

MODULE 2: WE WILL EXPLORE HOW LYDDIE IS AFFECTED BY THE WORKING CONDITIONS IN THE MILL (FACTORY)

Today, we will be making meaning about how Katherine Paterson develop Lyddie's character and how working in the mill affects her. We will also analyze how working conditions affect Lyddie.



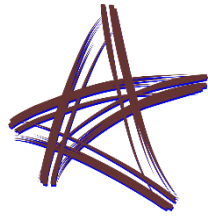
Module 2, Unit 1, Lesson 16 (A cont'd)

C-Day December 19, 2017 (modified shortened schedule)

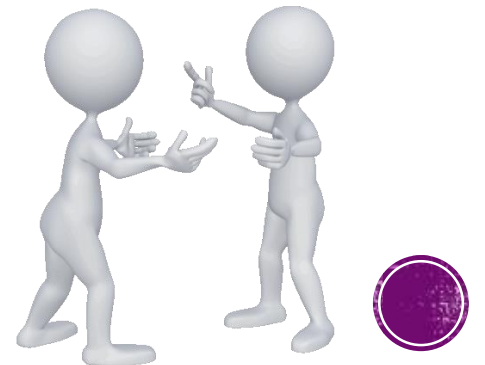
D-Day December 21, 2017



DO-NOW: LEARNING TARGET TRACKER



- I can cite specific textual evidence and analyze how the working conditions in the mill (factory) affect Lyddie and the other girls.
- I can continue to build my own analysis about our central text, Lyddie, by listening to my classmates and sharing my information with them.



EQ: WHAT ARE WORKING CONDITIONS, AND WHY DO THEY MATTER?

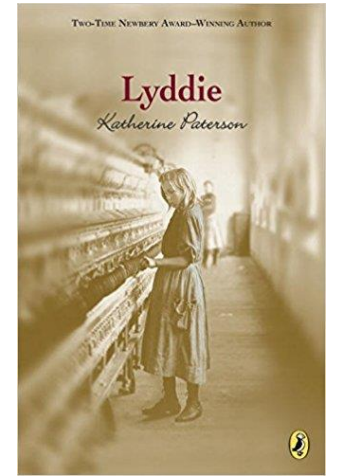


RE-VISIT WORKING CONDITIONS CATEGORIES

- Hours
- Compensation
- Health, Safety and Environment
- Treatment of Individual Workers (harassment, discrimination, etc.)
- Treatment of Groups of Workers (Unions, etc.)
- Child Labor and Forced Labor



CLOSE READING CH.12 LYDDIE BY KATHERINE PATERSON



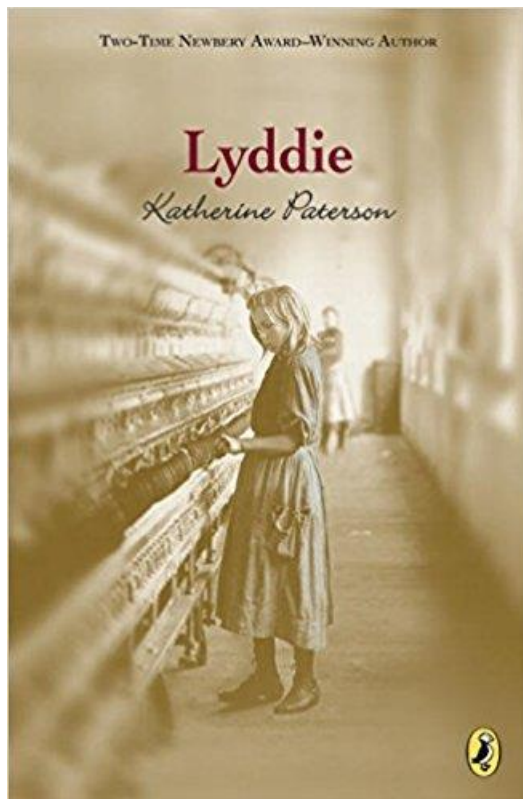
EW C

Gist sections of the
text

Label and annotate evidence of how Lyddie and
the girls are affected by the working conditions
in the mill (factory)



CLOSE READING (CH 12) LYDDIE BY KATHERINE PATERSON



What are working conditions, and why do they matter?

Katherine Paterson makes choices in the historical fiction text to develop the topic of working conditions.

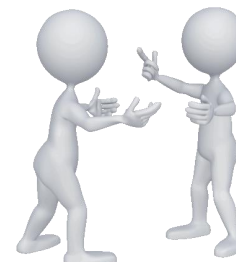


Before we read, let's talk about what we do when we read closely.

Things Close Readers Do ...

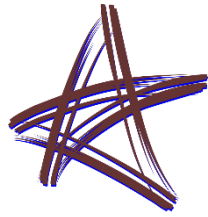


- Get the ***gist*** – figure out what the text is mostly about
- Re-read
- Cite evidence – **how Lyddie is affected by working conditions in the mill**
- Use details from the text to make inferences and analyze
- Use context clues to figure out word meanings
- Continuously think about how all this comes together for you as the reader
- Talk with others about the text

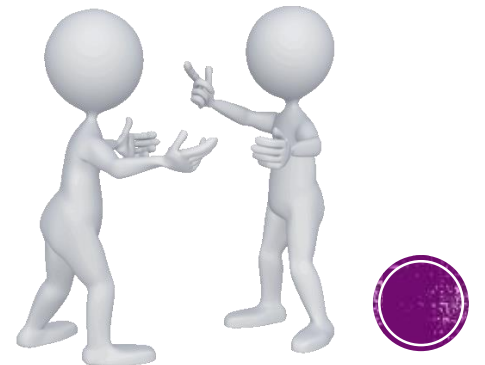




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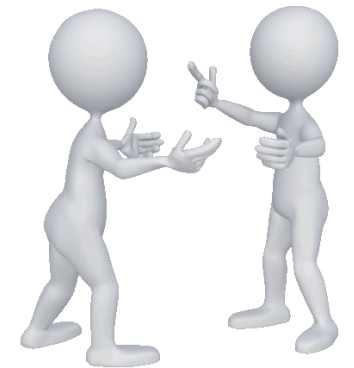
INDEPENDENT CLOSE READING FOR HOW LYDDIE AND THE GIRLS ARE AFFECTED BY THE WORKING CONDITIONS

Ewc



“I’M WORN OUT, AMELIA. WE’RE ALL WORN OUT,” SAID BETSY.

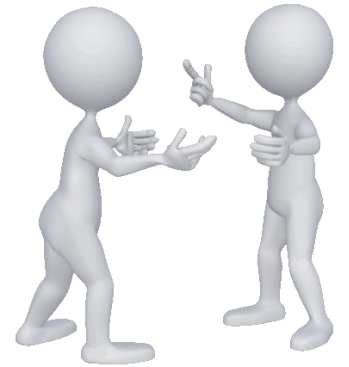
**TO WHOM IS BETSY REFERRING?
WHY ARE THEY ALL WORN OUT?**



BACK-TO-BACK, FACE-TO-FACE



HOW DO THE WORKING CONDITIONS IN THE MILL (FACTORY) AFFECT OUR MAIN CHARACTER, LYDDIE?



BACK-TO-BACK, FACE-TO-FACE



TEXT-DEPENDENT QUESTIONS (TDQS)

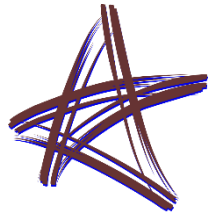
CHAPTER 12

INDEPENDENT WRITING

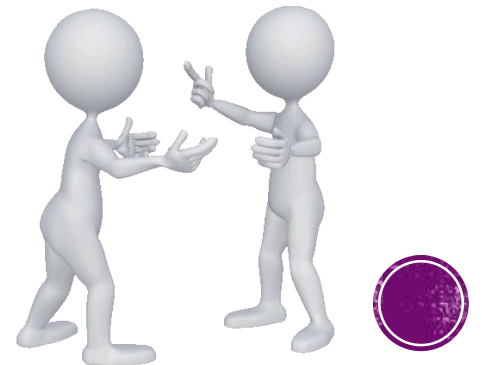




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EXIT TICKET – LEARNING TARGET TRACKER

<div><div>Learning Target _____ _____</div></div>			
<i>1 – I can't meet this target yet.</i>	<i>2 – I can meet some of the target, but I am still a little confused.</i>	<i>3 – I can meet this target.</i>	<i>4 – I can meet this target and help others meet it, too.</i>
Evidence: _____ _____			



HOMEWORK – CHAPTER 12 MCQS AND REWRITE TWO STUDENT CLAIMS

