

16

Compare and contrast fictional and historical accounts of the same time and place

Language Objectives

- Analyze characters.
- Identify the author's purpose for writing.
- Use context clues and affixes to understand word meanings.
- Compare and contrast a fictional and historical account on the same topic.

Building Literacy

Comparing and contrasting texts will help students move beyond what is stated by an author by:

- evaluating the validity of information.
- considering alternate versions of the text.
- examining the author's choices about which details are based on historical facts.
- making inferences about characterization.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students create a graphic organizer to sort the words into categories based on the understood meaning of each word. (Spanish cognates are in parentheses.)

- outmaneuver
- aviators (aviadoras)
- enthusiastically (entusiastamente)
- adventurous (aventurera)
- international (internacional)
- transmission (transmisión)



ENGLISH LANGUAGE LEARNERS

Use an illustrated word wall to help English language learners understand new vocabulary. Having a visual reference can help students access vocabulary as they work on other classroom activities.

➞ show me

In this lesson, students will compare and contrast historical fiction with an informational text about Amelia Earhart to understand how authors can approach the same topic in different genres.

Say: Today, you are going to compare and contrast a historical fiction text and an informational text about the same person. Remember that **informational** texts give facts and details about people who once lived, events that really happened, and places that existed.

Historical fiction, on the other hand, may be partially based on real people, places, and events, but some parts of the story are made up by the author. For example, descriptions of the historical figure's actions or appearance could be accurate, but the author may invent dialogue and plot situations to make the story more interesting or entertaining for the reader.

Have students turn and talk to a partner about a historical figure they would like to read a story about. Ask them to explain which factual details an author would likely include in a story about this figure, then identify which story elements would likely come from the author's imagination. Invite volunteers to share their ideas.

➞ guide me

Use the photograph in **guide me** to help students practice comparing details in historical fiction and informational texts. Have a student volunteer read aloud the prompt. Explain that a photograph is a **primary source** since it was taken at the time an event occurred.

Ask student volunteers to identify facts they already know about the women's suffrage movement. Then, have them identify details in the photo. Record these facts and details on the board.

Finally, have student pairs use the details from their prior knowledge and the photograph to create dialogue for two fictional suffragettes. Remind students that **dialogue** is a conversation between characters.

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➞ show me

What can we learn from a fictional portrayal of a real person?

➞ guide me

example

Look at the photo. It shows a suffragette march from the early 1900s. Suffragettes fought for women to obtain the right to vote. American women were not granted this right until 1920. Work with a partner to create a dialogue for two fictional suffragettes in the march.



COMPARING TEXTS 61

VISUAL LITERACY

Encourage students to study graphic features as they would read a text by looking for details in one part at a time. Have students work in small groups to discuss the photograph of suffragettes on page 61. Then, have them label different parts of the photograph with short phrases that describe what they see, such as "hats and cloaks show that it is cold outside" or "some people carry flags." Ask volunteers to share their labels with the class.



work time

Introduce Vocabulary Write the following vocabulary words on the board: **outmaneuver**, **aviators**, **enthusiastically**. Point out the Spanish cognates for *aviators* and *enthusiastically*. Then, have students discuss how the context clues in this text help them better understand the meaning of each word.

Read—Pause—Bookmark Use the following interactive strategy to promote a strategic reading of the text.

Have student pairs take turns reading “Meeting Amelia Earhart” aloud. After each student reads two paragraphs, have him or her complete a bookmark with a note about what was just read.

On the board, write a few ideas that students can use for each bookmark:

- an interesting plot event or character description
- a connection to another text
- an example of descriptive language
- a new vocabulary word

Analyze Author’s Craft and Style: Characterization Read aloud paragraphs 2 and 3, emphasizing the phrase “Back then, there weren’t very many planes” and the word *Awestruck*. Ask a volunteer to explain what these descriptions reveal about the narrator and Tommy. (They are surprised to see a pilot because planes are not common. Meeting a pilot is exciting for them.)

Then, have partners read through the rest of the text and identify other words or phrases that give clues about what the characters of the story are like. Invite volunteers to explain how the word choice affects the reader’s understanding of the characters in the story.

check for understanding by having students list three words that describe Amelia Earhart in the story. (Possible response: confident, friendly, energetic)

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work time

Meeting Amelia Earhart

by Juna Loch

- 1 I was nine years old in October 1936, and on one memorable afternoon I was chasing my older brother, Tommy, in a field near our home in Oakland, California. “You can’t catch me!” he teased as I stopped, panting, to catch my breath and figure out a way to outmaneuver him. I was just about to start chasing him again, when we heard the loud whirring buzz of an airplane.
- 2 Back then, there weren’t very many planes, and, in truth, we didn’t know anybody who had ever flown in one. We watched as it teetered in the wind and then angled down to the ground, coming to a bumpy landing not five hundred feet away from us. The pilot climbed out briskly, trotted to the front of the plane, and began fussing with the engine.
- 3 Awestruck, Tommy and I slowly approached the pilot, who wore a leather jacket and an elegant cap with a buckle. When the pilot noticed us, he unbuckled the cap and ran a hand quickly through his short hair, causing Tommy to blurt, “You’re a lady pilot!”
- 4 “My friends and I have been called a lot of things,” the pilot said with a laugh, “including ladybirds, angels, and sweethearts of the air, but we’re still trying to be called simply aviators.”
- 5 “Are there lots of women who fly?” I asked, astonished because I’d never heard of such a thing.
- 6 “Oh, yes,” she answered enthusiastically. “There are hundreds, and I hope each year more will try, because girls can be just as daring as boys. They can try whatever boys try, and sometimes they attempt things boys never have.”
- 7 She climbed back into the cockpit and looked down at us. “My name is Amelia Earhart,” she said, grinning. “I hope you’ll read about me in the papers some time next summer.” Then she buckled her cap under her chin, started the engine, rumbled across the grass, and flew away.

check for understanding List three words that describe Amelia Earhart in the story.

62 COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to construct alternatives to the text. For example, have students imagine if Tommy told the story. Ask them to discuss how he likely felt when Amelia said that girls can be as daring as boys, and “sometimes they attempt things boys never have.” Would he have objected to this viewpoint? This activity will help open new ways of engaging with stories.



work time

Introduce Vocabulary Write the following vocabulary words on the board and point out their Spanish cognates: **adventurous, international, transmission.** Have students copy the words and circle any affixes. Then, have students list other words they know with the same affix.

Read—Pause—Sketch Use the following interactive strategy to promote a strategic reading of the text.

Have student pairs take turns reading “What Happened to Amelia Earhart?” aloud. After each student reads two paragraphs, partners will pause and draw a sketch about an idea in that section. Prompt partners to share and discuss their sketches when they are finished reading the text.

Analyze Author’s Craft and Style: Details The author of “What Happened to Amelia Earhart?” gives factual **details** to describe Amelia Earhart’s achievements. Point out the first sentence in paragraph 3 and explain that this is the main idea of the paragraph. Have a volunteer identify the facts that support this idea (1932 flight from Newfoundland to Ireland, record time of 14 hours and 56 minutes). Discuss that these details are facts because they can be **verified** in other sources. There are witnesses and historical accounts that prove the facts are true.

Then, have students reread paragraph 4 and identify the main idea and supporting details. Encourage students to discuss how these facts could be verified in other sources.

check for understanding by having students answer the question about how the text is an historical account. (This is an historical account because it includes facts, dates, and details about Amelia Earhart’s life.)

Compare and contrast fictional and historical accounts of the same time and place 16

work time

What Happened to Amelia Earhart?
by Frank Frazier

1 Amelia Earhart was born in Kansas on July 24, 1897. At a very early age, she displayed an adventurous and independent nature. In 1920, she demonstrated her daring streak by going on her first airplane ride. A few years later, Earhart had acquired a pilot’s license and even owned her own plane.

2 In 1928, Amelia was approached by a promoter who wanted her to fly across the Atlantic Ocean with two men, Wilmer Stultz and Louis Gordon. Even though Earhart’s role was merely that of a passenger, she became an international celebrity when the plane landed in Wales.

3 Although she was acknowledged as a hero, Earhart was determined to make the transatlantic flight on her own. Her dream came true in 1932 when she flew from Newfoundland in Canada to Northern Ireland, completing the flight in the record time of 14 hours and 56 minutes. Her next adventure took her from Hawaii to Oakland, California, a journey that she completed in just 17 hours and 7 minutes.

4 Earhart’s next goal was to fly around the world. On June 1, 1937, Earhart and her navigator, Fred Noonan, took off from Miami, Florida, on a 29,000-mile journey around the world. Over the following weeks, the two traveled close to 22,000 miles.

5 On July 2, the pilots headed to Howland Island, which was only 2,600 miles away. The flight was expected to be challenging since the tiny island could be difficult to locate. As they headed closer to the island, Earhart radioed that their plane was running low on fuel. About an hour later, she sent this message: “We are running north and south.”

6 That was the last transmission anybody received from her. Many people believe that the plane went down in the Pacific Ocean a scant 100 miles from the island.

7 The mystery around Earhart’s disappearance continues to fascinate people around the world. Did her plane crash in the ocean? Was she possibly captured by Japanese soldiers? No one really knows what ultimately happened to Amelia Earhart.

check for understanding How do you know this text is an historical account?

COMPARING TEXTS 63

VISUAL LITERACY

To demonstrate understanding of how text and graphic features can work together, have students work in small groups to identify an idea from the historical account that needs clarification. Then ask them to describe a graphic feature that the author could add to the text to help them understand this idea.

➞

check for understanding

Analyze Author’s Craft and Style Have students work with a partner to answer the **check for understanding** questions.

If students struggle to understand the author’s purpose for writing, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud To identify the author’s purpose, I look back at “What Happened to Amelia Earhart?” to see what kinds of ideas and details the author includes. The account has a lot of facts and dates about events in Earhart’s life, from her birth to her mysterious disappearance. He tells events in chronological order without giving opinions or sharing personal feelings, so this is an informational text. I think the author’s purpose is to inform readers by giving facts about Earhart’s interesting life and her tragic disappearance.

Make Inferences To complete the web about Amelia Earhart, students will need to identify text details in “What Happened to Amelia Earhart?” that demonstrate the kind of person she was.

Write the following sentence frames on the board to guide students’ thinking: One detail in the passage says that Amelia Earhart _____. So, Amelia Earhart was a(n) _____ person.

➞

reflect

Have students work in pairs to compare and contrast the descriptions of Amelia Earhart in both texts. To help students identify how the story provides additional information, have students complete a Venn diagram with relevant text details.

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➞ check for understanding

1 Did you picture the narrator of “Meeting Amelia Earhart” as a boy or a girl? Why?
Possible response: I pictured the narrator as a boy because Earhart seems to be educating the children about the idea that girls can do anything.

2 Based on the two texts, do you think Amelia Earhart was a good role model for children? Explain why or why not.
Possible response: I think she was a great role model because she showed that women can do great things, which was not always believed at that time.

3 What purpose does the dialogue serve in “Meeting Amelia Earhart”? Give an example from the text.
Possible response: The dialogue helps to reveal Earhart’s personality and to share her thoughts, such as girls “can try whatever boys try.”

4 What is the author’s main purpose in writing “What Happened to Amelia Earhart?” Explain your answer.
Possible response: The author’s purpose is to inform about Earhart’s life, important achievements, and the mystery of her disappearance.

5 Complete the word web with words that describe Amelia Earhart based on the text “What Happened to Amelia Earhart?” *Possible responses:*

adventurous

independent

successful

daring

Amelia Earhart

➞ reflect

With a partner, compare the graphic organizer above with the words you used to describe Amelia in “Meeting Amelia Earhart.” What additional information do you learn about Amelia in the story?

64 COMPARING TEXTS

CRITICAL LITERACY

To encourage further inquiry and consideration of different viewpoints, assign small groups to study different theories about Amelia Earhart’s disappearance. Have each group develop a short presentation with visual aids on their assigned theory. Then, have groups present their theories to the class and allow the class to vote on which theory is most credible based on the information they have learned.

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Work with a partner to create a dialogue for two fictional suffragettes in the march.



work time**Meeting Amelia Earhart***by Juna Loch*

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check for understanding List three words that describe Amelia Earhart in the story.

work time

What Happened to Amelia Earhart?

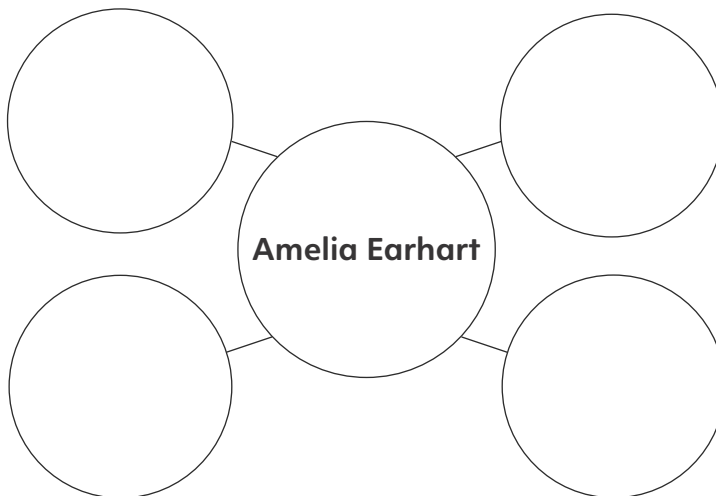
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check for understanding How do you know this text is an historical account?

➞ check for understanding

- 1 Did you picture the narrator of “Meeting Amelia Earhart” as a boy or a girl? Why?
- 2 Based on the two texts, do you think Amelia Earhart was a good role model for children? Explain why or why not.
- 3 What purpose does the dialogue serve in “Meeting Amelia Earhart”? Give an example from the text.
- 4 What is the author’s main purpose in writing “What Happened to Amelia Earhart?” Explain your answer.
- 5 Complete the word web with words that describe Amelia Earhart based on the text “What Happened to Amelia Earhart?”

**➞ reflect**

With a partner, compare the graphic organizer above with the words you used to describe Amelia in “Meeting Amelia Earhart.” What additional information do you learn about Amelia in the story?