

Invention Module 9: Relation—Cause and Effect

This module is designed for use in Lesson 9 (see chart, Year-at-a-Glance). You should expect to use at least two class periods to complete this module.

Getting Ready

To teach this module, you will need to:

Be able to

- Find causes a person might act or not act.
- Find effects of an action or lack of action.

Understand

- That an action can have many causes.
- That avoiding an action can have many causes.
- That an action can have many effects.
- That avoiding an action can have many effects.

Know

- Actions have causes and effects. Asking these questions can help us find more information to add to our ANIs.

To teach this module, you will need the following materials:

Invention Exercise Form 4A: Relations

When they complete this module, your students will:

Be able to

- Find causes and effects for the issue they're writing about.

Understand

- How to find the causes and effects of an action or avoiding an action.

Know

- Actions and lack of actions have causes and effects.

Presenting the Material

Pre-Grammar: Preparation

Subject matter	Presentation
<p>Goal: Help the students to see that they know actions have causes and effects, and to see that they might have reasons (causes) to do a different thing, and that that too will have effects.</p> <p>Review</p>	<p><i>What caused you to come to class today?</i></p> <p><i>What might have caused you not to be here today?</i></p> <p><i>What will be the effects of your being here today?</i></p> <p><i>What would have been the effects if you had stayed home (or in bed) today?</i></p>
<p>Transition to Grammar</p>	<p><i>We can find causes and effects for the actions in our issues and that will add to our ANIs and give us more to say in our essays.</i></p>

Grammar:

Subject matter	Presentation
<p>Goal: Give your student clear types, or examples.</p> <p>First type:</p> <p>Have the students look at the issue and identify the terms. Then, for each term, ask what the causes are: (How did it come to be what it was/is?)</p>	<p><i>Issue: Whether I should eat this chocolate</i> <i>Terms: I, eat, chocolate, eat chocolate, I eat chocolate</i></p> <p><i>Term1: I</i></p>

<p>You may wish to continue this exercise with the negative. For instance, “What are some causes of the term, ‘not eat chocolate.’?”</p> <p>For each term, determine the effects of the term, the changes that the term caused/ would cause?</p> <p>The answers your students offer could be anything! To what does the term relate?</p> <p>Second type:</p>	<p><i>What are some causes of the term, “I,”? In other words, how did it come to be what it was/is?</i></p> <ul style="list-style-type: none">• For example: God, parents, experiences in life, education <p><i>What are some causes of the term, “chocolate”? In other words, how did it come to be what it was/is?</i></p> <ul style="list-style-type: none">• For example: Coco beans, oil, sugar, the chocolate factory, the local drugstore <p><i>What are some causes of the term, “eat chocolate”? In other words, how did it come to be what it was/is?</i></p> <ul style="list-style-type: none">• For example: hunger, addiction, health benefits <p><i>What are some causes of the term, “I eat chocolate”? In other words, how did it come to be what it was/is?</i></p> <ul style="list-style-type: none">• For example: We like chocolate, We didn’t eat breakfast, My mom won’t let me eat candy at home <p><i>What are the effects of the term _____? In other words what changes would the term cause?</i></p> <p><i>Pick one of the terms, and list five other things to which this term bears some relation.</i></p> <p><i>Say you’re trying to decide whether to ride your bike to school.</i></p> <p><i>Identify the terms.</i></p>
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<p>Ask the students to list the causes of each term, asking the same question each time.</p>	<p><i>Now, ask of the term _____? In other words, how did it come to be what it was/is?</i></p> <p><i>List three or four causes of the term, “bike.”</i></p> <p><i>List three or four causes of the term, “ride.”</i></p> <p><i>List three or four causes of the term, “school.”</i></p> <p><i>Etc.</i></p>
<p>Ask the students to list the effects of each term, asking the same question each time.</p>	<p><i>List at least three or four effects of the term, “bike.”</i></p> <p><i>Etc.</i></p>
<p>The answers your students offer could be anything! To what does the term relate?</p>	<p><i>Pick one of the terms, and list five other things to which this term bears some relation.</i></p>
<p>Third type:</p>	<p><i>Let’s decide whether Dante should follow Virgil through the Inferno.</i></p> <p><i>Identify the terms.</i></p>
<p>Ask the students to list the causes of each term, asking the same question each time.</p>	<p><i>Now, ask of the term _____? In other words, how did it come to be what it was/is?</i></p> <p><i>List three or four causes of the term, “Dante.”</i></p> <p><i>List three or four causes of the term, “follow.”</i></p> <p><i>List three or four causes of the term, “Virgil.”</i></p>

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<p>Ask the students to list the effects of each term, asking the same question each time.</p> <p>The answers your students offer could be anything! To what does the term relate?</p> <p>Repeat this process as many times as you deem necessary.</p> <p>Once you determine that your students grasp the process, proceed to the dialectic stage of the lesson.</p>	<p><i>List three or four causes of the term, “Inferno.”</i></p> <p><i>Etc.</i></p> <p><i>List at least three or four effects of the term, “Dante.”</i></p> <p><i>Etc.</i></p> <p><i>Pick one of the terms, and list five other things to which this term bears some relation.</i></p>
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Dialectic:

Subject matter	Presentation
<p>Compare the steps you took each time</p> <p>Ask the students to restate the questions that were asked in each type.</p> <p>Confirmation</p>	<p><i>What steps did we take in each type?</i> <i>What questions did we ask for each type?</i></p> <p><i>How were they the same? How were they different?</i></p>

