**Words to Know**

*Fill in this table as you work through the lesson. You may also use the glossary to help you.*

*We Shall Not Be Moved:* Monitoring Comprehension



**?**

**W2K**

.

.

**Determine**

the author’s

**Check** your understanding

through

**Use** what you know about

to

understand a text.

**Read** an excerpt from *We Shall Not Be Moved*

by Joan Dash.

**Lesson Goals**

**Lesson Question**

**Warm-Up**

|  |  |
| --- | --- |
|  | a reading strategy that means checking your understanding while reading |
|  | the moods, attitudes, and conditions that existed in a certain time |
|  | to link two ideas |
|  | the reason for writing |
|  | a careful plan or method |

**Slide**

in the book occurred

in which the

the

, and conditions that existed at

**Historical context:** the moods,

**Garment Workers in the Early Twentieth Century**

**2**

.

to improve conditions for the

and from others hoping

* Strikes attracted attention from other

branch for female garment

Clara Lemlich started her own

workers and held a small number of strikes.

•

in women’s working conditions.

* Men weren’t

by men.

**Causes of the 1909 Strike**

* Unions at the time were

**Slide**

**strategy.**

**Where did I lose**

**?**

**Use an**

**NO**

**Does this**

**make sense?**

**Read a text passage.**

**Monitoring Comprehension**

**Monitoring comprehension** is a reading **strategy** that means checking your while reading.

**YES**

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. They had been taken over by a cheering, singing, gesticulating army of workers. In fact the entire East Side had become one seething mass of humanity that clogged the sidewalks and spilled out into the cobblestoned gutters.

*–We Shall Not Be Moved,*

*Joan Dash*

**6**

**Monitoring Your Comprehension by Rereading**

*Underline the words that create confusion in the passage.*

**Slide**

to what you read about

Connect what you know about the

in the text to build your understanding of both.

•

* Making connections while reading involves connecting what you

to what you know.

between two ideas.

* **Connections** are

to the

**Monitoring Comprehension by Making Connections to Background Knowledge**

Monitor your understanding by connecting what you already historical context.

Traffic, both horses and autos, had been stopped cold, and some two hundred police reserves and plainclothesmen 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 number rose to nearly 30,000, and it included some cutters, pressers, and finishers. Reporters marveled. One union official said, “I shall never again see such a sight.”

*–We Shall Not Be Moved,*

*Joan Dash*

**8**

**Monitoring Comprehension by Making Connections**

*Circle the words that make connections to the different jobs that the factory women had.*

**Slide**

.

* connecting the past to the
* bringing people and places from the past to life.

ideas.

•

a historical event.

•

Purposes for writing historical texts may include:

for writing a text.

**Author’s purpose** is the

**Understanding the Author’s Purpose**

As one worker remembered it, “Well, so we stayed whispering, and no one knowing what the other would do, not making up our minds, for two hours. Then I started to get up. And at just the same minute all — we all got up together, in one second. No one after the other; no one before. And when I saw it — that time — oh, it excites me so yet, I can hardly talk about it. So we all stood up, and all walked out together. And already out on the sidewalk in front the policemen stood with the clubs. One of them said, ‘If you don’t behave, you’ll get this on your head.’ And he shook his club at me.”

*–We Shall Not Be Moved,*

*Joan Dash*

**2**

**Author’s Purpose in *We Shall Not Be Moved***

*Underline the text which serves the purpose of drawing the reader into the passage.*

# Summary

**Lesson Question**

**??**

*We Shall Not Be Moved:* Monitoring Comprehension



How do you use historical context to understand an informational text?

**Lesson Question**

**Answer**

*Use this space to write any questions or thoughts about this lesson.*