

Minnesota

2020 Minnesota K–12 Academic Standards in English Language Arts

LESSON

Following a Chain of Causes

Civil War Recipes

TEACHES

4.1.5.2

Describe the informational text structure (including, but not limited to, sequence and chronology) of events, ideas, concepts or information in a text or part of a text.

WHY THIS EARNS THE STANDARD

Students identify and trace a cause-and-effect structure across the informational explanation.

The canonical lesson that follows is unchanged. This cover is an additive curriculum-placement layer.

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TUMBLETA | GRADE 4 ELA | STANDALONE SKILL LESSON

Following a Chain of Causes

Civil War Recipes

20 minutes

OBJECTIVE

Separate an effect from multiple causes and explain how linking language builds a causal chain.

STUDENT PRODUCT

A cause chain with at least three causes leading to one stated effect.

ESSENTIAL QUESTION

How does the author explain why supplies ran short?

TEXT FOCUS

An informational explanation in which several conditions contribute to scarcity.

LESSON SEQUENCE

1. Name the effect | 3 min Write the shortage or condition being explained.
2. Find causes | 5 min Collect at least three reasons the author gives.
3. Order if needed | 4 min Decide whether the causes occur in sequence or work together.
4. Build the chain | 6 min Use because, so, therefore, or as a result to connect the ideas.
5. Check | 2 min Do not turn an effect into a cause.

TEACHER KEY / EXPECTED THINKING

The author builds scarcity as the result of several connected pressures rather than a single cause, and linking language shows how each reason contributes.

LOOK FOR

- Identifies the stated effect.
- Uses multiple accurate causes.
- Explains how the causes connect to the effect.

TumbleTA | Grade 4 ELA | Canonical standalone skill lesson