

# Compare and contrast how different authors present similar events

# 13

## Language Objectives

- Identify an author's viewpoint.
- Explain how ideas, details, and events are connected.
- Use context clues to understand word meanings.
- Compare and contrast informational texts on related topics.

## Building Literacy

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

- analyzing the author's decisions about which information to include.
- interpreting what the author wants readers to know.
- focusing on nuances of word choice.
- making connections across texts and to personal experiences.

## Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students write the words in the left column of a T-chart and circle any familiar roots or affixes. In the right column, have students list other words they know that have the same word part, such as *vocal* or *vocation* for *advocate*. (Spanish cognates are in parentheses.)

- agriculture (agricultura)
- advocate
- conditions (condiciones)
- benefits (beneficios)
- register (registrar)



### ENGLISH LANGUAGE LEARNERS

When speaking or reading aloud to English learners, use gestures and pantomime to demonstrate meaning. Have students perform the same motions as they repeat the words. By connecting vocabulary to movement, English learners are more likely to understand and remember the meanings of English words.

### ➔ show me

In this lesson, students will read two informational texts about César Chávez and workers' rights to compare and contrast how authors present similar events.

Say: Today, you are going to compare and contrast events in two informational texts. As you read, keep in mind that different authors approach similar topics, events, and ideas in different ways. Authors that write about the same events will likely describe it using different **details** or **text structures**. One author might focus on a specific part of an event, while another author may take a broader view by making connections to other events and ideas.

Have students turn and talk to a partner about the kinds of details authors of informational texts use to support their ideas (dates, statistics, events, causes, effects, and so on). Ask for volunteers to share their ideas with the group.

### ➔ guide me

Use the Venn diagram in **guide me** to help students practice comparing and contrasting. Have a student volunteer read aloud the details listed in the middle section of a diagram. Discuss that these details relate to the event, or experience, of reading both print and digital books. They are **comparisons** that show how the experiences are similar.

Then, explain to students that they will **contrast** the experiences of reading a print book and a digital book. Have student pairs discuss the differences between sources, such as the materials used and how to navigate the pages. Students should write details relating to print books in the left part of the diagram and details relating to digital books in the right part of the diagram.

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### Compare and contrast how different authors present similar events

➔ show me


What can we learn from comparing similar events?

➔ guide me

**example**

Compare and contrast the similar event of reading a print book to reading a digital book.

Print Book	Both	Digital Book
<ul style="list-style-type: none"> <li>• read on paper</li> <li>• turn the pages</li> </ul>	<ul style="list-style-type: none"> <li>• have words</li> <li>• tell story</li> </ul>	<ul style="list-style-type: none"> <li>• read on a screen</li> <li>• swipe the pages</li> </ul>



COMPARING TEXTS 49

### VISUAL LITERACY

Visual learners and struggling readers can use graphics as an entry point to new texts. Explain that the photograph on page 49 is related to the topic of the texts students will read. Have students work in small groups to discuss what the photograph shows and predict what the texts are about. Ask volunteers to share their ideas with the class.



work time

**Introduce Vocabulary** Write the following vocabulary words on the board: **agriculture, advocate, conditions, benefits.** Point out the Spanish cognates for *agriculture, conditions,* and *benefits.* Then, have students use each word in a sentence to demonstrate their understanding of its meaning.

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

Have student pairs take turns reading “Rights for Migrant Workers” 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: Viewpoint** An author’s **viewpoint** is how he or she feels about the topic of the text. Not all authors state their opinions for the reader, but they may choose words that give hints about the way they feel.

Ask a volunteer to read aloud paragraph 1. Point out the first sentence: “Agriculture in the United States could not exist without farm workers.” Discuss how this is a factual statement, since Americans rely on farm workers to grow and harvest their food, but it also shows a favorable opinion of farm workers. The phrases “could not exist,” “no food industry,” and “serious shortage” show that the author doesn’t just think farm workers are helpful; she believes they are essential.

Then, have partners reread the rest of the text and identify other words and phrases that hint at the author’s viewpoint. Ask volunteers to share their findings with the class.

**check for understanding** by having students answer the question about the focus of the text. (The text focuses on Chávez’s work as a labor organizer.)

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work time

Rights for Migrant Workers

by Elizabeth Villalobos

- 1 Agriculture in the United States could not exist without farm workers. Without their labor, there would be no food industry, and a serious shortage of food would result. Many of these farm workers are migrant workers, who travel around the nation to work on farms.
- 2 In the past, employers sometimes refused to pay migrant farm workers fairly for their labor. These migrant workers did not realize that they could speak out against this unfair treatment. They didn’t consider joining a union, a group that fights for the fair treatment of workers and for fair wages.
- 3 César Chávez was the son of migrant farm workers. As he grew up, he noticed the ways in which farm owners took advantage of workers. He decided to become an advocate for migrant farm workers and help the vulnerable in society.
- 4 In 1948, Chávez began to teach farm workers from Mexico how to read and write in English. He taught them
- 5 In the 1960s, Chávez organized farm workers into a union called the United Farm Workers. This union demanded better pay and better working conditions for its members. California’s grape growers, however, ignored the union’s demands. As a result, the farm workers went on strike, which meant they stopped working until their employers agreed to meet their demands. The grapes went unpicked.
- 6 Next, the union called for a boycott. Consumers were asked not to buy grapes grown in the United States until grape owners improved working conditions for farm workers. Many Americans joined the boycott. The boycott proved successful and was finally lifted in 1970 after the grape growers signed contracts that gave farm workers the benefits they needed.

check for understanding What part of Chávez’s life does this text focus on?

CRITICAL LITERACY

To think critically, students must understand that the author has made specific decisions about the words and ideas he or she included in the text.

After students have finished reading, have them reflect on these questions:

- Whose point of view is missing from the text?
- Who would be most likely to read a history text about migrant farmers?
- Which graphic features would help readers better understand how the union formed?



## work time

**Introduce Vocabulary** Write the following vocabulary words on the board and point out the Spanish cognates: **register, conditions**. Have students discuss how the context clues in this text help them better understand the meaning of each word.

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

Have student pairs take turns reading “The Legacy of César Chávez” aloud. After each student reads a paragraph, have him or her pause and share a personal or text connection.

On the board, write a few sentence frames to help guide the conversation, such as:

- This reminds me of \_\_\_\_\_.
- I remember reading about \_\_\_\_\_ in “Rights for Migrant Workers.”
- I think migrant farm workers were treated \_\_\_\_\_ because \_\_\_\_\_.

### Analyze Author’s Craft and Style: Cause and Effect

Discuss that authors of fiction texts use cause and effect to show how plot events are related. An **effect** is something that happens and a **cause** is the reason why it happened.

Point out the last sentence of paragraph 1. Explain that Chávez joining the U.S. Navy is an effect. Ask for volunteers to identify what causes him to enlist (the lack of opportunities for Mexican American men with little education).

Then, have partners read paragraphs 3 and 4 and identify other cause-and-effect relationships.

**check for understanding** by having students complete the sentence frame about the Community Service Organization. (The CSO helped César understand the importance of getting Latino immigrants to vote in elections.)

Compare and contrast how different authors present similar events **13**

work time

**The Legacy of César Chávez**  
by Luz Jiménez

1 In 1944, the United States was in the middle of World War II. César Chávez was seventeen years old. He and his family were still living the life of migrant workers, traveling from farm to farm to pick and plant crops. Their dream of buying back their family farm had long ago faded away. César decided that he had to make a big change in his life. There were few opportunities available for a young Mexican American man with little education, however, so César decided to join the U.S. Navy.

2 When César returned to California after the end of the war, he did not want to go back to work in the fields and live the hard life of a migrant worker. However, no one wanted to give a good job to a young Mexican American man with only an eighth-grade education. César had no choice but to return to harvesting grapes.

3 In 1952, César met two men who would influence his life greatly. One of them was a Catholic priest, Father Donald McDonnell. Father McDonnell

sympathized with the Mexican Americans he served, and César grew to trust him. It was Father McDonnell who introduced César to Mahatma Gandhi’s ideas about nonviolent protest.

4 The other influential man César met was Fred Ross, who worked with the Community Service Organization, or CSO. The CSO was a civil rights organization that worked on behalf of Latino immigrants. The first important job Chávez had with the CSO was helping to register four thousand new voters.

5 In 1962, César left his job at the CSO to pursue an even bigger dream. He knew that the people who worked in the fields, gathering the harvests to feed the nation, had a right to be paid fairly for their hard labor. They had a right to decent working conditions and deserved to be treated with dignity and respect. This would be his life’s cause: to ensure a better life for the farm workers of America.

check for understanding The CSO helped César understand the importance of getting \_\_\_\_\_ to \_\_\_\_\_ in elections.

COMPARING TEXTS 51

## VISUAL LITERACY

Graphics can help visual learners make sense of text details. Have students complete a time line of César Chávez’s life using details from both texts. Then ask volunteers to share their time lines with the group.

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 identify how the texts could influence their own actions, use a Think Aloud to model how a critical thinker would approach the text.

**Think Aloud** Let me consider what I learned about migrant workers from the texts. In "Rights for Migrant Workers," the author says migrant farm workers were not paid fairly for their work. The author of "The Legacy of César Chávez" describes their "hard labor." Many of these workers were immigrants, and I think it's unfair they were treated so poorly. I believe that everyone should be treated with respect and paid for their work. I will try to treat everyone the same, no matter where they come from.

**Compare and Contrast: Details** To complete the Venn diagram, students will need to identify specific details in each text. Have students reread "Rights for Migrant Workers" and underline the most important details. Then have them do the same for "The Legacy of César Chávez." Prompt students to review their underlined details and circle any details that appear in *both* texts.

Have students use the details to complete the Venn diagram. Students should write one circled detail in the middle section of the diagram. Then, have students write the details unique to each text in the outer parts of the diagram. Point out that these are the details that students did *not* circle.

reflect

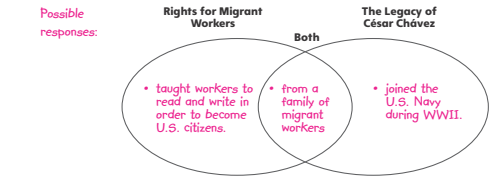
Have students work in partners to discuss César Chávez's portrayal in each text and decide which text better summarizes his life.

Write the following English language arts terms on the board for students to address in their discussions: **author's viewpoint, main ideas, supporting details, facts, opinions, text structure, word choice.**

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check for understanding

- 1 How are migrant workers represented in "Rights for Migrant Workers"? Use details from the text to support your answer.  
*Possible response: Migrant workers were taken advantage of. They weren't paid fairly and didn't know they could speak out about this treatment.*
- 2 How might you treat others differently as a result of learning about migrant farm workers in both texts?  
*Possible response: I will think about the difficulties and prejudices that immigrants face and remember that all people should be treated fairly.*
- 3 Why does the author refer to migrant workers as being "vulnerable" in "Rights for Migrant Workers"?  
*Possible response: The author refers to them as being vulnerable because they were treated unfairly and couldn't do anything about it.*
- 4 Why is the last sentence of "The Legacy of César Chávez" significant? Explain your answer using details from the text.  
*Possible response: The last sentence sums up all of his work and tells why César Chávez is so important.*
- 5 Use the Venn diagram to compare and contrast the information about César Chávez in both texts. Add at least one detail to each section.



reflect

With a partner, compare and contrast how César Chávez is portrayed in each text. Discuss which text provides a better summary of his life and why.

CRITICAL LITERACY

One way to help students critically evaluate a text is to compare and contrast the author's viewpoint with their own. For example, ask students whether they agree with the practice of boycotting. Then have volunteers explain whether their viewpoint is similar to or different from those of the authors.



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➤ show me

What can we learn from comparing similar events?


➤ guide me

**example**

Compare and contrast the similar event of reading a print book to reading a digital book.

**Print Book**      **Both**      **Digital Book**

- have words
- tell story



## work time

### Rights for Migrant Workers

by Elizabeth Villalobos

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- 3 César Chávez was the son of migrant farm workers. As he grew up, he noticed the ways in which farm owners took advantage of workers. He decided to become an advocate for migrant farm workers and help the vulnerable in society.
- 4 In 1948, Chávez began to teach farm workers from Mexico how to read and write in English. He taught them because adult immigrants had not always enjoyed access to schools when they were young. Once these men and women learned to read and write English, they were able to take the test required to become U.S. citizens.
- 5 In the 1960s, Chávez organized farm workers into a union called the United Farm Workers. This union demanded better pay and better working conditions for its members. California's grape growers, however, ignored the union's demands. As a result, the farm workers went on strike, which meant they stopped working until their employers agreed to meet their demands. The grapes went unpicked.
- 6 Next, the union called for a boycott. Consumers were asked not to buy grapes grown in the United States until grape owners improved working conditions for farm workers. Many Americans joined the boycott. The boycott proved successful and was finally lifted in 1970 after the grape growers signed contracts that gave farm workers the benefits they needed.

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**check for understanding** What part of Chávez's life does this text focus on?

➤ **work time**

**The Legacy of César Chávez**

*by Luz Jimenez*

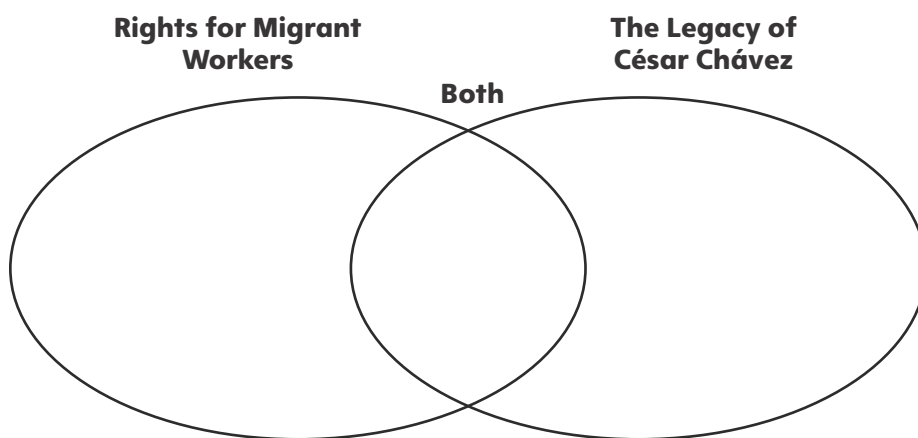
- 1 In 1944, the United States was in the middle of World War II. César Chávez was seventeen years old. He and his family were still living the life of migrant workers, traveling from farm to farm to pick and plant crops. Their dream of buying back their family farm had long ago faded away. César decided that he had to make a big change in his life. There were few opportunities available for a young Mexican American man with little education, however, so César decided to join the U.S. Navy.
- 2 When César returned to California after the end of the war, he did not want to go back to work in the fields and live the hard life of a migrant worker. However, no one wanted to give a good job to a young Mexican American man with only an eighth-grade education. César had no choice but to return to harvesting grapes.
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➤ **check for understanding** The CSO helped César understand the importance of getting \_\_\_\_\_ to \_\_\_\_\_ in elections.



### ➤ check for understanding

- 1 How are migrant workers represented in “Rights for Migrant Workers”? Use details from the text to support your answer.
- 2 How might you treat others differently as a result of learning about migrant farm workers in both texts?
- 3 Why does the author refer to migrant workers as being “vulnerable” in “Rights for Migrant Workers”?
- 4 Why is the last sentence of “The Legacy of César Chávez” significant? Explain your answer using details from the text.
- 5 Use the Venn diagram to compare and contrast the information about César Chávez in both texts. Add at least **one** detail to each section.



### ➤ reflect

With a partner, compare and contrast how César Chávez is portrayed in each text. Discuss which text provides a better summary of his life and why.