

Lesson Plan

Instructor	Anthony Schmidt
Class	Low-Intermediate English Composition (102)
Date	Monday, November 25, 2013
Time	11:00-12:50
Text	<i>Great Writing 3</i> (Cambridge)
Unit	Unit 6: Cause-Effect Essays
Location	College of Humanities and Social Sciences, Room 521

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Context

Instructor: Anthony Schmidt	Date: 2013/11/25
Course: Low Intermediate English Composition Class Size: 19 students	Book/Unit/Pages: Great Writing 3, Unit 6, pp.
Writing Focus: cause-effect essay organization Language Focus: cause-effect vocabulary, especially subordinating conjunction and preposition usage	Materials: <ul style="list-style-type: none"> • PPT (p. 4) • video clip • Depression Outlining Worksheet (p. 9) • Depression Graphic Organizer (p. 10) • Connectors Task (p. 12) • Independent Practice Worksheet (p. 15) • Blank Outline (p. 16)
Learning Objectives <ol style="list-style-type: none"> 1. Students will be able to plan and organize an essay focusing on causes or effects 2. Students will be able to properly use cause-effect connectors Instructional Objectives <ol style="list-style-type: none"> 1. Students will read and analyze a short cause-effect essay 2. Students will get practice with cause-effect vocabulary through an inductive learning task 3. Students will begin drafting cause-effect essays 	Background Info <p>The students have just finished a unit on comparison essays and written a practice essay in this genre. Now, students are beginning the final unit of the course: cause-effect essays. Students began the unit in the last class, focusing on the language point of verb tenses. In this course, they will get a proper introduction to cause-effect essays and by the end of the lesson, begin drafting their own. In upcoming classes, students will share their comparison and cause-effect essays with group members and choose the best to revise and submit for a grade. This essay, along with other writings, will be added to a group portfolio in the form of a magazine project, which students will design and publish during the last weeks of the semester.</p>

Procedures

Stage/Time	Activities
	<ol style="list-style-type: none"> 1. Students and teacher greet each other. 2. Students learn about the day's objectives. 3. Students review language point from last class (mixed past tenses).
Engage	<ol style="list-style-type: none"> 4. Students are introduced to the unit on cause-effect essays. The terms "cause" and "effect" are checked for understanding. 5. Students are shown some cause-effect relationships and brainstorm some possible answers with their partners. 6. Students are shown a clip from "Pay it Forward" which is related to cause and effect. <ol style="list-style-type: none"> a. Before watching, the students listen to the teacher briefly explain the premise of the movie. b. Then, students are asked to watch and try to find three different cause-effect relationships in the clip. c. After it is played once, it is played a second time to check for understanding. d. Students are then asked to work in groups to see and identify the three relationships. <ol style="list-style-type: none"> i. The three cause-effect relationships are admittedly a little difficult to see, but it does require a good deal of analysis. e. Finally, the whole class discusses the video clip

Study	1. Students begin the unit by looking at essay titles and deciding if they represent cause-effect essays.
Engage 5 mins	1. Students prepare to read an essay on depression by having a short whole-class discussion on the causes of depression. Some questions that may be asked are: <ol style="list-style-type: none"> What makes you depressed? What causes depression? How can you overcome depression?
Study	1. Students receive a gap-fill outline for the upcoming depression essay they will read (Appendix 2). Working alone or in groups, they must fill in the blanks to complete the outline. 2. The students check their answer as a whole class. 3. Students are then told that, like comparison essays, cause-effect essays can be graphically organized. Students are given a graphic organizer and told to work from the outline to complete it. 4. Students check answers as a whole class. 5. Finally, students read the essay on page 137 and answer the questions in the book. 6. After reading, the answers are checked as a whole class.
Study	1. Students are asked to look through the essay again and circle any vocabulary to shows cause (labeled with a “C”) or effect (labeled with an “E”). 2. Students volunteer answers as part of a whole class discussion. 3. The teacher highlights that many modal verbs (such as “may” or “might”) are used, and that these words are part of a technique called “hedging”. <ol style="list-style-type: none"> On their own, students may visit the course homepage to access additional resources on hedging.
Activate	1. Students learn about the task they will complete with some cause-effect connectors (Appendix 4). <ol style="list-style-type: none"> In groups, students must sort sentences into either cause or effect. Students have a pile of sentences in front of them. Each student chooses a sentence and then determines if the underline portion represents cause or effect. After figuring out what the underlined portion represents, students glue the sentence strip to a paper on the board. They then sit down and continue until all sentences have been glued. 2. Papers are traded and answers are checked. The group with the most correct answers is the winner.
Study	1. Students are then asked to look at the back of the sheet and answer the questions. These questions ask about the usage of the cause-effect connectors. 2. Answers are checked and then the teacher highlights an additional connector not included in the task. 3. Finally, students complete an independent practice worksheet (Appendix 5).
Activate	1. Students sit with their magazine groups and begin planning their cause-effect essays. 2. Students will be given blank graphic organizers and outlines (Appendix 6) 3. Students take the remaining class time to check their topic with the teacher and draft as much as they can. The remainder will be left for homework.

CAUSE AND EFFECT



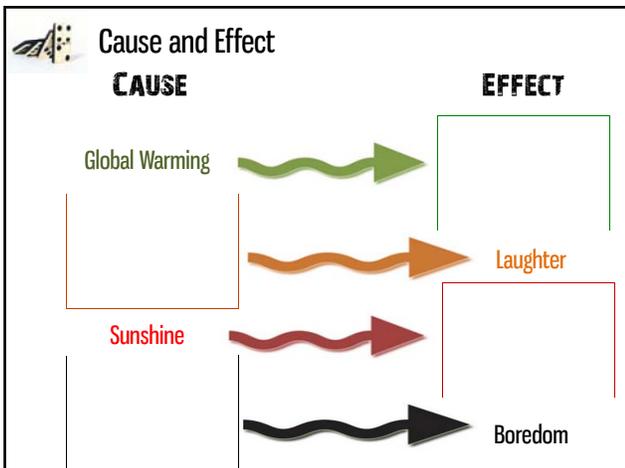
Objectives

1. Learn about cause-effect essay organization
2. Learn vocabulary useful for cause-effect discussion

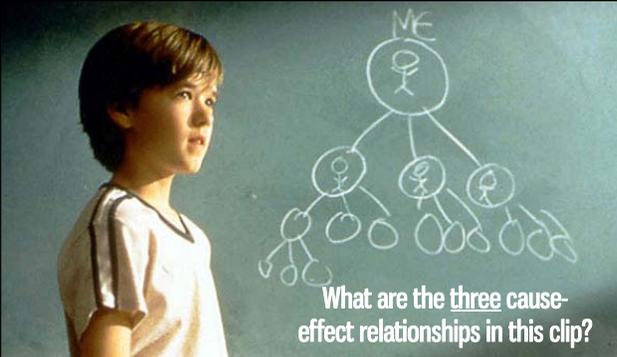
Language Review

Which sentence is correct? What are the rules for each tense?

- I have lived here since 1999.
- I lived here since 1999. Present perfect for continuing actions / period of time
- English became popular lately. Present perfect for unspecific time or talking
- English has become popular lately. about changes
- I studied English in 1999. Simple past for actions at a specific time
- I have studied English in 1999.
- I have studied English since 1999. Present perfect progressive emphasizes action
- I have been studying English since 1999.
- I have studied English before I studied French. Past perfect is used for the older of two past actions
- I had studied English before I studied French.



PAY IT FORWARD



What are the three cause-effect relationships in this clip?

PAY IT FORWARD



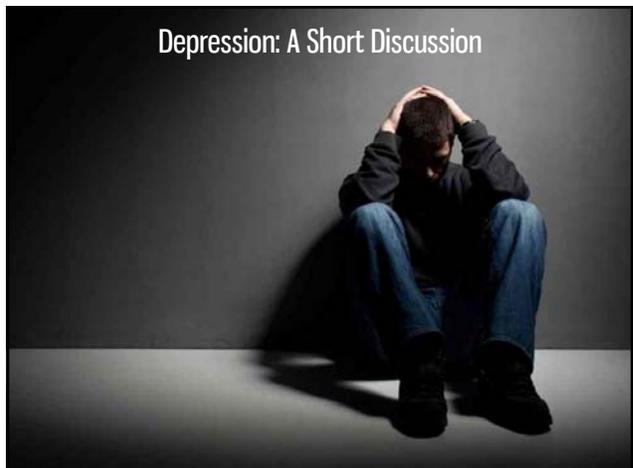
1. (C) The teacher gives an assignment → (E) the student does it
2. (C) The student helps someone → (E) that person helps three more people
3. (C) The three people help someone → (E) those people help others

 Cause and Effect Titles – p. 131

- ✓ The Causes of War
- ✓ Some Common Reasons for Leaving College
- ✓ The Impact of High Gasoline Prices
- ✓ The Damaging Effects of a Tsunami
- ✓ How Graduating from College Changed My Life

 Cause and Effect Organization – p. 132

Focus on Effects	Focus on Causes
Introduction	Introduction
Effects	Cause
Effects	Cause
Effects	Cause
Conclusion	Conclusion



Outlining a Cause-Effect Essay

00:00:00

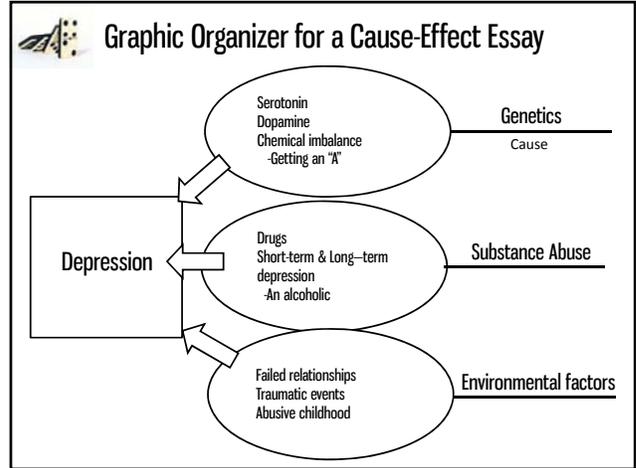
- I. Introduction
 - A. _____
 - B. Connecting information
 - C. _____ A clinically depressed person is in a constant state of sadness because of the three main factors: genetics, substance abuse, or environment.
- II. Body Paragraph 1: _____
 - A. _____ and dopamine
 - B. Extreme circumstances
 1. Example: earning an "A"
- III. Body Paragraph 2: _____
 - A. Drugs
 - B. Short-term or _____ depression
 1. Example: _____
- IV. Body Paragraph 3: Environment
 - A. Failed relationships
 - B. _____
 - C. Abusive childhood
- V. Conclusion
 - A. Restate _____
 - B. Redirect the _____
 - C. Concluding statement: _____

Vocabulary Box

Substance Abuse – overuse of prescription drugs

Serotonin - "happiness" chemical in the brain

Dopamine – pleasure control chemical in the brain



Reading a Cause-Effect Essay – p. 136

Read the essay on page 136. Then, answer the questions on page 137.

4. Causes
5. First paragraph, first sentence
6. First paragraph, last sentence
7. Genetics, substance abuse, and environment
8. Failed relationships, traumatic events, abusive childhoods
9. By category

Cause-Effect Vocabulary – p. 139

1. Look through the essay again.
2. Circle any words that show cause and effect.
3. Write "C" for cause and "E" for effect.

Cause

Effect

Cause-Effect Connectors

- Work in groups of three or four.
- Each group has a small pile of sentences.
- Each student takes a sentence and:
 - Decides if the underlined part is a cause or an effect
 - Goes to the board and glues it to the correct side of the paper
 - Sits down and takes a new sentence.
- The first team to finish wins 2 points.
- Each correct answer is worth 1 point.
- Only one student from each group is allowed to be standing.** All other students must be sitting until the standing student sits down!

I am tired because I am sick.

CAUSE	EFFECT
	<div style="border: 1px solid black; padding: 2px; width: 80%; margin: 0 auto;"> <p>I am tired because I am sick.</p> </div>

Cause-Effect Connectors

<p style="text-align: center;">CAUSE</p> <ol style="list-style-type: none"> Jean-Luc is cold because he forgot his gloves and scarf in his office. Anthony had a headache because of all the fireworks exploding overhead. Anthony was upset due to his students forgetting to do their homework. Due to the warmth in the office, John fell asleep at his desk. The students looked a little tired, so the teacher opened all the windows, even though it was snowing outside. 	<p style="text-align: center;">EFFECT</p> <ol style="list-style-type: none"> John is mad at Adam because Adam stole John's girlfriend. Because they drank too much <i>soju</i>, the teachers felt sick in the morning. Because of all the snow outside, the teachers decided to cancel class and build snowmen instead. Adam was wearing six jackets when he went outside owing to the cold weather. Jean-Luc was lost, so he had to sleep in the subway station again.
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Cause-Effect Connectors

- Which connectors are followed by a cause?
Because, because of, due to, owing to
(E) John is mad at Adam because (C) Adam stole John's girlfriend.
- Which connectors are followed by an effect?
So
(C) Jean-Luc was lost, so (E) he had to sleep in the subway station again.
- Which connectors are followed by an independent clause (IC)?
Because, so
(IC) Jean-Luc is cold because (IC) he forgot his gloves and scarf in his office.
- Which connectors are followed by a noun or noun phrase?
Because of, due to, owing to
Due to (NP) the warmth in the office, (IC) John fell asleep at his desk. Due to (NP) having a warm office, (IC) John fell asleep.

 Cause-Effect Connectors: SO vs SO

The word **so** has many uses. To indicate cause-effect, it can be used like this:

CAUSE
EFFECT

Jean-Luc was lost, **so he had to sleep in the subway station again.**

OR

ACTION
PURPOSE

Anthony gave Jean-Luc a map **so (that) Jean-Luc could find his way home.**

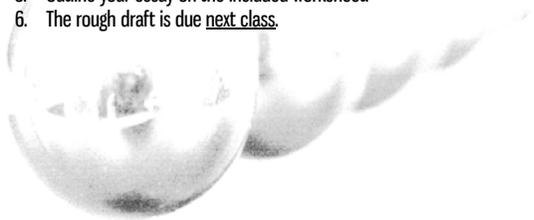
 Cause-Effect Connectors – Practice

On your own, complete the exercises on the worksheet.

1. There's a big crowd of people **because of** the monkeys fighting.
*The monkeys are fighting **because of** the big crowd of people.*
2. The zoo closed early **so** the monkeys could rest.
3. I quit my job **because** I want to be a full-time alligator wrestler.
4. My lion cannot growl **due to** being in a gazelle fight when he was young.
5. My monkey ran away **so that** he could be free.
6. My parrot and I have different religions. **As a result**, we argue often.
7. My dog moved to a foreign country, **so** he learned a new language.

 Write a Cause-Effect Essay – p. 138-139

1. This will be the last essay we draft for the semester, so give it your best!
2. Choose a topic related to your magazine theme.
3. On page 138, brainstorm some cause-effect relationships.
4. Use a graphic organizer to make a rough plan for your essay.
5. Outline your essay on the included worksheet.
6. The rough draft is due next class.



Unit 6 – Cause-Effect Essay Outline

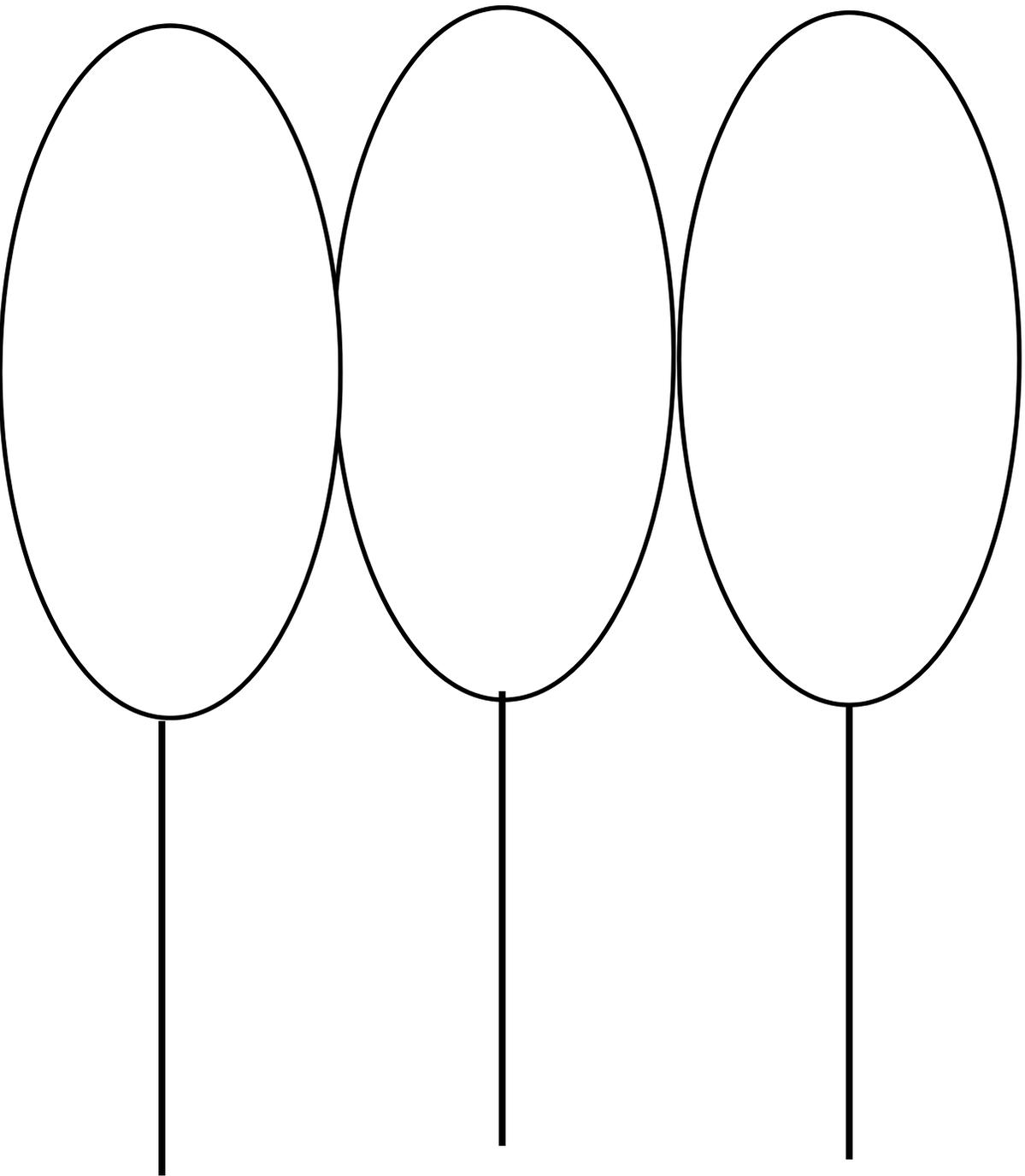
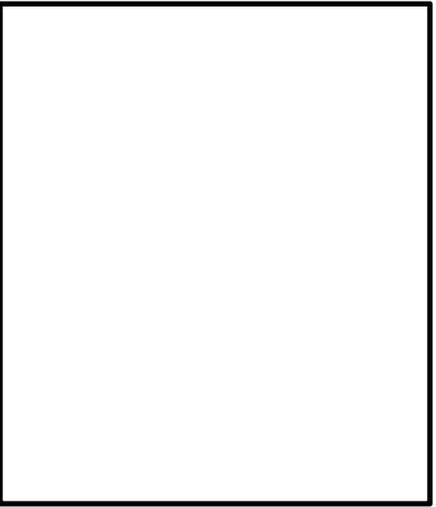
Hook	Thesis statement	Reader
Traumatic events	Long-term	An alcoholic
Substance abuse	Serotonin	Environment
Thesis	Genetics	Opinion

Clinical Depression

- I. Introduction
 - A. _____
 - B. Connecting information
 - C. _____: A clinically depressed person is in a constant state of sadness because of the three main factors: genetics, substance abuse, or environment.
- II. Body Paragraph 1: _____
 - A. _____ and dopamine
 - B. Extreme circumstances
 1. Example: earning an “A”
- III. Body Paragraph 2: _____
 - A. Drugs
 - B. Short-term or _____ depression
 1. Example: _____
- IV. Body Paragraph 3: _____
 - A. Failed relationships
 - B. _____
 - C. Abusive childhood
- V. Conclusion
 - A. Restate _____
 - B. Redirect the _____
 - C. Concluding statement: _____

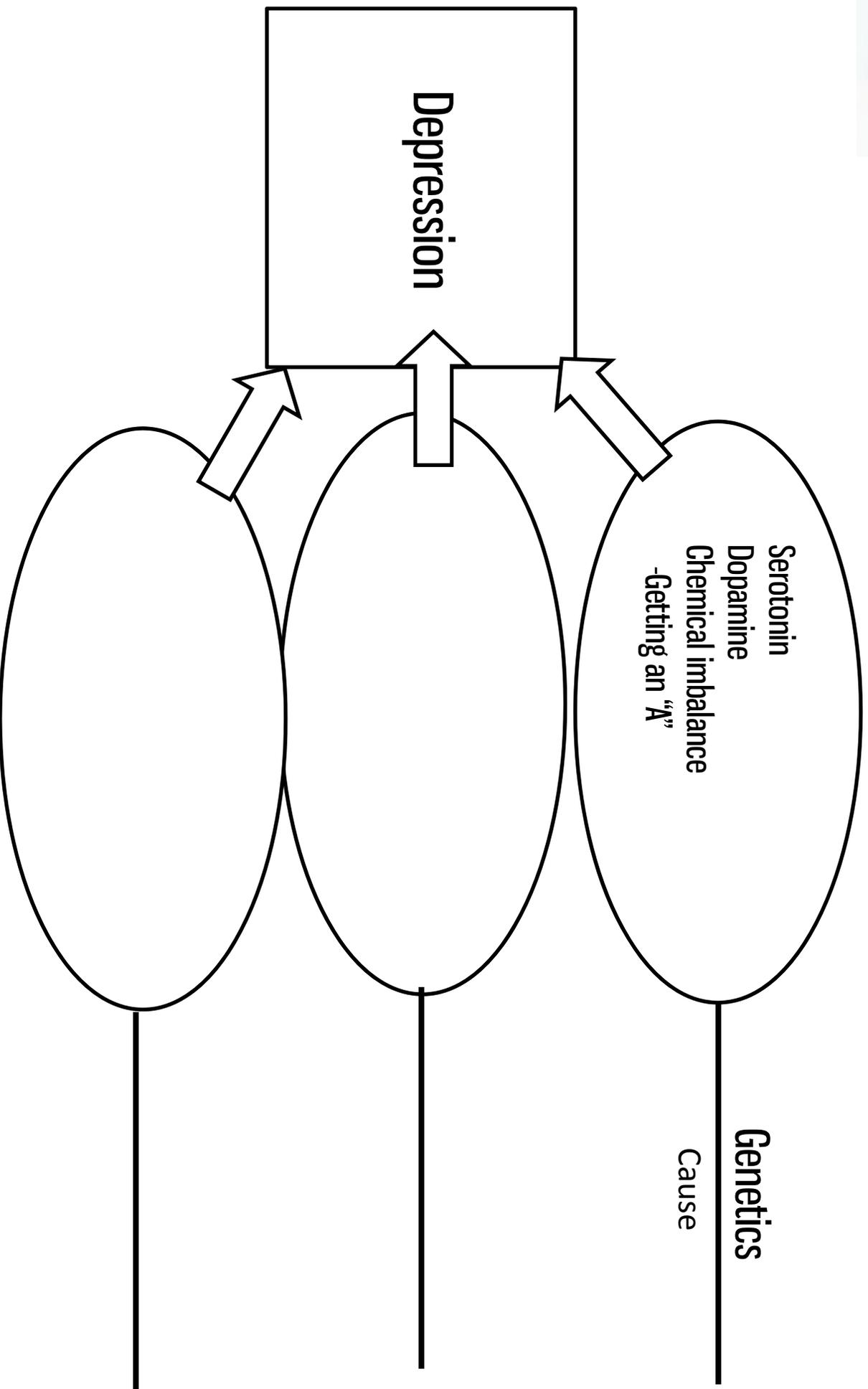
Low-Intermediate English Composition Cause-Effect Graphic Organizer

1. Write your topic in the box below.
 1. If you chose to focus on causes, draw arrows from the circles ←
 2. If you chose to focus on effects, draw arrows to the circles →
2. On the lines to the right, write your causes or effects (the points for your topic sentences)
3. In the circles, include major and minor supports.





Graphic Organizer for a Cause-Effect Essay



1.	<u>John is mad at Adam</u> because Adam stole John's girlfriend.
2.	Jean-Luc is cold because <u>he forgot his gloves and scarf in his office.</u>
3.	Anthony had a headache because of <u>all the fireworks exploding overhead.</u>
4.	Because they drank too much <i>soju</i> , <u>the teachers felt sick in the morning.</u>
5.	Because of all the snow outside, <u>the teachers decided to cancel class and build snowmen instead.</u>
6.	Anthony was upset due to <u>his students forgetting to do their homework.</u>
7.	Due to <u>the warmth in the office,</u> John fell asleep at his desk.
8.	Adam was <u>wearing six jackets when he went outside</u> owing to the cold weather.
9.	<u>The students looked a little tired,</u> so the teacher opened all the windows, even though it was snowing outside.
10.	Jean-Luc was lost, so <u>he had to sleep in the subway station again.</u>

CAUSE

EFFECT



Direction: Look at the **bold** connectors in the sentences on the back of this paper. Based on these sentences, answer the following questions.

A. Which connectors are followed by a cause?

B. Which connectors are followed by an effect?

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C. Which connectors are followed by an independent clause?

D. Which connectors are followed by a noun or noun phrase?

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Cause-Effect Connectors

Objective(s): 1. To practice writing sentences which show cause and effect.

These cause-effect words are used with a noun or noun phrase:

- *because of* (The store was crowded *because of* the sale.)
- *due to* (Many people became homeless *due to* the flood.)

These cause-effect words are used within a sentence to show a relationship between clauses.

- *because* (I passed the test *because* I studied very hard.)
- *so* (The bus never came, *so* I had to take a taxi home.)
- *so that* (The bus stopped *so that* its passengers could leave.)

These cause-effect words are used at the beginning of one sentence to show its relationship to the sentence before it.

- *as a result* (Ten inches of snow have fallen. *As a result*, all roads are closed.)
- *therefore* (Dr. Marshall is sick today. *Therefore*, his speech will be delayed.)

<Exercise 1> Cause-effect Sentences

Directions: Rewrite the following sentences using the word or phrase in parentheses. Note: you may need to change the order of the clauses.

1. There's a large crowd of people. The monkeys are fighting. (because of)

.....

2. The zoo closed early. The monkeys could rest. (so)

.....

3. I quit my job. I want to be a full-time alligator wrestler. (because)

.....

4. My lion was in a gazelle fight when he was younger. My lion cannot growl. (due to)

.....

5. My monkey ran away. He could be free. (so that)

.....

6. My parrot and I have different religions. We argue often. (as a result)

.....

7. My dog moved to a foreign country. He learned a new language. (so)

.....

Cause-Effect Essay Detailed Outline

Directions: Complete the detailed outline with keywords and phrases only. Do not write whole sentences. Note: You do not need three major supports for each paragraph.

Choose and circle one focus: causes / effects

- I. Introduction Paragraph
 - A. Hook:
 - 1. Hook explanation:
 - 2. Background information:
 - 3. Introduction of controlling idea:
 - B. Connecting ideas:
 - 1. Hook explanation:
 - 2. Background information:
 - 3. Introduction of controlling idea:
 - C. Thesis statement:
 - 1. Minor support:
 - 2. Minor support:
- II. Body Paragraph 1 Topic:
 - A. Major support:
 - 1. Minor support:
 - 2. Minor support:
 - B. Major support:
 - 1. Minor support:
 - 2. Minor support:
 - C. Major support:
 - 1. Minor support:
 - 2. Minor support:
- III. Body Paragraph 2 Topic:
 - A. Major support:
 - 1. Minor support:
 - 2. Minor support:
 - B. Major support:
 - 1. Minor support:
 - 2. Minor support:
 - C. Major support:
- IV. Body Paragraph 3 Topic:
 - A. Major support:
 - 1. Minor support:
 - 2. Minor support:
 - B. Major support:
 - 1. Minor support:
 - 2. Minor support:
 - C. Major support:
 - 1. Minor support:
 - 2. Minor support:
- V. Conclusion
 - A. Transition word/phrase/sentence:
 - B. Summary and synthesis:
 - C. Redirection/Final Comment: