

WDSE Lost 50's Short Story

Title

Lost 50's

Intended Grade Level

Grades 6, 7

Subject Area(s) Integrated

Language Arts

MN State Curriculum Standards Grade 6/7

6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, figurative and sensory Language to convey experiences and events.
- e. Provide a conclusion (when appropriate to the genre) that follows from the narrated Experiences or events.

I. Instructional Objective

Students will evaluate and discuss the role of change in a community
Students will choose a strategy for dealing with change

II. Concept/Main Idea of Lesson

Students will evaluate and discuss the changes in a community as influenced by human systems associated with the development of economy. Students will identify and analyze the interconnectedness of the environment and humans including the positive / negative impacts to each. Students will write a short story or journal entry about teen/ pre teen experience in the 1950's.

III. Learning Activities Sequence

a. **Set Induction/Lesson Initiating Behavior:**

Have students generate three lists

A list of things about how preteens and teens entertain themselves

A list of feelings about how pre teens and teens entertain themselves

A list of business/places that are frequented by teens and pre teens

b. **Learning Activities:**

1. Before watching the video, have students share one item off each of their lists to

create a classroom list.

2. View "Lost 50's" starting at 2:20 end at 12:00 and view 44:25 end at approx 50:00
3. Open a discussion about the community changes around entertainment. Draw out ideas such as, high school dances, cruising in the car, concerts, drive in movies and restaurants, rock -n- roll. How was life different for the teens of the 50's and their parents as teens? Draw out similarities to today. Have students record the ideas shared and collected from the class.
4. Students to write a short story or journal entry from the point of view of a fictional character experiencing teen/ pre teen life in the 50's. Use the items from the lists generated as a class and facts from the video clip. See MN Curriculum Standards for details such as dialog, description, develop experiences and characters.

c. Closure:

1. Evaluation: In pairs, students share their finished story or journal entry.

IV. Materials and Resources

Lost 50's Video by WDSE/WPRT