

RI.4.6

This ELA unit provides resources to use while teaching the standard **RI.4.6**, which states that **students will be able to "Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 3 mini lessons in this unit. Each mini lesson will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for your reading block. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time. Putting your mini lessons together may take between one to two weeks.

Graphic Organizers

- These can be used throughout the unit as you see fit. You can use them with your lessons if you need more or use them within your independent reading time.

Lexiled™ Reading Passages

- These can be used throughout the unit as you see fit, too. They can be used during partner reading time, independent reading time, or a continuation of a mini lesson you think they need more time with.

Task Cards & Interactive Notebook Pieces

- Use each of these resources as you see fit. If you do centers or hands-on learning time, include these pieces within the centers for extended practice.

Lexiled™ Assessment

- There is one 3-page assessment included at the end of this unit. When you're finished teaching your two week unit, use this assessment with your students. Answer key is included.

Mini Lessons

There are three mini lessons within this unit. They may take between 5 to 10 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities.

4th Grade Reading: Informational Lesson 1
RI.4.6- Lesson 1
Firsthand Account
 A description of an event that is told by someone who was there to experience it.
Primary Source
 A firsthand account.

Secondhand Account
 A description of an event based on research, told by someone who was not there to experience the event.
Secondary Source
 A secondhand account will include key facts and details.

Firsthand Account

Rosa Parks
 Learning about history through primary and secondary sources.
 When you are reading about my life, you will find information through both firsthand and secondary sources.

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 Learning about history through primary and secondary sources.
 When you are reading about my life, you will find information through both firsthand and secondary sources.

Ruby Bridges: Firsthand
 Identify evidence and examples of firsthand accounts.
 Text Title: _____
 Pages: _____
 Reflection & Evidence of Firsthand Accounts: _____

Ruby Bridges: Secondhand
 Identify evidence and examples of secondhand accounts.
 Text Title: _____
 Pages: _____
 Reflection & Evidence of Secondhand Accounts: _____

Comparing Accounts
 Compare two accounts of the same event.
 Source #1: _____
 Source #2: _____
 Account: _____
 Account: _____
 How does the account affect the information?
 Compare and Contrast

HUNT EXAMPLES
 If you need examples to apply for students, use the following source type.

Example Source (for Firsthand Account)
 Source: Interview with Rosa Parks
 Account: Rosa Parks' own account of her arrest.

Example Source (for Secondhand Account)
 Source: Biography of Rosa Parks
 Account: A biographer's account of Rosa Parks' arrest.

4th Grade Reading: Informational Lesson 2
RI.4.6- Lesson 2
 Compare and contrast a firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided.

4th Grade Reading: Informational Lesson 3
RI.4.6- Lesson 3
 Compare and contrast a firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided.

4th Grade Reading: Informational Lesson 3
RI.4.6- Lesson 3
 Compare and contrast a firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers, task cards, and interactive notebook templates** to use with any read-aloud or independent practice text.

Task Cards for Any Text

Instructional Passages

Card 1
Read a text about a person.

Card 2
Describe the event in your own words.

Card 3
Contrast two sources. How are they similar/different?

Card 4
Who created this source? How are they similar/different?

Card 5
Who created this source? How are they similar/different?

Card 6
Who created this source? How are they similar/different?

Card 7
Who created this source? How are they similar/different?

Card 8
Who created this source? How are they similar/different?

Card 9
Who created this source? How are they similar/different?

Card 10
Who created this source? How are they similar/different?

Card 11
Which source allows you to understand the creator's thoughts and feelings?

Card 12
After reading both accounts, describe the topic in your own words.

Extra Resources

You're also provided with **passages** that will help guide instruction, as well as **graphic organizers**, **task cards**, and **interactive notebook templates** to use with any read-aloud or independent practice text.

Secondhand Account
Name: _____
Identify evidence and examples of secondhand accounts.
Book Title: _____
Pages: _____ Reflection & Evidence: _____

Comparing Accounts
Name: _____
Compare two accounts of the same event.
Source #1: _____
Account: _____
Evidence: _____
Source #2: _____
Account: _____
Evidence: _____
How does the account affect the event?

Text Hunt
Name: _____
Identify accounts in 3 nonfiction texts.
Text #1: _____
Account: _____
Evidence: _____
Text #2: _____
Account: _____
Evidence: _____
Text #3: _____
Account: _____
Evidence: _____

Writing Accounts
Name: _____
Choose a topic and write a paragraph from each perspective.
Topic: _____
Perspective 1: _____
Perspective 2: _____
Perspective 3: _____

Researching
Name: _____
Research a topic and write a paragraph from each perspective.
Topic: _____
Perspective 1: _____
Perspective 2: _____
Perspective 3: _____

Text
If this text were written from another perspective, it would be a _____ account.
Evidence in _____
Firsthand or _____
Text

Secondhand Accounts
Definition: _____
Examples: _____

Explain what firsthand
Lift the flap and write the explanations.
If the flaps and record your source.

SOURCE:
Describe your source.
[Type, Title, Author]

ACCOUNT:
Firsthand or secondhand

Briefly describe firsthand
Choose an event or person from a text. Write a brief description of each type of account.

Contrast accounts. How different?
Choose an event or person from a text. Write a brief description of each type of account. Lift the flaps and compare the accounts. Write how they are different.

Compare and Contrast
Research an event or person. Record the source. Lift the flaps and identify the type of account. Then, lift the flap and identify the type of account. Write how they are different.

Source #3: _____
Source #4: _____
Source #5: _____
Source #6: _____

Graphic Organizers

Interactive Notebook Templates

Digital Additions

Two pieces of this reading unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

What you need:

- A Google Classroom account

What to do:

- Open document using links below.
- Click "make a copy". This will be your master copy.
- Make another copy to share with your students. Get the shareable link using the 'Share' button in the top right corner.

Options for sharing:


- Copy the *specific slide* you need and share it with your students.
- Share the *entire presentation* for them to fill out by a certain date or for use when they are reading independently.
- Create a folder for your students to access whichever ones they want/need.

Comparing Accounts

Source #1	Source #2
Account	Account

Graphic Organizers

Compare and Contrast



Technical Difficulties

Dear Diary

Today was the scariest day of my life. Mom and I were flying back from Uncle Johnny's. I have flown several times before and have never had an issue, so I wasn't even thinking that something could possibly go wrong.

Mom was watching a movie and I was reading my new book when the flight attendants started whispering to each other and shaking their heads. I knew we were supposed to be landing soon because it is only a two-hour flight and I had just finished my new book. So I asked the flight attendant to check her watch and she said we were 20 minutes behind schedule.


Other passengers were talking to each other. I was worried.

Finally, the captain informed us that they were having some difficulties with the landing gear. We were alarmed, but we were told that we would be landing soon. However, I was still worried.

After another 20 minutes, the captain came on again and told us that they had fixed the problem, but that we needed to be sure our seatbelts were fastened. He said it was going to be a bumpy landing and he wasn't kidding that was the scariest landing I have ever been through. I thought we were going to crash!

NEWS

Tough Landing, Shantland Airport



Luckily, the Tower Officer was able to talk the captain through a manual override that extended the wheel. The captain made the passengers aware that the landing would be bumpy because the manual override hit the one wheel without the flexibility it normally has. So passengers braced themselves and the plane was able to finally touch down, just 10 minutes behind schedule. All passengers exited the plane safely.

Assessment

The unit is wrapped up with a summative assessment. Within this assessment, the students are asked a few questions about the standard itself. Then, they are asked to perform tasks aligned with that standard. There are two short texts, one with multiple choice texts and one with short answer.

EXCERPT "Shuttle Rockets to Orbit with S.Aboard"
by John Noble Wilford, New York Times, June 19, 1983

CAPE CANAVERAL, Fla. — Four men and a woman, the first Americans, roared into orbit today aboard the space shuttle Challenger, the first of two satellites in the successful beginning of a new era in space exploration.

What set this flight apart from the 36 other manned flights over the last 22 years was not the cargo but the occupant: Dr. Sally K. Ride, a 32-year-old physicist who has been in space before. She is the third woman to fly in space, but the first American.

A crowd estimated at 250,000 stood in the bright sunlight watching the shuttle launch, and many of them were "Sally's" fans. In the ascent, the spacecraft climbed toward a height of 115,000 feet, the highest ever for a shuttle. Then, releasing somewhat as the Challenger approached Mission Management Team Control, "See you Friday," referring to the crew's planned return to Earth, Mission Management Team Control.

Space Center. This would be the first time a shuttle has made a full orbit of the planet.

And, like any other astronaut and his or her family, Dr. Ride gave expression to the thrill of a first flight.

"Have you ever been to Disneyland?" she asked the crew commander of Mission Control, "I definitely am!" Dr. Ride remarked, referring to her use of the word "mission" to describe her flight.

5. True or false? Sally Ride was the first woman to fly in space.

a) True
b) False

6. Which type of account is this text?

a) Firsthand
b) Secondhand
c) Both
d) None of the above

from To Space and Back
by Sally Ride

Launch minus 10 seconds... 9... 8... 7... 6... 5... 4... 3... 2... 1... The rockets light. The shuttle shakes and vibrates as the bolts holding the engines 20 feet up to the airframe—the aft field joints—tighten and a trail of fire inside the ride begins to make our hearts. We can barely hear the sound of the engines. The sky is black. All we can see of the world is through the top window.

In only a few seconds we zoom past the launch pad and with a brilliant white-orange fireball trailing behind us, we are in orbit. Suddenly the ride begins to vibrate. The sky is black. All we can see of the world is through the top window.

Launch plus six minutes. The first time the force of gravity we feel is only a few seconds, and this seems to be the force to hold us in orbit.

Launch plus eight and one-half minutes. The force is gone, and we launch forward. Fuel tank drops away and falls to Earth. We are in orbit. But we're not too happy. Floating in orbit. We're in space!

7. Which line from the text above best describes the author's feelings about the experience of being in space?

a) "Inside, the ride is rickety."
b) "...there is no time to think."
c) "...the ride becomes uncomfortable."
d) "...straining to hold our breath."

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Key Provided for Assessment

Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Informational Domain

4th Grade Reading Informational
RI BUNDLE

LEXILE

4th Grade
INFERENCES & Details in Nonfiction

4th Grade
MAIN IDEA & Key Details

4th Grade
CONNECTIONS in Nonfiction Texts

4th Grade
UNKNOWN WORDS & Context Clues

4th Grade
STRUCTURES in Nonfiction Texts

4th Grade
FIRST & SECOND ACCOUNTS in Nonfiction

4th Grade
IMAGES in Nonfiction

4th Grade
AUTHOR'S REASONING & Supporting Information

4th Grade
INTEGRATING Information

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All 6 ELA Domains

ALL-YEAR ELA
4th Grade

4th Grade Language L **BUNDLE**

4th Grade RL Literature **BUNDLE**

4th Grade RI Informational **BUNDLE**

4th Grade RF Foundational Skills **BUNDLE**

4th Grade **Common Core WRITING BUNDLE**

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