A text with a **cause–effect** structure connects what happens (**effects**) to what makes them happen (**causes**). Such texts use words like *because, therefore, so,* and *as a result.*

**Read the paragraph below. Circle any signal words that indicate its text structure.**

The earliest sound recordings were made on tin foil. Because the foil ripped easily and sounded bad, inventors looked for better materials. Later recordings were therefore put on harder metal or wax, which lasted longer and sounded better.

The diagram below shows how one cause stated in the paragraph produced an effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foil recordings ripped easily and sounded bad.</td>
<td>Inventors looked for better materials and put later recordings on harder metal or wax.</td>
</tr>
</tbody>
</table>

A text can also **compare and contrast** how events, ideas, and concepts are similar or different. Such texts use words such as *both, alike, unlike, similar, different,* and others.

**Read the paragraph below. Circle any signal words that indicate its text structure.**

Thomas Edison invented the phonograph in 1877. It played sound when the listener spun a hand crank that turned a metal tube. In 1886, Alexander Bell invented the graphophone. Like the phonograph, the graphophone played sound and was powered by the listener. Unlike the phonograph, the graphophone was operated by means of a foot pedal that turned a wax-covered tube.

The table below lists the similarities and the differences of the two machines.

<table>
<thead>
<tr>
<th>Just the Phonograph</th>
<th>Both Machines</th>
<th>Just the Graphophone</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Invented by Edison in 1877</td>
<td>• Invented in 1800s</td>
<td>• Invented by Bell in 1886</td>
</tr>
<tr>
<td>• Operated by hand crank</td>
<td>• Powered by listeners</td>
<td>• Operated by foot pedal</td>
</tr>
<tr>
<td>• Recordings on metal tube</td>
<td>• Played sound recordings</td>
<td>• Recordings on wax tube</td>
</tr>
</tbody>
</table>

Understanding the **structure** of a text helps you understand how the writer is connecting one or more events, ideas, or concepts with each other.
Read the first two paragraphs of a feature article about a famous event in the history of radio.

**The Night the Martians Landed**  
*by Scott Carey*

October 30, 1938, was perhaps the most frightening night that thousands of Americans would ever experience. It was the night that the science fiction novel *The War of the Worlds* was presented in the form of a radio news broadcast.

Orson Welles, a famous movie actor and director, made the broadcast from a studio in New York City. The story was about Martians invading the Earth. Before the program began, Welles explained that the “news broadcast” was fiction. But many listeners tuned in late. Therefore, they missed Welles’s explanation that this was a radio play. As a result, thousands of people thought that the Earth was really being invaded by Martians!

(continued)

**Explore how to answer this question:** “What text structure organizes the information in the second paragraph?”

First, try to figure out how the paragraph connects the information it provides.

- The second paragraph tells what made two events happen. It tells about a cause.
- The second paragraph also tells what those events were. It tells about two _________.

So, the second paragraph organizes information in a ___________________________ text structure.

Next, look for phrases in the second paragraph common to the text structure you just identified.

- Two phrases common to a cause–effect structure are __________________________.

**Complete the diagram below. Use details from the second paragraph to complete it.**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many listeners tuned in late.</td>
<td>Therefore, those listeners didn’t hear</td>
<td>As a result, those listeners believed</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
Continue reading the article about the “The War of the Worlds” radio broadcast. Use the Close Reading and the Hint to help you answer the question below.

As people listened, they began to panic because the broadcast seemed so real. Some people called their friends and relatives to warn them. Others alerted local police stations to the danger. Still others ran out into the streets, into parks, and into their cars, hoping to escape the “invasion.” Traffic jams were everywhere, and telephone lines were overloaded. It was a terrifying night for both citizens and police alike.

The next day, the newspapers told of the “fake” news broadcast. Thousands of people had heard and believed it—but none of it was true. Those who lived through it have never forgotten it.

A compare–contrast structure uses words such as both, alike, unlike, similar, and different. Circle these words if you find them.

Circle the correct answer.

Which sentence from the article makes a comparison?

A  “Orson Welles, a famous movie actor and director, made the broadcast from a studio in New York City.”
B  “Before the program began, Welles explained that the ‘news broadcast’ was fiction.”
C  “As people listened, they began to panic because the broadcast seemed so real.”
D  “It was a terrifying night for both citizens and police alike.”

Show Your Thinking

Look at the answer that you chose above. Discuss with a partner why you chose that answer.
Part 4: Guided Practice

Read the feature article, using the Study Buddy and the Close Reading to guide your reading.

Cartoons for Grown-Ups  by Jacob Miller

1. On September 29, 1959, the American Broadcasting System (ABC) aired the first cartoon on prime-time television. Rocky and His Friends starred a playful flying squirrel named Rocky and his sidekick, Bullwinkle the Moose. These talking animals lived in the present-day (and imaginary) small town of Frostbite Falls, Minnesota. The squirrel and moose faced tense situations caused by two mischievous Russian agents, Boris Badenov and Natasha Fatale. Their adventures created many amusing stories. This cartoon, later called The Bullwinkle Show, inspired a feature film, comic books, and generations of fans.

2. A year later, another prime-time cartoon premiered on ABC: The Flintstones. Unlike The Bullwinkle Show, The Flintstones main stars were humans. Fred and Wilma Flintstone and their neighbors Barney and Betty Rubble lived in the town of Bedrock. Much of the cartoon’s humor stemmed from the characters’ use of modern technology in a prehistoric setting. Like The Bullwinkle Show, The Flintstones also inspired films, comics, and fans.

3. Despite their differences, The Bullwinkle Show and The Flintstones followed similar recipes for success. Both shows had clever dialogue and interesting characters. They were simple enough for young children but sophisticated enough to hold the attention of adults. Those reasons are why these cartoons succeeded in the 1960s. It’s also why cartoons such as The Simpsons appeal to both adults and children today.
Use the Hints on this page to help you answer the questions.

1 Paragraph 1 tells about *The Bullwinkle Show*. Paragraph 2 describes *The Flintstones*. What else does paragraph 2 do?

A It explains how *The Bullwinkle Show* caused the ABC network to start airing *The Flintstones*.

B It describes some similarities and differences between *The Bullwinkle Show* and *The Flintstones*.

C It tells how drawing humans in *The Flintstones* solved problems caused by drawing animals in *The Bullwinkle Show*.

D It lists the events that led Fred and Wilma Flintstone to meet Barney and Betty Rubble.

2 Which of the following best describes the main text structure of the entire article “Cartoons for Grown-Ups”?

A It has a comparison structure because it tells how *The Bullwinkle Show* and *The Flintstones* are alike and unlike.

B It has a cause–effect structure because it explains how *Rocky and His Friends* led viewers to enjoy *The Simpsons*.

C It has a comparison structure because it tells how *Rocky and His Friends* differed from *The Bullwinkle Show*.

D It has a cause–effect structure because it explains why ABC started showing cartoons in 1959 and 1960.

3 The cause–effect diagram below lists one cause and one effect described in paragraph 3. Complete the diagram by writing one more cause and one more effect described in paragraph 3.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clever dialogue</td>
<td>• <em>Bullwinkle &amp; Flintstones</em> succeed in 1960s.</td>
</tr>
<tr>
<td>• ____________________</td>
<td>• ____________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hints

Are the two television shows entirely similar?

The question asks about the text’s main structure. How is most of the text organized?

Sometimes it’s easiest to first find an effect, then try to figure out its cause.
Read the passage from a book about the history of movies. Then answer the questions that follow.

**from The History of Movie Making**

*by Gallimard Jeunesse*

1. Lights! Action . . . but no camera. Centuries before Hollywood existed, people used light and screens to create moving images. In the 18th and 19th centuries, magic lanterns were popular in Europe. The earliest had a simple lens and used candles to light up pictures painted on glass slides.

2. In 1885, George Eastman of Rochester, New York, introduced paper-backed film. Thomas Alva Edison and his assistant, W. K. L. Dickson, used George Eastman’s flexible film when they made a motion picture camera. Their Kinetograph, patented in 1891, had a sprocket, or wheel with teeth. An electric motor turned the sprocket. The sprocket teeth hooked the perforations and pulled the film through the camera.

**The First Picture Show**

3. Paris, 1894: Louis Lumière peeps into an Edison Kinetoscope projecting machine. He’s inspired! Paris 1895: Louis and his brother Auguste Lumière project the first publicly screened film, using their own invention, the Cinématographe. It combined the strong lamp and lens of a magic lantern with a shutter-and-film reel mechanism. By 1898, the Lumières had collected almost 1,000 short films. Most of them were real-life footage or news events from around the world. But Georges Méliès, a Parisian theater magician, had some fantastic ideas that would take film beyond reality.

4. The Lumière brothers’ hand-cranked invention (1895) was a combination of camera, projector, and printer. The camera could shoot film. The projector kept the film still, while a frame (image) was projected on screen; then the frame was quickly advanced. Some audiences were shocked by the realistic pictures. The train moved as if it would plunge right into the audience. Supposedly, some frightened viewers ran out of the theater!

**Méliès the Magician**

5. The Lumières were the founders of realistic films. It took a magician to create a whole new type of film. Georges Méliès, a well-known Parisian magician and theater owner, tried to buy a Cinématographe from the Lumières in 1895. They would not sell it to him. So Méliès went to London and bought some Eastman film. He designed his own camera and built a studio, a 25 x 55-foot shed, in his garden. Then Méliès started making films. At first like the Lumières, he shot travel scenes or scenes from daily life. Then, quite by accident, Georges Méliès learned about special effects.
Hocus-Pocus

6 In 1896, Méliès’ camera jammed while he was filming a Paris street. It took him a few seconds to fix it and continue shooting. Meanwhile, the street scene changed: A bus drove away and a hearse drove up. When Méliès projected his film, he was astonished to see the bus suddenly turn into a hearse! He began to experiment with this kind of stop-motion photography.

A Trip to the Moon

7 In 1902, Méliès produced the science-fiction classic *A Trip to the Moon*, which brought him worldwide fame. The approximately 11-minute silent film was based on the work of Jules Verne. It showed the adventures of six astronomers who pile into a rocket, get shot out of a cannon, and land smack in the eye of the man in the moon. Méliès’ Star Film studio used extraordinary sets, props, and film effects to do things like make the moon’s face move.

---

**The sentences below are from paragraph 5 of the passage.**

At first like the Lumières, he shot travel scenes or scenes from daily life. Then, quite by accident, Georges Méliès learned about special effects.

Which of the following best describes the text structure of these sentences?

A  Cause–effect: The sentences tell how the Lumières’ films showed Méliès how to make special effects.

B  Comparison: The sentences tell how Méliès’ films were similar to and different from the Lumières’ films.

C  Cause–effect: The sentences tell how Méliès’ films led the Lumières to film scenes of daily life.

D  Comparison: The sentences tell how the Lumières’ films and Méliès’ films had nothing in common.
Part 5: Common Core Practice

Which sentence from the passage describes a cause and its effect?

A. “In the 18th and 19th centuries, magic lanterns were popular in Europe.”
B. “In 1885, George Eastman of Rochester, New York, introduced paper-backed film.”
C. “The Lumières brothers’ hand-cranked invention (1895) was a combination of camera, projector, and printer.”
D. “In 1902, Méliès produced the science-fiction classic A Trip to the Moon, which brought him worldwide fame.”

The sentences below are from paragraph 5 of the passage.

Georges Méliès, a well-known Parisian magician and theater owner, tried to buy a Cinématographe from the Lumières in 1895. They would not sell it to him. So Méliès went to London and bought some Eastman film.

Describe the text structure in these sentences of the passage. Support your answer with at least two details from the sentences.

Self Check

Go back and see what you can check off on the Self Check on page 117.
Lesson 14  (Student Book pages 127–134)

Text Structures, Part 1: Cause–Effect and Compare–Contrast

**LESSON OBJECTIVES**

- Identify and describe the features of a cause–effect text structure.
- Explain causes and effects in a text.
- Identify and describe the features of a compare–contrast text structure.
- Identify similarities and differences of events, ideas, concepts, or information in a text or part of a text.

**THE LEARNING PROGRESSION**

- **Grade 3**: CCLS RI.3.5 requires students to use text features and search tools to locate information on a topic. Moreover, CCLS RI.3.8 requires students to describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause-effect, first-second-third in a sequence).
- **Grade 4**: CCLS RI.4.5 builds on the Grade 3 standards by requiring students to expand their understanding of basic organizational patterns in texts to include cause–effect and compare–contrast text structures.
- **Grade 5**: CCLS RI.5.5 requires students to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

**PREREQUISITE SKILLS**

- Understand that all texts have a structure that organizes information.
- Describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause-effect, first-second-third in a sequence).
- Describe how a text structure arranges events, ideas, or information in a text.

**TAP STUDENTS’ PRIOR KNOWLEDGE**

- Tell students this lesson focuses on describing cause–effect and compare–contrast text structures.
- Remind students that an effect is what happens and a cause is why it happens.
- Display this sentence: “Malika missed her guitar lesson because she had a bad cold.” Ask students: “What happened?” (Malika missed her lesson.) Tell students this is the effect. Then ask: “Why did it happen?” (She had a cold.) Tell them this is the cause.
- Next, have students tell what it means to compare and contrast. (to tell how two or more things, ideas, events, and so on are similar and different)
- Display: “Josh and Malika both play the guitar. In this way they are alike. Josh likes to practice, but Malika would rather watch a movie. In that way they are different.” Ask students: “How are Josh and Malika alike?” (They both play the guitar.) Tell students this is comparing. Then ask, “How are they different?” (Josh likes to practice, but Malika would rather do something else.) Tell students this is contrasting.

**CCLS Focus**

**RI.4.5** Describe the overall structure (e.g., comparison, cause/effect) of events, ideas, concepts, or information in a text or part of a text.

**ADDITIONAL STANDARDS**: RI.4.1; RI.4.2; RI.4.3; RI.4.4; W.4.3; W.4.4; W.4.7; SL.4.1; SL.4.5; L.4.1; L.4.1.a; L.4.4.a; L.4.5.c

(See page A39 for full text.)
Lesson 14

Text Structures, Part 1: Cause–Effect and Compare–Contrast

Theme: Entertainment History

A text with a cause–effect structure connects what happens (effects) to what makes them happen (causes). Such texts use words like because, therefore, so, and as a result.

Read the paragraph below. Circle any signal words that indicate its text structure.

The earliest sound recordings were made on tin foil because the foil ripped easily and sounded bad. Inventors looked for better materials. Later recordings were put on harder metal or wax, which lasted longer and sounded better.

The diagram below shows how one cause stated in the paragraph produced an effect.

![Diagram showing cause and effect]

A text can also compare and contrast how events, ideas, and concepts are similar or different. Such texts use words such as both, alike, unlike, similar, different; and others.

Read the paragraph below. Circle any signal words that indicate its text structure.

Thomas Edison invented the phonograph in 1877. It played sound when the listener spun a hand crank that turned a metal tube. In 1886, Alexander Bell invented the graphophone. Unlike the phonograph, the graphophone played sound and was powered by the listener. Unlike the phonograph, the graphophone was operated by means of a foot pedal that turned a wax-covered tube.

The table below lists the similarities and the differences of the two machines.

<table>
<thead>
<tr>
<th>Just the Phonograph</th>
<th>Both Machines</th>
<th>Just the Graphophone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invented by Edison in 1877</td>
<td>Invented in 1800s</td>
<td>Invented by Bell in 1886</td>
</tr>
<tr>
<td>Operated by hand crank</td>
<td>Powered by listeners</td>
<td>Operated by foot pedal</td>
</tr>
<tr>
<td>Recordings on metal tube</td>
<td>Played sound recordings</td>
<td>Recordings on wax tube</td>
</tr>
</tbody>
</table>

Understanding the structure of a text helps you understand how the writer is connecting one or more events, ideas, or concepts with each other.

• Read aloud the description of a compare and contrast structure. Have students read the second boxed paragraph, and ask what word signals a compare–contrast text structure. (unlike) Discuss the similarities and differences listed in the table.

Genre Focus

Informational Text: Feature Article

Tell students that in this lesson they will read informational texts. One type of informational text is a feature article. Feature articles typically have these characteristics:

• It is a short, factual selection about a specific topic.

• It is usually the most prominent article in a newspaper or magazine, or it may be on a topic of special significance.

• A feature article is usually written to inform, sometimes in an entertaining way.

• It may include headings, photos, or sidebars with additional information.

Based on these characteristics, ask students to discuss any feature articles they have read. Guide a discussion about topics that would work well for feature articles, such as an exciting current event or a new scientific discovery. If possible, share magazines with students and have them identify the feature articles.

Explain that the articles “The Night the Martians Landed” and “Cartoons for Grown-Ups” are informative, entertaining articles about important events in radio and television broadcasting history. The excerpt from The History of Movie Making is an excerpt from a book about the development of motion pictures.
Step by Step

- Invite volunteers to tell what they learned on the previous page about the important features of cause–effect and compare–contrast text structures.
- Read aloud the passage about “The War of the Worlds” radio broadcast.
- Then, read the question: “What text structure organizes the information in the second paragraph?”
- Tell students you will perform a Think Aloud to demonstrate a way of answering the question.

Think Aloud: The question asks me to identify the second paragraph’s text structure. This means I need to figure out how that paragraph connects events or ideas to other events or ideas.

- Have a volunteer read the sentence and first bullet point that come right after the question. Then have students complete the second bullet point. (effects)
- Finally, have students complete the sentence below the second bullet point. (cause-and-effect)

Think Aloud: The second paragraph seems to have a cause-and-effect text structure. Let me check this by looking for words that show cause-and-effect relationships. In the second-to-last sentence, I see therefore. In the last sentence I see as a result. These words signal cause-and-effect relationships.

- Have students complete the final bullet point. (therefore, as a result) Then focus on the diagram.

Think Aloud: The diagram confirms that the second paragraph has a cause-and-effect text structure. The cause, “Many listeners tuned in late,” had an effect, which then seems to have led to a second effect.

- Work with students to complete the cause–effect diagram at the bottom of the page. Invite volunteers to share their answers with the class. (Sample responses: Therefore, those listeners didn’t hear that the broadcast was a radio play, not a real news report. As a result, those listeners believed that Earth was really being invaded by Martians.)

ELL Support: Regular Past Tense Verbs

- Explain to students that verbs are action words. The past tense of a verb tells that the action has already happened. The past tense of a regular verb ends in ed.
- Display this sentence: “It rained.” Work with students to identify the verb (rain) and its ending (ed).
- Have students find the word explained in paragraph 2 of the passage. Ask students to identify the verb (explain) and its ending (ed). Tell them that it shows that the action of explaining (telling about) has already happened. (L.4.1)
Students continue reading about a 1938 radio broadcast. They answer a multiple-choice question and give reasons for how they chose the correct answer. 

**STEP BY STEP**

- Tell students that they will continue reading about “The War of the Worlds” radio broadcast.
- Tell students that sometimes different parts of a text will have different text structures. For example, one paragraph might have a cause-and-effect text structure, but another paragraph might have a compare-and-contrast structure.
- Close Reading will help students focus on the compare-contrast text structure. The Hint will remind them to look for signal words.
- Have students circle the words that signal a compare-contrast structure, as directed by Close Reading.
- Ask volunteers to share the words they circled and discuss the comparison that is being made.
- Have students circle the answer to the question, using the Hint to help. Then have them respond to the question in Show Your Thinking. Ask students to share their reasons for choosing their answer.

**ANSWER ANALYSIS**

**Choice A is incorrect.** It contains an accurate quote from the article, but the sentence is just a statement of facts, not a comparison.

**Choice B is incorrect.** It, too, is an accurate quote from the article, but no comparison is being made.

**Choice C is incorrect.** The word because signals a cause-effect relationship, not a comparison, which is what the question asks for.

**Choice D is correct.** The words both and alike show that a comparison is being made between ordinary citizens and the police.

**ERROR ALERT:** Students who did not choose D may have been distracted by the example of a cause-effect relationship contained in choice C. Point out that the question asks students to identify a sentence that makes a comparison, not a cause-effect relationship.
Lesson 14

AT A GLANCE

Students read an article about television cartoons twice. After the first reading, you will ask four questions to check your students’ comprehension of the passage.

STEP BY STEP

• Have students read the article silently without referring to the Study Buddy or Close Reading text.

• After the first reading, ask the following questions to check students’ comprehension of the text:

  What time period is most of the article talking about? (the late 1950s and early 1960s)

  Which of the first prime-time cartoons had main characters named Fred and Wilma? (The Flintstones)

  What was different about these characters compared to the stars of The Bullwinkle Show? (Fred and Wilma Flintstone were human, Rocky was a squirrel and Bullwinkle was a moose.)

  What made both The Bullwinkle Show and The Flintstones successful? (They both had clever dialogue and interesting characters, which caused children and adults to enjoy the shows.)

• Ask students to read the Study Buddy think aloud before they reread the article. What does the Study Buddy help them think about?

  Tip: The Study Buddy tells students to think about what text structure the writer would most likely use given the subject matter. Recognizing that the first paragraph is about one cartoon, the second is about another cartoon, and the third is about both cartoons should signal to the reader that this article has a compare–contrast structure.

• Now have students reread the article. Tell them to follow the directions in Close Reading.

  Tip: Marking up a text to highlight relationships between events and ideas is an excellent habit for students to develop. Ask questions about these relationships such as, “What information do the words Those reasons are why connect?”

• Finally, have students answer the questions on page 131. Use the Answer Analysis to discuss correct and incorrect responses.

Tier Two Vocabulary: Sophisticated

• Say that a person who talks about sophisticated topics might talk about world history, computers, or politics. Ask students what these topics have in common. (They are complicated, advanced, an complex.)

• Direct students to the word sophisticated in paragraph 3. Does the text say that the cartoons were boring to adults? (No, it says the cartoons held adults’ attention.) Ask students what sophisticated means. (complex or advanced)

• Ask what other words would make sense in place of sophisticated. (difficult, complicated, complex, advanced) (RI.4.4; L.4.5.e)
Part 4: Guided Practice

STEP BY STEP

• Have students read questions 1–3, using the Hints to help them answer the questions.

Tip: If students have trouble answering question 2, review the two types of text structures covered in this lesson. Ask: “How does this article connect ideas and information about two shows? What clue words give you hints about the article’s text structure?”

• Discuss with students the Answer Analysis below.

ANSWER ANALYSIS

1 The correct choice is B. Paragraph 2 contrasts the main characters of the two cartoons and compares the effects the shows had on popular culture. Choice A is a reasonable inference, but it is not supported by evidence from the article. The article does not say anything about drawing the cartoon characters, as in choice C, nor does it explain how the Flintstones and Rubbles met, as in D.

2 The correct choice is A. The article describes some cause–effect relationships, but most information in paragraphs 2 and 3 is organized with a compare–contrast text structure. Choices B and D are incorrect because the article describes neither of these cause–effect relations. Choice C is incorrect because it describes only a small part of the article, not the main text structure of the entire article.

3 Other causes: interesting characters, simple but sophisticated; Other effects: They led to present-day cartoons that adults and children enjoy.

RETEACHING

Use a graphic organizer to verify the correct answer to question 3. Draw the graphic organizer below, leaving the boxes blank. Work with students to fill in the boxes. Sample responses are provided.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clever dialogue</td>
<td>• Bullwinkle &amp; Flintstones succeed in 1960s.</td>
</tr>
<tr>
<td>• interesting characters</td>
<td>• Adults and children like The Simpsons in the present day.</td>
</tr>
<tr>
<td>• simple but sophisticated</td>
<td></td>
</tr>
</tbody>
</table>

Integrating Standards

Use these questions to further students’ understanding of “Cartoons for Grown-Ups.”

1 Use details from “Cartoons for Grown-Ups” to summarize the differences between The Bullwinkle Show and The Flintstones. (RI.4.2)

The characters in The Bullwinkle Show were talking animals. The characters in The Flintstones were human. The Bullwinkle Show featured the modern-day adventures of a squirrel and a moose and two Russian agents. Fred and Wilma Flintstone and their neighbors lived in prehistoric times.

2 In addition to clever dialogue, interesting characters, and appeal for all ages, what is another similarity between The Bullwinkle Show and The Flintstones, according to the article? (RI.4.1)

Both shows had humorous and amusing storylines.
Read the passage from a book about the history of movies. Then answer the questions that follow.

**from The History of Movie Making**
*by Gallimard Jeunesse*

1. Lights! Action . . . but no camera. Centuries before Hollywood existed, people used light and screens to create moving images. In the 18th and 19th centuries, magic lanterns were popular in Europe. The earliest had a simple lens and used candles to light up pictures painted on glass slides.

2. In 1885, George Eastman of Rochester, New York, introduced paper-backed film. Thomas Alva Edison and his assistant, W. K. L. Dickson, used George Eastman’s flexible film when they made a motion picture camera. Their Kinetograph, patented in 1891, had a sprocket, or wheel with teeth. An electric motor turned the sprocket. The sprocket teeth hooked the perforations and pulled the film through the camera.

### The First Picture Show

3. Paris, 1894: Louis Lumière peeps into an Edison Kinetoscope projecting machine. He’s inspired! Paris 1895: Louis and his brother Auguste Lumière project the first publicly screened film, using their own invention, the Cinématographe. It combined the strong lamp and lens of a magic lantern with a shutter-and-film reel mechanism. By 1898, the Lumières screened film, using their own invention, the Cinématographe. It showed the adventures of six astronomers who pile into a rocket, get shot out of a cannon, and land smack in the eye of the man in the moon. Méliès’ Star Film studio used extraordinary sets, props, and film effects to do things like make the moon’s face move.

4. The Lumière brothers’ hand-cranked invention (1895) was a combination of camera, projector, and printer. The camera could shoot film. The projector kept the film still, while a frame (image) was projected on screen. Then the frame was quickly advanced. Some audiences were shocked by the realistic pictures. The train moved as if it would plunge right into the audience. Supposedly, some frightened viewers ran out of the theater.

### Méliès the Magician

5. The Lumières were the founders of realistic films. They took a magician to create a whole new type of film. Georges Méliès, a well-known Parisian magician and theater owner, tried to buy a Cinématographe from the Lumières in 1895. They would not sell it to him. So Méliès went to London and bought some Eastman film. He designed his own camera and built a studio, a 25 x 55-foot shed, in his garden. Then Méliès started making films. At first like the Lumières, he shot travel scenes or scenes from daily life. Then, quite by accident, Georges Méliès learned about special effects.

### HOCUS-POCUS

6. In 1896, Méliès’ camera jammed while he was filming a Paris street. It took him a few seconds to fix it and continue shooting. Meanwhile, the street scene changed: A bus drove away and a hearse drove up. When Méliès projected his film, he was astonished to see the bus suddenly turn into a hearse! He began to experiment with this kind of stop-motion photography.

### A Trip to the Moon

7. In 1902, Méliès produced the science-fiction classic, *A Trip to the Moon*, which brought him worldwide fame. The approximately 11-minute silent film was based on the work of Jules Verne. It showed the adventures of six astronomers who pile into a rocket, get shot out of a cannon, and land smack in the eye of the man in the moon. Méliès’ Star Film studio used extraordinary sets, props, and film effects to do things like make the moon’s face move.

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**ANSWER ANALYSIS**

1. **Choice B is correct.** The first sentence has the word like, which signals the comparison text structure. The second sentence indicates that there is a contrast between the films of the Lumière brothers and George Méliès. Choices A and C are incorrect because the cause–effect relationships they describe are unsupported by the excerpted sentences. Choice D is incorrect because the men’s films did have similar subject matter at first. *(DOK 2)*

### Theme Connection

- How do all the passages in this lesson relate to the theme of entertainment history?
- Compare and contrast the reactions of the audience to the main events described in each passage.
2 Choice D is correct. It is the only sentence that describes a cause and effect relationship. In 1902, Méliès produced the film *A Trip to the Moon*. The effect of this film was that it made Méliès famous. Choices A, B, and C each state a fact from the passage. Although all of these facts are true, none of them show a cause–effect relationship between events or ideas. *(DOK 2)*

3 Sample response: The word *so* in the last sentence indicates that this part of the passage has a cause–effect text structure. Méliès was not able to buy one of the Lumière’s movie-making machines. This is the cause or reason why Méliès went to London to buy Eastman film. Going to London and buying the film is the effect. *(DOK 3)*

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**Integrating Standards**

Use these questions and tasks as opportunities to interact with the excerpt from *The History of Movie Making.*

1. Méliès’ movies would have been impossible without the inventions of other people before him. Name these people and their inventions. *(RI.4.1)*

George Eastman developed paper-backed film in the late 1800s. Thomas Edison and W. K. L. Dickson used the film in their motion picture camera, the Kinetograph. Edison also invented a projecting machine called the Kinetoscope. In 1895, the Lumière brothers invented the Cinématographe, a machine that combined a camera, a projector, and a printer.

2. Draw a diagram like the one on page 128 showing how one cause led to two effects described in the section “Hocus-Pocus.” *(RI.4.3)*

_Cause: Méliès’ camera jams; Effect 1: The delay in filming made it seem like a bus turned into a hearse. Effect 2: Méliès began experimenting with stop-motion photography._

3. Use the diagram you developed for question 2 of this section to help you write a sentence summarizing the main idea of the section “Hocus-Pocus.” *(RI.4.2)*

_The main idea is that a malfunction of Méliès’ camera inspired him to experiment with movie special effects._

4. Discuss in small groups: The passage says Méliès was a well-known magician. How do you think the skills he needed to be a magician might have helped him make *A Trip to the Moon?* *(SL.4.1)*

_Discussions will vary. Some students might describe how a magician uses of trickery and physical agility to make the audience think they are seeing something that cannot actually happen. Students might then link those abilities of magicians to special effects in movies, which also make the unreal seem real. Also, magicians often have good imaginations and senses of humor. The plot of *A Trip to the Moon* shows Méliès’ imagination and sense of humor._
Writing Activities

Dramatize It \((W.4.3; W.4.4)\)

- Challenge students to think about how Méliès felt when he saw the effect that the delay in shooting had on his film of the activity on a Paris street. What did he think? What did he say? How did one event lead to another? What leap of imagination might have occurred?
- Have students write a short play dramatizing the events described in the section “Hocus-Pocus.”
- Encourage students to make up other characters, add stage directions, and write dialogue. Allow time for students to share their plays with the class.

Relative Pronouns \((L.4.1.a)\)

- Have students read paragraph 7 on page 133, under the section “A Trip to the Moon.” Explain that this sentence contains a clause, a group of words that cannot stand alone.
- Point out that adjectival clauses modify nouns or pronouns and are often introduced by a relative pronoun, such as who, which, or that. Have students identify the clause and the relative pronoun that introduces it. \((which\ brought\ him\ worldwide\ fame;\ which)\) Ask students what proper noun which refers to. \((A\ Trip\ to\ the\ Moon)\ Then\ have\ students\ write\ two\ sentences\ with\ at\ least\ one\ clause\ introduced\ by\ a\ relative\ pronoun.\)

LISTENING ACTIVITY \((SL.4.1)\)

Listen Closely/Conduct an Interview

- Review “The Night the Martians Landed.” Have students write interview questions they would ask someone who was alive during the \(War\ of\ the\ Worlds\) broadcast and remembers it.
- Have partners take turns interviewing each other. The interviewee should pretend to have been alive during the original broadcast. The interviewee should listen carefully to the questions and answer them as best as possible.

DISCUSSION ACTIVITY \((SL.4.1)\)

Talk in a Group/Be a Movie Critic

- Have students watch Méliès’ \(A\ Trip\ to\ the\ Moon,\ available\ online\ at\ http://archive.org/details/Levoyagedanslalune/.\)
- Then have groups of students discuss their reactions. If necessary, share these prompts: Could you tell what was going on? What did you think of the special effects? How was the movie similar to movies of today? How was it different?
- Appoint one member of each group to take notes. Allow 10 to 15 minutes for discussion. Then have each group share its results with the class.

MEDIA ACTIVITY \((SL.4.5)\)

Be Creative/Draw a Picture

- Have students review the illustration of the man in the moon from \(A\ Trip\ to\ the\ Moon\) on page 133. Tell them that there are many stories about what people in different cultures “see” when they look at the full moon—the man in the moon, a rabbit, a crab, or a woman knitting, for example.
- Invite students to create a picture of the moon. It can be a cartoon, or it can be a realistic drawing of something they see in the moon or have heard that others see in it.
- Have them present and explain their depiction.

RESEARCH/PRESENT ACTIVITY \((W.4.7)\)

Conduct Research/Write a Report

- Ask students to use the information in the excerpt from \(The\ History\ of\ Movie\ Making\) to write a report about the history of motion pictures.
- Have students conduct additional research. They may concentrate on a specific part of film history, for example, the silent film era, the introduction of “talkies,” the use of color, or the history of special effects. Ask students to include at least one visual display, such as a diagram, a table, or a time line.