



Unit 3

Graphic Organizers and Charts

ACTIVITIES

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- 3-2 Series of Events Graphic Organizer
- 3-3 Compare-Contrast Graphic Organizer
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Graphic Organizers and Charts

Activity 3-1: Topic-List Graphic Organizer

Activity 3-1: Topic-List Graphic Organizer

Graphic organizers and charts are visual representations of information. They can help you understand and remember information. You will be learning about ten graphic organizers and charts in this unit.

A **topic-list** graphic organizer can help you organize information about a topic into its subtopics and details.

Read the following information about Amelia Earhart.

Amelia Earhart, born in 1897, remains the most famous female aviator in history. She learned to fly early in 1921 and bought her first plane, a Kinner Canary, later that year. She used this plane to set a women's record by reaching an altitude of 14,000 feet in 1922. In 1928, Earhart became the first woman to fly across the Atlantic Ocean. On this flight, she was a passenger in a plane piloted by Wilmer Stutz and Louis Gordon. In 1932, Earhart became the first woman and only the second person to fly solo across the Atlantic. She flew her Lockheed Vega from Newfoundland to Ireland in just less than fifteen hours, bettering the time it took Charles Lindbergh to make the first solo flight across the Atlantic in 1927. In 1935, Earhart became the first person to fly solo across the Pacific Ocean from Hawaii to California. In 1937, she sought to become the first woman to fly around the world. Along with her navigator, Fred Noonan, she set out from Miami, Florida. After completing more than two-thirds of the flight, their plane vanished in the central Pacific near the International Date Line. Extensive search efforts were unsuccessful. The exact nature of Earhart's and Noonan's disappearance remains a mystery, although there is speculation that Earhart might have survived a crash and lived out her life as a castaway on a remote Pacific island.

On the next page is a topic-list graphic organizer a student constructed based on the information provided about Amelia Earhart. It illustrates how a topic-list graphic organizer is constructed.



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graph TD
    A([Amelia Earhart]) --- B([Born in 1897])
    A --- C([Learned to fly in 1921])
    A --- D([Bought Kinner Canary plane that year])
    A --- E([Set women's altitude record in 1922])
    E --- F([Altitude of 14,000 feet])
    A --- G([1928 first woman to fly across Atlantic])
    G --- H([Passenger in plane piloted by Wilmer Stutz and Louis Gordon])
    A --- I([Bettered Lindbergh's 1927 time])
    I --- J([Only second person to do so])
    A --- K([Flew a Lockheed Vega])
    K --- L([1932 first woman to fly solo across Atlantic])
    L --- M([1935 first person to fly solo from Hawaii to California])
    L --- N([1937 tried to become first woman to fly around the world])
    N --- O([Fred Noonan was navigator])
    N --- P([They disappeared in central Pacific and were never found])
  
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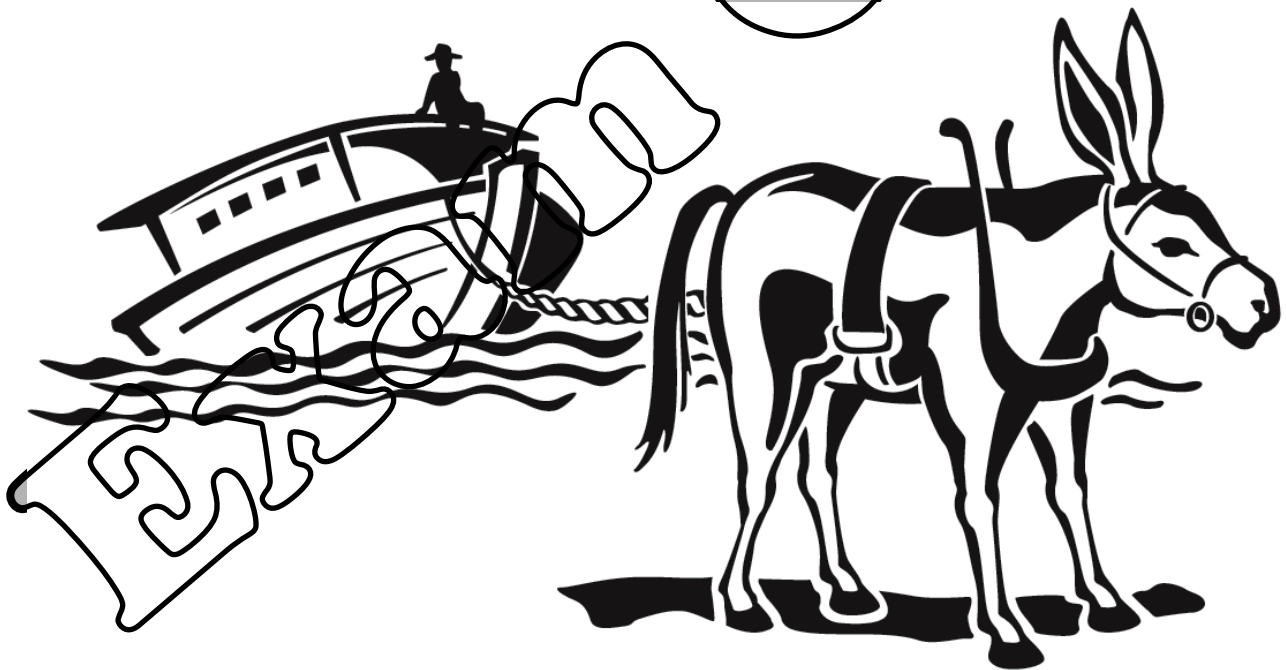


Graphic Organizers and Charts

Activity 3-1: Topic-List Graphic Organizer

Read the following information about the Erie Canal.

The Erie Canal is a historic waterway whose construction began in 1817 and was completed in 1825. It stretched from Buffalo, New York on Lake Erie to Albany, New York on the Hudson River. Construction was difficult and required 83 locks to move boats up and down natural elevations and 18 aqueducts to carry the canal over bodies of water. The canal was an instant commercial success. The cost of transporting products from Buffalo to New York City by canal boats that were pulled by mules or horses was much lower than the cost of doing so by wagons. The canal facilitated two-way trade between New York City and Midwestern states and Canada. Farm goods came east while manufactured goods went west. The canal was enlarged in 1862 so that boats could carry more goods. It was enlarged again in 1915 so that it could handle steamships and was renamed the New York State Barge Canal. Traffic on the canal dwindled with the development of railroads and the St. Lawrence Seaway. Now known as the New York State Canalway Trail, more than 200 miles of the Barge Canal and the original Erie Canal are used for multipurpose recreation.



Now, construct a topic-list graphic organizer about this information on the blank page that follows.



Graphic Organizers and Charts

Activity 3-1: Topic-List Graphic Organizer

Construct your topic-list graphic organizer here.

Exam Copy



Graphic Organizers and Charts

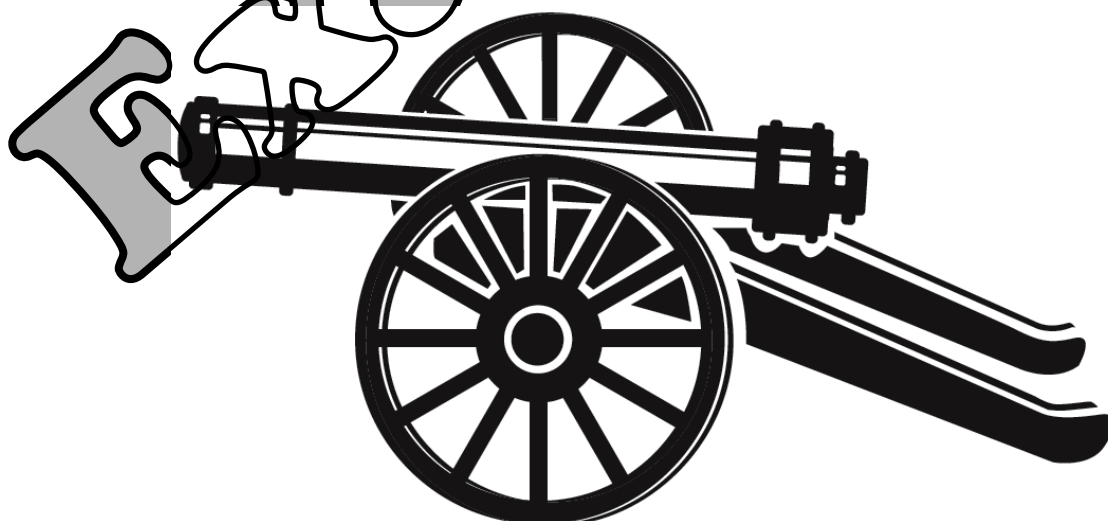
Activity 3-2: Series of Events Graphic Organizer

Activity 3-2: Series of Events Graphic Organizer

A **series of events** graphic organizer is useful when studying historical information. It allows you to show the order in which events occurred along with important details about each event.

Read the following information about the French and Indian War.

The French and Indian War had to do with the contest between France and England for control of North America. Although battles between the French along with their Indian allies and the British had been occurring for several years, it wasn't until 1756 that war was officially declared. Military activity that year and the following year was relatively inconclusive, although the French generally had the better of it. Things began to change in 1758. That summer, the British captured Louisbourg, Nova Scotia from the French. This established British control of the Bay of St. Lawrence. Later that year, the British captured Fort Frontenac at the eastern end of Lake Ontario. The British now controlled Lake Ontario. They then established peace with the Indian tribes of the region. With their Indian allies lost to them, the French abandoned Fort Duquesne to the British, thereby relinquishing their control of the upper Ohio Valley. The British renamed it Fort Pitt. In 1759, the British continued to capture French forts, including Fort Niagara. Later that year, in the largest attack of the war, the British captured Quebec. In 1760, the British captured Montreal and Detroit, virtually eliminating French influence in North America. The war came to an official end in 1763 with the signing of the Treaty of Paris. France ceded all of North America east of the Mississippi, with the exception of New Orleans, to England. As part of the treaty, France also turned over its claims to New Orleans and all lands west of the Mississippi to Spain.



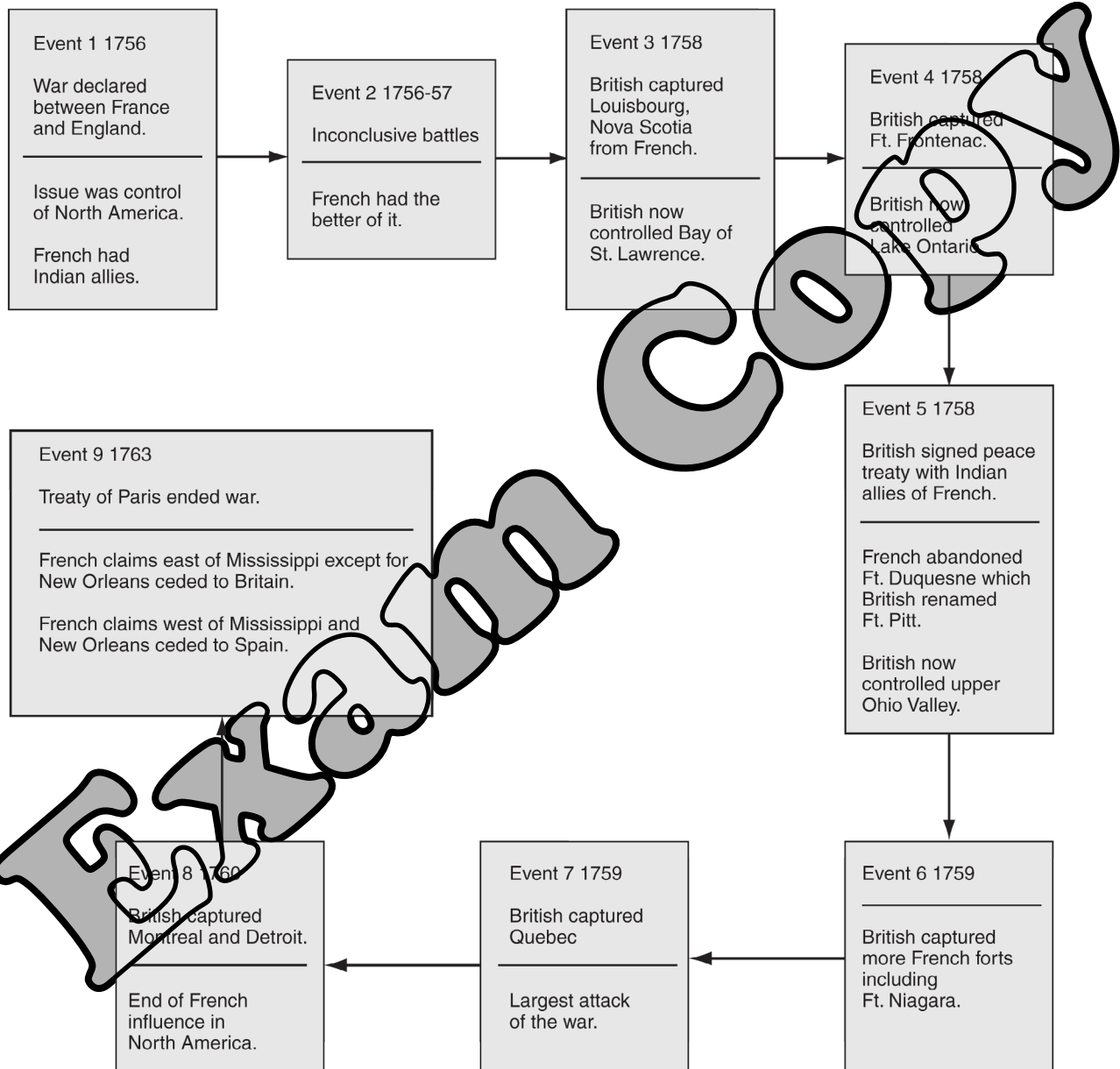


Graphic Organizers and Charts

Activity 3-2: Series of Events Graphic Organizer

Look at the series of events graphic organizer a student constructed based on the information provided about the French and Indian War. This illustrates how a series of events graphic organizer is constructed.

The French and Indian War



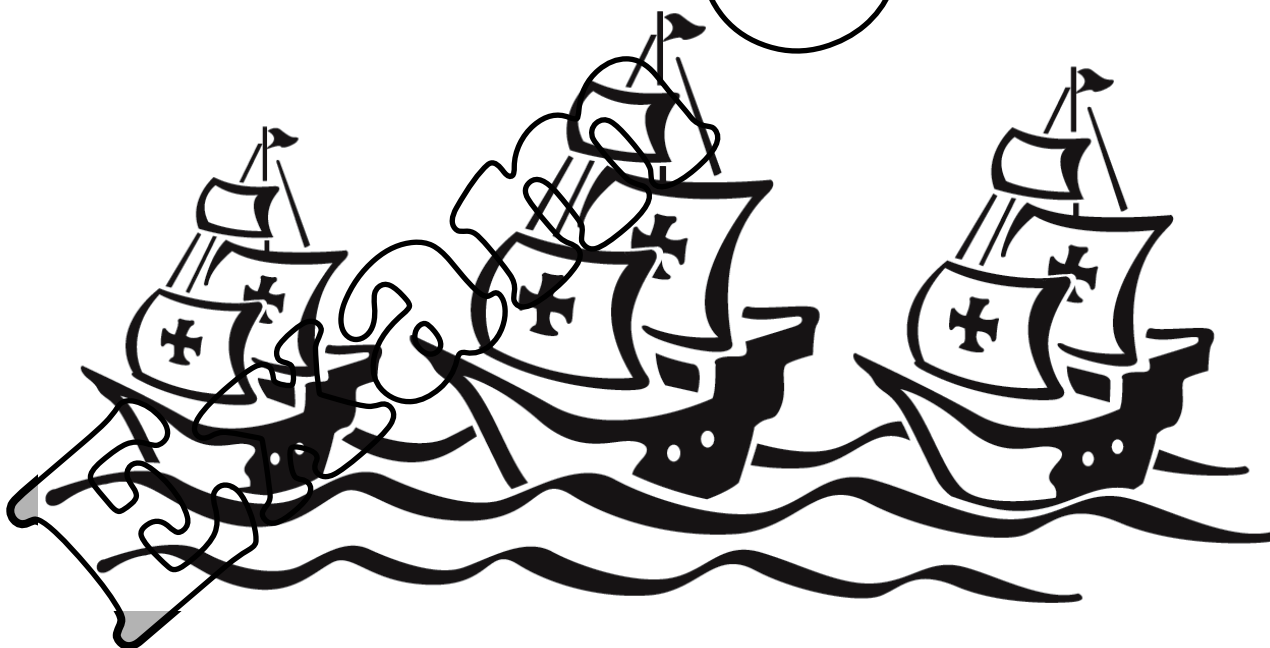


Graphic Organizers and Charts

Activity 3-2: Series of Events Graphic Organizer

Read the following information about the first voyage of Christopher Columbus.

The first voyage of Columbus to the New World was actually a misguided attempt to reach Asia by sailing over what was presumed to be open sea. With the sponsorship of the King and Queen of Spain, Columbus began his voyage from mainland Spain on August 3, 1492. He commanded three ships: the Niña, the Pinta, and the Santa Maria. On October 12, a sailor aboard the Pinta sighted an island in what is the present-day Bahamas. Columbus named the island San Salvador. After exploring five islands in the Bahamas, Columbus reached Cuba on October 28. It was there that Columbus and his crew discovered the smoking of tobacco, a habit they quickly adopted. Leaving Cuba, Columbus made landfall on the Island of Hispaniola on December 5. He was fond of this island because it reminded him of Spain. He also found some gold there. On December 24 the Santa Maria ran aground and had to be abandoned. Columbus decided that it was time to return to Spain and set out with the two remaining ships on January 16, 1493. The ships reached Lisbon, Portugal on March 4, and on March 15 Columbus and his ships pulled into port in Spain.



Now, construct a series of events graphic organizer about this information on the blank page that follows.



Graphic Organizers and Charts

Activity 3-2: Series of Events Graphic Organizer

Construct your series of events graphic organizer here.

Exam Copy



Graphic Organizers and Charts

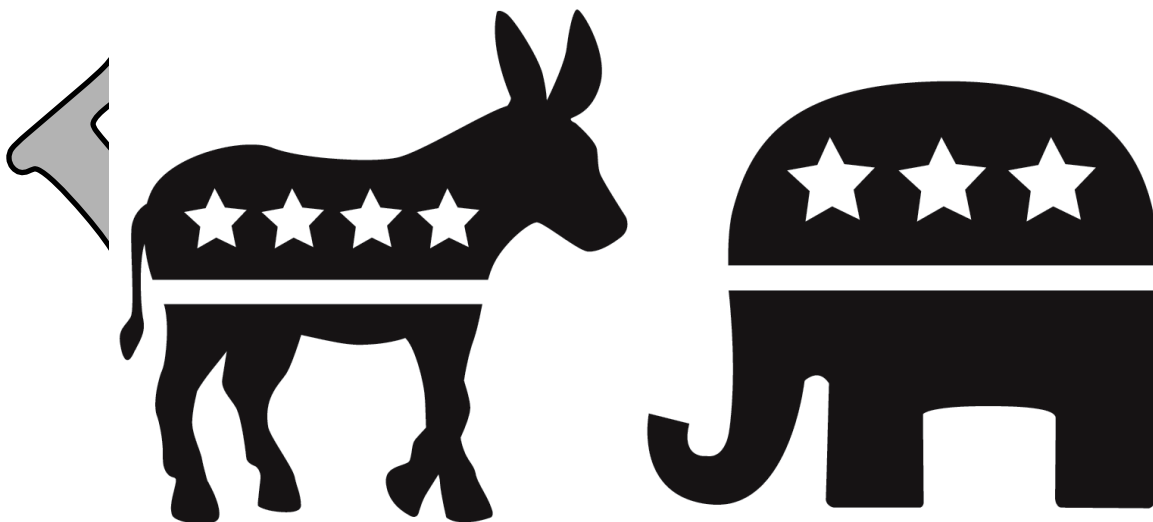
Activity 3-3: Compare-Contrast Graphic Organizer

Activity 3-3: Compare-Contrast Graphic Organizer

A **compare-contrast graphic organizer** helps you to show how two things are both alike and different. Usually there are more ways in which two things are different than ways in which they are alike.

Read the following information about Democrats and Republicans.

The Democratic Party and the Republican Party are the two major political parties in the United States. The Democrats are the older party, having been founded in 1824. The Republicans were founded thirty years later. Each funds its campaigns through donations. While these parties have many differences in their social, economic and military views, each party functions to provide political leadership, government, and policy formation. Broadly speaking, Democrats are known as liberals and Republicans as conservatives. Democrats typically support a broader range of social services than those advocated by Republicans. While Democrats lean toward an active role for government in society, Republicans favor a limited role. The differing philosophies of the two parties have resulted in opposite stands on a number of issues. While Democrats prefer decreased military spending, the opposite is true for Republicans. Taxes are a bone of contention. Republicans believe taxes shouldn't be increased for anyone, including the wealthy. Democrats favor progressive taxation in which there are higher tax rates for higher income brackets. Further, Democrats favor minimum wages whereas Republicans believe that wages should be set by the free market. If you have watched television coverage of national elections, you probably know that the color Red has become associated with the Republicans and Blue with the Democrats. You probably can also immediately recognize the Democrat Party donkey logo versus the Republican Party elephant logo.

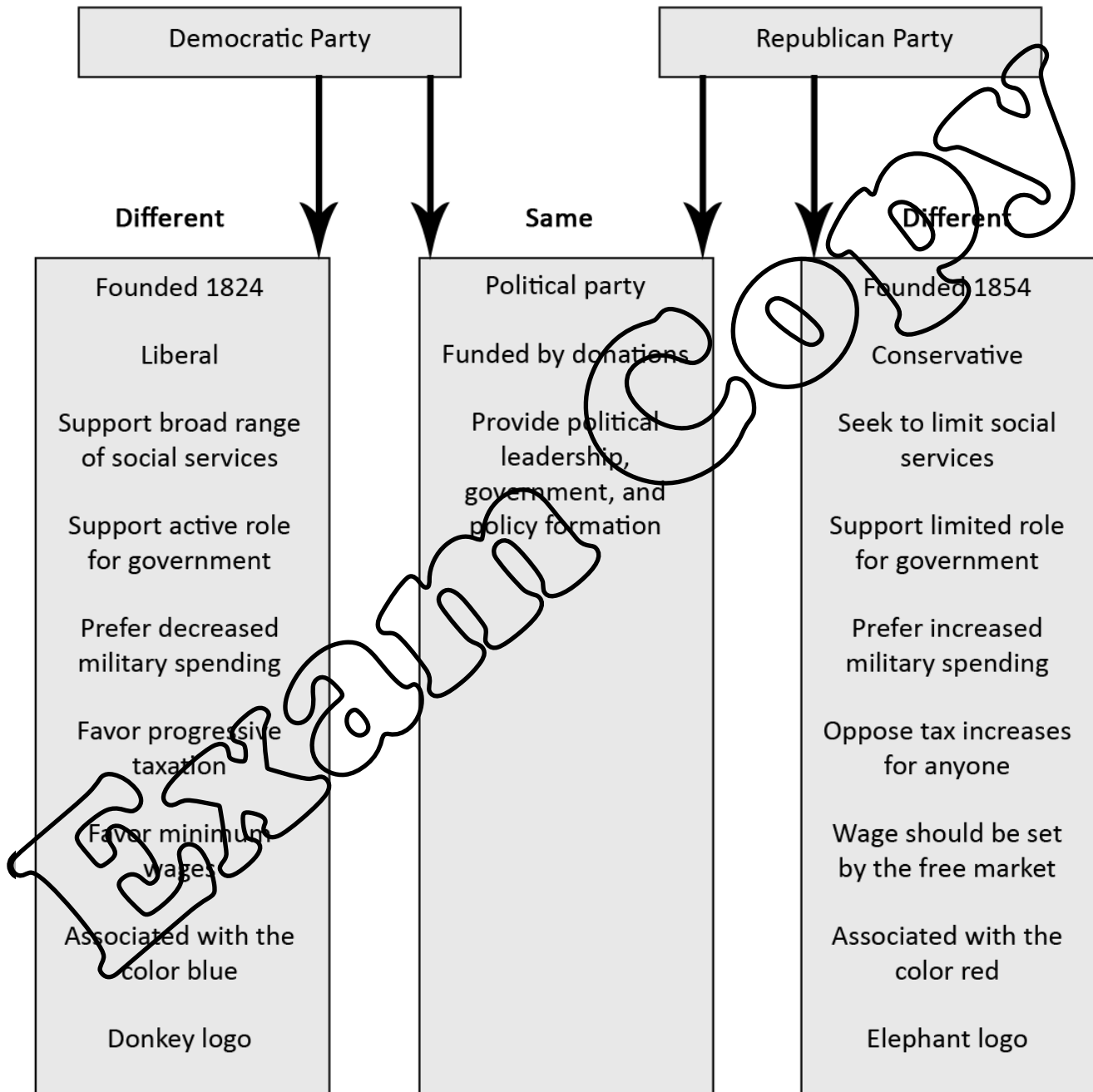




Graphic Organizers and Charts

Activity 3-3: Compare-Contrast Graphic Organizer

Here is a compare-contrast graphic organizer a student constructed from the information presented about the Democratic and Republican Parties. This illustrates how a compare-contrast graphic organizer is constructed.



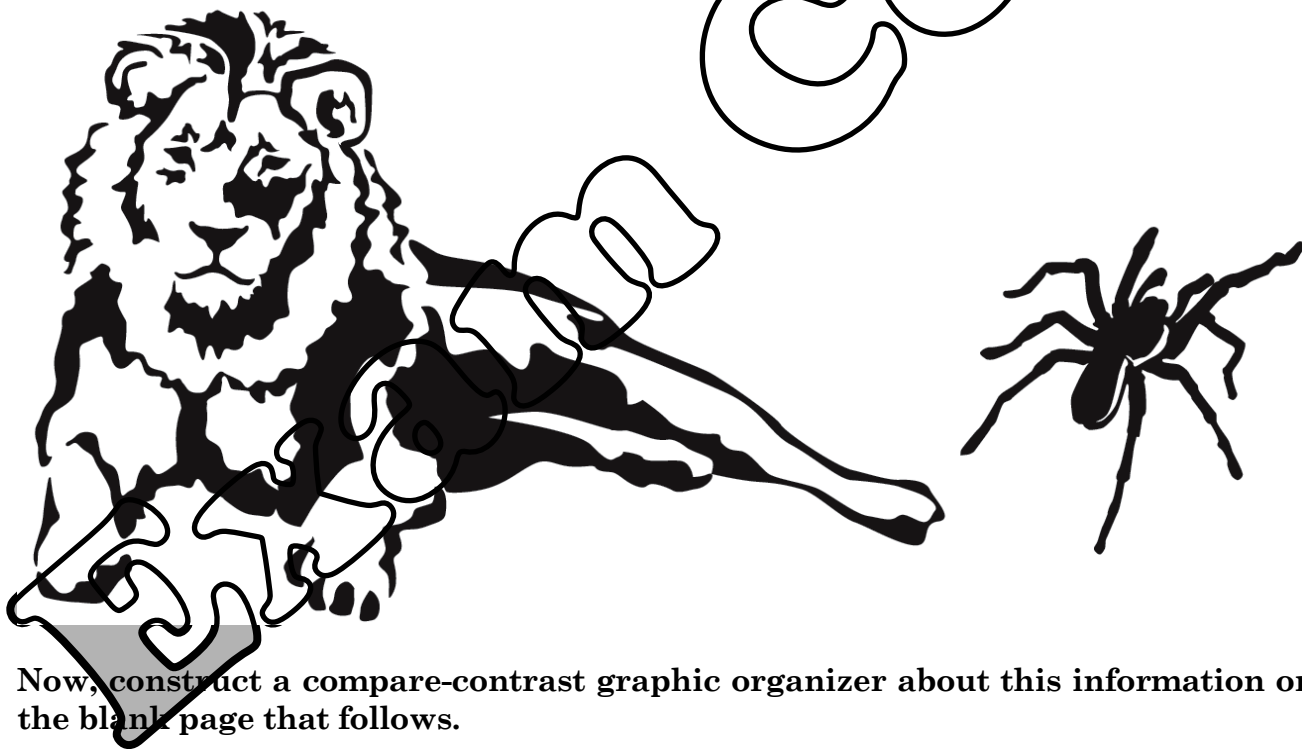


Graphic Organizers and Charts

Activity 3-3: Compare-Contrast Graphic Organizer

Read the following information about vertebrates and invertebrates.

Animals can be classified into two main groups, vertebrates and invertebrates. The main difference between them is that invertebrates do not have a backbone or a spinal column. Both vertebrates and invertebrates belong to Kingdom Animalia and to the Chordata Phylum. There is an enormous difference regarding the number of species. There are approximately two million species of invertebrates, but less than sixty thousand species of vertebrates. Vertebrates are usually large in size, while invertebrates are usually small. Both types of animals can live in a variety of habitats. Vertebrates can move faster than can invertebrates. In contrast to invertebrates, vertebrates have a highly developed nervous system. This allows vertebrates to be more adaptable than invertebrates to changes in their surroundings.



Now, construct a compare-contrast graphic organizer about this information on the blank page that follows.



Graphic Organizers and Charts

Activity 3-3: Compare-Contrast Graphic Organizer

Construct your compare-contrast graphic organizer here.

Exam Copy



Activity 3-4: Venn Diagram

Another way to show how two things are alike and different is to use a Venn diagram. A Venn diagram consists of two overlapping circles. The unique characteristics of one of the things are written in the circle to the left. The unique characteristics of the other thing are written in the circle to the right. The ways in which the two things are alike are written where the two circles overlap.

Read the following information about alligators and crocodiles.

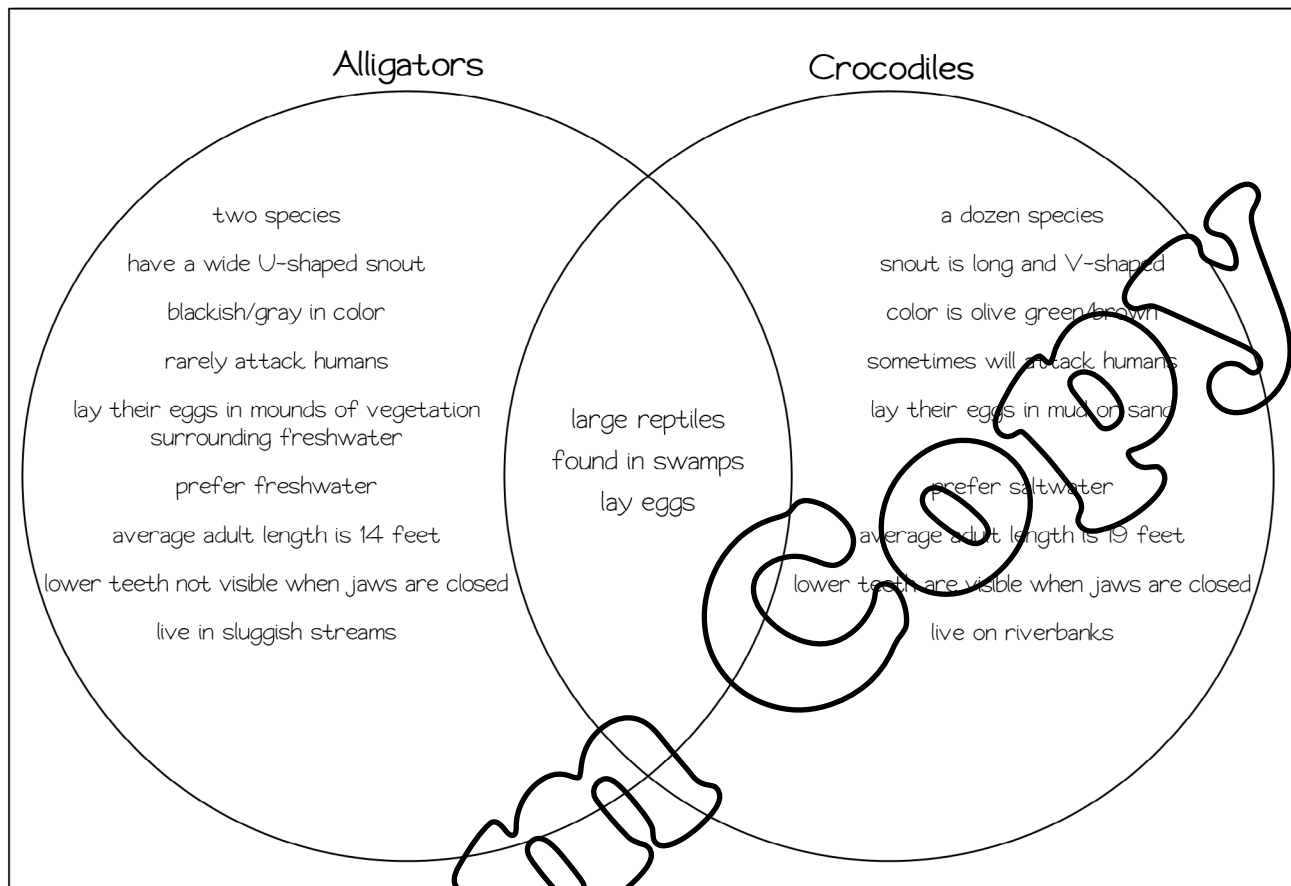
It is not unusual for people to confuse alligators and crocodiles. Both are large reptiles. There are actually two species of alligators. One is the American alligator which is found in swamps and sluggish streams. A second species, the Chinese alligator, is nearly extinct. In this article we will be referring to the American alligator. There are a dozen species of crocodiles. Crocodiles live in swamps or on riverbanks. One way to tell alligators and crocodiles apart is that alligators have a wide U-shaped snout, while the snout of crocodiles is long and V-shaped. Another way to differentiate these two reptiles is by their color. Alligators are blackish/gray whereas crocodiles are olive green/brown. Crocodiles are more aggressive and will sometimes attack and eat humans. It is unusual for an alligator to do so. Both alligators and crocodiles lay eggs. Alligators lay their eggs in mounds of vegetation surrounding freshwater. Crocodiles lay their eggs in mud or sand. Alligators and crocodiles are typically found in different types of water. While crocodiles prefer saltwater, alligators prefer freshwater. The average adult crocodile is about 19 feet in length, which is several feet longer than the length of the average alligator, which 14 feet. You would be wise to keep your distance from both of these reptiles. If you did get close to a crocodile, you would see its lower teeth even when its jaws were closed. You would not see the lower teeth of an alligator when its jaws were closed.



Graphic Organizers and Charts

Activity 3-4: Venn Diagram

Here is a Venn diagram a student constructed from the information about alligators and crocodiles. It shows how a Venn diagram is constructed.



Example



Graphic Organizers and Charts

Activity 3-4: Venn Diagram

Read the following information about George Washington and Thomas Jefferson.

George Washington and Thomas Jefferson are considered among the greatest of all Presidents of the United States. Washington was the first President of the United States. He served two terms from 1789 to 1797. Jefferson was the third president. He also served two terms from 1801 to 1809. Both Washington and Jefferson took office as president at age 57. Each decided not to seek reelection after their second term. Both Washington and Jefferson were born in Virginia. While Washington had no formal education, Jefferson attended the College of William and Mary. Both Washington and Jefferson were members of the Virginia House of Burgesses and the Continental Congress. Aside from their political offices, they had different professions. Washington was a planter, while Jefferson was a lawyer. One of Jefferson's greatest accomplishments was as the author of the Declaration of Independence. He was also responsible for the Louisiana Purchase. Perhaps Washington's greatest accomplishment was as Commander and Chief of the Continental Army during the Revolutionary War. Washington was not a member of any political party, while Jefferson belonged to the Antifederalist political party. Washington died in 1799 of pneumonia. Jefferson died in 1826 of natural causes. For his contributions to the birth of the United States, Washington was known as "The Father of His Country." Given his high intelligence, Jefferson was often called "The Sage of Monticello."

Now construct a Venn diagram about this information on the page that follows.

EXAM



Graphic Organizers and Charts

Activity 3-4: Venn Diagram

Construct your Venn diagram in the space provided here.

Exam Copy



Activity 3-5: Problem-Solution Graphic Organizer

A **problem-solution graphic organizer** allows you to understand a problem, attempts to reach a solution, and the current status of the problem.

Read the following information about the problem of acid rain.

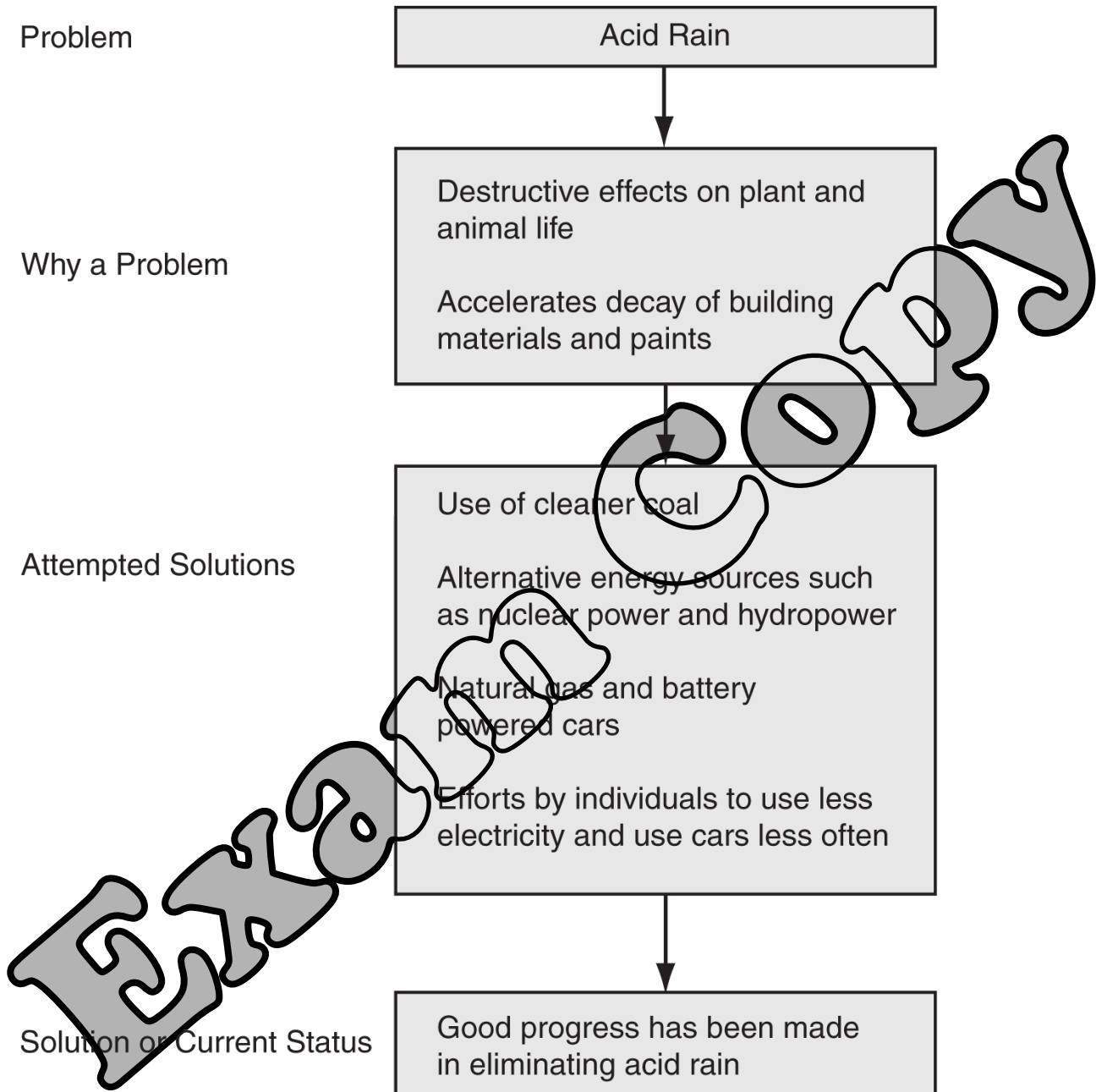
Acid rain is precipitation that has a high concentration of acid from pollutants such as sulfur dioxide and nitrogen oxide. It is a result of the burning of fossil fuels in industry and vehicles and the releasing of chemicals by certain industrial processes. Acid rain has destructive effects on plant and animal life. It also accelerates the decay of building materials and paints. Acid rain also damages forests, especially those at higher elevations. There are a number of ways in which society has attempted to reduce and ultimately eliminate acid rain. The burning of coal is one of the major contributors to acid rain. There have been efforts to use coal that contains less sulfur. Other efforts are washing and scrubbing the coal so that less gas leaves a smokestack when the coal is burned. Some power plants have switched to alternative energy sources in place of coal. Nuclear power and hydropower are being used increasingly. Natural gas powered and battery powered cars are another way in which alternative energy sources are being used to deal with the problem of acid rain. Environmentally conscious individuals have helped by turning off lights and appliances when not in use, purchasing energy efficient appliances, insulating homes, and carpooling or using public transportation. All of these efforts have borne fruit. Although there is still progress to be made, a lot has been accomplished already, and the problem of acid rain is beginning to disappear.

On the next page is a problem-solution graphic organizer a student constructed from the information presented about the problem of acid rain. It illustrates how to construct a problem-solution graphic organizer.



Graphic Organizers and Charts

Activity 3-5: Problem-Solution Graphic Organizer



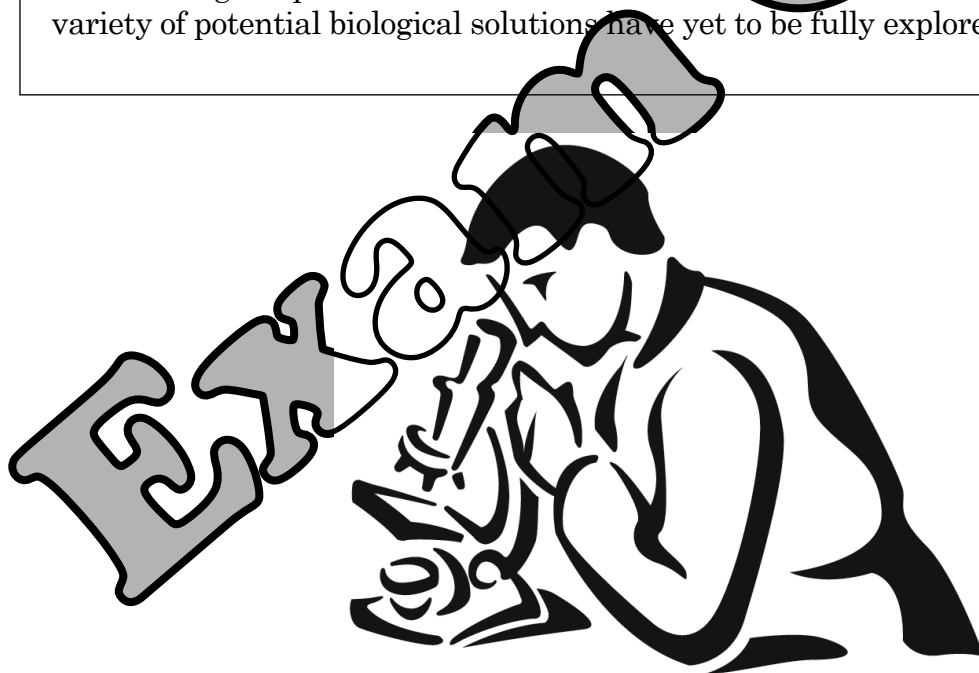


Graphic Organizers and Charts

Activity 3-5: Problem-Solution Graphic Organizer

Read the following information about antibiotic-resistant bacteria

Bacteria that have developed resistance to commonly used antibiotics is a growing health problem. A 2013 report from the Centers for Disease Control and Prevention stated that at least two million Americans each year fall ill from bacterial infections that are resistant to antibiotics, and that at least 23,000 die from these infections. The report stated that this problem adds as much as \$20 billion in direct health-care costs. The major issue is that commonly used antibiotics will become less able to treat common infections. This would mean that doctors would have to use more powerful antibiotics or may have access to none that will work. Individuals can acquire antibiotic-resistant bacteria several ways. The most common way is by overusing antibiotics or taking them when they aren't needed. Other ways include eating meat treated with antibiotics or even by acquiring antibiotic-resistant infections from other people. Scientific efforts are underway to curb this health problem. One approach is the production of new antibiotics. However, this is a long and expensive process. Another approach is to combat antibiotic resistance by strengthening the action of existing antibiotics. In this approach, antibiotics are modified so that the bacterial enzymes that cause resistance cannot attack them. Alternatively, "decoy" molecules are used along with an antibiotic so that the decoy molecules are attacked rather than the antibiotic. In another approach, there are efforts to interfere with the mechanisms that promote antibiotic resistance. At this point there has been very limited success in stemming the problem of antibiotic-resistant bacteria. There is hope, however, as a variety of potential biological solutions have yet to be fully explored.



Now, construct a problem-solution graphic organizer about this information on the blank page that follows.



Graphic Organizers and Charts

Activity 3-5: Problem-Solution Graphic Organizer

Construct your problem-solution graphic organizer here.

Exam Copy



Activity 3-6: Question-Answer Graphic Organizer

A **question-answer graphic organizer** is a good tool to use when you have specific questions about a topic you are studying. It helps you to clearly identify your questions and to organize your answers to the questions.

Adam saw an old Model T Ford at an auto show. He was curious about when it was produced, how much it cost at the time it was produced, why it became so popular, and whether there were any problems with it. He read the following article from an Internet site to find answers to his questions.

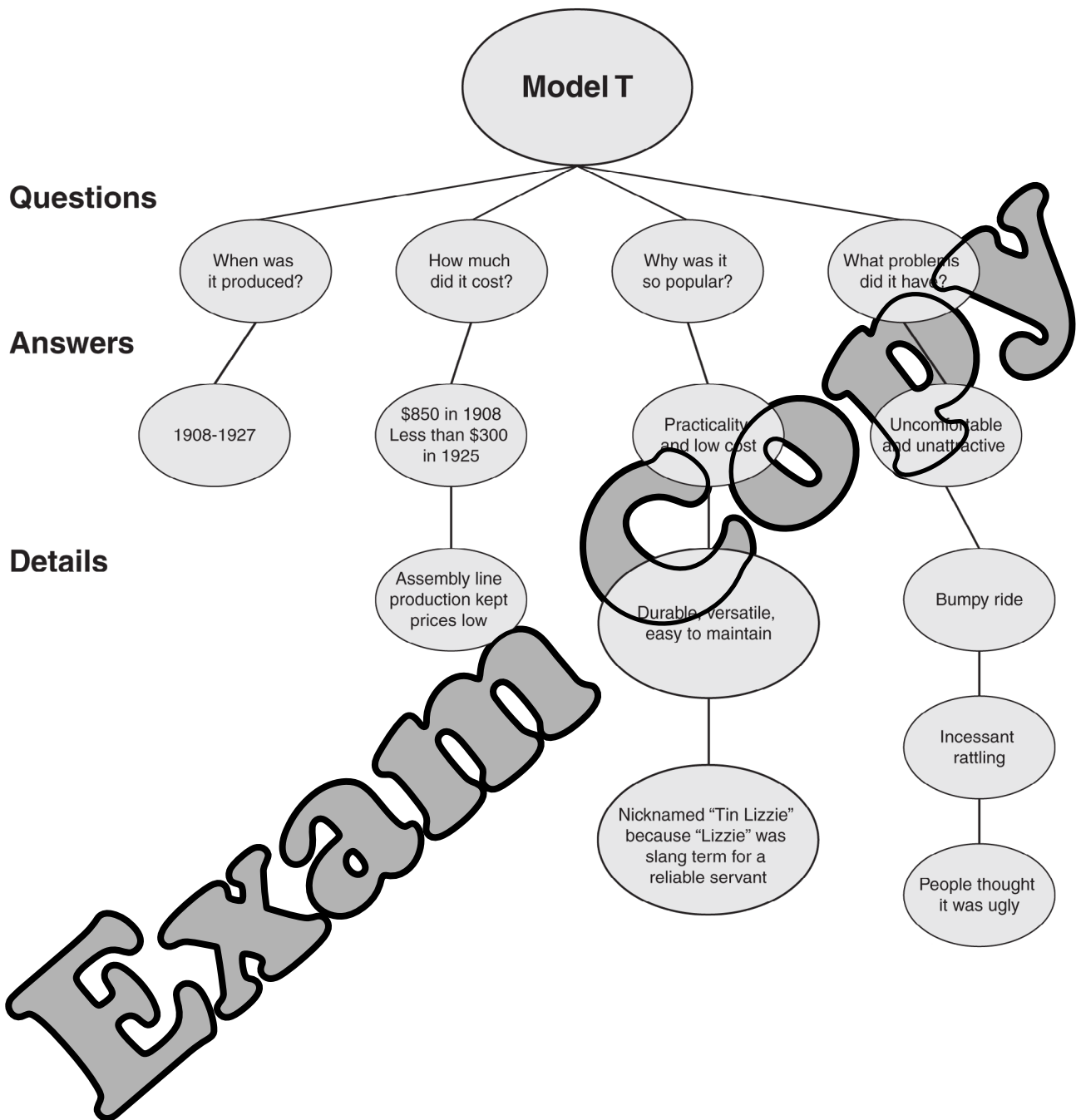
The Model T automobile was built by the Ford Motor Company from 1908 until 1927. Henry Ford wanted to develop a practical means of transportation that most people could afford. The Model T was Ford's answer. It quickly became prized for its low cost, durability, versatility, and ease of maintenance. It was so dependable that it was nicknamed the "Tin Lizzie." "Lizzie" was a slang term at the time that was used to describe a reliable servant. Thanks to the assembly-line production of the Model T its prices remained low. In fact, the prices dropped from \$850 in 1908 to less than \$300 in 1925. No wonder the Model T accounted for almost 40 percent of all cars sold in the United States during its years of production. For most of its production years the car was available only in black. When asked about color choices, Ford was known to jokingly reply that buyers could choose any color as long as it was black. The Model T's four cylinder engine generated 20 horsepower and allowed the car to reach speeds as high as 45 miles per hour. The Model T was not without its problems. The ride was bumpy, particularly at its higher speeds, and the car's incessant rattles rattled people's nerves (forgive the pun). Further, many people regarded the car, to put it mildly, as ugly.

After Adam read the article about the Model T, he constructed the question-answer graphic organizer shown on the next page. It illustrates how to create a question-answer graphic organizer.



Graphic Organizers and Charts

Activity 3-6: Question-Answer Graphic Organizer





Graphic Organizers and Charts

Activity 3-6: Question-Answer Graphic Organizer

Janice briefly heard about the Sacco-Vanzetti case in her sociology class. She knew that it was a famous murder trial that took place sometime in the 1920s. She was curious about who Sacco and Vanzetti were and exactly what they were tried for. Janice wasn't sure exactly when the trial took place. Her teacher had mentioned that there were some issues surrounding the case but had not gone further. Janice also wanted to know what the issues were. She found an article on the Internet that helped her learn more about the case.

Read the following article that Janice found about the Sacco-Vanzetti trial.

On April 15, 1920 in South Braintree, Massachusetts, a paymaster and a security guard for a shoe company were delivering a payroll for the business. The paymaster and guard were shot and killed by two men who stole the payroll and fled by automobile. On May 5, Nicola Sacco and Bartolomeo Vanzetti were arrested and charged with the murders and robbery. Both were Italian immigrants who had come to the United States in 1908. Sacco worked as a shoemaker while Vanzetti worked as a fish peddler. The two were political anarchists who opposed all governments. Their opposition to World War I led them to emigrate from the United States to Mexico to avoid the army draft. They returned to the United States in 1920, where they settled in Massachusetts. Sacco and Vanzetti were brought to trial on May 13, 1921, and were found guilty on both charges on July 14, 1921. The verdict generated a storm of protest throughout the nation. Many people felt that the trial had been less than fair in that the defendants had been convicted for their radical, anarchist beliefs rather than for the crimes for which they were charged. Critics also pointed out that Sacco and Vanzetti knew very little English; consequently, they gave confusing and false answers during their interrogation which diminished their credibility with the jury. Many felt that the police evidence against Sacco and Vanzetti was weak. Sacco owned a pistol of the type used in the murders, and the men had been arrested at a garage where they were attempting to reclaim a damaged automobile that had been seen in the vicinity of the crime. Over the next six years, their lawyers presented many motions asking for a new trial. These motions were to no avail, and Sacco and Vanzetti were executed on August 23, 1927. Their guilt or innocence continues to be debated to this day.

Now, construct a question-answer graphic organizer about this information on the blank page that follows.



Graphic Organizers and Charts

Activity 3-6: Question-Answer Graphic Organizer

Construct your question-answer graphic organizer here.

Exam Copy



Graphic Organizers and Charts

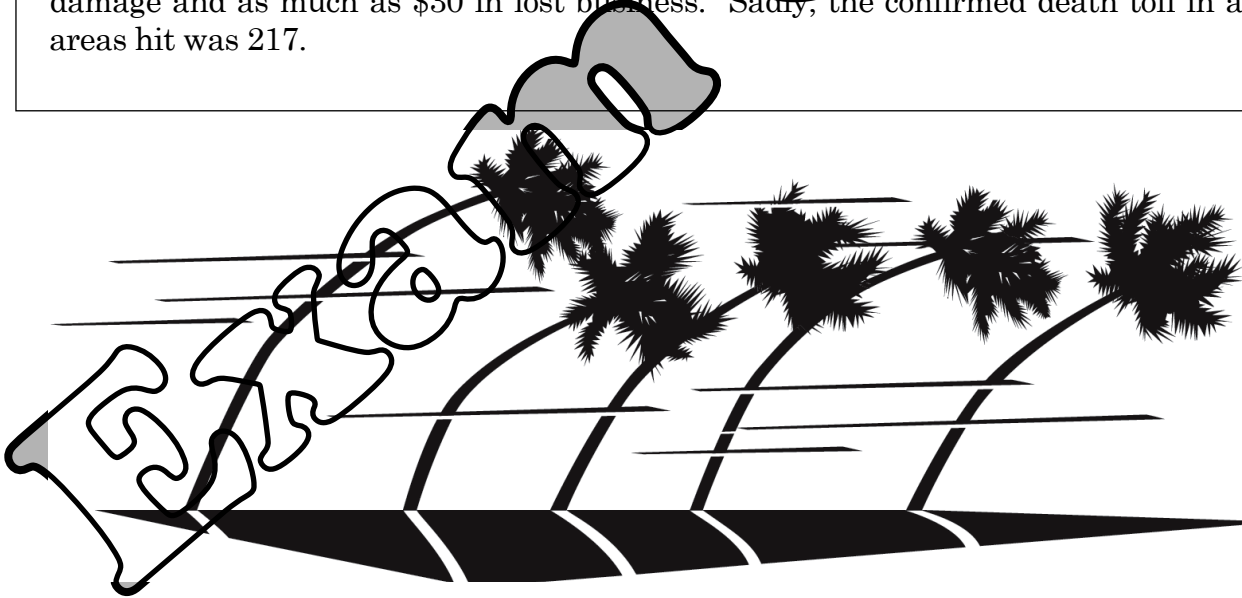
Activity 3-7: Cause-Effect Graphic Organizer

Activity 3-7: Cause-Effect Graphic Organizer

A **cause-effect graphic organizer** shows how something can have a number of effects. The effects can be positive, negative, or both.

Read the following information about Hurricane Sandy.

Hurricane Sandy swept through the Caribbean and up the East Coast of the United States in late October, 2012. It made landfall in the United States on October 29th near Atlantic City, NJ. The storm extended about 175 miles from its center, and reached winds of about 115 mph. Over a million people in its path were forced to evacuate. Atlantic City took considerable damage. Streets were flooded, trees and power lines were knocked down, and the city's famous boardwalk was ripped apart. The storm even affected New York City. Seawater surged over Lower Manhattan's sea walls and highways and into low-lying streets. The water inundated tunnels, subway stations, and the electrical system that powers Wall Street. At one point, almost nine million people in 15 states were without electricity. The storm had political effects, interrupting the presidential campaigns of Barack Obama and Mitt Romney, and interfering with voting days. Although the final cost of the storm has yet to be determined, it is estimated that Sandy will end up costing about \$20 billion in property damage and as much as \$30 in lost business. Sadly, the confirmed death toll in all areas hit was 217.

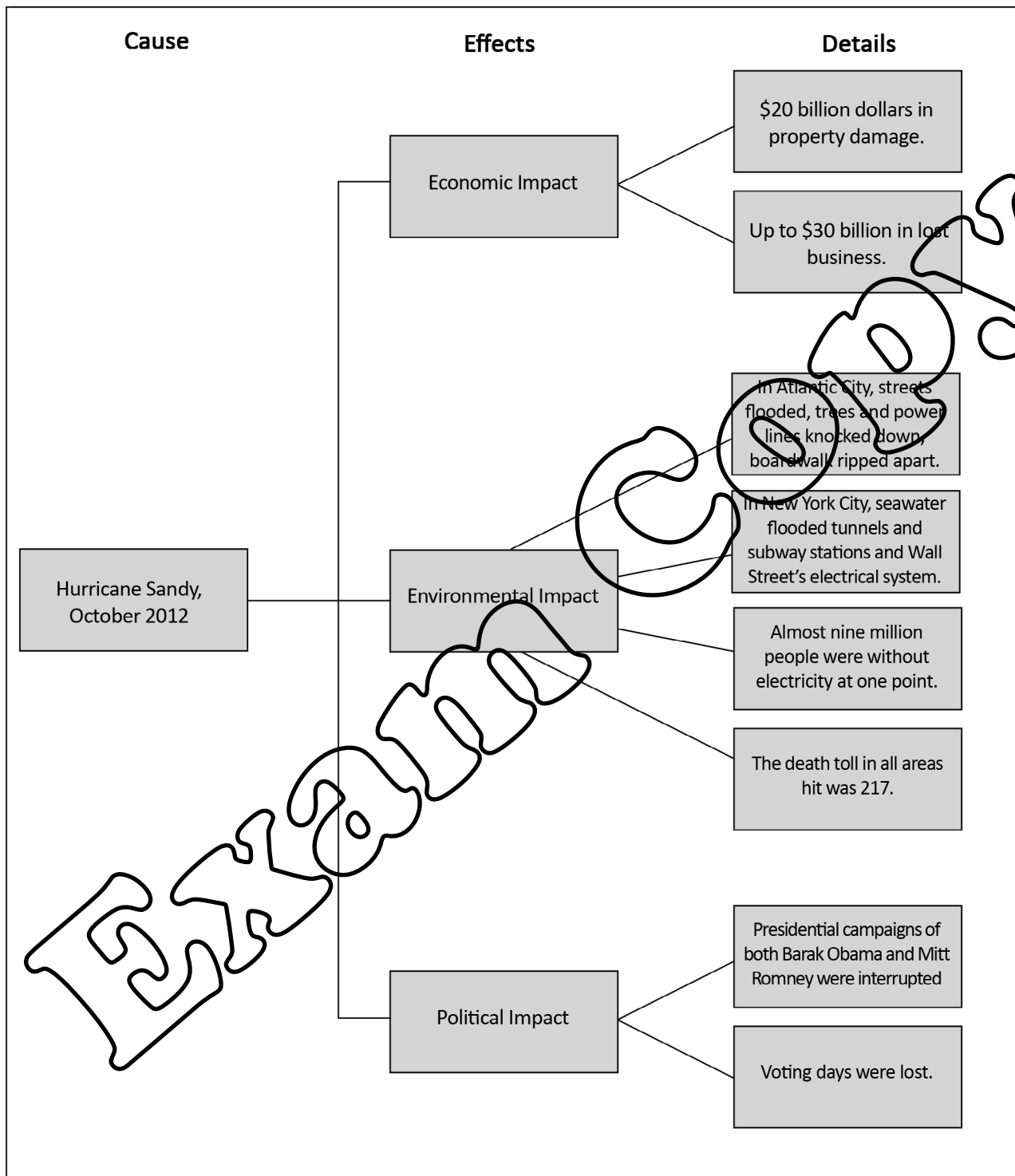


On the next page is a cause-effect graphic organizer a student constructed about Hurricane Sandy. It illustrates how a cause-effect graphic organizer is constructed.



Graphic Organizers and Charts

Activity 3-7: Cause-Effect Graphic Organizer



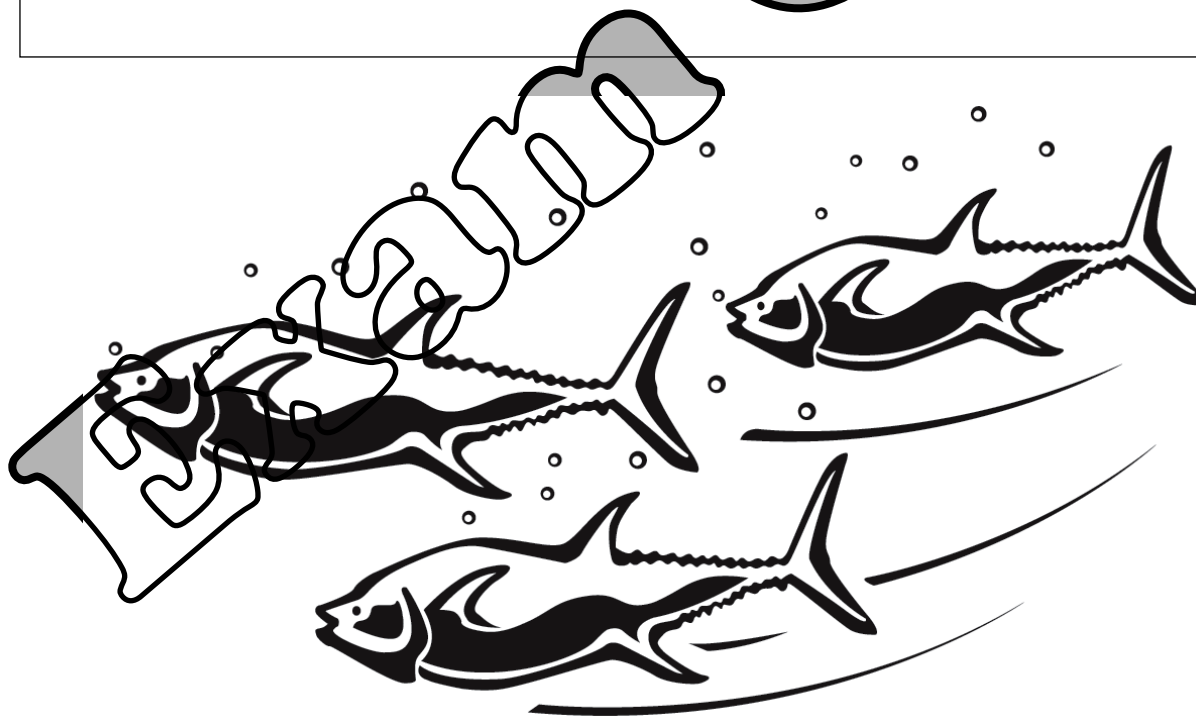


Graphic Organizers and Charts

Activity 3-7: Cause-Effect Graphic Organizer

Read the following article about the depletion of the ozone layer.

The ozone layer is a belt of naturally occurring ozone gas that sits about 15 to 30 kilometers above Earth. It serves as a shield from the harmful ultraviolet B radiation emitted by the sun. Today, there is widespread concern that the ozone layer is deteriorating due to the release of pollution containing the chemicals chlorine and bromine. Chlorofluorocarbons (CFCs), chemicals found in spray aerosols, are a major factor in the depletion of the ozone layer. The depletion of the ozone layer is linked to increased cancer levels, especially skin cancers. An increase in malaria and other infectious diseases has been noted. Adverse effects on the eyes have been reported. These include the afflictions of pterygium and keratopathy. Both of these afflictions can reduce clarity of vision and even result in blindness. An increase in cataracts that cloud the lens of the eye has also been widely reported. There is concern that the life cycles of plants will change, adversely affecting the food chain. Unusual plant growth patterns have been found in some parts of the world, with some plants stunted, and others showing enhanced growth. Even the oceans have been affected, with the reproductive cycle of phytoplankton being inhibited. Since phytoplankton, such as algae, are organisms that are at the bottom of the food chain, the population of fish and other ocean animals faces reduction.



Now, construct a cause-effect graphic organizer about this information on the blank page that follows.



Graphic Organizers and Charts

Activity 3-7: Cause-Effect Graphic Organizer

Construct your cause-effect graphic organizer here.

Exam Copy

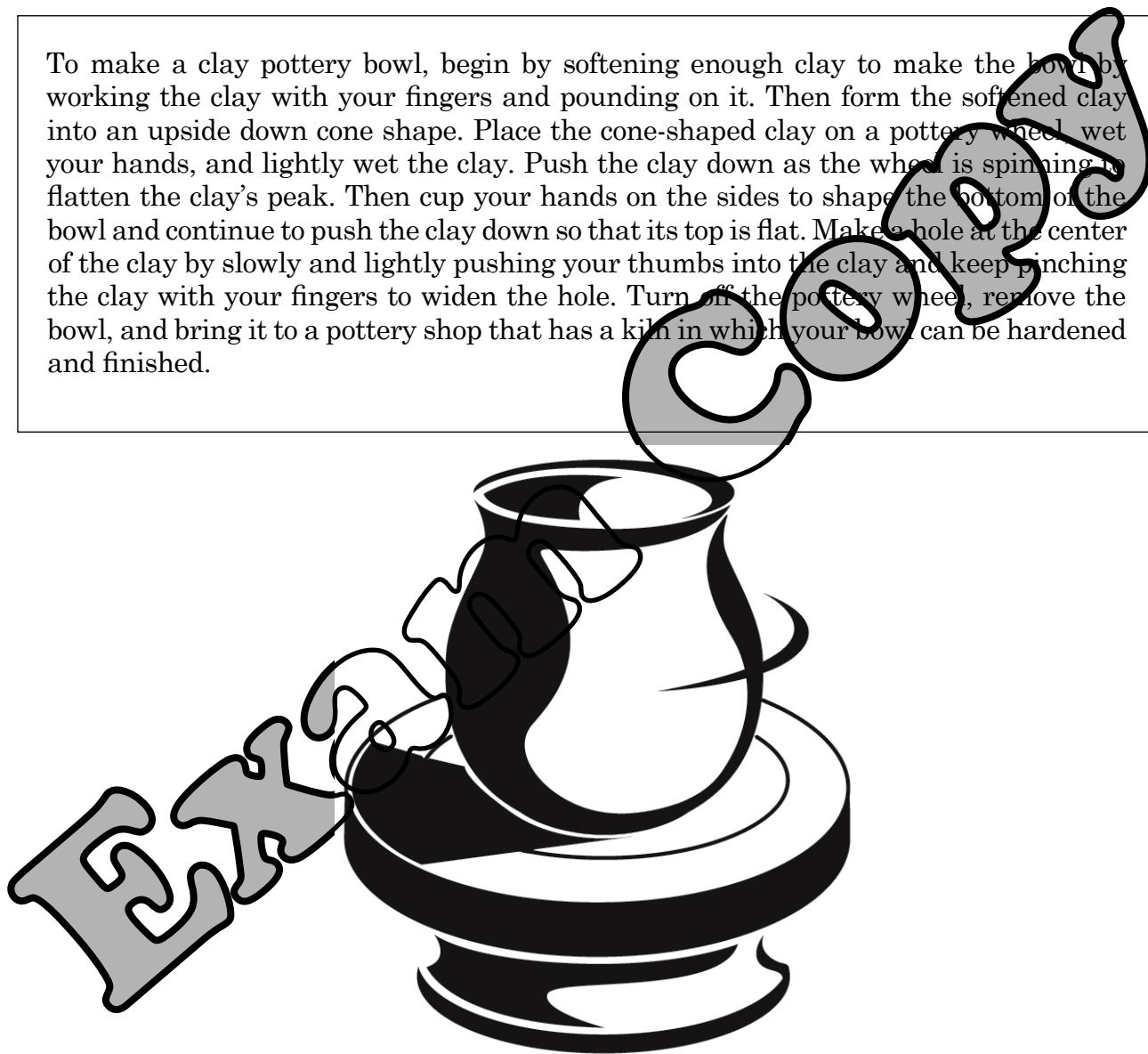


Activity 3-8: Series of Steps Chart

A **series of steps chart** shows the steps to follow to accomplish something. The steps are shown in the order in which they should be performed.

Read the following information about how to make a clay pottery bowl.

To make a clay pottery bowl, begin by softening enough clay to make the bowl by working the clay with your fingers and pounding on it. Then form the softened clay into an upside down cone shape. Place the cone-shaped clay on a pottery wheel, wet your hands, and lightly wet the clay. Push the clay down as the wheel is spinning to flatten the clay's peak. Then cup your hands on the sides to shape the bottom of the bowl and continue to push the clay down so that its top is flat. Make a hole at the center of the clay by slowly and lightly pushing your thumbs into the clay and keep pinching the clay with your fingers to widen the hole. Turn off the pottery wheel, remove the bowl, and bring it to a pottery shop that has a kiln in which your bowl can be hardened and finished.



On the following page is a series of steps chart a student constructed about the steps to follow when making a clay pottery bowl. It illustrates how a series of steps chart is constructed.



Graphic Organizers and Charts

Activity 3-8: Series of Steps Chart

Thing to be Accomplished		Make a clay pottery bowl.
First	Soften enough clay to make the bowl by working the clay with your fingers and pounding on it.	
Next	Form the softened clay into an upside down cone shape.	
Next	Place the cone shaped clay on a pottery wheel.	
Next	Wet your hands and the clay and push the clay down as the wheel is spinning to flatten the clay's peak.	
Next	Slowly and lightly push your thumbs into the clay to make a hole at its center.	
Next	Keep pinching the clay until the hole is wide enough.	
Last	Remove the bowl from the wheel and take it to a pottery shop where it can be hardened and finished in a kiln.	



Graphic Organizers and Charts

Activity 3-8: Series of Steps Chart

Read the following article about writing a research paper.

The first thing to do to write a good research paper is to choose a topic that you find interesting. There should be enough information to allow you write a paper about the topic. Locate the information you need to write your paper by using print and online reference sources. Prepare a bibliography card each time you find a source that you will use. Use note cards to record notes from each source. It is a good idea to number your note cards so that you can keep track of your information. When you have sufficient information, prepare an outline of your notes. Your outline should include subtopics and details about your topic. Now you are ready to write a rough draft of your paper. Review your rough draft to check for errors and to see how you can improve your paper. At last you are ready to write your final paper.



Now, use the information in the article to construct a series of steps chart that shows how to write a good research paper on the blank page that follows.



Graphic Organizers and Charts

Activity 3-8: Series of Steps Chart

Construct your series of steps chart here.

Exam Copy



Activity 3-9: Five W's Chart

Writers are trained to include information about who, what, where, when, and why when they write articles for newspapers and magazines. A **five W's** chart can help you to organize and understand the information found in newspaper and magazine articles. Sometimes, one or more of the five W's may not be included in an article.

Read the following abridged newspaper article from the New York Times of October 14, 1964.

Oslo, Norway, Oct. 14 —The Nobel Peace Prize for 1964 was awarded today to the Rev. Dr. Martin Luther King Jr. The 35-year-old civil rights leader is the youngest winner of the prize since the first was awarded in 1901. The prize honors acts "for the furtherance of brotherhood among men. . ." Dr. King said that "every penny" of the prize money, which amounts to about \$54,000, will be given to the civil rights movement. He also said he saw no political implications in the award. Dr. King is the twelfth American to be awarded the peace prize. The award to Dr. King will be made in Oslo Dec. 10.



Graphic Organizers and Charts

Activity 3-9: Five W's Chart

Here is a five W's chart a student constructed from the article about Dr. King's award. This illustrates how a five W's chart is constructed.

Who was involved?	Martin Luther King Jr.
What happened?	Dr. King was awarded the Nobel Peace prize.
Where did it take place?	Oslo, Norway
When did it take place?	October 14, 1964
Why did it happen?	Dr. King was awarded the prize for his furtherance of brotherhood among men.



Graphic Organizers and Charts

Activity 3-9: Five W's Chart

Read the following abridged newspaper article from the New York Times of October 17, 1931.

Chicago, Oct. 17 — Al Capone was found guilty here tonight on five of the twenty-three counts contained in the two indictments brought against him by the Federal Government for income tax evasion from 1924 to 1929. Two of the five counts are misdemeanors... the other counts on which he was found guilty are felonies... The verdict, returned eight hours and ten minutes after the jury filed out at 2:40 P.M., was a puzzling one to all in the court room. Capone grinned as though he felt he had gotten off easily. Capone faces a maximum sentence of seventeen years' imprisonment and a \$50,000 fine. He did not seem to realize that. As soon as the verdict was entered, he got out of his seat and virtually ran from the room. The Capone trial started on Oct. 6 after the government had spent three years preparing for it.

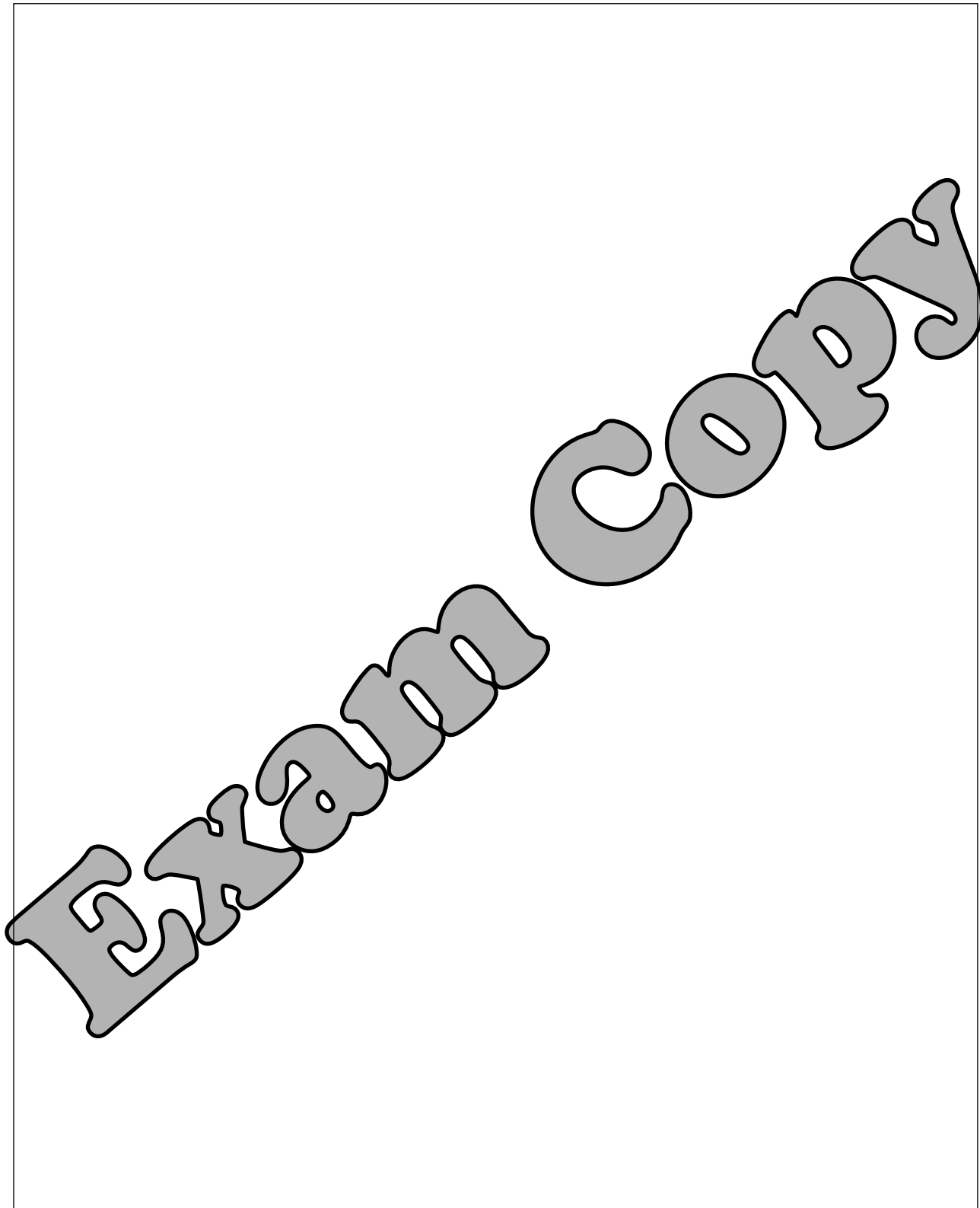
Now use the information in the article to construct a five W's chart on the blank page that follows.



Graphic Organizers and Charts

Activity 3-9: Five W's Chart

Construct your five W's chart here.





Activity 3-10: KWL Chart

A **KWL** chart is a useful tool when you want to learn more about a topic.

K represents what you already know about the topic.

W represents what else you want to know about the topic.

L represents what you learn about the topic.

A KWL chart consists of three columns, one for each of the three letters. Kathy was studying about Benjamin Franklin in her history class. To use the KWL chart, Kathy completed the first two columns as follows. She left enough space between each question she wrote in the W column so that each answer in the L column would be next to its question.

Topic: Benjamin Franklin		
K	W	L
Franklin was an inventor.	What did he invent?	
He lived in the 1700's.		
He wrote many things.	What things did he write?	
	What made him famous?	
	What else did he do?	



Graphic Organizers and Charts

Activity 3-10: KWL Chart

Kathy then read the following article about Benjamin Franklin.

Benjamin Franklin was one of the most important and famous people of the 18th century. Most Europeans in the first half of the 18th century thought of America as a primitive and undeveloped country. Franklin's discoveries about electricity in the middle of the century changed their perceptions. His contributions to the science of electricity surpassed those of Europe's greatest scientific minds. But more important to Franklin was what he could do in the service of his country. It turned out that he could do a great deal. During the American Revolutionary War, Franklin secured financial and military aid from France that was instrumental in the colonists' struggle for independence from England. His diplomatic skills and accomplishments were unparalleled. Franklin contributed to the writing of both the Declaration of Independence and the Constitution. Franklin's contributions to the comfort and safety of daily life were numerous and significant. His invention of the lightning rod spared many homes all over the world from destruction, as well as saving many lives. Franklin invented a wood-burning stove that is still in use today. He invented bifocal glasses, the odometer, and even a musical instrument known as an armonica. In his adopted home city of Philadelphia, he was instrumental in the establishment of institutions such as fire companies, libraries, insurance companies, academies, hospitals, and civic societies. He certainly took to heart one of the maxims he published in Poor Richard's Almanac: "Early to bed, early to rise, makes a man healthy, wealthy, and wise."





Graphic Organizers and Charts

Activity 3-10: KWL Chart

After she read the article, Kathy completed the KWL chart. Here is her completed chart.

Topic: Benjamin Franklin		
K	W	L
Franklin was an inventor. He lived in the 1700's. He wrote many things.	What did he invent? What things did he write? What made him famous? What else did he do?	He invented the lightning rod, wood-burning stove, bifocals, odometer, and armonica. Philadelphia was his adopted home city. He contributed to the writing of the Declaration of Independence and the Constitution. He wrote "Poor Richard's Almanac." His work related to electricity surpassed that of the European scientists, and brought him fame across the world. He was a diplomat to France during the Revolutionary War and secured their financial and military aid in the fight against England. He helped to establish institutions such as fire companies, libraries, insurance companies, academies, hospitals, and civic societies.



Graphic Organizers and Charts

Activity 3-10: KWL Chart

Choose a topic you want to learn more about. Construct a KWL chart for this topic here.

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Graphic Organizers and Charts

Activity 3-11: What I Have Learned

Activity 3-11: What I Have Learned

Here are the names of the graphic organizers and charts you have learned about in this unit.

Cause-Effect Graphic Organizer

Compare-Contrast Graphic Organizer

Five W's Chart

KWL Chart

Problem-Solution Graphic Organizer

Question-Answer Graphic Organizer

Series of Steps Chart

Series of Events Graphic Organizer

Topic-List Graphic Organizer

Venn Diagram

For each of the following, write the name of the graphic organizer or chart that would be best to use. Use each graphic organizer or chart just once.

1. You are concerned about the problem of world poverty. You read an article about what we can do to reduce world poverty.

2. You are learning about plant and animal cells in your biology class. You want to show how these cells are similar in some ways and different in other ways.

3. You read an article about how obesity results in many health and social problems.

4. You read an article in your local newspaper about the mayor's plans to renovate the downtown area.

5. You know some things about our galaxy, but you want to learn more about it.



Graphic Organizers and Charts

Activity 3-11: What I Have Learned

6. You read a very detailed article about the Great Depression. You want to organize the information showing subtopics and details.

7. You have learned about the Electoral College in your government class. You have read several articles to answer some questions you have about the Electoral College.

8. You read a chronological article about the assassination of Abraham Lincoln.

9. You read a blog about how to make your own ice cream.

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