

New York State Common Core

# English Language Arts Curriculum



## GRADE 4 Module 4

### Unit 1

Student Workbook



## Timeline Glossary

<b>Word</b>	<b>Page</b>	<b>Definition/Synonym</b>
restricted	269	limited to
qualification	269	worthiness; capability
right	269	something you are allowed to do by nature or law; privilege; freedom
ratified	270	approved
restrict	270	limit
bar	270	don't allow; prevent
rejects	270	refuses to accept; denies
deny	270	refuse; not allow
resign	270	stop work; leave
immigrants	271	people from a foreign land
repealed	271	anceled; withdrawn; put an end to
first-generation	272	all the people living at the same time and about the same age of a family to be born in a particular country
eliminates	272	removes; gets rid of
oversee	272	manage; supervise; be in charge of
residents	272	people living in a particular place

## Close Readers Do These Things Anchor Chart

From Module 1, Unit 1, Lesson 3

This anchor chart should look like the following. If needed, recreate this chart with your students as an opening to this lesson.

### Close Readers Do These Things:

- Read small chunks of text slowly and think about the gist.
- Reread each passage one sentence at a time.
- Underline things that you understand or know something about.
- Circle words that you do not know.
- Talk with your partners about all of your good ideas.
- State the gist or message of the paragraph in the margin.
- Listen to the questions.
- Go back to the text to find answers to questions.
- Talk with your partners about the answers you find.

**“On Women’s Right to Suffrage,”**  
Excerpt from a speech by Susan B. Anthony given in 1873

*Expeditionary Learning is seeking permission for this material. We will post an updated version of the lesson once permission is granted.*

Source: <http://www.historyplace.com/speeches/anthony.htm>

## Close Reading Form (Front)

“On Women’s Right to Suffrage” by Susan B. Anthony, Paragraph 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Background Information

In the 1800s, women the United States did not have the same rights as men. It was against the law for them to vote. A woman named Susan B. Anthony helped lead a movement known as the women’s suffrage movement. This movement held protests, marches, and rallies to try to change the Constitution so women could vote. In 1872, in New York state, Susan B. Anthony was arrested for illegally voting during a presidential election. After her trial, she traveled the country giving the “On Women’s Right to the Suffrage” speech.

Written by Expeditionary Learning for Instructional Purposes. Sources: “Order in the Court: by Ira Peck and Kathy Wilmore, Junior Scholastic, March 10, 2008.  
<http://memory.loc.gov/ammem/naw/nawshome.html> <http://www.historyplace.com/speeches/anthony.htm>

### Glossary

Word	Definition
alleged	
deny	to refuse to give or allow something; decline
committed	to do or perform
exercised	to put into practice or make use of; apply
indictment	to be formally accused of a crime; charge, accusation
lawful	allowed by the law; legal
right	
suffrage	

**Directions:**

- Follow along as the first paragraph of the speech is reread to you. Circle the words listed in the glossary and any other words you do not know the meanings of.
- Reread the speech with your partner using the glossary and context clues to write synonyms or explanations above difficult words.
- Reread the text and answer the questions in the right hand column.

<p><b>“On Women’s Right to the Suffrage,” a Speech by Susan B. Anthony, 1873</b></p>	<p><b>Use the text to answer the following questions:</b></p>
<p>Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.</p> <p>1200L/FK 10.7 Source: <a href="http://www.historyplace.com/speeches/anthony.htm">http://www.historyplace.com/speeches/anthony.htm</a></p>	<p>What does Susan B. Anthony mean by “alleged crime”?</p>
	<p>What does the word “right” mean as it is used in this text?</p>
<p>In 1873 it was against the law for women to vote in the state of New York as well as in other states. This speech says that voting is a right that is “beyond the power of the state to deny.” What do you think this means?</p>	

**Close Reading Form (Back)**


**Gist Statement**

What is this paragraph mostly about?


## Glossary for “The Vote”

<b>Word</b>	<b>Definition</b>
affect	to cause a change in
devoting	giving one’s time or attention to a purpose
picketing	demonstrating; a person or group of people posted in front of a business or building to protest policies, and to discourage customers or prevent workers from entering
politicians	people who hold a political office
occupations	jobs
pursue	to strive to accomplish or obtain
venture	to move, travel, or proceed in a brave or adventurous manner
cause	a belief, goal, or mission that a person works toward
unrest	a state of dissatisfaction, disturbance, or turmoil, especially social or political
in vain	without substantial or lasting effect

## Summarizing Informational Text Recording Form for “The Vote”

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

**Part 1: Getting the Gist:** After reading this text for the first time, what do you think this text is mostly about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
**Part 2: Identify the main idea for each section of the text.**

**Paragraph 4**

**Paragraphs 6 and 7**

**Paragraphs 8–11**

## Summarizing Informational Text Recording Form for “The Vote”

**Part 3: Summarizing the Text:** After thinking more closely about this text, summarize what you think this reading is mostly about. Use several specific details from the text in your summary.

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## Summarizing Informational Text Recording Form for “Order in the Court

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

**Part 1: Getting the Gist:** After reading this text for the first time, what do you think this text  is mostly about?

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**Part 2: Identify the main idea for each section of the text.**

<i>Opening</i>
<i>What Was Her Crime?</i>
<i>The Trial: Day One</i>
<i>The Trial: Day Two</i>
<i>Surviving the Shock</i>

Summarizing Informational Text Recording Form for “Order in the Court!”

**Part 3: Summarizing the Text:** After thinking more closely about this text, summarize what you think this reading is mostly about. Use several specific details from the text in your summary.

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## Glossary for “Order in the Court”

<b>Word</b>	<b>Section of Text</b>	<b>Definition/Synonym</b>
defendant	Opening	a person on trial, charged with a wrongdoing
opponents	Opening	people who are against something
merely	Opening	only; just
influential	Opening	having authority; powerful
reluctantly	What Was Her Crime?	unwilling; hesitant
test case	What Was Her Crime?	a legal action to try to see if something is allowed based on the constitution
convince	What Was Her Crime?	to cause to accept or believe; persuade
well-educated	What Was Her Crime?	Student definition:
abolitionist	What Was Her Crime?	Student definition:
jurisdiction	What Was Her Crime?	Student definition:
concede	The Trial: Day One	Student definition:
honorable	The Trial: Day One	right; deserving of respect
laudable	The Trial: Day One	Student definition:
outraged	The Trial: Day One	Student definition:
verdict	The Trial: Day Two	the decision of a judge or jury in a trial
suffrage	The Trial: Day Two	right to vote
trampled	The Trial: Day Two	to crush or destroy
principle	The Trial: Day Two	a law on which action or behavior is based
unjust	The Trial: Day Two	Student definition:

## Glossary for “Order in the Court”

earnestly	The Trial: Day Two	heartfelt; sincere
persistently	The Trial: Day Two	continuing, lasting, or holding on, despite opposition or difficulties; repeated
tyranny	The Trial: Day Two	the oppressive or abusive exercise of power, or the government or authority that uses power in this way
mere	Surviving The Shock	*See “merely”

Summarizing Informational Text Recording Form for “Order in the Court!”

\_\_\_\_\_  
Name:

\_\_\_\_\_  
Date:

**Part 1: Getting the Gist:** After reading this text for the first time, what do you think this text is mostly about?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 2: Identify the main idea for each section of the text.**

<i>Opening</i>
<i>What Was Her Crime?</i>
<i>The Trial: Day One</i>
<i>The Trial: Day Two</i>
<i>Surviving the Shock</i>

Summarizing Informational Text Recording Form for “Order in the Court!”

**Part 3: Summarizing the Text:** After thinking more closely about this text, summarize what you think this reading is mostly about. Use several specific details from the text in your summary.

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**Mid-Unit Assessment:**  
Answering Questions and Summarizing a Text about Frederick Douglas

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**Name:**

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**Date:**

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**Directions:**

1. Read “Fredrick Douglass: Freedom’s Champion” for the gist.
2. For Part 1: Reread the text to answer the following questions.
3. For Part 2: Reread the text and identify the main idea for each section.
4. For Part 3: Write a summary of the text.

**Part 1: Use the text to answer the questions below.**

1. The opening paragraph of the text says, “Fredrick Douglass spent the first 20 years of his life trapped like a fly in a spider web. Once he broke free, he devoted his life to helping others do the same.” What is the best explanation of what this paragraph means?
  - a. Fredrick Douglass was against slavery.
  - b. Fredrick Douglass had to fight for survival.
  - c. Fredrick Douglass grew up a slave.
  - d. Fredrick Douglass escaped life as a slave and then worked to free other slaves.
2. Which line from the text is the best evidence to support the answer to Question 1? 
  - a. “Like many black Americans in the early 1800’s, Fredrick was born a slave.”
  - b. “His white owner beat him and made him work long hours without pay.”
  - c. “When he finally escaped his master, he began a new life.”
  - d. “The hope of freedom kept Fredrick Douglass alive.”
3. Which line from the “Life as a Slave” section of the text explains why Fredrick Douglass wanted to learn to read and write?
  - a. “He was separated from his mother.”
  - b. “Knowledge could help him become free.”
  - c. “Fredrick went to Baltimore to live as a companion for a white boy.”
  - d. “Fredrick was sent to work in the fields.”

**Mid-Unit Assessment:**

Answering Questions and Summarizing a Text about Frederick Douglas

4. In the section “Life on the Run,” the text says, “Fugitive slaves could be hunted and returned to their masters.” Which line from the text contains a synonym for the word fugitive?
- a. “He wore a sailor’s suit as a disguise.”
  - b. “He found safety in Massachusetts, a state forbidding the return of runaway slaves.”
  - c. “He feared being kidnapped and returned to his master.”
  - d. “Fredrick changed his last name to Douglass to hide his identity.”
5. In the section “Telling a Slave’s Story,” the text says, “He spoke against slavery and wrote a shocking book about his life as a slave.” What does the word shock mean as it is used in the context of this sentence?
- a. an electrocution
  - b. a physical blow
  - c. a sudden impact
  - d. an unpleasant surprise
6. Select one sentence from the text that could be considered a shocking detail about Fredrick Douglass’ life as a slave. Record this sentence on the lines below:

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7. List one detail from the “A Friend to All Americans” section of the text that describes how Fredrick Douglass helped his country.

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**Mid-Unit Assessment:**  
Answering Questions and Summarizing a Text about Frederick Douglas

**Part 2: Identify the main idea for each section of the text.**

<i>Opening</i>
<i>Life as a Slave</i>
<i>Life on the Run</i>
<i>Telling a Slave's Story</i>
<i>A Friend to all Americans</i>

**Part 3: Summarizing the Text:** After thinking more closely about this text, summarize what you think this reading is mostly about. Use several specific details from the text in your summary.

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Tracking My Progress Mid-Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can determine the meaning of unfamiliar words using a variety of strategies.

1. The target in my own words is:

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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:

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Tracking My Progress Mid-Unit 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can determine the main idea of sections of an informational text on Frederick Douglas.

1. The target in my own words is:

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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:

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Tracking My Progress Mid-Unit 1

Name:

Date:

**Learning Target:** I can summarize a text about Frederick Douglas

1. The target in my own words is:

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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:

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**Close Reading Recording Form for the New York Times Article:**  
"Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting"

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**Name:**

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**Date:**

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**Directions:**

1. Reread the paragraph by yourself. Circle the words listed in the glossary and any other words you do not know the meanings of.
2. Reread the paragraph with your partner using the glossary and context clues to write synonyms or explanations above difficult words.
3. Reread the text and answer the questions in the right-hand column.
4. Write a main idea statement in the box below the paragraph.

**Close Reading Recording Form for the New York Times Article:  
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”**

\_\_\_\_\_

**Name:** \_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_

<p><b>“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”</b></p>	<p><b>Notes: Use the Text to Answer the Following Questions:</b></p>
<p>CANANDAIGUA, N.Y., June 19. – At 2 o’clock this afternoon Judge Selden made a motion in the case of Miss Anthony for a new trial, upon the ground of a misdirection of the judge in ordering a verdict of guilty without submitting the case to the jury. He maintained, in an elaborate argument, the right of every person charged with crime to have the question of guilt or innocence passed upon by a constitutional jury, and that there was no power in the court to deprive her of it.</p>	<p><b>Glossary:</b></p> <ul style="list-style-type: none"> <li>• a motion: recommendation; suggestion</li> <li>• misdirection: _____</li> <li>• submitting: give away</li> <li>• elaborate: detailed</li> <li>• deprive: deny; refuse</li> </ul>
	<p><b>Text-Dependent Questions:</b></p>
	<p>1. What did the author mean when he wrote, “upon the ground of a misdirection”?</p>
	<p>_____</p>
	<p>_____</p>
	<p>_____</p>
	<p>2. What argument did Judge Selden have with how Susan B. Anthony was treated in court?</p> <p>_____</p> <p>_____</p> <p>_____</p>

**Close Reading Recording Form for the New York Times Article:**  
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

**Main Idea Statement:**

What is this paragraph mostly about?

**Close Reading Recording Form for the New York Times Article:  
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

<b>“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”</b>	<b>Notes: Use the Text to Answer the Following Questions:</b>
<p>Miss Anthony answered and said she had a great many things to say, and declared that in her trial every principle of justice had been violated; that every right had been denied; that she had had no trial by her peers; that the Court and the jurors were her political superiors and not her peers, and announced her determination to continue her labors until equality was obtained, and was proceeding to discuss the question involved in the case, when she was interrupted by the Court with the remark that these questions could not be reviewed.</p>	<p><b>Glossary:</b></p> <ul style="list-style-type: none"> <li>• declared: stated; insisted</li> <li>• principle of justice: rule of law</li> <li>• peers: people who are similar; equals</li> <li>• determination: decision</li> <li>• obtained: earned</li> </ul>
	<b>Text-Dependent Questions:</b>
	<p>1. Why was Susan B. Anthony so upset by the way she was treated during her trial?</p>
	<p>2. What did the author mean when he reported that Susan B. Anthony said she “... announced her determination to continue her labors until equality was obtained ...”?</p>

**Close Reading Recording Form for the New York Times Article:**  
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”

**Main Idea Statement:** What is this paragraph mostly about?

**Close Reading Recording Form for the New York Times Article:  
 “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”**

\_\_\_\_\_  
**Name:**  
 \_\_\_\_\_  
**Date:**  
 \_\_\_\_\_

<p><b>“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”</b></p>	<p><b>Notes: Use the Text to Answer the Following Questions:</b></p>
<p>Miss Anthony replied she wished it fully understood that she asked no clemency from the Court; that she desired and demanded the full rigor of the law.</p>	<p>Glossary:</p> <ul style="list-style-type: none"> <li>• clemency: forgiveness; mercy</li> <li>• rigor: strictness; harshness</li> </ul>
	<p><b>Text-Dependent Questions:</b></p>
	<p>1. What did Susan B. Anthony want from the court?</p>
	<p>_____        _____        _____</p>
<p><b>Main Idea Statement:</b>        What is this paragraph mostly about?</p>	
<p>_____        _____        _____        _____        _____</p>	

**Close Reading Recording Form for the New York Times Article:  
“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”**

\_\_\_\_\_

**Name:** \_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_

\_\_\_\_\_

<p><b>“Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting”</b></p>	<p><b>Notes: Use the Text to Answer the Following Questions:</b></p>
<p>Judge Hunt then said the judgment of the Court is that you pay a fine of \$100 and the costs of the prosecution, and immediately added, there is no order that you stand committed until the fine is paid; and so the trial ended.</p>	<p>Glossary:</p> <ul style="list-style-type: none"> <li>• stand committed: taken to jail</li> </ul>
	<p><b>Text-Dependent Questions:</b></p>
	<p>1. Why do you think Judge Hunt did not give the order to send Susan B. Anthony to jail until she paid her fine?</p>
	<p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Main Idea Statement:</b> What is this paragraph mostly about?</p>	
<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

## Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial Recording Form

\_\_\_\_\_  
**Name:**

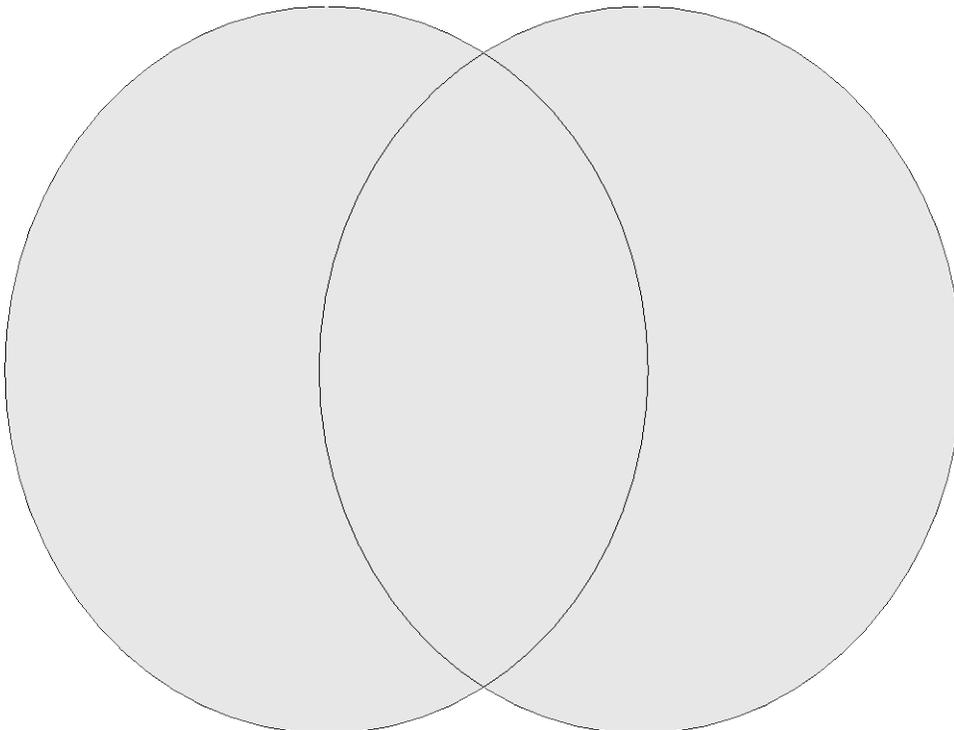
\_\_\_\_\_  
**Date:**

### **Directions:**

1. Reread “Order in the Court” and the New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting.”
2. Review your notes on the recording forms for each text.
3. Record the similarities and differences of the information in both texts in the Venn diagram below.
4. Answer the text-dependent questions comparing the focus of each text.
5. Write a synthesis statement comparing the firsthand and secondhand accounts of Susan B. Anthony’s trial.

### **Part 1: Information provided in the texts:**

How is the historical information provided in each text alike and different?



**Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial  
Recording Form**

**Part 2: Focus of the texts:**

How is the central point, or emphasis, for each of these texts alike and different?

1. Describe the focus of the firsthand account.

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2. Describe the focus of the secondhand account.

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**Part 3: Write a statement** comparing the firsthand and secondhand accounts of Susan B. Anthony's trial. Make sure to use evidence from the texts in your synthesis.

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

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**Name:**

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**Date:**

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**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 <sup>2</sup>	Directions: Identify the main idea for each section of the text in the boxes below.
<p>To: "Mom" &lt;mom123@example.com&gt; Subject: The Inauguration</p> <p>Hi Mom, 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>	<b>Section 1:</b>
	<b>Section 2:</b>

**End of Unit 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>	<b>Section 3:</b>

<sup>2</sup>Written by Corey Scholes, U.S. citizen. Used with permission. 890L

**End of Unit Assessment:**

Comparing Firsthand and Secondhand Accounts of Inauguration Day

**Part 2: Reading a Secondhand Account<sup>1</sup>**

**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 <sup>3</sup>	Directions: Identify the main idea for each section of the text in the boxes below.
<p>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.</p>	<b>Section 1:</b>
<p>On Inauguration Day, thousands filled the streets around the National Mall in Washington, D.C. The crowd looked on as Barak 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.</p>	<b>Section 2:</b>
<p>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.</p>	<b>Section 3:</b>

**End of Unit 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.	<b>Section 4:</b>

<sup>3</sup>Written 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.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 Assessment:**  
Comparing Firsthand and Secondhand Accounts of Inauguration Day

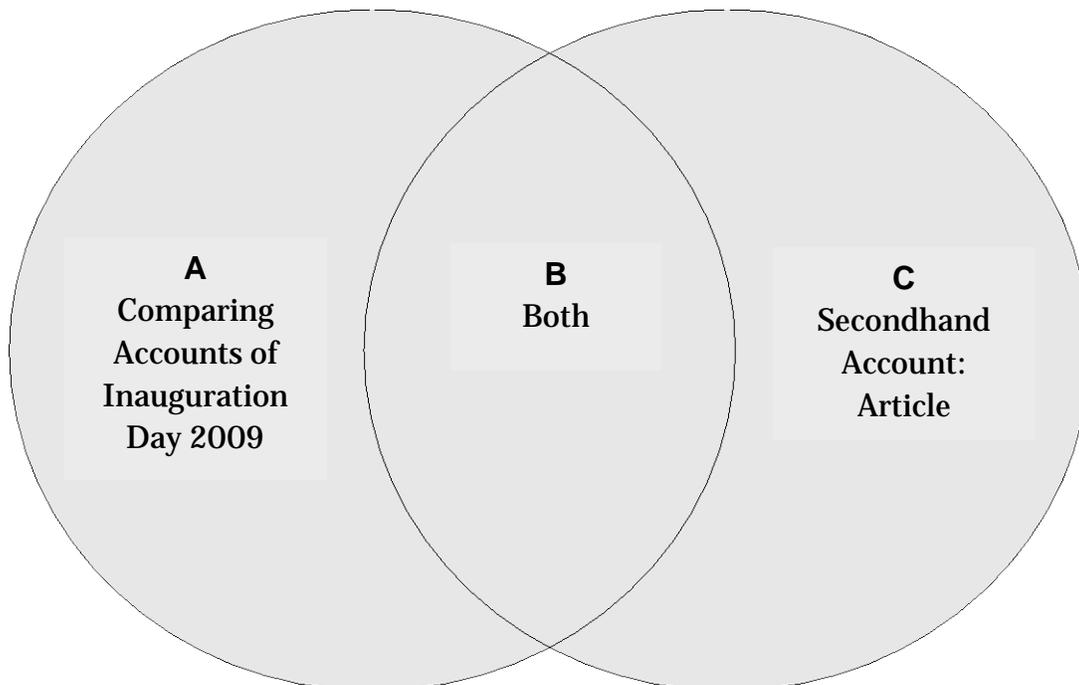
**Part 3: Compare the Firsthand and Secondhand Accounts of Inauguration Day, 2009**

**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 Assessment:**

Comparing Firsthand and Secondhand Accounts of Inauguration Day

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

**End of Unit 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:

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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:

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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:

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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:

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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:

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**End of Unit Assessment:**

Comparing Firsthand and Secondhand Accounts of Inauguration Day

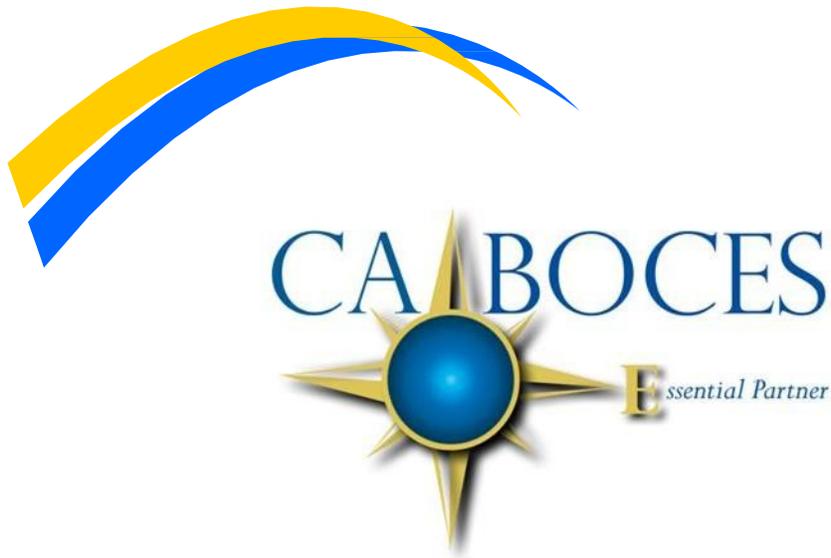
**Part 2: Reading a Secondhand Account<sup>1</sup>**

**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 <sup>3</sup>	Directions: Identify the main idea for each section of the text in the boxes below.
<p>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.</p>	<b>Section 1:</b>
	<i>The day the first African American president took office was historic.</i>
	<i>The 2009 inauguration was historic.</i>
<p>On Inauguration Day, thousands filled the streets around the National Mall in Washington, D.C. The crowd looked on as Barak 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.</p>	<b>Section 2:</b>
	<i>Many people came to see Barack Obama become president.</i>
<p>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.</p>	<b>Section 3:</b>
	<i>The crowd liked his speech.</i>
	<i>The crowd was proud of the president’s speech.</i>
<i>The president gave a good speech.</i>	





Learning Resources  
CoSer 501  
Educational Media

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