

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

| | |
|---|---|
| College and Career Readiness (CCR) Anchor Standard | Standard: 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. |
| R.CCR.6 Assess how point of view or purpose shapes the content and style of a text. | <p><u>Questions to Focus Learning</u></p> <p>How does the author's participation in an event shape the focus and information presented in an account? What is the value of reading both firsthand and secondhand accounts of the same event?</p> <p>Both firsthand and secondhand accounts offer readers unique details about a described event. A reader should consider the information from both types of descriptions in order to establish a more profound understanding of the described event.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know a firsthand account (primary source) is told from the perspective of a participant in the described event. I know a secondhand account (secondary source) is told from the perspective of someone who was not a participant in the described event. I know the point of view (firsthand or secondhand) of an account affects the focus and information given in the account. I know there will be similarities and differences between firsthand and secondhand accounts of the same event.</p> <p><i>Reasoning Targets</i></p> <p>I can identify the important details from the text which indicate the author's focus. I can identify the focus of both firsthand and secondhand accounts of an event or topic. I can contrast the details and information provided in different accounts of the same event or topic. I can compare and contrast a firsthand and secondhand account of the same event or topic.</p> |

Vocabulary

account
firsthand
focus
perspective
point of view
primary source
secondary source
secondhand
style

Teacher Tips

[Elementary Lessons for Primary and Secondary Sources](#)—This website provides a week’s worth of lesson plans for teaching third and fourth grade students about primary and secondary sources.

[Go West: Imagining the Oregon Trail](#)—After this lesson, students will have learned about the pioneer experience on the Oregon Trail, compared and contrasted modern-day travel experiences with travel experiences of the 19th century, and synthesized historical data through creative writing.

[JSTOR Primary and Secondary Sources](#)—This YouTube video explains the difference between the two types of sources.

[K-5 Reading Informational Text](#)—Page 51 of this PDF document provides strategies for teaching students how to distinguish between firsthand and secondhand accounts. Formative assessment ideas are also included.

[Primary Vs. Secondary Sources](#)—This website explains the difference between primary and secondary sources in student friendly language. In addition, it provides a link for students to play an online game to practice distinguishing between the two sources.

[Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources](#)—In these activities, students research narratives from the Federal Writers' Project and describe the lives of former African slaves in the U.S. - both before and after emancipation. These narratives could be paired with another information text on former African slaves in the U.S.

[Thailand News Article](#)—This firsthand news article details a journalist’s experience of living through a flood in Thailand. This article could be paired with another informational text on Thailand to compare the two sources.

[Using Primary Resources: Teaching Guides from the Tennessee State Library and Archives](#)—This PDF provides a list of items that are considered primary sources and offers suggestions for how to teach students about primary sources.

[We Must Not Be Enemies: Lincoln's First Inaugural](#)—This six-lesson unit will help students understand the historical context and significance of Lincoln's inaugural address through studying such documents as campaign posters, sheet music, vintage photographs and documents.

Vertical Progression

- RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.3.6 - Distinguish their own point of view from that of the author of a text.
- RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- RI.7.6 - Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.8.6 - Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.11-12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.4.6](#)