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 and if she should sign the petition or not.
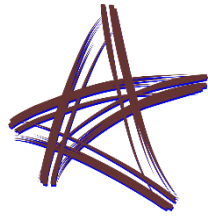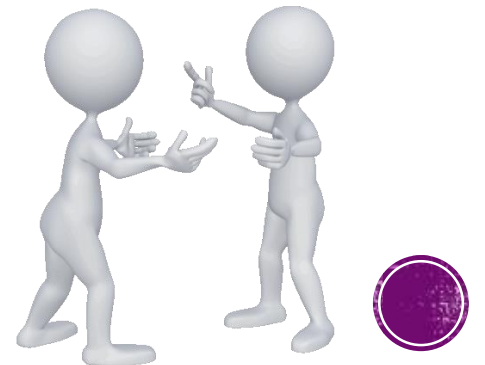
Module 2, Unit 1, Lesson 17

A-Day January 2, 2018

B-Day January 3, 2018

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.

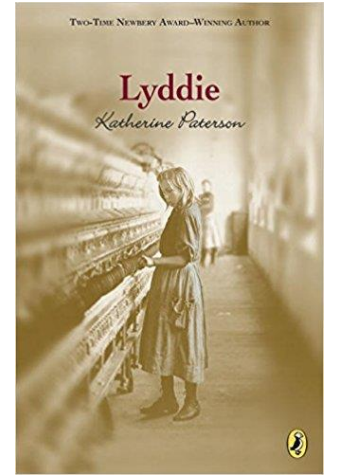# EQ: WHAT ARE WORKING CONDITIONS, AND WHY DO THEY MATTER?

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

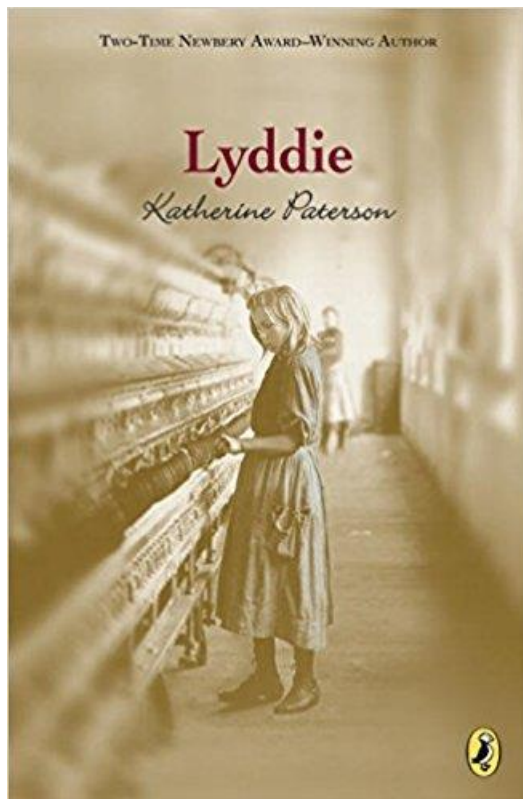# CLOSE READING CH.12 LYDDIE BY KATHERINE PATERSON

E   WC

Gist sections of the text

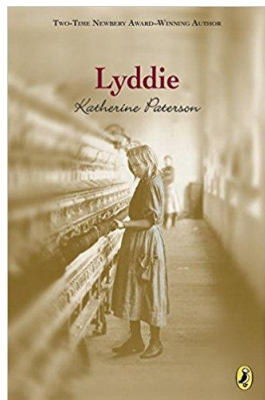Label and annotate evidence of how Lyddie and the girls are affected by the working conditions in the mill (factory)

What are working conditions, and how are they affecting Lyddie and the other girls?

What is a petition?

What does it mean to be "blacklisted?"

What is a **petition**? What is the purpose of a **petition**?

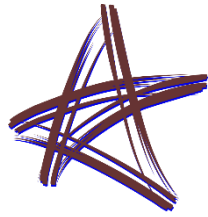What does it mean to be "**blacklisted**?"

Things Close Readers Do …

- Get the *gist* – figure out what the text is mostly about

- Re-read

- Cite evidence – **how are Lyddie and the girls affected by the working conditions?**

- 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

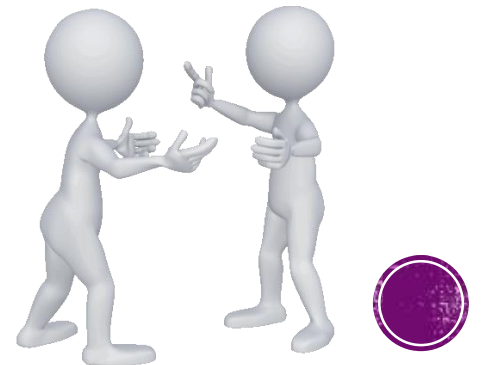- Talk with others about the text
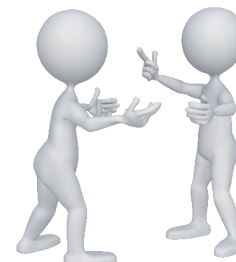
DO-NOW: LEARNING TARGET TRACKER

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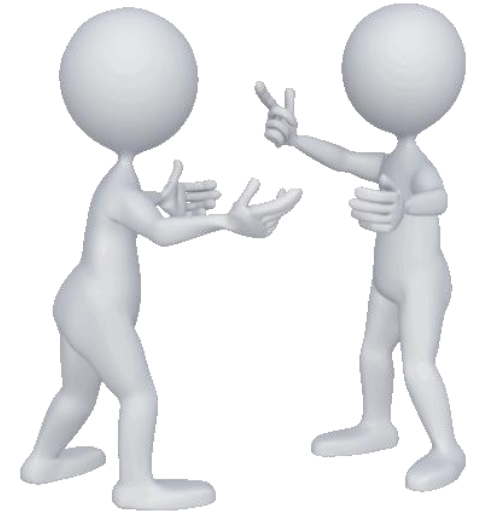
INDEPENDENT CLOSE READING FOR HOW LYDDIE AND THE GIRLS ARE AFFECTED BY THE WORKING CONDITIONS

E wc

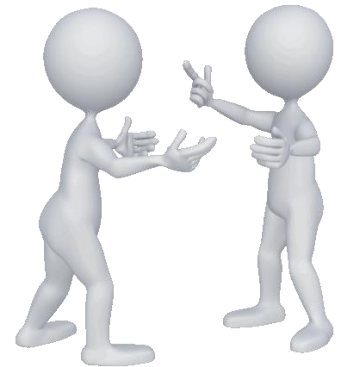# EXPLAIN THIS QUOTE. WHY IS BETSY LEAVING? WHY DOES LYDDIE THINK SHE HAS BEEN "CAST OFF LIKE DRY HUSKS TO WIND"?
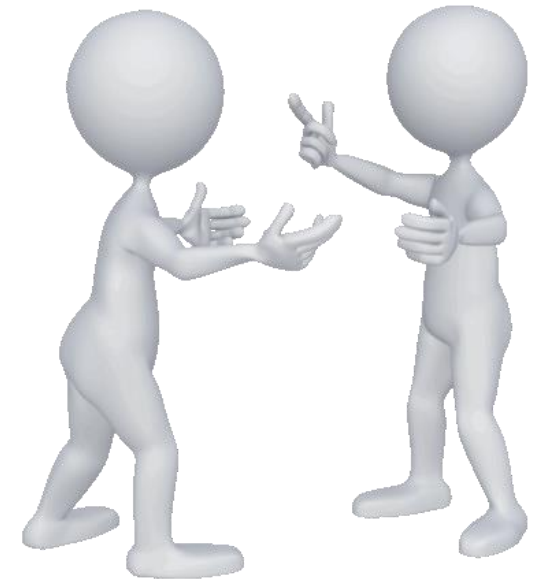

BACK-TO-BACK, FACE-TO-FACE

AFTER CHAPTER 14 EXCERPTS, INFER ABOUT WHAT THE PURPOSE OF THE PETITION IS.

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
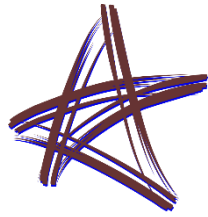
TEXT-DEPENDENT QUESTIONS (TDQS)
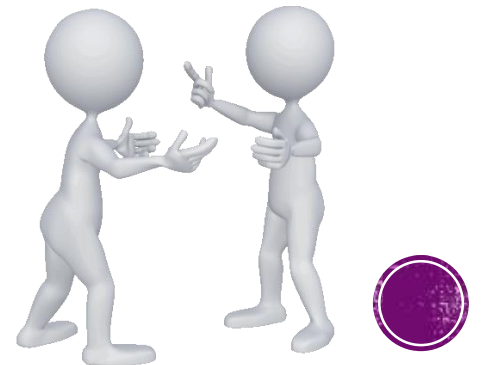# CHAPTER 14
INDEPENDENT WRITING

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.

EXIT TICKET – LEARNING TARGET TRACKER

Learning Target

_____

_____

1 – I can't meet this target yet.	2 – I can meet some of the target, but I am still a little confused.	3 – I can meet this target.	4 – I can meet this target and help others meet it, too.

Evidence:_____

_____

HOMEWORK – CHAPTER 14 TDQS FINISH