



EXPEDITIONARY  
LEARNING

# 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 <i>Lyddie</i> 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. (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 <i>Ex: 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 <i>Ex: 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 <i>Ex: 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 <i>Ex: 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 <i>Ex: 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 <i>Ex: Nice pants and a nice shirt are appropriate to wear to a job interview.</i>