SMART Targets 7th Grade – Cycle 3, Unit 1  
“The Triangle Factory Fire” (p. 265-277)

On-going:

1. Comprehension questions from two articles (CLASSWORK grade)
2. Project: Latin Roots chart (PROJECT grade – due 1/26, 1/27)
3. Writing Task: Cause-and-effect essay first draft: “What Were the Causes and Effects of the Triangle Factory Fire?” (TEST grade – final draft written in class 1/30, 1/31)

Assessment:

1. Analyzing the Text p. 280 (CLASSWORK grade – in-class 1/26, 1/27)
2. Vocabulary Matching Quiz (QUIZ grade – in-class 1/20, 1/23)
3. Comprehension Test – “The Triangle Factory Fire” (TEST grade – in-class 1/26, 1/27)
4. Critical Vocabulary/Vocabulary Strategy/Language Conventions p. 281-282 (CLASSWORK grade – in-class 1/9, 1/10; 1/11, 1/18; 1/24, 1/25)

Extension Activities (“Homework”)

* Close Reader: “The Most Daring of (Our) Leaders”/”Speech from the DNC” p. 95-102 (CLASSWORK grade – due 1/26, 1/27)
* iReady Activites (ongoing at i-ready.com)

7th Grade ELA Comprehension Questions

Collection 6: “The Triangle Factory Fire” p. 265-277 (two articles: “Flesh & Blood So Cheap” by Albert Marrin and “The Story of the Triangle Factory Fire” by Zachary Kent)

Targeted completion date: A – Friday, January 20; B – Monday, January 23

Day 1 – “Flesh & Blood So Cheap” lines 1-119 (p. 266-269)

1. DETERMINE CENTRAL IDEA AND DETAILS: The first three paragraphs of the article (lines 1-30, p. 266) present facts and information, or **details**, about the type of work being done and the materials used on each of the top three floors of the building. The author is preparing readers to visualize the setting and understand the dangers to come. **Identify the main activity on each of the three floors. Include any details that reveal the danger a fire could cause**. (RI.1.1, RI.1.2)
2. DETERMINE CENTRAL IDEA AND DETAILS: The **central ideas**, or main idea, of a paragraph is the most important idea in that paragraph. It tells what the entire paragraph is about. **Re-read lines 45-71 (p. 267). List the central idea of each of the three paragraphs.** (RI.1.2)
3. DETERMINE CENTRAL IDEA AND DETAILS: The author of the article uses quotations from survivors to support his main ideas. **Re-read lines 100-104 (p. 268). What do Mary Bucelli’s words reveal about the situation in the building as the fire raged?** (RI.1.2)

Day 2 – “Flesh & Blood So Cheap” lines 120-265 (p. 269-273)

1. DETERMINE CENTRAL IDEA AND DETAILS: The two paragraphs in lines 152-177 tell about the work of the firefighters and the difficulties they had in putting out the fire and saving lives. **Re-read lines 152-177 closely (p. 270). State the main idea of each paragraph.** (RI.1.2)
2. DETERMINE CENTRAL IDEA AND DETAILS: A fire escape is a metal stairway on the exterior of a building, accessible by windows. **Re-read lines 207-219 (p. 271). Summarize the most important information about the fire escape**. (RI.1.2)
3. DETERMINE CENTRAL IDEA AND DETAILS: After describing the events on the 8th and 9th floors of the factory, the author begins describing what happened on the 10th floor on line 223. **Re-read lines 223-239 (p. 272). What is the author’s main idea regarding the 10th floor, and what details does he provide to support it?** (RI.1.1, R.1.2)

Day 3 – “The Story of the Triangle Factory Fire” (p. 275-277)

1. ANALYZE STRUCTURE (CHRONOLOGICAL ORDER): History writers often use **chronological order**, presenting events in the order in which they occurred. Dates and words can signal chronological order. **Re-read lines 1-14 (p. 275). List any words or phrases that signal chronological order. Then, summarize the events of the paragraph in chronological order.** (RI.1.1, Ri.2.5)
2. ANALYZE STRUCTURE (CHRONOLOGICAL ORDER): **Re-read lines 39-41. Tell how long after the fire did it take lawmakers to pass safety laws for workers in New York.** (RI.2.5)

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Grade 7 ELA Formal Writing Task

Cycle 3, Unit 1: “The Triangle Factory Fire”

**Assignment**: Cause-and-Effect Writing – “The Triangle Factory Fire”

**Mode**: Formal Writing Portfolio (25 assessment points)

**Final Draft Written in Class**: A – Monday, January 30; B – Tuesday, January 31

**Task**: The Triangle Shirtwaist Factory fire of 1911 was a tragic yet significant event in American history. The two articles under ‘The Triangle Factory Fire,” “Flesh & Blood So Cheap” and “The Story of the Triangle Factory Fire” detail the events leading up to the fire and its aftermath. Use these articles as references and write a cause-and-effect essay in which you state and explain the causes of the fire and its effects on working conditions.

Your essay must be five parts and include a minimum of three quotes from cited sources.

**Plan**: Review text for evidence

* Introduction – Your introduction should introduce the topic you are addressing (The Triangle Shirtwaist Factory fire of 1911), provide a background of the setting, and show your understanding of the event.
* Main body paragraphs. Your first two main body paragraphs should include a topic sentence that identifies one of the causes of the fire, and how it contributed to the fire. Your final body paragraph should address the effects of the fire on conditions in the workplace. Support your main idea for each paragraph with evidence (statements from the author, quotes from witnesses or survivors, etc.) from the text, and an explanation of how this evidence supports your main idea.
* Conclusion – Your conclusion should summarize the causes and effects of the fire, and explain how the effects of the fire affect factory workers today. Try to end your essay with a strong statement or quote from the text that emphasizes your main idea.

**Research:** Gather evidence for your topic from the articles “Flesh & Blood So Cheap” (textbook p. 265-273) and “The Story of the Triangle Factory Fire” (p. 275-277). Locate and present three researched pieces of evidence you will include in your essay.

**Draft:** Write your first draft. Submit your draft at least one day before the final draft date to ensure proper review.

**Review**: Check your work

**Purpose, Focus & Organization (4 marks)**

* Have you focused on selecting key details that tell the reader what the article is about?
* Have you used transitional words to link writing?
* Does your writing follow a logical structure?
* Have you maintained an objective tone?

**Evidence and Elaboration (4 marks)**

* Have you presented textual evidence to illustrate main idea and important details?
* Have you referred to your sources?
* Have you elaborated on main idea and important details to give your reader a clearer understanding?
* Have you expressed yourself clearly using formal and technical vocabulary?
* Do you have a variety of sentences?

**Conventions (2 marks)**

* Have you followed the conventions of the English language? Check spelling, punctuation, sentence structure, and vocabulary choices to ensure your writing is accurate.

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Grade 7 Project – Latin Roots Chart

Cycle 3, Unit 1 – “The Triangle Factory Fire”

Assignment: Latin roots chart

Mode: In-class project (25 project marks)

Date of Completion: A – Thursday, January 26; B – Friday, January 27

Task:

In the Vocabulary Strategy section of this article (p. 281), we covered the Latin roots *spec* (“to look at”), *struct* (“to build”), and *dic* (“to say or tell”). These roots and others like them are used to create words that have a connection in meaning to meaning of their roots. From the partial list of Latin roots on the next page, create a three-column, three-row chart (nine boxes, like a tic-tac-toe board) on 9 x 12” construction paper that lists nine (9) roots (one per box) and find three words for each root and define them. You may use only one of the three roots discussed on p. 281. If you wish to use a root that is not on the list, please run it by me first for approval.

Directions:

* Scan the list of Latin roots on the next page and choose three (9) different roots and their definitions you wish to use.
* Using a dictionary, look up three (3) words for each root and find their definitions.
* On a sheet of loose leaf paper turned horizontally, sketch out a dry run of your chart, dividing the paper into three columns and three rows (nine boxes in all), with the root and its definition at the top of each box. Then write your words underneath the root with their definitions.
* Re-write your chart horizontally on 9 x 12” construction paper (which I will provide).
* Add color and other decoration to enhance your chart. You may include a small thumbnail size picture of one of your words if you wish.

Suggestion: While most of these roots may be familiar to you, try to choose a word for each root that you may not be familiar with, so that you can learn it, rather than one whose definition you may already know.

LIST OF LATIN ROOTS

|  |  |
| --- | --- |
| ACR:: sour, sharp | LAUD: praise |
| AERO: air | LOC: place |
| ACT: to do | MAGN: large |
| AGR: field | MAN: hand |
| ALT: high | MATER: mother |
| AMBUL: walk | MED: middle |
| AMBI: both | MULTI: many |
| AMIC, AMI: friend | NOV: new |
| AMPLI: large | OMNI: all |
| ANIM: soul, spirit | PATER: father |
| ANNI: year | PED: foot |
| APT: fit, adjust | PLIC: fold |
| API: bee | POPUL: people |
| AQU: water | RED: rule |
| ARM: weapon | SALV: safe |
| ART: skill, craft | SCRIPT: write |
| AUD: hear | SIST: stand |
| AUG: increase | SPEC: look |
| AUR: gold | TERR: land |
| AVI: bird, flying | TRACT; pull, draw |
| BELL: war | UNI: one |
| BENE, BEN: good | URB: city |
| BREV: short, brief | VER: true |
| CANT: sing | VID, VIS: see |
| CAPIT: head | VIT, VIV: life |
| CARN: meat | VOLV: roll, turn |
| CED: move, go |  |
| CIV: citizen, city |  |
| COG: know |  |
| CORP: body |  |
| CRED: belief |  |
| DEC: ten |  |
| DICT: word |  |
| DUC: lead, flow |  |
| EQUI: same |  |
| FID: belief, faith |  |
| FRAT: brother |  |
| GRAT: please |  |
| JECT: cast, hurl |  |