

Benchmark: Recognizing Cause and Effect Relationships

Teacher Modeling (Scripted Lesson) The script is suggested—actual script is up to teacher discretion.

DAY 1

Concept Introduction and Teacher Modeling

- Please keep accurate documentation of students' work with regard to these benchmark lessons.
- The teacher should keep a file for each student's work.
- Distribute and collect all materials carefully.

Teacher Might Say :

"In the passages we will be reading, our focus of study will be the learning benchmarks dealing with cause and effect relationships."

TEACHER: Handout Transparency A and Transparency B

"We are going to review the clue words for cause and effect relationships."

- Teacher and students will discuss the clue words and add some other words that come to mind that also signal either cause or effect.
- Practice might include using the words in a sentence on their own paper. Students might write one sentence using each word. They could do this in pairs. Save this student sample of work.

Transparency A

CLUE WORDS FOR "CAUSE"

Because	bring about	contributed to
Due to	the reason for	give rise to
Led to	on account of	created by
Since	given that	while
As	whereas	as a result of

CLUE WORDS FOR "EFFECT"

As a result	consequently	hence	so
Therefore	for this reason	outcome	finally
Then	effect	thus	
After	accordingly	subsequently	

Benchmark: Recognizing Cause and Effect Relationships

Transparency B

When finding the cause or the effect, the reader is usually answering the questions “why?” or “how?” or “what is the result?” about something. In order to best find the cause or effect, the reader must first determine what event he or she is being asked to analyze. A cause makes some event happen. An effect is a change that takes place after the event. These two things usually work together. The cause tells why; the effect tells what.

Look at the following examples: 1. *Because of the road construction, hundreds of people were delayed on the highway.*

The event is people being delayed on the highway. The cause is the road construction. Notice the clue word—because.

2. *Melissa was chosen as homecoming queen, due to her beauty and personality.*

The event is Melissa being chosen as homecoming queen. The cause is her beauty and personality. Notice the clue words—due to. Also notice that this time, the cause comes after the event.

3. *As a result of voter fraud, the election had to be held again.*

The event is voter fraud. The effect of this is that the election had to be held again. Notice the clue words—as a result. Notice this time that the effect is first, then the event follows.

4. *Janice worked seven days a week; therefore, she was able to buy a new car.*

The event was Janice working seven days a week. The effect was that she could buy a new car. Notice the clue word—therefore. Notice that this time the event is first and the effect follows.

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Teacher might say:

- *Let's read the sentences on the handout/transparency. These are definitions of cause and effect. There are also some tips here for finding cause and effect.*
 - *Let's read the sample sentences on the handout/transparency.*
1. *While reading, look specifically for the clue words in the charts we previously discussed.*
 2. *If you find any of these, underline them on your copy.*
 3. *Then, answer the question following the sentence.*
 4. *Use a complete sentence that starts with a capital letter and ends with a period.*
 5. *Your statement should be a complete thought.*
 6. *Be sure to write neatly and legibly. This is an important when taking tests that require written essays and short answers.*

TEACHER: Handout Transparency C

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Transparency C

Women Athletes Put on their Game Face

There was a time when the term "female athlete" was an oxymoron.

http://www.smithsonianmag.si.edu/smithsonian/issues01/jun01/images/sports_mutton_bustring_jpg.html

Muscles and sweat were not feminine, and few parents encouraged their daughters to compete in "unladylike" activities. But as women won more rights, attitudes began to change. Then along came Title IX, the 1972 law effectively mandating equal opportunity for girls in sports. It took years for the number of women with athletic skill to reach a critical mass, but finally there are professional women's teams in basketball and soccer, to name two.

When Jane Gottesman began writing for the *San Francisco Chronicle's* sports section in the early 1990s, she noticed that pictures of women athletes were rare. What does a female athlete look like? She put the question to photographers and began collecting their responses. The result became "Game Face," an exhibition co-curated by Geoffrey Biddle that opens June 27 at the Smithsonian's Arts and Industries Building and will tour for five years. Random House is publishing a book of the same name. The photographs capture little girls just discovering what it feels like to test their skills, as well as seasoned athletes. First-person essays convey what it means to be a coach, an athlete or an athlete's mom. It's been a struggle from empty stands to a Rose Bowl sold out for the Women's World Cup. To every female athlete, whether on a professional team or just in a pickup game: you go, girl!

Smithsonian Magazine, "Women Athletes Put on their Game Face," Sally Scott Maran, June 2001.

<http://www.smithsonianmag.com/smithsonian/issues01/jun01/sports.html>

1. What was an effect of the 1972 law that mandated equal opportunities for girls in sports?
 - A. It became legal for books to be written about women in sports.
 - B. Women were allowed to participate in the Rose Bowl.
 - C. Women were allowed only in professional basketball and soccer.
 - D. Women athletes were accepted in professional sports.
2. What caused the "Game Face" exhibit to be established?
 - A. Gottesman had struggled as a female coach.
 - B. Gottesman had struggled as a female athlete.
 - C. Gottesman noticed a lack of female athlete's pictures.
 - D. Gottesman liked writing about female athletes.

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Teacher Might Say:

Let's read the passage and answer the questions following the passages. Before reading a passage, a good strategy is to read the questions, so you have an idea what you will be looking for in the passage. Question 1 asks the reader to look for the effects the 1972 law had on equal opportunities for girls in sports. You will be looking for effect clue words for this question. Question 2 is asking for the cause of the "Game Face" exhibit. Look for clue words for cause to answer this question when reading the passage.

TEACHER READS PASSAGE:

Follow along as I read the passage.

Teacher might say::

Now, let's look at each question. Question 1 asks for the effects the law had on equal opportunities for girls in sports. "A" is incorrect because the passage doesn't ever talk about whether or not it is legal for books to be written about women in sports. That is not an effect of the law. "B" is also incorrect. Women didn't participate in the Rose Bowl—they competed in a soccer competition there. That is also not an effect. "C" is incorrect because the article states that women are allowed in professional basketball and soccer as well as other sports—not only in these sports. "D" is, therefore, the correct answer. The effect or result was that women athletes were accepted in professional sports.

Teacher might say::

Let's look at question 2. This question is asking for the cause of the "Game Face" exhibit. "A" is not correct, because nowhere in the article does it state that Gottesman was a coach. Therefore, that was not the cause of the exhibit. "B" is incorrect for the same reason. It is never stated or implied that she was a female athlete. "C" is correct, because it is stated that she noted the lack of photos and did something about it. "D" is possibly correct, but it isn't the cause of the exhibit. Therefore, it is not the correct answer.

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DAY 2

TEACHER: Handout the Passage and Questions

Teacher might say:

Today's passage is about sports. We are going to read it together looking for cause and effect relationships and clue words to each. In doing this, we will also be looking for events surrounding the causes and effects.

As I read the article, raise your hand when you see a cause and effect clue word and relationship.

STUDENT HANDOUT DAY 2

Let the Games Begin

Spectators braved all manner of discomfort—from oppressive heat to incessant badgering by vendors—to witness ancient Greece's ultimate pagan festival

Held without fail every four years from 776 B.C. until A.D. 394—a run of nearly 1,200 years—the ancient Olympics were the greatest recurring festival in Western history, and also, perhaps, the most grueling. To even get to the Games, located in the remote sanctuary of Olympia, about 210 miles from Athens, spectators had to traipse rough mountain highways, at least a ten-day journey; international spectators had risked storms and shipwreck to sail from as far away as Spain and the Black Sea. Then, when the weary travelers at last arrived, they found a venue sadly unprepared to accommodate them. "An endless mass of people," complained second-century A.D. writer Lucian, utterly swamped Olympia's modest facilities, and creating conditions similar to a badly planned rock concert of today. With only one inn at Olympia, rowdy crowds simply flung bedding wherever they could, creating a vast campground. Thousands of cooking fires created a fog of smoke. Nobody bathed for days. Then there were Olympia's plagues of flies. Before every Games, priests at Olympia sacrificed animals at an altar to "Zeus the Averter of Flies" in the forlorn hope of reducing the infestations.

Yet as attendance figures suggest, none of these miseries could keep the dedicated sports fan away. As the Athenian philosopher and sports buff Epictetus explained the Games' enduring appeal in the first century: the Olympics were a metaphor for human existence itself. Every day was filled with difficulties and tribulations—unbearable heat, pushy crowds, noise and endless petty annoyances. "But of course you put up with it all," he said, "Because it's an unforgettable spectacle."

Smithsonian Magazine, "Let the Games Begin," July 2003. www.smithsonianmag.si.edu.

1. Why were spectators often not given proper accommodations when attending the ancient Olympics?

- A. They sailed from so far away.
- B. They had to overcome poor weather.
- C. There wasn't acceptable housing.
- D. People weren't able to afford the inn.

2. Why were animals sacrificed before the games?

- A. To bring luck to the athletes.
- B. To rid the games of flies.
- C. Because nobody bathed for days.
- D. Because there was a fog of smoke.

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TEACHER: *Have students respond to questions and explain why answers are correct or incorrect.*

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TEACHER—Answers

1. Why were spectators often not given proper accommodations when attending the ancient Olympics?

C. There wasn't acceptable housing. CORRECT

2. Why were animals sacrificed before the games?

B. To rid the games of flies. CORRECT

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DAY 3

TEACHER: Handout Passage and Questions

Teacher might say:

Today we are going to reread the passage from yesterday and answer two short response questions to the passage. As we did yesterday, let's first look at the questions to see what information we will need to look for. Teacher reads the questions aloud while students read it silently.

Teacher might say::

Remember that with a short response answer, the response will come from the text and will only include facts—no opinions or prior knowledge. Let's look for the answer as we reread the passage. (Teacher will ask for volunteers to read the passage and point out what caused the Games to have lasting appeal.

- *Question 1. Students, please underline these causes, because question 1 asks for them.*
- 1. *Question 2 asks for the reader to list the causes that the Games were so grueling, based on the information in the article. (EXPLAIN THAT GRUELING MEANS DIFFICULT, HARD, TIRING). Students, please circle information that might show any of this information. (This will appear bolded).*

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QUESTIONS

Questions—Day 3



1. What caused the Games to have such an enduring appeal throughout the first century? Use details from the passage to support your answer.



2. What caused the Games to be so grueling? Use details from the passage to support your answer.

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1. From the underlined and bolded information, let's write a response to these questions. Do not copy word for word, but instead put it in your words. Also, only include what is in the text, not your opinion. That is all that is required on FCAT.

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STUDENT HANDOUT: DAY 3

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Yet as attendance figures suggest, none of these miseries could keep the dedicated sports fan away. As the Athenian philosopher and sports buff Epictetus explained the Games' enduring appeal in the first century: the Olympics were a metaphor for human existence itself. Every day was filled with difficulties and tribulations—unbearable heat, pushy crowds, noise and endless petty annoyances. "But of course you put up with it all," he said, "because it's an unforgettable spectacle."

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TEACHER: ANSWERS

1. The sports fans were dedicated. Their lives were difficult. They simply saw the games as a metaphor of their everyday lives, and viewed them as a challenge and a competition. They loved the thrill. It was an unforgettable spectacle.

2. The spectators had to travel many miles, through mountains, and braving difficult weather conditions. Then when they arrived at the games, there were few places for them to stay that were decent, so many had to stay in campgrounds that were dirty and unhealthy. People went days without bathing and in fly-infested conditions. There was unbearable heat, crowds, and petty annoyances, but people still endured and attended.