

# DBQ's and Social Studies for New York students

## Why Now?

New York's Social Studies Standards and corresponding Regents Examinations demand that students analyze multiple sources to argue a position, based on their conceptual understanding of that moment in history. Teachers must prepare students to parcel through issues that do not only have one correct answer.

## Why Newsela?

With our constantly updating stream of vetted, real-world content and dedicated, standards-aligned resources in Newsela Social Studies, we can help teachers meet the demands of rigorous Social Studies instruction at all levels by providing students with rich primary sources and explainer texts that allow them to study history from multiple perspectives.



### NEW YORK LESSON EXAMPLE

Lowell mill girls and  
the factory system;  
two views from 1840



## HIGHLIGHTS:

### Helps students make evidence-based arguments in preparation for Regents Exams.

A collection of document-based articles and background information provides everything students need to analyze primary sources and collect and synthesize evidence to make evidence-based arguments.

### Differentiates content for ALL learners

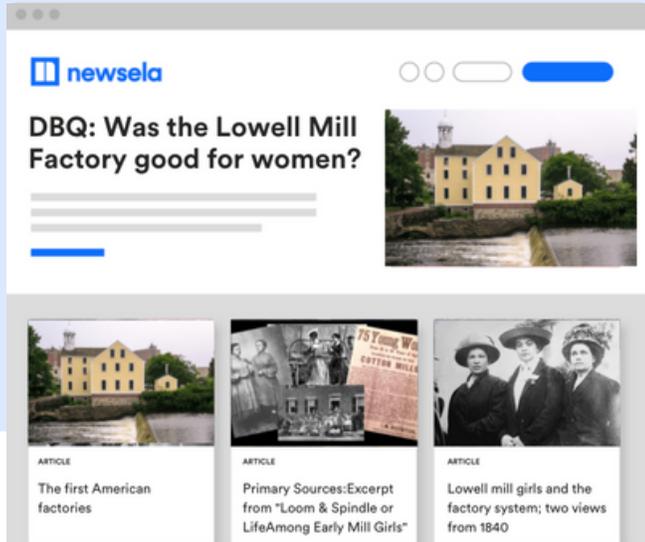
Articles engage ALL students with each text published at five reading levels.

### Provides instructional supports and lesson ideas for every text

Each text set comes with resources to help teachers support students in gathering background information to develop and defend arguments.

# Instructional supports for each article

Help teachers expand students' learning experience and engagement

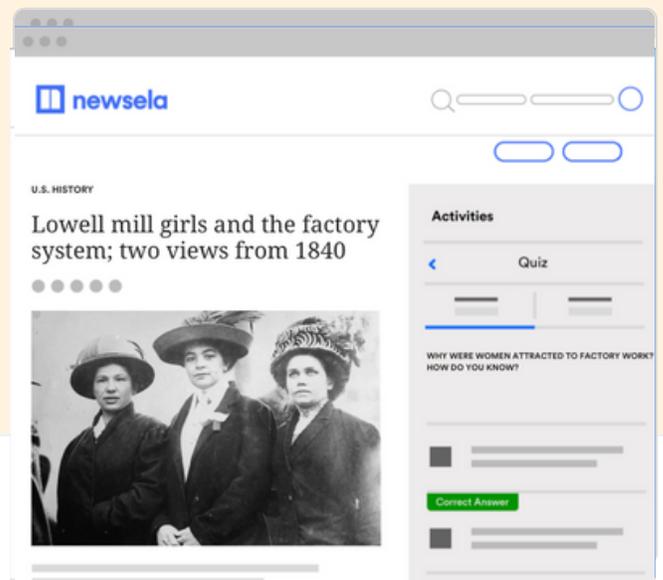


## Curations, Lessons, and Customizations

Teachers can use Newsela to teach to the standards and priorities of their school and district. Create custom activities, search for content by standard, curate Text Sets, and control the reading levels students see.

## Quizzes, Writing Prompts, and Assignments

Teachers can create and share customizable assignments and give students access to reading comprehension quizzes, customizable writing prompts, and annotations.



# Example Lesson Spark for LGBTQIA+

## Lesson Guide: LGBTQIA+ and Intersectionality

**Time to complete:** 45 minutes

### Standards Alignment

**8.9b** The civil rights movement prompted renewed efforts for equality by women and other groups.

**8.4e** After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

### Before Reading

**KWL Chart:** To start the class, direct students to fill out the first two columns of the KWL Chart, writing down what they already know about intersectionality, and what they wonder about intersectionality and how it relates to the LGBTQIA+ community.

Video Introduction: Show students **this video** (3:04) from Teaching Tolerance. Call on individual students to share their response to the video - if they have questions, comments, or connections.

Assign all students to read **What is intersectionality?** and direct them to pick between the remaining two articles. Advanced readers should read all three articles.

### PRO Assignment Reading Instructions

For **What is intersectionality?**:

- Highlight the definition of intersectionality in RED. Highlight details that show the legal implications of intersectionality in GREEN and the personal implications of intersectionality in YELLOW.

- At the bottom of the article, write a 2-4 sentence annotation that summarizes in your own words: Why is it important to understand intersectionality?

### For other articles:

- As you read, highlight details that show how the theory of intersectionality applies to this person's life and work. Make at least 2 annotations explaining the connection.

### After Reading

**KWL Chart:** Direct students to complete their KWL Charts with information they learned about intersectionality from the readings. Have them go over what they learned with a peer or a small group.

**Think-Pair-Share:** Direct students to find a partner who read the article they did not read. Have students discuss the prompt with a partner before holding a class discussion: How does the theory of intersectionality help you better understand the lives, experiences, and work of Gloria Anzaldua and James Baldwin?

### Cross Curricular Resources

#### CASEL Competency Alignment

- **Self-awareness:** This lesson allows students to explore their own identities in a more nuanced way, therefore giving them better tools to express how they feel and why.
- **Social-awareness:** This lesson also will make students aware of the ways in which their classmates' experiences diverge from their own, and better appreciate that they will not have the same experiences as others who have different intersections of identities.

**ARTICLE**  
**U.S. History**

# Lowell mill girls and the factory system; two views from 1840

By Gilder Lehrman Institute of American History, adapted by Newsela staff. Published: 08/11/2019  
Word Count: 775. Recommended for: High School. Text Level: 6



Caption

*Portuguese mill girls in Lowell, Massachusetts, around 1910. Photo: Library of Congress/Wikimedia Commons*

*Editor's note: The town of Lowell, Massachusetts, was named in honor of Francis Cabot Lowell, an American businessman. Lowell was founded in the early 1820s as a planned town for producing fabrics. The town introduced a new system of manufacturing to the United States. New patterns of employment and city planning were developed there and soon were recreated across the country.*

*By 1840, the factories in Lowell employed about 8,000 textile workers who were commonly known as mill girls or factory girls. The workers were called "operatives" because they operated the weaving looms and other machinery. They were primarily women and children from farming backgrounds.*

*The Lowell mills were the first hint of the industrial revolution to come in the United States. With the mills' success came two different views of the factories. For many of the mill girls, employment*

*brought a sense of freedom. Unlike most young women of the time, they were free from parental authority. They were able to earn their own money and had broader educational opportunities. Many observers saw the changing role of women as a threat to the American way of life. Others criticized the entire wage-labor factory system as a form of slavery. They actively condemned and campaigned against the harsh working conditions and long hours and the increasing divisions between workers and factory owners.*

*Orestes Brownson was a writer and thinker. He belonged to the philosophical movement Transcendentalism. Brownson first published "The Laboring Classes" in his journal, the Boston Quarterly Review, in July 1840. The essay is an attack on the entire wage system. He particularly focused on how factory jobs affected the mill girls. Factory workers, he claimed, were doomed to a*

*poor image and future. In response, "A Factory Girl" published a defense of the mill girls in the December 1840 issue of the Lowell Offering, a journal of articles, fiction, and poetry written by and for the Lowell factory operatives. The author was probably Harriet Jane Farley. She was a mill girl who eventually became editor of the Lowell Offering.*

**Orestes Brownson, "The Laboring Classes," Boston Quarterly Review, 1840**

The operatives are well dressed, and, we are told, well paid. They are said to be healthy and happy. This is the nice side of the picture. ... There is a dark side, moral as well as physical, though. Of the common operatives, few, if any, by their wages, earn enough money to live on. ... Most of them wear out their health, spirits and morals, without becoming better off than they were before they started. The bills of mortality in these factory villages are not striking, we admit, for the poor girls when they can no longer work, they go home to die. The average working life of the girls that come to Lowell, we have been assured, is only about three years. What becomes of them then after that? Few of them ever marry and fewer still ever return to their native places with reputations intact. 'She has worked in a Factory,' is almost enough to ruin to infamy the most worthy and virtuous girl.

**"A Factory Girl," Lowell Offering, December 1840**

Who is Mr. Brownson talking about? He discusses girls who come from quiet country homes, where their minds and manners have been formed under the eyes of the worthy sons of the Pilgrims, their virtuous partners. They return to them after and become the wives of the free intelligent yeomanry of New England. They mother many of our future republicans. Think, for a moment, how many new babies are going to be from mothers doomed to infamy! It has been said that women who work corporations are going against their nature. ... However, most of the rules we have imposed upon us are necessary for the peace and comfort of the whole. Sometimes the design is for profit, as we want to get as much of it as fast as we can. Our

wages are high because our work is difficult. We get our wages after hard work, restraint, discomfort and prejudice. These wages attract many worthy, virtuous, intelligent and well-educated girls to Lowell and other factories. Mr. Brownson may complain as much as he pleases against the real injustice of capitalists against operatives. We will support him in this, if he keeps truth and common sense on his side. Factory labor is more available for women. There are more factory jobs than domestic, seamstress and school-teacher jobs. It would be strange if we, in money-loving New England, rejected the most-well paid female jobs because the work is hard, or because some people do not like it.



Newsela's content is published daily from trusted and vetted sources at 5 different reading levels. Teachers can find a wide range of Social Studies resources to support instruction aligned with New York K-12 Social Studies Framework.



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