NONFICTION | 5TH GRADE | RI.5.6

COMPARE & CONTRAST events

LEXILE

620L Compare/Contrast Accounts Name: _____ Date: _____

Ann Eggley's Testimony About Coal Mining

Ann Eggley and her sister Elizabeth Eggley, ages eighteen and sixteen, were coal workers. They were hurriers, which were typically children or women who transported coal. The tunnels they traveled through were as small as 16 inches tall. Ann and Elizabeth were called to testify before Parliament as part of the investigations into the 1842 Factory Acts.



We go at four in the morning, and sometimes at half-past four. We begin to work as soon as we get down. We get out after four, sometimes at five, in the evening. We work the whole time except an hour for dinner, and sometimes we haven't time to eat.

I hurry by myself, and have done so for long. I know the corves are very heavy they are the biggest corves anywhere about. The work is far too hard for me; the sweat runs off me all over sometimes. I am very tired at night. Sometimes when we get home at night we have not power to wash us, and then we go to bed. Sometimes we fall asleep in the chair. Father said last night it was both a shame and disgrace for girls to work as we do, but there was nought else for us to do. I have tried to get winding to do, but could not.

I begun to hurry when I was seven and I have been hurrying ever since. I have been ll years in the pit. The girls are always tired. I was poorly twice this winter; it was with eadache. I hurry for Robert Wiggins; he is not akin to me. I riddle for him. We all riddle for em except the littlest when there is two.

We don't always get enough to eat and drink, but we get a good supper. I have known father go at two in the morning to work when we worked at Twibell's, where there is a -hole to the pit, and he didn't come out till four. I am quite sure that we work constantly ours except on Saturdays. We wear trousers and our shifts in the pit, and great big s clinkered and nailed...

I never went to a day school

MagiCORE

WHAT'S INSIDE?



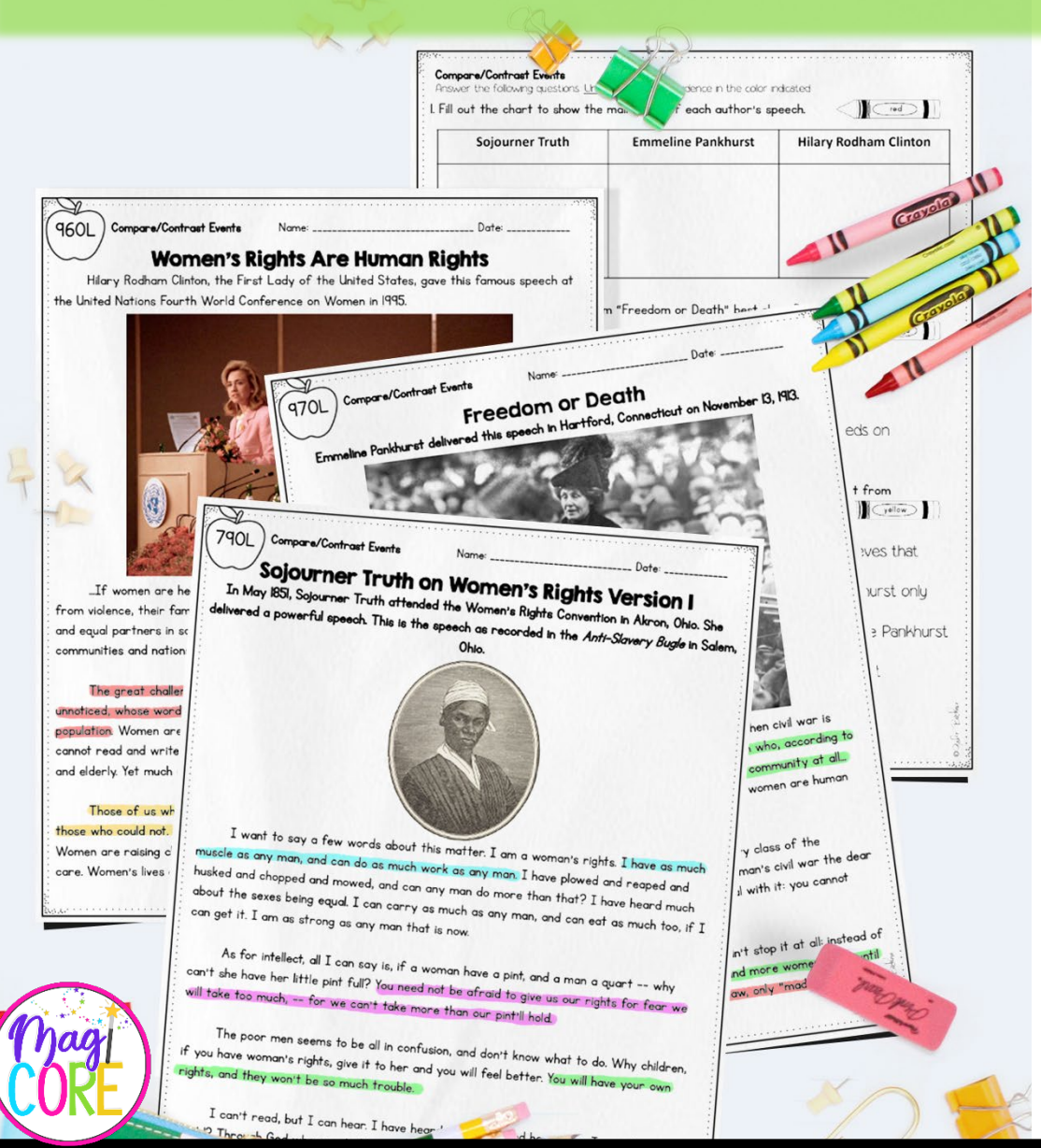
PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with Certified Lexile Levels.

- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and Google Slides Included

LEXILE®

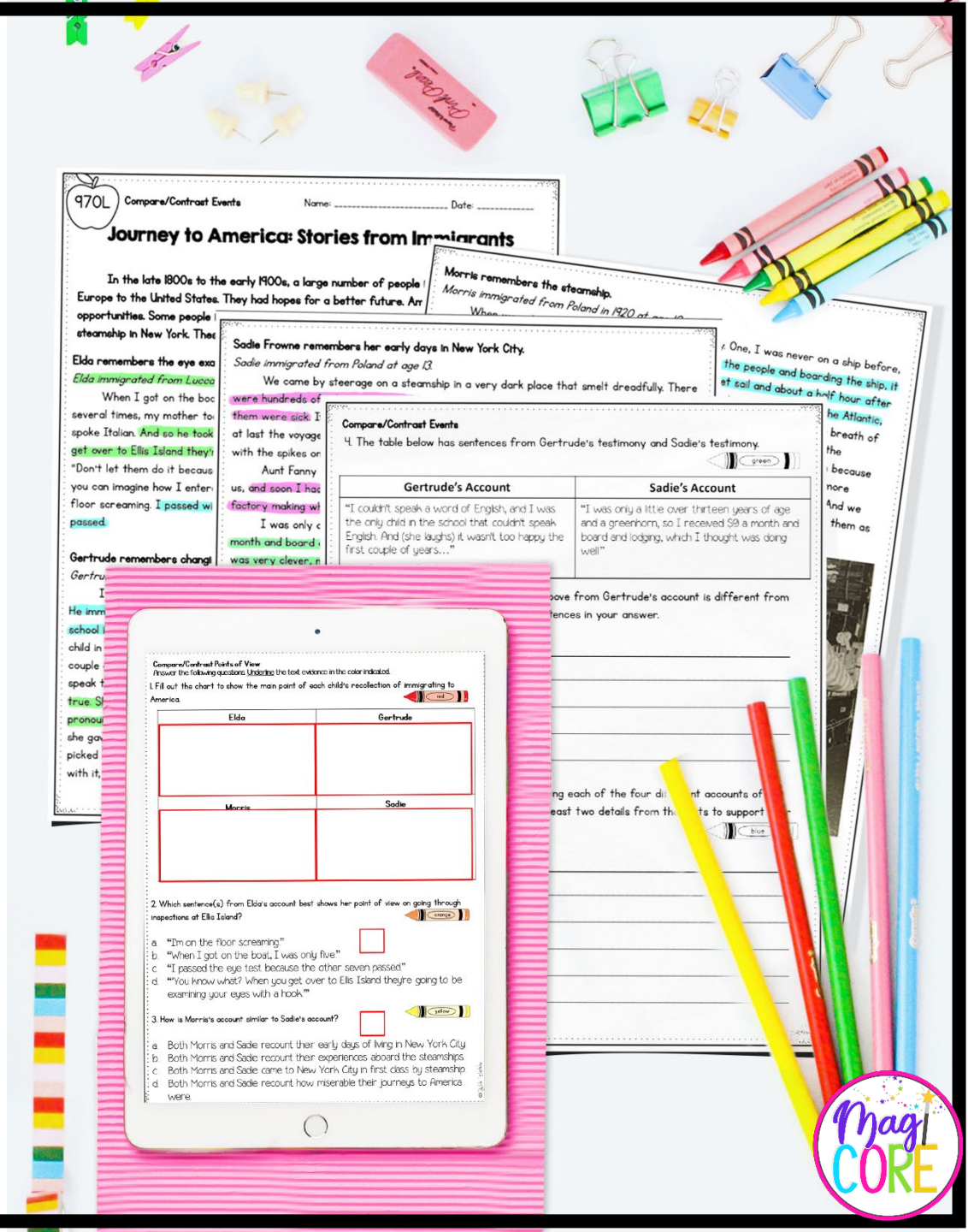
6 PAIRS OF PAIRED PASSAGES



- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.
- Variety of text structures to spark comprehension AND curiosity.
- Dive into historical texts.

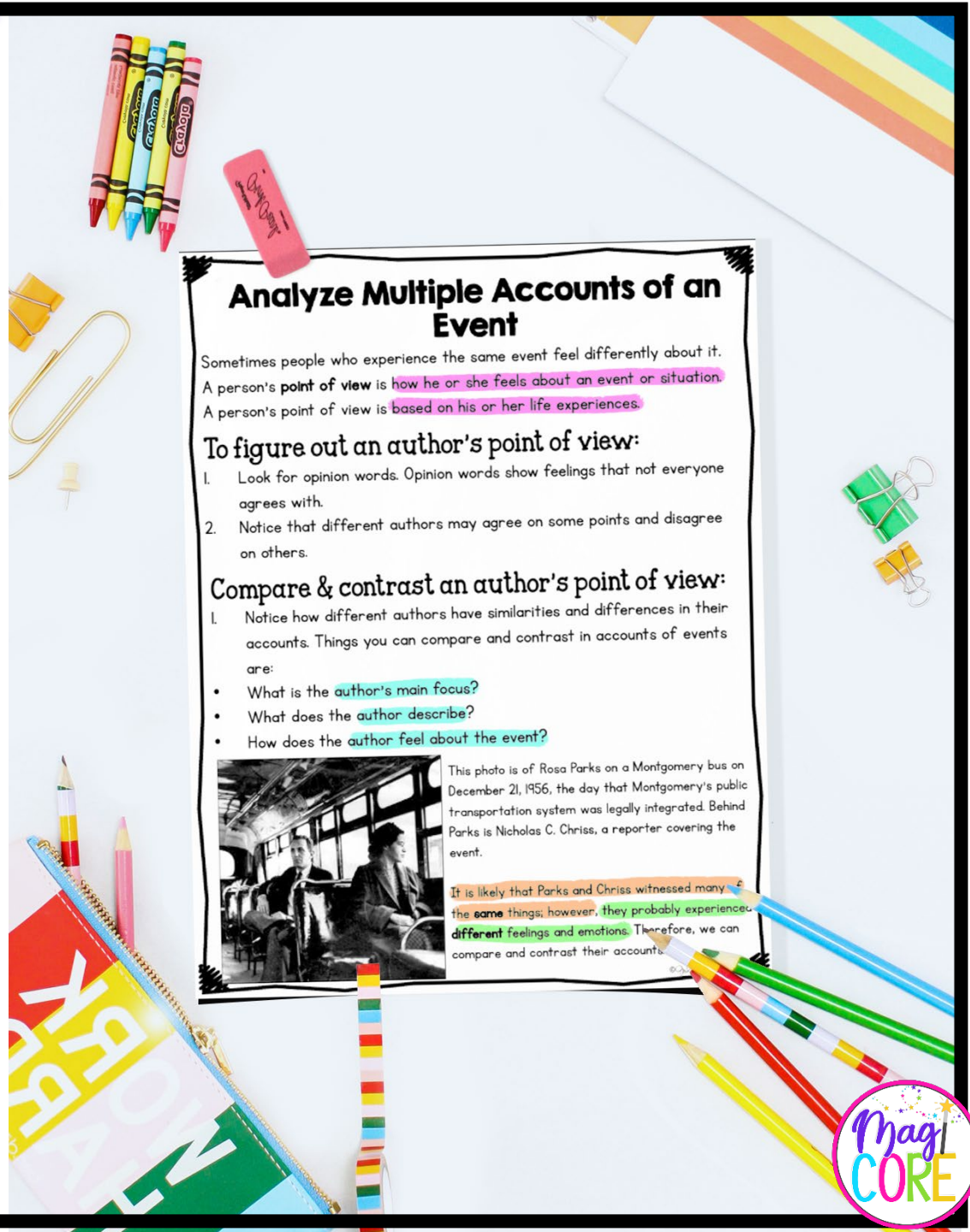
QUESTIONS

- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



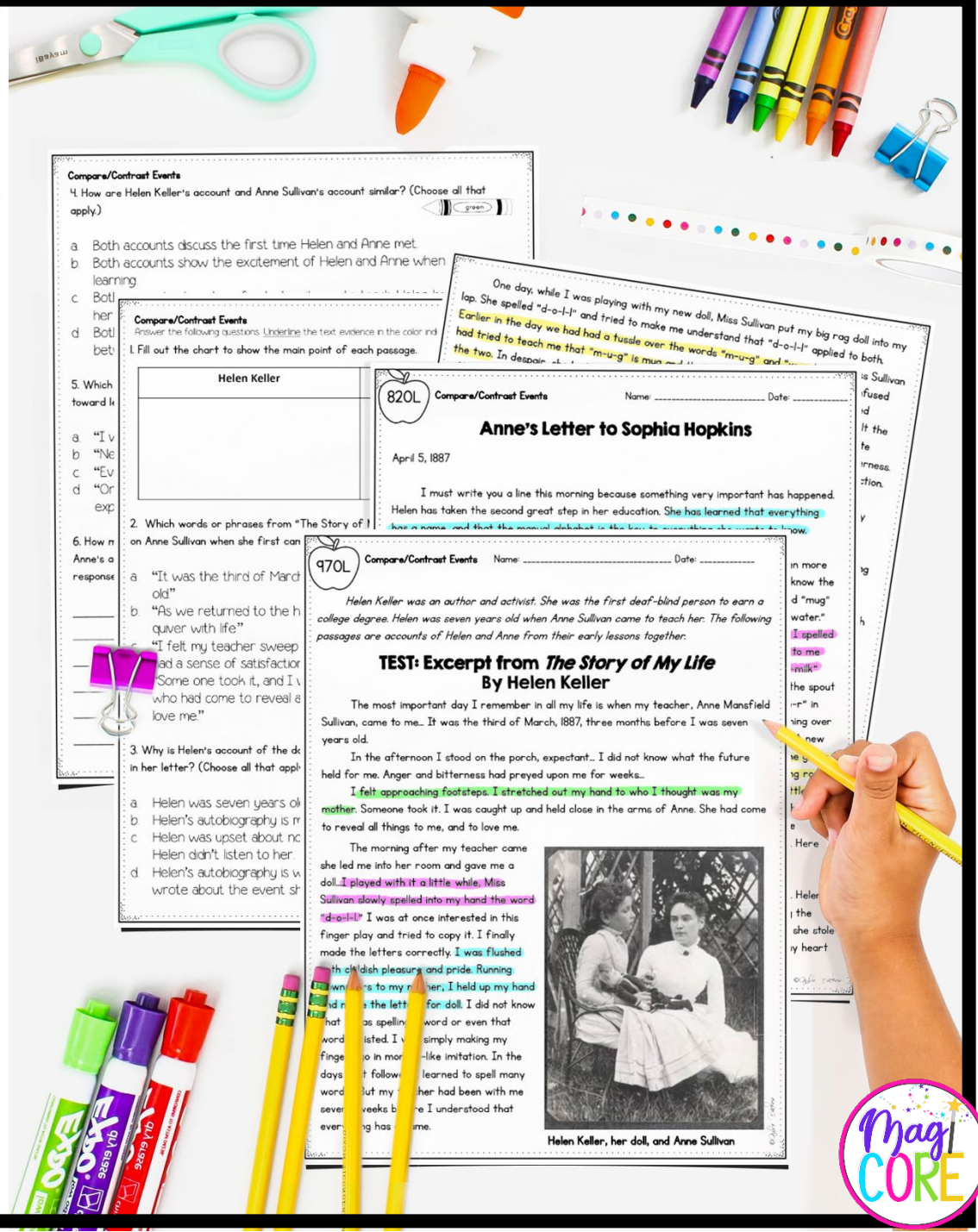
ANCHOR CHART

- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit



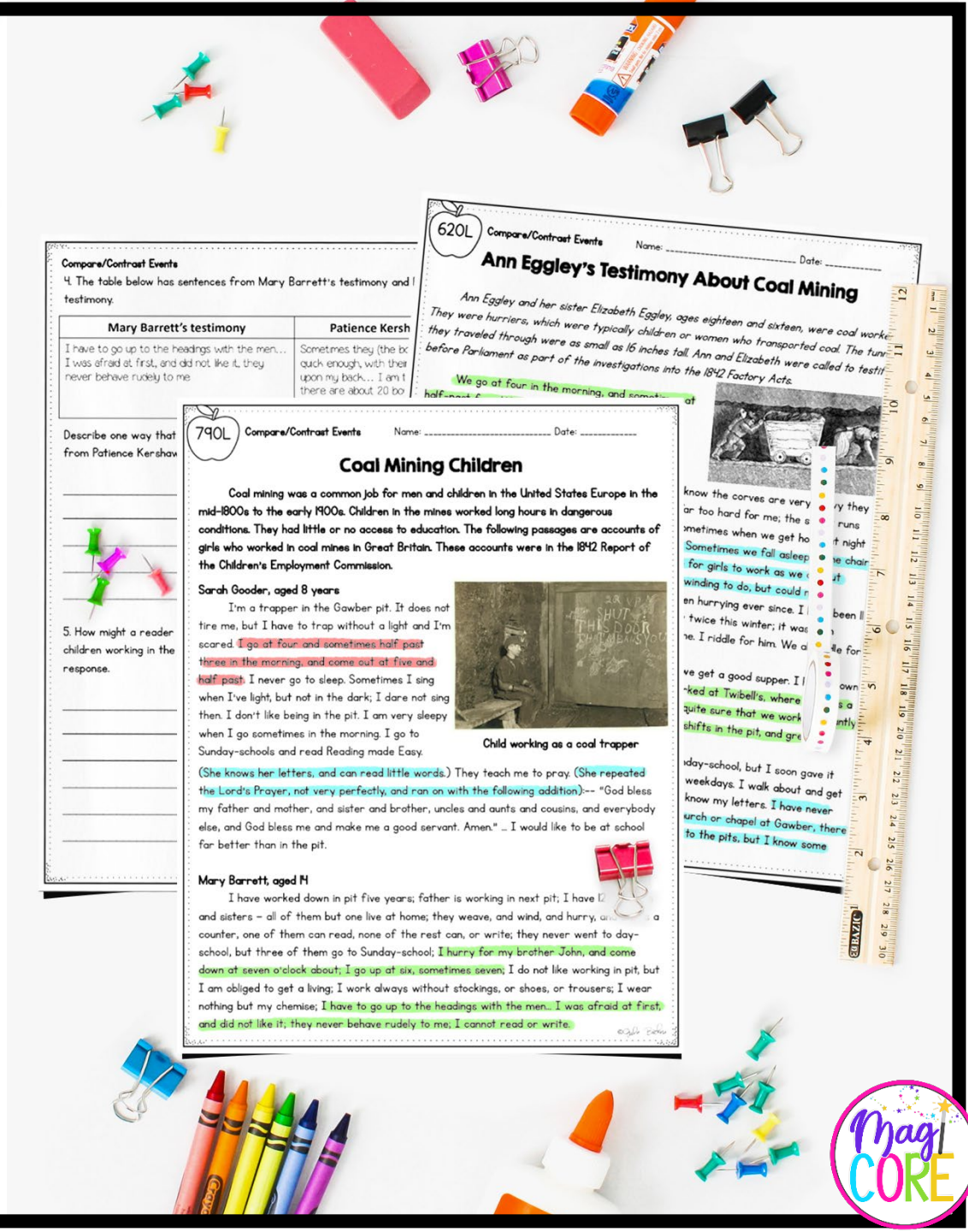
ASSESSMENTS

- Same format as practice
- Three tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 800 teachers... and counting!...



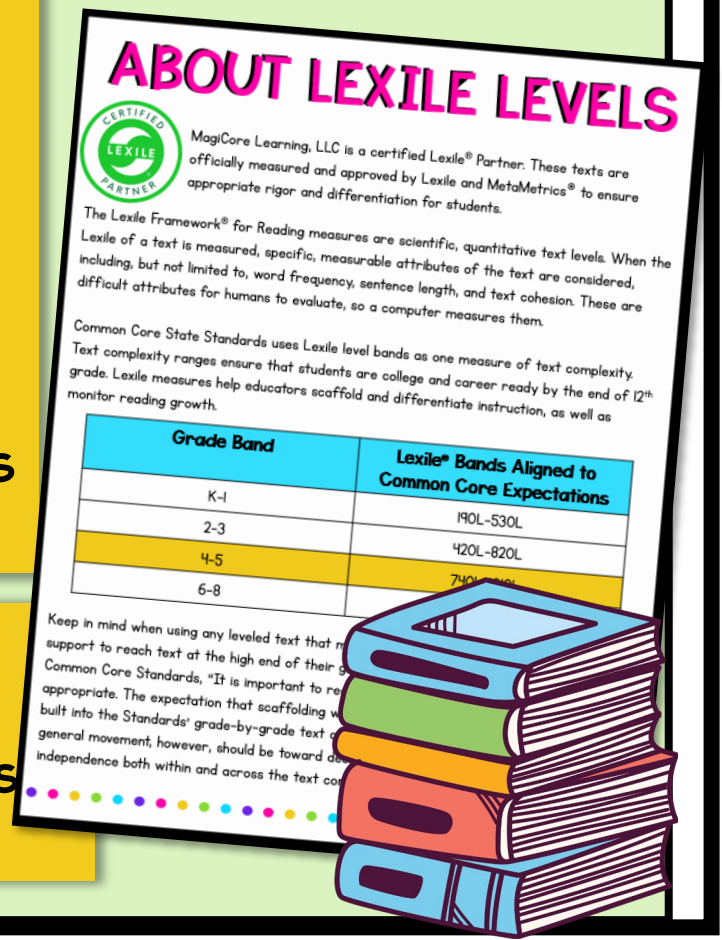
ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposure to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.



Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

TAKE A PEEK

COMPARE & CONTRAST EVENTS

5th grade

Table of Contents

*This product includes seven sets of passages of firsthand accounts of historical events. Each topic includes 2-4 accounts. The passages are leveled as follows:

I. Anchor Chart/Journal Page
2. Coal Mining Children- 790L / Ann Eggley's Testimony About Coal Mining- 620L
3. Sojourner Truth on Women's Rights- 790L / Freedom or Death- 970L / Women's Rights are Human Rights- 960L
4. The Vilna Ghetto- 770L / Jacob Gens Speech- 740L
5. Journey to America- 900L
6. The Attack on Pearl Harbor from the USS Arizona- 870L / The Attack on Pearl Harbor form the Air- 970L
7. The Dire Calamity and the Greater San Francisco- 870L / Heroic San Francisco- 760L / Fair Oaks, California May 15, 1906- 930L

I. Test
- Excerpt from *The Story of My Life*- 970L
- Anne's Letter to Sophia Hawkins- 820L



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

CLICK HERE TO MAKE A COPY OF THIS RESOURCE TO YOUR GOOGLE DRIVE.

* You MUST have a Google account in order to access this resource. Click HERE if you need help setting up a Google account.

ABOUT LEXILE LEVELS

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

Analyze Multiple Accounts of an Event

Sometimes people who experience the same event feel differently about it. A person's **point of view** is how he or she feels about an event or situation. A person's point of view is based on his or her life experiences.

To figure out an author's point of view:

1. Look for opinion words. Opinion words show feelings that not everyone agrees with.
2. Notice that different authors may agree on some points and disagree on others.

Compare & contrast an author's point of view:

1. Notice how different authors have similarities and differences in their accounts. Things you can compare and contrast in accounts of events are:

- What is the author's main focus?
- What does the author describe?
- How does the author feel about the event?



This photo is of Rosa Parks on a Montgomery bus on December 21, 1956, the day that Montgomery's public transportation system was legally integrated. Behind Parks is Nicholas C. Chriss, a reporter covering the event.

It is likely that Parks and Chriss witnessed many of the **same** things; however, they probably experienced **different** feelings and emotions. Therefore, we can compare and contrast their accounts.

©Yuki Bethea

Do Not COPY

AND ANOTHER PEEK

960L

Compare/Contrast Events Name: _____ Date: _____

Women's Rights Are Human Rights

Hilary Rodham Clinton, the First Lady of the United States, gave this famous speech at the United Nations Fourth World Conference on Women in 1995.



...If women are healthy and educated, their families will flourish. If women are free from violence, their families will flourish. If women have a chance to work and earn as full and equal partners in society, their families will flourish. And when families flourish, communities and nations do as well...

The great challenge is to give voice to women everywhere whose experiences go unnoticed, whose words go unheard. Women comprise more than half the world's population. Women are 70% of the world's poor. Women are two-thirds of those who cannot read and write. We are the primary caretakers for most of the world's children and elderly. Yet much of the work we do is not valued...

Those of us who have the opportunity to be here have the responsibility to speak for those who could not. As an American, I want to speak for those women in my own country. Women are raising children on the minimum wage. Women can't afford health care or child care. Women's lives are threatened by violence.

©Julie Parker

Compare/Contrast Events

Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each author's speech. red

Sojourner Truth	Emmeline Pankhurst	Hilary Rodham Clinton

2. Which words or phrases from "Freedom or Death" best show Pankhurst's points of view on women's rights? orange

a. "Put them in prison..."
b. "Women are very slow to rouse..."
c. "...you must give those women the vote..."
d. "There are women who are being carried from their sick beds on stretchers into meetings."

3. How is Clinton's viewpoint in "Women's Rights Are Human Rights" different from Pankhurst's viewpoint in her "Freedom or Death" speech? yellow

a. Clinton believes that women are strong, while Pankhurst believes that women are weak.
b. Clinton wants to help women all around the world, while Pankhurst only wants to help American women.
c. Clinton believes that women need to fight for their rights, while Pankhurst believes that women should be peaceful.
d. Clinton is a voice for women who cannot speak, while Pankhurst encourages all women to fight for rights.

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Compare/Contrast Events

4. How are Sojourner Truth's speech and Emmeline Pankhurst's speech different? green

a. Pankhurst wants women to be violent, while Truth wants women to be peaceful.
b. Pankhurst believes that she is as strong as men, while Truth believes that men are physically stronger than women.
c. Pankhurst believes that women are stronger than men, while Truth believes that women and men should work together.
d. Pankhurst encourages women to fight for rights at any cost, while Truth states her belief that women and men are equal.

Find a sentence in "Freedom or Death" with details that support the correct answer above. Write that sentence on the lines below.

_____

_____

Find a sentence in "On Women's Rights" with details that support the correct answer above. Write that sentence on the lines below.

_____

_____

5. Truth delivered her speech in 1851. Pankhurst delivered her speech in 1913. Clinton delivered her speech in 1995. How does the different time periods each of these women lived in shape their viewpoints? Use at least two details from the texts to support your response. blue

_____

_____

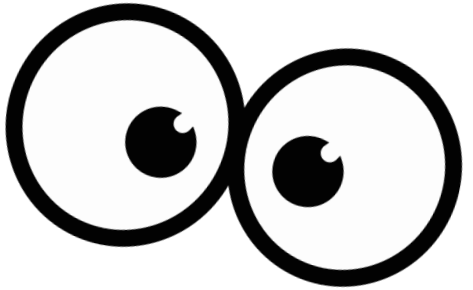
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Peek ONLY

CHECK THIS OUT TOO!



970L **Compare/Contrast Events** Name: _____ Date: _____

Attack on Pearl Harbor from the Air

Commander Mitsuo Fuchida led Japan in the air attack on Pearl Harbor:

...It was 0749 when I ordered my radioman to send the command, "Attack!"... My bombers, meanwhile, made a circuit toward Barbers Point to keep pace with the attack schedule. No enemy fighters were in the air, nor were there any gun flashes from the ground.

The effectiveness of our attack was now certain, and a message, "Surprise attack successful!" was accordingly sent to *Akagi* [Flagship of the Japanese attack fleet] at 0753. The message was received by the carrier and duly relayed to the homeland... My level-bombing group had entered on its bombing run toward the battleships moored to the cast of Ford Island...

As we closed in, enemy antiaircraft fire began to concentrate on us. Dark gray puffs burst all around... Suddenly my plane bounced as if struck by a club. When I looked back to see what had happened, the radioman said: "The fuselage is holed and the rudder wire damaged." We were fortunate that the plane was still under control, for it was imperative to fly a steady course as we approached the target. Now it was nearly time for "Ready to release," and I concentrated my attention on the lead plane to note the instant his bomb was dropped. Suddenly a cloud came between the bombsight and the target, and just as I was thinking that we had already overshot, the lead plane banked slightly and turned right toward Honolulu. We had missed the release point because of the cloud and would have to try again.



Ariel view of Battleship Row from a Japanese aircraft

©Jyoti Bishnu

Compare/Contrast Events

Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each author's speech. (red)

Aboard the USS Arizona	From the Air

2. Which words or phrases from "Attack on Pearl Harbor from the Air" best show the side that the author was on during the war? (orange)

a. "Dark gray puffs burst all around..."
b. "A huge column of dark red smoke rose to 1000 meters."
c. "No enemy fighters were in the air, nor were there any gun flashes from the ground."
d. "'Surprise attack successful!' was accordingly sent to *Akagi* [Flagship of the Japanese attack fleet] at 0753."

3. Which words or phrases from "The Attack on Pearl Harbor Aboard the USS *Arizona*" best show the side that the author was on during the war? (yellow)

a. "Suddenly I heard an explosion."
b. "...I was given dry clothes and a place to rest."
c. "...I looked around and there was no one left."
d. "The Major and I went between No. 3 and No. 4 turret to the starboard side and found Lieutenant Commander Fuqua ordering the men over the side and assisting the wounded."

©Jyoti Bishnu

Compare/Contrast Events

4. How are the accounts of Marine Corporal E.C. Nightingale and Commander Mitsuo Fuchida different? (green)

a. Nightingale was in Hawaii, while Fuchida was in Japan.
b. Nightingale was on a ship attacking Fuchida's airplane.
c. Nightingale was on the ground attacking Fuchida's airplane.
d. Nightingale was on a ship being attacked, while Fuchida was flying an airplane doing the attacking.

Find a sentence in "The Attack on Pearl Harbor Aboard the USS *Arizona*" with details that support the correct answer above. Write that sentence on the lines below.

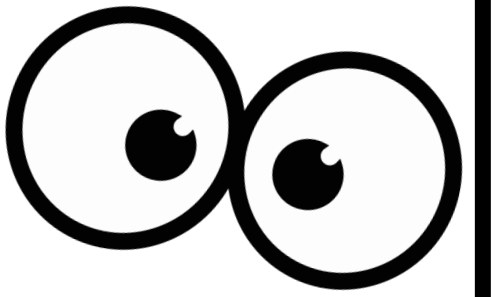
Find a sentence in "Attack on Pearl Harbor from the Air" with details that support the correct answer above. Write that sentence on the lines below.

5. How might a reader benefit from reading both Nightingale's and Fuchida's accounts? Use at least two details from the texts to support your response. (blue)

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PreCORE

UPGRADE THEIR SKILLS!



820L **Compare/Contrast Events** Name: _____ Date: _____

Anne's Letter to Sophia Hopkins

April 5, 1887

I must write you a line this morning because something very important has happened. Helen has taken the second great step in her education. She has learned that everything has a name, and that the manual alphabet is the key to everything she wants to know.

In a previous letter I think I wrote you that "mug" and "milk" had given Helen more trouble than all the rest. She confused the nouns with the verb "drink." She didn't know the word for "drink," but went through the pantomime of drinking whenever she spelled "mug" or "milk." This morning, while she was washing, she wanted to know the name for "water." When she wants to know the name of anything, she points to it and pats my hand. I spelled "w-a-t-e-r" and thought no more about it until after breakfast. Then it occurred to me that with the help of this new word I might succeed in straightening out the "mug-milk" difficulty. We went out to the pump-house, and I made Helen hold her mug under the spout while I pumped. As the cold water gushed forth, filling the mug, I spelled "w-a-t-e-r" in Helen's free hand. The word coming so close upon the sensation of cold water rushing over her hand seemed to startle her. She dropped the mug and stood as one transfixed. A new light came into her face. She spelled "water" several times. Then she dropped on the ground and asked for its name and pointed to the pump and the trellis, and suddenly turning round she asked for my name. I spelled "Teacher." Just then the nurse brought Helen's little sister into the pump-house, and Helen spelled "baby" and pointed to the nurse. All the way back to the house she was highly excited, and learned the name of every object she touched, so that in a few hours she had added thirty new words to her vocabulary. Here are some of them: Door, open, shut, give, go, come, and a great many more.

P.S.--I didn't finish my letter in time to get it posted last night; so I shall add a line. Helen got up this morning like a radiant fairy. She has flitted from object to object, asking the name of everything and kissing me for very gladness. Last night when I got in bed, she stole into my arms of her own accord and kissed me for the first time, and I thought my heart would burst, so full was it of joy.

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Compare/Contrast Events

Answer the following questions. Underline the text evidence in the color indicated.

1. Fill out the chart to show the main point of each passage. (red)

Helen Keller	Anne Sullivan

2. Which words or phrases from "The Story of My Life" best shows Helen's point of view on Anne Sullivan when she first came? (orange)

a. "It was the third of March, 1887, three months before I was seven years old."
b. "As we returned to the house every object which I touched seemed to quiver with life."
c. "I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed."
d. "Some one took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me."

3. Why is Helen's account of the day she understood language different from Anne's account in her letter? (Choose all that apply.) (yellow)

a. Helen was seven years old, while Anne was a grown woman.
b. Helen's autobiography is mostly fiction, while Anne's letter is based on facts.
c. Helen was upset about not being able to speak, while Anne was upset that Helen didn't listen to her.
d. Helen's autobiography is written years after the event occurred. Anne wrote about the event shortly after it happened.

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Compare/Contrast Events

4. How are Helen Keller's account and Anne Sullivan's account similar? (Choose all that apply.) (green)

a. Both accounts discuss the first time Helen and Anne met.
b. Both accounts show the excitement of Helen and Anne when Helen was learning.
c. Both accounts show how frustrating it was to teach Helen because of her attitude.
d. Both accounts discuss the time when Helen understood the difference between "mug" and "water".

5. Which sentence from "The Story of My Life" best supports Helen Keller's feelings toward learning with Anne Sullivan? (blue)

a. "I was simply making my fingers go in monkey-like imitation."
b. "Neither sorrow nor regret followed my passionate outburst."
c. "Everything had a name, and each name gave birth to a new thought."
d. "On the afternoon of that eventful day, I stood on the porch, dumb, expectant..."

6. How might a reader benefit from reading both Helen's account in her autobiography and Anne's account in her letter? Use at least two details from the texts to support your response. (purple)

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The COMPARE MULTIPLE ACCOUNTS IN NONFICTION SKILL PACK Contains:

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