

# Warm-Up

## *We Shall Not Be Moved*: Monitoring Comprehension



### Lesson Question



### Lesson Goals

Read an excerpt from *We Shall Not Be Moved* by Joan Dash.

Use what you know about  to understand a text.

Check your understanding through .

Determine the author's .



### Words to Know

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

	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

## Instruction

## Part 1

*We Shall Not Be Moved: Monitoring Comprehension*

Slide

2

**Garment Workers in the Early Twentieth Century**

**Historical context:** the moods, , and conditions that existed at the  in which the  in the book occurred

**Causes of the 1909 Strike**

- Unions at the time were  by men.
- Men weren't  in women's working conditions.
- Clara Lemlich started her own  branch for female garment workers and held a small number of strikes.
- Strikes attracted attention from other  and from others hoping to improve conditions for the .

**Instruction**  
Part 1

*We Shall Not Be Moved: Monitoring Comprehension*

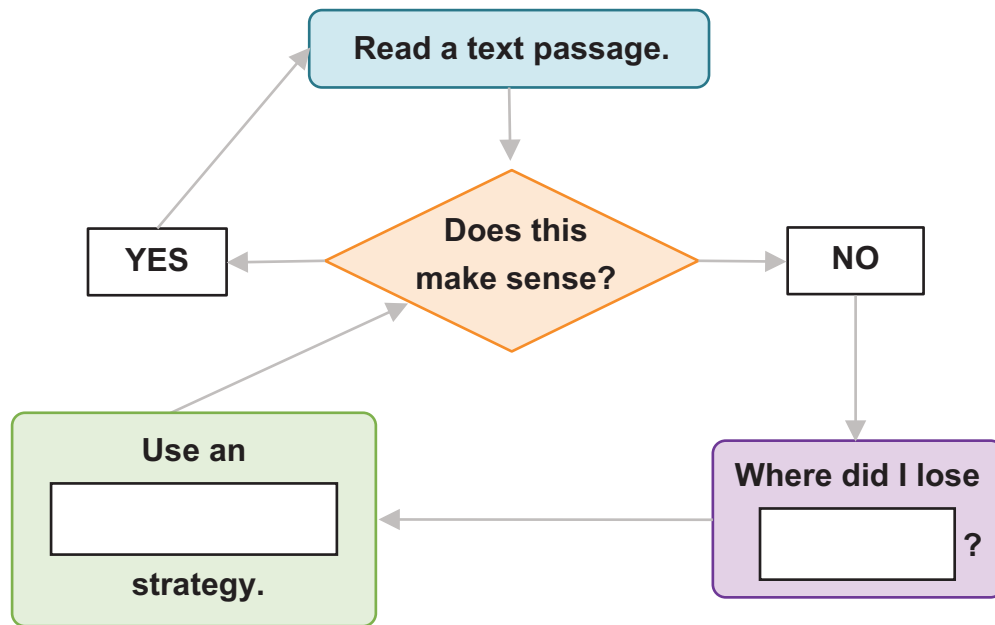
Slide

6

**Monitoring Comprehension**

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

while reading.



**Monitoring Your Comprehension by Rereading**

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

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*

## Instruction

## Part 1

*We Shall Not Be Moved*: Monitoring Comprehension

Slide

8

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

Monitor your understanding by connecting what you already  to the historical context.

- **Connections** are  between two ideas.
- Making connections while reading involves connecting what you  to what you know.
- Connect what you know about the  to what you read about in the text to build your understanding of both.

**Monitoring Comprehension by Making Connections**

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

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

# Instruction

## Part 2

# *We Shall Not Be Moved*: Monitoring Comprehension

Slide

2

### Understanding the Author's Purpose

**Author's purpose** is the  for writing a text.

Purposes for writing historical texts may include:

- a historical event.
- ideas.
- bringing people and places from the past to life.
- connecting the past to the .

### Author's Purpose in *We Shall Not Be Moved*

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

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

# Summary

## *We Shall Not Be Moved: Monitoring Comprehension*



### Lesson Question

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



### Answer

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