



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 12

Listening Closely and Taking Notes in Expert Groups: Colonial Trade Podcast



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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">• I can determine important information to record when listening closely to a podcast about my colonial trade.• I can collaborate with my group to help everyone meet the learning target.	<ul style="list-style-type: none">• Colonial Trade Research Note-catcher: Listening Closely (Expert Group versions)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (5 minutes)Reviewing the First Learning Target (5 minutes)Work Time<ol style="list-style-type: none">Reviewing Steps for Listening Closely (10 minutes)Expert Group Work: Listening and Taking Notes (30 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Self-Assessment (5 minutes)Homework	<ul style="list-style-type: none">In advance: This lesson focuses on students' listening skills, and is dependent on technology so students can hear podcasts in their expert groups. Coordinate in advance to ensure success. Ideally students would do this lesson in a computer lab, but a handheld device would also work. If Internet technology is unavailable, then a teacher could transfer the podcasts to MP3s and use a CD or MP3 player or off-line computer to listen to the audio. If this technology is unavailable, consider modifying this lesson into a small group rotation. If no technology is available, consider skipping this lesson and substituting another lesson for SL.4.2 using a text related to colonial trades that can be read aloud to students.Review the podcasts students will be listening to found on the Websites for podcasts (see supporting materials)Also be sure to make expectations about technology and its proper use clear before this lesson.There are two different podcasts that would be appropriate for the Builders expert group: one for brickmakers and one for carpenters. If there is more than one expert group for Builders, consider splitting them so subgroups can hear one or the other of these two podcasts.Note that there are specific Note-catchers for each of the expert groups, based on the specific content of each podcast. Be sure each student has the correct Note-catcher.Review the explanation of Stars and Stairs in the debrief. This simple strategy allows students to consider strengths and next steps in their progress toward targets.



Lesson Vocabulary	Materials
podcast, re-enactor, determine, important, listening closely, collaborate	<ul style="list-style-type: none">• Websites for podcasts (for Teacher Reference)• Listening Closely anchor chart (from Lesson 11)• Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (from Lesson 11; one per student)• Document camera• Computer with Internet access and headphones (ideally one computer and set of headphones per student; at least one computer per expert group), handheld devices, or MP3 players (and MP3 recordings of podcasts) with speakers (at least one per expert group)• Expert Groups: Colonial Trades Research Note-catcher (Listening Closely version): Blacksmith, Builders/Brickmakers, Builders/Carpenters, Cooper, Printer, or Shoemaker (specific versions for each expert group)• Group Collaboration anchor chart (new; teacher-created; below the title, write the learning target: “I can collaborate with my group to help everyone meet the learning target.”)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to gather with their expert groups. Ask them to get out their Lesson 11 homework. ("If you could travel back to colonial times, what would you ask the craftsperson whose trade you are researching? Write a list of two or three questions you would ask this person.") Invite students to share the questions they would ask.• Tell students that perhaps some of their questions will be answered today.	<ul style="list-style-type: none">• Consider giving students who need extra support with this conversation a sentence frame: If I could talk to a _____ in colonial times, I would ask them _____ because _____.
<p>B. Reviewing the First Learning Target (5 minutes)</p> <ul style="list-style-type: none">• Remind students of the podcast they listened to in Lesson 11: They got to hear from a historical re-enactor about what it was like to be a wheelwright. Explain that although they cannot go back in time to talk to someone who lived in colonial times, historical re-enactors help us know much more about what things probably were like. They have done a great deal of historical research and present things in a very accurate way.• Tell students that today, they will get to hear another historical re-enactor: someone for the specific trade they have been studying in their expert groups. Just like with the wheelwright, this means that the person being interviewed has learned to practice the trade they are studying and therefore knows a lot about it.• Review the first learning target: "I can determine important information to record when listening closely to a podcast about my colonial trade." Remind students that this is the same target as yesterday.• Share with them that you have had a chance to read their Tracking My Progress sheets of this target and have considered what it is they will need to focus on most to reach this target today. Share any trends you may have noticed from students' work and self-assessments in the previous lesson. You might say, for example: "Some of you said it was hard to listen and get all the details written down. Today, I would like you to focus on just getting the gist on the first listen, and not worrying about all the details. Remember, you will get to hear the podcast several times."	



Work Time	Meeting Students' Needs
<p>A. Reviewing Steps for Listening Closely (10 minutes)</p> <ul style="list-style-type: none"> Post the Listening Closely anchor chart for students. Review the steps listed on the chart. Explain to students that today they will take these steps with their expert groups, but will be individually responsible for the notes they take. Display your copy of Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright using a document camera. Ask students to take a moment to look over the Note-catcher and your notes. Based on your formative assessment, draw students' attention to particular parts of the Note-catcher. (For example, if students struggled to write information that matched the categories, examine this section of your notes closely. Consider writing the following questions on the board to assist them in their thinking: "Does this information fit into one of the listed categories? Does it give me more information about my trade?") Help students to see the difference between information that might be particular to the interview (e.g., information about Colonial Williamsburg or the person being interviewed) versus important information about the trade itself. If further modeling is necessary, consider playing a short clip from the wheelwright podcast to demonstrate your point. 	<ul style="list-style-type: none"> Be sure to use the formative assessments (student Note-catchers and self-assessments) from yesterday to tailor your review of the Listening Closely anchor chart and Note-catcher.
<p>B. Expert Group Work: Listening and Taking Notes (30 minutes)</p> <ul style="list-style-type: none"> Help students focus on effective collaboration skills. Post the second learning target: "I can collaborate with my group to help everyone meet the learning target." Explain that a lot will be going on at once during this lesson. Ask: "What will we see and hear if groups are working together to help each other meet our first learning target?" Once expectations are clear, distribute the Expert Groups: Colonial Trades Research Note-catcher (Listening Closely version). Give the appropriate note-catcher to each expert group (Blacksmith, Builders/Bricklayers, Builders/Carpenters, Cooper, Printer, or Shoemaker). Give the appropriate Note-catcher to each expert group. Review directions at the top of the Note-catcher. As students work, circulate to support them with technology, students' collaboration, and students' note-taking. 	<ul style="list-style-type: none"> If students have their own listening device, consider having them complete each part of the Note-catcher, and then take a break to discuss and share with their group before moving on to the next step.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Begin a new Group Collaboration anchor chart (new; teacher-created; below the title, write the learning target: "I can collaborate with my group to help everyone meet the learning target."). Tell students that today they will be doing another self-assessment related to the learning target, but first they will assess themselves as a whole class against the second learning target for this lesson: "I can collaborate with my group to help everyone meet the learning target."• Ask them to think about this in terms of "stars" and "stairs." A star is for something the group did particularly well, and a stair is for something the group could work on. (For example, a "star" might be a task such as: "We helped each other with getting the podcast to play.") Ask students to find a partner from another expert group. With that person, decide on one "star" and one "stair" for the class for collaboration in expert groups. Invite students to share out. Record students' thinking on the Group Collaboration anchor chart. Tell students they will use this anchor chart the next time they work in expert groups.	<ul style="list-style-type: none">• For ELLs and students who need further support, consider drawing a visual of a star and stair with equal signs. You also could change the symbols to a plus and a minus sign or a happy and sad face.
<p>B. Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Ask students to next self-assess their own progress toward the first learning target: "I can determine important information to record when listening closely to a podcast about my colonial trade." Have students give you a thumbs-up if they met the target today, a thumbs-sideways if they are almost there, and a thumbs-down if they need to keep practicing. Ask students to think of one thing that helped them make some progress today. Select a few students to share out.	
Homework	Meeting Students' Needs
Answer the homework question at the bottom of your Note-catcher.	



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

Supporting Materials



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Websites for Podcasts

- Blacksmith: Williamsburg's Blacksmith: <http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/>
- Builders (Carpenters): Meet the Carpenter: <http://podcast.history.org/2012/04/30/meet-the-carpenter/>
- Builders (Brickmakers): Brick by Brick: <http://podcast.history.org/2011/10/17/brick-by-brick/>
- Cooper: Meet the Cooper: <http://podcast.history.org/2012/01/02/meet-the-cooper/>
- Printer: Printer: <http://podcast.history.org/2005/10/31/printer/>
- Shoemaker: Meet the Shoemaker: <http://podcast.history.org/2012/03/26/meet-the-shoemaker/>



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

Name: _____

Date: _____

Directions:

1. Go to <http://podcast.history.org/2011/09/19/williamsburgs-blacksmith/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:55 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

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

Part 2:

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):
Blacksmith

Part 3:

Read the following quote from the podcast, and answer the questions below.

“In a small town the less skilled [blacksmiths] will stand out. Everybody in the town will know that he lacks in skill or organization and won’t frequent his business as well. So somebody that has strong hand skills, strong organizational skills, and management skills could succeed very well.”

According to the text, what were the skills needed to be a successful blacksmith?

Homework Question:

The root word for the word **organizational** is “organize,” which means “able to keep things in order.” Why do you think a blacksmith would need to keep things organized? Use details from your notes to support your thinking.

Source: Colonial Williamsburg Web site, History of Trades section (Blacksmiths) (last accessed 10/26/12)



Colonial Trade Research Note-catcher (Listening Closely version):
Builders/Brickmakers

Name: _____

Date: _____

Directions:

1. Go to <http://podcast.history.org/2011/10/17/brick-by-brick/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 6:12 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

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

Part 2:

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):
Builders/Brickmakers

Part 3:

Read the following quote from the podcast, and answer the questions below.

“But you have a person who is known as the brickmaker, usually a free person, and that person would have a certain skill set, certain knowledge base like how to fire bricks in a kiln and such, that not everybody would have. Most of the physical work of making the bricks in the brickyard would have been done by forced labor. So a lot of slaves, maybe even some convicts and indentured servants, but primarily it’s slave labor who did the physical work of making the bricks.”

What do you think the phrase “forced labor” means in this text? Use details from the text to support your answer.

Homework Question:

Why do you think “forced labor” was used for making bricks? Use details from the text and your notes to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Brickmakers) (last accessed 10/26/12)



Colonial Trade Research Note-catcher (Listening Closely version):
Builders/Carpenters

Name: _____

Date: _____

Directions:

1. Go to <http://podcast.history.org/2012/04/30/meet-the-carpenter/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:10 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

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

Part 2:

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):
Builders/Carpenters

Part 3:

Read the following quote from the podcast, and answer the questions below.

“Carpentry is . . . heavy work; it’s the construction of the timber frame and a carpenter’s tools, you know in our time, are really chisels and mallets. So we’re cutting and fitting the joints to join the heavy timber frames together, and it’s our responsibility as a carpenter to move other people into a shelter. So our job is working outside putting everybody else inside. So we raise the frame, we cover the frame against the weather and secure it.”

According to the text, what were two tools carpenters used?

1. _____
2. _____

Homework Question:

After hearing this podcast, a listener might infer that carpenters had to be strong. What details can you find in the text above and your notes support this inference?

Source: Colonial Williamsburg Web site, History of Trades section (Carpenters) (last accessed 10/26/12)



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

Cooper

Name:

Date:

Directions:

1. Go to <http://podcast.history.org/2012/01/02/meet-the-cooper/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 6:08 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

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

Part 2:

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):
Cooper

Part 3:

Read the following quote from the podcast, and answer the questions below.

“When you’re working with a piece and you’re hammering those hoops on, a big trick of it is getting the ability of hearing the correct pitch that it should be making if everything is fitting as it should and there is not an area that is not snug. You actually hear a different sound to it. So if, by chance, there was something you missed visually, then you should still be able to hear it.”

What do you think the word *pitch* means in the text above? Explain. Underline the detail in the text that supports your thinking.

Homework Question:

Why is the skill of listening important to a cooper? Use details from the text above to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Coopers) (last accessed 10/26/12)



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

Printer

Name: _____

Date: _____

Directions:

1. Go to <http://podcast.history.org/2005/10/31/printer/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 7:23 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

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

Part 2:

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):

Printer

Part 3:

Read the following quote from the podcast, and answer the questions below.

“Much of my day is involved with typesetting . . . we’ll take all the letters, assemble them, much how a modern person might do using their computer and their keyboard. But we will have much of our time spent spacing everything out properly so that we’ve come to the right measure in our lines.

“Unlike the modern person, who never has to put letters away, we certainly have to replenish our cases, taking everything back apart once we’ve used it. I think that is what really amazes people is just how much time it takes to not only put something together, but take it apart, and I think the word I hear over and over again from our visitors is they tell me my job is very tedious . . .”

What do you think the word *tedious* means in this text? Use details from the text to support your answer.

Homework Question:

Why do you think it would take patience to be a printer? Use details from the text and your notes to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Printers) (last accessed 10/26/12)



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

.....
Name:

.....
Date:

Directions:

1. Go to <http://podcast.history.org/2012/03/26/meet-the-shoemaker/>
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:25 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:

Listening for the Gist

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

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Part 2:

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):
Shoemaker

Part 3:

Read the following quote from the podcast, and answer the questions below.

“Well, according to the dictionaries of the time, a cobbler is a bungling workman in general, especially a botcher or a mender of old shoes. Shoemakers and cobblers have lived in enmity since the middle ages because the cobblers wanted to fix old shoes and sell secondhand shoes and of course the shoemakers wanted to make and sell new ones.”

What do you think the word *enmity* means in the text above? Use details from the text to support your answer.

Homework Question:

Why would a shoemaker be offended or upset if they were called a cobbler? Use evidence from the text above to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Shoemakers) (last accessed 10/26/12)