



# Unit 3

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## Graphic Organizers and Charts

### Guidelines For Using The Activities

#### 3-1 Topic-List Graphic Organizer

Tell students that graphic organizers and charts are visual representations of information. Point out that there are many types of graphic organizers and charts, but that the nine they will learn about in this unit are the ones that are most commonly used. Note that each type of graphic organizer or chart has its own purpose.

Emphasize to students that a topic-list graphic organizer can help them organize information about a broad topic into subtopics and details about the topic. Have students read the information about Amelia Earhart and then examine the topic-list graphic organizer a student constructed about the information. Then have students read the information about the Erie Canal and construct a topic-list graphic organizer about the information.

#### 3-2 Series of Events Graphic Organizer

Tell students that a series of events graphic organizer shows the order in which events occurred along with some details about each event. Point out that it is particularly useful for displaying historical information. Have students read the information about the French and Indian War and then examine the series of events graphic organizer a student constructed about this information. Then have students read the information about the first voyage of Columbus and then construct a series of events graphic organizer about this information.

#### 3-3 Compare-Contrast Graphic Organizer

Make sure students understand that a compare-contrast graphic organizer shows not only how two things are alike, but how they are different as well. Have students read the information about Democrats and Republicans and then examine the compare-contrast graphic organizer a student constructed about this information. Then have students read the information about vertebrates and invertebrates and then construct a compare-contrast graphic organizer about this information.



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### **3-4 Venn Diagram**

Tell students that a Venn diagram is another way to show how two things are alike and different. Explain how a Venn diagram is constructed. Then have students read the information about alligators and crocodiles. After students have read this information, have them examine the Venn diagram a student constructed about the information. Then have students read the information about George Washington and Thomas Jefferson and then construct a Venn diagram based on this information.

### **3-5 Problem-Solution Graphic Organizer**

Tell students that a problem-solution graphic organizer can help them understand why something is a problem and show the status of attempts to solve the problem. Have students read the information about the problem of acid rain and then examine the problem-solution graphic organizer a student constructed about this information. Then have students read the information about antibiotic-resistant bacteria and then construct a problem-solution graphic organizer about this information.

### **3-6 Question-Answer Graphic Organizer**

Tell students that a question-answer graphic organizer is helpful for generating answers to questions they have about a topic. Have students read the information about the Model T Ford and then examine the question-answer graphic organizer a student constructed about this information. Then have students read the information about the Sacco-Vanzetti trial and then construct a question-answer graphic organizer about this information.

### **3-7 Cause-Effect Graphic Organizer**

Tell students that a cause-effect graphic organizer shows the effects of something, both positive and negative. Have students read the information about Hurricane Sandy and then examine the cause-effect graphic organizer a student constructed about this information. Then have students read about the depletion of the ozone layer and then construct a cause-effect graphic organizer about this information.



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### 3-8 Series of Steps Chart

Tell students that a series of steps chart shows, in order, the steps needed to do something. Have students read the information about making a clay pottery bowl and then examine the series of steps chart a student constructed about this information. Then have students read the article about writing a research paper and then construct a series of steps chart about the information in this article.

### 3-9 Five W's Chart

Tell students that a five W's chart is particularly useful for organizing and understanding information found in newspaper and magazine articles. Have students read the abridged newspaper article about Martin Luther King Jr. and then examine the five W's chart a student constructed about the information in this article. Then have students read the abridged newspaper article about Al Capone and then construct a five W's chart about this information.

### 3-10 KWL Chart

Tell students that a KWL chart is a useful tool for learning more than what they already know about a topic. Explain what each letter in KWL represents. Have students examine the partially completed KWL chart that Kevin constructed about Benjamin Franklin. Explain that at this point Kevin wrote what he already knew about Benjamin Franklin and what he wanted to learn about Franklin. Then have students read the article that Kevin read about Benjamin Franklin in order to learn more about him. Next, have students examine Kevin's completed KWL chart. Conclude the activity by having students construct a KWL chart for a topic they want to learn more about.

### 3-11 What I Have Learned

Use this activity to assess the extent to which students have learned the skills and strategies taught in this unit.



# Answer Key

## Activity 3-1

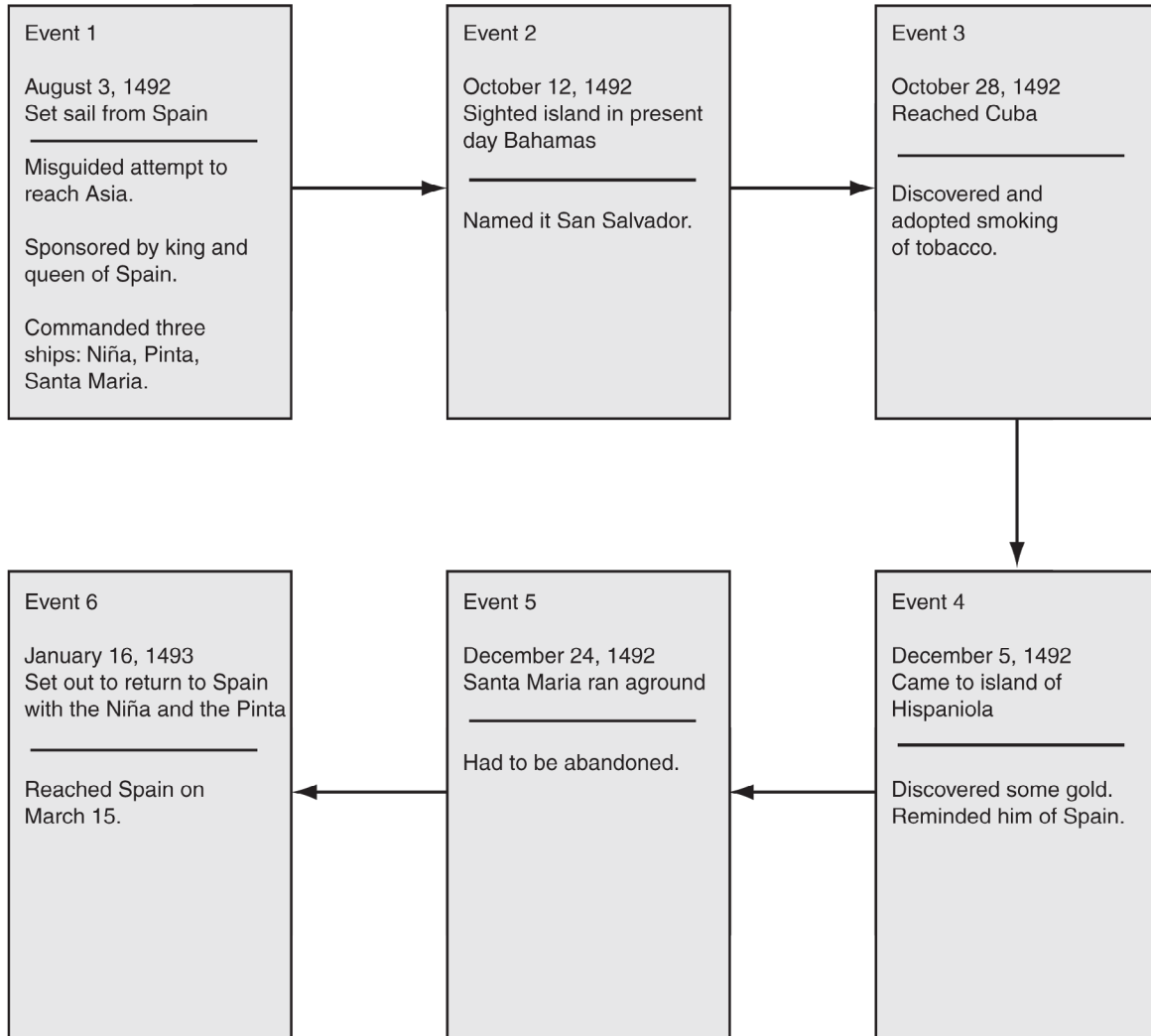
Note: Graphic organizers and charts shown for 3-1 through 3-8 are examples of appropriate responses. Student responses may vary somewhat.





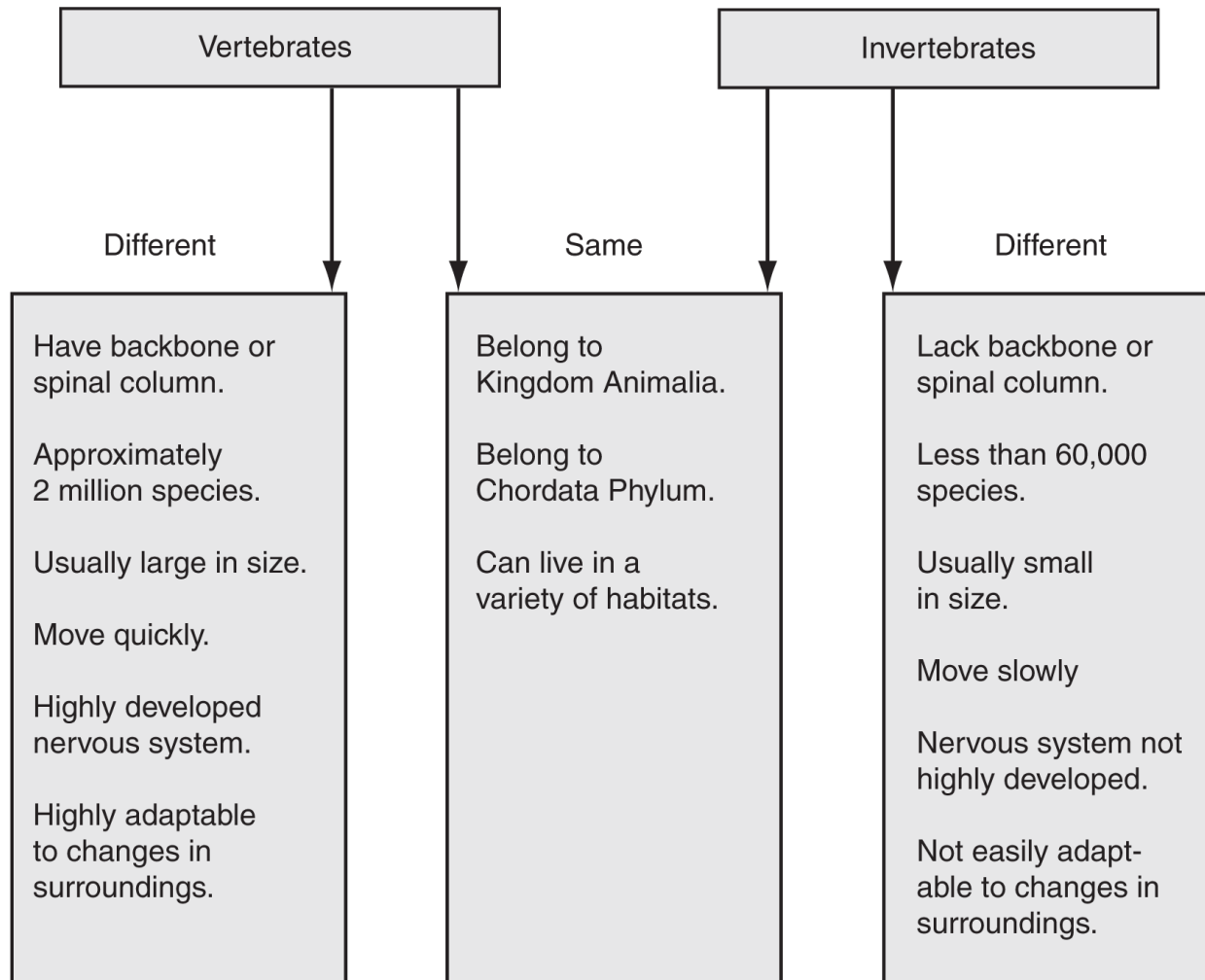
### Activity 3-2

#### The First Voyage of Christopher Columbus



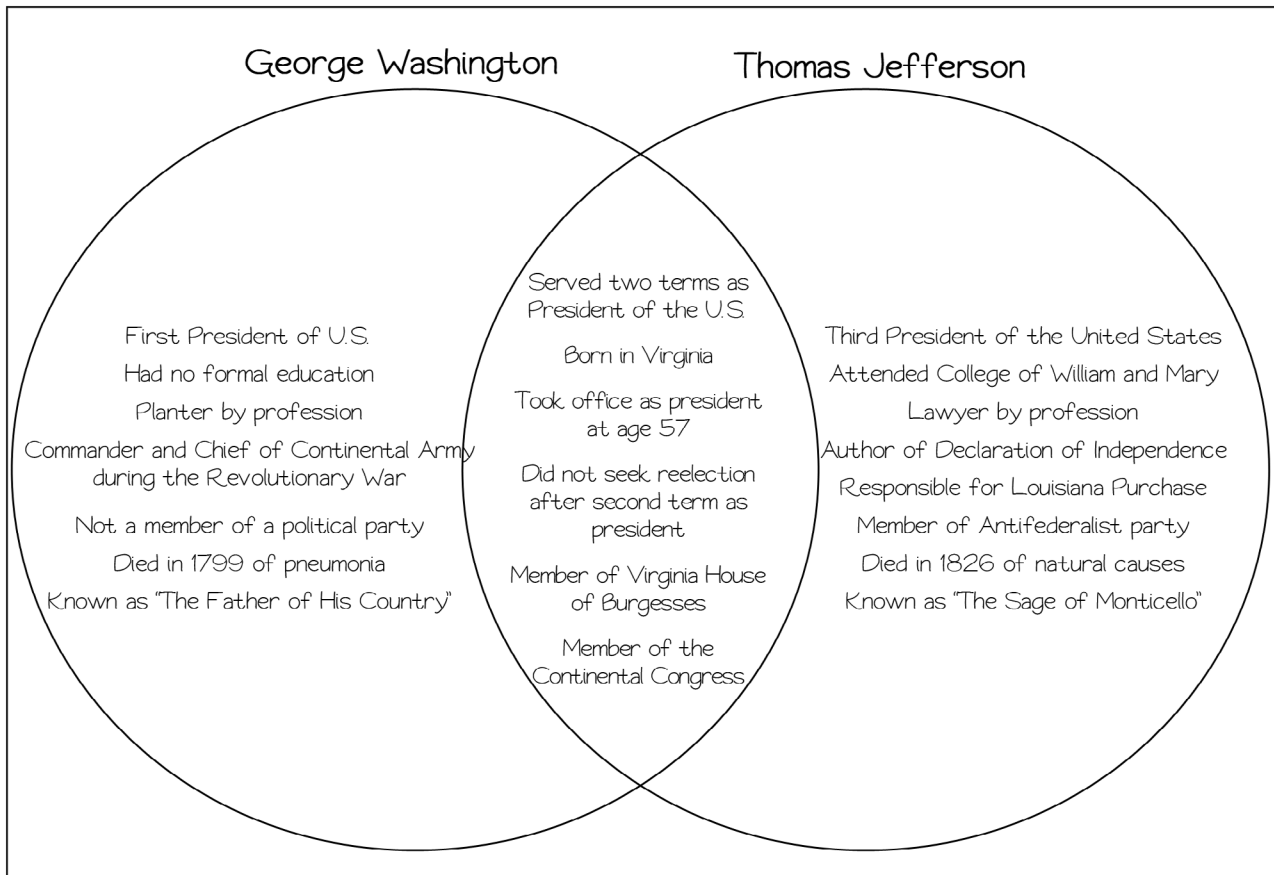


## Activity 3-3



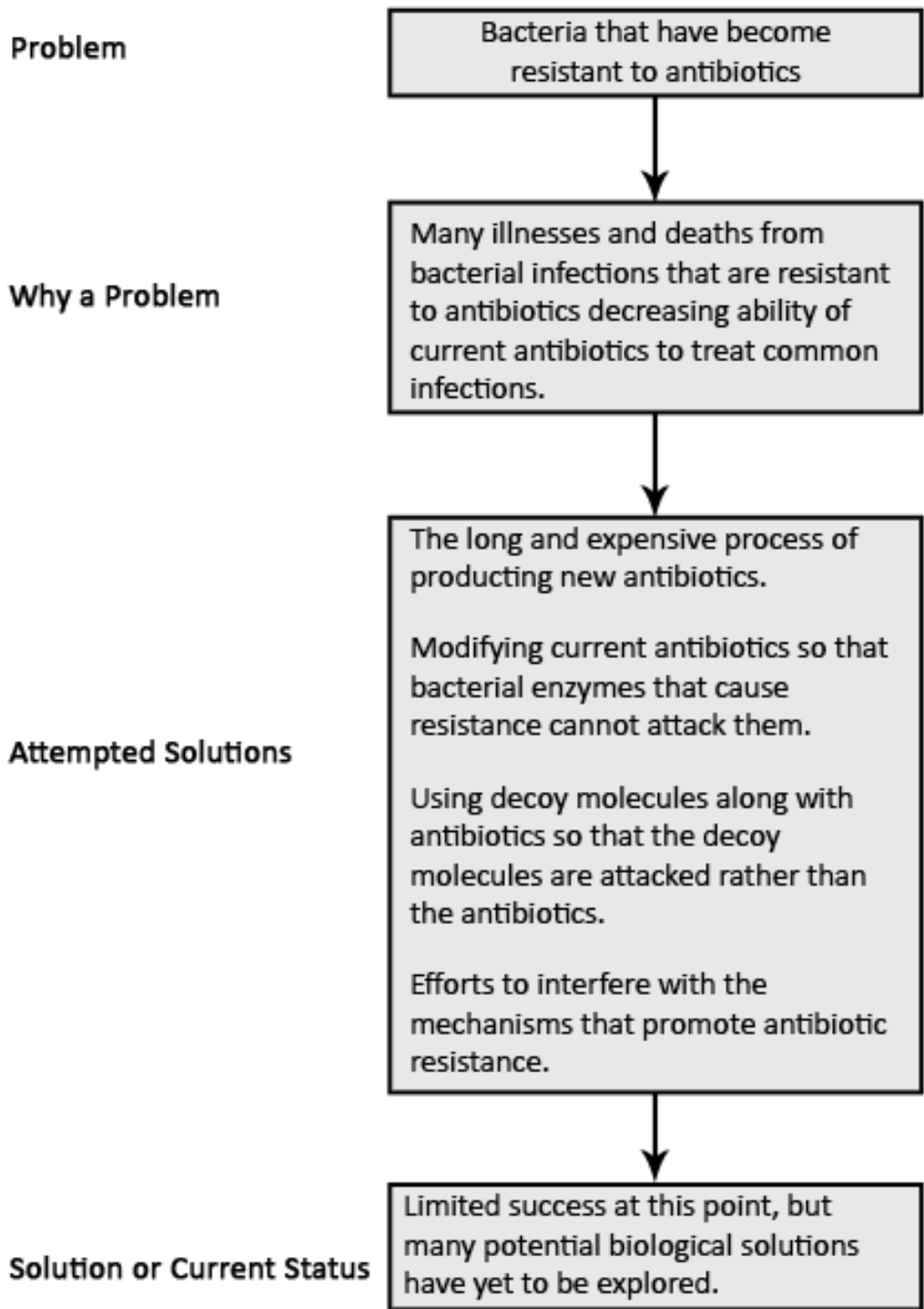


## Activity 3-4





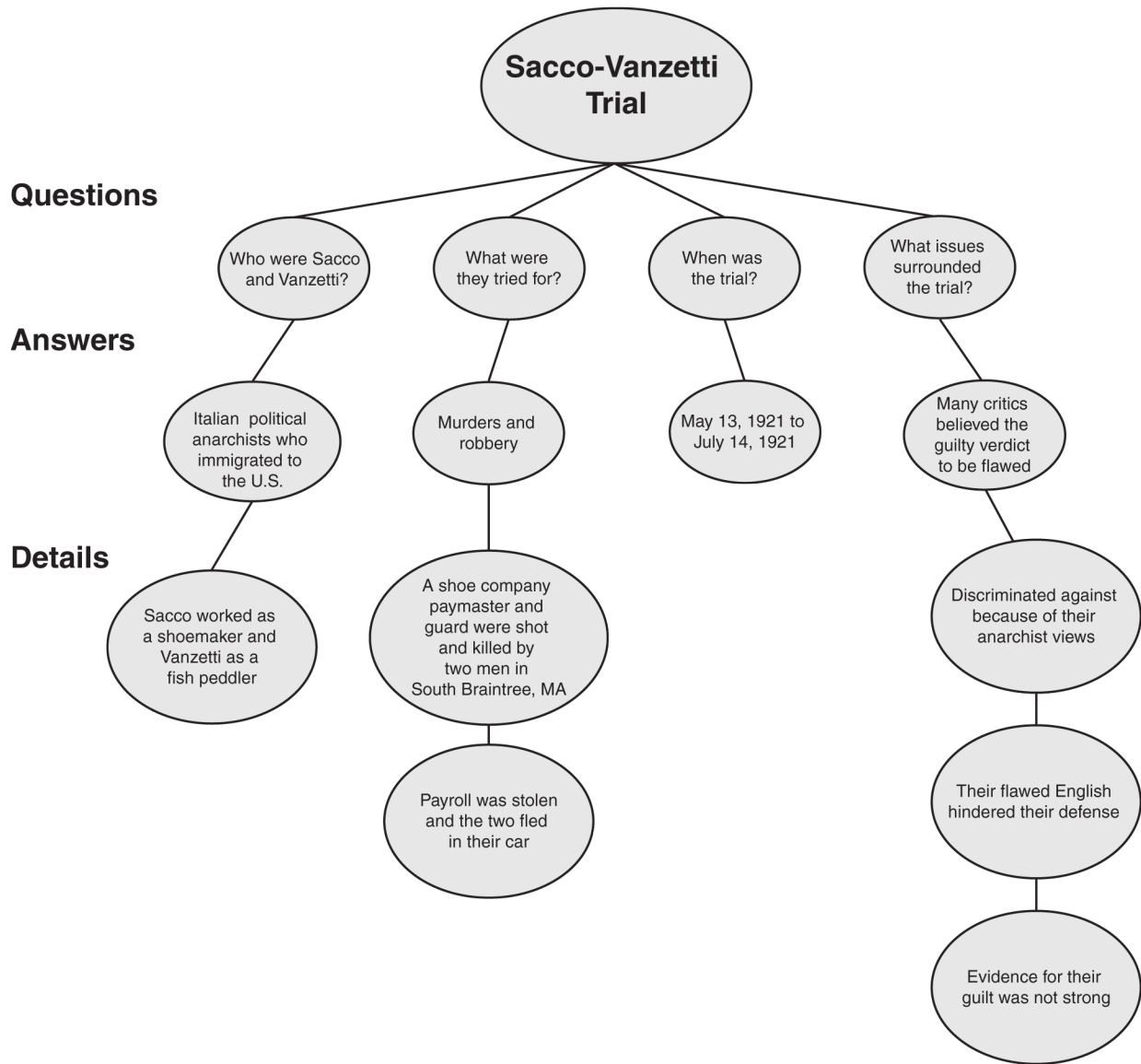
### Activity 3-5





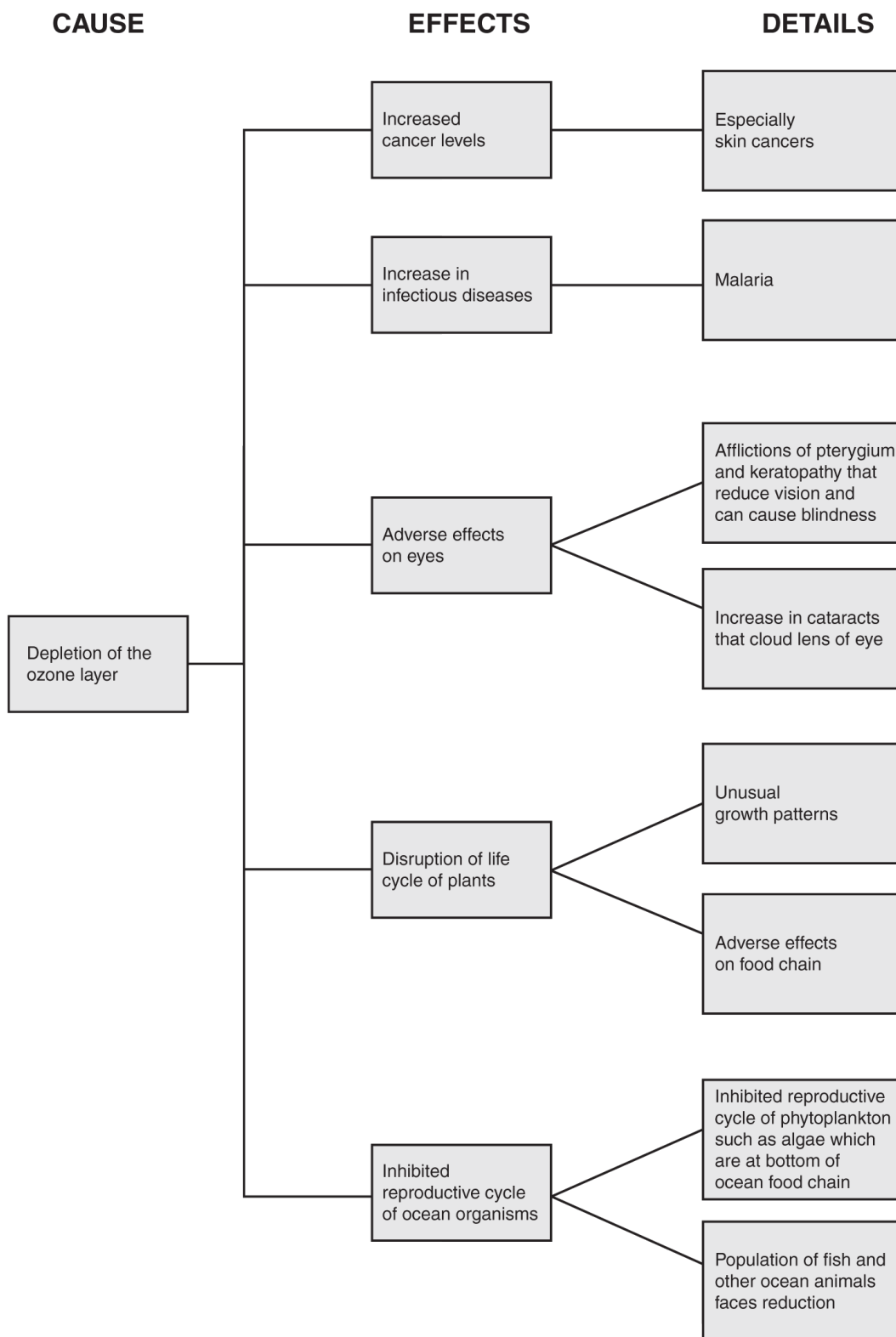


## Activity 3-6





### Activity 3-7





## Activity 3-8

<b>Thing to be Accomplished</b>	Writing a Research Paper
<b>First</b>	Choose a topic you are interested in and that has sufficient information about it.
<b>Next</b>	Look for information about the topic in print and online reference sources.
<b>Next</b>	Prepare a bibliography card for each source you will use.
<b>Next</b>	Use numbered note cards to record information from each source.
<b>Next</b>	Prepare an outline of your notes that includes subtopics and details about your topic once you have sufficient information.
<b>Next</b>	Write a rough draft of your paper.
<b>Next</b>	Review your rough draft to check for errors and to improve it.
<b>Last</b>	Write your final paper.



### Activity 3-9

<b>Who</b> was involved?	Al Capone
<b>What</b> happened?	Capone was found guilty of income tax evasion from 1924 to 1929. Faced a maximum sentence of 17 years and a \$50,000 fine.
<b>Where</b> did it take place?	Chicago
<b>When</b> did it take place?	October 6, 1931 - October 17, 1931
<b>Why</b> did it happen?	The Federal Government brought Capone to trial on 23 counts of income tax evasion.



### **Activity 3-10**

KWL charts created by students will vary.

### **Activity 3-11**

1. Problem-Solution graphic organizer
2. Compare-Contrast graphic organizer or Venn diagram
3. Cause-Effect graphic organizer
4. Five W's chart
5. KWL chart
6. Topic-List graphic organizer
7. Question-Answer graphic organizer
8. Series of Events graphic organizer
9. Series of Steps chart