

What is 'Because, But & So'?

This is a simple writing exercise that teaches students to think analytically. It also gets them to work with basic conjunctions



But, Because and So

What does the research say?

This activity was designed by Hochman and Wexler for The Writing Revolution as a sentence expansion activity to build both literacy and skills

One of the benefits is that the rigour of the activity is driven by the content you use. It can be easily applied in a KS2 or KS5 lesson.

This activity is powerful because it forces students to expand their thinking with precision and detail

It also encourages students to think in different ways they might develop the same sentence stem, forcing them to engage with the content, and think historically. Indeed, the task itself also escalates in difficulty as you complete it.

Further Reading

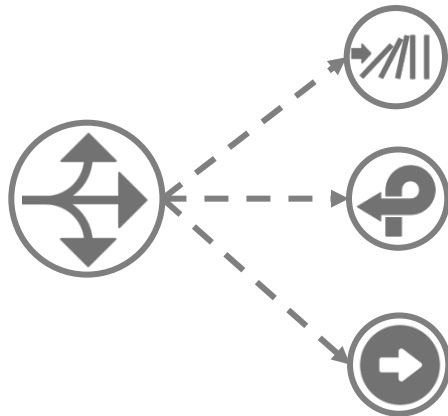
Hochman and Wexler; The Writing Revolution

Lemov: Teach like a Champion

Using Because, But and So

Give students a sentence stem (beginning of a sentence) that allows *because*, *but* and *so* to be applied and expanded on.

E.g. *"In 1861, Louis Pasteur developed the Germ Theory..."*



Because

This is used to explain why something is true or to highlight the causation

"because of his experiments as a brewer..."

But,

This is used to change the direction of the sentence, to provide balance

"but, failed to prove that germs cause disease..."

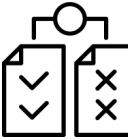
So

So tells us the effects and what happened next in the narrative

'so this led to the challenge to Miasma theory..."

Do's and Don'ts

To really maximise your use of *because*, *but* and *so*, follow this guidance on do's and don'ts



- Make sure the content can support using *Because*, *But* and *So*
- Get weaker students, to practice it orally first
- You can start with one conjunction at first, for example *because*
- Try to anticipate student answers

- Don't force the activity onto content that does not provide a clear opportunity to use it
- Don't change the sentence stem, keep the same for each one
- Don't let students use *Because*, *But*, and *So* at the start of sentences

In the History Classroom

Below are some examples of how you could use *because*, *but* and *so* within the history classroom.

Analysis

Because, But & So is most powerful when used to **analyse events, results or changes**
For example:

- *From 1924, Stresemann secured the recovery of Germany.....*
- *Between May and June 1940, 338,226 British troops were evacuated at Dunkirk...*
- *After the Black Death, English society was changed...*



Scholarship

It can be used to **engage with scholarship** by explain in why interpretations are made and also challenging them.

For example, this add *because*, *but* and *so* to the end of this extract below

Simon Schama claims *"Change arrived in a violent rush, decisive, bloody, traumatic; as a truck-load of trouble.....wiping out everything that gives a culture its bearings"*



New Vocabulary

Use it as a method to **embed and apply new vocabulary**, either Tier 2 or Tier 3

For example:

- *People **migrated** to Britain...*
- *The **Homestead Act** was a 1862 that offered cheap land to settlers...*
- *In 1865, De Montfort called the first **parliament**, the Great Council,...*

