



EXPEDITIONARY
LEARNING

Grade 7: Module 2A: Unit 1: Lesson 1

Introducing Module 2: Working Conditions—Then and Now



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

I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)
I can build on others' ideas during discussions. (SL.7.1)

Supporting Learning Targets

- I can analyze photos, videos, and quotes to find a central theme.
- I can synthesize the ideas of my classmates with my own.

Ongoing Assessment

- Introduction to Module 2: Group Synthesis



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entry Task (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. <i>Gallery Walk (25 minutes)</i></p> <p>C. Introducing Working Conditions Anchor Chart (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Modeling the Homework (5 minutes)</p> <p>4. Homework</p> <p>A. Sorting Statements about Working Conditions</p>	<ul style="list-style-type: none"> • This lesson introduces students to Module 2: Working Conditions—Then and Now. Students participate in a modified Gallery Walk to preview and connect the case studies that compose this module. • The success of this lesson depends on building suspense and piquing the students' interest. Therefore, you should not give away too much information about the module, its texts, or its themes until the class has completed the Gallery Walk. • This lesson focuses on SL.7.1 and gives the students an opportunity to interact in a variety of ways. Be deliberate in grouping students to ensure that all groups will be successful. • Modeling the Gallery Walk with the interactive slide show is a crucial step of the process. Not only will it help the class understand the task, but it will also illustrate the range of working conditions students will explore in this module. • The students are introduced to the Working Conditions anchor chart at the end of this lesson. The homework will help familiarize them with the categories on the chart. Because the class will work extensively with this chart in subsequent lessons, not a lot of time is devoted to it now. • Anchor charts provide a common point of reference and a place to hold class thinking about a particular topic. They can be created and updated either in an electronic format or on a large piece of chart paper. • In advance: Prepare the items for the Gallery Walk. Item 4 is a short video, and Items 5, 6, and 7 are images. • When you set up your classroom for the Gallery Walk, post each item and then post a blank sheet of chart paper next to it. Consider your classroom space and place the items in a way that will allow students to move freely and comfortably around them. • Create the Working Conditions anchor chart; consider using several pieces of chart paper (see the Working Conditions anchor chart—student version in the supporting materials; the class anchor chart should be a large or electronic version of this document). • Find a picture of a power loom to display. A Google image search will produce many options. • Review: Gallery Walk protocol (embedded in this lesson) and the <i>A Living Wage Interactive Slide Show</i> from: www.nytimes.com/interactive/2010/07/18/business/global/18shirt-audioss/index.html?ref=global. This slide show is a very powerful piece of the Gallery Walk. Make sure you include it. • Post: Learning targets.



Lesson Vocabulary	Materials
<p>infer, explicitly, implied, synthesize, compensation, environment, harassment, discrimination, unions, child labor, forced labor, fair working conditions</p>	<ul style="list-style-type: none">• Audio: “The Sound of a Working Textile Mill”. May be accessed at: http://www.prx.org/pieces/28041#description• Introducing Module 2 worksheet (one per student; includes entry task and group synthesis)• Picture of loom (see Teaching Notes)• Putting Together the Pieces: Gallery Walk Directions (one per student)• Putting Together the Pieces: Gallery Walk Directions, Teacher Guide (for teacher reference)• “A Living Wage” interactive slide show, which may be accessed at: http://www.nytimes.com/interactive/2010/07/18/business/global/18shirt-audio/• Suggested List of Gallery Walk Items (for Teacher Reference)• Sticky notes (5-6/student)• Working Conditions anchor chart (new; teacher-created; see Work Time A)• Working Conditions anchor chart, student version (one per student)• Homework: Sorting Statements about Working Conditions (one per student)



Opening	Meeting Students' Needs
<p>A. Entry Task (5 minutes)</p> <ul style="list-style-type: none"> • Begin by playing the audio of a working loom without revealing what it is. It is 25 seconds long, so repeat it several times. Distribute the Introducing Module 2 worksheet and direct students to complete numbers 1 and 2 of the entry task as they listen to the audio. • Cold call a few of the students to get their response to the entry task. Explain that in the Gallery Walk today, they will look at a diverse collection of quotes, images, and videos. They should think of them as pieces of a jigsaw puzzle. Show them a picture of a loom and direct students to complete number 3 of the entry task. Say: “This is a picture of the machine that made the noise you just heard. When I put these two pieces together, the information becomes clearer. Today you will be looking at lots of different items. When you put all the items together, you will be able to <i>infer</i> some information about the module we are starting.” • Ask a student to define the verb to infer. Listen for: “To <i>infer</i> means to make a logical guess based on information that is <i>implied</i>, rather than <i>explicitly</i> said.” Remind students that they won’t read something that says: “This module is about ...,” but they should leave today with a clear idea of the themes and guiding questions they will examine over the next eight weeks. 	
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Ask a student to read the learning targets for today and focus the class on SL.7.1. Tell students that today they will participate in an activity in which they build ideas through conversations with their classmates. Ask students to think of something they might say when they are building on someone else’s ideas and to raise their hands when they have something. When most students have their hands raised, called on several to share. Listen for students to say things like: <ul style="list-style-type: none"> * “I agree, and would like to add that ...” * “I agree with you in some ways, but I do not think that ...” * “That’s an interesting point. Could you explain it more?” * “It seems like we agree that ... but disagree about ...” * “I see what you are saying, but I disagree because ...” • Depending on the needs of your students, consider posting these sentence stems for their reference during the rest of class. 	<ul style="list-style-type: none"> • If you already have structures and routines in place to support student discussions in small groups, reference them here and remind students to use them. • When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or cloze sentence to assist with the structure required.



Work Time	Meeting Students' Needs
<p>A. Modified Gallery Walk (28 Minutes)</p> <ul style="list-style-type: none">• Project or distribute copies of the Putting Together the Pieces: Gallery Walk Directions (unless already on the back of the Introducing Module 2 worksheet). Use the Putting Together the Pieces: Gallery Walk Directions, Teacher Guide (for teacher reference) to guide students through the modified Gallery Walk protocol.• When the Gallery Walk is over, praise the students for working together so effectively. Congratulate them for being willing to ask questions and think deeply about diverse groups of evidence. Tell them you are proud of them for persevering on an intellectually challenging assignment.	<ul style="list-style-type: none">• Use of protocols (like Gallery Walk) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.



Work Time (continued)	Meeting Students' Needs
<p>B. Introducing Working Conditions Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Explain that, as they just concluded in their Gallery Walk, in Module 2 the class will explore working conditions—what they are, how they have changed over time, why they matter, who influences them, etc. Some of the module guiding questions are: <ul style="list-style-type: none"> * “What are working conditions, and why do they matter?” * “How do workers, the government, business, and consumers effect change in working conditions?” * “Why do working conditions matter to me today?” • The module uses case studies from the mill towns in industrializing America, where cloth was made; from César Chávez, who organized agricultural workers in the United States; and from the modern-day garment industry worldwide. • Display the new Working Conditions anchor chart and distribute the Working Conditions anchor chart, student version. Explain that the class will be capturing all its thinking on this anchor chart, which provides a framework to organize their learning about working conditions. It also provides a way to compare different case studies of working conditions and to hold their thinking about what they have learned and what they wonder. • Take a few minutes to familiarize the class with the chart. Clarify the vocabulary. Ask the students to write on their anchor charts as you define <i>compensation</i> (wages), <i>environment</i> (the physical place someone works), <i>harassment</i> (when someone behaves in an unpleasant or threatening way toward you), <i>discrimination</i> (treating one person or group differently from another in an unfair way), <i>union</i> (an organization formed by workers to protect their rights), <i>child labor</i>, and <i>forced labor</i>. Explain that the definition of <i>fair working conditions</i> has changed over time and is also different in different places. Students will be thinking a lot about what is fair. • Tell students you will now model how they will use the anchor chart. Say: “For example, in the Gallery Walk, I read this sentence: ‘She’ll never come back, Lyddie thought sadly as she watched the buggy disappear.... She’ll never be strong enough again to work in a mill thirteen, fourteen hours a day’ (113). That sounds like it fits in the category of Hours, and I think that doesn’t sound fair, so I’m going to write, ‘girls in the Lowell mills work 13 to 14 hours per day’ in the Examples of Problems column and the Hours row.” • Tell students that they will add to this anchor chart during three different case studies in this unit. Their homework tonight will help them become more familiar with the categories on the chart. 	<ul style="list-style-type: none"> • ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson. Check for comprehension of general words (e.g., <i>law</i>, <i>peace</i>, etc.) that most students would know. • When reviewing graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.



Closing and Assessment	Meeting Students' Needs
<p>A. Modeling the Homework (5 minutes)</p> <ul style="list-style-type: none"> • Distribute and display Homework: Sorting Statements about Working Conditions. (Note: Students will need the Working Conditions anchor chart—student version. Depending on what will work for your students, either have them take home their Working Conditions anchor chart and bring it back, or photocopy the homework with a blank Working Conditions anchor chart on the back.) • Ask a student to read the directions aloud and ask: “What will you need to reference in completing this assignment?” Listen for: Working Conditions anchor chart—student version. • Model the first item (discrimination). Then ask students to read the second one and give you a thumbs-up when they have the answer. Wait for most students to have their thumbs up and then ask a student to share the answer (wages). 	
Homework	Meeting Students' Needs
<p>A. Sorting Statements about Working Conditions homework.</p> <p><i>Note: In the next lesson, the class will be starting Lyddie. Please make sure you have reviewed the next lesson as well as the Unit 1 Overview, Preparation and Materials, as both provide information about how to support all students in their reading of this text.</i></p>	



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Supporting Materials



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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?



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?



Student Directions	Suggested Teacher Direction
<p>Time: 28 minutes total</p> <p>Teacher reviews directions and models. Students are still in their seats for this step.</p> <p>Step 1. With My Group Look at your piece of evidence. Discuss the question below. Write your group’s ideas on the chart paper provided.</p> <ul style="list-style-type: none"> • 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? 	<p>(10 minutes)</p> <ul style="list-style-type: none"> • Distribute or display Putting Together the Pieces: Gallery Walk Directions. Ask the students to read along as you read the directions aloud. Remind them that the purpose is to allow them to put together the pieces to figure out what this module will be about. The protocol will also encourage them to have the types of conversations in which they build on each other’s ideas, as discussed near the beginning of class. If you posted sentence stems, refer back to them now. • Explain you will now model Step 1 with the A Living Wage Interactive Slide Show. Direct the students’ attention to the slide show. • After it is done, think aloud through the questions in Step 1 as you post your prewritten answers on the chart paper. <p><i>Note: Do not say “working conditions” or give too much of a hint to the class.</i></p> <ul style="list-style-type: none"> • Consider saying: “Hum—the details that seem important to me are that this is an unusual case in which people are being paid well to work in a garment factory and that this salary has changed the workers’ lives. • I think the setting is present day. Although they live differently than I do, the factory seems modern. It isn’t in the United States, however. • “I’m wondering how much people usually get paid to work in a factory like this. I’m wondering how this man started his company and why he decided to pay his workers so well. • “This relates to making clothing. We listened to a loom in the beginning of class, and I know that makes fabric. So they have clothing in common. It also relates to fairness and workers being happy. I’m going to look and see if there is some other item here that has to do with being fair or workers.”



Student Directions	Suggested Teacher Direction
•	<ul style="list-style-type: none">• Divide students into small groups of 3 or 4 (or pairs). Direct them to sit at the prepared Gallery Walk stations. See the List of Gallery Walk Items in the supporting materials.• Tell each group to nominate a recorder, who will write the groups' answers on chart paper. Remind the students to write big enough that their answers can be easily read from a distance.• Tell the students to begin discussing their item. They will have 5 minutes to work. Consider posting a timer.• Circulate among the groups to provide assistance and informally assess SL.7.1.



Student Directions	Suggested Teacher Direction
<p>Step 2. On My Own Silently look at each piece of evidence and read the chart paper next to it. Think about the questions below and write your ideas. Place at least two sticky notes on each blank chart paper.</p> <ul style="list-style-type: none">• 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?	<p>(10 minutes)</p> <ul style="list-style-type: none">• Tell the students that they will do the next step in silence but assure them they will have plenty of time to talk about their ideas later in the lesson. Ask a student to read the directions for Step 2. Ask another student to explain the directions in his or her own words.• Explain this is a chance for students to think alone before they think again together. This is also an opportunity for the teacher to see how well they build on each others' ideas. Remind them to build on the ideas listed on the chart you modeled as well.• Distribute sticky notes (5-6 per student)• Direct students to rotate around the room at their own pace. Remind them of norms for moving calmly in the room. Ideally you would have them move individually so that members of the group are collecting different information. As they look at each piece of evidence and read the accompanying chart paper, each student should ask themselves the questions provided.• Depending on the needs of your students, you may want to provide a more specific time for each student to spend at the pieces of evidence. Consider giving each student 2 minutes and an auditory cue when it's time to rotate.• Consider playing quiet music during this time as an auditory cue that they should be silent.• Consider participating in this step and placing your own sticky notes. This will help model the proper behavior and set a collegial tone.



Student Directions	Suggested Teacher Direction
<p>Step 3. On My Own Read through your classmates' ideas. Look at your piece of evidence again. Synthesize all the information your group has gathered about all the pieces of evidence by discussing the questions below. When you've come to a consensus, write your answers on the worksheet provided.</p> <ul style="list-style-type: none">• 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?	<p>(8 minutes)</p> <ul style="list-style-type: none">• After everyone has responded to each of the pieces of evidence or students are at a natural break, have the groups go to their original chart paper.• Ask a student to read the directions for Step 3. Emphasize that they should read and discuss the sticky notes left by others.• Explain they will now be <i>synthesizing</i>, or bringing together, everyone's ideas about all the pieces of evidence.• Direct them to record their group's thinking on the Group Synthesis section of the Introducing Module 2 worksheet.



Item 1

“She’ll never come back, Lyddie thought sadly as she watched the buggy disappear.... She’ll never be strong enough again to work in a mill thirteen, fourteen hours a day. When I’m ready to go myself, she thought, maybe I could sign that cussed petition. Not for me. I don’t need it, but for Betsy and the others. It ain’t right for this place to suck the strength of their youth, then cast them off like dry husks to the wind” (113).

Item 2

“Today, thousands of farmworkers live under savage conditions, beneath trees and amid garbage and human excrement near tomato fields in San Diego County; tomato fields which use the most modern farm technology. Vicious rats gnaw at them as they sleep. They walk miles to buy food at inflated prices, and they carry in water from irrigation ditches.”

Item 3

- “On a regular workday there was no leisure time except the less than three hours between supper and curfew” (57).
- “The pulse of the factory boomed through the massive brick wall, and she could feel the vibrations of the machinery as they made their way up the shadowy wooden staircase, which clung for dear life to the side of the building” (61).
- “Creation! What a noise! Clatter and clack, great shuddering moans, groans, creaks, and rattles. The shrieks and whistles of huge leather belts on wheels” (62).
- “She could hardly see anything in the morning gloom of the huge, barnlike room, the very air a soup of dust and lint” (63).

Item 4

Video of modern shoe factory

Example: <http://www.guardian.co.uk/global-development/poverty-matters/2012/apr/30/export-processing-zones-sweatshops-development>



Item 5

Image of César Chávez leading a strike

Example: <http://www.sacbee.com/2012/12/30/5078801/discoveries-cesar-chavez-national.html>

Item 6

Image of Lowell Girls

Example: <http://library.uml.edu/clh/mo.htm>

Item 7

Image of a Bangladesh fire

Example: <http://cdn.3news.co.nz/3news/AM/2012/12/18/280811/Bangladesh-fire.jpg?width=460>



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?**
