

ELA

Firsthand vs Secondhand Accounts

5th Grade

State Standard(s):

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Student Learning Objective(s):

TSWBAT identify firsthand vs secondhand accounts of an event.

TSWBAT identify factors that differ between a firsthand account and a secondhand account.

Individual Assessment of Student Learning Objectives (Add additional columns, if needed.)

	Objective 1	Objective 2
Name of assessment	Analyzing First and Secondhand Accounts September 11 text	Firsthand vs Secondhand Account Matching
Score/Level/Criteria needed to master objective	The students followed along and wrote down all the information in their notebooks.	5 out of 6
Scoring Guide/Rubric used to score assessment	The students wrote down that account 1 is a secondhand account and account 2 is a firsthand account and gave examples as to why.	The students will answer each description with either a 1 (if the answer is firsthand) or a 2 (if the answer is secondhand).

- **Resources and Materials:**

- [1st/2nd Hand Account Handout](#)
- [September 11 - First and Secondhand Account text](#)
- Literacy notebooks
- Highlighter
- Pencil
- [1st/2nd Hand Account Sorting Activity](#) (prints enough for 3 groups)
 - [Sorting Activity Answer Key](#)
- [1st/2nd Hand Account Exit Ticket](#)
 - [Exit Ticket Answer Key](#)

- **Lesson**

Intro

Ask the students to get out their literacy notebooks, a pencil, and a highlighter.

I will ask the students what they may already know about firsthand and secondhand accounts.

I will pass out a [1st/2nd hand account handout](#) to each student. I will read over the handout aloud as the class follows along with me. After we briefly go over the handout, I will hand out the [Sept 11 text](#) to each student.

I do

The students will follow along with me as I cut out the handout and the Sept 11 text and glue them into the literacy notebook (the handout on the top of the page, Sept 11 directly below the handout). Once it is all glued in, I will read the Sept 11 text aloud to the class as the students follow along.

We do

After I read the texts to the class, we will compare the two accounts, going through and highlighting what is similar between them. Then, the students will work in their table groups to decide which one is a firsthand account and which one is a secondhand account. They can use their handout. I will then call on a student to share their table's answers with the class. We will then discuss the correct answer and write that under the text in our notebooks.

Account 1 is a secondhand account. Spoke calmly, only telling information being called in, news reporter describing the event.

Account 2 is a firsthand account. Someone inside the building, panicked, and frightened, knows very little.

Two do

The students will work in their table groups to complete the [first and secondhand account sorting activity](#). Explain to the class that each table will work together to decide if each example belongs under firsthand account or secondhand account. Walk around as the students are working. Once a table is finished, check their answers. If they are correct, have them clean up the activity and begin the exit ticket.

[Sorting Activity Answer Key](#)

You do

The students will answer a brief, six question [exit ticket](#) comparing and contrasting firsthand and secondhand accounts. They can use their handout.

[Exit Ticket Answer Key](#)

ISS

Once finished, they will hand in their papers and clean up for recess.