

LESSON OVERVIEW

Lesson 16 Comparing Accounts of the Same Topic

Lesson Objectives

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

Reading

- Understand the difference between a firsthand and a secondhand account of an event or a topic.
- Identify similarities and differences between two accounts of the same topic.
- Understand how elements such as focus and information can differ across texts.

Writing

- Draw evidence from informational text to support analysis and reflection.

Speaking and Listening

- Pose and respond to specific questions and contribute to discussions.
- Review the key ideas expressed and explain their own understanding.

Language

- Use context to determine the meaning of unknown words and phrases.
- Use academic vocabulary.

Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

- firsthand account
- information
- secondhand account
- compare
- focus
- contrast

Learning Progression

Grade 3

Students distinguish the author's point of view from their own.

Grade 4

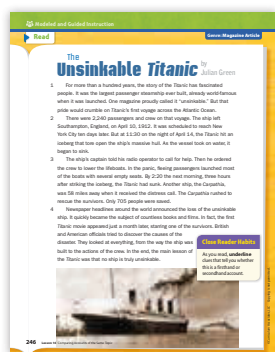
Building on Grade 3, students use compare-and-contrast skills to describe similarities and differences in focus and information between firsthand and secondhand accounts of the same event or topic.

Grade 5

Grade 5 increases in complexity by requiring students to analyze several accounts of the same event or topic with a focus on comparing and contrasting the point of view in each text.

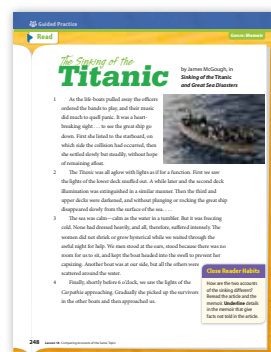
Lesson Text Selections

Modeled and Guided Instruction



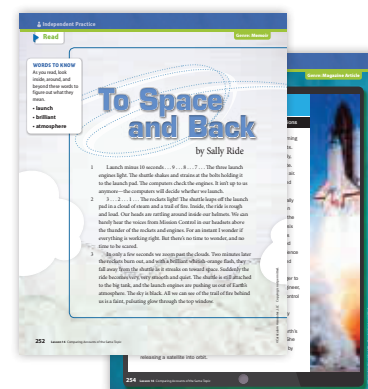
The Unsinkable *Titanic*
by Julian Green
Genre: Magazine Article

Guided Practice



The Sinking of the *Titanic*
by James McGough
Genre: Memoir

Independent Practice



To Space and Back
by Sally Ride
Genre: Memoir

Memorable Milestones:
Space Shuttle Missions
Genre: Magazine Article

Lesson Pacing Guide

Whole Class Instruction 30–45 minutes per day

Day 1

[Teacher-Toolbox.com](#) Interactive Tutorial

Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.

Introduction pp. 244–245

- **Read** Comparing Accounts of the Same Topic 10 min
- **Think** 10 min
Graphic Organizer: Venn Diagram
- **Talk** 5 min
Quick Write (TRB) 5 min

Day 2

Modeled and Guided Instruction pp. 246–247, 250

- **Read** The Unsinkable *Titanic* 10 min
- **Think** 10 min
- **Talk** 5 min
- **Write** Short Response 10 min

Day 3

Guided Practice pp. 248–249, 251

- **Read** The Sinking of the *Titanic* 10 min
- **Think** 10 min
- **Talk** 5 min
- **Write** Short Response 10 min

Day 4

Independent Practice pp. 252–257

- **Read** To Space and Back and Memorable Milestones: Space Shuttle Missions 20 min
- **Think** 10 min
- **Write** Extended Response 15 min

Day 5

Independent Practice pp. 252–257

- **Review** Answer Analysis (TRB) 10 min
- **Review** Response Analysis (TRB) 10 min
- **Assign and Discuss** Learning Target 10 min

Language Handbook

Lesson 13 Precise Words and Phrases, pp. 488–489
20 min (optional)



Ready Writing Connection

During *Ready Reading* Days 1–5, use:
Lesson 4 Writing to Inform: Blog Post

- **Steps 6 and 7** Revise
- **Step 8** Edit
- **Prepare to Publish**
- **Collaborate**
- **Present**

See *Ready Writing TRB*, p. 90a
for complete lesson plan.



Small Group Differentiation

[Teacher-Toolbox.com](#)

Reteach

Ready Reading Prerequisite Lesson
Grade 3

- Lesson 11 Author's Point of View
- Lesson 19 Describing Comparisons
- Lesson 20 Comparing and Contrasting Two Texts

Personalized Learning

[i-Ready.com](#)

Independent

i-Ready Close Reading Lessons

- **Grade 3** Author's Point of View
- **Grade 4** Comparing Accounts of the Same Topic



Introduction

Get Started

- Explain to students that in this lesson they will be reading about events from history. They will compare and contrast two kinds of accounts: firsthand and secondhand.
- Tap into what students already know about firsthand and secondhand accounts of events.

My father has told me about how exciting it was to watch the first moon landing on TV. That is a firsthand account because he experienced the event himself. If I tell you about the event, it's a secondhand account because I wasn't there. I can only tell you what my father saw and felt or what I've heard or read from other sources.

- Elaborate by explaining that each type of account has a different focus, or emphasis. In a firsthand account, the focus is on a single person's experience and his or her thoughts and feelings. In a secondhand account, the focus is on facts and details that come from several sources.
- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk words and phrases. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

EL English Language Learners

Genre Focus

Read

- Read aloud the Read section as students follow along. Restate to reinforce:
When someone describes an event he or she saw or experienced, that's a firsthand account. When someone who was not there uses information from other sources to tell about the event, that's a secondhand account. Comparing and contrasting accounts about the same event helps you better understand what happened.
- Direct students' attention to the two illustrated accounts. Guide them to identify differences between the boy's experience and the girl's.

Lesson 16

Comparing Accounts of the Same Topic



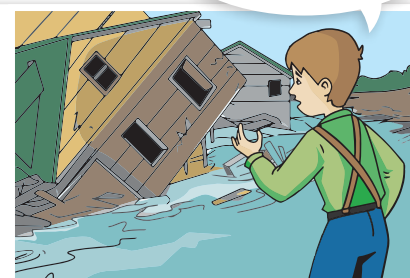
Learning Target

Comparing and contrasting firsthand and secondhand accounts of the same event or topic will help you develop a deeper understanding of what happened.

- **Read** When you **compare** accounts of the same topic, you are studying the writer's viewpoint. A **firsthand account** is written by someone who witnessed or took part in an event as it happened. Someone who heard or read about an event writes a **secondhand account**. You can compare the **information** or facts each writer chooses to emphasize.

I am going to write down everything I have seen so that I can remember it.

In 1900, a powerful hurricane wrecked the city of Galveston, Texas. It destroyed many homes. This boy watched the hurricane as it was happening. His description of the event would be a firsthand account that includes his thoughts and feelings. He wants to retell what he experienced.



I learned about the Galveston hurricane by reading a new book about it.

The girl was not in Galveston in 1900. She knows about the hurricane from reading a book written about it many years later. The book would be a secondhand account with a broader **focus**. It would include background information and other details from research.

244

EL English Language Learners
 Develop Language

Frontload Tell students that a story or article about an event that happened is called an *account*.

- Display the words *firsthand account* and *secondhand account*, say them aloud, and underline the words *first* and *second*. Then have students predict which type of account comes directly from someone who actually saw or experienced the event and which type comes from someone who only heard or read about it. Discuss how the words *first* and *second* provide clues.

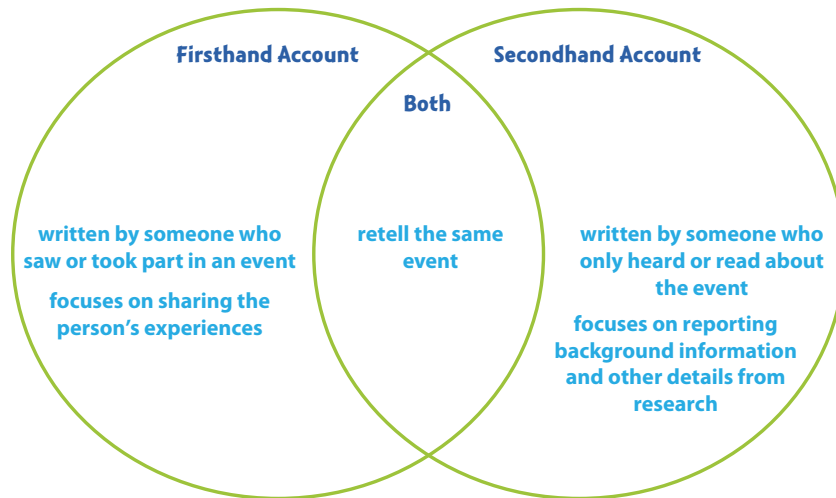
Genre Focus
 Memoir

Tell students that in Guided Practice they will be reading a firsthand account called a memoir. Ask students to think of a word that is similar to *memoir*. (*memory*) Explain that in a memoir a person tells about their memories of their past.

A memoir is like an autobiography because it is written in the first person and is true. But a memoir isn't about the writer's entire life. It usually focuses on one event that was life changing.

A memoir not only tells what happened but also reveals what the writer was thinking and feeling. It usually includes lots of sensory details about sights, sounds, tastes, and smells.

- **Think** Consider everything you've learned so far about firsthand and secondhand accounts. How are they the same? How is the focus of each account different? Use the *Venn diagram* below to compare and **contrast** each type of account and organize your thinking.



- **Talk** Imagine that the boy and the girl write down their thoughts about the Galveston Hurricane of 1900. Based on the details in the cartoons, how would the two accounts be the same, and how would they be different?



Academic Talk

Use these words and phrases to talk about the text.

- | | | |
|----------------------|---------------|------------|
| • firsthand account | • focus | • compare |
| • secondhand account | • information | • contrast |

245

Think

- Have students read aloud the Think section. Explain that the Venn diagram will help them compare and contrast the accounts. Similarities go in the middle where the circles overlap. Differences go in the outer parts of the circles.
- Have partners complete the diagram. Remind students to use details from the text and pictures.
- Circulate and provide assistance as needed.
- Ask volunteers to share what they wrote in their Venn diagrams.

Talk

- Read aloud the Talk prompt.
- Have partners discuss the similarities and differences between what the boy who lived through the hurricane might write and what the girl who read the book might write. Encourage students to use phrases such as: *In the firsthand account, ... In the secondhand account, ... Both accounts ...*
- Ask volunteers to share their ideas.

Quick Write Have students write a response to the following prompt:

Write a firsthand account of an event you've experienced recently. Remember to use *I* or *we* to show that you're writing about something that happened to you. Tell about what you saw, heard, and felt.

Ask students to share their responses.

Monitor Understanding

Wrap Up

- Invite students to share what they've learned so far. Encourage them to use the Academic Talk words and phrases in their explanations.
- Remind students that firsthand and secondhand accounts can describe the same event, but that the two accounts will differ in focus, as well as in the information they include.

In the next two sections, we'll read firsthand and secondhand accounts about a real history event. We'll note the focus and what kind of information they include. Comparing and contrasting the two kinds of accounts will help you better understand the topic they tell about.

Monitor Understanding

If... students struggle to distinguish between firsthand and secondhand accounts,

then... provide a few scenarios to highlight the differences.

- **Suppose you marched in a parade and I watched you march by. Then we both wrote about that event, including our thoughts and feelings about it. Who wrote a firsthand account?** (*Both of us wrote firsthand accounts, because we were both there at the parade.*)
- **Now suppose we sent our accounts to someone in another town who is writing about parades. She uses our information in a magazine article. Is her article a firsthand or a secondhand account, and why?** (*Her article is a secondhand account because she was not there at the parade.*)

Encourage students to talk about the differences between the firsthand and secondhand accounts.

Modeled and Guided Instruction

Get Started

Today you will read a magazine article about a historical event. First, you'll read to understand what the text says. Then you'll reread to understand the focus of the article and determine whether it is a firsthand or secondhand account.

Read

- Read aloud the title of the article and call attention to the photograph. Invite students to share what they know about the *Titanic*. Then ask why they think the word *unsinkable* appears in the title.
- Have students read the article independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown term to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

When and why did the *Titanic* sink? (*The ship sank on April 15, 1912, because it hit an iceberg.*)

What did the *Carpathia* do? (*It came to rescue the survivors.*)

What is the focus of the article? (*facts and details about the sinking of the Titanic*)

EL English Language Learners

• **Word Learning Strategy**

Explore

- Read aloud the Explore question at the top of p. 247 to set the purpose for the second read. Tell students they will need to take a closer look at text details to answer this question.
- Have students read aloud the Close Reader Habit on the lower right of p. 246.

TIP To help students distinguish between firsthand and secondhand accounts, guide them to think about whether the writer's information comes from just one source (likely firsthand) or from many sources (likely secondhand).

The Unsinkable *Titanic* by Julian Green

- 1 For more than a hundred years, the story of the *Titanic* has fascinated people. It was the largest passenger steamship ever built, already world-famous when it was launched. One magazine proudly called it "unsinkable." But that pride would crumble on *Titanic*'s first voyage across the Atlantic Ocean.
- 2 There were 2,240 passengers and crew on that voyage. The ship left Southampton, England, on April 10, 1912. It was scheduled to reach New York City ten days later. But at 11:30 on the night of April 14, the *Titanic* hit an iceberg that tore open the ship's massive hull. As the vessel took on water, it began to sink.
- 3 The ship's captain told his radio operator to call for help. Then he ordered the crew to lower the lifeboats. In the panic, fleeing passengers launched most of the boats with several empty seats. By 2:20 the next morning, three hours after striking the iceberg, the *Titanic* had sunk. Another ship, the *Carpathia*, was 58 miles away when it received the distress call. The *Carpathia* rushed to rescue the survivors. Only 705 people were saved.
- 4 Newspaper headlines around the world announced the loss of the unsinkable ship. It quickly became the subject of countless books and films. In fact, the first *Titanic* movie appeared just a month later, starring one of the survivors. British and American officials tried to discover the causes of the disaster. They looked at everything, from the way the ship was built to the actions of the crew. In the end, the main lesson of the *Titanic* was that no ship is truly unsinkable.

Close Reader Habits

As you read, underline clues that tell you whether this is a firsthand or secondhand account.



246

EL English Language Learners
Develop Language

Compound Words This article contains compound nouns that are crucial to understanding what the *Titanic* was and what happened to it.

- Display the two words *steam* and *ship*. Ask students to define each word. Then display the word *steamship*. Ask students what they think *steamship* means. Confirm that it means "a ship that runs on steam energy."
- Explain that the new word is a compound word. It combines two smaller words.
- Next, display the words *lifeboats* and *headlines*. Ask students to identify the two smaller words that make up each compound word and then figure out its meaning.

• **Word Learning Strategy**
Use Context Clues

- Point out the word *crew* in the first sentence of paragraph 2.
What do you think a crew is? (*people on the ship, but not passengers*)
What happened to the crew in paragraphs 3 and 4? (*The crew followed the captain's orders to lower the lifeboats; the crew's actions during the disaster were investigated.*)
From these details, what does the word *crew* mean? (*the workers on a ship*)
- Have students repeat the strategy of using context clues to define the words *vessel* and *survivors*.

Explore

How would a firsthand account and a secondhand account of the sinking of the *Titanic* differ?



In a firsthand account, a writer describes the experience. In a secondhand account, the writer focuses on reporting many different details about the event.

Think

- 1 Who would write a firsthand account about the sinking of the *Titanic*?
a person who witnessed the sinking of the *Titanic*

Who would write a secondhand account? a person who only heard or read about the sinking of the *Titanic*

- 2 Reread the magazine article. Do you think this is a firsthand or secondhand account? Find evidence in the selection to support what you think.

It is a secondhand account. The author states that people have been fascinated by the sinking of the *Titanic* for more than 100 years, so he must be writing about an event in the past that he did not witness. He wanted to inform readers about what occurred and what lesson everyone learned from the disaster—“no ship is truly unsinkable.”

Talk

- 3 Imagine that a passenger on the *Titanic* writes about that experience. What kind of account would that be? Discuss how that person's account would be similar to and different from the article you just read.

Write

- 4 **Short Response** How would the facts in paragraphs 2 and 3 of the passage differ if a passenger on the *Titanic* described the disaster? Use the space provided on page 250 to write your answer.

HINT What would stand out in a passenger's mind about that night?

247

Think

- Read aloud both questions in item 1 of the Think section. Ask students to answer these questions, using the information they learned in the Introduction.
- Ask volunteers to share their responses and then read aloud item 2. Explain that you will reread the first two paragraphs of the article and then model how to answer this item. Use the **Think Aloud** below to guide your modeling.
- Have students work with a partner to continue rereading the article and complete item 2. Remind students that the Buddy Tip will help guide their thinking process.
- Ask volunteers to share their answers.
- Make sure students can identify clues that led them to conclude that the article is a secondhand account. Students should mention the article presents many facts and details from different sources, including a magazine, newspapers, and reports by survivors.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the prompt. Use the Talk Routine on pp. A52–A53.
- Circulate to check that students are considering how a firsthand account would also have details about the ship sinking, but it would express more emotion. There would be less background information.

Write

- Ask a volunteer to read aloud the Write prompt.
- Invite a few students to tell what the prompt is asking them to do.
- Make sure students understand that someone present at the time of the disaster would likely include more personal and emotional details.
- Have students turn to p. 250 to write their responses.
- Use Review Responses on p. 250 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how comparing this secondhand account to a firsthand account would lead to a deeper understanding of what happened during the sinking of the *Titanic*.

Think Aloud

- I know from my answers to item 1 that a firsthand account of the sinking of the *Titanic* would be written by a person who was directly involved in the event. A secondhand account would be written by a person who only heard or read about the sinking. So, I'll look for details in the article that help me figure out whether the writer actually lived through the event or just used information from other sources. I'll pay attention to the author's focus.
- I'll read the first paragraph and underline details that provide

- clues. The first sentence tells me that the *Titanic's* story has fascinated people for over one hundred years. This detail tells me that the account was written long after the sinking happened. So it's unlikely that it was written by a survivor.
- The next paragraph provides lots of facts and details about the ship that probably came from different sources. Also, so far, the writer has not expressed any personal thoughts or feelings about the sinking. I really think this is a secondhand account, but I'll have to read on to make sure.

Guided Practice

Get Started

Today you will read another account of the sinking of the *Titanic*. First, you will read to understand what the author says. Then you will reread to compare and contrast this account to the magazine article that you have already read.

Read

- Read aloud the title and point out the photograph and the genre. Have students predict what the passage will be about based on the title, genre, and photograph.
- **Read to Understand** Have students read the memoir independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Use the questions below to check understanding.

What is happening in paragraph 1 of this memoir? (*The Titanic is sinking.*)
What happened as the boat sank? (*The lights went out slowly as the ship went down.*)
What is the focus of the memoir? (*the experiences of the writer, who survived the sinking of the Titanic*)

EL English Language Learners

Word Learning Strategy

- **Read to Analyze** Read aloud the Close Reader Habit on the lower right of p. 248 to set the purpose for the second read. Then have students reread the memoir with a partner and discuss any questions they might have.

TIP To help students understand the differences between firsthand and secondhand accounts, list examples familiar to them. Types of firsthand accounts include diaries, journals, interviews, autobiographies, memoirs, letters, and emails. Types of secondhand accounts include encyclopedias, biographies, textbooks, and some newspaper and magazine articles.

Read

The Sinking of the Titanic

by James McGough, in *Sinking of the Titanic and Great Sea Disasters*



- 1 As the life-boats pulled away the officers ordered the bands to play, and their music did much to quell panic. It was a heart-breaking sight . . . to see the great ship go down. First she listed to the starboard, on which side the collision had occurred, then she settled slowly but steadily, without hope of remaining afloat.
- 2 The *Titanic* was all aglow with lights as if for a function. First we saw the lights of the lower deck snuffed out. A while later and the second deck illumination was extinguished in a similar manner. Then the third and upper decks were darkened, and without plunging or rocking the great ship disappeared slowly from the surface of the sea. . . .
- 3 The sea was calm—calm as the water in a tumbler. But it was freezing cold. None had dressed heavily, and all, therefore, suffered intensely. The women did not shriek or grow hysterical while we waited through the awful night for help. We men stood at the oars, stood because there was no room for us to sit, and kept the boat headed into the swell to prevent her capsizing. Another boat was at our side, but all the others were scattered around the water.
- 4 Finally, shortly before 6 o'clock, we saw the lights of the *Carpathia* approaching. Gradually she picked up the survivors in the other boats and then approached us.

Close Reader Habits

How are the two accounts of the sinking different? Reread the article and the memoir. **Underline** details in the memoir that give facts not told in the article.

EL English Language Learners Build Meaning

- Concept Vocabulary** Support students' understanding of the nautical terms in the memoir with visual aids.
- Point out the word *listed* in paragraph 1. Hold up a toy or paper boat. Lean it to one side. Explain that this is what the *Titanic* looked like when it listed. Have students describe what they see, guiding them to understand that *listed* means "tilted to one side."
 - Explain that on a boat, the left side is called "port," and the right side is called "starboard." Repeatedly lean the boat to one side or another. Ask students what side the boat is listing to, starboard or port.

Word Learning Strategy Use Context Clues

- Point out the word *illumination* in paragraph 2. Ask:
How does the author describe the ship in the first sentence of paragraph 2? (*The ship is "all aglow with lights."*)
What change happened next? (*The lights of the lower deck went out.*)
What two things happened after that? (*"The second deck illumination was extinguished," and "then the third and upper decks were darkened."*)
Based on these clues, what is the meaning of illumination? (*lights that are shining*)

Think

Use what you learned from reading the memoir and the article to answer the following questions.

- The facts in the magazine article on page 246 came from earlier news reports and articles about the event. In the memoir on page 248, where did James McGough get his facts?
 - He read about the events in the magazine article.
 - He heard about the events from friends on the ship.
 - He imagined the events and wrote a story about them.
 - He experienced the events as they happened.
- Which information did McGough give that was not in the article?
 - The *Carpathia* traveled to the *Titanic*'s location.
 - Passengers were put into lifeboats.
 - The lights on the *Titanic* went out deck by deck.
 - The *Titanic* sank into the ocean.
- Which words and phrases are clues to McGough's feelings on the night that the *Titanic* sank? Write **two** clues in the box below.

Sample responses include "heart-breaking sight," "without hope," and "awful night."

A memoir is usually a firsthand account of what the writer saw, felt, thought, and did. It often uses a personal tone.

Talk

- How are the two accounts of the *Titanic* the same? How are they different? Use the Venn diagram on page 251 to organize your thoughts.

Write

- Short Response** Use the information in your Venn diagram to describe how the firsthand and secondhand accounts of the disaster are the same and different. Use the space provided on page 251 to write your answer.

HINT Choose a writing structure that shows similarities and differences.

249

Integrating Standards

Use the following questions to further students' understanding of the memoir.

- Make an inference about why the music might have helped keep the passengers on the *Titanic* calm.** (*The music might have made the situation feel more normal, as if nothing were seriously wrong.*)
DOK 2
- Read this sentence from paragraph 3 of the memoir: "The sea was calm—calm as the water in a tumbler." Which two things are compared? What is the meaning of this simile?** (*This simile compares the sea water to water in a drinking glass. It tells the reader that the sea was still and smooth.*)
DOK 2

Monitor Understanding

If... students have difficulty finding text evidence to answer items 4 and 5,

then... remind them to pay attention to the details they underlined in "The Sinking of the *Titanic*" that provide information not included in "The Unsinkable *Titanic*." The details will help them identify what was different about the two selections.

Think

- Have students work with a partner to complete items 1–3. Draw attention to **two** in item 3.

TIP Remind students that firsthand accounts usually include sensory details that describe what the writer sees, hears, and feels.

Answer Analysis

When students have finished, discuss correct and incorrect responses.

- The correct choice is D.** The writer uses the pronouns *we* and *us* as well as descriptive words and phrases to reveal his feelings.
 - A, B, and C** are not supported by text details.**DOK 2**
- The correct choice is C.** This detail could only have been seen by someone who was there.
 - A, B, and D** are details in both texts.**DOK 2**
- Responses may vary. See the sample response on the student book page.
DOK 2

Integrating Standards**Talk**

- Have partners discuss the prompt. Remind them to support their ideas with text details.
- Circulate to clarify misunderstandings.

Monitor Understanding**Write**

- Read aloud the Write prompt.
- Invite students to tell what the prompt is asking them to do. Remind them to use details from the text in their responses. Call attention to the HINT.
- Have students turn to p. 251 to write their responses.
- Use Review Responses on p. 251 to assess students' writing.

Wrap Up

- Ask students to recall the Learning Target. Have them explain how comparing and contrasting the accounts deepened their understanding of the sinking of the *Titanic*.

Modeled and Guided Instruction

Write

- Remember to use the Response-Writing Routine on pp. A54-A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

- 4 Responses may vary but should explain that the writer would have described the excitement of leaving on the voyage and the fear of experiencing the ship collide and sink. See the sample response on the student book page.
- DOK 3

Write Use the space below to write your answer to the question on page 247.

The Unsinkable Titanic

- 4 Short Response How would the facts in paragraphs 2 and 3 of the passage differ if a passenger on the *Titanic* described the disaster?

HINT What would stand out in a passenger's mind about that night?

Sample response: At the time, a passenger on the *Titanic* might not know why the ship was sinking, only that people were panicking because their lives were in danger. Probably he or she wouldn't know the exact time when the ship sank, details about calls for help, or the number of survivors. But it's likely the writer would describe his or her feelings of distress as the *Titanic* sank and feelings of relief when the ship came to rescue the people in the lifeboats.



Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



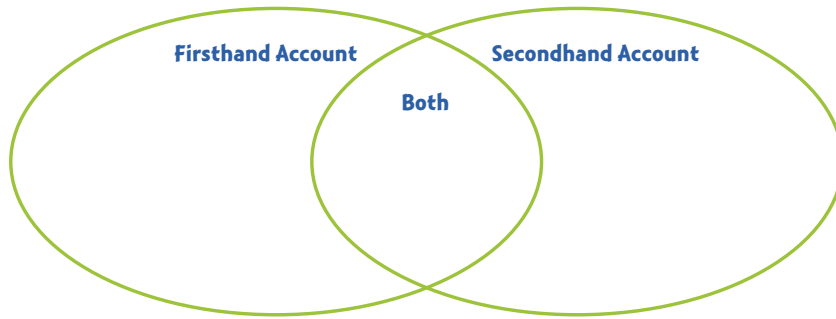
Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students, or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

The Sinking of the Titanic

4 Use the Venn diagram below to organize your ideas.



Write Use the space below to write your answer to the question on page 249.

5 **Short Response** Use the information in your Venn diagram to describe how the firsthand and secondhand accounts of the disaster are the same and different.

HINT Choose a writing structure that shows similarities and differences.

Sample response: Both accounts explained that the ship sank at night, lifeboats were used, and the *Carpathia* rescued the survivors. The firsthand account (the memoir), however, described what the eyewitness saw and felt as he watched the ship sink deck by deck and waited to be rescued. In contrast, the secondhand account provided background details and specific times and numbers, including the fact that only 705 people survived.

251

Talk

4 Students should use the Venn diagram to compare and contrast the two accounts about the sinking of the *Titanic*.

Write

- Remember to use the Response-Writing Routine on pp. A54-A55.

Review Responses

After students complete the writing activity, help them evaluate their responses.

5 Responses may vary but should include details from both the magazine article and the memoir, and show similarities as well as differences. See the sample response on the student book page.

DOK 3

Teacher Notes

Independent Practice

Get Started

Today you are going to read firsthand and secondhand accounts of the same historical event. You will also compare the two accounts in terms of their focus and the information that is presented.

- Ask volunteers to explain how comparing firsthand and secondhand accounts can deepen a reader’s understanding of a topic in general. Encourage students to use the Academic Talk words and phrases in their responses.

English Language Learners

Read

You are going to read independently a firsthand and a secondhand account and use what you have learned to think and write about the texts. As you read each account, look for clues to the writer’s focus. For example, very specific and personal details indicate a firsthand account. General facts and details from outside sources indicate a secondhand account. Remember to use the Close Reader Habit and underline those clues.

- Read aloud the titles of the two accounts, and then encourage students to preview the texts, paying close attention to the photographs and the genres.
- Call attention to the Words to Know in the upper left of p. 252. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If your students need support in reading the passage, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

Monitor Understanding

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- launch
- brilliant
- atmosphere

To Space and Back

by Sally Ride

- 1 Launch minus 10 seconds . . . 9 . . . 8 . . . 7 . . . The three launch engines light. The shuttle shakes and strains at the bolts holding it to the launch pad. The computers check the engines. It isn’t up to us anymore—the computers will decide whether we launch.
- 2 3 . . . 2 . . . 1 . . . The rockets light! The shuttle leaps off the launch pad in a cloud of steam and a trail of fire. Inside, the ride is rough and loud. Our heads are rattling around inside our helmets. We can barely hear the voices from Mission Control in our headsets above the thunder of the rockets and engines. For an instant I wonder if everything is working right. But there’s no time to wonder, and no time to be scared.
- 3 In only a few seconds we zoom past the clouds. Two minutes later the rockets burn out, and with a brilliant whitish-orange flash, they fall away from the shuttle as it streaks on toward space. Suddenly the ride becomes very, very smooth and quiet. The shuttle is still attached to the big tank, and the launch engines are pushing us out of Earth’s atmosphere. The sky is black. All we can see of the trail of fire behind us is a faint, pulsating glow through the top window.

English Language Learners
Build Meaning

Concept Vocabulary Use visual clues provided in the photographs on pp. 253 and 254 to help students define the terms *shuttle*, *rockets*, *astronaut*, and *launch*.

- Pair students and ask them to describe what they see in the photographs. Assist their discussions by supplying the terms for what they see. For example, “The white part that looks kind of like an airplane on p. 254 is called the *shuttle*, and that’s where the *astronauts* sit. The fire is coming from the *rockets*, which are *launching* the shuttle up off the ground and into space.”
- Have students label the photographs with the proper terms, and refer to their notes as they read both accounts.

- 4 Launch plus six minutes. The force pushing us against the backs of our seats steadily increases. We can barely move because we're being held in place by a force of 3 g's—three times the force of gravity we feel on Earth. At first we don't mind it—we've all felt much more than that when we've done acrobatics in our jet training airplanes. But that lasted only a few seconds, and this seems to go on forever. After a couple of minutes of 3 g's, we're uncomfortable, straining to hold our books on our laps and craning our necks against the force to read the instruments. I find myself wishing we'd hurry up and get into orbit.
- 5 Launch plus eight and one-half minutes. The launch engines cut off. Suddenly, the force is gone, and we lurch forward in our seats. During the next few minutes the empty fuel tank drops away and falls to Earth, and we are very busy getting the shuttle ready to enter orbit. But we're not too busy to notice that our books and pencils are floating in midair. We're in space!



Sally Ride, the first American woman to go into space, shared her thoughts, feelings, and experiences in her memoir, *To Space and Back*.

253

● Monitor Understanding

If... students struggle to read and understand the passages,
then... use these scaffolding suggestions:

Question the Text Preview the texts with students by asking these questions:

- **Based on the titles and the photos and caption, what do you predict each account will be about?**
- **What questions do you have about the texts?**

Vocabulary Support Define words that may interfere with comprehension, such as *force*, *gravity*, and *acrobatics*.

Read Aloud Read aloud the texts with the students. You could also have students chorally read the texts in a small group.

Check Understanding Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **Who is the author of *To Space and Back*?** (The author is Sally Ride, who is identified in the caption as a person who traveled into space.)
- **What is the first passage mostly about?** (the experiences and feelings of an astronaut going into space)
- **What is the second passage mostly about?** (the flight of the first American woman—Sally Ride—into space)

Independent Practice

Integrating Standards

After students have read both accounts, use these questions to discuss the passages with them.

- Which details in the excerpt from *To Space and Back* explain why Sally Ride writes, “I find myself wishing we’d hurry up and get into orbit”?

(Sally Ride is expressing her reaction to being held in place by the force of 3 g’s. She describes how uncomfortable the ride has become. She must strain to hold books on her lap and crane her neck to read the instruments.)

DOK 2

- Summarize “Memorable Milestones: Space Shuttle Missions.” Include at least two key details that tell more about the main idea. (The article explains that the June 1983 space mission was historically significant because the first female American astronaut, Sally Ride, was part of the crew. It gives information about her role as the flight engineer and tells that she carried out her duties in a clear, businesslike way.)

DOK 2

- Explain the sequence of events described in *To Space and Back* that made up the space shuttle’s launch and entry into Earth’s orbit. (The shuttle launched after the countdown from 10. Then the rockets and engines fired up and launched the shuttle into the sky. The rockets burned out after two minutes, then fell away. The launch engines continued to push the shuttle out of the atmosphere until the shuttle had been launching for eight and a half minutes. The engines cut off, and the fuel tank dropped back to Earth.)

DOK 2

- How are the details about Sally Ride’s personality in “Memorable Milestones” different from those in *To Space and Back*? (In *To Space and Back*, the reader gets a sense of Ride’s excitement. She is observant and factual. In “Memorable Milestones,” the author tells about Ride’s knowledge, her experience, and her way of joking around with Mission Control.)

DOK 3

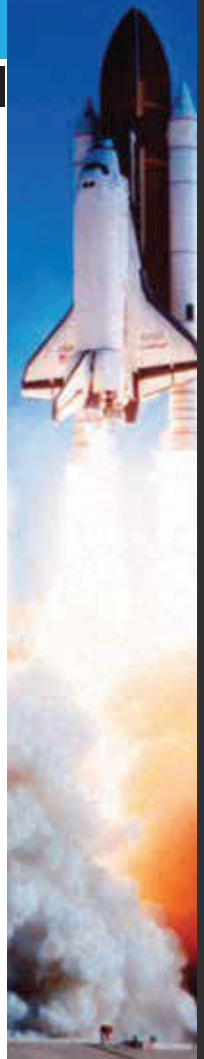
● Theme Connection

THIS DAY IN HISTORY

June 18, 1983

Memorable Milestones: Space Shuttle Missions

- 1 A crowd of about 250,000 gathered early that bright June morning at Cape Canaveral, Florida, many wearing “Ride, Sally Ride” T-shirts. Across the nation, many others also watched and waited. Suddenly, the engines ignited, and smoke and steam billowed across the site. Then booster rockets lifted the huge space shuttle slowly into the air. Gathering speed, the *Challenger* blasted off into orbit for its second mission.
- 2 At the same moment, one crew member, mission specialist Sally K. Ride, was rocketing into history. Ride was America’s first woman to travel into space. Sally Ride had earned the right to be aboard the space shuttle. A physicist, she had been in astronaut training for six years. She had also worked at Mission Control, relaying messages to shuttle crews during earlier shuttle flights. Ride had even helped develop a robotic arm to use in space. This knowledge and experience had led Captain Bob Crippen to choose her as a crew member. And Ride was ready for the challenge.
- 3 In just over eight minutes, launch engines were lifting *Challenger* to its 184-mile high orbit. During the ascent, Ride acted as flight engineer, calling out checklists to the pilots. She also joked with Mission Control about the exciting ride.
- 4 Once in orbit, the five astronauts wasted little time. In the busy days ahead, the crew completed a number of experiments. This included using radar and a high-resolution camera to study the earth’s atmosphere. Ride helped launch two communications satellites. She also became the first woman to operate the shuttle’s robotic arm by releasing a satellite into orbit.



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254

● Theme Connection

- Remind students that the theme of this lesson is “History in the Making.” Have them identify the two major events from history that the lesson covered. (*the sinking of the Titanic and Sally Ride’s mission into space*)
- Ask students to explain how each account in the lesson relates to the theme. (*Each pair of accounts tells about an event from history. One account in each pair is a firsthand account, and the other is a secondhand account.*)
- Have students form groups to compare their notes and recount what they learned about the sinking of the *Titanic* and Sally Ride’s space mission. Ask students to identify how combining an article and a memoir makes each topic come alive.

Think

Use what you learned from reading the memoir and the magazine article to respond to the following questions.

- 1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which statement **best** describes the differences between the two accounts from *To Space and Back* and “Memorable Milestones: Space Shuttle Missions”?

- A One is a news article. The other is from an eyewitness who watched the launch.
- B Both are written by people who were at Cape Canaveral on June 18, 1983.
- C One was written at the time of the launch. The other was written several years later.
- D** One is based only on facts. The other is based on facts and personal experience.

Part B

Write a sentence from each passage that supports your answer to Part A.

To Space and Back **Sample response: “Our heads are rattling around inside our helmets.”**

“Memorable Milestones” **Sample response: “Ride was America’s first woman to travel into space.”**

- 2 Which phrase from “Memorable Milestones: Space Shuttle Missions” helps the reader understand the meaning of the word ascent in paragraph 3?

- A “ready for the challenge”
- B** “lifting *Challenger*”
- C “acted as flight engineer”
- D “Once in orbit”

255

● **Monitor Understanding**

If... students struggle to complete the items,
then... you may wish to use the following suggestions:

Read Aloud Activities

- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each item with students to make certain they understand the expectation.

Reread the Texts

- Have students complete a Venn diagram as they reread.
- Have partners summarize the texts.

Think

- Use the Monitor Understanding suggestions to support students in completing items 1–3.

● **Monitor Understanding**

Answer Analysis

When students have finished, discuss correct and incorrect responses.

1 Part A

The correct choice is D. This is supported by the fact that Sally Ride, the subject of the secondhand account, is the author of the firsthand account.

- **A** is incorrect because the memoir is by Sally Ride, the person who actually made the historic space flight, not just watched it happen.
- **B** is incorrect because it is not clear in the magazine article whether the author was at the shuttle launch or not.
- **C** is incorrect because no details in the texts suggest when they were written.

Part B

Responses will vary. See the sample responses on the student book page.

DOK 2

- 2 The correct choice is B.** *Lifting* and *ascent* both include the idea of rising up.

- **A, C,** and **D** are incorrect because they do not help define *ascent* in context.

DOK 2

Independent Practice

- 3 See the answers on the student book page. Discuss students’ responses with them to make sure they understand why each statement applies to one or both accounts. Remind students that this item simulates technology-enhanced items they may see on computer-based assessments.
DOK 2

Write

- Tell students that using what they read, they will plan and compose an extended response to the writing prompt. Provide copies of the Venn diagram on p. TR24.
- Monitor Understanding
- Review Responses**
After students have completed each part of the writing activity, help them evaluate their responses.
- 4 Display the **Sample Response** on p. 257. Have students compare the details that distinguish the two accounts as well as the information that they share.
DOK 3
- 5 Display or pass out copies of the reproducible **2-Point Writing Rubric** on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.
- When students have finished their revisions, evaluate their responses. Answers will vary but should reflect an understanding of how the focus of the two accounts is different. See the sample response on the student book page.
DOK 3

- 3 Complete the chart to compare the different accounts of the same event. Write an X in the box next to a detail that describes *To Space and Back* or “Memorable Milestones: Space Shuttle Missions.” Some details may describe both accounts.

Statement	To Space and Back	“Memorable Milestones”
Describes the launch of a space shuttle	X	X
Explains how the launch affects the author’s body	X	
Tells why the mission was unlike other missions		X
Presents all events as taking place in the past		X
Presents events as if they are taking place now	X	

Write

- Describe the difference in focus between Sally Ride’s memoir and the account of the launch in “Mission Milestones.” Reread the two texts. Underline details that show the difference in the focus of each account.
- 4 **Plan Your Response** How is the focus of Sally Ride’s memoir different from the focus of the magazine article? Use a Venn diagram to organize your thoughts before you write.
- 5 **Write an Extended Response** Using evidence from the texts and information from your Venn diagram, describe how the focus of the firsthand and secondhand account is different.
- Responses will vary, but an outstanding response should
describe the difference in focus between the firsthand and
secondhand accounts of the launch of the Challenger. Students
should include relevant text evidence from Ride’s memoir that
contrasts with information provided about the Challenger
mission in the magazine article.

- Monitor Understanding
- If...** students don’t understand the writing task,
then... read aloud the writing prompt. Use the following questions to help students get started:
- What is the prompt asking you to write about?
 - Do you need to reread the texts to find more information?
 - How will you identify the information you need to include?
 - Have partners talk about how they will organize their responses.
 - Provide a graphic organizer to assist students.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Learning Target

Now that you've compared and contrasted different accounts about the same events, write about how you developed a deeper understanding of what happened.

Responses will vary, but students should identify ways that comparing the viewpoints in different accounts will provide a more complete picture of an event and its significance.

257

4 Sample Response

To Space and Back

- firsthand account
- describes thoughts and feelings
- describes rough ride and force of the engines

Both

describe
flight of
first female
American
astronaut in
space

Memorable Milestones

- secondhand account
- broader background of Ride's career and mission
- describes Ride's role during the mission

5 2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.