

UNIT 2 – WORKING CONDITIONS (WORKING WITH EVIDENCE)

<p>Established Goals: (Standards)</p> <p>CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate</p>	Transfer	
	<p><i>Students will be able to:</i></p> <p>Research working conditions in the modern-day garment industry in order to create a “Consumer’s Guide to Working Conditions in the Garment Industry.” First, students individually complete a Researcher’s Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer’s guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.</p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Working conditions include multiple factors and have significant impacts on the lives of workers. ● Workers, the government, businesses, and consumers can all bring about change in working conditions. ● Closely reading and discussing one excerpt of a longer text helps to deepen your understanding of the text as a whole. ● Effective researchers ask relevant questions, gather information from several sources, keep track of their findings and sources, and synthesize their findings into coherent products. 	<ul style="list-style-type: none"> ● What are working conditions, and why do they matter? ● How do workers, the government, business, and consumers bring about change in working conditions? ● How does reading one section of a text closely help me understand it better? ● How can you tell the difference between a useful and a not useful research question? ● How does a speaker develop and organize his central claim? 	

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<p>command of Language standards 1-3 up to and including grade 7 here.)</p> <p>CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	Acquisition	
	KNOWLEDGE	SKILLS
	<p><i>Students will know how to...</i></p> <ul style="list-style-type: none"> ● read grade-level literary texts proficiently and independently. ● read above-grade-level texts with scaffolding and support. ● interpret and make connections between literature and other texts, ideas, or perspectives. ● read grade-level informational texts proficiently and independently. ● read above-grade-level texts with scaffolding and support. ● produce clear and coherent writing that is appropriate to task, purpose, and audience. ● use a writing process to ensure that purpose and audience have been addressed. ● use technology to produce and publish a piece of writing with links to cited sources. ● use technology to collaborate with others while producing a piece of writing, linking to cited sources. ● conduct short research projects to answer a question. ● use several sources in research. ● generate additional questions for further research. ● gather relevant information from a variety of sources. ● use search terms effectively. ● evaluate the credibility and accuracy of each source. ● quote or paraphrase others' work while avoiding plagiarism. ● use a standard format for citation. ● adjust writing practices for different time frames, tasks, purposes, and audiences. ● effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● citing several pieces of text-based evidence to support an analysis of literary text. ● analyzing the interaction of literary elements of a story or drama. ● citing several pieces of text-based evidence to support an analysis of literary text. ● analyzing the interaction of literary elements of a story or drama. ● analyzing the organization of an informational text (including how the major sections contribute to the whole and to the development of the ideas). ● analyzing the interactions between individuals, events, and ideas in a text. ● determining a theme or the central ideas informational text. ● analyzing the development of a theme or central idea throughout the text. ● objectively summarizing informational text. ● citing several pieces of text-based evidence to support an analysis of informational text. ● writing arguments to support claims with clear reasons and relevant evidence. ● writing informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. ● selecting evidence from literary or informational texts to support analysis, reflection, and research.

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	<ul style="list-style-type: none"> ● express ideas clearly during discussions. ● build on others’ ideas during discussions. ● use a variety of strategies to determine the meaning of unknown words or phrases. ● analyze figurative language, word relationships and nuances in word meanings. ● accurately use seventh-grade academic vocabulary to express my ideas. ● use resources to build my vocabulary. 	<ul style="list-style-type: none"> ● analyzing the main ideas and supporting details presented in different media and formats. ● explaining how ideas clarify a topic, text, or issue. ● using correct grammar and usage when writing or speaking. ● using correct capitalization, punctuation, and spelling to send a clear message to my reader. ● expressing ideas with precision.
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Unit	Vocabulary	Instruction and Pacing (suggested order to teach)
1	<p>Appropriate, argument, claim, coherent, reason, relevant evidence, irrelevant, counterclaim, well-chosen evidence, illustrates, infer, explicitly, implied, synthesize, compensation, environment, harassment, discrimination, unions, child labor, forced labor, fair working conditions, elements, interact, plot, setting, character; mighty, anxious, queer, charity, beholden, effect, affect, explicitly, implicitly, infer; tavern, homespun, garment servitude, comrade, mean, secretive, anxieties, practiced skill, fugitive, diminish, enormity</p>	<p>Weeks 1-4 (Lyddie: Working Conditions in Industrializing America)</p> <ul style="list-style-type: none"> ● Launching the module ● Launching Lyddie ● Analyzing setting, character, and plot ● Read informational article about “the hero’s journey.” ● Analyze the stages of the hero’s journey. ● Evaluating Lyddie’s Decision ● Planning Lyddie Essay ● Writing and revising Lyddie essay ● Discussing end of book ● Launch independent reading (see Launching Independent Reading in Grades 6-8: Sample Plan—stand alone document on EngageNY.org)
2	<p>agent of change, consumer, boycott, union, migrant worker, Chicano, Anglo, Mexican-American, Latino, Hispanic, Structure, central claim, section; tunnel vision, migrant, savage, mortality, implements, chattel, asserts, rhetoric, emotionally charged words, credible, rhetorical questions, tangible, intangible, counterclaim; savage, vivid, empower, cruel hoax, peon, bargain in good faith, exaggerations, structure, contribute,</p>	<p>Weeks 5-6 (How Working Conditions Change: Chávez and the UFW)</p> <ul style="list-style-type: none"> ● Introducing Agents of Change for working conditions; Analyzing the development of claims in the Commonwealth Club Address ● Analyzing the structure of the Commonwealth Club Address.

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	central claim; dismantled, disposable, reap, wanton, subsidies, subjugated	
3	effective, ineffective, reliable, generate, relevant, evaluate, synthesize, specific, answerable, plagiarism, paraphrase, succinct, anecdote, credible, neutral, impartial, sweatshop, synthesis, synthesize, graphic design, book review	<p>Weeks 7-8 (Researching Working Conditions in the Modern-Day Garment Industry)</p> <ul style="list-style-type: none"> ● Introduction to researching modern working conditions ● Research: working conditions in modern garment industry ● Crafting consumer’s guide
Common Misconceptions		Proper Conceptions
Students might think that the theme of the story is the same thing as the main idea of a story.		A theme is a lesson learned from a story, whereas the main idea is what a story is mostly about.
Students might think they only need to know a word’s definition to successfully understand the word in a story.		Some words have multiple definitions and the context of the word is very important.
Students may want to support their positions with only their own opinions.		Students should be able to support their positions using the text.
Students might choose text support that doesn’t relate to the topic.		Students must choose text support and be able to explain how the details support their point.
Students might summarize a text by choosing minor details.		Students should summarize a text by addressing key points.
Students may write narratives with incorrectly punctuated dialogue.		Students must punctuate dialogue correctly with quotes.
Students might write narratives which include too much dialogue that is confusing to follow.		Students should use dialogue with purpose and to drive the plot.
When engaging in discussion, students might feel it is OK to talk over each other or to interrupt the other person.		Students must learn to listen respectfully to others opinions and to take turns during discussions.
Students often write in an informal style, inappropriate to the audience.		Students must be cognizant of their purpose for writing and address the audience with the correct formality as needed.

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When drafting writing, particularly if typing, students might be too cautious about correcting mistakes as they go.	Students should understand that the writing process has several steps and that getting your rough ideas down does not require perfection.
When publishing writing students often believe that they need to use colored, fancy, fonts, and pictures to supplement their ideas.	Students in the middle grades should understand that their words can make their writing come to life and that a formal style is needed when publishing an essay or other formal writing piece.

Resources

Texts

- Lyddie, Katherine Patterson (RL, 860L)
- Harvesting Hope: The Story of Cesar Chavez, Kathleen Krull (RL, NL)
- “In China, Human Costs Are Built into an iPad,” Charles Duhigg and David Barboza, The New York Times (RI, 1430L)
- “An Apparel Factory Defies Sweatshop Label, but Can It Thrive?” Steven Greenhouse, The New York Times (RI, 1320L)
- “Are Your Clothes Made in Sweatshops?” Oxfam Australia <https://www.oxfam.org.au/explore/workers-rights/are-your-clothes-made-in-sweatshops/>. (RI, 1220L)
- “Common-wealth Club Address,” César Chávez (RI, 1155L)
- “Ethical Style: How Is My T-Shirt Made?” Tabea Kay (RI, 1080L)
- “Statement at Pacific Lutheran University,” César Chávez (RI Speech,)
- “The Wrath of Grapes,” César Chávez (RI Speech)

Websites

In Unit 1, you will show the students clips of a video on several occasions. Mill Times (David MacAulay) is the suggested video, so consider looking for it now. If you are unable to use this video, the Unit 1 overview suggests several free public access alternatives.

Other

Note catchers

Reader’s Notes

Handouts

In Unit 2, the lesson plan suggests that you read aloud part of a picture book called Harvesting Hope, by Kathleen Krull. Consider looking at the library for this book in advance. Alternate resources are listed in the Unit 3 Overview and in Unit 3, Lesson 1.

As students’ final performance task during Unit 3, they will publish their brochure about working conditions in the garment industry today. Ideally, students will publish their work in an electronic format, but they could publish in print. The choice is up to you, and depends on the resources available at your school. This unit will go more smoothly if you choose the format of this project before you begin Unit 3 and make a model (using the text and resources provided with Unit 3) in that format. See the stand-alone Performance Task document on EngageNY.org for more details about possible formats.

Differentiation and Accommodations

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Accommodations:

Some students may prefer to work alone to publish their work.

Students may work in a larger group, with a pair taking responsibility for one part of the final product.

Students may publish their work in either paper or electronic form. Choose one mode for the whole class to better support them in doing high-quality work. Options to consider: brochure, poster, card; PowerPoint, Prezi, Glog, app, web page.

Once you have decided the format in which students will work, create a model using that format. The Unit 3 materials contain the text to use when you make this model; you likely will want to add images appropriate to the format you select.

Provide graphic organizers

Provide additional examples and opportunities for additional problems for repetition

Provide tutoring opportunities

Provide retesting opportunities after remediation (up to teacher and district discretion)

Teach for mastery not test

Teaching concepts in different modalities

Adjust pace and homework assignments

Advanced Options:

Consider having students present their work to an outside audience—perhaps a group of students from another grade level.

If you have time, consider extending the time allotted for the creation of the final product. Invite graphic designers or other technology and media experts to work with students to create effective publications. If you invite experts in, having them work with students in small groups to provide focused critique is often a successful structure.

Instructional Strategies

Fairfield Township School District recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

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Interdisciplinary Connections

Relevant Social Studies Connections

- 7.10 Technological innovation led to industrialization and growth in production and trade throughout the United States.
- 7.12.d Women joined the movements for abolition and temperance, and organized to advocate for women's property rights, fair wages, education, and political equality.
- 7.12.e Immigrant workers, low-wage earners, and women organized unions and political institutions to fight for safe and fair working conditions in industrialized areas.
- 8.1 The Industrial Revolution had significant consequences, including increasing urbanization, the need for a larger labor force, and the emergence of new business practices.
- 8.14.c Various minority groups that won rights in the 1960s and 1970s struggled to exercise those rights in political and social realms.
- 8.16 At the start of the 21st century, the United States faced global and domestic challenges, including terrorism, increased economic interdependence and competition, and growing environmental concerns.
- Geographic Reasoning: Characterize and analyze changing interconnections among places and regions.
- Gathering, Using, and Interpreting Evidence: Define and frame questions about events and the world in which we live and use evidence to answer these questions.
- The Role of the Individual in Social and Political Participation: Participate in activities that focus on a classroom, school, community, state, or national issue or problem; fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness and/or engaging in the political process.

21st Century Skills

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative
- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, virtual workspaces
- Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

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Performance Task

Consumer's Guide to Working Conditions in the Garment Industry

Building on their focus on working conditions in the mills from Unit 1, students research working conditions in the modern-day garment industry in order to create a "Consumer's Guide to Working Conditions in the Garment Industry." First, students individually complete a Researcher's Notebook in which they track their questions and take notes. As the end of Unit 3 Assessment, they write a synthesis of their research findings. For the performance task, students work with a partner to create a teenage consumer's guide that draws on their research. They publish this document in a printed or electronic format selected by the teacher.

ASSESSMENTS

Unit 1

Mid-Unit : How Working Conditions Affected Lyddie (RL.7.1 and RL.7.3) selected response and short constructed response

End of Unit: Argument Essay about Lyddie (RL.7.1, RL.7.3, W.7.1, W.7.9, W.7.9a; W.7.5, L.7.1, and L.7.2) scaffolded essay

Unit 2

Mid-Unit: How Chávez Develops His Claims in the Commonwealth Club Address (RI.7.1, RI.7.2, RI.7.3, RI.7.5) selected response

End of Unit: Analyzing the Structure of Chávez's "Wrath of Grapes" Speech (RI.7.1, RI.7.2, RI.7.3, and RI.7.5) selected response and short constructed response

Unit 3

Mid-Unit: Gathering Relevant Information and Generating Additional Research Questions (W.7.7 and W.7.8) on-demand use of a source for research

End of Unit: Writing a Research Synthesis (W.7.7 and W.7.8) extended response