York City
The Content-Based, Cutting Edge Curriculum
for Entry-Level, Upwardly-Mobile CLIP
Students**

CUNY Office of Academic Affairs

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Making It in New York City



**The Content-Based, Cutting Edge Curriculum
for Entry-Level, Upwardly-Mobile CLIP Students (you)**

CUNY Office of Academic Affairs

Image: <http://www.metmuseum.org/collection/the-collection-online/search/259735>

Making It in NYC

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Making It in New York City

The Content-Based, Cutting Edge Curriculum for Entry-Level, Upwardly-Mobile CLIP Students (you)

Who built New York City? How did it become, not the capital of the United States but the capital of the world?

Actually, New York City *was* the capital of the United States, at least for a short time. Did you know that? Did you also know that New York City was once (perhaps still is) the fashion industry capital, the baseball capital, the skyscraper capital, the financial capital, the arts and entertainment capital, even *the oyster capital*?! (Have you ever heard of “The Big Oyster”?) What did we forget?

Did you say *immigration*?

New York City *was, is* and (look in the crystal ball) *may forever be* the immigrant capital—a magnet that attracts people from every corner of the world to build better lives for themselves and their children here. What attracted you, or your family to New York City? Is it the same things that attracted the people who came here in the early 1600s and ever since?

“*If I can make it here, I can make it anywhere.*” That is a famous line from an immortal song made famous by Frank Sinatra – a famous New Yorker who made it bigger than anyone in the music business in the 1950s. (Actually, he was born across the river in Hoboken, New Jersey, but most of the most successful New Yorkers weren’t born here. They migrated here, like you!)

What does it take to make it in New York? What will it take for you to be successful here, in college and in a career? In this course, you will learn about the history of New York City, who

built it in the past, who is building it today, and what it takes to achieve an outstanding education, a rewarding career and fulfilling life in New York City.

The course is divided in three units (big NYC portions):

Unit I: The Making of New York (Building New York)

The “making of” something means how it is made—the building of it. In the first unit of the course, we will read, talk and write about how New York City was made. We will begin with a brief look at the early history. Then we will focus on the building of one of the structures at the heart of New York City’s identity—the Brooklyn Bridge. The Brooklyn Bridge was not only a monumental achievement of architecture and engineering that united people on opposite shores of a river. It also contributed to the political unification of Greater New York. Moreover, the building of the Brooklyn Bridge is a life-and-death drama of the obstacles a family overcame to realize their dream.

- **Reading:** *The Brooklyn Bridge: The Story of the World’s Most Famous Bridge and the Remarkable Family That Built It; The New York City Story: Then and Now; New York is...*
- **Field Trip:** The Brooklyn Bridge and surroundings

Unit II: Made in New York

The second unit, “Made in New York,” focuses on the garment industry. We will read about a tragic fire that cost the lives of over a hundred people. The fire also led to regulations that saved the future lives of many others. In this unit, we’ll also learn about small business in New York City, with the help of the Tenement Museum’s exhibit “Shop Life.” This new exhibition contains artifacts and videos about small businesses past and present.

- **Reading:** *The Triangle Shirtwaist Factory Fire*; short readings on small business today
- **Field Trip:** The Tenement Museum

Unit III: Making It in New York

We'll conclude the course with a study of people who "made it big" in New York City—how they did it, their "big breaks," the obstacles they overcame, the price they paid and their legacy. Their stories will help you reflect on your own hopes, dreams and career goals. What do you want to do, and how can you use the resources of New York City to achieve your goals?

We will begin the unit with a one-week musical interlude. We will read about and listen to the music of the great Harlem Renaissance jazz composer, Duke Ellington. Then we will leap into the present and study the life and legal career of Sonia Sotomayor, the boundary-breaking Supreme Court Justice from the Bronx whose mother tongue is Spanish. The unit will also include a reading of your choice about another notable New Yorker: Frederick Law Olmstead, the visionary creator of Central Park; or Neil deGrasse Tyson, a contemporary astrophysicist and path-breaking director of the Hayden Planetarium. Neil deGrasse Tyson is also host of the TV show "Cosmos." The course will end with research about your own educational path and career choices.

- **Reading:** *Sonia Sotomayor*; *Getting to Know the World's Greatest Composers: Duke Ellington*; *The Man Who Made Parks: the Story of Parkbuilder Frederick Law Olmstead*; and *Astrophysicist and Space Advocate: Neil Degrasse Tyson*
- **Field Trips:** The Metropolitan Museum of Art; the Hayden Planetarium at the American Museum of Natural History

Essay Topic List

1. My Educational History
2. Brooklyn Bridge Interviews
3. Walking the Brooklyn Bridge (field trip essay)
4. Fire at the Triangle Shirtwaist Factory
5. Made in New York: The Tenement Museum Experience (field trip essay)
6. Who's Who in New York
7. Harlem Airshaft: A Description in Five (or Six) Senses
8. Sonia Sotomayor and Me
9. Making It in New York: Sonia Sotomayor's Resume & Cover Letter
10. *New York is...* The Metropolitan Museum of Art
11. Work History and Career Goals
12. Reader's Choice

Introductions: Find Someone Who

This activity will help you get to know the other students in the class. It will also give you practice asking questions. First, write a question for each statement. Then, find a student in the class who can say “yes” to your question. Follow the example.

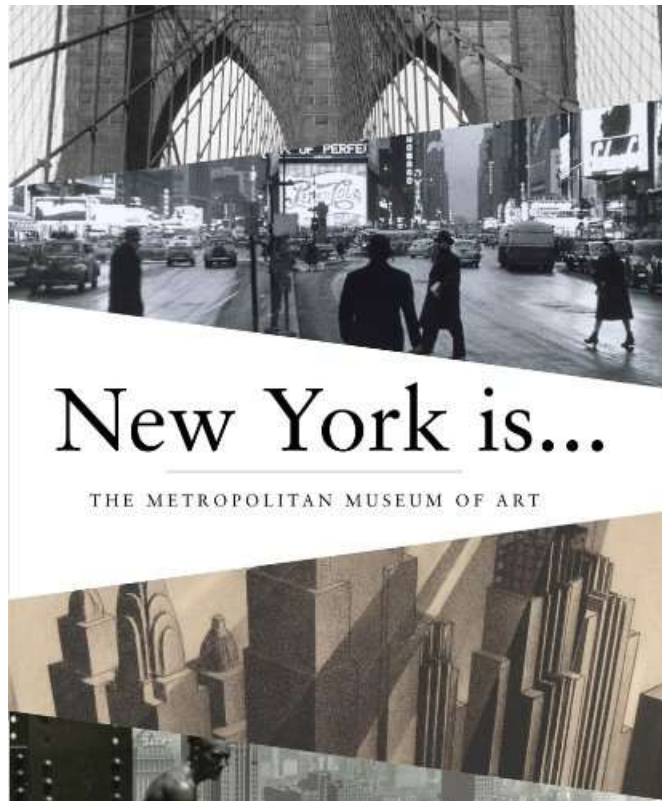
Find someone who ...	Write it as a question!	Find a student in our class!
... lives in Queens	Do you live in Queens?	Quisqueya lives in Queens!
... came to New York alone	Did you come to New York alone?	Abdul came to New York alone.
... reads on the subway		
... walks across the Brooklyn Bridge <i>more than</i> once a year		
... lives in one borough and studies in another		
... knows what s/he wants to study in college		

... speaks more than two languages		
... knows who Sonia Sotomayor is		
... knows the best place to see the stars in New York City		
... knows who the first immigrants in NYC were		
... knows the words to the song “New York, New York”		
... doesn't like pizza		

... has a NY driver's license		
... enjoys the subway		
... prefers quiet places		
...goes to the Metropolitan Museum of Art for inspiration		
... loves New York City		

New York is...

Finish the sentence “New York is...” with five different words or phrases.



1. *New York is...*

2. *New York is...*

3. *New York is...*

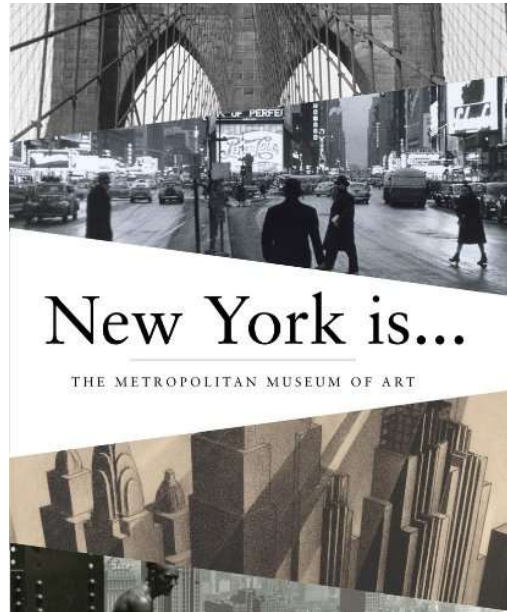
4. *New York is...*

5. *New York is...*

New York is...

A. *New York is...* is a book!

What do you think you will find in the book? What do you see on the cover that makes you say that?



- B. *After the teacher gives you the book*, skim it with a partner and talk about some favorite pictures.**
- C. With your partner, *choose just one picture* from the book that represents what New York is **to both of you**. Make a list of five words about it: things, actions, people, etc...**
- D. Show your picture to the class. Talk about it. Say why you chose it. Share your words with the class.**

New York is... *Unique*

1. Try to say “Unique New York” *three times fast*:

“Unique New York, Unique New York, Unique New York...”

2. What makes New York City unique? Make a list of words to answer the question.
List your words in the table below, in three columns: ***people, places, things***

People	Places	Things
subway buskers	Little Odessa	dogs in fur coats

New York is... *many words!*

The book *New York is...* has one word for each picture. The words and pictures express (communicate) New York's identity.

The pictures and words are organized in pairs. The pairs of pictures and words convey *contrasting* sides of New York. (Sometimes they're opposites!) New York is a city of *contrasts*.

The introduction to the book says...

"New York City is a place of possibility. From people to experiences, from cultures to religions, from politics to economics, the possibilities are endless. These endless possibilities make New York the most diverse city in the world, a city that cannot be described in a single word...

In fact, this book uses nearly two hundred words to describe the global metropolis on the Hudson River. ...

New York is **shape**, New York is **line**. New York is **finance**, New York is **industry**. New York is **bustling**, New York is **deserted**. ...

- A.** Skim the book again. Look at the words that go with the pictures.
- B.** Choose three words from the book that you think are most true about New York City. Write the words here. Then write the contrasting word next to it.

Favorite Words	Contrasting Word
1. _____	_____
2. _____	_____
3. _____	_____

- C.** Share your words with a partner.

New York is... Reading: Words and Picture

In this course, you are going to read a lot of books. You are also going to “read” a lot of pictures. The way you will read the pictures is similar to the way you read a book: You look for the main idea (the “big picture”) and you look for important details.

We will use pictures to build vocabulary. We will use pictures to introduce topics in the course. We will use pictures to talk about what you know about a topic. We will also use pictures to make predictions about a topic.

Three Key Questions: There are three questions that we will use to read pictures.
--

1. ***What do you see in this picture?***
2. ***What do you think is going on in this picture?***
3. ***What do you see that makes you say that?***

Skills: These questions will help you...

- increase your **observation skills**
- build your **vocabulary**
- **give ideas** based on your observations
- **give evidence** for your opinions
- **use your imagination**

Starting Out: We are going to start by reading and discussing the picture on the next page.

After we “read” and discuss that picture, you will use the same three questions to read and discuss other pictures from the book. With a partner or in a small group, you will read and discuss one picture per day for the first week of the course.

What do you see in this picture?



What do you see in this picture?
What do you think is going on in this picture?
What do you see that makes you say that?

<http://www.shootingfilm.net/2014/01/subway-passengers-new-york-city-from.html>

What do you see in this picture?



**What do you see in this picture?
What do you think is going on in this picture?
What do you see that makes you say that?**

<http://boskybelle.com/2014/01/the-street-photography-of-helen-levitt/>

What do you see and hear in this picture?



What do you see and hear in this picture?
What do you think is going on?
What do you see that makes you say that?

<http://boskybelle.com/2014/01/the-street-photography-of-helen-levitt/>

What do you see in this picture?



What do you see in this picture?
What do you think is going on in this picture?
What do you see that makes you say that?

<http://metmuseum.org/collection/the-collection-online/search/632975>

What do you read in this picture?



What do you see in this picture?
What do you think is going on in this picture?
What do you see that makes you say that?

<http://www.metmuseum.org/collection/the-collection-online/search/276713>

Journal Writing Questions

Which is your favorite picture on pages 14-18? After you discussed them all, choose one picture to write about. Here are some topics for each picture.

Picture 1: Imagine you are one of the people in this picture. Who are you? What are you doing? What are you thinking? Where are you going? Do you know the person sitting next to you? Who is it? What is a day like in your life?

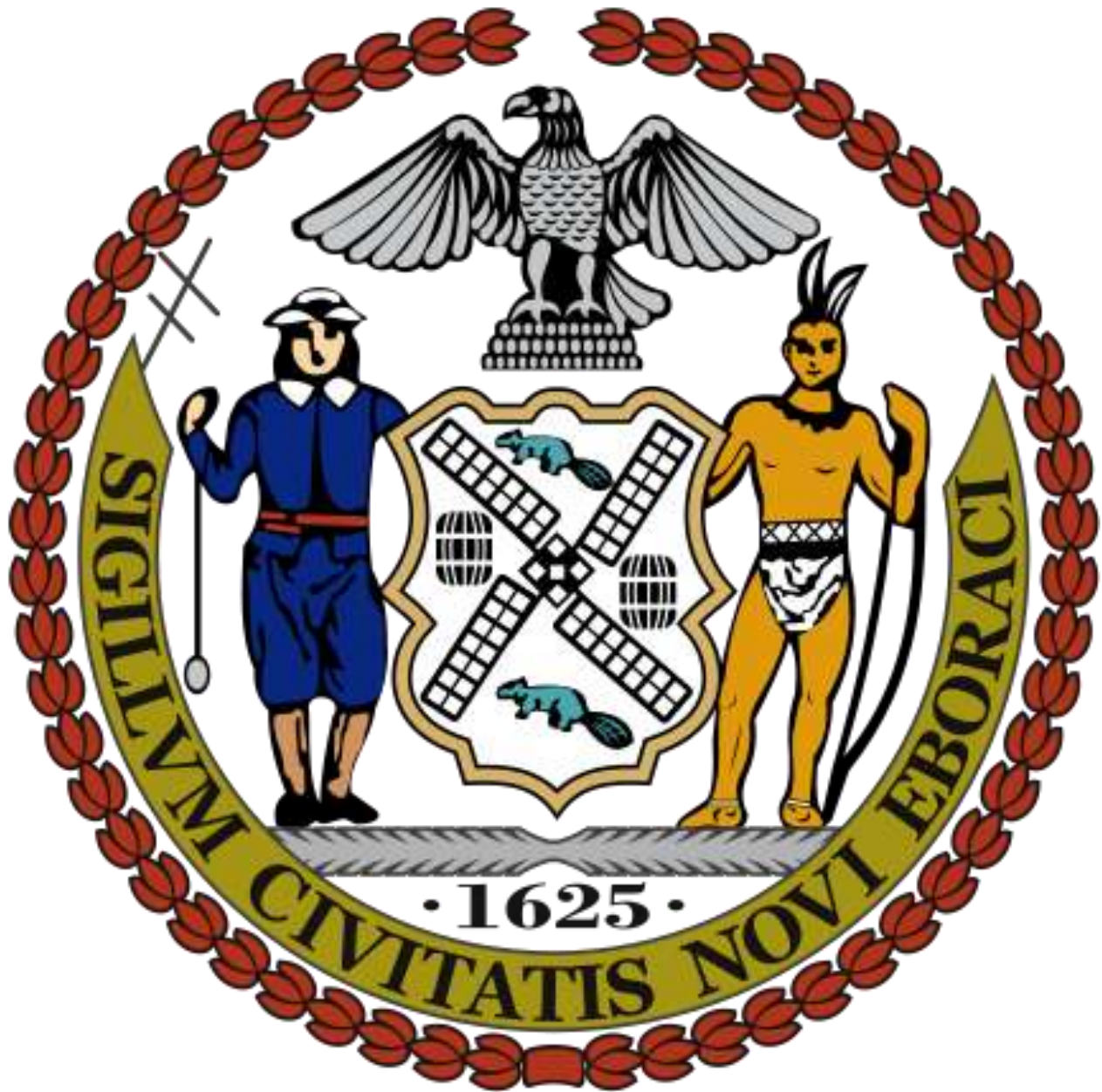
Picture 2: What do you see in this picture? What do you not see? Write *everything* that you see in the picture and *everything* you do not see!

Picture 3: Imagine a conversation between these people. What are they talking about? What are they saying? Write the dialogue. Include in your dialogue at least one question for each person.

Picture 4: Choose one person in this picture who is interesting to you: **a.** the woman in the center. **b.** the man in the right foreground touching something in his ear. **c.** the man in the left foreground going the other way. **d.** the man with the cap. **e.** The man with a hat and tie. **f.** the person whose hand is on the woman in the center. **g.** a newspaper reporter (not necessarily in the picture). Write a story about the scene from the *point of view* of the person you choose.

Picture 5: Have you ever been to the place in this picture? Go there, in your imagination! Who do you think is in there? What do you think they are doing? Describe what you think it looks like inside. Give enough detail so a reader can see it!

The New York City Story: City Roots



What do you see in this picture? What do you think it is?

With a partner, list four separate things you find in the image.

City Roots: Symbols on the Seal of the City of New York

With a partner, list four separate things you find in the seal. Working together, complete this table:

Things (including people and animals)	Why do you think it is in the seal?	What questions do you have about each item?
1.		
2.		
3.		
4.		

The New York City Story: Prediction Guide

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner.

Statement	T	F
1. Europeans bought Manhattan from Native Americans for \$10 million dollars.		
2. New York was a Dutch colony called New Amsterdam before the British took over and renamed it New York.		
3. New York City had the more slaves than any of the original 13 British colonies in North America.		
4. New York City was the capital of the United States when George Washington became president.		
5. The original engineer of the Brooklyn Bridge died, so his wife took over the job, but then she got ill and her son finished the job.		

The New York City Story: Post-Prediction Guide Reading

The answers to the True/False Prediction Guide can be found on these pages of the book *The New York City Story: Then and Now*.

- **#1:** page 32 and 33
- **#2:** pages 33, 46 and 47
- **#3:** pages 48 and 49
- **#4:** pages 83, 84 and 85
- **#5:** page 139

Process: After you discuss the Prediction Guide with a partner, you will read the pages of the book to find out the answer. *However, you will not do this in a single day.* You will read to find the answer to one statement per day. After five days, you will know the truth!

After you read...

**if you discover that any of the statements
in the Prediction Guide are false,
rewrite it so it is true.**

The New York City Story – Table of Contents

Look at the Table of Contents. It is divided into 7 units. Write down the names of the units here. Underneath, write down the name of a chapter that sounds interesting to you.

1. Unit 1: _____

Chapter of interest: _____

2. Unit 2: _____

Chapter of interest: _____

3. Unit 3: _____

Chapter of interest: _____

4. Unit 4: _____

Chapter of interest: _____

5. Unit 5: _____

Chapter of interest: _____

6. Unit 6: _____

Chapter of interest: _____

7. Unit 7: _____

Chapter of interest: _____

The New York City Story – Your City’s Five Boroughs

A. Look at the map on page 5. Imagine traveling around the five boroughs of NYC on a boat. Could you see every borough without going through the same body of water twice? How would you do it? *Show your route on the map to a partner.*

B. Read the description of the boroughs on page 5. Take notes. With a partner, write two or three pieces of information *that you get from the reading* about each borough. Write your notes here:

1. Manhattan:

2. The Bronx:

3. Queens:

4. Brooklyn:

5. Staten Island:

The New York City Story – The Algonquians of New York

What do you know about the Native Americans that lived in the NYC area? What questions do you have about them? Write your questions in the middle column. When you read, try to find the answers. Write what you learn in the right column.

	Your Questions	Find the Answers
What food	<i>what food did they eat?</i>	<i>They ate deer, fish and corn.</i>
What clothes	<i>what clothes did they wear?</i>	<i>They wore clothes made from deerskin.</i>
What work		
What houses		
What religion		
What government		
What values		

The New York City Story – page 10

Page 10 is an introduction to the chapter. There are two paragraphs. Each paragraph has a **topic**. Each paragraph has a **main idea**. Each paragraph has important **details**. (*The topic and main idea of the first paragraph are done for you.*)

A. Paragraph 1

1. What is **the topic** of this paragraph?

the first people who lived in New York city (the Algonquians) and their language and groups

2. What is **the main idea** of the paragraph?

The Algonquians spoke the same language and lived in family groups in different areas of the city.

3. What is **an important detail**?

B. Paragraph 2

4. What is **the topic** of this paragraph?

5. What is **the main idea** of the paragraph?

6. What is **an important detail**?

The New York City Story – pages 11-15

- A.** There are four sections of the chapter on pages 11-15. What are the names of each section? Write them down here. (*The first one is done for you.*)

1. *The Algonquin Way of Life*

2.

3.

4.

- B.** Divide into 4 groups. Each group read a different section. Take notes on the most important information in your section. Use the table on the following page to take notes. After you have taken notes, share the information with your classmates.

The New York City Story: Then and Now — Table for Notes

Use this table to take notes on the section you are reading. Your notes should include the most important information.

Note 1.**Note 2.****Note 3.****Note 4.****Note 5.****Note 6.**

The New York City Story: Values of the Algonquians (page 21)

A. With a partner, complete the chart on page 21 of the book about the four values in Algonquian society.

B. Are these values important to New Yorkers today? Complete the chart below:

Value	What do New Yorkers think about it today?
justice	
respect for nature	
knowledge	
equality	

You Call Yourself a New Yorker?!

So you want to call yourself a New Yorker. *Not so fast!!!* What does it take to be a New Yorker? What attitude? What skills? What knowledge?

In this class, to call yourself a New Yorker, you need a New York attitude (open-minded, fearless...). You need New York skills (street smart, quick on your feet...). You need to know uptown from down, east from west. *Plus*, you need to know some New York history.

In this class, to call yourself a true New Yorker, there are some people you need to know. You need to know who they were. You need to know what they did here. You need to know what they gave to New York. You need to know what New York gave to them!

Who are some famous New Yorkers you've heard of? Can you list five from the present? Can you list five from the past? Write them down here.

Who's Who in NYC Today

Who's Who in NYC Past

On the next page is a list of New Yorkers you need to know!

Who's Who in NYC History?

Below is a who's who of New Yorker's you need to know. There is some basic information about each of these people in the book *The New York City Story: Then and Now*. Your job is to find what the book says about them and to take notes in the tables on the following pages. (A few of these people didn't live here, but they are **honorary New Yorkers** because of some important connection to the city.)

Who's Who in New York

- | | | |
|--------------------------|------------------------|--------------------|
| • Henry Hudson | • John, Washington & | • Walt Whitman |
| • Peter Minuit | Emily Roebling | • Langston Hughes |
| • Peter Stuyvesant | • Frederick Bartholdi | • Arturo Schomburg |
| • George Washington | • Frederick Douglass | • Jackie Robinson |
| • Abraham Lincoln | • Susan Smith McKinney | • Rita Moreno |
| • Fiorello LaGuardia | Stewart | • Yo Yo Ma |
| • Frederick Law Olmstead | • David Dubinsky | |

Your job:

- A.** There are six tables on the following pages. Each table has a group of three New Yorkers (or honorary New Yorkers). *You will work on one table per week.* With a partner or group of 3 students, find and take notes in the table on the following information. **After six weeks**, you will have completed the set of six tables.
- who they were
 - what they did in New York
 - when they did it
 - where they did it
- B.** Give a category for the people on each table: for example: artists, explorers, politicians, civil rights leaders. *(There may be more than one category on a particular table.)*

The New York City Story: Who's Who in New York?

Who are they? What did they do here? When did they do it? Where did they do it? **Category:** _____

New Yorker	Who	What	When	Where
<ul style="list-style-type: none"> Henry Hudson (honorary) 				
<ul style="list-style-type: none"> Peter Minuit 				
<ul style="list-style-type: none"> Peter Stuyvesant 				

The New York City Story: Who's Who in New York?

Who are they? What did they do here? When did they do it? Where did they do it? **Category:** _____

New Yorker	Who	What	When	Where
<ul style="list-style-type: none"> George Washington (part-time) 				
<ul style="list-style-type: none"> Abraham Lincoln (honorary) 				
<ul style="list-style-type: none"> Fiorello LaGuardia 				

The New York City Story: Who's Who in New York?

Who are they? What did they do here? When did they do it? Where did they do it? **Category:** _____

New Yorker	Who	What	When	Where
<ul style="list-style-type: none"> Frederick Law Olmstead 				
<ul style="list-style-type: none"> John, Washington, and Emily Roebling 				
<ul style="list-style-type: none"> Frederick August Bartholdi (honorary) 				

The New York City Story: Who's Who in New York?

Who are they? What did they do here? When did they do it? Where did they do it? **Category:** _____

New Yorker	Who	What	When	Where
<ul style="list-style-type: none"> Frederick Douglass (part-time) 				
<ul style="list-style-type: none"> Susan Smith McKinney Stewart 				
<ul style="list-style-type: none"> David Dubinsky 				

The New York City Story: Who's Who in New York?

Who are they? What did they do here? When did they do it? Where did they do it? **Category:** _____

New Yorker	Who	What	When	Where
<ul style="list-style-type: none"> Walt Whitman 				
<ul style="list-style-type: none"> Langston Hughes 				
<ul style="list-style-type: none"> Arturo Alfonso Schomburg 				

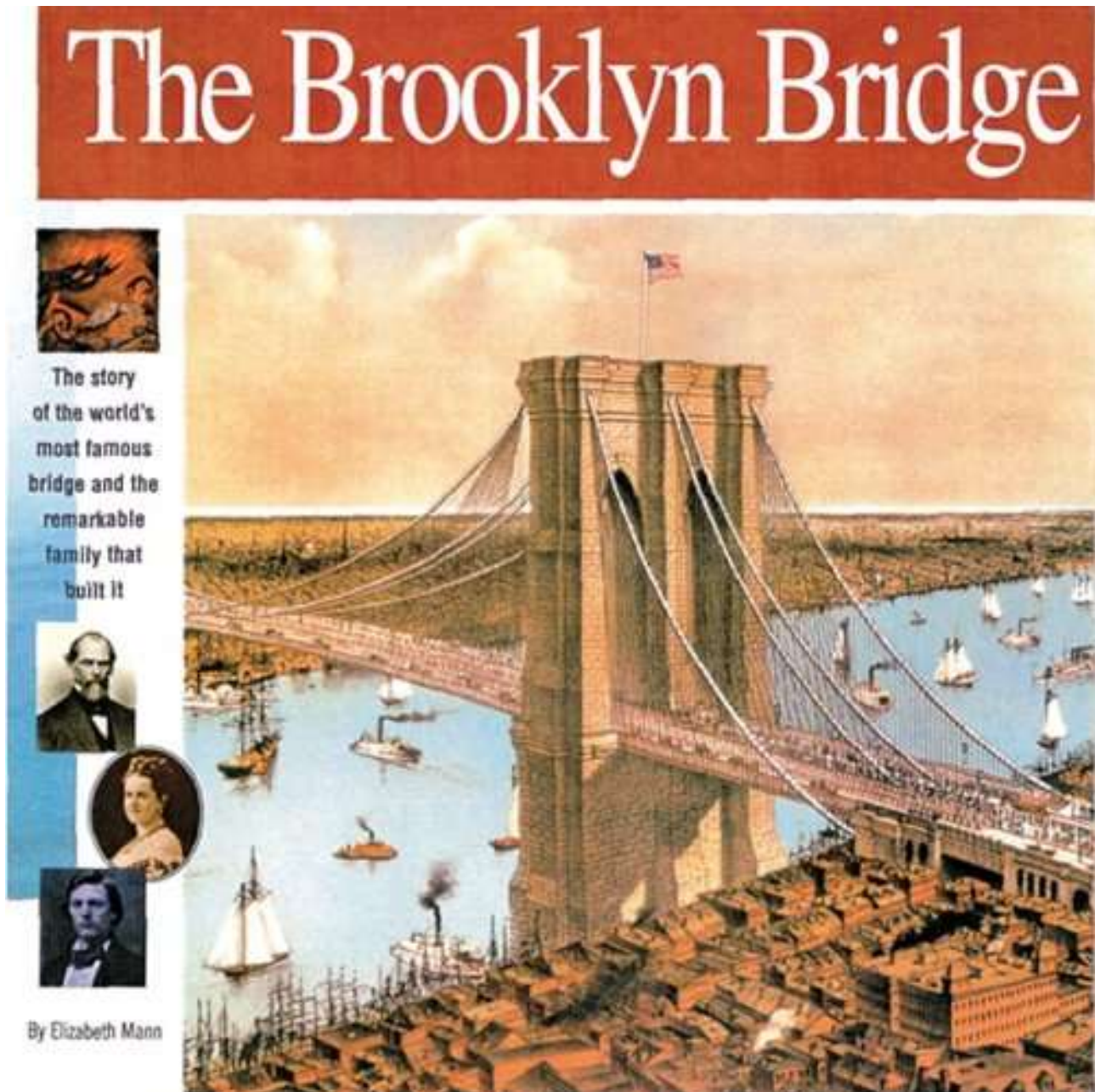
The New York City Story: Who's Who in New York?

Who are they? What did they do here? When did they do it? Where did they do it? **Category:** _____

New Yorker	Who	What	When	Where
<ul style="list-style-type: none"> Jackie Robinson 				
<ul style="list-style-type: none"> Rita Moreno 				
<ul style="list-style-type: none"> Yo Yo Ma 				

Unit 1 continued...

The Making of New York



An Introduction: The Brooklyn Bridge

This book explains how the Brooklyn Bridge was built. I divided the book into five sections. Here's a roadmap for the rest of the book. Return to this page whenever you start a new part of the book, to make sure you know which part they are building.

For each section, underline the topic. Write the topic as a title for that section. The first two are done as examples.

Part One (Pages 1 – 13)

This section of the book explains why the Brooklyn Bridge was built.

Title: *Why the Brooklyn Bridge Was Built*

Part Two (Pages 14 - 24)

This section is about building caissons. What's a caisson? Check the picture below.

Title: *Caissons*

Part Three (Pages 25 - 30)

In this section, the towers and anchorages are built. What are towers and anchorages? Check the picture below.

Title:

Part Four (Pages 31 - 41)

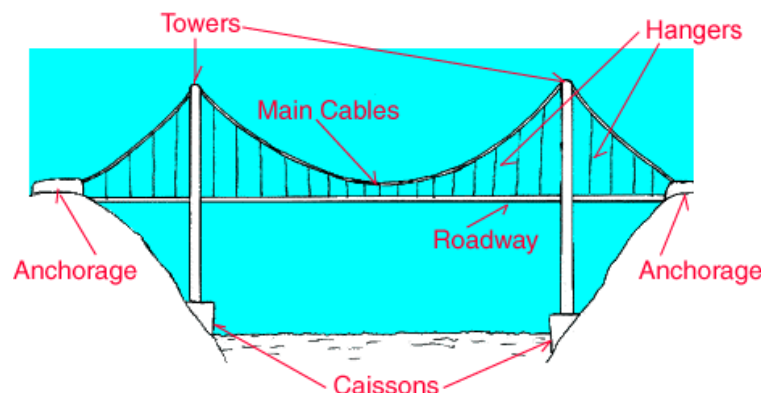
This section is about hanging the cables.

Title:

Part Five (Pages 42 - 47)

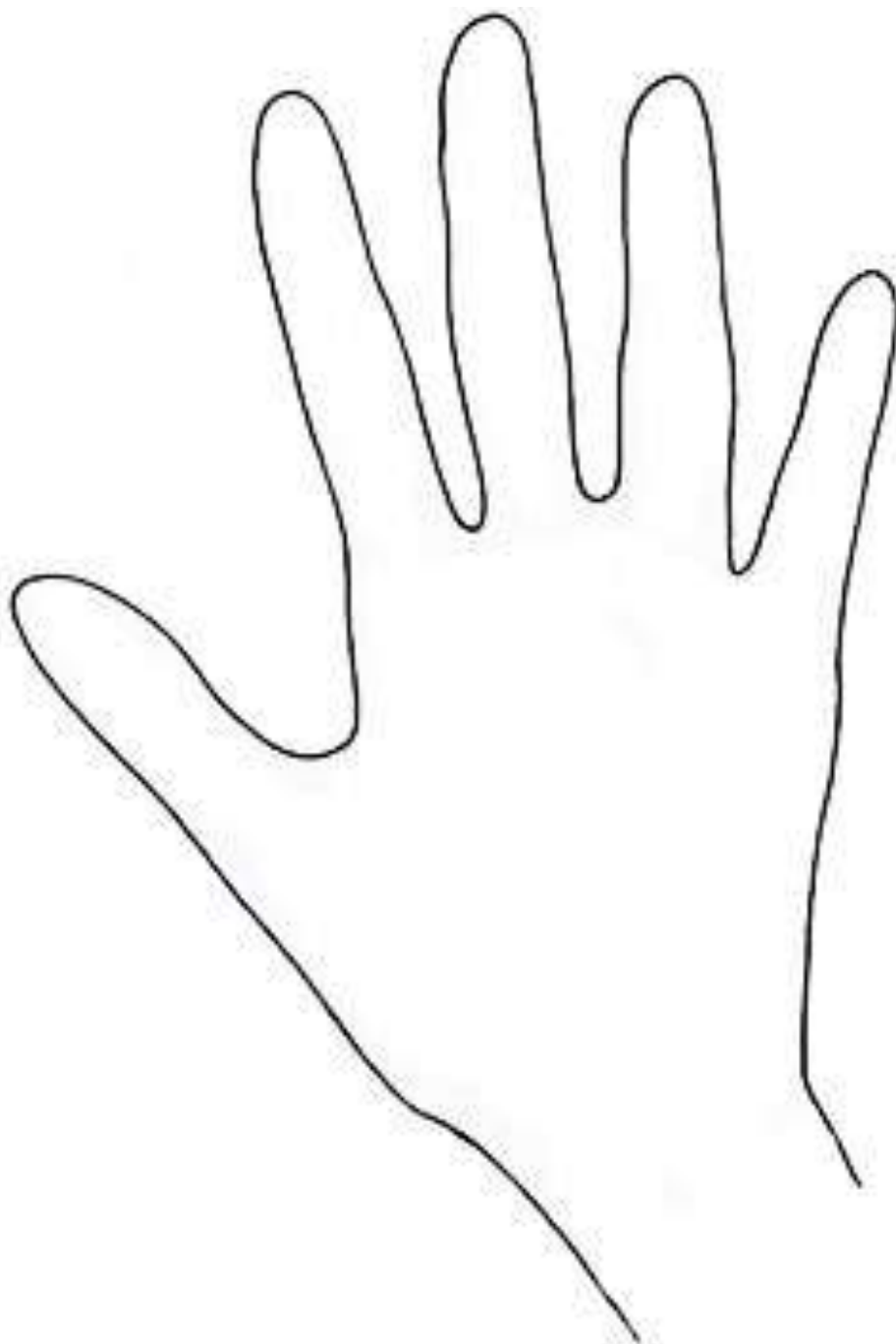
This section explains how the road was added to the bridge. It also describes the big party to celebrate the finished bridge!

Title:



The Question Hand

Questions have different parts, like a hand has different fingers. Write each part of a question on a finger, starting with the thumb. You can use your own hand to remember the parts when you form a question.



Before You Read: What Do You See...?



What do you see in this picture?

What do you think is going on in this picture?

What do you see that makes you say that?

Before You Read: Ask Questions (About the Picture)

Using the Question Hand, write questions about the image on page 4. Write one question for each question word.

Who

Who are the two people on the boat?

What

Where

When

How

Why

Before You Read: Ask Questions (About the Sentences)

Before you read the first section of our book, look at the sentences in the left column on the chart below. They come from that section. Think of some questions for these sentences.

There are two types of questions to think of: **Yes-No questions** are simple questions that require only a yes or no as an answer. Here is an example: *Do you know what time it is? Yes, it's 3pm.* **Information questions** are asked with the question words **who, what, where, when, how, and why**. The answer requires more of an explanation than a Yes, No or Maybe. Here is an example of an information question and an answer: *Where did Charlie live? He lived in a very small house.*

Ask two questions about each sentence. The first one is done as an example. **When you read**, try to find the answers to your own questions.

Quote from the Text	Your Questions
"Many liked the idea, especially those who lived in Brooklyn." (7)	1. What was the idea? 2. Why did people in Brooklyn like the idea?
"John knew it would be difficult." (8)	
"People in Brooklyn couldn't get to their jobs in New York." (13)	

Before You Read: Vocabulary

1. Take a look at this list of vocabulary from the first section. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
chunk				
seemed				
paced				
engineer				
specialty				
convince				
depend on				
current (related to water)				
confident				
desperate				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

While You Read: Vocabulary

While you read pages 1 - 13, make a list of vocabulary words that are new for you. Write the list in the left column. Then underline five new words that you would like to learn. Complete the right column for these five words.

List of Vocabulary Words	<ol style="list-style-type: none">1. Copy the sentence from the book that has this word.2. Define this word.3. Use the word in a sentence connecting the word to you or to someone that you know.

After You Read: Vocabulary

You can group words by meaning. For example, I could make a list of words related to CARS:

- tires
- gasoline
- engine
- drive
- insurance

Using the reading, make a list of words related to RIVERS. Start with words that are in the book. Then, talk with a partner and add other words that are related to rivers.

Words & Phrases Related to RIVERS

<i>Words from the book</i>	<i>Other words you know related to rivers</i>
Fulton Ferry boat	

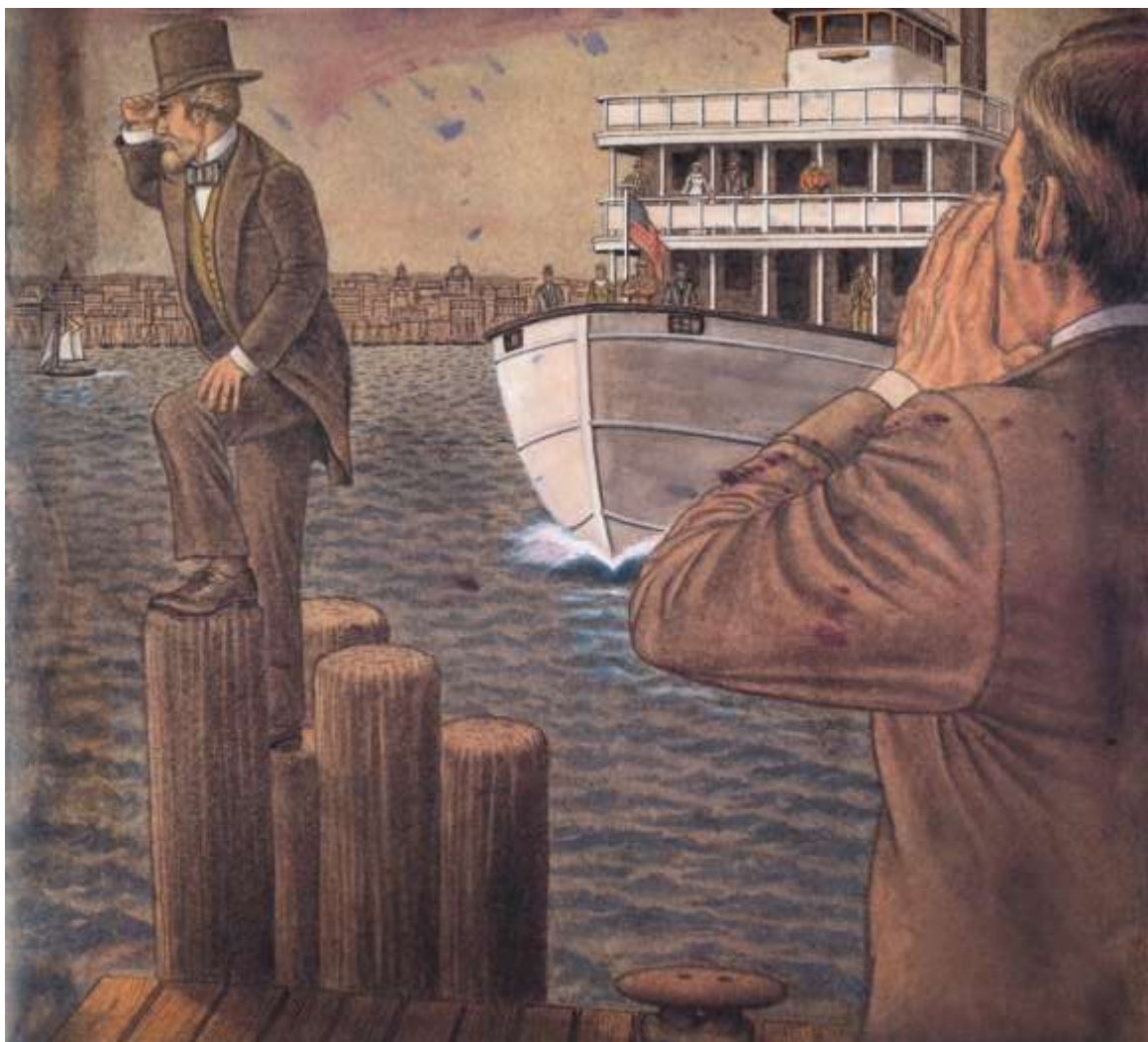
After You Read: Respond to the Book

Have you ever felt afraid of a new idea? Why do you think people are afraid of new ideas?

In the book, the quote below refers to the bridge. Can you think of another time when people were afraid of a new idea? Describe it below. What helps people get used to new ideas?

Quote from the Book	Your Response
<p data-bbox="245 1171 529 1318">“The idea was new to them, and they were afraid of it.” (12)</p>	

Before You Read: What Do You See...?



What do you see in this picture?

What do you think is going on in this picture?

What do you see that makes you say that?

Before You Read: Ask Questions (About the Picture)

Using the Question Hand, write questions about the image on page 15. Write one question for each question word.

Who	What
Where	When
How	Why

NOTE: There are two kinds of WHO and WHAT questions.

1. When you know the subject, as in “Who does he live with?” and “What are you doing?”
2. When you don’t know the subject, as in “Who is talking?” and “What happened?”

Before You Read: Vocabulary

1. Take a look at this list of vocabulary from the first section. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
design				
approaching				
shock				
inexperienced				
foundation				
urgent				
pressure				
extinguished				
century				
construction				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

While You Read: Vocabulary

While you read pages 14 - 24, make a list of vocabulary words that are new for you. Write the list in the left column. Then underline five new words that you would like to learn. Complete the right column for these five words.

List of Vocabulary Words	<div>1. Copy the sentence from the book that has this word.</div> <div>2. Define this word.</div> <div>3. Use the word in a sentence connecting the word to you or to someone that you know.</div>

After You Read: Vocabulary

You can group words by meaning. For example, I could make a list of words related to CARS:

- tires
- gasoline
- engine
- drive
- insurance

Using the reading, make a list of words related to HEALTH and the HUMAN BODY. Start with words that are in the book. Then, talk with a partner and add other words that are related to health.

Words & Phrases Related to HEALTH & the HUMAN BODY

<i>Words from the book</i>	<i>Other words you know related to health & the human body</i>
Foot injury	

After You Read: Main Ideas

Match the beginnings of the sentences to the ends of the sentences. Copy the ending after the beginning. When you are done, this page should be a short summary of this section.

1. John Roebling ... *died after his foot was injured.*

2. Washington Roebling ...

3. The first parts of the bridge to be built were ...

4. Caissons ...

5. A fire ...

6. The caisson closer to Brooklyn ...

7. The caisson closer to Manhattan ...

8. Workers got sick because ...

a. went almost 80 feet below the river and never hit bedrock.

b. ... of the change in air pressure.

c. ... took over the building of the Brooklyn Bridge after his father died.

d. ... are big wooden boxes in the river.

e. ... hit rock more than 40 feet below the river.

f. ... under water.

g. ... started in one of the caissons.

~~h. ... died after his foot was injured~~

Before You Read: Ask Questions (About the Sentences)

Before you read the next section of our book, look at the sentences in the left column on the chart below. They come from that section. Think of some questions for these sentences.

There are two types of questions to think of: **Yes-No questions** are simple questions that require only a yes or no as an answer. Here is an example: *Do you know what time it is? Yes, it's 3pm.* **Information questions** are asked with the question words **who, what, where, when, how, and why**. The answer requires more of an explanation than a Yes, No or Maybe. Here is an example of an information question and an answer: *Where did Charlie live? He lived in a very small house.*

Ask two questions about each sentence. The first one is done as an example. **When you read**, try to find the answers to your own questions.

Quote from the Text	Your Questions
“She was his only contact with the world outside his sickroom.” (26)	
“She won the respect of all the workers.” (26)	

Before You Read: Vocabulary

1. Take a look at this list of vocabulary from the first section. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
contact				
progress				
calm				
overcome				
prejudice				
endured				
cranes (noun)				
stupendous				
sagging				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

While You Read: Vocabulary

While you read pages 25 - 30, make a list of vocabulary words that are new for you. Write the list in the left column. Then underline five new words that you would like to learn. Complete the right column for these five words.

List of Vocabulary Words	<div>1. Copy the sentence from the book that has this word.</div> <div>2. Define this word.</div> <div>3. Use the word in a sentence connecting the word to you or to someone that you know.</div>

After You Read: Summarize

Complete the sentences below in your own words. Focus on the main ideas—don't include too much detail. When you are done, this page should be a short summary of this section. The first one is done as an example.

Emily Roebling ... *took over after Washington got sick. This was unusual because women didn't work in construction at that time. She learned a lot about engineering and was calm, so people liked her.*

Building the towers was different from the caissons because ...

The anchorages ...

Before You Read: What Do You See...?

Choose one of the pictures to discuss with a partner.



What do you see in this picture?

What do you think is going on in this picture?

What do you see that makes you say that?

Before You Read: Ask Questions (About the Picture)

Using the Question Hand, write questions about the images we just discussed. Write one question for each question word.

Who	What
Where	When
How	Why

NOTE: There are two kinds of WHO and WHAT questions.

1. When you know the subject, as in “Who does he live with?” and “What are you doing?”
2. When you don’t know the subject, as in “Who is talking?” and “What happened?”

After You Read: Summarizing with Picture Prompts

Describe how each of these pictures is related to the book.



Photo # NH 53991 Mizzen topmen of USS Galena



- http://test.actuant.com/userfiles/image/cid1/steel_cable.jpg
- <http://www.history.navy.mil/photos/images/h53000/h53991.jpg>
- <http://www.farmcollector.com/~media/Images/FCM/Editorial/Blogs/Looking%20Back/Tidbits%20from%20Old%20Rural%20New%20York%20Newspapers/New-York-Tribune-1880.jpg>

Before You Read: Draw to Review

Without looking back at your notes, draw the Brooklyn Bridge and label its parts: **caissons**, **towers**, **anchorages**, and **cables**. What's missing?

Before You Read: What Do You See...?



What do you see in this picture?

What do you think is going on in this picture?

What do you see that makes you say that?

Before You Read: Ask Questions (About the Picture)

Using the Question Hand, write questions about the image we just discussed. Write one question for each question word.

Who	What
Where	When
How	Why

NOTE: There are two kinds of WHO and WHAT questions.

1. When you know the subject, as in “Who does he live with?” and “What are you doing?”
2. When you don’t know the subject, as in “Who is talking?” and “What happened?”

Before You Read: Vocabulary

1. Take a look at this list of vocabulary from the first section. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
remained				
beams				
pedestrian				
elegant				
arches				
pattern				
ceremony				
binoculars				
in honor				
struggle				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

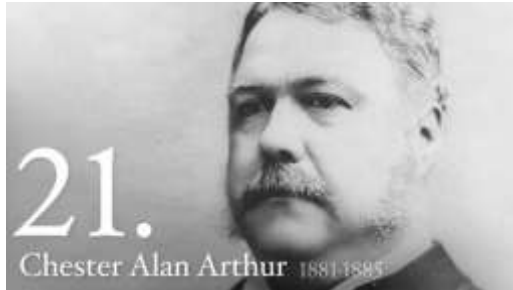
While You Read: Vocabulary

While you read pages 42 - 47, make a list of vocabulary words that are new for you. Write the list in the left column. Then underline five new words that you would like to learn. Complete the right column for these five words.

List of Vocabulary Words	<div>1. Copy the sentence from the book that has this word.</div> <div>2. Define this word.</div> <div>3. Use the word in a sentence connecting the word to you or to someone that you know.</div>

After You Read: Summarizing with Picture Prompts

Describe how each of these pictures is related to the book.



- http://www.whitehouse.gov/sites/default/files/first-family/masthead_image/21ca_header_sm.jpg?1250879140
- <http://gardnerkansas.gov/images/uploads/ParksRecreation/Parks%20Home%20Page/petoskey-fireworks.jpg>
- http://www.dayjob.com/images/pic_part_time_law_degree_london.jpg

Brooklyn Bridge Project: Part I

Imagine that you are a newspaper reporter writing an article about the new Brooklyn Bridge. You attend the opening ceremony of the bridge and interview many people for your article. (Assume they are all alive!)

With a partner, think of three serious questions to ask each of the following people. The questions should be about the planning and building of the bridge, the personalities of the main participants in the bridge story, and the importance of the bridge.

	Questions
John Roebling	
Washington Roebling	
Emily Roebling	

A worker
in the caissons

A person
from Brooklyn
at the opening
ceremonies

The President
of the U.S.
at the opening
ceremonies

A visitor who sees
the bridge for the
first time

Brooklyn Bridge Project: Part 2: Essay

Choose two people from the list of interviewees, and imagine that you are answering the newspaper report's questions to them. Include many details in your answers—write at least 5-6 sentences in response to each question.

Then, type up your two interviews in interview format. Add a few extra lines around the three main questions so that it all makes sense as a conversation. See the example below.

Interview with a Rigger

Interviewer: You're one of the riggers Frank Farrington hired to work on the Brooklyn Bridge's cables. Right?

Rigger: Yes, sir.

Interviewer: Could you tell us about your work? Was it hard?

Rigger: Sure. We worked way high up in the air. First, we had to make the wire ropes – the cables – from individual wires, and join them into the main cables. Then we had to connect the suspenders and diagonals. Was it hard? Sure it was. Even though I was used to working high up and I had a lot of experience, working on the Brooklyn Bridge was the most difficult job I ever had. We used ropes to hold us while we were working, but when the winds blew, you felt like you could be blown over; you could barely catch your breath. But the pay was good, \$2.25 to 3 bucks a day.

Interviewer: What did you think about Emily Roebling managing the bridge construction?

Rigger: Emily was excellent in the way she took over direction of the work after her husband got sick. We were used to the old man, and so, at first we didn't pay any attention to her. After all, she was just a woman. But she really showed us! We all appreciate the way she helped to complete the bridge her father-in-law and her husband had started.

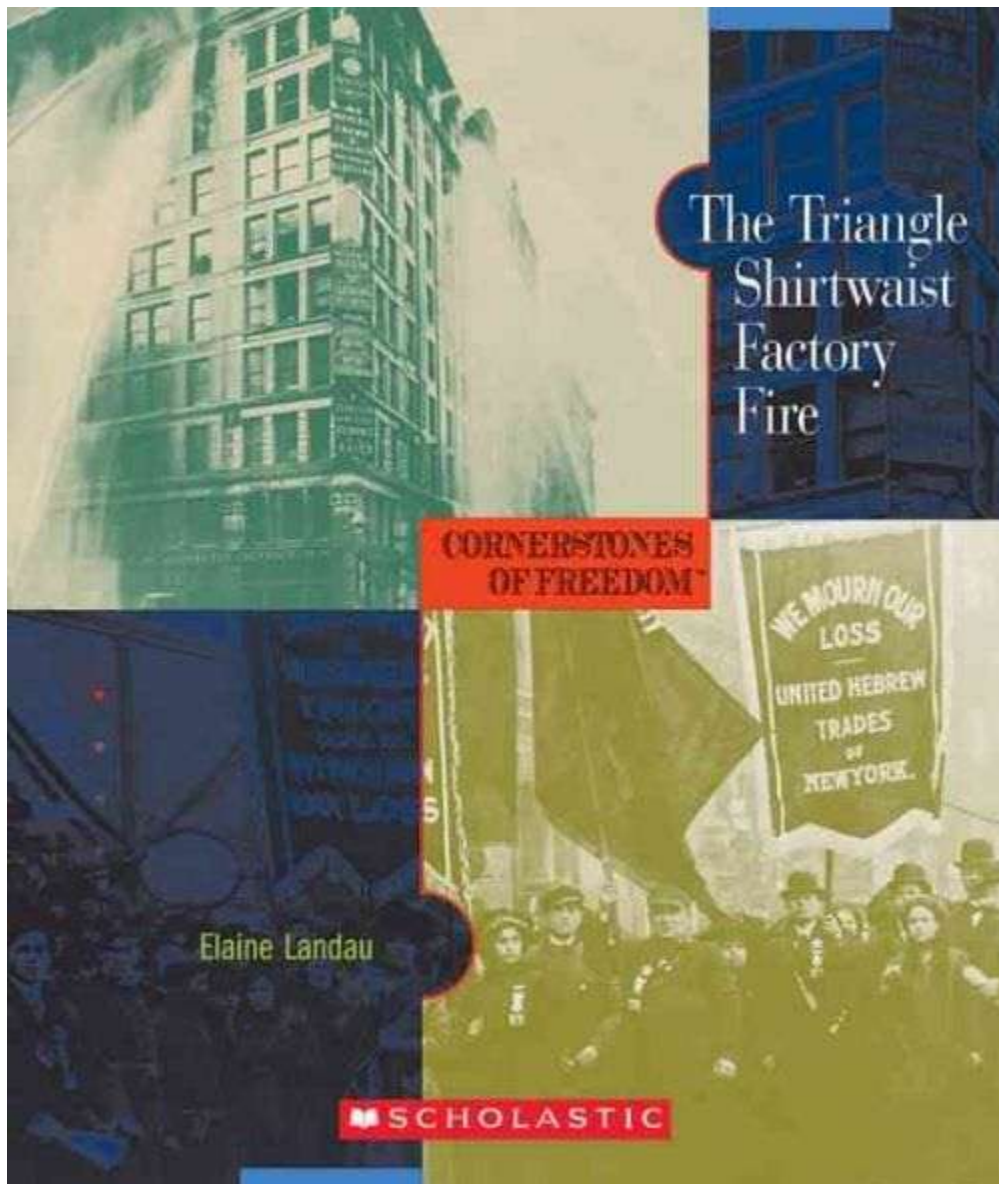
Brooklyn Bridge Project: Part 3

Form groups of three. Every group will have two actors and a director, and each group will perform one of the written interviews. Follow the steps:

1. Decide what your roles will be. Two people will be actors: one will be the newspaper reporter, and one will be interviewed. One person will be the director.
2. Everyone in the group needs a copy of the interview.
3. Find a place to practice. The director is in charge. The director will give feedback to the actors in three areas:
 - a. Volume. Are the actors talking loud enough to be heard from the back of the room?
 - b. Acting. Can the actors do anything to make the interview more interesting?
 - c. Pronunciation. Are the actors pronouncing the words correctly?
4. Practice acting out the interview 4 times. The first time, just get used to reading the text out loud. Read it slowly. Make sure to speak loudly.
5. Read the interview again, but this time, think about expression and acting. How can you make it come to life? (The director should give direction!)
6. Practice the interview two more times.
7. Perform the interview for the entire class, as if you were on a TV show!

You can also go to the Brooklyn Bridge, with a video camera and microphone, and record the interviews on location!

Unit 2: Made in New York



Before You Read: What is happening in this picture ...?

Look at the picture carefully. We will discuss it together using the questions below. First, make a list of vocabulary related to the picture.



<http://www.ilr.cornell.edu/trianglefire/primary/photos/illustrations>

- What do you see in this picture?**
- What do you think is happening in this picture?**
- What do you see that makes you say that?**
- What more can you find?**

***Before You Read:* What is happening in these pictures ...?**

For the next set of photos, work with a small group.

- A.** Each group will be assigned **one** picture. Look carefully, and discuss the photo. Ask and answer the same questions that we used together.
- **What do you see in this picture?**
 - **What do you think is happening in this picture?**
 - **What do you see that makes you say that?**
 - **What more can you find?**
- B.** With your group, make a list of **three or more new words** related to the picture.

What is happening in this picture ...?



http://www.upi.com/News_Photos/gallery/Remembering-the-Triangle-Shirtwaist-Fire/4809/?sg

What do you see in this picture?
What do you think is happening in this picture?
What do you see that makes you say that?
What more can you find?

What is happening in this picture ...?



<http://www.kpbs.org/news/2011/may/16/american-experience-triangle-fire/>

What do you see in this picture?
What do you think is happening in this picture?
What do you see that makes you say that?
What more can you find?

What is happening in this picture ...?



http://www.upi.com/News_Photos/gallery/Remembering-the-Triangle-Shirtwaist-Fire/4809/?sg

What do you see in this picture?
What do you think is happening in this picture?
What do you see that makes you say that?
What more can you find?

What is happening in this picture ...?



http://www.upi.com/News_Photos/gallery/Remembering-the-Triangle-Shirtwaist-Fire/4809/?sg

What do you see in this picture?
What do you think is happening in this picture?
What do you see that makes you say that?
What more can you find?

New Groups: What is happening in these pictures ...?

In this activity, you will share what your ideas about your picture with a new group of students. Here is what to do:

- A.** Make new groups with one member from each of the previous groups. Look at the five pictures **one at a time**. Talk about your picture. Share the ideas and words from your previous group.
- B.** After each group has talked about all the pictures, discuss the pictures together as a whole class.

Before You Read: Make Predictions

The title of the next book is ***The Triangle Shirtwaist Factory Fire***. The photographs you looked at all connect to the true story in the book.

A. Discuss the following questions with a partner:

1. What do you think the book is about?
2. What kind of factory was the Triangle Shirtwaist Factory?
3. What do you think a “shirtwaist” is?
4. When do you think the fire happened?
5. How do you think it happened?
6. What other ideas do you have?
7. Why do you think this event is still important to learn about today?

B. With a partner, try to put the pictures on the previous pages in chronological order. What do you think happened first, second, third, etc.?

Take notes on the order of the pictures here:

Before You Read: More Predictions

True/False predictions: Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. When you read the book, see what you find out. If any statement is false, rewrite it so it is true.

Statement	T	F
1. The Triangle Shirtwaist Factory made delicious sweet triangle-shaped pastries.		
2. More than 50 workers died in the Triangle Shirtwaist Factory fire.		
3. Most of the workers in the factory were immigrants.		
4. All of the workers in the factory were women.		
5. An unhappy worker started the fire as a protest.		
6. An exit door was locked during the fire.		
7. Most workers escaped the fire safely by using the fire escape.		
8. The factory owners were put on trial and found not guilty.		
9. Some positive changes happened as a result of the fire.		
10. The Triangle Shirtwaist Factory fire was the worst industrial accident in the history of New York City.		

Before You Read: Vocabulary

1. A **garment** is a piece of clothing. The Triangle Shirtwaist Factory was a **garment factory** that made **shirtwaists** (a shirtwaist = a type of button-down shirt for women that was very popular at that time).



2. Take a look at this list of key vocabulary from the book. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
sewing				
blouses				
garment				
smoke				
horror				
flame				
struggle				
narrow				
exit door				
race				
flee				

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
avoid				
trapped				
burning				
survive				
leading to				
the worst				
fire escape				

3. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.

4. Sort all the words into these three categories:

Words related to fire	Words related to garment factories	Other words

5. Can you think of any other words for the first two groups? Work with a partner and add as words. Go back to the pictures and find more.

While You Read: Vocabulary

While you read the first three pages, notice the vocabulary words that are new for you. Write the list in the left column. Then underline **five new words** that you would like to learn. Complete the chart for these five words.

List of Vocabulary Words	<div>1. Copy the sentence from the book that has this word.</div> <div>2. Define this word, and give the part of speech (as used in the book).</div> <div>3. Use the word in your own sentence.</div>

While You Read: Take Notes on the Main Ideas

A. While you read pages 3-5, use the chart to take notes on the most important information.

<p>Who are the people? What do you know about them?</p>	<p>What are the most important events and information?</p>
<p>Where did this happen?</p>	
<p>When did this happen?</p>	

B. Can you check (and correct) any of the True/False statements yet?

Before You Read: Ask Questions

You already have a basic idea about the main event in the book. What else do you want to know about the Triangle Factory and the fire?

A. Before you continue reading the book, ask your own questions. In your notebook, write:

1. 3 *information questions*. (Who, What, Where, When, How, Why...)

•

•

•

2. 3 *Yes/No questions*.

•

•

•

B. Share your questions with a partner, and check your questions for correct verb tense and question form. (Use the question hand!) After we read the book, we will return to these questions to see if we can answer them.

Before You Read: “Working in a Sweatshop” Vocabulary

1. How familiar are you with these words or phrases from pages 5-9?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
sweatshop				
underpaid				
labor				
majority				
employees				
skill				
to be fired				
profits				
wages				
unions				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Which of these words are nouns?
5. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or something that you know.

Before You Read: “Working in a Sweatshop” Predictions

True/False predictions: Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. When you read the book, see what you find out. If any statement is false, rewrite it so it is true.

Statement	T	F
1. Sweatshops were common in the United States in the early 1900s.		
2. The majority of employees at the Triangle Shirtwaist Company were young immigrants from Mexico about 25-30 years old.		
3. Workers at the Triangle Factory usually worked around 9 hours a day, 6 days a week.		
4. Garment workers were paid by the hour.		
5. Garment workers had good job security.		

While You Read: Redo the True/False activity above.
Rewrite any false statements to make them true.

While You Read: “Working in a Sweatshop” Vocabulary

1. Find three or more adjectives that describe the work environment in sweatshops.
2. What does the prefix “un” mean?
3. **work – worker:** Which is the person, and which is the action? Find two other word pairs in the reading that fit this pattern. What other words do you know that fit this pattern? What –er words can you use for yourself?

Before You Read: “Inside the Factory” Vocabulary

1. Label the parts of the blouse: **sleeves**, **cuffs**, **torso** (or **body**).



2. Take a look at this list of vocabulary. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
sewing machines				
expected				
produce (verb)				
aisles				
fabric				
patterns				
bins				
scraps				
tissue paper				
signs				
ignore				

3. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
4. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
5. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or something that you know.

While You Read: “Inside the Factory” Vocabulary

1. Find as many new words related to **fire** as you can. What are they?

2. Choose three words that you would like to learn, and complete the chart below.

Vocabulary Words	1. Copy a sentence from the book with the word. 2. Define the word, and give the part of speech (as used in the book). 3. If possible, find <u>a picture</u> in the book that shows the meaning of this word. Write the page number.

While You Read: “Inside the Factory” Take Notes

Take notes on what you learn about the **workers**, the **work** they do, the **building and conditions** in the factory and any **problems** in the factory. Take **three notes for each category**. You can review and include important information from the preceding pages of the book, too. Compare your notes with a partner.

the workers

the factory building and conditions

the work

problems in the factory

After You Read: “Inside the Factory” Discussion About Work

Discuss the following questions with a partner.

1. What were some positive things about working at the Triangle Shirtwaist Factory?
2. What were some negative things about working there?
3. Identify as many things as you can in the photograph on page 11. Use words from the vocabulary lists.
4. What is happening in the photograph on page 9? Discuss it with your partner.
5. Do you think unions are important? Why or why not? Do you have any personal experience with unions?
6. Think about a job you have now, or a job you had in the past. What is the job? What are some good things about the job? What are some problems you have (or had) at work?
7. Do you think that factory jobs are better, worse, or the same now compared to the time of the Triangle Factory? Explain your reasons.

Journal writing: After you talk about these questions, write for fifteen minutes in a journal about number 6 or number 7. Do not worry about making mistakes. The purpose is to express your ideas.

Before You Read: Vocabulary Review & Preview

1. Vocabulary brainstorm: ***Without looking at your notes, assignments or book,*** list as many words as you can related to each of these topics:

Words related to fire	Words related to garment factories	Words related to work

2. Now, review your assignments, vocabulary lists and book to find additional words for each group. Write them down.
3. Circle the words you already know and can use.

***Before You Read:* Vocabulary Review & Preview—Categories**

Here are two more categories. What words do you know that are related to these topics?

Words related to an emergency	Words related to a factory (or other building)

Before You Read: “Fire” Sentence Work

In this activity, you will read sentences from the next part of the book. You will use the sentences to:

1. **Build Vocabulary**
2. **Form Questions**
3. **Make Predictions**
4. **Paraphrase**

1. **Build Vocabulary**

To build your vocabulary, choose a word or phrase in the sentence that you want or need to know in order to understand the sentence. Based on the other words in the sentence, what do you think it means? Discuss with a partner and then use a dictionary to check the meaning.

2. **Form Questions**

A sentence contains information and ideas. When you read a sentence, it often answers some questions, but it also elicits new questions. These questions are the key to getting more information and ideas. As a pre-reading activity, write at least one question (**who, what, where, when, how, how many, how much, why...**) in response to sentences from the book. Share your question(s) with a partner. When you read the book, try to find answers to your own questions.

3. **Make Predictions**

Often, you can make a prediction based on the information in a sentence. In this activity, make predictions based on sentences from the book. Your prediction can be about something that happened, why it happened, how it happened, who the sentence is talking about, or what the sentence is talking about. With a partner or small group, discuss your predictions. When you read the text, you will find out what really happened and check the accuracy of your predictions.

4. **Paraphrase**

When you paraphrase a sentence, you rewrite it in your own words. If the sentence is a long one, you can paraphrase it in more than one sentence. To be able to paraphrase accurately, it's important to understand the main idea and key details of the sentence. In this activity, you will practice identifying the main ideas and key details of selected sentences of text. You will practice paraphrasing, an essential skill for language learning and for college students

Before You Read: “Fire” Sentence Work

Here are examples of the activities on the previous page.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“That was when he saw the first sparks of fire.” (14)	sparks: Fire makes sparks. Sparks jump out of fire.	When did he see sparks? What did he do? Who was he?	When he saw sparks, he yelled out, “Fire!” When he saw sparks, he ran for water.

Before You Read: “Fire” Sentence Work

Do one of the activities for *each* sentence in the left column.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“The entire factory was filled with flammable material to fuel the flames.” (14)			
“But when they turned on the valve, no water came out.” (16)			

Paraphrase one of the sentences in the left column:

Before You Read: “Fire” Sentence Work

Do one of the activities for *each* sentence in the left column.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“The door to the stairway leading to the Washington Place exit was locked.” (17)			
“The owners had done this to prevent theft.” (18)			

Paraphrase one of the sentences in the left column:

Before You Read: “Fire” Sentence Work

Do one of the activities for *each* sentence in the left column.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
<p>“It didn’t stop on the ninth floor because it was already overcrowded.” (22)</p>			
<p>“The professor and his students quickly got hold of some ladders that had been left by painters.” (23)</p>			

Paraphrase one of the sentences in the left column:

Before You Read: “Fire” Sentence Work

Do one of the activities for the sentence in the left column.

Quote	Build Vocabulary	Ask a Question	Make a Prediction
“It was narrow and in poor condition, but that didn’t matter to the desperate workers hoping to use it.” (24)			

Paraphrase the sentences in the left column:

While You Read: “Fire” Take Notes

There are many details in this long part of the book. Focus on the main ideas, and use the chart to take notes on ***a few of the most important details.***

how the fire started	why the fire spread
efforts to put the fire out	problems putting the fire out
ways to escape the building	why many workers could not escape

Before You Read: Vocabulary

1. Take a look at this list of vocabulary. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
disbelief				
faint				
identification				
recognizable				
pier				
victims				
relatives				
upset				

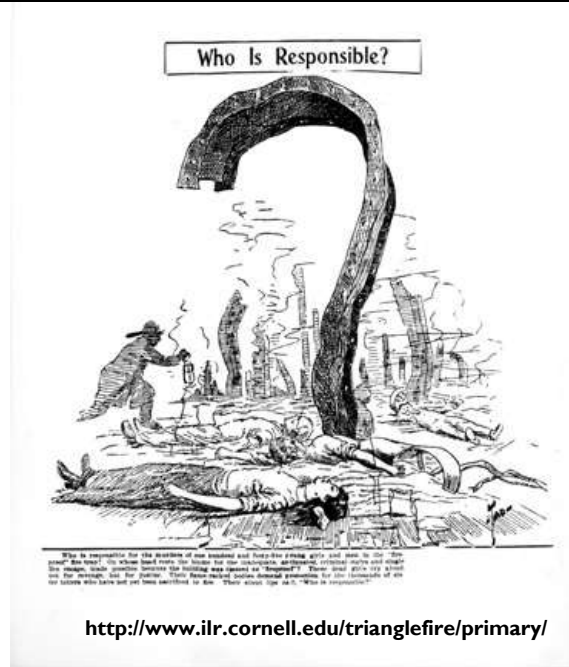
2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or something that you know.

After You Read: **Main Ideas**

1. How long did the fire last?
2. How many garment workers died?
3. What happened after the fire was put out?

Before You Read: “Who is to Blame?” – Your Opinion

Who was **responsible**? = Who was **to blame**? = Who was **at fault**?



1. What do you think? Who do you think was most responsible for the tragedy at the Triangle Factory? Why?
2. Who else could people blame?
3. Do you think there should be punishment for what happened? How? Why? What kind?
4. Study the cartoon on page 31, and discuss the meaning with a partner. Do you agree with the idea? Why or why not?

Agree or Disagree:

A tragic fire like the Triangle fire could not happen in New York City today.

Before You Read: “Who is to Blame?” Vocabulary

1. Take a look at this list of vocabulary. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I’ve seen it, but don’t know it.	I’ve never seen it.
uproar				
fire hazards				
defense				
overworked				
underpaid				
justice				
rallies				
protests				
mourn				
protect				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn’t.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Read page 31 and the sidebar on page 32. While you read, notice the vocabulary words and any other words you want to learn.

After You Read: “Who is to Blame?” Topics and Main Ideas

1. After you read, identify **the topic and main idea of each paragraph** on page 31. Compare your answers with a partner. (*The first paragraph is done for you.*)

- a. **Paragraph 1**

Topic: Public reactions to the fire

Main Idea: People were very upset and blamed the building department.

- b. **Paragraph 2:**

Topic:

Main Idea:

- c. **Paragraph 3:**

Topic:

Main Idea:

2. Identify the topic and main idea of **the sidebar** (the text to the left of the picture) **on page 32**. Discuss your answer with a partner.

Topic:

Main Idea:

***Role-Play:* Newspaper Reporters**

Imagine you are a newspaper reporter in New York City in 1911. You just found out about a fire at the Triangle Shirtwaist Factory. You are going to interview witnesses and report the story. To prepare for the interviews:

1. Work in pairs. Together, write at least five questions to ask people about the fire.
2. To help you brainstorm questions, think about the different people you want to speak to and the questions you want to ask them.
3. Check your question forms and verb tenses.
4. Share your questions with the whole class.
5. Add your favorite questions from the class set to your own list.
6. Hold on to your questions. See the next page for the next step of the activity...

Role-Play: Interviewees

Change hats for a moment. Imagine that you are one of the people involved in the fire: *workers, factory owners, relatives of workers...*

1. Isaac Harris
2. Max Blanck
3. Yetta Lubbitz (p.3-4)
4. Isidore Abramowitz (p.14-15)
5. Sam Bernstein (p.15-16+)
6. Dinah Lipschitz (p.16)
7. Mary Alter (p.16)
8. Louis Senderman (p.16)
9. Pauline Cuoio Pepe (p.18)
10. Ida Cohen (p.18)
11. Louis Brown (p.18-19)
12. Joseph Zito (p.19)
13. Gaspar Mortillalo (p.19)
14. Cecilia Walker (p.21)
15. Max Blanck's two daughters (p.21-23)
16. Benjamin Levy (p.24-25)
17. Sam Levine (p.27)
18. William Shepherd (p.28-29)
19. Clara Nussbaum (p.29-30, p.7)
20. George McAneny (p.31)
21. a worker on the 8th floor
22. a worker on the 9th floor
23. a worker on the 10th floor
24. a firefighter
25. a policeman
26. a law student at New York University
27. a member of the International Ladies' Garment Workers Union

Pick a slip of paper from a hat. On the paper is one of these people. Who are you?

Take notes about your person and your experience of the fire. You will be interviewed by a newspaper reporter. You will be an **interviewee**. (You have fifteen minutes to take notes and prepare to be interviewed.) Look in the book to find relevant information. Use your imagination, too.

Role-Play: Newspaper Reporters and Interviewees

It's time for the interviews. Here's how we will do it:

1. **Divide into two groups.** Half the class (Group 1) will be the newspaper reporters. Half the class (Group 2) will be the people on the slips of paper.
2. **Group 1:** You are the **newspaper reporters**. You are going to interview people about the fire.
3. **Group 2:** You are the **people on the slips of paper**. You're going to be interviewed by a newspaper reporter. You are going to talk to a newspaper reporter about the fire *from the point of view of your character*.
4. **Work in pairs:** One reporter and one interviewee.
5. **Reporters:** Ask your questions. Take notes on the answers.
6. **Interviewees:** Answer the reporter's questions and tell your story about the fire.
7. **Reporters:** After the first interview, find a new person to interview. Take notes.
8. **After two interviews,** switch hats! Now, everyone who was a reporter will be an interviewee. Everyone who was an interviewee will be a reporter.
9. **Reporters:** Interview two people, one at a time! Take notes!

Essay 4: Fire at the Triangle Shirtwaist Factory: A Newspaper Story

You are a newspaper reporter. There was just a fire at the Triangle Shirtwaist Factory. The editor has assigned you to **“cover the story.”**

Keep in mind: This is new news! There was no radio at the time of your article. There was no internet. There was no Twitter! You have an important job. You need to report and explain the event clearly so the readers of your newspaper will “get the picture.”

Before you write, discuss these questions with a partner:

1. What information does the reader need to know?
2. What words and expressions do you need to include?
3. How can you start the story to make the reader want to read it?
4. What did the people you interviewed say about the fire?

Remember: This is not an opinion essay. This is a newspaper report. Your job is to report the facts. Of course, the people you interviewed might have different information about what happened. Report what they said to you.

Use the expression, “According to...”

Reflection: After you write, reflect the role-play and writing activity.

- What did you like about the activity?
- What was difficult for you?
- What did you learn from it?
- Share your draft of your newspaper report with a classmate.

Before You Read: “The Trial” Vocabulary

1. These words are related to trials. How familiar are you with them?

	I know this word well and use it.	I have an idea of the meaning.	I’ve seen it, but don’t know it.	I’ve never seen it.
charged with				
manslaughter				
courthouse				
murderer				
prosecutor				
convince				
jury				
guilt, guilty				
testify				
witness				
defend				
lawyer				
deny				
doubt				
evidence				
verdict				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn’t.
3. Can you think of antonyms for *guilt* and *guilty*? Write them next to the words. Share your antonyms with a partner.
4. Sort the words into these three categories:

people (nouns)	other nouns	verbs

Before You Read: “The Trial” Predictions

True/False predictions: Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner.

Statement	T	F
1. Building inspectors were put on trial for murder.		
2. Some of the factory workers testified for the defense (for the owners).		
3. The factory owners were found guilty of murder.		
4. The factory owners had to pay the victims’ families \$75 each after a civil trial.		

After you read, see what you find out. If any statement is false, rewrite it so it is true!!!

After You Read: “The Trial” – Take Notes

With a partner, complete the table with notes on five key people in the trial.

Key People	Which side? D= defense P= prosecution	Notes
		<ul style="list-style-type: none"> ➤ the owners of the Triangle Shirtwaist Factory ➤ charged with manslaughter
Charles Bostwick		

Point of View: Do you think the jury made the right decision? Why or why not? After your discussion, write in a journal about the trial from the point of view of one of the people on the chart.

Before You Read: Agree/Disagree Statements

Do you agree or disagree with these statements? Write *agree* or *disagree*. Then share your opinions with a partner or small group. Give reasons to support your opinions.

Statement	A	D
1. There was no justice for the victims of the fire.		
2. Unions make it difficult for small business to succeed.		
3. Laws are an important way to improve work conditions and safety.		

After You Finish the Book: Analyzing Cause & Effect

- A.** Explain two causes for the deaths of 146 workers at the Triangle Factory. One is done for you as an example.

1. The exit to Washington Street

The exit to Washington Street was locked.

2. The fire escape

3. The elevator

- B.** Explain three effects of the fire. One is done for you.

1. 146 workers died

146 workers died in the fire at the Triangle Factory.

2. trial

3. new worker safety laws

After You Finish the Book: Connecting Cause & Effect

1. **Cause:** The exit to Washington Street was locked.

Effect: Many 9th floor workers couldn't escape.

Connect cause and effect:

- The exit to Washington Street was locked. **As a result**, many 9th floor workers couldn't escape.
- **As a result of** the locked exit, many 9th floor workers couldn't escape.
- Many 9th floor workers couldn't escape **because** the exit was locked,
- Many 9th floor workers couldn't escape **because of** the locked exit.

2. **Cause:** 146 workers died in the Triangle fire.

Effect: Laws were passed to improve safety in factories.

Connect cause and effect:

a. Use "as a result":

b. Use "as a result of":

As a result of the deaths of 146 workers, laws were passed to improve safety in factories.

c. Use "because":

d. Use "because of":

After You Finish the Book: Main Idea or Detail?

Read the sentences about the Triangle Shirtwaist Factory fire, and decide if each sentence gives a *main idea* or a *detail*. Mark *MI* or *D*. Then compare your answers with a partner.

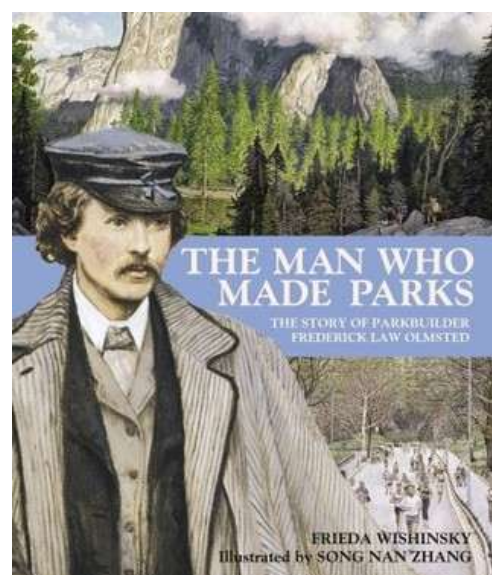
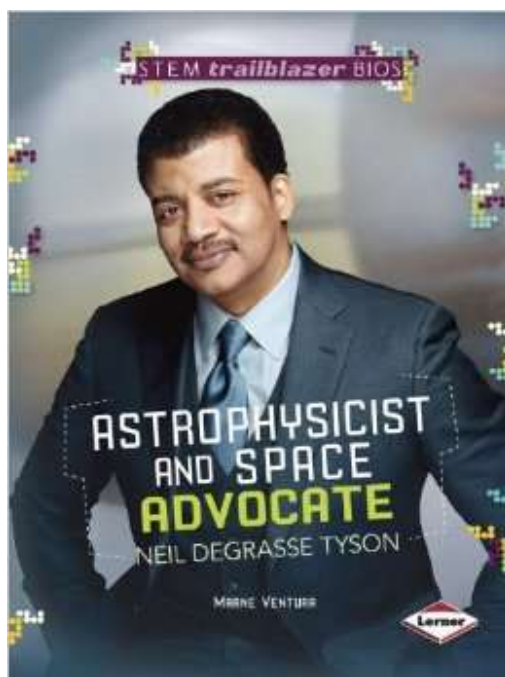
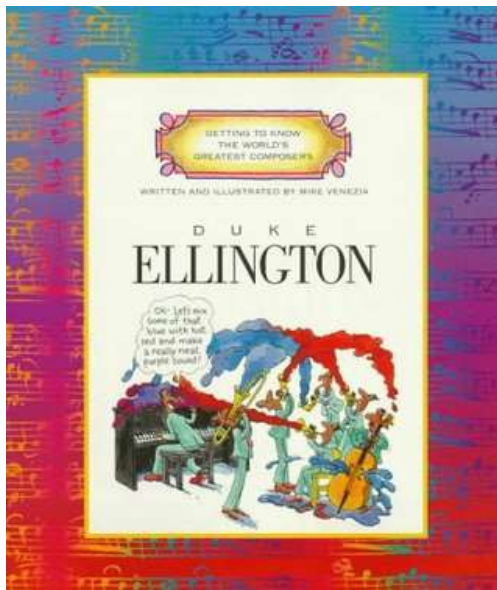
Statement	MI	D
1. The factory made 12,000 to 15,000 shirtwaist blouses each week.		
2. On March 25, 1911, a tragic fire in the Triangle Factory caused the deaths of 146 workers.		
3. Isidore Abramowitz saw the first sparks of a fire around 4:45pm.		
4. The exit door was locked, and most of the factory workers were trapped in the building without a safe way to escape.		
5. The conditions in the factory caused the fire to spread rapidly.		
6. A professor and his students at New York University helped some workers escape from the roof.		
7. After the fire, there were large protests and rallies in New York City, asking for justice and for better conditions for workers.		
8. Max Steuer defended the factory owners at the trial.		

- Prediction Guide Review:** Return to the True/False activity from the beginning of the book. Review the answers!

***Field Trip:* The Tenement Museum**

1. Visit the Tenement's Museum "Shop Life" exhibit. Participate in the "Shop Life" workshop.
2. Write a report about your trip. Detailed assignment to follow.

Unit 3 – Making It in New York



New York is... Song!

Discuss with a partner:

1. What kind(s) of music do you like?
2. Who is your favorite singer, musician or band?
3. What do you like about him, her or them?
4. What is your favorite song?
5. What is your favorite song or kind of music when you're happy? When you're sad?
6. What is your favorite song or kind of music when you are working? When you're relaxing?
7. What kind of music do your parents like?
8. What kind of music do people listen to in your country of origin?
9. Have you ever listened to jazz?
10. Do you know the names of any jazz musicians (from the past or the present)?
11. What kind of music do you think says, "This is New York!"?
12. Who are some famous New York City musicians? What are some famous NYC songs?

Who's Who in Music in New York (and who are we forgetting...)?!



Can you identify...

- Jay-Z
- Tito Puente
- Alicia Keys
- Bob Dylan
- Frank Sinatra
- Ella Fitzgerald
- Lou Reed
- George Gershwin
- John Coltrane
- The Ramones
- Beyoncé
- Gil Scott-Heron
- Billie Holiday...?

<http://www.npr.org/artists/15194299/alicia-keys>

<http://www.npr.org/artists/16318474/jay-z>

<http://www.telegraph.co.uk/culture/culturepicturegalleries/9969669/Top-ten-funeral-songs.html>

<http://www.pbs.org/wnet/americanmasters/episodes/lou-reed/about-lou-reed/687/>

http://en.wikipedia.org/wiki/Billie_Holiday

<http://johannasvisions.com/today-bob-dylan-released-bringing-it-all-back-home-in-1965-49-years-ago/>

<http://www.notablebiographies.com/Fi-Gi/Fitzgerald-Ella.html>

<http://www.elle.com/beauty/hair/punk-hairstyles-then-now-392297-7#slide-7>

<http://www.theguardian.com/music/2011/jun/17/gershwin-rhapsody-in-blue-premieres>

<http://www.musicmarauders.com/2011/08/wednesday-world-beat-remembering-tito.html>

<http://www.npr.org/2008/06/25/91859910/john-coltrane-saxophone-icon-pt-2>

<http://www.independent.co.uk/arts-entertainment/music/news/weird-web-news-beyonces-secret-online-album-release-9005234.html>

<http://blackmaps.wordpress.com/2011/05/31/aint-no-such-thing-as-a-superman-gil-scott-heron-action-comics-global-superpower/>

What do you see in this picture?



What do you see that makes you say that?

<http://www.8notes.com/biographies/ellington.asp>

Before You Read: Jazz Prediction Guide

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. (After you read the whole book and also listen to some jazz, see what you find out. If any statement is false, rewrite it so it is true.)

Statement	T	F
1. Jazz was invented by African Americans in Harlem.		
2. Jazz doesn't have lyrics (words).		
3. The saxophone, trumpet, trombone, clarinet, a piano, drums and the bathroom plunger are all used in jazz.		
4. Michelangelo and Leonardo daVinci were jazz musicians in the Harlem Renaissance.		
5. Duke Ellington and his orchestra played in the finest music halls and clubs, slept in the finest hotels, and ate in the finest restaurants all over the United States.		

Before You Read: Vocabulary

Look at the pictures on this and the next two pages. With a partner, make a list of *at least five* words related to each picture. ***Do not use the same word for more than one picture!***



Your words:

<http://soundcheck.wnyc.org/story/duke-ellington-genius-enigma/>

Before You Read: Vocabulary

With a partner, make a list of *at least* five words related to this picture. **Do not use the same word that you used for another picture!**



Your words...

<http://www.longwharf.org/aint-misbehavin-hot-spots-harlem>

Before You Read: Vocabulary

With a partner, make a list of *at least* five words related to this picture. ***Do not use the same word that you used for another picture!***



Your words:

<http://songbook1.files.wordpress.com/2013/02/duke-ellington-43-gjon-mili-l-t0f35-ss-cl.jpg>

Before You Listen: Jazz is...

A. For discussion: Look again at the pictures on the preceding pages. What do the pictures tell you about jazz?

B. Note-taking: Read the following description of jazz and take notes in the table below. Include the most important who/what/where/when information.

“The type of music Duke Ellington became famous for is called *jazz*. Jazz is an original American style of music that started right around the time Duke was born. It was invented by African Americans in the city of New Orleans. Jazz started out by taking bits and pieces of many different musical styles. Often, jazz music has a loud brass-band sound that was inspired by marching bands in New Orleans. It usually has an exciting rhythm and powerful expressive feeling that comes from two styles of music: ragtime and blues.” (page 4)

<p>Who:</p> <ul style="list-style-type: none"> <i>African Americans</i> 	<p>What:</p>
<p>Where:</p>	<p>When:</p>

Before You Read: Vocabulary (pages 3-11)

1. Take a look at this list of vocabulary from pages 3-11. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
composer				
original				
rhythm				
manners				
experienced				
accidentally				
impressed				
talented				
attention				
scholarship				
popular				
nickname				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.
5. Sort all the words into these two categories:

<i>Words related to music</i>	<i>Words you can use in many situations</i>

While You Read: Vocabulary (pages 3-11)

While you read pages 3-11, make a list of vocabulary words that are new for you. Write the list in the left column. Then underline five new words that you would like to learn. Complete the right column for these five words.

List of Vocabulary Words	<div>1. Copy the sentence from the book that has this word.</div> <div>2. Define this word.</div> <div>3. Use the word in a sentence connecting the word to you or to someone that you know.</div>

After You Read: Duke Ellington Grammar (pages 6-7)

Rewrite the paragraphs below. Put in the missing capital letters and punctuation.

1. edward kennedy “duke” ellington grew up in a loving family he was very close to his mother she always encouraged him and made sure he was brought up the right way from his father duke learned a lot of manners proper grammar and a stylish way of talking
2. while he was growing up duke was mostly interested in baseball and art one day after duke was accidentally hit in the head with a baseball bat mrs ellington decided to start duke on piano lessons she thought it would be a much safer activity duke however didn’t care for piano lessons at all as a kid and his parents finally gave up on him

Before You Read: Vocabulary (pages 12-17)

- I. Take a look at this list of vocabulary from pages 12-17. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
musician				
excitement				
doctors				
lawyers				
look down on				
trumpet				
moody				
instrument				
create				
device				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.
4. Sort all the words into these categories:

<i>People</i>	<i>Things</i>	<i>Actions</i>	<i>Feelings</i>

While You Read: Vocabulary (pages 12-17)

While you read pages 12-17, make a list of vocabulary words that are new for you. Write the list in the left column. Then underline five new words that you would like to learn. Complete the right column for these five words.

List of Vocabulary Words	<div>1. Copy the sentence from the book that has this word.</div> <div>2. Define this word.</div> <div>3. Use the word in a sentence connecting the word to you or to someone that you know.</div>

Before You Read: 20 Things, 20 Stories, 20 Minutes (page 12)



1. What do you see in this picture? With a partner, *list 20 things* you see. Share your list with another pair of students.
2. What do you think is going on in this picture? With a partner, create a story (*in only 20 minutes*)! Write 10-15 sentences to briefly tell the story. Remember to include all the story elements: *characters, setting, plot (with conflict and resolution)*!
3. Share your story with another pair of students. Ask: *What do you see that makes you say that?*

After You Read: “To make it as a musician” (Page 12)

“Duke knew that in order to make it as a musician, and be able to support his family, he and his friends would have to go to New York City. New York was where all the great jazz bands were playing.” (page 12)

1. What motivates many people to come to New York?
2. What motivated you or your family to come to New York?
3. What motivated Duke Ellington?
4. New York City has opportunity, but it is also a competitive place. Do you think the competition makes it more difficult or easier to make it here? Explain your opinion.

After You Read: The Harlem Renaissance (page 13)

“Duke loved the excitement and glamour of New York, especially a section called Harlem.”

“Harlem was where African Americans could live without having to worry about being looked down on or treated badly, as they were in most other cities at this time. Many black doctors, lawyers, teachers, writers, artists and musicians moved to Harlem. They created an exciting time in history that became known as the Harlem Renaissance.” (page 13)

Read pages 198-200 on the Harlem Renaissance in *The New York City Story: Then and Now*. In the table below, write down the names of the famous people who made it big in the Harlem Renaissance. In the computer lab, search for information about one person from each category. In the third column, write down one of their greatest achievements.

	Who	Great Achievement
Writers		
Musicians		
Leaders		

Before You Read: Vocabulary (pages 18-24)

- I. Take a look at this list of vocabulary from pages 18-24. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
recordings				
orchestra				
nightclub				
surround				
instrument				
unique				
remind				
including				
composed				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.
5. Sort all the words into words related to music and words that can be used for any topic.

<i>Music words</i>	<i>For any topic</i>

While You Read: Vocabulary (pages 18-24)

While you read pages 18-24, make a list of vocabulary words that are new for you. Write the list in the left column. Then underline five new words that you would like to learn. Complete the right column for these five words.

List of Vocabulary Words	<div>1. Copy the sentence from the book that has this word.</div> <div>2. Define this word.</div> <div>3. Use the word in a sentence connecting the word to you or to someone that you know.</div>

After You Listen: “East St. Louis Toodle-oo” (page 18)

Imagine the song, “East St. Louis Toodle-oo,” is a story. Is it a love story? Is it a story about friends? Is it a story about enemies? *What is the story???* (Use your imagination.)

All stories have these elements in common:

- Characters
- Setting (time and place)
- Plot (action)
- Conflict (some tension between characters or within a character)
- Resolution (solving the conflict)

1. Who are **the characters** in your “East St. Louis Toodle-oo” story?
2. What is **the setting**? (Where do the characters live? When does the story take place? Where does it take place?)
3. What is **the plot**? (What happens in the story, in the beginning, the middle, and the end?)
4. What is **the conflict**?
5. How is the **conflict resolved**?

Take the *YouTube* Train and Compare Versions of a Song (page 18)

In the computer lab, take the YouTube train back to ***the roaring twenties, the Cotton Club, the Harlem Renaissance***. Meet the great composer himself, Duke Ellington. Listen and compare two different recordings of “East St. Louis Toodle-oo.”

- a. https://www.youtube.com/watch?v=WloYJITJ_NY
- b. <https://www.youtube.com/watch?v=-Y0cJ-aEbY>

Notes:

Version a.

Version b.

Take the *YouTube* Train and Compare Versions of Another Song

In the computer lab, take the YouTube train back to *the roaring twenties*, *the Cotton Club*, *the Harlem Renaissance*. Meet the great composer himself, Duke Ellington.

Listen to and compare two versions of “Take the A Train.”

- a. <https://www.youtube.com/watch?v=cb2w2mIJmCY>
- b. https://www.youtube.com/watch?v=dQnNnPLC_b4

Notes:

Version a.

Version b.

Before You Read: Agree/Disagree Statements (page 22)

Do you agree or disagree with these statements? On the line under each one, write *agree* or *disagree*. Then share your opinions and discuss your reasons with a partner or in a small group. Remember, there is no right or wrong with these statements!

Statement	A	D
1. Music without lyrics (words) doesn't communicate as powerfully as music with words.		
2. Jazz was great in its time, but its time has passed.		
3. Jazz is difficult to listen to.		

Making It In New York: Steps to Success (pages 15-24)

“When the Washingtonians first got to New York, it was almost impossible to get a job because there were so many musicians around...” (page 15)

Duke Ellington didn’t make it in New York overnight. There was a lot of competition here. What did he do to “give himself an edge” (an advantage) over his competitors? Look at Duke’s **actions** (“big moves”) and their **consequences**. Fill in the missing action or consequence.

<i>Duke’s Actions (his big moves)</i>	<i>Consequences of the Action</i>
<ul style="list-style-type: none"> • He plays successfully at Barron’s Exclusive Club. 	<ul style="list-style-type: none"> • <i>Consequently</i>, he is offered jobs in other popular nightclubs.
<ul style="list-style-type: none"> • He hires a new trumpet player named James “Bubber” Miley. 	<ul style="list-style-type: none"> • <i>(Find the consequences of this action on pages 16 & 17.)</i>
<ul style="list-style-type: none"> • He surrounds himself by the best musicians. 	<ul style="list-style-type: none"> • <i>As a result</i>, his band members could make one-of-a-kind (unique) sounds with their instruments because they are so talented. He and his band become a big success.

Making It In New York: Steps to Success (Complete the Table)

Duke Ellington didn't make it in New York overnight. There was a lot of competition here. What did he do to "give himself an edge" (an advantage) over his competitors? Look at Duke's **actions** ("big moves") and their **consequences**. Fill in the missing action or consequence.

<ul style="list-style-type: none">• <i>(Find the action that leads to this consequence on page 20.)</i>	<ul style="list-style-type: none">• <i>By doing that</i>, he gives his music a unique sound and makes his band members feel good about themselves.
<ul style="list-style-type: none">• He mixes sounds in his songs like colors in a painting.	<ul style="list-style-type: none">• <i>Thus</i>, when you close your eyes and listen to his music, it is like looking at a picture in your mind.
<ul style="list-style-type: none">• He composes "Harlem Airshaft" with a lot of quick changes in sound.	<ul style="list-style-type: none">• <i>(Find the consequence of this action on page 24.)</i>

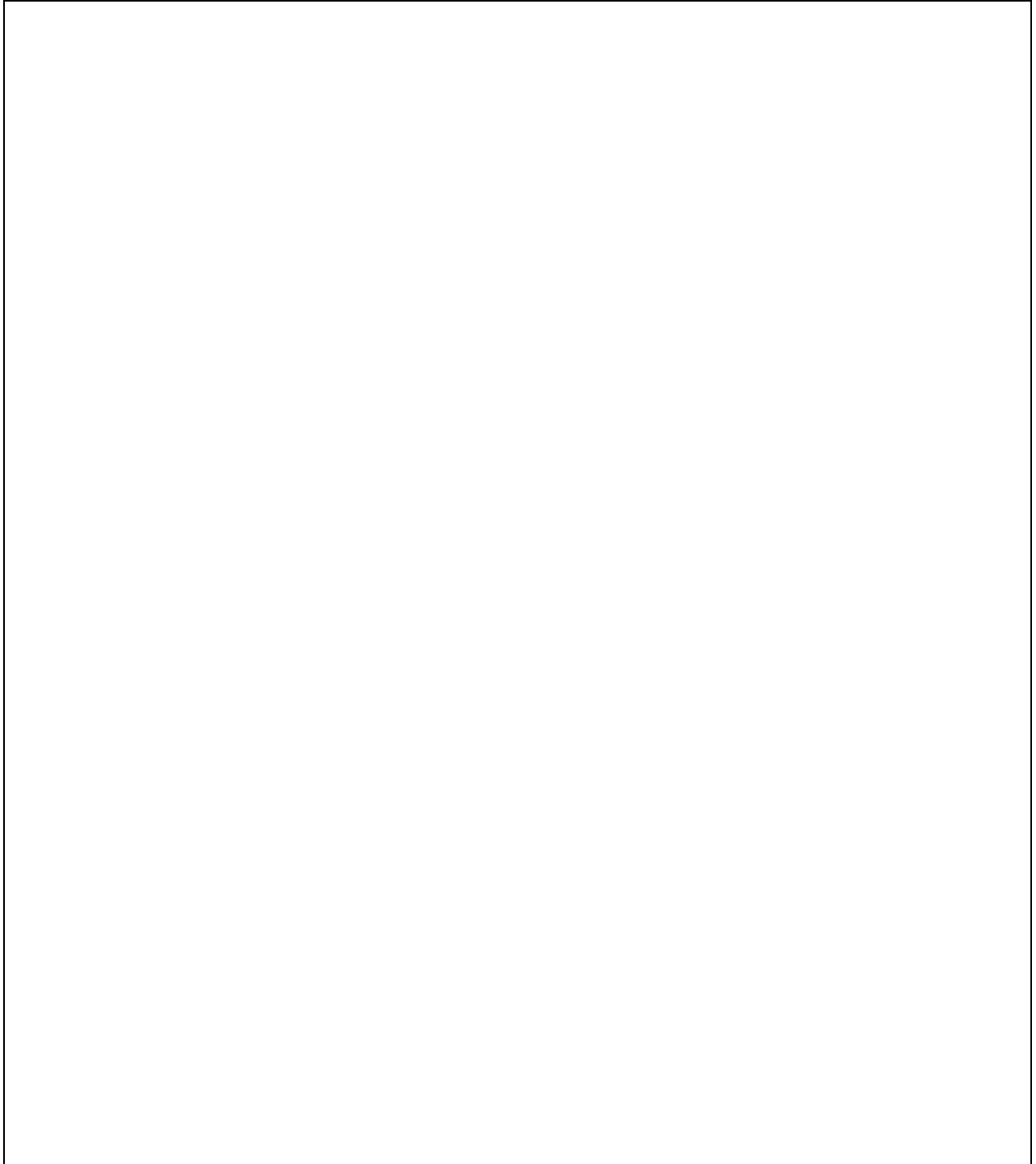
Before You Listen: Painting a Mood (page 23)

The title of the next song we're going to listen to is **"Mood Indigo."** Before we listen, think about these questions.

1. What does the word *mood* mean? What does the word *indigo* mean? What color is it?
2. What do you expect to hear in a song called “Mood Indigo”? What kind of mood do you think it will put you in? A sad mood? A romantic mood? A serious mood? A happy mood? A playful mood? A moody mood?
3. Let’s listen to the song. When it is finished, draw a picture of the song. (Use the sketch box on the next page.)
4. Describe your picture.

***After You Listen:* Painting “Mood Indigo”** (page 23)

Using markers or watercolors, paint your own “Mood Indigo.” Fill up the space in the frame.



Compose, Composer, Composition (page 24)

A. What's the difference between those three words?

B. Make sentences with these words:

1. compose, composer, composition

2. paint, painter, painting

3. sculpt, sculptor, sculpture

4. sing, singer, song

Agree or Disagree: *Musical composition has more in common with the composition of a painting than the composition of an essay.*

Quotations about Composition (page 24)

For discussion:

1. What is a composition?
2. What are the elements of great composition?
3. What do composition in these areas all have in common: music, painting, architecture, bridge design, essay?
4. Choose one of the following quotations about composition that you like the most. Talk about with a partner.
 - When I design buildings, I think of the overall composition, much as the parts of a body would fit together. On top of that, I think about how people will approach the building and experience that space. *Tadao Ando*
 - Good composition is like a suspension bridge – each line adds strength and takes none away. *Robert Henri*
 - A composition is always more than the sum of its parts. *Yo-yo Ma*

Before and After You Read: Harlem Airshaft (pages 24 & 25)

1. Look at the picture on page 25 of the book. What is going on in the apartment?
2. **Close your eyes** and listen to the song “Harlem Airshaft.” What do you hear? What do you see? When do you smell? What do you taste? What do you feel? When the song is over, write down all of your sensations here:

Before You Read: Vocabulary (pages 26-32)

1. Take a look at this list of vocabulary from pages 26-32. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
appearances				
unfortunately				
prejudiced				
members				
old-fashioned				
disappointed				
audience				
attention				
solo				
popular				

2. Compare your answers with your partner, and try to explain the definition if you know a word but your partner doesn't.
3. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
4. Choose three words to practice. Look up the definition and write a sentence connecting the word to you or someone that you know.

While You Read: Vocabulary (pages 26-32)

While you read pages 26-32, make a list of vocabulary words that are new for you. Write the list in the left column. Then underline five new words that you would like to learn. Complete the right column for these five words.

List of Vocabulary Word	<div>1. Copy the sentence from the book that has this word.</div> <div>2. Define this word.</div> <div>3. Use the word in a sentence connecting the word to you or to someone that you know.</div>

Who in the world is... *Sonia Sotomayor*?

Look at the pictures on this page. Then, match each of the pictures with a corresponding phrase on the next page.



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.

Who in the world is... **Sonia Sotomayor?**

Match the words/phrases below with a corresponding picture on the previous page.

- a. baby
- b. associate of President Obama
- c. middle school graduate
- d. mother and daughter
- e. elementary school volunteer
- f. bestselling author
- g. graduation speechmaker
- h. news media celebrity
- i. brand new Supreme Court Justice
- j. honorary member of the home team
- k. children's TV show guest
- l. official giver of the oath of office to the Vice President of the United States

Picture 1: children's TV show guest

Picture 2: _____

Picture 3: _____

Picture 4: _____

Picture 5: _____

Picture 6: _____

Picture 7: _____

Picture 8: _____

Picture 9: _____

Picture 10: _____

Picture 11: _____

Picture 12: _____

Who in the world is Sonia Sotomayor?

Image attributions for pictures 1-12 on the previous page:

1. <http://todaysmama.com/2012/11/sesame-street-and-sonia-sotomayor-explain-princess-is-not-a-career/>
2. <http://www.theatlantic.com/national/archive/2013/01/sonia-sotomayor-and-the-real-lessons-of-affirmative-action/266607/>
3. <http://www.msnbc.com/rachel-maddow-show/sonia-sotomayors-allegiance>
4. <http://latinosports.com/in-boogie-down-from-the-bench-at-yankee-stadium-here-comes-the-judge-sonia-sotomayor/>
5. <http://abcnews.go.com/Politics/SoniaSotomayor/popup?id=7715533>
6. <http://www.msnbc.com/msnbc/sotomayor-bolts-after-biden-swearing-cerem>
7. http://commons.wikimedia.org/wiki/File:President_Barack_Obama_with_Justice_Sonia_Sotomayor_in_the_Oval_Office_08-12-09.jpg
8. http://commons.wikimedia.org/wiki/File:Sonia_Sotomayor_14_8th_grade_graduation.jpg
9. <http://www.amazon.com/My-Beloved-World/dp/B00AZKVZVS>
10. <http://www.scotusblog.com/2009/08/sotomayor-sworn-in-as-associate-justice/>
11. <http://wethepeoplemedia.org/homepage/supreme-court-justice-sonia-sotomayor-visits-chicago/>
12. http://www.myhero.com/go/hero.asp?hero=sonia_sotomayor2010

Who in the world is Sonia Sotomayor?

What do you know about Sonia Sotomayor? What have you read, seen or heard about her? Talk about Sonia Sotomayor with a partner. Write what you know about her in the left column. In the right column, write questions about things you want to know.

Know**Want to Know**

Sonia Sotomayor: Chapters and Topics

There are **seven chapters** in the short biography that we are going to read about Sotomayor. Here is a list of the chapters. The chapter deals with specific periods in Sonia's life.

- 1. Changing the Course of History**
- 2. Sonia from the Bronx**
- 3. Gaining the Tools for Success**
- 4. Legal Career Beginnings**
- 5. Judge Sotomayor**
- 6. History Is Made**
- 7. Outside the Courtroom**

Here are **some of the topics** the book deals with:

- a.** becoming a bestselling author
- b.** going to law school and passing the New York bar exam
- c.** being sworn in as the country's first Hispanic Supreme Court Justice
- d.** overcoming obstacles as a child
- e.** being confirmed as a Judge for the United States District Court for the District of Southern New York
- f.** becoming a student leader at Princeton University
- g.** working as an assistant district attorney and then a lawyer in a private law firm
- h.** going to the ballet, the opera and to see the Yankees
- i.** reading detective novels and watching a courtroom drama on TV

Circle words on this page that you need or want to know.
What do you think they mean? What questions do you have about any of these topics?

Sonia Sotomayor: Topics

Match the topic below with the name of one of the seven chapters. The first one is done as an example.

- a. becoming a bestselling author

Chapter: *Outside the Courtroom*

- b. going to law school and passing the New York bar exam

Chapter:

- c. being sworn in as the country's first Hispanic Supreme Court Justice

Chapters (two chapters):

- d. overcoming obstacles as a child

Chapter:

- e. being confirmed as a Judge for the United States District Court for the District of Southern New York

Chapter:

- f. becoming a student leader at Princeton University

Chapter:

- g. going to the ballet, the opera and to see the Yankees

Chapter:

- h. working as an assistant district attorney and then a lawyer in a private law firm

Chapter:

- i. reading detective novels and watching a courtroom drama on TV

Chapter:

Before You Read: Vocabulary in the Glossary

This book has a lot of words related to law and the legal profession. Law plays a major role in our society. So these words are important to know even if you don't pursue a career in law. The book has other great words that you can use in every day situations. Take a look at this list of words from the glossary. ***Before you look at the definition in the glossary***, complete the table below. How familiar are you with these words or phrases?

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
bias				
civil rights				
detective				
diagnosed				
discrimination				
diverse				
editor				
Hispanic				
immigration				

	I know this word well and use it.	I have an idea of the meaning.	I've seen it, but don't know it.	I've never seen it.
judge				
jury				
justice				
law clerk				
law firm				
mentor				
minority				
philanthropy				
profession				
profound				
prosecuting				
scholarship				
valedictorian				
verdict				
witness				

Before You Read: Vocabulary in the Glossary (continued)

1. Discuss the words on the previous pages with your partner.
2. Can you think of a synonym for any of these words? Write it next to the word. Compare your synonyms with a partner.
3. Sort all the words into these two categories:

<i>Words related to law</i>	<i>Words you can use in many situations</i>

Sonia Sotomayor: References and Resources

In addition to the main chapters and the glossary, the book has some additional references and resources at the back. What is the purpose of each of these references and resources? How and when do you use them?

- ***Timeline***

Purpose:

- ***Find Out More***

Purpose:

- ***Index***

Purpose:

Before You Read: “Changing the Course of History”



What do you see in this picture?

What do you think is going on in this picture?

What do you see that makes you say that?

After you discuss the picture: Look at the picture on page 4 in the book. How is that picture different from the picture on this page?

In the computer lab, go to this link and read about the picture, which was published in *The New York Times*: http://www.nytimes.com/2009/08/09/us/politics/09sotomayor.html?_r=0

After You Read: “Changing the Course of History”

A. Close the book. Look at the list of verbs below. Fill in the blanks in the paragraph below with these words.

- **swore**
- **holding**
- **placed**
- **stood**
- **raised**

Sonia _____ her left hand on the Bible that her mother, Celina, was
_____. Her brother, Juan Jr. _____ by her side.

Sonia _____ her right hand. Supreme Court Chief Justice John
Roberts _____, or confirmed, her into office as associate justice of the
United States Supreme Court (the highest court of the land).

B. Imagine **you are Sonia**, and the swearing in has not happened yet. Rewrite the paragraph above in the first person (I), and in the future tense (imagining that it **will** happen, but hasn't happened yet.)

I will _____

The Swearing-In Ceremony: On C-Span and Live in the Classroom!

You can watch Sonia Sotomayor's taking the "Oath of Office" as an Associate Supreme Court Justice. In the lab, search for the videotape on C-Span, or go to this website:

<http://www.c-span.org/video/?288295-1/sotomayor-supreme-court-swearingin-ceremony>

1. Watch it a couple of times. Can you follow what Chief Justice Roberts is saying and what Sonia is repeating? Try to write it down here.
2. Then, search the internet for the text that Chief Justice Roberts uses when swearing in Sonia Sotomayor. When you find the exact text that Roberts used, copy it here:

Role-Play: The Swearing-In Ceremony

- A. Role-play:** In groups of four, role-play the oath. One person be Sonia. One person be Chief Justice Roberts. One person play Sonia's brother, Dr. Sotomayor. One person play Celina Sotomayor. Rehearse the scene. Get into your role. *When your group is ready to perform for the class, put your heart and your mind into the moment.* Do it from start to finish.
- B. After the role-play:** You participated in the swearing in ceremony today. Write what happened *from the point of view of your character in the role-play*. Describe the scene and your emotions. Go step by step. Explain exactly what happened, what you did and how you felt. Also, include these three expressions in your description.
- pledged to support
 - defend the Constitution
 - captured the moment

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

After You Read: “Breaking Boundaries: The American Dream” (page 5)

Talk about these questions with a partner:

1. What is a boundary? What does it mean to break a boundary?

2. According to the paragraph “The American Dream,” Sonia broke some boundaries to achieve her American Dream. What boundaries do you think she broke to become the first Hispanic judge on the Supreme Court? How did she do it?

3. Do you have an American Dream? Do you have a plan to achieve it? What is your plan to turn your dream into a reality?

4. In your opinion, is the American Dream a reality or a myth? What are your reasons?

Before You Read: “Sonia from the Bronx”



Reading a picture: Look at the picture (from page 6). Everyone is looking in a different direction! *Can you read their minds? What do you think each person is thinking?* Imagine that you are each of these people. Write your (their) thoughts at the moment the picture was taken.

Mom:

Dad:

Baby Sonia:

While You Read: “Sonia from the Bronx” – Chunking the Text

Every chapter in the book is divided into sections. Each section (except the introduction to the chapter) has a name. The name of each section is printed in big, bold font.

1. Read the introduction to the chapter on page 6. Then, give your own title to this section here:

2. Flip through the rest of the chapter. Write the names of sections 2-7 on the lines below. *(The first one is done for you.)*

Section 2. New York Roots

Section 3. _____

Section 4. _____

Section 5. _____

Section 6. _____

Section 7. _____

3. What is the purpose of dividing a book into sections? How can sections and section titles help you as a reader?

After You Read: “Sonia from the Bronx”

What is the **main idea** of sections 2-7? What is an **important detail** in each section? Complete the table. The first one is done for you.

Section	Main Idea	Important Detail
New York Roots	<i>Sonia is proud of her Bronx roots and childhood activities.</i>	<i>She watched the Yankees on TV with her dad and learned English from reading comics.</i>
Growing Up Nuyorican		
Childhood Challenges		
Lonely Times		
“Just Study”		
Cardinal Spellman		

After You Read: “**Breaking Boundaries: Type 1 Diabetes**”

A boundary is a limit. Breaking a boundary is similar to overcoming an obstacle.

1. When Sonia was young, she was diagnosed with Diabetes I. It looked like it would be a boundary—a limit on what she could do. What did Sonia do to deal with her diabetes?
2. What other obstacles did Sonia overcome in her youth? How did she overcome these obstacles?
3. What obstacles have you (or someone you know) overcome or boundaries have you (or someone you know) broken? Explain.

After You Read: “Then and Now: Opportunities for Women”

Most of the chapters of the book have a **“sidebar”** called “Then and Now.” (A sidebar is a box in a book or magazine with additional or background information related to the main text.)

“Then and Now” *contrasts* a situation in the past with the present. The topic of each “Then and Now” sidebar is in bold font. The first one is **“Opportunities for Women.”**

Connections with other books we’ve read: Think about the books you have read in this class. Think about the role of Emily Roebling in the making of the Brooklyn Bridge. Think about the women who worked at the Triangle Shirtwaist Factory.

In what ways do you think opportunities for women have changed?

Agree or Disagree: *Women in your generation have more opportunities than in your mother’s generation.*

Do you agree or disagree with the above statement? What are your reasons? Discuss your opinion and reasons with a partner.

After You Read: “Sonia from the Bronx”

Double Entry Journal: A double entry journal is a technique for learning both reflective and analytical reading and writing skills. For many students, one of the hardest parts of writing is finding something significant to say. Regular practice with the double entry journal will help you understand more of what you read and remember more of what you understand. The basic technique is that on the left side of the page, you will copy a sentence or short passage from the reading and on the right side you will comment on that passage.

Text and Page #: _____

Passage	Response
<p>Choose a passage from the text that interests you. Copy it in this column.</p>	<p>In this column, write a response to the passage. Explain why you chose it and what you think about it.</p> <ul style="list-style-type: none"> ✓ What is significant (meaningful, important) to you about the passage? ✓ What questions does the passage make you think about? ✓ Compare the ideas discussed in the passage with your experience of the world. ✓ Agree or disagree with the author and explain your opinión. ✓ Relate the ideas in the reading to other ideas we have discussed in class. ✓ Predict what will happen. ✓ Explain what you like or dislike about the text and why.

After You Read: “Sonia from the Bronx”

Double Entry Journal: Here is an example of a double-entry journal. As you read the example below, look at the checked points on the previous page and see which of those response techniques are used in the sample response. After you read it, in a small group discuss which of the checked points above were used in the reflections.

Passage & Page #	Response
<p>“Watching Perry Mason helped Sonia understand what lawyers and judges did. After one episode, she realized that “the most important person” in the courtroom “was the judge... I want to be that person,” she decided.” (page 8)</p>	<p>This passage is about the influence of a TV show on Sonia's development. The show was called “Perry Mason.” Based on what the book says, I think the show was a courtroom drama.</p> <p>According to the passage, Sonia knew that she wanted to be a judge by watching “Perry Mason.” This is amazing to me. It is amazing to think that someone on the Supreme Court got inspired by watching TV!</p> <p>Also, it is very impressive that Sonia knew what she wanted to do with her life when she was so young. Third, I am impressed by the fact that she was able to achieve her dream of becoming a judge.</p> <p>I have a couple of questions. First, I want to know why Sonia wanted to be the most important person in the room! Second, I wonder if she thought that Perry Mason looked like her father! (See the pictures in the book.)</p> <p>I learned in the chapter that Sonia's father died very young. This is so sad. I wonder if Sonia felt that losing her father was a kind of <i>injustice</i>. On a psychological level, did she feel that becoming a judge (like Perry Mason) would be a way of dealing with injustice and recovering her father?</p> <p>I would like to see an episode of “Perry Mason”!</p>

Now you try one (on the next page)...

After You Read: “Sonia from the Bronx”

Double Entry Journal:

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss.

- 1.
- 2.

Before You Read: “Gaining the Tools for Success” – Prediction Guide

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. After you read the chapter, if you find out that any of the statements are false, rewrite it to make it true.

Statement	T	F
1. Sonia got a law degree when she was an undergraduate in college.		
2. Sonia needed extra help in college to improve her writing skills.		
3. Sonia was accused of discrimination against Latinos in her college.		
4. To become a lawyer in the U.S., first you go to college and then you go to law school after college.		
5. When you graduate law school, you are a lawyer.		

After You Read: “Gaining the Tools for Success”

This chapter deals with Sonia’s college and graduate school experience. There are 5 main sections in the chapter (including the unnamed introductory section). Write the main idea of the section in the middle column. In the right column, write an important detail or two.

Name of Section	Main Idea	Important Detail
Chapter Introduction	<i>Sonia was smart enough to go to one of the best colleges in the U.S., but she faced a lot of obstacles when she got there.</i>	<i>She needed extra help to improve her writing skills.</i>
Becoming a Leader		
Making Her Voice Heard		
Law School		
Becoming a Lawyer		

After You Read: “Breaking Boundaries: Fighting Discrimination”
(page 14)

Do the following:

1. Find the start and the end of all the sentences in the paragraph below. Put a capital letter at the beginning and a period at the end of each sentence.
2. Put a comma after a time clause (a clause that says when something happened).
3. Capitalize all of the other letters that need to be capitalized.
4. Find the sentence that begins with a phrase that signals a consequence (a result).
5. Put a comma after the phrase that signals a consequence and a period at the end of the sentence.
6. Rewrite the paragraph in the present tense. (When Sonia arrives...)

when sonia arrived at princeton there were no latino professors no classes on latin america and only 22 latino students sonia met with the school president to discuss changes to reflect more diversity when no changes were made she filed a letter of complain that accused princeton of discrimination as a result princeton began hiring latino faculty and recruiting latino students sonia's history professor peter winn created a class on puerto rican history and politics

Re-Reading: The Sections on Sonia's Education

Reread the pages in the book that cover Sonia's education. How did she excel in school? What did she do to *make the most* of her education at each stage? In the table below, take notes about Sonia's education. Include her noteworthy accomplishments, and new skills and awareness at each level.

Name of School	Level	Accomplishments or Experiences	New Skills and Awareness
Blessed Sacrament	elementary	<ul style="list-style-type: none"> Perfect attendance Great grades Graduated as the valedictorian! 	<ul style="list-style-type: none"> the importance of studying hard
Cardinal Spellman			
Princeton			
Yale			

After You Read: “Gaining the Tools for Success”

Double Entry Journal

Passage & Page #	Response

On My Mind: Finally, write two questions about the reading, or topics mentioned in the reading, that you think would be interesting for the class to discuss as a group.

- 1.
- 2.

Before You Read: “Legal Career Beginnings” – Prediction Guide

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. After you read the chapter, if you find out that any of the statements are false, rewrite it to make it true.

Statement	T	F
1. A district attorney is a lawyer for the state government.		
2. A prosecutor is a lawyer who defends a client.		
3. A jury is a group of lawyers.		
4. Selling fake copies of brand name handbags is illegal.		
5. Sonia was a lawyer for a fancy private law firm, was on the board of directors of the Puerto Rican Legal Defense Education Fund, and she opened her own private law company all at the same time!		

After You Read: “Legal Career Beginnings”

This chapter deals with Sonia’s first jobs and philanthropic work after she finished law school. There are 5 main sections in the chapter (including the unnamed introductory section). Write the main idea of the section in the middle column. In the right column, write an important detail or two.

Name of Section	Main Idea	Important Detail
Chapter Introduction		
A Peak inside a U.S. Courtroom		
Pavia & Harcourt		
Lifelong Philanthropist		
Helping Others		

Before You Read: Who's Who in a Trial: A Peak inside a U.S. Courtroom

- A. Connections with other reading:** What do you remember about the trial after the Triangle Shirtwaist Factory Fire? Who was involved in the trial? What roles did they play in court? Review your notes and discuss it with a partner.
- B.** Read (and then reread) the text on page 19 of the current book and complete the table about who is who in a trial. Follow the same sentence pattern: The _____ is the person in a trial who...

Who's who?	Their role in a trial
Defendant	The defendant is the person in a trial who is accused of violating a law.
Prosecutor	The prosecutor...
Defense Attorney	The defense attorney...
Judge	The judge...
Jury	The jury is the group of people in a trial who...

***After You Read:* Court Cases in the News – Past and Present**

You've read about **the Triangle Shirtwaist Factory Fire trial**. You've also learned some things about the legal system in the U.S. by reading about **Sonia Sotomayor**. Now, use your legal knowledge and vocabulary by reading about a case in the news today.

With a partner, search for a story about any case that interests you (criminal or civil) on **Newsela.com**.

Read the article. Try to gather this information:

- What is the case about?
- Where and when is it taking place?
- Who are the key players?
- Who is the defendant?
- Who is the prosecutor?
- Who is the defense attorney?
- What are the arguments?
- Who is the judge?
- Is the case over?
- What is interesting about it to you?
- What do you think is important about this case?

Before You Read: “Judge Sotomayor” – Prediction Guide

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. After you read the chapter, if you find out that any of the statements are false, rewrite it to make it true.

Statement	T	F
1. There are three levels of government in the United States: the federal government, the national government and the local (city or town) government.		
2. If the president nominates someone to be a federal judge, it does not mean that the nominee definitely gets the job.		
3. The judicial branch of government, which makes the laws of the country, is also called the Congress.		
4. When there is a new president, s/he appoints a new set of nine judges to the Supreme Court.		
5. When Sonia was appointed to be a federal judge, she moved to Washington, D.C.		
6. A decision in one court can be changed by another court.		

Before You Read: Reading Strategies

Look at this list of reading strategies:

1. thinking about the title of a chapter
 2. making predictions about the chapter based on the title
 3. identifying the sections in a chapter
 4. making predictions about a section based on the section title
 5. reading pictures and picture captions
 6. making predictions based on pictures
 7. thinking about what you already know about a topic
 8. identifying key words in a section
 9. finding main ideas in a section
 10. taking notes on main ideas
 11. finding important details in a section
 12. taking notes on important details
 13. rereading a passage
 14. writing in response to a passage
 15. saying out loud what you have read about
 16. summarizing in writing what you have read
 17. asking questions about what you are reading
 18. other strategies...
- A.** Circle the strategies do you already use a lot?
- B.** Choose three new strategies to practice more in the next chapter? Underline them.
- C.** Discuss: How do you know if you understand something you have read?

After You Read: Judge Sotomayor Climbs the Ladder to Success

Sonia got a couple of very important federal jobs *before* becoming a Supreme Court Justice. She worked hard to get these jobs but she didn't do it alone. Who helped Sonia climb the ladder to success? What role did each of these people play?

Influential person	Who is/was s/he?	What role did s/he play in Sonia's climb up the career ladder?
Daniel Patrick Moynihan		
George H.W. Bush		
Miriam Goldman Cedarbaum		
Bill Clinton		

Who are we forgetting from earlier in Sonia's career, before she became a judge???

After You Read: The Supreme Court and the Constitution

On page 27, there is a brief paragraph about the Supreme Court. The topic sentence of the paragraph says that the Supreme Court is the highest level court in the U.S. That is the main idea—that the Supreme Court is the most powerful court. Then the paragraph tells you how many judges there are on the Supreme Court and how they get their jobs. The paragraph concludes by repeating the main idea that the Supreme Court is very important. It says, “The Supreme Court deals with the most important court cases in the United States.”

So, we get the idea that the Supreme Court is very powerful, but the paragraph doesn’t explain why the Supreme Court is so powerful. It doesn’t explain the kinds of cases it deals with. It doesn’t explain the impact of the court.

A. With a partner, write three questions here about the Supreme Court:

1.

2.

3.

B. Search the web to try to find answers to your questions. Also, try to find an answer to this question: *What is the relationship between a case in the Supreme Court and the Constitution of the United States?*

Research: Supreme Court Cases: Past and Present

Half the class research about a Supreme Court case in the news today. Half the class research about a Supreme Court case in the past. Then exchange what you learned.

Group A. Supreme Court Case in the Present:

In the computer lab, go to **Newsela.com**. Search in the law section of the website for an article about a recent decision or a case currently taking place in the Supreme Court. What is the case about? Who are the players? How did the case get to the Supreme Court? Why is the case important? What constitutional rights is the case related to? *Where do you think Sonia Sotomayor stands?! (What side do you think she is on?!)*

Group B. Supreme Court Case in the Past:

Do a search about a famous case from the history of the Supreme Court, such as Brown v. the Board of Education or Plessy v. Ferguson. Find a website that explains the case in everyday language. What happened in the case? What constitutional rights were involved? What decision was made? *What do you think about it? What do you think Sonia would have thought?*

Before You Read: “History Is Made” – Prediction Guide

Read each statement below. Do you think it is true or false? Write **T** for True and **F** for False. Then share your ideas with a partner. After you read the chapter, if you find out that any of the statements are false, rewrite it to make it true.

Statement	T	F
1. Sonia Sotomayor was approved <i>unanimously</i> by the Senate to be a judge on the Supreme Court.		
2. Sonia Sotomayor is not the first woman in American history to be appointed to the Supreme Court.		
3. In 2009, Sonia achieved her lifelong dream of becoming a Supreme Court Justice.		
4. When Sonia was appointed to the Supreme Court, the name of the housing project where she grew up in the Bronx was changed in her honor.		
5. A member of the Supreme Court is not allowed to give public speeches or to appear on television shows.		

After You Read: Good Judgment: “A Wise Latina”

On page 35, in a sidebar called “Good Judgment,” it says:

“The ‘wise Latina’ comment Sonia made in her speech in 2001 was brought up many times during her confirmation hearing. Several senators did not like it. Sonia said, in her defense, “I do not believe any ethnic, racial, or gender group has an advantage in sound judgment.”

What is the “wise Latina” comment? *Go back to the previous chapter to find it.* Write it down here:

<i>What do you think?!</i>

If you were a senator on August 6, 2009, would you have voted for or against the appointment of Sonia Sotomayor as Supreme Court Justice? Why?

After You Finish the Book: Sonia Sotomayor's Timeline

1. With a partner, **review the timeline** of Sonia's life **on page 46**.
2. Is there anything that is not clear to you or that you don't remember? Find the place in the book where it talks about it. Discuss it with your partner.
3. What, in your opinion, are the three most significant moments in Sotomayor's life?

After You Finish the Book: Sonia Sotomayor in a “Word Cloud”

- A.** Read the words in the “Word Cloud.” List the words in four categories. (Names of a person or a place should go together, such as Perry Mason and District Court.)

Here are the four categories:

1. Words related to Sonia’s family and growing up.
2. Words related to Sonia’s education.
3. Words related to Sonia’s legal career.
4. Words related to hobbies and activities of Sonia outside of work.



- B.** Write a summary of Sonia’s life. In your summary, ***you must use all the words in the word cloud!***

Your Life in a “Word Cloud”

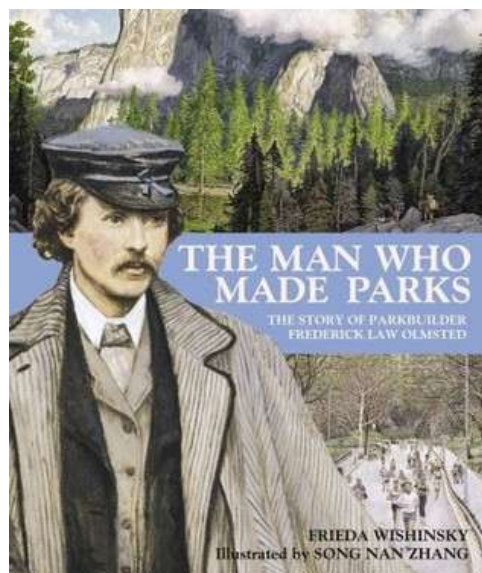
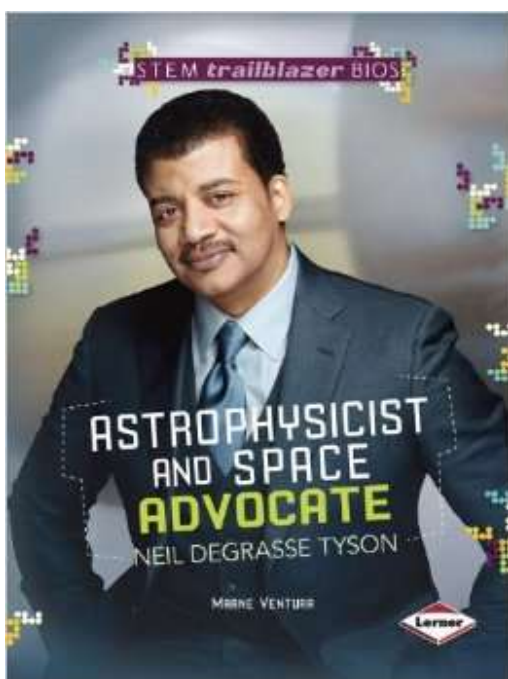
Make a Word Cloud that represents your own life! Follow these steps:

1. Make a list of words that are important to your life. Include words related to your past, your present and your future.
2. Group your words in these categories:
 - your childhood
 - your past, present and future education
 - your life in your country of origin
 - your life as an immigrant in New York
 - your family and friends
 - other important people in your life
 - your work experience
 - your favorite activities
 - your career goals
3. In the lab, go to **Wordle.net**. Type your words into the space for submitting words. Create your own Word Cloud!
4. Edit your Word Cloud. Choose a font you like, a format you like, and colors you like.

Weeks 11 – 12: Reader's Choice

Here are two more interesting New Yorkers: Neil Tyson Degrasse and Frederick Law Olmstead. What do you already know about these two New Yorkers? Discuss with a partner.

For the last two weeks of class, choose one of these biographies to read. Explore both of the books to help you decide which one to read. Look for the vocabulary and grammar that you have learned this semester in this final book.



Essay Topic List

- 1. My Educational History**
- 2. Brooklyn Bridge Interviews**
- 3. Walking the Brooklyn Bridge (field trip essay)**
- 4. Fire at the Triangle Shirtwaist Factory**
- 5. Made in New York: The Tenement Museum Experience (field trip essay)**
- 6. Who's Who in New York**
- 7. Harlem Airshaft: Description in Five (or Six) Senses**
- 8. Sonia Sotomayor and Me**
- 9. Making It in New York: Sonia Sotomayor's Resume & Cover Letter**
- 10. *New York is...* The Metropolitan Museum of Art**
- 11. Work History and Career Goals**
- 12. Reader's Choice**

Essay I: My Education: A Short History

In this essay you will report on and analyze your education thus far in your life. The objectives are:

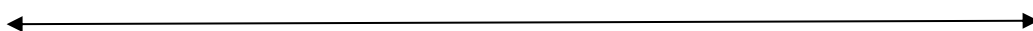
- to see yourself on a continuing educational journey
- to gain a more objective and overall view of your educational path
- to consider how your past experiences have impacted you
- to begin to make goals and predictions for college

Pre-Writing Materials:

- Handout: *Where have you been, where are you going?*
- Handout: *My Education: A Short History*

Pre-Writing Activity:

1. Make a timeline of your educational history. Include the key events and moments, for example: the first day of school, graduation from high school, an important achievement.



2. What else can you include besides graduations and start and end dates? Here are some possibilities: a big success, an influential failure, a school change, a favorite assignment, a favorite teacher, a mentor, a traumatic experience, a formative moment, a great discovery, an important conversation, an inspiring book... anything that might impact your attitude or goals.
3. Share and talk about your timeline and experiences with a partner.
4. Look at the essay assignment on the next page. What does it ask you to write about in the first section, the second section, and the third section? What questions do you have about the assignment?
5. Write a first draft of **Part I** only. You have 45 minutes in class to write. Use your timeline to help you.

Essay I: Where have you been, where are you going?

Create a timeline of your education. What have you already done? What are you doing now? What will you do in the future?



Essay I: My Education: A Short History

Write an essay on your education. Use your timeline to help you get started. This essay will have three sections. Develop each section with the details you need to give readers a clear picture of your experiences and ideas.

Part 1: The Facts

Tell the story of your education up until now. What are the important points to include in a history of your education? What different schools have you attended? What did you study at each school? What were your strengths and weaknesses? How did you change? What caused you to change? What were your key *formative* educational experiences and moments? What stands out about your education until now? Start with the earliest point that you can remember.

Part 2: Reflections on My Education

After you finish the history, reflect on your education so far. How do you feel about it? What was good and what was bad about it? Why? If you could change something about it, what would it be? How does your personal history affect your decisions about education now?

Part 3: The Future

Finally, tell me what your current plans for the future are. Have you already chosen a major or are you still deciding? What areas interest you? What are you looking forward to in college? Make some predictions about what you will do in college.

Essay I: Revision of Part 1 and Drafting Part 2 and Part 3

Steps:

- a. Write the word “**transition**” in your notebook. What do you think it means?

Here are a couple of examples of transitions:

- *Two years later,...*
 - *When I was in my last year of high school,...*
- b. What other phrases can you use to show time change to help the reader understand your experience?
- c. Take out your drafts of Part 1. Mark every section where the time shifts. If there is not a transition in each location, add one.
- d. Talk about your ideas for Parts 2 and 3 with a partner. In class, handwrite a draft of these parts. You have 1 hour for writing.
- e. In the computer lab or for homework, type the draft. Make any additions and changes you want to make when you are typing.

Essay 2: Brooklyn Bridge Opening Ceremony Interviews

Imagine that you are a newspaper reporter writing an article about the new Brooklyn Bridge. You attended the opening ceremony of the bridge and interviewed many people for your article. (Assume they are all alive!)

Write a newspaper story about the opening of the Brooklyn Bridge. Include information and ideas from two people you interviewed. Select from the following:

- John Roebling
- Washington Roebling
- Emily Roebling
- A worker in the caissons
- A person from Brooklyn at the opening ceremonies
- The President of the U.S. at the opening ceremonies
- A visitor who sees the bridge for the first time

Essay 3: Walking the Brooklyn Bridge (field trip)

Write an essay about your experience walking across the Brooklyn Bridge. Include the following:

A. Introduction:

- What is the significance (importance) of the Brooklyn Bridge to New York City?
- What is the significance of the Brooklyn Bridge to you?
- Before you crossed the bridge, what did you expect to see?
- Before you crossed the bridge, what did you expect to experience?
- Before you crossed the bridge, what did you expect to feel?

B. Body:

- Where did you start?
- What did you observe at the start?
- What first caught your attention?
- What surprised you in the beginning?
- How did you feel as you approached the first tower?
- Did you picture the people who built this section of the bridge? If so, what did you think about them?
- What did you observe in the section between the towers?
- What caught your attention in the middle section (between the towers)?
- What was most interesting or impressive in this section?
- How did you feel when you were in the middle of the bridge?
- Did you picture the people who built it? If so, what did you think about them?
- What did you observe on the other side?
- What was surprising and/or different about the other side?
- How did you feel when you reached the other side?

C. Conclusion

- After you crossed the bridge, what were your big ideas about the bridge?
- After you crossed the bridge, what were your big ideas about New York City?
- After you crossed the bridge, what did you learn from the experience?

Essay 4: Fire at the Triangle Shirtwaist Factory: A Newspaper Story

You are a newspaper reporter. There was just a fire at the Triangle Shirtwaist Factory. The editor has assigned you to **“cover the story.”**

Keep in mind: This is new news! There was no radio at the time of your article. There was no internet. There was no Twitter! You have an important job. You need to report and explain the event clearly so the readers of your newspaper will “get the picture.”

Before you write, discuss these questions with a partner:

1. What information does the reader need to know?
2. What words and expressions do you need to include?
3. How can you start the story to make the reader want to read it?
4. What did the people you interviewed say about the fire?

Remember: This is not an opinion essay. This is a newspaper report. Your job is to report the facts. Of course, the people you interviewed might have different information about what happened. Report what they said to you.

Use the expression, “According to...”

Reflection: After you write, reflect on the role-play and writing activity.

- What did you like about the activity?
- What was difficult for you?
- What did you learn from it?
- Share your draft of your newspaper report with a classmate.

Essay 5: Made in New York: The Tenement Museum Experience

Write a report about your field trip to the Lower East Side Tenement Museum. In the report, include this information:

- Which exhibit did you see?
- What did you do in the exhibit?
- What did you do in the workshop after you went to the exhibit?
- What did you learn about life and work in the Lower East Side?
- What did you learn about small business in the past?
- What did you learn about small business today?
- What had the biggest impact on you?

Organization: Before you write, think about these questions...

- How will you organize your essay?
- What will you put in the introduction?
- How many paragraphs do you think you need?
- What are your conclusions about the experience?

Essay 6: Who's Who in New York

Write an essay about three significant New Yorkers (one each from three categories in your tables). What impact did they have on the city? What impact did the city have on them?

Introduction:

- What makes New York City great? Is it just the buildings or the people who built them, or both? Is it the people on the street or their leaders, or both? Is it the past or is it the present or is it the future, or all three?

Body: Who are the New Yorkers that interested or impressed you the most?

- Who were they?
- What did they do in New York that was special or important?
- When and where did they do it?
- What impact did they have on the city?
- What impact did the city have on them?
- Why is it important, helpful and/or useful to know about them?

Conclusion:

- What did you learn about the identity of New York from learning about these people?

Who's Who in New York

- | | | |
|--------------------------|------------------------|--------------------|
| • Henry Hudson | • John, Washington & | • Walt Whitman |
| • Peter Minuit | Emily Roebling | • Langston Hughes |
| • Peter Stuyvesant | • Frederick Bartholdi | • Arturo Schomburg |
| • George Washington | • Frederick Douglass | • Jackie Robinson |
| • Abraham Lincoln | • Susan Smith McKinney | • Rita Moreno |
| • Fiorello LaGuardia | Stewart | • Yo Yo Ma |
| • Frederick Law Olmstead | • David Dubinsky | |

Essay 7: Harlem Airshaft: A Description in Five (or Six) Senses

A. Close your eyes and listen to the Duke Ellington composition, “Harlem Airshaft.”

When you listen, think about these things:

1. What do you hear?
2. What do you see?
3. What do you smell?
4. What do you taste?
5. What do you feel?
6. What do you think?

B. After you listen: Write an essay describing what you see, hear, smell, taste, feel and think when you hear the song. Include a paragraph about each of these sensations.

Essay 8: Sonia Sotomayor and Me

You are reading a biography about Sonia Sotomayor, and guess what?! You bump into Sonia Sotomayor on the subway or on the street.

You introduce yourself. You impress her with your knowledge of her background and experience. You also impress her with the story of your life!

Sonia says, let's stay in touch. She gives you her email address. You decide to take her word for it. You email her and invite her to get together.

You can invite her to go to a Yankee's game together, take her to visit your favorite places in your neighborhood, take her to your CLIP class, take her home to introduce her to your family, take her to your workplace, anywhere that you think will be interesting for her and that you want her to see and to experience.

In this essay, write where you want to take Sonia. What do you want her to learn about your experience? What do you want to tell her about your life? What do you want her to accomplish on the Supreme Court?

Essay 9: *Making It in New York...* Sonia Sotomayor's Resume and Cover Letter

By now, you are quite familiar with Sonia's background, her education and her work experiences. You will use this knowledge in this two-part, two-week writing assignment (for your portfolio). In the assignment, you will imagine that you are Sonia Sotomayor. You will request an opportunity to give a speech to the students of the CLIP program at your campus. The goal of your speech is to inspire students to make it in New York. You want to give them some advice and teach them some things based on your experience. You think that you can be a great mentor to CLIP students. You have a lot in common with them. English is not your first language. In addition, you have New York City roots. You made it big in New York City and beyond. You, as Sonia, believe that you can inspire CLIP students to "make it big in New York," to succeed both in school and in career.

The name of your speech will be **"Making It in New York!"**

In part one of the assignment, you will write your (Sonia's) resume. Include sections on your education, your work experience and your volunteer work. Give an entry for each school you have attended starting at the college level. Give an entry for each job you have held after law school. Also include entries for each of your major volunteer experiences. To organize and help write your resume, look at models of resume writing available online. (Discuss the format in class.)

In part two of the assignment, you will write a cover letter for your resume. In your cover letter, you will introduce yourself and what you propose for your **"Making It in New York"** speech. Write briefly about your background, your education, and your work experience. Focus on what you would say in your speech to CLIP students. Say what you did to make it in New York. Say what specific advice you will give students. Explain why you think you can inspire the CLIP students to achieve their educational and career goals.

Essay 10: *New York is...* the Metropolitan Museum of Art

- A.** Choose two contrasting images of New York City that you saw at the Metropolitan Museum of Art.
- B.** Describe the two images *for a reader in another country who has never been to New York City before*.
- C.** Describe the Metropolitan Museum of Art for this reader!

Things to consider:

- Who are you writing for? Is it someone you know in particular? Is it an adult? Is it a child? Is it more than one person? Who is your reader?!

The writing challenge:

- Describe the two images so vividly that the reader can see them by just reading your essay.
- Describe the Met so well that the reader can feel like s/he has been there by just reading your essay.

Essay 11: Work History and Career Goals

This semester we have been reading and talking about people who made it in New York. This essay is about *your* own career path and plan for success in New York City.

Where you have been

- Describe your work experience up to now. What has been your most important job, and why? Which has been the job you liked best or least?
- If you have never worked at a paying job yet, think about other kinds of work you might have done. For instance, most teens have done some kind of work at home for the family. What kind of household tasks are you best at performing? Which jobs do you like least? Also, perhaps you have been a volunteer at your house of worship or at some school organization or event. If so, describe the work required in those capacities.

Where you want to go

- Now you have been accepted to college in order to study a major that can lead to a career path. What do you want to major in?
- What makes this a good choice for you?
- What career will this major prepare you for? Describe what you are personally seeking in a job in this career besides money. Do you have a long-term career goal? If you do, tell about it.
- Make some predictions about opportunities you may have in New York City related to his field.
- Makes some predictions about challenges you may face to achieve your goals in New York City.

Where you are now

- What specifically will you do or have you been doing to reach your goal?

Things to keep in mind

- Choose the right tense for the time period you are describing. For instance, if part of your work history is already over, then use past tenses in your description. If part of your work experience is happening right now, then use present tenses.
- Use direction/signal words like “before, next, then, later” to show time sequence in your paper.
- Include enough detail so that any reader (either your teacher or another classmate) can fully understand what you are describing.
- As always, remember that any essay you write in an English class may be read out loud or by other students, so don’t make it too personal for you to be comfortable with that.

Essay 12: Reader's Choice

Coming soon to a curriculum near you...

After You Finish the Course: Start Spreadin' the News...

New York, New York

Start spreadin' the news, I'm leavin' today
I want to be a part of it
New York, New York
These vagabond shoes are longing to stray
Right through the very heart of it
New York, New York

I want to wake up in a city that never sleeps
And find I'm king of the hill
Top of the heap

These little town blues are melting away
I'll make a brand new start of it
In old New York
If I can make it there, I'll make it anywhere
It's up to you New York, New York

New York, New York
I want to wake up in a city that never sleeps
And find I'm A number one, top of the list
King of the hill, A number one....

These little town blues are melting away
I'll make a brand new start of it
In old New York
If I can make it there, I'll make it anywhere
It's up to you, New York, New York, New York!!!

—Frank Ebb and John Kander