A.5. CURRICULUM SAMPLE – Fifth Grade Reading

Grade Level	Content Area	Course Title	Unit Title
Grade 5	**Reading**	**N/A**	**The Boston Massacre: Fact or Fiction**

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 on 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

Using the Boston Massacre as the backdrop, students will analyze accounts of this event to determine their reliability.

Common Core Standards	**CCSS 5.RI.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Social Studies: **SS1.4.PO 1.** Describe the significance of the following events leading to the American Revolution: a. Boston Massacre
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	Mastery is achieved at 80% of the assessment grading rubric. A score of 80% is achieved with grade of 10 out of 12 possible points on the rubric. The rubric measures thoughtful consideration of the text, supporting evidence from the text regarding bias, motive, accuracy, and immediacy, clear organization of ideas, and accuracy in conventions.
Materials/Resources Needed	"Recollection of George Hewes" from James Hawkes's, *A Retrospect of the Boston Tea Party* and *A Household History for All Readers* by Benson J. Lossing. computers for student use (computer lab)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson Instruction	**Day One:** Ask a teacher or another adult to serve as an actor in a staged event. Do not explain or announce to the students. Example: The actor walks into the room, closes the door loudly, stands quietly	**Day Two:** Discuss the vocabulary from the previous lesson (bias, motive, accuracy, immediacy, and reliability). Explain to students that they will be reading texts in which they will determine the	**Day Three:** Discuss the vocabulary from previous lessons (bias, motive, accuracy, immediacy, and reliability). Divide the students into groups of four and distribute copies of the	**Day Four:** Discuss vocabulary from previous lesson (bias, motive, accuracy, immediacy, and reliability). Instruct students that they will be conducting an internet search to locate	**Day Five:** Assessment: Students will use the printed text on the events of the Boston Massacre to make a determination of reliability based on the factors used in

	for a few seconds, and then whispers something in the teacher's ear. The actor picks up a book from a shelf and moves it to another location, then exits quietly. Immediately following the scene, have students fill out index cards with a description or list of what happened when the actor came into the classroom. Collect the index cards for use later in the lesson. Write the following terms on the board: bias, motive, accuracy, immediacy, and reliability. Ask students to try and define or explain the terms. Discuss student definitions and clarify as needed. Have students write the terms and definitions in their Reader's notebooks. Ask students to recall what happened when the actor came into the room and record student responses on	reliability of a source based on the terms they have learned. Distribute copies of "Recollection of George Hewes" and read aloud to the class. Model the process of determining reliability of a source using a Think-Aloud strategy. Example: I know this was written in 1834, so I know that the author couldn't have been at the Boston Massacre, which was in 1770. This must be a secondary source. It doesn't have immediacy because it was written so long after the event. I know the motive for writing this was to record the memories of someone who had been at the Boston Massacre. I think there may be bias because George Hewes was a patriot, fought in the war, and was considered a hero. He obviously was not on the side of the British. I think this is somewhat reliable but I need other sources to determine what the author says is true. This	Boston Massacre selection of *A Household History for All Readers*. Instruct students to work in groups to read the text and determine its reliability based on the following components: bias, motive, accuracy, and immediacy. Have the students write their responses and final determination in their Reader's notebooks. Have student groups present their determinations to the class using evidence from their determining factors.	either a primary or secondary source describing the events of the Boston Massacre. Take students to the computer lab and assist them in locating texts from the internet that describe the events of the Boston Massacre. Have students print the text they find. Instruct students to keep the printed copy of their text for the assessment in the next lesson.	class (bias, motive, accuracy, and immediacy). Students will write their responses in paragraph form and submit it with the printed text that they examined for the assessment.

	the board. Hand back the index cards and have several students to share what they wrote. As they share, ask students the following questions: Do the accounts on the cards differ from the recollections listed on the board? Do the accounts differ from student to student? What are the differences? What might be the reasons for the difference? Ask students to apply the previously defined terms in response to these questions. Explain that the reliability of any source, primary or secondary, is dependent upon bias, motive, accuracy, and immediacy.	source says that in March of 1770 some men were killed in Boston by British soldiers, because a boy didn't get paid for a haircut. Have students use their Reader's notebooks to record the bias (the memories of a patriot and war hero), motive (to record the memories of someone who was at the Boston Massacre, immediacy (1834), accuracy (undetermined until further sources are examined) and reliability (most likely but undetermined until further resources are examined).			

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities	The students will watch quietly as an actor (unknown to them) acts out a staged event. They will record their	The students will participate in a discussion of vocabulary from previous lesson.	The students will participate in a discussion of vocabulary from previous lessons. The students will work in	The students will participate in a discussion of vocabulary from previous lessons.	Students will produce a written response that indicates their assessment of the text source as being

	recollection of the event on index cards to be used later in the lesson. Students will define and explain the vocabulary terms presented by the teacher and participate in discussion to clarify the meanings of the terms. Students will write the terms and definitions in their Reader's notebook. Students will share their versions of the staged event and participate in answering questions given by the teacher. Students will respond to the questions in terms of the vocabulary previously discussed in the lesson.	Students will follow along while teacher reads aloud. The students will listen while the teacher models a Think-Aloud of the reliability of the reading selection. In their Reader's notebooks, The students will list the determining factors of the reliability of the reading selection.	groups to read the text selection. The students will work in groups to determine the reliability of the text selection. They will record their responses in their Reader's notebooks. The students will present their determinations to the class and provide explanations of the determining factors they used.	The students will use the internet to locate and print either primary or secondary source texts describing the events of the Boston Massacre.	reliable or not. The response will include supporting evidence from the text regarding bias, motive, accuracy, and immediacy.

Assessment Rubric: The Boston Massacre: Fact or Fiction

4	3	2	1
Response demonstrates thoughtful and insightful consideration of the text and a reasonable determination of the reliability of the text.	Response demonstrates thoughtful consideration of the text and a determination of the reliability of the text.	Response demonstrates some consideration of the text and an attempt at determining the reliability of the text.	Response demonstrates little consideration of the text. It does not include a determination of the reliability of the text.
Evidence that supports the reliability of the text is present and includes all of the following concepts: bias, motive, accuracy, and immediacy.	Evidence that supports the reliability of the text is present and includes most of the following concepts: bias, motive, accuracy, and immediacy.	Some evidence that supports the reliability of the text is included.	Little evidence that supports the reliability of the text is included.
Ideas are clear and well organized. Grammar, spelling, and capitalization are accurate.	Ideas are generally clear and well organized. Few errors in grammar, spelling, and capitalization.	Ideas are lacking clarity and organization. There are several errors in grammar, spelling, and capitalization.	There are serious problems with ideas and organization. Major errors are present in grammar, spelling, and punctuation.