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.

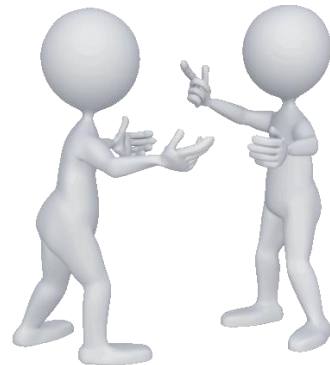Module 2, Unit 1, Lesson 21

C-Day January 17, 2018

D-Day January 18, 2018

DO-NOW: LEARNING TARGET TRACKER

- I can make inferences whether or not Lyddie will sign the petition and infer about the pros and cons of signing it.

- I can engage in discussions with my classmates about the importance of workers (and others) bringing about change when circumstances are unjust.

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

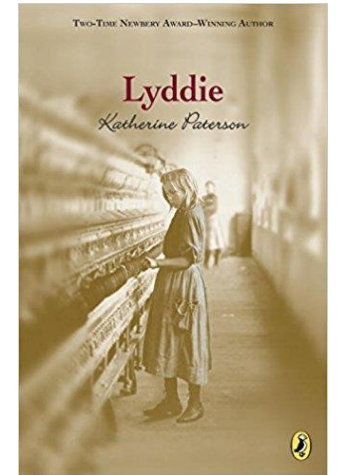# BRAINSTORM INFERENCES: WORKING CONDITIONS CATEGORIES & TEXTUAL EVIDENCE

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

REVIEW CLOSE READING ANNOTATIONS AND ADD TO CH.17 LYDDIE BY KATHERINE PATERSO

E △

Label and annotate inferences you make based on chapter 17 textual evidence.

WORD STUDY
(CH 17) <u>LYDDIE</u> BY KATHERINE PATERSON

Doffer (n)
Inference (n)
To infer (v)
Analysis (n)
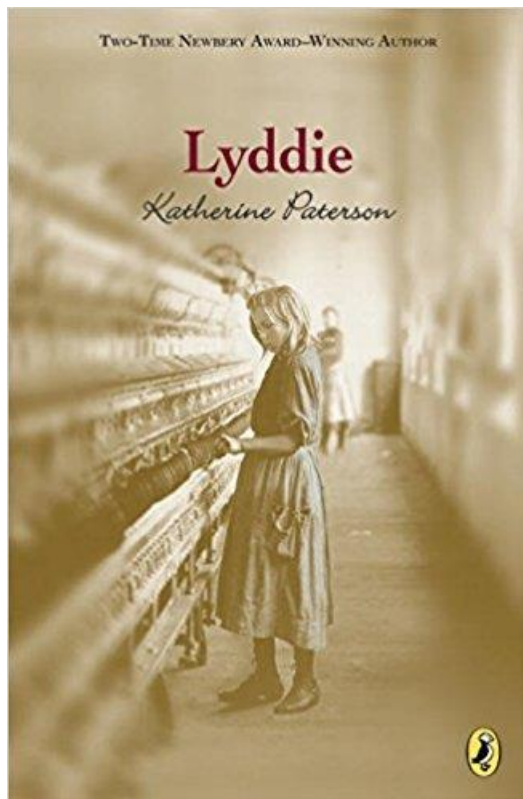**To analyze (v)**
Simile (n)
Ambiguity (n)
Ambiguous (v)

CLOSE READING (CH 17) <u>LYDDIE</u> BY KATHERINE PATERSON

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

What can Lyddie and the girls do to bring about change in their working conditions?
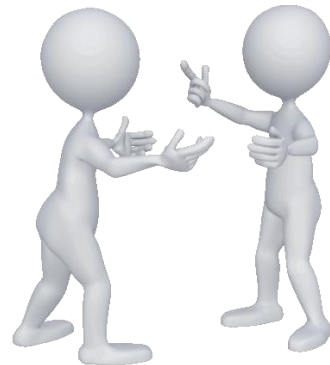
DO-NOW: LEARNING TARGET TRACKER

- I can make inferences whether or not Lyddie will sign the petition and infer about the pros and cons of signing it.

- I can engage in discussions with my classmates about the importance of workers (and others) bringing about change when circumstances are unjust.
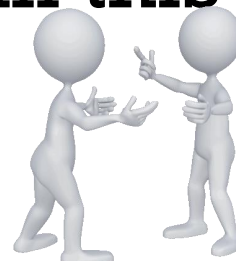
Things Close Readers Do ...

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

- Re-read

- Cite evidence – **what are the pros and cons for Lyddie and the girls when they attempt to bring about change in the 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
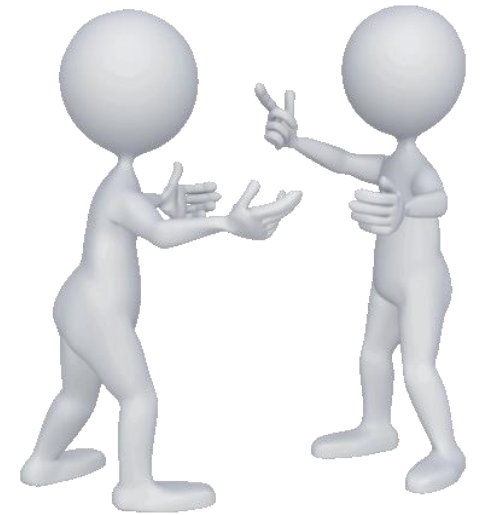
- Talk with others about the text

INFERENCES AFTER CLOSE READING WORKING CONDITIONS CATEGORIES & TEXTUAL EVIDENCE

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

BASED ON CHAPTER 17 EXCERPTS, WILL LYDDIE SIGN THE PETITION OR NOT?

YOUR RESPONSE TO THIS WILL REQUIRE YOUR THOUGHTFUL INFERENCES AND ANALYSIS OF WHAT YOU READ IN CHAPTER 17.

BACK-TO-BACK, FACE-TO-FACE

TEXT-DEPENDENT QUESTION (TDQ)
CHAPTER 17
INDEPENDENT WRITING

We are adding one more thing to C.E.A.C.....the "t"

C.E.A.C. is now

C.t.E.A.C.

The new "t" stands for context! We will explain more....

SUMMARY OF CHAPTER 18
TWO-MINUTE PIC!

INFER: SHOULD LYDDIE SIGN THE PETITION OR NOT?

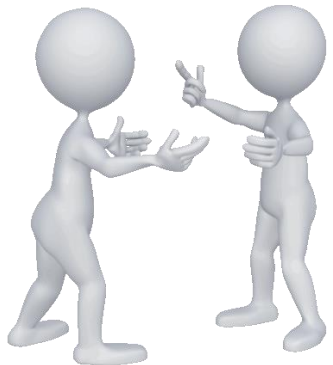Inference(n): an educated guess based on evidence in the text.

DO-NOW: LEARNING TARGET TRACKER

- I can make inferences whether or not Lyddie will sign the petition and infer about the pros and cons of signing it.

- I can engage in discussions with my classmates about the importance of workers (and others) bringing about change when circumstances are unjust.

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 – WORK ON MAKING UP MISSING ASSIGNMENTS