

WDSE Lost 50's Lesson Plan

Title

Lost 50's

Intended Grade Level

Grades 8

Subject Area(s) Integrated

Language Arts

MN State Curriculum Standards Grade 8

8.7.3.3 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 point of view 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, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion (when from and reflects on the narrated experiences or events. appropriate to the genre) that follows from and reflects on the narrated experiences or events.

I. Instructional Objective

Students will evaluate and discuss the role of change in a community

Students will use information gathered from a questionnaire to inform their audience about the topic

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 about what it might have been like to experience moving your house to a different part of town to accommodate mining.

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. As a large group, develop a questionnaire to survey the student body about the 1950’s influence on today’s teen choices for entertainment?
4. 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.
5. Students to write a short story or journal entry from the point of view of a fictional character experiencing teen life in the 50’s. Use the items from the lists generated as a class and facts from the video clip and information generated by the survey. See MN Curriculum Standards for details such as dialog, description, develop experiences and characters.
6. Students should
 - a. Engage and orient the reader by establishing a context and point of view 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, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters.
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 - d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events.
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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
Minnesota K-12 Academic Standards