A.5. CURRICULUM SAMPLE – Fourth Grade Reading

Grade Level	Content Area	Course Title	Unit Title
4th	Reading	N/A	Reading Through the Revolution

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons in 5 Days	2nd Semester	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. Background knowledge includes the beginnings of the American Revolution and the reasons for the war with Great Britain including the events leading up to and including the Boston Massacre.

Unit Description

In this unit the students will read expository text and view pictures related to American history in order to compare and contrast firsthand and secondhand accounts of the same event or topic. *Unit adapted from 2007 Core Knowledge® National Conference, 4th Grade, Through Our Fathers' Eyes by Michael Shay and Kristen Johnson.*

Common Core Standards	**4.RI.6** Students will complete a group project and presentation in which they research an event during the American Revolution. Each group will compare and contrast three first and secondhand accounts of the same event. They will create a graphic organizer for each and one will include a comparison with a visual image. Each group will present their projects to the class on the final day of the unit.
Summative Assessment	Students will produce a written response that indicates their assessment of the text source as being reliable or not. The response will include supporting evidence from the text regarding bias, motive, accuracy, and immediacy.
Assessment Scoring	The assessment will be scored using a 4-point rubric. The rubric has three components 1) Comparison of firsthand account to secondhand account #1 2) Comparison of firsthand account to secondhand account #2 3) Comparison of firsthand account to a visual image of the event. Each component has grading criteria requiring students to produce a graphic organizer comparing and contrasting the accounts. Points are determined by the amount and accuracy of the information produced in each graphic organizer. The assessment will be scored out of 12 points total. *Mastery is considered an average of 80% or higher.*
Materials/Resources Needed	*Pearson Learning Core Knowledge History & Geography, Grade 4* edited by E.D. Hirsch, Jr., Boston Massacre pictures, visual representations of the Boston Tea Party, student copies of worksheets

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	1. Give the students differing accounts of the Boston Massacre. Half of the class receives an account from the Boston Gazette, and half of the class receives a Tory account. 2. Allow up to 20 minutes for students to read silently and	1. Revisit how point of view affects details in a story or history. How did the British and American points of view affect our perspective on the Boston Massacre? Have students share other things they have read where point of view	1. Pass out *Hewes' Account of the Boston Tea Party* to each student. Have students read independently and then take a vote to see if they think it is a first or secondhand account. Encourage students to support their answers with	1. Review the definitions of first and secondhand accounts of events. Create a T-chart. One column titled firsthand/primary and the other titled secondhand/ secondary. Have students share examples from previous lessons.	1. Review the expectations for presentations. 2. Evaluate student presentations and projects using the rubric.

	take notes in order to keep track of the order of events. 3. When all students have finished call on students to share their sequence with the rest of the class. As different accounts surface, reveal the different sources to the students. (A) is a composite of several accounts from British soldiers, taken at the trial during December of 1770. (B) is an adapted version of the Boston Gazette account, dated Monday, March 12, 1770. 4. Using handouts, overhead transparencies, or a slide show, show different pictures depicting the Boston Massacre and have the classes complete a Venn Diagram comparing and contrasting the visual representations. How did the American version differ from the British versions? Why might that have happened? 5. Introduce what a primary source is. Give examples and non-examples of primary sources. 6. Introduce the Essential Questions to the class: *In history, who do we believe and why?* *How can art tell a story?* 7. Have students journal about today's lesson. The journaling	and/or 1st/2nd hand account affected perspective of an event. 2. Introduce the Proclamation of 1763. Provide historical background to the proclamation. This can be done using any text resource, such as the Pearson book, or through direct instruction of the proclamation. Introduce the text resource as a secondary source/secondhand account, and explain what a secondary source is and how it differs from a primary source/firsthand account. 3. Pass out the firsthand account/primary resource. Divide students into small groups to read through the text. Walk around the room and visit each group to check for comprehension. 4. After the class has read through excerpts have each group create their own Venn Diagrams comparing the two accounts. Encourage them to refer back to their Venn Diagram from the previous lesson for guidance. 5. Introduce the following Essential questions to the class: Why is it important to read and both firsthand	evidence from the text. Tell them it is a firsthand account. 2. After reading the account, guide the students in looking at visual representations of the Boston Tea Party. As students view the paintings, they should take notes on what the artwork is depicting, how accurate the depiction is, and their thoughts as they study it. 3. Ask the following Essential questions: *How are the artworks different from the factual details?* *Why would the artists have changed the details?* *Whose point of view does the artist's work represent?* Students should answer in their journals. Allow time for students to share their answers with small groups or in a class discussion format.	2. As the students share example write them down on the T-chart in the appropriate column. 3. Tell the students they will be choosing an event from the time period you have been studying. Then put the students in small groups and either assign each group an event or allow them to choose from the provided list. 4. Review the project requirements and rubric with students. Answer any questions. 5. Allow students time to work on project. (2 full class periods and then one period for presentations).	

	activity may be completed as a homework assignment.	and secondhand accounts of important events? Which account was easier for you to understand, tell why? 6. Have students journal about today's lesson. The journaling activity may be completed as a homework assignment.			

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	1. Students will read silently. While reading, students take notes to keep track of the order of events. 2. A few students will share their sequence with the rest of the class. 3. Students will create a Venn Diagram in their journals as the teacher leads a discussion comparing and contrasting the two accounts. Students will answer the questions: *How did the American versions differ from the British versions? Why might that have happened?* In their journals. 4. Students will write down definitions of primary and secondary sources in their journals and participate in the class discussion. 5. Students will write down the Essential questions and discuss their thoughts with a partner. 6. Students may select from one of the	1. Students will participate in a class discussion reviewing the previous lesson. Students will share other things they have read where point of view and/or 1st/2nd hand account affected perspective of an event. 2. Students will read about or takes notes on a secondhand account of the Proclamation of 1763. 3. Students will write down the definition of secondary source/secondhand account. 4. Students will divide into small groups and read the firsthand account of the Proclamation of 1763. 5. Students will work in small groups to create a Venn Diagram comparing and contrasting the first and secondhand accounts they have read. 6. Students will reflect on the Essential questions	1. Students will read *Hewes' account* of the Boston Tea Party. 2. Students will participate in a class vote/discussion to determine if the Hewes' account is a first or secondhand account. 3. Students will study visual representations of the Boston Tea Party. As students view the paintings, they will take notes on what the artwork is depicting, how accurate the depiction is, and their thoughts as they study it. 4. Students should answer the Essential questions posed by the teacher in their journals and then share their thoughts within small groups or in a class discussion format.	1. Students will share examples from previous lessons in order to complete class generated T-chart. 2. Students will review expectations for group project with teacher and ask any necessary questions. 3. Students will divide into groups and begin working on projects.	1. Students will present projects in groups. 2. Students not presenting will take notes in their journals on each presentation.

	following prompts, writing a paragraph as a reflection on today's introduction. I wonder… I predict… I hope… It surprised me to learn that… I want to learn…	posed by the teacher in their journals. 7. Students may select from one of the following prompts, writing a paragraph as a reflection on today's lesson. I wonder… I predict… I hope… It surprised me to learn that… I want to learn…			

The Boston Massacre (A)

The Boston Massacre was a tragic event in the history of the colonies. What could have been a minor arrest turned into the death of several young men. It began when a young barber's apprentice, Edward Garrick, shouted an insult at Hugh White, a British soldier. Edward threatened the soldier and acted like he was going to punch him. When Edward got too close to Mr. White, the soldier hit the boy on the ear with the end of his rifle. The teenager yelled for help, insulted the soldier again, and ran off. As he was running, he yelled for other colonists to come help him fight the soldier. He came back with a large and angry crowd, mostly teenagers. Edward pointed at Hugh White and yelled, "There's the guy who knocked me down!" Nearby, at a church, someone started ringing the bells. One of Edward's friends was trying to excite a crowd and start a fight. More people came out into the street. Some had clubs, others had sticks and rocks. They were ready for a fight. The British soldier quickly saw that he was surrounded by an angry mob of people. He called for help, and six other soldiers came to his side. Soon, their leader, Captain John Preston, came. The soldiers' guns were unloaded, but their bayonets were attached to their guns. They didn't want to kill anyone, but they had to protect themselves. Meanwhile, the crowd was now over 400 men. They started throwing rocks, snowballs, and ice chunks at the group of seven soldiers. An African-American named Crispus Attucks led the mob, and they kept coming closer to the soldiers. They insulted the soldiers and threatened them. The soldiers had a hard time seeing what was going on, because so many things were being thrown at them, and the snow in their faces kept them from looking at the teenagers. The soldiers loaded their guns to try to make the crowd go away. They wanted to warn the teenagers first. Instead, the mob started yelling, "Come on, you rascals, you lobster scoundrels! Fire if you dare! We know you won't!" The crowd started saying bad words at the soldiers and threatening them. Some of the teenagers had clubs and cutlasses, and they started swinging them at the soldiers. One of the teenagers threw a club at a soldier, knocking him down. The soldier got back up, and started to fire at the crowd. Even though the captain didn't give orders, other soldiers started firing too. They were trying to protect their lives, and they were outnumbered 400 to 7. In the end, they killed three men and wounded two others who died later on. The mob finally ran away. Luckily, none of the soldiers were killed, although many were bruised and hurt from the teenagers. As the gunsmoke cleared, Crispus Attucks and four others were dead or dying. Six more men were wounded, but they survived.

The Boston Massacre (B)

The Boston Massacre was a tragic event in the history of the colonies. Later on, Americans would see how it was the start of the American Revolution. It was a sign that British did not like the colonists, and did not treat them fairly. It started when a teenager named Edward Garrick was walking with three of his friends. They came to a house where a soldier was carrying a huge sword. The soldier was sticking the sword out at people, and another mean-looking man had a large club and was standing with him. Edward told one of his friends, Merchant, to take care of his sword. The soldier hit Edward, and then pushed Merchant and cut him with his sword. Merchant hit the soldier with a tiny stick. The soldier's friend ran back into the house and brought out two other soldiers, one with a pair of tongs, and the other with a giant shovel. The soldier with the tongs chased Edward through an alley and started beating him with the tongs. Soon, all the noise made people come out to see what was happening. A young boy named John Hicks knocked the soldier down, but helped him get back up. Other boys came out and they chased all the soldiers back to the house, where they surrounded them. In less than a minute, ten or twelve soldiers came out of the house with cutlasses, clubs, and bayonets. The unarmed boys stood there for a while, but since they didn't have any weapons, they ran away.

Meanwhile, a man named Samuel Atwood had heard all the noise and he came out of his work building to see what was the matter. He met the soldiers and asked them if they were going to murder people. "Yes, we sure will!" they said. One of the soldiers hit Mr. Atwood with a club. Another soldier hit him, and Samuel tried to run away. As he was running, another soldier cut him all the way to his shoulder bone! At this point, the soldiers started attacking unarmed people left and right. Thirty or forty boys started gathering in the streets to protect each other. The captain of the soldiers, Captain John Preston, cried, "Make way!" All the soldiers started running with their bayonets out. Many of the boys got out of the way, but many others got poked by the bayonets' sharp points. Some of the teenagers started throwing snowballs at the soldiers to keep themselves from getting stabbed. When the Captain saw this, he told his soldiers to fire at the boys. Only one soldier fired, but a brave colonist took a club and hit him on the hands so hard, that he dropped his gun. The other soldiers started shooting at the boys. When the smoke cleared, the soldiers found three men dead and two others struggling for life. Some of the boys tried to pull their dead friends away, but the British soldiers kept shooting at them! In the end, five men died and six others were wounded. It was a sad example of pointless violence.

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Primary Source: Proclamation of 1763
http://www.digitalhistory.uh.edu/documents/documents_p2.cfm?doc=247
Title: The Proclamation of 1763 **Author:** George III **Year:** 1763 **Type of document:** proclamation

WHEREAS WE have taken into Our Royal Consideration the extensive and valuable Acquisitions in America, secured to Our Crown by the late Definitive Treaty of Peace, concluded at Paris...and being desirous that all Our loving Subjects...may avail themselves with all convenient Speed, of the great Benefits and Advantages which must accrue therefore to their Commerce, Manufactures, and Navigation, We have thought fit...to issue this Our Royal Proclamation.... And whereas it is just and reasonable and essential to Our Interest and the Security of Our Colonies, that the several Nations or Tribes of Indians with whom We are connected, and who live under Our Protection should not be molested or disturbed...no Governor...in any of Our other Colonies or Plantations in America, do presume for the present...to grant Warrants of Survey, or pass Patents for any Lands beyond the Heads or Sources of any of the Rivers which fall into the Atlantic Ocean.... And whereas great Frauds and abuses have been committed in the purchasing Lands of the Indians, to the great Prejudice of Our Interests, and to the great Dissatisfaction of the said Indians; in order to prevent such Irregularities for the future, and to the End that the Indians may be convinced of Our Justice and determined Resolution to remove all reasonable cause of Discontent, We do...enjoy and require that no private Person do presume to make any Purchase from the said Indians of any Lands reserved to the said Indians....

Hewes' Account of the Boston Tea Party

"…It was now evening, and I immediately dressed myself in the costume of an Indian, equipped with a small hatchet, which I and my associates denominated the tomahawk, with which, and a club, after having painted my face and hands with coal dust in the shop of a blacksmith, I repaired to Griffin's wharf, where the ships lay that contained the tea. When I first appeared in the street after being thus disguised, I fell in with many who were dressed, equipped and painted as I was, and who fell in with me and marched in order to the place of our destination.

When we arrived at the wharf, there were three of our number who assumed an authority to direct our operations, to which we readily submitted. They divided us into three parties, for the purpose of boarding the three ships that contained the tea at the same time. The name of him who commanded the division to which I was assigned was Leonard Pitt. The names of the other commanders I never knew. We were immediately ordered by the respective commanders to board all the ships at the same time, which we promptly obeyed. The commander of the division to which I belonged, as soon as we were on board the ship, appointed me boatswain, and ordered me to go to the captain and demand of him the keys to the hatches and a dozen candles. I made the demand accordingly, and the captain promptly replied, and delivered the articles; but requested me at the same time to do no damage to the ship or rigging. We then were ordered by our commander to open the hatches and take out all the chests of tea and throw them overboard, and we immediately proceeded to execute his orders, first cutting and splitting the chests with our tomahawks, so as thoroughly to expose them to the effects of the water. In about three hours from the time we went on board, we had thus broken and thrown overboard every tea chest to be found in the ship, while those in the other ships were disposing of the tea in the same way, at the same time. We were surrounded by British armed ships, but no attempt was made to resist us.

…The next morning, after we had cleared the ships of the tea, it was discovered that very considerable quantities of it were floating upon the surface of the water; and to prevent the possibility of any of its being saved for use, a number of small boats were manned by sailors and citizens, who rowed them into those parts of the harbor wherever the tea was visible, and by beating it with oars and paddles so thoroughly drenched it as to render its entire destruction inevitable." -- George Hewes

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Assessment Scoring Rubric: Reading Through the Revolution

Rubric	4	3	2	1
Firsthand account #1 ***compared and contrasted*** **with secondhand account #1.** ***Both must be a written documents***	A graphic organizer was used to display the information clearly. A minimum of 3 similarities and 4 differences were noted. All information is accurate.	A graphic organizer was used to display the information. 2 similarities and 3 differences were noted. Information is accurate.	A graphic organizer was attempted, but not completed. Less than 2 similarities and/or differences are noted. Information is questionable.	No graphic organizer was displayed. Information is limited and/or inaccurate.
Firsthand account #2 ***compared and contrasted*** **with Secondhand account #2.** ***Both must be a written documents***	A graphic organizer was used to display the information clearly. A minimum of 3 similarities and 4 differences were noted. All information is accurate.	A graphic organizer was used to display the information. 2 similarities and 3 differences were noted. Information is accurate	A graphic organizer was attempted, but not completed. Less than 2 similarities and/or differences are noted. Some information is questionable.	No graphic organizer was displayed. Information is limited and/or inaccurate.
Visual Images: ***Compare and Contrast a visual image of the event with one of the firsthand accounts.***	A graphic organizer was used to display the information clearly. A minimum of 3 similarities and 4 differences were noted. All information is accurate.	A graphic organizer was used to display the information. 2 similarities and 3 differences were noted. Information is accurate	A graphic organizer was attempted, but not completed. Less than 2 similarities and/or differences are noted. Information is questionable.	No graphic organizer was displayed. Information is limited and/or inaccurate.

Suggested Topics for Project:
First Continental Congress, Boycotting, Taxation without Representation, Declaration of Independence, Paul Revere's Ride, Concord and/or Lexington, Bunker Hill