



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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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 determine the meaning of content words or phrases in an informational text. (RI.4.4)
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

- I can self-assess my progress toward the learning targets.
- I can collaboratively participate in expert group research of my colonial trade.
- I can find the meaning of words related to my colonial trade.
- I can summarize information about my colonial trade in a gist statement.

Ongoing Assessment

- Colonial Trade Research Note-catcher



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Tracking My Progress Reflection (10 minutes)B. Engaging the Reader and Writer and Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Vocabulary: What Is Interdependence? (5 minutes)B. Guided Practice: Reading for the Gist (5 minutes)C. Guided Practice: Vocabulary (5 minutes)D. Expert Groups: Reading for the Gist and Vocabulary (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework	<ul style="list-style-type: none">• 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.• 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.• 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).• 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.• 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.)



Lesson Vocabulary	Materials
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	<ul style="list-style-type: none">• Tracking My Progress, Mid-Unit 2 recording form (one per student)• Expert Group labels (to distribute)• Vocabulary Strategies anchor chart (from Unit 1)• Interdependence Is...anchor chart (new; teacher-created; see Work Time A)• Colonial Trade Research Note-catcher: Wheelwright (one per student and one to display)• Document camera• “The Wheelwright’s Role in a Colonial Village” (one per student)• Equity sticks• Dictionaries (one per group: online or hard copy)• 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)• Expert Groups: Colonial Trades Research Note-catcher (one for each student for their assigned expert group trade: Blacksmith, Builder/Carpenter, Cooper, Printer, Shoemaker)



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



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



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



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



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



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

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">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.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">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><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>	



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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:

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:

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:

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:

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:

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:



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



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)
hub	
spokes	
tire	
expand*	

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

Part Two: Vocabulary

Who... (Who is this text about?)	What... (What does a wheelwright do?)	Where... (Where would wheelwrights work?)	Why... (Why were wheelwrights important?)

Exit Ticket: Write a summary paragraph about this text.

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.

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

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.

Written by Expeditionary Learning for Instructional Purposes © 2012



The Blacksmith'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



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)
forge	
anvil	
wrought	
bellows	
malleable	

Part Two: Vocabulary

Who... (Who is this text about?)	What... (What does a blacksmith do?)	Where... (Where would a blacksmith work?)	Why... (Why were blacksmiths important?)

Exit Ticket: Write a summary paragraph about this text.

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.

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

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

Colonial Williamsburg Web site, History of Trades section (Wheelwright):
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)
carpenter	
moldings	
specialized	
lathe	

Part Two: Vocabulary

Who... (Who is this text about?)	What... (What does a wheelwright do?)	Where... (Where would wheelwrights work?)	Why... (Why were wheelwrights important?)

Who... (Who is this text about?)	What... (What does a builder/carpenter do?)	Where... (Where would builders/carpenters work?)	Why... (Why were builders/carpenters important?)



Exit Ticket: Write a summary paragraph about this text.

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.



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

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 craftsperson 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:

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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)
staves	
plank	
cooperage	
store (Be careful! What does it mean in your reading?)	

Part Two: Vocabulary

Who... (Who is this text about?)	What... (What does a wheelwright do?)	Where... (Where would wheelwrights work?)	Why... (Why were wheelwrights important?)

Who... (Who is this text about?)	What... (What does a cooper do?)	Where... (Where would coopers work?)	Why... (Why were coopers important?)



Exit Ticket: Write a summary paragraph about this text.

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.



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

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.

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 (Wheelwright):
www.history.org/Almanack/life/trades/tradewhe.cfm



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)
pamphlets	
type	
chase (Be careful! What does your reading say?)	
almanac	

Part Two: Vocabulary

Who... (Who is this text about?)	What... (What does a printer do?)	Where... (Where would printers work?)	Why... (Why were printers important?)

Exit Ticket: Write a summary paragraph about this text.

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.

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

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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www.history.org/Almanack/life/trades/tradewhe.cfm



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)
lasts	
whittled	
upper	
awl	

Part Two: Vocabulary

Who... (Who is this text about?)	What... (What does a shoemaker do?)	Where... (Where would shoemakers work?)	Why... (Why were shoemakers important?)

Exit Ticket: Write a summary paragraph about this text.



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.

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