



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 7

Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times



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

- I can explain what a text says using specific details from the text. (RI.4.1)
- I can make inferences using specific details from the text. (RI.4.1)
- I can document what I learn about a topic by sorting evidence into categories. (W.4.8)
- I can write an informative text. (W.4.2)

Supporting Learning Targets

- I can sort specific details about a topic into categories.
- I can support my inference about a topic with text-based evidence.
- I can inform an audience about a colonial trade using details from the text.

Ongoing Assessment

- Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times
- Tracking My Progress, Mid-Unit 2



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (45 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Group Mingle (10 minutes)4. Homework	<ul style="list-style-type: none">• This lesson is an assessment lesson. Students will read a new informational text, record information in the graphic organizer they have been practicing using, and write a help wanted ad. Ensure appropriate provisions are made for students requiring additional time and support for assessments.

Lesson Vocabulary	Materials
<p>None to be discussed (See mid-unit assessment; do not preteach.)</p>	<ul style="list-style-type: none">• Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (one per student)• Mid Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (Answers, for Teacher Reference)• 2-Point Rubric: Writing from Sources/Short Response (for Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will complete a formal assessment in which they will do on their own much of what they have been practicing. They will read an informational text, record information about the trade in a Four-Column graphic organizer that they have seen before, and write a Help Wanted ad. They will be assessed on being able to locate specific information, sort the information into categories, answer an inferential question, and explain what a text says by using specific evidence from the text.• Encourage the students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and sort important details in an informational text. This is also an opportunity to discover even more about life in Colonial America by learning about another craftsman.• Ask the students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify any confusion before beginning the assessment.	<ul style="list-style-type: none">• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times (45 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Inferring about the Silversmith Trade in Colonial Times.• Give them about 45 minutes to complete the assessment.• While students are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies students are using during the assessment.• Encourage students who finish early to read about other colonial craftspeople in <i>If You Lived In Colonial Times</i>, to give them additional information about life in Colonial America.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a word bank of content words from the text to be used in the graphic organizer and the Help Wanted ad.



Closing and Assessment	Meeting Students' Needs
<p>A. Group Mingle (10 minutes)</p> <ul style="list-style-type: none"> • Remind students that they have done a Group Mingle before (in Lesson 1). Remind them of the process: <ol style="list-style-type: none"> 1. Mingle around the room and find a partner. 2. When you find a partner, touch your partners' hands up in the air so it's clear that everyone has a partner. (If there is an odd number, there may be one group of three.) 3. Discuss a talking point together: Be sure both people have a chance to share their thinking. 4. After about 1 or 2 minutes, repeat with a new partner. • Possible talking points: <ul style="list-style-type: none"> * Something that I am most proud of about myself as a learner during this unit so far * The most interesting thing I learned about trades in Colonial America in this unit so far * A goal you have for yourself for the rest of the unit 	<ul style="list-style-type: none"> • Using sentence frames can help students who struggle with language articulate their learning. Using the word, <i>because</i> in the sentence frame helps all students support their thinking with evidence.
Homework	Meeting Students' Needs
None.	



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Supporting Materials



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Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times

Name: _____

Date: _____

Directions:

1. Read “Colonial Trades: The Silversmith” text.
2. Complete the graphic organizer.
3. Answer the inference question.
4. Write a Help Wanted ad for the silversmith.

Colonial Trades: The Silversmith

In colonial times, silver, gold, and copper were the metals that were valued most. In Colonial America, there were no banks. Most colonists’ wealth wasn’t in money at all, but in land or livestock. But for colonists who did have gold or silver, it was kept at home. When all of the silver coins looked just like another, what could colonists do to protect their money?

The silversmith was a skilled craftsperson who worked with silver, gold, and copper to make special objects for the home. Not everyone was wealthy enough to need a silversmith. But wealthy colonists often brought their money to the silversmith. These colonists wanted to protect their silver and gold from being stolen. They had the silversmith make it into useful things like coffee pots, candlesticks, plates, spoons, and more. Each piece looked unique, or one-of-a-kind, so the items were easier to identify if stolen.

To be a silversmith you had to be skilled at working with metals. The silversmith used a large fireplace called a forge that makes fires extra hot. This special forge helped heat the metals that silversmiths worked with. The metals could be heated then beaten on an anvil with a mallet to make large metal sheets. The metal could also be melted and poured into containers called molds that were used to give a teapot or bowl its shape.

The silversmith was expected to make things that were beautiful as well as functional. The teapot had to pour tea, but it also had to look nice enough to be put out on the table when guests came. The silversmith was often asked to create pieces with designs that were cut out or engraved into the metal. To make these designs, the silversmiths had to use smaller hammers and more delicate tools to do this fine work.

The silversmith was an important colonial trade. Not only did this craftsperson make beautiful pieces that could be used in the home, they also helped to protect a family’s wealth.



Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times

990L

Flesch-Kincaid: 7.0

Written by Expeditionary Learning for Instructional Purposes

Sources

Colonial Williamsburg Web site, History of Trades section (Silversmith):

www.history.org/Almanack/life/trades/tradesil.cfm (last accessed 10/25/12).

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991);

ISBN: 978-0-86505-510-0.

Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic,

1992); ISBN: 978-0-590-45160-4.



Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times

Graphic Organizer

Tools for the Trade	Skills Needed for the Trade	How the Trade Helps People	Other interesting Things

Inference: How did this trade impact life in the colonial village? Use evidence from the text to support your response.



Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times

After reading about the colonial silversmith, write a Help Wanted ad that describes the characteristics needed by a person in order to work in a silversmith's shop in Colonial America. Support your advertisement with evidence from the text. Make sure to include what goods the trade made and the skills a person needed to be successful in this trade. Use specific vocabulary that will help describe the trade.

HELP WANTED

Wanted: A person for the trade —

This job involves:

Skills required of all applicants:

If interested, please apply to:

Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times
(Answers for Teacher Reference)

Graphic Organizer

Tools for the Trade	Skills Needed for the Trade	How the Trade Helps People	Other interesting Things
<ul style="list-style-type: none"> • <i>forge</i> • <i>anvil</i> • <i>mallet</i> • <i>molds</i> • <i>smaller hammers</i> • <i>more delicate tools</i> 	<ul style="list-style-type: none"> • <i>Metal shaping</i> • <i>Know how to use a forge to melt metal</i> • <i>Make things, like candlesticks, look unique</i> • <i>Add details to the teapots, bowls, plates and other things</i> • <i>Strength</i> 	<ul style="list-style-type: none"> • <i>Makes beautiful things that can be used at home</i> • <i>Helps people protect their wealth</i> 	<ul style="list-style-type: none"> • <i>There were no banks in Colonial America.</i>

Inference: How did this trade impact life in the colonial village? Use evidence from the text to support your response.

This silversmith impacted life in the colonial village by helping people protect their wealth. Since there were no banks, people had to keep their gold and silver at home. So people took their gold and silver to the silversmith to make into things like teapots. Then if the teapot is stolen, it is easy to identify.



Mid-Unit 2 Assessment:
Inferring about the Silversmith Trade in Colonial Times
(Answers for Teacher Reference)

After reading about the colonial silversmith, write a Help Wanted ad that describes the characteristics needed by a person in order to work in a silversmith's shop in Colonial America. Support your advertisement with evidence from the text. Make sure to include what goods the trade made and the skills a person needed to be successful in this trade. Use specific vocabulary that will help describe the trade.

HELP WANTED

Wanted: A person for the trade —

Silversmith

This job involves:

Making household items like teapots, plates, spoons and candlesticks out of metal. This is needed so that people have beautiful things, but also to stop people from stealing. Silversmiths also need to be able to add details with small hammers and other delicate tools.

Skills required of all applicants:

- *Metal shaping*
- *Know how to use a forge to melt metal*
- *Make things, like candlesticks, look unique*
- *Add details to the teapots, bowls, plates and other things*
- *Strength*

If interested, please apply to: *John Smythe*

2-Point rubric:
Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2 Point Response	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability.
1 Point Response	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt.• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.• Incomplete sentences or bullets
0 Point Response	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate.• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable.

¹From New York State Department of Education, October 6, 2012.