“A World Turned Upside Down”

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Text Annotation and GIST Summary

Directions: Using the guidelines below, analyze the text by annotating.

Writing
Summarize important/confusing sections of the text
Underline or place brackets around important information
Ask questions about the text in the margins
Comment on the text, noting personal thoughts or literary elements (plot development, characterization, theme)

Symbols
Circle unfamiliar vocabulary
Place an exclamation point next to exciting or interesting information
Place a question mark next to confusing information

GIST Summary
Directions: Below the text, compose a twenty-word summary that highlights important points.
Materials

1. Textbook open to page 936
2. Spiral open to a blank space
GIST Summary

After analyzing the text, compose a twenty word summary of the text.

Example
Arrogant, wealthy officials insult the courage of women; however, a lion-hearted dame saves the party from a lethal, hissing cobra.
Text Illustration Four Corners Activity

Step One: Based on your evidence, determine which portion of the text engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.
Informational Text Graphic Organizer Mini-Jigsaw

Step 1: Within your group, complete the indicated sections of the chart:

- Central Idea
- Author’s Purpose
- Text Structure
- GIST Summary
- Cause and Effect
- GIST Summary
- Cause and Effect
Informational Text Graphic Organizer
Mini-Jigsaw

Step 2: Now, by taking turns, each group member will teach his or her section of the graphic organizer to the group members.

Teachers
Please read your response verbatim.

Learners
Record brief notes on the “teacher's” response.

Currently Teaching
Central idea
Author’s purpose
Text structure
Cause and effect
GIST summary
Informational Text Graphic Organizer
Four Corners Activity

Step One: Based on your evidence, determine the element of the text which engages the reader most effectively. Within thirty seconds, relocate to that section of the room.

Step Two: Within your new group, determine why you believe that portion of the text best engages readers.
Central Idea Notes

A **central idea** proves to be the most important idea or topic an author conveys.

**Supporting details** are sentences which elaborate and enhance (build) the central idea.

Example: “Like Black Smoke” by Diana Childress
The central idea is trade routes allowed the bubonic plague to disperse so rapidly.
TNReady Analysis: Central Idea

Directions: Select the letter or letters that correctly answer each question:

1. The author asserts that the plague positively impacted Europe. Which line from the passage best illustrates this claim?

a. “This depopulation crisis, however, encouraged technological developments” (46-48).

b. “The most notable labor saving invention was the printing press, developed around 1450” (49-52).

c. “Unlike agricultural workers, craftsmen require long apprenticeships, and now there were few replacements when any skilled artisan died” (36-42).

d. “One such press replaced hand-copying by hundreds of scribes” (52-54).
2. Which of the following best expresses the central idea of the passage?

a. The Black Death irreparably altered Europe’s social structure.

b. The bubonic plague executed up to one-third of the people in Europe.

c. Due to the Black Death, large estates were left without heirs.

d. Resentment among the working class lead to violence in European society.
TIDE Response: Central Idea

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and text title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the passage analyze the central idea that the plague dramatically altered Europe’s social structure. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue[insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
Cause and Effect Notes

Authors use **cause and effect** structure to show how two events are linked.

A **cause** is the reason why something happens.

An **effect** is a result.

**Examples**

- Observing his corpse being robbed **causes Scrooge to become more charitable.**
- When the rats perished, **the fleas found new hosts:** humans.
TNReady Analysis: Cause and Effect

Directions: Select the letter or letters that correctly answer each question:

1. Which of the following was a direct cause of technological developments?
   a. the shortage of skilled craftsmen
   b. the depopulation crisis
   c. the drop in food prices
   d. the invention of the printing press
TNReady Analysis: Cause and Effect

Directions: Select the letter or letters that correctly answer each question:

2. Which of the following can be argued as an effect of the dissolving feudal system?
   a. Fewer skilled workers led to the prices of materials to soar.
   b. People found it harder to defend their castles.
   c. No one questioned the authority of the church.
   d. Peasants had more bargaining power.
Prompt

Write a paragraph which analyzes how the Black Death caused Europe’s social structure to change. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue[insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
TNReady Analysis: Comprehension

Directions: Select the letter or letters that correctly answer each question:

1. Select the letter of the response that explains why the depopulation of Europe encouraged technological developments.
   a. The monasteries were left with few occupants to serve the needs of the villages.
   b. Tools and land were available but the workers were not.
   c. Labor-saving devices that allowed fewer people to do more work became essential.
   d. Reduced production forced prices of goods needed to raise crops to increase.
TNReady Analysis: Comprehension

Directions: Select the letter or letters that correctly answer each question:

2. Select one line from the text that supports the answers in number one.
   a. “Because workers were scarce, peasants who survived the plague now had bargaining power” (30-31).
   b. “Agriculture was also in disarray. The tools were there, but suddenly the workers were missing” (26-27).
   c. “After gunpowder was invented, the lords had found it harder to defend their castles” (16-17).
   d. “In just four years killed up to one-third of the people in Europe, almost literally turned Europe’s social structure upside down” (2-4).
Write a paragraph which analyzes why many people began questioning their world view after the bubonic plague. Develop your paragraph by providing textual evidence from the passage.

**TIDE Model**

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue [insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
Author’s Purpose Notes

An author's purpose includes the reason the author creates the text. Typically, authors write texts in order to express thoughts, persuade, inform, explain, or entertain.

Example

Within A Christmas Carol by Charles Dickens, the author intends to persuade readers to be charitable to those who are less fortunate than themselves.
TNReady Analysis: Author’s Purpose

Directions: Select the letter or letters that correctly answer each question:

1. Which of the following best expresses the author’s main purpose in this passage?
   a. To explain how the plague empowered Europe’s current social structure, specifically feudalism.
   b. To entertain the reader with a story of the lives of peasants during the plague.
   c. To persuade the reader that the bubonic plague was the most devastating disaster in human history.
   d. To give information concerning how the Black Death altered Europe’s social structure.
Directions: Select the letter or letters that correctly answer each question:

2. Which two of the following lines best support your answer to number one?
   a. “Because workers were scarce, peasants who survived the plague now had bargaining power” (30-31).
   b. “Cities and towns lost people by the thousands. Monasteries, which previously had as many as 150 monks, now had only seven or eight. In all, thousands of villages were abandoned” (23-25).
   c. “Europe teetered between the old feudal system and a new economic system” (32-33).
   d. “Substantial changes in population often have dramatic effects on society” (1).
TIDE Response: Author’s Purpose

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and text title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt
Write a paragraph which analyzes why the author’s purpose enhances the central idea that the consequences of death affect others. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue[insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
Claim: Essential Question

Based upon the prompt below, compose a well-structured claim concerning the essential question. Moreover, include three main points within your assertion.

Prompt
Write a claim which analyzes how the passage addresses the theme the consequences of death affect individuals and society at large. Develop your claim by providing textual evidence from the passage.

Claim Model
[restate question] because [insert point one], [insert point two], and [insert point three].
TIDE Response: Essential Question

Directions: Employing the TIDE method, analyze and evaluate the questions below in complete sentences. In your response, note the author and text title, restate the question, and cite evidence alongside line numbers in order to justify your assertion.

Prompt

Write a paragraph which analyzes how the passage addresses the theme the consequences of death affect individuals and society at large. Develop your paragraph by providing textual evidence from the passage.

TIDE Model

After evaluating [insert text title] by [insert author], [restate question] because [insert point 1]. According to the text, [insert speaker's name] proclaims, “[insert evidence]” [(insert line numbers)]. Assuredly, [explain why your evidence matters]; on the other hand, some may argue[insert counter claim], but [explain why your evidence matters]. Ultimately, [restate question and point one].
Four Corners TIDE Activity

Step One: Within thirty seconds, examine your TIDE paragraph and determine your most effective sentence. Then, relocate to the appropriate section of the room for that TIDE sentence.

Step Two: Within your new group, determine why you believe this sentence proved engaging.
Claim

A claim is a short, concise sentence which establishes an argument.
Debate Activity

Directions: In preparation for today’s debate, compose a well-structured claim concerning the prompt. Moreover, argue three effective points, and support each of these points with evidence from the passage.

Prompt

Write a claim evaluating whether or not the bubonic plague benefitted European society. Develop your claim by providing textual evidence from the passage.

Claim Model

[restate question] because [insert point one], [insert point two], and [insert point three].
Debate Agree/Disagree Activity

**Step One:** Based on your analysis, determine whether you agree or disagree with the prompt. Within thirty seconds, relocate to that section of the room.

**Step Two:** Within your new group, defend your position utilizing evidence gathered on your graphic organizer.

**Prompt**
Write a claim evaluating whether or not the bubonic plague benefitted society. Develop your claim by providing textual evidence from the passage.

**Agree**

**Disagree**
Four Corners Claim Activity

Step One: Within thirty seconds, examine your claim and determine your most effective point. Then, relocate to the appropriate section of the room for that point.

Step Two: Explain why you believe this sentence proved engaging.

Point 1

Point 2

Point 3
Wordiness Notes

Wordiness occurs when writers use too many words to communicate ideas.

Repair wordiness by removing unnecessary words or ideas and repeated words.

Generally, better sentences contain less words.

Examples

1. It seems to me that teachers should allow students to skip class.
2. Teachers should allow students to skip class.

1. There are many factors contributing to the obesity epidemic.
2. Many factors contribute to the obesity epidemic.
Then, without warning, the (1) atrocious, abominable, despicable, Black Death swept through Western Europe, killing 25 million people. Some families were wiped out. Large estates were left without heirs. (2) Since they withstood the plague, survivors moved in and claimed any property they could find. Cities and towns lost people by the thousands. (3) Monasteries, which previously had as many as 150 monks, now had only seven or eight. In all, thousands of villages were abandoned. Agriculture was also in disarray. The tools and land were there, but suddenly the workers were missing. (4) Food prices were once high, but now they dropped, and there was even a surplus of food where once many had (5) barely had enough to stay alive because they were starving.