



Compelling Why Thread—How can ripples in events be identified?

POSSIBLE DIRECTIONS OF STUDENT DISCUSSION

1. Surges in Momentum—Ripples often cause significant changes at once. So there is a period of time following the ripple where changes seem to snowball off one another in rapid succession before slowing once again. In the hide and seek discussion, surges occur as students predict quads being found in groups based on flaws in their hide and seek rules. *The historical connection—This pattern ties into the historical theory that cycles of contentment and revolution compose history.*
2. Sudden Change in Philosophy—Ripples can be linked to changes in philosophy. In this case, the rules that apply to hide and seek. Each time the philosophy evolves, a recognizable change can be seen in the population involved. *The historical connection—Political movements can function as ripples because their growth and expansion helps to make significant historical changes.*
3. Ripples Blend In—Ripples suggest small alterations in thought and action which begin to build together before they crash on the shore. Therefore, the ripples themselves are impossible to isolate and recognize. Their collective impact is what can be traced. For example, there is no way to pinpoint how a seeker is able to locate a hider because the seeker's experience in looking is impossible to chart. The only action that can be charted is the moment of finding someone who is hiding. *The historical connection—The historical theory of multiple causation is based in the notion that isolation of an historical event and its cause is impossible because innumerable contributing factors have helped lead to its occurrence. Likewise, the event itself becomes a contributing factor to countless future events.*

1. Share Ideas—Draw vertical lines on the board to divide it into the number of quad groups found in the classroom. Direct quads to choose a hide and seek representative to list the quad's consensus hide and seek rules in the appropriate section of the board. Remind students' that at this stage of recording rules cannot be added. Only the rules already selected by quads can be written down. Also, rules should be written in complete sentences because this will allow for greater variety in interpretation of the rules. Once all quads have finished listing their rules, quickly review through each set of rules as a class.
2. Compare Perspectives—Ask quads to imagine how a game of hide and seek would progress if all quads were participating, but each student only had to follow those rules their quad had established. Allow students several minutes to debate the hypothetical game, the write "Those Found" on the board. As discussion of the game progresses, students suggested to be found should be listed under this heading.
3. Discuss Scenario—Tell students they are now a council of sport reporters who are reporting the game's progress over the radio. To turn their sport's microphone on they must raise their hand, then announce who was found, what led to their capture, and how their set of rules failed to protect them. Can the winner of the game be predicted based on the rules different quads are following? If students are struggling, cue them to consider conditions that would influence play, such as where legal hiding and safe grounds are, how those found are reintegrated into the game, or time limits in playing. You may also need to name a student not in the class as the person searching for the students. When students are identified as found it will most likely be due to (1) students' familiarity with the found student's personality or (2) loopholes in the rules defined by a particular quad group. As the discussion emerges, one or more of the three ripple interpretations found at the top of the page should apply to students' predictions.
4. Offer Alternatives—After making connections to the ripple interpretations students recognize, present any of the other ripple theories found at the top of the page and ask students if they could also model the actions of hide and seek. *You said Charlie would be able to find Todd and Steve because they both were playing by the rule that the basketball courts were a safe zone and they would want to hide near it (philosophy ripple), but could you also argue that Charlie would be able to find them because they would hide in similar locations so*

once Charlie looked under one pine tree and successfully found someone, he would decide to check all the trees (momentum ripples).

5. Consider New Situations—There should be strong opinions emerging in the class on how events and their contributing causes appear. Now, present any of the following new situations and ask students to identify how ripples are functioning in these situations.

Situation A—Easter Egg Hunt

Ask students if they recall hunting for Easter eggs when they were younger or if they can remember watching a child hunt for eggs. Are eggs found in groups with extended searches in between or does the hunting build more evenly. Is there a list of training techniques that could be taught to children prior to Easter egg hunting that would enable them to find eggs more quickly? If so, these skills could be ripples affecting the outcome of the hunt.

Situation C—Making the Honor Roll

Ask students to explain what the honor roll is. According to school grading systems, the goal of students should be to achieve excellence in their classes, and make the school's honor roll. Ask the class if this is a goal of theirs? If students respond that it is a goal, ask them to identify the contributing factors that would allow them to make the honor roll. Point out that in this particular situation, all ripples are directly under the control of the students, so the progression of the school year and grading outcome can be manipulated by the student. If students respond that the honor roll is not a major concern of theirs, ask them to consider goals they have set for themselves, such as graduating or getting a good job. Can ripples be identified that would allow them to succeed? If students are capable of listing contributing factors to their success in the goals they set, then it would seem that identifying ripples in historical events is possible.

Situation B—Professional Sport Finals

Have students consider the upcoming finals of a professional sport league, such as baseball's World Series, or the NBA finals. Ask students to identify the teams which are mostly likely to succeed in winning. Is there a list of factors, or ripples in the events of the season which enabled these teams to rise to the top? Is it possible to create a short list of contributing factors and be fairly confident that those factors are what led to success? Now ask students to consider teams which are at the bottom of the standings. Can an accurate list also be created on those teams which would reveal why they were at their worst all season?

Situation D—Movie Plot Twists

Ask students if there are any good movies they have seen lately. Tell the class that you enjoy movies where the plot takes unexpected twists. Ask students to name and describe any twisting movies they have seen lately. What is the appeal of these movies? What moments in the movie make you jump? Heart-stopping moments in movies seem to burst out unexpectedly, like a hurricane hitting the coast. Ask students to consider one of the movies they have named. Have a student identify a major twist in the plot. After reviewing the movie plot carefully, are there any ripples early in the movie which do predict the twist if you are watching carefully enough? Likewise, major changes in loyalties or practices in history may seem to be unexpected at the time. When these are later examined by historians, however, clear indications of the change may be easy to notice.

6. Defining Ripples—The class has now considered several different situations and attempted to identify contributing ripples to the events. Ask volunteers to share any retrospective observations they have gathered through this discussion. One thing students should recognize is ripples, whether they can be identified in isolation or not, interact in an extremely complex manner. Historical study adheres to this same complexity. It is impossible to study historical events or thematic elements without considering all of the ripples which lead into and out of them. Tell students that they are going to be asked to analyze ripples in history, so they should be ready for twists more dramatic than those in movies.
7. Computer Lab Preparation—Tell students the rest of the class period will be spent in the computer lab. As with any class period, the effectiveness of student work is directly related to the ripples each student brings into the classroom. Remind students that computer lab time is limited, so it is extremely important that each student build topic related ripples that will help their classmates, rather than off topic ripples which stall student work. The field of historical analysis is vast. Students should be ready to think creatively and cooperatively throughout the day.