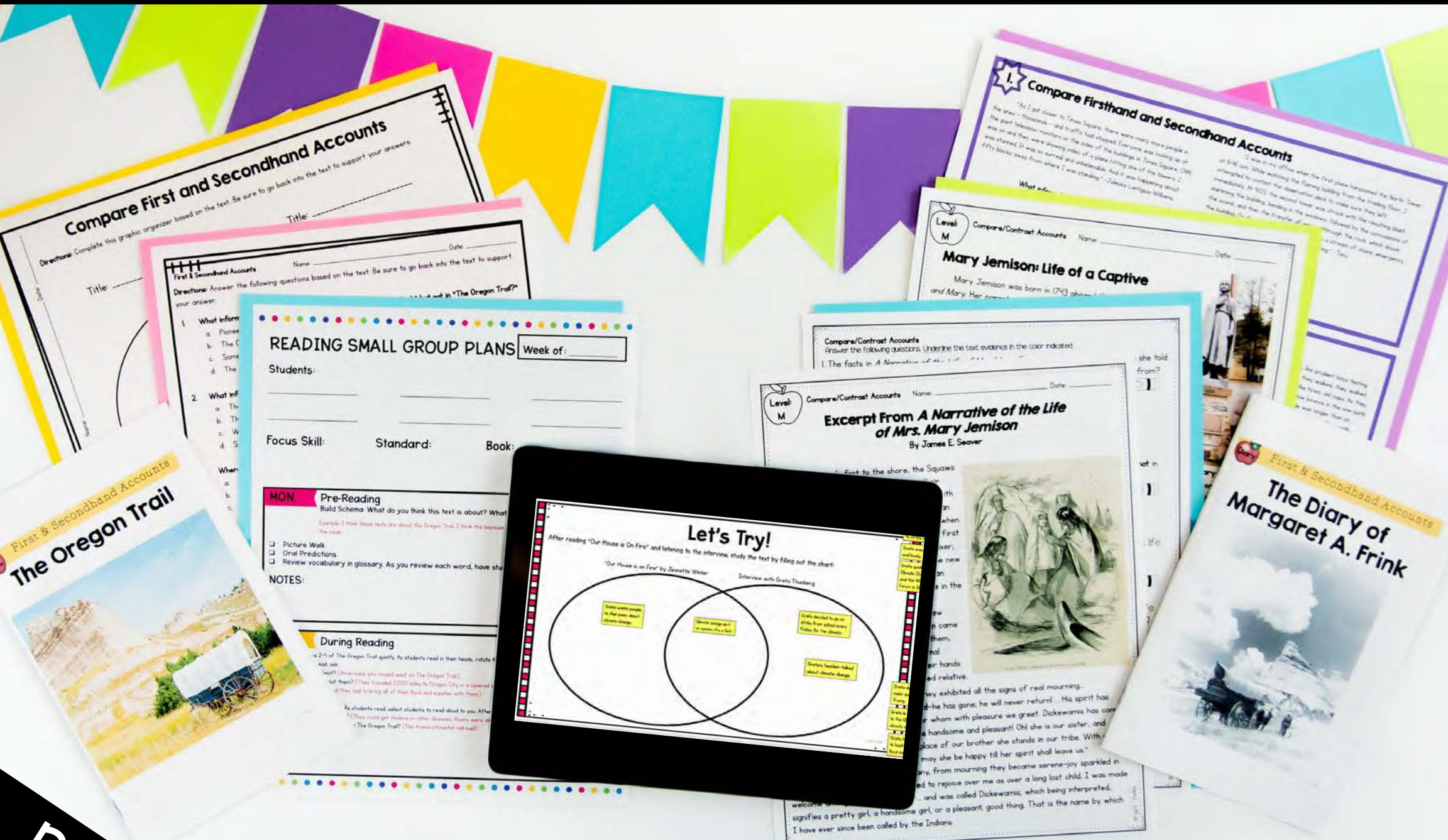


FIRST & SECONDHAND ACCOUNTS

~ Skill Pack ~



Print & Digital

4th Grade



LESSON PLANS

4th Grade

COMPREHENSION SKILL: First & Secondhand Accounts



Week 1

MONDAY

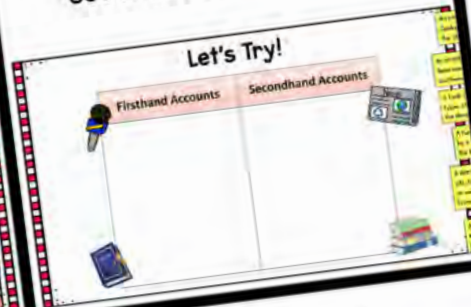
LESSON

- Introduce first and secondhand accounts by watching the video.



PRACTICE

- Guided Practice Whole Class
- Sort the first and secondhand accounts



GUIDED READING

"The Oregon Trail" and "The Diary of Margaret A. Fink" 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.



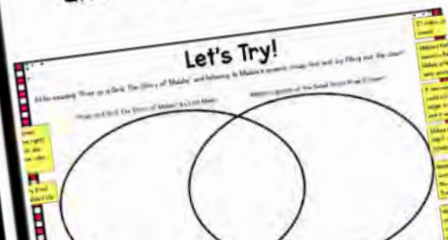
- Independent Reading
- Choice text to practice identifying first and secondhand accounts.

Read "The Oregon Trail" 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 identifying first and secondhand accounts.

Read "The Diary of Margaret A. Fink" leveled guided readers. Complete "During Reading" discussions.

Reread the texts "The Oregon Trail" and "The Diary of Margaret A. Fink"

Let's Try!

Firsthand Accounts

A diary entry by a girl who had to evacuate from an earthquake in San Francisco in 1906.

Secondhand Accounts

An article about Native American tribes in the southwestern United States

A book about different types of snakes found in the Amazon

4th

Grade

Firsthand and Secondhand Accounts

DIGITAL Mini lessons





AUTHOR'S VIEWPOINT

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





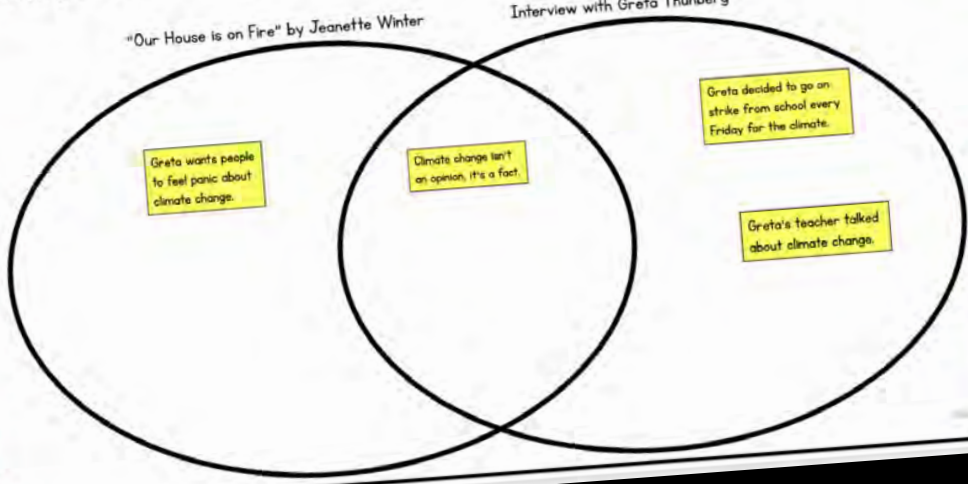


Let's Try!

After reading "Our House is On Fire" and listening to the interview, study the text by filling out the chart:

"Our House is on Fire" by Jeanette Winter

Interview with Greta Thunberg



Greta wants people to feel panic about climate change.

Climate change isn't an opinion, it's a fact.

Greta decided to go on strike from school every Friday for the climate.

Greta's teacher talked about climate change.

Greta was and lonely.
Greta spoke Climate Change and the World Forum in D.

Greta did meet and Trump.
Greta is to the US climate c
Greta h to heat food and

Let's Listen!

Listen to the book "Free as a Bird: The Story of Malala" by Lina Maslo and watch Malala's speech at the Nobel Peace Prize Concert.



GUIDED READERS

Printable & Digital



4th

Grade



First & Secondhand Accounts
The Diary of Margaret A. Frink

First & Secondhand Accounts
The Oregon Trail



first and secondhand accounts

Compare First and Secondhand Accounts

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

Title: _____

Date: _____

Title: _____

First & Secondhand Accounts

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. What information

- a. Pioneer
- b. The C
- c. Some
- d. The

2. What information

- a. The
- b. The
- c. W
- d. S

Where

- a.
- b.
- c.

READING SMALL GROUP PLANS

Week of: _____

Students:

Focus Skill:

Standard:

Book:

MON.

Pre-Reading

Build Schema: What do you think this text is about? What

Example: I think these texts are about the Oregon Trail. I think this because

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary. As you review each word, have stu

NOTES:

During Reading

Reads 2-4 of The Oregon Trail quietly. As students read in their heads, rotate th

ead, ask:

What? (Americans who moved west on The Oregon Trail)
out them? (They traveled 2,000 miles to Oregon City in a covered y
and they had to bring all of their food and supplies with them.)

As students read, select students to read aloud to you. After
(They could get cholera or other diseases. Rivers were all
The Oregon Trail? (The transcontinental railroad)

First & Secondhand Accounts The Oregon Trail



Friday, July 5: "... From here we drove on to the banks of the Bear River, some distance to the left, and took our noon lunch. Then we traveled on to Thomas Fork... The thermometer at noon showed eighty degrees."

Saturday, July 6: "We started at six and, turning to the west, came to a high the river. Over this high spur we were the way I rode on horseback, the rest very long and steep. All the wheels of and it slid along the ground. At one place ropes, and let it down slowly. After com

to the river and rested some time for dinner. In the afternoon we went seven miles further, down the valley, and encamped at sundown by a beautiful stream..."



welcome
signifies
I have



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

What info...

"I was in my office when the first plane harpooned the North Tower at 8:46 am. 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 a stream of chaos emergency through the rock, which shook the building. On 9/11." -Tony

Level: M

Compare/Contrast Accounts

Name: _____

Date: _____

Mary Jemison: Life of a Captive

Mary Jemison was born in 1743 about 10 miles from her home and Mary. Her parents...



Compare/Contrast Accounts

Answer the following questions. Underline the text evidence in the color indicated.

1. The facts in *A Narrative of the Life of Mrs. Mary Jemison*...

Level: M

Compare/Contrast Accounts

Name: _____

Date: _____

Excerpt From *A Narrative of the Life of Mrs. Mary Jemison*

By James E. Seaver

...fast to the shore, the Squaws...

...with
...an
...when
...first
...ver;
...e new
...an
...e in the



...they exhibited all the signs of real mourning...
...d-he has gone; he will never return! ... His spirit has
...r whom with pleasure we greet. Dickewamis has com
...s handsome and pleasant! Oh! she is our sister, and
...place of our brother she stands in our tribe. With
...may she be happy till her spirit shall leave us."

...ony, from mourning they became serene-joy sparkled in
...ed to rejoice over me as over a long lost child. I was made
... and was called Dickewamis; which being interpreted,
...I have ever since been called by the Indians.



First & Secondhand Accounts

The Diary of Margaret A. Frink



Saturday, July 6: "We started at six o'clock, forded Thomas Fork, and, turning to the west, came to a high steep spur that extends to the river. Over this high spur we were compelled to climb... Part of the way I rode on horseback, the rest I walked. The descent was very long and steep. All the wheels of the wagon were tied fast, and it slid along the ground. At one place the men held it back with ropes, and let it down slowly. After coming to the valley, we drove to the river and rested some time for dinner. In the afternoon we went seven miles further, down the valley, and encamped at sundown by a beautiful stream..."



here we drove on to the banks of the Bear
the left, and took our noon lunch. Then we
Fork... The thermometer at noon showed

welcome and...
signifies a pretty girl, a handsome girl, or a pleasant, good thing. That is the name by which
I have ever since been called by the Indians.

Compare First and Secondhand Accounts

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

Title: _____

Title: _____

Name: _____ Date: _____

First & Secondhand Accounts

Directions: Answer the following questions based on the text. Be sure to go back into the text to support your answer.

1. What information was included in "The Diary of _____"?
 - a. Pioneers had to bring all of their food for _____.
 - b. The Oregon Trail was 2,000 miles long.
 - c. Sometimes pioneers rode on horseback.
 - d. The biggest dangers on the Oregon Trail were _____.
2. What information is included in both texts?
 - a. The pioneers traveled with wagons.
 - b. The Oregon Trail went along rivers.
 - c. Wide, fast-moving rivers were dangerous.
 - d. Sometimes animals stampeded across the trail.
3. Where did the facts in "The Oregon Trail" come from?
 - a. An interview someone did with _____.
 - b. An article someone researched.
 - c. A letter someone found written _____.
 - d. A diary written by someone _____.
4. How might a reader benefit from reading both "The Oregon Trail" and "The Diary of _____"?

5. What is the difference between first and secondhand accounts?

READING SMALL GROUP PLANS

Week of: _____

Students: _____

Focus Skill: _____

Standard: _____

MON.

Pre-Reading

Build Schema: What do you know about the Oregon Trail?

Example: I think these texts are about _____.

- ☐ Picture Walk
- ☐ Oral Predictions
- ☐ Review vocabulary in glossary.

NOTES: _____

TUES.

During Reading

Students read pages 2-4 of "The Oregon Trail". After everyone has read, ask:

1. What is the text about? (Americans moving west.)
2. What do we know about them? (They were pioneers. The trip took 4-6 months and they had to bring everything they could fit into their small wagon.)

Students read page 5-6 quietly. As students read, ask:

1. Why was the trip dangerous? (There were wide, fast-moving rivers. Sometimes animals stampeded across the trail.)
2. What brought an end to trips on the Oregon Trail? (Pioneers found better land to settle on.)

NOTES: _____



To prepare for the trip, pioneers sold their homes. They also sold everything they could not fit into their small wagon. The trip would take 4 to 6 months. They had to bring hundreds of pounds of food. To survive the trip, a small family would need 600 pounds of flour, 400 pounds of bacon, 120 pounds of biscuits, 4 pounds of tea, 60 pounds of coffee, 100 pounds of sugar, and 200 pounds of lard. They usually brought a cow for milk. The cow walked behind or next to the wagon. They also brought farming tools and seeds for corn, wheat, and other crops.

The trip along the Oregon Trail was dangerous. One of the biggest dangers was disease. It spread easily among the pioneers. When crossing the rivers, they often got scared and run. Some pioneers even died.

PLANS Week of: _____



First & Secondhand Accounts

The Diary of Margaret A. Frink



First & Secondhand Accounts

The Oregon Trail



Pioneers traveled by a type of covered wagon called a **Prairie Schooner**. **Prairie Schooners** got their name because the white covering on the wagon bed made it look like a sailing ship. These wagons were about 6 feet wide and 12 feet long. They were pulled by teams of 6 yoked oxen. The wagons moved at a speed of about 2 miles per hour. Families typically traveled only 15-20 miles per day.



1800-1860, thousands of Americans traveled west on what was called the Oregon Trail. These American pioneers set out in search of fertile farmland, adventure, and possibly even gold. The trip along the trail was long and dangerous.

COMPARE & CONTRAST

multiple accounts



850L Compare/Contrast Accounts Name: _____ Date: _____

The Life of Helen Keller

Helen Keller was born on June 27, 1880 in Tuscumbia, Alabama. When Helen was just one year old, she became gravely ill. Helen's illness caused her to permanently become deaf and blind. Throughout Helen's early childhood, she had no means to communicate, so she often acted out.

When Helen was seven years old, Anne Sullivan became Helen's teacher and eventually also became her governess and companion. Anne was twenty years old. Anne and Helen had a strong bond from early on. Anne taught Helen how to communicate through finger signing and reading braille. Helen learned to understand other people's speech by reading their lips with her hands. Helen eventually even learned to speak. Anne ended up working with Helen for 49 years. Anne encouraged Helen and taught her to believe that she could overcome her disability. When Helen got older, she was the first blind and deaf person to earn a college degree. Helen became a well-known speaker. She also wrote 12 books, including her autobiography, *The Story of My Life*. Anne was right by her side throughout all of her accomplishments.



Helen Keller was an activist. She spoke out for women's rights, workers' rights, and other causes. In 1964, President Lyndon B. Johnson gave Helen the Presidential Medal of Freedom. She had famous friends, such as Alexander Graham Bell, Charlie Chaplin, and Mark Twain, who supported her and her causes. Toward the end of her life, Helen experienced health issues and had numerous strokes. She spent her final years in her home. Helen died on June 1, 1968 at her home in Easton, Connecticut. She died a few weeks before her 88th birthday.

There are movies, plays, books, and television specials about Helen. Her birthplace in Alabama is now a museum. Helen helped change the way the world sees disabilities. Helen inspired many people. As Helen once said, "The things in the world cannot be seen or even touched. The

Compare/Contrast Accounts
Read the table below and underline the text in the color indicated.
Secondhand source. Where did the facts

er
eller

that was not in *The Story of My*

is accomplishments.
his thoughts and feelings
Helen felt about Anne Sullivan
are movies, plays, and books.

us between the accounts?

in's accomplishments, while *The*
y to speak.
in's life until she was seven, while

Compare/Contrast Accounts

4. The table below has sentences from *The Story of My Life* and "The Life of Helen Keller".

The Story of My Life	The Life of Helen Keller
I felt approaching footsteps, I stretched out my hand as I supposed to my mother. 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.	Anne ended up working with Helen for 49 years. Anne encouraged Helen and taught her to believe that she could overcome her disability.

Describe one way that the information in *The Story of My Life* is similar to the information from "The Life of Helen Keller". Use two details from the sentences in your answer.

The information in *The Story of My Life* is similar to the information in "The Life of Helen Keller" because both excerpts describe Anne Sullivan's relationship with Helen. In *The Story of My Life*, the author explains how Anne came to love and care for her. In "The Life of Helen Keller", the author explains how Anne worked with Helen for 49 years.

5. How might a reader benefit from reading the firsthand *The Story of My Life* and the secondhand "The Life of Helen Keller"? Use at least two details from the texts to support your response.

A reader would benefit from reading *The Story of My Life* because it is a firsthand account that explains the first time Helen met Anne Sullivan and their early days together. This excerpt describes Helen's thoughts and feelings and how she felt about the future. In "The Life of Helen Keller", the author explains how Anne worked with Helen for 49 years.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in confounding the two. In despair she had dropped the subject for the time. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the doll at my feet.

I loved the doll. In the evening, I felt my sense of satisfaction, and I knew I was

wing water and my
ver one hand she
fixed upon the
derful cool something
re it light, hope, joy,
in time be swept

each name gave birth
uched seemed to
new sight that had
I felt my way to the
en my eyes filled with
infance and sorrow.
what they all were;
words that were to
happier child than I

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

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

On the afternoon of that eventful day, I stood on the porch, dumb, expectant. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks.

I felt approaching footsteps, I stretched out my hand as I supposed to my mother. Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things else, to love me.



—doll, and Anne Sullivan

WHAT'S INCLUDED?

TWENTY 4th Grade **DIGITAL** and
PRINTABLE PDF nonfiction passages &
ONE assessment!

- Aligned with 4th Grade Lexile Levels
- Includes an Anchor Chart and Journal Page
- Students can highlight the text for easy comprehension

Created with
GOOGLE
SLIDES

COMPARE & CONTRAST ACCOUNTS

4th grade

Table of Contents

*This product includes 11 Lexile® leveled paired passages in the 4th-5th Grade Common Core Text Complexity Band (the range for 4th-5th grade is 740L-1010L). Some of the passages in the originals may fall outside of the band.

1. [Anchor Chart/Journal Page](#)
2. [Ann Eggle's Testimony About Coal Mining- 620L/Coal Mining Children- 790L](#)
3. [Sojourner Truth on Women's Rights- 790L / Sojourner Truth- 860L](#)



NONFICTION PASSAGES

770L Compare/Contrast Accounts Name: _____ Date: _____

The Evening Bulletin

Thursday, April 14, 1932
Philadelphia Survivor Tells of Seeing 1,500 Struggling in Water After Liner Struck Iceberg

BY JOHN B. THAYER, JR.

The spectacle of nearly 1,500 people struggling in the ice-cold waters of the Atlantic, and the steady roar of their voices, which kept up for 15 or 20 minutes, is a memory that does not become dim, even after 20 years.

Ran Out to "See the Fun"

I was 17, traveling first class with my father and mother... As soon as I felt the shock and the engines stop, I immediately threw an overcoat on over my pajamas and ran on deck saying "that I was going out to see the fun."

My father joined me in a few minutes. Walking all around the ship on "A" deck, nothing could be seen in the way of any ice or other obstructions and it was some minutes before anyone was able to advise us what the trouble was...

We were then ordered to go back to our cabins and dress fully and put on life preservers. Dressed, we went on deck, my mother, my father and myself, and stood around talking with other passengers for some time. Mr. Ismay and the engineers from Harlan & Wolf, the firm which built the ship, advised us they didn't give the ship more than an hour...

In going out the doorway to get to the deck, the crowd pushed between mother and father ... and I never saw my father again.



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 Accounts
Answer the following questions. Underline the text evidence in the color indicated.

1. The facts in the article from *The New York Times* came from radio reports. Where did the facts in the article from *The Evening Bulletin* come from? 

a. A newspaper reporter researched the facts from 20 years ago. ☐

b. John B. Thayer, Jr. wrote about his experience aboard the *Titanic*.

c. A newspaper reporter wrote about the *Titanic* based on radio reports.

d. A writer imagined what it would have been like to be aboard the *Titanic*.

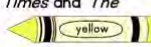
2. What information did John B. Thayer, Jr. give that was not in the article from *The New York Times*? 

a. The *Carpathia* saved *Titanic* survivors.

b. Women and children were the first to leave in lifeboats.

c. a timeline of the events that unfolded as the *Titanic* sank

d. the things he saw, heard, and felt during the sinking of the *Titanic* ☐

3. The table below has sentences from the articles from *The New York Times* and *The Evening Bulletin*. 

New York Times	The Evening Bulletin
The <i>Titanic</i> had foundered at about 2:20 A.M....All her boats are accounted for and about 655 souls have been saved of the crew and passengers, most of the latter presumably women and children.	The ship seemed to hang in this position for minutes. Then with a dive and final plunge, the <i>Titanic</i> went under the water with very little apparent suction or noise...

Describe one way that the information in the article from *The New York Times* differs from the information in the article from *The Evening Bulletin*. Use two details from the sentences in your answer:

Students type their answers right in the text box.

ASSESSMENTS

Color coded highlighting can also be done on the assessments!

850L Compare/Contrast Accounts Name: _____ Date: _____

The Life of Helen Keller

970L Compare/Contrast Accounts Name: _____ Date: _____

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

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

On the afternoon of that eventful day, I stood on the porch, dumb, expectant... I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks...

I felt approaching footsteps, I stretched out my hand as I supposed to my mother. 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.

The morning after my teacher came she led me into her room and gave me a doll... When I had 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 imitate it. When I finally succeeded in making 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 in this uncomprehending way a great many words... But my teacher had been with me several weeks before I understood that everything has a name.



Helen Keller, her doll, and Anne Sullivan

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

1. The facts in "The Life of Helen Keller" are from a secondhand source. Where did the facts from *The Story of My Life* come from? 

- a. a movie about Helen Keller ☐
- b. Helen Keller's autobiography ☐
- c. a book Helen Keller's friend wrote about her ☐
- d. an article someone researched on Helen Keller ☐

2. What information was in "The Life of Helen Keller" that was **not** in *The Story of My Life*? (Choose all that apply.) 

- a. "The Life of Helen Keller" tells about Helen's accomplishments. ☐
- b. "The Life of Helen Keller" describes Helen's thoughts and feelings. ☐
- c. "The Life of Helen Keller" describes how Helen felt about Anne Sullivan. ☐
- d. "The Life of Helen Keller" states that there are movies, plays, and books about Helen Keller. ☐

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

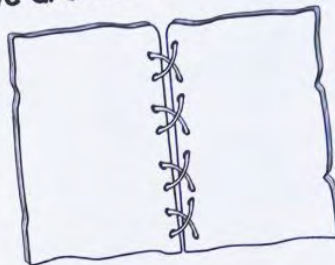
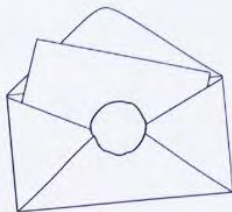
- a. "The Life of Helen Keller" focuses on Helen's accomplishments, while *The Story of My Life* focuses on Helen learning to speak. ☐
- b. "The Life of Helen Keller" focuses on Helen's life until she was seven, while *The Story of My Life* focuses on Helen's entire life. ☐
- c. "The Life of Helen Keller" focuses on how Helen changed the world, while *The Story of My Life* focuses on Helen's entire childhood. ☐
- d. "The Life of Helen Keller" focuses on Helen's whole life, while *The Story of My Life* focuses on what Helen thought and felt during her early days with Anne Sullivan. ☐

This resource also includes ONE test with different Lexile Levels for student assessment.

Compare & Contrast Accounts

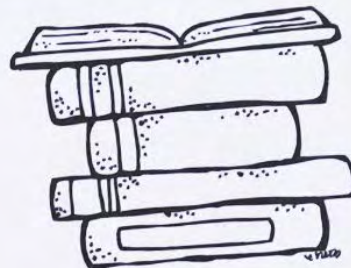
Firsthand Accounts

A firsthand account is a primary source. The story, event, or topic is based on the author's experience. Diaries, autobiographies, letters, and interviews are firsthand accounts. Pronouns such as I, me, and we are used.



Secondhand Accounts

A secondhand account is a secondary source. The story, event, or topic is based on the author's research. Articles, biographies, and many books are secondhand accounts. Pronouns such as he, she, and they are used.



Compare & Contrast Accounts

When you compare and contrast firsthand and secondhand accounts, notice what each account focuses on. What facts does each writer present?

©Jude B. Baker

counts
as sentences from "Sojourner Truth" and "Sojourner Truth on Women's

Sojourner Truth	Sojourner Truth on Women's Rights
her famous speech on this speech, Sojourner rights for women and	I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than

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Compare/Contrast Accounts

Answer the following questions. Underline the text evidence in the color indicated.

1. The facts in "Sojourner Truth on Women's Rights" are from a speech she made. Where did the facts from "Sojourner Truth" most likely come from?

- a. a newspaper interview with Sojourner Truth
- b. an article someone researched on Sojourner Truth
- c. a letter Sojourner Truth wrote to Abraham Lincoln
- d. Sojourner Truth's autobiography, *The Narrative of Sojourner Truth: A Northern Slave*

2. What information was in "Sojourner Truth" that was **not** in "Sojourner Truth on Women's Rights"? (Choose all that apply.)

- a. "Sojourner Truth" tells about Sojourner's life as a slave.
- b. "Sojourner Truth" tells about Sojourner's accomplishments.
- c. "Sojourner Truth" describes Sojourner's thoughts and feelings.
- d. "Sojourner Truth" explains Sojourner's viewpoint on women's rights.

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

- a. "Sojourner Truth" focuses on Sojourner's accomplishments, while "Sojourner Truth on Women's Rights" focuses on Sojourner's entire life.
- b. "Sojourner Truth" focuses on Sojourner's entire life, while "Sojourner Truth on Women's Rights" is one speech Sojourner made on women's rights.
- c. "Sojourner Truth" focuses on how Sojourner helped slaves, while "Sojourner Truth on Women's Rights" focuses on how Sojourner helped women.
- d. "Sojourner Truth" focuses on Sojourner's life as a slave, while "Sojourner Truth on Women's Rights" focuses on what Sojourner thought and felt about slavery.

860L

Compare/Contrast Accounts

Name: _____

Date: _____

Sojourner Truth

Sojourner Truth was born Isabella Baumfree in 1797. She was one of ten or twelve children to her parents James and Elizabeth Baumfree. Sojourner and her family were slaves to Colonel Hardenbergh in New York. Colonel Hardenbergh died when Sojourner was nine years old. She was sold at an auction with sheep for \$100. Her new owner, John Neely, was very harsh and treated Sojourner very poorly. 1808, only 2 years later, Sojourner was sold for \$105 to a tavern keeper. She was later sold to John Dumont. Dumont was much kinder to Sojourner, but his wife treated her poorly.



HOUSE OF COL. JOHANNES HARDENBERGH

House of Colonel Hardenbergh

In 1815, Sojourner fell in love with a slave named Robert from a nearby farm. Robert's owner forbade their relationship, and they were not permitted to see each other. Later on, Sojourner married a slave named Thomas. She had five children. The first, James, died young.

In 1799, New York began to make laws to abolish slavery. The anti-slavery laws would not be complete until July 4, 1827. John Dumont promised to free Sojourner a year early if she worked well for him. Dumont did not live up to his promise, which enraged Sojourner. In 1826, Sojourner escaped to freedom with her baby Sophia. She left her other children behind because they would not be legally free until they were in their twenties.

For the remainder of the year, Sojourner lived with Isaac and Maria Van Wagenen. During this time, Sojourner learned that Dumont illegally sold her five-year-old son Peter to a slave owner in Alabama. The Van Wagenens helped Sojourner take the case to court. Sojourner won the case and got her son back. She was the first black woman to win a court case against a white man.

©John B. Baker

she met President Abraham Lincoln. While many people did not agree with Sojourner, she had the support of many influential people, including Amy Post, William Lloyd Garrison, and Susan B. Anthony.

Sojourner Truth died on November 26, 1883. She was buried in Battle Creek, Michigan. Her legacy lives on. Her image will appear on the back of the new \$10 bill in 2020 to commemorate the anniversary of American women's right to vote in the nineteenth amendment.

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

1. The facts in "The
from *The Story of*

- a. a movie about
- b. Helen Keller
- c. a book Helen
- d. an article so

2. What informat
Life? (Choose all

- a. "The Life of
- b. "The Life of
- c. "The Life of
- d. "The Life of

3. Which of these

- a. "The Life of
- b. "The Life of
- c. "The Life of
- d. "The Life of

Compare/Contrast Accounts

4. The table below has sentences from *The Story of My Life* and "The Life of Helen Keller".

The Story of My Life

I felt approaching footsteps, I str
out my hand as I supposed to m
Some one took it, and I was cal
and held close in the arms of h
come to reveal all things to me
than all things else, to love me

Describe one way that the inf
from "The Life of Helen Kell

The information in "The
Life of Helen Keller
and Anne Sullivan's
explains how Anne
the author explain

5. How might a re
secondhand "The
your response.

A reader would
this is a first
and their
"I did know
bitterness I

The arti
reader to
and de
Helen
her h

The Life of Helen Keller

Living with Helen for 49
and taught

850L

Compare/Contrast Accounts

Name: _____

Date: _____

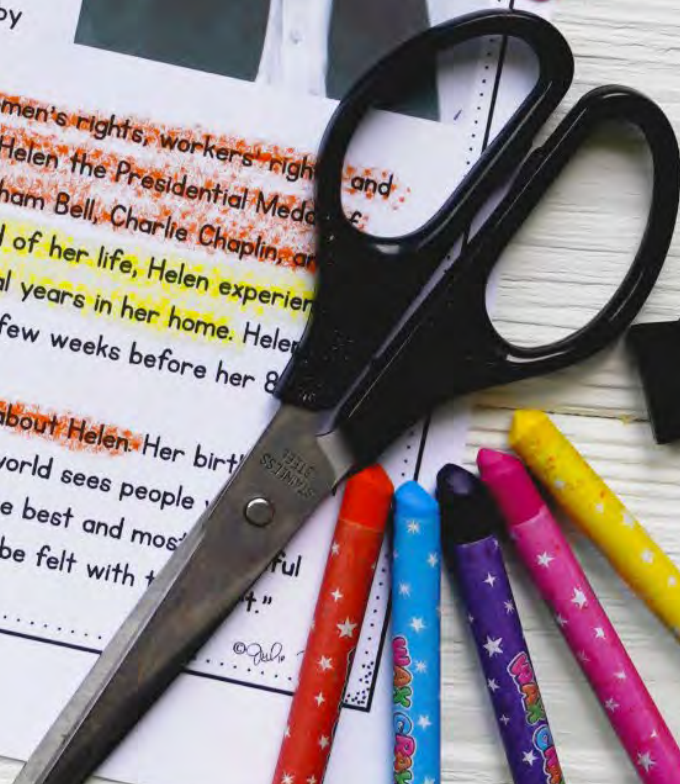
The Life of Helen Keller

Helen Keller was born on June 27, 1880 in Tuscumbia, Alabama. When Helen was just one year old, she became gravely ill. Helen's illness caused her to permanently become deaf and blind. Throughout Helen's early childhood, she had no means to communicate, so she often acted out.

When Helen was seven years old, Anne Sullivan became Helen's teacher and eventually also became her governess and companion. Anne was twenty years old. Anne and Helen had a strong bond from early on. Anne taught Helen how to communicate through finger signing and reading braille. Helen learned to understand other people's speech by reading their lips with her hands. Helen eventually even learned to speak. Anne encouraged Helen and taught her to believe that she could overcome her disability. When Helen got older, she was the first blind and deaf person to earn a college degree. Helen became a well-known speaker. She also wrote 12 books, including her autobiography, *The Story of My Life*. Anne was right by her side throughout all of her accomplishments.

Helen Keller was an activist. She spoke out for women's rights, workers' rights, and other causes. In 1964, President Lyndon B. Johnson gave Helen the Presidential Medal of Freedom. She had famous friends, such as Alexander Graham Bell, Charlie Chaplin, and Mark Twain, who supported her and her causes. Toward the end of her life, Helen experienced health issues and had numerous strokes. She spent her final years in her home. Helen died on June 1, 1968 at her home in Easton, Connecticut. She died a few weeks before her 88th birthday.

There are movies, plays, books, and television specials about Helen. Her birthplace in Alabama is now a museum. Helen helped change the way the world sees people with disabilities. Helen inspired many people. As Helen once said, "The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart."



...from The Story of My Life and "The Life of Helen Keller"

The Life of Helen Keller

Anne ended up working with Helen for 49 years. Anne encouraged Helen and taught her to believe that she could overcome her disability.

Describe one way that the information in The Story of My Life is similar to the information from "The Life of Helen Keller". Use two details from the sentences in your answer.

The information in The Story of My Life is similar to the information from "The Life of Helen Keller" because both excerpts talk about Helen Keller and Anne Sullivan's relationship. In The Story of My Life except, Helen Keller explains how Anne came to love and care for her. In "The Life of Helen Keller" the author explains how Anne worked with Helen for 49 years.

5. How might a reader benefit from reading the firsthand The Story of My Life and the secondhand "The Life of Helen Keller"? Use at least two details from the texts to support your response.

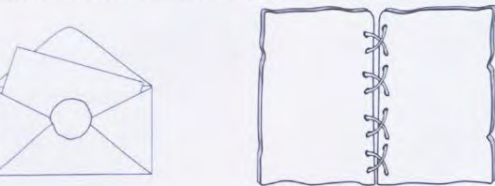
A reader would benefit from reading The Story of My Life because this is a firsthand account that explains the first time Helen met Anne Sullivan and their early days together. This excerpt describes Helen's thoughts and feelings about what the future held of marvel or surprise for me. Anne and I were both so bitterness had played upon me continually for weeks...

The article "The Life of Helen Keller" is a secondhand account that gives the reader facts about Helen Keller's entire life. This article starts with Helen's birth, and describes all of the major events in her life until her death. When she was just one year old, she became gravely ill. Helen's illness caused her to be permanently become deaf and blind.

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Contrast Accounts

Primary source. The story, event, or topic is based on direct experience, such as letters, autobiographies, and interviews. Words such as I, me, and we are used.



Accounts

Secondary source. The story, event, or topic is based on information from other sources. Articles, biographies, and many books are examples. Words such as he, she, and they are used.



Contrast Accounts

Compare firsthand and secondhand accounts. What facts does each account provide?

Compare/Contrast Accounts

Ann Eggle's Testimony About Coal Mining

Name: _____ Date: _____
Ann Eggle and her sister Elizabeth Eggle, ages eighteen and sixteen, were coal workers. They were hurriers, which were typically children or women who worked in the tunnels they had to testify.



heavy they
eat runs
at night
in the chair.
but
have been ill
with
riddle for
have known
there is a
constantly
big
ave it
and get
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r, there
some

Compare/Contrast Accounts

Coal Mining Children



Young boys working in a coal mine

One of the jobs for children in mines was working in the coal breakers. Young boys would sort coal day, six days a week. This job was dangerous because they could get their fingers caught in the machinery.

Spraggers

Some boys worked as spraggers. Spraggers pushed mine car wheels of mine cars. They also pushed them. This was a dangerous job because they had to get out of control.

Nippers

Nippers opened doors that closed behind them. Nippers worked in the tunnels. If the doors closed, they were in danger of being trapped.

Mule Drivers

Older boys worked as mule drivers. They drove mules that carried coal. They worked up to a mile a day.

In 1855, the

requiring boys

breakers and it

young children

September 1, it

signed the Fact

that did not separate

education. In Great Britain, Parliament also

passed child labor laws that limited working time

Compare/Contrast Accounts

Answer the following questions about the facts in "Ann Eggle's Testimony About Coal Mining Children".

a. a newspaper

b. an article from

c. a nonfiction book

d. the autobiography

2. What information

a. "Coal Mining"

b. "Coal Mining"

c. "Coal Mining"

d. "Coal Mining"

3. Which of these

a. "Ann Eggle's

b. "Ann Eggle's

c. "Ann Eggle's

d. "Ann Eggle's

Describe one way that

Mining is similar to the

sentence in your answer

Write Ann Eggle's testimony

about the difficulty of

how she had to get up

and have to eat

difficult jobs child

any coal

reader be

second

res

the different jobs coal mining children had

like working as a child coal miner, while "Coal Mining Children" had

the different jobs coal mining children had

the different jobs coal mining children had



Compare/Contrast Accounts Name: _____ Date: _____

Coal Mining Children

During the Industrial Revolution, many children worked full-time jobs to help support their families. Many of the jobs required intense labor and long hours, and they put children in danger.

Coal mining was a common job for children in the United States and Britain. Children as young as eight years old worked in coal mines.



Young boys working in a coal mine



Breaker boys

Breaker Boys

One of the jobs for children in mines was working in the coal breakers. Young boys would sort coal. They worked ten to eleven hours a day, six days a week. This job was dangerous because they could get their fingers caught in the machinery.

Hurriers

Children who were hurriers transported coal. They pulled wagons full of coal along small roadways inside the mines. Hurriers were often the smallest children. They would work twelve hours running the coal.

Spraggers

Some boys worked inside mines as spraggers. Spraggers propped coal beds during mining. They also put wooden sticks in the spokes of mine car wheels to stop the cars. Spraggers had to be fast. They ran alongside the mine cars. This was a dangerous job because the cars could get out of control and crash.

Nippers

Nippers opened and closed heavy wooden



Nipper



Mule drivers



Child miner

Compare/Contrast Accounts

The table below has sentences from "Ann Eggle's Testimony About Coal Mining" and "Coal Mining Children".

Ann Eggle's Testimony About Coal Mining	Coal Mining Children
go at four in the morning, and sometimes at past four. We begin to work as soon as we get out. We get out after four, sometimes at five, in the evening. We work the whole time except an hour for dinner, and sometimes we don't have time to eat.	Children that were hurriers transported coal. They pulled wagons full of coal along small roadways inside the mines. Hurriers were often the smallest children. They would work twelve hours running the coal.

Use two details from the "Ann Eggle's Testimony About Coal Mining" and "Coal Mining Children".

the color indicated.

ing" are from a testimony Ann gave to _____
Where did the facts from "Coal _____

her _____
ing children _____
about his or her experience _____
is a hurrier in a coal mine _____

was not in "Ann Eggle's Testimony _____

as children had in mines _____
were mistreated in coal mines _____

_____ describes coal mining children's thoughts and feelings.

"Coal Mining Children" explains how child labor _____
better conditions _____

his _____

best describes the difference in focus between _____

Eggle's Testimony About Coal Mining" focuses _____
ing, while "Coal Mining Children" focuses on many _____
jobs.

Eggle's Testimony About Coal Mining" focuses on _____
while "Coal Mining Children" is about what coal mining was like _____
children.

"Ann Eggle's Testimony About Coal Mining" focuses on the difference _____
she had, while "Coal Mining Children" focuses on how dangerous coal mining _____
was for children.

d "Ann Eggle's Testimony About Coal Mining" focuses on what her life was _____
like working as a child coal miner, while "Coal Mining Children" focuses on _____
the different jobs coal mining children had.

_____ sentences from "Coal Mining Children" _____
ing in the mines Ann Eggle describes _____
up until four in the afternoon, while _____
from "Coal Mining Children" describe some _____
urriers had. They also worked twelve _____

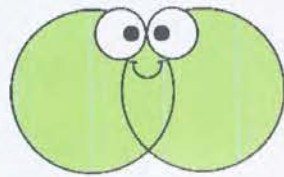
firsthand "Ann Eggle's Testimony About _____
ildren"? Use at least two details from the _____

Ann Eggle's testimony because this is _____
fic experiences Ann went through while _____
s thoughts and feelings. "The work is far too _____
times. I am very tired at night." _____
nt that gives the reader more general and broad _____
t jobs children working in coal mines had _____
ed: "Young boys would sort coal. They _____
week. This job was dangerous because _____
minery." _____

task cards

Compare & Contrast

Firsthand & Secondhand Accounts



Compare Firsthand and Secondhand

Compare Firsthand and Secondhand Accounts

13.

"I had to
death. I m
robbed of
child in hid

How do you feel about the way the company is doing?	Very good	Good	Not good	Very bad
a	7	17	53	23
b	7	17	53	23
c	7	17	53	23
d	7	17	53	23

14. **Con**
"Declaration of Independence"
Continental Congress
thirteen North American
Congress on July 4, 1776
"these United Colonies
States" - www.britain

How does the firsthand

- a The firsthand
- b The firsthand
- c The firsthand
- d The firsthand

"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

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

"I was in my office when the first plane harpooned the North Tower at 8:46 am. 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

esting
aked
they
rth

"Until the mid-nineties, as five years old were. Not only management accepted, to come and an investigation into the 1840 and 1842, government inspectors visit many child miners." "museum-wides the firehand account"

How does the first-hand account differ from the second-hand account?

- a The first-hand account is more detailed than the second-hand account.
- b The first-hand account is more subjective than the second-hand account.
- c The first-hand account is more objective than the second-hand account.
- d The first-hand account is more biased than the second-hand account.

The firsthand account of child labor diffi-

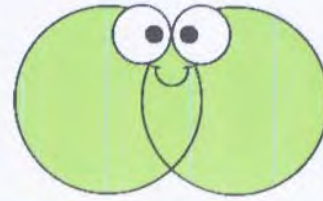
The firsthand account
The firsthand account
The firsthand account
The firsthand account

...on how badly the boat smelled
...s family
...e's family
...un Sober
...out rem
...eat experie
...the second



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

23. Compare Firsthand and Secondhand Accounts

24. Compare Firsthand and Secondhand Accounts

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

12.

"In Apr
Sewerat
inhibitors

3.

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

23.

"This narrow allying with cultures, much different disputes, merca what

2.

"Two We w Only twelve f walked on th that of the risk stumbl hops to wa

How d

- a. Th
- b. Th
- c. Th
- d. The

The firsthan

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

- a. The astronauts needed to get on the surface
- b. The astronauts have ever walked on the surface
- c. Only twelve humans have ever walked on the surface
- d. Astronauts walked carefully when they first started walking on the surface

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 digital Boom Card interface displayed on a tablet. The card has a black border and a white background. At the top, the title "Compare Firsthand & Secondhand Accounts" is centered. Below the title, there are two columns: "Passage 1" and "Passage 2". Passage 1 describes the Apollo moon landing, mentioning the gravity and the astronauts' movements. Passage 2 describes the astronauts' first steps on the moon, comparing them to testing ice. Below the passages, a question is posed: "The passages both agree that: (Choose all that apply.)". There are four answer choices in rounded rectangular 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