

Lesson 6

Comparing and Contrasting Settings and Events



Learning Target



Using details to compare and contrast settings or events in a story will help you better understand what that story is about.

- ▶ **Read** The **setting** is when and where a story takes place. When you **compare** and **contrast** settings, you consider how the scenes are alike and different. When you compare and contrast **events**, you consider how the things that happen are similar or different. Looking at the **details** will help you see the similarities and differences.

Compare and contrast these two settings and events from the movie *The Wizard of Oz*. In the photographs, look for details about the place and what is happening.



► **Think** What have you learned so far about comparing and contrasting settings and events? Complete the chart below with details about the setting and event in each photograph.

Left Photo	Right Photo
<p>Where: <i>A farm in Kansas</i></p> <p>Setting:</p> <p>Event:</p>	<p>Where: <i>The Land of Oz</i></p> <p>Setting:</p> <p>Event:</p>

► **Talk** Share your chart with a partner.

- What are the similarities and differences in the settings and events?
- What details from the pictures did you use to figure out the settings and events?
- Did you describe the settings and events in the same way?



Academic Talk

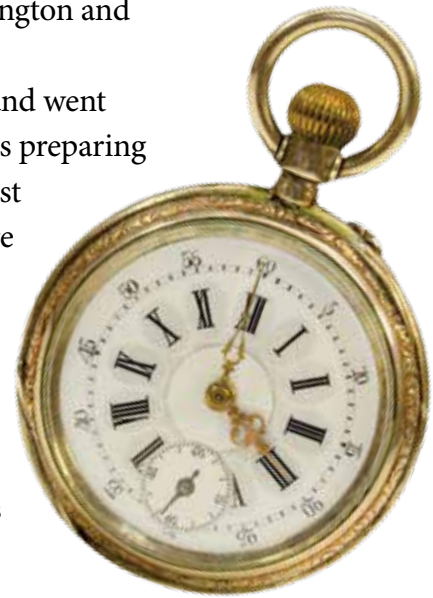
Use these words to talk about the text.

- **compare**
- **contrast**
- **setting**
- **event**
- **details**

THE POCKET WATCH

by Anthony McPherson

- 1 Margaret had gone out to the barn to fetch a pail of milk. On her way back inside, she gazed at the green and peaceful fields of her family's Connecticut farm. It was a sunny, mild day in April 1775—so calm compared with what Margaret feared might be coming. For just last week, fighting had erupted between the British and the colonists in the towns of Lexington and Concord. Margaret wondered if there would be more fighting.
- 2 Grasping the pail of milk, Margaret turned toward the house and went through the back door and into the kitchen, where her mother was preparing supper. The quiet she had experienced outside was shattered almost as soon she set down the pail. Her two younger brothers, who were in the front room, began shouting and arguing. The sounds of a struggle began.
- 3 Margaret and her mother went into the dark, dusty front room to see what the fight was about. George, the younger of the two, was hunched over and clutching something shiny in his hand. William, a head taller than George, was clambering over his little brother and trying to pry the shiny object loose.
- 4 “It’s mine!” shouted George, pulling away from his brother. “Father said I could carry it today!”
- 5 “Why should you get to? I’m older!” shouted William. “It’s mine by right.”
- 6 “Boys!” said their mother. “How can you fight over a timepiece when some of our neighbors have just lost their lives fighting the British?”
- 7 George and William looked at each other, and then looked down, ashamed. Margaret was glad when the two promptly apologized to each other and admitted it really didn’t matter who got to carry the watch. Brother, they agreed, should not fight brother.



Close Reader Habits

When you reread the story, **underline** details that show settings and events both outside the house and in the front room.

Explore

How do the settings in “The Pocket Watch” add to your understanding of the story?



Include details when you compare and contrast settings.

Think

- 1 Complete the chart by comparing the setting and events of paragraph 1 with the setting and events of paragraphs 3 through 6.

Paragraph 1	Paragraphs 3–6
<p>Where: barn and view of fields</p>	<p>Where:</p>
<p>Setting:</p>	<p>Setting:</p>
<p>Events:</p>	<p>Events:</p>

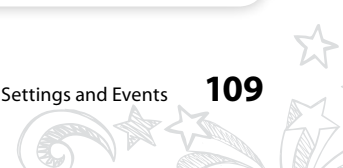
Talk

- 2 Writers choose settings to fit particular events. Discuss how the two settings help you imagine the events you describe in your chart.

Write

- 3 **Short Response** Compare and contrast the main settings of “The Pocket Watch.” Use details to describe their similarities and differences. Use the space provided on page 112 to write your answer.

HINT Try using terms such as *alike*, *unlike*, *similar*, *different*, and *in contrast* in your response.





Goodbye for Now



by Alice Gallagher

- 1 Abby and Eliza sat on a bench in the small garden behind Abby's house in Boston, Massachusetts. Birds chirped, tree-leaves rustled, and the sun shone cheerfully overhead. The two girls were best friends. They usually loved spending time together in the pretty little garden. But this afternoon, they could think only of the next morning when Eliza and her family would board one of the ships leaving Boston Harbor for Canada.
- 2 "I can't believe you're really going," said Abby. It was March 1776, and the British soldiers in Boston had finally decided to leave, forced out by rebelling colonists who had surrounded the city. Eliza's family and many others like them who had remained loyal to Britain were leaving, too.
- 3 "I wish more than anything I could stay," said Eliza. "But Father says it won't be safe for us after the British leave."
- 4 "What if . . . what if we never see each other again?" said Abby, her voice starting to break.
- 5 Just then, Eliza's brother ran up to the gate and called Eliza home for dinner. The girls promised to meet the following day.
- 6 It was still dark when Abby stepped out the front door the next morning. The air was damp, and a chilly salt wind blowing from the harbor made her shiver. She went over to the carriage where Eliza and her family were loading their trunks. The girls gave each other a hug. Then Eliza told Abby not to worry, that the whole British and colonial armies put together weren't strong enough to keep two best friends apart for good. Abby smiled at Eliza's remark. And she suddenly felt sure that she and Eliza were saying goodbye just for now and not forever.

Close Reader Habits

What setting does the writer describe at the beginning of the story? **Underline** any text that describes it. Then **underline** phrases in paragraph 6 that show a different setting.



Descriptive details help you picture both settings and events.

Think Use what you learned from reading the story to answer the following questions.

- 1** In the charts below, only **two** phrases actually identify the story's settings and only **two** details actually describe those settings. Copy those phrases and details into the empty charts at the bottom.

Possible Settings
Boston Harbor
a bench in a garden
outside a house in the morning
a ship leaving for Canada

Possible Details
"the sun shone cheerfully overhead"
"board one of the ships"
"called Eliza home for dinner"
"a chilly salt wind blowing"

First Setting	
Detail	

Second Setting	
Detail	

Talk

- 2** What happens in paragraphs 1 through 4? What happens in paragraph 6? Use the chart on page 113 to record any details from the passage that can help you answer those questions.

Write

- 3 Short Response** Compare and contrast the event occurring in paragraphs 1 through 4 with the event occurring in paragraph 6. Use the space provided on page 113 to write your answer.

HINT First, describe the events. Then tell how they are similar. Finally, tell how they are different.





Write Use the space below to write your answer to the question on page 109.

THE POCKET WATCH

3 Short Response Compare and contrast the main settings of "The Pocket Watch." Use details to describe their similarities and differences.

HINT Try using terms such as *alike*, *unlike*, *similar*, *different*, and *in contrast* in your response.



Don't forget to check your writing.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

Goodbye for Now

2 Use the chart below to organize your ideas and details.

Event in Paragraphs 1-4	Event in Paragraph 6



Write Use the space below to write your answer to the question on page 111.

3 Short Response Compare and contrast the event occurring in paragraphs 1 through 4 with the event occurring in paragraph 6.

HINT First, describe the events. Then tell how they are similar. Finally, tell how they are different.

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **rebellion**
- **protested**
- **despised**

from

Soldiers, Sleds, and Sam

by Elizabeth Weiss Vollstadt, *Highlights*

1 The snow squeaked beneath their boots as the three boys tramped toward Sherburn's Hill, their favorite coasting hill in all of Boston. The streets were quiet that snowy January morning in 1775, with only a tight group of British soldiers marching boldly past the silent houses.

2 The boys ignored the soldiers, being used to them. A few thousand British troops were now in Boston, hoping to crush the colonists' growing rebellion against the king and his laws.

3 "Hurry, Sam," called Edward. "You're making us late again!"

4 Sam struggled to keep up with his brother and their friend Joshua, but his stiff right leg slowed him down. Every step reminded Sam of that awful day last spring when a British officer had come to his father's blacksmith shop. Sam was proud to hold the horse's leg for his father—but then the horse had kicked hard, a bone in Sam's leg cracked, and the break hadn't healed properly.

5 Now Sam's cheeks turned red when Joshua said, "I thought we were going to get there early today—before General Haldimand's servant came out."

6 Sam protested, "It's not my fault the servant sprinkles ashes on our coasting hill when he cleans the general's fireplace."



7 Joshua looked up and groaned, “Oh no, late again.” A man was standing in the middle of Sherburn’s Hill, trampling the snow and scattering ashes.

8 “Well, that’s it,” said Edward, kicking the sled. “If we’d gotten here sooner, we could have had a few good runs before he ruined our hill.”

9 “Sure could have,” said Joshua, looking at Sam. “Next time he stays home.”

10 Sam jammed his icy fingers into his pockets and lifted his chin. “I may be slow,” he finally said, “but I’m not afraid of the Redcoats. I’ll get the servant to stop.”

11 The two older boys hooted with laughter. “You?” said Joshua. “What can you do?”

12 “I’ll—” Sam hesitated. What could he do? Then he looked at the servant again and said, “I’ll tell him to scatter the ashes someplace else.”

13 He started to limp up the hill, Edward and Joshua following. The cold wind bit into Sam’s cheeks, but he kept going until he reached the servant.

14 “Please, sir,” Sam said, “I . . . I’d like to make a request.” Sam wanted to run, but he had come too far. “Could you scatter the ashes someplace else? They ruin the snow and we can’t coast.”

15 The servant laughed, but it wasn’t a happy sound. “It is not for colonist children to tell the British army what to do. Now run along before I—”

16 Sam didn’t hear the rest, as Edward grabbed his arm and pulled him away.

17 “Come on,” he said.

18 Sam followed Edward and Joshua. How he despised that servant! Coasting was the one time his bad leg didn’t matter. “Stop!” Sam called suddenly. “I’m going to see General Haldimand himself.”

19 “Then you’re going alone,” said Joshua. “He’ll never listen to us.”

20 Edward looked at Joshua. “We’d better stay with Sam,” he said. “Ma will blame me if anything happens to him.”



21 Sam headed for the general's house. He could feel his heart—thump . . . thump . . . thump—like the steady beat of a drum. He stopped at the heavy wooden door, his knees shaking. But he lifted his hand, made a fist, and pounded as hard as he could. A young soldier opened the door.

22 “Who is it, private?” a voice boomed from inside. “Let them in and close the door! The wind will blow my fire out!” The three boys crowded into the hall to find a big man in a red uniform standing in a doorway. “I’m General Haldimand,” the man said. He led them into his office. Flames leaped about in a huge stone fireplace.

23 Sam swallowed. “Well, sir . . .” he began. He told the general about the hill and the servant. “We are free citizens of Boston,” he said, “and you have no right to destroy our hill.”

24 General Haldimand frowned, and Edward tugged at Sam’s sleeve. “Let’s go,” he whispered, but this time Sam stood his ground. For ten long seconds, no one moved.

25 Then the general raised his hands. “You win, my lad,” he said, smiling. “There are already bad feelings between our army and the people of Boston. I shall not add to them, and I will give orders that my servant repair the damage and no longer scatter ashes on your hill.”

26 Back outside, Joshua and Edward whooped and shouted in the falling snow. Edward draped his arm around Sam’s shoulder, and Joshua patted Sam on the back. “You can have the first coast tomorrow,” he said.

27 Sam’s eyes shone. His sled would fly faster than anyone’s! The boys tramped home together through the snow, and no one told Sam to hurry up—not once.



Think Use what you learned from reading the story to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How is the setting of the boys' meeting with the servant different from the setting of their meeting with the general?

- A** The boys meet with the servant during the early morning but meet with the general in the afternoon.
- B** The boys meet with the servant at the general's house but meet with the general in the blacksmith shop of Sam's father.
- C** The boys meet with the servant outside in the cold but meet with the general inside his house in front of a warm fire.
- D** The boys meet with the servant on Sherburn's Hill but meet with the general at the camp of the British soldiers.

Part B

Choose **one** detail that describes the scene between the boys and the servant and **one** detail that describes the scene between the boys and the general.

- A** "The snow squeaked beneath their boots as the three boys tramped toward Sherburn's Hill, their favorite coasting hill in all of Boston."
- B** "Every step reminded Sam of that awful day last spring when a British officer had come to his father's blacksmith shop."
- C** "The cold wind bit into Sam's cheeks, but he kept going until he reached the servant."
- D** "He stopped at the heavy wooden door, his knees shaking."
- E** "Flames leaped about in a huge stone fireplace."
- F** "Back outside, Joshua and Edward whooped and shouted in the falling snow."

2 First, read the following dictionary definition. Then complete the task.

destroying by stepping on and crushing with the feet

Circle the word in the sentences below that **most closely** matches the definition provided.

Joshua looked up and groaned, "Oh no, late again." A man was standing in the middle of Sherburn's Hill, trampling the snow and scattering ashes.

3 Which statement **best** compares the two main settings of the story?

- A** The hill is freezing, and the general's house is warm.
- B** The hill is dirty, and the general's house is welcoming.
- C** The hill is clean, and the general's house is dirty.
- D** The hill is sunny and warm, and the general's house is dark and cold.

 **Write**

Sam talks to both the servant and General Haldimand about the ashes on Sherburn's Hill. Compare and contrast Sam's interactions with the two men and the outcomes of each interaction. Include details from the story to support your response to numbers 4 and 5.

4 Plan Your Response What are the similarities and differences between Sam's interactions with the servant and Sam's interactions with General Haldimand? How are the outcomes of the interactions different? Use a Venn diagram to organize your thoughts and evidence before you write.

5 Write an Extended Response Use evidence from the story and information from your Venn diagram to compare and contrast Sam's interactions with the servant to his interactions with General Haldimand.



Learning Target

In this lesson, you compared and contrasted two or more settings or events in stories. Explain how doing so will help you better understand other stories you read.
