Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
4th grade	Reading		Firsthand and Secondhand Accounts of Paul Revere

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days- 60 minutes/day	3rd quarter	Informational Text: Craft and Structure: RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Unit Description: This thematic unit is based on the Core Knowledge Sequence. The students begin by learning about firsthand and secondhand accounts. The students work on a Venn diagram identifying the similarities and differences and describing the differences. The students are assessed using a firsthand and secondhand account of a tornado which is a part of their science unit.

Standards: See instructions on page 15.	Reading Informational Texts: Craft and Structure: RI.4.6. 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 *In addition to the description, include a copy of the summative assessment in the application package.*	Students will complete a Venn diagram that includes three facts for firsthand information, three facts for secondhand information and three statements about the similarities. Students will also write a paragraph to describe the differences in focus for both accounts. Students will receive one point for each fact on the Venn diagram and three points for the paragraph describing the difference in focus.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Students will receive one point for each fact on the Venn Diagram and they need to have 3 statements for firsthand, 3 statements for secondhand and 3 statements for similarities. They will also receive 1 point for describing the difference in focus between the two accounts. Students will demonstrate mastery by scoring 7 out of 10 which is 70%.
Materials/Resources Needed *Include all items for the entire unit.*	White boards, Venn diagram, “Paul Revere’s Ride” by Longfellow, firsthand account of Paul Revere’s ride by Paul Revere, overhead/projector, assessment- firsthand account of tornado and newspaper article

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Instruction and Timeline	Objective: Students will demonstrate understanding of a firsthand account of an event or topic. Anticipatory Set: Ask students to write two to three sentences about something that happened to them over the weekend. Explain this is a firsthand account. Instruction/Modeling: Explain what firsthand account means. Give examples. Discuss how students know an account is first hand. Display the firsthand account from Paul Revere on a projector. Read the beginning of it aloud. Explain the content of the letter. Check for understanding: Ask students questions to clarify the reading. Guided practice: Model writing a part of the letter that shows that it's a firsthand account. Independent Practice: In student journals, students record 5 parts of the letter that proves that it is	Objective: Students will demonstrate understanding of a secondhand account and how it is similar to a firsthand account. Anticipatory Set: Students will get with a partner. Talk about something you did over the weekend. Then, write a sentence about what your partner did over the weekend. Explain that this is a secondhand account. Instruction/Modeling: Explain what secondhand account means. Give examples. Discuss how students know an account is secondhand. Display "Paul Revere's Ride from Longfellow on a projector. Read the beginning of it aloud. Check for understanding: Ask students questions to clarify the reading. Guided practice: Re read the beginning of the firsthand account Ask students how this is different from the piece we read during the last lesson. Give students a	Objective: Students will demonstrate understanding of the differences of a firsthand and secondhand account. Anticipatory Set: Students write on their whiteboards the definition of a firsthand account and a secondhand account. Instruction/Modeling: Students take out yesterday's Venn Diagram with similarities. Teacher reviews first and secondhand accounts. Display the firsthand account letter from Paul Revere and read through the second part of it. Check for understanding: Ask questions to clarify understanding of text. Teacher reads the second part of the poem "Paul Revere's Ride." Active Participation: Students follow along by writing down the differences. Guided practice: Teacher models coming	Objective: Students will demonstrate understanding of the differences of a firsthand and secondhand account. Anticipatory Set: Students write on their white boards, why is it important to know the difference between a first and secondhand account? Instruction/Modeling: Teacher reviews previous lessons. Teacher displays her modeled Venn diagram. Teacher explains the difference between the two Paul Revere pieces. Check for understanding: Students write on their whiteboards why one of the facts is different. Guided practice: Teacher models taking facts from the firsthand and secondhand account and writing a sentence explaining why it is different. Independent Practice: Using their Venn Diagram, student will write a paragraph about why the accounts are	Objective: Students will demonstrate mastery compare and contrast a firsthand and secondhand account of the same event and describe the differences in focus and the information provided. Anticipatory Set: What is the difference in focus between a firsthand and secondhand account? Instruction/Modeling: Explain that students will be completing a Venn Diagram and writing a paragraph describing the differences in a first and secondhand account of a tornado. Remind students of the unit on Tornados from science. Check for understanding: Answer any questions about the Assessment. Independent Practice: Students complete assessment. Closure: Has anyone ever been in a tornado?

	a firsthand account Closure: Students will tell a partner the reasons that they know this is a firsthand account.	Venn Diagram and model filling in a similarity. Independent Practice: Students will fill in three more similarities. Closure: Students tell a partner one similarity.	up with differences. Independent Practice: Students continue with a partner coming up with three more facts for the first hand account and the secondhand account. Closure: Partners get with another set of partners and share one of each.	different. Closure: Students share their paragraphs.	

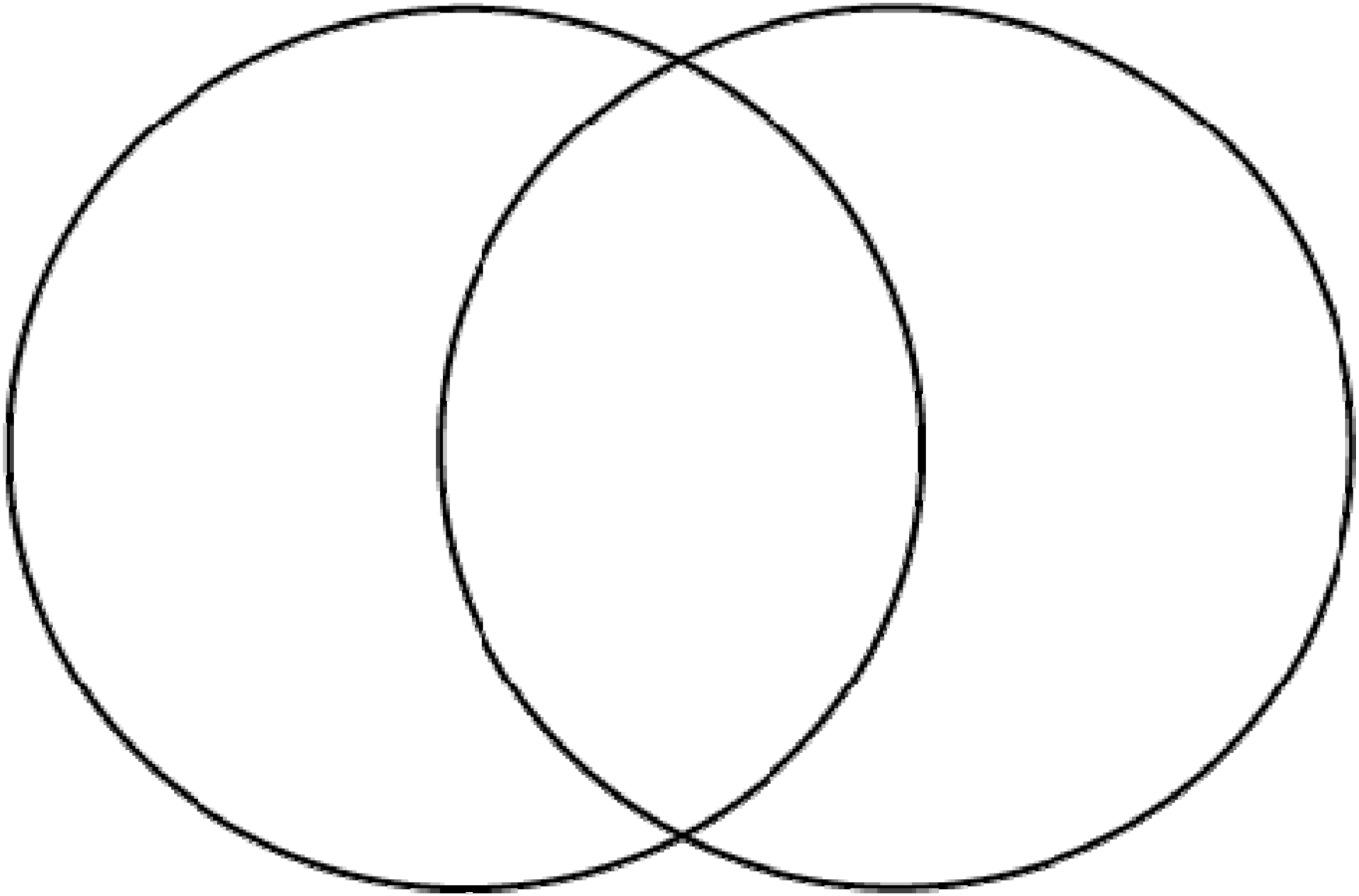
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students write two to three sentences about something that happened to them over the weekend. Students read the firsthand account from Paul Revere on a projector. Read the beginning of it aloud. Students answer questions to clarify the reading. In student journals, students record 5 parts of the letter that proves that it is a firsthand account Students will tell a partner the reasons that they know this is a firsthand account.	Students will get with a partner. Talk about something you did over the weekend. Then, write a sentence about what your partner did over the weekend Students read "Paul Revere's Ride from Longfellow on a projector. Students answer questions about there reading. Students answer how this is different from the piece we read during the last lesson. Students have a Venn Diagram and follow along with modeling. Students will fill in three more similarities. Students tell a partner one similarity.	Students write on their whiteboards the definition of a firsthand account and a secondhand account. Students take out yesterday's Venn Diagram with similarities. Students read the firsthand account letter from Paul Revere and read through the second part of it. Students answer questions to clarify understanding of text. Students read the second part of the poem "Paul Revere's Ride." Students follow along by writing down the differences. Students continue with a partner coming up with three more facts for the first hand account and the secondhand account. Partners get with another set of partners and share one of each.	Students write on their white boards, why is it important to know the difference between a first and secondhand account? Students write on their whiteboards why one of the facts is different. Using their Venn Diagram, student will write a paragraph about why the accounts are different. Students share their paragraphs.	What is the difference in focus between a firsthand and secondhand account? Students will be completing a Venn Diagram and writing a paragraph describing the differences in a first and secondhand account of a tornado. Remind students of the unit on Tornados from science. Students complete assessment. Closure: Has anyone ever been in a tornado?

The Ride of Paul Revere

Firsthand Account
Paul Revere's letter

Similarities

Secondhand account
Paul Revere's Ride

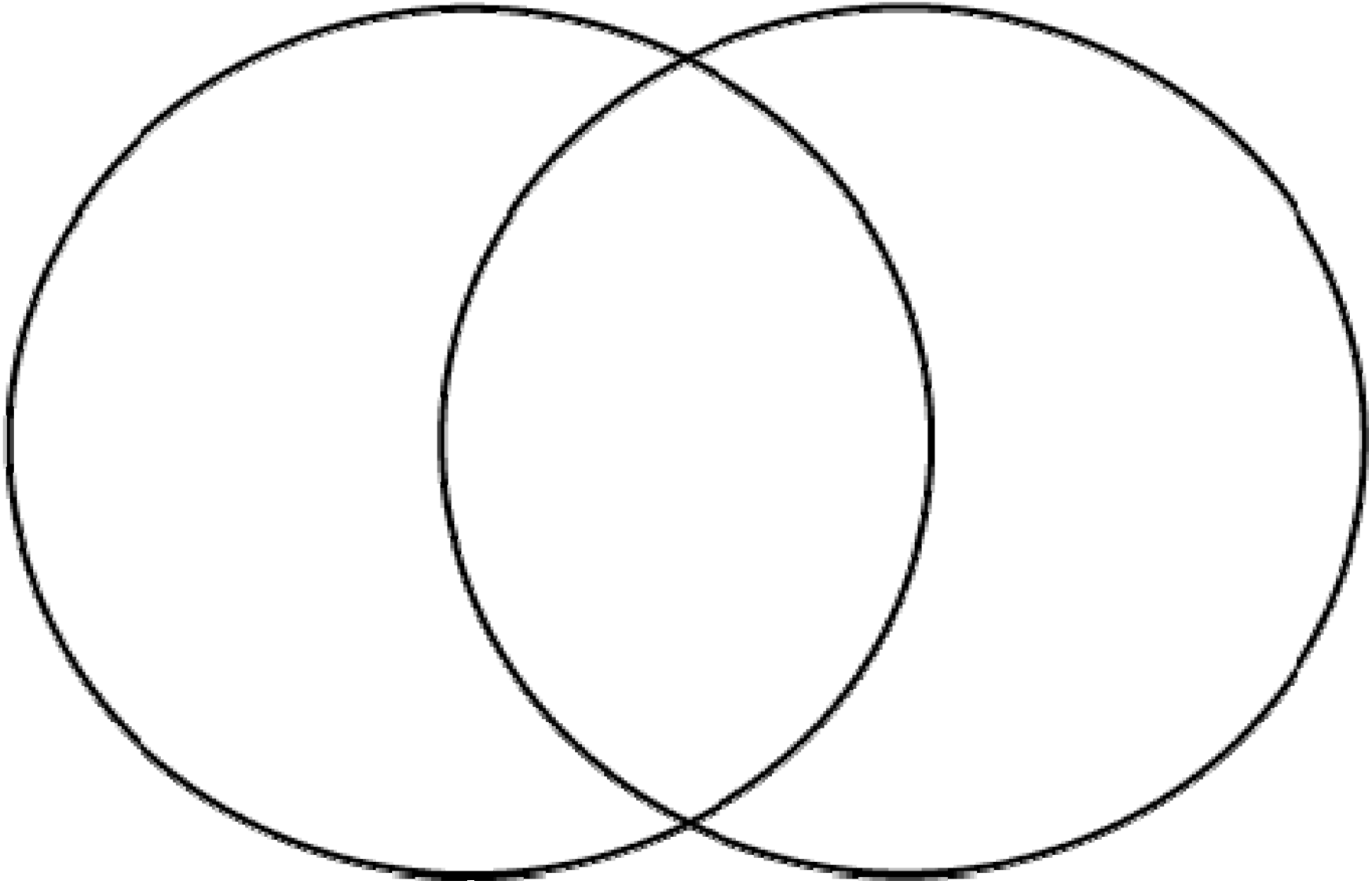


Tornadoes

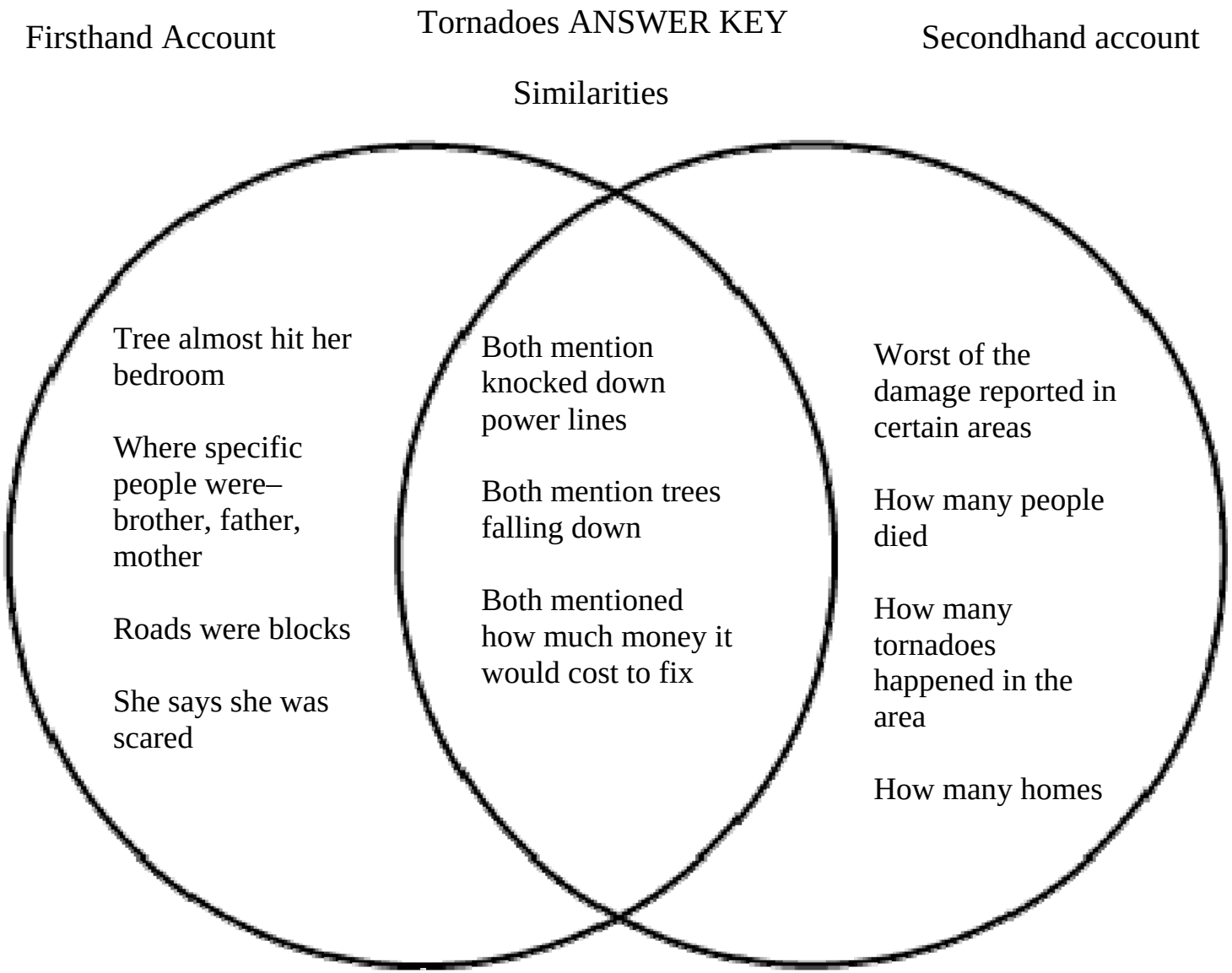
Firsthand Account

Secondhand account

Similarities



Tornadoes ANSWER KEY



The firsthand account focuses more on feelings and how the tornado affected the person writing it. The secondhand account reports more facts. They are similar in that they both include certain parts, but the firsthand is focused more on the individual person and the secondhand focuses more on the community.

Rubric:

Score: _____/10

Each correct statement on the Venn Diagram is worth one point. A paragraph describing the correct response for the difference in focus (see answer key) is worth one point. 7 out of 10 points is the minimum needed for mastery.

Number correct:	Percent:	
0-4	0% -49%	Falls Far Below
5-6	50%-69%	Approaches
7-10	70%-100%	Meets Mastery Level