Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
Fourth	Reading		Snakes

Length of Unit	Time of Year Taught	Expected Prior Knowledge
1-2 weeks	2nd Quarter	Every student should understand and use all concepts and skills from the previous grade levels with regard to Reading according to Common Core State Standards. Specifically students understand different points of view, have learned and use a variety of note taking strategies, and comparing and contrasting using a Venn diagram.

Unit Description

This unit will focus on firsthand and secondhand accounts. The unit will begin with students understanding that a perspective from a firsthand account may be different from that of a secondhand account, and initially in respect to how we view snakes. The teacher will lead discussions on comparing and contrasting the focus and information provided in firsthand and secondhand information. The culminating activity will be for students to read about Negro League Baseball from the firsthand perspective of baseball player, Jackie Robinson, and that of someone writing about Negro League Baseball from a secondhand perspective. The summative assessment will ask students to analyze the two excerpts from two different perspectives by comparing and contrasting the focus and information provided.

Standard	**4.RI.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Summative Assessment	The students will demonstrate analysis of informational text by comparing and contrasting in a summary, the first and second hand accounts of the topic of Negro League Baseball.
Assessment Scoring	The summative assessment is a summary of information reflecting the standard and scored using a 6-point reading rubric. 80% is mastery for the assessment.
Materials/ Resources Needed	A excerpt from the firsthand text, "Rattlesnake Encounter! How to Prevent Them. What to Do if Your Dog Gets Bitten," and an excerpt from a secondhand text, "Rattlesnakes." Writer's Notebook, Stapler, Butcher paper, Venn Diagram, an excerpt from *We Are the Ship: The Story of Negro League Baseball by* Kadir Nelson, an excerpt from *I Never Had It Made: The Autobiography of Jackie Robinson.*

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	The teacher will split the class into two groups: one group of students that have seen a snake in the wild and one group of students that have not seen a snake in the wild. The two groups are instructed to have a discussion and describe their view on snakes. The groups will record their ideas on butcher paper. If one group is too big the	The teacher uses a Venn diagram (sample discussion diagram attached) on the overhead to lead a discussion about the difference between firsthand and secondhand accounts regarding a person, thing, or an event. Students offer answers which the teacher records on the diagram. Students recreate the diagram in their Writer's Notebook in order to record the ideas.	The teacher hands out the summative assignment and rubric. The expectations and timeline is explained to the students. All questions will be answered to make sure the assignment is understood by the class. The teacher provides a secondhand excerpt from *We Are the Ship: The Story of Negro League Baseball by* Kadir Nelson, and a firsthand excerpt from *I Never Had It Made: The*	During this session, the teacher guides students in the drafting of their summary. The teacher continues to monitor student progress and guide their work based on questions, confusion, etc. The teacher instructs students to use the scoring rubric to perform a self-check on their	The teacher directs students to staple their Venn Diagram for Negro League Baseball to the final copy of their summary. The summary is collected for scoring by the teacher using the Reading Rubric.

	instructor will create subgroups. The butcher paper will be posted up on the board. One person from each group will summarize how their group viewed snakes. The teacher will then lead a discussion on the similarities and differences between the two groups. Closure: The students will reflect in their writer's notebook about how the perspective of snakes is different for those who have had an encounter to those who have not.	Next the teacher gives each student an excerpt from the text, "Rattlesnake Encounter! How to prevent them. What to do if your dog gets bitten," and, an excerpt from, "Rattlesnakes." She reads the excerpts as the students follow along. One is a firsthand rattlesnake encounter by a dog owner, and the second one is a secondhand account from an online encyclopedia entry. The teacher models the completion of a Venn diagram by asking students to provide information from the texts they have just read. Once the guided practice is finished, the students will break up in pairs and finish comparing and contrasting the two accounts, reflecting on the differences in focus and information in the articles. Closure: Students will summarize the differences in focus and information of the articles in their Writer's Notebook.	*Autobiography of Jackie Robinson.* The teacher provides a historical perspective on the topic and clarifies any questions students may have about the history of Negro League Baseball. Students are directed to read and analyze both texts by comparing and contrasting the first and second hand accounts of the topic Negro League Baseball, based on focus and information provided in each. Time in class is given for students to read each excerpt and complete the Venn diagram. The teacher monitors student progress and guides their work based on questions, confusion, etc. Closure is guided by the teacher by asking students to review their work so far, based on the directions on the summative assignment sheet.	draft summary. Then begin the final ink copy of their work. They may, if they wish, type the summary in a word processed document and print it for the teacher. Students are reminded that the final copy of the summary is due the next class session.	

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	Students move into groups, as directed by the teacher, based on their experience of seeing a snake in the wild or not. Students hold a discussion with each other describing their view on snakes. The	Students offer answers as the teacher models a Venn diagram on firsthand and secondhand information. Students recreate the diagram in their Writer's Notebook in order to record the ideas.	Students review the summative assignment expectations with the teacher and ask clarifying questions. The students read each of the excerpts provided by the teacher and begin amazing the text by completing a Venn diagram of	Students write their rough draft summary. Then they use the scoring rubric to perform a self-check on their draft summary. Next, students begin the final ink copy of their	Students staple their Venn Diagram for Negro League Baseball to the final copy of their summary. They submit summary to the teacher for scoring.

	groups record their ideas on butcher paper. One student from each group summarizes how their group viewed snakes. Closure: The students reflect in their writer's notebook about how the perspective of snakes is different for those who have had an encounter to those who have not.	Students follow along as the teacher reads excerpts from information about snakes. Students complete a Venn diagram with the teacher that compares and contrasts the focus of information in each excerpt. Then the students break up in pairs and finish comparing and contrasting the two accounts, reflecting on the differences in focus and information in the articles. Closure: Students will summarize the differences in focus and information of the articles in their Writer's Notebook.	the information in regard to differences and similarities in focus and information. Students review their work so far, based on the directions on the summative assignment sheet.	work. They may, if they wish, type the summary in a word processed document and print it for the teacher.	

Summative Assessment Assignment: Negro League Baseball

Student Name_____

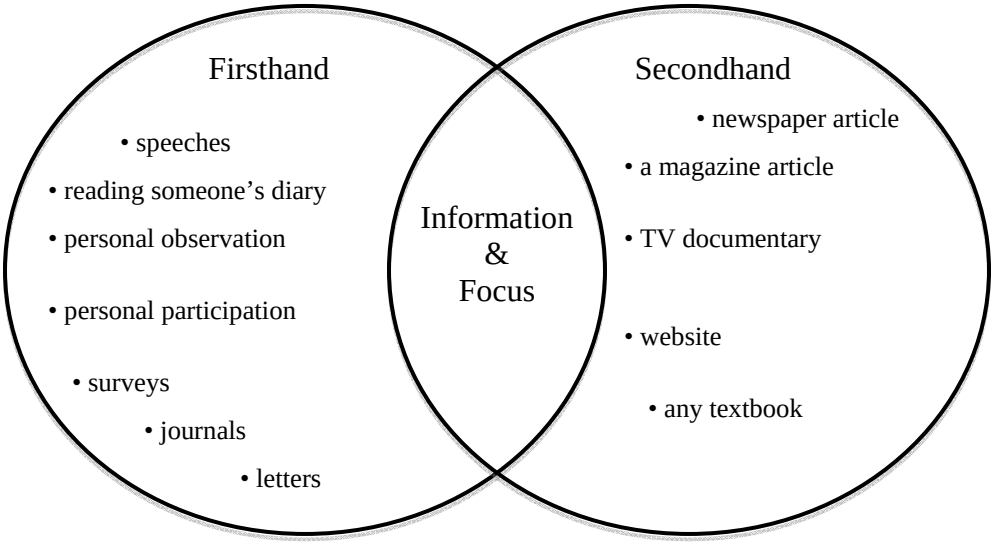
Assignment Due Date_____

Assignment:

1. Read the secondhand excerpt from *We Are the Ship: The Story of Negro League Baseball by* Kadir Nelson, and a firsthand excerpt from *I Never Had It Made: The Autobiography of Jackie Robinson*
2. Create a Venn diagram comparing and contrasting the accounts. Look specifically for the focus of the text and details of information.
3. Using the information you recorded on your Venn diagram, write a rough draft summary that describes the similarities and differences of the two accounts. PROVIDE SUPPORTING DETAILS from the texts.
4. Use the rubric to self-assess your work.
5. Write your final copy in ink or word-processed.
6. Attach your Venn diagram to your final copy.

REMEMBER: "How is the focus and information different about the same topic when reported from first- or secondhand experience?"

Firsthand Accounts and Secondhand Accounts



Assessment Scoring Rubric: Reading Through the Revolution

4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Reading Standard	READING Criteria	Score			
		F 1	A 2-3	M 4	E 5-6
4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	1. **Focus** of firsthand account is identified and clearly explained				
	2. **Focus** of secondhand account is identified and clearly explained				
	5. Detail is provided that explains the similarities between the two accounts in focus and information.				
	6. Detail is provided that explains the difference between the two accounts in focus and information.				

Final Score: _____/6

A score of 6 = 100%
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79%
A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6. A score of 80% will show mastery of the standard)