

# Compare and contrast

## Stage 4

### Learning focus

Students will learn the difference between comparing and contrasting texts as well as applying these understandings in text analysis.

### Syllabus outcome

The following teaching and learning strategies will assist in covering elements of the following outcomes:

- EN4-2A: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.

### Year 7 NAPLAN item descriptors

- categorises information from an information text
- analyses the interrelationship of two texts on a similar theme
- compares the use of persuasive devices across two texts on a similar theme
- compares tone across two texts on a similar theme
- contrasts an author's perspective with an opposing argument in a text
- identifies a contrast in a persuasive text
- identifies similar information across two texts on a similar theme

### Literacy Learning Progression guide

#### Understanding Texts (UnT9-UnT11)

Key: C=comprehension P=process V=vocabulary

##### UnT9

- compares and contrasts the use of visual elements in multimodal texts with similar purposes (C)
- summarises the text identifying key details (C)
- classifies ideas or information for a set task or purpose (C)
- distils information from a number of sources according to task and purpose (uses graphic organisers) (P)

##### UnT10

- synthesises information from a variety of complex texts (C)
- applies and articulates criteria to evaluate the structure, purpose or content of a text (P)

## UnT11

- integrates existing understanding with new concepts in texts (C)
- identifies contradictions and inconsistencies in texts (P)
- identifies relevant and irrelevant information in texts (P)

## Resources

- 'Four corners' graphic organiser (Appendix 1)
- 'Into the Blue' text comparison (Appendix 2)

## Background information

### Contrast

Contrasting involves determining the differences when examining more than one topic.

### Compare

Comparing is examining both the similarities and differences between topics.

## Where to next?

- Connecting ideas
- Literal comprehension
- Main idea

# Teaching strategies

## Contrasting texts

1. Discuss when we might look at the differences in a product, for example, comparing products in a supermarket to determine best value, or comparing the ingredients in a prescription medication to choose between a branded or a generic brand. We would look to see what stands out as being different to make our choice, keeping in mind our end purpose – to save money, to avoid an ingredient and so on. Students might use supermarket catalogues and compare size, cost per 100g and serving sizes to determine the best value items.
2. Discuss how contrasting means to only look at the differences between two things. Students contrast a movie poster and book cover of a text currently being explored, for example, the cover to the text *Holes* by Louis Sachar and the film 'Holes'. Students identify the visual differences between the two, as well as discuss if these may be targeted to a different audience or purpose.

## Comparing texts

1. *Four Corners*: Students use two ideas currently being explored to compare and contrast. Teacher models using a range of sources to build information and understanding on a topic using four corners graphic organiser (see Appendix 3). The following is an example of natural disasters.

<b>Tsunami</b>	<b>Hurricane</b>
<b>Both tsunami and hurricane</b>	<b>Neither tsunami nor hurricane</b>

## Comparing and contrasting texts

1. Discuss importance of analysing questions to determine what exactly needs to be compared or contrasted; a student might be asked to compare a specific aspect of a text, e.g. the persuasive devices in a poster and newspaper article, not the entire text.
2. Once students have determined what needs to be compared, students use strategies such as highlighting key words, skimming and scanning and underlining key information in the text. This information is best summarised in bullet point form and then represented in a graphic organiser such as a Venn diagram or T-chart. This process should be modelled and explicitly taught. Students use Appendix 2 'Into the Blue' to compare two texts on the same topic by using a graphic organiser such as a Venn diagram or four corners/quadrants.
3. Students work in groups to determine an effective process. Each student in each group gets a number 1-5. Students split into number groups (all the ones go together, all the twos go together, etc.) and share their process and comparisons.

## Appendix 1

Student copy: Four corners

<b>Concept 1</b>	<b>Both Concept 1 and 2</b>
<b>Concept 2</b>	<b>Neither Concept 1 nor 2</b>

## Appendix 2

Student copy: Compare and contrast texts

# Into the blue

## The Blue Mountains

Above the ashes straight and tall,  
Through ferns with moisture dripping,  
I climb beneath the sandstone wall,  
My feet on mosses slipping.

Like ramparts round the valley's edge  
The tinted cliffs are standing,  
With many a broken wall and ledge,  
And many a rocky landing.

And round about their rugged feet  
Deep ferny dells are hidden  
In shadowed depths, whence dust and heat  
Are banished and forbidden.

The stream that, crooning to itself,  
Comes down a tireless rover,  
Flows calmly to the rocky shelf,  
And there leaps bravely over.

Now pouring down, now lost in spray  
When mountain breezes sally,  
The water strikes the rock midway,  
And leaps into the valley.

Now in the west the colours change,  
The blue with crimson blending;  
Behind the far Dividing Range,  
The sun is fast descending.

And mellowed day comes o'er the place,  
And softens ragged edges;  
The rising moon's great placid face  
Looks gravely o'er the ledges.

Henry Lawson

## A novel view

From Charles Darwin's diary entry about his visit to the Blue Mountains in 1836.

*'About a mile & (a) half from this place there is a view, exceedingly well worth visiting. Following down a little valley & its tiny rill of water, suddenly & without any preparation, through the trees, which border the pathway, an immense gulf is seen at the depth of perhaps 1500 ft beneath one's feet. Walking a few yards farther, one stands on the brink of a great precipice. Below is the grand bay or gulf, for I know not what other name to give it, thickly covered with forest. The point of view is situated as it were at the head of the Bay, for the line of cliff diverges away on each side, showing headland, behind headland, as on a bold Sea coast.*

*... The class of view was to me quite novel & certainly magnificent.'*

