

Cause and Effect

A **cause** is the reason something happened. It answers the question: *Why did this happen?* An **effect** is the result. It answers the question: *What happened?* Words like *because of, why, caused, since, and as a result* often signal a cause-and-effect relationship.

Use this chart to identify causes and effects.

Passage: _____

Cause	→	Effect
Cause	→	Effect
Cause	→	Effect

Use with pages 340, 341, 342, and 343.

Resource Links**1** RDI Book 1: p. 540**SAM** Keyword: Cause

Teacher: Shawn Doyle

Grade Level: 9-12 (8th period)

Text: “Arctic Shortcut Sparks Worry” (handout)

Lesson: Cause and Effect

Learning targets: Students will ...

- Cite strong and thorough textual evidence that supports inferences and analysis
- Analyze how an author’s ideas or claims are developed or refined by specific parts of the text
- Identify cause-and-effect relationships in informational text
- Use signal words to identify causes and effects

Overview

Students will read the passage “Arctic Shortcut Sparks Worry” and answer comprehension questions to monitor their understanding. They will also complete a graphic organizer to demonstrate their ability to identify cause-and-effect relationships.

Student directions

- Read the passage “Arctic Shortcut Sparks Worry” (handout)
- Answer the 5 comprehension questions (handout)
- Complete cause and effect graphic organizer (handout)

Materials:

- “Arctic Shortcut Sparks Worry” (handout)
- Comprehension questions (handout)
- Cause and effect graphic organizer (handout)

Turning in assignment:

This assignment **MUST** be turned within two weeks upon returning to school following the next calamity day (Blizzard Bag Day 1). If a student does not have Internet access at home, they will be provided with a hard copy and will have two weeks from the day they are presented the assignment to turn it in.

Lesson 18**Arctic Shortcut Sparks Worry**

Everyone likes shortcuts. Right? They provide a quicker way to get to a place. One new shortcut saves many ships a lot of travel time. It's called the Northwest Passage.

Sailors had been looking for this passage for centuries. They wanted to sail through Arctic waters—from east to west across the top of Canada and Alaska. Few were able to do so. That's because dangerous frozen waters blocked their way. Until recently, only special icebreaking ships could make the trip.

But now, due to global warming, the temperature in the Arctic has increased. The Arctic ice cover has started to melt. As a result, the Northwest Passage is open to many types of ships. More than a dozen traveled it last year. Shippers are happy. They think the shortcut is a dream, shaving 5,000 miles off trips between Europe and Japan.

But to many Canadians, the shortcut is a nightmare. They're worried. They think accidents are bound to happen. Even with all the melting, the passage is imperfect. There are still many icebergs floating around. A collision between a ship and an iceberg could result in a giant oil spill. Such an accident could pollute Arctic waters and ruin acres of unspoiled coastal land. It's a disaster waiting to happen, say Canadian wildlife officials and local Inuit (IN-yoo-it) people.

Northwest Passage*Use with page 341.***Resource Links**

RDI Book 1: p. 437

SAM Keyword: Cause



“Arctic Shortcut Sparks Worry” Name: _____

CAUSE AND EFFECT

Cause: The reason something happened (Why did it happen?)

Effect: The result (What happened?)

Signal words for cause and effect relationships – because of, why, caused, since, due to, as a result

READ EACH PARAGRAPH OF “ARCTIC SHORTCUT SPARKS WORRY” AND ANSWER THE FOLLOWING QUESTIONS

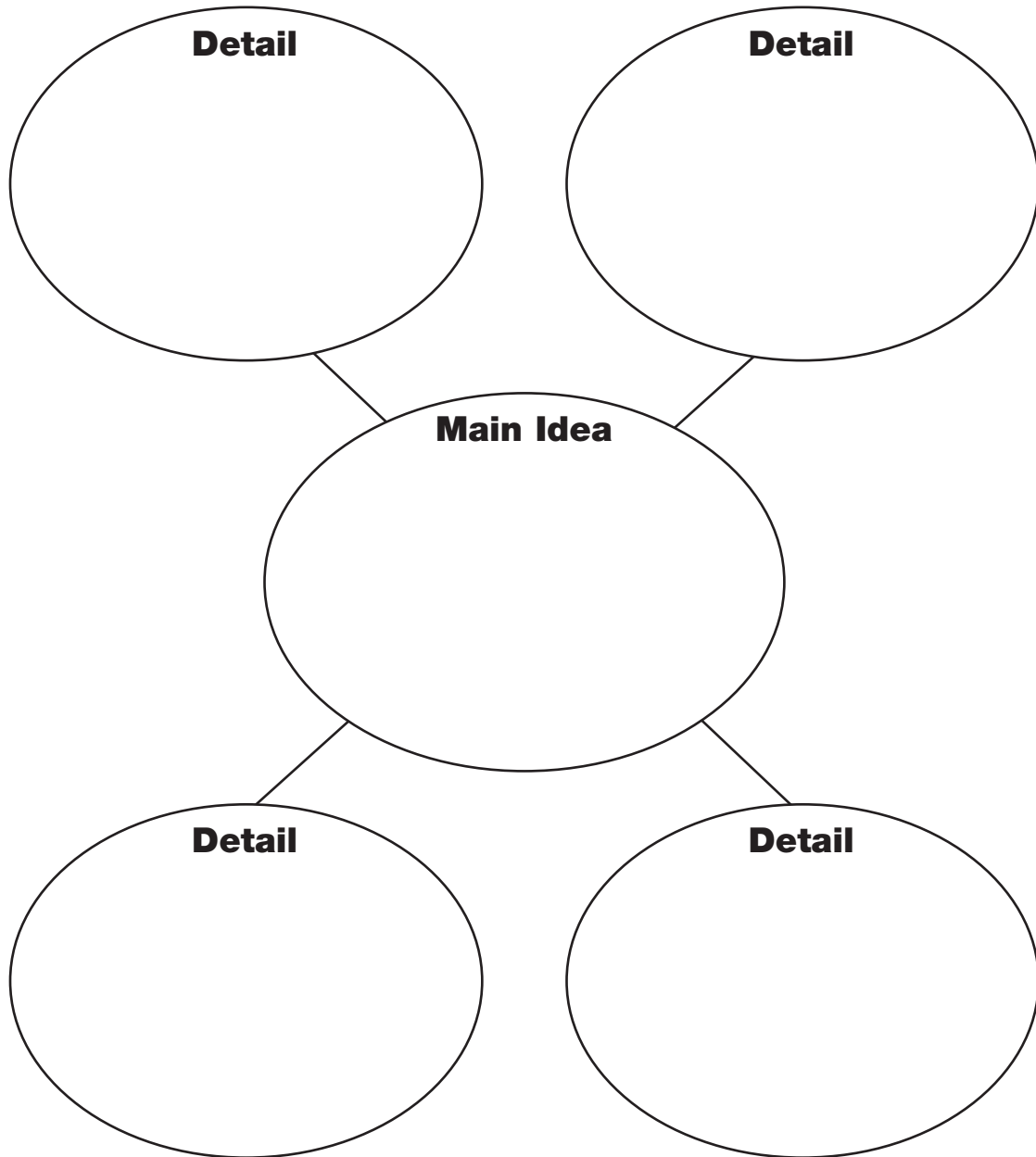
1. Why do people like shortcuts?
2. Why was it difficult for sailors to travel east-to-west through Arctic waters?
3. What has caused the temperature in the Arctic to increase?
4. Why is the Northwest Passage now open?
5. What effect could a collision between a ship and an iceberg have?

Main Idea and Details

The **main idea** is the most important idea in a text. **Details** in a passage give more information that supports the main idea.

Use the web below to list the main idea and the details that support it.

Passage: _____



Resource Links
1 RDI Book 1: p. 537
SAM Keyword: Main Idea

Teacher: Shawn Doyle

Grade Level: 9-12 (8th period)

Text: “TV Review: African American Lives” (handout) **Lesson:** Main idea and details

Learning targets: Students will ...

- Cite strong and thorough textual evidence that supports inferences and analysis
- Determine a central idea in a text, and analyze how it develops and how it emerges and is shaped through details
- Determine the main idea of a text
- Explain how the main idea is supported by key details

Overview

Students will read the passage “TV Review: African American Lives” and answer comprehension questions to monitor their understanding. They will also complete a graphic organizer to demonstrate their ability to identify the main idea and supporting details.

Student directions

- Read the passage “TV Review: African American Lives?” (handout)
- Answer the 5 comprehension questions (handout)
- Complete main idea and details graphic organizer (handout)

Materials:

- “TV Review: African American Lives” (handout)
- Comprehension questions (handout)
- Main idea and details graphic organizer (handout)

Turning in assignment:

This assignment **MUST** be turned within two weeks upon returning to school following the next calamity day (Blizzard Bag Day 3). If a student does not have Internet access at home, they will be provided with a hard copy and will have two weeks from the day they are presented the assignment to turn it in.

Lesson 9**TV Review:**
African American Lives**PBS stations nationwide**

Rating: ★★★★★


African American Lives will change the way you think about your family history. Hosted by Harvard University’s Henry Louis Gates, this documentary mini-series explores identity in America. It leaves viewers surprised, entertained, and impressed.

Professor Gates, who is African American, describes how he used to feel envious of friends whose families came to America through Ellis Island. They were able to trace their backgrounds in a way that most African Americans could not. Many African American families have been unable to trace their family histories because their ancestors were brought to America as slaves. In this series, nine fascinating African Americans get the opportunity to learn the truth about their family history. Oprah Winfrey, Chris Tucker, and Whoopi Goldberg are just three of the nine people featured.

Gates uses every available tool to explore his subjects’ heritage. He examines birth records, old newspapers, and land deeds. He investigates family stories that have been passed down from one generation to the next. DNA testing is also extremely important. A single swab inside the cheek provides valuable information about what part of the world each person’s ancestors come from.

The participants respond to the discoveries with varied emotions. Some weep. They learn about inspirational relatives from long ago. For example, Oprah Winfrey learned that one of her ancestors once earned 80 acres of land by picking many bales of cotton in a short time. Some are sad when they learn about the hardships their ancestors endured in slavery. Still others are startled. This was true for Gates himself. DNA testing suggested that he had a high percentage of white European ancestors.

African American Lives is powerful television. It gives us a great deal to reflect on. Gates says that he hopes that the project will inspire “all Americans—especially those of African descent—to explore their roots.” It certainly makes us rethink our ideas about who we are—as individuals and as a country.

*Use with page 332.***Resource Links** RDI Book 1: p. 425

SAM Keyword: Main Idea

“TV Review: African American Lives”

MAIN IDEA AND DETAILS

Main idea: The most important point about a topic

Details: Information that supports or tells more about the main idea

READ EACH PARAGRAPH OF “TV REVIEW: AFRICAN AMERICAN LIVES” AND ANSWER THE FOLLOWING QUESTIONS

Name: _____

1. What is the main idea in the first paragraph?
2. Which details in the second paragraph tell you more about the people who are featured in the mini-series?
3. Which sentence in the third paragraph states the main idea? How do the details in the paragraph support this idea?
4. What is the main idea of the fourth paragraph? What details support the main idea?
5. In the fifth paragraph, which details support the statement that African American Lives is powerful television?

Sequence of Events

Things that happen in a story or in real life are called **events**. A **sequence** is the order in which events take place. Try these ideas to help you keep track of the order of events in a text.

- Watch for time-order words, such as *first*, *next*, *after*, *then*, and *finally*.
- Look for clues that show that something might be happening out of order.

Write one event in each box in order.

Passage: _____

A vertical sequence of four empty rounded rectangular boxes, each connected to the one below it by a downward-pointing arrow. This graphic organizer is designed for students to write a sequence of events from a passage in order.

Use with pages 328, 329, 330, and 331.



Teacher: Shawn Doyle

Grade Level: 9-12 (8th period)

Text: “The Heroism of the Tuskegee Airmen” (handout) **Lesson:** Sequence of events

Learning targets: Students will ...

- Cite strong and thorough textual evidence that supports inferences and analysis
- Analyze how an author’s ideas or claims are developed or refined by specific parts of the text
- Identify the sequence of events in informational text
- Identify signal words that indicate a sequence of events and follow steps of a process

Overview

Students will read the passage “The Heroism of the Tuskegee Airmen” and answer comprehension questions to monitor their understanding. They will also complete a graphic organizer to demonstrate their ability to identify the sequence of events.

Student directions

- Read the passage “The Heroism of the Tuskegee Airmen” (handout)
- Answer the 5 comprehension questions (handout)
- Complete sequence of events graphic organizer (handout)

Materials:

- “The Heroism of the Tuskegee Airmen” (handout)
- Comprehension questions (handout)
- Sequence of events graphic organizer (handout)

Turning in assignment:

This assignment **MUST** be turned within two weeks upon returning to school following the next calamity day (Blizzard Bag Day 2). If a student does not have Internet access at home, they will be provided with a hard copy and will have two weeks from the day they are presented the assignment to turn it in.

Lesson 5

The Heroism of the Tuskegee Airmen

Have you ever heard of the Tuskegee Airmen? These brave young African Americans served in World War II. At the time of the war, African Americans who joined the Armed Forces had two battles to wage. One was the fight against America's enemies in Europe. The other was the struggle they had right in their own military. At the time, segregation laws were enforced. For African Americans, jobs such as pilot were unattainable.

Some things changed in 1940. President Roosevelt signed legislation that gave African Americans the opportunity to train as pilots. The training site was Alabama's Tuskegee Institute, which noted educator, politician, and author, Booker T. Washington, had founded 60 years earlier.

Over the next six years, nearly a thousand trained pilots emerged from Tuskegee. Their record was extraordinary. The Tuskegee Airmen received 850 medals for their service and bravery. Frank McGee, one of the fighter pilots, summed up their experience when he said, "They said we didn't have the intelligence, the demeanor, the courage to be combat pilots. They learned differently. It was never about color; it was always about education and opportunity. All we needed was a chance and training. And we seized it when it came."

The Airmen's greatest accomplishment may not have been in Europe. In 1948, President Truman ended segregation in the Armed Forces. Still later, when President Clinton and then President Bush honored them, it was recognition that seemed long overdue.

Use with page 328.

Resource Links**1** RDI Book 1: p. 420**SAM** Keyword: Sequence

“The Heroism of the Tuskegee Airmen”

SEQUENCE OF EVENTS

Sequence of events: The order of events in a text (What happened first, next, etc.?)

Signal words for sequence of events – First, next, then, before, finally, after, etc.

**READ EACH PARAGRAPH OF “THE HEROISM OF THE TUSKEGEE AIRMEN” AND
ANSWER THE FOLLOWING QUESTIONS**

Name: _____

- 1. What time period is the author writing about?**
- 2. When did Roosevelt sign legislation allowing African Americans to train as pilots?**
- 3. How many years before that did Booker T. Washington start the Tuskegee Institute?**
- 4. How many years did it take to train almost a thousand pilots?**
- 5. In what year did segregation in the military end?**