



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Overview



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In this module, students explore the issue of working conditions, both historical and modern day. As they read and discuss both literary and informational text, students analyze how people, settings, and events interact in a text and how an author develops a central claim. Students strengthen their ability to discuss specific passages from a text with a partner, write extended text-based argument and informational pieces, and conduct a short research project. At the end of the module, students will have a better understanding of how working conditions affect workers and the role that workers, the government, consumers, and businesses play in improving working conditions. The first unit focuses on *Lyddie*, a novel that tells the story of a young girl who goes to work in the Lowell mills, and explores the issue of working conditions in industrializing America. This unit builds students' background knowledge about working conditions and how they affect workers, and centers on the standard RL.7.3, which is about how plot, character, and setting interact in literature. As an end of unit assessment, students write an argument essay about Lyddie's choices regarding her participation in the protest over working conditions. The second unit moves to more recent history and considers the role that workers, the government, and consumers all play in improving working conditions. The central text in Unit 2 is a speech by César Chávez, in which he

explains how the United Farm Workers empowered farmworkers. Unit 2 focuses on reading informational text, and students practice identifying central ideas in a text, analyzing how an author develops his claims, and identifying how the sections of the text combine to build those ideas. This unit intentionally builds on Odell Education's work, and if teachers have already used the Chávez speech and lessons, an alternate text is suggested with which to teach the same informational text standards. In the End of Unit 2 Assessment, students apply their understanding of text structure to a new speech. Unit 3 focuses on the research standards (W.7.7 and W.7.8): through an investigation of working conditions in the modern day garment industry, students explore how businesses can affect working conditions, both positively and negatively. As a final performance task, students create a consumer's guide to working conditions in the garment industry. This teenage consumer's guide provides an overview of working conditions and offers advice to consumers who are interested in working conditions in the garment industry. This task focuses on NYSP12 ELA Standards **W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6**

### Guiding Questions And Big Ideas

- **What are working conditions, and why do they matter?**
- **How do workers, the government, business, and consumers bring about change in working conditions?**
- **How does reading one section of a text closely help me understand it better?**
- **How can you tell the difference between a useful and a not useful research question?**
- **How does a speaker develop and organize his central claim?**
- *Working conditions include multiple factors and have significant impacts on the lives of workers.*
- *Workers, the government, businesses, and consumers can all bring about change in working conditions.*
- *Closely reading and discussing one excerpt of a longer text helps to deepen your understanding of the text as a whole.*
- *Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products.*



### Performance Task

#### ***Consumer's Guide to Working Conditions in the Garment Industry***

This task centers on NYS ELA CCLA W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6. Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a Researcher’s Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.

### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

#### Relevant Content Standards

- 7.10 Technological innovation led to industrialization and growth in production and trade throughout the United States.
- 7.12.d Women joined the movements for abolition and temperance, and organized to advocate for women’s property rights, fair wages, education, and political equality.
- 7.12.e Immigrant workers, low-wage earners, and women organized unions and political institutions to fight for safe and fair working conditions in industrialized areas.
- 8.1 The Industrial Revolution had significant consequences, including increasing urbanization, the need for a larger labor force, and the emergence of new business practices.
- 8.14.c Various minority groups that won rights in the 1960s and 1970s struggled to exercise those rights in political and social realms.
- 8.16 At the start of the 21st century, the United States faced global and domestic challenges, including terrorism, increased economic interdependence and competition, and growing environmental concerns.
- Geographic Reasoning: Characterize and analyze changing interconnections among places and regions.
- Gathering, Using, and Interpreting Evidence: Define and frame questions about events and the world in which we live and use evidence to answer these questions.
- The Role of the Individual in Social and Political Participation: Participate in activities that focus on a classroom, school, community, state, or national issue or problem; fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.



CSS Standards: Reading—Literature	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RL.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.</li></ul>	<ul style="list-style-type: none"><li>• I can cite several pieces of text-based evidence to support an analysis of literary text.</li></ul>
<ul style="list-style-type: none"><li>• RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li></ul>	<ul style="list-style-type: none"><li>• I can analyze the interaction of literary elements of a story or drama.</li></ul>
<ul style="list-style-type: none"><li>• RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li></ul>	<ul style="list-style-type: none"><li>• I can read grade-level literary texts proficiently and independently.</li><li>• I can read above-grade-level texts with scaffolding and support.</li></ul>
<ul style="list-style-type: none"><li>• RL.7.11. Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.</li></ul>	<ul style="list-style-type: none"><li>• I can interpret and make connections between literature and other texts, ideas, or perspectives.</li></ul>



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RI.7.1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.</li></ul>	<ul style="list-style-type: none"><li>• I can cite several pieces of text-based evidence to support an analysis of informational text.</li></ul>
<ul style="list-style-type: none"><li>• RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</li></ul>	<ul style="list-style-type: none"><li>• I can determine a theme or the central ideas informational text.</li><li>• I can analyze the development of a theme or central idea throughout the text.</li><li>• I can objectively summarize informational text.</li></ul>
<ul style="list-style-type: none"><li>• RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li></ul>	<ul style="list-style-type: none"><li>• I can analyze the interactions between individuals, events, and ideas in a text.</li></ul>
<ul style="list-style-type: none"><li>• RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li></ul>	<ul style="list-style-type: none"><li>• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas).</li></ul>
<ul style="list-style-type: none"><li>• RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li></ul>	<ul style="list-style-type: none"><li>• I can read grade-level informational texts proficiently and independently.</li><li>• I can read above-grade-level texts with scaffolding and support.</li></ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>W.7.1. Write arguments to support claims with clear reasons and relevant evidence.<ul style="list-style-type: none"><li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li><li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li><li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li><li>d. Establish and maintain a formal style.</li><li>e. Provide a concluding statement or section that follows from and supports the argument presented.</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can write arguments to support claims with clear reasons and relevant evidence.</li></ul>
<p>W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"><li>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li></ul>	<ul style="list-style-type: none"><li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized.</li></ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li></ul>	<ul style="list-style-type: none"><li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience.</li></ul>
<ul style="list-style-type: none"><li>W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li></ul>	<ul style="list-style-type: none"><li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.</li></ul>
<ul style="list-style-type: none"><li>W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</li></ul>	<ul style="list-style-type: none"><li>I can use technology to produce and publish a piece of writing with links to cited sources.</li><li>I can use technology to collaborate with others while producing a piece of writing, linking to cited sources.</li></ul>
<ul style="list-style-type: none"><li>W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li></ul>	<ul style="list-style-type: none"><li>I can conduct short research projects to answer a question.</li><li>I can use several sources in my research.</li><li>I can generate additional questions for further research.</li></ul>
<ul style="list-style-type: none"><li>W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li></ul>	<ul style="list-style-type: none"><li>I can gather relevant information from a variety of sources.</li><li>I can use search terms effectively.</li><li>I can evaluate the credibility and accuracy of each source.</li><li>I can quote or paraphrase others' work while avoiding plagiarism.</li><li>I can use a standard format for citation.</li></ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none"><li>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</li><li>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can select evidence from literary or informational texts to support analysis, reflection, and research.</li></ul>
<ul style="list-style-type: none"><li>W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li></ul>	<ul style="list-style-type: none"><li>I can adjust my writing practices for different time frames, tasks, purposes, and audiences.</li></ul>



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li><li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li><li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</li><li>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues.</li><li>• I can express my own ideas clearly during discussions.</li><li>• I can build on others' ideas during discussions.</li></ul>
<ul style="list-style-type: none"><li>• SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li></ul>	<ul style="list-style-type: none"><li>• I can analyze the main ideas and supporting details presented in different media and formats.</li><li>• I can explain how ideas clarify a topic, text, or issue.</li></ul>



CSS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<ul style="list-style-type: none"><li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li><li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li><li>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can use correct grammar and usage when writing or speaking.</li></ul>
<ul style="list-style-type: none"><li>• L.7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<ul style="list-style-type: none"><li>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li><li>b. Spell correctly.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader.</li></ul>
<ul style="list-style-type: none"><li>• L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<ul style="list-style-type: none"><li>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can express ideas with precision.</li></ul>



CSS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases.</li> </ul>
<ul style="list-style-type: none"> <li>L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can analyze figurative language, word relationships and nuances in word meanings.</li> </ul>
<ul style="list-style-type: none"> <li>L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately use seventh-grade academic vocabulary to express my ideas.</li> <li>I can use resources to build my vocabulary.</li> </ul>



Central Texts

1. Katherine Patterson, *Lyddie* (New York: Penguin Group, 1991), ISBN 978-0-14-034981-8.
2. *Mill Times*, David Macaulay (PBS) 2001. (Recommended, not required).
3. César Chávez, “Commonwealth Club Address,” speech given on November 9, 1984.
4. César Chávez, “Statement at Pacific Lutheran University,” speech given in March 1989.  
(Alternative to Commonwealth Club Address)
5. Cesar Chavez, “The Wrath of Grapes,” speech given in May 1986
6. Research Texts: See Unit 3 overview for texts that the whole class reads related to the Unit 3 short research project. See also Unit 3, Lesson 6 supporting materials for a list of texts that students can select to work with as part of their short research project.



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: <i>Lyddie</i>: Working Conditions in Industrializing America</b>			
<b>Weeks 1-4</b>	<ul style="list-style-type: none"> <li>• Launching the module</li> <li>• Launching <i>Lyddie</i></li> <li>• Analyzing setting, character, and plot</li> </ul>	<ul style="list-style-type: none"> <li>• I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Read informational article about “the hero’s journey.”</li> <li>• Analyze the stages of the hero’s journey.</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>• I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 1 Assessment: How Working Conditions Affected <i>Lyddie</i> (RL.7.1 and RL.7.3)</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluating <i>Lyddie</i>’s Decision</li> <li>• Planning <i>Lyddie</i> Essay</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>• I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>• I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> </ul>	



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: (Continued) <i>Lyddie</i>: Working Conditions in Industrializing America</b>			
<b>Weeks 1-4</b>	<ul style="list-style-type: none"> <li>• Writing and revising <i>Lyddie</i> essay</li> <li>• Discussing end of book</li> <li>• Launch independent reading (see Launching Independent Reading in Grades 6-8: Sample Plan—stand alone document on EngageNY.org)</li> </ul>	<ul style="list-style-type: none"> <li>• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>• I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>• I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>• I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> <li>• With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>• I can use correct grammar and usage when writing or speaking. (L.7.1)</li> <li>• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 1 Assessment: Argument Essay about <i>Lyddie</i> (RL.7.1, RL.7.3, W.7.1, W.7.9a; W.7.5, L.7.1, L.7.2)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: How Working Conditions Change: Chávez and the UFW</b>			
<b>Weeks 5-6</b>	<ul style="list-style-type: none"> <li>Introducing Agents of Change for working conditions; Analyzing the development of claims in the Commonwealth Club Address</li> </ul>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: How Chavez Develops His Claims in the Commonwealth Club Address (RI.7.1, RI.7.2, RI.7.3, and RI.7.5)</li> </ul>
	<ul style="list-style-type: none"> <li>Analyzing the structure of the Commonwealth Club Address.</li> </ul>	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>End-of-Unit 2 Assessment: Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech (RI.7.1, RI.7.2, RI.7.3, and RI.7.5)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 3: Researching Working Conditions in the Modern-Day Garment Industry</b>			
<b>Weeks 7-8</b>	<ul style="list-style-type: none"> <li>• Introduction to researching modern working conditions</li> <li>• Research: working conditions in modern garment industry</li> </ul>	<ul style="list-style-type: none"> <li>• I can conduct short research projects to answer a question. (W.7.7)</li> <li>• I can use several sources in my research. (W.7.7)</li> <li>• I can generate additional questions for further research. (W.7.7)</li> <li>• I can gather relevant information from a variety of sources. (W.7.8)</li> <li>• I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Mid Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and W.7.8)</li> </ul>
	<ul style="list-style-type: none"> <li>• Crafting consumer's guide</li> </ul>	<ul style="list-style-type: none"> <li>• I can conduct short research projects to answer a question. (W.7.7)</li> <li>• I can use several sources in my research. (W.7.7)</li> <li>• I can generate additional questions for further research. (W.7.7)</li> <li>• I can gather relevant information from a variety of sources. (W.7.8)</li> <li>• I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> <li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)</li> <li>• I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)</li> <li>• I can express ideas with precision. (L.7.3)</li> <li>• I can accurately use 7th grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 3 Assessment: Writing a Research Synthesis (W.7.7 and W.7.8)</li> <li>• Final Performance Task: Consumer's Guide to Working Conditions in the Garment Industry (W.7.2 a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6)</li> </ul>



### Organizing Students' Papers

Throughout the module, students work with note-catchers, Reader's Notes, and other handouts that hold their thinking. Students will need to be able to use these over multiple days. Consider what organizational structures in your class might support your students in keeping track of these papers.

### Media and Special Materials

- In Unit 1, you will show the students clips of a video on several occasions. *Mill Times* (David MacAulay) is the suggested video, so consider looking for it now. If you are unable to use this video, the Unit 1 overview suggests several free public access alternatives.
- In Unit 2, the lesson plan suggests that you read aloud part of a picture book called *Harvesting Hope*, by Kathleen Krull. Consider looking at the library for this book in advance. Alternate resources are listed in the Unit 3 Overview and in Unit 3, Lesson 1.
- As students' final performance task during Unit 3, they will publish their brochure about working conditions in the garment industry today. Ideally, students will publish their work in an electronic format, but they could publish in print. The choice is up to you, and depends on the resources available at your school. This unit will go more smoothly if you choose the format of this project before you begin Unit 3 and make a model (using the text and resources provided with Unit 3) in that format. See the stand-alone Performance Task document on EngageNY.org for more details about possible formats.

### Computers

In Unit 1, Lessons 18 and 20 and in much of Unit 3 (research and publishing a final project), it would be helpful to provide students with computer access. Consider the facilities in your school and think about how you can make that possible. Alternatives are provided for schools and teachers without access to technology, but the work in Unit 3 is designed to address the technology standard (W.7.6).

### Close Reading

This module introduces a new Close Reading Guide (for teacher reference), which you will find as a supporting material in many lessons that involve close reading. This guide was developed in order to streamline the detailed lesson agenda and provide an easy "cheat sheet" for teachers to use to guide instruction of lessons that involve close reading and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding.



### Independent Reading

This module introduces a more robust independent reading structure after students have finished reading *Lyddie* (i.e., at the start of Unit 2). Consider scheduling a week between Unit 1 and Unit 2 to launch independent reading. Alternatively, you could lengthen the time for Unit 2 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provides the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Units 2 and 3 include time to maintain the independent reading routine (calendared into the lessons). But you may wish to review the independent reading materials now to give yourself time to gather texts and to make a launch plan that meets your students' needs.



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## **Module 2A:** **Assessments**



Performance Task	<p><b>Consumer’s Guide to Working Conditions in the Garment Industry</b></p> <p>This task centers on NYS ELA CCLA W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6. Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a Researcher’s Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.</p>
Mid-unit 1 Assessment	<p><b>How Working Conditions Affected Lyddie</b></p> <p>This assessment centers on standards NYS ELA RL.7.1 and RL.7.3. This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence when explaining how the plot, characters, and setting of a novel interact. The assessment will focus on a section of text that the class has not yet analyzed. Students will complete selected- and constructed-response items that assess their ability to analyze the text, focusing specifically on how working conditions affect Lyddie.</p>
End of unit 1 Assessment	<p><b>Argument Essay about Lyddie</b></p> <p>Students will plan, draft, and revise an argument essay that responds to the prompt: “After reading through Chapter 17 of <i>Lyddie</i>, write an argument essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013.” This assessment has two parts. Part 1 is students’ best on-demand draft and centers on standards NYSP12 ELA RL.7.1, RL.7.3, W.7.1, and W.7.9a. This draft will be assessed based on the first two rows of the NYS Expository Writing Evaluation Rubric before students receive teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students’ final draft, revised after teacher feedback, and is assessed on the final two rows of the rubric, adding standards L.7.1, L.7.2, and W.7.5. The lesson sequence and grading rationale for this assessment is similar to that in Module 1, Unit 2. Over several lessons, students review a model argument essay and the rubric (used in Module 1, and here adapted to argument writing specifically), explore the prompt, form evidence-based claims, organize the essay, and write the essay.</p>



Mid-unit 2 Assessment	<p><b>How Chávez Develops His Claims in the Commonwealth Club Address</b></p> <ul style="list-style-type: none"><li>• This assessment centers on standards NYS ELA RI.7.1, RI.7.2, RI.7.3, and RI.7.5. This is a reading assessment: Students complete selected-response items to demonstrate their ability to identify a claim and how it is developed. The assessment will focus on a section of Chávez’s Commonwealth Club Address that the class has not yet analyzed.</li><li>• Alternate Mid-Unit 2 Assessment: For classes that have already read Chávez’s Commonwealth Club Address (as a part of the stand-alone Odell Education unit), an alternate Chávez speech is suggested for Unit 2: “Statement at Pacific Lutheran University,” March 1989. To create an alternate Mid-Unit 2 Assessment, examine the fully developed assessment in Lesson 5 (which focuses on the Commonwealth Club Address) and use this as a model to create a similar assessment based on a section of the alternate Chávez speech.</li></ul>
End of unit 2 Assessment	<p><b>Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech</b></p> <p>This assessment centers on standards NYS ELA RI.7.1, RI.7.2, RI.7.3, and RI.7.5, with an emphasis on RI.7.5. Students read “Wrath of Grapes,” another speech by Chávez (edited for length), and answer selected- and constructed-response questions about its central claim, how that claim is developed, and how each section of the speech relates to that central claim.</p>
Mid-Unit 3 Assessment	<p><b>Gathering Relevant Information and Generating Additional Research Questions</b></p> <p>This task focuses on NYSP12 ELA CCLS W.7.7 and touches on W.7.8. After conducting initial research on working conditions in the garment industry, students complete an on-demand task in which they read a new text, consider how it addresses their research question, and identify possible additional research questions raised by the text.</p>
End of Unit 3 Assessment	<p><b>Writing a Research Synthesis</b></p> <p>This task focuses on NYSP12 ELA CCLS W.7.7 and W.7.8. After students complete their research on working conditions in the garment industry, they will synthesize their findings (from their finished researcher’s notebooks) into several paragraphs in which they acknowledge their sources.</p>



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## **Module 2A:** **Performance Task**



### Summary of Task

- This task centers on NYS ELA CCLA W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6. Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a Researcher’s Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.

### Format

- At teacher discretion.
- Options: Paper brochure or card, PowerPoint slide presentation, Prezi, Glog, app, web page



#### Standards Assessed Through This Task

- W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.6.3b. Maintain consistency in style and tone.\*



Student-Friendly Writing Invitation/Task Description

**Overview:**

- Throughout this module, we have explored working conditions. We read *Lyddie* to glimpse the factories of the past and understand the challenges faced by workers. We studied César Chávez and considered how workers, government, consumers, and businesses affect working conditions. Now we are going to explore the working conditions of today and think about how you, a teenage consumer, influence working conditions around the world.

**Prompt:**

- You want to be an informed consumer, so you've decided to research the working conditions, right now, for the workers who make the clothes you wear every day. Then you want to share this information with your peers so other teenagers can be informed consumers as well. Working conditions in the garment industry vary, and you want to remind your peers that the way they spend their dollars matters.

**Preparation: Research (individually)**

- Conduct a short research project and complete a **Researcher's Notebook**. In your notebook, you will gather information, generate questions, and consider how this information might affect your choices as a consumer. As the End of Unit 3 Assessment, you will synthesize your research findings in a well-written paragraph.

**Performance Task: Publish (with a partner)**

- With a partner, you will create *Threads: A Young Person's Guide to Buying Clothes*. This is a **publishable brochure** written for your peers, and it will share your research findings with them. The brochure will include:
  - Overview
  - Working conditions in the garment industry
  - Advice to consumers



### Key Criteria For Success (Aligned With Nysp12 Ela Ccls)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed. The brochure will demonstrate:

- Clear informational writing, appropriate to audience and task
- Coherent synthesis of current issues related to working conditions in the garment industry, drawing on evidence from research and reflecting both problems and solutions
- Mastery of conventions
- Use of technology to share ideas

### Options for Students

- Some students may prefer to work alone to publish their work.
- Students may work in a larger group, with a pair taking responsibility for one part of the final product.
- Students may publish their work in either paper or electronic form. Choose one mode for the whole class to better support them in doing high-quality work. Options to consider: brochure, poster, card; PowerPoint, Prezi, Glog, app, web page.
- Once you have decided the format in which students will work, create a model using that format. The Unit 3 materials contain the text to use when you make this model; you likely will want to add images appropriate to the format you select.

### Options For Teachers

- Consider having students present their work to an outside audience—perhaps a group of students from another grade level.
- If you have time, consider extending the time allotted for the creation of the final product. Invite graphic designers or other technology and media experts to work with students to create effective publications. If you invite experts in, having them work with students in small groups to provide focused critique is often a successful structure.



#### Resources and Links

- **Research Texts:** Research texts that are read by the whole class are listed in the Unit 3 overview and in lessons.
- For a list of texts student can select from for the final part of their short research project, see Unit 3, Lesson 6 supporting materials.
- For resources regarding various electronic options for publishing the brochure, see the following websites:
  - [www.prezi.com](http://www.prezi.com)
  - [edu.glogster.com](http://edu.glogster.com)



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# Grade 7: Module 2A:

## Recommended Texts



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The list below includes texts with a range of Lexile text measure about the major topics of this module: working conditions in industrializing America, Cesar Chavez and the United Farm Workers, and current issues related to working conditions both in the United States and in other countries. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

#### Common Core Band Level Text Difficulty Ranges

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures in grade 2–3 band level (below 740L)</b>			
<i>Dolores Huerta: A Hero to Migrant Workers</i>	Sarah E. Warren (author)	Informational	510
<i>Cesar Chavez: Fighting for Farmworkers</i>	Eric Braun (author)	Informational	590
<i>The Breadwinner</i>	Deborah Ellis (author)	Literature	630
<i>Lost</i>	Jacqueline Davies (author)	Literature	680 <sup>‡</sup>
<i>January 1905</i>	Katharine Boling (author)	Literature	690
<i>The Industrial Revolution</i>	Debra J. Housel (author)	Informational	700

<sup>‡</sup>Book content may have higher maturity level text



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures in grade 4–5 band level (740L–925L)</b>			
<i>Counting on Grace</i>	Elizabeth Winthrop (author)	Literature	760
<i>How Artists See Work: Farm, Factory, Home, Office</i>	Colleen Carroll (author)	Informational	800*
<i>Harvesting Hope: The Story of Cesar Chavez</i>	Kathleen Krull (author)	Informational	800
<i>Bread and Roses, Too</i>	Katherine Paterson (author)	Literature	830
<i>Threads and Flames</i>	Esther Friesner (author)	Literature	840‡
<i>Factory Girl</i>	Barbara Greenwood (author)	Literature	850
<i>Voices from the Fields: Children of Migrant Farmworkers Tell Their Stories</i>	S. Beth Atkin (interviewer and photographer)	Literature	850
<i>Immigration, Migration, and the Industrial Revolution</i>	Tracee Sioux (author)	Informational	890*
<i>Dolores Huerta: Voice for the Working Poor</i>	Alex Van Tol (author)	Informational	910
<b>Lexile text measures within band level (925L–1185L)</b>			
<i>Kids on Strike!</i>	Susan Campbell Bartoletti (author)	Informational	920
<i>You Wouldn't Want to Be a Victorian Mill Worker!: A Grueling Job You'd Rather Not Have</i>	John Malam (author)	Informational	930

\*Lexile based on a conversion from Accelerated Reading level

‡Book content may have higher maturity level text



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures within band level (925L–1185L)</b>			
<i>Elizabeth Bloomer: Child Labor Activist</i>	Jennifer Reed (author)	Informational	940*
<i>The Industrial Revolution</i>	Melissa McDaniel (author)	Informational	940
<i>The Industrial Revolution</i>	Hilarie N. Staton (author)	Informational	1000
<i>Children at Work</i>	JoAnne B. Weisman Deitch (editor)	Informational	1020*
<i>Breaker Boys: How a Photograph Helped End Child Labor</i>	Michael Burgan (author)	Informational	1020
<i>Cesar Chavez: A Photographic Essay</i>	Ilan Stavans (author)	Biography	1030
<i>The Changing Role of Women Since 1900</i>	Louise Spilsbury (author)	Informational	1070*
<i>Kids at Work: Lewis Hine and the Crusade against Child Labor</i>	Russell Freeman (author)	Informational	1140
<i>Fair Trade</i>	Jilly Hunt (author)	Informational	1080

\*Lexile based on a conversion from Accelerated Reading level



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures above band level (over 1185L)</b>			
<i>The Lowell Mill Girls: Life in the Factory</i>	JoAnne B. Weisman Deitch (editor)	Biography	1210
<i>Clean Clothes: A Global Movement to End Sweatshops</i>	Liesbeth Sluiter (author)	Informational	NoLXL
<i>Let My People Go Surfing: The Education of a Reluctant Businessman</i>	Yvon Chouinard (author)	Autobiography	NoLXL
<i>Are Worker Rights Human Rights?</i>	Richard P. McIntire (author)	Informational	NoLXL‡
<i>A Shameful Business: The Case for Human Rights in the American Workplace</i>	James A. Gross (author)	Informational	NoLXL‡
<i>Child Labor Today: A Human Rights Issue</i>	Wendy Herumin (author)	Informational	NoLXL‡
<i>Elegy on the Death of César Chávez</i>	Rudolfo Anaya (author)	Poetry	NP‡

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‡Book content may have higher maturity level text



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# Grade 7: Module 2A: Unit 1: Overview



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**Unit 1, Building Background Knowledge: What Are Working Conditions, and How Do They Affect Workers?**

This unit focuses on the historical era of industrializing America, and builds students' background knowledge about what working conditions are and how they affect workers. The unit begins with a lesson that engages students in the guiding questions about working conditions that connect all three units in the module. Students then read the novel *Lyddie*, about a girl who goes to work in the Lowell mills, with an emphasis on CCLS RL.7.3, which is about how plot, character, and setting interact in literature. As students read the novel, they build their stamina and capacity for independent reading of complex texts. In class, they do a variety of close reading, fluency, and vocabulary exercises with critical passages from the text. This work with particular passages builds the text-based discussion skills referenced in SL.7.1, as it pushes students to collaborate to analyze specific passages from the novel. For the mid-unit assessment, students read a new chapter of the book and

answer selected- and constructed-response items about how working conditions in the mill affect Lyddie. In the second part of the unit, students evaluate Lyddie's choices around joining the protest over working conditions. As students read, they track factors in her decision, and then they craft an argument about whether or not she should sign the petition. The end of unit assessment is an argument essay about this question. This essay follows a similar process to that used in Module 1, Unit 2, but it pushes students to greater independence with the process of crafting and revising an extended analytical essay. As with the Module 1 essay, the first draft is graded for content and evidence, and the second draft is graded for organization and conventions (this time with a particular focus on L.7.1, sentence structure). As students read *Lyddie*, they are encouraged to generate questions about how working conditions have or have not changed. These questions will drive students' research about the modern-day garment industry in Unit 3.

**Guiding Questions And Big Ideas**

- **What are working conditions, and why do they matter?**
- **How does reading one section of a text closely help me understand it better?**
- *Working conditions include multiple factors and have significant effects on the lives of workers.*
- *Closely reading and discussing one excerpt of a longer text helps to deepen your understanding of the text as a whole.*

**Mid-Unit 1 Assessment**

**How Working Conditions Affected Lyddie**

This assessment centers on standards NYS ELA RL.7.1 and RL.7.3. This is a reading assessment: The purpose is for students to demonstrate their ability to cite textual evidence when explaining how the plot, characters, and setting of a novel interact. The assessment will focus on a section of text that the class has not yet analyzed. Students will complete selected- and constructed-response items that assess their ability to analyze the text, focusing specifically on how working conditions affect Lyddie.



### End of Unit 1 Assessment

#### **Argument Essay about Lyddie**

Students will plan, draft, and revise an argument essay that responds to the prompt: After reading through Chapter 17 of *Lyddie*, write an argument essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013. This assessment has two parts. Part 1 is students' best on-demand draft and centers on standards NYSP12 ELA RL.7.1, RL.7.3, W.7.1, and W.7.9a. This draft will be assessed based on the first two rows of the NYS Grade 6–8 Expository Writing Evaluation Rubric (used in Module 1 and here adapted to argument writing specifically), before students receive teacher feedback so that their individual understanding of the texts and their writing skills can be observed. Part 2 is students' final draft, revised after teacher feedback, and is assessed on the final two rows of the rubric, adding standards L.7.1, L.7.2, and W.7.5. Over several lessons, students review a model argument essay and the NYS writing rubric explore the prompt, form evidence-based claims, organize the essay, and write the essay. The lesson sequence and grading rationale for this assessment is similar to that in Module 1, Unit 2.

### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

#### **Relevant Content Standards**

- 7.10 Technological innovation led to industrialization and growth in production and trade throughout the United States.
- 7.12.d Women joined the movements for abolition and temperance, and organized to advocate for women's property rights, fair wages, education, and political equality.
- 7.12.e Immigrant workers, low-wage earners, and women organized unions and political institutions to fight for safe and fair working conditions in industrialized areas.
- 8.1 The Industrial Revolution had significant consequences, including increasing urbanization, the need for a larger labor force, and the emergence of new business practices.



**Science**

N/A

**Central Texts**

Katherine Patterson, *Lyddie* (New York: Penguin Group, 1991). ISBN 978-0-14-034981-8.

*Mill Times*, David Macaulay (PBS) 2001. (Recommended, not required).



This unit is approximately 4 weeks or 20 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 1</b>	Introducing Module 2: Working Conditions—Then and Now	<ul style="list-style-type: none"> <li>I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)</li> <li>I can build on others' ideas during discussions. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze photos, videos, and quotes to find a central theme.</li> <li>I can synthesize the ideas of my classmates with my own.</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Module 2: Group Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> <li>Working Conditions</li> <li></li> </ul>
<b>Lesson 2</b>	Launching <i>Lyddie</i>	<ul style="list-style-type: none"> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how plot, character, and setting interact in <i>Lyddie</i>.</li> <li>I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li><i>Lyddie</i> Reader's Notes, Chapter 1</li> </ul>	
<b>Lesson 3</b>	Modeling Entry Task, Reading Notes, and Reading Strategies for <i>Lyddie</i>	<ul style="list-style-type: none"> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how plot, character, and setting interact in <i>Lyddie</i>.</li> <li>I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.</li> <li>By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> to deepen my understanding of the plot, characters, and setting.</li> <li>I can break a word into parts to determine its meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Checking for Understanding entry task</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 4</b>	Close Reading to Learn about Lyddie's Character	<ul style="list-style-type: none"> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (L.7.4)</li> <li>I can express my own ideas clearly during discussions. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how plot, character, and setting interact in <i>Lyddie</i>.</li> <li>I can use context clues— both in the sentence and on the page— to determine the meaning of unknown words.</li> <li>By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> to deepen my understanding of the plot, characters, and setting.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notes</li> <li>Chapter 6 Text-Dependent Questions</li> </ul>	
<b>Lesson 5</b>	Analyzing Character: Who Is Lyddie?	<ul style="list-style-type: none"> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> <li>I can explain how ideas clarify a topic, text, or issue. (SL.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>By engaging in a discussion with my classmates, I can analyze the characterization of the central character and deepen my understanding of the plot, characters, and setting in <i>Lyddie</i>.</li> <li>I can find textual evidence to illustrate the character traits of Lyddie.</li> <li>I can clarify and extend my understanding of the setting of Lyddie by watching a video about the mill towns.</li> </ul>	<ul style="list-style-type: none"> <li>Entry task</li> <li>Reader's Notes Chapters 1–7</li> <li>Acrostic poem with textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 6</b>	Introducing Working Conditions in the Mills	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.</li> <li>By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> to deepen my understanding of the plot, characters, and setting.</li> <li>I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected <i>Lyddie</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Checking for Understanding entry task</li> <li>Working Conditions anchor chart—student version</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> </ul>
<b>Lesson 7</b>	Analyzing Word Choice: Understanding Working Conditions in the Mills	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.</li> <li>By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> to deepen my understanding of the plot, characters, and setting.</li> <li>I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected <i>Lyddie</i>.</li> <li>I can analyze how the author's word choices create vivid descriptions of <i>Lyddie</i>'s living and working conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Checking for Understanding entry task</li> <li>Chapter 10 of <i>Lyddie</i> Text-Dependent Questions</li> <li>Working Conditions anchor chart—student version</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 8</b>	Analyzing Textual Evidence: Working Conditions in the Mills	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.</li> </ul>	<ul style="list-style-type: none"> <li>Checking for Understanding entry task</li> <li>Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> </ul>
<b>Lesson 9</b>	Mid-Unit Assessment about Working Conditions in the Mills	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> </ul>
<b>Lesson 10</b>	Framing Lyddie's Decision and Practicing Evidence-Based Claims	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite specific textual evidence to support reasons why Lyddie should or should not sign the petition.</li> <li>By engaging in a discussion with my partner, I can analyze several excerpts from <i>Lyddie</i> in order to deepen my understanding of Lyddie's decision.</li> </ul>	<ul style="list-style-type: none"> <li>Checking for Understanding entry task</li> <li>Forming Evidence-Based Claims graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> <li>Lyddie's Decision</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 11</b>	Forming Evidence-Based Claims: Should Lyddie Sign the Petition?	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can cite specific textual evidence to support reasons why Lyddie should or should not sign the petition.</li> <li>By engaging in a discussion with my partner, I can analyze several excerpts from <i>Lyddie</i> in order to deepen my understanding of Lyddie's decision.</li> </ul>	<ul style="list-style-type: none"> <li>Checking for Understanding entry task</li> <li>Forming Evidence-Based Claims graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> <li>Lyddie's Decision</li> </ul>
<b>Lesson 12</b>	Generating Reasons: Should Lyddie sign the petition?	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can synthesize textual evidence into reasons about why Lyddie should or should not sign the petition.</li> <li>By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> in order to deepen my understanding of Lyddie's decision.</li> </ul>	<ul style="list-style-type: none"> <li>Checking for Understanding, Chapter 17 entry task</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> <li>Lyddie's Decision</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 13</b>	Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.</li> <li>I can analyze the argument in a model essay.</li> </ul>	<ul style="list-style-type: none"> <li>Venn diagrams</li> <li>Exit ticket</li> </ul>	
<b>Lesson 14</b>	Writing an Argumentative Essay: Crafting a Claim	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can choose relevant and compelling reasons, supported by strong evidence from <i>Lyddie</i>, to support the claim I am making in my argument essay.</li> </ul>	<ul style="list-style-type: none"> <li>Checking for Understanding entry task</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Take a Stand protocol</li> <li>Lyddie's Decision</li> </ul>
<b>Lesson 15</b>	Writing an Argumentative Essay: Analyzing the Model Essay	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>I can identify the argument and specific claims in a text. (RI.7.8)</li> <li>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.</li> <li>I can analyze the claim, use of evidence, and structure in a model essay.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing Evidence in Model Essay handout</li> <li>Analyzing Structure of the Model Essay handout</li> <li>Exit ticket</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 16</b>	Writing an Argumentative Essay: Planning the Essay	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze a model essay about <i>Lyddie</i> using a rubric.</li> <li>I can select reasons and support them with evidence to support my claim about <i>Lyddie</i>.</li> <li>I can organize my reasons and evidence so they support my claim.</li> <li>I can explain how my details support my claim.</li> </ul>	<ul style="list-style-type: none"> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Lyddie's Decision</li> <li>Using Quotes in Essays</li> </ul>
<b>Lesson 17</b>	Writing an Argumentative Essay: Peer Critique	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can critique my partner's use of evidence using criteria from the <i>Lyddie</i> argument rubric.</li> <li>I can revise my work by incorporating helpful feedback from my partner.</li> <li>I can write an organized argument essay about <i>Lyddie</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Essay plan</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Peer critique protocol</li> <li>Lyddie's Decision</li> <li>Working Conditions</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 18</b>	End of Unit 1 Assessment, Part 1: Drafting the Argumentative Essay	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write an organized argument essay about <i>Lyddie</i>.</li> <li>In my essay, I can support my claim with details and quotes from the novel.</li> <li>In my essay, I can explain how my details support my claim.</li> </ul>	<ul style="list-style-type: none"> <li>Essay draft</li> </ul>	<ul style="list-style-type: none"> <li>Lyddie's Decision</li> <li>Working Conditions</li> </ul>
<b>Lesson 19</b>	World Café to Analyze the Characters in <i>Lyddie</i>	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> <li>I can use a variety of strategies to determine the meaning of unknown words or phrases.</li> <li>(L.7.4)</li> <li>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with my classmates about the characters, setting, and plot in <i>Lyddie</i>.</li> <li>I can analyze Lyddie's character traits by citing specific evidence and recognizing patterns from the beginning, middle, and end of the novel.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Notes</li> <li>World Café charts</li> </ul>	<ul style="list-style-type: none"> <li>World Café protocol</li> </ul>
<b>Lesson 20</b>	End of Unit 2 Assessment, Part 2: Revise Essay Drafts	<ul style="list-style-type: none"> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can use correct grammar and usage when writing or speaking. (L.7.1)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can use feedback from others to revise and improve my essay.</li> <li>I can use correct grammar and punctuation in my essay.</li> <li>I can use new vocabulary appropriately in my essay.</li> </ul>	<ul style="list-style-type: none"> <li>Revised essay</li> </ul>	



### Optional: Experts, Fieldwork, And Service

#### **Experts:**

- Invite a local historian of your community to speak to your students about what was happening during the time in which *Lyddie* is set (1830s). The historical context of *Lyddie* (industrialization, farm to factory) can also be seen in other communities.

#### **Fieldwork:**

- If your school is near an old mill town, consider taking your students to visit the site.
- For an online fieldwork experience, visit the website of the Lowell National Historic Site at <http://www.nps.gov/lowe/index.htm>.
- *Lyddie* takes place within the context of an industrializing United States and the movement of people from farms to factories. A museum exhibit about this part of your community's history would provide students with a useful frame of reference.

#### **Extensions**

- Consider partnering with the social studies teacher for a cross-disciplinary investigation of this time in history.
- Consider partnering with the science or technical drawing teacher for an investigation of exactly how the water-powered mills worked.



### Building Students' Stamina in Reading a Complex Text

- *Lyddie* is a more complex text than *A Long Walk to Water*, and students move through the book fairly rapidly, doing substantial reading for homework. This is a deliberate decision that protects time in the module to teach the informational text standards and to allow students to explore a current-day issue. However, all students, even readers at grade level, will need your support in developing their stamina and independence with complex text during this unit. This reflects the shifts in the Common Core in general and in particular addresses CCSS RL10, which calls for students to proficiently make meaning of grade-level text.
- The sequence of homework, lessons, and assessments in this unit has been carefully designed to improve students' stamina, provide appropriate supports, and make sure that students who are struggling with reading complex text at home will not be unduly disadvantaged on assessments. The homework routine is designed to support students in a first read of a given section of text. The Reader's Notes that students complete as they read and the daily Checking for Understanding entry task that begins class the next day provide students with structures that help them make meaning of the text and then check to make sure their understanding is accurate. In class, students will closely read specific sections of *Lyddie*, addressing the sections of the text that are most central to understanding the book and those that are referenced by assessments.
- Consider how your existing routines and class culture around celebrating homework completion and effort might be used to support and encourage students as they read *Lyddie*. In addition, consider providing students with additional time during the school day to read, if possible. If you feel that many of your students are falling behind, you might add a "catch-up" reading day where students read independently during class or where you read aloud a chapter during class. Also consider how you might collaborate with the teachers who support ELL and Sped students—perhaps these students could work on the homework during their resource period.



### Supporting Struggling Readers

In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:

- Before you begin the unit, build background knowledge about this time. *Lyddie* is set in a time and place unfamiliar to many students, and if they develop an understanding of what the mill towns were, what the work was like, and how industrialism was changing the nature of work in the United States, they will understand the story of *Lyddie* much better. One excellent resource for building this background knowledge is the PBS video by David MacAulay called *Mill Times*. This 60-minute video includes both footage of MacAulay visiting the sites of the mills and explaining how they worked and an animated story about a particular mill and the workers there. There is a book that accompanies this video. Reading aloud a picture book about this period in time is another option: one is *The Bobbin Girl* (McCully).
- The vocabulary in *Lyddie* can be challenging. Consider providing an expanded Reader's Dictionary for students to use as they read.
- Coordinate with ELL and Sped teachers to provide extra support to students on their caseloads. If these teachers do push-in support, consider having them work with the students they support in small groups during pair work time. These students should do the same work during class as the other students, but they might benefit from doing it with more teacher guidance. It is important that all students have the chance to read closely and make meaning of the passages that are central to the book, so focus in-class support for struggling readers on the objectives of class work for the day, not on reviewing or previewing the homework.
- Consider changing the Reader's Notes to be more structured: Add questions to each column or provide partial notes and have students fill in the blanks.
- Consider having students contribute to an ongoing, public, student-created summary of the book. After debriefing them on the entry task, ask students to tell you what should be added to the book summary. Maintain this as an anchor chart or electronic document, and encourage students to refer to it as they read specific excerpts and complete assessments.
- If possible, give students access to an audio book version of the text that they can use when they read at home. Stress to students that they need to read silently to themselves while they listen to the text being read aloud.
- Consider lengthening this unit and doing more read-alouds and partner reading in class for sections of the text that are currently assigned as homework. This would be particularly useful in Chapters 8–17, as the assessments in the unit focus on these chapters.
- Consider having some students read summaries of some chapters (the ones that are not discussed in class) rather than the chapters themselves.
- There is a movie of this book, but the setting and the characters are different, so showing it might confuse students more than help them.



### Multimedia

- This unit includes recommendations to show students two video clips (Lessons 5 and 8) about the mills to help them build their background knowledge and more fully understand the setting of the novel. The lesson plans recommend clips from David MacAulay's video, *Mill Times* (PBS)<sup>1</sup>, that intersperse documentary and animated film. If you do not have access to this film, consider showing clips from these public access videos instead:
  - \* <http://www.learner.org/workshops/primarysources/lowell/introduction.html> (This is a video of a college lecture; minutes 5:21 - 8:46 focus on Lowell)
  - \* <http://www.montereyinstitute.org/courses/US%20History%20I/course%20files/multimedia/lesson23/lessonp.html?showTopic=2> (Use the presentation option on this site; you will need to find the section relating to Lowell in advance.)

### Close Reading

This module introduces a new Close Reading Guide (for teacher reference), which is included as a supporting material in any specific lesson that involves close reading. This guide was developed in order to streamline the detailed lesson agenda and provide an easy “cheat sheet” for teachers to use to guide instruction of lessons that involve close reading and text-dependent questions. The guide includes not only the questions to ask students, but how to pace, when to probe, and where to provide additional scaffolding.

<sup>1</sup>*Mill Times*, David Macaulay (PBS) 2001. (Recommended, not required).



**This unit includes a number of routines that involve stand-alone documents.**

### Reader's Notes

- In Lessons 2–19, students read chapters in *Lyddie* for homework. The Reader's Notes provide them with a place to record their thinking as they read. Reader's Notes are organized by chapter and have two parts. Part 1 consists of notes about each chapter, divided into four columns: setting, characters, plot, and the interaction of those three. This part is similar to the gist notes that students took in Module 1 when they were reading *A Long Walk to Water*. Part 2 of the Reader's Notes for each assignment is a Reader's Dictionary, a tool that will support students in learning new words in the novel and in developing their ability to determine the meaning of unfamiliar words as they read any text. See Lesson 2 for a fuller explanation of the Reader's Notes.
- The Reader's Notes are provided as a part of this Unit 2 Overview. Review them before you launch the unit and decide which method of organizing these assignments and checking homework will work best for you and your students. The recommended approach, which reduces the amount of paper that students are handling and gives students feedback on homework partway through the routine, is to divide the Reader's Notes into three packets: Chapters 1–7, Chapters 8–17, and Chapters 18–23. Consider how you might check this work daily in class. Collect each packet on the day students complete it and use the opportunity to give students feedback on their work.
- You may need to modify this plan to meet the needs of your students. Your routine should allow you to look closely at student work several days into the homework routine to make sure students are on track. Time is provided in Lesson 5 to return the Reader's Notes for Chapters 1–7 and give feedback. Your routine also needs to allow students to use these notes in class daily and to keep track of them, as they will draw heavily on them as they write their essays (End of Unit 1 Assessment).

You will find a student version of the Reader's Notes (chapters 1-23) and a teacher's edition (which includes definitions for all vocabulary words in the Reader's Dictionary).

- You will find the Reader's Notes in two places.
  1. As a part of this Unit 2 Overview.
  2. At the end of each lesson (just the chapters appropriate for that night's homework, and the teacher's edition of those same chapters).

### Reading Calendar

- Consider providing a reading calendar to help students, teachers, and families understand what is due and when.
- This calendar is included here as a part of the Unit 1 Overview, and also in Lesson 2.



### Writer's Notes

- In Module 1, students began a Writer's Glossary that included academic words related to the writing process and products (mostly from the New York State Grade 6–8 Expository Writing Evaluation Rubric). The purpose of the Writer's Glossary is to have a place for students to reference these words as they go through the rest of the year. Because there is not enough information in the context of the rubric for students to generate definitions, the glossary has all the words defined, but it also has space for students to add other new words. In Module 2, students continue to use a Writer's Glossary, this time focusing on words that relate to the NYS writing rubric (adapted to address argument, specifically). Ideally, students will attach the Module 2 Writer's Glossary pages to the Module 1 Writer's Glossary, because they will need to refer to academic words in it.
- Even though the definitions are in the glossary, you will need to go over them and give students examples so that they understand how these words are used in the rubric to refer to writing. This one-page glossary supports vocabulary in Lessons 13–18 as well as Lesson 20. Encourage students to refer to it as needed during the writing process.

### Independent Reading

- This module introduces a more robust independent reading structure after students have finished reading *Lyddie* (i.e., at the start of Unit 2). Consider scheduling a week between Unit 1 and Unit 2 to launch independent reading. Alternatively, you could lengthen the time for Unit 2 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading and Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Units 2 and 3 include time to maintain the independent reading routine (calendared into the lessons). But you may wish to review the independent reading materials now to give yourself time to gather texts and to make a launch plan that meets your students' needs.



The calendar below shows what is **due** on each day.  
If you choose, modify this document to include dates instead of lessons.

Due at Lesson	<ul style="list-style-type: none"><li>• Read chapters listed.</li><li>• Sometimes we will read the first part of a chapter in class, and you will finish it for homework.</li><li>• Complete Reader's Notes for these chapters.</li></ul>
3	1-2
4	3-4
5	6-7
6	8
7	9-10
8	11
9	12-13
10	14
11	15-16
12	17
14	18-19
19	20-23



This glossary is for academic words related to the writing process and products. In Module 1, students were introduced to the New York State Expository Writing Rubric and its vocabulary. Using that as a foundation, this Writer's Glossary adds to students' vocabulary around writing. Feel free to create more pages for this glossary as more vocabulary about writing is taught throughout the year.

**The words here are from Module 2, Unit 1, Lessons 13–20**

Word/Phrase	Definition
appropriate (opposite: inappropriate)	correct or suitable for a particular time, situation, or purpose Ex: <i>Nice pants and a nice shirt are appropriate to wear to a job interview.</i>
argument	reasoned thinking that supports a specific claim or position Ex: <i>The lawyer made the argument that cell phones were a distraction to drivers, using many statistics about cell phone-related accidents..</i>
claim	A statement that a speaker or writer is trying to prove, usually by using evidence Ex: <i>In the trial, the defendant presented a claim that she was innocent.</i>
coherent (opposite: incoherent)	when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way opposite: when something is hard to understand or does not make sense
reason	a justification of a claim; an explanation Ex: <i>The reason teenagers should drink milk is that the calcium in milk builds strong bones.</i>
relevant evidence	details or quotes from a text that directly relate to the subject or problem being discussed or considered Ex: <i>Sally used relevant evidence in her essay on the theme of survival in The Hunger Games.</i>
irrelevant	not related to the subject being discussed
counterclaim	the opposing viewpoint or the opposite of the main claim in an essay
well-chosen evidence	evidence that is relevant and specific
illustrates	to give the reader a clear picture in his mind
<b>Other new words you encountered:</b>	correct or suitable for a particular time, situation, or purpose Ex: <i>Nice pants and a nice shirt are appropriate to wear to a job interview.</i>



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 1**

## **Introducing Module 2: Working Conditions—Then and Now**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)  
I can build on others' ideas during discussions. (SL.7.1)

**Supporting Learning Targets**

- I can analyze photos, videos, and quotes to find a central theme.
- I can synthesize the ideas of my classmates with my own.

**Ongoing Assessment**

- Introduction to Module 2: Group Synthesis



Agenda	Teaching Notes
<b>1. Opening</b> A. Entry Task (5 minutes) B. Reviewing Learning Targets (5 minutes) <b>2. Work Time</b> A. <i>Gallery Walk (25 minutes)</i> C. Introducing Working Conditions Anchor Chart (5 minutes) <b>3. Closing and Assessment</b> A. Modeling the Homework (5 minutes) <b>4. Homework</b> A. Sorting Statements about Working Conditions	<ul style="list-style-type: none"><li>• This lesson introduces students to Module 2: Working Conditions—Then and Now. Students participate in a modified Gallery Walk to preview and connect the case studies that compose this module.</li><li>• The success of this lesson depends on building suspense and piquing the students' interest. Therefore, you should not give away too much information about the module, its texts, or its themes until the class has completed the Gallery Walk.</li><li>• This lesson focuses on SL.7.1 and gives the students an opportunity to interact in a variety of ways. Be deliberate in grouping students to ensure that all groups will be successful.</li><li>• Modeling the Gallery Walk with the interactive slide show is a crucial step of the process. Not only will it help the class understand the task, but it will also illustrate the range of working conditions students will explore in this module.</li><li>• The students are introduced to the Working Conditions anchor chart at the end of this lesson. The homework will help familiarize them with the categories on the chart. Because the class will work extensively with this chart in subsequent lessons, not a lot of time is devoted to it now.</li><li>• Anchor charts provide a common point of reference and a place to hold class thinking about a particular topic. They can be created and updated either in an electronic format or on a large piece of chart paper.</li><li>• In advance: Prepare the items for the Gallery Walk. Item 4 is a short video, and Items 5, 6, and 7 are images.</li><li>• When you set up your classroom for the Gallery Walk, post each item and then post a blank sheet of chart paper next to it. Consider your classroom space and place the items in a way that will allow students to move freely and comfortably around them.</li><li>• Create the Working Conditions anchor chart; consider using several pieces of chart paper (see the Working Conditions anchor chart—student version in the supporting materials; the class anchor chart should be a large or electronic version of this document).</li><li>• Find a picture of a power loom to display. A Google image search will produce many options.</li><li>• Review: Gallery Walk protocol (embedded in this lesson) and the <i>A Living Wage Interactive Slide Show</i> from: <a href="http://www.nytimes.com/interactive/2010/07/18/business/global/18shirt-audio/ss/index.html?ref=global">www.nytimes.com/interactive/2010/07/18/business/global/18shirt-audio/ss/index.html?ref=global</a>. This slide show is a very powerful piece of the Gallery Walk. Make sure you include it.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
infer, explicitly, implied, synthesize, compensation, environment, harassment, discrimination, unions, child labor, forced labor, fair working conditions	<ul style="list-style-type: none"><li>• Audio: “The Sound of a Working Textile Mill”. May be accessed at: <a href="http://www.prx.org/pieces/28041#description">http://www.prx.org/pieces/28041#description</a></li><li>• Introducing Module 2 worksheet (one per student; includes entry task and group synthesis)</li><li>• Picture of loom (see Teaching Notes)</li><li>• Putting Together the Pieces: Gallery Walk Directions (one per student)</li><li>• Putting Together the Pieces: Gallery Walk Directions, Teacher Guide (for teacher reference)</li><li>• “A Living Wage” interactive slide show, which may be accessed at: <a href="http://www.nytimes.com/interactive/2010/07/18/business/global/18shirt-audioss/">http://www.nytimes.com/interactive/2010/07/18/business/global/18shirt-audioss/</a></li><li>• Suggested List of Gallery Walk Items (for Teacher Reference)</li><li>• Sticky notes (5-6/student)</li><li>• Working Conditions anchor chart (new; teacher-created; see Work Time A)</li><li>• Working Conditions anchor chart, student version (one per student)</li><li>• Homework: Sorting Statements about Working Conditions (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Begin by playing the <b>audio of a working loom</b> without revealing what it is. It is 25 seconds long, so repeat it several times. Distribute the <b>Introducing Module 2 worksheet</b> and direct students to complete numbers 1 and 2 of the entry task as they listen to the audio.</li> <li>• Cold call a few of the students to get their response to the entry task. Explain that in the Gallery Walk today, they will look at a diverse collection of quotes, images, and videos. They should think of them as pieces of a jigsaw puzzle. Show them a <b>picture of a loom</b> and direct students to complete number 3 of the entry task. Say: “This is a picture of the machine that made the noise you just heard. When I put these two pieces together, the information becomes clearer. Today you will be looking at lots of different items. When you put all the items together, you will be able to <i>infer</i> some information about the module we are starting.”</li> <li>• Ask a student to define the verb to infer. Listen for: “To <i>infer</i> means to make a logical guess based on information that is <i>implied</i>, rather than <i>explicitly</i> said.” Remind students that they won’t read something that says: “This module is about ...,” but they should leave today with a clear idea of the themes and guiding questions they will examine over the next eight weeks.</li> </ul>	
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask a student to read the learning targets for today and focus the class on SL.7.1. Tell students that today they will participate in an activity in which they build ideas through conversations with their classmates. Ask students to think of something they might say when they are building on someone else’s ideas and to raise their hands when they have something. When most students have their hands raised, called on several to share. Listen for students to say things like: <ul style="list-style-type: none"> <li>* “I agree, and would like to add that ...”</li> <li>* “I agree with you in some ways, but I do not think that ...”</li> <li>* “That’s an interesting point. Could you explain it more?”</li> <li>* “It seems like we agree that ... but disagree about ...”</li> <li>* “I see what you are saying, but I disagree because ...”</li> </ul> </li> <li>• Depending on the needs of your students, consider posting these sentence stems for their reference during the rest of class.</li> </ul>	<ul style="list-style-type: none"> <li>• If you already have structures and routines in place to support student discussions in small groups, reference them here and remind students to use them.</li> <li>• When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Modified Gallery Walk (28 Minutes)</b></p> <ul style="list-style-type: none"><li>• Project or distribute copies of the <b>Putting Together the Pieces: Gallery Walk Directions</b> (unless already on the back of the Introducing Module 2 worksheet). Use the <b>Putting Together the Pieces: Gallery Walk Directions, Teacher Guide (for teacher reference)</b> to guide students through the modified Gallery Walk protocol.</li><li>• When the Gallery Walk is over, praise the students for working together so effectively. Congratulate them for being willing to ask questions and think deeply about diverse groups of evidence. Tell them you are proud of them for persevering on an intellectually challenging assignment.</li></ul>	<ul style="list-style-type: none"><li>• Use of protocols (like Gallery Walk) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Introducing Working Conditions Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that, as they just concluded in their Gallery Walk, in Module 2 the class will explore working conditions—what they are, how they have changed over time, why they matter, who influences them, etc. Some of the module guiding questions are: <ul style="list-style-type: none"> <li>* “What are working conditions, and why do they matter?”</li> <li>* “How do workers, the government, business, and consumers effect change in working conditions?”</li> <li>* “Why do working conditions matter to me today?”</li> </ul> </li> <li>The module uses case studies from the mill towns in industrializing America, where cloth was made; from César Chávez, who organized agricultural workers in the United States; and from the modern-day garment industry worldwide.</li> <li>Display the new <b>Working Conditions anchor chart</b> and distribute the <b>Working Conditions anchor chart, student version</b>. Explain that the class will be capturing all its thinking on this anchor chart, which provides a framework to organize their learning about working conditions. It also provides a way to compare different case studies of working conditions and to hold their thinking about what they have learned and what they wonder.</li> <li>Take a few minutes to familiarize the class with the chart. Clarify the vocabulary. Ask the students to write on their anchor charts as you define <i>compensation</i> (wages), <i>environment</i> (the physical place someone works), <i>harassment</i> (when someone behaves in an unpleasant or threatening way toward you), <i>discrimination</i> (treating one person or group differently from another in an unfair way), <i>union</i> (an organization formed by workers to protect their rights), <i>child labor</i>, and <i>forced labor</i>. Explain that the definition of <i>fair working conditions</i> has changed over time and is also different in different places. Students will be thinking a lot about what is fair.</li> <li>Tell students you will now model how they will use the anchor chart. Say: “For example, in the Gallery Walk, I read this sentence: ‘She’ll never come back, Lyddie thought sadly as she watched the buggy disappear.... She’ll never be strong enough again to work in a mill thirteen, fourteen hours a day’ (113). That sounds like it fits in the category of Hours, and I think that doesn’t sound fair, so I’m going to write, ‘girls in the Lowell mills work 13 to 14 hours per day’ in the Examples of Problems column and the Hours row.”</li> <li>Tell students that they will add to this anchor chart during three different case studies in this unit. Their homework tonight will help them become more familiar with the categories on the chart.</li> </ul>	<ul style="list-style-type: none"> <li>ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., <i>law</i>, <i>peace</i>, etc.) that most students would know.</li> <li>When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Modeling the Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute and display <b>Homework: Sorting Statements about Working Conditions</b>. (Note: Students will need the Working Conditions anchor chart—student version. Depending on what will work for your students, either have them take home their Working Conditions anchor chart and bring it back, or photocopy the homework with a blank Working Conditions anchor chart on the back.)</li><li>• Ask a student to read the directions aloud and ask: “What will you need to reference in completing this assignment?” Listen for: Working Conditions anchor chart—student version.</li><li>• Model the first item (discrimination). Then ask students to read the second one and give you a thumbs-up when they have the answer. Wait for most students to have their thumbs up and then ask a student to share the answer (wages).</li></ul>	
Homework	Meeting Students' Needs
<p>A. Sorting Statements about Working Conditions homework.</p> <p><i>Note: In the next lesson, the class will be starting Lyddie. Please make sure you have reviewed the next lesson as well as the Unit 1 Overview, Preparation and Materials, as both provide information about how to support all students in their reading of this text.</i></p>	



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# Grade 7: Module 2A: Unit 1: Lesson 1

## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What is the setting (time and place) of this piece of evidence? How do you know?

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---

2. What are you wondering about this piece of evidence?

---

---

3. If this were a piece of a puzzle, what might the larger picture look like?

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---

### Group Synthesis

Directions: After synthesizing all the thinking of your classmates and your group, answer these questions.

1. What patterns are you seeing?

---

---

2. What is the module about?

---

---

3. What questions/times/places will we explore?

---

---



4. What are going to be the guiding questions of this module?

---

---



### Step 1. With My Group

Look at your piece of evidence.

Discuss the questions below.

Write your group's ideas on the chart paper provided.

- What detail seems important to you?
- What is the setting (time and place) of this piece of evidence? How do you know?
- What are you wondering about this piece of evidence?
- What topic(s) does this relate to?

### Step 2. On My Way

Silently look at each piece of evidence and read the chart paper next to it. Place at least two sticky notes on each chart paper on which you either offer your own ideas about the piece of evidence or respond to the ideas that are already on the chart paper.

Your sticky notes may address any or all of the questions.

- What details from the chart paper also seem important to you?
- Do you agree with the group's decision about the setting (time and place) of this piece of evidence?  
Why or why not?
- What is one thing you are wondering about this piece of evidence?
- What topic(s) does this relate to?

### Step 3. Back with My Group

Read through your classmates' ideas. Look at your piece of evidence again. Synthesize all the information your group has gathered by discussing the questions below. When you've come to a consensus, write your answers on the worksheet provided.

- What patterns are you seeing?
- What is the module about?
- What questions/times/places will we explore?
- What are going to be the guiding questions of this module?



Student Directions	Suggested Teacher Direction
<p>Time: 28 minutes total</p> <p>Teacher reviews directions and models. Students are still in their seats for this step.</p> <p><b>Step 1. With My Group</b> Look at your piece of evidence. Discuss the question below. Write your group's ideas on the chart paper provided.</p> <ul style="list-style-type: none"><li>• What detail seems important to you?</li><li>• What is the setting (time and place) of this piece of evidence? How do you know?</li><li>• What are you wondering about this piece of evidence?</li><li>• What topic(s) does this relate to?</li></ul>	<p><b>(10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute or display Putting Together the Pieces: Gallery Walk Directions. Ask the students to read along as you read the directions aloud. Remind them that the purpose is to allow them to put together the pieces to figure out what this module will be about. The protocol will also encourage them to have the types of conversations in which they build on each other's ideas, as discussed near the beginning of class. If you posted sentence stems, refer back to them now.</li><li>• Explain you will now model Step 1 with the <b>A Living Wage Interactive Slide Show</b>. Direct the students' attention to the slide show.</li><li>• After it is done, think aloud through the questions in Step 1 as you post your prewritten answers on the chart paper.</li></ul> <p><i>Note: Do not say "working conditions" or give too much of a hint to the class.</i></p> <ul style="list-style-type: none"><li>• Consider saying: "Hum—the details that seem important to me are that this is an unusual case in which people are being paid well to work in a garment factory and that this salary has changed the workers' lives.</li><li>• I think the setting is present day. Although they live differently than I do, the factory seems modern. It isn't in the United States, however.</li><li>• "I'm wondering how much people usually get paid to work in a factory like this. I'm wondering how this man started his company and why he decided to pay his workers so well.</li><li>• "This relates to making clothing. We listened to a loom in the beginning of class, and I know that makes fabric. So they have clothing in common. It also relates to fairness and workers being happy. I'm going to look and see if there is some other item here that has to do with being fair or workers."</li></ul>



Student Directions	Suggested Teacher Direction
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Divide students into small groups of 3 or 4 (or pairs). Direct them to sit at the prepared Gallery Walk stations. See the <b>List of Gallery Walk</b> Items in the supporting materials.</li><li>• Tell each group to nominate a recorder, who will write the groups' answers on chart paper. Remind the students to write big enough that their answers can be easily read from a distance.</li><li>• Tell the students to begin discussing their item. They will have 5 minutes to work. Consider posting a timer.</li><li>• Circulate among the groups to provide assistance and informally assess SL.7.1.</li></ul>



Student Directions	Suggested Teacher Direction
<p><b>Step 2. On My Own</b></p> <p>Silently look at each piece of evidence and read the chart paper next to it. Think about the questions below and write your ideas. Place at least two sticky notes on each blank chart paper.</p> <ul style="list-style-type: none"><li>• What details from the chart paper also seem important to you?</li><li>• Do you agree with the group's decision about the setting (time and place) of this piece of evidence? Why or why not?</li><li>• What is one thing you are wondering about this piece of evidence?</li><li>• What topic(s) does this relate to?</li></ul>	<p><b>(10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell the students that they will do the next step in silence but assure them they will have plenty of time to talk about their ideas later in the lesson. Ask a student to read the directions for Step 2. Ask another student to explain the directions in his or her own words.</li><li>• Explain this is a chance for students to think alone before they think again together. This is also an opportunity for the teacher to see how well they build on each others' ideas. Remind them to build on the ideas listed on the chart you modeled as well.</li><li>• Distribute <b>sticky notes</b> (5-6 per student)</li><li>• Direct students to rotate around the room at their own pace. Remind them of norms for moving calmly in the room. Ideally you would have them move individually so that members of the group are collecting different information. As they look at each piece of evidence and read the accompanying chart paper, each student should ask themselves the questions provided.</li><li>• Depending on the needs of your students, you may want to provide a more specific time for each student to spend at the pieces of evidence. Consider giving each student 2 minutes and an auditory cue when it's time to rotate.</li><li>• Consider playing quiet music during this time as an auditory cue that they should be silent.</li><li>• Consider participating in this step and placing your own sticky notes. This will help model the proper behavior and set a collegial tone.</li></ul>



Student Directions	Suggested Teacher Direction
<p><b>Step 3. On My Own</b></p> <p>Read through your classmates' ideas. Look at your piece of evidence again. Synthesize all the information your group has gathered about all the pieces of evidence by discussing the questions below. When you've come to a consensus, write your answers on the worksheet provided.</p> <ul style="list-style-type: none"><li>• What patterns are you seeing?</li><li>• What is the module about?</li><li>• What questions/times/places will we explore?</li><li>• What are going to be the guiding questions of this module?</li></ul>	<p><b>(8 minutes)</b></p> <ul style="list-style-type: none"><li>• After everyone has responded to each of the pieces of evidence or students are at a natural break, have the groups go to their original chart paper.</li><li>• Ask a student to read the directions for Step 3. Emphasize that they should read and discuss the sticky notes left by others.</li><li>• Explain they will now be <i>synthesizing</i>, or bringing together, everyone's ideas about all the pieces of evidence.</li><li>• Direct them to record their group's thinking on the Group Synthesis section of the <b>Introducing Module 2</b> worksheet.</li></ul>



**Item 1**

“She’ll never come back, Lyddie thought sadly as she watched the buggy disappear.... She’ll never be strong enough again to work in a mill thirteen, fourteen hours a day. When I’m ready to go myself, she thought, maybe I could sign that cussed petition. Not for me. I don’t need it, but for Betsy and the others. It ain’t right for this place to suck the strength of their youth, then cast them off like dry husks to the wind” (113).

**Item 2**

“Today, thousands of farmworkers live under savage conditions, beneath trees and amid garbage and human excrement near tomato fields in San Diego County; tomato fields which use the most modern farm technology. Vicious rats gnaw at them as they sleep. They walk miles to buy food at inflated prices, and they carry in water from irrigation ditches.”

**Item 3**

- “On a regular workday there was no leisure time except the less than three hours between supper and curfew” (57).
- “The pulse of the factory boomed through the massive brick wall, and she could feel the vibrations of the machinery as they made their way up the shadowy wooden staircase, which clung for dear life to the side of the building” (61).
- “Creation! What a noise! Clatter and clack, great shuddering moans, groans, creaks, and rattles. The shrieks and whistles of huge leather belts on wheels” (62).
- “She could hardly see anything in the morning gloom of the huge, barnlike room, the very air a soup of dust and lint” (63).

**Item 4**

Video of modern shoe factory

Example: <http://www.guardian.co.uk/global-development/poverty-matters/2012/apr/30/export-processing-zones-sweatshops-development>



**Item 5**

Image of César Chávez leading a strike

Example: <http://www.sacbee.com/2012/12/30/5078801/discoveries-cesar-chavez-national.html>

**Item 6**

Image of Lowell Girls

Example: <http://library.uml.edu/clh/mo.htm>

**Item 7**

Image of a Bangladesh fire

Example: <http://cdn.3news.co.nz/3news/AM/2012/12/18/280811/Bangladesh-fire.jpg?width=460>



<b>Category</b>	<b>Examples of PROBLEMS</b>	<b>Examples of FAIR WORKING CONDITIONS</b>	<b>QUESTIONS to research</b>
Hours			
Compensation			
Health, Safety, and Environment			
Treatment of Individual Workers (harassment, discrimination)			



<b>Category</b>	<b>Examples of PROBLEMS</b>	<b>Examples of FAIR WORKING CONDITIONS</b>	<b>QUESTIONS to research</b>
Treatment of Groups of Workers (unions)			
Child and Forced Labor			



.....  
**Name:**

.....  
**Date:**

**Directions:** Read through the list of statements of working conditions. Decide what category each will fit into on our Working Conditions anchor chart. Write that category in the blank.

1. A woman is paid less than a man even though they have the same job and an equal number of years of experience.

Anchor chart category:

.....

2. A man works every day from 5 a.m. to 7 p.m.

Anchor chart category:

.....

3. The owner of a company pays his workers over minimum wage.

Anchor chart category:

.....

4. A man is fired when he tries to meet with his fellow employees outside of work to talk about how much time off they have.

Anchor chart category:

.....

5. One hundred people die in a shoe factory when the roof collapses.

Anchor chart category:

.....

6. Children younger than 10 are working in a factory sewing buttons.

Anchor chart category:

.....

7. A worker at a construction site develops a hearing problem because of the loud machines.

Anchor chart category:

.....

8. A woman is fired when she becomes pregnant, even though she can still perform her job.

Anchor chart category:

.....



9. BONUS: What was your Gallery Walk Item today?  
What anchor chart category does it fit into? Why?

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# Grade 7: Module 2A: Unit 1: Lesson 2

## Launching *Lyddie*



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the interaction of literary elements of a story or drama. (RL.7.3)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

**Supporting Learning Targets**

- I can analyze how plot, character, and setting interact in *Lyddie*.
- I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.

**Ongoing Assessment**

- *Lyddie* Reader's Notes, Chapter 1



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Settings in <i>Lyddie</i> (5 minutes)</p> <p>B. Introducing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Close Read: Chapter 1 of <i>Lyddie</i> (20 minutes)</p> <p>C. Guided Practice with Reader's Notes (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reviewing Homework and Previewing Checking for Understanding Entry Task (5 minutes)</p> <p><b>4. Homework</b></p>	<ul style="list-style-type: none"> <li>• In this lesson, students begin to read <i>Lyddie</i>, the central text of Unit 1. This unit focuses on standard RL.7.3: students will analyze how the plot, setting, and characters in <i>Lyddie</i> interact. In this lesson, they learn these terms and apply them to the first chapter of <i>Lyddie</i>.</li> <li>• As explained in more detail in the Unit 1 Overview, <i>Lyddie</i> is a more complex text than <i>A Long Walk to Water</i>, and students move through the book fairly rapidly, doing substantial reading for homework. All students, even readers at grade level, will need your support in developing their stamina and independence with complex text during this unit. Consider how your existing routines and class culture around celebrating homework completion and effort might be used to support and encourage students as they read <i>Lyddie</i>.</li> <li>• Also be sure to read the text in advance and consider what supports your students will need to understand it. See the Unit 1 Overview for a list of ways to support struggling readers and determine what will be most effective for your students.</li> <li>• The sequence of homework, lessons, and assessments in this unit has been carefully designed to provide appropriate supports during class and to make sure that students who are struggling with reading complex text at home will not be unduly disadvantaged on assessments. The sections of the book that students focus on during class are the sections most relevant to assessment tasks.</li> <li>• The homework routine is designed to support students in a first read of a given section of text. (Then in class, students reread the most central sections of the text.) The Reader's Notes that students complete as they read for homework and the daily Checking for Understanding entry task that begins class the next day provide students with structures that help them make meaning of the text and then check to make sure their understanding is accurate.</li> <li>• In this lesson, students have guided practice with the Reader's Notes that they will use throughout their reading of the novel. The Reader's Notes for <i>Lyddie</i> are similar to those for <i>A Long Walk to Water</i> from Module 1. As they read, students take gist notes (though this time they are organized by character, setting, and plot) and keep track of the new vocabulary they encounter. As suggested in the Unit 1 Overview, decide how you will organize, check, and collect Reader's Notes for <i>Lyddie</i>. Consider checking the work most days but collecting it periodically to look it over more thoroughly. Lesson plans assume that students have the Reader's Notes as three packets and that they will turn in each packet for feedback as it is completed: Chapters 1–7; Chapters 8–17; and Chapters 18–25. After evaluating their work, return these packets to students so they can refer to them as they write their essays. It is possible to organize the Reader's Notes differently to meet the needs of your students.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• The Reader's Notes that students will use for homework are attached to the lesson in which the homework is assigned, as is the Teacher's Edition of those chapters. The Teacher's Edition always includes all vocabulary words; for several lessons in which you refer to the Teacher's Edition to model, the character/setting/plot chart is also filled in. Please note that you will often need to use the Teacher's Edition for a given chapter in class the day after that chapter is assigned for homework. For example, in Lesson 5, students are assigned to read Chapter 8, and so Reader's Notes and the Teacher's Edition of those Reader's Notes are attached to Lesson 5. However, you will want to use the Teacher's Edition for chapter 8 in Lesson 6, when you review that chapter.</li><li>• Both the Reader's Notes and the Reader's Notes, Teacher's Edition are also available as a part of the Unit 1 Overview (if you want to make packets).</li><li>• In this lesson, explain to your students how their work will be organized and how you will check and collect it.</li><li>• <i>Lyddie</i> contains more difficult vocabulary and syntax than <i>A Long Walk to Water</i>, and teacher read-aloud is frequently used as a tool to help students access and enjoy this text.</li><li>• This module includes a new type of supporting material for reading lessons that is explained more fully in the module and unit overviews: a Close Reading Guide (for teacher reference). This guide is used for lessons that involve the close reading of part of the text and is sometimes (as in this lesson) accompanied by a worksheet (e.g., Chapter 1 of <i>Lyddie</i> Text-Dependent Questions) on which students can record their thinking.</li><li>• In advance: Consider what type of pep talk or planning in class will help your students be successful with completing more rigorous reading assignments for homework. Time is built into the lesson to discuss this with students; consider what your students need to hear from you or discuss.</li><li>• Review: Unit 1 Overview; Preparation and Materials; Reader's Notes, Chapter 1, Teacher's Edition; <i>Lyddie</i> Chapter 1.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
elements, interact, plot, setting, character; mighty (2), anxious (4), queer (5), charity (6), beholden (7)	<ul style="list-style-type: none"> <li>• Setting pictures A, B, and C (of the three settings for <i>Lyddie</i>) (one of each to display or print out)</li> <li>• Entry Task: Lesson 2</li> <li>• <i>Lyddie</i> (book; one per student)</li> <li>• <i>Lyddie</i> Reader's Notes, Chapter 1 and Chapter 2 (two separate supporting materials; one each per student)</li> <li>• <i>Lyddie</i> Reader's Notes, Chapter 1 and Chapter 2, Teacher's Edition (two separate supporting materials; for Teacher Reference)</li> <li>• Chapter 1 of <i>Lyddie</i> Text-Dependent Questions (one per student)</li> <li>• Chapter 1 of <i>Lyddie</i> Close Reading Guide (for Teacher Reference)</li> <li>• <i>Lyddie</i>: Reading Calendar (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task : Settings in <i>Lyddie</i> (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• In advance, either post or project the <b>Setting pictures A, B, and C</b>. There is one picture for each setting in <i>Lyddie</i> (cabin, tavern, mill town).</li> <li>• Distribute <b>Entry Task: Lesson 2</b> to students as they enter. Tell them that today they will start a new novel, and that the entry task will let them look ahead to some of the places the book describes.</li> <li>• Direct students to complete the entry task individually and silently, just as they did during Module 1.</li> <li>• When students are done, call on several to share their answers. Prompt students: "What did you see in that picture that helped you match it with the description?" Listen for students to notice that A is the tavern, B is the cabin, and C is Lowell.</li> <li>• Tell the class that the time and place in which a story takes place is called the <i>setting</i>. Ask several students to predict the time and place for <i>Lyddie</i>, but do not tell them the correct answer yet— assure them that they will be able to test their ideas when they start reading the novel shortly.</li> </ul>	



Opening	Meeting Students' Needs
<p><b>B. Introducing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the learning targets for today. Tell them that we often think about the elements of a story: the parts that make it up. <i>Setting</i>, which they just discussed, is one element. <i>Characters</i> and <i>plot</i> are two other elements.</li><li>• Ask students to define these words, giving examples from any common text (such as <i>A Long Walk to Water</i>). Listen for students to say that the characters are the people or other actors in a story and that the plot is the series of events in a story.</li><li>• Next, ask them: "What does it mean to analyze an interaction?" Invite volunteers to share their thinking. Guide students, as needed, to define <i>interaction</i> (a process through which several things, possibly people, affect each other). Point out the prefix <i>inter-</i>, which means "between," and connect it to students' understanding of the word <i>interstate</i>: a road that goes between the states. Tell students that readers often ask questions about how different characters interact with each other (for example, when Salva's uncle helped him survive), or about how an event or setting affects a character (for example, how Salva and Nya learned to be persistent because they lived in a challenging physical environment).</li><li>• Finally, define <i>analyze</i> (to examine something carefully; to understand it by looking at its parts). Point out that in Module 1, when students were discussing how Salva and Nya survived, they were analyzing the interaction of character and setting. Point out that through analyzing the story, they will "get to know" the characters better—one of the main reasons that reading any book is enjoyable. Assure them that this intellectual work will actually make the reading process more enjoyable and a richer experience.</li></ul>	<ul style="list-style-type: none"><li>• Consider posting these three terms (setting, character, plot), along with visual representations, in the room. Students will refer to them frequently in this unit.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Close Read: Chapter 1 of <i>Lyddie</i> (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the novel <b><i>Lyddie</i></b> to each student. Point out the title of the book. This gives the reader a clue that a person, not an event, is the focus of the book. Assure them that <i>Lyddie</i> is a strong and interesting character—and someone about their age. Remind students that Module 2 will examine working conditions. Through their reading of the novel <i>Lyddie</i>, they will begin to think about questions like these:<ul style="list-style-type: none"><li>* What are working conditions?</li><li>* Why do they matter?</li><li>* Who creates them?</li></ul></li><li>• Analyzing <i>Lyddie</i>'s experiences will help students begin to answer these questions.</li><li>• Distribute the <b>Lyddie Reader's Notes, Chapter 1 and Chapter 2</b>. (If you have decided to make the Reader's Notes into packets, you will distribute the packet that includes Chapters 1–7.) Ask students:<ul style="list-style-type: none"><li>* “How are these Reader's Notes similar to your Reader's Notes for <i>A Long Walk to Water</i>?”</li><li>* “How are these Reader's Notes different?” Listen for them to notice the similar format for the Reader's Dictionary and the different headings for the gist notes. Tell students that, as in <i>A Long Walk to Water</i>, they'll want to fill in the Reader's Dictionary as they go but should probably wait until the end of a chapter to fill in the other notes.</li></ul></li><li>• Tell students that in some lessons, you or they will read aloud. Remind them that when they are listening, they also need to be reading silently to themselves.</li><li>• Distribute and display <b>Chapter 1 of Lyddie Text-Dependent Questions</b>.</li><li>• Use the <b>Chapter 1 of Lyddie Close Reading Guide</b> (see supporting materials) to guide students through a series of text-dependent questions related to pages 1–7 of <i>Lyddie</i>.</li></ul>	<ul style="list-style-type: none"><li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li><li>• Providing models of expected work supports all learners, especially those who are challenged.</li><li>• When reviewing graphic organizers or recording forms, consider using a document camera or chart paper to visually display the document for students who struggle with auditory processing.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice with Reader's Notes (10 minutes)</b></p> <ul style="list-style-type: none"><li>• After finishing the close reading, display the student version of the <i>Lyddie</i> Reader's Notes for Chapter 1 and model how to fill them out. (You may find the <b><i>Lyddie</i> Reader's Notes, Chapter 1 and Chapter 2, Teacher's Edition</b> to be a helpful resource, but it is useful for the students to actually watch you fill the chart in.)</li><li>• With students' input, quickly fill in setting (farm in Vermont, 1843) and characters (Lyddie, 13; Charlie, her brother, 10; Rachel, 6, and Agnes, 4, her sisters; Mama; bear; Clarissa and Judah).</li><li>• Then fill in the first part of the plot column (a bear comes into the cabin, and Lyddie keeps her family safe) and direct students to work with partners to add the next event to the plot column.</li><li>• When they are done, ask several pairs to share out and add their entry (Mama, Rachel, and Agnes leave to live with Judah and Clarissa) to the plot column.</li><li>• Ask: "What makes plot notes effective?" Listen for them to notice that they are concise, list events in order, and focus only on central events (for example, the bear crashing in the woods is not included).</li><li>• Finally, focus students on the fourth column of the chart. Explain that these questions will help them focus on the interaction of characters, setting, and plot.</li><li>• Direct students to work with their seat partners to answer these questions. Circulate to support them as needed, directing them back to the text for evidence. Use your circulating to select several strong pairs to share out; script their answers as they share to create a common public record of a strong answer.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Homework and Previewing Checking for Understanding Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they will be doing a lot of the reading of <i>Lyddie</i> at home. Set the purpose for reading at home. You might say something like: “In high school and college classes, students read at home and then use class time to talk about their reading. We will be doing the same thing. You will read carefully at home, and then we will work together in class to get to a deeper understanding of the book.”</li><li>• Tell students that this is a challenging book. Ask them to name some reading strategies that will help them read successfully on their own. Listen for them to name: visualizing what they read, connecting the book to their own experience, and slowing down to reread some paragraphs or even some pages to understand what is happening. Stress the importance of rereading. Assure them this is normal for difficult texts.</li><li>• Explain how the Reader’s Notes and daily entry task will support them in understanding this book. You might say something like: “The Reader’s Notes will also help you understand the book and focus on what to reread. In addition, each class will start with a Checking for Understanding entry task based on the homework from the previous night. For this activity, you will be able to use your Reader’s Notes but not the book. The Checking for Understanding entry task is not a quiz, but it lets me and you see how you are doing with understanding the book, figuring out new words, and analyzing the interactions of character, plot, and setting. For example, if you had read this chapter for homework, a Checking for Understanding question might be: ‘What does Lyddie mean when she describes her mother as ‘queer in the head’?”</li><li>• Ask:<ul style="list-style-type: none"><li>* “How will reading carefully and having strong Reader’s Notes help you on the Checking for Understanding tasks?”</li></ul></li><li>• Help them generate ideas for how they can make sure their reading at home is as effective as the reading they did in class.</li><li>• Make sure they think about where and when they will read, and what strategies they will use if they get confused. Emphasize the importance of rereading and make sure that students understand that strong readers reread often.</li><li>• If you are using any of the accommodations outlined in the Unit 1 Overview, discuss and launch them here.</li><li>• If you are choosing to use the <b>reading calendar</b> to help students know what is due when, distribute that calendar.</li></ul>	



Homework	Meeting Students' Needs
<p>A. Finish reading Chapter 1 and read Chapter 2; complete Reader's Notes for those chapters.</p> <p><i>Note: In the next class, you will model how to use the Reader's Notes to perform the entry task. The Lyddie Reader's Notes, Chapter 1 and Chapter 2, Teacher's Edition, may be a useful resource for you.</i></p>	<ul style="list-style-type: none"><li>• Consider providing a reading calendar for students to help them, support teachers, and families understand what is due when. A calendar template is provided in the supporting materials for this lesson.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 2

## Supporting Materials



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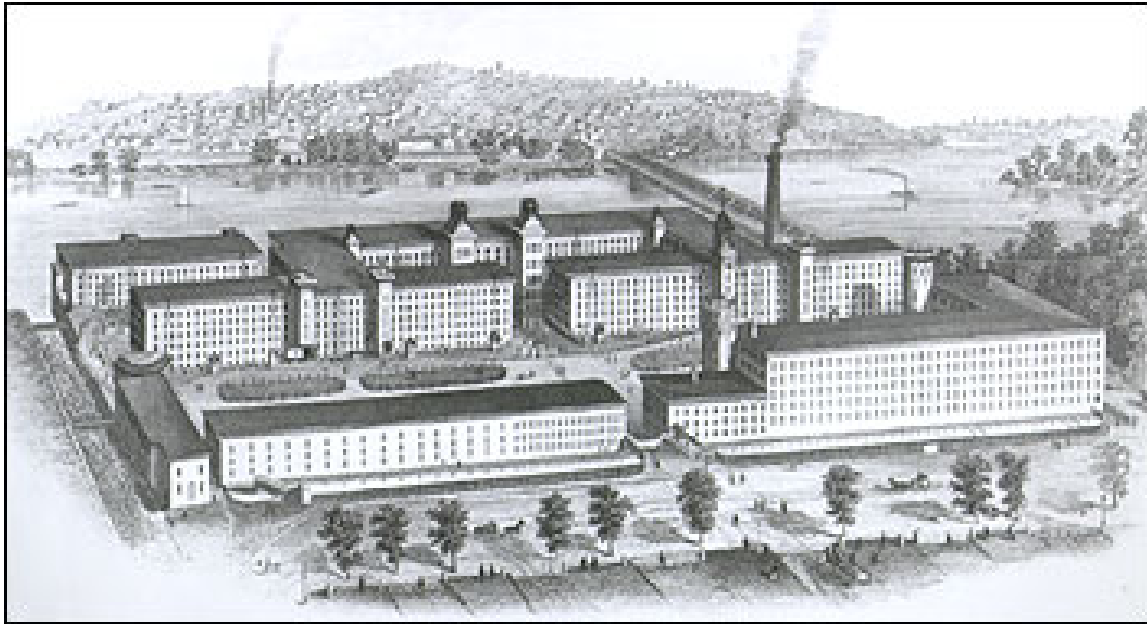
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No Known Author .Mount Washington Tavern. Uniontown, PA. circa 1850. Public Domain.



Old Cabin at Knob Creek RHB



(Lowell Museum Collection/Lowell Historical Society)



.....  
**Name:**

.....  
**Date:**

Look carefully at the three pictures. Each picture shows a different setting in the book we are about to read. Read the descriptions of the settings in the book below. Next to each description, write the letter of the picture that matches it.

\_\_\_\_\_ Cabin: At the beginning of the book, Lyddie lives on a farm in Vermont, with a small cabin on it.

\_\_\_\_\_ Tavern: Next, Lyddie goes to live and work at a tavern in a village in Vermont. A tavern was a large house that served as a hotel and restaurant.

\_\_\_\_\_ Lowell: Finally, Lyddie goes to live and work in the mills, factories that made cloth, in the town of Lowell, Massachusetts



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
1				<p>When Lyddie's mother decides to go to her sister's farm, what do Lyddie and Charlie do?</p> <p>What does this show about Lyddie's relationship with her mother and with her brother?</p>

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
mighty	2	strong, big, impressive	charity	6	help or gifts given to people in need
anxious	4		beholden	7	
queer	5				
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
2				<p><i>What happened to Lyddie and Charlie's father? How does that affect their plans?</i></p> <p><i>Name two ways the Stevens family helps Lyddie and Charlie.</i></p>

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
dubious	10	doubtful or uncertain	loom	14	a machine that weaves thread into cloth can be run by hand or powered by a waterwheel, electricity, etc.
noxious	13	poisonous or harmful	fallow	16	unused
transaction	14		gaping	17	
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
1	Farm in Vermont, 1843	<ul style="list-style-type: none"><li>• Lyddie (13)</li><li>• Her family:</li><li>• Charlie, (10)</li><li>• Rachel (6)</li><li>• Agnes (4)</li><li>• Mama</li><li>• Bear</li><li>• Clarissa and Judah</li></ul>	<ul style="list-style-type: none"><li>• A bear comes into the cabin, and Lyddie keeps her family safe.</li><li>• Mama, Rachel, and Agnes leave to live with Judah and Clarissa.</li><li>• Lyddie and Charlie take care of themselves through the winter. They have a calf in the spring. Lyddie feels very hopeful.</li><li>• Mama sends them a letter saying they must both go and work to pay off the debts on the farm. The farm is going to be rented to someone else. Lyddie is crushed.</li></ul>	<p><i>When Lyddie's mother decides to go to her sister's farm, what do Lyddie and Charlie do? What does this show about Lyddie's relationship with her mother and with her brother?</i></p> <ul style="list-style-type: none"><li>• Lyddie decides to stay and take care of the farm against her mother's wishes. This shows that Lyddie is very independent and her relationship with her mother is not typical. Because her mother is mentally unstable, Lyddie is the mother figure of the family.</li><li>• Charlie decides to stay with Lyddie because he doesn't want her to be alone on the farm. This shows they have a caring and close relationship.</li></ul>



Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
mighty	2	strong, big, impressive	charity	6	help or gifts given to people in need
anxious	4	worried	beholden	7	to feel you have a duty to someone because they have done something for you
queer	5	strange, difficult to explain; “queer in the head” means slightly crazy			
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
2	Lyddie's farm in Vermont  The Stevens family farm	<ul style="list-style-type: none"> <li>• Lyddie</li> <li>• Charlie</li> <li>• The Stevens family (the Quaker family that lives next door): Mr. Stevens, Mrs. Stevens, sons, youngest son—Luke Stevens</li> </ul>	<p>Lyddie and Charlie decide to sell the calf to Mr. Stevens and save the money for their return to the farm.</p> <p>Mr. Stevens gives them a good price for the calf, even though it was from his bull. He invites them to dinner and offers them a ride to the village.</p> <p>While Luke is giving them a ride to the village, he offers to look after their house. Lyddie does not want to accept their help, but Charlie is grateful. Luke then tells Lyddie he'll look after Charlie.</p>	<p><i>What happened to Lyddie and Charlie's father? How does that affect their plans?</i></p> <p>Their father was very unlucky. He made some bad business decisions but always worked hard. He left but promised to come back. Lyddie and Charlie want the farm to be successful when he comes back, so they save the money from the calf.</p> <p>Name two ways the Stevens family helps Lyddie and Charlie.</p> <p>Mr. Stevens give them a good price for the calf, even though it was from his bull.</p> <p>Luke offers to look after their farm while they are gone.</p> <p>Luke offers to look out for Charlie.</p>



Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
dubious	10	doubtful or uncertain	loom	14	a machine that weaves thread into cloth can be run by hand or powered by a waterwheel, electricity, etc.
noxious	13	poisonous or harmful	fallow	16	unused
transaction	14	business deal or action	gaping	17	very big and wide
Other new words:					



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Time:** 20 minutes

Questions	Answers
1. At the bottom of page 2, a sentence says: “Could he, in his frustration, take a <i>mighty</i> leap?” <i>Mighty</i> is a word that is in your Reader’s Dictionary (part of the Reader’s Notes). Find this entry in the dictionary. Use the definition to restate this sentence using a different word.	
2. Lyddie is the main character in this book. What have we learned about Lyddie from this story?	
<b>Continue to use your Reader’s Dictionary as you answer these questions.</b>	
3. On page 5, Lyddie describes her mother as “ <i>queer</i> in the head.” What does <i>queer</i> mean? How do context clues help you figure it out? What word(s) might we use today to describe Lyddie’s mother?	
4. On page 6, the text states: “The only <i>charity</i> Lyddie dreaded more than Aunt Clarissa’s ...” Use your Reader’s Dictionary to figure out what the word <i>charity</i> means. Then restate the sentence using a different word. How do we use the word <i>charity</i> today? How is this similar and different to how it is being used here?	



- |                                                                                                                                                                                                                                                                                   |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>5. On page 7, the text says: “She minded mightily being <i>beholden</i>.” Notice the word <i>mightily</i>, which is the adverb form of <i>mighty</i>. What does <i>beholden</i> mean? How can you tell? What is the connection between <i>charity</i> and <i>beholden</i>?</p> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



**Time:** 20 minutes

Questions	Teacher Guide
1. At the bottom of page 2, a sentence says: “Could he, in his frustration, take a <i>mighty</i> leap?” <i>Mighty</i> is a word that is in your Reader’s Dictionary (part of the Reader’s Notes). Find this entry in the dictionary. Use the definition to restate this sentence using a different word.	<b>(10 minutes)</b> <ul style="list-style-type: none"><li>• Say to students: “Read in your heads while I read along with you aloud.”</li><li>• Read pages 1–3 without pausing for questions. Let them hear the whole story of the bear without interruption.</li><li>• After you have read these three pages, pause.</li><li>• Ask the questions one at a time. For each question, ask students to think individually, skim the pages you just read aloud, and then raise their hands when they have an answer. When most of the class has a hand up, cold call several students to share out.</li><li>• Listen for students to say:<ol style="list-style-type: none"><li>1. (something like) Could he make a big jump?</li><li>2. Lyddie is in charge; Lyddie is brave; Lyddie is calm under pressure; Lyddie doesn’t want to disagree with her mother; Lyddie doesn’t have much money.</li></ol></li></ul>
2. Lyddie is the main character in this book. What have we learned about Lyddie from this story?	<ul style="list-style-type: none"><li>• Probing and scaffolding for Question 2:<ul style="list-style-type: none"><li>* (For accurate but unsupported claims)</li><li>* “What in the story makes you say that?”</li><li>* (For students who are stuck)</li><li>* “Why did Lyddie tell everyone else what to do?”</li><li>* “Why did she go up the ladder last?”</li></ul></li><li>• Point out to students how rereading was helpful to them. Remind them that good readers often reread.</li></ul>



Questions	Teacher Guide
<p>3. On page 5, Lyddie describes her mother as “<i>queer</i> in the head.” What does <i>queer</i> mean? How do context clues help you figure it out? What word(s) might we use today to describe Lyddie’s mother?</p> <p>4. On page 6, the text states: “The only <i>charity</i> Lyddie dreaded more than Aunt Clarissa’s ...” Use your Reader’s Dictionary to figure out what the word <i>charity</i> means. Then restate the sentence using a different word. How do we use the word <i>charity</i> today? How is this similar and different to how it is being used here?</p> <p>5. On page 7, the text says: “She minded mightily being <i>beholden</i>.” Notice the word <i>mightily</i>, which is the adverb form of <i>mighty</i>. What does <i>beholden</i> mean? How can you tell? What is the connection between <i>charity</i> and <i>beholden</i>?</p>	<p><b>(10 minutes)</b></p> <ul style="list-style-type: none"><li>• Say to students: “Read silently in your heads as I read aloud.” Read from the bottom of page 3 to near the end of page 7 (break) aloud.</li><li>• Consider pausing and rereading two or three paragraphs to model this strategy for the class. Reread the third paragraph on page 4 (“Her mother’s shoulders ...”) and the third paragraph on page 6 (“She sent Charles along ...”)</li><li>• When you do this, think out loud about why you are rereading. You might say something like: “I’m a little confused here about what is happening with Lyddie’s mom. Everyone else was laughing, but that last sentence about Lyddie praying that she was laughing made me pause. I’m going to reread it to see if I can figure out what is going on.”</li><li>• As you read aloud, pause at the end of each paragraph for which a question is written at left. Post the question and ask students to work on it with their seat partners. Direct them to reread the paragraph where the vocabulary word is found.</li><li>• Note that all of the questions relate to vocabulary and are designed to help students use their Reader’s Dictionary correctly. For some questions, students are practicing using a given definition to restate an idea in their own words. For other questions, students are using context clues to determine the meaning of a word. Remind students to use clues both in the sentence itself and on the page (reading forward and backward) to figure out what words mean.</li><li>• After students have briefly discussed a question with a partner, choose one or two pairs to share out, with a focus on making sure students hear clear and accurate thinking.</li><li>• After each discussion, prompt students to make sure the entry in their Reader’s Dictionary is correct.</li></ul>



Questions	Teacher Guide
	<p>Listen for students to say:</p> <p>3. Lyddie’s mother is a little unbalanced or not in touch with reality; the text refers to her as dazed, says she is “not so strange”; she doesn’t respond to Lyddie when she talks; “her spirit had gone away.”</p> <p>4. (something like) The only help Lyddie didn’t want more than her aunt’s was to go to the town’s poor farm; today we use <i>charity</i> to mean an organization that helps people and to which we often give donations; it still has the meaning of helping, but now we use it more for an organization, and then it was used more for an idea.</p> <p>5. Charlie just said she should ask neighbors for help, and she thinks she won’t be beholden, so <i>beholden</i> must have to do with getting help from someone and feeling like you owe them; so Lyddie might feel beholden if she takes charity from the neighbors.</p>



The calendar below shows what is **due** on each day.  
If you choose, modify this document to include dates instead of lessons.

Due at Lesson	
	<ul style="list-style-type: none"><li>• Read chapters listed.</li><li>• Sometimes we will read the first part of a chapter in class, and you will finish it for homework.</li><li>• Complete Reader's Notes for these chapters.</li></ul>
3	1-2
4	3-4
5	6-7
6	8
7	9-10
8	11
9	12-13
10	14
11	15-16
12	17
14	18-19
19	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 3

## Modeling Entry Task, Reading Notes, and Reading Strategies for *Lyddie*



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the interaction of literary elements of a story or drama. (RL.7.3)

I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)

I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

**Supporting Learning Targets**

- I can analyze how plot, character, and setting interact in *Lyddie*.
- I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.
- By engaging in a discussion with my partner, I can analyze one section of *Lyddie* to deepen my understanding of the plot, characters, and setting.

**Ongoing Assessment**

- Checking for Understanding entry task



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (15 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Setting Up Discussion Appointments (5 minutes)</p> <p>B. Guided Practice: Noticing When to Reread (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Previewing Homework (5 minutes)</p> <p><b>4. Homework</b></p>	<ul style="list-style-type: none"><li>• In the early lessons in this unit, students are introduced to several new routines to support them in their reading of <i>Lyddie</i>. Therefore, there is more modeling than usual of how to do specific routines. Students watch you model how to use the Reader's Notes to complete the daily Checking for Understanding entry task, as well as strategies students might use to make meaning of this text when reading for homework.</li><li>• The lesson provides significant scripting as a resource for teachers. However, consider what type of modeling will best support your students and adapt the modeling to meet their needs.</li><li>• This lesson introduces the Checking for Understanding entry task. In this routine, students answer several questions about the previous night's homework using only their Reader's Notes (not the book). Decide how you want to collect these and use the information, and communicate that clearly to students in this lesson. Especially during the first part of the unit, consider the entry task as useful formative data to guide your instruction (rather than as an assessment to be counted for a grade). Also encourage students to use the entry task as self-checks: if they can answer the questions correctly, they are understanding the reading they are doing for homework; if they cannot, they should consider how they might change their homework practices (for example, by doing more rereading).</li><li>• Consider how you might present this routine to students to ensure that they understand it as a tool that you and they will use to help them become better readers, rather than as a way to "catch" students who aren't reading at home. Emphasize that reading, rereading, and taking good notes are important strategies for making meaning. Consider how your grading structures might be used to recognize effort and thoroughness on the Reader's Notes and success with the Checking for Understanding entry task.</li><li>• This lesson, as well as Lessons 4 and 5, focuses on helping students understand <i>Lyddie</i>, the main character. The closing for this lesson gives students an opportunity to synthesize what they have learned about her so far.</li><li>• Note that the student version of Reader's Notes for Chapter 5 is intentionally partially completed. This chapter is not crucial and some teachers may opt to skip it; hence, the plot is filled out for students on their Reader's Notes.</li><li>• In advance: <i>Lyddie</i> is a difficult text. Consider what type of pep talk or planning in class will help your students be successful with completing more rigorous reading assignments for homework. Time is built into the lesson to discuss this with students. The script prompts you to emphasize the use of practices such as rereading and to focus on helping students engage with the main character. Consider what your students need to hear from you or discuss.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Review, <i>Lyddie</i> Readers Notes, Chapters 1- 3, Teacher's Edition. Note that the teacher's edition for Chapters 1 and 2 were provided at the end of Lesson 2, when they were distributed to students. This will be the case throughout the unit; see the Unit 2 overview for details.</li><li>• Review: Discussion Appointment routine (from Module 1, Unit 2, Lesson 1; included again here as a supporting material for teacher reference).</li></ul>

Lesson Vocabulary	Materials
dubious (10), noxious (13), transaction (14), loom (14), fallow (16), gaping (17), tavern (18), haughty (19), homespun (20)	<ul style="list-style-type: none"><li>• Checking for Understanding, Chapters 1 and 2 entry task (one per student)</li><li>• Checking for Understanding, Chapters 1 and 2 entry task, Teacher's Guide (for Teacher Reference)</li><li>• Document camera</li><li>• Instructions for Discussion Appointments (also used in Module 1; included again here for teacher reference)</li><li>• Weaving Room Discussion Appointments (one per student)</li><li>• <i>Lyddie</i> (book; one per student)</li><li>• Chapter 3 of <i>Lyddie</i> Suggested Read-aloud Teacher Script (for Teacher Reference)</li><li>• Sticky notes (1 per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 3, Chapter 4, and Chapter 5 (three separate supporting materials; one each per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 3, Chapter 4, and Chapter 5, Teacher's Edition (three separate supporting materials; for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute and display <b>Checking for Understanding, Chapters 1 and 2 entry task</b> to students as they enter. Tell them that usually they would complete this individually, but today you will guide them through the process.</li><li>• Remind students that they can use their <b>Lyddie Reader's Notes, Chapter 1 and Chapter 2</b>, but not the book itself, to answer these questions. Remind them that the purpose of this is not to “quiz” them but to show how they are doing with taking notes and with understanding character, plot, and setting in <i>Lyddie</i>. You might say something like: “The skills of reading, rereading, and taking notes are so important that you are going to work with your notes almost every day so that you can see how they help you and so that you get into the habit of reading carefully and taking good, thorough notes.”</li><li>• Display a copy of the <b>Lyddie Reader's Notes, Chapters 1 and 2, Teacher's Edition</b> on a <b>document camera</b>. (Note, these were provided in Lesson 2 supporting materials along with the student version of those chapters, as will be the case throughout this unit. See Unit overview for details). Give students a few moments to compare their notes to yours. Prompt all students to raise their hands to represent how they feel about their ability to fill out their Reader's Notes, using the Fist to Five protocol.</li><li>• Describe to the class any patterns that you notice in this early self-assessment. You might say something like: “I see that a number of students are holding up 4s or 5s. Great! Many of you are confident in your ability to complete these Reader's Notes since you had lots of practice with them in Module 1. I wonder if those of you who have held up 2s or 3s didn't understand the reading or didn't write enough notes.”</li><li>• Cold call a few students to point out some similarities and differences between your notes and theirs. Praise them for working hard to understand the text.</li><li>• Display a copy of the Checking for Understanding, Chapters 1 and 2 entry task. Direct students to complete the entry task individually as you model out loud. (See the <b>Checking for Understanding, Chapters 1 and 2 entry task, Teacher's Guide</b> for a suggested way to model this task.) As you model out loud, also write your answers down to provide a record of what exemplary work looks like.</li><li>• When students are done with the entry task, notice and appreciate their success with completing the reading and note-taking assignment for homework. Assure them that it will get easier as they get used to the process and become stronger readers. Emphasize the importance of rereading. If appropriate, ask several students to share what they did to ensure that they were successful with the homework assignment.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li><li>• For definitions of words in <i>Lyddie</i>, refer to the Teacher's Edition of the Reader's Notes. Also consider the Longman online dictionary at <a href="http://www.ldoceonline.com">www.ldoceonline.com</a>, which provides student-friendly definitions.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finally, remind students that they will use a similar routine with the Reader's Dictionary as they did with <i>A Long Walk to Water</i>: You will post a list of correct definitions, and they should review their work and see how many definitions they got right or almost right. You can display the Teacher's Edition of the Reader's Notes for Chapters 1 and 2 or write the definitions on the board or flip chart.</li><li>• Ask students to revise their Reader's Dictionary as necessary to make sure all words are defined correctly. Their definitions do not need to be in the same words as yours. Give them an example: The posted definition of <i>transaction</i> is <i>deal</i>. If they have <i>business</i> or <i>business deal</i> or <i>exchange</i>, they don't need to change it. However, if they have <i>conversation</i>, they should revise it to be more accurate.</li><li>• Remind students that the process of determining the meaning of a word from context and then checking their answer not only helps them learn that word but makes them stronger readers in general. Good readers are good because they reread to figure out words and phrases they didn't understand at first. Even if they have to correct some of their answers, the rereading and thinking students did while they were filling out the Reader's Dictionary at home is building the "figuring out new words in context" muscle that is so important to strong readers.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Setting Up Discussion Appointments (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to raise their hands if they remember the Discussion Appointment protocol from Module 1. Depending on need, review the process of signing up for appointments.(See <b>Instructions for Discussion Appointments</b> in supporting materials).</li><li>• Tell students that they need to circulate and make appointments with five people, one for each line on the paper. When two students make an appointment, they each write their name on the other person's paper. For example, if I am making a Warp Threads appointment with Lucy, I write my name on the Warp Threads line of her paper, and she writes her name on the Warp Threads line of my paper. Students cannot make multiple appointments with the same person.</li><li>• Distribute the <b>Weaving Room Discussion Appointments</b> handout and give students several minutes to sign up for Discussion Appointments.</li><li>• After students have signed up, call them together and explain that they will frequently do close reading work with a partner. Readers often understand a text better when they discuss it with someone else, and they will have this opportunity with <i>Lyddie</i> on many occasions. Remind them of the norms for moving to be with their partner and direct them to take their Reader's Notes and <i>Lyddie</i> and move to sit with their Loom Discussion Appointment.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice: Noticing When to Reread (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that in this part of the lesson, they will discuss and practice some strategies that they might use when they are reading at home. Together, the class will start the homework assignment for tonight.</li><li>• Direct students to open <b>Lyddie</b> to the beginning of Chapter 3. Ask them to read the first three pages of the chapter silently to themselves, as if they were reading for homework.</li><li>• When most students are done, ask them to think about what strategies they used as they were reading. Ask them to raise their hands if they:<ul style="list-style-type: none"><li>* Reread any passages or sentences</li><li>* Tried to figure out what a new word meant</li><li>* Made a picture or a movie in their minds as they read</li><li>* Asked themselves a question</li><li>* Imagined how Lyddie might be feeling</li></ul></li><li>• Next, tell them that since they are starting a new book that is much harder than <i>A Long Walk to Water</i>, you are going to model for them a few things they can do to understand this difficult text. (Use or modify the <b>Chapter 3 of Lyddie Suggested Read-aloud Teacher Script</b> provided.)</li><li>• After you have finished reading and thinking aloud, ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What is one thing you noticed me doing that might be helpful when you read <i>Lyddie</i> for homework?”</li></ul></li><li>• Call on several students to share out. Listen for them to mention the strategies you surveyed them about a few minutes ago.</li><li>• Next, ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What has happened so far in this chapter?”</li><li>* “What did these strategies help us understand about the text?”</li></ul></li><li>• Call on several students to share out. Listen for them to name setting (Lyddie arrives at the tavern, which is like a large house), characters (she meets the owner of the tavern), and plot (Lyddie is reluctant to go in because she worries that she will lose her freedom; she is almost run over by a stagecoach; the mistress of the tavern looks down on her because she is dirty and has old clothes).</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finally, give students a few minutes to read again on their own (ideally through page 24). Urge them to use some of the strategies that they saw you model as they read. Give each student one <b>sticky note</b> and tell them to put it on a place where they reread (maybe a sentence or maybe an entire paragraph).</li><li>• When students are finished reading, call on several to share out what part of the text they reread, and why. Encourage rereading and remind them that this is something strong readers do a lot.</li><li>• As time permits, give students a few minutes to work with their partners to begin to fill out their <b>Lyddie Reader's Notes, Chapter 3</b>. Encourage them to ask their partners any questions they have about the text. Circulate to informally assess how well the students understand the text and the Reader's Notes task.</li><li>• Praise the students for working hard to understand this challenging text. Remind them to finish reading and completing their Reader's Notes for Chapter 3.</li><li>• Point out that at the end of the chapter, Lyddie talks with the woman in the fancy dress from the beginning of the chapter. This woman puts a very important thought into Lyddie's head, and the students should read this part of the text carefully.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that one thing readers do is to think about the main character in a book and try to understand her. They did this a lot when studying <i>A Long Walk to Water</i> (which actually had two main characters). They have seen Lyddie interact with several other characters, settings, and events.</li><li>Ask students to turn and talk with their partner:<ul style="list-style-type: none"><li>* “What have you learned about Lyddie?”</li><li>* “What seems to be important to her?”</li></ul></li><li>Cold call several students to share their answers, providing positive feedback for textual support. When possible, try to create some suspense around what will happen to Lyddie. (For example, “I wonder how Lyddie’s independence will serve her when she’s in the factory.”)</li><li>Preview the homework. Take a moment to encourage students to complete the reading assignment at home and remind them to use some of the strategies discussed in this lesson to help them independently make meaning of a challenging text.</li><li>Encourage students to use what they learned from the Checking for Understanding entry task today to guide how they read and take notes this evening. Remind them that they will be completing the entry task on their own in the next lesson.</li></ul>	<ul style="list-style-type: none"><li>If some students are using the accommodations outlined in the unit overview, this is a good time to check in with them about how well those accommodations are supporting them in making meaning of this complex text.</li></ul>
Homework	Meeting Students' Needs
<p>A. Finish reading Chapter 3 and read Chapter 4 of <i>Lyddie</i> and complete <b><i>Lyddie</i> Reader’s Notes, Chapters 3 and 4.</b></p> <p>B. Optional: Read Chapter 5 of <i>Lyddie</i>.</p> <p><i>Note: In the next class, you will model how to use the Reader’s Notes to perform the entry task. The Lyddie Reader’s Notes, Chapter 1 and Chapter 2, Teacher’s Edition, may be a useful resource for you.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 3

## Supporting Materials



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Checking for Understanding Entry Task:

Chapters 1 and 2

Name:

Date:

Use your Reader's Notes from Chapters 1 and 2 of *Lyddie* to answer the questions below.

1. Near the end of Chapter 1, Charlie and Lyddie get a letter from their mother. How does this letter change Charlie and Lyddie's plans?

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2. Chapter 2 is titled "Kindly Neighbors." Who are the neighbors? Are they kind to Charlie and Lyddie? Use evidence from the story to support your claim.

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Checking for Understanding Entry Task:

Chapters 1 and 2

3. When Luke Stevens offered his hand to help Lyddie into the wagon, she “pretended not to see. She couldn’t have the man thinking she was a child or a helpless female” (15).

When he offers to take care of her house in the winter, she says: “No need” (16).

After Luke offers to keep an eye on Charlie, she “didn’t know whether to be pleased or annoyed” (17).

How does Lyddie feel about accepting help from Luke?

What character trait does this show?

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- Note: You will want to display:
- Lyddie Reader's Notes, Chapters 1 and 2, Teacher's Edition
- a blank copy of the entry task, on which you will write answers as you model
- It is important for students to not just see a completed entry task, but to follow your thinking as you use your Reader's Notes to complete it.

<p>1. Near the end of Chapter 1, Charlie and Lyddie get a letter from their mother. How does this letter change Charlie and Lyddie's plans?</p>	<p>Read the question aloud. Then say: "I wrote that down in my plot column last night. Here it is.</p> <p>'Lyddie and Charlie must leave the farm because their mother is making them work to pay off debts. They are upset but leave the farm to go to a mill and a tavern.' The question is about a "change in plans," so I'll write:</p> <p>"Lyddie and Charlie were planning on staying on the farm and working the land, but their mother hires them out as workers to pay off the farm's debt. Charlie is going to a mill, and Lyddie is going to a tavern."</p> <p>Write the answer on the blank entry task and pause to give students a moment to add to their own entry tasks.</p>
<p>2. Chapter 2 is titled "Kindly Neighbors." Who are the neighbors? Are they kind to Charlie and Lyddie? Use evidence from the story to support your claim.</p>	<p>Read the question aloud. Say: "In my character column last night, I wrote down: 'The Stevens family—neighbors.' So I'll write that first. I noticed one of the questions from last night was naming some of the ways the Stevens family helped Lyddie. So I wrote those in the last column. I found more than two, so I wrote them down. Those can be used as evidence to show they were kind. I'll write:</p> <p>"Her neighbors are the Stevens family. They are kind because they offer to do several helpful things. They buy the calf for a good price, and they give Lyddie and Charlie dinner and a ride to their jobs. They also offer to look after the cabin during the winter."</p> <p>Write the answer on the blank entry task and pause to give students a moment to add to their own entry tasks.</p>



3. When Luke Stevens offered his hand to help Lyddie into the wagon, she “pretended not to see. She couldn’t have the man thinking she was a child or a helpless female” (15). When he offers to take care of her house in the winter, she says: “No need” (16). After Luke offers to keep an eye on Charlie, she “didn’t know whether to be pleased or annoyed” (17). How does Lyddie feel about accepting help from Luke? What character trait does this show?

Read the question aloud. Say: “I noticed while I was reading that Lyddie didn’t seem to like the Stevenses. When I read all these quotes together, I understand that she didn’t like accepting help from them. I know how that feels, because I sometimes think that, too. That character trait is being independent, but I think it also bordered on rudeness. So when you are VERY independent, you are also a little stubborn. I’ll write: “Lyddie didn’t like accepting the help from the Stevens family. This shows she is independent and a little stubborn.”

Write the answer on the blank entry task and pause to give students a moment to add to their own entry tasks.



### Instructions for Discussion Appointments

1. Create a discussion appointment sheet with two to five appointments on it. Be sure that you use a visual that is related to the important content you are teaching at the time. For example, an elementary teacher could use a calendar or colored geometric shapes. Determine the number of appointments by how long you want to use the same sheet and how experienced your students are in moving and working together.
2. Give students the sheet and tell them they will have a set amount of time to sign up with one person per appointment. Tell them to write their appointment's name on their sheets in the correct place
3. Also ask them to come to you if they cannot find an appointment for one of their slots. If you have an uneven number of students, one student at each appointment will not be able to get an appointment. That will be ok because as you use these appointments over time, some students will be absent, others will have lots their sheets, and some will come into class having missed the sign up time. When students don't have an appointment, if they come to you, you can match them with others who do not have a person or you can assign them to join another pair and form a committee of three. This process is usually very efficient, and everyone can begin to work with his/her appointments quickly.

Written by EL for instructional purposes.

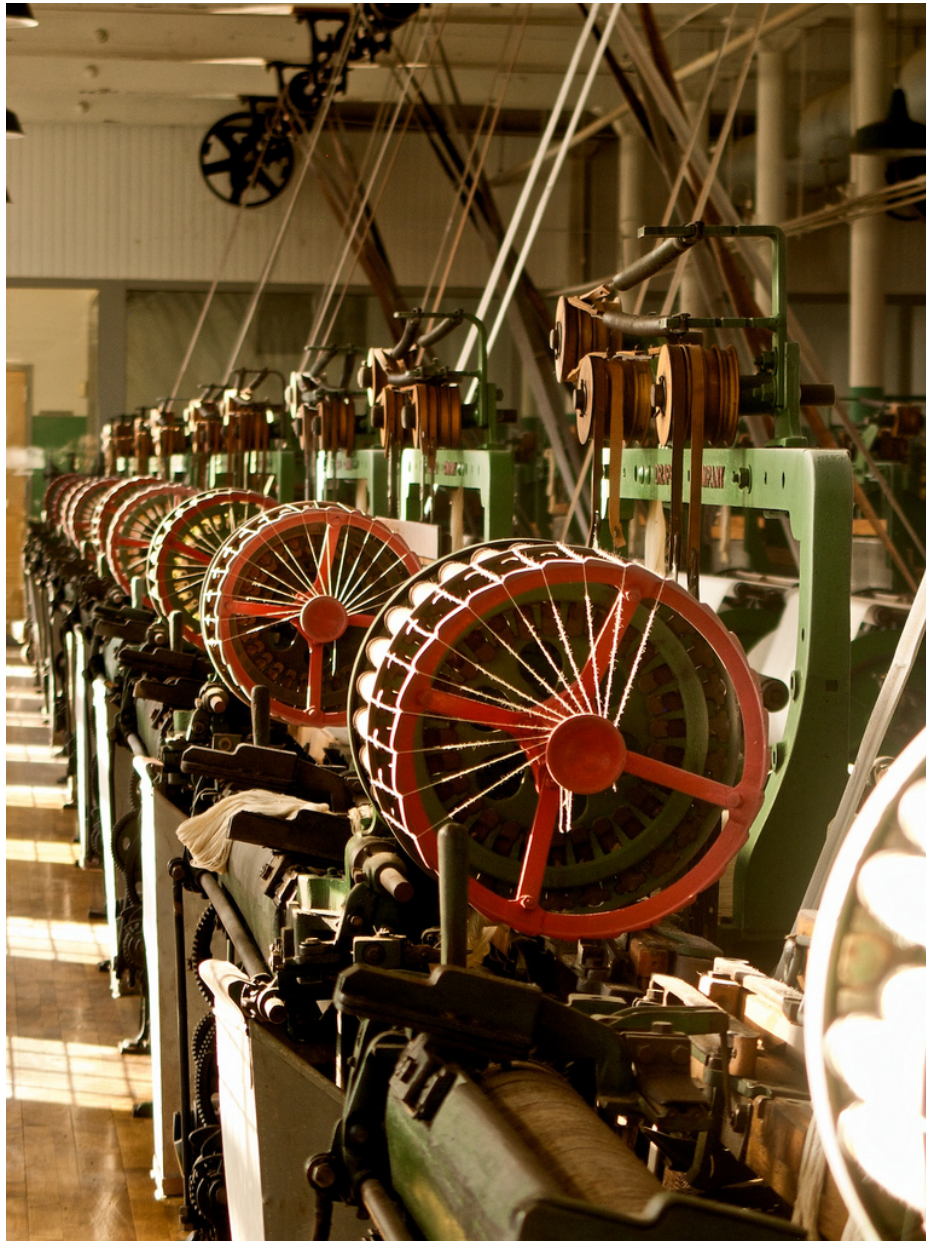


## Weaving Room Discussion Appointments

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Make one appointment at each location.



JlPapple. "The Boott Cotton Mill Looms." July 13, 2009. Online Image. [http://commons.wikimedia.org/wiki/File:Boott\\_cotton\\_mill\\_looms.jpg](http://commons.wikimedia.org/wiki/File:Boott_cotton_mill_looms.jpg)



Weaving Room Discussion Appointments

At the <b>loom</b> :	
At the <b>weft</b> threads:	
At the <b>warp</b> threads:	
Next to the <b>shuttle</b> :	
By the closed <b>window</b> :	

Chapter 3 of *Lyddie* Suggested  
Read-Aloud Teacher Script

Consider using this script as you read aloud. Remember to balance fluency and pacing with the need to model. Depending on the needs of your students, feel free to adapt this script.

Say to students: “Read in your heads while I read aloud.”

After you read the first two paragraphs on page 18, pause to say: “I’m trying to picture this in my mind. Cutler’s Tavern sounds like it’s a big building with many different sections and levels. There are pastures around it and two big trees. I bet that’s intimidating for Lyddie. Making a picture in my mind helps me understand the setting and think about how it might be affecting Lyddie.”

Then continue reading the next paragraph. Pause to wonder aloud: “I wonder if this will be true. Will she really be like a slave? Asking a question like this makes me want to keep reading to find out what happens.”

Then continue reading. Pause at the top of the next page after the first full paragraph. Say: “Wait, that was confusing. What is roaring? I’m going to reread that.” After you reread, say: “Okay. Now I understand. A stagecoach, which is like a carriage pulled by horses, has arrived.”

Then continue reading. Pause when you get to the end of page 19. Say: “I can really picture this in my head. This woman is dressed so nicely, she must look so different from Lyddie. I wonder what not haughty means. I’m going to reread that sentence to try to figure it out. It seems to be something negative, because she says it was a ‘nice smile.’ I think it means that this woman was not looking down on her, as she could have.”

Then continue reading until the middle of page 20. Pause after you read the paragraph that begins, “Lyddie was aware ...” Say: “Hmm ... I can picture Lyddie, and she is dirty and dressed in rags. I wonder what homespun means. I’m going to reread that part and try to figure it out. The word homespun is unfamiliar to me, but I know spun comes from spin. So if it was spun at home, I think that means homemade. She looks a lot different from the fancy lady. I know how this feels—I’ve felt out of place and embarrassed like this before. Trying to put myself in the character’s shoes helps me understand the story better.”

Then continue reading until you get to the top of page 21. Say: “Wow! I could really picture that. Lyddie was mad at that woman for saying those rude things, and she did not back down.”



*Lyddie* Reader's Notes, Chapter 3

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
3				<p><i>What do Triphena and Mistress Cutler think of Lyddie when she arrives?</i></p> <p><i>What are the working conditions like in the tavern?</i></p>



**Reader's Dictionary, Chapter 3**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
tavern	18	A bar/restaurant that also has hotel rooms	servitude	23	
homespun	20		comrade	25	
garment	23				
Other new words:					



*Lyddie* Reader's Notes, Chapter 4

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
4				<p><i>Describe Lyddie's relationship with Triphena.</i></p> <p><i>When Charlie comes to visit, how does Lyddie react?</i></p> <p><i>How does spring change the work being done at the tavern?</i></p>



**Reader's Dictionary, Chapter 4**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
mean	27		anxieties	31	
secretive	29		practiced skill	32	
calicoes	29	lightweight cotton fabrics	fugitive	33	
Other new words:					



*Lyddie* Reader's Notes, Chapter 5

*Note: We may not read Chapter 5 in detail. Therefore, the Reader's Notes for this chapter are already partially completed for you.*

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
5	<ul style="list-style-type: none"><li>tavern</li><li>the road home to Lyddie's cabin</li><li>Lyddie's cabin</li></ul>	<ul style="list-style-type: none"><li>Triphena</li><li>Lyddie</li><li>the woman whom Charlie is staying with—the Phinneys</li></ul>	Triphena tells Lyddie to take a vacation while the mistress is away. Lyddie decides to go to her cabin. Along the way, she stops to see Charlie. She's disappointed because he isn't home. However, the woman (Mrs. Phinney) is very kind to her. True to her independent nature, Lyddie refuses to stay for dinner and hurries on to the cabin. She wonders if Charlie thinks of these people as his new family.	<p><i>What events make it possible for Lyddie to visit the cabin? What does she plan to do there?</i></p> <p>Because the mistress has gone to Boston, Lyddie can take a vacation. She plans to bury her calf money there.</p> <p><i>How does Lyddie feel when she finds out Charlie is at school?</i></p> <p>She's very disappointed. She also feels protective of Charlie and jealous of his relationship with this new family.</p>



*Lyddie* Reader's Notes, Chapter 5

Reader's Dictionary, Chapter 5

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
envious	37	jealous			
mortified	37	extremely embarrassed			
Other new words:					



*Lyddie* Reader's Notes, Chapter 3  
Teacher's Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
3	Cutler's Tavern	<ul style="list-style-type: none"><li>• Lyddie</li><li>• the mistress (Mistress Cutler)</li><li>• Triphena—the cook</li></ul>	<p>Lyddie arrives at the tavern and is amazed by the things she sees: the huge building, a stagecoach, a woman dressed in a very fine dress, the kitchen.</p> <p>Lyddie feels out of place because she's dressed so poorly and the women are rude to her.</p>	<p><i>What do Triphena and Mistress Cutler think of Lyddie when she arrives?</i></p> <p>Because Lyddie is dirty and dressed in her homemade clothes, Mistress Cutler mistakes her for a beggar. Triphena says she is ugly.</p> <p><i>What are the working conditions like in the tavern?</i></p>



*Lyddie* Reader's Notes, Chapter 3  
Teacher's Edition (for Teacher Reference)

**Reader's Dictionary, Chapter 3**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
tavern	18	A bar/restaurant that also has hotel rooms	servitude	23	being forced to obey someone else
homespun	20	made at home	comrade	25	friend, especially someone who shares difficult work or circumstances
garment	23	a piece of clothing			
Other new words:					



*Lyddie* Reader's Notes, Chapter 4  
Teacher's Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
4				<i>Describe Lyddie's relationship with Triphena.</i>  <i>When Charlie comes to visit, how does Lyddie react?</i>  <i>How does spring change the work being done at the tavern?</i>



*Lyddie* Reader's Notes, Chapter 4  
Teacher's Edition (for Teacher Reference)

**Reader's Dictionary, Chapter 4**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
mean	27	not generous; stingy	anxieties	31	Worries
secretive	29	keeping one's thoughts, actions or intentions hidden	practiced skill	32	special skill or knowledge you learn by training or experience
calicoes	29	lightweight cotton fabrics	fugitive	33	someone who is hiding from the authorities
Other new words:					



*Lyddie* Reader's Notes, Chapter 5  
Teacher's Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
5	<ul style="list-style-type: none"><li>tavern</li><li>the road home to Lyddie's cabin</li><li>Lyddie's cabin</li></ul>	<ul style="list-style-type: none"><li>Triphena</li><li>Lyddie</li><li>the woman whom Charlie is staying with—the Phinneys</li></ul>	Triphena tells Lyddie to take a vacation while the mistress is away. Lyddie decides to go to her cabin. Along the way, she stops to see Charlie. She's disappointed because he isn't home. However, the woman (Mrs. Phinney) is very kind to her. True to her independent nature, Lyddie refuses to stay for dinner and hurries on to the cabin. She wonders if Charlie thinks of these people as his new family.	<p><i>What events make it possible for Lyddie to visit the cabin? What does she plan to do there?</i></p> <p>Because the mistress has gone to Boston, Lyddie can take a vacation. She plans to bury her calf money there.</p> <p><i>How does Lyddie feel when she finds out Charlie is at school?</i></p> <p>She's very disappointed. She also feels protective of Charlie and jealous of his relationship with this new family.</p>



*Lyddie* Reader's Notes, Chapter 5  
Teacher's Edition (for Teacher Reference)

**Reader's Dictionary, Chapter 5**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
envious	37	jealous			
mortified	37	extremely embarrassed			
Other new words:					



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# **Grade 7: Module 2A: Unit 1: Lesson 4**

## **Close Reading to Learn about Lyddie's Character**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the interaction of literary elements of a story or drama. (RL.7.3)

I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (L.7.4)

I can express my own ideas clearly during discussions. (SL.7.1)

**Supporting Learning Targets**

- I can analyze how plot, character, and setting interact in *Lyddie*.
- I can use context clues— both in the sentence and on the page—to determine the meaning of unknown words.
- By engaging in a discussion with my partner, I can analyze one section of *Lyddie* to deepen my understanding of the plot, characters, and setting.

**Ongoing Assessment**

- Reader's Notes
- Chapter 6 of *Lyddie* Text Dependent Questions



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading Aloud Chapter 6 of <i>Lyddie</i> (10 minutes)</p> <p>B. Close Reading of Page 43 in <i>Lyddie</i> (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Fist to Five Self-Assessment (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 7 of <i>Lyddie</i> and Complete Reader's Notes for Chapters 6 and 7.</p>	<ul style="list-style-type: none"> <li>• In the previous lessons, students have heard the text read aloud and seen you model. In this lesson, students work in pairs to analyze the text.</li> <li>• This lesson also introduces the routine of close reading a shorter excerpt from the text. In a close reading lesson, students will carefully read or reread one passage from the text. There is a Close Reading Guide (for teacher reference) to help you guide this portion of the lesson (Part B of Work Time). Students work with the text-dependent questions worksheet during this part of the lesson.</li> <li>• Students will closely read the excerpt from Chapter 6 in which Lyddie gives Ezekial, a runaway slave, the money she has been saving. The lesson focuses on RL.7.3. Students analyze the interaction between the two characters to better understand Lyddie and her decision to go to the mills at Lowell. By the end of the lesson, students should understand Lyddie's generosity, empathy, and commitment to freedom.</li> <li>• As a part of the close reading, students perform a mini Readers Theater. This is a way for them to apply what they have learned about the characters' feelings and motivation.</li> <li>• Note that to preserve time for the close read, you only summarize Chapter 5 rather than read it aloud. The student version of the Reader's Notes for Chapter 5 already has plot, setting, and character notes for student reference. The notes were attached in Lesson 3 (to use if you assigned it for homework); distribute them in this lesson at the beginning of Work Time A if you did not distribute them in Lesson 3.</li> <li>• Review: <i>Lyddie</i> Reader's Notes, Chapter 3, Chapter 4, and Chapter 5, Teacher's Editions; Chapters 3–6 in <i>Lyddie</i>.</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
effect, affect, explicitly, implicitly, infer; tavern (18), homespun (20), garment (23), servitude (23), comrade (25), mean (27), secretive (29), calicoes (29), anxieties (31), practiced skill (32), fugitive (33), diminish (43), enormity (43), leaden (43)	<ul style="list-style-type: none"><li>• <i>Lyddie</i> (book; one per student)</li><li>• Checking for Understanding, Chapters 3 and 4 entry task (one per student)</li><li>• Weaving Room Discussion Appointments handout (from Lesson 3)</li><li>• Page 43 in <i>Lyddie</i> (one per student)</li><li>• Chapter 6 of <i>Lyddie</i> Text-Dependent Questions (one per student)</li><li>• Chapter 6 of <i>Lyddie</i> Close Reading Guide (for Teacher Reference)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 5 (from Lesson 3; see Lesson 3 Teaching Note)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 6 and Chapter 7 (two separate supporting materials, one per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 6 and Chapter 7, Teacher's Edition (two separate supporting materials; for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>Checking for Understanding, Chapters 3 and 4 entry task</b> to students as they enter. Remind students that they can use their Reader's Notes, but not the book itself, to answer these questions. Remind them that the purpose of this is not to "quiz" them but to show you how they are doing with taking notes and with understanding characters, plot, and setting in <i>Lyddie</i>.</li><li>• Remind students of the modeling in Lesson 3 about how to use their Reader's Notes to complete the entry task. Direct them to complete the entry task individually. As they do so, circulate to check the <i>Lyddie</i> Reader's Notes, Chapter 3 and Chapter 4 for completion.</li><li>• Post definitions for the Reader's Dictionary and prompt students to revise their Reader's Dictionaries as necessary.</li><li>• Provide specific positive feedback to students for their growing mastery of the reading routines in this unit, and in particular recognize their growing independence and stamina in tackling a complex text for homework.</li></ul> <p><i>Note: Depending on your plans for collecting this work, you can either collect the entry task as students finish and before they discuss the questions, or you can have students keep their papers and self-correct them as the class discusses the questions.</i></p> <p><i>In some lessons, the entry task will lead to class discussion. In this particular lesson, just briefly answer the questions so you will have time to focus on the close reading.</i></p>	<ul style="list-style-type: none"><li>• Setting the right tone with the Checking for Understanding routine is important in this lesson. It should serve to help students self-evaluate and to help you plan instruction. Whichever method you choose for collecting the entry task, make sure that it allows you to gather data about how well students are doing with these questions independently, as that will allow you to target specific students for more support or tailor your whole-class instruction.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the learning targets for today, particularly: "By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> to deepen my understanding of the plot, character, and setting." Remind them of their experience with text-based discussions in Module 1; explain that as they read <i>Lyddie</i>, they will continue to have text-based discussions, but they will often focus on only one section of the text in a given class period. In a more complex text like <i>Lyddie</i>, it often helps readers to slow down and read one passage very closely. Reading a passage closely helps you understand the characters, plot, and setting more precisely and also helps you notice how an author is using language.</li><li>• Ask a few students to name one thing they will do to help their partnership succeed in understanding the text. Listen for them to name actions such as clarifying definitions, asking questions, paraphrasing, staying within the excerpt, and using Reader's Notes.</li><li>• Remind them of the norms for moving to be with their partner and direct them to take their Reader's Notes and <b>Lyddie</b> and use their <b>Weaving Room Discussion Appointments</b> handout to find their Weft Threads Discussion Appointment.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading Aloud Chapter 6 of Lyddie (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Briefly summarize Chapter 5 for the students (or ask a student volunteer to do so). Say: "Triphena tells Lyddie to take a vacation while the mistress is away. Lyddie decides to go to her cabin. Along the way, she stops to see Charlie. She's disappointed because he isn't home. However, the woman (Mrs. Phinney) is very kind to her. True to her independent nature, Lyddie refuses to stay for dinner and hurries on to the cabin. She wonders if Charlie thinks of these people as his new family."</li> <li>Point out that the Reader's Notes are already completed for this chapter.</li> <li>Read aloud from page 38 ("When she rounded the bend ...") to the break on page 42. Pause and ask students to identify the setting, characters, and event(s).</li> </ul>	
<p><b>B. Close Reading of Page 43 in Lyddie (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that students will now be reading an excerpt from Chapter 6 closely to analyze the interaction between Ezekial and Lyddie. This will help them understand the characters' feelings and how this event will affect Lyddie. Point out to students that the verb <i>to affect</i> is spelled with an "a" for action, but the noun <i>the effect</i> is spelled with an "e."</li> <li>Ask the students to raise their hands if they know which learning target this addresses. Wait for most of the students to raise their hands and then call on one to explain. Listen for: "I can analyze how plot, character, and setting interact in <i>Lyddie</i>."</li> <li>Distribute copies of <b>page 43 of Lyddie</b>. Tell students that you will read the text aloud, and they should read along silently. Ask them to underline words or phrases that help them understand how a character feels and why he or she acts in a certain way. Remind the students that the words might not <i>explicitly</i> name an emotion (e.g., "she was sad") but might <i>implicitly</i> show an emotion (e.g., "her eyes began to fill with tears").</li> <li>Read the excerpt aloud with expression.</li> <li>Ask the students to "popcorn" (share out randomly as they choose) some of the words they underlined that refer to Ezekial, then some that refer to Lyddie.</li> <li>Display or distribute <b>Chapter 6 of Lyddie Text-Dependent Questions</b>. Use <b>Chapter 6 of Lyddie Close Reading Guide</b> to guide students through a series of text-dependent questions related to the excerpt on page 43.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Fist to Five Self-Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct the students to the learning target:<ul style="list-style-type: none"><li>* “By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> to deepen my understanding of the plot, characters, and setting.”</li></ul></li><li>• Ask the students to give themselves a quick self-assessment with the Fist to Five protocol. Describe what you see. For example, you might say: “I see lots of 4s and 5s! Great! That means your discussions were very useful today.” Praise the students for their character analysis skills.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>
Homework	Meeting Students' Needs
<p>A. Read Chapter 7 of <i>Lyddie</i> and complete <b>Lyddie Reader's Notes, Chapter 6 and Chapter 7.</b></p>	



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# Grade 7: Module 2A: Unit 1: Lesson 4

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapters 3 and 4 of *Lyddie* to answer the questions below.

When Lyddie arrives at the tavern, she stands outside for a minute, thinking. "Once I walk in that gate, I ain't free anymore.... No matter how handsome the house, once I enter I'm a servant girl" (18). To what extent is Lyddie's prediction correct? Provide evidence for your answer.

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Who comes to visit Lyddie? How does she feel after he leaves? Why?

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Two men come to the inn. What do Lyddie and Triphena overhear them talking about?

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.....  
**Name:**

.....  
**Date:**

Questions	Answers
<p>1. The text says: “It was half the Stevenses’ calf by rights,’ she said, trying to diminish for both of them the enormity of what she had done” (43).</p> <p>What do <i>diminish</i> and <i>enormity</i> mean? How do context clues help you figure that out?</p> <p>What does this sentence help us to infer about how they are feeling?</p>	
<p>2. “She felt leaden with sadness” (43).</p> <ul style="list-style-type: none"><li>• What does the word leaden mean? How do you know?</li><li>• What is making her feel “leaden with sadness”?</li></ul>	
<p>3. Why did Lyddie give Ezekial the money? What character trait(s) does this show?</p>	



- |                                                                                                                                                                                                                                                                                    |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>4. Select one person to be Lyddie and one person to be Ezekial. Practice reading the dialogue on page 43. You should use what you have learned from this close read to bring the characters to life. Your voices should convey the feelings and thoughts of the characters.</p> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



**Time: 20 minutes**

Questions	Answers
<p>1. The text says: “It was half the Stevenses’ calf by rights,’ she said, trying to diminish for both of them the enormity of what she had done” (43).</p> <ul style="list-style-type: none"><li>• What do <i>diminish</i> and <i>enormity</i> mean? How do context clues help you figure that out?</li><li>• What does this sentence help us to infer about how they are feeling?</li></ul>	<p>(7 minutes)</p> <p>Direct the students to do Questions 1 and 2 with their partners. Invite the students to look back in the text to find the selections. Remind them to use clues both in the sentence itself and on the page (reading forward and backward) to figure out what words mean.</p> <p>Pause after Question 2 to have some students share out their answers. Encourage them to correct their worksheets.</p> <p>Listen for students to say:</p> <ol style="list-style-type: none"><li>1. Diminish means “to make smaller,” and enormity means “seriousness.” This helps us infer that the characters were both feeling embarrassed by Lyddie’s huge act of generosity.</li></ol>
<p>2. “She felt leaden with sadness” (43).</p> <ul style="list-style-type: none"><li>• What does the word leaden mean? How do you know?</li><li>• What is making her feel “leaden with sadness”?</li></ul>	<p>2. Leaden means “weighed down.” Point out the root, lead, and how that contributes to the meaning of the word.</p> <p>Interestingly, it is when Lyddie realizes how far she and Charlie are from coming back to the farm that she feels sad.</p>



Questions	Answers
<p>3. Why did Lyddie give Ezekial the money? What character trait(s) does this show?</p>	<p>(5 minutes)</p> <p>Direct the students to complete Question 3. Call on several students to share. Use the probing questions to further develop the students' understanding of the interaction of these two characters.</p> <p>Listen for students to say: She gave him the money because she is generous, empathetic, committed to freedom, kind, etc.</p> <p>Probing questions:</p> <ul style="list-style-type: none"><li>• * “Does Lyddie have anything in common with Ezekial?”</li><li>• * “Has Lyddie thought about freedom?”</li></ul>
<p>4. Select one person to be Lyddie and one person to be Ezekial. Practice reading the dialogue on page 43. You should use what you have learned from this close read to bring the characters to life. Your voices should convey the feelings and thoughts of the characters.</p>	<p>(5 minutes)</p> <p>Remind the students to use their “6-inch” voice for this exercise. After the pairs have had a chance to practice, you may ask one pair to share their reading with the class. Invite the class to comment.</p>



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
6				<p><i>Who is Ezekial, and what is he doing in Lyddie's cabin?</i></p> <p><i>How does the mistress of the tavern respond to Lyddie when she returns?</i></p>



**Reader's Dictionary, Chapter 6**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
manufacture	39	make or create	penniless	42	
intrusion, intruder	40		grimaced	44	twisted her face to express an emotion
conveyed	40		impertinent	44	
notions	41	ideas	burden	44	
Other new words:			snare	43	



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
7				<p><i>What does Lyddie think of the other passengers in the stagecoach? Why?</i></p> <p><i>How does Lyddie help the stagecoach driver? How does he help her?</i></p>



**Reader's Dictionary, Chapter 7**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
obliged	47		Stout	50	
alight	49	get down from	boardinghouse	51	a house in which the owner rents places to sleep and provides food
hapless	49		foreboding	51	giving a feeling that something bad will happen
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
6				<p><i>Who is Ezekial, and what is he doing in Lyddie's cabin?</i></p> <p><i>How does the mistress of the tavern respond to Lyddie when she returns?</i></p>



**Reader's Dictionary, Chapter 6**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
manufacture	39	make or create	penniless	42	very poor
intrusion, intruder	40	something or someone who comes in where they are unwanted	grimaced	44	twisted her face to express an emotion
conveyed	40	formally means to take from one place to another; usually means to communicate something from one person to another	impertinent	44	rude or not respectful to someone who is older
notions	41	ideas	burden	44	something difficult or worrying that you are responsible for
Other new words:			snare	43	a trap, especially used for an animal



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
7				<p><i>What does Lyddie think of the other passengers in the stagecoach? Why?</i></p> <p><i>How does Lyddie help the stagecoach driver? How does he help her?</i></p>



**Reader's Dictionary, Chapter 7**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
obliged	47	having to do something because the situation or your duty makes it necessary	Stout	50	strong
alight	49	get down from	boardinghouse	51	a house in which the owner rents places to sleep and provides food
hapless	49	unlucky	foreboding	51	giving a feeling that something bad will happen
Other new words:					



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# **Grade 7: Module 2A: Unit 1: Lesson 5**

## **Analyzing Character: Who is Lyddie?**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can analyze the interaction of literary elements of a story or drama. (RL.7.3)
- I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)
- I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)
- I can explain how ideas presented in different media and formats clarify a topic, text or issue. (SL.7.2)

Supporting Learning Targets

- By engaging in a discussion with my classmates, I can analyze the characterization of the central character and deepen my understanding of the plot, characters, and setting in *Lyddie*.
- I can find textual evidence to illustrate the character traits of *Lyddie*.
- I can clarify and extend my understanding of the setting of *Lyddie* by watching a video about the mill towns.

Ongoing Assessment

- Entry task
- Reader's Notes Chapters 1–7
- Acrostic poem with textual evidence



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Checking for Understanding (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Synthesizing Ideas About Lyddie's Character: Acrostic Poem (20 minutes)</li><li>B. Building Background Knowledge: Watching a Clip from the <i>Mill Times</i> Video (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reading Aloud Chapter 8 (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read Chapter 8 of <i>Lyddie</i> and complete Reader's Notes for Chapter 8.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students thoroughly analyze Lyddie, the central character of the book. Work Time A serves to synthesize the discussion of Lyddie's character that students have done in Lessons 2, 3, and 4.</li><li>• This character analysis is important preparation for the end of unit assessment, in which students will write an argumentative essay about whether Lyddie should sign the petition at the mills. In order to decide whether Lyddie should sign the petition, students need a thorough understanding of who Lyddie is, what she cares about, what motivates her, etc. Taking the time to explore the question "Who is Lyddie?" also will help deepen students' engagement with and enjoyment of the text.</li><li>• Students will also watch a short video to help them visualize the working conditions at the mill. It will also help them understand the complex descriptions of the loom and mill in the next part of the book.</li><li>• As noted in the Unit 1 Overview, <i>Mill Times</i> is a recommended video for this unit. For this lesson and Lesson 8, specific clips from <i>Mill Times</i> are suggested. If you cannot access these, several other options are included in the unit overview. Show only the selected clip, not the full video.</li><li>• In advance: Cue up video for <i>Mill Times</i>.</li><li>• Review: Chapters 6 and 7 in <i>Lyddie</i>; <i>Lyddie</i> Reader's Notes, Chapter 6 and Chapter 7, Teacher's Edition.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
characterization, strengths, weaknesses, hardships, hopes; manufacture (39), intrusion (40), intruder (39), conveyed (40), notions (40), penniless (42), snare (43), grimaced (44), impertinent (44), burden (44), obliged (47), alight, hapless (49), stout (50), boardinghouse, foreboding (51)	<ul style="list-style-type: none"><li>• Checking for Understanding, Chapters 6 and 7 entry task (one per student)</li><li>• Document camera</li><li>• <i>Lyddie</i> (book; one per student)</li><li>• Model Acrostic Poem (one for display)</li><li>• Planning Your Poem (one per student)</li><li>• <i>Mill Times</i> video clip (see Unit 1 overview for details) (show from 28:45-33:50)</li><li>• Sticky notes (one per student)</li><li>• Working Conditions anchor chart (from Lesson 1)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 8 (one per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 8, Teacher's Edition (for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>Checking for Understanding, Chapters 6 and 7 entry task</b> to students. Remind them that they can use their Reader's Notes, but not the book itself, to answer these questions.</li><li>• Direct students to complete the entry task individually. As they do so, circulate to check the Reader's Notes (Chapters 6 and 7) for completion. If students have been working with a Reader's Notes packet, you will collect the packet that includes Reader's Notes for Chapters 1–7 at the end of the class period.</li><li>• Depending on your plans for collecting this work, you can either collect the entry task as students finish and before they discuss the questions, or you can have students keep their papers and correct them as the class discusses the questions.</li><li>• Debrief the entry task. Make sure students understand that Lyddie was fired and that she decided to go to Lowell to work in the mills.</li><li>• Follow up the last questions with an explanation that <i>characterization</i> is the way authors tell readers about a character's traits through their thoughts and actions. Ask: * "What do Lyddie's actions when the stagecoach is stuck tell us about her personality or character traits?"</li><li>• Listen for students to identify Lyddie's problem-solving skills, determination, and courage. Point out that in several recent lessons, they have talked about what Lyddie is like.</li><li>• Briefly praise students for their character analysis skills. Point to the learning targets and tell them that they will focus on analyzing Lyddie's character today and that you are confident they are prepared to do so.</li><li>• Post definitions for the Reader's Dictionary and prompt students to revise their Reader's Dictionaries as necessary.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading Aloud Chapter 6 of Lyddie (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that they will synthesize their understanding of Lyddie by writing an acrostic poem about her. The poem will answer the question: “Who is Lyddie?” Explain that “getting to know a character” is one of the ways we explore the themes and central questions of a book. The deeper you think about a book, the more you enjoy reading it.</li> <li>Display the <b>Model Acrostic Poem</b> about Charlie on a <b>document camera</b> and ask:             <ul style="list-style-type: none"> <li>* “What do you notice?”</li> </ul> </li> <li>Expect many students to be familiar with this poetic form. Listen for them to notice that there is a word or phrase that describes the character for each letter of his name, along with a specific text reference.</li> <li>Tell students that they will think together about possible ideas to include in their poems about Lyddie. Distribute and display the <b>Planning Your Poem</b> worksheet. Tell students that this worksheet will help them gather ideas for their poems. The worksheet has four quadrants: <i>strengths</i>, <i>weaknesses</i>, <i>hardships</i>, and <i>hopes</i>. Briefly review the definitions of these words, pointing out that hardships are trials or problems that Lyddie has encountered, and hopes are the goals or wishes she has. These can be both short term (e.g., she doesn’t want anyone to think she’s lazy or helpless) or long term (she wants to return to her farm).</li> <li>Quickly model the types of ideas they can enter on their chart. For example, under <i>strengths</i> you might write: “hard worker—she works hard on the farm and in the tavern” and “independent—she doesn’t want to take help from the neighbors.” Under <i>hopes</i>, you might write: “wants to earn enough money to pay off the loan on the farm.” Tell students that at this point, you are not limiting yourself to words or phrases that begin with the letters in her name, and you are adding notes about textual evidence where appropriate.</li> <li>Give students a few minutes to add ideas to their charts, encouraging them to refer to their Reader’s Notes for inspiration.</li> <li>Then explain that they will use the Go Go Mo protocol to add ideas:             <ol style="list-style-type: none"> <li>Walk around the room and find a partner.</li> <li>Give an idea to your partner and get an idea from your partner.</li> <li>Then move on to another partner.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Providing models of expected work supports all learners, especially those who are challenged.</li> <li>Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li> <li>Many students will benefit from having the time available for this activity displayed via a timer or stopwatch.</li> <li>This exercise is designed to help students synthesize their understanding of Lyddie and increase their engagement in the novel. It is not intended to be a formal assessment of their understanding of either characterization or Lyddie.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students of your expectations for movement and give them five minutes to circulate and gather ideas.</li><li>• Direct students to return to their seats and craft their own poems. Remind them to refer to the model acrostic poem as they work. Point out the use of textual evidence and encourage students to use the Planning Your Poem worksheets as a resource. Depending on what will work for your class, consider having students work in pairs.</li><li>• When students are done, collect their poems. If possible, display strong poems on a bulletin board.</li></ul>	
<p><b>B. Building Background Knowledge: Watching a Clip from the Mill Times Video (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that Lyddie has decided to go work in the Lowell mills. Now students will watch a short video that illustrates the working conditions Lyddie will encounter there. As they watch, they should look for details that could go on the Working Conditions anchor chart. Briefly refamiliarize the students with the anchor chart, from Lesson 1. They should write at least one detail about working conditions in the mills on a sticky note.</li><li>• Start the 5-minute video clip from <b>Mill Times video clip (from 28:45–33:50)</b> and distribute <b>sticky notes</b> as the class watches.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reading Aloud Chapter 8 (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to read silently in their heads as you read aloud from Chapter 8. The first two pages can be difficult to understand because they are a flashback. (Point out the subtle shift in verb tense that marks the start of the flashback—“Filthy as she had been, Mrs. Bedlow had taken her in”—and that marks its end: “And now, on this first morning of her new life ...”)</li><li>• As they leave, direct students to place their sticky notes from the video on the anchor chart. If they have the Reader’s Notes in packets, they should also turn in the packet that includes notes for Chapters 1–7.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Read Chapter 8 of <i>Lyddie</i> and complete the <b>Lyddie Reader’s Notes, Chapter 8</b>.</p> <p><i>Note: Before Lesson 6, review the sticky notes on the Working Conditions anchor chart and write down the most commonly listed ideas in a more permanent way on the chart.</i></p> <p><i>Time is provided in Lesson 6 to hand back the Reader’s Notes for Chapters 1–7 and give students feedback. As you review their notes, provide brief feedback. Also notice what supports the class as a whole and individual students in particular might need as they continue to read Lyddie. Consider identifying one strong student entry for Chapter 7 to use in Lesson 6 as a model.</i></p>	<ul style="list-style-type: none"><li>• Providing specific and focused feedback helps students set concrete goals for reaching learning targets.</li></ul>



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 1: Lesson 5

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapters 6 and 7 of *Lyddie* to answer the questions below.

1. How does Lyddie react to being fired? Why?

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The stagecoach driver calls Lyddie “a little chip of Vermont granite” (51). Granite is a type of rock. What does the driver mean when he says she’s like a rock? What happened in the chapter to make him say that?

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<b>C</b> aring	(he tells Lyddie not to worry about him)
<b>H</b> onest	(he reminded Mr. Stevens the calf was half his)
<b>A</b> ble to laugh even when times are difficult	(he finds humor in the upsetting letter from Mama)
<b>R</b> eady to take on adult responsibilities	(he takes Mama to the coach, sells the pig, and returns)
<b>L</b> oves and trusts Lyddie	(he wanted to stay with her at the farm)
<b>I</b> ndustrious	(he works hard on the farm and in the mill)
<b>E</b> njoying the opportunity to go to school	(the family at the mill sends him to school)



.....  
**Name:**

.....  
**Date:**

Who is Lyddie?

Strengths	Weaknesses
Hardships	Hopes



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
8				<p><i>What does Amelia want Lyddie to do on the Sabbath? Why? How does Lyddie feel about this?</i></p> <p><i>How does Mrs. Bedlow help Lyddie?</i></p>



**Reader's Dictionary, Chapter 8**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
din	55		complex	58	
distress	56		imposing	59	
conscientious	57		broadside	60	a sheet of paper printed on one or both sides; like a brochure but not folded
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
8				<p><i>What does Amelia want Lyddie to do on the Sabbath? Why? How does Lyddie feel about this?</i></p> <p><i>How does Mrs. Bedlow help Lyddie?</i></p>



**Reader's Dictionary, Chapter 8**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
din	55	a loud noise that goes on for a long time	complex	58	group of buildings
distress	56	unhappiness or worry	imposing	59	large, impressive
conscientious	57	very thorough in fulfilling responsibilities	broadside	60	a sheet of paper printed on one or both sides; like a brochure but not folded
Other new words:					



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 6**

## **Introducing Working Conditions in the Mills**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)
- I can analyze the interaction of literary elements of a story or drama. (RL.7.3)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
- I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)
- I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL7.1)

**Supporting Learning Targets**

- I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.
- By engaging in a discussion with my partner, I can analyze one section of *Lyddie* to deepen my understanding of the plot, characters, and setting.
- I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.

**Ongoing Assessment**

- Checking for Understanding entry task
- Working Conditions anchor chart—student version



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Close Reading, Pages 62-66 in <i>Lyddie</i> (15 minutes)</p> <p>B. Adding to Working Conditions Anchor Chart (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reviewing Homework (3 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapters 9 and 10 of <i>Lyddie</i> and complete Reader's Notes for Chapters 9 and 10.</p>	<ul style="list-style-type: none"> <li>• In Lessons 2–5, students focused on understanding Lyddie, the main character in the novel. In this lesson, students begin to focus on working conditions in the mill and how they affected Lyddie. This focus continues in Lessons 7 and 8 and is also the focus of the Mid-Unit 2 Assessment in Lesson 9. As a group, Lessons 6–9 center on RL.7.1 (gathering evidence from text) in the context of RL.7.3 (noticing how setting, character, and plot interact).</li> <li>• In these lessons, students add both evidence about working conditions in the mills and questions about working conditions in the garment industry today to the Working Conditions anchor chart. Encourage students to use their understanding of working conditions in <i>Lyddie</i> to ask questions about the modern world; this will make the conversation more relevant and engaging to them. Remind students that their developing understanding of working conditions will help them in the three case studies that make up this module.</li> <li>• In this lesson students focus on pages 62–66 of <i>Lyddie</i>. The routine of closely reading an excerpt of the text continues, and students' conversations about the excerpts in this lesson are practice for the Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher that they will complete in Lesson 8. The note-catcher will help them tie their understanding of working conditions to specific textual evidence (the focus of the assessment in Lesson 9) and will also be a resource when they write their essays about Lyddie later in the unit.</li> <li>• In this lesson, return the Reader's Notes for Chapters 1–7 (collected in Lesson 5) with feedback. As students continue with this routine, encourage them to use this feedback to strengthen their notes. Also use the opportunity to celebrate students' progress with taking notes and determining the meaning of words they encounter while reading.</li> <li>• In advance: Review the Reader's Notes for Chapters 1–7 and give feedback to students. Consider doing this by posting one or two exemplars for students to read. If many students are still struggling with this task, consider extending the Checking for Understanding time in this lesson and using it to model the Reader's Notes again, using a structure similar to that in the Opening of Lesson 3.</li> <li>• Find an image of a power loom to share with students. Power looms changed over the years, but a Google image search will yield a number of possibilities, including one at <i>Encyclopedia Britannica</i>.</li> <li>• Review: <i>Lyddie</i> Reader's Notes, Chapter 9 and Chapter 10, Teacher's Edition; <i>Lyddie</i>, Chapters 9 and 10.</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
foreboding, din, distress, conscientious, complex, imposing, broadside, vigilant, shuttle, goods, flaw, paled, dexterity	<ul style="list-style-type: none"><li>• Pictures for Entry Task for Lesson 6 (for display)</li><li>• Checking for Understanding Chapter 8 Entry Task (one per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapters 1-7 (students' completed notes with teacher feedback after Lesson 5)</li><li>• Image of a power loom to display (see Teaching Note above; find one in advance)</li><li>• Sticky notes (5-6 per student)</li><li>• <i>Lyddie</i> (book; one per student)</li><li>• Document camera</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 9 and Chapter 10 (two separate supporting materials; one each per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 9 and Chapter 10 (two separate supporting materials; for Teacher Reference)</li><li>• Weaving Room Discussion Appointments handout (from Lesson 3)</li><li>• Working Conditions anchor chart (begun in Lesson 1)</li><li>• Working Conditions anchor chart, student version (begun in Lesson 1)</li><li>• Three Quotes from Chapter 9 (one per pair of students and one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display <b>Pictures for Entry Task for Lesson 6</b>. Distribute <b>Checking for Understanding, Chapter 8 Entry Task</b> to students as they enter.</li><li>• Direct students to complete the entry task individually. As they do so, circulate to check the <i>Lyddie</i> Reader's Notes, Chapter 8 for completion.</li><li>• When students are done, call on several to share their answers to the Checking for Understanding entry task. Prompt them: "How did your Reader's Notes help you answer that question?" In debriefing Question 1, listen for students to name both physical aspects of the setting (new stove, lots of food, crowded bedrooms, noisy) and psychological aspects (pressure to go to church, teasing about Vermont accent, many girls her age to socialize with). As a follow-up to Question 2, ask students how these pictures both confirmed and changed the images they had created of the setting as they read.</li><li>• Post the correct definitions of the words in the Reader's Dictionary and prompt students to correct their Reader's Notes as necessary. Ask: "In Chapter 7, the buildings in the town were described as <i>foreboding</i>. In Chapter 8, the mill complex is referred to as <i>imposing</i>. What do the meanings of <i>foreboding</i> and <i>imposing</i> have in common? How are they different? How does the author's choice to use these two words help you understand how the setting affected Lyddie?"</li><li>• Prompt students to look at their Reader's Dictionaries. Listen for them to notice that <i>imposing</i> means "large and impressive," and <i>foreboding</i> means "giving a feeling that something bad will happen." <i>Foreboding</i> always has negative connotations; <i>imposing</i> does not necessarily have negative connotations. However, they both refer to this new setting, which is much more crowded and has much bigger buildings than Lyddie is used to.</li><li>• Finally, return students' <b>Lyddie Reader's Notes, Chapters 1-7</b> (with teacher feedback). Give students time to review the feedback. As part of this process, consider posting a particularly strong entry and leading a brief discussion in which students name the characteristics that make it strong.</li></ul>	<ul style="list-style-type: none"><li>• Providing specific and focused feedback helps students set concrete goals for reaching learning targets.</li><li>• Providing models of expected work supports all learners, especially those who are challenged.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the learning targets for today, particularly: "I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie." Briefly review the definitions of <i>textual evidence</i> and <i>cite</i>, referring to work in Module 1.</li><li>• Ask students: "What were the mills?" and listen for them to explain that the mills were factories where cloth was made. Tell them that this learning target is very closely related to the learning target about noticing how plot, character, and setting interact: One particular type of interaction is when one factor affects another. In this lesson and over the next few lessons, they will be paying particular attention to how the setting (working conditions) affects a character (Lyddie).</li><li>• Frame the sequence of lessons for students: In Lessons 2–5, they focused on understanding the character of Lyddie. In Lessons 6–9, they will focus on understanding working conditions in the mill and how they affected Lyddie. Their mid-unit assessment, in Lesson 9, will focus on this. Finally, the essay they will write in the second part of the unit will ask them to combine their understanding of Lyddie and their understanding of her working conditions to make an argument about what she should do about a particular dilemma she faces.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Close Read of Pages 72-66 in <i>Lyddie</i> (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to focus on pages 62-66 of <b>Lyddie</b>.</li> <li>• Set a purpose for the reading session today: Students will learn what working conditions were like in the mill and how that affected Lyddie. Ask:             <ul style="list-style-type: none"> <li>* “What happened at the very end of Chapter 8?”</li> </ul> </li> <li>• Give them a minute to review their books and ask them to raise their hands when they know.</li> <li>• When most of the class has a hand up, ask a student to share out. Listen for: “Mrs. Bedlow has just brought Lyddie to the weaving room in the factory for her first day at work.”</li> <li>• Tell students that before they read this next part of the book, you are going to help them develop a clearer mental picture of the setting. Project an <b>image of a power loom</b> and ask:             <ul style="list-style-type: none"> <li>* What is this? How does it connect to the part we are about to read?”</li> <li>* “Based on the video you saw in Lesson 5, what words might be used to describe the different parts of the loom?”</li> <li>* Listen for: terms such as <i>warp, weft, thread, shuttle, frame</i>.</li> </ul> </li> <li>• Begin by asking students to read silently as you read the text aloud. Ask them to note words they do not know as you read. Read the text aloud with expression and drama from the beginning of Chapter 9 to the end of the first paragraph on page 66.</li> <li>• After the first read, ask students to talk with a partner to figure out the important points about setting, character, and plot. They should also share any words that are unfamiliar to them. Encourage them to write their ideas on the text itself (or on <b>sticky notes</b> if they are not allowed to mark in their texts).</li> <li>• Distribute <b>Lyddie Reader’s Notes, Chapter 9 and Chapter 10</b>.</li> <li>• Ask several students to share out their answers. Listen for them to explain the setting (the weaving room of the mill, where mechanized looms are producing cloth), the characters (Lyddie, Mr. Mardsen, and Diana), and the plot (Diana is showing Lyddie how to tend the looms). As students share, script their answers on a copy of the Reader’s Notes and prompt the class to add the information to their own Reader’s Notes.</li> <li>• Ask students how looking at the picture of the loom and watching the video (in Lesson 5) helped them make meaning of this text. Listen for them to notice that texts that have a lot of technical words place particular demands on readers; readers need to slow down and find the resources they need to make sense of these sections.</li> </ul>	<ul style="list-style-type: none"> <li>• This reading lesson mirrors the structure of students’ homework, so it does not have a Close Reading Guide. Rather than rereading text that they already read for homework, in this lesson students are encountering this section of the text for the first time.</li> <li>• Providing visual illustrations of the context of the reading will support all readers, but especially struggling readers.</li> <li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> <li>• Providing opportunities for students to move and partner with different classmates increases engagement and focus.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to share words whose definitions they determined from context or by using word parts. Point them especially to the following words and prompt them to use the Reader's Dictionary for the words that appear there:</li> <li>• <i>vigilant</i>, <i>din</i> (62), <i>shuttle</i> (63), <i>goods</i>, <i>flaw</i>, <i>paled</i>, <i>dexterity</i> (65). Also consider briefly sharing words related to</li> <li>• <i>vigilant</i> (<i>vigil</i>, <i>vigilante</i>) and <i>dexterity</i> (<i>dexterous</i>).</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* "How is the process you just went through similar to the process you use when reading for homework and completing the Reader's Notes?"</li> </ul> </li> <li>• Listen for them to notice that even in this exercise, they reread: They first listened to you read, and then reread with their partners to take their notes. Encourage them to reread just as much and take as much care with the work they do at home. Urge them to consider which of the things they just did in class could help them address the feedback they received on the Reader's Notes for Chapters 1–7.</li> </ul>	
<p><b>B. Adding to Working Conditions Anchor Chart (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students of the protocol for using Discussion Appointments and direct them to move to sit with the next Discussion Appointment (Warp Threads) on their <b>Weaving Room Discussion Appointment handout</b>.</li> <li>• Once students are settled, explain that as they learn about Lyddie's working conditions, they will add to the <b>Working Conditions anchor chart</b>. Direct students to get out their <b>Working Conditions anchor chart, student version</b> from Lesson 1, which is a replica of the Working Conditions anchor chart that is posted.</li> <li>• Tell students that today they will add to the chart anything they learned from these pages about working conditions in the mill, as well as what the chart made them wonder about working conditions in the garment industry today.</li> <li>• Post the <b>three quotes from Chapter 9</b> and invite students to analyze the quotes. Emphasize that analyzing often involves explaining what a quote means or the significance of the quote. They had practice with this when reading <i>A Long Walk to Water</i>.</li> <li>• Read and post this quote and tell students you will model analyzing it:              "She [Lyddie] took pride in her strength, but it took all of her might to yank the metal lever into place.... Still, the physical strength the work required paled beside the dexterity needed to rethread a shuttle quickly or, heaven help her, tie one of those infernal weaver's knots" (p. 65).</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Begin to model. Point out to students that first they will need to carefully reread this passage and make sure they understand what it means. Model paraphrasing one sentence at a time. Say something like:</li> <li>• “When I reread, I can see that the first sentence means that Lyddie was proud of how strong she was, but it still took all of her strength to move the lever. The next sentence is a little confusing, as some of the words are hard. It is comparing the amount of strength the job requires to <i>dexterity</i>, which means how coordinated your fine motor skills are. When it says the strength required ‘paled beside the dexterity,’ I think that means that the strength is like a more pale color—not as strong. So I think this sentence is a comparison; it is saying that even though pulling the lever requires a lot of strength, it is even harder to thread the shuttle or tie a knot.</li> <li>• “Now that I know what this sentence is saying, I can enter the information on my Working Conditions anchor chart. Since it is about what muscles the work requires, I am going to put it under Health, Safety, and Environment. I imagine that pulling a lever hard many times a day or doing small motions with your hands could make you really tired or create some muscle problems. So I am going to write: ‘hard to pull lever (takes strength) and thread shuttle/tie knots.’</li> <li>• “This makes me wonder about garment workers today. I wonder if they are tired at the end of the day, or if their hands or arms hurt. I am going to write: ‘Is their work physically demanding?’ in the Questions column of the Health, Safety, and Environment part of my chart.”</li> <li>• Direct students to work with their partners to analyze and evaluate the other two posted quotes and to add their ideas to their Working Conditions chart. Tell them that after they do those quotes, they can add any other information or questions about working conditions to the chart from pages 62–66.</li> <li>• After students have worked on this, refocus whole class and call on several pairs to share out. As students share, prompt them to explain what in the text supports their ideas and add their ideas to the class’s Working Conditions anchor chart. Listen for students to add “noisy,” “dusty air,” and “badly lit” to the Health, Safety, and Environment row of the anchor chart.</li> <li>• Prompt students to revise their own charts as necessary. Highlight especially interesting questions about working conditions today, as these questions will improve students’ engagement with <i>Lyddie</i>. Point out that they will keep collecting questions and will have the opportunity to explore them in Unit 3.</li> <li>• Ask students to put away their copies of the Working Conditions anchor chart and tell them they will use it over the next few lessons.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Homework (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that for homework, they are finishing Chapter 9, reading Chapter 10, and doing Reader's Notes for those chapters.</li><li>• Remind them of how rereading helped them in class today and encourage them to take similar care with their work at home, making sure to take the feedback they received for Chapters 1–7 into account.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Read Chapters 9 and 10 of <i>Lyddie</i> and complete Reader's Notes for Chapters 9 and 10.</p>	



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# Grade 7: Module 2A: Unit 1: Lesson 6

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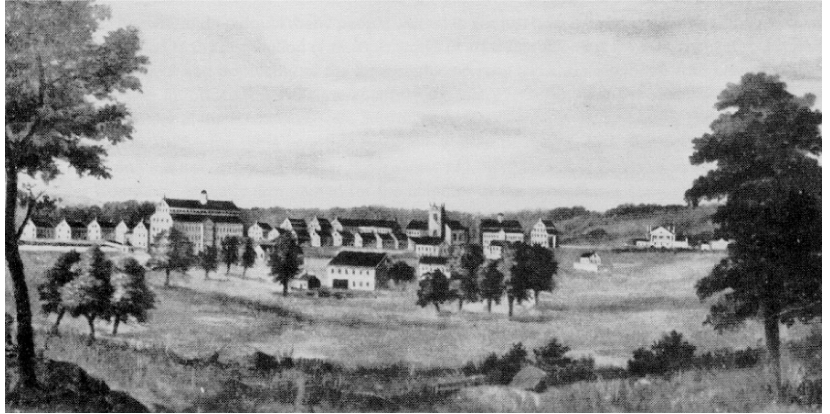


Pictures for Entry Task for Lesson 6



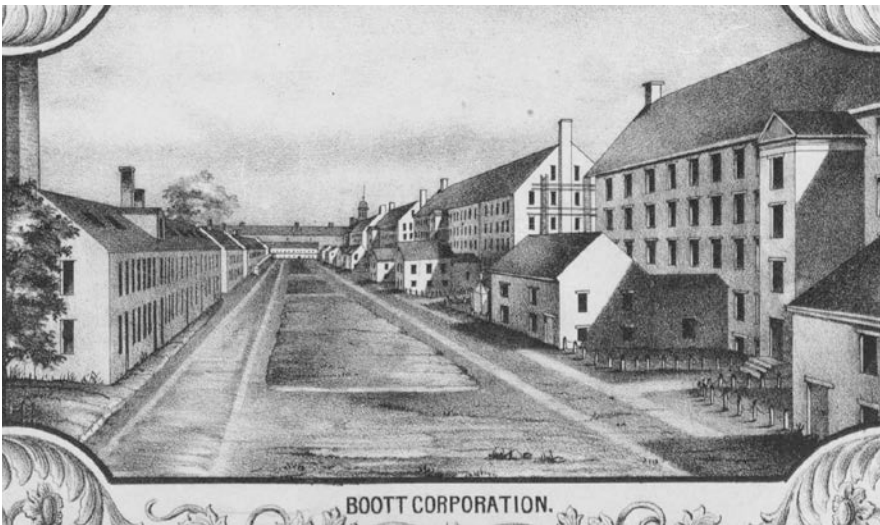
Picture A

Kyle Von Kamp. Used with permission for educational purposes.



Picture B

Lowell in 1825, from left to right, Lowell Machine Shop, St. Anne's Church, Merrimack Manufacturing Company and Kirk Boott's mansion. Whistler House Museum of Art Collection



Picture C

Detail from 'Plan of the City of Lowell, Massachusetts' by Sidney & Neff, 1850.  
Public Domain <http://maps.bpl.org/id/11051>



Checking for Understanding  
Chapter 8 Entry Task

.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapter 8 of *Lyddie* to answer the questions below.

1. List two things Lyddie appreciates and two things she does not like about living in the boardinghouse.?

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Checking for Understanding

Chapter 8 Entry Task

2. Look at the three pictures of places: A, B, and C. Read the three quotes below from the end of Chapter 7 and Chapter 8. Each quote refers to one of the places. Write the letter of the place next to the quote that describes it.

Picture	Quote from Lyddie	This quote is about the...
	“The front gate and low south buildings—the counting house, offices and storerooms, as Mrs. Bedlow explained, formed part of the enclosure. The two slightly shorter sides were taller frame structures ... and across the whole north end of the compound was the cotton mill itself, a gigantic six-story brick building” (p. 59).	
	“They crossed the bridge into the city later that afternoon.... It seemed to Lyddie that there were as many buildings crowded before her as sheep in a shearing shed.... They were huge and foreboding in the gray light of afternoon” (p. 51).	
	“Mrs. Bedlow urged her into the dining room, which was soon filled with a noisy army of almost thirty young women.... Mrs. Bedlow helped her up the four flights of stairs to the attic room” (p. 53).	



*Lyddie* Reader's Notes, Chapter 9

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
9				<p><i>List three things that Lyddie notices on her first day in the weaving room about the work and the working conditions.</i></p> <p><i>Why do Lyddie's roommates tell her she should not go and see Diana?</i></p> <p><i>How does Diana help Lyddie?</i></p>



**Reader's Dictionary, Chapter 9**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
goods	65	cloth	decipher	66	read; make meaning of something that's hard to understand
flaw	65		infamous	69	
radical	67	someone working for change, especially as relates to society, the economy, or the government	operatives	69	
Other new words:					



*Lyddie* Reader's Notes, Chapter 10

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
10				<i>How does Lyddie's first full day in the weaving room affect her?</i>  <i>What does Betsy do for Lyddie?</i>



**Reader's Dictionary, Chapter 10**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
strenuous	74		commenced	77	
laden	75		ravenous	78	
inferno	76		fatigue	78	
Other new words:					



*Lyddie* Reader's Notes, Chapter 9,  
Teacher's Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
9				<p><i>List three things that Lyddie notices on her first day in the weaving room about the work and the working conditions.</i></p> <p><i>Why do Lyddie's roommates tell her she should not go and see Diana?</i></p> <p><i>How does Diana help Lyddie? Lyddie?</i></p>



*Lyddie* Reader's Notes, Chapter 9,  
Teacher's Edition (for Teacher Reference)

**Reader's Dictionary, Chapter 9**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
goods	65	cloth	decipher	66	read; make meaning of something that's hard to understand
flaw	65	imperfection, mistake	infamous	69	well known for being bad
radical	67	someone working for change, especially as relates to society, the economy, or the government	operatives	69	workers, especially workers who operate machinery
Other new words:					



*Lyddie* Reader's Notes, Chapter 10,  
Teacher's Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
10				<i>How does Lyddie's first full day in the weaving room affect her?</i>  <i>What does Betsy do for Lyddie?</i>



*Lyddie* Reader's Notes, Chapter 10,  
Teacher's Edition (for Teacher Reference)

**Reader's Dictionary, Chapter 10**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
strenuous	74	tiring or exhausting	commenced	77	began
laden	75	full of, heavily loaded with	ravenous	78	very hungry
inferno	76	large and dangerous fire	fatigue	78	very tired, exhausted
Other new words:					



Three Quotes from Chapter 9

“No one seemed to mind the deafening din. How could they stand it?” (p. 62)

“How could she say she could hardly see anything in the morning gloom of the huge, barnlike room, the very air a soup of dust and lint?” (p. 63)

“She [Lyddie] took pride in her strength, but it took all of her might to yank the metal lever into place.... Still, the physical strength the work required paled beside the dexterity needed to rethread a shuttle quickly, or, heaven help her, tie one of those infernal weaver’s knots” (p. 65).



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 7**

## **Analyzing Word Choice: Understanding Working Conditions in the Mills**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
I can analyze the interaction of literary elements of a story or drama. (RL.7.3)  
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)  
I can analyze figurative language, word relationships, and nuances in word meanings. (L.7.5)  
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL7.1)

**Supporting Learning Targets**

- I can use context clues—both in the sentence and on the page—to determine the meaning of unknown words.
- By engaging in a discussion with my partner, I can analyze one section of *Lyddie* to deepen my understanding of the plot, characters, and setting.
- I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.
- I can analyze how the author's word choices create vivid descriptions of Lyddie's living and working conditions.

**Ongoing Assessment**

- Checking for Understanding entry task
- Chapter 10 of *Lyddie* Text-Dependent Questions
- Working Conditions anchor chart—student version



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Close Read of Pages 75 and 76 in <i>Lyddie</i> (25 minutes)</p> <p>B. Adding to Working Conditions Anchor Chart (8 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Previewing Homework (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 11 of <i>Lyddie</i> and complete Reader's Notes for Chapter 11.</p>	<ul style="list-style-type: none"><li>• Students continue to analyze working conditions in the mill and how they affect Lyddie.</li><li>• This lesson adds a focus on word choice and figurative language, as students discuss how author Katherine Paterson's choice of language helps the readers better understand Lyddie's working conditions and how they affected her.</li><li>• In advance: Prepare sets of Working Conditions note cards (one set per pair). Students will not write on these, so you can prepare one class set and use it with multiple classes.</li><li>• Review: <i>Lyddie</i> Reader's Notes, Chapters 9 and 10; <i>Lyddie</i>, Chapters 9 and 10</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
personification; goods, flaw (65), decipher (66), radical (67), infamous, operatives (69), strenuous (74), laden, bowels (75), inferno, meager (76), commenced (77), ravenous, fatigue (78)	<ul style="list-style-type: none"><li>• Checking for Understanding Chapters 9 and 10 entry task (one per student)</li><li>• Weaving Room Discussion Appointments handout (from Lesson 3)</li><li>• Working Conditions note cards (one set per pair; teacher-created; see Supporting Materials)</li><li>• Reading Closely: Guiding Questions handout (from Odell Education; also see stand-alone document on EngageNY.org and odelleducation.com/resources) (one per student)</li><li>• Document camera</li><li>• <i>Lyddie</i> (book; one per student; focus on pages 75 and 76)</li><li>• Chapter 10 of <i>Lyddie</i> Text-Dependent Questions (one per student)</li><li>• Chapter 10 of <i>Lyddie</i> Close Reading Guide (for Teacher Reference)</li><li>• Working Conditions anchor chart, student version (begun in Lesson 1)</li><li>• Working Conditions anchor chart (begun in Lesson 1)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 11 (one per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 11, Teacher's Edition (for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>Checking for Understanding, Chapters 9 and 10 entry task</b> to students. Direct students to complete the entry task individually. As they do so, circulate to check the Reader's Notes (Chapters 9 and 10) for completion.</li><li>• When students are done, call on several to share their answers to the Checking for Understanding entry task. Prompt them: "How did your Reader's Notes help you answer that question?"</li><li>• Post the correct definitions of the words in the Reader's Dictionary and prompt students to correct their Reader's Notes as necessary. Ask:<ul style="list-style-type: none"><li>* "Why did the author use the word <i>ravenous</i> instead of 'hungry' and <i>fatigue</i> instead of 'tiredness'?"</li></ul></li><li>• Listen for students to point out that <i>ravenous</i> and <i>fatigue</i> are stronger words, representing more extreme sensations. Paterson is trying to give her readers a vivid sense of what it might have been like to live during this time.</li><li>• Refer students to or distribute the <b>Reading Closely: Guiding Questions handout</b>. Students also used this in Module 1. Direct students' attention to the section on language and have them "popcorn read" the questions aloud. Tell students that they will be asking these types of questions today as they read a passage from <i>Lyddie</i> closely.</li><li>• Remind students that today they will continue to work on the learning target: "I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie." They will reread part of Chapter 10 and practice analyzing working conditions in preparation for the Mid-Unit 1 Assessment in Lesson 9.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Close Read of Pages 75 and 76 in <i>Lyddie</i> (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students on pages 75 and 76 of <i>Lyddie</i>.</li><li>• Set a purpose for the reading session today: Students will learn about what working conditions were like in the mill and how that affected Lyddie. Ask the students what is happening at the beginning of Chapter 10. Give them a minute to review their books and ask them to raise their hands when they know. When most of the class has a hand up, ask a student to share out. Listen for: “It is the start of Lyddie’s first full day of work in the weaving room.”</li><li>• Begin by asking students to read silently as you read the text aloud. Tell them to pay careful attention the language Paterson uses and how she tries to help the reader imagine what Lyddie’s life was like. As they noticed in the entry task, Paterson will not say: “The work was hard.” Instead, she will use more precise words (such as those discussed in the entry task), and she will layer details together to try to make readers feel like they are there.</li><li>• Read the text aloud with expression and drama from the top of page 75 to “She had lost all appetite” at the end of page 76.</li><li>• Direct students to use their <b>Weaving Room Discussion Appointment sheet</b> and move to work with their Shuttle partner. Once they are settled, distribute a set of <b>Working Conditions note cards</b> and two copies of <b>Chapter 10 of <i>Lyddie</i> Text-Dependent Questions</b> to each pair.</li><li>• Tell students that they will practice analyzing specific quotes from the text to see how Paterson helps readers vividly imagine Lyddie’s life and work. Display <b>Chapter 10 of <i>Lyddie</i> Text-Dependent Questions</b> and use the <b>Chapter 10 of <i>Lyddie</i> Close Reading Guide</b> to guide students through a series of text-dependent questions related to excerpts from pages 75 and 76 of <i>Lyddie</i>.</li><li>• After students have worked for 10 minutes, cold call pairs to share their answers about which Working Conditions note card matched with a quote. Consider discussing some of the other questions on the Close Reading Guide to help students analyze word choice.</li></ul>	<ul style="list-style-type: none"><li>• Consider working with a small group whose work suggests they may need extra support with this close rereading activity.</li><li>• Consider having struggling readers complete fewer questions. This differentiates the task by quantity of questions rather than complexity of text and gives all readers the chance to read complex text closely.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Adding to Working Conditions Anchor Chart (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct pairs to get out their <b>Working Conditions anchor chart—student version</b> from Lesson 6. Ask them to use the quotes they analyzed today to add to the chart. This is just what they did in Lesson 6; they are rereading the specific quotes to add both facts about working conditions and questions to research about working conditions today.</li><li>• Call on several pairs to share out, celebrating interesting questions and reminding students that they will have the opportunity to explore these questions in Unit 3. As students share, prompt them to explain evidence in the text that supports their ideas. Add their ideas to the <b>Working Conditions anchor chart</b>. Prompt students to revise their own charts as necessary.</li><li>• Ask students to turn in their Working Conditions anchor chart—student version and the Chapter 10 of <i>Lyddie</i> Text-Dependent Questions worksheet as they leave. When you review this work, identify students who seem to be struggling to analyze specific quotes to better understand Lyddie's working conditions. Consider working with these students in a small group during Lesson 8.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Preview the homework for the next few days with students: Chapter 11 is due in Lesson 8, and Chapters 12 and 13 are due in Lesson 9.</li><li>• The assessment (in Lesson 9) focuses on Chapters 12 and 13. Students may wish to read all or part of Chapter 12 this evening but should make a plan that ensures that they will have read through Chapter 13 before the assessment in Lesson 9.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Read Chapter 11 of <i>Lyddie</i> and complete <b>Reader's Notes for Chapter 11</b>.</p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 7

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapters 9 and 10 of *Lyddie* to answer the questions below.

1. Lyddie's roommates call Diana a *radical*; Diana says that she is *infamous*. What do these two words mean, and why do people use them to refer to Diana?

.....

.....

2. After her first full day in the factory, Lyddie goes upstairs and Betsy reads out loud to her. The text says: "She fought sleep, *ravenous* for every word" (78). What does *ravenous* mean? What does this sentence show about Lyddie's response to the book?

.....

.....



# READING CLOSELY: GUIDING QUESTIONS

<p><b>APPROACHING TEXTS</b></p> <p>Reading closely begins by considering my specific purposes for reading and important information about a text.</p>	<p><b>I am aware of my purposes for reading:</b></p> <ul style="list-style-type: none"> <li>• Why am I reading this text?</li> <li>• In my reading, should I focus on:               <ul style="list-style-type: none"> <li>⇒ The content and information about the topic?</li> <li>⇒ The structure and language of the text?</li> <li>⇒ The author's view?</li> </ul> </li> </ul>	<p><b>I take note of information about the text:</b></p> <ul style="list-style-type: none"> <li>• Who is the author?</li> <li>• What is the title?</li> <li>• What type of text is it?</li> <li>• Who published the text?</li> <li>• When was the text published?</li> </ul>
<p><b>QUESTIONING TEXTS</b></p> <p>Reading closely involves: 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then 2) questioning further as I read to sharpen my focus on the specific details in the text</p>	<p><b>I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:</b></p> <p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• How is the text organized?</li> <li>• How has the author structured the sentences and paragraphs?</li> <li>• How do the text's structure and features influence my reading?</li> </ul> <p><b>Topic, Information and Ideas:</b></p> <ul style="list-style-type: none"> <li>• What information/ideas are presented at the beginning of the text?</li> <li>• What information/ideas are described in detail?</li> <li>• What stands out to me as I first examine this text?</li> </ul>	<p><b>I pose new questions while reading that help me deepen my understanding:</b></p> <p><b>What do I learn about the topic as I read?</b></p> <ul style="list-style-type: none"> <li>• How do the ideas relate to what I already know?</li> <li>• What is this text mainly about?</li> <li>• What information or ideas does the text present?</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>• What words or phrases stand out to me as I read?</li> <li>• What words and phrases are powerful or unique?</li> <li>• What do the author's words cause me to see or feel?</li> </ul> <p><b>What words do I need to define to better understand the text?</b></p> <ul style="list-style-type: none"> <li>• What words or phrases are critical for my understanding of the text?</li> <li>• What words and phrases are repeated?</li> </ul> <p><b>Perspective:</b></p> <ul style="list-style-type: none"> <li>• Who is the intended audience of the text?</li> <li>• What is the author saying about the topic or theme?</li> <li>• What is the author's relationship to the topic or themes?</li> <li>• How does the author's language show his/her perspective?</li> </ul>
<p><b>ANALYZING DETAILS</b></p> <p>Reading closely involves: 1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.</p>	<p><b>I analyze the details I find through my questioning:</b></p> <p><b>Patterns across the text:</b></p> <ul style="list-style-type: none"> <li>• What does the repetition of words or phrases in the text suggest?</li> <li>• How do details, information, or ideas change across the text?</li> </ul> <p><b>Meaning of Language:</b></p> <ul style="list-style-type: none"> <li>• How do specific words or phrases impact the meaning of the text?</li> </ul>	<p><b>Importance:</b></p> <ul style="list-style-type: none"> <li>• Which details are most important to the overall meaning of the text?</li> <li>• Which sections are most challenging and require closer reading?</li> </ul> <p><b>Relationships among details:</b></p> <ul style="list-style-type: none"> <li>• How are details in the text related in a way that develops themes or ideas?</li> <li>• What does the text leave uncertain or unstated? Why?</li> </ul>

Taken from Odell Education's "Reading Closely for Details: Guiding Questions" handout



**Teacher Directions:** copy this page and cut into rows/strips. Each pair of students needs one complete set of the three note cards.

The air in the factory was humid and dusty.	The looms were powerful and could injure workers if they weren't careful.	Workers lived and ate in crowded, noisy boardinghouses.
The air in the factory was humid and dusty.	The looms were powerful and could injure workers if they weren't careful.	Workers lived and ate in crowded, noisy boardinghouses.
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The air in the factory was humid and dusty.	The looms were powerful and could injure workers if they weren't careful.	Workers lived and ate in crowded, noisy boardinghouses.



.....  
**Name:**

.....  
**Date:**

Questions	Answers
<p>1. The text says: “Now that she thought of it, she could hardly breathe, the air was so laden with moisture and debris” (75).</p> <ul style="list-style-type: none"><li>• What does <i>laden</i> mean? How do you know?</li><li>• What would it feel like to breathe air “laden with moisture and debris”?</li><li>• Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work?</li></ul>	
<p>2. The text says: “Even though Diana had stopped the loom, Lyddie stood rubbing the powder into her fingertips, hesitating to plunge her hands into the bowels of the machine” (75).</p> <ul style="list-style-type: none"><li>• What does the phrase bowels of the machine mean?</li><li>• Personifying is to give the characteristics of a person or animal to a non-living object. What is Paterson personifying? Why does she do this?</li><li>• Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work?</li></ul>	



Questions	Answers
<p>3. “Her quiet meals in the corner of the kitchen with Triphena, even her meager bowls of bark soup with the seldom talkative Charlie, seemed like feasts compared to the huge, rushed, noisy affairs in Mrs. Bedlow’s house” (76).</p> <ul style="list-style-type: none"><li>• What does the word meager mean? How do you know?</li><li>• It’s contradictory to suggest a meager meal could be a feast. How could this be true for Lyddie?</li><li>• Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work?</li></ul>	



Questions	Answers
<p>1. The text says: “Now that she thought of it, she could hardly breathe, the air was so laden with moisture and debris” (75).</p> <ul style="list-style-type: none"><li>• What does <i>laden</i> mean? How do you know?</li><li>• What would it feel like to breathe air “laden with moisture and debris”?</li><li>• Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work?</li></ul>	<ul style="list-style-type: none"><li>• Students should discuss the questions with their seat partners and record their answers on the Chapter 10 of <i>Lyddie</i> Text-Dependent Questions handout.</li><li>• Pairs should work through these questions at their own pace. Some pairs may finish all three; others may only finish two.</li><li>• As pairs work, circulate to listen in on their conversations and to ask prompting and probing questions.</li></ul> <p>1. Listen for students to say: “<i>Laden</i> means to be ‘filled with a great quantity.’”</p> <ul style="list-style-type: none"><li>• Working Conditions note card: The air in the factory was humid and dusty.</li></ul> <p>Prompting and probing questions:</p> <ul style="list-style-type: none"><li>• “What is the difference between <i>laden</i> and <i>full of</i>?”</li><li>• “What feeling does the word <i>laden</i> give the sentence? How is it more effective than <i>full of</i>?”</li></ul>



Questions	Answers
<p>2. The text says: “Even though Diana had stopped the loom, Lyddie stood rubbing the powder into her fingertips, hesitating to plunge her hands into the bowels of the machine” (75).</p> <ul style="list-style-type: none"><li>• What does the phrase bowels of the machine mean?</li><li>• Personifying is to give the characteristics of a person or animal to a non-living object. What is Paterson personifying? Why does she do this?</li><li>• Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work?</li></ul>	<p>2. Listen for students to say: “<i>Bowels of the machine</i> means the ‘innards’ of the machine. The author is talking about the physical location where Lyddie’s hands must go, but she is also comparing the loom to a beast. This helps give a sense of Lyddie’s nervousness and her worry that the machines might get the best of her.”</p> <ul style="list-style-type: none"><li>• Working Conditions note card: The looms were powerful and could injure workers if they weren’t careful.</li><li>• Prompting and probing questions:</li><li>• “Bowels means ‘inner organs,’ like your intestines and stomach. Does a machine have organs? What might be inside it?”</li><li>• “Why does Paterson use a word usually used to describe a person or animal to describe a machine?”</li></ul>



Questions	Answers
<p>3. “Her quiet meals in the corner of the kitchen with Triphena, even her <i>meager</i> bowls of bark soup with the seldom talkative Charlie, seemed like feasts compared to the huge, rushed, noisy affairs in Mrs. Bedlow’s house” (76).</p> <ul style="list-style-type: none"><li>• What does the word <i>meager</i> mean? How do you know?</li><li>• It’s contradictory to suggest a meager meal could be a feast. How could this be true for Lyddie?</li><li>• Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work?</li></ul>	<p>3. Listen for students to say: “<i>Meager</i> means ‘deficient, scant, very little.’ A bowl of bark soup does not sound like a lot of food. <i>Feast</i> implies a meal that you relish and enjoy, and Lyddie enjoyed her quiet meals with less food more than the noisy, rushed meals with lots of food.”</p> <ul style="list-style-type: none"><li>• Working Conditions note card: Workers lived and ate in crowded, noisy boardinghouses.</li></ul> <p>Prompting and probing questions: (For students who are stuck)</p> <ul style="list-style-type: none"><li>• “Three meals are being compared here. What are they? What does the word <i>affairs</i> mean here?”</li><li>• “Which meal has the most food? Which meal does she enjoy the least?”</li><li>• “Why does Paterson say “like feasts compared to” and not “better than”? How does that help you better understand Lyddie’s experience?”</li></ul>



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
11				<p><i>How is life different for Lyddie in the summer? Why?</i></p> <p><i>What does Lyddie buy? Why?</i></p>



**Reader's Dictionary, Chapter 11**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
anticipation	79		blacklisted	81	
grasp	79		engage	81	hire
honorable discharge	81	leaving a place of work with a good record	proficient	81	
Other new words:					



## Lyddie Reader's Notes, Chapter 11

Teacher's Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
11				<p><i>How is life different for Lyddie in the summer? Why?</i></p> <p><i>What does Lyddie buy? Why?</i></p>



**Reader's Dictionary, Chapter 11**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
anticipation	79	expecting something to happen	blacklisted	81	being put on a list of people who are disapproved of and therefore should be avoided (or not hired)
grasp	79	hold tightly	engage	81	hire
honorable discharge	81	leaving a place of work with a good record	proficient	81	skillful, capable
Other new words:					



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# **Grade 7: Module 2A: Unit 1: Lesson 8**

## **Analyzing Textual Evidence: Working Conditions in the Mills**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
I can analyze the interaction of literary elements of a story or drama. (RL.7.3)

**Supporting Learning Targets**

- I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.

**Ongoing Assessment**

- Checking for Understanding entry task
- Working Conditions in *Lyddie*: Textual Evidence note-catcher



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Understanding Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catcher (20 minutes)</p> <p>B. Adding to Working Conditions Anchor Chart (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reviewing Homework (10 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapters 11 and 12 of <i>Lyddie</i> and complete Reader's Notes for Chapters 11 and 12.</p>	<ul style="list-style-type: none"><li>• In this lesson, students synthesize what they have learned about working conditions in the mills, and they practice using specific textual evidence to support their claims. They use their understanding of the textile industry in the 1800s to generate questions about workers in the garment industry today.</li><li>• Students revisit the quotes about working conditions they discussed in Lessons 6 and 7 as they complete the Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher. After spending several lessons talking about what specific quotes tell them about working conditions, they should be well-prepared to capture their understanding in writing. This note-catcher gives students additional practice in the type of thinking required for the Mid-Unit 1 Assessment and also will be an important resource when they are writing their argument essays later in the unit.</li><li>• For this lesson, use the information you gained from Lesson 7 (the Working Conditions anchor chart—student version and the Chapter 10 of <i>Lyddie</i> Text-Dependent Questions) to guide your decisions about which supports the whole class or individual students will need to be successful.</li><li>• The entry task time is somewhat abbreviated to be sure that students have enough time to work on the note-catcher and watch the video clips.</li><li>• Review: <i>Lyddie</i> Reader's Notes, Chapters 11–13, Teacher's Editions; <i>Lyddie</i>, Chapters 11 and 12; Mid-Unit 1 Assessment (look this over to be sure you do not discuss or “give away” assessment items when reading Chapter 12 with students).</li></ul>



Lesson Vocabulary	Materials
anticipation (79), grasp (79), honorable discharge (81), blacklisted (81), engage (81), proficient (81)	<ul style="list-style-type: none"> <li>• Checking for Understanding, Chapter 11 entry task (one per student)</li> <li>• <i>Lyddie</i> (one per student)</li> <li>• Document camera</li> <li>• Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher (one per student)</li> <li>• Working Conditions anchor chart, student version (begun in Lesson 1)</li> <li>• Working Conditions anchor chart (begun in Lesson 1)</li> <li>• <i>Mill Times</i> or similar video resource (from Lesson 5; also explained in unit overview)</li> <li>• <i>Lyddie</i> Reader's Notes Chapter 12 and Chapter 13 (two separate supporting materials; one each per student)</li> <li>• <i>Lyddie</i> Reader's Notes Chapter 12 and Chapter 13, Teacher's Edition (two separate supporting materials; for Teacher Reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>Checking for Understanding, Chapter 11 entry task</b> to students as they enter.</li> <li>• Direct students to complete the entry task individually. As they do so, circulate to check the <i>Lyddie</i> Reader's Notes, Chapter 11 for completion.</li> <li>• When students are done, call on several to share their answers to the Checking for Understanding entry task. Prompt them: "How did your Reader's Notes help you answer that question?"</li> <li>• Post the correct definitions of the words in the Reader's Dictionary and prompt students to correct their Reader's Notes as necessary.</li> <li>• Remind students that today they will continue to work on the learning target: "I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected <i>Lyddie</i>." They will revisit the quotes they used in Lessons 6 and 7 to understand <i>Lyddie</i>'s working conditions.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Understanding Working Conditions in Lyddie: Textual Evidence Note-catcher (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that for the last two lessons, they have been working in pairs to analyze specific passages from the text to understand how Lyddie's working conditions affect her. Now they will begin to capture their thinking on a note-catcher. Completing this note-catcher will help them prepare for the assessment in Lesson 9 and also make sure they have a collection of textual evidence to use when they write their essays.</li><li>• Distribute and display <b>Working Conditions in Lyddie: Textual Evidence Note-catcher</b>. Model the work with the first row on the chart, which is already filled out as an example. Point out to students that this chart simply provides them with a place to hold their thinking from the past several days. For this quote, they have already reread it closely to figure out its meaning and topic, and they have placed it into a category on the Working Conditions anchor chart.</li><li>• Clarify the difference between the Explanation and Analysis columns. The Explanation column is rooted in the text, and the Analysis column includes students' own inferences about how a particular working condition might affect workers.</li><li>• Direct students to work with their seat partners to complete Rows 2 and 3 of the note-catcher. Remind them that they need to carefully reread the quote and discuss what it means, use the <b>Working Conditions anchor chart</b>, and both explain and analyze the quote.</li><li>• Refocus whole class and cold call several pairs to share out. Make an effort to call on students with strong work and script their answers so that there is an additional record of what type of thinking you want the class to be doing.</li><li>• Finally, tell students that before the assessment tomorrow, they need some individual practice. Direct them to complete the rest of the chart independently, referring back to the exemplars of strong thinking.</li></ul> <p><i>Note: Some students will not complete all rows in the time allotted. This is okay, as long as all students complete at least one row. Be sure to leave time for Work Time B and Closing.</i></p>	<ul style="list-style-type: none"><li>• During this time, consider working with a small group whose work in previous lessons suggests they may need extra support with this skill.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Adding to Working Conditions Anchor Chart (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they have been learning about the life of a mill worker through reading <i>Lyddie</i> and analyzing passages. Now they will add to their thinking by watching a short video clip about life and work in the mills. Provide a focus question to guide students' viewing: "What does the video confirm, add to or change about your understanding of working conditions in the mills?"</li><li>• Show video clips from <i>Mill Times</i> or another resource. 19:15–20:35 (mechanized loom explanation) 44:41–45:15(unfair treatment of mill workers, strikes) 50:20–50:45 (children working)</li><li>• Direct students to work with their seat partners to add to the <b>Working Conditions anchor chart, student version</b> (from Lessons 6 and 7). They should use their Working Conditions in <i>Lyddie</i>: Textual Evidence notecatcher and the video to prompt their thinking. Also encourage them to add questions to the chart.</li><li>• Call on pairs to share their ideas and add to the class Working Conditions anchor chart. Ask: "What in the text or the movie makes you say that?" Celebrate thoughtful questions and tell students you are looking forward to exploring these questions with them in Unit 3.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Homework (10 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that tomorrow they will take the Mid-Unit 1 Assessment, which will ask them to select and analyze textual evidence that shows Lyddie's working conditions. The assessment will draw on Chapters 12 and 13, which they are reading for homework.</li><li>Ask:<ul style="list-style-type: none"><li>* "What should you do when you are reading Chapters 12 and 13 for homework to make sure you are prepared for the mid-unit assessment?"</li></ul></li><li>Listen for students to say: reread, make sure you know vocabulary, pay special attention to passages about working conditions.</li><li>Direct students to begin reading Chapter 12 and completing their Reader's Notes for that chapter.</li><li>Collect the Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher as students leave and provide brief feedback on the rows they completed individually in class.</li></ul>	<ul style="list-style-type: none"><li>Consider reading the first part of Chapter 12 aloud to any of your least proficient readers. If you do this, however, do not explain the text, since students will work with it for their assessment in Lesson 9.</li></ul>
Homework	Meeting Students' Needs
<p>A. Read Chapters 12 and 13 of <i>Lyddie</i> and complete the Reader's Notes for Chapters 12 and 13.</p> <p><i>Note: Before Lesson 9, provide brief feedback on the Working Conditions in Lyddie: Textual Evidence Note-catcher. A few minutes are provided at the beginning of Lesson 9 to return these so that students can see your feedback before they take the Mid-Unit 1 Assessment. Consider providing feedback on one row only; consider selecting one example of strong work to share as an exemplar.</i></p>	



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# Grade 7: Module 2A: Unit 1: Lesson 8

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapter 11 of *Lyddie* to answer the questions below.

“July was halfway gone when she made her *momentous* decision. One fair evening as soon as supper was done, she dressed in her calico, which was nicer than her light summer cotton, put on her bonnet and good boots, and went out on the street. She was trembling when she got to the door of the shop, but she pushed it open. A little bell rang as she did so, and a gentleman who was seated on a high stool behind a slanting desktop looked up at her over his spectacles. ‘How may I help you, miss?’ he asked politely” (83).

1. What was Lyddie's momentous decision?

.....

.....

2. What makes it momentous?

.....

.....



Row number	<b>Working Condition Category</b> (from anchor chart)— <b>topic</b>	<b>Detail/Evidence Quote from Text (p. number)</b>	<b>Explanation What does this quote mean?</b>	<b>Analysis What does this quote show about working conditions and how they affected workers?</b>
1	Health, Safety, and Environment—Noise	“No one seemed to mind the deafening din. How could they stand it?” (p. 62)	This quote is from the first time Lyddie goes into the weaving room. She is immediately struck by how loud it is—the looms and the machinery make a lot of noise. She also notices that the other workers don’t seem alarmed or scared by the noise. Lyddie is surprised that the other workers are not bothered by the noise, which she describes as an “assault.”	Noise could be considered a health hazard. It is so loud that Lyddie can barely hear Diana talk. This kind of noise can give workers headaches and damage their ears.



Row number	Working Condition Category (from anchor chart)—topic	Detail/Evidence Quote from Text (p. number)	Explanation What does this quote mean?	Analysis What does this quote show about working conditions and how they affected workers?
2		“How could she say she could see hardly anything in the morning gloom of the huge, barnlike room, the very air a soup of dust and lint?” (p. 63)		
3		“She [Lyddie] took pride in her strength, but it took all of her might to yank the metal lever into place.... Still, the physical strength the work required paled beside the dexterity needed to rethread a shuttle quickly, or, heaven help her, tie one of those infernal weaver’s knots” (p. 65).		



Row number	Working Condition Category (from anchor chart)—topic	Detail/Evidence Quote from Text (p. number)	Explanation What does this quote mean?	Analysis What does this quote show about working conditions and how they affected workers?
4		“Now that she thought of it, she could hardly breathe, the air was so laden with moisture and debris” (75).		
5		“Within five minutes, her head felt like a log being split to splinters. She kept shaking it, as though she could rid it of the noise, or at least the pain, but both only seemed to grow more intense” (p. 75).		



Row number	Working Condition Category (from anchor chart)—topic	Detail/Evidence Quote from Text (p. number)	Explanation What does this quote mean?	Analysis What does this quote show about working conditions and how they affected workers?
6		“Even though Diana had stopped the loom, Lyddie stood rubbing the powder into her fingertips, hesitating to plunge her hands into the bowels of the machine” (75).		



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
12				<p><i>How does the letter from Lyddie's mother affect her?</i></p> <p><i>What are Betsy and Amelia arguing about? Does Lyddie agree with either of them?</i></p>



**Reader's Dictionary, Chapter 11**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
diligent (86)			disdain	89	
indefatigable (86)			defiance	91	
piece rates (86)*		the amount a worker is paid per unit of work he/she completes	real wages	91	the amount a worker is paid, calculated as the amount per hour, adjusted for inflation
barren (88)			turnout	92	protest march or asking off the job in protest
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
13				<p><i>Why does Lyddie not sign the petition?</i></p> <p><i>How does the speed-up affect Lyddie?</i> <i>How does it affect the other girls?</i></p> <p><i>How does Lyddie respond to her injury? How does Diana help her?</i></p>



**Reader's Dictionary, Chapter 11**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
plucky	95	bold, brave	allotted	98	provided or given
recoiled	95		subsidize	91	
justify	95		partial to	91	fond of
tuned to	97	adjusted to; in sync with			
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
12				<p><i>How does the letter from Lyddie's mother affect her?</i></p> <p><i>What are Betsy and Amelia arguing about? Does Lyddie agree with either of them?</i></p>



**Reader's Dictionary, Chapter 11**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
diligent (86)		hard-working, careful, thorough	disdain	89	lack of respect
indefatigable (86)		determined; never giving up	defiance	91	behavior that shows that you will not do as you are told
piece rates (86)*		the amount a worker is paid per unit of work he/she completes	real wages	91	the amount a worker is paid, calculated as the amount per hour, adjusted for inflation
barren (88)		with nothing growing	turnout	92	protest march or asking off the job in protest
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
13				<p><i>Why does Lyddie not sign the petition?</i></p> <p><i>How does the speed-up affect Lyddie? How does it affect the other girls?</i></p> <p><i>How does Lyddie respond to her injury? How does Diana help her?</i></p>



**Reader's Dictionary, Chapter 11**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
plucky	95	bold, brave	allotted	98	provided or given
recoiled	95	moved back quickly and suddenly	subsidize	91	pay for part of the cost of something
justify	95	give an acceptable explanation	partial to	91	fond of
tuned to	97	adjusted to; in sync with			
Other new words:					



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# **Grade 7: Module 2A: Unit 1: Lesson 9**

## **Mid-Unit Assessment about Working Conditions in the Mills**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) I can analyze the interaction of literary elements of a story or drama. (RL.7.3) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.</li></ul>	<ul style="list-style-type: none"><li>Mid-Unit 1 Assessment</li></ul>



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (13 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit 1 Assessment (30 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reviewing Homework (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 14 of <i>Lyddie</i> and complete Reader's Notes for Chapter 14.</p>	<ul style="list-style-type: none"> <li>This lesson includes the Mid-Unit 1 Assessment. Before students complete the assessment, they have time to review and discuss the reading they did for homework. Their conversation should not focus on working conditions, but making sure that all students have a clear understanding of setting, plot, and character in these chapters will make the Mid-Unit 1 Assessment a more reliable measure of whether they can use textual evidence to explain working conditions, not just whether they understood the chapters.</li> <li>For this purpose, the Checking for Understanding entry task includes both a check on notes and more time for questions about the vocabulary in the Reader's Dictionary.</li> <li>Students also have a few minutes to review the feedback on the Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher that they completed in Lesson 8. Consider selecting one example of strong work to share as an exemplar. After students have reviewed this feedback, either collect their note-catchers to hold or have students put them away in a safe place; they will need to refer to this note-catcher again as they write their essays later in this unit.</li> <li>Review: Mid-Unit 1 Assessment to make sure you do not discuss these specific questions with students in the first part of class; Reader's Notes, Chapter 12 and Chapter 13, Teacher's Edition; <i>Lyddie</i>, Chapters 12 and 13.</li> </ul>

Lesson Vocabulary	Materials
<p>diligent, indefatigable, piece rates (86), barren (88), disdain (89), defiance, real wages, turnout (91), plucky, recoiled, justify (95), tuned to, impeccable (97), allotted (98), subsidize (100), partial (103)</p>	<ul style="list-style-type: none"> <li>Checking for Understanding, Chapters 12 and 13 entry task (one per student)</li> <li>Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher (completed in Lesson 8; returned here with teacher feedback)</li> <li><i>Lyddie</i> (book; one per student)</li> <li>Mid-Unit 1 Assessment: How Working Conditions Affected <i>Lyddie</i> (one per student)</li> <li>Mid-Unit 1 Assessment: How Working Conditions Affected <i>Lyddie</i> (Answers for Teacher Reference)</li> <li><i>Lyddie</i> Reader's Notes, Chapter 14 (one per student)</li> <li><i>Lyddie</i> Reader's Notes, Chapter 14, Teacher's Edition (for Teacher Reference)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (13 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>Checking for Understanding, Chapters 12 and 13 entry task</b> to students as they enter.</li><li>• Direct students to complete the entry task individually. As they do so, circulate to check the Reader's Notes, Chapters 12 and 13 for completion.</li><li>• When students are done, call on several to share their answers to the Checking for Understanding entry task. The entry task questions have been carefully written to make sure students understand the events in the book without discussing the working conditions that will be the focus of the assessment.</li><li>• During debrief of the entry task, make sure students notice the following ideas for each question:<ol style="list-style-type: none"><li>1. Letter says: Agnes has died, Rachel isn't well, please send money.</li><li>2. Lyddie fears that she will never earn enough money to pay off the debt on the farm and reunite her family; this makes her very reluctant to risk her job—the only way she has to get money—by signing the petition.</li><li>3. <i>Tuned to</i> means “in tune with”; this shows that Lyddie is very proficient with operating the machines, and the work feels automatic to her.</li></ol></li><li>• Post the correct definitions of the words in the Reader's Dictionary and prompt students to correct their Reader's Notes as necessary. Ask if there are words about which they are confused and clarify as necessary.</li><li>• Consider spending a little longer on this vocabulary debrief than usual to make sure that students have a clear understanding of the vocabulary before they do the Mid-Unit 1 Assessment.</li><li>• Distribute students' <b>Working Conditions in Lyddie: Textual Evidence Note-catchers</b> (collected in Lesson 8) and give students several minutes to review your feedback. At this point, you may also wish to display a piece of exemplar work. Encourage students to take this feedback into account as they complete the Mid-Unit 1 Assessment.</li></ul>	<ul style="list-style-type: none"><li>• During this time, consider meeting with a small group of struggling readers and reviewing the Reader's Notes with them. In addition, consider reading out loud and reviewing vocabulary in the passages on the assessment. This would be appropriate only for the least proficient readers, and it would be important to avoid discussion of topics covered in the assessment.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 1 Assessment (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that today they get to demonstrate their progress on the learning target: "I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie." Assure students that there are no tricks to this assessment; it really is the exact process they've been practicing in class in Lessons 6, 7, and 8.</li> <li>Tell students that the assessment focuses on Chapter 12 and on pages 97 and 98 of Chapter 13. Give them 5 minutes to reread those pages. Remind them that rereading is an important strategy for understanding text, and tell them that you want to make sure everyone does well on the assessment.</li> <li>Tell students that everyone needs to remain silent until the entire class is finished, that this commitment is how they show respect for each other and is non-negotiable. Write on the board: "If you finish early, you can ..." and include suggestions they made in Module 1, Unit 1 (Lesson 14).</li> <li>Distribute the <b>Mid-Unit 1 Assessment: How Working Conditions Affected Lyddie</b> to each student. Remind them that they can and should refer to their books and their Reader's Notes as they complete the assessment. Tell them that you will be concerned if you do not see them rereading as they complete the assessment.</li> <li>Collect students' assessments. When they are done, they should begin the homework assignment (reading Chapter 14 and completing the Reader's Notes).</li> </ul>	<ul style="list-style-type: none"> <li>During this time, consider working with a small group whose work in previous lessons suggests they may need extra support with this skill.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that the chapter title, "Ills and Petitions," signals that they will learn more about the petition about a shorter work day. Encourage them to pay particular attention to the issue of the petition, as it will be the next topic the class focuses on.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Read Chapter 14 of <i>Lyddie</i> and <b>Lyddie Reader's Notes, Chapter 14</b>.</li> </ul> <p><i>Note: Students will need to refer to the Working Conditions in Lyddie: Textual Evidence note-catchers again later in this unit, when they write their essays. If you are worried that students will lose theirs, consider recollecting them and distributing them again later in the unit (Lesson 14) when they begin gathering evidence for their essays.</i></p>	



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# Grade 7: Module 2A: Unit 1: Lesson 9

## Supporting Materials



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**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapters 12 and 13 of *Lyddie* to answer the questions below.

1. Near the beginning of Chapter 12, Lyddie receives a letter from her mother. What does the letter say?

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2. After she reads the letter, Lyddie thinks: "She must work harder. She must earn all the money to pay what they owed, so she could gather her family together back on the farm while she still had family left to gather" (p. 88). What does this passage tell you about what Lyddie fears? How does this fear affect her response to the petition Betsy and Amelia are discussing?

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.....



3. “It was almost as if they had exchanged natures, as if she had become the machine, perfectly tuned to the roaring, clattering beasts in her care” (97). What does *tuned to* mean? What does it tell you about what kind of worker Lyddie is and how she feels when she is working?

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.....  
**Name:** .....

.....  
**Date:** .....

Use your Reader's Notes from Chapters 12 and 13 of *Lyddie* to answer the questions below.

1. "The pay reflected her proficiency.... While the other girls grumbled that their piece rates had dropped so that it had hardly been worth slaving through the summer heat, she kept her silence" (86).

What does this quote show about how Lyddie was paid?

- a. She was paid well because the overseer liked her.
  - b. She was paid a higher hourly wage because she had worked there longer.
  - c. She was paid by how much cloth she wove.
  - d. She was paid less than she had been paid in the tavern.
2. "So it was that when the Concord Corporation once again speeded up the machinery, she, almost alone, did not complain" (89).

Why did Lyddie not complain about the speed-up?

- a. More than anything, she wanted to earn enough money to reunite her family and get the farm back.
- b. She didn't care what the other girls thought of her.
- c. She wanted to please Mr. Mardsen.
- d. She wanted to earn more money, and the corporation raised wages when it sped up the machinery



3. “I’m worn out, Amelia. We’re all worn out,” Betsy says (91).

To whom is she referring? Why are they “all worn out”?

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**Find two details from the text that support your answer. Explain each below.**

Quote/detail from text	Explanation of quote	How this makes workers worn out



4. How does the speed-up in Chapter 13 affect Lyddie? (Refer to pages 97–99.)
- a. She is mentally and physically exhausted.
  - b. She is worried about Betsy.
  - c. She eats more to keep up her energy.
  - d. She works harder so Mr. Mardsen can win a prize.
5. “What textual evidence supports your answer? Circle two answers below. .  
(Note: There are more than two correct answers.)
- a. “Now she hardly noticed people anymore” (98).
  - b. “She ate the food set before her” (98).
  - c. “She did not want Betsy to go” (99).
  - d. “When Mr. Mardsen got up to stroll the room he often stopped at her looms” (97).
  - e. “She was too tired at night now to copy out a page of *Oliver* to paste to her loom” (98).
  - f. “Lyddie did not attempt to go to church” (98).
  - g. “The harder we work, the bigger prize they get” (99).
  - h. “horror at what she was proposing” (99)



6. ““She wasn’t a slave. She was a free woman of the state of Vermont, earning her own way in the world. Whatever Diana, or even Betsy, might think, she, Lyddie, was far less a slave than most any girl she knew of” (94). Given what you have learned of Lyddie’s working conditions, to what extent do you think she is free? Explain one reason she is free and one reason she is not, supporting each reason with at least one detail from Chapters 12 and 13. Then explain your final conclusion.

Lyddie is free because ...

Quote/detail from text	Explanation of quote	Why this means she is free or not free



Lyddie is free because ...

Quote/detail from text	Explanation of quote	Why this means she is free or not free

On a scale of 1 to 5, if 5 is completely free and 1 is being enslaved, I think Lyddie is a because ...

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Use your Reader's Notes from Chapters 12 and 13 of *Lyddie* to answer the questions below.

1. "The pay reflected her proficiency.... While the other girls grumbled that their piece rates had dropped so that it had hardly been worth slaving through the summer heat, she kept her silence" (86).

What does this quote show about how Lyddie was paid?

- a. She was paid well because the overseer liked her.
  - b. She was paid a higher hourly wage because she had worked there longer.
  - c. **She was paid by how much cloth she wove.**
  - d. She was paid less than she had been paid in the tavern.
2. "So it was that when the Concord Corporation once again speeded up the machinery, she, almost alone, did not complain" (89).

Why did Lyddie not complain about the speed-up?

- a. **More than anything, she wanted to earn enough money to reunite her family and get the farm back.**
  - b. She didn't care what the other girls thought of her.
  - c. She wanted to please Mr. Mardsen.
  - d. She wanted to earn more money, and the corporation raised wages when it sped up the machinery
3. "I'm worn out, Amelia. We're all worn out," Betsy says (91).  
To whom is she referring? Why are they "all worn out"?

*Betsy is referring to the women who work in the mill. They are "all worn out" because the company has speeded up the machines and put each worker in charge of more machines.*



**Find two details from the text that support your answer. Explain each below.**

Quote/detail from text	Explanation of quote	How this makes workers worn out
<i>“Lyddie was given another loom and then another, and even at the increased pace of each loom, she could tend all four” (89).</i>	<i>In the summer, the company speeded up the looms. Lyddie was given more looms to tend because she could keep up. She was glad because it meant she earned more money.</i>	<i>Tending so many machines was tiring. Lots of workers couldn’t keep up and left.</i>
<i>“When I started in the spinning room, I could work a thirteen hour day and to spare. But in those days I had a hundred and thirty spindles to tend. Now I’ve twice that many at a speed that would make the devil curse.”</i>	<i>Betsy is explaining that she wants to sign the petition because working conditions are much worse now than they were when she started working in the mills, many years before. Now she has more spindles to tend and the machines go faster.</i>	<i>Betsy is tired because she has to work much harder to keep up with the machines she is tending. Workers are more worn out, even if they are working the same hours, because the work is harder.</i>

Other possible quote for number 3:

\* *“We’re working longer hours, tending more machines, all of which have been speeded to demon pace, so the corporation can make a packet of money. Our real wages have gone down more often than they’ve gone up” (92)*

4. How does the speed-up in Chapter 13 affect Lyddie? (Refer to pages 97–99.)

- She is mentally and physically exhausted.
- She is worried about Betsy.
- She eats more to keep up her energy.
- She works harder so Mr. Mardsen can win a prize.



5. “What textual evidence supports your answer? Circle two answers below. .

*(Note: There are more than two correct answers.)*

- a. **“Now she hardly noticed people anymore” (98).**
- b. “She ate the food set before her” (98).
- c. “She did not want Betsy to go” (99).
- d. “When Mr. Mardsen got up to stroll the room he often stopped at her looms” (97).
- e. **“She was too tired at night now to copy out a page of *Oliver* to paste to her loom” (98).**
- f. **“Lyddie did not attempt to go to church” (98).**
- g. “The harder we work, the bigger prize they get” (99).
- h. “horror at what she was proposing” (99)



6. “She wasn’t a slave. She was a free woman of the state of Vermont, earning her own way in the world. Whatever Diana, or even Betsy, might think, she, Lyddie, was far less a slave than most any girl she knew of” (94).

Given what you have learned of Lyddie’s working conditions, to what extent do you think she is free? Explain one reason she is free and one reason she is not, supporting each reason with at least one detail from Chapters 12 and 13. Then explain your final conclusion.

*Note: Below are possible answers. Each answer could be supported by various quotes. When grading, look for:*

*Valid reasons*

*A close match between the reason and the quote*

*A clear explanation and analysis of the quote*

Lyddie is free because ...

- She has chosen to come to work in the mills to earn money to pay off the loan on the farm and keep her family together.
- She is making more money in the mills than she could elsewhere.
- She escapes her physical surroundings by reading.
- She wants to work this hard—she does not want to work fewer looms or fewer hours.

Quote/detail from text	Explanation of quote	Why this means she is free or not free



Lyddie is not free because ...

- She works long days under difficult conditions.
- She cannot complain or sign a petition, or she will be fired and/or blacklisted.
- She has to work to pay the debt on the farm.
- The company and overseers make a lot of money by speeding up work, but her wages don't increase.

Quote/detail from text	Explanation of quote	Why this means she is free or not free

On a scale of 1 to 5, if 5 is completely free and 1 is being enslaved, I think Lyddie is a because ...



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
14				<p><i>Why does Betsy leave the mill?</i></p> <p><i>How does Lyddie feel about training Brigid? How do her actions show this?</i></p> <p><i>What does Luke Stevens bring to Lyddie?</i></p>



**Reader's Dictionary, Chapter 11**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
pact	108		infirmary	112	a place for medical treatment; a clinic
hinder	109		cast off	113	
stilled	110		husk	113	the useless outer shell of a plant that remains once the useful inner part is gone or used up
ornery	111	stubborn, often doing the opposite of what other people want you to do	draft	115	check
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
14				<p><i>Why does Betsy leave the mill?</i></p> <p><i>How does Lyddie feel about training Brigid? How do her actions show this?</i></p> <p><i>What does Luke Stevens bring to Lyddie?</i></p>



**Reader's Dictionary, Chapter 14**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
pact	108	agreement	infirmary	112	a place for medical treatment; a clinic
hinder	109	slow down progress or work	cast off	113	thrown away
stilled	110	stopped	husk	113	the useless outer shell of a plant that remains once the useful inner part is gone or used up
ornery	111	stubborn, often doing the opposite of what other people want you to do	draft	115	check
Other new words:					



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# **Grade 7: Module 2A: Unit 1: Lesson 10**

## **Framing Lyddie's Decision and Practicing Evidence Based Claims**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
I can analyze the interaction of literary elements of a story or drama. (RL.7.3)  
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)  
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

**Supporting Learning Targets**

- I can cite specific textual evidence to describe the decision Lyddie has to make about whether to sign the petition.
- By engaging in a discussion with my partner, I can analyze one section of *Lyddie* in order to deepen my understanding of Lyddie's decision.

**Ongoing Assessment**

- Checking for Understanding entry task
- Forming Evidence-Based Claims graphic organizers (two: one focusing on reasons to sign the petition and the other focusing on reasons not to sign the petition)



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (9 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Close Read: Lyddie's Decision (20 minutes)</p> <p>B. Forming Evidence-Based Claims: Lyddie's Decision (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Previewing Homework (1 minute)</p> <p><b>4. Homework</b></p> <p>A. Read Chapters 15-16 of <i>Lyddie</i> and complete Reader's Notes for Chapters 15 and 16.</p>	<ul style="list-style-type: none"><li>• In this lesson, students are introduced to and discuss the question about which they will be writing their essay: Should Lyddie sign the petition? In Lessons 10, 11, and 12 students closely reread key passages that will help them understand the factors in her decision.</li><li>• During these close readings, students gather and analyze evidence using an adapted version of the Odell Forming Evidence-Based Claims handout (in supporting materials; basic version also available as a stand-alone document on EngageNY.org).</li><li>• Note that in this module and henceforth, these materials will be used more to guide reading than to plan writing. Students use the Odell resource primarily to gather and analyze textual evidence related to the writing prompt (rather than using it to come to a thesis for an essay). They will draw on their two Forming Evidence-based Claims graphic organizers as notes when they transition to more formally planning and writing their essays.</li><li>• This lesson includes two copies of the Forming Evidence-based Claims graphic organizer, one for each argument. Be sure students use one copy of the graphic organizer (front and back) about why Lyddie should sign the petition. Then, they use the second copy of the graphic organizer (front and back) about why Lyddie should not sign the petition.</li><li>• In Lessons 10–16, students have a number of opportunities to talk about Lyddie's decision. The more clearly students can talk about her decision, the more clearly they will write about it.</li><li>• In this lesson, begin using the Lyddie's Decision anchor chart. This anchor chart will create a shared public record of the class's understanding of Lyddie's decision. It is particularly important to have strong supports for students' writing as this is their first argument writing essay this year. Consider making copies for each student that he or she will fill in to mirror the class anchor chart. This will provide students with an easy reference as they write their essays.</li><li>• In advance: Set up the Lyddie's Decision anchor chart (see supporting materials).</li><li>• In advance: Review the excerpts listed on the Lyddie's Decision: Passages to Reread handout (in supporting materials). Students will need access to these excerpts throughout Lessons 10-12; figure out the best way to help students work with these excerpts, possibly having students put sticky notes on these pages.</li><li>• Review: Selected passages that students will read closely today (see supporting materials for a list), <i>Lyddie</i>, Chapters 14 and 15.</li></ul>



Lesson Vocabulary	Materials
evidence, claim; pact (108), hinder (109), stilled (110), ornery (111), infirmary (112), cast off (113), husks (113), draft (115)	<ul style="list-style-type: none"> <li>• Checking for Understanding, Chapter 14 entry task (one per student)</li> <li>• <i>Lyddie</i> (book; one per student) (students will focus closely on pages 91-93)</li> <li>• Weaving Room Discussion Appointments handout (from Lesson 3)</li> <li>• Document camera</li> <li>• Chapter 12 of <i>Lyddie</i> Close Reading Guide (for teacher reference)</li> <li>• Chapter 12 of <i>Lyddie</i> Text Dependent Questions (one per student)</li> <li>• Lyddie's Decision anchor chart (new; teacher-created, see supporting materials)</li> <li>• Lyddie's Decision anchor chart, Teacher's Edition (for Teacher Reference)</li> <li>• Forming Evidence Based Claims graphic organizers (note there are two different organizers; each student will need both; see Teaching Note)</li> <li>• <i>Lyddie</i> Reader's Notes, Chapter 15 and Chapter 16 (two separate supporting materials; one each per student)</li> <li>• <i>Lyddie</i> Reader's Notes, Chapter 15 and Chapter 16, Teacher's Edition (for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (9 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Checking for Understanding, Chapter 14 entry task</b> to students as they enter. Direct students to complete the entry task individually. As they do so, circulate to check the <i>Lyddie</i> Reader's Notes, Chapter 14 for completion.</li> <li>• When students are done, call on several to share their answers to the entry task.</li> <li>• As a follow-up to Question 1, ask students why Patterson has Lyddie refer to Betsy as a "cast-off husk." Why didn't she just say she was sick and leave? What additional understanding of Lyddie's working conditions does that phrase give the reader? (Note: This follows closely on students' work from Lesson 6.)</li> <li>• Post the correct definitions of the words in the Reader's Dictionary and prompt students to correct their Reader's Notes as necessary. Ask students if there are words about which they are confused, and clarify as necessary.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Close Read: Lyddie's Decision (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that later in the unit, they will have the opportunity to develop a claim about one of the important questions in <i>Lyddie</i>: Should she should sign the petition or not? Write this question on the board to give students a point of reference for the rest of the lesson.</li><li>• In this lesson and the next one, they will reread and discuss specific excerpts from the text that will help them think more deeply about this question. Stress to students that there is not one right answer to the question; their job is not to come to a specific conclusion but to think carefully and support their ideas with evidence from the text. Consider doing a quick show of hands to help students understand this. Ask:<ul style="list-style-type: none"><li>* "Who can think of a good reason for Lyddie to sign the petition?"</li><li>* "Who can think of a good reason for Lyddie not to sign the petition?"</li></ul></li><li>• Tell students that in coming days, they will explore both arguments and that you value their ability not to come to a decision quickly, but to weigh evidence carefully and think about both sides.</li><li>• Tell students that to start, the class will together reread one part of the text where the decision is clearly outlined. Direct students to pages 91-93 of <b>Lyddie</b>. Ask students to refer to their Reader's Notes to remember the setting and context of this scene. Call on several students to share out, and listen for them to notice that Lyddie, Betsy, and Amelia are talking in their room and that the machinery at the mill has been steadily speeding up.</li><li>• Read the excerpt aloud fluently and with expression (start at on page 91 at "We're all working like black slaves ..." and finish at the end of page 93). (Note: You may need to explain this expression. White workers during this time often contrasted the idea of wage slaves with the idea of black slaves. Students may be unaware that this is before the Civil War and that many African Americans were enslaved.)</li><li>• Direct students to sit with their At the Closed Window appointment on the <b>Weaving Room Discussion Appointment sheet</b>.</li><li>• Display the <b>Chapter 12 of Lyddie Text-Dependent Questions</b> and use the <b>Chapter 12 of Lyddie Close Reading Guide</b> (teaching guide; see supporting materials) to guide students through a series of text-dependent questions related to pp. 91–93 of <i>Lyddie</i>.</li><li>• After debriefing the close read, direct students' attention to the new <b>Lyddie's Decision anchor chart</b>. Tell them that they will use this chart to hold their thinking about Lyddie's decision. Show them that you have started the chart with a few notes about the framing of this decision: the context in which she makes it. Guide the students to help you complete the framing notes. The <b>Lyddie's Decision anchor chart, Teacher's Edition</b> may be helpful to you. Tell them that they will add to the anchor chart as they work, and that it will be an important reference for them as they read, discuss, and write.</li></ul>	<ul style="list-style-type: none"><li>• Students who need substantial support with this writing assignment will be able to use the top of the anchor chart to create the introduction paragraph to their essays.</li><li>• You may wish to have each student maintain a copy of the Lyddie's Decision anchor chart in his/her notes. If so, photocopy enough to distribute. However, also make sure to keep a class anchor chart.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Forming Evidence-Based Claims: Lyddie's Decision (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they will start gathering textual evidence about whether or not Lyddie should sign the petition. They shouldn't decide right now what they think; the best way to come to a strong claim is to carefully examine both sides of an issue, review the evidence, and reflect.</li><li>• Display and distribute the two <b>Forming Evidence-Based Claims graphic organizers</b> to students, and direct their attention to the task at the top. Prompt them to notice that one graphic organizer focuses on reasons Lyddie should not sign the petition; the other focuses on reasons she should.</li><li>• Return to the excerpt on pages 91–93 and model for students how they might fill out the graphic organizer. Display the graphic organizer on a <b>document camera</b> and script your modeling as you explain.</li><li>• For example, consider using Betsy's quote on page 91 for your modeling: "But in those days I had a hundred thirty spindles to tend. Now I've twice that many at a speed that would make the devil curse" (91). Ask students how Betsy is feeling when she says this, and tell them you want them to practice reading it so that listeners can hear how Betsy was feeling. Give partners a minute to practice and then ask a few students to read the line to the class, soliciting positive feedback from other students.</li><li>• Explain to students that you found this quote by skimming and looking for ideas that relate to working conditions and whether or not Lyddie should sign the petition. You might say something like: "I noticed this one because it relates to the speed-up, and so I decided it was related to our focusing question at the top ('What are reasons Lyddie should sign the petition?'). First, I will write it in the top row. Then, in the second row, I explain what I think about this quote. This is my chance to both explain and analyze the quote, as you did on the Working Conditions in Lyddie: Textual Evidence graphic organizer. So first I will explain the quote: Betsy is complaining that the work has speeded up a lot. Next I will analyze it and connect it to working conditions and the petition: the speed-up has made work much more difficult and tiring for workers, which is a reason to sign the petition. There is no reason to expect that working conditions will get better on their own."</li><li>• Ask students to work with a partner to find one more quote from the same excerpt that is related to the question of signing the petition. Cold call on several students to share their work, providing specific positive feedback for relevant quotes, clear explanation, and analysis that connects the quote to the questions of working conditions and the petition. If possible, find pairs that have used the same evidence in different ways, and highlight for students that it is possible to use a given fact to support either argument. Note that this will be their exit ticket.</li><li>• Ask students to turn in their Forming Evidence-Based Claims graphic organizers as they leave.</li></ul>	<ul style="list-style-type: none"><li>• Note that this will be students' exit ticket. As students leave, collect their graphic organizers and use them to identify individuals who may need additional support with this work in the next lesson.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (1 minute)</b></p> <ul style="list-style-type: none"><li>Tell students that as they read tonight, they should continue to pay close attention to evidence that relates to the question of whether or not Lyddie should sign the petition.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Read Chapters 15-16 of <i>Lyddie</i> and complete <b>Reader's Notes for Chapters 15 and 16</b>.</p>	



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# Grade 7: Module 2A: Unit 1: Lesson 10

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapter 14 of *Lyddie* to answer the questions below.

1. “She’ll never come back, Lyddie thought sadly as she watched the buggy disappear around the corner . . . She’ll never be strong enough again to work in a mill thirteen, fourteen hours a day. When I’m ready to go, she thought, maybe I could sign that cussed petition. Not for me. I don’t need it, but for Betsy and the others. It ain’t right for this place to suck the strength of their youth, then cast them off like dry husks to the wind.” (113)

Explain this quote. Why is Betsy leaving? Why does Lyddie think she has been “cast off like dry husks to wind”?

.....

.....

.....

.....



.....  
**Name:**

.....  
**Date:**

Questions	Answers
1. What about the working conditions makes Betsy think she should sign the petition?	
2. Lyddie says, “If we just work ten hours, we’d be paid much less” (91). What can you infer that the petition is calling for? What does Lyddie think will happen to her wages if the mill owners listen to the petition?	
3. Workers who signed the petition might be <i>blacklisted</i> (92). What does this mean?	
4. How does Lyddie compare the factory work to her life in the tavern?	
5. Lyddie says, “I got to have the money. I got to pay the debts before –” (92) What does she mean?	



Questions	Answers
1. What about the working conditions makes Betsy think she should sign the petition?	<ul style="list-style-type: none"><li>• Students should discuss the questions with their seat partners and record their answers on the Chapter 12 of <i>Lyddie</i> Text-Dependent Questions handout.</li><li>• Pairs should work through these questions at their own pace. Some pairs may finish all three; others may finish only two.</li><li>• As pairs work, circulate to listen in on their conversations and to ask prompting and probing questions.</li><li>• When pairs are done, refocus them whole class and cold call on students to share their answers. Prompt students to revise their work as necessary.</li></ul> <p>1. Listen for students to say: “Betsy talks about the recent speed-up and says that her real wages have gone down in recent years. This makes her tired. The company is getting a lot of money, but the workers are suffering. She led a strike as a child.”</p> <p>Prompting and probing questions:</p> <ul style="list-style-type: none"><li>* Refer students to specific quotes from Betsy on pages 91 and 92. Ask them what a particular quote means.</li></ul>
2. Lyddie says, “If we just work ten hours, we’d be paid much less” (91). What can you infer that the petition is calling for? What does Lyddie think will happen to her wages if the mill owners listen to the petition?	<p>2. Listen for students to say:</p> <p><i>“The petition calls for a 10-hour day, which is shorter than they work now. Lyddie is worried she will make less money in a 10-hour day.”</i></p>
3. Workers who signed the petition might be <i>blacklisted</i> (92). What does this mean?	<p>3. Listen for students to say:</p> <p><i>“Blacklisted means to put on a list of ‘people not to hire.’ It would mean that no mill would hire you.”</i></p> <p>Prompting and probing questions:</p> <ul style="list-style-type: none"><li>* Remind students to read past the word to determine its meaning.</li></ul>



Questions	Answers
4. How does Lyddie compare the factory work to her life in the tavern?	4. Listen for students to say: “Lyddie says hours are shorter and pay is better in the factory.” Prompting and probing questions: Refer students to the specific quote on page 93.
5. Lyddie says, “I got to have the money. I got to pay the debts before –” (92) What does she mean?	5. Listen for students to say: “Lyddie is saving up money to buy her farm and keep her family together.”
<ul style="list-style-type: none"> <li>Context of Lyddie’s decision</li> <li>Lyddie is a factory worker at the mills in Lowell, which make cloth using power looms</li> <li>Workers typically worked a _____ hour day</li> <li>Some workers are trying to bring about change by circulating a petition that would limit the work day to _____ hours</li> </ul>	<ul style="list-style-type: none"> <li>Workers who sign the petition were sometimes blacklisted, which meant that ...</li> <li>Recently, working conditions have changed ...</li> <li>Lyddie is trying to save money in order to ...</li> </ul>
<b>Reasons to sign the petition</b>	<b>Reasons NOT to sign the petition</b>
<ul style="list-style-type: none"> <li><i>Work has speeded up</i></li> <li><i>Workers get sick – cough</i></li> <li><i>Danger – shuttle injury</i></li> <li><i>etc</i></li> </ul>	<ul style="list-style-type: none"> <li><i>She would be blacklisted</i></li> <li><i>Support Rachel</i></li> <li><i>etc</i></li> </ul>



<ul style="list-style-type: none"><li>Context of Lyddie's decision</li><li>Lyddie is a factory worker at the mills in Lowell, which make cloth using power looms</li><li>Workers typically worked a _____ hour day</li><li>Some workers are trying to bring about change by circulating a petition that would limit the work day to _____ hours</li></ul>	<ul style="list-style-type: none"><li>Workers who sign the petition were sometimes blacklisted, which meant that ...</li><li>Recently, working conditions have changed ...</li><li>Lyddie is trying to save money in order to ...</li></ul>
Reasons to sign the petition	Reasons NOT to sign the petition



**Name** ..... **Date** .....

FOCUSING QUESTION		Why <b>should</b> Lyddie sign the petition?
QUOTE FROM NOVEL	QUOTE FROM NOVEL	QUOTE FROM NOVEL
MY THINKING ABOUT THIS DETAIL How does it connect to working conditions and/or Lyddie's decision?	MY THINKING ABOUT THIS DETAIL How does it connect to working conditions and/or Lyddie's decision?	MY THINKING ABOUT THIS DETAIL How does it connect to working conditions and/or Lyddie's decision?
REASONS TO SUPPORT CLAIM:	Given the evidence, what are the reasons that Lyddie should sign the petition?	

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



**Name** ..... **Date** .....

[illegible]

Adapted from Odell Education's "Forming EBC Worksheet" and developed in partnership with Expeditionary Learning



**Teacher Directions:** As students prepare to write their essays about whether or not Lyddie should sign the petition, they may draw evidence from anywhere in the first 17 chapters of the books. However, consider having them reread the following passages.

Pages	From... to...	Focuses on
pp. 91–93	“We’re all working like ...” to end of chapter on p. 93	Betsy, Lyddie and Amelia discuss the petition
pp. 88–89	“She wanted not ...” to end of first paragraph on p. 89	Lyddie gets the letter from her mother and worries about getting enough money to keep the farm and her family
pp. 98–101	“Soon there was little time ...” to “was badly hurt” near bottom of p. 101	Winter at Lowell; speed-up
pp. 111 – 113	“Betsy signed the petition . . .” to “ . . . dry husks in wind.”	Betsy signs petition; gets sick and leaves
pp. 138–140	“How dry her life had been . . .” until end of chapter	Rachel is living with Lyddie



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
15				<p><i>Why does Uncle Judah bring Rachel to Lyddie?</i></p> <p><i>What about the boardinghouse rules make it hard for Lyddie to have Rachel with her?</i></p>



**Reader's Dictionary, Chapter 15**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
boasted	118	bragged	doff	120	to take full bobbins off spinning machines and replace them with empty ones
stout	118		fortnight	120	two weeks
remand her to the asylum	118	to commit someone to a mental institution, usually against his/her will	distraught	124	
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
16				<p><i>What does Lyddie do for Rachel?</i> <i>What does Rachel do for Lyddie?</i></p> <p><i>What is Mr. Mardsen doing when Lyddie stomps his foot?</i> <i>What can you infer?</i></p>



**Reader's Dictionary, Chapter 16**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
begrudge	127		thereafter	129	
mind	127	pay attention	croon	129	
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
15				<p><i>Why does Uncle Judah bring Rachel to Lyddie?</i></p> <p><i>What about the boardinghouse rules makes it hard for Lyddie to have Rachel with her?</i></p>



**Reader's Dictionary, Chapter 15**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
boasted	118	bragged	doff	120	to take full bobbins off spinning machines and replace them with empty ones
stout	118	strong	fortnight	120	two weeks
remand her to the asylum	118	to commit someone to a mental institution, usually against his/her will	distraught	124	very upset or worried
Other new words:					



## Lyddie Reader's Notes, Chapter 16

Teacher's Edition (for Teacher Reference)

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
16				<p><i>What does Lyddie do for Rachel?</i>  <i>What does Rachel do for Lyddie?</i></p> <p><i>What is Mr. Mardsen doing when Lyddie stomps his foot?</i>  <i>What can you infer?</i></p>



**Reader's Dictionary, Chapter 16**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
begrudge	127	feel annoyed that you have to pay for something or give something to someone	thereafter	129	afterward
mind	127	pay attention	croon	129	sing or speak in a soft and gentle voice
Other new words:					



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# **Grade 7: Module 2A: Unit 1: Lesson 11**

## **Forming Evidence-Based Claims: Should Lyddie Sign the Petition?**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
I can analyze the interaction of literary elements of a story or drama. (RL.7.3)  
I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)  
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

**Supporting Learning Targets**

- I can cite specific textual evidence to support reasons why Lyddie should or should not sign the petition.
- By engaging in a discussion with my partner, I can analyze several excerpts from *Lyddie* in order to deepen my understanding of Lyddie's decision.

**Ongoing Assessment**

- Checking for Understanding entry task
- Forming Evidence-Based Claims graphic organizers



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Forming Evidence-Based Claims: Lyddie's Decision (28 minutes)</p> <p>B. Generating Reasons For and Against Signing the Petition: Back-to-Back and Face-to-Face (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Previewing Homework (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapter 17 of <i>Lyddie</i> and complete Reader's Notes for Chapter 17.</p>	<ul style="list-style-type: none"><li>• In this lesson, students reread selected passages carefully to gather and analyze textual evidence about why Lyddie should or should not sign the petition. They record the textual evidence they find on the Odell Forming Evidence-Based Claims graphic organizers (from Lesson 10; one for and one against signing the petition).</li><li>• Students have the opportunity to talk through the evidence they might use—to orally practice the type of argument they will be making in their essay. This type of oral practice is essential in helping students write strong essays. When students can explain something coherently, they are much closer to writing that idea down in a coherent way.</li><li>• The essay is also scaffolded by a class conversation in Lesson 12 that adds reasons for/against signing to the Lyddie's Decision anchor chart.</li><li>• Notice that although students have several opportunities to talk through their ideas, the lessons do not call for them to select a position to argue until later. Students need the opportunity to weigh the evidence, and they will do more nuanced thinking about the evidence before they commit to (and are invested in defending) a particular position.</li><li>• In advance: Students will read three excerpts in class today (of those listed on Lyddie's Decision: Passages to Reread chart in Lesson 10). Place students in pairs or small groups and direct each pair to begin with a particular excerpt. Near the end of work time, students will share their work, so it is important that not all groups begin with the same excerpt. Consider focusing more struggling readers on shorter excerpts. Students who need extra support (use the graphic organizers collected in Lesson 10 to determine who this might be) may benefit from working in a small group with you.</li><li>• Review the Forming Evidence-Based Claims graphic organizers that students turned in at the end of Lesson 10 to determine whole class or individual student needs for today's work.</li><li>• Review selected passages that students will read closely today (see the list on Lyddie's Decision: Passages to Reread chart from Lesson 10); <i>Lyddie</i>, Chapters 16–17; Back-to-Back and Face-to-Face protocol (see Appendix 1).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
evidence, claim; boasted (118), stout (118), remand her to the asylum (118), doff (120), fortnight (120), distraught (124), begrudge (127), mind (127), thereafter (129), croon (129)	<ul style="list-style-type: none"> <li>• Checking for Understanding, Chapters 15–16 Entry Task (one per student)</li> <li>• Forming Evidence-based Claims graphic organizers (from Lesson 10; two per student: one about why Lyddie should sign the petition and one about why she should not)</li> <li>• <i>Lyddie</i> (book; one per student)</li> <li>• <i>Lyddie</i> Reader’s Notes, Chapters 12-16 (from Lessons 9 and 10)</li> <li>• Lyddie’s Decision: Passages to Reread chart (from Lesson 10, one to display)</li> <li>• Document camera</li> <li>• Lyddie’s Decision anchor chart (from Lesson 10)</li> <li>• Quotes to Discuss (one to display)</li> <li>• Quote Sandwich Guide (one to display and one per student)</li> <li>• <i>Lyddie</i> Reader’s Notes, Chapter 17 (one per student)</li> <li>• <i>Lyddie</i> Reader’s Notes, Chapter 17, Teacher’s Edition (for Teacher Reference)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Checking for Understanding (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>Checking for Understanding, Chapter 11 entry task</b> to students as they enter.</li> <li>• Direct students to complete the entry task individually. As they do so, circulate to check the <i>Lyddie</i> Reader’s Notes, Chapter 11 for completion.</li> <li>• When students are done, call on several to share their answers to the Checking for Understanding entry task. Prompt them: “How did your Reader’s Notes help you answer that question?”</li> <li>• Post the correct definitions of the words in the Reader’s Dictionary and prompt students to correct their Reader’s Notes as necessary.</li> <li>• Remind students that today they will continue to work on the learning target: “I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.” They will revisit the quotes they used in Lessons 6 and 7 to understand Lyddie’s working conditions.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Forming Evidence-Based Claims: Lyddie's Decision (28 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pass back the <b>Forming Evidence-Based Claims graphic organizers</b> from Lesson 10 and give any whole class feedback. Tell students that in this lesson, they will use these graphic organizers to gather specific textual evidence about whether or not Lyddie should sign the petition. Their job right now is not to decide; it is to gather, consider, and weigh the evidence on both sides of the argument before deciding what claim they will defend.</li> <li>• Take this opportunity to point out to students that a single piece of evidence might go on both the “she should sign” and “she shouldn’t sign” graphic organizers. Model with: “‘Should you sign the petition, Betsy, they’ll dismiss you’ (91). This evidence could go on the ‘Lyddie should not sign’ graphic organizer, because it suggests that if she does sign, she’ll be fired. However, it could also go on the ‘Lyddie should sign’ graphic organizer, because it shows that she works in a place where workers have so few rights they cannot even complain without being fired.”</li> <li>• Display <b>Lyddie's Decision: Passages to Reread</b> chart and refer students to these pages in <b>Lyddie</b>.</li> <li>• Remind students of their work in Lessons 6–9, where they first discussed what a quote or excerpt related to working conditions meant and then analyzed it. They should follow a similar protocol in this work time: They should read the excerpt with their partner before they try to find evidence from it to add to their Forming Evidence-Based Claims graphic organizers. Remind them that with partner reading:               <ol style="list-style-type: none"> <li>1. Partner A reads out loud for a few paragraphs.</li> <li>2. Partner B states the gist of those paragraphs.</li> <li>3. The two partners switch: For the next few paragraphs, Partner B reads out loud and Partner A states the gist.</li> <li>4. After partner reading the excerpt, add evidence to both Forming Evidence-Based Claims graphic organizers.</li> </ol> </li> <li>• Post a list on the board that puts pairs in one of three groups and directs each group to start with a particular excerpt. For example:               <ul style="list-style-type: none"> <li>* Group A: Start with the excerpt from pages 88–89.</li> <li>* Group B: Start with the excerpt from pages 98–101.</li> <li>* Group C: Start with the excerpt from pages 111–113.</li> </ul> </li> <li>• Tell students that when they and their partner are done with one excerpt, they should continue to another one of their choosing. Remind students that they may find it helpful to refer to the <b>Lyddie's Decision anchor chart</b> they began in the last lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully select which excerpts which pairs are reading to make sure all students experience success and gather evidence for their essays. It is important that all students be successful with this lesson in order to be successful when writing their essays.</li> <li>• Consider posting the directions for partners to follow as they work.</li> <li>• Consider highlighting the most relevant sections of text for your most struggling readers.</li> <li>• The lesson calls for the Quotes to Discuss to be posted only after students have worked for a while, to avoid limiting their focus too early. If you have struggling readers or a struggling class, consider posting this list earlier in work time to provide more guidance.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• As students work, circulate to listen in and probe. Remind students that a single excerpt may include both textual evidence in favor of signing the petition and textual evidence against signing it.</li><li>• When 10 minutes remain, refocus whole class. Display the <b>Quotes to Discuss</b> and tell students to make sure they are ready to discuss the quote that is from the excerpt they started with. Give pairs several minutes to wrap up their work.</li><li>• As you lead the debrief, display a copy of the graphic organizers and script answers. Prompt students to add to their organizers.</li><li>• Starting with the first excerpt:<ul style="list-style-type: none"><li>* Read the quote on the Quotes to Discuss list from that excerpt.</li><li>* Ask one pair that started with that excerpt to explain where they put that evidence and how they explained it.</li><li>* Ask another pair to contribute one more piece of evidence from that excerpt, explain where they put it, and how they explained it.</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Generating Reasons For and Against Signing the Petition: Back-to-Back and Face-to-Face (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and distribute the <b>Quote Sandwich Guide</b>. Read the paragraph at the top aloud. Explain that this is the structure that students will use to include quotes in their essays. It is also a very important part of supporting their argument. Point out the three parts of the quote sandwich and the sentence stems to help them introduce and explain their quotes to argue for and against Lyddie signing the petition.</li><li>• Remind students of the Back-to-Back and Face-to-Face protocol: They will find a partner and stand back-to-back with him or her. They will hear a prompt and have a minute to think and then on cue will turn around and share their thinking. Remind them of the sound that will be their cue to stand back-to-back and then face-to-face.</li><li>• Do the Back-to-Back and Face-to-Face protocol twice.<ul style="list-style-type: none"><li>* Look at your “why Lyddie should sign the petition” Forming Evidence-Based Claims graphic organizer. Find a piece of evidence that strongly suggests she should sign the petition. Use the quote sandwich to explain it.</li><li>* Look at your “why Lyddie should not sign the petition” Forming Evidence-Based Claims graphic organizer. Find a piece of evidence that strongly suggests she should not sign the petition. Use the quote sandwich to explain it.</li></ul></li><li>• Circulate to listen in and notice where students are strong and where they are struggling. Consider keeping a list of students who are not able to do this so that you can provide them with additional support in Lesson 12.</li><li>• Congratulate students on their careful thinking about the evidence, and remind them that strong writers carefully consider all evidence before they make a claim. Tell them that the claims they eventually make will be much stronger because they have taken such care in thinking about the evidence.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Homework (2 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students to read Chapter 17 of <i>Lyddie</i> and complete the Reader's Notes for homework. As they read, they should continue to notice evidence related to Lyddie's decision about signing the petition.</li></ul>	<ul style="list-style-type: none"><li>Collect the Forming Evidence-Based Claims graphic organizers and use them to determine which students might need additional support in the next lesson.</li></ul>
Homework	Meeting Students' Needs
<p>A. Read Chapter 17 of <i>Lyddie</i> and complete <b>Lyddie Reader's Notes, Chapter 17</b></p>	



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# Grade 7: Module 2A: Unit 1: Lesson 11

## Supporting Materials



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.....  
Name:

.....  
Date:

Use your Reader's Notes from Chapters 15 and 16 of *Lyddie* to answer the questions below.

1. In Chapter 15, Uncle Judah shows up at the boardinghouse where Lyddie lives. Name two ways that he turned “her life upside down” (117).

.....

.....

2. Near the end of Chapter 16, Lyddie isn't feeling well, and Mr. Mardsen asks her to wait when the others leave. “Let me go! She wanted to cry. She tried to pull back from him, but he clutched tighter.... she raised her booted foot and stomped her heel down with all her might” (129).

What is Mr. Mardsen trying to do? What does Lyddie do?

.....

.....



pp. 88-89

“She must work harder. She must earn all the money to pay what they owed, so she could gather her family together back on the farm while she still had family left to gather.” (88)

pp. 98-101

“She was too tired now at night to copy out a page of Oliver to paste to her loom. It hardly mattered. When would she have had time to study it?” (98)

pp. 111-113

“She’ll never be strong enough again to work in a mill thirteen, fourteen hours a day. When I’m ready to go myself, she thought, maybe I could sign that cussed petition. Not for me. I don’t need it, but for Betsy and the others. It ain’t right for this place to suck the strength of their youth, then cast them off like dry husks to the wind.” (113)



A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. Read this example of using a quote in an argument essay, then take a look at the graphic:

*While working at the Tavern in Chapter 3, Lyddie has to endure difficult living conditions. “She slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early, for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl” (24). This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own.*



**Introduce the quote.**

This includes the “who” and “when” of the quote.

Example: *While working at the Tavern in chapter 3, Lyddie has to endure difficult living conditions.*

Sample sentence starters for introducing a quote: \_\_\_\_\_

In chapter , \_\_\_\_\_ .

While Lyddie is \_\_\_\_\_ , she \_\_\_\_\_ .

After \_\_\_\_\_ , Lyddie \_\_\_\_\_ .

**Include the quote.**

Make sure to punctuate the quotes correctly, using quotation marks. Remember to cite the page number in parentheses after the quote.

Example: *“slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl” (24).*

**Analyze the quote.**

This is where you explain how the quote supports your idea.

Example: *This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own.*

Sample sentence starters for quote analysis:

This means that \_\_\_\_\_ .

This shows that \_\_\_\_\_ .

This demonstrates that \_\_\_\_\_ .



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
17				<p><i>How does Lyddie arrange for Rachel to stay?</i></p> <p><i>What is her worry about Rachel?</i></p>



**Reader's Dictionary, Chapter 17**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
despised	131	looked down on	plaits	134	
obliged	131		ignorant	135	
monstrous	132	very	skeptical	136	disbelieving or doubting
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
17				<i>How does Lyddie arrange for Rachel to stay?</i>  <i>What is her worry about Rachel?</i>



**Reader's Dictionary, Chapter 17**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
despised	131	looked down on	plaits	134	braids
obliged	131	having to do something because a situation or your duty makes it necessary	ignorant	135	uneducated
monstrous	132	very	skeptical	136	disbelieving or doubting
Other new words:					



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# **Grade 7: Module 2A: Unit 1: Lesson 12**

## **Generating Reasons: Should Lyddie Sign the Petition?**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)
- I can analyze the interaction of literary elements of a story or drama. (RL.7.3)
- I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)
- I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

Supporting Learning Targets

- I can synthesize textual evidence into reasons about why Lyddie should or should not sign the petition.
- By engaging in a discussion with my partner, I can analyze one section of *Lyddie* in order to deepen my understanding of Lyddie's decision.

Ongoing Assessment

- Checking for Understanding, Chapter 17 entry task



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Entry Task: Checking for Understanding (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Forming Evidence-Based Claims: Lyddie's Decision (10 minutes)</li><li>Generating Reasons For and Against Signing the Petition (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Turn and Talk: Connecting Reasons to Evidence Practice (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read Chapters 18-19 of <i>Lyddie</i> and complete Reader's Notes for Chapters 18 and 19. This is due in Lesson 14.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students reread the final passage listed on Lyddie's Decision: Passages to Reread chart. Once more, they gather and analyze selected passage carefully to gather and analyze textual evidence about why Lyddie should or should not sign the petition. They add the textual evidence they find to the Odell Forming Evidence-Based Claims graphic organizers (one for and one against signing the petition).</li><li>Students then synthesize the evidence they have gathered to create reasons that Lyddie should sign the petition and reasons she shouldn't. This is a critical step in crafting their arguments. The Lyddie's Decision anchor chart will serve as a place to hold the class's thinking about the reasons.</li><li>At this point, students have rotated through all of the appointments on their Weaving Room Discussion Appointments handout. From this lesson on, select the appointment, making sure to vary it so that students have the opportunity to meet with a variety of their classmates.</li><li>If students have Reader's Notes in packets, collect the packet for Chapters 8–17 today to informally assess; then distribute the final packet for Chapters 18–23.</li><li>Review students' Forming Evidence-Based Claims graphic organizers to see which students may need additional support today.</li><li>In advance: Decide which Discussion Appointment to use today.</li><li>Review: <i>Lyddie</i>, pp. 138 - 140 (final passage from Lyddie's Decision: Passages to Reread chart)</li></ul>



Lesson Vocabulary	Materials
reason; despised (131), obliged (131), monstrous (132), plaits (134), ignorant (135), skeptical (136)	<ul style="list-style-type: none"><li>• Checking for Understanding, Chapter 17 entry task (one per student)</li><li>• Forming Evidence-based Claims graphic organizers (begun in Lesson 10; collected at the end of Lesson 11 for teacher feedback)</li><li>• Weaving Room Discussion Appointments handout (from Lesson 3)</li><li>• Lyddie's Decision: Passages to Reread chart (one to display, from Lesson 10)</li><li>• <i>Lyddie</i> (book; one per student)</li><li>• Document camera</li><li>• Lyddie's Decision anchor chart (from Lesson 10)</li><li>• Turn and Talk: Connecting Reasons to Evidence Practice (one per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 18 and Chapter 19 (two separate supporting materials; one each per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 18 and Chapter 19 (two separate supporting materials; for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Forming Evidence-Based Claims: Lyddie's Decision (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>Checking for Understanding, Chapter 17 Entry Task</b> to students as they enter.</li> <li>• Direct students to complete the entry task individually. As they do so, circulate to check the Reader's Notes (Chapter 17) for completion.</li> <li>• When students are done, call on several students to share their answers to the entry task.</li> <li>• Post the correct definitions of the words in the Reader's Dictionary and prompt students to correct their Reader's Notes as necessary. Ask students if there are words about which they are confused, and clarify as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Work Time	Meeting Students' Needs
<p><b>A. Forming Evidence-Based Claims: Lyddie's Decision (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Return students' <b>Forming Evidence-Based Claims graphic organizers</b> from Lesson 11 and give any whole class feedback. Tell students that today, they will analyze one more excerpt to gather textual evidence.</li> <li>• Direct students to move to the next appointment on the <b>Weaving Room Discussion Appointment sheet</b> and direct their attention to <b>Lyddie's Decision: Passages to Reread</b> chart. Tell them that today, they will focus on the last excerpt listed on this chart and direct them to find those pages in <b>Lyddie</b>.</li> <li>• Remind students of their work in Lesson 11. They should follow a similar protocol in this work time: They should partner read the excerpt before they try to find evidence from it to add to their Forming Evidence-Based Claims graphic organizers. Remind them that with partner reading:               <ol style="list-style-type: none"> <li>1. Partner A reads out loud for a few paragraphs.</li> <li>2. Partner B states the gist of those paragraphs.</li> <li>3. The two partners switch: For the next few paragraphs, Partner B reads out loud and Partner A states the gist.</li> <li>4. After partner reading the excerpt, add evidence to both Forming Evidence-Based Claims graphic organizers.</li> </ol> </li> <li>• As students work, circulate to listen in and probe. Prompt students to notice that a single excerpt may include both textual evidence in favor of signing the petition and textual evidence against signing it.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider posting the directions for partners to follow as they work.</li> <li>• Consider highlighting the most relevant sections of text for your most struggling readers.</li> <li>• Consider working with a small group of students whose work in Lesson 11 suggested they could benefit from extra support.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Near the end of work time, debrief as a class, making sure to script the answers on a copy of the Forming Evidence-Based Claims graphic organizer and to discuss the following quote: “She woke in the night, puzzled. She thought she had heard Betsy again—that wretched hacking sound that sawed through her rib cage straight into her heart. And then she was wide awake and knew it to be Rachel” (139).</li> </ul>	
<p><b>B. Generating Reasons For and Against Signing the Petition (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that now that they have gathered some textual evidence, they are ready to start listing the reasons Lyddie should or should not sign the petition. Encourage them to look at their graphic organizers and think about the major reasons for and against that their evidence suggests.</li> <li>Consider modeling this. For example, you might focus on the quote from page 98 that the debrief in Lesson 11 included: “She was too tired now at night to copy out a page of Oliver to paste to her loom. It hardly mattered. When would she have had time to study it?” (98) This was probably entered on the “Lyddie should sign the petition” graphic organizer.</li> <li>If the class has other pieces of evidence that refer to how hard the mill girls worked, your explanation might sound something like this: “As I look over the evidence and my explanations of it, I can see that this piece of evidence is related to a few others about how hard the girls were working. I can combine these pieces of evidence and come up with a reason: Lyddie should sign the petition because the work is incredibly difficult and makes her so tired that she cannot even enjoy her life. I am going to write this in the last row of the graphic organizer where it says ‘Reasons to support claim,’ which is where I will list reasons for why Lyddie should or should not sign the petition. Some of the reasons I write may be supported by only one piece of evidence; some reasons I write may draw on several pieces of evidence.”</li> <li>Direct students to work with their partners to add reasons to the bottom row of the Forming Evidence-Based Claims graphic organizers. Circulate as students work and prompt them to connect their reasons to specific textual evidence.</li> <li>Finally, refocus whole class and direct students’ attention to the <b>Lyddie’s Decision anchor chart</b>. Call on students to share their reasons, asking each person to explain the piece of textual evidence that connects to that reason. List the reasons on the anchor chart. Listen for students to say:             <ul style="list-style-type: none"> <li><u>Reasons for</u>: work has speeded up and the workers are exhausted, they work long hours, the workers get terrible coughs, they get injured, the system is unjust, Rachel is sick</li> <li><u>Reasons against</u>: Lyddie needs money for the farm/her family, Lyddie is supporting Rachel, Lyddie will be blacklisted if she signs, Lyddie may earn less money if hours are shorter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to run this as a whole class activity if students are struggling to generate reasons in pairs. It is critical that students have a clear list of reasons to draw on when they start to plan their essays.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students specific positive feedback about their careful thinking about evidence. Tell them that the process they just used—gathering evidence, thinking about it, relating it to the question, synthesizing it—is an essential part of forming a claim. Strong readers and writers do just this. They don't jump right to a claim, but really think carefully about all of the evidence before deciding what they will argue.</li><li>• Collect the completed Forming Evidence-Based Claims to check for student understanding. Also collect Reader's Notes, Chapters 8–17 to informally assess them.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk: Connecting Reasons to Evidence Practice (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute and/or display the <b>Turn and Talk: Connecting Reasons to Evidence Practice</b>. Tell students that they are going to practice saying out loud an argument that they could make in their essay. Make sure they understand that they are using the handout as a guide for talking; they do not need to write anything down right now. Give them a few minutes to think.</li><li>• Then prompt them to turn and talk with their seat partner to share their statement. Circulate to listen in, and share several particularly strong examples with the class.</li><li>• Remind students that the next reading assignment (Chapters 18 and 19) is due in Lesson 14. Distribute new Reader's Notes packet.</li></ul>	<ul style="list-style-type: none"><li>• Collect the Forming Evidence-Based Claims graphic organizers and use them to determine which students might need additional support in the next lesson.</li></ul>
Homework	Meeting Students' Needs
<p>A. Read Chapters 18–19 of <i>Lyddie</i> and complete <b>Reader's Notes for Chapters 18 and 19</b>. This is due in Lesson 14.</p> <p><i>Note: Review students' Forming Evidence Based Claims graphic organizers for understanding. There is time in Lesson 13 to work with a small group if needed.</i></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 1: Lesson 12

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapter 18 of *Lyddie* to answer the questions below.

1. “How dry her life had been before Rachel came. It was like springs of water in the desert to have her here” (138). What does this quote tell you about how Lyddie feels about having Rachel live with her? How does having Rachel live with her change Lyddie?

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Student Directions: Use our anchor chart and your graphic organizer to complete the following sentences out loud with your partner (you don't need to write; just talk):

Use a quote sandwich to support your reason:

Introduce the quote

In chapter...

---

---

Include the quote

---

---

Analyze the Quote

This shows that...

---

---



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
18				<p><i>As Lyddie helps Rachel get ready to go on the train she “brushed away a cobweb of envy.” (145). Why does she feel envious in this chapter? What does she do with this feeling?</i></p> <p><i>What is her reaction to Luke’s letter?</i></p>



**Reader's Dictionary, Chapter 17**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
in vain	141	without success	wryly	143	said in a way that shows that the speaker knows a situation is bad, but also slightly amusing
slack	142		miserly	144	
craves	142				
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
19				<p><i>What happens when Lyddie goes to sign the petition? What is her reaction?</i></p> <p><i>Why is Diana leaving? Why must she keep it a secret?</i></p>



**Reader's Dictionary, Chapter 17**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
calloused	148		droning	151	
grim	149		robust	152	
reading minutes	150				
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
18				<p><i>As Lyddie helps Rachel get ready to go on the train she “brushed away a cobweb of envy.” (145). Why does she feel envious in this chapter? What does she do with this feeling?</i></p> <p><i>What is her reaction to Luke’s letter?</i></p>



**Reader's Dictionary, Chapter 17**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
in vain	141	without success	wryly	143	said in a way that shows that the speaker knows a situation is bad, but also slightly amusing
slack	142	with less business activity than usual; can also be literally loose (clothing hung slack) or not enough attention to detail (the player's slack defense)	miserly	144	a person who is not generous and doesn't like to spend money
craves	142	an extreme desire for something			
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
19				<p><i>What happens when Lyddie goes to sign the petition? What is her reaction?</i></p> <p><i>Why is Diana leaving? Why must she keep it a secret?</i></p>



**Reader's Dictionary, Chapter 17**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
calloused	148	roughened or toughened with patches of skin.	droning	151	to speak in a boring way for a long time
grim	149	looking very serious; a “grim situation” is something that causes worry	robust	152	healthy and strong looking
reading minutes	150	reading the notes taken from the last meeting			
Other new words:					



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 1: Lesson 13**

## **Writing an Argumentative Essay: Introducing the Writing Prompt and Model Essay**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.</li><li>• I can analyze the argument in a model essay.</li></ul>	<ul style="list-style-type: none"><li>• Venn diagram</li><li>• Exit ticket</li></ul>



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task (10 minutes)</p> <p>B. Work Time</p> <p><b>2. Reading and Analyzing the Model Essay (15 minutes)</b></p> <p>A. Discussing Essay Prompt (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: Explain the Meaning of the Prompt: What Must You Do in This Essay? (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Reread the model essay and circle or highlight where the author acknowledges the opposing ideas to his/her claim.</p> <p>B. Continue reading Chapters 18-19 of <i>Lyddie</i> and complete Reader's Notes for Chapters 18 and 19. This is due in Lesson 14.</p>	<ul style="list-style-type: none"><li>• In this lesson, students begin the writing process for the End of Unit 1 Assessment, an argument essay on <i>Lyddie</i>. In the design of this lesson and the lessons that follow, the following criteria were used to define argument writing:<ul style="list-style-type: none"><li>• The goal of argument writing is for the reader to acknowledge the validity of the claim (not necessarily be persuaded by it).</li><li>• Appropriate evidence is used and analyzed logically to support the claim. This evidence is usually organized into reasons.</li><li>• The author considers the reasons and evidence for them before articulating the claim.</li><li>• The author acknowledges a counterargument in his or her writing.</li></ul></li><li>• The model essay is about the decision that Lyddie makes to go to Lowell to work in the mills. The model essay is intentionally written about the same text (<i>Lyddie</i>) that students also will write about so that students are familiar with the context. However, the model essay does not use the same prompt as the student essay. Instead, it focuses on a different decision Lyddie made.</li><li>• Students will need the model essay in subsequent lessons, so ask them to keep their copy.</li><li>• The writing process for the argument essay is similar to that of Module 1. The rubric for this assignment is based closely on the New York State Expository Writing Rubric. Because the students are already familiar with that rubric, the rubric analysis built into these lessons will not be as in-depth as it was in Module 1.</li><li>• In this lesson, time is dedicated to students understanding the difference between an explanatory essay (which they wrote in Module 1) and an argument essay, which they are writing now about <i>Lyddie</i>.</li><li>• Remember, writing is really about thinking. To be successful with a writing assignment, students need to know the content well and understand the structure they will work in. Students have been developing a clear understanding of content; today is the day they build their understanding of the structure of an argument essay.</li></ul>



Agenda	Teaching Notes
	<ul style="list-style-type: none"><li>• For students who would benefit from a visual representation of the structure of an argument essay, consider creating and posting a Building an Argument Essay poster. A sample is included in the supporting materials.</li><li>• As in Module 1, students will have a Writer's Glossary to help them master the language used to talk about writing. The goal of this glossary is to build students' understanding of an argument essay as well as their academic vocabulary. Consider asking students to add the <i>Lyddie</i> Writer's Glossary to their Writer's Glossaries from Module 1.</li><li>• In advance: Post similarities and differences between explanatory essays and argument essays (see supporting materials).</li><li>• Decide which Discussion Appointment to use today.</li></ul>

Lesson Vocabulary	Materials
argument, claim, relevant evidence, coherent, appropriate, counterclaim	<ul style="list-style-type: none"><li>• Entry task (one per student)</li><li>• <i>Lyddie</i> Writer's Glossary (one per student)</li><li>• <i>Lyddie</i> Model Essay (one per student, plus one for teacher use)</li><li>• Document camera</li><li>• Explanatory Essay vs. Argument Essay handout (one per student)</li><li>• Explanatory Essay vs. Argument Essay (Answers for Teacher Reference)</li><li>• Similarities and Differences between Explanatory Essays and Argument Essays (one to display)</li><li>• Exit ticket (one per student)</li><li>• Building an Argument Essay (optional; for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to read the learning targets and circle the words that are the most important. <ul style="list-style-type: none"> <li>* “I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.”</li> <li>* “I can analyze the argument in a model essay.”</li> </ul> </li> <li>After 2 minutes, cold call on students to share what words they circled. Be sure that they note <i>argument</i>, <i>relevant evidence</i>, <i>coherent</i>, and <i>appropriate</i>.</li> <li>Remind students that they discussed <i>relevant evidence</i>, <i>coherent</i>, and <i>appropriate</i> in Module 1, Unit 2 as they wrote their essays on <i>A Long Walk to Water</i>. These words, along with many others, were also included in their Writer’s Glossaries in Module 1.</li> <li>Invite students to turn to a partner and share the answer to the second question on their <b>entry task</b>: <ul style="list-style-type: none"> <li>* Think about a time that you were in an argument with someone. What causes an argument?</li> </ul> </li> <li>Cold call on a pair to share their thinking. Ideally, students will say: “We disagreed about something,” or “We had different ideas.”</li> <li>Explain that in writing, there is a difference between argument and opinion. In speaking, we often say that we had an argument because we had a difference of opinion—but when we refer to writing, the meaning of the two words is different. Writing an opinion piece means that it’s something a person believes, whether or not the author has evidence to prove it. However, in a written argument, the author will make a claim, support it with reasons, and prove his or her reasons with evidence. The author will also acknowledge that there is another valid point of view.</li> <li>Let students know that today they will be focused on understanding what it means to write an <i>argument</i> essay.</li> <li>Pass out the <b>Lyddie Writer’s Glossary</b>. Ask students to look at the first page and put a star next to the words that appear in today’s learning targets.</li> <li>Tell students that in order for them to get ready to write their own essays, the lesson today will be focused on understanding what it means to write an argument essay. They will begin working on their own essays in the next class.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> <li>For students who need more support in understanding the structure of an essay or who might benefit from a visual representation, consider adapting and posting the Building an Argument Essay supporting material and pointing to it during this explanation.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading and Analyzing the Model Essay (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to meet with their selected Discussion Appointment partner. Distribute the <b>Lyddie Model Essay</b>. Invite students to read along silently while you read the model aloud.</li><li>• Ask students to turn to their partner and talk about the gist of the essay.</li><li>• Explain that this is an argument essay, like the ones they will be expected to write. In this lesson, they will use this essay to help them understand how to make a claim and support it in an argument essay.</li><li>• Ask students to reread the model essay, underlining the claim that the author makes and numbering the reasons that support the claim.</li><li>• After about 5 minutes, refocus the class. Cold call on pairs to share the claim of the model essay and the reasons to support it. Listen for students to say:</li><li>• “The claim is, “This is the right decision for her to make because by leaving she at least stands a chance of improving her situation and making enough money to buy back the farm.”</li><li>• Reason 1: “One of the reasons that Lyddie has made the right decision to leave her job at Cutler’s Tavern to go to work in the mills is that it will be a better life than the one she is leading at the tavern.”</li><li>• Reason 2: “Another reason the author gives is that it will pay her much better.”</li></ul>	<ul style="list-style-type: none"><li>• Students who need substantial support with this writing assignment will be able to use the top of the anchor chart to create the introduction paragraph to their essays.</li><li>• You may wish to have each student maintain a copy of the Lyddie’s Decision anchor chart in his/her notes. If so, photocopy enough to distribute. However, also make sure to keep a class anchor chart.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Discussing Essay Prompt (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Explanatory Essay vs. Argument Essay</b> <b>handout</b>. Point out the argument essay prompt. Remind students to read along while you read the prompt aloud. Explain that they will write an essay on <i>Lyddie</i> based on this prompt, and make sure that they notice that this is the question they have been gathering textual evidence about in Lessons 10–12. Their task now is to understand how this essay is going to be similar to and different from the essay they wrote on <i>A Long Walk to Water</i>.</li><li>• Point out the title of the worksheet—Explanatory Essay vs. Argument Essay—and explain that they are going to work with their partner to compare and contrast the essay prompts.</li><li>• Show the class the posted list of <b>Similarities and Differences Between Explanatory Essays and Argument Essays</b>.</li><li>• Tell students that they are going to work with their partner to sort these similarities and differences and write them on their Venn diagram on the Explanatory Essay vs. Argument Essay <b>handout</b>.</li><li>• While students are working, circulate and check student progress. If students are stuck, consider asking questions like:<ul style="list-style-type: none"><li>* What did you need to do to address the prompt in your essay on <i>A Long Walk to Water</i>?</li><li>* Based on the prompt for the essay on <i>Lyddie</i>, what do you think you'll need to do to address this prompt?</li></ul></li><li>• Once students have their Venn diagrams filled out, refocus whole class. Project a blank Venn diagram using the <b>document camera</b>. Cold call on pairs to share something they included in their Venn diagrams. As students share, fill in the blank Venn diagram with similarities and differences between the explanatory essay and the argument essay. Encourage students to add to their own Venn diagrams as others in the class share their work.</li><li>• When a student mentions, “In the essay you need to acknowledge that others might disagree with you,” add it to the Venn diagram. Then point out that this is known as acknowledging a <i>counterclaim</i>. Let students know that they will learn more about counterclaims in the following lesson.</li><li>• If a student volunteers information that does not help the class understand the difference between the two essay types, thank the student for taking a risk and sharing, but do not add it to the Venn diagram.</li></ul>	<ul style="list-style-type: none"><li>• Taking the time to explicitly teach students the expectations of a particular writing form gives all students more opportunity to be successful, but it is particularly supportive of ELL students and others who need additional support.</li><li>• If you identified students who need more support on their Forming Evidence-Based Claims graphic organizers, consider working with a small group during this time.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Explain the Meaning of the Prompt: What Must You Do in This Essay? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they get to synthesize their understanding of what an argument essay is.</li><li>• Distribute the <b>exit ticket</b>. Ask students to reread the essay prompt and explain the meaning of the prompt: What must they do in this essay?</li><li>• Collect the exit tickets.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Reread the model essay and circle or highlight where the author acknowledges the opposing ideas to his/her claim.</p> <p>B. Continue reading Chapters 18-19 of <i>Lyddie</i> and complete <b>Reader's Notes for Chapters 18 and 19</b>. This is due in Lesson 14.</p> <p><i>Note: Look over the exit tickets to make sure students understand what the essay prompt is asking them to do. If there is confusion, address it in the next lesson.</i></p>	



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# Grade 7: Module 2A: Unit 1: Lesson 13

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

1. **Read the learning targets for this lesson and circle the words that are the most important.**

I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.

I can analyze the argument in a model essay.

2. **Think about a time that you were in an argument with someone. What causes an argument?**

.....

.....

.....



This glossary is for academic words related to the writing process and products. In Module 1, students were introduced to the New York State Expository Writing Rubric and its vocabulary. Using that as a foundation, this Writer's Glossary adds to students' vocabulary around writing. Feel free to create more pages for this glossary as more vocabulary about writing is taught throughout the year.

**The words here are from Module 2, Unit 1, Lessons 13–20**

WORD/PHRASE	Definition
appropriate (opposite: inappropriate)	correct or suitable for a particular time, situation, or purpose Ex: <i>Nice pants and a nice shirt are appropriate to wear to a job interview.</i>
argument	reasoned thinking that supports a specific claim or position Ex: <i>The lawyer made the argument that cell phones were a distraction to drivers, using many statistics about cell phone-related accidents..</i>
claim	A statement that a speaker or writer is trying to prove, usually by using evidence Ex: <i>In the trial, the defendant presented a claim that she was innocent.</i>
coherent (opposite: incoherent)	when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way opposite: when something is hard to understand or does not make sense
reason	a justification of a claim; an explanation Ex: <i>The reason teenagers should drink milk is that the calcium in milk builds strong bones.</i>
relevant evidence	details or quotes from a text that directly relate to the subject or problem being discussed or considered Ex: <i>Sally used relevant evidence in her essay on the theme of survival in Hunger Games.</i>



WORD/PHRASE	Definition
irrelevant	not related to the subject being discussed
counterclaim	the opposing viewpoint or the opposite of the main claim in an essay
well-chosen evidence	evidence that is relevant and specific
illustrates	to give the reader a clear picture in his mind
Other new words you encountered:	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

In Katherine Paterson’s novel *Lyddie*, the main character faces several difficult decisions as she tries to take care of her family after her father disappears from their small mountain farm in Vermont. When there is not enough food, her mother and younger sisters go to an uncle’s house while Lyddie and her brother Charlie spend a winter alone on the farm trying to keep it so the family can come home one day. In the spring, Lyddie and Charlie have to leave also. He is apprenticed to a miller, and she takes a job at a local tavern. Eventually, however, she starts thinking about going south to Lowell, Massachusetts, to work in the textile mills. Some would say that this is a foolish move for Lyddie because it takes her far away from the home and family she loves. This is the right decision for her to make because by leaving she at least stands a chance of improving her situation and making enough money to buy back the farm.

One of the reasons that Lyddie has made the right decision to leave her job at Cutler’s Tavern to go to work in the mills is that it will be a better life than the one she is leading at the tavern. While working at the tavern in Chapter 3, Lyddie has to endure difficult living conditions. She “slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl” (24). This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own. She also works very hard and has no friends or companions. The only person who notices her at all is the old cook, who becomes a sort of protector. Even though Lyddie is not far from where her brother lives, she only sees him once in the year she works at the tavern and she never sees her mother and sisters. Making the decision to go south to Massachusetts is the right one for Lyddie because her situation at the tavern is harsh and lonely. Working in the mills offers the possibility of a better life.

The other good reason for Lyddie to leave the tavern for a mill job is that it will pay her much better. Ever since her family had to give up the farm, she has had the dream of buying it back. She wants to save her pay to do that, but she is only paid \$.50 week at Cutler’s and that money is sent directly to her mother, not given to her. In Chapter 3 when Lyddie meets a factory girl who is traveling through town and stays at Cutler’s, she is amazed at how well dressed and rich the girl is. The girl tells Lyddie that because she is a good worker, she would do well in the mill and could “clear at least two dollars a week” (25) as well as being independent. This means that if Lyddie could make that much money, she will be able to save enough to one day buy back the farm and unite her family. She wants that so much that she is brave enough to leave Vermont, ride on a coach, and face a big, strange city. Lyddie does the right thing by becoming a mill girl in order to make a real living wage.



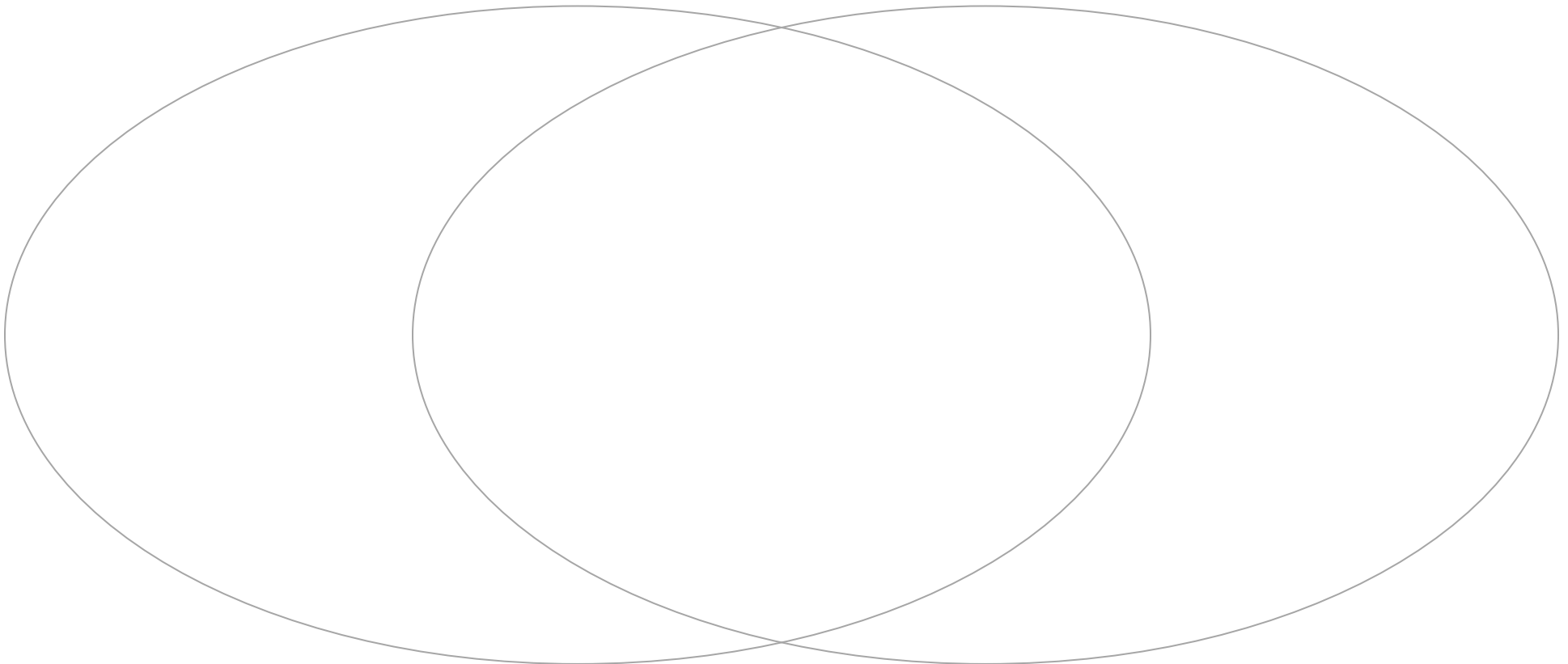
Even though there are reasons Lyddie should not have gone to Massachusetts to work in the mills, her decision to go is the right one for her. It will allow Lyddie to improve her life by living more comfortably in a boarding house, making friends with girls her own age, and learning more about the world. The job will also pay her a living wage so that she can save money to help her family. Although she isn't sure when she gets on that coach headed south to the mills, she is going toward the freedom to make her own way in the world, and this is clearly the best decision for her.

**Work Cited**

Paterson, Katherine. *Lyddie*. New York: Puffin Books, 1991.

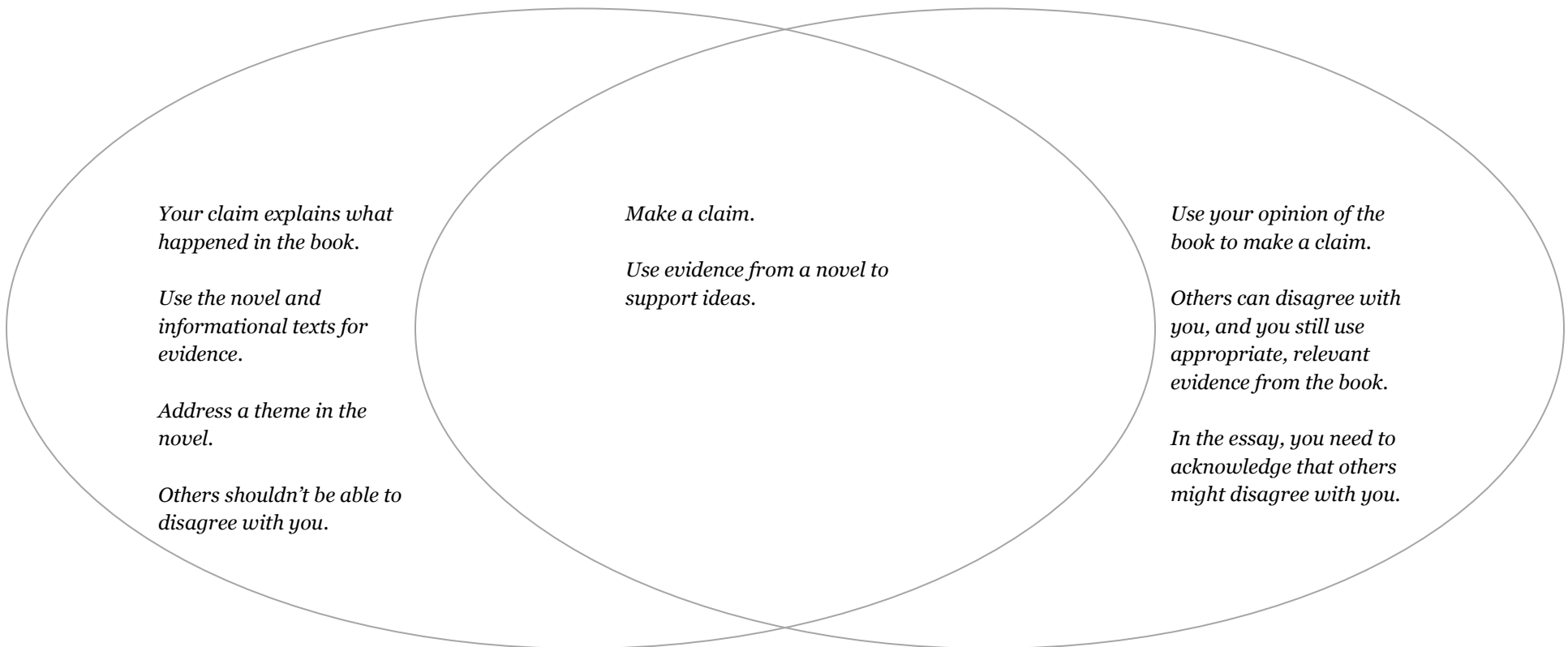


Explanatory Essay Prompt	Argument Essay Prompt
After reading the novel and accounts of the experiences of the people of Southern Sudan during and after the Second Sudanese Civil War, write an essay that addresses the theme of survival by answering the question: What factors made survival possible for Salva in <i>A Long Walk to Water</i> ? Support your discussion with evidence from the novel.	After reading through Chapter 17 of <i>Lyddie</i> , write an argumentative essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013.





Explanatory Essay Prompt	Argument Essay Prompt
After reading the novel and accounts of the experiences of the people of Southern Sudan during and after the Second Sudanese Civil War, write an essay that addresses the theme of survival by answering the question: What factors made survival possible for Salva in <i>A Long Walk to Water</i> ? Support your discussion with evidence from the novel.	After reading through Chapter 17 of <i>Lyddie</i> , write an argumentative essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013.





**Directions: Post this list for students to sort during Work Time B)**

- Use your opinion of the book to make a claim.
- Address a theme in the novel.
- Others shouldn't be able to disagree with you.
- Others can disagree with you, and you still use appropriate, relevant evidence from the book.
- Make a claim.
- Use evidence from a novel to support ideas.
- Use the novel and informational texts for evidence.
- Your claim explains what happened in the book.
- In the essay, you need to acknowledge that others might disagree with you.



.....  
**Name:**

.....  
**Date:**

**Directions:** Reread the essay prompt.

After reading through Chapter 17 of *Lyddie*, write an argument essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013.

1. Explain the meaning of the prompt: What must you do in this essay?

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*Teacher's Note: This can also be formatted for a 3 body paragraph essay.*

**CLAIM**

**REASON**

**REASON**

**EVIDENCE**  
**EVIDENCE**  
**EVIDENCE**

**EVIDENCE**  
**EVIDENCE**  
**EVIDENCE**

**Remember:**

ANALYSIS CONNECTS EVIDENCE AND REASONS.

EVIDENCE CAN BE A QUOTE OR A DETAIL FROM THE TEXT.



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 14**

## **Writing an Argumentative Essay: Crafting a Claim**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)

Supporting Learning Targets

- I can choose relevant and compelling reasons, supported by strong evidence from *Lyddie*, to support the claim I am making in my argument essay.

Ongoing Assessment

- Checking for Understanding entry task
- Exit ticket



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Take a Stand: Weighing the Reasons (15 minutes)</p> <p>B. Making a Claim (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket: My Claim (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p>	<ul style="list-style-type: none"><li>• This lesson continues the series of lessons that prepare students to write for their End of Unit 1 Assessment. Today, students build on the work from Lessons 10–12 where they gathered evidence to answer whether or not Lyddie should sign the petition.</li><li>• Note that students saw the End of Unit 1 Assessment prompt in Lesson 13, as a part of the Explanatory Essay vs. Argument Essay handout. It is repeated again in this lesson as its own stand-alone document.</li><li>• This lesson is a decision point for the students. By the end of the lesson, they will write the claim in their essay and the reasons they will use. To help students decide which claim to argue, they will weigh the reasons and text code the Forming Evidence-Based Claims graphic organizers that they used in Lessons 10–12. These were collected in Lesson 12. Be prepared to return them with feedback and to use the data they provided to inform your instructional decisions over the next several lessons about where students may need additional support.</li><li>• In order to teach students how to choose the most compelling and well-supported reasons for their essay, this lesson includes the Take a Stand protocol that they first did in Module 1, Unit 2, Lesson 4. For this lesson, the protocol will be changed in small ways. Instead of using it to agree or disagree, students will move depending on whether they think Statement A or Statement B is stronger (see Work Time Part A). This is a chance for students to physically move around while learning this crucial step in the argument writing process.</li><li>• This lesson suggests displaying an exemplary student acrostic poem from Lesson 5. Using student work is a powerful teaching tool—but if you don't have one, consider making one yourself.</li><li>• This lesson opens with a short discussion of Chapters 18 and 19. Although this isn't a reading lesson, this entry task will encourage students to continue with the reading homework.</li><li>• In advance: Display an exemplar student acrostic poem from Lesson 5.</li><li>• Review: Lyddie's Decision anchor chart; Chapters 18–19 in <i>Lyddie</i>; Take a Stand Protocol (see Appendix 1); Take a Stand Teacher's Guide.</li><li>• Create a space for the class to stand in a line (consider putting tape on the floor to create this) and post "Statement A" on one side of the line and "Statement B" on the other side of the line.</li></ul>



Lesson Vocabulary	Materials
literally, figuratively, counterclaim, relevant, irrelevant, well-chosen; calloused (148), in vain (141), slack (142), craves (142), wryly (143), miserly (144), grim (149), reading minutes (150), droning (151), robust (152)	<ul style="list-style-type: none"><li>• Checking for Understanding, Chapters 18 and 19 entry task (one for each student)</li><li>• Forming Evidence-Based Claims graphic organizers (collected in Lesson 12, returned here with feedback)</li><li>• Lyddie's Decision anchor chart (begun in Lesson 10)</li><li>• Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher (students last used this in Lesson 9)</li><li>• End of Unit 1 Assessment Prompt: <i>Lyddie</i> Argument Essay (one per student and one to display)</li><li>• Student exemplar acrostic poem (teacher choice from students' work in Lesson 5; teacher-prepared copy to distribute one per student in this lesson)</li><li>• Take a Stand Teacher Guide (for teacher reference only)</li><li>• Take a Stand Statements (one to display)</li><li>• Document camera</li><li>• Exit ticket (one per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 20, Chapter 21, Chapter 22, Chapter 23 (four separate supporting materials; one per student)</li><li>• <i>Lyddie</i> Reader's Notes, Chapter 20, Chapter 21, Chapter 22, and Chapter 23, Teacher's Edition (four separate supporting materials; for Teacher Reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Checking for Understanding, Chapters 18 and 19 entry task</b> to students as they enter. Remind students that they can use their Reader's Notes, but not the book itself, to answer these questions.</li><li>• Direct students to complete the entry task individually. As they do so, circulate to check the Reader's Notes (Chapters 18–19) for completion.</li><li>• Cold call students to get responses to the entry task. Listen for students to understand that calloused <i>literally</i> means to have toughened hands and <i>figuratively</i> means to have a hardened or unfeeling heart. Point out the disjointed syntax of the last sentence. Instead of being a complete thought, it's a series of phrases. Explain the way this reflects both Lyddie's thoughts (she is trying not to think too much about her situation) and mood (she feels broken, disjointed, depressed).</li><li>• Ask students to turn to a partner and predict what Lyddie will do now. Cold call on a few pairs to share out.</li><li>• Remind students that in the next few lessons they will be working on their essays and not discussing the reading. However, they must remember to pace themselves and read Chapters 20–23. The Reader's Notes for these are due in Lesson 19.</li><li>• Post definitions for the Reader's Dictionary and prompt students to revise their Reader's Dictionaries as necessary.</li><li>• Finally, direct students' attention to the learning targets. Read them aloud and tell students that today they will be looking at the evidence they have been collecting in order to make a claim.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Take a Stand: Weighing the Reasons (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they have worked very hard as a class to gather and analyze <i>relevant</i> and <i>specific</i> evidence from the text. Praise them for filling out their <b>Forming Evidence-Based Claims graphic organizers</b> so diligently. Return those, collected in Lesson 12, to the students now, and share any whole class feedback that you have.</li> <li>Also either hand back or direct students to take out the <b>Working Conditions in Lyddie: Textual Evidence Note-catcher</b> (see Lesson 9), as this also contains evidence that might be helpful to them. Remind students that this note-catcher has evidence that relates to Lyddie's working conditions. Today they will consider which reasons are most compelling; they may find evidence on this note-catcher to support the reasons they discuss.</li> <li>Point out that the class has used the evidence to generate reasons to support both claims: that Lyddie should sign the petition and that she should not sign the petition. The <b>Lyddie's Decision anchor chart</b> holds that thinking, as does the last row on the graphic organizers.</li> <li>Explain to students that although they have many relevant pieces of evidence and a number of reasons, not all of these are equally valuable. Some of the reasons are weaker or not as convincing as others. Other reasons are <i>compelling</i>—that is, they are very convincing. They make sense and are supported by strong evidence from the text.</li> <li>Emphasize the importance of finding compelling reasons by giving an example from the students' experience. Consider this example: <ul style="list-style-type: none"> <li>* I'm trying to convince you to go see a movie. I might say, "You should go because it's a short movie—it's only 90 minutes long." The reason is true and it is supported by evidence (90 minutes long), but it isn't very compelling. Brevity isn't usually a reason someone strongly likes or dislikes a movie.</li> <li>* But if I said, "You should go to the movie because nine out of 10 teenagers say it's a great movie," that might be a more compelling reason. What your peers think of a movie usually does influence whether or not someone goes to the movies, and it is supported by evidence—a statistic.</li> </ul> </li> <li>Say, "Here is a tricky one": <ul style="list-style-type: none"> <li>* I might say, "Meryl Streep is in it." Is that a compelling reason for you personally? No, because it is only a piece of evidence, and it is not connected to a reason. You don't know who Ms. Streep is. So even though that's relevant, it isn't compelling. But if I explained, The acting in this movie is fantastic! Meryl Streep is in it, and she is a really good actress who has won numerous awards!" then that reason becomes more compelling to you.</li> </ul> </li> </ul>	



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Say, “Here is another tricky one”:             <ul style="list-style-type: none"> <li>* I might say, “I saw this movie before, and it’s funny! I’d like to see it again.” You might ask, “What happened in it that is funny?” If I can’t answer you, then my reason isn’t compelling. Even if you like funny movies, a reason that I can’t support with evidence is unlikely to convince you.</li> </ul> </li> <li>• Explain that to write a convincing, argumentative essay, they need to select compelling reasons and support those reasons with evidence in a way that their reader will understand why they are compelling.</li> <li>• Distribute the <b>End of Unit 1 Assessment Prompt: Lyddie Argument Essay</b> or project it on the <b>document camera</b>. Invite students to read along while you read the prompt aloud. Remind them that although they know from reading Chapter 19 that Lyddie did not sign the petition, the essay prompt asks you to argue whether or not <i>she should</i>. The fact that she couldn’t is an <i>irrelevant</i> detail.</li> <li>• Remind students that this essay is about Lyddie signing the petition—not a mill worker in general or someone living in 2013. Therefore, they should think about what would be a compelling reason to Lyddie.</li> <li>• Remind students that they have learned a lot about Lyddie’s character from reading this book. They now know a lot about her character traits and her values. Refer them to the <b>student exemplar acrostic poem</b> from Lesson 5 and the planning the poem worksheet they have in their notes. They know she values her family, her independence, her friendships. They know she’s a strong, healthy girl who likes to work hard and can solve problems. They know she wants to return to her farm.</li> <li>• Explain, therefore, that when they are thoughtfully considering their evidence, they should ask themselves, “Given what I know about Lyddie, is this a compelling reason to her?”</li> <li>• Direct the students’ attention to the Lyddie Decision anchor chart. Say: “Now let’s practice weighing the reasons. For example, one of the reasons we wrote down is that Lyddie should sign the petition because her friends are signing it. This is not compelling because I know that Lyddie is someone who is very independent. Although she values her friendships, I would argue that she values being able to decide for herself more.”</li> <li>• For the rest of Work Time A, refer to the <b>Take a Stand Teacher’s Guide</b>. You will need to refer to <b>Take a Stand Statements</b> (in supporting materials).</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>B. Making a Claim (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct the students to their Evidence-Based Claim graphic organizers. Ask them to review the reasons and choose the three most <i>compelling</i> reasons and circle them. Remind them that for a reason to be compelling, it must be supported by evidence. Remind them that they can find evidence on both their Evidence-Based Claim graphic organizers and their Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catchers. As they work, they should check the evidence row of their charts to make sure their reasons are supported by evidence. If necessary, they can add evidence to their graphic organizers, but they should not circle any reasons for which they do not have evidence.</li><li>• Instruct the students to turn and explain to a partner the reasons they think are <i>compelling</i>. Give students a few minutes to discuss. Circulate to check how well the students are choosing evidence. Provide guidance as needed.</li><li>• Instruct the students to put a star on the top of Evidence Based-Claim graphic organizer (for or against) where they found the most <i>compelling</i> reasons. Say: “Because this is where you found the most compelling reasons, this will be the side you will argue.”</li><li>• Instruct the students to reread the Evidence-Based Claims graphic organizer and find reasons they did NOT star. Ask them to circle the reason that almost convinced them to choose this side. Remind students that part of writing an argumentative essay is acknowledging the counterclaim. Point out that a counterclaim includes reasons and evidence that do <i>not</i> support the claim of the essay but is not <i>irrelevant</i>. This is good to include in an essay because it shows the reader that the author has seriously considered many possible arguments.</li><li>• Instruct the students that they will now sum up their argument with one sentence. This will be their claim, and they will write it in the box at the bottom of the Evidence-Based Claim worksheet. Give students a few minutes to write. Circulate to help with the language.</li><li>• Depending on the needs of your students, consider posting some sentence shells if they are having difficulty crafting a claim. <i>Because of _____, Lyddie should (should not) sign the petition. Lyddie should (should not) sign the petition because _____. The most compelling reasons for Lyddie to sign (not sign) the petition are _____.</i></li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: My Claim (5 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>exit tickets</b> to students: “What is your claim about Lyddie’s decision? What reasons will you use to support your claim?”</li></ul>	
Homework	Meeting Students' Needs
<p>A. Read Chapters 20-23 of <i>Lyddie</i> and complete <b>Reader’s Notes for Chapters 20, 21, 22, and 23</b>. This is due in Lesson 19, but in the next few lessons you’ll also have writing homework to do, so do a lot of reading tonight.</p> <p><i>Note: In Lesson 16, you will return these exit tickets with feedback. Before Lesson 16, provide feedback on this work. Also, identify students who would benefit from additional support in Lesson 16.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 14

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapters 18–19 of *Lyddie* to answer the questions below.

Consider this quote from the book:

“She worked hard because work was all she knew, all she had. Everything else that had made her know herself as Lyddie Worthen was gone. Nothing but hard work—so hard that her mind became as calloused as her hands—work alone remained” (148).

1. What does the word *calloused* mean? How is a calloused hand different from a calloused mind?

.....

.....

2. Lyddie thinks work is all that she has left because she loses many things that are important to her in Chapters 18 and 19. List at least three of them.

.....

.....

Tell the students they will now engage in the Take a Stand protocol that they first did in Module 1, Unit 2, Lesson 4 to compare two reasons and choose the one they find most compelling. Direct them to silently line up in a single-file line in the middle of the room and point out the “Statement A” and “Statement B” signs. Tell them they will have a chance to talk with several partners today but at times you will need their attention quickly. Establish a visual cue that will tell the students when it is time to stop talking.

Display the first set of **Take a Stand Statements**. Remind students to ask themselves, “Given what I know about Lyddie, is this a compelling reason to her?”

- *Statement A: Lyddie should sign the petition because the people she cares about are becoming sick from working long hours in the dust-filled air.*
- *Statement B: Lyddie should sign the petition because working longer than 10 hours a day is really hard.*

Ask students to thoughtfully consider each statement and choose the most compelling reason Lyddie should sign the petition. Then if they think Statement A is the most compelling, they should step to the side where the Statement A sign is displayed. If they think Statement B is the most compelling, they should step to that side. When everyone has made a choice, ask a student to share out her thinking. Listen for the student to say that Lyddie is not afraid of hard work so Statement B would not be compelling to her. In addition, she values Rachel and Betsy very much and so this would be a compelling reason to her. Point out when students are using evidence effectively to support a reason.

Probe with questions such as: “*From what we’ve seen in the book, is Lyddie afraid of hard work?*” and “*When Rachel got sick, what was Lyddie’s reaction?*”



Repeat with the next two statements. This time, after the students have made a choice, ask them to talk with the person on their same side about their choice. Ask a few students to share out the ideas the discussed with their partner.

*Statement A: Lyddie should not sign the petition because she will earn less money and needs money to buy back her farm.*

*Statement B: Lyddie should not sign the petition because Mr. Mardsen would be disappointed, and she doesn't want Mr. Mardsen to think less of her*

Listen for students to identify Statement A as more compelling because buying her farm is of utmost importance to Lyddie. Ask students if they would be able to support that reason with details or evidence from the text. It's true that she cares what Mr. Mardsen thinks of her, but not more than the farm.

Probe with questions such as: "Lyddie does want to impress Mr. Marsden, but is that because she likes him personally or because she's afraid he'll fire her?" and "Why did Lyddie begin working in the mill?"



**Focusing Question:**

**“Should Lyddie sign the petition that Diana Goss was circulating?”**

After reading through Chapter 17 of *Lyddie*, write an argumentative essay that addresses the question:

Should Lyddie sign the petition that Diana Goss is circulating?

Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in the 21st century.



Given what I know about Lyddie, is this a compelling reason to her?

1.

Statement A

Lyddie should sign the petition because the people she cares about are becoming sick from working long hours in the dust-filled air.

**OR**

Statement B

Lyddie should sign the petition because working longer than 10 hours a day is really hard.

2.

Statement A

Lyddie should not sign the petition because she will earn less money and needs money to buy back her farm.

**OR**

Statement B

Lyddie should not sign the petition because Mr. Mardsen would be disappointed and she doesn't want Mr. Mardsen to think less of her.

3.

Statement A

Lyddie should sign the petition because the workers, by being forced to work longer hours for less pay, are being treated more and more like slaves.

**OR**

Statement B

Lyddie should sign the petition because if she signed it and worked fewer hours, she would have more time to read.



.....  
**Name:**

.....  
**Date:**

What is your claim about Lyddie's decision?

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What reasons will you use to support your claim?

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Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
20				<i>In Chapters 20 and 21, she and Brigid become closer friends. What are some ways that Lyddie helps Brigid? How does this affect Lyddie? How does it affect Brigid?</i>



**Reader's Dictionary, Chapter 20**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
scrupulous	155		tumult	159	
yoke	156		sedate	159	
begrudge	158	to feel angry or upset with someone because they have something you feel they don't deserve.	hulking	160	
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
21				<p><i>Why was Lyddie fired? According to the agent and the overseer? According to her?</i></p> <p><i>What does this encounter tell you about workers' rights in the mills?</i></p>



**Reader's Dictionary, Chapter 21**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
searing	162		cackle	164	
trespassed	164		solemn	167	
distressing	165		benumbed	168	
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
22				<p><i>How does Lyddie respond to being fired? What does she do to protect Brigid?</i></p> <p><i>Why is Mrs. Bedlow surprised that Lyddie was fired?</i></p> <p><i>What is moral turpitude?</i></p>



**Reader's Dictionary, Chapter 22**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
incredulous	170		dilute	173	
parcels	171		vile	171	immoral or evil; can also be used informally to mean very unpleasant or bad.
gingerly	174				
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
23				<p><i>Why does Lyddie return to the tavern?</i></p> <p><i>Why does Lyddie go back to the farm? What connection do you think it will have to her future? Why?</i></p>



**Reader's Dictionary, Chapter 23**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
monstrosities	177		content	179	
pang	177		crinkled	182	
homely	179		crumpled	182	
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
20				<i>In Chapters 20 and 21, she and Brigid become closer friends. What are some ways that Lyddie helps Brigid? How does this affect Lyddie? How does it affect Brigid?</i>



**Reader's Dictionary, Chapter 20**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
scrupulous	155	a bar/restaurant that also has hotel rooms	tumult	159	a confused, noisy, excited situation, often caused by a crowd
yoke	156	something that restricts your freedom and makes life difficult	sedate	159	calm; serious and formal
begrudge	158	to feel angry or upset with someone because they have something you feel they don't deserve.	hulking	160	very big and awkward
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
21				<i>On page 164, the agent, Mr. Graves, looks at Lyddie as if she was “a maggot on his dish.” What does this comparison tell you about his attitude toward her? How do you see this attitude in his actions?</i>



**Reader's Dictionary, Chapter 21**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
searing	162	to have a sudden and unpleasant affect on you	cackle	164	an unpleasant , loud, high sound
trespassed	164	to trespass a law is to brake the law	solemn	167	very serious because something important has happened
distressing	165	something upsetting, worrisome	benumbed	168	feeling unable to think, react, or feel in a normal way
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
22				<p><i>How does Lyddie respond to being fired? What does she do to protect Brigid?</i></p> <p><i>Why is Mrs. Bedlow surprised that Lyddie was fired?</i></p> <p><i>What is moral turpitude?</i></p>



**Reader's Dictionary, Chapter 22**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
incredulous	170	unable or unwilling to believe something	dilute	173	to make a quality or belief less strong
parcels	171	packages; “to parcel out” means to divide into smaller packages	vile	171	immoral or evil; can also be used informally to mean very unpleasant or bad.
gingerly	174	slowly; carefully because you are afraid it is dangerous or painful or unpleasant			
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
23				<p><i>Why does Lyddie return to the tavern?</i></p> <p><i>What does Lyddie's visit back to her farm show about why and how this place is important to her? What connection do you think it will have to her future? Why?</i></p>



**Reader's Dictionary, Chapter 22**

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
monstrosities	177	something large or ugly	content	179	happy, satisfied—not desiring anything more
pang	177	a sudden feeling of pain, sadness, jealousy	crinkled	182	moving your face so small lines appear
homely	179	not very attractive; plain	crumpled	182	having many lines and folds
Other new words:			merriment	182	laughter, fun, and enjoyment



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 15**

## **Writing an Argumentative Essay: Analyzing the Model Essay**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
I can identify the argument and specific claims in a text. (RI.7.8)  
I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)

**Supporting Learning Targets**

- I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.
- I can analyze the claim, use of evidence, and structure in a model essay.

**Ongoing Assessment**

- Analyzing Evidence in Model Essay handout
- Analyzing Structure of the Model Essay handout
- Exit ticket



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Analyzing Evidence in the Model Essay (15 minutes)</p> <p>B. Analyzing Structure in the Model Essay (20 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students analyze the model argument essay in more depth than they did in Lesson 13. Students focus on the model essay in this lesson because, unlike with narrative writing, students generally do not have lots of experience reading argument writing. To be able to write in a particular form, students need to have a deep understanding of its elements.</li> <li>• Students need a model to emulate in order to successfully push their writing, much like a basketball player imitating the moves of a professional in order to improve his or her play. It is good for students to imitate the structure of a model argument essay to show they can do the thinking that an argument essay requires. To make sure the students are assessed on their own thinking, the model essay is focused on another decision that Lyddie makes. It is similar to the essay prompt, but students will not be able to use the ideas in the model essay in their own writing.</li> <li>• The goal of students' analysis of the model is to be sure they understand the claim, reasons, use of evidence, and the structure of an argument essay. Students reread the model several times, each time with a different purpose. Rereading will help students internalize the model essay, supporting their own essay writing in Lesson 18.</li> <li>• In their own essay later in this unit, students will build on the skills they developed in Module 1, including the use of quotes. In Module 1, the focus was on students citing and punctuating quotes correctly (see Module 1, Unit 2, Lesson 11). Students are expected to continue to do this. But the new learning focus here is specifically on how to use a "quote sandwich."</li> <li>• Students also are introduced to part of the planner for the argument essay. They will use it to analyze the structure of the model essay, especially the structure within body paragraphs. In the next lesson, students will plan their essay using the complete planner. This build is intentional; it not only gives students a framework for analyzing the model essay, but also gives them a model to complete most of the planner.</li> <li>• In the entry task, students refer to part of the NYS Expository Writing Rubric (argument version). The section they need to use is embedded in the entry task. In this lesson, students only analyze 2 rows of the argument essay rubric. This is because the argument essay rubric is based on the NYS Expository Writing Rubric, which students analyzed in depth in Module 1. Therefore, students focus only on the criteria that have changed.</li> <li>• The full rubric for the essay is attached to Unit 1, Lesson 18.</li> <li>• In advance: Post learning targets.</li> <li>• Decide which Discussion Appointment to use today.</li> </ul>



Lesson Vocabulary	Materials
coherent, argument, appropriate, structure, relevant evidence	<ul style="list-style-type: none"><li>• Entry task (one per student)</li><li>• Weaving Room Discussion Appointments handout (from Lesson 3)</li><li>• Analyzing Evidence in the Model Essay (one per student and one to display)</li><li>• Analyzing Structure of the Model Essay (one per student and one to display)</li><li>• Analyzing Structure of the Model Essay (for Teacher Reference)</li><li>• Document camera</li><li>• Exit ticket (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>entry task</b>. Ask students to read the criteria from the Command of Evidence row of the NYS Expository Writing Rubric (argument version), choose the box under 3 or 4 from the rubric above, and rewrite it in their own words</li><li>• Ask students to turn to their partner and share their entry task.</li><li>• Read the learning targets aloud and explain that students will focus on analyzing the model essay for evidence and structure.</li></ul>	<ul style="list-style-type: none"><li>• Putting criteria in their own words will support students' understanding of the expectations of the argument essay.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Analyzing Evidence in the Model Essay (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their copy of the model essay, where they underlined the claim and numbered the reasons that support the claim.</li><li>• Ask students to reread the essay silently as you read it aloud. Review the claim and reasons that students identified in Lesson 10.</li><li>• Distribute the <b>Analyzing Evidence in the Model Essay handout</b>. Explain that the students are going to look closely at how evidence is used in an argument essay. Remind them that in their essays, they will be using “quote sandwiches” to present and explain their evidence. They were introduced to the quote sandwich in Lesson 11.</li><li>• Direct students to sit with the Discussion Appointment you designate for today. When they are settled, invite students to work with their partner to do the following:</li><li>• Find a quote sandwich in the model essay.</li><li>• Add it to your handout.</li><li>• Answer Questions 1–3.</li><li>• As students are working, circulate to address questions as they arise. If students are stuck, prompt with questions such as: “Why do you think so?” “Where do you see that in the essay?” and “How does that relate to the claim/reason in the essay?”</li></ul> <p>* Once students have finished, refocus the class whole group. Cold call on pairs to share their answers to Questions 1-3 on the handout. Clarify or correct as needed. Encourage students to add to or revise their own answers based on the class discussion.</p>	



Work Time	Meeting Students' Needs
<p><b>B. Analyzing Structure in the Model Essay (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that students will turn their attention to the structure of the model essay, and that will require that students reread the model essay again. Remind them that rereading is a skill that good readers practice and it takes perseverance.</li><li>• Distribute and display <b>Analyzing Structure of the Model Essay</b>. Tell students that this handout is just like one part of the essay planner that they will use in the next lesson to plan their own essays. For today, students will use it to understand the structure of the body paragraph of an argument essay.</li><li>• To get students started, do a think-aloud about how to fill out the Analyzing Structure of the Model Essay handout by filling in the claim and the topic sentence and first piece of evidence in the box for Body Paragraph 1. Use the <b>Analyzing Structure of the Model Essay (for Teacher Reference)</b>. Invite students to fill out their own handouts as you do the think-aloud.</li><li>• Ask students if there are any questions about using the handout. Clarify as necessary. Invite students to continue working with their partners to analyze the structure of the essay and complete the handout.</li><li>• As students are working, circulate. Push students to think about how those body paragraphs are structured. Ask questions like: “What is the job of that sentence?” “How do those sentences go together?” and “How does that sentence relate to the reason/claim?”</li><li>• After about 10 minutes, refocus the class. Cold call on pairs to share what they included for Body Paragraph 1. Add to the displayed copy and encourage students to add to or revise their own work as needed. Emphasize that the evidence in an argument essay always needs to be explained, as it is in the model essay. By connecting the evidence to specific reasons, an author makes a strong argument.</li><li>• Ask:<ul style="list-style-type: none"><li>* What was included in the body paragraphs that was not on the handout?”</li></ul></li><li>• Give students a moment to think and then cold call on students to share their ideas. Listen for them to say: “The introduction to the quotes wasn’t included on the handout,” and “Transition words weren’t included on the handout.”</li><li>• Explain that the essay planner that students will be using in the next lesson is meant to help them organize their ideas but will not be the template for their entire essay. They need to keep things like the introduction of quotes and use of transitions in mind when they draft their essay later.</li></ul>	<ul style="list-style-type: none"><li>• Providing a model that is clear enough to illustrate the criteria for all students, but also a bit more advanced than what students are actually expected to do, helps push even the strongest writers.</li><li>• If many students need more support with the structure of body paragraphs, consider more extended teacher guidance and modeling with this task.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: My Claim (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>exit ticket</b>. Ask students to reread the conclusion of the model essay and underline the claim and circle the reasons restated in it.</li><li>• Collect students' exit tickets to informally assess. Focus on students who may need more support identifying claims and reasons.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete <b>Reader's Notes for Chapters 20, 21, 22, and 23</b>. This is due in Lesson 19.</p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 15

## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the criteria below from the *Lyddie* argument essay rubric.

**Command of Evidence Criteria from the NYS Expository Writing Rubric (argument version)**

4	3	2	1	0
<ul style="list-style-type: none"> <li>develops the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>sustains the use of varied, relevant evidence</li> <li>skillfully and logically explains how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>sustains the use of relevant evidence, with some lack of variety</li> <li>logically explains how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>partially develops the claim of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>uses relevant evidence inconsistently</li> <li>sometimes logically explains how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence that is generally invalid or irrelevant</li> <li>attempts to explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>provides no evidence or provide evidence that is completely irrelevant</li> <li>does not explain how evidence supports ideas</li> </ul>



1. Reread the box from Column 4 of the rubric above and rewrite it in your own words:

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Find an example of a quote sandwich in the model essay and use it to fill in this graphic organizer.

**Introduce the quote.**

This includes the “who” and “when” of the quote.

**Find an example of an introduction of a quote in the *Lyddie* model essay and write it here:**

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**Include the quote.**

Make sure to punctuate the quotes correctly, using quotation marks. Remember to cite the page number in parentheses after the quote.

**From the example you found, write the quote here:**

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**Analyze the quote.**

This is where you explain how the quote supports your idea.

**Find where the quote is explained and write it here:**

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1. How does the quote sandwich relate to the paragraph it is in?

---

2. How does the quote sandwich relate to the claim?

---

3. How does the quote sandwich relate to the claim?

---



.....  
**Name:**

.....  
**Date:**

What is the claim/thesis of the model essay?

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**Body Paragraph 1: First reason to support claim**

Topic sentence

Evidence 1

Analysis of Evidence 1

Evidence 2

Analysis of Evidence 2

Evidence 3

Analysis of Evidence 3

Concluding Sentence



<b>Body Paragraph 2:</b> First reason to support claim	
A. Topic sentence	
B. Evidence 1	
C. Analysis of Evidence 1	
D. Evidence 2	
E. Analysis of Evidence 2	
F. Evidence	
G. Analysis of Evidence 3	
H. Concluding Sentence	



**Counterclaim**

What counterclaims does the author acknowledge?

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What are the counterclaims on this essay?

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What is the claim/thesis of the model essay?

*Lyddie makes the right decision for her because by leaving she at least stands a chance of improving her situation and making enough money to buy back the farm.*

<b>I agree with her that working in the mills offers the possibility of a better life.</b>	
A. Topic sentence	<i>One of the reasons that Lyddie decides to leave her job at Cutler's Tavern to go to work in the mills is that it will be a better life than the one she is leading at the tavern.</i>
B. Evidence 1	<i>Lyddie had to endure difficult living conditions. She "slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early, for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl" (24).</i>
C. Analysis of Evidence 1	<i>This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own.</i>
D. Evidence 2	<i>She has no friends or companions at the tavern. Triphena is the only person who notices her. She sees her brother only once in the year she works at the tavern, and she never sees her mother and sisters.</i>
E. Analysis of Evidence 2	<i>Making the decision to go south to Massachusetts is the right one for Lyddie because her situation at the tavern is harsh and lonely.</i>
F. Evidence 3	



G. Analysis of Evidence 3	
H. Concluding Sentence	<i>I agree with her that working in the mills offers the possibility of a better life.</i>



<b>Body Paragraph 2:</b> First reason to support claim	
A. Topic sentence	<i>The other good reason for Lyddie to leave the tavern for a mill job is that it will pay her much better.</i>
B. Evidence 1	<i>She is paid only \$.50 week at Cutler's, and that money is sent directly to her mother, not given to her.</i>
C. Analysis of Evidence 1	<i>Fifty cents a week is not enough money for Lyddie to be able to buy her family's farm back.</i>
D. Evidence 2	<i>A mill girl who stays at the tavern tells Lyddie that because she is a good worker, she would do well in the mill and could "clear at least two dollars a week" (25) as well as being independent.</i>
E. Analysis of Evidence 2	<i>Becoming a mill girl will mean that Lyddie can pay off her family's debts.</i>
F. Evidence 3	
G. Analysis of Evidence 3	
H. Concluding Sentence	<i>I think that she does the right thing by becoming a mill girl in order to make a real living wage.</i>



### Counterclaim

What counterclaims does the author acknowledge?

*“Some would say that this is a foolish move for Lyddie because it takes her far away from the home and family she loves.”*

*“Even though there are reasons why Lyddie should not have gone to Massachusetts to work in the mills, her decision to go is the right one for her.”*

What are the counterclaims on this essay?

*Introduction*

*Conclusion*



.....  
**Name:**

.....  
**Date:**

**Directions:** Reread the conclusion from the model essay on *Lyddie*. Underline the claim and circle the reasons restated in this conclusion.

*Even though there are reasons why Lyddie should not have gone to Massachusetts to work in the mills, her decision to go is the right one for her. It will allow Lyddie to improve her life by living more comfortably in a boarding house, making friends with girls her own age, and learning more about the world. The job will also pay her a living wage so that she can save money to help her family. Although she isn't sure when she gets on that coach headed south to the mills, she is going toward the freedom to make her own way in the world, and this is clearly the best decision for her.*



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 16**

## **Writing an Argumentative Essay: Planning the Model Essay**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can analyze a model essay about <i>Lyddie</i> using a rubric.</li><li>• I can select reasons and support them with evidence to support my claim about <i>Lyddie</i>.</li><li>• I can organize my reasons and evidence so they support my claim.</li><li>• I can explain how my details support my claim.</li></ul>	<ul style="list-style-type: none"><li>• Exit ticket</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Writing Improvement Tracker (10 minutes)</li> <li>B. Reviewing Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Planning the Essay (30 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: Reflecting on Essay Planning (3 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Finish your <i>Lyddie</i> essay planner, due next class.</li> <li>A. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students start a Writing Improvement Tracker that they will return to after writing the essay in each module for the rest of the year. The purpose of this is to develop students' awareness of their strengths and challenges, as well as ask students to strategize to address their challenges. Self-assessment and goal setting helps students take ownership of their learning. To begin, students will review the reflection they did during Module 1 (Unit 3, Lesson 6) and complete the Writing Improvement Tracker for Module 1. When students are done, collect the trackers and keep them until they need them again. A paper like this, which needs to be kept over the long term, is best held by the teacher.</li> <li>• During Work Time B, consider working with students who still need help understanding what an argument essay is or how to write a claim with reasons and evidence for an argument essay. Use the completed Forming Evidence-Based Claims graphic organizers and exit tickets from Lessons 14 to determine who might need additional support.</li> <li>• The <i>Lyddie</i> essay planner builds from the essay planner used in Module 1. Notice the inclusion of a space for students to consider their counterclaims at the end of the planner. This placement is intentional, since there are many possible places for students to include a counterclaim in their essay. If you would like to offer students more structure, feel free to require that they acknowledge counterclaims in particular paragraphs—for example, either the introduction and conclusion or in both body paragraphs.</li> <li>• The essay planner has space for two body paragraphs. If students would like to write a third body paragraph, consider providing extra paper for students to do that planning work.</li> <li>• Encourage students to use the top of the <i>Lyddie's</i> Decision anchor chart to complete the planner for the introduction paragraph (particularly box C in the introduction section of the planner).</li> <li>• Consider posting the Using Quotes in Essays anchor chart from Module 1 that includes tips about how to use, punctuate, and cite quotes in students' writing. It was started in Module 1, Unit 2, Lesson 11.</li> <li>• In advance: Make sure students have access to their reflections from Module 1, Unit 3, Lesson 6.</li> <li>• Review exit tickets from Lesson 14 to make sure all students are starting with appropriate claims and reasons. Make sure you have provided feedback on those exit tickets, and that you have identified students who will need additional support during this lesson in planning their essays.</li> <li>• Post: Learning targets.</li> </ul>



Lesson Vocabulary	Materials
claim, counterclaim	<ul style="list-style-type: none"> <li>• Module 1 Reflection (from Module 1, Unit 3, Lesson 6; students' completed reflections)</li> <li>• Writing Improvement Tracker (one per student)</li> <li>• Exit Ticket from Lesson 14 (with teacher feedback)</li> <li>• <i>Lyddie</i> Model Essay (from Lesson 13; one to display)</li> <li>• Document camera</li> <li>• <i>Lyddie</i> Essay Planner (one per student)</li> <li>• Model essay planner (optional; only for students who need additional support)</li> <li>• Exit ticket (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task Writing Improvement Tracker (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• As students enter the room, distribute the <b>Module 1 Reflections</b> (from Module 1, Unit 3, Lesson 6) and the <b>Writing Improvement Tracker</b>.</li> <li>• Explain to students that this is a tracker to help them identify what strengths and challenges they have in writing. They will continue to use this tracker for the rest of the year.</li> <li>• Give students several minutes to reflect on and record their strengths and challenges.</li> <li>• Then, ask students to turn to a partner and share their strength and challenge from the Module 1 essay. Ask them also to talk about how knowing their strength and challenge will help them write their essay on <i>Lyddie</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li> </ul>
<p><b>B. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets aloud and let students know that they will be working on planning their argument essays today.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Planning the Essay (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Lyddie Essay Planner</b>. Point out that this essay planner is similar to the essay planner they used in Module 1 to write their essays on <i>A Long Walk to Water</i>. Remind them also that they used part of this planner, the body paragraph, when they analyzed the model essay in Lesson 15.</li> <li>• Point out that a major difference between the essay planner in Module 1 and the <i>Lyddie</i> Essay Planner is at the end, where it says “Counterclaim.” Explain that this is the place to think about what <i>counterclaim</i> students will acknowledge in their essay, as well as where to put it. Since there is no one place in the essay for the counterclaim to go, students will need to think carefully about where to include it. Remind students that in the model essay, a counterclaim was acknowledged several times.</li> <li>• Ask students to get out their Forming Evidence-Based Claims graphic organizers. Return <b>students’ exit tickets from Lesson 14</b>. Instruct the students to use them to fill out their essay planners. Tell students that they should make any revisions they need to their exit ticket and then write their claim on the essay planner. The reasons from the Forming Evidence-Based Claims graphic organizer will help them craft their body paragraphs.</li> <li>• Students may decide to use evidence they did not put on their Evidence-Based Claims organizer, which is fine as long as it is still relevant and compelling. Remind them of the resources they have for evidence and quotes, such as the Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catcher, their Reader’s Notes and the Lyddie’s Decision anchor chart.</li> <li>• Tell students to work on their essay planner independently; they will have a chance to get feedback from a peer during the next lesson.</li> <li>• Circulate as students are working. Push students to be clear and explicit in their plan.</li> </ul>	<ul style="list-style-type: none"> <li>• If students need extra help based on their exit tickets from Lesson 14, consider working with individual students or small groups during this time.</li> <li>• If students are ready for a challenge, push them to include three or four body paragraphs in their essay instead of two.</li> <li>• For students who may need more support planning their essay, a <b>model essay planner</b> (optional) is included in the supporting materials. This handout shows how the author of the model essay might have filled out a complete planner for this essay. Consider using it as an example as you work with individuals or small groups who would benefit from additional support.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Reflecting on Essay Planning (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>exit tickets</b>. Ask students to write a response to the questions:<ul style="list-style-type: none"><li>* “What part of planning is hard for you?”</li><li>* “What help do need to finish your plan?”</li></ul></li><li>• Collect students’ exit tickets to help you plan which students to support most in upcoming lessons.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Finish your <i>Lyddie</i> essay planner, due next class.</p> <p>B. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete <b>Reader’s Notes for Chapters 20, 21, 22, and 23</b>. This is due in Lesson 19.</p> <p><i>Note: Review exit tickets and identify what support students might need. There is space in the next lesson to work with students individually or in small groups if needed.</i></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 1: Lesson 16

## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Read the criteria below from the *Lyddie* argument essay rubric.

Strategies to Improve Writing	
• Revise my writing (or my planning) multiple times	• Ask myself, “Does this make sense?”
• Look at other models	• Read the necessary texts closely
• Read other people’s work	• Talk through my ideas with an adult
• Ask questions when I have them	• Use quote sandwiches
• Take a break and reread with fresh eyes	• Have another student write the gist of your paragraphs and make sure they match what you thought they were

### Essay from Module 1

Directions: Look at the first two rows of the New York State Expository Writing Rubric.

1. What did I do well in my essay?
2. What do I need to improve?
3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).



4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

**Essay from Module 2**

**Directions: Look at the first two rows of the Argument Essay Rubric.**

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific: "I will do better" is too general).



4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?




**Essay from Module 3**

**Directions: Look at the first two rows of the New York State Expository Writing Rubric.**

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



**Essay from Module 4**

**Directions: Look at the first two rows of the Argument Essay Rubric.**

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?



.....  
**Name:**

.....  
**Date:**

**Focusing Question:** Should Lyddie sign the petition that Diana Goss circulates?

**I. Introduction**

A. Hook to capture the reader's interest and attention

B. Name the book and author

C. Give brief background information to the reader about the book (characters, plot overview, etc)

D. Claim



**II. Body Paragraph 1:** First reason to support claim

A. First reason to support  
your claim

B. Topic sentence

C. Evidence 1

D. Analysis of Evidence 1

E. Evidence 2

F. Analysis of Evidence 2

G. Evidence 3



**II. Body Paragraph 1:** First reason to support claim

H. Analysis of Evidence 3

I. Concluding Sentence



**III. Body Paragraph 2:** First reason to support claim

A. Second reason to support your claim

B. Topic sentence

C. Evidence 1

D. Analysis of Evidence 1

E. Evidence 2

F. Analysis of Evidence 2

G. Evidence 3



**III. Body Paragraph 2:** First reason to support claim

H. Analysis of Evidence 3

I. Concluding Sentence



#### IV. Conclusion

A. Restate claim

B. Summarize reasons

C. Explain why your view is  
worth consideration by  
the reader

#### Counterclaim

D. What counterclaim(s)  
will you include in your  
essay?

E. Where in your essay will  
you acknowledge the  
counterclaim(s)?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Focusing Question:** Should Lyddie sign the petition that Diana Goss circulates?

<b>I. Introduction</b>	
A. Hook to capture the reader's interest and attention	<i>Lyddie faces several difficult decisions as she tries to take care of her family after her father disappears from their small mountain farm in Vermont.</i>
B. Name the book and author	<i>Lyddie by Katherine Paterson</i>
C. Give brief background information to the reader about the book (characters, plot overview, etc)	<p><i>When there is not enough food, her mother and younger sisters go to an Uncle's house while Lyddie and her brother Charlie spend a winter alone on the farm trying to keep it so the family can come home one day.</i></p> <p><i>In the spring, Lyddie and Charlie have to leave also.</i></p> <p><i>He is apprenticed to a miller, and she takes a job at a local tavern. Eventually, however, she starts thinking about going south to Lowell, Massachusetts, to work in the textile mills.</i></p>
D. Claim	<i>Lyddie makes the right decision for her because by leaving she at least stands a chance of improving her situation and making enough money to buy back the farm.</i>



**II. Body Paragraph 1:** First reason to support claim

A. First reason to support your claim

*A job at the mills will be better than Lyddie has at Cutler's Tavern*

B. Topic sentence

*One of the reasons that Lyddie decides to leave her job at Cutler's Tavern to go to work in the mills is that it will be a better life than the one she is leading at the tavern.*

C. Evidence 1

*Lyddie has to endure difficult living conditions. She "slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early, for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl" (24).*

D. Analysis of Evidence 1

*This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own.*

E. Evidence 2

*She has no friends or companions at the tavern. Triphena is the only person who notices her. She only sees her brother once in the year she works at the tavern and she never sees her mother and sisters.*

F. Analysis of Evidence 2

*Making the decision to go south to Massachusetts is the right one for Lyddie because her situation at the tavern is very harsh and lonely.*

G. Evidence 3



**II. Body Paragraph 1:** First reason to support claim

H. Analysis of Evidence 3

I. Concluding Sentence

*I agree with her that working in the mills offers the possibility of a better life.*



III. Body Paragraph 2: First reason to support claim	
A. Second reason to support your claim	<i>Lyddie will be paid more at the mills.</i>
B. Topic sentence	<i>The other good reason for Lyddie to leave the tavern for a mill job is that it will pay her much better.</i>
C. Evidence 1	<i>She is paid only \$.50 week at Cutler's, and that money is sent directly to her mother, not given to her.</i>
D. Analysis of Evidence 1	<i>Fifty cents a week is not enough money for Lyddie to be able to buy her family's farm back.</i>
E. Evidence 2	<i>A mill girl who stays at the tavern tells Lyddie that because she is a good worker, she would do well in the mill and could "clear at least two dollars a week" (25) as well as being independent.</i>
F. Analysis of Evidence 2	<i>Becoming a mill girl will mean that Lyddie can pay off her family's debts.</i>
G. Evidence 3	



**III. Body Paragraph 2:** First reason to support claim

H. Analysis of Evidence 3

I. Concluding Sentence

*I think that she does the right thing by becoming a mill girl in order to make a real living wage.*



#### IV. Conclusion

A. Restate claim

*Lyddie's decision to go is the right one for her.*

B. Summarize reasons

*It will allow Lyddie to improve her life by living more comfortably in a boarding house, making friends with girls her own age, and learning more about the world. The job will also pay her a living wage so that she can save money to help her family.*

C. Explain why your view is worth consideration by the reader

*Although she isn't sure when she gets on that coach headed south to the mills, she is going toward the freedom to make her own way in the world, and I would certainly encourage her to make that decision to go.*



.....  
**Name:**

.....  
**Date:**

1. What part of planning is hard for you?

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2. What help do you need to finish your plan?

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EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 1: Lesson 17**

## **Writing an Argumentative Essay: Peer Critique**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)  
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Supporting Learning Targets**

- I can critique my partner's use of evidence using criteria from the *Lyddie* argument rubric.
- I can revise my work by incorporating helpful feedback from my partner.
- I can write an organized argument essay about *Lyddie*.

**Ongoing Assessment**

- Essay plan
- Entry Task



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Draft a Quote Sandwich (10 minutes)</p> <p>B. Reviewing Learning Targets (3 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Peer Critique Protocol (15 minutes)</p> <p>B. Begin Essay Writing (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Debrief Learning Targets (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23. This is due in Lesson 19.</p>	<ul style="list-style-type: none"> <li>• This lesson includes peer critique. Critiques simulate the experiences students will have in the workplace and thus help build a culture of achievement, collaboration, and open-mindedness in your classroom.</li> <li>• This peer critique protocol is similar to the Praise-Question-Suggest protocol (see Appendix 1). This is done intentionally to build student capacity. Students engaged in a similar protocol in Module 1, Unit 3, Lesson 4.</li> <li>• In the second half of this lesson, students begin the draft of their essay about Lyddie signing the petition. In order for students to have enough time to be successful, they will finish their essays in the next lesson.</li> <li>• Consider posting a list of the resources available to help students write their essays. The list includes:             <ul style="list-style-type: none"> <li>* Lyddie's Decision anchor chart</li> <li>* Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catcher</li> <li>* Essay planners</li> <li>* Forming Evidence-Based Claims graphic organizers with reasons Lyddie should sign and reasons she should not sign.</li> <li>* Reader's Notes</li> <li>* Working Conditions anchor chart</li> </ul> </li> <li>• During Work Time Part B, students have time to begin writing their essays. This lesson is written assuming the use of computers to draft the essays in order to make revisions in Lesson 20 easier.</li> <li>• Consider the setup of your classroom if you are using laptops. Because students can distract themselves on computers, think about positioning the desks so that it is easy to scan the screens throughout the lesson.</li> <li>• If your students are not familiar with expectations about computer use in the classroom, explain them at the beginning of work time.</li> <li>• If computers are not available to you, consider giving students more time to write by hand.</li> <li>• In advance: Post learning targets.</li> <li>• Set up the classroom as needed, considering computer use.</li> </ul>



Lesson Vocabulary	Materials
critique, incorporate feedback	<ul style="list-style-type: none"> <li>• Entry task (one per student)</li> <li>• Lyddie Essay Planner (from Lesson 16; students completed it for homework)</li> <li>• Peer Critique Expectations and Directions (one to display)</li> <li>• Peer Critique recording form (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Draft a Quote Sandwich (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>entry task</b> as students come in and ask them to get out their <b>Lyddie essay planner</b>. Prompt students to look at their essay planners and choose the reason in one of their body paragraphs to focus on. Then choose one piece of evidence from that paragraph to turn into a quote sandwich. Remind them that a quote sandwich means they introduce the quote, include the quote, and explain how the quote supports the reason in that paragraph. Remind them also that they have practiced quote sandwiches orally and found them in the model essay.</li> </ul>	
<p><b>B. Reviewing Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets out loud:             <ul style="list-style-type: none"> <li>* “I can critique my partner’s use of evidence using criteria from the <i>Lyddie</i> argument rubric.”</li> <li>* “I can revise my work by incorporating helpful feedback from my partner.”</li> <li>* “I can write an organized argument essay about <i>Lyddie</i>.”</li> </ul> </li> <li>• Ask students to make a prediction, based on the learning targets, about what they will do today. Tell them to raise their hand when they have thought of a prediction. When most students have their hands up, cold call on one or two. Listen for them to say: “We are going to give peer feedback on something about our essay,” or “We’re going to do a peer critique, like we did with our two-voice poems.” Confirm and clarify, if necessary, that the focus of class today will be a peer critique protocol to improve their quote sandwiches.</li> <li>• Remind students that peer critique reflects what people often do in their lives outside school. In their work, people get feedback to improve. Also, giving feedback can often provide new ideas for one’s own work.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Peer Critique Protocol (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that they will engage in a peer critique protocol today to get feedback on their quote sandwich.</li> <li>Invite students to look at the <b>Peer Critique Expectations and Directions</b>. Review the expectations. Let students know that these four points are crucial for success:           <ul style="list-style-type: none"> <li><b>Be kind:</b> Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</li> <li><b>Be specific:</b> Focus on particular strengths and weaknesses, rather than making general comments such as “It’s good” or “I like it.” Provide insight into <i>why</i> it is good or what, specifically, you like about it.</li> <li><b>Be helpful:</b> The goal is to contribute positively to the individual, not simply to be heard. Be sure your comments contribute to improving your partner’s essay plan.</li> <li><b>Participate:</b> Peer critique is a process to support each other, and your feedback is valued!</li> </ul> </li> <li>Explain the steps for the peer critique. Emphasize that this is focused only on quote sandwich.</li> <li>Ask students to give you a thumbs-up if they understand the directions or a thumbs-down if they aren’t sure. Call on a student with a thumbs-up to explain again. Listen for the student to paraphrase the posted expectations and directions. If there is any confusion, clarify for the class.</li> <li>Pass out the <b>Peer Critique recording form</b>. Tell students that they will focus their feedback using criteria from the <i>Lyddie</i> argument rubric that focuses on claims, reasons, and evidence. Review the criteria as shown on the top of the Peer Critique recording form. Remind students that, for this feedback to be helpful, they should focus only on this specific area and should give lots of feedback. Pointing out misspelled words or incorrect punctuation will not be helpful at this point in the writing process.</li> <li>Pair up students. Invite them to sit with their partner and begin the protocol.</li> <li>As students are giving each other feedback, circulate around the room. Make sure they are focused on the criteria of the rubric focused on claim, reasons, and evidence. Consider using this time to address questions or support students who need it.</li> <li>Refocus the whole group. Acknowledge any students who demonstrated positive traits, such as accepting feedback openly or giving thoughtful feedback in a kind manner.</li> <li>Invite students to revise their quote sandwich. Point out that feedback may not always be helpful. It is up to the author to decide what feedback will help improve his/her work. Take this opportunity to informally look over students’ work to make sure they are using the feedback well and focusing on annotating the boxes where they need to make changes.</li> </ul>	<ul style="list-style-type: none"> <li>Asking students to provide feedback to their peers based on explicit criteria benefits both students in clarifying the meaning of the learning target.</li> <li>Consider pairing students who need extra support. Then, during peer critique time, spend time working with those pairs.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Begin Essay Writing (15 minutes)</b></p> <ul style="list-style-type: none"><li>• When students are done revising their quote sandwich, ask them to begin writing their essay. Remind students of the following:<ul style="list-style-type: none"><li>* To use the ideas and evidence in their planners to write their essay drafts.</li><li>* They will be turning in their drafts at the end of the next lesson.</li><li>* They will have the opportunity to revise for conventions after they get their first draft back.</li></ul></li><li>• Emphasize the importance of saving their work often as they are typing. Let them know in what form (email, printed, saved to server, etc.) they will be turning in their draft at the end of the class.</li><li>• As students are working, circulate around the room. Since this is an assessment, students should work independently.</li></ul>	<ul style="list-style-type: none"><li>• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including SPED and ELL students. As much as possible, this draft should be done independently. However, there is space during Work Time to check in with students who need more support.</li><li>• In order to give more support, consider:<ul style="list-style-type: none"><li>* Prompting them to look at their essay planner to remind them of their claim and/or the evidence they gathered</li><li>* Asking questions like: “How does that evidence support your claim?” or “How are those ideas connected?”</li><li>* Reminding them of the resources available to help them</li></ul></li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets out loud:<ul style="list-style-type: none"><li>* “I can critique my partner’s use of evidence using criteria from the <i>Lyddie</i> argument rubric.”</li><li>* “I can revise my work by incorporating helpful feedback from my partner.”</li><li>* “I can write an organized argument essay about <i>Lyddie</i>.”</li></ul></li><li>• Ask students to turn and talk with an elbow partner about which learning target they feel they are the strongest at and why.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete <b>Reader’s Notes for Chapters 20, 21, 22, and 23</b>. This is due in Lesson 19.</p>	



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# Grade 7: Module 2A: Unit 1: Lesson 17

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.....  
**Name:**  
.....

.....  
**Date:**  
.....

Directions: For today's peer critique, look at your essay planner and choose the reason in one of your body paragraphs to focus on. Then choose one piece of evidence from that paragraph to turn into a quote sandwich. Make sure you introduce the quote, include the quote, and explain how the quote supports the reason in that paragraph. Remember that you have practiced quote sandwiches orally and found them in the model essay.

Reason in the body paragraph

.....  
.....

Quote sandwich

.....  
.....  
.....  
.....  
.....  
.....



For the peer critique, you will share your quote sandwich with a partner. Ask your partner to focus on giving you feedback on one of the three following questions:

Feedback questions

Does the introduction of the quote give enough background information to understand it?

Did I punctuate and cite the quote correctly?

Does the explanation of the quote make sense?



Expectations	
Be Kind:	Treat others with dignity and respect.
Be Specific:	Focus on <i>why</i> something is good or what, particularly, needs improvement.
Be Helpful:	The goal is to help everyone improve their work.
Participate:	Support each other. Your feedback is valued!
Directions for Peer Critique Partners	
Review Claim and Evidence Criteria from Rows 1 and 2 of <i>Lyddie</i> argument rubric.	
Give your partner your quote sandwich and point out the feedback question you would most like suggestions about.	
Read over your partner's quote sandwich.	
One person shares his/her feedback using phrases like:  a. I really liked how you... b. I wonder.... c. Maybe you could change...	
Author writes it on his/her Peer Critique Recording Form.	
Author: Says, "Thank you for _____. My next step will be _____."	
Switch roles and repeat	



<b>Directions for Peer Critique Partners</b>
Decide where you are going to make changes based on feedback.
Revise your quote sandwich in the space provided.
Be sure to include changes when writing your essay and apply feedback to other quote sandwiches as appropriate.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Command of Evidence Criteria from the NYS Expository Writing Rubric (argument version)**

4	3	2	1	0
<ul style="list-style-type: none"> <li>claim and reasons demonstrate insightful analysis of the text(s)</li> <li>acknowledges counterclaim(s) skillfully and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>claim and reasons demonstrate grade-appropriate analysis of the text(s)</li> <li>acknowledges counterclaim(s) appropriately and clearly</li> </ul>	<ul style="list-style-type: none"> <li>claim and reasons demonstrate a literal comprehension of the text(s)</li> <li>acknowledges counterclaim(s) awkwardly</li> </ul>	<ul style="list-style-type: none"> <li>claim and reasons demonstrate little understanding of the text(s)</li> <li>does not acknowledge counterclaim(s)</li> </ul>	<ul style="list-style-type: none"> <li>claim and reasons demonstrate a lack of comprehension of the text(s) or task</li> </ul>
<ul style="list-style-type: none"> <li>develop the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>sustain the use of varied, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>develop the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>sustain the use of relevant evidence, with some lack of variety</li> </ul>	<ul style="list-style-type: none"> <li>partially develop the claim of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>use relevant evidence inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>provide no evidence or provide evidence that is completely irrelevant</li> </ul>



.....  
**Name:**

.....  
**Date:**

***Focus of Critique: Quote Sandwich***

My partner thinks the best thing about my quote sandwich is...

My partner wondered about...

My partner suggested I...

My next step(s) ...



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 1: Lesson 18**

## **End of Unit 1 Assessment, Part 1: Drafting the Argumentative Essay**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)  
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)  
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

**Supporting Learning Targets**

- I can write an organized argument essay about *Lyddie*.
- In my essay, I can support my claim with details and quotes from the novel.
- In my essay, I can explain how my details support my claim.

**Ongoing Assessment**

- Essay draft



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: (3 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Drafting the Essay (40 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Collect Essay Drafts (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish reading Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23.</p>	<ul style="list-style-type: none"><li>• In this lesson, students finish the draft of their essay about Lyddie signing the petition. In the previous four lessons, students have shaped their arguments, collected evidence, planned their essays, and critiqued one another's work. At this point, students need time to craft their essay.</li><li>• Consider posting a list of the resources available to help students write their essays. The list includes:<ul style="list-style-type: none"><li>* Lyddie's Decision anchor chart</li><li>* Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catcher</li><li>* Essay planners</li><li>* Forming Evidence-Based Claims graphic organizers with reasons Lyddie should sign and reasons she should not sign.</li><li>* Reader's Notes</li><li>* Working Conditions anchor chart</li></ul></li><li>• This lesson is written assuming the use of computers to draft the essays in order to make later revisions easier.</li><li>• Consider the setup of your classroom if you are using laptops. Because students can distract themselves on computers, think about positioning the desks so that it is easy to scan the screens throughout the lesson.</li><li>• If your students are not familiar with expectations about computer use in the classroom, explain them at the beginning of work time.</li><li>• Be sure to think about how students will submit their drafts at the end of class: printing, saving to a server, emailing, etc.</li><li>• If using computers is not possible in your classroom, consider giving students more time to hand write their essays. If students are hand-writing, encourage them to double-space, as it will make revision easier.</li><li>• Since students will produce this essay draft independently, it is used as an assessment for "Claim and Reasons" and "Command of Evidence" on the NYS Expository Writing Rubric (argument version). Return the essay drafts with feedback in Lesson 20. Be sure to give feedback on the "Coherence, Style, and Organization" row and the "Command of Conventions" row of the rubric so that students can make those revisions in Lesson 20. See teaching note at the end of this lesson regarding the possibility of launching independent reading at this point in Module 2, in order to have more time to read and give feedback on students' draft essays.</li></ul>



Lesson Vocabulary	Materials
argument	<ul style="list-style-type: none"><li>• <i>Lyddie</i> (book; one per student)</li><li>• End of Unit 1 Assessment Prompt: <i>Lyddie</i> Argument Essay (from Lesson 14; included again in this lesson for teacher reference; one per student and one to display)</li><li>• Computers</li><li>• NYS Expository Writing Rubric (Argument version) (for teacher reference; use this to assess students' drafts on rows 1 and 2 of the rubric; see Teaching Note above)</li><li>• Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org; optional; for teacher reference)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Draft a Quote Sandwich (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>entry task</b> as students come in and ask them to get out their <b>Lyddie essay planner</b>. Prompt students to look at their essay planners and choose the reason in one of their body paragraphs to focus on. Then choose one piece of evidence from that paragraph to turn into a quote sandwich. Remind them that a quote sandwich means they introduce the quote, include the quote, and explain how the quote supports the reason in that paragraph. Remind them also that they have practiced quote sandwiches orally and found them in the model essay.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Drafting the Essay (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their text <b>Lyddie</b>. Display the <b>End of Unit 1 Assessment Prompt: Lyddie Argument Essay</b> (which students originally saw in Lesson 14).</li><li>• Remind students of the following:<ul style="list-style-type: none"><li>* Use the ideas and evidence in your planners to continue to write your essay drafts.</li><li>* You will turn in your drafts at the end of the class.</li><li>* You will have a chance to revise for conventions after you get your first draft back.</li></ul></li><li>• Emphasize the importance of saving their work often as they are typing. Let them know in what form (email, printed, saved to server, etc.) they will be turning in their draft at the end of the class.</li><li>• As students are working, circulate around the room. Since this is an assessment, students should work independently.</li><li>• Continue to circulate around the room, supporting students when needed or when their hands are raised.</li><li>• When a few minutes remain, remind students to save their work.</li></ul>	<ul style="list-style-type: none"><li>• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including SPED and ELL students. As much as possible, this draft should be done independently. However, there is space during Work Time to check in with students who need more support.</li><li>• In order to give more support, consider:<ul style="list-style-type: none"><li>* Prompting them to look at their essay planner to remind them of their claim and/or the evidence they gathered</li><li>* Asking questions like: “How does that evidence support your claim?” or “How are those ideas connected?”</li><li>* Reminding them of the resources available to help them.</li></ul></li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Collect Essay Drafts (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Give students specific positive praise for behaviors or thinking you noticed during class. Emphasize ways in which they are showing stamina as writers, and specific examples of students who are having strong insights about the theme of the novel.</li><li>• Tell students you look forward to reading their drafts. Collect the student drafts and their associated planning work: Forming Evidence-Based Claims sheets and Planning Your Essay.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing SPED and ELL students more time to complete their draft.</li></ul>
Homework	Meeting Students' Needs
<p>A. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete <b>Reader's Notes for Chapters 20, 21, 22, and 23</b>. This is due in Lesson 19.</p> <p><i>Note: Use the <b>NYS Expository Writing Rubric (argument version)</b> in order to assess students' essay drafts. Focus only on row 1 ("Claims and Reasons") and row 2 (Command of Evidence"). Be ready by Lesson 20 to return the essay drafts with feedback and the rubric. For assessment purposes, focus on just the top two rows of the rubric. But do also give feedback on the "Coherence, Organization, and Style" and "Control of Conventions" for students to revise in Lesson 20. Specifically, keep an eye out for common organization or convention mistakes in the essays. In Lesson 20, you can address these common errors in a mini lesson when students revise.</i></p> <p><i>Lesson 19 gives students time to talk about Lyddie as a whole text and to wrap up their study of the novel. (This also allows time for you to review essays and give feedback by Lesson 20.) If you need additional time to review student work before the revision lesson, consider using a day or two between Lesson 19 and Lesson 20 to launch the independent reading routine. This routine is explained more fully in a supporting document, <b>Launching Independent Reading in Grades 6–8: Sample Plan</b> (stand-alone document on EngageNY.org). However, make sure students return to their essays relatively soon; a gap of more than a few days will make it harder for them to revise successfully.</i></p>	



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# Grade 7: Module 2A: Unit 1: Lesson 18

## Supporting Materials



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**Focusing Question:**

**“Should Lyddie sign the petition that Diana Goss was circulating?”**

After reading through Chapter 17 of *Lyddie*, write an argumentative essay that addresses the question:

Should Lyddie sign the petition that Diana Goss is circulating?

Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in the 21st century.



Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's claim.	W.2 R.1-9	clearly introduce the text and the claim in a manner that is compelling and follows logically from the task and purpose claim and reasons demonstrate insightful analysis of the text(s) acknowledges counterclaim(s) skillfully and smoothly	clearly introduce the text and the claim in a manner that follows from the task and purpose claim and reasons demonstrate grade-appropriate analysis of the text(s) acknowledges counterclaim(s) appropriately and clearly	introduce the text and the claim in a manner that follows generally from the task and purpose claim and reasons demonstrate a literal comprehension of the text(s) acknowledges counterclaim(s) awkwardly	introduce the text and the claim in a manner that does not logically follow from the task and purpose claim and reasons demonstrate little understanding of the text(s) does not acknowledge counterclaim(s)	claim and reasons demonstrate a lack of comprehension of the text(s) or task



Criteria	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1-9	develop the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence skillfully and logically explain how evidence supports ideas	develop the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustain the use of relevant evidence, with some lack of variety logically explain how evidence supports ideas	partially develop the claim of the essay with the use of some textual evidence, some of which may be irrelevant use relevant evidence inconsistently sometimes logically explain how evidence supports ideas	demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant attempt to explain how evidence supports ideas	provide no evidence or provide evidence that is completely irrelevant does not explain how evidence supports ideas



Criteria	CCLS	4	3	2	1	0
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L3. L.6	exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provide a concluding statement or section that is compelling and follows clearly from the claim and reasons presented	exhibit clear organization, with the use of appropriate transitions to create a unified whole establish and maintain a formal style using precise language and domain-specific vocabulary provide a concluding statement or section that follows from the claim and reasons presented	exhibit some attempt at organization, with inconsistent use of transitions establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provide a concluding statement or section that follows generally the claim and reasons presented	exhibit little attempt at organization, or attempts to organize are irrelevant to the task lack a formal style, using language that is imprecise or inappropriate for the text(s) and task provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented	exhibit no evidence of organization use language that is predominantly incoherent or copied directly from the text(s) do not provide a concluding statement or section



<b>Criteria</b>	<b>CCLS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	demonstrate grade-appropriate command of conventions, with few errors	demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	demonstrate emerging command of conventions, with some errors that may hinder comprehension	demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	are minimal, making assessment of conventions unreliable



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 19

## World Café to Analyze the Characters in *Lyddie*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1) I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4) I can analyze the interaction of literary elements of a story or drama. (RL.7.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can effectively engage in discussions with my classmates about the characters, setting, and plot in <i>Lyddie</i>.</li><li>I can analyze Lyddie's character traits by citing specific evidence and recognizing patterns from the beginning, middle, and end of the novel.</li></ul>	<ul style="list-style-type: none"><li>Reader's Notes, Chapters 18-23</li><li>World Café charts</li></ul>



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (10 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. World Café (25 Minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Exit Ticket and Preview Homework (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Complete the Lyddie's Character homework.</p>	<ul style="list-style-type: none"><li>• This lesson serves as the culminating discussion of <i>Lyddie</i>. This lesson uses the same protocol as in Module 1 (Unit 1, Lesson 9 and Unit 2, Lesson 8). Review the World Café protocol (embedded in this lesson; also in Module 1, Unit 1, Lesson 9). The students should now be familiar with the protocol, which provides an opportunity for you to circulate and assesses SL.7.1. See supporting materials for a discussion assessment tracker. The specific discussion questions have been designed to help students analyze Lyddie's character traits and how they have shaped the way she reacts to events and other characters. In a way, this lesson gives students a chance to return to the question they were asking in Lessons 2–5: Who is Lyddie?</li><li>* World Cafe materials/setup: Table card prompts (see Teaching Notes):</li><li>* World Café protocol directions (one for document camera or charted on board)</li><li>* Classroom divided into three sections, with each having enough room for one-third of the class to sit at tables in small groups of three (triads)</li><li>* Table card prompts (with tables in each section having the same question and each section having a different question)</li><li>* One recording chart for each triad (the recording chart is simply a large piece of paper, ideally a piece of flip chart)</li><li>* A marker for each triad</li><li>• The questions also invite students to ponder bigger questions about identity, independence, and freedom. This will deepen their engagement with the text and enrich their understanding of the final chapters.</li><li>• In advance: Review Chapters 18–23 of <i>Lyddie</i>, especially Chapters 20 and 21.</li><li>• Decide if you would like to collect the Reader's Notes for Chapters 18–23 at the end of this lesson in order to assess students' work.</li><li>• Post: Learning targets</li></ul>



Lesson Vocabulary	Materials
cultivate, scrupulous (155), yoke (156), begrudge (158), tumult (159), sedate (159), hulking (160), searing (162), trespassed (164), distressing (165), cackle (164), solemn (167), benumbed (168), incredulous (170), parcels (171), dilute (173), vile (171), gingerly (174), monstrosities (177), pang (177), homely (179), content (179), crinkled (182), crumpled (182), merriment (182)	<ul style="list-style-type: none"><li>• Checking for Understanding Entry Task, Chapters 20–23 (one per student)</li><li>• World Café protocol directions (Appendix 1; see also Module 1, Unit 1, Lesson 9)</li><li>• World Café Questions (for teacher use; see Teaching Note above)</li><li>• Recording chart (one per triad; a piece of flip chart)</li><li>• Markers (one per student)</li><li>• Discussion Assessment Tracker (one for teacher use)</li><li>• Lyddie’s Character: Exit Ticket and Homework (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Checking for Understanding (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Checking for Understanding, Chapters 20–23 entry task</b> to students as they enter. Remind students that they can use their Reader's Notes, but not the book itself, to answer these questions.</li> <li>• Direct students to complete the entry task individually. As they do so, circulate to check the Reader's Notes (Chapters 20–23) for completion. You will collect these at the end of the class period.</li> <li>• Debrief students on the entry task. Listen for them to understand that Lyddie was fired for defending Brigid when she was being sexually harassed by Mr. Marsden. Probe students to understand that she reacts with determination and bravery (by confronting Mr. Marsden and writing a letter to his wife) but also with fear and self-doubt as she tries to figure out where she will live and what she will do next.</li> <li>• Ask students to Think-Pair-Share with the person next to them about Lyddie's future. <ul style="list-style-type: none"> <li>* “Given her character traits and the way she reacts to adversity, what will happen to her? What hints does the author give us in the last chapters?”</li> </ul> </li> <li>• Listen for students to name her determination, hard work, and independence as factors in Lyddie's future success. The author states explicitly that she will go to college and implies that she will one day marry Luke.</li> <li>• Post definitions for Reader's Dictionary and prompt students to revise their Reader's Dictionaries as necessary.</li> <li>• Congratulate the class on finishing the novel. Name the ways in which they have practiced high school habits: reading complex texts independently, coming to class prepared for discussion, producing a high-quality essay that relies on textual evidence. Tell them that today they will have the chance to talk with many of their classmates as they focus on the whole book instead of specific excerpts, and that you are looking forward to hearing their thinking.</li> </ul>	
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the supporting learning targets. Ask: <ul style="list-style-type: none"> <li>* “What can you do to make sure your conversation helps everyone in your group analyze how Lyddie's character traits developed throughout the entire book? When you have thought of two things, raise your hand.”</li> </ul> </li> <li>• Wait until most of the class has a hand up and then call on several students to share their thinking. Listen for them to name actions such as clarifying definitions, asking questions, paraphrasing, staying within the text, rereading the pages referred to in the questions, and using Reader's Notes.</li> <li>• Reinforce that talking about texts is one strong way to deepen one's understanding.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. World Café (25 minutes)</b></p> <p><i>Note: Directions for the World Café protocol follow. They are almost identical to the directions in Module 1, Unit 1, Lesson 9, except that teachers offer specific praise for strong discussions (instead of smooth transitions) focused on textual evidence throughout the book.</i></p> <p><i>In case you don't need to read the whole protocol again, the questions are listed here. When teaching this lesson, first review the protocol with students and then share the discussion questions.</i></p> <ul style="list-style-type: none"> <li>Explain to the students that unlike other reading lessons, today they will be discussing the entire novel. In this way they can look for character traits that Lyddie has displayed throughout different settings and different interactions with characters. Give specific positive praise to students for diligently filling out the Reader's Notes. This thinking has prepared them to contribute to discussion today. Encourage students to use their Reader's Notes while they look for specific examples to support their ideas.</li> <li>Below are the three main questions, and related probing questions, for the World Café (see also supporting materials).</li> </ul> <ol style="list-style-type: none"> <li>The book opened with Lyddie staring down a real bear. This foreshadows the way she will deal with the symbolic bears she encounters throughout the novel. <ul style="list-style-type: none"> <li>Consider these symbolic bears:</li> <li>She calls the loom machines her "bears" (97).</li> <li>When Rachel comes to live with her, she dreams of the "bear" (95).</li> <li>When she rescues Brigid, she hears "the noise of an angry bear" (161).</li> <li>When she is fired, she feels like "the bear won" (169). <ul style="list-style-type: none"> <li>"What do these symbolic 'bears' have in common with the real bear?"</li> <li>"What character traits does Lyddie have that let her successfully 'stare down' each 'bear' she encounters? Include specific examples from different parts of the book to support your thinking."</li> </ul> </li> </ul> </li> <li>Over the course of the book, Lyddie told Ezekial, her co-workers, and herself that she "ain't a slave." Yet, at times, she doubted if this were true. <ul style="list-style-type: none"> <li>"Was Lyddie free at the factory?" (Skim pages 94, 91, and 58 for help.)</li> <li>"Was Lyddie free at the end of the book?" (Skim pages 178 and 182 for help.)</li> <li>"What does freedom mean to Lyddie? Does her definition change throughout the book?"</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Use of protocols (like World Café) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students to practice their speaking and listening skills.</li> <li>World Café provides a structure to create mixed-ability grouping of students. For regular discussion and close reading exercises, mixed groupings will provide a collaborative and supportive structure for reading complex texts and close reading of the text.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p>3. After Rachel and Diane leave, Lyddie feels a heavy heart (148). But she tells herself it is better “not to carry the burden of debt or, what was worse, the welfare of other persons” (156). At the end she reminds herself, “Don’t you know better than to tie yourself to some other living soul?” (181)</p> <ul style="list-style-type: none"> <li>* “How has Lyddie tied herself to other characters (i.e., Brigid, Charlie, Rachel, Luke, her co-workers)? How has she refused?”</li> <li>* “Do you think Lyddie should sacrifice some of her independence and tie herself to others in the future? Why or why not?”</li> </ul> <ul style="list-style-type: none"> <li>• Directions for the World Café follow.</li> <li>• Ask students to take out their text, <i>Lyddie</i>, as well as their Reader’s Notes.</li> <li>• Arrange students into triads, with each triad sitting at a table with materials for the World Café: <b>recording chart</b>, a <b>marker</b>, and one <b>table card prompt</b> (see supporting materials).</li> <li>• Display the <b>World Café protocol directions</b> on the <b>document camera</b> or on a chart. Briefly review the protocol directions.</li> <li>• Remind students that they have done this protocol once before, in Module 1. Remind them that it will feel fast-paced at first, because it’s designed to give every student a chance to think for a bit about each question. Caution students that you will interrupt their conversations, but they’ll have a chance to keep working with their ideas at the end of the activity. Review the simple signal you will use to indicate when each round is done (e.g., raising hands, clapping).</li> <li>• During the World Cafe, circulate and use the <b>Discussion Assessment Tracker</b> to assess students on SL.7.1.</li> </ul>	
<p><b>Round I:</b></p> <ul style="list-style-type: none"> <li>• Ask each triad to choose a student to be the “Recorder” for the first round. The Recorder will write down ideas from the group’s conversation on the recording chart at the table. Ask all groups to have their Recorder raise his or her hand.</li> <li>• Remind students to use their Reader’s Notes and the novel to support their discussions. Remind them of the goals they set in the opening part of class about conversations that deepen everyone’s understanding of the book.</li> <li>• Focus students on the question on their table card prompts. Ask them to read the question aloud and then discuss that question. Ask the Recorder to take notes on the table’s recording chart. Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>After 3 minutes, use the signal to get students' attention. Explain the transition that they will do momentarily:<ol style="list-style-type: none"><li>The Recorders will stay seated at the table where they have been working.</li><li>The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.</li></ol></li><li>Signal students to transition quickly and quietly.</li></ul> <p><b>Round II:</b></p> <ul style="list-style-type: none"><li>Give specific positive praise for strong discussions—e.g., text-based, focused on the question, building on each other's ideas, asking each other questions.</li><li>Be sure that the Round I Recorder has remained at his/her original table. Tell the class the following three steps, then prompt them to begin:<ol style="list-style-type: none"><li>The Round I Recorder summarizes the conversation that happened at that table during Round I.</li><li>Choose a new Round II Recorder from the new students at the table.</li><li>The new group reads the question on their table card prompt, then begins a discussion about that question.</li></ol></li><li>Remind students to use their Reader's Notes and the novel to support their discussions. Prompt the Round II Recorder to take notes on the table's recording chart. Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.</li><li>After 3 minutes, use the signal to get students' attention. Remind them of the transition:<ol style="list-style-type: none"><li>Round II Recorders will stay seated at the table where they have been working.</li><li>The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.</li></ol></li><li>Signal the transition to Round III.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>Round III:</b></p> <ul style="list-style-type: none"><li>• Repeat the process from Round II.</li><li>• Be sure that the Round II Recorder has remained at his/her Round II table. Review the three steps, then prompt them to begin:<ol style="list-style-type: none"><li>1. The Round II Recorder summarizes the conversation that happened at that table during Round I.</li><li>2. Choose a <i>new</i> Round III Recorder from the new students at the table.</li><li>3. The new group reads the question on their table card prompt, then begins a discussion about that question.</li></ol></li><li>• Remind them to use their Reader's Notes and the novel to support their discussions. Prompt the new Recorder to take notes on the table's recording chart. Remind Recorders to make their letters about 1 inch in height so that their writing will be visible when posted at the end of the activity.</li><li>• After 3 minutes, use the signal to get students' attention. Remind them of the transition:<ol style="list-style-type: none"><li>1. Round III Recorders will stay seated at the table where they have been working.</li><li>2. The other pair of students in each triad will stand and rotate together to the table in the next section with different table card prompts.</li></ol></li><li>• Signal the transition to Round IV.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>Round IV:</b></p> <ul style="list-style-type: none"><li>• Repeat the process from Round III.</li><li>• Be sure that the Round III Recorder has remained at his/her Round III table. Review the three steps, then prompt them to begin:<ol style="list-style-type: none"><li>1. The Round III Recorder summarizes the conversation that happened at that table during Round III.</li><li>2. Choose a <i>new</i> Round IV Recorder from the new students at the table.</li><li>3. The new group reads the question on their table card prompt, then begins a discussion about that question.</li></ol></li><li>• After 3 minutes, use the signal to get students' attention. At this point, students should have discussed each of the questions on the table card prompts. Thank students for their participation and collaboration during the World Café. Point out several specific things you noticed about how they used the protocol more effectively this time than the first time.</li><li>• Ask all Round IV Recorders to bring their recording charts to the front of the room and post them so that they are visible to all students.</li><li>• As a closing for this activity, ask students to think of one thing they saw or heard today that helped make discussions effective. When they have thought of one, they should raise their hands. When more than half the class has a hand up, call on several students to share their thinking.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket and Preview Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Lyddie's Character: Exit Ticket and Homework</b>. Briefly preview it, making sure to define the word <i>cultivate</i>.</li><li>• Ask students to think on their own for a minute and then to complete the exit ticket portion of the homework.</li><li>• After giving them a minute to think individually, call on students to share their ideas. Encourage other students to add to their list.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Complete the Lyddie's Character: Exit Ticket and Homework</p> <p><i>Note: This is final lesson for Lyddie.</i></p>	<ul style="list-style-type: none"><li>• This homework assignment is designed to allow students to further reflect on the novel, not to provide assessment data for a particular standard. Give students credit for completing it, but do not grade it.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 1: Lesson 19

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

1. What led to Lyddie’s dismissal from the mills? In modern terms, what would we call Mr. Mardsen’s behavior?

.....

.....

2. How did Lyddie initially react to being fired? How did she react later? What character traits do these reactions illustrate?

.....

.....

3. Diana calls Lyddie’s story a “reason to celebrate.” After reading the end of the book, do you agree?

.....

.....

1. The book opens with Lyddie staring down a real bear. This foreshadows the way she deals with the symbolic bears she encounters throughout the novel.

Consider these symbolic bears:

She calls the loom machines her “bears” (97).

When Rachel comes to live with her, she dreams of the “bear” (95).

When she rescues Brigid, she hears “the noise of an angry bear.” (161).

When she is fired, she feels like “the bear won” (169).

**What do these symbolic “bears” have in common with the real bear?**

**What character traits does Lyddie have that let her successfully “stare down” each “bear” she encounters? Include specific examples from different parts of the book to support your thinking.**

2. Over the course of the book, Lyddie tells Ezekial, her co-workers, and herself that she “ain’t a slave.” Yet, at times, she doubts if this is true.

**Is Lyddie free at the factory? (skim pages 94, 91, and 58 for help)**

**Is Lyddie free at the end of the book? (Skim pages 178 and 182 for help)**

**What does freedom mean to Lyddie? Does her definition change throughout the book?**



3. After Rachel and Diane leave, Lyddie feels a heavy heart (148). But she tells herself it is better “not to carry the burden of debt or, what was worse, the welfare of other persons” (156). At the end she reminds herself, “Don’t you know better than to tie yourself to some other living soul?” (181)

**How has Lyddie tied herself to other characters (i.e., Brigid, Charlie, Rachel, Luke, her co-workers)? How has she refused?**

**Do you think Lyddie should sacrifice some of her independence and tie herself to others in the future? Why or why not?**



Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria). Use the "Notes/Comments" area to record any additional observations.

<p>Student Name and date:</p>          <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
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<p>Student Name and date:</p>          <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
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<p>Student Name and date:</p>     <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
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<p>Student Name and date:</p>     <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
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<p>Student Name and date:</p>     <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
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<p>Student Name and date:</p>     <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
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<p>Student Name and date:</p>     <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
-------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Student Name and date:</p>          <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
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<p>Student Name and date:</p>          <p>Notes/Comments:</p>	<p>Criteria:</p>  <p>_____ Contributes to discussion.</p> <p>_____ Takes turns speaking.</p> <p>_____ Gives full attention to speaker.</p> <p>_____ Uses evidence from the text.</p> <p>_____ Stays on topic.</p> <p>_____ Asks questions when appropriate.</p>
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.....  
Name: .....

.....  
Date: .....

**Exit Ticket**

Today in class, we discussed Lyddie's character. List some of her character traits here:

**Homework**

Answer each question below in a well-written paragraph. Make sure to refer to specific details from the text.

1. What is one of Lyddie's character traits that you would like to cultivate in yourself? Why? How did it help Lyddie? How would it help you in today's world?

.....

.....



2. What is one of Lyddie's character traits that you would not like to cultivate? Why? How did it hurt Lyddie? How would it hurt you in today's world?

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3. The author of *Lyddie*, Katherine Patterson, wrote this book with a teenage audience in mind. What do you think she wanted teenagers today to learn from Lyddie's experiences?

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EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 20**

## **End of Unit 1, Assessment, Part 2: Revise Essay Drafts**



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### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can use correct grammar and usage when writing or speaking. (L.7.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)

### Supporting Learning Targets

- I can use feedback from others to revise and improve my essay.
- I can use correct grammar and punctuation in my essay.
- I can use new vocabulary appropriately in my essay.

### Ongoing Assessment

- Revised essay

### Agenda

#### 1. Opening

- A. Review Learning Targets (3 minutes)

#### 2. Work Time

- A. Mini Lesson: Addressing Common Errors (5 minutes)
- B. Return Draft Essays with Feedback (5 minutes)
- C. Essay Revision (30 minutes)

#### 3. Closing and Assessment

- A. Previewing Unit 3 (2 minutes)

#### 4. Homework

- A. Finish the final draft of your essay to turn in at the start of the next lesson, along with your first draft, rubric, and planners.

### Teaching Notes

- Some students may need more help revising than others. There is space for this during the revision time.
- As in Lesson 18, consider the setup of the classroom; students ideally will be working on computers.
- If students did not use computers to draft their essays in Lesson 18, consider giving them more time to revise and rewrite their essays.
- Have independent activities ready for students who finish revising early.
- Since not all students may finish their revisions during this class, have students email their files, check out a computer, or come in during an off period or after school to finish. Consider extending the due date for students who do not have access to a computer at home.
- In advance: Look over students' graded drafts (from Lesson 18) and find a common conventions error. Craft a mini lesson for Work Time A to address the error (a sample structure is provided in the lesson).
- Also, identify a body paragraph in a student essay that uses and punctuates a "quote sandwich" well to be an exemplar. Make a copy of this body paragraph, without the student's name, to show in Work Time Part B. The goal is for students to have another model to work toward as they are revising their own essays.



Lesson Vocabulary	Materials
feedback	<ul style="list-style-type: none"><li>• Computers</li><li>• Students' draft essays with teacher feedback (from Lesson 18)</li><li>• Exemplar Body Paragraph (for display, selected by teacher in advance; see Teaching Notes)</li><li>• Document camera</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>* “I can use feedback from others to revise and improve my essay.”</li><li>* “I can use correct grammar and punctuation in my essay.”</li><li>* “I can use new vocabulary appropriately in my essay.”</li></ul> <ul style="list-style-type: none"><li>• Remind students that they practiced incorporating peer feedback in Lesson 17. They will use the same skills in this lesson, only this time the feedback will be on their control of conventions.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Addressing Common Errors (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that you noticed a common error in their essays (for instance, comma splices or inconsistent capitalization).</li><li>• On the <b>document camera</b> or white board, show an example of the error. Explain why it is incorrect.</li><li>• Model how to revise and correct the error.</li><li>• Check for understanding. Ask students to give you a thumbs-up if they understand the error and how to fix it when revising, or a thumbs-down if they don't understand fully.</li><li>• If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it.</li><li>• Cold call on a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up/-down. If some students are still struggling, consider checking in with them individually.</li></ul>	
<p><b>B. Return Draft Essays with Feedback (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Show the <b>exemplar body paragraph</b> using the document camera. Point out how the student uses a quote sandwich, especially how the student punctuates and cites the quote.</li><li>• Tell students that they will be getting their <b>draft essays</b> back now with comments on them. They should look over the comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a "Help List" on the white board and invite students to add their names to it if they need questions answered.</li><li>• Remind students that they will start their revisions in class today, but they will have the opportunity to complete their revisions at home tonight.</li><li>• Return students' draft essays.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>C. Essay Revision (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Revisit expectations for using computers.</li><li>• Assign <b>computers</b>, and then prompt students to open the word processing program and make revisions.</li><li>• Circulate around the room, addressing student questions. Consider checking in first with students who need extra support to make sure they can use their time well.</li><li>• When a few minutes are left, ask students to save their work and make sure they have access to it at home tonight.</li></ul>	<ul style="list-style-type: none"><li>• Some SPED or ELL students may need more scaffolding to revise. It can be helpful to give their feedback as a set of step-by-step instructions. For instance:<ol style="list-style-type: none"><li>1. The circled words are misspelled. Get a dictionary and use it to correct the circled words.</li><li>2. The underlined sentences are run-ons. Find them and correct them by adding a full stop and capitalizing the first letter of the new sentence.</li></ol></li><li>• For students who need more time, consider focusing their revisions on just one paragraph or just one skill, such as capitalizing appropriately.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Unit 3 (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that their finished essay is due at the beginning of class tomorrow, along with their essay drafts and planners.</li><li>• Tell the class that the final draft of this essay marks the end of Unit 1. Next, students will have the opportunity to learn about a different set of working conditions and read a compelling speech by César Chávez.</li></ul>	
Homework	Meeting Students' Needs
<p>A. Finish the final draft of your essay to turn in at the start of the next lesson, along with your first draft, rubric, and planners.</p> <p><i>Note: This is the final lesson of Module 2, Unit 1. Review the materials for Module 2, Unit 2 in preparation for the next lesson. Also consider what plan for launching the independent reading routine will work best for your students and how you will calendar those lessons (as a stand-alone mini unit, or integrated into Unit 2).</i></p>	

There are no new supporting materials for this lesson.



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# Grade 7: Module 2A: Unit 2: Overview



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## How Working Conditions Change: Chávez and the UFW

### Unit 2: Case Study: How Working Conditions Change: Chávez and the UFW

In this unit, which centers on informational text standards RI.7.2, RI.7.3, and RI.7.5, students will read and analyze a speech by César Chávez. In response to the difficult working and living conditions faced by agricultural workers, Chávez helped found the United Farm Workers in the 1960s. In 1984, Chávez gave his Commonwealth Club Address, which argues that the UFW has been and will continue to be a powerful institution that improves the lives of farmworkers and empowers the Latino community. This is primarily a reading unit, and it focuses on students' ability to determine the central ideas of a text and analyze how they are developed, understand how people and events interact in that text, and consider how an author organizes a text so that each section of the text relates to the central claim. As students read the speech, they will add to a new anchor chart about how

consumers, workers, government, and businesses (the focus of Unit 3) affect working conditions. They also will analyze how Chávez uses specific tools of rhetoric to develop his central claim and will discuss the structure of the speech. In the Mid-Unit 2 Assessment, students will answer selected-response questions for a section of Chávez's speech that the class has not yet discussed. In the End of Unit 2 Assessment, they will apply their understanding of text structure to analyze a new speech by Chávez. Both assessments focus on RI.7.2, RI.7.3, and RI.7.5, but the mid-unit assessment focuses more on RI.7.2 and RI.7.3 while the end of unit assessment focuses more on RI.7.5. The lessons in this unit are adapted from lessons developed by Odell Education (see stand-alone documents on EngageNY.org).

#### Guiding Questions And Big Ideas

- **How do working conditions change?**
- **What role do consumers, governments, business owners, and workers play in improving working conditions?**
- **How does a speaker develop and organize his central claim?**
- *Workers, the government, businesses, and consumers can all bring about change in working conditions.*
- *Closely reading and discussing an excerpt of a longer text helps to deepen your understanding of the text as a whole.*



## How Working Conditions Change: Chávez and the UFW

<b>Mid-Unit 2 Assessment</b>	<p><b>Text-Dependent Questions about Theme: How Do Individuals Survive in Challenging Environments?</b></p> <p>This assessment centers on NYSP12 ELA CCLS RL.7.1, RL.7.9, and RI.7.2. For this assessment, students will analyze how the author of <i>A Long Walk to Water</i> uses and elaborates on historical facts to convey her ideas about how people survive in South Sudan.</p>
<b>Alternate Mid-Unit 2 Assessment</b>	<p>For classes that have already read Chávez’s Commonwealth Club Address (as a part of the stand-alone Odell Education unit), an alternate Chávez speech is suggested for Unit 2: “Statement at Pacific Lutheran University,” March 1989. To create an alternate Mid-Unit 2 Assessment, examine the fully developed assessment in Lesson 5 (which focuses on the Commonwealth Club Address) and use this as a model to create a similar assessment based on a section of the alternate Chávez speech.</p>
<b>End of Unit 2 Assessment</b>	<p><b>Analyzing the Structure of Chávez’s “Wrath of Grapes” Speech</b></p> <p>This assessment centers on standards NYS ELA RI.7.1, RI.7.2, RI.7.3, and RI.7.5, with an emphasis on RI.7.5. Students read “Wrath of Grapes,” another speech by Chávez (edited for length), and answer selected- and constructed-response questions about its central claim, how that claim is developed, and how each section of the speech relates to that central claim.</p>

### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

#### Relevant Content Standards

- 8.14.c Various minority groups who won rights in the 1960s and 1970s struggled to exercise those rights in political and social realms.



## How Working Conditions Change: Chávez and the UFW

### Central Texts

1. César Chávez, “Commonwealth Club Address,” speech given on November 9, 1984.
2. OR (for teachers who have already taught this speech as a part of the separate Odell Education unit):  
César Chávez, “Statement at Pacific Lutheran University,” speech given in March 1989.
3. Cesar Chavez, “The Wrath of Grapes,” speech given in May 1986.
4. Kathleen Krull, *Harvesting Hope: The Story of Cesar Chavez* (Harcourt, 2003). ISBN-10: 0152014373 (optional; not required; see page 9 of this unit 2 overview document)



## Unit-at-a-Glance

This unit is approximately 4 weeks or 20 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Building Background Knowledge: Who Changes Working Conditions?	<ul style="list-style-type: none"> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can define “agent of change” and apply that knowledge to working conditions.</li> <li>I can explain the significant facts about the life and work of César Chávez.</li> </ul>	<ul style="list-style-type: none"> <li>Building Background Knowledge Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Tea Party protocol</li> <li>Agents of Change</li> </ul>
<b>Lesson 2</b>	Reading Closely: Introducing Chávez’s Commonwealth Club Address and Considering the Plight of the Farmworker	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine one of César Chávez’s main claims and identify the supporting evidence for it.</li> <li>I can analyze the development of a central claim in César Chávez’s speech.</li> <li>I can analyze the structure of Chávez’s speech and explain how each section contributes to his central claim.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ annotated text of the Commonwealth Club Address</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure</li> </ul>
<b>Lesson 3</b>	Reading Closely and Introducing Rhetoric Toolbox: Unions as Agents of Change—Part 1	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine one of César Chávez’s main claims and identify the supporting evidence for it.</li> <li>I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claims.</li> </ul>	<ul style="list-style-type: none"> <li>Students’ annotated texts of the Commonwealth Club Address</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Appointments protocol</li> <li>Rhetoric Toolbox</li> <li>Agents of Change</li> </ul>



Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Speech Structure: Unions as Agents of Change—Part 2	<ul style="list-style-type: none"> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine one of César Chávez’s main claims and identify the supporting evidence for it.</li> <li>I can analyze the structure of Chávez’s speech and explain how each section contributes to his central claim.</li> </ul>	<ul style="list-style-type: none"> <li>Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure</li> </ul>
<b>Lesson 5</b>	Mid-Unit Assessment: How Chávez Develops His Claims in the Commonwealth Club Address	<ul style="list-style-type: none"> <li>I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li> <li>I can determine a theme or the central ideas of an informational text. (RI.7.2)</li> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas) (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the development of a main claim in an excerpt of Chávez’s speech.</li> <li>I can analyze interactions between individuals, events, and ideas in Chávez’s speech.</li> <li>I can analyze how paragraphs of Chávez’s speech contribute to the development of the ideas in this section.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</li> </ul>	



## Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Speech Structure: Part 2 of the Commonwealth Club Address	<ul style="list-style-type: none"> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> <li>I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li> </ul>	<ul style="list-style-type: none"> <li><i>I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.</i></li> <li><i>I can find examples in the story of the UFW of how the government and workers can affect working conditions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Speech Structure anchor chart</li> <li>Text-Dependent Questions for Paragraphs 16–21</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure</li> <li>Agents of Change</li> </ul>
<b>Lesson 7</b>	Synthesizing Chávez's Central Claim	<ul style="list-style-type: none"> <li>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li> <li>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.</li> <li>I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claim.</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure</li> </ul>



Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	End of Unit Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech	<ul style="list-style-type: none"><li>• I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)</li><li>• I can determine a theme or the central ideas of an informational text. (RI.7.2)</li><li>• I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</li><li>• I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)</li><li>• I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</li></ul>	<ul style="list-style-type: none"><li>• I can analyze the development of a central idea in a César Chávez speech.</li><li>• I can analyze interactions between individuals, events, and ideas in a Chávez speech.</li><li>• I can analyze how paragraphs of Chávez's speech contribute to the development of the central claim.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech</li></ul>	



**Optional: Experts, Fieldwork, And Service**

- Experts
  - \* Invite a local union organizer to speak with your students about how unions work and how they affect working conditions.
- Fieldwork
  - \* For an online fieldwork experience, visit the website of the United Farm Workers at [www.ufw.org](http://www.ufw.org).
  - \* If there are any food boycotts happening in your community, consider taking students to a store that carries this type of product to talk with the manager about the boycott and how that store in particular and the industry in general has decided to respond. For example, many stores are considering how to respond to consumer concerns about genetically modified organisms (GMOs), even though these are not federally regulated.
- Extensions
  - \* Consider partnering with the social studies teacher for a cross-disciplinary investigation of this time in history.
  - \* Consider partnering with the science teacher for an investigation of the impacts of different methods of agricultural production.



## Preparation and Materials

### Preparation and Materials

Alternate central text: This unit is loosely based on a unit developed by Odell Education (available on EngageNY.org). If you have already used the Commonwealth Club Address and the related Odell Education lessons, you can adapt this unit to teach a different Chávez speech. “Statement at Pacific Lutheran University” (March 1989) could be easily adapted to address these standards and help students understand the role of workers, consumers, and governments in changing working conditions.

### Multimedia and Supporting Texts

- This unit includes recommendations to build students’ background knowledge about César Chávez in Lesson 1. Reading part of a children’s book called *Harvesting Hope: The Story of César Chávez*, by Kathleen Krull, is the best way to do this; however, the lesson also lists alternate online resources and a PBS video, *Fight in the Fields*. Consider which resources will be best for you and plan how to use them.

### Independent Reading

- This unit assumes that you have launched an independent reading program with your students. Often the homework assignment in this unit and in Unit 3 is reading independent reading books, and plans in both units include time in class to check in on independent reading. Consider scheduling a week between Units 1 and 2 to launch independent reading. Alternatively, you could lengthen the time for Unit 2 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about ½ class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 2 includes time to maintain the independent reading routine (calendared into the lessons) but does not set a particular routine. Various options are outlined in the **Launching Independent Reading in Grades 6–8: Sample Plan**; consider what will best meet the needs of your students and establish that routine in this unit.



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 2: Lesson 1**

## **Building Background Knowledge: Planning The Two Voice Poem**



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**Building Background Knowledge:**  
Who Changes Working Conditions?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can define “agent of change” and apply that knowledge to working conditions.</li><li>• I can explain the significant facts about the life and work of César Chávez.</li></ul>	<ul style="list-style-type: none"><li>• Building Background Knowledge Worksheet</li></ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Learning Targets and Introducing Agents of Change (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Building Background Knowledge on César Chávez (15 minutes)</p> <p>B. Introducing the Text—Modified Tea Party (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Turn and Talk (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students are introduced to the guiding question of Unit 2: Who changes working conditions? The students will think about this individually, in groups, and as a class. Students will capture their thinking on a class anchor chart.</li> <li>• Students are also introduced to César Chávez. Consider adapting the Building Background Knowledge Worksheet (see supporting materials) to suit the source you choose. Building students' understanding of the context in which Chávez gives his speech will help their comprehension of the speech, and allow them to move on to the structural analysis of a complex text that is the core cognitive work of this unit. This lesson recommends using the picture book <i>Harvesting Hope: The Story of César Chávez</i> by Kathleen Krull; alternatives are listed below. Consider what will be best for your situation.</li> <li>• Alternative sources for building background knowledge:</li> <li>• PBS publishes a documentary called <i>Fight in the Fields</i>. Consider showing appropriate clips that will help the students understand basic facts about Chávez's life, the United Farm Workers cause, and the role of unions historically.</li> <li>• Other options:</li> <li>• — <a href="http://www.youtube.com/watch?v=e7GCCBIgFaQ">http://www.youtube.com/watch?v=e7GCCBIgFaQ</a> The information on Chávez's background begins at 1:33 and runs until 4:30;</li> <li>• — <a href="http://www.youtube.com/watch?v=rj4ya_Gyq8o">http://www.youtube.com/watch?v=rj4ya_Gyq8o</a> This video has good images and runs 1:50 long;</li> <li>• — <a href="http://www.cesareChavezfoundation.org">http://www.cesareChavezfoundation.org</a>. If you look at the "About Cesar" section, there is a photo gallery of images. Select some to share with your students.</li> <li>• This lesson also includes time to discuss the issues of language and ethnicity with students, as the words we use to refer to groups have changed over the years. If you are new to this type of conversation with students, consider talking in advance with a colleague about how to facilitate this part of the lesson.</li> </ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Because this unit requires a lot of in-class reading, many lessons—including this one—include an activity that involves movement to give students a physical break. When you implement lessons with these types of activities, make sure to review your expectations for how and when students move around the classroom just before starting the activity. Descriptions of what you should and should not hear and see will help students be successful.</li><li>• For homework in this unit, students are usually reading in their independent reading book. The plans assume that you have launched the independent reading program with your students, and that all students have books to read and understand the routines of reading and logging their reading. See two separate stand-alone documents on EngageNY.org: The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan, which together provide the rationale and practical guidance for a robust independent reading program. If you have not launched independent reading yet, you could either work the launch into this unit, by adding days, or you could pause and launch the program before starting this unit.</li></ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Lesson Vocabulary	Materials
agent of change, consumer, boycott, union, migrant worker, Chicano, Anglo, Mexican-American, Latino, Hispanic	<ul style="list-style-type: none"><li>• Two images of working conditions, one modern and one historic; found in advance by teacher; suggested images:<ul style="list-style-type: none"><li>– Modern day: a Google image search for “factory today working conditions” will yield a number of possibilities. Choose one that will interest your students.</li><li>– Lowell: <a href="http://www.clemson.edu/caah/history/FacultyPages/PamMack/lec122/weave.gif">http://www.clemson.edu/caah/history/FacultyPages/PamMack/lec122/weave.gif</a></li></ul></li><li>• Entry task: Working Conditions Then and Now (one per student)</li><li>• Agents of Change anchor chart (one per student and one to display)</li><li>• Building Background Knowledge worksheet (one per student)</li><li>• <i>Harvesting Hope: The Story of César Chávez</i> (or an alternative background source; see Teaching Notes for a list)</li><li>• Quote Cards (one copy for every four students)</li><li>• Quote Cards (for teacher reference)</li><li>• Additional Quotes (one per student; used during group work)</li></ul>



## Building Background Knowledge: Who Changes Working Conditions?

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>two images of working conditions</b>. Distribute or display the <b>entry task: Working Conditions: Then and Now</b>. Direct students to complete it individually and silently.</li> <li>• Debrief the entry task. Listen for students to understand that the technology has changed, the protective clothing has changed, the number of workers needed has changed, but the workers are still young women.</li> </ul>	
<p><b>B. Reviewing Learning Targets and Introducing Agents of Change (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the learning targets for the day, and tell them that first they will learn about agents of change. Ask a student to define <i>agent</i> (someone who works for someone else). Discuss examples of agents, such as Hollywood agents, FBI agents, and real estate agents. Introduce the phrase <i>agent of change</i>—someone or something that works to change a situation. One major agent of change in the textile industry has been technology, as students saw in the photos. But they are going to be thinking about the people or groups of people that are agents of change.</li> <li>• Display the <b>Agents of Change anchor chart</b> and distribute a copy to each student. Define the word <i>consumer</i>, and make sure students also understand the other words. Instruct students to turn and talk to the person next to them about how workers or business owners can be agents of change for working conditions: <ul style="list-style-type: none"> <li>* “What were the mill girls in <i>Lyddie</i> trying to do?”</li> <li>* “How did the response of the owners to their petitions affect working conditions?”</li> </ul> </li> <li>• Listen for students to notice that workers can organize to demand better conditions, and that businesses can make conditions better or worse depending on how they respond to those demands.</li> <li>• Tell students they will start reading a speech today that will explore this very important question: Who changes working conditions? They will learn about how the government, business, workers, and consumers all affected working conditions in one particular industry: agriculture. Express your excitement to hear their thoughtful ideas and analysis of this topic.</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.</li> <li>• Guiding questions provide motivation for student engagement in the topic and give a purpose to reading a text closely. Consider posting this one.</li> </ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Work Time	Meeting Students' Needs
<p><b>A. Building Background Knowledge on César Chávez (15 minutes)</b></p> <ul style="list-style-type: none"><li>Now tell students that one major agent of change was César Chávez. Direct their attention to the learning target about him, and distribute the <b>Building Background Knowledge Worksheet</b>. Use whichever source you have selected to help students understand the life and work of César Chávez. Consider reading sections of <b>Harvesting Hope: The Story of César Chávez</b> by Kathleen Krull, which is the recommended option, as it provides an opportunity for students to enjoy listening to a story and viewing some beautiful artwork.</li><li>Students should hold their thinking on the Building Background Knowledge Worksheet.</li><li>Consider briefly reviewing the vocabulary that Chávez uses in the Commonwealth Club speech that students will read, as the terms we use to discuss ethnicity have changed over the years. Depending on the needs of your students, clarify current and past usage of the terms: <i>migrant worker</i>, <i>Chicano</i>, <i>Anglo</i>, <i>Mexican-American</i>, <i>Latino</i>, and <i>Hispanic</i>.</li></ul>	<ul style="list-style-type: none"><li>This read-aloud builds a familiarity with the structure of a two voice poem in a way that hearing it read by one person or reading it silently cannot do.</li></ul>



## Building Background Knowledge: Who Changes Working Conditions?

Work Time (continued)	Meeting Students' Needs
<p><b>B. Introducing the Text—Modified Tea Party (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a <b>quote card</b> to each student. Explain that each student has a quote from the Commonwealth Club Address by César Chávez, and that there are four quotes in all. (Note: For this activity to work, you must distribute the cards in sets of four, so you may need to give some cards to pairs of students. For example, if you have 29 students in your class, you would create seven sets of four cards each, and then you would give the last card to a pair of students instead of to an individual student.)</li> <li>• Ask the students to read their quotes silently. Clarify any unknown vocabulary. Give students a chance to think about the words they don't know first—but even if no one asks, make sure you define <i>boycott</i> and <i>union</i>, as these are terms that are central to Chávez's speech.</li> <li>• Next, preview the Tea Party protocol. Tell students that in a tea party, it's best to have a variety of people to make the conversation interesting. They need to mix and mingle in order to form groups of four in which each person has a different quote. When they have done so, they should sit together. You may wish to make this a silent exercise or play music to provide an auditory clue that they are to move around, and you may also wish to give them a specific time limit.</li> <li>• After students have formed groups, refocus whole class for the next set of instructions. Group members need to help one another match their quotes to the agent of change on the Agent of Change anchor chart.</li> <li>• Model this process by saying something like: "For example, my quote from the speech is, 'Instead of enforcing the law as it was written against those who break it, Deukmejian invites growers who break the law to seek relief from the governor's appointees.' So, this quote is about laws, and more specifically about laws being broken and the governor not enforcing the law. I think that if we are talking about laws, we are talking about governments as agents of change. When governments outlaw certain working conditions, they will change. Of course, if they don't enforce those laws, the working conditions will not change. So I will write, 'Government passes and enforces laws' and put my card on this section of the anchor chart."</li> <li>• Direct students to begin to match their quotes to the appropriate square on the anchor chart. When they think they have completed the task and everyone in their group can explain their reasoning, ask them to raise their hands. As groups finish, hand out the <b>Additional Quotes worksheet</b>, which they can discuss as they wait for everyone to finish.</li> <li>• After a few minutes or when everyone is done, cold call on several students to share where their group placed the cards and what they added to their Agents of Change anchor chart. Add those ideas to the displayed Agent of Change anchor chart.</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.</li> <li>• Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.</li> <li>• Many students will benefit from having the time available for this activity displayed via a timer or stopwatch.</li> <li>• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before they are asked questions.</li> </ul>



**Building Background Knowledge:**  
Who Changes Working Conditions?

Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn and talk:<ul style="list-style-type: none"><li>* “Given what you learned about Chávez today and after previewing the quotes from his speech, who do you think Chávez sees as an agent of change?”</li></ul></li><li>• Remind students of the expectations and deadlines regarding independent reading for homework.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit at home.</b></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 2: Lesson 1

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

**Directions: Study the two images of working conditions and answer the questions below.**

1. Clearly, working conditions in textile mills have changed since the 1800s. What specific changes do you see in these photos? What remains similar?

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2. Why have working conditions changed?

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3. Who is responsible for changing working conditions?

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**Agents of Change  
For Working Conditions**

<b>Workers</b>	<b>Governments</b>
<b>Consumers</b>	<b>Businesses</b>



**Name:**

**Date:**

**A. Early Life**

Childhood

Young adult

**B. Organizing United Farm Workers**

Why he formed it

What success the UFW Had

**C. Lasting Legacy**



“At companies where farmworkers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides ...”

“That is why we are asking Americans, once again, to join the farmworkers by boycotting California grapes. The newest Harris Poll revealed that 17 million Americans boycotted grapes.”

“Hispanics began running for public office in greater numbers ... (and) our people started asserting their rights on a broad range of issues and in many communities across this land.”

“The very fact of our existence forces an entire industry ... to spend millions of dollars year after year on increased wages, on improved working conditions, and on benefits for workers.”



“At companies where farmworkers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides ...”

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“The very fact of our existence forces an entire industry ... to spend millions of dollars year after year on increased wages, on improved working conditions, and on benefits for workers.”





Workers	Governments
<p>“At companies where farmworkers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides ...”</p>	<p>“Hispanics began running for public office in greater numbers ... (and) our people started asserting their rights on a broad range of issues and in many communities across this land.”</p>
Workers	Governments
<p>“That is why we are asking Americans, once again, to join the farmworkers by boycotting California grapes. The newest Harris Poll revealed that 17 million Americans boycotted grapes.”</p>	<p>“The very fact of our existence forces an entire industry ... to spend millions of dollars year after year on increased wages, on improved working conditions, and on benefits for workers.”</p>



**Directions:** César Chávez says, “Our opponents must understand that it’s not just the union we have built. Unions, like other institutions, can come and go—but we’re more than institutions.”

Read the following quotes and discuss how Chávez illustrates that a union is “more than an institution.” What does he say it is?

“And one thing I hear most often from Hispanics, regardless of age or position, and from many non-Hispanics as well, is that the [United Farm Workers union] gave them the hope that they could succeed and the inspiration to work for change.”

“Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish.”

“Regardless of what the future holds for the union, regardless of what the future holds for farmworkers, our accomplishments cannot be undone. La causa, our cause, doesn’t have to be experienced twice.”



EXPEDITIONARY  
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## **Grade 7: Module 2A: Unit 2: Lesson 2**

### **Reading Closely:** Introducing Chávez's Commonwealth Club Address and Considering the Plight of the Farmworker



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine a theme or the central ideas of an informational text. (RI.7.2)  
I can analyze the development of a theme or central idea throughout the text. (RI.7.2)  
I can analyze the organization of an informational text  
(including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

**Supporting Learning Targets**

- I can determine one of César Chávez's main claims and identify the supporting evidence for it.
- I can analyze the development of a central claim in César Chávez's speech.
- I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.

**Ongoing Assessment**

- Students' annotated text of the Commonwealth Club Address



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Listening for the Gist: Paragraphs 1–15 (15 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Analyzing the Structure of the Speech (10 minutes)</p> <p>B. Reading Closely: Paragraphs 1–7 (15 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Forming Evidence-Based Claims: Paragraphs 1–7 (5 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Complete the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7.</p> <p>B. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none"><li>• Unit 2 Lessons 2-7 are adapted from the Making Evidence-Based Claims unit developed by Odell Education. For the original Odell Education unit, go to <a href="http://www.odelleducation.com/resources">www.odelleducation.com/resources</a>.</li><li>• In this lesson, students will begin to work with the central text, César Chávez's Commonwealth Club Address (1984). This text is challenging. Therefore, students will first read and listen to large chunks of the speech for gist. Then they will reread and analyze each selection in greater depth.</li><li>• To help students connect with this powerful text, in this lesson students read along as they listen to a recording of Chávez actually delivering the first half of his Commonwealth Club Address (paragraphs 1-15). (The source of this recording is the Commonwealth Club of California)</li><li>• Then students dive deeper into the first seven paragraphs of the Commonwealth Club Address to analyze one of Chávez's claims. In Unit 1, students formed evidence-based claims after collecting evidence. Here they reverse that process: they are given the claim but must find evidence to support it. The examples provided in the teacher versions are possibilities meant more to illustrate the process than to shape textual analysis. Instruction will be most effective if the evidence used in modeling flows naturally from the textual ideas and details that you and the students find significant and interesting.</li><li>• Students use a Forming Evidence-based claims graphic organizer (similar to ones they used in Module 1). This graphic organizer is adapted in collaboration with Odell Education based on their Forming Evidence-based Claims worksheet (also see stand-alone document on EngageNY.org and <a href="http://odelleducation.com/resources">odelleducation.com/resources</a>).</li><li>• In this unit, students often hold their thinking by annotating their text. Because students may have little experience with annotating text, consider displaying your own copy of the text on a document camera and annotating it as you go to provide students with a visual model of what their speech should look like.</li><li>• In this lesson, students begin their work on RI.7.5: understanding how each section of the Chávez speech contributes to his central claim. They begin to work with a graphic organizer that notes the main claim in each part of the speech and has a place to note how each section connects to the central claim of the speech. Keep this as a class anchor chart and also provide students with their own copy to take notes on.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Note that in these lessons, the term “central claim” is used to refer to the overall claim of Chávez’s speech. As with any argument, his central claim is supported by a number of smaller claims that add together to create his central claim. These lessons use the language of “main claim in the section ...” to refer to the smaller claims that together support his central claim. Both central claim and main claim refer to arguments that are supported by evidence or reasons.</li><li>• Note that Chávez’s central claim is in Paragraph 15, in the middle of the speech. Lead students to understand how this is different from the essays they have written and how a persuasive speech differs in structure from an argumentative essay. In an argumentative essay, the central claim is established early. In this speech, it is introduced in the middle.</li><li>• Review: Commonwealth Club Address, Paragraphs 1–15.</li><li>• Post: learning targets.</li></ul>

Lesson Vocabulary	Materials
Structure, central claim, section; tunnel vision, migrant, savage, mortality, implements, chattel, Anglo, Chicano, chattel, union, asserts	<ul style="list-style-type: none"><li>• Recording of César Chávez giving the speech: <a href="http://esl-bits.net/listening/Media/CesarChavez/default.html">http://esl-bits.net/listening/Media/CesarChavez/default.html</a> (TM/© 2014 the Cesar Chavez Foundation <a href="http://www.chavezfoundation.org">www.chavezfoundation.org</a>)</li><li>• Text of Commonwealth Club Address by César Chávez (one per student)</li><li>• Commonwealth Club Address Structure anchor chart (one per student and one for display)</li><li>• Commonwealth Club Address Structure anchor chart (for teacher reference)</li><li>• Text-Dependent Questions for Paragraphs 1–7 (one per student)</li><li>• Text-Dependent Questions for Paragraphs 1–7 (Answers, for teacher reference)</li><li>• Forming Evidence Based Claims graphic organizer for Paragraphs 1–7 (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Listening for the Gist: Paragraphs 1–15 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute a copy of the <b>Commonwealth Club Address</b> by César Chávez to each student. Orient students to the text. Explain that the left margin is where they will take gist notes. These will help them understand what Chávez is saying. Tell them to label that side “What Chávez Says.” The right margin is where they will take notes about how he is saying it. Tell them to label that side “How Chávez Says It.” Refer students to the learning targets. Point out that the left side will help them determine the central ideas and summarize the text, while the right side will help them analyze the development of the ideas.</li> <li>Next, direct their attention to the learning targets for the day. Point out to students that they will work with this text, which explores a fascinating time in American history, over a number of days. They will be noticing what claims Chávez makes, and analyzing how he makes and constructs those claims. Ask students to raise their hands if they can define <i>claim</i>. When many students have their hands up, call on one student to do so.</li> <li>Explain to students that they will do several reads of this text, and that the first read will always be reading silently while they hear Chávez deliver the speech. They will do this in two halves; the first half will be today.</li> <li>On their speech, they will take notes on the left side first. As they listen to the <b>recording of Chávez giving the speech</b>, they should write down the gist of each paragraph. Remind them to write legibly and small. Assure them that you will pause the recording so they will have time to jot down notes without missing the next part of the speech, but they should feel free to underline words or phrases they think are important.</li> <li>Begin playing the recording. At the end of Paragraph 3, pause and model writing the gist of the paragraph. Consider saying something similar to: “In Paragraph 2, Chávez is saying that farmworkers live under terrible conditions. He gives examples from the past and the present to show how terrible it is. So I’m going to write, ‘Farmworkers live in horrible conditions.’ In Paragraph 3, he gives some statistics to show their terrible working conditions, so I’ll write, “Terrible working conditions.”</li> <li>Repeat this process for Paragraphs 1–15. After modeling a few, ask different students to “think aloud” the gist notes. Consider pausing after Paragraphs 4, 7, 9, 12, and 15. Make sure students are adding to their notes.</li> <li>This portion of the speech takes about 10 minutes to read aloud. In the interest of time, limit the students to gist notes. They will have a chance to read each section more closely later.</li> </ul>	<ul style="list-style-type: none"> <li>Hearing a complex text read slowly, fluently, and without interruption or explanation promotes comprehension and fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Analyzing the Structure of the Speech (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to the third learning target:           <ul style="list-style-type: none"> <li>* "I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim."</li> </ul> </li> <li>Review relevant vocabulary: Remind students that they talked about analysis in Unit 1, and that it means to take something apart or study it closely. Ask them what they think of when they hear the word <i>structure</i>, and listen for them to say: "Building" or "Something that has been built." Tell them that when we talk about structure, we mean the way the parts work together to form a whole. A house has a structure; there are four walls that hold up a roof, plus doors and windows.</li> <li>It is easy to see the structure of a house, but it is harder to see the structure of a text. Texts, like things that are built with hammers and nails, have structures. They are composed of a number of parts, and those parts fit together in a way to form a whole. For example, the first part of a book is often designed to grab your attention and introduce you to the characters. This is part of the structure of a text.</li> <li>Tell students that understanding the overall purpose of what they are analyzing is an important part of understanding the structure. Offer the example of the house again: Once you know that the purpose of a house is to provide a comfortable place to live, you can figure out that the purpose of the door is to provide a way in, that the windows are to provide light, and that the roof is to keep out rain. Say: "Once you understand the overall purpose of a text, it is much easier to analyze the parts that make it up, and to understand the purpose of each section."</li> <li>Guide students to see that when we talk about the structure of a text, we often divide the text into sections, such as paragraphs or sets of paragraphs. Then we can ask, What is happening in this section? What is the purpose of this section? How does this one section contribute to or add to the text as a whole?</li> <li>Tell students that they will practice doing this with the Chávez speech and that they will get really good at it. Later, they will show their ability to do this independently by tackling a new text.</li> <li>Distribute and display the <b>Commonwealth Club Address Structure anchor chart</b>. Ask students to find the overall purpose of the speech and put their finger on it. When most students have their fingers in the right place, ask a student to read the central claim out loud. Point out that the central claim is the argument Chávez is making that is the reason for his whole speech: Everything he says is to convince the audience of his central claim.</li> </ul>	<ul style="list-style-type: none"> <li>Careful attention to learning targets throughout a lesson engages, supports, and holds students accountable for their learning. Consider revisiting learning targets throughout the lesson so that students can connect their learning with the activity they are working on.</li> <li>Using an analogy helps to make abstract concepts more accessible to students.</li> <li>Consider writing these questions on the board for struggling learners who benefit from visuals to reinforce discussion.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Point out that readers generally can't say for sure what the central claim of a text is until they've read the whole thing, because it doesn't always appear in the same place in texts. To help them see the structure of the Chávez speech, you are telling them the central claim, which you determined in the same way they will determine the main claims in various sections of the speech.</li><li>• Point out that the students just heard that sentence in the speech when they were listening to the recording. Direct students to Paragraph 15 of the text and ask a student to read aloud Lines 109 and 110. Point out that the speech has about 30 paragraphs, so this is halfway through the text. Ask if this is where they would expect a central claim to be. Ask if this is where they put their central claim when they wrote their <i>Lyddie</i> essay argument essay. Why would Chávez put his central claim here, in the middle of the speech? Why not at the beginning or the end? Listen for students to say he didn't put it at the beginning because he wanted to build up to it; putting it in the middle gives him the chance to prove it in the rest of the speech. Point out that this is a very common structure for speeches: Unlike in a school essay, the central claim is rarely at the beginning. Instead, speakers build to their central claim, state it, and then prove it.</li><li>• Now ask students to find the part of the anchor chart that shows the main claim of Paragraphs 1–7 and put their fingers on it. When most students have their fingers in the right place, call on one student to read it aloud.</li><li>• Explain that identifying a main claim, or the main topic of a section, is more than gist notes and less than a full summary. Display two poor examples: “Working conditions” and “Statistics show that living conditions for farmworkers are very hard.” Ask students: Why is ‘Working conditions’ not a good way to describe the main claim of this section? Listen for something like: “It gives only a word or two to tell the topic and doesn't explain what Chávez said about this topic.” Ask students: “Why is ‘Statistics show that living conditions for farmworkers are very hard’ not a good way to describe the main claim of this section? Listen for students to point out that this describes only the content of Paragraph 3, not the whole section.</li><li>• Assure students that they will have a chance to analyze how you determined this main claim, and then they will think about how it relates to the central claim.</li></ul>	<ul style="list-style-type: none"><li>• Many students will benefit from seeing questions posted on an interactive white board or document camera.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reading Closely: Paragraphs 1–7 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Arrange students in pairs. Tell them they will now read this section closely to see how you determined the claim and how this section relates to the central claim of the text. Remind students that this is the introduction of the speech, so he is introducing the topic, the farmworkers' situation, and himself to the audience.</li><li>• Explain that they will read the speech with a partner. To help them understand this difficult text, they will read with some guiding questions. After they've discussed the questions, they will write their ideas in the left-hand side of the text, where they wrote their gist notes. You may want to remind them that they will be marking up this text a lot; they should write neatly and not too big so that their notes are legible to them. When students in high school and college read and think about texts, they often mark them up in this way.</li><li>• Distribute the <b>Text-Dependent Questions for Paragraphs 1–7</b>. Ask the students to read along as you read the directions. Clarify any questions. Circulate to help as needed.</li><li>• After 10 minutes, debrief students on the questions. Use the <b>Text-Dependent Questions for Paragraphs 1–7 (Answers, for teacher reference)</b> for a guide.</li><li>• Finally, direct students back to the Commonwealth Club Address Structure anchor chart. Ask them to turn and talk:<ul style="list-style-type: none"><li>* “How does this section connect to Chávez's overall claim?”</li></ul></li><li>• Ask probing questions:<ul style="list-style-type: none"><li>* “Is he talking about current conditions or about the past?”</li><li>* “Why would he talk about the way things used to be?”</li></ul></li><li>• Use the <b>Commonwealth Club Address Structure anchor chart—teacher edition</b> to guide students to an understanding of how this section of the speech connects to Chávez's main claim. Add the explanation of how this section connects to the central claim to the class anchor chart; prompt students to add it to their own copies.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Forming Evidence-Based Claims: Paragraphs 1–7 (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7</b>. Point out that students worked with a similar graphic organizer while they read <i>Lyddie</i>; they collected evidence and then formed an evidence-based claim. But here you have given them the claim and they will be finding evidence.</li><li>• Tell students that a speaker chooses evidence to support his claim. The task for students is to find four pieces of evidence in the first seven paragraphs that support that section's main claim. Students can write direct quotes or paraphrase the information, but they should give the line numbers. Tell them you want them to notice the different kinds of evidence Chávez uses, so only one box can be a statistic.</li><li>• Model the first one together. Consider finding evidence for “Point 2,” as it is a more challenging concept. You may do it yourself (example: “I began to realize what other minority people had discovered; that the only answer, the only hope, was in organizing. Lines 39 and 40”) or consider asking a student to “think aloud” for a piece of evidence she noticed.</li></ul>	<ul style="list-style-type: none"><li>• Providing models of expected work supports all learners, especially those who are challenged.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Complete the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7.</b></p> <p><b>B. Continue reading in your independent reading book for this unit at home.</b></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 2: Lesson 2

## Supporting Materials



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# Commonwealth Club Address

San Francisco, November 9, 1984

## Cesar Chavez

Thank you very much, Mr. Lee, Mrs. Black, ladies and gentlemen.

P1

Twenty-one years ago, this last September, on a lonely stretch of railroad track paralleling U.S. Highway 101 near Salinas, 32 Bracero farm workers lost their lives in a tragic accident. The Braceros had been imported from Mexico to work on California farms.

P2

- 5 They died when their bus, which was converted from a flatbed truck, drove in front of a freight train. Conversion of the bus had not been approved by any government agency. The driver had **tunnel vision**. Most of the bodies laid unidentified for days. No one, including the grower who employed the workers, even knew their names. Today, thousands of farm workers live under **savage** conditions, beneath trees and amid
- 10 garbage and human excrement near tomato fields in San Diego County; tomato fields, which use the most modern farm technology. Vicious rats gnaw at them as they sleep. They walk miles to buy food at inflated prices and they carry in water from irrigation ditches.

Child labor is still common in many farm areas. As much as 30 percent of Northern

P3

- 15 California's garlic harvesters are underage children. Kids as young as six years old have voted in states, conducted union elections, since they qualified as workers. Some 800,000 underage children work with their families harvesting crops across America. Babies born to **migrant** workers suffer 25 percent higher infant **mortality** rates than the

**tunnel vision:** defective sight in which objects not in the center field of vision cannot be properly seen  
**savage:** harsh

**migrant:** moving from place to place in search of work  
**mortality:** death

rest of the population. Malnutrition among migrant workers' children is 10 times higher  
20 than the national rate. Farm workers' average life expectancy is still 49 years, compared to  
73 years for the average American.

All my life, I have been driven by one dream, one goal, one vision: to overthrow a P4  
farm labor system in this nation that treats farm workers as if they were not important  
human beings. Farm workers are not agricultural **implements**; they are not beasts of  
25 burden to be used and discarded. That dream was born in my youth, it was nurtured in  
my early days of organizing. It has flourished. It has been attacked.

I'm not very different from anyone else who has ever tried to accomplish something P5  
with his life. My motivation comes from my personal life, from watching what my  
mother and father went through when I was growing up, from what we experienced as  
30 migrant workers in California. That dream, that vision grew from my own experience with  
racism, with hope, with a desire to be treated fairly, and to see my people treated as  
human beings and not as **chattel**. It grew from anger and rage, emotions I felt 40 years  
ago when people of my color were denied the right to see a movie or eat at a restaurant in  
many parts of California. It grew from the frustration and humiliation I felt as a boy who  
35 couldn't understand how the growers could abuse and exploit farm workers when there  
were so many of us and so few of them.

Later in the 50s, I experienced a different kind of exploitation. In San Jose, in Los P6  
Angeles and in other urban communities, we, the Mexican-American people, were  
dominated by a majority that was **Anglo**. I began to realize what other minority people  
40 had discovered; that the only answer, the only hope was in organizing. More of us had to  
become citizens, we had to register to vote, and people like me had to develop the skills it  
would take to organize, to educate, to help empower the **Chicano** people.

**implements:** tools  
**chattel:** property or personal possession

**Anglo:** a white American not of Hispanic  
descent  
**Chicano:** an American of Mexican descent

I spent many years before we founded the **union** learning how to work with people. P7

We experienced some successes in voter registration, in politics, in battling racial

- 45 discrimination -- successes in an era where Black Americans were just beginning to **assert**  
their civil rights and when political awareness among Hispanics was almost non-existent.  
But deep in my heart, I knew I could never be happy unless I tried organizing the farm  
workers. I didn't know if I would succeed, but I had to try.

All Hispanics, urban and rural, young and old, are connected to the farm workers' P8

- 50 experience. We had all lived through the fields, or our parents had. We shared that  
common humiliation. How could we progress as a people even if we lived in the cities,  
while the farm workers, men and women of our color, were condemned to a life without  
pride? How could we progress as a people while the farm workers, who symbolized our  
history in this land, were denied self-respect? How could our people believe that their  
55 children could become lawyers and doctors and judges and business people while this  
shame, this injustice, was permitted to continue?

Those who attack our union often say it's not really a union. It's something else, a P9  
social movement, a civil rights movement -- it's something dangerous. They're half  
right. The United Farm Workers is first and foremost a union, a union like any other, a

- 60 union that either produces for its members on the bread-and-butter issues or doesn't  
survive. But the UFW has always been something more than a union, although it's never  
been dangerous, if you believe in the Bill of Rights. The UFW was the beginning. We  
attacked that historical source of shame and infamy that our people in this country lived  
with. We attacked that injustice, not by complaining, not by seeking handouts, not by  
65 becoming soldiers in the war on poverty; we organized!

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**union:** an organization of workers formed to  
advance the interests of its members

**assert:** claim

Farm workers acknowledge we had allowed ourselves to become victims in a democratic society, a society where majority rules and collective bargaining are supposed to be more than academic theories and political rhetoric. And by addressing this historical problem, we created confidence and pride and hope in an entire people's ability to create the future. The UFW survival, its existence, were not in doubt in my mind when the time began to come. P10

After the union became visible, when Chicanos started entering college in greater numbers, when Hispanics began running for public office in greater numbers, when our people started asserting their rights on a broad range of issues and in many communities across this land. The union survival, its very existence, sent out a signal to all Hispanics that we were fighting for our dignity, that we were challenging and overcoming injustice, that we were empowering the least educated among us, the poorest among us. The message was clear. If it could happen in the fields, it could happen anywhere: in the cities, in the courts, in the city councils, in the state legislatures. I didn't really appreciate it at the time, but the coming of our union signaled the start of great changes among Hispanics that are only now beginning to be seen. P11

I've traveled through every part of this nation. I have met and spoken with thousands of Hispanics from every walk of life, from every social and economic class. And one thing I hear most often from Hispanics, regardless of age or position, and from many non-Hispanics as well, is that the farm workers gave them the hope that they could succeed and the inspiration to work for change. P12

From time to time, you will hear our opponents declare that the union is weak, that the union has no support, that the union has not grown fast enough. Our obituary has been written many times. How ironic it is that the same forces that argue so passionately that the union is not influential are the same forces that continue to fight us so hard. P13

The union's power in agriculture has nothing to do with the number of farm workers P14  
on the union contract. It has nothing to do with the farm workers' ability to  
contribute to democratic politicians. It doesn't even have much to do with our ability to  
95 conduct successful boycotts. The very fact of our existence forces an entire industry,  
unionized and non-unionized, to spend millions of dollars year after year on increased  
wages, on improved working conditions, and on benefits for workers. If we were so weak  
and unsuccessful, why do the growers continue to fight us with such passion? Because as  
long as we continue to exist, farm workers will benefit from our existence, even if they  
100 don't work under union contract. It doesn't really matter whether we have 100,000 or  
500,000 members. In truth, hundreds of thousands of farm workers in California and in  
other states are better off today because of our work. And Hispanics across California and  
the nation who don't work in agriculture are better off today because of what the farm  
workers taught people about organization, about pride and strength, about seizing  
105 control over their own lives.

Tens of thousands of children and grandchildren of farm workers and the children P15  
and grandchildren of poor Hispanics are moving out of the fields and out of the  
barrios and into the professions and into business and into politics, and that movement  
cannot be reversed. Our union will forever exist as an empowering force among Chicanos  
110 in the Southwest. That means our power and our influence will grow and not diminish.

Two major trends give us hope and encouragement. First, our union has returned to P16  
a tried and tested weapon in the farm workers non-violent arsenal: the **boycott**. After  
the **Agricultural Labor Relations Act** became law in California in 1975, we **dismantled**  
our boycott to work with the law. During the early and mid '70s millions of Americans  
115 supported our boycotts. After 1975, we redirected our efforts from the boycott to

**boycott:** refusal by a group to  
buy goods or services to show  
support for a cause  
**dismantle:** take apart

**Agricultural Labor Relations Act:** law enacted by the  
state of California in 1975 to protect, among other  
things, the right of farm workers to self-organize and  
negotiate the conditions of their employment

organizing and winning elections under the law. That law helped farm workers make progress in overcoming poverty and injustice.

At companies where farm workers are protected by union contracts, we have made progress in overcoming child labor, in overcoming miserable wages and working conditions, in overcoming sexual harassment of women workers, in overcoming discrimination in employment, in overcoming dangerous pesticides, which poison our people and poison the food we all eat. Where we have organized these injustices soon passed in history, but under Republican Governor George Deukmejian, the law that guarantees our right to organize no longer protects farm workers; it doesn't work anymore.

In 1982, corporate growers gave Deukmejian one million dollars to run for governor of California. Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers. Instead of enforcing the law as it was written against those who break it, Deukmejian invites growers who break the law to seek relief from governor's appointees. What does all this mean for farm workers? It means that the right to vote in free elections is a sham. It means the right to talk freely about the union among your fellow workers on the job is a cruel hoax. It means that the right to be free from threats and intimidation by growers is an empty promise. It means that the right to sit down and negotiate with your employer as equals across the bargaining table and not as peons in the fields is a fraud. It means that thousands of farm workers, who are owed millions of dollars in back pay because their employers broke the law, are still waiting for their checks. It means that 36,000 farm workers, who voted to be represented by the United Farm Workers in free elections, are still waiting for contracts from growers who refuse to bargain in good faith. It means that for farm workers child labor will continue. It means that infant mortality will continue. It means that malnutrition among children will continue. It means the short life expectancy and the inhuman living and working conditions will continue.

Are these make-believe threats? Are they exaggerations? Ask the farm workers who P19  
are waiting for the money they lost because the growers broke the law. Ask the farm  
145 workers who are still waiting for growers to bargain in good faith and sign contracts. Ask  
the farm workers who have been fired from their jobs because they spoke out for the  
union. Ask the farm workers who have been threatened with physical violence because  
they support the UFW, and ask the family of Rene Lopez, the young farm worker from  
Fresno who was shot to death last year because he supported the union as he came out of  
150 a voting booth. Ask the farm workers who watch their children go hungry in this land of  
wealth and promise. Ask the farm workers who see their lives eaten away by poverty and  
suffering.

These tragic events force farm workers to declare a new international boycott of P20  
California grapes, except the three percent of grapes produced under union contract.  
155 That is why we are asking Americans, once again, to join the farm workers by boycotting  
California grapes. The newest Harris Poll revealed that 17 million Americans boycotted  
grapes. We are convinced that those people and that goodwill have not disappeared. That  
segment of the population which makes the boycotts work are the Hispanics, the Blacks,  
the other minorities, our friends in labor and the Church. But it is also an entire generation  
160 of young Americans who matured politically and socially in the '60s and the '70s, millions  
of people for whom boycotting grapes and other products became a socially accepted  
pattern of behavior. If you were young, Anglo and/or near campers during the late '60s  
and early '70s, chances are you supported farm workers.

15 years later, the men and women of that generation are alive and well. They are in P21  
165 their mid 30s and 40s. They are pursuing professional careers, their **disposable**  
incomes are relatively high, but they are still inclined to respond to an appeal from farm  
workers. The union's mission still has meaning for them. Only today, we must translate the  
importance of a union for farm workers into the language of the 1980s. Instead of talking

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**disposable:** available

about the right to organize, we must talk about protection against sexual harassment in  
170 the fields. We must speak about the right to quality food and food that is safe to eat. I can  
tell you the new language is working, the 17 million are still there. They are responding  
not to picket lines and leafleting alone, but to the high-tech boycott of today, a boycott  
that uses computers and direct mail and advertising techniques, which has revolutionized  
business and politics in recent years. We have achieved more success with a boycott in  
175 the first 11 months of 1984 than we achieved in the last 14 years, since 1970.

The other trend that gives us hope is the monumental growth of Hispanic influence P22  
in this country. And what that means is increased population, increased social and  
economic clout and increased political influence. South of the Sacramento River,  
Hispanics now make up now more than 25 percent of the population. That figure will top  
180 30 percent by the year 2000. There are now 1.1 million Spanish-**surnamed** registered  
voters in California. In 1975, there were 200 Hispanic elected officials at all levels of  
government. In 1984, there are over 400 elected judges, city council members, mayors,  
and legislators. In light of these trends, it's absurd to believe or to suggest that we are  
going to go back in time as a union or as a people.

185 The growers often try to blame the union for their problems, to lay their sins off on P23  
us, sins for which they only have themselves to blame. The growers only have  
themselves to blame as they begin to reap the harvest of decades of environmental  
damage they have brought upon the land: the pesticides, the herbicides, the soil  
fumigants, the fertilizers, the salt deposits from thoughtless irrigation, the ravages of years  
190 of unrestrained poisoning of our soil and water. Thousands of acres of land in California  
have already been irrevocably damaged by this **wanton** abuse of nature. Thousands more  
will be lost unless growers understand that dumping more and more poison from the soil  
won't solve their problems on the short or on the long term.

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**surname:** the family or last name

**wanton:** careless, undisciplined

page 8

Health authorities in many San Joaquin Valley towns already warn young children P24  
195 and pregnant mothers not to drink the water, because of nitrates from fertilizers  
which has poisoned the ground water. The growers have only themselves to blame for an  
increasing demand by consumers for higher-quality food, food that isn't tainted by toxics,  
food that doesn't result from plant mutations or chemicals that produce red luscious-  
looking tomatoes that taste like alfalfa. The growers are making the same mistake  
200 American automakers made in the '60s and '70s when they refused to produce small  
economical cars and opened up the door to increased foreign competition.

Growers only have themselves to blame for increasing attacks on the publicly P25  
financed handouts and government welfare: water **subsidies**, mechanization  
research, huge subsidies for not growing crops. These special privileges came into being  
205 before the Supreme Court's "one person, one vote" decision, at a time when rural  
lawmakers dominated the legislature and the Congress. Soon, those handouts could be in  
jeopardy as government searches for more revenue and as urban taxpayers take a closer  
look at front programs and who they really benefit. The growers only have themselves to  
blame for the humiliation they have brought upon succeeding waves of immigrant  
210 groups that have sweated and sacrificed for a hundred years to make this industry rich.

For generations, they have **subjugated** entire races of dark-skinned farm workers. P26  
These are the sins of growers, not the farm workers. We didn't poison the land. We  
didn't open the door to imported produce. We didn't covet billions of dollars in  
government handouts. We didn't abuse and exploit the people who work the land. Today  
215 the growers are like a punch-drunk old boxer who doesn't know he's past his prime. The  
times are changing; the political and social environment has changed. The chickens are  
coming home to roost, and the time to account for past sins is approaching.

**subsidies:** money granted by the  
government

**subjugate:** to control; to make submissive

- I am told these days farm workers should be discouraged and pessimistic. The  
Republicans control the governor's office and the White House. There is a  
220 conservative trend in the nation. Yet, we are filled with hope and encouragement. We  
have looked into the future and the future is ours. History and inevitability are on our side.  
The farm workers and their children and the Hispanics and their children are the future in  
California, and corporate growers are the past. Those politicians who ally themselves with  
the corporate growers and against farm workers and the Hispanics are in for a big  
225 surprise. They want to make their careers in politics; they want to hold power 20 and 30  
years from now. But 20 and 30 years from now, in Modesto, in Salinas, in Fresno, in  
Bakersfield, in the Imperial Valley and in many of the great cities of California, those  
communities will be dominated by farm workers and not by growers, by the children and  
grandchildren of farm workers and not by the children and grandchildren of growers.
- 230 These trends are part of the forces of history which cannot be stopped. No person  
and no organization can resist them for very long; they are inevitable. Once social  
change begins it cannot be reversed. You cannot un-educate the person who has learned  
to read. You cannot humiliate the person who feels pride. You cannot oppress the people  
who are not afraid anymore. Our opponents must understand that it's not just the union  
235 we have built -- unions like other institutions can come and go -- but we're more than  
institutions. For nearly 20 years, our union has been on the cutting edge of a people's  
cause, and you cannot do away with an entire people and you cannot stamp out a  
people's cause. Regardless of what the future holds for the union, regardless of what the  
future holds for farm workers, our accomplishments cannot be undone. *La causa*, our  
240 cause, doesn't have to be experienced twice. The consciousness and pride that were  
raised by our union are alive and thriving inside millions of young Hispanics who will  
never work on a farm.

P27

P28



Like the other immigrant groups, the day will come when we win the economic and P29  
political rewards, which are in keeping with our numbers in society. The day will  
245 come when the politicians will do the right thing for our people out of political necessity  
and not out of charity or idealism. That day may not come this year. That day may not  
come during this decade, but it will come someday. And when that day comes, we shall  
see the fulfillment of that passage from the Book of Matthew in the New Testament: "The  
last shall be first, and the first shall be last." And on that day, our nation shall fulfill its  
250 creed, and that fulfillment shall enrich us all. Thank you very much.



Text-Dependent Questions for Paragraphs 1–7  
(Answers, for Teacher Reference)

Central claim: Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish. (P15)							
Paragraphs	1-7	8-15	16-21	22 and 27	23-26	28 and 29	
Main claim	Farmworkers have faced difficult living and working conditions. Chávez's own experience showed him that, and he decided to organize the union to empower farmworkers in general and Chicanos in particular.			The other trend is that Latinos have more influence politically because they are empowered and their numbers are growing.			
Connection to central claim What is the purpose of this section? How does this one section contribute or add to the text as a whole?				Our power and influence will grow because we vote.			

Text-Dependent Questions for Paragraphs 1–7  
(Answers, for Teacher Reference)

Central claim: Our union will forever exist as an empowering force among Chicanos in the Southwest. That means our power and our influence will grow and not diminish. (P15)							
Paragraphs	1-7	8-15	16-21	22 and 27	23-26	28 and 29	
Main claim	Farmworkers have faced difficult living and working conditions. Chávez's own experience showed him that, and he decided to organize the union to empower farmworkers in general and Chicanos in particular.	The UFW helped empowered all Latinos.	One trend that is hopeful: The UFW has called for a boycott again, because the governor of California is not following labor laws. The boycott will be successful.	The other trend is that Latinos have more influence politically because they are empowered and their numbers are growing.	Consumers should not feel sorry for the corporate growers—they brought this on themselves.	Conclusion: We are empowered, and so we will continue to be successful.	
Connection to central claim What is the purpose of this section? How does this one section contribute or add to the text as a whole?	This shows what it was like for farmworkers and Latinos before the UFW.	This explains how the UFW has helped farmworkers directly and has also helped all Latinos—it is an empowering force.	Our power will grow because we can use the tool of boycott to pressure the government and growers to follow the laws.	Our power and influence will grow because we vote.	Our power will grow because the claims that the growers are not responsible for problems are false—they are responsible for lots of problems.	Our power and influence will grow because we feel empowered and no longer are willing to be taken advantage of.	



Text-Dependent Questions for Paragraphs 1–7

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. After reading P2: What story and images does Chávez tell to begin his speech?	
2. After reading P3: What does Chávez say about the working conditions of the farmworkers?	
3. After reading P5: How does Chávez know about the living conditions of the farmworkers?	
4. After reading P6 and P7: What does Chávez want to do about the conditions of farmworkers?	



Text-Dependent Questions for Paragraphs 1–7  
(Answers, for Teacher Reference)

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. After reading P2: What story and images does Chávez tell to begin his speech?	He begins with a horrific story of 32 farmworkers losing their lives in a traffic accident. Then he paints a terrible picture of farmworkers' living conditions, with images such as "vicious rats," "amid garbage," and "human excrement."
2. After reading P3: What does Chávez say about the working conditions of the farmworkers?	He quotes many statistics to show they are unfair, especially for children. Many children are working, and infant mortality and malnutrition are many times higher than the national rate.
3. After reading P5: How does Chávez know about the living conditions of the farmworkers?	He knows because he lived in those conditions.
4. After reading P6 and P7: What does Chávez want to do about the conditions of farmworkers?	He wants to change them by organizing, educating, and empowering.

Forming Evidence-Based Claims  
Graphic Organizer for Paragraphs 1-7

<b>Claim</b>	Chávez asserts that farmworkers face difficult and unfair living and working conditions, and that he decided to organize the union to empower the workers in particular and the Chicano people in general.			
<b>Point 1</b>	<b>Point 2</b>			
Chávez asserts that farmworkers face difficult and unfair living conditions and working conditions.	Chávez decided to organize the union to empower the workers in particular and the Chicano people in general.	<b>Evidence</b>	<b>Evidence</b>	<b>Evidence</b>



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 2: Lesson 3**

## **Reading Closely and Introducing Rhetoric**

### **Toolbox: Unions as Agents of Change—Part 1**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine a theme or the central ideas of an informational text. (RI.7.2)

I can analyze the development of a theme or central idea throughout the text. (RI.7.2)

**Supporting Learning Targets**

- I can determine one of César Chávez’s main claims and identify the supporting evidence for it.
- I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claims.

**Ongoing Assessment**

- Students’ annotated texts of the Commonwealth Club Address



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Entry Task (5 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Reviewing Evidence-Based Claims for Paragraphs 1–7 (5 minutes)</p> <p>B. Introducing Rhetoric Toolbox (20 minutes)</p> <p>C. Reading Closely: Paragraphs 8–15 (10 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Adding to Agents of Change Anchor Chart (5 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students explore how unions can be agents of change. After learning about the problems faced by the farmworkers in Lesson 2, students learn how Chávez organized the UFW.</li> <li>• In the entry task, students will look at several images of farmworkers’ strikes led by Chavez and the UFW. Find these in advance. An internet search will yield many possibilities; select several that clearly show the workers striking, not just what their working and living conditions were like.</li> <li>• Students will also learn to analyze not just what Chávez says but also how he says it. They will learn some basic tools of rhetoric that speakers use to develop their claims. In the interest of time, these lessons focus on having students identify a set of tools and consider how the use of these tools helps Chávez develop his claim.</li> <li>• If you have additional time, consider taking this opportunity to help students understand how speakers appeal to their audience’s <i>ethos</i>, <i>pathos</i>, and <i>logos</i>. Many text and on-line resources provide a clear introduction to this framework. If you have time to develop students’ understanding of this framework, it will enrich their reading of the text. However, it is not necessary to their mastery of the standards targeted in this unit.</li> <li>• In this lesson, students again use the Discussion Appointments protocol from Unit 1. (See Module 2, Unit 1, Lesson 3) You can continue to use the Weaving Room Discussion Appointments handout that students set up in Unit 1. As in the second half of Unit 1, these lessons do not specify which appointment students should meet with in a given lesson; you decide, with attention to varying the appointments so students have the opportunity to work with a variety of their classmates.</li> <li>• Review: Commonwealth Club Address, Paragraphs 1–15.</li> <li>• Post: learning targets.</li> </ul>



Lesson Vocabulary	Materials
rhetoric, emotionally charged words, credible, rhetorical questions, tangible, intangible, counterclaim; savage, vivid	<ul style="list-style-type: none"> <li>• Photos of the UFW strike, found in advance by teacher (a search will yield many possibilities; focus on images that show striking and picketing workers)</li> <li>• Text of Commonwealth Club Address by César Chávez (students' own copies; from Lesson 2)</li> <li>• Entry Task (one per student)</li> <li>• Rhetoric Toolbox anchor chart (new; teacher-created; one per student and one to display)</li> <li>• Weaving Room Discussion Appointments handout (from Unit 1; distributed in Lesson 3 and used throughout)</li> <li>• Text-Dependent Questions for Paragraphs 8–15 (one per student)</li> <li>• Text-Dependent Questions for Paragraphs 8–15 (Answers, for teacher reference)</li> <li>• Agents of Change anchor chart (from Lesson 1)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display some <b>photos of the UFW strike</b>. Tell students that <i>huelga</i> means “strike” in Spanish. Distribute or display the <b>entry task</b>.</li> <li>• Briefly discuss the entry task. Answer any questions that surface for the students about the UFW, their reading from yesterday, or unions in general. Tell students that they will read a section about the United Farm Workers union. Encourage students to visualize these pictures as they read the next section of Chávez’s speech today.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reviewing Evidence-Based Claims for Paragraphs 1–7 (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their <b>Text of Commonwealth Club Address by César Chávez</b> (from Lesson 2).</li> <li>• Direct students to check their homework, the Forming Evidence-Based Claims graphic organizer for Paragraphs 1–7, as you discuss it as a class. Call on a student to share a piece of evidence he or she added. Then ask for a show of hands to see which other students also added that piece of evidence. Finally, call on a different student to explain why that piece of evidence supports that claim. Repeat this process for each piece of evidence.</li> <li>• Praise the students for working hard to understand Chávez's speech thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all.</li> <li>• Consider collecting this assignment and using it to determine which students may need additional support in mastering this skill.</li> </ul>
<p><b>B. Introducing Rhetoric Toolbox (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students' attention on the learning targets. Explain that yesterday and last night, they focused on what Chávez said—which is today's first learning target: <ul style="list-style-type: none"> <li>* I can determine one of César Chávez's main claims and identify the supporting evidence for it."</li> </ul> </li> <li>• Now they will focus on <i>how</i> he said what he said—which is today's second target: <ul style="list-style-type: none"> <li>* "I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claims."</li> </ul> </li> <li>• Display the <b>Rhetoric Toolbox anchor chart</b> and distribute a copy to each student. Explain that speakers or writers such as Chávez who want to persuade their audiences use different tools from those used by a newspaper writer who is trying to describe what happened downtown yesterday. Explain that it's like a toolbox. If you are a carpenter, you have a saw, a hammer, and nails in your toolbox. If you are a plumber, you have a wrench and a plunger. Different tools perform different functions. Yesterday students thought of a text as a house, or something an author "builds" by putting together different sections and relating them together. Today they will think about the tools that are used to build the structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Using an analogy helps to makes to make abstract concepts more accessible to students.</li> <li>• ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words that most students would know.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• When we use the word <i>rhetoric</i>, we mean the art of trying to persuade someone. Speakers use a variety of tools to develop their claims. The tools are listed on the anchor chart, and the class will discuss each of them. However, the tools of rhetoric are important because of what they do—just as a hammer isn't important by itself; it's important because it can drive or pull out a nail. As they talk about the tools of rhetoric, students will be thinking about why Chávez selected a particular tool and how it helps him convince the audience of his central claim.</li><li>• Direct students' attention to the “uses powerful words and phrases” part of the Rhetoric Toolbox, and ask them to look at Paragraph 2. In this paragraph, Chávez wants to convince his audience of something. He wants them to agree with his claim that farmworkers were not treated like human beings. So he describes a terrible scene of an accident and “savage conditions.” Focus on the word <i>savage</i> and ask a student to define it (violent and cruel) or use it in a sentence or phrase (“the savage lion,” for example). Explain this is an <i>emotionally charged word</i>; that is, it's a word that evokes a strong emotion. If he had said “really bad conditions,” it would not have been as powerful. Using a vivid word like “savage” is powerful and therefore more convincing.</li><li>• Ask students if they can identify another word or phrase in Paragraph 2 that they think is emotionally charged. Wait for several hands to go up and then generate a list on the board (<i>tragic, bodies, nobody even knew their names, garbage, human excrement, vicious rats gnaw</i>). Ask students to read over this list and think to themselves:<ul style="list-style-type: none"><li>* “Why is Chávez using these words?”</li><li>* “How does it make his audience feel?”</li></ul></li><li>• Help students notice that language like this appeals to their emotions (or pathos) and is trying to build their empathy for the plight of the farmworkers. The vivid descriptions also immediately engage them. So Chávez has begun his speech with language that grabs his audience's attention and makes a powerful emotional appeal. This is a way of developing his claim: He did not just tell the audience that because the living and working conditions for farmworkers were challenging, he organized a union. Instead, he tried to make them feel the way he felt through a use of powerful language, anecdotes, and personal experience.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students that they labeled the right margin “How Chávez Says It” in Lesson 2. Tell them to write: “With emotionally charged language to engage the audience and build empathy.” Consider modeling with your own copy of the speech on a document camera so that students can see what an annotated text looks like.</li><li>• Now instruct the students to turn and talk with a partner about Paragraph 3:<ul style="list-style-type: none"><li>* “What rhetorical tool is he using? How do you know? What do these tools do?”</li></ul></li><li>• Instruct them to take notes during their discussion.</li><li>• After a few minutes, ask several pairs to share out. Listen for students to notice the use of facts and statistics. Ask: “Why would Chávez follow a paragraph of powerful emotional language with one of statistics?” Listen for students to explain that these make a logical appeal to the audience and back up the more emotional appeal that Chávez made in the second paragraph. Model the annotation you make on the right hand side of the speech: “uses statistics to make a logical appeal and back up his claim.”</li><li>• Direct the students to Paragraph 5. Ask a student to explain how this paragraph establishes Chávez as a credible, or trustworthy, speaker. Listen for students to understand that he lived it; therefore he knows it. Instruct them to write this in the margin; model on your own copy.</li><li>• Ask students to read silently as you read Paragraph 8 aloud. Ask students what repeating pattern they notice in this paragraph, particularly around punctuation. When they name that the paragraph includes a long set of questions, ask whether Chávez wants someone in the crowd to answer these questions. (He doesn’t.)</li><li>• Define rhetorical questions (questions that an author poses to make a statement instead of to get an answer) Point out that this is another technique from the toolbox. Rhetorical questions help an author appeal to our reasoning, but because they repeat and extend an idea, they also build emotion.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Think-Pair-Share: <ul style="list-style-type: none"> <li>* “Reread paragraph 8 aloud, with emotion.</li> <li>* Why does Chávez argue that it is logical for the Hispanic movement to start with the farmworkers?</li> <li>* How does asking a series of questions help him develop his claim?</li> <li>* What other strategies from the Rhetoric Toolbox do you see in this paragraph? (Think of words that appeal to our moral sense, such as: ‘shame,’ ‘injustice,’ ‘without pride’; and how he references his own experience.)”</li> </ul> </li> <li>• In the debrief, prompt students to add notes to the right-hand side of their speech about the tools Chávez uses to develop his claim. Explain that not all rhetoric strategies are equal in value. Appealing to moral sense is certainly more weighty than just using an emotionally charged word. As students grow to be more critical readers, they will be able to evaluate arguments in a more thoughtful way.</li> <li>• Tell students that in their close reading today they will see more rhetorical questions. They should underline them. Also, they will see Chávez acknowledge the counterclaim. Remind students they also did this with their <i>Lyddie</i> essay.</li> <li>• Ask students to read silently as you read aloud Paragraph 9. Pause at the end and ask a student to identify where Chávez acknowledges a counterclaim (lines 57–59). Ask them to write “counterclaim” in margin. Ask: <ul style="list-style-type: none"> <li>* “Why does Chávez do this? How does it affect the audience’s perception of him?”</li> </ul> </li> <li>• Listen for students to notice that acknowledging a counterclaim makes a speaker seem very reasonable and also gives him a platform on which to directly counter the argument. Ask them to note this on their text.</li> </ul>	
<p><b>C. Reading Closely: Paragraphs 8–15 (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to sit with an appointment on their <b>Weaving Room Discussion Appointments handout</b>. Distribute the <b>Text-Dependent Questions for Paragraphs 8–15</b>. Direct students to partner-read Paragraphs 8–15 and answer the text-dependent questions in the margins, just as they did in Lesson 2. Consider working with a small group of struggling readers during this time.</li> <li>• Collect students’ annotated copies of the text to informally assess students’ comprehension. The <b>Text-Dependent Questions for Paragraphs 8-15 (for Teacher Reference)</b> provides guidance around what answers you might see.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Adding to Agents of Change Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What does Chávez’s speech suggest about how workers can affect working conditions?”</li><li>* “What would he say to Lyddie about her decision to sign the petition?”</li></ul></li><li>• In debrief, add to the class Agents of Change anchor chart (begun in Lesson 1) and prompt students to add to their own copy of the chart.</li></ul>	<ul style="list-style-type: none"><li>• Providing models of expected work supports all learners, especially those who are challenged.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit.</li><li>•</li></ul> <p><i>Note: Use the texts you collected at the end of class to guide your lesson tomorrow. Consider changing the entry task in Lesson 4 to clear up misunderstandings of the text.</i></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 3

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

**Please look at the images and then answer the questions below.**

1. What do you notice/wonder about these pictures?

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2. How do these pictures connect with the Chávez speech you began reading yesterday?

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**RHETORIC TOOLBOX**

- Cite facts and statistics
  - Prove that he/she is credible
  - Appeal to the moral sense of the audience
  - Appeal to the feelings of the audience
  - Acknowledge the counterclaim
- Use powerful words and phrases:
    - \* emotionally charged language
    - \* figurative language
    - \* repetition of words or phrases
    - \* parallel structure
  - Include anecdotes
  - Ask rhetorical questions



.....  
**Name:**

.....  
**Date:**

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
After reading P11 and 12: How did the UFW affect other Hispanics from all walks of life?	
After reading P13: What is the counterclaim here? What do you expect him to say to dispute this counterclaim in P14?	
After reading P14: This paragraph explains the accomplishments of the UFW. List three accomplishments, considering both tangible (things you can see and hear) and intangible (how people feel) accomplishments.  Mark the rhetorical question. In the right margins, write down how this question helps him develop his claim.	



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
After reading P15: What will be the future of the UFW?	



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
After reading P11 and 12: How did the UFW affect other Hispanics from all walks of life?	The UFW inspired them to work for change and gave them hope that they could succeed. The UFW sent out a signal that it was possible to overcome injustice and fight for dignity.
After reading P13: What is the counterclaim here? What do you expect him to say to dispute this counterclaim in P14?	The counterclaim is that the UFW is weak and ineffective. I expect him to quote some facts to show this is not true.
After reading P14: This paragraph explains the accomplishments of the UFW. List three accomplishments, considering both tangible (things you can see and hear) and intangible (how people feel) accomplishments.  Mark the rhetorical question. In the right margins, write down how this question helps him develop his claim.	increased wages teaching people about pride and strength improved working conditions  It helps to reinforce his argument against the claim that the union is weak.



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
After reading P15: What will be the future of the UFW?	The future is bright and full of hope. The UFW will continue to grow and influence the lives of Chicanos for the better.



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# **Grade 7: Module 2A: Unit 2: Lesson 4**

## **Speech Structure: Unions as Agents of Change— Part 2**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can determine a theme or the central ideas of an informational text. (RI.7.2)</p> <p>I can analyze the development of a theme or central idea throughout the text. (RI.7.2)</p> <p>I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can determine one of César Chávez’s main claims and identify the supporting evidence for it.</li><li>• I can analyze the structure of Chávez’s speech and explain how each section contributes to his central claim.</li></ul>	<ul style="list-style-type: none"><li>• Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15</li></ul>



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Forming Evidence-Based Claims: Paragraphs 8–15 (15 minutes)</p> <p>B. Speech Structure and Anchor Chart (5 minutes)</p> <p>C. Listening for the Gist: Paragraphs 16–30 (20 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Turn and Talk (2 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• In this lesson, students continue to examine unions as agents of change. They return to Paragraphs 8–15 of the Commonwealth Club Address to identify the claims that Chávez makes about the UFW. Students should leave with a firm understanding that Chávez believed the UFW changed not just the working conditions of farmworkers, but the lives of all Chicanos. This understanding will help them realize why Chávez can make the claim that the power and influence of the UFW will expand in the future.</li><li>• This lesson is effectively the bridge between the two parts of the speech. In the first part, César Chávez lays out the past; in the second half, he describes current struggles and the future. Following the pattern established in Lesson 2, students will listen to the second half of the speech today and annotate for the gist.</li><li>• Students also work on RI.7.5 as they relate the first half of the speech to the central claim.</li><li>• Consider what structure you will use for the independent reading check-in scheduled for Lesson 5; as you review the homework with students, make sure they are clear about what they need to have completed beforehand and what they should bring to class that day.</li><li>• Review: Commonwealth Club Address, Paragraphs 1–15.</li><li>• Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
empower	<ul style="list-style-type: none"><li>• Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lesson 3)</li><li>• Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 (one per student)</li><li>• Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 (for teacher reference)</li><li>• Document camera</li><li>• Commonwealth Club Address Structure anchor chart (from Lesson 2)</li><li>• Commonwealth Club Address Structure anchor chart—teacher edition (from Lesson 2)</li><li>• Recording of Chávez giving the speech (from Lesson 2)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to the learning targets for today. Remind them that this is their last day before the mid-unit assessment to practice these skills. Express your confidence in their ability to identify the claims in César Chávez's speech. Point out that although they have begun talking about how the claim of a particular section supports the central claim, this is not on the mid-unit assessment; they will practice this skill more and then demonstrate it on the End of Unit 2 Assessment.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Forming Evidence-Based Claims: Paragraphs 8–15 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Point out that before you can determine what an author's claim is, you have to make sure you really understand what he is saying. That is what students did yesterday in their close read. Compliment them for their thorough annotations and hand back <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lesson 3). Now they are ready to take a step back and ask, What claim is he making in this second section? How is he supporting that claim?</li><li>• Arrange students in pairs and distribute the <b>Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15</b>. Tell students that in Lesson 2, they found evidence for a claim you identified. Today they will figure out a claim that Chávez is making, and this claim is going to be about the union.</li><li>• Remind them of the process for identifying an evidence-based claim:</li><li>• Review the gist notes and answers to the questions you just wrote to see what the major topic(s) in this section are.</li><li>• Ask: What claims is he making about the UFW, overall?</li><li>• Identify claims that are bigger than a paragraph.</li><li>• Write one claim in the box.</li><li>• Find the evidence that Chávez uses to support that claim and add it to the boxes below.</li><li>• Tell students that Chávez makes two claims about the union in these paragraphs; their task is to identify just one of those claims. Remind students that the central claim of the speech is in lines 109 and 110. Discuss the word <i>empowering</i>. They should NOT use this as the claim for this section; however, the possible claims for this section do show the way that the UFW empowered some people. Use the <b>Forming Evidence-Based Claims graphic organizer for Paragraphs 8–15 (for teacher reference)</b> as you support students. Consider asking struggling students to check in with you after they have found a claim and before they have found evidence.</li><li>• When pairs are done working, call on several pairs to explain the claim they identified. Name the steps they used to determine what a claim was, and make sure that either they or you clarify how the evidence they chose relates to that claim. Consider scripting their work on a <b>document camera</b> so all students have access to a model of strong work.</li></ul>	<ul style="list-style-type: none"><li>• Following familiar and established routines can provide students with the comfort and confidence necessary for learning.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Speech Structure and Anchor Chart (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now that they thoroughly understand this section, it's time to think about how it relates to the central claim of the speech. Direct their attention to the <b>Commonwealth Club Address Structure anchor chart</b>. As a class, discuss possible main claims for Paragraphs 8–15. It is important that students recognize that this section is about how the UFW helped farmworkers specifically and Latinos in general.</li><li>• Ask students to work with a seat partner to determine how this section of the speech supports Chávez's overall claim. Ask them to not write down the answer until the class discusses it together.</li><li>• During the debrief, write a strong answer and prompt students to copy it onto their charts. The <b>Commonwealth Club Address Structure anchor chart—teacher edition</b> has suggested answers on it.</li></ul>	
<p><b>C. Listening for the Gist: Paragraphs 16-29</b></p> <ul style="list-style-type: none"><li>• Explain to students that they will now be listening to the second half of the speech. As they read along with the <b>recording of Chávez giving the speech</b>, they should write down the gist of each paragraph. Remind them to write legibly and small. Assure them that you will pause the recording so they will have time to jot down notes without missing the next part of the speech, but they should feel free to underline words or phrases they think are important.</li><li>• Begin playing the recording. At the end of Paragraph 17, ask a student to “think aloud” through the gist. Consider pausing after Paragraphs 19, 21, 22, 26, and 30. Give students time to write before you ask a student to share out.</li><li>• This portion of the speech takes about 15 minutes to read aloud. In the interest of time, limit the students to gist notes. They will have a chance to read each section more closely starting in Lesson 5.</li></ul>	<ul style="list-style-type: none"><li>• Instead of the teacher modeling, asking students to model for each other promotes collaboration in the classroom and student leadership.</li></ul>



Closing and Assessment	Meeting Students' Needs
<b>A. Turn and Talk (2 minutes)</b> <ul style="list-style-type: none"><li>Ask students to turn and talk with a partner: "Identify one claim you heard in this section of the speech."</li></ul>	
Homework	Meeting Students' Needs
<b>A. Continue reading in your independent reading book for this unit. There will be a reading check-in tomorrow. Make sure you've met your goal and are prepared to talk about your book.</b>  <i>Note: In the next lesson, students will have a check-in on their independent reading. Review the Unit 2 overview and the two separate stand-alone documents on EngageNY.org: The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan to plan what activity you will use.</i>	



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# Grade 7: Module 2A: Unit 2: Lesson 4

## Supporting Materials



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## Forming Evidence-Based Claims

### Graphic Organizer for Paragraphs 8-15

**Date:**[illegible]



<b>Claim</b>	
What is a claim that Chávez makes about the UFW in Paragraphs 8–15?	
<b>Option A:</b> The UFW has improved the lives of farmworkers.	
<b>Option B:</b> The success of the UFW has empowered all Latinos.	
<b>Evidence</b>	<b>Evidence</b>
<b>Option A</b>	<b>Option B</b>
Union means many farmworkers on union contracts (P14)	We were challenging and overcoming injustice (P11)
Whole industry spends more on wages/working conditions/benefits (P14)	More college, more political office; if it could happen in the fields, it could happen anywhere (P11)
Has improved lives of even nonunion farmworkers (P14)	Farmworkers gave them hope that they could succeed and the inspiration to work for change (P12)



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## **Grade 7: Module 2A: Unit 2: Lesson 5**

### **Mid-Unit Assessment: How Chávez Develops His Claims in the Commonwealth Club Address**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)  
I can determine a theme or the central ideas of an informational text. (RI.7.2)  
I can analyze the development of a theme or central idea throughout the text. (RI.7.2)  
I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)  
I can analyze the organization of an informational text  
(including how the major sections contribute to the whole and to the development of the ideas) (RI.7.5)

**Supporting Learning Targets**

- I can determine one of César Chávez's main claims and identify the supporting evidence for it.
- I can analyze the development of a central claim in César Chávez's speech.
- I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.

**Ongoing Assessment**

- Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Entry Task: Introduction to Paragraphs 18 and 19 (7 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Mid-Unit 2 Assessment (20 minutes)</p> <p>B. Independent Reading Activity (15 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>4. <b>Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• This lesson includes the Mid-Unit 2 Assessment, which assesses RI.7.2 (except writing an objective summary), RI.7.3, and RI.7.5. When you grade this, only mark answers correct or incorrect; do not write correct answers. Students will correct their own work in Lesson 6.</li><li>• In the excerpt of César Chávez’s speech, there are terms that students will not be familiar with. In order to accurately assess the skills included on the assessment and ensure there is no confusion over the meaning of these terms, the definitions should be posted for the students to refer to during the assessment.</li><li>• After the mid-unit assessment, there is time dedicated for independent reading. Pick up where you left off with the launch of independent reading or do a check-in. See the Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org) for possible activities.</li><li>• In advance: Post vocabulary terms, line numbers, and definitions:<ul style="list-style-type: none"><li>* <i>cruel hoax</i> (line 132): making someone believe something that isn’t true in a mean-spirited way</li><li>* <i>peon</i> (line 135): someone who works as a slave to pay back debts</li><li>* <i>bargain in good faith</i> (line 139): discussions between employers and employees where each has an equal voice</li><li>* <i>exaggerations</i> (line 143): statements that make something seem worse than it is.</li></ul></li><li>• Review: Commonwealth Club Address, Paragraphs 18 and 19.</li><li>• Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
cruel hoax, peon, bargain in good faith, exaggerations	<ul style="list-style-type: none"> <li>Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-4)</li> <li>Vocabulary words and definitions (See Teaching Notes, for display)</li> <li>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address (one per student)</li> <li>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address (Answers, for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Introduction to Paragraphs 18 and 19 (7 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to get out their <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lessons 2-4) and invite them to find Paragraph 18. When they have found it, tell them their assessment today focuses on these two paragraphs. Before they take this assessment, they will have some time to make sure they understand the words in these paragraphs. Ask them to read silently to themselves as you read these two paragraphs aloud. After you read, prompt them to scan Paragraphs 18 and 19 for the posted <b>vocabulary words and definitions</b> and underline those words. Invite students to write the definitions above the words on their copies of the speech.</li> <li>Explain that these two paragraphs mention unions several times and that it's important to have some background knowledge before reading them. The laws around forming unions were different in Chávez's time than they were in Lyddie's. In the 1800s, workers could be fired for forming unions, but in the 1930s laws were passed that protected the rights of workers to form unions. <ul style="list-style-type: none"> <li>* Workers are allowed to form unions, and employers are not allowed to threaten them for doing so. There is a law that says this.</li> <li>* Workers vote to have a union represent them. Once they are represented by a union, the union negotiates a contract with the employer on behalf of the workers.</li> <li>* A contract is a legally binding document that workers and employers are legally required to follow. It includes details like pay, hours, working conditions—everything on the Working Conditions anchor chart from Unit 1, Lesson 1.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Struggling readers may need help defining additional words. Encourage students to identify unfamiliar words and determine their meaning from context; provide them with the opportunity to check their predicted meanings.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 2 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students' attention to the posted learning targets and tell students that today they get to demonstrate their progress on these targets:             <ul style="list-style-type: none"> <li>I can analyze the development of a main claim in an excerpt of Chávez's speech.</li> <li>I can analyze interactions between individuals, events, and ideas in Chávez's speech.</li> <li>I can analyze how paragraphs of Chávez's speech contribute to the development of the ideas in this section.</li> </ul> </li> <li>Assure students that there are no tricks to this assessment; it follows what they have been doing in Lessons 2, 3, and 4. Tell students that the assessment focuses on Paragraphs 18 and 19 of the speech.</li> <li>Remind students that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is non-negotiable. Write on the board: "If you finish early, you can ..." and include suggestions they made in Module 1, Unit 1, Lesson 14.</li> <li>Distribute the <b>Mid-Unit 2 Assessment: How Chávez Develops His Claims in the Commonwealth Club Address</b> to each student. Remind them that they can and should refer to their texts as they complete the assessment. Tell students you will be concerned if you do not see them rereading as they complete the assessment.</li> <li>Collect students' assessments. Congratulate them on having completed the assessment. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</li> </ul>	<ul style="list-style-type: none"> <li>If students receive accommodations for assessments, communicate with the cooperating service providers regarding this assessment.</li> <li>When you grade this assessment, indicate only whether items are correct or incorrect; do not indicate the correct answer.</li> </ul>
<p><b>B. Independent Reading Activity (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Refer to Launching Independent Reading in Grades 6-8: Sample Plan (stand-alone document on EngageNY.org) and decide how best to use this time with your students. Options include:             <ul style="list-style-type: none"> <li>Continue or complete the launch of independent reading</li> <li>Check in on independent reading</li> </ul> </li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets aloud again. Point out that students will continue to use and develop these skills as they keep reading the Chávez speech.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p> <p><i>Note: Be ready to return the Mid-Unit 2 Assessment to students in Lesson 6. When you assess it, only indicate whether answers are correct or incorrect; do not provide correct answers. Students will correct their own Mid-Unit 2 Assessment as a way to prepare for the End of Unit Assessment.</i></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 5

## Supporting Materials



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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: After reading the selection (Paragraphs 18 and 19) from César Chávez’s Commonwealth Club Address, answer the following questions.

1. Which statement best expresses Chávez’s view of Governor Deukmejian? (RI.7.2)
  - a. He causes problems for the farmworkers because he proposes unfair laws.
  - b. He supports the farmworkers’ cause.
  - c. He is more interested in supporting the growers than in enforcing laws that they break.
  - d. He’s a politician who should be voted out of office because he got money illegally.
2. Which lines from the passage best reflect the main idea of this section of Chávez’s speech? (RI.7.1)
  - a. “Ask the farm workers who see their lives eaten away by poverty and suffering” (line 151).
  - b. “It means the short life expectancy and the inhuman living and working conditions will continue” (lines 141 and 142).
  - c. “Are these make-believe threats?” (line 143)
  - d. “Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers” (lines 127 and 128).
3. How does Paragraph 19 relate to Paragraph 18? (RI.7.5)
  - a. P18 presents a problem, and P19 gives more examples to illustrate the problem.
  - b. P18 presents the evidence of a problem, and P19 contradicts that evidence.
  - c. P18 presents a problem, and P19 explains a possible solution.
  - d. P18 gives the background on the problem, and P19 gives the solution.
4. What is Chávez’s overall purpose in this section of his speech? (RI.7.5)
  - a. To get Governor Deukmejian out of office
  - b. To illustrate the negative effects for workers when laws aren’t enforced
  - c. To find possible solutions to the problems facing farmworkers
  - d. To explain the history behind the UFW movement



5. Chávez claims there are many negative effects when Governor Deukmejian doesn't enforce the law against growers. Which of the negative effects below does he NOT name? (RI.7.3)
- a. Malnutrition among children will continue.
  - b. Farmworkers are not getting paid on time.
  - c. Farmworkers are threatened if they support the union.
  - d. Farmworkers will go to jail for striking.
6. In lines 147–150, Chávez talks about a man named Rene Lopez. How does this contribute to the main idea of this section of the speech? (RI.7.5)
- a. Because he and Rene are friends and he wants people to know Rene will lead the union.
  - b. Because he wants people to know how important it is to vote.
  - c. Because he wants to illustrate in a personal way how farmworkers are being threatened.
  - d. Because he wants to explain what he means when he claims that farmworkers are poor.



Directions: After reading the selection (Paragraphs 18 and 19) from César Chávez’s Commonwealth Club Address, answer the following questions.

Which statement best expresses Chávez’s view of Governor Deukmejian? (RI.7.2)

- a. He causes problems for the farmworkers because he proposes unfair laws.
- b. He supports the farmworkers’ cause.
- c. **He is more interested in supporting the growers than in enforcing laws that they break.**
- d. He’s a politician who should be voted out of office because he got money illegally.

Which lines from the passage best reflect the main idea of this section of Chávez’s speech? (RI.7.1)

- a. “Ask the farm workers who see their lives eaten away by poverty and suffering” (line 151).
- b. “It means the short life expectancy and the inhuman living and working conditions will continue” (lines 141 and 142).
- c. “Are these make-believe threats?” (line 143)
- d. **“Since he took office, Deukmejian has paid back his debt to the growers with the blood and sweat of California farm workers” (lines 127 and 128).**

How does Paragraph 19 relate to Paragraph 18? (RI.7.5)

- a. **P18 presents a problem, and P19 gives more examples to illustrate the problem.**
- b. P18 presents the evidence of a problem, and P19 contradicts that evidence.
- c. P18 presents a problem, and P19 explains a possible solution.
- d. P18 gives the background on the problem, and P19 gives the solution.

What is Chávez’s overall purpose in this section of his speech? (RI.7.5)

- a. To get Governor Deukmejian out of office
- b. **To illustrate the negative effects for workers when laws aren’t enforced**
- c. To find possible solutions to the problems facing farmworkers
- d. To explain the history behind the UFW movement



Chávez claims there are many negative effects when Governor Deukmejian doesn't enforce the law against growers. Which of the negative effects below does he NOT name? (RI.7.3)

- a. Malnutrition among children will continue.
- b. Farmworkers are not getting paid on time.
- c. Farmworkers are threatened if they support the union.
- d. **Farmworkers will go to jail for striking.**

In lines 147–150, Chávez talks about a man named Rene Lopez. How does this contribute to the main idea of this section of the speech? (RI.7.5)

- a. Because he and Rene are friends and he wants people to know Rene will lead the union.
- b. Because he wants people to know how important it is to vote.
- c. **Because he wants to illustrate in a personal way how farmworkers are being threatened.**
- d. Because he wants to explain what he means when he claims that farmworkers are poor.



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 2: Lesson 6**

## **Speech Structure: Part 2 of the Commonwealth Club Address**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can analyze the organization of an informational text  
(including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)  
I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

**Supporting Learning Targets**

- I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.
- I can find examples in the story of the UFW of how the government and workers can affect working conditions.

**Ongoing Assessment**

- Commonwealth Speech Structure anchor chart
- Text-Dependent Questions for Paragraphs 16–21



Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Entry Task (8 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Adding to Commonwealth Club Address Structure Anchor Chart for Paragraphs 16–21 (20 minutes)</p> <p>B. Adding to Agents of Change Anchor Chart (10 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>C. A. Returning Assessment and Reviewing Homework (7 minutes)</p> <p>4. <b>Homework</b></p> <p>D. A. Correct your Mid-Unit 2 Assessment</p> <p>B. Complete the Text-Dependent Questions for Paragraphs 23–26.</p>	<ul style="list-style-type: none"><li>• In this lesson, students focus on Paragraphs 16–21. They analyze how this section of the speech contributes to César Chávez’s central claim. In order to hold their thinking about this question, they continue to work with the Commonwealth Club Address Structure anchor chart that was introduced in Lesson 2. As before, keep this as a class anchor chart and have students take notes on their own copies.</li><li>• Students also add to the Agents of Change anchor chart, reflecting on what they have learned from the Chávez speech about how the government and consumers can affect working conditions.</li><li>• Homework provides students with an opportunity to practice the skill that will be on the End of Unit 2 Assessment: identifying the main claim of a section and considering how it relates to the speech as a whole. This should be used only as formative assessment data.</li><li>• Students also correct the returned Mid Unit 2 Assessment for homework. Revising work and explaining their thinking helps students improve their textual analysis skills.</li><li>• Review Commonwealth Club Address, Paragraphs 16 - 26. Read the Text-Dependent Questions for Paragraphs 16 - 21 and for Paragraphs 23 - 26 and consider what answers you hope to see students write. (Since these text-dependent questions are relatively concrete, this lesson does not include a teacher guide for answers to the text-dependent questions. Use the answers those provided in earlier lessons as a model as you consider what a strong student answer would entail).</li><li>• In advance: Be prepared to return students’ Mid-Unit 2 Assessment, with wrong answers marked. Do not provide correct answers. Students correct their own Mid-Unit 2 Assessment as a part of their Lesson 6 homework.</li><li>• Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
structure, contribute, central claim; boycott, dismantled, disposable, reap, wanton, subsidies, subjugated	<ul style="list-style-type: none"><li>• Working Conditions Timeline strips (one per pair of students)</li><li>• Document camera</li><li>• Working Conditions Timeline (for teacher reference)</li><li>• Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-5)</li><li>• Weaving Room Discussion Appointments handout (from Unit 1, Lesson 3)</li><li>• Text-Dependent Questions for Paragraphs 16–21 (one per student)</li><li>• Commonwealth Club Address Structure anchor chart (one to post and a copy for each student; from Lesson 2)</li><li>• Commonwealth Club Address Structure anchor chart—teacher edition (from Lesson 2)</li><li>• Agents of Change anchor chart (begun in Lesson 1)</li><li>• Mid-Unit 2 Assessments with wrong answers marked by teacher</li><li>• Homework: Text-Dependent Questions for Paragraphs 23–26 (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will be thinking about how the government can affect working conditions by passing laws. Distribute <b>Working Conditions Timeline strips</b> to each pair of students. Ask students to read the strips and use their background knowledge to try to put them in chronological order. Let them know that it's OK if they don't know; they should just try their best.</li><li>• Using a <b>document camera</b>, display another set of Working Conditions Timeline strips. Cold call on pairs to share what order they put the strips in. Ask students to explain why they put the events in the order they did. Don't spend too long on this; pairs likely ordered the strips very differently; the focus is on their ability to explain their reasoning, not on getting the class to agree on a "right" order.</li><li>• Display the <b>Working Conditions Timeline (for teacher reference)</b> and ask students to compare their order with the timeline. Ask them to raise their hand if anything surprises them. Call on several students to share what surprises them and why.</li><li>• Show students where on the timeline Lyddie was and where Chávez is. Ask:<ul style="list-style-type: none"><li>* "What important laws did the government pass that affected working conditions after Lyddie and before Chávez?"</li><li>* "What laws have been passed since Chávez started the UFW?"</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Adding to the Commonwealth Club Address Structure Anchor Chart for Paragraphs 16–21 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the learning targets for today. For each target, read the target and tell students, "On the count of three, point to the anchor chart where you think we will record our ideas about this target." Watch for students to indicate that ideas about text structure will go on Commonwealth Club Address Structure anchor chart and ideas about how workers and the government change working conditions will go on the Agents of Change anchor chart.</li> <li>• Ask students to take their <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lessons 2-5) and move to sit with a partner on their <b>Weaving Room Discussion Appointments handout</b> (from Unit 1; you decide which appointment to use).</li> <li>• Display and distribute the <b>Text-Dependent Questions for Paragraphs 16–21</b>. Direct students to work with their partners to answer these questions, again in the left-hand margin of the text.</li> <li>• When most pairs are done, refocus whole group and debrief.</li> <li>• Tell students that now they will add to the <b>Commonwealth Club Address Structure anchor chart</b>. Direct them to get out their individual copies of this chart. Help them notice that the first two sections of the speech explain life before the UFW and then how the UFW helped workers. At this point in the speech, Chávez shifts from looking backward to looking ahead.</li> <li>• Ask students to read the first sentence of Paragraph 16: "Two major trends give us hope and encouragement." Ask: * "What does this tell you about how the rest of the speech might be organized?"</li> <li>• Listen for students to notice that Chávez will explain two reasons the union will continue to be strong. Acknowledge that students probably noticed as they did gist notes that these two trends are not dealt with one at a time in the rest of the speech.</li> <li>• Tell them, however, that Paragraphs 16–21 deal with one trend. Ask them to reread the section carefully and work with their partner to figure out what the main claim of this section is and how it relates to the central claim of the speech. Remind students that one way to figure this out is to notice the major topic of each paragraph; their statement should be a synthesis of the paragraphs, not just an idea drawn from one.</li> <li>• Debrief using the <b>Commonwealth Club Address Structure anchor chart—teacher edition</b> for guidance; prompt students to revise their individual copies of the anchor chart as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• The most important part of Work Time Part A is the last part—adding to the Commonwealth Club Address Structure anchor chart. Make sure to finish the debrief of the text-dependent questions early enough to give students time to grapple with this (at least 10 minutes, including the debrief).</li> <li>• Adding visuals or graphics to anchor charts can help students remember or understand key ideas or directions.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>B. Adding to Agents of Change anchor chart (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they will add to the <b>Agents of Change anchor chart</b>, particularly for government and consumers.</li><li>• Think-Pair-Share:<ul style="list-style-type: none"><li>* “In Paragraph 18, Chávez talks about how action by the government made working conditions worse. What government action made working conditions worse? What would Chávez say the government should do to improve working conditions?”</li></ul></li><li>• Make sure students have inferred that Chávez is criticizing the government not for failing to pass laws but failing to enforce a law that was passed.</li><li>• Model: “So I am going to add to my anchor chart under Government: ‘Can improve working conditions by enforcing labor laws that protect workers.’”</li><li>• Ask students to work with their partners to write down one more thing the government can do to improve working conditions (they should think about the entry task; consider posting the timeline) and one thing Chávez says consumers can do.</li><li>• After students have worked for 5 minutes, lead a short debrief and add ideas to the class anchor chart. Make sure students add:<ul style="list-style-type: none"><li>* Government can pass laws that set working hours and minimum wages, make working conditions safe, and protect the right to unionize.</li><li>* Consumers can boycott companies that do not treat workers fairly.</li></ul></li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Returning Assessment and Reviewing Homework (7 minutes)</b></p> <ul style="list-style-type: none"><li>• Return students' <b>Mid-Unit 2 Assessments</b>, with wrong answers indicated but not corrected.</li><li>• Tell students that part of their homework for tonight is to correct their assessments, which should be easier now that they have closely read and discussed that passage of the speech. For answers they got wrong, they should circle the correct answer and also add a note explaining why it is the correct answer.</li><li>• Distribute the <b>Homework: Text-Dependent Questions for Paragraphs 23–26</b>. Explain to students that for homework, they will practice the skill of identifying the main claim of a section and considering how that section helps develop the central claim of the speech.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Correct your Mid Unit 2 Assessment.</b></p> <p><b>B. Complete the Text-Dependent Questions for Paragraphs 23 - 26.</b></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 6

## Supporting Materials



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The workday is limited to 10 hours.



Slavery is abolished.



The National Labor Union, the first national labor organization, is founded



The Wagner Act is passed, guaranteeing workers the right to form unions, negotiate contracts as a group, and go on strike.



The Fair Labor Standards Act establishes a 40-hour workweek and a federal minimum wage.



United Farm Workers is formed.



The Occupational Health and Safety Act, designed to make sure workers have safe working conditions, is passed.



<b>1835</b>	The workday is limited to 10 hours.
<b>1864</b>	Slavery is abolished.
<b>1866</b>	The National Labor Union, the first national labor organization, is founded.
<b>1935</b>	The Wagner Act is passed, guaranteeing workers the right to form unions, negotiate contracts as a group, and go on strike.
<b>1938</b>	The Fair Labor Standards Act establishes a 40-hour workweek and a federal minimum wage.
<b>1966</b>	United Farm Workers is formed.
<b>1970</b>	The Occupational Health and Safety Act, designed to make sure workers have safe working conditions, is passed.



.....  
**Name:**

.....  
**Date:**

Use Paragraphs 16–21 of Chávez’s Commonwealth Club Address to answer these questions.

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. Why did the UFW stop the boycott in 1975?	
2. What word does Chávez repeat in Paragraph 17? How does that help him develop the claim in this paragraph?	
3. In Paragraphs 18 and 19, Chávez criticizes Governor Deukmejian. For what does he criticize him?	
4. In Paragraph 20, what are the “tragic events” Chávez refers to? Why do these events make a boycott necessary?	



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
5. In Paragraphs 20 and 21, what evidence does Chávez offer to support his claim that the boycott will be successful?	



.....  
**Name:**

.....  
**Date:**

Use Paragraphs 23–26 of Chávez’s Commonwealth Club Address to answer these questions. Notice that you should write your answers on this paper, not on the speech.

Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
1. After reading P23: Chávez says that the growers are now “reaping the harvest” of decades of actions. To “reap the harvest” means to gather a crop you have grown. What “crop” did the growers plant?	
2. After reading P24: What evidence does Chávez offer of the harm caused by the growers’ use of toxic chemicals?	
3. After reading P26: What language does Chávez use in this paragraph to describe the growers? How does this language help him develop his claim about the growers?	



Questions	Write the answer to each question in the left-hand margin of the text. Be brief; you do not need to use complete sentences.
4. After reading P23–26: What is the main claim of this section?	
5. What connections do you see between the claim of Paragraphs 23–26 and the central claim of the speech?	



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# Grade 7: Module 2A: Unit 2: Lesson 7

## Synthesizing Chávez's Central Claim



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can analyze the development of a theme or central idea throughout the text. (RI.7.2) I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can analyze the structure of Chávez's speech and explain how each section contributes to his central claim.</li><li>• I can identify basic rhetorical strategies and analyze how Chávez uses them to develop his claim.</li></ul>	<ul style="list-style-type: none"><li>• Commonwealth Club Address Structure anchor chart</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Entry Task (10 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Rhetoric Tool Matching Game (15 minutes)</li><li>Analyzing Speech Structure: Paragraphs 28 and 29 (15 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Exit Ticket: Self-Assessment (5 minutes)</li></ol></li><li><b>Homework</b><ol style="list-style-type: none"><li>Continue reading in your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this final lesson about César Chávez's Commonwealth Club Address, students notice the tools of rhetoric that Chávez uses to develop his claims in the second part of the speech. They do this with a physical movement activity. Review your expectations for how and when students move around the classroom just before starting the activity. Descriptions of what you should and should not hear and see will help students be successful.</li><li>Students also analyze the structure of the conclusion of the speech. Because they work independently on this activity, it can be a good opportunity for them to self-assess how well they are learning these reading comprehension skills.</li><li>Students more formally assess themselves on RI.7.5. Encourage them to seek additional help if they do not yet feel prepared for the assessment in Lesson 8.</li><li>Consider what structure you will use for the independent reading check-in scheduled for Lesson 8. As you review the homework with students, make sure they are clear about what they need to have completed beforehand and what they should bring to class that day.</li><li>Review: Commonwealth Club Address, Paragraphs 28 and 29.</li><li>Post: learning targets.</li></ul>



Lesson Vocabulary	Materials
subjugated, sham, hoax, exploit, surname	<ul style="list-style-type: none"> <li>Commonwealth Club Address Structure anchor chart (from Lesson 2)</li> <li>Commonwealth Club Address Structure anchor chart – teacher edition (from Lesson 2)</li> <li>Rhetoric Tool Matching Game (one copy for every eight students)</li> <li>Rhetoric Tool Matching Game (for teacher reference)</li> <li>Text of Commonwealth Club Address by César Chávez (students' annotated copies from Lessons 2-7)</li> <li>Markers (three colors per student)</li> <li>Exit ticket: Self-Assessment (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out <b>their homework from Lesson 6</b> and then turn and talk with their partners about their answers to the last two questions of the Text-Dependent Questions for Paragraphs 23–26.</li> <li>After students have had a few minutes to talk, debrief these two questions with the whole class.</li> <li>When students have a clear understanding of the main claim of this section and how it relates to the central claim, direct them to take out their <b>Commonwealth Club Address Structure anchor charts</b> and add this information. Write this on the class anchor chart so students have a model of strong work.</li> <li>Ask students to notice that Paragraphs 22 and 27 are already done for them. They will not be reading these sections closely, but they will have a chance to read and analyze the conclusion today.</li> <li>Next, briefly discuss the corrections to the Mid-Unit 2 Assessment, focusing on items with which many students struggled. Tell students they will continue to work on these skills; the End of Unit 2 Assessment also focuses on these standards. Encourage any students who struggled on this assignment to seek additional help.</li> <li>Finally, direct students' attention to the learning targets today and remind them that the End of Unit 3 Assessment will focus on these.</li> </ul>	<ul style="list-style-type: none"> <li>Following familiar and established routines can provide students with the comfort and confidence necessary for learning.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Rhetoric Tool Matching Game (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their careful work to determine what Chávez said, and tell them that now they will pause to think about how he is saying this: What tools from the Rhetoric Toolbox has he been using to build his claims?</li><li>• Distribute the tool notecards from the <b>Rhetoric Tool Matching Game</b> to half the class. Then distribute sentence strips from the game to the other half of the class. Ask students to read their cards and clarify any vocabulary. Consider defining <i>subjugated</i>, <i>sham</i>, <i>hoax</i>, <i>exploit</i>, and <i>surname</i>. Tell students they need to walk around and find their match: So if they have a tool, they need to find an example of that tool. If they have a sentence strip, they need to find a tool card that describes the element of the Rhetoric Toolbox it contains. Once students have found their match, they need to sit down together to discuss their example. (The <b>Rhetoric Tool Matching Game – for Teacher Reference</b> has the correct matches.) They should label it on the right-hand side of their speech text and also talk about why Chávez used that particular strategy in that place.</li><li>• Ask several groups to share their thinking. Provide positive feedback for careful thinking about why Chávez is using particular strategies and how they might be convincing to his audience. Prompt students to add notes to the right hand side of their speeches as their classmates share.</li></ul>	<ul style="list-style-type: none"><li>• The Rhetoric Tool Matching Game discussion activity acts as a physical release. Ensuring that students have opportunities to incorporate physical movement in the classroom supports their academic success.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Analyzing Speech Structure: Paragraphs 28 and 29 (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct the students to their <b>Text of Commonwealth Club Address by César Chávez</b> (students' annotated copies from Lessons 2-7). Tell them they have now reached the conclusion. Ask:<ul style="list-style-type: none"><li>* "What does a speaker usually do in the conclusion?"</li></ul></li><li>• List all the reasonable responses from students and then circle the three you want them to focus on. Prompt the class to focus on these three aspects of a conclusion:</li><li>• It sums up the speaker's most important ideas. (Ask students to identify what ideas they think are most important to Chávez. The way working conditions changed? The boycott? The conditions of Chicanos?)</li><li>• It returns to the central claim of the speech. (Remind students what it is in Chávez's speech. Reread it from the structure anchor chart. Will he say it the same way?)</li><li>• It looks forward to the future. (Remind students to look for the signal word "will" as they read.)</li><li>• Give each student three <b>different colored markers</b>. Ask them to reread the conclusion to themselves and mark when they see Chávez doing what they have just identified as the three things speakers do in the conclusion.</li><li>• After 5 minutes, debrief students on the activity. They should add to their Commonwealth Club Address Structure anchor charts for these paragraphs. Use the Commonwealth Club Address Structure anchor chart – teacher edition as you support students in this work.</li></ul>	<ul style="list-style-type: none"><li>• Consider helping struggling learners in a small group during this exercise.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Self-Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to read the learning targets for today and answer the <b>exit ticket: self-assessment</b>. Encourage students who still have questions about structure to come for extra help outside of class time.</li></ul>	<ul style="list-style-type: none"><li>Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit. There will be a reading check-in tomorrow. Make sure you've met your goal and are prepared to talk about your book.</b></p> <p><i>Note: Use the exit ticket to inform how you will open class tomorrow.</i></p>	



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# Grade 7: Module 2A: Unit 2: Lesson 7

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Directions: Depending on your class, please make several copies of this page. Separate each sentence strip and each tool card. Distribute them to students so each student has either one sentence strip or one tool card.

**Sentence Slips**

**Tool Cards**

It means that the right to vote in free elections is a sham. It means the right to talk freely about the union among your fellow workers on the job is a cruel hoax. It means the right to be free from threats and intimidation by growers is an empty promise. (P18)	Repetition of words and phrases
The newest Harris Poll revealed that 17 million Americans boycotted grapes. (P20)	Cite statistic
Today the growers are like a punch-drunk old boxer who doesn't know he's past his prime. (P26)	Figurative language
These are the sins of the growers, not the farm workers. (P26)	Emotionally charged language
For generations, they have subjugated entire races of dark-skinned farm workers. (P26)	Appeal to moral sense of audience
Are these make-believe threats? Are they exaggerations? (P19)	Rhetorical questions
... and ask the family of Rene Lopez, the young farm worker from Fresno who was shot to death last year because he supported the union as he came out of a voting booth. (P19)	Includes personal anecdote
There are now 1.1 million Spanish-surname registered voters in California. (P22)	Cite statistic
We didn't abuse and exploit the people who work the land. (P26) 	Appeal to moral sense of audience



**Sentence Slips**

It means that the right to vote in free elections is a sham. It means the right to talk freely about the union among your fellow workers on the job is a cruel hoax. It means the right to be free from threats and intimidation by growers is an empty promise. (P18)

The newest Harris Poll revealed that 17 million Americans boycotted grapes. (P20)

Today the growers are like a punch-drunk old boxer who doesn't know he's past his prime. (P26)

These are the sins of the growers, not the farm workers. (P26)

For generations, they have subjugated entire races of dark-skinned farm workers. (P26)

Are these make-believe threats? Are they exaggerations? (P19)

... and ask the family of Rene Lopez, the young farm worker from Fresno who was shot to death last year because he supported the union as he came out of a voting booth. (P19)

There are now 1.1 million Spanish-surname registered voters in California. (P22)

We didn't abuse and exploit the people who work the land. (P26)

**Tool Cards**

Repetition of words and phrases

Cite statistic

Figurative language

Emotionally charged language

Appeal to moral sense of audience

Rhetorical questions

Includes personal anecdote

Cite statistic

Appeal to moral sense of audience



.....  
**Name:** .....

**Date:** .....

**Directions:** Here is one of your learning targets for this unit: “I can analyze the structure of Chávez’s speech and explain how each section contributes to his central claim.” In the next lesson, you will demonstrate how well you have reached this target on the End of Unit Assessment. You will read a new speech by Chávez and analyze its structure.

What has helped you progress toward meeting this standard?

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What questions do you still have?

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What will you do to be successful on this assessment?

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## **Grade 7: Module 2A: Unit 2: Lesson 8**

### **End of Unit Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can determine a theme or the central ideas of an informational text. (RI.7.2)

I can analyze the development of a theme or central idea throughout the text. (RI.7.2)

I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)

I can analyze the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). (RI.7.5)

**Supporting Learning Targets**

- I can analyze the development of a central idea in a César Chávez speech.
- I can analyze interactions between individuals, events, and ideas in a Chávez speech.
- I can analyze how paragraphs of Chávez's speech contribute to the development of the central claim.

**Ongoing Assessment**

- End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech



Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Entry Task: Reading “Wrath of Grapes” speech (10 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>End of Unit 2 Assessment (20 minutes)</li><li>Independent Reading Activity (10 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Turn and Talk (5 minutes)</li></ol></li><li><b>Homework</b><ol style="list-style-type: none"><li>Continue reading in your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson includes the End of Unit 2 Assessment, which assesses RI.7.1, RI.7.2 (except for writing an objective summary), RI.7.3, and RI.7.5.</li><li>In the new Chávez speech that students read for this assessment, there are terms that students will not be familiar with. In order to accurately assess the skills included on the assessment and ensure there is no confusion over meaning of these terms, the definitions should be posted for students to refer to during the assessment.</li><li>After the End of Unit 2 Assessment, there is time dedicated for Independent Reading. Pick up where you left off with the launch of independent reading or do a check-in. See the Launching Independent Reading in Grades 6-8: Sample Plan (stand-alone document on EngageNY.org) for possible activities.</li><li>In advance: Post vocabulary terms and definitions:<ul style="list-style-type: none"><li>– <i>concur</i>: agree</li><li>– <i>critical</i>: very important</li><li>– <i>DDT, DDE, Dieldrin</i>: pesticides and chemicals used by growers</li><li>– <i>reckless</i>: not considering risk</li><li>– <i>enacted</i>: passed</li><li>– <i>blatant</i>: easy to see</li><li>– <i>indiscriminate</i>: without considering the harm this might cause</li><li>– <i>residues</i>: remaining chemicals</li><li>– <i>insecticides</i>: chemicals that kill insects</li><li>– <i>nerve gas</i>: poisonous gas that affects the brain</li><li>– <i>carcinogens</i>: cancer-causing</li><li>– <i>wakes</i>: funerals</li><li>– <i>plague</i>: disease that causes death and spreads rapidly</li></ul></li></ul>



Lesson Vocabulary	Materials
concur, critical, DDT, DDE, Dieldrin, reckless, enacted, blatant, indiscriminate, residues, insecticides, nerve gas, carcinogens, wakes, plague	<ul style="list-style-type: none"><li>• Vocabulary words and definitions (posted)</li><li>• Assessment Text: Wrath of Grapes speech (excerpts; one per student)</li><li>• End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech (one per student)</li><li>• End of Unit 2 Assessment: Analyzing the Structure of Chávez's Wrath of Grapes Speech (Answers, for Teacher Reference)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Reading “Wrath of Grapes” speech (10 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, distribute the <b>Assessment Text: “Wrath of Grapes”</b> speech (excerpt). Tell them that today they will show you how much they have learned about analyzing the structure of a speech by completing an assessment of this text. Ask students to silently read the speech to themselves, using the posted vocabulary and circling words they do not know.</li><li>• After students have read the speech, answer any clarifying questions about vocabulary. Make sure that students notice when Chávez is giving this speech: It is May 1986, a few years after his Commonwealth Club Address. Remind students that in the previous speech, Chávez called for a renewal of the grape boycott. As he gives this “Wrath of Grapes” speech, the grape boycott is continuing.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they get to demonstrate their progress on the learning targets:<ul style="list-style-type: none"><li>* “I can analyze the development of a central idea in a César Chávez speech.”</li><li>* “I can analyze interactions between individuals, events, and ideas in a Chávez speech.”</li><li>* “I can analyze how paragraphs of Chávez’s speech contribute to the development of the central claim.”</li></ul></li><li>• Assure students that there are no tricks to this assessment; it follows what they have been doing throughout the unit.</li><li>• Remind them that everyone needs to remain silent until the entire class is finished, and that this commitment is how they show respect for each other—it is non-negotiable. Write on the board: “If you finish early, you can ...” and include suggestions they made in Module 1, Unit 1, Lesson 14.</li><li>• Distribute the <b>End of Unit 2 Assessment: Analyzing the Structure of Chávez’s Wrath of Grapes Speech</b> to each student. Remind them that they can and should refer to their texts as they complete the assessment. Tell students you will be concerned if you do not see them rereading as they complete the assessment.</li><li>• Collect students’ assessments. Congratulate them on having completed the assessment. Point out students who showed positive test-taking strategies such as rereading the text, reading the questions several times, or crossing out answers they know are incorrect.</li></ul>	
<p><b>B. Independent Reading Activity (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Refer to Launching Independent Reading in Grades 6-8: Sample Plan (stand-alone document on EngageNY.org) and decide how best to use this time with your students. Options include:<ul style="list-style-type: none"><li>* Continue or complete the launch of independent reading</li><li>* Check in on independent reading</li></ul></li></ul>	



Closing and Assessment	Meeting Students’ Needs
<b>A. Turn and Talk (5 minutes)</b> <ul style="list-style-type: none"><li>Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>“How does Chávez’s “Wrath of Grapes” speech relate to the question of working conditions? Who is he saying should be an agent of change? How?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>
Homework	Meeting Students’ Needs
<b>A. Continue reading in your independent reading book for this unit.</b>	



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# Grade 7: Module 2A: Unit 2: Lesson 8

## Supporting Materials



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Wrath of Grapes Speech

César Chávez, May 1986 (excerpted)

SECTION A

P1. I am speaking to you about our Wrath of Grapes boycott.

P2. Because I believe our greatest court, the court of last resort, is the American people. And I believe that once you have taken a few moments to hear this message, you will **concur** in this verdict along with a million other North Americans who are already committed to the largest grape boycott in history.

P3. The worth of humans is involved here.

P4. I see us as one family. We cannot turn our backs on each other and our future. We farm workers are closest to food production. We were the first to recognize the serious health hazards of agriculture pesticides to both consumers and ourselves.

SECTION B

P5. Twenty years ago, over 17 million Americans united in a grape boycott campaign that transformed the simple act of refusing to buy grapes into a powerful and effective force against poverty and injustice. Through the combined strengths of a national boycott, California farm workers won many of the same rights as other workers—the right to organize and negotiate with growers.

P6. But we also won a critical battle for all Americans. Our first contracts banned the use of **DDT**, **DDE**, **Dieldrin** on crops, years before the federal government acted.

SECTION C

P7. Twenty years later, our contracts still seek to limit the spread of poison in our food and fields, but we need your help once again if we are to succeed.

P8. A powerful self-serving alliance between the California governor and the \$14 billion agricultural industry has resulted in a systematic and **reckless** poisoning of not only California farm workers but of grape consumers throughout our nation and Canada.

P9. The hard-won law **enacted** in 1975 has been trampled beneath the feet of self-interest. **Blatant** violations of California labor laws are constantly ignored. And worst of all, the **indiscriminate** and even illegal use of dangerous pesticides has radically increased in the last decade, causing illness, permanent disability, and even death.



Wrath of Grapes Speech

César Chávez, May 1986 (excerpted)

SECTION D

P10. Human lives are worth more than grapes and the innocent-looking grapes on the table may disguise poisonous **residues** hidden deep inside, where washing cannot reach.

P11. Of the 27 legal restricted toxic poisons currently used on grapes, at least five are potentially as dangerous or more hazardous to consumers and grape workers than deadly Aldicarb and Orthene.

P12. Here are five major threats to your health that cling to the California table grapes. Parathion and Phosdrin are highly poisonous **insecticides**, similar to **nerve gas**, and are responsible for the majority of deaths and serious poisoning of farm workers. They cause birth defects and are **carcinogens**.

P13. How do we comfort the mother of maimed and stillborn infants, the parents who watch their teenage children sicken or die?

P14. What report can be cited at the hospital beds I visit, at growing numbers of **wakes** I attend?

P15. What court will hear the case of 32-year-old Juan Chaboya, murdered by deadly chemicals in the freshly sprayed fields outside San Diego? His dead body dumped by the growers 45 miles away at a Tijuana clinic? What excuse for justice will we offer his four children and his widow if we do nothing?

SECTION E

P16. Now is the time for all of us to stand as a family and demand a response in the name of decency. Too much is at stake. This is a battle that none of us can afford to lose because it is a fight for the future of America. It is a fight we can win, and it is a fight that everyone can join.

P17. I am asking you to join us now and be counted to join the growing family of individuals who will boycott grapes until the demands of decency have been met.

\*\*\*\*\*

P18. My friends, the wrath of grapes is a **plague** born of selfish men that is indiscriminately and undeniably poisoning us all. Our only protection is to boycott the grapes, and our only weapon is the truth. If we unite, we can only triumph for ourselves, for our children, and for their children.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Read the “Wrath of Grapes” speech carefully. Use the text to answer the questions below.

1. César Chávez's central purpose for this text is to convince his audience to boycott the grapes. Identify the line in the speech where he articulates this purpose. (RI.7.1)

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2. Identify two reasons Chávez gives to join the boycott. (RI.7.2)

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3. Reread the speech. How does each part develop the central claim? (RL7.5)

Section	What is the main claim in this part of the speech?	How does this claim develop the central claim of the speech?
A		
B		
C		
D		
E		

4. Reread Section D. In what ways does Chávez create sympathy for his cause? (RI.7.5)

- He illustrates the problem with specific, personal examples.
- He names the poisons that are used on the grapes.
- He gives the background of the boycott.
- He summarizes all the horrible things that have happened to farmworkers.



5. How is this different from what he is trying to do in Sections B and C? (RI.7.5)

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**Directions:** Read the “Wrath of Grapes” speech carefully. Use the text to answer the questions below.

1. César Chávez's central purpose for this text is to convince his audience to boycott the grapes. Identify the line in the speech where he articulates this purpose. (RI.7.1)

**Option A:**

**I am asking you to join us now and be counted to join the growing family of individuals who will boycott grapes until the demands of decency have been met.**

**Option B: My friends, the wrath of grapes is a plague born of selfish men that is indiscriminately and undeniably poisoning us all. Our only protection is to boycott the grapes, and our only weapon is the truth. If we unite, we can only triumph for ourselves, for our children, and for their children.**

2. Identify two reasons Chávez gives to join the boycott. (RI.7.2)

**Options:**

- **Growers are not respecting labor laws.**
- **Growers are using toxic chemicals that are harmful to farmworkers.**
- **Growers are using toxic chemicals that are harmful to consumers.**
- **Join the side of decency and justice.**
- **If consumers unite with farmworkers, they can bring about positive change.**



3. Reread the speech. How does each part develop the central claim? (RL7.5)

*Grading suggestion:*

*Assign 2 points for each section:*

*2 = main claim accurately summarized + clear connection to central claim*

*1.5 = main claim mostly accurate + partially explained connection to central claim*

*1 = mostly inaccurate main claim OR connection to central claim missing or inaccurate*

Section	What is the main claim in this part of the speech?	How does this claim develop the central claim of the speech?
A	Consumers will support the boycott because we are all one people, and we have a common purpose. Consumers and farmworkers share the same interests.	Chávez is calling on consumers to join a boycott, so he begins by referring to their sense of justice and assuring them that they have a common cause with the farmworkers.
B	The original grape boycott won labor protections for farmworkers and also banned harmful chemicals.	The last boycott was successful, which is evidence that this boycott can also be successful.
C	Because the governor and the growers are disregarding the 1975 law, there are violations of labor rights and the use of pesticides that harm farmworkers and consumers is growing.	This section outlines the problem that Chávez says the boycott will address.
D	This section gives examples of the many negative effects for the farmworkers of the use of pesticides and other chemicals.	This supports the main claim by showing all of the harm caused by the growers' use of chemicals, and gives anecdotal reasons to support the claim that the use of pesticides is a problem and must be stopped.
E	Consumers and workers must unite in a boycott to stop the dangerous practices of the growers.	In his conclusion, Chávez states his central claim: that consumers should join the boycott because they and the farm workers have a shared interest in stopping the use of pesticides and other chemicals.



4. Reread Section D. In what ways does Chávez create sympathy for his cause? (RI.7.5)

- a. **He illustrates the problem with specific, personal examples.**
- b. He names the poisons that are used on the grapes.
- c. He gives the background of the boycott.
- d. He summarizes all the horrible things that have happened to farmworkers.

5. How is this different from what he is trying to do in Sections B and C? (RI.7.5)

**In sections B and C, Chávez is outlining the background: how the problem came to be. In Section D, he is using personal examples to get the audience to care about the problem and understand how it is affecting farmworkers.**



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# Grade 7: Module 2A Unit 3: Overview



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## Culminating Project: Researching Working Conditions in the Modern Garment Industry

In this unit (which centers on research standards W.7.6 and W.7.7 and also addresses some aspects of W.7.8), students will explore how businesses can affect working conditions, both positively and negatively. First, students are introduced to the idea of current working conditions through a short case study on Wegmans, a popular New York employer. Then, using skills and concepts developed in Units 1 and 2, students will engage in a short research project on current working conditions in the garment industry. In particular, students will learn to gather relevant information, ask supporting research questions, and paraphrase information from sources. As students research, they will keep track of their notes in the researcher's notebook. In the Mid-Unit 3 Assessment, students will answer selected-response questions about a research text that the class has not yet

discussed. In the End of Unit 3 Assessment, they will synthesize the information they gathered in their research into several paragraphs. Both assessments focus on W.7.7 and W.7.8, but the Mid-Unit 3 Assessment focuses more on gathering relevant information and asking questions, while the end of unit assessment focuses more on paraphrasing and synthesizing information to answer a research question. As a final performance task, students create a consumer's guide (targeting a teenage audience) to buying clothing. This guide provides an overview of working conditions and explains how consumers might respond to this information. This task focuses on NYSP12 ELA Standards W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, SL.7.1b, L.7.1, L.7.2, L.7.3, and L.7.6.

### Guiding Questions And Big Ideas

- **What are working conditions, and why do they matter?**
- **How do workers, the government, businesses, and consumers bring about change in working conditions?**
- **How can you tell the difference between a useful and not useful research question?**
- *Working conditions include multiple factors and have significant impacts on the lives of workers.*
- *Workers, the government, businesses, and consumers can all bring about change in working conditions.*
- *Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products.*



**Culminating Project:** Researching  
Working Conditions in the Modern Garment Industry

<b>Mid-Unit 3 Assessment</b>	<b>Gathering Relevant Information and Generating Additional Research Questions</b> This task focuses on NYSP12 ELA CCLS W.7.7 and touches on W.7.8. After conducting initial research on working conditions in the garment industry, students complete an on-demand task in which they read a new text, consider how it addresses their research question, and identify possible additional research questions raised by the text.
<b>End of Unit 3 Assessment</b>	<b>Writing a Research Synthesis</b> This task focuses on NYSP12 ELA CCLS W.7.7 and W.7.8. After students complete their research on working conditions in the garment industry, they will synthesize their findings (from their finished researcher’s notebooks) into several paragraphs in which they acknowledge their sources.
<b>Performance Task</b>	<b>Creating a Consumers’ Guide to Working Conditions in the Garment Industry</b> (See also stand-alone document on EngageNY.org.) This task focuses on NYSP12 ELA Standards W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, SL.7.1b, L.7.1, L.7.2, L.7.3, and L.7.6. Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a researcher’s notebook in which they track their questions and take notes. As the End of Unit 3 Assessment, they write a synthesis of their research findings. For the performance assessment, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.

**Content Connections**

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to additional teaching during other parts of the day. These intentional connections are described below.



**Culminating Project:** Researching  
Working Conditions in the Modern Garment Industry

**NYS Social Studies Core Curriculum**

**Relevant Content Standards**

- 8.16 At the start of the 21st century, the United States faced global and domestic challenges, including terrorism, increased economic interdependence and competition, and growing environmental concerns.

**Relevant Social Studies Practices**

- Geographic Reasoning: Characterize and analyze changing interconnections among places and regions
- Gathering, Using, and Interpreting Evidence: Define and frame questions about events and the world in which we live and use evidence to answer these questions
- The Role of the Individual in Social and Political Participation: Participate in activities that focus on a classroom, school, community, state, or national issue or problem; fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process

**Central Texts**

1. Tabea Kay, “Ethical Style: How Is My T-Shirt Made?” *GOOD*, February 9, 2012.
2. Steven Greenhouse, “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” *The New York Times*, July 18, 2010.
3. Oxfam Australia, “Are Your Clothes Made in Sweatshops?” available at <https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/>.
4. Research Texts: See Unit 3, Lesson 6 supporting materials for a list of texts that students can select to work with as part of their short research project.



## Unit-at-a-Glance

**This unit is approximately 2 weeks or 10 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Setting Purpose for Research: What Are Fair Working Conditions?	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain some of the differences between working conditions in developing and developed countries.</li> <li>I can participate in discussions that help me form my opinions about what constitutes fair working conditions.</li> <li>I can articulate my beliefs about fair working conditions, considering my position as a future worker.</li> </ul>	<ul style="list-style-type: none"> <li>Setting a purpose for research in researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Four Corners protocol</li> <li>Working Conditions</li> </ul>
<b>Lesson 2</b>	Researching: Asking the Right Questions	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and understand the parts of the research process.</li> <li>I can determine the difference between an effective and ineffective research question.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 3</b>	Research: Paraphrasing Relevant Information	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can generate effective questions to guide my research.</li> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Research's Roadmap</li> </ul>



## Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Deepening Your Research	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> </ul>	<ul style="list-style-type: none"> <li>Entry task</li> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 5</b>	Mid-Unit 3 Assessment and Independent Reading Check-in	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> <li>I can make connections between narratives and other texts, ideas, events, and situations. (RL.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>I can read a source, identify and paraphrase information that helps answer my focus research question, and generate effective supporting research questions.</li> <li>I can self-select a text based on personal preferences and read it independently.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 6</b>	Individual Research	<ul style="list-style-type: none"> <li>I can generate additional questions for further research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can read to find out specific information.</li> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's Roadmap</li> </ul>
<b>Lesson 7</b>	End of Unit 3 Assessment: Writing a Research Synthesis	<ul style="list-style-type: none"> <li>I can conduct short research projects to answer a question. (W.7.7)</li> <li>I can use several sources in my research. (W.7.7)</li> <li>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can synthesize the information I learned from several sources into cohesive paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment</li> </ul>	



Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Performance Task: Planning the Final Brochure	<ul style="list-style-type: none"><li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li><li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li><li>• I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)</li><li>• I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</li></ul>	<ul style="list-style-type: none"><li>• I can use what I learned in my research to decide how I as a consumer will respond to the issue of working conditions in the garment industry.</li><li>• I can select information from my research to include in my brochure.</li></ul>	<ul style="list-style-type: none"><li>• Researcher's notebook</li><li>• Brochure Planning Guide</li></ul>	



## Unit-at-a-Glance

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Performance Task: Publishing the Final Brochure	<ul style="list-style-type: none"> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)</li> <li>I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can design a brochure in which the layout, style, and language make my meaning clear and engage a teenage audience.</li> </ul>	<ul style="list-style-type: none"> <li>Final version of performance task</li> </ul>	
<b>Lesson 10</b>	Module Reflection and Writing Book Reviews	<ul style="list-style-type: none"> <li>I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>I can consider how what I learn in school affects my choices outside of school.</li> <li>I can write a book review that helps my classmates decide whether to read a book.</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions Reflection</li> <li>Book review</li> </ul>	<ul style="list-style-type: none"> <li>Working Conditions</li> </ul>



#### Optional: Experts, Fieldwork, And Service

- Experts
  - \* Invite graphic designers to work with students on their final products. These experts could teach students about the design elements they could incorporate into their final performance brochure and/or provide students with feedback on their work to help them revise it. A particularly effective format for this type of work is to have each expert meet with a group of three or four students and lead a group critique session of each piece of work.
  - \* Invite employees or business owners from a local business to discuss how they ensure fair working conditions in their company.
- Fieldwork
  - \* Arrange for students to visit a local factory or place of business to observe and evaluate working conditions.
- Service
  - \* Take the class to a local business and volunteer to work for a few hours. Ask the students to reflect on the working conditions they encounter.
  - \* Arrange for students to distribute their brochures to others, such as younger students, patrons at a local library, or members of a youth center.

#### Optional: Extensions

- This unit lends itself to collaboration with the art teacher or media specialist. Consider expanding the work time to make the brochure a more involved project.
- If time allows, consider studying “The Shirt” by Robert Pinsky (<http://www.poets.org/viewmedia.php/prmMID/15479>) with the students.



## Preparation and Materials

### Research

This unit serves as an introduction to the research process. The skills that students will practice in this unit include generating supporting research questions, gathering information from multiple sources, and paraphrasing to avoid plagiarism (W.7.7 and W.7.8). It is important to notice that students will not master all aspects of research in this unit, as some important parts of the research process, such as finding and evaluating sources, are not included. Students will engage in more robust, self-directed research in Module 4, and mastering the subset of research skills addressed by this unit will prepare them for success in that module.

Notice that students are given the first few texts for their research, and then they are able to choose from a variety of sources. As this unit went to print, several tragedies, such as the factory collapse in Bangladesh, were prompting increased media coverage of controversial working conditions in the garment industry. By the time you are using this module, it is likely that you will be able to find a number of current articles about this issue aimed at teenagers. Consider gathering very recent articles from sources such as *Upfront Magazine*, *Junior Scholastic*, and *Time for Kids* to use in this unit, particularly to create the set of texts that students choose from in Lesson 6. You can follow the same process outlined in this unit with different texts from those included here.

**Creating a model performance task:** The final performance task is a teenage consumer’s guide to buying clothes. The goal of this performance task is to provide an authentic audience for the information that students gather in their research. Unit 3, Lesson 2 features a model brochure called “iCare about the iPhone.” This model brochure is not formatted, but it does illustrate the type of informative writing that brochures often contain, with a voice appropriate to the task. In order for students to have an exemplar model to refer to as they complete their own consumer’s guides, consider what technology is available at your school to produce the brochure (Pages, Prezi, Microsoft Word templates, etc.) and format the “iCare about the iPhone” text to model the format as well as the information. If you would like students to have multiple models, consider bringing in other brochures as well. Make sure the format is the same as the one that students will use for their own work. Note that this assignment is not assessing students’ ability to write in the genre of a brochure; rather, the task provides an engaging medium for students to synthesize their research.



## Preparation and Materials

### Independent Reading

- This unit assumes that you have launched an independent reading program with your students. Often the homework assignment in this unit and in Unit 3 is reading independent reading books, and plans in both units include time in class to check in on independent reading. Consider scheduling a week between Units 1 and 2 to launch independent reading. Alternatively, you could lengthen the time for Unit 2 and intersperse the independent reading lessons into the first part of the unit. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Once students have all learned how to select books and complete the reading log, it takes less class time. After the launch period, the independent reading routine takes about  $\frac{1}{2}$  class period per week, with an additional day near the end of a unit or module for students to review and share their books. Unit 2 includes time to maintain the independent reading routine (calendared into the lessons) but does not set a particular routine. Various options are outlined in the **Launching Independent Reading in Grades 6–8: Sample Plan**; consider what will best meet the needs of your students and establish that routine in this unit.



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 3: Lesson 1**

## **Setting Purpose for Research: What are Fair Working Conditions?**



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**Setting Purpose for Research:**  
What are Fair Working Conditions?

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can explain some of the differences between working conditions in developing and developed countries.</li><li>• I can participate in discussions that help me form my opinions about what constitutes fair working conditions.</li><li>• I can articulate my beliefs about fair working conditions, considering my position as a future worker.</li></ul>	<ul style="list-style-type: none"><li>• Setting a purpose for research in Researcher's Notebook</li></ul>



**Setting Purpose for Research:**  
What are Fair Working Conditions?

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task (10 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Investigating Working Conditions at Wegmans (15 minutes)</li> <li>B. Discussing Fair Working Conditions (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Setting a Purpose for Research in Researcher's Notebook (10 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Begin reading your independent reading book for this unit.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson launches Unit 3, an investigation of working conditions in the modern-day garment industry. In this research, students will refer to the Working Conditions anchor chart that they added to in Units 1 and 2. The questions they developed as they read <i>Lyddie</i> will be particularly useful now.</li> <li>• Students will also add to the Working Conditions anchor chart. In earlier units, they added examples of actual working conditions they encountered; in this unit, they will add their ideas about what working conditions they consider fair. If the Examples of Fair Working Conditions column of the anchor chart is full, consider adding a “What we think is fair” column; otherwise, just add ideas in a different color.</li> <li>• To begin this unit, students engage in a short exploration of working conditions at Wegmans, a popular New York employer. If you would like, you can focus on working conditions at a different popular local employer. The goal is to help students understand working conditions in a place where they could potentially be employees.               <ul style="list-style-type: none"> <li>– Throughout Unit 3, specific terms are used to describe elements of research:                   <ul style="list-style-type: none"> <li><i>Overarching research question</i> is the broad research question that students investigate. More generally, this can be thought of as the topic of research.</li> <li><i>Supporting research questions</i> are more narrow in their scope and help guide students to specific pieces of information. In these lessons, students learn to craft these types of questions.</li> <li><i>Source</i> refers to a text (in any format: article, Web site, infographic, video, etc.) that gives the student information to help address a supporting research question (or the overarching research question).</li> </ul> </li> </ul> </li> <li>• This first lesson of Unit 3 orients students to a major issue in understanding current working conditions in a global economy: the difference between pay and other working conditions in developing and developed countries. Students begin to grapple with questions of what fair working conditions are and discuss the extent to which working conditions in the garment industry today are relevant to them.</li> </ul>



**Setting Purpose for Research:**  
What are Fair Working Conditions?

Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"> <li>• Because the skills and texts that students will be engaging with in this unit are challenging, most of the research and writing happen in class so the students can be well supported. Therefore, homework for this unit is almost always independent reading. Consider how to encourage and support students in this. See two separate stand-alone documents on EngageNY.org—The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan—which together provide the rationale and practical guidance for a robust independent reading program.</li> <li>• In advance: Students begin this lesson by investigating what working conditions they might encounter if they got a job at Wegmans. There are several options for how to structure this investigation, depending on computer access. Preview Work Time Part A and decide what will work best for your circumstances. Whether you are showing the Web site on your screen or having students explore it on their computers, spend time becoming familiar with the site and what you might find there.</li> <li>• Review: Four Corners strategy (Appendix).</li> </ul>

Lesson Vocabulary	Materials
<p>developing, developed, constitute; compensation, benefits, leave (from Wegmans Web site), cost of living</p>	<ul style="list-style-type: none"> <li>• Entry Task (one per student)</li> <li>• Working Conditions anchor chart (first seen in Unit 2; a blank chart is included in the supporting materials of this lesson; one per student for note-taking and one to display; see Work Time A)</li> <li>• Statements for the Four Corners Activity (for teacher reference; to post)</li> <li>• Researcher’s Notebook (one per student)</li> <li>• Computers to research working conditions at Wegman’s (one per student)</li> </ul>



**Setting Purpose for Research:**  
What are Fair Working Conditions?

Opening	Meeting Students' Needs
<p><b>A. Entry Task (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students:             <ul style="list-style-type: none"> <li>* “When you get a job, what do you expect in terms of your working conditions? Refer to the Working Conditions anchor chart and discuss what you would hope to find in at least three of those categories.”</li> </ul> </li> <li>Add students’ answers to the <b>Working Conditions anchor chart</b> (from Unit 2) in the Examples of Fair Working Conditions category. If you already have ideas in this column, add a new column or use a separate color for the entries in this unit.</li> <li>Explain to students that previously, they have been gathering examples from various industries and times; in this unit they will be adding ideas to this column that reflect their beliefs about what is fair. They can expect to find different and sometimes conflicting ideas in this column, as students may have different beliefs.</li> <li>Direct students to the learning targets for today, and help them notice that today is about figuring out what they believe. Define <i>constitute</i> (to be considered to be something, to create or make up). As an example, say: “Careless drivers <i>constitute</i> the single biggest threat to the safety of pedestrians.”</li> <li>Assure students that you will explain <i>developed</i> and <i>developing</i> later in the lesson, as these are words they have heard before but have particular meanings in this context. needed has changed, but the workers are still young women.</li> </ul>	<ul style="list-style-type: none"> <li>Connecting abstract ideas (like working conditions) to the students themselves can help engage students’ interest and empathy—this will support their thinking about working conditions in the garment industry, as they research and create the performance task.</li> <li>Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



## Setting Purpose for Research: What are Fair Working Conditions?

Work Time	Meeting Students' Needs
<p><b>A. Investigating Working Conditions at Wegmans (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that in this unit, they will be researching working conditions in the world today. They will see to what extent the issues faced by the mill girls and the farmworkers have been resolved, and to what extent those issues continue. They will also think carefully about the role that American consumers and businesses play in shaping working conditions both in the United States and in other parts of the world.</li> <li>Explain that before students start researching global working conditions, they will look at the working conditions they might encounter locally, so they will have a point of reference. Today the class will research working conditions at Wegmans, which many people in New York regard as a good place to work.</li> <li>Depending on the technology setup in your class, either direct students to the Wegmans Web site (wegmans.com “Careers” page; focus on the “Benefits,” “Opportunities,” and “Diversity” subpages) or print out the relevant Web pages and distribute them to students.</li> <li>Explain to students that their task is to learn what working conditions at Wegmans are like: They will have 10 minutes to learn as much as they can about working conditions in each category of the anchor chart. Pass out a <b>blank Working Conditions anchor chart</b> on which students can record their findings.</li> <li>Distribute a blank Working Conditions anchor chart to each student. Tell them that this is where they can record their findings.</li> <li>As students work, they may need the following help: The site does not provide data on how much workers are paid; a call to the hiring office suggests that the average 16-year-old with no experience looking for part-time work would start at about minimum wage (\$7.25/hour in New York) and have the opportunity for raises over time.</li> <li>Define relevant vocabulary as necessary: <i>benefits, compensation, leave</i>.</li> <li>After students have worked for 10 minutes, do a Think-Pair-Share: <ul style="list-style-type: none"> <li>* “Given what you have learned about what it might be like to work at Wegmans, what can we add to the anchor chart under ‘Examples of Fair Working Conditions?’”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Some students may benefit from having the Web site printed out with key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.</li> </ul>



Setting Purpose for Research:  
What are Fair Working Conditions?

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>As students share out, add their ideas to the class Working Conditions anchor chart and prompt them to offer evidence from the Web site: <ul style="list-style-type: none"> <li>* “Did you see this offered?”</li> <li>* “Why is this fair?”</li> </ul> </li> <li>Listen for students to offer ideas that help define fair working conditions. Point out those ideas as students offer them and consider writing them on the board. They should understand that fair working conditions are ones in which the workers are paid appropriately, have reasonable workdays (8 hours or so) and workweeks (40 hours or so), and are safe and healthy.</li> <li>Tell students that you want them to keep their expectations for a job in mind as they research working conditions in other places.</li> </ul>	
<p><b>B. Discussing Fair Working Conditions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain to students that in this unit, they will research conditions in the garment industry today.</li> <li>Define “garment” and ask them where they think their clothes are made. Consider bringing some clothes from home or from the lost and found and having the students check the labels. Students will notice that many of the clothes are made in developing countries, and some are made in the United States.</li> <li>Briefly define <i>developing</i> and <i>developed</i> country. Consider drawing a spectrum on the board and placing a handful of countries on it to help students develop a frame of reference. The United States is a developed country—it is wealthy and has a lot of technology, industry, and infrastructure. Many countries—such as Bangladesh and Cambodia—are developing countries: They are relatively poor and don’t have as much industry or technology, but they are changing and are gaining those things. Other countries, such as Mexico, China, and Thailand, are somewhere in between—less wealthy than the United States but with considerably more industry and technology than places like Bangladesh or Cambodia. While you don’t have time for a whole lesson here on the nuances and politics of these labels, make sure students understand that there are both costs and benefits to development, and that there are often disagreements of the form development should take, because different types of development help different groups in the population more or less.</li> <li>Also, consider pointing out that just because a country, like the United States, is wealthy, it does not mean that everyone in</li> </ul>	<ul style="list-style-type: none"> <li>Use of strategies like Four Corners allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>



Setting Purpose for Research:  
What are Fair Working Conditions?

Work Time (continued)	Meeting Students' Needs
<p>the country is wealthy. It means that, on average, a person's yearly income is much higher than in countries like Bangladesh or Cambodia.</p> <ul style="list-style-type: none"> <li>• Tell students that in developing countries, wages are often lower than they are in the United States, and that this is one reason many companies have their factories in these countries—when their labor costs are lower, they make more money. Many people in these countries are glad to have jobs at wages that seem low to us, because they pay more than some other jobs. In addition, the <i>cost of living</i>—how much you pay for food, a place to live, etc.—is lower. However, although many workers are willing to work longer hours for less pay than workers in the United States, they also want working conditions and pay that they consider fair.</li> <li>• Explain to students that in this unit, they will need to think a lot about what they think fair working conditions are. They will also need to think about what, if any, responsibility they think they have as consumers for the working conditions of garment workers in other countries.</li> <li>• Today they will do an activity to help them think about what it means for working conditions to be fair, and also to think about how working conditions in the garment industry are relevant to them.</li> <li>• Briefly review the Four Corners strategy with students. You will state and post a statement. Students will think for a minute, then go to the corner that best represents their opinion: strongly agree, mostly agree, mostly disagree, or strongly disagree. Groups will talk in their corners for a few minutes, and then you will call on one or two people from each corner to share out. Then you will state and post a new statement, and they will move again and repeat the process. Remind students that they should listen carefully; at the end of this activity they will be writing individually about their opinions.</li> <li>• <b>Statements to post for the Four Corners Activity:</b> <ul style="list-style-type: none"> <li>* Because all wages and the cost of living are lower in Bangladesh, it is fair that the average hourly wage for a garment worker there is \$0.24 while in the United States it is \$8.25.</li> <li>* It is never fair to have children younger than 16 working in factories, even if their parents give permission.</li> <li>* It is the responsibility of the governments of other countries, not U.S. companies, to make sure the garment factories are safe. Governments in other countries should pass and enforce laws to protect their citizens. U.S. consumers have some responsibility for poor working conditions and low wages in garment factories in other countries, because they demand cheap clothes and don't demand that companies provide fair working conditions to the people who make those clothes.</li> </ul> </li> </ul>	



**Setting Purpose for Research:**  
What are Fair Working Conditions?

Closing and Assessment	Meeting Students' Needs
<p><b>A. Setting a Purpose for Research in Researcher's Notebook (10 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>Researcher's Notebook</b> to students. Read the overarching research question aloud:<ul style="list-style-type: none"><li>* "What are current working conditions like in the garment industry?"</li></ul></li><li>Explain that they will use this question to guide their research. They will also come up with supporting research questions to find more specific pieces of information.</li><li>Ask students to reflect on their conversations today and write the purpose for research on page 1 of their notebooks. Briefly review the two questions in Part 1 of the Researcher's Notebook, defining vocabulary terms as necessary.</li><li>In students' discussion of what "fair working conditions" means, they should refer to the Working Conditions anchor chart and also specifically address the question of working conditions in developing countries. Assure students that they will have the opportunity to revisit these questions; it is possible that their research will change their answers.</li></ul>	<ul style="list-style-type: none"><li>Some students may benefit from having sentence starters as a scaffold for writing their purpose for research.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Begin reading your independent reading book for this unit.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 1

## Supporting Materials



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**Working Conditions Anchor Chart**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

When you get a job, what do you expect in terms of your working conditions?

Refer to the Working Conditions anchor chart and discuss what you would hope to find in at least three of those categories.



Category	Examples of PROBLEMS	Examples of FAIR WORKING	SUPPORTING QUESTIONS Research
Hours			
Compensation			
Health, Safety, and Environment			
Treatment of Individual Workers (Harassment, Discrimination)			
Treatment of Groups of Workers (Unions)			
Child and Forced Labor			



**Statements for the Four Corners Activity**

Because all wages and the cost of living are lower in Bangladesh, it is fair that the average hourly wage for a garment worker there is \$0.24 while in the United States it is \$8.25.

It is never fair to have children younger than 16 working in factories, even if their parents give permission.

It is the responsibility of the governments of other countries, not U.S. companies, to make sure the garment factories are safe. Governments in other countries should pass and enforce laws to protect their citizens.

U.S. consumers have some responsibility for poor working conditions and low wages in garment factories in other countries, because they demand cheap clothes and don't demand that companies provide fair working conditions to the people who make those clothes.



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Researcher's Notebook

<p><b>Use this side to take notes and plan your ideas. Research Directions</b></p> <p><b>II. Research Notes</b></p> <p><b>Source 1</b></p> <p>This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.</p> <p>Supporting research questions:</p> <p>Exemplar question:</p> <p>Five supporting research questions I will use:</p>	<p><b>Use this side to record notes (in your own words).</b></p> <p>Source Title:</p> <p>Credible? _____ Useful?</p> <p>Author:</p> <p>Publisher:</p> <p>Relevant information from Source 1:</p> <p>Possible supporting research questions based on Source 1:</p>
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Researcher's Notebook

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According to	source	+ paraphrased fact					
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<p><b>Example:</b></p> <p>According to <u>The New York Times</u>, the workers must work 60 hours per week.</p> <p><u>The New York Times</u> reports that workers must work 60 hours per week.</p> <p>e supporting research questions I will use:</p>	<p>New supporting research questions based on Source 2:</p>						

Researcher's Notebook

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Researcher's Notebook

<p><b>Use this side to take notes and plan your ideas. Research Directions</b></p>	<p><b>I III. Synthesize Your Findings</b> For your End of Unit 3 Assessment, you will write a paragraph that synthesizes your findings about working conditions in the garment industry. Use the column to the right to plan your synthesis.</p>	
<p><b>Use this side to record notes (in your own words).</b></p>	<p>Use this side to organize your ideas. In what order will you address the supporting research questions you circled? What information will you use to address each question?</p>	<p><b>IV. Suggestions for Further Study</b> After conducting this research, what are you wondering? What suggestions do you have for further study?</p>

Researcher's Notebook

Use this side to take notes and plan your ideas. Research Directions	Use this side to record notes (in your own words).
<p><b>V. Plan of Action</b></p> <p>As an informed consumer, you have many options to influence the working conditions around the globe. Read through the list of options and pick one or two you believe are the best course of action. Explain your choice.</p> <p>Continue to buy clothes as you do.</p> <p>Buy clothes from companies recommended by the Fair Labor Organization or similar organization.</p> <p>Pay more money to order your clothes online from a company you believe supports fair working conditions.</p> <p>Make your own homespun clothing.</p> <p>Read the FLA guidelines for companies and write letters to companies urging them to take action.</p> <p>Continue to research working conditions and post your findings online.</p>	



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 3: Lesson 2**

## **Researching: Asking the Right Questions**



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**Researching:**  
Asking the Right Questions

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can generate additional questions for further research. (W.7.7)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify and understand the parts of the research process.</li><li>• I can determine the difference between an effective and ineffective research question.</li></ul>	<ul style="list-style-type: none"><li>• Researcher's Notebook</li></ul>



**Researching:**  
Asking the Right Questions

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Notice and Wonder (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Introducing the Researcher’s Roadmap (15 minutes)</p> <p>B. Sorting Questions (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Selecting a Model Research Question (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> <li>• This lesson introduces students to the research process and more specifically to the process of asking questions.</li> <li>• There are several places where you can informally assess how well students can generate supporting research questions. As you listen to students work, keep a list of things the class as a whole is doing well and a list of what students struggle with. Let this guide your lesson planning for the remainder of this unit. Generating effective research questions can be challenging, so expect to provide a lot of support throughout these lessons, and especially note individual students who may benefit from additional targeted support.</li> <li>• You will be showing students the model performance task in this lesson. As explained in the Unit 3 Overview (Preparation and Materials), you determine the format in which students publish their “brochures.” Ideally, students will publish them using technology, as this unit includes standard W.7.6. Once you have selected a format for publishing that makes sense for your situation, develop a model performance task in that format to share with students. Included with this lesson is the text for a model brochure—you can adapt it to any format you choose to use. Creating a model in the format students will use will allow them to see exemplar work and help you guide them effectively as they create their own.</li> <li>• In the entry task, students need to see two images of modern garment factories: one with poor working conditions and the other with good working conditions. Find these images in advance; An internet search will yield many options.</li> <li>• In advance: Set up the activity for Work Time Part A. The goal of the activity is for the class to come to a common understanding of the research process:</li> </ul> <ol style="list-style-type: none"> <li>1. Decide where and how you will plant the seven Research Process cards. Taping them to the underside of students’ desks or chairs can add some excitement to this activity. Consider giving them to students who are reluctant but able to participate in discussion.</li> <li>2. Post and review the Researcher’s Roadmap anchor chart, as well as the Research Process cards. Be ready to lead a class conversation about how the cards relate to the Researcher’s Roadmap.</li> </ol> <ul style="list-style-type: none"> <li>• Also in advance, cut up the sample supporting research question strips.</li> </ul>



**Researching:**  
Asking the Right Questions

Lesson Vocabulary	Materials
effective, ineffective, reliable, generate, relevant, evaluate, synthesize, specific, answerable	<ul style="list-style-type: none"><li>• Entry Task (one per student)</li><li>• Two images to display for Entry Task (found in advance by teacher; see Teaching Notes)</li><li>• Researcher’s Roadmap anchor chart (new; teacher-created; see sample in supporting materials; also distribute one per student)</li><li>• Performance Task prompt (one per student)</li><li>• Document camera</li><li>• Model Performance Task: “iCare about the iPhone” (one to display; alternatively, create your own electronic version of this model; see Teaching Notes above)</li><li>• Research Process cards (one set of seven cards per class; either taped under students’ chairs or handed out in the beginning of class)</li><li>• Sample supporting research question strips (one set per trio of students)</li></ul>



Researching:  
Asking the Right Questions

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Notice and Wonder (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Project or distribute the <b>Entry Task</b>, including the <b>two images</b> of modern garment factories. Invite students to look closely at each image and then write down what they notice and what they wonder.</li><li>• Give students a few quiet minutes and then “popcorn” out some of their answers.</li><li>• Remind students of their discussion from the previous lesson around fair working conditions. Ask one or two students to sum up what they took away from the class discussion yesterday and how their discussion relates to these two pictures.</li><li>• Tell students that effective research begins by asking a question. After looking at these two images, what is a question they have that would be a good research question? Listen for students to say something like: “What is the range of working conditions in the garment industry?” This is a good chance to informally assess where students are in terms of W.7.7. Tell them they will talk more about effective research questions later in the lesson.</li><li>• Ask a student to read the learning targets for today. Define what <i>effective</i> means (successful, does what it is supposed to do). Remind students that the prefix “-in” means “not,” as in <i>ineffective</i>—or “inept,” “insane,” or “insufficient.”</li></ul>	



**Researching:**  
Asking the Right Questions

Work Time	Meeting Students' Needs
<p><b>A. Introducing the Researcher's Roadmap (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Post and distribute the <b>Researcher's Roadmap anchor chart</b>. Tell students that in this unit they will be conducting a short research project and then synthesizing their findings to craft their performance task. Remind them that their focus will be on the modern-day garment industry.</li> <li>Define any terms that may be unfamiliar. Consider defining <i>reliable</i>, <i>generate</i>, <i>relevant</i>, <i>evaluate</i>, and <i>synthesize</i>.</li> <li>Explain that in order to help them understand what they will do in this unit, today you are going to share your own final product, retrace the steps you took to produce the final performance task, and explain how you used the Researcher's Roadmap to get there.</li> <li>Display the <b>Performance Task prompt</b> using a <b>document camera</b>. Read the prompt aloud and explain to students that, through their research, they are learning enough about working conditions to create a publishable brochure. If you have made an electronic version of the <b>model performance task</b>, project it now (see Unit 3 Overview, Preparation and Materials). If not, project the simple copy of "iCare about the iPhone" from the supplementary materials attached to this lesson.</li> <li>Give students a few minutes to read briefly over this work, then ask: <ul style="list-style-type: none"> <li>* "Who can explain how this relates to working conditions?"</li> </ul> </li> <li>When most students have their hands up, call on one student to explain. Then ask: <ul style="list-style-type: none"> <li>* "How does this relate to our conversation yesterday about fair working conditions in developing and developed countries?"</li> </ul> </li> <li>When most students have their hands up, call on another student to explain.</li> <li>The model began with: Direct students' attention back to the Researcher's Roadmap. Tell them that all good research begins with a question. Your model began with: <ul style="list-style-type: none"> <li>"What are the working conditions like in the electronics industry?"</li> </ul> </li> <li>Point out that you have planted seven <b>Research Process cards</b> in the classroom. Ask whoever has the overarching research question card to read it aloud. Ask the student to come up and place it where it belongs on the Researcher's Roadmap anchor chart. Explain that you have distributed six other cards that illustrate each step on the Roadmap with an example from your process.</li> </ul>	<ul style="list-style-type: none"> <li>To support English language learners, consider posting the definitions of vocabulary relevant to research for the duration of this unit.</li> <li>Making sure that students explicitly understand the research process will help them understand the purpose for research, as well as preview the kinds of work they will be doing.</li> </ul>



Researching:  
Asking the Right Questions

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to look under their chairs to see if they have a card. If they do, they should read their cards. Ask students with cards to turn and talk with a student near them to decide which step on the Researcher's Roadmap they have.</li><li>• Ask for a volunteer who thinks she or he has Step 1. Listen for this card:<ul style="list-style-type: none"><li>• "I wanted to find a basic overview of the process of making electronics before I began thinking about working conditions."</li></ul></li><li>• Point out that this is Step 1 on the Roadmap, and ask the student to come and place it on the Roadmap.</li><li>• Explain that two students have Step 2. Ask for someone to volunteer. Listen first for this card:<ul style="list-style-type: none"><li>* "The first Web site I went to was called Investopedia ..."</li></ul></li><li>• Interject to point out the site out on the "works cited" section of the model. Ask the student to continue reading the card:<ul style="list-style-type: none"><li>* "... I decided that it was a credible site, and I skimmed it to find some information. From there, I found out that many of our electronic products were made by a company called Foxconn in China and, in fact, they make the iPhones. So I now had a more specific question: What is it like to work in a Foxconn factory?"</li></ul></li><li>• Point out that this is Step 2 on the Roadmap but also a little of Step 3 because you are also beginning to gather credible sources. Explain that "credible" means you can trust the information that a source has. To decide that, you have to think about who the author is and the purpose of the source. For this one, you decided that the author of the source was an expert on the topic and that the purpose of the Web site is to help educate people. So, it is a credible site.</li><li>• Ask for a volunteer who thinks she or he has the other Step 2 card. Listen for:<ul style="list-style-type: none"><li>* "I also decided that 'electronic' was very broad, so I narrowed it down to making iPhones because I was very interested in that and I thought it would be a good case study—a detailed example that has been studied a lot and can help me infer about the larger subject of electronics."</li></ul></li><li>• Point out that narrowing your focus and getting more specific is part of Step 2.</li><li>• Ask for a volunteer who thinks she or he has Step 3. Listen for this card:<ul style="list-style-type: none"><li>* "Then I began to search some more. On the first Web site, the author talked about a report on a TV show on ABC called Nightline. I decided a national TV show whose purpose is to thoroughly inform their audience about a topic would be a credible source, so I went there first."</li></ul></li></ul>	



**Researching:**  
Asking the Right Questions

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Point out that finding credible sources is Step 3 on the Roadmap.</li><li>• Ask for a volunteer who thinks she or he has Step 4. Listen for this card:<ul style="list-style-type: none"><li>* “I skimmed through the slide show based on the TV report and found some of the information I was looking for. I didn’t watch the whole TV show because I was just skimming.”</li></ul></li><li>• Point out that this is Step 4 on the Roadmap and that in researching, you don’t read every part of the source closely.</li><li>• Ask for a volunteer who thinks she or he has Step 5. Listen for the last card to say this:<ul style="list-style-type: none"><li>* “Then I stopped and reassessed ...”</li></ul></li><li>• Interject to point out that this is Step 5 on the Roadmap; ask the student to continue reading:<ul style="list-style-type: none"><li>* “... I had lots of negative information. But that gave me more questions: Was there anything positive about working in these factories? Why are people working there? Has Foxconn changed anything since these reports came out?”</li></ul></li><li>• Point out that after step 5, researchers usually loop back to step 2 and repeat the process.</li><li>• Tell students that you continued to repeat this process until you had enough information to publish your findings and move on to Step 6 on the Roadmap.</li></ul>	
<p><b>B. Sorting Questions (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Emphasize the importance of asking good research questions. Remind students of the learning targets for today and say: “In this unit, we are going to focus on this portion of the research process. If you can work hard and learn how to generate good supporting research questions, you will have a strong foundation when you conduct a larger research project at the end of year ( Module 4).” Express your confidence in their ability to learn this skill.</li><li>• Arrange students in triads. Distribute the <b>sample supporting research question strips</b>. Tell students they will be sorting the questions into two piles. Remind them that you are working with the model today: “Tomorrow you will generate questions about the garment industry, but today we are looking at an example from the electronics industry.”</li></ul>	<ul style="list-style-type: none"><li>• Use of protocols (like Four Corners) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li></ul>



Researching:  
Asking the Right Questions

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students they will read each question and decide if it is an effective or ineffective supporting research question to research. Explain that an effective supporting research question is answerable and relevant; ineffective questions are not. For instance, “Do children work in any iPhone factories?” is an effective supporting research question because it has to do with working conditions in factories that make iPhones and it is answerable. On the other hand, “Will the working conditions in China ever improve?” is not an effective research question. Even though it is about working conditions in China, it is not answerable with current information—you can only guess the answer.</li><li>• Direct students to read the questions aloud, discuss with their partners, and then put them in the appropriate pile.</li><li>• Circulate to informally assess how well students can determine whether a question is effective or ineffective. For students who are having trouble, probe with questions like:<ul style="list-style-type: none"><li>* “Do you think you will be able to find an answer to this question?”</li><li>* “What does this question have to do with working conditions?”</li><li>* Do this question lead to a yes or no answer, or will you find more information?”</li></ul></li><li>• After they have had time to sort, direct the students to make a list of the qualities they think make an effective research question.</li><li>• Create a class list of criteria for effective research questions that the students add to their copies of the Researcher’s Roadmap and that you add to the class Researcher’s Roadmap anchor chart. Direct the conversation to include the words <i>relevant</i>, <i>specific</i>, and <i>answerable</i>. Define as needed.</li><li>• Invite students to re-examine their piles and make any changes. Invite each group to share three or four from each pile.</li></ul>	



**Researching:**  
Asking the Right Questions

Closing and Assessment	Meeting Students' Needs
<b>A. Selecting a Model Research Question (5 minutes)</b> <ul style="list-style-type: none"><li>Ask students to choose an exemplar question from their “good questions” pile and write it in Part II of their Researcher’s Notebook. This will be a model for them.</li></ul>	
Homework	Meeting Students' Needs
<b>A. Continue reading in your independent reading book for this unit.</b>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 2

## Supporting Materials



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Entry Task

Name: \_\_\_\_\_

Date: \_\_\_\_\_

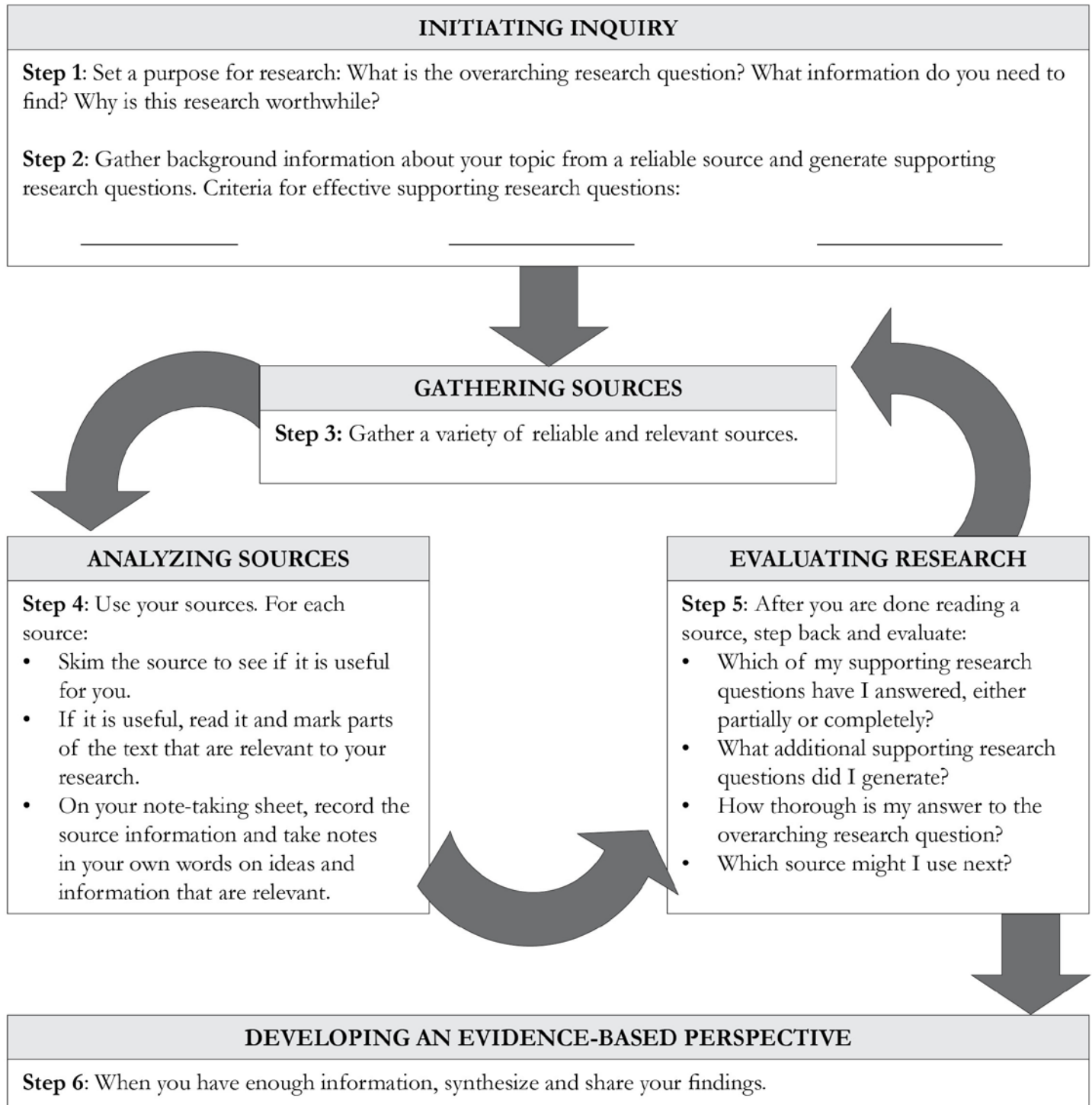
**Directions:** Please look carefully at the two images. Then write your responses on the chart below.

I notice	I wonder



### Researcher's Roadmap Anchor Chart

Good researchers stop often to look around and see where they are, check their maps, and set their course toward their final destination. They sometimes take side trips, but they use their route-finding tools to reach their destinations.





## Performance Task Prompt

### Overview

Throughout this module, we have explored working conditions. We read *Lyddie* to glimpse the factories of the past and understand the challenges faced by workers. We studied César Chávez’s speech to contemplate how individuals and groups affect working conditions. Now we are going to explore the working conditions of today and think about how you, a teenage consumer, influence working conditions around the world.

### Prompt

You want to be an informed consumer, so you’ve decided to research some of the working conditions going on, right now, for the clothes you wear every day. Then you want to share this information with your peers so other teenagers can be informed consumers as well. Working conditions in the garment industry vary, and you want to remind your peers that the way they spend their dollars matters.

### Preparation: Research (individually)

Conduct a short research project and complete a Researcher’s Notebook. In your notebook you will gather information, generate questions, and summarize your findings in a well-written paragraph in which you acknowledge the source and synthesize your sources. The Researcher’s Notebook will be the End of Unit 3 Assessment and will include:

Setting a Purpose for Research

Research notes

Synthesizing findings

Suggestions for Further Study as second to last item in list

Plan of action

### Performance Task: Publish (with a partner)

With a partner, you will create *Threads: A Young Person’s Guide to Buying Clothes*. This is a publishable brochure written for your peers, which will share your research findings with them. The brochure will include:

Overview

Working conditions in the garment industry

Advice to consumers

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed. .



Performance Task Prompt

**Key Criteria for Success (aligned with NYSP12 ELA CCLS)**

Brochure will demonstrate:

- Clear informational writing, appropriate to audience and task
- Coherent synthesis of current issues related to working conditions in the garment industry, drawing on evidence from research and reflecting both problems and solutions
- Mastery of conventions
- Use of technology to share ideas

**Model Performance Task:**  
iCare about the iPhone

**Overarching research question: What are the working conditions like in the electronics industry?**

**Get the Big Picture**

Look in your pocket. Do you have an iPhone? Want to know how that's made? Apple doesn't make its iPhones. Foxconn does. Foxconn is a huge company in China that employs thousands of people.

**Did You Know?**

- Foxconn workers sometimes work more than 90 hours a week. That's twice as long as the time you spend in school.
- Foxconn workers get paid \$1.78 an hour—that means less than 10% of the money you pay for an iPhone goes to the person who helped make it.
- Foxconn provides apartments for its workers but they have to sleep with many other workers in each room.
- Factory working is hard. Workers stand for long hours and work with dangerous chemicals. There have been some employee suicides that some people believe are due to the repetitive, isolating work.
- Working conditions are improving. Recently Foxconn stopped letting workers log in so much overtime, but didn't give them a cut in pay.
- Foxconn workers are thankful for a job and want to earn more money.

**Want to Do Something? Do This!**

The truth is, Apple isn't the only company that uses Foxconn products. Many major brands do. If you stopped buying iPhones, the workers wouldn't even have a job. So don't stop buying, but do start pressuring. Find out more. Write a letter to Apple saying that you care about how iPhones are made. Your voice matters.



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**Model Performance Task:**  
iCare about the iPhone

**Overarching research question: What are the working conditions like in the electronics industry?**

I wanted to find a basic overview of the process of making electronics before I began thinking about working conditions.

The first Web site I went to was called Investopedia. I decided that it was a credible site, and I skimmed it to find some information. From there, I found out that many of our electronic products were made by a company called Foxconn in China and, in fact, they make the iPhones. So I now had a more specific question: What is it like to work in a Foxconn factory?


I also decided that “electronic” was very broad, so I narrowed it down to making iPhones because I was very interested in that and I thought it would be a good *case study*—a detailed example that has been studied a lot and can help me infer about the larger subject of electronics.

Then I began to search some more. On the first Web site, the author talked about a report on a TV show on ABC called *Nightline*. I decided a national TV show would be a credible source, so I went there first.

I skimmed through the slide show based on the TV report and found some of the information I was looking for. I didn’t watch the whole TV show because I was just skimming.

Then I stopped and reassessed. I had lots of negative information. But that gave me more questions: Was there anything positive about working in these factories? Why are people working there? Has Foxconn changed anything since these reports came out?

**Sample Supporting Research Question Slips**

<b>Effective</b>	<b>Ineffective</b>
Who makes the iPhone in China?	Who designed the iPhone?
Does more than one company make the iPhone?	Why are iPhones so popular?
How many hours does the average factory employee work each week?	Will the working conditions in China ever improve?
What is a “living wage” in China? Does the iPhone factory pay a living wage?	Do the workers in the iPhone factories get to eat candy bars?
What do the iPhone factory workers say about their jobs?	Do the workers in the iPhone factories speak Chinese or something else?
Who monitors the working conditions in the iPhone factories?	What are the parts of an iPhone?
Has Apple done anything recently to improve the working conditions in the iPhone factories?	Who makes an Xbox?
Do children work in any iPhone factories?	What time do the iPhone factory workers get to eat lunch?
Can iPhone factory workers form unions?	What are some popular apps I can get for the iPhone?
How much does it cost to make an iPhone? How much of that cost is labor?	What can an iPhone do that’s different from a regular phone?
	How much does an iPhone weigh?



EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 3: Lesson 3**

## **Research: Paraphrasing Relevant Information**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can generate additional questions for further research. (W.7.7)  
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

**Supporting Learning Targets**

- I can generate effective questions to guide my research.
- I can quote or paraphrase others' work while avoiding plagiarism.

**Ongoing Assessment**

- Researcher's Notebook
- Exit ticket



Agenda	Teaching Notes
<b>1. Opening</b> A. Entry Task (5 minutes)	<ul style="list-style-type: none"><li>In this lesson, students begin their research project. They begin with Step 1 on the Researcher's Roadmap and build some background knowledge about the garment industry by reading a short article. While they read, they learn the basics of paraphrasing.</li></ul>
<b>2. Work Time</b> A. Reading Source 1 (20 minutes) B. Adding to the Researcher's Notebook (15 minutes)	<ul style="list-style-type: none"><li>Then students add what they have learned to their Researcher's Notebook. Finally, building on their practice in Lesson 2, they generate effective supporting research questions.</li></ul>
<b>3. Closing and Assessment</b> A. Exit Ticket (5 minutes)	<ul style="list-style-type: none"><li>This lesson, like Lessons 2 and 4, begins with teacher modeling before students work more independently. Careful attention to how you model will improve student work.</li></ul>
<b>4. Homework</b> A. Continue reading in your independent reading book for this unit.	<ul style="list-style-type: none"><li>Students work extensively with paraphrasing throughout the remainder of this unit. The Researcher's Notebook provides students with sentence stems to help them be successful with this academic skill. Because they are reading for very specific pieces of information in each text instead of reading to understand the whole, they will not be providing an overall summary of the texts. Instead they will be synthesizing what they learned from various sources in Part III of the Researcher's Notebook, as well as the End of Unit 3 Assessment and the final performance task.</li><li>In advance: Read the article and decide how you want to "think aloud" to model the paraphrasing process.</li></ul>



Lesson Vocabulary	Materials
plagiarism, paraphrase, succinct, anecdote	<ul style="list-style-type: none"><li>• Entry task (one per student)</li><li>• Researcher's Roadmap anchor chart (from Lesson 2)</li><li>• "Ethical Style: How Is My T-Shirt Made?" (Source 1) (one per student)</li><li>• "Ethical Style: How Is My T-Shirt Made?" (Source 1) (for teacher reference)</li><li>• Researcher's Notebook (from Lesson 1; one per student)</li><li>• Researcher's Notebook Part II (teacher reference)</li><li>• Exit ticket (one per student)Model Performance Task: "iCare about the iPhone" (one to display; alternatively, create your own electronic version of this model; see Teaching Notes above)</li><li>• Research Process cards (one set of seven cards per class; either taped under students' chairs or handed out in the beginning of class)</li><li>• Sample supporting research question strips (one set per trio of students)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a copy of the <b>Entry Task</b> to each student. Direct students to complete the task individually, then quickly debrief.</li><li>• Make sure students can define <i>plagiarism</i> (when someone uses someone else's ideas or words and pretends they are their own) and <i>paraphrase</i> (to express something someone else has written in a shorter, clearer, or different way).</li><li>• Point out the learning targets for today and ask students how the targets connect to the process of doing research.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading Source (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to the <b>Researcher's Roadmap anchor chart</b>. Tell them they will be doing Step 1 today. This step will help them formulate effective questions in Step 2.</li> <li>• Display and distribute <b>“Ethical Style: How Is My T-Shirt Made?” (Source 1)</b>. Orient students to the format of the article. They will be writing in the right-hand column and specifically practicing paraphrasing there.</li> <li>• Begin by asking students to read silently in their heads while you read aloud. Pause after the first paragraph and think aloud through the paraphrasing process. See the <b>“Ethical Style: How Is My T-Shirt Made?” (Source 1) (for teacher reference)</b> for an example to guide you in this modeling. Write down what you paraphrased on the copy you are displaying and prompt students to update their copies.</li> <li>• Continue to read aloud for Paragraphs 2 and 3. Ask students to underline the sentences they think they should pay particular attention to when they are paraphrasing. Direct students to the sentence stems at the top of the page. Ask for a volunteer to construct a sentence out loud that paraphrases the ideas of the paragraph. Praise the student for trying something new.</li> <li>• Continue to read aloud Paragraph 4 until you get to the sentence “As a general rule of thumb, cotton is terrible for the environment.” Then pause and say: “This sentence tells me that this paragraph will be about the environmental impacts of growing cotton. Although that’s interesting information, it is not what I’m researching. Therefore, I will skim this until I get to a keyword about working conditions.”</li> <li>• Skim to Paragraph 5 and begin reading again. Pause and ask for a volunteer to paraphrase this information using the sentence stems. See the teacher’s guide for an example.</li> </ul>	<ul style="list-style-type: none"> <li>• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students: They are hearing a strong reader read the text aloud with accuracy and expression, and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.</li> <li>• Some students may benefit from having key sections pre-highlighted in their texts. This will help them focus on small sections rather than scanning the whole text for answers.</li> <li>• For students who struggle to read complex texts, consider previewing the following vocabulary words from this text:  <i>apparel</i>  <i>exporter</i>  <i>compliance</i>  <i>scrutinized</i>  <i>rife</i>  <i>depressed</i> </li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read Paragraph 6 aloud. Depending on the needs of your students, you may continue to paraphrase out loud as a class, or you could ask them to write their ideas in the right-hand column on their own or with a partner. Pause to give students time to practice this important skill.</li> <li>• For Paragraph 7, demonstrate how to integrate direct quotes into a sentence that is paraphrasing the main idea. Explain that sometimes an author has a particularly <i>succinct</i>, or short and clear way of explaining something and you want to quote them directly. Or perhaps the author used particularly powerful language or a short <i>anecdote</i>. Then it is appropriate to quote directly. However, only phrases that are a few words long can be quoted directly, not entire sentences. Show them an example for Paragraph 7.</li> <li>• Read aloud Paragraph 8. Ask students to work in pairs and use the sentence stems to paraphrase the main ideas from this paragraph. They should write their ideas in the left-hand column. Circulate to help as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• If you choose to select additional words to preview, focus on words whose meaning may difficult to determine using context clues from the text. It is important for students to practice using context clues to determine word meaning so that they become more proficient readers.</li> </ul>
<p><b>B. Adding to the Researcher's Notebook (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange students in pairs. Direct them to take out their own <b>Researcher's Notebook</b>. Explain that this is where they will capture the information and ideas they find while researching. Focus their attention on the box called "II. Research Notes, Source 1." Tell them to fill out the information on the right-hand side first. Show them where they can find the author and title information from Source 1. Remind them this is the MLA form of the information that one would find on a "works cited" page.</li> <li>• Next, direct them to write the information they learned in bullet form in the right-hand column of the Researcher's Notebook. Encourage them to look back at the information they paraphrased as a class. For example, the bullet point from the first paragraph would be something like: "Most of our T-shirts are made outside the U.S. in developing countries." See the <b>Researcher's Notebook Part II (for teacher reference)</b> for more examples.</li> <li>• After they record the information they learned, students should write their questions on the right-hand side. Tell them not to edit themselves. They want to generate as much information and as many possible supporting research questions as they can on this side.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and recording forms provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning and engage students more actively.</li> <li>• Providing models of expected work supports all learners, especially those who are challenged.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>After they have had 5 minutes to brainstorm on the right-hand side, direct them to the left side where it says, "Five supporting research questions I will use." Tell them that here is where they will write effective supporting research questions. Ask a student to read the list of qualities of an effective supporting research question from the Researcher's Roadmap (from Lesson 2). Ask a student to offer a supporting research question. Ask another student to evaluate the supporting question based on the roadmap. Write down six or seven student-generated possible supporting questions on the board. (Guide students toward the types of supporting questions provided for you on the Researcher's Notebook teacher edition).</li><li>After the class has constructed six or seven questions together, circle the four most effective questions and direct the students to write them in their Researcher's Notebook. Then tell students to write down one more of their choice.</li></ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>exit ticket</b> to students, which says: * "Write down one of your supporting research questions. Explain why it is a good question."</li><li>Allow students 5 minutes to write their answer. Then collect the exit tickets.</li></ul>	<ul style="list-style-type: none"><li>Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p>	



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# Grade 7: Module 2A: Unit 3: Lesson 3

## Supporting Materials



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Entry Task

.....  
**Name:**  
.....

**Date:**  
.....

Read the passage below. Use context to determine the meaning of *plagiarize* and *paraphrase*.

“I’ve heard that story before, Ben,” said his friend Bob. “It’s exactly the same as the movie I saw last week! Didn’t you tell me that you wrote it?” “I didn’t mean to *plagiarize*,” said Ben. “Why don’t you try *paraphrasing* some of the dialogue?” suggested Bob. “And maybe you could add some new characters or change the setting, too. Then it would be more your own.”

Plagiarize means:

.....

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.....

.....

.....

.....

Paraphrase means:

.....

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.....

.....

.....

.....



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** As you read, you will practice writing the ideas of the author in your own words, or paraphrasing. To avoid plagiarizing, it’s very important that you credit your source of information. Use these sentence stems to help you:

According to +	source	+paraphrased fact
Source +	writes illustrates notes observes states reports claims	+ paraphrased fact

Original Text	Paraphrase
<b>P1.</b> The cotton T-shirt ... is a staple of the American wardrobe. Your T-shirt can be made any number of ways, but more likely than not, it isn’t made in the United States. In 2011, we imported more than \$17 billion worth of cotton tees into American closets. Let’s take a look at where they probably came from—and how we can improve on the process, step by step.	
<b>P2.</b> The T-shirt begins as an idea. A team of designers determines the color, fit, and—most relevant to our interests—the fabric of your top. The world’s cotton demand has doubled since the 1960s, with 90 percent of harvested cotton getting spun into apparel. The U.S. has the highest demand for the finished cotton garment, and also happens to be the world’s largest exporter of the raw material. It dominates global cotton production in tandem with China, India, Pakistan, Uzbekistan, and Brazil.	



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p><b>P3.</b> Unfortunately, your T-shirt label won’t tell you where that cotton came from. Still, there are a few truths about cotton that don’t need a label. For one, child labor is a major reality in cotton harvesting. From Uzbekistan to Egypt, children are forced into picking and separating cotton for pennies, if anything. Cotton certified as Fair Trade and in compliance with the International Labor Organization are the only viable indicators of fair cotton harvested without child labor ...</p>	



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p><b>P4.</b> Even if your T-shirt’s material was harvested in accordance with U.S. labor laws, the crop poses other ethical concerns. As a general rule of thumb, cotton is terrible for the environment. Cotton is the largest water guzzler in the natural fiber family. Major ecological damage has already been done. The devastating shrinkage of the Aral Sea is largely attributed to cotton farming; what water is left is contaminated by pesticides and herbicides. Five of the top nine pesticides used in U.S. cotton farming are known to be carcinogenic. All of them contaminate fresh groundwater. These ecological concerns can be circumvented with a shift toward organic cotton, but even organic cotton needs to drink.</p>	
<p><b>P5.</b> When material, prototype, and samples are set, the T-shirt is put into mass production.... The production segment of the T-shirt supply chain is the one most scrutinized in the public eye, and with good reason. The factory process is inefficient, wasteful, and often still abusive. Though the public outcry against sweatshops gained sudden momentum a decade ago, garment manufacturing is still rife with complications.</p>	
<p><b>P6.</b> Experts speculate that in India, child labor makes up 20 percent of the nation’s GDP.... Many adult workers face immense pressures as well. Even as the price of cotton rises (which it has, dramatically, in recent years), the export price remains depressed. The only way to meet the bottom line is to shave the last remaining pennies off of the wages of spinners and sewers.</p>	
<p><b>P7.</b> Changes are being made step-by-step. A T-shirt’s country of origin was once the definitive stamp of the working conditions under which it was made. But today, individual factories are being held increasingly accountable for the specifics.... Some corporations have responded by implementing their own codes of conduct, and inviting external audits to comment on the validity of their claims ...</p>	



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p>P8. The bottom line: There is much to be done at all steps of the fashion supply chain. If end consumers like us can gain a better understanding of our T-shirt’s production cycle—the sustainability of its fabric and the working conditions of its farmers and sewers—we can put pressure on these corporations to help us make a more informed and conscious decision about our clothes. The more transparent the entire production process becomes, the more claims to “ethical” and “sustainable” practices will become sought-after attributes of the printed T-shirt we see on the shelves.</p>	
<p>Originally appeared on <a href="http://www.GOOD.is">www.GOOD.is</a> on February 9, 2012. Reprinted with permission from GOOD Worldwide.</p>	



Performance Task Prompt  
“Ethical Style: How is My T-Shirt Made?”  
(Source 1) (For Teacher Reference)

**Directions:** As you read, you will practice writing the ideas of the author in your own words, or paraphrasing. To avoid plagiarizing, it’s very important that you credit your source of information. Use these sentence stems to help you:

According to +	source	+paraphrased fact
Source +	writes illustrates notes observes states reports claims	+ paraphrased fact

Original Text	Paraphrase
<b>P1.</b> The cotton T-shirt ... is a staple of the American wardrobe. Your T-shirt can be made any number of ways, but more likely than not, it isn’t made in the United States. In 2011, we imported more than \$17 billion worth of cotton tees into American closets. Let’s take a look at where they probably came from—and how we can improve on the process, step by step.	<b>Most of the T-shirts we wear in the U.S. are manufactured abroad. In fact, the GOOD website reports that the U.S. imported over \$17 billion worth of cotton tees in a single year.</b>
<b>P2.</b> The T-shirt begins as an idea. A team of designers determines the color, fit, and—most relevant to our interests—the fabric of your top. The world’s cotton demand has doubled since the 1960s, with 90 percent of harvested cotton getting spun into apparel. The U.S. has the highest demand for the finished cotton garment, and also happens to be the world’s largest exporter of the raw material. It dominates global cotton production in tandem with China, India, Pakistan, Uzbekistan, and Brazil.	<b>Many clothes begin in cotton fields, and Kay reports that most of the cotton grown in the world is from the U.S., China, India, Pakistan, Uzbekistan, and Brazil.</b>



Performance Task Prompt  
“Ethical Style: How is My T-Shirt Made?”  
(Source 1) (For Teacher Reference)

Original Text	Paraphrase
<p><b>P3.</b> Unfortunately, your T-shirt label won’t tell you where that cotton came from. Still, there are a few truths about cotton that don’t need a label. For one, child labor is a major reality in cotton harvesting. From Uzbekistan to Egypt, children are forced into picking and separating cotton for pennies, if anything. Cotton certified as Fair Trade and in compliance with the International Labor Organization are the only viable indicators of fair cotton harvested without child labor ...</p>	<p><b>Kay states that there are many problems with the cotton industry abroad. Most importantly, the fields are often worked by children.</b></p>

“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p>P4. Even if your T-shirt’s material was harvested in accordance with U.S. labor laws, the crop poses other ethical concerns. As a general rule of thumb, cotton is terrible for the environment. Cotton is the largest water guzzler in the natural fiber family. Major ecological damage has already been done. The devastating shrinkage of the Aral Sea is largely attributed to cotton farming; what water is left is contaminated by pesticides and herbicides. Five of the top nine pesticides used in U.S. cotton farming are known to be carcinogenic. All of them contaminate fresh groundwater. These ecological concerns can be circumvented with a shift toward organic cotton, but even organic cotton needs to drink.</p>	<p><b>Although this is interesting, this does not have to do with my research topic. I will skim this part.</b></p>
<p>P5. When material, prototype, and samples are set, the T-shirt is put into mass production.... The production segment of the T-shirt supply chain is the one most scrutinized in the public eye, and with good reason. The factory process is inefficient, wasteful, and often still abusive. Though the public outcry against sweatshops gained sudden momentum a decade ago, garment manufacturing is still rife with complications.</p>	<p><b>Kay states that even though people started to speak out against sweatshops, there are still bad working conditions in many factories.</b></p>
<p>P6. Experts speculate that in India, child labor makes up 20 percent of the nation’s GDP.... Many adult workers face immense pressures as well. Even as the price of cotton rises (which it has, dramatically, in recent years), the export price remains depressed. The only way to meet the bottom line is to shave the last remaining pennies off of the wages of spinners and sewers.</p>	<p><b>According to Kay, because cotton is more expensive, the companies cut the wages of the workers to make more money.</b></p>



“Ethical Style: How is My T-Shirt Made?”

(Source 1)

Original Text	Paraphrase
<p><b>P7.</b> Changes are being made step-by-step. A T-shirt’s country of origin was once the definitive stamp of the working conditions under which it was made. But today, individual factories are being held increasingly accountable for the specifics.... Some corporations have responded by implementing their own codes of conduct, and inviting external audits to comment on the validity of their claims ...</p>	<p><b>Kay is hopeful, however, because there are some changes being made. For example, companies are setting standards for themselves and asking other people to come in “to comment on the validity of their claims ...”</b></p>
<p><b>P8.</b> The bottom line: There is much to be done at all steps of the fashion supply chain. If end consumers like us can gain a better understanding of our T-shirt’s production cycle—the sustainability of its fabric and the working conditions of its farmers and sewers—we can put pressure on these corporations to help us make a more informed and conscious decision about our clothes. The more transparent the entire production process becomes, the more claims to “ethical” and “sustainable” practices will become sought-after attributes of the printed T-shirt we see on the shelves.</p>	<p><b>Kay strongly suggests that we need something to tell consumers about the working conditions behind the garments. Then, when the consumers gain a clear understanding of how the clothes are made, they can act on that understanding.</b></p>
<p>Kay, Tabea. “Ethical Style: How Is My T-Shirt Made?” Originally appeared on <a href="http://www.GOOD.is">www.GOOD.is</a> on February 9, 2012. Reprinted with permission from GOOD Worldwide.</p>	



Researcher's Notebook Part II  
(for Teacher Reference)

Use this side to take notes and plan your ideas. Research Directions	Use this side to record notes (in your own words).
<p><b>II. Research Notes</b></p> <p>Source 1 This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.</p> <p>Supporting research questions:</p> <p>Exemplar question: <i>What is the range of working conditions in a garment factory?</i></p> <p>Five supporting research questions I will use: <i>What are some corporations that are trying to improve the working conditions in garment factories?</i> <i>Are there any examples of consumers doing anything to change the working conditions of garment factories?</i> <i>Who gives consumers like me information about working conditions?</i> <i>How does the government influence working conditions in the garment industry?</i> <i>Are working conditions in the garment industry in the United States different from those in other countries?</i></p>	<p>Source Title: Credible? _____ Useful?</p> <p>Author:</p> <p>Publisher:</p> <p>Relevant information from Source 1: Most clothes are made abroad. There's lots of child labor still because kids help their parents but don't count as employees. There's lots of labor in garment making—cotton is picked, spun into fabric and dyed, and then finally made into clothes. “Adults face a lot of pressure”—I wonder what pressures a garment factory worker faces. Factories are being held more accountable, so working conditions can vary in the same country Some U.S. corporations are making rules and setting up independent audits Right now there is no clear way to tell the way your garments are made. No agency certifies them or anything.</p> <p>Possible supporting research questions based on Source 1: <i>How can the U.S. control what happens in countries abroad?</i> <i>Why do we make so many clothes out of cotton?</i> <i>What is an independent audit?</i> <i>What corporations are trying to improve working conditions?</i> <i>Are their sweatshops in the U.S.?</i> <i>What is it like to work in a garment factory?</i></p>



.....  
**Name:**  
.....

.....  
**Date:**  
.....

**Directions:** Write down one of your guiding research questions. Explain why it is a good question.

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EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 4

## Deepening Your Research



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can generate additional questions for further research. (W.7.7)  
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

**Supporting Learning Targets**

- I can quote or paraphrase others' work while avoiding plagiarism.

**Ongoing Assessment**

- Entry task
- Researcher's Notebook



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Distinguishing between Good and Bad Paraphrasing (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Modeling Reading (10 minutes)</p> <p>B. Reading Source 2 (25 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Give One, Get One (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• In this lesson, students work with Steps 3 and 4 of the Researcher’s Roadmap.</li><li>• Please note that the full text from which the Entry Task quotes are drawn has been included for teacher reference. It is not necessary to have read the text of the article to deliver this lesson.</li><li>• The bulk of this lesson is devoted to reading “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” (Source 2). This is an article from <i>The New York Times</i> that provides the case study of a garment factory that has very positive working conditions. Because this is a long article, it’s important that students understand they are not reading the entire article closely. Rather, they are reading first to locate relevant information to answer their supporting research questions, then reading parts of the article closely to be able to add useful information to their notes.</li><li>• As in previous lessons, there is quite a bit of teacher modeling up front, followed by independent work time.</li><li>• Students are encouraged to “talk through” their paraphrased sentences before they write them down. This is an important step in clarifying their ideas as they learn this new skill. Encourage them to use a “6-inch voice” to keep the noise at a minimum.</li><li>• In advance: Read the article and plan how you will model reading and taking notes on the first three paragraphs.</li></ul>



Lesson Vocabulary	Materials
credible, neutral, impartial	<ul style="list-style-type: none"><li>• Entry task: Distinguishing between Good and Bad Paraphrasing (one per student and one to display)</li><li>• “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” (Source 2) (one per student and one to display)</li><li>• Researcher’s Notebook (begun in Lesson 1)</li><li>• Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies)</li><li>• Researcher’s Notebook Part II, Source 2 (teacher reference; optional)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task : Distinguishing between Good and Bad Paraphrasing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Project or distribute the <b>Entry Task: Distinguishing between Good and Bad Paraphrasing</b>. Instruct students to complete it on their own.</li><li>• Briefly discuss the entry task. Invite students to correct their entry task as they discuss as a class. Ask students to identify which is the best example of paraphrasing by holding up one finger for #1 and two fingers for #2. Call on several students to explain. Make sure you also call on a student who made the wrong choice, so that you can surface and respond to misconceptions. Be sensitive and encouraging as this is a new skill for many of the students. Listen for students to understand that for quote A, paraphrase #1 is the best choice because it gives credit to the source. For quote B, paraphrase #2 is the best choice because it gives credit to the source and #1 quotes, verbatim, a large portion of the text. For quote C, paraphrase #2 is the best choice because the direct quote is shortened and integrated into the sentence better.</li><li>• Remind students of today's learning target. Tell them they will have a chance to practice paraphrasing today, and it's a very important skill they will use in all of their future academic classes.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Modeling Reading (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute “<b>An Apparel Factory Defies Sweatshop Label, but Can It Thrive?</b>” (Source 2) and tell students to take out their <b>Researcher’s Notebook</b>. Direct students’ attention to the <b>Researcher’s Roadmap anchor chart</b>. Remind them that they have already completed the first two steps. Today they will be working on Steps 3 and 4.</li> <li>• Ask a student to define a <i>credible</i> source. Listen for students to understand that a credible source is one that you, as a reader, can believe will give you accurate information. Explain that because this is a short research project, you have gathered credible sources for them. Assure them they will have an opportunity to find credible sources later in the year (in Module 4).</li> <li>• Tell students that Source 2 is from <i>The New York Times</i>. Ask them how they know this is a credible source. Listen for them to identify that this is a highly respected national newspaper. Also point out that a newspaper is a <i>neutral</i> or <i>impartial</i> source when the authors use facts to support their central ideas and when their purpose is to inform people.</li> <li>• Point out that Step 4 on the Researcher’s Roadmap is how to read a source. Clarify that when you research, you read differently from the way you read a novel. You are reading to find answers to your supporting research questions; therefore, you want to skim to get the gist of the article and underline sentences that relate to your supporting research questions. Then you return to those sentences and read more deeply to understand.</li> <li>• Remind students that they wrote some supporting research questions in their Researcher’s Notebook in Lesson 3. Ask them to put their fingers on those questions now.</li> <li>• Refocus students on the text about the apparel factory, and ask them to read along silently as you read aloud. Read the first two paragraphs without stopping. Explain that you are reading to answer your supporting research question. Although this is an interesting story about Santa Castillo, the author, Steven Greenhouse, is using his story to illustrate a fact about the working conditions in garment factories. The last sentence of Paragraph 2 is where you find that fact. Ask the students to underline that sentence. Ask them to suggest a supporting research question that this fact will answer. Listen for them to identify supporting research questions that are logical. Encourage students to explain how the fact answers that question.</li> <li>• Tell students they will paraphrase this sentence and write it in their Researcher’s Notebook. Encourage them to use the sentence stems. Model how to do this: “Greenhouse reports that the Knights Apparel factory is rare because it pays its workers three times the average salary and lets them unionize.”</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from receiving smaller sections of the text. This keeps them from being overwhelmed with the amount of text they will be working with.</li> <li>• Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language.</li> <li>• For students who struggle with following multistep directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up these instructions for students to have in hand.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reading Source 2 (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Instruct students to continue reading silently on their own. Remind them that it's more important to find some information to answer the supporting research questions than to get "through" the article. Give them 10 minutes to silently read and mark their text.</li><li>• After 10 minutes, arrange the students in pairs. Be intentional in your pairings. Instruct students to first closely read what they marked with their partner. Then they should orally paraphrase the information by using the sentence stems. After they have both had a chance to practice out loud, they should write down the paraphrased sentences in their Researcher's Notebook and move on to the next piece of information.</li><li>• Encourage them to also write questions that come up during their discussion; remind them that as researchers learn more, they generate new supporting research questions.</li><li>• Circulate and help as needed. Consider stopping the class and highlighting some particularly good examples of paraphrasing as you hear them.</li></ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Give One, Get One (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Give these directions:</li></ul> <ol style="list-style-type: none"><li>1. Stand up and tell a new partner about something you have learned and something you're still wondering about the garment industry.</li><li>2. Then ask your partner to do the same.</li><li>3. As time permits, find a new partner and repeat these steps.</li></ol>	.
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 4

## Supporting Materials



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Entry Task: Distinguishing between  
Good and Bad Paraphrasing

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Each of these quotes contains a fact I would like to include in my report about the iPhone. Read the quote from the text. Then read the two paragraphs. Circle the one that best paraphrases the information and explain your choice.

Text: Duhigg, Charles and David Barboza. “In China, Human Costs Are Built into an iPad,” *The New York Times*. Web. January 25, 2012.

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Quote from text	Paraphrase 1	Paraphrase 2	Rationale from choice
A. Within seven months last year, two explosions at iPad factories, including in Chengdu, killed four people and injured 77. Before those blasts, Apple had been alerted to hazardous conditions inside the Chengdu plant, according to a Chinese group that published that warning.	According to the <i>New York Times</i> , there have been two separate deadly explosions at iPad factories. Before these blasts, an independent monitoring group in China had alerted Apple to the hazardous conditions.	Seven months ago, there were two explosions that killed four people. Apple had been alerted to the hazardous conditions inside the Chengdu plant, according to a Chinese group that published that warning.	
B. Two years ago, 137 workers at an Apple supplier in eastern China were injured after they were ordered to use a poisonous chemical to clean iPhone screens.	A few years ago, 137 workers at a factory that makes Apple products were hurt when they used a poisonous chemical to clean iPhone	Duhigg and Barboza report that two years ago, many workers were injured when they were forced to clean iPhones screens with dangerous chemicals.	
C. In 2010, Steven P. Jobs discussed the company's relationships with suppliers at <u>an industry conference</u> . "I actually think Apple does one of the best jobs of any companies in our industry, and maybe in any industry, of understanding the working conditions in our supply chain," said Mr. Jobs, who was Apple's chief executive at the time and who died last October.	Steve Jobs told <i>The New York Times</i> that the factories were just fine. In fact, he said, "I mean, you go to this place, and it's a factory, but, my gosh, they've got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it's a pretty nice factory."	Steve Jobs, the former CEO of Apple, told <i>The New York Times</i> that even though Foxconn is a factory, "... they've got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it's a pretty nice factory."	

## An Apparel Factory Defies Sweatshop Label, but Can It Thrive?

(Source 2) By Steven Greenhouse

Sitting in her tiny living room here, Santa Castillo beams about the new house that she and her husband are building directly behind the wooden shack where they now live.

The new home will be four times bigger, with two bedrooms and an indoor bathroom; the couple and their three children now share a windowless bedroom and rely on an outhouse two doors away.

Ms. Castillo had long dreamed of a bigger, sturdier house, but three months ago something happened that finally made it possible: she landed a job at one of the world's most unusual garment factories. Industry experts say it is a pioneer in the developing world because it pays a "living wage"—in this case, three times the average pay of the country's apparel workers—and allows workers to join a union without a fight.

"We never had the opportunity to make wages like this before," says Ms. Castillo, a soft-spoken woman who earns \$500 a month. "I feel blessed."

The factory is a high-minded experiment, a response to appeals from myriad university officials and student activists that the garment industry stop using poverty-wage sweatshops. It has 120 employees and is owned by Knights Apparel, a privately held company based in Spartanburg, S.C., that is the leading supplier of college-logo apparel to American universities, according to the Collegiate Licensing Company.

For Knights, the factory is a risky proposition, even though it already has orders to make T-shirts and sweatshirts for bookstores at 400 American universities. The question is whether students, alumni and sports fans will be willing to pay \$18 for the factory's T-shirts—the same as premium brands like Nike and Adidas—to sustain the plant and its generous wages.

Joseph Bozich, the C.E.O. of Knights, is optimistic. "We're hoping to prove that doing good can be good business, that they're not mutually exclusive," he says.

Not everyone is so confident. "It's a noble effort, but it is an experiment," says Andrew Jassin, an industry consultant who says "fair labor" garments face a limited market unless deft promotion can snare consumers' attention—and conscience. "There are consumers who really care and will buy this apparel at a premium price," he says, "and then there are those who say they care, but then just want value."

Mr. Bozich says the plant's T-shirts and sweats should command a premium because the company uses high-quality fabric, design and printing.

## An Apparel Factory Defies Sweatshop Label, but Can It Thrive?

(Source 2) By Steven Greenhouse

In the factory's previous incarnation, a Korean-owned company, BJ&B, made baseball caps for Nike and Reebok before shutting it in 2007 and moving the operation to lower-wage countries. Today, the reborn factory is producing under a new label, Alta Gracia, named after this poverty-ridden town as well as the Virgin of Altagracia, revered as protector of the Dominicans. (Alta gracia translates to "exalted grace.")

"This sometimes seems too good to be true," says Jim Wilkerson, Duke University's director of licensing and a leader of American universities' fair-labor movement.

He said a few other apparel companies have tried to improve working conditions, like School House, which was founded by a 25-year-old Duke graduate and uses a factory in Sri Lanka. Worker advocates applaud these efforts, but many say Alta Gracia has gone further than others by embracing higher wages and unionization. A living wage is generally defined as the amount of money needed to adequately feed and shelter a family.

"What really counts is not what happens with this factory over the next six months," Mr. Wilkerson says. "It's what happens six years or 10 years from now. We want badly for this to live on."

Santa Castillo agrees. She and many co-workers toiled at other factories for the minimum wage, currently \$147 a month in this country's free-trade zones, where most apparel factories are located. That amount, worker after worker lamented in interviews for this article, falls woefully short of supporting a family.

The Alta Gracia factory has pledged to pay employees nearly three and a half times the prevailing minimum wage, based on a study done by a workers' rights group that calculated the living costs for a family of four in the Dominican Republic.

While some critics view the living wage as do-gooder mumbo-jumbo, Ms. Castillo views it as a godsend. In her years earning the minimum wage, she said she felt stuck on a treadmill—never able to advance, often borrowing to buy necessities.

"A lot of times there was only enough for my kids, and I'd go to bed hungry," she says. "But now I have money to buy meat, oatmeal and milk."

With higher wages, she says, her family can move up in the world. She is now able to borrow \$1,000 to begin building her future home and feels able to fulfill her dreams of becoming a minister at her local evangelical church.

## **An Apparel Factory Defies Sweatshop Label, but Can It Thrive?**

(Source 2) By Steven Greenhouse

“I hope God will continue to bless the people who brought this factory to our community,” she says.

In many ways, the factory owes its existence to an incident a decade ago, when Joe Bozich was attending his son’s high school basketball game. His vision suddenly became blurred, and he could hardly make out his son on the court. A day later, he couldn’t read.

A doctor told him the only thing that would cause his vision to deteriorate so rapidly was a brain tumor.

So he went in for an M.R.I. “My doctor said, ‘The good news is you don’t have a brain tumor, but the bad news is you have multiple sclerosis,’” he says.

For three days, he couldn’t see. He worried that he would be relegated to a wheelchair and ventilator and wouldn’t be able to support his family. At the same time, a close friend and his brother died, and then one of his children began suffering from anxiety.

“I thought of people who were going through the same thing as my child and me,” Mr. Bozich recalls. “Fortunately, we had the resources for medical help, and I thought of all the families that didn’t.”

“I started thinking that I wanted to do something more important with my business than worry just about winning market share,” he adds. “That seemed kind of empty after what I’ve been through. I wanted to find a way to use my business to impact people that it touched on a daily basis.”

He regained his full vision after three weeks and says he hasn’t suffered any further attacks. Shortly after Mr. Bozich recovered, Knights Apparel set up a charity, weKAre, that supports a home for orphans and abused children. But he says he wanted to do more.

A national collegiate bodybuilding champion at Vanderbilt, Mr. Bozich was hired by Gold’s Gym after graduation and later founded a unit in the company that sold Gold’s apparel to outside retailers. Building on that experience, Mr. Bozich started Knights Apparel in 2000.

Still solidly built at 47, he has made apparel deals with scores of universities, enabling Knights to surpass Nike as the No. 1 college supplier. Under Mr. Bozich, Knights cooperates closely with the Worker Rights Consortium, a group of 186 universities that press factories making college-logo apparel to treat workers fairly.

## An Apparel Factory Defies Sweatshop Label, but Can It Thrive?

(Source 2) By Steven Greenhouse

Scott Nova, the consortium's executive director, says Mr. Bozich seems far more committed than most other apparel executives to stamping out abuses—like failure to pay for overtime work. Knights contracts with 30 factories worldwide. At a meeting that the two men had in 2005 to address problems at a Philippines factory, Mr. Bozich floated the idea of opening a model factory.

Mr. Nova loved the idea. He was frustrated that most apparel factories worldwide still paid the minimum wage or only a fraction above—rarely enough to lift families out of poverty. (Minimum wages are 15 cents an hour in Bangladesh and around 85 cents in the Dominican Republic and many cities in China—the Alta Gracia factory pays \$2.83 an hour.)

Mr. Bozich first considered opening a factory in Haiti, but was dissuaded by the country's poor infrastructure. Mr. Nova urged him to consider this depressed community, hoping that he would employ some of the 1,200 people thrown out of work when the Korean-owned cap factory closed.

Mr. Bozich turned to a longtime industry executive, Donnie Hodge, a former executive with J. P. Stevens, Milliken and Gerber Childrenswear. Overseeing a \$500,000 renovation of the factory, Mr. Hodge, now president of Knights, called for bright lighting, five sewing lines and pricey ergonomic chairs, which many seamstresses thought were for the managers.

"We could have given the community a check for \$25,000 or \$50,000 a year and felt good about that," Mr. Hodge said. "But we wanted to make this a sustainable thing."

The factory's biggest hurdle is self-imposed: how to compete with other apparel makers when its wages are so much higher.

Mr. Bozich says the factory's cost will be \$4.80 a T-shirt, 80 cents or 20 percent more than if it paid minimum wage. Knights will absorb a lower-than-usual profit margin, he said, without asking retailers to pay more at wholesale.

"Obviously we'll have a higher cost," Mr. Bozich said. "But we're pricing the product such that we're not asking the retailer or the consumer to sacrifice in order to support it."

Knights plans to sell the T's for \$8 wholesale, with most retailers marking them up to \$18.

### An Apparel Factory Defies Sweatshop Label, but Can It Thrive?

(Source 2) By Steven Greenhouse

“We think it’s priced right and has a tremendous message, and it’s going to be marketed like crazy,” says Joel Friedman, vice president of general merchandise at Barnes & Noble College Booksellers. He says Barnes & Noble will at first have smaller-than-usual profit margins on the garments because it will spend heavily to promote them, through a Web campaign, large signs in its stores and other methods.

It helps to have many universities backing the project. Duke alone placed a \$250,000 order and will run full-page ads in the campus newspaper, put postcards in student mailboxes and hang promotional signs on light poles. Barnes & Noble plans to have Alta Gracia’s T’s and sweats at bookstores on 180 campuses by September and at 350 this winter, while Follett, the other giant college bookstore operator, plans to sell the T’s on 85 campuses this fall.

Still, this new, unknown brand could face problems being sold alongside Nike and Adidas gear. “They have to brand this well—simply, clearly and elegantly—so college students can understand it very fast,” says Kellie A. McElhaney, a professor of corporate social responsibility at the University of California, Berkeley. “A lot of college students would much rather pay for a brand that shows workers are treated well.”

Nike and Adidas officials said their companies have sought to improve workers’ welfare through increased wages and by belonging to the Fair Labor Association, a monitoring group that seeks to end sweatshop conditions. A Nike spokesman said his company would “watch with interest” the Knights initiative.

To promote its gear, Knights is preparing a video to be shown at bookstores and a Web documentary, both highlighting the improvements in workers’ lives. The T-shirts will have hanging tags with pictures of Alta Gracia employees and the message “Your purchase will change our lives.” The tags will also contain an endorsement from the Worker Rights Consortium, which has never before backed a brand.

In a highly unusual move, United Students Against Sweatshops, a nationwide college group that often lambastes apparel factories, plans to distribute fliers at college bookstores urging freshmen to buy the Alta Gracia shirts.

“We’re going to do everything we can to promote this,” says Casey Sweeney, a leader of the group at Cornell. “It’s incredible that I can wear a Cornell hoodie knowing the workers who made it are being paid well and being respected.”



### **An Apparel Factory Defies Sweatshop Label, but Can It Thrive?**

(Source 2) By Steven Greenhouse

One such worker is Maritza Vargas. When BJ&B ran the factory, she was a stand-up-for-your-rights firebrand fighting for 20 union supporters who had been fired.

Student groups and the Worker Rights Consortium pressed Nike and other companies that used the factory to push BJ&B to recognize the union and rehire the fired workers. BJ&B relented. Today, Ms. Vargas is president of the union at the new plant and sings a very different tune. In interviews, she and other union leaders praised the Alta Gracia factory and said they would do their utmost to make it succeed and grow. Mireya Perez said the living wage would enable her to send her 16-year-old daughter to college, while Yolando Simon said she was able to pay off a \$300 debt to a grocer.

At other factories, workers said, managers sometimes yelled or slapped them. Several said they were not allowed to go home when sick, and sometimes had to work past midnight after beginning at 7:30 a.m.

Comparing this factory with other ones, Ms. Vargas said, “the difference is heaven and earth.”

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Researcher's Notebook Part II, Source 2  
(for Teacher Reference)

Use this side to take notes and plan your ideas. Research Directions	Use this side to record notes (in your own words).
<p><b>II. Research Notes</b></p> <p>Source 1</p> <p>This text will help you learn basic background information. This will help you begin to generate relevant questions about your topic.</p> <p>Supporting research questions:</p> <p>Exemplar question: <i>What is the range of working conditions in a garment factory?</i></p> <p>Five supporting research questions I will use: <i>What are some corporations that are trying to improve the working conditions in garment factories?</i> <i>Are there any examples of consumers doing anything to change the working conditions of garment factories?</i> <i>Who gives consumers like me information about working conditions?</i> <i>How does the government influence working conditions in the garment industry?</i> <i>Are working conditions in the garment industry in the United States different from those in other countries?</i></p>	<p>Source Title: _____ Useful?</p> <p>Author:</p> <p>Publisher:</p> <p>Relevant information from Source 1: Most clothes are made abroad. There's lots of child labor still because kids help their parents but don't count as employees. There's lots of labor in garment making—cotton is picked, spun into fabric and dyed, and then finally made into clothes. “Adults face a lot of pressure”—I wonder what pressures a garment factory worker faces. Factories are being held more accountable, so working conditions can vary in the same country Some U.S. corporations are making rules and setting up independent audits Right now there is no clear way to tell the way your garments are made. No agency certifies them or anything.</p> <p>Possible supporting research questions based on Source 1: <i>How can the U.S. control what happens in countries abroad?</i> <i>Why do we make so many clothes out of cotton?</i> <i>What is an independent audit?</i> <i>What corporations are trying to improve working conditions?</i> <i>Are their sweatshops in the U.S.?</i> <i>What is it like to work in a garment factory?</i></p>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Write down one of your guiding research questions. Explain why it is a good question.

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**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

The explosion ripped through Building A5 on a Friday evening last May, an eruption of fire and noise that twisted metal pipes as if they were discarded straws.

When workers in the cafeteria ran outside, they saw black smoke pouring from shattered windows. It came from the area where employees polished thousands of iPad cases a day.

Two people were killed immediately, and over a dozen others hurt. As the injured were rushed into ambulances, one in particular stood out. His features had been smeared by the blast, scrubbed by heat and violence until a mat of red and black had replaced his mouth and nose.

"Are you Lai Xiaodong's father?" a caller asked when the phone rang at Mr. Lai's childhood home. Six months earlier, the 22-year-old had moved to Chengdu, in southwest China, to become one of the millions of human cogs powering the largest, fastest and most sophisticated manufacturing system on earth. That system has made it possible for Apple and hundreds of other companies to build devices almost as quickly as they can be dreamed up.

"He's in trouble," the caller told Mr. Lai's father. "Get to the hospital as soon as possible."

In the last decade, Apple has become one of the mightiest, richest and most successful companies in the world, in part by mastering global manufacturing. Apple and its high-technology peers — as well as dozens of other American industries — have achieved a pace of innovation nearly unmatched in modern history.

However, the workers assembling iPhones, iPads and other devices often labor in harsh conditions, according to employees inside those plants, worker advocates and documents published by companies themselves. Problems are as varied as onerous work environments and serious — sometimes deadly — safety problems.

Employees work excessive overtime, in some cases seven days a week, and live in crowded dorms. Some say they stand so long that their legs swell until they can hardly walk. Under-age workers have helped build Apple's products, and the company's suppliers have improperly disposed of hazardous waste and falsified records, according to company reports and advocacy groups that, within China, are often considered reliable, independent monitors.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

More troubling, the groups say, is some suppliers' disregard for workers' health. Two years ago, 137 workers at an Apple supplier in eastern China were injured after they were ordered to use a poisonous chemical to clean iPhone screens. Within seven months last year, two explosions at iPad factories, including in Chengdu, killed four people and injured 77. Before those blasts, Apple had been alerted to hazardous conditions inside the Chengdu plant, according to a Chinese group that published that warning.

"If Apple was warned, and didn't act, that's reprehensible," said Nicholas Ashford, a former chairman of the National Advisory Committee on Occupational Safety and Health, a group that advises the United States Labor Department. "But what's morally repugnant in one country is accepted business practices in another, and companies take advantage of that."

Apple is not the only electronics company doing business within a troubling supply system. Bleak working conditions have been documented at factories manufacturing products for Dell, Hewlett-Packard, I.B.M., Lenovo, Motorola, Nokia, Sony, Toshiba and others.

Current and former Apple executives, moreover, say the company has made significant strides in improving factories in recent years. Apple has a supplier code of conduct that details standards on labor issues, safety protections and other topics. The company has mounted a vigorous auditing campaign, and when abuses are discovered, Apple says, corrections are demanded.

And Apple's annual supplier responsibility reports, in many cases, are the first to report abuses. This month, for the first time, the company released a list identifying many of its suppliers. But significant problems remain. More than half of the suppliers audited by Apple have violated at least one aspect of the code of conduct every year since 2007, according to Apple's reports, and in some instances have violated the law. While many violations involve working conditions, rather than safety hazards, troubling patterns persist.

"Apple never cared about anything other than increasing product quality and decreasing production cost," said Li Mingqi, who until April worked in management at Foxconn Technology, one of Apple's most important manufacturing partners. Mr. Li, who is suing Foxconn over his dismissal, helped manage the Chengdu factory where the explosion occurred.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

"Workers' welfare has nothing to do with their interests," he said.

Some former Apple executives say there is an unresolved tension within the company: executives want to improve conditions within factories, but that dedication falters when it conflicts with crucial supplier relationships or the fast delivery of new products. Tuesday, Apple reported one of the most lucrative quarters of any corporation in history, with \$13.06 billion in profits on \$46.3 billion in sales. Its sales would have been even higher, executives said, if overseas factories had been able to produce more.

Executives at other corporations report similar internal pressures. This system may not be pretty, they argue, but a radical overhaul would slow innovation. Customers want amazing new electronics delivered every year.

"We've known about labor abuses in some factories for four years, and they're still going on," said one former Apple executive who, like others, spoke on the condition of anonymity because of confidentiality agreements. "Why? Because the system works for us. Suppliers would change everything tomorrow if Apple told them they didn't have another choice."

"If half of iPhones were malfunctioning, do you think Apple would let it go on for four years?" the executive asked.

Apple, in its published reports, has said it requires every discovered labor violation to be remedied, and suppliers that refuse are terminated. Privately, however, some former executives concede that finding new suppliers is time-consuming and costly. Foxconn is one of the few manufacturers in the world with the scale to build sufficient numbers of iPhones and iPads. So Apple is "not going to leave Foxconn and they're not going to leave China," said Heather White, a research fellow at Harvard and a former member of the Monitoring International Labor Standards committee at the National Academy of Sciences. "There's a lot of rationalization."

Apple was provided with extensive summaries of this article, but the company declined to comment. The reporting is based on interviews with more than three dozen current or former employees and contractors, including a half-dozen current or former executives with firsthand knowledge of Apple's supplier responsibility group, as well as others within the technology industry.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

In 2010, Steven P. Jobs discussed the company's relationships with suppliers at an industry conference.

"I actually think Apple does one of the best jobs of any companies in our industry, and maybe in any industry, of understanding the working conditions in our supply chain," said Mr. Jobs, who was Apple's chief executive at the time and who died last October.

"I mean, you go to this place, and, it's a factory, but, my gosh, I mean, they've got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it's a pretty nice factory."

Others, including workers inside such plants, acknowledge the cafeterias and medical facilities, but insist conditions are punishing.

"We're trying really hard to make things better," said one former Apple executive. "But most people would still be really disturbed if they saw where their iPhone comes from."

### **The Road to Chengdu**

In the fall of 2010, about six months before the explosion in the iPad factory, Lai Xiaodong carefully wrapped his clothes around his college diploma, so it wouldn't crease in his suitcase. He told friends he would no longer be around for their weekly poker games, and said goodbye to his teachers. He was leaving for Chengdu, a city of 12 million that was rapidly becoming one of the world's most important manufacturing hubs.

Though painfully shy, Mr. Lai had surprised everyone by persuading a beautiful nursing student to become his girlfriend. She wanted to marry, she said, and so his goal was to earn enough money to buy an apartment.

Factories in Chengdu manufacture products for hundreds of companies. But Mr. Lai was focused on Foxconn Technology, China's largest exporter and one of the nation's biggest employers, with 1.2 million workers. The company has plants throughout China, and assembles an estimated 40 percent of the world's consumer electronics, including for customers like Amazon, Dell, Hewlett-Packard, Nintendo, Nokia and Samsung.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

Foxconn's factory in Chengdu, Mr. Lai knew, was special. Inside, workers were building Apple's latest, potentially greatest product: the iPad.

When Mr. Lai finally landed a job repairing machines at the plant, one of the first things he noticed were the almost blinding lights. Shifts ran 24 hours a day, and the factory was always bright. At any moment, there were thousands of workers standing on assembly lines or sitting in backless chairs, crouching next to large machinery, or jogging between loading bays. Some workers' legs swelled so much they waddled. "It's hard to stand all day," said Zhao Sheng, a plant worker.

Banners on the walls warned the 120,000 employees: "Work hard on the job today or work hard to find a job tomorrow." Apple's supplier code of conduct dictates that, except in unusual circumstances, employees are not supposed to work more than 60 hours a week. But at Foxconn, some worked more, according to interviews, workers' pay stubs and surveys by outside groups. Mr. Lai was soon spending 12 hours a day, six days a week inside the factory, according to his paychecks. Employees who arrived late were sometimes required to write confession letters and copy quotations. There were "continuous shifts," when workers were told to work two stretches in a row, according to interviews.

Mr. Lai's college degree enabled him to earn a salary of around \$22 a day, including overtime — more than many others. When his days ended, he would retreat to a small bedroom just big enough for a mattress, wardrobe and a desk where he obsessively played an online game called Fight the Landlord, said his girlfriend, Luo Xiaohong.

Those accommodations were better than many of the company's dorms, where 70,000 Foxconn workers lived, at times stuffed 20 people to a three-room apartment, employees said. Last year, a dispute over paychecks set off a riot in one of the dormitories, and workers started throwing bottles, trash cans and flaming paper from their windows, according to witnesses. Two hundred police officers wrestled with workers, arresting eight. Afterward, trash cans were removed, and piles of rubbish — and rodents — became a problem. Mr. Lai felt lucky to have a place of his own.

Foxconn, in a statement, disputed workers' accounts of continuous shifts, extended overtime, crowded living accommodations and the causes of the riot. The company said that its operations adhered to customers' codes of conduct, industry standards and national laws. "Conditions at Foxconn are anything but harsh," the company wrote. Foxconn also said that it had never been cited by a customer or government for under-age or overworked employees or toxic exposures.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

"All assembly line employees are given regular breaks, including one-hour lunch breaks," the company wrote, and only 5 percent of assembly line workers are required to stand to carry out their tasks. Work stations have been designed to ergonomic standards, and employees have opportunities for job rotation and promotion, the statement said.

"Foxconn has a very good safety record," the company wrote. "Foxconn has come a long way in our efforts to lead our industry in China in areas such as workplace conditions and the care and treatment of our employees."

**Apple's Code of Conduct**

In 2005, some of Apple's top executives gathered inside their Cupertino, Calif., headquarters for a special meeting. Other companies had created codes of conduct to police their suppliers. It was time, Apple decided, to follow suit. The code Apple published that year demands "that working conditions in Apple's supply chain are safe, that workers are treated with respect and dignity, and that manufacturing processes are environmentally responsible."

But the next year, a British newspaper, *The Mail on Sunday*, secretly visited a Foxconn factory in Shenzhen, China, where iPods were manufactured, and reported on workers' long hours, push-ups meted out as punishment and crowded dorms. Executives in Cupertino were shocked. "Apple is filled with really good people who had no idea this was going on," a former employee said. "We wanted it changed, immediately."

Apple audited that factory, the company's first such inspection, and ordered improvements. Executives also undertook a series of initiatives that included an annual audit report, first published in 2007. By last year, Apple had inspected 396 facilities — including the company's direct suppliers, as well as many of those suppliers' suppliers — one of the largest such programs within the electronics industry.

Those audits have found consistent violations of Apple's code of conduct, according to summaries published by the company. In 2007, for instance, Apple conducted over three dozen audits, two-thirds of which indicated that employees regularly worked more than 60 hours a week. In addition, there were six "core violations," the most serious kind, including hiring 15-year-olds as well as falsifying records.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

Over the next three years, Apple conducted 312 audits, and every year, about half or more showed evidence of large numbers of employees laboring more than six days a week as well as working extended overtime. Some workers received less than minimum wage or had pay withheld as punishment. Apple found 70 core violations over that period, including cases of involuntary labor, under-age workers, record falsifications, improper disposal of hazardous waste and over a hundred workers injured by toxic chemical exposures.

Last year, the company conducted 229 audits. There were slight improvements in some categories and the detected rate of core violations declined. However, within 93 facilities, at least half of workers exceeded the 60-hours-a-week work limit. At a similar number, employees worked more than six days a week. There were incidents of discrimination, improper safety precautions, failure to pay required overtime rates and other violations. That year, four employees were killed and 77 injured in workplace explosions.

"If you see the same pattern of problems, year after year, that means the company's ignoring the issue rather than solving it," said one former Apple executive with firsthand knowledge of the supplier responsibility group. "Noncompliance is tolerated, as long as the suppliers promise to try harder next time. If we meant business, core violations would disappear."

Apple says that when an audit reveals a violation, the company requires suppliers to address the problem within 90 days and make changes to prevent a recurrence. "If a supplier is unwilling to change, we terminate our relationship," the company says on its Web site.

The seriousness of that threat, however, is unclear. Apple has found violations in hundreds of audits, but fewer than 15 suppliers have been terminated for transgressions since 2007, according to former Apple executives.

"Once the deal is set and Foxconn becomes an authorized Apple supplier, Apple will no longer give any attention to worker conditions or anything that is irrelevant to its products," said Mr. Li, the former Foxconn manager. Mr. Li spent seven years with Foxconn in Shenzhen and Chengdu and was forced out in April after he objected to a relocation to Chengdu, he said. Foxconn disputed his comments, and said "both Foxconn and Apple take the welfare of our employees very seriously."

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

Apple's efforts have spurred some changes. Facilities that were reaudited "showed continued performance improvements and better working conditions," the company wrote in its 2011 supplier responsibility progress report. In addition, the number of audited facilities has grown every year, and some executives say those expanding efforts obscure year-to-year improvements.

Apple also has trained over a million workers about their rights and methods for injury and disease prevention. A few years ago, after auditors insisted on interviewing low-level factory employees, they discovered that some had been forced to pay onerous "recruitment fees" — which Apple classifies as involuntary labor. As of last year, the company had forced suppliers to reimburse more than \$6.7 million in such charges.

"Apple is a leader in preventing under-age labor," said Dionne Harrison of Impactt, a firm paid by Apple to help prevent and respond to child labor among its suppliers. "They're doing as much as they possibly can."

Other consultants disagree.

"We've spent years telling Apple there are serious problems and recommending changes," said a consultant at BSR — also known as Business for Social Responsibility — which has been twice retained by Apple to provide advice on labor issues. "They don't want to pre-empt problems, they just want to avoid embarrassments."

**'We Could Have Saved Lives'**

In 2006, BSR, along with a division of the World Bank and other groups, initiated a project to improve working conditions in factories building cellphones and other devices in China and elsewhere. The groups and companies pledged to test various ideas. Foxconn agreed to participate.

For four months, BSR and another group negotiated with Foxconn regarding a pilot program to create worker "hotlines," so that employees could report abusive conditions, seek mental counseling and discuss workplace problems. Apple was not a participant in the project, but was briefed on it, according to the BSR consultant, who had detailed knowledge.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

As negotiations proceeded, Foxconn's requirements for participation kept changing. First Foxconn asked to shift from installing new hotlines to evaluating existing hotlines. Then Foxconn insisted that mental health counseling be excluded. Foxconn asked participants to sign agreements saying they would not disclose what they observed, and then rewrote those agreements multiple times. Finally, an agreement was struck, and the project was scheduled to begin in January 2008. A day before the start, Foxconn demanded more changes, until it was clear the project would not proceed, according to the consultant and a 2008 summary by BSR that did not name Foxconn.

The next year, a Foxconn employee fell or jumped from an apartment building after losing an iPhone prototype. Over the next two years, at least 18 other Foxconn workers attempted suicide or fell from buildings in manners that suggested suicide attempts. In 2010, two years after the pilot program fell apart and after multiple suicide attempts, Foxconn created a dedicated mental health hotline and began offering free psychological counseling.

"We could have saved lives, and we asked Apple to pressure Foxconn, but they wouldn't do it," said the BSR consultant, who asked not to be identified because of confidentiality agreements. "Companies like H.P. and Intel and Nike push their suppliers. But Apple wants to keep an arm's length, and Foxconn is their most important manufacturer, so they refuse to push."

BSR, in a written statement, said the views of that consultant were not those of the company.

"My BSR colleagues and I view Apple as a company that is making a highly serious effort to ensure that labor conditions in its supply chain meet the expectations of applicable laws, the company's standards and the expectations of consumers," wrote Aron Cramer, BSR's president. Mr. Cramer added that asking Apple to pressure Foxconn would have been inconsistent with the purpose of the pilot program, and there were multiple reasons the pilot program did not proceed.

Foxconn, in a statement, said it acted quickly and comprehensively to address suicides, and "the record has shown that those measures have been successful."

### **A Demanding Client**

Every month, officials at companies from around the world trek to Cupertino or invite Apple executives to visit their foreign factories, all in pursuit of a goal: becoming a supplier.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

When news arrives that Apple is interested in a particular product or service, small celebrations often erupt. Whiskey is drunk. Karaoke is sung.

Then, Apple's requests start.

Apple typically asks suppliers to specify how much every part costs, how many workers are needed and the size of their salaries. Executives want to know every financial detail. Afterward, Apple calculates how much it will pay for a part. Most suppliers are allowed only the slimmest of profits.

So suppliers often try to cut corners, replace expensive chemicals with less costly alternatives, or push their employees to work faster and longer, according to people at those companies.

"The only way you make money working for Apple is figuring out how to do things more efficiently or cheaper," said an executive at one company that helped bring the iPad to market. "And then they'll come back the next year, and force a 10 percent price cut."

In January 2010, workers at a Chinese factory owned by Wintek, an Apple manufacturing partner, went on strike over a variety of issues, including widespread rumors that workers were being exposed to toxins. Investigations by news organizations revealed that over a hundred employees had been injured by n-hexane, a toxic chemical that can cause nerve damage and paralysis.

Employees said they had been ordered to use n-hexane to clean iPhone screens because it evaporated almost three times as fast as rubbing alcohol. Faster evaporation meant workers could clean more screens each minute.

Apple commented on the Wintek injuries a year later. In its supplier responsibility report, Apple said it had "required Wintek to stop using n-hexane" and that "Apple has verified that all affected workers have been treated successfully, and we continue to monitor their medical reports until full recuperation." Apple also said it required Wintek to fix the ventilation system.

That same month, a New York Times reporter interviewed a dozen injured Wintek workers who said they had never been contacted by Apple or its intermediaries, and that Wintek had pressured them to resign and take cash settlements that would absolve the company of liability. After those interviews, Wintek pledged to provide more compensation to the injured workers and Apple sent a representative to speak with some of them.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

Six months later, trade publications reported that Apple significantly cut prices paid to Wintek.

"You can set all the rules you want, but they're meaningless if you don't give suppliers enough profit to treat workers well," said one former Apple executive with firsthand knowledge of the supplier responsibility group. "If you squeeze margins, you're forcing them to cut safety."

Wintek is still one of Apple's most important suppliers. Wintek, in a statement, declined to comment except to say that after the episode, the company took "ample measures" to address the situation and "is committed to ensuring employee welfare and creating a safe and healthy work environment."

Many major technology companies have worked with factories where conditions are troubling. However, independent monitors and suppliers say some act differently. Executives at multiple suppliers, in interviews, said that Hewlett-Packard and others allowed them slightly more profits and other allowances if they were used to improve worker conditions.

"Our suppliers are very open with us," said Zoe McMahon, an executive in Hewlett-Packard's supply chain social and environmental responsibility program. "They let us know when they are struggling to meet our expectations, and that influences our decisions."

## **The Explosion**

On the afternoon of the blast at the iPad plant, Lai Xiaodong telephoned his girlfriend, as he did every day. They had hoped to see each other that evening, but Mr. Lai's manager said he had to work overtime, he told her.

He had been promoted quickly at Foxconn, and after just a few months was in charge of a team that maintained the machines that polished iPad cases. The sanding area was loud and hazy with aluminum dust. Workers wore masks and earplugs, but no matter how many times they showered, they were recognizable by the slight aluminum sparkle in their hair and at the corners of their eyes.

Just two weeks before the explosion, an advocacy group in Hong Kong published a report warning of unsafe conditions at the Chengdu plant, including problems with aluminum dust. The group, Students and Scholars Against Corporate Misbehavior, or Sacom, had videotaped workers covered with tiny aluminum particles. "Occupational health and safety issues in Chengdu are alarming," the report read. "Workers also highlight the problem of poor ventilation and inadequate personal protective equipment."

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

A copy of that report was sent to Apple. "There was no response," said Debby Chan Sze Wan of the group. "A few months later I went to Cupertino, and went into the Apple lobby, but no one would meet with me. I've never heard from anyone from Apple at all."

The morning of the explosion, Mr. Lai rode his bicycle to work. The iPad had gone on sale just weeks earlier, and workers were told thousands of cases needed to be polished each day. The factory was frantic, employees said. Rows of machines buffed cases as masked employees pushed buttons. Large air ducts hovered over each station, but they could not keep up with the three lines of machines polishing nonstop. Aluminum dust was everywhere.

Dust is a known safety hazard. In 2003, an aluminum dust explosion in Indiana destroyed a wheel factory and killed a worker. In 2008, agricultural dust inside a sugar factory in Georgia caused an explosion that killed 14.

Two hours into Mr. Lai's second shift, the building started to shake, as if an earthquake was under way. There was a series of blasts, plant workers said.

Then the screams began.

When Mr. Lai's colleagues ran outside, dark smoke was mixing with a light rain, according to cellphone videos. The toll would eventually count four dead, 18 injured.

At the hospital, Mr. Lai's girlfriend saw that his skin was almost completely burned away. "I recognized him from his legs, otherwise I wouldn't know who that person was," she said.

Eventually, his family arrived. Over 90 percent of his body had been seared. "My mom ran away from the room at the first sight of him. I cried. Nobody could stand it," his brother said. When his mother eventually returned, she tried to avoid touching her son, for fear that it would cause pain.

"If I had known," she said, "I would have grabbed his arm, I would have touched him."

"He was very tough," she said. "He held on for two days."

After Mr. Lai died, Foxconn workers drove to Mr. Lai's hometown and delivered a box of ashes. The company later wired a check for about \$150,000.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

Foxconn, in a statement, said that at the time of the explosion the Chengdu plant was in compliance with all relevant laws and regulations, and “after ensuring that the families of the deceased employees were given the support they required, we ensured that all of the injured employees were given the highest quality medical care.” After the explosion, the company added, Foxconn immediately halted work in all polishing workshops, and later improved ventilation and dust disposal, and adopted technologies to enhance worker safety.

In its most recent supplier responsibility report, Apple wrote that after the explosion, the company contacted “the foremost experts in process safety” and assembled a team to investigate and make recommendations to prevent future accidents.

In December, however, seven months after the blast that killed Mr. Lai, another iPad factory exploded, this one in Shanghai. Once again, aluminum dust was the cause, according to interviews and Apple’s most recent supplier responsibility report. That blast injured 59 workers, with 23 hospitalized.

“It is gross negligence, after an explosion occurs, not to realize that every factory should be inspected,” said Nicholas Ashford, the occupational safety expert, who is now at the Massachusetts Institute of Technology. “If it were terribly difficult to deal with aluminum dust, I would understand. But do you know how easy dust is to control? It’s called ventilation. We solved this problem over a century ago.”

In its most recent supplier responsibility report, Apple wrote that while the explosions both involved combustible aluminum dust, the causes were different. The company declined, however, to provide details. The report added that Apple had now audited all suppliers polishing aluminum products and had put stronger precautions in place. All suppliers have initiated required countermeasures, except one, which remains shut down, the report said.

For Mr. Lai’s family, questions remain. “We’re really not sure why he died,” said Mr. Lai’s mother, standing beside a shrine she built near their home. “We don’t understand what happened.”

### **Hitting the Apple Lottery**

Every year, as rumors about Apple’s forthcoming products start to emerge, trade publications and Web sites begin speculating about which suppliers are likely to win the Apple lottery. Getting a contract from Apple can lift a company’s value by millions because of the implied endorsement of manufacturing quality. But few companies openly brag about the work: Apple generally requires suppliers to sign contracts promising they will not divulge anything, including the partnership.

**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

That lack of transparency gives Apple an edge at keeping its plans secret. But it also has been a barrier to improving working conditions, according to advocates and former Apple executives.

This month, after numerous requests by advocacy and news organizations, including The New York Times, Apple released the names of 156 of its suppliers. In the report accompanying that list, Apple said they “account for more than 97 percent of what we pay to suppliers to manufacture our products.”

However, the company has not revealed the names of hundreds of other companies that do not directly contract with Apple, but supply the suppliers. The company’s supplier list does not disclose where factories are, and many are hard to find. And independent monitoring organizations say when they have tried to inspect Apple’s suppliers, they have been barred from entry — on Apple’s orders, they have been told.

“We’ve had this conversation hundreds of times,” said a former executive in Apple’s supplier responsibility group. “There is a genuine, companywide commitment to the code of conduct. But taking it to the next level and creating real change conflicts with secrecy and business goals, and so there’s only so far we can go.” Former Apple employees say they were generally prohibited from engaging with most outside groups.

“There’s a real culture of secrecy here that influences everything,” the former executive said.

Some other technology companies operate differently.

“We talk to a lot of outsiders,” said Gary Niekerk, director of corporate citizenship at Intel. “The world’s complex, and unless we’re dialoguing with outside groups, we miss a lot.”

Given Apple’s prominence and leadership in global manufacturing, if the company were to radically change its ways, it could overhaul how business is done. “Every company wants to be Apple,” said Sasha Lezhnev at the Enough Project, a group focused on corporate accountability. “If they committed to building a conflict-free iPhone, it would transform technology.”



**"In China, Human Costs Are Built Into an iPad"**  
(For Teacher Reference)

But ultimately, say former Apple executives, there are few real outside pressures for change. Apple is one of the most admired brands. In a national survey conducted by The New York Times in November, 56 percent of respondents said they couldn't think of anything negative about Apple. Fourteen percent said the worst thing about the company was that its products were too expensive. Just 2 percent mentioned overseas labor practices.

People like Ms. White of Harvard say that until consumers demand better conditions in overseas factories — as they did for companies like Nike and Gap, which today have overhauled conditions among suppliers — or regulators act, there is little impetus for radical change. Some Apple insiders agree.

"You can either manufacture in comfortable, worker-friendly factories, or you can reinvent the product every year, and make it better and faster and cheaper, which requires factories that seem harsh by American standards," said a current Apple executive.

"And right now, customers care more about a new iPhone than working conditions in China."

*Gu Huini contributed research.*



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# **Grade 7: Module 2A: Unit 3: Lesson 5**

## **Mid-Unit 3 Assessment and Independent Reading Check**



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### Mid-Unit 3 Assessment and Independent Reading Check

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can generate additional questions for further research. (W.7.7)</p> <p>I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)</p> <p>I can make connections between narratives and other texts, ideas, events, and situations. (RL.7.11)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can read a source, identify and paraphrase information that helps answer my focus research question, and generate effective supporting research questions.</li><li>• I can self-select a text based on personal preferences and read it independently.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment</li><li>• Exit ticket</li></ul>



### Mid-Unit 3 Assessment and Independent Reading Check

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Research Progress (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Mid-Unit 3 Assessment (20 minutes)</p> <p>B. Checking in on Independent Reading (13 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. A.Exit Ticket (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"> <li>• In this lesson, students will be doing one of their routine independent reading check-ins. Use whichever structure you have established with your class to do this. For ideas, see stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. The routine you have or will establish should: support students in checking to see if they met their previous goal and set a new goal, allow students to talk about their books with a peer, and give you a chance to confer with some students about their reading. By bringing their independent reading into class, this routine both motivates students and holds them accountable.</li> <li>• Consider collecting Researcher’s Notebooks and giving feedback the next day on the notes students have taken. This is not part of the formal assessment, but it will be formally assessed soon, and this is a good opportunity to provide feedback.</li> <li>• In advance: Make sure you have decided on a routine for checking in about independent reading.</li> </ul>

Lesson Vocabulary	Materials
sweatshop (1)	<ul style="list-style-type: none"> <li>• Researcher’s Notebook (from Lesson 2)</li> <li>• Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies)</li> <li>• Assessment Text: “Are My Clothes Made in Sweatshops?” (Source 3) (one per student and one to display)</li> <li>• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (one per student)</li> <li>• Mid-Unit 3 Assessment: Gathering Relevant Information and Generating Additional Research Questions (Answers, for Teacher Reference)</li> <li>• Exit ticket (one per student)</li> </ul>



## Deepening Your Research

Opening	Meeting Students' Needs
<p><b>A. Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students: “Take out your <b>Researcher’s Notebook</b> and look at the questions you wrote down as you read Source 2 yesterday. Put a star next to at least two questions you think meet the criteria on the Researcher’s Roadmap for effective questions.”</li><li>• Call on several students to share out, prompting them to name why their questions are effective. Consider adding these questions to the version of the Researcher’s Notebook you are using to model, so that all students can access them.</li><li>• Ask several students to share questions they decided were not effective questions, and prompt them to explain why.</li></ul>	<ul style="list-style-type: none"><li>• Looking at both good and bad examples is a powerful way to help students understand a concept.</li></ul>
<p><b>B. Reviewing Research Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students’ attention to the <b>Researcher’s Roadmap anchor chart</b>—in particular, Step 5: Evaluating Research. Using the notes you modeled with in Lesson 4, show students briefly how you might do the first part of Step 5: “Which of my research questions have I answered, either partially or completely?” Point out that a researcher rarely completely answers a supporting research question with one source, but that it’s worth noting which questions you found no information about. Direct students to put a check next to supporting research questions that they found some information about.</li><li>• Next, point out that they answered the next question in Step 5— “What additional questions did I generate?”—for the entry task, when they identified additional supporting research questions. Remind students that as they read their next source, they will need to look for information that relates to any of these questions.</li><li>• In this case, because students aren’t doing the “finding sources” stage, the third question in Step 5—“Which source might I use next?”—is less relevant. Remind students that you have chosen the source for them.</li></ul>	



## Deepening Your Research

Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that they have had some practice now with gathering information about their research questions and with generating effective research questions. On the Mid-Unit 3 Assessment today, they will have the opportunity to demonstrate their capabilities.</li> <li>Distribute the <b>Assessment Text “Are Your Clothes Made in Sweatshops?”</b> (Source 3) and the <b>Mid-Unit 3 Assessment: Gathering Relevant Information</b>. Direct students to read the text once, and then answer any questions about unfamiliar vocabulary. In particular, confirm that students have figured out what <i>sweatshop</i> means.</li> <li>Students should complete the Mid-Unit 3 Assessment individually. When they are done, they should add the information they found to their Researcher’s Notebook, focusing on evidence that addresses their guiding research questions or the additional questions they starred in the entry task. They should also add any additional questions this article raised.</li> </ul>	<ul style="list-style-type: none"> <li>If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction during this study as well as the goals of the assessment.</li> <li>For students who struggle, consider checking on their answer to Question 1 before they continue. Mark their answer correct or incorrect, then let them know which supporting research question they should use to guide the rest of their assessment.</li> </ul>
<p><b>B. Checking in on Independent Reading (13 minutes)</b></p> <ul style="list-style-type: none"> <li>Use this time for an independent reading check-in, using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that in this time: <ul style="list-style-type: none"> <li>* Students need time to talk with a peer about their book.</li> <li>* You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</li> <li>* Students need to check in and see if they met their last goal and set a new goal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and monitor their progress.</li> </ul>



## Deepening Your Research

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>exit ticket</b> for students to complete.</li><li>• Collect students' exit tickets.</li></ul>	<ul style="list-style-type: none"><li>• . In the next independent reading check-in, prioritize talking with students who did not meet their goals.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p> <p><i>Teaching Note: Assess students' Mid-Unit 3 Assessments. There is time to hand these back to students at the beginning of Lesson 6.</i></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 5

## Supporting Materials



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**Assessment Text:** Are Your Clothes Made  
in Sweatshops? (Source 3)

If you're wearing anything from Nike, adidas, Puma, Fila, or even some of our well-loved Australian brands like Bonds or Just Jeans, then it's highly likely your clothes were made in places that most people would describe as sweatshops.

What is a sweatshop?

A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights. Unfortunately, places known as sweatshops are particularly common in developing countries where labor laws are often not enforced. Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.

Are sportswear and garment factories really sweatshops?

If confronted, many of the major supply factories would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients. The problem is that in developing countries this is difficult to monitor, so the codes are generally not enforced.

And the sad fact is that many workers in the global sportswear industry are living in poverty even though they have paid jobs.

The workers producing for companies like Nike, adidas, Puma, Asics, FILA, Mizuno, New Balance, and Umbro, who are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.

Many of these workers do not like describing their workplaces as “sweatshops,” because they think it makes them sound like victims. But these workers know their wages and conditions are unacceptably low, and many of them organize protests to demand better wages and conditions, even though doing so can put their jobs at risk.

“Are Your Clothes Made in Sweatshops?” *Oxfam Australia*. N.p., n.d. Web. 29 May 2013.

**Assessment Text:** Are Your Clothes Made  
in Sweatshops? (Source 3)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the article “Are Your Clothes Made in Sweatshops?” As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions.

1. Of the supporting research questions listed below, which does this article help answer?
  - a. What is the range of working conditions in a garment factory?
  - b. What are some corporations doing to try to improve the working conditions in garment factories?
  - c. Are there any examples of consumers doing anything to change the working conditions in garment factories?
  - d. Who gives consumers like me information about working conditions?
2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.)
  - a. A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights.
  - b. [S]weatshops are particularly common in developing countries where labor laws are often not enforced.
  - c. Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.
  - d. [M]any of the major supply factories [for garments and sportswear] would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients.
  - e. The workers ... are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.
  - f. ... many of [the workers] organize protests ...



3. In the space below, paraphrase the piece of evidence you starred in Question 2.

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**Mid –Unit 3 Assessment:** Gathering Relevant Information  
and Generating Additional Research Questions

4. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1.

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5. Which of the following questions would be effective supporting research questions that you might ask after reading this article?

- a. Why do people in Australia like Bond jeans?
- b. Have any workers in garment factories successfully formed a union and won higher pay and better working conditions?
- c. What kind of gloves should garment workers wear when handling dangerous chemicals?
- d. Are working conditions in sweatshops good or bad?

6. List two more effective supporting research questions you now have after reading this article.

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**Mid –Unit 3 Assessment:** Gathering Relevant Information and Generating  
Additional Research Questions (Answers, for Teacher Reference)

Read the article “Are Your Clothes Made in Sweatshops?” As you read, mark information that might help you answer some of your supporting research questions. Also consider what other supporting research questions this article raises.

After you have read and marked the text, answer the following questions.

1. Of the supporting research questions listed below, which does this article help answer?
  - a. **What is the range of working conditions in a garment factory?**
  - b. What are some corporations doing to try to improve the working conditions in garment factories?
  - c. Are there any examples of consumers doing anything to change the working conditions in garment factories?
  - d. Who gives consumers like me information about working conditions?

*Teaching Note: If students do not select the correct answer for Question 1, their subsequent answers may be different from this teacher key. As long as students’ subsequent answers are logical, given their answer to Question 1, they can still be marked as correct.*



2. Choose one piece of evidence from the list below that would help answer the supporting research question you identified in Question 1. Put a star next to it. (Note: There are several possibilities; just choose one.)
- a. **A sweatshop is a manufacturing facility where workers endure poor working conditions, long hours, low wages, and other violations of labor rights.**
  - b. [S]weatshops are particularly common in developing countries where labor laws are often not enforced.
  - c. **Other issues of concern are workers being exposed to toxic substances or using dangerous machinery without adequate protection.**
  - d. [M]any of the major supply factories [for garments and sportswear] would probably deny that they're sweatshops, as all are supposed to adhere to the codes of conduct of their clients.
  - e. **The workers ... are mostly young women (aged 17–24), often endure low wages and long hours in dangerous and hostile conditions.**
  - f. ... many of [the workers] organize protests ...
3. In the space below, paraphrase the piece of evidence you starred in Question 2.

*In sweatshops, most workers are girls ages 17–24. The workplace is not safe, they work long hours, and they don't get paid much.*

**Mid –Unit 3 Assessment:** Gathering Relevant Information and Generating  
Additional Research Questions (Answers, for Teacher Reference)

5. Explain how this piece of evidence helps you address the supporting research question you identified in Question 1.

*This evidence helps answer the question “What is the range of working conditions in a garment factory?” by showing what working conditions are like in sweatshops. This shows some of the really bad working conditions, like low pay and dangerous conditions, that you can find in the garment industry.*

6. Which of the following questions would be effective supporting research questions that you might ask after reading this article?
- a. Why do people in Australia like Bond jeans?
  - b. Have any workers in garment factories successfully formed a union and won higher pay and better working conditions?**
  - c. What kind of gloves should garment workers wear when handling dangerous chemicals?
  - d. Are working conditions in sweatshops good or bad?

7. List two more effective supporting research questions you now have after reading this article.

*What are labor laws like in developing countries?*

*What other kinds of clothing are made in sweatshops?*



Exit Ticket

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Did you meet your independent reading goal for today's check-in?

\_\_\_\_\_

If yes, what helped you do that?

\_\_\_\_\_

\_\_\_\_\_

If no, what got in your way? How can I help you?

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EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 6

## Individual Research



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can generate additional questions for further research. (W.7.7) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can read a source, identify and paraphrase information that helps answer a supporting research question ,and generate effective supporting research questions.</li></ul>	<ul style="list-style-type: none"><li>Researcher's Notebook</li></ul>



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Return Mid-Unit 3 Assessment (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Reading a Group Text (25 minutes)</p> <p>B. Synthesizing Your Findings—Teacher Modeling (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Marking Your Text (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. If needed, finish color-coding in the Researcher’s Notebook in preparation for writing the End of Unit 3 Assessment.</p> <p>B. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessments (from Lesson 5, with teacher feedback)</li><li>• In this lesson, students work with Step 5 on the Researcher’s Roadmap. After they evaluate where they are in their research, they will have a chance to do some more independent research.</li><li>• Students may choose research texts from among the set listed in the supporting materials, or other sources that either the teacher finds on his/her own. The suggested texts listed in this lesson may be downloaded from: <a href="http://commoncoresuccess.elschools.org">http://commoncoresuccess.elschools.org</a> in Fall 2013. Feel free to gather more recent sources as well -- working conditions in the garment industry is a topic that has been in the news frequently in recent months.</li><li>• To make sure students have access to the source they need to best address their supporting research question, consider making a few extra copies of each source.</li><li>• In advance: Assess students’ Mid-Unit 3 Assessments; print out suggested texts.</li><li>• Familiarize yourself with the optional texts so you can best assist students with their reading and paraphrasing.</li></ul>



Lesson Vocabulary	Materials
synthesis	<ul style="list-style-type: none"><li>• Researcher's Notebook (students' own, from Lesson 1)</li><li>• Researcher's Roadmap anchor chart (from Lesson 2; one large copy to display and students' own copies)</li><li>• Suggested Texts chart (one to display)</li><li>• Document camera</li><li>• Copies of the suggested texts (at least one per student; see Teaching Note above)</li><li>• Model research synthesis (one per student and one to display)</li><li>• Colored pencils (three colors per student)</li><li>• Annotated model research synthesis (for teacher reference)</li><li>• Suggested texts for this lesson (for teacher reference) Exit ticket (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Return Mid-Unit 3 Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, hand back their corrected Mid-Unit 3 Assessments. As an entry task, ask students to look over the assessment and put a star next to something they did well. Then ask students to circle something they need to work on as they continue researching.</li><li>• Invite students to turn and talk with a partner about what they starred and circled.</li><li>• Remind students to keep these skills in mind as they continue their research.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading a Group Text (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>Researcher's Notebook</b> and read the five supporting research questions from Part II. Invite students to think about what they have learned so far and what they would like to research further. Ask them to circle one question they will use to guide their research today.</li><li>• Ask a student to identify where on the <b>Researcher's Roadmap anchor chart</b> they think they are right now. Listen for students to identify "Evaluating Research," or Step 5. Remind them that periodically pausing to think about what they have learned so far and what else they need to research is an important step in the research process.</li><li>• Project the <b>Suggested Texts chart</b> on a <b>document camera</b>. Based on the guiding question they chose, have students select a text to read today. Tell them they will be working in pairs. Place <b>the suggested texts</b> on a central table and invite students to pick up their chosen text, move to sit with their partners, and await further instruction.</li><li>• Explain to students that they are now going to loop back on the Researcher's Roadmap. Remind them that this is an important part of the process and not a step backward. Ask a student to explain how reading a text for research is different from reading a novel. Listen for students to understand that when you read for research, you skim for the gist and identify the sentences that relate to your supporting research questions. You go back and read these parts more closely to thoroughly understand them and paraphrase them. Remind students that this sometimes means reading around those parts (i.e., the sentences that come before and come after them) to make sure students really understand.</li><li>• Direct students to write down the pertinent "works cited" information in the Researcher's Notebook Source 4 section. Instruct them to skim the articles and mark the text for details or facts they think are important enough to paraphrase into their own words. Assure students that they will have lots of time to talk through the facts they identified with their partner, but they must read silently on their own first for the next 10 minutes.</li><li>• As the students work, circulate to assist as needed. Consider joining a struggling reader or individually conferencing with a student.</li><li>• After 10 minutes, instruct the students to begin to share what they marked with their partners. Working together, they should paraphrase the pertinent information and write it in their Researcher's Notebook Source 4. Encourage them to paraphrase it orally first, as it will improve the coherence of their notes.</li><li>• If pairs finish early, they can read another article.</li></ul>	<ul style="list-style-type: none"><li>• If you have struggling readers, direct them to "Teens in Sweatshops." Consider assigning heterogeneous groups.</li><li>• Consider suggesting that pairs split the longer articles and each read a page during this time.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Synthesizing Your Findings—Teacher Modeling (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to Section III in the Researcher's Notebook. Ask a student to define <i>synthesize</i> (bring together different parts to make a whole). Explain that in Lesson 7 they will be writing paragraphs that sum up what they have learned from their research. This will be their end of unit assessment. The ideas they have been diligently paraphrasing will be the parts they will organize together. Praise them for diligently paraphrasing and avoiding plagiarism.</li><li>• Distribute the <b>model research synthesis</b> and display using the document camera. Ask students to read along silently as you read the synthesis aloud.</li><li>• Once you have read the whole synthesis aloud, reread the first sentence. Pause and point out that this sentence answers the overarching research question: “What are the working conditions like in the electronics industry?” Annotate the model by writing “answers overarching research question” above the first sentence, and ask students to do the same.</li><li>• Continue to annotate the model, focusing especially on how each paragraph answers a supporting research question. See annotated model research synthesis (for teacher reference). Also point out that the very same paraphrased sentences you modeled for them in Lesson 4 have been arranged in this paragraph. (They are underlined.) By paraphrasing what they have learned, they have already done much of the work in this paragraph.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Marking Your Text (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute three different <b>colored pencils</b> to each student. Instruct students to spend a few minutes reading back through their Researcher's Notebooks.</li><li>• Ask them choose one color of pencil to circle one supporting research question that they want to address in their research synthesis in the next lesson. Then ask them to use the same color to circle the paraphrased notes that they will use to help them address that question.</li><li>• Repeat this for two other supporting research questions, asking students to use a different color for each supporting research question and its relevant information.</li></ul>	<ul style="list-style-type: none"><li>• This is preparation for the End of Unit 3 Assessment in the next lesson. For students who struggle, consider asking them to answer one or two supporting questions in their research synthesis. For students who need a challenge, consider encouraging them to circle more than three supporting questions to answer in their synthesis.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. If needed, finish color-coding in the Researcher's Notebook in preparation for writing the End of Unit 3 Assessment.</b></p> <p><b>B. Continue reading in your independent reading book for this unit.</b></p> <p><i>Note: Remind students that they need to be done with their books by Lesson 10, because they will write book reviews that day.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 2A: Unit 3: Lesson 6

## Supporting Materials



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## “It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”

by Anne D’Innocenzio

NEW YORK (AP) — You can recycle your waste, grow your own food and drive a fuel-efficient car. But being socially responsible isn’t so easy when it comes to the clothes on your back.

Take Jason and Alexandra Lawrence of Lyons, Colo. The couple eat locally grown food that doesn’t have to be transported from far-flung states. They fill up their diesel-powered Volkswagen and Dodge pickup with vegetable-based oil. They even bring silverware to a nearby coffeehouse to avoid using the shop’s plastic utensils.

But when it comes to making sure that their clothes are made in factories that are safe for workers, the couple fall short.

"Clothing is one of our more challenging practices," says Jason Lawrence, 35, who mostly buys secondhand. "I don't want to travel around the world to see where my pants come from."

Last week’s building collapse in Bangladesh that killed hundreds of clothing factory workers put a spotlight on the sobering fact that people in poor countries often risk their lives working in unsafe factories to make the cheap T-shirts and underwear that Westerners covet.

The disaster, which comes after a fire in another Bangladesh factory killed 112 people last November, also highlights something just as troubling for socially conscious shoppers: It’s nearly impossible to make sure the clothes you buy come from factories with safe working conditions.

Very few companies sell clothing that’s so-called "ethically made," or marketed as being made in factories that maintain safe working conditions. In fact, ethically made clothes make up a tiny fraction of 1 percent of the overall \$1 trillion global fashion industry. And with a few exceptions, such as the 250-store clothing chain American Apparel Inc., most aren’t national brands.

It’s even more difficult to figure out if your clothes are made in safe factories if you’re buying from retailers that don’t specifically market their clothes as ethically made. That’s because major chains typically use a complex web of suppliers in countries such as Bangladesh, which often contract business to other factories. That means the retailers themselves don’t always know the origin of clothes when they’re made overseas.

### **“It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”**

And even a "Made in USA" label only provides a small amount of assurance for a socially conscious shopper. For instance, maybe the tailors who assembled the skirt may have had good working conditions. But the fabric might have been woven overseas by people who do not work in a safe environment.

"For the consumer, it's virtually impossible to know whether the product was manufactured in safe conditions," says Craig Johnson, president of Customer Growth Partners, a retail consultancy. "For U.S.-made labels, you have good assurance, but the farther you get away from the U.S., the less confidence you have."

To be sure, most global retailers have standards for workplace safety in the factories that make their clothes. And the companies typically require that contractors and subcontractors follow these guidelines. But policing factories around the world is a costly, time-consuming process that's difficult to manage.

In fact, there were five factories alone in the building that collapsed in Bangladesh last week. They produced clothing for big name retailers including British retailer Primark, Children's Place and Canadian company Loblaw Inc., which markets the Joe Fresh clothing line.

"I have seen factories in (Bangladesh and other countries), and I know how difficult it is to monitor the factories to see they are safe," says Walter Loeb, a New York-based retail consultant.

And some experts say that retailers have little incentive to be more proactive and do more because the public isn't pushing them to do so.

America's Research Group, which interviews 10,000 to 15,000 consumers a week mostly on behalf of retailers, says that even in the aftermath of two deadly tragedies in Bangladesh, shoppers seem more concerned with fit and price than whether their clothes were made in factories where workers are safe and make reasonable wages.

C. Britt Beemer, chairman of the firm, says when he polls shoppers about their biggest concerns, they rarely mention "where something is made" or "abuses" in the factories in other countries.

"We have seen no consumer reaction to any charges about harmful working conditions," he says.



### **“It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”**

Tom Burson, 49, certainly is focused more on price and quality when he's shopping. Burson says that if someone told him that a brand of jeans is made in "sweatshops by 8-year-olds," he wouldn't buy it. But he says, overall, there is no practical way for him to trace where his pants were made.

"I am looking for value," says Burson, a management consultant who lives in Ashburn, Va. "I am not callous and not unconcerned about the conditions of the workers. It's just that when I am standing in a clothing store and am comparing two pairs of pants, there's nothing I can do about it. I need the pants."

In light of the recent disasters, though, some experts and retailers say things are slowly changing. They say more shoppers are starting to pay attention to labels and where their clothes are made.

Swati Argade, a clothing designer who promotes her Bhoomki boutique in the Brooklyn borough of New York City as "ethically fashioned," says people have been more conscious about where their clothes come from.

The store, which means "of the earth" in Hindi, sells everything from \$18 organic cotton underwear to \$1,000 coats that are primarily made in factories that are owned by their workers in India or Peru or that are designed by local designers in New York City.

"After the November fire in Bangladesh, many customers says it made them more aware of the things they buy, and who makes them," Argade says.

Jennifer Galatioto, a 31-year-old fashion photographer from Brooklyn, is among the shoppers who have become thoughtful about where her clothes are made. Galatioto has been making trips to local shops in the Williamsburg, a section of Brooklyn that sells a lot of clothes made locally. She has also ventured to local shopping markets that feature handmade clothing.

"I am trying to learn the story behind the clothing and the people who are making it," she says.

Some retailers are beginning to do more to ease shoppers' consciences.

Wal-Mart Stores Inc., the world's largest retailer, said in January that it would cut ties with any factory that failed an inspection, instead of giving warnings first as had been its practice. The Gap Inc., which owns the Gap, Old Navy and Banana Republic chains, hired its own chief fire inspector to oversee factories that make its clothing in Bangladesh.

**“It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”**

Still, Wal-Mart, Gap and many other global retailers continue to back off from a union-sponsored proposal to improve safety throughout Bangladesh's \$20 billion garment industry. As part of the legally binding agreement, retailers would be liable when there's a factory fire and would have to pay factory owners more to make repairs.

Fair Trade U.S.A., a nonprofit that was founded in 1998 to audit products to make sure workers overseas are paid fair wages and work in safe conditions, is hoping to appeal to shoppers who care about where their clothing is made. In 2010, it expanded the list of products that it certifies beyond coffee, sugar and spices to include clothing.

The organization, known for its black, green and white label with an image of a person holding a bowl in front of a globe, says it's working with small businesses like PrAna, which sells yoga pants and other sportswear items to merchants like REI and Zappos. It also says it's in discussions with other big-name brands that it declined to name.

To use the Fair Trade label on their products, companies have to follow certain safety and wage standards that are based on established industry auditing groups, including the International Labor Organization. They include such things as paying workers based on a formula that allows them to meet basic cost-of-living needs.

Local nongovernment groups train the retailers' workers on their rights. And workers are provided a grievance process to report problems directly to the Fair Trade organization.

Still, well under 1 percent of clothing sold in the U.S. is stamped with a Fair Trade label. And shoppers will find that Fair Trade certified clothing is typically about 5 percent more expensive than similar items that don't have the label.

Fair Indigo is an online retailer that sells clothes and accessories that are certified by Fair Trade U.S.A., including \$59.90 pima organic cotton dresses, \$45.90 faux wrap skirts and \$100 floral ballet flats.

Rob Behnke, Fair Indigo's co-founder and president, says some shoppers are calling in and citing the latest fatalities in Bangladesh. The retailer, which generates annual sales of just under \$10 million, had a 35 percent rise in revenue (compared with last year) following the disaster. That was in line with the 38 percent revenue surge it had during the November-December season, following the factory fire.



**“It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”**

Behnke says that the company's catalog and website that features some of the garment workers in countries including Peru are resonating with shoppers.

"We are connecting consumers with the garment workers on a personal level," he says. "We are showing that the garment workers are just like you and me."

While some retailers are working to improve safety overseas, others are making a "Made in USA" pitch.

Los Angeles-based American Apparel, which says it knits, dyes, cuts and sews all of its products in-house in California, touts on its website that the working conditions are "sweatshop free." The company highlights how it pays decent wages, offers subsidized lunches, free onsite massages and an onsite medical clinic.

American Apparel officials didn't return phone calls for this article, but in an interview in November with The Associated Press, the company's founder and CEO, Dov Charney, said that companies can control working conditions but they need to bring the production to the U.S.

"When the company knows the face of its worker, that's important," Charney said.

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Teens in Sweatshops

**USA**

# Teens in Sweatshop

## Who made the clothes you're wearing? Was it someone your age?

**By Victor Landauro**

**“R**ats were running all over the place. It was impossible not to step on them,” Erica C. remembers. When she complained, she says, her boss told her to “shut up, get back to work, or quit.”

In 2000, Erica, then 18 and an illegal immigrant from Mexico, had few options. So she stayed at her job as a seamstress. Erica worked in a **garment** (clothing) factory in Los Angeles, California, that supplied shirts to Forever 21, a teen-fashion company.

Earning \$250 dollars, or less, for a 50-hour workweek meant that survival was a struggle.

“I’d work 12 hours a day without any break,” Erica told *JS*. “The bathrooms were disgusting and full of cockroaches. But I had to work. I needed money for rent, for food.”

Erica was later fired from her job after working 60-hour weeks during the Christmas shopping season. She says she was dismissed for complaining that she did not receive her overtime pay.

### What Is a Sweatshop?

U.S. laws protect worker safety and guarantee minimum hourly wages (currently set at \$5.15 an hour for most U.S. jobs). Still, many businesses operate “sweatshops” to increase company profits at laborers’ expense.

“A sweatshop is any business that uses child labor, pays **substandard** [below minimum] wages, or creates an unsafe workplace,” says Darlene Atkins of the National Consumers League, a nonprofit **advocacy** (support) group. “It involves a lot of different products, not just clothing. There are sweatshops for shoes, toys, jewelry, sporting goods, fruits and vegetables, and just about any kind of product.”

Today, most U.S. sweatshops employ adults and illegal immigrants. The increased **scrutiny** (attention) from U.S. authorities has deterred sweatshop owners from hiring child laborers. According to Atkins, young workers are used mostly in sweatshops in Asia and South America.

“Many of the countries in those areas do have child labor laws. But there’s not a lot of political will to enforce them,” says Atkins.

In recent years, several well-known clothing brands, including the Gap, have been accused either of operating or profiting from sweatshops in the U.S. and overseas.

PAGE 8: JAMIE RUEBLAND/WIDE WORLD PHOTOS

**8 JUNIOR SCHOLASTIC**



## Teens in Sweatshops

"No factory is perfect," admits Dan Henkle, a Gap Inc. executive.

In response to charges that the Gap profits from sweatshop labor, the company designed a "Code of Vendor Conduct" to ensure workers' rights. Should a manufacturer fail to comply with these principles over time, Henkle told *JS*, the Gap will cease to do business with that factory.

**"People Are Afraid"**  
Jeanne Zhuo's family immigrated to New York City from China in the 1980s. At age 13, she began to work at the same garment sweatshop as her mom, aunt, and other relatives.

"It was very crowded," Jeanne says. "In the summer, there was no [air conditioning]. A lot of machines gave off heat, [and] the windows were always closed. It got so hot, it was hard to breathe."

Today, Jeanne works as an inves-

tigator for the New York State Department of Labor. She inspects garment factories throughout New York City.

"I know how bad life can be [in a sweatshop]," she says. "People are afraid to speak up, to stand up for their rights."

According to the department, about 50 percent of the city's 4,000 garment factories **violate** (break) the minimum-wage laws. Last year, the department recovered more than \$3 million in back wages for sweatshop workers.

### The Struggle Continues

Today, Erica C. is 21 and continues to work as a seamstress, but for another company. She likes her new job and says that she is paid fairly. In 2002, Erica won part of a legal settlement from Forever 21.

But many other sweatshop workers are not as fortunate. In 2000, Antonio M. worked in a


garden-hose factory in Brooklyn, New York. An illegal immigrant, Antonio, 42, was earning about \$300 dollars a week for 50 hours of work.

One night, he went to the hospital with a bloody nose. Doctors told him that exposure to the factory's toxic chemicals had damaged his kidneys.

"No one ever warned me about the chemicals," says Antonio. "A friend I worked with is now dead [from the exposure]. Another is dying in a hospital. I need a new set of kidneys or the same will happen to me."

Make the Road by Walking, an advocacy group in New York City, has filed a lawsuit on behalf of Antonio. Any financial award or settlement he receives will go toward his urgently needed transplant.

"This is injustice," says Antonio. "What happened to me shouldn't happen to anyone. They didn't pay me much when I worked there [at the factory]. And now, I'm the one who's paying." *JS*

 **GLOBAL EXCHANGE**  
[www.globalexchange.org](http://www.globalexchange.org)



Workers sew at a *maquila*, or sweatshop, in Guatemala City, Guatemala.

### Your Turn

#### WORD MATCH

- |                |                  |
|----------------|------------------|
| 1. garment     | A. support       |
| 2. substandard | B. attention     |
| 3. advocacy    | C. break         |
| 4. scrutiny    | D. below minimum |
| 5. violate     | E. clothing      |

#### THINK ABOUT IT

Were the clothes, games, or sports equipment you brought recently made in a sweatshop? How could you find out?

NOVEMBER 24, 2003 9

## Some Retailers Say More about Their Clothing Origins

By Stephanie Clifford

The revolution that has swept the food industry is expanding to retail: origins matter.

With fair-trade coffee and organic fruit now standard on grocery shelves, consumers concerned with working conditions, environmental issues and outsourcing are increasingly demanding similar accountability for their T-shirts. The issue has been brought to the forefront by the garment factory collapse in Bangladesh, which killed more than 800 people.

And some retailers are doing what was once unthinkable, handing over information about exactly how, and where, their products were made.

Everlane, an online boutique, last week added paragraphs to its Web site describing the factories where its products are made.

Nordstrom says it is considering adding information about clothes produced in humane working conditions.

An online boutique breaks down the number of workers involved in making each item and the cost of every component, while a textiles company intends to trumpet the fair-trade origins of its robes when Bed Bath & Beyond starts selling them this month.

And a group of major retailers and apparel companies, including some — like Nike and Walmart — with a history of controversial manufacturing practices overseas, says it is developing an index that will include labor, social and environmental measures.

New research indicates a growing consumer demand for information about how and where goods are produced. A study last year by professors at the Massachusetts Institute of Technology and Harvard showed that some consumers — even those who were focused on discount prices — were not only willing to pay more, but actually did pay more, for clothes that carried signs about fair-labor practices.

“There’s real demand for sweat-free products,” said Ian Robinson, a lecturer and research scientist at the University of Michigan who studies labor issues. Consumers “don’t have the information they need, and they do care.”

## Some Retailers Say More about Their Clothing Origins

By Stephanie Clifford

The garment factory collapse that killed more than 800 workers in Bangladesh last month has added urgency to the movement, as retailers have seen queries stream in from worried customers.

“In the clothing industry, everybody wears it every day, but we have no idea where it comes from,” said Michael Preysman, Everlane’s chief executive and founder. “People are starting to slowly clue in to this notion of where products are made.”

Major retailers have long balked at disclosing the full trail, saying that sourcing is inherently complex — a sweater made in Italy may have thread, wool and dye from elsewhere. Another reason: Workplace protections are expensive, and cheap clothes, no matter where or how they are manufactured, still sell, as H&M, Zara and Joe Fresh show through their rapid expansion.

But labor advocates note that consumers’ appetite for more information may put competitive pressure on retailers who are less than forthcoming. In recent weeks, government officials, including Chancellor Angela Merkel of Germany, and labor and consumer advocates have cited the Bangladesh collapse in calling for the adoption of fair-trade standards or labeling. In direct response to what happened in Bangladesh, Everlane added information to its Web site about the factories where its clothing is made. “This factory is located 10 minutes from our L.A. office,” one description for a T-shirt reads. “Mr. Kim, the owner, has been in the L.A. garment business for over 30 years.”

Everlane says it will soon add cost breakdowns for all of its clothing, along with photographs of factories where that clothing is made and information about the production.

Mr. Preysman says Everlane has long received questions from customers “around where the products are sourced from and how we can tell that the labor is good.” It is an inexact science, he said. But he added that he looks for factories certified by independent outside organizations and has executives spend time with a factory’s owner to see if he or she “is a decent human being.”

Honest By, a high-fashion site introduced last year, includes even more specific information about its products. Take a cotton shirt that costs about \$320: it took 33 minutes to cut, 145 minutes to assemble and 10 minutes to iron at a Belgian factory, then the trim took an additional 10 minutes at a Slovenian plant. The safety pin cost 4 cents, and transportation about \$10.50.

## Some Retailers Say More about Their Clothing Origins

By Stephanie Clifford

Bruno Pieters, the site's founder, said by e-mail that "as long as we keep paying companies to be unsustainable and unethical, they will be." But, he said, that may be changing. He cited a spike in sales that he asserted was in response to issues raised by recent overseas sourcing disasters.

Lush Cosmetics, a company based in Britain, has added video from its factories and photographs from buying trips to places like Kenya and Ghana to its Facebook page. Simon Constantine, head perfumer and ethical buyer, said he would like to add links to the factories Lush buys from, to encourage other cosmetics companies to support them.

Nordstrom said it had provided factory information in response to shoppers' calls, and was considering going a step further, said Tara Darrow, a spokeswoman. The Nordstrom Web site specifies eco-friendly products, "so how can we do the same with people-friendly?" Ms. Darrow asked. "Hearing from customers and knowing they care definitely compels us to want to do more."

A variety of groups are working on new apparel industry labor standards.

The Sustainable Apparel Coalition, which includes big names like Nike, Walmart, Gap, J. C. Penney and Target, has been testing an index called the Higg Index. It started last year with environmental goals, but the new version due this fall will include social and labor measurements.

The coalition was formed in 2011 to create one industry standard for sustainability and labor practices, rather than a patchwork approach. Some of the companies supporting this index have had sourcing problems — Walmart subcontractors were using the Tazreen factory, the Bangladesh plant where a fire killed 112 workers last November. Gap, Target and Penney produced clothing at another Bangladesh factory, where a fire killed about 30 workers in 2010. Nike, which faced a global boycott over sweatshop conditions in its overseas factories, was among the first major apparel companies pressured to disclose the factories it uses.

For now, the index is just for companies' internal use. But Jason Kibbey, executive director of the coalition, said the goal was to give the information to shoppers, too, through a label or via the Web or apps. Labor advocates like Scott Nova, executive director of the Worker Rights Consortium, however, say that self-regulation may be ineffective.

## Some Retailers Say More about Their Clothing Origins

By Stephanie Clifford

Another certification, Fair Trade USA, began in coffee and only recently moved into apparel. PrAna, a yoga company that is among the first American apparel firms to be fair-trade certified, said the process included tours of its cut-and-sew plant in Liberia and other factories, a review of factory books and systems, and an assessment of workers' pay relative to local salaries. PrAna sold one fair-trade T-shirt in 2011, and now sells nine such products.

Those products are priced 10 percent more than a comparable item, said its chief executive, Scott Kerslake, and they have been selling well, but PrAna has to be careful not to "completely chase away consumers on it" given the more expensive process. Now, it is trying to do more to alert consumers to the certification: the logo is only on PrAna's tags, but it plans to put the certification logo on garments.

For some shoppers, the fair-trade pitch goes only so far. Marci Zaroff, founder of Under the Canopy, which is introducing a fair-trade certified bathrobe at Bed Bath & Beyond this month, said it could be hard to convey the message, and "that's why we sell on style, quality and price."

Neeru Paharia, an assistant professor at the McDonough School of Business at Georgetown, recently completed a study on consumers' attitudes toward sweatshop labor. She found that the complex supply chain in retailing made it easier for consumers to justify poor labor practices.

"Most people probably would not hire a child, lock them in their basement, and have them make their clothes," she said, "but this system is so abstracted."

She also found that consumers were concerned with labor practices — as long as they were not that interested in buying a product like shoes. But "if the shoes are cute — if they like the shoes — they actually think sweatshop labor is less wrong," she said.

The collapse in Bangladesh may be changing that. One look at the Facebook site of Joe Fresh, which produced clothing at that factory, suggests that customers are upset, and Joe Fresh's parent, Loblaw Companies, has vowed to audit factories more aggressively and compensate the victims' families. Shoppers like Lauri Langton, 62, of Seattle, plan to push retailers for more information. "You should be able to tell, right away, where the product is produced, so that you can walk away from the product and not buy it if you do not believe it was produced in a humane way," she said. "That's where we have power as consumers."

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Suggested Texts Chart

Suggested Texts	Possible Supporting Research Questions
A. “It’s Incredibly Difficult to Prove That Clothing is ‘Ethically Made’”	Are there any examples of consumers doing anything to change the working conditions of garment factories?  What are some corporations that are trying to improve the working conditions in garment factories?
B. “Teens In Sweatshops”	
C. “Some Retailers Say More about Their Clothing Origins”	Who gives consumers like me information about working conditions?  What are some corporations that are trying to improve the working conditions in garment factories?



### Model Research Synthesis

Working conditions in the electronic industry are sometimes good, but often bad. For instance, there is some conflicting information about how Foxconn workers are treated. On one hand, the company says its workers are treated well. Steve Jobs, the former CEO of Apple, told *The New York Times* that even though Foxconn is a factory, “... they’ve got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it’s a pretty nice factory.” (Duhigg) Workers say that compared to other factories, it is much cleaner and safer—and recently, Foxconn has limited the overtime hours workers must work without lessening their pay. (Huffington Post)

However, several incidents lately suggest that the working conditions are not safe. According *The New York Times*, there have been two separate deadly explosions at iPad factories. Before these blasts, an independent monitoring group in China had alerted Apple to the hazardous conditions. Mr. Duhigg also reports that two years ago, many workers were injured when they were forced to clean iPhones screens with a dangerous chemical. There have been riots at the factory, and *The New York Times* reports that this discontent is because “Employees work excessive overtime, in some cases seven days a week, and live in crowded dorms. Some say they stand so long that their legs swell until they can hardly walk.” But interestingly, some of the workers like these long hours. The Huffington post reported that Wu, a young employee, said she wants to work overtime. “We work less overtime, it would mean less money,” she said.

Investopedia.com reports that Foxconn workers get paid \$1.78 per hour. According to *Dateline*, the total cost of labor for each iPhone is between \$12.50 and \$30. That means that if Apple sells the phones for a few hundred dollars, it is making more than 90% profit. Clearly it can afford to pay the Foxconn workers more. Lois Woo, a Foxconn executive, told Bill Weir of *Dateline* that the company would be open to paying its employees more if Apple would facilitate that. Some people doubt that will ever happen. *The New York Times* quotes a former worker as saying, “Apple never cared about anything other than increasing product quality and decreasing production cost.... Workers’ welfare has nothing to do with [Apple’s] interests.”



Annotated Model Research Synthesis  
(for Teacher Reference)

	<i>First sentence answers overarching research question.</i>
Paragraph 1 Answers: How are workers treated at Foxconn	<b>Working conditions in the electronic industry are sometimes good, but often bad.</b> For instance, there is some conflicting information about how Foxconn workers are treated. On one hand, the company says its workers are treated well. <u>Steve Jobs, the former CEO of Apple, told <i>The New York Times</i> that even though Foxconn is a factory, “... they’ve got restaurants and movie theaters and hospitals and swimming pools, and I mean, for a factory, it’s a pretty nice factory.” (Duhigg)</u> Workers say that compared to other factories, it is much cleaner and safer—and recently, Foxconn has limited the overtime hours workers must work without lessening their pay. (Huffington Post)
Paragraph 2 Answers: Are working conditions in the electronics industry safe?	However, several incidents lately suggest that the working conditions are not safe. According <i>The New York Times</i> , there have been two separate deadly explosions at iPad factories. Before these blasts, an independent monitoring group in China had alerted Apple to the hazardous conditions. <u>Duhigg also reports that two years ago, many workers were injured when they were forced to clean iPhones screens with a dangerous chemical.</u> There have been riots at the factory, and <i>The New York Times</i> reports that this discontent is because “Employees work excessive overtime, in some cases seven days a week, and live in crowded dorms. Some say they stand so long that their legs swell until they can hardly walk.” But interestingly, some of the workers like these long hours. The Huffington post reported that Wu, a young employee, said she wants to work overtime. “We work less overtime, it would mean less money,” she said.
Paragraph 3 Answers: How much are workers at Foxconn paid?	Investopedia.com reports that Foxconn workers get paid \$1.78 per hour. According to <i>Dateline</i> , the total cost of labor for each iPhone is between \$12.50 and \$30. That means that if Apple sells the phones for a few hundred dollars, it is making more than 90% profit. Clearly it can afford to pay the Foxconn workers more. Lois Woo, a Foxconn executive, told Bill Weir of <i>Dateline</i> that the company would be open to paying its employees more if Apple would facilitate that. Some people doubt that will ever happen. <i>The New York Times</i> quotes a former worker as saying, “Apple never cared about anything other than increasing product quality and decreasing production cost.... Workers’ welfare has nothing to do with [Apple’s] interests.”



### Suggested Texts for this Lesson

As described in the Teaching Notes for this lesson, students may choose research texts from among the set listed on the Suggested Texts page, or other sources that either the teacher finds on his/her own.

Clifford, Stephanie. “Some Retailers Say More about Their Clothing Origins.” *The New York Times*. The New York Times, 09 May 2013. Web. 29 May 2013.

“It’s Incredibly Difficult to Prove That Clothing Is ‘Ethically Made.’” *Business Insider*. N.p., n.d. Web. 29 May 2013.

Landauro, Victor. “Teens In Sweatshops.” *Junior Scholastic* 106.8 (2003): 8. *Middle Search Plus*. Web. 29 May 2013.



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 3: Lesson 7**

## **End of Unit 3 Assessment: Writing a Research Synthesis**



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**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can conduct short research projects to answer a question. (W.7.7) I can use several sources in my research. (W.7.7) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can synthesize the information I learned from several sources into cohesive paragraphs.</li></ul>	<ul style="list-style-type: none"><li>End of Unit 3 Assessment</li></ul>



**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Planning the End of Unit Assessment (5 minutes)</p> <p>B. Review the Learning Target (2 minutes)</p> <p><b>2. Work Time</b></p> <p>A. End of Unit 3 Assessment (25 minutes)</p> <p>B. Creating the Rubric (8 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Finishing the Class Rubric (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit.</p>	<ul style="list-style-type: none"><li>• In this lesson, students have arrived at Step 6 of the Researcher’s Roadmap. They write several paragraphs that synthesize their learning and demonstrate what they have learned about working conditions. In preparation, they have paraphrased facts into their own words (throughout the unit), marked the facts they want to use (in Lesson 6), and planned the basic organization of the paragraph (in the entry task).</li><li>• Consider how you might give struggling writers more time to complete the end of unit assessment, for instance allow them to continue working while the class is creating the rubric in Work Time B. The criteria to use when assessing the research synthesis is listed on the student copy of the assessment, both to ensure that students know how they will be assessed, and also so that it can be used as a checklist when reviewing students’ synthesis.</li><li>• The assessment is focused on what information the students have gathered in their research, not how well they craft body paragraphs.</li><li>• In this lesson, you again will show students the model performance task (also used in Lesson 2). Ideally, you will be showing students the model performance task in this lesson. Ideally you will show them one you made in the same format they will use (see Preparation and Materials in Unit Overview).</li><li>• “iCare about the iPhone” is provided as a simple teacher model (see Preparation and Materials in Unit Overview). Consider using the information and formatting in this model as you create your own version of it, using the technology that your students will also use.</li><li>• In advance: Depending on the teacher model you will be using, ready the technology you will need. Also, create a blank Module 2A Performance Task rubric on chart paper (see Work Time B).</li></ul>



**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Lesson Vocabulary	Materials
synthesize	<ul style="list-style-type: none"> <li>• Researcher’s Notebook (from Lesson 1; one per student)</li> <li>• Researcher’s Roadmap anchor chart (from Lesson 2; one large copy to display and students’ own copies)</li> <li>• End of Unit 3 Assessment prompt (one per student and one for display)</li> <li>• Model Performance Task: “iCare about the iPhone” (from Lesson 2; one to display; see Teaching Notes above)</li> <li>• Module 2A Performance Task rubric (one per student and one to display; see Teaching Note)</li> <li>• Module 2A Performance Task rubric (sample responses, for teacher reference)</li> <li>• Document camera</li> <li>• Sticky notes (about 4 per student)</li> <li>• Module 2A Performance Task rubric (for Teacher Reference)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Planning the End of Unit Assessment (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to turn to Section III in their <b>Researcher’s Notebook</b> and complete it as their entry task.</li> </ul>	
<p><b>B. Review the Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask a volunteer to read the learning target for today. Ask students to raise their hands if they know what synthesize means (from Lesson 6). Wait for a few hands to go up and then call on a student. Explain that today they will work on Step 6 of the <b>Researcher’s Roadmap anchor chart</b>, where they synthesize their findings in preparation for sharing them in the performance task. This will give students a chance to demonstrate all they have learned from this short research project, including how to avoid plagiarism by paraphrasing. Express your confidence in their ability to do so.</li> </ul>	



**End of Unit 3 Assessment:**  
Writing a Research Synthesis

Work Time	Meeting Students' Needs
<p><b>A. Writing End of Unit 3 Assessment (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 3 Assessment prompt</b>. Ask students to read along silently as you read aloud. Ask if there are any clarifying questions. Direct them to complete the assessment silently and individually. Let them know that while they are writing, you will come around to check in on their independent reading. If they finish early, they may read their independent reading book.</li><li>• While students are working, circulate to check in on their independent reading progress.</li><li>• When students are done, collect their assessments and Researcher's Notebooks (see Teaching Note at the end of this lesson).</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle, consider asking them to answer one or two supporting research questions in their research synthesis.</li><li>• For students who need a challenge, consider encouraging them to answer more than three supporting research questions in their synthesis.</li></ul>



## Individual Research

Work Time (continued)	Meeting Students' Needs
<p><b>B. Creating the Rubric (8 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students they will now look at the <b>model performance task</b> (as they did in Lesson 2) and use it to create the rubric you will use to evaluate their performance task.</li> <li>Distribute the <b>Module 2A Performance Task rubric</b> and teacher model. If you have made an electronic version of the performance task, project it now (see Unit Overview Preparation and Materials). If not, project the simple copy of “iCare about the iPhone” from the supplementary materials attached to this lesson. Instruct students to read along silently as you read aloud through the model. Pause to ask what they notice about this model. How is it different from other writing they’ve done in class?</li> <li>Display the <b>Performance Task prompt</b> using the <b>document camera</b>. Ask students how the audience is different. How might that change the way they write this project? Listen for them to understand that the “voice” they write in will be less formal.</li> <li>Post blank Module 2A Performance Task rubric and orient students to it. Define any terms they may not know. Demonstrate what they’ll be doing with their partner by “thinking aloud” the Content and Analysis row. Write the bullet points on a class rubric that you will display. Consider saying something like this: <ul style="list-style-type: none"> <li>* “Based on the model, this project has three parts. The first section explains how the information relates to the consumer. The second section presents the facts. And the third section recommends the consumer take action. So to reach a 4 on content, a project will need to have all three parts. I’m going to write that as the first bullet point. I noticed that the third section shows some real thinking about a solution. The author didn’t just write ‘stop buying iPhones,’ so I’m going to write something about how the recommendation shows some thoughtful analysis of the problem and articulates a realistic option. For the third bullet point, I’m going to write how the author relates the product to the consumer. So I’ll write, ‘Content is engaging to the audience and clearly connected to the audience’s experience.’”</li> </ul> </li> <li>Invite students to turn and talk with the person next to them about the second row. Remind students to use the questions provided to help them write the bullet points. After a few minutes, ask a student to think aloud through the bullet points in Row 2. Write the ideas on the class rubric.</li> <li>Instruct students to work in pairs for the remaining two rows. They should write their bullet points on sticky notes.</li> </ul>	<ul style="list-style-type: none"> <li>Co-constructing the rubric based on the learning targets outlined from the standards allows students to envision a clear picture of what meeting these targets will look like in the final performance task. Research shows that engaging students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all learners, especially struggling learners.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Finishing the Class Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to come up and stick their ideas on the class rubric. Choose the best bullet points to transfer to the chart. You may do this as a class, time permitting, or do it after the students leave and share it with them in the next lesson.</li><li>• Collect students' Researcher's Notebooks.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit.</b></p> <p><i>Teaching Note: Finalize the class rubric so students will know how they will be evaluated on the performance task. Review students' Researcher's Notebooks to identify students who will need more support creating the final performance task. Be ready to return students' Researcher's Notebooks in Lesson</i></p>	



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# Grade 7: Module 2A: Unit 3: Lesson 7

## Supporting Materials



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**End of Unit 3 Assessment Prompt:**  
Writing a Research Synthesis

In Unit 3, you have been working toward these learning targets:

I can conduct a short research project. (W.7.7)

I can generate additional questions for further research. (W.7.7)

I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

Now you get to show how well you have reached these standards. To show your progress, your research synthesis will be evaluated for the following items:

\_\_\_\_\_ You directly address the overarching research question.

\_\_\_\_\_ You answer one or more of the supporting research questions.

\_\_\_\_\_ You use information from more than one source.

\_\_\_\_\_ You paraphrase information from sources.

I'm excited to see your good work!

**Research Synthesis**

**Directions:** In well-written paragraphs, synthesize your findings about working conditions in the garment industry. Remember to use complete sentences and to acknowledge your sources.

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Module 2A Performance Task Rubric

**Directions:** Read the model performance task.

Criteria	Questions to discuss with your partner	What a 4 look like? Write three bullets here.
Content	What are the three parts of this project? What do you notice about the recommended action?	
Command of Evidence	What kinds of facts does the author use? How are facts presented?	
Cohesion/Style	What do you notice about the layout? What is the intended audience? How do you know?	
Conventions	What do you notice about the language? Grammar? Spelling? Conventions?	

**Module 2A Performance Task Rubric**  
(for Teacher Reference)

**Directions:** Read the model performance task.

Criteria	Questions to discuss with your partner	What a 4 look like? Write three bullets here.
Content	<p>What are the three parts of this project?</p> <p>What do you notice about the recommended action?</p>	<ul style="list-style-type: none"> <li>• It includes a section about how it relates to the consumer, the facts a consumer needs to know, and what action a consumer can take.</li> <li>• The recommendation shows some thoughtful analysis of the problem and articulates a realistic option.</li> <li>• The content is engaging to the audience and clearly connected to the audience's experience.</li> </ul>
Command of Evidence	<p>What kinds of facts does the author use?</p> <p>How are facts presented?</p>	<ul style="list-style-type: none"> <li>• Facts are compelling</li> <li>• Facts are true</li> <li>• Facts are written in the author's voice</li> </ul>
Cohesion/Style	<p>What do you notice about the layout?</p> <p>What is the intended audience?</p> <p>How do you know?</p>	<ul style="list-style-type: none"> <li>• Layout and graphics are engaging to the audience</li> <li>• Voice is appropriate to the task and audience</li> <li>• Style</li> </ul>



Criteria	Questions to discuss with your partner	What a 4 look like? Write three bullets here.
Conventions	What do you notice about the language? Grammar? Spelling? Conventions?	Although it is written in an informal style, it still holds with the conventions of standard English.



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 3: Lesson 8**

## **Performance Task: Planning the Final Brochure**



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**Performance Task:**  
Planning the Final Brochure

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can use what I learned in my research to decide how I will respond as a consumer to the issue of working conditions in the garment industry.</li><li>• I can select information from my research to include in my brochure.</li></ul>	<ul style="list-style-type: none"><li>• Researcher's Notebook</li><li>• Brochure Planning Guide</li></ul>



**Performance Task:**  
Planning the Final Brochure

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Creating a Plan of Action (10 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Brochure Planning Guide (15 minutes)</p> <p>B. Creating Final Brochure (15 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Turn and Talk (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</p>	<ul style="list-style-type: none"><li>• In this lesson, students complete the final section of their Researcher's Notebook, in which they formulate a plan of action based on their research findings.</li><li>• For the “works cited” part of their brochure, students are asked to identify which sources they used from a “works cited” list that is provided in the Brochure Planning Guide. Students will develop the skills they need to create their own citations in Module 4.</li><li>• Next, students work with a partner to create the final performance task. Consider how you want students to be paired: assign pairs yourself, allow controlled choice, etc.</li><li>• In order to be successful, students will need to collaborate effectively with their partners; consider how your existing class culture and routines can support this.</li><li>• For work time, consider both how you will spend your time and how you will support students in using this time well. You might confer with each pair, pull several pairs to support more intensively, or provide a formal checkpoint for each pair. Students might benefit from a routine in which you ask partners to commit to a goal for the next 15 minutes, then check in to see if they have reached that goal, then set the next goal.</li><li>• Consider how you support students in using the platform on which they are publishing most effectively. Lesson 9 includes a mini lesson on layout and technology; consider using the time in this lesson to have students sketch out on paper what their final product will look like. If your students are going to start using technology today, consider moving part of Lesson 9 to this lesson.</li><li>• If students are working with a technology platform that is new to them, consider providing a resource to help them other than just asking you questions individually, as there is no way one adult can field that many questions in a single class period. For example, consider creating an online user's guide or a handout with common functions and questions. Remind students that they need to use all of their resources during work time before asking you for help.</li><li>• In Lesson 10, students will have time the opportunity to write a book review about their independent reading book. If students chose longer books, consider checking in with them and making sure they understand what page they should read to. For more information, see Launching Independent Reading in Grades 6–8: Sample Plan on EngageNY.org.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• In advance: Decide on student pairings. Review students' Researcher's Notebooks.</li></ul>

**Performance Task:**  
Planning the Final Brochure

Lesson Vocabulary	Materials
graphic design	<ul style="list-style-type: none"><li>• Model Performance Task: “iCare about the iPhone” (from Lesson 2; one to display)</li><li>• Researcher's Notebook (from Lesson 1; one per student)</li><li>• Brochure Planning Guide (one per pair)</li><li>• Directions for using technology (new; teacher-created; optional; see Teaching Note above)</li></ul>



**Performance Task:**  
Planning the Final Brochure

Opening	Meeting Students' Needs
<p><b>A. Creating a Plan of Action (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>model performance task: “iCare about the iPhone”</b> brochure and direct students’ attention to the “Want to Do Something? Do This!” section. Ask them to read it silently and raise their hands when they are ready to paraphrase the recommendation the author is making.</li><li>• After most students have their hands raised, call on several students to share out. Listen for them to notice that the recommendation is to keep buying iPhones but to write a letter to Apple saying that you care about working conditions.</li><li>• Ask students to turn to an elbow partner and discuss the following questions. After each question, give students time to talk with their partner, then cold call on pairs to share out. “How did the research inform this plan?”</li><li>• Listen for them to say that the research made it clear that lots of companies use Foxconn, and that the workers there want to have jobs.<ul style="list-style-type: none"><li>• “Does this plan seem reasonable? Why?”</li></ul></li><li>• Listen for them to point out that this plan relies on evidence—it is not just a feeling of either outrage or acceptance, but a more complex response to a complicated situation.</li><li>• Tell students that their research on the garment industry has prepared them to do this type of nuanced thinking about their role as clothing consumers.</li><li>• Return students <b>Researcher’s Notebooks</b>. Direct students to the Plan of Action section of their Researcher’s Notebooks. Read through the options provided, directing students to read along with you. Give students several minutes to think alone, and check the actions that they might take.</li><li>• Invite students to talk to their elbow partner again: “What will your plan of action be? Why?”</li><li>• Give students a few minutes to record their plans of action. Consider naming a few times you heard research being used particularly effectively.</li></ul>	



End of Unit 3 Assessment:  
Writing a Research Synthesis

Work Time	Meeting Students' Needs
<p><b>A. Brochure Planning Guide (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to find their partners and distribute one <b>Brochure Planning Guide</b> to each pair. When students are settled, tell them they have all individually done strong research and are ready to give expert advice to other consumers. Now they will collaborate to produce a brochure to educate people like them—teenagers who buy clothes and wonder what they should know about working conditions in the garment industry.</li><li>• Ask students how collaborating will make their final products stronger. Listen for: “The ideas will be more carefully selected,” “The writing will be clearer,” and “The layout will include more ideas.” Ask them what they can do to be effective collaborators. Listen for them to say things like: “Making sure I understand my partner’s ideas,” “Using information from both of our Researcher’s Notebooks,” etc.</li><li>• Tell students that before they start talking, each student needs to look through his or her Researcher’s Notebook and star three or four facts that they think will be important to include in their brochure. Enforce silent work time for a few minutes.</li><li>• Finally, direct students to work together to complete the Brochure Planning Guide. Consider how you might confer strategically with groups. Set a time for pairs to be done with the guide. Consider requiring that pairs get their guides checked by you before they proceed to creating a final product.).</li></ul>	<ul style="list-style-type: none"><li>• Asking students to be metacognitive about partner work supports the development of collaboration skills.</li></ul>
<p><b>B. Creating Final Brochure (15 minutes)</b></p> <ul style="list-style-type: none"><li>• As pairs finish the Brochure Planning Guide, they should begin to create their final product. Consider requiring that students do a paper sketch of what their layout will look like before starting to use whatever format you have decided on for the final product.</li></ul>	



**Performance Task:**  
Planning the Final Brochure

Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What is one thing you and your partner did today that helped you collaborate effectively? What is one thing you will need to keep in mind tomorrow as you create your final product?”</li></ul></li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</b></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 8

## Supporting Materials



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**Performance Task:**  
Planning the Final Brochure

With a partner, you will create *Threads: A Young Person's Guide to Buying Clothes*. This is a publishable brochure written for your peers that will share your research findings with them.

The brochure will include the following:

**Title:** *Threads: A Young Person's Guide to Buying Clothes*

(or our own title: \_\_\_\_\_)

**Section I:** Overview (or your own title: \_\_\_\_\_)

What is the basic information someone your age needs to know about the garment industry?

**Section II:** Working Conditions in the Garment Industry

(or your own title: \_\_\_\_\_)

What are the six most compelling pieces of information someone your age needs to know about the garment industry?  
(Remember to include a mix of positive and negative facts.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Section III:** Advice to Consumers (or your own title: \_\_\_\_\_)

What can consumers do with this information? What action, if any, do you think they should take?

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**Performance Task:**  
Planning the Final Brochure

**Section IV: Works Cited**

Here are the articles we have read and discussed as a class. Star the sources that you and your partner used in your research. Then copy those sources into your brochure, making sure to keep them in alphabetical order:

“Are Your Clothes Made in Sweatshops?” *Oxfam Australia*. N.p., n.d. Web. 29 May 2013.

Clifford, Stephanie. “Some Retailers Say More about Their Clothing Origins.” *The New York Times*. The New York Times, 09 May 2013. Web. 29 May 2013.

Greenhouse, Steven. “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” *The New York Times*. The New York Times, 18 July 2010. Web. 20 May 2013.

“Imas’ Story.” *Oxfam Australia*. n.d. Web. 29 May 2013.

“It’s Incredibly Difficult to Prove That Clothing Is ‘Ethically Made’” *Business Insider*. N.p., n.d. Web. 29 May 2013.

Kay, Tabea. “Ethical Style: How Is My T-Shirt Made?” *GOOD*. GOOD, 9 Feb. 2012. Web. 16 May 2013.

Landauro, Victor. “Teens In Sweatshops.” *Junior Scholastic* 106.8 (2003): 8. *Middle Search Plus*. Web. 29 May 2013.

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EXPEDITIONARY  
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# **Grade 7: Module 2A: Unit 3: Lesson 9**

## **Performance Task: Publishing the Final Brochure**



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**Performance Task:**  
Publishing the Final Brochure

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can design a brochure in which the layout, style, and language make my meaning clear and engage a teenage audience.</li></ul>	<ul style="list-style-type: none"><li>Final version of performance task</li></ul>



**Performance Task:**  
Publishing the Final Brochure

Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Mini Lesson: What Makes a Layout Effective? (10 minutes)</p> <p><b>2. Work Time</b></p> <p>B. Completing Final Draft of Brochure (30 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Turn and Talk (5 minutes)</p> <p><b>4. Homework</b></p> <p>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</p>	<ul style="list-style-type: none"><li>• In this lesson, students work on finalizing their brochures. This lesson runs as a workshop lesson: It begins with a mini lesson, continues with a large chunk of work time, and concludes with a debrief. For work time, consider both how you will spend your time and how you will support students in using this time well. You might confer with each pair, pull several pairs to support more intensively, or provide a formal checkpoint for each pair. Students might benefit from a routine in which you ask partners to commit to a goal for the next 15 minutes, then check in to see if they have reached that goal, then set the next goal.</li><li>• Consider how you will structure the entry task and mini lesson to support students use of technology to create their brochures (see Opening A in the lesson plan). This portion of the lesson will vary a great deal depending on which (if any) technology you are using. Remember that this performance task is designed to give students an authentic audience for their research. The synthesis of that research is the most important part of the brochure, not the layout or genre of brochures.</li><li>• Consider inviting the technology specialist in your school to assist or to plan this lesson with you.</li><li>• If students are working with a technology platform that is new to them, consider providing a resource to help them other than just asking you questions individually, as there is no way one adult can field that many questions in a single class period. For example, consider creating an online user's guide or a handout with common functions and questions. Remind students that they need to use all of their resources during work time before asking you for help.</li><li>• In advance: Plan the mini lesson and support for any new technology students will use.</li></ul>



**Performance Task:**  
Publishing the Final Brochure

Lesson Vocabulary	Materials
graphic design	<ul style="list-style-type: none"><li>• Model Performance Task: “iCare about the iPhone” (from Lesson 2; one to display)</li><li>• Entry Task (one per student; teacher-created; see Teaching Note above)</li><li>• Brochure Planning Guide (from Lesson 8; one per pair)</li><li>• Directions for using technology (from Lesson 8; optional; teacher-created)</li></ul>



**Performance Task:**  
Planning the Final Brochure

Opening	Meeting Students' Needs
<p><b>A. Mini Lesson: What Makes a Layout Effective? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>model performance task</b> where all students can see it.</li><li>• Post the <b>Entry Task</b> (Tailor this to suit the needs of the platform students will work with):<ul style="list-style-type: none"><li>* “How did the author use layout and graphic design to get your attention and communicate clearly? What do you notice (about the use of headings, color, graphics, and the placement of text and objects)?”</li></ul></li><li>• Briefly define layout and graphic design, and remind students that just as using language appropriate to their task will help their audience understand their ideas, the way they lay out and design their brochure will also very much affect how the audience engages with and understands their work.</li><li>• Direct students to complete the entry task on a piece of paper.</li><li>• Then ask a number of students to share what is effective in the model. Prompt them: “How does that get the reader’s attention? How does it make the meaning clear?” Middle school students can get caught up in the tricks and frills of a technology; it is important that they understand that the technology is a tool used to engage and communicate with your audience, not something that has value just because it “looks cool.”</li><li>• If appropriate, share with students how to use this technology, and in particular how to make it do the things they noticed were effective in the model.</li></ul>	<ul style="list-style-type: none"><li>• Discussing a model provides a clear vision of the expectation for students.</li></ul>



End of Unit 3 Assessment:  
Writing a Research Synthesis

Work Time	Meeting Students' Needs
<p><b>A. Completing Final Draft of Brochure (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to work in pairs (from Lesson 8) and to use their <b>Brochure Planning Guide</b>. They should focus on completing a final draft of their brochure.</li><li>• Consider how you might confer strategically with groups at a particular checkpoint (this will vary depending on technology), or pull several pairs for additional support.</li><li>• Consider supporting pairs in setting goals for 15-minute periods, and checking in with them at the end of that time to see if they met that goal and set another goal for the following 15 minutes.</li><li>• As you circulate, look for examples of students who are making strong decisions about their work, to share during the debrief (below).</li></ul>	<ul style="list-style-type: none"><li>• Some students may have strengths in art or technology. Consider using them as “teacher assistants” during work time.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Turn and Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* “What is one layout decision you made that has worked out really well? How does it help you engage and communicate with your audience?”</li></ul></li><li>• Call on several pairs (it’s best if you select strong work in advance) to share their decisions with the class.</li></ul>	
Homework	Meeting Students' Needs
<p><b>A. Continue reading in your independent reading book for this unit. Remember that in Lesson 10, we will be writing book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.</b></p>	



EXPEDITIONARY  
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# Grade 7: Module 2A: Unit 3: Lesson 10

## Module Reflection and Writing Book Reviews



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## Module Reflection and Writing Book Reviews

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces. (RL.7.11)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can consider how what I learn in school affects my choices outside of school.</li><li>• I can write a book review that helps my classmates decide whether to read a book.</li></ul>	<ul style="list-style-type: none"><li>• Working Conditions Reflection</li><li>• Book review</li></ul>



## Module Reflection and Writing Book Reviews

Agenda	Teaching Notes
<b>1. Opening</b> A. Celebrating Final Performance Task (5 minutes)	<ul style="list-style-type: none"><li>In this final lesson of the unit and module, students will turn in their final performance task and celebrate and reflect on their work.</li></ul>
<b>2. Work Time</b> A. Reflecting on Module (10 minutes) B. Writing a Book Review (25 minutes)	<ul style="list-style-type: none"><li>Consider how students might share their work with a larger audience, and be prepared to remind students of that opportunity in this lesson.</li></ul>
<b>3. Closing and Assessment</b> A. Goal Setting for Independent Reading (5 minutes)	<ul style="list-style-type: none"><li>The module reflection that students do is intended to support their personal and civic growth; it is not intended as an assessment of literacy skills.</li></ul>
<b>4. Homework</b> A. Finish your book review. B. Continue reading in your independent reading book for this unit.	<ul style="list-style-type: none"><li>In this lesson, students also write book reviews for their independent reading books. See two separate stand-alone documents on EngageNY.org—The Importance of Increasing the Volume of Reading, and Launching Independent Reading in Grades 6–8: Sample Plan—which together provide the rationale and practical guidance for a robust independent reading program.</li><li>In advance: Decide in which form students will publish their book review, and create a model in that form. The stand-alone document has a student guide for writing a book review that you may find useful. Also, decide in advance whether you will follow up the book reviews with book talks.</li></ul>



## Module Reflection and Writing Book Reviews

Lesson Vocabulary	Materials
book review	<ul style="list-style-type: none"><li>• Sticky notes (one per student)</li><li>• Student essays and rubrics on <i>Lyddie</i> (from Unit 1)</li><li>• Writing Improvement Trackers (from Unit 1, Lesson 16; one per student)</li><li>• Working Conditions Reflection (one per student)</li><li>• Working Conditions anchor chart (begun in Unit 1, Lesson 1)</li><li>• Model book review (one per student and one to display; teacher-created; see Teaching Note above)</li><li>• Reader's Review worksheet (one per student; from separate stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6-8: Sample Plan)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Celebrating Final Performance Task (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to display or get out their final brochures (if they are electronic, this may not be feasible).</li><li>• Give each student a <b>sticky note</b> and ask them to write and complete this sentence:<ul style="list-style-type: none"><li>* "In my brochure, I engaged my audience and communicated effectively by ..."</li></ul></li><li>• Ask several students to share out. Celebrate students' grasp of the issues, use of evidence, effective voice, and creative layout. Point out that by researching carefully, they developed expertise on a relevant subject and shared it effectively.</li><li>• Consider posting their sticky notes on a bulletin board or flip chart to create a class narrative about high-quality work.</li></ul>	



## Module Reflection and Writing Book Reviews

Work Time	Meeting Students' Needs
<p><b>A. Reflecting on the Module (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their work and their accomplishments in reading and writing over the course of the module. Tell students they will take a few minutes now to consider what they will take away from this module about writing and about working conditions.</li><li>• Distribute <b>student essays and rubrics on Lyddie</b> (from Unit 1), as well as students' <b>Writing Improvement Trackers</b>. Ask students to reflect on their writing skills as they did before writing their essays on <i>Lyddie</i>.</li><li>• Distribute the <b>Working Conditions Reflection</b>. Point out the <b>Working Conditions anchor chart</b> and give students time to work individually. Assure students that the purpose of this reflection is not a test—it is just to give them time to think about what they have learned. You will check off that it is complete and thoughtful, but there are no right answers and this is not an assessment.</li><li>• If you would like, call on several students to share their answers.</li><li>• Collect the Writing Improvement Trackers and save them to refer to in Module 3.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>



## Module Reflection and Writing Book Reviews

Work Time	Meeting Students' Needs
<p><b>B. Writing a Book Review (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their work with independent reading. If possible, share data about how many books students have read or how many of them met their reading goals.</li><li>• Tell students that they are experts in recommending their books to their classmates: They know the books and they know their classmates. Today you will begin a process that will eventually build a big collection of book recommendations, so that students can figure out what books they want to read by asking the experts: other teenagers who have read those books.</li><li>• Distribute and display the <b>model book review</b> in the form you have chosen for students to use to publish their book reviews. Read it aloud as students read silently. Ask:<ul style="list-style-type: none"><li>* “What do you notice about this?”</li><li>* “What did the author say about the book? What didn’t she say?”</li></ul></li><li>• Tell students that now they will write a review for their independent reading book. Consider which scaffolds will help your students be successful, and use some or all of the following:<ul style="list-style-type: none"><li>* Turn and talk: Give a 1-minute oral review of your book.</li><li>* Reader’s Review worksheet from the separate EngageNY.org document</li><li>* Another graphic organizer</li><li>* A rubric you plan to use to assess the reviews</li></ul></li></ul> <p>Give students the remainder of the time to work individually. Confer with students as needed. Depending on your class and the format of the book review, some students may need to complete their reviews for homework.</p>	



Module Reflection and Writing Book Reviews

Closing and Assessment	Meeting Students' Needs
<b>A. Goal Setting for Independent Reading (5 minutes)</b> <ul style="list-style-type: none"><li>• Use whichever routine you have established to have students check in to see if they met their last independent reading goal and to set a new goal.</li></ul>	
Homework	Meeting Students' Needs
<b>A. Finish your book review.</b> <b>B. Continue reading in your independent reading book for this unit.</b> <i>Teaching Note: Save students' Writing Improvement Trackers to refer to again in Module 3.</i>	



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# Grade 7: Module 2A: Unit 3: Lesson 10

## Supporting Materials



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## Working Conditions Reflection

This is not a test!

The purpose of this assignment is to provide you with some time to reflect on what you have learned about working conditions in this module. It will be graded only for completeness and thoughtfulness; there are no right answers. You may find it helpful to refer to the Working Conditions anchor chart that we have been using throughout this module.

1. When you get a job, which category of working conditions do you think will matter most to you? Why? What will you look for in that category?

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2. We talked about four agents of change for working conditions: workers, the government, consumers, and businesses. Which example of how working conditions were changed for the better was most interesting or compelling for you? Why? What agent(s) of change were responsible for this change?

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3. To what extent has our study of working conditions affected the decisions you make as a consumer? Are there new questions you will ask yourself when you're shopping? Why or why not?

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4. Do you think working conditions are better now than they were in *Lyddie*? Why or why not?

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