

**Official SAT Practice**

# Lesson Plans

for Teachers by Teachers

## LESSON 12

## Reading—Text Structures

**Focus:** Determining how text structures affect meaning

**Objective:**

Students will describe how an author shapes and organizes a text and how the parts of the passage contribute to the whole text.

**Before the Lesson:**

- Review Chapter 7 of the *SAT<sup>®</sup> Study Guide for Students*.
- Preview and print (if necessary) the student materials.

**Introductory Activity | 10 minutes**

1. Read aloud the descriptions of the kinds of questions that are asked on the SAT Reading Test about text structures. Ask students to paraphrase what it means to analyze a text for its structures. Essentially, it comes down to being able to explain how one part of a text might impact another part of that text.
2. Look back at a section of a text that students have likely encountered more than once in these lessons: the one about the turtle migrations. Then, look at the question below it that asks why the author might have included references to other kinds of animals. This is an example of what questions that ask about text structures are looking for: why is something included in one place that might impact something earlier or later. In this case, choice B is the best answer because the author indicates that reed warblers and sparrows, like loggerhead turtles, had previously been known to have “some way of working out longitude” (lines 44–45).
3. Check for understanding about the kinds of questions that ask about text structure.

## Pair/Group Practice

1. Students should read the next article in their materials, “The Nature of the Future,” and annotate the text, thinking carefully about the way the text is structured and how the parts of the text connect with other parts.
2. Then, students should answer Questions 11 and 12. The first asks about part-to-part, while the second question asks about the overall structure of the piece. In both cases, students should be thinking about the rhetorical effect of the chosen structures. When reviewing the rationales with students, be sure to point out how they need to refer to various parts of the text to answer the questions about structure.

### Rationale #11:

Choice B is the best answer. The third paragraph of the passage (lines 27–46) describes how new technologies are affecting new economies, as people are using social media to vet people and businesses through eBay, Twitter, Facebook, and YouTube. The author uses broad examples (a business in South America, a person in Asia, and a farmer in the reader’s local community) to imply that these technologies have a global reach. Choice A is incorrect because the passage provides no comment about the quality of products or services. Choice C is incorrect because the passage never alludes to the trustworthiness of online recommendations. Choice D is incorrect because the idea that the new global economy will have only a limited expansion is oppositional to the passage’s main points.

### Rationale #12:

Choice A is the best answer. The Soviet Union of the 1960s and 1970s was most notable for the disparity between its official economy and a second, unofficial one. The author explains how unwanted items sold at state stores were not the “nice furnishings” found in people’s homes. These “nice furnishings” were a result of the Soviet Union’s unofficial economy driven by social networking, or “relationship-driven economics” (lines 16–17). Choices B, C, and D are incorrect because the author does not use the discussion of life in the Soviet Union in the 1960s and 1970s to show how technology has changed social conditions, how the Soviet Union was different from other countries, or how important it is to consider historical trends.

## Independent Activity

1. Students should read the first paragraph of the text by Andrew Carnegie, and they should think about ways to describe the structure of the first paragraph. What information is included, and how is it organized?
2. Then, ask students to answer question #29 that follows and discuss the rationale as needed.

### Rationale #29:

Choice B is the best answer. In the first paragraph, Andrew Carnegie states his position that the changes in society that are occurring are “not to be deplored, but welcomed as highly beneficial” (lines 12–13). After providing historical context on the interactions between rich and poor, Carnegie concludes the first paragraph by giving earnest advice: “It is a waste of time to criticize the inevitable” (lines 27–28). Choice A is incorrect because the first paragraph emphasizes the current realities of humanity as a whole—the very “conditions of human life” (lines 4–5)—but not any one personal history. Choice C is incorrect because the first paragraph describes the author’s personal opinion and his conclusion, not a conclusion reached by a consensus. Choice D is incorrect because the first paragraph focuses more on “our age” (line 1) than on the past.

3. Ask students to reflect on their current abilities to answer questions about text structures.

### Homework | 20 minutes

- As students to continue to practice on Official SAT Practice on Khan Academy®, they should make note of the questions that ask about rhetoric and text structures; they will see at least one in every reading passage. Teachers may want to ask students to save a screenshot of or copy these questions for discussion in the next class.

## Student Materials—Lesson 12

### Opening Activity

#### ANALYZING TEXT STRUCTURE

Text structure questions on the Reading Test come in two basic forms. One kind will ask you to characterize in some way the overall structure of the passage. In a few cases, this may be as simple as just recognizing the basic organizing principle of the passage, such as cause-and-effect, sequence, or problem-solution. In most cases, though, such questions will be more complicated and shaped by the content of the individual passage. You may, for example, have to track how the structure shifts over the course of the passage, meaning that the answer will be in two or more parts (as in “the passage begins by doing  $x$  and then does  $y$ ”).

The other kind of text structure question asks about the relationship between an identified part of a passage (such as a phrase or sentence or a particular detail) and the passage as a whole. You may be asked, for example, to recognize that a given detail serves mainly as an example of a particular point the author is trying to make—or that it adds emphasis, foreshadows a later development, calls an assumption into question, or the like. You’ll again have to think abstractly, considering not only what the author is saying but also the main contribution that a particular element of the passage makes to furthering the author’s overall rhetorical purpose.

Using his coil-surrounded tank, Lohmann could mimic the magnetic field at different parts of the Earth’s surface. If he simulated the field at the northern edge of the gyre, the hatchlings swam southwards. If he simulated the field at the gyre’s southern edge, the turtles swam west-northwest. These experiments showed that the turtles can use their magnetic sense to work out their latitude—their position on a north-south axis. Now, Putman has shown that they can also determine their longitude—their position on an east-west axis.

He tweaked his magnetic tanks to simulate the fields in two positions with the same latitude at opposite ends of the Atlantic. If the field simulated the west Atlantic near Puerto Rico, the turtles swam northeast. If the field matched that on the east Atlantic near the Cape Verde Islands, the turtles swam southwest. In the wild, both headings would keep them within the safe, warm embrace of the North Atlantic gyre.

**13**

The author refers to reed warblers and sparrows (line 44) primarily to

- A) contrast the loggerhead turtle’s migration patterns with those of other species.
- B) provide examples of species that share one of the loggerhead turtle’s abilities.
- C) suggest that most animal species possess some ability to navigate long distances.
- D) illustrate some ways in which the ability to navigate long distances can help a species.

## Pair/Group Practice

This passage is adapted from Marina Gorbis, *The Nature of the Future: Dispatches from the Socialstructured World*. ©2013 by Marina Gorbis.

Line  
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Visitors to the Soviet Union in the 1960s and 1970s always marveled at the gap between what they saw in state stores—shelves empty or filled with things no one wanted—and what they saw in people’s homes: nice furnishings and tables filled with food. What filled the gap? A vast informal economy driven by human relationships, dense networks of social connections through which people traded resources and created value. The Soviet people didn’t plot how they would build these networks. No one was teaching them how to maximize their connections the way social marketers eagerly teach us today. Their networks evolved naturally, out of necessity; that was the only way to survive.

Today, all around the world, we are seeing a new kind of network of relationship-driven economics emerging, with individuals joining forces sometimes to fill the gaps left by existing institutions—corporations, governments, educational establishments—and sometimes creating new products, services, and knowledge that no institution is able to provide. Empowered by computing and communication technologies that have steadily building village-like networks on a global scale, we are infusing more and more of our economic transactions with social connectedness.

30 The new technologies are inherently social and personal. They help us create communities around interests, identities, and common personal challenges. They allow us to gain direct access to a worldwide community of others.

35 And they take anonymity out of our economic transactions. We can assess those we don’t know by checking their reputations as buyers and sellers on eBay or by following their Twitter streams. We can look up their friends on  
40 Facebook and watch their You Tube videos. We can easily get people’s advice on where to find the best shoemaker in Brazil, the best programmer in India, and the best apple farmer in our local community. We no longer have to rely  
45 on bankers or venture capitalists as the only sources of funding for our ideas. We can raise funds directly from individuals, most of whom we don’t even know, through websites that allow people to post descriptions of their projects and generate donations, investments, or loans.

50 We are moving away from the dominance of the depersonalized world of institutional production and creating a new economy around social connections and social rewards—  
55 a process I call *socialstructuring*. Others have referred to this model of production as social, commons-based, or peer-to-peer. Not only is this new social economy bringing with it an unprecedented level of familiarity and  
60 connectedness to both our global and our local

economic exchanges, but it is also changing every domain of our lives, from finance to education and health. It is rapidly ushering in a vast array of new opportunities for us to pursue

65 our passions, create new types of businesses and charitable organizations, redefine the nature of work, and address a wide range of problems that the prevailing formal economy has neglected, if not caused.

70 Socialstructuring is in fact enabling not only a new kind of global economy but a new kind of society, in which amplified individuals—individuals empowered with technologies and the collective intelligence of others in their social

75 network—can take on many functions that previously only large organizations could perform, often more efficiently, at lower cost or no cost at all, and with much greater ease. Socialstructuring is opening up a world of what my colleagues Jacques

80 Vallée and Bob Johansen describe as the world of impossible futures, a world of impossible future, a world in which a large software firm can be displaced by weekend software hackers, and rapidly

orchestrated social movements can bring down

85 governments in a matter of weeks. The changes are exciting and unpredictable. They threaten many established institutions and offer a wealth of opportunities for individuals to empower themselves, find rich new connections, and tap into a

90 fast-evolving set of new resources in everything from health care to education and science.

Much has been written about how technology distances us from the benefits of face-to-face communication and quality social

95 time. I think those are important concerns. But while the quality of our face-to-face interactions is changing, the countervailing force of socialstructuring is connecting us at levels never seen before, opening up new opportunities to

100 create, learn, and share.

**11**

The references to the shoemaker, the programmer, and the apple farmer in lines 37–40 (“we can easily... community”) primarily serve to

- A) illustrate the quality of products and services in countries around the world.
- B) emphasize the broad reach of technologies used to connect people.
- C) demonstrate that recommendations made online are trustworthy.
- D) call attention to the limits of the expansion of the global economy.

**12**

The passage’s discussion of life in the Soviet Union in the 1960s and 1970s primarily serves to

- A) introduce the concept of social networking.
- B) demonstrate that technology has improved social connections.
- C) list differences between the Soviet Union and other countries.
- D) emphasize the importance of examining historical trends.

## Independent Practice

This passage is from Andrew Carnegie, “Wealth,” originally published in 1889. Arriving penniless in Pennsylvania from Scotland in 1848, Carnegie became one of the richest people in the United States through the manufacture of steel

The problem of our age is the proper administration of wealth, that the ties of brotherhood may still bind together the rich and poor in harmonious us relationship. The conditions of human life have  
*Line* 5 not only been changed, but revolutionized, within the past few hundred years. In former days there was little difference between the dwelling, dress, food, and environment of the chief and those of his retainers . . . . The contrast between the palace of the  
10 millionaire and the cottage of the laborer with us to-day measures the change which has come with civilization. This change, however, is not to be deplored, but welcomed as highly beneficial. It is well, nay, essential, for the progress of the race that  
15 the houses of some should be homes for all that is highest and best in literature and the arts, and for all the refinements of civilization, rather than that none should be so. Much better this great irregularity than universal squalor. Without wealth there can  
20 be no Maecenas.\* The “good old times” were not good old times. Neither master nor servant was as well situated then as to-day. A relapse to old conditions would be disastrous to both—not the least so to him who serves- and would sweep away civiliza-  
25 tion with it. But whether the change be for good or ill, it is upon us, beyond our power to alter, and, therefore, to be accepted and made the best of. It is a waste of time to criticize the inevitable.

**29**

Which choice best describes the structure of the first paragraph?

- A) A personal history is narrated, historical examples are given, and a method is recommended.
- B) A position is stated, historical context is given, and earnest advice is given.
- C) Certain principle are stated, opposing principles are stated, and a consensus is reached.
- D) A historical period is described, and its attributes are reviewed.