New York State Common Core

English Language Arts Curriculum

GRADE 4 Module 2A
Unit 2
Student Workbook
<table>
<thead>
<tr>
<th>Name of the TRADE</th>
<th>We Notice...</th>
<th>We can INFER that...</th>
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</thead>
<tbody>
<tr>
<td>1. Blacksmith</td>
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<td>2. Brickmaker</td>
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<td>3. Carpenter/Joiner</td>
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<td>4. Cooper</td>
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<td>5. Leatherworker</td>
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<td>6. Shoemaker</td>
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<td>7. Printer</td>
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<tr>
<td>8. Wheelwright</td>
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</table>
When people came to the colonies, they often had no idea how hard life was going to be. Some colonists were skilled craftspeople in Europe before they sailed to the colonies, but had to learn how to make much of what they needed to survive. Colonists may have brought seeds for fruits and vegetables with them on the ships from Europe so they could plant them in the rich soil of their new farms. However, they still needed to learn how to farm in an unfamiliar place. A lot of the fruits and vegetables they ate (such as corn, squash, and berries) were native to the New World. As villages and towns grew, people interacted with one another. They relied on each for many things.

In colonial times, many goods were imported or made in small shops or at home. If someone needed a barrel, a chair, or a wheel for their wagon, they might make it themselves. But if they had the money, they would most likely pay a craftsman to make it by hand in his shop. Craftspeople made furniture, utensils for the home, and tools to use on farms and for building houses. Some, but not all, people were tradesmen. This means that they were skilled in one trade. The cooper, for example, made barrels, and the wheelwright made wheels.

Craftspeople helped colonial towns grow. Although most colonists lived in rural areas, some settlers lived in towns where several craftspeople opened shops. The craftspeople sold their goods and charged customers the amount it cost to make the product, plus a little extra as profit. Not everyone was able to pay in cash, though. Some people had to exchange items grown or raised on farms, such as eggs and vegetables, as payment to the shopkeepers. This was called the barter system.

One person couldn’t do it all alone. The shoemaker needed the leather made by a tanner and the tools made by the blacksmith to make the shoes he’d sell in his shop. The farmer needed the wheels for his wagon made by the wheelwright, the blade of his plow and other tools made by the blacksmith, and the barrels made by the cooper to store the food he grew. Craftsmen and farmers working together and sharing their special skills created a culture of interdependence among the colonists.
Gist Statement:
Wheelwrights were craftspeople who made wooden wheels. The wheels were held together by spokes and a hub and then covered with iron. The wheels of the carriages and wagons had to be strong and sturdy because the colonial roads were very rugged. Also it was very difficult to make the wheels perfectly round.

The wheelwright trade required a person to be strong and able to work with wood and metal. It also required the tradesman to be very careful and accurate. Precise measurement skills were important to make sure that all the parts of the wheel would fit together so the wheel would roll smoothly.

Some tools they used were:
- hammer: tool used to join pieces of wood together by fastening them with nails
- saw: device for slicing through wood
- ax: tool for shaping wood or chopping it into smaller pieces
- plane: a tool used to shave and shape wood

The wheelwright needed the blacksmith to supply a big hoop of iron, called an iron tire, which would fit around the wood. The wheelwright heated the iron tire, which expanded just enough to fit around the outside of the wheel. He then poured water over the wheel to cool the metal, which caused the iron tire to shrink a bit. This held all the parts of the wheel together and made it strong.
The blacksmith made and fixed tools, pots, and other useful items. These items were made out of iron. Blacksmiths needed many tools in order to hold and mold the hot metal they worked with. The blacksmith would work in a large room with a forge. A forge was a special big oven that forced air into the fire to make it hotter than a normal fireplace in a home. In the middle of the room stood a heavy, solid block of metal called an anvil. The blacksmith would rest the hot metal on the anvil while he shaped it into a tool or a cooking utensil. Every settlement had a blacksmith because he made tools for the other trades. The blacksmith was also a dentist, and he had only one cure for a toothache. He pulled out the tooth that hurt.

Some tools they used were:

- anvil: heavy iron block the blacksmith rested the hot metal on to hammer it flat or form it into a shape
- forge: a big oven (also called a furnace) for heating or melting metal
- fuller: tool for pounding grooves into iron
- hammer: tool used to bend hot metal into a shape
- mandrel: a round horn-like tool used to shape iron
- tongs: a tool used to grab metal to put it in and take it out of the forge

If it was built out of metal (nails, swords, ax heads, anchors, anchor chains, hooks, iron hoops, horse shoes, hinges, hammer heads, gates, gate locks, and wheelbarrows), then a blacksmith made it. Blacksmiths also repaired tools used by other tradesmen. Many other craftsmen needed the blacksmith to make things for them to use in their trades. For example, the carpenters would buy a hammerhead or saw blade for building things, wheelwrights would buy the iron tire to go around the outside of their wheels, and coopers needed metal rings to hold their barrels together, to name just a few.
In a time when most buildings were built from wood, carpenters were very important members of a colonial village. The main business of the colonial carpenter was cutting and then connecting or “joining” wooden board into strong wooden homes and shops.

While most farmers in rural areas were their own carpenters, in villages carpenters were hired to do repair work, build additions to existing buildings, or make other outbuildings.

Some tools they used were:
- saw: tool with a thin, sharp blade used for cutting wood
- broadax: a large ax with a wide cutting blade
- hammer: hand tool made of steel used for driving in nails
- awl: a pointed tool used for making small holes in wood
- mallet: tool resembling a hammer but having a large head of wood
- plane: a tool used to shave and shape wood
- drawknife: woodcutting tool with two handles at right angles to the blade; used to shave wood

The carpenter worked from a building’s foundation to its roof. He laid floors, framed walls, raised rafters, carved moldings, and hung doors. Carpenters would also finish the inside of buildings by joining together pieces of wood to make doors, window frames, staircases, and other wood pieces within a house or building.
The cooper made buckets, barrels, and tubs out of wood and metal. Being a cooper required skill, intelligence, and strength.

The tools of the trade often were handed down for generations. Some of the tools coopers used were:

- rivet hammer: a hand tool made of steel used for pounding rivets
- staves: metal hoops that went around the wood to hold it together
- wood ax: a wooden-handled tool with a steel blade used for chopping wood
- plane: a tool used to shave and shape wood
- drawknife: a woodcutting tool with two handles at right angles to the blade; used to shave wood

The colonists put practically everything in these wooden containers because there weren’t any rubber, metal, or plastic storage containers. Some of the items kept in barrels were apples, tobacco, liquids (such as wine), and nails. Barrels were also used to ship and store items such as flour and gunpowder so they wouldn’t get damaged or wet.
Printers were very important in Colonial America. To be a printer, a person needed to be able to read and write. They also needed to know how to run a printing press, in order to teach an apprentice or a pressman how to do this job.

Printers made newspapers, Bibles, pamphlets, flyers, invitations, and newsletters. They also printed poems, sermons, and advertisements.

Some tools they used were:

- type: single piece of metal with a letter or number used to create words
- coffin: part of the press that held the type
- composing stick: held the type as it was assembled into words or sentences
- inking pad: wood-handled, wool-stuffed, and leather-covered ink balls used to spread the ink evenly over the type
- press: machine that pressed down heavily, transferring the lettering of the type onto a page
- stone: large flat surface that held the work to be printed

The printers put important news down on paper so it could be shared with the people of the village. This might be news about what ships were sailing or what cargo the ships carried. People also would sometimes come to the printer’s shop to read the news of the village.
The shoemaker, sometimes referred to as a cobbler in modern times, always had work to do. Colonial people did a lot of walking, so they would wear out their shoes pretty quickly. The shoemaker would make new shoes, and the cobbler would mend old shoes. The cobbler wasn’t considered as skilled, so a shoemaker didn’t like to be called a cobbler.

Some of the tools they used were:
- awl: a pointy-tipped metal tool for punching holes in leather
- burnisher: heated tool used to finish the edge of the soles and heels
- marking wheel: tool that marks the points to stitch the sole to the upper part of the shoe
- size stick: device with a sliding bracket to measure the person’s foot
- sole knife: half-moon-shaped knife used to cut out the leather for the sole
- stretching pliers: tool for stretching the leather on the upper part of the shoe

The shoemakers didn’t make the leather they used to make the shoes. People called tanners actually made the leather clean and ready. Fine, strong leather could be made from the skins of cattle, elk, or deer.
Directions: Follow each step below.

1. With your partner, read the informational text about the trade you have been assigned. Together, write your own description of what this trade does. Include what goods the trade makes and what tasks this tradesperson does.

<table>
<thead>
<tr>
<th>Description of Trade</th>
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<td>Main Idea:</td>
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<table>
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<th>Description:</th>
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2. List vocabulary that is specific to this trade that you want to use in your advertisement.

<table>
<thead>
<tr>
<th>Trade-Specific Vocabulary</th>
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</table>

3. Based on what you have read and what you know, infer what skills you think a person would need in order to be successful at this trade. Record those skills in a list.

<table>
<thead>
<tr>
<th>Skills Needed</th>
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4. Write a Help Wanted advertisement for your trade on the Help Wanted Ad template. Make sure to include what goods the trade makes and the skills a person needs to be successful in this trade. Use specific vocabulary that will help describe the trade.

Remember that you want the best people for this trade to apply. Make your advertisement creative so people will know how great your trade is and will want to apply to work with you.
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
**Example of a Help Wanted Advertisement:**

**Wheelwright**

<table>
<thead>
<tr>
<th>HELP WANTED</th>
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<tr>
<td>Wanted: A person for the trade --</td>
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<tr>
<td>Wheelwright</td>
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**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**
Colonial Trade Job Application:

**Directions:**
1. Write down the name of the colonial trade that is your first choice.
2. Use the planning you did to help you write a paragraph that describes why you would be the best person for your **first-choice** trade.
3. Make sure to use trade-specific vocabulary in your application.

My **first-choice trade** for which I would like to be considered: ____________________________

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Colonial Trade Job Application Planning Sheet

Name: 
Date: 

**Directions:**
List your top two choices for trades that you would want to learn if you lived in Colonial America. For each choice, complete the planning sheet below. Make sure to use trade-specific vocabulary that you learned (see the Help Wanted posters).

My *first-choice trade* for which I would like to be considered: 

<table>
<thead>
<tr>
<th>What sounds interesting to you about the trade?</th>
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<table>
<thead>
<tr>
<th>What skills do you have that will help you be successful in this trade?</th>
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</table>

My *second-choice trade* for which I would like to be considered: 

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<th>What sounds interesting to you about the trade?</th>
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<th>What skills do you have that will help you be successful in this trade?</th>
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The Importance of the Wheelwright

The cart was an important item for many people in Colonial America. Wealthy colonists and shopkeepers used carts. Farmers especially depended on them. If you were a farmer in Colonial America, you couldn’t operate without a cart of some kind. Farmers used carts to collect and transport their produce.

Wheelwrights were important members of colonial communities. They cut, shaped, and joined wood to make the wheels. Most wheels had a strip of iron called an iron tire, around the outside of the wheel. It was carefully fitted around the wheel to help hold all the parts in place and to make the finished wheel strong enough so that they were able to stand up to rough roads and fields. The iron tire came from the blacksmith, who would help the wheelwright put it on the wheel.

Wheelwrights also built and repaired carts, not just the wheels on them. Cart design and construction were simple. In order to make the cart, the wheelwright used basically the same tools and techniques that they did when making a wheel. Carts had flat beds where the cargo was put. Some carts’ beds moved like a dump truck and some stayed solidly attached to the frame.

The wheelwrights worked in a large shop. Wood shavings would have littered the floor. Hanging on the walls were tools such as saws, clamps, files, chisels, and the curved portions of a wheel rim. A giant wheel with a hand crank would probably have been put along a wall. It would have been used to power a lathe, a machine used to spin an object.

Craftsman also needed woodworking skills. Perhaps the most important was the ability to make spokes for the wheels that were smaller or “tapered” at the ends. These spokes would fit perfectly into the hub, the center of the wheel, and the felloe, the curved outer circle of the wheel. If the ends didn’t fit into the holes, the wheel wouldn’t be able to hold its shape.

Like all trades, the wheelwright’s was learned through an apprenticeship. During this training, a young man would pick up basic math and develop an eye for shaping wood flat or round. Often the hardest thing for the apprentices was planing, or scraping the wood to make it level. Creating a flat surface sounds easy, but actually it was tough to do.

Wheels were essential to helping a colonial village survive and grow. Wagons, carts, carriages, and spinning wheels were common items that helped colonists do basic daily tasks.
Bibliography

Colonial Williamsburg Web site, History of Trades section, Ed Crews (writer) “Wheels and Riding Carts”: www.history.org/foundation/journal/winter04-05/wheel.cfm (last assessed 10/25/12)


1. Reread “Colonial Trade: The Wheelwright.” As you read, decide on a strategy for annotating the information in the text.
2. Record the information in the appropriate category in the graphic organizer below.
3. Use evidence from the text to help you answer the question below.

<table>
<thead>
<tr>
<th>Tools for the Trade</th>
<th>Skills Needed for the Trade</th>
<th>How the Trade Helps People</th>
<th>Other interesting Things</th>
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What did the wheelwright make? ____________________________________________________________

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

____________________________________________________________________________________
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1. Reread “Colonial Trade: The Wheelwright.” As you read, annotate the information in the text by underlining:
   - Tools for the Trade in BLUE
   - Skills Needed for the Trade in RED
   - How the Trade Helps People in GREEN
   - Other Interesting Things in ORANGE

2. Record the information in the appropriate category in the graphic organizer below.
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What did the wheelwright make? ___________________________

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

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1. With your teacher’s support, reread “Colonial Trade: The Wheelwright.” As you read, annotate the information in the text by underlining:
   - Tools for the Trade in BLUE
   - Skills Needed for the Trade in RED
   - How the Trade Helps People in GREEN
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**Word Bank**
- made wheels for carts
- shopkeepers
- wealthy colonists
- chisels
- shaping wood
- spinning wheels
- carts
- carriages
- saws
- woodworking
- files
- planing
- farmers
- basic math
- clamps
- lathe
- wagons
- helped colonists do daily tasks
What did the wheelwright make?

How did this trade impact life in the colonial village? Use evidence from the text to support your response.
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);
### Graphic Organizer

<table>
<thead>
<tr>
<th>Tools for the Trade</th>
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**Inference:** How did this trade impact life in the colonial village? Use evidence from the text to support your response.

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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

<table>
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<tr>
<th>Wanted: A person for the trade —</th>
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<table>
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<tr>
<th>This job involves:</th>
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<table>
<thead>
<tr>
<th>Skills required of all applicants:</th>
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</table>

If interested, please apply to:
Learning Target: I can sort specific details about a topic into categories.

1. The target in my own words is:

2. How am I doing? Circle one.

   I need more help to learn this.  I understand some of this.  I am on my way!

3. The evidence to support my self-assessment is:

   __________________________________________

   __________________________________________

   __________________________________________
Learning Target: I can support my inference about a topic with text-based evidence.

1. The target in my own words is:

2. How am I doing? Circle one.

   I need more help to learn this.
   
   I understand some of this.
   
   I am on my way!

3. The evidence to support my self-assessment is:
Learning Target: I can inform an audience about a colonial trade using details from the text.

1. The target in my own words is:

2. How am I doing? Circle one.

   - I need more help to learn this.
   - I understand some of this.
   - I am on my way!

3. The evidence to support my self-assessment is:

   ___________________________________________________________
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<table>
<thead>
<tr>
<th>Expert Group Labels</th>
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<tbody>
<tr>
<td>Blacksmith:</td>
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<td>Builder/Carpenter:</td>
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<td>Printer:</td>
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<td>Cooper:</td>
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<tr>
<td>Shoemaker:</td>
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</table>
When colonial people needed wheels for their wagons and carriages, they saw the wheelwright. Wheelwrights made wheels from wood then added an iron hoop called a tire. Colonial roads were very rough and bumpy, so the wheels the wheelwrights made had to be strong.

The wheelwright was very careful in his work so that the wheels he made were perfectly round. Wheelwrights started a wheel by carving the center of the wheel, called the hub. The wheelwright used a chisel to create at least 12 openings in the hub for long pieces of wood called spokes. Spokes were made from strong wood such as ash. The spokes were then connected to curved pieces of wood, which were joined together in a circle.

The wheelwright got an iron hoop from the blacksmith that was just a tiny bit smaller than the wheel he was making. He heated the hoop slightly, which made it expand, or grow slightly larger, so that it could be pounded onto the wheel. Then the wheel was put in, or splashed with, cold water. This made the iron hoop shrink to fit the wheel very tightly.

Most wheelwrights were men, but a woman married to a wheelwright might help him run his shop by cleaning up sawdust or greeting customers. African American men, many of whom were slaves, were also wheelwrights. Wheelwrights sold their wheels directly to people who needed one and to carriage- and wagonmakers. Sometimes wheelwrights and carriage- and wagonmakers shared a shop. Wheelwrights also traveled to farms to fix broken wheels.
Sources:
Colonial Williamsburg Web site, History of Trades section (Wheelwright):
www.history.org/Almanack/life/trades/tradewhe.cfm
Expert Groups:
Colonial Trades Research Note-catcher

Student: 
Trade: Wheelwright 
Source: 

Part One: Vocabulary

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<tr>
<td>hub</td>
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<td>spokes</td>
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<tr>
<td>tire</td>
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<td>expand*</td>
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</table>

* Look for the meaning of this word in the glossary or a dictionary.

Part Two: Vocabulary

<table>
<thead>
<tr>
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Exit Ticket: Write a summary paragraph about this text.
Part Three: Facts about My Trade

<table>
<thead>
<tr>
<th>How the Trade Helps People</th>
<th>Tools for the Trade</th>
<th>Skills Needed for the Trade</th>
<th>Other Interesting Things</th>
</tr>
</thead>
</table>

How did this trade support life in the colonial village? Circle one:

a) By caring for horses  
b) By making tools  
c) By growing food  
d) By helping carts and wagons to work

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think wheelwrights depended on? Use details from the text to support your inference.
The Blacksmith’s Role in a Colonial Village

One of the most important craftsmen in the colonial village was the blacksmith. The blacksmith made tools and parts for other things out of strong, black iron. He also made iron shoes for horses. Farmers needed the blacksmith to make hoes and axes, families needed the blacksmith to make pots and pans, and other craftsmen needed the blacksmith for nails and iron hoops.

The blacksmith’s shop, called the “smithy,” was noisy and hot. The blacksmith and his helpers, often a journeyman and an apprentice, heated long iron bars over a fire until they became malleable, or soft enough to bend. Then they placed the hot iron on an anvil, which was a strong block of steel. The blacksmith and his helpers then hammered the soft iron, or “smite” it, into the shape they wanted. Iron that was hammered and shaped on an anvil had a special name called wrought iron. Blacksmiths needed strong arms and backs to hammer the iron into different shapes.

Keeping a hot fire going in the smithy was very important. The fire was built in a special fireplace called a forge. A bellows is a leather bag with boards on either side. When the boards are squeezed together, air rushes out of the bellows. The blacksmith and his helpers would use bellows to blow air on the fire in the forge.

Most blacksmiths were men, but sometimes women helped their husbands run their blacksmith shops by cleaning up and greeting customers. African American men, many of whom were slaves, also learned to be blacksmiths.

The smithy was often located at the center of a colonial village. Many people needed things from the blacksmith, so colonists often saw their neighbors at the smithy. While they were there, the colonists would talk and share news.

Written by Expeditionary Learning for Instructional Purposes © 2012
The Blacksmith’s Role in a Colonial Village

Sources:
### Part One: Vocabulary

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<td>anvil</td>
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<td>wrought</td>
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<td>bellows</td>
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<td>malleable</td>
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How did this trade support life in the colonial village? Circle one:

a) By building wagons  
b) By making tools  
c) By making jewelry  
d) By growing food

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

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What other trades do you think blacksmiths depended on? Use details from the text to support your inference.

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Carpenters are craftsmen with special skills in sawing, carving, and joining all kinds of wood. Colonial carpenters built very large things, like houses and barns, and very small things, like the decorative pieces of wood known as moldings.

Just as they do today, carpenters needed to understand math and angles to be good at their craft. Carpenters also knew about different kinds of wood and which kind of wood was right for a specific job. For example, carpenters knew that oak made beautiful furniture and that pine was good for building walls.

Some carpenters specialized, or became expert, in making furniture. They would work with the nicest pieces of wood and spend many hours smoothing and shaping it. Then they would color and seal the wood with stains or dyes made from vegetables. Some of the furniture that colonial carpenters created is still found today.

Carpenters used many tools in their work, including saws, axes, hammers, chisels, and knives. Master carpenters had many sizes and shapes of these tools. They also used a tool called a lathe. The lathe spun the wood the carpenter was working on so that it could be carved or shaped.

Most carpenters traveled to where people were building homes, villages, or ships. They did most of their work outside as buildings were being raised, or within the walls of newly built buildings, rather than in a shop. The carpenters who built furniture did have shops.
The Builder/Carpenter’s Role in a Colonial Village

There were not very many women carpenters during colonial times. Frederick Douglass, a famous African American who fought for the right of African Americans to vote, was a slave apprentice who worked with carpenters who were building ships when he was a boy.

Colonial carpenters helped build the things colonial people needed every day.

Written by Expeditionary Learning for Instructional Purposes © 2012

Sources:
Colonial Williamsburg Web site, History of Trades section (Wheelwright):
www.history.org/Almanack/life/trades/tradewhe.cfm
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<td>moldings</td>
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<td>specialized</td>
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<td>lathe</td>
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How did this trade support life in the colonial village? Circle one:

a) By building wagons  
b) By making clothes  
c) By building houses and shops  
d) By building statues

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think carpenters depended on? Use details from the text to support your inference.
In colonial times, there was no plastic. Barrels, buckets, and tubs were made from wood. It takes special skill to make a wooden barrel or bucket that does not leak. The craftsperson who made these things was called a cooper.

The cooper used many tools to make his barrels and buckets. First he would shape long, flat pieces of wood using axes, saws, and knives. These long pieces of wood were narrow on top and wider in the center. They were called staves. The bench the cooper sat at while shaping the staves was called a shaving horse.

Next the staves were heated to make them flexible. They were set upright in a circle. Iron or wooden rings were pounded over the staves to fit them tightly together. Finally the cooper made a tightly fitting lid for each barrel from a wide board, or plank of oak, pine, or cedar. The cooper did his work in a special shop called a cooperage.

Colonial people stored and shipped many things in the barrels made by coopers. Salt, coffee, sugar, milk, cranberries, gunpowder, and many other things fit well in barrels. When the colonists sent items to other countries on ships, the items were put in barrels to stay clean and safe.

Most coopers were men. African American men, many of whom were slaves, learned to be coopers. If your last name is Cooper, it might be because one of your ancestors did this important work!
The Cooper’s Role in a Colonial Village

Coopers were essential to colonial life. Because of the special skills of coopers, colonists could store, or save, food for the winter. They could carry water. Colonists could also use the barrels made by coopers to move and sell the things they made or grew.

Written by Expeditionary Learning for Instructional Purposes © 2012

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<td>staves</td>
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<td>plank</td>
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<td>coopersage</td>
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<td>store (Be careful! What does it mean in your reading?)</td>
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</table>

How did this trade support life in the colonial village? Circle one:

a) By making barrels to store food  
b) By building wheels  
c) By making tools  
d) By growing food

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think coopers depended on? Use details from the text to support your inference.
Colonial villagers read newspapers from both England and America. Newspapers and other printed materials such as pamphlets, or little booklets, and broadsides, or posters, were created by a printer. Printers also printed laws, sermons, advertisements, and books. The printer’s craft was very important as it helped the colonists stay entertained and informed.

The printer used many tools in his work. First, he had small pieces of metal with all of the letters of the alphabet and punctuation raised on them. This was called type. The printer arranged type to spell words and make sentences, paragraphs, and whole pages. Once pages of type were arranged, they were placed in a wooden frame, called a chase. The printer used a leather ball to cover the type with thick black ink. Then the printer laid paper over the ink and pressed the paper onto the type. The work was done on a simple machine called a printing press. Many parts of the printing press were iron.

Most printers’ shops were in larger cities rather than villages. This was because government offices were located in cities. Much of the work colonial printers did was for or about the government. Sometimes people with good ideas came to printers so their ideas could be printed and shared.
The Printer’s Role in a Colonial Village

Both men and women were printers. Benjamin Banneker, a free African American born in Maryland in 1731, was a scientist and author. He was not a printer, but he worked with printers to publish an almanac. An almanac is a collection of information that many farmers use to decide when to plant their crops.

Printers helped people and governments share information and important ideas.

Sources:
Expert Groups:
Colonial Trades Research Note-catcher

Student:
Trade: Printer
Source:

Part One: Vocabulary

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<td>pamphlets</td>
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<td>type</td>
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<tr>
<td>chase (Be careful! What does your reading say?)</td>
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<td>almanac</td>
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How did this trade support life in the colonial village? Circle one:

- a) By building wagons
- b) By making clothes
- c) By spreading news and making books
- d) By building statues

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think printers depended on? Use details from the text to support your inference.
Colonial people needed strong shoes and boots. They often worked outside for much of the day and walked long distances. The craftsperson who made the leather shoes that many colonists wore was called a shoemaker.

The shoemaker used several tools in his work. He would whittle, or carve, a set of different-sized shoe-shaped forms called lasts. To make the top part of a shoe, the shoemaker would shape flexible leather around the last. The top part of the shoe was called the upper.

The bottom of the shoe, or the sole, was cut from thick leather. The shoemaker used a pointy tool called an awl to punch small holes in the upper and the sole. He sewed the upper to the sole with heavy thread. Then a wooden heel was attached with tiny nails.

Some shoemakers had a shop in a village, but many shoemakers traveled from place to place. While they traveled, they stayed with families who needed shoes. He would stay long enough to make shoes for the family and their neighbors. Then he would pack up his lasts and awl and travel to the next place where people needed shoes.

Both men and women were shoemakers. African American people, many of whom were slaves, were also shoemakers. A shoemaker who owned his own shop was called the master of the shop. Women who owned shoemaking shops were called the mistresses of the shop.

Colonial people took very good care of their shoes. In the summer, many people did not wear any shoes because they did not want to wear them out before the cold winter. People with more money bought fancy shoes. The shoemaker helped colonists keep their feet warm, dry, and protected.
Sources:
Colonial Williamsburg Web site, History of Trades section (Wheelwright):
   www.history.org/Almanack/life/trades/tradewhe.cfm
**Part One: Vocabulary**

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<td>upper</td>
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<td>awl</td>
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</table>

How did this trade support life in the colonial village? Circle one:

a) By making people look nice  
b) By keeping their feet dry and warm  
c) By growing food  
d) By making saddles

If a new family arrived in a colonial village, what is one way your trade might have helped them? Use evidence from the text to support your inference.

What other trades do you think shoemakers depended on? Use details from the text to support your inference.

Listening for the Gist
What did your craftsperson have to say about his or her trade? What was the main message?

More Facts about My Trade
Record any new information you hear about your trade while listening to your podcast.

<table>
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Below is a quote from the interview. Read and infer the meaning of the word *precise*. Then answer the questions below.

“...you have to be incredibly precise with certain parts of the work, primarily the mortises, and the slots in the hub where the spokes go in. If they’re not done correctly, the whole thing is ruined.”

1. What do you think the word *precise* means in this text?

2. What detail in the text supports your thinking?

3. Why do you think the skill of precision (or being precise) is important in the wheelwright’s trade? Use details from the text and your notes to support your thinking.
Learning Target: I can determine important information to record when listening closely to a podcast about my colonial trade.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.  I understand some of this.  I am on my way!

3. The evidence to support my self-assessment is:
Websites for Podcasts

- Builders (Carpenters): Meet the Carpenter: http://podcast.history.org/2012/04/30/meet-the-carpenter/
- Cooper: Meet the Cooper: http://podcast.history.org/2012/01/02/meet-the-cooper/
- Printer: Printer: http://podcast.history.org/2005/10/31/printer/
- Shoemaker: Meet the Shoemaker: http://podcast.history.org/2012/03/26/meet-the-shoemaker/
Colonial Trade Research Note-catcher (Listening Closely version):
Blacksmith

Directions:
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:55 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:
Listening for the Gist
What did your craftsperson have to say about his or her trade? What was the main message?


Part 2:
More Facts about My Trade
Record any new information you hear about your trade while listening to your podcast.

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Part 3:
Read the following quote from the podcast, and answer the questions below.
“In a small town the less skilled [blacksmiths] will stand out. Everybody in the town will know that he lacks in skill or organization and won’t frequent his business as well. So somebody that has strong hand skills, strong organizational skills, and management skills could succeed very well.”

According to the text, what were the skills needed to be a successful blacksmith?

Homework Question:
The root word for the word organizational is “organize,” which means “able to keep things in order.” Why do you think a blacksmith would need to keep things organized? Use details from your notes to support your thinking.

Source: Colonial Williamsburg Web site, History of Trades section (Blacksmiths) (last accessed 10/26/12)
Colonial Trade Research Note-catcher (Listening Closely version):
Builders/Brickmakers

Directions:
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 6:12 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:
Listening for the Gist
What did your crafts-person have to say about his or her trade? What was the main message?

Part 2:
More Facts about My Trade
Record any new information you hear about your trade while listening to your podcast.

| Tools for the Trade | Skills Needed for the Trade | Other Interesting Things |
Part 3:
Read the following quote from the podcast, and answer the questions below.
“But you have a person who is known as the brickmaker, usually a free person, and that person would have a certain skill set, certain knowledge base like how to fire bricks in a kiln and such, that not everybody would have. Most of the physical work of making the bricks in the brickyard would have been done by forced labor. So a lot of slaves, maybe even some convicts and indentured servants, but primarily it’s slave labor who did the physical work of making the bricks.”

According to the text, what were the skills needed to be a successful blacksmith?

Homework Question:
The root word for the word organizational is “organize,” which means “able to keep things in order.” Why do you think a brickmaker would need to keep things organized? Use details from your notes to support your thinking.

Source: Colonial Williamsburg Web site, History of Trades section (Brickmakers) (last accessed 10/26/12)
Colonial Trade Research Note-catcher (Listening Closely version):
Builders/Carpenters

Directions:
1. Go to http://podcast.history.org/2012/04/30/meet-the-carpenter/
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:10 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:
Listening for the Gist
What did your craftsperson have to say about his or her trade? What was the main message?

Part 2:
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Part 3:
Read the following quote from the podcast, and answer the questions below.
“Carpentry is . . . heavy work; it’s the construction of the timber frame and a carpenter’s tools, you know in our time, are really chisels and mallets. So we’re cutting and fitting the joints to join the heavy timber frames together, and it’s our responsibility as a carpenter to move other people into a shelter. So our job is working outside putting everybody else inside. So we raise the frame, we cover the frame against the weather and secure it.”

According to the text, what were two tools carpenters used?

1. 

2. 

Homework Question:
After hearing this podcast, a listener might infer that carpenters had to be strong. What details can you find in the text above and your notes support this inference?

Source: Colonial Williamsburg Web site, History of Trades section (Carpenters) (last accessed 10/26/12)
Colonial Trade Research Note-catcher (Listening Closely version):
Cooper

Name:  
Date:  

Directions:
1. Go to http://podcast.history.org/2012/01/02/meet-the-cooper/
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 6:08 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:
Listening for the Gist
What did your craftsperson have to say about his or her trade? What was the main message?

Part 2:
More Facts about My Trade
Record any new information you hear about your trade while listening to your podcast.

<table>
<thead>
<tr>
<th>Tools for the Trade</th>
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<th>Other Interesting Things</th>
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Part 3:
Read the following quote from the podcast, and answer the questions below.
“When you’re working with a piece and you’re hammering those hoops on, a big trick of it is getting the ability of hearing the correct pitch that it should be making if everything is fitting as it should and there is not an area that is not snug. You actually hear a different sound to it. So if, by chance, there was something you missed visually, then you should still be able to hear it.”

What do you think the word pitch means in the text above? Explain. Underline the detail in the text that supports your thinking.

Homework Question:
Why is the skill of listening important to a cooper? Use details from the text above to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Coopers) (last accessed 10/26/12)
Colonial Trade Research Note-catcher (Listening Closely version):
Printer

Name:  
Date:  

Directions:
1. Go to http://podcast.history.org/2005/10/31/printer/
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 7:23 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:
Listening for the Gist
What did your craftsperson have to say about his or her trade? What was the main message?


Part 2:
More Facts about My Trade
Record any new information you hear about your trade while listening to your podcast.

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Part 3:
Read the following quote from the podcast, and answer the questions below.
“Much of my day is involved with typesetting . . . we’ll take all the letters, assemble them, much how a modern person might do using their computer and their keyboard. But we will have much of our time spent spacing everything out properly so that we’ve come to the right measure in our lines. “Unlike the modern person, who never has to put letters away, we certainly have to replenish our cases, taking everything back apart once we’ve used it. I think that is what really amazes people is just how much time it takes to not only put something together, but take it apart, and I think the word I hear over and over again from our visitors is they tell me my job is very tedious . . .”

What do you think the word tedious means in this text? Use details from the text to support your answer.

Homework Question:
Why do you think it would take patience to be a printer? Use details from the text and your notes to support your answer.

Source: Colonial Williamsburg Web site, History of Trades section (Printers) (last accessed 10/26/12)
Colonial Trade Research Note-catcher (Listening Closely version):
Shoemaker

Directions:
1. Go to http://podcast.history.org/2012/03/26/meet-the-shoemaker/
2. Play the podcast completely, and record the gist in Part 1.
3. Play it again, and stop at about the 5:25 mark to record in notes in Part 2.
4. Play the last half, and then record more notes in Part 2.
5. Discuss and answer the questions in Part 3.

Part 1:
Listening for the Gist
What did your craftsperson have to say about his or her trade? What was the main message?

Part 2:
More Facts about My Trade
Record any new information you hear about your trade while listening to your podcast.

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Part 3:
Read the following quote from the podcast, and answer the questions below.
“Well, according to the dictionaries of the time, a cobbler is a bungling workman in general, especially a botcher or a mender of old shoes. Shoemakers and coblcers have lived in enmity since the middle ages because the coblcers wanted to fix old shoes and sell secondhand shoes and of course the shoemakers wanted to make and sell new ones.”

What do you think the word *enmity* means in the text above? Use details from the text to support your answer.

Homework Question:
Why would a shoemaker be offended or upset if they were called a cobbler? Use evidence from the text above to support your answer.
You are a busy craftsperson during colonial times. You are having trouble keeping up with all of your orders. You decide to post an Apprentice Wanted ad in the meetinghouse.

**Your Task**
After researching informational texts about a trade in Colonial America, write a complete paragraph that describes your trade, the goods that it produces, the skills needed for this trade, and why this trade is important to a colonial village. Support your discussion with evidence from your research.
During colonial times, people needed many things that were carved, sewn, or built by hand, such as barrels, wheels, kitchen tools, furniture, and shoes. These things were not made in factories, but created by craftspeople. Craftspeople were people with special skills.

Young people learned to be craftsmen by working as apprentices. An apprentice was someone who learned his or her skills from a master, or experienced craftsman. During colonial times, most teenagers were apprenticed rather than going to school. Boys often apprenticed with their fathers, while most girls learned domestic skills such as sewing and cooking from their mothers. Sometimes girls apprenticed with seamstresses or hatmakers. African American people, both slaves and free men, also learned special skills as apprentices.

Sometimes young people were sent away from home to be an apprentice. Sometimes families paid a master crafts person to teach their sons a trade.

Apprentices worked hard. For their work, apprentices usually earned only food, clothing, and a place to stay. They were not paid with money. Wheelwrights, shoemakers, coopers, shopkeepers, leatherworkers, printers, blacksmiths, and most other craftsmen trained apprentices.
Apprenticeships in Colonial America

When an apprentice first started, he worked many hours carrying materials, sweeping and cleaning up the workspace, and taking goods to customers. Once apprentices showed they were trustworthy, they were taught special skills and how to use tools. Masters also taught apprentices math and how to read and write. Apprentices spent from four to seven years learning how to make or do the things that the other colonists depended upon. When an apprentice finished learning, he sometimes took over the shop of the master craftsman, or began to travel, helping craftspeople in other villages while he saved enough money to open his own shop. During this traveling time, the new craftspeople were called “journeymen.”

Apprentices were important members of colonial villages. They helped master craftspeople provide the things their neighbors needed.

Sources:
Colonial Williamsburg Web site, History of Trades section (Q & A: Colonial Apprenticeships): www.history.org/history/teaching/enewsletter/volume4/november05/apprenticeship.cfm?showSite=mobile (last accessed 10/25/12)
## Text: Apprenticeship in Colonial America

<table>
<thead>
<tr>
<th>Who . . . (Who is this text about?)</th>
<th>What . . . (What does an apprentice do?)</th>
<th>When . . . (How long was an apprenticeship?)</th>
<th>Where . . . (Where would apprentices work?)</th>
<th>Why . . . (Why were apprentices important?)</th>
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Write a summary paragraph about apprentices in colonial times.

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Main Idea
What does your trade produce, and why is it important?

Supporting Detail
What skills will they need?

Supporting Detail
What will they do?

Supporting Detail
How long will they apprentice, and what will they get?

Conclusion:
Why should a young person choose to apprentice at this trade?
Directions:
Step 1—Turn to the page with the graphic organizer. Listen to the passage “A New York Merchant: Adam Johnson,” and take notes using the graphic organizer on the second read.
Step 2—Read “Shipbuilders” and complete the graphic organizer.
Step 3—Answer the following questions using details from both passages.

“Shipbuilders”

Shipbuilding in colonial times was complicated. It took at least a year to construct a large ship. The ship was built by hand from beginning to end using various kinds of tools—mauls for hammering stakes, jack planes for smoothing wood, and steamboxes for shaping the ship’s frame. Every part of the ship was made and put together by hand right at the ocean port.

Shipbuilding required the skills of various craftsmen—carpenters, cabinetmakers, ropemakers, caulkers, cooperers, and sailmakers. They all had a hand in the building of the ship, so the ability to collaborate was very important.

A well-built vessel had to ride balanced in the water so that it would not capsize and sink. The ship had to be watertight. Too much water in the hold could ruin the cargo and cause damage to the ship’s timbers.

The shipbuilding trade was vitally important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from Europe. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.
### End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources

**Graphic Organizer**

<table>
<thead>
<tr>
<th>Source</th>
<th>Tools for the Trade</th>
<th>Skills Needed for the Trade</th>
<th>How the Trade Helps People</th>
<th>Other interesting Things</th>
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<tbody>
<tr>
<td><strong>Listening</strong></td>
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<tr>
<td>“A New York Merchant: Adam Johnson”</td>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>“Shipbuilders”</td>
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**Use your notes and the text to answer the questions below.**

1. What is the text “A New York Merchant: Adam Johnson” mostly about?
   a. A boy who dreams of traveling
   b. A man who loves ships
   c. Merchants and their trade
   d. Goods made in the colonies

2. Based on what you heard in “A New York Merchant: Adam Johnson,” which of the following skills was important for merchants to have during colonial times?
   a. The ability to use math
   b. Being able to sail a ship
   c. Keeping your goods safe from pirates
   d. Speaking many languages
3. Read the completed graphic organizer below. Use the information to write a summary of “Shipbuilders.”

<table>
<thead>
<tr>
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<th>What . . . (What does an apprentice do?)</th>
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Summary of “Shipbuilders”:


4. Read the following excerpt of “Shipbuilders” and answer the question that follows.

“The shipbuilding trade was **vital**ly important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from England. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.”

Part 1: What does the word **vital**ly mean in the text above?

a. somewhat
b. not at all
c. very necessary
d. good for you
Part 2: What phrase from the text helps the reader to infer the meaning of *vital*?

a. “Too much water in the hold could ruin the cargo”
b. “colonies would not have survived without shipbuilders”
c. “the ability to collaborate was very important”
d. “Shipbuilding required the skills of various craftsmen”

5. Which of the following words best describes both trades?

a. adventurous  
b. unskilled  
c. boring  
d. important

6. Which two phrases (one phrase from each of the texts) best support your answer to Question 5?

a. “colonies would not survive without shipbuilders,” and “colonists depend on merchants”
b. “It took at least a year to construct a large ship,” and “New York is a busy place”
c. “The ship was built by hand,” and “Merchants buy and sell goods for a profit”
d. “The ship had to be watertight,” and “Some merchants can grow quite rich”

7. Write a synthesis paragraph that explains how merchants and shipbuilders depended on each other. Use supporting details from your notes.
Tracking My Progress, End of Unit 2

Learning Target: I can use details and examples to explain explicit information and inferences in informational text.

1. I can gather and sort information from a text about that I listen to or read.

2. How am I doing? Circle one.

I need more help to learn this.  I understand some of this.  I am on my way!

3. The evidence to support my self-assessment is:
Learning Target: I can write a summary of a text I have read.

1. The target in my own words is:


2. How am I doing? Circle one.

   I need more help to learn this.
   I understand some of this.
   I am on my way!

3. The evidence to support my self-assessment is:


Tracking My Progress, End of Unit 2

Name:

Date:

Learning Target: I can write a paragraph that synthesizes information from two texts.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.  
I understand some of this.  
I am on my way!

3. The evidence to support my self-assessment is:

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