

The Basics

What? A protocol to help students consider historical events and developments within their own context (the situation within which something exists or happens).

When? At the start of a new unit or topic, prior to doing any in-depth primary source analysis.

Why? To ensure students understand the context within which events unfolded, rather than viewing events in isolation, and are able to assess the significance of specific events and developments.

How to Implement

1. Select an event, process, person, or source that students have been learning about, or are preparing to learn about. *Either as a class, in groups, or individually have students:*
2. List possible causes
3. Then, categorize the causes as either short term, intermediate term, or long term and place them in the appropriate sections on a graphic [organizer](#).
4. After that, use the key to help you label the causes: role, significance, and type.
5. In the role section
 - a. Students will identify the triggering event (example: the straw that broke the camel's back)
 - b. Next, they will identify the contributing causes
 - c. Finally, students will identify the underlying causes
6. Students will then identify the type of cause:
 - a. Economic
 - b. Cultural
 - c. Political
 - d. Technological
 - e. Environmental
 - f. Ideas/Beliefs
7. (optional) Teacher can ask students to create a causal map, use your answers here to help construct that causal representation.

Resources and Additional Information

- [Graphic Organizer](#)
- [Research](#) supporting Causation
- [Video Model](#) of this strategy
- Examples activities: [Introduction to Causation](#), [Grades 6-8](#), [Grades 9-12](#), [Grade 9-12 Article](#)