

# COMPARING AND CONTRASTING TEXT STRUCTURES

**RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.**

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<b>STUDENT HANDOUTS FOR LESSONS 1–3</b>	Reproducible handouts students will use to complete activities during the lessons.

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**STUDENT FEEDBACK GUIDE** A feedback tool for students to complete following the lesson set.

**SUPPLEMENTS** Additional teacher resources to use during the lesson set; this unit's supplements are charts of signal words for chronological, problem and solution, and compare and contrast text structures.

# COMPARING AND CONTRASTING TEXT STRUCTURES

## TEACHER NOTES

RI.5.5, Lessons 1–3

### UNIT OVERVIEW

In this unit, students learn to compare and contrast two informational text structures: chronological order and problem and solution. As students proceed through the lessons, they learn to use signal words, text features, and graphic organizers to identify and understand how the structures of two texts are similar and different.

**Lesson 1:** In this lesson, students learn the features of chronological text structure. First, you introduce signal words that relate to text structure and a text that uses chronological structure. After reading the text, student partners use a timeline graphic organizer to visualize how the details in the text are related and to determine the chronological order of events in the selection.

**Lesson 2:** This lesson begins with the same activities used in the first lesson but with problem and solution text structure. Students identify signal words and text features in a new passage and complete a graphic organizer to determine the text's problem and solution.

**Lesson 3:** In this lesson, students review the texts from the previous lessons and use signal words and text features to contrast the different texts and how they are organized. Students organize the similarities and differences in a Venn diagram. Students finish the lesson by writing a summary of how the texts are alike and different.

Upon completion of the lessons, students will be able to compare and contrast the overall structure of two different informational text types.

### Research Findings

Informational texts are more difficult to read than narratives because they have multiple types of text structure.

(Meyer & Poon, 2001)

Elementary and middle school students should have lots of exposure to informational texts and the various text structures they can have.

(Duke, 2000; Moss, 2004)

### Lesson Strategies, Approaches, or Activities

This unit exposes students to different types of text structure. Lesson 1 introduces students to chronological structure and its associated signal words and text features. In Lesson 2, students conduct an in-depth examination of problem and solution structure, including signal words and text features. In Lesson 3, students compare and contrast the two text structures and write a summary of their findings.

<p>An instructional focus on text structure awareness typically includes explicitly teaching students how to identify the common structures found in informational texts.</p> <p>(Hall &amp; Sabey, 2007)</p>	<p>Each lesson emphasizes identifying signal words (<i>first, then, last, etc.</i>) that indicate chronological or problem and solution structure. Students learn to look at the relationships between text details. The lessons also introduce students to text features and how they organize texts.</p>
<p>The goal of using well-structured text is to increase children's familiarity with structure and to strengthen students' mental representation of a specific structure.</p> <p>(Meyer &amp; Ray, 2011)</p>	<p>In Lessons 1 and 2, students examine two provided texts that use clear text structure. This activity will strengthen students' comprehension of text structure for future lessons.</p>
<p>Explicit instruction on the different text structures used to organize informational text increases students' ability to identify important details and enhances comprehension.</p> <p>(Meyer &amp; Ray, 2011)</p>	<p>This unit explicitly teaches students to identify how chronological and problem and solution texts are structured. This skill will prepare students to deconstruct texts they read and structure texts they write in the future.</p>

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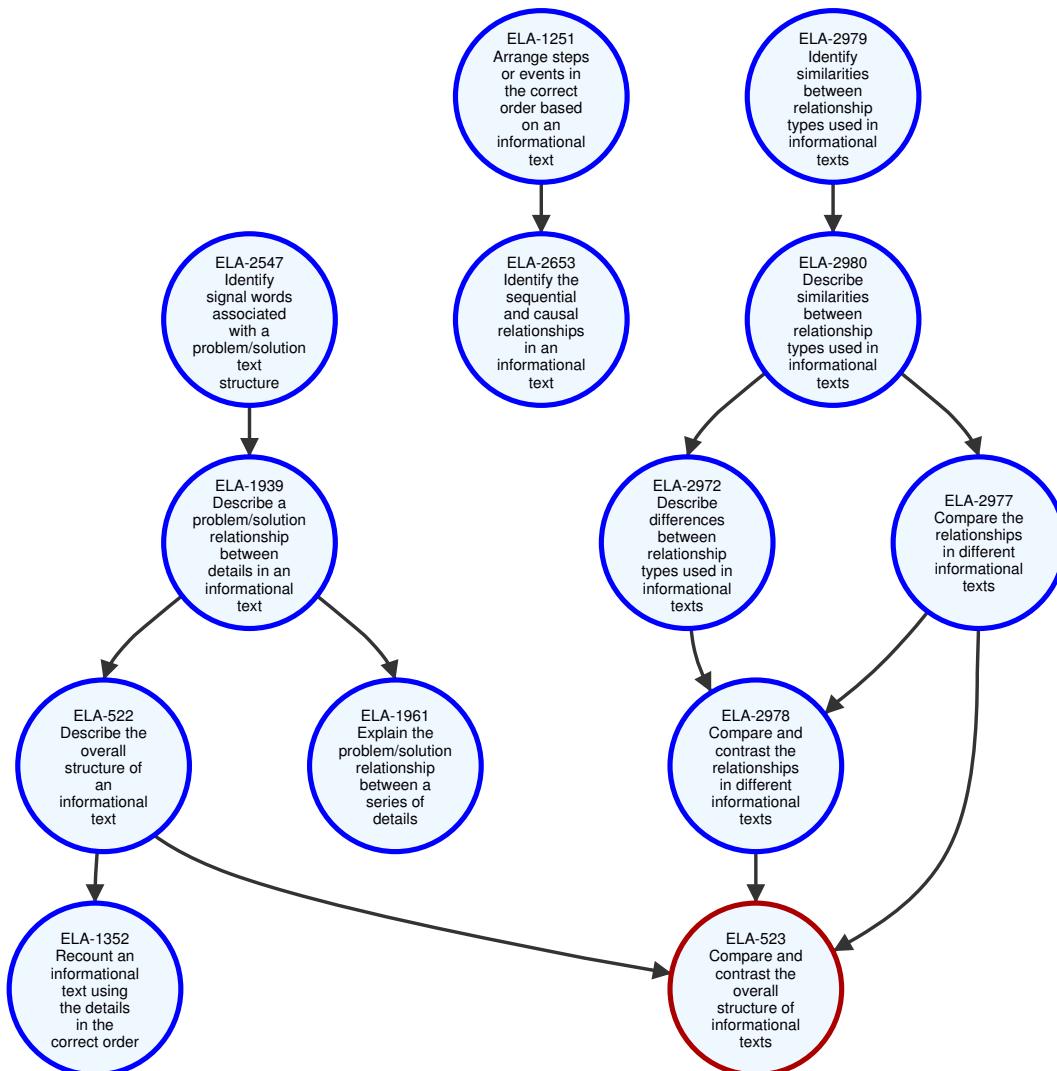
# COMPARING AND CONTRASTING TEXT STRUCTURES

## LEARNING MAP TOOL

RI.5.5

### STANDARD

**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.



\*Learning map model for RI.5.5.

Node ID	Node Name	Node Description
ELA-522	DESCRIBE THE OVERALL STRUCTURE OF AN INFORMATIONAL TEXT	Describe the overall structure (e.g., procedural, description, compare and contrast, cause and effect, or problem and solution) of events, ideas, concepts, or information in an informational text.
ELA-523	COMPARE AND CONTRAST THE OVERALL STRUCTURE OF INFORMATIONAL TEXTS	Identify similarities and differences between structures of informational texts.
ELA-1251	ARRANGE STEPS OR EVENTS IN THE CORRECT ORDER BASED ON AN INFORMATIONAL TEXT	Arrange the steps or events from an informational text in a sequential or logical order.
ELA-1352	RECOUNT AN INFORMATIONAL TEXT USING THE DETAILS IN THE CORRECT ORDER	Recount an informational text by describing the details in the order they are presented in the text.
ELA-1939	DESCRIBE A PROBLEM/SOLUTION RELATIONSHIP BETWEEN DETAILS IN AN INFORMATIONAL TEXT	Describe the relationship between details in an informational text arranged in a structure highlighting a problem/solution relationship.
ELA-1961	EXPLAIN THE PROBLEM/SOLUTION RELATIONSHIP BETWEEN A SERIES OF DETAILS	Explain how an informational text on a topic represents a problem/solution relationship between the facts, details, and other pieces of information.
ELA-2547	IDENTIFY SIGNAL WORDS ASSOCIATED WITH A PROBLEM/SOLUTION TEXT STRUCTURE	Identify signal words commonly used in informational texts to indicate a problem/solution text structure (e.g., <i>problem</i> , <i>solution</i> , <i>because</i> , <i>cause</i> , <i>since</i> , <i>so that</i> , and <i>as a result</i> ).
ELA-2653	IDENTIFY THE SEQUENTIAL AND CAUSAL RELATIONSHIPS IN AN INFORMATIONAL TEXT	Identify the sequential or causal relationship between events, ideas, concepts, or procedural steps provided in an informational text.
ELA-2972	DESCRIBE DIFFERENCES BETWEEN RELATIONSHIP TYPES USED IN INFORMATIONAL TEXTS	Describe how the different relationship types commonly used in informational texts are different.
ELA-2977	COMPARE THE RELATIONSHIPS IN DIFFERENT INFORMATIONAL TEXTS	Use the similarities between informational text structure types to compare how different texts relate details.
ELA-2978	COMPARE AND CONTRAST THE RELATIONSHIPS IN DIFFERENT INFORMATIONAL TEXTS	Use the similarities and differences between informational text structure types to compare and contrast how different texts relate details.
ELA-2979	IDENTIFY SIMILARITIES BETWEEN RELATIONSHIP TYPES USED IN INFORMATIONAL TEXTS	Identify how the different relationship types commonly used in informational texts are similar.
ELA-2980	DESCRIBE SIMILARITIES BETWEEN RELATIONSHIP TYPES USED IN INFORMATIONAL TEXTS	Describe how the different relationship types commonly used in informational texts are similar.

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# CHRONOLOGICAL TEXT STRUCTURE

## INSTRUCTIONAL ACTIVITY

RI.5.5, Lesson 1

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### LEARNING GOAL

In this lesson, students use signal words and text features to find events in an informational text and identify the chronological order.

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### STANDARD

**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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### PREPARATION

Before the lesson, select a chronological text from a curriculum resource that has been purchased for individual student use, such as a class set of textbooks. This lesson includes [PASSAGE: THE FANTASTIC LIFE OF TISQUANTUM](#), which you are free to copy. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source

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### MATERIALS & HANDOUTS

- ▶ [SUPPLEMENT: SIGNAL WORDS 1](#)
  - ▶ chronological text for individual student use
  - ▶ [STUDENT HANDOUT: TIMELINE](#)
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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can find events in an text and identify the order they happened.”

Tell students that today they will learn about chronological text structure. Say, “A text that relates events in the order they happen uses chronological structure.”

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**Write** *chronological order* on the board or chart paper. **Circle** the prefix *chrono-* and **sketch** a clock. **Lead** students to the conclusion that *chrono-* means time. Write *time* next to *chrono-*.

**Ask** students what a *timeline* is and collect responses. One answer may be that a timeline has dates or times that events happen placed in order on a line.

**Ask** students to define *signal* and to give an example. Some students may mention a traffic light or a car signal. **Ask**, “What is the purpose of a signal?” One possible answer is that a signal tells others that something is happening. Ask students to explain how signals used within your classroom help with organization.

**Explain** that writers use signal words to show how a text’s organization, which is called *text structure*. Today, students will learn to identify the signal words that describe the order of events in a text. **Ask** students to recall words authors use to describe the order of events. Then **introduce** the chronological order column of **SUPPLEMENT: SIGNAL WORDS 1**. Instruct students to fold the paper in half lengthwise to focus on the correct column of words. **Explain** that in informational text, authors use signal words like *first*, *next*, and *finally* to show time order.

**Explain** that good readers also pay attention to text features; for example, bold words, headings, and pictures bring attention to information the author wants to highlight. **Review** text features if necessary and reiterate how they help an author organize information and how they help a reader locate information.

**Tell** students they will use signal words and text features to identify the events in the text and the chronological, or time, order that they occur. **Distribute** the chronological text.

Before reading the text, **model** the procedure of skimming and scanning. **Tell** students to preview the article to look for clues from the author. **Ask**, “What do you notice about how the author organized this article?” **Direct** students to identify the text features as a class. Have students use the text features to make predictions about the text and share their thinking with a partner. For example, after students identify the title, ask, “Based on the title, what do you think this article is about?”

**Direct** students to raise their hands when you come to a signal word as you **read** the text aloud. **Circle** or highlight the signal words. Students may refer to the provided list of words as a guide.

**Pass out STUDENT HANDOUT: TIMELINE.** First, model how to use the graphic organizer by filling in an event as a class. Be intentional about navigating students back and forth between the article and the timeline, explaining how and where the author provides the reader with clues to obtain the information. Next, **instruct** students to reread the text and work with a partner to place the events in order on the timeline, using the signal words and other text features as a guide. (Depending on the number of events in the text, students may not need all spaces on the timeline.)

While students work, **ask** the Checking for Understanding questions.

## CHECKING FOR UNDERSTANDING

Determine if the student can RECOUNT AN INFORMATIONAL TEXT USING THE DETAILS IN THE CORRECT ORDER (ELA-1352):

- ▶ Tell me about an event in the text.
- ▶ Show me a signal word.
- ▶ Point to a text feature.

Determine if the student can ARRANGE STEPS OR EVENTS IN THE CORRECT ORDER BASED ON AN INFORMATIONAL TEXT (ELA-1251):

- ▶ What happened first? Second?
- ▶ Why is this event important?
- ▶ What text features or signal words helped you identify the chronological order?

Determine if the student can DESCRIBE THE OVERALL STRUCTURE OF AN INFORMATIONAL TEXT (ELA-522):

- ▶ How did you decide this was the third event? Fourth event?
- ▶ How does the author give clues about the structure of the text?
- ▶ Why do you think the author chose to use chronological structure for this text?

**Invite** pairs to share their timelines with the class. You can also have students display their timelines and complete a gallery walk to see how other students determined the chronological sequence.

Another optional closing activity is to **review** the learning goal and ask students to write a short response about their understanding of chronological text structure.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

# THE FANTASTIC LIFE OF TISQUANTUM

by Laura Helweg

When the *Mayflower* arrived on the Massachusetts coast in 1620, the settlers were not prepared to found a colony. These settlers, now known as Pilgrims, did not have skills in hunting, farming, or building. The Plymouth colony seemed bound to fail. Yet history tells a different story. An English-speaking Native American named Tisquantum (sometimes called Squanto) taught the Pilgrims how to survive in the New World. By a series of fantastic events, Tisquantum had learned English culture and language. This knowledge made him an excellent **adviser** to the unskilled Pilgrims.



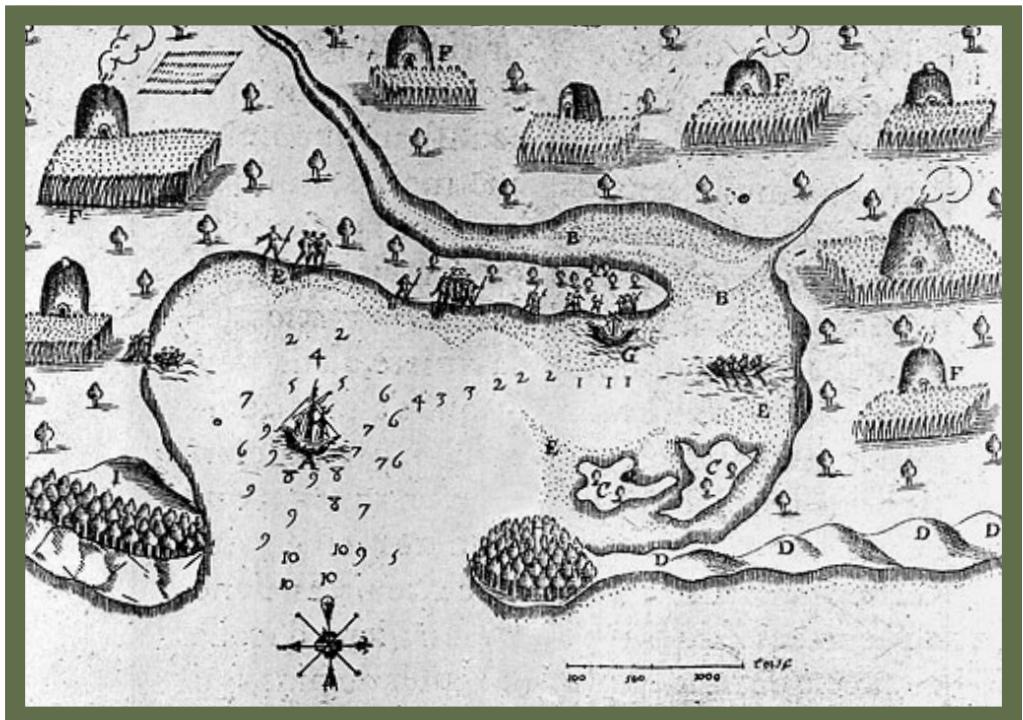
The Pilgrims' ship, the *Mayflower*. Many of the English settlers wanted religious freedom but did not have the skills needed to build a colony.

IMAGE CREDIT: ILLUSTRATION IN THE PUBLIC DOMAIN.  
IMAGE COURTESY OF ARCHIVE.ORG.

# Growing Up Patuxet

Tisquantum was born around 1585 in Patuxet, a village on the coast of present-day Massachusetts. The Patuxet tribe was a member of the Wampanoag confederation.

For young Patuxet boys, childhood was a balance of chores, play, and survival training. They learned to hunt and fish and to identify which berries and plants were safe to eat. In summer and fall, they pulled weeds and chased birds away from the cornfields. Playtime included exploring the beach and forest and playing a ball game similar to soccer. As a teenager, each Patuxet boy lived alone in the woods for several weeks. After completing this custom, the teenage boy was regarded as an adult.



A Native American village similar to Tisquantum's village. This 1605 drawing by the French explorer Samuel de Champlain shows round houses and corn fields near the site of the future Plymouth colony.

IMAGE CREDIT: MAP BY SAMUEL DE CHAMPLAIN, IN THE PUBLIC DOMAIN. IMAGE COURTESY OF THE U.S. NATIONAL PARK SERVICE.

It appears that Tisquantum also went through special training as a young man. He was chosen to become a *pniiese*, an assistant to the tribe's leader, the *sachem*. This training included exercises in pain **tolerance**. For example, pniiese candidates ran through brambles and drank a mix of herbs that caused vomiting.

## Kidnapped

Tisquantum's position put him in contact with Europeans. Typically, when European ships arrived on the coast, the local sachem and his pniiese would greet the visitors and trade with them.

In 1614, an English ship captain, Thomas Hunt, visited Patuxet. Captain Hunt invited some Patuxet men, including Tisquantum, to trade goods on his ship. Instead, Hunt's crew attacked the

natives and shoved them into the **hull**. After many weeks at sea, the ship arrived in Spain. There, Hunt tried to sell his captives as slaves.

However, a group of **monks** heard about Hunt's crimes. The monks believed slavery was wrong. They took Tisquantum and the other Native Americans home with them. After a year or two with the monks, Tisquantum decided to try to find a way home. He secured a ride to England, where ships regularly headed for North America.

## A Long Way Home

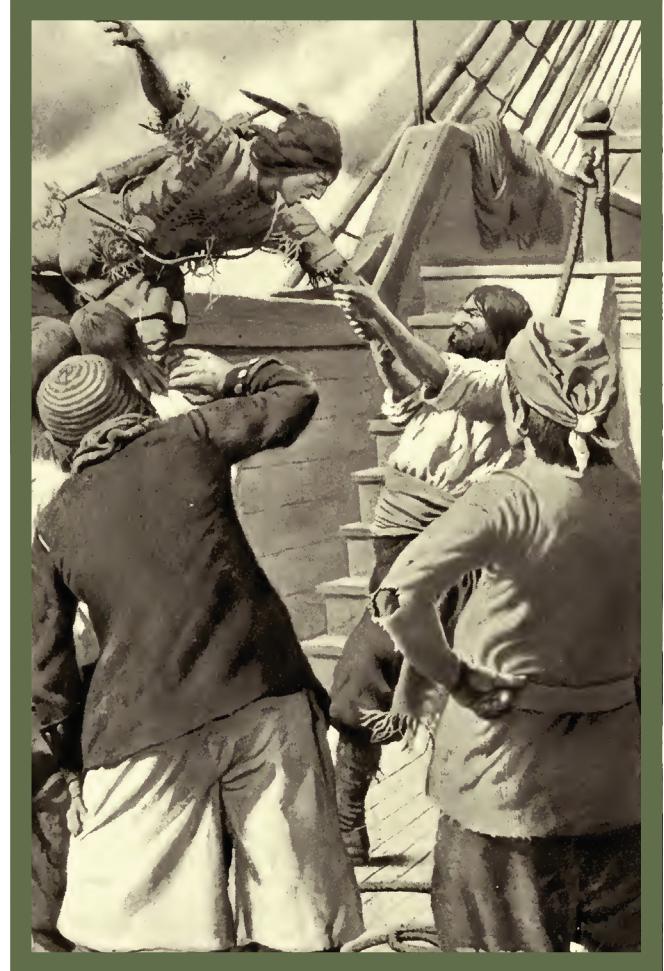
Tisquantum lived in England for a couple years. He became **fluent** in the language. He also learned English beliefs and customs.

Finally, in 1619, Tisquantum found a ship to take him home. However, when he reached Patuxet, the village was empty. The houses, called *wetus*, sagged. Wild blackberries trod over the fields where vegetables had once been planted and tended. Skeletons lay bare to the sun. Something terrible had happened to Tisquantum's people.

After a search through other empty villages, Tisquantum found survivors. They sent him to Massasoit, the Wampanoag sachem. Tisquantum learned that his village had fallen victim to a devastating disease. Thousands of people in the confederation had died. Tisquantum went to live in Massasoit's village.

## The Pilgrims

About a year later, in November 1620, the English ship the *Mayflower* arrived. The European passengers settled in Tisquantum's old village, Patuxet. In the past, the Wampanoag had attacked and run off many European settlers. But that spring, Massasoit decided to make peace with the colonists. Because Tisquantum spoke fluent English as well as Wampanoag, he **interpreted** for the peace talks.



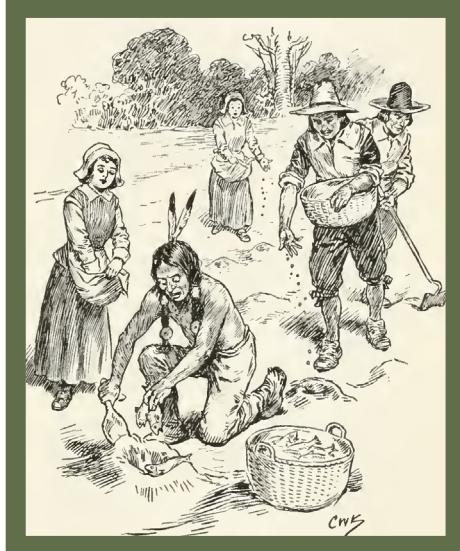
Hunt's crew took Tisquantum prisoner to sell him as a slave in Spain.

IMAGE CREDIT: ILLUSTRATION BY EMLEN MCCONNELL, IN THE PUBLIC DOMAIN. IMAGE COURTESY OF ARCHIVE.ORG.

After the peace treaty in March 1621, Tisquantum moved to Plymouth. There, he shared his knowledge of farming, fishing, and **scavenging** with the Pilgrims. He also guided them through the countryside and helped them trade with other tribes. In September 1621, Tisquantum helped a group explore what is now Boston Harbor. Tisquantum lived in Plymouth for two years. Then, in 1623, he became sick and died.

## Conclusion

Without Tisquantum's aid, it is unlikely the Pilgrims would have survived. Tisquantum provided the colonists with daily guidance on how to live in a foreign land. His language skills helped them communicate and establish trading relationships with other Native Americans in the area. One Pilgrim wrote that Tisquantum had worked for the colonists' "good beyond their expectation. He directed them how to set their corn, where to fish . . . and was also their pilot to bring them to unknown places for their profit." Tisquantum "never left them till he died."



Tisquantum taught the settlers how to plant and grow food.

IMAGE CREDIT: ILLUSTRATION IN THE PUBLIC DOMAIN. IMAGE COURTESY OF ARCHIVE.ORG.

## Words to Know

**adviser**—a person who gives opinions about how to solve a problem, especially a person who counsels based on experience or knowledge

**tolerance**—the ability to experience suffering without giving up

**hull**—the body of a ship

**monk**—a member of a religious group who lives apart from the rest of society with other members and performs religious ceremonies

**fluent**—able to communicate fully in a language

**interpret**—to restate in another language

**scavenge**—to search for and collect useful items, such as food

## References:

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# TIMELINE

## STUDENT HANDOUT

Lesson 1

**Directions:** List the events from the text in the order they happen. Write the signal word or text feature that helped you order the event.

EVENT 1

EVENT 2

EVENT 3



signal word or text feature:

signal word or text feature:

signal word or text feature:

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**EVENT 4**

signal word or text feature:



**EVENT 5**

signal word or text feature:



**EVENT 6**

signal word or text feature:

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# PROBLEM AND SOLUTION TEXT STRUCTURE

## INSTRUCTIONAL ACTIVITY

RI.5.5, Lesson 2

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### LEARNING GOAL

In this lesson, students use signal words, text features, and a graphic organizer to describe the overall structure of events, ideas, and concepts in a problem and solution text.

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### STANDARD

**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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### PREPARATION

Before the lesson, select a problem and solution text from a curriculum resource that has been purchased for individual student use, such as a class set of textbooks. This lesson includes [PASSAGE: MASSASOIT MAKES PEACE](#), which you are free to copy. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source

This unit provides two versions of [STUDENT HANDOUT: PROBLEM AND SOLUTION ORGANIZER](#). Select the handout that best suits the text you plan to use.

Additionally, identify three or four problems that are relevant to your students.

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### MATERIALS & HANDOUTS

- ▶ [SUPPLEMENT: SIGNAL WORDS 1](#)
- ▶ problem and solution text for individual student use
- ▶ preferred version of [STUDENT HANDOUT: PROBLEM & SOLUTION ORGANIZER](#)

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## IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can use signal words and text features to describe the structure of a problem and solution text.”

As a review of the previous lesson, **ask** students to define chronological text structure and to recall signal words that identify chronological structure. Refer to [SUPPLEMENT: SIGNAL WORDS 1](#) as needed.

**Explain** that today’s lesson is about a different type of text structure. **Say**, “A text that identifies a problem and a solution uses problem and solution structure.”

**Record** the term *problem and solution* on the board or chart paper and include a definition: when an author identifies a challenge (problem) and gives one or more ways (solutions) to overcome the challenge.

**Make** a T-chart and label the left column *Problem* with the symbol of a sad face. In the *Problem* column, list a few problems to which your class can relate. Label the right column *Solution* and include the symbol of a happy face. **Invite** students to brainstorm solutions to the problems, and record them in the column.

**Refer** to the Lesson 1 discussion about signal words and ask, “Do you think signals are important? Why or why not?” **Direct** students to the problem and solution column of [SUPPLEMENT: SIGNAL WORDS 1](#) and read the signal words. **Explain** that in informational text, authors purposefully use signal words to present a problem and solution.

**Review** text features, such as headings, captions, pictures, and diagrams, which identify important events and details in informational text.

**Hand out** the problem and solution passage. **Prompt** students to skim and scan the passage to identify the text features. **Reinforce** the importance of text features by asking questions such as “What is the purpose of the caption?” and “What can you predict about the text by looking at the bold words?”

**Read** the text aloud, having students raise their hands when you reach each signal word. Students may refer to the provided list of words as a guide.

**Pass out** your choice of [STUDENT HANDOUT: PROBLEM AND SOLUTION ORGANIZER](#). **Model** how to use the graphic organizer by reading the instructions and referring to the class T-chart. **Explain** that students will work with a partner to determine the problem and solution in the text and the signal words that identify the problem and solution. (Depending on the number of problems and solutions in a selected text, students may need additional space to continue the activity.)

While students work, **circulate** and check for understanding. **Give** students immediate feedback about their responses.

## CHECKING FOR UNDERSTANDING

Determine if the student can IDENTIFY SIGNAL WORDS ASSOCIATED WITH A PROBLEM/SOLUTION TEXT STRUCTURE (ELA-2547):

- ▶ Where is a signal word?
- ▶ Does this word tell about a problem or a solution?

Determine if the student can DESCRIBE A PROBLEM/SOLUTION RELATIONSHIP BETWEEN DETAILS IN AN INFORMATIONAL TEXT (ELA-1939):

- ▶ What other details helped you determine the problem?
- ▶ What clues helped you identify the solution?

Determine if the student can DESCRIBE THE OVERALL STRUCTURE OF AN INFORMATIONAL TEXT (ELA-522):

- ▶ How can you prove that this text uses problem and solution structure?
- ▶ Why did the author use problem and solution structure for this text?

**Invite** students to share their graphic organizers. To further gauge student understanding, **ask** students to write a summary of the article or to explain what they think is most important about today's lesson and why.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

# MASSASOIT MAKES PEACE

by Laura Helweg

Neat round houses and proud rows of corn once filled the Wampanoag territory along the Massachusetts coast. But in 1616, a severe sickness emptied the tribe's villages. The Wampanoag leader, Massasoit, feared his longtime enemies would take advantage of the tragedy and attack. To solve this difficulty, Massasoit would make a risky bargain.



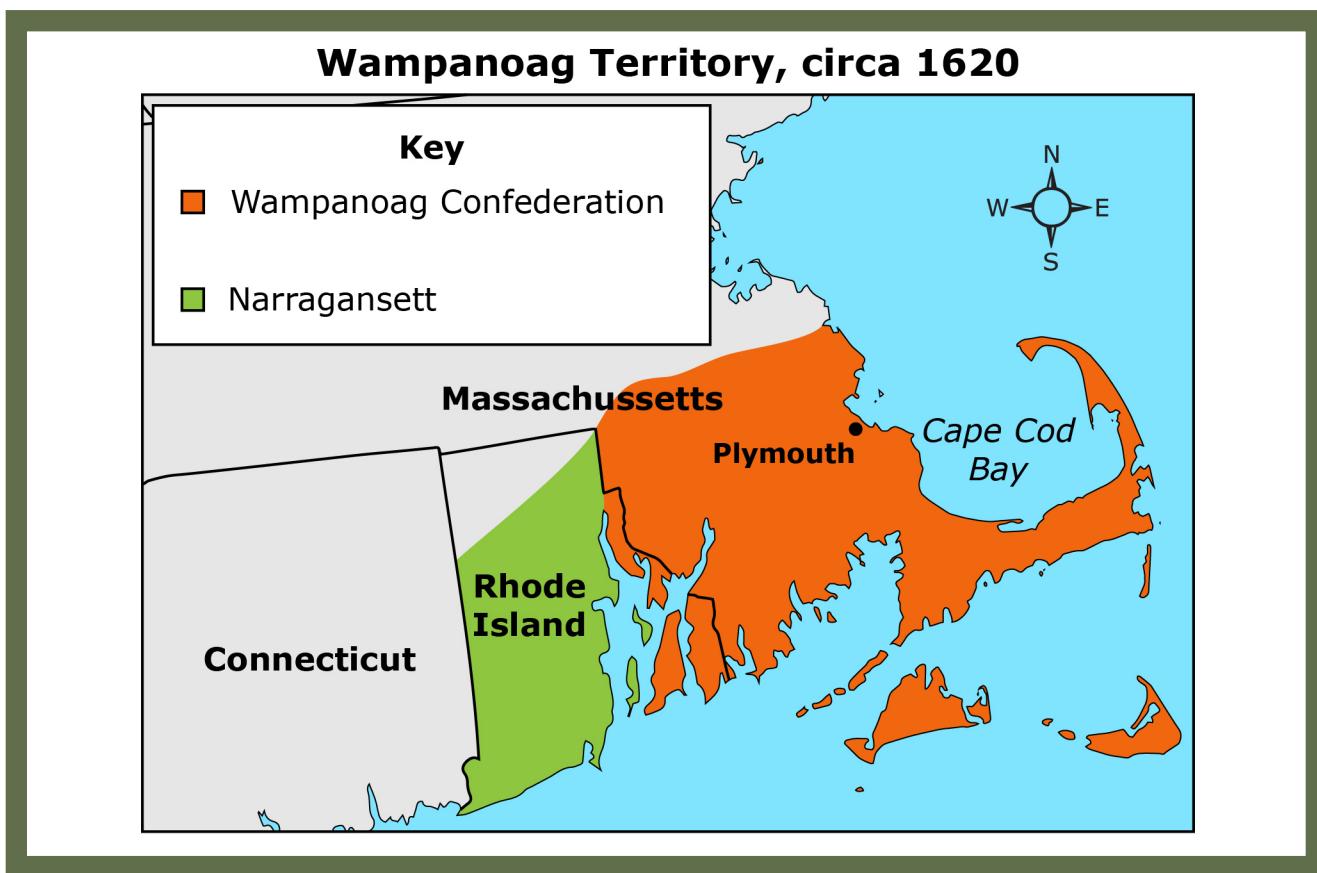
Massasoit led the Wampanoag confederation at the time of the Pilgrim's arrival.

IMAGE CREDIT: ILLUSTRATION IN THE PUBLIC DOMAIN.  
IMAGE COURTESY OF ARCHIVE.ORG.

## Old Enemies

Before the sickness, Massasoit led a **confederation** of nearly 20,000 people. In addition to farming and fishing, the Wampanoag operated a trading system. They offered Native-made goods to the Europeans who trickled down the Atlantic Coast and European goods to inland tribes. This occupation filled Wampanoag villages with copper kettles, colored glass, steel knives, and warm furs. But it also had a darker consequence. The Wampanoag fell victim—not to the Europeans' guns, but to their germs. Disease spread, and the Wampanoag struggled to survive. By 1620, Massasoit's people numbered less than 1,000.

Yet the Wampanoag's enemies to the west, the Narragansett, had escaped the **epidemic**. As a result, Massasoit feared for his tribe's safety. The next time the Narragansett attacked, Massasoit would not have enough warriors to meet the challenge. He needed another way to protect his people.



## New Neighbors

The Narragansett threat to the west was enough of a problem, but the Wampanoag also had new neighbors to the east. A ship had sailed into Cape Cod in November 1620. The English colonists, known today as Pilgrims, settled in a deserted Wampanoag village. The Pilgrims called their new town Plymouth.

In the past, the Wampanoag had driven away newcomers who stayed too long. Now, the Wampanoag watched from the forest. Throughout the icy winter, they saw the settlers throw together rough huts and dig up corn stored by the former residents. The Wampanoag also witnessed the burials of those who did not survive the cold, illness, and scarce food supply.

Occasionally, the natives launched a few arrows to remind the English that this land was not their home. Frightened, the Pilgrims drug five cannons from their ship. They aimed the weapons toward the forest. But the Wampanoag remained behind the trees.

Then quite suddenly in March 1621, a tall Native American walked into the village and greeted the settlers—in English! “Welcome, welcome, Englishmen!” said the man, who was named Samoset. Massasoit had sent Samoset to meet the colonists. The English talked with Samoset and gave him gifts.



Samoset greets the Pilgrims. Samoset was an Abenaki native from Maine. He had learned bits of English from European fisherman.

IMAGE CREDIT: ILLUSTRATION IN THE PUBLIC DOMAIN. IMAGE COURTESY OF ARCHIVE.ORG.

## The Alliance

A week later, Samoset returned. With him came another English-speaking native, Tisquantum. Samoset and Tisquantum announced that Massasoit wanted a meeting. Soon the leader and 20 other men entered the village unarmed. They followed the English leaders to an unfinished house.



Massasoit leads his men as they meet with leaders of the new colony.

IMAGE CREDIT: ILLUSTRATION IN THE PUBLIC DOMAIN. IMAGE COURTESY OF ARCHIVE.ORG.

With Tisquantum translating, Massasoit offered to allow the Pilgrims to stay—on one condition. Massasoit wished to form an **alliance**. If anyone attacked the Wampanoag, the Pilgrims would fight on the Wampanoag's side. If anyone attacked the Pilgrims, the Wampanoag would help. The Wampanoag leader hoped this arrangement would solve the Narragansett problem.

The Pilgrims agreed. The colonists were sick and hungry. They were not prepared to protect themselves. Plymouth needed a friendly neighbor.

The English received more than peace, however. As a result of the **treaty**, Tisquantum came to live in Plymouth. He taught the settlers how to farm and fish. He showed them the surrounding countryside. He also acted as **interpreter** and helped the colonists trade with other tribes.



Massasoit and Governor Bradford share a peace pipe before discussing the peace treaty.

IMAGE CREDIT: ILLUSTRATION IN THE PUBLIC DOMAIN. IMAGE COURTESY OF ARCHIVE.ORG.

## A Symbol of Peace

The friendly terms continued. That fall, the Pilgrims harvested the corn that Tisquantum had helped plant. Then the settlers invited the Wampanoag to a feast. For the next 50 years, the colonists and Wampanoag lived side by side in peace. Massasoit's answer to the Narragansett threat created a rare gem in interactions between Native Americans and European colonists.

Today, some people see the meal the two groups shared as a symbol of peace. The feast shows that groups with conflicting beliefs and customs can live together and help one another. Perhaps this is why many Americans regard the event as the first Thanksgiving. It's also likely that this hope for peace is what prompted President Abraham Lincoln to make Thanksgiving a national holiday during the Civil War.

For Massasoit, the treaty was not just about peace. It was about survival. The alliance with the Pilgrims—a people possessing cannons and guns—made the Wampanoag a more dangerous target. As a result, the Narragansett stayed away, just as Massasoit had planned.



The Pilgrims and Wampanoag share a harvest feast.

IMAGE CREDIT: PAINTING BY J.L.G. FERRIS, IN THE PUBLIC DOMAIN. IMAGE COURTESY OF LOC.GOV.

## Words to Know

**confederation**—a union of small political groups, such as Native American tribes

**epidemic**—a disease that spreads quickly and affects many people at the same time

**alliance**—an agreement between groups to work together for a common purpose

**treaty**—a contract between political groups, especially between nations

**interpreter**—a person who translates to help communication between groups of people who speak different languages

### References:

- Cline, Duane A. "The Wampanoag/Pilgrim Treaty." *The Pilgrims and Plymouth Colony: 1620*. 2000.  
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Mann, Charles C. "Native Intelligence." *Smithsonian.com*. Smithsonian Institute, Dec. 2005.  
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# PROBLEM & SOLUTION ORGANIZER 1

## STUDENT HANDOUT

Lesson 2

**Directions:** Describe the problem and the solution in the text. Write the signal words or text features that helped you determine the problem and the solution.

### PROBLEM

The main problem is

signal word or text feature:

### SOLUTION

The problem is solved by

signal word or text feature:

## PROBLEM & SOLUTION ORGANIZER 2

### STUDENT HANDOUT

Lesson 2

**Directions:** Identify the problem in the text and explain each solution to the problem.

#### PROBLEM

signal words:

#### SOLUTION

signal words:

#### SOLUTION

signal words:

#### SOLUTION

signal words:

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# COMPARING AND CONTRASTING TEXT STRUCTURES

## INSTRUCTIONAL ACTIVITY

RI.5.5, Lesson 3

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### LEARNING GOAL

In this lesson, students compare and contrast two previously studied text structures (chronological order and problem and solution) and write a summary of similarities and differences.

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### STANDARD

**RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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### MATERIALS & HANDOUTS

- ▶ chronological text for individual student use from Lesson 1
- ▶ problem and solution text for individual student use from Lesson 2
- ▶ completed [STUDENT HANDOUTS: TIMELINE](#) and [PROBLEM & SOLUTION ORGANIZER](#)
- ▶ [STUDENT HANDOUT: COMPARING & CONTRASTING TEXTS](#)
- ▶ [SUPPLEMENT: SIGNAL WORDS 1](#)
- ▶ [SUPPLEMENT: SIGNAL WORDS 2](#)
- ▶ blank paper

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### IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: “I can compare and contrast two text structures and summarize how they are alike and different.”

**Review** the previous lesson on problem and solution text structure, asking students to describe problem and solution structure and to recall the signal words. Refer students to their completed [STUDENT HANDOUT: PROBLEM AND SOLUTION ORGANIZER](#) and [SUPPLEMENT: SIGNAL WORDS](#) as needed.

**Explain** that, today, students will have the opportunity to look more closely at the two text types (chronological order and problem and solution) and find the big picture by comparing and contrasting the structure and ideas of both texts.

**Pass out** [STUDENT HANDOUT: COMPARING & CONTRASTING TEXTS](#), and explain that students will complete a Venn diagram to organize the similarities and differences between the texts. **Ask** students to define *similar* and *different*.

**Read** the directions aloud, and discuss the structure of the Venn diagram and briefly explain what goes in each section. **Explain** that there is a specific place to list signal words and text features.

**Tell** students to arrange the previously completed [STUDENT HANDOUTS: TIMELINE](#) and [PROBLEM AND SOLUTION ORGANIZER](#) on their desks. Additionally, have both texts from the previous lessons available for reference.

Together, **label** the Venn diagram with the appropriate article titles. **Remind** students that when they read informational text, they need to pay attention to all the visual information, including images, graphics, headings, and the use of bold, underline, or italics, to see how these text features are related to the topic and why the details they tell are important.

**Instruct** students to reread the texts and use their handouts from the previous lessons to fill in the Venn diagram with a partner.

**Circulate** and ask the Checking for Understanding questions. As you interact with students, **invite** them to share their thinking with the class. Encourage students to contrast signal words and text features as well as events and details.

CHECKING FOR UNDERSTANDING		
Determine if the student can <b>DESCRIBE THE SIMILARITIES BETWEEN RELATIONSHIP TYPES USED IN INFORMATIONAL TEXTS (ELA-2980):</b> <ul style="list-style-type: none"><li>▶ What similarities did you find?</li><li>▶ What text feature do both texts use?</li></ul>	Determine if the student can <b>DESCRIBE THE DIFFERENCES BETWEEN RELATIONSHIP TYPES USED IN INFORMATIONAL TEXTS (ELA-2972):</b> <ul style="list-style-type: none"><li>▶ What is different between the texts?</li><li>▶ Why are there so many differences?</li></ul>	Determine if the student can <b>COMPARE AND CONTRAST THE OVERALL STRUCTURE OF INFORMATIONAL TEXTS (ELA-523):</b> <ul style="list-style-type: none"><li>▶ How can you determine the structure of a text?</li><li>▶ How does an author help the reader understand the text?</li><li>▶ Which text structure is easier to identify? Why?</li></ul>

To conclude the lesson, **give** students a sentence starter for summarizing the similarities and differences of the texts. Make **SUPPLEMENT: SIGNAL WORDS 2** available to students, and **instruct** them to include at least two signal words in their one- to two-paragraph summaries.

Possible sentence starters include the following:

- ▶ There are several similarities in [text 1] and [text 2].
- ▶ There are many differences between [text 1] and [text 2].

**Provide** an opportunity for students to share their ideas about how the texts are alike and different and what signal words or text features helped them determine the similar and contrasting details. Take a class vote about whether the text structures are more alike or more different, and ask students to explain their reasoning.

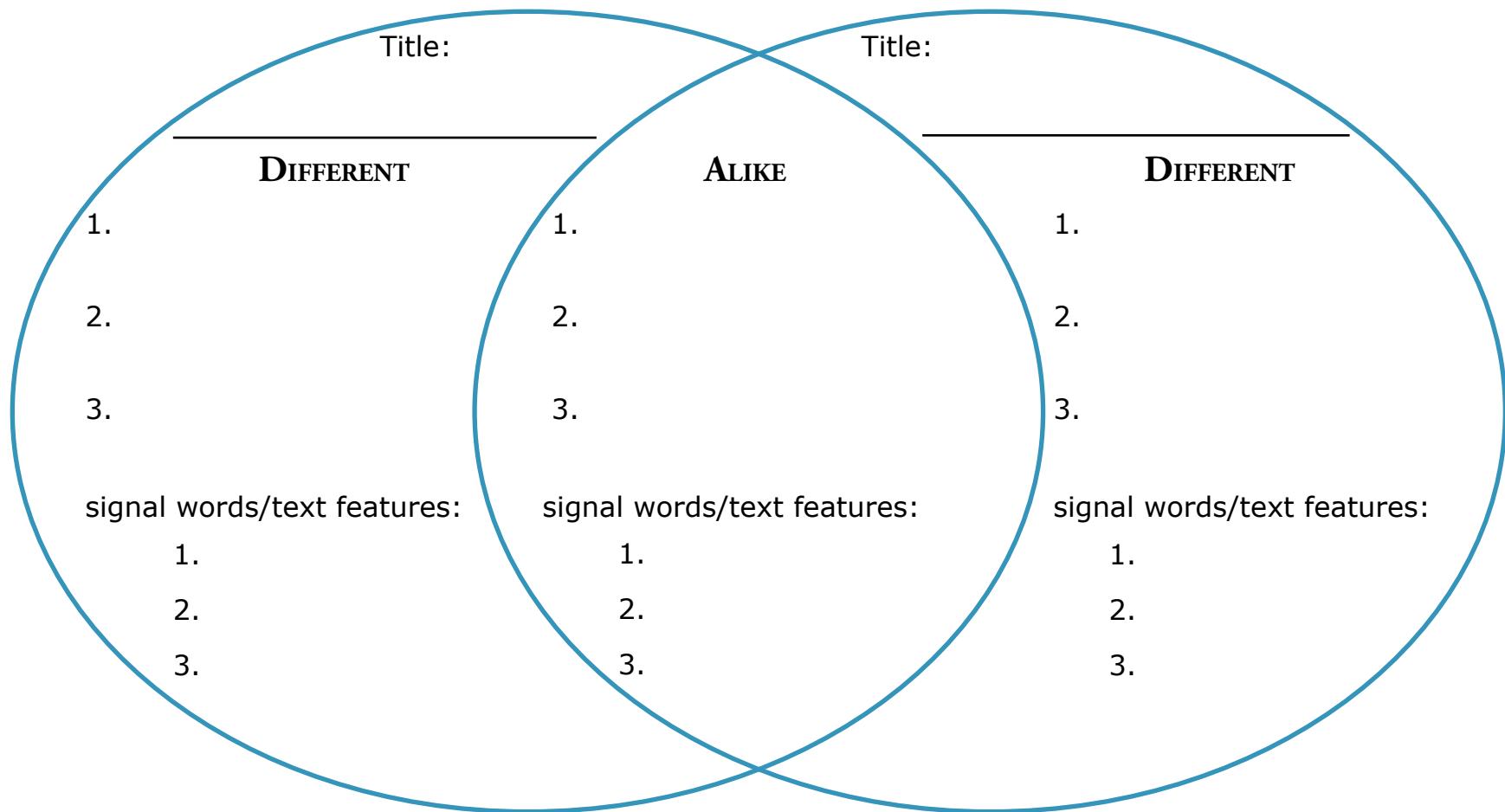
For a discussion of the research that supports this instructional model, see the **TEACHER NOTES** for this lesson set.

# COMPARING & CONTRASTING TEXTS

## STUDENT HANDOUT

Lesson 3

**Directions:** Identify the similarities and differences between the texts.



# COMPARING AND CONTRASTING TEXT STRUCTURES

## STUDENT FEEDBACK GUIDE

RI.5.5, Lesson 1–3

**Directions:** For each learning goal, circle the sentence that best matches what you can do.

Learning Goal	Level 1	Level 2	Level 3
<b>Describe chronological text structure</b>	I know that signal words and text features help me identify chronological text structure.	I can identify signal words and text features in a chronological text.	I can describe how signal words and text features organize a text's chronological structure.
<b>Describe problem and solution text structure</b>	I know that signal words and text features help me identify problem and solution text structure.	I can identify signal words and text features in a problem and solution text.	I can describe how signal words and text features organize a problem and solution text.
<b>Compare and contrast the structure of informational texts</b>	I can compare two details in texts with different structures.	I can contrast two details in texts with different structures.	I can compare and contrast details from texts with different structures.

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# SIGNAL WORDS 1

## SUPPLEMENT

RI.5.5

Chronological Order	Problem & Solution
first	problem
next	puzzle
then	question
before	struggle
after	difficulty
when	challenge
finally	because
following	since
afterward	if
as soon as	so
during	reason
immediately	consequence
later	this leads to
not long after	perhaps
now	solution
second	answer
last	possibility
another	result
until	solve
additionally	future

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## SIGNAL WORDS 2

### SUPPLEMENT

RI.5.5

#### Compare & Contrast

just like	while
is similar to	on the other hand
likewise	instead
in the same way	in contrast
both	however
also	although
too	is different from
yet	not only ____ but also ____
but	