



Preparation for Adults Through
Training and Higher Education

CUNY CareerPATH
and
CUNY Language Immersion Program
Making It in America: Manufacturing Past
and Present – Study Guide

Linda McDonnell and Paul Argodale
New York City College of Technology

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Making It in America: Manufacturing Past and Present



**Units 1 & 2 by Linda McDonnell and Unit 3 by Paul Argodale,
New York City College of Technology**

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Making It in America: Syllabus

The vast majority of what we wear, eat, and use today has been manufactured. How did the world—and America specifically—become so mechanized and industrial? Who were the people who made this industrial revolution happen? Who is making the new manufacturing revolution happen now? To answer those questions, we will first discover the circumstances that led to some of the innovations in manufacturing, who the people were behind these big changes, and where manufacturing seems to be heading these days. All of the readings we study, trips we attend, and films that we see in class will help us experience this world of industries and factories. Many of the pioneers were immigrants like you, or started out as financially challenged. Are the challenges that you face today similar to or different from those of these pioneers? What would it take to make an American Dream of a career in manufacturing happen?

Organization of our theme: Our class this semester will be divided into **three units** which are divided into chronological (or time) order:

UNIT I

“The Fantasy Factory Versus the Nightmare Factory” will begin with one of the most famous factories in English literature in Roald Dahl’s fantasy, *Charlie and the Chocolate Factory*. Fantasy though it may be, a close look at the story will uncover some of the issues real-life factories have faced for over a century. After that, we’ll look carefully at the difficult lives of workers in the early days of the garment manufacturing industry. Abuses of the workers in this industry led to the factory workplace regulations we have today for safety as well as unionization of factory workers. As students in credit courses in manufacturing learn, safety is job #1. It’s important for anyone in a factory or any other work setting to understand how to have a safe workplace and learn about the terrible consequences when safety rules are ignored or not in place at all, as we’ll discover in reading about the infamous Triangle Factory Fire.

UNIT II

In **“Giants of Manufacturing”**, we’ll be looking at two amazingly successful American manufacturers, Milton Hershey and Henry Ford. First, we’ll compare Hershey—a real-life candy man—to the fictional chocolate manufacturer from *Charlie and the Chocolate Factory* and see whether truth can be just as amazing as fiction. Then, we’ll turn our attention to Hershey’s contemporary in a very different industry, automobile pioneer Henry Ford, who revolutionized the car industry and most other factory work thereafter. One company that learned from Ford but then added their own ideas is the famous Toyota company of Japan, and we’ll learn about their surprising background before becoming giants in the automobile industry. A fourth giant is not actually a

person, but a place, the Brooklyn Navy Yard, which responded to America's need for ships to fight in World War II by going into overdrive, and which therefore made employment decisions that changed American culture.

UNIT III

Manufacturing has died in New York. Long live manufacturing in New York! While the Far East has become the go-to workshop for high volume, low value-added manufacturing, New York City is on its way to becoming the center of low volume, high value-added manufacturing of such diverse goods as bathroom fixtures, guitars, and 3-d printers. We'll start the third unit, "**Manufacturing Today**," with a trip to Brooklyn, where present-day manufacturers have set up shop in the old Brooklyn Navy Yard to make "green" products for us. We will stand on the shoulders of a giant to see this new world of boutique manufacturing: we will read Walter Isaacson's 2011 biography of Steve Jobs. We will follow his colorful life as he rose, fell, and rose again to even greater heights in the personal technology industry. While his company famously implored us to "think different," Jobs himself chose to live different, creating a space for himself at "the intersection of the humanities and technology," as he himself put it. The words intuitive and intuition will pop up frequently throughout the biography and in any discussion of design. Therefore, it is worth our while to dwell on it, and when it comes to dwelling on obscure yet penetrating ideas, there is no better guide than Blaise Pascal. Finally, we'll consider Steve Jobs' "intuitive design" principles during a visit to the Museum of Modern Art.

READINGS

Readings for this semester (either in their entirety or in large excerpts) will explore the past, present, and future of manufacturing. Some of these readings include:

- *Charlie and the Chocolate Factory*, by Roald Dahl;
- *Triangle: The Fire that Changed America*, by David von Drehle;
- "Milton Hershey: A Real-Life Candy Man," adapted from this website: <http://www.mhs-pa.org/history/milton-s-hershey>;
- *Dynasties: Fortunes and Misfortunes of the World's Great Family Businesses*, by David S. Landes;
- *Rosie the Riveter: Women Working on the Home Front in World War II*, by Penny Colman;
- "Upside Down Bailout" from *American History* magazine, August 2010 (available online at <http://www.historynet.com/upside-down-bailout.htm>);
- "Brooklyn Navy Yard: Past, Present and Future," educational materials by the Brooklyn Historical Society;
- *Steve Jobs*, by Walter Isaacson;
- Selections from *Where'd They Get That Idea?*, by Touchstones Discussion Project

- “Career Opportunities in Machining and Related Areas” in the introduction to the textbook Machine Tool Practices (Ninth Edition; by Kibbe, Meyer, Neely and White)
- Additional newspaper and magazine articles that deal with the current state of manufacturing.

WRITING

Essay writing is a key feature of the course. You will write multiple drafts of your essays, incorporating feedback from your classmates as well as the teacher. The essay topics are based on the books we read, the field trips we take, and the academic and career research we do. You will write in the following forms, among others:

- narrative
- descriptive
- persuasive
- compare and contrast
- cause and effect

In your essays, you will incorporate new vocabulary and structures and learn how to:

- quote from texts and other sources
- use direction/signal words to indicate time sequence and transitions
- use verb tenses appropriate to the events you discuss in your writing
- use compare and contrast and cause and effect words and structures
- use opinion words and possibility words
- organize and develop the content of your writing
- proofread and revise your work

FIELD TRIPS

Weather permitting, we will take some field trips to places related to what we read about and discuss in our class, which might include:

1. The site of the actual Triangle Factory near Washington Square Park:
<http://pdfhost.focus.nps.gov/docs/NHLS/Photos/91002050.pdf>
2. The Tenement Museum to see the apartment of the garment worker family and their live-in factory: http://www.tenement.org/shared_journeys.php
3. The Morgan Library, to see the disparity between the rich millionaires/industrialists and the impoverished condition of laborers like the Triangle workers:
<http://www.themorgan.org/home.asp>

4. The Museum of the City of New York, for the on-going exhibition: “Activist New York”
<http://www.mcny.org/exhibitions/current/Activist-New-York.html>
5. The Museum at the Fashion Institute of Technology, to see the work of top designers, of both today and yesterday: <http://fitnyc.edu/13706.asp>
6. BLDG 92 of the Brooklyn Navy Yard, to see how a past site for the manufacture of ships is involved in various manufacturing concerns today: <http://bldg92.org/>
7. A favorite chocolate shop. Some choices may be found here:
<http://newyork.cbslocal.com/top-lists/best-chocolate-in-new-york/>
8. The Museum of Modern Art, to look at the design of everyday objects.
http://www.moma.org/collection/browse_results.php?criteria=O%3ADE%3AI%3AI%3AG%3AHI%3AE%3AI&page_number=1&template_id=6&sort_order=2

FILMS

1. *Willy Wonka and the Chocolate Factory* (1971), the first filmed version of the classic book:
<http://www.imdb.com/title/tt0067992/>
2. *Chocolat* (2000), a fantasy about a female chocolate maker:
<http://www.imdb.com/title/tt0241303/>
3. *Metropolis* (1927), a silent movie set in the future that shows the inhumanity of factory work: <http://www.imdb.com/title/tt0017136/>
4. “Modern Times,” classic Charlie Chaplin silent comedy/romance about “modern times,” labor and love: <http://www.imdb.com/title/tt0027977/>
5. *American Experience: Triangle Fire*, PBS Documentary about the factory and the fire:
<http://video.pbs.org/video/1817898383/>
6. *Real Women Have Curves*(2002), to see an updated fictional story set in a sweatshop:
<http://www.imdb.com/title/tt0296166/>
7. *Norma Rae* (1979): the trials and triumphs of a woman (played by Sally Field) who organizes labor in a factory setting: <http://www.imdb.com/title/tt0079638/>
8. *Since You Went Away* (1944), a propagandistic Hollywood film made at the height of World War II: <http://www.imdb.com/title/tt0037280/>
9. “World War II” episode from *America: The Story of Us* (2010), that shows how the US mobilized quickly to fight in World War II: <http://www.imdb.com/title/tt1677092/>

COLLEGE KNOWLEDGE

Of course, our main focus will be improving your English language skills, with special emphasis on reading comprehension and writing, in anticipation both of your re-taking the CATW/R and of your eventual enrollment in ENG 101. In addition, we will go over other college-related information that will make it easier for you to understand how an American college works differently from what you may have been used to. Having some “college knowledge” can really save you a lot of worry after you have left CLIP. Some topics we’ll explore as part of our “College Knowledge” component will be: becoming familiar with college-specific vocabulary; understanding a college transcript; mastering the MLA Style for setting up an essay and documenting your sources (required in most ENG 101 classes); communicating with your professors in an effective and respectful way; and locating the Academic Calendar and other important items on the college website.

How you will work on developing your English language skills this semester:

- Read the assigned texts at home on time in order to be prepared for class discussion.
- Complete pre- and post-reading comprehension sheets based on the readings and reading logs that will help you explore your own reaction to what we read.
- Write essays also based on those readings, generally one essay each week. Each essay will have four drafts, the second of which will receive the comments of your fellow classmates, and the other two which will receive my comments. If I find it necessary, you might do additional drafts of an essay.
- Complete vocabulary homework and take short vocabulary quizzes to encourage your study habits and aid in your vocabulary acquisition.
- Review grammar and punctuation so that your essays grow increasingly more sophisticated.
- Participate orally in your table’s group work and our larger class discussions.
- Research and present on topics related to our theme, either on your own or with a partner.
- Sharpen your computer skills during our in-class lab time (exact hours to be announced).

What you will need to do to make all this happen for you:

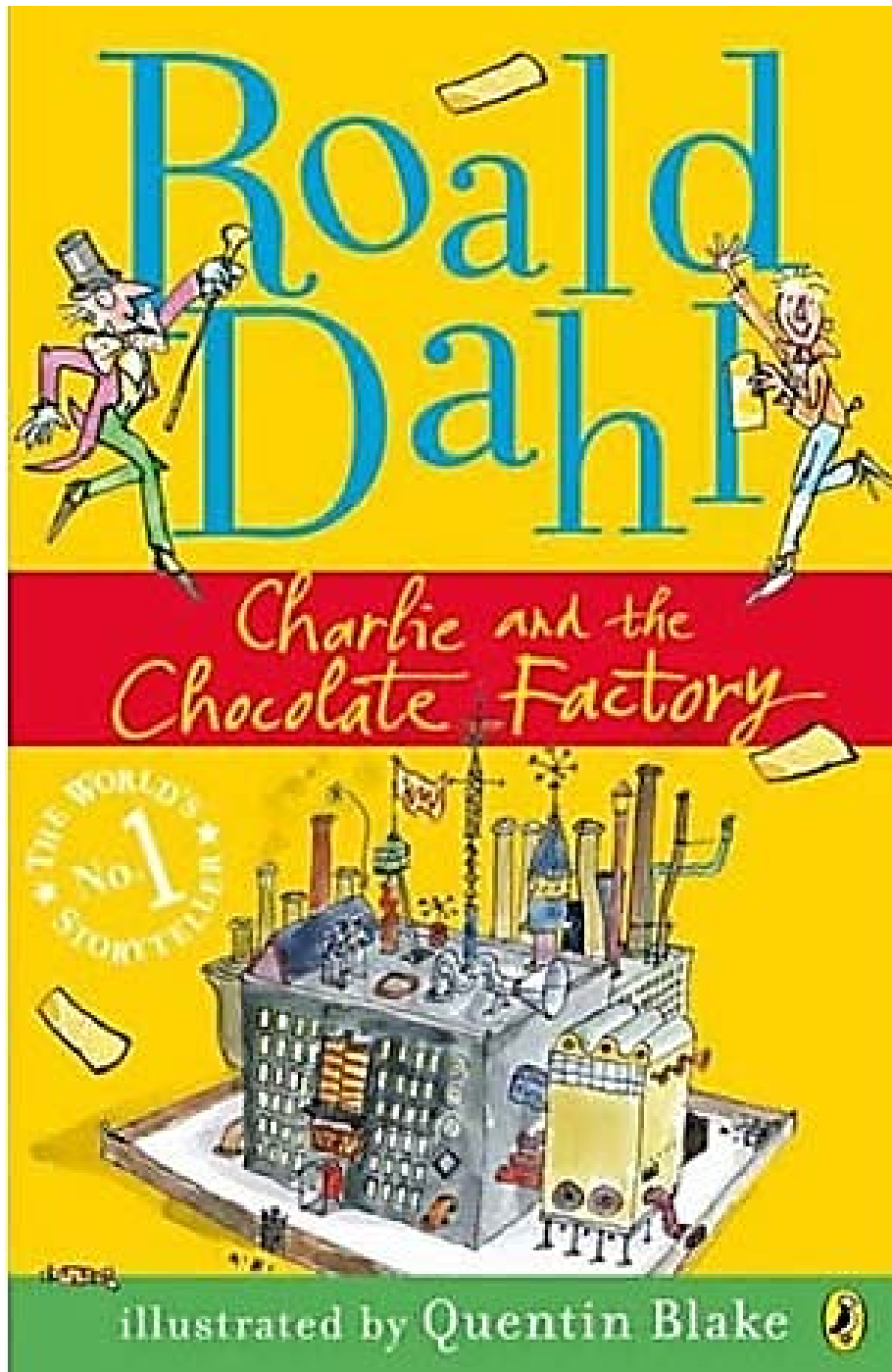
- A.** First and foremost, this is an immersion program; that means, it is taught by me entirely in English and you participate entirely in English, even if you are sitting next to someone who speaks your native language.
- B.** Bring a notebook or binder every day to class, so that you may take proper notes on all that we discuss. Divide your notes into three sections: vocabulary, grammar, and content. This way, your notes will be better organized for your own review.
- C.** Unless told otherwise, bring the book we are currently reading to class.
- D.** Complete and revise your essays on time, and keep your work in a folder kept in this room. By looking over your own folder carefully, you will be able to keep track of your own progress and see where you are making definite improvements, and where some problems still are happening.
- E.** Whenever possible, use an English-English dictionary, not a bilingual dictionary, to make your vocabulary acquisition even faster. Use a paper dictionary, not electronic, since that is the only kind permitted at the CATW/R—you need to get very good at handling a paper dictionary.
- F.** Use our thesaurus in dictionary form (multiple copies in our cabinet), so that you may vary your vocabulary choices.
- G.** Have good and steady class attendance. That means, not only do you come to class, but you come on time and you stay until class is dismissed. Coming late and leaving early will count against your attendance, and too much of either will result in your being asked to leave the program. (For more explicit information, see separate attendance policy/contract).
- H.** Turn your cell phone OFF (not to vibrate, OFF) while class and lab are in session. It is not acceptable to leave class to answer your cell phone. Make your calls during our scheduled breaks.
- I.** Finish your lunch and any other snacks during breaks so that you may concentrate fully when breaks are over.
- J.** Attend all the field trips and complete the assignments for them on time.
- K.** Be careful of new “friends” who get in the way of your completing your work—don’t let other classmates hurt your chances of improvement. Keep your eyes focused on your goal and why you are here.
- L. Have a positive attitude! Others have been successful in CLIP, and you can be, too.**

GETTING TO KNOW YOU ICEBREAKER!

The object of the game is to fill up as many of the squares as you can by interviewing as many of your classmates as you can. Let's see if you can fill up all the squares!

Comes from an island	Lives in Brooklyn	Likes to ride a bike	Travels at least one hour to school	Takes the same train or bus that you do
Went to high school in the US	Has a green card	Is a US citizen	Has children	Has a degree already from another country
Has a dog	Has the same major as you do	Was in the CLIP program last semester	Has lived in the US for less than three years	Has lived in the US for more than three years
Plans to get a degree from City Tech	Has one or more sister	Is the oldest child in the family	Speaks more than two languages	Is a smoker
Has a job	Bought a new shirt this month	Lives in Manhattan	Belongs to a union	Is studying for a driver's license

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



What do you see that makes you say that?

Name: _____

PRE-READING: Chapters 1-17, *Charlie and the Chocolate Factory*

Before you read the next chapter of our book, look at some sentences below from that chapter. Think of some questions for these sentences. There are two types of questions: **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 to them requires more of an explanation than a Yes-No question. Here is an example of an information question and an answer: *Why was Valentino angry? He didn't like the stairs at the party's location. Where did Charlie live? He lived in a very small house.*

Choose TWO of the sentences below. Ask two information question and two yes-no questions about each sentence. Therefore, you will have EIGHT questions in total.

1. I'm not going to eat my palace! I'm not even going to nibble the staircase or lick the walls! (Dahl 13)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. In one city, a famous gangster robbed a bank of five thousand dollars and spent the whole lot on candy bars that same afternoon (Dahl 23).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. I munch it all day long except for a few minutes at mealtimes when I take it out and stick it behind my ear for safekeeping (Dahl 31).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. You must get ready, my boy! You must get ready for the biggest day of your life! (Dahl 51)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Name: _____

VOCABULARY: Chapters 1-17, *Charlie and the Chocolate Factory*

Below are phrases from your assigned reading. Use a good dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the phrase remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example: “Rose Colletti’s confidence began to fade.” (p. 3)

You would write: (noun) certitude, self-trust, assurance
Rose Colletti’s assurance began to fade.
Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on the vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary. Hand in your completed work _____ when class begins. After we review the words, there will be a quiz at the end of the week.

1. "he would take a tiny nibble"(6)
2. "and take long deep sniffs"(7)
3. "they lay huddled in their one bed"(8)
4. "he has some really fantastic inventions up his sleeve"(10)
5. "build him a colossal palace"(12)
6. "and fastened then with a chain"(16)
7. "in his spare time"(24)
8. "What a revolting woman"(23)
9. "everyone searching frantically"(23)
10. "the machine was smashed by the crowd"(24)
11. "yanking the paper off"(24)

12. "The old man's fingers were trembling"(36)
13. "there was complete pandemonium in the little house"(53)
14. "The corridor was so wide"(60)
15. "this was the most astonishing sight of all"(64)
16. "They were dumbfounded"(64)
17. "The one food that they longed for"(69)
18. "I'll even pay your wages in cacao beans"(70)
19. "I smuggled them over"(71)
20. "suddenly there was a shriek"(73)

Name: _____

VOCABULARY QUIZ: Chapters 1-17, *Charlie and the Chocolate Factory*

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your work for tense, number, and part of speech!

1. The car smashed right into a nearby tree.
2. Little children often yank a dog by the tail.
3. Xing Ci shrieked when she saw the mouse.
4. The criminal trembled in front of the judge.
5. Ignacio sniffed the milk to see if it was spoiled.
6. Beatriz fastened the necklace around her neck.
7. The Empire State Building is a colossal skyscraper.
8. On 9/11, downtown was a scene of pandemonium.
9. Many immigrants long to go home for the holidays.
10. Watch out for him--he always has something up his sleeve.
11. Charlie was astonished by everything he saw at the factory.
12. If you have any spare time, would you please walk the dog?
13. I can't sit through horror movies because I find them revolting.
14. When Mercedes couldn't find her daughter, she became frantic.
15. Because Amy wasn't really hungry, she just nibbled on the pizza.
16. When Hasan learned he finally passed the CATW, he was dumbfounded.
17. Nobody could hear what that group said, because they huddled so closely together.
18. Because Farhana lives at home, she can put most of her wages in the bank.
19. Many illegal immigrants paid a lot of money to be smuggled into the country.
20. Please be quiet in the corridor because other classes are still taking the test.

Name: _____

READING LOG: Chapter: _____ from _____

- In the left-hand column, copy a passage (one or a few sentences) from the reading.
- In the right-hand column, write out why you find it significant.

Key Passage	My Comment or Reaction
	I find this interesting because...

Name: _____

ESSAY I: My Work History and Career Goals

This first essay is an opportunity for me to see what your writing is like. I would like you to write as much as you can, because it will give me an idea of what you do well already and where you need improvement.

This semester, we will read about immigrants who worked in an industry that needed regulation, or better rules, to make sure everything was safe and that they were paid fairly for their work. All of us today want these things, too, but we sometimes want more, such as a job that we enjoy, or that offers us other benefits besides money.

Your first essay is about *your* personal experience and attitude about working.

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 some major that can lead to a career path. What is your major? Make some predictions about what you will learn in those classes, or what kind of projects your teachers might expect you to complete. 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.

Where you are now

- Are you on target for your career goal? Why or why not? 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.

PEER REVIEW of ESSAY I: My Work History and Career Goals

Name of Reviewer: _____

Name of the Author of the Paper: _____

1. Check to see whether the verbs are in the right tense. Remember, if the work experience is already over, the tenses should be past tenses. If the work experience is still going on, the tenses should be present. **Circle** verbs that you think need to be put into another tense.
2. When telling a story about the past, an author has to make sure that events are told in a logical time sequence. Check to see that there are words like “before, next, then, one day” etc. **Make an arrow mark** where you think the author should include more words or expressions to show more about when in time something had happened.
3. Check to see what kinds of details have been included about this work experience. **Underline the best descriptions.** Make a note in the margin where you think more descriptive words should be added.

Answer the following questions on this sheet. If you need more space, turn the paper over to finish your answer. Remember to give the number of the question you are answering so the student writer understands you.

4. Overall, what part needs the most to be developed? Why do you think it needs to be developed?
5. Write two or three questions about anything that is unclear to you or that you want more information about in the essay.
6. Overall, what is the BEST part of this essay? What do you like about it?

Please staple this PEER REVIEW to your revised draft, along with your first draft, to hand in to me. Put your revised draft on top, the first draft below that, and this sheet below the first draft.

Important Note: You must hand in a completed PEER REVIEW sheet, or I will return your work to you unread.

Shun Lee

Linda McDonnell (or your professor's name)

CLIP section D

January 29, 2009

Essay 1.2, The Most Unbelievable Day of My Life

I'll never forget that day. I was only twelve years old, and in those days, lived in Hong Kong.

Name: _____

PRE-READING: Chapters 18-30, *Charlie and the Chocolate Factory*

Before you read the next chapter of our book, look at some sentences below from that chapter. Think of some questions for these sentences. There are two types of questions: **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 to them requires more of an explanation than a Yes-No question. Here is an example of an information question and an answer: *Why was Valentino angry? He didn't like the stairs at the party's location. Where did Charlie live? He lived in a very small house.*

Choose TWO of the sentences below. Ask two information question and two yes-no questions about each sentence. Therefore, you will have EIGHT questions in total.

1. But I don't want a blueberry for a daughter! (Dahl 99)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. Burp, you silly ass, burp, or you'll never come down again! (Dahl 106)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. Whatever you do, don't go into THE NUT ROOM! (Dahl 109)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. There was something dangerous about this whole business, and the Oompa-Loompas knew it. (Dahl 125)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Name: _____

VOCABULARY: Chapters 18-30, *Charlie and the Chocolate Factory*

Below are phrases from your assigned reading. Use a good dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the phrase remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example: “Rose Colletti’s confidence began to fade.” (p. 3)

You would write: (noun) certitude, self-trust, assurance
Rose Colletti’s assurance began to fade.
Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on the vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary. Hand in your completed work _____ when class begins. After we review the words, there will be a quiz at the end of the week.

1. "This is my private yacht"(81)
2. "It's utterly impossible"(95)
3. "two naughty little children gone"(102)
4. "I do wish you wouldn't mumble"(103)
5. "he cried triumphantly (108)
6. "We mustn't dawdle"(108)
7. "Mr. Wonka slid down the bannisters"(109)
8. "tap each walnut with their knuckles"(110)
9. "Mrs. Salt said soothingly"(111)
10. "her gaze fell upon a pretty little squirrel"(112)
11. "the wretched girl's head"(112)

12. "carries away all the rubbish"(113)
13. "I'm extremely cross about this"(114)
14. "ran over to the hole in the floor and peered in"(114)
15. "Over she toppled, into the hole head first"(115)
16. "Each with a rather horrid smell"(117)
17. "Who turned her into such a brat"(118)
18. "and you must not tamper with it"(124)
19. "Are you off your rocker?"(130)
20. "the three old people who were still petrified with fear"(155)

Name: _____

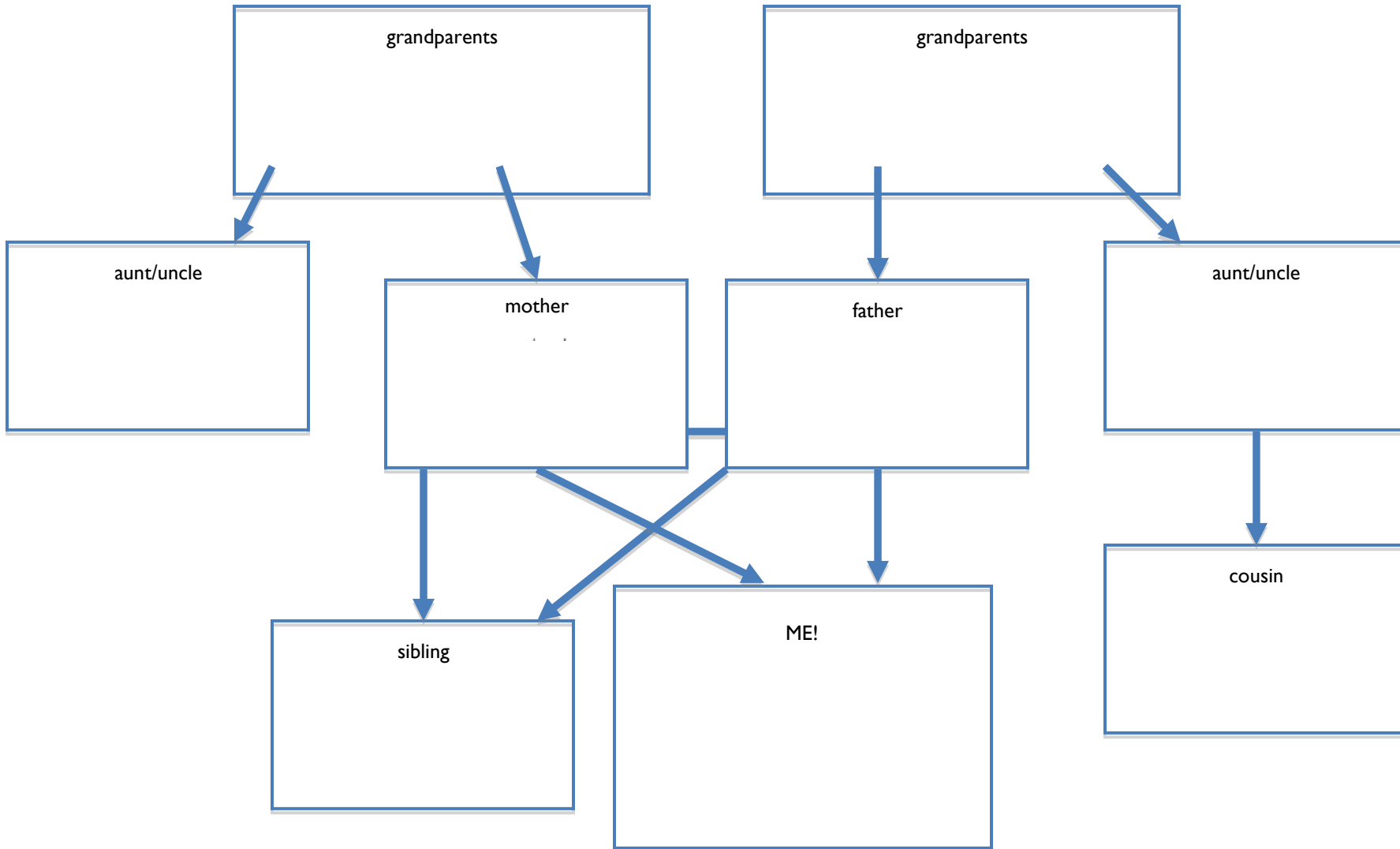
VOCABULARY QUIZ: Chapters 18-30, *Charlie and the Chocolate Factory*

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your work for tense, number, and part of speech!

1. My dad is always cross when he's hungry.
2. Lovers enjoy gazing into each other's eyes.
3. Monika hurt her knuckles when she fell down.
4. I tried to bake a cake, but it was an utter failure.
5. Pedro felt wretched after his girlfriend left town.
6. Santa does not bring presents to naughty children.
7. Millionaires like Donald Trump usually own a yacht.
8. Lap Wing cleared a lot of rubbish out of the closet.
9. Shun felt triumphant on the day he passed the ACT.
10. Don't pile the books too high or they'll topple over.
11. Hold onto the banister so you don't fall down the stairs.
12. I left that school because all the students were horrid to me.
13. Tatiana was petrified by the idea of speaking to the whole class.
14. I hated babysitting my baby brother because he was such a brat.
15. The police checked to see if anyone had tampered with the lock.
16. Because I saw my boss was insulted, I tried to soothe his feelings.
17. My mom would get angry whenever I dawdled on a shopping trip.
18. Roshani couldn't understand what the boy said because he mumbled.
19. Mr. Wonka was so strange that many visitors felt he was off his rocker.
20. Be sure to put up curtains, or else strangers might peer in your windows.

Researching Careers: Career Family Tree

It's interesting to think about the careers and jobs that people in your family have chosen. If your mother is a nurse (or a chocolatier), you might know more about nursing (or making bon bons) than some people. You also might know that you DON'T want to do that job! Fill in each box with the jobs or career of the listed person. If you have other family members with interesting jobs, please add them.



Researching Careers: Career Family Tree

Answer the following questions in your notebook.

1. Have several of your family members chosen similar career fields?
2. What do your family members tell you about their careers? Do they hope that you will follow in the same field? Do they tell you NOT to go into the same field? What reasons do they give?
3. Do you understand more about your parents' careers than other careers? Are you considering these fields? Why or why not?

Researching Careers: Networking

Get into a group of 3-4 students. Bring your family trees. Follow the next steps:

1. Which people are still working today in the careers listed on your family tree? Put a small star next to those careers.
2. Introduce those careers to your group briefly—tell you group what you understand about this job or career from knowing this person in your family.
3. Make a group list of all of starred careers on all of your family trees.
4. How can you categorize or organize the list? Are any of the careers related to each other? Are any of the jobs similar to each other?

Name: _____

**ESSAY 2: Willy Wonka as an Employer
(Using Quotations in an Essay)**

When we enter the work world, we encounter employers, and we quickly find out that they are not all alike. It's important to notice how an employer treats his workers. In this essay, we'll be focusing on the character of Willy Wonka as an employer, and analyzing how he relates to his workers. In order to back up (or support) your statements, you'll be using specific quotations from the book. Learning how to use quotations in an essay is an important skill for college-level papers.

What kind of boss is Willy Wonka? Would Willy Wonka be a good boss to have? To answer these questions, consider three different employer/employee relationships in the book:

1. Will Wonka's past relationship, with the first set of workers up to the closing of the chocolate factory;
2. His present relationship, with the Oompa-Lumpas;
3. His future relationship, with Charlie.

For each relationship, choose a quote that reflects on these relationships and explain for your reader what this quote tells us about Willy Wonka and his attitudes towards workers.

In your introduction, remember always to pretend that your reader has not read this book and needs certain information. For instance, who is Willy Wonka? Is he a real person? Then, narrow your topic for this essay. What aspect of Willy Wonka will you be discussing in this essay? Be sure to mention something about bosses and workers and their relationships.

In the body, you will have three separate paragraphs, one for each of the relationships mentioned above. Since we are discussing three different periods of time, be aware of TIME signal words as you write this essay, especially as you move from one paragraph to the next. Also, when you are working with a TIME pattern, it is a good idea to put your paragraphs in time order, or what is sometimes called **chronological** order. That means, you will start in the past and move forward in time.

As mentioned above, you will also be using **quotations from the book** to make your point. Here are some steps for doing so.

Step One: Find quotes that you think are important to make your points.

Step Two: Make sure you copy the quote exactly as written—check this over to be certain that you have all the right endings on the verbs, etc. Just as you have been doing

with your Reading Logs, identify the source of your quote with parenthetical citation. For example, here's a quote from the book: "They were looking down upon a lovely valley" (Dahl 63).

Step Three: Now, in order to use this quote well in an essay, we should introduce this quote with a few words of our own, and then explain the quote in a sentence afterwards. Here are three different ways to phrase this:

- According to the book, "They were looking down upon a lovely valley" (Dahl 63). This is the moment when all the visitors see the Chocolate Room for the first time. It shows that the factory is beautiful.
- The author writes, "They were looking down upon a lovely valley" (Dahl 63). This is the moment when all the visitors see the Chocolate Room for the first time. It shows that the factory is beautiful.
- In Chapter 15, we read "They were looking down upon a lovely valley" (Dahl 63). This is the moment when all the visitors see the Chocolate Room for the first time. It shows that the factory is beautiful.

Use each phrasing once in today's essay to gain practice with all three. You can use them in any order you want. Study these phrases carefully so that you can use them in other essays later on.

In your conclusion, summarize what you have discussed in your essay and then state your overall opinion of Willy Wonka as an employer. Do you think you would enjoy working for a person like this? Why or why not?

Things to keep in mind:

1. Select the right verb tense for the TIME relationship you are discussing. In this essay, you will be using past, present, and future tenses.
2. Use TIME words and phrases to move from one paragraph to another.
3. Choose quotes that will help the reader understand why you have this opinion of Willy Wonka as a boss.
4. As always, write your essay as if it were going to be read by someone else who is not a part of this class. Include enough detail so that they can understand what you are describing.

Name: _____

<p style="text-align: center;">Peer Review: ESSAY 2, Willy Wonka as an Employer (Using Quotations in an Essay)</p>

Please give your essay to a peer, and have the peer read the essay and answer the questions about each item below (A-E).

Today, my essay was read by _____.

A. SIGNAL WORDS and PHRASES:

- Have I used TIME words to move from one paragraph to the next?

B. QUOTATION USE:

- Have I used the quotes correctly as illustrated in the instructions? If not, what do I need to fix?

C. DEVELOPMENT:

- Am I including enough detail so that someone who has not read this book would understand me? Write comments next to parts that need more development.

D. VERB TENSES:

- Am I using the correct verb tenses for each paragraph? Circle places where you think I have made a mistake.

E. ENCOURAGEMENT TIME!

- What's the thing I do best in this essay?

What do you think is going on in these pictures?



VOCABULARY: “Prologue: Misery Lane,” *Triangle: The Fire that Changed America*

Below are phrases from your assigned reading. Use a good dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the phrase remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example: “Rose Colletti’s confidence began to fade.” (p. 3)

You would write: (noun) certitude, self-trust, assurance
Rose Colletti’s assurance began to fade.
Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on the vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary. Hand in your completed work _____ when class begins. After we review the words, there will be a quiz at the end of the week.

1. “the makeshift morgue” (p. 1)
2. “victims of a catastrophic fire” (p. 1)
3. “high-rise garment factory” (p.1)
4. “the ones that plunged from windows” (p.1)
5. “in the burning loft” (p.1)
6. “strolled an easy mile” (p.2)
7. “a small fire erupted” (p. 2)

8. "Onlookers by the hundreds" (p. 2)
9. "tumbling from the ninth-floor windows" (p.2)
10. "a charred princess" (p.2)
11. "people stared and murmured" (p.2)
12. "the dwindling line" (p.3)
13. "a worse calamity struck in Manhattan" (p.3)
14. "it was the crucial moment" (p.3)
15. "an almost unprecedented transfer" (p.3)
16. "by contempt and exploitation" (p.3)
17. "their names became far more notorious" (p.4)
18. "negotiating with a businessman" (p.4)
19. "she had sent a portion of her earnings" (p.5)
20. "she had sent a portion of her earnings" (p.5)

Name: _____

VOCABULARY QUIZ: “Prologue: Misery Lane,” from *Triangle: The Fire that Changed America*

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your work for tense, number, and part of speech!

1. My brother works in a loft in Soho.
2. The Triangle fire erupted in a garbage can.
3. The Triangle Fire had hundreds of onlookers.
4. Police took the victims' bodies to the morgue.
5. Xing Ci didn't get all the notes, but only a portion.
6. After lunch, my friends and I usually go out for a stroll.
7. Part of Amine's earnings go to pay for health insurance.
8. The biggest catastrophe in New York was obviously 9/11.
9. Obama's election to President was unprecedented in US history.
10. Many people were lost in the calamity caused by Hurricane Katrina.
11. Amy wouldn't eat her hamburger because she felt it was too charred.
12. If you run too quickly down the stairs, you may tumble to the bottom.

13. Hitler is probably the most notorious person of the whole 20th century.
14. It was my grandpa that made the crucial decision to immigrate to the US.
15. The factory owners exploited the workers by cheating them out of money.
16. The Great Depression started when the stock market prices plunged suddenly.
17. Cindy discovered she could only bring six garments into the fitting room at one time.
18. Uddin couldn't concentrate on the quiz because Farhana and Louis were murmuring near him.
19. The Indians on Manhattan did not understand that the Dutch were negotiating to buy the island.
20. Because she lost her job two years ago, Janet's savings have dwindled almost to nothing.

Name: _____

PRE-READING: Chapter 2, “The Triangle,” *Triangle: The Fire that Changed America*

Before you read the next chapter of our book, look at some sentences below from that chapter. Think of some questions for these sentences. There are two types of questions: **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 to them requires more of an explanation than a Yes-No question. Here is an example of an information question and an answer: *Why was Valentino angry? He didn’t like the stairs at the party’s location. Where did Charlie live? He lived in a very small house.*
(After you write your questions, check the question structure.)

Choose TWO of the sentences below. Ask two information question and two yes-no questions about each sentence. Therefore, you will have EIGHT questions in total.

1. Will you stay at your machines and see a fellow worker treated this way?
(Von Drehle 36)

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. If the weather was fair, the shop might spill onto the fire escape or relocate to the roof (Von Drehle 41).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. She was the ideal girl whom many expected to find some day in flesh and blood (Von Drehle 46).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. That was when the prostitutes attacked (Von Drehle 50).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Name: _____

VOCABULARY: Chapter 2 “The Triangle,” *Triangle: The Fire that Changed America*

Below are phrases from your assigned reading over the weekend. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the phrase remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example: “Rose Colletti’s confidence began to fade.” (p. 3)

You would write: (noun) certitude, self-trust, assurance.
Rose Colletti’s assurance began to fade.
Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on the vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary. Hand in your completed work Monday morning when class begins. After we review the words, there will be a quiz at the end of the week.

1. “to echo Kline’s complaint” (p. 35)
2. “Goldfarb hauled Elfuzin behind them” (p. 36)
3. “to feed legions of destitute families” (p. 38)
4. “a dark age of chaos” (p. 38)
5. “The industry’s capacity to produce clothes” (p. 39)
6. “under bundles of fabric” (p. 40)
7. “another contractor’s squalid room” (p. 40)
8. “poorly ventilated shops” (p. 42)

9. “This mingling of business and family” (p. 43)
10. “The new factories had two drawbacks” (p. 48)
11. “The workers could discuss grievances” (p. 48)
12. “were highly vulnerable to strikes” (p 48)
13. “the altercation with Kline clearly showed” (p. 49)
14. “It was a sham” (p. 49)
15. “Zeinfeld was moaning in the gutter” (p. 51)
16. “threatening to assault a worker” (p. 52)
17. “Murphy perused his newspapers” (p. 53)
18. “strikers could not halt a healthy production line” (p. 53)
19. “a full-scale confrontation was inevitable” (p. 54)
20. “a full-scale confrontation was inevitable” (p. 54)

Name: _____

VOCABULARY QUIZ: Chapter 2, “The Triangle,” *Triangle: The Fire that Changed America*

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your work for tense, number, and part of speech!

1. The fire left five families destitute.
2. Some of the early tenements were squalid.
3. Yun Fei accidentally dropped his keys in the gutter.
4. Kenia had a bundle of clothes to take to the laundry.
5. The workers sent a list of grievances to their employers.
6. No option is ever perfect; there is always at least one drawback.
7. Uddin almost fainted because the subway car had no ventilation.
8. Please take the time to peruse the test before starting to answer it.
9. Johanna won't walk home alone at midnight because she would be too vulnerable.
10. Thank goodness this suitcase has wheels; I could never haul it otherwise.
11. When the Twin Towers fell, downtown Manhattan was a scene of chaos.
12. Jake Kline had a confrontation with Mr. Bernstein over his low paycheck.
13. Getting a college degree hopefully will give you the capacity to earn more money.

14. Some people thought that Michael Jackson's marriage was just a sham for publicity.
15. Assaulting another student will get a person thrown out of CLIP, as well as arrested.
16. Once the little boy heard his sister ask for ice cream, he echoed her request.
17. When they tell you to put your pen down at the CATW, you had better halt.
18. So far, there have been no altercations in our class this semester—let's keep it that way!
19. Before eating that lo mein, wait to let all the ingredients have a chance to mingle.
20. Because the fire department's ladders could not go higher than six floors, loss of life at the Triangle Factory fire was inevitable.

Researching Careers: Find Someone Who

This is an exercise that will help you learn about the career experience and plans of the other students in the class. First, write a question for each statement. Then, write a follow-up question. Finally, talk to the other students until you find someone who can answer the questions. Follow the example.

Find someone who ...	Write it as a question!	Write a follow-up question!	Now, find a student in our class!
... would like to be a teacher	Would you like to be a teacher?	What subject do you want to teach?	Min would like to be a teacher. She wants to teach young children.
... has worked in a clothing store			
... has worked at a restaurant			
... wants to work with computers			
... knows someone who owns their own business			

... is interested in engineering			
... is interested in manufacturing			
... knows someone who works in the medical field			
... has had more than four different jobs in their life			

Name: _____

ESSAY 3: Description in <i>Triangle</i> and in Images
--

David Von Drehle, the author of our book *Triangle: The Fire that Changed America*, is a newspaper reporter by trade. Reporters are trained to observe things carefully and then write about them in great detail, enabling their readers to "see" what the reporter is describing. That involves careful word choice, especially of specific verbs, nouns, adverbs, and adjectives. Today's essay will give you practice with descriptive language.

In your introduction, comment first on the power of good description and why it is important. By the end of the intro, be sure to mention the book *Triangle* and the images you have been studying from the "Remembering the 1911 Triangle Factory Fire" website and the Kheel Center at Cornell: <http://www.ilr.cornell.edu/trianglefire/>.

In your body, give one paragraph each to what you have read in our book so far and to the images. Work with the thesaurus to find more synonyms for words you find yourself repeating, or to raise the level of your vocabulary from basic to more advanced.

- **For the book:** So far, we have read "Misery Lane" and half of "The Triangle". What kind of feeling did Von Drehle create in his description in "Misery Lane"? Give two examples of the most powerful descriptions in that section. Why did these two examples impress you? Focus on his vocabulary use--which words are strongest? When you use these quotes in your essay, be sure to include the same style of parenthetical citation that you use for your reading log, (Author page). So, a quote from page 4 would be followed by (Von Drehle 4). *Note:* if you'd like, you may choose one example from "Misery Lane" and one from "The Triangle", but at least one example must be from "Misery Lane", since it more closely deals with the fire itself, which many images cover.
- **For the images about the Triangle fire:** Describe in detail two of the images with enough detail that I can tell which ones you mean. For each, tell me why this image made an impression on you. What part of the Triangle story does this work represent? What feelings did the person that produced this image want to arouse in you with this piece? How does this work help you understand what we have been reading more clearly?

In your conclusion, summarize your own body, and then tell what you've learned about description and careful observation.

PEER REVIEW of ESSAY 3: Description in <i>Triangle</i> and in Images

Name of Reviewer: _____

Name of the Author of the Paper: _____

This time, different people at the table will be responsible for reading different parts of the essay. Begin by passing your paper to the person on your right, and pass again to the right when you are finished. This way, most people will read and comment on each paper for one particular thing.

1. **Check the introduction:** Have they mentioned both the book and the images? Have they mentioned the importance of description?

2. **Check the *Triangle* book:** Have they identified which part of the book they are discussing? Have they included two quotes? Did they discuss these quotes? Have they used proper format for the quote, like (Von Drehle 4)?

3. **Check the part about images:** Have they chosen TWO images? Can you visualize the images they are describing? If not, what else do they need to include in this description? Have they included their own reaction to these images?

4. **Check the verbs:** How are the VERB tenses in this essay? Circle where you think that the tenses need to be fixed.

5. **Check the vocabulary:** How is the VOCABULARY in this essay? Underline and put a star next to good vocabulary words and underline words that you think should be replaced with synonyms or words that are not being used correctly.

Please staple this PEER REVIEW to your revised draft, along with your first draft, to hand in to me. Put your revised draft on top, the first draft below that, and this sheet below the first draft. Note: You must hand in a completed PEER REVIEW sheet, or I will return your work to you unread.

Name: _____

PRE-READING: Chapter 2, “The Triangle,” *Triangle: The Fire that Changed America*

Before you read the next chapter of our book, look at some sentences below from that chapter. Think of some questions for these sentences. There are two types of questions: **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 to them requires more of an explanation than a Yes-No question. Here is an example of an information question and an answer: *Why was Valentino angry? He didn’t like the stairs at the party’s location. Where did Charlie live? He lived in a very small house.*

(With a partner, check the structure of the questions you write!)

Choose TWO of the sentences below. Ask two information question and two yes-no questions about each sentence. Therefore, you will have EIGHT questions in total.

1. Outside the Bijou factory one day, Rose Perr and her comrades watched incredulously as replacement workers came and went from the curb in automobiles (Von Drehle 63).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. With her great wealth and greater skill, she took over the women’s suffrage movement, spoke of the coming “war of the sexes”, and advised her feminist sisters to “pray to God; She will help you” (Von Drehle 67).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. At just this low point, however, a woman whose name was almost a synonym for money joined the cause: Anne Morgan, daughter of the most powerful capitalist in the world (Von Drehle 71).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. Four young strikers paid twenty-five dollars in fines with twenty-five hundred pennies (Von Drehle 84).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Name: _____

VOCABULARY: Chapter 3, “Uprising,” *Triangle: The Fire that Changed America*

Define the following vocabulary words. The words might have more than one definition, so I want you to select the definition that is closest in meaning to how the word is being used in this reading. Adapt your definition to match this word in tense, number, and part of speech. Hand in your work on time.

1. “Local 25 at last convened a meeting” (p. 55)
2. “do not enter too hastily” (p. 56)
3. “she acted on the spur of the moment” (p. 57)
4. “Feigenbaum gestured once more for silence” (p. 58)
5. “the audience recited in unison” (p. 58)
6. “the audience recited in unison” (p. 58)
7. “the strike was approved unanimously” (p. 58)
8. “their instructions were simultaneously translated into Yiddish” (p. 60)
9. “to explain the workers’ obligation to be obedient” (p. 60)
10. “a thriving world of newspapers, lectures” (p. 60)
11. “the stampede to settle must end” (p. 62)
12. “they kept the stench under control” (p. 65)
13. “she took over the women’s suffrage movement” (p. 67)

14. “Rolling cigars was so tedious” (p. 67)
15. “according to her siblings” (p. 71)
16. “Anne lived a comfortable, perpetually single life” (p. 71)
17. “face to face with hunger or eviction” (p. 83)
18. “to have been made in vain” (p. 84)
19. “Ultimately, the strike belonged to the waist makers” (p. 84)
20. “they no longer prohibited membership” (p. 86)

Name: _____

VOCABULARY QUIZ: Chapter 2 “Uprising,” Triangle: The Fire that Changed America

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your work for tense, number, and part of speech!

1. Can you recite the alphabet?
2. Smoking is now prohibited in restaurants.
3. Norma was evicted for not paying her rent.
4. Women ultimately did get the right to vote.
5. Obama will give a speech at the Democratic Convention.
6. In order for a plant to thrive, it must have light and water.
7. The students repeated the Pledge of Allegiance in unison.
8. When I was younger, I fought with my siblings all the time.
9. Couples who marry too hastily will often regret their actions.
10. I have to admit that grading papers becomes tedious sometimes.
11. Women like Alva Belmont worked tirelessly for women’s suffrage.
12. Although Mayor Bloomberg did get his third term, the vote was not unanimous.
13. Many adult children were raised to feel an obligation to their parents.

14. One Thanksgiving, a Wal-Mart worker was killed when the shoppers stampeded into the store for bargains.
15. The Triangle Fire was hard to fight because there were simultaneous fires on three different floors.
16. Because they don't know all the laws to protect them, immigrants are perpetually at risk of exploitation.
17. Neighbors complained about a terrible stench coming from one house; it turns out there were several dead people there.
18. Amine had to gesture at Cindy because he could not yet call her by name.
19. Wicky was glad to hear there was going to be a the spur of the moment party.
20. Paramedics tried to save Michael Jackson's life, but all their efforts were in vain.

Name: _____

ESSAY 4: The Latest News from New York
(Essay including Summary and Opinion with a Sense of Identity)

This essay will give you more practice with writing a letter and supplying enough detail through a summary so that a reader unfamiliar with an event can visualize it. In addition, you will also be expressing your thoughts about the future.

You are a garment factory worker in New York in 1909, and you work under the circumstances we have been discussing in class. Write a letter to a friend back in your country. Tell them what has been happening to the strikers.

1. Summarize what happened so that your friend can understand the situation. What details are important to include?
2. Take a stand on the strike yourself. Are you a striker or a strikebreaker?
 - a. If you are a striker, how do you feel about the arrests and violence against strikers?
 - b. If you are a strikebreaker, tell why you haven't joined the strike and whether you feel frightened to cross the picket lines.
3. How do you think about the involvement of the wealthy society women?
4. What do you think you should do next?

In order to get ideas for your paper, discuss in pairs or triads what we have been learning about the world of the garment workers of 1909, as well as what been happening to the strikers. Then, decide what you need to include in the letter to your friend.

Things to keep in mind

- The summary should be in past tense.
- How you feel should be in present tense.
- Use opinion words (should, had better, must, ought to) to describe what you think you and the other strikers should do next.
- Use possibility words (could, can, might, may) to describe what could happen next in this situation.
- Add enough detail so your friend can understand what you are describing. Review the details found in your book.
- Look over your vocabulary and try to use them in this letter for more practice. Select words that will make your ideas and opinions more vivid and powerful.

Skills to practice

setting up a letter; summarizing an event in the recent event; giving an opinion about a current event.

PEER REVIEW of ESSAY 4: The Latest News from New York

Name of Reviewer: _____

Name of the Author of the Paper: _____

Please write as much as you can to help your fellow classmates improve their essay from draft 4.1 to 4.2.

1. **Summary:** Is the summary accurate? If something's missing, what needs to be included?

2. **Grammar:** How are the verb tenses? How are the opinion and possibility words?

3. **Overall,** what does this writer do BEST in this essay?

4. **Imagine** you never knew anything about the topic. Write 3 questions for clarification or additional information that will help you understand the situation.

Please staple this PEER REVIEW to your revised draft, along with your first draft, to hand in to me.

Name: _____

Researching Careers: Resources from the Department of Labor

The United States government has a whole department called the Department of Labor. Go to their website to learn more about them: www.dol.gov. Find a basic description of what the Department of Labor does. Take some notes here:

The Department of Labor...

Where did you find this information on the website?

Name: _____

PRE-READING: Chapter 8, "Reform," Triangle: The Fire that Changed America

Before you read the next chapter of our book, look at some sentences below from that chapter. Think of some questions for these sentences. There are two types of questions: **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 to them requires more of an explanation than a Yes-No question. Here is an example of an information question and an answer: *Why was Valentino angry? He didn't like the stairs at the party's location. Where did Charlie live? He lived in a very small house.*
(With a partner, check the structure of the questions you write!)

1. She heard the cry rising from all around her: *Don't jump! Help is coming!* (Von Drehle 195).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

2. At first, Smith disliked the Assembly. Then he started reading, and everything changed (Von Drehle 204).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

3. I can't talk fellowship to you who are gathered here. Too much blood has been spilled (Von Drehle 71).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

4. It was the most useful piece of advice, I guess, we've ever had (Von Drehle 84).

Information Question 1:

Information Question 2:

Yes-No Question 1:

Yes-No Question 2:

Name: _____

VOCABULARY: Chapter 8 “Reform,” *Triangle: The Fire that Changed America*

Below are phrases from your assigned reading over the weekend. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example: “Rose Colletti’s confidence began to fade.” (p. 3)

You would write: (noun) certitude, self-trust, assurance.
Rose Colletti’s assurance began to fade.
Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on the vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary. Hand in your completed work Monday morning when class begins. After we review the words, there will be a quiz at the end of the week.

1. “a seminal expose of conditions in the New York slums published in 1906” (p. 196)
2. “she went by her maiden name” (p. 196)
3. “walking dutifully up to the brothel doors and knocking” (p. 198)
4. “was seated at his desk, poring over papers” (p. 200)
5. “Wagner supplemented the family income” (p. 202)
6. “In his off hours he began hanging around Tom Foley’s saloon” (p. 203)
7. “frustrated by his ignorance and impotence in the chamber” (p. 204)

8. “to a complete novice” (p. 205)
9. “Workers were frequently scalded” (p. 206)
10. “Every year thousands of us are maimed” (p. 207)
11. “to help his constituents through the ordeal of identifying the dead” (p. 209)
12. “they don’t really believe that there is any hazard until you show them” (p. 210)
13. “the reformers had little sway with the Hall” (p. 210)
14. “he was by nature cautious” (p. 212)
15. “Until the children passed out from exhaustion” (p. 215)
16. “Fire drills were mandatory in large shops” (p. 215)
17. “won in a landslide” (p. 218)
18. “I opposed that bill” (p. 218)
19. “Charles Murphy endorsed women’s voting rights” (p. 218)

Name: _____

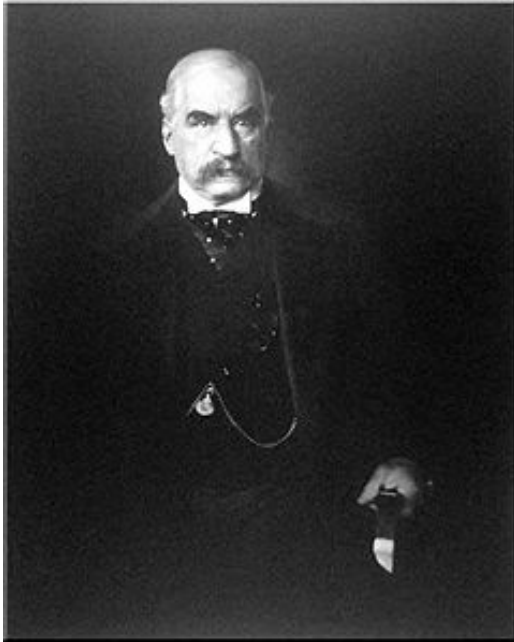
VOCABULARY QUIZ: Chapter 8 “Reform,” *Triangle: The Fire that Changed America*

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your answer for **tense, number, spelling, and part of speech!**

1. Some soldiers are maimed in battle.
2. Always be cautious when cooking over a flame.
3. Would you endorse a candidate who was anti-immigrant?
4. It's to be expected that a novice will make many mistakes.
5. Xing Ci takes vitamins in order to supplement her usual diet.
6. Jihui worked on his essay until he fell asleep from exhaustion.
7. Here in NYC, education is mandatory until the age of sixteen.
8. Ignorance about how to act in a fire could cost a person his life.
9. Be careful of that kettle! You might scald yourself accidentally.
10. Nashalim has plenty of time in her off hours to do her reading.
11. Do you think either Obama or Romney could win in a landslide?
12. Amine pores over his bank statement to check that everything is okay.

13. Before unions, workers were in an impotent position with their bosses.
14. Many women today keep their maiden names even after they are married.
15. A successful politician usually pays attention to what his constituents want.
16. If a brothel opens next to your home, it would bring down the real estate value.
17. All the cotton in the bins proved to be a fire hazard at the Triangle Factory.
18. Amy opposes the idea of everyone in America's being allowed to have a gun.
19. Secretaries often have a lot of sway with their bosses, so always be polite to them.
20. After working so many hours at the factory, the workers had to return home to the slums.

Who do you think they are?



What do you see that makes you say that?

Name: _____

INDEPENDENT ASSIGNMENT: A Visit to the Morgan Library & Museum

(Basis for Essay 5, Writing up a Field Trip)

An independent assignment means you go by yourselves, not as a class. If you wish, you may meet a few of your friends or you can go alone. Many college-credit classes, particularly art and music classes, require that you go on trips independently and then write about them. That is the skill we will work on with this trip.

In a nutshell:

- WHERE:** The Morgan Library & Museum, 225 Madison Avenue at 36th Street New York, NY 10016, Manhattan.
- DATE:** **Fri** _____ (note: this assignment may be completed on Saturday or Sunday as well).
- TIME:** Open from 10:30am - 9pm on Friday, 10am - 6pm on Saturday, and 11am - 6pm on Sunday.
- COST:** Student admission price is \$10 if you have your ID card, \$15 if you don't. However, sometimes it is free to go to The Morgan. If you go on Friday evening at 7pm, the admission is free. If you go on Sunday at 4pm, it is also free to go to the rooms on this assignment.

YOU MUST KEEP YOUR RECEIPT AND STAPLE IT TO YOUR REPORT TO RECEIVE ATTENDANCE CREDIT. IF YOU GO ON FRIDAY EVENING, BRING BACK A BROCHURE TO PROVE YOU WERE THERE. Your report is due on Monday morning at 9am. If you don't have it on Monday morning, you will be marked absent for Friday. These are CLIP's rules, not mine.

- TRAIN:** Take the 6 train to "33 Street". This will let you out at East 33 and Park Avenue. Walk over to East 36 Street and enter the building at Madison Avenue. You can also take the 4,5 to "42 Street/Grand Central" or the other trains that go to Macy's and walk from there, too.

This week, we have read about Anne Morgan and how she helped the striking workers from the Triangle Waist Factory; she was also in the documentary about the strike that we saw earlier. You remember that Anne was the daughter of J.P. Morgan, one of the richest men in the world. Now you will have the chance to visit the personal library of this wealthy man, and see for yourself the kind of lifestyle that Anne was used to. Let's see how different this is from the tenement apartments in which the Triangle workers lived.

Your Assignment:

Before you go, research the Morgan Library's site in the computer lab to acquaint yourself with that museum at : <http://www.themorgan.org/home.asp>. Look at the sections on:

- About the Morgan, to see how this place originated.
- History of the Morgan, to learn about the spaces you will visit.

At The Morgan:

You are going to concentrate on the parts of The Morgan that were actually used by Mr. Morgan himself, and which his daughter Anne would have visited regularly. Look on the Floor Plan and find the areas marked "Mr. Morgan's Library, Mr. Morgan's Study, Rotunda, and Librarian's Office". These are part of the original building, while the rest of the areas are newer. Also, go to the gift shop—this was part of Mr. Morgan's son's mansion. While the items for sale are interesting, look instead at the walls, windows, and ceiling to see the actual construction of this wealthy man's home.

The next essay will be about this trip, so it's important for you to gather as much information on your trip as possible. Therefore, take detailed notes about what you see in these spaces.

SEE where money was spent on every detail of these spaces. To practice, let's look around THIS space, our classroom, and see the details here.

Concentrate on space:

- Look UP: What is the ceiling like?
- Look DOWN: What is the floor like?
- Look AROUND: How is it furnished?

Now concentrate on material:

- What is made of STONE?
- What is made of METAL?
- What is made of WOOD?
- What is made of FABRIC?

In your opinion, did the college spend a lot of money here to make it nice or impressive? Be specific about why/why not.

The quality of how well made something is called *workmanship*. Another way to say, "This item was well made" is to say, "This item shows good workmanship".

Therefore, concentrate on workmanship at The Morgan. Use the same technique we used in the classroom to SEE the rooms at The Morgan. Look carefully at specific details, like bookcases and door knobs. Figure out *why* this place cost so much money.

Another important verb tense is the conditional tense. We use this tense to imagine what we would do or feel in somebody else's circumstances: "*If I were a Triangle worker, I would be very unhappy.*" The conditional tense can also be used to give advice or suggestions to people: "*If I were you, I would use the money to build a library.*"

Practice using that tense to describe how you feel on this visit. Then, write paragraphs to develop your response to these rooms in preparation for working on Essay 4.

1. In Mr. Morgan's Library:

How would you feel if you owned every book in this library?

2. In Mr. Morgan's Study:

How would you feel if you were J.P. Morgan and this were your own office?

How would you feel if you were Anne Morgan, and all this belonged to your father?

How would you feel if you were a Triangle worker and came to ask Mr. Morgan for a favor during the strike?

Name: _____

**ESSAY 5: Writing about the Field Trip to The Morgan Library & Museum
(Addition Signals and Descriptive Language)**

When you take an art, music, or history class, you are often assigned to visit a famous museum and then write about your visit in a report. Remember that such trips are assigned for a purpose: Your teacher wanted you to see how this place is related to things you have been discussing in class and reading about. It's important, therefore, to demonstrate that you have indeed understood the specific purpose of your field trips by providing numerous details and lots of description. This essay will give you practice with that.

In your introduction, include information that will answer the basic question words (who, what, when, where, how, why): Where did you go? When did you go? Why did you go? Also, give some background about J.P. Morgan and his basic importance. You can use that to explain the importance of your trip to your studies.

In the body, you will describe the library and the study, **each in their own paragraph**. Use the thesaurus and dictionary to select good vocabulary for these descriptions. Demonstrate how closely you studied these rooms by providing a lot of details about the ceilings, walls, and furnishings in each one. If necessary, go back online to look at the images there. Be certain to use your own words to describe what you saw—do not copy from the website. Why do you think Morgan had such rooms built—do they serve more than one purpose? Then, describe your own reaction in relation to these rooms, based on the conditional sentences you wrote about how you would feel if you were various people. **Say all this about each room in its own paragraph.**

In your conclusion, think again about why you were assigned to visit these rooms: to see the great difference between the lifestyles of the poor and the rich in 1909-1911. Look again at the Anne Morgan section of your book. What was her importance to Von Drehle's story? Discuss her ability to become interested in women whose condition in life was so different from her own. End with a last sentence about your impressions of The Morgan Library.

Things to keep in mind:

1. Use past tense to describe J.P. Morgan himself, since he is no longer alive, but use present tense to discuss the building, since it continues to exist. Use conditional tense (If I were..., I would...) to describe how you would feel if you were not yourself but someone else standing in these rooms, such as Anne Morgan or J.P. himself!
2. Use addition words and phrases to move from one paragraph to another.

3. Return to the website (www.themorgan.org) to see the rooms again and to review more information about J.P. Morgan. Remember to paraphrase (put into your own words) anything you wish to include in your paper that you read on that site.
4. As always, write your report as if it were going to be read by someone else who has not visited this space. Include enough detail so that they can understand what you are describing.

Name: _____

**ESSAY 5: Writing about the Field Trip to The Morgan Library & Museum
(Addition Signals and Descriptive Language)**

Today, my essay was read by _____.

A. SIGNAL WORDS and PHRASES:

- Have I used ADDITION words to move from one paragraph to the next?

B. DEVELOPMENT:

- How is my use of descriptive language to make these rooms visible to someone who has never seen them? What more do I have to add in order to make my description clearer?

C. ENCOURAGEMENT TIME!

- What's the thing I do best in this essay?

Name: _____

Field Trip: “Activist New York” at the Museum of the City of New York

As we read, the workers at the Triangle Factory were part of a huge strike which resulted in some workers at other factories getting what they wanted, but not the Triangle workers. A person that takes public action to get a change made is *an activist*. Through the centuries, there have been many activists in New York, for many different reasons. How many things have been protested in New York? On our trip to “Activist New York” at the Museum of the City of New York (<http://www.mcny.org/exhibitions/current/Activist-New-York.html>), we’ll see just how many issues have divided New Yorkers—some even go back to the 1600s! Some topics will be familiar to you from our reading, but others might surprise or even shock you.

DATE: _____

WHEN: _____

COST: \$5 special student rate. Please hand in your \$5 to me no later than _____ so everything will be ready ahead of time.

WHERE: The Museum of the City of New York is located at 1220 Fifth Avenue New York, NY 10029, which is at East 103rd St, just across the street from Central Park.

DIRECTIONS:

TRAIN: Take the #6 Lexington Avenue train to “103rd Street” and walk up three blocks to 5th Avenue. Otherwise, take the #2 or #3 train to “Central Park North” (110th Street); walk to 5th Avenue, and then down to 103 Street. Meet us just inside the museum, by the admissions desk.

BUS: Take the M1, M3, M4 or M106 on Madison Avenue to 104th Street, or the M2 to 101st Street. Then, walk up one block to 5th Avenue.

Here is the site for this exhibit. Please look at it carefully in order to get the most out of our visit: <http://www.mcny.org/exhibitions/current/Activist-New-York.html>

I also suggest you get the cell phone numbers of some of your friends, so you can contact each other if you need to for some reason.

Name: _____

Researching Careers: DOL’s Occupational Outlook Handbook

The Department of Labor has something called the Occupational Outlook Handbook. It has information about jobs. Find it on their website: www.dol.gov.

Once you find it, notice how you can search for jobs in different ways. There are broad categories that will give you a list of jobs in that area—for example, Healthcare or Architecture & Engineering. But there are other ways to search for jobs. Find the area that allows you to search by growth rate. Select the *largest* growth rate and see which jobs are growing the fastest right now. Choose the three most interesting jobs listed, and take notes in the chart below:

Job	Education Required	Median Pay

Go back to the main page of the Occupational Outlook Handbook and click on the categories related to manufacturing, such as Production and Industrial Design (which is under the Arts and Design category). Scroll through the list of jobs in these categories and any category that interests you. Read the short descriptions. Complete the following sentence starters:

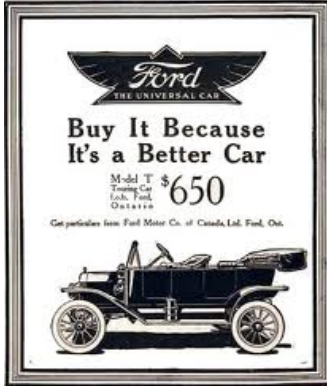
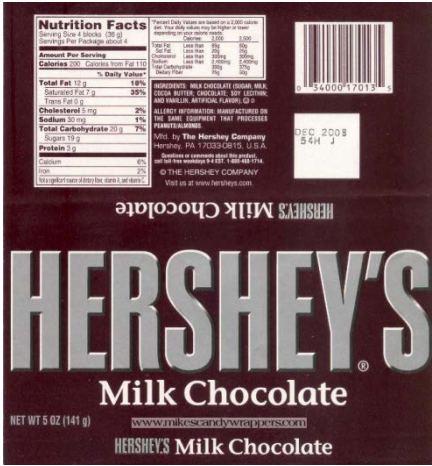
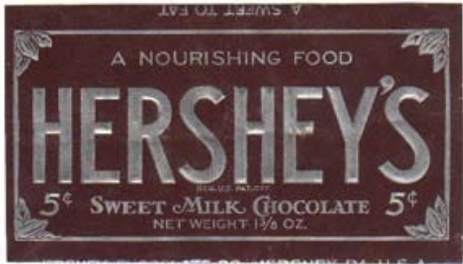
I could imagine working as a ...

I would NEVER want to work as a ...

because...

Unit II: Giants of Manufacturing

Two Giants...



Name: _____

VOCABULARY: from Milton Hershey website

Below are phrases from your assigned reading over the weekend. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example: “Rose Colletti’s confidence began to fade.” (p. 3)

You would write: (noun) certitude, self-trust, assurance.
Rose Colletti’s assurance began to fade.
Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on the vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary. Hand in your completed work Monday morning when class begins. After we review the words, there will be a quiz at the end of the week.

1. "he was the descendant of people"(1)
2. "He failed at numerous ventures"(1)
3. “Hoping to cash in on the money that people would bring” (1)
4. "and printed elaborate business cards and stationery"(1)
5. "he found himself shunned as an irresponsible drifter"(2)
6. "he found himself shunned as an irresponsible drifter"(2)
7. “While he was never ostentatious” (2)
8. “He did not begin with the clear intention of making chocolate” (3)

9. "and seldom talked about his beliefs"(3)
10. "a set of principles which he followed consistently"(3)
11. "no one ever questioned his sincerity"(3)
12. "the company's rapid growth" (4)
13. "Milton Hershey picked rural Derry Township" (4)
14. "Mr. Hershey promoted it as a destination for tourists"(4)
15. "The centerpiece of Milton Hershey's provisions for recreation" (8)
16. "he established the most prominent of his philanthropic endeavors" (5)
17. "he established the most prominent of his philanthropic endeavors" (5)
18. "so that they can earn their own livelihood" (7)
19. "From these humble beginnings" (6)
20. "the thousands of students and alumni of the School" (6)

Name: _____

VOCABULARY QUIZ: “A Real-Life Candy Man,” excerpted from a website on Milton Hershey

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your answer for **tense, number, spelling, and part of speech!**

1. Miaolin seldom travels to the Bronx.
2. Some towns have laws against drifters.
3. I earn my livelihood by teaching school.
4. Eduardo plays video games for recreation.
5. It's been a long time since Brooklyn was rural.
6. If a business isn't promoted well, it can't be successful.
7. Once the Titanic began to fill with water, it sank rapidly.
8. Henndry ventured all his money on a single lottery ticket.
9. Joh Frederson is the most prominent citizen in Metropolis.
10. Milton Hershey established a company, a town, and a school.
11. Ever since its founding, DuPont's profits have been consistent.
12. There are no descendants of Milton Hershey running his company today.

13. Alva's Marble House was one of the most ostentatious homes of its time.
14. Most experts agree that the Triangle fire was not intentional, but an accident.
15. People who get out of jail are sometimes shunned by folks they used to know.
16. Hopefully, within five years, all the students in our class will be CUNY alumni.
17. She did not accept her husband's apology because she didn't think it was sincere.
18. Sanjida decided she wants to have an elaborate wedding, so she started planning now.
19. No one knew how much money the old man had, for he lived in such a humble home.
20. Since computers are so popular today, Enguang is going to cash in by majoring in them.

Name: _____

**VOCABULARY: “Prologue for Automobiles”; “Ford: Wheels for Everyone”
up to p. 139 from *Dynasties***

Below are phrases from your assigned reading over the weekend. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

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Other meaning: (noun) a secret

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Prologue:

1. "were often scoffed at by their families" (111)
2. "lasted a time, and then vanished" (111)
3. "All of this seems absurd" (113)
4. "Europe was the pioneer" (114)
5. "people assumed that the auto was a necessity" (114)

“Ford: Wheels for Everyone”

6. "We have already encountered similar examples" (118)

7. "by then a prosperous farmer" (119)
8. "we must pause to contemplate" (120)
9. "has to be questioned and verified" (120)
10. "this quest would yield the Model T" (124)
11. "he instituted the use of interchangeable parts" (125)
12. "in carefully calculated stationary positions" (125)
13. "with the aid of a remarkable team of collaborators" (126)
14. "Repetitious work was dull" (126)
15. "Ford's rise to prominence" (128)
16. "a steady stream of pacifists" (128)
17. "it proved a colossal fiasco" (128)
18. "Ford found a scapegoat for his own failure" (129)
19. "a casual, habitual anti-Semitism"(129)
20. "Edsel was at best a figurehead "(136)

Name: _____

**VOCABULARY QUIZ: “Prologue for Automobiles”;
“Ford: Wheels for Everyone” up to p. 139**

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your answer for **tense, number, spelling, and part of speech!**

1. Whole towns vanished under the flood waters.
2. Steve Jobs was a pioneer in personal computing.
3. Maria and Yuting collaborated on the IBM project.
4. Outside NYC, having a car is a necessity, not a luxury.
5. The most prominent politician in America today is Obama.
6. Repetitious sentences would get a low score in the CATW.
7. During wartime, pacifists usually find themselves unpopular.
8. CUNY used to be free, but tuition was instituted in the 1970s.
9. To readers, the names of Willy Wonka's candies seem absurd.
10. "New Coke" turned out to be a fiasco for the Coca-Cola Company.
11. Hitler's anti-Semitism resulted in millions of murders during WWII.
12. Milton Hershey kept working, even when others scoffed at his goal.

13. All Milton Hershey's hard work finally yielded a very popular candy bar.

14. Julio encountered difficulties while trying to get to school during the snow storm.

15. Edsel became president of Ford Motors, but it was obvious he was just a figurehead.

16. Although Blanck and Harris found prosperity, they did not share it with their workers.

17. Many immigrants contemplate which new American customs they want to adopt.

18. Con Edison will have to find a scapegoat for why the transformer blew up in Manhattan.

19. At the store, Yousef had to verify a customer's age before selling her cigarettes and alcohol.

20. Ultimately, Ford realized he could make more cars if the workers were stationary and the cars moved on an assembly line.

Name: _____

VOCABULARY: "Ford: Wheels for Everyone"

Below are phrases from your assigned reading over the weekend. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

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"Ford: Wheels for Everyone"

1. "Ford was now compelled to lay off much of its workforce" (137)
2. "marked by a mediocre school performance" (140)
3. "the aisles were too narrow" (141)
4. "the easiest way to cut costs was to cut corners" (145)
5. "more than nine hundred fatalities" (145)
6. "This prolonged battle between Henry and Iacocca" (148)
7. "left management to subordinates" (149)

8. "We'd sabotage the other's projects" (150)
9. "Even those relatives who had their reservations took the family side" (151)
10. "talk of imminent bankruptcy" (151)

“Toyoda: Toyota and the Rise of Automobiles in Japan”

11. "the patriarch of the Toyoda" (195)
12. "Despite the scarcity of vehicles" (198)
13. "was a very bellicose country" (199)
14. "Both made efforts to merge with Toyota or Nissan" (200)
15. "As trade was disrupted by the war" (201)
16. "These were downright dangerous modifications"(201)
17. "Japan's lethal enemy only years before" (204)
18. "a learning trip to the United States was imperative" (205)
19. "America turned to Japan as an ally" (206)
20. "the company's annual production hit the two million mark"(207)

VOCABULARY QUIZ: “Ford: Wheels for Everyone” from p. 139 and “Toyoda: Toyota and the Rise of Automobiles in Japan” from *Dynasties*

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your answer for **tense, number, spelling, and part of speech!**

1. Thanksgiving is an annual holiday.
2. Please keep your bag out of the aisle.
3. A fire alarm disrupted our class today.
4. The general told his subordinates what to do.
5. Sometimes a fall down the stairs can be lethal.
6. Do you think Coke will ever merge with Pepsi?
7. Our CLIP essay is a modification of the CATW.
8. The war in Iraq has been prolonged for a decade.
9. That boy has no friends because he is too bellicose.
10. The spy's mission was to sabotage the new invention.
11. The radio told us that Hurricane Sandy was imminent.
12. Most of the fatalities from Sandy were in Staten Island.
13. The patriarch of the Toyoda family started out in textiles.

14. The recent scarcity of gas caused long lines at the stations.
15. Nowadays, Japan is an ally of the US, but once they were at war.
16. The decision to cut corners with the Pinto's design cost many lives.
17. Huimin hopes that the new *Twilight* movie will not be just mediocre.
18. Milton Hershey was proud that nobody in his town was laid off during the Great Depression.
19. Ultimately, Hershey's uncle had too many reservations about him to lend any more money.
20. It's imperative to get a passing score on the CATW to take credit courses in English.

Essay 6: Two of the Greatest Pioneers in Manufacturing (Comparison and Contrast Essay Backed by Various Examples)

Today's essay follows the pattern called Compare and Contrast, probably the most common essay pattern used in college. When we compare two things, we show how they are similar; on the other hand, when we contrast them, we point up their differences. It takes a good eye to discern (or notice) comparison and contrast. Gaining proficiency (skill) in the language of comparisons and contrasts will help you better express the similarities and differences you perceive in much of your college work.

We have recently read about two exact contemporaries, Milton Hershey and Henry Ford. Each man built an enormously successful manufacturing company. They shared other similarities, but differed in some important ways. Write an essay where you compare and contrast these men in terms of three things:

- the products they produced so successfully;
- how they treated their workers; and
- what kind of family relationships they had.

When you get to your conclusion, answer this question: In your opinion, which man left behind the greater legacy? Explain your reasons for your choice.

Things to keep in mind

1. Both these men are dead, so most of your tenses should be past tenses.
2. Use a variety of compare/contrast phrases so that your essay does not begin to sound boring or repetitive to the reader. Consult your list of comparison/contrast words and phrases. This is the time especially to practice expressions that you have never used before so that you can widen your ability to use the language of comparison and contrast. Don't play it safe—dare to use new expressions.
3. Start off your introduction with general statements about manufacturers. Then, narrow your focus down to Milton Hershey and Henry Ford in particular into a topic sentence that previews your essay.
4. Use at least one quote in every paragraph. Remember that whenever you use a quotation, you must explain its importance to the essay. Use parenthetical citation (Landes 151) to identify where in the book this quote comes from.
5. Remember, to get the right level of background detail and description into your essay, imagine that you are writing it for Mr. Gerena, who has not read these works. Make what you say clear enough so that he could read and understand what you are discussing.

**Peer Review of Essay 6: Two of the Greatest Pioneers in Manufacturing
(Comparison and Contrast Essay Backed by Various Examples)**

Directions: You will peer review this essay in groups. Each student in your group will review a different aspect of your classmate's essay. Please write as much as you can to help your fellow classmates improve their essay from draft 6.1 to 6.2. Put your name on the line next to the part you were checking.

1. _____ **SIGNAL WORDS and PHRASES:**

- How varied is my use of COMPARISON / CONTRAST words as I develop my body paragraphs?

2. _____ **DEVELOPMENT:**

- What other information would I have to supply for a reader who doesn't know these men?

3. _____ **RUN-ON SENTENCES:**

- Please put a parenthesis () around any sentences that you think are run-ons.

4. _____ **TENSES:**

- Circle places where you think that the verb tense needs to be corrected.

5. _____ **ARTICLES:**

- Put a caret ^ where you think an article (a, an, the) was left out.

What do you see...



...in this picture?

Name: _____

VOCABULARY: Chapter 1-5 from *Rosie the Riveter: Women Working on the Home Front in World War II*

Below are phrases from your assigned reading over the weekend. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example: “Rose Colletti’s confidence began to fade.” (p. 3)

You would write: (noun) certitude, self-trust, assurance.
Rose Colletti’s assurance began to fade.
Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on the vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary. Hand in your completed work Monday morning when class begins. After we review the words, there will be a quiz at the end of the week.

Chapter 1, “War”

1. “her first inkling that things weren’t quite right” (p.1)
2. “grabs a sign from an isolationist” (p. 2)
3. “World War I had left most Americans disillusioned” (p. 4)
4. “for the duration of the war” (p. 7)

Chapter 2, “The Home Front”

5. “a synthetic rubber was used to make Dot’s favorite bubble gum” (p. 8)
6. “the OPA rationed twenty essential items” (p. 9)
7. “which scarce material went to which factory” (p. 11)
8. “The war and appeals to patriotism permeated everything” (p. 14)

Chapter 3, “Extraordinary Opportunities for Women”

9. “The upbeat song was heard on the radio” (p. 15)
10. “They also devoted hours to scanning the sky with binoculars” (p. 19)
11. “and get their severance pay” (p. 21)
12. “stereotypes about men’s work and women’s work were suspended” (p. 22)

Chapter 4, “Getting Ready for War”

13. “the great arsenal for democracy” (p. 24)
14. “women had been barred from jobs” (p. 24)
15. “anticipating the need to hire at least some women workers” (p. 25)
16. “secret organizations to maintain segregation” (p. 26)

Chapter 5, “The First Six Months”

17. “men who were exempt from the armed forces” (p. 40)
18. “They were recruiting for any kind of work” (p. 45)
19. “Radio stations broadcast the appeals for workers” (p. 45)
20. “the boys couldn’t get the hang of knitting” (p. 54)

VOCABULARY QUIZ: Chapter 1-5 from *Rosie the Riveter: Women Working on the Home Front in World War II*

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your answer for **tense, number, spelling, and part of speech!**

1. Water is essential for human life.
2. Freddy has an upbeat personality.
3. During the revolution, the crowd attacked the arsenal.
4. Sugar and coffee became scarce during World War II.
5. I just can't get the hang of how to use Power Point yet.
6. Milton Hershey seems to have been a devoted husband.
7. Please remain in your seat for the duration of the flight.
8. The people that joined "America First" were isolationists.
9. Martin Luther King Jr. helped to end segregation in the US.
10. One common stereotype is that all Chinese are good in math.
11. These days, there are many appeals for donations for Sandy victims.
12. Joh Frederson told Josaphat to collect his severance pay at G Bank.
13. In the spring, there will be a recruiting fair for the graduating seniors.

14. Synthetic materials often try to look like a more expensive natural fiber.
15. Let's try to anticipate what kinds of articles might appear on the CATW.
16. Because I had a 95 average, I was exempt from having to take the final.
17. Immigrants are barred from ever becoming President of the United States.
18. As he got older, Henry Ford's anti-Semitism permeated everything he did.
19. The first time they take the CATW, many students have no inkling how important it is.
20. Anne Morgan became disillusioned with the strike once people began to talk of socialism.

Name: _____

VOCABULARY: Chapter 6-9 from *Rosie the Riveter: Women Working on the Home Front in World War II*

Below are phrases from your assigned reading over the weekend. Use your best dictionary to look up the word that has been underlined. You may find that the word has more than one meaning. Read these different definitions over carefully and choose the definition that is closest in meaning to how the word is being used in *this* phrase, or *context*. On a separate piece of paper, recopy the phrase substituting the correct meaning as a synonym, making sure that you use the right part of speech, tense, or number so that the sentence remains true to its original meaning. After that, copy one of the other meanings of this word so you can become familiar with that, too.

Example: “Rose Colletti’s confidence began to fade.” (p. 3)

You would write: (noun) certitude, self-trust, assurance.
Rose Colletti’s assurance began to fade.
Other meaning: (noun) a secret

Please do your work by yourself—do not work with a classmate on the vocabulary assignments, because it’s important for you to learn as many words as you can for your own personal vocabulary. Hand in your completed work Monday morning when class begins. After we review the words, there will be a quiz at the end of the week.

Chapter 6, “The War Wears On”

1. “the major migration of people” (p. 55)
2. “war plants were swamped with newcomers” (p. 56)
3. “the housing situation is acute” (p. 58)
4. “to help lick the Japs and Nazis” (p. 58)
5. “wrote captions for the photographs” (p. 62)

Chapter 7, “The Final War Years”

6. “potential women workers” (p. 66)
7. “not to go berserk over the new opportunities” (p. 67)
8. “her makeup is smudged” (p. 68)

9. “Prior to the war” (p. 71)
10. “they changed their tune” (p. 75)
11. “the peak of industrial mobilization in America was over” (p. 80)

Chapter 8, “Pioneers in the American Workplace”

12. “entered an alien world” (p. 82)
13. “I won’t tolerate that type of language” (p. 83)
14. “A wide variety of women received vocational training” (p. 83)
15. “to learn how to read blueprints” (p. 84)
16. “Searching for defective bullet jackets” (p. 86)

Chapter 9, “Peace”

17. “I just couldn’t begin to comprehend it” (p. 95)
18. “and the cheering subsided” (p. 96)
19. “most were laid off” (p.97)
20. “she had better find a niche” (p. 99)

VOCABULARY QUIZ: Chapter 6-9 from *Rosie the Riveter: Women Working on the Home Front in World War II*

Substitute a synonym or synonymous phrase for the underlined word. You do NOT need to copy the sentence over; just supply a substitute for the underlined word next to the sentence. Be sure to check your answer for **tense, number, spelling, and part of speech!**

1. That patient needs acute care.
2. This photograph needs a better caption.
3. Most parents can't tolerate hip hop music.
4. Angie fixed her smudged makeup with a Q-tip.
5. It took a great deal of effort to lick Nazi Germany.
6. Freddy sent back the defective computer keyboard.
7. Have you seen the blueprints for the Freedom Tower?
8. Women and blacks migrated to new places to take war jobs.
9. Ford had to lay off many workers during the Great Depression.
10. Qiaoling and Nga Fong went berserk over the new Iron Man movie.
11. Ford couldn't comprehend why he should ever update the Model T.
12. After the applause subsided, Obama began to speak to the audience.
13. The Milton Hershey School was founded to provide vocational training.

14. Some students had never been to school in the U.S. prior to coming to CLIP.
15. Tiger Woods was at the peak of his career when he got involved in a scandal.
16. It's hard for an immigrant to adapt to such alien customs in the new country.
17. Milton Hershey finally found his niche—manufacturing milk chocolate bars.
18. In early April, accountants usually find themselves swamped with tax returns.
19. Colonel Sanders realized the great potential market for a fried chicken restaurant.
20. After being prejudiced against women workers, many bosses changed their tune once they saw how well the women did their jobs.

Essay 7: World War II's Effect on the US and Its People (Cause and Effect Essay Backed by Various Examples)

A. Content: Write an essay that explores this question:

How did World War II affect the United States and its people?

Answer the question with information from at least two of the following sources:

1. Rosie the Riveter
2. The Ford and Toyota chapters from Dynasties
3. The 1944 movie Since You Went Away
4. The 2010 History Channel's America: The Story of Us, "World War II" episode
5. Information you may recall from high school studies

B. Structure: Have three body paragraphs, each focusing on one of the topics below:

- a. Military production
- b. Creation of jobs for women especially
- c. Shortages and rationing

C. Things to keep in mind:

1. Start off your introduction with general facts and statements about World War II. Then, narrow your focus down to its effect on the US and its people into a particular topic sentence that previews your essay.
2. This is a cause and effect pattern essay, so look at that set of words on your Signal Words sheet. Use a variety so that your essay does not begin to sound boring or repetitive to the reader.
3. Use past tenses for most of this essay, unless you discuss Since You Went Away. Movies are always discussed using present tense.
4. Use at least one quote in every paragraph. Remember that whenever you use a quotation, you must explain its importance to the essay. Use parenthetical citation (Landes 151) to identify where in the book this quote comes from.
5. As always, do not assume that your reader is familiar with your sources. Be specific and clear about your examples and descriptions.

**Peer Review of Essay 7: World War II's Effect on the US and Its People
(Cause and Effect Essay Backed by Various Examples)**

Directions: You will peer review this essay in groups. Each student in your group will review a different aspect of your classmate's essay. Please write as much as you can to help your fellow classmates improve their essay from draft 7.1 to 7.2. Put your name on the line next to the part you were checking.

1. _____ **SIGNAL WORDS and PHRASES:**

- How varied is my use of COMPARISON / CONTRAST words as I develop my body paragraphs?

2. _____ **DEVELOPMENT:**

- What other information would I have to supply for a reader who doesn't know these men?

3. _____ **RUN-ON SENTENCES:**

- Please put a parenthesis () around any sentences that you think are run-ons.

4. _____ **TENSES:**

- Circle places where you think that the verb tense needs to be corrected.

5. _____ **ARTICLES:**

- Put a caret ^ where you think an article (*a, an, the*) was left out.

UNIT III: The Green Revolution: Manufacturing Today at the Brooklyn Navy Yard

The following information comes from the education page of the BLDG 92, the Brooklyn Navy Yard's educational program website: <http://bldg92.org/education/>

Education Programs at BLDG92



BLDG 92 partners with [Brooklyn Historical Society](#) to offer education programs for K-12 students and teachers.

Through BHS and BLDG 92 school programs, students learn to think like historians and engineers as they investigate Brooklyn's material culture, art, and written documents—all of which form intriguing windows into the history of America. Place-based learning makes history and science accessible to learners of all kinds. You may be surprised how students come alive when they are immersed in history.

There are several ways to integrate the Brooklyn Navy Yard and BLDG 92 into your classroom and curriculum:

- [Free K-12 Field Trips to BLDG 92](#)
- [In-class curriculum materials](#) to explore with your students
- [Professional Development Workshops for teachers](#)

Name: _____

PRE-READING: Chapter 1: Adoption, Steve Jobs by Walter Isaacson

Fate or Chance? Do you believe in fate? This means that everything happens for a reason; it is all part of a plan.

Or...

Do you believe in chance? This means that things happen by accident; there is no plan, no control over events beyond the choices that people make.

Explain your belief in the space below.

Name: _____

WHILE YOU READ: Chapter 1: Adoption, Steve Jobs by Walter Isaacson

Answer the following questions as you read the chapter.

1. How did Paul Jobs get a date with Clara Hagopian?

2. How did Paul Jobs differ from his father?

3. How did Paul Jobs make money from cars?

4. Why couldn't Joanne Schieble and Abdulfattah Jandali get married?

5. Why didn't Joanne want to give her baby to Paul and Clara Jobs? What condition did she impose?

6. If you had been Paul and Clara, would you have told Steve of his adoption, or would you have kept it a secret? Explain your answer.

Name: _____

AFTER YOU READ: Chapter 1: Adoption, *Steve Jobs* by Walter Isaacson

Choose one of the following questions and write a short answer that includes an explanation.

- Was it fate or chance that brought Steve to Paul and Clara Jobs?
- Do you think Arthur Schieble was a good father?
- Who should be allowed to adopt children?
- If you adopted a child, would you tell your child that she was adopted, or would you keep it a secret?

Name: _____

PRE-READING: Chapter 1: Silicon Valley, Steve Jobs by Walter Isaacson

Here are titles for the first ten paragraphs in this section. Read the titles and then write down your expectations for this chapter

1. An idyllic lower-middle class suburban childhood.
2. Paul Jobs teaches Steve the importance of craftsmanship.
3. Steve reminisces about a childhood lesson on properly crafting the hidden parts.
4. Paul Jobs refurbishes and resells used cars while providing his son with an awareness of design details.
5. Steve prefers hanging out with his Dad to fixing cars.
6. Steve learns about electronics and haggling over prices at his father's side.
7. The design of Steve's childhood home.
8. The Eichler-built home inspires Steve to build a quality product for the mass market.
9. A neighbor inspires Paul Jobs to take a wrong turn into the real estate business.
10. Steve recalls and admires his father's moral character.

Now, what do you expect to read about in this chapter? Write three or four sentences below.

Name: _____

WHILE YOU READ: Chapter 1: Silicon Valley, Steve Jobs by Walter Isaacson

Each paragraph title above is a statement of the main idea for each paragraph. As you read, try to find one or two sentences from the text that support the idea in the title.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name: _____

AFTER YOU READ: Chapter 1: Silicon Valley, Steve Jobs by Walter Isaacson

Are the titles above adequate? Would you change any of them to better reflect the content of the paragraph?

Name: _____

AFTER YOU READ: Chapter 1: School, Steve Jobs by Walter Isaacson

1. Why did Steve get into trouble at school?
2. Whom did Steve's parents blame for his problems at school?
3. How did Imogene Hill motivate Steve?
4. Explain the meaning of this sentence: "It was not merely intelligence that she saw."
5. Why did Steve's school want him to skip two grades?
6. Why did the family move to a new house?
7. Why did Steve stop going to church?
8. What surprised Steve about the birth of the calf in Wisconsin?
9. How did Steve get a summer job at Hewlett Packard?
10. When did Steve begin smoking marijuana? How did his father react?

ESSAY 8: Student's Choice

Choose one of the following topics for essay 8.

- a) Compare Steve Jobs' early educational experience with your own. School is all about relationships, so your paragraphs should compare relationships between student and teachers, parents and teachers, and parents and student.

- b) Imagine that you are Paul and Clara Jobs. Write a letter to Joanne Schiebble and explain why you would be good parents for her son, even though you have not graduated university.

Name: _____

PRE-READING: Chapter 2: Woz, Steve Jobs by Walter Isaacson

Which profession do you think is the most important? Engineer, doctor, lawyer, teacher, accountant? –Put them in order, from most important to least important. Be prepared to explain your ranking.

Name: _____

WHILE YOU READ: Chapter 2: Woz, Steve Jobs by Walter Isaacson

As you read the chapter, make notes of the similarities and differences between Jobs and Wozniak. You can record your notes in the T-chart below.

Similarities	The Two Steves	Differences

1. What did Steve Wozniak learn from his father?

2. How did his father teach him about electronics?

Name: _____

AFTER YOU READ: Chapter 2: Woz, Steve Jobs by Walter Isaacson

Explain the meanings of these sentences.

1. “But emotionally and socially he was still a high school geek.”

2. “He had an easier time making eye contact with a resistor than with a girl...”

3. “I was way too shy to ever to be a business leader like Steve.”

4. “Getting shocked was a badge of honor for Woz.”

5. “‘Woz was the first person I’d met who knew more electronics than I did,’ he once said, stretching his own expertise.”

6. “He exalted engineering and looked down on those in business, marketing, and sales.”

ESSAY 9: A Response to “Two Kinds of Minds”
--

Write a CATW style essay based on the text “Two Kinds of Minds” by Blaise Pascal. In this essay, you will summarize Pascal’s view of the human mind. Then, you will choose an idea from Pascal’s text and say more about it; explain what it means to you and why you think it is interesting. You will support your idea with examples drawn from your reading of Steve Jobs. You can organize your essay like this:

- I.** Summarize “Two Kinds of Minds.” Restate the author’s main ideas in your own words.
- II.** Develop your essay by identifying an interesting idea from the text and explaining what it means to you. Do not simply agree or disagree, but try to apply the idea to the world as you see it.
- III.** Provide an example of your idea from Steve Jobs/
- IV.** Provide another example from the text.
- V.** Write a conclusion. Discuss your idea from the second paragraph in light of the examples that you provided in the third and fourth paragraphs.

Name: _____

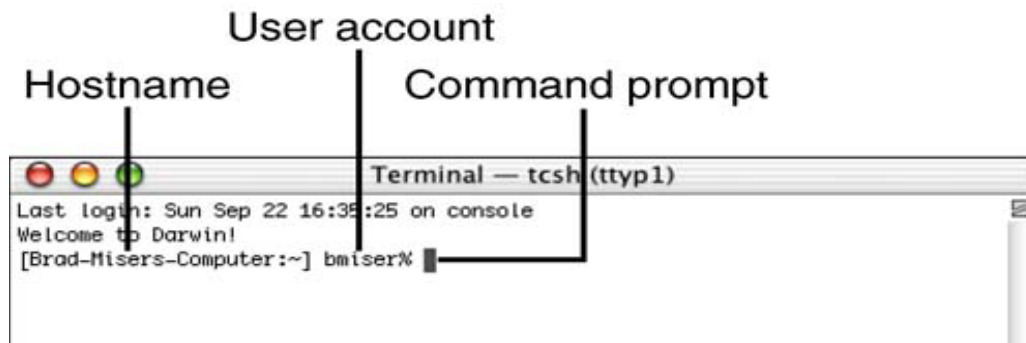
**AFTER YOU READ: Chapter 8: A New Baby and Xerox PARC,
Steve Jobs by Walter Isaacson**

1. Today's reading refers to this advertisement. What did the programmer have to do? What does this tell you about the relationship between advertising and the actual products?



2. Why did Jobs want to develop a new computer for Apple?
3. What were the three computers that Apple was developing to succeed the Apple II?
4. Alan Kay said two things that impressed Steve Jobs. Copy them below and explain what they mean.
 - a. "The best way...
 - b. "People who...

5. Here is a picture of a command line interface. Before the Apple Macintosh debuted in 1984, this is what you saw when you worked with a computer.



Have you ever worked with a computer like this? Would you know what to do if you saw only this when you turned on your computer? How did you feel when you saw this?

6. What is a GUI? I know it is an acronym for Graphical User Interface, and I know it is pronounced “Gooney,” so please try to explain what it is in contrast to the command line interface above.

7. Why does the author say that “Apple got the better end of the bargain?” What did Xerox get? What did Apple get?

8. What were the three features of Smalltalk? Which feature most impressed Jobs?

9. Here is a quote from the text: “By the fall of 1979 Apple was breeding three ponies to be potential successors to the Apple II work horse.”
What is the metaphor in this sentence?
What is the metaphor in the GUIs used by most modern operating systems such Mac OS X and Windows?

Name: _____

PRE-READING: Chapter 8: Great Artists Steal, Steve Jobs by Walter Isaacson

Here are some paragraph titles from today's reading. They are not in the correct order, but read them very carefully. What do you think is going to happen in today's reading?

1. Jobs takes pride in stealing the GUI developed at Xerox PARC.
2. A Xerox mistake is an Apple victory.
3. Innovation requires both fresh thinking and implementation.
4. Jobs simplifies the mouse and lowers its price.
5. Jobs and Apple further improve on Xerox PARC's GUI by adding drag and drop, menus and icons.
6. Xerox develops a computer called the Star but it has many shortcomings.
7. Jobs denigrates the Star and recruits two engineers from the Xerox Star team.
8. Jobs asserts his leadership in the Lisa project, particularly in regards to its GUI.
9. Atkinson recruits Jobs to convince the engineers to design a screen with a white background.
10. Atkinson achieves the impossible with regions, but nearly kills himself in the process.
11. The Apple team develops smooth scrolling and a more mobile mouse.
12. Jobs and Couch have competing ideas for the Lisa.
13. Scott and Markkula relieve Jobs of management authority.

Name: _____

WHILE YOU READ: Chapter 8: Great Artists Steal, Steve Jobs by Walter Isaacson

Try to put the paragraph titles into their correct order in the spaces below.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

Name: _____

PRE-READING: Chapter 12: A Bauhaus Aesthetic, Steve Jobs by Walter Isaacson

Here are titles for the ten paragraphs in today's reading. Today, the titles are in order. Read the titles carefully and then predict the content of today's reading.

1. Steve believes that great design will differentiate Apple products.
2. Steve studies Sony design.
3. Steve attends the International design Conference and develops a love of Italian style.
4. Steve learns about the Bauhaus movement, which valued simplicity and saw no distinction between fine art and applied industrial design.
5. Steve predicts the passing of Sony style in favor of Bauhaus inspired simplicity.
6. Simplicity and quality will be the goals of Apple design.
7. Steve introduces the desktop metaphor for the Mac operating system.
8. Maya Lin interrogates Steve about clunky computer designs.
9. Maya Lin comments on Steve's simple, sleek and fun style.
10. Steve notes the influence of Zen Buddhism and Japanese design on his style.

Name: _____

WHILE YOU READ: Chapter 12: A Bauhaus Aesthetic, Steve Jobs by Walter Isaacson

The titles state the main idea of the paragraph. After you read each paragraph, write one or two sentences that support and/or explain that main idea.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Name: _____

AFTER YOU READ: Chapter 12: A Bauhaus Aesthetic, Steve Jobs by Walter Isaacson

Work in a group. Use your support/explain sentences to create summaries for all the paragraphs in today's reading. Your paragraph summaries should not be longer than two or three sentences for each paragraph.

Name: _____

Field Trip: Museum of Modern Art

MoMA Activity #1: Lamp

1. *You are going to look at a lamp today.*

What do you expect it to look like?

What do you expect it to do?

2. *Now, go to the third floor east design gallery. Find IN-EL Mendori, a lamp designed by Issey Miyake.*

Describe Miyake's lamp.

How do you feel about Miyake's lamp?

MoMA Activity #2: Teapot

1. You are going to look at a teapot today.

What do you expect it to look like?

What do you expect it to do?

2. Now, go to the third floor west design gallery. Find “Teapot” by Marianne Brandt.

Describe this teapot.

How do you feel about this teapot?

MoMA Activity #3: Child's Chair

1. You are going to look at a chair for a child today.

What do you expect it to look like?

What do you expect it to do?

2. Now, go to the third floor west design gallery. Find "Child's chair" by Charles and Ray Eames.

Describe this chair.

How do you feel about this teapot?

Name: _____

Design Project

In the chapters on designing the first Macintosh computer, Steve Jobs and his collaborators have used words such as “friendly,” “voluptuous,” “curvaceous,” “clean,” and “simple” to describe the appearance of the computer case. You have also been to MoMA and you have seen a teapot, a chair or a lamp that been designed with a great deal of care.

Use our set of Lego blocks to design an every-day object, such as a chair or a table that meets at least two of the above adjectives. Draw a picture first, then try building based on your picture. Feel free to revise your design at any point in the process, but save all of your drawings. When you are finished, show the class your plans and your completed project. Describe your project from conception to execution, paying particular attention to problems that you met along the way. And of course, be sure to explain how your object satisfies at least two of the above adjectives.

Name: _____

Researching Careers: Manufacturing-Related Jobs

Read “Career Opportunities in Machining and Related Areas” in the introduction to the textbook Machine Tool Practices (Ninth Edition; by Kibbe, Meyer, Neely and White). As you read, take notes on the employment outlook, education and training needs, and duties of the following manufacturing-related jobs:

Job title	Duties	Career Outlook	Required Education and Training
Machine operator			
Setup			
General Machinist			
Automotive Machinist			
Tool, Die, and Mold Maker			
Production Technician			
Marine Machinist			

1. Skim the first few pages of Steve Jobs. Which of these occupations did Steve's father, Paul Jobs, have just before he got married?
2. Choose the occupation from above that you found most interesting. Search for it on [indeed.com](https://www.indeed.com) or [simplyhired.com](https://www.simplyhired.com). Prepare a brief presentation for the class on why this job is interesting for you, and where current employment opportunities exist.

ESSAY 10: Designing an Essay

Write about one of your recent projects, either the MoMA trip, the career exploration or the Lego design project. Write a story about your experience. Your story should have a situation, where you provide details about the people, time and place; a conflict and a resolution to the conflict. Finally, you should include your feelings upon completing the trip or project.

Texts & Images

Books:

Colman, Penny. *Rosie the Riveter: Women Working on the Home Front in World War II*. New York: Crown Publishers, 1995. Print.

Dahl, Roald. *Charlie and the Chocolate Factory*. New York: Knopf, 1964. Print.

Drehle, David. *Triangle: the Fire That Changed America*. New York: Atlantic Monthly Press, 2003. Print.

Isaacson, Walter. *Steve Jobs*. New York: Simon & Schuster, 2011. Print.

Landes, David S. *Dynasties: Fortunes and Misfortunes of the World's Great Family Businesses*. New York: Viking, 2006. Print.

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