Compare and contrast stories in the same genre

7

Language Objectives

- Ask and answer questions about characters, setting, and plot.
- Use text details to determine theme.
- Identify sensory language.
- Compare and contrast stories in the same genre.

Building Literacy

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

- examining the author's choices related to plot, setting, and character.
- making connections to personal experiences.
- demonstrating knowledge of the distinguishing characteristics of science fiction.
- analyzing the author's decisions about whose story is told.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Focus on Language

Display the following vocabulary words that students will encounter in these texts. Have students make a prediction about the subject of the stories. (Spanish cognates are in parentheses.)

- serpent (serpiente)
- venom (veneno)
- burrow
- magnitude (magnitud)
- tentacles (tentáculos)

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 a science fiction story about an adventure through the Earth with a science fiction story about a colony on Mars.

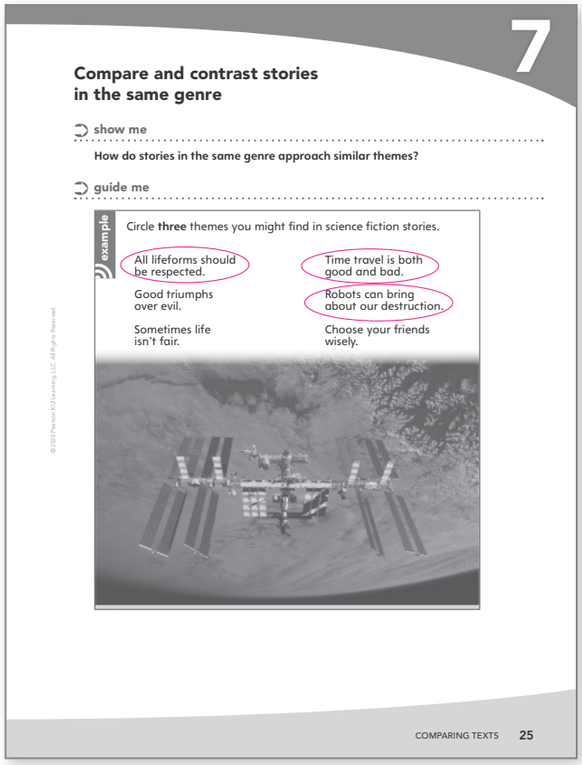
Say: Today, you are going to compare and contrast stories in the same genre. A **genre** is a category of writing that uses certain structures, styles, and subjects. The stories you will read today are in the genre of science fiction, and you will examine their themes. A **theme** is the central message, meaning, or "big idea" of a story.

Have students turn and talk to a partner to define the genre of science fiction in their own words. Ask for volunteers to share their definitions with the group.

guide me

Use the **guide me** activity to help students understand examples of theme, as well as traits of science fiction. Have a student volunteer read aloud the themes. Then, model how to discuss each theme in relationship to genre. For example: What does it mean to respect all life forms? Can you think of a science fiction story, movie, or TV show that has this theme?

Then, have student pairs discuss the themes and select three that would be typical of science fiction stories. Invite volunteers to explain their choices.



7

Compare and contrast stories in the same genre

show me

How do stories in the same genre approach similar themes?

guide me

example

Circle **three** themes you might find in science fiction stories.

All lifeforms should be respected.

Time travel is both good and bad.

Good triumphs over evil.

Robots can bring about our destruction.

Sometimes life isn't fair.

Choose your friends wisely.

COMPARING TEXTS 25

VISUAL LITERACY

Readers can look for details in graphics the same way they look for details in texts. Have students work in small groups to compose brief sentences that describe the picture on page 25. Ask volunteers to share their sentences with the class.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

work time

Introduce Vocabulary Write the following vocabulary words on the board: **serpent, venom, burrow**. Point out the Spanish cognates for *serpent* and *venom*. Have students discuss how the context clues in this story help them better understand the meaning of each word.

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

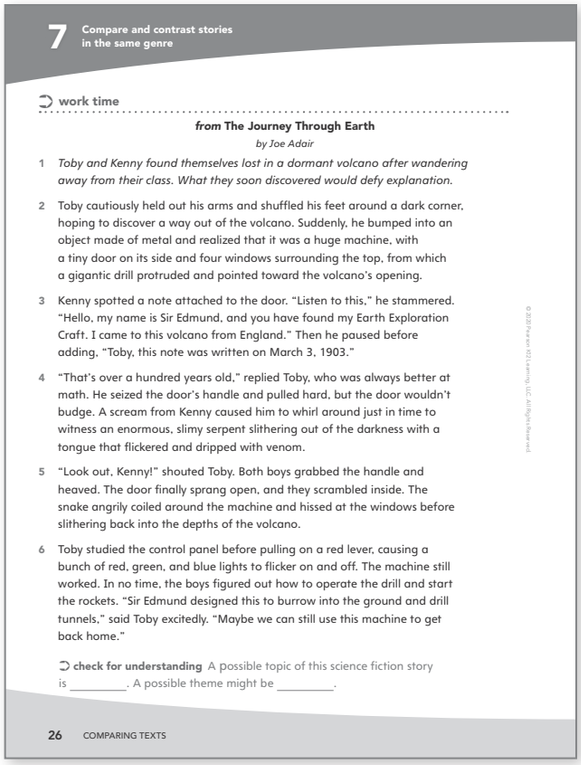
Have student pairs take turns reading "The Journey Through Earth" aloud. After each student reads two paragraphs, partners will pause and draw a sketch about an event in that section. Prompt partners to share and discuss their sketches when they are finished reading the text.

Analyze Author's Craft and Style: Cause and Effect Discuss how 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.

Read aloud paragraph 1. Explain that Toby's discovering the machine is an effect. Ask for volunteers to identify what caused Toby to find the machine in the dark volcano. (He was shuffling around in the dark with his arms held out, looking for an exit.)

Then, have partners read paragraph 4 and 5 to identify more cause-and-effect relationships.

check for understanding by having students complete the sentence frames about topic and theme. (A possible topic of this science fiction story is exploration. A possible theme might be the value of teamwork.)



7 Compare and contrast stories in the same genre

work time

***from* The Journey Through Earth**

by Joe Adair

1 *Toby and Kenny found themselves lost in a dormant volcano after wandering away from their class. What they soon discovered would defy explanation.*

2 Toby cautiously held out his arms and shuffled his feet around a dark corner, hoping to discover a way out of the volcano. Suddenly, he bumped into an object made of metal and realized that it was a huge machine, with a tiny door on its side and four windows surrounding the top, from which a gigantic drill protruded and pointed toward the volcano's opening.

3 Kenny spotted a note attached to the door. "Listen to this," he stammered. "Hello, my name is Sir Edmund, and you have found my Earth Exploration Craft. I came to this volcano from England." Then he paused before adding, "Toby, this note was written on March 3, 1903."

4 "That's over a hundred years old," replied Toby, who was always better at math. He seized the door's handle and pulled hard, but the door wouldn't budge. A scream from Kenny caused him to whirl around just in time to witness an enormous, slimy serpent slithering out of the darkness with a tongue that flickered and dripped with venom.

5 "Look out, Kenny!" shouted Toby. Both boys grabbed the handle and heaved. The door finally sprang open, and they scrambled inside. The snake angrily coiled around the machine and hissed at the windows before slithering back into the depths of the volcano.

6 Toby studied the control panel before pulling on a red lever, causing a bunch of red, green, and blue lights to flicker on and off. The machine still worked. In no time, the boys figured out how to operate the drill and start the rockets. "Sir Edmund designed this to burrow into the ground and drill tunnels," said Toby excitedly. "Maybe we can still use this machine to get back home."

check for understanding A possible topic of this science fiction story is _____. A possible theme might be _____.

26 COMPARING TEXTS

CRITICAL LITERACY

Students become good critical thinkers when they are able to look beyond the words on a page in order to make connections across texts and examine the author's intent.

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

- "The Journey Through Earth" is a science fiction story. How is it similar to a fantasy story?
- What are Toby's strong points? What are Kenny's strong points? Why do they make a good team?
- What lesson does the author of "The Journey Through Earth" want readers to learn?

Copyright © Savvas Learning Company LLC. All Rights Reserved.

work time

Introduce Vocabulary Write the following vocabulary words on the board and point out their Spanish cognates: **magnitude, tentacles**. Have students create mnemonic pictures to help them remember each word's meaning. For example, students might draw an octopus inside a tent for the word *tentacles*.

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

Have student pairs take turns reading "The Domes on Mars" 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 part reminds me of "The Journey Through Earth" because _____.
- I already know that Mars _____.
- This part could/could not happen in real life because _____.

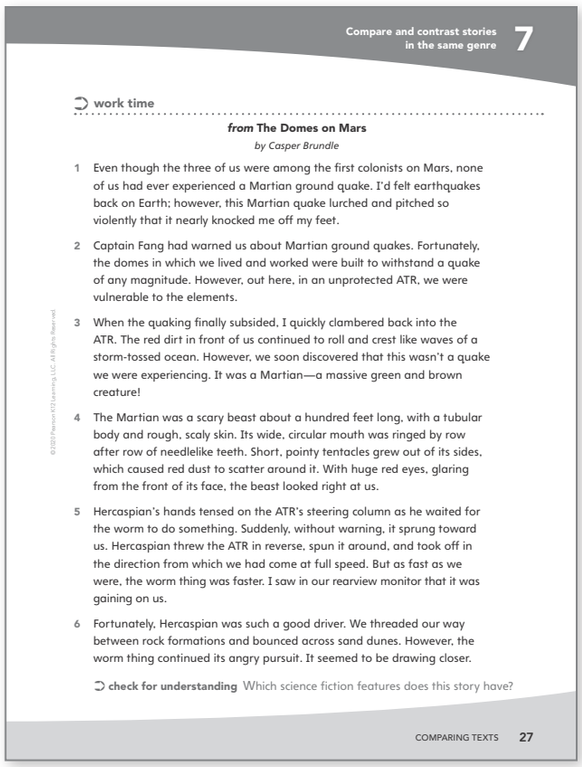
Analyze Author's Craft and Style: Sensory Language Explain that one way authors create vivid descriptions and scenes is by using sensory language.

Sensory language appeals to the senses of sight, sound, smell, taste, and touch to bring characters, settings, and events to life in a reader's imagination.

Point out the phrase in paragraph 1 that uses sensory language to describe the narrator's experience ("it nearly knocked me off my feet"). Have students tell which sense these words appeal to and how they help the author show how violent the Martian ground quake was.

Then, have partners read paragraphs 4 and 5. Have them identify sensory language that shows how scary the Martian was and how it felt to race away from it. Discuss why the author most likely chose to use these words.

check for understanding by having students answer the question about which science fiction features the story has. (Possible response: The story is science fiction because it happens on another planet. The people live in special domes so they can survive on Mars. There are strange, scary creatures that are not found on Earth.)



Compare and contrast stories in the same genre 7

work time

***from* The Domes on Mars**

by Casper Brundle

1 Even though the three of us were among the first colonists on Mars, none of us had ever experienced a Martian ground quake. I'd felt earthquakes back on Earth; however, this Martian quake lurched and pitched so violently that it nearly knocked me off my feet.

2 Captain Fang had warned us about Martian ground quakes. Fortunately, the domes in which we lived and worked were built to withstand a quake of any magnitude. However, out here, in an unprotected ATR, we were vulnerable to the elements.

3 When the quaking finally subsided, I quickly clambered back into the ATR. The red dirt in front of us continued to roll and crest like waves of a storm-tossed ocean. However, we soon discovered that this wasn't a quake we were experiencing. It was a Martian—a massive green and brown creature!

4 The Martian was a scary beast about a hundred feet long, with a tubular body and rough, scaly skin. Its wide, circular mouth was ringed by row after row of needlelike teeth. Short, pointy tentacles grew out of its sides, which caused red dust to scatter around it. With huge red eyes, glaring from the front of its face, the beast looked right at us.

5 Hercaspian's hands tensed on the ATR's steering column as he waited for the worm to do something. Suddenly, without warning, it sprung toward us. Hercaspian threw the ATR in reverse, spun it around, and took off in the direction from which we had come at full speed. But as fast as we were, the worm thing was faster. I saw in our rearview monitor that it was gaining on us.

6 Fortunately, Hercaspian was such a good driver. We threaded our way between rock formations and bounced across sand dunes. However, the worm thing continued its angry pursuit. It seemed to be drawing closer.

check for understanding Which science fiction features does this story have?

COMPARING TEXTS 27

VISUAL LITERACY

Graphic organizers can help visual learners make sense of story details. Have students complete a Story Map about "The Domes on Mars." Then ask volunteers to share their Story Maps with the group.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

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 the author's viewpoint on time travel and decide whether they agree, use a Think Aloud to model how a critical thinker would approach the text.

Think Aloud The author of "The Journey Through Earth" describes how Kenny and Toby find a metal machine from 1903 with lights, levers, and rockets. I know that this technology wasn't available back then, so perhaps the person who built it traveled through time to find modern inventions. It seems like the author has positive feelings toward time travel, since Toby and Kenny can use the time machine to get home. I agree. If time travel can save people from dangerous situations, it is probably a good thing.

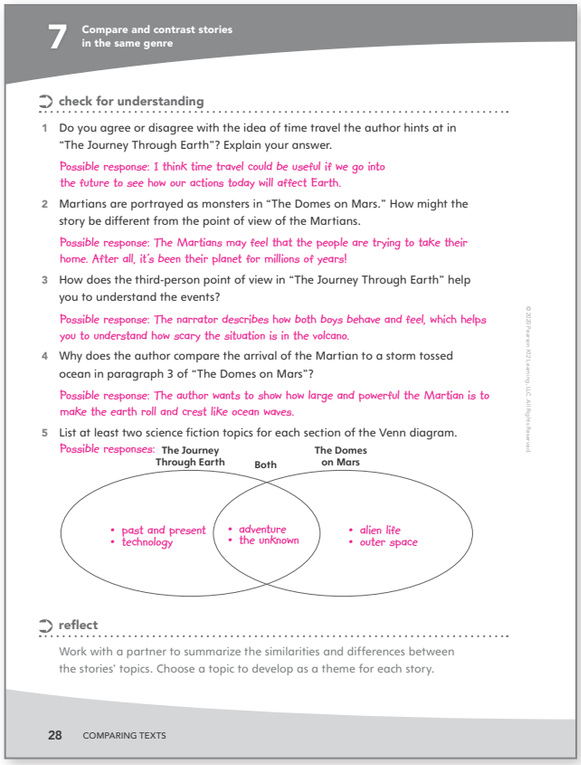
Compare and Contrast: Topics Before students complete the Venn diagram about science fiction topics in the stories, have them reread each story and circle any words or phrases that hint at the topics. For example, students may circle "a Martian—a massive green and brown creature!" in "The Domes on Mars." Explain that this detail relates to alien life, which is a topic commonly found in science fiction texts.

Students who need additional help in completing the diagram will benefit from having a list of topics to choose from. Write the following topics on the board: past and present, adventure, outer space, technology, alien life, the unknown. Guide students to write two topics in each part of the chart, and remind them that the topics in the middle must be found in *both* stories.

reflect

Have students work with a partner to summarize similarities and differences between the stories' topics. Guide students to use the following words in their discussions as they compare and contrast: **like, similar, also, both, however, but, on the other hand**, and **though**.

Then, have students pick one topic from each outer circle in the Venn diagram they completed to develop into a statement about a theme in the story. (For example, in "The Journey Through Earth," the topic "technology" can be developed as the theme, "Technology can help people escape from dangerous situations.")


7 Compare and contrast stories in the same genre

check for understanding

1 Do you agree or disagree with the idea of time travel the author hints at in "The Journey Through Earth"? Explain your answer.

Possible response: I think time travel could be useful if we go into the future to see how our actions today will affect Earth.

2 Martians are portrayed as monsters in "The Domes on Mars." How might the story be different from the point of view of the Martians.

Possible response: The Martians may feel that the people are trying to take their home. After all, it's been their planet for millions of years!

3 How does the third-person point of view in "The Journey Through Earth" help you to understand the events?

Possible response: The narrator describes how both boys behave and feel, which helps you to understand how scary the situation is in the volcano.

4 Why does the author compare the arrival of the Martian to a storm tossed ocean in paragraph 3 of "The Domes on Mars"?

Possible response: The author wants to show how large and powerful the Martian is to make the earth roll and crest like ocean waves.

5 List at least two science fiction topics for each section of the Venn diagram.

Possible responses:

reflect

Work with a partner to summarize the similarities and differences between the stories' topics. Choose a topic to develop as a theme for each story.

28 COMPARING TEXTS

CRITICAL LITERACY

One way to help students think critically is to question which details are missing from the text. For example, the author of "The Domes on Mars" does not explain what the people are doing on Mars or why the Martian creature is chasing them. Ask students to discuss why the author may have left out this background and how the readers' view of the characters might change if it were included.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Compare and contrast stories in the same genre

show me

How do stories in the same genre approach similar themes?

guide me

example

Circle **three** themes you might find in science fiction stories.

All lifeforms should be respected.

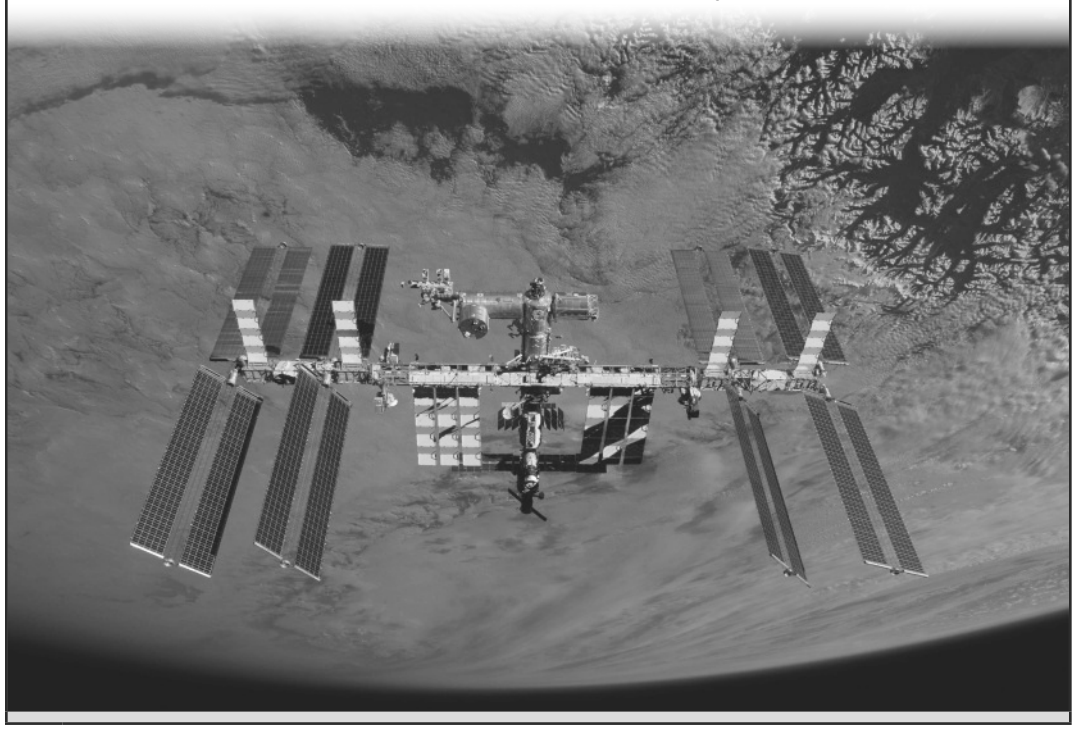
Time travel is both good and bad.

Good triumphs over evil.

Robots can bring about our destruction.

Sometimes life isn't fair.

Choose your friends wisely.



Copyright © Savvas Learning Company LLC. All Rights Reserved.

work time

from The Journey Through Earth

by Joe Adair

1 *Toby and Kenny found themselves lost in a dormant volcano after wandering away from their class. What they soon discovered would defy explanation.*

2 Toby cautiously held out his arms and shuffled his feet around a dark corner, hoping to discover a way out of the volcano. Suddenly, he bumped into an object made of metal and realized that it was a huge machine, with a tiny door on its side and four windows surrounding the top, from which a gigantic drill protruded and pointed toward the volcano's opening.

3 Kenny spotted a note attached to the door. "Listen to this," he stammered. "Hello, my name is Sir Edmund, and you have found my Earth Exploration Craft. I came to this volcano from England." Then he paused before adding, "Toby, this note was written on March 3, 1903."

4 "That's over a hundred years old," replied Toby, who was always better at math. He seized the door's handle and pulled hard, but the door wouldn't budge. A scream from Kenny caused him to whirl around just in time to witness an enormous, slimy serpent slithering out of the darkness with a tongue that flickered and dripped with venom.

5 "Look out, Kenny!" shouted Toby. Both boys grabbed the handle and heaved. The door finally sprang open, and they scrambled inside. The snake angrily coiled around the machine and hissed at the windows before slithering back into the depths of the volcano.

6 Toby studied the control panel before pulling on a red lever, causing a bunch of red, green, and blue lights to flicker on and off. The machine still worked. In no time, the boys figured out how to operate the drill and start the rockets. "Sir Edmund designed this to burrow into the ground and drill tunnels," said Toby excitedly. "Maybe we can still use this machine to get back home."

check for understanding A possible topic of this science fiction story is _____. A possible theme might be _____.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

work time

from The Domes on Mars

by Casper Brundle

1 Even though the three of us were among the first colonists on Mars, none of us had ever experienced a Martian ground quake. I'd felt earthquakes back on Earth; however, this Martian quake lurched and pitched so violently that it nearly knocked me off my feet.

2 Captain Fang had warned us about Martian ground quakes. Fortunately, the domes in which we lived and worked were built to withstand a quake of any magnitude. However, out here, in an unprotected ATR, we were vulnerable to the elements.

3 When the quaking finally subsided, I quickly clambered back into the ATR. The red dirt in front of us continued to roll and crest like waves of a storm-tossed ocean. However, we soon discovered that this wasn't a quake we were experiencing. It was a Martian—a massive green and brown creature!

4 The Martian was a scary beast about a hundred feet long, with a tubular body and rough, scaly skin. Its wide, circular mouth was ringed by row after row of needlelike teeth. Short, pointy tentacles grew out of its sides, which caused red dust to scatter around it. With huge red eyes, glaring from the front of its face, the beast looked right at us.

5 Hercaspian's hands tensed on the ATR's steering column as he waited for the worm to do something. Suddenly, without warning, it sprung toward us. Hercaspian threw the ATR in reverse, spun it around, and took off in the direction from which we had come at full speed. But as fast as we were, the worm thing was faster. I saw in our rearview monitor that it was gaining on us.

6 Fortunately, Hercaspian was such a good driver. We threaded our way between rock formations and bounced across sand dunes. However, the worm thing continued its angry pursuit. It seemed to be drawing closer.

check for understanding Which science fiction features does this story have?

Copyright © Savvas Learning Company LLC. All Rights Reserved.

check for understanding

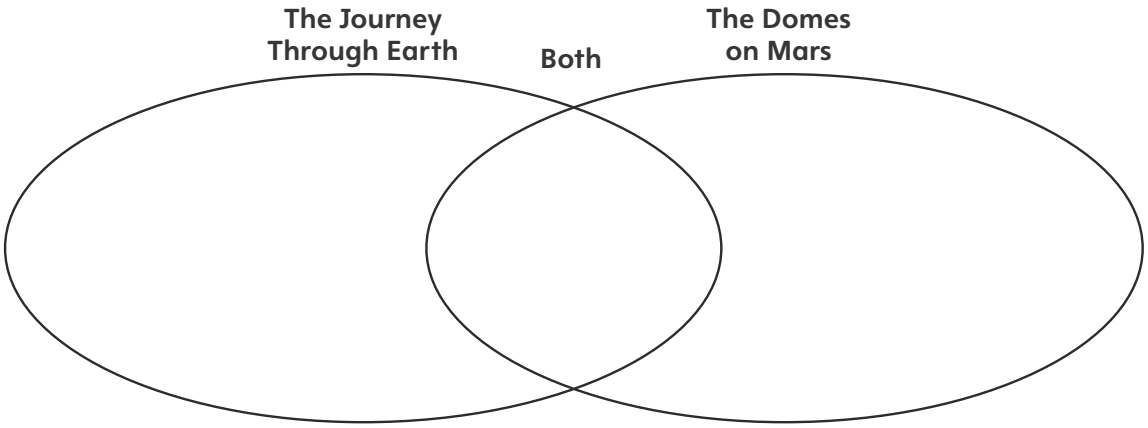
1 Do you agree or disagree with the idea of time travel the author hints at in "The Journey Through Earth"? Explain your answer.

2 Martians are portrayed as monsters in "The Domes on Mars." How might the story be different from the point of view of the Martians.

3 How does the third-person point of view in "The Journey Through Earth" help you to understand the events?

4 Why does the author compare the arrival of the Martian to a storm tossed ocean in paragraph 3 of "The Domes on Mars"?

5 List at least two science fiction topics for each section of the Venn diagram.



reflect

Work with a partner to summarize the similarities and differences between the stories' topics. Choose a topic to develop as a theme for each story.

Copyright © Savvas Learning Company LLC. All Rights Reserved.