



EXPEDITIONARY  
LEARNING

# 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
<p>evidence, claim; pact (108), hinder (109), stilled (110), ornery (111), infirmary (112), cast off (113), husks (113), draft (115)</p>	<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”?

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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
<p>1. What about the working conditions makes Betsy think she should sign the petition?</p>	<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>
<p>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>	<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>
<p>3. Workers who signed the petition might be <i>blacklisted</i> (92). What does this mean?</p>	<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
<p>4. How does Lyddie compare the factory work to her life in the tavern?</p>	<p>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.</p>
<p>5. Lyddie says, “I got to have the money. I got to pay the debts before –“ (92) What does she mean?</p>	<p>5. Listen for students to say: “Lyddie is saving up money to buy her farm and keep her family together.”</p>
<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>
<p><b>Reasons to sign the petition</b></p>	<p><b>Reasons NOT to sign the petition</b></p>
<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>
<b>Reasons to sign the petition</b>	<b>Reasons NOT to sign the petition</b>



# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

**FOCUSING QUESTION** Why **should** Lyddie sign the petition?

QUOTE FROM NOVEL	QUOTE FROM NOVEL	QUOTE FROM NOVEL
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
How does it connect to working conditions and/or Lyddie's decision? .....	How does it connect to working conditions and/or Lyddie's decision? .....	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?

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



# FORMING EVIDENCE-BASED CLAIMS

Name ..... Date .....

<b>FOCUSING QUESTION</b>	Why <b>should</b> Lyddie <b>not</b> sign the petition?
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QUOTE FROM NOVEL	QUOTE FROM NOVEL	QUOTE FROM NOVEL
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
How does it connect to working conditions and/or Lyddie’s decision?.....	How does it connect to working conditions and/or Lyddie’s decision?.....	How does it connect to working conditions and/or Lyddie’s decision?.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

<b>REASONS TO SUPPORT CLAIM:</b>	<p><b>Given the evidence, what are the reasons that Lyddie should not sign the petition?</b></p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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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.

<b>Pages</b>	<b>From... to...</b>	<b>Focuses on</b>
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**

<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		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:					



<b>Chapter</b>	<b>Setting</b>	<b>Characters</b>	<b>Plot</b>	<b>How do setting, character, and/or plot interact?</b>
16				<p><i>What does Lyddie do for Rachel? What does Rachel do for Lyddie?</i></p> <p><i>What is Mr. Mardsen doing when Lyddie stomps his foot? 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		thereafter	129	
mind	127	pay attention	croon	129	
Other new words:					



<b>Chapter</b>	<b>Setting</b>	<b>Characters</b>	<b>Plot</b>	<b>How do setting, character, and/or plot interact?</b>
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:					



<b>Chapter</b>	<b>Setting</b>	<b>Characters</b>	<b>Plot</b>	<b>How do setting, character, and/or plot interact?</b>
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:					