

## Compare \& Controst

Firsthand \& Secondhand Accounts


## 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 giont television monitors on the sides of the buildings in Times Square. I was on and they were showing video of a plane hilting one of the towers I was stumned. It was so surreol and unbelievable. And it was happening about
fifty blocks away from where I wos standing." -Juleyka Lantiguo-Williams

046 While watching the flaming bulding from the troding floor, I at 8.46 am. While watching the flaming bulding from the troding flo attempted to contact the observation deck to make sure they lent mmemming 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 choos: emergency vehicles, people standing in shock, crying, pointing" - Tony

What information was in Passoge 2 that was not in Passage I?
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

- Compare \& Contrast Firsthand \& Secondhand Accounts




## Ways to Use Task Cards

I. Centers
2. Scoot: Pass out one card for each student. Set a timer and say, "Scoot!" when the timer goes off. Students move seats to the next card. They continue to rotate until they are back at their original seats.
3. Scavenger Hunt: Hide cards around the room. Students search for cards and answer them.
Ч. Jenga: Number Jenga blocks. Students stack the blocks then take turns pulling them. Students answer the corresponding number card.
5. Whole-Class Practice: Teacher displays card on the projector. Students answer on mini whiteboards.
6. Exit Tickets: Give each student a task card at the end of the lesson. Have them answer on a sticky note.

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

What information was in Passage 2 that was not in Passage I?
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## Compare Firsthand and Secondhand Accounts

Only twelve humans (the crews of Apollo II, $12,14,15,16$, 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.

The passages both agree that: (Choose all that apply.)
a. The moon was icy and cold.
b. The astronauts needed to get acclimated to walking on the moon's surface.
c. Only twelve humans have ever walked on the surface of the moon.
d. Astronauts walked carefully when they first started walking on the surface of the moon.

## Compare Firsthand and Secondhand Accounts Challenge

I. Underline a fact or idea that is similar in each article.
2. Circle a fact or idea that is different in each article.
(a) Gula Boches

## connote \& Contrast Firsthand \& Secondhand Accounts

## Answer Key <br> Answer Key

| Card \# | Answer |
| :--- | :---: |
| 1. | D |
| 2. | $\mathrm{~B}, \mathrm{D}$ |
| 3. | $\mathrm{~A}, \mathrm{~B}$ |
| 4. | A |
| 5. | A |
| 6. | A |
| 7. | B |
| 8. | A |
| 9. | $\mathrm{~A}, \mathrm{C}$ |
| 10. | $\mathrm{~A}, \mathrm{D}$ |
| 11. | D |
| 12. | C |
| 13. | D |
| 14. | B |
| 15. | B |


| Card \# | Answer |
| :--- | :---: |
| 16. | B |
| 17. | C |
| 18. | A |
| 19. | A |
| 20. | C |
| 21. | C |
| 22. | D |
| 23. | A |
| 24. | D |
| 25. | D |
| 26. | B |
| 27. | A |
| 28. | C |
| 29. | A |
| 30. | C |


| Card \# | Answer |
| :--- | :---: |
| 1. | D |
| 2. | $\mathrm{~B}, \mathrm{D}$ |
| 3. | $\mathrm{~A}, \mathrm{~B}$ |
| 4. | A |
| 4. | A |
| 5. | A |
| 6. | B |
| 7. | A |
| 8. | $\mathrm{~A}, \mathrm{C}$ |
| 9. | $\mathrm{~A}, \mathrm{D}$ |
| 10. | D |
| 11. | C |
| 12. | D |
| 13. | B |
| 14. | B |
| 15. |  |


| Card \# | Answer |
| :--- | :---: |
| 16. | B |
| 17. | C |
| 18. | A |
| 19. | A |
| 20. | C |
| 21. | C |
| 22. | D |
| 23. | A |
| 24. | D |
| 25. | D |
| 26. | B |
| 27. | A |
| 28. | C |
| 29. | A |
| 30. | C |

Answer Sheet
Answer Sheet

| Card \# | Answer | Card \# | Answer |
| :---: | :---: | :---: | :---: |
| I. |  | 16. |  |
| 2. |  | 17. |  |
| 3. |  | 18. |  |
| 4. |  | 19. |  |
| 5. |  | 20. |  |
| 6. |  | 21. |  |
| 7. |  | 22. |  |
| 8. |  | 23. |  |
| 9. |  | 24. |  |
| 10. |  | 25. |  |
| II. |  | 26. |  |
| 12. |  | 27. |  |
| 13. |  | 28. |  |
| 14. |  | 29. |  |
| 15. |  | 30. |  |

Name: $\qquad$ Date:

Name:
Date:

| Card \# | Answer | Card \# | Answer |
| :--- | :--- | :--- | :--- |
| I. |  | 16. |  |
| 2. |  | 17. |  |
| 3. |  | 18. |  |
| 19. |  |  |  |
| 4. |  | 20. |  |
| 5. |  | 21. |  |
| 6. |  | 22. |  |
| 7. |  | 23. |  |
| 8. |  | 24. |  |
| 9. |  | 25. |  |
| 10. |  | 27. |  |
| II. |  |  |  |
| 12. |  |  |  |
| 13. |  |  |  |
| 14. |  |  |  |
| 15. |  |  |  |

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Julie@magicorelearning.com


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