



EXPEDITIONARY
LEARNING

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

Learning about Farms in Colonial America: Explicit vs. Inferred Information



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)

I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)

I can effectively participate in a conversation with my peers. (SL.4.1)

Supporting Learning Targets

- I can determine whether the information I need is explicit in the text or must be inferred.
- I can confirm my inferences about colonial farmers using details and examples from text.

Ongoing Assessment

- Recording form
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (3 minutes)B. Review Learning Targets (7 minutes)2. Work Time<ol style="list-style-type: none">A. Inferring about Colonial Farmers (10 minutes)B. First Read of the Text: Gathering Explicit Information (15 minutes)C. Second Read: Confirming Inferences with Informational Text (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Share and Debrief (5 minutes)B. Exit Ticket (5 minutes)4. Homework	<ul style="list-style-type: none">• Focus on the difference between explicit and inferred information and how the two support one another. Readers need explicit information in order to infer; they then can use additional explicit information to confirm what they infer.• The purpose of this lesson is to help students learn how to keep going back to the text, and to think about how the words and images go together. It is important that students do not over-rely on images when they make an inference.• In this lesson students work in the same groups as they did when examining the Mystery Documents in Lesson 1. Remember those groups, or form new groups of four or five.

Lesson Vocabulary	Materials
determine, explicit, infer, inferences	<ul style="list-style-type: none">• Equity sticks• Explicit versus Inferred anchor chart (new; teacher-created)• Inferring Three-Column graphic organizer (one per student)• Document camera• Colonial Farmer Picture (one to display)• “Farming in Colonial America” (one per student)• Exit Ticket (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (3 minutes)</p> <ul style="list-style-type: none"> Have students get out their homework assignment (personal inventory) from Lesson 3. Ask students to find a partner and discuss the following question: “How does your inventory represent you?” Afterward, ask the whole group: “How did you select items for your inventory?” Have a few volunteers share their selection process. 	<ul style="list-style-type: none"> Consider giving the following sentence frame to further support students: “I think my inventory represents me because _____.”
Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (7 minutes)</p> <ul style="list-style-type: none"> Post the following learning targets and ask students: “I can determine whether the information I need is explicit in the text or must be inferred,” and “I can confirm my inferences about colonial farmers using details and examples from text.” Ask them to turn to a partner to identify a few words they know. Use equity sticks to call on a few students to share out key words from the targets. Students should now be familiar with the words <i>infer</i>, <i>colonial</i>, <i>details</i>, and <i>examples</i>. Be sure to spend time clarifying the word explicit, which students may recognize from the previous lesson. Draw a key distinction: Explicit information or details are found directly in the text; inferred information is new thinking based on combining what you know with the explicit information from the text. Create an Explicit vs. Inferred anchor chart. At the top write “Explicit vs. Inferred,” with a T-chart under it. Ask students to help you write an explanation of each term on either column of the chart. Have them suggest some visual cues or drawings as a “helpful reminder.” Next, focus on the word <i>determine</i> in the first learning target. Let students know that they will be acting as historical researchers today in order to find out more about life in Colonial America. It will be important for them to <i>determine</i> or “figure out” what information they are gathering directly from the text (explicit information) and what information they are inferring. 	<ul style="list-style-type: none"> Co-constructed anchor charts help students to understand abstract concepts. To further support students, you can add visual cues to your anchor chart or provide copies of the chart for certain students to use at their desk.



Work Time	Meeting Students' Needs
<p>A. Inferring about Colonial Farmers (10 minutes)</p> <ul style="list-style-type: none">• Have students reform the groups of four to five students who worked together examining the Mystery Documents in Lesson 1.• Remind them that the focus of today's lesson is to research more information about farming in Colonial America. Tell students that like any good readers, researchers know that the information that is explicit or "right there" and the information they infer are both important to learning more about a topic. Taking this next step to read an additional text on the same topic is a strategy that researchers, including historians, use in order to confirm their inferences about the topic they are studying.• Introduce the Inferring Three-Column graphic organizer to students. Using the document camera, project a copy to model with (or create a replica with chart paper or on the board). Explain to students that they will be using this form of record to help them keep track of what they are learning about farming in colonial times. Tell them that they will need to record both explicit and inferred information on this topic.• Tell students that before they begin to work in groups they will practice using the recording form together as a class.• Project the Colonial Farmer picture. This will work best if the picture can be projected onto a larger screen using a document camera. Point out the first step listed on the Inferring Three-Column graphic organizer:<ul style="list-style-type: none">1. Record Explicit Information: Look at the picture of the colonial farmer and record details about what you see right in the first column. As a group, record the explicit details you see.• Ask students:<ul style="list-style-type: none">* "What can we see in the picture? What is explicit?"• Refer to the Explicit versus Inferred anchor chart as a reference. Use equity sticks to call on two or three students to share what they see. Use a student (or teacher) example of explicit information in the picture and record this in the first column of the recording form. Something like: "There are ditches in the dirt."• Next, point out Step 2 on the Inferring Three-Column graphic organizer. Refer to Explicit versus Inferred anchor chart if further clarification is needed:<ul style="list-style-type: none">2. Record What You Infer: Look at each piece of explicit information recorded below. What can you infer about farming in Colonial America based on this information? Discuss with your group and record what you infer about each piece of explicit information in second column.	<ul style="list-style-type: none">• Consider using a partially filled-in graphic organizer to further support students. See Module 1, Unit 1, Lesson 1 for an example.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Using the example you recorded, ask students the following:<ul style="list-style-type: none">* "What can we infer about farming in Colonial America based on this detail in the picture (this explicit information)?"Have students discuss with their group. Then continue to use equity sticks to call on students to share their group's inferences. There may be several different inferences, but choose one to record in the second column. (For example, if you recorded: "There are ditches in the dirt" as explicit information, they might infer: "We think farmers used horses to help them dig the dirt up.")Tell students that now it is their turn. Have students work in groups to complete Steps 1 and 2 only on their Inferring Three-Column graphic organizer. Circulate as groups are discussing and recording, and support students in listing only explicit information in the first column and what they infer about what they have listed in second column.	<ul style="list-style-type: none">To further support students, consider providing nonlinguistic symbols on your anchor chart (eyes on text/picture + brain = thought bubble for <i>infer</i>, and an arrow pointing to the text/picture for <i>explicit</i>) or provide copies of the chart for certain students to use at their desk.
<p>B. First Read of the Text: Gathering Explicit Information (15 minutes)</p> <ul style="list-style-type: none">Distribute "Farming in Colonial America" to students. Post the question: "What is this article mostly about?"Have students read the article once on their own to get the gist.Ask groups to share their gist with each other. Then call on a few groups to share using the equity sticks. Students should say something like: "Farming in Colonial America was hard work." Tell students that this gist statement is an inference. But there is also explicit information about farming in colonial times. Ask students to find a detail in the first paragraph that states something explicitly about farming. A student reply might be something like "children had to help."Tell them that now they are going to see what other explicit information they can find about farming that might help them to confirm some of the earlier inferences they made based on the picture. Remember, the purpose of the lesson is to help students learn how to keep going back to the text, and to think about how the words and images go together, so they DON'T over-rely on the images. "What do you notice about the animals? (He owned 21 animals.)"	<ul style="list-style-type: none">Depending on the needs of students in your class, this first reading may be done aloud or with partners. This will support students who struggle to read grade-level texts independently.



Work Time (continued)	Meeting Students' Needs
<p>C. Second Read: Confirming Inferences with Informational Text (15 minutes)</p> <ul style="list-style-type: none">• Have students read Steps 3 and 4 in the Inferring Three-Column graphic organizer:<ol style="list-style-type: none">1. Reread Text:<ul style="list-style-type: none">• *Each person in your group should choose inference. Make sure all of the recorded inferences are selected.• *Reread the text and look for details that might help to confirm your selected inference. Underline any you find.2. Share and Confirm:<ul style="list-style-type: none">• *Share any details you found to support your inference. It is possible you did not find any. As a group, choose three inferences about the picture that you feel sure can be confirmed with the text. Record details from the text that support what you inferred about the picture.• Point out the third column of the Inferring Three-Column graphic organizer titled “Details in the Text.” Use your previous example of explicit and inferred information from the picture to illustrate how to fill out this portion. Invite students to help with this guided practice. (For example, if “We see ditches in the dirt” was recorded in Column 1 and “We think farmers used horses to help them dig the dirt up” was recorded in Column 2, then you could model rereading the third paragraph of the text, underlining the second sentence: “They used yokes and plows, which were hooked to horses or oxen to make turning up the soil easier.”) Record this in the Details in the Text column (Column 3) of the Inferring Three-Column graphic organizer.• After this guided practice or modeling, have students look through their inferences and decide on the following:<ul style="list-style-type: none">* Thumbs-up if they think they know where they can find details in the text to confirm at least some inferences* Thumbs-sideways if they think they can, but have to search for the details* Thumbs-down if they think that they won’t find any details to support any of their inferences• Use students’ self-assessment to decide which groups to confer with during the remaining work time.• After 10 minutes, ask students to gather back together as a class for closing. Tell them to bring their Inferring Three-Column graphic organizer with them.	<ul style="list-style-type: none">• You may choose to have ELLs or students who need extra support work with a partner to confirm their inferences.



Closing and Assessment	Meeting Students' Needs
<p>A. Share and Debrief (10 minutes)</p> <ul style="list-style-type: none">• Have students find a partner who was not a part of their original group. With this partner, ask them to do the following:<ul style="list-style-type: none">* Share one inference their group was able to confirm with explicit information from the text.* Share how well they think they are doing progressing toward the learning targets. (Have them use the following sentence frames: "I think I met the target because ..." or "I am still working on it because ...")• Remind students that they will get to "show what they know" about inferring during their mid-unit assessment.	<ul style="list-style-type: none">• Using sentence frames can help ELLs articulate their learning. Using the word because in the sentence frame helps all students support their thinking with evidence.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket. Give students 3-4 minutes to complete their response.• Collect students' Exit Tickets and their graphic organizers to informally assess.	<ul style="list-style-type: none">• Exit tickets can be used as a formative assessment to determine whether students need additional clarification or instruction before the mid-unit assessment in Lesson 5.
Homework	Meeting Students' Needs
<p>Reread "Farming in Colonial America." List two or three words we might want to add to our Vocabulary Notebook. Be sure to use the criteria listed at the top of the first page in your notebook.</p>	



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Supporting Materials



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Colonial Farmer Picture



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Farming in Colonial America:

Farmers in Colonial America had a lot to do. There were fields to be tilled, planted, and weeded. There were livestock to be tended, fences to be mended, and often tools to be fixed or made. They often worked from sun up to sundown with help from everyone in the family, including children.

When the colonists first arrived they had a lot to learn about farming in America. They relied on Native Americans to teach them how to grow crops like corn, beans, and squash. However, they did bring seeds for wheat, barley, and oats. They also brought livestock like pigs, cows, horses, and chickens from Europe. And most importantly they brought tools, which they traded to the Native Americans.

Colonial farmers had many tools, many of which they made themselves. They used yokes and plows, which were hooked to horses or oxen, to make turning up the soil easier. They used hoes to dig and weed and scythes to harvest or cut down crops like wheat. If a tool broke they couldn't go to the store to buy a new one, so they either fixed it or made a new tool.

Depending on the geography, the size of a farm and the crops that it grew varied. In some colonies, it was easier to farm than in others. If farmers lived in the northern colonies, they had to contend with long winters and rocky soil. They often had to hunt and fish to have enough for their families to eat. If they lived in the southern colonies, farming was a bit easier. The winters were shorter and warmer and the soil was better. They often had larger farms, called plantations, and grew crops like tobacco to sell to Europe. These kinds of farms were too much work for a single family so they used the money they earned growing tobacco to buy slaves from Africa. Slaves did much of the work on farms in the South. Overall, working on a colonial farm was no easy job no matter where you lived.

Lexile: 950



Inferring Three-Column Graphic Organizer
(Front)

1. Record Explicit Information: Look at the picture of the colonial farmer and record details about what you see right in the picture in the first column. As a group, record the explicit details you see.
2. Record What You Infer: Look at each piece of explicit information recorded below. What can you infer about farming in Colonial America based on this information? Discuss with your group and record what you infer about each piece of explicit information in second column.
3. Reread Text: Each person in your group should choose an inference. Make sure all of the recorded inferences are selected. Reread the text and look for details that might help to confirm your selected inference. Underline any you find.
4. Share and Confirm: Share any details you found to support your inference. (It is possible you did not find any.) As a group, choose three inferences about the picture that you feel sure can be confirmed with the text. Record details from the text that support what you inferred about the picture.

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)



Inferring Three-Column Graphic Organizer
(Back)

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)



Who do you think worked harder: northern colonial farmers or southern colonial farmers? Support your inference with explicit information from the text.