



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2A: Unit 2: Lesson 3

## Writing to Inform: Colonial Trades



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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 write an informative text. (W.4.2)
- I can use text and formatting to support my topic. (W.4.2)
- I can write for a variety of reasons. (W.4.10)
- I can speak clearly and at an understandable pace. (SL.4.4)

**Supporting Learning Targets**

- I can inform an audience about a colonial trade using details from the text.
- I can present important details of a colonial trade in a group presentation.

**Ongoing Assessment**

- Help Wanted Ad



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Generating Criteria: What Makes a Good Help Wanted Ad? (10 minutes)</li> <li>B. Brainstorming, Planning, and Writing a First Draft (10 minutes)</li> <li>C. Group Writing: Help Wanted Ads (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Share: Presentation of Help Wanted Ad (15 minutes)</li> </ol> </li> <li>4. Homework</li> </ol>	<ul style="list-style-type: none"> <li>• This lesson serves as the bridge between Lesson 2, when students learned about various trades, and Lesson 4, when students apply for a job for the trade they would like to research in more depth. Review Lesson 4 in advance, so the arc of these three lessons is clear to you before you begin.</li> <li>• In advance: Prepare a chart with the example Help Wanted ad for a job as a wheelwright (see supporting materials).</li> <li>• For teacher reference, review the archive <a href="http://research.history.org/JDRLibrary/SpecialProjects/Manville/Search/OccupationSearch.cfm">http://research.history.org/JDRLibrary/SpecialProjects/Manville/Search/OccupationSearch.cfm</a>, which provides a variety of advertisements for various trades (though all aren't want ads). Students may be interested in exploring this archive more during other parts of the school day.</li> </ul>

Lesson Vocabulary	Materials
<p>details, audience, gather, trades, inform, description, skill, specific, presentation, help wanted, job application, qualified; wheelwright, wheels, iron, carriages, wagons, sturdy, rugged, accurate, intelligence, precise, measuring, hammer, saw, ax, planer, expands, iron tire</p>	<ul style="list-style-type: none"> <li>• Help Wanted Ad planning sheet (students' own copies; from Lesson 2)</li> <li>• Example of Help Wanted Ad: Wheelwright (for Teacher Reference; see Teaching Note)</li> <li>• Help Wanted Ad template (one per student)</li> <li>• <i>If You Lived in Colonial Times</i> (focus on pages 67–77) (one text per student)</li> <li>• Chart paper for group Help Wanted ads (one per group)</li> <li>• Markers</li> <li>• Equity sticks</li> <li>• Vocabulary Notebook (from Unit 1, Lesson 2)</li> <li>• Criteria for Help Wanted Ads anchor chart (new; teacher-created; see example in supporting materials)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that they are reading about colonial trades in order to understand what life was like in Colonial America. Ask them to look back at their <b>Help Wanted Ad planning sheets</b> for a wheelwright in Lesson 2. Review the information learned. Direct them to focus on the skills the trade requires as well as the trade-specific vocabulary.</li><li>• Introduce the learning target: "I can inform an audience about a colonial trade using details from the text." Invite the students to have a brief discussion in triads about what it means to <i>inform an audience about a colonial trade</i>. Ask a few students to share what one of their partners said. Emphasize that they have written to inform many times this year (e.g., in Unit 1 they wrote about the importance of religion in Colonial America). Today, they will get to do that in a fun and creative way.</li></ul>	<ul style="list-style-type: none"><li>• Reviewing academic vocabulary words benefits all students developing academic language.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Generating Criteria: What Makes a Good Help Wanted Ad? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask the students where they might have seen a Help Wanted ad. Ask the class if anybody knows what the word ad is short for. Also ask what they know about Help Wanted ads and why they are written. Clarify any misconceptions about what they are by explaining that Help Wanted ads are notices that employers put in newspapers or on bulletin boards (or on the Internet) describing their job openings.</li><li>• Share an Example of a Help Wanted Advertisement: Wheelwright based on the planning the class did in Lesson 2. Take a few minutes to read the ad and make some observations as a class.</li><li>• Ask the students to identify what they notice about the ad. Record these notices on a new Criteria for Help Wanted Ads anchor chart. Some criteria might be:<ul style="list-style-type: none"><li>* Identifies the name of the trade</li><li>* Describes what goods the trade makes and what it takes to do the job</li><li>* Lists the skills needed to be successful</li><li>* Has trade-specific vocabulary</li><li>* Written in a way that makes people want to apply for the trade (creative)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Co-constructed anchor charts help students to understand abstract concepts.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Brainstorming, Planning, and Writing a First Draft (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students who learned about the same trade in Lesson 2 to gather as a group. Distribute the <b>Help Wanted Ad template</b>, and direct their attention to #4 on their Help Wanted planning sheets. Explain that each student will create his or her own Help Wanted ad based on the brainstorming and planning they will do with their group. They can use the template provided or may design their own ad. The ad just needs to include all the required information identified in the template.</li><li>• If the students need more information about their trade, have them read <b>pages 67–77 of <i>If You Lived in Colonial Times</i></b>.</li><li>• Encourage groups to take a few minutes to brainstorm what ads for their trade might say and sound like before each student writes his or her own draft of an ad.</li><li>• Clarify that the ads would have been written by a master craftsman who would have been looking for additional help in his or her shops.</li></ul>	<ul style="list-style-type: none"><li>• Consider writing and breaking down multistep directions into numbered elements. Students can return to these guidelines to make sure they are on track.</li><li>• For students who are just generally challenged by reading, consider providing extra time for tasks and answering questions in class discussions. ELLs and other struggling readers often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Group Writing: Help Wanted Ads (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students who learned about the same trade in Lesson 2 to gather as a group again with their individual drafts of ads.</li> <li>• Give directions:           <ul style="list-style-type: none"> <li>* Tell them that they will first share their Help Wanted ads with each other. Direct them to notice what information is similar in all of the ads about this trade.</li> <li>* They will then work together to combine their thinking and ideas to create one large Help Wanted ad on chart paper.</li> <li>* Finally, they will present their Help Wanted ad to the class.</li> </ul> </li> <li>• Introduce the second learning target: “I can present important details of a colonial trade in a group presentation.” Have a brief discussion about what a <i>presentation</i> is.</li> <li>• Tell students that the purpose of their presentation is so the entire class knows enough about each trade to be able to choose one trade they want to become an expert on later in the unit.</li> <li>• Distribute <b>chart paper</b> and <b>markers</b>. Ask each group to choose a “scribe”—the person who will do the actual writing on the chart—and a “taskmaster”—the person who will make sure that all students get to share their individual ads and have their thinking represented in the group chart.</li> <li>• Give students about 15 minutes to work.</li> <li>• Then ask students to practice their presentation. Explain that during the presentation the following things need to happen:           <ul style="list-style-type: none"> <li>* All members of the group will need to have their voices heard (i.e., everyone reads a sentence by themselves; choral read of the whole chart as a group; choral read parts of the chart in pairs/triads; one person reads most of it with the rest of the group choral reading a key sentence).</li> <li>* The presentation should be creative and grab the audience’s attention.</li> <li>* It should be 60–90 seconds long.</li> </ul> </li> <li>• Remind them that they are craftspeople of that trade and need additional quality people to join them. As they practice what and how they’re going to present their Help Wanted ad, they need to be energetic and creative in order to “sell” this trade.</li> <li>• Give students 3–5 minutes to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• 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. ELLs’ language acquisition can be facilitated by interacting with the content in English.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share: Presentation of Help Wanted Ads (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather the whole group for the presentations. Inform students that as they listen to the presentations, they should listen closely to think about which colonial trade interests them the most. They will get to choose the two colonial trades they most want to learn about later in the unit. In upcoming lessons, they will write a job <i>application</i> to say what job they want and why they are <i>qualified</i> for that trade. (Explain that an application includes information that the employer needs in order to make a decision on whether to hire a person or not.)</li><li>• Give some basic instructions before students present their Help Wanted ads:</li><li>• Tell students that after each presentation, you will use the <b>equity sticks</b> to choose two students from the audience to give specific praise for the presentation. (This will help increase student engagement as they listen to peers present.)<ul style="list-style-type: none"><li>* Tell students that they should record important trade-specific vocabulary words in their Vocabulary notebooks. This is information they will need when they write their job applications. Tell students it is fine if they don't catch all the important words: The charts from today will be available for them to look at.</li></ul></li><li>• Invite each group to present their advertisements and charts to the class.</li><li>• After each presentation, use the equity sticks: Choose two people to give one piece each of specific praise for the presentation.</li><li>• Consider the following criteria during students' informal presentations:<ul style="list-style-type: none"><li>* Did they include what the trade made and the skills needed by a person wanting to work in the trade?</li><li>* Were all members of the group participating in the presentation?</li><li>* Was the presentation creative enough to grab the audience's attention?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Using sentence frames can help ELLs articulate their learning. Using the word <i>because</i> in the sentence frame helps all students support their thinking with evidence.</li></ul>



Homework	Meeting Students' Needs
<p>Think about the Help Wanted as presentations today. Choose two trades that you are interested in. For each trade, write down some of the things that interest you: what they made, the skills a person would need to make the goods of that trade, and things that you wonder about. These notes will be helpful when you choose the trade you want to apply for during our next lesson.</p> <p><i>Note: Keep the Help Wanted Ad charts posted. Display them in a visible place so students can use them as resources when they fill out their job applications during Lesson 4.</i></p>	



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## Supporting Materials



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Help Wanted Ad Template:

*Note: Students may use this template or may create their own design. Either way, the ads need to include the information addressed in this template.*

**HELP WANTED**

Wanted: A person for the trade --

This job involves:

Skills required of all applicants:

If interested, please apply to:



Example of a Help Wanted Advertisement:  
Wheelwright

**HELP WANTED**

**Wanted: A person for the trade --**

**Wheelwright**

**This job involves:**

**Making all kinds of wheels for the village. The wheels are needed for carts, wagons, and carriages. Wheelwrights also make spinning wheels that are needed to make cloth for clothes. People can't go anywhere without you!**

**Skills required of all applicants:**

- Wood carving and shaping
- Shaping iron
- Measuring different shapes and sizes so they fit together
- Strength

**If interested, please apply to:**

**Jeffrey Wheeler**



**Criteria for Help Wanted Ads anchor chart**  
(For Teacher Reference)

- Tells the information in a complete paragraph (with a topic sentence, supporting details, and concluding sentence)
- Names the goods produced - what is made
- Describe the skills that are needed
- Details why the trade is important
- Explains the job and why a person would want it