

# The Cause and Effect Model



**How to Identify what happens and why it happens.**

**Social Studies 8<sup>th</sup> Grade**

# THIS IS HOW WE WILL LOOK AT HISTORY



*The Bill of Rights  
Amendments to the constitution*

*Article I  
Freedom of speech, religion, press, petition and assembly.*

*Article II  
Right to bear arms and militia.*

*Article III  
Quartering of soldiers*

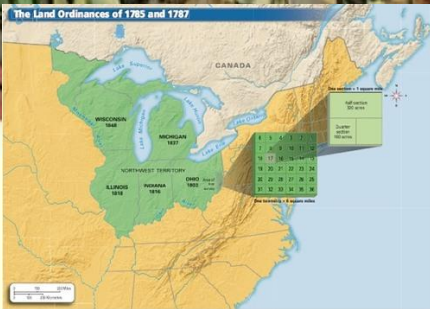
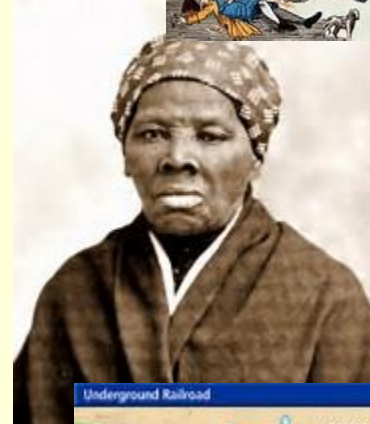
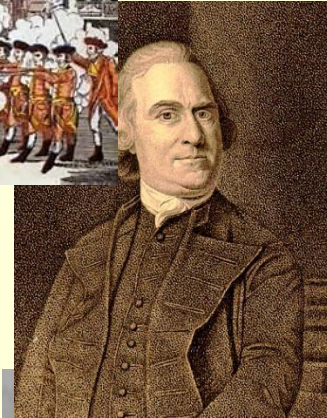
*Article IV  
Warrants and searches.*

*Article V  
Individual debt and double jeopardy*

*Article VI  
Speedy trial, witnesses and accusations.*

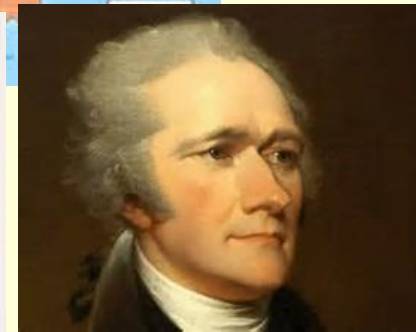
*Article VII  
Right for a jury trial*

*Article VIII  
Bail and fines.*



The Virginia Plan proposed that the number of State Senators and Representatives be based on population

The New Jersey plan proposed that each state have the same number of Senators and Representatives

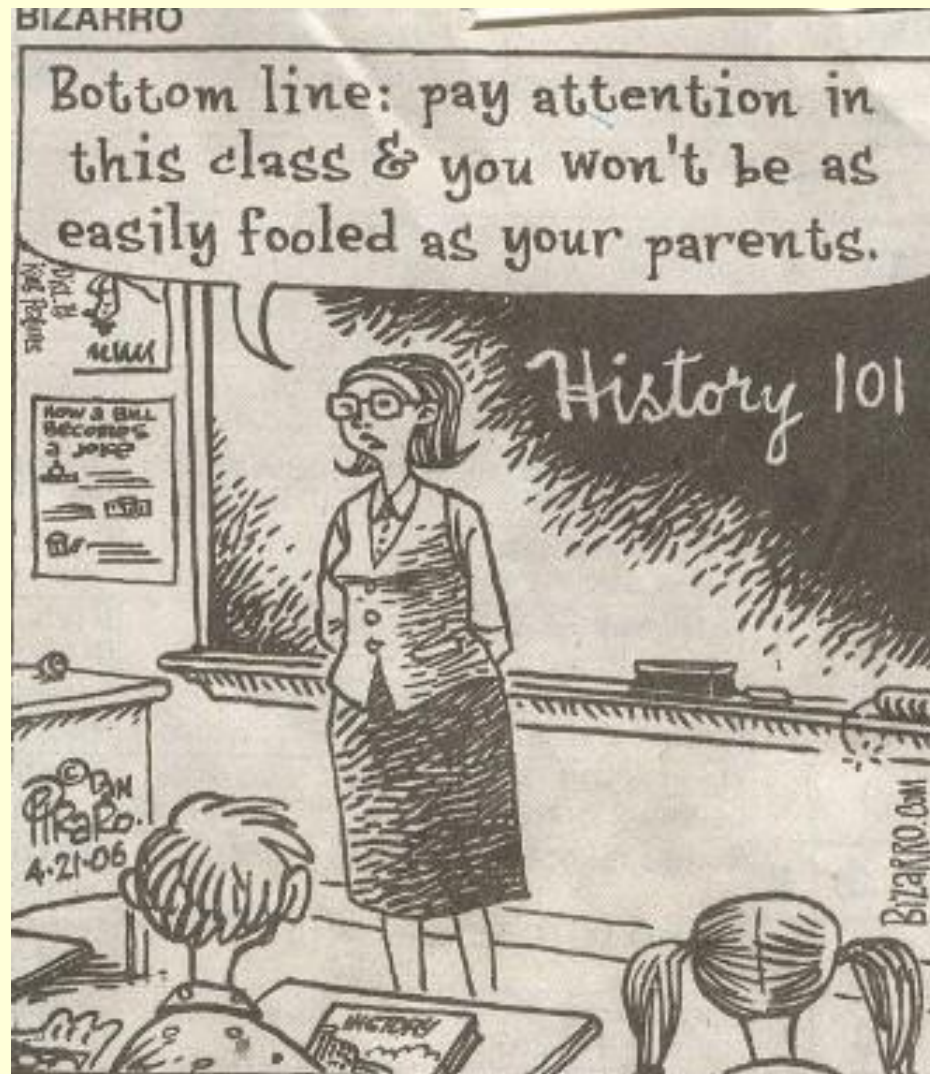


# Why do it?

- Leads you through an investigative process.
- Examine the past to figure out the present.
- Keep from making the same mistakes.

**“THOSE WHO REFUSE TO LEARN FROM HISTORY ARE DOOMED TO REPEAT IT”**

# OBJECTIVE: BECOME A DANGEROUS CITIZEN



# What is a Dangerous Citizen?

- **Someone Who:**
  - **Encourages**
    - Individual thought
    - Group interaction
    - Formulation of educated generalizations.
    - Opposing views
  - **Supports**
    - Formation of own generalizations.
    - Thinking for yourself: Not what others think.
  - **Promotes**
    - Critical thinking.
    - Research.
    - Understanding.



**BUT!!! YOU HAVE TO RESPECT YOURSELF ENOUGH TO DO IT!**

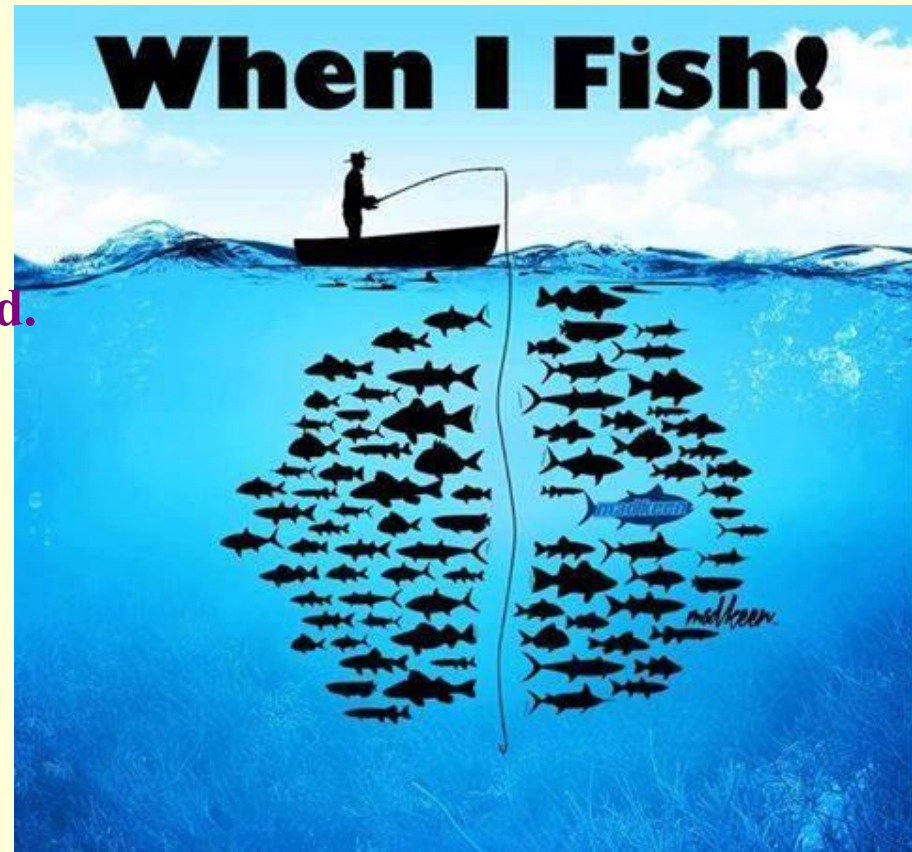
# Key Points

- Use as we go through an event.
- Link to previous
- Understand the **WHAT** and **WHY**
- Identify the results
- Link to follow on events.
- Anticipate future developments



# Things to Consider

- **Big part of the Flipped Classroom**
- **Takes time.**
- **Involve everyone**
- **Student driven:**
  - **Don't let comments go unchallenged.**
    - **Ask for supporting evidence.**
    - **Question statements**
  - **Generate discussion**
  - **Other tasks that will be essential:**
    - **Creative writing**
    - **Theme production**
    - **Critical essays**
    - **Make predictions.**
    - **Game design**



# Steps: Cause and Effect Model

## Step One: Making the choice

- 1. Choose the subject to be studied.**
  - **Any significant action, event, or issue is appropriate.**
  - **Use it as part of our daily studies**
  - **Can consider**
    - **Possibilities (The what if...)**
    - **An element of an event.**
- 2. Introduce the topic visually or through a story**
- 3. This is the **WHAT****



# Step Two: Ask for causes and support for those causes.

## 1. Student centered.

- Facilitate with questions.
- Prompt students for supporting evidence.
- Record everything.



## 2. Discussion centered on causes that support the chosen topic.

## 3. No random or unsupported statements allowed!

## 4. Dissenting views are OK.



## 5. This is the **WHY**



# Step Three:

## Ask for Effects and Support

- 1. Look for connections: The effect of the action or cause.**
- 2. Use “What” and “Why”**
- 3. Visually place all effects under the cause.**
  - Keeps it chronologically sound.
  - Maintain perspective.
- 4. This is WHAT HAPPENED**

# Step Four: Ask for Prior Causes and Support

1. Place at the top.  
(chronological).
2. Look at each cause separately.
3. Ask for causes of the cause.
4. Find support that relates to the prior cause.
5. This is **WHAT CAUSED THE CAUSE?**



# Step Five: Ask for Subsequent Effects and Support

1. Position these entries to the bottom. (Chronological).
2. Take on each effect separately.
3. Never accept an effect without support.

- ❖ Why
- ❖ What
- ❖ Give examples.

## 4. This is **WHAT HAPPENED AFTER?**

- One effect can have lots of subsequent effects.
- Unintended consequences



# Step Six: Ask for Conclusions

1. Use what has been provided under the columns.
2. Give examples, then ask for their beliefs.
3. Always demand support for statements.
  - *This is the most difficult step!*
    - *Involves abstract thinking*
    - *Get “Out of the box”*
4. *Was this a good or bad outcome?*
5. *Are we better off because of it?*
6. *What should have happened?*



# Step Seven: Ask for Generalizations

1. Try to relate it to other events.
2. Examine other “like” situations.
3. This is the “IF----THEN” concept:



**“If I do this then this happens”**

**or**

**“If this doesn’t happen then this happens instead”**

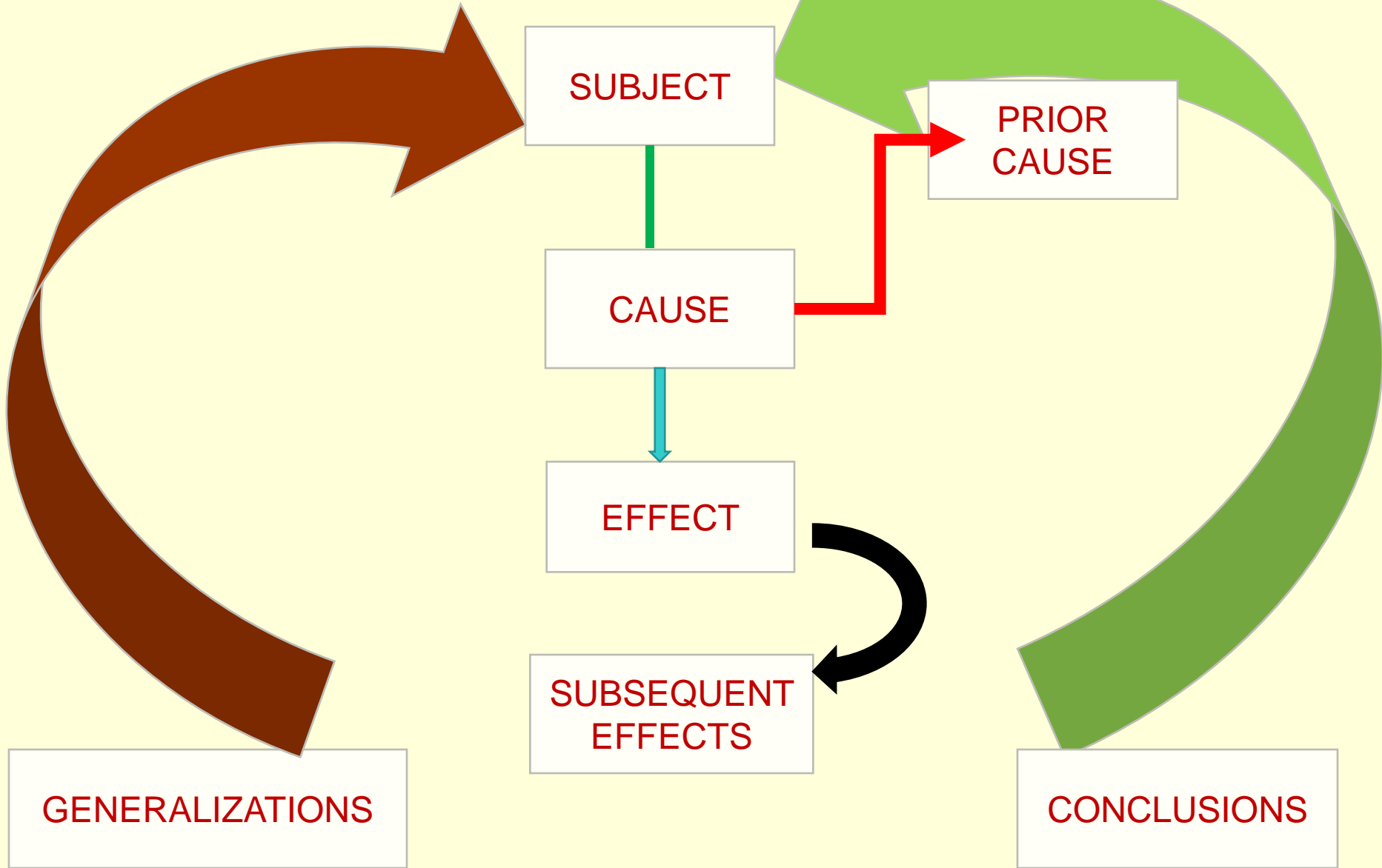
**This is great for historical events.**

**Gosh! Just Like what we are going**

**to do!!!!**



# SCHEMATIC



# Step Eight: Evaluate Your Performance

1. Individual and group feedback improves future endeavors.
2. Teaches the art of listening.
3. Disagreement is welcome.
  - Constructive.
  - Polite
4. Civility first, then substance.
5. Thoughtfulness and originality of ideas and input is the future objective.



**INTERNAL PROCESS: YOU KNOW WHAT YOU DID OR DIDN'T DO. AND YOU KNOW WHY TOO!**



# Caution!

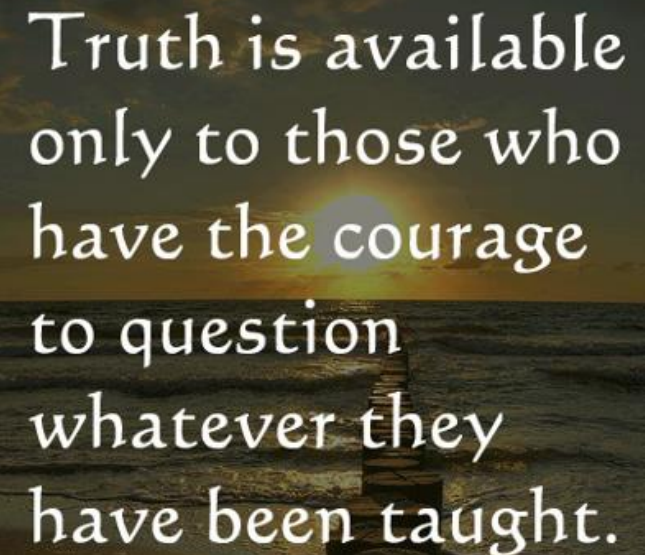
## Not an Easy Process



Can't just do it once!

# Cautions in Using the Model

- ❑ The process takes time.
- ❑ Always demand support for positions taken.
- ❑ Display items in a way that represents the proper chronological order, even if you don't ask them in that order.
- ❑ Use your instincts when determining the best way to present the sequencing of events.
  - ❑ Cause → Effect
  - ❑ Prior causes → Subsequent effects
  - ❑ Cause → Prior cause
  - ❑ Effect → Subsequent effect



Truth is available  
only to those who  
have the courage  
to question  
whatever they  
have been taught.

# Any Questions?????

