NONFICTION | 4TH & 5TH GRADE | ELA.4.R.3.3/ 5.R.3.3

# Florida B.E.S.T.

LEXILE

# COMPARE & CONTRAST

## primary & secondary sources

850L Compare/Contrast Accounts Name: _____ Date: _____

### The Life of Helen Keller

Helen Keller was born on June 27, 1880 in Tuscumbia, Alabama. When Helen was just one year old, she became gravely ill. Helen's illness caused her to permanently become deaf and blind. Throughout Helen's early childhood, she had no means to communicate, so she often acted out.

When Helen was seven years old, Anne Sullivan became Helen's teacher and eventually also became her governess and companion. Anne was twenty years old. Anne and Helen had a strong bond from early on. Anne taught Helen how to communicate through finger signing and reading braille. Helen learned to understand other people's speech by reading their lips with her hands. Helen eventually even learned to speak. Anne ended up working with Helen for 49 years. Anne encouraged Helen and taught her to believe that she could overcome her disability. When Helen got older, she was the first blind and deaf person to earn a college degree. Helen became a well-known speaker. She also wrote 12 books, including her autobiography, *The Story of My Life*. Anne was right by her side throughout all of her accomplishments.

Helen Keller was an activist. She spoke out for women's rights, workers' rights, and other causes. In 1964, President Lyndon B. Johnson gave Helen the Presidential Medal of Freedom. She had famous friends, such as Alexander Graham Bell, Charlie Chaplin, and Mark Twain, who supported her and her causes. Toward the end of her life, Helen experienced health issues and had numerous strokes. She spent her final years in her home. Helen died on June 1, 1968 at her home in Easton, Connecticut. She died a few weeks before her 88th birthday.

There are movies, plays, books, and television specials about Helen. Her birthplace in Alabama is now a museum. Helen helped change the way the world s... disabilities. Helen inspired many people. As Helen once said, "...things in the world cannot be seen or even touched. The...

970L Compare/Contrast Accounts Name: _____ Date: _____

### TEST: Excerpt from *The Story of My Life*
### By Helen Keller

The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. It was the third of March, 1887, three months before I was seven years old.

On the afternoon of that eventful day, I stood on the porch, dumb, expectant... I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks...

I felt approaching footsteps, I stretched out my hand as I supposed to my mother. Some one took it, and I was caught up and held close in the arms of her who had come to ... things else, to love me.

One day, while I was playing with my new doll, Miss Sullivan put ... lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-... Earlier in the day we had had a tussle over the words "m-u-g" and "... had tried to impress it upon me that "m-u-g" is mug and that "w-a-t... persisted in confounding the two. In despair she had dropped the sub... became impatient at her repeated attempts and, seizing the new doll, ... floor. I was keenly delighted when I felt the fragments...





... doll, and Anne Sullivan

**Compare/Contrast Accounts**

4. The table below has sentences from *The Story of My Life* and "The Life of Helen Keller".

| The Story of My Life | The Life of Helen Keller |
|---|---|
| I felt approaching footsteps, I stretched out my hand as I supposed to my mother. 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. | Anne ended up working with Helen for 49 years. Anne encouraged Helen and taught her to believe that she could overcome her disability. |

Describe one way that the information in *The Story of My Life* is similar to the information from "The Life of Helen Keller". Use two details from the sentences in your answer.

The information in The Story of My Life is similar to the information ... "The Life of Helen Keller" because both excerpts ... and Anne Sullivan's relationship. In The Story of My Life ... explains how Anne came to love and care for her. In "The Lif... the author explains how Anne worked with Helen for 49 yea...

5. How might a reader benefit from reading the firsthand *The Story of My Li...* secondhand "The Life of Helen Keller"? Use at least two details from the texts to ... your response.

A reader would benefit from reading The Story of My Life because ... is a firsthand account that explains the first time Helen met Anne Sullivan ... and their early days together. This excerpt describes Helen's thoughts and feelings ... "I did know what the future held of marvel or surprise for me. Anger and ... bitterness had preyed upon me continually for weeks."

The article "The Life of Helen Keller" is a secondhand account that gives the reader facts about Helen Keller's entire life. This article starts with Helen's birth, ... and describes all of the major events in her life until her death. "When ... Helen was just one year old, she became gravely ill. Helen's illness caused ... her to permanently become deaf and blind."

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/Contrast Accounts Name: _____ Date: _____

# Sojourner Truth on Women's Rights

ourner Truth attended the Women's Rights Convention in Akron, Ohio. She -ful speech. This is the speech as recorded in Anti-Slavery Bugle, Salem, Ohio.



ew words about this matter. I am a woman's rights. I have as much muscle an do as much work as any man. I have ed, and can any man do more than that' I can carry as much as any man, and c any man that is now.

I can say is, if a woman have a pint, anc full? You need not be afraid to give us c an't take more than our pint'll hold.

ms to be all in confusion, and don't know ts, give it to her and you will feel better. nuch trouble.

can hear. I have heard the bible... And h created him and the woman who bore hir e coming up blessed be God and a few of a tight place, the poor slave is on him, v hawk and a buzzard.

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860L Compare/Contrast Accounts Name: _____

# Sojourner T

Sojourner Truth was born Isabella Baumfree in 1797. She was one of ten or twelve children to her parents James and Elizabeth Baumfree. Sojourner and her family were slaves to Colonel Hardenbergh in New York. Colonel Hardenbergh died hen Sojourner was nine years old. She as sold at an auction with sheep for $100. er new owner, John Neely, was very arsh and treated Sojourner very poorly. 08, only 2 years later, Sojourner was sold r $105 to a tavern keeper. She was later



**Compare/Contrast Accounts**

4. The table below has sentences from "Sojourner Truth" and "Sojourner Truth on Women's Rights".

green

| Sojourner Truth | Sojourner Truth on Women's Rights |
|---|---|
| Here, she gave her famous speech on women's rights. In this speech, Sojourner spoke for equal rights for women and black people. | I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? |

Describe one way that the information from "Sojourner Truth" is similar to the information from "Sojourner Truth on Women's Rights". Use two details from the sentences in your answer.

The information in the excerpts from "Sojourner Truth" and "Sojourner Truth on Women's Rights" both explain Sojourner's feeling and beliefs on women's rights. In "Sojourner Truth", the text states Sojourner gave a speech on women's rights. "Sojourner Truth on Women's Rights" is her speech. It describes that she is as strong as any man.

5. How might a reader benefit from reading the firsthand "Sojourner Truth on Women's Rights" text and the secondhand "Sojourner Truth"? Use at least two details from the texts to support your response.

blue

A reader would benefit from reading "Sojourner Truth on Women's Rights" because this a firsthand account of a speech that Sojourner made on her viewpoint. She describes her specific experiences: "I have plowed and reaped and husked and chopped and mowed, and can any man do more than that"

The article "Sojourner Truth" is a secondhand account that tells the reader about Sojourner's entire life. It starts with her birth and describes the major events in her life up until her death: "Sojourner Truth was born Isabella Baumfree in 1797"

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**Spraggers**

Some boys worked inside mines as spraggers. Spraggers propped coal beds during mining. They also put wooden sticks in the spokes of mine car wheels to stop the cars. Spraggers had to be fast. They ran alongside the mine cars. This was a dangerous job because the cars could get out of control and crash.

**Nippers**

Nippers opened and closed heavy wooden




Nipper



Mule drivers



Child miner

are/Contrast Accounts Name: _____ Date: _____

## Coal Mining Children

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Young boys working in a coal mine



Breaker boys

**Breaker Boys**

One of the jobs for children in mines was working in the coal breakers. Young boys would sort coal. They worked ten to eleven hours a day, six days a week. This job was dangerous because they could get their fingers caught in the machinery.

**Hurriers**

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**Compare/Contrast Accounts**

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**Compare/Contrast Accounts** Name: _____ Date: _____

# The Life of Helen Keller

Helen Keller was born on June 27, 1880 in Tuscumbia, Alabama. When Helen was just one year old, she became gravely ill. Helen's illness caused her to permanently become deaf and blind. Throughout Helen's early childhood, she had no means to communicate, so she often acted out.

When Helen was seven years old, Anne Sullivan became Helen's teacher and eventually also became her governess and companion. Anne was twenty years old. Anne and Helen had a strong bond from early on. Anne taught Helen how to communicate through finger signing and reading braille. Helen learned to understand other people's speech by reading their lips with her hands. Helen eventually even learned to speak. Anne ended up working with Helen for 49 years. Anne encouraged Helen and taught her to believe that she could overcome her disability. When Helen got older, she was the first blind and deaf person to earn a college degree. Helen became a well-known speaker. She also wrote 12 books, including her autobiography, *The Story of My Life*. Anne was right by her side throughout all of her accomplishments.



Helen Keller was an activist. She spoke out for women's rights, workers' righ and other causes. In 1964, President Lyndon B. Johnson gave Helen the Presidential Medo Freedom. She had famous friends, such as Alexander Graham Bell, Charlie Chaplin, an Twain, who supported her and her causes. Toward the end of her life, Helen experien health issues and had numerous strokes. She spent her final years in her home. Hele June 1, 1968 at her home in Easton, Connecticut. She died a few weeks before her 8 birthday.

There are movies, plays, books, and television specials about Helen. Her birt Alabama is now a museum. Helen helped change the way the world sees people disabilities. Helen inspired many people. As Helen once said, "The best and mos things in the world cannot be seen or even touched. They must be felt with t

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# COMPARE & CONTRAST ACCOUNTS

## 4th & 5th grade

## Table of Contents

*This product includes 11 Lexile® leveled paired passages in the 4th-5th Grade Florida B.E.S.T. Text Complexity Band (the range for 4th-5th grade is 740L-1010L). Some of the passages in the originals may fall outside of the band.


1. Anchor Chart/Journal Page
2. Ann Eggley's Testimony About Coal Mining- 620L/Coal Mining Children- 790L
3. Sojourner Truth on Women's Rights- 790L / Sojourner Truth- 860L
4. It Is the 6th of September [1941]- 610L /The Vilna Ghetto- 770L
5. Mary Jemison: Life of a Captive- 870L /Excerpt from *A Narrative of the Life of Mrs. Mary Jemison*- 990L
6. Excerpt from *The Story of a Sweatshop Girl: Sadie Frowne- 880L/Journey to America- 870L*
7. Excerpt from Queen Victoria's Diary- 900L /Queen Victoria- 820L
8. The Buffalo Bulletin- 850L /The Life of the Lawless: Butch Cassidy- 900L
9. The Dire Calamity and the Greater San Francisco- 870L /Fair Oaks, California May 15, 1906- 930L
10. The New York Times Titanic Article- 860L /The Evening Bulletin Titanic Article- 770L
11. Flight is a Success- 930L /Thursday, December 17- 970L
12. Test
    - Excerpt from *The Story of My Life- 970L*
    - The Life of Helen Keller- 850L

# ABOUT LEXILE LEVELS

MagiCore 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.

Florida B.E.S.T. uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure 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.

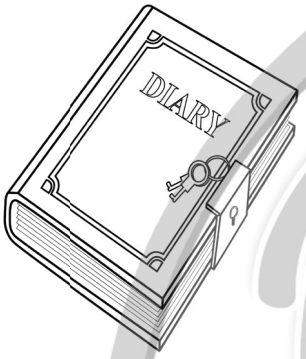
| Grade Band | Lexile® Bands Aligned to Florida B.E.S.T. Expectations |
|---|---|
| K-1 | N/A |
| 2-3 | 420L-820L |
| 4-5 | 740L-1010L |
| 6-8 | 1185L-1385L |

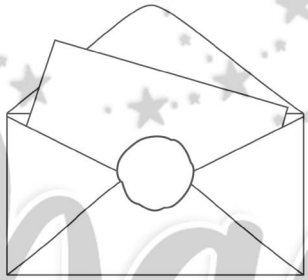
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Florida B.E.S.T. Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that 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."

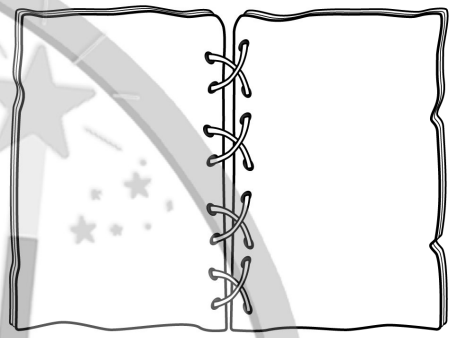
# Compare & Contrast Sources

## Primary Sources

A firsthand account is a primary source. The story, event, or topic is based on the author's experience. Diaries, autobiographies, letters, and interviews are firsthand accounts. Pronouns such as I, me, and we are used.



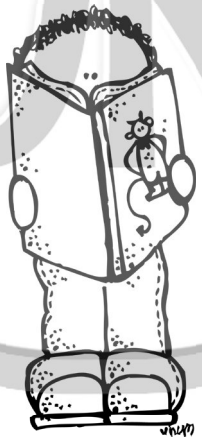



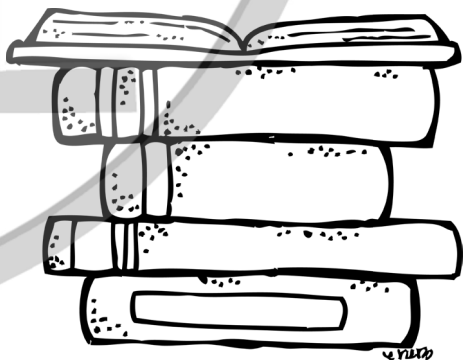


## Secondary Sources

A secondhand account is a secondary source. The story, event, or topic is based on the author's research. Articles, biographies, and many books are secondhand accounts. Pronouns such as he, she, and they are used.





## Compare & Contrast Sources

When you compare and contrast primary and secondary sources, notice what each account focuses on. What facts does each writer present?

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620L

Compare/Contrast Sources 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 headache. I hurry for Robert Wiggins; he is not akin to me. I riddle for him. We all riddle for them 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 my father go at two in the morning to work when we worked at Twibell's, where there is a day-hole to the pit, and he didn't come out till four. I am quite sure that we work constantly 12 hours except on Saturdays. We wear trousers and our shifts in the pit, and great big shoes clinkered and nailed...

I never went to a day-school. I went a little to a Sunday-school, but I soon gave it over. I thought it too bad to be confined both Sundays and weekdays. I walk about and get the fresh air on Sundays. I have not learnt to read. I don't know my letters. I have never learnt nought. I never go to church or chapel; there is no church or chapel at Gawber, there is none nearer than a mile. If I was married I would not go to the pits, but I know some married women that do...

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790L Compare/Contrast Sources Name: _____ Date: _____

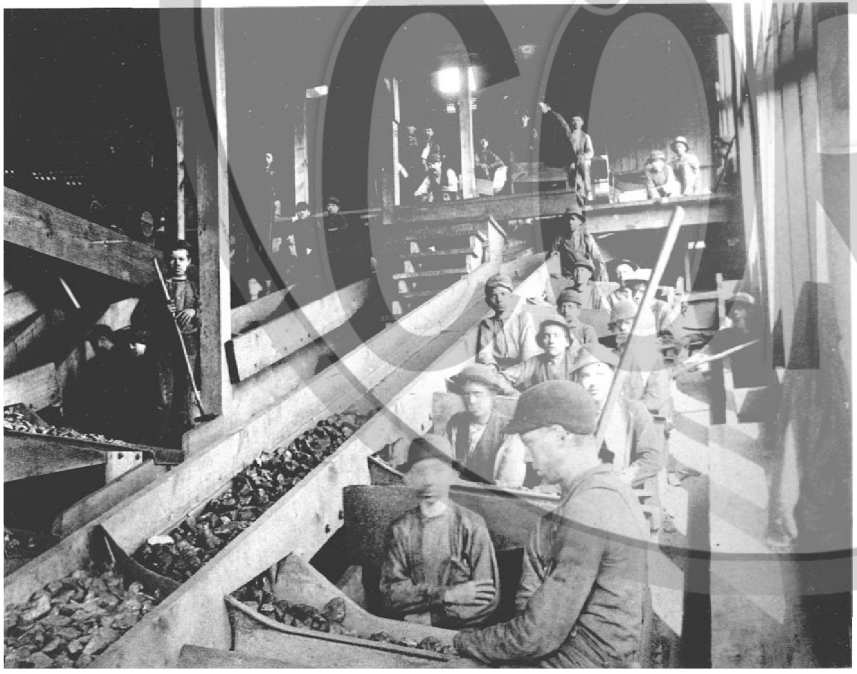
# Coal Mining Children

During the Industrial Revolution, many children worked full-time jobs to help support their families. Many of the jobs required intense labor and long hours, and they put children in danger.

Coal mining was a common job for children in the United States and Britain. Children as young as eight years old worked in coal mines.



Young boys working in a coal mine



Breaker boys

## Breaker Boys

One of the jobs for children in mines was working in the coal breakers. Young boys would sort coal. They worked ten to eleven hours a day, six days a week. This job was dangerous because they could get their fingers caught in the machinery.

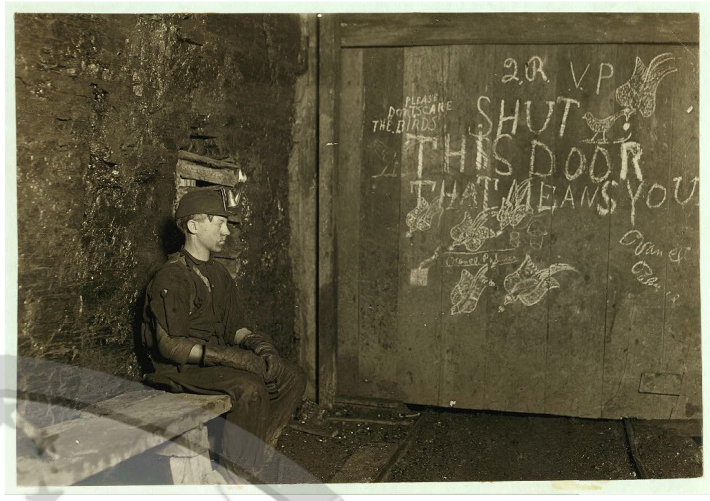
## Hurriers

Children that were hurriers transported coal. They pulled wagons full of coal along small roadways inside the mines. Roadways could be as small as 16 inches tall. Hurriers were often the smallest children. They would work twelve hours running the coal.

©Julie Bochose

## Spraggers

Some boys worked inside mines as spraggers. Spraggers propped coal beds during mining. They also put wooden sticks in the spokes of mine car wheels to stop the cars. Spraggers had to be fast. They ran alongside the mine cars. This was a dangerous job because the cars could get out of control and crash.




Nipper

## Nippers

Nippers opened and closed heavy wooden doors that closed the mines. This job was for the youngest boys. Nippers worked long hours all by themselves in the dark. It was boring and dangerous. If the nipper fell asleep, the coal car was in danger of crashing into the door.



Mule drivers

## Mule Drivers

Older boys in their teens could work as mule drivers. The mule driver put full cars together. He began working with one mule and worked up to a team of six mules.

In 1855, the United States passed a law requiring boys to be 12 years old to work in the breakers and 14 years old to work inside the mines. This law was not always followed. Many young children continued to work in the mines. On September 1, 1916, President Woodrow Wilson signed the Federal Child Labor Law. This law ensured that children only performed safe work that did not jeopardize their health, well-being, or education. In Great Britain, Parliament also passed child labor laws that limited working time for children.



Child miner

©Julie Bochorse

**Compare/Contrast Sources**

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

**1. The facts in "Ann Eggley's Testimony About Coal Mining" are from a testimony Ann gave to Parliament about her experience working in coal mines. Where did the facts from "Coal Mining Children" most likely come from?**




a. a newspaper interview with a child coal miner
b. an article someone researched on coal mining children
c. a nonfiction book a child coal miner wrote about his or her experience
d. the autobiography of a child who worked as a hurrier in a coal mine

**2. What information was in "Coal Mining Children" that was not in "Ann Eggley's Testimony About Coal Mining"? (Choose all that apply.)**




a. "Coal Mining Children" tells the different jobs children had in mines.
b. "Coal Mining Children" tells how children were mistreated in coal mines.
c. "Coal Mining Children" describes coal mining children's thoughts and feelings.
d. "Coal Mining Children" explains how child labor laws helped children have better conditions.

**3. Which of these best describes the difference in focus between the sources?**

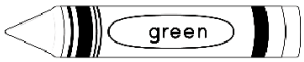



a. "Ann Eggley's Testimony About Coal Mining" focuses on child labor in coal mining, while "Coal Mining Children" focuses on many different child labor jobs.
b. "Ann Eggley's Testimony About Coal Mining" focuses on Ann's entire life, while "Coal Mining Children" is about what coal mining was like for all children.
c. "Ann Eggley's Testimony About Coal Mining" focuses on the different jobs she had, while "Coal Mining Children" focuses on how dangerous coal mining was for children.
d. "Ann Eggley's Testimony About Coal Mining" focuses on what her life was like working as a child coal miner, while "Coal Mining Children" focuses on the different jobs coal mining children had.

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**Compare/Contrast Sources**

4. The table below has sentences from "Ann Eggley's Testimony About Coal Mining" and "Coal Mining Children".




| Ann Eggley's Testimony About Coal Mining | Coal Mining Children |
|---|---|
| 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. | Children that were hurriers transported coal. They pulled wagons full of coal along small roadways inside the mines.... Hurriers were often the smallest children. They would work twelve hours running the coal. |

Describe one way that the information above from "Ann Eggley's Testimony About Coal Mining" is similar to the information from "Coal Mining Children". Use two details from the sentences in your answer.

5. How might a reader benefit from reading the firsthand "Ann Eggley's Testimony About Coal Mining" and the secondhand "Coal Mining Children"? Use at least two details from the texts to support your response.




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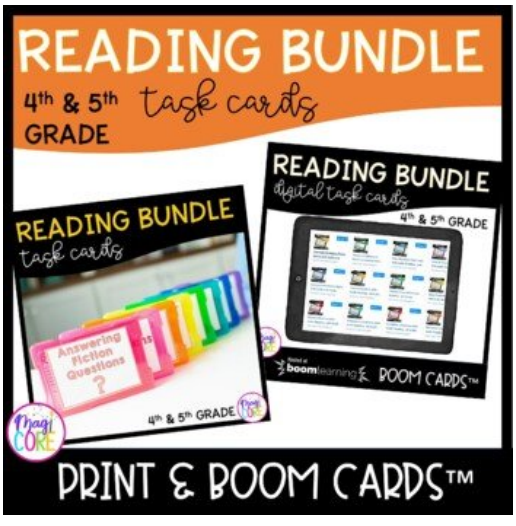
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