



LANGUAGE ARTS

Cows and Effect

by Laurel Beck

Students will discuss supply, demand

Students will:

- Learn about cause and effect in their lives, their school, and their world.
- Create their own interpretive poetry based on their analysis of cause and effect.

Terrain Article: “Got Milk,” pages 10-13 Fall 2005.**Introduction**

I’m sure you’ve heard throughout your life that actions have consequences. Most of the time this is in reference to some sort of punishment. But have you ever noticed that everything that happens in your life is a “consequence” of some sort of action? Think about it! You would not be sitting here reading this article right now, if your teacher didn’t assign it. What may be even more mystifying: reading this may result in another consequence, like doing an assignment, or more importantly, analyzing actions and consequences in your own life, your school, and your world.

Understanding cause and effect situations can provide answers to some of our most pressing questions, such as, “Why don’t I have a boyfriend or girlfriend?” The best possible answer is, of course, quite clear: *you’ve never asked him or her out*. As we can see, not taking action (cause) can still result in a consequence (effect).

It can get a little more complicated though. One cause can have many different effects. Let’s say you didn’t ask that special someone out. As a result, you spend all of your free time with your friends when you’d rather spend it with a significant other. You always regret not asking him or her out, so you spend hours day-



dreaming in school rather than listening to your teachers. See all of the different effects one cause can have!

There are many different types of causes, too. The first type of cause is an **essential cause**. This means that an effect can’t happen without that specific cause. A good example: eating is necessary to get rid of hunger.

The second type of cause is an **adequate cause**. This means that an effect can happen with your cause, but other causes can make the same effect. For example: eating fast food can stop your hunger, but so can your grandma’s roast.

Finally, we have the **contributory cause**. This helps create a particular effect, but doesn’t directly cause it. A good example is that hot sauce helps to add flavor to a burrito, but only with the beans, cheese and onions, is it truly a spicy delight.

As you explore the different cause and effect relationships in the world, keep in mind that every effect has a cause. This knowledge should bring comfort to you because with it, you can get to the bottom of why things are the way they are. Then, you can remedy possible bad effects, or consequences, by creating positive causes in the world around you. Think about it!

CA LANGUAGE ARTS STANDARDS, GRADES 9-10: *Expository Critique 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). Writing Strategies: Organization and Focus 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. Writing Applications 2.1 Write biographical or autobiographical narratives or short stories: e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. Listening and Speaking Strategies: Comprehension 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.*



Stop and Write!

Warm-up Activity

Students will begin to think about personal cause and effect situations, using a journal topic.

Teacher Directions



Have students respond to the following topic in 10-15 minutes. After they are done, jot down some of their “causes and effects” up on the board, on an overhead, or on a big piece of construction or butcher paper.

Student Directions

Respond to the following prompts in one page of writing:

Why are you here? List ALL of the reasons that come to mind. Be creative!

What do you think is going to happen to you because you were here today? List ALL of the possible effects. Again, be creative!

Read Until the Cows Come Home

Interactive Reading

Students will find instances of cause and effect in a *Terrain* article.

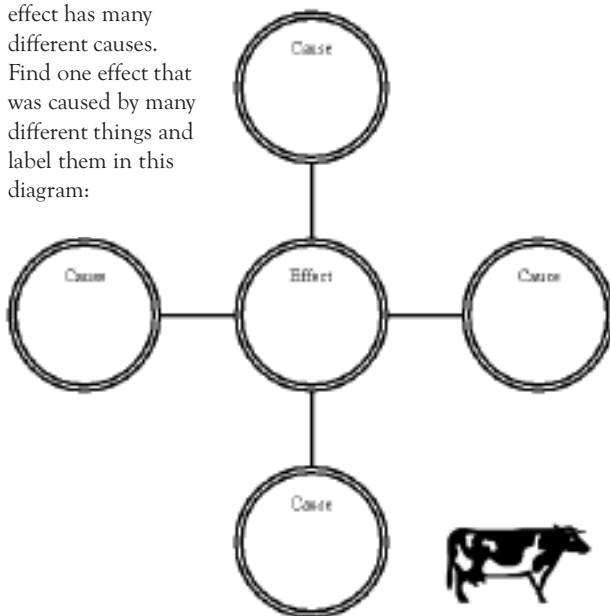
Student Directions

1. Look at the *Terrain* cover. Predict what the article is going to be about. What do you think of the picture? Turn to the “Got Milk” article on page 10.
2. Log thoughts in the text. Since the magazine is yours, write all over it. Keep in mind that you are having a conversation with the text, so write down questions or any confusion you may have in the margins. Especially note the relationships that you see between cause and effect.

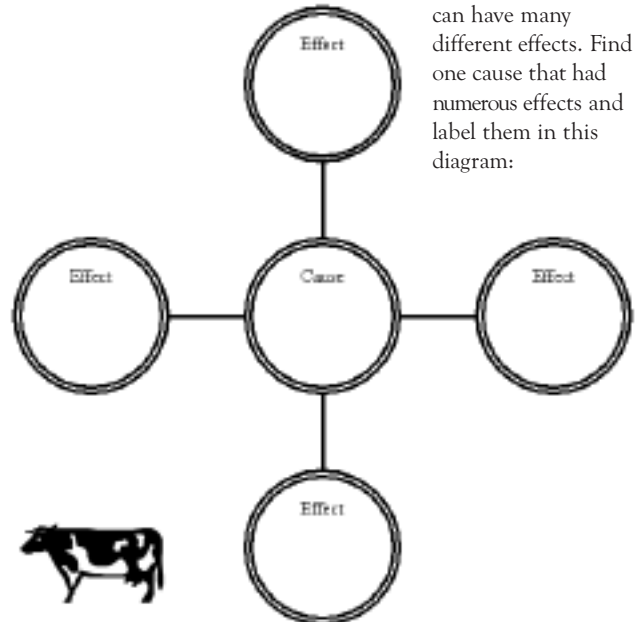
Teacher Directions

1. Once the students are finished reading, break them up into groups of two or four. Pass out the diagrams below to each group. Instruct the students to share their general thoughts on the article (i.e. Did they like the piece? What was the best and worst part? Why?)
2. They should also share their findings of cause and effect in “Got Milk,” and fill out the diagrams.
3. After they finish filling out the diagrams, use one as an overhead, and fill it in as a class. Make sure the students notice that there may be causes/effects of which they were previously unaware, and discuss the many implications brought to the class by the article.

Often times, one effect has many different causes. Find one effect that was caused by many different things and label them in this diagram:



Similarly, one cause can have many different effects. Find one cause that had numerous effects and label them in this diagram:





Cause and Effect at School

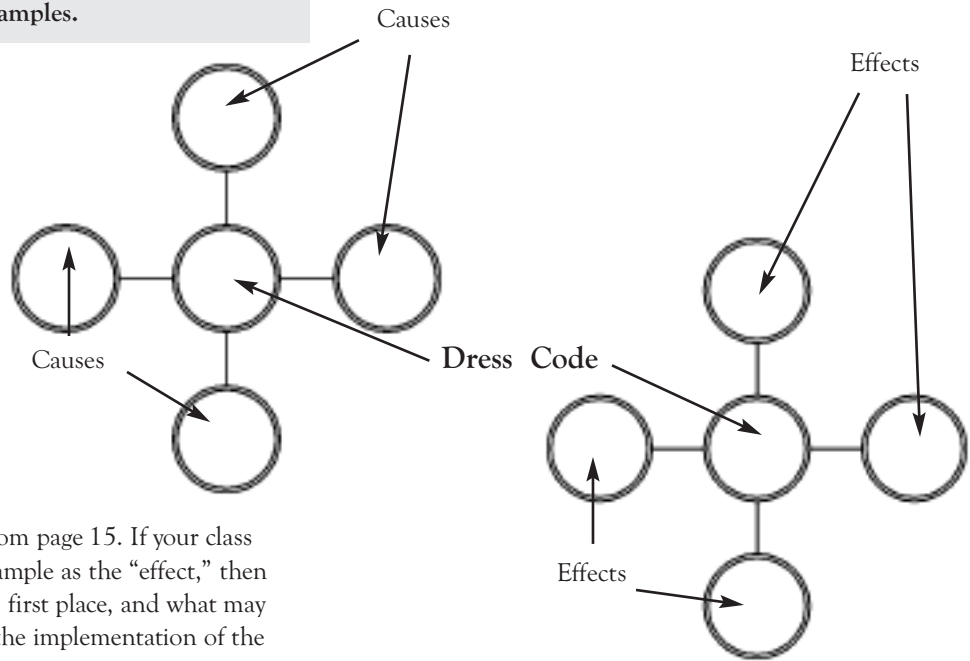
Activity

Students will contemplate cause and effect in their school, and use a diagram to explore examples.

Teacher Directions

Now that the students are aware of cause/effect relationships, brainstorm as a class, some “effects” that are present in your school and list them on the board. (Example: school dress code is an effect of a variety of causes.)

Once you have a decent sized list of effects on the board, pick the most popular one, and as a class, fill out another set of diagrams from page 15. If your class chooses the school dress code example as the “effect,” then what caused the dress code in the first place, and what may happen, or has happened due to the implementation of the code?



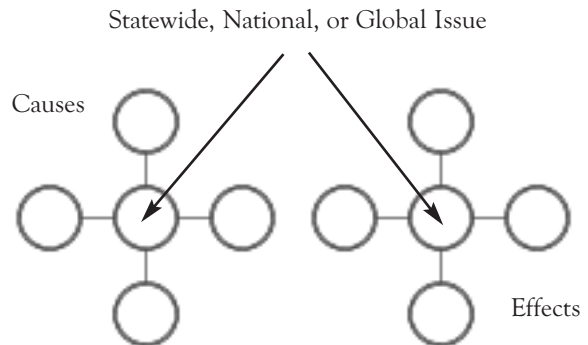
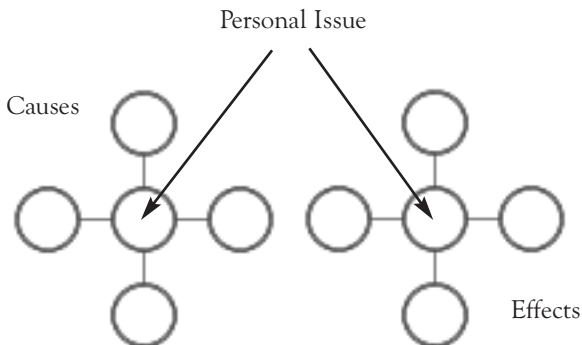
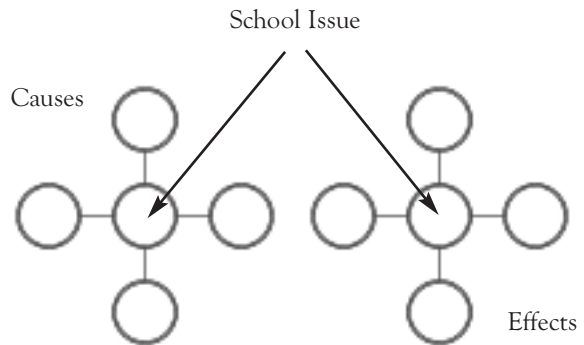
Personal Cause and Effect

Activity

Students will analyze their own worlds, using diagrams to map causes and effects.

Teacher Directions

Pass out three sets of both cause/effect diagrams from page 15 to each student. Instruct the students to choose three very different issues: one from their personal life, one from their school, and one from the larger world (the state, nation, or globe) of which they are a part. The issue should be placed in the center circle and both its causes and effects should be filled in, just as they were done for the “dress code” example above.





Triptych Poetry

Writing Assessment

Students will create triptych poems, using the information from the cause and effect diagrams from page 18.

Teacher Directions

Students will take the diagrams that they assembled, and produce a triptych poem that follows the format described below. Once finished, the students can share their work with the class.

Student Directions

Your task is to create a detailed triptych (a three part) poem, using the form below. Using the set of diagrams, fill out this sheet as thoughtfully and descriptively as possible, using your three “issues.” When you are finished, copy the poem to a separate sheet of paper as artistically as possible. When you copy it, be sure to exclude the words in parentheses. You may be called to share this in class when we are finished. Good Luck!

(School issue):	(Personal issue):	(Global issue):
(Caused by):	(Caused by):	(Caused by):
And:	And:	And:
While:	While:	While:
And:	And:	And:
(Which causes):	(Which causes):	(Which causes):
And:	And:	And:
While:	While:	While:
(Causes me to feel):	(Causes me to feel):	(Causes me to feel):
And:	And:	And:
(Original school issue)	(Original personal issue):	(Original global issue):