

# 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 develops Lyddie's character and how working in the mill affects her and the other girls. We will also analyze how working conditions affect Lyddie and if she should sign the petition or not.*

Module 2, Unit 1, Lesson 19

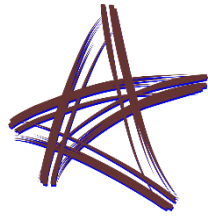
A-Day January 8, 2018

B-Day January 9, 2018





# DO-NOW: LEARNING TARGET TRACKER

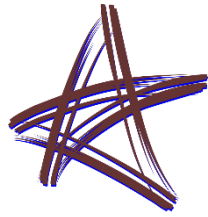


- I can analyze how Lyddie and the other girls try to bring about change related to the working conditions in the mill.
- I can engage in discussions with my classmates about the importance of bringing about change when things are wrong.





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# **EQ: HOW DO WORKERS, THE GOVERNMENT, BUSINESS, AND CONSUMERS BRING ABOUT CHANGE IN WORKING CONDITIONS?**



# **RE-VISIT WORKING CONDITIONS CATEGORIES AND TEXTUAL EVIDENCE**

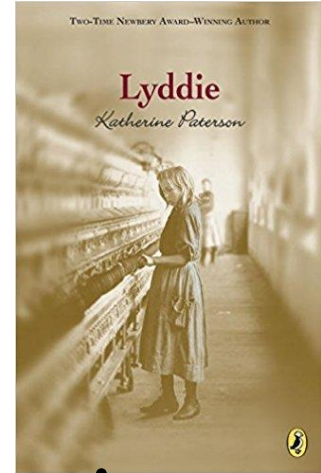
- Hours
- Compensation
- Health, Safety and Environment
- Treatment of Individual Workers (harassment, discrimination, etc.)
- Treatment of Groups of Workers (Unions, etc.)
- Child Labor and Forced Labor





# CLOSE READING CH.15 CONT'D LYDDIE BY KATHERINE PATERSON

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Gist sections of the  
text

Label and annotate evidence of how Lyddie and  
the girls attempt to bring about change in the  
mill. PROS vs. CONS



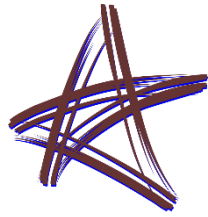
# RE-VISIT WORKING CONDITIONS CATEGORIES AND TEXTUAL EVIDENCE

Pros	Cons
(positive possibilities related to Lyddie and the girls signing the petition)	(negative possibilities related to Lyddie and the girls signing the petition)





# DO-NOW: LEARNING TARGET TRACKER

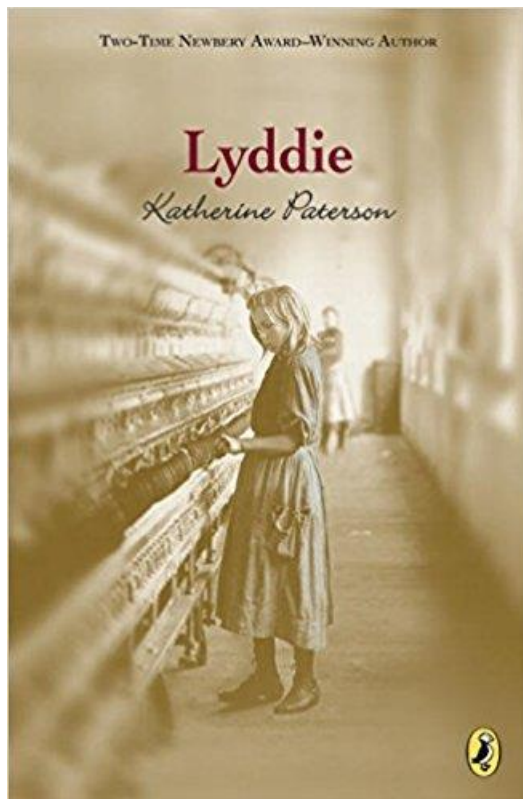


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# CLOSE READING (CH 15) LYDDIE BY KATHERINE PATERSON



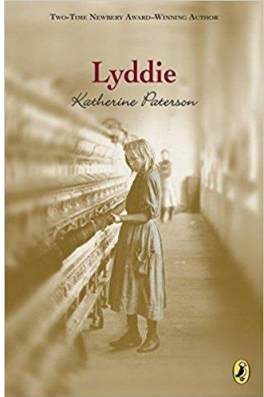
What are working conditions, and how are they affecting Lyddie and the other girls?

What can Lyddie and the girls do to bring about change in their working conditions?

Should Lyddie sign the petition or not? PROS vs. CONS



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



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

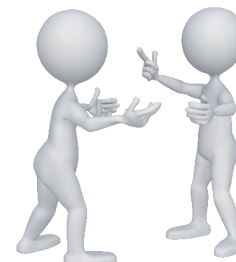


Before we read, let's talk about what we do when we read closely.

# 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



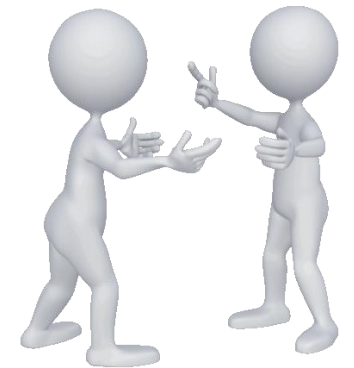
**INDEPENDENT CLOSE READING FOR HOW LYDDIE  
AND THE GIRLS TRY TO BRING ABOUT CHANGE IN  
THE WORKING CONDITIONS.**

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**REVISIT!**

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



**BACK-TO-BACK, FACE-TO-FACE**



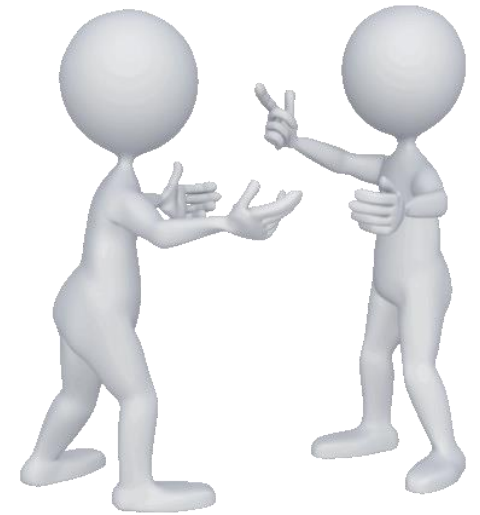
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**EXPLAIN THIS QUOTE. WHY DOES LYDDIE BEGIN TO CONSIDER SIGNING THE PETITION? INFER ABOUT THE PROS AND CONS OF SIGNING THE PETITION.**



**BACK-TO-BACK, FACE-TO-FACE**



# **TEXT-DEPENDENT QUESTIONS (TDQS)**

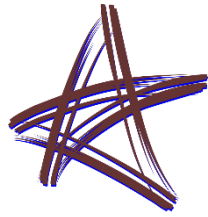
## **CHAPTER 15**

### **INDEPENDENT WRITING**





# DO-NOW: LEARNING TARGET TRACKER




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# EXIT TICKET – LEARNING TARGET TRACKER

<div><div><b>Learning Target</b> _____ _____</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>
<b>Evidence:</b> _____ _____			



# **HOMEWORK – CHAPTER 15 TDQS FINISH**

