To **compare** two or more things you tell how those things are the same. To **contrast** two or more things you tell how those things are different. Authors compare and contrast characters, ideas, and places. Understanding how people, places, things, and ideas are alike and different will help you to better understand what you are reading.

Let’s explore some ways to compare and contrast information we have read. A T-chart is one way to compare and/or contrast. It is called a T-chart because it looks like a “T.” Look at the examples below comparing and contrasting oranges and lemons.

**Example:**

**T-chart: Oranges and Lemons**

<table>
<thead>
<tr>
<th>Oranges</th>
<th>Lemons</th>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>citrus fruit</td>
<td>citrus fruit</td>
<td>citrus fruit</td>
<td>oranges are sweet</td>
</tr>
<tr>
<td>grow on trees</td>
<td>grow on trees</td>
<td>grow on trees</td>
<td>lemons are sour</td>
</tr>
<tr>
<td>grow in warm</td>
<td>grow in warm</td>
<td>grow in warm</td>
<td>oranges are orange</td>
</tr>
<tr>
<td>climate</td>
<td>climate</td>
<td>climate</td>
<td>lemons are yellow</td>
</tr>
<tr>
<td>have a rind</td>
<td>have a rind</td>
<td>have a rind</td>
<td>oranges are round</td>
</tr>
<tr>
<td>sweet tasting</td>
<td>sour tasting</td>
<td></td>
<td>lemons are oblong</td>
</tr>
<tr>
<td>orange colored</td>
<td>yellow colored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>round shaped</td>
<td>oblong shaped</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This T-chart compares and contrasts oranges and lemons in each column.

One column of this T-chart compares oranges and lemons (similarities); the other column shows contrasts (differences).
Another graphic organizer you can use to compare and contrast is a Venn diagram. The middle where the two circles overlap shows similarities or how oranges and lemons are the same (compare). The outside where the circles are separate shows the differences (contrast). Take a look at the example below.

Example:

<table>
<thead>
<tr>
<th>Oranges</th>
<th>Similarities</th>
<th>Lemons</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>- citrus fruit</td>
<td>- yellow</td>
</tr>
<tr>
<td>round</td>
<td>- grow on trees</td>
<td>- oblong</td>
</tr>
<tr>
<td>sweet</td>
<td>- grow in warm climate</td>
<td>- sour</td>
</tr>
<tr>
<td></td>
<td>- have a rind</td>
<td></td>
</tr>
</tbody>
</table>
Use information about pens and pencils to fill in the T-chart and Venn diagram.

Facts about pens:
- Pens are used to write on paper.
- Almost all pen ink is permanent.
- Pens are made of sturdy plastic, so they don’t break easily.
- When pens run out of ink, they can be refilled or thrown away.
- Once the ink from a pen dries on paper, it does not smudge.
- Pens do not need to be sharpened, so they stay the same length.

Facts about pencils:
- Pencils are used to write and draw on paper.
- Pencils are environmentally friendly because they are made out of wood.
- Graphite is not permanent, so the pencil markings can be erased.
- Graphite does not dry up like ink.
- Pencils are not expensive.
- Pencils can be sharpened and do not require refills.

1. T-chart: Pen vs. Pencil

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
</table>

2. Venn diagram:

- Pens
- Similarities
- Pencils
Let's try comparing and contrasting information given in some reading passages. Read each passage and answer the questions that follow.

In the 1800s, most people were farmers. The following passage is about Abraham Lincoln’s life growing up on a farm.

Life on a frontier farm was very hard and required unending physical labor. From a young age, Abraham was put to work. He used an axe to help clear trees from the farmland and split the logs into fence rails. That was why he was later nicknamed the “Rail Splitter.” Thomas Lincoln, Abraham’s father, often loaned his son to the neighbors to do work for them and kept Abraham’s wages to himself. All this work allowed little time for education, and Lincoln had almost no formal schooling. Abraham spent what little spare time he had reading on his own.

Abe was the chore-boy of the Knob Creek farm as soon as he grew big enough to run errands, to hold a pine-knot at night lighting his father at a job, or to carry water, fill the wood box, clean ashes from the fireplace, hoe weeds, pick berries, grapes and persimmons for beer-making. He hunted the timbers and came back with walnuts, hickory, and hazelnuts. His hands knew the stinging blisters from using a hoe, chopping back and forth to destroy the persistent weeds in the garden. And in autumn the mash, or walnut-stain, wouldn’t wash off, even with all the rinsing and scrubbing of homemade soap.

He helped his father with seed corn, beans, onions, potatoes. He ducked out of the way of the heels of the stallion and brood mares his father kept and paid taxes on. Abe and his sister picked pails of currants, raspberries, and blueberries for his mother to spread in the
sun to dry and put away for winter eating. There were wild grapes and pawpaws; there were bee trees with wild honey; there were wild crab apples and red haws. If it was a good corn year, the children helped shell the corn by hand and put it between two big flat stones, grinding it into cornmeal. The creeks gave them fish to fry. Tom Lincoln took his gun and brought back prairie turkey, partridge, rabbit, sometimes coon, a bear, or a deer; and the skins of these big animals were tanned, cut and sewed into shirts, trousers, moccasins, and coonskin caps.

3. What did Abraham use to clear the trees from the land?
   
   a. an axe
   b. a shovel
   c. a plow

4. Which of the following are the three kinds of nuts Abe gathered in the woods?
   
   a. peanuts, walnuts, cashew nuts
   b. peanuts, hickory, pine nuts
   c. walnuts, hickory, hazelnuts

5. In the passage, why did Tom Lincoln hunt?
   
   a. to provide food for the skillet
   b. to provide skins to make leather for clothing
   c. both a and b

6. From the story, the word “pine-knot” means—
   
   a. kind of tree.
   b. torch made of pine wood.
   c. knot used to tie up horses.

7. List at least three (3) facts about farming in the 1800s.

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
Today, farms in our country produce more food than ever before. But there are fewer farms now than there were years ago! How can this be?

There are many kinds of farms in our country. Some farms produce only one big crop. That crop may be wheat, cotton, sugarcane, or something else. All these crops are plants that grow in the soil.

On some farms, animals are raised. Milk cows are raised on dairy farms. Chickens and eggs are produced on poultry farms. In some places, there is not enough rain to grow anything but grass. In these grasslands, there are many ranches. Beef cattle and sheep are raised on the ranches.

Most farms are different today from the way they used to be. For example, near the middle of our country is a state called Kansas. Kansas has been an important farming land ever since the pioneers lived there many years ago. Like most states, Kansas is divided into counties. In some ways, a county is like a community. People in a county elect, or choose, their leaders for their local government. The government of a county sees that certain jobs are carried out. As the cities in the counties grew, more and more people were needed to work in new and exciting jobs. Where did these people come from? Many came from the farms, where new and bigger machines were doing the jobs of several people.

8. The word pioneers in this passage means—
   a. factory workers
   b. ranchers
   c. early settlers

9. The word poultry means—
   a. chicken
   b. fish
   c. cattle
10. Milk cows are raised on—
   a. poultry farms
   b. dairy farms
   c. deserts

11. What is this passage mostly about?
   a. raising poultry
   b. raising cattle and sheep
   c. farming communities today

12. List at least three (3) facts about farms today.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

13. Fill in the Venn diagram below comparing and contrasting the information you just read about farming in the 1800s and farming present day.

   Answer Key

1. **T-chart: Pen vs. Pencil**

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Almost all pen ink is permanent.</td>
<td>- Pens and pencils</td>
</tr>
<tr>
<td>- Pens are made of sturdy plastic, so they don’t break easily.</td>
<td>are used to write on paper.</td>
</tr>
<tr>
<td>- When pens run out of ink, they can be refilled.</td>
<td></td>
</tr>
<tr>
<td>- Once the ink from a pen dries on paper, it does not smudge.</td>
<td></td>
</tr>
<tr>
<td>- Pens do not need to be sharpened, so they stay the same length.</td>
<td></td>
</tr>
<tr>
<td>- Pencils are environmentally friendly because they are made out of wood.</td>
<td></td>
</tr>
<tr>
<td>- Graphite is not permanent, so the pencil markings can be erased.</td>
<td></td>
</tr>
<tr>
<td>- Graphite does not dry up like ink.</td>
<td></td>
</tr>
<tr>
<td>- Pencils are not expensive.</td>
<td></td>
</tr>
<tr>
<td>- Pencils can be sharpened and do not require refills.</td>
<td></td>
</tr>
</tbody>
</table>

Developed by the National PASS Center with funding from Solutions for Out-of-School Youth (SOSY)
Migrant Education Program Consortium Incentive (2012)
2. **Venn diagram:**

- **pens**
  - ink is permanent
  - made of sturdy plastic
  - can be refilled
  - ink does not smudge
  - stay the same length

- **similarities**
  - used to write on paper

- **pencils**
  - environmentally friendly because they are made out of wood
  - markings can be erased
  - does not dry up
  - not expensive
  - can be sharpened

3. a
4. c
5. c
6. b

7. You should have written down at least three of the following: Life on a frontier farm was very hard. Life on a frontier required unending physical labor. Children of farmers began working at a very young age. They worked at home and for neighbors but gave their wages to their family. There was little time for education. Berries were picked, dried, and saved for winter eating. Farmers on a frontier made their own soap. Farmers had to hunt for their meals. Animal skins were used to make clothing, shoes, and hats.

8. c
9. a
10. b
11. c

12. There are many kinds of farms in our country. Some farms produce only one big crop. On some farms, only animals are raised. People left the farms to work in larger cities. Machines were invented to do some of the jobs of the farmers.

13. **Farms in the 1800s**

- farmers worked with their hands to harvest food to eat
- farmers made their own clothing out of animal skins
- work on the farm was done by the farmers and their families

<table>
<thead>
<tr>
<th><strong>Similarities</strong></th>
<th><strong>Farms today</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- farms are used to grow crops/animals to eat</td>
<td>- farms produce more food than ever before</td>
</tr>
<tr>
<td></td>
<td>- most farms grow large crops and have large amounts of one type of animal</td>
</tr>
<tr>
<td></td>
<td>- community members work on farms</td>
</tr>
<tr>
<td></td>
<td>- machines do much of the labor</td>
</tr>
</tbody>
</table>