



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)	
<p>I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)</p> <p>I can use a variety of strategies to determine the meaning of unknown words or phrases. (L.7.4)</p> <p>I can analyze the interaction of literary elements of a story or drama. (RL.7.3)</p>	
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 <i>Lyddie</i>'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 Cafe protocol directions (Appendix 1; see also Module 1, Unit 1, Lesson 9)</li><li>• World Cafe 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>1. 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>2. 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>



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## 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.

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

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





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

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



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

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



.....  
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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