Lesson Overview

**Causes and Effects of the Great Depression**

1. **Introduction**
   - Explain to students that in the 1920s (about 100 years ago), people were living in a period of prosperity. However, this period was followed by a time of great economic hardship called the Great Depression.

2. **Causes**
   - Discuss the causes of the Great Depression, such as the stock market crash of 1929, overproduction of goods, and the reduced demand for these goods.

3. **Effects**
   - Discuss the effects of the Great Depression on people's lives, such as unemployment, poverty, and the need for new forms of government assistance.

4. **Lesson Steps**
   - **Part 1:** Distribute Reproducible 1. Explain how to create a cause and effect chart for an article. Show students how to use the chart to organize their ideas.
   - **Part 2:** Tell students that, during the Great Depression, many people got their news from newspapers and magazines. They wrote letters to editors to share their opinions and concerns.

5. **Extension:** Invite students to imagine that they are a young person living during the Great Depression. Ask them to write a letter to a newspaper editor about a problem they see in their community. They should include a headline, a lead paragraph, and two or three body paragraphs. They should also include a concluding paragraph.

6. **Bonus Activity:** Direct students to Part 1 of the reproducible.点 out the cause and effect chart at the top of the page. point out how it helps you organize your ideas. Have students create their own cause and effect chart for an article. (Answers: 1. People lose jobs; 2. People lose jobs; 3. Answers will vary.)

Lesson 3: Solving Mysteries!

**Lesson Objective:**

Students will learn about deductive reporting skills and how to reach logical conclusions while strengthening reading skills.

**Tell students that writing an article is sometimes like solving a mystery.**

Describe the stages of solving a mystery:

1. **First, make observations and write them down.**
2. **Second, rule out what won't help you solve the mystery.**
3. **Finally, look for clues that will help you solve the mystery.**

**PART 1:** For Group Sales call: 1-866-718-0KIT

**PART 2:** Direct students to Part 1 of the reproducible. With a partner, read the story at the top of the page. Then, answer the following questions:

1. **Who?**
2. **What?**
3. **Where?**
4. **When?**
5. **Why?**

**What are the five Ws?**

**PART 2:** What are the five Ws? The five Ws are who, what, where, when, and why. They are used in journalism to help you write an article. The five Ws are also used in deductive reasoning to help you solve a mystery.

**Possible Solutions**

(Answers: 1. Maya never knew it was pudding unless he took it; 2. It was on the porch; 3. It was in the dog dish—empty!)

**PART 2:** As a class, fill in the table with possible solutions.

**PART 2:** From the mystery story, your students have learned that everything may not be exactly what it seems. Use the back of this page to write a headline about the mystery story. Then, write a lead paragraph. The lead paragraph should read: "The mystery is solved!" Use the facts that you collected at the scene. Remember that the editor doesn't want to read your opinions, just the facts.

**PART 3:** As a class, fill in the table with possible solutions.

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