

**WDSE Lost 50's
Cause and Effect
5/6**

Title

Lost 50's

Intended Grade Level

Grades 5-6

Subject Area(s) Integrated

Cause and Effect

MN State Curriculum Standards Grade 5-6-7-8

5.2.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts

6.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension

7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings graphics (e.g., charts, tables), and

8.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful on aiding comprehension.

The student will identify cause-and-effect relationships in text – nonfiction

I. Instructional Objective

Students will identify the causes and effects of real life events that negatively changed communities or created economic growth.

II. Concept/Main Idea of Lesson

Students will create a radio broadcast script to show change. Students will demonstrate understanding of several cause and effect scenarios.

III. Learning Activities Sequence

a. Set Induction/Lesson Initiating Behavior:

Cause makes something else happen

The effect is the result of what happens from the cause

b. Learning Activities

1. Briefly overview the cause/effect example below:

Cause	Effect
The girl kicked the ball.	The ball rolled.
Mallory became really tired.	She went to sleep early.
Camryn studied hard for a test.	Camryn earned an A on her test.

2. Some cause and effect is implicit. The cause or effect must be inferred. Use the statements below to practice unstated cause or effect:

Rain got the floor all wet.

The boat floated away.

The car won't start.

We are late to school.

A mouse ate through the bread bag.

3. Introduce graphic organizers to your class.
4. Use the segment on the Lost 1950's to (2:20-to 50:18) of "Lost 1950's" to fill in a graphic organizer. As the students view this segment, they should record a list of facts. After viewing the segment, they should create a graphic organizer that represents the "effect" of the availability of the car.
5. Discuss the facts and work as a whole class to complete a cause and effect graphic organizer. The best organizer may be one showing one cause leading to a number of effects. This will be an exercise in the unstated effects.
6. Divide students into groups and assign a segment to each group. Students will work together to create a cause/effect radio broadcast script for their assigned segment. They will collaborate to fill in this organizer. Each student will write up why a particular company/ town/ church/ etc. became "lost". Provide the list below of cause and effect signal words:

If . . . then

So that

Due to

Because

As a result

Since

Therefore

For this / that reason

For that's

Why

This led to

Then . . . so

Consequently

Accordingly

Thus

Nevertheless

7. Students will share their work as a group.

c. Closure:

1. Evaluation: The presentation of each group will serve as overall evaluations. The writing from each individual student will provide feedback on learning cause and effect for each student.

IV. Materials and Resources

Templates of graphic Organizers

Lost 50's Video by WDSE/WPRT and segment table of content

Segment Table of Content

Segment Timing

Overview -1950's Were Prosperous with Events of Trepidation

2:20 Car Culture

Post War Thinking

What was the effect?

12:40 Zenith City 100 Year Celebration

Dress as Pioneers

Who participated?

What events took place?

14:00 Iron Ore Mining, Wire and Nails

Business were prosperous, what percentage of the nation's steel was made from the ore in Minnesota?

What was on the horizon for mining?

What was the effect on families and businesses?

How would the problem be solved?

18:50 Minnesota Woolen Company

What was this company?

How did the business affect the community?

20:25 Radio and TV

How did the use of radio and TV affect the community?

What was the first news department like?

28:00 Air National Guards

WWII Veterans

How did this group protect the nation from Nuclear Attack?

Explain the community's role is the Air National Guard.

Why was Duluth chosen as a site for Nuclear Weapons?

What technology was installed for the Air National Guard that was newly invented?

37:00 Albert Woosen

Last of the Civil War Soldiers

What was the Civil War?

What was his role in the war?

Why does Duluth have a bronze statue of Albert?

44:25 Rock -n- Roll

How did the '50's music change the community?

What is Teen Age?

Where were concerts held and why?

50:18 Tourism-Commercial Fishing

What happened to the bounty of fish?

How did the commercial fishing outfits supplement their income?

Who is credited for the start of the resort business? What infrastructure contributed to the success of tourism?

Graphic Organizers

