

Unit 2: Challenge History

Lesson 2: Fishbone: Cause and Effect of Revolution

Developed by Rudy Acoba

Background

Today, as in history, for every decision made and action taken, there is an effect - positive or negative. History is endless events that have resulted in effects, which consequently today, we may either benefit or suffer from. Ironically, history is a cause in itself, and the effects become the lessons we have learned because of it. Sometimes, certain causes continue to persist, as a result of our inability to learn from them.

Connections to NCSS Standards

Culture: The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

Time, Continuity, and Change: The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

Individuals, Groups, and Institutions: The students examine the ways in which institutions change over time, promote social conformity, and influence culture.

Power, Authority, and Governance: The students apply their awareness of rights and responsibilities in more complex contexts with emphasis on new applications.

Production, Distribution, and Consumption: The students expand their knowledge of economic concepts and principles, and use economic

reasoning processes in addressing issues related to the fundamental economic questions.

Science, Technology, and Society: The students explore the complex relationships among technology, human values, and behavior.

Global Connections: The students examine policy alternatives that have both national and global implications.

Civic Ideals and Practices: The students expand their ability to analyze and evaluate the relationships between ideals and practice.

Lesson Objectives

The students will be able to:

- understand, create, and interpret a Fishbone (Cause & Effect) Diagram
- identify 2 or 3 people/events that contributed to the Philippine Revolution
- understand the effects of the Philippine Revolution on society

Time: three 1-hour sessions

Materials

- labels for “Cause” and “Effect”
- blank strips of paper
- Fishbone Diagram (PDF File)

Procedure

A. Opening: Cause and Effect

1. Ask the class what they know about “Cause and Effect” and write their responses on the board.
2. In addition, share that “There are consequences to the choices we make. All

chance is affected by specific cause(s). For every action there is a reaction. What comes around goes back around again.”

3. Ask the students if they've ever heard of the saying, "What ever goes around, comes back around, again"? Tell them that this idea is "Cause and Effect."
4. On one of two large strips of paper, have each student think about an important decision or choice they've made in the past and have them tape it onto the board under the label "Cause."
5. Next, have them write the "Effect" that resulted from their "Cause."
6. Before the students tape them on the board, have the student who wrote the "Cause" to read their own out loud, and let the class guess what the effect or result. After, allow the "owner" of the cause to share the real effect of his/her decision.
7. Allow time for all the students to share.

B. Fishbone Diagram: Philippine Revolution

1. Ask the class to help you draw a basic fish skeleton on the board, by giving you simple instructions. Be sure that your fish skeleton has a head, body, fins, and a tail.
2. Tell the class that they will be using this "Fishbone Diagram" to help them organize events into a "Cause and Effect" situation.
3. At the head of the fishbone diagram, write the main event: Philippine Revolution.
4. Have the students read the introduction on the Philippine Revolution provided on the website:
<http://opmanong.ssc.hawaii.edu/filipino/philrev.html>. *Within this site, the students can also link up to further their research on the revolution.
5. After, direct the students to the length of the fish's body. Based on the introduction they read, have the class help you write a "Root Cause" for the Philippine Revolution

Example: Years of oppression caused Philippine leaders to unite, fight, and achieve independence from Spain.

6. Next, ask the students to think about what the effects were as a result of the root cause. Write these "effects" along the top and bottom half of the fishbone skeleton (limit to two on the top and two on the bottom, leaving room for details):
 - a. Effect – The creation of the "Katipunan"
 - b. Effect – Filipino Jose Rizal, a steward of the "Propaganda Movement," sought reforms in the colonial administration in the Philippines.
7. Point out, that these "effects" naturally lead into additional "causes." Ask the students to think about the "effects" of these "causes:"
 - a. Cause – The creation of the "Katipunan"
Effect – Brought together Philippine leaders to fight for Philippine independence from Spain.
 - b. Cause – Filipino Jose Rizal, a steward of the "Propaganda Movement," sought reforms in the colonial administration in the Philippines.
Effect – Through Rizal's writings, he inspired and encouraged Filipinos to stand up against colonial abuses, to better themselves, and to assert their equality. His famous and widely read novels, *Noli Me Tangere* (Touch Me Not) and *El Filibusterismo* (The Subversive), awakened a nation from a long, deep slumber and highlighted the need for significant reforms and an end to Spanish abuses.
8. After recording four "Causes" and their "Effects," allow the students time to look at the over all diagram and quietly write down their own overall understanding or generalization of the effects of the "Philippine Revolution."
9. Allow the students to share their generalizations, and select one to write on

the tail end of the fish to complete the Fishbone Diagram.

C. Closing: Fishbone Diagram: Philippine Revolutionary Leaders

1. Divide the class into small groups.
2. Ask the class, "Who were the leaders of the Philippine Revolution?"
3. In a jar, place the names of the revolutionary leaders during the time of the Philippine Revolution, and have a member of each group pick out a name to research.
4. After researching, have the groups create their own Fishbone Diagram on their revolutionary leader. Remind the students about the diagram format:
 - a. left to right, fish head to tail
 - b. head – the main event
 - c. center of body – root cause
 - d. top and bottom half of body – the effects of the root cause, leading into additional causes and the effects
 - e. tail – generalization or overall understanding of the causes and effects of the main event
5. When the groups have completed their Fishbone Diagram, allow time for them to share.
6. After, emphasize that a "Cause" can result in either a negative or positive "Effect."
7. Share, "Whatever we give or do will have some kind of reaction or response and moves like a rippling effect. It will eventually come back to us in one form or another."
8. Pose a challenge to the students, "In your own life, you have the power to cause a positive or negative effect. Do you choose to give positively or negatively?"

Using their Fishbone Diagram to help them organize their information, have the students write a summary of one of the Philippine Revolutionary Leaders, and their contributions to helping the Philippine people achieve independence from the Spaniards.

Enrich/Extend

Have the students select another main event in history to develop a Fishbone Diagram and highlight its causes and effects.

Resources

Online

1. "The Philippine Revolution."
<http://opmanong.ssc.hawaii.edu/filipino/philrev.html>

Suggested Assessment