



EXPEDITIONARY  
LEARNING

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

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



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using specific details from the text. (RI.4.1) I can write an informative text. (W.4.2) I can use text and formatting to support my topic. (W.4.2) I can write for a variety of reasons. (W.4.10)	
Supporting Learning Targets	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>



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
details, audience, gather, trades, inform, description, skill, specific, “help wanted”; wheelwright, wheels, iron, carriages, wagons, sturdy, rugged, accurate, intelligence, precise, measuring, hammer, saw, ax, planer, expands, iron tire	<ul style="list-style-type: none"><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>



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>



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>



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>	



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.	



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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.  
(11) JAMES ANDERSON.

**Colonial Trades:**  
The Blacksmith

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

Some tools they used were:

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

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



**Colonial Trades:**  
The Carpenter

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

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

Some tools they used were:

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

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



**Colonial Trades:**  
The Cooper

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

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

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

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

Colonial Trades:  
The Printer

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

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

Some tools they used were:

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

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



**Colonial Trades:**  
The Shoemaker

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

Some of the tools they used were:

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

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



**Sources for the Short Trade Texts**  
(For Teacher Reference)

**Bibliography**

- History of the USA: Colonial Life, Occupations and Customs:  
[www.usahistory.info/colonial/customs.html](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
<b>Main Idea:</b>
<b>Description:</b>

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

Trade-Specific Vocabulary

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

Skills Needed



**Help Wanted Ad Planning Sheet**

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

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



Example of a Help Wanted Advertisement:  
Wheelright

HELP WANTED

Wanted: A person for the trade --

Wheelwright

This job involves:

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

Skills required of all applicants:

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

If interested, please apply to:

Jeffrey Wheeler



**Help Wanted Ad Template:**  
(For Teacher Reference)

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

**HELP WANTED**

Wanted: A person for the trade --

This job involves:

Skills required of all applicants:

If interested, please apply to:

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