



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Overview



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Students learn about what life was like in Colonial America. They go on to study the many roles people played in a colonial settlement and how necessary their interdependence was for survival. Students select one role to explore more deeply through various forms of nonfiction texts. With an emphasis on making inferences, summarizing informational text, basic research (note-taking and pulling together information from a

variety of texts), this module will foster students' abilities to synthesize information from multiple sources and integrate research into their writing. At the end of the module, students participate in several critique experiences during the revision process as they write a research-based narrative that vividly describes an event in a colonist's life.

Guiding Questions And Big Ideas

- **In what ways was interdependence in Colonial America essential to survival?**
- **How can a writer portray life during Colonial America using historical accuracy?**
- **Why do researchers use multiple sources?**
- *Members of colonial communities were interdependent.*
- *Experts use reading, viewing, and listening to gather and organize information from a variety of sources.*
- *Synthesizing information from multiple sources helps me deepen my expertise on a topic.*



Performance Task

Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. **This task centers on W.4.3, W.4.4, W.4.5, W.4.6, W.4.9, and L.4.6.**

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:

Colonial America

- Groups of people who migrated to our local region and into New York State
- Ways that people depended on and modified their physical environments
- Lifestyles in the colonies—comparisons during different time periods
- Different types of daily activities, including social/cultural, political, economic, scientific/technological, or religious
- Ways that colonists depended on and modified their physical environments



| CCS Standards: Reading—Literature | Long-Term Learning Targets |
|--|---|
| <ul style="list-style-type: none"> • RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | <ul style="list-style-type: none"> • I can describe a story’s character, setting, or events using specific details from the text. |
| CCS Standards: Reading—Informational Text | Long-Term Learning Targets |
| <ul style="list-style-type: none"> • RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> • I can explain what a text says using specific details from the text. • I can make inferences using specific details from the text. |
| <ul style="list-style-type: none"> • RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | <ul style="list-style-type: none"> • I can determine the main idea using specific details from the text. • I can summarize informational or persuasive text. |
| <ul style="list-style-type: none"> • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <ul style="list-style-type: none"> • I can explain the main points in a historical, scientific, or technical text, using specific details in the text. |
| <ul style="list-style-type: none"> • RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | <ul style="list-style-type: none"> • I can determine the meaning of academic words or phrases in an informational text. • I can determine the meaning of content words or phrases in an informational text. |
| <ul style="list-style-type: none"> • RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | <ul style="list-style-type: none"> • I can interpret information presented through charts, graphs, timelines, or Web sites. • I can explain how visual or graphic information helps me understand the text around it. |
| <ul style="list-style-type: none"> • RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | <ul style="list-style-type: none"> • I can read grade-level informational texts proficiently and independently. • I can read above-grade informational texts with scaffolding and support. |



| CCS Standards: Writing | Long-Term Learning Targets |
|---|--|
| <ul style="list-style-type: none">• W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | <ul style="list-style-type: none">• I can produce writing that is appropriate to task, purpose, and audience. |
| <ul style="list-style-type: none">• W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | <ul style="list-style-type: none">• With support from peers and adults, I can use the writing process to produce clear and coherent writing. |
| <ul style="list-style-type: none">• W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | <ul style="list-style-type: none">• With support, I can use technology to publish a piece of writing.• I can use technology to collaborate with others to produce a piece of writing.• I can type at least one page of writing in a single setting. |
| <ul style="list-style-type: none">• W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. | <ul style="list-style-type: none">• I can conduct a research project to become knowledgeable about a topic. |
| <ul style="list-style-type: none">• W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | <ul style="list-style-type: none">• I can recall information that is important to a topic.• I can document what I learn about a topic by taking notes.• I can sort my notes into categories.• I can provide a list of sources I used to gather information. |



| CCS Standards: Writing | Long-Term Learning Targets |
|---|---|
| <ul style="list-style-type: none"> • W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> – a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). – b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”). | <ul style="list-style-type: none"> • I can choose evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> – a. I can describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). – b. I can explain how an author uses reasons and evidence to support particular points in a text. |
| <ul style="list-style-type: none"> • W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> • I can write for a variety of reasons. |
| CCS Standards: Speaking & Listening | Long-Term Learning Targets |
| <ul style="list-style-type: none"> • SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> – a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. – b. Follow agreed-upon rules for discussions and carry out assigned roles. – c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. – d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | <ul style="list-style-type: none"> • I can effectively engage in discussions with diverse partners about 4th grade topics and texts. <ul style="list-style-type: none"> – a. I can prepare myself to participate in discussions. – a. I can draw on information to explore ideas in the discussion. – b. I can follow our class norms when I participate in a conversation. – c. I can ask questions that are on the topic being discussed. – c. I can answer questions about the topic being discussed. – c. I can connect my questions and responses to what others say. – d. After a discussion, I can explain what I understand about the topic being discussed. |
| <ul style="list-style-type: none"> • SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <ul style="list-style-type: none"> • I can paraphrase portions of a text that is read aloud to me. • I can paraphrase information that is presented in pictures and/or numbers. |



| CCS Standards: Language | Long-Term Learning Targets |
|---|---|
| <ul style="list-style-type: none"> • L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> – a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). – b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. – c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. – d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). – e. Form and use prepositional phrases. – f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. – g. Correctly use frequently confused words (e.g., to/too/two; there/their). | <ul style="list-style-type: none"> • I can use grammar conventions to send a clear message to a reader or listener. <ul style="list-style-type: none"> – a. I can use relative pronouns (e.g.; who, whose, whom, which, that). – a. I can use relative adverbs (e.g.; where, when, why). – b. I can use progressive verb tenses (e.g., I was walking; I am walking; I will be walking). – c. I can use <i>can</i>, <i>may</i>, and <i>must</i> correctly. – d. I can use conventional patterns to order adjectives within sentences (e.g., a <i>small red bag</i> rather than a <i>red small bag</i>). – e. I can use prepositional phrases. – f. I can write complete sentences. – f. I can recognize fragmented and run-on sentences. – g. I can correctly use homophones (e.g., to/too/two; there/their). |
| <ul style="list-style-type: none"> • L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> – a. Use correct capitalization. – b. Use commas and quotation marks to mark direct speech and quotations from a text. – c. Use a comma before a coordinating conjunction in a compound sentence. – d. Spell grade-appropriate words correctly, consulting references as needed. | <ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. <ul style="list-style-type: none"> – a. I can use correct capitalization in my writing. – b. I can use commas and quotation marks to identify speech and quotations from a text. – c. I can use a comma before a coordinating conjunction in a compound sentence. – d. I can spell grade-appropriate words correctly. – d. I can use resources to check and correct my spelling. |



| CCS Standards: Language | Long-Term Learning Targets |
|--|--|
| <ul style="list-style-type: none"> L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | <ul style="list-style-type: none"> I can use a variety of strategies to determine the meaning of words and phrases. <ul style="list-style-type: none"> a. I can use context to help me to determine what a word or phrase means. b. I can use common affixes and roots as clues to help me determine what a word means (e.g., telegraph, photograph, autograph). c. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. |
| <ul style="list-style-type: none"> L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation). | <ul style="list-style-type: none"> I can accurately use fourth-grade academic vocabulary to express my ideas. |

| Central Texts |
|--|
| 1. Elizabeth Raum, <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> , Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9. |
| 2. Ann McGovern, <i>If You Lived in Colonial Times</i> , illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-4. |



| Week | Instructional Focus | Long-Term Targets | Assessments |
|--|---|--|--|
| Unit 1: Building Background Knowledge: Life in Colonial America | | | |
| Weeks 1-2 | <ul style="list-style-type: none"> Discovering the Topic: Inferring and Confirming Using Evidence Inferring: Close Read of Primary Source Inferring: Who Was John Allen? Explicit versus Inferred Information: Learning about Farms in Colonial America | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can explain how visual or graphic information helps me understand the text around it. (RI.4.7) | <ul style="list-style-type: none"> Mid-Unit 1 Assessment: Inferring with Pictures and Text (RI.4.1, RI.4.4, RI.4.7) |
| | <ul style="list-style-type: none"> Taking Notes Using a Graphic Organizer: Inferring about the Importance of Religion in Colonial America Paragraph Writing: The Role of Religion in Colonial America Inferring and Synthesizing about Life in Colonial America | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can accurately synthesize information from two texts on the same topic. (RI.4.9) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) | <ul style="list-style-type: none"> End of Unit 1 Assessment: Inferring and Synthesizing about Life in Colonial America (from Two Texts) (RI.4.1, RI.4.4, RI.4.9, W.4.9) |



| Week | Instructional Focus | Long-Term Targets | Assessments |
|---|--|--|--|
| Unit 2: Case Study: Conducting Research on Colonial Trades | | | |
| Weeks 3-5 | <ul style="list-style-type: none">• Close Reading: Colonial Craftsmen• Summary Writing: Colonial Trades• Word Choice: Colonial Trade Job Application• Research: Looking for Research Categories through a Book Browse• Conducting Research: Building Expertise on One Colonial Trade• Text-Based Evidence: What Do We Need to Look For?• Conducting Research | <ul style="list-style-type: none">• I can explain what a text says using specific details from the text. (RI.4.1)• I can make inferences using specific details from the text. (RI.4.1)• I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)• I can document what I learn about a topic by taking notes. (W.4.8) | <ul style="list-style-type: none">• Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (RI.4.1, W.4.2b and d, and W.4.8) |



| Week | Instructional Focus | Long-Term Targets | Assessments |
|-----------------------------|---|--|--|
| Weeks 3-5, continued | <ul style="list-style-type: none">• Listening Comprehension: Williamsburg Podcasts• Taking Notes as We Listen• Comparing Information on the Same Topic• Selecting Informational Text: Colonial Trade Books• Synthesizing: Trade Research from Multiple Texts• A Quality Short Constructed Response: Writing about My Colonial Trade• Synthesizing with Visuals: How Colonists Were Interdependent | <ul style="list-style-type: none">• I can determine the main idea using specific details from the text. (RI.4.2)• I can summarize informational text. (RI.4.2)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4)• I can accurately synthesize information from two texts on the same topic. (RI.4.9)• I can document what I learn about a topic by taking notes. (W.4.8)• I can document what I learn about a topic by sorting evidence into categories. (W.4.8)• I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2) | <ul style="list-style-type: none">• End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources (RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2) |



| Week | Instructional Focus | Long-Term Targets | Assessments |
|--|--|--|---|
| Unit 3: Culminating Project: Historically Accurate Narrative about Colonial America | | | |
| Weeks 6-8 | <ul style="list-style-type: none">• Preparing to Write Historical Fiction: Examining Documents• Planning Ideas: Developing a Basic Colonial Character Profile• Planning Ideas: Developing a Historically Accurate Event• Planning Organization: Sequencing an Event | <ul style="list-style-type: none">• I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)• I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)• I can craft narrative texts. (W.4.3)• I can produce writing that is appropriate to task and purpose. (W.4.4)• I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9) | <ul style="list-style-type: none">• Mid-Unit Assessment: Drafting a Historical Fiction Narrative (W.4.2b, W.4.3a, W.4.4, W.4.9) |



| Week | Instructional Focus | Long-Term Targets | Assessments |
|-----------------------------|---|---|---|
| Weeks 6-8, continued | <ul style="list-style-type: none"> • Peer Critique: Learning How to Give and Receive Useful Feedback • Peer Critique: Historical Accuracy of Ideas • Revision for Organization: Beginnings, Transitions, and Endings • Peer Critique for Organization • Editing for Conventions • Publishing Historical Fiction Narrative | <ul style="list-style-type: none"> • I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2) • I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) • I can craft narrative texts. (W.4.3) • I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) • With support, I can use the writing process to produce clear and coherent writing. (W.4.5) • With support, I can use technology to publish a piece of writing. (W.4.6) • I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9) • I can use conventions to send a clear message to my reader. (L.4.1, L.4.2, L.4.3) | <ul style="list-style-type: none"> • End of Unit 3 Assessment: On-Demand Historical Narrative (W.4.2b, W.4.3, W.4.9) • Performance Task: Historically Accurate Narrative of an Event in an American Colonist's Life (W.4.2b, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9) |



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Grade 4: Module 2A: Assessment Overview



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Note: As each unit is written, often assessments are revised. Use this document as a general guideline. But be sure to refer to each specific unit overview document for the most correct and complete write-ups of each assessment.

| | |
|---------------------------------|--|
| Final Performance Task | Historical Fiction Narrative about Colonial America Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. (This task centers on RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L.4.2a,b,d, L.4.3a, and L.4.6.) |
| Mid-Unit 1 Assessment | Inferring with Pictures and Text This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, and RI.4.7, addressing the learning targets: “I can make inferences using specific details from the text,” and “I can explain how visual or graphic information helps me understand the text around it.” In this on-demand quiz, students make observations about two documents, a historical image and an informational text, and use evidence from both sources to answer inferential questions. |
| End of Unit 1 Assessment | Inferring and Synthesizing about Life in Colonial America (from Two Texts) This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, RI.4.9, and W.4.9b, addressing these learning targets: “I can make inferences using specific details from the text,” and “I can accurately synthesize information from two texts on the same topic.” This assessment measures students’ ability to answer literal and inferential questions and to support their answers using details and examples from two sources of historical information, which include both text and images. Students are asked to answer a series of multiple-choice questions that focus on content vocabulary, short answer text-based questions, as well as a one-paragraph essay question. |



| | |
|--------------------------|---|
| Mid-Unit 2 Assessment | <p>Inferring about the Silversmith Trade in Colonial Times</p> <p>This assessment centers on NYSP12 ELA CCLS RI.4.1, W.4.2 b and d, and W.4.8, addressing these learning targets: “I can explain what a text says using specific details from the text,” “I can make inferences using specific details from the text,” “I can group supporting facts together about a topic in informative/explanatory text using both text and illustrations,” and “I can document what I learn about a topic by sorting evidence into categories.” In this on-demand assessment, students read an unfamiliar informational text about being a silversmith in Colonial America. They take notes about key facts and details, using a graphic organizer similar to the one they have begun using in their colonial research. They answer literal and inferential text-dependent questions as well as a constructed short response that requires evidence from the text to support their answer.</p> |
| End of Unit 2 Assessment | <p>Synthesizing Information from Text and Audio Resources</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2, addressing these learning targets: “I can summarize informational or persuasive text,” “I can determine the meaning of content words or phrases in an informational text,” “I can synthesize information from two texts on the same topic,” “I can paraphrase portions of a text when reading or listening to information being presented,” “I can document what I learn about a topic by taking notes,” and “I can document what I learn about a topic by sorting evidence into categories.” The class learns about two new colonial trades (merchant and shipbuilder) by encountering two new informational sources: text about colonial merchants read aloud by the teacher, and a grade-level text about shipbuilders read by students. Students then respond to literal and inferential questions and demonstrate their ability to summarize and synthesize by writing two short responses based on the texts.</p> |
| Mid-Unit 3 Assessment | <p>Draft of Historical Fiction Narrative</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.2b, W.4.3a, and W.4.4, and W.4.9b. Students are assessed on their mastery of the following targets: “I can develop the topic with facts, definitions, details, and quotations,” “I can introduce the narrator and/or characters of my narrative,” “I can organize events in an order that makes sense in my narrative,” and “I can choose evidence from literary or informational texts to support analysis, reflection, and research.” In this assessment, students write the first draft of their research-based narratives. Students prepare for this assessment by completing a graphic organizer based on their research notes from Units 1 and 2. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence, and historically accurate word choice.</p> |



End of Unit 3 Assessment

On-Demand Historical Narrative

This assessment centers on standards NYSP12 ELA CCLS W.4.2b and d, W.4.3, W.4.4, and W.4.9b. After students have finished their performance task, they will complete an on-demand narrative writing task to demonstrate their ability to transfer what they learned from their extensive research about colonial life and writing historical fiction. Students will respond to the following prompt: “After researching informational texts on Colonial America, write a historical fiction narrative that describes how a young boy or girl decides to become an apprentice to a specific trade.” To write this new narrative, students will draw on the knowledge they built about life in Colonial America: They may refer to their texts and research notes. To help them write a high-quality narrative, students are encouraged to refer to the Historical Fiction Narrative rubric, which they helped to create during the unit. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence and transitional words, historically accurate word choice, as well as one convention the teacher identifies as a class focus area.



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Grade 4: Module 2A: Performance Task



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Summary of Task

- Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. **This task centers on W.4.3, W.4.4, W.4.5, W.4.6, W.4.9, and L.4.6.**
- If there is capacity to support high-quality illustrations (e.g., drawings, paintings, prints), the book may contain illustrations and artistic layout as well. The “publication” of the book should be celebrated with an event that brings outside community members into the classroom, for whom students will both describe their narratives and reflect on their learning. Students might present their writing to an authentic audience of younger students in the school to share their learning about colonial life.

Format

Historical Fiction Narrative (8½” x 11” card stock)

Standards Assessed Through This Task

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.4.4. I can produce writing that is appropriate to task, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).



Student-Friendly Writing Invitation/Task Description

- After researching informational texts on trades in Colonial America, write a historical fiction narrative that describes how a craftsperson in your trade helps a family newly arrived from England to adjust to life in a colonial New York town. The family has a mother, father, 5-year-old girl, and a 12-year-old boy.

Key Criteria For Success (Aligned With NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

- Historically accurate details
- Bold beginnings
- Timely transitions
- Exciting endings

Options For Students

- Students will create their historical narrative based on their research during Unit 2.
 - Extension: Students may select a trade that was not studied by the class for independent research.
 - Students will have a choice about the plot points of their narrative.
 - Writing will be original.
 - As a technology extension, students may type their historical fiction or use technology to create illustrations.

Options For Teachers

- Students may present their historical fiction to a local history museum, and multiple copies may be made for visitors to the museum.
- Students may write a character profile about their main character.
- Students may also include a diagram that depicts the layout of a colonial village where their fictional character might have lived.



Central Text And Informational Texts

- Elizabeth Raum, *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.
- Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-4.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Overview



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Unit 1: Building Background Knowledge: Life in Colonial America

In this unit, students learn to answer inferential and literal questions as they build their background knowledge about what life was like in Colonial America. Through primary source documents and other historical texts, students will gain an understanding of the challenges colonists faced and their resourcefulness as they built a new life in America. They will gain a deeper

understanding of how colonists depended on each other for survival, and begin to explore gender roles in colonies and colonial households. Students will learn to support their inferences with examples and details from complex informational text. They will practice synthesizing information from multiple sources (including text, pictures, maps, diagrams, and charts).

Guiding Questions And Big Ideas

- **How did all the different roles people had in a colonial village help people survive?**
- **What can we infer about the past from primary resources?**
- *Making inferences helps me better understand what an author is trying to tell me.*
- *If people work together when times are hard, they can get through just about anything.*
- *Being an expert means that I can explain different aspects of my topic to people who don't know anything about it.*



| | |
|------------------------|---|
| Mid-Unit Assessment | Inferring with Pictures and Text This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, and RI.4.7 addressing the learning targets: “I can make inferences using specific details from the text,” and “I can explain how visual or graphic information helps me understand the text around it.” In this on-demand quiz, students make observations about two documents—a historical image and an informational text—and use evidence from both sources to answer inferential questions. |
| End of Unit Assessment | Inferring and Synthesizing about Life in Colonial America (from Two Texts) This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.4, RI.4.9, and W.4.9, addressing these learning targets: “I can make inferences using specific details from the text,” and “I can accurately synthesize information from two texts on the same topic.” This assessment measures students’ ability to answer literal and inferential questions and to support their answers using details and examples from two sources of historical information, which include both text and images. Students are asked to answer a series of multiple-choice questions that focus on content vocabulary, short answer text-based questions, as well as a one-paragraph essay question. |

Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

- Colonies in New York State
- Groups of people who migrated to our local region and into our state
- Ways that people depended on and modified their physical environments
- Lifestyles in the colonies—comparisons during different time periods
- Different types of daily activities, including social/cultural, political, economic, scientific/technological, or religious
- Ways that colonists depended on and modified their physical environments



Central Texts

1. Elizabeth Raum, *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.
2. Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-4.
3. Inventory of John Allen (1659–1704). Hampshire Probate Records, Volume III, p. 132. Found online at <http://www.historic-deerfield.org/files/hd/docs/JOHN-ALLEN-1659-1704.pdf>.
4. N. Currier. “The Landing of the Pilgrims at Plymouth, Dec. 11th 1620.” [ca. 1838–1856]. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/95503144/>
5. J. Hilton. A Map of British and French Settlements in North America. 1755. Geography and Map Division, Library of Congress. <http://www.loc.gov/item/77690484>.
6. Keppler and Schwarzmann. Christmas Marketing before the Days of “High Cost of Living.” ca. 1913. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/2011649650/>.
7. Various texts written by Expeditionary Learning for instructional purposes



This unit is approximately 2 weeks or 9 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|---|---|--|---|
| Lesson 1 | Discovering the Topic: Inferring and Confirming Using Evidence | <ul style="list-style-type: none"> I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7) I can explain how visual or graphic information helps me understand the text around it. (RI.4.7) I can effectively participate in a conversation with my peers. (SL.4.1) | <ul style="list-style-type: none"> I can actively listen and share in discussions with my peers. I can make inferences based on information from pictures, charts, timelines, maps, and text. I can support my inferences with details and examples from the text. | <ul style="list-style-type: none"> Group chart I Notice/I Wonder graphic organizer Quick Check index cards Inferring Based on Evidence Questions recording form |
| Lesson 2 | Inferring from a Primary Source: Close Read of Colonial Times Inventory | <ul style="list-style-type: none"> I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can make inferences using specific details from the text. (RI.4.1) I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6) | <ul style="list-style-type: none"> I can identify and make meaning of new words. I can make inferences about colonial life supported by details from text. I can notice what I understand and what is still confusing when reading a primary source document. I can identify what I know and what I don't know when reading the Inventory of John Allen. | <ul style="list-style-type: none"> Inferring about John Allen graphic organizer John Allen anchor chart |
| Lesson 3 | Inferring: Who Was John Allen? | <ul style="list-style-type: none"> I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1) I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6) | <ul style="list-style-type: none"> I can identify and make meaning of new words. I can give examples of how the English language of colonial times was different than today. I can make inferences about colonial life supported by details from text. I can identify what I know and what I don't know when reading the Inventory of John Allen. | <ul style="list-style-type: none"> Inferring about John Allen graphic organizer Exit ticket |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|--|---|---|---|
| Lesson 4 | Learning about Farms in Colonial America: Explicit versus Inferred Information | <ul style="list-style-type: none"> I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1) I can explain how visual or graphic information helps me understand the text around it. (RI.4.7) I can effectively participate in a conversation with my peers. (SL.4.1) | <ul style="list-style-type: none"> I can determine whether the information I need is explicit in the text or must be inferred. I can confirm my inferences about colonial farmers using details and examples from text. | <ul style="list-style-type: none"> Recording form Exit ticket |
| Lesson 5 | Mid-Unit 1 Assessment: Inferring with Pictures and Text | <ul style="list-style-type: none"> I can make inferences using specific details from the text. (RI.4.1) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can explain how visual or graphic information helps me understand the text around it. (RI.4.7) | <ul style="list-style-type: none"> I can make inferences based on details in a picture. I can confirm my inferences about a picture using details from the text. I can self-assess my progress toward the learning targets. | <ul style="list-style-type: none"> Mid-Unit 1 Assessment: Inferring with Pictures and Text |
| Lesson 6 | Taking Notes Using a Graphic Organizer: Inferring about the Importance of Religion in Colonial America | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can synthesize information from two texts on the same topic. (RI.4.9) I can take notes and categorize information. (W.4.8) I can write routinely for a variety of purposes. (W.4.10) | <ul style="list-style-type: none"> I can identify details that support the main ideas of a section of <i>If You Lived in Colonial Times</i>. I can document what I learn about life in a Colonial American village by taking notes. I can make inferences using specific details from the text. I can synthesize information I learn about religion in Colonial America from two different texts. | <ul style="list-style-type: none"> Inferring Three-Column graphic organizer |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|---|---|---|---|
| Lesson 7 | Paragraph Writing: The Role of Religion in Colonial America | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can synthesize information from two texts on the same topic. (RI.4.9) I can use context to help me to determine what a word or phrase means. (L.4.4) I can take notes and categorize information. (W.4.8) I can write an informative/explanatory text. (W.4.2) I can use the writing process to produce clear and coherent writing (with support). (W.4.5) | <ul style="list-style-type: none"> I can synthesize information I learn about religion in Colonial America from two different texts. I can identify and determine the meaning of new words using the context of what I'm reading to help me. I can document what I learn about Colonial America by taking notes. I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion. | <ul style="list-style-type: none"> Paragraph writing |
| Lesson 8 | Taking Notes Using a Graphic Organizer: Inferring about Work and Play in Colonial America | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can synthesize information from two texts on the same topic. (RI.4.9) I can take notes and categorize information. (W.4.8) | <ul style="list-style-type: none"> I can identify details that support the main ideas of a section of <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> and <i>If You Lived in Colonial Times</i>. I can document what I learn about life in a Colonial American village by taking notes. I can make inferences using specific details from the text. I can synthesize information I learn about work and play in Colonial America from two different texts. | <ul style="list-style-type: none"> Inferring T-chart |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|---|---|--|--|
| Lesson 9 | End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America | <ul style="list-style-type: none">• I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4)• I can accurately synthesize information from two texts on the same topic. (RI.4.9) | <ul style="list-style-type: none">• I can support my inferences with details from the text.• I can synthesize information from two or more documents on the same topic. | <ul style="list-style-type: none">• End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America |



Optional: Experts, Fieldwork, And Service

Experts:

- Invite local historians to speak to the class.

• **Fieldwork:**

- If possible, students visit a site of local colonial history (such as the Genesee Country Village & Museum in Rochester, the Bronck House in Greene County, the Huguenot Historic District in New Paltz, or the Flushing Quaker Meeting House in Queens). Alternatively, they could visit a “virtual site” such as the PBS Colonial House. If possible, students should visit the same site several times, so they can deepen their knowledge.

Service:

- N/A

Optional: Extensions

- **Music:** Listen to songs from the colonial period. What do the lyrics tell about colonial life?



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Grade 4: Module 2A: Unit 1:

Recommended Texts



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Unit 1 focuses on life in Colonial America, particularly in the New York colonies. The list below includes texts with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency that the CCLS demand.

GRADE 4: MODULE 2A: UNIT 1: RECOMMENDED TEXTS

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile measures that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note however that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|--|---------------|----------------|
| Lexile text measures in Grade 2–3 band level (below 740L) | | | |
| <i>If You Lived in Colonial Times</i> | Ann McGovern (author), June Otani (illustrator) | Informational | 590 |
| <i>Your Life as a Settler in Colonial America</i> | Thomas Kingsley Troupe (author), C. B. Canga (illustrator) | Informational | 650 |
| <i>The Real Story about Government and Politics in Colonial America</i> | Kristine Carlson Asselin (author) | Informational | 720 |
| <i>The Colony of New York</i> | Susan Whitehurst (author) | Informational | 730* |

*Lexile based on a conversion from Accelerated Reading level



| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|--|---------------|----------------|
| Lexile text measures in Grade 4–5 band level (740–925L) | | | |
| <i>The New York Colony</i> | Martin Hintz (author) | Informational | 740* |
| <i>Colonial Life</i> | Brendan January (author) | Informational | 770 |
| <i>The Arrow Over the Door</i> | Joseph Bruchac (author) | Literature | 810 |
| <i>The New York Colony</i> | Kevin Cunningham (author) | Informational | 830 |
| <i>The History of Early New York</i> | Jeremy Thornton (author) | Informational | 830* |
| <i>Key Leaders in Colonial New York</i> | Elizabeth O’Grady and Colleen Adams (authors) | Informational | 890 |
| <i>New York Native Peoples</i> | Mark Stewart (author) | Informational | 960* |
| <i>Early American Villages</i> | Raymond Bial (author/photographer) | Informational | 960* |
| Lexile text measures within Grade 6–8 band level (925–1185L) | | | |
| <i>New York: The History of New York Colony. 1624–1776</i> | Roberta Wiener and James R. Arnold (authors) | Informational | 1120 |
| <i>Building a New Land: African Americans in Colonial America</i> | James Haskins and Kathleen Benson (authors), James Ransome (illustrator) | Informational | 1170 |

*Lexile based on a conversion from Accelerated Reading level



| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|-------------------------|---------------|----------------|
| <i>New York, 1609–1776</i> | Michael Burgan (author) | Informational | No Lexile |
| <i>New York Native Americans: A Kid's Look at Our State's Chiefs, Tribes, Reservations, Powwows, Lore, and More from the Past and the Present</i> | Carole Marsh (author) | Informational | No Lexile |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 1: Lesson 1

Discovering The Topic: Inferring and Confirming Using Evidence



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7)
I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)
I can effectively participate in a conversation with my peers. (SL.4.1)

Supporting Learning Targets

- I can actively listen and share in discussions with my peers.
- I can make inferences based on information from pictures, charts, timelines, maps, and text.
- I can support my inferences with details and examples from the text.

Ongoing Assessment

- Group chart
- I Notice/I Wonder graphic organizer
- Quick Check index cards
- Inferring Based on Evidence Questions recording form



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Review Learning Targets with a Focus on Drawing Inferences (5 minutes) Work Time <ol style="list-style-type: none"> Drawing Inferences about Mystery Documents (25 minutes) Building Background Knowledge on Colonial America (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Sharing and Debrief (5 minutes) Homework | <ul style="list-style-type: none"> Create an enlarged version of I Notice/I Wonder graphic organizer on chart paper for each group. This inquiry-based lesson is designed to pique students' curiosity. Do not tell students that they will be looking at documents about Colonial America. Students discover the topic as they infer about the documents and build background knowledge through reading informational text. Prepare the directions for Part A of Work Time in advance (to project or on chart paper). Review Building Background Knowledge and Think-Pair-Share Protocols (Appendix). Note: Think-Pair-Share is used throughout the module. |

| Lesson Vocabulary | Materials |
|--------------------------|---|
| infer, colonial, culture | <ul style="list-style-type: none"> I Notice/I Wonder charts (one per group; see teaching notes above) I Notice/I Wonder graphic organizers (one per student) Markers (one per group) Quick Check index cards 3" x 5" (one per student) Mystery Documents 1-4 (one set of all four documents for each group) The Scoop on Clothes, Homes, and Daily Life in Colonial America, by Elizabeth Raum (book; one per student; pages 4-5) Inferring Based on Evidence Questions recording form (one per student) Sticky notes |

*Note: the sources for the four Mystery Documents are not shown on the student handouts, since it would give away the "mystery." See separate supporting material for appropriate citations.



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Review Learning Targets with a Focus on Drawing Inferences (5 minutes)</p> <ul style="list-style-type: none">• Invite the class to read this learning target aloud with you: “I can actively listen and share in discussions with my peers.” Call on volunteers to restate the target in their own words. Once the target is clear, ask students to turn and talk with a neighbor about what they will need to do to meet this target.• Next, introduce the second learning target: “I can make inferences based on information from pictures, charts, timelines, maps, and text.” Then proceed with the third: “I can support my inferences with details and examples from the text.” Circle the words <i>inferences</i>, <i>details</i>, and <i>examples</i>. Ask students to think back to Module 1 and what they learned these words mean. Have students turn to a partner and share their thinking. Remind students that it is okay not to be 100 percent sure about the meaning of the words. Have a few students share what their partners thought.• If clarification is needed, explain that to infer or draw an inference is to make an inference—they use what they already know about a topic and combine it with the text they read (and their notes) to figure out something that the author does not specifically tell the reader. If an example is needed, tell students that if someone is crying, you might infer that someone is sad: To infer, you take something you see and combine it with something you already know. They didn’t tell you so you can’t be 100 percent sure, but the detail you saw was tears and your background knowledge is that people tend to cry tears when they are hurt or sad. You put what you saw (the evidence) together with what you already knew (that tears = hurt or sad) to draw an inference.• Tell them that today they will have to infer about what the class will be studying for the next few weeks. They will have to use pictures, charts, timelines, maps, and text to do this.• Have students give a quick thumbs-up, -down, or -sideways to indicate how well they understand today’s learning targets. | <ul style="list-style-type: none">• While connecting to prior learning is powerful for all students, ELL students and other students with special needs especially will benefit from doing this. Consider showing anchor charts or graphic organizers that demonstrate this from Module 1.• Creating a graphic with visuals to explain inferring can help ELLs and visual learners to better grasp the concept of inferring. For example, you might post the word <i>infer</i> and draw a picture of eyes above the phrase “What I see or read...,” then add a plus sign and the phrase “What I know...” with the picture of a brain above it, followed by an equals sign and the phrase “What I think...” with a thought bubble above it. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Drawing Inferences about Mystery Documents (25 minutes)</p> <p><i>Note: Be sure not to give away the topic while modeling. Students “discover” the topic through this inquiry activity.</i></p> <ul style="list-style-type: none">• Demonstrate use of the I Notice/I Wonder graphic organizer on the board or document camera. Explain, saying something such as: “Let me show you how to capture your thinking with this graphic organizer... In this section you will write only the things you see on your Mystery Document. For example, when I look out the window I see it is cloudy, so I might write ‘I notice that there are clouds in the sky.’ On the other column, I am going to capture my questions about what I noticed. For example: ‘Since it is cloudy, I wonder, will it rain today?’”• Remind students to record only what they see in the “I Notice” column on the graphic organizer and to only record questions that directly relate to what they see on the documents in the “I Wonder” column.• Organize students into groups of four or five. To each student hand out a copy of the I Notice/I Wonder graphic organizer. To each group hand out a copy of Mystery Document 1, an I Notice/I Wonder chart, and a marker.• Remind students of the learning targets. Write or display and review the following directions for their task:<ol style="list-style-type: none">1. Write names of group members on your chart and just your name on your graphic organizer.2. Be sure that everyone in your group can see the document.3. Silently examine the document and record what you notice and what that makes you wonder.4. Select a “recorder”: someone who will write on the chart what everybody in the group will share. (Note: The recorder does not need to record the same notice or wonder more than once.) Have each person in your group share what they noticed and wondered.5. Have students draw a line under their notices and wonders before receiving a new Mystery Document. This way, students will be able to separate their thinking about the different documents.6. Repeat for each Mystery Document, selecting a new recorder each time so that everybody has a turn.• Tell students that they will have 3 minutes to examine and discuss each document. Consider putting up a timer to help groups pace themselves.• As students discuss and record their thinking, circulate to observe. Coach as needed. Be sure that students are recording only what they see in the I Notice section (this will be used as evidence later in the lesson) and that their questions in the I Wonder section are directly related to what they noticed (these questions may be used for inferring later in the lesson). | <ul style="list-style-type: none">• For those students who need visual reminders, write the steps of the task on the board, or have it pretyped to hand out to each crew, or add visual graphics as cues for the directions. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• After groups have moved through the steps for the first Mystery Document, distribute Mystery Document 2.• Repeat the process for Documents 3 and 4.• Once charts are complete, post them on the board or a wall, so all of the charts for each Mystery Document are in a cluster.• Ask students to stay with their group and briefly look at charts from other groups. Ask:<ul style="list-style-type: none">* “What new information did another group include?”• Have students briefly discuss any new information with their group. Call on groups to name something new they saw on another group’s chart. Circle or underline what was different or new to each group on the charts.• Distribute Quick Check index cards. Write or display the following:<ul style="list-style-type: none">* I infer that our topic is _____. My evidence is _____.• Ask students to put their name on the front of the index card and complete the sentence frame. Tell them that they should include evidence to support their inferences (including evidence from the I Notice section of their graphic organizers and charts).• Collect note cards to gauge how well students are able to infer based on evidence. Use this information as a formative assessment to help guide the next part of this lesson. | |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>B. Building Background Knowledge on Colonial America (25 minutes)</p> <ul style="list-style-type: none">• Tell students that now they will read some more text that may confirm what they inferred.• Read aloud pages 4–5 as students follow along (this promotes fluency).• Return to the beginning of the text and focus on the word <i>colonial</i> in the first sentence. Ask students to Think-Pair-Share about the word <i>colonial</i>, prompting them to think about the root “colony.” If needed, clarify that a “colony” is a group of people who settle in a land distant from their homeland but still remain tied to it.• Then ask students: “How does this author help you understand what the word <i>custom</i> means?” If students are not able to articulate what they note, help them see that the word <i>customs</i> is italicized in the text and the meaning is defined in a box at the bottom of the page. Tell students that often the writers of informational text will use features such as these to indicate important words and define them.• Ask students to reread the text, focusing on the main idea. Remind students that they can annotate their text in any way that is helpful using sticky notes.• As students finish reading, distribute the Inferring Based on Evidence Questions recording form. Tell students that they will now try to infer the answers to some of their I Wonder questions. They will be able to infer the answers to many of their questions about the Mystery Documents based on evidence in the text they have just read, but they may not be able to answer every question.• Model briefly. Select one question that can be inferred about using evidence from the text from the I Notice/I Wonder charts created by students. (For example, if students ask a question such as “Who was the man spying in Mystery Document 1?”, ask students to record that question in the first box on their Inferring Based on Evidence Questions form.) Ask students to talk with their group about what they infer is the answer. (For example, students may infer that he is an Iroquois man). Ask groups to share what they infer. Probe as needed, reminding students to go back to the text to find evidence for what they infer. (For example, students may find evidence in the second paragraph.) If no student is able to do this, model briefly. | <ul style="list-style-type: none">• Depending on the needs of your students, they may either reread on their own or read with a buddy, taking turns on paragraphs. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• As a class, complete the first row of the Inferring Based on Evidence Questions recording form.• Invite students to work in their groups to complete the rest of the questions. Ask them to save the last row for homework. <p><i>Note: Students may want to shout out or celebrate as they discover the topic. Consider giving them a “silent celebration” option (applause in sign language or silent fist pump). Distribute The Scoop on Clothes, Homes, and Daily Life in Colonial America to each student.</i></p> | |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Sharing and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Allow students to partner up with someone who was not in their group today to share out one way they inferred using evidence.• Collect I Notice/I Wonder graphic organizers to determine whether students were able to record explicit information from the Mystery Documents. Further instruction on <i>explicit</i> versus <i>inferred</i> information will take place later in the unit | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Reread pages 4–5 from <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> out loud to an adult or to yourself in the mirror. Try to practice reading the text with fluency (smoothly, the way the teacher does). Then answer Question 4 on the Inferring Based on Evidence Questions form. | <ul style="list-style-type: none">• Since students worked in groups to find details in the text to support their inferences, use the homework (Question 4) of Inferring Based on Evidence Questions form to determine where individual students related to the learning targets. |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 1

Supporting Materials



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I Notice/I Wonder Graphic Organizer

.....
Name:

.....
Date:

| | I Notice.... | I Wonder.... |
|---------------------|--------------|--------------|
| Mystery Document #1 | | |
| Mystery Document #2 | | |
| Mystery Document #3 | | |
| Mystery Document #4 | | |



Mystery Document #1¹



¹ See separate “Sources for Lesson 1” document for citation.

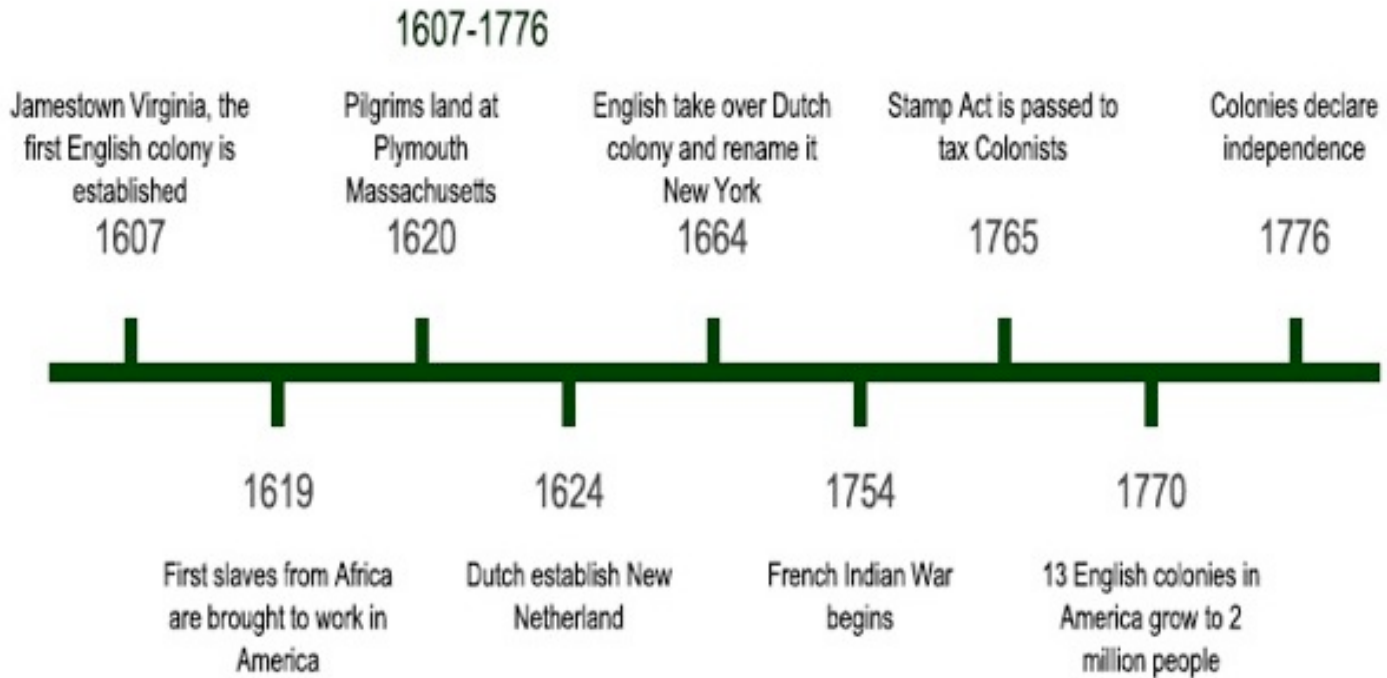


Mystery Document #2

| | |
|------|-----------|
| 1630 | 4,600 |
| 1650 | 50,400 |
| 1670 | 111,900 |
| 1690 | 210,400 |
| 1710 | 331,700 |
| 1730 | 629,400 |
| 1750 | 1,170,800 |
| 1770 | 2,148,100 |



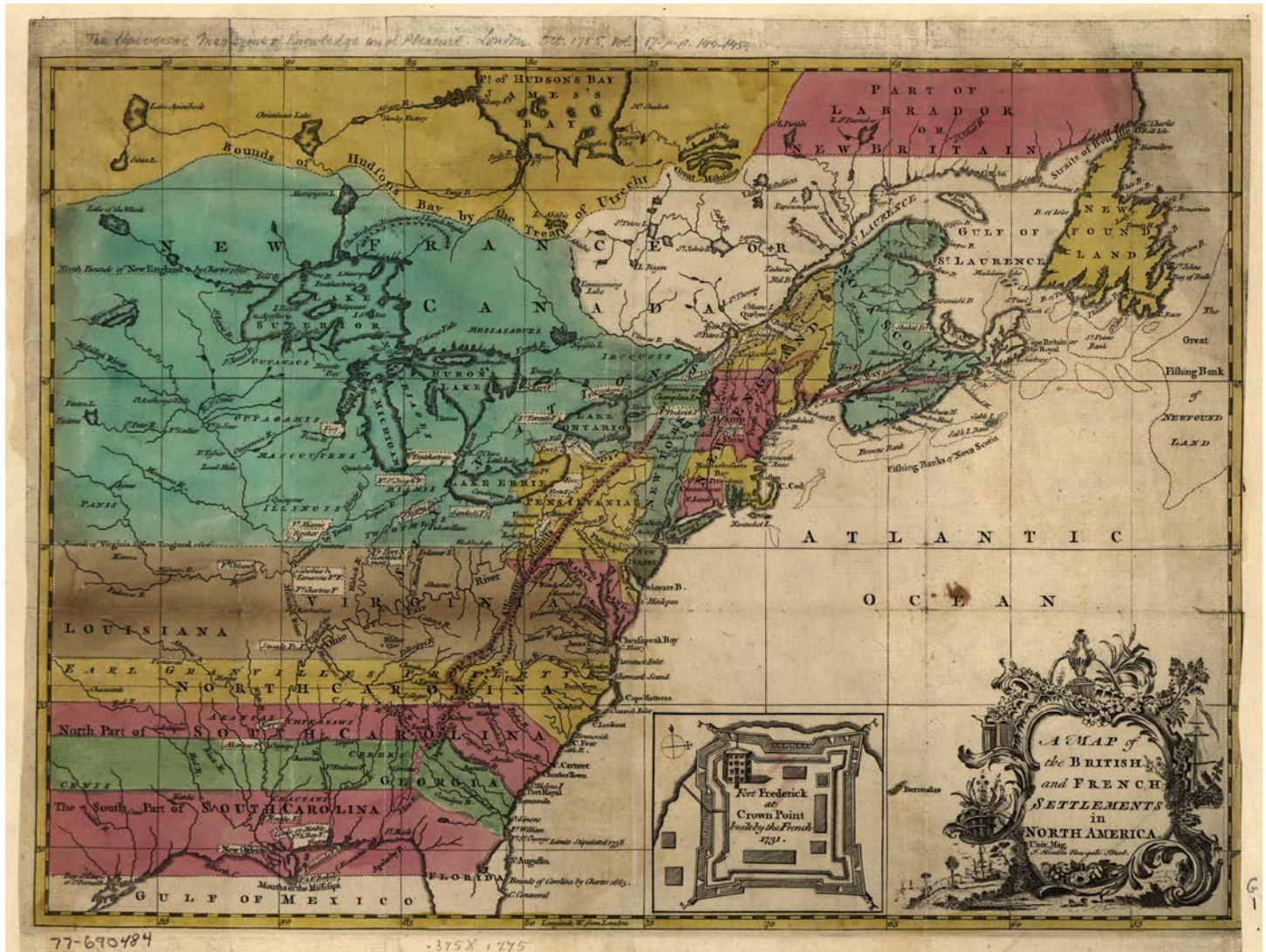
Mystery Document #3¹



¹Written by Expeditionary Learning for instructional purposes. See separate “Sources for Lesson 1” for citations.



Mystery Document #4¹



¹ See separate "Sources for Lesson 1" document for citation.



Inferring Based on Evidence Questions

Name: _____

Date: _____

| I Wonder... | I Infer... (What do you infer is the answer to your question?) | Details from text to support my inference (What evidence did you find in the text to support this?) |
|--|--|---|
| Record one “I Wonder” related to Mystery Document #1: | | |
| Whose population is represented in the chart in Mystery Document #2? | | |
| What could be the title of the timeline in Mystery Document #3? | | |
| Record one more “I Wonder” related to any Mystery Document, noting on which document your wonder is based: | | |
| From what place and time is the map in Mystery Document #4? | | |



Sources and Copyright Information for Lesson 1
(For Teacher Reference)

Mystery Text #1:

N. Currier. "The Landing of the Pilgrims at Plymouth, Dec. 11th 1620." [ca. 1838–1856]. Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/95503144/>. Public Domain.

Mystery Text #2:

Written by Expeditionary Learning for instructional purposes © 2012

Sources:

<http://merrill.olm.net/mdocs/pop/colonies/colonies.htm>

<http://www.infoplease.com/ipa/A0004979.html>

http://en.wikipedia.org/wiki/Thirteen_Colonies

<http://web.viu.ca/davies/h320/population.colonies.htm>

<http://www.factmonster.com/us/census/colonial-population-estimates.html>

http://thomaslegion.net/population_of_the_original_thirteen_colonies_free_slave_white_and_no_nwhite.html

<http://cascourses.uoregon.edu/geog471/wp-content/uploads/2010/01/Lemon.pdf>

Mystery Text #3:

Written by Expeditionary Learning for instructional purposes. © 2012

Sources:

www.history.org

Elizabeth Raum, *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Life in the American Colonies series (North Mankato, MN: Capstone Press, 2012); ISBN: 978-1-4296-7213-9.

Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992); ISBN: 978-0-590-45160-

Mystery Text #4:

J. Hilton. A Map of British and French Settlements in North America. 1755. Geography and Map Division, Library of Congress. <http://www.loc.gov/item/77690484>. Public Domain.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 2

Inferring from a Primary Source: Close Read of Colonial Times Inventory



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
I can make inferences using specific details from the text. (RI.4.1)
I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6)

Supporting Learning Targets

- I can identify and make meaning of new words.
- I can make inferences about colonial life supported by details from text.
- I can notice what I understand and what is still confusing when reading a primary source document.
- I can identify what I know and what I don't know when reading the Inventory of John Allen.

Ongoing Assessment

- Inferring about John Allen graphic organizer
- John Allen anchor chart



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Introducing Vocabulary Notebooks (10 minutes)B. Deconstructing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. First Read of Inventory of John Allen: What Is the Gist? (10 minutes)B. Partner Reading: Second Read of Inventory of John Allen: What Do I Understand and What Is Confusing? (10 minutes)C. Inferring from the Text: What Do We Infer about Colonial Life? (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)B. Exit Ticket (5 minutes)4. Homework | <ul style="list-style-type: none">• In this lesson a vocabulary notebook is introduced to students. The purpose of this notebook is to help students learn words that are both content-specific and academically relevant. It will be used as a resource for student writing later in the module. Prepare students' vocabulary notebooks (see supporting materials).• This lesson introduces an intriguing primary source: Inventory of John Allen (1659–1704). This is an inventory of a colonial farmer's estate and its worth after the farmer's death. Do NOT explain this document to students in advance. Students read this document as historians and detectives. This primary source provides rich opportunities for students to infer about what life was like for colonists in America. While primary sources have been introduced in the previous module, their definition and purpose will be taught again in this unit. Students will need to be encouraged to persevere when reading this text for the first time and be reassured that they will learn more and more from the document with research and further analysis.• Prepare the John Allen anchor chart. Across the top write: Who Was John Allen? Under that create a T-chart. On one side write: What We Know, and on the other, What We Infer. |

| Lesson Vocabulary | Materials |
|---|--|
| Colonial America, custom, culture, primary source, secondary source, inventory list | <ul style="list-style-type: none">• <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>, by Elizabeth Raum (book; one per student; pages 4-5)• Vocabulary notebook (one per student)• Inventory of John Allen (one per student)• John Allen anchor chart (new; teacher-created)• Inferring about John Allen graphic organizer (one per student) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Introducing Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Introduce just the first learning target: “I can identify and make meaning of new words.” Have students discuss the meaning of this target with a partner, and all the ways they have been making meanings of new words this year. Invite a few students to share out something their partner said.• Have student take out the text from their homework the night before: pages 4–5 of <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>. Tell students that now they know the topic they will be studying for the next few weeks will be Colonial America. Tell them that they are likely to see unfamiliar words as they read about this time period, and therefore it will be important to learn the meanings of some of these words to understand what they are reading about. Tell them that they encountered a few words like this yesterday when they read from <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>.• Revisit the text on pages 4–5 with students. Ask them to reread the first sentence and turn to a partner and describe what the word <i>colonial</i> means. Next have students share what they recall from yesterday. If they do not recall what you told them about the root of this word (colony), remind them that it means “a group of people who settle in a land distant from their homeland but still remain tied to it.” Let students know that they are likely to encounter this root a lot as they continue to read in the next few weeks. Have them “read on” to the second sentence of the first paragraph to see if they can learn more about what the word <i>colonial</i> means. Remind them that sometimes they will have to infer about words that are new to them using the text. Ask students: “Now what do you think the words ‘Colonial America’ mean together?” A correct response to this question might be: “A time when America was filled with colonies or settlements of people from different countries.”• Distribute Vocabulary Notebooks. Guide students through filling out the first box under “Important to Know” in their Vocabulary Notebooks with the words <i>Colonial America</i>, their meaning, and how they know this (meaning of the root word, and inferring from the text). | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a magnifying glass for <i>details</i>, a lightbulb for <i>main idea</i>, a picture of two images with arrows underneath them pointing to one image for <i>synthesize</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• Reviewing academic vocabulary words benefits all students developing academic language. |



| Opening (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Next ask students to look at the word <i>cultures</i> in the title of the chapter. Ask them to add this word to their notebooks as well. Read the paragraph on page 5 aloud to students as they follow along. Tell them to listen for clues about what this word could mean. Ask them: “Does it say right there in the text? Okay, so we will have to infer. Tell a different partner what you infer it might mean. Be sure to use evidence from the text.” Have a few partners share what they infer. Ask students: “What is a way we could check our inferences about this word?” After receiving suggestions, tell students that you decided to use the dictionary to help you understand this word. Display where you found it using a document camera or online dictionary or write the definition on the board. Have students add this word to their notebooks (dictionary definition or in their own words) and indicate how they know (inferring from text, dictionary).• Finally, have students add the word <i>custom</i> to their notebooks. Tell them to use the text features they noticed yesterday to find the meaning of this word. Check to be sure students indicate how they found it (defined in text or defined with text feature). Tell students that they will need to keep their notebooks handy, because the text they will read today will have some unfamiliar vocabulary that the class may decide to add to their notebooks.• Note the Criteria for Adding Vocabulary at the top of the Vocabulary Notebook. Emphasize to students that their notebook will just be for the most important words: words that really help them understand the topic, or words they will probably see a lot in other texts. Tell students that they also should continue figuring out many new words in context, as they have been doing all year. | |



| Opening (continued) | Meeting Students' Needs |
|--|-------------------------|
| <p>B. Introducing Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Invite the class to read the next learning target aloud with you: “I can make inferences about colonial life supported by details from text.” Review from the previous lesson. Circle the word <i>inferences</i> and ask: “What does it mean to make inferences from details in text?”• Ask students to Think-Pair-Share about what is important to understand about inferences. Focus on understanding that in order to make an inference you must take what you know and merge it with new information. Tell students that they will be drawing inferences about what life was like in Colonial America based on their background knowledge and on details from the text.• Ask students to look at the next two targets: “I can identify what I know and what I don’t know when reading the Inventory of John Allen,” and “I can notice what I understand and what is still confusing when reading a primary source document.” Ask students what these two targets have in common. Circle the words <i>primary sources</i>. Ask students to talk with a partner about what a primary source document is. (Hopefully they will make connections back to the Great Law of Peace, in Module 1.) The focus at this point should be to have students understand it is a rich way to understand the time, place, and people of a given historical time period.• Ask if any students can distinguish between a <i>primary</i> and <i>secondary</i> source. If not, explain:<ul style="list-style-type: none">* “A primary source is an original work such as a photograph, drawing, letter, diary, or document that was recorded at the time of an event.”* “A secondary source is created by someone either not present when the event took place or removed by time from the event. Examples of secondary sources include textbooks, journal articles, histories, and encyclopedias.”• Tell them that the text they read yesterday, <i>The Scoop...</i>, is a secondary source. Tell them that for this lesson, they will be working with a primary source. Display the definition for primary source on the board or document camera and have students add the words <i>primary source</i> to their Vocabulary Notebook. | |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. First Read of Inventory of John Allen: What Is the Gist? (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they are about to read a challenging text. It will probably be unlike any text they have seen this year, and will have lots of unfamiliar words. Reassure them that just like when they read the Great Law of Peace, they are not expected to understand it fully the first time they read it. Remind them that one key to being a strong reader of difficult text is being willing to struggle.• Tell them that today they will practice several strategies to help them make sense of this text. One is inferring, which they have talked a lot about. The other is just to be paying attention to what you understand and what you don't.• Remind them that they will get to talk with their peers in order to clarify confusions and deepen understanding.• Write this guiding question on the board: "When you read this text for the first time, what makes sense? What doesn't?"• Direct students to put a check mark by anything that makes sense, and to circle anything that is confusing or unclear.• Distribute the Inventory of John Allen. Give students 6–8 minutes to read independently.• Circulate to support as needed, but don't answer too many of students' questions at this point: They will figure out a lot as they reread. Simply probe, asking: "What's making sense?" and "What is confusing?" and encourage them to persist. | <ul style="list-style-type: none">• For students needing additional support, consider allowing students to draw their observations, ideas, or notes when appropriate.• Use thoughtful grouping: Consider partnering an ELL student with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. Interacting with the content in English can facilitate ELL language acquisition. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Partner Reading: Second-Read Inventory of John Allen: What Do I Understand and What Is Confusing? (10 minutes)</p> <ul style="list-style-type: none">• Ask students to find a partner. Remind students that partner work serves as a powerful way for them to try to make sense of difficult text.• Ask pairs to share initial thinking: “What makes sense?” “What is confusing?”• Then ask them to reread the text together and share any new thinking: “What are you figuring out?” “What remains unclear?” Encourage students to go back and write questions next to the some of the items they circled. Circulate and listen in as formative assessment. Reassure students that it is okay not to know, just like in the previous lesson with the Mystery Documents.• Post the John Allen anchor chart. Tell students that you would like to take a moment to record what they understand about the document. Tell students to look at the checks they made. Say something like: “Let’s record things we know because we can see it right in the text.” Ask the group: “What do we know about John Allen from this inventory?” Record what is shared in the What We Know column of the anchor chart.• Use the following questions to prompt students to dig back into the text:<ul style="list-style-type: none">* “What do you notice about the dates in this document? (He lived from 1659–1704, during the colonial period.)”* “How old was John Allen when he died? How do you know?”* “What do you notice about the animals? (He owned 21 animals.)” | <ul style="list-style-type: none">• During all partner work, the teacher can support Special Education students or ELLs as needed. Just be sure to let them struggle with text, too, as this builds both stamina and confidence. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>C. Inferring from the Text: What Do We Infer about Colonial Life? (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they are probably still confused about some things in the text. Tell them that now is the time for them to make some inferences. Remind them that what they infer should be based on their background knowledge and details from the text.• Ask students to find a new partner. Have them share:<ul style="list-style-type: none">* “What did you infer about John Allen? What details from the text did you base your inference on?” Tell students to use what they circled and wrote questions about to guide their discussion.• Once students have had some time to discuss some inferences, ask a few partners to share an inference. Tell students to use the sentence frame: “We infer _____ because the text says _____.” Record what students share in the What We Infer column of the anchor chart.• Ask students: “What else struck you or confused you about the document?”• Students may ask about the three columns, labeled £, S, and P. Let students know that these represent the values of each coin in the English money system: £ = pound, S = shilling, and P = pence (with a pound worth the most, and a pence worth the least).• Tell students that they will revisit this text in the next lesson and will continue to figure out more. | <ul style="list-style-type: none">• Depending on the needs of your students, they may either reread on their own or read with a buddy, taking turns on paragraphs. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Sum up this initial discussion by asking:<ul style="list-style-type: none">* “How did looking at primary source documents help you understand colonial life?” Tell students that primary source documents are a powerful way to learn about the people from a specific time and place in history. They will continue to learn more about John Allen, and about the daily life of colonists, as they keep studying this inventory and reading other texts.Refer back to the learning targets. Ask students to use a thumbs-up, thumbs-sideways, or thumbs-down to evaluate if they feel they met the targets. Tell students that they will continue to work on meeting these learning targets in the next lesson. | <ul style="list-style-type: none">Students needing additional support may need to share in a triad with someone from their small group in order to help them articulate their thinking. |
| <p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">Introduce the Inferring about John Allen graphic organizer (using a document camera or by creating a model on the board or on chart paper.) Show students how to begin the graphic organizer.Tell students that they will work with this graphic organizer much more in the following lesson. For now, ask them to simply add two of their own inferences to the graphic organizer that were not captured on the John Allen anchor chart.Collect students' partially completed Inferring about John Allen graphic organizers. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Read pages 8–10 in <i>If You Lived in Colonial Times</i> and answer the following question: What is the main idea from this text? <p><i>Note: Review students' Inferring about John Allen graphic organizers. Highlight phrases to share out at the beginning of Lesson 3, as the class continues to add to the John Allen anchor chart.</i></p> | |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 1: Lesson 2

Supporting Materials



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Vocabulary Notebook:
Reading and Writing about Colonial America

.....
Name:
.....

.....
Date:
.....

Is this word worthy? Criteria for adding new vocabulary:

- * This word is a little difficult to understand.
- * I am likely to hear or read this word again.
- * I will likely need to use this word in my future writing.
- * This word seems really important for the topic we are studying.

If your word meets any of these criteria, it may be a word to record in your notebook.

Important to Know

| Word | What It Means... | How I Know... |
|------|------------------|---------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Vocabulary Notebook:
Craftspeople and Trades

| Word | What It Means... | How I Know... |
|------|------------------|---------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
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Vocabulary Notebook:
My Expert Group Trade

| Word | What It Means... | How I Know... |
|------|------------------|---------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

First Read

| Inference | Details from Text to Support Inference |
|-----------|--|
| | |
| | |
| | |
| | |
| | |



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

Second Read

| Inference | Details from Text to Support Inference |
|-----------|--|
| | |
| | |
| | |
| | |
| | |



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

Third Read

| Inference | Details from Text to Support Inference |
|-----------|--|
| | |
| | |
| | |
| | |
| | |



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

Fourth Read

| Inference | Details from Text to Support Inference |
|-----------|--|
| | |
| | |
| | |
| | |
| | |

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

INVENTORY OF JOHN ALLEN (1659-1704)
Hampshire Probate Records, Volume III, p. 132

An Inventory of John Allen's Estate Taken June the 5, 1704

| | L | Sh | d |
|-----------------------------------|---|----|----|
| To money in Mr. Porter Hands | 3 | 9 | 3 |
| Cloathes of his own Wareing | 1 | 5 | |
| Beds and Bedding | 2 | 10 | |
| 1 horse | 2 | | |
| 1 Heifer | 1 | | |
| 1 Heifer | 1 | | |
| 1 Steer Calfe | | 17 | |
| 1 Heifer | 1 | 15 | |
| 1 Steer | 2 | 10 | |
| 1 Cow | 2 | 15 | |
| 1 Cow | 2 | 17 | |
| 8 Sheep | 2 | 8 | |
| 5 Swine | 2 | 15 | |
| 2 Guns | 1 | 8 | |
| To Halfe a Barrel of Pork | 1 | 15 | |
| To 1 Hundred & 37 pound of Beeffe | 1 | 2 | 10 |
| To 16 Bushels of Indian Corn | 1 | 1 | 4 |
| To 8 Bushels of Rye | | 16 | |
| To 10 Bushels of Malt | 1 | | |
| To 1 Sive | | 1 | 6 |
| To 1 wheel | | 3 | |
| To 1 Pail and Tubb | | 1 | 8 |

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen continued)

| | L | Sh | d |
|---------------------------------------|---|----|---|
| To Part of a Cart and Wheels | | 14 | 6 |
| To 1 pr of Plow Irons | | 7 | |
| To WoodenWare | | 14 | |
| To 1 Iron Pott | | 16 | |
| To Iron Pott 5/ | | 5 | |
| To 1 Iron Kettle | | 2 | |
| To 1 Pewter Platter | | 2 | |
| To 2 Pewter Perringers and a Qut. Pit | | 3 | 6 |
| To 1 frying Pan | | 3 | 6 |
| To 1 Smoothing Iron | | | 8 |
| To 2 cans and 3 Dishes | | 2 | 4 |
| To 2 Old Axes and 3 Wedges | | 7 | |
| To Part of a Hatchel | | 5 | |
| To Books | | 6 | |
| To 1 Glass Bottle | | | 6 |
| To Horse Tackling | | 6 | 6 |
| To 1 Lining Wheel | | 3 | |
| To 4 four baggs | | 6 | |
| To Linnen Yarn | | 11 | |
| To 1 Sieth and Tacklin | | 5 | |
| To 1 fork and Hoe | | 2 | |
| To 1 yd and Halfe of New Cloath | | 2 | 3 |
| To a Plow Chain and Clevy | | 6 | 6 |
| To 1 bed Cord | | 1 | |

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen Continued)

| | L | Sh | d |
|--|---|----|---|
| To 12 pounds of hops | | 6 | |
| To 1 Cart Clevy and Yoch Iron | | 4 | 6 |
| The Lands not Inventoried by Reason of Troubles not Knowing What to Value Them — Capt. Jonathan Wells, Sergt Eleazur Hawks — Apprizers | | | |

INVENTORY OF JOHN ALLEN
Hampshire Probate Records, Volume III, p. 199
John Allen's Inventory

| | L | Sh | d |
|-------------------------------|---|----|---|
| To money in Mr. Porters hand | 3 | 9 | 3 |
| To Cloaths of his own Wareing | 1 | 5 | |
| Beds and Bedding | 2 | 10 | |
| 1 horse | 2 | | |
| 1 Heifer | 1 | | |
| 1 Heifer | 1 | | |
| 1 Steer Calfe | | 17 | |
| 1 Heifer | 1 | 15 | |
| 1 Steer | 2 | 10 | |
| 1 Cow | 2 | 15 | |
| 1 Cow | 2 | 17 | |
| 8 Sheep | 2 | 8 | |
| 5 Swine | 2 | 15 | |
| 2 Guns | 1 | 8 | |
| To Halfe a Barrel of Pork | 1 | 15 | |

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen Continued)

| | L | Sh | d |
|---------------------------------------|---|----|----|
| To 1 Hundred & 37 pound of Beeffe | 1 | 2 | 10 |
| To 16 Bushels of Indian Corn | 1 | 1 | 4 |
| To 8 Bushels of Rye | | 16 | |
| To 10 Bushels of Malt | 1 | | |
| To 1 Sive | | 1 | 6 |
| To 1 wheel | | 3 | |
| To 1 Pail and Tubb | | 1 | 8 |
| To part of a Cart & Wheels | | 14 | |
| To 1 pr of Plow Irons | | 7 | |
| To Wooden Ware | | 14 | |
| To 1 Iron Pot | | 16 | |
| To 1 Iron Pot | | 5 | |
| To 1 Iron Kettle | | 2 | |
| To 1 Pewter Platter | | 2 | |
| To 2 Pewter Perringers and a Qut. Pit | | 3 | 6 |
| To 1 frying Pan | | 3 | 6 |
| To 1 Smoothing Iron | | | 8 |
| To 2 cans and 3 Dishes | | 2 | 4 |
| To 2 Old Axes and 3 Wedges | | 7 | |
| To Part of a Hatchell | | 5 | |
| To Books | | 6 | |
| To 1 Glass Bottle | | | 6 |
| To Horse Tacklin | | 6 | 6 |
| To 1 Linen Wheel | | 3 | |

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allin Continued)

| | L | Sh | d |
|---|-----------|-----------|----------|
| To 1 Tramell | | 3 | 6 |
| To 4 Baggs | | 6 | |
| To Linen Yarn | | 11 | |
| To 1 Sythe & Tacklin | | 5 | |
| To 1 yd & a Halfe of New Cloath | | 2 | 3 |
| To 1 fork and 1 Hoe | | 2 | |
| To 1 Plow Chain & Clevy | | 6 | |
| To 1 Bed Cord | | 1 | |
| To 12 Pound of Hops | | 6 | |
| To 1 Cart Clevy and Yoak Irons | | 4 | 6 |
| 3 Acres of Land at 10sh (per) Acre wth a Part od a Barn upon it | 7 | 10 | |
| An old Sword | | 3 | |
| 22 acres of meadow land | 16 | 10 | |
| 4 acres & a halfe of Land at 15sh (per) acre | 3 | 7 | |
| 8 acres of Land in ye New fort | <u>16</u> | | |
| Total | 86 | 8 | 10 |
| Debts due from ye Estate | <u>47</u> | <u>13</u> | <u>9</u> |
| free Estate | 38 | 15 | 1 |

(filed January 11, 1708/9)



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 3

Inferring: Who was John Allen?



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)
I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6)

Supporting Learning Targets

- I can identify and make meaning of new words.
- I can give examples of how the English language of colonial times was different than today.
- I can make inferences about colonial life supported by details from text.
- I can identify what I know and what I don't know when reading the Inventory of John Allen.

Ongoing Assessment

- Inferring about John Allen graphic organizer
- Exit ticket



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Homework (3 minutes)Introduce Equity Sticks (2 minutes)Review Exit Ticket from Lesson 2 (5 minutes)Work Time<ol style="list-style-type: none">Exploring Colonial Vocabulary (25 minutes)Rereading and Inferring about the Inventory of John Allen (15 min)Closing and Assessment<ol style="list-style-type: none">Sharing (8 minutes)Debrief (2 minutes)Homework | <ul style="list-style-type: none">Prepare in advance: equity sticks (popsicle sticks: one stick for each student, with the student's name)In this lesson students learn domain-specific (history) vocabulary found in the primary source Inventory of John Allen. The main purpose of this lesson is not to teach and assess these rare words; rather, the purpose is to help students understand the language from the time period in order to draw inferences about this primary source document. This vocabulary work also gives students an opportunity to notice how the English language has evolved over time.Students have already read and coded the Inventory of John Allen (in Lesson 2). Therefore, in Lesson 3, students specifically are asked to use a highlighter in order to focus on vocabulary. |



| Lesson Vocabulary | Materials |
|--|---|
| <p>primary source, identify, inferences, explicit; pudding (p. 8), linen (p. 9), card (p. 9), weave (p. 10)</p> <p>See also the glossary of domain-specific vocabulary from the Inventory of John Allen.</p> | <ul style="list-style-type: none">• Pages 8–10 of <i>If You Lived in Colonial Times</i> (one per student)• Equity sticks (one per student)• Inventory of John Allen (from Lesson 2)• Inferring about John Allen graphic organizer (from Lesson 2)• John Allen anchor chart (from Lesson 2)• Vocabulary Strategies anchor chart (new; teacher created; see Work Time A)• Highlighters (one per student)• Colonial Word Pictures (one per group of students)• Colonial Word Pictures (Answers, for Teacher Reference)• Colonial Words Glossary (one per student)• Homework Assignment: Personal Inventory (one per student) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Review Homework (3 minutes)</p> <ul style="list-style-type: none">• For homework, students were asked to do the following:• Read pages 8–10 of <i>If You Lived in Colonial Times</i> and answer the following question: What is the main idea of this text?• Have students get out the text and discuss the question with a partner. Ask a few students to share their answers. Listen for responses such as: “Colonists dressed differently than we do today and they had to make their clothes.” As a class, look for a three details to in the text to support their main idea. (This serves as helpful review regarding the main idea, which students learned during Module 1.) | <ul style="list-style-type: none">• This homework should be considered reading for the gist. Not all students will comprehend this grade-level text fully. |



| Opening (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Introduce Equity Sticks (2 minutes)</p> <ul style="list-style-type: none">• Tell students that before you begin today's lesson you would like to share a new strategy they will be using to help them with their learning. Show students the equity sticks. Tell them that each student has a popsicle stick with his or her name on it. Tell them that the class will use these sticks as a way to call on students to participate during class. This will help you check their understanding during lessons. Tell them that the reason they are called equity sticks is because everyone has one and will get a chance to think about questions asked in class and share their thinking. Remind students that all learners, including adults, must be willing to take risks to learn something new. They may not always be confident of their thinking, but sharing their thinking is important in order to learn new things. Discuss the importance of being respectful of everyone's learning by asking: "How can the class be respectful when others are sharing their thinking about questions?" | <ul style="list-style-type: none">• Research indicates that cold calling improves student engagement and critical thinking. Be sure to prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions. |
| <p>C. Review Exit Ticket from Lesson 2 (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their John Allen Inventory. Return students' Inferring about John Allen graphic organizers (turned in as an exit ticket in the previous lesson) with the highlighted phrases students had in common. Invite students to share with a partner the inferences that are highlighted.• Point students to the John Allen anchor chart (from Lesson 2). Ask students to share their inferences aloud with supporting details from the text. Record several more inferences on the anchor chart in the following way: "We infer _____ because the text says _____." | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Exploring Colonial Vocabulary (25 minutes)</p> <ul style="list-style-type: none">• Introduce the first two learning targets: “I can identify and make meaning of new words,” and “I can give examples of how the English language of colonial times was different than today.” Tell students that the first target should be familiar since it was used in the previous lesson. Ask students to turn to a partner and explain what it means to “make meaning of new words.” Have a few share with the class until the target is clear.• Ask students to read the next target and ask them if they have had any experience reading language from colonial times. They should recall reading the Inventory of John Allen from the previous lesson. Remind them that since the Inventory is a <i>primary source</i> written during colonial times, it is an example of English language during that time period. Explain that today they will learn some more about the unfamiliar words in this primary source.• Tell students that you also noticed some unfamiliar words from the pages they read for homework: <i>pudding</i> (p. 8), <i>linen</i>, <i>card</i> (p. 9), <i>weave</i> (p. 10).• Tell students that they have learned a lot about how to figure out new words. Now they get to practice using the equity sticks to share some of what they know about how to figure out words.• Begin a new Vocabulary Strategies anchor chart. Underneath the title, write: “The ways we make meaning of new words . . .”• Ask students a question:<ul style="list-style-type: none">* “What strategies have we used to figure out new words in the past?” Give students a moment to think. Then use the equity sticks to select a student to share his/her thinking. Repeat, pulling equity sticks and asking each student whose name is drawn to offer an additional vocabulary strategy. Record students’ thinking and add your own as necessary. (Some students may say: “Ask my mom,” or “Ask the teacher.” If they do, tell them that this is one good approach, but should not be the first or only strategy they use.)• The chart should contain strategies such as:<ul style="list-style-type: none">* Reading on in the text and infer* Look in the glossary* Look for a text feature that defines the word* Look in a dictionary | <ul style="list-style-type: none">• The definitions of words such as <i>identify</i> and <i>examples</i> may need to be provided for ELLs in their home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none">* Think about parts of the word that you know (like word roots)* Discuss a word with another (after attempting some of the above strategies)• For the suggestion about word <i>roots</i>, provide a brief example from a previous lesson, such as: “The word <i>colonial</i> has the word root <i>colony</i> in it, which helps us figure out that the word means about the time in history when the colonies existed.”• Tell students that they now are going to try some of these strategies to figure out some of colonial words that are unfamiliar to them in Inventory of John Allen. Ask them to locate their text.• Organize students in pairs or groups of three. Give each student a highlighter. Ask groups to take 2 to 3 minutes to do the following:<ul style="list-style-type: none">* Reread the text.* With your highlighter, CIRCLE unfamiliar words.* With your highlighter, UNDERLINE words that are familiar but are spelled differently from how we spell the word today.• Next distribute a set of Colonial Word Pictures to each group. Tell them that these pictures show some of the words in the Inventory of John Allen or some words from their homework reading. Ask students to look at the pictures. “Can you make an inference and identify one of the unfamiliar words you have read recently?”• Give students about 5 minutes to do this. Using equity sticks, call on students from a few groups to share inferences they have about a given picture.• Next distribute the Colonial Words Glossary (one per student). Give students 5 minutes to read the glossary, reexamine the pictures, and then check or revise their inferences. Remind them that they need to be able to use details from the text to support what they infer.• Using equity sticks, have a few groups share. Share the answers from the answer key at the bottom of the Colonial Words Pictures. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols on an anchor chart (e.g., eyes + book = thought bubble for <i>infer</i>, open book with an arrow pointing to the back page for <i>glossary</i>, an example of a root word with its variations [colony, colonists, colonial] next to the word <i>root</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Rereading and Inferring about the Inventory of John Allen (15 minutes)</p> <ul style="list-style-type: none">• Review the third and fourth learning targets: “I can make inferences about colonial life supported by details from text,” and “I can identify what I know and what I don’t know when reading the Inventory of John Allen.” Remind students that these are the same learning targets they had from yesterday’s lesson.• Ask students to look at the words in the Inventory of John Allen that they underlined with their highlighter that were somewhat familiar to them, but perhaps spelled a little different. Have students share some of these words. (Some words students may point out could include: cloaths, wareing, halfe, beefe, tubb, hatchell, and bags.)• As a whole group discuss:<ul style="list-style-type: none">* “What about these words is familiar?”* “Why do you think these words were spelled differently during the colonial period?”• Discuss how some of the words like <i>heifer</i>, <i>steer</i>, and <i>swine</i> are words that are not used very often today. Ask can they think of someone today who might use these types of words. (They may say farmers, but do not comment on inferences at this point.)• Ask students to locate their Inferring about John Allen graphic organizer. Tell students that they now have more background knowledge about these colonial words. Invite them to take 5 to 10 minutes to reread the inventory and then record any new inferences they have. Remind students to give details from the texts (the inventory and the glossary) to support what they infer. Ask students to do this on their own so that you can assess whether they are making inferences based on details in the text. | <ul style="list-style-type: none">• Use thoughtful grouping: Consider partnering an ELL with a native speaker of English. ELLs’ language acquisition can be facilitated by interacting with the content in English. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Sharing (8 minutes)</p> <ul style="list-style-type: none"> Gather students in front of the John Allen anchor chart. Read the question at the top of the anchor chart: “Who was John Allen?” Ask: “Now that we have analyzed this primary source again, based on new learning, how can we answer this question?” Ask them to turn to a partner they have not worked with today and share their thinking about this question. Use equity sticks to call on students. Record what they share in the appropriate categories of the anchor chart. In the What We Know column, write anything that was explicitly in the Inventory or glossary. In the What We Infer column, write students’ new inferences (which will likely be about John Allen’s occupation or social class). Continue to use the sentence frame: “We infer ____ because the text said ____.” At this point if the students have not inferred that John Allen was a farmer, prompt them with the following questions: <ul style="list-style-type: none"> * “What do you think John Allen’s job was? What makes you think this?” Tell them that the Inventory does not tell them directly; it must be inferred. Next to the What We Know column, write the phrase <i>explicit information</i>. Tell students that explicit is a word that means “information that can be seen by anyone.” Explain that it is “right there” in the text. Tell them that tomorrow they will be historical researchers to see if they can confirm their inference about John Allen being a farmer. Tell them that researchers have to be very good readers, and have to use both explicit information and information that they infer to learn more about a topic. | |
| <p>B. Debrief (2 minutes)</p> <ul style="list-style-type: none"> Ask students to reflect on the learning targets. Ask them to share with a partner the target they feel they made the most progress on today. Distribute the Homework Assignment: Personal Inventory. Explain to students that they will create their own inventory, like John Allen’s. | |
| Homework | Meeting Students' Needs |
| Create a personal inventory for your belongings in one room of your house. Use the Homework assignment sheet, which explains this task more fully. | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 3

Supporting Materials

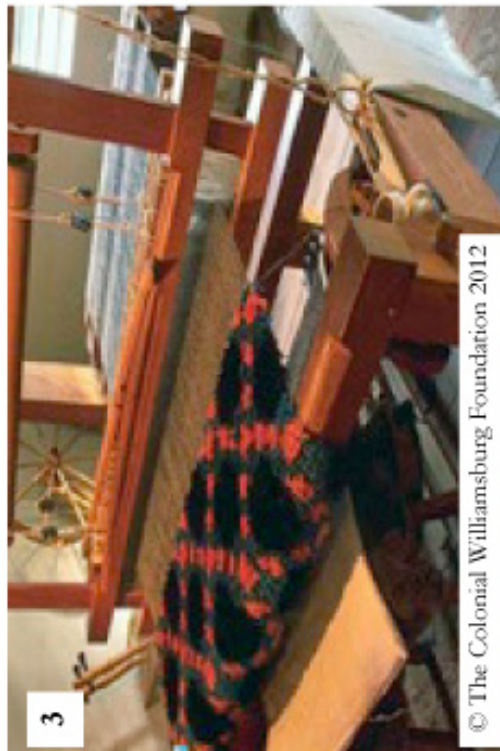


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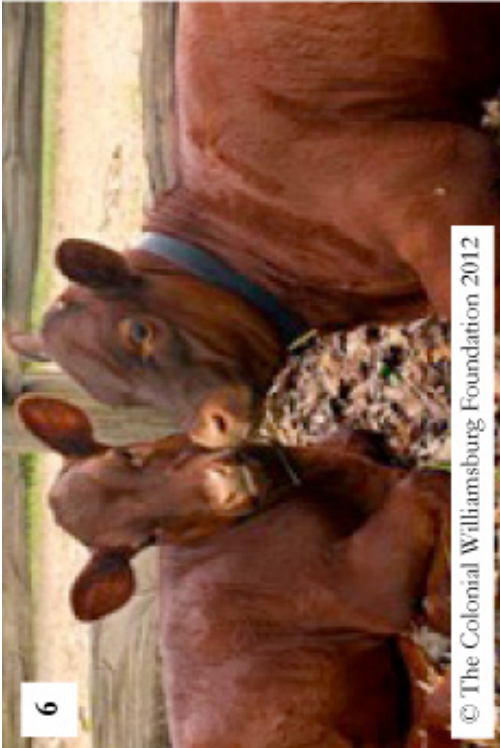


Colonial Word Pictures





Colonial Word Pictures





Colonial Word Pictures





Colonial Word Pictures
(Answers, for Teacher Reference)

- 1) tacklin
- 2) yoak
- 3) weaving
- 4) spinning wheel
- 5) swine
- 6) heifer and steer
- 7) hatchell (and smoothing iron)
- 8) barley
- 9) brass or copper pails
- 10) pudding cap



Colonial Words Glossary

| | |
|----------|--|
| card | to comb fibers of wool, cotton, or flax so they can be spun into yarn or thread |
| hatchell | a tool used to chop wood |
| heifer | a young female cow |
| hops | a plant that is use to brew beer and make medicine |
| kettle | a metal pot for cooking and boiling liquids |
| knit | to make clothing using needles and loops of yarn |
| linen | a fabric made from the fibers of flax plants |
| malt | a fermented beverage like beer |
| pewter | a combination of metals like tin or lead often used to make dishes |
| pudding | soft-pillowed clothes worn by babies to keep them from getting hurt when falling |
| spin | the process by which wool, cotton, or flax is made into yarn or thread |
| steer | a male cow raised for beef |
| swine | also known as a hog or pig; generally raised for pork |
| sythe | a long curved blade used to cut grass or grain |
| tacklin | equipment used to work with a horse (saddles, stirrups, reins, and halters, etc.) |
| weave | to lace thread or yarn together to form fabric, often done on a tool called a loom |
| yoak | used to join together a pair of animals, like horses or oxen, together for plowing fields or dragging heavy material like logs |



Homework Assignment:
Personal Inventory

.....
Name:
.....

.....
Date:
.....

Directions: Choose a few items for your personal inventory. When choosing your items to include in your inventory, think about the following:

- * Which items best represent me?
- * Which items would I want to pass down to a loved one?
- * Which items do I need for everyday life?

| Personal Items | Quantity (Number of Items) |
|----------------|----------------------------|
| | |
| | |
| | |
| | |
| | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 4

Learning about Farms in Colonial America: Explicit vs. Inferred Information



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)

I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)

I can effectively participate in a conversation with my peers. (SL.4.1)

Supporting Learning Targets

- I can determine whether the information I need is explicit in the text or must be inferred.
- I can confirm my inferences about colonial farmers using details and examples from text.

Ongoing Assessment

- Recording form
- Exit ticket



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (3 minutes)B. Review Learning Targets (7 minutes)2. Work Time<ol style="list-style-type: none">A. Inferring about Colonial Farmers (10 minutes)B. First Read of the Text: Gathering Explicit Information (15 minutes)C. Second Read: Confirming Inferences with Informational Text (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share and Debrief (5 minutes)B. Exit Ticket (5 minutes)4. Homework | <ul style="list-style-type: none">• Focus on the difference between explicit and inferred information and how the two support one another. Readers need explicit information in order to infer; they then can use additional explicit information to confirm what they infer.• The purpose of this lesson is to help students learn how to keep going back to the text, and to think about how the words and images go together. It is important that students do not over-rely on images when they make an inference.• In this lesson students work in the same groups as they did when examining the Mystery Documents in Lesson 1. Remember those groups, or form new groups of four or five. |

| Lesson Vocabulary | Materials |
|--|--|
| determine, explicit, infer, inferences | <ul style="list-style-type: none">• Equity sticks• Explicit versus Inferred anchor chart (new; teacher-created)• Inferring Three-Column graphic organizer (one per student)• Document camera• Colonial Farmer Picture (one to display)• “Farming in Colonial America” (one per student)• Exit Ticket (one per student) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader (3 minutes)</p> <ul style="list-style-type: none">Have students get out their homework assignment (personal inventory) from Lesson 3. Ask students to find a partner and discuss the following question: “How does your inventory represent you?” Afterward, ask the whole group: “How did you select items for your inventory?” Have a few volunteers share their selection process. | <ul style="list-style-type: none">Consider giving the following sentence frame to further support students: “I think my inventory represents me because _____.” |
| Opening (continued) | Meeting Students' Needs |
| <p>B. Review Learning Targets (7 minutes)</p> <ul style="list-style-type: none">Post the following learning targets and ask students: “I can determine whether the information I need is explicit in the text or must be inferred,” and “I can confirm my inferences about colonial farmers using details and examples from text.” Ask them to turn to a partner to identify a few words they know.Use equity sticks to call on a few students to share out key words from the targets. Students should now be familiar with the words <i>infer</i>, <i>colonial</i>, <i>details</i>, and <i>examples</i>.Be sure to spend time clarifying the word explicit, which students may recognize from the previous lesson. Draw a key distinction: Explicit information or details are found directly in the text; inferred information is new thinking based on combining what you know with the explicit information from the text. Create an Explicit vs. Inferred anchor chart. At the top write “Explicit vs. Inferred,” with a T-chart under it. Ask students to help you write an explanation of each term on either column of the chart. Have them suggest some visual cues or drawings as a “helpful reminder.”Next, focus on the word <i>determine</i> in the first learning target. Let students know that they will be acting as historical researchers today in order to find out more about life in Colonial America. It will be important for them to <i>determine</i> or “figure out” what information they are gathering directly from the text (explicit information) and what information they are inferring. | <ul style="list-style-type: none">Co-constructed anchor charts help students to understand abstract concepts.To further support students, you can add visual cues to your anchor chart or provide copies of the chart for certain students to use at their desk. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Inferring about Colonial Farmers (10 minutes)</p> <ul style="list-style-type: none">• Have students reform the groups of four to five students who worked together examining the Mystery Documents in Lesson 1.• Remind them that the focus of today's lesson is to research more information about farming in Colonial America. Tell students that like any good readers, researchers know that the information that is explicit or "right there" and the information they infer are both important to learning more about a topic. Taking this next step to read an additional text on the same topic is a strategy that researchers, including historians, use in order to confirm their inferences about the topic they are studying.• Introduce the Inferring Three-Column graphic organizer to students. Using the document camera, project a copy to model with (or create a replica with chart paper or on the board). Explain to students that they will be using this form of record to help them keep track of what they are learning about farming in colonial times. Tell them that they will need to record both explicit and inferred information on this topic.• Tell students that before they begin to work in groups they will practice using the recording form together as a class.• Project the Colonial Farmer picture. This will work best if the picture can be projected onto a larger screen using a document camera. Point out the first step listed on the Inferring Three-Column graphic organizer:<ol style="list-style-type: none">1. Record Explicit Information: Look at the picture of the colonial farmer and record details about what you see right in the first column. As a group, record the explicit details you see.• Ask students:<ul style="list-style-type: none">* "What can we see in the picture? What is explicit?"• Refer to the Explicit versus Inferred anchor chart as a reference. Use equity sticks to call on two or three students to share what they see. Use a student (or teacher) example of explicit information in the picture and record this in the first column of the recording form. Something like: "There are ditches in the dirt."• Next, point out Step 2 on the Inferring Three-Column graphic organizer. Refer to Explicit versus Inferred anchor chart if further clarification is needed:<ol style="list-style-type: none">2. Record What You Infer: Look at each piece of explicit information recorded below. What can you infer about farming in Colonial America based on this information? Discuss with your group and record what you infer about each piece of explicit information in second column. | <ul style="list-style-type: none">• Consider using a partially filled-in graphic organizer to further support students. See Module 1, Unit 1, Lesson 1 for an example. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">Using the example you recorded, ask students the following:<ul style="list-style-type: none">* “What can we infer about farming in Colonial America based on this detail in the picture (this explicit information)?”Have students discuss with their group. Then continue to use equity sticks to call on students to share their group’s inferences. There may be several different inferences, but choose one to record in the second column. (For example, if you recorded: “There are ditches in the dirt” as explicit information, they might infer: “We think farmers used horses to help them dig the dirt up.”)Tell students that now it is their turn. Have students work in groups to complete Steps 1 and 2 only on their Inferring Three-Column graphic organizer. Circulate as groups are discussing and recording, and support students in listing only explicit information in the first column and what they infer about what they have listed in second column. | <ul style="list-style-type: none">To further support students, consider providing nonlinguistic symbols on your anchor chart (eyes on text/picture + brain = thought bubble for <i>infer</i>, and an arrow pointing to the text/picture for <i>explicit</i>) or provide copies of the chart for certain students to use at their desk. |
| <p>B. First Read of the Text: Gathering Explicit Information (15 minutes)</p> <ul style="list-style-type: none">Distribute “Farming in Colonial America” to students. Post the question: “What is this article mostly about?”Have students read the article once on their own to get the gist.Ask groups to share their gist with each other. Then call on a few groups to share using the equity sticks. Students should say something like: “Farming in Colonial America was hard work.” Tell students that this gist statement is an inference. But there is also explicit information about farming in colonial times. Ask students to find a detail in the first paragraph that states something explicitly about farming. A student reply might be something like “children had to help.”Tell them that now they are going to see what other explicit information they can find about farming that might help them to confirm some of the earlier inferences they made based on the picture. Remember, the purpose of the lesson is to help students learn how to keep going back to the text, and to think about how the words and images go together, so they DON’T over-rely on the images. “What do you notice about the animals? (He owned 21 animals.)” | <ul style="list-style-type: none">Depending on the needs of students in your class, this first reading may be done aloud or with partners. This will support students who struggle to read grade-level texts independently. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>C. Second Read: Confirming Inferences with Informational Text (15 minutes)</p> <ul style="list-style-type: none">Have students read Steps 3 and 4 in the Inferring Three-Column graphic organizer:<ol style="list-style-type: none">Reread Text:<ul style="list-style-type: none">*Each person in your group should choose inference. Make sure all of the recorded inferences are selected.*Reread the text and look for details that might help to confirm your selected inference. Underline any you find.Share and Confirm:<ul style="list-style-type: none">*Share any details you found to support your inference. It is possible you did not find any. As a group, choose three inferences about the picture that you feel sure can be confirmed with the text. Record details from the text that support what you inferred about the picture.Point out the third column of the Inferring Three-Column graphic organizer titled “Details in the Text.” Use your previous example of explicit and inferred information from the picture to illustrate how to fill out this portion. Invite students to help with this guided practice. (For example, if “We see ditches in the dirt” was recorded in Column 1 and “We think farmers used horses to help them dig the dirt up” was recorded in Column 2, then you could model rereading the third paragraph of the text, underlining the second sentence: “They used yokes and plows, which were hooked to horses or oxen to make turning up the soil easier.”) Record this in the Details in the Text column (Column 3) of the Inferring Three-Column graphic organizer.After this guided practice or modeling, have students look through their inferences and decide on the following:<ul style="list-style-type: none">* Thumbs-up if they think they know where they can find details in the text to confirm at least some inferences* Thumbs-sideways if they think they can, but have to search for the details* Thumbs-down if they think that they won’t find any details to support any of their inferencesUse students’ self-assessment to decide which groups to confer with during the remaining work time.After 10 minutes, ask students to gather back together as a class for closing. Tell them to bring their Inferring Three-Column graphic organizer with them. | <ul style="list-style-type: none">You may choose to have ELLs or students who need extra support work with a partner to confirm their inferences. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Share and Debrief (10 minutes)</p> <ul style="list-style-type: none">• Have students find a partner who was not a part of their original group. With this partner, ask them to do the following:<ul style="list-style-type: none">* Share one inference their group was able to confirm with explicit information from the text.* Share how well they think they are doing progressing toward the learning targets. (Have them use the following sentence frames: “I think I met the target because ...” or “I am still working on it because ...”)• Remind students that they will get to “show what they know” about inferring during their mid-unit assessment. | <ul style="list-style-type: none">• Using sentence frames can help ELLs articulate their learning. Using the word because in the sentence frame helps all students support their thinking with evidence. |
| <p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket. Give students 3-4 minutes to complete their response.• Collect students' Exit Tickets and their graphic organizers to informally assess. | <ul style="list-style-type: none">• Exit tickets can be used as a formative assessment to determine whether students need additional clarification or instruction before the mid-unit assessment in Lesson 5. |
| Homework | Meeting Students' Needs |
| <p>Reread “Farming in Colonial America.” List two or three words we might want to add to our Vocabulary Notebook. Be sure to use the criteria listed at the top of the first page in your notebook.</p> | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 4

Supporting Materials



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Colonial Farmer Picture



© The Colonial Williamsburg Foundation 2012

Farming in Colonial America:

Farmers in Colonial America had a lot to do. There were fields to be tilled, planted, and weeded. There were livestock to be tended, fences to be mended, and often tools to be fixed or made. They often worked from sun up to sundown with help from everyone in the family, including children.

When the colonists first arrived they had a lot to learn about farming in America. They relied on Native Americans to teach them how to grow crops like corn, beans, and squash. However, they did bring seeds for wheat, barley, and oats. They also brought livestock like pigs, cows, horses, and chickens from Europe. And most importantly they brought tools, which they traded to the Native Americans.

Colonial farmers had many tools, many of which they made themselves. They used yokes and plows, which were hooked to horses or oxen, to make turning up the soil easier. They used hoes to dig and weed and scythes to harvest or cut down crops like wheat. If a tool broke they couldn't go to the store to buy a new one, so they either fixed it or made a new tool.

Depending on the geography, the size of a farm and the crops that it grew varied. In some colonies, it was easier to farm than in others. If farmers lived in the northern colonies, they had to contend with long winters and rocky soil. They often had to hunt and fish to have enough for their families to eat. If they lived in the southern colonies, farming was a bit easier. The winters were shorter and warmer and the soil was better. They often had larger farms, called plantations, and grew crops like tobacco to sell to Europe. These kinds of farms were too much work for a single family so they used the money they earned growing tobacco to buy slaves from Africa. Slaves did much of the work on farms in the South. Overall, working on a colonial farm was no easy job no matter where you lived.

Lexile: 950



Inferring Three-Column Graphic Organizer
(Front)

1. Record Explicit Information: Look at the picture of the colonial farmer and record details about what you see right in the picture in the first column. As a group, record the explicit details you see.
2. Record What You Infer: Look at each piece of explicit information recorded below. What can you infer about farming in Colonial America based on this information? Discuss with your group and record what you infer about each piece of explicit information in second column.
3. Reread Text: Each person in your group should choose an inference. Make sure all of the recorded inferences are selected. Reread the text and look for details that might help to confirm your selected inference. Underline any you find.
4. Share and Confirm: Share any details you found to support your inference. (It is possible you did not find any.) As a group, choose three inferences about the picture that you feel sure can be confirmed with the text. Record details from the text that support what you inferred about the picture.

| Details from the Picture (Explicit information) | My Inferences (What this makes me think about colonial farms) | Details in the Text (Confirmed with explicit information?) |
|--|---|--|
| | | |
| | | |
| | | |
| | | |



Inferring Three-Column Graphic Organizer
(Back)

| Details from the Picture (Explicit information) | My Inferences (What this makes me think about colonial farms) | Details in the Text (Confirmed with explicit information?) |
|--|---|--|
| | | |
| | | |
| | | |
| | | |
| | | |



Who do you think worked harder: northern colonial farmers or southern colonial farmers? Support your inference with explicit information from the text.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 5

Mid-Unit 1 Assessment: Inferring with Pictures and Text



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can make inferences using specific details from the text. (RI.4.1)
- I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
- I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)

Supporting Learning Targets

- I can make inferences based on details in a picture.
- I can confirm my inferences about a picture using details from the text.
- I can self-assess my progress toward the learning targets.

Ongoing Assessment

- Mid-Unit 1 Assessment: Inferring with Pictures and Text

Agenda

- Opening
 - Review Homework (5 minutes)
 - Review Learning Targets (5 minutes)
- Work Time
 - Mid-Unit Assessment (35 minutes)
- Closing and Assessment
 - Reflection (15 minutes)
- Homework

Teaching Notes

- Over the course of this unit, students have helped to create several anchor charts (I Notice/I Wonder charts in Lesson 1, John Allen anchor chart in Lesson 2, Vocabulary Strategies chart in Lesson 3, and Explicit vs. Inferred anchor chart in Lesson 4). Decide whether or not to keep these charts displayed during this assessment. Displaying anchor charts during an assessment can aid students in solidifying their learning.



| Lesson Vocabulary | Materials |
|---|--|
| confirm, inference, text, self-assessment | <ul style="list-style-type: none"> Vocabulary Notebook (from Lesson 2) “Farming in Colonial America” (from Lesson 4) Mid-Unit 1 Assessment: Inferring with Pictures and Text (one per student) Mid-Unit 1 Assessment: Inferring with Pictures and Text (Answers, for Teacher Reference) Tracking My Progress Mid Unit 1 recording form (one per student) <i>The Scoop on Clothes, Games, and Daily Life in Colonial America</i> (book; one per student; pages 12-15) (for independent reading for students who finish their assessments early) |

| Opening | Meeting Students’ Needs |
|---|--|
| <p>A. Review Homework (5 minutes)</p> <ul style="list-style-type: none"> Homework from Lesson 4: Reread the Farming in Colonial America handout. Suggest a word that would be good to add to the Vocabulary Notebook. Remind students to use the criteria listed at the top of the first page in their notebooks. Have students name some of the words they selected. List them on the board. Check them against the criteria listed at the top of the Vocabulary Notebook and decide as class whether they should be added to the notebook. Collect homework. | <ul style="list-style-type: none"> Words added to the vocabulary notebook should represent academic vocabulary like <i>mended</i>, <i>relied</i>, <i>geography</i>, or content-related vocabulary they are likely to see again in this module or in other contexts (e.g., <i>livestock</i>, <i>soil</i>, <i>plantations</i>). |
| <p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Invite the class to read the first two learning targets: “I can make inferences using specific details from the text,” and “I can determine the meaning of content words or phrases in an informational text.” Explain that they will be taking a mid-unit assessment that will show what they have learned about drawing inferences from different types of text. Invite students to identify key words in the learning targets that help them know what they need to focus on as they take the assessment (e.g., <i>confirm</i>, <i>inference</i>, <i>text</i>, etc.). As the students share their thinking, underline the key words/phrases. | <ul style="list-style-type: none"> |



| Work Time | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Mid-Unit Assessment (35 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 1 Assessment: Inferring with Pictures and Text. Answer any clarifying questions. Emphasize to students that they should take their time and be sure to base their inferences on details from the picture and text.• Give students approximately 30 minutes to independently complete the on-demand mid-unit assessment.• If students finish early, they have the option to engage in independent reading of pages 12–15 in <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>. | |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Reflection (15 minutes)</p> <ul style="list-style-type: none">Discuss the third learning target: “I can self-assess my progress toward the learning targets.” Have students talk to a partner about what they think the term <i>self-assess</i> means. Have students share their thinking and clarify as necessary.Distribute the Tracking My Progress, Mid-Unit 1 recording form to students. Have students circle the word <i>self-assessment</i> and ask:<ul style="list-style-type: none">* “What does the word <i>self-assessment</i> mean?” Point out the root words <i>self</i> and <i>assess</i>. Emphasize that good students keep track and reflect on their own learning. Point out that students have been doing this informally all year, during debriefs when they consider how well they are doing making progress toward the learning targets.Point out Step 1 in the self-assessment and tell students that this is where you would like them to explain what the target means to them. For example, the first target uses the word <i>inferences</i>. They should write what the target means “in their own words” by explaining what the word <i>inferences</i> means when looking at pictures in a text. Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down, that they have been using. Finally, point out Step 3 and explain the picture they circled in Step 2. Here they should explain why they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help because I can’t remember what the word <i>inferences</i> means.”Once students have independently completed their self-assessment, collect and use for formative assessment for the next half of this unit.If time permits, consider having students share their reflections with a partner. | <ul style="list-style-type: none">For students needing additional support producing language, consider offering a sentence frame, a sentence starter, or a cloze sentence to assist with language production and provide the required structure.For example:To me this learning target means _____.I circled _____ in Step 2 because _____. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">None. | |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 1: Lesson 5

Supporting Materials



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Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 1

Name: _____

Date: _____

Directions:

- 1) Look at the image.
- 2) In the first column of the graphic organizer below, record three details you see in the picture.
- 3) In the second column of the graphic organizer, record the inferences you make based on these details.

NOTE: Do NOT complete the third column of the graphic organizer until you have done Steps 1–3 and have read the text in Part 2.



Source: Puck. Christmas Marketing before the Days of “High Cost of Living.” ca. 1913. Public Domain.



Mid-Unit 1 Assessment: Inferring with Pictures and Text
Part 1

| Details from the Picture (Explicit information) | My Inferences (What this makes me think about colonial farms) | Details in the Text (Confirmed with explicit information?) |
|--|---|--|
| | | |
| | | |
| | | |



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 2

Directions:

- 1) Read the text.
- 2) Reread the text and search for details to confirm your inferences about the picture.
- 3) Record your answers in Column 3.

The Colonists and Native Americans

Written by Expeditionary Learning for Instructional Purposes © 2012

When the colonists first arrived in America, they expected to live just like they did in their homeland. The houses they built, the food they grew and ate, and the clothes that they wore were better suited to the climate of the country they came from than for their new one. When the colonists began to freeze and starve, they soon learned to change some of their ways. They began to hunt and grow vegetables like the Native Americans. They also began to build homes and to wear clothes that better suited the climate. Slowly, they learned to survive in their new homeland.

When the colonists arrived in America, there were people already living there. These were the Native Americans. The colonists would not have learned to survive without the help of the Native Americans, who knew how to best hunt animals and grow crops in America. They taught the colonists to hunt animals like turkeys and deer, and also taught them how to grow crops like corn, beans, and squash. The colonists and the Native Americans also traded for things that helped the colonists survive. The colonists traded metal tools and cloth for furs and food from the Native Americans.

Unfortunately, the colonists and the Native American tribes did not always get along. The colonists began to take over more and more land. This caused fighting, which killed people from both sides and eventually pushed most tribes west. The colonists also brought diseases, like smallpox, which killed thousands of Native Americans. By the end of the colonial time period, very few Native Americans remained on the East Coast.

Adapted from *Colonial Life* by Brendan January (Children's Press, 2000).



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

Directions:

1.) Answer the following questions.

In your answers, make sure to use evidence from both the text and the image to support your answer.

1. What does the word *climate* mean as it is used on Line 3 in the first paragraph?

- a. The general weather and temperature of a region
- b. The geography of a region
- c. The beauty of a region
- d. The time of day

2. What phrase in the text helps you infer the meaning of *climate*?

- a. “they learned to change”
- b. “they learned to survive”
- c. “they expected to live just like they did in their homeland”
- d. “the colonists began to freeze and starve”

3. Part I:

How did the Native Americans help the colonists the most?

- a. They had fun with them.
- b. They shared knowledge and traded.
- c. They fought with them.
- d. They left them alone.

Part II:

Which detail from the text best supports the answer to Part I above?

- a. “the colonists and Native Americans tribes did not always get along”
- b. “when the colonist arrived in America, there were people already living there”
- c. “they taught the colonists to hunt”
- d. “the colonists began to take over more and more land”



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

4. Why was trade important to the colonists and The Native Americans? Give at least one detail from the picture and two details from the text to support your answer.



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
(Answers for Teacher Reference)

Directions:

- 1) Look at the image.
- 2) In the first column of the graphic organizer below, record three details you see in the picture.
- 3) In the second column of the graphic organizer, record the inferences you make based on these details.

NOTE: Do NOT complete the third column of the graphic organizer until you have done Steps 1–3 and have read the text in Part 2.



Image Source: Keppler & Schwarzmann. Christmas Marketing before the Days of "High Cost of Living." ca. 1913. Prints and Photographs Division, Library of Congress. www.loc.gov/pictures/item/2011649650/



Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 1

(Answers for Teacher Reference)

| Details from the Picture (Explicit information) | My Inferences (What this makes me think about colonial farms) | Details in the Text (Confirmed with explicit information?) |
|--|---|---|
| Possible answer: animals on the ground | Possible inference: I think the Native Americans hunted those animals. | Possible detail from text: The text says they knew how to hunt. |
| Possible answer: colonist holding out some cloth | Possible inference: I think the colonist wants to trade it for the animals. | Possible detail from text: It says the colonists and the Native Americans traded. |
| Possible answer: The ground is white. | Possible inference: It is winter and the colonist is hungry. | Possible detail from text: The text says the colonists starved. |



Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 2

(Answers for Teacher Reference)

Directions:

- 1) Read the text.
- 2) Reread the text and search for details to confirm your inferences about the picture.
- 3) Record your answers in Column 3.

The Colonists and Native Americans

Written by Expeditionary Learning for Instructional Purposes © 2012

When the colonists first arrived in America, they expected to live just like they did in their homeland. The houses they built, the food they grew and ate, and the clothes that they wore were better suited to the climate of the country they came from than for their new one. When the colonists began to freeze and starve, they soon learned to change some of their ways. They began to hunt and grow vegetables like the Native Americans. They also began to build homes and to wear clothes that better suited the climate. Slowly, they learned to survive in their new homeland.

When the colonists arrived in America, there were people already living there. These were the Native Americans. The colonists would not have learned to survive without the help of the Native Americans, who knew how to best hunt animals and grow crops in America. They taught the colonists to hunt animals like turkeys and deer, and also taught them how to grow crops like corn, beans, and squash. The colonists and the Native Americans also traded for things that helped the colonists survive. The colonists traded metal tools and cloth for furs and food from the Native Americans.

Unfortunately, the colonists and the Native American tribes did not always get along. The colonists began to take over more and more land. This caused fighting, which killed people from both sides and eventually pushed most tribes west. The colonists also brought diseases, like smallpox, which killed thousands of Native Americans. By the end of the colonial time period, very few Native Americans remained on the East Coast.

Adapted from *Colonial Life* by Brendan January (Children's Press, 2000).



Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 3

(Answer for Teacher Reference)

Directions:

1.) Answer the following questions.

In your answers, make sure to use evidence from both the text and the image to support your answer.

1. What does the word *climate* mean as it is used on Line 3 in the first paragraph?

a. The general weather and temperature of a region

b. The geography of a region

c. The beauty of a region

d. The time of day

2. What phrase in the text helps you infer the meaning of *climate*?

a. “they learned to change”

b. “they learned to survive”

c. “they expected to live just like they did in their homeland”

d. “the colonists began to freeze and starve”

3. Part I:

How did the Native Americans help the colonists the most?

a. They had fun with them.

b. They shared knowledge and traded.

c. They fought with them.

d. They left them alone.

Part II:

Which detail from the text best supports the answer to Part I above?

a. “the colonists and Native Americans tribes did not always get along”

b. “when the colonist arrived in America, there were people already living there”

c. “they taught the colonists to hunt”

d. “the colonists began to take over more and more land”



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

4. Why was trade important to the colonists and The Native Americans? Give at least one detail from the picture and two details from the text to support your answer.

Example 1: Trade was important because they needed things from each other. In the picture it shows a colonist and Native Americans trying to trade animals for cloth. The text says that the colonist and Native Americans traded for things that helped them survive.

2-Point Rubric:

Writing from Sources/Short Response
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

| | |
|-------------------------|---|
| 2 Point Response | <p>The features of a 2 point response are:</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability. |
| 1 Point Response | <p>The features of a 1 point response are:</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt.• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.• Incomplete sentences or bullets |
| 0 Point Response | <p>The features of a 0 point response are:</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate.• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable. |

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress, Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can make inferences based on details in a picture.

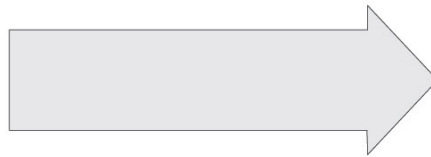
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Tracking My Progress, Mid-Unit 1

.....
Name:

.....
Date:

Learning Target: I can confirm my inferences about a picture using details from the text.

1. The target in my own words is:

.....

.....

.....

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

.....

.....

.....



EXPEDITIONARY
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Grade 4: Module 2A: Unit 1: Lesson 6

Taking Notes Using a Graphic Organizer: Inferring About the Importance of Religion in Colonial America



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can synthesize information from two texts on the same topic. (RI.4.9)
I can take notes and categorize information. (W.4.8)
I can write routinely for a variety of purposes. (W.4.10)

Supporting Learning Targets

- I can identify details that support the main ideas of a section of *If You Lived in Colonial Times*.
- I can document what I learn about life in a Colonial American village by taking notes.
- I can make inferences using specific details from the text.
- I can synthesize information I learn about religion in Colonial America from two different texts.

Ongoing Assessment

- Inferring Three-Column graphic organizer



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Partner Reading: Explicit Details from Pages 32–33 (15 minutes)Partner Reading: Drawing Inferences about Pages 32–33 (15 minutes)Partner Reading: Explicit Details of Second Text (15 minutes)Closing and Assessment<ol style="list-style-type: none">Synthesis Statements and Debrief (10 minutes)Homework | <ul style="list-style-type: none">For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.This lesson involves chunking text. If appropriate, explicitly name this strategy for students.This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently.Be sure to hold on to students' completed graphic organizers, since they will need them for their paragraph writing in Lessons 7 and 9. |

| Lesson Vocabulary | Materials |
|---|---|
| record, main idea, supporting details, notes, inference, explicit, synthesize; meetinghouse, wriggle, hymns, sermons, settle, communities, represented, diverse | <ul style="list-style-type: none"><i>If You Lived in Colonial Times</i> (book; one per student; pages 32-33)John Allen anchor chart (from Lessons 2 and 3)Explicit vs. Inferred anchor chart (from Lesson 4)Inferring Three-Column graphic organizer (one per student)"Religion in the Colonies" text (one per student) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they have been reading from <i>If You Lived in Colonial Times</i> in order to understand the way people lived in Colonial America. Review information learned so far about life in a colonial village by revisiting the John Allen anchor chart from Lessons 2 and 3.• Review the first two learning targets, and ask students to recall the meaning of the terms <i>main idea</i>, <i>supporting details</i>, and <i>notes</i>. Then, introduce the last two learning targets: “I can make inferences using specific details from the text,” and “I can synthesize information I learn about religion in colonial America from two different texts.” Explain that today students will become detectives just like they did in Module 1 when they were learning about the Iroquois. They will use the information they read to help them continue to draw conclusions or form opinions about what life was like for the colonists. Remind them that this is called making an <i>inference</i> because the answer is not always obvious. As detectives, they will need to pay close attention to details as they read in order to help them determine what life was like for the colonists. Refer to the class Explicit vs. Inferred anchor chart, which was created in Lesson 4.• Tell students that after they have read two texts, they will <i>synthesize</i> their learning with a partner by creating a synthesis statement about the importance of religion in Colonial America. Review this term as needed: <i>Synthesize</i> means to combine learning from several sources together into a new general statement about the topic.• Have students give a quick thumbs-up, -sideways, or -down to indicate how well they understand today’s learning targets. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a lightbulb for <i>main idea</i>, a magnifying glass for <i>inference</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• All students developing academic language will benefit from direct instruction of academic vocabulary.• ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Partner Reading: Explicit Details of Page 32–33 (15 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their text <i>If You Lived in Colonial Times</i> and their Inferring Three-Column graphic organizer (this graphic organizer looks exactly the same as the one students used in Lesson 4).• Place students in pairs. Determine how much support students need with this text. If some pairs are strong enough that they can read the text aloud with support, ask them to read with their partner: “What Did People Do on Sunday?” from pages 32–33. (Students should alternate paragraphs so both students have a chance to practice reading aloud.) If some students need more support, pull aside another group of students and read aloud to them. If all students need support, read aloud to the class. Remember that this read-aloud is to promote fluency; simply read slowly, fluently, and without interruption. Do not discuss the text with students at this point.• Ask students to reread the text again silently, thinking about gist.• Then invite them to talk with their partner about the gist; this should be fairly obvious, based on the heading of the section. Next, ask students to work with their partner to identify details from the text that help them understand what colonists did on Sundays. Then have them list the important details in the left-hand column of their graphic organizers. Circulate around the room to read students’ detail lists and to support as needed. | <ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.• Students needing additional support may benefit from partially filled-in graphic organizers. |
| <p>B. Partner Reading: Drawing Inferences about Pages 32–33 (15 minutes)</p> <ul style="list-style-type: none">• Draw students’ attention once again to the fourth learning target: “I can make inferences using specific details from the text.” Ask students to reread “What Did People Do on Sunday?” while thinking about the explicit details they have already identified.• As in Lessons 2 and 3, ask students to infer what those details make them think about in regard to Sunday activities in a colonial village and record these in the center column of the graphic organizer. Remind students to write inferences in the form of notes. | <ul style="list-style-type: none">• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>C. Partner Reading: Explicit Details of Second Text (15 minutes)</p> <ul style="list-style-type: none">• Have students look at the right-hand column of the graphic organizer. Read aloud or ask students to read with their partner the text “Religion in the Colonies”. When they have read the text, they should identify details in the new text that support their inferences from the first text. Circulate around the room to read students' explicit details. | <ul style="list-style-type: none">• For students requiring additional support you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading. |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Synthesis Statements and Debrief (10 minutes)</p> <ul style="list-style-type: none"> Remind students of the learning target: “I can make inferences using specific details from the text.” Tell them that while reading today, they acted as “detectives” by recording details about what they read in order to help them make an <i>inference</i> about what role religion played in Colonial America. Make sure students understand that to make an inference, they use what they already know about a topic and combine it with the text they read (and their notes) to figure out something that the author does not specifically tell the reader. Explain to students that the two texts they read today (“What Did People Do on Sunday?” from the <i>If You Lived in Colonial Times</i> book and the Religion in the Colonies handout) helped readers know the importance of religion to the colonists without ever specifically saying, “This is what religion meant to the colonists.” The author does not always tell the reader what is important to the colonists, but students can use clues and hints. Explain to students that they will work with a partner to create a synthesis statement about the role religion played in Colonial America. Remind students that to <i>synthesize</i> means to combine information from several sources and make a general statement about the key learning. Tell students to first reread the notes on their graphic organizer from the two texts they read. Encourage them to think about the different things they learned about religion from the texts and the inferences they were able to make about the role religion played for the colonists. Give them a few minutes to talk with their partners. Then ask students to write a synthesis statement at the bottom of the Inferring Three-Column graphic organizer. Encourage them to cite evidence from their reading/notes in order to justify their ideas about what was important to the colonists. Ask a few partners to share out. Do not worry if students’ synthesis statements are incorrect or incomplete at this point; their understanding of what life was like for the colonists long ago will evolve during future lessons. <p><i>Note: Collect students’ graphic organizers to informally assess. Hold on to these graphic organizers; students will need them for their paragraph writing during Lesson 7.</i></p> | <ul style="list-style-type: none"> ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. |
| Homework | Meeting Students' Needs |
| <p>Read pages 13-14 in <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> and answer the following questions: What materials were used to build colonial homes? Was this information explicit or inferred from the text?</p> | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 6

Supporting Materials



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Inferring Three-Column Graphic Organizer

| Details from the Text (Explicit information) | My Inferences (What this makes me think about the role of religion) | Details in the Second Text (Confirmed with explicit information?) |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

Synthesis statement regarding the role religion played in Colonial America:



Taking Notes Using a Graphic Organizer:
Inferring About the Importance of Religion in Colonial America

Religion in the Colonies

Written by Expeditionary Learning for Instructional Purposes

During colonial times, people came from all over Europe to settle in America. They came for many reasons, but religious freedom brought many colonists to start new communities. These colonists felt that they could not practice their religion freely in their home countries and wanted the freedom to worship their god in their own way.

Some of the first colonists to move to America for this reason were the Pilgrims. They came from England and landed in Plymouth, Massachusetts, in 1620. Soon more colonists came with the hopes to practice their religion freely. By the 1700s there were many different religions represented in the American colonies. America was on its way to becoming a diverse country with many religions. Today religious freedom remains important to Americans.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 7

Paragraph Writing: The Role of Religion in Colonial America



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can synthesize information from two texts on the same topic. (RI.4.9)
I can use context to help me to determine what a word or phrase means. (L.4.4)
I can take notes and categorize information. (W.4.8)
I can write an informative/explanatory text. (W.4.2)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)

Supporting Learning Targets

- I can identify and determine the meaning of new words using the context of what I'm reading to help me.
- I can document what I learn about Colonial America by taking notes.
- I can make inferences using specific details from the text.
- I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.
- I can synthesize information I learn about religion in Colonial America from two different texts.

Ongoing Assessment

- Paragraph writing



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Homework (5 minutes)Review of Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Vocabulary Notebooks (15 minutes)Review of Paragraph Writing (10 minutes)Partner Paragraph Writing (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework | <ul style="list-style-type: none">This lesson builds on students' background knowledge of writing strong paragraphs that they developed during Module 1. For their writing in this unit, students use the three-column graphic organizer to organize their new learning. It is helpful to expose students to a variety of planning tools to help them organize their thinking and writing.In this lesson, the teacher will model how to write a paragraph from notes taken in a three-column graphic organizer. The model is about the topic of farming in Colonial America; students then follow a similar process as they write about another topic---religion.In advance: Prepare the Farming in Colonial America model paragraph on chart paper (see supporting materials).In advance: Prepare the stoplight cards used in the debrief, or consider an alternative way of having students self-assess their progress toward mastering the learning targets. |



| Lesson Vocabulary | Materials |
|--|--|
| paragraph, topic sentence, indent, supporting details, inference, synthesize; meetinghouse, wriggle, hymns, sermons, settle, communities, represented, diverse | <ul style="list-style-type: none">• <i>The Scoop on Clothes Homes, and Daily Life in Colonial America</i> pages 13-14 (from Lesson 6 homework)• <i>If You Lived in Colonial Times</i> pages 32-33 (from Lesson 6)• “Religion in the Colonies” (from Lesson 6; one per student)• Vocabulary Notebook (add new pages for this lesson; one per student; see supporting materials)• Inferring Three-Column graphic organizers (from Lesson 6)• Four-Square graphic organizer (from Module 1, Unit 3, Lesson 9; optional for students needing more support)• Model Inferring Three Column graphic organizer (about farming) (for Teacher Reference)• Chart paper with paragraph on “Farming in Colonial America” (new; teacher created)• Green, blue, and red markers (for teacher modeling)• Stoplight cards (each with a red, yellow, and green circle on it) (one per student)• Writing prompt (one per student) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Review Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their homework and text from the day before: “Read pages 13-14 in <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> and answer the following questions: What materials were used to build colonial homes? Was this information explicit or inferred from the text?”• Collect homework for formative assessment of RI.4.1 (explaining what the text says explicitly). Read aloud pages 13-14 of <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> and discuss the homework questions. Ask a few students to share their opinions on colonial homes. | |
| <p>B. Review the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Talk with students about all of the hard work they have been doing with their reading and note-taking. Review the following learning targets: “I can make inferences using specific details from the text,” “I can synthesize information I learn about religion in Colonial America from two different texts,” and “I can document what I learn about Colonial America by taking notes.”• Ask students to use a Fist to Five or Thumb-O-Meter protocol to self-assess their progress toward meeting these targets. | <ul style="list-style-type: none">• Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson. If possible, provide the word <i>synthesize</i> in the ELLs’ L1. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translations. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Vocabulary Notebooks (15 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: “I can identify and determine the meaning of new words.” Have students discuss the meaning of this target with a partner and share out.• Ask the class to take out the text from Lesson 6: “What Did People Do on Sunday?” (from pages 32–33 of <i>If You Lived in Colonial Times</i>). Also ask students to get out their Vocabulary Notebook. Remind them that it is important to learn the meanings of unfamiliar words in order to better understand what they are reading. Also remind them that they identified unfamiliar words when they read from this portion of <i>If You Lived in Colonial Times</i>.• Ask students to get out their copies of <i>If You Lived in Colonial Times</i> and find a reading partner. Revisit the text on pages 32–33 with students. Ask them to reread the first paragraph aloud. Then have them talk with their partners: “What do you think the word <i>meetinghouse</i> means?” Remind them that sometimes they will have to infer about words that are new to them using the text, and sometimes the meaning of a word is stated explicitly in the text. Ask for a definition. Then probe: “How do you know?” Ask the students if the meaning of this word is inferred or is explicit in the text. Remind them that they are using context clues to help them understand what a word means.• Ask students to next add the definition (a church in a colonial village) and how they know this (explicitly stated in the text).• Circulate to support pairs as they continue to work on identifying important new vocabulary words (see lesson vocabulary at the top of this lesson). | <ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.• All students developing academic language will benefit from direct instruction of academic vocabulary.• Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Review of Paragraph Writing (10 minutes)</p> <ul style="list-style-type: none"> Be sure students have their text “Religion in the Colonies” (from Lesson 6). Ask students to share their Inferring Three-Column graphic organizers from Lesson 6 with their reading partner. <ul style="list-style-type: none"> “What was the main idea of each text?” “What synthesis statement did you write?” Gather students’ attention whole group. Ask for a volunteer to talk through his or her partner’s graphic organizer. Ask the student to verbally put into full sentences the synthesis and how the main idea, supporting details, and inferences support it. (For example: “My partner’s synthesis statement said that religion was at the heart of a colonial village. One text said that they went to church most of the day on Sundays and had to pay attention the whole time. Another text said that religious freedom was the main reason people came to the colonies. Because of these two reasons, it’s clear that religion was really important to the colonists.”) Point out that what the student has just done is to make a spoken paragraph out of the notes on the Inferring Three-Column graphic organizer. Invite the class to read the last learning target aloud with you: “I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.” Invite students to identify words in the learning targets that they might not remember from Module 1 or that might be confusing. As students point out words, ask for clarification and annotate the learning target with clarifying words or synonyms. For example: <ul style="list-style-type: none"> <i>informative/explanatory</i> = for the purpose of telling or explaining <i>paragraph</i> = a group of sentences that have the same main idea <i>topic sentence</i> = the sentence that contains the main idea <i>body</i> = several sentences that contain supporting details and tell more about the main idea <i>conclusion</i> = a sentence that ends the paragraph Reread the learning target using the clarifying words and check for understanding with students. | <ul style="list-style-type: none"> During all partner work, the teacher can support Special Education students or ELLs as needed. Just be sure to let them, too, struggle with text, as this builds both stamina and confidence. Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Post the Model Inferring Three-Column graphic organizer (about farming) that you have written on chart paper to illustrate turning that topic of the reading into notes, then into a paragraph. Read aloud or ask a student to read your sample paragraph to the class. Remind students that they practiced writing paragraphs during Module 1; they used several different graphic organizers to help them develop a main idea with details.• Tell students you want them to see how the paragraph about farmers is based on the notes from the Inferring graphic organizer. As they did in Module 1, they will code the paragraph with different colored markers to see the different parts.• Using a green marker, underline the topic sentence in the paragraph. Ask students to find the sentence in the paragraph that corresponds to this part of the Three-Column graphic organizer. This could be the synthesis statement or one of the inferences. Underline topic sentence in the learning target in green as well. Point out to students that the first sentence of a paragraph is indented on the page.• Using a blue marker, underline each of the details in the paragraph. Ask students to find the sentences in the paragraph that correspond to this part of the Three-Column graphic organizer. Underline these sentences in blue and tell students that these sentences make up the body of the paragraph. Underline the word body in the learning target in blue as well.• Using a red marker, underline the statement in the paragraph that tells what role religion played in Colonial America. Ask students to find the sentence in the paragraph that corresponds to this part of the Three-Column graphic organizer (could be the synthesis or one of the inferences). Underline the last sentence in red and tell students that it is the conclusion of the paragraph. Underline conclusion in the learning target in red as well. | |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>C. Partner Paragraph Writing (20 minutes)</p> <ul style="list-style-type: none">• Introduce the writing prompt: “After researching informational texts about religion in Colonial America, write a complete paragraph that explains the role religion played in the colonists’ lives. What conclusions or implications can you draw? Cite at least two sources, pointing out key elements from each source.”• Invite students to identify any words that they might not know or are unsure about. As students point out words, ask for clarification and annotate the task description with clarifying words or synonyms. For example:<ul style="list-style-type: none">* Conclusions = summing up of points* Implications = things that are suggested or inferred without being explicitly stated* Cite = identify* Source = the place the information came from• Direct students’ attention to their Inferring Three-Column graphic organizers.• Give students 15 minutes to write independently. Circulate to assist students as they write.• Then ask students to work with a partner:<ul style="list-style-type: none">* “Read your paragraph to your writing partner.”* “As you read each paragraph, work together to identify the topic sentence; underline it in green.”* “Then identify the detail sentences; underline them in blue.”* “Finally, identify the conclusion sentence; underline it in red.” | <ul style="list-style-type: none">• Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.• For students needing additional support in writing a paragraph, consider providing the Four-Square Graphic Organizer from Module 1 (see Unit 3, Lesson 9). They could use this familiar format to design their paragraph. |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Invite students to talk briefly with a partner:<ul style="list-style-type: none">* “What challenges did you face in turning your notes into clear and complete sentences? What strategies did you use to overcome those challenges?”• Ask students to locate their stoplight cards. Check how students feel they are doing moving toward the learning target: “I can write an explanatory/informative text.” Students should place their fingers on the color that indicates how they are feeling when they display their stoplight cards.<ul style="list-style-type: none">* Red = I’m not feeling good at all.* Yellow = I’m feeling OK but know I need more practice.* Green = I’m feeling really confident. | <ul style="list-style-type: none">• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. |
| Homework | Meeting Students' Needs |
| <p>Reread the Religion in Colonies handout and add words to your Vocabulary Notebook. Be sure to use the criteria at the top of the notebook.</p> | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 7

Supporting Materials



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Vocabulary Notebook:

Reading and Writing about Colonial America

Name:

Date:

Is this word worthy? Criteria for adding new vocabulary:

- * This word is a little difficult to understand.
- * I am likely to hear or read this word again.
- * I will likely need to use this word in my future writing.
- * This word seems really important for the topic we are studying.

If your word meets any of these criteria, it may be a word to record in your notebook.

Important to Know

| Word | What It Means... | How I Know... |
|------|------------------|---------------|
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Vocabulary Notebook:
Daily Life

| Word | What It Means... | How I Know... |
|------|------------------|---------------|
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Vocabulary Notebook:
Farming

| Word | What It Means... | How I Know... |
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Vocabulary Notebook:
Religion

| Word | What It Means... | How I Know... |
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Vocabulary Notebook:
Work and Play

| Word | What It Means... | How I Know... |
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Vocabulary Notebook:
Roles in Colonial America

| Word | What It Means... | How I Know... |
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Vocabulary Notebook:
My Character's Role

| Word | What It Means... | How I Know... |
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Model Inferring 3-Column Graphic Organizer (about Farming):
(Answers for Teacher Reference)

| Details from Text 1 (Explicit information) | My Inferences (What I infer about colonial farms) | Details from Text 2 That Support My Inferences (Can you confirm it with explicit information?) |
|---|--|---|
| Horse is pulling the plow. | The horse needs to be big and strong to pull a plow. | They used yokes and plows, which were hooked to horses or oxen to make turning up the soil easier. |
| Man is walking behind the horse holding the plow. | The farmers must have been strong to be able to do such hard work. | Farmers in Colonial America worked hard. They often worked from sun up to sundown. Fields to be tilled, planted, and weeded Livestock to be tended, fences to be mended, and often tools to be fixed or made |
| Ground looks dry and rocky. | The weather sometimes made farming hard, especially if there wasn't enough rain. | If farmers lived in the northern colonies they had to contend with long winters and rocky soil. |
| The tools look simple and handmade out of wood and leather. | With the rocks and hard dirt, the tools broke or wore out easily. | Colonial farmers had many tools, many of which they made themselves. If a tool broke they couldn't go to the store to buy a new one, so they either fixed it or made a new tool. |



Modeling Paragraph on Farming in Colonial America:
(for Teacher Reference: Copy onto Chart Paper)

Farming in the Colonial America was really hard work. Farmers had to be strong to be able to do all the work that needed to be done with the animals and crops. Farmers used horses or oxen to pull plows to help turn up the rocky soil so they could plant the crops. They had lots of tools that they made themselves. If tools broke, the farmer had to fix them or make new ones. It was not easy being a colonial farmer.



Writing Prompt

After researching informational texts about religion in Colonial America, write a complete paragraph that explains the role religion played in the colonists' lives. What conclusions or implications can you draw? Cite at least two sources, pointing out key elements from each source.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 8

Taking Notes Using a Graphic Organizer:

Inferring about Work and Play in Colonial America



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can synthesize information from two texts on the same topic. (RI.4.9)
I can take notes and categorize information. (W.4.8)

Supporting Learning Targets

- I can identify details that support the main ideas of a section of *The Scoop on Clothes, Homes, and Daily Life in Colonial America* and *If You Lived in Colonial Times*.
- I can document what I learn about life in a Colonial American village by taking notes.
- I can make inferences using specific details from the text.
- I can synthesize information I learn about work and play in Colonial America from two different texts.

Ongoing Assessment

- Inferring T-chart



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Explicit Details and Inferences of Text 1: Work in the Colonies (15 minutes)Explicit Details and Inferences of Text 2: Play in the Colonies (15 minutes)Synthesizing: This or That (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Write-Pair-Share (10 minutes)Homework | <ul style="list-style-type: none">For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.This lesson involves chunking text. If appropriate, explicitly name this strategy for students.Review Part C of Work Time (This or That) carefully before the lesson, in order to visualize the activity, which involves students moving to two corners of the room. Choose which questions are most important to ask, since there may not be enough time to have students discuss all four questions. |

| Lesson Vocabulary | Materials |
|---|--|
| record, main idea, supporting details, notes, inference, explicit, synthesize; spinning, weaving, knitting, churn, trenchers, quilting, barn raisings, harvest, festivals, plantation, dress ball | <ul style="list-style-type: none">John Allen anchor chart (from Lessons 2 and 3)Inferring Three-Column graphic organizers (from Lessons 4 and 6)Explicit versus Inferred anchor chart (from Lesson 4)<i>If You Lived in Colonial Times</i> (book; one per student; pages 48-49)<i>The Scoop on Clothes, Homes, and Daily Life in Colonial Times</i> (book; one per student; Chapter 4)Inferring T-chart (one per student) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they have been reading several texts in order to understand the way people lived during the Colonial America. Review information learned so far about life in a colonial village by revisiting the John Allen anchor chart from Lessons 2 and 3 as well as students' Inferring Three-Column graphic organizers from Lessons 4 and 6. Ask students to identify at least one new thing they've learned about life in Colonial America and turn and tell a partner.• Review the last two targets: "I can make inferences using specific details from the text," and "I can synthesize information I learn about religion in Colonial America from two different texts." Ask students to explain to a partner what it means to <i>infer</i> about what they've read and what it means to <i>synthesize</i>. Point out that in some respects, synthesizing is putting a bunch of little inferences together in order to create new learning.• Explain that today students will continue to be detectives in learning about life in Colonial America. They will use the information they read to help them continue to draw conclusions or form opinions about what life was like for the colonists. As detectives they will need to pay close attention to details as they read in order to help them determine what life was like for the colonists.• Remind students of their previous work; point to the Explicit versus Inferred anchor chart, which was created in Lesson 3.• Have students give a quick thumbs-up, -sideways, or -down to indicate how well they understand today's learning targets. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a lightbulb for <i>main idea</i>, a magnifying glass for <i>inference</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• All students developing academic language will benefit from direct instruction of academic vocabulary.• ELLs can record new terms in personal dictionaries or their vocabulary notebooks that they can refer back to throughout the module. |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Explicit Details and Inferences of Text 1: Work in the Colonies (15 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their text <i>If You Lived in Colonial Times</i>. Orient them to pages 48–49.• Determine how much support students need with this text. If some students are strong enough that they can read the text aloud with support, ask them to read with a partner the section “Did People Work Hard in Colonial Days?” on pages 48–49 (students should alternate paragraphs so both have a chance to practice reading aloud). If some students need more support, pull aside this group of students and read aloud to them. If all students need support, read aloud to the class. Remember that this read-aloud is to promote fluency; simply read slowly, fluently, and without interruption. Do not discuss the text with students at this point.• Ask students to reread the text again silently on their own, thinking about gist. As they reread this text, also ask them to circle any words that they are unfamiliar with or that confuse them.• Then invite students to talk with their partner about the gist; this should be fairly obvious based on the heading of the section.• Next, distribute the Inferring T-chart and ask students to work with their partner to identify details from the text that help them understand what kind of work colonists had to do to survive.• Ask students to list those details in the left-hand column on their Inferring T-chart.• As before in Lesson 6, ask students to make some inferences:<ul style="list-style-type: none">* “What do those details help you figure out about what life was like in Colonial America?” Ask students to record their inferences in the right-hand column of their Inferring T-chart. Remind students to write inferences in the form of notes, not complete sentences.• Circulate to read students’ detail lists and inferences and to support as needed. | <ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.• Students needing additional support may benefit from partially filled-in graphic organizers. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Explicit Details and Inferences of Text 2: Play in the Colonies (15 minutes)</p> <ul style="list-style-type: none">• Ask students to locate their text <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>. Focus them on Chapter 4, “Fun and Games.”• Ask them to repeat the same process they just did (with <i>If You Lived in Colonial Times</i>). Tell them that their purpose is to continue to identify details and make inferences, but ALSO to think about how the information is the same and different in the two texts.• As before, determine how much support students need with this text. If some students need more support, pull aside that group of students and read aloud to them. If all students need support, read aloud to the class. Remember that this read-aloud is to promote fluency; do not discuss the text with students at this point.• As before, have students do the following:<ul style="list-style-type: none">* Reread the text again silently, thinking about gist and circling unfamiliar words.* Talk with their partner to figure out the gist of the passage.* Identify details from the text that help them understand how the colonists enjoyed themselves (and list on left-hand column of T-chart).* Infer what these details help them understand about life in the colonies (record on right-hand column of T-chart).• Circulate around the room to read students’ detail lists and inferences and to support as needed. | <ul style="list-style-type: none">• Increase interactions with vocabulary in context. This increases the rate of vocabulary acquisition for ELLs.• For students requiring additional support, you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>C. Synthesizing: This or That (15 minutes)</p> <ul style="list-style-type: none">• Identify two corners or sides of the room where the students will gather in groups based on their answer to a series of synthesis questions.• Explain the process to students:<ul style="list-style-type: none">* They will be asked a question.* They will have a minute to think about their answer, based on what they've learned about work and play in Colonial America from the texts they've read.* They will then move to the corner of the room that is designated for their answer.* Once in their spot, they will discuss their opinion with the other students in their spot: Why did you choose this answer?* They will need to have their T-charts and texts with them so they can support their opinion with evidence.* The group will then create a one-sentence synthesis statement to share with the rest of the class.* A spokesperson from each group will share the group's synthesis.* They will repeat the process with a new question.• Possible questions (choose, as time permits):<ul style="list-style-type: none">* What did the colonists feel was most important to their lives in the new world—work or play?* Where was the hardest work done—inside or outside?* Who contributed more to the survival of the family—men or women?* Colonists believed that only the children should play—true or false? | <ul style="list-style-type: none">• During the This or That activity, be sure to give students adequate think/wait time before asking them to move to the new spot. Giving students 20 to 30 seconds to think about their answers is helpful to all students, especially ELLs and struggling learners.• A possible extension would be hold a caucus: Allow students to “not know” and gather in a third group in the middle. Then each of the other two groups will need to convince the “undecideds” that their “corner” is the best answer based on the texts. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief: Write-Pair-Share (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take a few minutes to write a synthesis statement (at the bottom of their Inferring T-chart) about the roles work and play had in a colonial village.• Then invite them to share this synthesis statement with their reading partner.• Remind students of the learning targets: “I can make inferences using specific details from the text,” and “I can synthesize information I learn about work and play in Colonial America from two different texts.” While reading today they acted as “detectives” by recording details about what they read in order to help them make an inference about work and play in Colonial America. And through active conversations with their peers, they synthesized their thinking about several questions about work and play in colonial times.• Collect students’ graphic organizers to informally assess their synthesis statements. (Check to see if students are beginning to get to the bigger synthesis that life in Colonial America was very challenging, and that colonists had to not only work hard, but cooperate with others and be emotionally strong). | <p>ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</p> |
| Homework | Meeting Students' Needs |
| <p>Add new words to your Vocabulary Notebook. Choose at least five words that you think are really important from the “Fun and Games” chapter of The Scoop on Clothes, Homes, and Daily Life in Colonial America and pages 48–49 of <i>If You Lived in Colonial Times</i>.</p> | |



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Grade 4: Module 2A: Unit 1: Lesson 8

Supporting Materials



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Inferring T-Chart

| Details from Text 1 (Explicit information) | My Inferences (What this makes me think about work in colonial times) |
|---|--|
| | |
| Details from Text 2 (Explicit information) | My Inferences (What this makes me think about play in colonial times) |
| | |

Synthesis statement regarding the role work and play played in Colonial America:



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Grade 4: Module 2A: Unit 1: Lesson 9

End of Unit 1 Assessment: Inferring and Synthesizing (from two texts) about Life in Colonial America



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)

I can accurately synthesize information from two texts on the same topic. (RI.4.9)

Supporting Learning Targets

- I can support my inferences with details from the text.
- I can synthesize information from two or more documents on the same topic.

Ongoing Assessment

- End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America

Agenda

1. Opening
 - A. Engaging the Reader (5 minutes)
2. Work Time
 - A. On-Demand Assessment (40 minutes)
3. Closing and Assessment
 - A. Reflection (15 minutes)
4. Homework

Teaching Notes

- In advance: Prepare a chart with this lesson's two long-term learning targets on it.



| Lesson Vocabulary | Materials |
|--|---|
| (incorporated in the End of Unit 1 Assessment) | <ul style="list-style-type: none">• Long Term Learning Targets chart (new; teacher created; see Opening A)• <i>The Scoop on Clothes, Homes, and Daily Life in Colonial Times</i> (book; one per student; pages 18-21)• End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America (one per student)• Tracking My Progress, End of Unit 1 recording form (one per student)• End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America (Answers, for Teacher Reference)• 2-point Rubric: Writing from Sources/Short Response (for Teacher Reference; use this to score students' assessments) |

| Opening | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Display the Long-Term Learning Targets chart with the two targets on it:<ul style="list-style-type: none">* I can use details and examples to explain explicit information and inferences in informational text.* I can accurately synthesize information from two texts on the same topic.• Invite a student volunteer to read each target aloud. Remind students that for the last several days they have been working toward these two targets.• Ask them to think about how they've learned to <i>make inferences</i> and <i>synthesize</i> their learning and the different ways they have practiced these reading strategies, as they've become experts on life in Colonial America. Add students' comments to the long-term learning targets chart.• Tell students that today, they will have a chance to share what they know on the end of unit assessment. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. On-Demand Assessment (40 minutes)</p> <ul style="list-style-type: none">• Distribute <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> (one per student). Focus students on pages 18-21.• Distribute the End of Unit 1 Assessment. Address any clarifying questions.• Give students 35 minutes to independently complete this on-demand assessment. | <ul style="list-style-type: none">• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.• Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to ELLs on NY State assessments. |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Reflection (15 minutes)</p> <ul style="list-style-type: none">• Ask students to think about how they have worked toward the long-term learning targets. Remind them that at the end of every lesson they have been asked to share the ways they have met the learning targets with a partner or in an exit ticket. Introduce the Tracking My Progress, End of Unit 1 recording form and explain to the class that you would like them all to do this again today. Tell them that a <i>self-assessment</i> means that they will get to think about what they know about the learning targets themselves. It will help them figure out what they need to work on in the future and it will help you, the teacher, to get a peek inside their brains so that you can help them learn even more.• Point out Step 1 in the self-assessment and tell students that this is where you would like them explain what the target means to them. For example, the first target uses the words <i>explicit</i> and <i>inferences</i>. They should write what the target means “in their own words” by explaining what the words explicit and inferences mean when reading informational text. Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down that they have been using. Finally, point out Step 3 and explain the picture they circled in Step 2. Here they should explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as “I circled that I need more help because I can’t remember what the word <i>explicit</i> means.”• Acknowledge the students’ hard work as historians and detectives during this unit. Inform them that their journey toward understanding what life was like in Colonial America will continue in Unit 2. They will learn more about the roles people played in a colonial village and how they all worked together to survive difficult situations. | <ul style="list-style-type: none">• For students needing additional support, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the required structure.• For example: “This learning target means _____” or “I circled _____ in Step 2 because _____.” |
| Homework | Meeting Students' Needs |
| <p>You are becoming experts on a time in our country’s history that your families may not know a lot about. Share with them some of the things you’ve learned about Colonial America. How did people work and play together?</p> | |



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Grade 4: Module 2A: Unit 1: Lesson 9

Supporting Materials



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End of Unit 1 Assessment:
Inferring and Synthesizing (from two texts) about Life in Colonial America

.....
Name:
.....

Date:
.....

1. What does the word *purified* mean as it is used on Line 4 of page 19?
 - a. Washing clothes
 - b. Making soap
 - c. Making something hot
 - d. Removing unwanted odors or smells

2. What phrase in the text helps you infer the meaning of *purified*?
 - a. Soap was a messy job.
 - b. Soaking ashes in water
 - c. Stinky cooking fat
 - d. Mixing the fat with lye

3. Cite at least two details from the text to support the inference that colonial women were physically strong.

.....

.....

.....

.....



End of Unit 1 Assessment:

Inferring and Synthesizing (from two texts) about Life in Colonial America

4. Part I:

According to the text, when boys in Colonial America became teenagers, many of them did which of the following?

- a. They went to school to learn to read.
- b. They went to visit England.
- c. They moved away from home to find a job.
- d. They became apprentices to learn a trade.

Part II:

The explicit information from the text that gives the reason for what they did above is:

- a. They were “expected to help from young age/”
- b. “They worked with the goal of becoming tradesmen someday.”
- c. They “chopped firewood.”
- d. They “worked long hours outside the home.”

5. After reading both texts, someone might say the following:

- a. In colonial times, kids had to help with the work.
- b. In colonial times, girls had a lot of fun.
- c. In colonial times, kids got to play a lot.
- d. In colonial times, boys were strong from doing laundry.

6. Paragraph response:

After reading the texts on women’s work and men’s work from *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, write a paragraph explaining how work in colonial times was hard. (Use details from both texts to support your reasoning.)



End of Unit 1 Assessment:

Inferring and Synthesizing (from two texts) about Life in Colonial America
(Answers for Teacher Reference)

This assessment assesses RI.4.1 (Questions 3 and 4), RI.4.4 (Questions 1 and 2), and RI.4.9 (Question 5 and 6).

1. What does the word *purified* mean as it is used on Line 4 of page 19?
 - a. Washing clothes
 - b. Making soap
 - c. Making something hot
 - d. Removing unwanted odors or smells**

2. What phrase in the text helps you infer the meaning of *purified*?
 - a. Soap was a messy job.
 - b. Soaking ashes in water
 - c. Stinky cooking fat**
 - d. Mixing the fat with lye

3. Cite at least two details from the text to support the inference that colonial women were physically strong.

Possible answers:

They did laundry by hand. They worked in the garden. They made candles and soap by hand. They prepared and preserved food. They took care of children. They knitted and mended clothes.



End of Unit 1 Assessment:

Inferring and Synthesizing (from two texts) about Life in Colonial America
(Answers for Teacher Reference)

This assessment assesses R.I. 4.1 (Questions 3 and 4), R.I. 4.4 (Questions 1 and 2), and R.I. 4.9 (Question 5 and 6).

4. Part I:

According to the text, when boys in Colonial America became teenagers, many of them did which of the following?

- a. They went to school to learn to read.
- b. They went to visit England.
- c. They moved away from home to find a job.
- d. They became apprentices to learn a trade.**

Part II:

The explicit information from the text that gives the reason for what they did above is:

- a. They were “expected to help from young age/”
- b. “They worked with the goal of becoming tradesmen someday.”**
- c. They “chopped firewood.”
- d. They “worked long hours outside the home.”

5. After reading both texts, someone might say the following:

- a. In colonial times, kids had to help with the work.**
- b. In colonial times, girls had a lot of fun.
- c. In colonial times, kids got to play a lot.
- d. In colonial times, boys were strong from doing laundry.

6. Paragraph response:

After reading the texts on women’s work and men’s work from *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, write a paragraph explaining how work in colonial times was hard. (Use details from both texts to support your reasoning.)



Possible Answer: Work in colonial times was hard because people had to make and do a lot of things. The text said that women made food, made soap, and did laundry by hand. The other text said that men built homes, took care of animals, grew crops, and worked at a trade. Both texts said that girls and boys had to help with the all the work.

2-Point rubric:
Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

| | |
|-------------------------|---|
| 2 Point Response | <p>The features of a 2 point response are:</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability. |
| 1 Point Response | <p>The features of a 1 point response are:</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt. • Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt. • Incomplete sentences or bullets |
| 0 Point Response | <p>The features of a 0 point response are:</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate. • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable. |

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress, End of Unit 1

Name: _____

Date: _____

Learning Target: I can use details and examples to explain explicit information and inferences in informational text.

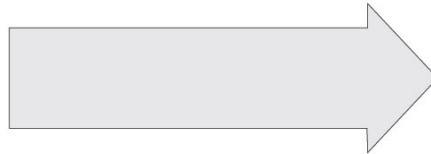
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Tracking My Progress, End of Unit 1

Name:

Date:

Learning Target: I can accurately synthesize information from two texts on the same topic.

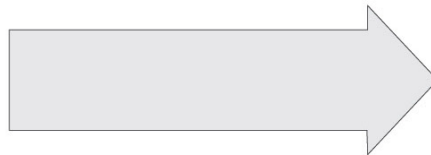
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



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Grade 4: Module 2A: Unit 2: Overview



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Unit 2: Case Study: Conducting Research on Colonial Trades

In the second unit, students further develop their ability to comprehend informational text by hearing and reading a variety of nonfiction sources about roles people played in a colonial settlement (e.g., blacksmith, wheelwright, printer, and cooper) and how necessary their interdependence was for survival. To build students' background knowledge, the class will work together to study the wheelwright, a colonial tradesperson. They will then work in research expert groups as they become experts in one specific colonial trade. Students will select from shoemaker, cooper, blacksmith, builder/carpenter, and printer.

Students will study a variety of informational texts and also will learn the importance of citing sources by keeping a list of the key sources they used during their research. With an emphasis on making inferences, summarizing informational text, and basic research (note-taking, pulling together information from a variety of texts, and sorting information into research categories), students synthesize information from multiple sources. This research will serve as the foundation for their culminating performance task (in Unit 3).

Guiding Questions And Big Ideas

- **In what ways was interdependence in Colonial America essential to survival?**
- **What can we infer about the past from primary resources?**



| | |
|------------------------|--|
| Mid-Unit Assessment | <p>Inferring about the Silversmith Trade in Colonial Times</p> <p>This assessment centers on standard NYSP12 ELA CCLS RI.4.1, W.4.2b and d, and W.4.8, addressing these learning targets: “I can explain what a text says using specific details from the text,” “I can make inferences using specific details from the text,” and “I can document what I learn about a topic by sorting evidence into categories.” In this on-demand assessment, students read an unfamiliar informational text about being a silversmith in Colonial America. They take notes about key facts and details, using a graphic organizer similar to the one they have begun using in their colonial research. They answer literal and inferential text-dependent questions as well as a constructed short response that requires evidence from the text to support their answer.</p> |
| End of Unit Assessment | <p>Synthesizing Information from Text and Audio Resources</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.4.2, RI.4.4, RI.4.9, W.4.8, and SL.4.2, addressing these learning targets: “I can summarize informational or persuasive text,” “I can determine the meaning of content words or phrases in an informational text,” “I can synthesize information from two texts on the same topic,” “I can paraphrase portions of a text when reading or listening to information being presented,” “I can document what I learn about a topic by taking notes,” and “I can document what I learn about a topic by sorting evidence into categories.” The class learns about two new colonial trades (merchant and shipbuilder) by encountering two new informational sources: text about colonial merchants read aloud by the teacher and a grade-level text about shipbuilders read by students. Students then respond to literal and inferential questions and demonstrate their ability to summarize and synthesize by writing two short responses based on the texts.</p> |



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Colonial America

- Groups of people who migrated to our local region and into the state of New York
- Ways that people depended on and modified their physical environments
- Lifestyles in the colonies—comparisons of different time periods
- Different types of daily activities including social/cultural, political, economic, scientific/technological, and religious
- Ways that colonists depended on and modified their physical environments



Central Texts

1. Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992), ISBN: 978-0-590-45160-4.
2. “Colonial Trade: The Wheelwright.” Written by Expeditionary Learning for Instructional Purposes, 2012.
3. “Colonial America: The Craftspeople.” Written by Expeditionary Learning for Instructional Purposes, 2012.
4. “Colonial Trades: The Silversmith,” Written by Expeditionary Learning for Instructional Purposes, 2012.
5. “Colonial Trades: The Blacksmith,” Written by Expeditionary Learning for Instructional Purposes, 2012.
6. “Colonial Trades: The Carpenter,” Written by Expeditionary Learning for Instructional Purposes, 2012.
7. “Colonial Trades: The Cooper,” Written by Expeditionary Learning for Instructional Purposes, 2012.
8. “Colonial Trades: The Printer,” Written by Expeditionary Learning for Instructional Purposes, 2012.
9. “Colonial Trades: The Shoemaker,” Written by Expeditionary Learning for Instructional Purposes, 2012.
10. “Apprenticeships in Colonial America,” Written by Expeditionary Learning for Instructional Purposes, 2012.
11. “A New York Merchant: Adam Johnson,” Written by Expeditionary Learning for Instructional Purposes, 2012.



This unit is approximately 3 weeks or 16 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|--|--|--|--|
| Lesson 1 | Building Background Knowledge: Colonial Craftspeople | <ul style="list-style-type: none"> I can make inferences using specific details from the text. (RI.4.1) I can determine the main idea using specific details from the text. (RI.4.2) I can summarize informational text. (RI.4.2) I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7) | <ul style="list-style-type: none"> I can make inferences about colonial craftspeople by examining documents that include text and pictures. I can determine the main idea of an informational text on colonial craftspeople. I can identify details that support the main idea of an informational text. I can summarize an informational text on colonial craftspeople by writing a gist statement. | <ul style="list-style-type: none"> Colonial Trades Slideshow Note-catcher Gist statement |
| Lesson 2 | Shared Reading: Learning about Colonial Trades | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can write an informative text. (W.4.2) I can use text and formatting to support my topic. (W.4.2) I can write for a variety of reasons. (W.4.10) | <ul style="list-style-type: none"> I can gather specific details about colonial trades while reading an informational text. I can inform an audience about a colonial trade using details from the text. | <ul style="list-style-type: none"> Help Wanted Ad planning sheet |
| Lesson 3 | Writing to Inform: Colonial Trades | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can write an informative text. (W.4.2) I can use text and formatting to support my topic. (W.4.2) I can write for a variety of reasons. (W.4.10) I can speak clearly and at an understandable pace. (SL.4.4) | <ul style="list-style-type: none"> I can inform an audience about a colonial trade using details from the text. I can present important details of a colonial trade in a group presentation. | <ul style="list-style-type: none"> Help Wanted ad |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|---|--|--|--|
| Lesson 4 | Word Choice: Using Academic Vocabulary to Apply for a Colonial Trade Job | <ul style="list-style-type: none"> I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) I can write for a variety of reasons. (W.4.10) I can accurately use fourth-grade academic vocabulary to express my ideas. (L.4.6) | <ul style="list-style-type: none"> I can use academic and trade-specific vocabulary as I describe the characteristics of a colonial trade in a job application. I can share the important details of a colonial trade by speaking clearly and at an understandable pace. | <ul style="list-style-type: none"> Colonial Job application |
| Lesson 5 | Research: Identifying Categories for Our Research about the Wheelwright | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can summarize informational text. (RI.4.2) I can conduct a research project to become knowledgeable about a topic. (W.4.7) I can document what I learn about a topic by sorting evidence into categories. (W.4.8) | <ul style="list-style-type: none"> I can identify important details in an informational text about the colonial wheelwright. I can determine important topics or categories to study in order to learn about colonists. | <ul style="list-style-type: none"> Colonial Job application |
| Lesson 6 | Documenting Research: Sorting and Recording Information about the Wheelwright | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can conduct a research project to become knowledgeable about a topic. (W.4.7) I can document what I learn about a topic by sorting evidence into categories. (W.4.8) | <ul style="list-style-type: none"> I can write detailed notes based on information in the text. I can sort information I learn about a colonial trade into research categories. I can infer about the importance of the wheelwright trade in Colonial America. | <ul style="list-style-type: none"> Task card |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|---|--|---|--|
| Lesson 7 | Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RI.4.1) I can make inferences using specific details from the text. (RI.4.1) I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can write an informative text. (W.4.2) | <ul style="list-style-type: none"> I can sort specific details about a topic into categories. I can support my inference about a topic with text-based evidence. I can inform an audience about a colonial trade using details from the text. | <ul style="list-style-type: none"> Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times Tracking My Progress, Mid-Unit 2 |
| Lesson 8 | Researching and Note-Taking: Becoming an Expert on a Colonial Trade | <ul style="list-style-type: none"> I can conduct a research project to become knowledgeable about a topic. (W.4.7) I can determine the meaning of content words or phrases in an informational text. (RI.4.4) I can summarize informational or persuasive text. (RI.4.2) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) | <ul style="list-style-type: none"> I can self-assess my progress toward the learning targets. I can collaboratively participate in expert group research of my colonial trade. I can find the meaning of words related to my colonial trade. I can summarize information about my colonial trade in a gist statement. | <ul style="list-style-type: none"> Colonial Trade Research Note-catcher |
| Lesson 9 | Researching and Note-Taking: Building Expertise about a Colonial Trade | <ul style="list-style-type: none"> I can conduct a research project to become knowledgeable about a topic. (W.4.7) I can summarize informational or persuasive text. (RI.4.2) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) | <ul style="list-style-type: none"> I can work collaboratively with my expert group to research my colonial trade. I can summarize information about my colonial trade. | <ul style="list-style-type: none"> Colonial Trade Research Note-catcher |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|------------------|--|---|--|---|
| Lesson 10 | Reading and Taking Notes on Colonial Trades | <ul style="list-style-type: none"> I can conduct a research project to become knowledgeable about a topic. (W.4.7) I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can make inferences using specific details from the text. (RI.4.1) | <ul style="list-style-type: none"> I can gather and sort information from a text about my colonial trade when taking notes. I can infer how colonists depended on my trade and how my trade depended on others. | <ul style="list-style-type: none"> Colonial Trade Note-catcher |
| Lesson 11 | Listening Closely and Taking Notes: Colonial Trade Podcast about the Wheelwright | <ul style="list-style-type: none"> I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2) | <ul style="list-style-type: none"> I can determine important information to record when listening closely to a podcast about my colonial trade. I can self-assess how close I am to meeting the learning target. | <ul style="list-style-type: none"> Colonial Trade Research Note-catcher (Listening Closely version) |
| Lesson 12 | Listening Closely and Taking Notes in Expert Groups: Colonial Trade Podcast | <ul style="list-style-type: none"> I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2) | <ul style="list-style-type: none"> I can determine important information to record when listening closely to a podcast about my colonial trade. I can collaborate with my group to help everyone meet the learning target. | <ul style="list-style-type: none"> Colonial Trade Research Note-catcher: Listening Closely (Expert Group versions) |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|------------------|--|--|---|--|
| Lesson 13 | Summarizing and Synthesizing: Planning for Writing an Apprentice Wanted Ad | <ul style="list-style-type: none"> I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can accurately synthesize information from two texts on the same topic. (RI.4.9) I can summarize informational or persuasive text. (RI.4.2) I can write an informative/explanatory text. (W.4.2) I can write routinely for a variety of reasons. (W.4.10) I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2) | <ul style="list-style-type: none"> I can take notes from a text that is read aloud to me. I can write a summary paragraph about apprentices in Colonial America after listening closely to a text that is read aloud to me. I can synthesize information from my notes into a Topic Expansion graphic organizer to plan my writing of an Apprentice Wanted ad. | <ul style="list-style-type: none"> Summary graphic organizer Topic Expansion graphic organizer |
| Lesson 14 | Synthesizing Information: Writing an Apprentice Wanted Ad | <ul style="list-style-type: none"> I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can accurately synthesize information from two texts on the same topic. (RI.4.9) I can write an informative/explanatory text. (W.4.2) I can write routinely for a variety of reasons. (W.4.10) | <ul style="list-style-type: none"> I can synthesize information from my notes into an expansion graphic organizer to plan my writing of an Apprentice Wanted ad. I can write a paragraph describing my colonial trade and its importance using details from multiple texts. | <ul style="list-style-type: none"> Topic Expansion graphic organizer Apprentice Wanted ad |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|------------------|--|---|--|--|
| Lesson 15 | End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing | <ul style="list-style-type: none">• I can document what I learn about a topic by sorting evidence into categories. (W.4.8)• I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2)• I can synthesize information from two texts on the same topic. (RI.4.9)• I can summarize informational or persuasive text. (RI.4.2)• I can determine the meaning of content words or phrases in an informational text. (RI.4.4) | <ul style="list-style-type: none">• I can gather and sort information from a text that I listen to or read.• I can write a summary of a text I have read.• I can write a complete paragraph that synthesizes information from two texts. | <ul style="list-style-type: none">• End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing• Tracking My Progress, End of Unit 2 |
| Lesson 16 | Synthesizing Research: How Colonists Were Interdependent | <ul style="list-style-type: none">• I can synthesize information from two texts on the same topic. (RI.4.9) | <ul style="list-style-type: none">• I can use visuals in order to demonstrate what I have learned about colonial interdependence.• I can make connections to show what I have learned from researching. | <ul style="list-style-type: none">• Expert Group Colonial Trade chart• Teacher observation of Colonial Trade Web activity |



Optional: Experts, Fieldwork, And Service

Experts:

- Invite historical re-enactors to come and talk with students about the research they do to prepare for their reenactments.

Fieldwork:

- If possible, students visit a site of local colonial history (such as the Genesee Country Village & Museum in Rochester, the Bronck House in Greene County, the Huguenot Historic District in New Paltz, or the Flushing Quaker Meeting House in Queens County). Alternatively, they could visit a “virtual site” such as the PBS Colonial House. If possible, students should visit the same site several times, so they can develop their expertise.

Service:

- N/A

Optional: Extensions

- **Art:** Students could create a portrait of their colonial character or a visual dictionary of the implements of the colonial character’s trade.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2:

Recommended Texts



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Unit 2 reinforces knowledge of life in Colonial America, focusing in particular on the lives of everyday colonists. The list below includes texts with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile ranges that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|--|---------------|----------------|
| Lexile text measures in Grade 2–3 band level (below 740L) | | | |
| <i>Work in Colonial America</i> | Mark Thomas (author) | Informational | 260 |
| <i>School in Colonial America</i> | Mark Thomas (author) | Informational | 320 |
| <i>Our Strange New Land: Elizabeth’s Jamestown Colony Diary, Book One</i> | Patricia Hermes (author) | Literature | 350 |
| <i>The Starving Time: Elizabeth’s Jamestown Colony Diary, Book Two</i> | Patricia Hermes (author) | Literature | 360 |
| <i>Colonial Voices: Hear Them Speak</i> | Kay Winter (author), Larry Day (illustrator) | Informational | 630 |



| Title | Author And Illustrator | Text Type | Lexile Measure |
|--|--|---------------|----------------|
| Lexile text measures in Grade 4–5 band level (740–1010L) | | | |
| <i>The Dish on Food and Farming in Colonial America</i> | Anika Fajardo (author) | Informational | 740 |
| <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> | Elizabeth Raum (author) | Informational | 780 |
| <i>The Scoop on School and Work in Colonial America</i> | Bonnie Hinman (author) | Informational | 790 |
| <i>A Pickpocket's Tale</i> | Karen Schwabach (author) | Literature | 810 |
| <i>Surviving Jamestown: The Adventures of Young Sam Collier</i> | Gail Langer Karwoski (author), Paul Casale (illustrator) | Literature | 820 |
| <i>The Matchlock Gun</i> | Walter D. Edmonds (author), Paul Lantz (illustrator) | Literature | 860 |
| <i>Colonial Woman</i> | Niki Walker (author) | Informational | 925* |

¹Available in e-book format only.

* Lexile based on a conversion from Accelerated Reading level.



| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|----------------------------|---------------|----------------|
| Lexile text measures above band level (over 1010L) | | | |
| <i>Jamestown, 1607</i> | Michael L. Cooper (author) | Informational | 1040 |
| <i>The Secret of the Sealed Room: A Mystery of Young Ben Franklin</i> | Bailey MacDonald (author) | Literature | 1050 |
| <i>A History of US: Making Thirteen Colonies, 1600–1740</i> | Joy Hakim (author) | Informational | No Lexile |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 1

Building Background Knowledge: Colonial Craftspeople



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can make inferences using specific details from the text. (RI.4.1)
I can determine the main idea using specific details from the text. (RI.4.2)
I can summarize informational text. (RI.4.2)
I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7)

Supporting Learning Targets

- I can make inferences about colonial craftspeople by examining documents that include text and pictures.
- I can determine the main idea of an informational text on colonial craftspeople.
- I can identify details that support the main idea of an informational text.
- I can summarize an informational text on colonial craftspeople by writing a gist statement.

Ongoing Assessment

- Colonial Trades Slideshow Note-catcher
- Gist statement



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Inferring from Images: Colonial Trades Slideshow (20 minutes)Shared Reading: Finding the Main Idea (20 minutes)Summarizing Informational Text: Gist Statement (10 minutes)Closing and Assessment<ol style="list-style-type: none">Share (3 minutes)Looking Ahead (2 minutes)Homework | <ul style="list-style-type: none">Expert groups will be formally introduced in Lesson 8. They are small research groups of students who all conduct research collaboratively on the same topic. Often students create a group project based on their new learning while being held individually accountable.Review the Colonial Trades Slideshow (see link below). Prepare necessary technology: Internet, computer, LCD.The purpose of this lesson is simply for students to observe closely. It is fine if they cannot identify all the objects or know what they were used for. The goal is to begin to build background knowledge and pique their interest. <p><i>Note: The text includes a number of content-specific vocabulary words. Since the purpose of this lesson is to build background knowledge about some of the trades in Colonial America, the slideshow and the context of the text should be sufficient for vocabulary knowledge. There is no need to delve too deeply into vocabulary in this lesson.</i></p> |

| Lesson Vocabulary | Materials |
|---|---|
| inference, main idea, details, summary, gist; trades, interdependence, skilled craftspeople, trade, craft, goods, barrel, utensils, cooper, wheelwright, settlers, profit, exchange, barter system, shoemaker, tanner, blacksmith, printer, plow, culture | <ul style="list-style-type: none">Colonial Trades Slideshow Note-catcher (one per student; note that groups complete the note catcher together; see Work Time A)Historic Trades Slideshow, which may be found at: http://www.history.org/foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg (for display)“Colonial America: The Craftspeople” (one per student)Blank paper (one per student) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Inform students that they are going to continue their study about life in Colonial America. In order to better understand the way the colonists lived and survived in a new and unfamiliar land, during this unit they will work with other students in expert groups as they learn about the trades, or jobs, that colonists had if they lived in a colonial village.• Take a few minutes to review what students know about life in the colonies. Do this as an informal spirit share: Students who want to share do the talking; other students simply listen and remember.• Introduce the first learning target: “I can make inferences about colonial craftsmen by examining documents that include text and pictures.” Invite students to briefly review what it means to make an <i>inference</i>. Make sure that they indicate that to make an inference a person uses what they already know about a topic plus their new information (details from the text) to figure out something that the text doesn’t explicitly say.• Introduce the remaining learning targets. Remind students that the <i>main idea</i> is what the text is mostly about, and that <i>details</i> are smaller pieces of information used to help describe the main idea. They learned and practiced this when they learned about the Haudenosaunee in Module 1.• Introduce the word <i>craftspeople</i>. Break the word apart into two words, <i>craft</i> and <i>people</i>. Ask students what a <i>craft</i> is. Then ask them what <i>people</i> are. Finally put the compound word back together and ask them what the word means. Tell them they will be learning more about <i>crafts</i> in terms of what it meant in colonial times later in this module. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a lightbulb for <i>main idea</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• Clarifying academic vocabulary assists all students developing academic language (e.g., identify, support). |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Inferring with Images: Colonial Trades Slideshow (20 minutes)</p> <p><i>Note: Be ready to show the slideshow at this link:</i> www.history.org/Foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg (Plan to show just the slides of the trades [but not the related text] for the students to record what they notice or can infer into their Note-catchers.)</p> <ul style="list-style-type: none">• Inform students that they will find out about many colonial trades during this unit and also will get to work with a small expert group to learn more about one trade. Explain that a <i>trade</i> is what the craftspeople did—another name for their job. Ask why they think it's important to learn about some of the different trades instead of looking at just one. (Expect responses such as: “to get a better understanding of life in Colonial America,” or “to learn what people did.”)• Ask students to form groups of three or four for this initial activity. (Note: These are NOT students' expert groups, which will be introduced during Lesson 7.) Ask each group to choose a person to record the group's observations (or you may choose for them).• Distribute the Colonial Trades Slideshow Note-catcher to each student. Explain to students that they are about to watch a slideshow on colonial trades. Their goals:<ul style="list-style-type: none">* Look carefully at the images and identify important details or clues about what the trade is and what craft is made.* Make inferences based on those observations.* As a group, discuss what you notice and formulate inferences together.* The recorder writes out the group's thinking on the Colonial Trades Slideshow Note-catcher.• Tell students that they each have a copy of the Note-catcher for their reference, but their group will just turn in one copy for informal assessment.• Begin the slideshow. As students look at each image, consider asking the following probing questions to guide students to deeper conversations and more accurate inferences:<ul style="list-style-type: none">* Does the name of the trade give away what the trade is? | <ul style="list-style-type: none">• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">* If possible, help to unpack the name of the trade—the parts of the word that give hints to its meaning (e.g., a blacksmith works mostly with wrought iron and steel. The black- in blacksmith refers to the color the metal turns when it gets hot. The word smith comes from an old word smite [to hit] and an old Norse word “smithr,” which means maker So a blacksmith is a person who hits black metal to make things, just as a brickmaker is someone who makes bricks).* What in the pictures helps us know what the trade makes?* Just by looking at the pictures, can you think of any skills a person would need to do the craft? | |
| <p>B. Shared Reading: The Main Idea about Colonial Craftspeople (15 minutes)</p> <ul style="list-style-type: none">• Ask students to remain in their groups. Distribute Colonial America: The Craftspeople.• Read the text aloud as students follow along. The purpose of this first reading is to get a general sense of its flow and ideas and to build fluency.• Ask students to talk briefly with their groups: What do they think the main idea of the text is? Remind them that they did a lot of work with finding the main idea and supporting details in Module 1 when they studied the Haudenosaunee. The main idea is what the text is mostly about, and the details describe or support that.• Tell students you will now read the text aloud again, one paragraph at a time. They should listen for and underline details that they think support the main idea. Read, stopping after each paragraph to give students time to think and underline. Have the students turn and talk with a partner about what they underlined. | |
| <p>C. Summarizing Informational Text: Gist Statement (10 minutes)</p> <ul style="list-style-type: none">• Invite students to read the last learning target: “I can summarize an informational text on colonial craftspeople by writing a gist statement.” Remind them that they wrote gist statements in Module 1 and that a gist statement is a short (20 words or less) summary of what a text is mostly about. It should describe the main idea and include evidence from the text to support it. Tell students that they will work as a group to write a gist statement on blank paper large enough for the class to read it. Each member of the group also needs to write the group’s statement at the bottom of their individual copies of the text. (They’ll need it for their homework.) | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Give students 5 minutes to write their gist.• Then ask each group to practice reading their gist statement aloud together as a “choral read.” Be sure they know that they will do this in front of the class during the closing of today’s lesson. <p><i>Note: Remind students that the purpose of this lesson is to build background knowledge about some of the trades in Colonial America; the slideshow and the context of the text should be sufficient for vocabulary knowledge. They don’t have to try to figure out every word.</i></p> | |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| A. Share (3 minutes) <ul style="list-style-type: none">Gather students whole group. Ask each group to do their choral reading of their gist statement. | |
| B. Looking Ahead (2 minutes) <ul style="list-style-type: none">Inform the students that this lesson was the beginning of a deeper study about colonial craftspeople. Tell them to keep in mind all that they learned about life in Colonial America in Unit 1, and look for ways to connect their new learning about the colonial trades. | |
| Homework | Meeting Students' Needs |
| Share your group's gist statement with someone at home. Tell them what you will be learning about for the next few weeks. <ul style="list-style-type: none">If you have access to a computer (at home, at the library, or elsewhere) look at the Colonial Trades Slideshow again on your own, and identify some other trades you think are interesting. Come ready to share with the class tomorrow.www.history.org/Foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 1

Supporting Materials



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Colonial Trades Slideshow Note-catcher

Name: _____

Date: _____

| Name of the TRADE | We Notice.... | We can INFER that... |
|----------------------|---------------|----------------------|
| 1. Blacksmith | | |
| 2. Brickmaker | | |
| 3. Carpenter/Joiner | | |
| 4. Cooper | | |
| 5. Leatherworker | | |
| 6. Shoemaker | | |
| 7. Printer | | |
| 8. Wheelwright | | |



Colonial America:
The Craftspeople

When people came to the colonies, they often had no idea how hard life was going to be. Some colonists were skilled craftspeople in Europe before they sailed to the colonies, but had to learn how to make much of what they needed to survive. Colonists may have brought seeds for fruits and vegetables with them on the ships from Europe so they could plant them in the rich soil of their new farms. However, they still needed to learn how to farm in an unfamiliar place. As villages and towns grew, people interacted with one another. They relied on each other for many things.

In colonial times, many goods were imported or made in small shops or at home. If someone needed a barrel, a chair, or a wheel for their wagon, they might make it themselves. But if they had the money, they would most likely pay a craftsman to make it by hand in his shop. Craftspeople made furniture, utensils for the home, and tools to use on farms and for building houses. Some, but not all, people were tradesmen. This means that they were skilled in one trade. The cooper, for example, made barrels, and the wheelwright made wheels.

Craftspeople helped colonial towns grow. Although most colonists lived in rural areas, some settlers lived in towns where several craftspeople opened shops. The craftspeople sold their goods and charged customers the amount it cost to make the product, plus a little extra as profit. Not everyone was able to pay in cash, though. Some people had to exchange items grown or raised on farms, such as eggs and vegetables, as payment to the shopkeepers. This was called the barter system.

One person couldn't do it all alone. The shoemaker needed the leather made by a tanner and the tools made by the blacksmith to make the shoes he'd sell in his shop. The farmer needed the wheels for his wagon made by the wheelwright, the blade of his plow and other tools made by the blacksmith, and the barrels made by the cooper to store the food he grew. Craftsmen and farmers working together and sharing their special skills created a culture of interdependence among the colonists.

Flesch-Kincaid 7.9
1080L



Colonial America:
The Craftspeople

Gist Statement:



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 2

Shared Reading: Learning about Colonial Trades



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can write an informative text. (W.4.2)
I can use text and formatting to support my topic. (W.4.2)
I can write for a variety of reasons. (W.4.10)

Supporting Learning Targets

- I can gather specific details about colonial trades while reading an informational text.
- I can inform an audience about a colonial trade using details from the text.

Ongoing Assessment

- Help Wanted Ad planning sheet



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Sharing Homework and Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">Guided Practice: Reading and Taking Notes about the Wheelwright (20 minutes)Reading Informational Text: Colonial Trades (25 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Group Mingle (10 minutes)Homework | <ul style="list-style-type: none">In this lesson, each student reads at least two colonial trades to build their knowledge of Colonial America. This lesson is designed to provide initial exposure to a wide range of trades. Later, in Lesson 4, students will choose which trade they want to become an expert on.Prepare to show your students several examples of colonial Help Wanted ads from the Internet Web site: http://research.history.org/JDRLibrary/SpecialProjects/Manville/ShowMany.cfm?Name=Anderson%20James and in Supporting Materials. See the Example of a Help Wanted Advertisement: Wheelwright (Supporting Materials in Lesson 3) to help you envision the type of work students should produce.Throughout this unit, students will be working in “expert groups” to build expertise about a specific colonial trade. They only need the text for the expert group to which they are assigned. Determine groupings and prepare texts in advance for each small group. |

| Lesson Vocabulary | Materials |
|---|---|
| details, audience, gather, trades, inform, description, skill, specific, “help wanted”; wheelwright, wheels, iron, carriages, wagons, sturdy, rugged, accurate, intelligence, precise, measuring, hammer, saw, ax, planer, expands, iron tire | <ul style="list-style-type: none">“Colonial Trades: “The Wheelwright” (one per student)Colonial Trades Texts: “The Blacksmith,” “The Carpenter,” “The Cooper,” “The Printer,” “The Shoemaker” (one per student in his or her assigned expert group; see Teaching Note above)Interactive white boardEquity sticksSources for Short Trade Texts (for Teacher Reference)Help Wanted Ad planning sheet (two per student)Examples of Help Wanted Ads (for teacher display)Writing a Description anchor chart (new; teacher created) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Sharing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students if they viewed the Colonial Trades Slideshow again last night. If at least half of the class was able to do this suggested homework, have them pair up with someone who wasn't able to and share. If only a few could, allow those students to share one new thing they found interesting.• Remind the students that in this unit they will eventually work with a small expert group to learn more about one trade. They will have some choice about which colonial trade interests them the most. In order to be able to choose wisely, they will need to learn a little about each trade.• Invite students to silently read the two learning targets: "I can gather specific details about colonial trades while reading an informational text," and "I can inform an audience about a colonial trade using details from the text." Ask if there are any words that they are unsure of or that confuse them. As students point out words, ask for clarification and annotate the learning target with clarifying words or synonyms. For example:<ul style="list-style-type: none">* <i>gather</i>: collect; round up* <i>trades</i>: skilled work that people do for a living* <i>inform</i>: tell; teach* <i>audience</i>: listeners or viewers• Reread the learning targets using the clarifying words and check for understanding with students. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a magnifying glass for <i>details</i>, a lightbulb for <i>main idea</i>, a picture of two images with arrows underneath them pointing to one image for <i>synthesize</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.• Reviewing academic vocabulary words benefits all students developing academic language. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Guided Practice: Reading and Taking Notes about the Wheelwright (20 minutes)</p> <ul style="list-style-type: none">• Explain to the students that they will first read together about the wheelwright and then work to create a Help Wanted ad for this trade. Explain that a <i>help wanted ad</i> is an advertisement that's placed by an employer who needs to hire additional people to work for him/her.• People placed Help Wanted ads even during colonial times. Using your interactive white board, show students several ads, such as: http://research.history.org/JDRLibrary/SpecialProjects/Manville/ShowMany.cfm?Name=Anderson%20James in Supporting Materials.• Some suggested ads to focus on are:<ul style="list-style-type: none">* Tradesman's Ad ID 296* Tradesman's Ad ID 745* Tradesman's Ad ID 1263• As you show the ads, ask students to make observations of things they notice and wonder about. Use equity sticks to call on a few members of the class to share. Ask students if they think the ads give enough information for them to decide if they would want to apply for the advertised job.• Tell students that today, the class will plan an ad together for a wheelwright. In a future lesson, they will work in triads to read about different colonial trades and write Help Wanted ads for those trades.• Distribute “Colonial Trades: The Wheelwright” and the Help Wanted Ad planning sheet.• Read the text aloud as students follow along. Ask the students to turn and tell a classmate what they think the main idea of the text is. Have several students share what their partner said.• Ask students to record the main idea on a shared copy of the planning sheet. (A possible main idea could be: “Wheelwrights made wooden wheels.”)• Tell students that they will now hear the text read again, and should listen for specific details that help support this main idea. Ask them to raise their hands silently when you read something they think is a detail that supports the main idea. Ask them also to underline these details as they find them.• Reread the text aloud as students follow along and focus on details. | <ul style="list-style-type: none">• Co-constructed anchor charts help students to understand abstract concepts. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Orient students to the Help Wanted Ad planning sheet. As a class, create a shared description of the wheelwright trade that answers these two main questions:<ul style="list-style-type: none">* “What did the wheelwright make?”* “Why was that important?”• A possible description could be: “A wheelwright was a person who built wheels out of wood and iron for wagons and carriages. Wheels had to be perfectly round, so it was important to be accurate in the way everything was measured and cut.” Write this description in Step 1 of the planning sheet.• Ask students to describe the steps that they took in writing a description of the wheelwright. Record the responses on a new Writing a Description anchor chart. Some basic steps students likely will mention:<ul style="list-style-type: none">– Read the text all the way through.– Identified what the text was mainly about.– Reread to look for details that supported the main idea.– Stated the main idea and at least two details that supported it.• Tell students that in Lesson 3, they will be writing a similar description about a different colonial trade.• Reorient students to the Wheelwright text. Acknowledge that some words in the text may be unfamiliar or confusing. Ask students to skim the text a third time and circle words that are new or unfamiliar (most will be trade-specific vocabulary—words that help you know specific things about the wheelwright. For example: wheels, iron, carriages, wagons, sturdy, rugged, accurate, intelligence, precise, measuring, hammer, saw, ax, wood planer, expands, iron tire.)• Ask the students which words they think specifically describe the wheelwright and what was made. Write the words in Step 2 of the planning sheet.• Inform the class that a skill is the ability to do something. Have the students read the text a third time to themselves. Have them turn and tell a partner a skill they think wheelwrights would need to do their trade. Have several students share what their partners said. Record these skills in Step 3 of the planning sheet. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>B. Reading Informational Text: Colonial Trades (25 minutes)</p> <ul style="list-style-type: none">Place students in triads. (Note: These triads are not students' formal expert groups; these begin later in the unit.)Assign each triad one trade to learn more about today: blacksmith, builder/carpenter, cooper, printer, and shoemaker (more than one group may be reading about the same trade). Remind them that the trade they will read about today may or may not be the one they choose to become an expert about. Give each triad the Colonial Trades Text (one per student for their assigned expert group) and another copy of the Help Wanted Ad planning sheet.Direct them to follow the same process they did together with the wheelwright:<ul style="list-style-type: none">Read the text on your own.Discuss the main idea.Reread for details and underline them.Complete Parts 1 to 3 of the Help Wanted Ad planning sheet. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief: Group Mingle (10 minutes)</p> <ul style="list-style-type: none">Review the day's learning targets. Ask the students to stand and find a partner that they didn't work with and state whether they met the learning targets or not and why. Make sure to share evidence from today's work to support their reflection on their progress.As partners, students find another pair of students and share what they found most interesting about the trade they studied today. | |
| Homework | Meeting Students' Needs |
| Continue reading in your independent reading book for this unit at home. | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 2

Supporting Materials



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Colonial Trades:
The Wheelwright

Wheelwrights were craftspeople who made wooden wheels. The wheels were held together by spokes and a hub and then covered with iron. The wheels of the carriages and wagons had to be strong and sturdy because the colonial roads were very rugged. Also it was very difficult to make the wheels perfectly round.

The wheelwright trade required a person to be strong and able to work with wood and metal. It also required the tradesman to be very careful and accurate. Precise measurement skills were important to make sure that all the parts of the wheel would fit together so the wheel would roll smoothly.

Some tools they used were:

- hammer: tool used to join pieces of wood together by fastening them with nails
- saw: device for slicing through wood
- ax: tool for shaping wood or chopping it into smaller pieces
- plane: a tool used to shave and shape wood

The wheelwright needed the blacksmith to supply a big hoop of iron, called an iron tire, which would fit around the wood. The wheelwright heated the iron tire, which expanded just enough to fit around the outside of the wheel. He then poured water over the wheel to cool the metal, which caused the iron tire to shrink a bit. This held all the parts of the wheel together and made it strong.



Examples of Help Wanted Ads:
(For Teacher Display)

Tradesman's Ad ID 296

WILLIAMSBURG, *August 24, 1776.*
JOURNEYMEN GUNSMITHS and
BLACKSMITHS will meet with good
Encouragement from the Subscriber. Like-
wise are wanting 8 or 10 healthy BOYS as Ap-
prentices. (tf) JAMES ANDERSON.

Tradesman's Ad ID 745

WILLIAMSBURG; *Sept. 25, 1777.*
GREAT wages will be given by the subscriber
to journeymen GUNSMITHS, BLACKSMITHS, and
NAILORS, that are good workmen. None others need
apply. Six or eight boys are wanting, as APPREN-
TICES. (tf) JAMES ANDERSON.

Tradesman's Ad ID 1263

WILLIAMSBURG, *April 16, 1779.*
I WILL give extraordinary wages to a good BLACKSMITH and
NAILER, that is capable of acting as foreman in my shops.
(11) JAMES ANDERSON.



Colonial Trades:
The Blacksmith

The blacksmith made and fixed tools, pots, and other useful items. These items were made out of iron. Blacksmiths needed many tools in order to hold and mold the hot metal they worked with. The blacksmith would work in a large room with a forge. A forge was a special big oven that forced air into the fire to make it hotter than a normal fireplace in a home. In the middle of the room stood a heavy, solid block of metal called an anvil. The blacksmith would rest the hot metal on the anvil while he shaped it into a tool or a cooking utensil. Every settlement had a blacksmith because he made tools for the other trades. The blacksmith was also a dentist, and he had only one cure for a toothache. He pulled out the tooth that hurt.

Some tools they used were:

- anvil: heavy iron block the blacksmith rested the hot metal on to hammer it flat or form it into a shape
- forge: a big oven (also called a furnace) for heating or melting metal
- fuller: tool for pounding grooves into iron
- hammer: tool used to bend hot metal into a shape
- mandrel: a round horn-like tool used to shape iron
- tongs: a tool used to grab metal to put it in and take it out of the forge

If it was built out of metal (nails, swords, ax heads, anchors, anchor chains, hooks, iron hoops, horse shoes, hinges, hammer heads, gates, gate locks, and wheelbarrows), then a blacksmith made it. Blacksmiths also repaired tools used by other tradesmen. Many other craftsmen needed the blacksmith to make things for them to use in their trades. For example, the carpenters would buy a hammerhead or saw blade for building things, wheelwrights would buy the iron tire to go around the outside of their wheels, and coopers needed metal rings to hold their barrels together, to name just a few.



Colonial Trades:
The Carpenter

In a time when most buildings were built from wood, carpenters were very important members of a colonial village. The main business of the colonial carpenter was cutting and then connecting or “joining” wooden board into strong wooden homes and shops.

While most farmers in rural areas were their own carpenters, in villages carpenters were hired to do repair work, build additions to existing buildings, or make other outbuildings.

Some tools they used were:

- saw: tool with a thin, sharp blade used for cutting wood
- broadax: a large ax with a wide cutting blade
- hammer: hand tool made of steel used for driving in nails
- awl: a pointed tool used for making small holes in wood
- mallet: tool resembling a hammer but having a large head of wood
- plane: a tool used to shave and shape wood
- drawknife: woodcutting tool with two handles at right angles to the blade; used to shave wood

The carpenter worked from a building’s foundation to its roof. He laid floors, framed walls, raised rafters, carved moldings, and hung doors. Carpenters would also finish the inside of buildings by joining together pieces of wood to make doors, window frames, staircases, and other wood pieces within a house or building.

Colonial Trades:
The Cooper

The cooper made buckets, barrels, and tubs out of wood and metal. Being a cooper required skill, intelligence, and strength.

The tools of the trade often were handed down for generations. Some of the tools coopers used were:

- rivet hammer: a hand tool made of steel used for pounding rivets
- staves: the long pieces of wood that make up the sides of the barrel
- wood ax: a wooden-handled tool with a steel blade used for chopping wood
- plane: a tool used to shave and shape wood
- drawknife: a woodcutting tool with two handles at right angles to the blade; used to shave wood

The colonists put practically everything in these wooden containers because there weren't any rubber, metal, or plastic storage containers. Some of the items kept in barrels were apples, tobacco, liquids (such as wine), and nails. Barrels were also used to ship and store items such as flour and gunpowder so they wouldn't get damaged or wet.

Colonial Trades:
The Printer

Printers were very important in Colonial America. To be a printer, a person needed to be able to read and write. They also needed to know how to run a printing press, in order to teach an apprentice or a pressman how to do this job.

Printers made newspapers, Bibles, pamphlets, flyers, invitations, and newsletters. They also printed poems, sermons, and advertisements.

Some tools they used were:

- type: single piece of metal with a letter or number used to create words
- coffin: part of the press that held the type
- composing stick: held the type as it was assembled into words or sentences
- inking pad: wood-handled, wool-stuffed, and leather-covered ink balls used to spread the ink evenly over the type
- press: machine that pressed down heavily, transferring the lettering of the type onto a page
- stone: large flat surface that held the work to be printed

The printers put important news down on paper so it could be shared with the people of the village. This might be news about what ships were sailing or what cargo the ships carried. People also would sometimes come to the printer's shop to read the news of the village.



Colonial Trades:
The Shoemaker

The shoemaker, sometimes referred to as a cobbler in modern times, always had work to do. Colonial people did a lot of walking, so they would wear out their shoes pretty quickly. The shoemaker would make new shoes, and the cobbler would mend old shoes. The cobbler wasn't considered as skilled, so a shoemaker didn't like to be called a cobbler.

Some of the tools they used were:

- awl: a pointy-tipped metal tool for punching holes in leather
- burnisher: heated tool used to finish the edge of the soles and heels
- marking wheel: tool that marks the points to stitch the sole to the upper part of the shoe
- size stick: device with a sliding bracket to measure the person's foot
- sole knife: half-moon-shaped knife used to cut out the leather for the sole
- stretching pliers: tool for stretching the leather on the upper part of the shoe

The shoemakers didn't make the leather they used to make the shoes. People called tanners actually made the leather clean and ready. Fine, strong leather could be made from the skins of cattle, elk, or deer.



Sources for the Short Trade Texts
(For Teacher Reference)

Bibliography

- History of the USA: Colonial Life, Occupations and Customs:
www.usahistory.info/colonial/customs.html
- Colonial Williamsburg Official History Site, History of Trade Section:
www.history.org/Almanack/life/trades/tradehdr.cfm

Help Wanted Ad Planning Sheet

Partner: _____

Trade: _____

Directions: Follow each step below.

1. With your partner, read the informational text about the trade you have been assigned. Together, write your own description of what this trade does. Include what goods the trade makes and what tasks this tradesperson does.

| Description of Trade |
|----------------------|
| Main Idea: |
| Description: |

2. List vocabulary that is specific to this trade that you want to use in your advertisement.

| Trade-Specific Vocabulary |
|---------------------------|
| |

3. Based on what you have read and what you know, infer what skills you think a person would need in order to be successful at this trade. Record those skills in a list.

| Skills Needed |
|---------------|
| |



Help Wanted Ad Planning Sheet

4. Write a Help Wanted advertisement for your trade on the Help Wanted Ad template. Make sure to include what goods the trade makes and the skills a person needs to be successful in this trade. Use specific vocabulary that will help describe the trade.

Remember that you want the best people for this trade to apply. Make your advertisement creative so people will know how great your trade is and will want to apply to work with you.



Example of a Help Wanted Advertisement:
Wheelright

HELP WANTED

Wanted: A person for the trade --

Wheelwright

This job involves:

Making all kinds of wheels for the village. The wheels are needed for carts, wagons, and carriages. Wheelwrights also make spinning wheels that are needed to make cloth for clothes. People can't go anywhere without you!

Skills required of all applicants:

- Wood carving and shaping
- Shaping iron
- Measuring different shapes and sizes so they fit together
- Strength

If interested, please apply to:

Jeffrey Wheeler



Help Wanted Ad Template:
(For Teacher Reference)

Note: Students may use this template or may create their own design. Either way, the ads need to include the information addressed in this template.

HELP WANTED

Wanted: A person for the trade --

This job involves:

Skills required of all applicants:

If interested, please apply to:



EXPEDITIONARY
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Grade 4: Module 2A: Unit 2: Lesson 3

Writing to Inform: Colonial Trades



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can write an informative text. (W.4.2)
I can use text and formatting to support my topic. (W.4.2)
I can write for a variety of reasons. (W.4.10)
I can speak clearly and at an understandable pace. (SL.4.4)

Supporting Learning Targets

- I can inform an audience about a colonial trade using details from the text.
- I can present important details of a colonial trade in a group presentation.

Ongoing Assessment

- Help Wanted Ad



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (5 minutes) Work Time <ol style="list-style-type: none"> Generating Criteria: What Makes a Good Help Wanted Ad? (10 minutes) Brainstorming, Planning, and Writing a First Draft (10 minutes) Group Writing: Help Wanted Ads (20 minutes) Closing and Assessment <ol style="list-style-type: none"> Share: Presentation of Help Wanted Ad (15 minutes) Homework | <ul style="list-style-type: none"> This lesson serves as the bridge between Lesson 2, when students learned about various trades, and Lesson 4, when students apply for a job for the trade they would like to research in more depth. Review Lesson 4 in advance, so the arc of these three lessons is clear to you before you begin. In advance: Prepare a chart with the example Help Wanted ad for a job as a wheelwright (see supporting materials). For teacher reference, review the archive http://research.history.org/JDRLibrary/SpecialProjects/Manville/Search/OccupationSearch.cfm, which provides a variety of advertisements for various trades (though all aren't want ads). Students may be interested in exploring this archive more during other parts of the school day. |

| Lesson Vocabulary | Materials |
|--|---|
| <p>details, audience, gather, trades, inform, description, skill, specific, presentation, help wanted, job application, qualified; wheelwright, wheels, iron, carriages, wagons, sturdy, rugged, accurate, intelligence, precise, measuring, hammer, saw, ax, planer, expands, iron tire</p> | <ul style="list-style-type: none"> Help Wanted Ad planning sheet (students' own copies; from Lesson 2) Example of Help Wanted Ad: Wheelwright (for Teacher Reference; see Teaching Note) Help Wanted Ad template (one per student) <i>If You Lived in Colonial Times</i> (focus on pages 67–77) (one text per student) Chart paper for group Help Wanted ads (one per group) Markers Equity sticks Vocabulary Notebook (from Unit 1, Lesson 2) Criteria for Help Wanted Ads anchor chart (new; teacher-created; see example in supporting materials) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">Remind students that they are reading about colonial trades in order to understand what life was like in Colonial America. Ask them to look back at their Help Wanted Ad planning sheets for a wheelwright in Lesson 2. Review the information learned. Direct them to focus on the skills the trade requires as well as the trade-specific vocabulary.Introduce the learning target: "I can inform an audience about a colonial trade using details from the text." Invite the students to have a brief discussion in triads about what it means to <i>inform an audience about a colonial trade</i>. Ask a few students to share what one of their partners said. Emphasize that they have written to inform many times this year (e.g., in Unit 1 they wrote about the importance of religion in Colonial America). Today, they will get to do that in a fun and creative way. | <ul style="list-style-type: none">Reviewing academic vocabulary words benefits all students developing academic language. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Generating Criteria: What Makes a Good Help Wanted Ad? (10 minutes)</p> <ul style="list-style-type: none">• Ask the students where they might have seen a Help Wanted ad. Ask the class if anybody knows what the word ad is short for. Also ask what they know about Help Wanted ads and why they are written. Clarify any misconceptions about what they are by explaining that Help Wanted ads are notices that employers put in newspapers or on bulletin boards (or on the Internet) describing their job openings.• Share an Example of a Help Wanted Advertisement: Wheelwright based on the planning the class did in Lesson 2. Take a few minutes to read the ad and make some observations as a class.• Ask the students to identify what they notice about the ad. Record these notices on a new Criteria for Help Wanted Ads anchor chart. Some criteria might be:<ul style="list-style-type: none">* Identifies the name of the trade* Describes what goods the trade makes and what it takes to do the job* Lists the skills needed to be successful* Has trade-specific vocabulary* Written in a way that makes people want to apply for the trade (creative) | <ul style="list-style-type: none">• Co-constructed anchor charts help students to understand abstract concepts. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Brainstorming, Planning, and Writing a First Draft (10 minutes)</p> <ul style="list-style-type: none">• Ask students who learned about the same trade in Lesson 2 to gather as a group. Distribute the Help Wanted Ad template, and direct their attention to #4 on their Help Wanted planning sheets. Explain that each student will create his or her own Help Wanted ad based on the brainstorming and planning they will do with their group. They can use the template provided or may design their own ad. The ad just needs to include all the required information identified in the template.• If the students need more information about their trade, have them read pages 67–77 of <i>If You Lived in Colonial Times</i>.• Encourage groups to take a few minutes to brainstorm what ads for their trade might say and sound like before each student writes his or her own draft of an ad.• Clarify that the ads would have been written by a master craftsman who would have been looking for additional help in his or her shops. | <ul style="list-style-type: none">• Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track.• For students who are just generally challenged by reading, consider providing extra time for tasks and answering questions in class discussions. ELLs and other struggling readers often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>C. Group Writing: Help Wanted Ads (20 minutes)</p> <ul style="list-style-type: none">• Ask students who learned about the same trade in Lesson 2 to gather as a group again with their individual drafts of ads.• Give directions:<ul style="list-style-type: none">* Tell them that they will first share their Help Wanted ads with each other. Direct them to notice what information is similar in all of the ads about this trade.* They will then work together to combine their thinking and ideas to create one large Help Wanted ad on chart paper.* Finally, they will present their Help Wanted ad to the class.• Introduce the second learning target: “I can present important details of a colonial trade in a group presentation.” Have a brief discussion about what a <i>presentation</i> is.• Tell students that the purpose of their presentation is so the entire class knows enough about each trade to be able to choose one trade they want to become an expert on later in the unit.• Distribute chart paper and markers. Ask each group to choose a “scribe”—the person who will do the actual writing on the chart—and a “taskmaster”—the person who will make sure that all students get to share their individual ads and have their thinking represented in the group chart.• Give students about 15 minutes to work.• Then ask students to practice their presentation. Explain that during the presentation the following things need to happen:<ul style="list-style-type: none">* All members of the group will need to have their voices heard (i.e., everyone reads a sentence by themselves; choral read of the whole chart as a group; choral read parts of the chart in pairs/triads; one person reads most of it with the rest of the group choral reading a key sentence).* The presentation should be creative and grab the audience’s attention.* It should be 60–90 seconds long.• Remind them that they are craftspeople of that trade and need additional quality people to join them. As they practice what and how they’re going to present their Help Wanted ad, they need to be energetic and creative in order to “sell” this trade.• Give students 3–5 minutes to practice. | <ul style="list-style-type: none">• Consider partnering an ELL student with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. ELLs’ language acquisition can be facilitated by interacting with the content in English. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Share: Presentation of Help Wanted Ads (15 minutes)</p> <ul style="list-style-type: none">• Gather the whole group for the presentations. Inform students that as they listen to the presentations, they should listen closely to think about which colonial trade interests them the most. They will get to choose the two colonial trades they most want to learn about later in the unit. In upcoming lessons, they will write a job <i>application</i> to say what job they want and why they are <i>qualified</i> for that trade. (Explain that an application includes information that the employer needs in order to make a decision on whether to hire a person or not.)• Give some basic instructions before students present their Help Wanted ads:• Tell students that after each presentation, you will use the equity sticks to choose two students from the audience to give specific praise for the presentation. (This will help increase student engagement as they listen to peers present.)<ul style="list-style-type: none">* Tell students that they should record important trade-specific vocabulary words in their Vocabulary notebooks. This is information they will need when they write their job applications. Tell students it is fine if they don't catch all the important words: The charts from today will be available for them to look at.• Invite each group to present their advertisements and charts to the class.• After each presentation, use the equity sticks: Choose two people to give one piece each of specific praise for the presentation.• Consider the following criteria during students' informal presentations:<ul style="list-style-type: none">* Did they include what the trade made and the skills needed by a person wanting to work in the trade?* Were all members of the group participating in the presentation?* Was the presentation creative enough to grab the audience's attention? | <ul style="list-style-type: none">• Using sentence frames can help ELLs articulate their learning. Using the word <i>because</i> in the sentence frame helps all students support their thinking with evidence. |



| Homework | Meeting Students' Needs |
|---|-------------------------|
| <p>Think about the Help Wanted as presentations today. Choose two trades that you are interested in. For each trade, write down some of the things that interest you: what they made, the skills a person would need to make the goods of that trade, and things that you wonder about. These notes will be helpful when you choose the trade you want to apply for during our next lesson.</p> <p><i>Note: Keep the Help Wanted Ad charts posted. Display them in a visible place so students can use them as resources when they fill out their job applications during Lesson 4.</i></p> | |



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Grade 4: Module 2A: Unit 2: Lesson 3

Supporting Materials



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Help Wanted Ad Template:
(For Teacher Reference)

Note: Students may use this template or may create their own design. Either way, the ads need to include the information addressed in this template.

HELP WANTED

Wanted: A person for the trade --

This job involves:

Skills required of all applicants:

If interested, please apply to:



Example of a Help Wanted Advertisement:
Wheelwright

HELP WANTED

Wanted: A person for the trade --

Wheelwright

This job involves:

Making all kinds of wheels for the village. The wheels are needed for carts, wagons, and carriages. Wheelwrights also make spinning wheels that are needed to make cloth for clothes. People can't go anywhere without you!

Skills required of all applicants:

- Wood carving and shaping
- Shaping iron
- Measuring different shapes and sizes so they fit together
- Strength

If interested, please apply to:

Jeffrey Wheeler



Criteria for Help Wanted Ads anchor chart
(For Teacher Reference)

- Tells the information in a complete paragraph (with a topic sentence, supporting details, and concluding sentence)
- Names the goods produced - what is made
- Describe the skills that are needed
- Details why the trade is important
- Explains the job and why a person would want it



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 4

Word Choice: Using Academic Vocabulary to Apply
for a Colonial Trade Job



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|--|
| I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) I can write for a variety of reasons. (W.4.10) I can accurately use fourth-grade academic vocabulary to express my ideas. (L.4.6) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can use academic and trade-specific vocabulary as I describe the characteristics of a colonial trade in a job application.• I can share the important details of a colonial trade by speaking clearly and at an understandable pace. | <ul style="list-style-type: none">• Colonial Job application |



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader and Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Guided Practice: Organizing Our Thinking (10 minutes)Shared Writing: Job Application for a Wheelwright (15 minutes)Independent Practice: Writing Our Job Applications (20 minutes)Closing and Assessment<ol style="list-style-type: none">Share: Group Mingle (10 minutes)Homework | <ul style="list-style-type: none">In this lesson, students apply for a job for a trade they are interested in studying for the rest of the unit. Build up the excitement of this simulation. |

| Lesson Vocabulary | Materials |
|---|--|
| apply, application, seek, hire, consider, pace, characteristics | <ul style="list-style-type: none">Colonial Trade Job Application (one per student)Colonial Trade Job Application planning sheet (one per student)Chart paper for shared writing of job application paragraph (one piece per group) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students that in the past few lessons, they learned specific information about some colonial trades and wrote Help Wanted ads for those trades. Today they will use what they learned about the trades in order to apply for a position as a new worker for that type of craftsperson. This job application also will be the way they will inform the teacher about which trade they would like to become an expert on during their research for this unit.• Invite students to silently read the two learning targets: “I can share the important details of a colonial trade by speaking clearly and at an understandable pace,” and “I can use academic and trade-specific vocabulary as I describe the characteristics of a colonial trade in a job application.” Ask if there are any words that they are unsure of. As students point out words, ask for clarification and annotate the learning target with clarifying words or synonyms. For example:<ul style="list-style-type: none">* <i>pace</i>: how quickly or slowly a person speaks* <i>academic words</i>: general vocabulary words that don’t relate to a specific trade* <i>trade-specific words</i>: words that are special to that particular trade* <i>application</i>: a written request for something• Reread the learning targets using the clarifying words and check for understanding with students. | <ul style="list-style-type: none">• Reviewing academic vocabulary words benefits all students developing academic language. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Guided Practice: Organizing Our Thinking (10 minutes)</p> <ul style="list-style-type: none">Remind students that when they wrote the Help Wanted ads, they were writing as the craftsperson that was looking for help, or employees. Today they will be a colonist who wants the job. As they apply for a job, they will need to “sell” themselves by explaining that they know what the trade is and how they have the skills necessary to do what the craftsperson does successfully. Job applications are still used today when people want to be considered for a job. Often the application is a form that could include a short essay telling the employer why the applicant would be the best person for the job.Distribute the Colonial Trade Job Application and the Colonial Trade Job Application planning sheet. Using the Help Wanted ad for the wheelwright from Lesson 3, guide the students through the first section (first choice) of the planning sheet. Ask students to help you to identify, based on what they learned about the wheelwright in Lessons 2 and 3, interesting aspects of the trade of a wheelwright and the skills a person would need to do it successfully (e.g., a person needs to be strong and accurate when measuring).Let students do as much of the thinking as possible. Guide them with probing questions:<ul style="list-style-type: none">* “What else might the person need to be able to do?”* “Why would that be important?”* “Say more about that...” | <ul style="list-style-type: none">For special education students, ELLs, and students who are just generally challenged by reading and writing, simplify task directions and/or create checklists for them so that students can self-monitor their progress. |
| <p>B. Shared Writing: Job Application for a Wheelwright (15 minutes)</p> <ul style="list-style-type: none">Remind student that in Module 1 they learned how to write paragraphs from notes they had taken in their research. For the job application, they will use the notes on their first-choice trade to write a paragraph that explains why they are the best person for the position.As a class, write a job application paragraph for the wheelwright on chart paper so everyone can access it. During a shared writing experience, the teacher is often the scribe for the students’ ideas. It’s important to allow as many voices as possible to be heard, even if it’s through a Think-Pair-Share process. Guide the students through the thinking and decision-making process a person might have when writing about how they would be best for a position. | <ul style="list-style-type: none"> |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>C. Independent Practice: Writing Our Job Applications (20 minutes)</p> <ul style="list-style-type: none">• Ask students to identify their top two choices of the trades they want to become experts on during this unit: blacksmith, builder/carpenter, cooper, printer, or shoemaker.• Ask students to complete the planning sheet for each of the two trades they chose.• Then ask students to pick their top choice and write the job application paragraph. Circulate to assist students with their writing. Look for students using evidence from the Help Wanted ads in their writing. Assist students, if needed, in identifying academic and trade-specific vocabulary that will enhance their writing. | <ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame, a sentence starter, or a cloze sentence to assist with language production and provide the required structure: I would like to apply for the trade of _____. I think I'd be successful at this trade because _____. |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Share: Group Mingle (10 minutes)</p> <ul style="list-style-type: none">• Ask students to circulate around the class to share their application paragraph with a partner. Repeat this two to three times.• On the last share, have students show evidence of whether or not they met the learning target: "I can use academic and trade-specific vocabulary as I describe the characteristics of a colonial trade in a job application."• Collect students' planning sheets and their job applications in order to form the expert groups. | |
| Homework | Meeting Students' Needs |
| <p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: Read over all the applications and assign the students to expert groups for their research. The expert groups will be revealed in Lesson 8. A few things to think about as you assign groups:</i></p> <ul style="list-style-type: none">* <i>There may be more than one group on a given trade. Keep the groups limited to students to ensure maximum participation.</i>* <i>Be mindful that the groups are as even as possible in size.</i>* <i>Try to honor the students' interests in the trades they applied for if at all possible.</i>* <i>Design expert groups to be heterogeneous (the logical default) unless there is a specific reason you feel that homogeneous groups would better meet your specific students' needs. Resources for each group are designed to support learners at a variety of levels in terms of their reading and writing skills.</i> | |



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Grade 4: Module 2A: Unit 2: Lesson 4

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1. Write down the name of the colonial trade that is your first choice.
2. Use the planning you did to help you write a paragraph that describes why you would be the best person for your **first-choice** trade.
3. Make sure to use trade-specific vocabulary in your application.

My **first-choice trade** for which I would like to be considered: _____



Colonial Trade Job Application Planning Sheet

Name: _____

Date: _____

Directions:

List your top two choices for trades that you would want to learn if you lived in Colonial America. For each choice, complete the planning sheet below. Make sure to use trade-specific vocabulary that you learned (see the Help Wanted posters).

My **first-choice trade** for which I would like to be considered: _____

What sounds interesting to you about the trade?

| |
|--|
| |
|--|

What skills do you have that will help you be successful in this trade?

| |
|--|
| |
|--|

My **second-choice trade** for which I would like to be considered: _____

What sounds interesting to you about the trade?

| |
|--|
| |
|--|

What skills do you have that will help you be successful in this trade?

| |
|--|
| |
|--|



EXPEDITIONARY
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Grade 4: Module 2A: Unit 2: Lesson 5

Research: Identifying Categories for Our Research about the Wheelwright



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|--|--|
| I can explain what a text says using specific details from the text. (RI.4.1) I can summarize informational text. (RI.4.2) I can conduct a research project to become knowledgeable about a topic. (W.4.7) I can document what I learn about a topic by sorting evidence into categories. (W.4.8) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can identify important details in an informational text about the colonial wheelwright.• I can determine important topics or categories to study in order to learn about colonists. | <ul style="list-style-type: none">• Colonial Job application |



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (10 minutes)2. Work Time<ol style="list-style-type: none">A. Initial Reading: The Wheelwright (25 minutes)B. Creating Categories for Our Research (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework | <ul style="list-style-type: none">• Students read a text about the wheelwright in this lesson. They then reread this same text again in Lesson 6 and practice taking notes. So in this lesson, allow students' understanding of the wheelwright text to be initial/preliminary/emerging. The main point of Lesson 5 is for students to get the gist of the text well enough to be able to generate categories for their future note-taking and research.• This lesson's Work Time Part B is particularly important, because the categories students come up with are the ones they will use to guide their own research later in the unit. The body of the lesson includes suggestions for likely categories. Be sure that students come up with the categories. The fourth-grade standard for note-taking (W.4.8) states explicitly that students need to be able to "categorize information" (as compared to the third-grade standard, which says students need to be able to "sort" information into "provided categories"). |

| Lesson Vocabulary | Materials |
|---|---|
| determine, categories, focus, research, researchers, depend, vital, construction, techniques; tapered, essential, wealthy, shopkeeper, operate, cart, iron tire, cargo, littered, wood shavings, hub, fellow, apprenticeship, planning, clamps, files, chisels, lathe | <ul style="list-style-type: none">• "The Importance of the Wheelwright" (one per student)• What It Means to be a Researcher anchor chart (new; teacher-created; see Opening Part A)• What We Know about the Wheelwright anchor chart (new; teacher-created. This new anchor chart simply has the title at the top. Students will post their sticky notes on it and eventually group the notes into categories; See Work Time B.)• Sticky notes |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Inform the students that they will continue to learn about life in Colonial America as they focus more deeply through researching on the trades, or jobs, people had.• Begin a new What It Means to Be a Researcher anchor chart. Engage students in a conversation about research and chart their responses. Ask the following questions:<ul style="list-style-type: none">* What does it mean to <i>research</i> a topic?* What do researchers do?* Why do they do this?* What skills do good researchers need to have?• Invite students to read the learning target: “I can determine important topics or categories to study in order to learn about colonists.” Have students quickly help define the key terms. Add as needed: <i>determine</i> means “to decide,” and <i>categories</i> are “groups of things that are the same.” Write these definitions above the two words in the learning target. Ask the students to choral read the learning target, substituting the definitions for the words. (“I can <i>decide</i> important <i>groups of things that are the same</i> to study in order to learn about colonists.”) Check for student understanding of the target. | <ul style="list-style-type: none">• Co-constructing anchor charts helps students to understand abstract concepts.• Identifying, bolding, and writing in the margins to define what cannot be understood through the context of the text helps students who might struggle with language. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Initial Reading: The Wheelwright (25 minutes)</p> <ul style="list-style-type: none">• Distribute the shared text “The Importance of the Wheelwright” to all students. Tell students that they will be reading this text today and will reread it tomorrow in order to practice taking notes as researchers. Therefore, their work time today is purposefully not a full close reading of the text. Today their purpose for reading is to get the gist, think about details, and most importantly to think about the categories of information they are learning.• Read aloud as students follow along. Ask them to think about the gist and talk with a partner:<ul style="list-style-type: none">* “What is this text mostly about?”• Ask students to reread on their own, one sentence at a time. Encourage them to underline facts and details they think are important to know about the wheelwright. They can also circle words they don’t know.• Ask students to share with a partner some of the things they underlined.• Focus students whole group. Ask: “Was the wheelwright an important person in a colonial village?”• Help the students to pair up and go back into the text to find evidence to support their thinking. Some things to listen for are:<ul style="list-style-type: none">* “Many people in a colonial village needed carts and/or wagons, which had wheels.”* “If wheels broke because of the rough roads and fields, the wheelwright was the main person who could fix them.” | <ul style="list-style-type: none">• Reading the passage aloud before students read independently helps support students who are generally challenged by reading.• ELLs and SPED students would benefit from pre-highlighting text so that when they reread independently, they can focus on the essential information. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Creating Categories for Our Research (20 minutes)</p> <ul style="list-style-type: none">• Ask students to work with a partner. Have them look again at the facts and details the other students underlined in the shared text. Ask them, as pairs, to write on a sticky note one to two facts they learned.• Begin a new What Do We Know about the Wheelwright anchor chart. Ask pairs to read their fact out loud and post it anywhere on the class anchor chart.• Read through the sticky notes, asking: “What do you notice?” Listen for students to notice that some of the facts mention the same type of things, some of the facts “go together,” etc.• Tell students that you will now work together to <i>categorize</i> their sticky notes: to sort the facts into like groups. Explain that whatever categories they choose will be the categories for the students’ trade research. So it is important that the categories would work for any trade, not just the wheelwright. Ask: “Which of these facts and details go together? Why?” As you read the facts aloud, students will help you decide which facts are similar. Move the similar facts together in stacks or groups as the students observe.• Decide on labels for each group. Likely categories will include “Tools for the Trade,” “Skills for the Trade,” and “How the Trade Helps.” Consider having a fourth category for “Other Interesting Things.”• Remind students that the categories need to be relevant for any colonial trade. Help students think about strong categories. For example, ask them:<ul style="list-style-type: none">* “Why didn’t we label a category ‘Parts of a Wheel’?” (Students should realize that the facts about the parts of a wheel are very trade-specific and could fall under the category of “Other Interesting Things,” but it wouldn’t be a research category because not all trades made wheels.) <p><i>Note: Students will need this text about the wheelwright again during Lesson 6. Either collect students’ texts or have them put them in a folder so they can access them again during Lesson 6.</i></p> | <ul style="list-style-type: none">• Consider partnering an ELL student with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. ELLs’ language acquisition can be facilitated by interacting with the content in English.• Co-construction of the categories and sorting the facts will deepen the broad understanding of the content for students who struggle with language. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| A. Debrief (5 minutes) <ul style="list-style-type: none">• Gather students whole group.• Ask, “Based on what we know about colonial trades so far, how was work in colonial times different from the type of work that the adults you know do today? What is your evidence?” | |
| Homework | Meeting Students' Needs |
| Continue reading in your independent reading book for this unit at home. | |



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Grade 4: Module 2A: Unit 2: Lesson 5

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The Importance of the Wheelwright

The cart was an important item for many people in Colonial America. Wealthy colonists and shopkeepers used carts. Farmers especially depended on them. If you were a farmer in Colonial America, you couldn't operate without a cart of some kind. Farmers used carts to collect and transport their produce.

Wheelwrights were important members of colonial communities. They cut, shaped, and joined wood to make the wheels. Most wheels had a strip of iron called an iron tire, around the outside of the wheel. It was carefully fitted around the wheel to help hold all the parts in place and to make the finished wheel strong enough so that they were able to stand up to rough roads and fields. The iron tire came from the blacksmith, who would help the wheelwright put it on the wheel.

Wheelwrights also built and repaired carts, not just the wheels on them. Cart design and construction were simple. In order to make the cart, the wheelwright used basically the same tools and techniques that they did when making a wheel. Carts had flat beds where the cargo was put. Some carts' beds moved like a dump truck and some stayed solidly attached to the frame.

The wheelwrights worked in a large shop. Wood shavings would have littered the floor. Hanging on the walls were tools such as saws, clamps, files, chisels, and the curved portions of a wheel rim. A giant wheel with a hand crank would probably have been put along a wall. It would have been used to power a lathe, a machine used to spin an object.

Craftsman also needed woodworking skills. Perhaps the most important was the ability to make spokes for the wheels that were smaller or "tapered" at the ends. These spokes would fit perfectly into the hub, the center of the wheel, and the felloe, the curved outer circle of the wheel. If the ends didn't fit into the holes, the wheel wouldn't be able to hold its shape.

Like all trades, the wheelwright's was learned through an apprenticeship. During this training, a young man would pick up basic math and develop an eye for shaping wood flat or round. Often the hardest thing for the apprentices was planing, or scraping the wood to make it level. Creating a flat surface sounds easy, but actually it was tough to do.

Wheels were essential to helping a colonial village survive and grow. Wagons, carts, carriages, and spinning wheels were common items that helped colonists do basic daily tasks.

Written by Expeditionary Learning for Instructional Purposes



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EXPEDITIONARY
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Grade 4: Module 2A: Unit 2: Lesson 6

Documenting Research: Sorting and Recording Information about the Wheelwright



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can make inferences using specific details from the text. (RI.4.1)
I can conduct a research project to become knowledgeable about a topic. (W.4.7)
I can document what I learn about a topic by sorting evidence into categories. (W.4.8)

Supporting Learning Targets

- I can write detailed notes based on information in the text.
- I can sort information I learn about a colonial trade into research categories.
- I can infer about the importance of the wheelwright trade in Colonial America.

Ongoing Assessment

- Task card



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (10 minutes) Work Time <ol style="list-style-type: none"> Partner Read with Task Cards (45 minutes) Closing and Assessment <ol style="list-style-type: none"> Share: Concentric Circles (5 minutes) Homework | <ul style="list-style-type: none"> In this lesson, students reread the text about the wheelwright from Lesson 5. The specific purpose of this lesson is to help students to practice using the graphic organizer to record their notes, as well as practicing answering an inferential text-dependent question with evidence. This lesson includes task cards, which are a differentiation strategy called tiered assignments. All students will complete the same assignment using the same complex text, but the amount of support needed in completing an assignment is tiered based on students' readiness. In advance: If your students came up with different categories than the suggested ones in Lesson 5, you will need to edit the column titles in the task cards to match. Review: Concentric Circles protocol (Appendix 1). Colored pens (blue, red, green, orange) for students using Task Cards 2 and 3 (see Work Time, Part A) |

| Lesson Vocabulary | Materials |
|---|--|
| <p>detailed, sources, task; wealthy, shopkeeper, operate; (repeat from Lesson 5): cart, iron tire, cargo, littered, wood shavings, hub, fellow, apprenticeship, planning, clamps, files, chisels, lathe</p> | <ul style="list-style-type: none"> "The Importance of the Wheelwright" (from Lesson 5) Task Cards 1-3 (for Teacher Reference to distribute as you see fit; Each student should receive an appropriate task card based on their level of readiness. If your students came up with different categories than the suggested ones in Lesson 5, you will need to edit the column titles in the graphic organizer to match.) Possible Responses to Task Cards (for Teacher Reference) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Remind the students of the wheelwright text they read together in Lesson 5. Distribute the task cards and draw their attention to the Four-Column graphic organizer at the bottom that has the categories that the students identified in Lesson 5. Explain that today they will practice categorizing and recording information in the new graphic organizer using the wheelwright text they read together in the previous lesson.• Introduce the learning targets: “I can write detailed notes based on information in the text,” “I can sort information I learn about a colonial trade into research categories,” and “I can infer about the importance of the wheelwright trade in Colonial America.” Remind them that <i>sorting</i> information means to group information together that is on the same topic, and that to <i>infer</i> means that they use what they know about a topic and combine it with new information to figure out something that the author does not specifically tell the reader. | <ul style="list-style-type: none">• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Partner Read with Task Cards (45 minutes)</p> <p><i>Note: Student partnerships are based on readiness for this lesson. See the task cards, which provide varying degrees of scaffolding.</i></p> <ul style="list-style-type: none">• Remind students that when they read the wheelwright text, they identified lots of facts about the wheelwright and wrote them on sticky notes and then sorted them. That was how you were able to create the research categories.• Explain to the students that they will be rereading the wheelwright text from Lesson 5 with a partner. Each partnership will receive a task card that will have directions about how to sort the information from the text. The task card will also have two questions at the end that they will need to answer using evidence from the text.• Distribute task cards that match your students' level of readiness, or let students "opt in" to the level of challenge or support they feel they need.<ul style="list-style-type: none">* Task Card 1: Challenge Students—for students who need little structure to be successful* Task Card 2: Typical Students—for students who need a little more structure and who know how many things they need to identify* Task Card 3: Supported Students—for students who need significant support with vocabulary and comprehension. These students may need direct teacher support to complete the assignment.• As students are working on their task cards, circulate around the room, assisting when needed with directing students back in the text to help them sort the facts as well as answer the text-dependent questions. By the end of the Work Time, students should have at least the first three columns (specific details for the categories) of the graphic organizer completed. They also need to answer the inference question so they will be able to share their thinking in the Closing and Assessment. | <ul style="list-style-type: none">• Task cards are a differentiation strategy that supports all learners in reading a common text. All students will complete the same assignment using the same complex text, but the amount of support will vary based on students' readiness. |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Share: Concentric Circles (5 minutes)</p> <ul style="list-style-type: none">• Invite students to number off by one and two. Ask students to form concentric circles: All the ones form a circle and face out. Then all the twos stand in front of their partner. Make sure there is enough space between students to allow for conversations to be heard.• Ask students to share the inferences they wrote about the wheelwright with their partner.• After everyone has had a chance to share, ask the outside circle to move two spaces to the left. Greet their new partner and share their inferences again. "What are you noticing about the three inferences (yours, plus two others) you've now heard?"• Inform students that they will be taking a mid-unit assessment in Lesson 7. The assessment will be an on-demand reading about another colonial trade. They will be asked to identify important details and sort them into the same Four-Column graphic organizer they used in this lesson. They will also be asked to write a Help Wanted ad for the new trade. | <ul style="list-style-type: none">• Using sentence frames can help students who struggle with language articulate their learning. Using the word <i>because</i> in the sentence frame helps all students support their thinking with evidence. |
| Homework | Meeting Students' Needs |
| Continue reading in your independent reading book for this unit at home. | |



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Grade 4: Module 2A: Unit 2: Lesson 6

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Task Card 1

1. Reread “Colonial Trade: The Wheelwright.” As you read, decide on a strategy for annotating the information in the text.
2. Record the information in the appropriate category in the graphic organizer below.
3. Use evidence from the text to help you answer the question below.

| Tools for the Trade | Skills Needed for the Trade | How the Trade Helps People | Other interesting Things |
|---------------------|-----------------------------|----------------------------|--------------------------|
| | | | |

What did the wheelwright make? _____

How did this trade impact life in the colonial village? Use evidence from the text to support your response.

Task Card 2

1. Reread “Colonial Trade: The Wheelwright.” As you read, annotate the information in the text by underlining:
 - Tools for the Trade in BLUE
 - Skills Needed for the Trade in RED
 - How the Trade Helps People in GREEN
 - Other Interesting Things in ORANGE
2. Record the information in the appropriate category in the graphic organizer below.
3. Use evidence from the text to help you answer the question below.

| Tools for the Trade | Skills Needed for the Trade | How the Trade Helps People | Other interesting Things |
|---------------------|-----------------------------|----------------------------|--------------------------|
| 1. | 1. | 1. | |
| 2. | 2. | 2. | |
| 3. | 3. | | |
| 4. | 4. | | |
| 5. | | | |

What did the wheelwright make? _____

How did this trade impact life in the colonial village? Use evidence from the text to support your response.



Task Card 3

1. With your teacher's support, reread "Colonial Trade: The Wheelwright." As you read, annotate the information in the text by underlining:
 - Tools for the Trade in BLUE
 - Skills Needed for the Trade in RED
 - How the Trade Helps People in GREEN
 - Other Interesting Things in ORANGE
2. Record the information in the appropriate category in the graphic organizer below.
3. Use evidence from the text to help you answer the question below.

| Tools for the Trade | Skills Needed for the Trade | How the Trade Helps People | Other interesting Things |
|---------------------|-----------------------------|----------------------------|--------------------------|
| 1. | 1. | 1. | |
| 2. | 2. | 2. | |
| 3. | 3. | | |
| 4. | 4. | | |
| 5. | | | |

Word Bank

| | | |
|---|---|---|
| made wheels for carts shopkeepers wealthy colonists chisels shaping wood spinning wheels | carts carriages saws woodworking files planing | farmers basic math clamps lathe wagons helped colonists do daily tasks |
|---|---|---|



Task Card 3

What did the wheelwright make? _____

How did this trade impact life in the colonial village? Use evidence from the text to support your response.



Possible Responses to Task Cards
(Answers for Teacher Reference)

| Tools for the Trade | Skills Needed for the Trade | How the Trade Helps People | Other interesting Things |
|--|---|---|---|
| <ol style="list-style-type: none">1. saws2. chisels3. files4. clamps5. lathe | <ol style="list-style-type: none">1. woodworking2. planing3. shaping wood4. basic math | <ol style="list-style-type: none">1. made wheels for carts2. helped colonists do daily tasks | <ul style="list-style-type: none">• being a wheelwright was learned through an apprenticeship• wheels were made out of wood and iron |

What did the wheelwright make?

Wheelwrights made wheels for wagons, carriages, carts, and spinning wheels. They also made carts.

How did this trade impact life in the colonial village? Use evidence from the text to support your response.

The wheelwright had a great impact on life in a colonial village. The wheelwright made all kinds of wheels. All colonists needed to use either a wagon or cart to move heavy things from one place to another. Some people might have had a carriage to ride in instead of on horseback. All of these things have wheels on them.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 7

Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|--|---|
| <p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can document what I learn about a topic by sorting evidence into categories. (W.4.8)</p> <p>I can write an informative text. (W.4.2)</p> | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can sort specific details about a topic into categories.• I can support my inference about a topic with text-based evidence.• I can inform an audience about a colonial trade using details from the text. | <ul style="list-style-type: none">• Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times• Tracking My Progress, Mid-Unit 2 |



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">A. Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">A. Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (45 minutes)Closing and Assessment<ol style="list-style-type: none">A. Group Mingle (10 minutes)Homework | <ul style="list-style-type: none">This lesson is an assessment lesson. Students will read a new informational text, record information in the graphic organizer they have been practicing using, and write a help wanted ad. Ensure appropriate provisions are made for students requiring additional time and support for assessments. |

| Lesson Vocabulary | Materials |
|---|--|
| None to be discussed (See mid-unit assessment; do not preteach.) | <ul style="list-style-type: none">Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (one per student)Mid Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (Answers, for Teacher Reference)2-Point Rubric: Writing from Sources/Short Response (for Teacher Reference) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will complete a formal assessment in which they will do on their own much of what they have been practicing. They will read an informational text, record information about the trade in a Four-Column graphic organizer that they have seen before, and write a Help Wanted ad. They will be assessed on being able to locate specific information, sort the information into categories, answer an inferential question, and explain what a text says by using specific evidence from the text.• Encourage the students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and sort important details in an informational text. This is also an opportunity to discover even more about life in Colonial America by learning about another craftsperson.• Ask the students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify any confusion before beginning the assessment. | <ul style="list-style-type: none">• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary. |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (45 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times.• Give them about 45 minutes to complete the assessment.• While students are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies students are using during the assessment.• Encourage students who finish early to read about other colonial craftspeople in <i>If You Lived In Colonial Times</i>, to give them additional information about life in Colonial America. | <ul style="list-style-type: none">• For students needing additional support producing language, consider offering a word bank of content words from the text to be used in the graphic organizer and the Help Wanted ad. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Group Mingle (10 minutes)</p> <ul style="list-style-type: none">Remind students that they have done a Group Mingle before (in Lesson 1). Remind them of the process:<ol style="list-style-type: none">Mingle around the room and find a partner.When you find a partner, touch your partners' hands up in the air so it's clear that everyone has a partner. (If there is an odd number, there may be one group of three.)Discuss a talking point together: Be sure both people have a chance to share their thinking.After about 1 or 2 minutes, repeat with a new partner.Possible talking points:<ul style="list-style-type: none">* Something that I am most proud of about myself as a learner during this unit so far* The most interesting thing I learned about trades in Colonial America in this unit so far* A goal you have for yourself for the rest of the unit | <ul style="list-style-type: none">Using sentence frames can help students who struggle with language articulate their learning. Using the word, <i>because</i> in the sentence frame helps all students support their thinking with evidence. |
| Homework | Meeting Students' Needs |
| None. | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 7

Supporting Materials



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Mid-Unit 2 Assessment:

Inferring about the Silversmith Trade in Colonial Times

Name:

Date:

Directions:

1. Read “Colonial Trades: The Silversmith” text.
2. Complete the graphic organizer.
3. Answer the inference question.
4. Write a Help Wanted ad for the silversmith.

Colonial Trades: The Silversmith

In colonial times, silver, gold, and copper were the metals that were valued most. In Colonial America, there were no banks. Most colonists’ wealth wasn’t in money at all, but in land or livestock. But for colonists who did have gold or silver, it was kept at home. When all of the silver coins looked just like another, what could colonists do to protect their money?

The silversmith was a skilled craftsperson who worked with silver, gold, and copper to make special objects for the home. Not everyone was wealthy enough to need a silversmith. But wealthy colonists often brought their money to the silversmith. These colonists wanted to protect their silver and gold from being stolen. They had the silversmith make it into useful things like coffee pots, candlesticks, plates, spoons, and more. Each piece looked unique, or one-of-a-kind, so the items were easier to identify if stolen.

To be a silversmith you had to be skilled at working with metals. The silversmith used a large fireplace called a forge that makes fires extra hot. This special forge helped heat the metals that silversmiths worked with. The metals could be heated then beaten on an anvil with a mallet to make large metal sheets. The metal could also be melted and poured into containers called molds that were used to give a teapot or bowl its shape.

The silversmith was expected to make things that were beautiful as well as functional. The teapot had to pour tea, but it also had to look nice enough to be put out on the table when guests came. The silversmith was often asked to create pieces with designs that were cut out or engraved into the metal. To make these designs, the silversmiths had to use smaller hammers and more delicate tools to do this fine work.

The silversmith was an important colonial trade. Not only did this craftsperson make beautiful pieces that could be used in the home, they also helped to protect a family’s wealth.



Mid-Unit 2 Assessment:

Inferring about the Silversmith Trade in Colonial Times

990L

Flesch-Kincaid: 7.0

Written by Expeditionary Learning for Instructional Purposes

Sources

Colonial Williamsburg Web site, History of Trades section (Silversmith):

www.history.org/Almanack/life/trades/tradesil.cfm (last accessed 10/25/12).

Bobbie Kalman, Colonial Crafts, Historic Communities series (New York: Crabtree Publishing, 1991);

ISBN: 978-0-86505-510-0.

Ann McGovern, If You Lived in Colonial Times, illustrated by June Otani (New York: Scholastic,

1992); ISBN: 978-0-590-45160-4.



Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times

Graphic Organizer

| Tools for the Trade | Skills Needed for the Trade | How the Trade Helps People | Other interesting Things |
|---------------------|-----------------------------|----------------------------|--------------------------|
| | | | |

Inference: How did this trade impact life in the colonial village? Use evidence from the text to support your response.



Mid-Unit 2 Assessment:

Inferring about the Silversmith Trade in Colonial Times

After reading about the colonial silversmith, write a Help Wanted ad that describes the characteristics needed by a person in order to work in a silversmith's shop in Colonial America. Support your advertisement with evidence from the text. Make sure to include what goods the trade made and the skills a person needed to be successful in this trade. Use specific vocabulary that will help describe the trade.

HELP WANTED

Wanted: A person for the trade —

This job involves:

Skills required of all applicants:

If interested, please apply to:



Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times
(Answers for Teacher Reference)

Graphic Organizer

| Tools for the Trade | Skills Needed for the Trade | How the Trade Helps People | Other interesting Things |
|--|--|---|---|
| <ul style="list-style-type: none">• <i>forge</i>• <i>anvil</i>• <i>mallet</i>• <i>molds</i>• <i>smaller hammers</i>• <i>more delicate tools</i> | <ul style="list-style-type: none">• <i>Metal shaping</i>• <i>Know how to use a forge to melt metal</i>• <i>Make things, like candlesticks, look unique</i>• <i>Add details to the teapots, bowls, plates and other things</i>• <i>Strength</i> | <ul style="list-style-type: none">• <i>Makes beautiful things that can be used at home</i>• <i>Helps people protect their wealth</i> | <ul style="list-style-type: none">• <i>There were no banks in Colonial America.</i> |

Inference: How did this trade impact life in the colonial village? Use evidence from the text to support your response.

This silversmith impacted life in the colonial village by helping people protect their wealth. Since there were no banks, people had to keep their gold and silver at home. So people took their gold and silver to the silversmith to make into things like teapots. Then if the teapot is stolen, it is easy to identify.



Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times
(Answers for Teacher Reference)

After reading about the colonial silversmith, write a Help Wanted ad that describes the characteristics needed by a person in order to work in a silversmith's shop in Colonial America. Support your advertisement with evidence from the text. Make sure to include what goods the trade made and the skills a person needed to be successful in this trade. Use specific vocabulary that will help describe the trade.

HELP WANTED

Wanted: A person for the trade —

Silversmith

This job involves:

Making household items like teapots, plates, spoons and candlesticks out of metal. This is needed so that people have beautiful things, but also to stop people from stealing. Silversmiths also need to be able to add details with small hammers and other delicate tools.

Skills required of all applicants:

- *Metal shaping*
- *Know how to use a forge to melt metal*
- *Make things, like candlesticks, look unique*
- *Add details to the teapots, bowls, plates and other things*
- *Strength*

If interested, please apply to: *John Smythe*

2-Point rubric:
Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

| | |
|-------------------------|---|
| 2 Point Response | <p>The features of a 2 point response are:</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability. |
| 1 Point Response | <p>The features of a 1 point response are:</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt. • Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt. • Incomplete sentences or bullets |
| 0 Point Response | <p>The features of a 0 point response are:</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate. • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable. |

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 8

Researching and Note-Taking: Becoming an Expert on a Colonial Trade



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|--|
| <p>I can conduct a research project to become knowledgeable about a topic. (W.4.7)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p> <p>I can summarize informational or persuasive text. (RI.4.2)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p> | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can self-assess my progress toward the learning targets.• I can collaboratively participate in expert group research of my colonial trade.• I can find the meaning of words related to my colonial trade.• I can summarize information about my colonial trade in a gist statement. | <ul style="list-style-type: none">• Colonial Trade Research Note-catcher |



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Tracking My Progress Reflection (10 minutes)B. Engaging the Reader and Writer and Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Vocabulary: What Is Interdependence? (5 minutes)B. Guided Practice: Reading for the Gist (5 minutes)C. Guided Practice: Vocabulary (5 minutes)D. Expert Groups: Reading for the Gist and Vocabulary (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework | <ul style="list-style-type: none">• In this lesson, students formally launch their research in expert groups. The knowledge students will build about their particular colonial trade will serve as the foundation for their writing in Unit 3.• Expert groups should consist of no more than three or four students. There can be more than one expert group per trade. Determine whether to pre-assign these groups or whether to let students choose which two or three students for their trade they would work with best. When forming groups, consider which students work well together, what are their strengths and struggles, what kinds of support will they need.• As noted in Lesson 2, students only need the text for the expert group to which they are assigned. In advance: prepare texts and note-catchers for expert groups (see Part B of Work Time).• Students begin work on the front side of the Colonial Trade Research Note-catcher in this lesson. They will finish the front in Lesson 9 and use the back of the Note-catcher during Lesson 10.• Think about students who may struggle with reading the text in their expert groups. Some students may require further support from the teacher during the lesson or a more scaffolded Note-catcher. This can be prepared in advance. (See Lesson 6 for an example of a tiered Note-catcher.) |



| Lesson Vocabulary | Materials |
|--|---|
| expert, summary/summarize, gather, sort wheelwright: hub, spokes, tire, expand shoemaker: lasts, whittled, upper, awl cooper: staves, shaving horse, plank, cooperage blacksmith: forge, anvil, wrought, bellows, malleable builders: carpenter, moldings, chisels, lathe printer: pamphlets, type, chase, almanac | <ul style="list-style-type: none">• Tracking My Progress, Mid-Unit 2 recording form (one per student)• Expert Group labels (to distribute)• Vocabulary Strategies anchor chart (from Unit 1)• Interdependence Is...anchor chart (new; teacher-created; see Work Time A)• Colonial Trade Research Note-catcher: Wheelwright (one per student and one to display)• Document camera• “The Wheelwright’s Role in a Colonial Village” (one per student)• Equity sticks• Dictionaries (one per group: online or hard copy)• The [traderperson’s] Role in a Colonial Village” (one for each student for their assigned expert group trade: Blacksmith, Builder/Carpenter, Cooper, Printer, or Shoemaker)• Expert Groups: Colonial Trades Research Note-catcher (one for each student for their assigned expert group trade: Blacksmith, Builder/Carpenter, Cooper, Printer, Shoemaker) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Tracking My Progress Reflection (10 minutes)</p> <ul style="list-style-type: none">• Discuss the learning target: “I can self-assess my progress toward the learning targets.” Have students talk to a partner; remind them what it means to “self-assess.” Have students share their thinking and clarify as necessary.• Congratulate students on their hard work on the Mid-Unit 2 Assessment (during Lesson 7). Distribute the Tracking My Progress, Mid-Unit 2 recording form to students. Remind students that successful learners keep track and reflect on their own learning. Point out that students have been doing this informally all year, during debriefs when they consider how well they are doing making progress toward the learning targets.• Review Step 1 in the self-assessment and remind students that this is where you would like them to explain what the target means to them. For example, the first target uses the phrase <i>sort specific details into categories</i>. They should write what the target means “in their own words” by explaining what the phrase means to group information that is about the same thing into groups.• Point out the second step, and explain that this is similar to the thumbs-up, -sideways, or -down, that they have used in previous lessons. They should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help, because I can’t remember what the word <i>categories</i> means.”• Collect students’ self-assessments to use as a formative assessment to guide instructional decisions during the next half of this unit. | <ul style="list-style-type: none">• Smaller groups help students to remain more engaged in their group work.• After labels have been decorated for homework, they can be affixed to research folders, desks, or worn with a safety pin. The labels can support students in understanding the word associated with their trade through constructing a visual representation. |



| Opening (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Engaging the Reader and Writer (5 minutes)</p> <ul style="list-style-type: none">• Display Help Wanted ads side by side for students to see. Have them turn and talk with a partner about which trades they applied for. Tell them that today they will find out what trade they will become an expert on. Quickly discuss the meaning of the word <i>expert</i> (a person with a deep knowledge on a particular topic). Tell them that in order to become experts they will research their trade through reading, writing, listening, and speaking.• Distribute the expert group labels and tell students that they will need to keep track of their label for homework. There may be more than one group with the same trade, but groups should remain small (ideally three students). (See teaching note above for more detail about forming groups.)• Inform the students that expert groups research is different than researching independently. Explain that even though they will be working together as they read texts and locate important information about their trades, they will be held individually accountable for the work as well. This kind of group research will give them additional support as they learn new information, but the support will come more from their peers than from you. Also explain that working with others will require them to share their thinking and listen to the thinking of their peers. Make sure they understand that expert groups are an important research structure—one that historians often use. | <ul style="list-style-type: none">• Connecting to prior learning on a topic and adding new strategies or thinking is a way to support students in building their skills in a given area. This anchor chart was created with students in Lesson 3 of Unit 1 in this module (2A). |



| Opening (continued) | Meeting Students' Needs |
|--|---|
| <p>C. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Once students have formed their groups, direct their attention to the posted learning targets: “I can find the meaning of words related to my colonial trade,” and “I can summarize information about my colonial trade.” Remind students of the purpose of their research into trades in Colonial America: They will eventually write an accurate piece of historical fiction.• Tell students that today they will receive a text that gives them a lot of information about their trade. Remind them that proficient readers almost always read a text several times when gathering new information on a topic. Today, they will read the text twice—once to write a gist statement and a second time to examine the meanings of words.• Discuss the first target. Ask students if they can think of a time that they have used a similar target. Refer to the Vocabulary Strategies anchor chart (created in Unit 1, Lesson 3). Review the various strategies they have used to “make meaning” of words in the past:<ul style="list-style-type: none">* Read on in the text and inferring* Look in the glossary* Look for a text feature that defines the word* Look in a dictionary* Think about parts of the word that you know• Tell students that they will continue to use these strategies today. Circle the word <i>summarize</i>. Remind students that <i>summarizing</i> a text means to briefly explain what a text says in their own words. Ask students to look at the target and discuss its meaning now that they know this word. Help students to understand that they will be writing a short description of the text they read today. | <ul style="list-style-type: none">• |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Vocabulary: What Is Interdependence? (5 minutes)</p> <ul style="list-style-type: none"> Inform them that when people, or any living things, depend on each other for survival that it's called <i>interdependence</i>. Explain that <i>interdependence</i> is made up of <i>inter-</i> (together) + <i>dependence</i> (relying on someone for aid or support). So interdependence means that living things rely on each other for their existence. Show the students the "Interdependence Is ..." anchor chart. Write the definition under the title. Ask students to share any examples of interdependence that they've learned from reading about the wheelwright and the silversmith. As they share, write the examples on sticky notes and post them on the anchor chart. Make sure to be specific in the description. For example: "The wheelwright made wheels for other colonists' carts and wagons." Encourage students to look for other examples of interdependence in Colonial America as they research their trades. These examples will be added to the class anchor chart throughout the rest of the unit. | <ul style="list-style-type: none"> A note about equity sticks (introduced in Lesson 3 of Unit 1 in this model): Research shows that cold calling students is a key strategy for increasing student engagement during class discussions. |
| <p>B. Guided Practice: Reading for the Gist (5 minutes)</p> <ul style="list-style-type: none"> Distribute and display a copy of the Colonial Trade Research Note-catcher: Wheelwright with a document camera or re-create it on chart paper or on the board. Show students the front and explain that this is where they will be recoding their thinking today (the back of the Note-catcher will be used in Lesson 10). Address any clarifying questions about the Note-catcher. Distribute the text "The Wheelwright's Role in a Colonial Village." Before reading the text, tell students that you will be using the equity sticks (introduced in Unit 1, Lesson 3) to call on students to share their thinking after they read. Explain that they will be doing the first step of reading this text together. Write the directions on the board: <ul style="list-style-type: none"> * Step 1: Read the text completely and carefully to find the gist of the text. Read aloud as students follow along. Ask them to work with two other students (triad) to develop a gist statement. Remind the students that they have written gist statements in Module 1 as well as Unit 1, Lesson 1 of this module. (A gist statement is a short [20 words or less] summary of what a text is mostly about. It should describe the main idea and include evidence from the text to support it.) Use the equity sticks and call on a few students to share out their group's thinking. Students should respond with something such as: "This text is about the wheelwright who makes wheels for wagons," or "The text gave a lot of information about how wheels were made." | <ul style="list-style-type: none"> For students who need further support when reading in their expert groups, you may consider differentiating the Note-catcher (see Lesson 6 of this unit for an example). |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>C. Guided Practice: Vocabulary (5 minutes)</p> <ul style="list-style-type: none">• Ask students to do the next step (write the directions):<ul style="list-style-type: none">* Step 2: Reread to find the meaning of the words listed in Part One of your Note-catcher.• Remind students again of the vocabulary strategies they have learned and used in Units 1 and 2. Do a brief guided practice with students: Reread a short excerpt and work with students to find the vocabulary words identified on the Colonial Trade Research Note-catcher: Wheelwright (hub, spokes, tire, expand). Explain that students will be able to find all of these words in the text, but will have to use different strategies to figure out their meaning. As you reread, show students how some of the words are bolded (hub, spokes) and explain that authors of informational text use this text feature to identify important words. Often these words are defined in the text. Ask students how they can “read on” to find the definitions of these words. As students share, record their answers on the Note-catcher.• Ask students to work with their group to find the meaning of the last bolded word, <i>tire</i>. Use equity sticks to choose a few students to share and record in the Note-catcher. Ask students:<ul style="list-style-type: none">* “How is the word <i>tire</i> different or similar to the meaning you are familiar with?” Remind them that the meanings of words can change over time.• Point out the remaining word on the Note-catcher (<i>expand</i>). Tell students that this word was not bolded but is in the text. Point out the word expand and then read the sentences before and after it. Ask students to infer the word’s meaning from the text and discuss with their group. Use equity sticks to have a student share his or her group’s thinking. Record the correctly inferred meaning in the Note-catcher.• Tell students that if they cannot figure out the meaning of a word by using the context of the text, they should look in a dictionary. | <ul style="list-style-type: none">• A note about equity sticks (introduced in Lesson 3 of Unit 1 in this model): Research shows that cold calling students is a key strategy for increasing student engagement during class discussions. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>D. Expert Groups: Reading for the Gist and Vocabulary (25 minutes)</p> <ul style="list-style-type: none">Tell students that now it is their turn to read about their colonial trade and complete Steps 1 and 2 on the board with their group. Be sure that each expert group has its resources:<ul style="list-style-type: none">* “The [tradesperson’s] Role in a Colonial Village” (one for each student for their assigned expert group trade)* Their corresponding Expert Groups: Colonial Trades Research Note-catcher (blacksmith, builder/carpenter, cooper, printer, shoemaker)Review directions: Tell students they first have 5 minutes of quiet independent reading time. They do not need to completely understand the text on the first read. If they finish reading before the 5 minutes is up, they should write a sentence or two telling the main idea of the text to share with their group. Circulate and help assist groups or individual students as needed.Ask students to begin, following the two-step directions that were modeled during Parts A and B of Work Time. | <ul style="list-style-type: none">For students who need further support when reading in their expert groups, you may consider differentiating the Note-catcher (see Lesson 6 of this unit for an example). |

| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Reread the learning targets. Have students give you a thumbs-up (met the target), thumbs-sideway (getting there), or thumbs-down (needs some more help) to indicate their progress. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">Reread the text about your colonial trade. Write one sentence describing what your tradesperson does. On your expert group label, create a visual that represents your trade. <p><i>Note: Students will need their colonial trade texts and corresponding Expert Colonial Trade Note-catcher again in the next lesson. They will also need the The Wheelwright’s Role in a Colonial Village text in Lessons 9 and 10.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 8

Supporting Materials



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Tracking My Progress, Mid-Unit 2

Name:

Date:

Learning Target: I can sort specific details about a topic into categories.

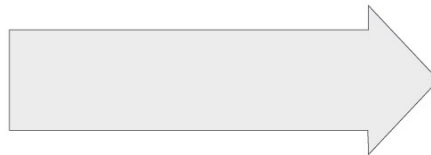
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Tracking My Progress, Mid-Unit 2

Name:

Date:

Learning Target: I can support my inference about a topic with text-based evidence.

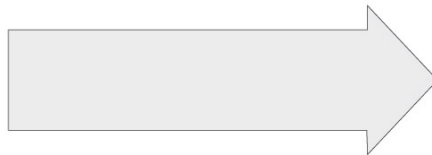
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Tracking My Progress, Mid-Unit 2

Name:

Date:

Learning Target: I can inform an audience about a colonial trade using details from the text.

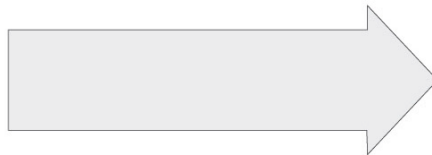
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Expert Group Labels

Blacksmith:

Builder/Carpenter:

Printer:

Cooper:

Shoemaker:

The Wheelwright's Role in a Colonial Village



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When colonial people needed wheels for their wagons and carriages, they saw the wheelwright. Wheelwrights made wheels from wood then added an iron hoop called a tire. Colonial roads were very rough and bumpy, so the wheels the wheelwrights made had to be strong.

The wheelwright was very careful in his work so that the wheels he made were perfectly round. Wheelwrights started a wheel by carving the center of the wheel, called the hub. The wheelwright used a chisel to create at least 12 openings in the hub for long pieces of wood called spokes. Spokes were made from strong wood such as ash. The spokes were then connected to curved pieces of wood, which were joined together in a circle.

The wheelwright got an iron hoop from the blacksmith that was just a tiny bit smaller than the wheel he was making. He heated the hoop slightly, which made it expand, or grow slightly larger, so that it could be pounded onto the wheel. Then the wheel was put in, or splashed with, cold water. This made the iron hoop shrink to fit the wheel very tightly.

Most wheelwrights were men, but a woman married to a wheelwright might help him run his shop by cleaning up sawdust or greeting customers. African American men, many of whom were slaves, were also wheelwrights.

Wheelwrights sold their wheels directly to people who needed one and to carriage- and wagonmakers. Sometimes wheelwrights and carriage- and wagonmakers shared a shop. Wheelwrights also traveled to farms to fix broken wheels.

Written by Expeditionary Learning for Instructional Purposes © 2012



The Wheelwright's Role in a Colonial Village

Sources:

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0

Edwin Tunis, *Colonial Craftsmen: And the Beginnings of American Industry*, (Baltimore: Johns Hopkins University Press, 1999); ISBN 978-0-80186-228-0

Colonial Williamsburg Web site, History of Trades section (Wheelwright):
www.history.org/Almanack/life/trades/tradewhe.cfm

Expert Groups:
Colonial Trades Research Note-catcher

Student:

Trade: Wheelwright

Source:

Part One: Vocabulary

| Vocabulary Word | Meaning (Using what the text says, put the meaning in your own words) |
|-----------------|---|
| hub | |
| spokes | |
| tire | |
| expand* | |

* Look for the meaning of this word in the glossary or a dictionary.

Part Two: Vocabulary

| Who... (Who is this text about?) | What... (What does a wheelwright do?) | Where... (Where would wheelwrights work?) | Why... (Why were wheelwrights important?) |
|--|---|---|---|
| | | | |

Exit Ticket: Write a summary paragraph about this text.



Expert Groups:
Colonial Trades Research Note-catcher

Part Three: Facts about My Trade

| How the Trade Helps People | Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|----------------------------|---------------------|-----------------------------|--------------------------|
| | | | |

How did this trade support life in the colonial village? Circle one:

- a) By caring for horses
- b) By making tools
- c) By growing food
- d) By helping carts and wagons to work

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think wheelwrights depended on? Use details from the text to support your inference.

The Blacksmith's Role in a Colonial Village



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One of the most important craftsmen in the colonial village was the blacksmith. The blacksmith made tools and parts for other things out of strong, black iron. He also made iron shoes for horses. Farmers needed the blacksmith to make hoes and axes, families needed the blacksmith to make pots and pans, and other craftsmen needed the blacksmith for nails and iron hoops.

The blacksmith's shop, called the "smithy," was noisy and hot. The blacksmith and his helpers, often a journeyman and an apprentice, heated long iron bars over a fire until they became malleable, or soft enough to bend. Then they placed the hot iron on an anvil, which was a strong block of steel. The blacksmith and his helpers then hammered the soft iron, or "smite" it, into the shape they wanted. Iron that was hammered and shaped on an anvil had a special name called wrought iron. Blacksmiths needed strong arms and backs to hammer the iron into different shapes.

Keeping a hot fire going in the smithy was very important. The fire was built in a special fireplace called a forge. A bellows is a leather bag with boards on either side. When the boards are squeezed together, air rushes out of the bellows. The blacksmith and his helpers would use bellows to blow air on the fire in the forge.

Most blacksmiths were men, but sometimes women helped their husbands run their blacksmith shops by cleaning up and greeting customers. African American men, many of whom were slaves, also learned to be blacksmiths.

The smithy was often located at the center of a colonial village. Many people needed things from the blacksmith, so colonists often saw their neighbors at the smithy. While they were there, the colonists would talk and share news.

Written by Expeditionary Learning for Instructional Purposes © 2012



The Blacksmith's Role in a Colonial Village

Sources:

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0

Edwin Tunis, *Colonial Craftsmen: And the Beginnings of American Industry*, (Baltimore: Johns Hopkins University Press, 1999); ISBN 978-0-80186-228-0

Colonial Williamsburg Web site, History of Trades section (Wheelwright):
www.history.org/Almanack/life/trades/tradewhe.cfm

Expert Groups:
Colonial Trades Research Note-catcher

Student:

Trade: Blacksmith

Source:

Part One: Vocabulary

| Vocabulary Word | Meaning (Using what the text says, put the meaning in your own words) |
|------------------|---|
| forge | |
| anvil | |
| wrought | |
| bellows | |
| malleable | |

Part Two: Vocabulary

| Who... (Who is this text about?) | What... (What does a blacksmith do?) | Where... (Where would a blacksmith work?) | Why... (Why were blacksmiths important?) |
|--|--|---|--|
| | | | |

Exit Ticket: Write a summary paragraph about this text.



Expert Groups:
Colonial Trades Research Note-catcher

Part Three: Facts about My Trade

| How the Trade Helps People | Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|----------------------------|---------------------|-----------------------------|--------------------------|
| | | | |

How did this trade support life in the colonial village? Circle one:

- a) By building wagons
- b) By making tools
- c) By making jewelry
- d) By growing food

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think blacksmiths depended on? Use details from the text to support your inference.

The Builder/Carpenter's Role in a Colonial Village



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Carpenters are craftsmen with special skills in sawing, carving, and joining all kinds of wood. Colonial carpenters built very large things, like houses and barns, and very small things, like the decorative pieces of wood known as moldings.

Just as they do today, carpenters needed to understand math and angles to be good at their craft. Carpenters also knew about different kinds of wood and which kind of wood was right for a specific job. For example, carpenters knew that oak made beautiful furniture and that pine was good for building walls.

Some carpenters specialized, or became expert, in making furniture. They would work with the nicest pieces of wood and spend many hours smoothing and shaping it. Then they would color and seal the wood with stains or dyes made from vegetables. Some of the furniture that colonial carpenters created is still found today.

Carpenters used many tools in their work, including saws, axes, hammers, chisels, and knives. Master carpenters had many sizes and shapes of these tools. They also used a tool called a lathe. The lathe spun the wood the carpenter was working on so that it could be carved or shaped.

Most carpenters traveled to where people were building homes, villages, or ships. They did most of their work outside as buildings were being raised, or within the walls of newly built buildings, rather than in a shop. The carpenters who built furniture did have shops.



The Builder/Carpenter's Role in a Colonial Village

There were not very many women carpenters during colonial times. Frederick Douglass, a famous African American who fought for the right of African Americans to vote, was a slave apprentice who worked with carpenters who were building ships when he was a boy.

Colonial carpenters helped build the things colonial people needed every day.

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Sources:

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0

Edwin Tunis, *Colonial Craftsmen: And the Beginnings of American Industry* (Baltimore: Johns Hopkins University Press, 1999); ISBN 978-0-80186-228-0

Colonial Williamsburg Web site, History of Trades section (Wheelwright):
www.history.org/Almanack/life/trades/tradewhe.cfm



Expert Groups:
Colonial Trades Research Note-catcher

Student:

Trade: Builder/Carpenter

Source:

Part One: Vocabulary

| Vocabulary Word | Meaning (Using what the text says, put the meaning in your own words) |
|--------------------|---|
| carpenter | |
| moldings | |
| specialized | |
| lathe | |

Part Two: Vocabulary

| Who... (Who is this text about?) | What... (What does a wheelwright do?) | Where... (Where would wheelwrights work?) | Why... (Why were wheelwrights important?) |
|--|---|---|---|
| | | | |

| Who... (Who is this text about?) | What... (What does a builder/carpenter do?) | Where... (Where would builders/carpenters work?) | Why... (Why were builders/carpenters important?) |
|--|---|--|--|
| | | | |



Exit Ticket: Write a summary paragraph about this text.

Expert Groups:
Colonial Trades Research Note-catcher

Part Three: Facts about My Trade

| How the Trade Helps People | Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|----------------------------|---------------------|-----------------------------|--------------------------|
| | | | |

How did this trade support life in the colonial village? Circle one:

- a) By building wagons
- b) By making clothes
- c) By building houses and shops
- d) By building statues

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.



What other trades do you think carpenters depended on? Use details from the text to support your inference.

The Cooper's Role in a Colonial Village

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In colonial times, there was no plastic. Barrels, buckets, and tubs were made from wood. It takes special skill to make a wooden barrel or bucket that does not leak. The craftsperson who made these things was called a cooper.

The cooper used many tools to make his barrels and buckets. First he would shape long, flat pieces of wood using axes, saws, and knives. These long pieces of wood were narrow on top and wider in the center. They were called staves. The bench the cooper sat at while shaping the staves was called a shaving horse.

Next the staves were heated to make them flexible. They were set upright in a circle. Iron or wooden rings were pounded over the staves to fit them tightly together. Finally the cooper made a tightly fitting lid for each barrel from a wide board, or plank of oak, pine, or cedar. The cooper did his work in a special shop called a cooperage.



Colonial people stored and shipped many things in the barrels made by coopers. Salt, coffee, sugar, milk, cranberries, gunpowder, and many other things fit well in barrels. When the colonists sent items to other countries on ships, the items were put in barrels to stay clean and safe.

Most coopers were men. African American men, many of whom were slaves, learned to be coopers. If your last name is Cooper, it might be because one of your ancestors did this important work!

The Cooper's Role in a Colonial Village

Coopers were essential to colonial life. Because of the special skills of coopers, colonists could store, or save, food for the winter. They could carry water. Colonists could also use the barrels made by coopers to move and sell the things they made or grew.

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Sources:

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0

Edwin Tunis, *Colonial Craftsmen: And the Beginnings of American Industry* (Baltimore: Johns Hopkins University Press, 1999); ISBN 978-0-80186-228-0

Colonial Williamsburg Web site, History of Trades section (Wheelwright):
www.history.org/Almanack/life/trades/tradewhe.cfm



Expert Groups:
Colonial Trades Research Note-catcher

Student:

Trade: Cooper

Source:

Part One: Vocabulary

| Vocabulary Word | Meaning (Using what the text says, put the meaning in your own words) |
|---|---|
| staves | |
| plank | |
| cooperage | |
| store (Be careful! What does it mean in your reading?) | |

Part Two: Vocabulary

| Who... (Who is this text about?) | What... (What does a wheelwright do?) | Where... (Where would wheelwrights work?) | Why... (Why were wheelwrights important?) |
|--|---|---|---|
| | | | |

| Who... (Who is this text about?) | What... (What does a cooper do?) | Where... (Where would coopers work?) | Why... (Why were coopers important?) |
|--|--|--|--|
| | | | |



Exit Ticket: Write a summary paragraph about this text.

Expert Groups:
Colonial Trades Research Note-catcher

Part Three: Facts about My Trade

| How the Trade Helps People | Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|----------------------------|---------------------|-----------------------------|--------------------------|
| | | | |

How did this trade support life in the colonial village? Circle one:

- a) By making barrels to store food
- b) By building wheels
- c) By making tools
- d) By growing food

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.



What other trades do you think coopers depended on? Use details from the text to support your inference.

The Printer's Role in a Colonial Village



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Colonial villagers read newspapers from both England and America. Newspapers and other printed materials such as pamphlets, or little booklets, and broadsides, or posters, were created by a printer. Printers also printed laws, sermons, advertisements, and books. The printer's craft was very important as it helped the colonists stay entertained and informed.

The printer used many tools in his work. First, he had small pieces of metal with all of the letters of the alphabet and punctuation raised on them. This was called type. The printer arranged type to spell words and make sentences, paragraphs, and whole pages. Once pages of type were arranged, they were placed in a wooden frame, called a chase. The printer used a leather ball to cover the type with thick black ink. Then the printer laid paper over the ink and pressed the paper onto the type. The work was done on a simple machine called a printing press. Many parts of the printing press were iron.

Most printers' shops were in larger cities rather than villages. This was because government offices were located in cities. Much of the work colonial printers did was for or about the government. Sometimes people with good ideas came to printers so their ideas could be printed and shared.



The Printer's Role in a Colonial Village

Both men and women were printers. Benjamin Banneker, a free African American born in Maryland in 1731, was a scientist and author. He was not a printer, but he worked with printers to publish an almanac. An almanac is a collection of information that many farmers use to decide when to plant their crops.

Printers helped people and governments share information and important ideas.

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Sources:

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991);

ISBN: 978-0-86505-510-0

Edwin Tunis, *Colonial Craftsmen: And the Beginnings of American Industry* (Baltimore: Johns

Hopkins University Press, 1999); ISBN 978-0-80186-228-0

Colonial Williamsburg Web site, History of Trades section (Wheelwright):

www.history.org/Almanack/life/trades/tradewhe.cfm



Expert Groups:
Colonial Trades Research Note-catcher

Student:

Trade: **Printer**

Source:

Part One: Vocabulary

| Vocabulary Word | Meaning (Using what the text says, put the meaning in your own words) |
|--|---|
| pamphlets | |
| type | |
| chase (Be careful! What does your reading say?) | |
| almanac | |

Part Two: Vocabulary

| Who... (Who is this text about?) | What... (What does a printer do?) | Where... (Where would printers work?) | Why... (Why were printers important?) |
|--|---|---|---|
| | | | |

Exit Ticket: Write a summary paragraph about this text.

Expert Groups:
Colonial Trades Research Note-catcher

Part Three: Facts about My Trade

| How the Trade Helps People | Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|----------------------------|---------------------|-----------------------------|--------------------------|
| | | | |

How did this trade support life in the colonial village? Circle one:

- a) By building wagons
- b) By making clothes
- c) By spreading news and making books
- d) By building statues

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think printers depended on? Use details from the text to support your inference.

The Shoemaker's Role in a Colonial Village



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Colonial people needed strong shoes and boots. They often worked outside for much of the day and walked long distances. The craftsman who made the leather shoes that many colonists wore was called a shoemaker.

The shoemaker used several tools in his work. He would whittle, or carve, a set of different-sized shoe-shaped forms called lasts. To make the top part of a shoe, the shoemaker would shape flexible leather around the last.

The top part of the shoe was called the upper.

The bottom of the shoe, or the sole, was cut from thick leather. The shoemaker used a pointy tool called an awl to punch small holes in the upper and the sole. He sewed the upper to the sole with heavy thread. Then a wooden heel was attached with tiny nails.

Some shoemakers had a shop in a village, but many shoemakers traveled from place to place. While they traveled, they stayed with families who needed shoes. He would stay long enough to make shoes for the family and their neighbors. Then he would pack up his lasts and awl and travel to the next place where people needed shoes.

Both men and women were shoemakers. African American people, many of whom were slaves, were also shoemakers. A shoemaker who owned his own shop was called the master of the shop. Women who owned shoemaking shops were called the mistresses of the shop.

Colonial people took very good care of their shoes. In the summer, many people did not wear any shoes because they did not want to wear them out before the cold winter. People with more money bought fancy shoes. The shoemaker helped colonists keep their feet warm, dry, and protected.



The Shoemaker's Role in a Colonial Village

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Sources:

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0

Edwin Tunis, *Colonial Craftsmen: And the Beginnings of American Industry* (Baltimore: Johns Hopkins University Press, 1999); ISBN 978-0-80186-228-0

Colonial Williamsburg Web site, History of Trades section (Wheelwright):
www.history.org/Almanack/life/trades/tradewhe.cfm



Expert Groups:
Colonial Trades Research Note-catcher

Student:

Trade: Shoemaker

Source:

Part One: Vocabulary

| Vocabulary Word | Meaning (Using what the text says, put the meaning in your own words) |
|-----------------|---|
| lasts | |
| whittled | |
| upper | |
| awl | |

Part Two: Vocabulary

| Who... (Who is this text about?) | What... (What does a shoemaker do?) | Where... (Where would shoemakers work?) | Why... (Why were shoemakers important?) |
|--|---|---|---|
| | | | |

Exit Ticket: Write a summary paragraph about this text.



Expert Groups:
Colonial Trades Research Note-catcher

Part Three: Facts about My Trade

| How the Trade Helps People | Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|----------------------------|---------------------|-----------------------------|--------------------------|
| | | | |

How did this trade support life in the colonial village? Circle one:

- a) By making people look nice
- b) By keeping their feet dry and warm
- c) By growing food
- d) By making saddles

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think shoemakers depended on? Use details from the text to support your inference.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 9

Researching and Note-Taking: Building Expertise about a Colonial Trade



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|--|--|
| I can conduct a research project to become knowledgeable about a topic. (W.4.7) I can summarize informational or persuasive text. (RI.4.2) I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can work collaboratively with my expert group to research my colonial trade.• I can summarize information about my colonial trade. | <ul style="list-style-type: none">• Colonial Trade Research Note-catcher |



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (5 minutes) Review Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Guided Practice: Summarizing (20 minutes) Expert Groups: Summarizing (25 minutes) Closing and Assessment <ol style="list-style-type: none"> Exit Ticket: Independent Summary Writing (5 minutes) Homework | <ul style="list-style-type: none"> In this lesson, students continue their research in smaller expert groups. The knowledge students will build about their particular colonial trade will serve as the foundation for their writing in Unit 3. Students write a summary of their expert text. This builds on their experiences of taking notes and then writing these notes in complete sentences and paragraphs from Module 1 and Units 1 and 2 of this module. The specific focus for the writing in this lesson is to summarize the main idea of the text and support it with specific evidence from the text. Make sure the students have their expert trade texts and Note-catchers from Lesson 8. Students complete the front side of the Colonial Trade Research Note-catcher in this lesson. They will use the back of the Note-catcher during Lesson 10. Think about students who may struggle with reading the text in their expert groups. Some students may require further support from the teacher during the lesson or a more scaffolded Note-catcher. This can be prepared in advance (see Lesson 6 for an example of a tiered Note-catcher). |

| Lesson Vocabulary | Materials |
|--|---|
| <p>(Repeat from Lesson 8): expert, summary/summarize, gather, sort; wheelwright: hub, spokes, tire, expand shoemaker: lasts, whittled, upper, awl cooper: staves, shaving horse, plank, cooperage blacksmith: forge, anvil, wrought, bellows, malleable builders: carpenter, moldings, chisels, lathe printer: pamphlets, type, chase, almanac</p> | <ul style="list-style-type: none"> Summarizing Informational Text (new; teacher created; see Work Time A) Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8) “The Wheelwright’s Role in a Colonial Village” (from Lesson 8) Equity sticks “The [trade]person’s] Role in a Colonial Village” (from Lesson 8; one for each student for their assigned expert group trade: Blacksmith, Builder/Carpenter, Cooper, Printer, Shoemaker)) Expert Groups: Colonial Trades Research Note-catcher (begun in Lesson 8) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get into triads with two people who are not in their expert group. Ask each person to share:<ul style="list-style-type: none">* One new thing they learned about their colonial trade from reading their text yesterday (Lesson 8)* One question/wonder they have about their colonial trade• Explain that they will continue to use the same text from yesterday. They will work with people who read about their same trade, but will be divided into smaller groups of three or four students. Tell students that being in these smaller expert groups will allow everyone to actively participate during group conversations. Smaller groups also will make it easier for the instructor to learn who needs more support while doing their research. | <ul style="list-style-type: none">• Smaller groups help students to remain more engaged in their group work. |
| <p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask the students to read the learning targets silently. Using equity sticks, call on a few students to explain in their words what it means to <i>summarize</i> a text. (Look for responses such as: “To explain the main idea of a text using key details to support it.”)• Inform the class that the members of each expert group will read the same text from yesterday a third time and write a <i>summary</i>, or short description of the text, together. | |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Guided Practice: Summarizing (20 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Revisit the second learning target: “I can summarize information about my colonial trade.” Remind students that the word <i>summarize</i> means to write a short description of a text.• Ask students to quickly turn and talk about the summary writing they have already practiced this year. (Listen for them to remember the paragraphs they wrote about life in a colonial village during Unit 1 of this module, as well as the paragraphs they wrote from their research notes during Module 1 about the Iroquois.) Remind them as needed.• On chart paper, begin a new Summarizing Informational Text anchor chart. Write the word <i>summary</i> on the chart and a simple definition. Tell students that writing a summary will help them to better understand the text they are reading.• Redistribute students’ Colonial Trade Research Note-catcher: Wheelwright from Lesson 8. Point out Part Two: Summary on the Note-catcher. Have students read the headings at the top of the four columns in this section. Tell students that a good summary of informational text usually includes these categories: who, what, when, where, and why. Add the following to the anchor chart in bullet points:<ul style="list-style-type: none">* Who (or what) is the text about?* What is the main idea?* When: What time period is described?* Where: What place is described?* Why is the topic important?• Tell them that as they read the text a third time, they will gather notes to answer the questions in this part of the Note-catcher. Have them return to the “The Wheelwright’s Role in a Colonial Village” text (from Lesson 8, one per student) to read about the wheelwright. Tell students that you will reread the text aloud as they follow along, and you would like them to listen/read for information for each category. Remind them that the information can be explicit or inferred (remind them of the meanings of these words from Unit 1, if necessary).• Ask students to work in their expert groups: “Share one thing you heard that could be recorded on your note- catcher.”• After students have shared in small expert groups, use equity sticks to call on students and record for each category. Clarify or prompt students as necessary. | <ul style="list-style-type: none">• For students needing additional support producing language, consider offering a word bank of content words from the text to be used in the graphic organizer and the Help Wanted ad. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">Once students have completed each category, model how to write this information in paragraph form and display for students. Key points to attend to during the modeling:<ul style="list-style-type: none">* Remind students of the structure of a good paragraph (topic sentence, details, and concluding sentence).* Tell students that they will need to include information from each category to make it a good summary.* Model checking off each category as you write the information in your sentences.A possible summary for the wheelwright might be: “During colonial times in America, wheelwright was an important trade. The wheelwright made wheels. The wheels were used on wagons and carts. These craftspeople were important, because colonists couldn’t move much without wheels.”On the Summarizing Informational Text anchor chart, record the following in your own or students’ words:<ul style="list-style-type: none">* “Good summary paragraphs have a topic sentence, details, and a concluding sentence.”* “They explain the ‘who, what, when, where, and why’ of informational text with evidence from the text.” | |
| <p>B. Expert Groups: Summarizing (25 minutes)</p> <ul style="list-style-type: none">Tell students that now it is their turn to try this with their smaller expert groups. Inform them that they will have about 20 minutes to reread their “The [traderperson’s] Role in a Colonial Village” (from Lesson 8; for their assigned expert group trade) and complete the boxes in Part Two: Summarizing of their Expert Groups: Colonial Trades Research Note-catcher. Tell them that they should not yet write their summary paragraphs, as this will be their exit ticket. If they have time, they can, however begin to brainstorm what their summary might be with the other people in their expert group.As students work in their expert groups, circulate and support as needed. “Why didn’t we label a category ‘Parts of a Wheel?’” (Students should realize that the facts about the parts of a wheel are very trade-specific and could fall under the category of “Other Interesting Things,” but it wouldn’t be a research category because not all trades made wheels.) <p><i>Note: Students will need this text about the wheelwright again during Lesson 6. Either collect students’ texts or have them put them in a folder so they can access them again during Lesson 6.</i></p> | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Exit Ticket: Independent Summary Writing (5 minutes)</p> <ul style="list-style-type: none">• Ask individuals to thank the people in their expert group and return to their desks to complete the summary paragraph as an exit ticket to be collected.• Collect students' paragraph writing as an informal assessment. | <ul style="list-style-type: none">• Leave the model paragraph displayed to further support students in writing their own summary paragraphs. They may use an identical format, but it will help to scaffold them in constructing their own summary paragraphs in the future. |
| Homework | Meeting Students' Needs |
| <p>Reread the text about your colonial trade. Write one sentence describing what your tradesperson does. On your expert group label, create a visual that represents your trade.</p> <p><i>Note: Students will need The Wheelwright's Role in a Colonial Village text (from Lesson 5) in Lesson 10.</i></p> | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 10

Reading and Taking Notes on Colonial Trades



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can conduct a research project to become knowledgeable about a topic. (W.4.7)
I can document what I learn about a topic by sorting evidence into categories. (W.4.8)
I can make inferences using specific details from the text. (RI.4.1)

Supporting Learning Targets

- I can gather and sort information from a text about my colonial trade when taking notes.
- I can infer how colonists depended on my trade and how my trade depended on others.

Ongoing Assessment

- Colonial Trade Research Note-catcher



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Review Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">I Guided Practice: Reading and Taking Notes (20 minutes)Independent Practice (10 minute)Expert Groups: Sharing and Collaboration (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework | <ul style="list-style-type: none">In this lesson students read and take notes on their trade from their Colonial Trade texts for a third time and independently.Some students may need more support during this independent reading time. Consider preparing a more scaffolded Note-catcher in advance (see Unit 1, Lesson 6 for an example of this type of scaffolding).In this sequence of research lessons, students work with their expert groups for at least a part of each day. Today, they interact with other peers during the first part of class, and meet with their expert group during Part C of Work Time.To anticipate the types of responses you may get from students, see the Wheelwright Model (in Supporting Materials). |



| Lesson Vocabulary | Materials |
|---------------------------------------|--|
| gather, sort, infer, depended, skills | <ul style="list-style-type: none">• Expert group labels (from Lesson 8 homework)• Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8)• “The Wheelwright’s Role in a Colonial Village” (from Lesson 8)• Wheelwright Model (possible answers for Teacher Reference)• Document camera• “The [traderperson’s] Role in a Colonial Village” (from Lesson 8; one for each student for their assigned expert group trade)• Colonial Trade Research Note-catcher (from Lesson 8)• Expert Group Collaboration sheet (to cut up and distribute one per group)• Equity sticks• Wheelwright Model (possible answers for Teacher Reference) |

| Opening | Meeting Students’ Needs |
|---|-------------------------|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their expert group labels from Lesson 8. (“Reread the text on your colonial trade. On your expert group label, write one sentence describing what your tradesperson does. Create a visual that represents your trade.”)• Ask students to find a partner who is in a different expert group (i.e., researching a different trade). Ask them to share their label, read their sentence, and explain their visual.• Ask students to hold on to their labels to share with their expert group later in this lesson. | |



| Opening (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the learning target: “I can gather and sort information from a text about my colonial trade when taking notes.” Circle the words <i>gather</i> and <i>sort</i>. Ask groups to talk about what these words mean and why researchers would have to do this with information they read. Have groups share their thinking. Explain to students that a researcher can find a lot of information when reading text. They often sort the information to figure out what is important. Remind them that they determined categories of information to collect earlier in this unit (How the Trade Helps People, Tools for the Trade, Skills Needed for the Trade, and Other Interesting Things), and that gathering information based on these categories will help them as writers of historical fiction later (in Unit 3 of this module).• Review the second learning target: “I can infer how colonists depended on my trade and how my trade depended on others.” Circle the words <i>infer</i> and <i>depended</i>. Students should be able to explain the word <i>infer</i> based on their learning in Unit 1 of this module.• Point out the word <i>depended</i> and ask them if they can identify the root. Students should notice the root <i>depend</i>. Ask students to turn and talk to a different partner about what this word means. Have partners share ideas and clarify the meaning of this word (to rely on another for something that is needed). Tell them that today they will focus on how their trade helped other colonists. They will find out what the colonists depended on their trade for and infer what their trade might have depended on. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a spoon or teapot for the word <i>silversmith</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Guided Practice: Reading and Taking Notes (20 minutes)</p> <ul style="list-style-type: none"> • Display a copy of the Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8) with a document camera or re-create on chart paper or on the board. Quickly review the information recorded on the front of the Note-catcher during Lessons 8 and 9. Focus on the summary to help students recall the text about the wheelwright. Show students Part Three: Facts about My Trade. Explain that this is where they will take their notes today. • Review the categories listed in the four columns of the Note-catcher. Name each category and clarify each as needed. • Focus on the second column: SKILLS. Point out the word <i>skills</i> and ask students to Think-Pair-Share on the meaning of this word. Ask for a few pairs to share with the class. Listen for students to say something such as “things you are good at.” Tell students that today they will learn about the skills of their trade. Explain that this means they will look for the things that a craftspeople had to do well in order to make their goods. • Ask students to brainstorm some possible skills craftspeople may have had to have. List on the board the Colonial Trade Skills for students to reference while reading their text. (Some possible skills might include being precise, having perseverance, wood carving, making and controlling a fire, shaping metal, using special tools, etc.) • Be sure students have their text, “The Wheelwright’s Role in a Colonial Village” (from Lesson 8). Distribute the The Wheelwright’s Role in a Colonial Village text (from Lesson 8). Ask students to read along with you. Tell them that they will then help you think about what information to put in the Note-catcher. • Read the main body of the text only. Go slowly. Stop and let students think about what information should go in the graphic organizer’s columns. (For example, stop after the first sentence and ask them if there’s anything that could be recorded about how the wheelwright helped people. Expect responses such as: “They made wheels for wagons and carriages.”) Model how to take short bulleted notes. Refer to the Wheelwright Model (Possible answers for Teacher Reference). • Show students how to code their notes with an E for explicit evidence in the text and I for inferred information from the text. For examples of information gathered from the wheelwright text, see the Note-catcher below. | <ul style="list-style-type: none"> • To further support ELL students, you might clarify the meanings of words such as <i>trade</i> and <i>tools</i>. • Be sure to pay particular attention to inferring about the wheelwright’s skills, since this most likely will be an area of challenge for students when reading and taking notes about their trade. Model using the text and the brainstormed list of skills to infer information for this category. • Consider referring back to the Explicit versus Inferred anchor chart created in the previous units to help students connect to prior learning related to this standard. (RI.4.1) |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">Ask students to reflect on this guided practice: “What did we do as readers?” As students share, record their observations into directions on the board, such as the following:<ul style="list-style-type: none">* Read the text slowly.* Record information into categories as you read.* Take short notes and mark E for explicit evidence and I for inferred information.Provide proof from the text for inferred information. At this point the Tools column should still be blank. Work with students to review your notes and determine whether you need to reread to find more information for a particular category. Ask students: “Is there more information in the text? Where can we find it?” If students do not mention the picture, point it out to them and ask them if they can find any information from it that we don’t already know. Tell students that they should use the vocabulary from yesterday that they recorded on the front of their Note-catchers as a reference while reading their expert group text.Refine the directions:<ul style="list-style-type: none">* Review Steps 1 to 4.* Add a fifth step: “Share what you found with your expert group and record any new information.” | |
| <p>B. Independent Practice (10 minutes)</p> <ul style="list-style-type: none">Invite students to refer to their Colonial Trade texts from lesson 8 and distribute their Colonial Trade Research Note-catcher (from Lessons 8 and 9) to students. Ask them to take 10 minutes to read and take notes independently. Tell them that they will then get to share what they record with their group and add more notes.Circulate during this time to confer with students who need additional support. | |
| <p>C. Expert Groups: Sharing and Collaboration (15 minutes)</p> <ul style="list-style-type: none">Ask students to move into their expert groups. Give them a few minutes to share their labels from the previous lesson’s homework.Distribute the Expert Group Collaboration sheet. Review the steps of the sharing process. Emphasize that in each round all voices should be heard and that students need to reference the text each time they share.Give students 10 minutes to work. Circulate to support groups in their sharing and collaboration process. | <ul style="list-style-type: none">Providing the steps and directions for sharing independent work with expert partners in written form will support students who struggle with multistep directions. |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather the group together. Ask: “How do you think the trades depended on each other?” Ask students to Think-Pair-Share. Use equity sticks: Call on a few students to share their partner’s thoughts with the whole group.• Draw student’s attention to the learning target: “I can gather and sort information from a text about my colonial trade when taking notes.” Ask students to find a new partner and discuss what this learning target means to them now. Give them the sentence frame: Now I think this learning target means _____. | <ul style="list-style-type: none">• Collect students’ Note-catchers for formative assessment on sorting evidence (W.4.8) and to determine their understanding of their expert group’s trade. |
| Homework | Meeting Students' Needs |
| <p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: Lesson 11 will focus on SL.4.2: listening and paraphrasing read text or presentations. This lesson will require an Internet connection and speakers to play a podcast for the class. Students do a similar activity in their expert groups in Lesson 12: For that, each expert group will need access to technology to play podcasts on their trade. This may require access to a computer lab or handheld devices. If such access isn’t available, consider burning the MP3s onto discs, and the students can use CD or MP3 players to listen to these interviews. Plan accordingly for use of this technology.</i></p> <p><i>Preview the podcasts, which can be found at the following links:</i></p> <p><i>Wheelwright: http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons</i></p> <p><i>Blacksmith: http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/</i></p> <p><i>Builders/Carpenter: http://podcast.history.org/2012/04/30/meet-the-carpenter/</i></p> <p><i>Cooper: http://podcast.history.org/2012/01/02/meet-the-cooper/</i></p> <p><i>Printer: http://podcast.history.org/2005/10/31/printer/</i></p> <p><i>Shoemaker: http://podcast.history.org/2012/03/26/meet-the-shoemaker/</i></p> <p><i>(All podcasts last accessed 10/26/12)</i></p> | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 10

Supporting Materials



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Wheelwright Model
(Possible Answers for Teacher Reference)

Part Three: Facts about My Trade

| How the Trade Helps People | Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|---|---|---|--|
| Makes wheels for carriages, wagons, and carts (E) | <p><i>[Teacher Note: Save this section for students to practice gathering information from the text after you have modeled.]</i></p> <p>Chisel (E*)—wheelwright used a chisel to create openings for the spokes</p> <p>Hammer (I*)—wheelwright hammered the hoop onto the wheel</p> | <p>Working with wood and metal (I)—hub was made of wood, and the tire was made of iron</p> <p>Working with fire (I)—heated the hoop slightly</p> <p>Had to be careful with his work (E)—the wheels he made were perfectly round</p> | Women who were married to wheelwrights helped in the shop. |

* E = explicit; I = inferred.

Expert Group Collaboration

1. Round One: **Each student** in the group **shares** one thing recorded on his or her Note-catcher, pointing out where in the text it was found, and whether the information was explicit or inferred. Group members **record new information** they hear during sharing.
2. Round Two: Continue until everyone in your expert group has the same information recorded on their Note-catchers.
3. Round Three: Discuss the three questions at the bottom of your Note-catchers one at a time. Be sure each person has a chance to share his or her thinking. **Use evidence from the text** to support your group's answer.

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EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 11

Listening Closely and Taking Notes: Colonial Trade Podcast about the Wheelwright



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|--|
| I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can determine important information to record when listening closely to a podcast about my colonial trade.• I can self-assess how close I am to meeting the learning target. | <ul style="list-style-type: none">• Colonial Trade Research Note-catcher (Listening Closely version) |



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader (5 minutes) Reviewing the Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Listening for the Gist: A Podcast about the Wheelwright (10 minutes) Guided Practice: Listening to the First 3 Minutes and Taking Notes Together (15 minutes) Independent Practice: Listening to Minutes 3–6 and Taking Notes Independently (10 minutes) Inferring and Answering Questions (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief and Self-Assessment (5 minutes) Homework | <ul style="list-style-type: none"> To prepare for this lesson, download the following podcast for students to listen to as a whole class: http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons The podcast is about 15 minutes total. But in this lesson, students listen through only 6:11. To support students with their listening practice, this 6-minute segment is played once for students to get the gist. Then (in both Parts B and C of Work Time), students listen again to these same 6 minutes, but broken into two shorter 3-minute chunks. See notes in the body of the lesson. In advance, prepare the new anchor chart with the second learning target written out (see materials below). This is used during the debrief. Prepare the technology to play a podcast, such as a computer with speakers and Internet access. |

| Lesson Vocabulary | Materials |
|--|--|
| re-enactor, podcast, determine, important, listening closely, apprentice, journeyman, precise, self-assess, asterisk | <ul style="list-style-type: none"> Equity sticks Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (one per student and one to display) Listening Closely anchor chart (new; teacher-created; on this chart, write out the second learning target: “I can determine important information to record when listening closely to a podcast about my colonial trade.”) Tracking My Progress, Lesson 11 recording form (one per student) Podcast: “Carriages, Carts, and Wagons” through 6:11 (see Teaching Notes above). This podcast may be found at: http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/ |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> Write the following question on the board: "If you could talk to someone who lived in colonial times, what would you ask him or her?" Have students talk with a partner about what they might ask and why. Next, ask: "What might you ask a wheelwright specifically to find out about his trade?" Again, have students share with a partner. This time have them share out with the whole group. List their questions on the board. | <ul style="list-style-type: none"> Consider giving students who need extra support a sentence frame: If I could talk to some one who lived in colonial times, I would ask them _____ because_____. |
| <p>B. Reviewing the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Explain to students that although they cannot go back in time to talk to someone who lived in the colonial era, they can hear a wheelwright answer some questions in a recorded interview. Explain that this wheelwright is a real person from the present. He did not live in colonial times, but is a <i>re-enactor</i>. Tell them that this means he is acting out or performing something that happened in the past. Point out the word root <i>act</i> and the prefix <i>re-</i>. Explain that re-enactors have learned something about the past to help teach us. This person has specifically learned to practice the trade of a wheelwright, just as a person from colonial times would have done. Therefore, he knows a lot about this historic trade. Introduce the first learning target: "I can determine important information to record when listening closely to a podcast about my colonial trade." Circle the word <i>podcast</i>, and ask students if they are familiar with this word. Invite a student to explain. If no one knows, then tell students: "A podcast is an audio clip that can be downloaded from the Internet and listened to." Next, underline the words <i>determine</i> and <i>important</i>. Write the word <i>pick</i> above the word <i>determine</i>, and explain that you would like students to pick carefully the information they record, based on the research categories they have been using. Tell them that these categories will help them to figure out what information they should record into their notes. Use equity sticks for students to share their thinking. They should be familiar with the phrase <i>reading closely</i> (covered earlier in this module and in Module 1) and should be able to infer about <i>listening closely</i>. Explain that the good things that students do when reading closely will also help them to listen closely. First they will listen for the gist (What is the podcast mostly about?), then listen again for details so that they can take notes and learn more. Today, they will practice listening closely to an interview with a wheelwright. | |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Listening for the Gist: A Podcast about the Wheelwright (10 minutes)</p> <ul style="list-style-type: none"> Distribute the Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright. Use a document camera to display your own copy for modeling. Ask students to look over the Note-catcher. Ask them to look for things that are familiar and different from the Note-catcher that they have used in the past two lessons. Students should notice the following similarities: <ul style="list-style-type: none"> * They will write a gist statement. * They will record information about tools, skills, and other interesting information. * They will answer a few questions after taking notes. * There is not a category about what the wheelwright does. Students should notice the following differences: <ul style="list-style-type: none"> * This Note-catcher is for listening (not reading). * There is no longer a category titled “How My Trade Helped People.” Explain that they have already established what it is the wheelwright does, so they no longer need this category. Tell students that the small star next to the skills category is called an asterisk, and it’s used to indicate important information. They will return to this asterisk after they have had a chance to listen to the gist. Point out the two questions under Listening for the Gist on the Note-catcher: <ul style="list-style-type: none"> * “What did your craftsperson have to say about his or her trade?” * “What was the main message?” Ask students to think about these questions as they listen to the interview for the first time. Play the Podcast: “Carriages, Carts, and Wagons” through 6:11. (Stop after these lines of dialogue): <ul style="list-style-type: none"> * <u>John</u>: “The most interesting, and most challenging to work with, is the tapered reamer . . .” * <u>Lloyd</u>: “That would not work very well.” * <u>John</u>: “Our biggest ones require three people to turn it to the hub. It’s a day’s job that you don’t look forward to.” | <ul style="list-style-type: none"> Providing “hint cards” that help students who are stuck to get the gist is a strategy that supports any learner who struggles with language. Hint cards might be placed on the chalkboard tray, for example, and students should only take them if they are super stuck. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">* <u>Lloyd</u>: "That's three people. That means a lot of power is needed."* <u>John</u>: "Yeah, and as you get older, it gets harder."• Give students a minute to think and talk with a partner about the gist of what they heard. (Keep this brief.)• Ask students to write their gist statement independently and then share with a partner. Using equity sticks, select a few students to share what they wrote. Based on students' comments, model writing a gist statement on your Note-catcher. Use a sentence frame: "I heard _____ say _____ about the podcast, and _____ said _____, so it sounds like we think the gist is _____." | |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Guided Practice: Listening to the First 3 Minutes and Taking Notes Together (15 minutes)</p> <ul style="list-style-type: none">• Tell students that you are going to play the podcast again, but this time you are going to stop a few times so that they can take notes. They will listen for details that they will later write in their Note-catcher.• Point out the asterisk next to the column titled “Skills Needed for the Trade.” Explain that when reading about the wheelwright you found some information, but that you had to infer a lot about skills. With this podcast you are hoping they can help you find information about the skills a wheelwright needs.• Briefly define the words <i>apprentice</i> and <i>journeyman</i>. Explain that these are terms used to describe young people who work with a craftsman to learn a trade. Tell students that they will have an opportunity to talk more about what an apprentice does, but that you did not want the meanings of these words to confuse them as they listen.• Start to play the excerpt again, but stop at about 2:30, after:<ul style="list-style-type: none">* <u>John</u>: “It’s the precision. You have to be incredibly precise with certain parts of the work, primarily the mortises, and the slots in the hub where the spokes go in. If they’re not done correctly, the whole thing is ruined. You’re dealing with a rare piece of wood for the hub, a piece of American elm. That is getting harder and harder every year to get. If you mess up one little bit, it could ruin the whole wheel. Then you build it, and then you shrink a big iron tire around it. So, you have this stress of compressing all your work with an incredible amount of force with the tire. At the beginning, there are some sleepless nights before you put the tire on a wheel—would it break?”• Prompt students to talk with a partner to decide what they heard that they think should be recorded on the Note-catcher.• Have pairs share their thoughts with the class. Decide as a whole group whether or not the information fits into one of the categories. On the model Note-catcher, record notes based on student thinking that pertain to the categories. <p><i>Note: It is fine if students do not yet comment on the word precise in reference to the skills category. Do not bring it up. They will listen again using the text-dependent questions at the bottom of their Note-catcher to help them think about the meaning of this word.</i></p> | <ul style="list-style-type: none">• Providing bullets to indicate the number of skills they will hear gives students additional support as they are listening closely to the podcast. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>C. Independent Practice: Listening to Minutes 3--6 and Taking Notes Independently (10 minutes)</p> <ul style="list-style-type: none">• Tell students they will now hear the next portion (up to 6:11) of this section of the podcast a second time. But this time, they will not work with a partner. Instead, they will listen and then take notes independently when the interview is stopped. Review the notes that have been recorded and emphasize the importance of capturing information that applies to the categories on their Note-catchers.• Resume the podcast. Stop it again at 6:11. Give students a few minutes to record notes on their own. | |
| <p>D. Inferring and Answering Questions (10 minutes)</p> <ul style="list-style-type: none">• Orient students to the bottom of the Note-catcher. Read the quote aloud to the class: "You have to be incredibly precise with certain parts of the work, primarily the mortises, and the slots in the hub where the spokes go in. If they're not done correctly, the whole thing is ruined."• Ask students to work with a partner to answer the first two questions below their notes. Use equity sticks: have a few partners share their answers and evidence. Discuss and clarify (if necessary) the meaning of the word precise.• Finally, pose the third question to the whole class. Explain that this is their exit ticket. Give them 5 minutes to write their response independently. Then collect Note-catchers for a formative assessment of students' ability to listen and take notes. | |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief and Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">Post the chart paper for the new Listening Closely anchor chart. Gather students whole group. Review the learning target: "I can determine important information to record when listening closely to a podcast about my colonial trade." Ask students to review the steps that they took today to <i>listen closely</i>. Record students' comments on the anchor chart. Be sure the following steps are captured:<ul style="list-style-type: none">* Listen to the whole piece for the gist (what is this about?).* Listen to a short part.* Take notes that apply to the purpose (what information are you trying to gather?).* Listen to another part and take notes.* Listen a final time to capture any missed information.Tell students that they will refer back to this chart when they are listening and taking notes in their expert groups.Tell students that you would like them to do a quick check for where they think they are with this target. Post the following learning target: "I can <i>self-assess</i> how close I am to meeting the learning target." Remind them that this is not a new learning target for them—they self-assessed at the end of the previous unit. Briefly discuss the meaning of the learning target. Tell students that sometimes explaining your thinking to another person can help you to more accurately self-assess a learning target.Have them turn to a partner and share their thinking about the following question:<ul style="list-style-type: none">* "How did you determine what information to record?"Once students have had a chance to share, hand out the Tracking My Progress, Lesson 11 recording form. Clarify any parts of the sheet, if necessary, then allow student a few minutes to complete their self-assessment. | <ul style="list-style-type: none">Co-constructed anchor charts help students to understand abstract concepts.For students who need further support consider adding sentence starters to their self-assessment sheet. For example:<ul style="list-style-type: none">1) I think the targetmeans_____.2) The reason I think this isbecause_____. |



| Homework | Meeting Students' Needs |
|--|-------------------------|
| <p>Answer the following: “If you could travel back to colonial times, what would you ask the craftsman whose trade you are researching?” Write a list of two to three questions you would ask this person.</p> <p><i>Note: Use student Note-catchers and self-assessments to determine what techniques to improve note-taking while listening should be modeled before students listen to another podcast in their expert groups during Lesson 12.</i></p> <p><i>In Lesson 12, each expert group will need access to technology to play podcasts on their trade. If possible, gain access to a computer lab or handheld devices. (If necessary, turn the podcasts into recordings on a disk, and the groups can listen to the interviews that way.) Podcasts can be found at the following links; plan accordingly for use of this technology:</i></p> <p><i>Blacksmith: http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/</i></p> <p><i>Builder/Carpenter: http://podcast.history.org/2012/04/30/meet-the-carpenter/</i></p> <p><i>Cabinetmaker: http://podcast.history.org/2011/11/21/woodworking-in-williamsburg/</i></p> <p><i>Cooper: http://podcast.history.org/2012/01/02/meet-the-cooper/</i></p> <p><i>Shoemaker: http://podcast.history.org/2012/03/26/meet-the-shoemaker/</i></p> | |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 2: Lesson 11

Supporting Materials



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Colonial Trade Research Note-catcher (Listening Closely version):
Wheelwright

.....
Name:
.....

.....
Date:
.....

“Carriages, Carts, and Wagons” (Interview with Colonial Williamsburg wheelwright John Boag):
<http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons>

Listening for the Gist

What did your craftsperson have to say about his or her trade? What was the main message?

More Facts about My Trade

Record any new information you hear about your trade while listening to your podcast.

| Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|------------------------|--------------------------------|--------------------------|
| | | |

Colonial Trade Research Note-catcher (Listening Closely version):
Wheelwright

**Below is a quote from the interview. Read and infer the meaning of the word *precise*.
Then answer the questions below.**

“You have to be incredibly precise with certain parts of the work, primarily the mortises, and the slots in the hub where the spokes go in. If they’re not done correctly, the whole thing is ruined.”

1. What do you think the word *precise* means in this text?

2. What detail in the text supports your thinking?

3. Why do you think the skill of precision (or being precise) is important in the wheelwright’s trade?
Use details from the text and your notes to support your thinking.



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can determine important information to record when listening closely to a podcast about my colonial trade.

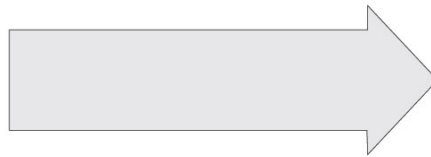
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



EXPEDITIONARY
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Grade 4: Module 2A: Unit 2: Lesson 12

Listening Closely and Taking Notes in Expert Groups: Colonial Trade Podcast



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|---|
| I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can determine important information to record when listening closely to a podcast about my colonial trade.• I can collaborate with my group to help everyone meet the learning target. | <ul style="list-style-type: none">• Colonial Trade Research Note-catcher: Listening Closely (Expert Group versions) |



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Reviewing the First Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Reviewing Steps for Listening Closely (10 minutes)Expert Group Work: Listening and Taking Notes (30 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Self-Assessment (5 minutes)Homework | <ul style="list-style-type: none">In advance: This lesson focuses on students' listening skills, and is dependent on technology so students can hear podcasts in their expert groups. Coordinate in advance to ensure success. Ideally students would do this lesson in a computer lab, but a handheld device would also work. If Internet technology is unavailable, then a teacher could transfer the podcasts to MP3s and use a CD or MP3 player or off-line computer to listen to the audio. If this technology is unavailable, consider modifying this lesson into a small group rotation. If no technology is available, consider skipping this lesson and substituting another lesson for SL.4.2 using a text related to colonial trades that can be read aloud to students.Review the podcasts students will be listening to found on the Websites for podcasts (see supporting materials)Also be sure to make expectations about technology and its proper use clear before this lesson.There are two different podcasts that would be appropriate for the Builders expert group: one for brickmakers and one for carpenters. If there is more than one expert group for Builders, consider splitting them so subgroups can hear one or the other of these two podcasts.Note that there are specific Note-catchers for each of the expert groups, based on the specific content of each podcast. Be sure each student has the correct Note-catcher.Review the explanation of Stars and Stairs in the debrief. This simple strategy allows students to consider strengths and next steps in their progress toward targets. |



| Lesson Vocabulary | Materials |
|---|---|
| podcast, re-enactor, determine, important, listening closely, collaborate | <ul style="list-style-type: none">• Websites for podcasts (for Teacher Reference)• Listening Closely anchor chart (from Lesson 11)• Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (from Lesson 11; one per student)• Document camera• Computer with Internet access and headphones (ideally one computer and set of headphones per student; at least one computer per expert group), handheld devices, or MP3 players (and MP3 recordings of podcasts) with speakers (at least one per expert group)• Expert Groups: Colonial Trades Research Note-catcher (Listening Closely version): Blacksmith, Builders/Brickmakers, Builders/Carpenters, Cooper, Printer, or Shoemaker (specific versions for each expert group)• Group Collaboration anchor chart (new; teacher-created; below the title, write the learning target: “I can collaborate with my group to help everyone meet the learning target.”) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to gather with their expert groups. Ask them to get out their Lesson 11 homework. (“If you could travel back to colonial times, what would you ask the craftsperson whose trade you are researching? Write a list of two or three questions you would ask this person.”) Invite students to share the questions they would ask.• Tell students that perhaps some of their questions will be answered today. | <ul style="list-style-type: none">• Consider giving students who need extra support with this conversation a sentence frame: If I could talk to a _____ in colonial times, I would ask them _____ because _____. |
| <p>B. Reviewing the First Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Remind students of the podcast they listened to in Lesson 11: They got to hear from a historical re-enactor about what it was like to be a wheelwright. Explain that although they cannot go back in time to talk to someone who lived in colonial times, historical re-enactors help us know much more about what things probably were like. They have done a great deal of historical research and present things in a very accurate way.• Tell students that today, they will get to hear another historical re-enactor: someone for the specific trade they have been studying in their expert groups. Just like with the wheelwright, this means that the person being interviewed has learned to practice the trade they are studying and therefore knows a lot about it.• Review the first learning target: “I can determine important information to record when listening closely to a podcast about my colonial trade.” Remind students that this is the same target as yesterday.• Share with them that you have had a chance to read their Tracking My Progress sheets of this target and have considered what it is they will need to focus on most to reach this target today. Share any trends you may have noticed from students’ work and self-assessments in the previous lesson. You might say, for example: “Some of you said it was hard to listen and get all the details written down. Today, I would like you to focus on just getting the gist on the first listen, and not worrying about all the details. Remember, you will get to hear the podcast several times.” | |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Reviewing Steps for Listening Closely (10 minutes)</p> <ul style="list-style-type: none">• Post the Listening Closely anchor chart for students. Review the steps listed on the chart. Explain to students that today they will take these steps with their expert groups, but will be individually responsible for the notes they take.• Display your copy of Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright using a document camera. Ask students to take a moment to look over the Note-catcher and your notes. Based on your formative assessment, draw students' attention to particular parts of the Note-catcher. (For example, if students struggled to write information that matched the categories, examine this section of your notes closely. Consider writing the following questions on the board to assist them in their thinking: "Does this information fit into one of the listed categories? Does it give me more information about my trade?")• Help students to see the difference between information that might be particular to the interview (e.g., information about Colonial Williamsburg or the person being interviewed) versus important information about the trade itself.• If further modeling is necessary, consider playing a short clip from the wheelwright podcast to demonstrate your point. | <ul style="list-style-type: none">• Be sure to use the formative assessments (student Note-catchers and self-assessments) from yesterday to tailor your review of the Listening Closely anchor chart and Note-catcher. |
| <p>B. Expert Group Work: Listening and Taking Notes (30 minutes)</p> <ul style="list-style-type: none">• Help students focus on effective collaboration skills. Post the second learning target: "I can collaborate with my group to help everyone meet the learning target." Explain that a lot will be going on at once during this lesson. Ask: "What will we see and hear if groups are working together to help each other meet our first learning target?"• Once expectations are clear, distribute the Expert Groups: Colonial Trades Research Note-catcher (Listening Closely version). Give the appropriate note-catcher to each expert group (Blacksmith, Builders/Bricklayers, Builders/Carpenters, Cooper, Printer, or Shoemaker). Give the appropriate Note-catcher to each expert group. Review directions at the top of the Note-catcher.• As students work, circulate to support them with technology, students' collaboration, and students' note-taking. | <ul style="list-style-type: none">• If students have their own listening device, consider having them complete each part of the Note-catcher, and then take a break to discuss and share with their group before moving on to the next step. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Begin a new Group Collaboration anchor chart (new; teacher-created; below the title, write the learning target: “I can collaborate with my group to help everyone meet the learning target.”. Tell students that today they will be doing another self-assessment related to the learning target, but first they will assess themselves as a whole class against the second learning target for this lesson: “I can collaborate with my group to help everyone meet the learning target.”• Ask them to think about this in terms of “stars” and “stairs.” A star is for something the group did particularly well, and a stair is for something the group could work on. (For example, a “star” might be a task such as: “We helped each other with getting the podcast to play.”) Ask students to find a partner from another expert group. With that person, decide on one “star” and one “stair” for the class for collaboration in expert groups. Invite students to share out. Record students’ thinking on the Group Collaboration anchor chart. Tell students they will use this anchor chart the next time they work in expert groups. | <ul style="list-style-type: none">• For ELLs and students who need further support, consider drawing a visual of a star and stair with equal signs. You also could change the symbols to a plus and a minus sign or a happy and sad face. |
| <p>B. Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Ask students to next self-assess their own progress toward the first learning target: “I can determine important information to record when listening closely to a podcast about my colonial trade.” Have students give you a thumbs-up if they met the target today, a thumbs-sideways if they are almost there, and a thumbs-down if they need to keep practicing. Ask students to think of one thing that helped them make some progress today. Select a few students to share out. | |
| Homework | Meeting Students' Needs |
| Answer the homework question at the bottom of your Note-catcher. | |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 2: Lesson 1

Supporting Materials



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Websites for Podcasts

- Blacksmith: Williamsburg's Blacksmith: <http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/>
- Builders (Carpenters): Meet the Carpenter: <http://podcast.history.org/2012/04/30/meet-the-carpenter/>
- Builders (Brickmakers): Brick by Brick: <http://podcast.history.org/2011/10/17/brick-by-brick/>
- Cooper: Meet the Cooper: <http://podcast.history.org/2012/01/02/meet-the-cooper/>
- Printer: Printer: <http://podcast.history.org/2005/10/31/printer/>
- Shoemaker: Meet the Shoemaker: <http://podcast.history.org/2012/03/26/meet-the-shoemaker/>



Colonial Trade Research Note-catcher (Listening Closely version):
Blacksmith

Name: _____

Date: _____

Directions:

1. Go to <http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:55 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

What did your craftsperson have to say about his or her trade? What was the main message?

Part 2:

More Facts about My Trade

Record any new information you hear about your trade while listening to your podcast.

| Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|---------------------|-----------------------------|--------------------------|
| | | |



Colonial Trade Research Note-catcher (Listening Closely version):
Blacksmith

Part 3:

Read the following quote from the podcast, and answer the questions below.

“In a small town the less skilled [blacksmiths] will stand out. Everybody in the town will know that he lacks in skill or organization and won’t frequent his business as well. So somebody that has strong hand skills, strong organizational skills, and management skills could succeed very well.”

According to the text, what were the skills needed to be a successful blacksmith?

Homework Question:

The root word for the word **organizational** is “organize,” which means “able to keep things in order.” Why do you think a blacksmith would need to keep things organized? Use details from your notes to support your thinking.

Source: Colonial Williamsburg Web site, History of Trades section (Blacksmiths) (last accessed 10/26/12)



Colonial Trade Research Note-catcher (Listening Closely version):
Builders/Brickmakers

Name: _____

Date: _____

Directions:

1. Go to <http://podcast.history.org/2011/10/17/brick-by-brick/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 6:12 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

What did your craftsperson have to say about his or her trade? What was the main message?

Part 2:

More Facts about My Trade

Record any new information you hear about your trade while listening to your podcast.

| Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|---------------------|-----------------------------|--------------------------|
| | | |



Colonial Trade Research Note-catcher (Listening Closely version):
Builders/Brickmakers

Part 3:

Read the following quote from the podcast, and answer the questions below.

“But you have a person who is known as the brickmaker, usually a free person, and that person would have a certain skill set, certain knowledge base like how to fire bricks in a kiln and such, that not everybody would have. Most of the physical work of making the bricks in the brickyard would have been done by forced labor. So a lot of slaves, maybe even some convicts and indentured servants, but primarily it’s slave labor who did the physical work of making the bricks.”

What do you think the phrase “forced labor” means in this text? Use details from the text to support your answer.

Homework Question:

Why do you think “forced labor” was used for making bricks? Use details from the text and your notes to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Brickmakers) (last accessed 10/26/12)



Colonial Trade Research Note-catcher (Listening Closely version):
Builders/Carpenters

Name: _____

Date: _____

Directions:

1. Go to <http://podcast.history.org/2012/04/30/meet-the-carpenter/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:10 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

What did your craftsperson have to say about his or her trade? What was the main message?

Part 2:

More Facts about My Trade

Record any new information you hear about your trade while listening to your podcast.

| Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|---------------------|-----------------------------|--------------------------|
| | | |



Colonial Trade Research Note-catcher (Listening Closely version):
Builders/Carpenters

Part 3:

Read the following quote from the podcast, and answer the questions below.

“Carpentry is . . . heavy work; it’s the construction of the timber frame and a carpenter’s tools, you know in our time, are really chisels and mallets. So we’re cutting and fitting the joints to join the heavy timber frames together, and it’s our responsibility as a carpenter to move other people into a shelter. So our job is working outside putting everybody else inside. So we raise the frame, we cover the frame against the weather and secure it.”

According to the text, what were two tools carpenters used?

1.

2.

Homework Question:

After hearing this podcast, a listener might infer that carpenters had to be strong. What details can you find in the text above and your notes support this inference?

Source: Colonial Williamsburg Web site, History of Trades section (Carpenters) (last accessed 10/26/12)



Colonial Trade Research Note-catcher (Listening Closely version):
Cooper

Name:

Date:

Directions:

1. Go to <http://podcast.history.org/2012/01/02/meet-the-cooper/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 6:08 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

What did your craftsperson have to say about his or her trade? What was the main message?

Part 2:

More Facts about My Trade

Record any new information you hear about your trade while listening to your podcast.

| Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|---------------------|-----------------------------|--------------------------|
| | | |



Colonial Trade Research Note-catcher (Listening Closely version):
Cooper

Part 3:

Read the following quote from the podcast, and answer the questions below.

“When you’re working with a piece and you’re hammering those hoops on, a big trick of it is getting the ability of hearing the correct pitch that it should be making if everything is fitting as it should and there is not an area that is not snug. You actually hear a different sound to it. So if, by chance, there was something you missed visually, then you should still be able to hear it.”

What do you think the word *pitch* means in the text above? Explain. Underline the detail in the text that supports your thinking.

Homework Question:

Why is the skill of listening important to a cooper? Use details from the text above to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Coopers) (last accessed 10/26/12)



Colonial Trade Research Note-catcher (Listening Closely version):

Printer

Name:

Date:

Directions:

1. Go to <http://podcast.history.org/2005/10/31/printer/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 7:23 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

What did your craftsperson have to say about his or her trade? What was the main message?

Part 2:

More Facts about My Trade

Record any new information you hear about your trade while listening to your podcast.

| Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|---------------------|-----------------------------|--------------------------|
| | | |



Colonial Trade Research Note-catcher (Listening Closely version):

Printer

Part 3:

Read the following quote from the podcast, and answer the questions below.

“Much of my day is involved with typesetting . . . we’ll take all the letters, assemble them, much how a modern person might do using their computer and their keyboard. But we will have much of our time spent spacing everything out properly so that we’ve come to the right measure in our lines.

“Unlike the modern person, who never has to put letters away, we certainly have to replenish our cases, taking everything back apart once we’ve used it. I think that is what really amazes people is just how much time it takes to not only put something together, but take it apart, and I think the word I hear over and over again from our visitors is they tell me my job is very tedious . . .”

What do you think the word *tedious* means in this text? Use details from the text to support your answer.

Homework Question:

Why do you think it would take patience to be a printer? Use details from the text and your notes to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Printers) (last accessed 10/26/12)



Colonial Trade Research Note-catcher (Listening Closely version):
Shoemaker

.....
Name:
.....

.....
Date:
.....

Directions:

1. Go to <http://podcast.history.org/2012/03/26/meet-the-shoemaker/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:25 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

What did your craftsperson have to say about his or her trade? What was the main message?

.....

.....

.....

.....

Part 2:

More Facts about My Trade

Record any new information you hear about your trade while listening to your podcast.

| Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
|------------------------|--------------------------------|--------------------------|
| | | |



Colonial Trade Research Note-catcher (Listening Closely version):
Shoemaker

Part 3:

Read the following quote from the podcast, and answer the questions below.

“Well, according to the dictionaries of the time, a cobbler is a bungling workman in general, especially a botcher or a mender of old shoes. Shoemakers and cobblers have lived in enmity since the middle ages because the cobblers wanted to fix old shoes and sell secondhand shoes and of course the shoemakers wanted to make and sell new ones.”

What do you think the word *enmity* means in the text above? Use details from the text to support your answer.

Homework Question:

Why would a shoemaker be offended or upset if they were called a cobbler? Use evidence from the text above to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Shoemakers) (last accessed 10/26/12)



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 13

Summarizing and Synthesizing: Planning for Writing an Apprentice Wanted Ad



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can document what I learn about a topic by sorting evidence into categories. (W.4.8)

I can accurately synthesize information from two texts on the same topic. (RI.4.9)

I can summarize informational or persuasive text. (RI.4.2)

I can write an informative/explanatory text. (W.4.2)

I can write routinely for a variety of reasons. (W.4.10)

I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2)

Supporting Learning Targets

- I can take notes from a text that is read aloud to me.
- I can write a summary paragraph about apprentices in Colonial America after listening closely to a text that is read aloud to me.
- I can synthesize information from my notes into a Topic Expansion graphic organizer to plan my writing of an Apprentice Wanted ad.

Ongoing Assessment

- Summary graphic organizer
- Topic Expansion graphic organizer



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Introduce Writing Prompt: Apprentice Wanted Ads (5 minutes)Reviewing the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Building Background Knowledge and Summarizing (25 minutes)Guided Practice about the Wheelwright: Synthesizing Notes and Planning for Writing (15 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing (5 minutes)Debrief (5 minutes)Homework | <ul style="list-style-type: none">Student will need all of the notes they have taken on their trade: the Colonial Trade Research Note-catchers from Lesson 8 and Lesson 12.This lesson is the first of two lessons that build up to students' Apprentice Wanted ads. Be sure that students understand that in this lesson, they are practicing with the wheelwright what they will eventually write about for their own trade.In Part A of Work Time, students listen as the teacher reads aloud the "Apprenticeship in Colonial America" text. This activity is designed specifically for students to practice their listening and note-taking. So unlike other lessons with this text (when students followed along in their own texts), today they simply listen. |

| Lesson Vocabulary | Materials |
|--|--|
| historical fiction, summary, synthesize, apprentice (n), apprenticed (v), domestic, journeyman | <ul style="list-style-type: none">Writing Prompt: Apprentice Wanted (one per student)"Apprenticeships in Colonial America" (one for teacher: read aloud text)Summary graphic organizer (one per student)Equity sticksTopic Expansion graphic organizer (one per student)Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8)Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (from Lesson 8) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Introduce Writing Prompt: Apprentice Wanted Ads (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that over the next few days, they will be asked to show what they have learned about their trade. Remind students that the reason they have done so much research is to prepare to write a piece of <i>historical fiction</i> (in Unit 3). • Tell them that today they will read a little more, summarize some information, and then practice together to plan a Help Wanted ad about the wheelwright. In the next lesson, they will plan and write about their own trade. • Display Writing Prompt: Apprentice Wanted and read it aloud to students: <ul style="list-style-type: none"> * “You are a busy craftsperson during colonial times. You are having trouble keeping up with all of your orders. You decide to post an Apprentice Wanted ad in the meetinghouse.” * “After researching informational texts about a trade in Colonial America, write a complete paragraph that describes your trade, the goods that it produces, the skills needed for this trade, and why this trade is important to a colonial village. Support your discussion with evidence from your research.” • Address any clarifying questions students have. | <ul style="list-style-type: none"> • Consider giving students who need extra support a sentence frame: If I could talk to some one who lived in colonial times, I would ask them _____ because_____. |
| <p>B. Reviewing the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • “I can take notes from a text that is read aloud to me,” “I can write a summary paragraph about apprentices in Colonial America after listening closely to a text that is read aloud to me,” and “I can organize information from my notes into a Topic Expansion graphic organizer to plan my writing of an Apprentice Wanted ad.” • Ask students to look at the parts of the learning targets that are familiar to them: “We’ve done this before!” Ask them to think of an example of when the class has learned to do that part of the target. The following should be familiar to students: <ul style="list-style-type: none"> * Listening closely during the podcasts * Writing summary paragraphs after reading about their trades * Synthesizing information about religion in the colonies in the previous unit * Using the when writing about the Iroquois in Module 1 • Review and clarify the meanings of the words <i>summary</i> and <i>synthesize</i> with students. | |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Building Background Knowledge and Summarizing (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that before they begin to plan their Apprentice Wanted ads they need to build a little more background knowledge about apprentices during colonial times. Explain that they have read or heard the word <i>apprentice</i> before a few times in their research on colonial times. For example, they heard about this word in the podcast about the wheelwright. Ask students to explain the meaning of this word and clarify as needed. • Tell students that today they will continue to practice listening and taking notes. But instead of a podcast, today they will just hear a read-aloud of the “Apprenticeship in Colonial America” text. Rather than following along, as they have on other days when they have read this text, today they will just listen. • Remind them of the process for “listening closely” that they have been practicing. First they will listen for gist, then they will hear the text again and think about details. • Read aloud the text slowly once through without stopping. • Ask students to turn to a partner and tell them the gist of the text. What was it mainly about? Have a few partners share out. • Distribute the Summary graphic organizer (one per student). Tell students that as they hear the text read aloud for a second time, they should listen for the categories listed at the top of their graphic organizer. They don’t have to take notes yet. • Read the text a second time. Have students share with their partners any details they hear that they might want to record on the graphic organizer. • Tell students they will now hear the text a third time. They should take notes as you read. Tell them that you will stop a few times along the way to allow them to take notes. • Read the text, stopping for a minute after each paragraph. Once you are finished, have students share with their partner what they have recorded on their graphic organizer and add to their notes if needed. • Display your copy of the Summary graphic organizer. Use equity sticks to select students to share something to add to each category. Clarify as needed. In the WHAT category, be sure to capture the more menial jobs of an apprentice explained in the fifth paragraph. • Next, ask students to write a summary paragraph with their partner. Explain that they may think together, but each should write the paragraph on his or her own graphic organizer, since they will need this paragraph to help them plan their Apprentice Wanted ads later. | <ul style="list-style-type: none"> • Thoughtful grouping: Consider partnering an ELL student with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. Interacting with the content in English can facilitate ELLs’ language acquisition. • Consider writing and displaying steps for close reading/listening. • For students needing additional support, consider providing a word bank developed to work with the specific student’s writing plan. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none">• Give students about 5–10 minutes to work in pairs to write their paragraphs.• Ask a few volunteers to read their summaries and articulate the main idea about apprentices in colonial times. | |
| <p>B. Guided Practice about the Wheelwright: Synthesizing Notes and Planning for Writing (15 minutes)</p> <ul style="list-style-type: none">• Display the Topic Expansion graphic organizer. Remind students that they used this graphic organizer during Module 1, to help them write about <i>Eagle Song</i> and their class constitution.• Review the categories: Read the questions in each box. Tell students that they now have enough information about their colonial trade and apprentices to begin planning for their paragraphs.• Do brief guided practice. Ask students to help you use your notes from the Colonial Trade Research Note-catcher (Wheelwright version from Lesson 8) and Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (from Lesson 11) and the Summary graphic organizer (from this lesson) to complete the Topic Expansion graphic organizer for the wheelwright.• Afterwards ask students to explain the steps the class took together. Their comments should include the following:<ul style="list-style-type: none">* Reading the first box labeled <i>main idea</i> and adding a short bullet of information from both the Colonial Trade Research Note-catchers.* Doing the same with the first two supporting details boxes.• Ask students to share which notes they think will help most with the last supporting detail. Have students help you to complete this box. Finally, ask student to think about the conclusion. Ask them to talk with a neighbor about what they think should go in this box for the wheelwright. Remind them that this is where they are really synthesizing their learning about their trade and apprentices. Ask partners to share their thoughts. Record students' comments in the final box. | <ul style="list-style-type: none">• Providing bullets to indicate the number of skills they will hear gives students additional support as they are listening closely to the podcast. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Tell students that tomorrow, they will plan and then write a Help Wanted ad for an apprentice in their trade.• Display a blank copy of the Topic Expansion graphic organizer. Ask students to get together with their expert groups and discuss what they might record in this graphic organizer for their trade. Tell them that in the next lesson, they will complete their own Topic Expansion graphic organizer to help them plan their Apprentice Wanted ad. | |
| <p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Next ask students to review the learning targets: “I can write a summary paragraph about apprentices in Colonial America after listening closely to a text that is read aloud to me,” and “I can synthesize information from my notes into a Topic Expansion graphic organizer to plan my writing of an Apprentice Wanted ad.” Ask students to pick the target they think they met today. Have them turn to a partner and explain why they think they met this target. Ask students to put one finger in the air if they thought they were closer to meeting the first target, and two fingers if they thought they were closer to meeting the second target.• Explain the first learning target was the main focus of the day and the second target was just touched on: They will have the opportunity to synthesize more during the next lesson. | <ul style="list-style-type: none">• For student who need further support, consider adding sentence starters to their self-assessment sheet. For example:• 1) I think I met the target _____.• 2) The reason I think this is because_____.• 3) I think I met this target better than the other one is because_____. |
| Homework | Meeting Students' Needs |
| <p>List the qualities of a good paragraph.</p> <p>Continue reading in your independent reading book for this unit at home.</p> | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 13

Supporting Materials



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After researching informational texts about a trade in Colonial America, write a complete paragraph that describes your trade, the goods that it produces, the skills needed for this trade, and why this trade is important to a colonial village. Support your discussion with evidence from your research.



Apprenticeships in Colonial America



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During colonial times, people needed many things that were carved, sewn, or built by hand, such as barrels, wheels, kitchen tools, furniture, and shoes. These things were not made in factories, but created by craftspeople. Craftspeople were people with special skills.

Young people learned to be craftsmen by working as apprentices. An apprentice was someone who learned his or her skills from a master, or experienced craftsman. During colonial times, most teenagers were apprenticed rather than going to school. Boys often apprenticed with their fathers, while most girls learned domestic skills such as sewing and cooking from their mothers. Sometimes girls apprenticed with seamstresses or hatmakers. African American people, both slaves and free men, also learned special skills as apprentices.

Sometimes young people were sent away from home to be an apprentice. Sometimes families paid a master craftsperson to teach their sons a trade.

Apprentices worked hard. For their work, apprentices usually earned only food, clothing, and a place to stay. They were not paid with money. Wheelwrights, shoemakers, coopers, shopkeepers, leatherworkers, printers, blacksmiths, and most other craftspeople trained apprentices.



Apprenticeships in Colonial America

When an apprentice first started, he worked many hours carrying materials, sweeping and cleaning up the workspace, and taking goods to customers. Once apprentices showed they were trustworthy, they were taught special skills and how to use tools. Masters also taught apprentices math and how to read and write. Apprentices spent from four to seven years learning how to make or do the things that the other colonists depended upon. When an apprentice finished learning, he sometimes took over the shop of the master craftsman, or began to travel, helping craftspeople in other villages while he saved enough money to open his own shop. During this traveling time, the new craftspeople were called “journeymen.”

Apprentices were important members of colonial villages. They helped master craftspeople provide the things their neighbors needed.

Written by Expeditionary Learning for Instructional Purposes © 2012

Sources:

Bobbie Kalman, *Colonial Crafts, Historic Communities series* (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0

Edwin Tunis, *Colonial Craftsmen: And the Beginnings of American Industry* (Baltimore: Johns Hopkins University Press, 1999); ISBN 978-0-80186-228-0

Colonial Williamsburg Web site, History of Trades section (Q & A: Colonial Apprenticeships): www.history.org/history/teaching/enewsletter/volume4/november05/apprenticeship.cfm?showSite=mobile (last accessed 10/25/12)



Summary Graphic Organizer

Name:

Date:

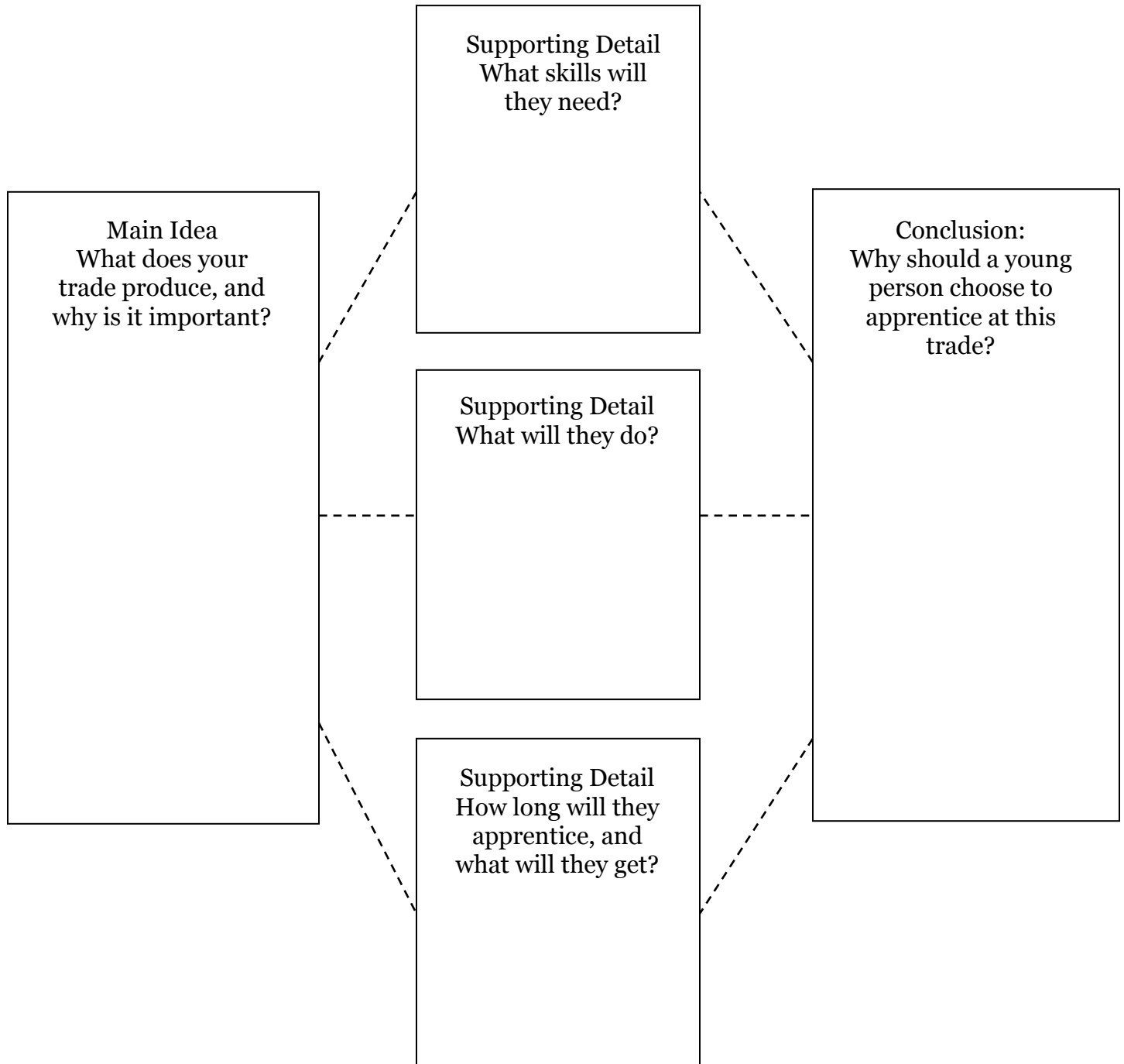
Text: Apprenticeship in Colonial America

| Who . . . (Who is this text about?) | What . . . (What does an apprentice do?) | When . . . (How long was an apprenticeship?) | Where . . . (Where would apprentices work?) | Why . . . (Why were apprentices important?) |
|---|--|--|--|--|
| | | | | |

Write a summary paragraph about apprentices in colonial times.



Topic Expansion Graphic Organizer





EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 14

Synthesizing Information: Writing an Apprentice Wanted Ad



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|--|
| <p>I can document what I learn about a topic by sorting evidence into categories. (W.4.8)</p> <p>I can accurately synthesize information from two texts on the same topic. (RI.4.9)</p> <p>I can write an informative/explanatory text. (W.4.2)</p> <p>I can write routinely for a variety of reasons. (W.4.10)</p> | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can synthesize information from my notes into an expansion graphic organizer to plan my writing of an Apprentice Wanted ad.• I can write a paragraph describing my colonial trade and its importance using details from multiple texts. | <ul style="list-style-type: none">• Topic Expansion graphic organizer• Apprentice Wanted ad |



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Learning Targets (5 minutes)Engaging the Writer (5 minutes)Work Time<ol style="list-style-type: none">Generating Criteria: Examining a Model Apprentice Wanted Paragraph (10 minutes)Independent Planning for Apprentice Wanted Ad (15 minutes)Expert Group Check-In (5 minutes)Independent Writing (15 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing and Debrief (5 minutes)Homework | <ul style="list-style-type: none">Students will need all their notes on their selected trade (the Colonial Trade Research Note-catchers from Lessons 8 and 12 and their Summary graphic organizer from the previous lesson).Prepare the model paragraph in advance on chart paper.Prepare to show students the example Help Wanted ad for a colonial apprentice at the following Web site: http://www.earlyamerica.com/earlyamericanimages/ads1.htmlPlease bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom. |

| Lesson Vocabulary | Materials |
|--|---|
| synthesize, describing, criteria, importance, multiple | <ul style="list-style-type: none">Apprentice Wanted writing prompt (from Lesson 13)Model paragraph for Apprentice Wanted writing prompt (for Teacher Reference)Apprentice Wanted Paragraph Criteria anchor chart (new; teacher-created; please see Work Time A)Topic Expansion graphic organizer (Wheelwright model from Lesson 13)Topic Expansion graphic organizer (new blank copy; one per student)Colonial Trade Research Note-catchers (from reading and listening in expert groups: Lessons 8 and 12)Summary graphic organizer about apprentices (from Lesson 13) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the learning targets: “I can synthesize information from my notes into an expansion graphic organizer to plan my writing of an Apprentice Wanted ad,” and “I can write a paragraph describing my colonial trade and its importance using details from multiple texts.” Ask students to identify what they think the key words, or most important words, are in the targets, and then share their thinking with a partner. Ask a few students to share their partner’s thinking with the group.• Underline the words <i>synthesize</i>, <i>describing</i>, and <i>importance</i>. Review the meaning of these words. Remind students that they recently wrote paragraphs describing the importance of religion in colonial times by synthesizing two texts about religion in the colonies (Lesson 7 of Unit 1 in this module). Explain that today they will be doing something pretty similar when writing their Apprentice Wanted ads. | <ul style="list-style-type: none">• Reviewing academic vocabulary words benefits all students developing academic language. |



| Opening (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Show the students the primary source document: an actual Help Wanted ad from colonial times: www.earlyamerica.com/earlyamericanimages/ads1.html • Ask the students to talk and turn to their shoulder partner and share what they notice about the ad. Some things they might notice are: <ul style="list-style-type: none"> * The word lad is used instead of “boy.” * The word bufinefs is used as something that belongs to the wigmaker (which the apostrophe and s after the word wigmaker shows). * Anyone wanting to apply needs to contact the printer. • If the class can’t figure out the meaning of the word <i>bufinefs</i>, ask what letter in place of the f would make the word something that a wigmaker might have. If necessary, tell them that the f was used as an “s”. • Tell students that today they are going to write a paragraph that would give even more detail than this type of an ad. • Ask the class to get out the homework. (“List the qualities of a good paragraph.”) Ask students to read over their lists and then collect the assignment. Have them turn and turn to a partner about what was on their list. • Display the Apprentice Wanted writing prompt and remind students that they were given this prompt in the previous lesson. Read it aloud: <ul style="list-style-type: none"> * “You are a busy craftsperson during colonial times. You are having trouble keeping up with all of your orders. You decide to post an Apprentice Wanted ad in the meetinghouse.” • Tell students: <ul style="list-style-type: none"> * “Your task is after researching informational texts about a trade in Colonial America, write a complete paragraph that describes your trade, the goods that it produces, the skills needed for this trade, and why this trade is important to a colonial village. Support your discussion with evidence from your research.” • Ask students to review: “What do you have to do for this writing task?” • Reread the task, underlining the words or terms: <i>complete paragraph, describing, good, skills, importance, details</i>. Ask students to talk to a partner about what these words mean and why they are important in the prompt. Have partners share their ideas. Address any confusion to be sure all students understand the task. | <ul style="list-style-type: none"> • If possible, provide the word <i>fairness</i> in ELLs’ L1. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Generating Criteria: Examining a Model Apprentice Wanted Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Display the Model paragraph for Apprentice Wanted writing prompt.• Focus student attention on the Apprentice Wanted Paragraph Criteria anchor chart. Review the meaning of the word criteria as the features of the paragraph, or what it should have. Tell students that they are going to use this model paragraph to determine the criteria.• Read the paragraph aloud and have students think how this paragraph answers the prompt. Tell them to use details in the paragraph and the prompt to support their thinking.• If necessary, model: “I notice that this paragraph has a topic sentence, supporting details, and a concluding sentence. This makes me think that it is a complete paragraph [point to this phrase in the prompt].” Record criteria on the anchor chart. Be sure it includes some version of the following:<ul style="list-style-type: none">* Tells the information in a complete paragraph (with a topic sentence, supporting details, and concluding sentence)* Names the goods produced—what is made* Describes what skills are needed* Details why the trade is important* Explains the apprenticeship and why a person would want the job | <ul style="list-style-type: none">• Providing a model helps give students a clear vision of the expectations for this writing prompt. To support students further you may consider giving cloze sentence frames: I notice _____ in the paragraph and I think it is a good example of _____ from the writing prompt. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Independent Planning for Apprentice Wanted Ad (15 minutes)</p> <ul style="list-style-type: none">• Distribute blank Topic Expansion graphic organizer.• Ask students to get out their research notes (Colonial Trade Research Note-catchers from reading and listening in expert groups: Lessons 8 and 12) and the Summary graphic organizer about apprentices (from the previous lesson).• Display the Topic Expansion graphic organizer about the wheelwright from the previous lesson. Briefly review the steps to completing the organizer and write the following on the board.• Synthesizing Your Notes:<ul style="list-style-type: none">* Box 1: <i>Main Idea</i>—Use both Colonial Trade Research Note-catchers to complete.* Boxes 2 and 3: <i>Supporting Details</i>—Do the same as above.* Box 4: <i>Supporting Details</i>—Use the Summary graphic organizer about apprentices to complete.* Box 5: <i>Conclusion</i>—Synthesize all notes to complete.• Ask students to spend 10 minutes gathering information from their notes to plan the paragraph for their Apprentice Wanted ad. Circulate to support and conference with students. | <ul style="list-style-type: none">• For students needing additional support, you may want to provide a partially filled-in graphic organizer. See Lesson 6 for an example of such a partially filled-in graphic organizer.• Also, consider partnering students for added support during paragraph planning. |
| <p>C. Expert Group Check-In (5 minutes)</p> <ul style="list-style-type: none">• Ask students to briefly check in with their expert groups. Have them share graphic organizers and encourage students to add to or revise if necessary. | <ul style="list-style-type: none">• Based on homework from the previous lesson and your formative assessments, decide which students will need the most support during this writing time. |
| <p>D. Independent Writing (15 minutes)</p> <ul style="list-style-type: none">• Ask students to return to their seats to write their paragraph. Circulate to confer and support. | |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Sharing and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Write the following on the board:<ul style="list-style-type: none">– 1. Share your paragraph– 2. Discuss: Do you think this paragraph is good evidence of meeting today's learning targets? Explain why or why not.• Ask students to find a partner from another trade to share and discuss. If time permits, have a few volunteers share their thoughts on the Debrief question. | |
| Homework | Meeting Students' Needs |
| <p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: Collect students' Note-catchers and graphic organizers and paragraphs for formative assessment. Look for any trends and plan accordingly for review in the next lesson prior to the end of unit assessment. Students will need their notes back for the assessment.</i></p> | |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 2: Lesson 14

Supporting Materials



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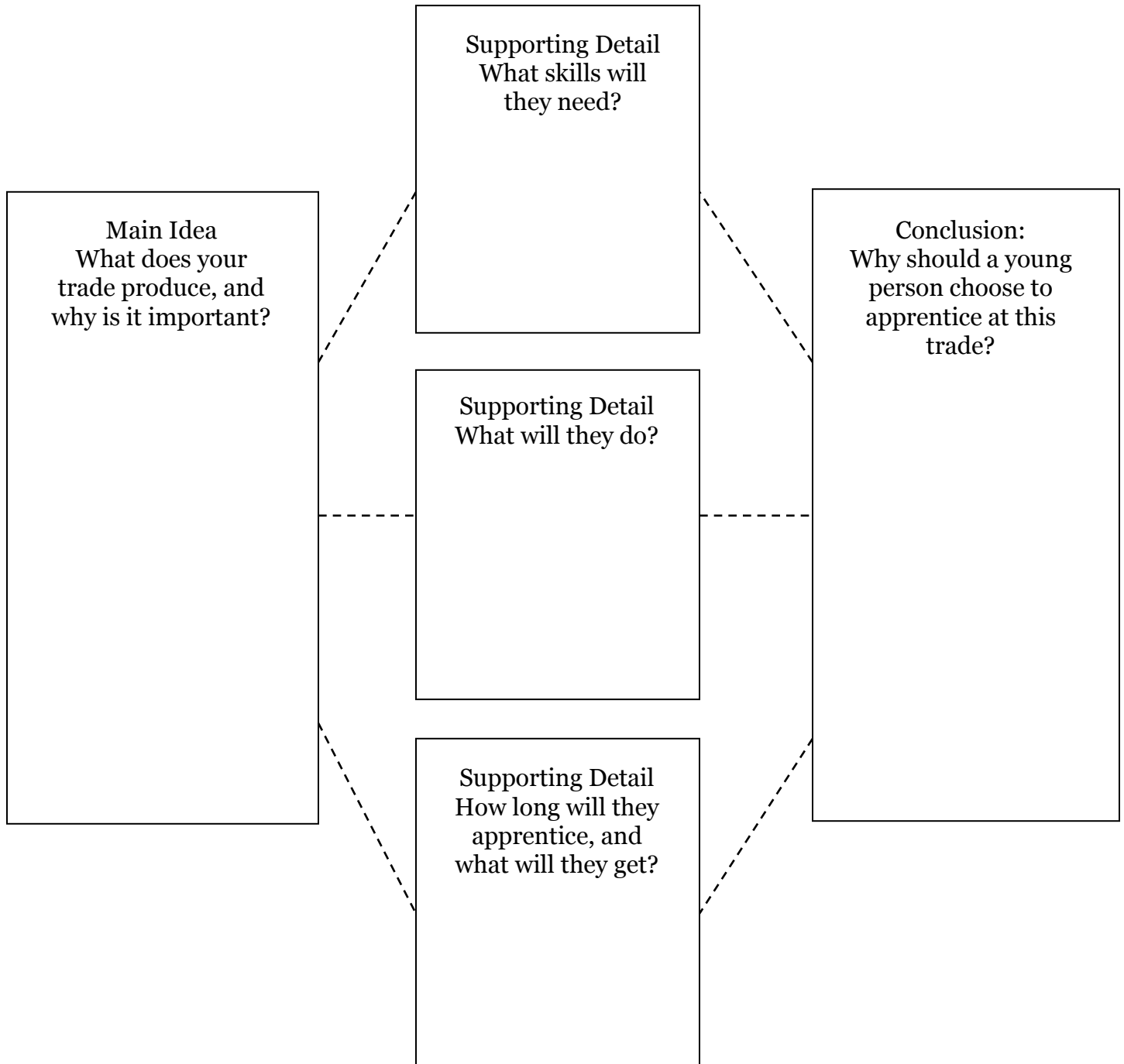
Model Paragraph for Apprentice Wanted Writing Prompt:
(For Teacher Reference)

Wheelwright Apprentice Wanted

Interested in how to get things moving? A colonial village depends on the wheelwright for all of its transportation. As an apprentice you will learn how to make wheels of all sizes. You will learn to use a lathe to make the hub and you will learn to iron the tire. Apprentices of the wheelwright must have woodworking skills and precision. The apprenticeship lasts 6–7 years, and you will be given food and shelter as you work and learn. This is a great trade for young folks who want to get moving.



Topic Expansion Graphic Organizer





EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 15

End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|--|--|
| <p>I can document what I learn about a topic by sorting evidence into categories. (W.4.8)</p> <p>I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2)</p> <p>I can synthesize information from two texts on the same topic. (RI.4.9)</p> <p>I can summarize informational or persuasive text. (RI.4.2)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.4.4)</p> | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can gather and sort information from a text that I listen to or read.• I can write a summary of a text I have read.• I can write a complete paragraph that synthesizes information from two texts. | <ul style="list-style-type: none">• End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources• Tracking My Progress, End of Unit 2 |



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Learning Targets and Knowledge (5 minutes)Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment: Working with Two Texts— Reading, Listening, Summarizing, and Synthesizing (40 minutes)Closing and Assessment<ol style="list-style-type: none">Self-Assessment (10 minutes)Homework | <ul style="list-style-type: none">This lesson is an assessment lesson. Students will listen to you read a text and take notes as you read. They will then read a text and take notes. They will then answer questions about the texts. Ensure appropriate provisions are made for students requiring additional time and support for assessments. |

| Lesson Vocabulary | Materials |
|-----------------------------------|---|
| gather, sort, summary, synthesize | <ul style="list-style-type: none">Teacher Read-Aloud Text for Assessing Student Listening Skills: “A New York Merchant: Adam Johnson” (just one text for the teacher; do not distribute to students)End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources (which includes “Shipbuilder’s” text) (one per student)Tracking My Progress, End of Unit 2 recording form (one per student)End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing (Answers for Teacher Reference) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Review Learning Targets and Knowledge (5 minutes)</p> <ul style="list-style-type: none">Remind students that this test will assess them on the following learning targets: “I can gather and sort information from a text that I listen to or read,” “I can write a summary of a text I have read,” and “I can write a complete paragraph that synthesizes information from two texts.” Circle the words <i>gather</i>, <i>sort</i>, <i>summary</i>, <i>complete paragraph</i>, and <i>synthesizes</i>. Ask students to explain what each word means and annotate the targets by writing the meaning above each word. | <ul style="list-style-type: none">Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary. |
| <p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">Next ask students to turn and talk with a partner about each of the learning targets. Prompt them with the following: “Think of an example of when we have done this in the last few weeks.” Have partners share out for each target. Clarify if necessary that in the past several lessons they have gathered and sorted information about their colonial trade, written summaries of various texts including the text about apprentices, and written a complete paragraph synthesizing texts about their trade and apprentices for the Apprentice Wanted ad.Tell students since they have had so much practice, they are now ready to show how they have met the learning targets. Tell them that they will now be taking a formal assessment to <i>listen</i> closely and take notes, then <i>read</i> closely and take notes. Afterward they will summarize the text they read and answer questions about what they have listened to and read. Finally they will write a paragraph that synthesizes both texts. | |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing (40 minutes)</p> <p>1. First Read (5 minutes)</p> <ul style="list-style-type: none">• Suggest that students put their pencils down, in order for them to focus on listening to the passage on the first read. Tell them that during this read they will be listening for the gist—what the text is mostly about.• Read the text “A New York Merchant: Adam Johnson” aloud slowly, paying attention to phrasing and expression so students will be able to visualize. <p>2. Second Read (5 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources (which includes “Shipbuilder’s” text). Tell students to turn to the second page (the one with the graphic organizer). Tell student that you will be reading the text “A New York Merchant: Adam Johnson” again and that this time you would like them to take notes as you read. Point out that they will be taking notes in the top half of the graphic organizer only. The bottom half is for the next text they will read.• Reread the text again, pausing for a moment after each paragraph to allow students to jot down any notes.• Next point out the text “Shipbuilders” on the first page and explain that now students should read and take notes on this text. Remind them that they should read first for the gist before they take notes, then reread to take notes; this will help them to read more closely.• Tell students that they have 30 minutes to complete the rest of the assessment. Explain to students that if they finish early, they should check over their work. After they have handed in the assessment, they can take out their independent reading book for this unit.• While students are taking the assessment, circulate to monitor their test-taking skills in order to document the strategies they use. This will help determine what test-taking strategies need direct instruction. | <ul style="list-style-type: none">• You may consider reading this text a third time depending on the needs of your class.• For students needing additional supports consider providing a partially filled-in Note-catcher and also rephrase and reword directions.• ELLs may be provided extended time to complete tasks. ELLs are allowed extended time on NY State assessments.• In regard to listening, ELLs are allowed to listen to a passage three times on the New York State assessments.• Be sure to give special accommodations to any student who requires it. Note, however, that part of this assessment specifically measures students’ reading comprehension. Therefore, reading the text aloud to students would change the construct of the test; it would no longer be a valid gauge of students’ progress toward the reading standards.• However, other portions of this assessment are designed to assess students’ listening skills. Students who are permitted to have tests read to them are also allowed to be read any questions that pertain to the listening passage “A New York Merchant: Adam Johnson”. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Self-Assessment (10 minutes)</p> <ul style="list-style-type: none">Distribute the Tracking My Progress, End of Unit 2 recording form. Remind students that they have practiced self-assessment in various ways, including Thumb-O-Meter, exit tickets, conversations with a partner, and on paper at the end of the last unit. Give students the remaining time to complete the self-assessment, then collect for formative assessment to inform the next unit. | <ul style="list-style-type: none">Using sentence frames can help students who struggle with language articulate their learning. Using the word, <i>because</i> in the sentence frame helps all students support their thinking with evidence. |
| Homework | Meeting Students' Needs |
| None. | |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 2: Lesson 15

Supporting Materials



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Teacher Read-Aloud Text for Assessing Student Listening Skills

Note: This text is to be read aloud to assess students' listening skills. Students do NOT get a copy of this text.

A New York Merchant: Adam Johnson

Written by Expeditionary Learning for Instructional Purposes

I was born in the spring of 1672 in the colony of New York. My father was a successful merchant and often took me with him to see how his business ran. Merchants are well-respected for they make the trade of goods possible across the colonies and across the sea.

The port of New York is a busy place. It is the central point for imports and exports being shipped to and from overseas and the other colonies. Wide ranges of materials come into the port, like fur, tobacco, and flour. These items are sent aboard the merchant ships and sailed back to Europe. Father's merchant ships would return to the colonies with many goods not easily found or made in the colony of New York, such as tea, sugar, silks, and spices. The colonists depend on merchants to get what they need, and merchants make a living from their trade.

Merchants buy and sell goods for a profit. First they have to purchase the goods from tradesmen and pay taxes to the Crown, and then they sell the goods at a higher price and keep the remaining money. Depending on the goods they sell, some merchants can grow quite rich. Good merchants have to know the costs of hundreds of items and complete sums quickly in their heads. I learned this skill at a young age.

All these years later, I have learned a lot from my father and others about being a good merchant. I have done quite well for myself. I now own a storefront near the port in which to sell my goods. Advertisements listing the imported goods stocked by my store appear regularly in the newspaper. These ads bring large numbers of people to town and into my store. It is a good living.

Flesch-Kincaid: 7.0, 990L

Sources

Colonial Williamsburg Web site, History of Trades section (silversmith):

www.history.org/Almanack/life/trades/tradesil.cfm (last accessed 10/25/12)

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0.

Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992);

ISBN: 978-0-590-45160-4.

End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources

Name: _____

Date: _____

Directions:

Step 1—Turn to the page with the graphic organizer. Listen to the passage “A New York Merchant: Adam Johnson,” and take notes using the graphic organizer on the second read.

Step 2—Read “Shipbuilders” and complete the graphic organizer.

Step 3—Answer the following questions using details from both passages.

“Shipbuilders”

Shipbuilding in colonial times was complicated. It took at least a year to construct a large ship. The ship was built by hand from beginning to end using various kinds of tools—mauls for hammering stakes, jack planes for smoothing wood, and steamboxes for shaping the ship’s frame. Every part of the ship was made and put together by hand right at the ocean port.

Shipbuilding required the skills of various craftsmen—carpenters, cabinetmakers, ropemakers, caulkers, coopers, and sailmakers. They all had a hand in the building of the ship, so the ability to collaborate was very important.

A well-built vessel had to ride balanced in the water so that it would not capsize and sink. The ship had to be watertight. Too much water in the hold could ruin the cargo and cause damage to the ship’s timbers.

The shipbuilding trade was vitally important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from Europe. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.

Written by Expeditionary Learning for instructional purposes © 2012



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources

Graphic Organizer

| Source | Tools for the Trade | Skills Needed for the Trade | How the Trade Helps People | Other interesting Things |
|---|---------------------|-----------------------------|----------------------------|--------------------------|
| Listening “A New York Merchant: Adam Johnson” | | | | |
| Reading “Shipbuilders” | | | | |

Use your notes and the text to answer the questions below.

1. What is the text “A New York Merchant: Adam Johnson” mostly about?
 - a. A boy who dreams of traveling
 - b. A man who loves ships
 - c. Merchants and their trade
 - d. Goods made in the colonies
2. Based on what you heard in “A New York Merchant: Adam Johnson,” which of the following skills was important for merchants to have during colonial times?
 - a. The ability to use math
 - b. Being able to sail a ship
 - c. Keeping your goods safe from pirates
 - d. Speaking many languages



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources

3. Complete the graphic organizer below. Then use the information to write a summary of “Shipbuilders.”

| Who . . . (Who is this text about?) | What . . . (What does a shipbuilder do?) | Where . . . (Where would shipbuilders work?) | Why . . . (Why were shipbuilders important?) |
|---|--|--|--|
| | | | |

Summary of “Shipbuilders”:

4. Read the following excerpt of “Shipbuilders” and answer the question that follows.

“The shipbuilding trade was **vital**ly important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from England. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.”

Part 1: What does the word *vital*ly mean in the text above?

- a. somewhat
- b. not at all
- c. very necessary
- d. good for you

End of Unit 2 Assessment:



Synthesizing Information from Text and Audio Resources

Part 2: What phrase from the text helps the reader to infer the meaning of *vital*?

- a. “Too much water in the hold could ruin the cargo”
- b. “colonies would not have survived without shipbuilders”
- c. “the ability to collaborate was very important”
- d. “Shipbuilding required the skills of various craftsmen”

5. Which of the following words best describes both trades?

- a. adventurous
- b. unskilled
- c. boring
- d. important

6. Which two phrases (one phrase from each of the texts) best support your answer to Question 5?

- a. “colonies would not survive without shipbuilders,” and “colonists depend on merchants”
- b. “It took at least a year to construct a large ship,” and “New York is a busy place”
- c. “The ship was built by hand,” and “Merchants buy and sell goods for a profit”
- d. “The ship had to be watertight,” and “Some merchants can grow quite rich”

7. Write a synthesis paragraph that explains how merchants and shipbuilders depended on each other. Use supporting details from your notes.



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources
(Answers, for Teacher Reference)

Graphic Organizer

| Source | Tools for the Trade | Skills Needed for the Trade | How the Trade Helps People | Other interesting Things |
|---|--|---|---|--|
| Listening “A New York Merchant: Adam Johnson” | none <i>or</i> ships | add <i>or</i> do math | buys goods from different trades <i>or</i> sells goods to colonists <i>or both</i> | <i>Anything mentioned in the text is acceptable.</i> |
| Reading “Shipbuilders” | mauls, jack planes, steamboxes | collaboration <i>or</i> woodworking | builds ships <i>or</i> builds ships to move people and goods | <i>Anything mentioned in the text is acceptable.</i> |



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources
(Answers, for Teacher Reference)

Use your notes and the text to answer the questions below.

1. What is the text “A New York Merchant: Adam Johnson” mostly about?
 - a. A boy who dreams of traveling
 - b. A man who loves ships
 - c. Merchants and their trade
 - d. Goods made in the colonies

2. Based on what you heard in “A New York Merchant: Adam Johnson,” which of the following skills was important for merchants to have during colonial times?
 - a. The ability to use math
 - b. Being able to sail a ship
 - c. Keeping your goods safe from pirates
 - d. Speaking many languages

End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources
(Answers, for Teacher Reference)

3. Complete the graphic organizer below. Then use the information to write a summary of “Shipbuilders.”

| Who . . . (Who is this text about?) | What . . . (What does a shipbuilder do?) | Where . . . (Where would shipbuilders work?) | Why . . . (Why were shipbuilders important?) |
|--|---|---|---|
| shipbuilders | builds ships | ports near the ocean | supplied ships for moving goods and people |

Summary of “Shipbuilders”:

In Colonial America, shipbuilders were important. They built their ships. They built their ships in ports near the ocean. Their ships were important because they helped move people and goods across the ocean.

4. Read the following excerpt of “Shipbuilders” and answer the question that follows.

“The shipbuilding trade was **vital**ly important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from England. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.”

Part 1: What does the word *vital*ly mean in the text above?

- a. somewhat
- b. not at all
- c. very necessary**
- d. good for you



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources
(Answers, for Teacher Reference)

Part 2: What phrase from the text helps the reader to infer the meaning of *vital*?

- a. “Too much water in the hold could ruin the cargo”
- b. “colonies would not have survived without shipbuilders”**
- c. “the ability to collaborate was very important”
- d. “Shipbuilding required the skills of various craftsmen”

5. Which of the following words best describes both trades?

- a. adventurous
- b. unskilled
- c. boring
- d. important**

6. Which two phrases (one phrase from each of the texts) best support your answer to Question 5?

- a. “colonies would not survive without shipbuilders,” and “colonists depend on merchants”**
- b. “It took at least a year to construct a large ship,” and “New York is a busy place”
- c. “The ship was built by hand,” and “Merchants buy and sell goods for a profit”
- d. “The ship had to be watertight,” and “Some merchants can grow quite rich”

7. Write a synthesis paragraph that explains how merchants and shipbuilders depended on each other. Use supporting details from your notes.

Merchants and shipbuilders depended on each other. The merchants needed ships to trade their goods. The shipbuilders needed merchants to buy their ships. They could not have made a living without one another.

2-Point rubric:
Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

| | |
|-------------------------|---|
| 2 Point Response | <p>The features of a 2 point response are:</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability. |
| 1 Point Response | <p>The features of a 1 point response are:</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt.• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.• Incomplete sentences or bullets |
| 0 Point Response | <p>The features of a 0 point response are:</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate.• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable. |

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress, End of Unit 2

Name: _____

Date: _____

Learning Target: I can use details and examples to explain explicit information and inferences in informational text.

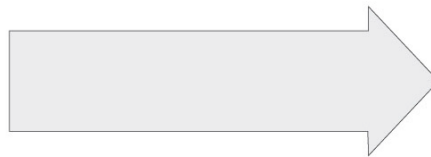
1. I can gather and sort information from a text about that I listen to or read.

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Tracking My Progress, End of Unit 2

Name:

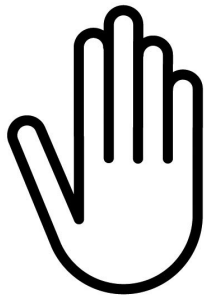
Date:

Learning Target: I can write a summary of a text I have read.

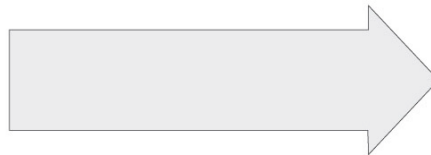
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:

Tracking My Progress, End of Unit 2

Name:

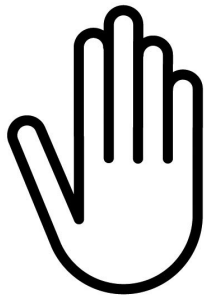
Date:

Learning Target: I can write a paragraph that synthesizes information from two texts.

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



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Grade 4: Module 2A: Unit 2: Lesson 16

Synthesizing Research: How Colonists Were Interdependent



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|--|--|
| I can synthesize information from two texts on the same topic. (RI.4.9) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can use visuals in order to demonstrate what I have learned about colonial interdependence.• I can make connections to show what I have learned from researching. | <ul style="list-style-type: none">• Expert Group Colonial Trade chart• Teacher observation of Colonial Trade Web activity |

| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Expert Groups: Sharing What We've Learned (20 minutes)B. Hosted Gallery Walk (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Colonial Trade Web (15 minutes)4. Homework | <ul style="list-style-type: none">• In advance: Identify a larger open space for the Colonial Trade Web activity (during the debrief).• Review: Hosted Gallery Walk (see Appendix 1)• In this lesson, students work in larger groups for each trade (e.g., all the students who studied builders), not their smaller expert groups of three or four students.• During the closing, students will participate in a Colonial Trade Web activity. During this activity, each expert group stands together. Each group has 1 string that will connect to the other five groups in the circle (so each group needs five strings—one for each of the other trades). One person in each group will hold the strings for that group, but the entire expert group will discuss how their trade connects to the other trades. When all is said and done, each trade expert group will have a string connecting them to each of the other groups, creating a web of connections illustrating the concept of interdependence and connecting back to the guiding question. |



| Lesson Vocabulary | Materials |
|---|--|
| interdependence, demonstrate, visuals, connections, gallery; wheelwright, blacksmith, cooper, carpenter, printer, shoemaker | <ul style="list-style-type: none">• Five pieces of chart paper for students to make their Colonial Trade anchor charts (one piece per expert group)• Markers (one per student)• Pieces of colored strings or yarn, each 10–15 feet long (5 pieces for each expert group) |

| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Begin by acknowledging students' hard work becoming experts on different colonial trades. They have read closely and talked with peers to learn about the tools and skills needed to be successful in their trades. During their many conversations in this unit, they have also focused on how the trades helped each other.• Tell them that today, they will select the important details from their research and share it with the rest of the class. Refer to the first learning target and review that the word <i>interdependence</i> means that living things rely on each other for their existence.• Ask students to read the second lesson target: "I can make connections to show what I have learned from researching." Explain that they will participate in a demonstration of what they have learned about their trade and its role in a colonial village. | <ul style="list-style-type: none">• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Expert Groups: Sharing What We've Learned (20 minutes)</p> <ul style="list-style-type: none">• Ask students to gather with all the other expert groups who studied the same trade (e.g., there may be two silversmith expert groups that should combine to form a larger group of six or seven students).• Distribute one piece of chart paper to each group and markers. Tell students that they will work in this larger group to create a Colonial Trade anchor chart that will teach the rest of the class the following information:<ul style="list-style-type: none">* The goods the trade made* How other trades might have benefited from their trade* Other interesting facts about their trade• Inform students that it's important to be clear with their information as well as creative. Encourage them to use words <i>and</i> pictures to help teach the facts.• Inform the students that as they are creating their charts, they also need to prepare for the Hosted Gallery Walk presentations of learning. Explain that each person will be required to present the chart to a small group. Be clear that <u>each person</u> has to understand the text and images on the poster in order to present the information effectively.• Ask students to review their notes from Unit 2 and the informational texts they used in their research to plan the information they want included on their chart as well as the design of the chart.• Give groups 10–15 minutes to work. Circulate to support as needed. Allow time for students to help their group members to focus on key components for the Hosted Gallery Walk.• Post the Colonial Trade anchor charts around the room. | <ul style="list-style-type: none">• Co-construction of the expert chart will help all students synthesize the research about their trades supported by their peers.• Providing a list of criteria for the synthesis charts will support students who struggle with multi-step directions.• Having groups use visuals with words will support students who struggle with language (ELLs and SPED) and still allow them to fully participate in the group discussion and creation of the chart. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <p>B. Hosted Gallery Walk (20 minutes)</p> <ul style="list-style-type: none">• Explain that the Hosted Gallery Walk protocol gives participants a chance to share information with others in a gallery-like setting: It's like they are walking around in a museum. The protocol involves small group collaboration while making individuals responsible for the learning and the teaching.• Review the protocol:<ul style="list-style-type: none">* Students in each trade group to count off from one to five. (There may be more than one person for each number.)* As a class, students regroup: All the ones gather at one Colonial Trade anchor chart, all of the twos gather at another chart, etc.* The expert whose chart the group is looking at takes 2 minutes to share the information about their trade on their chart.* The rest of the small group has 1 minute to ask clarifying questions of the expert(s) about his or her trade.* When told, the groups rotate clockwise to the next chart, where the process will repeat.• Circulate in order to monitor the presentations. Pay particular attention to the students' understanding of how the trades were interdependent. | <ul style="list-style-type: none">• The use of protocols supports all learners by providing a predictable structure and ensures that all voices are heard. |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Debrief: Colonial Trade Web (15 minutes)</p> <ul style="list-style-type: none">• You will need a large space for this activity. This human concept web activity will demonstrate the concept of interdependence between the colonial trades.• Directions:<ul style="list-style-type: none">– Each expert group has five pieces of colored strings or yarns, each 10-15 feet long.– Class stands in a large circle with expert groups standing together.– One group at a time identifies one trade that had a clear connection to their trade. One person from the group hands the end of one of their strings to that trade group, creating a link between the two trades.– The next trade repeats this process until all groups have made one connection to another trade. This should include the teacher as the wheelwright, but students might help you decide where the connections are.– Repeat the process of trades identifying connections to other trades until all connections have been made and (possibly) all strings are being shared.• At the end, there will be a web of connections that will be a visual representation for <i>interdependence</i>.• As a final debrief question, ask: “What does this web of strings/connections tell us about life in a colonial village?” Revisit one of the module’s guiding questions: “In what ways was interdependence in Colonial America essential to survival?” | <ul style="list-style-type: none">• This web activity gives students an opportunity to synthesize key learning from this unit in a way that meets many learning styles—visual, kinesthetic, auditory, and verbal. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Continue reading your independent reading book for this unit at home. | |



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Grade 4: Module 2A: Unit 3: Overview



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Unit 3: Culminating Project: Research-Based Narrative about an Event in Colonial America

In Unit 3, students continue building their research skills as they deepen their knowledge of colonial life, specifically the roles of various craftspeople in colonial settlements. Students synthesize information from varied sources they used as they researched Colonial America in Units 1 and 2 to create a historically accurate research-based narrative from a prompt (see Performance Task). They begin the unit by creating a character profile of a tradesman who might have lived during Colonial America. They then work as a class to write a practice narrative about the wheelwright. The latter part of the unit involves students writing multiple drafts, focusing

on historically accurate information, a strong narrative arc, and effective use of dialogue. Students refer to their vocabulary notebook for a bank of words they gathered during Units 1 and 2. As they draft and revise, students work with the teacher to co-construct a rubric on which their work will be evaluated. They also participate in several structured peer critiques as they work toward a final polished narrative. (As an optional extension, the class could then compile the final draft narratives into a single class publication that documents life in colonial times and how the people relied on each other for survival.)

Guiding Questions And Big Ideas

- **How can a writer portray life during Colonial America in a way that is historically accurate?**
- *Members of colonial communities were interdependent.*
- *Synthesizing information from multiple sources helps researchers deepen their expertise on a topic.*



| | |
|------------------------|---|
| Mid-Unit Assessment | <p>Draft of Historical Fiction Narrative</p> <p>This assessment centers on NYSP12 ELA CCLS W.4.2b, W.4.3a, W.4.4, and W.4.9. Students are assessed on their mastery the following targets: “I can develop the topic with facts, definitions, details, and quotations,” “I can introduce the narrator and/or characters of my narrative,” “I can organize events in an order that makes sense in my narrative,” and “I can choose evidence from literary or informational texts to support analysis, reflection, and research.” In this assessment students write the first draft of their research-based narratives. Students prepare for this assessment by completing a graphic organizer based on their research notes from Units 1 and 2. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence, and historically accurate word choice.</p> |
| End of Unit Assessment | <p>On-Demand Historical Narrative</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.4.2b, W.4.3, W.4.4, and W.9. After students have finished their performance task (below), they will complete an on-demand narrative writing task to demonstrate their ability to transfer what they learned from their extensive research about colonial life and writing historical fiction. Students will respond to the following prompt: “After researching informational texts on Colonial America, write a historical fiction narrative that describes how a young boy or girl decides to become an apprentice to a specific trade.” To write this new narrative, students will draw on the knowledge they built about life in Colonial America: They may refer to their texts and research notes. To help them write a high-quality narrative, students are encouraged to refer to the Historical Fiction Narrative Rubric, which they helped to create during the unit. Specifically, students are assessed on historical accuracy of ideas, organization of text using proper sequence and transitional words, historically accurate word choice, as well as one convention the teacher identifies as a class focus area.</p> |
| Performance Task | <p>Historical Fiction Narrative about Colonial America</p> <p>Students will synthesize information from multiple sources to create a historically accurate narrative of how a colonial tradesperson helped a new family to the village adjust to life in the colonies. They will produce multiple drafts and participate in several structured peer critiques as they work toward a final polished historical fiction narrative. This task centers on W.4.3, W.4.4, W.4.5, W.4.6, W.4.9, and L.4.6.</p> |



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:

<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

Colonial America

- Groups of people who migrated to our local region and into our state
- Ways that people depended on and modified their physical environments
- Lifestyles in the colonies—comparisons during different time periods
- Different types of daily activities, including social/cultural, political, economic, scientific/technological, or religious
- Ways that colonists depended on and modified their physical environments

Central Texts

1. Rebecca S. Fisher, “Making Candles, Colonial Style,” in *Highlights for Children*, Sep 2004 (59:9, 28–29).
2. Mary Lois Sanders, “Joshua’s Gold,” in *Boy’s Life*, Nov 1999 (89:11, 28 [4pp]).
3. Beverly J. Letchworth, “School of Freedom,” in *Spider*, Feb 2010 (17:2, 18–24).
4. Allyson Gulliver, “Mystery of the Deep” in *Kayak: Canada’s History Magazine for Kids*, Apr 2012 (8:2, 20–23).
5. Carrol J. Swanson. “Bringing Home the Gold” in *Fun for Kidz*, Jan/Feb 2011 (10:1, 42–44).



This unit is approximately 3 weeks or 16 sessions of instruction.

| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|---|---|--|---|
| Lesson 1 | Preparing to Write Historical Fiction: Determining Characteristics of the Genre | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RL.4.1) I can write narrative text about real or imagined experiences or events. (W.4.3) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10) | <ul style="list-style-type: none"> I can determine the gist of two pieces of historical fiction. I can determine the characteristics of historical fiction by analyzing examples. | <ul style="list-style-type: none"> Elements of Fiction anchor chart Characteristics of Historical Fiction anchor chart Exit ticket |
| Lesson 2 | Planning Ideas: Developing a Colonial Character Profile | <ul style="list-style-type: none"> I can write narrative text about real or imagined experiences or events. (W.4.3) I can introduce the narrator and/or characters of my narrative. (W.4.3a) I can sort my notes into categories. (W.4.8) | <ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can create a historically accurate narrative based on facts and details from my research. I can develop a historically accurate colonial character. | <ul style="list-style-type: none"> Character Profile graphic organizer |
| Lesson 3 | Practice Planning a Historical Narrative: The Wheelwright | <ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can write narrative text about real or imagined experiences or events. (W.4.3) I can organize events in an order that makes sense in my narrative. (W.4.3a) | <ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can create a historically accurate narrative based on facts and details from my research. I can organize a plot for my narrative using historically accurate events. | <ul style="list-style-type: none"> Four-Square graphic organizer (Wheelwright version) |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|---|---|---|---|
| Lesson 4 | Drafting a Historical Fiction Narrative: The Wheelwright | <ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can write narrative text about real or imagined experiences or events. (W.4.3) I can organize events in an order that makes sense in my narrative. (W.4.3a) I can produce writing that is appropriate to task, purpose, and audience. (W.4.4) | <ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can create a historically accurate narrative based on facts and details from my research. I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative. I can write a draft of my narrative with historically accurate characters and events in an order that makes sense to my reader. | <ul style="list-style-type: none"> Wheelwright Narrative drafts |
| Lesson 5 | Planning a Historical Fiction Narrative Based on Expert Trades | <ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can write narrative text about real or imagined experiences or events. (W.4.3) I can organize events in an order that makes sense in my narrative. (W.4.3a) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) | <ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can create a historically accurate narrative based on facts and details from my research. I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative. I can organize a plot for my narrative using historically accurate events. | <ul style="list-style-type: none"> Narrative Four-Square graphic organizer Wheelwright Narrative drafts |
| Lesson 6 | Mid-Unit Assessment: Drafting a Historical Fiction Narrative Based on Expert Trades | <ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can introduce the narrator and/or characters of my narrative. (W.4.3a) I can organize events in an order that makes sense in my narrative. (W.4.3a) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) | <ul style="list-style-type: none"> I can write a draft of my narrative with historically accurate characters, events, and description in an order that makes sense to my reader. | <ul style="list-style-type: none"> Historical Fiction Narrative drafts Tracking My Progress, Mid-Unit 3 |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|-----------------|--|---|---|---|
| Lesson 7 | Peer Critique: Historical Accuracy of Ideas and Vocabulary | <ul style="list-style-type: none"> I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively participate in a conversation with my peers and adults. (SL.4.1) | <ul style="list-style-type: none"> I can give kind, helpful, and specific feedback to my critique partner. I can critique the ideas of my writing partner's narrative for historical accuracy. | <ul style="list-style-type: none"> Historical Narrative (annotated first draft) Narrative Feedback recording form |
| Lesson 8 | Revising for Organization: Timely Transitions | <ul style="list-style-type: none"> I can write narrative text about real or imagined experiences or events. (W.4.3) I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b) With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5) | <ul style="list-style-type: none"> I can organize events in an order that makes sense in my historical fiction narrative. I can use transitional words and phrases to show the passage of time in my historical fiction narrative. | <ul style="list-style-type: none"> Transitions in Drafts Exit ticket |
| Lesson 9 | Planning for When to Include Dialogue: Showing Characters' Thoughts and Feelings | <ul style="list-style-type: none"> I can explain what a text says using specific details from the text. (RL.4.1) I can write narrative text about real or imagined experiences or events. (W.4.3) I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b) I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b) | <ul style="list-style-type: none"> I can explain how authors of narratives use dialogue strategically to show their characters' thoughts and feelings. I can identify the parts of my narrative that would benefit from added dialogue. | <ul style="list-style-type: none"> Annotated Historical Narrative drafts |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|------------------|--|---|--|--|
| Lesson 10 | Writing Dialogue: Revising Historical Narrative Drafts to Add Dialogue | <ul style="list-style-type: none">• I can write narrative text about real or imagined experiences or events. (W.4.3)• I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b)• With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)• I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b) | <ul style="list-style-type: none">• I can explain the conventions of writing dialogue.• I can revise my narrative to add dialogue, transitional words/phrases, and historically accurate ideas. | <ul style="list-style-type: none">• Historical Narrative (first and second drafts) |
| Lesson 11 | Revising for Organization and Style: Bold Beginnings | <ul style="list-style-type: none">• I can write narrative text about real or imagined experiences or events. (W.4.3)• With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5) | <ul style="list-style-type: none">• I can identify different styles of beginnings that authors use in narrative writing.• I can create a compelling beginning to my historical fiction narrative that hooks the reader. | <ul style="list-style-type: none">• List of Bold Beginnings |
| Lesson 12 | Revising for Organization and Style: Exciting Endings | <ul style="list-style-type: none">• I can write narrative text about real or imagined experiences or events. (W.4.3)• With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5) | <ul style="list-style-type: none">• I can identify different styles of endings that authors use in narrative writing.• I can create an ending to my narrative that leaves the reader with a sense of completeness. | <ul style="list-style-type: none">• List of Exciting Endings |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|------------------|---|---|--|--|
| Lesson 13 | Peer Critique for Organization and Style | <ul style="list-style-type: none">• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)• I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1) | <ul style="list-style-type: none">• I can give kind, helpful, and specific feedback to my critique partner.• I can critique the organization of my writing partner's historical fiction narrative. This means I can look for a beginning that hooks the reader and an ending that leaves the reader with a sense of completeness. | <ul style="list-style-type: none">• Narrative Feedback recording form |
| Lesson 14 | Reviewing Conventions and Editing Peers' Work | <ul style="list-style-type: none">• I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)• I can express ideas using carefully chosen words. (L.4.3) | <ul style="list-style-type: none">• I can check my peers' work for correct capitalization.• I can check my peers' work for correct spelling.• I can check my peers' work for correct punctuation at the ends of their sentences.• I can check my peers' work for correct conventions when writing dialogue. | <ul style="list-style-type: none">• Conventions anchor charts• Historical Fiction Narrative (second drafts annotated for edits) |



| Lesson | Lesson Title | Long-Term Targets | Supporting Targets | Ongoing Assessment |
|------------------|---|---|---|---|
| Lesson 15 | Publishing Historical Fiction Narratives | <ul style="list-style-type: none"> I can write narrative text about real or imagined experiences or events. (W.4.3) I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2) I can express ideas using carefully chosen words. (L.4.3) With support, I can use technology to publish a piece of writing. (W.4.6) | <ul style="list-style-type: none"> I can use correct capitalization. I can use correct spelling. I can use correct punctuation for the ends of my sentences. I can use correct conventions when writing dialogue. I can publish my historical fiction narrative. | <ul style="list-style-type: none"> Historical Fiction narrative (final copy) |
| Lesson 16 | Writer's Gallery and End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative | <ul style="list-style-type: none"> I can develop the topic with facts, definitions, details, and quotations. (W.4.2b) I can write narrative text about real or imagined experiences or events. (W.4.3) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9) | <ul style="list-style-type: none"> I can write a historical fiction narrative set in Colonial America. I can write a positive comment after reading a classmate's writing. | <ul style="list-style-type: none"> Students' completed historical fiction narratives (performance tasks) End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative |



Optional: Experts, Fieldwork, And Service

Experts:

- Invite a historian (specializing in the colonial time period) or an author of historical fiction to come to speak to the class about what it means to write “research-based” informational or narrative texts.

Fieldwork:

- Go to a museum or historical society with exhibits on Colonial America.

Service:

- Donate historical fiction narratives to an education program at a local museum or historical society.

Optional: Extensions

- Integrate the arts by having students work with arts teacher or specialist to create a portrait of their narrative’s character.
- Have students create a Web site to build their character profiles and publish their narratives online (www.edublogs.org).



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3:

Recommended Texts



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In Unit 3, students build knowledge about historical fiction (including but not limited to the colonial era). The list below includes texts with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demand.

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile ranges that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Common Core Band Level Text Difficulty Ranges:

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

| Title | Author And Illustrator | Text Type | Lexile Measure |
|--|---|------------|----------------|
| Lexile text measures in Grade 2–3 band level (below 740L) | | | |
| <i>The Three Questions</i> | Jon J. Muth (author/illustrator) | Literature | 410 |
| <i>Death of the Iron Horse</i> | Paul Goble (author/illustrator) | Literature | 550 |
| <i>Stand Tall, Molly Lou Melon</i> | Patty Lovell (author), David Catrow (illustrator) | Literature | 460 |
| <i>Walking to School</i> | Eve Bunting (author), Michael Dooling (illustrator) | Literature | 560 |
| <i>Crash</i> | Jerry Spinelli (author) | Literature | 560 |
| <i>The Lemonade War</i> | Jacqueline Davies (author) | Literature | 630 |
| <i>Dexter the Tough</i> | Avi (author) Margaret Peterson Haddix (author) | Literature | 690 |
| <i>Song of the Trees</i> | Mildred D. Taylor (author), Jerry Pinkney (illustrator) | Literature | 710 |



| Title | Author And Illustrator | Text Type | Lexile Measure |
|---|---|---------------|----------------|
| Lexile text measures in Grade 4–5 band level (740–1010L) | | | |
| <i>Escaping the Giant Wave</i> | Peg Kehret (author) | Literature | 750 |
| <i>Rules</i> | Cynthia Lord (author) | Literature | 780 |
| <i>Peace One Day</i> | Jeremy Gilley (author) | Informational | 860 |
| <i>The Hundred Dresses</i> | Eleanor Estes (author), Louis Slobodkin (illustrator) | Literature | 870 |
| <i>Shiloh</i> | Phyllis Reynolds Naylor (author) | Literature | 890 |
| <i>Summer Ball</i> | Mike Lupica (author) | Literature | 910 |
| <i>Children of the Longhouse</i> | Joseph Bruchac (author) | Literature | 950 |



| Title | Author And Illustrator | Text Type | Lexile Measure |
|--|---|---------------|----------------|
| Lexile text measures above band level (over 1010L) | | | |
| <i>Libby on Wednesday*</i> | Zilpha Keatley Snyder (author) | Literature | 1070 |
| <i>After Gandhi: One Hundred Years of Non-Violent Resistance</i> | Anne Sibley O'Brien and Perry Edmond O'Brien (authors), Anne Sibley O'Brien (illustrator) | Informational | 1080 |
| <i>Peaceful Pieces: Poems and Quilts about Peace</i> | Anna Grossnickle Hines (author/illustrator) | Poetry | NP |
| <i>Voices from Afar: Poems of Peace</i> | Tony Johnston (author), Susan Guevara (illustrator) | Poetry | NP |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 1

Preparing to Write Historical Fiction: Determining Characteristics of the Genre



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)
I can write narrative text about real or imagined experiences or events. (W.4.3)
I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)
I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10)

Supporting Learning Targets

- I can determine the gist of two pieces of historical fiction.
- I can determine the characteristics of historical fiction by analyzing examples.

Ongoing Assessment

- Elements of Fiction anchor chart
- Characteristics of Historical Fiction anchor chart
- Exit ticket



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Guided Practice: Determining Characteristics of Historical Fiction (10 minutes)Shared Reading: Finding the Main Idea (20 minutes)Independent Practice: Determining Characteristics of Historical Fiction (10 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing and Debrief (5 minutes)Exit Ticket (15 minutes)Homework | <ul style="list-style-type: none">In advance: Prepare an anchor chart titled Characteristics of Historical Fiction with graphic organizer (see example in supporting materials).This lesson begins with an activity in which students deduce how to title the Elements of Fiction chart. Therefore, begin just with a blank piece of chart paper, rather than having the title already written out.Throughout this unit, students read a series of mentor texts. Mentor texts are model texts written by real authors that students examine in order to see strong examples of writing craft.In this unit, students analyze various examples of historical fiction. For more information on the use of mentor texts, read <i>Study Driven</i> by Katie Wood Ray.Students should keep these texts in a writing folder, since students will revisit them during many lessons. This folder can be the same as their research folder from Unit 2, or students may begin a new one; organize as it suits your style and students.Students look at two models of historical fiction in this lesson to help further clarify the characteristics of this genre. Do not just “tell” students categories or characteristics. Rather, let students notice and discover for themselves based on the inquiry structured into the lesson sequence.All the steps in this lesson are important to building background for the rest of this unit. Depending on students’ readiness, this lesson may run a bit long, due to the amount of reading and vocabulary work. |



| Lesson Vocabulary | Materials |
|--|--|
| determine, characteristics, historical fiction, analyzing, characters, plot, setting, problem, solution, description, and dialogue | <ul style="list-style-type: none">• Elements of Fiction cards (one card per student)• Elements of Fiction anchor chart (new; teacher created; please see Opening A)• Sticky notes (standard size, three per pair of students)• Characteristics of Historical Fiction anchor chart (new; teacher-created; see Supporting Materials)• “Making Candles, Colonial Style” by Rebecca S. Fisher (one per student plus one for modeling)• “Joshua’s Gold” by Mary Lois Sanders (one per student)• Writing folders (see note at the end of the lesson)• Exit ticket (one per student) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging the Writer (10 minutes)</p> <ul style="list-style-type: none"> • Distribute an Elements of Fiction card to each student. • Tell students that some of the cards have vocabulary words and others have definitions. <ul style="list-style-type: none"> * “Your job is to find someone who has a card with the word that matches your definition or a card with a definition that matches your word.” • Tell students that in a moment, they will stand up, mingle, and greet their peers. With each person they greet, they should discuss: <ul style="list-style-type: none"> * “Are our cards a match? Why or why not?” • Ask students to mingle to find their match. Assist as needed. • Post a blank piece of chart paper. (This will become the Elements of Fiction anchor chart. Leave space for the title of the chart, but do NOT write that title yet. This will be a bit of a mystery for students until they have shared their words and discuss how the words are all connected.) • Focus students’ attention whole group. Tell students that in a moment, each pair will share out their word and definition and the class will then confirm if each pair is in fact a correct match. <p><i>Note: Do not have students who have the match for fiction share now; they will share last, after a bit more class discussion.</i></p> <ul style="list-style-type: none"> • Have students share out the words <i>characters</i>, <i>plot</i>, <i>setting</i>, <i>description</i>, and <i>dialogue</i> first. Record the words and definitions on the blank chart paper. As a class, confirm the matches. Allow any mismatched pairs to repartner correctly. • Next ask the class: <ul style="list-style-type: none"> * “I know we have one more match to discuss. We will share that next. But first I am wondering what these things have in common so far.” • Discuss the terms and gauge students’ background knowledge about these components of fiction. • Have the students with the word <i>fiction</i> share out. Explain that the words <i>characters</i>, <i>plot</i>, <i>setting</i>, <i>description</i>, and <i>dialogue</i> are all elements, or parts, of <i>fiction</i>. Add the title Elements of Fiction to the anchor chart. | <ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., stick people for <i>characters</i>, a landscape for <i>setting</i>, speech bubbles for <i>dialogue</i>, etc.) to assist ELLs in making connections with vocabulary. |



| Opening | Meeting Students' Needs |
|---|---|
| <p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Remind students that they have been working to become experts on a colonial trade so that they can become writers of a special kind of fiction, historical fiction. Post and share the supporting learning targets with students: “I can determine the gist of two pieces of historical fiction” and “I can determine the characteristics of historical fiction by analyzing examples.” Since students are familiar with reading for gist, focus on the phrase <i>historical fiction</i> in both targets. Underline the phrase and ask the class: “What is <i>historical fiction</i>?” Have students share their thoughts with a close neighbor. Next, circle the words <i>determine</i>, <i>characteristics</i>, and <i>analyzing</i>.• Ask students to think of synonyms for these words. Provide examples if necessary. (For example, you might say “<i>Determining characteristics</i> means you can pick out the qualities that make historical fiction different from other types of writing. For example, the <i>characteristics</i> of a person might be hair color, height, and personality.”) Students may notice that the word <i>characteristics</i> and <i>characters</i> are similar. Explain that these words have the same root word: <i>character</i>. As you explain these words, write synonyms above each (for example, “pick out” above <i>determine</i>).• Next, explain that <i>analyzing</i> examples means that they will look closely at different examples of writing, including historical fiction, to see what is similar and different.• Have students give a thumbs-up if they think they understand the target, a thumb-sideways if they know a little, and a thumbs-down if they don’t know. Clarify as needed. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., stick people for <i>characters</i>, a landscape for <i>setting</i>, speech bubbles for <i>dialogue</i>, etc.) to assist ELLs in making connections with vocabulary. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Guided Practice: Determining Characteristics of Historical Fiction (10 minutes)</p> <ul style="list-style-type: none"> • Reiterate for the students that they have two purposes for reading. They are continuing to build expertise about colonial trades (as they did in Unit 2). As they read this text on candle-making in Colonial America, they should look for connections to research they've done in this module. But more important, they are reading as writers to learn the characteristics of historical fiction. • Post the Characteristics of Historical Fiction anchor chart (see supporting materials for an example of possible format). Partner students. Then distribute "Making Candles, Colonial Style" by Rebecca S. Fisher to each student and at least three sticky notes per partnership. • Display the text using a document camera. Tell students that this is the first example of historical fiction they will analyze to determine the characteristics of the genre. • Read the first three paragraphs of the text (stopping at the subtitle "Collecting Bayberry Wax") aloud as students follow along. Have students turn to a partner and share the gist of the text: <ul style="list-style-type: none"> * "What is this mostly about?" • Invite a few students to share out. • Then focus them on the characteristics of historical fiction. Ask students to think then talk with a partner: <ul style="list-style-type: none"> * "What is a characteristic of historical fiction that you noticed?" • Invite a few students to share out. As they share, ask students to say where they saw that in the text. • Model as needed, showing how to refer to the text and name the characteristic on a sticky note. For example, you may say: "As I read this first paragraph I notice the author introduces the character." (Underline: Abigail Fisher.) "I am thinking that the character Abigail Fisher is probably fictional, since there is no author's note saying she was a real person, but I'm not really sure. However, she is doing something that a real girl would do in Colonial America, making candles." Record the word <i>characters</i> on the top of your sticky note. "I am thinking that a characteristic of historical fiction is that the characters can be real or imaginary, but must be realistic for the time period." Record your thinking on a sticky note. (Characters can be real or imagined, but must be realistic for the time period.) Ask: <ul style="list-style-type: none"> * "Is there other evidence from the text that tells us that this is a historical fiction narrative about colonial times? Does it have factual information that we know to be true about that time in history?" | <ul style="list-style-type: none"> • Consider giving students who need oral language support a sentence frame for sharing, such as: We underlined_____, because we think that _____is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none">Direct them to underline this evidence and annotate in the margin what historical fact(s) this describes. Invite students to turn and tell their partners what they found. | <ul style="list-style-type: none"> |
| <p>B. Partner Practice: Determining Characteristics of Historical Fiction (5 minutes)</p> <ul style="list-style-type: none">Ask students to work with a partner:<ul style="list-style-type: none">* “With your partner reread aloud the first three paragraphs, stopping at the phrase ‘... before they had enough.’* With your partner identify something you notice about the setting in historical fiction and record on a sticky note.”Have partners share and place sticky notes on the chart in the Setting category. Check for students’ understanding by examining sticky notes. Use this information to help determine who will need support during the independent practice. | <ul style="list-style-type: none">Consider giving students who need oral language support a sentence frame for sharing, such as: We underlined_____, because we think that _____is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction. |
| <p>C. Independent Practice: Determining Characteristics of Historical Fiction (10 minutes)</p> <ul style="list-style-type: none">Tell students that they will now reread the first three paragraphs for a third time, this time looking specifically for the characteristics related to the categories of <i>description</i> and <i>plot</i>. Review these terms briefly if needed.Tell them that this piece does not include dialogue, but the class will discuss dialogue later.Give students 5–10 minutes to read, discuss, and record. Support students as needed based on your previous check for understanding during the earlier guided practice. | <ul style="list-style-type: none"> |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Sharing and Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Select students to share their sticky notes for <i>description</i> and <i>plot</i> aloud and then place their sticky notes in the appropriate categories of the Characteristics of Historical Fiction anchor chart. • For each category on the anchor chart, write a simple statement to synthesize the types of observations students offered on their sticky notes. <ul style="list-style-type: none"> * Characters: Can be imaginary, but look and behave realistically for the time period * Setting: Real time and place from the past * Plot: Realistic events for the time period, including problem and solution * Description: Words to help readers visualize the time period and explain unfamiliar historical information • Tell students that this piece of historical fiction does not include <i>dialogue</i>, but many do. Ask them to infer what dialogue in historical fiction would sound like. Then record the final section of the anchor chart: <ul style="list-style-type: none"> * “Dialogue: Words the characters say reflect the knowledge and thoughts of people from that time period.” • Direct students to copy the new anchor chart, Characteristics of Historical Fiction, into their research notebook. Tell them they will want to refer back to this chart throughout the unit. | <ul style="list-style-type: none"> • You can build the rubric for the culmination project on chart paper and add criteria to it with students at the end of each lesson. • Exit ticket: You can support below-grade-level readers and ELLs by assigning them an appropriately leveled text to use for the exit ticket. |
| <p>B. Exit Ticket (15 minutes)</p> <ul style="list-style-type: none"> • Distribute “Joshua’s Gold” by Mary Lois Sanders. Have students read the first page of the text and answer the following question: <ul style="list-style-type: none"> * “Is this a piece of historical fiction? Why or why not? Use details from the text to support your answer.” • Collect the exit tickets to determine students’ understanding of the characteristics of historical fiction and the text for later use in this unit. | <ul style="list-style-type: none"> • To further support below-or-above grade-level readers consider finding additional short historical fiction texts in lower and higher Lexile levels for use in the exit ticket. |



| Homework | Meeting Students' Needs |
|---|---|
| <ul style="list-style-type: none">• Read the rest of “Making Candles, Colonial Style.” Underline at least three more examples of characteristics of historical fiction you notice in the text. <p><i>Note: Prepare students for the next lesson by having them organize their research folder from Unit 2.</i></p> <p><i>To help students keep their writing for this unit organized, have them use or create a writing folder. This can be the same folder as their Unit 2 research folder, or students could start a new folder. Students will use the writing folder to keep copies of their mentor texts, writing graphic organizers, and drafts.</i></p> | <ul style="list-style-type: none">• |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 1

Supporting Materials



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Elements of Fiction Cards
(Vocabulary)

| | |
|-------------|----------|
| Characters | Setting |
| Plot | Fiction |
| Description | Dialogue |
| Characters | Setting |
| Plot | Fiction |
| Description | Dialogue |

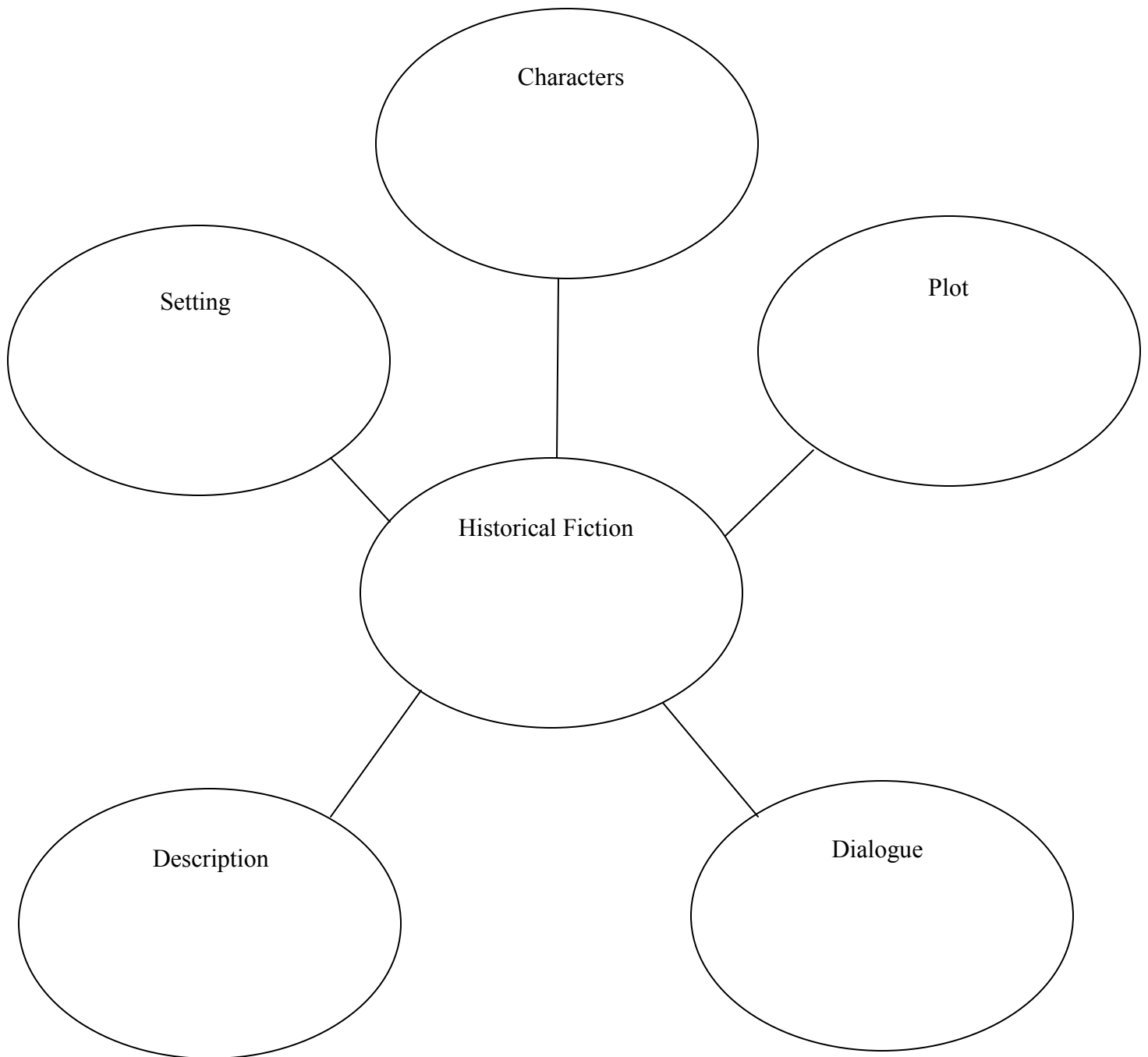


Elements of Fiction Cards
(Vocabulary)

| | |
|--|---|
| The individuals in a story | Place and time of story |
| Sequence of events in a story, including a problem faced by the character and how it is solved | A novel or short story that is imagined by the author |
| Words authors use in a story to create mental images in their readers' minds | The speech and conversation of characters in a story |
| The individuals in a story | Place and time of story |
| Sequence of events in a story, including a problem faced by the character and how it is solved | A novel or short story that is imagined by the author |
| Words authors use in a story to create mental images in their readers' minds | The speech and conversation of characters in a story |

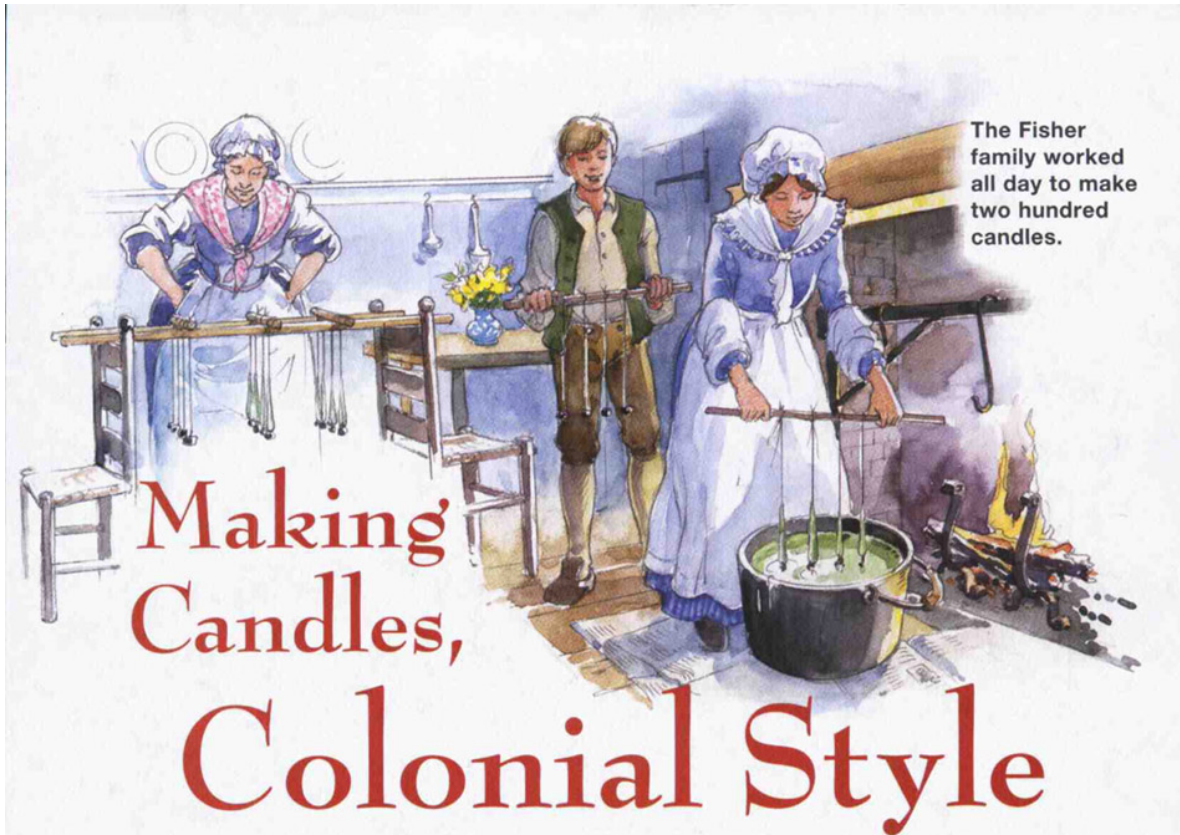


Characteristics of Historical Fiction (Sample for Teacher Reference:
Chart Should Actually be Created with Students)





“Making Candles, Colonial Style”



Making Candles, Colonial Style

By Rebecca S. Fisher



A bayberry is half the size of a pea.

Abigail Fisher plopped bayberries into her bucket. It was late summer in 1750 in the Colony of Maryland. Abigail and her brother, George, were gathering bayberries to make candles.

Many people made candles with beeswax or animal fat. People near the Maryland coast preferred bayberries. Bayberry candles burned longer, didn't smoke, and had a sweet scent.

Picking the clusters of tiny gray-green berries was long, hard work. Abigail and

George picked bayberries for weeks before they had enough.

Collecting Bayberry Wax

Mother boiled the bayberries in water. Their waxy coating floated to the surface. Mother skimmed it off and put the wax in a *starter pot*. Every day more wax was added to the starter pot.

While the berries boiled, Mother spun threads from the fibers of milkweed stems. Then she twisted the threads together to make candlewicks.

It was autumn before the starter pot was full of wax. Now the Fishers could make candles.



“Making Candles, Colonial Style”

Candle-Making Day

Early in the morning, Father took the candle poles and rods down from the beams of the kitchen ceiling. George placed two chairs in front of the fireplace, about four feet apart. He put the two candle poles across the backs of the chairs.

Mother and Abigail tied four foot-long candlewicks to the rods. Then they tied small stones to the ends of the wicks. The stone weights would keep the candles straight.

Father placed the candle rods across the poles, like the rungs of a ladder. Mother heated the starter pot until the hard wax melted into a clear, green liquid.

Candle molds were scarce because they were very expensive. Most colonial families made their candles by dipping.

A candle rod with a row of wicks was dipped in the liquid wax. Each wick would make a slender candle called a *taper*.

As Abigail slowly dipped the candle rod, wax stuck to the wicks. Then she put the rod between the candle poles to dry. George dipped the next rod.

The Fishers took turns

It took ten
quarts of
bayberries
to make
one candle!

dipping the rods. When all the rods had been dipped once, the family started over. Abigail dipped the first rod again, adding another layer of wax.

With each dip, the candles grew. After the rods had been dipped ten times, Mother cut off the stone weights. Each rod had to be dipped at least forty more times before the candles were done!

The Finished Candles

By nightfall, the Fishers had made two hundred candles. All but ten candles were packed in wooden boxes. The family put away their candle-making things until the next year.

Next summer, bayberries would once again grow along the Maryland coast. And Abigail and George would start picking them again.

How Candles Are Made Today

Computers and machines make the candles in many candle factories. Machines dip the candles in wax again and again.

Animal fat is no longer used. A type of wax called *paraffin* is often used instead.

But even today, some people still like making their candles by hand. And many people still think bayberry candles are the best.



A worker checking candles in a modern candle factory.

“Joshua’s Gold”

Joshua Carlisle, a man grown at 16, was three days on the trail and high in the Rocky Mountains when he began panning for gold. It was early January 1859 and the gold in the creeks around Denver City had played out. Mr. Schermerhorn had been right.

“Come spring,” the old store keeper had told him, “every prospector’s gonna rush up in them mountains. You want gold, Josh, you gotta be first.”

Now, at every stream, Josh filled his flat-rimmed pan with ice-cold silt and water. He stirred it, letting the lighter sand float up and wash over the rim, then looked carefully for gold. The heavier gold particles and nuggets were supposed to stick to the bottom of the pan, but Josh found nothing.

“Where are you, gold?” Josh shouted, his lonely voice echoing from snow-covered peaks. After a week he had nothing to show for his hard work but cold, chapped hands and a sore back.

A quiet snow began to fall.

“I’ll give it another day,” he told himself one night, “Then I head for Denver City and get my old job back at Schermerhorn’s.”

About noon the next day, Josh, atop his horse and pulling a pack mule, reached a mountain pass and looked into the valley beyond. A wide, shallow creek meandered through it.

“Perfect,” Josh muttered.

He rode down into the valley to the creek, dismounted and stuck his hand into the cold wet sand. As the sand trickled through his fingers it glittered.

“Gold,” he whispered, then shouted: “G-O-O-O-O-O-O-L-D!”

He heard his voice echoing around the mountains, and froze. He wanted no prospectors, outlaws or Ute Indians finding him or his gold.

“No noise,” he whispered. “From now on we stay quiet.”

Josh unloaded his pack mule and horse, rubbed them down and picketed them near water. Then he cleared snow from a patch of grass where they could graze. Chores done, Josh went back to the stream.

Each pan yielded gold in tiny grains. By evening he had half a pouch full, about \$100 or a year’s wages working at Schermerhorn’s.

The winter wind blew sharply. Josh shivered as he built a fire.

“Tomorrow I’ll find a better camp.”

Next morning Josh explored the valley and found a cave that would shelter him and the animals. He chopped wood and killed a deer for its warm hide to use as a winter blanket and for meat to feed him through the harsh season. With camp secured, he went for the gold.

“Joshua’s Gold”

The short winter days settled quickly into routine. Up before dawn, Josh built a small fire, cooked breakfast and cared for his animals. He panned all day, with only a short lunch break. After supper he measured and weighed his gold dust, storing it in small leather pouches.

Then one morning the routine changed.

“Look at that,” Josh whispered, holding a small gold nugget up to the sun. “Imagine. Twenty-five dollars in one little pebble.”

Pan after pan produced more nuggets.

“Fifty-two nuggets, boys,” he told the animals at supper. “About \$2,500. Not a bad day’s work, I’d say!”

For 34 days, Josh worked the stream and filled pouches with gold dust and nuggets. Finally, in March, with supplies about gone, he headed to Denver City. Hidden in his packs was \$27,000 in gold.

Denver City was booming. As Josh rode slowly down Main Street toward Schermerhorn’s General Store, he could hear an old piano in one tent. Raucous laughter filled the night air. A chair crashed through the swinging doors as a fistfight spilled out of one establishment. Prospectors and drifters watched as he rode by.

“They’re wonderin’ ‘bout my luck,” he thought.

Suddenly Josh realized that he couldn’t use his gold in Denver City if he wanted to keep the strike a secret. But how could he buy new supplies or ship the gold without using it? He needed a plan.

Mr. Schermerhorn came out to the porch of his store and greeted Josh as he dismounted.

“Look who finally showed up! You look a bit down on your luck, son. You’re welcome to bed down in the storeroom again, if you want.”

“Thank you, sir,” Josh said, with relief. “I’ll need a job too.”

“No gold, huh?”

Josh shrugged his shoulders, not wanting to speak a lie. “Got to eat and sleep,” he said, “and buy more supplies.” This was no lie.

“Well, come into the Honey Hut when you’re settled. We’ll talk.”

Soon Josh joined Mr. Schermerhorn in his workroom. He started helping pour honey into large gallon crocks and sealing them with wax.

“Everybody’s building, so carpenters are in demand,” Mr. Schermerhorn said as they worked. “People will remember you buildin’ this workroom onto the store last fall.

I’ll spread the word.”

“Sounds good. Thanks.”

“Joshua’s Gold”

“Yep, Denver City’s growin’, all right. It’s ‘cause of Gregory’s strike up at Clear Creek. Happened in January, just after you left, and now the gold rush is on again. We’re getting a newspaper in April and a telegraph office opened last week.”

Mr. Schermerhorn began searching his pockets. “Just plum forgetful, Josh. You got a letter. Come in February from Texas. Here she is.”

Josh opened the letter, began reading, then chuckled.

“It’s from my brother, Baker. Remember the crock of honey I sent home last fall? Baker says to send more. His wife, Sarah, is expectin’ a baby and cravin’ your honey. Says he can sell honey to the neighbors too.”

“Looks like you’re in business, Josh. Better than huntin’ for gold.” Mr. Schermerhorn looked thoughtful for a minute, then said, “Tell you what. You help me in the Honey Hut and I’ll go partners with you. We’ll ship your brother as many crocks as we can and split the cost and profits. A carpenter’s job can pay for your supplies. What do you say?”

“I say shake, partner, and thanks.”

Josh could barely believe his luck. That honey will be golden, he thought. Pure golden!

While working out his plan, however, Josh discovered two obstacles: first, keeping the gold and honey separate; second, deciding how much gold to put into each crock. If the crocks were too heavy his secret would be out.

After several nights of experimenting, the formula was set. Josh fit four small glass jars of gold, sealed with wax, into each crock, then filled the crocks with honey and sealed them.

He packed 27 crocks into hay-cushioned crates, tucked a letter explaining the gold to his brother inside one crate, then helped load them carefully onto Wells Fargo freight wagons. As he watched the wagon train pull out, he crossed his fingers. Robbery or one cracked crock could foil his plan, and he began worrying whether he should have sent all the gold at once.

Before heading back to his carpenter’s job, Josh sent a telegraph message to Baker. **27 CROCKS GOLDEN HONEY SHIPPED. SCHERMERHORN NOW PARTNER. READ LETTER FIRST. J.**

Two weeks later, Josh bought supplies, said goodbye to his partner and headed for the mountains, careful no one followed.

First day back in his valley, Josh began walking upstream, searching for clues.

“Those last nuggets I found were rough. They can’t have washed very far down stream. The source has to be close by.”

Five days into the search Josh spotted an old rock slide that had spilled into the stream. Scrambling up the slide, he found a wall of glistening quartz laced with gold.

“Joshua’s Gold”

“It’s a jewelry store,” Josh murmured. The old quartz broke apart easily, leaving only nugget-sized gold in his hands. “Could be the strike of a lifetime or just a pocket, but it will do!”

After two months Josh returned to Denver City with four times the gold as before. A telegram waited: SELLING HONEY IN SMALL JARS. JUST GOLDEN. SEND MORE. BAKER.

The gold had arrived.

Twice more Joshua went into the mountains and came out with gold. Each time his secret remained safe. Then in early October, Josh set out again. By noon he knew he was being followed.

“Three men, no pack animals,” he muttered, watching the distant riders follow his trail. “They want my gold, they’ll have to find me first!”

For a week Josh led the chase through valleys, over mountains, changing directions, marking false trails. Finally, he doubled back and watched. The riders had lost his tracks and their way. Satisfied, Josh followed an ancient trail over the next ridge and headed for his valley.

He also made a decision. With one last shipment he would go home. \$200,000 in gold was enough.

In late November, Joshua headed for Texas. He left one crock for Mr. Schermerhorn. That crock contained a jar of nuggets, a letter and a map.

In the spring, Wells Fargo delivered a crate to the now greatly expanded Carlisle Brothers Ranch Inc. Inside Josh found a crock of honey, a jar of nuggets and a note: “We’ll call it The Honey Plot Mine. Schermerhorn.”

Carlisle & Schermerhorn, a partnership based on trust and the ability to keep a secret, prospered – a sweet deal if there ever was one.



Exit Ticket

Learning Target: I can determine the characteristics of historical fiction by analyzing examples.

Directions: Read the first page of “Joshua’s Gold” by Mary Lois Sanders. Answer the following question: “Is this text a piece of historical fiction? Why or why not?” Use at least three details from the text to support your answer.

My answer: _____

My evidence:

1. _____

2. _____

3. _____



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 2

Planning Ideas: Developing a Colonial Character Profile



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative text about real or imagined experiences or events. (W.4.3)
I can introduce the narrator and/or characters of my narrative. (W.4.3a)
I can sort my notes into categories. (W.4.8)

Supporting Learning Targets

- I can write a historical fiction narrative set in Colonial America.
- I can create a historically accurate narrative based on facts and details from my research.
- I can develop a historically accurate colonial character.

Ongoing Assessment

- Character Profile graphic organizer



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Introducing the Performance Task (5 minutes)B. Beginning to Construct a Rubric: Building Criteria for Historical Fiction Narratives (10 minutes)2. Work Time<ol style="list-style-type: none">A. Developing a Character Profile for a Wheelwright (10 minutes)B. Partner Practice: Developing a Character Profile for a Wheelwright (5 minutes)C. Independent Practice: Developing a Character Profile for the Trades (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing (5 minutes)B. Debrief (5 Minutes)4. Homework | <ul style="list-style-type: none">• In this lesson, students work together to begin to construct a rubric that will later be used for their final performance task. They construct different categories of the rubric across Lessons 2, 5, 8, 11, 12, and 14.• The rubric template provided in the supporting materials of this lesson is based on the PARCC Draft of Expanded Scoring Rubric for Analytic and Narrative Writing (also included in supporting materials). The learning targets on the Historical Fiction Narrative rubric are aligned with the PARCC rubric, but have been modified to fit this module's specific content focus and to be in more student-friendly language.• Building rubrics with students helps them to envision what meeting the learning targets looks like. We highly recommend that you build the rubric with students during this unit as opposed to simply handing out a completed rubric to students. The PARCC rubric is included in the supporting materials of this lesson for teacher reference.• In advance: On chart paper, prepare an enlarged version of the Historical Fiction Narrative rubric, so the class can co-construct it.• Collect materials for modeling (see material list, below).• Students will have to manage their materials well to be successful in this lesson. Consider asking students to organize their Colonial Trade research folders prior to this lesson. |



| Lesson Vocabulary | Materials |
|---|---|
| historical fiction, set (as in the “setting” in fiction), historically accurate, narrative, develop | <ul style="list-style-type: none">• Performance Task Prompt (one per student and one for display)• Document camera• Historical Fiction Narrative Rubric anchor chart (new; co-created with students during Opening, Part B; see Draft of Expanded Scoring Rubric and blank Historical Fiction Rubric in supporting materials for reference)• Characteristics of Historical Fiction anchor chart (from Lesson 1)• Elements of Fiction anchor chart (from Lesson 1)• <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> by Elizabeth Raum (book; one per student and one for teacher modeling; focus on pages 2012)• Colonial Trade Research Note-catchers (from Unit 2, Lessons 8 and 11)• Character Profile graphic organizer (one per student and one for display)• Colonial Trade research folders (created by students throughout Unit 2: should include all graphic organizers and Note-catchers from their colonial trades research)• Common Colonial Names list (one per student)• “Joshua’s Gold” by Mary Lois Sanders (from Lesson 1, for homework) Equity sticks |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Introducing the Performance Task (5 minutes)</p> <ul style="list-style-type: none">• Collect students' homework from Lesson 1. Use this as a formative assessment for students' understanding of the characteristics of the genre of historical fiction.• Distribute the Performance Task prompt to each student and display for students using a document camera.• Performance Task prompt:<ul style="list-style-type: none">* After researching informational texts on trades in Colonial America, write a historical fiction narrative that describes how a craftsperson in your trade helps a family newly arrived from England to adjust to life in a colonial New York town. The family has a mother, father, 5-year-old girl, and a 12-year-old boy.• Ask students to read the prompt silently. Then ask students to turn to a partner and discuss what the prompt is asking them to do as writers. Have a few pairs share out. Address any clarifying questions.• Explain that this is the prompt that students will use to guide their writing of a piece of historical fiction. Remind them that they have been researching in order to prepare for the past last several weeks. They studied life in colonial times and became experts on a colonial trade. They have also determined the characteristics of historical fiction. | <ul style="list-style-type: none">• For ELL students or those who need additional support, consider prereading this prompt with a small group in advance of this lesson. This will support these students with comprehension of the task. |



| Opening (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Beginning to Construct a Rubric: Building Criteria for Historical Fiction Narratives (10 minutes)</p> <ul style="list-style-type: none">• Tell students that to help them be clear about expectations for their writing, the class will work together to create a rubric that they will use to help them plan and critique their writing. Explain that a rubric lists the criteria by which their writing will be assessed. The rubric will help students envision what reaching the learning targets looks like for each of the given criteria (ideas, word choice, organization, etc.).• Post the Historical Fiction Narrative Rubric anchor chart. Show students where the learning target is at the top of the rubric: "I can write a historical fiction narrative set in Colonial America." Underline the words <i>historical fiction</i>. Review with students the meaning of this term using the Characteristics of Historical Fiction anchor chart (from Lesson 1). Next point out the word <i>narrative</i> and tell students that this word means <i>story</i>. Write the word <i>story</i> above the word <i>narrative</i> in the learning target. Finally circle the word <i>set</i>. Ask students to look at the Elements of Fiction anchor chart (from Lesson 1) to see if they can figure out the meaning of this word. Ask them to turn quickly to a partner and share their thinking.• Tell them that their writing must meet several criteria in order to meet the learning target. Point to the Historical Fiction Narrative Rubric anchor chart. Tell students: "This is where we, as a class, will decide exactly what each of these criteria for our writing should look like."• Tell them that they are already ready to complete the first row based on their learning from Lesson 1. Read the learning target in the first row aloud: "I can create a <i>historically accurate</i> narrative based on facts and details from my research." Underline the phrase <i>historically accurate</i> and ask students to discuss what this phrase might mean with a partner. Draw students' attention again to the Characteristics of Historical Fiction anchor chart. Point out the many times that "correct for the time period" is mentioned. Explain that historical accuracy means that the information in their stories needs to be correct for colonial times or based in their research.• Give students 2 minutes to work with a partner to think about what this learning target will mean for the characters, setting, events, and dialogue in their stories. Tell them to refer back to the Characteristics of Historical Fiction anchor chart to help them determine what meeting this target would look like.• Ask students to focus whole group. Help students to complete the first row of the rubric with something like the following: | <ul style="list-style-type: none">• Constructing a rubric with students gives them a clearer understanding task, increases the rigor of the learning, and results in higher-quality student work. |



| Opening (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">* Meets = All details about characters, setting, events, and dialogue are realistic for colonial times.* Partially Meets = Most details about characters, setting, events, and dialogue are realistic for colonial times.* Does Not Meet = There are many details about characters, setting, events, and dialogue that are not realistic for colonial times.• Post the learning target: "I can develop a historically accurate colonial character." Explain to students that today they will take the first steps toward meeting these criteria by developing a historically accurate colonial character based on the research of their trade. | |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Developing a Character Profile for a Wheelwright (10 minutes)</p> <p><i>Note: Have pages 20–21 in the text The Scoop on Clothes, Homes, and Daily Life in Colonial America and your modeled notes on the wheelwright versions of the Colonial Trade Research Note-catchers close at hand.</i></p> <ul style="list-style-type: none"> • Tell students that the main character in fiction is one of the most important elements of the story, so today they will start planning their narratives by thinking about who their characters will be. • Ask them to watch as you begin to develop a historically accurate character of a wheelwright. They will then do the same with their own character for their trade. • Explain that you know that using their research notes will be really important in helping them do this. Display the Character Profile graphic organizer. (Do not distribute it yet to students.) • Think aloud and model recording in The Basics row of the Character Profile graphic organizer using your research notes. For example you might say something such as “My trade is wheelwright and I have picked the name John for my character. I know this was a name used in colonial times from our research about John Allen. For gender, umm . . . my character would likely be a man, since I know from my research about women’s work and men’s work in the text <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> that mostly men worked outside the home.” Show page 20 in the text <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> as supportive research. “Also, I think he will be older than a teen, since teens were just apprentices, it says that here on page 21 in the text. Finally, I know from the prompt that he lives in a town in the colony of New York.” Model recording the information and citing the sources. • Next point out the Descriptors row of the graphic organizer. Explain that this section will help you to better describe your character when writing. Explain that this section will also be based on your research, but since this is for a fictional story you will have to do some imagining as well. • Model reading through your Colonial Trade Research Note-catcher and invite students to join in. Ask: <ul style="list-style-type: none"> * “What do you think my character would look like? Remember that he works with his hands and bends over a table to carve the parts of wheels.” • Have students turn to a partner and share their thoughts. Have a few pairs share their ideas. | <ul style="list-style-type: none"> • To further support some students, you might consider using a sentence frame such as: “I think this character’s friends and associates were _____, because _____.” • To further support students, you might have them work in their small expert groups or with a partner. This could also be a time when you pull a small group for more direct instruction and support. • Drawing can help support visual learners. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">• Next, tell students that you would like them to imagine your character's personality. Remind them that he had to work with costumers and other tradesmen. Have them turn to a partner and share their thoughts again. Have a few more pairs share out.• Encourage students, as they move into developing their own character, to think about who their character might have been had they been a real person:<ul style="list-style-type: none">* How would she/he have reacted to different situation in her/his world?* How would he/she have reacted to the news of a new family coming to the village?* Would they have been excited, annoyed, or nervous?• Tell students that these thinking questions will help them develop a more realistic and complex character.• Next model recording in the DESCRIPTORS row of the Character Profile graphic organizer. For example, you might say something such as: "After reviewing my research notes, I am beginning to get a picture of my character in my mind. I see a man dressed in an apron to protect his clothing. He is strong, with muscular arms from constantly hammering parts of the wheel together throughout the day. His hands are rough from working with tools and from rubbing them along the wooden parts of the wheel. After working hunched over a wheel for hours he would probably not have good posture." (Jot notes about his appearance: wears apron, muscular arms, rough hands, poor posture.)• Again, invite students to join in, or continue modeling if necessary. "I imagine him to be friendly because he has to work with costumers, but also no-nonsense because his trade is practical. He makes wheels for rich and poor alike. He probably wouldn't like it if a young apprentice were fooling around on the job." (Jot notes about his personality: friendly, but no-nonsense.) Be sure to cite sources such as the expert text and the podcast about the wheelwright. | <ul style="list-style-type: none">• Consider giving students who need oral language support a sentence frame for sharing, such as: We underlined_____, because we think that _____is a characteristic of historical fiction. So we wrote _____ about characters in historical fiction. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>B. Partner Practice: Developing a Character Profile for the Wheelwright (5 minutes)</p> <ul style="list-style-type: none">Point to the final row of the graphic organizer labeled “Community Connections.” Tell students that you would like them to give it a try. Give students a few minutes to brainstorm:<ul style="list-style-type: none">“What could we add to this final row?”Remind students to refer back to the research that supports their thinking.Call on a few pairs to share. Add their comments to complete the final row of the graphic organizer. Notes might look something like:<ul style="list-style-type: none">Had a lot of farmers for customers, so he ate wellWorked closely with the blacksmith for iron and toolsFriendly with landowners to collect wood from their lands | |
| <p>C. Independent Practice: Developing a Character Profile for the Trades (20 minutes)</p> <ul style="list-style-type: none">Ask students to get out their Colonial Trade research folders. (This should include all graphic organizers and Note-catchers from Unit 2.) Give students a moment to get materials organized.Distribute the Character Profile graphic organizer to each student as well as the Common Colonial Names list, which they can use to help them choose a name for their character.Remind students to read through their research before they complete their profiles.Circulate to support students and help them to cite their sources. If some students finish early, consider these options:<ol style="list-style-type: none">Encourage them to reread their texts or notes to add details.Ask them to pair up to share and give informal feedback.Ask them to draw a character sketch to help them visualize their character. | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">Have students meet with a partner from a different trade and share their profiles. Ask students to give each other one specific piece of praise:<ul style="list-style-type: none">* "What do you think is most interesting about your partner's character? Why?" | <ul style="list-style-type: none">Using sentence frames can help ELLs articulate their learning. Using the word <i>because</i> in the sentence frame helps all students support their thinking with evidence. |
| <p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none">Have students share their thoughts on the following questions with a partner:<ul style="list-style-type: none">* "What helped you create your character?"* "What was difficult about creating your character?"Cold call a few students to share. | |
| Homework | Meeting Students' Needs |
| <p>Read the second page of "Joshua's Gold" by Mary Lois Sanders (starting with "Suddenly Josh realized . . ." and stopping after ". . . and sealed them").</p> <p>Write a paragraph that describes the character Joshua. What does he look like? What is his personality like? What is he interested in? What kind of person do you think he is?</p> | <ul style="list-style-type: none">This text has a Lexile measure of 690. For students who struggle to read at this Lexile, consider having them read this with an adult or provide support in class during independent reading time. |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 3: Lesson 2

Supporting Materials



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Performance Task Prompt

After researching informational texts on trades in Colonial America, write a historical fiction narrative that describes how a craftsperson in your trade helps a family newly arrived from England to adjust to life in a colonial New York town. The family has a mother, father, 5-year-old girl, and a 12-year-old boy.



Draft of Expanded Scoring Rubric
(For Teacher Reference Only)

GRADES 4 AND 5
EXPANDED SCORING RUBRIC FOR ANALYTIC AND NARRATIVE WRITING

Draft

| Construct Measured | Score Point 4 | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--|---------------|---|--|---|--|
| Reading Comprehension of Key Ideas and Details <small>*Notes: Type of textual evidence required is grade and prompt specific and included in the scoring guide</small> | | The student response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis, showing full comprehension of complex ideas expressed in the text(s). | The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing comprehension of ideas expressed in the text(s). | The student response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s). | The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s). |
| Writing Written Expression Development of Ideas | | The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements ¹ by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience. | The student response addresses the prompt and provides effective development of the topic and/or narrative elements ¹ by using reasoning, details, and/or description; the development is largely appropriate to the task, purpose, and audience. | The student response addresses the prompt and develops the topic and/or narrative elements ¹ minimally by using limited reasoning, details, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience. | The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience. |
| Writing Written Expression Organization | | The student response demonstrates effective coherence, clarity, and cohesion and includes a strong introduction and conclusion. | The student response demonstrates coherence, clarity, and cohesion ² , and includes an introduction and conclusion. | The student response demonstrates limited coherence, clarity, and/or cohesion ² , and may or may not include a clear introduction and/or conclusion. | The student response demonstrates a lack of coherence, clarity and cohesion. ² |



Historical Fiction Narrative Rubric

Learning Target: I can write a historical fiction narrative set in Colonial America. (W.4.3)

| Criteria | Meets | Partially Meets | Does Not Meet |
|---|-------|-----------------|---------------|
| Ideas | | | |
| I can create a historically accurate narrative based on facts and details from my research. (W.4.2a, W.4.2b, W.4.3a, W.4.3b) | | | |
| Word Choice | | | |
| I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative. (W.4.2d, W.4.3d) | | | |
| I can use transitional words and phrases to show the sequence of events in my narrative. (W.4.3c) | | | |
| Organization | | | |
| I can organize events in an order that makes sense in my narrative. (W.4.3a) | | | |
| I can write a beginning that introduces the characters, setting, and plot of my narrative. (W.4.3a) | | | |
| I can write an ending that summarizes the events of my narrative and brings it to a close. (W.4.3e) | | | |
| Organization | | | |
| I can use conventions to send a clear message to my reader. (L.4.2) | | | |



Character Profile Graphic Organizer

.....
Name:
.....

.....
Date:
.....

The Basics

Trade:

Name:

Age:

Gender:

Family Members:

Location: A small town in New York

Sources:



Character Profile Graphic Organizer

| | |
|-------------|---------------------------------|
| Descriptors | His appearance and personality: |
| | |
| | |
| | |
| | |
| | Sources: |

| | |
|-----------------------|--|
| Community Connections | My character's friends/associates (Who depended on my character, and who did my character depend on?): |
| | |
| | |
| | |
| | |
| | |
| | Sources: |



Common Colonial Names List

Males

John Nathaniel
Roger
Benjamin
Samuel
George
Peter
Henry
Philip
Thomas
William
Charles
Benedict
Arthur
Anthony
Louis
Robert
Alexander
Richard
Matthew
David
Caleb
Nathan
Augustus
Edward
Lemuel
Enoch
James

Females

Abigail
Elizabeth
Anne
Jane
Martha
Mary
Molly
Harriet
Hattie
Abby
Liza
Katherine
Kitty
Cecily
Patience
Joy
Candace
Sarah
Charlotte
Lottie
Edith
Judith
Esther
Georgine
Isabella
Ellen
Ettie



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 3

Practice Planning a Historical Narrative: The Wheelwright



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)

I can write narrative text about real or imagined experiences or events. (W.4.3)

I can organize events in an order that makes sense in my narrative. (W.4.3a)

Supporting Learning Targets

- I can write a historical fiction narrative set in Colonial America.
- I can create a historically accurate narrative based on facts and details from my research.
- I can organize a plot for my narrative using historically accurate events.

Ongoing Assessment

- Four-Square graphic organizer (Wheelwright version)

Agenda

1. Opening

- A. Engaging Readers and Writers (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Examining Organization of Historical Fiction (10 minutes)
- B. Modeling: Planning the Wheelwright Narrative (10 minutes)
- C. Partner Work: Planning the Wheelwright Narrative (20 minutes)

3. Closing and Assessment

- A. Debrief (5 minutes)

4. Homework

Teaching Notes

- In this lesson, students continue to read “Joshua’s Gold” and think about what new information they are learning about life in Colonial America. It is important that they understand the content in the text itself. But the primary purpose for reading this piece is to study it as a mentor text as an example of historical fiction that students can use as a model as they write their own research-based narratives.
- In this lesson, students will practice planning a historical fiction narrative about the wheelwright by using a Narrative Four-Square graphic organizer. Then in Lesson 4, they practice writing a narrative about the wheelwright based on their plans. These two lessons provide guided practice in order to prepare students to write a narrative about their own tradesman later in the unit.
- The Narrative Four-Square graphic organizer is similar to the Four-Square graphic organizer used in Module 1 to help students write strong paragraphs. Students will be familiar with the format of the graphic organizer, but it has been modified to now support students in writing multiple paragraphs to form a narrative. This new use will be explicitly taught in this lesson.



| Lesson Vocabulary | Materials |
|---|--|
| historically accurate, organize, plot, descriptions | <ul style="list-style-type: none">• “Joshua’s Gold” by Mary Lois Sanders (from Lessons 1 and 2)• Analyzing a Historical Fiction Plot Note-catcher (one per student)• Document camera• Elements of Fiction anchor chart (from Lesson 1)• Equity sticks• Performance Task prompt (from Lesson 2)• Narrative Four-Square graphic organizer (one per student and one for teacher modeling)• Character Profile graphic organizer (completed in Lesson 2)• Steps for Planning and Drafting My Narrative anchor chart (new; teacher created; see Closing and Assessment A)• Model of the Narrative Four-Square graphic organizer (partially completed; see supporting materials) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Engaging Readers and Writers (10 minutes)</p> <ul style="list-style-type: none">Ask the students to look at “Joshua’s Gold” from Lesson 2. Remind them that they were supposed to read the second page of the text to look for evidence of the type of character Joshua was. Give the students a minute to reread the text and their homework paragraph. Ask them to then talk with a partner:<ul style="list-style-type: none">* “What kind of person do you think Joshua is? How do you know?” | <ul style="list-style-type: none">Help students contextualize these learning targets by referencing the Characteristics of Historical Fiction anchor chart. |
| <p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Review the targets that were introduced in the previous lesson: “I can write a historical fiction narrative set in Colonial America,” and “I can create a historically accurate narrative based on facts and details from my research.” Have students turn to a partner and explain in their own words what the phrase <i>historically accurate</i> means. Have pairs share and clarify as necessary.Explain that they will hear the phrase <i>historically accurate</i> a lot over the next few days. In the previous lesson they learned about creating historically accurate characters. For the next few lessons, they will focus on the following learning targets: “I can organize a plot for my narrative using historically accurate events,” and “I can create a historically accurate narrative based on facts and details from my research.”Discuss the meanings of the words <i>organize</i>, <i>plot</i>, and <i>description</i> and explain that today students will learn to plan events and choose vocabulary that will help them to create historically accurate plots and descriptions for their stories. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Examining Organization of Historical Fiction (10 minutes)</p> <ul style="list-style-type: none"> Distribute the Analyzing a Historical Fiction Plot Note-catcher and display it on the document camera. Tell students that you are going to read a text aloud to them and you would like them to analyze the <i>plot</i> using this Note-catcher. Remind them about the meaning of the word <i>plot</i> by referring them to the Elements of Fiction anchor chart (from Lesson 1). Explain that they will be listening to see how the events of the narrative are organized from beginning to end. To do this they will listen and take notes in the four categories of their Note-catchers. Review each category and clarify as needed. Tell students that they will just listen as you read the first page from “Joshua’s Gold.” Remind them that they read this excerpt before, for Lesson 1 homework. Explain that using this model will help them to determine how to organize the events in their own historical fiction narratives. Remind them that listening and taking notes is something they have done before with the podcasts about their trades. Read the text aloud, starting with “Joshua Carlisle, a man grown ...” and be sure to end after “ ... \$27,000 in gold.” Pause briefly at the end of each paragraph so students can take notes. Stop at the end of the paragraph that ends with the sentence: “Hidden in his packs was \$27,000 in gold.” (Do NOT read the last paragraph on the page, as this leads into the next section of the story.) Have students share with a partner the notes they captured for each section. Use equity sticks to call on students to share. Complete the Note-catcher with the class. Explain the basic plot structure of most narratives: <ul style="list-style-type: none"> * “Plots of most basic stories follow this pattern: introduction, rising action, problem, solution, and conclusion.” Give an example such as “The Story of the Three Little Pigs”: <ul style="list-style-type: none"> * First the characters are introduced: “Once there were three little pig who were brothers.” * Then the rising action: “They were all building homes, but out of different materials—straw, twigs, and bricks.” * Next, the problem: “The Big Bad Wolf wants to eat them, so he starts blowing down their homes, first the house of straw, then the house of twigs. Both times the other pigs escape.” * Next, the solution: “The first two brothers wind up at the third brother’s home, a brick house, and are safe.” * Finally, the conclusion: “The wolf tries to go down the chimney and lands in a pot of boiling water, and the pigs live in the brick house happily ever after.” | <ul style="list-style-type: none"> To support ELL students in this lesson you may consider having them take out a copy of this text from their writing folders and read along. Another support could be to have them discuss their thinking with a partner after listening to the text, then record their notes. ELL students may not be familiar with this fairy tale. Consider using an example of a story that you have read as a class. This will ensure that all students are familiar with the example. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <ul style="list-style-type: none"> Ask the class to think about other stories they have read or heard to see if they can identify these categories and share them with a partner. If time permits, have a few pairs share out. Collect students' Analyzing a Historical Fiction Plot Note-catcher for a formative assessment on students' ability to identify the organization of narratives. | |
| <p>B. Modeling: Planning the Wheelwright Narrative (10 minutes)</p> <ul style="list-style-type: none"> Tell students that now that they have a clearer picture of how the plot of a narrative is organized, they will practice planning the plot using the wheelwright. Encourage them to think about how they can create some kind of conflict in their plot. The conflict can be either a good or bad thing that happens to their character. Tell them that the conflict will keep the reader interested and wondering what will happen next. Explain that the conflict will be resolved when they write the conclusion to their narrative later in this unit. Display a copy of the Performance Task prompt (from Lesson 2). Distribute the Narrative Four-Square graphic organizer to each student. Remind students that they worked with a similar graphic organizer during Module 1, when they wrote paragraphs about the Iroquois. Explain that this graphic organizer is different because each box will help them plan an entire paragraph (not just a sentence). Reassure them that today they will be able to practice using this graphic organizer to write multiple paragraphs by first helping them plan a narrative about the wheelwright. Tell students that the first step will be to collect information for each part of the graphic organizer. Explain that students will draw their information from four different places: the prompt, their research notes, their character profiles, and their imaginations. Model reading the prompt and the wheelwright's character profile using the Character Profile graphic organizer (from Lesson 2) and completing the first two categories of the Narrative Four-Square graphic organizer (the Introductory Paragraph and the Detail Paragraph 1). Use the Model of the Narrative Four-Square graphic organizer (partially completed; see supporting materials) as a guide. | <ul style="list-style-type: none"> Since the Four-Square graphic organizer is familiar to students from writing paragraphs about the Iroquois in Module 1, be clear with students that the Narrative Four-Square graphic organizer, while similar in helping them plan their writing, is different in that it will help them plan for multiple paragraphs as opposed to a single paragraph. To further support some students, you may decide to make copies of your model research notes so they can have a copy in front of them as they work. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>C. Partner Work: Planning the Wheelwright Narrative (20 minutes)</p> <ul style="list-style-type: none">• Display your research notes using the document camera. Tell students that you would like them to work with a partner to complete the rest of the Note-catcher to plan for a narrative about the wheelwright. Note: The result of this will be partners creating variations on the same story.• Tell students to use your research notes and their imaginations to plan the last two paragraphs:<ul style="list-style-type: none">* “What will the wheelwright do when he hears the bad news the blacksmith brings?”* “What will be the result of his actions?”* “How will the story end?”• Tell students to be creative, but remember that historical accuracy is important in this genre. Tell them you are excited to see how many different endings this story will have.• Be sure students know that they get to think and talk in pairs, but that each student must complete his or her own graphic organizer about the wheelwright.• Give students 15 minutes to work. Circulate to confer and support as needed. | <ul style="list-style-type: none">• Depending on the needs of your students, you may consider allowing students more choices for how they work during this time. Some students may prefer to work alone. You might decide to assign certain partners or allow students to choose. |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Post the Steps for Planning and Drafting My Narrative anchor chart. Ask students to help you recall the steps they took when planning the narrative about the wheelwright. Record for students to reference when they plan their own narratives. Leave space at the bottom to add more steps in the next lesson. Steps for planning should include some version of the following:* Gather resources: Performance Task Prompt, Colonial Trade Research notes, and Character Profile graphic organizer.* Plan: Use above resources and your imagination to write notes planning each component of the Narrative Four-Square graphic organizer.• Collect student's Narrative Four-Square graphic organizers for the wheelwright. | <ul style="list-style-type: none">• This anchor chart will be used to help guide students during the mid-unit assessment when they draft their narratives. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Read the last page of “Joshua’s Gold” by Mary Lois Sanders (starting with “He packed 27 crocks . . .”). Write a few sentences describing what you think the problem and solution of this story were. <p><i>Note: Collect students’ Narrative Four-Square graphic organizers for the wheelwright. Determine who may need additional support in organizing the events of their own narratives in Lesson 5.</i></p> <p><i>Hold on to the Steps for Planning anchor chart; students will refer to this later in the unit as they begin planning their narrative about their own tradespeople.</i></p> | |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 3: Lesson 3

Supporting Materials



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Analyzing a Historical Fiction Plot Note-catcher

Name:

Date:

| Introduction and Rising Action | The Problem |
|---|--|
| <p>Introducing the character, setting, and major event (rising action):</p> <p>Details:</p> <ul style="list-style-type: none">• Who is the character?• When is it set?• Where is it set?• What is happening? | <p>What problem does the character face?</p> <p>Details:</p> <ul style="list-style-type: none">••• |
| The Solution | The Conclusion |
| <p>What does the character do?</p> <p>Details:</p> <ul style="list-style-type: none">•••• | <p>What is the result of the character's actions?</p> <p>How does the story end?</p> |



Narrative Four-Square Graphic Organizer

Name:

Date:

| Introductory Paragraph | | Detail Paragraph 1 | |
|--|--|----------------------|--|
| Introducing the character, setting, and major event (rising action): | | What problem arises? | |
| Details: | | Details: | |
| • Who is the character? | | • | |
| • When is it set? | | • | |
| • Where is it set? | | • | |
| • What is happening? | | | |
| Vocabulary from my research to be used: | | | |



Narrative Four-Square Graphic Organizer

| Detail Paragraph 2 | | Conclusion Paragraph | |
|--|--|--|--|
| <p>How does my character help solve the problem?</p> <p>Details:</p> <ul style="list-style-type: none">•••• | | <p>What is the result of the character's actions?</p> <p>How does the story end?</p> | |
| <p>My Sources: List any research you used in planning your narrative.</p> | | | |



Model of the Narrative Four-Square Graphic Organizer:
(For the Wheelwright, Partially Completed)

| Introductory Paragraph | Detail Paragraph 1 |
|---|--|
| <p>Introducing the character, setting, and major event (rising action):</p> <p>Details:</p> <ul style="list-style-type: none">• Who is the character? John, a friendly, strong-armed wheelwright with poor posture• When is it set? 1765 - Colonial America• Where is it set? A town in Colonial America• What is happening? John is working in his shop when the blacksmith knocks with some bad news | <p>What problem arises? A new family arrives in town with only the clothes on their backs.</p> <p>Details:</p> <ul style="list-style-type: none">• The family is from England• They consist of a husband, wife, 12-year-old son, and 5-year-old daughter.• They have come to America to practice their religion, but their silver was lost when their ship sunk in the harbor. |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 4

Drafting a Historical Fiction Narrative: The Wheelwright



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)
I can write narrative text about real or imagined experiences or events. (W.4.3)
I can organize events in an order that makes sense in my narrative. (W.4.3a)
I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)

Supporting Learning Targets

- I can write a historical fiction narrative set in Colonial America.
- I can create a historically accurate narrative based on facts and details from my research.
- I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative.
- I can write a draft of my narrative with historically accurate characters and events in an order that makes sense to my reader.

Ongoing Assessment

- Wheelwright Narrative drafts



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Choosing Vocabulary for Historically Accurate Descriptions (5 minutes)B. Examining a Model: An Introductory Paragraph for the Wheelwright Narrative (10 minutes)C. Partner Writing: Drafting a Second Paragraph for the Wheelwright Narrative (15 minutes)D. Independent Writing: Drafting a Third Paragraph for the Wheelwright Narrative (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework | <ul style="list-style-type: none">• Students likely will work at different paces and need varying levels of support to turn their graphic organizer materials into paragraphs. Keep this in mind as you execute this lesson and remain flexible with timing and grouping.• The most important aspect of this lesson is for students to practice using the Narrative Four-Square graphic organizer. As with Lesson 3, they are practicing writing about the wheelwright to prepare for planning and writing narratives based on their expert trades in the lessons that follow.• Students will be working to draft the third paragraph in this historical fiction narrative. Make sure students understand that the third paragraph is designed using the Detail Paragraph 2 square in the Four-Square graphic organizer.• When assigning the fourth and final paragraph, make sure students understand that they will actually be looking at the Conclusion paragraph in the Four-Square organizer. |



| Lesson Vocabulary | Materials |
|---|--|
| historically accurate, descriptions, informative, narrative, draft, order | <ul style="list-style-type: none">• Elements of Fiction anchor chart (from Lesson 1)• Narrative Four-Square graphic organizer (Wheelwright version— students' copies with their notes, from Lesson 3)• Model of the Narrative Four-Square graphic organizer (for the wheelwright, from Lesson 3)• Performance Task prompt (from Lesson 2)• Document camera• Vocabulary notebooks (from Unit 1)• Colonial Trade Research Note-catchers (from Unit 2)• Practice Narrative Writing sheet (The Wheelwright) (one per student)• Steps for Planning and Drafting My Narrative anchor chart (begun in Lesson 3)• Sticky notes or index cards (one per student) |



| Opening | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the following learning targets: “I can write a historical fiction narrative set in Colonial America,” and “I can create a historically accurate narrative based on facts and details from my research.” Remind students that these are their goals for learning as they plan, write, and revise their narratives over the next two weeks.• Tell students that the other two targets will be their focus for today and will help them to reach the first two targets. Post the targets: “I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative,” and “I can write a draft of my narrative with historically accurate characters and events in an order that makes sense to my reader.”• Ask students to look for key words in the targets and share these out. Clarify the meaning of the targets. Address the word <i>description</i>: Refer back to the Elements of Fiction anchor chart (from Lesson 1). Pay particular attention to the word <i>draft</i>. Explain that a “draft” of a work means that it is just getting started or it isn’t finished yet. A work can go through several drafts, each time getting closer to being finished. Explain to students that today they will use their Narrative Four-Square graphic organizer about the wheelwright from Lesson 3 to practice <i>drafting</i> a narrative. Remind them that eventually they will be going through this same process to write their own narrative about a colonial tradesman. Revisit the Performance Task prompt (from Lesson 2) with students by rereading it. Explain that today they are writing to this prompt from the perspective of the wheelwright so that they will be prepared to write narratives about their own trades using the same prompt. | |



| Work Time | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Choosing Vocabulary for Historically Accurate Descriptions (5 minutes)</p> <ul style="list-style-type: none">• Use a document camera to display your Model of the Narrative Four-Square graphic organizer (for the wheelwright).• Draw student's attention to the center box labeled "Vocabulary from my research to be used." Explain that to prepare students for writing historically accurate descriptions in their drafts, they will need to look back through their research notes for words they think would help with their writing. Most of the vocabulary they will need will be in their Vocabulary Notebooks (from Unit 1) or their Colonial Trade Research Note-catchers (from Unit 2).• Show student how to look back through their notes and choose a few words to include in this box. Ask for additional suggestions. (Some words you might include for the wheelwright could be <i>Colonial America</i>, <i>lathe</i>, <i>hub</i>, <i>tire</i>, etc.) Review the meaning of each word as you record it.• Tell students that these words will need to be included in the narrative to help the descriptions be historically accurate. Explain that you will give them an example when you model your writing. | |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Examining a Model: An Introductory Paragraph for the Wheelwright Narrative (10 minutes)</p> <ul style="list-style-type: none">Tell students that you have already begun to draft your narrative and would like them to help you complete it. Using your Narrative Four-Square graphic organizer on the wheelwright, point out that your draft will be at least four paragraphs long. Ask them to help you recall:<ul style="list-style-type: none">* “What are the characteristics of a strong paragraph?”Listen for students to mention topic sentence, detail sentences, and concluding sentence.Clarify that in Module 1 and the first parts of Module 2, they have been practicing writing <i>informative</i> paragraphs: to summarize or explain. But for this assignment, they will be writing <i>narrative</i> paragraphs. Explain that when writing a narrative paragraph they will also have to be sure that the events they are describing are in an order that the reader can understand.Display and distribute the Practice Narrative Writing sheet (The Wheelwright). Read the paragraph aloud. Ask:<ul style="list-style-type: none">* “What is historically accurate about the first paragraph of this narrative?” Have students turn to a partner and share one thing they heard that was based on your research about the wheelwright. Have a few pairs share out and underline parts of the text that are based on their research.Ask them to take a look at your plans in the first box of the graphic organizer and the center box for vocabulary. Ask them to see if they can identify the sentences in your paragraph that are connected to your plans. (They should notice that the character, setting [place and time], and situation are all introduced in this first paragraph.)Point out the sequence of events in your paragraph: First your character is working at his lathe, then he hears a knock, then he gets up and opens the door.Explain that this sequence of events makes sense to the reader. If the character was working at the lathe and then went to the door, but you hadn’t said why he went to the door, readers would be confused. Tell students that this is something you would like them to keep in mind as they write their paragraphs today. | <ul style="list-style-type: none">To support visual learners, consider handing out a copy of the model paragraph for students. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>C. Partner Writing: Drafting a Second Paragraph for the Wheelwright Narrative (15 minutes)</p> <ul style="list-style-type: none">• Tell students they now get to give it a try with a partner. They will write a second paragraph about what happens next to the wheelwright below the first paragraph.• Ask them to get out their copy of the Narrative Four-Square graphic organizers for the Wheelwright (with students' notes, from Lesson 3). As a class, review the second box of the plans for the wheelwright story. Remind students that the second paragraph they are about to write should be based on these notes.• Give directions:<ul style="list-style-type: none">* Reread from the beginning paragraph.* Think about your ideas: "What will happen and be described in this next paragraph?"* Write the paragraph on your paper.* Vocabulary: Try to incorporate another vocabulary word in your paragraph if it will fit naturally.* Remember that this is a draft. Focus on your ideas and the sequence of events. Do not worry about spelling or grammar yet.• Remind students that while they will complete each step with their partners, they should each write the paragraph on their own papers. Give students 10 minutes to discuss and write their paragraphs. Circulate to support pairs. Glance over students' paragraphs to gauge whether students understand how to incorporate vocabulary (and therefore are ready to work more independently) or whether they should continue working with their partner.• Ask a few pairs to share out. As they share, refer to the graphic organizer, noting what they did well and remind them to include all information that was planned for their paragraphs. For example: "I like how you included the details about the family from the prompt in your paragraph." | <ul style="list-style-type: none">• If you determine that your class is not ready for this step, consider modifying this section of the lesson to be a shared writing experience. Use the third paragraph as a partner writing, and homework as independent writing.• You can use these directions for both partner and independent work. Be sure to make it clear to students that they should work with their partner to complete each step, but that they will both be responsible for writing the paragraph on their own papers. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>D. Independent Writing: Drafting a Third Paragraph for the Wheelwright Narrative (20 minutes)</p> <ul style="list-style-type: none">• Tell them that they now get to try a third paragraph on their own. Ask them to use the same steps as above. This is the paragraph they planned on their own in the previous lesson, so everyone's will likely be a little different. They should continue writing on their Practice Narrative Writing sheet. <p><i>Note: Make sure the students understand that the third paragraph is designed using the Detail Paragraph 2 square in the Four-Square graphic organizer.</i></p> <ul style="list-style-type: none">• Give students 20 minutes to write the third paragraph on their own. Remind them to refer back to their graphic organizers as they work. Tell them it is fine if they do not finish; they can complete it for homework. Students who finish writing early can begin the homework of writing the final paragraph for the narrative.• When assigning the fourth and final paragraph, tell students that they will be looking at the conclusion paragraph in the Four-Square organizer.• Circulate or pull a small group to support students who need it. | |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Post the Steps for Planning and Drafting My Narrative anchor chart begun in Lesson 3. Have students add the remaining steps for their work over the last two lessons. They should now include some version of the following:<ul style="list-style-type: none">* Gather resources: Performance Task prompt, Colonial Trade Research notes, and Character Profile graphic organizer* Plan: Use above resources and your imagination to write notes planning each component of the Narrative Four-Square graphic organizer.* Write: Use your graphic organizer to write each paragraph for your narrative. Be sure to include all the information from your notes in your paragraphs.* Each time you finish a paragraph, reread the narrative from the beginning to make sure your sequence of events makes sense. | |
| Homework | Meeting Students' Needs |
| <p>If you did not have time in class, finish Paragraph 3 in the Wheelwright narrative.</p> <p>Write the final (fourth) paragraph of the wheelwright narrative. (To do this, look at the Conclusion box in the Four-Square graphic organizer.)</p> <p><i>Note: In Lesson 5, students begin work on their own historically accurate narrative based on their tradesman. Use exit tickets and your observations and/or anecdotal notes to determine who will need more support with this increasingly independent writing.</i> □</p> | <ul style="list-style-type: none">• Remind students that their homework, like their writing in class, is draft writing. Students will not likely know how to wrap up their stories well in their endings. That is fine. This homework assignment provides more writing practice, and also serves as a formative assessment for how to teach endings later, in Lesson 12. |



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Grade 4: Module 2A: Unit 3: Lesson 4

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EXPEDITIONARY
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Grade 4: Module 2A: Unit 3: Lesson 5

Planning a Historical Fiction Narrative Based on Expert Trades



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|--|
| <p>I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)</p> <p>I can write narrative text about real or imagined experiences or events. (W.4.3)</p> <p>I can organize events in an order that makes sense in my narrative. (W.4.3a)</p> <p>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</p> | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can write a historical fiction narrative set in Colonial America.• I can create a historically accurate narrative based on facts and details from my research.• I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative.• I can organize a plot for my narrative using historically accurate events. | <ul style="list-style-type: none">• Narrative Four-Square graphic organizer• Wheelwright Narrative drafts |



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Sharing Wheelwright Drafts (5 minutes)Review Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Adding to the Rubric (10 minutes)Reviewing Research and Choosing Vocabulary (15 minutes)Planning Historical Fiction Narratives (20 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing/Debrief (5 minutes)Homework | <ul style="list-style-type: none">To help students keep their writing organized, consider keeping a class accordion folder labeled with names or individual writing folders to keep graphic organizers, drafts, and feedback recording forms.Students will have to manage and cite their research materials in this lesson. Consider making a checklist of research materials students will need in order to plan their narratives.Make this checklist more “visual” by prominently posting examples of the graphic organizers and Note-catchers.Note that as a part of their homework for this lesson, students create comic strips (a storyboard) of their narrative. Keep this playful and informal: The purpose is simply to get students to go through the sequence of events for their stories once more before drafting. Drawing will help them to better visualize for their written descriptions, too. |

| Lesson Vocabulary | Materials |
|---|--|
| historically accurate, descriptions, organize, plot | <ul style="list-style-type: none">Historical Fiction Narrative Rubric anchor chart (from Lesson 2)Performance Task prompt (from Lesson 2)Steps for Planning and Drafting My Narrative anchor chart (from Lessons 3 and 4)Writing folders (from Lesson 1; where students have been collecting their work)Vocabulary notebooks (from Unit 1)Colonial Trade Research Note-catchers (from Unit 2)Narrative Four-Square graphic organizer (one new blank copy per student)Comic strip homework (one per student) |



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Sharing Wheelwright Drafts (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their Lesson 4 homework: “Write the final paragraph of the wheelwright story.” Tell them that now they should have a complete draft of a narrative for the wheelwright (the model introductory paragraph, the detail paragraph they wrote with a partner, another detail paragraph they wrote in class, and a concluding paragraph they wrote for homework). Ask students to find a new partner (not the one they worked with at the end of Lesson 4). Give directions:<ul style="list-style-type: none">* Read your drafts to each other.* Compare: How are your drafts similar? Different?* Are your narratives historically accurate? How so?* How well are your narratives sequenced?• While students share their homework, circulate and listen to them reading. Pick out two to three samples that you consider on target to read aloud to students before collecting them.• Collect drafts and Narrative Four-Square graphic organizers for the wheelwright to use as a formative assessment. | |
| <p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Review the following learning targets: “I can write a historical fiction narrative set in Colonial America,” and “I can create a historically accurate narrative based on facts and details from my research.”• Remind students that these are their goals for learning as they plan, write, and revise their narratives over the next two weeks. Tell them that they have practiced planning and drafting narratives using the wheelwright, and now they will be using their own expert trades. Tell them that today they will focus on creating a plan for their narratives based on their research.• Post the remaining learning targets: “I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative,” and “I can organize a plot for my narrative using historically accurate events.” Again remind students they have been working with these targets while writing a practice narrative about the wheelwright.• Mark the key transition in this unit: “Today, you will apply what you have been learning as you plan your narratives about your OWN tradesman..” | |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Adding to the Rubric (10 minutes)</p> <ul style="list-style-type: none">Ask students to think about the following question for a minute, then ask them to turn and share with the two people sitting closest to them:“Based on these learning targets, what will you need to keep in mind as you plan?”<ul style="list-style-type: none">* Our plans are based on our research and our imaginations.* We use choose words from our research to plan for our descriptions.* The events in our plans are in an order that makes sense.Post the Historical Fiction Narrative Rubric anchor chart. Tell students that they have learned so much about writing historical fiction over the past few lessons. It’s time to add to the rubric.Read the following learning targets in the rubric: “I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative,” and “I can organize events in an order that makes sense in my narrative.” Discuss what <i>Meets</i>, <i>Partially Meets</i>, and <i>Does Not Meet</i> look like for each with the class and record on the anchor chart. (For example: For “I can use vocabulary from my research on colonial times to write historically accurate descriptions in my narrative,” the Meets column might say: “Includes at least four words from my research that are used to create historically accurate descriptions.”)Capture students’ thinking, make suggestions to give the rubric appropriate rigor, and clear up misconceptions as you complete these parts of the rubric.Explain to students that in the next lesson, when they write a draft of their narratives they will be assessed using only these completed parts of the rubric and they should keep this in mind as they write today. For example: “We have been building this rubric over the last several lessons, but it is not yet complete. We still have a lot to learn about writing narratives. Tomorrow you will be asked to write the first draft of your narrative as an assessment, but since we have been focused on historical accuracy of ideas, vocabulary, and organization of our story’s events, these will be the only things your drafts are assessed on. Keep this in mind as you plan today, so that you can do well on the assessment tomorrow.” | <ul style="list-style-type: none">Having students write a response helps to ensure total participation with questioning. Students can write on a sticky note, index card, scrap paper, or a personal white board.For students who need support in the planning process, consider one-on-one conferencing, pulling a small group, or having them work with a partner with a different trade. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>B. Reviewing Research and Choosing Vocabulary (15 minutes)</p> <ul style="list-style-type: none">• Display and review the Performance Task prompt. Remind students that they are now going to apply some of what they practiced together when writing about the wheelwright. Post the Steps for Planning and Drafting My Narrative anchor chart from Lessons 3 and 4. Review the steps with students and explain that today they will work on the planning steps, and tomorrow they will complete the drafting steps.• Help students organize their materials. Ask them to get out their writing folders (in which they have been collecting their work in the unit so far). Tell students that the main documents they will need will be their vocabulary notebooks (from Unit 1) and the Colonial Trade Research Note-catchers (from Unit 2). Tell students that they may use any research in their folders, but you would like them to place these documents on the tops of their desks. Give students a few minutes to organize their materials.• Distribute blank Narrative Four-Square graphic organizer. Ask them to first read through their research to collect vocabulary words they may use in their writing. Tell them to pay special attention to the vocabulary on their Colonial Trade Research Note-catchers. Give students 5 minutes to record vocabulary words. Circulate and support students in capturing words unique to their particular trade.• Next ask students to review the graphic organizer and think about what information they may need to review from their notes to help them plan a historically accurate narrative. Have them turn to a partner and share their next steps. You may consider giving them a sentence frame such as: "I need to write about _____, so I will look in my research for _____." You could also provide students with a model for this: "I need to write about how my character makes wheels, so I will look in my research for information about a wheelwright's skills and tools." Circulate and listen for students who may need additional support when planning their narratives. | |
| <p>C. Planning Historical Fiction Narratives (20 minutes)</p> <ul style="list-style-type: none">• Once students have shared their next step with a partner, tell them that they will have the next 20 minutes to plan their narratives. Tell them that you will be available to confer with them and support their planning.• Direct their attention to the planning steps on the Steps for Planning and Drafting My Narrative anchor chart. Remind them to follow these steps as they plan. | |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Sharing and Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students to share their work. Tell them that in a moment, they will use their plans to try to tell their story <i>orally</i> to a partner. Tell them this is a bit different than just reading their plans. Explain that you would like for them to tell their partner a shorter version of the story they think they will write tomorrow. Telling their story is one good way to rehearse what they want to actually write.• Draw their attention to the Historical Fiction Narrative Rubric anchor chart and explain that after they are finished telling their story, their partner should give them one “glow” and one “grow” based on the completed criteria on the anchor chart. Explain that a “glow” is something they think their partners did well from the rubric and a “grow” is something they need to work on. Consider giving students an example based on the wheelwright: “My glow for you is: I like how you used lots of historically accurate information about what the wheelwright did. My grow for you is: You might think about the order of events at the end of your story, because I found it a little confusing.”• Remind students that they have given critique and feedback before and that it should be kind, helpful, and specific.• Ask students to begin sharing their narrative orally. Circulate and listen to students as they give feedback. Use this as a formative assessment for Lesson 7 (when students will engage in a formal critique and feedback session).• Distribute the comic strip homework to students. | <ul style="list-style-type: none">• Oral rehearsal serves as a strong scaffold for written language. Such oral rehearsal is helpful for all students, but particularly for ELLs. |
| Homework | Meeting Students' Needs |
| <p>Create a short comic strip based on the plans for your story by drawing a picture for each section of your Narrative Four-Square graphic organizer. Add a sentence describing each picture at the bottom. Do not worry about how beautiful your pictures are: The purpose is just to visualize the sequence of events that you want to write about.</p> <p><i>Note: Students will need to have their Narrative Four-Square graphic organizers for the next lesson, the mid-unit assessment. If you are worried about these plans coming back to school after homework, you may consider collecting the graphic organizers and asking students to complete the homework from memory.</i></p> | |



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Grade 4: Module 2A: Unit 3: Lesson 5

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Narrative Four- Square Graphic Organizer

Name:

Date:

| Introductory Paragraph | | Detail Paragraph 1 | |
|--|--|----------------------|--|
| Introducing the character, setting, and major event (rising action): | | What problem arises? | |
| Details: | | Details: | |
| • Who is the character? | | • | |
| • When is it set? | | • | |
| • Where is it set? | | • | |
| • What is happening? | | | |
| Vocabulary from my research to be used: | | | |



Narrative Four- Square Graphic Organizer

| Detail Paragraph 2 | | Conclusion Paragraph | |
|--|--|--|--|
| <p>How does my character help solve the problem?</p> <p>Details:</p> <ul style="list-style-type: none">•••• | | <p>What is the result of the character's actions?</p> <p>How does the story end?</p> | |
| <p>My Sources: List any research you used in planning your narrative.</p> | | | |



Comic Strip Homework

Directions:

Create a comic strip based on your plans for your historical fiction narrative. Your strip should have an illustration and a caption for each part of your story.

The purpose of your comic strip is just to help you keep thinking about the sequence of events for your narrative before you start your draft. Drawing pictures in your comic also will help you to visualize what you want to describe in your writing.

A large, empty rectangular box with a black border, intended for students to draw their comic strip. It is divided into two horizontal sections by a single line.



EXPEDITIONARY
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Grade 4: Module 2A: Unit 3: Lesson 6

Mid-Unit 3 Assessment: Drafting a Historical Fiction Narrative based on Expert Trades



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|--|--|
| <p>I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)</p> <p>I can introduce the narrator and/or characters of my narrative. (W.4.3a)</p> <p>I can organize events in an order that makes sense in my narrative. (W.4.3a)</p> <p>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</p> | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">I can write a draft of my narrative with historically accurate characters, events, and description in an order that makes sense to my reader. | <ul style="list-style-type: none">Historical Fiction Narrative draftsTracking My Progress, Mid-Unit 3 |



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Sharing Homework (5 minutes)B. Reviewing Learning Target (5 minutes)2. Work Time<ol style="list-style-type: none">A. Preparing to Draft: Rubric and Resource Reminder (10 minutes)B. Mid-Unit 3 Assessment: Drafting (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment (5 minutes)4. Homework | <ul style="list-style-type: none">• In advance: Display the Characteristics of Historical Fiction anchor chart and the Historical Fiction Narrative Rubric anchor chart where all students can see.• Be sure students have access to their research folders and Narrative Four-Square graphic organizers (from Lesson 5).• It is important that students skip lines while writing their drafts. This will make revising in upcoming lessons easier. |

| Lesson Vocabulary | Materials |
|--|--|
| draft, historically accurate, characters, events, description, order | <ul style="list-style-type: none">• Historical Fiction Narrative Rubric anchor chart (from Lesson 2)• Mid-Unit 3 Assessment: Best First Draft of Historical Fiction Narrative (based on Performance Task Prompt) (one per student)• Narrative Four-Square graphic organizers (from Lesson 5)• Tracking My Progress, Mid-Unit 3 recording form (one per student) |



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Sharing Homework (5 minutes)</p> <ul style="list-style-type: none">Ask students to share their Lesson 5 homework: comic strips. Have them explain their story to a partner. Tell students that telling their story out loud is one good way to help them prepare for writing their drafts. | |
| <p>B. Reviewing Learning Target (5 minutes)</p> <ul style="list-style-type: none">Post the learning target: "I can write a draft of my narrative with historically accurate characters, events, and description in an order that makes sense to my reader." Circle the words <i>draft</i>, <i>historically accurate</i>, <i>characters</i>, <i>events</i>, <i>description</i>, and <i>order</i>. Explain that this learning target connects directly to the rubric they have created so far. | |

| Work Time | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Preparing to Draft: Rubric and Resource Reminder (10 minutes)</p> <ul style="list-style-type: none">Direct students' attention to the posted Historical Fiction Narrative Rubric anchor chart at the front of the room. Tell them that their mid-unit assessment focuses only on the parts of the rubric that are complete. Tell students to try their best on spelling and handwriting, but that these will not be assessed on their draft writing. Therefore they should focus on their ideas and the story. They will have time to revise for conventions in future lessons.Distribute the Mid-Unit 3 Assessment: Best First Draft of Historical Fiction Narrative (based on Performance Task Prompt). Ask students to get out their Narrative Four-Square graphic organizers (from Lesson 5). Remind students to use their plans, the prompt, and the anchor charts at the front of the classroom as resources while they write their drafts.Tell students it is important to skip lines as they write their drafts so they have space to make revisions later on. | |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Mid-Unit 3 Assessment: Drafting (35 minutes)</p> <ul style="list-style-type: none">• Tell students they have 35 minutes to draft.• Circulate to supervise, but since this is an assessment, provide minimal support.• After 30 minutes, give students a reminder that they have 5 minutes left. Have students who finish early reread their narratives before they turn them in. On a separate piece of paper these students can illustrate characters or the setting and list details they may add in a second draft. | <ul style="list-style-type: none">• Providing paragraph frames and word banks so students can write about what they know will support all learners who struggle with language.• To further support some students, consider typing up a copy of the completed sections of the rubric and making a copy for their desks.• Depending on the availability of technology and your students' abilities to type, you may wish to have some or all students complete their drafts on the computer. If you choose to do this, ensure that their work is double-spaced and printed so they can make annotations in the following lessons. |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Self Assessment (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 3 recording form and remind students that they have practiced self-assessment in various ways: using thumbs, exit tickets, conversations with a partner, and on paper at the end of the last unit.• Give students the remaining time to complete the self-assessment. Then collect to review, focusing on which students either are assessing themselves differently than you would, or are clear they need additional support. | |
| Homework | Meeting Students' Needs |
| <p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: Make copies of each student's draft for assessment purposes. They will need their originals back in Lesson 7 in order to revise.</i></p> <p><i>Read students' drafts and their Tracking My Progress reflections side by side in order to determine next steps for instruction for individual students during the second half of this unit.</i></p> | |



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Grade 4: Module 2A: Unit 3: Lesson 6

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Best First Draft of Historical Fiction Narrative (based on Performance Task Prompt)

Name:

Date:

After researching informational texts on trades in Colonial America, write a historical fiction narrative that describes how a craftsperson in your trade helps a family newly arrived from England to adjust to life in a colonial New York town. The family has a mother, father, 5-year old girl, and a 12-year old boy.



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can write a draft of my narrative with historically accurate characters, events, and description in an order that makes sense to my reader.

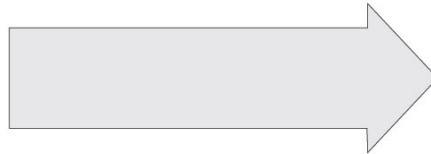
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



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Grade 4: Module 2A: Unit 3: Lesson 7

Peer Critique: Historical Accuracy of Ideas and Vocabulary



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|---|--|
| I can use the writing process to produce clear and coherent writing (with support). (W.4.5) I can effectively participate in a conversation with my peers and adults. (SL.4.1) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can give kind, helpful, and specific feedback to my critique partner.• I can critique the ideas of my writing partner's narrative for historical accuracy. | <ul style="list-style-type: none">• Historical Narrative (annotated first draft)• Narrative Feedback recording form |



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Reviewing Peer Critique Protocol (10 minutes)Peer Critique of Drafts for Ideas (25 minutes)Annotating Drafts for Revision (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework | <ul style="list-style-type: none">For this lesson, students will need their draft narratives from the mid-unit assessment (Lesson 6). Be sure copies were made for assessment purposes before handing back students' original drafts.In advance: Prepare on chart paper the Critique Protocol anchor chart (see supporting materials of this lesson or use the version created in Module 1, Unit 1, Lesson 7.)In advance: Prepare on another sheet of chart paper the Steps for Revising My Narrative anchor chart (see supporting materials for steps to record).Review: Peer Critique protocol (Appendix).Beginning with Lesson 7, each day students edit their work using different colored pencils for different foci. See supporting materials below and Work Time, Part C. |

| Lesson Vocabulary | Materials |
|--|---|
| specific, revision, critique, feedback | <ul style="list-style-type: none">Equity sticksCritique Protocol anchor chart (new; teacher-created; see Supporting materials for directions)Historical Fiction Narrative Rubric anchor chart (from Lesson 2)Historical Fiction Narrative (first drafts from Mid-Unit 3 Assessment)Narrative Feedback recording form (one per student)Green colored pencils (one per student)Steps for Revising My Narrative anchor chart (new; teacher-created; see Supporting materials for directions)Index cards (one per student) |



| Opening | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Reviewing Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Post and read aloud the following learning targets: “I can give kind, helpful, and specific feedback to my critique partner,” and “I can critique the ideas of my writing partner’s narrative for historical accuracy.”• Ask students what they know already about these targets. Give students a chance to talk with a partner about their thinking, then cold call students using the equity sticks. Students may recall the critique process from Module 1. Have them share what they recall.• Then ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meanings of the words <i>specific</i> and <i>critique</i> as you clarify the meaning of the targets with students. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Review Peer Critique Protocol (10 minutes)</p> <ul style="list-style-type: none">Review the main components of a successful critique on the Critique Protocol anchor chart (see teaching notes and supporting materials of this lesson for preparing this anchor chart).Set up nonnegotiables for the students before they begin this process. The following four points are crucial for success:<ul style="list-style-type: none">* Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.* Be specific: Focus on particular strengths and weaknesses, rather than making general comments such as “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.* Be helpful: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.* Participate: Peer critique is a process to support each other, and your feedback is valued!Tell students that today they are going to listen to their partners read their historical narrative drafts. Tell them they will focus their feedback using the Historical Fiction Narrative Rubric anchor chart. Explain that for today their feedback will focus only on the <i>Ideas</i> portion of the rubric. Review the criteria for Meets on the rubric. Students will focus mainly on the historical accuracy of characters and events. Remind students that in order for this feedback to be helpful they should only focus on this specific area. Pointing out misspelled words or incorrect punctuation will not be helpful at this point in the writing process. That will be saved for the final editing. | <ul style="list-style-type: none">Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.You may consider modeling with the model paragraph from the wheelwright narrative if you feel that your students need more practice with peer critique before working with a partner. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Peer Critique of Drafts for Ideas (25 minutes)</p> <ul style="list-style-type: none">• Partner students with a student with their same expert trade (blacksmiths with blacksmiths, shoemakers with shoemakers, etc.) if possible.• Return students' original copies of their Historical Fiction Narrative (first drafts) from the mid-unit assessment. Distribute the Narrative Feedback recording form. Explain to students that this is where they will record their partner's feedback on their work and their next steps.• Have students read the directions then restate in their own words to a partner:<ul style="list-style-type: none">* Author and Listener: Review area of critique focus from rubric* Author: Reads his or her piece* Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____."* Author: Records feedback* Author: Says: "Thank you for _____. My next step will be _____."* Switch roles and repeat.• Address any clarifying questions, and then have students begin.• Circulate to support students with the critique process, helping them to follow the protocol and focus their feedback using the Ideas portion of the rubric. | <ul style="list-style-type: none">• To help students keep their writing organized, consider keeping a class accordion folder labeled with names or individual writing folders to keep graphic organizers, drafts, and feedback recording forms. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>C. Annotating Drafts for Revision (15 minutes)</p> <ul style="list-style-type: none">• Have students thank their partners and move to their own workspace. Be sure that every student has a green colored pencil. Post the Steps for Revising My Narrative anchor chart:<ul style="list-style-type: none">* Choose the correct colored pencil. Today's color is _____.* Decide where you are going to add a revision note based on feedback or new learning.* Write your revision note in the space above the sentence you want to change.* Read through your entire narrative and continue to record your revision notes.* Review your revision notes to be sure they make sense.• Tell them that you would like them to add notes to their drafts using the green colored pencils today. (This step in the anchor chart will vary from day-to-day depending on the color used for revisions. See the teaching notes of each subsequent lesson.)• Explain to students that since they skipped lines when they wrote the drafts, you would like them to write notes telling what they will add or change in a given part of their narrative on these blank lines. When they have a sentence they would like to add to or change they can make a note on the above blank line. Explain that this will allow them to read and easily reread their drafts and note changes at the same time without erasing or crossing things out.• Give students 15 minutes to add revision notes to their drafts. Circulate to confer and support students as needed.• Once students have recorded their revisions, have them organize their writing materials. Explain that they will use these again and need to keep them with their draft and recording form as they continue to move through the writing process through the following week. | <ul style="list-style-type: none">• If students are using a computer to word process, they will still make revisions on a printed copy of their drafts until they are ready to complete a second draft in Lesson 10.• A different colored pencil will be used to annotate each revision of students' drafts in this unit. This will allow students to keep track of the focus of each revision. A different color will be used in subsequent lessons for each type of revision (e.g., ideas, organization).• To support visual learners, consider using a document camera with a few sentences written with skipped lines to demonstrate this note-taking technique for students. |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Ask them to assess themselves and the class on the learning targets: “I can give kind, helpful, and specific feedback to my critique partner,” and “I can critique the ideas of my writing partner’s narrative for historical accuracy.”• Distribute an index card and have them record their name and reflect and respond to the following:<ul style="list-style-type: none">* Front: “Did you meet the learning targets? What is your evidence?”* Back: “How do you think the class did with giving kind, helpful, and specific feedback? What is your evidence?” | |
| Homework | Meeting Students' Needs |
| <p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: Collect exit tickets and review for formative assessment on the critique process for individuals and the class. Use this and your anecdotal notes and/or observations to help inform instruction for the next critique session later in this unit.</i></p> | |



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Grade 4: Module 2A: Unit 3: Lesson 7

Supporting Materials



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Critique Protocol Anchor Chart

(Teacher directions: Copy the following text onto a large piece of chart paper for all students to see.)

Critique Protocol Norms:

- Be Kind: Treat others with dignity and respect.
- Be Specific: Focus on *why* something is good or what, particularly, needs improvement.
- Be Helpful: The goal is to help everyone improve their work.
- Participate: Support each other. Your feedback is valued!

Directions:

1. Author and Listener: Review area of critique focus from rubric
2. Author: Reads his or her piece
3. Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____."
4. Author: Records feedback
5. Author: Says: "Thank you for _____. My next step will be _____."
6. Switch roles and repeat.



Directions for Steps for Revising My Narrative Anchor Chart

(Teacher directions: Copy the following text onto a large piece of chart paper for all students to see.)

Steps for Revising My Narrative:

1. Choose the correct colored pencil. Today's color is _____.
2. Decide where you are going to add a revision note based on feedback or new learning.
3. Write your revision note in the space above the sentence you want to change.
4. Read through your entire narrative and continue to record your revision notes.
5. Review your revision notes to be sure they make sense.



Narrative Feedback Recording Form:
(Front)

.....
Name:
.....

| Date: | Partner |
|-------------------------|----------------|
| Focus of Critique: | |
| My partner liked... | |
| My partner suggested... | |
| My next step(s)... | |

| Date: | Partner |
|-------------------------|----------------|
| Focus of Critique: | |
| My partner liked... | |
| My partner suggested... | |
| My next step(s)... | |



Narrative Feedback Recording Form:
(Back)

.....
Name:
.....

| Date: | Partner |
|-------------------------|---------|
| Focus of Critique: | |
| My partner liked... | |
| My partner suggested... | |
| My next step(s)... | |

| Date: | Partner |
|-------------------------|---------|
| Focus of Critique: | |
| My partner liked... | |
| My partner suggested... | |
| My next step(s)... | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 8

Revising for Organization: Timely Transitions



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative text about real or imagined experiences or events. (W.4.3)
I can use transitional words and phrases to show the sequence of events in a narrative text. (W.4.3b)
With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)

Supporting Learning Targets

- I can organize events in an order that makes sense in my historical fiction narrative.
- I can use transitional words and phrases to show the passage of time in my historical fiction narrative.

Ongoing Assessment

- Transitions in Drafts
- Exit ticket



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Finding Examples of Transitional Words and Phrases (15 minutes)B. Modeling: Adding Transitions to the Wheelwright Draft (10 minutes)C. Independent Practice: adding Transitions to Drafts (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Exit Ticket (5 minutes)4. Homework | <ul style="list-style-type: none">• If students are using a computer to word process, they will still make revisions on a printed copy of their draft until they are ready to complete a second draft in Lesson 10.• As in Lesson 7, students edit their work using a different colored pencil for different focus.• In advance: Prepare the Steps for Revising My Narrative anchor chart. |



| Lesson Vocabulary | Materials |
|---|---|
| transition, transitional, movement, passage, phrase | <ul style="list-style-type: none"> • Timely Transitions anchor chart (new; teacher created; see Supporting Materials) • “Making Candles, Colonial Style” by Rebecca Fisher (from Lesson 1) • Writing folders (containing student work for the unit so far) • Model Introductory Paragraph from the Wheelwright Narrative (one to display) • Document camera • Equity sticks • Red colored pencils (one per student) • Steps for Revising My Narrative anchor chart (from Lesson 7) • 3” x 5” index cards (one per student) |

| Opening | Meeting Students’ Needs |
|--|--|
| <p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Invite the students to read the learning targets: “I can organize events in an order that makes sense in my narrative,” and “I can use transitional words and phrases to indicate the passage of time in my historical fiction narrative.” Ask the students to turn and talk to a partner about what they think the word <i>transition</i> means. Have two or three students share with the class. Some responses may be: “They help move from one thing to another,” or “The time between things happening.” • Ask them to think of an example of when they have transitions during their day (e.g. getting out of bed and getting dressed for school, going back to class after lunch). Point out other words students may know with this same root, such as <i>transfer</i>. • Ask students to give a thumbs-up if they understand what the learning target is telling them to do today, a thumbs-sideways if they think they know but they’re not totally sure, or a thumbs-down if they have no idea yet. | <ul style="list-style-type: none"> • Provide visual cues to help students understand learning targets. For example, for the word <i>transition</i>, you might sketch an arrow connecting one thought bubble to another. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Finding Examples of Transitional Words and Phrases (15 minutes)</p> <ul style="list-style-type: none">• Remind students that even though they are writing a “research-based narrative” and are putting in a lot of information, they are actually telling a story.• Ask students to turn and talk with a partner, and then share out:<ul style="list-style-type: none">* “What are some key features of narrative writing? How is it different from expository/informational writing?” Listen for students to mention that narrative:<ul style="list-style-type: none">* Has story elements: characters, setting, plot, and theme* Often includes dialogue* Can show passage of time, with things happening over hours, days, months, or years• Point out that <i>transition words</i> can help readers in lots of ways. Informative writing also includes transition words. But in narrative, one common and important type of transition is a word or phrase that indicates that time has passed.• Show the students the Timely Transitions anchor chart. Read the student-friendly definition aloud: “Timely transitions help the reader know the order of events in a narrative.”• Ask students to locate “Making Candles, Colonial Style” in their writing folders. Tell them in a moment, you would like them to follow along as you read the first section aloud (stopping before “Collecting Bayberry Wax”). Ask them to raise their hands if they see a transitional word or phrase that is either on the anchor chart already or could be added.• Begin reading. Watch for students to raise their hands at the phrases “late summer” or “for weeks.” As students identify possible transitions, add these phrases to the class anchor chart at the top, and add the full exact quote from the text at the bottom.• Repeat the process with the next section of the text (stopping before “Candle-Making Day”). Read aloud as students follow along and look for transition words that show the passage of time. Watch for students to identify “while” and “It was autumn.” Add these to the class chart. | <ul style="list-style-type: none">• To support visual learners, consider using a document camera with a few sentences written double-spaced to demonstrate this revision technique for students.• Co-constructed anchor charts help students understand abstract concepts. As anchor charts are created, ask students to record the charts in their research notebooks so they can easily refer to them. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Modeling: Adding Transitions to the Wheelwright Draft (10 minutes)</p> <ul style="list-style-type: none">• Display the Model Introductory Paragraph from the Wheelwright Narrative with a document camera or copied on chart paper. Tell them in a moment you will read it aloud, and want them to do the same thing they just did with the mentor texts: Look for transitions used to show the passage of time.• Read the paragraph aloud as students follow along. Using equity sticks, call on one or two students to share what they notice. Phrases they should identify are “In the winter of 1695” and “on this day.” Add these phrases to the anchor chart.• Ask the class to think, then talk with a partner:<ul style="list-style-type: none">* “Where else might I add a transition to help the reader know that time has passed?”* “What transition might I use?”• Use equity sticks to call on one or two students to share what they and their partner suggest. On the model paragraph, show how to annotate the draft by adding their suggested transitions in red marker or a red colored pencil. | <ul style="list-style-type: none">• To support visual learners, consider handing out a copy of the model paragraph for students. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>C. Independent Practice: Adding Transitions to Drafts (25 minutes)</p> <ul style="list-style-type: none">• Tell students that they will be revising their own drafts by adding transitions that help show the passage of time. Tell them that you would like them to add notes to their drafts using the red colored pencils.• Post the Steps for Revising My Narrative anchor chart:<ul style="list-style-type: none">* Choose the correct colored pencil. Today's color is _____.* Decide where you are going to add a revision note based on feedback or new learning.* Write your revision note in the space above the sentence you want to change.* Read through your entire narrative and continue to record your revision notes.* Review your revision notes to be sure they make sense.• Remind students that they skipped lines when they wrote their drafts. They should write their transitions on the blank lines. Explain that this will make it easy for them to reread their drafts and make changes without having to erase or cross out phrases.• Have students move to their own workspace. Give them 15 minutes to add transitions to their drafts. Circulate to confer and support students as needed.• Once students have made their revisions, have them organize their materials in their writing folder. Remind students that, like in Lesson 7, they will need to keep this draft as they continue to revise during the coming week. | <ul style="list-style-type: none">• Simplifying task directions and/or creating checklists from them are important steps in helping students learn to self-monitor their progress. |



| Closing and Assessment | Meeting Students' Needs |
|--|--|
| <p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> Gather students. Ask them to assess themselves and the class on the learning targets: “I can organize events in an order that makes sense in my narrative,” and “I can use transitional words and phrases to show the passage of time in my historical fiction narrative.” Distribute an index card and have students record their name and reflect on and respond to the following: “Did you meet the learning targets? What is your evidence?” Reflect on one learning target per side of the card. | <ul style="list-style-type: none"> Using sentence frames can help ELLs articulate their learning. Using the word because in the sentence frame helps all students support their thinking with evidence. |
| Homework | Meeting Students' Needs |
| <p>Option 1: See the teaching note below.</p> <p>Option 2: Continue in your independent reading book for this unit at home.</p> <p><i>Note: In Lesson 9, several mentor texts are used to provide examples of dialogue and the characteristics of historical fiction. When using a mentor text in writing, it is important to read the text as readers and to understand what the text says before looking at the craft of the writing as writers.</i></p> <p><i>Consider assigning these texts to be read or reread as homework, having students focus on identifying the main idea, details of the narrative, and evidence that these texts are historical fiction.</i></p> <ul style="list-style-type: none"> • “School of Freedom” by Beverly J. Letchworth (See Lesson 9) • “Joshua’s Gold” by Mary Lois Sanders (See Lesson 9) <p><i>If students need additional work on adding transitions to their writing because they are using the same transitions over and over, consider adding a follow-up lesson. This might involve displaying a piece of writing on the board that has the same transition words used throughout. After reading aloud the passage to the class, allow students to revise the transition words as a group. Reread the passage. They will note how varied transitions are more effective, and then can revise their narrative with varied transitions.</i></p> | <ul style="list-style-type: none"> Remind students that their homework, like their writing in class, is draft writing. Students will not likely know how to wrap up their stories well in their endings. That is fine. This homework assignment provides more writing practice, and also serves as a formative assessment for how to teach endings later, in Lesson 12. |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 3: Lesson 8

Supporting Materials



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Model Introductory Paragraph from the Wheelright Narrative:
(For Teacher Reference for Annotation)

In the winter of 1695 in the colony of New York, a wheelwright named John was working in his shop. He made wheels for carts and wagons throughout town. He was proud of his work. His hands were rough from working with wood every day. **On this day** he was making the hub, which is the center of a wheel. He was shaping it using a tool called a lathe. His apprentice was turning the crank of the lathe so that the hub spun around. This tool helped him to carve a nice round shape. Through the noise of the turning lathe he almost didn't hear the knock at his door. He wondered who would be visiting his shop on such a cold dark day. He got up from his stooped position and rubbed his sore muscular shoulders. When he opened the door he was surprised to see the face of his friend Adam, the blacksmith.



Timely Transitions Anchor Chart
(Sample for Teacher Reference)

Note: Create this on chart paper in advance. Be sure to leave space for other transition words that students find during their independent reading.

Why use timely transitions? Timely transitions help the reader know the order of events in a narrative.

- after
- after a while
- after that
- afterward
- a long time ago
- an hour later
- a short while later
- as soon as
- at first
- at the start
- before
- by the time
- during
- finally
- immediately
- in just minutes
- in the afternoon
- in the beginning
- in the evening
- in the meantime
- in the morning
- late the next . . .
- later on
- later on that day
- meanwhile
- never
- next
- right away
- soon
- suddenly
- that night
- the following day
- the next day
- then
- when

“It was late summer in 1750 . . . It was autumn before the starter pot was full of wax.” —from “Making Candles, Colonial Style” by Rebecca Fisher



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 9

Planning for When to Include Dialogue: Showing Characters' Thoughts and Feelings



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)
 I can write narrative text about real or imagined experiences or events. (W.4.3)
 I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b)
 I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)

Supporting Learning Targets

- I can explain how authors of narratives use dialogue strategically to show their characters' thoughts and feelings.
- I can identify the parts of my narrative that would benefit from added dialogue.

Ongoing Assessment

- Annotated Historical Narrative drafts

Agenda

1. Opening
 - A. Review Learning Targets (5 minutes)
2. Work Time
 - A. Examining Models of Dialogue (20 minutes)
 - B. Guided Practice: Annotating Wheelwright Draft for Use of Dialogue (15 minutes)
 - C. Partner Work: Identifying Where to Add Dialogue to Narratives (15 minutes)
3. Closing and Assessment
 - A. Sharing (5 minutes)
4. Homework

Teaching Notes

- This lesson helps students identify how authors of narrative text strategically use dialogue to show their characters' thoughts and feelings. Students examine dialogue in two pieces of historical fiction and discuss why the author chose to use dialogue in a particular part of the story. They then plan where to add dialogue for their narratives. In Lesson 10, students then learn the conventions of using dialogue (indenting, quotation marks, etc.) and add dialogue with proper conventions as they write their second drafts.
- Consider a quick pre-assessment to gauge whether your students already know how to use quotation marks effectively. If so, consider accelerating Part A of Work Time.
- Consider giving students their own copy of the Writing Dialogue to keep and refer anchor chart to in their writing folders.



| Lesson Vocabulary | Materials |
|--|--|
| dialogue, strategically, identify, benefit | <ul style="list-style-type: none">• “School of Freedom” by Beverly J. Letchworth (one per student and one to display)• Document camera• Highlighters (one per student)• “Joshua’s Gold” by Mary Lois Sanders (from Lesson 2)• Writing Dialogue anchor chart (new; teacher-created; see Work Time A)• Model Introductory Paragraph from the Wheelwright Narrative (from Lesson 4)• Equity sticks• Blue colored pencils (one per student)• Steps for Revising My Narrative anchor chart (from Lesson 7)• Historical Fiction Narrative drafts (each student’s) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post and review the learning targets: “I can explain how authors of narratives use dialogue strategically to show their characters’ thoughts and feelings,” and “I can identify the parts of my narrative that would benefit from added dialogue.” Ask students to turn to a partner and talk about what these learning targets mean. Ask pairs to share their thinking.• Point out the first target and circle the words <i>dialogue</i> and <i>strategically</i>. Ask students: “Does anyone know or have a guess about what the word <i>dialogue</i> means? Once students have shared a few thoughts, clarify that <i>dialogue</i> means “a conversation between two or more people.” Point out that <i>di</i> means “twice.”• Next look at the word <i>strategically</i>. Ask students for their thoughts on the meaning of this word. Explain that this word means doing something with a careful plan in mind. Give a few examples from everyday life (e.g., A quarterback throws the ball strategically to an unguarded player on his team who can catch it in the end zone. He has a plan to win the game. He doesn’t just throw the ball in the air and hope for the best.) Tell students that today they will look at how authors use <i>dialogue</i>, or conversation between characters, <i>strategically</i>, or with a careful plan, to show their readers what characters are thinking or feeling.• Examine the remaining target with students. Circle the words <i>identify</i> and <i>benefit</i>. Clarify the meaning of these words as needed. | <ul style="list-style-type: none">• Consider providing nonlinguistic symbols (e.g., a speech bubble for <i>dialogue</i>, a set of arrows moving toward a target for <i>strategically</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Examining Models of Dialogue (20 minutes)</p> <ul style="list-style-type: none"> Briefly review how to punctuate dialogue. Ask: “How does a writer show you when a character is speaking?” Listen for students to mention quotation marks. Demonstrate briefly by writing the following sentence on the board: ‘I am glad to see you today, Joe,’ said the teacher.” Explain that this sentence shows that someone is talking. Ask students what they notice about the sentence. They should notice the quotation marks and the word <i>said</i>. Ask students: “Are the words <i>said the teacher</i> what the character said? How do we know?” Explain that when an author wants to show that a character is speaking, he or she uses these marks to show the words spoken by the character. Tell students that you will read a short excerpt of historical fiction aloud as they follow along. When you read the first time you would like them to listen for the gist of the text. Distribute the text “School of Freedom,” by Beverly J. Letchworth, to each student and display using a document camera. Remind them to look for quotation marks. After reading the text once through, asks students to turn to a partner and share what they think the story is about. Have a few pairs share out, and be sure students understand that two characters are waiting for something, and one has forgotten her thread and needle. For some reason this worries the character. Before you read the text a second time, tell students that their job during this read is to underline or highlight any dialogue they notice in the text. Ask student to get out a pencil or highlighter. As they identify dialogue in the text and discuss how it is used, draw their attention to how dialogue looks. Do they notice anything else about how dialogue looks in this text that they didn’t notice in the example sentence? Listen for responses such as it is “set apart with quotation marks; indented when a new person speaks; the word ‘said’ is not the only way a writer indicates that someone is speaking,” etc. Ask students to turn and discuss the following with a neighbor: “How did the author use dialogue strategically in this text?” Cold call students to share something their partner said. Students should notice the following dialogue: <ul style="list-style-type: none"> * “Got everything?” asked Bracie. “In case they come. I get the jitters every day.” * “I don’t have my needle and thread,” she blurted, a sharp spurt of fear rising. They also should notice the following in terms of using dialogue strategically: <ul style="list-style-type: none"> * There were only two sections of dialogue. | <ul style="list-style-type: none"> For students who struggle to read grade-level texts independently, consider partner-reading, with students taking turns reading each paragraph aloud. The Model Introductory Paragraph from the Wheelwright Narrative is the same paragraph as used in Lesson 4. See teaching note at the beginning of this lesson and supporting materials. |



| Work Time (continued) | Meeting Students' Needs |
|--|--|
| <ul style="list-style-type: none">* The dialogue helped to show readers that the characters were preparing for something, that one had forgotten her needle and thread, and this caused her to be scared.• Next ask students: “Besides giving you information about the characters and their feelings, what did this dialogue do for you as a reader?” They may notice that dialogue engages readers: it causes the reader to be interested in what will happen next. (e.g., “Why is the character scared? Why is a needle and thread so important?”)• Tell students they will now look at a second example of dialogue, this time from a text they’ve already read. Ask students to repeat the process above with a partner:<ul style="list-style-type: none">* Read the text and underline any examples of dialogue they notice.* Discuss with your partner: How did the author use dialogue strategically in this text?• Ask students to get out their copies of “Joshua’s Gold” by Mary Lois Sanders. Ask them to read the first page only. Give pairs 10 minutes to work.• Focus students whole group. Ask student to share what they noticed about the strategic use of dialogue in this story. They may notice the following:<ul style="list-style-type: none">* The character was usually talking out loud to himself or his animals.* The dialogue helped the readers to understand how he was feeling about finding the gold and what his thoughts were about what to do next.• Post Writing Dialogue anchor chart. Underneath the title, write: “Why do authors use dialogue?” Capture students’ thoughts on this question. The list might include:<ul style="list-style-type: none">* To show what a character is feeling* To show what a character is thinking* To show how they interact with others• Still on the anchor chart, write: “How do authors use dialogue strategically?” This list might include:<ul style="list-style-type: none">* When they need to show a character’s thoughts or feelings about something happening in the story* They may need to use it only in a few places, not every sentence or paragraph.• Tell students they will come back to this chart during the next lesson. | <ul style="list-style-type: none">• To support visual learners, consider using a document camera with a few sentences written double-spaced to demonstrate this revision technique for students.• Co-constructed, anchor charts help students understand abstract concepts. As anchor charts are created, ask students to record the charts in their research notebooks so they can easily refer to them. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Guided Practice: Annotating Wheelwright Draft for Use of Dialogue (15 minutes)</p> <ul style="list-style-type: none">• Display the Model Introductory Paragraph from the Wheelwright Narrative using a document camera. Tell students that now that they have a good understanding for how authors use dialogue strategically, you would like them to help you plan for adding dialogue to the wheelwright narrative. Review the Steps for Revising My Narrative anchor chart:<ul style="list-style-type: none">* Choose the correct colored pencil. Today's color is _____.* Decide where you are going to add a revision note based on feedback or new learning.* Write your revision note in the space above the sentence you want to change.* Read through your entire narrative and continue to record your revision notes.* Review your revision notes to be sure they make sense. <p><i>Note: In this lesson, students have not been explicitly taught conventions for writing dialogue (indenting, quotations, etc.), so this should not yet be modeled. They will be recording notes for their ideas for dialogue, not the dialogue itself.</i></p> <ul style="list-style-type: none">• Tell students that today they will be adding revision notes using blue colored pencils. Tell students that first you will read them your paragraph so they can help you decide where dialogue might be used strategically.• Read the paragraph aloud to students. Ask them to turn to a neighbor and share where they think dialogue could be added and why it should be added there. Use equity sticks to call on students to share their thinking.• After several students have shared their suggestions, demonstrate how you would annotate your paragraph using a colored pencil. Use an asterisk in the space above a sentence where dialogue will be added and describe what will be added (and add the dialogue later). For example, above the sentence "He wondered who would be visiting his shop on such a cold dark day," you might add: "The apprentice will yell over the noise that someone is at the door and John will wonder aloud who would visit on such a day."• Remind students that they won't actually write dialogue today. Their purpose is just to find places where including dialogue might make sense and make their narrative stronger. | <ul style="list-style-type: none">• ELL students may need extra support in deciding where to add dialogue. Consider partnering ELLs with ELLs who speak the same home language, or schedule conferences with these students during this time. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>C. Partner Work: Identifying Where to Add Dialogue to Narratives (15 minutes)</p> <ul style="list-style-type: none">• Next, have students take out their Historical Fiction Narrative drafts. Partner them with a student from a different trade and post the following directions on the board:<ul style="list-style-type: none">* Read your narrative to your partner.* Partner listens for areas where dialogue might be added.* Partner shares suggestions based on the Writing Dialogue anchor chart.* Switch roles and repeat.* Follow Steps for Revising My Narrative anchor chart to record revision notes for adding dialogue to your narrative.• Tell students to use the Writing Dialogue anchor chart as a guide when deciding where to add dialogue to their drafts and for what purpose. Circulate and support students as needed in recording their ideas on their drafts. | <ul style="list-style-type: none">• |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Ask students to find a new partner. With that person, share:<ul style="list-style-type: none">* “Where will you put dialogue in your narrative? Why?”* “What might that dialogue sound like? What words will characters say?”• Collect student’s drafts and notes to inform instruction. If students’ revision notes are unclear, schedule them for a writing conference during the next lesson. | <ul style="list-style-type: none">• Using sentence frames can help ELLs articulate their learning. Using the word because in the sentence frame helps all students support their thinking with evidence. |



| Homework | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none">Read the second, third, and fourth pages (pages 19–21) of “School of Freedom.” Stop reading at the end of the page 21, after you reach the sentence “Aramay held her breath.” <p><i>Note: In the next lesson, students will learn the conventions of writing dialogue and will complete a revised second draft, adding dialogue, transitional words/phrases, and any additional ideas from the past three lessons. Look at students' drafts and notes and decide which students will need additional support in completing a second draft.</i></p> <p><i>Consider giving some focused feedback on each student's work. Remember, students will not yet be revising for conventions. They will just focus on adding revisions based on the critique session, the lesson on transitions, and this lesson on dialogue, so your feedback should address only one these areas of on the Historical Fiction Narrative rubric. Giving feedback on one aspect at a time will help students to improve the quality of their writing overall.</i></p> | <ul style="list-style-type: none">For the upcoming lessons in which students learn about “bold beginnings” and “exciting endings,” it is important for students to have read or listened to the entire text. This text has a Lexile measure of 790. If you have several students who are not able to read at this level independently, consider the following:<ul style="list-style-type: none">* Allow students to buddy read this during independent reading time.* Ask a parent to read the text aloud to the student.* Read the text aloud to students as a whole class during another part of the school day. Be sure students follow along during this read aloud. |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 9

Supporting Materials



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Model Introductory Paragraph
from the Wheelright Narrative

In the winter of 1695 in the colony of New York, a wheelwright named John was working in his shop. He made wheels for carts and wagons throughout town. He was proud of his work. His hands were rough from working with wood every day. **On this day** he was making the hub, which is the center of a wheel. He was shaping it using a tool called a lathe. His apprentice was turning the crank of the lathe so that the hub spun around. This tool helped him to carve a nice round shape. Through the noise of the turning lathe he almost didn't hear the knock at his door. He wondered who would be visiting his shop on such a cold dark day. He got up from his stooped position and rubbed his sore muscular shoulders. When he opened the door he was surprised to see the face of his friend Adam, the blacksmith.



“School of Freedom”

School of Freedom



ARAMAY PULLED HER thin blue shawl tighter around her shoulders, but it couldn't keep out the chill of the cold wind blowing off the water this gray October morning of 1861. Her friend Barcie and two other children waited on the riverbank with her.

Aramay felt her heart pumping fast, not with the cold but with the excitement of the day ahead. Even though this wasn't her first journey to the steamboat, she still felt as thrilled as she had the first time.

She patted the lunch sack she carried, her fingers curling over the round bulge of an apple and the soft square of cornbread inside.

“Got everything?” asked Barcie. “In case they come. I get jitters every day.”

Aramay felt the bottom of the bag. Yes, her fabric and thimble were there, but where were . . . ?

“I don't have my needle and thread,” she blurted, a sharp spurt of fear rising.

by **Beverly J. Letchworth**

Art by jada rowland

text © 2010 by Beverly Letchworth, art © 2010 by Jada Rowland



“School of Freedom”

“Oh no! What are you gonna do?”

“I can’t do anything right now,”
Aramay said, as she glanced out at
the river. “Look, he’s coming.”

Pulling on the oars, Mr. Jackson
guided the flat-bottomed boat toward
the bank where Aramay and the other
children waited. As the boat scraped
the sand, Aramay and the other chil-
dren scrambled on board.

“Ready for another day of learn-
ing?” Mr. Jackson asked brightly.

“You know education will mean
success for all our people.”

Aramay smiled at Barcie. Mr.
Jackson said the same thing every
time he picked them up. But she
knew how important his words were.
Mr. Jackson, himself, had been a
slave years before, but he had be-
come educated, bought his freedom,
and was now a successful business-
man. Aramay wanted as much for
herself, too.





“School of Freedom”

When they reached the steamboat anchored in the middle of the river, everyone climbed aboard, waving at Mr. Cal in the pilothouse. He was their lookout; if the authorities came, he would sound the warning.

Seven children were already seated on benches when Aramay and the others hurried in. She noticed little Leroy was there, too. He was the youngest student and couldn't always come because of his coughing spells.

“Good morning,” greeted Miss Canton. “Glad to see everyone.” She straightened the long apron over her skirt, then passed out five books for them to share.

Aramay sat at her place on a back bench and opened the book to the story they had been reading. Words! Books! Reading was her favorite subject, and even though some of the longer words stumped her, she was getting better every day. Someday she would own not just one book but many books, maybe even a library!

When it was her turn to read, she stood up and confidently read the page, only missing one word. Too soon, reading was over. Aramay



CALL THE
AUTHORITIES,
PERSONS IN CHARGE OF
MAKING SURE LAWS ARE
OBEYED!

20

SPIDER
HAS PLANTED A
WHOOPEE CUSHION
BETWEEN THE
PAGES!

DON'T WORRY.
SEE HOW
CONFIDENTLY,
IN A WAY THAT
SHOWS HE IS SURE
AND HE WILL DO WELL,
THE BLACK-CAPPED WONDER
HAS TWISTED THE
WHOOPEE CUSHION INTO
A BALLOON ANIMAL.

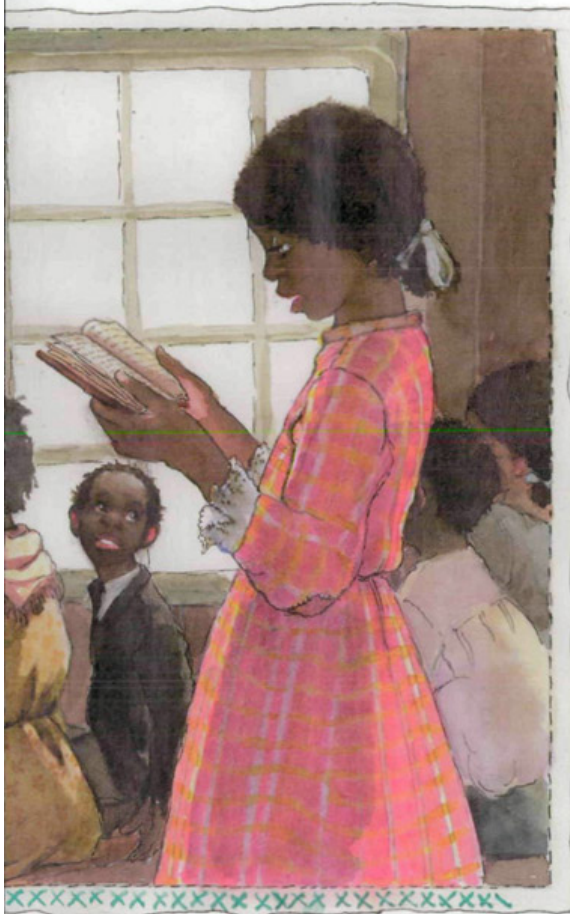
TWIST TWIST

DRA! FOILED
AGAIN!



“School of Freedom”

always felt disappointed, for if she had her way, she'd read all day. But now it was time for numbers. She wasn't as good with numbers, but



she'd keep practicing every day, because if she wanted to be a teacher someday . . .

Suddenly three sharp raps sounded overhead. Mr. Cal's warning!

“Quickly, children!” Miss Canton snapped. “You know what to do.”

Aramay and the others thrust their books at Miss Canton, who shoved them into sewn-on pockets in her long skirt. She adjusted her wide apron over her skirt and yanked her own fabric and needle and thread from her bag.

Aramay's heart raced as she pulled out her fabric and thimble. She'd have to pretend to have her needle and thread and hope that no one would look too closely. The boys took out hammers and nails and gathered pieces of wood from the barrel at the back of the boat. Mr. Jackson grabbed a hammer as well. They were ready.

Footsteps. Miss Canton began to speak. “Now, girls, always knot the end of your thread securely. . . .” Aramay held her breath.

H'M,
I WONDER,
WHO WAS THAT
MASKED WONDER?



I SHALL SNARE
THE BLACK-CAPPED
WONDER IN MY WEB
OF EVIL!
WA FIA HA HA HA HA HA!





“School of Freedom”

Three men barged into the room. Aramay gasped in spite of herself, and she felt Barcie clutch her arm.

“What’s going on in here?” asked one of the men. He was a burly man with a dark beard.

Miss Canton answered calmly, “I’m teaching the girls to sew, and Mr. Jackson here is teaching the boys carpentry. Valuable skills, don’t you agree?”

“Listen, Missy, I’m Mayor Yorkman, and I know for a fact that you’re teaching school. Reading and writing. Illegal activities. Where are the books?”

“Do you see any books?” answered Miss Canton.

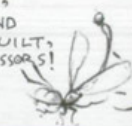
Please, please, Aramay said to herself, don’t let them see the outlines of books in Miss Canton’s skirt. She stole a look and was relieved to see that the books were well-hidden.

The mayor and the other two men stormed through the cabin, overturning cabinets and tables, looking into barrels and boxes,



OH NO!
THE BURLY,
STRONG AND HEAVILY BUILT
BLACK-CAPPED WONDER IS
TRAPPED IN A BURLY,
STRONG AND HEAVILY BUILT,
WEB OF EVIL!

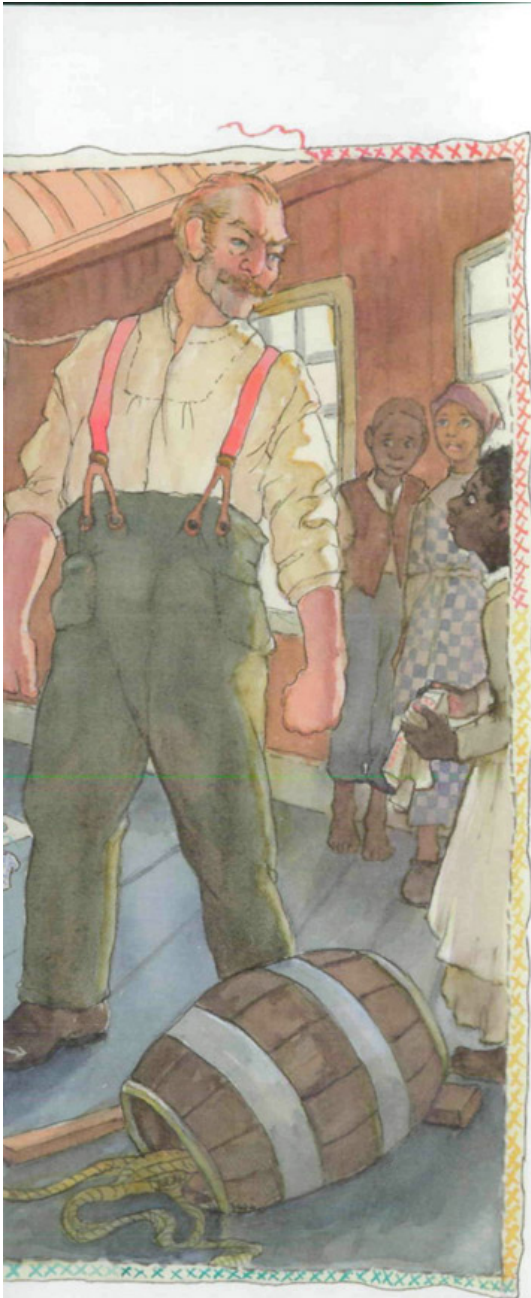
NO: HE'S GOT
A BURLY,
STRONG AND
HEAVILY BUILT,
PAIR OF SCISSORS!



HEY!
THAT'S
ILLEGAL,
AGAINST TH
LAW.
NO SCISSORS!
DRAT!
FOILED
AGAIN!



“School of Freedom”



but they found nothing to prove a school was in session.

As they strode past little Leroy sitting on the floor, Mayor Yorkman purposely kicked at the boy's wood. The pieces slid away and slammed against the side of the boat with a loud whap. Leroy squealed and covered his ears. Aramay could see him trembling with fear.

They had no cause to scare him, Aramay thought, feeling suddenly angry. He's only six. She moved toward him before she could stop herself.

The mayor pointed at Aramay. "You! Get back in place! Don't you know, you could be in big trouble for being here?"

Aramay felt her face burn, but she said evenly, "We're free now, Mr. Mayor. We have rights."

Mayor Yorkman glared at her for a moment, then turned and snarled, "We'll be watching this boat every day. Let's go, men."





“School of Freedom”



After the men were gone, Aramay sagged in her seat with relief, but she also knew there would be no more school on the steamboat. Afraid of the answer, yet hopeful, too, she raised her hand. “Will there be another school?”

Miss Canton smiled. “Not here, of course, but yes. Every day more and more secret schools are getting started. We’ll find another place to meet.”

Aramay felt a rush of excitement. “I’ll be there, wherever it is!” ✨

By 1860, even though 4 million Negro slaves lived in the United States, about 488,000 had been able to buy their freedom and had become legally free people. Yet freedom brought the Negroes few privileges. They were still looked down upon and treated unfairly by many. Some states didn’t allow free Negroes to attend school.

Believing in the importance of education for their people, Negro leaders had to resort to establishing secret schools, hidden away in fields, basements, or barns. This story was inspired by reports of one such “School of Freedom” that was started on a steamboat owned by Reverend Jon Berry Meachum, a successful businessman and the founder of the First African Baptist Church in St. Louis, Missouri.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 10

Writing Dialogue: Revising Historical Narrative Drafts to Add Dialogue



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative text about real or imagined experiences or events. (W.4.3)
I can use dialogue and descriptions to show the actions, thoughts, and feelings of my characters. (W.4.3b)
With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)
I can use commas and quotation marks to identify speech and quotations from a text. (L.4.2b)

Supporting Learning Targets

- I can explain the conventions of writing dialogue.
- I can revise my narrative to add dialogue, transitional words/phrases, and historically accurate ideas.

Ongoing Assessment

- Historical Narrative (first and second drafts)



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Model: Writing Dialogue for the Wheelwright Narrative (10 minutes)Guided Practice: Writing Dialogue for the Wheelwright Narrative (5 minutes)Independent Practice: Writing Dialogue (10 minutes)Revising Drafts: Adding Ideas, Dialogue, and Transitions (25 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing and Debrief (5 minutes)Homework | <ul style="list-style-type: none">In the previous lesson (Lesson 9), students examined use of dialogue and planned where to add it to their drafts by writing revision notes in blue colored pencil. As a next step, in this lesson students are taught the conventions of writing dialogue and are then asked to write dialogue using their revision notes from Lesson 9.At the end of the lesson, students complete a second draft incorporating this dialogue as well as their revisions notes adding transitions (red colored pencil), and ideas (green colored pencil).Teaching and learning to write dialogue is a challenging pursuit. A possible extension to this lesson might be for students to have a conversation in groups and practice writing that dialogue together. |

| Lesson Vocabulary | Materials |
|---------------------|--|
| conventions, revise | <ul style="list-style-type: none">Writing Dialogue anchor chart (from Lesson 9)“Joshua’s Gold” by Mary Lois Sanders (from Lesson 1)Model Introductory Paragraph from the Wheelwright narrative (from Lesson 9)Steps for Revising My Narrative anchor chart (from Lesson 7)Sticky notes (standard size, about five to six per student) or index cards or blank writing paperHistorical Fiction Narrative drafts (each student’s, with annotations) |



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets: “I can explain the conventions of writing dialogue” and “I can revise my narrative to add dialogue, transitional words/phrases, and historically accurate ideas.”• Ask students to turn to a partner and discuss what they know about the targets (“This is familiar to me because ...”). Have students share out.• Next ask them to turn to their partner and share what they wonder about the targets or what confuses them (e.g., “I don’t know what <i>conventions</i> means ...”). Have students share out. Clarify the meaning of both targets. Focus on <i>conventions</i> (the rules for how something is typically done). For writing dialogue, this means how punctuation is used. Also discuss <i>revise</i> (to make corrections or changes). | |



| Work Time | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none"> • A. Model: Writing Dialogue for the Wheelwright Narrative (10 minutes) • Post the Writing Dialogue anchor chart (started in Lesson 9). Explain that in the last lesson, they used models of historical fiction to see how authors used dialogue strategically. Tell them that today they will examine “Joshua’s Gold,” another section of text used yesterday, to look at the conventions for writing dialogue. • Display page 2 of “Joshua’s Gold” and have students take out their copies and turn to the same page. Focus students on the section beginning: “Mr. Schermerhorn came out to the porch of his store ...” and ending with: “He started helping pour honey into large gallon crocks and sealing them with wax.” Read this section aloud to students as they follow along. • Ask students to look closely at the text. Ask them to turn to a partner and share what they notice about the dialogue in this section of the text. • Have pairs share out. Help them to see the following conventions and add to the Writing Dialogue anchor chart: <ul style="list-style-type: none"> * The words spoken by characters begin and end with quotation marks. * Dialogue can be a whole sentence or just a part at the beginning, middle, or end. * New paragraphs are started when a different character is speaking. * Sentences with dialogue often contain words such as <i>said</i>, <i>whispered</i>, <i>muttered</i>, <i>yelled</i>, etc. • Next, display the Model Introductory Paragraph from the Wheelwright Narrative (from Lesson 9, with your annotations for where to add dialogue). Post the Steps for Revising My Narrative anchor chart (from Lesson 7) and remind students that yesterday they followed these steps to add revision notes for dialogue in their narratives. Explain that today you would like them to write the dialogue they planned for yesterday using correct conventions. • Tell students that now you would like to model how you would like them to do this. Think aloud about how you will use your annotated notes to write dialogue. For example: “So if I look at my notes here, I know I want to have the apprentice Adam say something to get the wheelwright’s attention about the door. So I think I will have him say something like: ‘Sir, there is someone at the door.’” Using a sticky note, write your dialogue: “Sir, there is someone at the door,” shouted the apprentice over the noise of the lathe. • Ask students to point out which conventions you used when writing this dialogue. | <ul style="list-style-type: none"> • For students who are visually impaired or who struggle to read grade-level text, consider providing a copy of the text (or an audio recording) for students to read (or listen to as they read) at their desks. • You may choose to have students do this individually or with a partner for added support. • If you do not have enough sticky notes for students, consider having them use index cards or a separate sheet of writing paper. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <ul style="list-style-type: none">• Point out that the dialogue you have written sounds authentic to colonial times. Your character did not use any modern slang like “Yo, John!” He also used language that was respectful since he was an apprentice “Sir ...” Explain that as they write their dialogue today, they need to pay attention to the conventions and also to historical accuracy whenever they are adding to their writing.• Ask student to recall the steps you took to write your dialogue and record these steps on the board. Students should observe the following steps in your modeling:<ul style="list-style-type: none">* Read all your revision notes for adding dialogue (in blue).* Locate the first place you plan to add dialogue marked with a blue asterisks.* On a sticky note, write the dialogue you want to add to that place using correct conventions (and historical accuracy).• Use a sticky note to write dialogue for each place you have planned to add it. | |
| <p>B. Guided Practice: Writing Dialogue for the Wheelwright Narrative (5 minutes)</p> <ul style="list-style-type: none">• Next ask students to practice using the steps you modeled for them. Hand out several (about half a dozen) sticky notes per student. Have them write John’s response on one of their sticky notes using the correct conventions.• Have students share their dialogue and the conventions they used with a triad or small group. Collect sticky notes with students’ names and use for a formative assessment for whom to confer with during independent practice. | |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>C. Independent Practice: Writing Dialogue (10 minutes)</p> <ul style="list-style-type: none">• Tell students that now they are ready to write the dialogue they want to add to their narratives using correct conventions.• Have students get out their Historical Fiction Narrative drafts (with annotations). Remind them to follow the steps you modeled using their remaining sticky notes. Remind them also to refer to their research if needed to ensure their dialogue sounds historically accurate.• Confer with students as they write dialogue. Use the sticky notes collected during guided practice to determine which students need the most support. | <ul style="list-style-type: none">• Consider having students check the conventions of their dialogue with you or a partner before moving on to revising their drafts. |
| <p>D. Revising Drafts: Adding Ideas, Dialogue, and Transitions (25 minutes)</p> <ul style="list-style-type: none">• Explain to students that after they have written their dialogue and checked its conventions, you would like them to write a full second draft of their narrative, revising based on their revision notes for ideas (green), transitions (red), and dialogue (blue and sticky notes).• Ask them to once again skip lines as they write or double-space if they are word processing. Confer with students as they write their second drafts, supporting them where needed. | <ul style="list-style-type: none">• If technology allows, consider having students write their second draft on a computer using a word-processing program. This may take more time than the lesson allows, but will likely save time when students publish their pieces at the end of the unit. This also give them more practice typing and using the technology to assist in their writing as required by standard W.4.6. |



| Closing and Assessment | Meeting Students' Needs |
|---|--|
| <p>A. Share/Debrief (5 minutes)</p> <ul style="list-style-type: none">Have students select one piece of dialogue they added to their narratives to share with a partner. Once students have shared, ask them to discuss the question: “How did adding dialogue improve your narrative?” | |
| Homework | Meeting Students' Needs |
| <p>Read the fifth, sixth, and seventh pages (labeled 22–24 on the pdf) of “School of Freedom” by Beverly J. Letchworth. Start reading on the page that starts with “Three men barged into the room” and stop reading at the end of the story, when you reach the sentence that says “I’ll be there, wherever it is!”</p> <p><i>Note: Be sure students keep their second and first drafts with their Character Profile and Narrative Four-Square graphic organizers. This way their progress can be documented throughout the writing process.</i></p> | <ul style="list-style-type: none">For the upcoming lessons in which students learn about “bold beginnings” and “exciting endings,” it is important for students to have read or listened to the entire text. This text is a Lexile 790. If you have several students who are not able to read at this level independently, consider the following:<ul style="list-style-type: none">* Allow students to buddy read this during independent reading time.* Ask a parent to read the text aloud to the student.* Read the text aloud to students as a whole class during another part of the school day. Be sure students follow along during this read-aloud. |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 11

Revising for Organization and Style: Bold Beginnings



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| Long-Term Targets Addressed (Based on NYSP12 ELA CCLS) | |
|--|---|
| I can write narrative text about real or imagined experiences or events. (W.4.3) With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5) | |
| Supporting Learning Targets | Ongoing Assessment |
| <ul style="list-style-type: none">• I can identify different styles of beginnings that authors use in narrative writing.• I can create a compelling beginning to my historical fiction narrative that hooks the reader. | <ul style="list-style-type: none">• List of Bold Beginnings |



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer and Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Criteria for Bold Beginnings (5 minutes)Examining Models of Bold Beginnings (15 minutes)Guided Practice: Writing Different Types of Bold Beginnings (5 minutes)Independent Practice (20 minutes)Closing and Assessment<ol style="list-style-type: none">Share (5 minutes)Debrief: Adding to the Rubric (5 minutes)Homework | <ul style="list-style-type: none">Prepare the anchor chart A Bold BeginningMake sure that, in addition to this lesson's new texts, students have all mentor texts from previous lessons (see materials, below) in their writing folders.Authors begin stories in many ways. For other strong examples of bold beginnings in literary text, see the following:<ul style="list-style-type: none">* Question: <i>Bigmama's</i> by Donald Crews* Dialogue: <i>Bigmama's</i> by Donald Crews* Main Idea: <i>More Than Anything Else</i>, by Marie Bradby, or <i>A River Ran Wild</i> by Lynne Cherry* Describing the setting: <i>The Leaving Morning</i>, by Angela Johnson, or <i>Owl Moon</i> by Jane Yolen |



| Lesson Vocabulary | Materials |
|--|--|
| narrative, process, produce, styles, compelling, | <ul style="list-style-type: none">• Bold Beginnings anchor chart (new; teacher-created; see sample in Supporting Materials)• Writing folders (containing students' work from this unit)• “Mystery of the Deep” by Allyson Gulliver (teacher text only)• “Bringing Home the Gold” by Carrol J. Swanson (one per student)• “School of Freedom” (from Lesson 9)• “Making Candles, Colonial Style”(from Lesson 1)• “Joshua’s Gold” (from Lesson 1)• Equity sticks• Model Introductory Paragraph from the Wheelwright Narrative (from Lesson 8)• Example Possible Beginnings for Introductory Paragraph from the Wheelwright Narrative (for teacher reference)• Document camera• Student drafts of their historical fiction narrative• Historical Fiction Narrative drafts (each student’s) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Engaging the Writer and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students if they've ever picked up a book or some other piece of writing and read a few sentences, then decided to put it down.• Acknowledge that most readers have done this. Readers don't want to waste their time reading something that doesn't interest them. Most readers decide if a piece of writing is going to be interesting by reading the beginning of it. That's why beginnings are so important.• Invite the students to read the learning targets: "I can identify different styles of beginnings that authors use in narrative writing," and "I can create a compelling beginning to my historical fiction narrative that hooks the reader." Ask them if there are any words or phrases that they are unfamiliar with or that confuse them. They might identify the following words:<ul style="list-style-type: none">* <i>styles</i> = types* <i>compelling</i> = exciting/interesting* <i>hooks the reader</i> = grabs the reader's attention• Write the synonym above the word(s) in the learning targets and ask them to read the targets again. Ask students to show you a thumbs-up if they understand what they will be learning today, a thumbs-sideways if they need some more clarification, or a thumbs-down if they still don't know. | <ul style="list-style-type: none">• Deconstructing the unfamiliar academic vocabulary in learning targets supports all learners who struggle with language. This ensures that they understand clearly what they will be learning in the lesson. |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Criteria for a Bold Beginning (5 minutes)</p> <ul style="list-style-type: none">• Explain to students that there are three important criteria that writers want to meet with their beginning. Show the students the Bold Beginnings anchor chart that has these points:<ul style="list-style-type: none">* Catches the reader's attention: hooks your reader into wanting to read more* Makes the reader want to read more: gets your reader curious about what's coming next* Is appropriate to purpose and audience: makes your reader feel your piece is going to be an interesting and enjoyable experience and worth their time• Ask the students to read these three criteria and check for understanding by having them put their hands on their heads if they understand what these mean or their hands on their shoulders if they somewhat understand but need some clarification. Clarify as needed. | <ul style="list-style-type: none">• Putting copies of anchor charts in students' research folders will give them personal access to important information as they work independently. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Examining Models of Bold Beginnings (15 minutes)</p> <ul style="list-style-type: none"> Project the first two paragraphs from “Mystery of the Deep” by Allyson Gulliver. Read aloud as students follow along, ending at “... fishing expedition forgotten.” Invite the students to turn to their partners and talk about what they think this text will be about. Ask the students if this beginning meets the criteria. Have them turn and talk with a partner. When they have reached a decision, ask them to each give a thumbs-up if they feel it does meet the criteria of a good beginning and a thumbs-down if it doesn't. Use equity sticks to call on a few students to share. They should identify things like: “We want to know happened to George, so it met Criteria Two” or “We thought it met Criteria Three because we think we'll learn more about Lake Ontario in an interesting way instead of a boring textbook.” Tell students that the type of beginning Allyson Gulliver uses in “Mystery of the Deep” is called an “exciting moment.” Add this to the T-chart under the left column. Next to that, in the right column, write an actual phrase from this bold beginning: “George clamped down on his cap as the wind whipped the waters of Lake Ontario ever higher” as well as the title “Mystery of the Deep,” so students will remember where this model beginning came from. Distribute “Bringing Home the Gold” by Carrol Swanson to the students. Read the beginning (first two sentences) of this narrative as they follow along. Ask the students: “What kind of beginning did Carrol Swanson use?” They should reply with, “She used questions” and/or “She started with dialogue/conversation.” Add these two types of beginning to the class anchor chart along with the excerpt from the text. Tell students that each they will now work in smaller groups to read the beginnings of one of the mentor texts they have read in previous lessons: <ul style="list-style-type: none"> * “School of Freedom” (Lesson 9) * “Making Candles, Colonial Style” (Lesson 1) * “Joshua’s Gold” (Lesson 1) Groups will decide what type of beginning they think the author used in the narrative. Each group will choose a spokesperson to report findings to the class. Divide the class into three groups. Give them about 5 minutes to work. | <ul style="list-style-type: none"> Throughout this unit students read a series of mentor texts. Mentor texts are model texts, written by real authors, that students examine in order to see strong examples of writing craft. In this unit, students analyze various examples of historical fiction. For more information on the use of mentor texts, read <i>Study Driven</i> by Katie Wood Ray. Consider partnering an ELL with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English. |



| Work Time (continued) | Meeting Students' Needs |
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| <ul style="list-style-type: none">• Invite each spokesperson to share out. As each group shares its thinking, instruct the rest of the class to look at the narrative being discussed so they can follow along in the discussion. (Students should have copies of these texts from previous lessons in their writing folders.) On the Bold Beginnings anchor chart, add each type of beginning, the excerpt, and the name of the source. Add types of beginning and excerpts to the class chart:<ul style="list-style-type: none">* Describes the setting (in “School of Freedom”)* Describes the characters (in “Making Candles, Colonial Style”)* States the main idea (in “Joshua’s Gold”)• When students are finished sharing, ask them to put these texts in their writing folders. Students will need access to these again in Lesson 12. | <ul style="list-style-type: none">• |
| <p>C. Guided Practice: Writing Different Types of Bold Beginnings (5 minutes)</p> <ul style="list-style-type: none">• Display the Model Introductory Paragraph from the Wheelwright Narrative from Lesson 8, where all students can see, either by using a document camera or by displaying it on chart paper. As a class, brainstorm at least two different types of beginnings that would work with the wheelwright historical fiction narrative. (See Example Possible Beginnings for Introductory Paragraph from the Wheelwright Narrative in supporting materials.) Write these beginnings on a piece of chart paper for students to see, or write them on a plain piece of paper to display on the document camera.• Tell students that before a writer settles on one beginning for his or her piece, he or she will often write several different ones. It’s like when people try on several pairs of sneakers before deciding on the one that’s just right for them. | <ul style="list-style-type: none">• |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>D. Independent Practice (20 minutes)</p> <ul style="list-style-type: none">• Direct students to review the Historical Fiction Narrative drafts and choose at least two types of beginnings to write. Remind students that they will not rewrite their entire narrative. They can write their beginnings on separate paper.• Ask students to begin their independent work. Circulate to assist. Encourage students to think about the criteria for good beginnings as they work. | <ul style="list-style-type: none">• During independent work, the teacher can support students with special needs or ELLs as needed. Just be sure to let them, too, struggle with the task, as successful completion after considerable effort builds both stamina and confidence. |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• Gather students in trade-alike triads to share their beginnings and give each other feedback about which one might be the best one to use. Ask students to circle the beginning they have chosen to use. | <ul style="list-style-type: none">• |
| <p>B. Debrief: Adding to the Rubric (5 minutes)</p> <ul style="list-style-type: none">• As a class, add the criteria for bold beginnings to the Historical Fiction Narrative rubric anchor chart. | <ul style="list-style-type: none">• |



| Homework | Meeting Students' Needs |
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| <ul style="list-style-type: none">Finish reading “Bringing Home the Gold.” Underline the elements of historical fiction you identify as you read. Also pay attention to how the author uses dialogue to help tell the story. <p><i>Note: The students will need their texts: “Making Candles, Colonial Style,” “Joshua’s Gold,” “Bringing Home the Gold,” and “Mystery of the Deep” for Lesson 12.</i></p> | <ul style="list-style-type: none">For the upcoming lessons in which students learn about “bold beginnings” and “exciting endings,” it is important for students to have read or listened to the entire text. This text has a Lexile measure of 790. If you have several students who are not able to read at this level independently, consider the following:<ul style="list-style-type: none">* Allow students to buddy read this during independent reading time.* Ask a parent to read the text aloud to the student.* Read the text aloud to students as a whole class during another part of the school day. Be sure students follow along during this read aloud. |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 11

Supporting Materials



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“Mystery of the Deep”

George clamped down on his cap as the wind whipped the waters of Lake Ontario even higher. The line of black clouds on the horizon was racing toward the little boat.

“We need to get back, fast!” said George’s grandfather as he rowed hard for shore, the fun of their early-morning fishing expedition forgotten.

George could just barely see the three ships he’d been watching for hours in the distance, now being rocked by the storm. Out front was the *Picton* – he could tell the schooner by its two tall masts.

Just as the first raindrops started to pelt down, George’s grandfather pulled the rowboat on shore. George turned to check on the three boats battling the waves. “Grandpa,” he gasped, “the *Picton* is gone!”

His grandfather straightened up and peered into the distance. “Not another one!” He took off his hat in respect for the lost ship. “June 29, 1900. The *Picton* lost, probably with all hands.”

George still couldn’t believe it. “I know the weather’s bad, but how could a ship just disappear like that?”

They walked back to the farmhouse in silence, shoulders hunched against the slanting rain.

The moment, they opened the door, George’s grandmother pounced. “Finally! George get out of those wet things and into bed. I’ll bring you some tea.”

As he started to protest, she pointed upstairs. “I don’t care if you are 12 years old. March!”

Well, they had been up awfully early, thought George, as he changed into dry clothes. Maybe he’d just lie down for a moment ...

The next thing he heard was his grandparents talking in the kitchen. How long had he been asleep?

“Albert Walker said the *Anne Minnes* was right behind the *Picton*. Sailed past a mess of wood and barrels, but didn’t see a single soul,” said George’s grandfather. “It’s eerie.”

“Don’t start with all that nonsense,” said his wife. “Rough water and lots of rocks – that’s why so many ships sink off Prince Edward County.”

“Well, I still say it’s unnatural, and so do lots of other people,” George’s grandfather said. “The *Olive Branch*, the *Comet*, the *Eliza Quinlan*. It’s a ship’s graveyard out there!”

They hadn’t heard George coming down the stairs. “What do you think caused all those wrecks?” he asked.

“Too much rum and not enough attention to maps, if you ask me,” snapped his grandmother.

George’s grandfather ignored her. “I’m not trying to frighten you, George, but there are too many tales to ignore. And some are downright weird. Like the *Bavaria*.

“It was May 1889, and there was a terrible storm – worse than today. The *Bavaria* was driven around on Galloo Island. When the weather calmed and someone went to have a look, the ship was sitting upright and everything on board was peaceful as could be.

“Mystery of the Deep”

“There was even bread in the oven ready to be baked. But the crew had just ... vanished.”

George’s grandmother rolled her eyes. “So they abandoned ship – no mystery there!”

“Then why were they never found?” retorted George’s grandfather. “And why was all that money and the captain’s papers still in his room? A captain never abandons ship without taking his papers.”

“That’s enough for now,” said George’s grandmother, clearing away the mugs and spoons. “The storm has eased off, George. Time to go and collect the eggs.”

But George didn’t hear a word. He was gazing out at the moody lake, and it wasn’t offering any answers.

Lake Ontario’s Mystery Zone

It’s sometimes called Canada’s Bermuda triangle. There are said to be so many shipwrecks in the area known as the Marysburgh Vortex on the eastern tip of Lake Ontario that some people think there must be mysterious, even supernatural causes. Ship after ship has gone to its grave here, and few survivors are ever found. In modern times, strange glowing balls of light have been spotted over the area.

So what’s going on?

The wind usually blows from the southwest up into this region, making it like a tunnel for water heading into the St. Lawrence River and out to sea. That means that debris from many wrecks on the lake gets pushed into the Marysburgh Vortex, and survivors would often end up washing on shore here to tell their stories.

Many sailors came to this part of Ontario having only ever sailed on the sea. Conditions on the Great Lakes are very different – steeper, closer waves; unexpected snowstorms; sudden dense fog; not to mention rocky shorelines and shoals hidden all around. It must have seemed eerie indeed to those not used to it.

As for those crews that apparently disappeared, well, the wind and waves likely swept them overboard and dragged their bodies where they’d never be found. And the worst wrecks happened before the Internet or even telephones, so the stories probably got taller and more unbelievable as they were told and retold.

Oh, and those mysterious balls of light? Let’s just say that Canadian Forces Base Trenton is nearby, with lots of airplanes taking off and landing at all hours ...



“Bringing Home the Gold”

Bringing Home the Gold

by Carol J. Swanson • Illustrated by Joan Waites

“Has the man lost his mind?”

“What are those newfangled contraptions on his feet?”

The questions flew like snowflakes, but John Thompson paid them no heed. He tightened the straps of his long skis, slipped a mail-bag on one shoulder, and turned toward the towering Sierra Nevada Mountains.

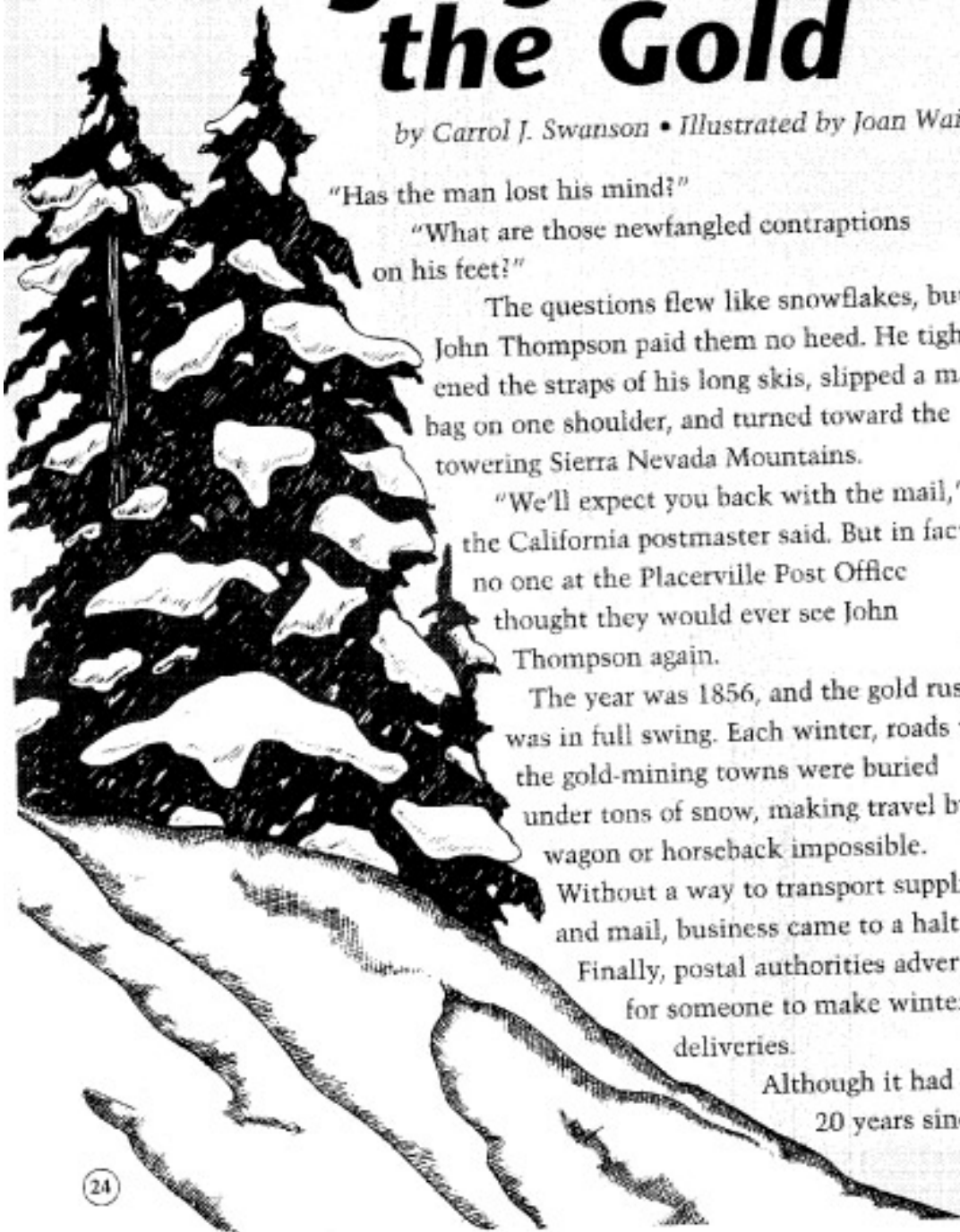
“We’ll expect you back with the mail,” the California postmaster said. But in fact, no one at the Placerville Post Office thought they would ever see John Thompson again.

The year was 1856, and the gold rush was in full swing. Each winter, roads to the gold-mining towns were buried under tons of snow, making travel by wagon or horseback impossible.

Without a way to transport supplies and mail, business came to a halt.

Finally, postal authorities advertised for someone to make winter deliveries.

Although it had been 20 years since





“Bringing Home the Gold”

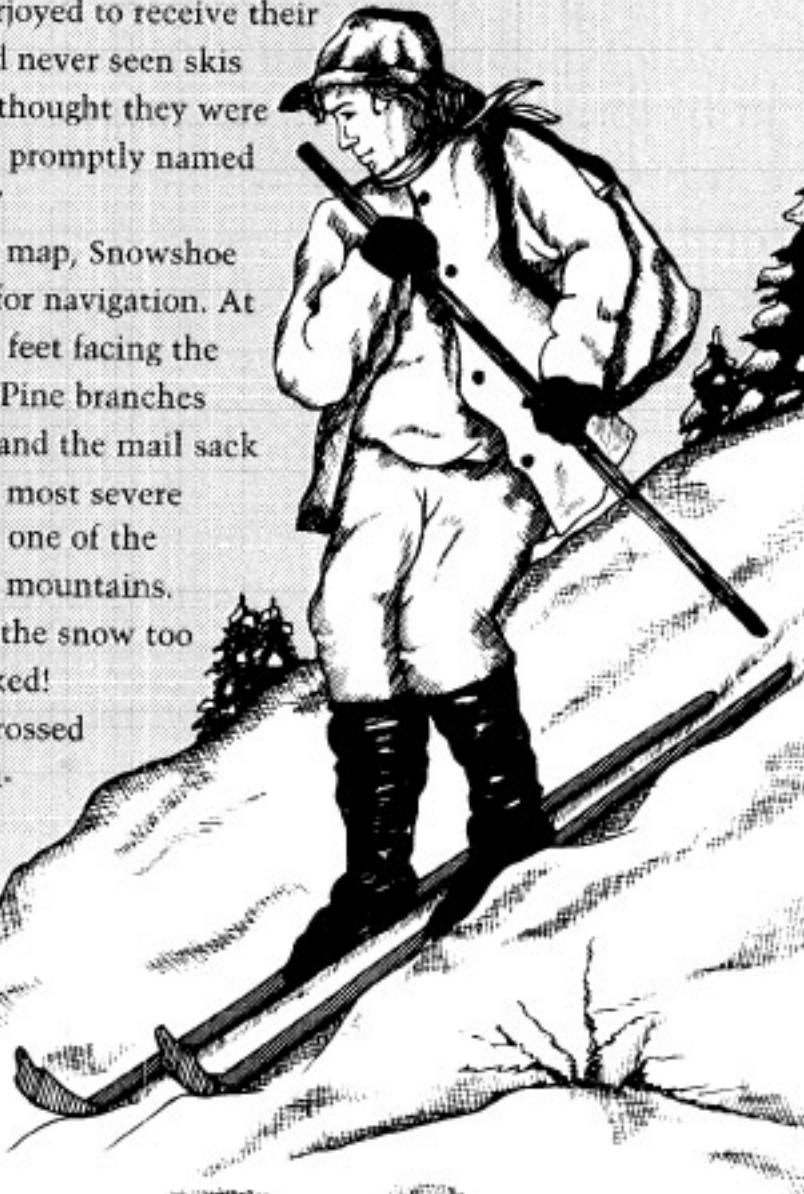
Thompson left Norway to settle in America, he remembered his boyhood love of skiing. He made a pair of skis and reported for duty at the post office.

When Thompson set off, there was no room in the mailbag for provisions so he carried his food in his jacket pockets. Because he wanted to travel light, he took no extra clothing.

The journey to Carson, Nevada, was mostly uphill, through mountain peaks 1,400 feet high. He made the 90-mile trip in three days. He was mobbed by miners overjoyed to receive their mail. Most of them had never seen skis before and mistakenly thought they were fancy snowshoes. They promptly named their hero “Snowshoe.”

Traveling without a map, Snowshoe used the sun and stars for navigation. At night, he slept with his feet facing the flames of his campfire. Pine branches served as his mattress, and the mail sack cradled his head. In the most severe blizzards, he camped in one of the many caves dotting the mountains. And when thaws made the snow too wet for skiing – he walked!

Although he often crossed tracks made by wild animals, he never carried a weapon. Once, he met a pack of howling wolves who snarled hungrily, showing their





“Bringing Home the Gold”

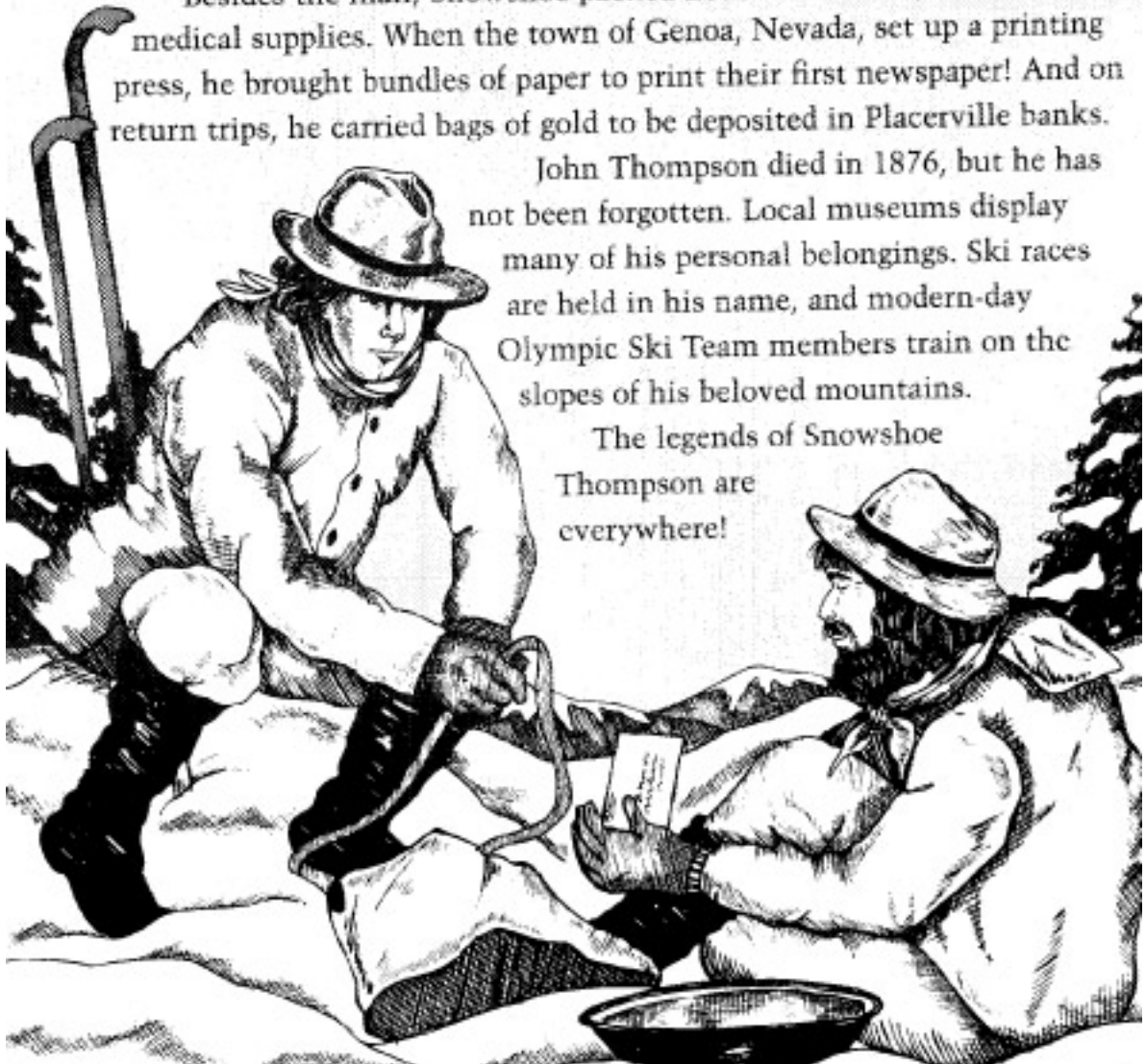
glistening fangs. As they surrounded him, he quickly skied away. “I would have given much for a gun that day,” he later wrote in his journal.

Between deliveries, Snowshoe carved new skis and worked to improve the leather foot bindings. But he never had much time to rest. Every time someone was lost or injured, Snowshoe was called to the rescue. Leaving his wife and son in their warm farmhouse, he would once again challenge the mountains. Stranded miners, snowbound travelers, lost gold diggers – he found them all.

Besides the mail, Snowshoe packed household items, tools and medical supplies. When the town of Genoa, Nevada, set up a printing press, he brought bundles of paper to print their first newspaper! And on return trips, he carried bags of gold to be deposited in Placerville banks.

John Thompson died in 1876, but he has not been forgotten. Local museums display many of his personal belongings. Ski races are held in his name, and modern-day Olympic Ski Team members train on the slopes of his beloved mountains.

The legends of Snowshoe Thompson are everywhere!



Bringing Home
the Gold by
Carrol J.
Swanson, Fun
for Kidz
Magazine,



Bold Beginnings Anchor Chart

(Sample for Teacher Reference; Create This on Chart Paper in Advance of the Lesson)

- 1. Catches the reader's attention**—something that hooks a reader into wanting to read more
- 2. Makes the reader want to read more**—something that feeds a reader's curiosity about what's coming next
- 3. Is appropriate to purpose and audience**—something that interests a reader, causing a person to feel a piece is going to be interesting and worth his or her time

| Type of Beginning | Example from a Text We Have Read |
|-------------------|----------------------------------|
| | |



Model Introductory Paragraph from the Wheelwright Narrative
(For Teacher Reference for Annotation)

In the winter of 1695 in the colony of New York, a wheelwright named John was working in his shop. He made wheels for carts and wagons throughout town. He was proud of his work. His hands were rough from working with wood every day. On this day he was making the hub, which is the center of a wheel. He was shaping it using a tool called a lathe. His apprentice was turning the crank of the lathe so that the hub spun around. This tool helped him to carve a nice round shape. Through the noise of the turning lathe he almost didn't hear the knock at his door. He wondered who would be visiting his shop on such a cold dark day. He got up from his stooped position and rubbed his sore muscular shoulders. When he opened the door he was surprised to see the face of his friend Adam, the blacksmith.



**Example Possible Beginnings for Introductory Paragraph
from the Wheelwright Narrative
(For Teacher Reference)**

Main Idea Beginning:

It was the winter of 1695, and it was a cold winter for the colonists in New York. John worked in his shop by candlelight. He was thinking about the ship that was on its way from England with people coming to the colonies and the entire village was preparing for their arrival. They would need help from everyone in order to get settled in their new life, especially from John.

Question:

“Will I be able to help the new families? What will they need from me?” These questions swirled around John’s head as he thought about the new families coming to live in his village from England. He had to find the answers.

Dialogue/Conversation:

“Hand me that chisel, son,” ordered John Anderson.

“You are doing a nice job of helping me shape the hub for this new wheel, Sam,” said John. “You’re going to make a strong wheelwright someday.”

Sam replied, “That means a lot to me, sir. Being your apprentice has taught me a trade I’ll be able to use to support a family some day.”



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 12

Revising for Organization and Style: Exciting Endings



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative text about real or imagined experiences or events. (W.4.3)

With support from peers and adults, I can use the writing process to produce clear and coherent writing. (W.4.5)

Supporting Learning Targets

- I can identify different styles of endings that authors use in narrative writing.
- I can create an ending to my narrative that leaves the reader with a sense of completeness.

Ongoing Assessment

- List of Exciting Endings



| Agenda | Teaching Notes |
|---|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer and Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Criteria for an Exciting Ending (5 minutes)Examining Models of Exciting Endings (15 minutes)Guided Practice: Writing Different Exciting Endings (5 minutes)Independent Practice (20 minutes)Closing and Assessment<ol style="list-style-type: none">Share (5 minutes)Debrief: Adding to the Rubric (5 minutes)Homework | <ul style="list-style-type: none">This lesson follows a similar structure to Lesson 11 (Bold Beginnings). Students will use their texts: “Making Candles, Colonial Style,” “Joshua’s Gold,” “Bringing Home the Gold,” and “Mystery of the Deep” to identify different types of endings in historical fiction narratives.Prepare a new anchor chart: An Exciting Ending (see materials note below).In this lesson, the class works together to improve a draft final paragraph for the wheelwright narrative. In advance, identify a student who is willing to share his/her early draft writing of this final paragraph (Lesson 4 homework).Alternatively, write a new draft conclusion paragraph for the wheelwright narrative to use as a starting point for the modeling in this lesson. |



| Lesson Vocabulary | Materials |
|---|--|
| styles, endings, conclusion, completeness, reflective, evaluation | <ul style="list-style-type: none">• Mentor texts from previous lessons:<ul style="list-style-type: none">* “Making Candles, Colonial Style” (from Lesson 1)* “Joshua’s Gold” (from Lesson 1)* “School of Freedom” (from Lesson 9)* “Bringing Home the Gold” (from Lesson 11)• Exciting Endings anchor chart (new; teacher-created; see sample in Supporting Materials)• Writing folders (containing students work from this unit)• Document camera• Draft Final Paragraph for Wheelwright narrative (either from a students’ Lesson 4 homework or created by the teacher in advance)• Equity sticks• Historical Fiction Narrative rubric anchor chart (from Lesson 2) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Engaging the Writer and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to form triads, making sure that at least one student in each triad did the homework reading of “Bringing Home the Gold”. Ask students to share the elements of historical fiction that they found in their homework reading.• Ask students: “Have you ever read something and were really enjoying it until it ended in a way that left you feeling disappointed or let down?” Point out that writing really good endings is one of the hardest things a writer does.• Introduce the learning targets: “I can identify different styles of endings that authors use in narrative writing,” and “I can create an ending to my narrative that leaves the reader with a sense of completeness.” Ask the students if these learning targets sound familiar to them in any way. They should identify that they are really similar to the learning targets from Lesson 11, except that these are about writing endings instead of beginnings. | <ul style="list-style-type: none">• Using sentence frames can help ELLs articulate their learning. Using the word “because” in the sentence frame helps all students support their thinking with evidence. |



| Work Time | Meeting Students' Needs |
|---|--|
| <p>A. Criteria for an Exciting Ending (5 minutes)</p> <ul style="list-style-type: none">• Explain to students that good endings, which are also called conclusions, are just as important as good beginnings in any piece of writing. However, endings can be a bit harder to write because so many people want to rush them and write just one sentence to try to wrap everything up.• Explain that endings that are exciting and leave the reader fulfilled have certain criteria. Show the students the Exciting Endings anchor chart with these three points on it:<ul style="list-style-type: none">* Helps the writing feel “finished”—wraps up or sums up the piece so the reader feel satisfied* Gives the reader something to think about—leaves the reader with something to reflect on, ponder, or linger in their minds* Meets your readers’ expectations—ends with language just as powerful as the rest of the piece• Emphasize that endings DO NOT end with the words “The End” unless the piece of writing is a fairy tale.• Ask the students to read these three criteria and check for understanding by having them give you a thumbs-up if they understand or a thumbs-sideways if they somewhat understand but need some clarification. Clarify as needed. | <ul style="list-style-type: none">• Giving students copies of anchor charts to put in their research folders will provide personal access to important information as they work independently. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Examining Models of Exciting Endings (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate “Bringing Home the Gold” by Carrol J. Swanson (from Lesson 11) in their writing folders. Read aloud the last two paragraphs as the students follow along. Begin with the sentence “John Thompson died in 1876 ...” • Ask the students to turn and talk with a partner: “Does this ending meet our criteria?” • When they have reached a decision, ask them to each put a thumbs-up in front of their chests if they feel it does meet the criteria of an exciting ending, a thumbs-down if it doesn’t, or a thumbs-sideways if they are unsure. • Use equity sticks to call two or three students to share. Students may share things such as: “It made us think about how one person can have a big impact on a lot of people. So it met the criteria for Item 2” or “We think it met the criteria for Item 1 because it made a statement about the main character and summed up why he was important.” • Identify for students that the type of ending that Carrol Swanson used in “Bringing Home the Gold” is called a <i>reflective evaluation</i> because it reflected on why the main character was so important to that time of our history and how he’s being remembered. Add this to the T-chart under the left column (Type of Ending). In the right column (Example from a Text We Have Read), write an actual phrase from this exciting ending: “John Thompson died in 1876, but he has not been forgotten. ...” and the title of the narrative so they’ll know where it came from. • Inform students that in their endings, it is important to answer the “So what?” for their readers: “What does this piece of writing have to do with me? Why should I care about it?” • Tell students that just like in the last lesson, they will work in smaller groups to read the endings of one of the mentor texts they have read in previous lessons: <ul style="list-style-type: none"> * “School of Freedom” (Lesson 9) * “Making Candles, Colonial Style” (Lesson 1) * “Joshua’s Gold” (Lesson 1) • Groups will decide what type of ending they think the author used in the narrative. Each group will choose a spokesperson to report the group’s finding to the class. • Divide the class into three groups. Give them about 5 minutes to work. | <ul style="list-style-type: none"> • Throughout this unit students read a series of mentor texts. Mentor texts are model texts, written by real authors, that students examine in order to see strong examples of writing craft. In this unit, students analyze various examples of historical fiction. For more information on the use of mentor texts, read <i>Study Driven: A Framework for Planning Units of Study in the Writing Workshop</i> by Katie Wood Ray. • Consider partnering an ELL student with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. ELL language acquisition can be facilitated by interacting with the content in English. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Invite each spokesperson to share out. As each group shares their thinking, instruct the rest of the class to look at the narrative being discussed so they can follow along. On the Exciting Endings anchor chart, add each type of endings and excerpts to the class chart:<ul style="list-style-type: none">* Looking to the Future (in “School of Freedom”)* Circular (it ends in a similar way or place as it began) (in “Making Candles, Colonial Style”)* A Big Feeling (describes a feeling of pride or excitement) (in “Joshua’s Gold”) | |
| <p>C. Guided Practice: Writing Different Exciting Endings (5 minutes)</p> <ul style="list-style-type: none">• On the document camera, show students a draft final paragraph for the Wheelwright narrative (either a student’s example, from Lesson 4 homework, or an example you created in advance; see teaching note).• Brainstorm at least two different types of endings from the class anchor chart that would work with the wheelwright historical fiction narrative. Using a document camera, write them out on a different piece of paper, or write them out on chart paper for the class to see.• Inform the students that before writers settle on one ending for their piece, they often write several different ones. Caution the students that it is common for writers to rush their endings and make them too short and choppy. A quality ending is more than just one or two sentences. It is often an entire paragraph or two. | |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>D. Independent Practice (20 minutes)</p> <ul style="list-style-type: none">• Tell students that, like in Lesson 11 when they worked on possible beginnings for their historical fiction narrative, they will create a few different endings. Direct students to choose at least two types of endings to write for their drafts. Remind students that they will not rewrite their entire narrative. The endings they write will be written on separate paper.• Give students 15 minutes to work independently. Circulate to listen in and support as needed. Encourage students to think about the criteria for exciting endings as they work. Remind them to think about the “So what?” as they write their endings. | |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Sharing (5 minutes)</p> <ul style="list-style-type: none">• Ask students to gather in the same triads they met with at the end of Lesson 11 (to share their “bold beginnings”). Ask them to share their possible endings and give each other feedback about which one might be the best one to use. Ask students to circle the ending they have chosen to use. | |
| <p>B. Debrief: Adding to the Rubric (5 minutes)</p> <ul style="list-style-type: none">• As a class, add the criteria for Exciting Endings to the Historical Fiction Narrative rubric anchor chart. | |
| Homework | Meeting Students' Needs |
| Continue reading in your independent reading book for this unit at home. | |



EXPEDITIONARY
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Grade 4: Module 2A: Unit 3: Lesson 12

Supporting Materials



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Exciting Endings Anchor Chart

(Sample for Teacher Reference; Create This on Chart Paper in Advance of the Lesson)

- 1. Feels finished**—the piece has been wrapped up or summed up so the reader feels satisfied
- 2. Gives the reader something to think about**—leaves the reader with something that lingers in his or her mind to reflect on or ponder
- 3. Meets the reader's expectations**—it has to be just as powerful as the rest of the piece

| Type of Beginning | Example from a Text We Have Read |
|-------------------|----------------------------------|
| | |



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 13

Peer Critique for Organization and Style



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can give kind, helpful, and specific feedback to my critique partner.
- I can critique the organization of my writing partner's historical fiction narrative. This means I can look for a beginning that hooks the reader and an ending that leaves the reader with a sense of completeness.

Ongoing Assessment

- Narrative Feedback recording form



| Agenda | Teaching Notes |
|--|--|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Review Peer Critique Protocol (10 minutes)Peer Critique of Drafts: Bold Beginnings and Exciting Endings (25 minutes)Annotating Drafts for Revision (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket (5 minutes)Homework | <ul style="list-style-type: none">For this lesson, students will need their draft narratives from the mid-unit assessment (Lesson 6). Be sure copies were made for assessment purposes before handing back students' original drafts.In advance: Prepare on chart paper the Critique Protocol anchor chart (see supporting materials of this lesson or use the version created in Module 1, Unit 1, Lesson 7.)In advance: Prepare on another sheet of chart paper the Steps for Revising My Narrative anchor chart (see supporting materials for steps to record).Review: Peer Critique protocol (Appendix).Beginning with Lesson 7, each day students edit their work using different colored pencils for different foci. See supporting materials below and Work Time, Part C. |

| Lesson Vocabulary | Materials |
|--|---|
| specific, revision, critique, feedback | <ul style="list-style-type: none">Peer Critique Protocol anchor chart (from Module 1, Unit 1, Lesson 7, or see supporting materials)Historical Fiction Narrative Rubric anchor chart (from previous lessons)Historical Fiction Narrative drafts (each student's)Narrative Feedback recording form (two per student)Steps for Revising My Narrative anchor chart (from previous lessons)Blue colored pencil (one per student)Index cards (one per student) |



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Post and read aloud the following learning targets: “I can give kind, helpful, and specific feedback to my critique partner,” and “I can critique the organization of my writing partner’s historical fiction narrative. This means I can look for a beginning that hooks the reader and an ending that leaves the reader with a sense of completeness.”• Ask students what they know already about these targets. Have them whisper in their partner’s ear on thing they know. Students may recall the critique process from Module 1 or from Lesson 7 in this unit. Call on two or three students to share what their partners said.• Then ask students to identify parts of the learning targets that are unfamiliar or confusing. Pay particular attention to the meanings of the words <i>specific</i> and <i>critique</i>. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Review Peer Critique Protocol (10 minutes)</p> <ul style="list-style-type: none">• Review the main components of a successful critique on the Critique Protocol anchor chart (from Lesson 7).• Set up non-negotiables for the students before they begin this process. The following four points are crucial for success:<ul style="list-style-type: none">* Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.* Be specific: Focus on particular strengths and weaknesses, rather than making general comments such as “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.* Be helpful: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.* Participate: Peer critique is a process to support each other, and your feedback is valued!• Tell students that today they are going to listen to their partners read their historical narrative drafts. Tell them they will focus their feedback using the Historical Fiction Narrative Rubric anchor chart. Explain that for today their feedback will focus only on the <i>organization</i> portion of the rubric—specifically the Bold Beginnings and Exciting Endings. Review the criteria for Meets on the rubric. Students will focus mainly on how well the beginning hooks the reader’s attention. Remind students that for this feedback to be helpful, they should only focus on this specific area. Pointing out misspelled words or incorrect punctuation will not be helpful. This type of proofreading and editing will happen later. | <ul style="list-style-type: none">• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.• You may consider modeling with the model paragraph from the wheelwright narrative if you feel that your students need more practice with peer critique before working with a partner. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Peer Critique of Drafts: Bold Beginnings and Exciting Endings (25 minutes)</p> <ul style="list-style-type: none"> • Partner students with a student with their same expert trade (blacksmiths with blacksmiths, shoemakers with shoemakers, etc.) if possible. • Ask students to get out their Historical Fiction Narrative drafts along with the bold beginning they have written for it. At this point, the students have not rewritten their narratives with the new beginning and ending. They are on separate pieces of paper, but can be read in the correct place in the narrative. Distribute two copies of the Narrative Feedback recording form to each student. Explain to students that this is where they will record partner feedback on their work and their next steps. • Remind students about the steps of the critique protocol, which are identified on the Peer Critique Protocol anchor chart. Ask them to discuss the steps briefly with their partners to make sure both participants understand the process: <ul style="list-style-type: none"> * Author and Listener: Review area of critique focus from rubric * Author: Reads his or her piece * Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____." * Author: Records feedback * Author: Says: "Thank you for _____. My next step will be _____." * Switch roles and repeat. • Each part of this protocol (beginnings and endings) should take no more than 10 minutes. Address any clarifying questions. • Have students begin. Circulate to support student with the critique process, helping them to follow the protocol and focus their feedback using the Organization—Bold Beginnings section. • After 8 minutes, give a 2-minute warning to be sure each person has given and received feedback on the bold beginning they chose. • After 10 minutes, direct students to repeat the critique protocol again, but with a focus on Organization—Exciting Endings. | <ul style="list-style-type: none"> • To further support students, you can add visual cues to your anchor chart or provide copies of the chart for certain students to use at their desk. • To support visual learners, consider using a document camera with a few sentences written on skipped lines to demonstrate this note-taking technique for students. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>C. Annotating Drafts for Revision (15 minutes)</p> <ul style="list-style-type: none">• Have students thank their partners and move to their own workspace. Be sure that every student has a blue colored pencil. Post the Steps for Revising My Narrative anchor chart:<ul style="list-style-type: none">* Choose the correct colored pencil. Today's color is _____.* Decide where you are going to add a revision note based on feedback or new learning.* Write your revision note in the space above the sentence you want to change.* Read through your entire narrative and continue to record your revision notes.* Review your revision notes to be sure they make sense.• Tell them that you would like them to add notes to their drafts using the blue colored pencils today. (This step in the anchor chart will vary from day-to-day depending on the color used for revisions. See teaching notes of each subsequent lesson.)• Explain to students that since they wrote double-spaced when they wrote the drafts, you would like them to write notes telling what they will add or change in a given part of their narrative. When they have a sentence they would like to add to or change, they can make a note on the blank line above it. Explain that this will allow them to easily reread their drafts and note changes at the same time without erasing or crossing things out.• Give students 10 to 15 minutes to add revision notes to their drafts. Circulate to confer and support students as needed.• Once students have recorded their revisions, have them organize their writing materials. Explain that they will need to keep their drafts and recording forms as they continue the writing process through the following week.• If the students are word processing their narratives, direct them to save each version of their narrative under a new name (John's Historical Fiction Narrative_1, John's Historical Fiction Narrative_2, etc.). That way you and the students will be able to see how their writing improves during the writing process. | |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Ask them to assess themselves and the class on the learning targets: “I can give kind, helpful, and specific feedback to my critique partner,” and “I can critique the organization of my writing partner’s historical fiction narrative. This means I can look for a beginning that hooks the reader and an ending that leaves the reader with a sense of completeness.”• Distribute index cards. Ask students to record their name and reflect and respond to the following on each side of the card:<ul style="list-style-type: none">* Front side: “Did you meet the learning targets? What is your evidence?”* Back side: “How do you think the class did with giving kind, helpful, and specific feedback? What is your evidence?” | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.• If you are behind with your writing or revising, keep working on your draft. | |



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Grade 4: Module 2A: Unit 3: Lesson 13

Supporting Materials



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Critical Protocol

(Teacher directions: Copy the following text onto a large piece of chart paper for all students to see.)

Critique Protocol Norms:

- Be Kind: Treat others with dignity and respect.
- Be Specific: Focus on *why* something is good or what, particularly, needs improvement.
- Be Helpful: The goal is to help everyone improve their work.
- Participate: Support each other. Your feedback is valued!

Directions:

1. Author and Listener: Review area of critique focus from rubric
2. Author: Reads his or her piece
3. Listener: Gives feedback based on rubric criteria: "I like how you _____. You might consider _____."
4. Author: Records feedback
5. Author: Says: "Thank you for _____. My next step will be _____."
6. Switch roles and repeat.



Narrative Feedback Recording Form
(Front)

.....
Name:
.....

| Date: | Partner |
|-------------------------|---------|
| Focus of Critique: | |
| My partner liked... | |
| My partner suggested... | |
| My next step(s)... | |

| Date: | Partner |
|-------------------------|---------|
| Focus of Critique: | |
| My partner liked... | |
| My partner suggested... | |
| My next step(s)... | |



Narrative Feedback Recording Form
(Back)

.....
Name:
.....

| Date: | Partner |
|-------------------------|---------|
| Focus of Critique: | |
| My partner liked... | |
| My partner suggested... | |
| My next step(s)... | |

| Date: | Partner |
|-------------------------|---------|
| Focus of Critique: | |
| My partner liked... | |
| My partner suggested... | |
| My next step(s)... | |



Directions for Steps for Revising My Narrative Anchor/Chart

(Teacher directions: Copy the following text onto a large piece of chart paper for all students to see.)

Steps for Revising My Narrative:

1. Choose the correct colored pencil. Today's color is _____.
2. Decide where you are going to add a revision note based on feedback or new learning.
3. Write your revision note in the space above the sentence you want to change.
4. Read through your entire narrative and continue to record your revision notes.
5. Review your revision notes to be sure they make sense.



EXPEDITIONARY
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Grade 4: Module 2A: Unit 3: Lesson 14

Reviewing Conventions and Editing Peers' Work



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)
I can express ideas using carefully chosen words. (L.4.3)

Supporting Learning Targets

- I can check my peers' work for correct capitalization.
- I can check my peers' work for correct spelling.
- I can check my peers' work for correct punctuation at the ends of their sentences.
- I can check my peers' work for correct conventions when writing dialogue.

Ongoing Assessment

- Conventions anchor charts
- Historical Fiction Narrative (second drafts annotated for edits)



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer (2 minutes)B. Reviewing Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Chalk Talk (15 minutes)B. Modeling: Editing for Conventions (5 minutes)C. Editing Stations (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)B. Completing Our Historical Fiction Narrative Rubric (5 minutes)4. Homework | <ul style="list-style-type: none">• In this lesson, students read each other's narratives to identify issues with conventions (spelling, punctuation, capitalization, and dialogue). Students just note mistakes as they edit; they do not actually correct all of the errors during this lesson. In the next lesson (Lesson 15), students will be given time to actually correct their own work.• Given the one-hour time constraint, language standards are not heavily emphasized in these modules. Students need additional instruction on language conventions during other parts of the school day. This lesson is intended to review and reinforce that additional instruction, and help students apply the conventions to their own authentic product.• In advance: Write a short "convention-less paragraph" with dialogue without proper conventions, incorrect spelling, lack of punctuation, and no capitals to display on an overhead or with a document camera.• Set up four stations with Conventions anchor charts, markers, and colored pencils. Ideally these stations will have enough room for about a quarter of your class to sit. Students should be able to see Conventions anchor charts, access materials, and have a surface to write on (table/desks or clipboards).• Students again used colored pencils. In this lesson, a different color is used for each different type of convention (for example: red colored pencils and red markers for spelling, blue for punctuation, green for capitalization, and purple for dialogue).• Having different colors at each station will help students to focus on editing for one convention at a time and recall what needs to be corrected when revising. Place colored pencils and markers that match at each station.• Post one piece of chart paper at each station. On each chart, write the following questions in the designated color: How do I make sure my SPELLING is correct?<ul style="list-style-type: none">* What are the conventions for DIALOGUE?* How do I know if my ENDING PUNCTUATION is correct?* How do I know if my CAPITALIZATION is correct?• Review: Chalk Talk Protocol (see Appendix 1). |



| Lesson Vocabulary | Materials |
|--|--|
| capitalization, punctuation, conventions, dialogue | <ul style="list-style-type: none">• Document camera• Convention-less paragraph (for teacher modeling)• Four Conventions anchor charts (new; teacher-created; see Teaching Notes)• Markers (several each of four different colors to match each chart; see teaching notes above)• Colored pencils (four different colors with enough of each color for a quarter of your class; see teaching notes above)• Index cards (3 " x 5 ") for exit ticket (one per student)• Historical Fiction Narrative Rubric anchor chart (from previous lessons) |



| Opening | Meeting Students' Needs |
|---|--|
| <p>A. Engaging the Writer (2 minutes)</p> <ul style="list-style-type: none">• Using a document camera, display your short convention-less paragraph. Ask for a volunteer to try to read it aloud.• Ask the class what made reading this paragraph difficult. Listen for students to notice that the reason your paragraph was unclear to them as readers was that there were no <i>conventions</i> used. Explain that writers use <i>conventions</i>, or writing rules, to make their message clear and understandable to readers.• Remind students that they have already focused on the conventions for writing dialogue, but today they will review other conventions and edit their writing so that it is clear and understandable to readers and ready for final publication. | <ul style="list-style-type: none">• Allow students to discover the topic of this lesson through trying to read your convention-less paragraph. This will help to engage students' interest in editing for conventions. |
| <p>B. Reviewing Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Introduce the supporting targets: "I can check my peers' work for correct capitalization," "I can check my peers' work for correct spelling," "I can check my peers' work for correct punctuation for the ends of my sentences," and "I can check my peers' work for correct conventions when writing dialogue."• Tell students that they will be editing their narratives for the conventions listed in the supporting targets. Circle key words: <i>spelling</i>, <i>punctuation</i>, <i>capitalization</i>, and <i>dialogue</i>. Clarify the meanings of these words or targets as needed. | |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">Point out the four stations to students. Read the Conventions anchor chart at each station:<ul style="list-style-type: none">How do I make sure my SPELLING is correct?What are the conventions for DIALOGUE?How do I know if my ENDING PUNCTUATION is correct?How do I know if my CAPITALIZATION is correct?Tell students that they will be doing a Chalk Talk to share their thoughts on each question. Give brief directions:<ul style="list-style-type: none">Go to your assigned chart first.Read the question on the chart.Add your thoughts on the question to the chart using the markers at the station.Visit all charts to read the questions and your classmates' answers. Decide if something is missing from a chart and, if so, add it using the markers at that station.Once you have visited every chart, sit in your seat.Give students time to visit each chart, read, and add their thoughts (10 minutes or less total).Focus students whole group. Revisit each chart with students. (Either gather all of the charts or as a class, circulate to each chart so all students can see it.) Read a few responses from each chart, and circle or add important tips for each question. Make sure to check for accuracy in punctuation and capitalization rules and helpful hints with spelling. Tell students that they will use these Conventions anchor charts later this lesson. | <ul style="list-style-type: none">This protocol could be confusing for ELL students if it is their first time. Consider reviewing the protocol with these students ahead of time. Another way to support students is to give them a copy of abbreviated directions with visuals to help guide them. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Model: Editing for Conventions (5 minutes)</p> <ul style="list-style-type: none">• Display the convention-less paragraph. Use the first few sentences of your paragraph to model. Demonstrate how to edit for each convention by circling or underlining with the correct colored pencil (see teaching notes above). Be sure to model referring to the Conventions anchor charts (posted at each station) as resources.• For example: Read the CAPITALIZATION chart. Read aloud your convention-less paragraph. Notice a mistake and think aloud: "I notice that one of the rules for capitalization is to be sure that names of people or places are capitalized." Then demonstrate fixing a mistake: "I see that I did not do this when I wrote the word <i>america</i>, so I am going to circle it with a colored pencil from this station."• Address any clarifying questions. Tell students that they are going to go to all four stations to get help from peers to improve their draft. Give directions:<ul style="list-style-type: none">* Count off or choose one station to begin work.* At that station, trade papers with your peer critique partner.* Read your partner's draft (with new beginning and ending) and identify any convention mistakes related to the topic of that station's chart.* When both partners are finished, move to the next station.* Be sure to get to all four stations. | <ul style="list-style-type: none">• When you model editing for students, remember that you are just showing them how to identify and note mistakes, not revise them. They will have an opportunity for revising their mistakes in Lesson 15.• Be sure students are editing their drafts with their revised beginnings and endings they chose in Lessons 11 and 12. |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">Gather students whole group. Review learning targets. Distribute index cards (one per student) to the class. Ask students to write their names at the top and then do a “quick write” on the following questions:<ul style="list-style-type: none">* “How will this editing improve your narratives?” and “What made editing easy or difficult for you?”Have them share their answers with a partner, then collect exit tickets for a formative assessment of the learning targets. | |
| <p>Completing Historical Fiction Narrative Rubric (5 minutes)</p> <ul style="list-style-type: none">Ask students to help you add to Conventions criteria on the Historical Fiction Narrative Rubric anchor chart based on their work today. | |
| Homework | Meeting Students' Needs |
| <p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: To prepare for Lesson 15, do the following:</i></p> <p><i>Edit students' narratives. Remember only to add edits that pertain to the conventions edited in class.</i></p> <p><i>Review students' exit tickets to determine if any students need further support in the next lesson, when they will revise to correct their mistakes and publish their narratives.</i></p> <p><i>Type up the Historical Fiction Narrative Rubric anchor chart using the template below and make a copy for each student.</i></p> <p><i>In Lesson 15, students finalize their writing. If students did not word process their second drafts yet, consider giving students additional time to type their final copies before Lesson 15.</i></p> | |



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Grade 4: Module 2A: Unit 3: Lesson 14

Supporting Materials



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Convention-less Paragraph

(Sample for Teacher Reference; Use This or Write Your Own Convention-less Paragraph for Modeling)

i am very pleesed with how my class has learned so much about colonial america when we first started we new very little about colonial times but over the last severel weeks we hav come very far i have a frend named lisa the other day she asked how do your students know so much about life in colonial times i told her they had become expert researchers threw reading and writing



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 15

Publishing Historical Fiction Narratives



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative text about real or imagined experiences or events. (W.4.3)
I can use grammar conventions to send a clear message to a reader or listener. (L.4.1, L.4.2)
I can express ideas using carefully chosen words. (L.4.3)
With support, I can use technology to publish a piece of writing. (W.4.6)

Supporting Learning Targets

- I can check my peers' work for correct capitalization.
- I can check my peers' work for correct spelling.
- I can check my peers' work for correct punctuation at the ends of their sentences.
- I can check my peers' work for correct conventions when writing dialogue.
- I can publish my historical fiction narrative.

Ongoing Assessment

- Historical Fiction narrative (final copy)



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Modeling: Using Technology to Publish (10 minutes)B. Independent Work and Conferring (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework | <ul style="list-style-type: none">• This lesson is largely dependent on students having access to a computer, an online dictionary, and a printer. If students have already had time to word process their second draft on a computer, the timing of this lesson will work well. If students have not yet started word processing, consider giving students additional time to type their final copies.• Please bear in mind that Youtube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. While some lessons include these links as the most efficient means to view content in preparation for the lesson, be sure to preview links, and/or use a filter service, such as www.safeshare.tv, for actually viewing these links in the classroom.• If technology is not available in sufficient numbers for your class, consider modifying this lesson to use standard print dictionaries and focus on students using neat handwriting to create a published copy of their narratives.• Prepare the Steps for Publishing My Narrative chart (see supporting materials in this lesson). |

| Lesson Vocabulary | Materials |
|-------------------|--|
| publish | <ul style="list-style-type: none">• The technology to show students a computer screen, allow them to access the internet, word process, and print• LCD projector• Computers for students• Printer and printer paper• Historical Fiction Narrative rubric (completed in Lesson 14 and typed; one per student)• Steps for Publishing My Narrative anchor chart (new; teacher-created; see Supporting Materials) |



| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Introduce learning targets to students. Circle the word publish and ask students to turn to a partner and share what they think this word means. Call a few students to share their partner's thinking. Ask students:<ul style="list-style-type: none">* "What reference resources can you use to check your thinking?"• Some answers might be: dictionary, Google, peers, or the teacher. Tell them that today they will be using a computer as both a reference source and to publish their narratives. | <ul style="list-style-type: none">• Allow students to discover the topic of this lesson through trying to read your convention-less paragraph. This will help to engage students' interest in editing for conventions. |



| Work Time | Meeting Students' Needs |
|--|---|
| <p>A. Modeling: Using Technology to Publish (10 minutes)</p> <ul style="list-style-type: none">• Ask students to sit where they can see the projection of your computer. Let students know that today is the day they prepare their work to make it public—in other words “publish” it.• Project a Web site such as www.dictionary.com or www.wordcentral.com. Tell students that you are going to use this online resource to check their thinking about the word <i>publish</i>. Type in the word “publish” into one of the online dictionaries and read the definitions. Have students turn to a partner and explain what it means to <i>publish</i> their writing. Have a few pairs share their thinking.• Set purpose: Remind students that they will be sharing their published narratives with an audience, their classmates. Tell them that in order to publish their historical fiction narratives, they need to be sure everything is complete and correct. Today they will have time to polish their writing. Remind them that they now have an edited draft complete with their revised beginning and ending. It is on this draft that they will work to correct their conventions.• Demonstrate how to use the online dictionary for misspelling. Show students how to scroll down and check for possible correct spellings by checking the definitions.• Distribute the typed version of the Historical Fiction Narrative rubric. Explain to students that you have taken the rubric anchor chart and typed it up for their reference as they prepare to publish.• Post the Steps for Publishing My Narrative chart:<ul style="list-style-type: none">* Read your draft and correct conventions based on editing notes.* Check your narratives one last time using the Historical Fiction Narrative rubric.* Rewrite your draft to include the corrections and revisions. | <ul style="list-style-type: none">• If using a conventional printed dictionary, you may want to review searching for a word using alphabetical order.• If possible, expand the audience to include others who are not a part of the class (e.g., teachers, principal, parents, other classes). This can be motivating and exciting for students. See recommendations for the Writer’s Gallery in Lesson 16’s teaching notes.• Some students who have difficulty spelling may have a hard time finding the correct spellings for severely misspelled words. Keep these students in mind for conferencing during this time. |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <p>B. Independent Work and Confering (40 minutes)</p> <ul style="list-style-type: none">• Have students move to a computer to begin work following the Steps for Publishing My Narrative chart.• Confer with students as needed and when they decide they are finished. <p><i>Note: Ask students to add a footer to their paper with their full name. This avoids confusion when students print their papers.</i></p> | <ul style="list-style-type: none">• Depending on pace, students may need additional time for typing. |
| Closing and Assessment | Meeting Students' Needs |
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Gather students whole group. Review the learning targets. Tell them that in the next lesson, they will get to celebrate their work and put it display for their classmates.• Tell students that they have learned a lot over the last few weeks about writing historical fiction by writing a narrative about a character from their trade. After the celebration of their work, they will be assessed on the learning target listed at the top of their Historical Fiction Narrative rubric: "I can write a historical fiction narrative set in Colonial America." To do this, they will do an on-demand assessment in which they write another piece of historical fiction using a different prompt about Colonial America.• Encourage them that they are ready for this "on my own" assessment. They have just finished their historical fiction narratives and now should be experts on this genre of writing. They will be able to use their research, their vocabulary notebooks, and the Historical Fiction Narrative rubric to help them with their writing. | |



| Homework | Meeting Students' Needs |
|--|---|
| <p>If you did not finish in class, finish your narrative.</p> <p>Prepare for the end of unit assessment:</p> <ul style="list-style-type: none">* Review your Colonial America research (your texts and your notes) from Units 1 and 2. Pay particular attention to your research notes on work and play as well as on apprenticeships.* Review your vocabulary notebook.* Review the Historical Fiction Narrative rubric. <p><i>Note: Check in with students to make sure that they have their research available and organized for the end of unit assessment (which will happen in Lesson 16).</i></p> | <ul style="list-style-type: none">• To support visual learners, consider posting the graphic organizers that correspond to this research: Inferring T-chart (used in Unit 1, Lesson 8, when students researched work and play) and Summary graphic organizer (used in Unit 2, Lesson 13, when students read about apprentices). |



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Grade 4: Module 2A: Unit 3: Lesson 15

Supporting Materials



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Steps for Publishing My Narrative Chart

(Teacher directions: Prepare a chart paper with the following directions for students.)

Steps for Publishing My Narrative:

1. Read your draft and correct conventions based on editing notes.
2. Check your narratives one last time using the Historical Fiction Narrative rubric.
3. Rewrite your draft to include the corrections and revisions.



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 16

Writer's Gallery and End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)

I can write narrative text about real or imagined experiences or events. (W.4.3)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets

- I can write a historical fiction narrative set in Colonial America.
- I can write a positive comment after reading a classmate's writing.

Ongoing Assessment

- Students' completed historical fiction narratives (performance tasks)
- End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">Opening<ol style="list-style-type: none">Writer's Gallery (15 minutes)Work Time<ol style="list-style-type: none">End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative (40 minutes)Closing and Assessment<ol style="list-style-type: none">Self-Assessment (5 minutes)Homework | <ul style="list-style-type: none">In this assessment students have 40 minutes to plan and write a historical fiction narrative based on the assessment prompt. They will use the Historical Fiction Narrative rubric to guide their work and will be assessed based on that rubric.However, keep in mind that 40 minutes is not likely enough time for students to revise and correct their conventions. Consider choosing one convention (e.g., capitalization) that you would like to formally assess students on during this particular assessment.In advance: To celebrate students' learning, consider creating a festive mood in the classroom for the Writer's Gallery. Soft music, maybe some sparkling cider, perhaps a banner congratulating the writers on their publication. You may consider inviting parents or other adults from the school to share in the celebration of students' learning. |

| Lesson Vocabulary | Materials |
|-------------------|--|
| Positive, comment | <ul style="list-style-type: none">Students' writing foldersVocabulary notebooksSticky notes (three per student)Lined paperHistorical Fiction Narrative rubric (completed in Lesson 14) (one per student)End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative (one per student)Tracking My Progress, End of Unit 3 recording form (one per student) |



| Opening | Meeting Students' Needs |
|---|---|
| <p>A. Writer's Gallery (15 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will celebrate their work as writers of historical fiction with a Writer's Gallery. Remark on all the reading, research, and writing they have done to learn about Colonial America and publish their historical fiction narratives. Congratulate them on their perseverance and creativity.• Explain to students that during the Writer's Gallery, they will have an opportunity to read another classmate's piece and leave a positive comment about that work. Share the first learning target: "I can write a positive comment after reading a classmate's writing." Remind students that they have been practicing giving kind and helpful feedback to their writing partners, but today they will only focus on what they think the writer did well in the work they read. Explain the meaning of the phrase <i>positive comment</i> and remind them that comments that are specific and kind will be more meaningful than comments such as "This is good." Tell students that once they have read another's work they will write the positive comment on a sticky note and leave it on their desk.• Assign each student another student's work to read. Post the following directions for students to follow for the Writer's Gallery:<ol style="list-style-type: none">1. Clear your desk and put your narrative on top.2. Go to your assigned author's desk.3. Read his or her narrative.4. Leave a positive comment.5. Go to an open desk and repeat Steps 3 to 5.• Explain that they will not get to read all the stories in the class, but should have time to read at least one if not two or three.• Let them know that the Writer's Gallery is silent so that everyone can read without distraction.• Once time is up, ask students to go back to their desks and read their positive comment(s). | <ul style="list-style-type: none">• A more time-consuming variation on this type of sharing is to have students form small groups and take turns reading their work out loud. The group can record one comment after each reading and feedback can be given once all students have shared. Then students can read the comments written for them by their group members. This variation gives students an opportunity to practice reading their own writing aloud but is not as efficient. |



| Work Time | Meeting Students' Needs |
|--|-------------------------|
| <p>A. End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative (40 minutes)</p> <ul style="list-style-type: none">• Have students gather their materials:<ul style="list-style-type: none">* writing folders* vocabulary notebooks* Historical Fiction Narrative rubrics* pencil and lined paper• Share the second learning target: "I can write a historical fiction narrative set in Colonial America." Remind them that they have become experts on writing historical fiction narratives and this assessment will give them the opportunity to share what they have learned as writers.• Ask students to think for a moment about the steps they took in crafting their first narrative. Explain that they will not have time to create an entire character profile, but they will have time to plan for their narratives using another Narrative Four-Square graphic organizer and their research.• Distribute the End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative. Give students time to read it silently. Address any clarifying questions.• Ask students to begin. Help students keep pace:<ul style="list-style-type: none">* Give students about 5 minutes to read the directions and the prompt.* Give them about 5 minutes to review their research.* Give students about 10 minutes to plan with their graphic organizer.* Give students the remaining 20 minutes to write. After 15 minutes, remind them to reread their drafts and check them against the rubrics. | |



| Closing and Assessment | Meeting Students' Needs |
|---|---|
| <p>A. Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">Distribute Tracking My Progress, End of Unit 3 recording form. Explain to students that, as usual after assessments, they will reflect on their learning. Remind them that they have lots to reflect on: They have spent several weeks reading, researching, and writing about Colonial America! | <ul style="list-style-type: none">You may decide to do this at the end of the day to give students a break after their writing or to give more time for the assessment above. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">None <p><i>Note: The PARCC Draft of Extended Rubric for Analytic and Narrative Writing is included in the supporting materials for this lesson for your reference. The learning targets on the Historical Fiction Narrative Rubric are aligned with the PARCC rubric, but have been modified to fit this module's specific content focus and to be in more student-friendly language.</i></p> | |



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Grade 4: Module 2A: Unit 3: Lesson 16

Supporting Materials



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End of Unit 3 Assessment:
On-Demand New Historical Fiction Narrative

.....
Name:
.....

Date:
.....

Directions:

5. 1. Read the prompt below.
6. 2. Review your research.
7. 3. Review the Historical Fiction Narrative rubric.
8. 4. Plan a short historical fiction narrative for the prompt using the graphic organizer.
9. 5. Write your narrative on a separate sheet of lined paper.
10. 6. Reread your narrative and make any needed revisions based on the rubric.

Prompt:

After researching informational texts on Colonial America, write a historical fiction narrative that describes how a young boy or girl decides to become an apprentice for a specific trade.



Writer's Gallery and End of Unit 3 Assessment:
On-Demand New Historical Fiction Narrative

.....
Name:
.....

.....
Date:
.....

| Introductory Paragraph | | Detail Paragraph 1 | |
|--|--|--|--|
| Introducing the character, setting, and major event (rising action): Details: <ul style="list-style-type: none">• Who is the character?• When is it set?• Where is it set?• What is happening? | | What problem arises? Details: <ul style="list-style-type: none">••• | |
| Vocabulary from my research to be used: | | | |
| Detail Paragraph 2 | | Conclusion Paragraph | |
| How does my character help solve the problem? Details: <ul style="list-style-type: none">•••• | | What is the result of the character's actions? How does the story end? | |

Tracking My Progress, End of Unit 3

Name:

Date:

Learning Target: I can write a historical fiction narrative set in Colonial America.

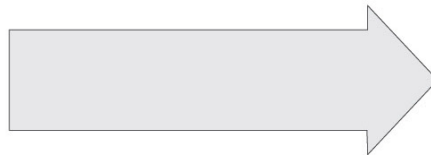
1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help
to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:
