

AYP and the SAT

Teacher Notes:

Students should be aware of the how different parts of an essay function to help a writer achieve her purpose. This lesson concerns how the parts contribute to the whole.

First, have students read the article.

Second, have them answer question 2 on their own.

What is the author's PURPOSE? What does Henderson want her readers to DO, THINK, or FEEL after reading "Putting Limits on Teen Drivers"?

Third, when students seem ready, have volunteers suggest answers to question 2, as well as the evidence they used to back up their response.

Students will likely discern Henderson wants to garner support for graduated driver licensing (GDL) laws. They may also note that voting adults/parents are the primary audience.

Fourth, once the class has agreed on her purpose (write it on the board/overhead/smartboard), tell them to now look back at the essay more closely, and figure out what each section is about. What is the content or focus of each one (question 3)? They can do this individually or in pairs/threes. This forces them to look more closely at what the writer chose to include (and where).

Fifth, have students explain how one (or more) of the sections helped the author to achieve her purpose. They should note the intended EFFECT the section would have on the audience.

Sixth: students share explanations in small and/or large group(s).

Conclude the discussion by reasserting how writers make conscious choices about how they structure/organize their essays to achieve maximum impact on their audiences. Give students more opportunities to notice this in various types of non-fiction writing.

Variations:

Rather than giving students an essay with the sections already delineated for them, have *them* figure out where the shifts occur and explain them accordingly.

In a given *paragraph*, have students determine the function of individual sentences in communicating the main idea. For example: The first sentence introduces a topic. The second sentence provides a relevant statistic about the topic, etc. (Added bonus: This closer awareness of the role each sentence plays in a paragraph will make them more aware of their use of sentences in their own writing).

Include discussion and analysis of the placement and function of any visuals included with the essay: photographs/illustrations and what they "say", statistics, charts/graphs, words in bold, words in larger fonts, use of color, etc. All of these are used purposefully to have an effect on the audience. Help students become more aware of these strategies.

SAT prep connections: see question 13 on pg.9, question 17 on pg. 10, questions 7&8 on pg.19, and question 16 on pg.22 of the 2009 SAT.

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“Putting Limits on Teen Drivers”

1. Read the following article from the October 23, 2006 edition of *Time Magazine*.
2. What is the writer’s, Wendy Cole Henderson’s, primary purpose in this article? How do you know? Support your answer with textual evidence.

3. Look at each of the sections of the article. What is the content/focus of each section?

Section I:

Section II:

Section III:

Section IV:

Section V:

Section VI:

Section VII:

4. Using full sentences and direct quotations to support your response, explain how one (or more) of the sections helps Henderson to achieve her primary purpose. Make sure you include what effect this section has (or is supposed to have) on the reader.