

Compare and contrast conflicting information from two texts on the same topic

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Language Objectives

- Identify an author's viewpoint.
- Discuss author's purpose.
- Understand the meaning of domain-specific vocabulary.
- Compare and contrast two texts on the same topic.

Building Literacy

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

- examining the author's choices about which information to include and exclude.
- making connections to personal experiences and other texts.
- generating questions to monitor comprehension.
- understanding the relationship between reader and author.

Focus on Language

Display the following domain-specific vocabulary words that students will encounter in these texts. Have students use a KWL graphic organizer to rate their understanding of domain-specific vocabulary. (Spanish cognates are in parentheses.)

- gasoline (gasolina)
- pollution (polución)
- biodiesel (biodiesel)
- solar (solar)
- renewable



ENGLISH LANGUAGE LEARNERS

Provide your English learners with opportunities to interact with English-speaking classmates to enhance their language skills. Working in pairs or small groups will give English learners a chance to practice English in a relaxed environment.

➔

show me

In this lesson, students will compare an argumentative text about air pollution to an informational text about solar energy to examine how authors present conflicting information on the same topic.

Say: Today, you are going to compare and contrast information from two texts on the same topic. However, authors that write about the same subject do not always have the same viewpoint or purpose. Authors include the information that best supports their position and often exclude any information that disproves it. As a result, two texts can have conflicting information, or details that do not agree across texts.

Have students turn and talk to a partner about how online reviews of movies, restaurants, or products can contain conflicting information. Ask them to explain which details an author may include in a positive review versus a negative review and discuss how the same information could be interpreted in different ways, depending on the author’s viewpoint and purpose. Invite volunteers to share their ideas.

➔

guide me

Use the Anticipation Guide in guide me to help students discuss ideas related to the topic of the texts they will read. Have a student volunteer read aloud the first sentence in the chart and say whether they agree or disagree with the statement. Ask the student to provide a supporting reason that explains why they think that way.

Then, have student pairs read aloud the other statements in the chart and discuss whether they agree or disagree with them.

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➔ show me

What does it take to change our minds?

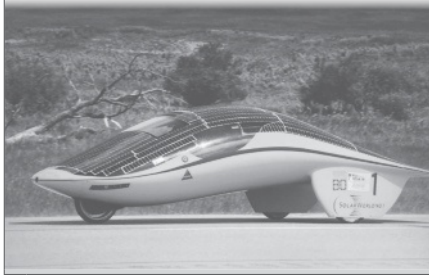
➔ guide me

example

Complete the Anticipation Guide. Discuss your ideas with a partner.

Responses will vary.

	Agree	Disagree
Oil companies prevent individuals from exploring alternate energy sources.		
Solar power is an inexpensive, renewable resource.		
Advancing technology will make solar cars possible.		
Fossil fuels are the only energy sources that emit greenhouse gases.		



COMPARING TEXTS 97

VISUAL LITERACY

Use the graphic features in a text to provide an entry point for visual learners and struggling readers. Have students work in small groups to discuss the picture on page 97. Then, have them underline the related sentence from the Anticipation Guide. Ask a volunteer to share the answer with the group and explain how the picture depicts this information.

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work time

Introduce Vocabulary Write the following vocabulary words on the board and point out the Spanish cognates: **gasoline, pollution, biodiesel**. Then, have students make a prediction about the topic of the article.

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

Have student pairs take turns reading “Biofuels to the Rescue” aloud. After each student reads a paragraph, have him or her pause and share a personal or text connection about what was just read.

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

- This reminds me of _____.
- I remember reading about _____.
- I think fossil fuels are _____ because _____.

Analyze Author’s Craft and Style: Author’s Viewpoint

An author’s **viewpoint** is how he or she feels about the topic of the text. To identify the author’s viewpoint, look for words with strong positive or negative meanings.

For example, ask a volunteer to read aloud paragraph 1. Point out the words *need, safe, clean, and healthy*. Explain that these words have positive meanings. Then have a volunteer identify descriptions with negative meanings (“tons of pollution,” “harms people and wildlife”). Discuss how the author contrasts a positive vision of the world with the negative effects of gasoline and diesel fuel.

Then, have partners review the rest of the text and identify other words and phrases that reveal the author’s viewpoint against fossil fuels. Ask volunteers to share their findings with the class.

check for understanding by having students complete the analogy. (Oil is to fossil fuel as corn is to biofuel.)

25

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work time

Biofuels to the Rescue

by Maria Tejeda

- 1 We all need a safe, clean, and healthy world to live in, but we might not have one if we continue to depend on fossil fuels for transportation. Every day, people burn billions of gallons of gasoline and diesel fuel to power their vehicles, creating tons of pollution that harms people and wildlife and is even changing the world’s climate.
- 2 Almost all of this fuel is obtained by pumping crude oil out of the ground, often ruining beautiful, wild places in the process. For example, many oil rigs are erected just offshore in the ocean. In the event of an accident or leakage of oil into the water, fish, seabirds, and other marine animals are harmed. In addition, the skilled workers who operate these oil rigs are at great risk for devastating accidents.
- 3 For example, on April 20, 2010, an oil rig called *Deepwater Horizon* caught fire off the Louisiana coast in the Gulf of Mexico. It burned for over a day before it collapsed and sank into the ocean. Eleven people were killed, and seventeen others were sent to trauma centers. In addition, millions of gallons of crude oil poured into the ocean, killing wildlife and causing massive oil slicks that fouled shorelines. Similar disasters have occurred when oil tankers have run aground and split open.
- 4 The good news is that an alternative to fossil fuels does exist. This fuel is called biodiesel, which is produced from oily plants, such as soybeans. Biodiesel can even be made from vegetable oil, including oils that were first used for cooking.
- 5 In the United States, some biofuels are made from crops, such as corn and sugarcane. They are much more efficient than fossil fuels and produce less air pollution. Moreover, compared to fossil fuels, biofuels emit less greenhouse gas so using biofuels is a better way to fuel the country.

➡ **check for understanding** Complete the analogy. Oil is to _____ as corn is to _____.

98 COMPARING TEXTS

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to examine the author’s intent.

Have students practice thinking critically by reflecting on these questions after reading:

- Whose point of view is missing from the text? Why did the author likely leave out this viewpoint?
- Does the author use enough facts and examples to support her claims?
- Which words best convey the author’s position on biofuels?

work time

Introduce Vocabulary Write the following vocabulary words on the board: **solar, gasoline, renewable, pollution**. Point out the Spanish cognates for *solar*, *gasoline*, and *pollution*. Then, have students explain how the context clues in “Sun-Powered Speed” help them build on their understanding of domain-specific vocabulary in “Biofuels to the Rescue.”

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

Have student pairs take turns reading “Solar-Powered Speed” aloud. After each student reads two paragraphs, have him or her pause to ask his or her partner questions about what they just read. Have them continue this process until they finish reading.

Analyze Author’s Craft and Style: Author’s Purpose “Solar-Powered Speed” is an informational text in which the author informs readers about solar-powered cars. However, authors often have more than one purpose.

Have a volunteer read aloud paragraphs 4 through 6. Then, have students discuss what other purpose the author might have (to persuade readers that solar power is a better alternative to oil and biofuels). Have a volunteer identify which words and phrases reveal this purpose.

check for understanding by having students complete the sentence frame about the author’s viewpoint. (According to the author, the best reason to switch to solar power is because solar power is renewable.)

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work time

Sun-Powered Speed

by Venessa Ricci

1 Every year, a group of strange-looking vehicles, more akin to spaceships than to cars, zip through the Australian desert. These vehicles and their drivers are competing in the World Solar Challenge, a race that covers 1,878 miles from Darwin in the Northern Territory to Adelaide in South Australia.

2 A solar car runs on sunlight instead of gasoline. The vehicle's exterior is lined with flat solar panels, which catch sunlight and convert it into electricity to power the cars' engines. Using this converted power, solar cars can travel up to 74 miles per hour.

3 In 2001, 22 teams from 11 countries competed. The winning car, which hailed from the Netherlands, finished the race in about 30 hours. In 2017, there were 42 participants in the solar race, which has become so popular that there are now new categories for different types of solar cars. The Challenger class consists of the most advanced cars, which boast the latest technology and travel at faster speeds. The Adventurer class features non-competitive drivers, while the Cruiser class is designed for efficiency.

4 Could solar power fuel the vehicles of tomorrow? Right now, most of the world's cars run on gasoline, which is made from crude oil extracted from underground reserves. The world has a limited amount of crude oil, and oil prices are always going up, making gasoline expensive.

5 To combat our dwindling supply of fuels made from oil, many car manufacturers have started using biofuels. However, this type of fuel is made from crops, such as soybeans, corn, and sugarcane, and growing these crops to produce biofuel has an environmental impact. Crops require land, water, fertilizers, and pesticides to grow, which generates greenhouse gases that harm the atmosphere.

6 In contrast, solar power is free and renewable, which means it won't run out, and solar cars create less pollution than gas-guzzling cars. Though solar cars are not yet advanced enough to replace gas-powered cars, the race in Australia demonstrates that the future looks bright.

check for understanding

According to the author, the best reason to switch to solar power is _____.

COMPARING TEXTS 99

VISUAL LITERACY

Monitor students’ understanding after reading by having them draw the part of the text they find most interesting. Then, have them share their drawings with their classmates. Drawing activities engage visual learners while providing evidence of reading comprehension.

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COMPARING TEXTS

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 their position in relation to the author's, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud The author of "Sun-Powered Speed" believes that solar power is better for the environment than fossil fuels or biofuels because solar power is renewable. However, the author says that solar-powered vehicles look more like spaceships than regular cars because they have solar panels all over them. She also says that they are "not yet advanced enough" to replace traditional cars. So, I think that the design and technology of solar cars both need to improve before people would feel safe using them.

Compare and Contrast: Conflicting Information

To complete the Venn diagram, have students reread each passage and underline key details supporting the author's position that one kind of fuel or power is better than another.

Ask the following questions to guide students' thinking:

- Where do biofuels come from? Are they renewable?
- Where does solar power come from? Is it renewable?
- Which resource does the author think is best? How is this resource better than fossil fuel?

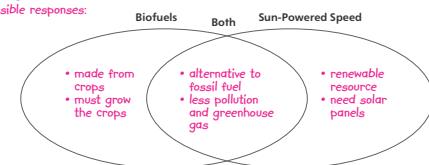
reflect

Have students work in pairs to discuss which passage presented a better argument and why. Remind students to identify specific text details that support their position.

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check for understanding

- 1 Consider the author's position in "Sun-Powered Speed." What do you think it would take to get people to use solar cars?
Possible response: I think the technology would have to advance so that the cars weren't covered in reflective panels that might cause accidents.
- 2 What does the author of "Biofuels to the Rescue" want readers to believe?
Possible response: The author wants readers to believe that biofuels are an answer to fossil fuels because they emit less greenhouse gas.
- 3 How does the author of "Sun-Powered Speed" dispute the advantages of using biodiesel fuels?
Possible response: The author points out that growing crops requires land, water, fertilizers and pesticides, all of which generate greenhouse gases.
- 4 In "Biofuels to the Rescue," how does the author's choice of words in paragraph 3 affect your opinion of fossil fuels?
Possible response: Phrases such as "massive oil slicks" and "towed shoreline" create visual images that cause readers to view oil negatively.
- 5 Use the Venn diagram to compare and contrast information from the two passages. Fill in each section with at least **one** detail.
Possible responses:



reflect

With a partner, discuss which passage presented a better argument and why.

100 COMPARING TEXTS

CRITICAL LITERACY

One way to help students see beyond bias is to construct alternatives to the text. For example, having students imagine a conversation between the author of "Biofuels to the Rescue" and an oil company executive will help open new ways of thinking for students.

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➤ show me

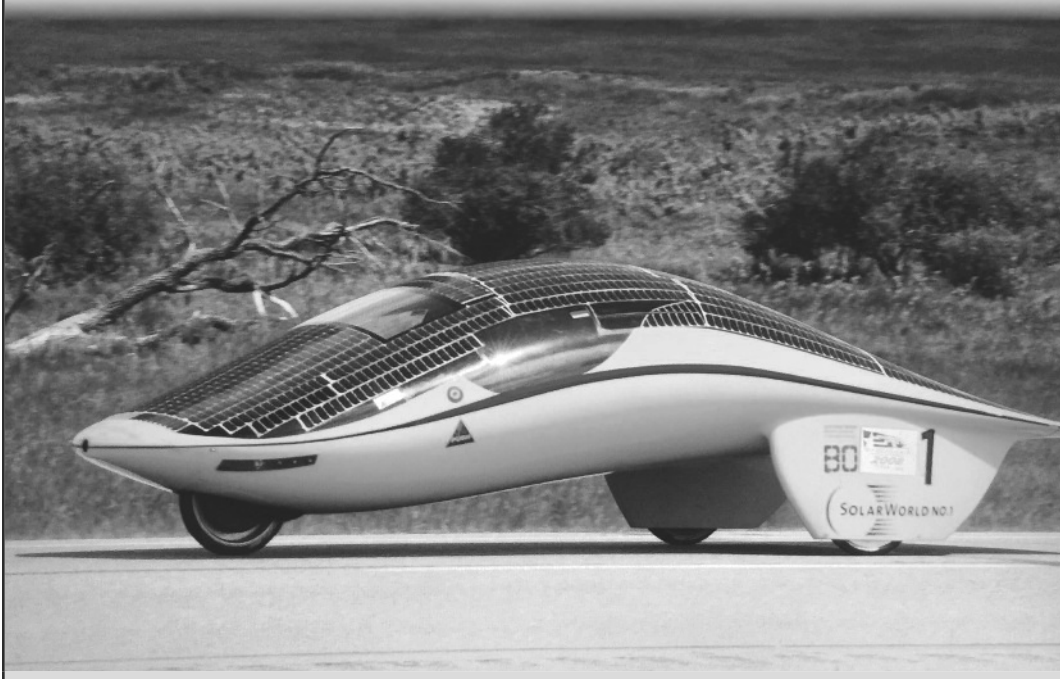
What does it take to change our minds?

➤ guide me

example

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➤ **work time**

Sun-Powered Speed

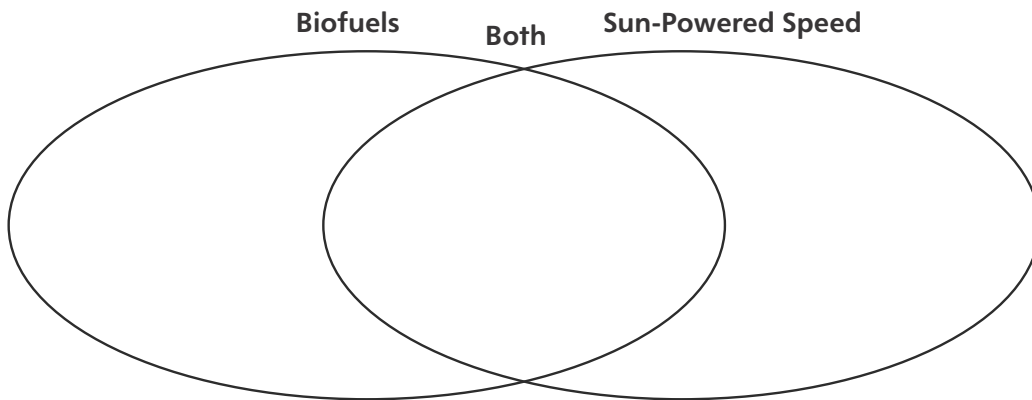
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➤ **check for understanding** According to the author, the best reason to switch to solar power is _____.

➞ check for understanding

- 1 Consider the author's position in "Sun-Powered Speed." What do you think it would take to get people to use solar cars?
- 2 What does the author of "Biofuels to the Rescue" want readers to believe?
- 3 How does the author of "Sun-Powered Speed" dispute the advantages of using biodiesel fuels?
- 4 In "Biofuels to the Rescue," how does the author's choice of words in paragraph 3 affect your opinion of fossil fuels?
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➞ reflect

With a partner, discuss which passage presented a better argument and way.