

1 Learn the Skill

When you **compare and contrast texts** in **similar genres**, begin by thinking about each author's perspective and tone. *How are they similar or different?* Then determine what each author is trying to achieve. Analyze how the structure of the text and author's style further his or her purpose. For example, *does the author compare and contrast concepts or use specific rhetorical techniques?* Finally, evaluate the overall impact, or effectiveness, of each text, in regard to each author's purpose. *Does each author achieve his or her purpose, using the identified techniques?*

2 Practice the Skill

By practicing the skill of comparing and contrasting texts in similar genres, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passages below. Then answer the question that follows.

FRANKLIN D. ROOSEVELT'S NOMINATION ADDRESS

What do the people of America want more than anything else? To my mind, they want two things: work, with all the moral and spiritual values that go with it; and with work, a reasonable measure of security—security for themselves and for their wives and children. Work and security—these are more than words. They are more than facts. They are the spiritual values, the true goal toward which our efforts of reconstruction should lead. These are the values that this program is intended to gain. ...

From NOMINATION ADDRESS by Franklin D. Roosevelt, © 1932

- a** Roosevelt repeats similar, or parallel, sentence structure to emphasize the importance of "work and security" at a time when many were unemployed and had lost their savings.

JOHN F. KENNEDY'S NOMINATION ADDRESS

Woodrow Wilson's New Freedom promised our nation a new political and economic framework. Franklin Roosevelt's New Deal promised security and succor to those in need. But the New Frontier of which I speak is not a set of promises. It is a set of challenges.

It sums up not what I intend to offer to the American people, but what I intend to ask of them. It appeals to their pride—it appeals to our pride, not our security. It holds out the promise of more sacrifice instead of more security.

From NOMINATION ADDRESS by John F. Kennedy, © 1960

- b** Kennedy contrasts government programs to highlight his approach to governance. He contrasts the word **promise** with the word **challenge** to emphasize that he looks toward the future.

MAKING ASSUMPTIONS

Sometimes you can make assumptions about the importance of what an author does not say. If authors do not mention something, they may believe it is insignificant to their audience.

1. Which statement **best** explains the authors' perspectives?
- A. Both authors believe that the American people have been unwilling to contribute to the success of the nation.
 - B. Roosevelt believes that people need jobs and security, but Kennedy assumes that people have these and can move forward.
 - C. Both authors believe that the American people have to work and contribute more to build a strong, secure society.
 - D. Roosevelt believes that government should provide security, but Kennedy believes that the American people must work for security.

DIRECTIONS: Read the remainder of the passages. Then use the drag-and-drop option to complete the Venn diagram.

FRANKLIN D. ROOSEVELT'S NOMINATION ADDRESS

- 1 Yes, when—not if—when we get the chance, the Federal Government will assume bold leadership in distress relief. ...
- 2 I say that while primary responsibility for relief rests with localities now, as ever ... the Federal Government has always had and still has a continuing responsibility for the broader public welfare. It will soon fulfill that responsibility. ...
- 3 I pledge you, I pledge myself, to a new deal for the American people. Let us all here assembled constitute ourselves prophets of a new order of competence and of courage. This is more than a political campaign; it is a call to arms. Give me your help, not to win votes alone, but to win in this crusade to restore America to its own people.

From NOMINATION ADDRESS by Franklin D. Roosevelt, © 1932

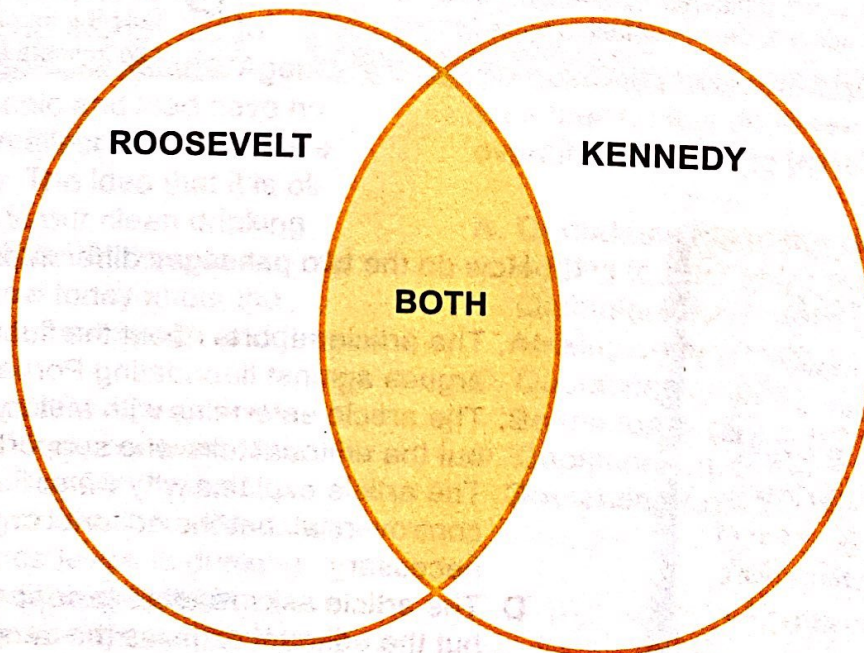
JOHN F. KENNEDY'S NOMINATION ADDRESS

- 1 The New Frontier is here whether we seek it or not.
- 2 Beyond that frontier are uncharted areas of science and space, unsolved problems of peace and war, unconquered problems of ignorance and prejudice, unanswered questions of poverty and surplus. It would be easier to shrink from that new frontier, to look to the safe mediocrity of the past, to be lulled by good intentions and high rhetoric—and those who prefer that course should not vote for me or the Democratic Party.
- 3 But I believe that the times require imagination and courage and perseverance. I'm asking each of you to be pioneers towards that New Frontier. My call is to the young in heart, regardless of age—to the stout in spirit, regardless of Party, to all who respond to the scriptural call: "Be strong and of a good courage; be not afraid, neither be ... dismayed."

From NOMINATION ADDRESS by John F. Kennedy, © 1960

2. Drag and drop the items on each list into the correct locations in the Venn diagram. Some categories may appear twice in the same location.

Style: parallelism; repetition of key words; strong, patriotic language
Perspective: Federal government must lead in areas of technology, foreign relations, and human rights.
Structure: solution to current problems
Long-range purpose: to be elected president
Tone: forceful, optimistic
Overall impact: Audience is hopeful for end to distress.



Style: strong, stirring language
Perspective: Local and federal government must aid the American people in times of need.
Structure: implied comparison with pioneer spirit
Immediate purpose: to persuade audience to support candidate and his ideas
Tone: patriotic
Overall impact: Audience is excited by new challenges.

1 Learn the Skill

When you **compare and contrast texts in different genres**, or forms of writing, you may find that they cover the same topic but differ in their purpose or overall impact. For example, one text may set out to persuade you to feel or think a certain way about a topic, while the other text may simply inform you about a topic. Each text may address the same audience, but the texts may vary in scope or emphasize different ideas. For example, a news article gives you information, and an editorial gives you an opinion about the information in the article.

2 Practice the Skill

By practicing the skill of comparing and contrasting texts in different genres, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passages below. Then answer the question that follows.

FIGHT IN PORTLAND

... [T]he fight over fluoridation has erupted in Portland. ...

The debate has prompted something of an existential crisis in this ... city, which votes Tuesday on whether to overturn the city council's 2012 decision to fluoridate. Citizens who pride themselves on tolerance are divided on the ... response to fluoridated water: Is it an intrusion into personal liberty, or a compassionate public health measure?

From *The Wall Street Journal's* article TOOTH AND NAIL: FLUORIDE FIGHT CRACKS PORTLAND'S LEFT by Joel Millman, © 2013

- a** The term **scope** refers to the extent to which an author covers a topic. Look for ways in which each author delves into the same topic. Ask yourself, "Does each author refer to specific details or take a more general approach?"

NO TO FLUORIDE

Fluoridation chemicals are unpurified industrial byproducts from fertilizer manufacturing, and are not the same as the fluoride in toothpaste. The Portland Water Bureau said it will add 1.1 million pounds a year of the fluoridation chemical fluorosilicic acid (FSA) to our drinking water if fluoridation is approved. ...

Adding it to our water would expose Portlanders and our kids to another risky chemical at a time when we are already over-exposed to a host of chemicals from plastics to pesticides.

From the cleanwaterportland.org editorial 12 REASONS TO VOTE NO, © 2013

- b** To determine purpose, style, and overall impact, note the author's language. Dramatic language can indicate an appeal to emotions.

CONTENT TOPICS

The purpose of a news article is to present a factual report of an event in the news. The purpose of an editorial is to present an author's or organization's opinion about a newsworthy event or situation.

1. How do the two passages differ in purpose?
 - A. The article reports about the fluoride debate, but the editorial argues against fluoridating Portland's water.
 - B. The article entertains with a story about the fluoridation debate, but the editorial tells who supports fluoridation.
 - C. The article explains why water fluoridation in Portland is controversial, but the editorial argues why fluoridation is necessary.
 - D. The article asks readers to support Portland's water fluoridation, but the editorial explains the dangers of fluoridation.

DIRECTIONS: Read the remainder of the passages, read each question, and choose the **best** answer.

FIGHT IN PORTLAND

- 1 The Centers for Disease Control and Prevention calls water fluoridation "a safe and healthy way to effectively prevent tooth decay" and "one of 10 great public health achievements of the 20th century." But ... [a]nti-fluoride campaigners argue that it poses serious health dangers. ...
- 2 Until last year, Portland was the largest city in the U.S. not to approve fluoridation. ... Portland city leaders say they were spurred toward fluoride when a citizens' group noted rising tooth decay among low-income and minority children. With support of the Oregon Health Authority, the city council voted to begin fluoridation in 2014.
- 3 "I concluded fluoridation is a safe, cost-effective and common sense approach to promoting public health," said Nick Fish, Portland's City Council Commissioner. "I did not reach this decision lightly. I have heard from Portlanders who strongly oppose adding fluoride to Portland's water."

From *The Wall Street Journal's* article TOOTH AND NAIL: FLUORIDE FIGHT CRACKS PORTLAND'S LEFT by Joel Millman, © 2013

NO TO FLUORIDE

- 1 There is no scientific dispute that fluoridation chemicals would add arsenic, lead, and mercury to our water along with fluoride. The CDC admits that 43% of fluoridation chemicals tested contain arsenic, 2% contain lead and 3% contain copper. Other toxics from mercury to chromium have also been found in fluoridation chemicals.
- 2 Promoters claim the levels are too low to matter, but The Environmental Protection Agency is clear that toxics like arsenic and lead have no safe level, and even the smallest levels increase cancer and IQ deficit risks. The idea that it is ok to add any of these toxics to our clean drinking water is a remnant from 1940s thinking and doesn't reflect what we know today about the importance of clean water for our health and the health of our kids. ...
- 3 Recent science supports that fluoridation is more dangerous than previously believed. The National Academy of Sciences 2006 report *Fluoride in Drinking Water* reviewed hundreds of recent studies linking fluoride levels in drinking water to a broad spectrum of human health ailments from neurological damage and thyroid disorders to excessive fluoride consumption in infants and increased risks of bone cancer.

- 4 The 500-plus page report found "fluorides have the ability to interfere with the functions of the brain," and "Down's syndrome is a biologically plausible outcome of exposure" to fluoride, and that "fluoride appears to have the potential to initiate or promote cancers, particularly of the bone."

From *cleanwaterportland.org's* editorial 12 REASONS TO VOTE NO, © 2013

2. How do the two texts differ in audience?
- A. The article is written for a general audience, but the editorial is written for Portland voters.
 - B. The article is written for Portland voters, but the editorial is written for a general audience.
 - C. The article is written for Portland city leaders, but the editorial is written for scientists.
 - D. The article is written for fluoridation supporters, but the editorial is written for fluoride protesters.
3. Which detail in the editorial shows that the author acknowledges an opposing side on the issue?
- A. The CDC admits that fluoridation chemicals contain arsenic, lead, and copper.
 - B. Recent scientific studies reveal that fluoridation is more dangerous than once believed.
 - C. The Environmental Protection Agency says that no exposure to arsenic, lead, or copper is safe.
 - D. Promoters of fluoridation claim that chemical levels in water are too low to matter.
4. Both authors use direct quotations to support their ideas. How do these quotations affect the overall impact of the texts?
- A. Quotations make the texts more interesting, adding to their entertainment value.
 - B. Quotations lend credibility, while adding striking commentary.
 - C. Quotations emphasize the authors' expertise on the topic, giving weight to their claims.
 - D. Quotations motivate the reader to action by presenting experts' opinions.

1 Learn the Skill

When you use more than one text to obtain information, you most likely **synthesize**, **draw conclusions**, and **apply information** to new situations. As you recall from Unit 1, synthesizing means "combining information to reach a new idea." Drawing conclusions means "making a larger inference based on multiple inferences." Applying information to new situations means "taking what you learn from a text and using that knowledge to understand a similar situation or to make a prediction."

2 Practice the Skill

By practicing the skills of synthesizing, drawing conclusions, and applying information from multiple texts, you will improve your study and test-taking abilities, especially as they relate to the GED® Reasoning Through Language Arts Test. Read the passages below. Then answer the question that follows.

MAKING FOOTBALL SAFER

Observers have proposed a variety of changes that could diminish the number of head injuries and long-term brain conditions suffered by football players. In his "10 Point Plan to Save Football," [Christopher] Nowinski notes that half of the hits to the head take place in practice during dangerous drills, and he proposes making practices safer by eliminating contact drills. Nowinski also recommends that the NFL reevaluate techniques of tackling and blocking, and rules governing the game. ...

From the Facts on File News Services' Issues and Controversies
Online article NFL HEAD INJURIES, accessed 2013

a Notice that the formats of the texts are different. The first is an article; the second is a 10-point plan appearing as a list.

b As you synthesize ideas from both texts, consider what the authors are not saying directly. Use one text to read between the lines of the other.

PLAN TO SAVE FOOTBALL

Below are 10 paths to a safer game ... to reduce brain trauma. ...

1. *Reevaluate how the game is practiced*

Greater than 50% of hits to the head occur outside of games. NFL teams rarely hit in practice due to risk of injury. Youth teams could only be allowed to have full contact once a week. ...

2. *Encourage mandatory brain trauma and concussion education for coaches, athletic trainers, parents, and athletes*

Coaches, athletic trainers, and athletes cannot diagnose concussions if they aren't trained to look for them or know how to recognize them. [They] will not voluntarily choose to rest concussions and reduce overall brain trauma if they don't understand why it is good for the athlete's ... health.

From the sportslegalcy.org letter 10 POINT PLAN TO SAVE FOOTBALL by Christopher Nowinski, © 2009

USING LOGIC

The first text refers to NFL practices, but the second text refers to youth team practices. To synthesize ideas, note how the information in the second text builds on that of the first.

1. Both texts indicate that youth team practices
- A. are looser on safety regulations than even NFL team practices.
 - B. could require the presence of adults trained to deal with head injuries.
 - C. lower the incidence of brain trauma and concussions.
 - D. must now follow the same game rules as the NFL does.

DIRECTIONS: Read the remainder of the passages, read each question, and choose the **best** answer.

MAKING FOOTBALL SAFER

- 1 Ira Casson, the former co-chair of the NFL committee on brain injury, has suggested that if scientists were to prove that disorders such as CTE [Chronic Traumatic Encephalopathy] were directly related to football, the league would have to consider imposing a cap on the number of years players can compete in the NFL. Casson notes, however, that such limits were never imposed in boxing despite widespread brain damage in that sport. He asks rhetorically in *The New Yorker*, "Why would a boxer at the height of his career, six or seven years in, stop fighting, just when he's making million-dollar paydays?"
- 2 Other experts have suggested providing players with better information about concussions. Journalist Jonathan Starkey writes in *The Washington Post*, "[T]he best defense against concussions might just be simple education and prevention. Players should not put such trust in their helmets that they use their heads as battering rams, for example. And if they feel abnormal after a big hit, they should resist the urge to shake it off and keep playing."

From the Facts on File News Services' Issues and Controversies On-line article NFL HEAD INJURIES, accessed 2013

2. According to **both** passages, why do football players often play despite head injuries? Players
 - A. often do not care about their health.
 - B. are afraid to seem weak in front of the public.
 - C. feel pressured by the sport's culture and do not want to hurt their careers or lose their pay.
 - D. know that by not following coaches' orders or NCAA rules, they will sit out other games.
3. If the authors of these passages saw a young athlete suffer a head injury during a game, they most likely would
 - A. insist that the athlete shake it off and return to the game.
 - B. urge the athlete to stop playing and seek medical attention.
 - C. help the athlete's coach diagnose and treat the injury.
 - D. threaten to contact the media if the athlete continued to play.

PLAN TO SAVE FOOTBALL

3. **Reevaluate protective equipment** Investigate changes to helmets, shoulder pads, and other ... equipment to reduce brain trauma.
4. **Develop better methods of concussion detection and diagnosis** The CDC provides clipboards with concussions diagnosis protocols on the back at no cost. Coaches could be required to carry them. We can invest more in research to find simple, objective ways to diagnose concussion. ...
5. **Develop better methods of concussion management** Return to play too soon after concussion can result in more extensive brain damage, and can actually result in death. It is no law in Washington State that players are required to see a medical professional with brain trauma expertise before return to play. Minimum return-to-play standards should be enforced at all levels.
6. **Consider minimum medical resources** Football is a dangerous game. Minimum medical resource standards, like having an athletic trainer or doctor on the sideline, should be considered.
7. **Reevaluate techniques of tackling and blocking** We can teach and enforce different methods of tackling and blocking that minimize contact to the head. ...
8. **Reevaluate the rules** Recently the NFL banned the wedge on kickoffs to reduce trauma. Many other rules could be changed. ...
9. **Reevaluate rule enforcement and the role of referees** The NCAA recently began suspending players for intentional helmet-to-helmet hits. Referees could eject players for illegal hits to the head. Referees could be trained to identify concussed players on the field.
10. **Reconsider the culture of the game** Television announcers could stop glorifying illegal hits. Children could stop being pressured to play through concussions. ...

From the sportslegacy.org letter '10 POINT PLAN TO SAVE FOOTBALL' by Christopher Nowinski, © 2009

4. According to **both** passages, what do intentional helmet-to-helmet hits indicate about the sport?
 - A. Players must be large and powerful.
 - B. Regulations are ignored for the sake of the game.
 - C. Only referees can call out players for such behavior.
 - D. Players put too much trust in protective equipment.