

 Education

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Grade 7: Module 2: Unit 1
Student Workbook

Name: _____

Putting Together the Pieces:
Gallery Walk Directions

Name: _____

Date: _____

1. What is the setting (time and place) of this piece of evidence? How do you know?

2. What are you wondering about this piece of evidence?

3. If this were a piece of a puzzle, what might the larger picture look like?

Group Synthesis

Directions: After synthesizing all the thinking of your classmates and your group, answer these questions.

1. What patterns are you seeing?

2. What is the module about?

3. What questions/times/places will we explore?

4. What are going to be the guiding questions of this module?

Putting Together the Pieces:
Gallery Walk Directions

Step 1. With My Group

Look at your piece of evidence.

Discuss the questions below.

Write your group’s ideas on the chart paper provided.

- What detail seems important to you?
- What is the setting (time and place) of this piece of evidence? How do you know?
- What are you wondering about this piece of evidence?
- What topic(s) does this relate to?

Step 2. On My Way

Silently look at each piece of evidence and read the chart paper next to it. Place at least two sticky notes on each chart paper on which you either offer your own ideas about the piece of evidence or respond to the ideas that are already on the chart paper.

Your sticky notes may address any or all of the questions.

- What details from the chart paper also seem important to you?
- Do you agree with the group’s decision about the setting (time and place) of this piece of evidence?
Why or why not?
- What is one thing you are wondering about this piece of evidence?
- What topic(s) does this relate to?

Step 3. Back with My Group

Read through your classmates’ ideas. Look at your piece of evidence again. Synthesize all the information your group has gathered by discussing the questions below. When you’ve come to a consensus, write your answers on the worksheet provided.

- What patterns are you seeing?
- What is the module about?
- What questions/times/places will we explore?
- What are going to be the guiding questions of this module?

Category	Examples of PROBLEMS	Examples of FAIR WORKING CONDITIONS	QUESTIONS to research
Hours			
Compensation			
Health, Safety, and Environment			
Treatment of Individual Workers (harassment, discrimination)			

Category	Examples of PROBLEMS	Examples of FAIR WORKING CONDITIONS	QUESTIONS to research
Treatment of Groups of Workers (unions)			
Child and Forced Labor			

Name: _____

Date: _____

Directions: Read through the list of statements of working conditions. Decide what category each will fit into on our Working Conditions anchor chart. Write that category in the blank.

1. A woman is paid less than a man even though they have the same job and an equal number of years of experience.

Anchor chart category: _____

2. A man works every day from 5 a.m. to 7 p.m.

Anchor chart category: _____

3. The owner of a company pays his workers over minimum wage.

Anchor chart category: _____

4. A man is fired when he tries to meet with his fellow employees outside of work to talk about how much time off they have.

Anchor chart category: _____

5. One hundred people die in a shoe factory when the roof collapses.

Anchor chart category: _____

6. Children younger than 10 are working in a factory sewing buttons.

Anchor chart category: _____

7. A worker at a construction site develops a hearing problem because of the loud machines.

Anchor chart category: _____

8. A woman is fired when she becomes pregnant, even though she can still perform her job.

Anchor chart category: _____

9. BONUS: What was your Gallery Walk Item today?
What anchor chart category does it fit into? Why?

.....
Name:

.....
Date:

Look carefully at the three pictures. Each picture shows a different setting in the book we are about to read. Read the descriptions of the settings in the book below. Next to each description, write the letter of the picture that matches it.

_____ Cabin: At the beginning of the book, Lyddie lives on a farm in Vermont, with a small cabin on it.

_____ Tavern: Next, Lyddie goes to live and work at a tavern in a village in Vermont. A tavern was a large house that served as a hotel and restaurant.

_____ Lowell: Finally, Lyddie goes to live and work in the mills, factories that made cloth, in the town of Lowell, Massachusetts

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
1				<p>When Lyddie's mother decides to go to her sister's farm, what do Lyddie and Charlie do?</p> <p>What does this show about Lyddie's relationship with her mother and with her brother?</p>

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
mighty	2	strong, big, impressive	charity	6	help or gifts given to people in need
anxious	4		beholden	7	
queer	5				
Other new words:					

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
2				<p><i>What happened to Lyddie and Charlie's father? How does that affect their plans?</i></p> <p><i>Name two ways the Stevens family helps Lyddie and Charlie.</i></p>

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
dubious	10	doubtful or uncertain	loom	14	a machine that weaves thread into cloth can be run by hand or powered by a waterwheel, electricity, etc.
noxious	13	poisonous or harmful	fallow	16	unused
transaction	14		gaping	17	
Other new words:					

Name: _____

Date: _____

Time: 20 minutes

Questions	Answers
<p>1. At the bottom of page 2, a sentence says: “Could he, in his frustration, take a <i>mighty</i> leap?” <i>Mighty</i> is a word that is in your Reader’s Dictionary (part of the Reader’s Notes). Find this entry in the dictionary. Use the definition to restate this sentence using a different word.</p>	
<p>2. Lyddie is the main character in this book. What have we learned about Lyddie from this story?</p>	
<p>Continue to use your Reader’s Dictionary as you answer these questions.</p>	
<p>3. On page 5, Lyddie describes her mother as “<i>queer</i> in the head.” What does <i>queer</i> mean? How do context clues help you figure it out? What word(s) might we use today to describe Lyddie’s mother?</p>	
<p>4. On page 6, the text states: “The only <i>charity</i> Lyddie dreaded more than Aunt Clarissa’s ...” Use your Reader’s Dictionary to figure out what the word <i>charity</i> means. Then restate the sentence using a different word. How do we use the word <i>charity</i> today? How is this similar and different to how it is being used here?</p>	
<p>5. On page 7, the text says: “She minded mightily being <i>beholden</i>.” Notice the word <i>mightily</i>, which is the adverb form of <i>mighty</i>. What does <i>beholden</i> mean? How can you tell? What is the connection between <i>charity</i> and <i>beholden</i>?</p>	

The calendar below shows what is **due** on each day.
If you choose, modify this document to include dates instead of lessons.

Due at Lesson	<ul style="list-style-type: none"> • Read chapters listed. • Sometimes we will read the first part of a chapter in class, and you will finish it for homework. • Complete Reader’s Notes for these chapters.
3	1-2
4	3-4
5	6-7
6	8
7	9-10
8	11
9	12-13
10	14
11	15-16
12	17
14	18-19
19	

Checking for Understanding Entry Task:
Chapters 1 and 2

.....
Name:
.....

Date:
.....

Use your Reader’s Notes from Chapters 1 and 2 of *Lyddie* to answer the questions below.

1. Near the end of Chapter 1, Charlie and Lyddie get a letter from their mother. How does this letter change Charlie and Lyddie’s plans?

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.....
.....

2. Chapter 2 is titled “Kindly Neighbors.” Who are the neighbors? Are they kind to Charlie and Lyddie? Use evidence from the story to support your claim.

.....
.....
.....

Checking for Understanding Entry Task:
Chapters 1 and 2

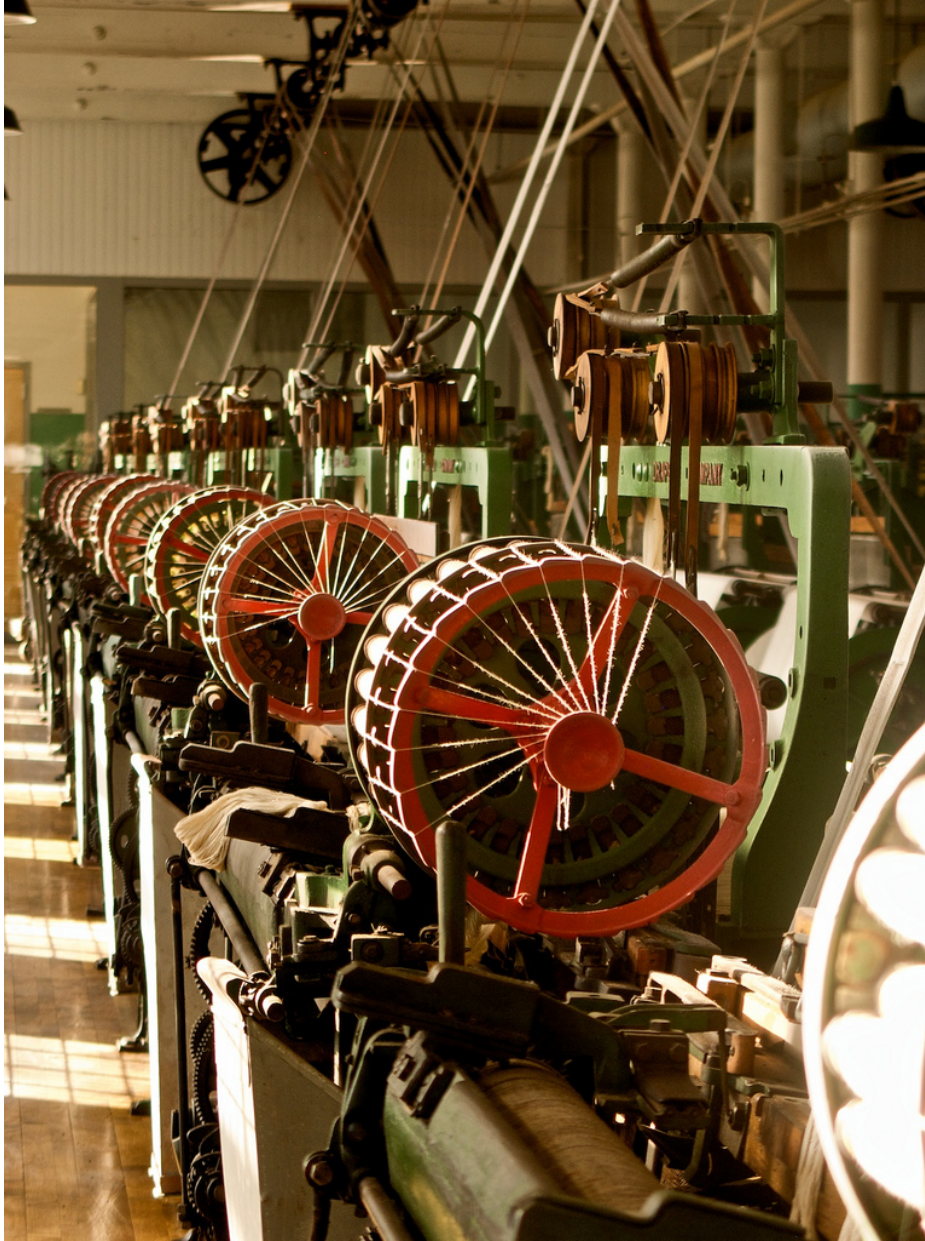
3. When Luke Stevens offered his hand to help Lyddie into the wagon, she “pretended not to see. She couldn’t have the man thinking she was a child or a helpless female” (15).
When he offers to take care of her house in the winter, she says: “No need” (16).
After Luke offers to keep an eye on Charlie, she “didn’t know whether to be pleased or annoyed” (17).
How does Lyddie feel about accepting help from Luke?
What character trait does this show?

Weaving Room Discussion Appointments

Name:

Date:

Make one appointment at each location.



JlPapple. "The Boott Cotton Mill Looms." July 13, 2009. Online Image. http://commons.wikimedia.org/wiki/File:Boott_cotton_mill_looms.jpg

Weaving Room Discussion Appointments

At the loom :	
At the weft threads:	
At the warp threads:	
Next to the shuttle :	
By the closed window :	

Reader's Dictionary, Chapter 3

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
tavern	18	A bar/restaurant that also has hotel rooms	servitude	23	
homespun	20		comrade	25	
garment	23				
Other new words:					

Lyddie Reader's Notes, Chapter 4

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
4				<p><i>Describe Lyddie's relationship with Triphena.</i></p> <p><i>When Charlie comes to visit, how does Lyddie react?</i></p> <p><i>How does spring change the work being done at the tavern?</i></p>

Reader's Dictionary, Chapter 4

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
mean	27		anxieties	31	
secretive	29		practiced skill	32	
calicoes	29	lightweight cotton fabrics	fugitive	33	
Other new words:					

Lyddie Reader’s Notes, Chapter 5

Note: We may not read Chapter 5 in detail. Therefore, the Reader’s Notes for this chapter are already partially completed for you.

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
5	<ul style="list-style-type: none"> tavern the road home to Lyddie’s cabin Lyddie’s cabin 	<ul style="list-style-type: none"> Triphena Lyddie the woman whom Charlie is staying with—the Phinneys 	<p>Triphena tells Lyddie to take a vacation while the mistress is away. Lyddie decides to go to her cabin. Along the way, she stops to see Charlie. She’s disappointed because he isn’t home. However, the woman (Mrs. Phinney) is very kind to her. True to her independent nature, Lyddie refuses to stay for dinner and hurries on to the cabin. She wonders if Charlie thinks of these people as his new family.</p>	<p><i>What events make it possible for Lyddie to visit the cabin? What does she plan to do there?</i></p> <p>Because the mistress has gone to Boston, Lyddie can take a vacation. She plans to bury her calf money there.</p> <p><i>How does Lyddie feel when she finds out Charlie is at school?</i></p> <p>She’s very disappointed. She also feels protective of Charlie and jealous of his relationship with this new family.</p>

Lyddie Reader's Notes, Chapter 5

Reader's Dictionary, Chapter 5

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
envious	37	jealous			
mortified	37	extremely embarrassed			
Other new words:					

.....
Name:
.....

Date:
.....

Use your Reader's Notes from Chapters 3 and 4 of *Lyddie* to answer the questions below.

1. When Lyddie arrives at the tavern, she stands outside for a minute, thinking. "Once I walk in that gate, I ain't free anymore.... No matter how handsome the house, once I enter I'm a servant girl" (18). To what extent is Lyddie's prediction correct? Provide evidence for your answer.

2. Who comes to visit Lyddie? How does she feel after he leaves? Why?

3. Two men come to the inn. What do Lyddie and Triphena overhear them talking about?

Name: _____

Date: _____

Questions	Answers
<p>1. The text says: “It was half the Stevenses’ calf by rights,’ she said, trying to diminish for both of them the enormity of what she had done” (43).</p> <p>What do <i>diminish</i> and <i>enormity</i> mean? How do context clues help you figure that out?</p> <p>What does this sentence help us to infer about how they are feeling?</p>	
<p>2. “She felt leaden with sadness” (43).</p> <ul style="list-style-type: none"> • What does the word <i>leaden</i> mean? How do you know? • What is making her feel “leaden with sadness”? 	
<p>3. Why did Lyddie give Ezekial the money? What character trait(s) does this show?</p>	

4. Select one person to be Lyddie and one person to be Ezekial. Practice reading the dialogue on page 43. You should use what you have learned from this close read to bring the characters to life. Your voices should convey the feelings and thoughts of the characters.

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Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
6				<p><i>Who is Ezekial, and what is he doing in Lyddie's cabin?</i></p> <p><i>How does the mistress of the tavern respond to Lyddie when she returns?</i></p>

Reader's Dictionary, Chapter 6

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
manufacture	39	make or create	penniless	42	
intrusion, intruder	40		grimaced	44	twisted her face to express an emotion
conveyed	40		impertinent	44	
notions	41	ideas	burden	44	
Other new words:			snare	43	

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
7				<p><i>What does Lyddie think of the other passengers in the stagecoach? Why?</i></p> <p><i>How does Lyddie help the stagecoach driver? How does he help her?</i></p>

Reader's Dictionary, Chapter 7

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
obliged	47		Stout	50	
alight	49	get down from	boardinghouse	51	a house in which the owner rents places to sleep and provides food
hapless	49		foreboding	51	giving a feeling that something bad will happen
Other new words:					

.....
Name:

.....
Date:

Who is Lyddie?

Strengths	Weaknesses
Hardships	Hopes

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
8				<p><i>What does Amelia want Lyddie to do on the Sabbath? Why? How does Lyddie feel about this?</i></p> <p><i>How does Mrs. Bedlow help Lyddie?</i></p>

Reader's Dictionary, Chapter 8

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
din	55		complex	58	
distress	56		imposing	59	
conscientious	57		broadside	60	a sheet of paper printed on one or both sides; like a brochure but not folded
Other new words:					

Lyddie Reader's Notes, Chapter 9

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
9				<p><i>List three things that Lyddie notices on her first day in the weaving room about the work and the working conditions.</i></p> <p><i>Why do Lyddie's roommates tell her she should not go and see Diana?</i></p> <p><i>How does Diana help Lyddie? Lyddie?</i></p>

Reader's Dictionary, Chapter 9

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
goods	65	cloth	decipher	66	read; make meaning of something that's hard to understand
flaw	65		infamous	69	
radical	67	someone working for change, especially as relates to society, the economy, or the government	operatives	69	
Other new words:					

Lyddie Reader's Notes, Chapter 10

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
10				<p><i>How does Lyddie's first full day in the weaving room affect her?</i></p> <p><i>What does Betsy do for Lyddie?</i></p>

Reader's Dictionary, Chapter 10

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
strenuous	74		commenced	77	
laden	75		ravenous	78	
inferno	76		fatigue	78	
Other new words:					

READING CLOSELY: GUIDING QUESTIONS

<p>APPROACHING TEXTS</p> <p>Reading closely begins by considering my specific purposes for reading and important information about a text.</p>	<p>I am aware of my purposes for reading:</p> <ul style="list-style-type: none"> • Why am I reading this text? • In my reading, should I focus on: <ul style="list-style-type: none"> ⇒ The content and information about the topic? ⇒ The structure and language of the text? ⇒ The author's view? 	<p>I take note of information about the text:</p> <ul style="list-style-type: none"> • Who is the author? • What is the title? • What type of text is it? • Who published the text? • When was the text published?
<p>QUESTIONING TEXTS</p> <p>Reading closely involves: 1) initially questioning a text to focus my attention on its structure, ideas, language and perspective then 2) questioning further as I read to sharpen my focus on the specific details in the text</p>	<p>I begin my reading with questions to help me understand the text and I pose new questions while reading that help me deepen my understanding:</p> <p>Structure:</p> <ul style="list-style-type: none"> • How is the text organized? • How has the author structured the sentences and paragraphs? • How do the text's structure and features influence my reading? <p>Topic, Information and Ideas:</p> <ul style="list-style-type: none"> • What information/ideas are presented at the beginning of the text? • What information/ideas are described in detail? • What stands out to me as I first examine this text? 	<p>I pose new questions while reading that help me deepen my understanding:</p> <ul style="list-style-type: none"> • What do I learn about the topic as I read? • How do the ideas relate to what I already know? • What is this text mainly about? • What information or ideas does the text present? <p>Language:</p> <ul style="list-style-type: none"> • What words or phrases stand out to me as I read? • What words and phrases are powerful or unique? • What do the author's words cause me to see or feel? <ul style="list-style-type: none"> • What words do I need to define to better understand the text? • What words or phrases are critical for my understanding of the text? • What words and phrases are repeated? <p>Perspective:</p> <ul style="list-style-type: none"> • Who is the intended audience of the text? • What is the author saying about the topic or theme? • What is the author's relationship to the topic or themes? • How does the author's language show his/her perspective?
<p>ANALYZING DETAILS</p> <p>Reading closely involves: 1) thinking deeply about the details I have found through my questioning to determine their meaning, importance, and the ways they help develop ideas across a text; 2) analyzing and connecting details leads me to pose further text-specific questions that cause me to re-read more deeply.</p>	<p>I analyze the details I find through my questioning:</p> <p>Patterns across the text:</p> <ul style="list-style-type: none"> • What does the repetition of words or phrases in the text suggest? • How do details, information, or ideas change across the text? <p>Meaning of Language:</p> <ul style="list-style-type: none"> • How do specific words or phrases impact the meaning of the text? 	<p>Importance:</p> <ul style="list-style-type: none"> • Which details are most important to the overall meaning of the text? • Which sections are most challenging and require closer reading? <p>Relationships among details:</p> <ul style="list-style-type: none"> • How are details in the text related in a way that develops themes or ideas? • What does the text leave uncertain or unstated? Why?

From Odell Education's "Reading Closely for Details: Guiding Questions" handout. Used by permission.

Name: _____

Date: _____

Questions	Answers
<p>1. The text says: “Now that she thought of it, she could hardly breathe, the air was so laden with moisture and debris” (75).</p> <ul style="list-style-type: none"> • What does <i>laden</i> mean? How do you know? • What would it feel like to breathe air “laden with moisture and debris”? • Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work? 	
<p>2. The text says: “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).</p> <ul style="list-style-type: none"> • What does the phrase bowels of the machine mean? • Personifying is to give the characteristics of a person or animal to a non-living object. What is Paterson personifying? Why does she do this? • Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work? 	

Questions	Answers
<p>3. “Her quiet meals in the corner of the kitchen with Triphena, even her meager bowls of bark soup with the seldom talkative Charlie, seemed like feasts compared to the huge, rushed, noisy affairs in Mrs. Bedlow’s house” (76).</p> <ul style="list-style-type: none"> • What does the word meager mean? How do you know? • It’s contradictory to suggest a meager meal could be a feast. How could this be true for Lyddie? • Which Working Conditions note card best explains what this quote helps the reader understand about Lyddie’s life and work? 	

Reader's Dictionary, Chapter 11

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
anticipation	79		blacklisted	81	
grasp	79		engage	81	hire
honorable discharge	81	leaving a place of work with a good record	proficient	81	
Other new words:					

Row number	Working Condition Category (from anchor chart)— topic	Detail/Evidence Quote from Text (p. number)	Explanation What does this quote mean?	Analysis What does this quote show about working conditions and how they affected workers?
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.

Row number	Working Condition Category (from anchor chart)— topic	Detail/Evidence Quote from Text (p. number)	Explanation What does this quote mean?	Analysis What does this quote show about working conditions and how they affected workers?
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).		

Row number	Working Condition Category (from anchor chart)— topic	Detail/Evidence Quote from Text (p. number)	Explanation What does this quote mean?	Analysis What does this quote show about working conditions and how they affected workers?
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).		

Row number	Working Condition Category (from anchor chart)— topic	Detail/Evidence Quote from Text (p. number)	Explanation What does this quote mean?	Analysis What does this quote show about working conditions and how they affected workers?
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

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
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>

Reader's Dictionary, Chapter 11

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
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:					

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
14				<p><i>Why does Betsy leave the mill?</i></p> <p><i>How does Lyddie feel about training Brigid? How do her actions show this?</i></p> <p><i>What does Luke Stevens bring to Lyddie?</i></p>

Reader's Dictionary, Chapter 11

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
pact	108		infirmary	112	a place for medical treatment; a clinic
hinder	109		cast off	113	
stilled	110		husk	113	the useless outer shell of a plant that remains once the useful inner part is gone or used up
ornery	111	stubborn, often doing the opposite of what other people want you to do	draft	115	check
Other new words:					

Name: _____

Date: _____

Questions	Answers
1. What about the working conditions makes Betsy think she should sign the petition?	
2. Lyddie says, “If we just work ten hours, we’d be paid much less” (91). What can you infer that the petition is calling for? What does Lyddie think will happen to her wages if the mill owners listen to the petition?	
3. Workers who signed the petition might be <i>blacklisted</i> (92). What does this mean?	
4. How does Lyddie compare the factory work to her life in the tavern?	
5. Lyddie says, “I got to have the money. I got to pay the debts before –“ (92) What does she mean?	

FORMING EVIDENCE-BASED CLAIMS

Name Date

FOCUSING QUESTION Why **should** Lyddie sign the petition?

QUOTE FROM NOVEL	QUOTE FROM NOVEL	QUOTE FROM NOVEL
.....
.....
.....
.....
.....
.....

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
How does it connect to working conditions and/or Lyddie's decision?	How does it connect to working conditions and/or Lyddie's decision?	How does it connect to working conditions and/or Lyddie's decision?
.....
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REASONS TO SUPPORT CLAIM: Given the evidence, what are the reasons that Lyddie should sign the petition?

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FORMING EVIDENCE-BASED CLAIMS

Name Date

FOCUSING QUESTION Why **should** Lyddie sign the petition?

QUOTE FROM NOVEL	QUOTE FROM NOVEL	QUOTE FROM NOVEL

MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL	MY THINKING ABOUT THIS DETAIL
How does it connect to working conditions and/or Lyddie's decision?	How does it connect to working conditions and/or Lyddie's decision?	How does it connect to working conditions and/or Lyddie's decision?

REASONS TO SUPPORT CLAIM: Given the evidence, what are the reasons that Lyddie should sign the petition?

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Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
15				<p><i>Why does Uncle Judah bring Rachel to Lyddie?</i></p> <p><i>What about the boardinghouse rules make it hard for Lyddie to have Rachel with her?</i></p>

Reader's Dictionary, Chapter 15

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
boasted	118	bragged	doff	120	to take full bobbins off spinning machines and replace them with empty ones
stout	118		fortnight	120	two weeks
remand her to the asylum	118	to commit someone to a mental institution, usually against his/her will	distraught	124	
Other new words:					

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
16				<p><i>What does Lyddie do for Rachel?</i> <i>What does Rachel do for Lyddie?</i></p> <p><i>What is Mr. Mardsen doing when Lyddie stomps his foot?</i> <i>What can you infer?</i></p>

Reader's Dictionary, Chapter 16

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
begrudge	127		thereafter	129	
mind	127	pay attention	croon	129	
Other new words:					

A sandwich is made up of three parts—the bread on top, the filling in the middle, and the bread on the bottom. A “quote sandwich” is similar; it is how you use evidence in an argument essay. First, you introduce a quote by telling your reader where it came from. Then, you include the quote. Lastly, you explain how the quote supports your idea. Read this example of using a quote in an argument essay, then take a look at the graphic:

While working at the Tavern in Chapter 3, Lyddie has to endure difficult living conditions. “She slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early, for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl” (24). This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own.

Introduce the quote.

This includes the “who” and “when” of the quote.

Example: *While working at the Tavern in chapter 3, Lyddie has to endure difficult living conditions.*

Sample sentence starters for introducing a quote: _____

In chapter , _____ .

While Lyddie is _____ , she _____ .

After _____ , Lyddie _____ .

Include the quote.

Make sure to punctuate the quotes correctly, using quotation marks. Remember to cite the page number in parentheses after the quote.

Example: *“slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl” (24).*

Analyze the quote.

This is where you explain how the quote supports your idea.

Example: *This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own.*

Sample sentence starters for quote analysis:

This means that _____ .

This shows that _____ .

This demonstrates that _____ .

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
17				<p><i>How does Lyddie arrange for Rachel to stay?</i></p> <p><i>What is her worry about Rachel?</i></p>

Reader's Dictionary, Chapter 17

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
despised	131	looked down on	plaits	134	
obliged	131		ignorant	135	
monstrous	132	very	skeptical	136	disbelieving or doubting
Other new words:					

Student Directions: Use our anchor chart and your graphic organizer to complete the following sentences out loud with your partner (you don't need to write; just talk):

Use a quote sandwich to support your reason:

Introduce the quote

In chapter...

Include the quote

Analyze the Quote

This shows that...

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
18				<p><i>As Lyddie helps Rachel get ready to go on the train she “brushed away a cobweb of envy.” (145). Why does she feel envious in this chapter? What does she do with this feeling?</i></p> <p><i>What is her reaction to Luke’s letter?</i></p>

Reader's Dictionary, Chapter 18

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
in vain	141	without success	wryly	143	said in a way that shows that the speaker knows a situation is bad, but also slightly amusing
slack	142		miserly	144	
craves	142				
Other new words:					

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
19				<p><i>What happens when Lyddie goes to sign the petition? What is her reaction?</i></p> <p><i>Why is Diana leaving? Why must she keep it a secret?</i></p>

Reader's Dictionary, Chapter 19

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
calloused	148		droning	151	
grim	149		robust	152	
reading minutes	150				
Other new words:					

.....
Name:

.....
Date:

1. Read the learning targets for this lesson and circle the words that are the most important.

I can explain what it means to write a coherent argument essay with appropriate structure and relevant evidence.

I can analyze the argument in a model essay.

2. Think about a time that you were in an argument with someone. What causes an argument?

.....
.....
.....

This glossary is for academic words related to the writing process and products. In Module 1, students were introduced to the New York State Expository Writing Rubric and its vocabulary. Using that as a foundation, this Writer’s Glossary adds to students’ vocabulary around writing. Feel free to create more pages for this glossary as more vocabulary about writing is taught throughout the year.

The words here are from Module 2, Unit 1, Lessons 13–20

WORD/PHRASE	Definition
appropriate (opposite: inappropriate)	correct or suitable for a particular time, situation, or purpose Ex: <i>Nice pants and a nice shirt are appropriate to wear to a job interview.</i>
argument	reasoned thinking that supports a specific claim or position Ex: <i>The lawyer made the argument that cell phones were a distraction to drivers, using many statistics about cell phone-related accidents..</i>
claim	A statement that a speaker or writer is trying to prove, usually by using evidence Ex: <i>In the trial, the defendant presented a claim that she was innocent.</i>
coherent (opposite: incoherent)	when something such as a piece of writing is easy to understand because its parts are connected in a clear and reasonable way opposite: when something is hard to understand or does not make sense
reason	a justification of a claim; an explanation Ex: <i>The reason teenagers should drink milk is that the calcium in milk builds strong bones.</i>
relevant evidence	details or quotes from a text that directly relate to the subject or problem being discussed or considered Ex: <i>Sally used relevant evidence in her essay on the theme of survival in Hunger Games.</i>

WORD/PHRASE	Definition
irrelevant	not related to the subject being discussed
counterclaim	the opposing viewpoint or the opposite of the main claim in an essay
well-chosen evidence	evidence that is relevant and specific
illustrates	to give the reader a clear picture in his mind
Other new words you encountered:	

Lyddie Model Essay Focusing Question:
Should Lyddie go to work in the mills in Lowell, MA?

.....
Name:

.....
Date:

In Katherine Paterson’s novel *Lyddie*, the main character faces several difficult decisions as she tries to take care of her family after her father disappears from their small mountain farm in Vermont. When there is not enough food, her mother and younger sisters go to an uncle’s house while Lyddie and her brother Charlie spend a winter alone on the farm trying to keep it so the family can come home one day. In the spring, Lyddie and Charlie have to leave also. He is apprenticed to a miller, and she takes a job at a local tavern. Eventually, however, she starts thinking about going south to Lowell, Massachusetts, to work in the textile mills. Some would say that this is a foolish move for Lyddie because it takes her far away from the home and family she loves. This is the right decision for her to make because by leaving she at least stands a chance of improving her situation and making enough money to buy back the farm.

One of the reasons that Lyddie has made the right decision to leave her job at Cutler’s Tavern to go to work in the mills is that it will be a better life than the one she is leading at the tavern. While working at the tavern in Chapter 3, Lyddie has to endure difficult living conditions. She “slept under the eaves in a windowless passage, which was hot and airless even in late spring. She was ordered to bed late and obliged to rise early for the mistress was determined that no paying guest in the windowed rooms across the narrow passageway should know that they shared the floor with the kitchen girl” (24). This shows that Lyddie is treated badly, without even a bed to sleep in or a room of her own. She also works very hard and has no friends or companions. The only person who notices her at all is the old cook, who becomes a sort of protector. Even though Lyddie is not far from where her brother lives, she only sees him once in the year she works at the tavern and she never sees her mother and sisters. Making the decision to go south to Massachusetts is the right one for Lyddie because her situation at the tavern is harsh and lonely. Working in the mills offers the possibility of a better life.

The other good reason for Lyddie to leave the tavern for a mill job is that it will pay her much better. Ever since her family had to give up the farm, she has had the dream of buying it back. She wants to save her pay to do that, but she is only paid \$.50 week at Cutler’s and that money is sent directly to her mother, not given to her. In Chapter 3 when Lyddie meets a factory girl who is traveling through town and stays at Cutler’s, she is amazed at how well dressed and rich the girl is. The girl tells Lyddie that because she is a good worker, she would do well in the mill and could “clear at least two dollars a week” (25) as well as being independent. This means that if Lyddie could make that much money, she will be able to save enough to one day buy back the farm and unite her family. She wants that so much that she is brave enough to leave Vermont, ride on a coach, and face a big, strange city. Lyddie does the right thing by becoming a mill girl in order to make a real living wage.

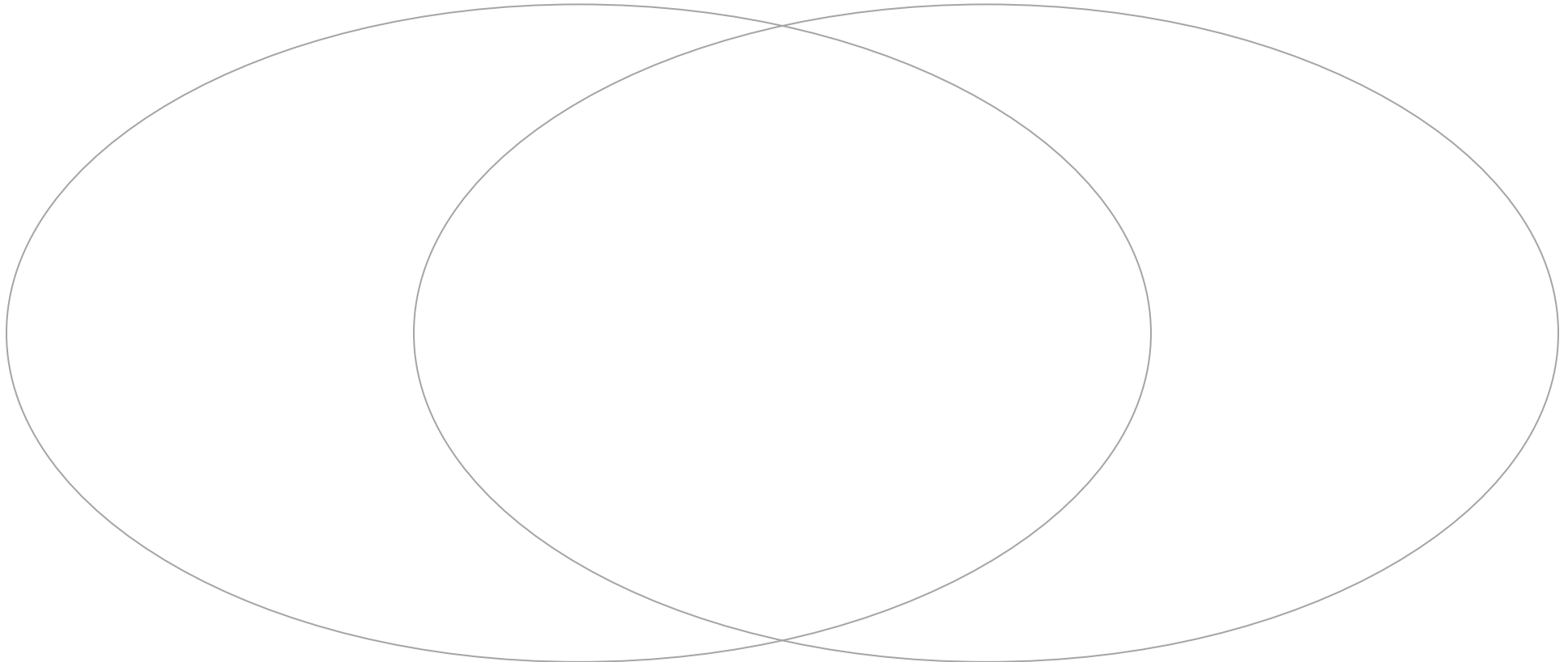
Lyddie Model Essay Focusing Question:
Should Lyddie go to work in the mills in Lowell, MA?

Even though there are reasons Lyddie should not have gone to Massachusetts to work in the mills, her decision to go is the right one for her. It will allow Lyddie to improve her life by living more comfortably in a boarding house, making friends with girls her own age, and learning more about the world. The job will also pay her a living wage so that she can save money to help her family. Although she isn't sure when she gets on that coach headed south to the mills, she is going toward the freedom to make her own way in the world, and this is clearly the best decision for her.

Work Cited

Paterson, Katherine. *Lyddie*. New York: Puffin Books, 1991.

Explanatory Essay Prompt	Argument Essay Prompt
<p>After reading the novel and accounts of the experiences of the people of Southern Sudan during and after the Second Sudanese Civil War, write an essay that addresses the theme of survival by answering the question: What factors made survival possible for Salva in <i>A Long Walk to Water</i>? Support your discussion with evidence from the novel.</p>	<p>After reading through Chapter 17 of <i>Lyddie</i>, write an argumentative essay that addresses the question: Should Lyddie sign the petition that Diana Goss is circulating? Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in 2013.</p>



Focusing Question:

“Should Lyddie sign the petition that Diana Goss was circulating?”

After reading through Chapter 17 of *Lyddie*, write an argumentative essay that addresses the question:

Should Lyddie sign the petition that Diana Goss is circulating?

Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in the 21st century.

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
20				<p><i>In Chapters 20 and 21, she and Brigid become closer friends. What are some ways that Lyddie helps Brigid? How does this affect Lyddie? How does it affect Brigid?</i></p>

Reader's Dictionary, Chapter 20

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
scrupulous	155		tumult	159	
yoke	156		sedate	159	
begrudge	158	to feel angry or upset with someone because they have something you feel they don't deserve.	hulking	160	
Other new words:					

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
21				<p><i>Why was Lyddie fired? According to the agent and the overseer? According to her?</i></p> <p><i>What does this encounter tell you about workers' rights in the mills?</i></p>

Reader's Dictionary, Chapter 21

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
searing	162		cackle	164	
trespassed	164		solemn	167	
distressing	165		benumbed	168	
Other new words:					

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
22				<p><i>How does Lyddie respond to being fired? What does she do to protect Brigid?</i></p> <p><i>Why is Mrs. Bedlow surprised that Lyddie was fired?</i></p> <p><i>What is moral turpitude?</i></p>

Reader's Dictionary, Chapter 22

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
incredulous	170		dilute	173	
parcels	171		vile	171	immoral or evil; can also be used informally to mean very unpleasant or bad.
gingerly	174				
Other new words:					

Chapter	Setting	Characters	Plot	How do setting, character, and/or plot interact?
23				<p><i>Why does Lyddie return to the tavern?</i></p> <p><i>Why does Lyddie go back to the farm? What connection do you think it will have to her future? Why?</i></p>

Reader's Dictionary, Chapter 23

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
monstrosities	177		content	179	
pang	177		crinkled	182	
homely	179		crumpled	182	
Other new words:					

Name: _____

Date: _____

Directions: Read the criteria below from the *Lyddie* argument essay rubric.

Command of Evidence Criteria from the Expository Writing Rubric (argument version)				
4	3	2	1	0
<ul style="list-style-type: none"> develops the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustains the use of varied, relevant evidence skillfully and logically explains how evidence supports ideas 	<ul style="list-style-type: none"> develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustains the use of relevant evidence, with some lack of variety logically explains how evidence supports ideas 	<ul style="list-style-type: none"> partially develops the claim of the essay with the use of some textual evidence, some of which may be irrelevant uses relevant evidence inconsistently sometimes logically explains how evidence supports ideas 	<ul style="list-style-type: none"> demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence that is generally invalid or irrelevant attempts to explain how evidence supports ideas 	<ul style="list-style-type: none"> provides no evidence or provide evidence that is completely irrelevant does not explain how evidence supports ideas

1. Reread the box from Column 4 of the rubric above and rewrite it in your own words:

Find an example of a quote sandwich in the model essay and use it to fill in this graphic organizer.

Introduce the quote.

This includes the “who” and “when” of the quote.

Find an example of an introduction of a quote in the *Lyddie* model essay and write it here:

Include the quote.

Make sure to punctuate the quotes correctly, using quotation marks. Remember to cite the page number in parentheses after the quote.

From the example you found, write the quote here:

Analyze the quote.

This is where you explain how the quote supports your idea.

Find where the quote is explained and write it here:

1. How the quote sandwich relate to the paragraph it is in?

2. How does the quote sandwich relate to the claim?

3. How does the quote sandwich relate to the claim?

.....
Name:

.....
Date:

What is the claim/thesis of the model essay?

Body Paragraph 1: First reason to support claim	
Topic sentence	
Evidence 1	
Analysis of Evidence 1	
Evidence 2	
Analysis of Evidence 2	
Evidence 3	
Analysis of Evidence 3	
Concluding Sentence	

Body Paragraph 2: First reason to support claim	
A. Topic sentence	
B. Evidence 1	
C. Analysis of Evidence 1	
D. Evidence 2	
E. Analysis of Evidence 2	
F. Evidence	
G. Analysis of Evidence 3	
H. Concluding Sentence	

Counterclaim

What counterclaims does the author acknowledge?

What are the counterclaims on this essay?

Name: _____

Date: _____

Directions: Read the criteria below from the *Lyddie* argument essay rubric.

Strategies to Improve Writing	
<ul style="list-style-type: none"> Revise my writing (or my planning) multiple times 	<ul style="list-style-type: none"> Ask myself, “Does this make sense?”
<ul style="list-style-type: none"> Look at other models 	<ul style="list-style-type: none"> Read the necessary texts closely
<ul style="list-style-type: none"> Read other people’s work 	<ul style="list-style-type: none"> Talk through my ideas with an adult
<ul style="list-style-type: none"> Ask questions when I have them 	<ul style="list-style-type: none"> Use quote sandwiches
<ul style="list-style-type: none"> Take a break and reread with fresh eyes 	<ul style="list-style-type: none"> Have another student write the gist of your paragraphs and make sure they match what you thought they were

Essay from Module 1

Directions: Look at the first two rows of the New York State Expository Writing Rubric.

1. What did I do well in my essay?
2. What do I need to improve?
3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

Essay from Module 2

Directions: Look at the first two rows of the Argument Essay Rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

Essay from Module 3

Directions: Look at the first two rows of the New York State Expository Writing Rubric.

1. What did I do well in my essay?

2. What do I need to improve?

3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

Essay from Module 4

Directions: Look at the first two rows of the Argument Essay Rubric.

4. What did I do well in my essay?
2. What do I need to improve?
3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general).
4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

.....
Name:

.....
Date:

Focusing Question: Should Lyddie sign the petition that Diana Goss circulates?

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Name the book and author	
C. Give brief background information to the reader about the book (characters, plot overview, etc)	
D. Claim	

II. Body Paragraph 1: First reason to support claim	
A. First reason to support your claim	
B. Topic sentence	
C. Evidence 1	
D. Analysis of Evidence 1	
E. Evidence 2	
F. Analysis of Evidence 2	
G. Evidence 3	

II. Body Paragraph 1: First reason to support claim	
H. Analysis of Evidence 3	
I. Concluding Sentence	

III. Body Paragraph 2: First reason to support claim	
A. Second reason to support your claim	
B. Topic sentence	
C. Evidence 1	
D. Analysis of Evidence 1	
E. Evidence 2	
F. Analysis of Evidence 2	
G. Evidence 3	

III. Body Paragraph 2: First reason to support claim	
H. Analysis of Evidence 3	
I. Concluding Sentence	

IV. Conclusion	
A. Restate claim	
B. Summarize reasons	
C. Explain why your view is worth consideration by the reader	

Counterclaim	
D. What counterclaim(s) will you include in your essay?	
E. Where in your essay will you acknowledge the counterclaim(s)?	

.....
Name:

.....
Date:

Directions: For today’s peer critique, look at your essay planner and choose the reason in one of your body paragraphs to focus on. Then choose one piece of evidence from that paragraph to turn into a quote sandwich. Make sure you introduce the quote, include the quote, and explain how the quote supports the reason in that paragraph. Remember that you have practiced quote sandwiches orally and found them in the model essay.

Reason in the body paragraph

Quote sandwich

For the peer critique, you will share your quote sandwich with a partner. Ask your partner to focus on giving you feedback on one of the three following questions:

Feedback questions

Does the introduction of the quote give enough background information to understand it?

Did I punctuate and cite the quote correctly?

Does the explanation of the quote make sense?

Name:

Date:

Command of Evidence Criteria from the NYS Expository Writing Rubric (argument version)

4	3	2	1	0
<ul style="list-style-type: none"> claim and reasons demonstrate insightful analysis of the text(s) acknowledges counterclaim(s) skillfully and smoothly 	<ul style="list-style-type: none"> claim and reasons demonstrate grade-appropriate analysis of the text(s) acknowledges counterclaim(s) appropriately and clearly 	<ul style="list-style-type: none"> claim and reasons demonstrate a literal comprehension of the text(s) acknowledges counterclaim(s) awkwardly 	<ul style="list-style-type: none"> claim and reasons demonstrate little understanding of the text(s) does not acknowledge counterclaim(s) 	<ul style="list-style-type: none"> claim and reasons demonstrate a lack of comprehension of the text(s) or task
<ul style="list-style-type: none"> develop the claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence 	<ul style="list-style-type: none"> develop the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustain the use of relevant evidence, with some lack of variety 	<ul style="list-style-type: none"> partially develop the claim of the essay with the use of some textual evidence, some of which may be irrelevant use relevant evidence inconsistently 	<ul style="list-style-type: none"> demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant 	<ul style="list-style-type: none"> provide no evidence or provide evidence that is completely irrelevant

.....
Name:
.....

.....
Date:
.....

Focus of Critique: Quote Sandwich

My partner thinks the best thing about my quote sandwich is...

My partner wondered about...

My partner suggested I...

My next step(s) ...

Focusing Question:**“Should Lyddie sign the petition that Diana Goss was circulating?”**

After reading through Chapter 17 of *Lyddie*, write an argumentative essay that addresses the question:

Should Lyddie sign the petition that Diana Goss is circulating?

Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in the 21st century.

Exit Ticket

Today in class, we discussed Lyddie’s character. List some of her character traits here:

Homework

Answer each question below in a well-written paragraph. Make sure to refer to specific details from the text.

1. What is one of Lyddie’s character traits that you would like to cultivate in yourself? Why? How did it help Lyddie? How would it help you in today’s world?

2. What is one of Lyddie’s character traits that you would not like to cultivate? Why? How did it hurt Lyddie? How would it hurt you in today’s world?

3. The author of *Lyddie*, Katherine Patterson, wrote this book with a teenage audience in mind. What do you think she wanted teenagers today to learn from Lyddie’s experiences?
