



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2A: Unit 2: Overview



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**Case Study:**  
Conducting Research on Colonial Trades

**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?**



**Case Study:**  
Conducting Research on Colonial Trades

Mid-Unit Assessment	<p><b>Inferring about the Silversmith Trade in Colonial Times</b></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><b>Synthesizing Information from Text and Audio Resources</b></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>



**Case Study:**  
Conducting Research on Colonial Trades

**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



**Case Study:**  
Conducting Research on Colonial Trades

**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.



Calendared Curriculum Map:  
Unit-at-a-Glance

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

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



Calendared Curriculum Map:  
Unit-at-a-Glance

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



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Unit-at-a-Glance

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





Calendared Curriculum Map:  
Unit-at-a-Glance

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



Calendared Curriculum Map:  
Unit-at-a-Glance

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



Calendared Curriculum Map:  
Unit-at-a-Glance

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



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.



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## 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.

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.

**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

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.

Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures in Grade 2–3 band level (below 740L)</b>			
<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>Where the Great Hawk Flies</i>	Liza Ketchum (author)	Literature	550
<i>Colonial Voices: Hear Them Speak</i>	Kay Winter (author), Larry Day (illustrator)	Informational	630
<i>Night Journeys</i>	Avi (author)	Literature	730



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures in Grade 4–5 band level (740–1010L)</b>			
<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>The Winter People</i>	Joseph Bruchac (author)	Literature	800
<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>The Serpent Never Sleeps: A Novel of Jamestown and Pocahontas<sup>1</sup></i>	Scott O'Dell (author)	Literature	880
<i>Colonial Woman</i>	Niki Walker (author)	Informational	925*

<sup>1</sup>Available in e-book format only.



Title	Author And Illustrator	Text Type	Lexile Measure
<b>Lexile text measures above band level (over 1010L)</b>			
<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

\* Lexile based on a conversion from Accelerated Reading level

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

## **Building Background Knowledge: Colonial Craftspeople**



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**Building Background Knowledge:**  
Colonial Craftspeople

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can summarize informational text. (RI.4.2)</p> <p>I can interpret information presented through charts, graphs, timelines, or Web sites. (RI.4.7)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can make inferences about colonial craftspeople by examining documents that include text and pictures.</li><li>• I can determine the main idea of an informational text on colonial craftspeople.</li><li>• I can identify details that support the main idea of an informational text.</li><li>• I can summarize an informational text on colonial craftspeople by writing a gist statement.</li></ul>	<ul style="list-style-type: none"><li>• Colonial Trades Slideshow Note-catcher</li><li>• Gist statement</li></ul>



Building Background Knowledge:  
Colonial Craftspeople

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Engaging the Reader (5 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Inferring from Images: Colonial Trades Slideshow (20 minutes)</li> <li>Shared Reading: Finding the Main Idea (20 minutes)</li> <li>Summarizing Informational Text: Gist Statement (10 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Share (3 minutes)</li> <li>Looking Ahead (2 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>	<ul style="list-style-type: none"> <li>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.</li> <li>Review the Colonial Trades Slideshow (see link below). Prepare necessary technology: Internet, computer, LCD.</li> <li>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.</li> </ul> <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"> <li>Colonial Trades Slideshow Note-catcher (one per student; note that groups complete the note catcher together; see Work Time A)</li> <li>Historic Trades Slideshow, which may be found at:  <a href="http://www.history.org/foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg">http://www.history.org/foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg</a> (for display)</li> <li>“Colonial America: The Craftspeople” (one per student)</li> <li>Blank paper (one per student)</li> </ul>



Building Background Knowledge:  
Colonial Craftspeople

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Clarifying academic vocabulary assists all students developing academic language (e.g., identify, support).</li></ul>



Building Background Knowledge:  
Colonial Craftspeople

Work Time	Meeting Students' Needs
<p><b>A. Inferring with Images: Colonial Trades Slideshow (20 minutes)</b></p> <p><i>Note: Be ready to show the slideshow at this link:</i> <a href="http://www.history.org/Foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg">www.history.org/Foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg</a> (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"><li>• 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.”)</li><li>• 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).</li><li>• Distribute the <b>Colonial Trades Slideshow Note-catcher</b> 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"><li>* Look carefully at the images and identify important details or clues about what the trade is and what craft is made.</li><li>* Make inferences based on those observations.</li><li>* As a group, discuss what you notice and formulate inferences together.</li><li>* The recorder writes out the group's thinking on the Colonial Trades Slideshow Note-catcher.</li></ul></li><li>• 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.</li><li>• 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"><li>* Does the name of the trade give away what the trade is?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Building Background Knowledge:  
Colonial Craftspeople

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* 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).</li><li>* What in the pictures helps us know what the trade makes?</li><li>* Just by looking at the pictures, can you think of any skills a person would need to do the craft?</li></ul>	
<p><b>B. Shared Reading: The Main Idea about Colonial Craftspeople (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to remain in their groups. Distribute <b>Colonial America: The Craftspeople</b>.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>	
<p><b>C. Summarizing Informational Text: Gist Statement (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.)</li></ul>	



Building Background Knowledge:  
Colonial Craftspeople

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students 5 minutes to write their gist.</li><li>• 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.</li></ul> <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>	



Building Background Knowledge:  
Colonial Craftspeople

Closing and Assessment	Meeting Students' Needs
<b>A. Share (3 minutes)</b> <ul style="list-style-type: none"><li>Gather students whole group. Ask each group to do their choral reading of their gist statement.</li></ul>	
<b>B. Looking Ahead (2 minutes)</b> <ul style="list-style-type: none"><li>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.</li></ul>	
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"><li>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.</li><li><a href="http://www.history.org/Foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg">www.history.org/Foundation/journal/Spring10/trades_slideshow/#images/apothecary.jpg</a></li></ul>	





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. A lot of the fruits and vegetables they ate (such as corn, squash, and berries) were native to the New World. As villages and towns grew, people interacted with one another. They relied on each 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.

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**Colonial America:**  
The Craftspeople

**Gist Statement:**

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EXPEDITIONARY  
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# **Grade 4: Module 2A: Unit 2: Lesson 2**

## **Shared Reading: Learning about Colonial Trades**



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**Shared Reading:**  
Learning about Colonial Trades

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	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can gather specific details about colonial trades while reading an informational text.</li><li>• I can inform an audience about a colonial trade using details from the text.</li></ul>	<ul style="list-style-type: none"><li>• Help Wanted Ad planning sheet</li></ul>



Shared Reading:  
Learning about Colonial Trades

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Sharing Homework and Engaging the Reader (5 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Guided Practice: Reading and Taking Notes about the Wheelwright (20 minutes)</li> <li>Reading Informational Text: Colonial Trades (25 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Debrief: Group Mingle (10 minutes)</li> </ol> </li> <li>Homework</li> </ol>	<ul style="list-style-type: none"> <li>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.</li> <li>Prepare to show your students several examples of colonial Help Wanted ads from the Internet Web site: <a href="http://research.history.org/JDRLibrary/SpecialProjects/Manville/ShowMany.cfm?Name=Anderson%20James">http://research.history.org/JDRLibrary/SpecialProjects/Manville/ShowMany.cfm?Name=Anderson%20James</a> 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.</li> <li>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.</li> </ul>

Lesson Vocabulary	Materials
<p>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</p>	<ul style="list-style-type: none"> <li>“Colonial Trades: “The Wheelwright” (one per student)</li> <li>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)</li> <li>Interactive white board</li> <li>Equity sticks</li> <li>Sources for Short Trade Texts (for Teacher Reference)</li> <li>Help Wanted Ad planning sheet (two per student)</li> <li>Examples of Help Wanted Ads (for teacher display)</li> <li>Writing a Description anchor chart (new; teacher created)</li> </ul>



Shared Reading:  
Learning about Colonial Trades

Opening	Meeting Students' Needs
<p><b>A. Sharing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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"><li>* <i>gather</i>: collect; round up</li><li>* <i>trades</i>: skilled work that people do for a living</li><li>* <i>inform</i>: tell; teach</li><li>* <i>audience</i>: listeners or viewers</li></ul></li><li>• Reread the learning targets using the clarifying words and check for understanding with students.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Reviewing academic vocabulary words benefits all students developing academic language.</li></ul>





Shared Reading:  
Learning about Colonial Trades

Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Reading and Taking Notes about the Wheelwright (20 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• People placed Help Wanted ads even during colonial times. Using your interactive white board, show students several ads, such as: <a href="http://research.history.org/JDRLibrary/SpecialProjects/Manville/ShowMany.cfm?Name=Anderson%20James">http://research.history.org/JDRLibrary/SpecialProjects/Manville/ShowMany.cfm?Name=Anderson%20James</a> in Supporting Materials.</li><li>• Some suggested ads to focus on are:<ul style="list-style-type: none"><li>* Tradesman's Ad ID 296</li><li>* Tradesman's Ad ID 745</li><li>* Tradesman's Ad ID 1263</li></ul></li><li>• 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.</li><li>• 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.</li><li>• Distribute <b>"Colonial Trades: The Wheelwright"</b> and the <b>Help Wanted Ad planning sheet</b>.</li><li>• 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.</li><li>• 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.")</li><li>• 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.</li><li>• Reread the text aloud as students follow along and focus on details.</li></ul>	<ul style="list-style-type: none"><li>• Co-constructed anchor charts help students to understand abstract concepts.</li></ul>



Shared Reading:  
Learning about Colonial Trades

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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"><li>* “What did the wheelwright make?”</li><li>* “Why was that important?”</li></ul></li><li>• 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.</li><li>• Ask students to describe the steps that they took in writing a description of the wheelwright. Record the responses on a new <b>Writing a Description anchor chart</b>. Some basic steps students likely will mention:<ul style="list-style-type: none"><li>– Read the text all the way through.</li><li>– Identified what the text was mainly about.</li><li>– Reread to look for details that supported the main idea.</li><li>– Stated the main idea and at least two details that supported it.</li></ul></li><li>• Tell students that in Lesson 3, they will be writing a similar description about a different colonial trade.</li><li>• 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.)</li><li>• 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.</li><li>• 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.</li></ul>	



Shared Reading:  
Learning about Colonial Trades

Work Time (continued)	Meeting Students' Needs
<p><b>B. Reading Informational Text: Colonial Trades (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Place students in triads. (Note: These triads are not students' formal expert groups; these begin later in the unit.)</li><li>• 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.</li><li>• Direct them to follow the same process they did together with the wheelwright:<ul style="list-style-type: none"><li>– Read the text on your own.</li><li>– Discuss the main idea.</li><li>– Reread for details and underline them.</li><li>– Complete Parts 1 to 3 of the Help Wanted Ad planning sheet.</li></ul></li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Group Mingle (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• As partners, students find another pair of students and share what they found most interesting about the trade they studied today.</li></ul>	
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 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.*  
**J**OURNEYMEN 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.*  
**G**REAT 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.  
(ll) 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: metal hoops that went around the wood to hold it together
- 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](http://www.usahistory.info/colonial/customs.html)
- Colonial Williamsburg Official History Site, History of Trade Section:  
[www.history.org/Almanack/life/trades/tradehdr.cfm](http://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**

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:  
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**



**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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Writing to Inform:  
Colonial Trades

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 write an informative text. (W.4.2)</p> <p>I can use text and formatting to support my topic. (W.4.2)</p> <p>I can write for a variety of reasons. (W.4.10)</p> <p>I can speak clearly and at an understandable pace. (SL.4.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can inform an audience about a colonial trade using details from the text.</li><li>• I can present important details of a colonial trade in a group presentation.</li></ul>	<ul style="list-style-type: none"><li>• Help Wanted Ad</li></ul>



Writing to Inform:  
Colonial Trades

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Engaging the Reader (5 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Generating Criteria: What Makes a Good Help Wanted Ad? (10 minutes)</li> <li>Brainstorming, Planning, and Writing a First Draft (10 minutes)</li> <li>Group Writing: Help Wanted Ads (20 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Share: Presentation of Help Wanted Ad (15 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>	<ul style="list-style-type: none"> <li>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.</li> <li>In advance: Prepare a chart with the example Help Wanted ad for a job as a wheelwright (see supporting materials).</li> <li>For teacher reference, review the archive <a href="http://research.history.org/JDRLibrary/SpecialProjects/Manville/Search/OccupationSearch.cfm">http://research.history.org/JDRLibrary/SpecialProjects/Manville/Search/OccupationSearch.cfm</a>, 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.</li> </ul>

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"> <li>Help Wanted Ad planning sheet (students' own copies; from Lesson 2)</li> <li>Example of Help Wanted Ad: Wheelwright (for Teacher Reference; see Teaching Note)</li> <li>Help Wanted Ad template (one per student)</li> <li><i>If You Lived in Colonial Times</i> (focus on pages 67–77) (one text per student)</li> <li>Chart paper for group Help Wanted ads (one per group)</li> <li>Markers</li> <li>Equity sticks</li> <li>Vocabulary Notebook (from Unit 1, Lesson 2)</li> <li>Criteria for Help Wanted Ads anchor chart (new; teacher-created; see example in supporting materials)</li> </ul>



Writing to Inform:  
Colonial Trades

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>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 <b>Help Wanted Ad planning sheets</b> 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.</li><li>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.</li></ul>	<ul style="list-style-type: none"><li>Reviewing academic vocabulary words benefits all students developing academic language.</li></ul>



Writing to Inform:  
Colonial Trades

Work Time	Meeting Students' Needs
<p><b>A. Generating Criteria: What Makes a Good Help Wanted Ad? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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"><li>* Identifies the name of the trade</li><li>* Describes what goods the trade makes and what it takes to do the job</li><li>* Lists the skills needed to be successful</li><li>* Has trade-specific vocabulary</li><li>* Written in a way that makes people want to apply for the trade (creative)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Co-constructed anchor charts help students to understand abstract concepts.</li></ul>



Writing to Inform:  
Colonial Trades

Work Time (continued)	Meeting Students' Needs
<p><b>B. Brainstorming, Planning, and Writing a First Draft (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students who learned about the same trade in Lesson 2 to gather as a group. Distribute the <b>Help Wanted Ad template</b>, 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.</li><li>• If the students need more information about their trade, have them read <b>pages 67–77 of <i>If You Lived in Colonial Times</i></b>.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track.</li><li>• 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.</li></ul>



Writing to Inform:  
Colonial Trades

Work Time (continued)	Meeting Students' Needs
<p><b>C. Group Writing: Help Wanted Ads (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students who learned about the same trade in Lesson 2 to gather as a group again with their individual drafts of ads.</li><li>• Give directions:<ul style="list-style-type: none"><li>* 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.</li><li>* They will then work together to combine their thinking and ideas to create one large Help Wanted ad on chart paper.</li><li>* Finally, they will present their Help Wanted ad to the class.</li></ul></li><li>• 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.</li><li>• 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.</li><li>• Distribute <b>chart paper</b> and <b>markers</b>. 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.</li><li>• Give students about 15 minutes to work.</li><li>• Then ask students to practice their presentation. Explain that during the presentation the following things need to happen:<ul style="list-style-type: none"><li>* 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).</li><li>* The presentation should be creative and grab the audience’s attention.</li><li>* It should be 60–90 seconds long.</li></ul></li><li>• 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.</li><li>• Give students 3–5 minutes to practice.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Writing to Inform:  
Colonial Trades

Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: Presentation of Help Wanted Ads (15 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.)</li><li>• Give some basic instructions before students present their Help Wanted ads:</li><li>• Tell students that after each presentation, you will use the <b>equity sticks</b> 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"><li>* 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.</li></ul></li><li>• Invite each group to present their advertisements and charts to the class.</li><li>• After each presentation, use the equity sticks: Choose two people to give one piece each of specific praise for the presentation.</li><li>• Consider the following criteria during students' informal presentations:<ul style="list-style-type: none"><li>* Did they include what the trade made and the skills needed by a person wanting to work in the trade?</li><li>* Were all members of the group participating in the presentation?</li><li>* Was the presentation creative enough to grab the audience's attention?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



Writing to Inform:  
Colonial Trades

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



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

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



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**Word Choice:**

Using Academic Vocabulary to Apply for a Colonial Trade Job

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"><li>• I can use academic and trade-specific vocabulary as I describe the characteristics of a colonial trade in a job application.</li><li>• I can share the important details of a colonial trade by speaking clearly and at an understandable pace.</li></ul>	<ul style="list-style-type: none"><li>• Colonial Job application</li></ul>



**Word Choice:**

Using Academic Vocabulary to Apply for a Colonial Trade Job

Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Engaging the Reader and Unpacking the Learning Targets (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Guided Practice: Organizing Our Thinking (10 minutes)</li><li>Shared Writing: Job Application for a Wheelwright (15 minutes)</li><li>Independent Practice: Writing Our Job Applications (20 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Share: Group Mingle (10 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>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.</li></ul>

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



Word Choice:

Using Academic Vocabulary to Apply for a Colonial Trade Job

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Unpacking the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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"><li>* <i>pace</i>: how quickly or slowly a person speaks</li><li>* <i>academic words</i>: general vocabulary words that don't relate to a specific trade</li><li>* <i>trade-specific words</i>: words that are special to that particular trade</li><li>* <i>application</i>: a written request for something</li></ul></li><li>• Reread the learning targets using the clarifying words and check for understanding with students.</li></ul>	<ul style="list-style-type: none"><li>• Reviewing academic vocabulary words benefits all students developing academic language.</li></ul>





Word Choice:

Using Academic Vocabulary to Apply for a Colonial Trade Job

Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Organizing Our Thinking (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Distribute the <b>Colonial Trade Job Application</b> and the <b>Colonial Trade Job Application planning sheet</b>. 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).</li><li>• Let students do as much of the thinking as possible. Guide them with probing questions:<ul style="list-style-type: none"><li>* “What else might the person need to be able to do?”</li><li>* “Why would that be important?”</li><li>* “Say more about that...”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>
<p><b>B. Shared Writing: Job Application for a Wheelwright (15 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• As a class, write a job application paragraph for the wheelwright on <b>chart paper</b> 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.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



**Word Choice:**

Using Academic Vocabulary to Apply for a Colonial Trade Job

Work Time (continued)	Meeting Students' Needs
<p><b>C. Independent Practice: Writing Our Job Applications (20 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Ask students to complete the planning sheet for each of the two trades they chose.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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 _____.</li></ul>



**Word Choice:**

Using Academic Vocabulary to Apply for a Colonial Trade Job

Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: Group Mingle (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to circulate around the class to share their application paragraph with a partner. Repeat this two to three times.</li><li>• 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."</li><li>• Collect students' planning sheets and their job applications in order to form the expert groups.</li></ul>	
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"><li>* <i>There may be more than one group on a given trade. Keep the groups limited to students to ensure maximum participation.</i></li><li>* <i>Be mindful that the groups are as even as possible in size.</i></li><li>* <i>Try to honor the students' interests in the trades they applied for if at all possible.</i></li><li>* <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></li></ul>	



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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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**Research:**

Identifying Categories for Our Research about the Wheelwright

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 summarize informational text. (RI.4.2)</p> <p>I can conduct a research project to become knowledgeable about a topic. (W.4.7)</p> <p>I can document what I learn about a topic by sorting evidence into categories. (W.4.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can identify important details in an informational text about the colonial wheelwright.</li><li>• I can determine important topics or categories to study in order to learn about colonists.</li></ul>	<ul style="list-style-type: none"><li>• Colonial Job application</li></ul>





**Research:**

Identifying Categories for Our Research about the Wheelwright

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Engaging the Reader (10 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Initial Reading: The Wheelwright (25 minutes)</li> <li>Creating Categories for Our Research (20 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Debrief (5 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>	<ul style="list-style-type: none"> <li>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.</li> <li>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").</li> </ul>

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, felloe, apprenticeship, planning, clamps, files, chisels, lathe	<ul style="list-style-type: none"> <li>"The Importance of the Wheelwright" (one per student)</li> <li>What It Means to be a Researcher anchor chart (new; teacher-created; see Opening Part A)</li> <li>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.)</li> <li>Sticky notes</li> </ul>



**Research:**  
Identifying Categories for Our Research about the Wheelwright

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Begin a new <b>What It Means to Be a Researcher anchor chart</b>. Engage students in a conversation about research and chart their responses. Ask the following questions:<ul style="list-style-type: none"><li>* What does it mean to <i>research</i> a topic?</li><li>* What do researchers do?</li><li>* Why do they do this?</li><li>* What skills do good researchers need to have?</li></ul></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Co-constructing anchor charts helps students to understand abstract concepts.</li><li>• 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.</li></ul>



**Research:**  
Identifying Categories for Our Research about the Wheelwright

Work Time	Meeting Students' Needs
<p><b>A. Initial Reading: The Wheelwright (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the shared text <b>“The Importance of the Wheelwright”</b> 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.</li><li>• Read aloud as students follow along. Ask them to think about the gist and talk with a partner:<ul style="list-style-type: none"><li>* “What is this text mostly about?”</li></ul></li><li>• 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.</li><li>• Ask students to share with a partner some of the things they underlined.</li><li>• Focus students whole group. Ask: “Was the wheelwright an important person in a colonial village?”</li><li>• 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"><li>* “Many people in a colonial village needed carts and/or wagons, which had wheels.”</li><li>* “If wheels broke because of the rough roads and fields, the wheelwright was the main person who could fix them.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Reading the passage aloud before students read independently helps support students who are generally challenged by reading.</li><li>• ELLs and SPED students would benefit from pre-highlighting text so that when they reread independently, they can focus on the essential information.</li></ul>



**Research:**

Identifying Categories for Our Research about the Wheelwright

Work Time (continued)	Meeting Students' Needs
<p><b>B. Creating Categories for Our Research (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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 <b>sticky note</b> one to two facts they learned.</li> <li>• Begin a new <b>What Do We Know about the Wheelwright anchor chart</b>. Ask pairs to read their fact out loud and post it anywhere on the class anchor chart.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.”</li> <li>• 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"> <li>* “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.)</li> </ul> </li> </ul> <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"> <li>• 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.</li> <li>• Co-construction of the categories and sorting the facts will deepen the broad understanding of the content for students who struggle with language.</li> </ul>



**Research:**

Identifying Categories for Our Research about the Wheelwright

Closing and Assessment	Meeting Students' Needs
<b>A. Debrief (5 minutes)</b> <ul style="list-style-type: none"><li>• Gather students whole group.</li><li>• 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?"</li></ul>	
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

## Supporting Materials



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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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**Documenting Research:**  
Sorting and Recording Information about the Wheelwright

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 conduct a research project to become knowledgeable about a topic. (W.4.7)</p> <p>I can document what I learn about a topic by sorting evidence into categories. (W.4.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can write detailed notes based on information in the text.</li><li>• I can sort information I learn about a colonial trade into research categories.</li><li>• I can infer about the importance of the wheelwright trade in Colonial America.</li></ul>	<ul style="list-style-type: none"><li>• Task card</li></ul>



**Documenting Research:**  
Sorting and Recording Information about the Wheelwright

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Engaging the Reader (10 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Partner Read with Task Cards (45 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Share: Concentric Circles (5 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Review: Concentric Circles protocol (Appendix 1).</li> <li>Colored pens (blue, red, green, orange) for students using Task Cards 2 and 3 (see Work Time, Part A)</li> </ul>

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"> <li>"The Importance of the Wheelwright" (from Lesson 5)</li> <li>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.)</li> <li>Possible Responses to Task Cards (for Teacher Reference)</li> </ul>



**Documenting Research:**  
Sorting and Recording Information about the Wheelwright

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind the students of the wheelwright text they read together in Lesson 5. Distribute the <b>task cards</b> 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary.</li></ul>



Documenting Research:  
Sorting and Recording Information about the Wheelwright

Work Time	Meeting Students' Needs
<p><b>A. Partner Read with Task Cards (45 minutes)</b></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"><li>• 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.</li><li>• 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.</li><li>• 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"><li>* Task Card 1: Challenge Students—for students who need little structure to be successful</li><li>* Task Card 2: Typical Students—for students who need a little more structure and who know how many things they need to identify</li><li>* 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.</li></ul></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



**Documenting Research:**  
Sorting and Recording Information about the Wheelwright

Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: Concentric Circles (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Ask students to share the inferences they wrote about the wheelwright with their partner.</li><li>• 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?"</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>
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

## Supporting Materials



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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.

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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.

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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
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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.

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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
<b>1. saws 2. chisels 3. files 4. clamps 5. lathe</b>	<b>1. woodworking 2. planing 3. shaping wood 4. basic math</b>	<b>1. made wheels for carts 2. helped colonists do daily tasks</b>	<ul style="list-style-type: none"><li>• <b>being a wheelwright was learned through an apprenticeship</b></li><li>• <b>wheels were made out of wood and iron</b></li></ul>

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

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"><li>• I can sort specific details about a topic into categories.</li><li>• I can support my inference about a topic with text-based evidence.</li><li>• I can inform an audience about a colonial trade using details from the text.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times</li><li>• Tracking My Progress, Mid-Unit 2</li></ul>



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

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (45 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Group Mingle (10 minutes)</li></ol></li><li>4. Homework</li></ol>	

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



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

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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 craftsman.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary.</li></ul>





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

Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (45 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times</b>.</li><li>• Give them about 45 minutes to complete the assessment.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



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

Closing and Assessment	Meeting Students' Needs
<p><b>A. Group Mingle (10 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that they have done a Group Mingle before (in Lesson 1). Remind them of the process:<ol style="list-style-type: none"><li>Mingle around the room and find a partner.</li><li>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.)</li><li>Discuss a talking point together: Be sure both people have a chance to share their thinking.</li><li>After about 1 or 2 minutes, repeat with a new partner.</li></ol></li><li>Possible talking points:<ul style="list-style-type: none"><li>* Something that I am most proud of about myself as a learner during this unit so far</li><li>* The most interesting thing I learned about trades in Colonial America in this unit so far</li><li>* A goal you have for yourself for the rest of the unit</li></ul></li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>
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](http://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**

<b>Tools for the Trade</b>	<b>Skills Needed for the Trade</b>	<b>How the Trade Helps People</b>	<b>Other interesting Things</b>

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

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**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**

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

**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 Response<sup>1</sup>  
(For Teacher Reference)

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

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

<sup>1</sup>From 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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**Researching and Note-Taking:**  
Becoming an Expert on a Colonial Trade

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"><li>• I can self-assess my progress toward the learning targets.</li><li>• I can collaboratively participate in expert group research of my colonial trade.</li><li>• I can find the meaning of words related to my colonial trade.</li><li>• I can summarize information about my colonial trade in a gist statement.</li></ul>	<ul style="list-style-type: none"><li>• Colonial Trade Research Note-catcher</li></ul>



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

Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Tracking My Progress Reflection (10 minutes)</li><li>Engaging the Reader and Writer and Review Learning Targets (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Vocabulary: What Is Interdependence? (5 minutes)</li><li>Guided Practice: Reading for the Gist (5 minutes)</li><li>Guided Practice: Vocabulary (5 minutes)</li><li>Expert Groups: Reading for the Gist and Vocabulary (25 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Debrief (5 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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).</li><li>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.</li><li>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.)</li></ul>



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

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



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

Opening	Meeting Students' Needs
<p><b>A. Tracking My Progress Reflection (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Congratulate students on their hard work on the Mid-Unit 2 Assessment (during Lesson 7). Distribute the <b>Tracking My Progress, Mid-Unit 2 recording form</b> 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.</li><li>• 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.</li><li>• 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.”</li><li>• Collect students’ self-assessments to use as a formative assessment to guide instructional decisions during the next half of this unit.</li></ul>	<ul style="list-style-type: none"><li>• Smaller groups help students to remain more engaged in their group work.</li><li>• 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.</li></ul>



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

Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader and Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Distribute the <b>expert group labels</b> 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.)</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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).</li></ul>





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

Opening (continued)	Meeting Students' Needs
<p><b>C. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Discuss the first target. Ask students if they can think of a time that they have used a similar target. Refer to the <b>Vocabulary Strategies anchor chart</b> (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"><li>* Read on in the text and inferring</li><li>* Look in the glossary</li><li>* Look for a text feature that defines the word</li><li>* Look in a dictionary</li><li>* Think about parts of the word that you know</li></ul></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



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

Work Time	Meeting Students' Needs
<p><b>A. Vocabulary: What Is Interdependence? (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Show the students the <b>"Interdependence Is ..."</b> 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."</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>B. Guided Practice: Reading for the Gist (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute and display a copy of the <b>Colonial Trade Research Note-catcher: Wheelwright</b> with a <b>document camera</b> 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.</li> <li>Distribute the text <b>"The Wheelwright's Role in a Colonial Village."</b> Before reading the text, tell students that you will be using the <b>equity sticks</b> (introduced in Unit 1, Lesson 3) to call on students to share their thinking after they read.</li> <li>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"> <li>* Step 1: Read the text completely and carefully to find the gist of the text.</li> </ul> </li> <li>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.)</li> <li>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."</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>



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

Work Time (continued)	Meeting Students' Needs
<p><b>C. Guided Practice: Vocabulary (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to do the next step (write the directions):<ul style="list-style-type: none"><li>* Step 2: Reread to find the meaning of the words listed in Part One of your Note-catcher.</li></ul></li><li>• 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.</li><li>• 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"><li>* “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.</li></ul></li><li>• 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.</li><li>• 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 <b>dictionary</b>.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



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

Work Time (continued)	Meeting Students' Needs
<p><b>D. Expert Groups: Reading for the Gist and Vocabulary (25 minutes)</b></p> <ul style="list-style-type: none"> <li>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"> <li>* <b>“The [traderperson’s] Role in a Colonial Village”</b> (one for each student for their assigned expert group trade)</li> <li>* Their corresponding <b>Expert Groups: Colonial Trades Research Note-catcher</b> (blacksmith, builder/carpenter, cooper, printer, shoemaker)</li> </ul> </li> <li>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.</li> <li>Ask students to begin, following the two-step directions that were modeled during Parts A and B of Work Time.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>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.</li> </ul> <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:

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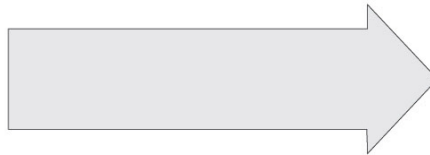
---

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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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:

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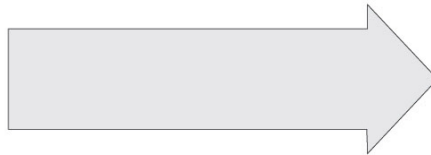
---

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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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:

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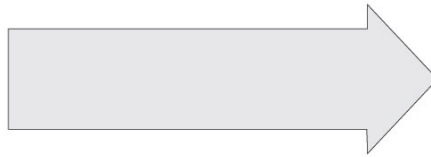
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2. How am I doing? Circle one.

**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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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.

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## 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](http://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)
<b>hub</b>	
<b>spokes</b>	
<b>tire</b>	
<b>expand*</b>	

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

**Part Two: Vocabulary**

<b>Who...</b> (Who is this text about?)	<b>What...</b> (What does an apprentice do?)	<b>When...</b> (How long was an apprenticeship?)	<b>Where...</b> (Where would apprentices work?)	<b>Why...</b> (Why were apprentices important?)

**Exit Ticket: Write a summary paragraph about this text.**

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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.

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

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## **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.

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## The Blacksmith's Role in a Colonial Village

### Sources:

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Colonial Williamsburg Web site, History of Trades section (Wheelwright):  
[www.history.org/Almanack/life/trades/tradewhe.cfm](http://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)
<b>forge</b>	
<b>anvil</b>	
<b>wrought</b>	
<b>bellows</b>	
<b>malleable</b>	

**Part Two: Vocabulary**

<b>Who...</b> (Who is this text about?)	<b>What...</b> (What does an apprentice do?)	<b>When...</b> (How long was an apprenticeship?)	<b>Where...</b> (Where would apprentices work?)	<b>Why...</b> (Why were apprentices important?)

**Exit Ticket: Write a summary paragraph about this text.**

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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.

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

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## 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

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[www.history.org/Almanack/life/trades/tradewhe.cfm](http://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)
<b>carpenter</b>	
<b>moldings</b>	
<b>specialized</b>	
<b>lathe</b>	

**Part Two: Vocabulary**

<b>Who...</b> (Who is this text about?)	<b>What...</b> (What does an apprentice do?)	<b>When...</b> (How long was an apprenticeship?)	<b>Where...</b> (Where would apprentices work?)	<b>Why...</b> (Why were apprentices important?)

**Exit Ticket: Write a summary paragraph about this text.**

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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.

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

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## 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 craftsman 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](http://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)
<b>staves</b>	
<b>plank</b>	
<b>cooperage</b>	
<b>store (Be careful! What does it mean in your reading?)</b>	

**Part Two: Vocabulary**

<b>Who...</b> (Who is this text about?)	<b>What...</b> (What does an apprentice do?)	<b>When...</b> (How long was an apprenticeship?)	<b>Where...</b> (Where would apprentices work?)	<b>Why...</b> (Why were apprentices important?)

**Exit Ticket: Write a summary paragraph about this text.**

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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.

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

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## 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:

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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)
<b>pamphlets</b>	
<b>type</b>	
<b>chase (Be careful! What does your reading say?)</b>	
<b>almanac</b>	

**Part Two: Vocabulary**

<b>Who...</b> (Who is this text about?)	<b>What...</b> (What does an apprentice do?)	<b>When...</b> (How long was an apprenticeship?)	<b>Where...</b> (Where would apprentices work?)	<b>Why...</b> (Why were apprentices important?)

**Exit Ticket: Write a summary paragraph about this text.**

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**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.

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

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## 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 craftsperson 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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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)
<b>lasts</b>	
<b>whittled</b>	
<b>upper</b>	
<b>awl</b>	

**Part Two: Vocabulary**

<b>Who...</b> (Who is this text about?)	<b>What...</b> (What does an apprentice do?)	<b>When...</b> (How long was an apprenticeship?)	<b>Where...</b> (Where would apprentices work?)	<b>Why...</b> (Why were apprentices important?)

**Exit Ticket: Write a summary paragraph about this text.**

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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.

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

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EXPEDITIONARY  
LEARNING

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

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



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

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"><li>• I can work collaboratively with my expert group to research my colonial trade.</li><li>• I can summarize information about my colonial trade.</li></ul>	<ul style="list-style-type: none"><li>• Colonial Trade Research Note-catcher</li></ul>



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

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Engaging the Reader (5 minutes)</li> <li>Review Learning Targets (5 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Guided Practice: Summarizing (20 minutes)</li> <li>Expert Groups: Summarizing (25 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Exit Ticket: Independent Summary Writing (5 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Make sure the students have their expert trade texts and Note-catchers from Lesson 8.</li> <li>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.</li> <li>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).</li> </ul>

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"> <li>Summarizing Informational Text (new; teacher created; see Work Time A)</li> <li>Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8)</li> <li>"The Wheelwright's Role in a Colonial Village" (from Lesson 8)</li> <li>Equity sticks</li> <li>"The [traderperson'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))</li> <li>Expert Groups: Colonial Trades Research Note-catcher (begun in Lesson 8)</li> </ul>



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

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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"><li>* One new thing they learned about their colonial trade from reading their text yesterday (Lesson 8)</li><li>* One question/wonder they have about their colonial trade</li></ul></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Smaller groups help students to remain more engaged in their group work.</li></ul>
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.")</li><li>• 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.</li></ul>	



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

Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Summarizing (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• On chart paper, begin a new <b>Summarizing Informational Text anchor chart</b>. 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.</li> <li>• Redistribute students’ <b>Colonial Trade Research Note-catcher: Wheelwright</b> 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"> <li>* Who (or what) is the text about?</li> <li>* What is the main idea?</li> <li>* When: What time period is described?</li> <li>* Where: What place is described?</li> <li>* Why is the topic important?</li> </ul> </li> <li>• 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 <b>“The Wheelwright’s Role in a Colonial Village”</b> 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).</li> <li>• Ask students to work in their expert groups: “Share one thing you heard that could be recorded on your note- catcher.”</li> <li>• After students have shared in small expert groups, use <b>equity sticks</b> to call on students and record for each category. Clarify or prompt students as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



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

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>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"><li>* Remind students of the structure of a good paragraph (topic sentence, details, and concluding sentence).</li><li>* Tell students that they will need to include information from each category to make it a good summary.</li><li>* Model checking off each category as you write the information in your sentences.</li></ul></li><li>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."</li><li>On the Summarizing Informational Text anchor chart, record the following in your own or students' words:<ul style="list-style-type: none"><li>* "Good summary paragraphs have a topic sentence, details, and a concluding sentence."</li><li>* "They explain the 'who, what, when, where, and why' of informational text with evidence from the text."</li></ul></li></ul>	
<p><b>B. Expert Groups: Summarizing (25 minutes)</b></p> <ul style="list-style-type: none"><li>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 "<b>The [traderperson's] Role in a Colonial Village</b>" (from Lesson 8; for their assigned expert group trade) and complete the boxes in Part Two: Summarizing of their <b>Expert Groups: Colonial Trades Research Note-catcher</b>. 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.</li><li>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.)</li></ul> <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>	



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

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Independent Summary Writing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Collect students' paragraph writing as an informal assessment.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>
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>	





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EXPEDITIONARY  
LEARNING

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

## **Reading and Taking Notes on Colonial Trades**



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## Reading and Taking Notes on Colonial Trades

### 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



Reading and Taking Notes on Colonial Trades

Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Engaging the Reader (5 minutes)</li><li>Review Learning Targets (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>I Guided Practice: Reading and Taking Notes (20 minutes)</li><li>Independent Practice (10 minute)</li><li>Expert Groups: Sharing and Collaboration (15 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Debrief (5 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>In this lesson students read and take notes on their trade from their Colonial Trade texts for a third time and independently.</li><li>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).</li><li>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.</li><li>To anticipate the types of responses you may get from students, see the Wheelwright Model (in Supporting Materials).</li></ul>



## Reading and Taking Notes on Colonial Trades

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

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their <b>expert group labels</b> 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.”)</li><li>• 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.</li><li>• Ask students to hold on to their labels to share with their expert group later in this lesson.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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).</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



## Reading and Taking Notes on Colonial Trades

Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Reading and Taking Notes (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display a copy of the <b>Colonial Trade Research Note-catcher: Wheelwright</b> (from Lesson 8) with a <b>document camera</b> 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.</li> <li>• Review the categories listed in the four columns of the Note-catcher. Name each category and clarify each as needed.</li> <li>• 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.</li> <li>• 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.)</li> <li>• Be sure students have their text, “The Wheelwright’s Role in a Colonial Village” (from Lesson 8). Distribute the <b>The Wheelwright’s Role in a Colonial Village</b> 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.</li> <li>• 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 <b>Wheelwright Model</b> (Possible answers for Teacher Reference).</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• To further support ELL students, you might clarify the meanings of words such as <i>trade</i> and <i>tools</i>.</li> <li>• 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.</li> <li>• 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)</li> </ul>



Reading and Taking Notes on Colonial Trades

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• 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"><li>* Read the text slowly.</li><li>* Record information into categories as you read.</li><li>* Take short notes and mark E for explicit evidence and I for inferred information.</li></ul></li><li>• 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.</li><li>• Refine the directions:<ul style="list-style-type: none"><li>* Review Steps 1 to 4.</li><li>* Add a fifth step: “Share what you found with your expert group and record any new information.”</li></ul></li></ul>	
<p><b>B. Independent Practice (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to refer to their Colonial Trade texts from lesson 8 and distribute their <b>Colonial Trade Research Note-catcher</b> (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.</li><li>• Circulate during this time to confer with students who need additional support.</li></ul>	
<p><b>C. Expert Groups: Sharing and Collaboration (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to move into their expert groups. Give them a few minutes to share their labels from the previous lesson’s homework.</li><li>• Distribute the <b>Expert Group Collaboration sheet</b>. 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.</li><li>• Give students 10 minutes to work. Circulate to support groups in their sharing and collaboration process.</li></ul>	<ul style="list-style-type: none"><li>• Providing the steps and directions for sharing independent work with expert partners in written form will support students who struggle with multistep directions.</li></ul>





Reading and Taking Notes on Colonial Trades

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather the group together. Ask: "How do you think the trades depended on each other?" Ask students to Think-Pair-Share. Use <b>equity sticks</b>: Call on a few students to share their partner's thoughts with the whole group.</li><li>• 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_____.</li></ul>	<ul style="list-style-type: none"><li>• Collect students' Note-catchers for formative assessment on sorting evidence (W.4.8) and to determine their understanding of their expert group's trade.</li></ul>
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: <a href="http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons">http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons</a></i></p> <p><i>Blacksmith: <a href="http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/">http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/</a></i></p> <p><i>Builders/Carpenter: <a href="http://podcast.history.org/2012/04/30/meet-the-carpenter/">http://podcast.history.org/2012/04/30/meet-the-carpenter/</a></i></p> <p><i>Cooper: <a href="http://podcast.history.org/2012/01/02/meet-the-cooper/">http://podcast.history.org/2012/01/02/meet-the-cooper/</a></i></p> <p><i>Printer: <a href="http://podcast.history.org/2005/10/31/printer/">http://podcast.history.org/2005/10/31/printer/</a></i></p> <p><i>Shoemaker: <a href="http://podcast.history.org/2012/03/26/meet-the-shoemaker/">http://podcast.history.org/2012/03/26/meet-the-shoemaker/</a></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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**Listening Closely and Taking Notes:**  
Colonial Trade Podcast about the Wheelwright

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"><li>• I can determine important information to record when listening closely to a podcast about my colonial trade.</li><li>• I can self-assess how close I am to meeting the learning target.</li></ul>	<ul style="list-style-type: none"><li>• Colonial Trade Research Note-catcher (Listening Closely version)</li></ul>



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

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li><b>Opening</b> <ol style="list-style-type: none"> <li>Engaging the Reader (5 minutes)</li> <li>Reviewing the Learning Targets (5 minutes)</li> </ol> </li> <li><b>Work Time</b> <ol style="list-style-type: none"> <li>Listening for the Gist: A Podcast about the Wheelwright (10 minutes)</li> <li>Guided Practice: Listening to the First 3 Minutes and Taking Notes Together (15 minutes)</li> <li>Independent Practice: Listening to Minutes 3–6 and Taking Notes Independently (10 minutes)</li> <li>Inferring and Answering Questions (10 minutes)</li> </ol> </li> <li><b>Closing and Assessment</b> <ol style="list-style-type: none"> <li>Debrief and Self-Assessment (5 minutes)</li> </ol> </li> <li><b>Homework</b></li> </ol>	<ul style="list-style-type: none"> <li>To prepare for this lesson, download the following podcast for students to listen to as a whole class: <a href="http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons">http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons</a></li> <li>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.</li> <li>In advance, prepare the new anchor chart with the second learning target written out (see materials below). This is used during the debrief.</li> <li>Prepare the technology to play a podcast, such as a computer with speakers and Internet access.</li> </ul>

Lesson Vocabulary	Materials
re-enactor, podcast, determine, important, listening closely, apprentice, journeyman, precise, self-assess, asterisk	<ul style="list-style-type: none"> <li>Equity sticks</li> <li>Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (one per student and one to display)</li> <li>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.”)</li> <li>Tracking My Progress, Lesson 11 recording form (one per student)</li> <li>Podcast: “Carriages, Carts, and Wagons” through 6:11 (see Teaching Notes above). This podcast may be found at:</li> <li><a href="http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/">http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/</a></li> </ul>



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

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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_____.</li> </ul>
<p><b>B. Reviewing the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Use <b>equity sticks</b> 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>.</li> <li>• 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.</li> </ul>	





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

Work Time	Meeting Students' Needs
<p><b>A. Listening for the Gist: A Podcast about the Wheelwright (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright</b>. Use a <b>document camera</b> to display your own copy for modeling.</li> <li>• 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"> <li>* They will write a gist statement.</li> <li>* They will record information about tools, skills, and other interesting information.</li> <li>* They will answer a few questions after taking notes.</li> <li>* There is not a category about what the wheelwright does.</li> </ul> </li> <li>• Students should notice the following differences:             <ul style="list-style-type: none"> <li>* This Note-catcher is for listening (not reading).</li> <li>* There is no longer a category titled “How My Trade Helped People.”</li> </ul> </li> <li>• 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.</li> <li>• Point out the two questions under Listening for the Gist on the Note-catcher:             <ul style="list-style-type: none"> <li>* “What did your craftsperson have to say about his or her trade?”</li> <li>* “What was the main message?”</li> </ul> </li> <li>• Ask students to think about these questions as they listen to the interview for the first time.</li> <li>• Play the Podcast: “<b>Carriages, Carts, and Wagons</b>” through 6:11. (Stop after these lines of dialogue):             <ul style="list-style-type: none"> <li>* <u>John</u>: “The most interesting, and most challenging to work with, is the tapered reamer . . .”</li> <li>* <u>Lloyd</u>: “That would not work very well.”</li> <li>* <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.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



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

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* <u>Lloyd</u>: "That's three people. That means a lot of power is needed."</li><li>* <u>John</u>: "Yeah, and as you get older, it gets harder."</li><li>• Give students a minute to think and talk with a partner about the gist of what they heard. (Keep this brief.)</li><li>• 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 _____."</li></ul>	



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

Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice: Listening to the First 3 Minutes and Taking Notes Together (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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 craftsperson 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.</li> <li>• Start to play the excerpt again, but stop at about 2:30, after: <ul style="list-style-type: none"> <li>* <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?”</li> </ul> </li> <li>• Prompt students to talk with a partner to decide what they heard that they think should be recorded on the Note-catcher.</li> <li>• 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.</li> </ul> <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"> <li>• Providing bullets to indicate the number of skills they will hear gives students additional support as they are listening closely to the podcast.</li> </ul>



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

Work Time (continued)	Meeting Students' Needs
<p><b>C. Independent Practice: Listening to Minutes 3--6 and Taking Notes Independently (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Resume the podcast. Stop it again at 6:11. Give students a few minutes to record notes on their own.</li></ul>	
<p><b>D. Inferring and Answering Questions (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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."</li><li>• 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.</li><li>• 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.</li></ul>	



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

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Self-Assessment (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the chart paper for the new <b>Listening Closely anchor chart</b>. 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"> <li>* Listen to the whole piece for the gist (what is this about?).</li> <li>* Listen to a short part.</li> <li>* Take notes that apply to the purpose (what information are you trying to gather?).</li> <li>* Listen to another part and take notes.</li> <li>* Listen a final time to capture any missed information.</li> </ul> </li> <li>• Tell students that they will refer back to this chart when they are listening and taking notes in their expert groups.</li> <li>• 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.</li> <li>• Have them turn to a partner and share their thinking about the following question: <ul style="list-style-type: none"> <li>* “How did you determine what information to record?”</li> </ul> </li> <li>• Once students have had a chance to share, hand out the <b>Tracking My Progress, Lesson 11 recording form</b>. Clarify any parts of the sheet, if necessary, then allow student a few minutes to complete their self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Co-constructed anchor charts help students to understand abstract concepts.</li> <li>• For students who need further support consider adding sentence starters to their self-assessment sheet. For example: <ul style="list-style-type: none"> <li>• 1) I think the target means_____.</li> <li>• 2) The reason I think this is because_____.</li> </ul> </li> </ul>



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

Homework	Meeting Students' Needs
<p>Answer the following: "If you could travel back to colonial times, what would you ask the craftsperson 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: <a href="http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/">http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/</a></i></p> <p><i>Builder/Carpenter: <a href="http://podcast.history.org/2012/04/30/meet-the-carpenter/">http://podcast.history.org/2012/04/30/meet-the-carpenter/</a></i></p> <p><i>Cabinetmaker: <a href="http://podcast.history.org/2011/11/21/woodworking-in-williamsburg/">http://podcast.history.org/2011/11/21/woodworking-in-williamsburg/</a></i></p> <p><i>Cooper: <a href="http://podcast.history.org/2012/01/02/meet-the-cooper/">http://podcast.history.org/2012/01/02/meet-the-cooper/</a></i></p> <p><i>Shoemaker: <a href="http://podcast.history.org/2012/03/26/meet-the-shoemaker/">http://podcast.history.org/2012/03/26/meet-the-shoemaker/</a></i></p>	



EXPEDITIONARY  
LEARNING

# 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?

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**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?

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2. What detail in the text supports your thinking?

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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.

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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:

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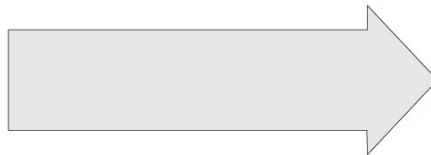
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2. How am I doing? Circle one.

**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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EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2A: Unit 2: Lesson 12**

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



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

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"><li>• I can determine important information to record when listening closely to a podcast about my colonial trade.</li><li>• I can collaborate with my group to help everyone meet the learning target.</li></ul>	<ul style="list-style-type: none"><li>• Colonial Trade Research Note-catcher: Listening Closely (Expert Group versions)</li></ul>



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

Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Engaging the Reader (5 minutes)</li><li>Reviewing the First Learning Target (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Reviewing Steps for Listening Closely (10 minutes)</li><li>Expert Group Work: Listening and Taking Notes (30 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Debrief (5 minutes)</li><li>Self-Assessment (5 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>Review the podcasts students will be listening to found on the Websites for podcasts (see supporting materials)</li><li>Also be sure to make expectations about technology and its proper use clear before this lesson.</li><li>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.</li><li>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.</li><li>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.</li></ul>



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

Lesson Vocabulary	Materials
podcast, re-enactor, determine, important, listening closely, collaborate	<ul style="list-style-type: none"><li>• Websites for podcasts (for Teacher Reference)</li><li>• Listening Closely anchor chart (from Lesson 11)</li><li>• Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (from Lesson 11; one per student)</li><li>• Document camera</li><li>• 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)</li><li>• 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)</li><li>• 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.”)</li></ul>



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

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Tell students that perhaps some of their questions will be answered today.</li></ul>	<ul style="list-style-type: none"><li>• 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 _____.</li></ul>
<p><b>B. Reviewing the First Learning Target (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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."</li></ul>	



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

Work Time	Meeting Students' Needs
<p><b>A. Reviewing Steps for Listening Closely (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the <b>Listening Closely anchor chart</b> 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.</li> <li>• Display your copy of <b>Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright</b> using a <b>document camera</b>. 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?")</li> <li>• 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.</li> <li>• If further modeling is necessary, consider playing a short clip from the wheelwright podcast to demonstrate your point.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>B. Expert Group Work: Listening and Taking Notes (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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?"</li> <li>• Once expectations are clear, distribute the <b>Expert Groups: Colonial Trades Research Note-catcher (Listening Closely version)</b>. <b>Give the appropriate note-catcher to each expert group (Blacksmith, Builders/Bricklayers, Builders/Carpenters, Cooper, Printer, or Shoemaker)</b>. Give the appropriate Note-catcher to each expert group. Review directions at the top of the Note-catcher.</li> <li>• As students work, circulate to support them with technology, students' collaboration, and students' note-taking.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>





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

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Begin a new <b>Group Collaboration anchor chart</b> (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."</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>B. Self-Assessment (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	
Homework	Meeting Students' Needs
<p>Answer the homework question at the bottom of your Note-catcher.</p>	



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

## 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?

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**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?**

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**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.

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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?

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**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.**

“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.”

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

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**Homework Question:**

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

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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?

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**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.**

“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?

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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?

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**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.**

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**Homework Question:**

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

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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?

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**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.**

“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.**

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**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.

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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?

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**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.**

“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.**

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**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.

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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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**Summarizing and Synthesizing:**  
Planning for Writing an Apprentice Wanted Ad

**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



**Summarizing and Synthesizing:**  
Planning for Writing an Apprentice Wanted Ad

Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Introduce Writing Prompt: Apprentice Wanted Ads (5 minutes)</li><li>Reviewing the Learning Targets (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Building Background Knowledge and Summarizing (25 minutes)</li><li>Guided Practice about the Wheelwright: Synthesizing Notes and Planning for Writing (15 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Sharing (5 minutes)</li><li>Debrief (5 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>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.</li></ul>

Lesson Vocabulary	Materials
historical fiction, summary, synthesize, apprentice (n), apprenticed (v), domestic, journeyman	<ul style="list-style-type: none"><li>Writing Prompt: Apprentice Wanted (one per student)</li><li>"Apprenticeships in Colonial America" (one for teacher: read aloud text)</li><li>Summary graphic organizer (one per student)</li><li>Equity sticks</li><li>Topic Expansion graphic organizer (one per student)</li><li>Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8)</li><li>Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (from Lesson 8)</li></ul>



Summarizing and Synthesizing:  
Planning for Writing an Apprentice Wanted Ad

Opening	Meeting Students' Needs
<p><b>A. Introduce Writing Prompt: Apprentice Wanted Ads (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• Display Writing Prompt: Apprentice Wanted and read it aloud to students:             <ul style="list-style-type: none"> <li>* “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.”</li> <li>* “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.”</li> </ul> </li> <li>• Address any clarifying questions students have.</li> </ul>	<ul style="list-style-type: none"> <li>• 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_____.</li> </ul>
<p><b>B. Reviewing the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• “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 <b>Topic Expansion graphic organizer</b> to plan my writing of an Apprentice Wanted ad.”</li> <li>• 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"> <li>* Listening closely during the podcasts</li> <li>* Writing summary paragraphs after reading about their trades</li> <li>* Synthesizing information about religion in the colonies in the previous unit</li> <li>* Using the when writing about the Iroquois in Module 1</li> </ul> </li> <li>• Review and clarify the meanings of the words <i>summary</i> and <i>synthesize</i> with students.</li> </ul>	



Summarizing and Synthesizing:  
Planning for Writing an Apprentice Wanted Ad

Work Time	Meeting Students' Needs
<p><b>A. Building Background Knowledge and Summarizing (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 “<b>Apprenticeship in Colonial America</b>” text. Rather than following along, as they have on other days when they have read this text, today they will just listen.</li> <li>• 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.</li> <li>• Read aloud the text slowly once through without stopping.</li> <li>• 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.</li> <li>• Distribute the <b>Summary graphic organizer</b> (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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Display your copy of the Summary graphic organizer. Use <b>equity sticks</b> 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Consider writing and displaying steps for close reading/listening.</li> <li>• For students needing additional support, consider providing a word bank developed to work with the specific student’s writing plan.</li> </ul>



Summarizing and Synthesizing:  
Planning for Writing an Apprentice Wanted Ad

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students about 5–10 minutes to work in pairs to write their paragraphs.</li><li>• Ask a few volunteers to read their summaries and articulate the main idea about apprentices in colonial times.</li></ul>	
<p><b>B. Guided Practice about the Wheelwright: Synthesizing Notes and Planning for Writing (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Topic Expansion graphic organizer</b>. Remind students that they used this graphic organizer during Module 1, to help them write about <i>Eagle Song</i> and their class constitution.</li><li>• 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.</li><li>• Do brief guided practice. Ask students to help you use your notes from the <b>Colonial Trade Research Note-catcher</b> (Wheelwright version from Lesson 8) and <b>Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright</b> (from Lesson 11) and the Summary graphic organizer (from this lesson) to complete the Topic Expansion graphic organizer for the wheelwright.</li><li>• Afterwards ask students to explain the steps the class took together. Their comments should include the following:<ul style="list-style-type: none"><li>* Reading the first box labeled <i>main idea</i> and adding a short bullet of information from both the Colonial Trade Research Note-catchers.</li><li>* Doing the same with the first two supporting details boxes.</li></ul></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Providing bullets to indicate the number of skills they will hear gives students additional support as they are listening closely to the podcast.</li></ul>



**Summarizing and Synthesizing:**  
Planning for Writing an Apprentice Wanted Ad

Closing and Assessment	Meeting Students' Needs
<p><b>A. Share (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that tomorrow, they will plan and then write a Help Wanted ad for an apprentice in their trade.</li><li>• 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.</li></ul>	
<p><b>B. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• For student who need further support, consider adding sentence starters to their self-assessment sheet. For example:</li><li>• 1) I think I met the target _____.</li><li>• 2) The reason I think this is because_____.</li><li>• 3) I think I met this target better than the other one is because_____.</li></ul>
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>	



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# 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](http://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.**

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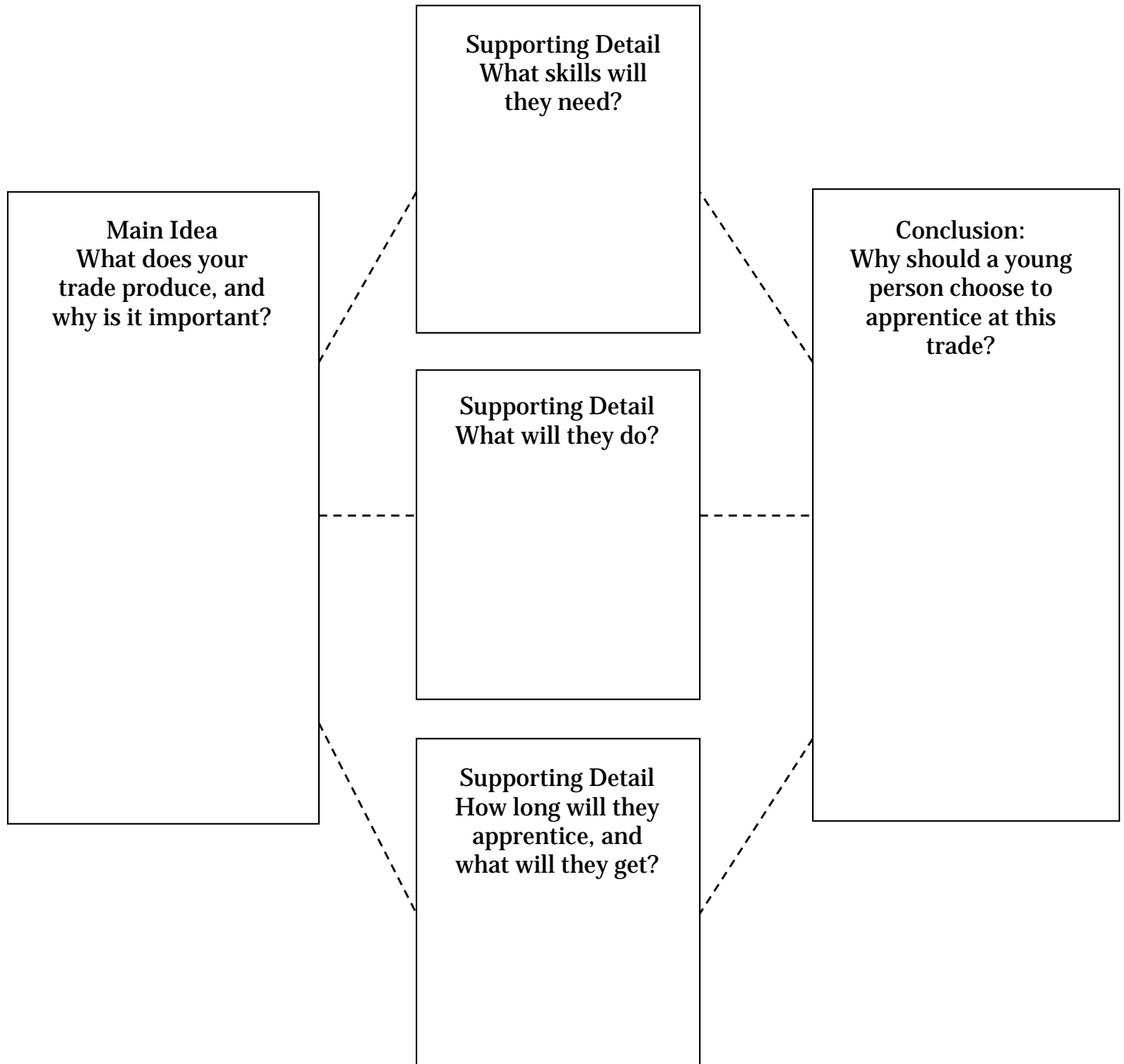
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Topic Expansion Graphic Organizer





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# **Grade 4: Module 2A: Unit 2: Lesson 14**

## **Synthesizing Information: Writing an Apprentice Wanted Ad**



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**Synthesizing Information:**  
Writing an Apprentice Wanted Ad

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"><li>• I can synthesize information from my notes into an expansion graphic organizer to plan my writing of an Apprentice Wanted ad.</li><li>• I can write a paragraph describing my colonial trade and its importance using details from multiple texts.</li></ul>	<ul style="list-style-type: none"><li>• Topic Expansion graphic organizer</li><li>• Apprentice Wanted ad</li></ul>



**Synthesizing Information:**  
Writing an Apprentice Wanted Ad

Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Review Learning Targets (5 minutes)</li><li>Engaging the Writer (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>Generating Criteria: Examining a Model Apprentice Wanted Paragraph (10 minutes)</li><li>Independent Planning for Apprentice Wanted Ad (15 minutes)</li><li>Expert Group Check-In (5 minutes)</li><li>Independent Writing (15 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Sharing and Debrief (5 minutes)</li></ol></li><li><b>Homework</b></li></ol>	<ul style="list-style-type: none"><li>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).</li><li>Prepare the model paragraph in advance on chart paper.</li><li>Prepare to show students the example Help Wanted ad for a colonial apprentice at the following Web site: <a href="http://www.earlyamerica.com/earlyamericanimages/ads1.html">http://www.earlyamerica.com/earlyamericanimages/ads1.html</a></li></ul>

Lesson Vocabulary	Materials
synthesize, describing, criteria, importance, multiple	<ul style="list-style-type: none"><li>Apprentice Wanted writing prompt (from Lesson 13)</li><li>Model paragraph for Apprentice Wanted writing prompt (for Teacher Reference)</li><li>Apprentice Wanted Paragraph Criteria anchor chart (new; teacher-created; please see Work Time A)</li><li>Topic Expansion graphic organizer (Wheelwright model from Lesson 13)</li><li>Topic Expansion graphic organizer (new blank copy; one per student)</li><li>Colonial Trade Research Note-catchers (from reading and listening in expert groups: Lessons 8 and 12)</li><li>Summary graphic organizer about apprentices (from Lesson 13)</li></ul>



**Synthesizing Information:**  
Writing an Apprentice Wanted Ad

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Reviewing academic vocabulary words benefits all students developing academic language.</li></ul>





Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show the students the primary source document: an actual Help Wanted ad from colonial times: <a href="http://www.earlyamerica.com/earlyamericanimages/ads1.html">www.earlyamerica.com/earlyamericanimages/ads1.html</a></li> <li>• 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"> <li>* The word lad is used instead of “boy.”</li> <li>* The word bufinefs is used as something that belongs to the wigmaker (which the apostrophe and s after the word wigmaker shows).</li> <li>* Anyone wanting to apply needs to contact the printer.</li> </ul> </li> <li>• 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”.</li> <li>• Tell students that today they are going to write a paragraph that would give even more detail than this type of an ad.</li> <li>• 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.</li> <li>• Display the <b>Apprentice Wanted writing prompt</b> and remind students that they were given this prompt in the previous lesson. Read it aloud:             <ul style="list-style-type: none"> <li>* “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.”</li> </ul> </li> <li>• Tell students:             <ul style="list-style-type: none"> <li>* “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.”</li> </ul> </li> <li>• Ask students to review: “What do you have to do for this writing task?”</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



**Synthesizing Information:**  
Writing an Apprentice Wanted Ad

Work Time	Meeting Students' Needs
<p><b>A. Generating Criteria: Examining a Model Apprentice Wanted Paragraph (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Model paragraph for Apprentice Wanted writing prompt</b>.</li><li>• Focus student attention on the <b>Apprentice Wanted Paragraph Criteria anchor chart</b>. 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.</li><li>• 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.</li><li>• 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"><li>* Tells the information in a complete paragraph (with a topic sentence, supporting details, and concluding sentence)</li><li>* Names the goods produced—what is made</li><li>* Describes what skills are needed</li><li>* Details why the trade is important</li><li>* Explains the apprenticeship and why a person would want the job</li></ul></li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>



**Synthesizing Information:**  
Writing an Apprentice Wanted Ad

Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Planning for Apprentice Wanted Ad (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute blank <b>Topic Expansion graphic organizer</b>.</li><li>• Ask students to get out their research notes (<b>Colonial Trade Research Note-catchers</b> from reading and listening in expert groups: Lessons 8 and 12) and the <b>Summary graphic organizer about apprentices</b> (from the previous lesson).</li><li>• 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.</li><li>• Synthesizing Your Notes:<ul style="list-style-type: none"><li>* Box 1: <i>Main Idea</i>—Use both Colonial Trade Research Note-catchers to complete.</li><li>* Boxes 2 and 3: <i>Supporting Details</i>—Do the same as above.</li><li>* Box 4: <i>Supporting Details</i>—Use the Summary graphic organizer about apprentices to complete.</li><li>* Box 5: <i>Conclusion</i>—Synthesize all notes to complete.</li></ul></li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Also, consider partnering students for added support during paragraph planning.</li></ul>
<p><b>C. Expert Group Check-In (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Based on homework from the previous lesson and your formative assessments, decide which students will need the most support during this writing time.</li></ul>
<p><b>D. Independent Writing (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to return to their seats to write their paragraph. Circulate to confer and support.</li></ul>	



**Synthesizing Information:**  
Writing an Apprentice Wanted Ad

Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing and Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Write the following on the board:<ul style="list-style-type: none"><li>– 1. Share your paragraph</li><li>– 2. Discuss: Do you think this paragraph is good evidence of meeting today's learning targets? Explain why or why not.</li></ul></li><li>• 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.</li></ul>	
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>	



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# Grade 4: Module 2A: Unit 2: Lesson 14

## Supporting Materials



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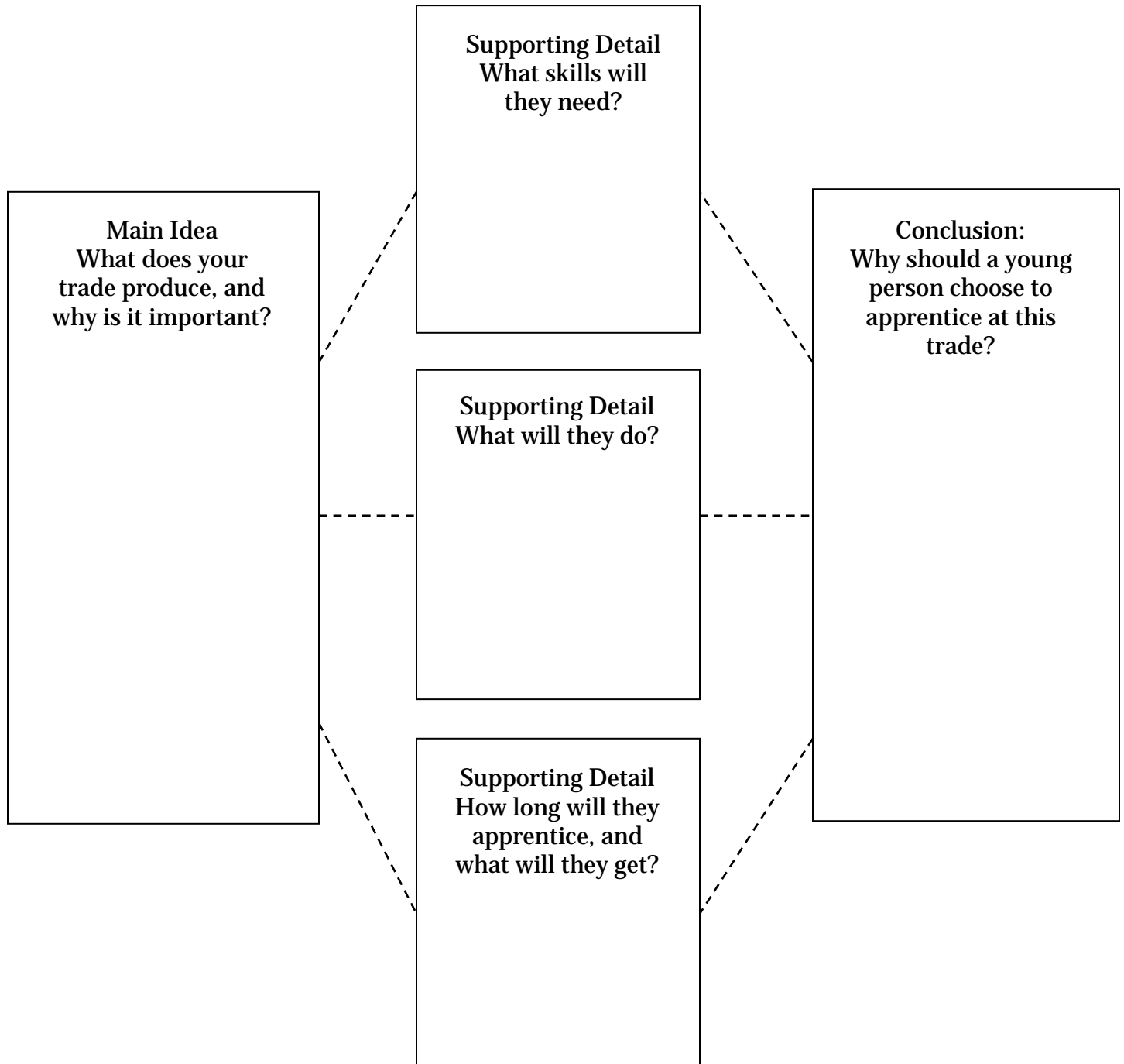
**Model Paragraph for Apprentice Wanted Writing Prompt:**  
(For Teacher Reference)

**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  
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# **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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**End of Unit 2 Assessment:**

Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing

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"><li>• I can gather and sort information from a text that I listen to or read.</li><li>• I can write a summary of a text I have read.</li><li>• I can write a complete paragraph that synthesizes information from two texts.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources</li><li>• Tracking My Progress, End of Unit 2</li></ul>



**End of Unit 2 Assessment:**

Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing

Agenda	Teaching Notes
<ol style="list-style-type: none"><li><b>Opening</b><ol style="list-style-type: none"><li>Review Learning Targets and Knowledge (5 minutes)</li><li>Engaging the Reader (5 minutes)</li></ol></li><li><b>Work Time</b><ol style="list-style-type: none"><li>End of Unit 2 Assessment: Working with Two Texts— Reading, Listening, Summarizing, and Synthesizing (40 minutes)</li></ol></li><li><b>Closing and Assessment</b><ol style="list-style-type: none"><li>Self-Assessment (10 minutes)</li></ol></li><li><b>Homework</b></li></ol>	

Lesson Vocabulary	Materials
gather, sort, summary, synthesize	<ul style="list-style-type: none"><li>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)</li><li>End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources (which includes “Shipbuilder’s” text) (one per student)</li><li>Tracking My Progress, End of Unit 2 recording form (one per student)</li><li>End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing (Answers for Teacher Reference)</li></ul>



End of Unit 2 Assessment:

Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets and Knowledge (5 minutes)</b></p> <ul style="list-style-type: none"><li>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.</li></ul>	<ul style="list-style-type: none"><li>Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary.</li></ul>
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>	



## End of Unit 2 Assessment:

### Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing

Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing (40 minutes)</b></p> <p><b>1. First Read (5 minutes)</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Read the text “<b>A New York Merchant: Adam Johnson</b>” aloud slowly, paying attention to phrasing and expression so students will be able to visualize.</li> </ul> <p><b>2. Second Read (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources</b> (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.</li> <li>Reread the text again, pausing for a moment after each paragraph to allow students to jot down any notes.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>You may consider reading this text a third time depending on the needs of your class.</li> <li>For students needing additional supports consider providing a partially filled-in Note-catcher and also rephrase and reword directions.</li> <li>ELLs may be provided extended time to complete tasks. ELLs are allowed extended time on NY State assessments.</li> <li>In regard to listening, ELLs are allowed to listen to a passage three times on the New York State assessments.</li> <li>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.</li> <li>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”.</li> </ul>



**End of Unit 2 Assessment:**

Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing

Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment (10 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>Tracking My Progress, End of Unit 2 recording form</b>. 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.</li></ul>	<ul style="list-style-type: none"><li>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.</li></ul>
Homework	Meeting Students' Needs
None.	



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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](http://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

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**Name:**

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**Date:**

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**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.

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**End of Unit 2 Assessment:**  
Synthesizing Information from Text and Audio Resources

**Graphic Organizer**

<b>Source</b>	<b>Tools for the Trade</b>	<b>Skills Needed for the Trade</b>	<b>How the Trade Helps People</b>	<b>Other interesting Things</b>
<b>Listening</b> “A New York Merchant: Adam Johnson”				
<b>Reading</b> “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. Read the completed graphic organizer below. Use the information to write a summary of “Shipbuilders.”

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?)

Summary of “Shipbuilders”:

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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.

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**End of Unit 2 Assessment:**  
Synthesizing Information from Text and Audio Resources  
(Answers, for Teacher Reference)

**Graphic Organizer**

<b>Source</b>	<b>Tools for the Trade</b>	<b>Skills Needed for the Trade</b>	<b>How the Trade Helps People</b>	<b>Other interesting Things</b>
<b>Listening</b> “A New York Merchant: Adam Johnson”	<b>none</b> <i>or</i> <b>ships</b>	<b>add</b> <i>or</i> <b>do math</b>	<b>buys goods from different trades</b> <i>or</i> <b>sells goods to colonists</b> <i>or both</i>	<i>Anything mentioned in the text is acceptable.</i>
<b>Reading</b> “Shipbuilders”	<b>mauls, jack planes, steamboxes</b>	<b>collaboration</b> <i>or</i> <b>woodworking</b>	<b>builds ships</b> <i>or</i> <b>builds ships to move people and goods</b>	<i>Anything mentioned in the text is acceptable.</i>

**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. Read the completed graphic organizer below. Use the information to write a summary of “Shipbuilders.”

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?)
<b>shipbuilders</b>	<b>builds ships</b>	<b>usually 4-7 years</b>	<b>ports near the ocean</b>	<b>supplied ships for moving goods and people</b>

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 Response<sup>1</sup>  
(For Teacher Reference)

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

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

<sup>1</sup>From 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.

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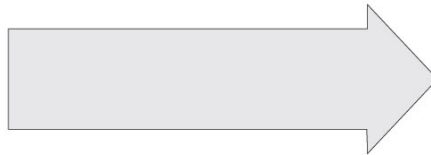
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2. How am I doing? Circle one.

**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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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:

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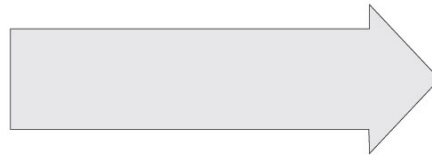
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2. How am I doing? Circle one.

**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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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:

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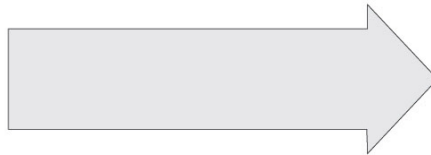
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2. How am I doing? Circle one.

**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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EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2A: Unit 2: Lesson 16**

## **Synthesizing Research: How Colonists Were Interdependent**



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**Synthesizing Research:**  
How Colonists Were Interdependent

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"><li>• I can use visuals in order to demonstrate what I have learned about colonial interdependence.</li><li>• I can make connections to show what I have learned from researching.</li></ul>	<ul style="list-style-type: none"><li>• Expert Group Colonial Trade chart</li><li>• Teacher observation of Colonial Trade Web activity</li></ul>
Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Expert Groups: Sharing What We've Learned (20 minutes)</li><li>B. Hosted Gallery Walk (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: Colonial Trade Web (15 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• In advance: Identify a larger open space for the Colonial Trade Web activity (during the debrief).</li><li>• Review: Hosted Gallery Walk (see Appendix 1)</li><li>• 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.</li><li>• 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.</li></ul>



**Synthesizing Research:**  
How Colonists Were Interdependent

Lesson Vocabulary	Materials
interdependence, demonstrate, visuals, connections, gallery; wheelwright, blacksmith, cooper, carpenter, printer, shoemaker	<ul style="list-style-type: none"><li>• Five pieces of chart paper for students to make their Colonial Trade anchor charts (one piece per expert group)</li><li>• Markers (one per student)</li><li>• Pieces of colored strings or yarn, each 10–15 feet long (5 pieces for each expert group)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary.</li></ul>



Synthesizing Research:  
How Colonists Were Interdependent

Work Time	Meeting Students' Needs
<p><b>A. Expert Groups: Sharing What We've Learned (20 minutes)</b></p> <ul style="list-style-type: none"><li>• 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).</li><li>• Distribute one piece of <b>chart paper</b> to each group and <b>markers</b>. 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"><li>* The goods the trade made</li><li>* How other trades might have benefited from their trade</li><li>* Other interesting facts about their trade</li></ul></li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Post the Colonial Trade anchor charts around the room.</li></ul>	<ul style="list-style-type: none"><li>• Co-construction of the expert chart will help all students synthesize the research about their trades supported by their peers.</li><li>• Providing a list of criteria for the synthesis charts will support students who struggle with multi-step directions.</li><li>• 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.</li></ul>



**Synthesizing Research:**  
How Colonists Were Interdependent

Work Time (continued)	Meeting Students' Needs
<p><b>B. Hosted Gallery Walk (20 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Review the protocol:<ul style="list-style-type: none"><li>* Students in each trade group to count off from one to five. (There may be more than one person for each number.)</li><li>* As a class, students regroup: All the ones gather at one Colonial Trade anchor chart, all of the twos gather at another chart, etc.</li><li>* The expert whose chart the group is looking at takes 2 minutes to share the information about their trade on their chart.</li><li>* The rest of the small group has 1 minute to ask clarifying questions of the expert(s) about his or her trade.</li><li>* When told, the groups rotate clockwise to the next chart, where the process will repeat.</li></ul></li><li>• Circulate in order to monitor the presentations. Pay particular attention to the students' understanding of how the trades were interdependent.</li></ul>	<ul style="list-style-type: none"><li>• The use of protocols supports all learners by providing a predictable structure and ensures that all voices are heard.</li></ul>



**Synthesizing Research:**  
How Colonists Were Interdependent

Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Colonial Trade Web (15 minutes)</b></p> <ul style="list-style-type: none"><li>• You will need a large space for this activity. This human concept web activity will demonstrate the concept of interdependence between the colonial trades.</li><li>• Directions:<ul style="list-style-type: none"><li>– Each expert group has <b>five pieces of colored strings or yarns</b>, each 10-15 feet long.</li><li>– Class stands in a large circle with expert groups standing together.</li><li>– 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.</li><li>– 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.</li><li>– Repeat the process of trades identifying connections to other trades until all connections have been made and (possibly) all strings are being shared.</li></ul></li><li>• At the end, there will be a web of connections that will be a visual representation for <i>interdependence</i>.</li><li>• 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?”</li></ul>	<ul style="list-style-type: none"><li>• 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.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book for this unit at home.</li></ul>	





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