

TEXT STRUCTURE | Expect structures to vary among sections in longer texts

Infer the multiple text structures used throughout this informational text.

- Read a paragraph.
- Identify *the type* of information being revealed. (Compare this to the ingredients described in the “body paragraphs” of this resource.)

TEXT STRUCTURE | Recognize the 6 ways to organize information.
Recognize what type of information is revealed within each structure's introduction, body, and conclusion.

To persuade/argue WHAT & WHY	To teach how PROCEDURAL	To explain DESCRIPTIVE
<p>INTRO Reveals claim or overall opinion.</p> <p>BODY Provides reasons and evidence.</p> <ul style="list-style-type: none"> • TOPIC SENTENCE States a reason or opinion. • SUPPORT Backs up the reason with facts, proof, and evidence. <p>CONCLUSION Emphasizes the significance of the position/argument.</p>	<p>INTRO Names the event/process.</p> <p>BODY Details steps in order of occurrence.</p> <ul style="list-style-type: none"> • TOPIC SENTENCE Introduces a step. • SUPPORT Describes what happened in that step, time, or place. <p>CONCLUSION Highlights the impact or describes the result.</p>	<p>INTRO Introduces the broad subject.</p> <p>BODY Organizes specific details into subtopics.</p> <ul style="list-style-type: none"> • TOPIC SENTENCE Names 1 part/aspect. • SUPPORT Describes that single part or fact. <p>CONCLUSION Emphasizes the significance or importance.</p>
To study 2 things COMPARE/CONTRAST	To relate 2 things CAUSE/EFFECT	To show before & after PROBLEM/SOLUTION
<p>INTRO Names items being compared.</p> <p>BODY Examines items being compared.</p> <ul style="list-style-type: none"> • TOPIC SENTENCE Identifies a category. • SUPPORT Reveals similarities & differences within that category. <p>CONCLUSION Draws an overall conclusion about the two items.</p>	<p>INTRO Introduces the effects (or causes).</p> <p>BODY Describes the effects (or causes).</p> <ul style="list-style-type: none"> • TOPIC SENTENCE Names 1 cause/effect. • SUPPORT Describes why/how one impacts the other. <p>CONCLUSION Reinforces what happened because of something else.</p>	<p>INTRO Introduces the problem.</p> <p>BODY Describes the responses/actions.</p> <ul style="list-style-type: none"> • TOPIC SENTENCE Reveals an attempted remedy. • SUPPORT Describes (a) might evaluate the result of each “solution.” <p>CONCLUSION Reveals the solution, outcome, or current status.</p>

- Analyze how a single sentence is connected to the next.
- Consider how one sentence relates or contributes to the information in the previous sentence(s).
- Look for transition words and phrases that signal the type of connection between individual sentences.
- Note that the same text structure could continue for consecutive paragraphs (i.e., a section)— or be used for a single paragraph.

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Name: _____ Class: _____

The Black Death

By Margaret Gushue
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The bubonic plague, commonly referred to as the Black Death, is a devastating disease that is believed to have killed around 50% of Europe's population in the 14th century. In this informational text, Margaret Gushue further discusses the ways in which the plague impacted Europe. As you read, take notes on how the plague changed life in Europe.

[1] “There was no one who wept for any death, for all awaited death.” — Agnolo di Tura, Siena 1348



It was a fateful day in October 1347 when a fleet of ships docked in Sicily, a large island just off the southern coast of Italy. Their arrival would change the course of European history. They carried traders who had arrived from the port city of Caffa in the Crimea. The people who gathered on the docks to receive the ship had no idea at the time that just by being there they were signing their own death warrants.

When the cabin opened, they were shocked to find the ship rampant⁸ with disease. There were corpses with swellings on their bodies and black spots on their skin. The remaining survivors were gravely ill with high fevers. They spat blood. They had swollen lumps in their armpits and near their groins. No one had any idea what this disease was, why it had struck, or how to help them.

In just two days, most of the survivors on board had died. But by then they had spread the disease to everyone with whom they had come into contact in Sicily. It was an outbreak of bubonic plague that would later be known as the Black Death. The tradeship is the first recorded account in history of its arrival in Europe. It is difficult to know the exact death toll, but historians today estimate that between 1347 and 1351 this plague killed at least 100 million people across Europe and Asia.

The Arrival and Spread of the Black Plague

[5] The Black Death, also known as “The Great Plague” or simply “The Plague,” was caused by a strand of bacteria found in a population of fleas. These fleas lived on the backs of rats in Asia. Even before the Black Death arrived on European soil, there were rumors of a deadly disease that had taken down entire armies in China.

1. **Rampant** (*adjective*) spreading unchecked

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prohibitively² time-consuming and expensive. Level between the East and West was fairly that disease could be more easily transferred de routes from the East. A diseased rat could animal, or

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Europe, particularly in England, had greater choice. cases, find better working conditions because jobs were ted the feudal lords,⁷ as they had to offer better pay King Edward III tried to freeze wages in England to pre- they ignored his decree. This shift in power and wages ure of power to the workers and peasants. It effectively untries.

ue was indiscriminate, and its cause was unknown. This, groups. For example, Jewish communities were less s. Scientists and historians today believe that this may n practiced in Judaism, which hindered the spread of e of infection in Jewish communities led to the endemic. This fueled rampant anti-Semitism.⁸ There e generally ostracized⁹ from larger European society.

of many Europeans before the Black Death struck. While it from God. They decided to repent for their sins by selves and others as penance. Many lost faith in the ague. Some converted to Protestantism, while others orld.

the Black Death never became endemic¹¹ on the wiped out as rats and fleas died off, ironically from the out in Europe in 1351. While it continued to re-emerge ing an effect as it did in the 14th century.

India in 1855, about five hundred years after the Black e in China and India died. Due to the timing of this final and understand its spread. In October 1897, after ntist Waldemar Haffkine was sent to India. He created a using himself as the first test subject.

th. They continue to develop vaccines, but with our it once was. Simple health measures and preventative e spread of illness.

h pushed Europe into modernity. The plague upended¹² ere once the cornerstones of medieval life. It redirected modern age, though at the cost of millions of lives.

8. hostility to or prejudice against Jews
9. **Ostracize** (*verb*) to exclude someone from society or a group
10. nonreligious
11. growing or existing in a particular place, usually of a disease
12. **Upend** (*verb*) to set or turn (something) on its end or upside down

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