

Name: Heather Manns

Title: Workers' Rights Unit

Subject: English Language Arts

State: New York- Upstate

**Abstract-** Biography activity in which students research and present on an important figure in history related to workers' rights.

**1) Introduction-** As part of the workers' rights unit, students will pick an important figure in history related to workers' right from the 1800s to present time. They will research the person and do a power point presentation to share the information they learned.

**Overview and Unit Rationale-** As part of the McGraw-Hill Study Sync curriculum, students study the Industrial Revolution and workers' rights. A great portion of it centers around the Triangle Shirtwaist Factory fire from March 2011. The unit takes about a month. During that time, students will read a book related to workers rights and do a reading project related to it. Additionally, they will learn about important figures in history related to workers' rights from the 1800s to present day.

### **2) Unit Goals-**

- 1) Students will use research skills to find information about their assigned person from history using biography boxes
- 2) Students will learn how to cite information learned using MLA citations
- 3) Students will learn speaking and listening skills by presenting information through a Power Point and asking questions to the presenters
- 4) Students will apply the information they learn to the other aspects of the unit and well as modern day events

### **3) Connections to New York State Next Generation Standards-**

7R1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical references

7R3: In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other and are developed

7R6: In informational texts, analyze how the author distinguishes his or her position form that of others

7R9: Use established criteria in order to evaluate the quality of texts. Make connections other texts, ideas, cultural perspectives, eras, and personal experiences

7W1c: Use precise language and content specific vocabulary to argue a claim

7W1f: Maintain a style and tone appropriate to the writing task (biography boxes and Power Point slides)

7W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions; avoid plagiarism and follow a standard format for citation.

7SL1: Engage Effectively in a range of collaborative discussion with diverse partners; express ideas clearly and persuasively and build on those of others.

7SL4: Present claims and findings, emphasizing salient points in focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation

#### **4) Detailed description of what will happen each day**

Day One- Students will be given a historical figure on a slip of paper, a blank biography boxes sheet, and rubric (see attached)

I will go over the assignment with them and use an example to model the expectations and the rubric.

Students will have time to start researching their historical person and begin to take notes

Days Two and Three- Students will continue to fill in their biography boxes and create Power Points

Day Four- Students will send me their Power Points and turn in their biography boxes. They will begin presenting their historical figure to the class. The audience will have a form to fill in for each presenter and will take turns asking the presenter questions at the end of their presentations.

Days Five and Six- Continue with presentations and audience participation

Day Seven- Students will do a self-evaluation activity reflecting on the person they researched, the people they learned about and their experience researching their person.

#### **5) Formal and Informal Assessments**

Formal- Students will turn in their biography boxes and Power Point to me and I will grade them using the rubric they were given on day one. Additionally, they will receive participation credit for presenting and being a participating member of the audience.

Informal- Throughout the activity, I will be informally assessing students for work ethic, attitude, participation and behavior. This will be done by giving the students a participation grade each day.

### **6) Technological Needs-**

Charged i-pads, Microsoft Power Point, projector, internet

### **7) Materials needed to complete the unit-**

Biography boxes, rubric, historical figure, tool for doing MLA, pen or pencil, printer, printer paper, charged tablets

### **8) Other sources to consider-**

It would be great to have an actor that plays a historical figure come in to present to the students. I live near Rochester, and I have a friend that portrays Elizabeth Cady Stanton. She knows people that portray Frederick Douglass and Susan B. Anthony. It would be wonderful to have them come into speak to the students in seventh grade, eighth grade and eleventh grade students taking American History.

#### List of Historical and Modern-Day Figures Related to Workers' Rights

Andrew Carnegie	Samuel Gompers	Mackenzie Scott
Henry Clay Frick	William Randolph Hearst	Cornelius Vanderbilt
Mother Jones	Joseph Pulitzer	Andrew Mellon
Fannie Sellins	Henry Ford	Susan B. Anthony
Sarah Bagley	John Rockefeller	Fredrick Douglass
Captain Bill Jones	J.P. Morgan Jr.	Elizabeth Cady Stanton
Alexander Berkman	George Eastman	Mark Twain
Emma Goldman	Fredrick Ferris Thompson	Theodore Roosevelt
John McLuckie	Elon Musk	Thomas Watson
Charles Schwab	Mark Zuckerberg	Henry Heinz
Clara Lemlich	Jeff Bezos	Milton S. Hershey
Frances Perkins	Steve Jobs	P.T. Barnum
Isaac Harris	Bill Gates	James Anthony Bailey
Max Blanck	Warren Buffett	Booker T. Washington
Cesar Chavez	Rihanna	

Name \_\_\_\_\_

Person (full name and title)- \_\_\_\_\_

Childhood (18 years and under)	
Education	
Family	

Accomplishments	
Obstacles to overcome	
Impact made on workers and workers' rights	
Awards	
Later in life, death	