



Preparation for Adults Through
Training and Higher Education

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

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Making It in America: Manufacturing Past and Present

Teacher Guide

**Units 1 & 2 by Linda McDonnell,
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Welcome to Teachers Using This Guide

This is a week-by-week guide for teachers to the pre-reading assignments, essay assignments, film tie-in suggestions, and field trips primarily for the first unit (5 weeks) of a high-level CLIP curriculum on the theme of Manufacturing. This Teacher Guide contains a description of the activities used in the first unit of the curriculum and the for-student worksheets contained in the accompanying Study Guide. (You can distribute the Study Guide to students at the start of the course as a single text, or hand out the individual pages you wish to use when you want to use them.)

I have organized the activities in the Teacher Guide by week. This may well be more than you could do with your class; it certainly is for mine. Every semester has holidays off or days that an instructor can't make it—even the “first day” of a semester varies, so that it's possible your “Week One” starts on a Monday, Tuesday, or any other of the five. What we have here, then, is a range of activities from which you can pick and choose as your class's needs and your own schedule dictates. (The corresponding handouts in the Study Guide are not organized by week, but one set per unit.)

In addition to a description of the activities for the first unit, are a set of A/B questions for reading in the second unit of the curriculum. This activity is introduced in the third week of the first unit, and is repeated in the second unit. The handouts for the

questions are not included in the Study Guide because it would not work for students to see the questions ahead of time. The other activities in the second unit of the curriculum are very similar to the rest of the activities in the first unit. Thus, there is no need to repeat the description of how they are used.

Week One:

Charlie and the Chocolate Factory, chapters 1-17

We begin with *Charlie and the Chocolate Factory* by Roald Dahl, and we'll work with this text for the first two weeks.

Summary of this week's reading

Charlie, a poor boy, lives with his parents and four grandparents in a town dominated by a giant, mysterious chocolate factory. One night, Charlie's Grandpa Joe tells him of the wonderful owner of the factory, Willy Wonka. At the height of his success, Mr. Wonka found out there were spies in his factory, selling his secrets to other manufacturers. He promptly dismissed all the workers and closed down the factory. After a period of years, the factory began to produce chocolate again, but no one was ever seen to enter or leave the factory, so Grandpa Joe says that nobody knows exactly who is making the chocolate. One day, Willy Wonka announces in the papers that he will allow five visitors to come inside the factory for a day—all they have to do is find one of the five Golden Tickets wrapped inside a candy bar. This sets off a frenetic consumption of chocolate bars throughout the world, but Charlie, being so poor, can hardly hope to be a winner. Four of the winners are profiled on TV, and they are all children with unattractive behavior of varying types. Through a lucky circumstance, Charlie gets the money to buy what turns out to be the last candy bar containing one of the Golden Tickets. Since he is allowed to bring a guest, Grandpa Joe is chosen to accompany him. Once inside the chocolate factory with the other winners, Charlie finds that it is indeed a fantasy place where almost everything is edible. The mystery of the workers is solved when Mr. Wonka explains that he smuggled in a whole race of diminutive people called Oompa-Loompas who work for cacao beans. An accident occurs where one of the children, a glutton named Augustus, falls into the chocolate river that he has been gulping down greedily and is sucked up into a pipe that shoots him off to another part of the factory. Mr. Wonka is unfazed except for momentary concern about the contamination of his river by human hands, and continues on with the tour.

Handouts for this week

1. Syllabus/Course Outline for “Making It In America: Manufacturing Past, Present, and Future”
2. “Getting to Know You Icebreaker Game”
3. Pre-Reading (“BEFORE YOU READ”) for *Charlie and the Chocolate Factory*, chapters 1-17
4. Instructions for Essay I, My Work History and Career Goal
5. Peer Review for Essay I, My Work History and Career Goals
6. Sample, MLA Style Title Page
7. List of 20 Vocabulary Words for *Charlie and the Chocolate Factory*, chapters 1-17
8. Vocabulary Quiz for *Charlie and the Chocolate Factory*, chapters 1-17
9. Blank “Reading log” template

Explanation of handouts

1. **The course syllabus for “Making It In America: Manufacturing Past, Present, and Future.”** The syllabus contains a rather full description of the course content and objectives. Students should read it in class and ask questions about anything that strikes their fancy or for which they need clarification. You can use the syllabus for your first annotating exercise in the course. Instruct the students to write questions in the margin: at least one question for every section of the syllabus. They can share their questions with a partner, discuss them in small groups and then as a class. Rereading of the syllabus is essential. The syllabus should also be used periodically for students to assess where they are and how far they’ve come as the semester progresses.
2. **“Getting to Know You Icebreaker Game”** is something I always do on the first day. It’s a grid fashioned like a bingo card, but rather than numbers, the boxes have phrases like, “Has the same major you do”. The task is for the students to get up and go all around the room, with the license to talk to anyone and everyone in pursuit of filling out the whole sheet. After a while, I call time and review some of the items, “So, did you find out who comes from an island?” and others will answer, “Maria does!” and a bit of conversation centered on Maria takes place. I do this for as long as I feel the interest level doesn’t flag. Several of the questions have this type of purpose for me—I need to know in advance who might miss class for a driving test, a citizenship test, or a sick child,

so I can glean that information pretty painlessly this way. The last row in the game changes every class to match elements of the semester's theme, so I can move towards discussing that, such as "Belongs to a union" in this case. Skills-wise, this exercise works on question formation, listening comprehension, and socialization. My philosophy is that the more friends a student can make in class, the more likely he/she is to persevere in the program because it gives him/her another reason to come to class besides schoolwork.

3. **Pre-reading called "BEFORE YOU READ"** is borrowed from the "Celebrity Science" curriculum written by Paul Argodale. The student is presented with four sentences (or on occasion, groups of sentences) from the assigned reading. Their task is to practice question formation by asking two Yes/No and two Information questions about the particular sentence(s). The students can work in pairs on the questions, and then write their "favorite" question on the board when volunteers are called for.

This pre-reading question formation activity turns traditional teaching on its head. It can present a challenge for the students and the teacher since students aren't often given the authority to ask questions in this way, and many students haven't learned had adequate practice in constructing questions. To make it work, have students practice together as a class, taking examples of the many questions that a sentence can elicit. To prompt their questions, write the interrogatives on the board: *Who, What, Where, When, How, How many/much/often, Why*. Use the students' questions as a platform to teach the structure of questions (yes/no questions; open-ended questions with auxiliary and main verb; and questions with only the verb to be and no auxiliary).

This activity not only serves to give students practice with generating and forming questions, but is also helpful for the following: to build vocabulary; to introduce relevant content knowledge and concepts; to agitate student curiosity and increase the students' purpose for reading; to encourage student-driven inquiry; and to build reading skills by getting students to dialogue with a text.

When students read, they should try to find answers to their own questions, and discuss after reading.

4. **Essay I "My Work History and Career Goals"**. Make time to begin this on the very first day. Here, we can get right into this work-related theme by writing about Work History for the first essay. Part of what I want to stress is that volunteering or working "around the house", while not financially remunerative, can be considered experience that later can be included on a resume or job application. Later, they can convert this essay into resume listings, and there is a resume-writing activity later in the course. This essay qualifies as our main writing activity for the week, as well as a career component. (Career activity; Writing activity)

5. **“Peer Review for Essay I”.** Typically, my essays go through four drafts. The first (I.1) is the handwritten one that is begun in class on the first day. The second is what they produce during the first computer lab session. Depending on what day your semester starts, this may also be on the first day of class, which is awkward, because it means you have to rush them along, which will be upsetting for them. If you’re lucky, though, the first lab session will be some subsequent day. Whichever day it is, the students print out two copies at the end of the session. This is now I.2. I collect these and read them over to see what their responses are in general, but make no marks or comments at this point. This draft is the one that is used for Peer Review. In the next lab session, they produce I.3, which incorporates what the peer reviewers recommended. This is the first one that I will mark and on which I will provide commentary—questions and remarks on the content and organization of the draft, and the grammar and vocabulary that is relevant to the assignment and student need. They’ll get this back, and in the next lab, produce our final draft, I.4, which addresses what I’d said. So, that means every essay they do covers three lab periods. I used to assign more essays by using two lab periods for each, but found the quality was poor, since the students’ early drafts were so little developed. Ever since going over to this model, however, I’ve been more satisfied with what the students produce.
6. **"Sample MLA Title Page"** is a handout to review before going to the first computer lab session. This comes after they have completed a handwritten draft of their first essay. My class uses MLA Style for setting up the essay because they need to do this in ENG 101. Professors will deduct points if papers don't meet this format. Why not learn it now? After I hand out the sheet, I elicit from them exactly what the format is, and explain the importance of including things like section numbers for professors teaching multiple sections. Later, I teach them how to set up a Works Cited page, too. (Computer activity; College Knowledge activity)
7. **Vocabulary: Chapters 1-17 for *Charlie and the Chocolate Factory*.** While students could make up their own list of vocabulary words from a reading, there's always the chance they'll chose some less common word that isn't worth spending our limited time on. Instead, I chose 20 words I know they'll see again, or at least, they'll see again in this reading. I also encourage students to keep a record of other words on their own private vocabulary list. A key point is that I want the students to pay attention to the context in which the word is being used; they only get marked correct if they have identified the correct contextual use. This is a way of having the students discover for themselves whether their dictionaries are providing enough definitions for sophisticated, college-level reading. If not, then they are primed for the “Shopping for Better Dictionaries for the CATW” trip described below. (Writing activity; Reading activity)

8. Vocabulary Quiz: Chapters 1-17 for *Charlie and the Chocolate Factory*.

After I have corrected the vocabulary homework, I return it to the students and review the 20 words on the board, asking for volunteered responses from those students that were marked correct for the particular word. Generally, I take as many correct responses as I get, so that the students can build their vocabulary. Where applicable, I also give a Latin root for a word, which sometimes is helpful for speakers of romance languages. I also ask students to imagine and situations where they might use these words. When composing the actual quiz, I draw on many of those situations, to jog the students' memories. Also, I try to use the students' own names in the sentences to personalize the quizzes, especially if it is intended to be a funny (but not embarrassing) sentence. It's another peg for the students to hang a memory on regarding vocabulary, to use the very (correct) answer they themselves gave in class. The students are at first surprised to see their names in the quiz, but after a while, look forward to it and often giggle during the quizzes. (Listening activity during review; Writing activity)

9. Blank Template for "Reading Log". This is also borrowed from Paul Argodale's "Celebrity Science" curriculum. The idea behind this exercise is that students select sentences from the text that are interesting to them for some reason. The task has a few parts: They must copy a quotation accurately; follow the quotation with correct MLA parenthetical citation (which I explain to them); and write a specific reason why this quote is important. All of these three components are necessary for the research papers they will write in future credit-bearing classes. In addition, using a quote from a reading and then explaining its relevance will be useful on the upcoming CATW. This should be at least a weekly exercise, so that students gain expertise with the forms. In the beginning, some students may be somewhat too terse in their comments, but with guidance from your written remarks, they should be able to flesh them out in greater specificity as the term progresses. Students should be directed to save all their Reading Logs, as they can come in handy on future essays requiring quotation from texts.

Lesson Plan for College Knowledge Field Trip: SHOPPING FOR BETTER DICTIONARIES FOR THE CATW

Brief Description: The students visit two bookstores within walking distance of each other and judge what dictionary best suits their needs.

One of the benefits of CUNY's replacing the ACT essay with the CATW has been that students are now allowed to use one reference book on the CATW. As of the writing of this curriculum, the only stipulation is that the reference cannot be electronic, so any kind of paper book will pass muster. Even though I have a generous supply of dictionaries in my classroom, none may be loaned out on test day, so students do need to get their own. I've made a point of taking my classes to both Barnes & Noble (5th Ave. and 18th St.) and the Strand bookstore on dictionary shopping expeditions early each semester so that they can select dictionaries that they can personally understand quickly. During the course of the semester, I encourage my students to bring their new dictionaries to class for as much practice as possible, telling them that even the most wonderful dictionary will only be helpful if they know how to use it well.

NOTE: This trip can take place in two different ways: as the afternoon portion of a class that dismisses in Manhattan, or in connection with a trip to the Union Square area for some other purpose, such as seeing a relevant film at a nearby movie theater. I've done it both ways as our needs dictate. However a teacher plans it, it's important that the trip be done as early in the semester as possible so that students can have months of practice with their new dictionaries.

Objectives: Students will...

- Learn how to compare and contrast dictionaries to determine which works best for themselves;
- Practice looking up college-level, multiple-definition vocabulary words.

Materials Needed:

- Each student should make a list of four or five words that they had a hard time looking up from the last reading assignment;
- They should also bring a sturdy bag to carry home any purchases they make.

Method (brainstorming, lecturing, group work, producing a written artifact):

- From the first day of class, introduce students to the dictionaries in the room, and in my own case, the several copies of thesauri. Encourage students to use a thesaurus as early as possible.
- Just before going to the bookstores (a week or so into the semester), have the students look over their latest, graded vocabulary list to see which words they failed to define correctly. Students should make a note of these words.
- Have students give their opinion about the several editions of dictionaries in our class. Which do they like? Which do they dislike? Why? Elicit answers such as a disliked dictionary did not have the word at all, or did not have enough definitions to understand the particular context from the reading. Some students might raise aesthetic or legibility concerns. Some appreciate ESL Learner dictionaries for the simpler phrasing. Be sure to show them an unabridged dictionary if your classroom has one. Ours does, the American Heritage Dictionary. The size and heft of the book makes an impression on them. I also point out how hardcover books are sewn into their spine and therefore last longer than glued-in paperbacks.
- Elicit answers as to which are portable enough for everyday use in a backpack; which are easier to use for a timed test; which would be thorough enough for homework reading at home across many subjects.
- At Barnes & Noble, bring the students to the dictionary section right before the textbook section. See if any of the books from our classroom are there. For instance, there is usually at least one copy of the unabridged American Heritage wrapped in plastic. In this case, I ask a student to tell us how much it costs new, which is in the range of \$60. At this point, respect for our dictionary increases!
- Our main work, though, is to find a hand dictionary suitable for the CATW. Ask students to take out the list of hard-to-define words and now see which if any of the books here could satisfy the assignment. I prompt the students to consider legibility and paper quality, and especially the number of entries contained in each book. During an earlier trip to the bookstore, two young women were torn between two dictionaries; one had 20,000 fewer words but was very appealing visually. However, when the students looked up their “problem” words, they discovered that the prettier dictionary did not have any of them, whereas the plainer one did—in this case, the 20,000 words made all the difference. The majority of my students prefer the Merriam-Webster Dictionary/Thesaurus (blue cover), because they appreciate all the synonyms provided. Merriam-Webster has a pretty good regular dictionary (red cover) which actually has more entries, but the students are generally willing to sacrifice some entries for synonyms to use “fancier” vocabulary.
- After students have selected dictionaries, I take them into the textbook section so they can see how large this Barnes & Noble is. The main destination in this

section is the ESL section, where they can find Longman dictionaries if they prefer them, as some do.

- The point of going to the Strand is to see the savings on hardcover dictionaries. A plastic-wrapped hardcover Merriam Webster might sell for \$20 at Barnes & Noble, but one that has no jacket and is one edition older can be found for half that at Strand. This makes it more reasonable for the students to invest in a bigger dictionary for home use in addition to their hand copy for the CATW. Almost every time I've taken students to Strand, we've also found one or more used copies of the unabridged American Heritage. On one occasion, there were three, all selling for \$10 each—my students bought all three, now that they realized their value.
- Dismiss from the checkout line at Strand and congratulate students on their purchases. Those that didn't make purchases are encouraged to continue thinking about dictionaries and to take bookmarks that have the Strand's address so they could return on their own at a later date. Those that made purchases are encouraged to bring them to class as often as possible to gain proficiency and speed in their use.

Assessment:

- Could the student distinguish among the layouts of various dictionaries?
- Could the students render a judgment as to which dictionary would best serve their needs on the day of the test? As a home reference book? Have students take notes on and write a brief compare and contrast about the dictionaries.

Optional Film/Documentary Tie-in for Week One

Chocolat (2000). Like Dahl's book, *Chocolat* is a fantasy. It's about a mysterious woman who comes to a French town and opens up a chocolate shop that seems to solve the problems of everyone that tastes her confections. These tasters become very engrossed with chocolate, which is similar to the great interest in the contest for the Golden Ticket. A town official is upset with all this obsession with chocolate since it happens to be Lent, a time when people in that town are not supposed to indulge themselves. Interestingly, he is as critical of the other townspeople as the four grandparents in our book are of everyone involved in the contest for the Golden Ticket. However, the grandparents' criticism of overindulgence is virtuous, while the official's is portrayed as repressive or backward. Students can discuss this difference, as well as...

- What kind of feelings do you have when you eat chocolate?
- Are there any foods that you find comforting? If so, what are they?
- Should people ever turn to food for comfort? Why or why not?
- Is chocolate addictive? Are you sure? How do you know?

Week Two:

Charlie and the Chocolate Factory, chapters 18-30

As we move along in the second half of our book, *Charlie and the Chocolate Factory* provides a blueprint for The Perfectly Happy Factory, but also shows up some work-related challenges, like problems that undocumented workers face; workers that are not compensated with appropriate pay for the society in which they live; workers that are apparently locked into their workplace; employers that are not receptive to suggestions about how to conduct business; paternalistic attitudes of employers towards their workers; products that have not been tested adequately; factory closings that leave entire communities without work; workplace espionage and stealing of company secrets; unsafe working conditions; and unsanitary working conditions. Many of these issues will be addressed in the readings to come, but the germ is planted here and the teacher can refer back to this original reading often. It can be pointed out that what is funny here in this fantasy is not funny at all in real-world conditions.

Summary of this week's reading

As Mr. Wonka continues to give the factory tour to the children, one by one they disobey his orders about not touching things, and meet with unfortunate results. Violet, a girl that chews gum nonstop, turns into a blueberry when she chews gum she is not supposed to; Veruca, a rich spoiled girl, trespasses into a room of squirrels that proceed to attack her and toss her down a hole; Mike, a boy that watches TV all the time, operates the controls of Wonka Vision when he is not supposed to, and is rendered miniscule after having travelled via TV. Every time a child disappears, the Oompa Loompas sing a song that provides the moral lesson to be learned by the latest transgression. The only persons ever concerned about the fate of the children are their own parents, who are always led away by Oompa Loompas. Finally, only Charlie is left, at which point Mr. Wonka congratulates him, revealing that the manufacturer secretly was looking for a person to succeed him as owner of the chocolate factory. Mr. Wonka is expressly looking for a child who will listen to him and do things exactly his way. Charlie, being a good and obedient child, has proved that he is worthy of this responsibility. The story ends with a fantastic flight through the sky in the great glass elevator that lands by crashing through the roof of Charlie's house. The rest of Charlie's family is invited to come live in the factory, and travel there in the great glass elevator.

Handouts for this week

1. Pre-Reading for *Charlie and the Chocolate Factory*, chapters 18-30
2. List of 20 Vocabulary Words for *Charlie and the Chocolate Factory*, chapters 18-30
3. Vocabulary Quiz for *Charlie and the Chocolate Factory*, chapters 18-30
4. Blank “Reading log” template
5. Career Component: “Family Career Tree” and “Researching Careers: Family Career Tree” (see below)
6. Instructions for Essay 2, Willy Wonka as an Employer (see below)
7. Peer Review for Essay 2, Willy Wonka as an Employer

Essay 2, Willy Wonka as an Employer

The complete assignment is in the Study Guide. Here are some further notes and context:

Students think about Willy Wonka's past, present, and future relationships with his workers/employees in this essay that also gives them practice with using quotations in an essay.

What should emerge is that Willy Wonka fired all his previous workers because he suspected espionage, instead of doing some sort of investigation to find the actual guilty parties. Therefore, scores or maybe even hundreds of workers were terminated without cause. When he returns to his factory, rather than re-employ the innocent fired local workers, he smuggles in an illegal workforce that he does not pay in money. They evidently are not allowed to leave the premises, either. Yet, he believes them happy in their work. Is this really something to emulate? His newest employee will be Charlie himself, who is going to be groomed to take over the factory one day and run it just the way Willy Wonka has. So, Willy Wonka is not interested in new ideas—this same attitude will show up again in the next unit with Henry Ford, who would not listen to advice about updating the Model T. The idea of providing for workers will resurface with Milton Hershey's town, but unlike the Oompa-Loompas, those workers are not kept locked inside the factory. Students will begin thinking about what kind of manager/boss they would prefer in their future professional lives (Career, CK, Writing)

Career Component: “Family Career Tree” and “Researching Careers: Family Career Tree”

This is borrowed by Rebecca Leece’s health curriculum. Students are instructed to think about the careers/jobs in their own families, and how this has influenced their own attitudes about career choices, even if only negatively. Although most undecided students may feel anxiety about not knowing for sure what they would like to do, it’s good for them to know that identifying what you do NOT want to do is extremely helping in decision-making too. Filling out the second page might also lead to conversations with the students’ own family members, who up to now might not have been very forthcoming about discussing work, especially if they feel any stigma about the types of work these older members have had to do if they lack English skills or credentials that are recognized in the US.

Optional Film/documentary tie-in for Week Two

Willy Wonka & the Chocolate Factory (1971). In truth, I don’t like either film version of Dahl’s book, but in my opinion, the Gene Wilder one is better than the Johnny Depp one. My dislike of the Wilder one has to do with certain plot changes, especially that in the film, Charlie is as disobedient as all the others and samples the forbidden Fizzy Lifting Drink, resulting in a rather ugly scene with Willy Wonka at the film’s conclusion.

However, departures from the original story like this can fuel discussions with the students:

- Is it all right to change a story so much? Why or why not? From your point of view, what’s the litmus test of a successful book-to-screen adaptation?
- Do you think it is an improvement in the storyline for Charlie to be disobedient, but pass one last test for Willy Wonka? Explain your thinking.
- The actor playing Willy Wonka is very different in appearance and behavior from the book’s description—does that matter? Why or why not?
- If you were to cast this film with stars of today, whom would you choose, and why?

Week Three

***Triangle*: “Prologue: Misery Lane” and Chapter 2, “The Triangle”**

Summary of this week’s reading

From the somewhat absurd *Charlie and the Chocolate Factory*, we move into one of the darkest tales in manufacturing, that of the Triangle Factory Fire of 1911. The ***Triangle*** selections point out the need for safety regulations in the real world, very different from the utopian chocolate factory of our first two weeks. Studying three chapters from David Von Drehle’s excellent *Triangle: The Fire that Changed America* allows students not merely to read a horror story, but to see how employers in a factory setting can lose their humanity and treat workers very poorly, so poorly that the workers organize into unions for self-protection. The Triangle workers were part of a large, long strike called “The Uprising of the 20,000”. While the strike did result in some needed changes, other problems dealing with safety issues were sadly unaddressed, leading to the dreadful fire that killed 146 workers. Yet from the outrage expressed over this catastrophe came many of the workplace regulations that make all of our jobs safer than they would be otherwise.

I’ve made a radical decision (for me) not to assign the chapters that deal with the description of the actual fire. This is mainly for two reasons: for time considerations and to focus instead on the abuses before the fire that led to the strike, “The Rising of the 20,000”. It’s important that students realize these abuses were symptomatic of industry-wide problems, not just limited to one shop. Also, I specifically want to emphasize the reforms, but the class won’t recover to attend to that topic if they’re given too much about the horrific fire. There’s enough horror in the first piece itself, “Prologue: Misery Lane”. (If students wish to read more from the book independently, by all means!)

“Prologue: Misery Lane” describes the day after the fire, when the public, including the grieving families, were finally allowed to enter the makeshift morgue on an East River pier. It’s an awful scene, as the bodies are either broken or burned beyond recognition. So, we could ask the students to consider: Why does the author start here? Why is the book structured like this? It’s an attention-grabber, to be sure. We must face these horrors, because they are the in-your-face result of neglect and disregard for safety. Narrator Von Drehle zooms in and zooms out, by turns focusing on one man’s search for his family members, and then on the facts about hazardous workplaces circa 1911 that allowed this to occur. It’s very effective and an interesting model for the students. More than one of my students remarked that it’s easy for numbers to lose their relevance, but Dominic Leone’s search for his kin puts a human face on this tragedy.

"Vocab: Chapter Two, The Triangle" is the vocabulary culled from Chapter 2, "The Triangle", which introduces the students to the terrible work conditions at the Triangle Factory, beginning with a manager's beating a worker who protested his pay was insufficient. Students are generally appalled by the long hours and low wages--and this was in America! This can lead to a good discussion of what kinds of abuse in this chapter are now illegal.

Handouts for this week

1. Pre-Reading for Misery Lane/The Triangle
2. List of 20 Vocabulary Words for Misery Lane/The Triangle
3. Vocabulary Quiz for Misery Lane/The Triangle
4. Blank “Reading log” template
5. Instructions for Essay 3, Description in *Triangle* and in Images
6. Peer Review for Essay 3, Description in *Triangle* and in Images
7. Career Component: “Find Someone Who” (see below)

“Find Someone Who”

Here, somewhat similar to the first week’s icebreaker game, the students again canvass the room to answer some questions, but the difference is that this time, the questions are all work related, and on a level that it is likely a fairly new immigrant worker might hold these kind of jobs. Another difference is that the task involves writing out the actual questions to be asked, rather than the oral-only approach of the icebreaker game.

Optional Film/documentary tie-in for Week Three

Hester Street (1975). *Hester Street* is set in the Lower East Side world of immigrants like many of those at the Triangle Factory. Unlike the workers at the Triangle, the two men seen here work in a tenement apartment factory, similar to the ones photographed by people like Jacob Riis. These are the original garment factories that eventually got displaced by bigger factories like the Triangle. The film helps students visualize the very confining, cramped apartments in which the workers lived, especially since a young married couple has to rent out their living room to another man. Of course, it is quite possible that many newly-arrived immigrant students might live in overcrowded apartments too, so one should be careful not to be too vocally condemnatory of what is depicted about the living space, so as not to embarrass them. At any rate, *Hester Street* is an especially useful film if the students visit the Tenement Museum. They can discuss:

- What similarities did you see in their apartment to what we saw at the Tenement Museum?
- What kind of problems could come up if you had to rent part of your apartment to a stranger?
- The factory boss is seen to insult one worker that had been well educated back in his country. Why does the boss do that? How would you have handled this situation if you were the worker?
- The two men get laid off from their jobs because there is not enough work for them to do. How would that affect their families/relationships?

Web pages with Jacob Riis pictures of tenement factories:

Here are a few web pages. The first one has the most extensive set of images. It's from the ICP. The third has an NPR article.

- [http://emuseum.icp.org/view/objects/aslist/People\\$0040113/0/displayDate-asc;jsessionid=36AC520FC10B5E48A9AAD595615B111F?t:state:flow=2dcc5787-af9e-4b91-b174-90dc2bd87cda](http://emuseum.icp.org/view/objects/aslist/People$0040113/0/displayDate-asc;jsessionid=36AC520FC10B5E48A9AAD595615B111F?t:state:flow=2dcc5787-af9e-4b91-b174-90dc2bd87cda)
- <http://www.npr.org/programs/atc/features/2008/jun/riis/gallery/>
- <http://www.npr.org/templates/story/story.php?storyId=91981589>
- http://www.nytimes.com/slideshow/2008/02/27/nyregion/20080227_RIIS_SLIDES_HOW_index.html

Week Four

Triangle: Chapter 3, “Uprising”

Summary of this week’s reading

This chapter goes into detail about “The Uprising of the 20,000,” where thousands of garment workers finally walked off their jobs in protest over poor conditions and low wages. Students will be shocked to read about police collusion with the factory owners, and how the strikers, almost all young women and teens, were routinely arrested, or in some cases, beaten right in the streets. Then, unexpectedly, the strikers received the attention of two particular society women. The first, Anne Morgan, youngest daughter of JP Morgan, had representative workers come to a luncheon at the elite Colony Club, where her socialite friends pitched in considerable money to aid the strikers and then actually walked the picket with them, to publicize the injustices. The other, older society woman who became an ally to the “girl strikers”, as they were called, was Alva Vanderbilt Belmont, a major figure in the suffrage movement. She saw the problems of the girl strikers as part of the larger issue of women’s inequality due to the lack of voting rights. One of her main contributions was bailing girl strikers out of jail by offering her own mansion as surety. However, as the strike began to attract the attention of socialists, the enormously wealthy Morgan and Belmont stepped back from the cause. Ultimately, the strike was settled, but the safety issues at the Triangle Factory remained ominously unaddressed.

Handouts for this week:

1. Pre-Reading for Chapter 2, “Uprising”
2. List of 20 Vocabulary Words for Chapter 2, “Uprising”
3. Vocabulary Quiz for Chapter 2, “Uprising”
4. Blank “Reading log” template
5. A/B Question Activity (The handout for this activity is not in the Study Guide, but is here in the Teacher Guide. See below.)
6. Instructions for Essay 4, “The Latest News from New York”
7. Peer Review for Essay 4, “The Latest News from New York”
8. Instructions for Field Trip to The Morgan Library
9. Career Component: “Researching Careers: Resources from the Department of Labor” (See below.)

A/B Question Activity

When a text is particularly detail laden, the comprehension of such details is often imperative to understanding why the story develops as it does. Using the following A/B Question Activity is a way to move the students through such a difficult reading. Here are some steps:

1. Divide each group of 4 or 5 students into two teams, A and B. Students can either make their own teams, or the teacher can tell them to play “battle of the sexes” (male students in the group versus female students), which is actually a good, quick socializing tool for students that don’t know each other well yet.
2. Give each team in the groups a sheet of questions labelled A or B. The A’s in the group work together on their questions, while the B’s work together with theirs. Tell the students to use the text to answer the questions, but wherever possible by paraphrasing what they read. They should write out their answers to the questions. While they do this, you should move among the teams, in case there is a question that particularly stumps a team, in order to give some guidance as to where the answer might be found on the page.
3. Bring together all the A members in the class to reach a consensus as to the correct answer. Repeat this with B.
4. Once each team is clear about the correct answers, it is time for “the challenge”. The challenge is that, in each group, the A’s must ask their questions of the Bs. The B’s must try to answer the questions of the A’s without looking at the questions. The question-asking alternates. Team A asks one question, followed by Team B, and so on.

The task involves reading and writing in its first stage, and then listening and speaking in its second stage. If a listener doesn’t understand what she heard, she must ask for clarification in an acceptable fashion, like, “Would you repeat that please?” By the end of the challenge, the students have had to answer the questions of both teams, meaning that they wind up with a very good review of all the important details. Plus, you’ll notice that each group becomes quite spirited as they insist that the other team give very precise answers in their own words.

On the following page is an example of A/B Questions from the chapter “Uprising” in the book *Triangle*.

This activity is used repeatedly in Unit 2 of the curriculum. The questions for the readings in that unit are found starting on page 30.

<i>After You Read: A/B Question Activity for “Uprising”</i>
--

Name: _____

Set A:

Reading Comprehension Questions for “Uprising” from *Triangle: The Fire that Changed America*. Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. Who was Anne Morgan? (p. 71)
2. What was Anne Morgan’s relationship with Elizabeth Marbury? (p. 72)
3. Describe the action socialite Alva Belmont took at Jefferson Market courthouse. (p. 75-76)
4. What wrong impression did Theresa Serber Malkiel say the rich women’s activities gave about the strikers? (p. 78-79)
5. Which wish of Alva Belmont’s was not granted? (p. 85)

After You Read: A/B Question Activity for “Uprising”

Name: _____

Set B:

Reading Comprehension Questions for “Uprising” from *Triangle: The Fire that Changed America*. Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. Describe the Colony Club. (p. 71)
2. How did the Colony Club members at the luncheon help the strikers? (p. 73)
3. Why did factory owners Blanck and Harris have to shut down for a while? (p. 77)
4. How come Anne Morgan and others were upset by what was said at the meeting in Carnegie Hall? (p. 83)
5. Under what conditions did the workers return to the Triangle factory? (p. 86)

Independent Assignment: A VISIT TO THE MORGAN LIBRARY

A visit to The Morgan Library will help students make the connection between Von Drehle's description of Anne Morgan's great wealth and her father JP Morgan's fantastic private library. The Morgan Library is always free Friday 7-9pm, so this would be an Independent Assignment (IA) for day classes. If you are teaching an evening class, then you could also have your students go as an IA at that same time, since I do not think you can enter as a class—check the website to be sure. The students that visited the Morgan were very impressed with the splendor of the Morgan Library's decoration, much more so than I had anticipated.

“Researching Careers: Resources from the Department of Labor”

In this lesson from Rebecca Leece's curriculum, students pore over the website for the Department of Labor, where they can find many useful pieces of information. It's particularly ironic that these students review this site, since a person they will meet in the next chapter, Frances Perkins, became Secretary of Labor herself.

Optional Film/documentary Tie-in for Week Four

American Experience: Triangle Fire (2011). This is a documentary that aired for the centennial of the Triangle Fire in 2011. The documentary has actually much more to say about the strike than the fire, which I thought that was a shortcoming when I first saw it during the centennial of the fire in 2011, but now, since I wish to focus more on the working conditions/strike than on the grisly fire, this works to my benefit for this chapter. Many of the images used are also in Von Drehle's book, especially about Anne Morgan, the daughter of JP Morgan. Although it is only an hour, you might find it useful to break the showing in two, stopping the first part at the conclusion of the strike, and picking up with the second half for next week. Students can discuss:

- What did you see in the film that was also in our book? What was missing?
- What additional information did you learn?
- Like our book, the documentary opens with an event just after the fire (in this case, the funeral for the unidentified victims). Which opening do you prefer, and why?

Week Five

Triangle: Chapter 8, “Reform”

Summary of this week’s reading:

“Reform” opens with the story of how Frances Perkins, then a 30-year-old social worker, just happened to be an eyewitness to the Triangle fire and saw with her own eyes the scores of workers leaping to their deaths to the pavement nine floors below. This made her determined to see that the fire hazards get reformed. Her quest introduced her to two Tammany Hall men, then just fairly new assemblymen in Albany, Al Smith and Robert Wagner. Having visited the morgue on Misery Lane himself, Smith was galvanized to do his part in the reform effort. All three were on the powerful Factory Investigating Committee that led the way towards passing legislation that addressed dangerous workplace conditions within a year of the fire. The future political lives of the three are discussed briefly, as Smith became Governor of New York, Wagner became a Senator pushing through progressive legislation, and Perkins became Secretary of Labor, staying with FDR for his entire administration. In after years, Perkins herself stated that the New Deal was actually born on the day of the Triangle Fire.

Handouts for this week

1. Pre-Reading for Chapter 8, “Reform”
2. List of 20 Vocabulary Words for Chapter 8, “Reform”
3. Vocabulary Quiz for Chapter 8, “Reform”
4. Blank “Reading log” template
5. Instructions for Essay 5, Writing about the Field Trip to The Morgan Library & Museum
6. Peer Review for Essay 5, Writing about the Field Trip to The Morgan Library & Museum
7. Instructions for Field Trip to The Museum of the City of New York for “Activist New York”
8. Career Component: “Researching Careers: DOL’s Occupational Outlook”

Instructions for Field Trip: “Activist New York” at the Museum of the City of New York (MCNY)

This ongoing show at MCNY details many activist movements in New York, going as far back as during the days of Peter Stuyvesant, who was actually so tyrannical that maybe he oughtn’t to have a prestigious school named after him! One of the selected movements is that of “The Rising of the 20,000”, which the students study in Chapter 3, “Uprising”. However, since the exhibit moves past the 1909 strike and encompasses not just the 1911 Triangle fire but the reforms that followed on the work of the Factory Investigating Committee, it is better to save the trip until they have read Chapter 8, “Reform”. On view are photographs of some of the noted strike leaders like Clara Lemlich and Rose Schneidermann, as well as of Frances Perkins, Al Smith, and Robert Wagner. Other parts of this showcase are a shirtwaist, a sewing machine of the era, a painting made by an eyewitness, and an audio recording of a song performed in Yiddish about the fire. The song is about a mother whose daughter dies in the fire; the mother commits suicide at the end of the song. The entire exhibit shows students the breadth that activism can take, and lends itself well to comparisons among the various movements and comparisons to issues affecting the students themselves. Seeing “The Rising of the 20,000” featured so prominently in the exhibit reinforces the notion that the students have just studied a very important topic in American labor history. The special rate mentioned for this self-guided tour is arranged by contacting the education department of the museum. Obviously, for you to conduct such a tour, you must visit it first yourself. Happily, educators get free admission to the MCNY upon presenting their IDs.

Career Component: “Researching Careers: DOL’s Occupational Outlook”

Looking at the DOL site helps students make more decisions about the direction of their own future careers by seeing some information about the kinds of jobs in particular fields, the duties and education required in/for those jobs, and a median salary for that job. Just as students were previously deciding whether they did or didn’t want jobs like their relatives, so here they can think about other jobs that perhaps they hadn’t considered before.

Optional Film/documentary tie-in for Week Five

American Experience: Triangle Fire (2011). The second half hour of the program deals with the fire and the reforms that followed; however, in my opinion, these are given short shrift. Still, it reinforces some of what the students have been reading about. Similar to last week, Students can discuss...

- What did you see in the film that was also in our book? What was missing?
- What additional information did you learn?

Optional Field Trip Ideas (and a fashion documentary!)

The syllabus (in the Study Guide) contains this list of field trip ideas. In the Study Guide, you'll find the fully developed assignments for trips to the Morgan Library and the Museum of the City of New York.

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/>

Shows at FIT (#5 in the list above) change at least twice a year, so you can check to see the particular show in any given semester. If it's contemporary design, then you can use it for "the garment industry today". If it's historical, then you can use it as a compare/contrast to the garments of the Triangle era. I think I would do the garment

industry a disservice if all I do is concentrate on the negative. With a trip to the Museum at FIT, students can instead focus on the glamour of the fashion industry and, by making drawings of what they see, sharpen their powers of observation.

<http://fitnyc.edu/3662.asp>

For a fashion documentary, I favor *Valentino: The Last Emperor*, but there are many fashion-centered documentaries, such as *The September Issue*. Choose one that works for you. *Valentino* can be used to discuss career topics. In particular, Valentino is shown to have a business partner, too, just as Blanck and Harris were business partners in the Triangle Company. Students can compare and contrast these relationships. For instance, Blanck and Harris were related by marriage; Valentino and his partner are long-term lovers. In both cases, one partner handles/handled day-to-day activities while the other is/was more creative. Both sets of partners were very successful financially, though Valentino's wealth far exceeds the millionaires Blanck and Harris.

On the following two pages is a FIT Field Trip assignment from Spring 2013. It is immediately followed by a template version, where standard text has been retained and spaces left for particular exhibits at the time of the teacher's own visit.

Field Trip: The Museum at the Fashion Institute of Technology

Here is an actual handout explanation from Spring 2013. It is immediately followed by a template version, where standard text has been retained and spaces left for particular exhibits at the time of the teacher's own visit.

In a nutshell (“in a nutshell” is an expression that means “in brief”):

DATE: Friday March 8
TIME: 12 noon
WHERE: **The Museum at FIT, on the corner of Seventh Avenue and 27 Street.**
TRAINS: Take the #1 to “28 St” one block away. Otherwise, you can take other trains to “23 St” or “34 St” and have a longer walk.
COST: Free!

For the past few weeks, we have been reading about the garment industry. So far, we have been focusing on unpleasant working conditions, but there has been excitement and glamour in the fashion business, too. On this Friday's trip, we'll be visiting the Museum at the Fashion Institute of Technology, where there are two exhibits that relate to our studies. The first is **“Fashion and Technology”**, while the second is **“Shoe Obsession”**.

There is a long list of things NOT TO DO at the FIT Museum—no food, drinks, photos, leaning against anything, or touching anything. Now, you should take notes, but all notes have to be taken in pencil.

Your assignment: Focus on Description and Detail

For **“Fashion and Technology”**: Here we will see how fashion has been influenced by technology over the past 250 years. Choose three pieces that you find interesting. Copy down the name of the designer, his/her country, and the year of the piece. Since we can't take pictures, draw what you see. Include as much detail as you can. Try to see if you can understand how this garment was constructed, as if it were a building or a piece of machinery. There are benches to sit on, and you can sit on the floor, too, if you want.

For **“Shoe Obsession”**: Just as the shirtwaist was the “big thing” one hundred years ago, so the shoe is today's fashion star. Be prepared to see some incredible shoes on display in this section. Are these really everyday shoes? If not, for whom do you think these shoes are being designed? Draw pictures of the two most interesting shoes and be prepared to tell us why you find these ones particularly intriguing.

Get Ready in the Computer Lab for Our Trip: Check out some information about the exhibits here: <http://www.fitnyc.edu/13666.asp>

Field Trip: The Museum at the Fashion Institute of Technology

In a nutshell (“in a nutshell” is an expression that means “in brief”):

DATE:

TIME:

WHERE: **The Museum at FIT, on the corner of Seventh Avenue and 27 Street.**

TRAINS: Take the #1 to “28 St” one block away. Otherwise, you can take other trains to “23 St” or “34 St” and have a longer walk.

COST: free!

For the past few weeks, we have been reading about the garment industry. So far, we have been focusing on unpleasant working conditions, but there has been excitement and glamour in the fashion business, too. On this trip, we’ll be visiting the Museum at the Fashion Institute of Technology, where there is an exhibit that relates to our studies, _____.

There is a long list of things NOT TO DO at the FIT Museum—no food, drinks, photos, leaning against anything, or touching anything. Now, you should take notes, but all notes have to be taken in pencil.

Your assignment: Focus on Description and Detail

For the exhibit _____: Choose three pieces that you find interesting. Copy down the name of the designer, his/her country, and the year of the piece. Since we can’t take pictures, draw what you see. Include as much detail as you can. Try to see if you can understand how this garment was constructed, as if it were a building or a piece of machinery. There are benches to sit on, and you can sit on the floor, too, if you want.

Get Ready in the Computer Lab for Our Trip:

- ❖ Check out some information about the exhibits here:
<http://www.fitnyc.edu/13666.asp>

Additional Materials for Unit 2

After You Read: A/B Question Activity **Reading about Hershey, “A Real Life Candy Man”**

Name: _____

Set A:

Answer the following questions in complete sentences AND by using your own words—do not copy from the article.

1. Why didn't Milton's mother like schooling? (1)
2. Where did Milton get the idea to make chocolate? (2)
3. Name some of the skills that made Milton a good businessman. (3)
4. How was the town of Hershey different from other model communities? (4)
5. Besides Milton, who else wanted to establish the school? (5)

After You Read: A/B Question Activity
Reading about Hershey, “A Real Life Candy Man”

Name: _____

Set B:

Answer the following questions in complete sentences AND by using your own words—do not copy from the article.

1. What was Milton's first successful product? (2)
2. Why did Milton situate his factory in Derry Township? (2)
3. How come Milton's advisors didn't like the location for the new factory? (4)
4. What action did Milton take during the Great Depression? (5)
5. How many students have attended the Milton Hershey School? (6)

After You Read: A/B Question Activity
“Ford: Wheels for Everyone” from *Dynasties*

Name: _____

Set A:

Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. According to the author, what are Henry Ford’s greatest achievements? (p. 118)
2. Since Henry did not like farming, he got himself a job in Detroit after he was married. Where did he work? (p. 120)
3. How did Henry’s cars differ from the other Americans’? (p. 122)
4. Henry gained control of his business in a way that would be unethical today. What did he do? (p. 123)
5. What made the Model T different from other cars on the market? (p. 124)
6. Explain the three stages of development of the Ford assembly line. (p. 125)
7. What problems did the assembly cause for Ford’s workers? (p. 126)

After You Read: A/B Question Activity
“Ford: Wheels for Everyone” from *Dynasties*

Name: _____

Set B:

Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. What mechanical item did young Henry find most interesting? (p. 119)
2. Why did the early auto inventors have so many races? (p. 121)
3. Henry had a confrontation with the largest partner in his business, Alex Malcomson because of a difference in philosophy. What was this important difference? (p. 122-23)
4. Why was his observation of the wrecked French car important?(p. 123-124)
5. Why was it important to have interchangeable parts? (p. 125)
6. How did Ford solve his workers' unhappiness? (p. 126)
7. Give examples of Ford's inclusive hiring practices. (p. 126-127)

After You Read: A/B Question Activity
“Ford: Wheels for Everyone” from *Dynasties*

Name: _____

Set A:

Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. How did the failure of the “Peace Ship” affect Henry? (p. 129)
2. Long-time manager James Couzens quit the company over a political disagreement with Henry. Why did this prove significant? (p. 130-131)
3. After a while, Ford Motors began to have serious competition from General Motors. What was General Motors doing that Ford was not? (p. 133)
4. Edsel Ford was not like his father Henry. Describe some of these important differences. (p. 136)

After You Read: A/B Question Activity
“Ford: Wheels for Everyone” from *Dynasties*

Name: _____

Set B:

Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. Why did Henry purchase *The Dearborn Independent* newspaper? (p. 129)
2. Why and how did Henry treat the Dodge brothers so badly? (p. 131)
3. Explain the issue of the self-starter offered first on the Cadillac. Why was it necessary for Ford to accept this innovation? (p. 134)
4. General Motors (GM) had men like Pierre du Pont and Alfred P. Sloan involved. What did these men do for that company? (p. 134-135)

After You Read: A/B Question Activity
Rosie the Riveter (1st half of the book)

Name: _____

Set A:

Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. Who were Hitler's secret police?(2)
2. The invasion of which country officially started WW2?(3)
3. How many countries had the Nazis conquered in 1940?(4)
4. Describe the losses at Pearl Harbor.(6)
5. What were nylon and silk stockings used for?(10)
6. How many ships were built during the war?(19)
7. Describe the discrimination that married women encountered.(24-25)
8. How did Executive Order 9066 affect Japanese Americans?(31)
9. What happened to the disabled during the war?(40)

After You Read: A/B Question Activity
Rosie the Riveter (1st half of the book)

Name: _____

Set B:

Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. Which groups were sent to the concentration camps?(3)
2. What two things had disillusioned Americans about WWI?(4)
3. What was the "America First" group's focus?(5)
4. What sort of products became scarce as a result of the war?(8)
5. How many women went to work during the war?(16)
6. What reasons did some employers give for not wanting to hire women?(24)
7. What were Jim Crow laws?(26)
8. Tell what the Ford Motor Company did during the war.(37)
9. What was the specific value of the battle of Midway?(52)

After You Read: A/B Question Activity
Rosie the Riveter (2nd half of the book)

Name: _____

Set A:

Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. In total, how many Americans moved during World War II? (55)
2. When some women added comments to their application to register for a war job, what kind of things did they write? (58)
3. Describe what happened to child labor laws because of the worker shortage. (65)
4. What kinds of things did writer Dorothy Parker say to try to get women to take non-factory jobs? (72)
5. What changes were there for women doctors? (76)
6. The statistics show us a surprising number of fatalities in the World War II factories. Explain this. (86)
7. How did unions help the women workers? (89)
8. How did women protest at the Ford factory? (99)

***After You Read: A/B Question Activity for Rosie the Riveter
(2nd half of the book)***

Name: _____

Set B:

Answer the following questions in complete sentences AND by using your own words—do not copy from the book.

1. When all the new workers moved into a town, what problems were then caused? (57)
2. Describe the frightening memory Jackie Brock recalled from her childhood. (59)
3. In what ways were women being told to remain feminine? (67)
4. What adaptations were made to certain factories to make it easier for a woman to do that kind of work? (74)
5. What important breakthrough happened on June 6, 1944? (78)
6. What dangers were there for women on their war jobs? (87)
7. Which two cities had atomic bombs dropped on them? (95)
8. After the war, working women were criticized for which two social problems? (102-103)

Notes on Unit 3

On “Two Kinds of Minds” by Blaise Pascal from Where’d They Get That Idea?

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. This brief text is meant to be discussed. I like to have the students read it out loud and discuss vocabulary at the end of each paragraph. There are only two paragraphs and the vocabulary is not especially demanding. There is also a very interesting assignment in the teacher’s guide in which students must place various professions at a particular point along a continuum between intuitive and mathematical. I like to have students do this by themselves, then I will put up some answers and discuss their choices. There are always interesting discussions about cooks and musicians, since both require a mathematical precision as well as an intuitive, emotional connection to their craft. If you feel that students do not have a firm grasp of the concepts in the text, do not hesitate to proceed to the “professions on a continuum” task. They will figure it out while doing the task. It may be useful to make notes of their arguments. If you have an LED projector in your classroom, you can open MS Word and take notes as students defend and challenge their continuum placements. These notes could serve as the raw material for their essays.

In any case, it is very important that students provide arguments, reasons and examples for their choices. It is also interesting to think about movies in the light of this short text. My favorite is *The Godfather*. Sonny Corleone is the intuitive one; always reacting to situations, always with strong emotion, not thinking. Sonny is a lover and a fighter, but not much of a thinker. It will lead to his death at the infamous Long Beach toll plaza ambush. Michael is the mathematical brother; unable to tell his girlfriend that he loves her, yet patiently waiting for the right moment to take revenge on those who attacked his father.

It is also fun to have students write and perform dialogues based on the very different ways that a mathematical person and an intuitive person would react to the same significant life situation. For example, how would a mathematical person ask his love interest to marry him? How would an intuitive person do it? Who would each complain to his boss or teacher?

Chapter 2 of *Steve Jobs*, “The Odd Couple,” can be read in whole or in part, but the parts must provide an idea of the working relationship between Jobs and Wozniak, and the very different personalities of Jobs and Gates. Once this has been done, return to the mathematical-intuitive continuum and ask students where they would place Jobs, Wozniak and Gates.

Field Trip: Museum of Modern Art

In designing the first Macintosh computer, Steve Jobs said he was aiming for something worthy of the Museum of Modern Art. Well, what better time to pay a visit than now! In this assignment, students will do a before and after/expectations meet reality assignment. They will be assigned an every-day household object such as a chair or a teapot. They will anticipate the work by writing a few sentences about what they expect to see. Then, they will go find the object and report on their reaction, whether it lived up to their expectations or not, and so on. It is absolutely essential that students complete this assignment in the museum. They should not take pictures and then finish it at home. Therefore, make arrangements to meet them later in the museum in order to collect their worksheets.

On “Lines,” “Triangles,” and “Stinky Fish” from Where’d They Get That Idea?

The science readings can be interspersed fairly freely throughout the unit. The key reading is S.H Scudder’s reminiscence of his first meeting with Professor Agassiz at Harvard University in 1859. Agassiz House, which houses the office of admissions, is named for him, but that is mere trivia and not at all relevant to an understanding of the text. This text presents a radical take on higher education. Students react strongly to Agassiz’s lack of explicit instruction, merely exhorting his new student to “look, look, look” over the course of three days. Before reading this text, I like to ask students what they would expect in Scudder’s situation, as a new student on his first day of biology class. After they read, it is fun to compare their expectations with reality. If students do not feel comfortable discussing the text, they can react to it in writing. They can write answers to one or more of the suggested questions for discussion.

Real discussions in an ESL class are not easy to pull off. Many of our students come from cultures where open-ended questions for discussions are unheard of. One way to overcome this barrier is to take yourself out of the equation. You will quite literally become the guide on the side, no longer the sage on stage. Here’s how:

SELF-GUIDED TOUCHSTONES DISCUSSIONS

1. Divide students into two or three groups
2. Ask each group to choose a president and a secretary. The president will lead the discussion; the secretary will take notes on what people have said.
3. Sit on the periphery and observe. I mean you, the teacher. Let the students manage themselves. Be patient. They will make mistakes, but they will find their way. If you have already had a few Touchstones discussions, you will be pleasantly surprised at how responsibly they work and how respectfully they behave towards each other.

The notions of affordances and conceptual maps are quite interesting, and very relevant to this chapter. The addition of typographic controls, with variably sized fonts helped

create the desktop publishing industry, as mentioned in chapter 13. Desktop publishing is an affordance, a use, that the designers had not anticipated. The desktop metaphor of the Macintosh operating system is a conceptual map that promoted the widespread use of computers. For the first time, users could interact with computers in a natural, familiar way.

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