

Lesson 14

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



Learning Target

Identifying the main way an author organizes events and ideas in an informational text will help you better understand the topic.

► **Read** Authors use different **text structures** to organize the ideas and details they want readers to understand about a topic.

- A **comparison** text structure describes how two or more things are similar and different. Words such as *like*, *both*, and *unlike* signal a comparison.
- A **cause–effect** structure connects events that happen (effects) with why they happen (causes). Words such as *because*, *as a result*, *therefore*, and *if . . . then* often signal this structure.

Read each passage below. Circle words that signal its text structure.

Passage 1

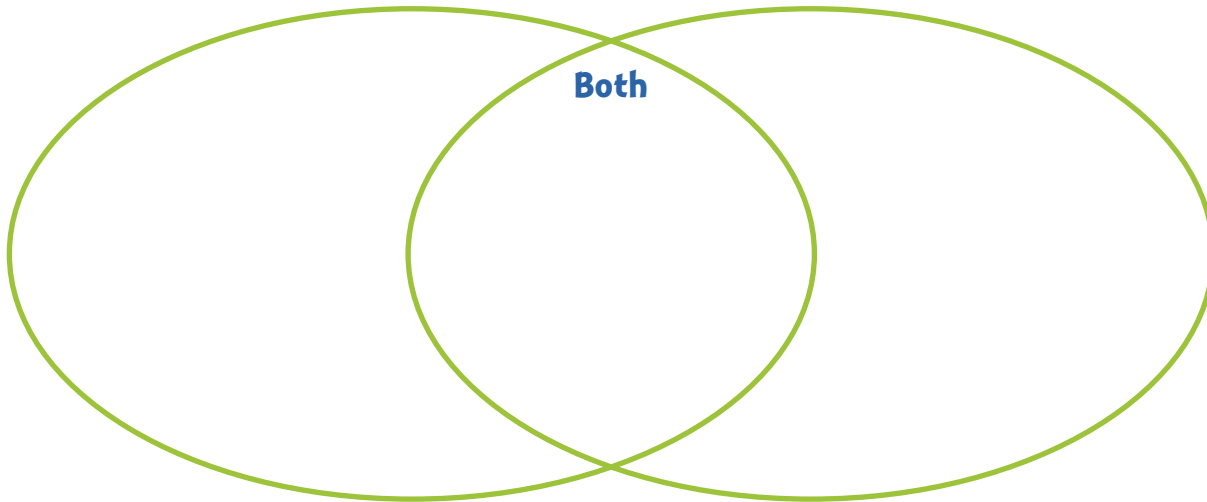
The earliest sound recordings were made on tin foil. Because the foil ripped easily and sounded bad, inventors looked for better materials. Later recordings were therefore put on harder metal or wax, which lasted longer and sounded better.

Passage 2

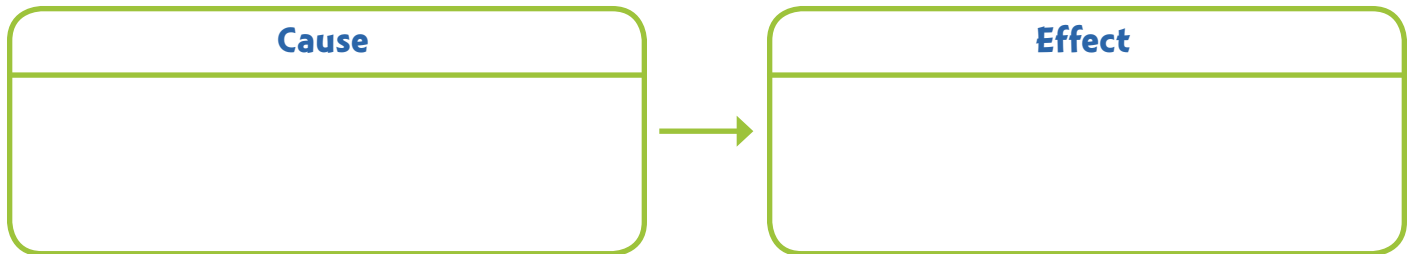
Thomas Edison invented the phonograph in 1877. It played sound when the listener spun a hand crank that turned a metal tube. In 1886, Alexander Bell invented the graphophone. Like the phonograph, the graphophone played sound and was powered by the listener. Unlike the phonograph, the graphophone was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

- **Think** Consider what you’ve learned about how authors use different text structures to organize their writing. Match each graphic organizer to the passage featuring that text structure. Then complete the graphic organizers using details from each passage.

Passage _____ : Comparison Text Structure



Passage _____ : Cause–Effect Text Structure



- **Talk** Share your graphic organizers with a partner. Did you choose the same graphic organizers for the passages? What information did you list in the *Venn diagram*? What information did you list in the cause–effect chart? Which signal words in each passage helped you?



Academic Talk

Use these words to talk about the text.

• **text structure** • **comparison** • **cause–effect**



The Night the Martians Landed

by Scott Carey

- 1 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.
- 2 Orson Welles, who would later become 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!
- 3 As people listened, some began to panic because the broadcast seemed real. Some people called their friends and relatives to warn them. Others alerted local police stations to the danger. Still others reportedly ran out into the streets, into parks, and into their cars, hoping to escape the “invasion.” Newspapers reported huge traffic jams and overloaded telephone lines. It was a terrifying night for both citizens and police alike.
- 4 The next day, the newspapers told of the “fake” news broadcast. The headlines claimed that thousands of people had heard and believed it—but none of it was true.

Close Reader Habits

Circle signal words and phrases in paragraph 2 that show the text structure.

Explore

How does the author use a cause-effect text structure to organize the ideas and details in “The Night the Martians Landed”?



Authors use different structures in different parts of a text to make their ideas clear.

Think

- 1 Complete the chart below by adding text details that tell what happened and why. Remember that one event may result in others.

Cause	Effect

Talk

- 2 How has the author organized most of the ideas and details in the text? Which signal words helped you determine the structure? Why do you think the author chose this type of text structure?

**Write**

- 3 **Short Response** Describe the overall text structure the author uses to organize ideas and details in the passage. Include text evidence in your response. Use the space on page 222 to write your response.

HINT Make sure you explain where in the passage your evidence comes from.

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.¹ *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 pair 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 humor stemmed from the characters' use of modern technology in a stone-age 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 for adults. Those reasons are why the cartoons succeeded in the 1960s. It's also why cartoons such as *The Simpsons* appeal to both adults and children today.



Close Reader Habits

How are the ideas organized in the passage overall? **Circle** words that signal the type of text structure used.

¹ **prime-time television:** shows aired in the evening to interest large audiences



As you read, ask:
How are the ideas
organized? How does
the structure help to
make the writer's
ideas clear?

Think Use what you learned from reading the article to respond to the following questions.

- 1** This question has two parts. Answer Part A. Then answer Part B.

Part A

How does the structure of the passage help readers understand more about *The Bullwinkle Show* and *The Flintstones*?

- A** By presenting the effects of showing the cartoons at night, the passage explains why more viewers watched the cartoons.
- B** By describing details about the cartoon shows, the passage shows how fans can use new ideas to create comic books and feature films.
- C** By giving contrasting details about the two cartoon shows, the passage draws attention to the different types of people who liked each show.
- D** By pointing out that the cartoons were alike and different, the passage makes it clear that both shows were popular for similar reasons.

Part B

Underline **two** details from paragraph 3 of the passage that **best** support the answer in Part A.

Talk

- 2** How is most of the passage organized? Use the Venn diagram on page 223 to compare and contrast details about the two shows.



Write

- 3 Short Response** Use the information in your Venn diagram to explain the overall text structure in the passage. Use at least **two** details from the passage to support your explanation. Use the space provided on page 223 to write your response.

HINT Which details describe how the two television shows are similar and different?



Write Use the space below to write your answer to the question on page 219.

The Night the Martians Landed

- 3 Short Response** Describe the overall text structure the author uses to organize ideas and details in the passage. Include text evidence in your response.

HINT Make sure you explain where in the passage your evidence comes from.



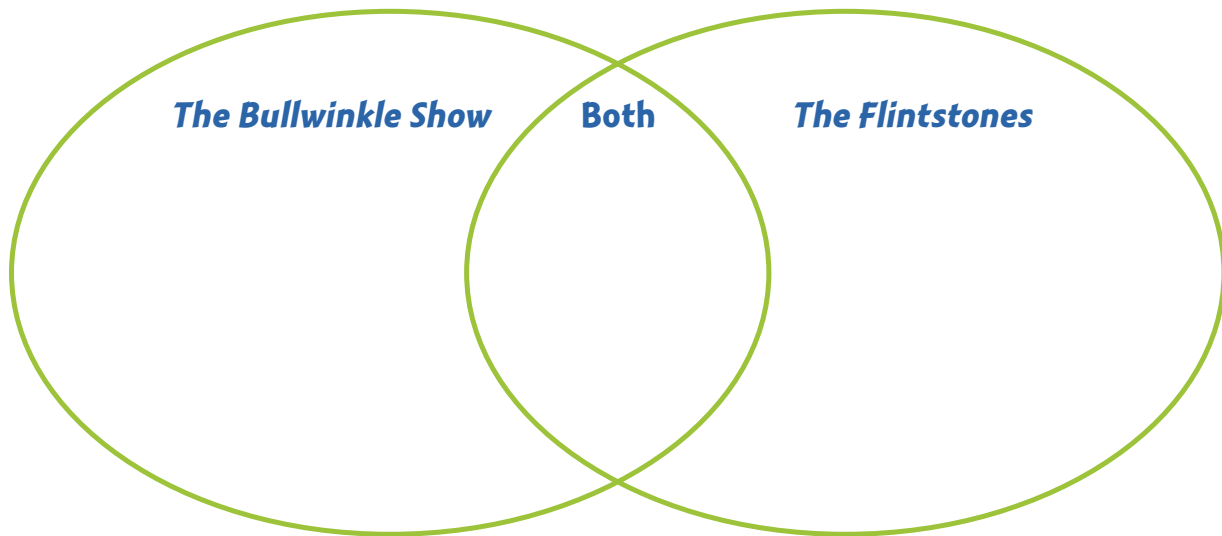
Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

CARTOONS *for* Grown-Ups

2 Use the Venn diagram below to organize your ideas.



Write Use the space below to write your answer to the question on page 221.

3 Short Response Use the information in your Venn diagram to explain the overall text structure in the passage. Use at least **two** details from the passage to support your explanation.

HINT Which details describe how the two television shows are similar and different?

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **advanced**
- **produced**
- **projecting**

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, patented¹ in 1891, had a sprocket, or wheel with teeth. An electric motor turned the sprocket. The sprocket teeth hooked the perforations² and pulled the film through the camera.

¹ **patented:** protected by an official document granting the right of ownership

² **perforations:** a series of holes made in either side of the film



A Magic Lantern
Projector

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.³ 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!

³ **mechanism:** a group of parts with which a machine operates



Poster of a Crowd Watching a Lumière Movie



Auguste Lumière poses with his invention, an early form of motion picture projector.

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.



An image from the 1902 film *A Trip to the Moon*

 **Think** Use what you learned from reading the history text to respond to the following questions.

- 1** 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.
- 2** What effect does the text structure of the passage have on the reader’s understanding of the history of movie making?
- A** By giving the causes and effects of early filmmaking techniques, the passage explains how readers can create their own stop-motion films using basic equipment.
 - B** By describing the events in the order they happened, the passage makes it easy to understand every step in the history of making movies.
 - C** By comparing early filmmakers and describing the causes and effects of their efforts, the passage gives a clearer picture of how movie making came about.
 - D** By presenting all the problems and comparing and contrasting the filmmakers’ solutions, the passage explains why the history of French movies is important.

- 3** Complete the chart below by identifying the type of text structure each detail supports. Write “cause–effect” or “comparison” beside each detail.

Detail	Text Structure
“[The <i>Cinématographe</i>] combined the strong lamp and lens of a magic lantern with a shutter-and-film reel mechanism.” (paragraph 3)	
“The Lumière brothers’ hand-cranked invention (1895) was a combination of camera, projector, and printer.” (paragraph 4)	
“Georges Méliès . . . tried to buy a <i>Cinématographe</i> from the Lumières in 1895. They would not sell it to him. So Méliès . . . designed his own camera.” (paragraph 5)	
“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!” (paragraph 6)	
“In 1902, Méliès produced . . . <i>A Trip to the Moon</i> , which brought him worldwide fame.” (paragraph 7)	

- 4** Read the sentence from the passage.

In 1896, Méliès’ camera jammed while he was filming It took him a few seconds to fix it and continue shooting.

Which phrase **best** describes the meaning of jammed?

- A** squeezed tightly
- B** stepped on the brakes
- C** moved the gears
- D** became stuck



- 5 Short Response** Describe the text structure in these sentences from paragraph 3 of the passage. Support your answer with at least **two** details from the sentences.

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.



Learning Target

In this lesson, you identified comparison and cause-effect text structures. Now explain how identifying the text structure in a passage helps you better understand the ideas in a text.
