

**Reading to Learn: Mill Workers of Lowell Massachusetts, 1800's**  
**By: Bernadette McQuilkin**



## Introduction

This Lowell Mills study provides an opportunity for weaving a common curriculum thread across the HiSET levels 1 – 4, using Blended Learning. In addition to implementing various forms of this model, the activities included here may also further a passion for learning in students so that they will persist in their educational goals.

1. Lesson Title	Reading to Learn: Mill Workers of Lowell Massachusetts in 1800's
2. Unit Title	The World of Work: A Historical Perspective with a Focus on Lowell Mills in 1840''s
3. EFL Level	ABE Level 1, 2, 3, and 4 with different historical novels, biographies, or primary source materials used at each level. Lexile scores for reading materials will range from 200's at Level 1 to 1000's at Level 4.
4. Length of Lesson in # of Hours	6 – 9 hours for comprehension lessons with additional time for optional homework and follow-up activities
5. # of Classes	1 hour per day for 6 – 9 days in group work in class. Students may spend time interacting with others and the teacher via the Internet at home.
6. Learner Outcome/Objectives	The learner will be able to <ul style="list-style-type: none"><li>• Identify key points in a chapter of a story or non-fiction text with 80% accuracy by writing on sticky notes and sticking them where they occur in</li></ul>

	<p>the text.</p> <ul style="list-style-type: none"> <li>• Answer comprehension questions related to the historical novels, biographies, or primary source materials, e.g. <i>Bobbin Girl</i> by Emily Arnold McCully for HiSET Level 2, with 80% accuracy.</li> <li>• Complete webquest activities.</li> </ul>
<p>7. CCRS Level-Specific Standard(s) that Support and Align with Lesson Objectives</p>	<p><b>CCRS ELA RI Levels A, B, C = ELA, Reading, Anchor 1 Level A, B, C</b>  <u>CCR Anchor 1</u>: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  <u>Level C Examples</u>:</p> <ul style="list-style-type: none"> <li>• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1)</li> <li>• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (RI/RL.5.1)</li> </ul> <p>WIOA Glossary Introducing Students to Aspects of Work in US  <a href="https://www.education.nh.gov/rfp/documents/appendix2.pdf">https://www.education.nh.gov/rfp/documents/appendix2.pdf</a></p>
<p>8. Assessment</p>	<p>The teacher will assess students' comprehension by:</p> <ol style="list-style-type: none"> <li>1. Checking the sticky notes that students write on as they read to point out main ideas, details, etc.</li> <li>2. Listening to responses to post reading comprehension questions.</li> <li>3. Reading their webquest responses and Discussion Board postings.</li> </ol>
<p>9. Materials and Preparation Activities:</p>	<ul style="list-style-type: none"> <li>• Post this video of the history of the Lowell Mills on the class website: <a href="https://www.youtube.com/watch?v=zSVk6axNHkQ">https://www.youtube.com/watch?v=zSVk6axNHkQ</a> and this webquest with information and decisions students to make as if they were mill workers in the 1830's – 1840's <a href="https://www.uml.edu/tsongas/bringing-history-home/page_00/">https://www.uml.edu/tsongas/bringing-history-home/page_00/</a>.</li> <li>• Construct a site on Canvas or other Learning Management System (LMS) that includes an Assignment Module, a student-to student Discussion</li> </ul>

	<p>Board, and Reflection with the teacher.</p> <ul style="list-style-type: none"> <li>Gather books appropriate to the instructional level of students as suggested above, and prepare vocabulary development and comprehension questions.</li> </ul>
10. Anticipatory Set	<p>Ask students questions such as:</p> <ul style="list-style-type: none"> <li>What is a factory?</li> <li>What is the process most factories use for producing goods? For what reasons was this process chosen?</li> <li>What do you think the working conditions were like in early US factories? How do you think these conditions compare with those in factories today?</li> </ul> <p>Tell students that we are going to read historical fiction about people who worked in the first US factories (at HiSET Level 2) or non-fiction at other levels).</p>
11. Activities for Teaching the Lesson: Step by Step Directions	<p>Form a group of students and assign a section of the novel (or non-fiction work to read. Here are suggestions for HiSET Levels 1 – 4:</p> <ul style="list-style-type: none"> <li>Level 1: <i>America's Story</i> social studies textbooks chapters related to the Industrial Revolution in the US in the 1840's</li> <li>Newsela articles, Duckster summary <a href="https://www.ducksters.com/history/us_1800s/women_industrial_revolution.php">https://www.ducksters.com/history/us_1800s/women_industrial_revolution.php</a>, etc.</li> </ul> <p>Level 2: <i>Bobbin Girl</i> by Emily Arnold McCully  Level 3 <i>Lyddie</i> by Catherine Patterson</p> <ul style="list-style-type: none"> <li><i>Lyddie</i> Comprehension Questions and Answers from eNotes: <a href="https://www.enotes.com/homework-help/topic/lyddie?pg=2">https://www.enotes.com/homework-help/topic/lyddie?pg=2</a></li> </ul> <p>Level 4 <i>Up Before Sunrise</i> by Deborah Hopkinson</p> <ol style="list-style-type: none"> <li>1. Explain that students should look for key points in the story and mark them with notes on sticky notes as they read. Model how to stick notes on the first page or two of the selection.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Introduce some of the new vocabulary words that students will encounter.</li> <li>3. Have students read one chapter silently and stick notes on important points.</li> <li>4. When students have finished reading, have them share some of the major points they marked.</li> <li>5. Pose comprehension questions to students, and discuss them as a group.</li> <li>6. After several chapters, ask students to complete the webquest simulation of making decisions as a mill girl either at home or in school: <a href="https://www.uml.edu/tsongas/bringing-history-home/page_00/">https://www.uml.edu/tsongas/bringing-history-home/page_00/</a>.</li> <li>7. Demonstrate how to access the pertinent functions of this LMS, e.g. Discussion Board, etc.</li> </ol>
12 Integration of Technology using Blended Learning Techniques	<ol style="list-style-type: none"> <li>1. On Canvas, students utilize an Assignment Module, a student-to student Discussion Board, and Reflection with the teacher.</li> <li>2. These postings on Canvas, include webquests, videos, etc. that they can access both in the classroom and at home.</li> </ol>
13. SPI & Contextualized Instruction	<ol style="list-style-type: none"> <li>1. Manufacturing is the sector focus of this lesson plan. However, throughout the lesson the agricultural, industrial, and service sectors of the workplace will be discussed. For example, Mill girls were an example of people moving from farms to factories.</li> <li>2. The mills themselves are examples of how assembly lines operate in manufacturing today.</li> <li>3. Finally, students will make learn how the US economy has transitioned to a focus services jobs because of advances in technology.</li> </ol>
14. Workforce Preparation	<p>Students will improve workforce skills in the following areas:</p> <ul style="list-style-type: none"> <li>• Basic academic skills</li> <li>• Critical Thinking Skills</li> <li>• Digital Literacy Skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Self-management skills, e.g. using information, working with others, etc.</li> </ul>
15. Essential Components of Reading	<p>Students will make progress in these essential components of reading:</p> <ul style="list-style-type: none"> <li>• Vocabulary instruction</li> <li>• Reading fluency, including oral reading skills</li> <li>• Reading comprehension strategies</li> </ul>
16. Other Notes	<p>Other choices for reading materials on this same topic are options for this lesson. In addition, this same model for learning across HiSET levels 1 – 4 curriculum can be applied to other topics.</p>
17. Closure	<p>Ask students to share their takeaways from the class.</p>
18. Independent Practice	<p>Students access assignments/activities online and interact with classmates and teacher online with Canvas.</p>
19. Student Feedback	<p>Include a private student to teacher feedback section on Canvas where students can reflect on their learning and provide feedback. In addition, ask students orally if these activities are helpful, etc. during class.</p>
20. My Reflection on the Lesson	<p>Ask questions of myself such as:</p> <ul style="list-style-type: none"> <li>• What stood out for you about the lesson? Why did this stand out?</li> <li>• What do the results of student reflection reveal about the class or lesson?</li> </ul>
21. Contact Information	<p>Bernadette McQuilkin  HiSET Teacher  Adult Learning Center  4 Lake St.  Nashua, NH 03060</p>
22. Release	<p>By submitting this lesson plan, I hereby give permission to the NH Bureau of Adult Ed to publish and distribute it to other adult educators.</p>

<p>23. Further Extensions:</p>	<p>Interested students in HiSET classes Level 1 – 4 take a trip the Lowell Mills to participate in one of the hands-on programs offered:  <a href="https://www.uml.edu/Tsongas/Education-Programs/Field-Trips/default.aspx">https://www.uml.edu/Tsongas/Education-Programs/Field-Trips/default.aspx</a></p> <p>Pre Trip Activities</p> <ul style="list-style-type: none"> <li>• In preparation, students use a variety of materials such as a primary source investigation with a trunk rental from Tsongas Center, “The World of Barilla Taylor”: <a href="https://www.uml.edu/Tsongas/Activities/Barilla-Taylor.aspx">https://www.uml.edu/Tsongas/Activities/Barilla-Taylor.aspx</a></li> <li>• Students watch a virtual field trip video of the Lowell Mills:  <a href="http://industrialwebquest.blogspot.com/2017/05/virtual-field-trip-to-lowell.html">http://industrialwebquest.blogspot.com/2017/05/virtual-field-trip-to-lowell.html</a></li> </ul> <p>Post Trip Activities</p> <ul style="list-style-type: none"> <li>• Teacher takes photos of students engaged in activities on the field trip and constructs an iMovie so students can reflect on their experiences with all participants from Levels 1 – 4.</li> <li>• Students from Levels 1 – 4 discuss their learning from the field trip using a social media platform.</li> <li>• Explore the history of jobs dependent on inventions by making a timeline of inventions/discoveries in that field.</li> <li>• Take a trip to a workplace for a presentation or invite guest speaker to talk about his/her field, particularly with respect to technology.</li> </ul>
<p>Additional Resources</p>	<p>Suggested Books for Level 1 – 4:  Level 1: <i>America's Story</i> social studies textbooks chapters related to the Industrial Revolution in the US in the 1840's;  Newsela articles; Duckster summary:  <a href="https://www.ducksters.com/history/us_1800s/women_industrial_revolution.php">https://www.ducksters.com/history/us_1800s/women_industrial_revolution.php</a>,  etc. Lexile Score under 600.  Level 2: <i>Bobbin Girl</i> by Emily Arnold McCully Grade Recommendation 3 – 5 Lexile Score 600</p>

<https://www.scholastic.com/teachers/books/the-bobbin-girl-by-emily-arnold-mccully/>

Level 3 *Lyddie* by Catherine Patterson Grade Recommendation 6 – 8 Lexile Score 860

<https://www.scholastic.com/teachers/books/lyddie-by-katherine-paterson/>

- *Lyddie* Comprehension Questions and Answers from eNotes:  
<https://www.enotes.com/homework-help/topic/lyddie?pg=2>

Level 4 *Up Before Daybreak: Cotton and People in America* by Deborah Hopkinson Lexile 1060

<https://www.kirkusreviews.com/book-reviews/deborah-hopkinson/up-before-daybreak/>

Extensive list of books with Lexile scores and interest levels:

<http://ol.npusc.k12.in.us/classrooms/library/scholastic-counts/25-scholastic-reading-counts-quiz-list-pdf-file/file>

Teacher-constructed movie/slide show:

[https://www.youtube.com/watch?v=Q80upbHil\\_8](https://www.youtube.com/watch?v=Q80upbHil_8)