



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2A: Unit 2: Lesson 16

## Synthesizing Research: How Colonists Were Interdependent



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can synthesize information from two texts on the same topic. (RI.4.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can use visuals in order to demonstrate what I have learned about colonial interdependence.</li> <li>I can make connections to show what I have learned from researching.</li> </ul>	<ul style="list-style-type: none"> <li>Expert Group Colonial Trade chart</li> <li>Teacher observation of Colonial Trade Web activity</li> </ul>
Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening               <ol style="list-style-type: none"> <li>Engaging the Reader (5 minutes)</li> </ol> </li> <li>Work Time               <ol style="list-style-type: none"> <li>Expert Groups: Sharing What We've Learned (20 minutes)</li> <li>Hosted Gallery Walk (20 minutes)</li> </ol> </li> <li>Closing and Assessment               <ol style="list-style-type: none"> <li>Debrief: Colonial Trade Web (15 minutes)</li> </ol> </li> <li>Homework</li> </ol>	<ul style="list-style-type: none"> <li>In advance: Identify a larger open space for the Colonial Trade Web activity (during the debrief).</li> <li>Review: Hosted Gallery Walk (see Appendix 1)</li> <li>In this lesson, students work in larger groups for each trade (e.g., all the students who studied builders), not their smaller expert groups of three or four students.</li> <li>During the closing, students will participate in a Colonial Trade Web activity. During this activity, each expert group stands together. Each group has 1 string that will connect to the other five groups in the circle (so each group needs five strings—one for each of the other trades). One person in each group will hold the strings for that group, but the entire expert group will discuss how their trade connects to the other trades. When all is said and done, each trade expert group will have a string connecting them to each of the other groups, creating a web of connections illustrating the concept of interdependence and connecting back to the guiding question.</li> </ul>



Lesson Vocabulary	Materials
interdependence, demonstrate, visuals, connections, gallery; wheelwright, blacksmith, cooper, carpenter, printer, shoemaker	<ul style="list-style-type: none"><li>• Five pieces of chart paper for students to make their Colonial Trade anchor charts (one piece per expert group)</li><li>• Markers (one per student)</li><li>• Pieces of colored strings or yarn, each 10–15 feet long (5 pieces for each expert group)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Begin by acknowledging students' hard work becoming experts on different colonial trades. They have read closely and talked with peers to learn about the tools and skills needed to be successful in their trades. During their many conversations in this unit, they have also focused on how the trades helped each other.</li><li>• Tell them that today, they will select the important details from their research and share it with the rest of the class. Refer to the first learning target and review that the word <i>interdependence</i> means that living things rely on each other for their existence.</li><li>• Ask students to read the second lesson target: "I can make connections to show what I have learned from researching." Explain that they will participate in a demonstration of what they have learned about their trade and its role in a colonial village.</li></ul>	<ul style="list-style-type: none"><li>• Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Expert Groups: Sharing What We've Learned (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to gather with all the other expert groups who studied the same trade (e.g., there may be two silversmith expert groups that should combine to form a larger group of six or seven students).</li><li>• Distribute one piece of <b>chart paper</b> to each group and <b>markers</b>. Tell students that they will work in this larger group to create a Colonial Trade anchor chart that will teach the rest of the class the following information:<ul style="list-style-type: none"><li>* The goods the trade made</li><li>* How other trades might have benefited from their trade</li><li>* Other interesting facts about their trade</li></ul></li><li>• Inform students that it's important to be clear with their information as well as creative. Encourage them to use words <i>and</i> pictures to help teach the facts.</li><li>• Inform the students that as they are creating their charts, they also need to prepare for the Hosted Gallery Walk presentations of learning. Explain that each person will be required to present the chart to a small group. Be clear that <u>each person</u> has to understand the text and images on the poster in order to present the information effectively.</li><li>• Ask students to review their notes from Unit 2 and the informational texts they used in their research to plan the information they want included on their chart as well as the design of the chart.</li><li>• Give groups 10–15 minutes to work. Circulate to support as needed. Allow time for students to help their group members to focus on key components for the Hosted Gallery Walk.</li><li>• Post the Colonial Trade anchor charts around the room.</li></ul>	<ul style="list-style-type: none"><li>• Co-construction of the expert chart will help all students synthesize the research about their trades supported by their peers.</li><li>• Providing a list of criteria for the synthesis charts will support students who struggle with multi-step directions.</li><li>• Having groups use visuals with words will support students who struggle with language (ELLs and SPED) and still allow them to fully participate in the group discussion and creation of the chart.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Hosted Gallery Walk (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that the Hosted Gallery Walk protocol gives participants a chance to share information with others in a gallery-like setting: It's like they are walking around in a museum. The protocol involves small group collaboration while making individuals responsible for the learning and the teaching.</li><li>• Review the protocol:<ul style="list-style-type: none"><li>* Students in each trade group to count off from one to five. (There may be more than one person for each number.)</li><li>* As a class, students regroup: All the ones gather at one Colonial Trade anchor chart, all of the twos gather at another chart, etc.</li><li>* The expert whose chart the group is looking at takes 2 minutes to share the information about their trade on their chart.</li><li>* The rest of the small group has 1 minute to ask clarifying questions of the expert(s) about his or her trade.</li><li>* When told, the groups rotate clockwise to the next chart, where the process will repeat.</li></ul></li><li>• Circulate in order to monitor the presentations. Pay particular attention to the students' understanding of how the trades were interdependent.</li></ul>	<ul style="list-style-type: none"><li>• The use of protocols supports all learners by providing a predictable structure and ensures that all voices are heard.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Colonial Trade Web (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• You will need a large space for this activity. This human concept web activity will demonstrate the concept of interdependence between the colonial trades.</li> <li>• Directions:               <ul style="list-style-type: none"> <li>– Each expert group has <b>five pieces of colored strings or yarns</b>, each 10-15 feet long.</li> <li>– Class stands in a large circle with expert groups standing together.</li> <li>– One group at a time identifies one trade that had a clear connection to their trade. One person from the group hands the end of one of their strings to that trade group, creating a link between the two trades.</li> <li>– The next trade repeats this process until all groups have made one connection to another trade. This should include the teacher as the wheelwright, but students might help you decide where the connections are.</li> <li>– Repeat the process of trades identifying connections to other trades until all connections have been made and (possibly) all strings are being shared.</li> </ul> </li> <li>• At the end, there will be a web of connections that will be a visual representation for <i>interdependence</i>.</li> <li>• As a final debrief question, ask: “What does this web of strings/connections tell us about life in a colonial village?” Revisit one of the module’s guiding questions: “In what ways was interdependence in Colonial America essential to survival?”</li> </ul>	<ul style="list-style-type: none"> <li>• This web activity gives students an opportunity to synthesize key learning from this unit in a way that meets many learning styles—visual, kinesthetic, auditory, and verbal.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue reading your independent reading book for this unit at home.</li> </ul>	

There are no new supporting materials for this lesson.