



EXPEDITIONARY  
LEARNING

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

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



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

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

**Supporting Learning Targets**

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

**Ongoing Assessment**

- Colonial Trades Slideshow Note-catcher
- Gist statement



Agenda	Teaching Notes
<ol style="list-style-type: none"> <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>



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>



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>



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>	



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>	



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>	



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## Supporting Materials



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Colonial Trades Slideshow Note-catcher

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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



Colonial America:  
The Craftspeople

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

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

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

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

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**Colonial America:**  
The Craftspeople

**Gist Statement:**

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