The **Cause and Effect** pattern of development explains why something happens and / or the effects. As you read, look for **cause and effect** keywords:

<table>
<thead>
<tr>
<th>Because</th>
<th>As a result</th>
<th>accordingly</th>
<th>Therefore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequently</td>
<td>Thus</td>
<td>Ultimately</td>
<td></td>
</tr>
</tbody>
</table>

**Practice 1:**
Identify **Three possible Causes** (WHY?) for the following effect:
Your friend says he/she is too busy to hang out with you.

**Cause 1:**

**Cause 2:**

**Cause 3:**

**Cause and Effect Chain:** Sometimes the **Cause and effect** pattern becomes more complicated as an effect becomes a cause and has its own effects.

**Cause 1:** CO₂ emissions from cars and power plants leads to global warming and higher temperatures.
**Effect 1:** Snow and ice melt in the Arctic.
**Effect 1 Becomes Cause 2:** Snow and ice don’t reflect the sun's energy back into the atmosphere, so temperatures increase.

**Practice 2:** As you read the following article, use cause and effect key words to identify possible causes and effects in the article. Ask yourself, "**Why** are the manual trades a good career for some?"

---

**The Case For Working With Your Hands--Matthew Crawford**

High-school shop-class programs were widely dismantled in the 1990s as educators prepared students to become "knowledge workers." The imperative of the last 20 years to round up every warm body and send it to college, then to the cubicle, was tied to a vision of the future in which we somehow take leave of material reality and glide about in a pure information economy. This has not come to pass. To begin with, such work often feels more enervating than gliding. More fundamentally, now as ever, somebody has to actually do things: fix our cars, unclog our toilets, build our houses.

When we praise people who do work that is straightforwardly useful, the praise often betrays an assumption that they had no other options. We idealize them as the salt of the earth and emphasize the sacrifice for others their work may entail. Such sacrifice does indeed occur—the hazards faced by a lineman restoring power during a storm come to mind. But what
if such work answers as well to a basic human need of the one who does it? I take this to be the
suggestion of Marge Piercy’s poem “To Be of Use,” which concludes with the lines “the pitcher
longs for water to carry/and a person for work that is real.” Beneath our gratitude for the lineman
may rest envy.

This seems to be a moment when the useful arts have an especially compelling
economic rationale. Trade association reports show that repair shops have seen their business
jump significantly in the current recession: people aren’t buying new cars; they are fixing the
ones they have. The current downturn is likely to pass eventually. But there are also systemic
changes in the economy, arising from information technology, that have the surprising effect of
making the manual trades—plumbing, electrical work, car repair—more attractive as careers.
The Princeton economist Alan Blinder argues that the crucial distinction in the emerging labor
market is not between those with more or less education, but between those whose services
can be delivered over a wire and those who must do their work in person or on site. As a result
of the changes in the economy, workers in the manual trades will find their livelihoods more
secure against outsourcing to distant countries. As Blinder puts it, “You can’t hammer a nail
over the Internet.” Nor can the Indians fix your car. Because they are in India.

If the goal is to earn a living, then, maybe it isn’t really true that 18-year-olds need to be
imparted with a sense of panic about getting into college (though they certainly need to learn).
Some people are hustled off to college, then to the cubicle, against their own inclinations and
natural bents, when they would rather be learning to build things or fix things. One shop teacher
suggested to me that “in schools, we create artificial learning environments for our children that
they know to be contrived and undeserving of their full attention and engagement. Without the
opportunity to learn through the hands, the world remains abstract and distant, and the passions
for learning will not be engaged.”

Directions: Identify 4 details in the following chart to identify causes and effects from the article
“The Case for Working With Your Hands”.

<table>
<thead>
<tr>
<th>Cause(s)</th>
<th>Effect(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause 1:</strong></td>
<td><strong>Effect:</strong> Manual trades (mechanics, plumbers, carpenters) are a good career option for some people.</td>
</tr>
</tbody>
</table>

Multiple Choice Questions for “The Case For Working With Your Hands”

1. Main Idea:
This passage is mainly about
A. how young adults don’t need a college education to be successful.
B. how college has become a bad investment for young adults because of its cost.
C. how Americans need stronger unions to ensure that Americans have jobs in the future.
D. how American high school students are not as strong in math and science as students from other countries.

2. The writer believes that
A. most American high school students need to be better prepared for the information economy of the future.
B. everyone would benefit from the education that colleges offer.
C. only students who excel in high school should be able to go to college.
D. the useful arts are a good option for young adults who don’t want to go to college.

3. How does the author develop his ideas in the second paragraph?
A. A solution to a problem
B. A personal observation
C. a scientific theory
D. expert testimony

4. According to paragraph 3, what is one cause of the useful arts becoming an attractive career.
A. People often find satisfaction completing useful tasks.
B. Americans have more money to spend on home improvement projects.
C. People with knowledge of the useful arts can easily find work in other countries.
D. Hands on tasks cannot be completed by workers in other countries.

Practice 3 Directions: Use the cause and effect pattern to compose a paragraph to explain your plans after high school. Why do you want to attend college or start working immediately after high school? Make sure you consider all possible causes behind your decision to attend college or start working. Use examples to support your understanding of the causes and effects.