

Lesson 32

COMPARE AND CONTRAST SIMILAR TEXTS 6RI9

INTRODUCTION

Real-World Connection

HISTORY CONNECTION

Vienna is a history buff. Last summer, she read a book about World War II. The author explained that some Americans had “victory gardens.” He described how about twenty million people grew their own vegetables and fruit. These gardens provided food for citizens at home, so other resources provided food for the armed forces.

Vienna’s grandmother recalled her own experience with victory gardens. She said, “I helped my grandfather grow beans, cabbage, and tomatoes. His victory garden was on the roof of his apartment building in the city. We were so proud to do our part for America.”

Both Grandma and the author describe victory gardens, but they each share a different experience with them. What makes their viewpoints the same and different? We will practice the skills in **Guided Instruction** and **Independent Practice**. Then, we will compare and contrast the two accounts.

What I Am Going to Learn

- How to compare and contrast how different authors tell about the same events
- How to tell the difference between a biography and a memoir

What I May Already Know 5RI9

- I know how to use information from several texts about the same topic.

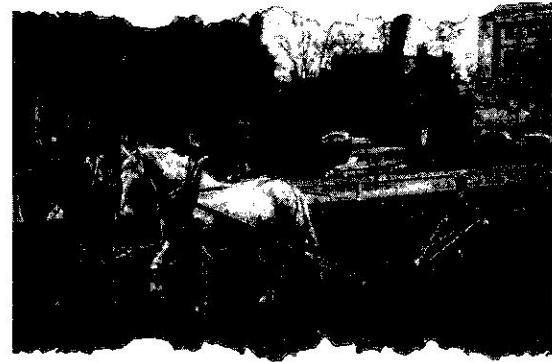
WORDS TO KNOW

perspective

point of view

compare

contrast



TIPS AND TRICKS

When comparing and contrasting two texts, do not just look at facts. You can also compare and contrast things like who the author is and if he or she is writing in first- or third-person.

Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

A **perspective** is how a person views an event, topic, or idea. When different people talk about the same thing in different ways, they are sharing unique perspectives.

A **point of view** is similar to a perspective. A point of view comes from how someone experiences a situation or event.

▶ THINK ABOUT IT

When comparing two similar texts, think about how the authors share information about similar ideas, events, and people.

To **compare** is to find what is the same between two texts. When different authors present information, you can look for what might be the same, such as the authors' purpose or their points of view.

To **contrast** is to find the differences between two texts. You can ask questions to find the differences.

- What facts, details, and ideas did you find in one text and not in another?
- What makes the authors' points of view different?
- What is each author's purpose for writing?

GUIDED INSTRUCTION

Read these two passages that Vienna read about the first powered airplane flight. Look at ways in which the two texts are alike and different.

▶ TURN AND TALK

Both texts present facts and details about the first airplane flight. Look at the information each text provides. What is the author's point of view? What is the author's purpose?

Making the First Flight

Wilbur and Orville Wright were two brothers and inventors. They worked together on many different projects, such as fixing bicycles and selling their own bicycle designs. They were interested in scientific research and stayed up to date on what was happening in the scientific community. They were inspired by the work of Otto Lilienthal, a German pilot whose most recent attempt at successful flight failed. Eventually, they decided to attempt to fly on an airplane themselves and traveled to North Carolina. There, they began to develop their design. In time, they were ready to test out their plane, and they found that their first flight was difficult. They discovered that the movement of the plane was inconsistent. The struggle had much to do with their lack of experience. However, they refused to give up. At one point, the airplane rose 10 feet above the ground before rushing back down but the brothers kept on trying, determined to fly. They found out that it was hard to control the rudder because it was too close to the center. As a result, the plane spun out of control at times. The plane zoomed from one side to the other, back and forth! Thankfully, the brothers made it safely to the ground in 12 seconds. This flight made history, and the Wright brothers were forever known as the inventors who succeeded in controlling flight on an airplane.

Flying Into History

Orville and Wilbur Wright believed it was possible for humans to fly. In the late 1800s, they began experimenting with kites and gliders. By the early 1900s, they had developed an airplane with a wood frame, a gasoline engine, and fabric-covered wings.

The Wrights conducted flight tests at Kill Devil Hills near Kitty Hawk, North Carolina. On December 17, 1903, they made four short flights with the first powered airplane. During the first flight, Orville took off at 10:35 AM. He piloted Wright Flyer I successfully. He flew 120 feet in 12 seconds. As a result, the Wright brothers flew into history. They completed hundreds of flights near Kitty Hawk.

Think about how each text element is similar or different in both passages, then explain the differences.

SKETCH IT

Draw a timeline of the dates and times included in a text. Draw one for each text. Use the timelines to compare and contrast the details.

TEXT ELEMENT	EXPLANATION OF DIFFERENCES
Author's Purpose	
Author's Perspective	
Details About Problems	
Conclusion	

HINT, HINT

Ask yourself, "What do these texts have in common?" Make a list using details in the text. Then look for one sentence from each text that shows what they have in common.

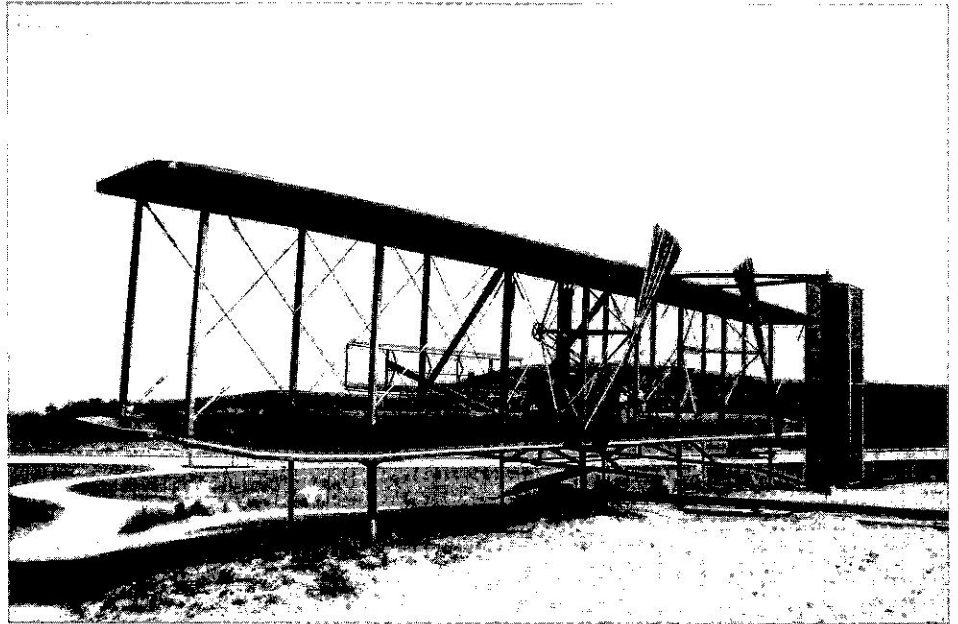
Part A

Which detail is in **BOTH** passages?

- (A) The airplane rose and fell suddenly.
- (B) The first flight took place at 10:35 AM.
- (C) The rudder was close to the center.
- (D) The first flight lasted only 12 seconds.

Part B

Underline **ONE** detail from **BOTH** texts that **BEST** supports the answer to Part A.



READING NOTES

INDEPENDENT PRACTICE

Read the selection. Then, answer the questions that follow.

A Biography of Helen Keller

Genre: Biography

- 1 Helen Keller was one of the most notable figures of the twentieth century. Despite being unable to see or hear, she managed to graduate college and founded the American Civil Liberties Union. Keller also won a variety of awards for her social activism, including the Presidential Medal of Freedom.
- 2 Helen Keller was born in Tuscumbia, Alabama, on June 27, 1880. At 19 months, she grew ill and lost her senses of sight and hearing. Despite this great challenge, Keller found ways to communicate with the daughter of the family cook. Keller and her friend, Martha Washington, created more than 60 signs to communicate with each other. Keller's mother searched for ways to treat her daughter. She spoke to doctors and specialists. She was referred to the inventor of the telephone, Alexander Graham Bell. Bell was working with deaf children at the time. Bell recommended the family go to the Perkins Institute for the Blind. There, Keller was paired with a recent graduate named Anne Sullivan.
- 3 Sullivan brought Helen from the main house to a cottage on the Keller land where they could focus on learning. Sullivan spelled words into Keller's hand to connect words with objects. Sullivan would give Keller a doll and spell "d-o-l-l" with Keller's hands using sign language. Sullivan repeated this by running Keller's hand under running water and spelling "w-a-t-e-r" into Keller's hand. Keller was so moved she wanted to learn as much as possible. Keller learned 30 more words by the end of the night.
- 4 Keller attended Radcliffe College in 1900. She graduated in 1904, becoming the first deaf and blind person with a Bachelor of Arts degree. With her education, Keller focused on writing and activism. She wrote a variety of books and essays, including *The Story of My Life* and *The World I Live In*. In 1920, Keller and others founded the American Civil Liberties Union, which works to make sure all citizens have equal rights and proper representation. In 1924, Keller joined the American Federation for the Blind and worked with them to get equal access and opportunities for those with impaired vision. She went on to work with the AFB for more than 40 years.
- 5 In her adult life, Keller traveled the world and met with world leaders and regular citizens. Her trips to Japan, South Africa, and India helped draw attention to the struggle of blind and deaf citizens worldwide.

Keller passed away on June 1, 1968, at her home in Westport, Connecticut. Her influence as a champion of the blind, deaf, and lesser-abled citizens still lives on to this day.

READING NOTES

Excerpt from *The Story of My Life*

by Helen Keller | Genre: Memoir

- 1 The beginning of my life was simple and much like every other little life. I came, I saw, I conquered, as the first baby in the family always does. There was the usual amount of discussion as to a name for me. The first baby in the family was not to be lightly named, everyone was emphatic about that. My father suggested the name of Mildred Campbell, an ancestor whom he highly esteemed, and he declined to take any further part in the discussion. My mother solved the problem by giving it as her wish that I should be called after her mother, whose maiden name was Helen Everett. But in the excitement of carrying me to church my father lost the name on the way, very naturally, since it was one in which he had declined to have a part. When the minister asked him for it, he just remembered that it had been decided to call me after my grandmother, and he gave her name as Helen Adams.
- 2 I am told that while I was still in long dresses I showed many signs of an eager, self-asserting disposition. Everything that I saw other people do I insisted upon imitating. At six months I could pipe out "How d'ye," and one day I attracted everyone's attention by saying "Tea, tea, tea" quite plainly. Even after my illness I remembered one of the words I had learned in these early months. It was the word "water," and I continued to make some sound for that word after all other speech was lost. I ceased making the sound "wah-wah" only when I learned to spell the word.
- 3 They tell me I walked the day I was a year old. My mother had just taken me out of the bathtub and was holding me in her lap, when I was suddenly attracted by the flickering shadows of leaves that danced in the sunlight on the smooth floor. I slipped from my mother's lap and almost ran toward them. The impulse gone, I fell down and cried for her to take me up in her arms.
- 4 These happy days did not last long. One brief spring, musical with the song of robin and mockingbird, one summer rich in fruit and roses, one autumn of gold and crimson sped by and left their gifts at the feet of an eager, delighted child. Then, in the dreary month of February, came the illness which closed my eyes and ears and plunged me into the unconsciousness of a newborn baby. They called it acute congestion of the stomach and brain. The doctor thought I could not live. Early one morning, however, the fever left me as suddenly and mysteriously as it had come. There was great rejoicing in the family that morning, but no one, not even the doctor, knew that I should never see or hear again.

SKETCH IT

Pretend you are Helen for a few minutes. Close your eyes and on another sheet of paper with crayons draw green fields, a blue sky, trees, and flowers. With your eyes still closed write: “This day is ours, and what the day has shown.”

Now compare what it is like with and without your sight.

5 I fancy I still have the confused recollections of that illness. I especially remember the tenderness with which my mother tried to soothe me in my wailing hours of fret and pain, and the agony and bewilderment with which I awoke after a tossing half sleep, and turned my eyes, so dry and hot, to the wall away from the once-loved light, which came to me dim and yet more dim each day. But, except for these fleeting memories, if, indeed, they be memories, it all seems very unreal, like a nightmare. Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came—my teacher—who was to set my spirit free. But during the first nineteen months of my life I had caught glimpses of broad, green fields, a luminous sky, trees and flowers which the darkness that followed could not wholly blot out. If we have once seen, “The day is ours, and what the day has shown.”

1. Choose TWO details from the biography and TWO details from the memoir. Then, use the details to fill in the chart.

- Helen was named after her grandmother.
- Helen won the Presidential Medal of Freedom.
- Helen had a teacher named Anne Sullivan.
- Helen said “tea” at the age of six months.

Biography	
Memoir	



2. How are the two passages similar? Write a detail from each text to show how they are similar.

◀ **THINK ABOUT IT**

Who wrote each text? Think about how the author impacts the text.

3. Which event in Helen Keller's life is mentioned in **BOTH** passages?

- (A) graduating from Radcliffe College in 1904
- (B) joining the American Federation for the Blind
- (C) learning how to fingerspell the word *water*
- (D) founding the American Civil Liberties Union

4. What detail is in the biography but not in the memoir?

- (A) Helen lost her sight and hearing.
- (B) Helen learned how to spell *water*.
- (C) Helen's teacher was Anne Sullivan.
- (D) Helen became very ill at 19 months.

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

5. **Part A**

Which statement **BEST** describes the author's purpose for writing "A Biography of Helen Keller"?

- (A) to explain how important it is to try and make a difference
- (B) to inform readers about Helen's Keller's amazing life
- (C) to persuade readers to learn American Sign Language
- (D) to describe how Helen Keller felt about her childhood

Part B

Which sentence from “A Biography of Helen Keller” BEST supports the answer to Part A?

- (A) “Helen Keller was one of the most notable figures of the 20th century.” (paragraph 1)
- (B) “At 19 months, she grew ill and lost her senses of sight and hearing.” (paragraph 2)
- (C) “Keller learned 30 more words by the end of the night.” (paragraph 3)
- (D) “In her adult life, Keller traveled the world and met with world leaders and regular citizens.” (paragraph 5)

TIPS AND TRICKS

Remember to give three specific examples of how the two texts are different.

6. Explain how the two texts differ. Give THREE specific examples.

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

7. Part A

Which statement BEST describes the author’s purpose for writing this excerpt from *The Story of My Life*?

- (A) to express Helen Keller’s feelings about losing her sight and hearing
- (B) to show how Helen Keller lived her life after becoming blind
- (C) to entertain readers with a story about how Helen Keller was named
- (D) to inform readers about the first words Helen Keller learned

Part B

Which sentence from this excerpt from *The Story of My Life* BEST supports the answer to Part A?

- Ⓐ “The first baby in the family was not to be lightly named . . .”
(paragraph 1)
 - Ⓑ “At six months I could pipe out ‘How d’ye,’ and one day I attracted everyone’s attention by saying ‘Tea, tea, tea’ quite plainly.”
(paragraph 2)
 - Ⓒ “There was great rejoicing in the family that morning, but no one, not even the doctor, knew that I should never see or hear again.”
(paragraph 4)
 - Ⓓ “But during the first nineteen months of my life I had caught glimpses . . . which the darkness that followed could not wholly blot out.” (paragraph 5)
8. Which **TWO** sentences tell what information about Helen Keller is included in **BOTH** texts?
- Ⓐ Helen walked on the day of her first birthday.
 - Ⓑ Helen became ill with a fever in February 1882.
 - Ⓒ Helen lost both her senses of sight and hearing.
 - Ⓓ Helen was born in Tuscumbia, Alabama, in 1880.
 - Ⓔ Helen had a teacher who helped her communicate.

EXIT TICKET

6R19

Now that you have had a chance to compare and contrast texts, let's revisit the Real-World Connection. Vienna is reading about "victory gardens." She has learned about them by reading a World War II book and by listening to her grandmother's stories. Reread the passage from Real-World Connection. Then underline similar details in each account. Circle details that are different or only shared in one account.



The author explains that some Americans had "victory gardens." He describes how about twenty million people grew their own vegetables and fruit. These gardens provided food for citizens at home, so other resources provided food for the armed forces.

Vienna's grandmother recalls her own experience with victory gardens. She says, "I helped my grandfather grow beans, cabbage, and tomatoes. His victory garden was on the roof of his apartment building in the city. We were so proud to do our part to help the American armed forces."