

A graphic for Unit 9. It features a large, stylized number '9' in white on a black background. To the left of the '9', the word 'UNIT' is written in white, bold, sans-serif capital letters. The entire graphic is set against a grey, textured vertical bar.

Compare and Contrast

Who's bigger, you or your brother? Which of your friends like the same kind of music you do? Do you look more like your mother or your father? Which two books that you've read are most alike? How is tenth grade different from ninth grade? What do you like better, pizza or tacos? Which is scarier in monster movies, vampires or werewolves?

If you can answer these types of questions, you already know how to compare and contrast. You do it all the time. Comparing and contrasting information in a reading selection is a lot like comparing and contrasting people you know, things you've done, and places you've been.



As you read, use your senses to make the story come alive.

Picture the characters as the author describes them. Then put yourself in their place so that you can sense what they're feeling, smelling, tasting, hearing, and seeing. Doing these things will make the story come alive for you. It's easier to compare and contrast things, people, and events if you can imagine seeing or experiencing them.

As you read the following selection, imagine that you are in a cave with the wolf cubs, watching them. Pay close attention to what you're reading and try to make the story come alive.

**READING
Selection**
Directions:

Read the selection below and use it as you read the tips that follow.

Adapted from

White Fang

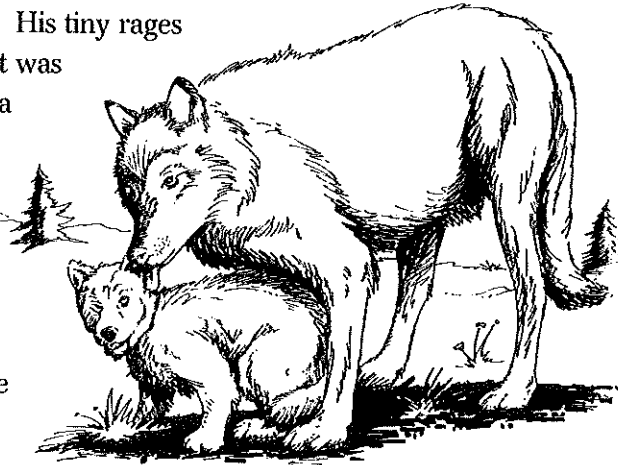
by Jack London

He was different from his brothers and sisters. Their hair already betrayed the reddish hue inherited from their mother, the she-wolf; while he alone . . . took after his father. He was the one little gray cub of the litter. He had bred true to the straight wolf-stock—in fact, he had bred true, physically, to old One Eye himself, with but a single exception, and that was that he had two eyes to his father's one.

The gray cub's eyes had not been open long, yet already he could see with steady clearness. And while his eyes were still closed, he had felt, tasted, and smelled. He knew his two brothers and his two sisters very well. He had begun to romp with them in a feeble, awkward way, and even to squabble, his little throat vibrating with a queer rasping noise . . . as he worked himself into a passion. And long before his eyes had opened, he had learned by touch, taste, and smell to know his mother—a fountain of warmth and liquid food and tenderness. She possessed a gently caressing tongue that soothed him when it passed over his soft little body, and that made him want to snuggle close against her and to doze off to sleep . . .

He was a fierce little cub. So were his brothers and sisters. It was to be expected. He was a carnivorous animal. He came of a breed of meat-killers and meat-eaters. His father and mother lived wholly upon meat. The milk he had sucked with his first flickering life was milk transformed directly from meat, and now, at a month old, when his eyes had been open for but a week, he was beginning himself to eat meat—meat half-digested by the she-wolf and disgorged for the five growing cubs that already made too great a demand upon her breast.

But he was, further, the fiercest of the litter. He could make a louder rasping growl than any of them. His tiny rages were much more terrible than theirs. It was he that first learned the trick of rolling a fellow-cub over with a cunning paw-stroke. And it was he that first gripped another cub by the ear and pulled and tugged and growled through jaws tight-clenched. And certainly it was he that caused the mother the most trouble in keeping her litter from the mouth of the cave. ■





Look for key words or phrases that tell you things are being compared or contrasted.

Authors will often tell you when they are making a comparison. The following list gives several examples:

Comparison Words

similar
almost like
very nearly
just about
the same as
like

Contrast Words

different
opposite from
not at all like
contrary to
as opposed to
unlike
except
more
most
but
however

As you answer questions about *White Fang*, you may wish to go back and circle key comparison and contrast words and phrases in the selection.



Pay careful attention to the details as you read.

Compare and contrast questions are often just another type of detail question. Many times you'll be asked to find the details that tell how things, characters, or events are different or alike.

1. The little cub looks most like
 - A. his mother.
 - B. his father.
 - C. one of his sisters.
 - D. one of his brothers.

2. In what way does the little cub look different from his brothers and sisters?
 - A. His fur is a different color.
 - B. His paws are bigger.
 - C. He has a softer body.
 - D. He only has one eye.

Look back at the first paragraph. Can you find the sentence which tells who the little cub looked most like? The same sentence also tells how the little cub looked different from his brothers and sisters.



Look for ideas that run throughout a paragraph or the entire selection.

Sometimes you'll be asked to compare two things in a more general way. A single detail won't be enough. You'll need to put together several details to come up with a bigger picture to make a comparison. Try this on the following question.

3. In contrast to his brothers and sisters, the little cub is
- A. more tame.
 - B. less curious.
 - C. somewhat larger.
 - D. more rough.

You'll find the answer to this in the last paragraph. The main idea of the paragraph is that the little gray cub is more fierce and rough than his brothers and sisters.

ADDITIONAL
Practice
Questions

Directions: Now try answering some other types of questions about the reading selection. These question types are explained in other units in this book. Circle your answers, then be prepared to discuss your choices in class.

- | | |
|--|--|
| <p>1. How many cubs are in the litter?</p> <ul style="list-style-type: none">A. 3B. 4C. 5D. 6 | <p>2. What is the relationship between One Eye and the little cub?</p> <ul style="list-style-type: none">A. One Eye is his father.B. One Eye is his mother.C. One Eye is the little gray cub.D. One Eye is his brother. |
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PRACTICE

Reading
Selection

Directions:

Read the selection below and use it to answer the questions that follow.

Aikido: Martial Art and Way of Life

by Les Firpo

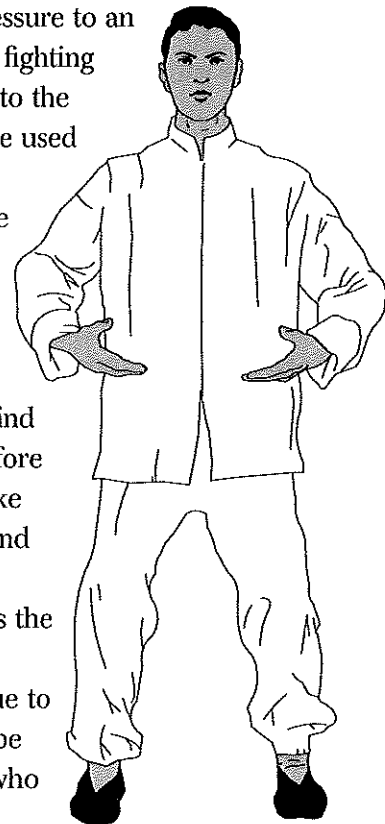
1 Aikido is a martial art, which means that it is a system of self-defense. Aikido, however, is different from most other martial arts. It does not teach any hitting, punching, or bone-breaking techniques. Aikido may be the best, or truest, form of self-defense. People who practice aikido never attack. They only defend themselves against their opponent's moves.

2 The goal of aikido is to remove the idea of fighting from the attacker's mind. Aikido teaches people how to do this by showing them how to move out of the line of attack. It also shows people how to overcome attackers by turning their own punches and kicks against them. In this way, an attacker hurts only himself. He soon gives up the idea of fighting.

3 Although aikido probably originated in Japan during the 14th century, it was developed in the early 20th century by Ueshiba Morihei. Ueshiba was a disciplined student of the martial arts throughout his life. He eventually learned several martial arts forms, including jujitsu, judo, sword fighting, and stick fighting. In jujitsu, he learned to use his body as a weapon of warfare, a tool for killing or seriously hurting an opponent. In judo, he learned techniques of using his body to apply pressure to an opponent's neck or arm joints to gain an advantage. In stick fighting and sword fighting, Ueshiba learned to use weapons to fight to the death. Each of these forms of martial arts was intended to be used in warfare.

4 Ueshiba felt something was missing from his training. He thought martial arts should be a way of life, and not just a means of combat. He developed aikido by putting together what he knew about the other martial arts with his ideas about inner peace and calmness. Ueshiba believed that love and harmony are the basic principles of life. Training the mind to achieve inner calmness is an important part of aikido. Before a person can master aikido, he or she must learn how to make the mind and body work together. Masters of judo, jujitsu, and other martial arts also emphasize the mind-body connection. The difference, however, is that Ueshiba's aikido also teaches the value of peacefulness and harmony.

5 Ueshiba is no longer alive, but his many students continue to pass on the art of aikido. Ueshiba himself claimed to never be more than a student of aikido. He was a very modest man who always tried to improve himself and help others. ♪



SAMPLE

**Compare
& Contrast
Questions**

Directions: The questions below are about the selection you have just read. Mark your answer choice by circling the correct letter.

1. How is aikido different from judo and jujitsu?
 - A. Aikido is more likely to hurt someone.
 - B. Aikido movements are more easily mastered.
 - C. Aikido does not use the entire body.
 - D. Aikido is used to discourage or stop fighting.
2. How are judo and jujitsu alike?
 - A. They use force to overcome an opponent.
 - B. They are often used to kill an opponent.
 - C. They were developed by Ueshiba Morihei.
 - D. They are required skills for learning aikido.
3. Judo, jujitsu, and aikido contrast to other martial arts such as sword fighting because they
 - A. use only the body for a weapon.
 - B. are more difficult to master.
 - C. require less training.
 - D. can actually hurt someone.
4. How were stick fighting, sword fighting, judo, and jujitsu originally intended to be used?
 - A. to defend oneself without hurting others
 - B. to violently overcome one's opponent in warfare
 - C. to provide interesting demonstrations at contests
 - D. to teach people the dangers of fighting
5. Ueshiba's views were different from many other martial arts masters' views because he believed that
 - A. martial arts should be used only for warfare.
 - B. harmony and peacefulness should be a part of martial arts.
 - C. self-defense was not as effective as fighting to win.
 - D. people should learn to peacefully talk their way out of fights.

ADDITIONAL
Practice Questions

Directions: Now try answering some other types of questions about the reading selection. These question types are explained in other units in this book. Circle your answers, then be prepared to discuss your choices in class.

6. Which of these books would be most likely to give more information about the ideas presented in the selection?
 - A. *Peace and Harmony Through Exercise*
 - B. *Fourteenth Century Japan*
 - C. *Defending Yourself with Your Bare Hands*
 - D. *Bombs, Missiles, and other Weapons of Warfare*

7. Which of these sentences best summarizes this selection?
 - A. Ueshiba Morihei developed the art of aikido in the twentieth century.
 - B. Aikido provides inner harmony to those who practice it.
 - C. Ueshiba Morihei combined martial arts techniques with his own beliefs to develop aikido, a non-violent means of self-defense.
 - D. Jujitsu, judo, sword fighting, and other types of martial arts can be used to defend oneself and to overcome one's enemies in warfare.

8. According to this selection, why would the use of aikido techniques cause an opponent to stop fighting?
 - A. He would be too injured to continue fighting.
 - B. He would be frustrated by having his blows turned back on himself.
 - C. He would quickly overpower the person using aikido.
 - D. He would be afraid that the aikido master would kill him.

