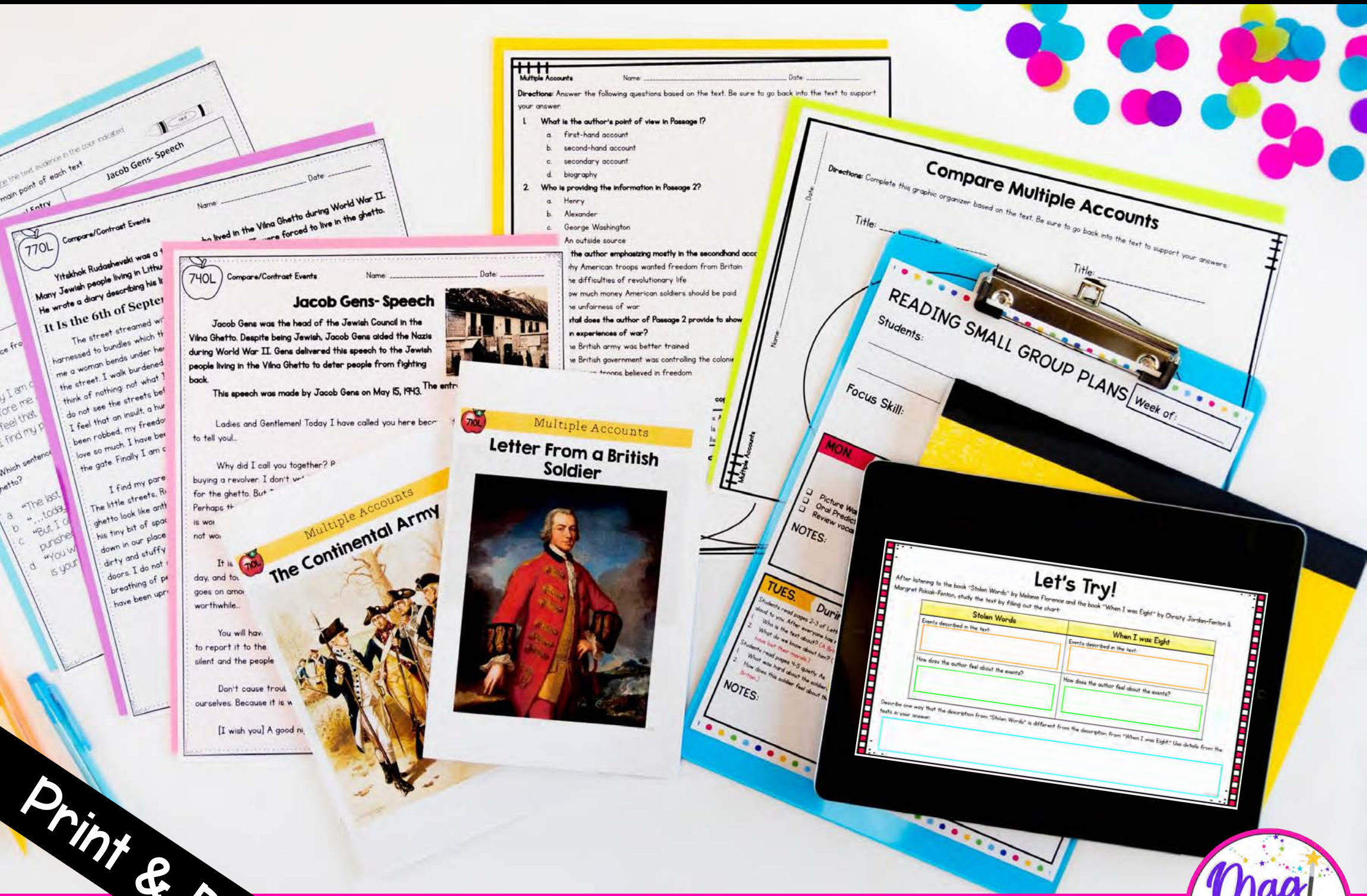


# COMPARE MULTIPLE ACCOUNTS

## ~ Skill Pack ~



Print & Digital

5th Grade



# LESSON PLANS

5<sup>th</sup> Grade

COMPREHENSION SKILL: Compare and Contrast  
Multiple Accounts



Week 1

MONDAY

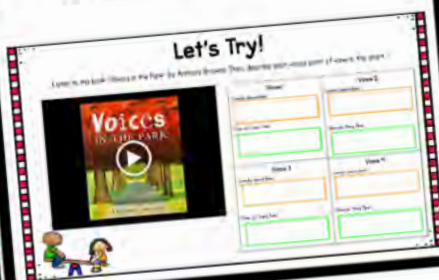
## LESSON

- Introduce multiple accounts by watching the video.



## PRACTICE

- Guided Practice Whole Class
- Describe the accounts in the book



## GUIDED READING

"Letter from a British Soldier" and "The Continental Army" leveled guided readers.

Meet with two groups and complete "pre-reading" activities."

## CENTERS

Task Cards

- Compare Accounts



TUESDAY

- Guided Practice Whole Class
- Work together to compare and contrast the accounts.



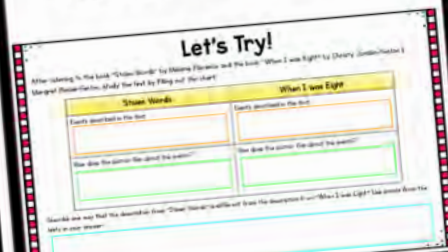
- Independent Reading
- Choice text to practice comparing multiple accounts.

Read "Letter from a British Soldier" leveled guided readers. Complete "During Reading" discussions.



WEDNESDAY

- Guided Practice Whole Class
- Work together to compare and contrast the accounts.



- Independent Reading
- Choice text to practice comparing multiple accounts.

Read "The Continental Army" leveled guided readers. Complete "During Reading" discussions.



Reread the texts "Letter from

## Compare & Contrast Multiple Accounts

To figure out an author's point of view:

1. Look for opinion words. Opinion words show feelings that not everyone agrees with.
2. Notice that different authors may agree on some points and disagree on others.



What is the boy's point of view about the music?

Details from the Illustration:

Point of View:

What is the man's point of view about the music?

Details from the Illustration:

Point of View:

5<sup>th</sup>  
Grade

# Compare & Contrast Accounts

# DIGITAL Mini lessons





## Multiple Accounts

Watch the video about how figuring out the author's viewpoint can help you when you read.

When learning about a topic or event  
we should study

### Multiple Accounts.

This helps us see the  
bigger picture.

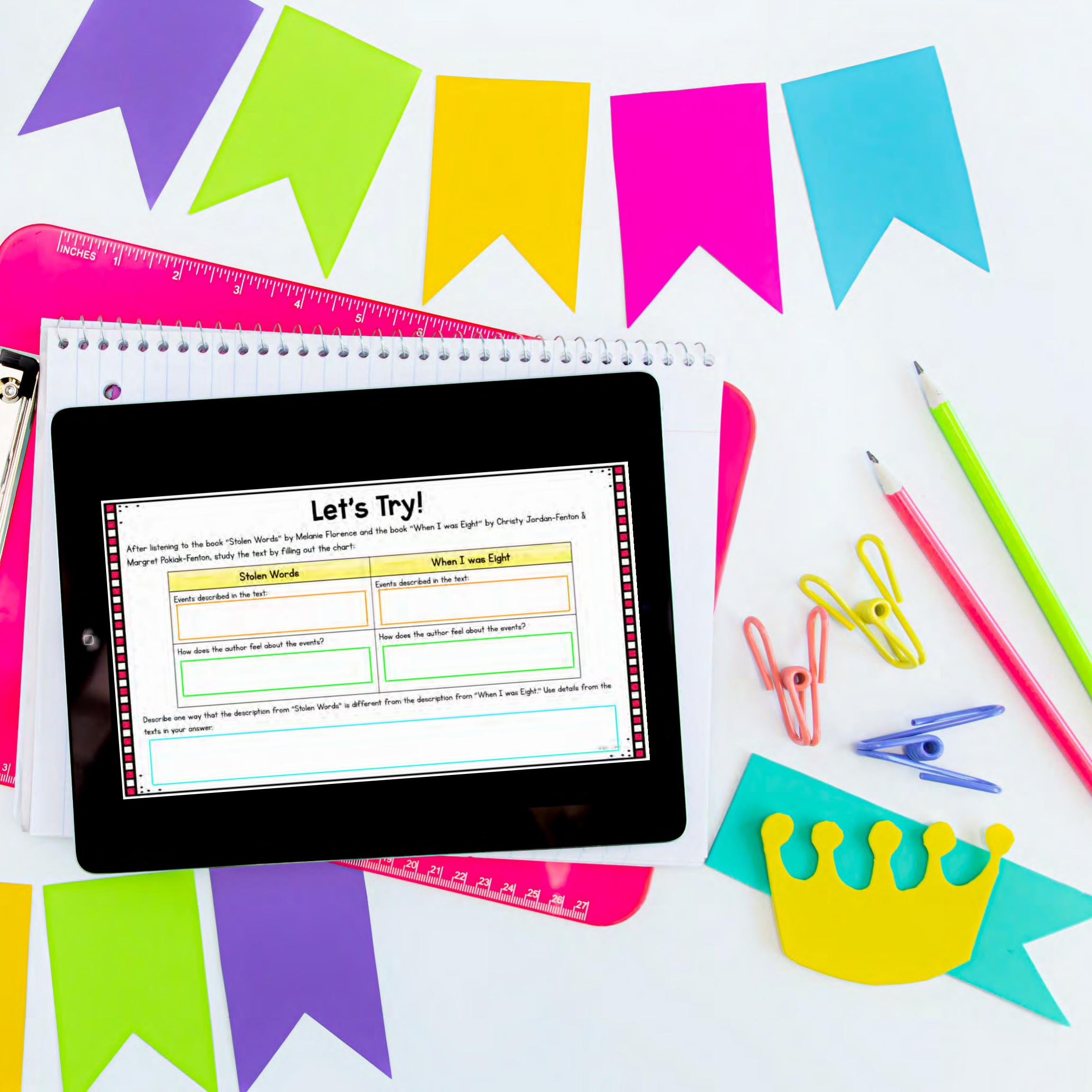




## Let's Listen!

Listen to the book "Stolen Words" by Melanie Florence and the book "When I was Eight" by Christy Jordan-Fenton & Margret Pokiak-Fenton





## Let's Try!

After listening to the book "Stolen Words" by Melanie Florence and the book "When I was Eight" by Christy Jordan-Fenton & Margret Pokiak-Fenton, study the text by filling out the chart:

| Stolen Words                                                       | When I was Eight                                                   |
|--------------------------------------------------------------------|--------------------------------------------------------------------|
| Events described in the text:<br><input type="text"/>              | Events described in the text:<br><input type="text"/>              |
| How does the author feel about the events?<br><input type="text"/> | How does the author feel about the events?<br><input type="text"/> |

Describe one way that the description from "Stolen Words" is different from the description from "When I was Eight." Use details from the texts in your answer:

## Compare & Contrast Multiple Accounts



This photo is of Sadie Pfeifer in 1908. Sadie, along with other children, were child workers. They worked long days in unfair and unsafe conditions.

How might Sadie's account of her circumstances be different than the factory owner?

How might the photographer who took this photo feel about child labor?

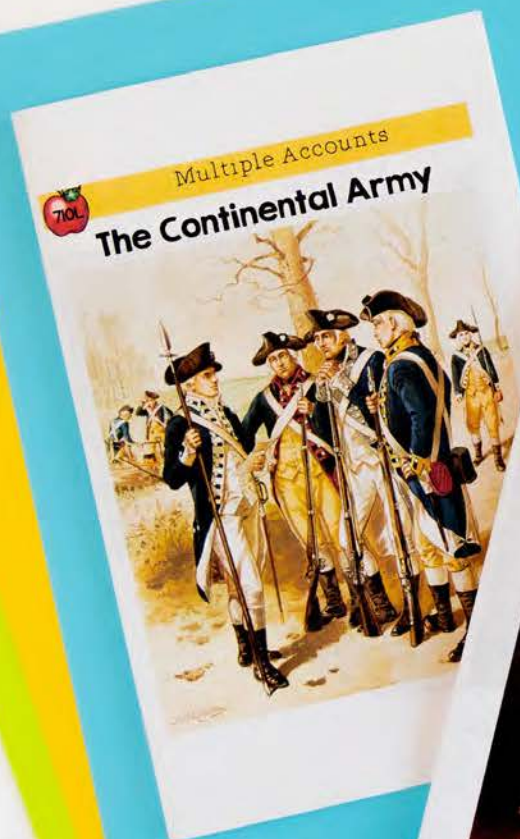
# GUIDED READERS

Printable & Digital



4<sup>th</sup>

Grade



multiple accounts

**Compare/Contrast Events**  
Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each text.

Yitskhok Rudashevski

Entry

Jacob Gens- Speech

**770L** Compare/Contrast Events

Yitskhok Rudashevski was a...  
Many Jewish people living in Lithuania.  
He wrote a diary describing his life.  
It is the 6th of September.

2. Which sentence from the ghetto?

- a. "Finally I am..."
- b. "Before me..."
- c. "I feel that..."
- d. "I find my peace..."

3. Which sentence from the ghetto?

- a. "The last..."
- b. "...today..."
- c. "But I am..."
- d. "You will..."

The street streamed with...  
harnessed to bundles which...  
me a woman bends under her...  
the street. I walk burdened...  
think of nothing: not what I...  
do not see the streets before...  
I feel that an insult, a hurt...  
been robbed, my freedom...  
love so much. I have been...  
the gate. Finally I am calm.

I find my peace...  
The little streets, the...  
ghetto look like another...  
his tiny bit of space...  
down in our place...  
dirty and stuffy...  
doors. I do not...  
breathing of peace...  
have been uprisings.

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

He lived in the Vilna Ghetto during World War II.  
He was forced to live in the ghetto.

**740L** Compare/Contrast Events

## Jacob Gens- Speech

Jacob Gens was the head of the Jewish Council in the Vilna Ghetto. Despite being Jewish, Jacob Gens aided the Nazis during World War II. Gens delivered this speech to the Jewish people living in the Vilna Ghetto to deter people from fighting back.

This speech was made by Jacob Gens on May 15, 1943. The entry...

Ladies and Gentlemen! Today I have called you here because I have something to tell you...

Why did I call you together? I am...  
buying a revolver. I don't want...  
for the ghetto. But...  
Perhaps it...  
is worth...  
not worth...

It is...  
day, and tomorrow...  
goes on among...  
worthwhile...

You will have...  
to report it to the...  
silent and the people...

Don't cause trouble...  
ourselves. Because it is worth...

[I wish you] A good night.

## Multiple Accounts The Continental Army



**710L**

## Multiple Accounts

## Letter From a British Soldier



Directions: Answer the following questions based on your answer.

1. What is the author's point of view in Passage 1?
  - a. first-hand account
  - b. second-hand account
  - c. secondary account
  - d. biography
2. Who is providing the information in Passage 2?
  - a. Henry
  - b. Alexander
  - c. George Washington

An outside source...  
the author emphasizing mostly...  
why American troops wanted freedom...  
the difficulties of revolutionary life...  
how much money American soldiers...  
the unfairness of war...  
what does the author of Passage 2...  
in experiences of war?...  
the British army was better trained...  
the British government was controlling...  
Americans believed in freedom.

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Answer the following questions based on the text. Be sure to go back into the text to support

What is the author's point of view in Passage 1?

- first-hand account
- second-hand account
- secondary account
- biography

What is providing the information in Passage 2?

- Henry
- Alexander
- George Washington
- An outside source

What is the author emphasizing mostly in the secondhand account?

- why American troops wanted freedom from Britain
- the difficulties of revolutionary life
- how much money American soldiers should be paid
- the unfairness of war
- what the author of Passage 2 provide to show the experiences of war?
- the British army was better trained
- the British government was controlling the colonies
- the troops believed in freedom

Multiple Accounts

From a British Soldier



# Compare Multiple Accounts

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text to support your answers.

Title: \_\_\_\_\_

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

## READING SMALL GROUP PLANS

Students: \_\_\_\_\_

Focus Skill: \_\_\_\_\_

Week of: \_\_\_\_\_

MON. \_\_\_\_\_

TUES. \_\_\_\_\_

During \_\_\_\_\_

Students read pages 2-3 of Letter \_\_\_\_\_

1. Who is the text about? After everyone has read \_\_\_\_\_

2. What do we know about him? (A British soldier who has lost his morale.)

Students read pages 4-5 quietly. As \_\_\_\_\_

1. What was hard about the soldier's life in \_\_\_\_\_

2. How does this soldier feel about the war in \_\_\_\_\_

NOTES: \_\_\_\_\_

NOTES: \_\_\_\_\_

NOTES: \_\_\_\_\_

### Dearest Father and Mother,

We have landed on the soil of the new world colonies. The soldiers revolt against the laws set forth by the king. They have forgotten their love for our country and their principles have been tarnished. These soldiers are not loyal to the crown and have little discipline or morals. They claim to want freedom but act recklessly.

In the late 1770s, young British troops were trained and sent to America. They went to stop the American rebellion. This letter represents the thoughts of one soldier.

# Compare Multiple

Directions: Complete this graphic organizer based on the text. Be sure to go back into the text.

Title: \_\_\_\_\_



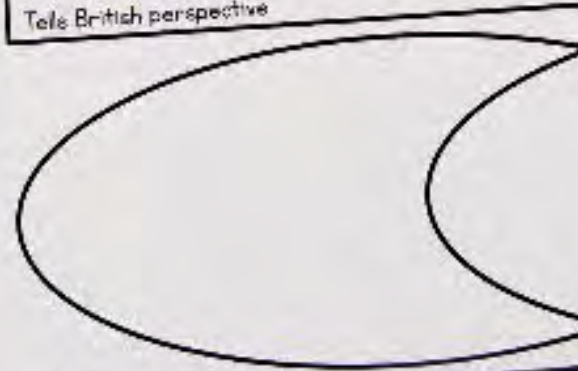
## Multiple Accounts

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

Directions: Answer the following questions based on the text. Write your answer.

- What is the author's point of view in Passage 1?
  - first-hand account
  - second-hand account
  - secondary account
  - biography
- Who is providing the information in Passage 2?
  - Henry
  - Alexander
  - George Washington
  - An outside source
- What is the author emphasizing mostly in the second passage?
  - why American troops wanted freedom from British rule
  - the difficulties of revolutionary life
  - how much money American soldiers should be paid
  - the unfairness of war
- What detail does the author of Passage 2 provide about the American experiences of war?
  - the British army was better trained
  - the British government was controlling the war
  - American troops believed in freedom
  - American troops needed better uniforms
- Compare and contrast Passage 1 and Passage 2.

First-person point of view  
Third-person point of view  
Tells British perspective



## Multiple Accounts

### Letter From a British Soldier



## Multiple Accounts

### The Continental Army



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

the text. Be sure to go back into the text to support your answer.

Week of: \_\_\_\_\_

# READING SMALL GROUP PLANS

Students: \_\_\_\_\_

Standard: \_\_\_\_\_

Focus Skill: \_\_\_\_\_

**MON. Pre-Reading**  
Build Schema: What do you think this text is about?  
*Example: I think these texts are about the American Revolution and "British Soldier."*

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary. As you review, write down any words you don't know.

NOTES: \_\_\_\_\_

**TUES. During Reading**  
Students read pages 2-3 of Letter From a British Soldier to his family. After everyone has read, ask:

1. Who is the text about? (*A British soldier who has been captured by the Americans.*)
2. What do we know about him? (*He is writing to tell his family how he feels about the war.*)

Students read pages 4-5 of Letter From a British Soldier to his family. As students read, select students to read aloud.

1. What was hard about the soldier's training? (*He had to march from sun up to sun and down to sun.*)
2. How does this soldier feel about the colonists and the war? (*The soldier is captured by the British.*)

NOTES: \_\_\_\_\_

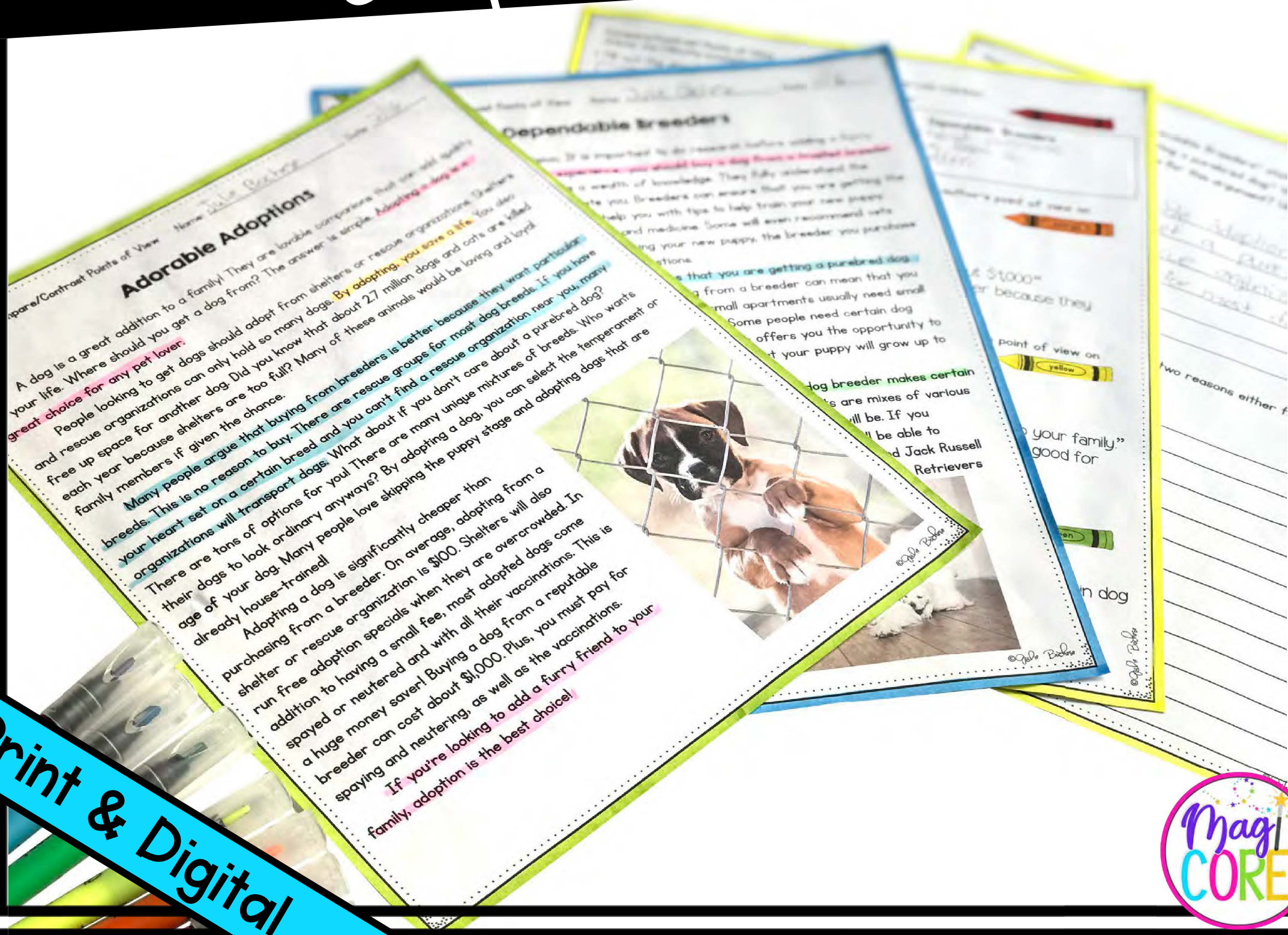


NONFICTION

5<sup>TH</sup> GRADE

RI.5.6

# COMPARE & CONTRAST Topics



# WHAT'S INCLUDED?

ELEVEN 5<sup>th</sup> Grade **DIGITAL** and  
**PRINTABLE** PDF nonfiction  
passages & TWO assessments!

- Aligned with 5<sup>th</sup> Grade Lexile Levels
- Includes an Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension

Created with  
GOOGLE  
SLIDES

## COMPARE & CONTRAST TOPICS

5<sup>th</sup> grade

### Table of Contents

\*This product includes seven sets of passages of firsthand accounts of historical events. Each topic includes 2-4 accounts. The passages are leveled as follows:

1. Anchor Chart/Journal Page
2. Letters on School During Summer- 800L, 830L
3. Adorable Adoptions- 970L / Dependable Breeders- 800L



# NONFICTION PASSAGES

940L Compare/Contrast Points of View Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Animals in the Circus

There are many great things about having animals perform in circuses, both for the animals and the people. Lions, tigers, and elephants are some common types of animals you might see perform in a circus. There is proof showing that these animals can live longer in the circus than in the wild, as long as circuses follow the rules and treat the animals well. Just like zoo animals, circus animals live stress-free lives. Life in the wild is much harder. Plus, circuses help with animal conservation, which is good for all animals. They educate the public about wild animals and breed those animals in captivity. In many ways, circuses help and care about animals.

Rules and regulations exist to make sure that circuses take care of the performing animals. For example, animals need to see vets when they are sick and get fed proper food. It is against the law for a circus to break these rules. If they do break the rules and treat animals poorly, the circus can get in trouble. The circus could lose customers, money, or their reputation. As long as circuses follow the rules, animals are happy and healthy. They get plenty to eat, see vets when they're sick, and live much better lives than they would in the wild.

A circus is not that different from a zoo. Both places give people the chance to see wild animals up close and learn about how they behave. By teaching people how amazing these animals are, circuses are actually helping raise awareness for wildlife conservation. As animals' habitats shrink in the wild because of deforestation and overpopulation, breeding programs in captivity help keep some species from going extinct. Circuses participate in breeding programs, so they play an important role in conservation. In this way, they help keep species alive.

There is no reason that animals shouldn't live long, comfortable lives in a circus. Rules exist to make sure that circuses treat their performing animals well, or they face consequences. If animals can live good lives in captivity in a zoo, they can do so in a circus, too. Circuses can help educate people about wild animals and help protect those animals. Circus life can be a very happy one for animals.



After reading, students type their answers in the text boxes using text evidence.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

Compare/Contrast Points of View  
Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each article.

| Animals in Circuses                                | The Mistreatment of Animals in Circuses |
|----------------------------------------------------|-----------------------------------------|
| Students type their answers right in the text box. |                                         |

2. Which sentence from "Animals in Circuses" best shows the author's point of view on including animals in circuses?

a. "A circus is not that different from a zoo."  
b. "Rules and regulations exist to make sure that circuses take care of the performing animals."  
c. "Lions, tigers, and elephants are some common types of animals you might see perform in a circus."  
d. "There are many great things about having animals perform in circuses, both for the animals and the people."

3. Which sentence from "The Mistreatment of Animals in Circuses" best shows the author's point of view on including animals in circuses?

a. "Circus performing is not in the animals' best interest."  
b. "None of this means that circuses are automatically bad."  
c. "These animals behave differently than normal animals would."  
d. "There are many other reasons to go to a circus like human acrobats, magic tricks, and performing clowns."

4. Which idea would the author of "Animals in Circuses" most likely agree with?

a. People should not have wild animals as pets.  
b. There is no good reason for people to go to a circus.  
c. People should not visit amusement parks, such as Sea World, with animals.  
d. People visiting circuses learn about circus animals and are more apt to support animal causes.

# ASSESSMENTS

Color coded highlighting can also be done on the assessments!

880L Compare/Contrast Points of View Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TEST: Academics During School**

School is a vital part of life for everyone. Students need it to learn and

880L Compare/Contrast Points of View Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TEST: Learning Beyond the School Day**

Many students and parents moan at the thought of homework. Homework takes effort from students and parents. There is a reason that homework is prevalent. **Homework can improve a student's success in school.** Because of this, parents and students should make homework a priority.



Students who complete homework tend to be more willing to put in extra effort toward learning. According to researchers from Germany, homework assignments do more than just improve a student's academic performance. Completing homework assignments has been linked to increased student motivation. These studies found that students who took homework seriously were more responsible. The study also showed that students who did not put much effort into homework were not as likely to be successful in school. This proves that homework is good for a student. It improves work ethic and increases motivation.

Homework helps a student gain a better understanding of core subjects. This better understanding increases a student's confidence in school. This is especially true when compared to students that don't do their homework. **In addition to better understanding, homework assignments can also help improve study habits.**

Having homework assignments helps both students and parents understand that learning can take place at home, as well as at school. Homework gives parents an opportunity to know what their children are learning. It also aids parents in learning more about their children's academic strengths and weaknesses. Homework increases parental involvement.

Homework is also linked to higher test scores. Duke University professor, Harris Cooper, supports the assigning of homework. He states, "In my studies, the average student who did homework had higher unit test scores than the students not doing homework." Dr. Cooper analyzed dozens of studies on whether homework is beneficial. Each study confirmed that homework improved a student's ability to pass tests. These studies on homework effectiveness showed a positive correlation between homework and achievement.

**Homework is good for students. It may not be very fun, but it is incredibly important for good education. Homework develops great study habits, while also improving productivity later in life.**

Compare/Contrast Points of View  
Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each article

| Learning Beyond the School Day                     | Academics During the School Day |
|----------------------------------------------------|---------------------------------|
| Students type their answers right in the text box. |                                 |

2. Which sentence from "Learning Beyond the School Day" best shows the author's point of view on homework?

a. "Homework takes effort from students and parents."  
b. "Many students and parents moan at the thought of homework."  
c. "Dr. Cooper analyzed dozens of studies on whether homework is beneficial."  
d. "Homework develops great study habits, while also improving productivity later in life."

3. Which sentence from "Academics During the School Day" best shows the author's point of view on homework?

a. "School is a vital part of life for everyone."  
b. "Students who fail to complete homework have lower grades."  
c. "Although school is important, it can also be stressful for students."  
d. "Homework may cause unnecessary stress, lack of sleep, and other negative attributes."

4. Which idea would the author of "Learning Beyond the School Day" most likely agree with?

a. Homework takes away important family time.  
b. Homework should be assigned in every subject every night.  
c. Students who are assigned regular homework learn how to manage their time.  
d. Homework causes stress for younger students, but it is beneficial for older students.

This resource also includes TWO tests with different Lexile Levels for student assessment.

NONFICTION

5<sup>TH</sup> GRADE

RI.5.6

# COMPARE & CONTRAST events



620L Compare/Contrast Accounts Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Ann Eggle's Testimony About Coal Mining

*Ann Eggle and her sister Elizabeth Eggle, ages eighteen and sixteen, were coal workers. They were hurriers, which were typically children or women who transported coal. The tunnels they traveled through were as small as 16 inches tall. Ann and Elizabeth were called to testify before Parliament as part of the investigations into the 1842 Factory Acts.*

We go at four in the morning, and sometimes at half-past four. We begin to work as soon as we get down. We get out after four, sometimes at five, in the evening. We work the whole time except an hour for dinner, and sometimes we haven't time to eat.



I hurry by myself, and have done so for long. I know the corves are very heavy they are the biggest corves anywhere about. The work is far too hard for me; the sweat runs off me all over sometimes. I am very tired at night. Sometimes when we get home at night we have not power to wash us, and then we go to bed. Sometimes we fall asleep in the chair. Father said last night it was both a shame and disgrace for girls to work as we do, but there was nought else for us to do. I have tried to get winding to do, but could not.

I begun to hurry when I was seven and I have been hurrying ever since. I have been 11 years in the pit. The girls are always tired. I was poorly twice this winter; it was with headache. I hurry for Robert Wiggins; he is not akin to me. I riddle for him. We all riddle for them except the littlest when there is two.

We don't always get enough to eat and drink, but we get a good supper. I have known my father go at two in the morning to work when we worked at Twibell's, where there is a hole to the pit, and he didn't come out till four. I am quite sure that we work constantly hours except on Saturdays. We wear trousers and our shifts in the pit, and great big shoes clinkered and nailed.

I never went to a day-school. I went a little to a Sunday-school, but I soon gave it up. I thought it too bad to be confined both Sundays and weekdays. I walk about and get fresh air on Sundays. I have not learnt to read. I don't know my letters. I have never been to church or chapel; there is no church or chapel at Gawber, there is none nearer than a mile. If I was married I would not go to the pits, but I know some married women that do.

Print & Digital



# WHAT'S INCLUDED?

FOURTEEN 5<sup>th</sup> Grade **DIGITAL** and  
**PRINTABLE** PDF nonfiction  
passages & TWO assessments!

- Aligned with 5<sup>th</sup> Grade Lexile Levels
- Includes an Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension

Created with  
GOOGLE  
SLIDES



## COMPARE & CONTRAST EVENTS

5<sup>th</sup> grade

### Table of Contents

\*This product includes seven sets of passages of firsthand accounts of historical events. Each topic includes 2-4 accounts. The passages are leveled as follows:

1. [Anchor Chart/Journal Page](#)
2. [Coal Mining Children- 790L](#) / [Ann Eggley's Testimony About Coal Mining- 620L](#)
3. [Sojourner Truth on Women's Rights- 790L](#) / [Women's Rights are](#)

# NONFICTION PASSAGES

740L Compare/Contrast Events Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Jacob Gens- Speech

Jacob Gens was the head of the Jewish Council in the Vilna Ghetto. Despite being Jewish, Jacob Gens aided the Nazis during World War II. Gens delivered this speech to the Jewish people living in the Vilna Ghetto to deter people from fighting back.

This speech was made by Jacob Gens on May 15, 1943. 

Ladies and Gentlemen! Today I have called you here because there is something I have to tell you!...

Why did I call you together? **Because today another Jew has been arrested for buying a revolver.** I don't yet know how this case will end. **The last case ended fortunately for the ghetto. But I can tell you that if it happens again we shall be very severely punished.** Perhaps they will take away those people over 60, or children... Now consider whether that is worthwhile!!! There can be only one answer for those who think soundly and maturely: It is not worthwhile!!!

It is not worthwhile having anything to do with the Poles. I have said it from the first day, and today I say it more than ever. You would do better to take a good look at what goes on among the Poles, how they sell each other out...- and then consider whether it is worthwhile...

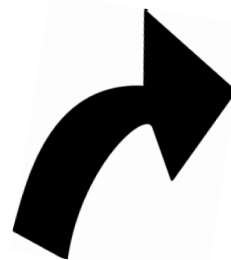
You will have to watch each other, and if there are any hot-heads then it is your duty to report it to the Police. That is not informing. It would be informing if you were to keep silent and the people were to suffer...

Don't cause trouble yourselves. If they do not provoke us, then we must not do it ourselves. Because it is we alone who pay! Look, think, and see where we stand!!!

[I wish you] A good night.

Color-coded highlighting supports student comprehension. In Google Slides, students can highlight as they read!

After reading, students type their answers in the text boxes using text evidence.



Compare/Contrast Points of View  
Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each text. 

| Yitskhok Rudashevski- Journal Entry                | Jacob Gens- Speech |
|----------------------------------------------------|--------------------|
| Students type their answers right in the text box. |                    |

2. Which sentence from Yitskhok Rudashevski's journal best shows his point of view on life in the ghetto? 

- a. "Finally I am on the other side of the gate..." ☐
- b. "Before me a woman bends under her bundle." ☐
- c. "I feel that an insult, a hurt is burning inside me." ☐
- d. "I find my parents and here we are in the ghetto house" ☐

3. Which sentence from Jacob Gens' speech best shows his point of view on life in the ghetto? 

- a. "The last case ended fortunately for the ghetto." ☐
- b. "...today another Jew has been arrested for buying a revolver." ☐
- c. "But I can tell you that if it happens again we shall be very severely punished" ☐
- d. "You will have to watch each other, and if there are any hot-heads then it is your duty to report it to the Police." ☐

# ASSESSMENTS

Color coded highlighting  
can also be done on the  
assessments!

820L Compare/Contrast Events Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Anne's Letter to Sophia Hopkins**

970L Compare/Contrast Events Name: \_\_\_\_\_ Date: \_\_\_\_\_

Helen Keller was an author and activist. She was the first deaf-blind person to earn a college degree. Helen was seven years old when Anne Sullivan came to teach her. The following passages are accounts of Helen and Anne from their early lessons together.

**TEST: Excerpt from *The Story of My Life* By Helen Keller**

The most important day I remember in all my life is when my teacher Anne Mansfield Sullivan, came to me. It was the third of March, 1887, three months before I was seven years old.

In the afternoon I stood on the porch, expectant... I did not know what the future held for me. Anger and bitterness had preyed upon me for weeks...

I felt approaching footsteps. I stretched out my hand to who I thought was my mother. Someone took it. I was caught up and held close in the arms of Anne. She had come to reveal all things to me, and to love me.

The morning after my teacher came she led me into her room and gave me a doll... I played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to copy it. I finally made the letters correctly. I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed. I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell many words... But my teacher had been with me several weeks before I understood that everything has a



Helen Keller, her doll, and Anne Sullivan

**Compare/Contrast Points of View**  
Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each passage.

| Helen Keller                                       | Anne Sullivan |
|----------------------------------------------------|---------------|
| Students type their answers right in the text box. |               |

2. Which words or phrases from "The Story of My Life" best shows Helen's point of view on Anne Sullivan when she first came?

a. "It was the third of March, 1887, three months before I was seven years old."  
b. "As we returned to the house every object which I touched seemed to quiver with life."  
c. "I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed."  
d. "Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me."

3. Why is Helen's account of the day she understood language different from Anne's account in her letter? (Choose all that apply.)

a. Helen was seven years old, while Anne was a grown woman.  
b. Helen's autobiography is mostly fiction, while Anne's letter is based on facts.  
c. Helen was upset about not being able to speak, while Anne was upset that Helen didn't listen to her.  
d. Helen's autobiography is written years after the event occurred. Anne wrote about the event shortly after it happened.

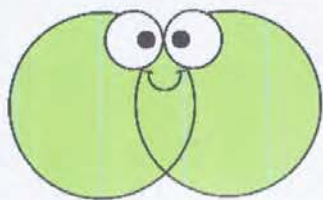
This resource also includes TWO tests with different Lexile Levels for student assessment.

# COMPARE ACCOUNTS

task cards

5<sup>th</sup> GRADE

## Compare & Contrast Firsthand & Secondhand Accounts



**13. Compare Firsthand and Secondhand Accounts**

Only twelve humans (the crews of Apollo 11, 12, 14, 15, 16, and 17) have walked on the moon's surface. Because the moon's gravity is only one-sixth that of the Earth's, Apollo astronauts had to take special precautions to avoid the risk of stumbling or falling. They ultralight suits and special shoes to help them hop to walk along the surface.

**14. Compare Firsthand and Secondhand Accounts**

"I had to be careful not to get too close to the crowd. I was in a crowd of thousands, and I was robbed of a child in hiding." -www.bri...

**15. Compare Firsthand and Secondhand Accounts**

"Declaration of Independence" - Continental Congress on July 4, 1776. "These United Colonies are, by the consent of the people, united in the same States." -www.bri...

**16. Compare Firsthand and Secondhand Accounts**

"As I got closer to Times Square, there were many more people in the area - thousands - and traffic had stopped. Everyone was looking up at the giant television monitors on the sides of the buildings in Times Square. CNN was on and they were showing video of a plane hitting one of the towers. I was stunned. It was so surreal and unbelievable. And it was happening about fifty blocks away from where I was standing." -Juleyka Lantigua-Williams

**17. Compare Firsthand and Secondhand Accounts**

"I was in my office when the first plane harpooned the North Tower at 8:46 a.m. While watching the flaming building from the trading floor, I attempted to contact the observation deck to make sure they left immediately. At 9:03, the second tower was struck with the resulting blast slamming the building, bending in the windows, followed by the concussions of the sound, and then the transfer of energy through the rock, which shook the building. On the street level outside it was a stream of chaos: emergency vehicles, people standing in shock, crying, pointing." -Tony...

**18. Compare Firsthand and Secondhand Accounts**

Malala's quote is about her life, while the Wikipedia quote is about her family's life. On the other hand, the quote about how badly the boat sank is about the family's experience, while the secondhand account summarizes the real experience.

**19. Compare Firsthand and Secondhand Accounts**

Until the mid-nineteenth century, child labor was common. Not only management accepted it, but also government inspectors visited to come and an investigation into the conditions of child labor in the 1840s and 1850s. "museum.wales" -many child miners." -museum.wales

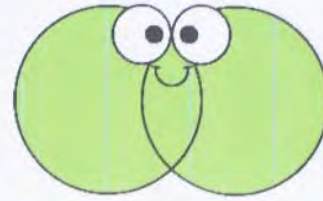
**20. Compare Firsthand and Secondhand Accounts**

The firsthand account of child labor in the 1840s focuses on child labor in the 1840s and 1850s. The secondhand account is based on fact, while the secondhand account is based on fact, while the secondhand account is based on fact.



# Compare & Contrast

## Firsthand & Secondhand Accounts



1. Compare Firsthand and Secondhand Accounts

2. Compare Firsthand and Secondhand Accounts

3. Compare Firsthand and Secondhand Accounts

4. Compare Firsthand and Secondhand Accounts

5. Compare Firsthand and Secondhand Accounts

6. Compare Firsthand and Secondhand Accounts

7. Compare Firsthand and Secondhand Accounts

8. Compare Firsthand and Secondhand Accounts

9. Compare Firsthand and Secondhand Accounts

10. Compare Firsthand and Secondhand Accounts

11. Compare Firsthand and Secondhand Accounts

12. Compare Firsthand and Secondhand Accounts

*Mr. President*

13. Compare Firsthand and Secondhand Accounts

14. Compare Firsthand and Secondhand Accounts

15. Compare Firsthand and Secondhand Accounts

16. Compare Firsthand and Secondhand Accounts

"At approximately 10:20 a.m., the flag was hoisted on a steel pipe above the island. The sight of the small American flag flying from atop Mount Suribachi thrilled men all over the island. And for the first time during WWII, an American flag was flying above what was considered traditional Japanese territory. This symbol of victory sent a wave of strength to the battle-weary fighting men below and struck a further mental blow against the island's defenders." -Corporal Charles W. Lindberg

Despite the large numbers of Japanese troops in the immediate vicinity, Schrier's patrol made it to the rim of the crater of Mount Suribachi at about 10:15 a.m. having come under little or no enemy fire. The Japanese were being bombarded at the time. Corporal Charles W. Lindberg was the last surviving member of the team that raised the first flag on the crest of Mount Suribachi in Iwo Jima.



How are the firsthand and secondhand accounts similar?

- a Both accounts are fictional
- b Both accounts describe the first raising of the American flag on Mount Suribachi
- c Both accounts are told by Corporal Charles W. Lindberg
- d Both accounts explain what happened in the Battle of Iwo Jima

17. Compare Firsthand and Secondhand Accounts

18. Compare Firsthand and Secondhand Accounts

19. Compare Firsthand and Secondhand Accounts

20. Compare Firsthand and Secondhand Accounts

21. Compare Firsthand and Secondhand Accounts

22. Compare Firsthand and Secondhand Accounts

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25. Compare Firsthand and Secondhand Accounts

26. Compare Firsthand and Secondhand Accounts

27. Compare Firsthand and Secondhand Accounts

28. Compare Firsthand and Secondhand Accounts

29. Compare Firsthand and Secondhand Accounts

30. Compare Firsthand and Secondhand Accounts

Compare Two Texts  
Challenge

1. Underline a fact or idea that is similar in both articles.
2. Circle a fact or idea that is different in both articles.

# Compare & Contrast

## Firsthand & Secondhand Accounts



15.

Compare

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**Compare Firsthand and Secondhand Accounts**

A twelve-year-old girl landed a world-record battle last week in Northumberland Strait in a 618-pound Atlantic tuna and smelt record tuna is pending. believe it or not, would.

1.

**Compare Firsthand and Secondhand Accounts**

"As I got closer to Times Square, there were many more people in the area - thousands - and traffic had stopped. Everyone was looking up at the giant television monitors on the sides of the buildings in Times Square. CNN was on and they were showing video of a plane hitting one of the towers. I was stunned. It was so surreal and unbelievable. And it was happening about fifty blocks away from where I was standing." -Juleyka Lantigua-Williams

"I was in my office when the at 8:46 a.m. While watching the flaming attempted to contact the observation immediately. At 9:03, the second tower slamming the building, bending in the with the sound, and then the transfer of en the building. On the street level outside vehicles, people standing in shock, crying

**What information was in Passage 2 that was not in Passage 1?**

- a. A physical description of the events
- b. A description of the public reactions to the events
- c. A reference to television coverage of the events
- d. A specific timeline of the events

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The astronauts needed to get on the surface of the moon. The astronauts have ever walked on the surface of the moon. Astronauts walked carefully when they first started walking on the surface of the moon. While the secondhand account tells a person's real experience, the firsthand account tells a person's real experience.

d

In the firsthand account, the author tells about someone who experienced it.

# COMPARE FIRSTHAND & SECONDHAND ACCOUNTS

## Digital Task Cards

30 Cards  
Includes an  
audio reading of  
each passage.

### Compare Firsthand & Secondhand Accounts

#### Passage 1

Sadie Frowne was thirteen when she arrived in America with her mother. They had left their native Poland after the death of Sadie's father and the failure of the small grocery store that provided them a living. The two made their way to America with the help of Sadie's aunt Fanny, who lived in New York City. Sadie's mother soon died, and Sadie was left on her own.

#### Passage 2

"We came by steerage on a steamship in a very dark place that smelt dreadfully. There were hundreds of other people packed in with us, men, women, and children, and almost all of them were sick. It took us twelve days to cross the sea, and we thought we should die, but at last the voyage was over, and we came up and saw the beautiful bay and the big woman with the spikes on her head and the lamp that is lighted at night in her hand." -Sadie Frowne.

Which of these best describes the difference in focus between the accounts?

Passage 2 focuses on the challenges of the journey, whereas passage 1 focuses on Sadie's family.

Passage 2 focuses on the Statue of Liberty, whereas passage 1 focuses on Sadie's family.

Passage 1 focuses on the death of Sadie's father, whereas passage 2 focuses on how badly the boat smelled.

Passage 1 focuses on American history, whereas passage 2 focuses only on Sadie.



# COMPARE FIRSTHAND & SECONDHAND BOOM CARDS



[Click here](#)  
[for a](#)  
[Playable](#)  
[Preview!](#)

A screenshot of a Boom Card interface. The card has a dark grey border and a light purple background. At the top, the title "Compare Firsthand & Secondhand Accounts" is written in bold black text. Below the title, there are two columns: "Passage 1" and "Passage 2". Passage 1 describes the firsthand account of the moon landing, mentioning Apollo 11-17 and the challenges of the moon's gravity. Passage 2 is a quote from Saul Pett, an AP social correspondent, describing the secondhand account of the moon landing. Below the passages, there is a question: "The passages both agree that: (Choose all that apply.)". There are four answer choices in white boxes: "The moon was icy and cold", "The astronauts needed to get acclimated to walking on the moon's surface", "Only twelve humans have ever walked on the surface of the moon", and "Astronauts walked carefully when they first started walking on the surface of the moon".

**Compare Firsthand & Secondhand Accounts**

**Passage 1**

Only twelve humans (the crews of Apollo 11, 12, 14, 15, 16, and 17) have ever walked on the moon's surface. Because the moon's gravity is only one-sixth that of the Earth's gravity, Apollo astronauts had to tread carefully or else risk stumbling or falling. They ultimately perfected a bouncing gait and bunny hops to walk along the lunar surface.

**Passage 2**

"They took their first steps onto the moon cautiously, like prudent boys testing the first ice of winter on a country pond. When first they walked, they walked carefully and slowly, leaning forward, plodding heavily like tired, old cops. As they acquired confidence, they walked faster, now with a slow bounce in the one-sixth gravity of the moon. And then they ran, and their stride was longer than on Earth and their shoes seemed suspended off the strange lunar surface, with something of the floating quality of figures on slow-motion films." -Saul Pett, AP social correspondent, as published in the *Miami News*, July 21, 1969.

The passages both agree that: (Choose all that apply.)

- The moon was icy and cold
- The astronauts needed to get acclimated to walking on the moon's surface
- Only twelve humans have ever walked on the surface of the moon
- Astronauts walked carefully when they first started walking on the surface of the moon

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- Self Grading Multiple-Choice Questions
- Includes Audio

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# COMPARE FIRSTHAND & SECONDHAND BOOM CARDS



## Compare Firsthand & Secondhand Accounts

### Passage 1

A twelve-year-old girl landed a world-record tuna after a two-hour battle last week in Northumberland Strait in Nova Scotia. Jenna Gavin reeled in a 618-pound Atlantic tuna and smashed the previous world-record tuna for a junior girl, much to the disbelief of the boys at her school. Gavin's world-record tuna is pending approval by the IGFA, though there is little reason to believe it won't confirm the record. The current (and soon-to-be previous) world record for junior girls (ages eleven to sixteen) was 431 pounds by Andrea George in Sausset, France, in August 2002.

### Passage 2

"When I was sitting in the [fighting] chair, I was extremely nervous. I was scared for when he bit. It was so amazing to feel his every move and to be able to get to feel him pulling with all his strength against you. I mean, it did hurt, yes it did, but it felt so cool. I was really shocked to see how big he was. Like, he was so big. Like, I mean, he didn't weigh that much, but he was really big." -Jenna Gavin

©Julie Buckner

What information was in Passage 1 that was not in Passage 2? (Choose all that apply.)

The weight of the fish

Information about the fish breaking a record

Information about how difficult it was to reel in the fish

A description about how it felt to reel in the fish