



EXPEDITIONARY  
LEARNING

# 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**

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

**Ongoing Assessment**

- Mid-Unit 1 Assessment



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 Lyddie (one per student)</li> <li>• Mid-Unit 1 Assessment: How Working Conditions Affected Lyddie (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).

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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.)

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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 ...



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

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
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:					



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