



Historical events happen because something makes them happen. Why an event happens is the *cause*. What happens is the *effect*. The connection between what happens and what makes it happen is known as the **cause/effect** relationship.

Not all cause/effect relationships are clear-cut. Sometimes, an event may have more than one effect, and an effect may have more than one cause. At other times, an effect may not appear immediately. An action could cause something to happen even years later. Writers use cause and effect to inform and speculate.

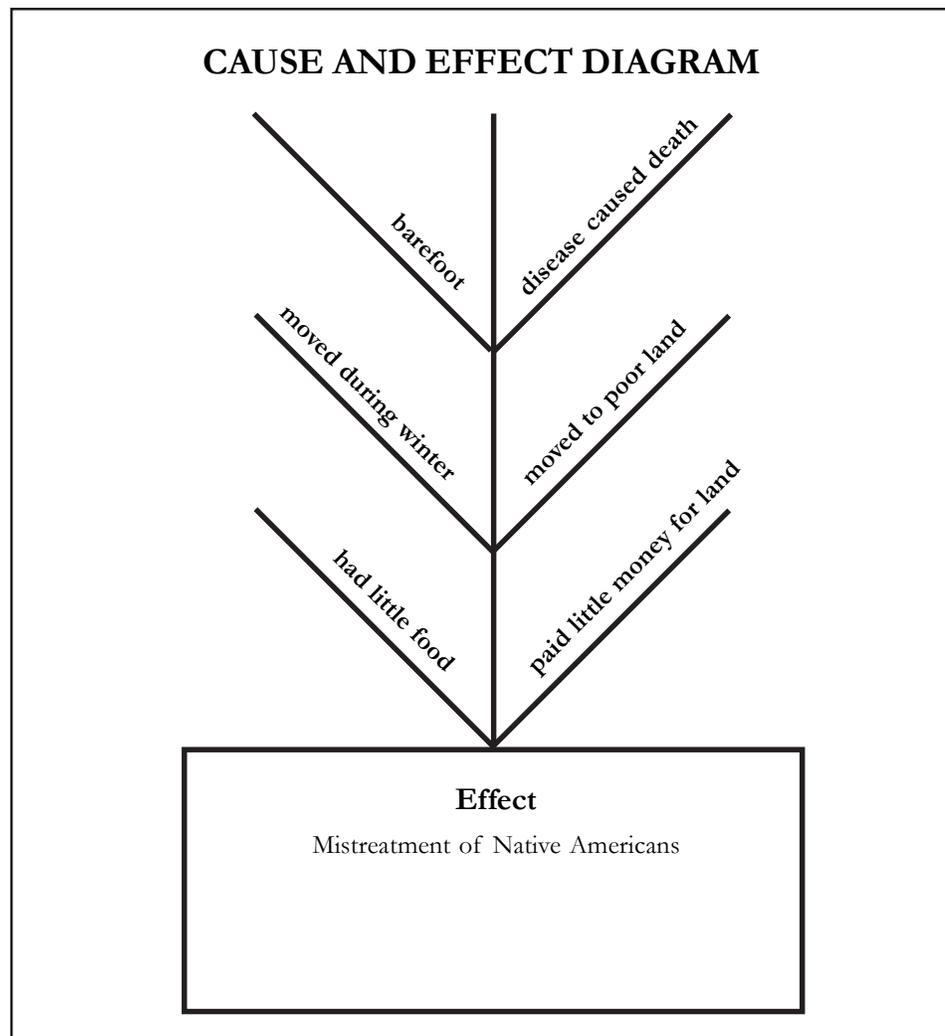
To help students recognize cause and effect in text structure, they should look for:

- cue words or phrases, e.g., *because, as a result of, in order to, led to, may be due to, effects of, consequently, for this reason, why, brought about, produced, so that, thus, since, outcome, as a consequence, resulted in, and therefore;*
- the word *and* or a comma instead of one or more cue words; and
- a longer text passage to read since a writer may need to write several paragraphs in order to illustrate a cause/effect relationship.

## Cause/Effect

**To Teach** the Cause/Effect strategy, use Selection 10 and Graphic Organizer 13. You may want to make a transparency of the graphic organizer to use as you teach the strategy using the steps in the left column.

1. Tell students that history is often a series of causes and effects. Have them think about something they have done recently and then identify what caused them to take that action.
2. Introduce Graphic Organizer 13 as a fishbone diagram. Tell students to read Selection 10 and identify an effect of the methods used to remove Native Americans west of the Mississippi River.
3. Then, have students write a statement on each of the fishbones (lines) showing a reason for the effect.
4. **VARIATION**  
You may want to teach the strategy by having students list the causes first and then, based on the causes, list the effect.



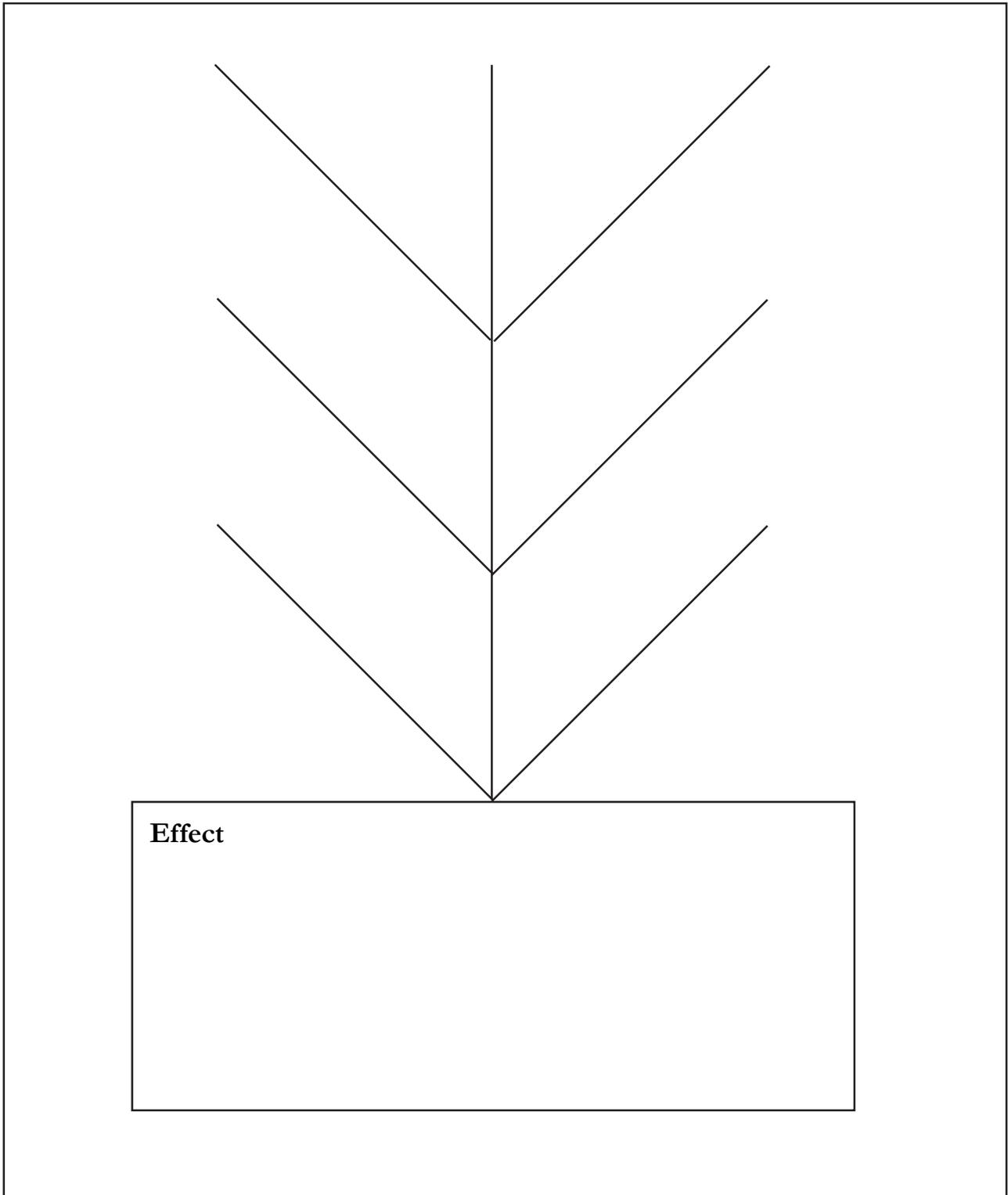
**To apply** the cause/effect strategy, introduce a topic in the textbook. Have students repeat the process they used in the practice session.

**To extend** the strategy, have students use Graphic Organizer 14 to record a cause/effect relationship from an excerpt in the textbook. The organizer requires students to list causes and an effect. Then they list effects of the first effect. For example, they may list causes of the American Revolution (causes/event-effect). Then they would list effects of the American Revolution. This graphic organizer shows how an event that has specific causes can then in turn become a cause of other effects.

## Selection 10 - Indian Removal

Andrew Jackson's policy of Indian removal was harsh and cruel. The plan was insensitive to the Native Americans, who were given small payments for their lands. Federal agents often tricked or coerced Native Americans to sign away their lands. When the Indians did agree to move, the migrations were not well planned. The Choctaw, the first tribe to be moved west, marched through six inches of snow. They loaded the very young, the old, the blind, and the sick on wagons along with their baggage. Because of the muddy roads, the wagons could only travel five miles a day. They were met by a blizzard and below-zero temperatures. Each family had only one blanket, and many Choctaw were barefoot and starving. A cholera epidemic broke out, and it is estimated that as many as one-fourth of the Choctaw died on the trail. The land to which the Indians were moved was usually poor, not suitable for raising enough food to support the tribal population. When some Black Hawks tried to return to their lands east of the Mississippi in order to find a place to plant crops for their starving people, a war broke out, which was suppressed by the army and militia.

**Cause and Effect Diagram**



# Graphic Organizer 14

