

COMPARE & CONTRAST

multiple accounts



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 feeling 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 sees people with disabilities. Helen inspired many people. As Helen once said, "The only things in the world cannot be seen or even touched. The

...s accomplishments.
...s thoughts and feelings.
... Helen felt about Anne Sullivan.
... are movies, plays, and books.

... us between the accounts?

... n's accomplishments, while *The*
... y to speak.

... n's life until she was seven, while

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 held close in the arms of her who had come to do things else, to love me.



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 in "The Life of Helen Keller" because both excerpts describe Anne Sullivan's relationship with Helen. In *The Story of My Life*, the author explains how Anne worked with Helen for 49 years.

One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled "d-o-l-l" and tried to make me understand that "d-o-l-l" applied to both. Earlier in the day we had had a tussle over the words "m-u-g" and "w-a-t-e-r." Miss Sullivan had tried to impress it upon me that "m-u-g" is mug and that "w-a-t-e-r" is water, but I persisted in confounding the two. In despair she had dropped the subject for the time. I became impatient at her repeated attempts and, seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the doll at my feet. I loved the doll. In the earnestness of my quest for a sense of satisfaction, I felt my sense of satisfaction, and I knew I was

wing water and my
ver one hand she
y fixed upon the
terful cool something
ve it light, hope, joy,
in time be swept

each name gave birth
uched seemed to
I felt my way to the
en my eyes filled with
ntance and sorrow.
what they all were;
ords that were to
happier child than I



WHAT'S INSIDE?

PRINTABLE PDFs and **DIGITAL** Google Slides covering the 4th and 5th grade text complexity band with Certified Lexile Levels.

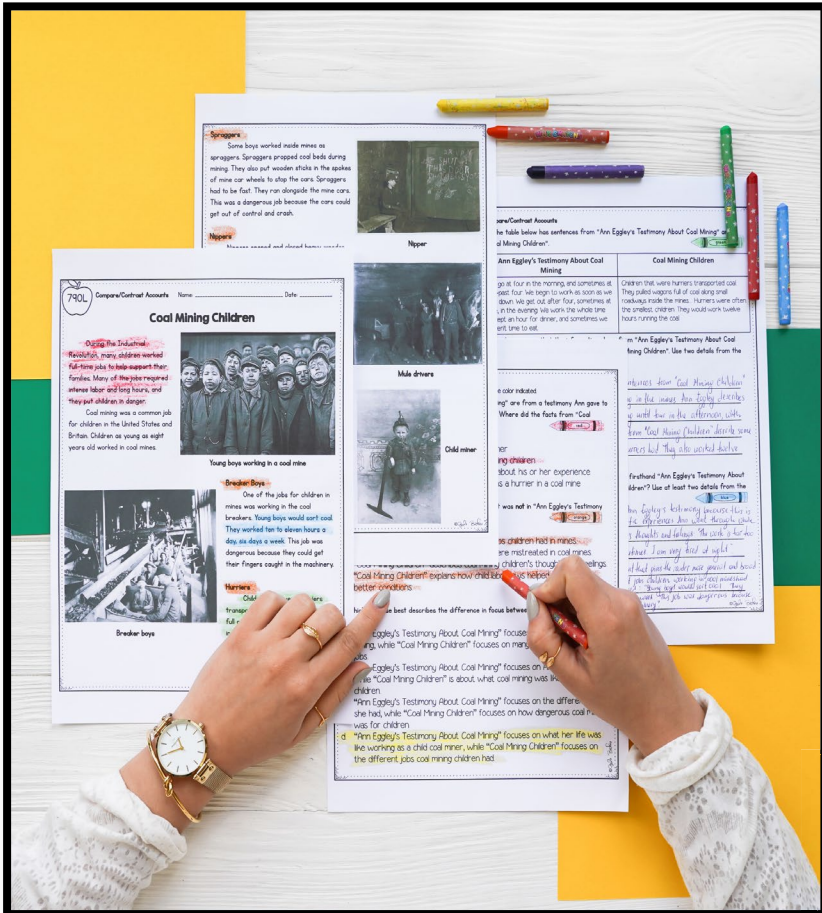
- Anchor charts and question sets
- Color coding to encourage students to use text evidence
- AND two assessments on nonfiction reading passages

Printable and
Google
Slides Included



The image shows a digital tablet displaying educational materials. The top screen shows a 'COMPARE & CONTRAST ACCOUNT' worksheet with a Lexile level of 790L and a '4th grade' label. Below this is a 'Table of Contents' listing various passages and their Lexile levels. The bottom screen shows a 'The Google Slide a copy' button with a laptop icon and a note that users must have help setting up. The tablet is tilted to show two pages of text with images. The first page is titled 'Coal Mining Children' and includes a photograph of young boys in a coal mine. The second page is titled 'Breaker Boys' and includes a photograph of children working in a coal mine. The text on the 'Coal Mining Children' page describes the harsh conditions of child labor during the Industrial Revolution. The text on the 'Breaker Boys' page describes the dangerous job of sorting coal in mines. The 'Hurriers' section describes children who transported coal in small roadways.

10 NONFICTION PASSAGES



- Learn in color! Visual cues reinforce text evidence
- Teachers can quickly check student work.



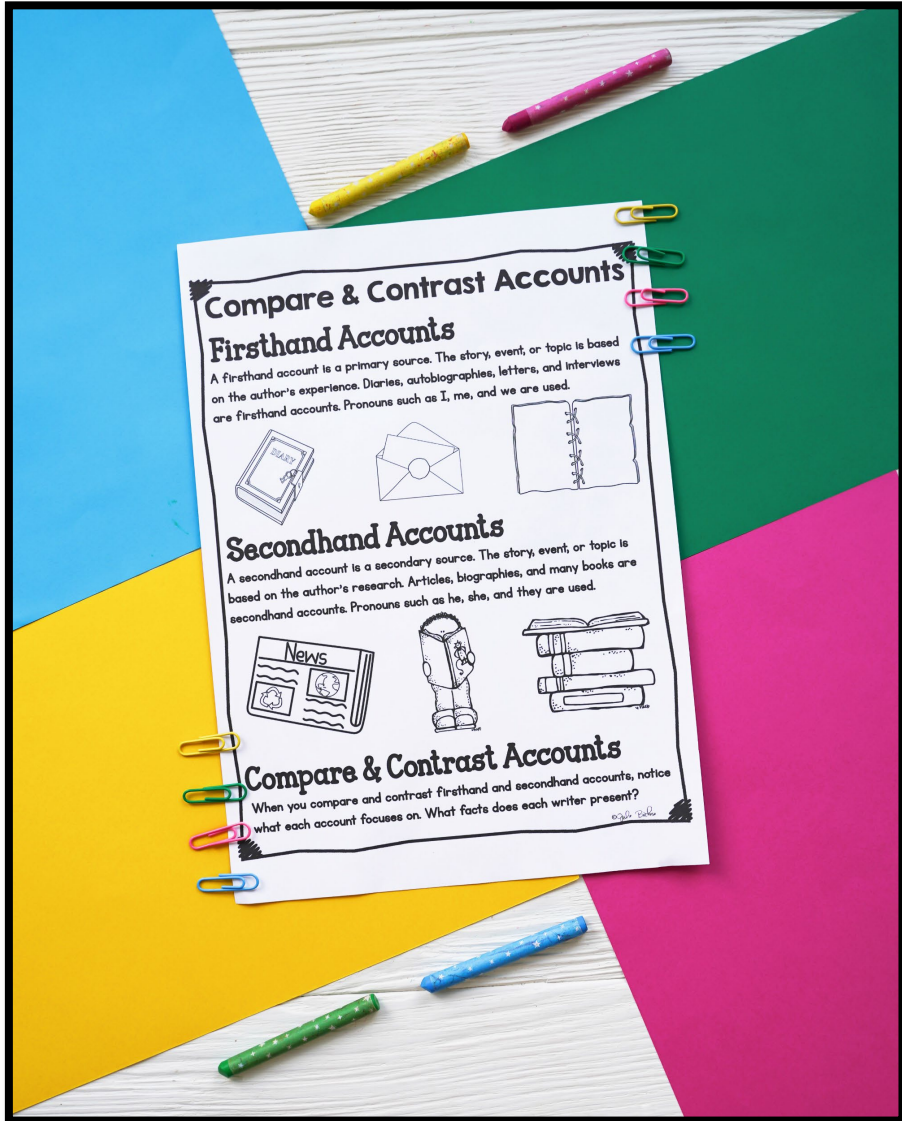
- Variety of text structures to spark comprehension AND curiosity.
- Dive into informational, scientific, historical, and biographical texts.

QUESTIONS

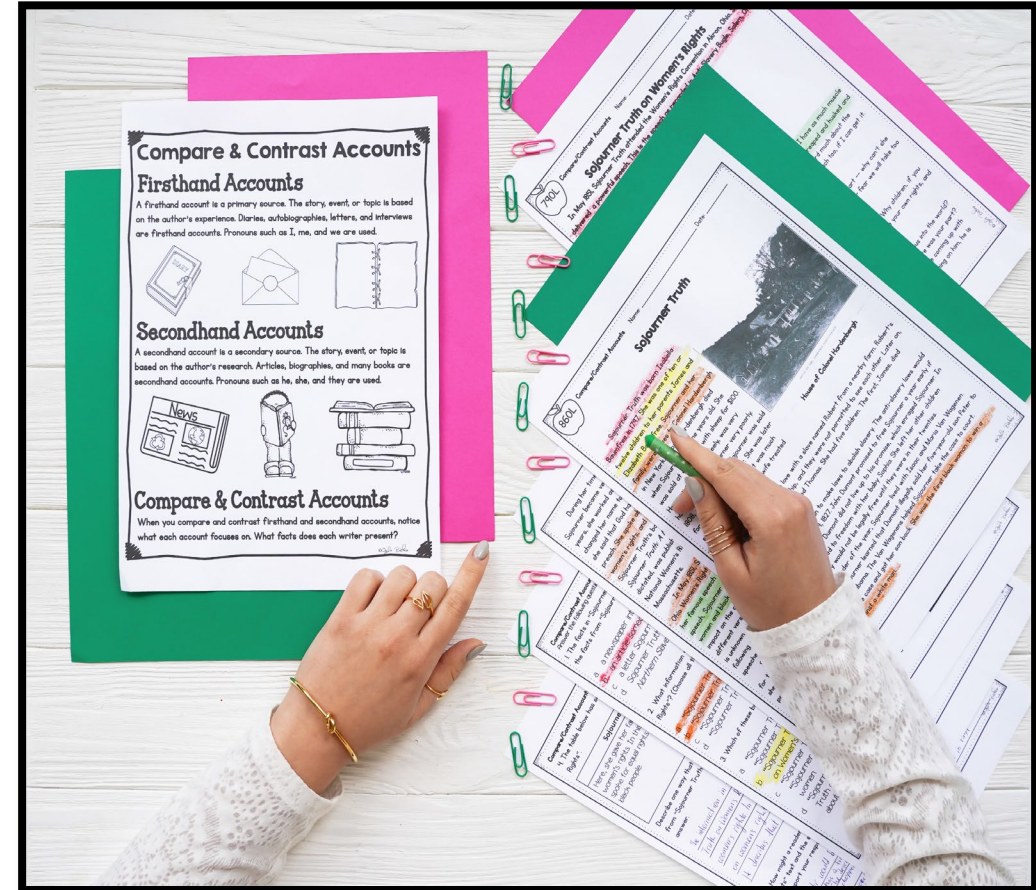
- Skill-focused, scaffolded questions
- Multiple choice and short answer
- Preps students for state testing
- Rigorous and research-based approach to questioning



ANCHOR CHART



- Anchor chart
- Use to introduce the skill
- Students reference throughout the unit



Your students can refer to the anchor chart throughout the unit.

ASSESSMENTS

- Same format as practice
- Two tests with different Lexile levels
- Color-coding
- Follows best practices for standardized assessments

The collage features several documents related to Helen Keller. On the left is a biography titled "The Life of Helen Keller" with Lexile level 850L. It includes a photo of a young Helen Keller and text describing her early life and achievements. In the center is a "TEST: Excerpt from *The Story of My Life* By Helen Keller" with Lexile level 970L. On the right is a "Compare/Contrast Accounts" table comparing the two texts. A hand points to the table, and another hand writes in the answer space below it. The background is decorated with colorful paper clips and a watch is visible on the left hand.

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, and she came 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 from "The Life of Helen Keller" because both excerpts describe Anne Sullivan's relationship with Helen Keller. In *The Story of My Life*, the author explains how Anne came to love and care for her. In "The Life of Helen Keller", the author explains how Anne worked with Helen for 49 years.

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

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

The excerpt "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 paralyzed. A illness struck her so she permanently became deaf and blind.



WHY IT WORKS

- Certified Lexile measures
- High - interest texts to motivate readers
- Cross - curricular topics
- Scaffold approach will help your students meet grade level expectations.
- Classroom tested! Trusted by over 1,000 teachers... and counting!



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

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 it is different from "Sojourner Truth on Women's Rights".

The information in the Truth on Women's Rights on women's rights. It describes that she is a woman's rights.

5. How might a reader be confused by the "Sojourner Truth" text and the "Sojourner Truth on Women's Rights" text? Support your response.

A reader could be confused because this is a first person account. She describes what she did and what she felt.

The article "Sojourner Truth" explains Sojourner's entire life. It starts with her birth and ends with her death.

Compare/Contrast Accounts
Answer the following questions. Underline the text evidence in the color indicated.

1. The facts in "Sojourner Truth on Women's Rights" are from a speech she made. Where did the facts from "Sojourner Truth" most likely come from?

a. a newspaper interview with Sojourner Truth
b. an article someone researched on Sojourner Truth
c. a letter Sojourner Truth wrote to Abraham Lincoln
d. Sojourner Truth's autobiography, *The Narrative of Sojourner Truth A Bondswoman of Olden*

2. What information was in "Sojourner Truth" that was not in "Sojourner Truth on Women's Rights"? (Choose all that apply.)

a. "Sojourner Truth" tells about Sojourner's life as a slave.
b. "Sojourner Truth" tells about Sojourner's accomplishments.
c. "Sojourner Truth" describes Sojourner's thoughts and feelings.
d. "Sojourner Truth" explains Sojourner's viewpoint on women's rights.

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

a. "Sojourner Truth" focuses on Sojourner's accomplishments, while "Sojourner Truth on Women's Rights" focuses on Sojourner's entire life.
b. "Sojourner Truth" focuses on Sojourner's entire life, while "Sojourner Truth on Women's Rights" is one speech Sojourner made on women's rights.
c. "Sojourner Truth" focuses on how Sojourner helped slaves, while "Sojourner Truth on Women's Rights" focuses on how Sojourner helped women.
d. "Sojourner Truth" focuses on Sojourner's life as a slave, while "Sojourner Truth on Women's Rights" focuses on what Sojourner thought and felt about slavery.

860L Compare/Contrast Accounts Name _____ Date _____

Sojourner Truth

Sojourner Truth was born Isabella Baumfree in 1757. 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 when Sojourner was nine years old. She was sold at an auction with sheep for \$100. Her new owner, John Neely, was very harsh and treated Sojourner very poorly. In 1808, only 2 years later, Sojourner was sold for \$105 to a tavern keeper. She was later sold to John Dumont. Dumont was much kinder to Sojourner, but his wife treated her poorly.

In 1826, Sojourner fell in love with a slave named Robert from a nearby farm. Robert's owner forbade their relationship, and they were not permitted to see each other. Later on, Sojourner married a slave named Thomas. She had five children. The first, James, died young.

In 1799, New York began to make laws to abolish slavery. The anti-slavery laws would not be complete until July 4, 1827. John Dumont promised to free Sojourner a year early if she worked well for him. Dumont did not live up to his promise, which enraged Sojourner. In 1826, Sojourner escaped to freedom with her baby Sophia. She left her other children behind because they would not be legally free until they were in their twenties.

For the remainder of the year, Sojourner lived with Isaac and Maria Van Wageningen. During this time, Sojourner learned that Dumont illegally sold her five-year-old son Peter to a slave owner in Alabama. The Van Wageningen helped Sojourner take the case to court. Sojourner won the case and got her son back. She was the first black woman to win a court case against a white man.

House of Colonel Hardenbergh

she met President Abraham Lincoln. While many people did not agree with Sojourner, she had the support of many influential people, including Amy Post, William Lloyd Garrison, and Susan B. Anthony. Sojourner Truth died on November 26, 1883. She was buried in Battle Creek, Michigan. Her legacy lives on. Her image will appear on the back of the new \$10 bill in 2020 to commemorate the anniversary of American women's right to vote in the nineteenth amendment.

Magi CORE

ALIGNS TO SCIENCE OF READING

Research shows that wide reading has the biggest impact on student reading progress.

Our passages provide that essential variety of nonfiction structures and topics.

Students need scaffolded instruction to access grade level texts. Without it, students are not exposed to linguistic and textural features, putting them further behind.

Our texts help students grow full-steam ahead. With certified Lexile levels in the Common Core text complexity band, students will 100% engage with appropriate text and sentence structures, vocabulary, and more. Plus, every passage provides teachers with opportunities to scaffold instruction.

Fun fact! From 2nd grade on, students make greater reading gains when taught from texts that are as much as two grade levels above their "instructional" reading level.

Lead the way! Our texts are leveled to master grade-level expectations and set students up for success.

ABOUT LEXILE LEVELS

CERTIFIED LEXILE PARTNER

MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

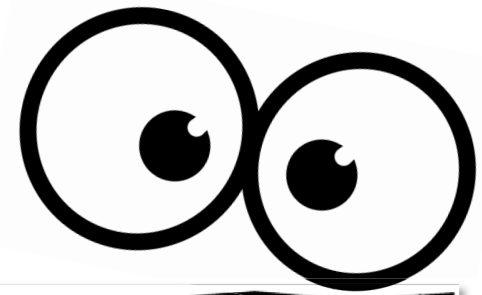
The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that 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 Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1140L
6-8	1140L-1540L

Keep in mind when using any leveled text that must support to reach text at the high end of their grade level. Common Core Standards, "It is important to reach students at an appropriate level. The expectation that scaffolding will be built into the Standards' grade-by-grade text complexity ranges is a general movement, however, should be toward student independence both within and across the text complexity bands."

TAKE A PEEK



COMPARE & CONTRAST ACCOUNTS

4th grade

Table of Contents

*This product includes 11 Lexile® leveled paired passages in the 4th-5th Grade Common Core 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 Eggle'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



The Google Slides version of this resource requires that you make a copy of the resource to your own Google Drive.

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Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	190L-530L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

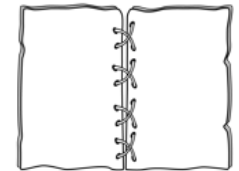
Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding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

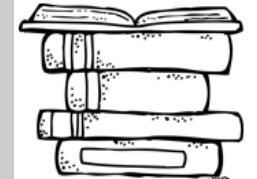
Firsthand Accounts

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.



Secondhand Accounts

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.

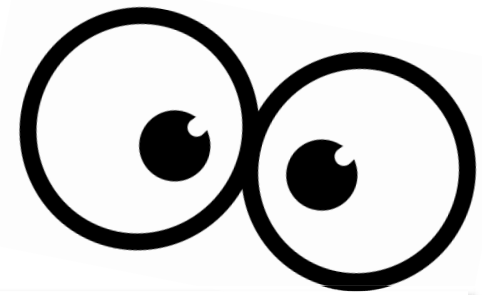


Compare & Contrast Accounts

When you compare and contrast firsthand and secondhand accounts, notice what each account focuses on. What facts does each writer present?

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AND ANOTHER PEEK



620L Compare/Contrast Accounts Name: _____ Date: _____

Ann Eggle's Testimony About Coal Mining

Ann Eggle and her sister Elizabeth Eggle, 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 11 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.

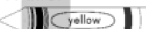
Compare/Contrast Accounts Answer the following questions. Underline the text evidence in the color indicated.

1. The facts in "Ann Eggle'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 newspaper interview with a child coal miner
- an article someone researched on coal mining children
- a nonfiction book a child coal miner wrote about his or her experience
- the autobiography of a child who worked as a hurrier in a coal mine

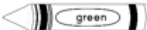
2. What information was in "Coal Mining Children" that was **not** in "Ann Eggle's Testimony About Coal Mining"? (Choose all that apply.) 

- "Coal Mining Children" tells the different jobs children had in mines.
- "Coal Mining Children" tells how children were mistreated in coal mines.
- "Coal Mining Children" describes coal mining children's thoughts and feelings.
- "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 accounts? 


- "Ann Eggle's Testimony About Coal Mining" focuses on child labor in coal mining, while "Coal Mining Children" focuses on many different child labor jobs.
- "Ann Eggle'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.
- "Ann Eggle'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.
- "Ann Eggle'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.

Compare/Contrast Accounts

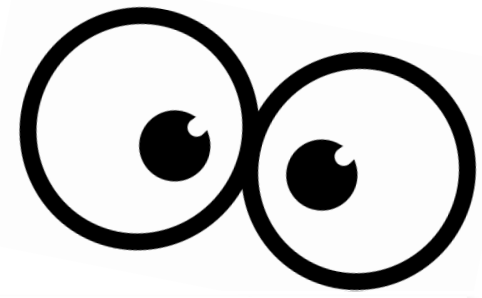
4. The table below has sentences from "Ann Eggle's Testimony About Coal Mining" and "Coal Mining Children". 

Ann Eggle'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 Eggle'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 Eggle's Testimony About Coal Mining" and the secondhand "Coal Mining Children"? Use at least two details from the texts to support your response. 

CHECK THIS OUT TOO!



850L

Compare/Contrast Accounts Name: _____ Date: _____

The Buffalo Bulletin

Robert Lawson was a mail clerk on the Union Pacific Railroad. This is Robert Lawson's account of a train robbery in 1899. The train was stopped by "The Wild Bunch," a robber gang of the West. The gang was led by Butch Cassidy and Sundance Kid. He recounted his experience in the June 8, 1899 issue of the Buffalo Bulletin.

As soon as we came to a standstill, Conductor Storey went forward to see what was the matter and saw several men with guns, one of whom shouted that they were going to blow up the train with dynamite. The conductor understood the situation at once and, before meeting the bandits turned and started back to warn the second section. The robbers mounted the engine and at the point of their guns forced the engineer and fireman to dismount...

In a few moments we heard voices outside our car... and looking out saw Engineer Jones and his fireman accompanied by three masked men with guns...

Burt Bruce, clerk in charge, refused to open the door... There was much loud talk and threats to blow up the car were made, but the doors were kept shut. In about 15 minutes two shots were fired into the car...

Following close behind the shooting came a terrific explosion, and one of the doors was completely wrecked and most of the car windows broken. The bandits then threatened to blow up the whole car if we didn't get out, so Bruce gave the word and we jumped down, and were immediately lined up and searched for weapons. They said it would not do us no good to make trouble... They wanted what was in the express car and was going to have it, and that they had powder enough to blow the whole train off the track...



Five members of the "Wild Bunch" gang

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They asked what was on the train, and somebody said there were two cars of soldiers on the train. This scared them and they hastened back to the engine, driving us ahead...

They then ran the train ahead across a gully and stopped... Others of the gang went to the bridge, attempting to destroy it with their giant powder, or dynamite... After the explosion at the bridge they boarded the engine...

Upon arriving at the stopping place they went to the express car and ordered the messenger, E. C. Woodcock, to open. He refused, and the outlaws proceeded to batter down the doors and blew a big hole in the side of the car. The explosion was so terrific that the messenger was stunned and had to be taken from the car...

The robbers then went after the safes in the express car with dynamite and soon succeeded in getting into them... They took everything from the safes and what they didn't carry away they destroyed. After finishing their work they started out in a northerly direction on foot.

The men all wore masks reaching below their necks and of the three I observed, one looked to be six foot tall, the others being about ordinary sized men. The leader appeared to be about 50 years old and spoke with a squeaky voice, pitched very high.

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Compare/Contrast Accounts

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

1. The facts in the article from *The Buffalo Bulletin* came from the newspaper. Where did the facts from the text titled "The Life of the Lawless: Butch Cassidy" most likely come from?



- a. Butch Cassidy's journal
- b. an article written by an author who met Butch Cassidy
- c. an interview with Butch Cassidy's sister Lula Parker Betenson
- d. an article written by an author who researched Butch Cassidy

2. What information was in "The Life of the Lawless: Butch Cassidy" that was not in the article from *The Buffalo Bulletin*? (Choose all that apply.)



- a. Butch Cassidy died in a shootout in South America.
- b. There is still mystery around Butch Cassidy's death today.
- c. what Butch Cassidy was thinking as he robbed trains and banks
- d. what it felt like to be aboard a train that was being robbed by the Wild Bunch

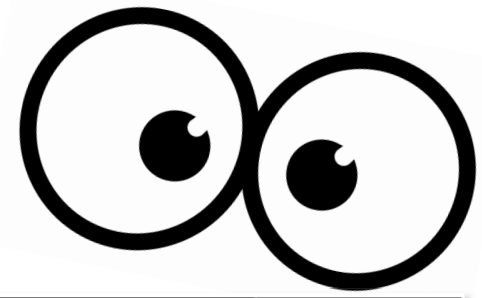
3. Which of these best describes the difference in focus between the accounts?



- a. The article from *The Buffalo Bulletin* focuses on the impact of Butch Cassidy's criminal acts, while "The Life of the Lawless: Butch Cassidy" focuses on how Butch Cassidy escaped.
- b. The article from *The Buffalo Bulletin* focuses on how the Wild Bunch robbed a train, while "The Life of the Lawless: Butch Cassidy" focuses on why Butch Cassidy became a robber.
- c. The article from *The Buffalo Bulletin* focuses on one man's experience aboard a train being robbed by the Wild Bunch, while "The Life of the Lawless: Butch Cassidy" focuses on Butch Cassidy's life.
- d. The article from *The Buffalo Bulletin* focuses on facts about the Wild Bunch, while "The Life of the Lawless: Butch Cassidy" focuses on the personal experiences of Butch Cassidy and the other outlaws in the Wild Bunch.

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UPGRADE THEIR SKILLS!



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.



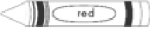
Helen Keller was an activist. She spoke out for women's rights, workers' rights, and other causes. In 1964, President Lyndon B. Johnson gave Helen the Presidential Medal of Freedom. She had famous friends, such as Alexander Graham Bell, Charlie Chaplin, and Mark Twain, who supported her and her causes. 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 sees people with disabilities. Helen inspired many people. As Helen once said, "The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart."

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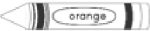
Compare/Contrast Accounts
Answer the following questions. Underline the text evidence in the color indicated.

1. The facts in "The Life of Helen Keller" are from a secondhand source. Where did the facts from *The Story of My Life* come from?




- a movie about Helen Keller
- Helen Keller's autobiography
- a book Hellen Keller's friend wrote about her
- an article someone researched on Hellen Keller

2. What information was in "The Life of Helen Keller" that was **not** in *The Story of My Life*? (Choose all that apply.)



- "The Life of Helen Keller" tells about Helen's accomplishments.
- "The Life of Helen Keller" describes Helen's thoughts and feelings.
- "The Life of Helen Keller" describes how Helen felt about Anne Sullivan.
- "The Life of Helen Keller" states that there are movies, plays, and books about Helen Keller.

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

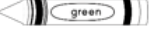


- "The Life of Helen Keller" focuses on Helen's accomplishments, while *The Story of My Life* focuses on Helen learning to speak.
- "The Life of Helen Keller" focuses on Helen's life until she was seven, while *The Story of My Life* focuses on Helen's entire life.
- "The Life of Helen Keller" focuses on how Helen changed the world, while *The Story of My Life* focuses on Helen's entire childhood.
- "The Life of Helen Keller" focuses on Helen's whole life, while *The Story of My Life* focuses on what Helen thought and felt during her early days with Anne Sullivan.

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Compare/Contrast Accounts

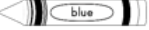
4. The table below has sentences from *The Story of My Life* and "The Life of Helen Keller".



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.

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



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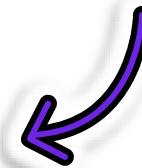
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