

Lesson Plan

Career Cluster: Applicable to all
Lesson Five: The Cause and Effect Composition

What Academic Skills will the student know and be able to do?
Standard(s):
CCR R-8 CCR W-6
CCR W-2 CCR W-8
CCR W-4

What Work Readiness Skills will the student practice?
Keep the mind focused on task
Communicate information clearly

Learning Tasks

Academic Work Readiness

Academic Work Readiness

Learning Target: I understand the components of a cause and effect composition...
Learning Steps: DOK 1: Quick write to write what I know on a topic...
Methodology: Quick writes, cafés, reading, writing
Resources: 'The Cause & Effect Composition' (See below)

Learning Target: I can complete an assigned task and explain or justify my answers/writing...
Learning Steps: DOK 1: Focus on completing exercises & activities...
Methodology: cafés
Resources: Internet and other published data

Demonstration of Mastery

How will student demonstrate mastery or proficiency of topic content?

Type or create a digital cause and effect composition.

Successfully complete all tasks; effectively integrate research.

Next Steps?

Next class: Use café's to peer review and edit writing pieces. Afterwards, have students edit and revise their own writing pieces as suggested by peers/instructor.

## Expanded Integrated Learning Map Lesson Plan

**Lesson Description****Unit Name:** Writing for Academic Purposes**Lesson Title:** The Cause & Effect Composition

CCR (College and Career Readiness) Standards (include full wording):

CCR R-8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCR W-2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR W-4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR W-6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CCR W-8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Learning Targets (Goals and Objectives)**

Academic Target(s): Students will create either a print version or a digital version of the cause and effect composition.

Work Readiness Target(s): Students will complete assigned tasks while utilizing research data to create a written document.

**Materials and Resources**

The Cause and Effect Composition (reading found below), computers, graphic organizers, internet.

**Learning Tasks (Procedures)**

Activities and DOK (Depth of Knowledge)

Time	Procedure	DOK
10 min	Circle question: What is a cause and effect composition?	1
10 min	Watch and discuss video	1
20 min	Watch the video a second time to make a list of the causes and effects depicted in the video. Café's to create a T chart on poster paper listing all causes and effects.	2
10 min	Read & discuss page 1 and complete exercise #1 having students explain their answers	1
30 min	Extension activity: Play the interactive jeopardy game to have student identify causes/effects. Game can be played by one or two players. Student pairs can compete against one another.	2
10 min	Read & discuss pages 2-3	1
10 min	Quick write to brainstorm a possible topic for a cause and effect composition	2
30-45 min	Can be done as homework. Student researches topic to obtain information (paraphrases, quotes, etc) to include in composition	3
20 min	Once student has gathered information, create a graphic organizer	2

15 min	Read & discuss pages 4-6	1
20 min	Students write an outline for their composition.	3
10 min	Individually, students should read the reading in Exercise two.	1
15 min	In Café's, students should answer the questions which following the reading.	3
15 min	Read and discuss pages 8-9	1
10 min	Complete Exercise #3	2
45 min Or more	Final activity: Students type a rough draft using Microsoft Word OR they may create a digital version of their composition by following the directions on pages 10-11. Storyboard templates can be found in the appendix.	4

### Transitions:

This unit must be broken into **multiple** sections as appropriate for the various ABE classrooms throughout Wyoming. Each instructor should divide the lesson into manageable sections as appropriate for his/her individual classroom.

The final activity in this unit provides students with the option to create a digital cause and effect composition using Microsoft Movie Maker and Audacity. Instructors who are not familiar with this technology may substitute other software so that students can create digital versions of their composition.

### Demonstration of Mastery:

Student graphic organizers and outlines should be used to create a rough draft version of the composition. Digital versions should have completed storyboards.

### Trouble Shooting:

Storyboarding and digital essays can be difficult to utilize with students if the instructor is not experienced in their use. Instructors who want to use this option should first learn how the software works so that they can teach their students.

### Reflection for Instructor:

Written rough drafts should be peer edited before final drafts are written. Digital presentations should be shown to the class and suggestions can be made on how they might be improved (for the final version....if necessary).

## Module Six: The Cause and Effect Composition



In this unit you will have the option to create a digital composition. Watch the video shown in the link below to view an example of a digital cause and effect composition.

[https://www.youtube.com/watch?v=yV\\_Cag791hl](https://www.youtube.com/watch?v=yV_Cag791hl)

**A** cause and effect composition is a composition where the writer discusses all of the causes and all of the effects of a particular topic. When you begin to write this type of composition, you must understand the differences between a cause and an effect. Remember that an effect can have several causes. Consider, for example, the following:

- a. Today, the Japanese use many English words in their spoken language.
- b. The Japanese watch American TV programs.
- c. The Japanese listen to American pop music

Which statements are the causes and which ones are the effects? If you identified the first sentence as an effect and the other two as causes, then you were correct. A 'cause' is basically a reason explaining why something is or a reason for something being the way it is. An 'effect', on the other hand, generally signals a result. In academic writing, events and actions are frequently linked with their cause and effect. Look at the following diagram which summarizes this relationship.



*(diagram extracted from Jordan, p.58)*



**Exercise #1:** Use the information presented in the diagram to determine whether each of the following is a cause or an effect. Explain each answer.

- \_\_\_\_\_ 1. A. Half of the worlds' languages are dying.  
 \_\_\_\_\_ B. Children no longer learn them.
- \_\_\_\_\_ 2. A. The Umitina tribal language of South America disappeared.  
 \_\_\_\_\_ B. The only person who spoke the language died in 1988.
- \_\_\_\_\_ 3. A. Children in France are not learning the Breton language in school.  
 \_\_\_\_\_ B. The Breton language in France is near extinction.



**Let's Try!**

The link below will take you to an interactive Jeopardy Game where you will be asked to identify causes and effects. The game can be played individually or by two players. Have fun!

<http://www.quia.com/cb/434737.html>



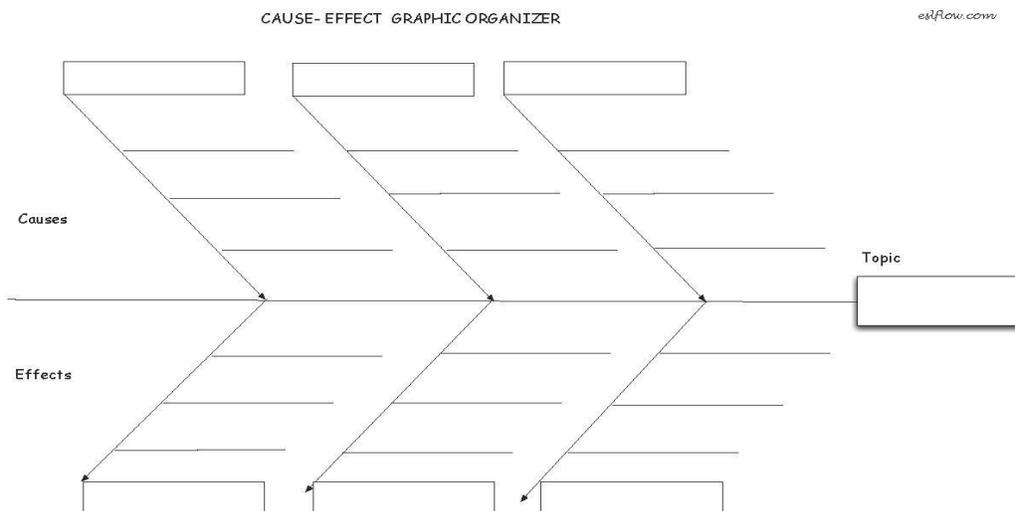
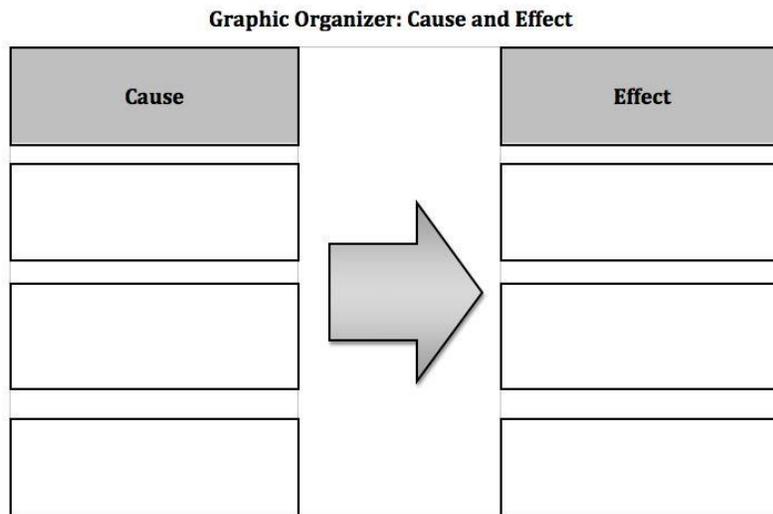
When you choose your topic for this type of composition, you must be sure that the topic has a true cause-and-effect relationship---that one actually causes(ed) another to happen. Once you have a topic in mind, determine what you already know about it and what you need to find out. Do this by spending no more than ten minutes on a **quick write**. Next, gather information (i.e. conduct research) on your topic to provide the necessary background information for your



composition and to collect new information for your topic. Be sure to take notes, paraphrase, and summarize as you collect your data. You will also want to ensure that all of your sources are appropriately noted so that you can cite them in the body of your paper. As you are gathering this data it is important to remember that you should only gather the data that relates to the most important points of your topic. (i.e. your causes and your effects). You must also be sure to make clear the cause/effect connections between each of these points. In order to write an effective composition you must use each of these points in a sound, logical manner.

Once you've completed this research, you will need to focus on organizing your data. Begin by making a list of all of the causes and all of the effects of your topic. This can be done by completing a graphic organizer. There are a multitude of graphic organizers that you can use for this type of composition. A few are shown below.

### Graph #1 Graphic Organizers for the Cause & Effect Composition

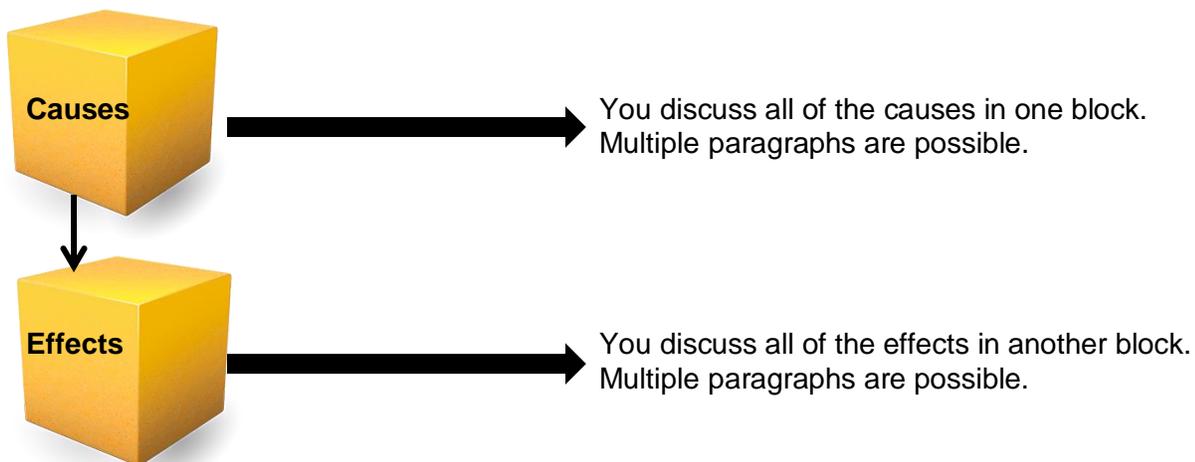


You may use one of these organizers or one of your own. Interactive graphic organizers can also be found at: <http://my.hrw.com/nsmedia/intgos/html/igo.htm>

## A. Organizing the Cause and Effect Composition

Once all of your data has been organized you will need to create an outline. Like the comparison and contrast composition, the cause and effect has two ways in which the details of your paper can be organized. The first is the **block organization**. In the block organization, all of the causes are discussed in one block and all the effects in another. The actual number of paragraphs in a particular block will depend upon the number of causes and effects you want to discuss in your paper.

### **Block Organization**

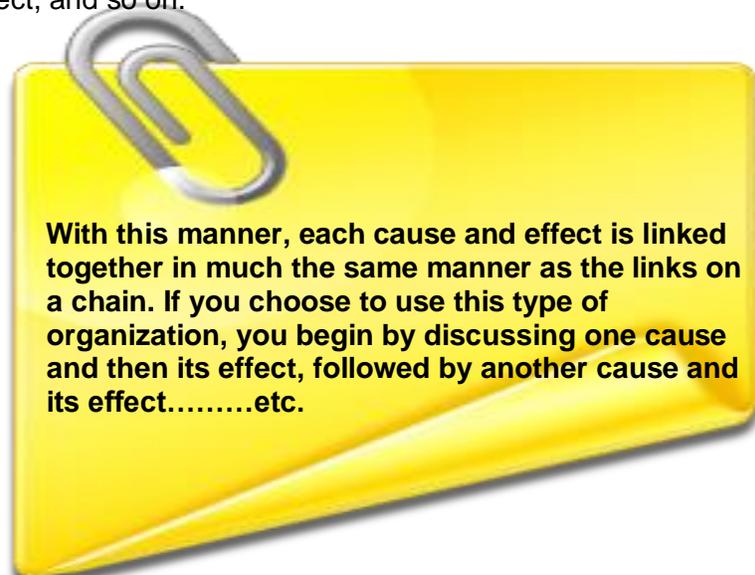


The second organizational method for a cause and effect composition is called a **chain organization**. With this method you discuss the cause and then its effect, a second cause and its effect, a third cause and its effect, and so on.

### **Chain Organization**



Cause  
↓  
Effect  
↓  
Cause  
↓  
Effect



The organizational method you choose to use is up to you. Both methods are effective for the cause and effect composition, but the actual method you use will depend, largely, upon your topic.

Now that you've decided on how to organize your data, you have to write your outline. The outline format you choose to use will depend upon your method of organization. However, here are a few examples of how you might organize your composition.

### **Block Styles**

#### **Cause to Effect**

- I.    Introductory paragraph**
  - A. Thesis statement**
- II.   Body paragraphs**
  - A. First Block-Causes**
    - 1. Body Paragraph A: Cause 1**
    - 2. Body Paragraph B: Cause 2**
    - 3. Body Paragraph C: Cause 3**
  - B. Second Block-Effects**
    - 1. Body Paragraph A: Effect 1**
    - 2. Body Paragraph B: Effect 2**
    - 3. Body Paragraph C: Effect 3**
- III. Concluding paragraph**

#### **Effect to Cause**

- I.    Introductory paragraph**
  - A. Thesis statement**
- II.   Body paragraphs**
  - A. First Block-Effects**
    - 1. Body Paragraph A: Effect 1**
    - 2. Body Paragraph B: Effect 2**
    - 3. Body Paragraph C: Effect 3**
  - B. Second Block-Causes**
    - 1. Body Paragraph A: Cause 1**
    - 2. Body Paragraph B: Cause 2**
    - 3. Body Paragraph C: Cause 3**
- III. Concluding paragraph**



### Chain Organization

- I. Introductory Paragraph
  - A. Thesis statement
- II. Body Paragraphs
  - A. Body Paragraph A: One cause and one effect
  - B. Body Paragraph B: One cause and one effect
  - C. Body Paragraph C: One cause and one effect  
Etc.
- III. Concluding Paragraph

Now, examine the cause and effect composition below.



**Let's Try!** Take the ideas you wrote in your graphic organizer and write an outline. Write your thesis statement.



**Exercise #2:** Read the following composition and answer the questions which follow. (Extracted from Sebranek, Meyer, Kemper, p.208-209)

### The Effects of Humor Theory on Past Medical Practices

Recently, while viewing the film *Sense & Sensibility*, I watched an early nineteenth-century English doctor treat his feverish patient, Marianne, by making an incision in her arm and draining some of her blood. I knew that the practice was called bloodletting, but what would motivate any doctor to take from his patient a resource she actually needed to get well? The cause, I learned, was the humors theory—a theory that strongly affected medical practice from ancient Greek times to the nineteenth century. My essay will examine the humors theory and then show how it dedicated diagnoses and treatment.

First, what was the humors theory? Doctors thought that the body held four liquids, or “humors,” namely blood, phlegm, black bile, and yellow bile. The unique balance of mix of these four fluids created a person’s temperament and affected his or her appearance (Lindberg 332). For example, doctors thought that the domination of blood made someone sanguine—fat and jolly. The domination of

phlegm made a person phlegmatic—lazy and sleepy. A lot of black bile created a cold fish, a melancholy person—pensive and solitary. Finally, a lot of yellow bile made a person choleric—quick to get angry (Bettman 72). People became ill when their normal combination of humors was upset in some way.

The humors theory strongly affected how doctors diagnosed illness. When someone got sick, doctors tried to figure out why the patients’ humors were out of whack, and to what degree. To help them decide, doctors used three diagnostic tools: pulse reading, urinalysis, and astrology. Doctors read the pulse to check out the heart and blood. In fact, they came up with a complex classification scheme to measure pulse types and figure out whether such things as the strength, duration, regularity, and breadth were normal for the type (Lindbert 335-337). Examining urine, too, was a way of checking how the humors were working. Urine was checked for color, consistency, odor, and clarity (Lindbert 335). In fact, doctors were trained to detect as many as 18 colors in this precious liquid. The instrument used, the urine glass, was

A personal reference connects the writer's historical subject with modern readers.

A summary of the cause-effect thinking that once governed medical practice.

Belief in the humors theory leads to the use of three diagnostic tools.

divided into four even parts, each standing for a part of the body. For example, if the top was cloudy, then the patient had head trouble (Bettman 73). Finally because the doctor believed that the heavens influenced the human body, he had to connect the unbalanced humors to planetary influences (Lindberg 339).

Humors theory also affected how doctors treated illness. Having figured out why and how far the humors were out of balance, the doctor would try to restore order using a variety of treatments—some surprisingly helpful, and others out-right quackery. Some helpful prescriptions included changes in diet or daily activities, as well as medicines (age-old remedies tested by experience). But the doctors faith in the humors also caused foolish practices, like bloodletting, or phlebotomy, to restore the balance of the humors. Since doctors believed that the four humors were linked by tubes, bloodletting would release excess bodily fluids. As a medieval medical guidebook put it, “Bleeding soothes rage, brings joy unto the sad, / And saves all lovesick swains from going mad” (Rapport and Wright 84). Bloodletting was a tune-up when the humors were out of sync, a procedure often done in spring and fall (with

the help of astrology) to “attune the humors to new climatic conditions: (Bettman 74-75),

Such medical practice may sound bizarre to us. The humors theory surely led to strange diagnoses and treatments. But this practice made good sense to doctors in the past.

### Works Cited

Bettman, Otto L. *A Pictorial History of Medicine*. Springfield, il: Charles C Thomas, 1962.

Lindberg, David C. *The Beginnings of Western Science: The European Scientific Tradition in Philosophical, Religions, and Institutional Context, 600 B.C. to A.D. 1450*. Chicago: University of Chicago Press, 1992.

Rapport, Samuel, and Helen Wright. *Great Adventures in Medicine*. New York: Dial Press, 1956.

A quotation from an old medical text adds a note of authority.

Humors theory (the cause) leads to both helpful and foolish practices (the effects).



In café's, answer the following questions. Provide justification for each answer.

1. What causes and effects are given in this reading?
2. Describe the organization of this page. Which organizational style is being used?
3. What is the thesis statement in the reading?
4. What facts are used to support the thesis?

## **B. Writing an Introduction to a Cause and Effect**

As with every other type of academic writing, the introduction for a cause and effect composition must begin with an interesting paragraph that ends with a clear and concise thesis statement. With this type of composition, your thesis statement defines the purpose in writing. the introduction should also include relevant background information that introduces the primary cause and general effects of the cause.

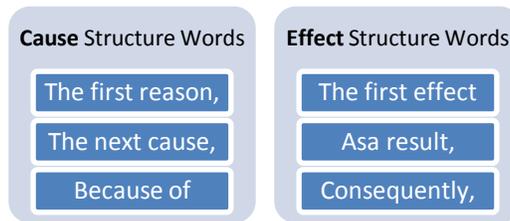
## **C. Writing a Conclusion to a Cause and Effect**

Writing an effective conclusion to your cause and effect paper is vital. Without a solid conclusion, everything you said in your body paragraphs will be de-emphasized. Your conclusion will be the last words your reader remembers about the composition. After you've finished the body paragraphs, review what you have written to be sure that you have developed the topic well and have provided adequate support to the points you are making. Imagine that you were your reader. Analyze what you've written and ask yourself is there anything else I could add that would finish things up in a clear and concise way. Then, write your conclusion by addressing the thesis statement and summarizing the information you've presented. You might also want to present a solution to the problem (if one is stated in the paper).

## **D. Transitions for the Cause and Effect Composition**

You should now be ready to write your rough draft. As you write this type of composition you should use vivid language and transitional words and phrases to help our readers understand the sequence of events or the relationship between ideas you are presenting. Some of the transitional words/phrases used for this type of writing should also help you in identifying the 'causes' and 'effects' of a particular topic. These transitions are shown in the box below.





There are a few other transitions that can help you with this type of writing: **'thereafter'**, and **'consequently'** can also be used as sentence connectors. They are used to connect two clauses when the second clause is the result of the first clause. 'Consequently' and 'therefore' have the same meaning as the coordinator 'so.'

**Example:**

English is the most universal language. **(statement)**

It is the language most used for science, medicine, and business. **(result)**

English is the most universal language; **{ consequently, therefore, }** it is the language most used for science, medicine, and business.

These two sentence connectors are always used with a *semicolon* before and a *comma* after the word.



**Exercise #3:** Read the pairs of sentences below. Choose the clause that gives the result. Then combine the sentences, adding 'therefore' or 'consequently' before the result clause. Punctuate the sentences.

- A. Sometimes English words are changed to make them more like the native language.

B. They are easier to say and remember.

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- A. In France, where English is not spoken, many words are borrowed.

B. A French worker looks forward to *le weekend*.

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3. A. There will be no universal language in the near future.
  - B. People have strong feelings about the importance of their language.
- 
- 



**Let's Try! Pick a topic for a cause and effect composition by completing a quick write about 'what you know' on a topic. Then conduct research to find data you will need to write your composition. Once you have your data, complete a graphic organizer to organize your thoughts and ideas. At this point you will have the option to either draft your initial composition or to complete a digital version of the composition**

### **Option 1: Writing your composition**

**Students who wish to 'write' the composition should complete an outline and then write the rough draft. All compositions should be typed in Microsoft Word. Be sure to cite all sources in your paper and to include either a Works Cited page or a Reference page.**



### **Option 2: A Digital Version**

**Students may work together on this collaboratively.**

**Directions:** Creating a digital storyboard is much like creating a comic strip. For this assignment you will be expected to create a digital story that encompasses a five-ten minute period of time. Planning is crucial to the success of your storyboard. (Storyboard templates can be found in the Appendix)

1. **Research:** Begin by researching your assigned topic so that you are well prepared to write on your assigned topic. The final slide in your digital presentation should be a Works Cited page or a Reference page.
2. **Plan:** To begin planning your story, you need to decide what you want to say with your assigned topic. Use your graphic organizer and outline in this stage.
3. **Creating Narration/ Dialogue:** The next step is to decide what needs to be said in your story. This will be completed on a storyboard template such as the one found in the Appendix. You will need to use multiple pages to create your story and these can be photocopied as necessary. Each frame should represent 10 seconds of your spoken speech, so you'll want to limit what you write for each frame. Audio recordings should be done using '**Audacity**', which can be a free download. Once your recordings are saved they can be easily uploaded into **Microsoft Movie Maker**.

4. Pictures: Use the internet to find pictures (or your own pictures) that will fit the narration you have written for each frame. Once you find an appropriate picture, save the picture to a file on your computer or onto a jump drive. It would be a good idea to label each picture so that you can later match the picture to the appropriate narration.
5. Creating your digital storyboard: Now you are ready to put everything together. Bring your pictures and your storyboard pages to your teacher. S/he will go over your plans and help you make corrections if necessary. S/he will then show you how to integrate all of your material into Movie Maker.
6. Publishing your work: Once you've completed your digital storybook, email it to your instructor.

### ***References***

1. Jordan, RR. (1999) Academic Writing Course. Pearson Education Limited, Edinburgh Gate, Harlow Essex CM20 2JE England.
2. Sebranke, Patrick, Verne Meyer, Dave Kemper. (1997). Houghton Mifflin Company. Wilmington, MA 01877. p 208-209.
3. [https://www.youtube.com/watch?v=yV\\_Cag791hI](https://www.youtube.com/watch?v=yV_Cag791hI)
4. <http://my.hrw.com/nsmedia/intgos/html/igo.htm>
5. <http://www.quia.com/cb/434737.html>

## Appendix

<b>PAGE:</b>	<b>DATE:</b>	<b>PROJECT NAME:</b>	<b>AUTHOR:</b>
<p><b>Here</b> you do a quick sketch of what will appear at this point in your digital story... you can also paste a graphic or photo here...do whatever works to remind you of what 's going on ...</p> 		<p><b>FRAME/EVENT DESCRIPTION</b></p> <p><b>Here</b> you describe:</p> <ul style="list-style-type: none"> <li>• what will appear on the screen (picture, clip, graphic or other kind of visual)</li> <li>• what listeners will hear (music, narrative, sounds)</li> <li>• your director's comments about what you are trying to achieve and communicate...</li> </ul>	<p><b>MEDIA LIST</b></p> <p><b>Here</b> you list the specifics of every piece of media you will need; this will help you gather materials before beginning story construction; it also serves as a "works cited list" for copyright purposes...</p> <ul style="list-style-type: none"> <li>• Music, songs, sounds, voice recordings</li> <li>• Pictures, graphics, diagrams</li> <li>• Video clip</li> <li>• Text, titles, transitions</li> </ul>
<p><b><u>NARRATION:</u></b></p> <p><b>Here</b> you write out or describe the narrative...</p>			
		<p><b>Directions</b></p>	
<p><b><u>NARRATION:</u></b></p>			

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		<b>FRAME DESCRIPTION</b>	<b>MEDIA LIST AND DESCRIPTION</b>
<b><u>NARRATION:</u></b>			
			
<b><u>NARRATION:</u></b>			