

Lesson 3: Causes and Solutions

- **7th Grade Texas History**

- **Duration:** 90 minutes (2 periods)

- **History TEKS:**

(23) Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

(21) Social Studies Skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(F) identify bias in written, oral, and visual material.

(G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author.

(22) Social Studies Skills. The student communicates in written, oral, and visual forms. The student is expected to:

(B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources.

- **ELA TEKS**

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic.

(23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies

(24) Research/Synthesizing information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

(A) Narrow or broaden the major research question, if necessary, based on further research and investigation.

(28) Listening and Speaking/Teamwork. Students work productively with others in a team. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.

- **Learning Objective(s):**

- Students will be able to apply research skills to acquire information needed to solve their community problem.
- Students will develop teamwork skills to complete project in a collaborative effort.

- **Materials:**

- Roots-to-Solutions Handout (1 per group)
 - Research Handout/Questions (1 for each student)
 - Bibme.com
 - Computer with Projector
 - Student Computers/Devices
 - Exit Ticket
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Procedure:

1. Students will begin the lesson with sharing their assignment from Lesson 2 with their group to identify possible roots of their assigned issue. Students should complete the Roots-to-Solutions handout as a group. They should start by filling out only the roots/causes boxes. Tip: This document can be loaded into Google.docs and completed online as a group at home or in the classroom.
2. Explain how effective solutions often address a specific underlying cause of the problem.
3. Once the group has completed the roots sections they will begin to think about possible solutions to guide their research. There is space for each of the four members of the group to concentrate on one root cause and one solution, however, the chart can be modified to meet the needs of the group.
4. Distribute the research instruction sheet and discuss the requirements and expectations for student research as outlined on student handout.
 - a. Each group should include at least 1 survey, 1 interview, 1 set of statistics and 1 outside source to identify the root of your issue. Students should develop the survey and interview questions together and then divide up the implementation among group members.
 - b. Model for students how to set up a bibme.com account to keep track of their research and ensure proper citations of resources. If you have access to student computers or devices, have students create their account at this time.
5. Each team member will be responsible for a portion of the research. The research handout can also be loaded into Google.docs to make the collaboration process mainstreamed onto one sheet.
6. Allow the remaining class time for student research. Monitor research and provide feedback as needed.

Assessment:

1. Student Roots-to-Solutions handout should be counted as assessment for completing homework.
2. Students will complete exit ticket of next steps to turn in before the end of the period.

Modifications:

1. Research can be extended beyond the class time to ensure complete projects. Day 4 can be postponed for a week or more to allow for extra time in research.
2. Students may also develop surveys through Google Docs.
3. Have a list of preselected website for students to use for their research. There are a few already listed however you may want to add a few specific ones once problems have been identified.
4. If you have limited computer access for research it will be important to stick to problems at the school or community level so students can do most of the research through interviews and surveys.
5. Contact local community leaders to visit the campus for interviews or Skype into the classroom.
6. Create a list of contact information for local leaders that would be willing to help the students with their project. This list can be developed after the questionnaire phase.
7. Activity can be a cross-curricular activity with English/Language Arts classes.

Research Tips and Questions

Go to www.bibme.org Create a Bibme account to keep track of your research and ensure proper citations.

1.



2. Once you have an account you will be able to save your resources into a folder for this project and site everything in MLA format.
3. Be sure to annotate your resources on bibme.com so you can refer back to your resources as you prepare for your final project.
4. **You must include at least 1 survey, 1 interview, 1 set of statistics and 1 outside source to identify the root of your issue. Develop the questions together and then divide up the implementation among group members.**

Helpful websites:

For surveys:

Google.docs: Create a survey and email to the proper individuals.

Survey Monkey: Similar to Google.docs – free resource to create surveys that can be taken online.

Poll Everywhere: Set up a quick poll and answers can be texted in or answered on a computer.

QR Codes: Create and print QR codes and have targeted audience quickly access your poll or survey.

For Local Government:

<http://www.statelocalgov.net/>

<http://www.texas.gov/en/Pages/default.aspx>

Work with your group to determine where you need to begin your research. You will need to research your specific issue along with using other sources to learn about local leaders to decide who you need to contact for interviews and surveys.

Research Questions:

TOPIC:

TOP THREE ROOT CAUSES (in order of importance):

BACKGROUND: How serious is the problem? What are the causes of the problem? How widespread is the problem?

CONDITIONS: What are the possible solutions or alternatives?

PARTNERS: Where can we look for information? Who is already working on this issue?

CHALLENGES/OBSTACLES: What are the biggest challenges or obstacles?

Research Next Steps Exit Ticket:

Do you feel your group has properly identified the root of the problem?
If not, what are your next steps to find it?

Detail what each group members' responsibilities are in the research part of the project.

What is your deadline for completing your research?

Roots-to-Solutions

Possible Solution:

Possible Solution:

Possible Solution:

Possible Solution:

Problem:

Root/Cause:

Root/Cause:

Root/Cause:

Root/Cause:

