

## About the Author

Suzanne Lieurance has written over a dozen published books for children. She offers a service called “The Working Writer’s Coach,” and is a full-time freelance writer and both founder and director of the National Writing for Children Center.

## Internet Addresses

Triangle Factory Fire: <http://www.ilr.cornell.edu/trianglefire/>

Transcripts from the trial of the factory owners:

<http://www.ilr.cornell.edu/trianglefire/texts/transcripts/>

Detailed chronology:

<http://www.law.umkc.edu/faculty/projects/ftrials/triangle/trianglechronology.html>

The Triangle Shirtwaist Factory Fire Memorial homepage:

<http://www.trianglememorial.com/mainframe.htm>

## Further Reading

### Fiction

Auch, Mary Jane. *Asbes of Roses*. Henry Holt, 2002

Lasky, Katherine. *Dreams in the Golden Country: The Diary of Zipporah Feldman, a Jewish Immigrant Girl*. Scholastic, 1998

Paterson, Katherine. *Bread and Roses, Too*. Clarion, 2006

Smith, Betty. *A Tree Grows in Brooklyn*. Harper, 2005

Winthrop, Elizabeth. *Counting on Grace*. Wendy Lamb Books, 2003

### Nonfiction

Bartoletti, Susan Campbell. *Kids on Strike!* Houghton Mifflin, 2003

Freedman, Russell. *Kids at Work: Lewis Hine and the Crusade Against Child Labor*. Clarion, 1998

Landau, Elaine. *Fires*. Watts, 2000

Lieurance, Suzanne. *The Triangle Shirtwaist Fire and Sweatshop Reform in American History*. Enslow, 2003

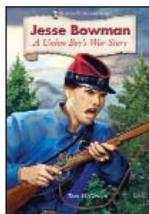
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## Educator's Guide

### The Locket:

Surviving the Triangle Shirtwaist Fire

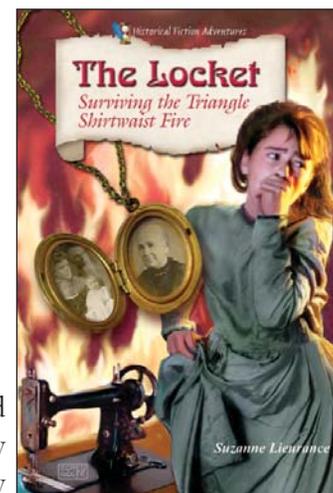
by Suzanne Lieurance

“*The Locket: Surviving the Triangle Shirtwaist Fire* provides the reader with a window on a tragedy in a manner that provides hope rather than merely gloom. The Triangle Shirtwaist fire is a story every young adult should know, and this book provides a great start.”

—Richard A. Greenvald

Associate Professor of History

Drew University



### Included Inside:

Summary ♦ Discussion Questions ♦ Activities  
Further Reading ♦ Internet Addresses

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160 pages ♦ Grade Level: 3-6; Ages: 9-12 ♦ May 2008

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## Summary

Galena and her older sister Anya are Jewish immigrants who live in a one-room tenement in New York City's Lower East Side. The two sisters go to work six days a week at the Triangle Shirtwaist Company. The air reeks from the dyes and is filled with lint from the cloth; shutters block both the sun and the fire escapes. However, other factories have better conditions because their workers belong to unions. As they walk to work every morning, Galena begs to see Anya's locket and its pictures of her family. Dmitri walks the girls to work and tells Anya about the union and how their lives could be improved if they joined.

It's Saturday afternoon when a fire breaks out on the eighth floor. Galena fights her way upstairs but fails to find her beloved sister. Galena is rescued and watches in horror as the fire engulfs the building. Dmitri and Galena search the hospitals but don't find Anya until they are allowed to see the bodies in the temporary morgue. Dmitri returns not only with the locket but also the engagement ring he had just given to Anya.

The family goes into mourning but Galena is soon roused to action on behalf of her lovely sister and joins in the marches protesting the conditions that caused so much tragedy. Galena won't continue working however; she will go to school so that she can better fight for worker's rights when she is older.



## Discussion Questions

- 1.) Read "Chapter Two: Working Through the Day." Find the places where the author foreshadows the fire (pages 23, 27 and 28).
- 2.) Much of *The Locket* focuses on the clash of two worlds—the "old country" of Galena's parents and the new country to which Galena and Anya are adapting. Give examples of the conflict points and how they are resolved (pages 142, 144).
- 3.) How did the Triangle Shirtwaist Factory fire create an opportunity for factory reformers? What tools did the reformers use to make their messages heard? How can one person make a difference?

## Activities

- 1.) **Child Labor.** There are parts of the world where child labor is still an issue. Ask the students to research both the problem and propose a solution. You may also want to research the international agencies and Non-governmental organizations (also known as NGOs) that have taken on this cause before you propose a solution. For pictures and additional resources, visit the United Nations Web site at <http://www.un.org/Photos/chilwork.htm>.
- 2.) **Labor Day.** Find out the history of Labor Day. Identify a local union and invite a representative to come and talk to the class about what unions do for their members. What did you find out about labor unions that you didn't know before?
- 3.) **Celebrating Ethnic Diversity.** Invite each student to bring in an item relating to a country in his/her background for a multicultural show and tell. Ask the student to describe the item and its importance to the country.
- 4.) **Photo Scavenger Hunt.** How prepared is your school for a fire? Have the students take pictures of fire-safety equipment including alarms, signs and exits that they see in the school. Ask them to think about other places large groups gather such as community centers or churches and document those as well.
- 5.) **Anya's Eulogy.** Ask students to write a eulogy for Anya based on what they know from the book as well as what they can imagine about her life and family. Ask each student to write from a point of view of a character in the book such as Galena or Dmitri. Share the eulogies in oral presentations.



