TEACHER INSTRUCTIONS

IDENTIFYING CAUSE AND EFFECT

- Choose any section of today's New York Times and have students skim the front page of that section for two minutes. Elicit from the class any "breaking news" stories that the students learned of in that initial review of today's paper. Then, without reading any of the news stories further, choose one of the news events and have students theorize about what possible causes led to that event.
- After students have speculated about the multiple causes behind the news event, have students join partners to read the news article in its entirety and complete the "Identifying Cause and Effect" diagram by identifying any additional causes of the event and adding any of its effects (described in the article).
- Emphasize to students that some "effects" may also act as additional "causes." For example, if students are reading about a merger between two businesses, they may discover that the merger caused the reduction of employee benefits, and the reduction of benefits caused a labor strike among employees.
- Students might also be invited to predict future effects or even "effects of effects" that might result from this news event. For example, an immediate effect of Hurricane Katrina was that many people migrated to other cities like Houston; an effect of that effect was that schools, housing and other services in those areas were strained by the sudden influx of refugees.

