



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 8**

## **Analyzing Textual Evidence: Working Conditions in the Mills**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1)  
I can analyze the interaction of literary elements of a story or drama. (RL.7.3)

**Supporting Learning Targets**

- I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.

**Ongoing Assessment**

- Checking for Understanding entry task
- Working Conditions in *Lyddie*: Textual Evidence note-catcher



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: Checking for Understanding (5 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Understanding Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catcher (20 minutes)</p> <p>B. Adding to Working Conditions Anchor Chart (10 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Reviewing Homework (10 minutes)</p> <p><b>4. Homework</b></p> <p>A. Read Chapters 11 and 12 of <i>Lyddie</i> and complete Reader's Notes for Chapters 11 and 12.</p>	<ul style="list-style-type: none"><li>• In this lesson, students synthesize what they have learned about working conditions in the mills, and they practice using specific textual evidence to support their claims. They use their understanding of the textile industry in the 1800s to generate questions about workers in the garment industry today.</li><li>• Students revisit the quotes about working conditions they discussed in Lessons 6 and 7 as they complete the Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher. After spending several lessons talking about what specific quotes tell them about working conditions, they should be well-prepared to capture their understanding in writing. This note-catcher gives students additional practice in the type of thinking required for the Mid-Unit 1 Assessment and also will be an important resource when they are writing their argument essays later in the unit.</li><li>• For this lesson, use the information you gained from Lesson 7 (the Working Conditions anchor chart—student version and the Chapter 10 of <i>Lyddie</i> Text-Dependent Questions) to guide your decisions about which supports the whole class or individual students will need to be successful.</li><li>• The entry task time is somewhat abbreviated to be sure that students have enough time to work on the note-catcher and watch the video clips.</li><li>• Review: <i>Lyddie</i> Reader's Notes, Chapters 11–13, Teacher's Editions; <i>Lyddie</i>, Chapters 11 and 12; Mid-Unit 1 Assessment (look this over to be sure you do not discuss or “give away” assessment items when reading Chapter 12 with students).</li></ul>



Lesson Vocabulary	Materials
<p>anticipation (79), grasp (79), honorable discharge (81), blacklisted (81), engage (81), proficient (81)</p>	<ul style="list-style-type: none"> <li>• Checking for Understanding, Chapter 11 entry task (one per student)</li> <li>• <i>Lyddie</i> (one per student)</li> <li>• Document camera</li> <li>• Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher (one per student)</li> <li>• Working Conditions anchor chart, student version (begun in Lesson 1)</li> <li>• Working Conditions anchor chart (begun in Lesson 1)</li> <li>• <i>Mill Times</i> or similar video resource (from Lesson 5; also explained in unit overview)</li> <li>• <i>Lyddie</i> Reader’s Notes Chapter 12 and Chapter 13 (two separate supporting materials; one each per student)</li> <li>• <i>Lyddie</i> Reader’s Notes Chapter 12 and Chapter 13, Teacher’s Edition (two separate supporting materials; for Teacher Reference)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Entry Task: Checking for Understanding (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute <b>Checking for Understanding, Chapter 11 entry task</b> to students as they enter.</li> <li>• Direct students to complete the entry task individually. As they do so, circulate to check the <i>Lyddie</i> Reader’s Notes, Chapter 11 for completion.</li> <li>• When students are done, call on several to share their answers to the Checking for Understanding entry task. Prompt them: “How did your Reader’s Notes help you answer that question?”</li> <li>• Post the correct definitions of the words in the Reader’s Dictionary and prompt students to correct their Reader’s Notes as necessary.</li> <li>• Remind students that today they will continue to work on the learning target: “I can cite specific textual evidence to explain what working conditions were like in the mills and how they affected Lyddie.” They will revisit the quotes they used in Lessons 6 and 7 to understand Lyddie’s working conditions.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Understanding Working Conditions in Lyddie: Textual Evidence Note-catcher (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that for the last two lessons, they have been working in pairs to analyze specific passages from the text to understand how Lyddie's working conditions affect her. Now they will begin to capture their thinking on a note-catcher. Completing this note-catcher will help them prepare for the assessment in Lesson 9 and also make sure they have a collection of textual evidence to use when they write their essays.</li> <li>• Distribute and display <b>Working Conditions in Lyddie: Textual Evidence Note-catcher</b>. Model the work with the first row on the chart, which is already filled out as an example. Point out to students that this chart simply provides them with a place to hold their thinking from the past several days. For this quote, they have already reread it closely to figure out its meaning and topic, and they have placed it into a category on the Working Conditions anchor chart.</li> <li>• Clarify the difference between the Explanation and Analysis columns. The Explanation column is rooted in the text, and the Analysis column includes students' own inferences about how a particular working condition might affect workers.</li> <li>• Direct students to work with their seat partners to complete Rows 2 and 3 of the note-catcher. Remind them that they need to carefully reread the quote and discuss what it means, use the <b>Working Conditions anchor chart</b>, and both explain and analyze the quote.</li> <li>• Refocus whole class and cold call several pairs to share out. Make an effort to call on students with strong work and script their answers so that there is an additional record of what type of thinking you want the class to be doing.</li> <li>• Finally, tell students that before the assessment tomorrow, they need some individual practice. Direct them to complete the rest of the chart independently, referring back to the exemplars of strong thinking.</li> </ul> <p><i>Note: Some students will not complete all rows in the time allotted. This is okay, as long as all students complete at least one row. Be sure to leave time for Work Time B and Closing.</i></p>	<ul style="list-style-type: none"> <li>• During this time, consider working with a small group whose work in previous lessons suggests they may need extra support with this skill.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Adding to Working Conditions Anchor Chart (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they have been learning about the life of a mill worker through reading <i>Lyddie</i> and analyzing passages. Now they will add to their thinking by watching a short video clip about life and work in the mills. Provide a focus question to guide students' viewing: "What does the video confirm, add to or change about your understanding of working conditions in the mills?"</li><li>• Show video clips from <i>Mill Times</i> or another resource. 19:15–20:35 (mechanized loom explanation) 44:41–45:15 (unfair treatment of mill workers, strikes) 50:20–50:45 (children working)</li><li>• Direct students to work with their seat partners to add to the <b>Working Conditions anchor chart, student version</b> (from Lessons 6 and 7). They should use their Working Conditions in <i>Lyddie</i>: Textual Evidence notecatcher and the video to prompt their thinking. Also encourage them to add questions to the chart.</li><li>• Call on pairs to share their ideas and add to the class Working Conditions anchor chart. Ask: "What in the text or the movie makes you say that?" Celebrate thoughtful questions and tell students you are looking forward to exploring these questions with them in Unit 3.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing Homework (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that tomorrow they will take the Mid-Unit 1 Assessment, which will ask them to select and analyze textual evidence that shows Lyddie's working conditions. The assessment will draw on Chapters 12 and 13, which they are reading for homework.</li> <li>Ask:           <ul style="list-style-type: none"> <li>* "What should you do when you are reading Chapters 12 and 13 for homework to make sure you are prepared for the mid-unit assessment?"</li> </ul> </li> <li>Listen for students to say: reread, make sure you know vocabulary, pay special attention to passages about working conditions.</li> <li>Direct students to begin reading Chapter 12 and completing their Reader's Notes for that chapter.</li> <li>Collect the Working Conditions in <i>Lyddie</i>: Textual Evidence note-catcher as students leave and provide brief feedback on the rows they completed individually in class.</li> </ul>	<ul style="list-style-type: none"> <li>Consider reading the first part of Chapter 12 aloud to any of your least proficient readers. If you do this, however, do not explain the text, since students will work with it for their assessment in Lesson 9.</li> </ul>
Homework	Meeting Students' Needs
<p>A. Read Chapters 12 and 13 of <i>Lyddie</i> and complete the Reader's Notes for Chapters 12 and 13.</p> <p><i>Note: Before Lesson 9, provide brief feedback on the Working Conditions in Lyddie: Textual Evidence Note-catcher. A few minutes are provided at the beginning of Lesson 9 to return these so that students can see your feedback before they take the Mid-Unit 1 Assessment. Consider providing feedback on one row only; consider selecting one example of strong work to share as an exemplar.</i></p>	



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## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

Use your Reader's Notes from Chapter 11 of *Lyddie* to answer the questions below.

“July was halfway gone when she made her *momentous* decision. One fair evening as soon as supper was done, she dressed in her calico, which was nicer than her light summer cotton, put on her bonnet and good boots, and went out on the street. She was trembling when she got to the door of the shop, but she pushed it open. A little bell rang as she did so, and a gentleman who was seated on a high stool behind a slanting desktop looked up at her over his spectacles. ‘How may I help you, miss?’ he asked politely” (83).

1. What was Lyddie's momentous decision?

.....  
.....

2. What makes it momentous?

.....  
.....



Row number	<b>Working Condition Category</b> (from anchor chart)— <b>topic</b>	<b>Detail/Evidence Quote from Text (p. number)</b>	<b>Explanation What does this quote mean?</b>	<b>Analysis What does this quote show about working conditions and how they affected workers?</b>
1	Health, Safety, and Environment—Noise	“No one seemed to mind the deafening din. How could they stand it?” (p. 62)	This quote is from the first time Lyddie goes into the weaving room. She is immediately struck by how loud it is—the looms and the machinery make a lot of noise. She also notices that the other workers don’t seem alarmed or scared by the noise. Lyddie is surprised that the other workers are not bothered by the noise, which she describes as an “assault.”	Noise could be considered a health hazard. It is so loud that Lyddie can barely hear Diana talk. This kind of noise can give workers headaches and damage their ears.



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2		“How could she say she could see hardly anything in the morning gloom of the huge, barnlike room, the very air a soup of dust and lint?” (p. 63)		
3		“She [Lyddie] took pride in her strength, but it took all of her might to yank the metal lever into place.... Still, the physical strength the work required paled beside the dexterity needed to rethread a shuttle quickly, or, heaven help her, tie one of those infernal weaver’s knots” (p. 65).		



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4		“Now that she thought of it, she could hardly breathe, the air was so laden with moisture and debris” (75).		
5		“Within five minutes, her head felt like a log being split to splinters. She kept shaking it, as though she could rid it of the noise, or at least the pain, but both only seemed to grow more intense” (p. 75).		



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6		“Even though Diana had stopped the loom, Lyddie stood rubbing the powder into her fingertips, hesitating to plunge her hands into the bowels of the machine” (75).		



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
12				<p><i>How does the letter from Lyddie's mother affect her?</i></p> <p><i>What are Betsy and Amelia arguing about? Does Lyddie agree with either of them?</i></p>



**Reader's Dictionary, Chapter 11**

<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
diligent (86)			disdain	89	
indefatigable (86)			defiance	91	
piece rates (86)*		the amount a worker is paid per unit of work he/she completes	real wages	91	the amount a worker is paid, calculated as the amount per hour, adjusted for inflation
barren (88)			turnout	92	protest march or asking off the job in protest
Other new words:					



Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
13				<p><i>Why does Lyddie not sign the petition?</i></p> <p><i>How does the speed-up affect Lyddie? How does it affect the other girls?</i></p> <p><i>How does Lyddie respond to her injury? How does Diana help her?</i></p>



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<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>	<b>Word/Phrase</b>	<b>Page</b>	<b>Definition</b>
plucky	95	bold, brave	allotted	98	provided or given
recoiled	95		subsidize	91	
justify	95		partial to	91	fond of
tuned to	97	adjusted to; in sync with			
Other new words:					



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diligent (86)		hard-working, careful, thorough	disdain	89	lack of respect
indefatigable (86)		determined; never giving up	defiance	91	behavior that shows that you will not do as you are told
piece rates (86)*		the amount a worker is paid per unit of work he/she completes	real wages	91	the amount a worker is paid, calculated as the amount per hour, adjusted for inflation
barren (88)		with nothing growing	turnout	92	protest march or asking off the job in protest
Other new words:					



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recoiled	95	moved back quickly and suddenly	subsidize	91	pay for part of the cost of something
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tuned to	97	adjusted to; in sync with			
Other new words:					