



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 9

End of Unit Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Learning Targets	
<p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can compare and contrast a firsthand and secondhand account of the 2009 presidential inauguration. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day Tracking My Progress, End of Unit 1 recording form

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reviewing Firsthand and Secondhand Accounts (5 minutes) Reviewing Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Reviewing the Assessment Format (5 minutes) End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day (40 minutes) Closing and Assessment <ol style="list-style-type: none"> Tracking My Progress (5 minutes) Homework 	<ul style="list-style-type: none"> The heart of Lessons 7–9 is RI.4.6. The two texts used in this assessment were selected for students to read and compare on-demand and independently. They represent contemporary content and grade-level appropriate Lexile measures. The texts are intentionally easier than the complex primary source firsthand account students worked with during Lessons 7 and 8 (with teacher support). This assessment contains several short response questions. Students' answers may vary; the answer key provides a variety of possible answers. In advance: Review and give feedback to students on their Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording forms. Consider providing some periodicals or other short texts for students to silently read if they finish the assessment early.



Lesson Vocabulary	Materials
compare, contrast, firsthand account, secondhand account, inauguration	<ul style="list-style-type: none">• Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial Recording Forms (from Lesson 8, with feedback from teacher to each student)• End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day (one per student)• Tracking My Progress, End of Unit 1 recording form (one per student)• End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day (answers, for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Firsthand and Secondhand Accounts (5 minutes)</p> <ul style="list-style-type: none">Review Lesson 8 homework with students: "Find examples of firsthand and secondhand accounts outside of the class. Be prepared to share them in the opening of Lesson 9."Ask students to Think-Pair-Share:<ul style="list-style-type: none">* How did you determine whether a text was a firsthand account or a secondhand account? Give examples from the texts you found.Distribute students' work with feedback from Lesson 8, Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording forms.Review the difference between firsthand (the author witnessed the event) and secondhand accounts (the author researched the event). Address any misunderstandings and make any clarifications that are needed based on students' work from Lesson 8.	<ul style="list-style-type: none">Depending on the needs of your class, you may spend more time reviewing the comparison of firsthand and secondhand accounts.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Post the following learning target:<ul style="list-style-type: none">* "I can compare and contrast a firsthand and secondhand account of the 2009 presidential inauguration."Read the learning target aloud and ask students to turn to a partner discuss what they think the target means and any unfamiliar words. Students should be familiar with the <i>words compare, contrast, firsthand account, and secondhand account</i>. Ask pairs to share out their thinking.Tell students that today they will demonstrate their ability to compare and contrast firsthand and secondhand accounts of the same event.Check that all students understand the meaning of inauguration. Tell them that on this day every four years, after a president has been elected, the winner officially takes office and starts his or her term. Explain that today students will read two texts (a firsthand and a secondhand account) about the 2009 presidential inauguration. <p><i>Note: Because this is an assessment, do not explain more about the event itself or the texts that students will be reading.</i></p>	



Work Time	Meeting Students' Needs
<p>A. Reviewing the Assessment Format (5 minutes)</p> <ul style="list-style-type: none">• Distribute a copy of the End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day to each student.• Review the format of the assessment with students, particularly because this assessment has a different format from that of previous assessments in the modules. In particular, review Part III, in which students use the Venn diagram to compare the texts from Parts I and II.• Remind students of the importance of reading the directions and clarify any confusion before beginning the assessment.	<ul style="list-style-type: none">• Most students should be comfortable with the format of this assessment based on their work in Lesson 8; however, for students who need additional support in taking summative assessments, you may consider explicitly modeling Part II of this assessment using the provided example.
<p>B. End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of Inauguration Day (40 minutes)</p> <ul style="list-style-type: none">• Give students 40 minutes to work. Circulate to observe test-taking strategies, and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely? Are they annotating the text? This information can be helpful in preparing students for future assessments and standardized tests.• If students finish this assessment early, have them select a periodical or short text for silent reading.	<ul style="list-style-type: none">• Allow ELLs additional time to complete their assessment. They will receive extra time on the New York State assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">Ask students to reflect on the following learning target and then record their progress using the Tracking My Progress, End of Unit 1 recording form* "I can compare and contrast a firsthand and secondhand account of the 2009 presidential inauguration."Collect the Tracking My Progress sheet and use it along with the assessment to determine students' progress toward RI.4.6.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None	



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 1: Lesson 9

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

Name: _____

Date: _____

Part 1: Reading a Firsthand Account

Directions:

1. Read the firsthand account.
2. In the right-hand column, write the main idea of each section of text.

A Firsthand Account of Inauguration Day 2009: Email ²	Directions: Identify the main idea for each section of the text in the boxes below.
<p>To: "Mom" <mom123@example.com> Subject: The Inauguration</p> <p>Hi Mom,</p> <p>I just want to tell you about my amazing day! Getting to stand there under the Washington Monument with hundreds of thousands of other proud Americans to witness Barack Obama's inauguration was unbelievable! The crowd was full of people expressing a renewed hope in our country and the entire political process. We were surrounded by people of all races, creeds, and colors that all came together to honor progress and freedom.</p> <p>People, including myself, were overcome with emotion! I used to think that my beautiful daughter would never know an America where people like her can be whatever they want to be. Now that has changed. The first president she will ever know is brown, just like her!</p>	Section 1:
	Section 2:



End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day

<p>In one small way, the country I grew up in is gone forever. I have a renewed pride and excitement about the future and am so glad I got to be there to see it with my own eyes. My heart is full, my smile is permanent, and my spirit is unbreakable. Thank you, Mom, for raising me to believe in equality for all!</p> <p>You are the best!</p>	Section 3:

²Written by Corey Scholes, U.S. citizen. Used with permission. 890L



End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day

Part 2: Reading a Secondhand Account¹

Directions:

- Read the secondhand account.
- In the right-hand column, write the main idea of each section of text.

A Secondhand Account of Inauguration Day 2009: Article ³	Directions: Identify the main idea for each section of the text in the boxes below.
A Historic Inauguration Day On January 20th, 2009, Barack Obama became the first African American president of the United States of America. His inauguration was a historic event many Americans will remember for the rest of their lives.	Section 1:
On Inauguration Day, thousands filled the streets around the National Mall in Washington, D.C. The crowd looked on as Barack Obama was sworn in as the 44th president of the United States of America. It was the largest crowd to gather for an inauguration in American history.	Section 2:
Afterward, President Obama gave the Inaugural Address. The crowd applauded many times throughout. In his speech he said, “On this day, we gather because we have chosen hope over fear.” Many in the crowd were overcome with emotion and pride.	Section 3:



End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

Later, President Obama walked with his family in a parade to the White House. The crowds were filled with people of different races, ages, and backgrounds. They cheered and waved as the First Family passed. They were amazed and excited to see the first African American president in United States history.	Section 4:

³Written for Educational Purposes by Expeditionary Learning. 840L

Sources: <http://www.inaugural.senate.gov/>

http://www.nytimes.com/2009/01/21/us/politics/20web-inaug2.html?pagewanted=all&_r=0

<http://www.whitehouse.gov/video/President-Barack-Obamas-Inaugural-Address-January-20-2009>

End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

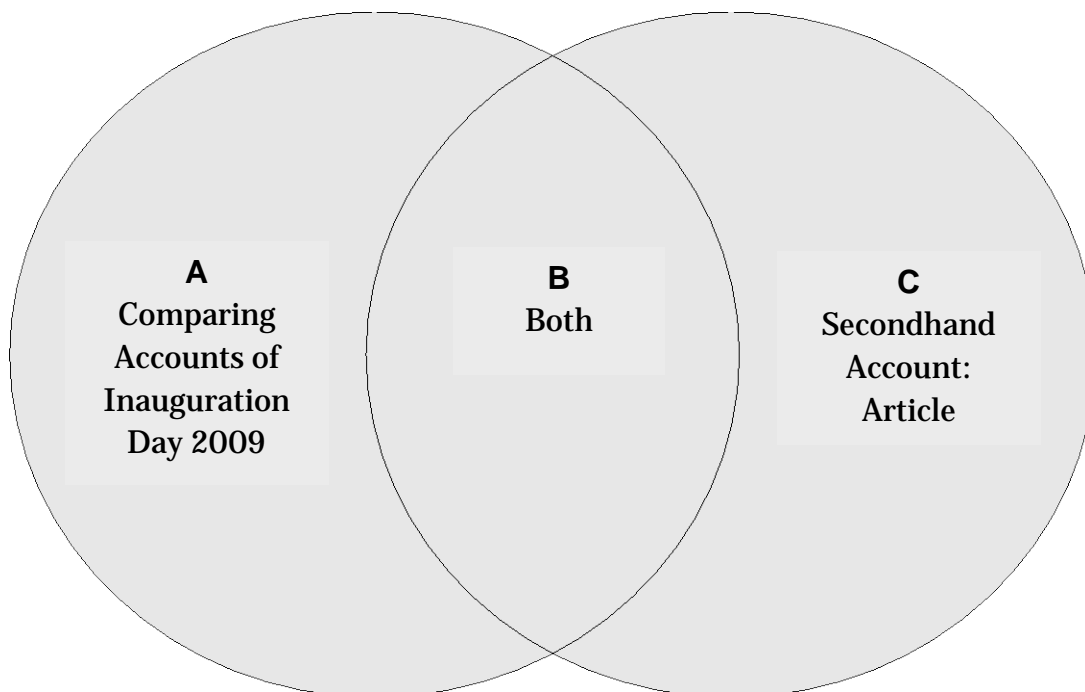
Part 3: Compare the Firsthand and Secondhand Accounts of Inauguration Day, 2009

Directions:

1. Reread the firsthand and secondhand accounts above.
2. For each text, review your main idea notes.
3. Read the list of details in the box below.
4. Then for each detail in the box, decide how to categorize it: see the Venn diagram below.
 - A = details that are only included in the firsthand account
 - B = details that are in both the firsthand and secondhand accounts
 - C = details that are only included in the secondhand account.

*Note: One detail is done for you as an example. See the * below.*

Comparing Accounts of Inauguration Day 2009





End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

*B	Describes Inauguration Day 2009 (*both accounts do this)
	Describes the emotion of the crowd.
	Describes what the president said.
	Describes how the author felt.
	Describes how an African American president affects history.
	Describes the different people in the crowd.
	Describes why the day is historic.
	Describes how the day affected the author's daughter.

End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day

Part 4: Describing the Focus of the Accounts

Directions: Select the best answer for each question below.

1. Which of the following describes the main focus of the firsthand account (the email)?
 - a. Why the day was an important moment in history.
 - b. What the president did during the inauguration.
 - c. Why people had come to see the president.
 - d. What it meant to the author to see the first African American president.

2. Which of the following describes the main focus of the secondhand account (the article)?
 - a. Why the day was an important moment in history.
 - b. What the president did during the inauguration.
 - c. Why people had come to see the president.
 - d. What it meant to the author to see the first African American president.

Part 5: Synthesizing the Text

Directions: Write a synthesis statement comparing the firsthand and secondhand accounts of Inauguration Day 2009. Make sure to use evidence from the texts in your synthesis:



Tracking My Progress End of Unit 1

Name: _____

Date: _____

Learning Target: I can determine the main idea using specific details from the text. (RI.4.2).

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 1

Name:

Date:

Learning Target: I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)

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:



End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

Part 1: Reading a Firsthand Account

Directions:

1. Read the firsthand account.
2. In the right-hand column, write the main idea of each section of text.

A Firsthand Account of Inauguration Day 2009: Email ²	Directions: Identify the main idea for each section of the text in the boxes below.
<p>To: "Mom" <mom123@example.com> Subject: The Inauguration</p> <p>Hi Mom,</p> <p>I just want to tell you about my amazing day! Getting to stand there under the Washington Monument with hundreds of thousands of other proud Americans to witness Barack Obama's inauguration was unbelievable! The crowd was full of people expressing a renewed hope in our country and the entire political process. We were surrounded by people of all races, creeds, and colors that all came together to honor progress and freedom.</p> <p>People, including myself, were overcome with emotion! I used to think that my beautiful daughter would never know an America where people like her can be whatever they want to be. Now that has changed. The first president she will ever know is brown, just like her!</p>	Section 1:
	The author was excited to be a part of history.
	The author was excited to be at Barack Obama's inauguration.
	The author was a part of a big crowd that came to see the inauguration.
	Section 2:
	The author was happy her daughter would have a president who looked like her.
	The author was happy because America had its first black president.



End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

<p>In one small way, the country I grew up in is gone forever. I have a renewed pride and excitement about the future and am so glad I got to be there to see it with my own eyes. My heart is full, my smile is permanent, and my spirit is unbreakable. Thank you, Mom, for raising me to believe in equality for all!</p> <p>You are the best!</p>	Section 3:
	The author was proud to see history made.
	The author is excited about the future of America.

890L

²Written by Corey Scholes, U.S. citizen. Used with permission.



End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day

Part 2: Reading a Secondhand Account¹

Directions:

- Read the firsthand account.
- In the right-hand column, write the main idea of each section of text.

A Secondhand Account of Inauguration Day 2009: Article ³	Directions: Identify the main idea for each section of the text in the boxes below.
A Historic Inauguration Day On January 20th, 2009, Barack Obama became the first African American president of the United States of America. His inauguration was a historic event many Americans will remember for the rest of their lives.	Section 1:
	The day the first African American president took office was historic.
	The 2009 inauguration was historic.
On Inauguration Day, thousands filled the streets around the National Mall in Washington, D.C. The crowd looked on as Barack Obama was sworn in as the 44th president of the United States of America. It was the largest crowd to gather for an inauguration in American history.	Section 2:
	Many people came to see Barack Obama become president.
Afterward, President Obama gave the Inaugural Address. The crowd applauded many times throughout. In his speech he said, "On this day, we gather because we have chosen hope over fear." Many in the crowd were overcome with emotion and pride.	Section 3:
	The crowd liked his speech.
	The crowd was proud of the president's speech.
	The president gave a good speech.



End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

Later, President Obama walked with his family in a parade to the White House. The crowds were filled with people of different races, ages, and backgrounds. They cheered and waved as the First Family passed. They were amazed and excited to see the first African American president in United States history.	Section 4:
	All kinds of people came to see the first African American president.
	Different kinds of people came to be a part of history.

840L

³Written for Educational Purposes by Expeditionary Learning.

Sources:

<http://www.inaugural.senate.gov/>

http://www.nytimes.com/2009/01/21/us/politics/20web-inaug2.html?pagewanted=all&_r=0

<http://www.whitehouse.gov/video/President-Barack-Obamas-Inaugural-Address-January-20-2009>

End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

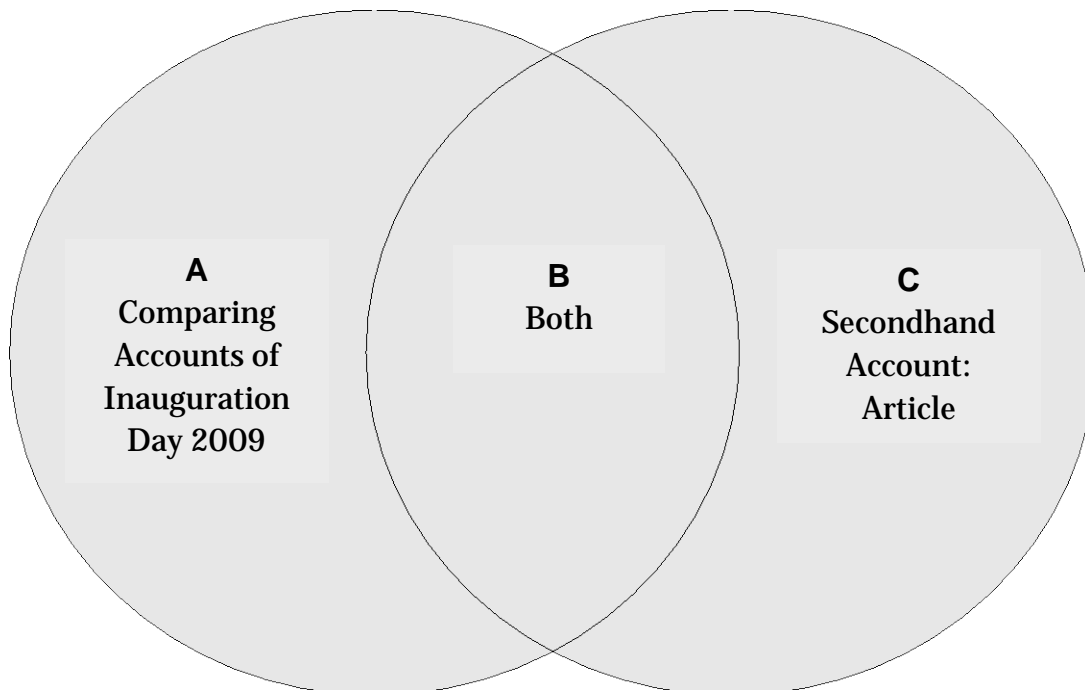
Part 3: Compare the Firsthand and Secondhand Accounts of Inauguration Day, 2009

Directions:

1. Reread the firsthand and secondhand accounts above.
2. For each text, review your main idea notes.
3. Read the list of details in the box below.
4. Then for each detail in the box, decide how to categorize it: see the Venn diagram below.
 - A = details that are only included in the firsthand account
 - B = details that are in both the firsthand and secondhand accounts
 - C = details that are only included in the secondhand account.

*Note: One detail is done for you as an example. See the * below.*

Comparing Accounts of Inauguration Day 2009





End of Unit 1 Assessment:

Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

*B	Describes Inauguration Day 2009 (*both accounts do this)
B	Describes the emotion of the crowd.
C	Describes what the president said.
A	Describes how the author felt.
B	Describes how an African American president affects history.
B	Describes the different people in the crowd.
A	Describes why the day is historic.
C	Describes how the day affected the author's daughter.

End of Unit 1 Assessment:
Comparing Firsthand and Secondhand Accounts of Inauguration Day
Teacher Answer Key

Part 4: Describing the Focus of the Accounts

Directions: Select the best answer for each question below.

1. Which of the following describes the main focus of the firsthand account (the email)?
 - a. Why the day was an important moment in history.
 - b. What the president did during the inauguration.
 - c. Why people had come to see the president.
 - d. What it meant to the author to see the first African American president.**

2. Which of the following describes the main focus of the secondhand account (the article)?
 - a. Why the day was an important moment in history.
 - b. What the president did during the inauguration.**
 - c. Why people had come to see the president.
 - d. What it meant to the author to see the first African American president.

PART 5: Synthesizing the Text

Directions: Write a synthesis statement comparing the firsthand and secondhand accounts of Inauguration Day 2009. Make sure to use evidence from the texts in your synthesis:

Possible Answer: *Both of these texts were about the 2009 inauguration. They both describe the day as historic because Barack Obama was the first African American president. They also both describe the crowd that came to see him, that they were different races and ages. The email focused on why the day meant so much to the author and why it was important for the author's daughter. The article focused on what happened that day and why it was historical. It talked about what the president did and said.*