



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?