Common Core Social Studies Learning Plan Template

**Lesson Title:** ***The* *Condition of the Working Class in England***

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**Appropriate for Grade Level(s):** 10

**History Standard(s)/Applicable CCSS(s) RI, W, S&L, L):**

**CCSS(s):** H 1.15 Analyze the cultural, social, and economic changes that occurred as a result of industrialization.

Common Core Reading Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Type of Lesson:** Close Read

**Student Readings (list):** Engels’ *The Condition of the Working Class of England*

**Total Time Needed:** 100 Minutes

**Lesson Outline:**

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| **Time Frame**  **(e.g. 15 minutes)** | **What is the teacher doing?** | **What are students doing?** |
| 10 Minutes | The teacher reads the text in its entirety out loud to the students. | The students should be following along as the teacher reads, they are not supposed to mark on the reading yet, they should simply be listening to the way in which the text is read. |
| 15 Minutes | The teacher should ask the students to get out their annotation guides. The teacher can either select a method that appropriately accommodates the text, or if students have had some experience annotating with the guide, the teacher can let them choose their own strategy. | The students will silently read the text to themselves while simultaneously annotating the text. |
| 10 Minutes | After the students have finished reading and annotating the passage, the teacher can put up the first round of questions. I typically put these on a PowerPoint and give them two or three at a time. | In groups or 4 or in partners, the students will answer the questions (2 or 3 per round) using the text. |
| 10 Minutes | Once the groups have had enough time to answer the questions. The teacher can call on different groups to give their answers. Be sure to push them to state specifically what in the text they used to answer the question (line numbers) and make sure their answer connects their responses back to the original questions. | Students will be called on to share their responses to the questions with the class. |
| 30-40 Minutes | Repeat the previous step until all questions have been addressed. | Repeat the previous step until all questions have been addressed. |
| 10 Minutes | After all questions have been adequately addressed, have each student individually write a claim about the main idea of the reading using 2-3 examples from the text to support their claim.  Then, have the students write a second claim that states what they think is Engels’ most convincing and least convincing argument using evidence from the text to back up their claim. | Each student will write a claim that states they think is the main idea of the reading using 2-3 examples from the text. Then, the students will write a second claim that states what they think is Engels’ most convincing and least convincing argument using evidence from the text to back up their claim. |
| 5 Minutes | Call on students to share their claims with the class. They should be able to defend their claims using evidence from the text.  Collect the claims when the discussion is finished. | Students will be called on to share their claims with the class and also present their evidence. |

**Description of Lesson Assessment:** The teacher should at least use the claims the students turn in to see how well they were able to comprehend the reading as a formal assessment. However, informal assessments could also include responses to the reading questions and annotations.

Courtesy of Angela Orr

**World Cultures Annotation Guide**

One of the most important skills to acquire in the quest towards independent reading of rich and complex texts is that of annotation. Annotating text (or creating “marginalia”) is not an exact science, and as one practices the skill, she or he will naturally begin to acquire their own strategies for marking up the text to promote understanding and meaning making. There is no right or wrong way to annotate so long as your annotations help you to gain a better and deep understanding of the text.

**Annotation Goals Annotation strategies**

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| 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. | 1. Make a T-chart labeled Facts / Opinions. Fill it in with phrases from the text. Write one sentence at the bottom about a conclusion you can make from this list. | 2.Underline the two most important or convincing pieces of evidence or reasoning in the text. Write two sentences. In one, paraphrase one piece of evidence. In the other, write a sentence that quotes the evidence directly. Don’t forget attribution! | 3.Find two areas where you can make an inference or a conclusion (idea not explicitly in the text but supported by the text). Underline the sections and use “!!!” to mark these places. Make a note to the side as to your inference/conclusion. |
| Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 4.At the top of the text, write one sentence beginning with “The main idea is…” Choose the three most important supporting details and number each of those sentences at the beginning with a “1,” “2,” or “3.” | 5.Create a visual representation, flow chart, or mind map of the main ideas and details of this piece on the back of the text or a separate sheet of paper. | 6.Write a 30-50 word summary of the piece using clarity, specificity, and concision. Include important details. |
| Analyze how and why individuals, events, or ideas develop and interact over the course of a text. | 7.Create a cause and effect chart based on events or ideas described in the text. | 8.What is the most important idea, individual, or event in this text? Place a square around it. Then, make a list of words/phrases from the text that describes it. Note if the description changes over the text. | 9.Create a graphic organizer to demonstrate the ways in which the main ideas, individuals, and/or events interact over the text. |
| Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | 10. Determine the tone of the text. Write a one to three word description in the margin (e.g. authoritative, empathetic, militant, weary and disgusted, etc.). Then, draw lines to three clues (words/phrases) in the reading that led you to this understanding. | 11. Find a word or phrase used in this text in a manner other than its most common use. What clues in the text help you understand that this is a different usage? Explain briefly in the margin. | 12. If you were writing about this reading, what words/phrases would be the most important to use (vocabulary, technical language, phrases to quote). Underline your top three choices and mark them with “imp” or with a \*. Briefly explain your choices in the margins/on the back. |
| Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. | 13. What words and phrases does the author use to structure the text (e.g. as an example, contrary to, differing, evidence of, etc.)? Double circle these words/phrases. Identify the structure in your own words (e.g. linear argument, compare/contrast, narrative to inform information, etc.) | 14. What type of text is this (e.g. article, poem, letter, speech, supreme court case, memo, law, song, etc.)? What text structures does the author use specifically for this type of text (e.g. repetition in a speech, citation of precedent in a case, etc.). Note these with “structure” in the margin. | 15. Ask two questions about this text that you would like answered so that you could better evaluate, corroborate or challenge the author’s premise or claims. |
| Assess how point of view or purpose shapes the content and style of a text. | 16. Find loaded language, hyperbole, or descriptions that are highly interesting. In the margin describe why the author used these words. | 17. What are the two most emphasized ideas in this text? Mark each with a +. In the margin briefly describe how this demonstrates author’s purpose. | 18. Choose a sentence that clearly demonstrates the author’s point of view. In the margin, rewrite the sentence by changing two or more keywords to modify the tone and/or point of view of the piece. |
| Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | 19. Find a source that relates to this reading (graph, chart, map, letter, video, music, website, work of art, political cartoon, etc.). Explain the relationship in the margin/on back. | 20. Compare the argument or ideas in this reading with another author’s perspective. Find one important similarity or difference. Add a short quote from the second document to your margin notes. | 21. What details are emphasized in this account that differ from others? What is left out from this account? Describe in the margin. Name other sources, if this isn’t common knowledge. |
| Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. | 22. Use a squiggly line to underline the primary argument. Then, highlight the claims and the evidence and reasoning throughout the reading. Place a “C,” “E,” or “R” next to each. | 23. On the left hand side of the page, write down the most convincing aspect of the argument. On the right hand side of the page write down least convincing aspect. Explain why you are not quite convinced. | 24. In the margins, write “CC” (for counterclaim). Then, write an appropriate counterclaim and find one piece of evidence to support your idea. |
| Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 25. Compare this document to a secondary source (or primary source) on the same topic. How do the authors’ differ in the way they address the topic? Highlight the area that you focus on and briefly describe your ideas next to the highlighted area. | 26. How can you relate the theme of this work to something you have learned previously? Perhaps it is not closely related or it is from a different time period, but you are able to make a connection. Draw a double headed arrow and explain your connection. | 27. Compare this text to the same topic or theme in your textbook. Note three areas of difference in the way the authors handle the topic. Place a question mark (?) next to these areas in the text and write a short quote from the textbook in the margin. |

Name: Date: Period:

***The Condition of the Working Class in England***

**(1845)**

**Friedrich Engels**

That a class which lives under the conditions already sketched and is so ill-provided with the most necessary means of subsistence, cannot be healthy and can reach no advanced age, is self-evident. Let us review the circumstances once more with especial reference to the health of the workers. The centralization of population in great cities exercises of itself an unfavorable influence; the atmosphere of London can never be so pure, so rich in oxygen, as the air of the country; two and a half-million pairs of lungs, two hundred and fifty thousand fires, crowded upon an area three to four miles square, consume an enormous amount of oxygen, which is replaced with difficulty, because the method of building cities in itself impedes ventilation... For this reason, the dwellers in cities are far less exposed to acute, and especially inflammatory, affections than rural populations, who live in a free, normal atmosphere; but they suffer the more from chronic afflictions. And if life in larger cities is, in itself, injurious to health, how great must be the harmful influence of an abnormal atmosphere in the working-people’s quarters, where, as we have seen, everything combines to poison the air…They (workers) are drawn into large cities…they are deprived of all methods of cleanliness, of water itself, since pipes are laid only when paid for, and the rivers so polluted that they are useless for such purposes, they are obliged to throw all offal and garbage, all dirty water, often all disgusting drainage and excrement into the streets, being without other means of disposing of them; they are thus compelled to infect the region of their own dwellings… As though the vitiated atmosphere of the streets were not enough, they are penned in dozens into single-rooms, so that the air which they breathe at night is enough in itself to stifle them. They are given damp dwellings, cellar dens that are not water-proof from below, or garrets leak from above…They are supplied bad, tattered, or rotten clothing, adulterated and indigestible food. They are exposed to the most exciting changes of mental condition, the most violent vibrations between hope and fear; they are hunted like game, and not permitted to attain peace of mind and quiet enjoyment of life…

Another category of disease arises directly from the food rather than the dwellings of the workers. The food of the labourer, indigestible enough in itself, is utterly unfit for young children, and he has neither means not time to get his children more suitable food. Moreover, the custom of giving children spirits, and even opium is very general; and these two influences, with the rest of the conditions of life prejudicial to bodily development, give rise to the most diverse affections of the digestive organs, leaving life-long traces behind them. Nearly all workers have stomachs more or less weak, and are yet forced to adhere to the diet which is the root of the evil. How should they know what is to blame for it? And if they knew, how could they obtain a more suitable regimen so long as they cannot adopt a different way of living and are not better educated?

The employment of the wife dissolves the family utterly and of necessity, and this dissolution, in our present society, which is based upon the family, brings the most demoralizing consequences for parents as well as children. A mother who has no time to trouble herself about her child, to perform the most ordinary loving services for it during its first year, who scarcely indeed sees it, can be no real mother to the child, must inevitably grow indifferent to it, treat it unloving like a stranger. The children who grow up under such conditions are utterly ruined for later family life, can never feel at home in the family which they themselves found, because they have always been accustomed to isolation, and they contribute therefore to the already general undermining of the family in the working-class…

Can any one imagine a more insane state of things than that described in this letter? And yet this condition, which unsexes the mans and takes from the woman all womanliness without being able to bestow upon the man true womanliness, or the woman true manliness, this conditions which degrades, in the most shameful way, both sexes, and, through them, Humanity, is the last result of our much praised civilization, the final achievement of all the efforts and struggles of hundreds of generations to improve their own situation and that of their posterity. We must either despair mankind, and its aims and efforts, when we see all our labour and toil result in such a mockery, or we must admit that human society has hitherto sought salvation in a false direction; we must admit that so total a reversal of the position of the sexes can have been placed in a false position from the beginning…If the wife can now base her supremacy upon the fact that she supplies the greater part, nay, the whole of the common possession is no true rational one, since one member of the family boasts offensively of the contributing the greater share. If the family of our present society is being thus dissolved, this dissolution merely shows that, at bottom, the binding tie of this family was not family affection, but private interest lurking under the cloak of a pretended community of possessions.

**Acute:** Demanding immediate attention

**Spirits:** Alcohol

**Opium:** A narcotic, addictive, drug

**Posterity:** Future generations

**Text Dependent Questions: *The Condition of the Working Class in England***

1. Insert a question that asks: What do you learn from lines 1-3 of text. This way students can answer what the reading is about who and when it was written who is concerned- its open ended and orients them to the text.
2. What does Engels mean by “centralization of population”? What in lines 8-13 helps you define this phrase? Engels argues that this is problematic, how does he do this?
3. In lines 13-16, what distinction does Engels make between city and country life?
4. What words and phrases in lines 18-24 help you understand the word “vitiated”? What synonyms can you use to replace the word without changing the meaning of the sentence?
5. In lines 33-37, what are the consequences of giving children spirits and opium?
6. In lines 37-39, Engels is arguing that diets of the poor will not improve. What claims does he use to support this?
7. In line 44, Engels states that a woman “can be no real mother to the child”. Within that paragraph, what does he argue is the cause of this? What are the consequences?
8. What arguments about “manliness” and “womanliness” is Engels making in lines 50-52?
9. In lines 53-63, Engels makes an argument about gender roles and humanity. What is his argument? Use line #s for evidence.
10. In lines 61-63, Engels is connection the dissolution of the family and capitalism. Explain this argument.