

## Grade 5 Playlist: Analyze Multiple Accounts of the Same Event or Topic

Aligns with *CCSS.ELA-LITERACY.RI.5.6*:

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

### Welcome

Many different texts can be written on the same event or topic. Texts on the same event or topic will be similar in certain ways and different in other ways. The specific details the author chose to include could be different in multiple accounts of the same event or topic. Authors bring their own point of view to what they write. This helps determine what information is included as well as the tone of the piece.

### Objectives

In this playlist, the student will learn and practice how to:

- analyze similarities and differences in the author's point of view in multiple accounts of the same event or topic.

### Review

#### Key Terms

- **Point of view** is the author's attitude about the event or topic.

### Exploring the Standard

#### A Closer Look: Point of View

Informational texts can be written as firsthand or secondhand accounts. A **firsthand account** is written by the person who experienced the event. Firsthand accounts include diary entries and autobiographies. **Secondhand accounts**, on the other hand, are written by people who were not a part of the event. News reporters produce secondhand accounts, as do writers of textbooks. By their nature, firsthand accounts are more personal, while secondhand accounts can be more objective.

A firsthand account usually is written in first-person point of view. A secondhand account usually is written in third-person point of view. When reading, consider what the author thinks about the topic.

### Read!

For more information about point of view, take a look at the following resources:

- [http://macmillanmh.com/ccsreading/treasures/grade6/ccslh\\_g6\\_ri\\_2\\_2d.html](http://macmillanmh.com/ccsreading/treasures/grade6/ccslh_g6_ri_2_2d.html)
- [http://www.jwms.reg4.k12.ct.us/UserFiles/Servers/Server\\_177389/File/PP%20Author's%20Purpose.ppt](http://www.jwms.reg4.k12.ct.us/UserFiles/Servers/Server_177389/File/PP%20Author's%20Purpose.ppt)



**Practice!**

- [http://macmillanmh.com/ccsreading/treasures/grade6/pdf/ccslh\\_g6\\_ri\\_2\\_2d\\_link2.pdf](http://macmillanmh.com/ccsreading/treasures/grade6/pdf/ccslh_g6_ri_2_2d_link2.pdf)

**A Closer Look: Analyzing Multiple Accounts**

When readers analyze informational texts, they study a text closely. When analyzing multiple accounts, readers look for similarities and differences between the accounts. For example, the way the individuals, ideas, and events are described may have some things in common. These descriptions also may be quite different. The author's point of view toward the event or topic influences the descriptions of individuals, ideas, and events. This is because the point of view reflects how closely tied the author is to the content. For example, if the text is a firsthand account of a war, then that means the author lived through the war and probably included more personal details and emotions than the author of a secondhand account.

Analyzing multiple accounts of the same event or topic requires the reader to:

- read two or more accounts of the same event or topic.
- consider what is similar about the accounts.
- consider what is different about the accounts.
- When comparing and contrasting the accounts, keep in mind the context of each text, such as time period, type of account, and who the author is.

**Read!**

For a description of how to analyze multiple informational texts, see this resource:

- [http://mhschool.com/lead\\_21/grade5/ccslh\\_g5\\_ri\\_2\\_2d.html](http://mhschool.com/lead_21/grade5/ccslh_g5_ri_2_2d.html)

**Practice!**

For practice determining author's point of view, complete the following exercise:

- [http://mhschool.com/lead\\_21/grade5/pdf/ccslh\\_g5\\_ri\\_2\\_2d\\_link2.pdf](http://mhschool.com/lead_21/grade5/pdf/ccslh_g5_ri_2_2d_link2.pdf)

**Example 1****“Frederick Douglass,” written by the National Park Service (NPS)**

<sup>1</sup>At fifteen, the now literate Douglass was returned to the Eastern Shore to work as a field hand. Here the increasingly independent teenager educated other slaves, resisted efforts to beat him, and planned a failed escape attempt.



## Teaching Notes: Analyze Multiple Accounts of the Same Event or Topic

The goal of RI.5.6 is for students to be able to analyze multiple accounts of the same event or topic. This includes understanding the point of view that each account represents. The following information contains ideas that teachers can incorporate into their classroom as well as additional resources to peruse and integrate into instruction as appropriate.

### Activities

1. Assign students an excerpt from **two** grade-appropriate informational texts about a historical event or person. Ask them individually to identify which text is a firsthand account and which is a secondhand account. Then, as a class, discuss the differences in point of views.

### Writing Prompts

1. Assign students a secondhand account about a historical person. Direct students to use the information provided as well as additional research to write a firsthand account, as if they were that individual.
2. Assign students a firsthand account of an important event in history. Direct students to write a secondhand account, using the information from the firsthand account as well as additional research.

### Additional Resources

Consider these additional resources when teaching RI.5.6:

**“Common Core Standards - Resource Page”**: This resource provides a breakdown of the RI.5.6 standard and links to teaching resources.

- [http://rpd.net/pdfs/NACS\\_ELA/Fifth%20Grade/Reading%20Information%20Text/RI.5.6.pdf](http://rpd.net/pdfs/NACS_ELA/Fifth%20Grade/Reading%20Information%20Text/RI.5.6.pdf)

**“Author’s Perspective”**: This resource provides steps, strategies, and examples for teaching point of views.

- <http://www.syracusecityschools.com/tfiles/folder716/Author’s%20purpose%20%20point%20of%20View%20lesson.pdf>

**“Learning Activity - Elementary Level”**: This resource provides an activity that teachers can adapt in their classrooms.

- [http://www.loc.gov/teachers/tps/journal/common\\_core/pdf/ElementaryLevelLearningActivity.pdf](http://www.loc.gov/teachers/tps/journal/common_core/pdf/ElementaryLevelLearningActivity.pdf)

