



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2A: Unit 2: Lesson 13**

## **Summarizing and Synthesizing: Planning for Writing an Apprentice Wanted Ad**



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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 accurately synthesize information from two texts on the same topic. (RI.4.9)
- I can summarize informational or persuasive text. (RI.4.2)
- I can write an informative/explanatory text. (W.4.2)
- I can write routinely for a variety of reasons. (W.4.10)
- I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2)

**Supporting Learning Targets**

- I can take notes from a text that is read aloud to me.
- I can write a summary paragraph about apprentices in Colonial America after listening closely to a text that is read aloud to me.
- I can synthesize information from my notes into a Topic Expansion graphic organizer to plan my writing of an Apprentice Wanted ad.

**Ongoing Assessment**

- Summary graphic organizer
- Topic Expansion graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Introduce Writing Prompt: Apprentice Wanted Ads (5 minutes)</li><li>B. Reviewing the Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Building Background Knowledge and Summarizing (25 minutes)</li><li>B. Guided Practice about the Wheelwright: Synthesizing Notes and Planning for Writing (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing (5 minutes)</li><li>B. Debrief (5 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• Student will need all of the notes they have taken on their trade: the Colonial Trade Research Note-catchers from Lesson 8 and Lesson 12.</li><li>• This lesson is the first of two lessons that build up to students' Apprentice Wanted ads. Be sure that students understand that in this lesson, they are practicing with the wheelwright what they will eventually write about for their own trade.</li><li>• In Part A of Work Time, students listen as the teacher reads aloud the "Apprenticeship in Colonial America" text. This activity is designed specifically for students to practice their listening and note-taking. So unlike other lessons with this text (when students followed along in their own texts), today they simply listen.</li></ul>

Lesson Vocabulary	Materials
historical fiction, summary, synthesize, apprentice (n), apprenticed (v), domestic, journeyman	<ul style="list-style-type: none"><li>• Writing Prompt: Apprentice Wanted (one per student)</li><li>• "Apprenticeships in Colonial America" (one for teacher: read aloud text)</li><li>• Summary graphic organizer (one per student)</li><li>• Equity sticks</li><li>• Topic Expansion graphic organizer (one per student)</li><li>• Colonial Trade Research Note-catcher: Wheelwright (from Lesson 8)</li><li>• Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright (from Lesson 8)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Introduce Writing Prompt: Apprentice Wanted Ads (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that over the next few days, they will be asked to show what they have learned about their trade. Remind students that the reason they have done so much research is to prepare to write a piece of <i>historical fiction</i> (in Unit 3).</li><li>• Tell them that today they will read a little more, summarize some information, and then practice together to plan a Help Wanted ad about the wheelwright. In the next lesson, they will plan and write about their own trade.</li><li>• Display Writing Prompt: Apprentice Wanted and read it aloud to students:<ul style="list-style-type: none"><li>* “You are a busy craftsperson during colonial times. You are having trouble keeping up with all of your orders. You decide to post an Apprentice Wanted ad in the meetinghouse.”</li><li>* “After researching informational texts about a trade in Colonial America, write a complete paragraph that describes your trade, the goods that it produces, the skills needed for this trade, and why this trade is important to a colonial village. Support your discussion with evidence from your research.”</li></ul></li><li>• Address any clarifying questions students have.</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>• “I can take notes from a text that is read aloud to me,” “I can write a summary paragraph about apprentices in Colonial America after listening closely to a text that is read aloud to me,” and “I can organize information from my notes into a <b>Topic Expansion graphic organizer</b> to plan my writing of an Apprentice Wanted ad.”</li><li>• Ask students to look at the parts of the learning targets that are familiar to them: “We’ve done this before!” Ask them to think of an example of when the class has learned to do that part of the target. The following should be familiar to students:<ul style="list-style-type: none"><li>* Listening closely during the podcasts</li><li>* Writing summary paragraphs after reading about their trades</li><li>* Synthesizing information about religion in the colonies in the previous unit</li><li>* Using the when writing about the Iroquois in Module 1</li></ul></li><li>• Review and clarify the meanings of the words <i>summary</i> and <i>synthesize</i> with students.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Building Background Knowledge and Summarizing (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that before they begin to plan their Apprentice Wanted ads they need to build a little more background knowledge about apprentices during colonial times. Explain that they have read or heard the word <i>apprentice</i> before a few times in their research on colonial times. For example, they heard about this word in the podcast about the wheelwright. Ask students to explain the meaning of this word and clarify as needed.</li><li>• Tell students that today they will continue to practice listening and taking notes. But instead of a podcast, today they will just hear a read-aloud of the “<b>Apprenticeship in Colonial America</b>” text. Rather than following along, as they have on other days when they have read this text, today they will just listen.</li><li>• Remind them of the process for “listening closely” that they have been practicing. First they will listen for gist, then they will hear the text again and think about details.</li><li>• Read aloud the text slowly once through without stopping.</li><li>• Ask students to turn to a partner and tell them the gist of the text. What was it mainly about? Have a few partners share out.</li><li>• Distribute the <b>Summary graphic organizer</b> (one per student). Tell students that as they hear the text read aloud for a second time, they should listen for the categories listed at the top of their graphic organizer. They don't have to take notes yet.</li><li>• Read the text a second time. Have students share with their partners any details they hear that they might want to record on the graphic organizer.</li><li>• Tell students they will now hear the text a third time. They should take notes as you read. Tell them that you will stop a few times along the way to allow them to take notes.</li><li>• Read the text, stopping for a minute after each paragraph. Once you are finished, have students share with their partner what they have recorded on their graphic organizer and add to their notes if needed.</li><li>• Display your copy of the Summary graphic organizer. Use <b>equity sticks</b> to select students to share something to add to each category. Clarify as needed. In the WHAT category, be sure to capture the more menial jobs of an apprentice explained in the fifth paragraph.</li><li>• Next, ask students to write a summary paragraph with their partner. Explain that they may think together, but each should write the paragraph on his or her own graphic organizer, since they will need this paragraph to help them plan their Apprentice Wanted ads later.</li></ul>	<ul style="list-style-type: none"><li>• Thoughtful grouping: Consider partnering an ELL student with a student who speaks the same L1 for discussion of complex content, or partner an ELL with a native speaker of English. Interacting with the content in English can facilitate ELLs' language acquisition.</li><li>• Consider writing and displaying steps for close reading/listening.</li><li>• For students needing additional support, consider providing a word bank developed to work with the specific student's writing plan.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students about 5–10 minutes to work in pairs to write their paragraphs.</li><li>• Ask a few volunteers to read their summaries and articulate the main idea about apprentices in colonial times.</li></ul>	
<p><b>B. Guided Practice about the Wheelwright: Synthesizing Notes and Planning for Writing (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Topic Expansion graphic organizer</b>. Remind students that they used this graphic organizer during Module 1, to help them write about <i>Eagle Song</i> and their class constitution.</li><li>• Review the categories: Read the questions in each box. Tell students that they now have enough information about their colonial trade and apprentices to begin planning for their paragraphs.</li><li>• Do brief guided practice. Ask students to help you use your notes from the <b>Colonial Trade Research Note-catcher</b> (Wheelwright version from Lesson 8) and <b>Colonial Trade Research Note-catcher (Listening Closely version): Wheelwright</b> (from Lesson 11) and the Summary graphic organizer (from this lesson) to complete the Topic Expansion graphic organizer for the wheelwright.</li><li>• Afterwards ask students to explain the steps the class took together. Their comments should include the following:<ul style="list-style-type: none"><li>* Reading the first box labeled <i>main idea</i> and adding a short bullet of information from both the Colonial Trade Research Note-catchers.</li><li>* Doing the same with the first two supporting details boxes.</li></ul></li><li>• Ask students to share which notes they think will help most with the last supporting detail. Have students help you to complete this box. Finally, ask student to think about the conclusion. Ask them to talk with a neighbor about what they think should go in this box for the wheelwright. Remind them that this is where they are really synthesizing their learning about their trade and apprentices. Ask partners to share their thoughts. Record students' comments in the final box.</li></ul>	<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>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that tomorrow, they will plan and then write a Help Wanted ad for an apprentice in their trade.</li> <li>Display a blank copy of the Topic Expansion graphic organizer. Ask students to get together with their expert groups and discuss what they might record in this graphic organizer for their trade. Tell them that in the next lesson, they will complete their own Topic Expansion graphic organizer to help them plan their Apprentice Wanted ad.</li> </ul>	
<p><b>B. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Next ask students to review the learning targets: "I can write a summary paragraph about apprentices in Colonial America after listening closely to a text that is read aloud to me," and "I can synthesize information from my notes into a Topic Expansion graphic organizer to plan my writing of an Apprentice Wanted ad." Ask students to pick the target they think they met today. Have them turn to a partner and explain why they think they met this target. Ask students to put one finger in the air if they thought they were closer to meeting the first target, and two fingers if they thought they were closer to meeting the second target.</li> <li>Explain the first learning target was the main focus of the day and the second target was just touched on: They will have the opportunity to synthesize more during the next lesson.</li> </ul>	<ul style="list-style-type: none"> <li>For student 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 I met the target _____.</li> <li>2) The reason I think this is because_____.</li> <li>3) I think I met this target better than the other one is because_____.</li> </ul> </li> </ul>
Homework	Meeting Students' Needs
<p>List the qualities of a good paragraph.</p> <p>Continue reading in your independent reading book for this unit at home.</p>	



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## Supporting Materials



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After researching informational texts about a trade in Colonial America, write a complete paragraph that describes your trade, the goods that it produces, the skills needed for this trade, and why this trade is important to a colonial village. Support your discussion with evidence from your research.

## Apprenticeships in Colonial America



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During colonial times, people needed many things that were carved, sewn, or built by hand, such as barrels, wheels, kitchen tools, furniture, and shoes. These things were not made in factories, but created by craftspeople. Craftspeople were people with special skills.

Young people learned to be craftsmen by working as apprentices. An apprentice was someone who learned his or her skills from a master, or experienced craftsman. During colonial times, most teenagers were apprenticed rather than going to school. Boys often apprenticed with their fathers, while most girls learned domestic skills such as sewing and cooking from their mothers. Sometimes girls apprenticed with seamstresses or hatmakers. African American people, both slaves and free men, also learned special skills as apprentices.

Sometimes young people were sent away from home to be an apprentice. Sometimes families paid a master craftsperson to teach their sons a trade.

Apprentices worked hard. For their work, apprentices usually earned only food, clothing, and a place to stay. They were not paid with money. Wheelwrights, shoemakers, coopers, shopkeepers, leatherworkers, printers, blacksmiths, and most other craftspeople trained apprentices.



## Apprenticeships in Colonial America

When an apprentice first started, he worked many hours carrying materials, sweeping and cleaning up the workspace, and taking goods to customers. Once apprentices showed they were trustworthy, they were taught special skills and how to use tools. Masters also taught apprentices math and how to read and write. Apprentices spent from four to seven years learning how to make or do the things that the other colonists depended upon. When an apprentice finished learning, he sometimes took over the shop of the master craftsman, or began to travel, helping craftspeople in other villages while he saved enough money to open his own shop. During this traveling time, the new craftspeople were called “journeymen.”

Apprentices were important members of colonial villages. They helped master craftspeople provide the things their neighbors needed.

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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 (Q & A: Colonial Apprenticeships): [www.history.org/history/teaching/enewsletter/volume4/november05/apprenticeship.cfm?showSite=mobile](http://www.history.org/history/teaching/enewsletter/volume4/november05/apprenticeship.cfm?showSite=mobile) (last accessed 10/25/12)



Summary Graphic Organizer

Name:

Date:

**Text: Apprenticeship in Colonial America**

Who . . . (Who is this text about?)	What . . . (What does an apprentice do?)	When . . . (How long was an apprenticeship?)	Where . . . (Where would apprentices work?)	Why . . . (Why were apprentices important?)

**Write a summary paragraph about apprentices in colonial times.**

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Topic Expansion Graphic Organizer

