



EXPEDITIONARY
LEARNING

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

Inferring from a Primary Source: Close Read of Colonial Times Inventory



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

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

I can make inferences using specific details from the text. (RI.4.1)

I can compare and contrast a first-hand and second-hand account of the same event or topic. (RI.4.6)

Supporting Learning Targets

- I can identify and make meaning of new words.
- I can make inferences about colonial life supported by details from text.
- I can notice what I understand and what is still confusing when reading a primary source document.
- I can identify what I know and what I don't know when reading the Inventory of John Allen.

Ongoing Assessment

- Inferring about John Allen graphic organizer
- John Allen anchor chart



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Introducing Vocabulary Notebooks (10 minutes) B. Deconstructing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read of Inventory of John Allen: What Is the Gist? (10 minutes) B. Partner Reading: Second Read of Inventory of John Allen: What Do I Understand and What Is Confusing? (10 minutes) C. Inferring from the Text: What Do We Infer about Colonial Life? (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief (5 minutes) B. Exit Ticket (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • In this lesson a vocabulary notebook is introduced to students. The purpose of this notebook is to help students learn words that are both content-specific and academically relevant. It will be used as a resource for student writing later in the module. Prepare students' vocabulary notebooks (see supporting materials). • This lesson introduces an intriguing primary source: Inventory of John Allen (1659–1704). This is an inventory of a colonial farmer's estate and its worth after the farmer's death. Do NOT explain this document to students in advance. Students read this document as historians and detectives. This primary source provides rich opportunities for students to infer about what life was like for colonists in America. While primary sources have been introduced in the previous module, their definition and purpose will be taught again in this unit. Students will need to be encouraged to persevere when reading this text for the first time and be reassured that they will learn more and more from the document with research and further analysis. • Prepare the John Allen anchor chart. Across the top write: Who Was John Allen? Under that create a T-chart. On one side write: What We Know, and on the other, What We Infer.

Lesson Vocabulary	Materials
<p>Colonial America, custom, culture, primary source, secondary source, inventory list</p>	<ul style="list-style-type: none"> • <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>, by Elizabeth Raum (book; one per student; pages 4-5) • Vocabulary notebook (one per student) • Inventory of John Allen (one per student) • John Allen anchor chart (new; teacher-created) • Inferring about John Allen graphic organizer (one per student)



Opening	Meeting Students' Needs
<p>A. Introducing Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none"> • Introduce just the first learning target: “I can identify and make meaning of new words.” Have students discuss the meaning of this target with a partner, and all the ways they have been making meanings of new words this year. Invite a few students to share out something their partner said. • Have student take out the text from their homework the night before: pages 4–5 of <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>. Tell students that now they know the topic they will be studying for the next few weeks will be Colonial America. Tell them that they are likely to see unfamiliar words as they read about this time period, and therefore it will be important to learn the meanings of some of these words to understand what they are reading about. Tell them that they encountered a few words like this yesterday when they read from <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>. • Revisit the text on pages 4–5 with students. Ask them to reread the first sentence and turn to a partner and describe what the word <i>colonial</i> means. Next have students share what they recall from yesterday. If they do not recall what you told them about the root of this word (colony), remind them that it means “a group of people who settle in a land distant from their homeland but still remain tied to it.” Let students know that they are likely to encounter this root a lot as they continue to read in the next few weeks. Have them “read on” to the second sentence of the first paragraph to see if they can learn more about what the word <i>colonial</i> means. Remind them that sometimes they will have to infer about words that are new to them using the text. Ask students: “Now what do you think the words ‘Colonial America’ mean together?” A correct response to this question might be: “A time when America was filled with colonies or settlements of people from different countries.” • Distribute Vocabulary Notebooks. Guide students through filling out the first box under “Important to Know” in their Vocabulary Notebooks with the words <i>Colonial America</i>, their meaning, and how they know this (meaning of the root word, and inferring from the text). 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols (e.g., a magnifying glass for <i>details</i>, a lightbulb for <i>main idea</i>, a picture of two images with arrows underneath them pointing to one image for <i>synthesize</i>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. • Reviewing academic vocabulary words benefits all students developing academic language.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next ask students to look at the word <i>cultures</i> in the title of the chapter. Ask them to add this word to their notebooks as well. Read the paragraph on page 5 aloud to students as they follow along. Tell them to listen for clues about what this word could mean. Ask them: “Does it say right there in the text? Okay, so we will have to infer. Tell a different partner what you infer it might mean. Be sure to use evidence from the text.” Have a few partners share what they infer. Ask students: “What is a way we could check our inferences about this word?” After receiving suggestions, tell students that you decided to use the dictionary to help you understand this word. Display where you found it using a document camera or online dictionary or write the definition on the board. Have students add this word to their notebooks (dictionary definition or in their own words) and indicate how they know (inferring from text, dictionary).• Finally, have students add the word <i>custom</i> to their notebooks. Tell them to use the text features they noticed yesterday to find the meaning of this word. Check to be sure students indicate how they found it (defined in text or defined with text feature). Tell students that they will need to keep their notebooks handy, because the text they will read today will have some unfamiliar vocabulary that the class may decide to add to their notebooks.• Note the Criteria for Adding Vocabulary at the top of the Vocabulary Notebook. Emphasize to students that their notebook will just be for the most important words: words that really help them understand the topic, or words they will probably see a lot in other texts. Tell students that they also should continue figuring out many new words in context, as they have been doing all year.	



Opening (continued)	Meeting Students' Needs
<p>B. Introducing Vocabulary Notebooks (10 minutes)</p> <ul style="list-style-type: none">• Invite the class to read the next learning target aloud with you: “I can make inferences about colonial life supported by details from text.” Review from the previous lesson. Circle the word <i>inferences</i> and ask: “What does it mean to make inferences from details in text?”• Ask students to Think-Pair-Share about what is important to understand about inferences. Focus on understanding that in order to make an inference you must take what you know and merge it with new information. Tell students that they will be drawing inferences about what life was like in Colonial America based on their background knowledge and on details from the text.• Ask students to look at the next two targets: “I can identify what I know and what I don’t know when reading the Inventory of John Allen,” and “I can notice what I understand and what is still confusing when reading a primary source document.” Ask students what these two targets have in common. Circle the words <i>primary sources</i>. Ask students to talk with a partner about what a primary source document is. (Hopefully they will make connections back to the Great Law of Peace, in Module 1.) The focus at this point should be to have students understand it is a rich way to understand the time, place, and people of a given historical time period.• Ask if any students can distinguish between a <i>primary</i> and <i>secondary</i> source. If not, explain:<ul style="list-style-type: none">* “A primary source is an original work such as a photograph, drawing, letter, diary, or document that was recorded at the time of an event.”* “A secondary source is created by someone either not present when the event took place or removed by time from the event. Examples of secondary sources include textbooks, journal articles, histories, and encyclopedias.”• Tell them that the text they read yesterday, <i>The Scoop...</i>, is a secondary source. Tell them that for this lesson, they will be working with a primary source. Display the definition for primary source on the board or document camera and have students add the words <i>primary source</i> to their Vocabulary Notebook.	



Work Time	Meeting Students' Needs
<p>A. First Read of Inventory of John Allen: What Is the Gist? (10 minutes)</p> <ul style="list-style-type: none">• Tell students that they are about to read a challenging text. It will probably be unlike any text they have seen this year, and will have lots of unfamiliar words. Reassure them that just like when they read the Great Law of Peace, they are not expected to understand it fully the first time they read it. Remind them that one key to being a strong reader of difficult text is being willing to struggle.• Tell them that today they will practice several strategies to help them make sense of this text. One is inferring, which they have talked a lot about. The other is just to be paying attention to what you understand and what you don't.• Remind them that they will get to talk with their peers in order to clarify confusions and deepen understanding.• Write this guiding question on the board: "When you read this text for the first time, what makes sense? What doesn't?"• Direct students to put a check mark by anything that makes sense, and to circle anything that is confusing or unclear.• Distribute the Inventory of John Allen. Give students 6–8 minutes to read independently.• Circulate to support as needed, but don't answer too many of students' questions at this point: They will figure out a lot as they reread. Simply probe, asking: "What's making sense?" and "What is confusing?" and encourage them to persist.	<ul style="list-style-type: none">• For students needing additional support, consider allowing students to draw their observations, ideas, or notes when appropriate.• Use 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 ELL language acquisition.



Work Time (continued)	Meeting Students' Needs
<p>B. Partner Reading: Second-Read Inventory of John Allen: What Do I Understand and What Is Confusing? (10 minutes)</p> <ul style="list-style-type: none">• Ask students to find a partner. Remind students that partner work serves as a powerful way for them to try to make sense of difficult text.• Ask pairs to share initial thinking: “What makes sense?” “What is confusing?”• Then ask them to reread the text together and share any new thinking: “What are you figuring out?” “What remains unclear?” Encourage students to go back and write questions next to the some of the items they circled. Circulate and listen in as formative assessment. Reassure students that it is okay not to know, just like in the previous lesson with the Mystery Documents.• Post the John Allen anchor chart. Tell students that you would like to take a moment to record what they understand about the document. Tell students to look at the checks they made. Say something like: “Let’s record things we know because we can see it right in the text.” Ask the group: “What do we know about John Allen from this inventory?” Record what is shared in the What We Know column of the anchor chart.• Use the following questions to prompt students to dig back into the text:<ul style="list-style-type: none">* “What do you notice about the dates in this document? (He lived from 1659–1704, during the colonial period.)”* “How old was John Allen when he died? How do you know?”* “What do you notice about the animals? (He owned 21 animals.)”	<ul style="list-style-type: none">• During all partner work, the teacher can support Special Education students or ELLs as needed. Just be sure to let them struggle with text, too, as this builds both stamina and confidence.



Work Time (continued)	Meeting Students' Needs
<p>C. Inferring from the Text: What Do We Infer about Colonial Life? (15 minutes)</p> <ul style="list-style-type: none">• Tell students that they are probably still confused about some things in the text. Tell them that now is the time for them to make some inferences. Remind them that what they infer should be based on their background knowledge and details from the text.• Ask students to find a new partner. Have them share:<ul style="list-style-type: none">* “What did you infer about John Allen? What details from the text did you base your inference on?” Tell students to use what they circled and wrote questions about to guide their discussion.• Once students have had some time to discuss some inferences, ask a few partners to share an inference. Tell students to use the sentence frame: “We infer _____ because the text says _____.” Record what students share in the What We Infer column of the anchor chart.• Ask students: “What else struck you or confused you about the document?”• Students may ask about the three columns, labeled £, S, and P. Let students know that these represent the values of each coin in the English money system: £ = pound, S = shilling, and P = pence (with a pound worth the most, and a pence worth the least).• Tell students that they will revisit this text in the next lesson and will continue to figure out more.	<ul style="list-style-type: none">• Depending on the needs of your students, they may either reread on their own or read with a buddy, taking turns on paragraphs.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Sum up this initial discussion by asking: <ul style="list-style-type: none"> * “How did looking at primary source documents help you understand colonial life?” Tell students that primary source documents are a powerful way to learn about the people from a specific time and place in history. They will continue to learn more about John Allen, and about the daily life of colonists, as they keep studying this inventory and reading other texts. Refer back to the learning targets. Ask students to use a thumbs-up, thumbs-sideways, or thumbs-down to evaluate if they feel they met the targets. Tell students that they will continue to work on meeting these learning targets in the next lesson. 	<ul style="list-style-type: none"> Students needing additional support may need to share in a triad with someone from their small group in order to help them articulate their thinking.
<p>B. Exit Ticket (5 minutes)</p> <ul style="list-style-type: none"> Introduce the Inferring about John Allen graphic organizer (using a document camera or by creating a model on the board or on chart paper.) Show students how to begin the graphic organizer. Tell students that they will work with this graphic organizer much more in the following lesson. For now, ask them to simply add two of their own inferences to the graphic organizer that were not captured on the John Allen anchor chart. Collect students' partially completed Inferring about John Allen graphic organizers. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read pages 8–10 in <i>If You Lived in Colonial Times</i> and answer the following question: What is the main idea from this text? <p><i>Note: Review students' Inferring about John Allen graphic organizers. Highlight phrases to share out at the beginning of Lesson 3, as the class continues to add to the John Allen anchor chart.</i></p>	



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Supporting Materials



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Vocabulary Notebook:
Reading and Writing about Colonial America

Name: _____

Date: _____

Is this word worthy? Criteria for adding new vocabulary:

- * This word is a little difficult to understand.
- * I am likely to hear or read this word again.
- * I will likely need to use this word in my future writing.
- * This word seems really important for the topic we are studying.

If your word meets any of these criteria, it may be a word to record in your notebook.

Important to Know

Word	What It Means...	How I Know...



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

First Read

Inference	Details from Text to Support Inference



Inferring about John Allen Graphic Organizer

Name: _____

Date: _____

Second Read

Inference	Details from Text to Support Inference



Inferring about John Allen Graphic Organizer

Name: _____

Date: _____

Third Read

Inference	Details from Text to Support Inference



Inferring about John Allen Graphic Organizer

.....
Name:

.....
Date:

Fourth Read

Inference	Details from Text to Support Inference

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

INVENTORY OF JOHN ALLEN (1659-1704)
Hampshire Probate Records, Volume III, p. 132

An Inventory of John Allen's Estate Taken June the 5, 1704

	L	Sh	d
To money in Mr. Porter Hands	3	9	3
Cloathes of his own Wareing	1	5	
Beds and Bedding	2	10	
1 horse	2		
1 Heifer	1		
1 Heifer	1		
1 Steer Calfe		17	
1 Heifer	1	15	
1 Steer	2	10	
1 Cow	2	15	
1 Cow	2	17	
8 Sheep	2	8	
5 Swine	2	15	
2 Guns	1	8	
To Halfe a Barrel of Pork	1	15	
To 1 Hundred & 37 pound of Beeffe	1	2	10
To 16 Bushels of Indian Corn	1	1	4
To 8 Bushels of Rye		16	
To 10 Bushels of Malt	1		
To 1 Sive		1	6
To 1 wheel		3	
To 1 Pail and Tubb		1	8

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen continued)	L	Sh	d
To Part of a Cart and Wheels		14	6
To 1 pr of Plow Irons		7	
To Wooden Ware		14	
To 1 Iron Pott		16	
To Iron Pott 5/		5	
To 1 Iron Kettle		2	
To 1 Pewter Platter		2	
To 2 Pewter Perringers and a Qut. Pit		3	6
To 1 frying Pan		3	6
To 1 Smoothing Iron			8
To 2 cans and 3 Dishes		2	4
To 2 Old Axes and 3 Wedges		7	
To Part of a Hatchel		5	
To Books		6	
To 1 Glass Bottle			6
To Horse Tackling		6	6
To 1 Lining Wheel		3	
To 4 four baggs		6	
To Linnen Yarn		11	
To 1 Sieth and Tacklin		5	
To 1 fork and Hoe		2	
To 1 yd and Halfe of New Cloath		2	3
To a Plow Chain and Clevy		6	6
To 1 bed Cord		1	

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen Continued)

	L	Sh	d
To 12 pounds of hops		6	
To 1 Cart Clevy and Yoch Iron		4	6
The Lands not Inventoried by Reason of Troubles not Knowing What to Value Them – Capt. Jonathan Wells, Sergt Eleazur Hawks – Apprizers			

INVENTORY OF JOHN ALLEN
Hampshire Probate Records, Volume III, p. 199
John Allen's Inventory

	L	Sh	d
To money in Mr. Porters hand	3	9	3
To Cloaths of his own Wareing	1	5	
Beds and Bedding	2	10	
1 horse	2		
1 Heifer	1		
1 Heifer	1		
1 Steer Calfe		17	
1 Heifer	1	15	
1 Steer	2	10	
1 Cow	2	15	
1 Cow	2	17	
8 Sheep	2	8	
5 Swine	2	15	
2 Guns	1	8	
To Halfe a Barrel of Pork	1	15	

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allen Continued)

	L	Sh	d
To 1 Hundred & 37 pound of Beefe	1	2	10
To 16 Bushels of Indian Corn	1	1	4
To 8 Bushels of Rye		16	
To 10 Bushels of Malt	1		
To 1 Sive		1	6
To 1 wheel		3	
To 1 Pail and Tubb		1	8
To part of a Cart & Wheels		14	
To 1 pr of Plow Irons		7	
To Wooden Ware		14	
To 1 Iron Pot		16	
To 1 Iron Pot		5	
To 1 Iron Kettle		2	
To 1 Pewter Platter		2	
To 2 Pewter Perringers and a Qut. Pit		3	6
To 1 frying Pan		3	6
To 1 Smoothing Iron			8
To 2 cans and 3 Dishes		2	4
To 2 Old Axes and 3 Wedges		7	
To Part of a Hatchell		5	
To Books		6	
To 1 Glass Bottle			6
To Horse Tacklin		6	6
To 1 Linen Wheel		3	

Inventory of John Allen (1659–1704)
Hampshire Probate Records, Volume III, p. 132

(John Allin Continued)

	L	Sh	d
To 1 Tramell		3	6
To 4 Baggs		6	
To Linen Yarn		11	
To 1 Sythe & Tacklin		5	
To 1 yd & a Halfe of New Cloath		2	3
To 1 fork and 1 Hoe		2	
To 1 Plow Chain & Clevy		6	
To 1 Bed Cord		1	
To 12 Pound of Hops		6	
To 1 Cart Clevy and Yoak Irons		4	6
3 Acres of Land at 10sh (per) Acre wth a Part od a Barn upon it	7	10	
An old Sword		3	
22 acres of meadow land	16	10	
4 acres & a halfe of Land at 15sh (per) acre	3	7	
8 acres of Land in ye New fort		<u>16</u>	
Total	86	8	10
Debts due from ye Estate		<u>47</u>	<u>13</u>
free Estate	38	15	1

(filed January 11, 1708/9)