

Why move? What changes?

Distinguish a reason for moving from a consequence.



Think, point, speak, draw or write.
You may pass or ask for a quiet start.

Read the source

CONSTRUCTED TEACHING SOURCE: fictional classroom example, not an archival original.

- 01 Fictional case: Sam moves to a new town to start an offered job.
- 02 After the move, Sam uses a new bus route and meets new colleagues.
- 03 Sam still keeps in contact with old friends.
- 04 This case illustrates a possible experience, not every migrant's experience.

Watch the reasoning

- 01 Cause: the offered job helps explain why Sam moved.
- 02 Consequence: the new bus route happens after the move.

Point to the detail that supports the answer.

Make a decision

Which is a cause in this case?

- 01 A. Meeting new colleagues.
- 02 B. Using a new bus route.
- 03 C. The offered job.

Choose first. Give a reason before checking.

Check the deciding clue

C

The job helps explain the move; the other details follow it.

Keep your first choice. If you change it, say what changed your mind.

Your independent evidence

- 01 Sort job, new bus route, new colleagues and old friends into cause, consequence or continuity.
- 02 Write: Sam moved because _____. As a result, _____.
- 03 Give one reason this case cannot explain every person's move.

Make one useful improvement

**Check your answer against the source.
Show the detail you used.**

Add evidence, improve a link, or mark a claim you cannot support.

Keep the first attempt visible. Record one change or one question.

What will you take forward?

A cause explains why. A consequence explains what followed.

One thing I can explain: _____

One next step or question: _____