



EXPEDITIONARY  
LEARNING

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



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## Unit 2: Case Study: Conducting Research on Colonial Trades

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

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

### Guiding Questions And Big Ideas

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



Mid-Unit Assessment	<p><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>



### Content Connections

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

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

#### **Colonial America**

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



Central Texts

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



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

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<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>



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>



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>





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>



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>



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.