

# TEACHER'S GUIDE

## Pre-Game Activity: Cause and Effect

### MISSION 2: "Flight to Freedom"

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#### **A Note to the Educator**

*In addition to supporting a variety of National Standards listed elsewhere in the classroom materials, MISSION US: "Flight to Freedom" provides teachers and students with an opportunity to explore complex historical thinking.*

*A core element of "Flight to Freedom" is the notion of "cause and effect" in history. Throughout the game, students will understand how the choices and actions of both individuals and groups impact historical events.*

*This activity will ask students to consider the idea of "cause and effect" in history, and develop their understanding of the following:*

- *Events have multiple causes, and some causes are more important than others;*
- *Individuals shape historical events, but events are also shaped by larger political, social, economic, and environmental forces;*
- *Just because one event happens before another event doesn't necessarily mean it caused it;*
- *Actions can have unintended consequences.*



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#### Steps to Complete

- 1) Make copies of the "Cause and Effect Cards" that follow this activity. Cut the copies in half, so that you have a pile of "Cause" cards and a pile of "Effect" cards. Be sure to make enough copies so that you have exactly enough cause and effect cards for each student in your classroom to receive one.
- 2) Explain to your students that "Flight to Freedom" examines how the idea of cause and effect impacts history. Ask your students for an example of "cause and effect" from their studies of history.
- 3) Explain to your students that a "cause" is one action or event which results in another action or event, or "effect."
- 4) Tell your students you will now be taping a small piece of paper to each of their backs. The paper will either have a "cause" or an "effect" on it. Explain to students they are not permitted to remove the paper from their backs or ask a classmate what it says. They are permitted, however, to read what other students have taped to their backs. Be sure that each time you tape a "cause" to one student, you tape the corresponding "effect" to another student (i.e. if you tape the *cause* "The *Titanic* hit an iceberg" to one student, be sure to tape the *effect* "The *Titanic* sank to the bottom of the ocean" to another student). Depending on the size of your class, you may not use all of the available "Cause and Effect" cards.
- 5) Tell students that each of them now has a "cause" or "effect" on his or her back. Some of the cause and effect relationships in the room focus on historical events. Some of the cause and effect relationships in the room focus on events that might happen to you in your daily life. Their challenge now is to determine if they are a cause or effect, and to find their corresponding partner in the room. If they are a cause, they are looking for the effect they triggered. If they are an effect, they are looking for their cause. Explain to students that they may only ask "yes" or "no" questions of each other in order to find their corresponding cause or effect.

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6) Provide your students with an example, telling students a potential cause is "I flipped the light switch." Ask students what the corresponding effect would be? ("The lights came on.")

7) Remind your students they may only find their corresponding cause or effect by asking "yes" or "no" questions. If they see two people who belong together, they are permitted to put them together. Tell students that once they think they have found their partner, they should ask a classmate to check their work and confirm that they are with the correct person.

8) Give your students some time to find their corresponding cause or effect partner. While your students are finding their partners, write the four "cause/effect" statements on the board:

- a. CAUSE: The *Titanic* hit an iceberg. EFFECT: The *Titanic* sank to the bottom of the ocean.
- b. CAUSE: Thomas Jefferson purchased the Louisiana Territory from France. EFFECT: Thomas Jefferson doubled the size of the United States.
- c. CAUSE: You finished your dinner. EFFECT: You got dessert.
- d. CAUSE: Bill bought a lottery ticket. EFFECT: Bill won the lottery, and now he's a millionaire.

9) After your students have found their partners, ask them to reveal their causes and effects to the class. Explain to your students that sometimes cause and effect relationships can be more complex than they seem. Tell students that you are going to look at some specific examples from this activity to explore that idea more closely.

10) As a class, consider the following statement: "CAUSE: The *Titanic* hit an iceberg. EFFECT: The *Titanic* sank to the bottom of the ocean." Ask your students if the ship hitting the iceberg was the *only* cause of it sinking. Were there other causes? What might they have been? Lead your students to understand that *events have multiple causes, and some causes are more important than others.*

11) As a class, consider the following statement: "CAUSE: Thomas Jefferson purchased the Louisiana Territory from France. EFFECT: Thomas Jefferson doubled the size of the United States." Ask your students if they think Thomas Jefferson was the only person responsible for the Louisiana Purchase? What other causes for the Louisiana Purchase

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existed? Lead your students to understand that *individuals shape historical events, but events are also shaped by larger political, social, economic, and environmental forces.*

12) As a class, consider the following statement: "CAUSE: You finished your dinner. EFFECT: You got dessert." Ask your students to raise their hand if finishing their dinner is a necessary requirement for getting dessert in their home. Ask your students if sometimes they get dessert even when they haven't finished their dinner. Lead your students to understand that *just because one event happens before another event doesn't necessarily mean it caused it.*

13) As a class, consider the following statement: "CAUSE: Bill bought a lottery ticket. EFFECT: Bill won the lottery, and now he's a millionaire." Ask your students if Bill's buying of the lottery ticket caused him to win the lottery. Why not? *Lead your students to understand that sometimes causes and effects are impacted by chance, the unexpected, and the irrational.*

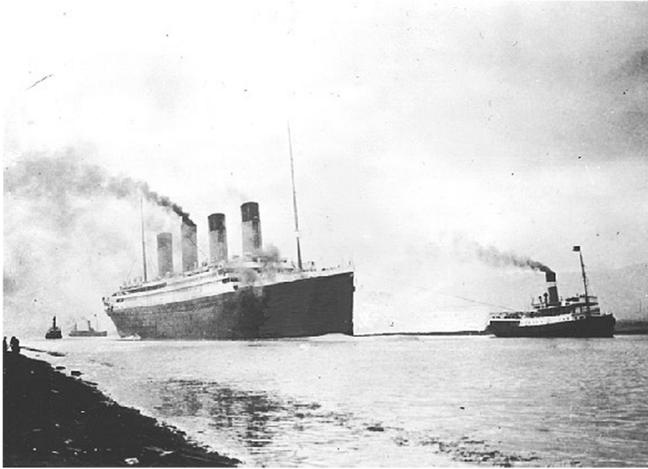
14) On the board, write the following. "EFFECT: Slavery was abolished in the United States." Ask your students to consider what they know about the end of slavery in the United States. What was the cause—or causes—of slavery being abolished? Ask students to consider everything they've learned about "cause and effect" relationships as they provide their answers. Accept all answers, and write student responses on the board.

15) Ask your students to consider how "cause and effect" relationships—and their complexities-- contributed to the end of slavery as they play through MISSION US: "Flight to Freedom."

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CAUSE: The *Titanic* hit an iceberg.



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EFFECT: The *Titanic* sank to the bottom of the ocean.

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**CAUSE:** Apple announced it is releasing a new iPhone.



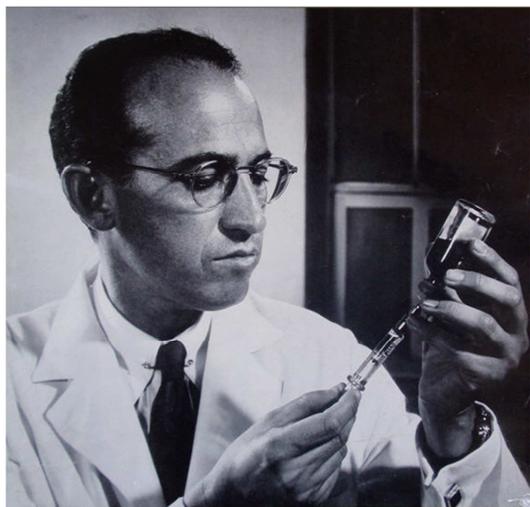
**EFFECT:** Tens of thousands of people went online to order Apple's new iPhone.

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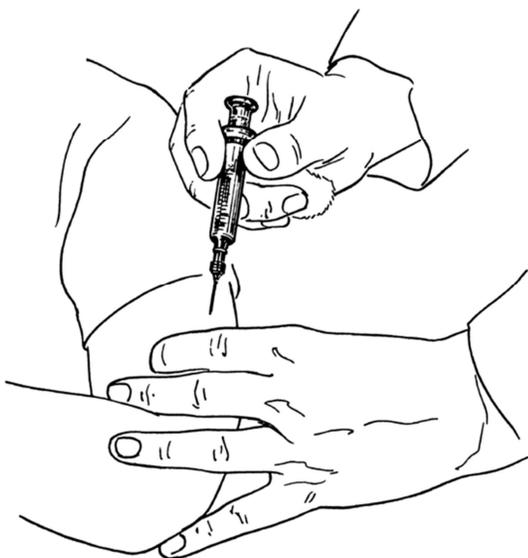
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**CAUSE:** Jonas Salk and Albert Sabin developed a vaccine for polio.



**EFFECT:** Polio has been eliminated from most countries in the world.

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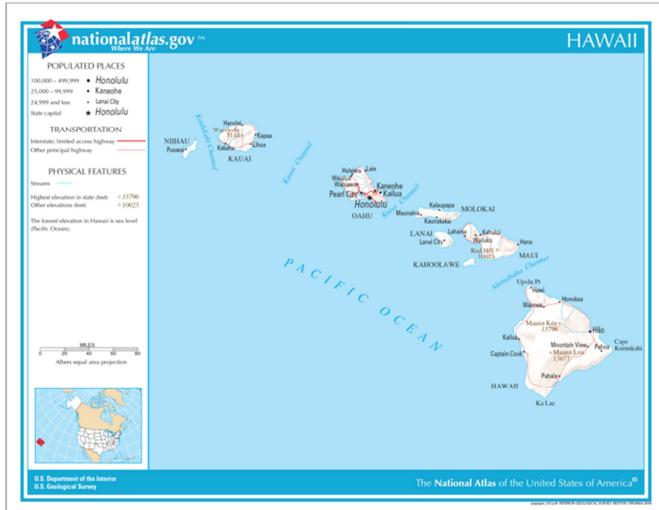
**CAUSE:** Barack Obama won the US presidential election in November 2008.



**EFFECT:** Barack Obama became President of the United States in January 2009.

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**CAUSE:** Hawaii became the 50<sup>th</sup> state of the United States.



**EFFECT:** The US flag was changed to include 50 stars.

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**CAUSE:** 33 miners were trapped in a mine in Chile.



**EFFECT:** NASA and the Chilean Navy created a rescue capsule which successfully brought 33 trapped miners to safety.

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**CAUSE:** There was a terrible snowstorm in your hometown.



**EFFECT:** Your school is closed for the day.

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**CAUSE:** You ran over a nail on your bike.



**EFFECT:** You got a flat tire.

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**CAUSE:** You studied hard for your social studies test.



**EFFECT:** You got an "A+" on your social studies test.

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**CAUSE:** Your favorite television show got very low ratings.

**CANCELLED**

**EFFECT:**  
Your favorite television show was cancelled.

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**CAUSE:** There was a terrible drought in the Southwest.



**EFFECT:** Crops in the Southwest failed.

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**CAUSE:** You finished your dinner.



**EFFECT:** You got dessert.

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**CAUSE:** A man robbed a bank and was arrested.



**EFFECT:** A man went to jail for bank robbery.

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**CAUSE:** Your shoes were too tight.



**EFFECT:** You got a blister on your foot.

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**CAUSE:** You didn't check the weather before you left for school.



**EFFECT:** Your clothes are soaked because you were caught in a sudden rainstorm.

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**CAUSE:** Your basketball team practiced hard every day after school.



**EFFECT:** Your basketball team won the championship.

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CAUSE: You got a job after school.



EFFECT: You were able to save enough money to buy an iPad.

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**CAUSE:** Jim was caught cheating on his science test.

**SUSPENDED**

**EFFECT:** Jim was suspended from school.

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**CAUSE:** You forgot to set the timer on the oven.



**EFFECT:** The cookies you were baking got burned.

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**CAUSE:** You brush and floss your teeth twice every day.



**EFFECT:** When you go to the dentist, you never have any cavities.

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**CAUSE:** The Confederacy attacked Fort Sumter in Charleston, South Carolina.



**EFFECT:** The American Civil War began.

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**CAUSE:** The Japanese Army attacked the United States naval base at Pearl Harbor, Hawaii.



**EFFECT:** The United States entered World War II.

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**CAUSE:** The stock market crashed in 1929.



**EFFECT:** The United States entered the Great Depression.

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CAUSE: Bill bought a lottery ticket.



EFFECT: Bill won the lottery, and now he's a millionaire.

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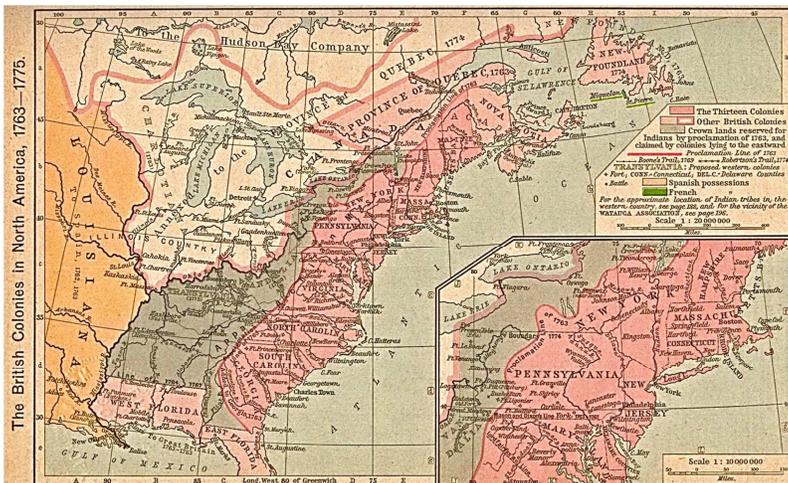
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CAUSE:  
Christopher  
Columbus  
"discovered" the  
"New World."



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EFFECT:  
European  
countries  
established  
colonies in  
North America.

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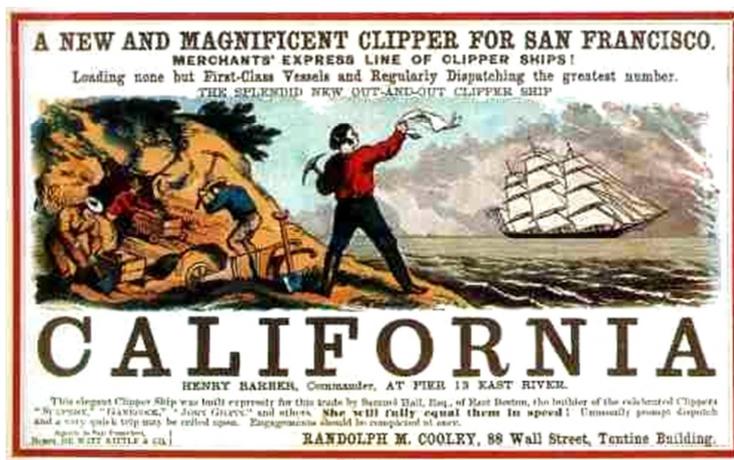
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SUTTER'S MILL AT COLOMA  
A reproduction of photograph in possession of Charles B. Turrill, of San Francisco,  
from original daguerreotype taken on the spot by R. H. Vance in 1850.  
James W. Marshall in the foreground.

{{PD-1923}}

**CAUSE:** In 1848,  
gold was  
discovered in  
California.



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**EFFECT:**  
Thousands of  
settlers poured  
into California  
seeking gold.

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**CAUSE:** The United States ratified the 19<sup>th</sup> Amendment.

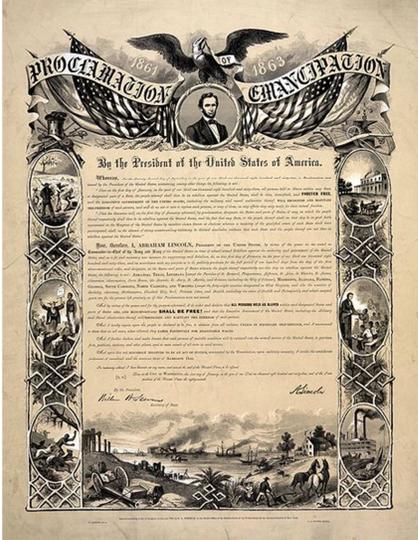


**EFFECT:** Women in the United States began voting in elections.

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**CAUSE:** Abraham Lincoln issued the Emancipation Proclamation.

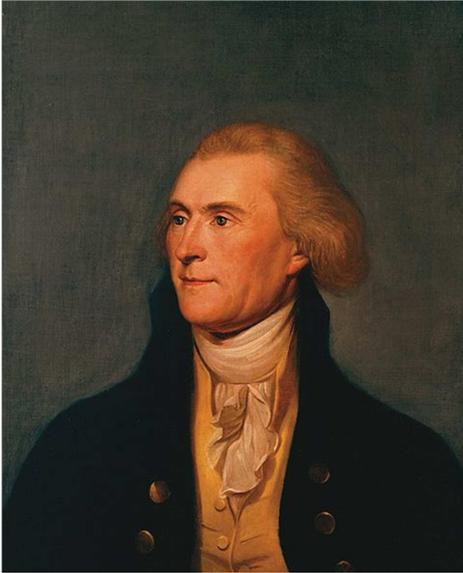


**EFFECT:** There is no more slavery in the United States.

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**CAUSE:** Thomas Jefferson purchased the Louisiana Territory from France.



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**EFFECT:** Thomas Jefferson doubled the size of the United States.

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**CAUSE:** You accidentally hit your thumb with a hammer.



**EFFECT:** Your thumb really, **REALLY** hurts.