

# NARRATIVE

# EXPOSITORY

## COMPARING TERMS

\_\_\_ individual  
\_\_\_ pairs  
\_\_\_ small group  
\_\_\_ whole class

\_\_\_ warm-up  
\_\_\_ before  
\_\_\_ during  
\_\_\_ after

A number of formats can be used to guide students through the process of comparing terms. There are many different formats and graphic organizers that can be used and we have selected four:

- ◆ Venn diagram;
- ◆ Double Bubble;
- ◆ Sentence Stems; and the
- ◆ Matrix.

Each can be used to help students organize and refine their thoughts to deepen understanding. Sentence stems provide very structured guidance for students, thus helping them to avoid common errors in their thinking. Sometimes, for example, students jump into a comparison task without first identifying the characteristics on which they will base their comparison. The Matrix format encourages robust small group student engagement which usually prompts revising and adding additional information.

### Sentence Stem

#### MATERIALS

- ◆ anchor content
- ◆ sentence stem chart



#### STEP BY STEP

1. *Teachers model using the sentence stem graphic organizer to make comparisons between two like but different terms.* For example: "Items A and B are different because item A is rough but item B is small. These two differences do not focus on the same characteristic; one descriptor relates to surface feel and the other relates to size. The sentence stem format helps students to maintain focus on the same general characteristics simply because of the syntax of the sentence.

# Social Studies Example

**Monarchy** and **dictatorship** are similar because they both:

are forms of government.

are governments with major power given to one person.

have examples from history in which the powerful person was a tyrant.

**Monarchy** and **dictatorship** are different because:

in a monarchy, the ruler is often in power because of heritage, but in a dictatorship, the ruler often comes to power through force or coercion.

in monarchies today, the rulers are often perceived to be loved by the people, but in dictatorships, the rulers are often feared and hated by the people.

a monarchy can coexist with a representative government, but a dictatorship often is a police state.

◆ \_\_\_\_\_ and \_\_\_\_\_ are similar because they both:

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

◆ \_\_\_\_\_ and \_\_\_\_\_ are different because:

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

# Sentence Stem Template

◆ \_\_\_\_\_ and \_\_\_\_\_ are similar because they both:

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

◆ \_\_\_\_\_ and \_\_\_\_\_ are different because:

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

◆ \_\_\_\_\_ and \_\_\_\_\_ are similar because they both:

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

◆ \_\_\_\_\_ and \_\_\_\_\_ are different because:

\_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_.

# Venn Diagram

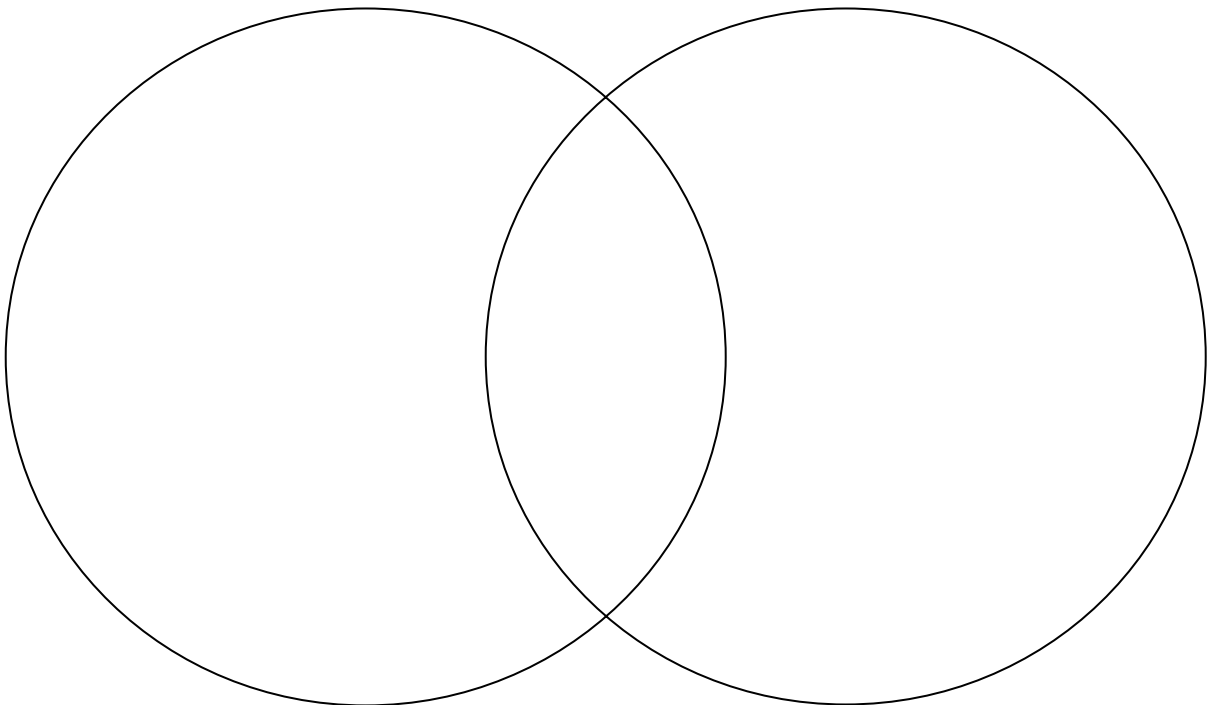
## MATERIALS

- ◆ anchor content
- ◆ Venn diagram graphic organizer

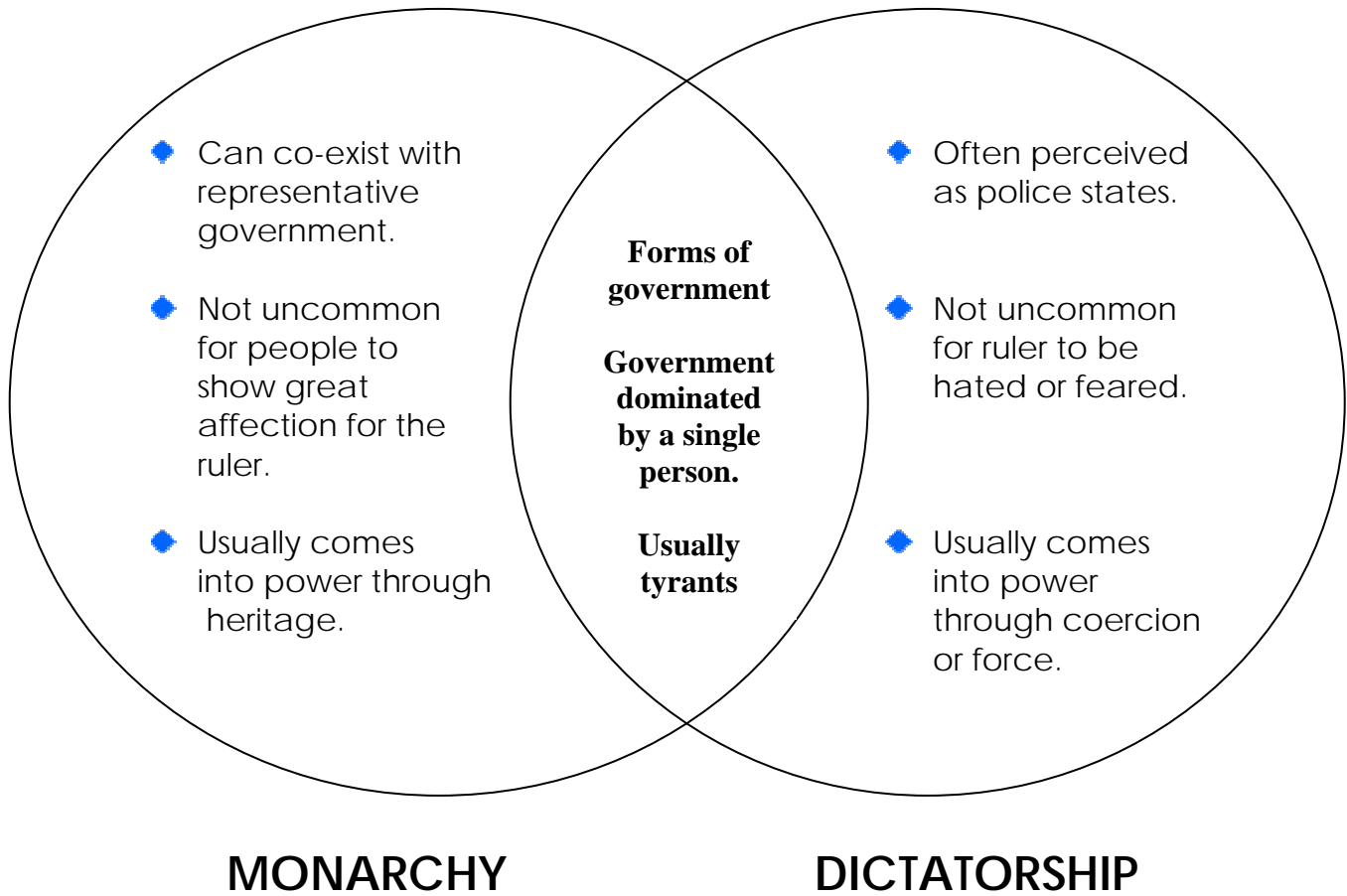
## STEP BY STEP

1. *Teachers model using a Venn Diagram graphic organizer to make comparisons between two like, but different terms.* A major challenge of using the Venn Diagram is the necessity of guiding students in identifying differences that are related to the same characteristic.

# Venn Diagram



# Social Studies Example



## QUICKWRITE

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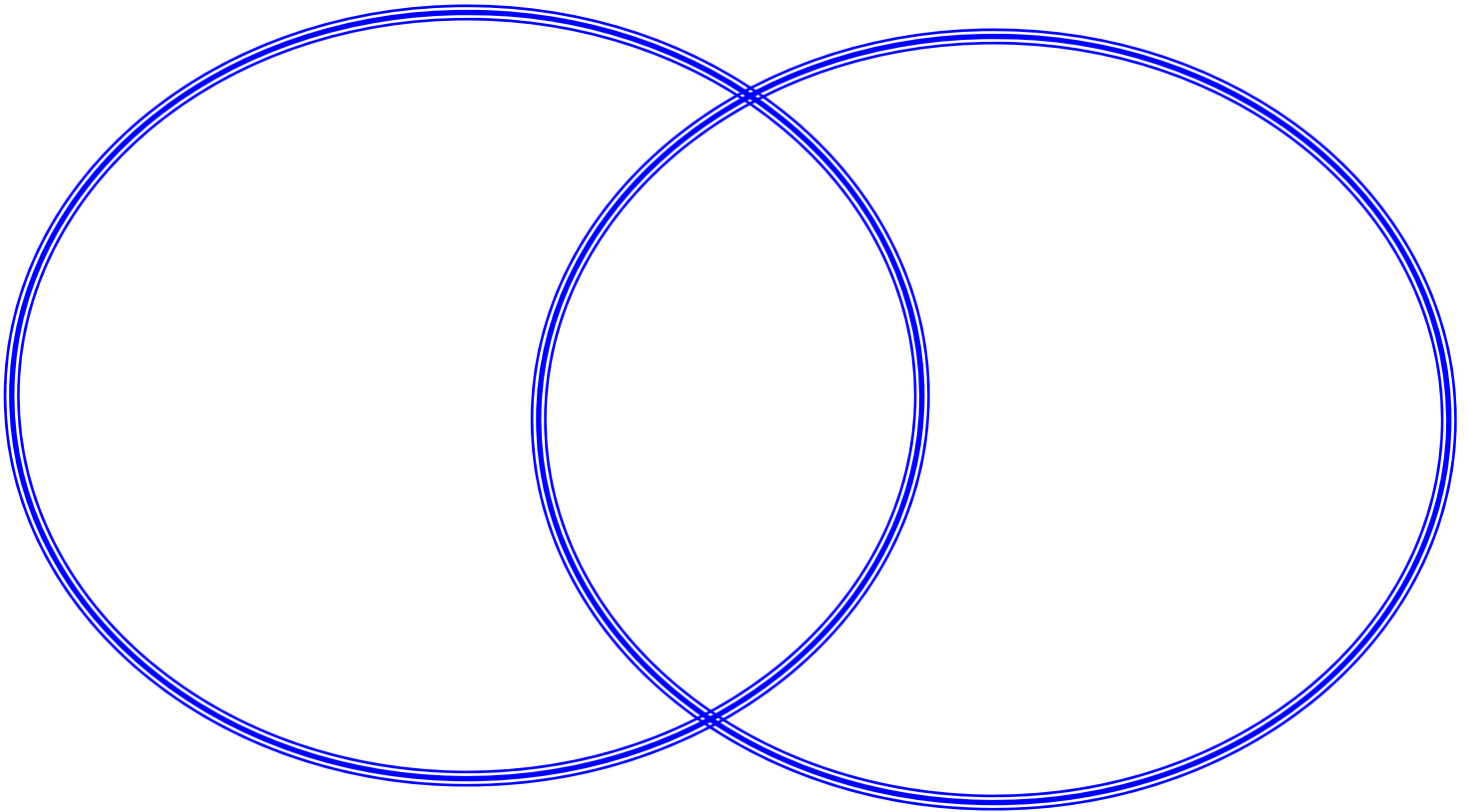
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# VENN DIAGRAM



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## QUICKWRITE

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# Double Bubble

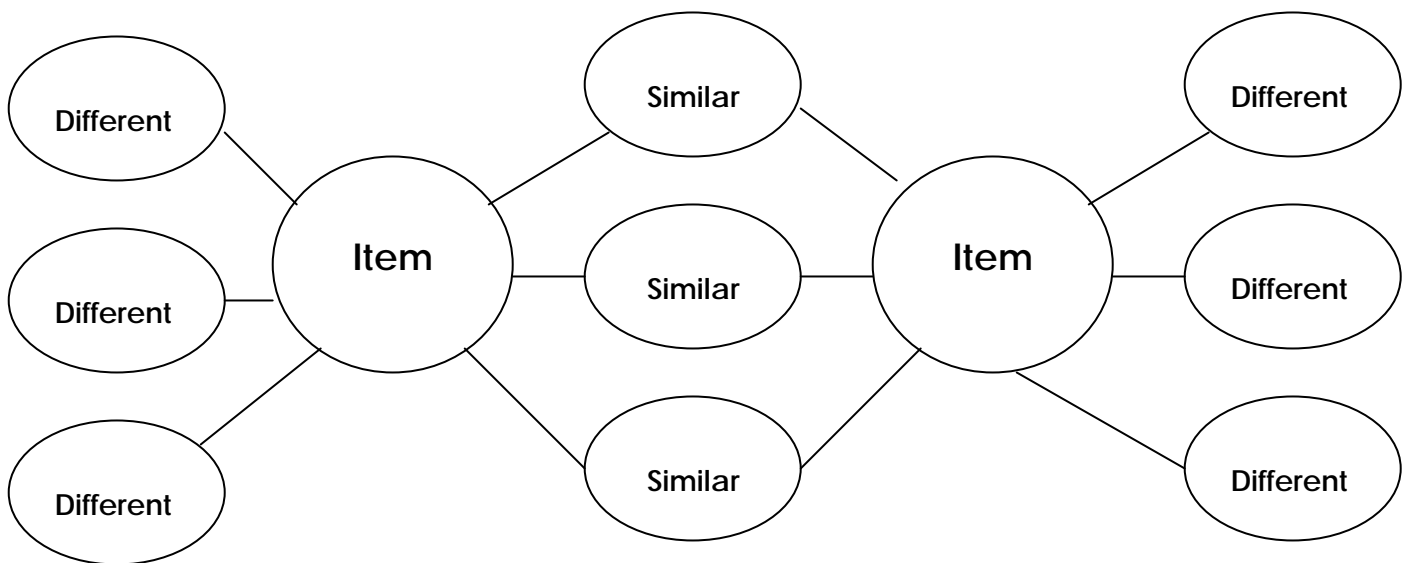
## MATERIALS

- ◆ anchor content
- ◆ Double Bubble graphic organizer

## STEP BY STEP

1. *Teachers model using a Double Bubble graphic organizer to make comparisons between two like, but different terms.* Students identify two items they are going to compare and then record the information in the appropriate bubbles. Consistent with the above recommendations for using the Venn Diagrams, it is suggested that students number the different bubbles to ensure that they focus on general characteristics of the items.

## Double Bubble





# Matrix

## MATERIALS

- ◆ anchor content
- ◆ Matrix graphic organizer

## STEP BY STEP

*The power of the Matrix lies in the fact that it provides an organizer for the information about the terms. Students draw on their experiences, knowledge and what they learn to complete the Matrix.*

1. **Teachers model using the Matrix graphic organizer to make comparisons between two like, but different terms.** Notice that the Matrix lends itself, unlike the other formats, to compare more than two terms at a time. Comparisons are related to the same characteristic.
2. **Students identify the general characteristics on which they will base their comparison in the rows.** For example, students can compare three types of government: monarchy, dictatorship and democracy.
3. **Students fill in the information about these types of government.** Next they review their information, dialogue with peers, and begin to do the comparison.
4. **Students then begin to complete the similarities and differences part of the Matrix for each of the characteristics.**

	Item One	Item Two	Item Three	
Characteristic One				Similarities & Differences
Characteristic Two				Similarities & Differences
Characteristic Three				Similarities & Differences

# Matrix Graphic Organizers for Comparing Terms

	Item One	Item Two	Item Three	Similarities & Differences
Characteristic One				
Characteristic Two				
Characteristic Three				

# Matrix Graphic Organizers for Comparing Terms

	Item One Monarchy	Item Two Dictatorship	Item Three Democracy	Similarities & Differences
<b>Characteristic One</b>  <b>How the leaders come to power</b>	King or queen gains throne out of heritage. Sometimes a monarch takes over country by force and is often a leader for life.	The dictator usually takes power through coercion or force and is often is leader for life.	Leaders are elected by the people, sometimes influenced by others. The leader does not have total power.  May be voted out of office.	Monarchy and dictatorship are more alike and democracy is different. Power over people is taken by, or given to, an individual. In democracy the people decide who will have the power.
<b>Characteristic Two</b>  <b>The reaction from the people</b>	Throughout history are examples of monarchs loved by the people, but some were hated by certain persecuted groups.	Often in history the dictator is hated or feared by most people.	People are often split on their reactions, but accept the elected leader, knowing they can try to elect a new one before too long.	
<b>Characteristic Three</b>  <b>The role of the people</b>	People are generally expected to obey the rule of the monarch because monarchs hold power and can change laws. Can become like dictators.	People must obey the dictator. Often there are serious consequences if one is not loyal.	Generally the people are seen to have power though their votes. If they do not like what is happening, they can elect new leaders.	