



EXPEDITIONARY
LEARNING

Grade 7: Module 2A: Unit 1: Lesson 4

Close Reading to Learn about Lyddie's Character



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

I can analyze the interaction of literary elements of a story or drama. (RL.7.3)

I can determine the meaning of words and phrases in literary text (figurative, connotative, and technical meanings). (L.7.4)

I can express my own ideas clearly during discussions. (SL.7.1)

Supporting Learning Targets

- I can analyze how plot, character, and setting interact in *Lyddie*.
- I can use context clues— both in the sentence and on the page—to determine the meaning of unknown words.
- By engaging in a discussion with my partner, I can analyze one section of *Lyddie* to deepen my understanding of the plot, characters, and setting.

Ongoing Assessment

- Reader's Notes
- Chapter 6 of *Lyddie* Text Dependent Questions



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Entry Task: Checking for Understanding (5 minutes)</p> <p>B. Reviewing Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading Aloud Chapter 6 of <i>Lyddie</i> (10 minutes)</p> <p>B. Close Reading of Page 43 in <i>Lyddie</i> (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Fist to Five Self-Assessment (5 minutes)</p> <p>4. Homework</p> <p>A. Read Chapter 7 of <i>Lyddie</i> and Complete Reader's Notes for Chapters 6 and 7.</p>	<ul style="list-style-type: none">• In the previous lessons, students have heard the text read aloud and seen you model. In this lesson, students work in pairs to analyze the text.• This lesson also introduces the routine of close reading a shorter excerpt from the text. In a close reading lesson, students will carefully read or reread one passage from the text. There is a Close Reading Guide (for teacher reference) to help you guide this portion of the lesson (Part B of Work Time). Students work with the text-dependent questions worksheet during this part of the lesson.• Students will closely read the excerpt from Chapter 6 in which Lyddie gives Ezekial, a runaway slave, the money she has been saving. The lesson focuses on RL.7.3. Students analyze the interaction between the two characters to better understand Lyddie and her decision to go to the mills at Lowell. By the end of the lesson, students should understand Lyddie's generosity, empathy, and commitment to freedom.• As a part of the close reading, students perform a mini Readers Theater. This is a way for them to apply what they have learned about the characters' feelings and motivation.• Note that to preserve time for the close read, you only summarize Chapter 5 rather than read it aloud. The student version of the Reader's Notes for Chapter 5 already has plot, setting, and character notes for student reference. The notes were attached in Lesson 3 (to use if you assigned it for homework); distribute them in this lesson at the beginning of Work Time A if you did not distribute them in Lesson 3.• Review: <i>Lyddie</i> Reader's Notes, Chapter 3, Chapter 4, and Chapter 5, Teacher's Editions; Chapters 3–6 in <i>Lyddie</i>.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>effect, affect, explicitly, implicitly, infer; tavern (18), homespun (20), garment (23), servitude (23), comrade (25), mean (27), secretive (29), calicoes (29), anxieties (31), practiced skill (32), fugitive (33), diminish (43), enormity (43), leaden (43)</p>	<ul style="list-style-type: none">• <i>Lyddie</i> (book; one per student)• Checking for Understanding, Chapters 3 and 4 entry task (one per student)• Weaving Room Discussion Appointments handout (from Lesson 3)• Page 43 in <i>Lyddie</i> (one per student)• Chapter 6 of <i>Lyddie</i> Text-Dependent Questions (one per student)• Chapter 6 of <i>Lyddie</i> Close Reading Guide (for Teacher Reference)• <i>Lyddie</i> Reader's Notes, Chapter 5 (from Lesson 3; see Lesson 3 Teaching Note)• <i>Lyddie</i> Reader's Notes, Chapter 6 and Chapter 7 (two separate supporting materials, one per student)• <i>Lyddie</i> Reader's Notes, Chapter 6 and Chapter 7, Teacher's Edition (two separate supporting materials; for Teacher Reference)



Opening	Meeting Students’ Needs
<p>A. Entry Task: Checking for Understanding (15 minutes)</p> <ul style="list-style-type: none"> • Distribute Checking for Understanding, Chapters 3 and 4 entry task to students as they enter. Remind students that they can use their Reader’s Notes, but not the book itself, to answer these questions. Remind them that the purpose of this is not to “quiz” them but to show you how they are doing with taking notes and with understanding characters, plot, and setting in <i>Lyddie</i>. • Remind students of the modeling in Lesson 3 about how to use their Reader’s Notes to complete the entry task. Direct them to complete the entry task individually. As they do so, circulate to check the <i>Lyddie</i> Reader’s Notes, Chapter 3 and Chapter 4 for completion. • Post definitions for the Reader’s Dictionary and prompt students to revise their Reader’s Dictionaries as necessary. • Provide specific positive feedback to students for their growing mastery of the reading routines in this unit, and in particular recognize their growing independence and stamina in tackling a complex text for homework. <p><i>Note: Depending on your plans for collecting this work, you can either collect the entry task as students finish and before they discuss the questions, or you can have students keep their papers and self-correct them as the class discusses the questions.</i></p> <p><i>In some lessons, the entry task will lead to class discussion. In this particular lesson, just briefly answer the questions so you will have time to focus on the close reading.</i></p>	<ul style="list-style-type: none"> • Setting the right tone with the Checking for Understanding routine is important in this lesson. It should serve to help students self-evaluate and to help you plan instruction. Whichever method you choose for collecting the entry task, make sure that it allows you to gather data about how well students are doing with these questions independently, as that will allow you to target specific students for more support or tailor your whole-class instruction.



Opening (continued)	Meeting Students’ Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students’ attention to the learning targets for today, particularly: “By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> to deepen my understanding of the plot, character, and setting.” Remind them of their experience with text-based discussions in Module 1; explain that as they read <i>Lyddie</i>, they will continue to have text-based discussions, but they will often focus on only one section of the text in a given class period. In a more complex text like <i>Lyddie</i>, it often helps readers to slow down and read one passage very closely. Reading a passage closely helps you understand the characters, plot, and setting more precisely and also helps you notice how an author is using language.• Ask a few students to name one thing they will do to help their partnership succeed in understanding the text. Listen for them to name actions such as clarifying definitions, asking questions, paraphrasing, staying within the excerpt, and using Reader’s Notes.• Remind them of the norms for moving to be with their partner and direct them to take their Reader’s Notes and Lyddie and use their Weaving Room Discussion Appointments handout to find their Weft Threads Discussion Appointment.	



Work Time	Meeting Students’ Needs
<p>A. Reading Aloud Chapter 6 of Lyddie (10 minutes)</p> <ul style="list-style-type: none"> Briefly summarize Chapter 5 for the students (or ask a student volunteer to do so). Say: “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.” Point out that the Reader’s Notes are already completed for this chapter. Read aloud from page 38 (“When she rounded the bend …”) to the break on page 42. Pause and ask students to identify the setting, characters, and event(s). 	
<p>B. Close Reading of Page 43 in Lyddie (20 minutes)</p> <ul style="list-style-type: none"> Explain that students will now be reading an excerpt from Chapter 6 closely to analyze the interaction between Ezekial and Lyddie. This will help them understand the characters’ feelings and how this event will affect Lyddie. Point out to students that the verb <i>to affect</i> is spelled with an “a” for action, but the noun <i>the effect</i> is spelled with an “e.” Ask the students to raise their hands if they know which learning target this addresses. Wait for most of the students to raise their hands and then call on one to explain. Listen for: “I can analyze how plot, character, and setting interact in <i>Lyddie</i>.” Distribute copies of page 43 of Lyddie. Tell students that you will read the text aloud, and they should read along silently. Ask them to underline words or phrases that help them understand how a character feels and why he or she acts in a certain way. Remind the students that the words might not <i>explicitly</i> name an emotion (e.g., “she was sad”) but might <i>implicitly</i> show an emotion (e.g., “her eyes began to fill with tears”). Read the excerpt aloud with expression. Ask the students to “popcorn” (share out randomly as they choose) some of the words they underlined that refer to Ezekial, then some that refer to Lyddie. Display or distribute Chapter 6 of Lyddie Text-Dependent Questions. Use Chapter 6 of Lyddie Close Reading Guide to guide students through a series of text-dependent questions related to the excerpt on page 43. 	



Closing and Assessment	Meeting Students’ Needs
<p>A. Fist to Five Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Direct the students to the learning target:<ul style="list-style-type: none">* “By engaging in a discussion with my partner, I can analyze one section of <i>Lyddie</i> to deepen my understanding of the plot, characters, and setting.”• Ask the students to give themselves a quick self-assessment with the Fist to Five protocol. Describe what you see. For example, you might say: “I see lots of 4s and 5s! Great! That means your discussions were very useful today.” Praise the students for their character analysis skills.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students’ Needs
<p>A. Read Chapter 7 of <i>Lyddie</i> and complete Lyddie Reader’s Notes, Chapter 6 and Chapter 7.</p>	



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Supporting Materials



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Name:

Date:

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

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.

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

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 leaden 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.**



Time: 20 minutes

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> <ul style="list-style-type: none"> • What do <i>diminish</i> and <i>enormity</i> mean? How do context clues help you figure that out? • What does this sentence help us to infer about how they are feeling? 	<p>(7 minutes)</p> <p>Direct the students to do Questions 1 and 2 with their partners. Invite the students to look back in the text to find the selections. Remind them to use clues both in the sentence itself and on the page (reading forward and backward) to figure out what words mean.</p> <p>Pause after Question 2 to have some students share out their answers. Encourage them to correct their worksheets.</p> <p>Listen for students to say:</p> <ol style="list-style-type: none"> 1. Diminish means “to make smaller,” and enormity means “seriousness.” This helps us infer that the characters were both feeling embarrassed by Lyddie’s huge act of generosity.
<p>2. “She felt leaden with sadness” (43).</p> <ul style="list-style-type: none"> • What does the word leaden mean? How do you know? • What is making her feel “leaden with sadness”? 	<p>2. Leaden means “weighed down.” Point out the root, lead, and how that contributes to the meaning of the word.</p> <p>Interestingly, it is when Lyddie realizes how far she and Charlie are from coming back to the farm that she feels sad.</p>



Questions	Answers
<p>3. Why did Lyddie give Ezekial the money? What character trait(s) does this show?</p>	<p>(5 minutes) Direct the students to complete Question 3. Call on several students to share. Use the probing questions to further develop the students' understanding of the interaction of these two characters. Listen for students to say: She gave him the money because she is generous, empathetic, committed to freedom, kind, etc. Probing questions:</p> <ul style="list-style-type: none">• * "Does Lyddie have anything in common with Ezekial?"• * "Has Lyddie thought about freedom?"
<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.</p>	<p>(5 minutes) Remind the students to use their "6-inch" voice for this exercise. After the pairs have had a chance to practice, you may ask one pair to share their reading with the class. Invite the class to comment.</p>



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:					



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Reader's Dictionary, Chapter 6

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
manufacture	39	make or create	penniless	42	very poor
intrusion, intruder	40	something or someone who comes in where they are unwanted	grimaced	44	twisted her face to express an emotion
conveyed	40	formally means to take from one place to another; usually means to communicate something from one person to another	impertinent	44	rude or not respectful to someone who is older
notions	41	ideas	burden	44	something difficult or worrying that you are responsible for
Other new words:			snare	43	a trap, especially used for an animal



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	having to do something because the situation or your duty makes it necessary	Stout	50	strong
alight	49	get down from	boardinghouse	51	a house in which the owner rents places to sleep and provides food
hapless	49	unlucky	foreboding	51	giving a feeling that something bad will happen
Other new words:					