



**Compare/Contrast** is a strategy that enables students to determine the ways in which two or more events, people, places, or periods of time are alike and the ways in which they are different. The use of a graphic organizer to display the students' thinking allows students to translate their thinking into a visual representation.

When comparing, students actually describe how two or more things are alike. Key words in the text that cue them to this text structure include: *same as, and, as well as, in comparison, not only. . . but also, similarly, similar, like, still, likewise, at the same time, also, and both.*

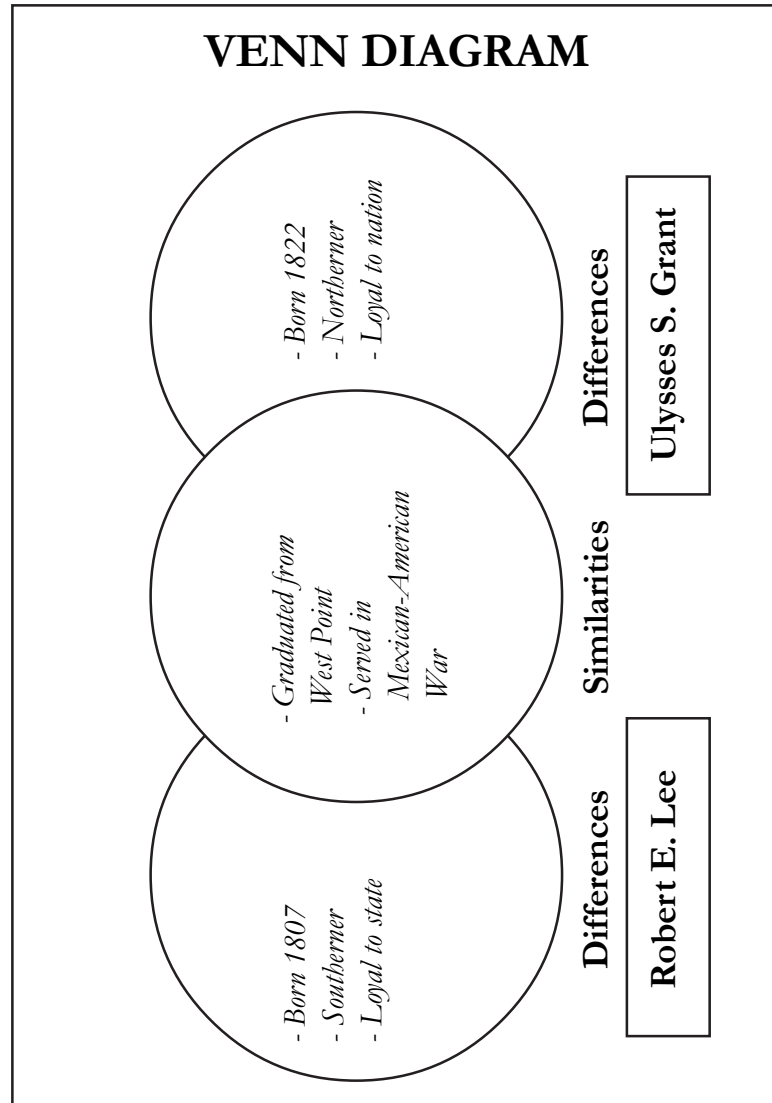
When contrasting, students actually describe how two or more things are different. Key words in the text that cue them to this text structure include: *however, on the other hand, but, yet, nevertheless, on the contrary, in contrast, whereas, different from, as opposed to, and unlike.*

Most often when authors are comparing or contrasting items, they write about one thing and then write about the second. Sometimes, however, writers alternate the two things they are describing. They may write something about one item and then immediately tell how the second item is the same or different. The writing continues in this manner. When an author uses this style, the same number of examples is given for item A as for item B.

# Compare/Contrast

**To Teach** the Compare/Contrast strategy, use Selection 9 and Graphic Organizer 11. You may want to make a transparency of the Venn diagram and use it to record information from the selection.

1. Show students Graphic Organizer 11 and explain to them that a Venn diagram is a way to visually illustrate similarities and differences. The differences between two events, people, locations, etc., are written in the two outer circles. Similarities are written in the center circle.
2. Have students read Selection 9.
3. As a class, complete a Venn diagram focusing on the differences between the two Civil War generals.
4. Write “Lee” in one of the rectangular boxes and “Grant” in the other. In the circle above Lee’s name, write information about him that makes him different from Grant. In the circle above Grant’s name, write information that makes him different from Lee. In the center circle, write statements describing things the two generals had in common.



**To apply** the compare/contrast strategy, introduce a topic in the textbook. Have students repeat the process they used in the practice session.

**To extend** the strategy, have students use Graphic Organizer 12 to compare and contrast a reading in the textbook. In this organizer, students identify two items they are comparing and contrasting in the top two rectangular boxes. In the middle box, they tell how the two items are similar. Then they set specific criteria (e.g., birth date, education) to use in showing differences between two items. When they have finished the organizer, they should look at the similarities and differences and write a conclusion about their findings.

## Selection 9 - Two Great Civil War Generals

**Robert E. Lee** was born on January 19, 1807, into an old, distinguished Virginia family. Military tradition ran in his family. He graduated from West Point in 1829 with a degree in military engineering. Lee loved the military, and George Washington was his hero. In 1831, he married Mary Custis, the great granddaughter of Washington's wife.

Lee had a varied military career. He served under General Winfield Scott in the Mexican-American War. He rose to the rank of lieutenant colonel and, in 1859, while home on leave, led troops against John Brown at Harpers Ferry. In 1861, when the secession movement began, General Scott tried to use his influence to persuade Lee to come to Washington to be near him and lead the federal troops. Lee loved his country, but he also loved his home state of Virginia. He took obligations seriously. In fact, he once wrote to one of his sons, "Duty is the sublimest word in our language. Do your duty in all things. . . ."

Lee weighed his obligations of loyalty to his country and loyalty to his state. As secession became a reality, he was torn as he tried to do his duty. Eventually his intense loyalty to Virginia prevailed, and he reluctantly declined Scott's request, taking a vow instead to follow Virginia and the Confederacy. As the Civil War began, the Confederacy made Lee a general — a general without an army. He was a failure in his first assignment, and it was not until 1862, when he was given command of the Confederate Army of Northern Virginia, that he was able to take charge of the forces.

**Ulysses S. Grant** was born Hiram Ulysses Grant on April 27, 1822, in Point Pleasant, Ohio. He loved horses and math, but had no special fondness for the military. At age 17, Grant was appointed to West Point. The congressman making the appointment did not know the youth's middle name and incorrectly used his mother's maiden name, Simpson, instead of his given name, Hiram. Thereafter Grant was known as Ulysses Simpson Grant.

Grant was not a good student at West Point, graduating near the bottom of his class. After graduation, he was sent to Jefferson Barracks near St. Louis, Missouri. There he proposed to Julia Dent, the daughter of a slave owner. Before they could marry, he was sent to serve in the Mexican-American War. Grant was unhappy, often thinking of Julia and longing for the time when he could be reunited with her. To help him forget his unhappiness, he began to drink rather heavily. It was the beginning of a habit that would later damage his reputation.

After the war, Ulysses and Julia were married, but another military assignment soon separated them again. Grant was sent to the Pacific Coast by way of the Isthmus of Panama. While in route, a cholera epidemic in Panama gave him the opportunity to demonstrate his energy and resourcefulness. He was able to acquire mules, a difficult thing to do, and to transport ill soldiers across the Isthmus so they could receive medical attention. Grant spent two homesick years on the Pacific Coast where he began to drink more heavily and became slovenly in his appearance. His colonel, unhappy with Grant's appearance and performance, asked for his resignation from the Army. Grant submitted the necessary papers quickly and without remorse, because he knew his resignation would free him to return home.

Upon his return, Julia's father gave him 80 acres of land near St. Louis, Missouri. He cleared the land, built a cabin, and named his homestead "Hardscrabble." It soon became evident that he could

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## Compare/Contrast

### Selection 9 - Two Great Civil War Generals

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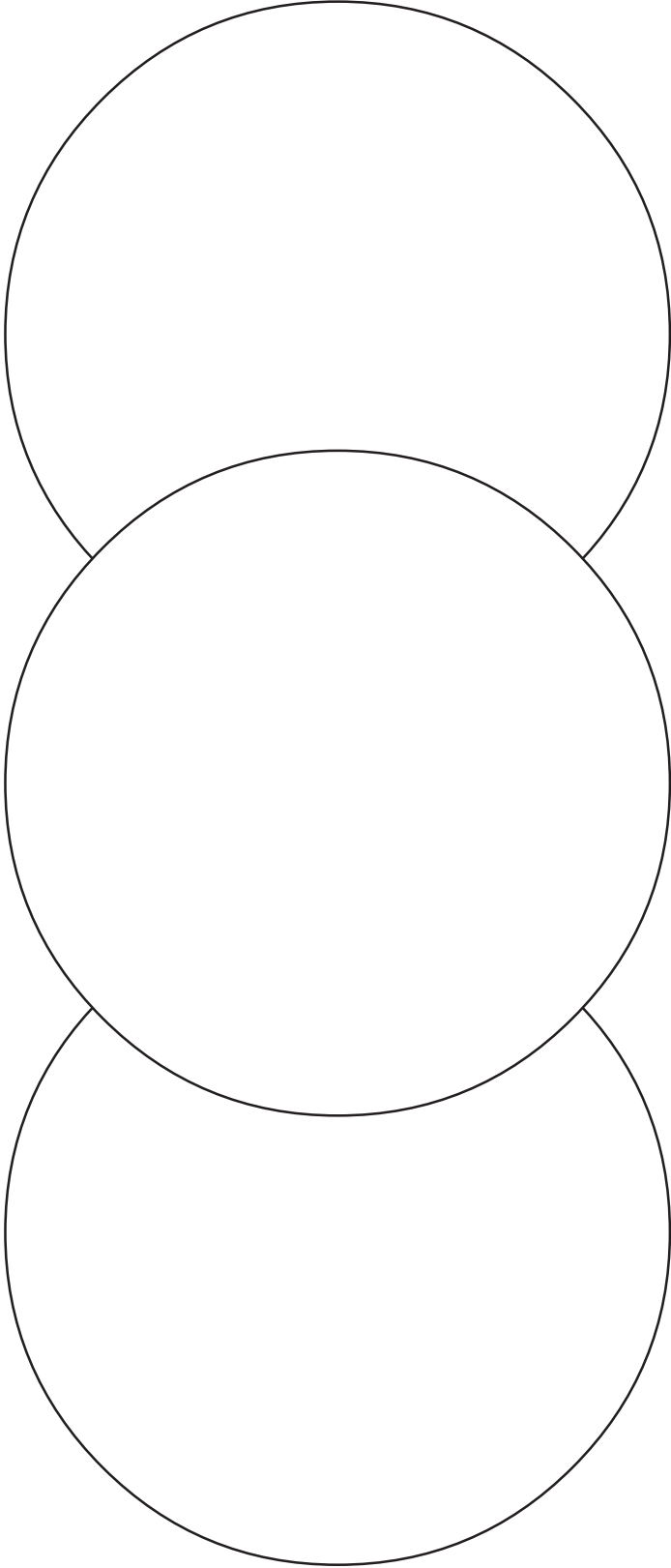
not make a living from the land, so he had to look for other work to support his wife and four children. He tried selling real estate, but failing in that, ended up walking the streets looking for a job.

Grant's father persuaded his younger sons to take Ulysses into their leather business in Galena, Illinois. For a while, he worked there as a clerk selling animal hides to saddlemakers and cobblers.

As the Civil War began, it seemed unlikely that Grant or Lee would emerge to lead their nations on the battlefield. Lee was 54 years old, graying, dignified, and reserved. He did not like familiarity, but he was kind and aroused the devotion of his men. Grant, 39 years old, was slovenly and generally regarded as a failure with a drinking problem. When he volunteered after the firing on Fort Sumter, he had no uniform or horse — two items that officers had to supply themselves.

In the early stages of the Civil War, these two generals went their separate ways — Grant to the West and Lee to Virginia. Before the war ended, however, they became the leaders of their respective government's forces, meeting on the battlefield and eventually at the peace table.

**VENN DIAGRAM**



**Differences**

**Similarities**

**Differences**

# Graphic Organizer 12

## COMPARE AND CONTRAST DIAGRAM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Item 1 \_\_\_\_\_

Item 2 \_\_\_\_\_



How Alike?



How Different?



With Regard To



Conclusion