

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.



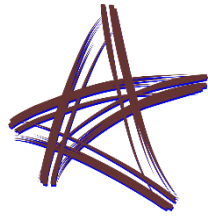
Module 2, Unit 1, Lesson 18

C-Day January 4, 2018

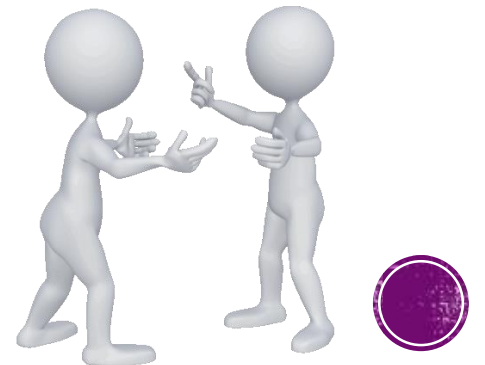
D-Day January 5, 2018



DO-NOW: LEARNING TARGET TRACKER



- I can analyze how the working conditions in the mill (factory) affect Lyddie and the other girls.
- I can engage in word-study about the impact of passively racist words (ex., blacklist, blackball, blackmail, black market, black sheep vs. “white lie”).



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



DO-NOW

What lesson can we learn from this quote?

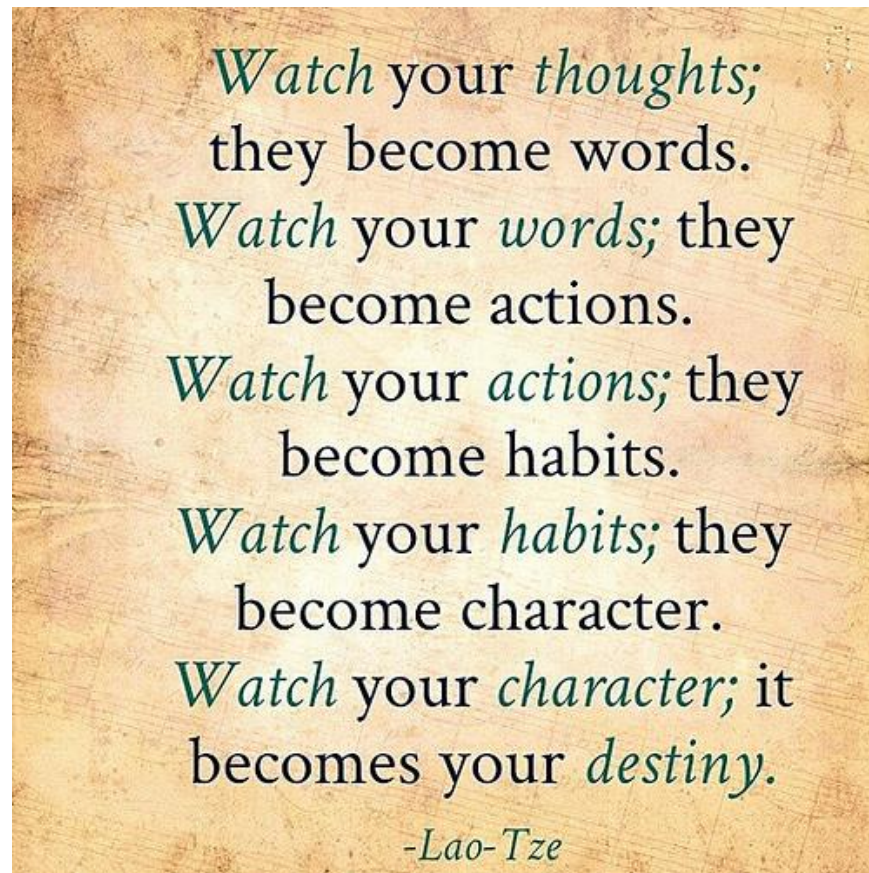
How does this relate to compound words like “blacklist,” etc?

Does language have an impact on us?

Watch your thoughts;
they become words.
Watch your words; they
become actions.
Watch your actions; they
become habits.
Watch your habits; they
become character.
Watch your character; it
becomes your *destiny*.

-Lao-Tze

DO-NOW



“Racism is not just lynching, cross-burning, redlining, employment discrimination, educational barriers, or even malicious slurs, and those who manifest the ***unconscious*** and ***passive form of racism*** are not so easily identifiable.”

-Michael Coard, *Philadelphia News*



DO-NOW



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I can engage in word-study about the impact of ***passively*** racist words (ex., blacklist, blackball, blackmail, black market, black sheep vs. “white lie”).



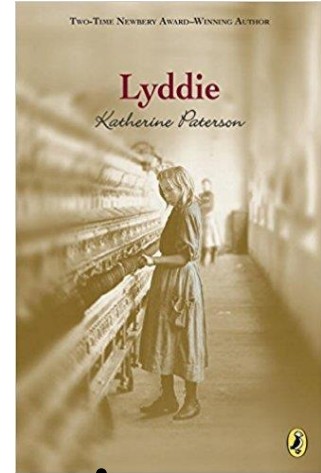
RE-VISIT WORKING CONDITIONS CATEGORIES

- 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.14 CONT'D LYDDIE BY KATHERINE PATERSON

EW C

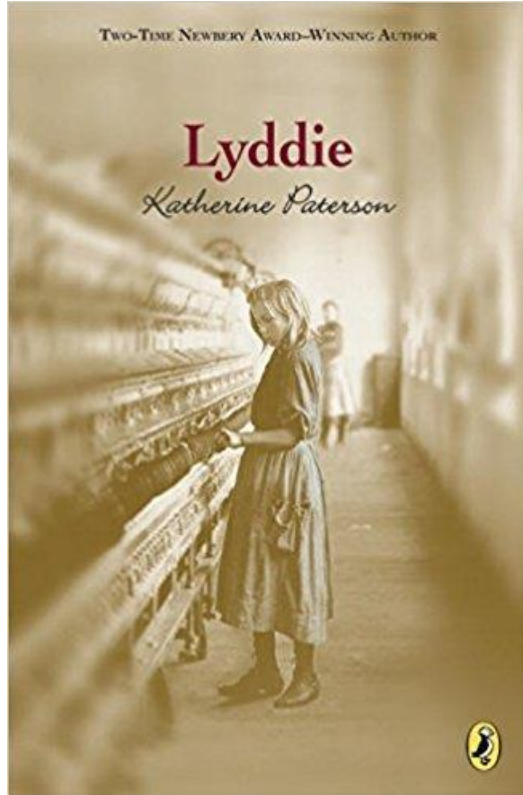


Gist sections of the
text

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



CLOSE READING (CH 14 3RD EXCERPT & CH 15) LYDDIE BY KATHERINE PATERSON



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

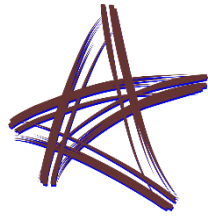
What is a petition?

Word study about impact of language, “blacklisted?”

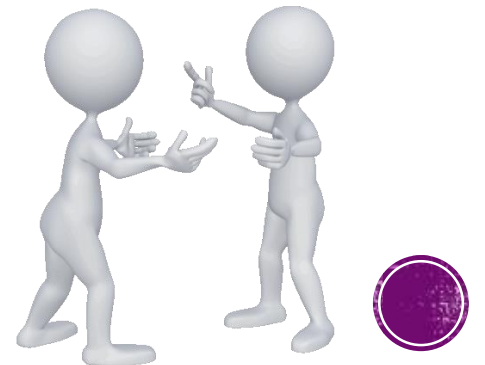




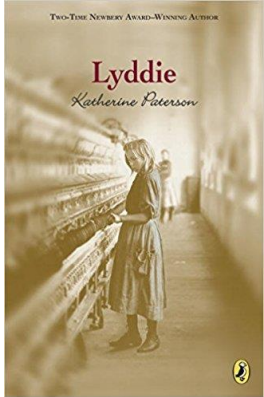
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CLOSE READING (CH 14/15) LYDDIE BY KATHERINE PATERSON



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

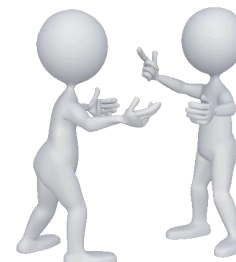


Before we read, let's talk about what we do when we read closely.

Things Close Readers Do ...

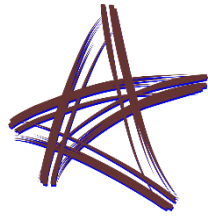


- Get the ***gist*** – figure out what the text is mostly about
- Re-read
- Cite evidence – **how are Lyddie and the girls affected by the working conditions?**
- Use details from the text to make inferences and analyze
- Use context clues to figure out **word meanings**
- Continuously think about how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

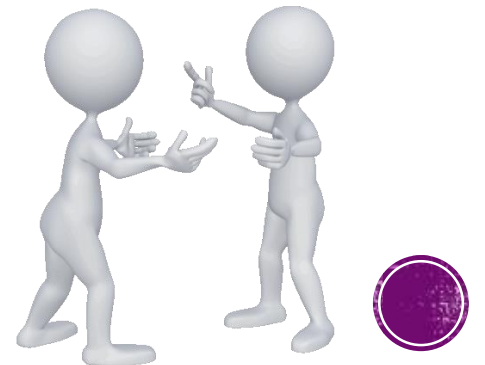




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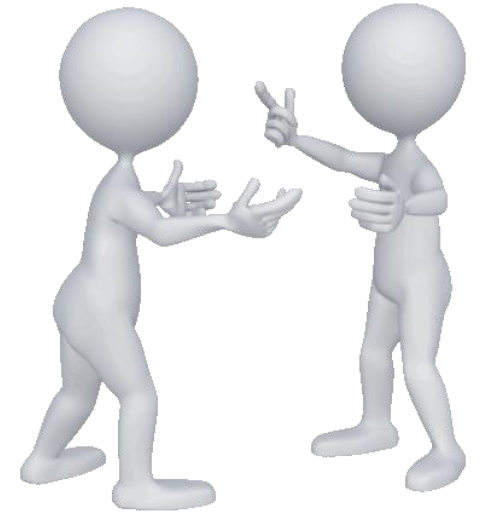


INDEPENDENT CLOSE READING FOR HOW LYDDIE AND THE GIRLS ARE AFFECTED BY THE WORKING CONDITIONS

Ewc



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

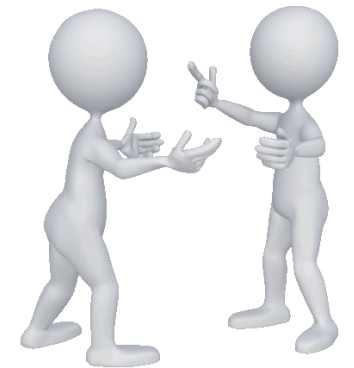


BACK-TO-BACK, FACE-TO-FACE



REVISE! OVERALL, THESE WERE BAD!!! ☹

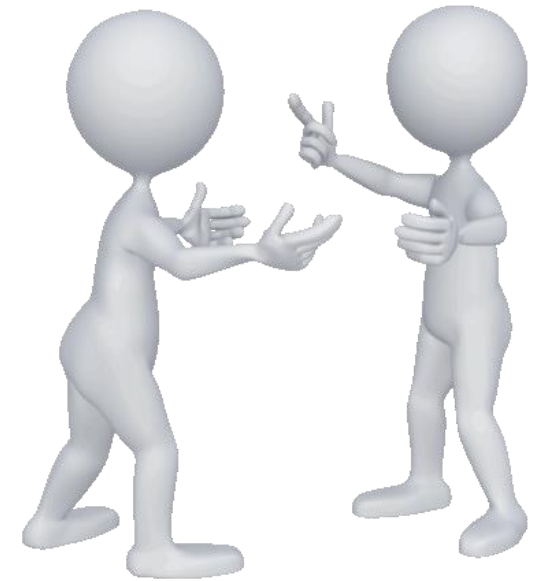
**AFTER CHAPTER 14 EXCERPTS, INFER ABOUT WHAT THE
PURPOSE OF THE PETITION IS.**



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 14/15

INDEPENDENT WRITING





EXIT TICKET – LEARNING TARGET TRACKER



Learning Target

<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>
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Evidence:



HOMEWORK – CHAPTER 14 TDQS REVISE

