

## The Utah State Constitution

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| Date: | Grade: 7th | Duration: 90 minutes | Topic/Title: The Scofield Mine Disaster and Labor Reform |
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| <p>State Standards:</p> <ul style="list-style-type: none"> <li>- <b>UT Standard 3.4:</b> Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms.</li> </ul>                  |
| <p>Objectives:</p> <ul style="list-style-type: none"> <li>- Students will be able to present an understanding of the events of the Scofield Mine Disaster</li> <li>- Students will practice the skills of sourcing and contextualization to analyze primary sources from the Scofield Mine Disaster and the short and long term effects of the explosion</li> </ul> |

|                                   | <b>Plan</b>  | <b>Specifics/Notes</b>  |
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| Bell Ringer                       | Sometimes we have rules at school or home that we might not like, but they are often put in place to keep us safe. What rule can you think of that keeps you from hurting yourself or others?  | Each student will either get a physical sticky note to answer the question on, or we will use MindMeister or Padlet to create a collaborative space.  |
| Developing Background Information | We will watch <a href="#">this video</a> to establish background knowledge on the Scofield Mine Disaster and labor conditions in the early 20th century. After watching the video students will quiz each other to make sure they have the content knowledge necessary for the rest of the lesson. | Students will pair off and decide who is partner 1 and who is partner 2. They will then ask each other the questions found <a href="#">here</a> . After a short discussion we will answer the questions as a class to make sure everyone has grasped the content. |

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| <p>Primary Source Activity</p> | <p>Model how to use historical literacy skills to read sources and fill out the graphic organizer</p> <p>In groups of 3 - 4, read through the primary sources and fill out the graphic organizer. Then discuss the questions on the back and record your answers.</p> | <p>Make sure the sources are adapted to grade level.</p>                                  |
| <p>Think/Pair/Share</p>        | <p>Discuss with someone not in your group - what are two ways the Scofield Mine Disaster lead to progressive union reform? How does this relate to you? How do these reforms still affect your life today? Think back to the beginning of class.</p>                  | <p>Students will move back to their original seats and talk with their elbow partner.</p> |

**Assessment of student learning**

- Completion of graphic organizer and guiding questions
- Class discussion

**Adaptations for diverse learners/Special circumstances**

- For students who have trouble writing, instead of having them fill out the graphic organizer you might have them highlight the document with different colors for those parts that support the different interpretations. They could also take notes in the margins of the documents.
- Strategically group learners into effective groups based on needs
- Different tiers of guided notes for different needs, vocab lists for ELLs/struggling learners, further adapt or provide different sources if needed.