



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2A: Unit 2: Lesson 11**

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



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can document what I learn about a topic by sorting evidence into categories. (W.4.8) I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can determine important information to record when listening closely to a podcast about my colonial trade.</li><li>• I can self-assess how close I am to meeting the learning target.</li></ul>	<ul style="list-style-type: none"><li>• Colonial Trade Research Note-catcher (Listening Closely version)</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Engaging the Reader (5 minutes)</li> <li>Reviewing the Learning Targets (5 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Listening for the Gist: A Podcast about the Wheelwright (10 minutes)</li> <li>Guided Practice: Listening to the First 3 Minutes and Taking Notes Together (15 minutes)</li> <li>Independent Practice: Listening to Minutes 3–6 and Taking Notes Independently (10 minutes)</li> <li>Inferring and Answering Questions (10 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Debrief and Self-Assessment (5 minutes)</li> </ol> </li> <li>Homework</li> </ol>	<ul style="list-style-type: none"> <li>To prepare for this lesson, download the following podcast for students to listen to as a whole class: <a href="http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons">http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons</a></li> <li>The podcast is about 15 minutes total. But in this lesson, students listen through only 6:11. To support students with their listening practice, this 6-minute segment is played once for students to get the gist. Then (in both Parts B and C of Work Time), students listen again to these same 6 minutes, but broken into two shorter 3-minute chunks. See notes in the body of the lesson.</li> <li>In advance, prepare the new anchor chart with the second learning target written out (see materials below). This is used during the debrief.</li> <li>Prepare the technology to play a podcast, such as a computer with speakers and Internet access.</li> </ul>

Lesson Vocabulary	Materials
re-enactor, podcast, determine, important, listening closely, apprentice, journeyman, precise, self-assess, asterisk	<ul style="list-style-type: none"> <li>Equity sticks</li> <li>Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (one per student and one to display)</li> <li>Listening Closely anchor chart (new; teacher-created; on this chart, write out the second learning target: “I can determine important information to record when listening closely to a podcast about my colonial trade.”)</li> <li>Tracking My Progress, Lesson 11 recording form (one per student)</li> <li>Podcast: “Carriages, Carts, and Wagons” through 6:11 (see Teaching Notes above). This podcast may be found at:</li> <li><a href="http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/">http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/</a></li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Write the following question on the board: "If you could talk to someone who lived in colonial times, what would you ask him or her?" Have students talk with a partner about what they might ask and why.</li> <li>Next, ask: "What might you ask a wheelwright specifically to find out about his trade?" Again, have students share with a partner. This time have them share out with the whole group. List their questions on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Consider giving students who need extra support a sentence frame: If I could talk to some one who lived in colonial times, I would ask them _____ because _____.</li> </ul>
<p><b>B. Reviewing the Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain to students that although they cannot go back in time to talk to someone who lived in the colonial era, they can hear a wheelwright answer some questions in a recorded interview. Explain that this wheelwright is a real person from the present. He did not live in colonial times, but is a <i>re-enactor</i>. Tell them that this means he is acting out or performing something that happened in the past. Point out the word root <i>act</i> and the prefix <i>re-</i>. Explain that re-enactors have learned something about the past to help teach us. This person has specifically learned to practice the trade of a wheelwright, just as a person from colonial times would have done. Therefore, he knows a lot about this historic trade.</li> <li>Introduce the first learning target: "I can determine important information to record when listening closely to a podcast about my colonial trade." Circle the word <i>podcast</i>, and ask students if they are familiar with this word. Invite a student to explain. If no one knows, then tell students: "A podcast is an audio clip that can be downloaded from the Internet and listened to." Next, underline the words <i>determine</i> and <i>important</i>. Write the word <i>pick</i> above the word <i>determine</i>, and explain that you would like students to pick carefully the information they record, based on the research categories they have been using. Tell them that these categories will help them to figure out what information they should record into their notes.</li> <li>Use <b>equity sticks</b> for students to share their thinking. They should be familiar with the phrase <i>reading closely</i> (covered earlier in this module and in Module 1) and should be able to infer about <i>listening closely</i>.</li> <li>Explain that the good things that students do when reading closely will also help them to listen closely. First they will listen for the gist (What is the podcast mostly about?), then listen again for details so that they can take notes and learn more. Today, they will practice listening closely to an interview with a wheelwright.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Listening for the Gist: A Podcast about the Wheelwright (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright</b>. Use a <b>document camera</b> to display your own copy for modeling.</li> <li>• Ask students to look over the Note-catcher. Ask them to look for things that are familiar and different from the Note-catcher that they have used in the past two lessons. Students should notice the following similarities: <ul style="list-style-type: none"> <li>* They will write a gist statement.</li> <li>* They will record information about tools, skills, and other interesting information.</li> <li>* They will answer a few questions after taking notes.</li> <li>* There is not a category about what the wheelwright does.</li> </ul> </li> <li>• Students should notice the following differences: <ul style="list-style-type: none"> <li>* This Note-catcher is for listening (not reading).</li> <li>* There is no longer a category titled “How My Trade Helped People.”</li> </ul> </li> <li>• Explain that they have already established what it is the wheelwright does, so they no longer need this category. Tell students that the small star next to the skills category is called an asterisk, and it’s used to indicate important information. They will return to this asterisk after they have had a chance to listen to the gist.</li> <li>• Point out the two questions under Listening for the Gist on the Note-catcher: <ul style="list-style-type: none"> <li>* “What did your craftsperson have to say about his or her trade?”</li> <li>* “What was the main message?”</li> </ul> </li> <li>• Ask students to think about these questions as they listen to the interview for the first time.</li> <li>• Play the Podcast: <b>“Carriages, Carts, and Wagons”</b> through 6:11. (Stop after these lines of dialogue): <ul style="list-style-type: none"> <li>* <u>John</u>: “The most interesting, and most challenging to work with, is the tapered reamer . . .”</li> <li>* <u>Lloyd</u>: “That would not work very well.”</li> <li>* <u>John</u>: “Our biggest ones require three people to turn it to the hub. It’s a day’s job that you don’t look forward to.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Providing “hint cards” that help students who are stuck to get the gist is a strategy that supports any learner who struggles with language. Hint cards might be placed on the chalkboard tray, for example, and students should only take them if they are super stuck.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* <u>Lloyd</u>: "That's three people. That means a lot of power is needed."</li><li>* <u>John</u>: "Yeah, and as you get older, it gets harder."</li><li>• Give students a minute to think and talk with a partner about the gist of what they heard. (Keep this brief.)</li><li>• Ask students to write their gist statement independently and then share with a partner. Using equity sticks, select a few students to share what they wrote. Based on students' comments, model writing a gist statement on your Note-catcher. Use a sentence frame: "I heard _____ say _____ about the podcast, and _____ said _____, so it sounds like we think the gist is _____."</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice: Listening to the First 3 Minutes and Taking Notes Together (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that you are going to play the podcast again, but this time you are going to stop a few times so that they can take notes. They will listen for details that they will later write in their Note-catcher.</li> <li>• Point out the asterisk next to the column titled “Skills Needed for the Trade.” Explain that when reading about the wheelwright you found some information, but that you had to infer a lot about skills. With this podcast you are hoping they can help you find information about the skills a wheelwright needs.</li> <li>• Briefly define the words <i>apprentice</i> and <i>journeyman</i>. Explain that these are terms used to describe young people who work with a craftsperson to learn a trade. Tell students that they will have an opportunity to talk more about what an apprentice does, but that you did not want the meanings of these words to confuse them as they listen.</li> <li>• Start to play the excerpt again, but stop at about 2:30, after: <ul style="list-style-type: none"> <li>* <u>John</u>: “It’s the precision. You have to be incredibly precise with certain parts of the work, primarily the mortises, and the slots in the hub where the spokes go in. If they’re not done correctly, the whole thing is ruined. You’re dealing with a rare piece of wood for the hub, a piece of American elm. That is getting harder and harder every year to get. If you mess up one little bit, it could ruin the whole wheel. Then you build it, and then you shrink a big iron tire around it. So, you have this stress of compressing all your work with an incredible amount of force with the tire. At the beginning, there are some sleepless nights before you put the tire on a wheel—would it break?”</li> </ul> </li> <li>• Prompt students to talk with a partner to decide what they heard that they think should be recorded on the Note-catcher.</li> <li>• Have pairs share their thoughts with the class. Decide as a whole group whether or not the information fits into one of the categories. On the model Note-catcher, record notes based on student thinking that pertain to the categories.</li> </ul> <p><i>Note: It is fine if students do not yet comment on the word precise in reference to the skills category. Do not bring it up. They will listen again using the text-dependent questions at the bottom of their Note-catcher to help them think about the meaning of this word.</i></p>	<ul style="list-style-type: none"> <li>• Providing bullets to indicate the number of skills they will hear gives students additional support as they are listening closely to the podcast.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Independent Practice: Listening to Minutes 3–6 and Taking Notes Independently (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they will now hear the next portion (up to 6:11) of this section of the podcast a second time. But this time, they will not work with a partner. Instead, they will listen and then take notes independently when the interview is stopped. Review the notes that have been recorded and emphasize the importance of capturing information that applies to the categories on their Note-catchers.</li><li>• Resume the podcast. Stop it again at 6:11. Give students a few minutes to record notes on their own.</li></ul>	
<p><b>D. Inferring and Answering Questions (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Orient students to the bottom of the Note-catcher. Read the quote aloud to the class: “You have to be incredibly precise with certain parts of the work, primarily the mortises, and the slots in the hub where the spokes go in. If they’re not done correctly, the whole thing is ruined.”</li><li>• Ask students to work with a partner to answer the first two questions below their notes. Use equity sticks: have a few partners share their answers and evidence. Discuss and clarify (if necessary) the meaning of the word precise.</li><li>• Finally, pose the third question to the whole class. Explain that this is their exit ticket. Give them 5 minutes to write their response independently. Then collect Note-catchers for a formative assessment of students’ ability to listen and take notes.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Self-Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the chart paper for the new <b>Listening Closely anchor chart</b>. Gather students whole group. Review the learning target: "I can determine important information to record when listening closely to a podcast about my colonial trade." Ask students to review the steps that they took today to <i>listen closely</i>. Record students' comments on the anchor chart. Be sure the following steps are captured:<ul style="list-style-type: none"><li>* Listen to the whole piece for the gist (what is this about?).</li><li>* Listen to a short part.</li><li>* Take notes that apply to the purpose (what information are you trying to gather?).</li><li>* Listen to another part and take notes.</li><li>* Listen a final time to capture any missed information.</li></ul></li><li>• Tell students that they will refer back to this chart when they are listening and taking notes in their expert groups.</li><li>• Tell students that you would like them to do a quick check for where they think they are with this target. Post the following learning target: "I can <i>self-assess</i> how close I am to meeting the learning target." Remind them that this is not a new learning target for them—they self-assessed at the end of the previous unit. Briefly discuss the meaning of the learning target. Tell students that sometimes explaining your thinking to another person can help you to more accurately self-assess a learning target.</li><li>• Have them turn to a partner and share their thinking about the following question:<ul style="list-style-type: none"><li>* "How did you determine what information to record?"</li></ul></li><li>• Once students have had a chance to share, hand out the <b>Tracking My Progress, Lesson 11 recording form</b>. Clarify any parts of the sheet, if necessary, then allow student a few minutes to complete their self-assessment.</li></ul>	<ul style="list-style-type: none"><li>• Co-constructed anchor charts help students to understand abstract concepts.</li><li>• For students who need further support consider adding sentence starters to their self-assessment sheet. For example:<ul style="list-style-type: none"><li>• 1) I think the target means_____.</li><li>• 2) The reason I think this is because_____.</li></ul></li></ul>



Homework	Meeting Students' Needs
<p>Answer the following: "If you could travel back to colonial times, what would you ask the craftsperson whose trade you are researching?" Write a list of two to three questions you would ask this person.</p> <p><i>Note: Use student Note-catchers and self-assessments to determine what techniques to improve note-taking while listening should be modeled before students listen to another podcast in their expert groups during Lesson 12.</i></p> <p><i>In Lesson 12, each expert group will need access to technology to play podcasts on their trade. If possible, gain access to a computer lab or handheld devices. (If necessary, turn the podcasts into recordings on a disk, and the groups can listen to the interviews that way.) Podcasts can be found at the following links; plan accordingly for use of this technology:</i></p> <p><i>Blacksmith: <a href="http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/">http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/</a></i></p> <p><i>Builder/Carpenter: <a href="http://podcast.history.org/2012/04/30/meet-the-carpenter/">http://podcast.history.org/2012/04/30/meet-the-carpenter/</a></i></p> <p><i>Cabinetmaker: <a href="http://podcast.history.org/2011/11/21/woodworking-in-williamsburg/">http://podcast.history.org/2011/11/21/woodworking-in-williamsburg/</a></i></p> <p><i>Cooper: <a href="http://podcast.history.org/2012/01/02/meet-the-cooper/">http://podcast.history.org/2012/01/02/meet-the-cooper/</a></i></p> <p><i>Shoemaker: <a href="http://podcast.history.org/2012/03/26/meet-the-shoemaker/">http://podcast.history.org/2012/03/26/meet-the-shoemaker/</a></i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2A: Unit 2: Lesson 11

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Colonial Trade Research Note-catcher (Listening Closely version):  
Wheelwright

Name:

Date:

“Carriages, Carts, and Wagons” (Interview with Colonial Williamsburg wheelwright John Boag):  
<http://podcast.history.org/2007/09/03/carriages-carts-and-wagons/?search=wagons>

**Listening for the Gist**

What did your craftsperson have to say about his or her trade? What was the main message?

---

---

---

---

---

**More Facts about My Trade**

Record any new information you hear about your trade while listening to your podcast.

Tools for the Trade	Skills Needed for the Trade	Other Interesting Things



Colonial Trade Research Note-catcher (Listening Closely version):  
Wheelwright

**Below is a quote from the interview. Read and infer the meaning of the word *precise*.  
Then answer the questions below.**

“You have to be incredibly precise with certain parts of the work, primarily the mortises, and the slots in the hub where the spokes go in. If they’re not done correctly, the whole thing is ruined.”

1. What do you think the word *precise* means in this text?

---

---

2. What detail in the text supports your thinking?

---

---

---

3. Why do you think the skill of precision (or being precise) is important in the wheelwright’s trade?  
Use details from the text and your notes to support your thinking.

---

---

---

---

---

---

Tracking My Progress, Mid-Unit 2

.....  
**Name:**

.....  
**Date:**

Learning Target: I can determine important information to record when listening closely to a podcast about my colonial trade.

1. The target in my own words is:

.....

.....

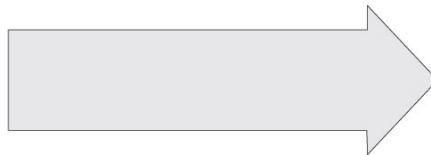
.....

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:

.....

.....

.....