Teacher source review

- Structured evidence and marked quotations in teacher answers and notes are checked against supplied text, not independently authenticated. Unmarked paraphrases and interpretations still require review. Some source text was generated by the model; verify its wording, attribution, and factual claims before teaching.

Industrial Revolution: Comparing Factory Worker and Owner Perspectives

Teacher	Educator
School	ULAT Partner
Date	October 27, 2026
Duration	47 minutes
Grade Level	Global History, Grade 10
Instructional Model	Warm-up, Instructional Ativities, Lesson Synthesis, Cool-Down
SEL Focus	None

Section 1: 10-Component Plan

1. Title

Industrial Revolution: Comparing Factory Worker and Owner Perspectives

2. Standards

- **CCSS.ELA-LITERACY.RH.9-10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **CCSS.ELA-LITERACY.RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **CCSS.ELA-LITERACY.WHST.9-10.1:** Write arguments focused on discipline-specific content, using valid reasoning and relevant and sufficient evidence.

3. SEL Inquiry Aim

How can I use exact evidence to understand and explain why two people in the same factory system might see reform differently?

4. Objectives

- Identify and cite exact quotations from a fictional worker testimony and a fictional mill owner statement.
- Compare the worker's and owner's perspectives on factory reform by naming one shared concern and one difference.
- Explain reasoning that connects each quotation to the shared concern and the difference.

5. Vocabulary Bridge

English Term	Definition (English)
testimony	A first-person statement describing a person's experience or point of view.
perspective	The point of view from which a person sees and explains an event or issue.
reform	A change made to improve a law, system, or working condition.
output	The amount of goods or work a factory produces.
evidence	Exact words or details from a source that support a claim.
shared concern	A worry or interest that two or more people have in common.

6. Materials

- Shared Resource 1: Factory Worker Testimony (Fictional Classroom Source) — displayed or distributed verbatim
- Shared Resource 2: Mill Owner Statement (Fictional Classroom Source) — displayed or distributed verbatim
- Packet A: differentiated version of the full assignment with sentence stems, writing workspace, and teacher answers
- Packet B: differentiated version of the full assignment with sentence stems, writing workspace, and teacher answers
- Packet C: differentiated version of the full assignment with sentence stems, writing workspace, and teacher answers
- Comparison organizer with columns for worker quotation, owner quotation, shared concern, and difference
- Timer or visible clock for segment pacing
- Cool-down response sheet or notebook

7. Lesson Flow

0-3 min

Teacher: Display the warm-up prompt: 'Think of a time two people wanted different changes to the same situation. What did they agree on, and what did they disagree about?' Read the prompt aloud, give students 90 seconds to jot one idea, then take two quick shares. Tell students today they will compare a fictional factory worker and a fictional mill owner using exact quotations.

Students: Read the warm-up prompt, write one idea in their notebook, and listen to two classmates share. Preview the two shared sources on the desk or screen.

Key Questions:

- What might two people in the same workplace agree on even when they want different changes?
- Why does the exact wording of a source matter when comparing perspectives?

3-8 min

Teacher: Introduce Shared Resource 1 (Factory Worker Testimony) and Shared Resource 2 (Mill Owner Statement), both labeled fictional classroom sources, not authentic historical quotations. Read each numbered line aloud. Model one citation by pointing to worker line 3 and saying: 'The worker says, "Wages help my family buy bread, but an injury can end that income." That exact wording shows a concern about income security.' Define testimony, perspective, reform, output, evidence, and shared concern using the vocabulary bridge.

Students: Follow along as each source is read. Underline or highlight exact lines. Copy the six vocabulary terms and definitions into their notebook. Watch the teacher model one exact citation.

Key Questions:

- Which exact words in the worker source show a concern about income?
- Which exact words in the owner source show a concern about production?

8-20 min

Teacher: Distribute Packet A, Packet B, or Packet C according to the plan. Direct students to the practice task, which is distinct from the cool-down: 'Using one exact quotation from each source, identify one thing the worker and owner both care about and one way their priorities differ.' Point students to the sentence stems and writing workspace in their packet. Circulate and prompt students to copy quotations word for word and to explain why each quotation supports their comparison. Remind students that the practice task is not the cool-down question.

Students: Work in pairs or individually on the practice task. Select one exact quotation from each source, write a shared concern, and write one difference. Use the sentence stems and writing workspace in Packet A, B, or C. Explain reasoning that links each quotation to the comparison.

Key Questions:

- Which exact quotation from each source will you use, and why does it support your comparison?
- What do the worker and owner both care about, based on their exact words?
- Where do their priorities differ, and which words show that difference?

20-30 min

Teacher: Lead a structured share-out. Ask two or three pairs to read their exact quotations and state their shared concern and difference. Chart responses on the board in two columns labeled 'Shared concern' and 'Difference.' Push for precision: ask whether each quotation is copied exactly and whether the reasoning explains the link. Correct any paraphrase presented as a quotation. Keep the practice task separate from the cool-down question.

Students: Share exact quotations and comparisons with the class. Listen to peers, check whether quotations are exact, and revise their organizer or packet notes when they hear stronger evidence or clearer reasoning.

Key Questions:

- Is that quotation copied exactly from the source?
- How does your reasoning connect the quotation to the shared concern or the difference?

30-38 min

Teacher: Guide students to synthesize the comparison skill. Model a short think-aloud: 'Both sources mention safety, but the worker ties safety to income loss while the owner ties safety to keeping the business going.' Have students add one sentence to their packet explaining how exact evidence strengthens a comparison. Preview the cool-down format: one exact quotation from each source, one shared concern, one difference, with reasoning.

Students: Write one synthesis sentence in their packet about how exact evidence strengthens a comparison. Review their practice work and prepare to apply the same skill to a new question in the cool-down.

Key Questions:

- How does exact evidence make a comparison stronger than a general summary?
- What will you check in your writing before the cool-down?

38-43 min

Teacher: Direct students to Packet A, Packet B, or Packet C and to the final problem, which is the shared assessment question copied exactly: 'Using one exact quotation from each source, explain one shared concern and one difference between the worker's and owner's perspectives on factory reform.' Confirm that students have the two shared sources available. Clarify that they should quote exactly and explain their reasoning. Do not provide the answer.

Students: Read the final problem in their packet. Locate the two shared sources. Plan one exact quotation from each source, one shared concern, and one difference, and prepare to write the response during the cool-down.

Key Questions:

- Which exact quotation from each source will you use?
- What shared concern and what difference will you explain?

43-47 min

Teacher: Administer the cool-down now, in the final four minutes. Display the shared assessment question exactly: 'Using one exact quotation from each source, explain one shared concern and one difference between the worker's and owner's perspectives on factory reform.' Give students the full four minutes to write independently. Collect responses as students leave. Do not reteach or provide quotations during this segment.

Students: Write an independent response to the cool-down question. Include one exact quotation from the worker source, one exact quotation from the owner source, one shared concern, and one difference, with reasoning that connects the evidence to the comparison. Submit the response before leaving.

Key Questions:

- Using one exact quotation from each source, explain one shared concern and one difference between the worker's and owner's perspectives on factory reform?

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8. Differentiation Overview

- **ELL:** Provide Packet A with sentence stems that begin each comparison sentence, a labeled quotation bank with line numbers from both shared sources, and a glossary of the six vocabulary terms. Allow students to annotate the sources in their home language alongside the English text and to rehearse their cool-down response orally with a partner before writing.
- **IEP:** Provide Packet B with chunked steps, a pre-filled comparison organizer, and extended time for the cool-down as specified in the IEP. Reduce the writing load by allowing bullet points that still include exact quotations and reasoning, and check for understanding after each source is read aloud.
- **Advanced:** Provide Packet C with an extension prompt asking students to evaluate which source gives stronger evidence for a shared concern about safety and to explain why, using exact quotations. Students then apply the same comparison skill to the cool-down question without additional scaffolds.
- **Struggling:** Provide Packet A with color-coded source lines, a partially completed organizer, and a short checklist for exact quotation, shared concern, difference, and reasoning. Confer briefly during the Explore segment to confirm each student has selected one exact quotation from each source before drafting.

9. Assessment Plan

Formative: During the Explore and share-out segments, the teacher checks whether students copy quotations exactly, name a shared concern, name a difference, and explain reasoning that links each quotation to the comparison. The teacher charts responses, corrects paraphrase presented as quotation, and uses the comparison organizer and packet notes to identify students who need support before the cool-down.

Summative: The cool-down response is the summative check for this lesson. Students answer the shared assessment question exactly: 'Using one exact quotation from each source, explain one shared concern and

one difference between the worker's and owner's perspectives on factory reform.' Responses are evaluated only on comparison, accurate evidence, and reasoning.

10. Cool-down

Using one exact quotation from each source, explain one shared concern and one difference between the worker's and owner's perspectives on factory reform.

Success Criteria:

- Includes one exact quotation from the worker source and one exact quotation from the owner source.
- Explains one shared concern between the worker's and owner's perspectives.
- Explains one difference between the worker's and owner's perspectives.
- Provides reasoning that connects the quotations to the shared concern and the difference.

Section 2: Global Context

This section opens the lesson by framing the comparison challenge before students reach the differentiated packets. The warm-up asks students to recall a time two people wanted different changes to the same situation, naming what they agreed on and what they disagreed about; this surfaces the idea that shared concerns and differing priorities can coexist. Students then meet the two shared sources, both explicitly labeled fictional classroom sources and not authentic historical quotations: the Factory Worker Testimony and the Mill Owner Statement. The teacher reads each numbered line aloud, models one exact citation from worker line 3, and defines testimony, perspective, reform, output, evidence, and shared concern so that all students, including multilingual learners, have language access to the task. In the Explore segment, students work in pairs or individually on Packet A, B, or C, each a differentiated version of the full assignment with sentence stems, writing workspace, and teacher answers. The practice task is deliberately distinct from the cool-down: students use one exact quotation from each source to identify one thing the worker and owner both care about and one way their priorities differ. A structured share-out charts shared concerns and differences, with the teacher pressing for word-for-word accuracy and correcting paraphrase presented as quotation. During Synthesis, a brief think-aloud models how both sources touch on safety but attach it to different stakes, and students write one sentence on how exact evidence strengthens a comparison. The lesson then poses its central problem: students must move from noticing that two people in the same factory system want different reforms to explaining, with exact quotations and reasoning, one shared concern and one difference, which they will do independently in the final four-minute cool-down using the shared assessment question.

Hook: If a worker and an owner both say they care about safety in the same mill, why might they still want very different reforms?

Section 3: Differentiated Packets

Source Documents

Factory Worker Testimony (Fictional Classroom Source) (Fictional classroom source created for this lesson; not an authentic historical quotation)

> 1. *The mill bell calls us before sunrise.*
> 2. *We work beside machines for twelve hours, with little time to rest.*
> 3. *Wages help my family buy bread, but an injury can end that income.*
> 4. *I want shorter hours and guards around the moving gears.*

Mill Owner Statement (Fictional Classroom Source) (Fictional classroom source created for this lesson; not an authentic historical quotation)

> 1. *Machines allow our mill to produce cloth faster than hand weaving.*
> 2. *Orders from distant markets keep the factory busy.*
> 3. *Shorter hours may reduce output unless we change how work is organized.*
> 4. *Safe machines and healthy workers can help the business continue.*

Packet A

Word Bank: testimony, perspective, reform, output, evidence, shared concern, quotation, reasoning

Question 1. Warm-up: Think of a time two people wanted different changes to the same situation. Name one thing they agreed on and one thing they disagreed about.

- Two people in the same situation were _____ and _____.
- They both cared about _____.
- They disagreed about _____.
- This connects to the factory because _____.

Answer: Sample response: Two coworkers both wanted the store to stay open, but one wanted longer hours for more pay while the other wanted shorter hours for rest. They shared a concern about the business succeeding but differed on how to schedule work. This connects to the factory because a worker and an owner can share a goal yet want different reforms.

Common error: students name only a disagreement and skip the shared concern. Push them to state one thing both people cared about before naming the difference.

Question 2. Read the worker testimony (source 1) and the owner statement (source 2). Copy one exact quotation from each source that shows what that person cares about.
↳ *Refer to: source_1*

- From the worker source, the exact words are _____.
- This quotation shows the worker cares about _____.
- From the owner source, the exact words are _____.
- This quotation shows the owner cares about _____.

Answer: Sample response: From the worker source, the exact words are “Wages help my family buy bread, but an injury can end that income.” (source_1, line 3), which shows the worker cares about steady income and family survival. From the owner source, the exact words are “Machines allow our mill to produce cloth faster than hand weaving.” (source_2, line 1), which shows the owner cares about keeping production fast and the business running.

Supporting source evidence:

- “Wages help my family buy bread, but an injury can end that income.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 3)
- “Machines allow our mill to produce cloth faster than hand weaving.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 1)

Common error: students paraphrase instead of copying word for word. Check that each quotation matches the source exactly, including punctuation.

Question 3. Practice task (not the cool-down): Using one exact quotation from each source, identify one thing the worker and owner both care about and one way their priorities differ.
↳ *Refer to: source_1*

- The worker says _____, and the owner says _____.
- Both the worker and the owner care about _____.
- One difference is that the worker wants _____ while the owner wants _____.
- This difference matters because _____.

Comparison Organizer

Worker quotation	Owner quotation	Shared concern	Difference

Answer: Sample response: The worker says “I want shorter hours and guards around the moving gears.” (source_1, line 4), and the owner says “Safe machines and healthy workers can help the business continue.” (source_2, line 4). Both care about safety and keeping the mill running, since the worker wants guards around the gears and the owner wants safe machines and healthy workers. One difference is that the worker wants shorter hours and protection from injury, while the owner worries that shorter hours may reduce output unless work is reorganized. This matters because the worker focuses on daily safety and rest, while the owner focuses on production and profit.

Supporting source evidence:

- “I want shorter hours and guards around the moving gears.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 4)
- “Safe machines and healthy workers can help the business continue.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 4)

Common error: students claim the two sides share no concerns. Point them to the safety language in both sources. Also check that reasoning explains the link, not just repeats the quotation.

Question 4. Using one exact quotation from each source, explain one shared concern and one difference between the worker's and owner's perspectives on factory reform.
↳ Refer to: source_1

- The worker says _____, which shows the worker cares about _____.
- The owner says _____, which shows the owner cares about _____.
- A shared concern is _____ because both sources show _____.
- A difference is that the worker wants _____ while the owner wants _____, which matters because _____.

Answer: Sample response: The worker says “I want shorter hours and guards around the moving gears.” (source_1, line 4), which shows the worker cares about safety and steady income. The owner says “Shorter hours may reduce output unless we change how work is organized.” (source_2, line 3), which shows the owner also cares about safety but links it to keeping the business going. A shared concern is worker safety, because both sources mention protecting workers from harm. A difference is that the worker wants shorter hours and guards on the gears, while the owner worries that shorter hours may reduce output unless work is reorganized. This matters because the worker measures reform by daily safety and rest, while the owner measures it by production and the survival of the business.

Supporting source evidence:

- “I want shorter hours and guards around the moving gears.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 4)
- “Shorter hours may reduce output unless we change how work is organized.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 3)

Common error: students quote only one source or explain only the difference. The response must include one exact quotation from each source, one shared concern, one difference, and reasoning linking evidence to the comparison.

Packet B

Question 1. Describe one concern the worker expresses about working conditions and one concern the owner expresses about running the mill. Use one exact quotation from each source to support your description.
↳ Refer to: source_1

Answer: The worker is concerned about long hours and safety: “I want shorter hours and guards around the moving gears.” (source_1, line 4) shows the worker wants shorter hours and protection from machinery. The owner is concerned about production speed and keeping the business going: “Machines allow our mill to produce cloth faster than hand weaving.” (source_2, line 1) shows the owner values machines for producing cloth faster than hand weaving. These concerns reflect different priorities: the worker focuses on daily working conditions, while the owner focuses on output and business success.

Supporting source evidence:

- “I want shorter hours and guards around the moving gears.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 4)
- “Machines allow our mill to produce cloth faster than hand weaving.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 1)

Common error: students may paraphrase instead of quoting exactly. Remind them to copy the exact words from the source. Another error: confusing the owner's concern about output with a concern about worker safety; the owner does mention safety later, but here the focus is on production.

Question 2. Compare the worker's and owner's perspectives on factory reform by identifying one shared concern and one difference. Use one exact quotation from each source to support your comparison.
↳ *Refer to: source_1*

Answer: A shared concern is worker safety and health: the worker wants guards around the moving gears “I want shorter hours and guards around the moving gears.” (source_1, line 4), and the owner states that safe machines and healthy workers can help the business continue “Safe machines and healthy workers can help the business continue.” (source_2, line 4). A difference is that the worker emphasizes shorter hours as a goal, while the owner worries that shorter hours may reduce output unless work is reorganized “Shorter hours may reduce output unless we change how work is organized.” (source_2, line 3). This shows that both care about safety, but they disagree on how to balance hours and production.

Supporting source evidence:

- “I want shorter hours and guards around the moving gears.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 4)
- “Safe machines and healthy workers can help the business continue.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 4)
- “Shorter hours may reduce output unless we change how work is organized.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 3)

Common error: students may claim the sources have nothing in common. Point out that both mention safety or health. Another error: students may not explain the difference clearly; encourage them to state what each source emphasizes.

Question 3. Apply what you have learned about citing evidence to explain how the owner's view of workers' health connects to the owner's concern about the business. Use one exact quotation from the owner source.
↳ *Refer to: source_2*

Answer: The owner connects workers' health to business success: “Safe machines and healthy workers can help the business continue.” (source_2, line 4) suggests that keeping workers healthy and machines safe is not just a kindness but a way to keep the business running. This reasoning shows the owner sees reform as potentially beneficial if it supports production and profit.

Supporting source evidence:

- “Safe machines and healthy workers can help the business continue.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 4)

Common error: students may think the owner does not care about workers at all. The source shows the owner does consider health, but ties it to business continuity.

Question 4. Using one exact quotation from each source, explain one shared concern and one difference between the worker's and owner's perspectives on factory reform.
↳ Refer to: source_1

Answer: One shared concern is safety and health: the worker asks for guards around the moving gears “I want shorter hours and guards around the moving gears.” (source_1, line 4), and the owner notes that safe machines and healthy workers can help the business continue “Safe machines and healthy workers can help the business continue.” (source_2, line 4). A difference is that the worker wants shorter hours, while the owner fears shorter hours may reduce output unless work is reorganized “Shorter hours may reduce output unless we change how work is organized.” (source_2, line 3). This shows that both value safety, but they disagree on how to balance working hours and production.

Supporting source evidence:

- “I want shorter hours and guards around the moving gears.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 4)
- “Safe machines and healthy workers can help the business continue.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 4)
- “Shorter hours may reduce output unless we change how work is organized.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 3)

Common errors: not quoting exactly, or failing to explain the reasoning linking evidence to the shared concern and difference. Accept any defensible shared concern and difference if supported by exact quotations.

Packet C

Question 1. Analyze how each source connects safety to a different underlying interest. (a) Cite one exact quotation from the worker source and one from the owner source that both address safety. (b) Explain what each speaker is ultimately trying to protect with that safety concern. (c) Synthesize: why might two people who both value safety still disagree about how much reform is needed?
↳ *Refer to: source_1*

Answer: A strong response cites the worker's demand for guards around the moving gears “I want shorter hours and guards around the moving gears.” (source_1, line 4) and the owner's claim that safe machines and healthy workers help the business continue “Safe machines and healthy workers can help the business continue.” (source_2, line 4). In part (b), the worker is protecting family income, since an injury can end that income “Wages help my family buy bread, but an injury can end that income.” (source_1, line 3); the owner is protecting the continuity of the business. Part (c) should synthesize: both value safety, but the worker treats it as a right that limits hours and risk, while the owner treats it as a condition for sustained production. An exemplary response names the different underlying interests explicitly and shows how the same word, safety, carries different stakes for each speaker.

Supporting source evidence:

- “I want shorter hours and guards around the moving gears.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 4)
- “Safe machines and healthy workers can help the business continue.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 4)
- “Wages help my family buy bread, but an injury can end that income.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 3)

Exemplary responses go beyond noting that both mention safety; they explain the different interest each speaker attaches to it and use exact wording to prove the link. Accept any defensible reading of underlying interest as long as it is tied to exact evidence. Common error: paraphrasing instead of quoting, or claiming the owner does not care about workers at all, which the source does not support.

Question 2. Evaluate this claim: The owner's statement shows that the owner opposes all factory reform. (a) Cite exact evidence from the owner source that could support this claim. (b) Cite exact evidence that could challenge it. (c) Write a justified judgment about whether the claim is fully accurate, partly accurate, or inaccurate, and explain your reasoning.
↳ Refer to: source_2

Answer: Part (a): a student could cite the owner's worry that shorter hours may reduce output unless work is reorganized “Shorter hours may reduce output unless we change how work is organized.” (source_2, line 3), which shows resistance to one specific reform. Part (b): the owner also states that safe machines and healthy workers can help the business continue “Safe machines and healthy workers can help the business continue.” (source_2, line 4), which shows openness to some reforms. Part (c): a justified judgment should conclude the claim is only partly accurate, because the owner resists shorter hours but accepts safety and worker health measures. Multiple interpretations can be valid here: a student may argue the claim is inaccurate if reform is defined broadly to include safety, or partly accurate if reform is defined narrowly as shorter hours, provided the reasoning is tied to exact evidence. The key requirement is that the judgment is defended, not that a single verdict is reached.

Supporting source evidence:

- “Shorter hours may reduce output unless we change how work is organized.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 3)
- “Safe machines and healthy workers can help the business continue.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 4)

Exemplary responses define what they mean by reform, weigh both quotations, and state a verdict that follows from the evidence. Accept defensible readings in either direction as long as the student addresses the counterargument. Common error: ignoring the owner's safety line and treating the claim as fully accurate without weighing contrary evidence.

Question 3. Propose a factory reform plan that could earn support from both the worker and the owner. (a) State your proposal in one or two sentences. (b) Cite one exact quotation from each source that your proposal responds to. (c) Justify why your plan addresses both perspectives, and identify one likely objection from each side.
↳ Refer to: source_1

Answer: A strong proposal might combine a modest reduction in hours with machine guards and a reorganization of work so output is maintained. Part (b): the plan responds to the worker's demand for shorter hours and guards “I want shorter hours and guards around the moving gears.” (source_1, line 4) and to the owner's concern that shorter hours may reduce output unless work is reorganized “Shorter hours may reduce output unless we change how work is organized.” (source_2, line 3). Part (c): the justification should explain that guards address the worker's safety and income risk while reorganizing work protects the owner's output. Likely objections: the worker may argue the hour reduction is too small, and the owner may argue reorganization costs too much. An exemplary response names both objections and explains how the plan could be adjusted, showing synthesis rather than one-sided advocacy.

Supporting source evidence:

- “I want shorter hours and guards around the moving gears.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 4)
- “Shorter hours may reduce output unless we change how work is organized.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 3)

Exemplary responses propose a specific, feasible plan, quote both sources exactly, and anticipate objections from both sides. Accept any defensible plan as long as it is grounded in exact evidence from both sources. Common error: proposing a plan that satisfies only one side while claiming it satisfies both.

Question 4. Using one exact quotation from each source, explain one shared concern and one difference between the worker's and owner's perspectives on factory reform.
↳ Refer to: source_1

Answer: A complete response includes one exact quotation from each source, names one shared concern, names one difference, and explains reasoning linking the evidence to the comparison. Sample response: The worker and owner share a concern about keeping the factory running and workers able to earn, shown when the worker says wages help the family buy bread but an injury can end that income “Wages help my family buy bread, but an injury can end that income.” (source_1, line 3) and the owner says safe machines and healthy workers can help the business continue “Safe machines and healthy workers can help the business continue.” (source_2, line 4). A key difference is that the worker wants shorter hours and guards “I want shorter hours and guards around the moving gears.” (source_1, line 4), while the owner worries that shorter hours may reduce output unless work is reorganized “Shorter hours may reduce output unless we change how work is organized.” (source_2, line 3). The reasoning should explain that the worker measures reform by safety and rest, while the owner measures it by continued production.

Supporting source evidence:

- “Wages help my family buy bread, but an injury can end that income.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 3)
- “Safe machines and healthy workers can help the business continue.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 4)
- “I want shorter hours and guards around the moving gears.” (Factory Worker Testimony (Fictional Classroom Source) [source_1], line 4)
- “Shorter hours may reduce output unless we change how work is organized.” (Mill Owner Statement (Fictional Classroom Source) [source_2], line 3)

Exemplary responses quote both sources exactly, state a shared concern that is genuinely supported by both, state a difference that is clearly supported, and explain the reasoning that connects each quotation to the comparison. Accept any defensible shared concern or difference as long as exact evidence supports it. Common error: paraphrasing instead of quoting, or naming a difference without explaining why the quotations show it.

Section 4: Teacher Toolkit

3-Point Mastery Rubric

3 — Complete Mastery: Meets all of these criteria accurately: Includes one exact quotation from the worker source and one exact quotation from the owner source.; Explains one shared concern between the worker's and owner's perspectives.; Explains one difference between the worker's and owner's perspectives.; Provides reasoning that connects the quotations to the shared concern and the difference.

2 — Partial Understanding: Shows relevant understanding but partially meets or inaccurately addresses one or more of these criteria: Includes one exact quotation from the worker source and one exact quotation from the owner source.; Explains one shared concern between the worker's and owner's perspectives.; Explains one difference between the worker's and owner's perspectives.; Provides reasoning that connects the quotations to the shared concern and the difference.

1 — Needs Significant Support: Shows limited evidence of meeting these criteria: Includes one exact quotation from the worker source and one exact quotation from the owner source.; Explains one shared concern between the worker's and owner's perspectives.; Explains one difference between the worker's and owner's perspectives.; Provides reasoning that connects the quotations to the shared concern and the difference.

Common Misconceptions

Paraphrase Counts as Exact Quotation

Students think: Students believe that restating the source in their own words is the same as quoting exactly, so they write something like 'The worker wants shorter hours' instead of copying the exact line.

Why: Students often confuse summarizing with citing evidence, especially when they understand the idea but have not practiced the discipline of copying word for word. They may also think exact quotation is unnecessary if the paraphrase is accurate.

Fix: Model the difference explicitly: display a paraphrased sentence next to the exact source line and ask students to spot the differences. Require students to underline the exact words in the source before writing them in the packet, and use a checklist that includes 'quotation marks around exact words' as a non-negotiable criterion.

Shared Concern Means Same Solution

Students think: Students think that if the worker and owner share a concern, they must also agree on the solution, so they write that both want the same reform.

Why: Students often conflate identifying a common interest with agreement on policy. They may not yet understand that two people can care about the same thing (e.g., safety) but propose different ways to address it or prioritize it differently.

Fix: Use a concrete analogy from school life: both students and teachers may care about a clean cafeteria but disagree on who should clean it. Then return to the sources and ask: 'What do both sources mention that they care about, and do they propose the same action?' Have students complete a two-column chart separating 'shared concern' from 'different priority or solution.'

Difference Means One Side Is Wrong

Students think: Students interpret any difference in perspective as evidence that one person is lying or mistaken, so they write that the owner is wrong or the worker is exaggerating.

Why: Students may apply a binary right/wrong framework to historical perspectives, especially when one source describes hardship. They may not yet grasp that perspective analysis requires understanding each person's position and interests without moral judgment.

Fix: Reinforce the language of perspective: 'Both can be telling the truth from their own position.' Ask students to articulate what each person's position is (worker: needs income and safety; owner: needs production and profit) and how that position shapes what they emphasize. Use a sentence stem: 'The worker emphasizes ___ because ___, while the owner emphasizes ___ because ___.'

Implementation Notes

- Setup: Before class, print Packet A, B, and C on different colored paper and organize them into three stacks with the shared sources (Factory Worker Testimony and Mill Owner Statement, both labeled fictional classroom sources) displayed on the board or placed at each desk. Ensure the comparison organizer and cool-down response sheets are ready, and test the timer or visible clock for segment pacing. Follow the exact pacing outlined in Section 1's Lesson Flow.
- Pacing: Follow the exact pacing outlined in Section 1's Lesson Flow. The warm-up should take the first few minutes, the Explore segment should allow students to read sources and begin the practice task, the share-out and synthesis should deepen understanding, and the final four minutes must be reserved exclusively for the cool-down. Do not introduce the cool-down question earlier; the practice task uses a distinct question to develop the same comparison skill.
- Grouping: During the Explore segment, pair students heterogeneously so that stronger readers can support peers with decoding the sources, but ensure each student writes their own packet responses. For the share-out, select pairs that have strong exact quotations to model precise citation. During the cool-down, students work independently to allow accurate assessment of individual comparison and reasoning skills.
- Tiered Packet Flow: Distribute Packet A to students needing the most scaffolding (sentence stems, quotation bank, color-coded lines), Packet B to students with moderate needs (chunked steps, pre-filled organizer), and Packet C to advanced students (extension prompt, no scaffolds). All packets contain the same shared sources and the same final assessment question copied exactly. Circulate during the Explore segment to ensure students are using the correct packet and to prompt exact quotation copying. Remind students that the practice task in the packet is not the cool-down question.

Extension Activities

- Early Finisher Task: Ask students to write a third fictional source from a different perspective in the same factory system (e.g., a child worker or a machine mechanic) using the same numbered-line format, then identify one shared concern and one difference between this new source and one of the original sources, citing exact quotations. This reinforces the comparison skill with a new material set.

- Cross-Curricular Connection: Connect to English Language Arts by having students analyze the rhetorical choices in each source, such as which words carry emotional weight (e.g., 'little time to rest' versus 'orders from distant markets'). Students can write a short paragraph explaining how word choice reveals perspective, using exact quotations, which supports CCSS.ELA-LITERACY.RH.9-10.6 and writing standards.
- Real-World Application: Ask students to find a current news article or workplace policy statement (e.g., about remote work, safety regulations, or minimum wage) and compare two perspectives using the same format: one exact quotation from each source, one shared concern, and one difference. Students present their findings in a short oral report, practicing evidence-based comparison with contemporary issues.