**Not Moved/ Comprehension**

**Section 1**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Recall that you are working towards answering this lesson question. And it reads, how do you use historical context to understand an informational text? You just thought about how the women in this picture seem to be feeling about the factory strike in 1909. There are lots of emotions and different reactions to the strike. |
| 00:00:20 | Next, you'll learn more about historical information about the women's factory strike of 1909. And then later, you'll find out about the women's experience with the strike. |

**Section 2**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: To understand the situation the garment workers in the early 20th century faced, we have to look at the historical context. Historical context includes the moods, attitudes, and conditions that existed at the time in which the events in the book occurred. In the early 20th century, many women worked in factories. And this is the same time when women's clothing first |
| 00:00:24 | began being mass produced. In New York City, thousands of young women were hired to work in factories making clothes like the shirt waist that you see here in this picture. Shirt waists are similar to blouses today. Most of these women were immigrants from Eastern Europe and Italy. Many were Jewish and very young. |
| 00:00:46 | They worked really hard. They had to work long hours, up to 80 hours a week. And they were also crowded in unsafe buildings, often with many of the doors and fire escapes locked. The female workers were also paid much less money than the men in the factories, and they were oftentimes kept in low end jobs. The workers, they had to pay to rent the chairs that they sat |
| 00:01:09 | in, they had to pay for their space to put their hats and coats, and the supplies that they needed for working. They were fined if they spent too much time in the bathroom. Also no talking was allowed during the workday. Factory owners often made immigrants from different countries sit next to each other just so they could not communicate with each other. |
| 00:01:29 | Let's now look at the causes of the 1909 strike. During this time, unions were dominated by men. Many men weren't interested in women's working conditions. And the men thought that the women would never come together to strike. However, a young woman named Clara Lemlich started her own branch for female garment workers |
| 00:01:55 | and held a small number of strikes in 1909. During these strikes, the workers were threatened and even beaten by hired men, which are called guerrillas-- or which were called guerrillas-- and the women were also arrested for causing a disturbance, and even attacked by groups of poor women. These strikes attracted attention from other workers |
| 00:02:18 | and from others hoping to improve conditions for the poor. The idea slowly spread and developed for a general strike. After one rich woman was arrested while picketing, the newspaper ran a series of articles on the working conditions at the factories. The time had come to have an industry-wide strike that included all garment workers at once. |
| 00:02:43 | More than 20,000 workers of many different ethnicities took part in the strike. They faced attacks by guerrillas, arrests, and they faced freezing cold weather. After 11 weeks, most factories finally agreed to a 52 hour work week. The workers would no longer have to pay for workspace and the supplies, and they would have the right |
| 00:03:08 | to negotiate for better wages. Additionally, women proved to the factory owners and the union men that they could strike and stand together. Next, you'll see how well you can apply your background knowledge about the strikes. |

**Section 5**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Historical context is an important part of the text that you will read in this lesson. Recall, that you are working towards answering this question and it reads, how do you use historical context to understand an informational text? You've just learned some background information. In other words, you've learned about the historical context of the Women's Factory Strike in 1909. |
| 00:00:24 | Next, you'll work on monitoring your comprehension, a reading strategy, so that you can make sure that you get all the information that's important out of the reading. |

**Section 6**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: Monitoring comprehension is a reading strategy that means checking your understanding while reading. In other words, this is basically checking to see if you understand what you read. So you need to know when you understand what you read. And you need to understand when you don't understand what you read. |
| 00:00:17 | So a way that you can monitor your comprehension is by going back and rereading difficult passages in a text. The best time to do this is right after reading the difficult passage. So follow these steps on screen to monitor your comprehension. First, you need to read a text passage, of course. And then, if you can quickly ask yourself the question, does this make sense? |
| 00:00:41 | If your answer is yes, that you understand what the passage was about, then you can go ahead and read more of the passage. However, if you ask yourself, does this make sense, and your answer is no, then you need to ask yourself, hmm, where did I lose track? And then you need to apply an appropriate reading strategy. And a great strategy is re-reading. And I'm going to write that because it's so important. |
| 00:01:08 | If you find yourself confused about something in a text, whether content or vocabulary, you should go back and reread the passage that's confusing you. As you reread, clarify your understanding of who, what, where, why, and how by rereading a passage. Make sure you know who is being described, what is happening, where it is happening, why, and how. If confusion is caused by words or phrases |
| 00:01:35 | that you don't understand, you should try to figure out those words' meanings through context clues or by using a dictionary. Finally, rephrase difficult ideas in your own words to help your understanding. Let's take a look at this strategy in action. We have a passage on the screen. And let's go ahead and begin reading it. |
| 00:01:56 | "They set off for the hall then, Clinton Hall, chosen as strike headquarters. But it was no easy matter to get there, for the streets were almost impassable." OK. I'm going to stop there. I'm a little bit confused, so what should I do? Oh, I should reread. |
| 00:02:12 | So if you've lost track of what we are reading here or maybe started thinking about something else, you can't paraphrase what you just read, so you need to find out where you got lost. In this case, I got lost in the first sentence. I'm going to go back and reread. "They set off for the hall then, Clinton Hall, chosen as strike headquarters. |
| 00:02:33 | But it was no easy matter to get there, for the streets were almost impassable." OK. I understand this now. Let's continue. "They had been taken over by a cheering, singing, gesticulating army of workers. In fact, the entire East Side had become one seething mass |
| 00:02:51 | of humanity that clogged the sidewalks and spilled out into the cobblestone gutters." OK. There was a couple of difficult words here that kind of, you know, screwed me up. We have the word "gesticulating" and the word "seething." I need to slow down and think about what these words mean. Well, I know that "gesticulating" |
| 00:03:10 | means to move your arms and hands, especially when speaking in a angry or emotional way. So we need to remember that. And then the other word, "seething," that means constantly moving or active. Let's go ahead and reread this last sentence. "In fact, the entire East Side had become one seething mass of humanity that clogged the sidewalks |
| 00:03:32 | and spilled out into the cobblestone gutters." OK. So this last sentence is basically saying that there are so many people moving around and filling the streets that they are overflowing into nearby areas. Next you will try monitoring your own comprehension by rereading. |

**Section 8**

|  |  |
| --- | --- |
| 00:00:00 |  |
| 00:00:00 | TEACHER: An important way to check your understanding, especially when reading a historical text, is to connect what you already know with the conditions at the time or the historical context. Good readers connect what they already know to what they're reading in the text. So to sum up, you need to monitor your understanding by connecting what you already know to the historical context. |
| 00:00:25 | And recall that connections are links between two ideas, and making connections while reading involves connecting what you read to what you know. This is especially important when reading about a historical event because readers cannot really understand the text without considering what they know about the historical event. As you read, you should think about what |
| 00:00:50 | you know about the historical event, and connect what you know about the event to what you read about in the text to build your understanding of both. Let's look at how to connect the text to background knowledge of the historical context. Let's go ahead and read this passage on the screen. Traffic, both horses and autos, had been stopped cold, and some 200 police reserves and plainclothesmen |
| 00:01:19 | had been called out to maintain order. It seemed the army might at any moment erupt into the rest of Manhattan, invading Wall Street and the Bowery. By ten o'clock, 15,000 workers had left their machines. By nightfall, 25,000. Within the next few days, the numbers rose to nearly 30,000 and it included some cutters, pressers, and finishers. |
| 00:01:43 | Reporters marveled. One union official said, "I shall never again see such a sight." OK, I noticed a few words here. I saw the word Manhattan and I saw the phrase, or the name, Wall Street. My background knowledge helps me understand that Manhattan and Wall Street are both places in New York |
| 00:02:04 | City, so I'm able to make connections here. I know that the strike took place in New York City. I also saw a few words that caught my eye. I see the words cutters, pressers, and finishers. Now, my knowledge of the strikers being garment workers helped me make the connection that these were different jobs that women filled in the factory. So my background knowledge helped |
| 00:02:31 | me make connections here again. Next, you'll practice making connections. |