

# GRAPHIC ORGANIZERS

**Graphic:** evoking lifelike images within the mind; "pictorial poetry and prose"; "graphic accounts of battle"; "a lifelike portrait"; "a vivid description" [**Synonyms:** lifelike, pictorial, vivid]

Source: *The American Heritage® Dictionary of the English Language, Fourth Edition*  
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**Organizer:** To put together into an orderly, functional, structured whole. To arrange in a coherent form; systematize. To arrange in a desired pattern or structure. [**Synonyms:** administrator, planner, manager]

Source: *WordNet* ® 1.6, © 1997 Princeton University

## Graphic Organizer

Graphic organizers map the process of the mind when it is actively problem-solving, making decisions, reasoning, creating, etc. As written and spatial arrangements of information, the graphic organizer proves to be a communication tool among learners. Information may be viewed as a meaningful whole and inter-relationships among ideas.

Discuss with students what graphic organizers are and how they can be used.

~Jackie Buisman

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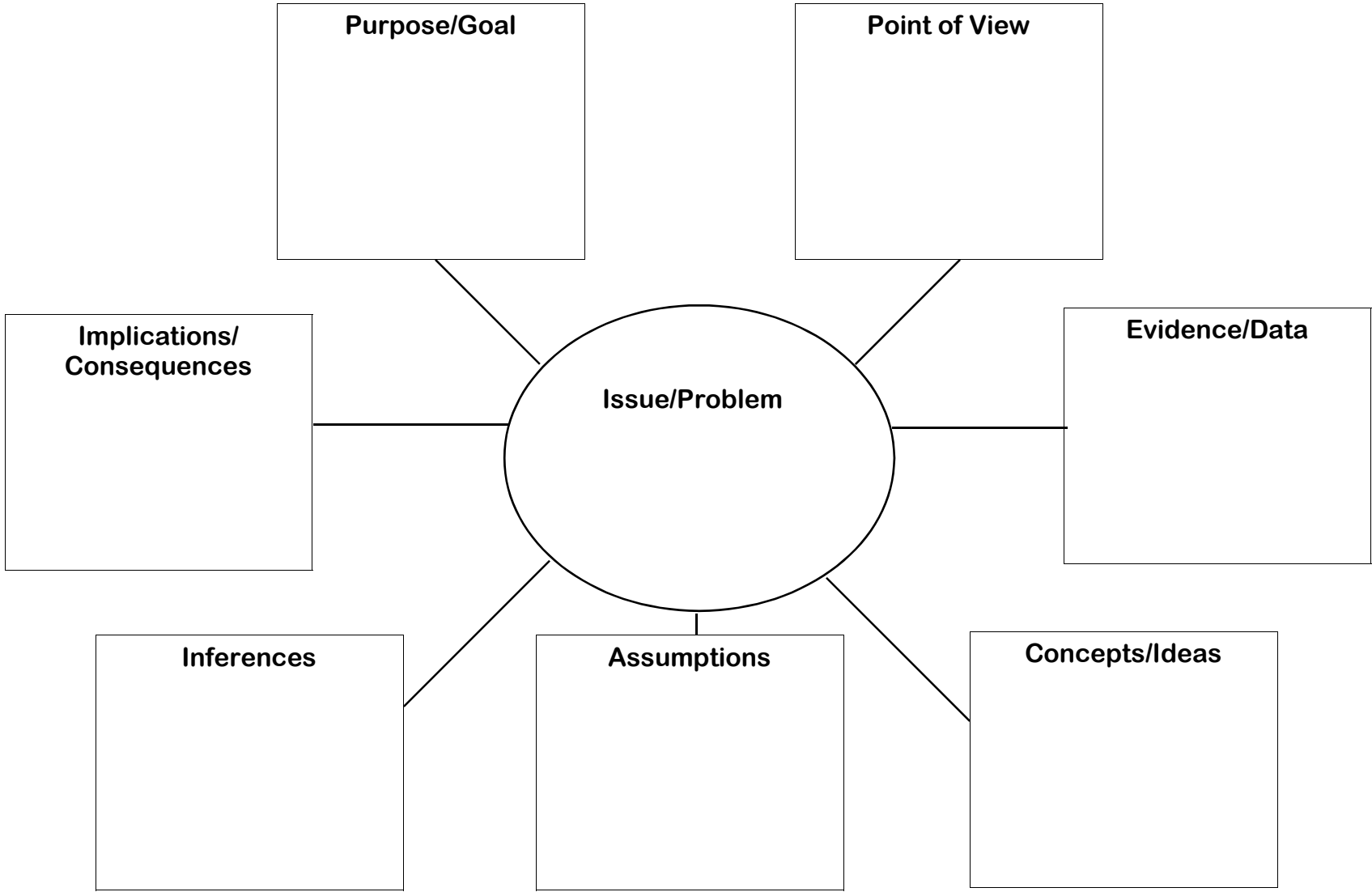
**Graphic Organizer**  
**ELEMENTS OF THOUGHT**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Question at Issue (Frame)****Purpose****Inferences****Assumptions****Concepts****Consequences and Implications****Evidence; Data****Point of View: Audience/Speaker**

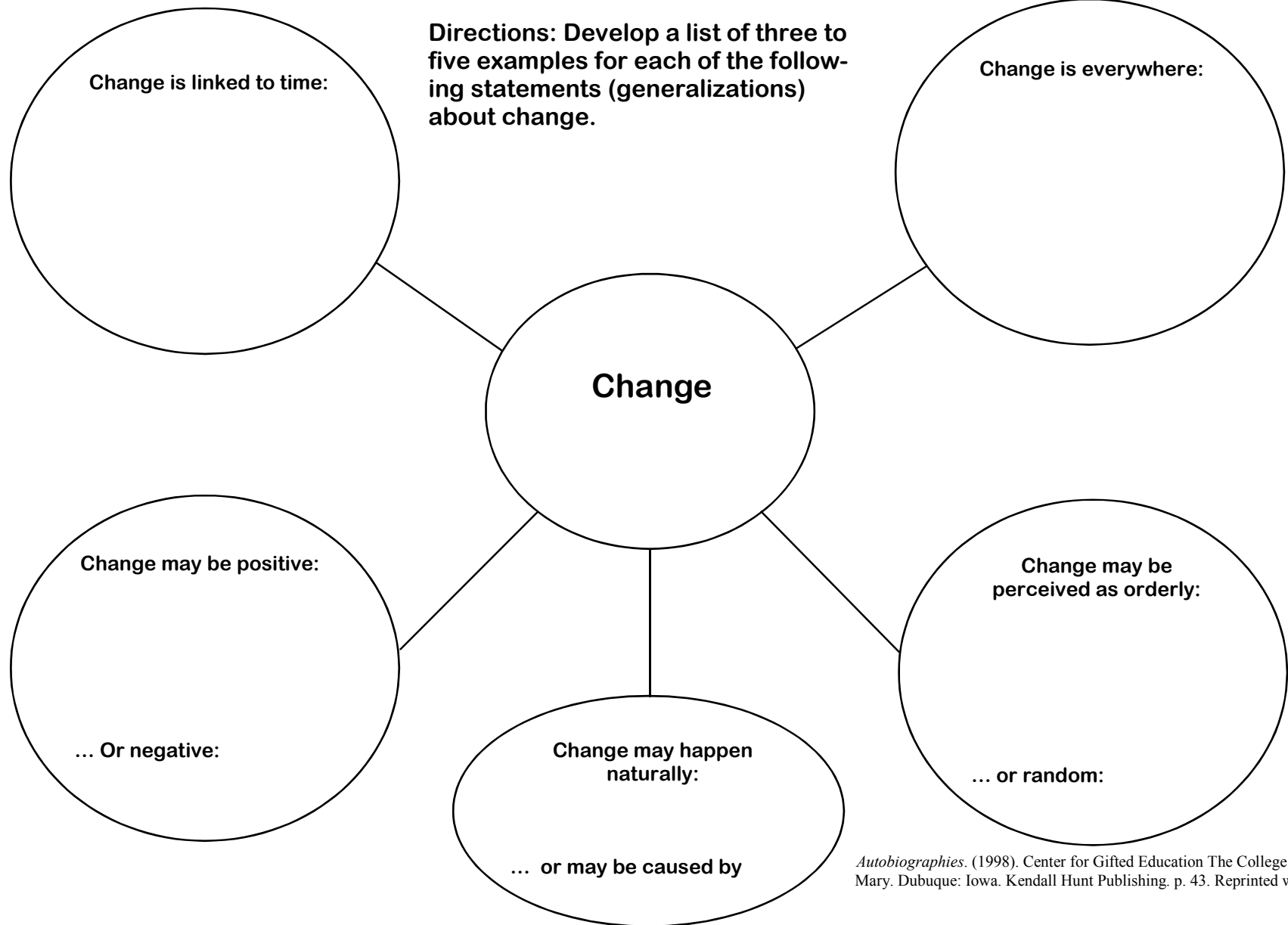
GRAPHIC ORGANIZER  
**PAUL'S REASONING WEB**

Name \_\_\_\_\_ Date \_\_\_\_\_



# Graphic Organizer CHANGE MODEL

Name \_\_\_\_\_ Date \_\_\_\_\_

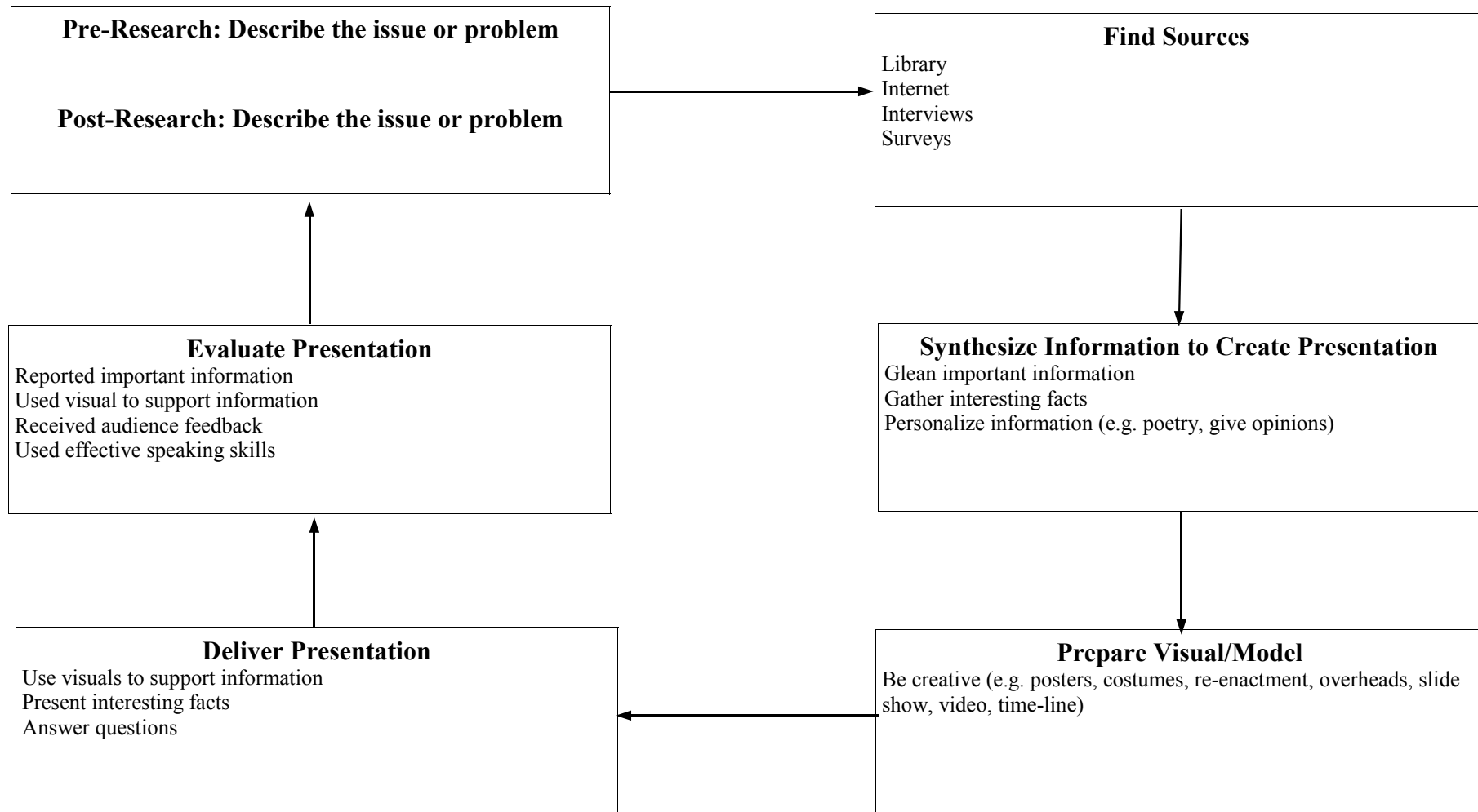


**Directions: Develop a list of three to five examples for each of the following statements (generalizations) about change.**

## GRAPHIC ORGANIZER

# RESEARCH PROCEDURES

Name \_\_\_\_\_ Date \_\_\_\_\_



GRAPHIC ORGANIZER  
**RESEARCH MODEL**

PAGE 1

Name \_\_\_\_\_ Date \_\_\_\_\_

Select an issue of significance and explore it following the procedure below:

**1. Identify your issue or problem.**

What is the issue or problem?

Who are the stakeholders and what are their positions?

What is your position on this issue?

**2. Read about your issue and identify points of view or arguments through information sources.**

What are my print sources?

What are media sources?

What are my people sources?

What are my preliminary findings based on a review of existing sources?

**3. Form a set of questions that can be answered by a specific set of data.**

Examples:

A. What would be the results of \_\_\_\_\_ ?

B. Who would benefit and how much?

C. Who would be harmed and by how much?

**My research question:**



GRAPHIC ORGANIZER  
**RESEARCH MODEL**

PAGE 2

Name \_\_\_\_\_ Date \_\_\_\_\_

Select an issue of significance and explore it following the procedure below:

**4. Gather evidence through research techniques such as surveys, interviews, or experiments.**

What survey questions should I ask?

What interview questions should I ask?

What experiments should I do?

**5. Manipulate and transport data so that they can be interpreted.**

How can I summarize what I found?

Should I develop charts, diagrams, or graphs to represent my data?

**6. Draw conclusions and make inferences.**

What does the data mean? How can I interpret what I found?

How does the data support your original point of view?

How does the data support other points of view?

What conclusions do you make about the issues?

GRAPHIC ORGANIZER  
**RESEARCH MODEL**

PAGE 3

Name \_\_\_\_\_ Date \_\_\_\_\_

Select an issue of significance and explore it following the procedure below:

**7. Determine implications and consequences.**

What are the consequences of following the point of view that you support?

Do I know enough or are there now new questions to answered?

**8. Communicate your findings. (Prepare an oral presentation for classmates based on note cards and written report.)**

What are my purpose, issue, and point of view, and how will I explain them?

How will I conclude my presentation?

DIFFERENTIATED CURRICULUM CHALLENGING HIGH END LEARNERS ADDRESSING OREGON STANDARDS & BENCHMARKS

GRAPHIC ORGANIZER  
**NEED TO KNOW BOARD**

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>What do we know?</b>	<b>What do we need to know?</b>	<b>How can we find out?</b>

GRAPHIC ORGANIZER  
**K-W-L WORKSHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>What Students <b>K</b>now</b>	<b>What students <b>W</b>ant (or need) to know</b>	<b>How will students <b>L</b>earn what they need to know?</b>

**GRAPHIC ORGANIZER**  
**PROJECT CONTRACT**

Describe the proposed project:

Proposed due dates for each part of the project, which must include at least two deadlines prior to the overall due date:

- I will identify tasks that need to be done and initiate action to complete the tasks.
- I agree to keep a complete bibliography of works consulted and works cited.
- I will meet the learning objectives of the unit.
- I will plan, organize, and complete assigned tasks on time, meeting agreed upon standards of quality.
- I will maintain appropriate interactions within the classroom.
- I will consult with the teacher at least \_\_\_\_\_ times.
- I will participate in class activities when required.
- Other \_\_\_\_\_

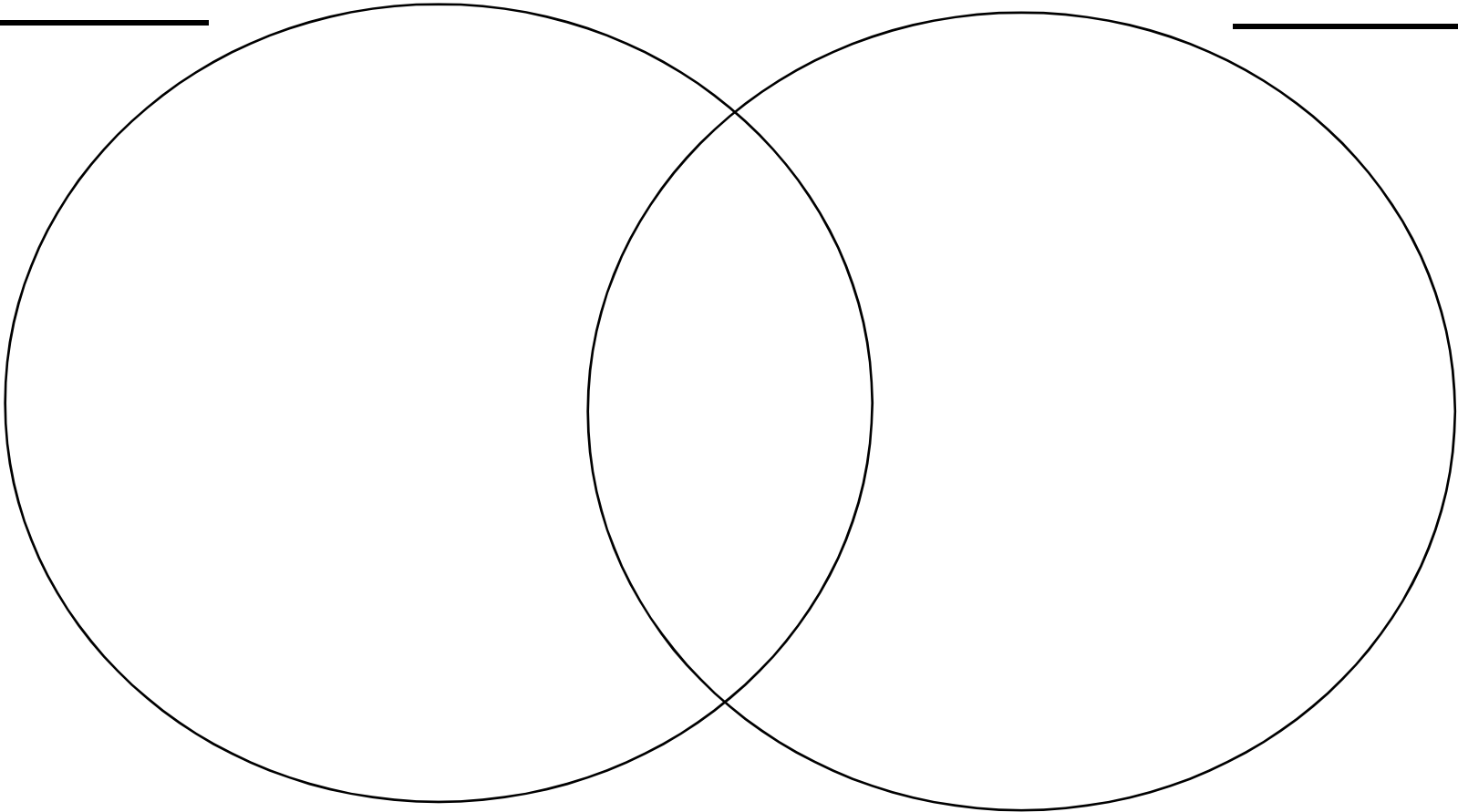
\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Teacher's signature

\_\_\_\_\_  
Date

GRAPHIC ORGANIZER  
**COMPARING AND CONTRASTING VENN DIAGRAM**

Name \_\_\_\_\_ Date \_\_\_\_\_



GRAPHIC ORGANIZER  
**COMPARING INFORMATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

TOPIC: \_\_\_\_\_



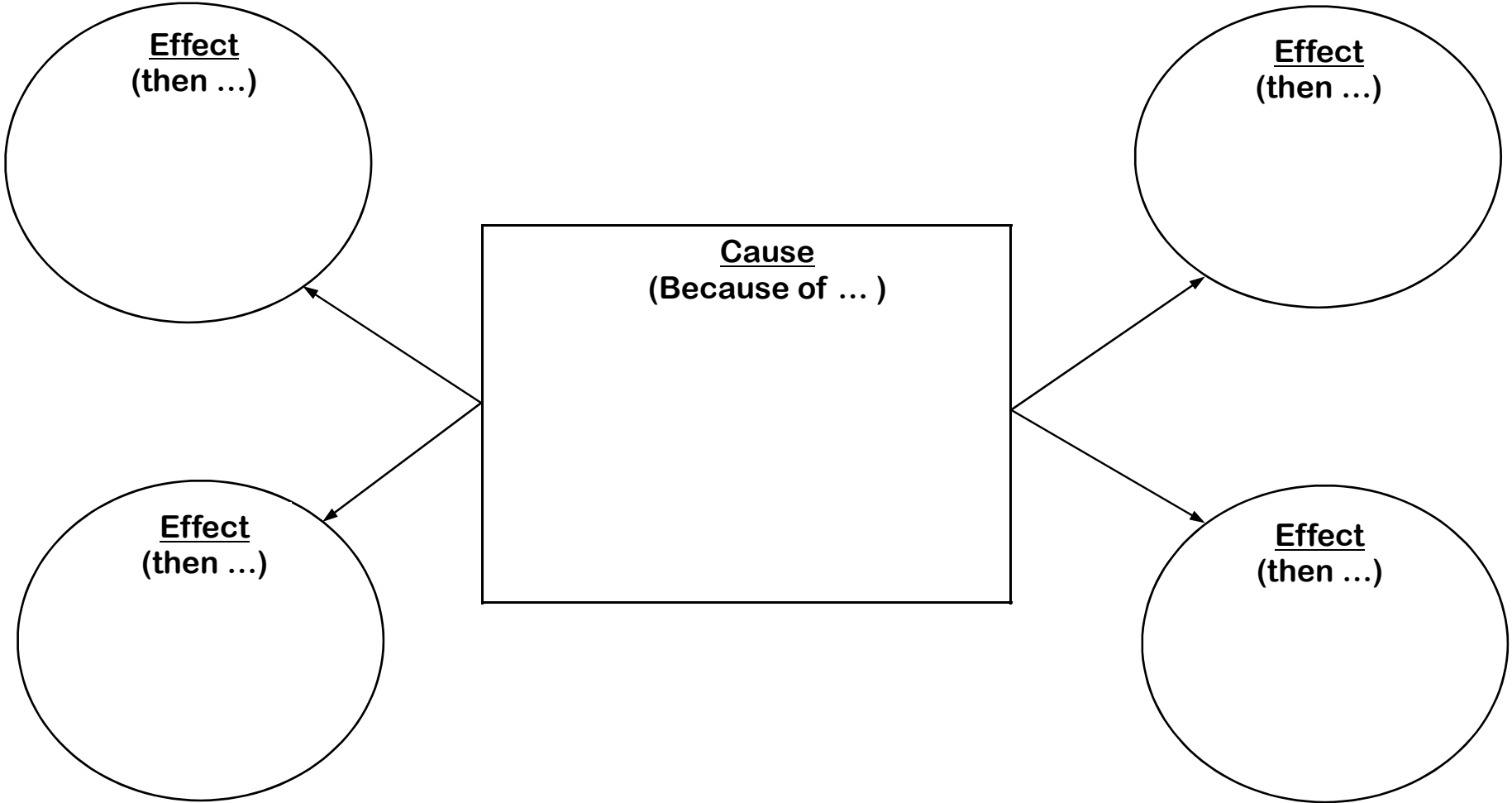
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	_____	
	_____	
	_____	
	_____	
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GRAPHIC ORGANIZER  
**CAUSE AND EFFECT**

Name \_\_\_\_\_ Date \_\_\_\_\_

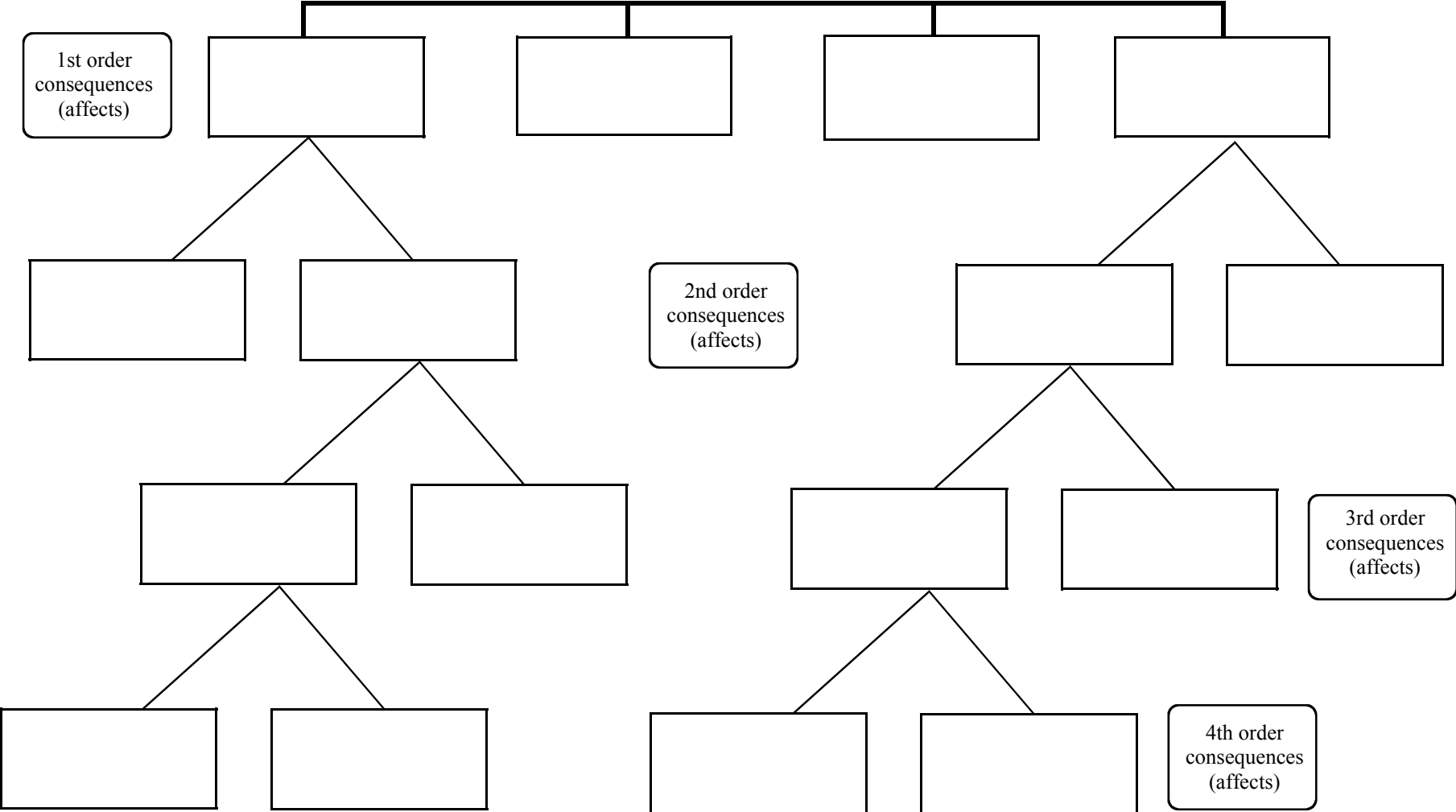




GRAPHIC ORGANIZER  
**PRECIPITATING EVENT: LINE OF CONSEQUENCES**

Name \_\_\_\_\_ Date \_\_\_\_\_

EVENT: \_\_\_\_\_



**GRAPHIC ORGANIZER**  
**POSITIVE/NEGATIVE QUALITIES CITING SOURCES**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Please identify 5 examples:**

<b>Positive Qualities</b>	<b>Evidence from Selection</b>	<b>Negative Qualities</b>	<b>Evidence from Selection</b>

## RAFT

### A model for planning for all ability students.

**RAFT** is an acronym for Role, Audience, Format and Topic.

In creating a **RAFT** grid: (See Graphic Organizer **RAFT**)

- consider the skills and content we want to teach students individually and collectively.
- plan to modify the content, process, or product of a student assignment based on student readiness, learning style, and or interests.
- modify the assignments based on a level that ranges from simple to complex, from concrete to abstract.

In meeting the needs of all learners in a Standards based classroom, the **RAFT** model can be an effective tool to help organize differentiated assignments. The concept of the **RAFT** organizer has been taken from a Carol Ann Tomlinson workshop.

Begin by creating five clusters of students; this number is flexible, you may create as many or as few tiers as needed, based on student readiness. Five clusters that would likely be found in a regular classroom are: 1) slow learners, 2) below average, 3) average ability, ( 4) academically talented and 5) intellectually gifted.

Select a theme based on Oregon State Standards. Collaborate with peers at your grade level. Have Oregon State Standards newspapers on hand as a point of reference. Using a chart based on Bloom's Taxonomy may be helpful in this process. (See Models and Graphic Organizers Section VI.)

Assignments around a class theme may be developed with the high-end learner expected to work at two to three grade levels above.

### DIFFERENTIATION EXAMPLES

**Solar System Theme** -Traveling in a space module, you leave Earth headed for Pluto passing other planets.

- **Average students:** Write a sentence, giving an important fact, about Mars, Jupiter, Saturn, Uranus, Neptune, Pluto as you pass on your way.
- **Above average students:** Research the planets that you will pass and fill out the Solar System Comparison Graphic Organizer. (3rd Grade Benchmark is to identify and trace the movement of objects in the sky.)
- **High End Learners:** Research the planets that you will pass and create a visual product that shows the earth in relation to the other planets. (5<sup>th</sup> Grade Benchmark is to describe the earth's place in the solar system and the patterns of movement of objects within the solar system using pictorial models.)

See Solar System **RAFT** on the next page.

**GRAPHIC ORGANIZER  
RAFT PLANNER**

<b>Student Profile</b>	<b>Role</b>	<b>Audience</b>	<b>Format</b>	<b>Topic</b>

GRAPHIC ORGANIZER  
**CONFLICT ANALYSIS**

C

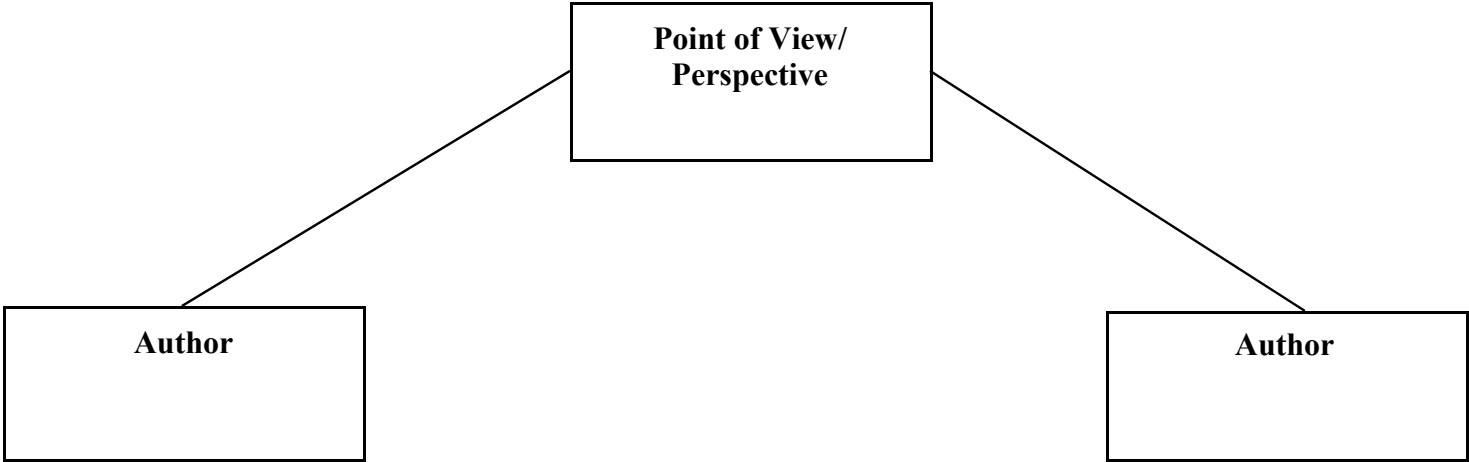
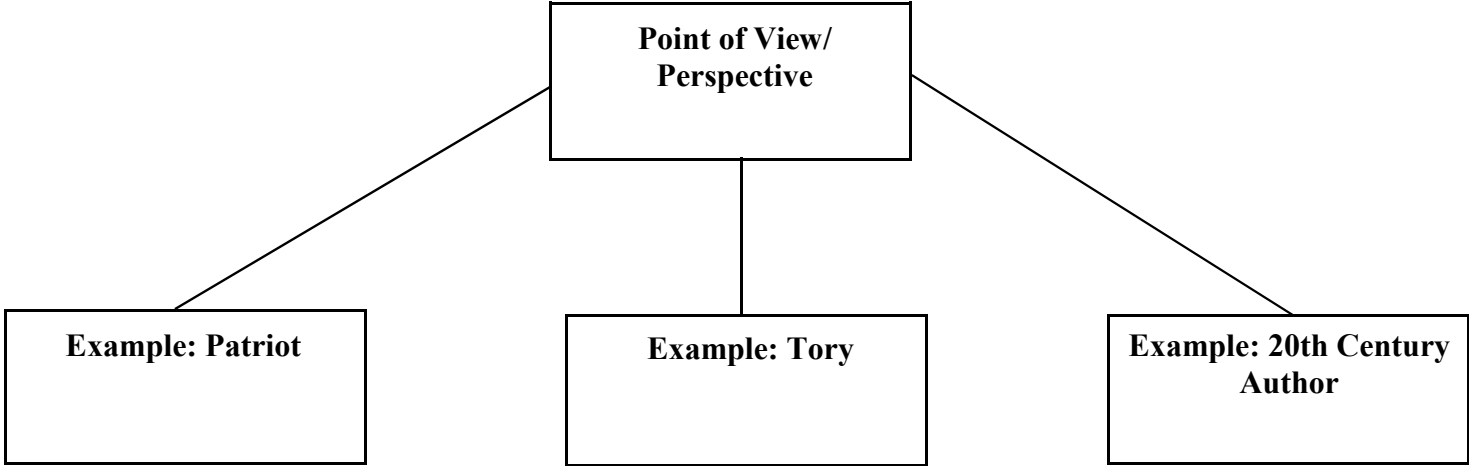
Name \_\_\_\_\_ Date \_\_\_\_\_

Novel/Short Story Title \_\_\_\_\_ Author \_\_\_\_\_

<p>1. Describe the Conflict. Include who is involved, what happened, and the outcome.</p>	
<p>2. Describe the qualities of character shown by the antagonists in the conflict. Show how the qualities led to action.</p>	
<p>3. Impact analysis: Show how the qualities of character effects a specific conflict or event in the plot—cause or solve?</p>	
<p>4. Evaluation, Part 1: Were the qualities of character illustrated in this incident effective for the character, himself? Did it help him/her gain their goals? Explain your thinking.</p>	
<p>5. Evaluation, Part 2: Were the qualities of character effective in helping achieve the author's purpose? Explain your answer.</p>	

**GRAPHIC ORGANIZER**  
**POINT OF VIEW/PERSPECTIVE**

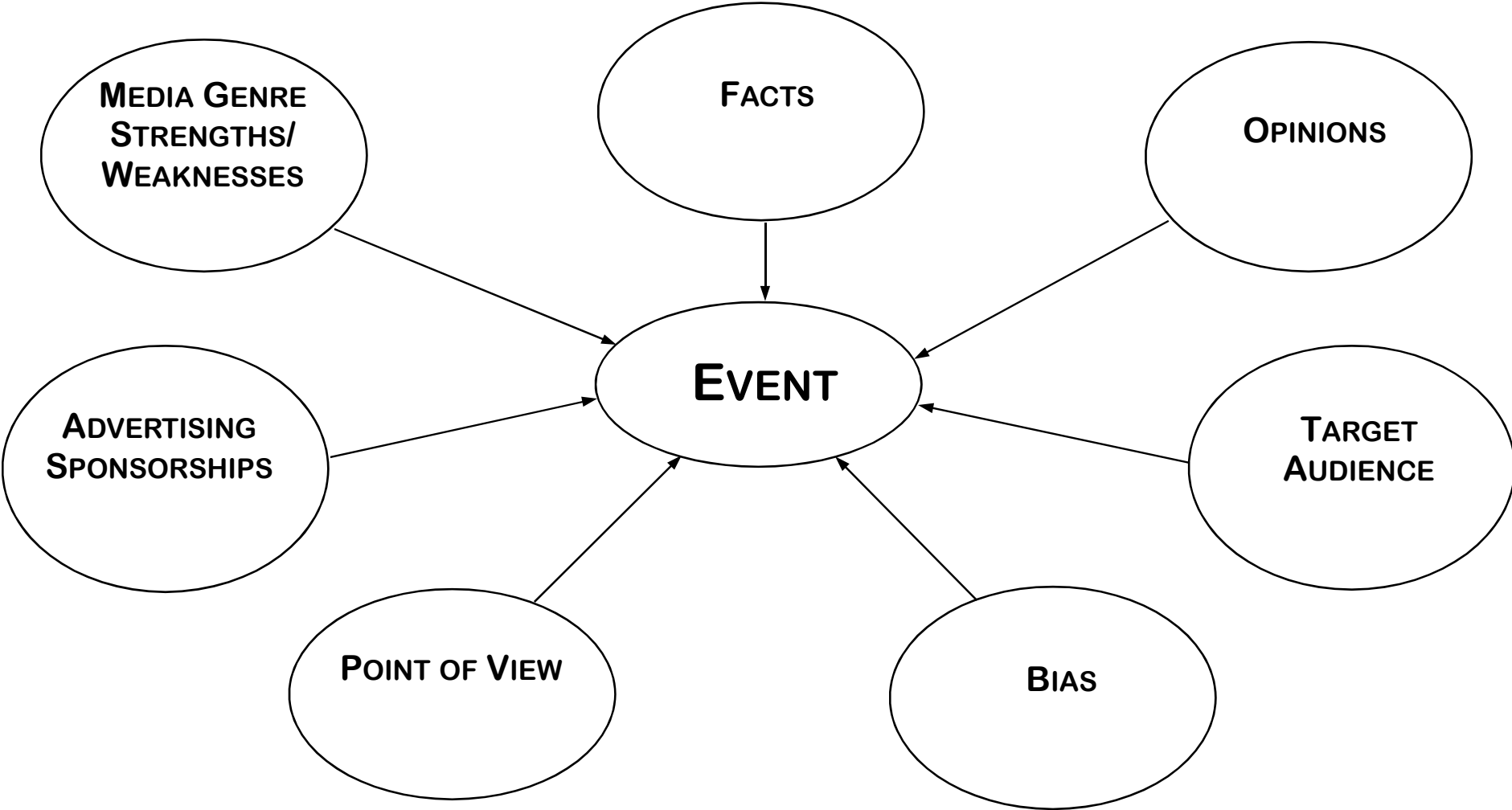
Name \_\_\_\_\_ Date \_\_\_\_\_



**GRAPHIC ORGANIZER**  
**A WEB TO GATHER MEDIA INFORMATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Event \_\_\_\_\_



GRAPHIC ORGANIZER  
**HAMBURGER AND DAGWOOD MODELS  
FOR PERSUASIVE WRITING**

**HAMBURGER MODEL**

The Hamburger Model is to provide students with a useful metaphor to aid them in developing a persuasive paragraph or essay. The model should be introduced by the teacher, showing students the top bun and the bottom bun represent the introduction and conclusion of any persuasive writing piece. The teacher should note that the reasons given in support of the thesis statement are like the meat and vegetable in a hamburger, providing the major substance of the sandwich. Elaboration represents the condiments in a sandwich, the ketchup, mustard, and onions that hold the sandwich together, just as examples and illustrations hold a persuasive writing piece together.

Teachers should show students example of hamburger paragraphs and essays and students find the bun, hamburger and condiments. Discuss how “good” each sandwich is.

Teachers may now ask students to construct their own “hamburger” paragraphs. After students have constructed their own paragraphs, teachers may use peer and self assessments to have students judge their own and one another’s writing.

What is the “top bun” or topic and opinion statement of the paragraph?

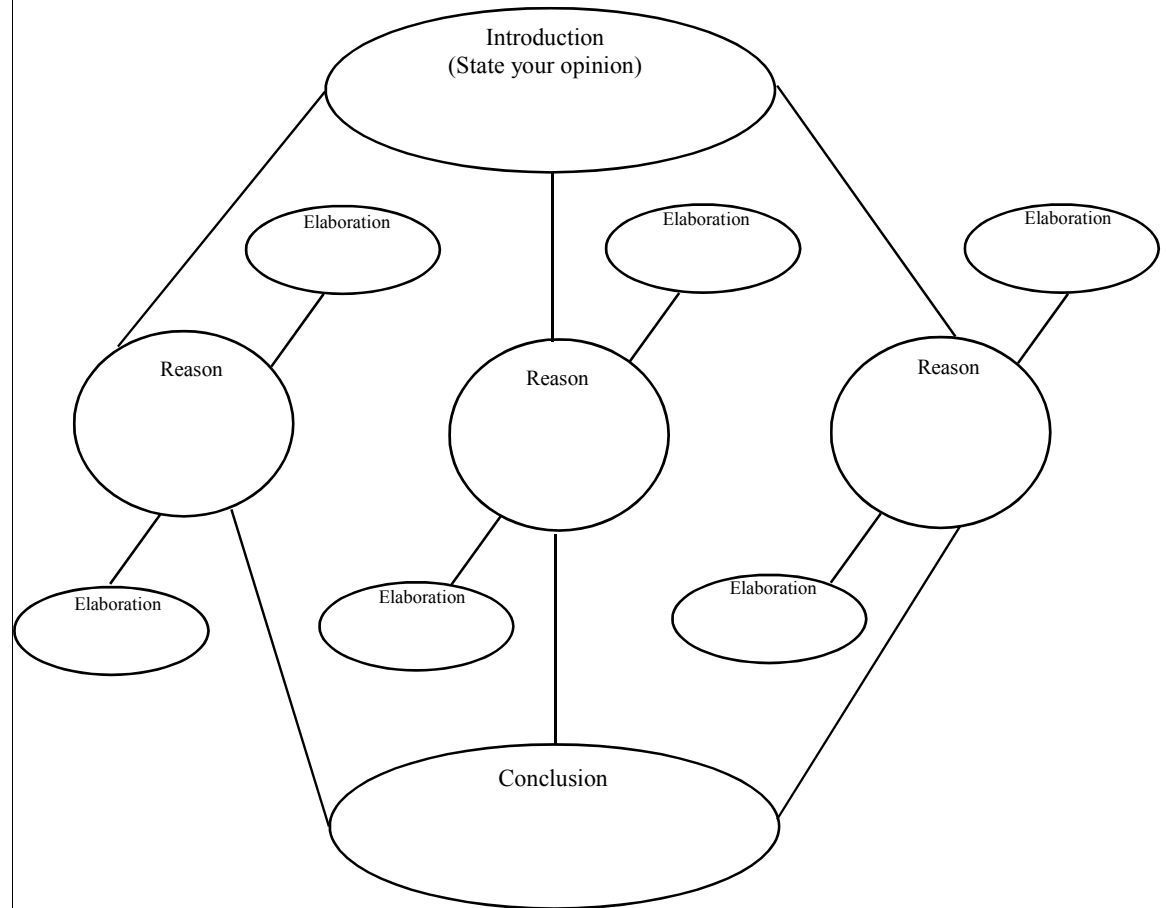
What is the writer’s “meat” or supporting information? How many reasons does the author provide? Are they convincing reasons?  
How did the writer add details and examples or extra fixings to the paragraph?

What is the “bottom bun” or conclusion to the paragraph?

**DAGWOOD MODEL**

The Dagwood Model or Club Sandwich is an elaborate version of the Hamburger paragraph or essay.

**HAMBURGER MODEL**

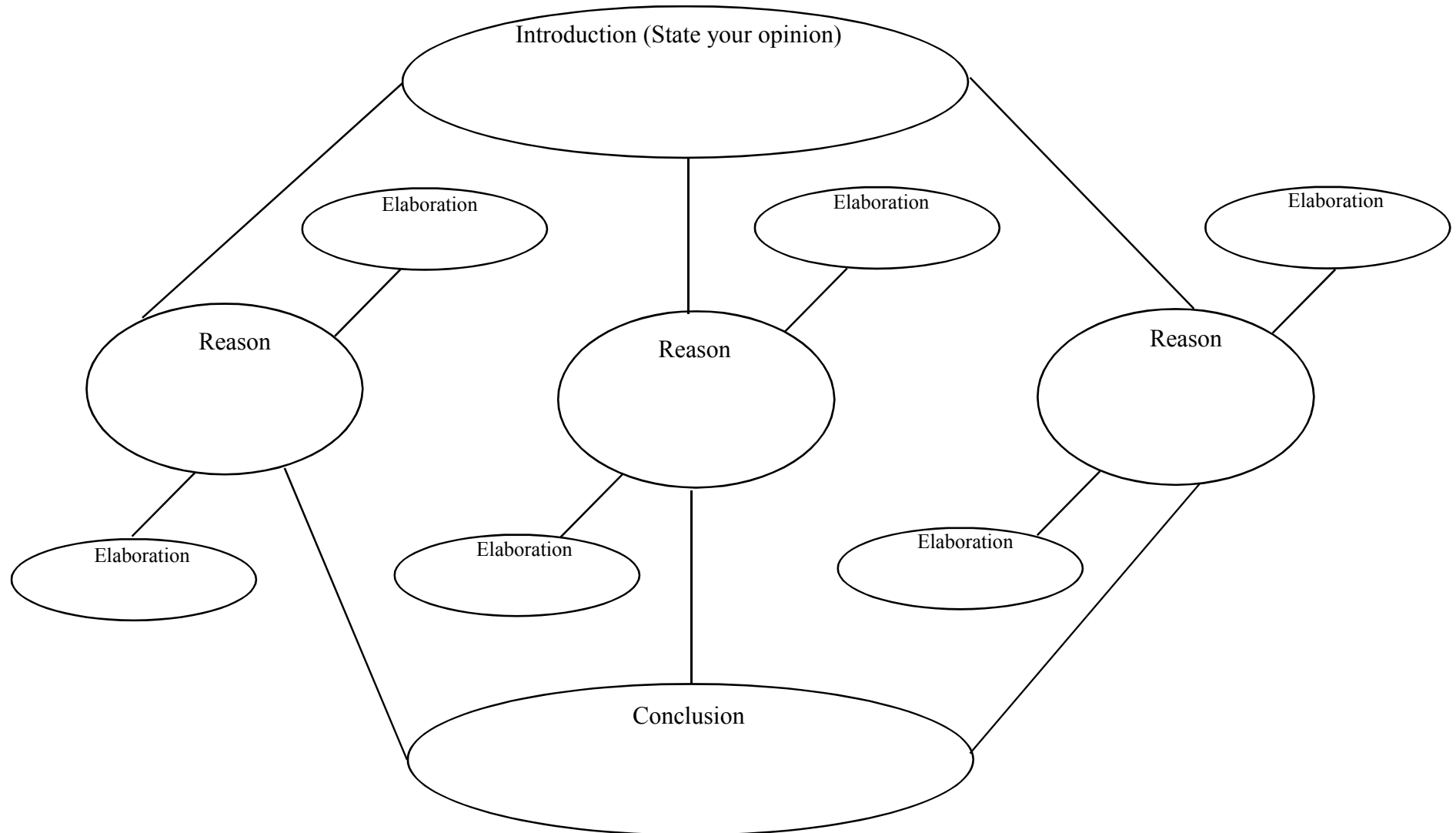




GRAPHIC ORGANIZER

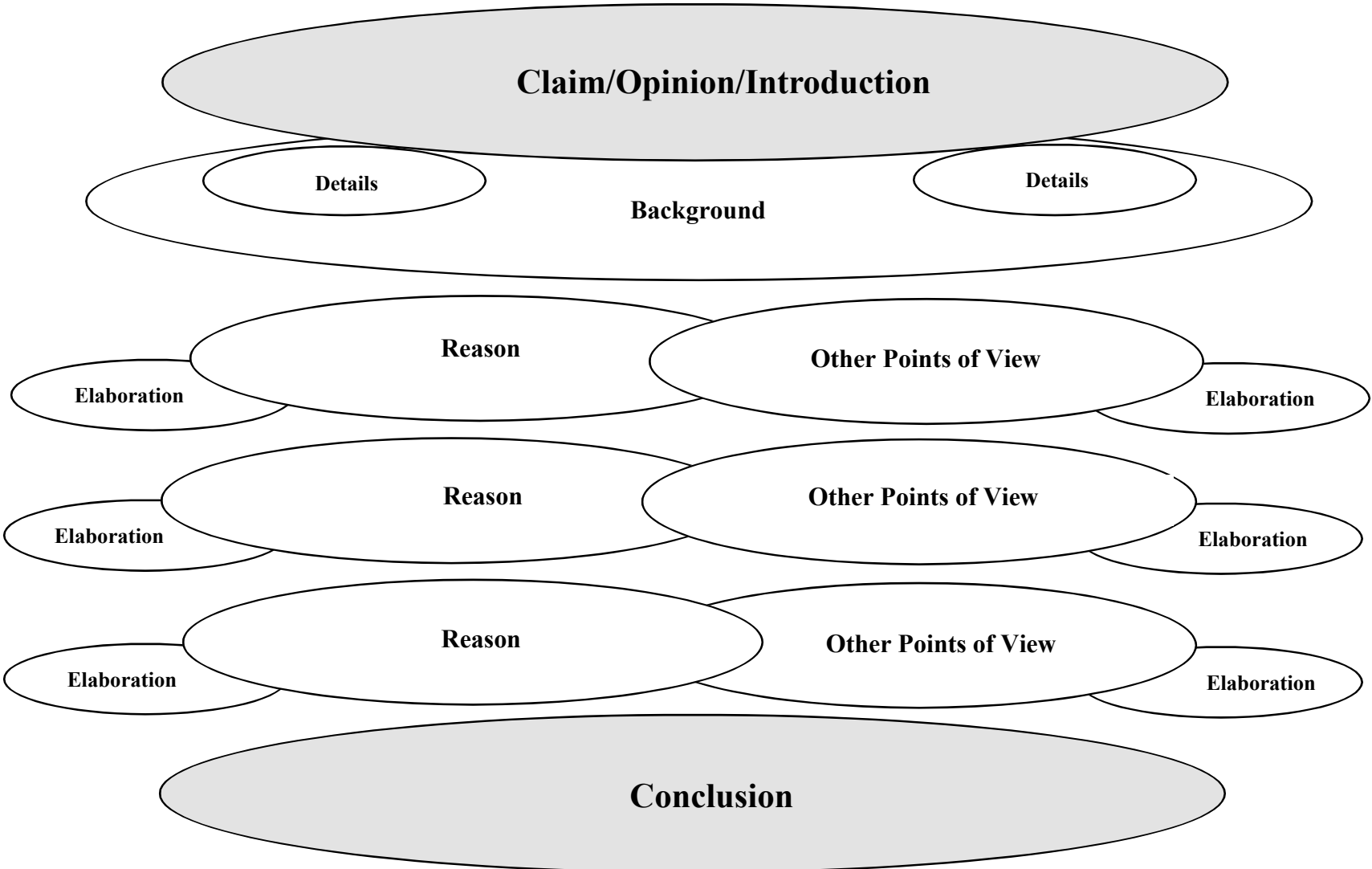
**HAMBURGER MODEL FOR PERSUASIVE WRITING FORM**

Name \_\_\_\_\_ Date \_\_\_\_\_



**GRAPHIC ORGANIZER**  
**DAGWOOD WEB FORM**

Name \_\_\_\_\_ Date \_\_\_\_\_



*Persuasion: A language arts unit for high-ability learners.* (1998). Center for Gifted Education The College of William and Mary College. Dubuque, Iowa: Kendall Hunt Publishing. Pg 79. Reprinted with permission.

GRAPHIC ORGANIZER

**HOW TO CREATE YOUR “SOMEBODY WANTED ...” BOOK**

Name \_\_\_\_\_ Date \_\_\_\_\_

Title Page	Page 1	Page 2	Page 3
<p><i>Somebody wanted ... but ...so...finally...Book</i></p> <p>Title</p> <p>Author</p>	<p>Somebody (choose a character)</p>	<p>Wanted (plot or goal)</p>	<p>But (tell the problem)</p>
Page 5	Page 6	Page 7	Page 6
<p>So (tell events leading to solution)</p>	<p>Finally (tell the solution)</p>	<p>THE END</p>	<p>BLANK</p>

GRAPHIC ORGANIZER  
**INFORMATIVE SPEECH OUTLINE**

Name \_\_\_\_\_ Date \_\_\_\_\_

Setting Description ...

Linkage Area ...

Introduction (include an appropriate hook)

Body

Conclusion

After your presentation, be ready to respond to the following question(s):

## THE SPEECH FORM

## GRAPHIC ORGANIZER

Name \_\_\_\_\_ Date \_\_\_\_\_



Who are you and where do you fit in this community? (i.e., “My name is Jorgé and I am a minister at the local Hispanic Catholic Church.”)

What are you here to address? (i.e., “I am here today to share my ideas with you on the topic of \_\_\_\_\_  
(fill in research topic.)



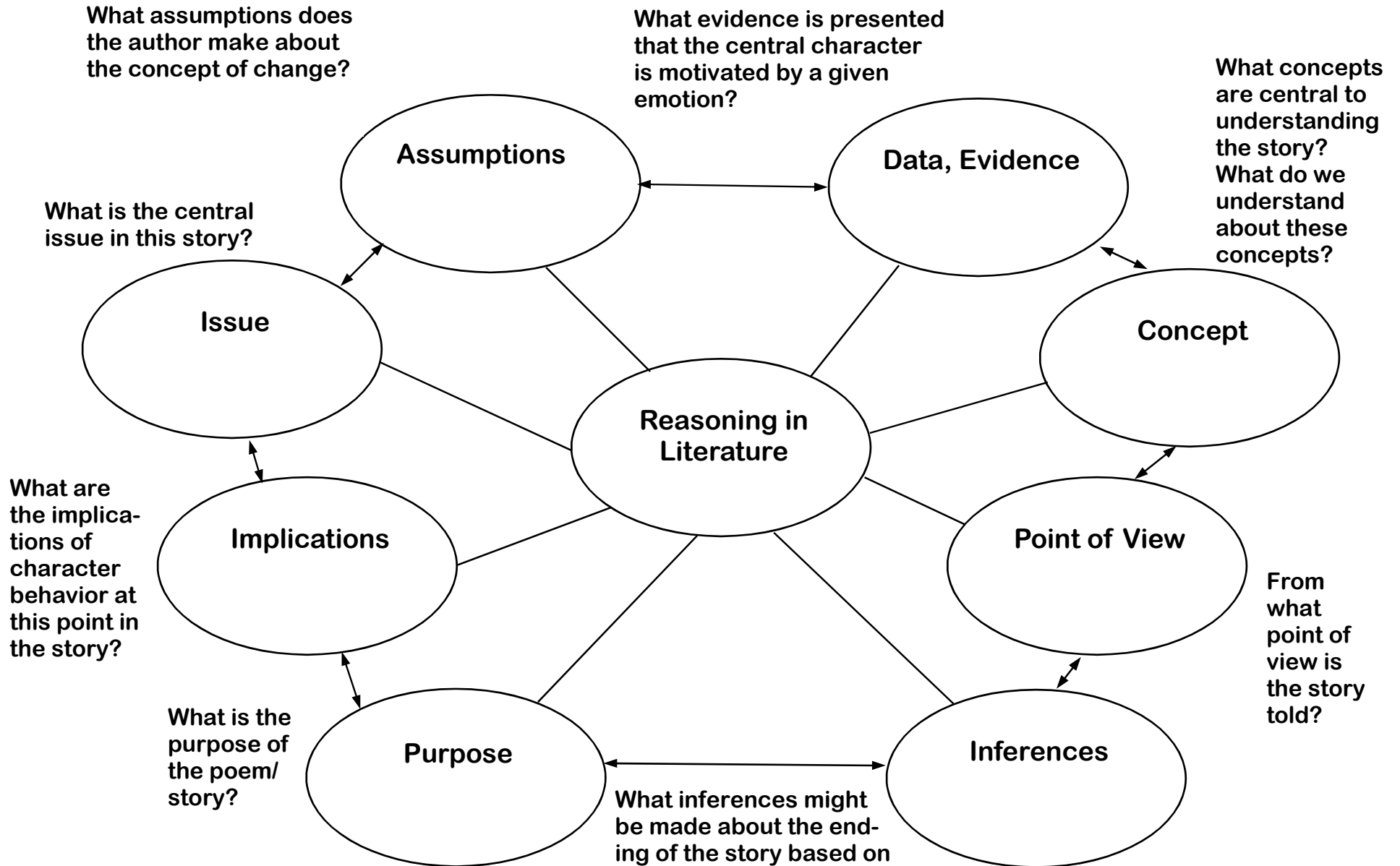
State “Here is what I think/believe” and say why.

State the reason: “I wanted to share my views with you because ...” (Why is this an important issue for others to be aware?)



For closure, state “In conclusion... (Give a statement that summarizes your thoughts.)

GRAPHIC ORGANIZER  
**LITERATURE WEB—WHEEL OF REASONING**



## Graphic Organizer LITERATURE WEB MODEL

The Literature Web model encourages students to consider five aspects of a selection they are reading: key words (important, interesting, intriguing, surprising, or unknown to the reader), feelings (those of the reader), images or symbols, ideas, and structure of writing (anything you notice about how the piece is written, such as dialogue, rhyming, short sentences, or big words). The web helps students to organize their initial responses and provides them with a platform for discussing the piece in small or large groups. Whenever possible, students should be allowed to underline and to make marginal notes as they read and reread. After marking the text, they then organize their notes into the web.

Suggested questions for completing and discussing the web are described below:

**Key Words:** Think and look back over the story. What were some words or groups of words that you really liked or thought were really important? Why were they special words to you? What were some words that you thought were interesting or exciting?

**Feelings:** What feelings did you get when you read the story? What feelings do you think the characters had? What happened in the story to tell you how the characters were feeling? Why do you think you had the feelings that you did?

**Ideas:** What was the main idea of the story? What were some of the other ideas the author was trying to talk about? What was she saying about change?

**Images:** What were some of the key images of the piece? What hidden meaning did some of the symbols hold?

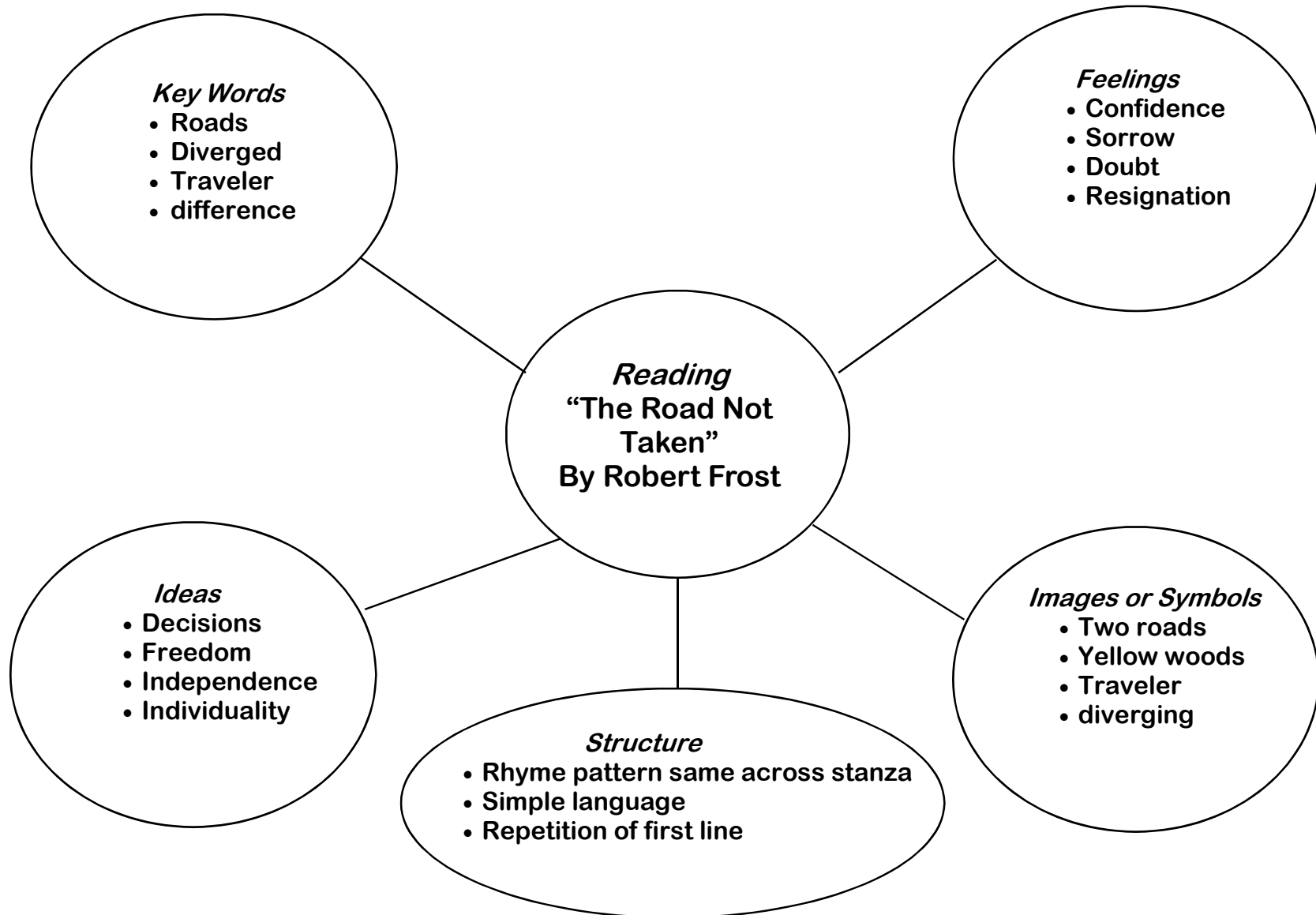
**Structure of Writing:** What are some important characteristics of the way this piece is put together? How does the rhyming pattern (or dialogue, short sentences, etc.) contribute to the piece? How is the structure important for the meaning of the piece?

After students have completed their webs individually, they should compare their webs in small groups. This initial discussion will enable them to consider the ideas of others and to understand that individuals interpret literature differently. These small groups may compile a composite web that includes the ideas of all members.

Following the small group work, teachers have several options for using the webs. For instance, they may ask each group to report to the class; they may ask groups to post their composite webs; or they may develop a new web with the class based on the small group work. However, each web serves to prepare students to consider various issues the teacher will raise in whole group discussion. It is important that teachers hold a whole group discussion as the final aspect of implementing the model as a teaching-learning device. Teachers are encouraged to post the poem or story under consideration on an overhead or wherever it can be seen as the discussion is held. The teacher should record ideas, underline words listed, and call attention to student responses visually.

**Graphic Organizer**  
**LITERATURE WEB TEACHER'S EXAMPLE**

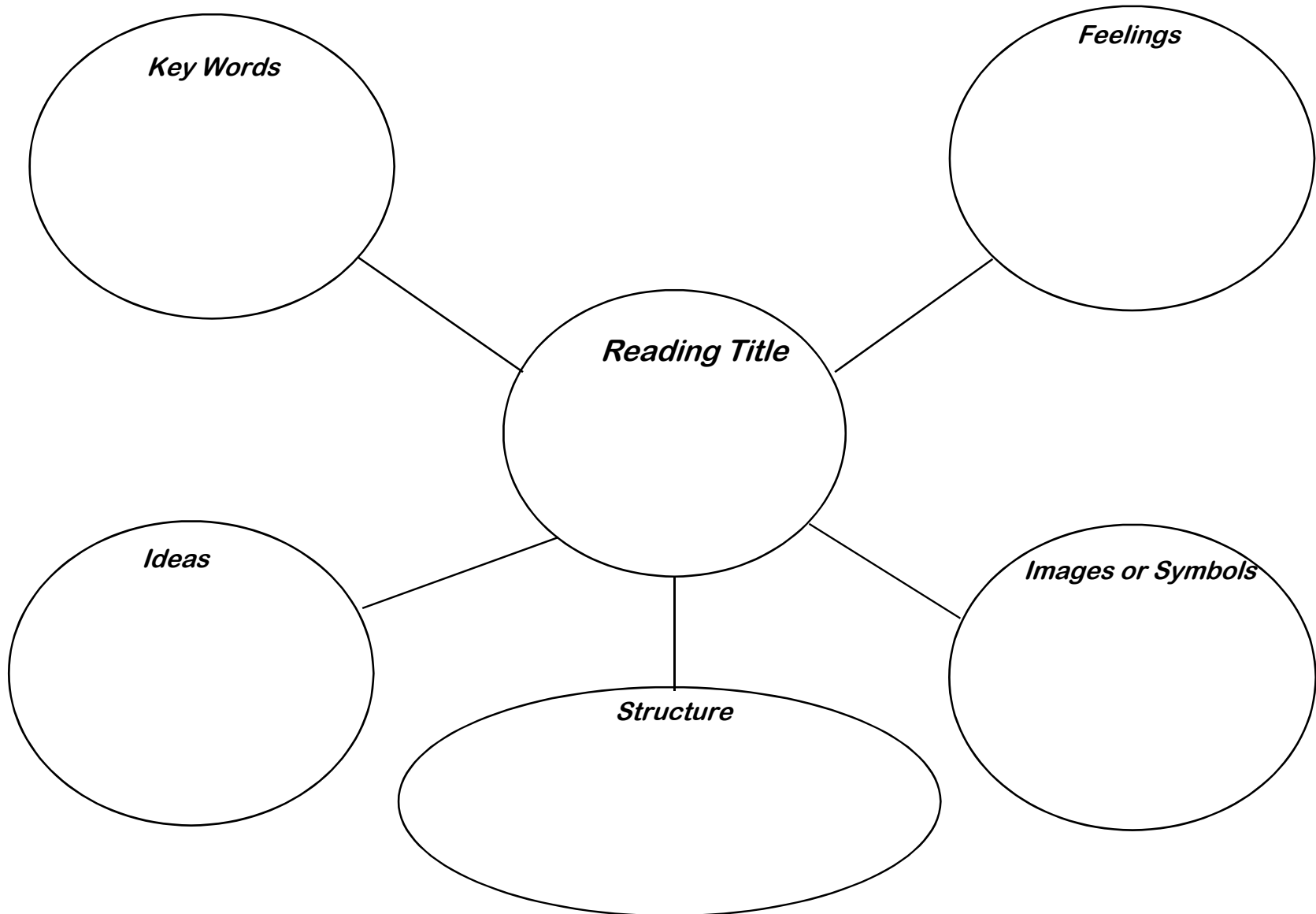
Name \_\_\_\_\_ Date \_\_\_\_\_





**Graphic Organizer**  
**LITERATURE WEB**

Name \_\_\_\_\_ Date \_\_\_\_\_



**GRAPHIC ORGANIZER  
LITERATURE RESEARCH LOG**

Name \_\_\_\_\_ Date \_\_\_\_\_

**RESEARCH QUESTIONS:**

What do you want to know?

Where did you look (i.e. library, internet, interviews)?

What are your resources? Include URL if Internet based.

What did you get answered?

What new questions do you have?

**RESEARCH REFLECTION**

Graphic Organizer  
**SYNTHESIS OF READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Book \_\_\_\_\_ Author of Book \_\_\_\_\_

1. Topic being researched:

2. Important data you learned (general) list:

3. Important data you learned about topic (specific) list:

4. Write a paragraph summarizing relevant learning about your topic.

**GRAPHIC ORGANIZER**  
**UNDERSTANDING CREATIVE TEXT**

Name \_\_\_\_\_ Date \_\_\_\_\_

<p><b>CHARACTERIZATION</b> <b>MOTIVATION</b> <b>PROBLEM AND ISSUES</b></p>	
<p><b>PLOT</b> <b>SEQUENCE</b></p>	
<p><b>SETTING</b></p>	
<p><b>CONFLICT</b></p>	
<p><b>THEME</b></p>	
<p><b>STYLE</b></p>	
<p><b>GENRE FEATURES</b> <b>(E.G., POETRY, RHYME, ME-</b> <b>TER, SUBJECT MATTER)</b></p>	

**Graphic Organizer**  
**BOOK NOTES**

Name \_\_\_\_\_ Date \_\_\_\_\_

<p>Title of Biography _____</p> <p>How did this person contribute to the world?</p>	<p>Author _____</p> <p>What are the results of the contribution.</p>
<p>Title of Biography _____</p> <p>How did this person contribute to the world?</p>	<p>Author _____</p> <p>What are the results of the contribution.</p>

## Graphic Organizer VOCABULARY WEB MODEL

The purpose of the Vocabulary Web model is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep student processing of challenging and interesting words.

An example of a vocabulary web activity is given below. The teacher should introduce the activity by exploring the web with the whole class. General steps are listed below, with the word *diverge* as an example:

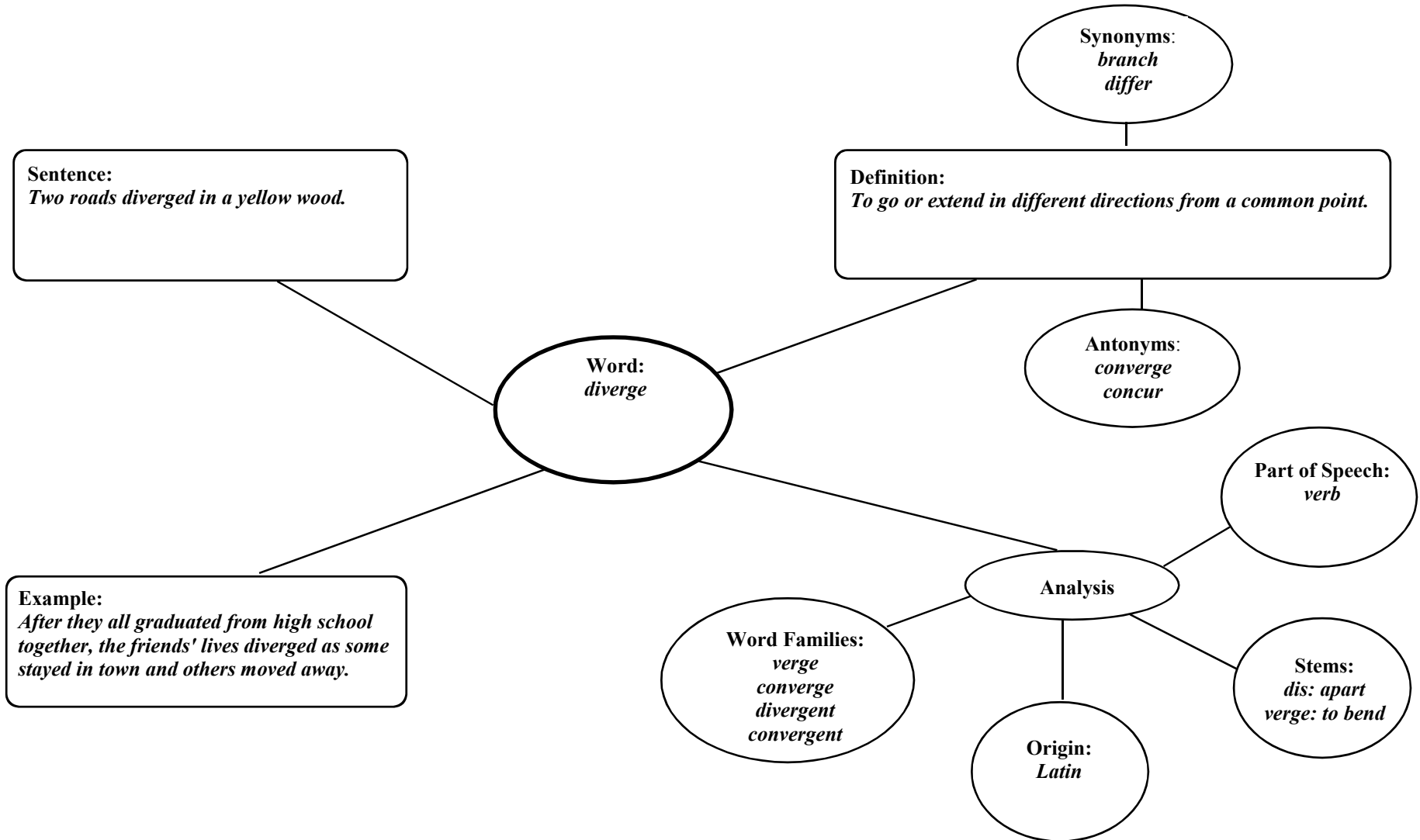
1. Introduce a Vocabulary Web. Put students in groups of no more than four, with a dictionary available as a resource in each group. Distribute copies of a blank Vocabulary Web and ask students to write the word *diverge* in the center. Ask for an explanation of what the word means within the context of a given piece of literature. Have students find the word in the story and write the sentence in which it is found in the "Sentence" cell of the Vocabulary Web.
2. Ask students to look in their dictionaries to find the definition of the word. Display an enlarged copy of the definition on the board or overhead. Have students write the definition relevant to the story into the "Definition" cell of the Vocabulary Web.
3. In their groups, have students develop their own sentences using the word. Ask them to write the sentence in the "Example" cell.
4. Discuss the meanings of the words *synonym* and *antonym*. Have students check the dictionary and think about possible synonyms and antonyms for the word and fill them into the appropriate cells. (Note: Not all cells must be filled for all words; there may not be synonyms and antonyms for all of the words studied.)
5. Ask students what is meant by the phrase "part of speech." Have them locate the part of the dictionary definition that identifies a word's part of speech. Students should then write the part of speech for the word *diverge* into their group webs.
6. Encourage students to think about the *stems* of the word, or the smaller words and pieces of words from which the larger word is made. These include prefixes, suffixes, and roots. Encourage students to check the dictionary for possible stems. Write any identified stems into the appropriate cell of the Vocabulary Web.
7. Have students locate the origin of the word (Latin, French, Greek, etc.) in the definition and write it in the "Origin" cell of the Vocabulary Web.
8. Ask students to think of other words in the same family as the word *diverge* or other words which use one or more of the same stems. Encourage them to use their ideas from the stems cell to give them ideas.
9. Discuss the Vocabulary Webs developed by the student groups.

**Vocabulary development is vital. Students must gain an in-depth understanding of interesting words.**

**They need to develop vocabulary using approaches that allow for in-depth processing of challenging and interesting words.**

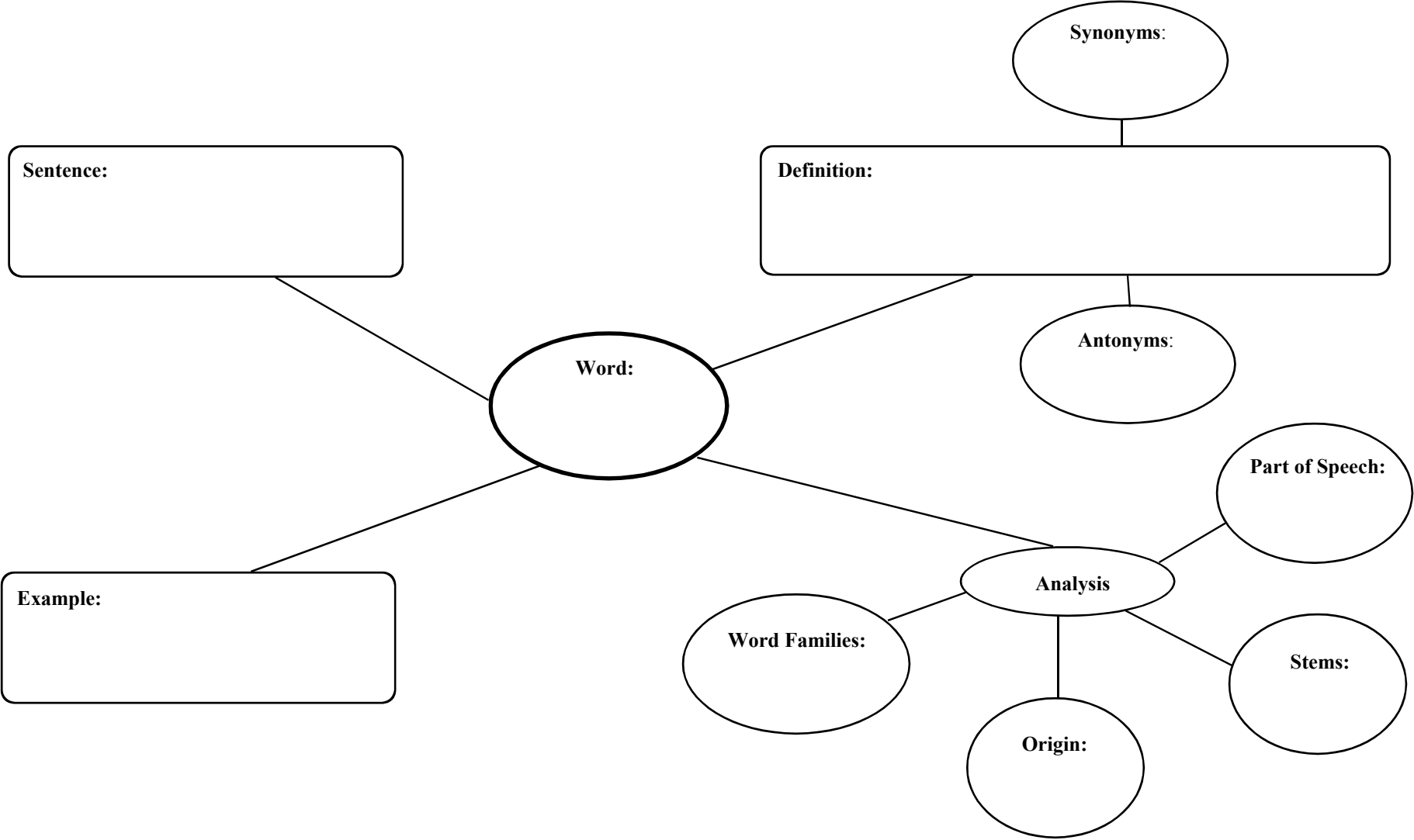
GRAPHIC ORGANIZER  
**VOCABULARY WEB EXAMPLE**

Name \_\_\_\_\_ Title \_\_\_\_\_



GRAPHIC ORGANIZER  
**VOCABULARY WEB**

Name \_\_\_\_\_ Title \_\_\_\_\_

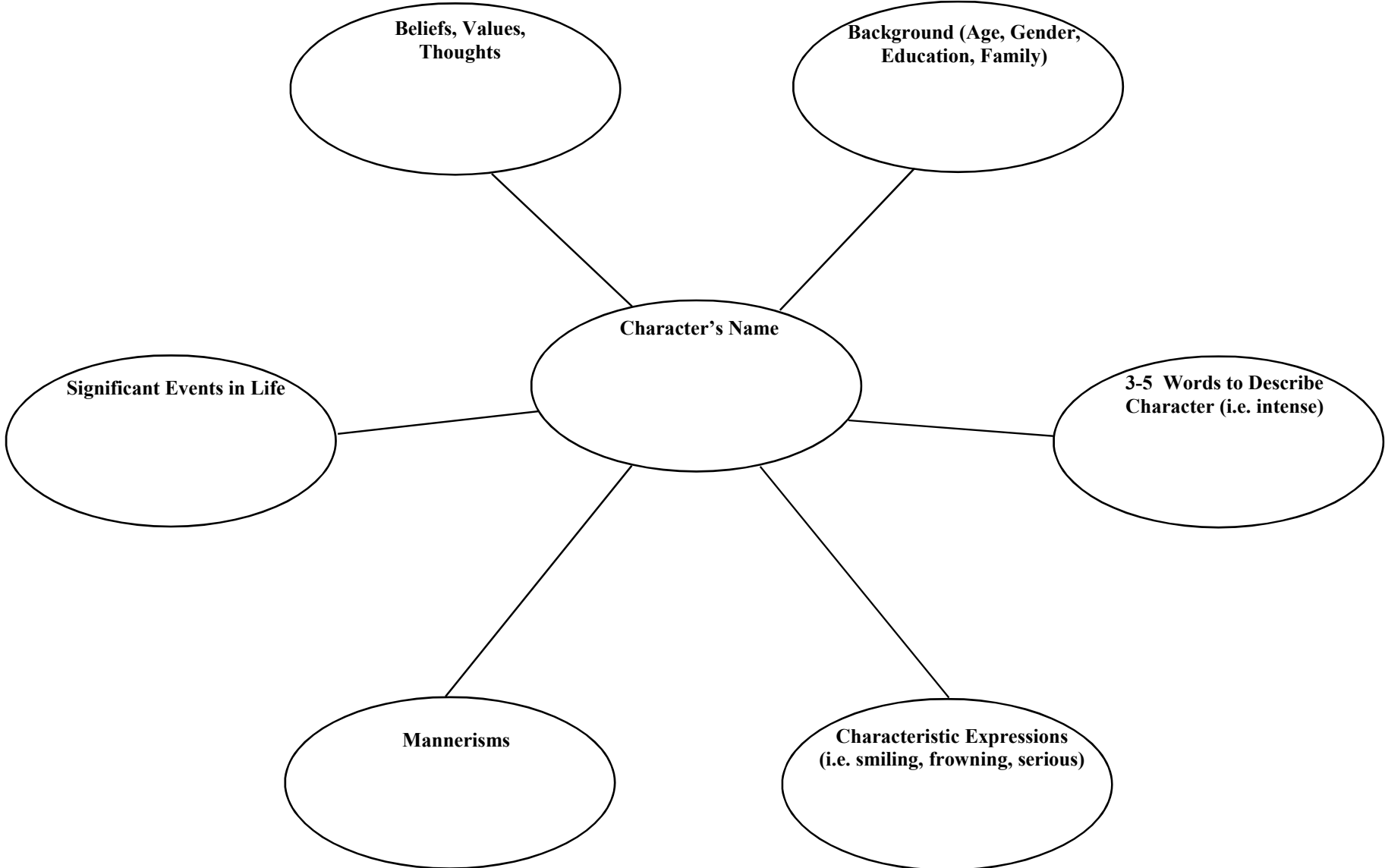


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**Graphic Organizer**  
**CHARACTER ANALYSIS**

Name \_\_\_\_\_ Title \_\_\_\_\_



**GRAPHIC ORGANIZER**  
**TRACKING CHARACTER QUALITIES**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

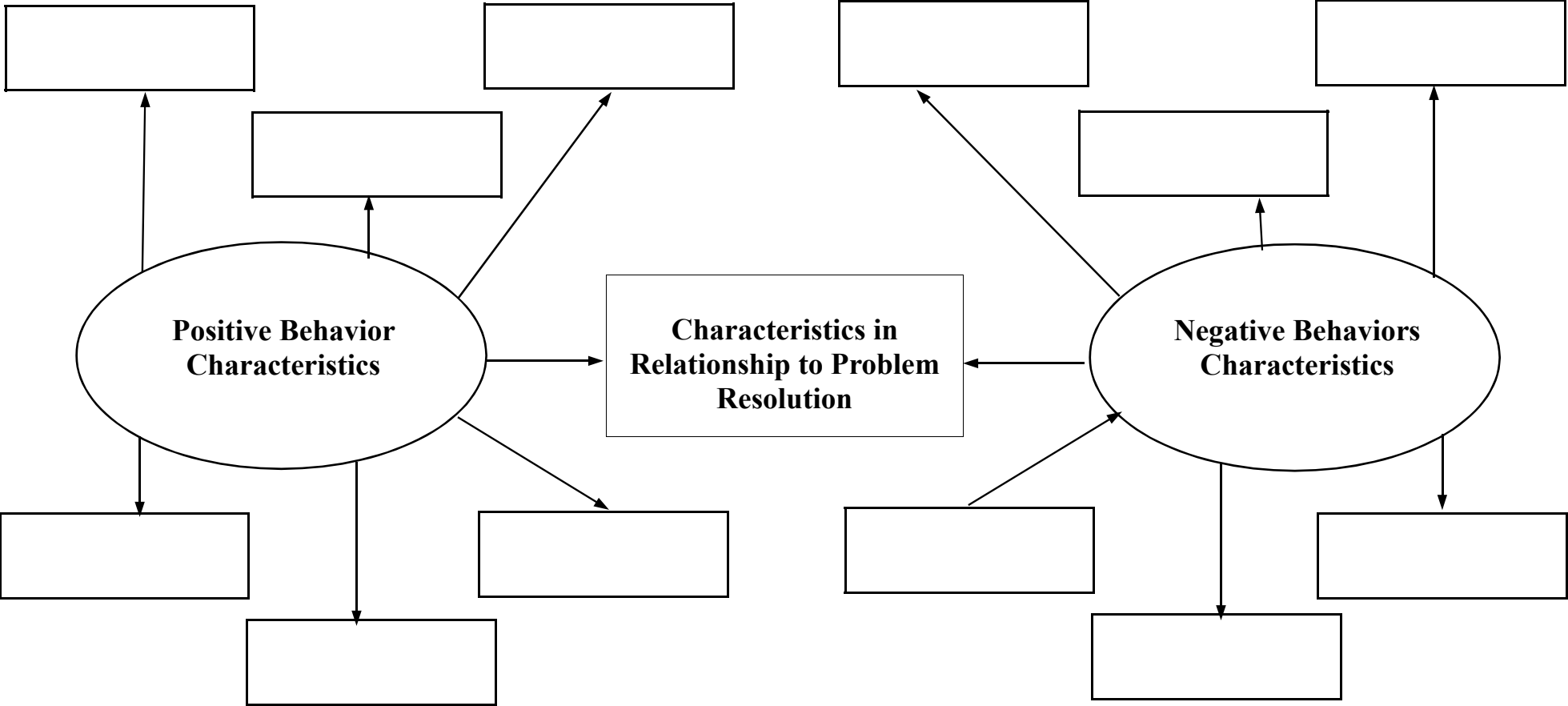
Use the grid below to track qualities of character such as cowardice/bravery, ambition/laziness, loyalty, selfishness, chapter by chapter. Analyze how these qualities affect the plot and resolution of conflict.

- Quality of character identified, including a specific text example of that quality in action.
- Character quality impact on a specific event in the plot or conflict will be discussed--did the quality cause the problem or help with the resolution?

<b>Chapter</b>	<b>Character Quality (e.g., courage) include quote and page number)</b>	<b>Analyze character quality impact on a specific event or conflict in the plot – (cause or solve)</b>	<b>Effective for conflict resolution or used to help achieve author’s purpose?</b>

GRAPHIC ORGANIZER  
**BEHAVIOR CHARACTERISTICS**

Name \_\_\_\_\_ Date \_\_\_\_\_



**GRAPHIC ORGANIZER**  
**ANTAGONIST/PROTAGONIST CHARACTERISTICS**

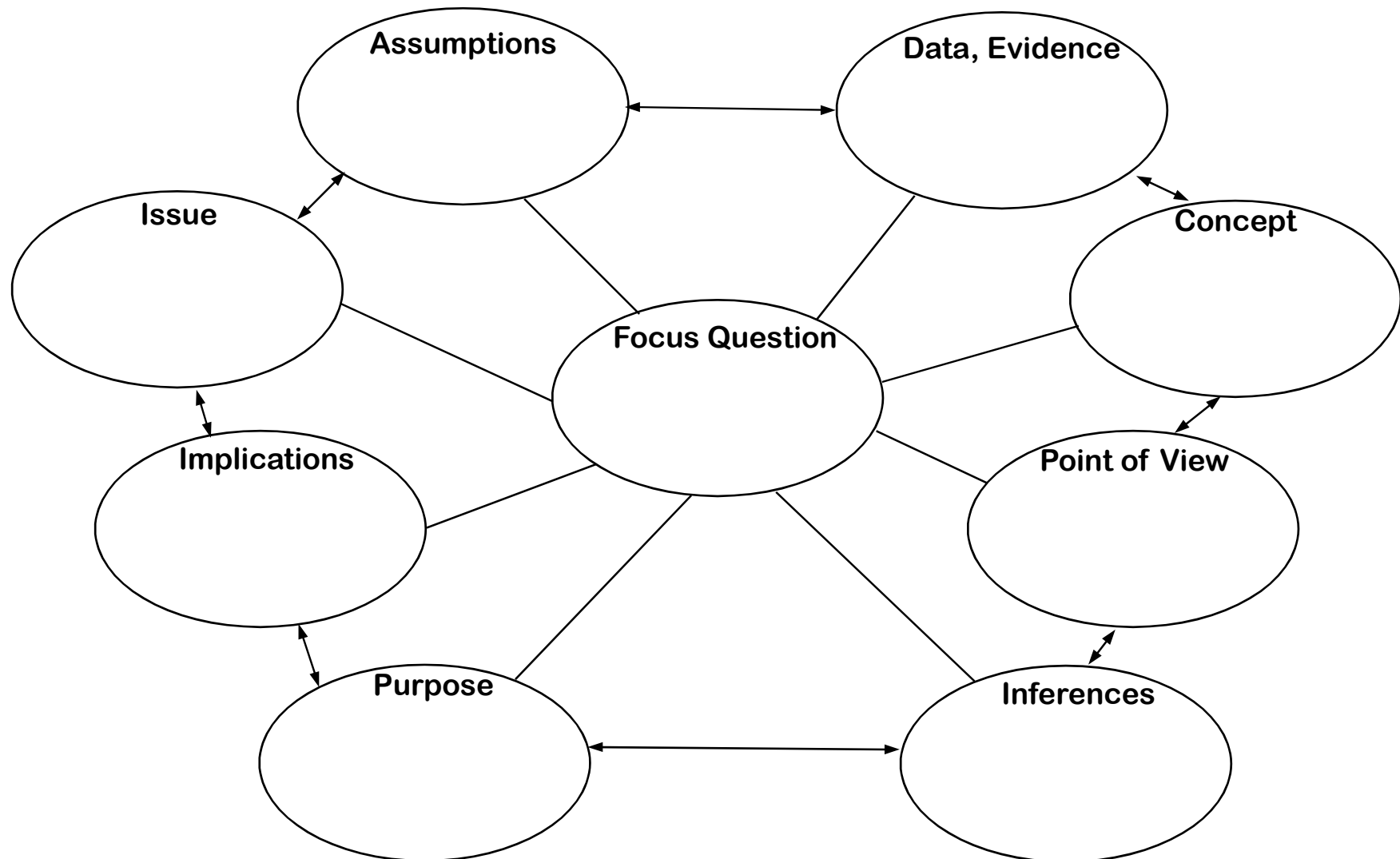
Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Point of View of</b> <b>(Character's name)</b>	<b>Point of View of</b> <b>(Character's name)</b>

GRAPHIC ORGANIZER  
**SOCIAL STUDIES WEB—WHEEL OF REASONING**

Name \_\_\_\_\_ Date \_\_\_\_\_

Government \_\_\_\_\_



**GRAPHIC ORGANIZER**  
**GOVERNMENT'S RESPONSIBILITIES**

Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Issue</b>	_____	_____	_____	_____
<b>Entity</b> <b>LOCAL</b>				
<b>STATE</b>				
<b>FEDERAL</b>				

**GRAPHIC ORGANIZER**  
**MEDIA AND INDIVIDUAL'S RESPONSIBILITY**

Fill in the responsibility blank once the topic is determined and then fill in the groups under the headings. For example topic is health, and groups could be cancer, cold, seat belts and drugs.

Name \_\_\_\_\_ Date \_\_\_\_\_

**PERSONAL, ETHICAL AND HUMANITARIAN RESPONSIBILITIES**

How is the media responsible for \_\_\_\_\_? How are you responsible for your \_\_\_\_\_ and that of others?

_____		_____		_____		_____	
<b>MEDIA</b> Ethical Journalism	<b>SELF</b> Personal and Social	<b>MEDIA</b> Ethical Journalism	<b>SELF</b> Personal and Social	<b>MEDIA</b> Ethical Journalism	<b>SELF</b> Personal and Social	<b>MEDIA</b> Ethical Journalism	<b>SELF</b> Personal and Social

**GRAPHIC ORGANIZER**  
**RESPONSIBILITY TO OTHER AGENCIES**

Name \_\_\_\_\_ Date \_\_\_\_\_

How is each entity responsible to the other entity for the issue of \_\_\_\_\_.

The issue written in below:	LOCAL	STATE	NATIONAL	CITIZEN	MEDIA
_____					
LOCAL	X				
STATE		X			
FEDERAL			X		
CITIZEN				X	
MEDIA					X



**GRAPHIC ORGANIZER**  
**SIGNIFICANT EVENTS**

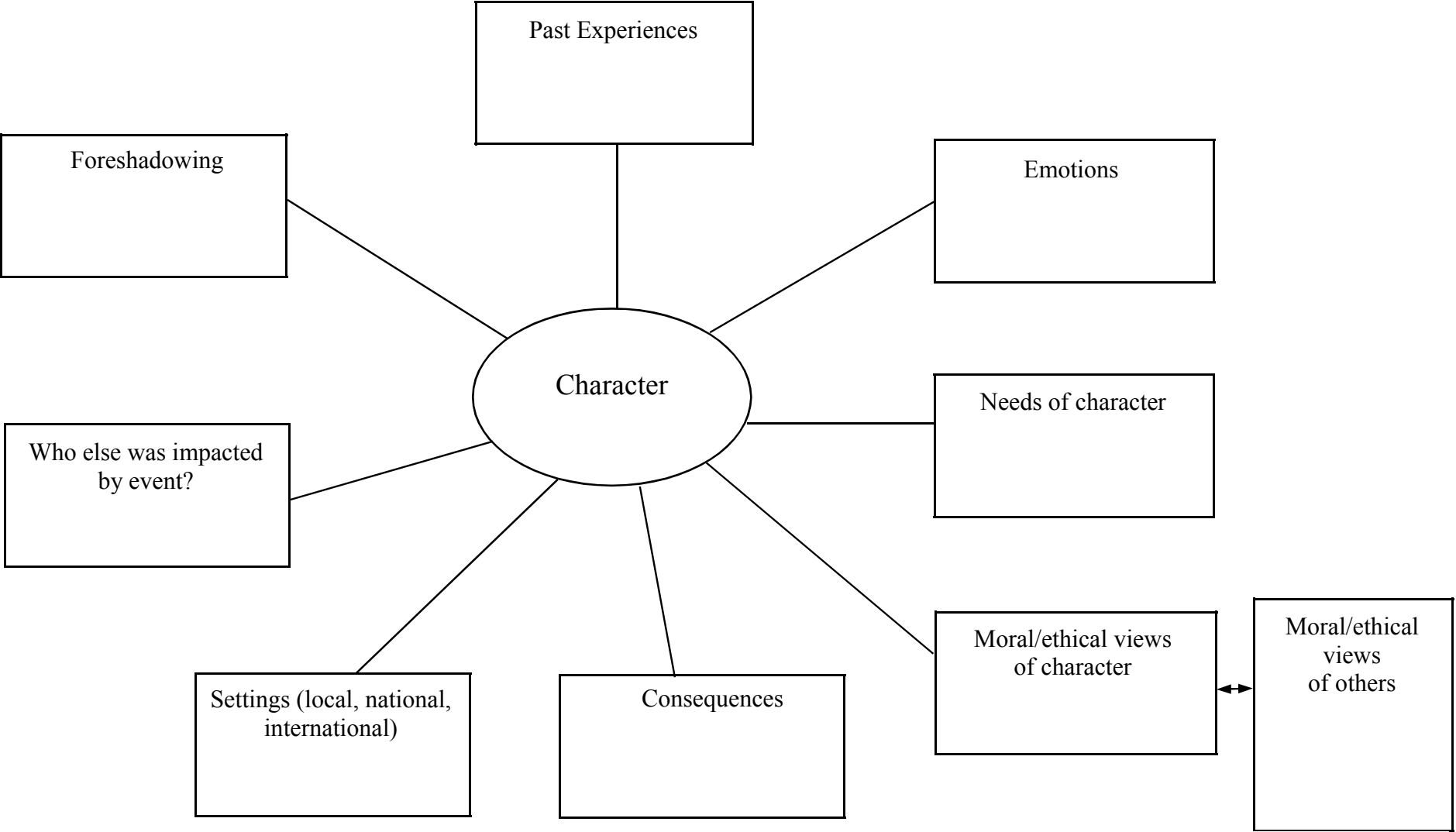
Name \_\_\_\_\_ Date \_\_\_\_\_

Famous Person \_\_\_\_\_

Important Events in the Famous Person's Life	Concurrent Important Historical Events
1.	
2.	
3.	
4.	
5.	

**GRAPHIC ORGANIZER**  
**SIGNIFICANT EVENTS: LIFE CHANGING EXPERIENCES**

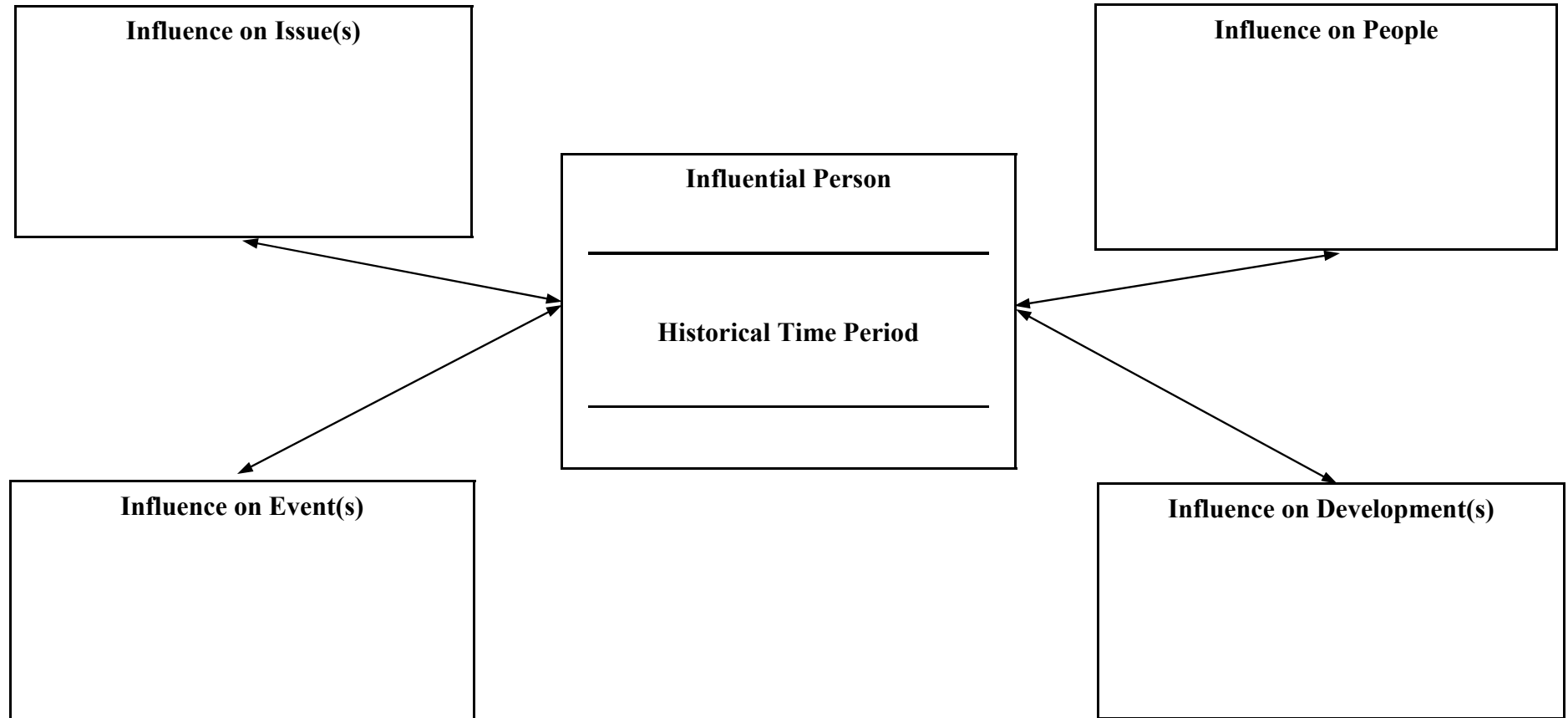
Name \_\_\_\_\_ Date \_\_\_\_\_



GRAPHIC ORGANIZER  
**SIGNIFICANT CONTRIBUTIONS**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Identify person's influences that led to a major contribution to mankind.**



**GRAPHIC ORGANIZER**  
**SIGNIFICANT PEOPLE**

Name \_\_\_\_\_ Date \_\_\_\_\_

Famous Person \_\_\_\_\_

Name important people in the famous person's life.	Relationship to person	How did these people influence the famous person?

Graphic Organizer  
**PEOPLE CHANGE THE WORLD**

Name \_\_\_\_\_ Date \_\_\_\_\_

Person \_\_\_\_\_

**Contribution:**

**When was the contribution made?**

**Where did the person come from?**

**In what scientific field did the person make his contribution?**

**Was the contribution planned, or did it occur accidentally? Explain:**

**How did the contribution change peoples' lives?**

**How would the world be different today if the contribution had not been made?**

**GRAPHIC ORGANIZER  
CIVILIZATION AND CHANGE**

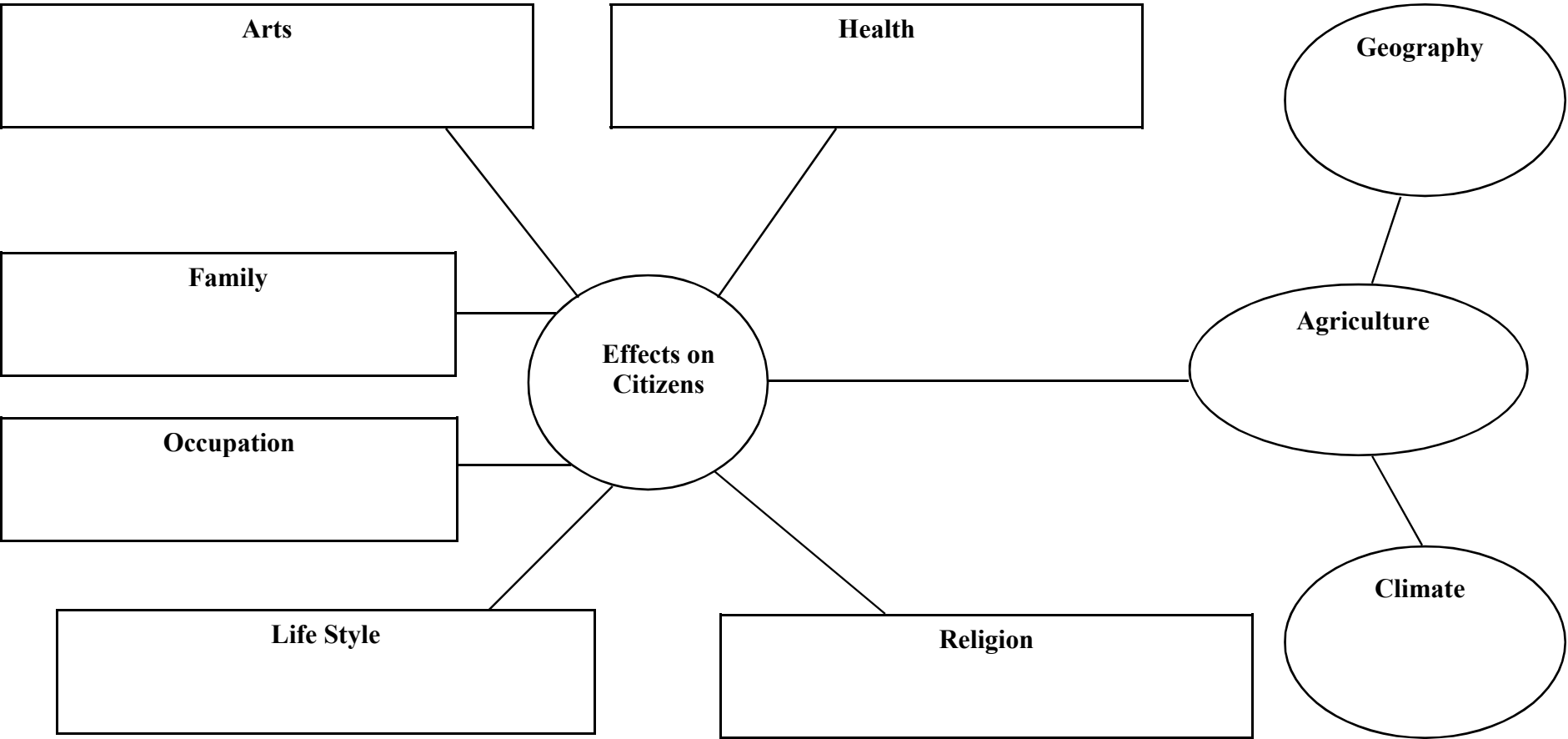
Name \_\_\_\_\_ Date \_\_\_\_\_

Civilization	Time Period	Location	Modifications to the Environment	Changes in Living Style	Changes in Religious Beliefs	Changes in Government Systems
Mesopotamia						
Egypt						
India						
China						
The Americas						

**GRAPHIC ORGANIZER**  
**A WEB TO GATHER CIVILIZATION INFORMATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Civilization \_\_\_\_\_

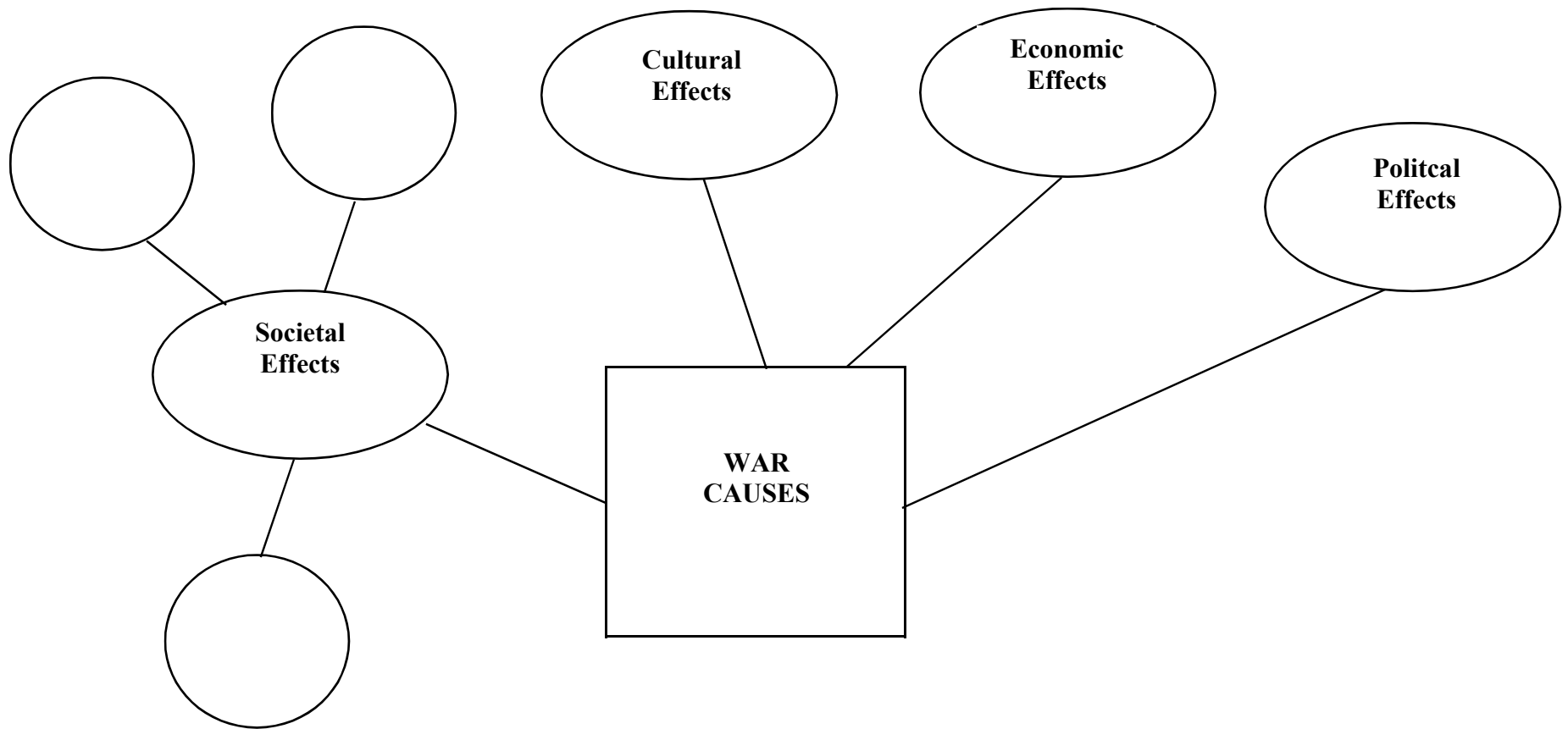


DIFFERENTIATED CURRICULUM CHALLENGING HIGH END LEARNERS ADDRESSING OREGON STANDARDS & BENCHMARKS

GRAPHIC ORGANIZER  
**CAUSE AND EFFECT OF WAR**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Cause and Effect of War** Name the war being studied: \_\_\_\_\_





GRAPHIC ORGANIZER  
**IMPACT OF WAR: CONSEQUENCES**

Name \_\_\_\_\_ Date \_\_\_\_\_

**CONSEQUENCES**

BELOW NAME WARS BEING STUDIED:	CHANGES CAUSED BY EVENT	CHANGES OCCURRING CONCURRENTLY WITH EVENT	CHANGES AS A RESULT OF THE EVENT (CONTEMPORARY MANIFESTATIONS)
_____ WAR			
_____ WAR			
_____ WAR			
_____ WAR			

GRAPHIC ORGANIZER  
**IMPACT OF HISTORICAL EVENTS ON SOCIETAL ACTIVITIES**

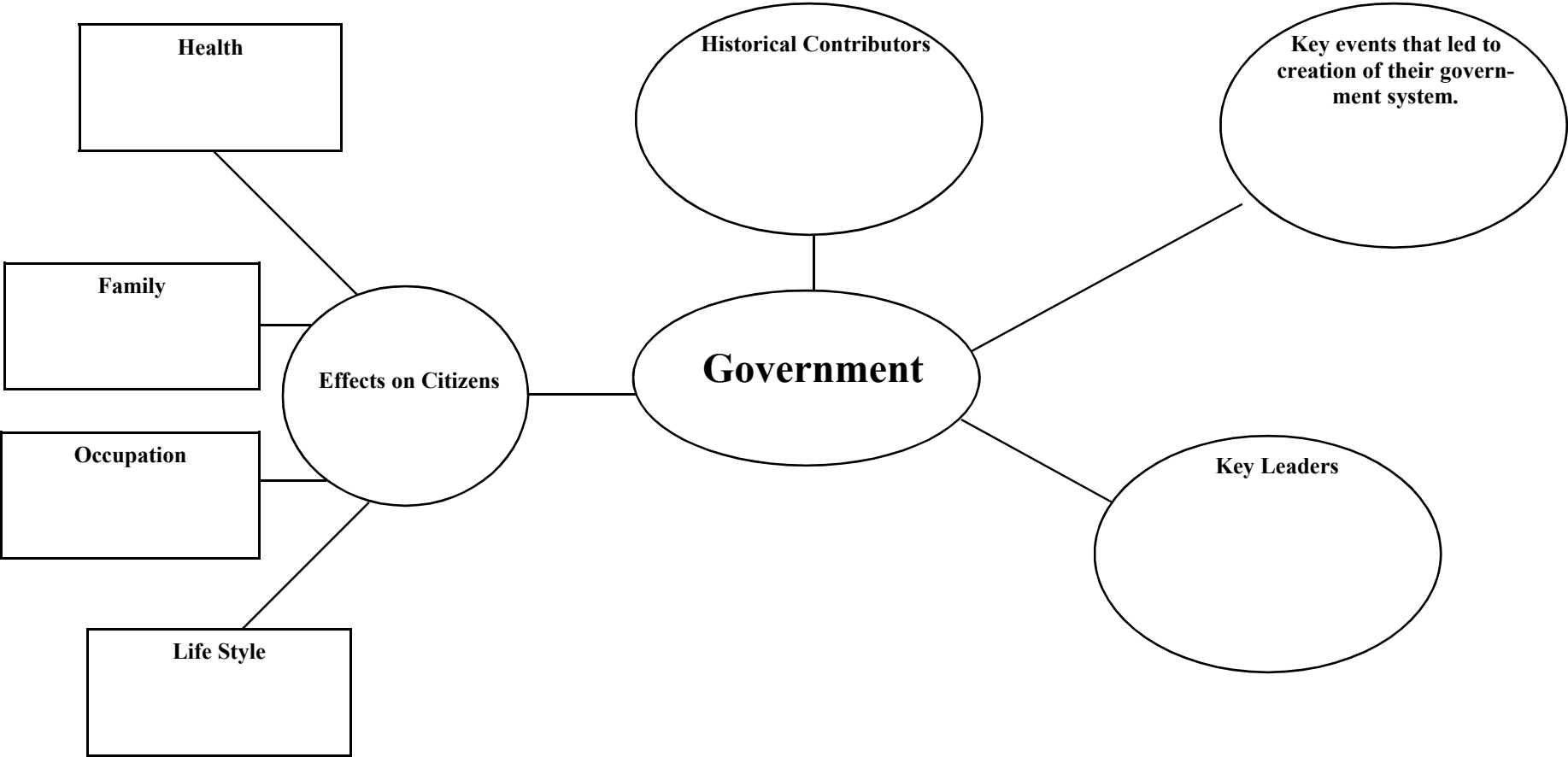
Name \_\_\_\_\_ Date \_\_\_\_\_

MAJOR EVENTS AND DATES	ART	MUSIC	SCIENCE	ECONOMICS	LITERATURE	RELIGION
_____ _____						
_____ _____						
_____ _____						
_____ _____						
_____ _____						

**GRAPHIC ORGANIZER**  
**A WEB TO GATHER GOVERNMENT INFORMATION**

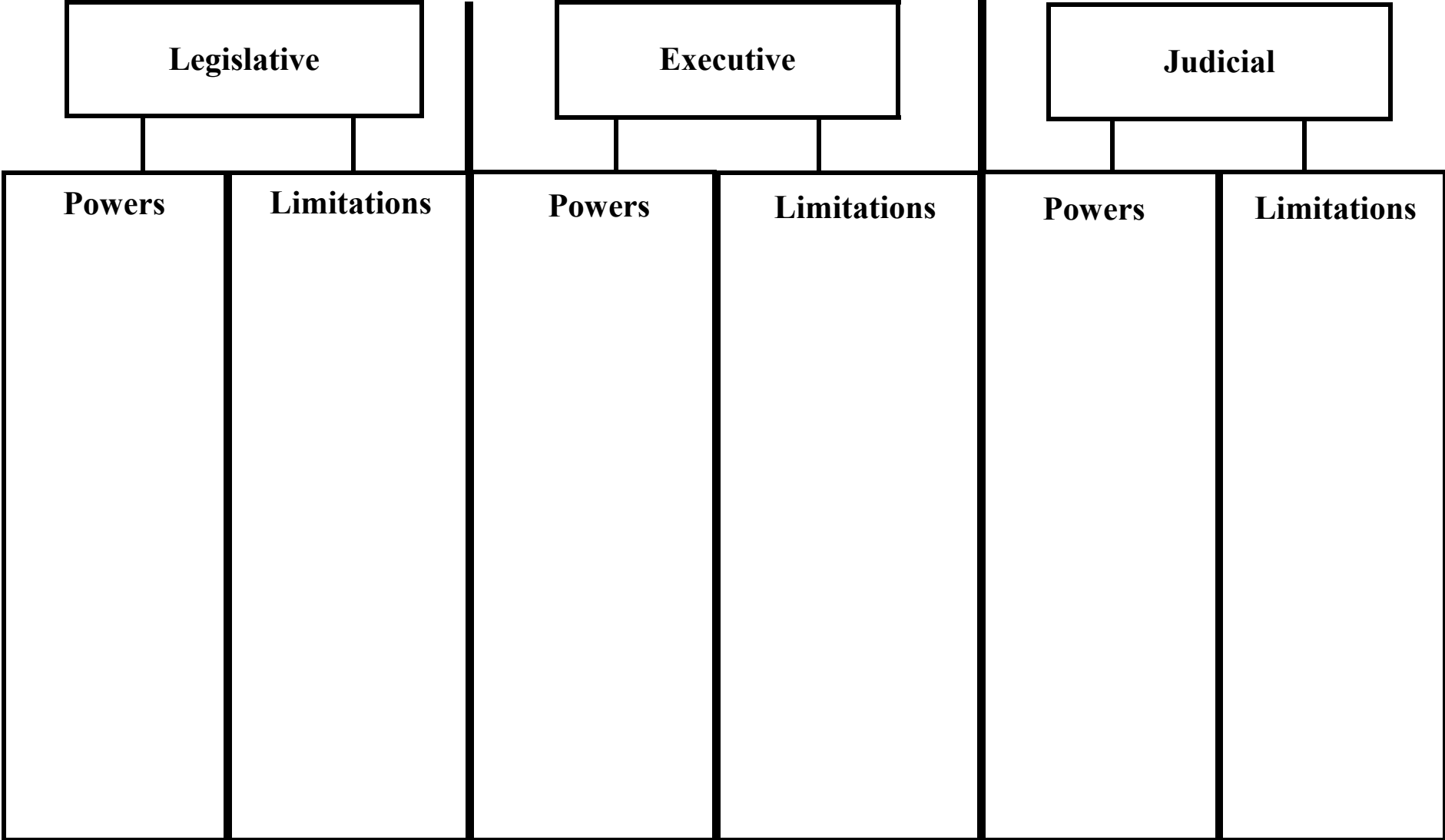
Name \_\_\_\_\_ Date \_\_\_\_\_

Government \_\_\_\_\_



**GRAPHIC ORGANIZER**  
**GOVERNMENT BRANCHES**

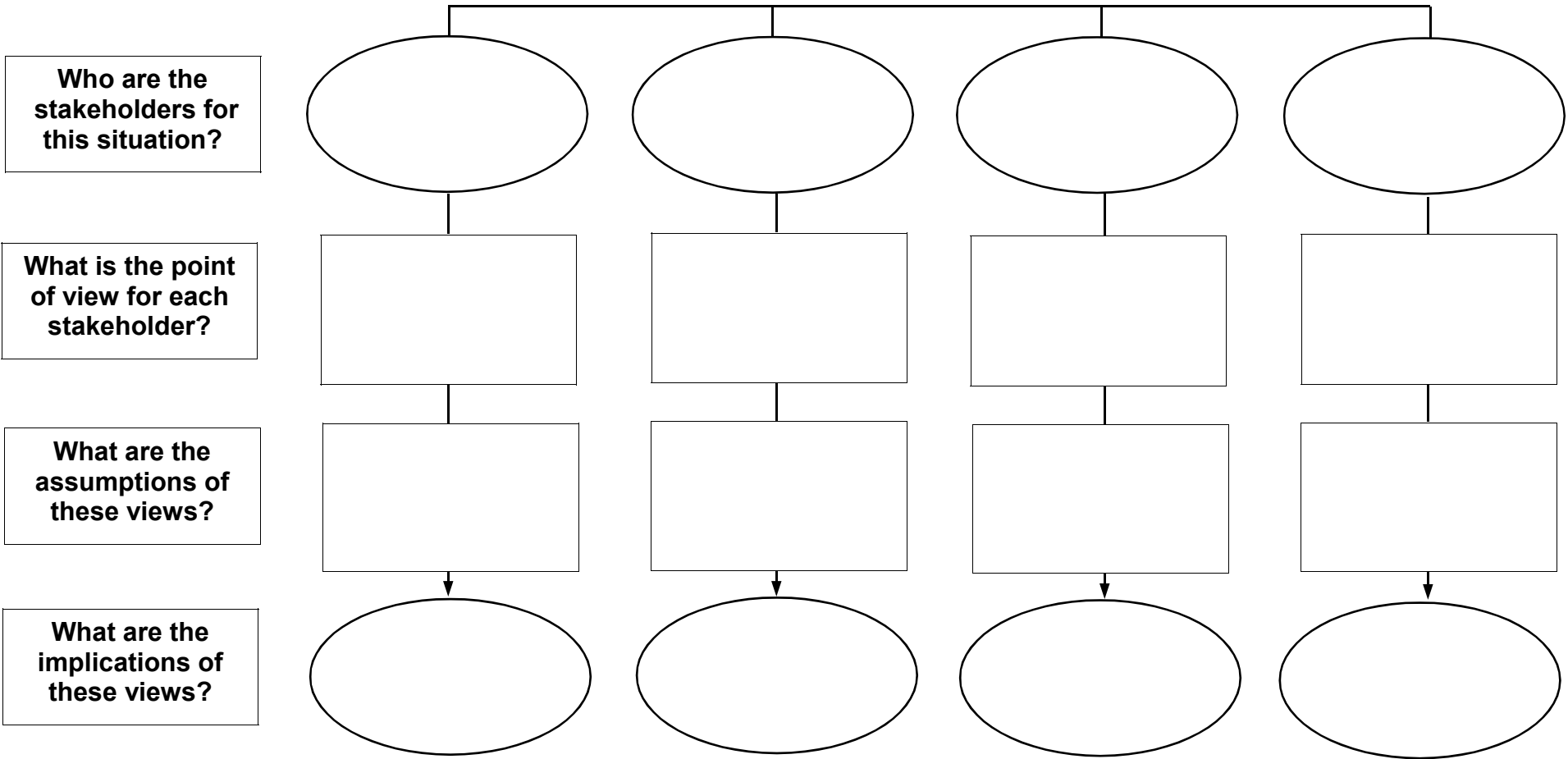
Name \_\_\_\_\_ Date \_\_\_\_\_



GRAPHIC ORGANIZER  
**REASONING ABOUT A SITUATION OR EVENT**

Name \_\_\_\_\_ Date \_\_\_\_\_

**What is the Situation?** \_\_\_\_\_



Sandling, Molly M.. (2000). *Defining Nations: cultural identify and political tension*. Center for Gifted Education School of Education. The College of William and Mary. Draft. Pg 61. Reprinted with permission.

**Graphic Organizer**  
**LINKAGE OVER TIME: THE HUMAN EXPERIENCE**

Name \_\_\_\_\_ Date \_\_\_\_\_

TIME FRAME	HISTORY POLITICS	LITERATURE THEATER	RELIGION, PHILOSOPHY, LEARNING	VISUAL ARTS	MUSIC PERFORMING ARTS	SCIENCE, TECHNOLOGY, MATH, COMMUNICA- TIONS	DAILY LIFE, HISTORY, COMMUNICATIONS
DESCRIPTION OF LINKAGE							
SIMILARITIES TO LITERA- TURE STUDIED							
DIFFERENCES TO LITERA- TURE STUDIED							

**Graphic Organizer**  
**LINKAGE INVESTIGATION**

Name \_\_\_\_\_ Date \_\_\_\_\_

Linkage Area Explored \_\_\_\_\_

Resources/References used ...

Information found ...

What were the themes or major issues of your linkage area?

Were the significant personalities in your area of study? If so, who were they and what were their contributions?

GRAPHIC ORGANIZER  
**STATE: OREGON ENVIRONMENTAL CHARACTERISTICS I**

Name \_\_\_\_\_ Date \_\_\_\_\_

Region	Environmental Characteristics	How do these affect who live in the region?



GRAPHIC ORGANIZER

STATE: OREGON ENVIRONMENTAL CHARACTERISTICS II

Name \_\_\_\_\_ Date \_\_\_\_\_

REGION	List Environmental Characteristics	Describe Population	Describe Cultural Characteristics	Describe Economics: How people make their living

Graphic Organizer  
**STUDENT BRAINSTORMING WORKSHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

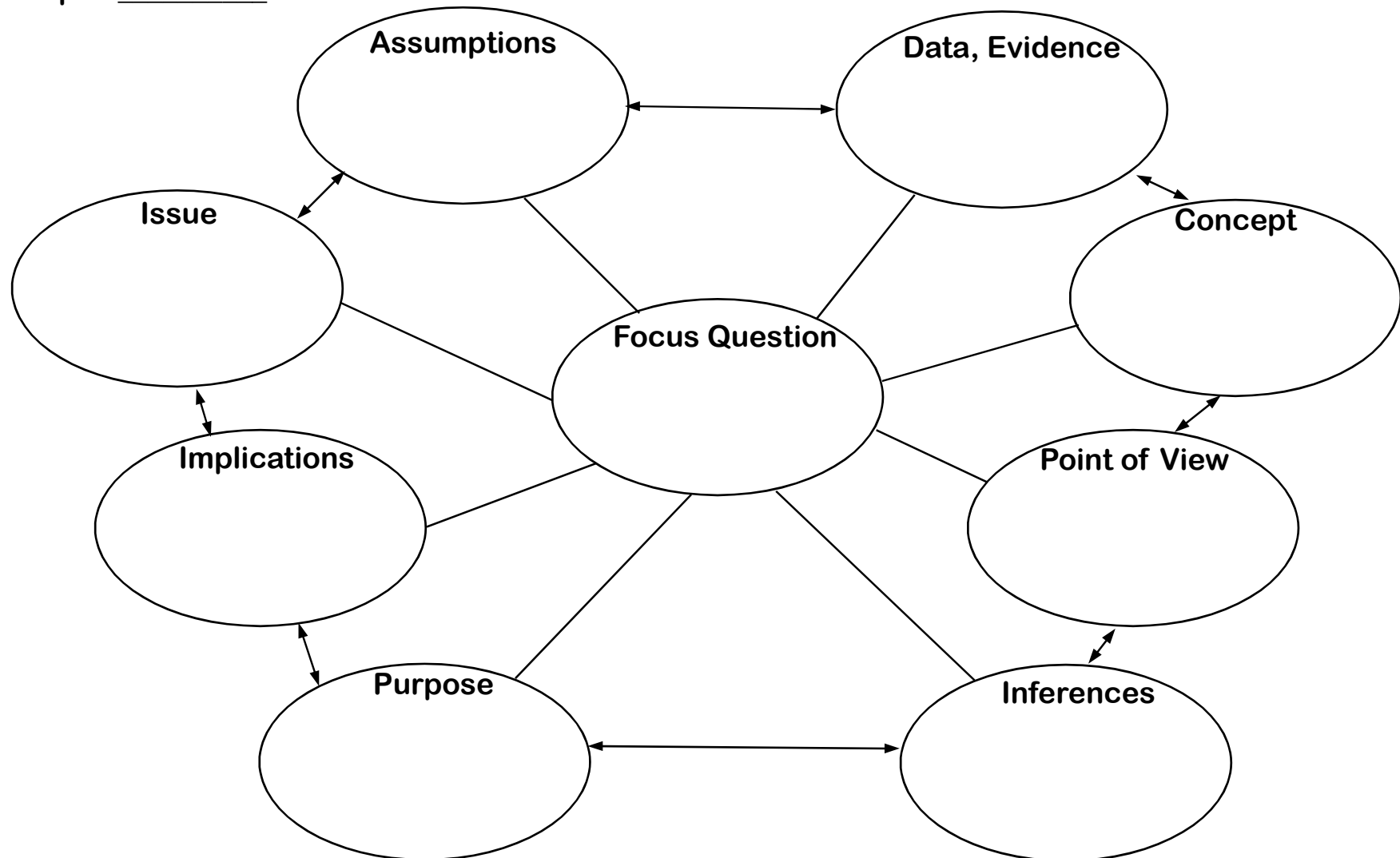
<b>1. Scientific Problem: What do we need to find out?</b>	<b>2. Resources: What materials do we have available?</b>
<b>3. Resources: How can we use these materials to help us find out?</b>	<b>4. Hypothesis: What do we think will happen?</b>
<b>5. Designing the Investigation: What will we need to observe or measure in order to find out the answer to our scientific question.</b>	<b>6. Conclusion: How will we explain what we learned?</b>

GRAPHIC ORGANIZER  
SCIENCE WHEEL OF REASONING

PAGE 5

Name \_\_\_\_\_ Date \_\_\_\_\_

Topic \_\_\_\_\_



GRAPHIC ORGANIZER  
**EXPERIMENT DECISION WORKSHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

1. How often am I going to take my measurements?

\_\_\_\_\_

2. What are the ways I changed the dependent variables ( different kinds of soil/different ways of watering/  
different kinds of light?

A. \_\_\_\_\_ B. \_\_\_\_\_

C. \_\_\_\_\_ D. \_\_\_\_\_

3. What am I measuring (height, weight, numbers of things)?

\_\_\_\_\_

4. For what other things should I be looking?

\_\_\_\_\_

GRAPHIC ORGANIZER  
**SCIENTIFIC INQUIRY STUDENT PLANNER**

PAGE 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Framing the Investigation**

**A. Make a list of your own ideas for an investigation.**

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**B. Select one of your ideas and write your ideas as a:**

- 1. Question to answer OR**
- 2. Hypothesis to test**

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**C. Describe background knowledge (preliminary observations) that:**

- 1. Relate to the Investigation AND**
- 2. Clarify the purpose of your experiment.**

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GRAPHIC ORGANIZER  
**SCIENTIFIC INQUIRY STUDENT PLANNER**

PAGE 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Designing the Investigation**

- A. Make a list of the kind of data you will need to:**  
1. Answer your question OR  
2. Test your hypothesis  
Make sure your design is scientifically logical, safe, and ethical.

- B. Decide what must be done to have a fair test of your question or hypothesis, then describe a practical design that will give the right kind of data (to answer your question or test your hypothesis).**

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- C. Write out the procedure that you decided on. Describe a general plan and include details on some of your procedures. Your procedure must be clear enough that another person could repeat your experiment.**

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GRAPHIC ORGANIZER  
**SCIENTIFIC INQUIRY STUDENT PLANNER**

PAGE 3

Name \_\_\_\_\_ Date \_\_\_\_\_

### Collection and Presentation of Data

- A. Design a data table (or other format) for your measurements and/or observations. You must include labels and units of measurement, e.g. time in hours vs. temperature in Celsius.
  
  
  
  
  
  
  
  
  
  
- B. Carry out your investigation, recording the measurements and observations you need to answer your question or test your hypothesis. Record your measurements and observations carefully.
  
  
  
  
  
  
  
  
  
  
- C. Transform your data (do calculations, reorganize information, make graphs, charts, tables, etc.) to help you look for patterns, trends, and/or an answer to your questions. Your data displays should clarify your results.

GRAPHIC ORGANIZER  
**SCIENTIFIC INQUIRY STUDENT PLANNER**

PAGE 4

Name \_\_\_\_\_ Date \_\_\_\_\_

**Analyzing and Interpreting Results**

**A. Report the results of your investigation, identify patterns, and propose explanations. Use science concepts, models and terminology in your explanation.**

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**B. Address your question or hypothesis:**  
1. Answer your question or explain why you cannot OR  
2. Explain how the test of your hypothesis came out.

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**C. Review your investigation for possible errors in the measurements or observations. Explain the limitations of your conclusions. Review the design/and/or procedure and suggest design improvements, if possible.**

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GRAPHIC ORGANIZER  
**STUDENT EXPERIMENT WORKSHEET**

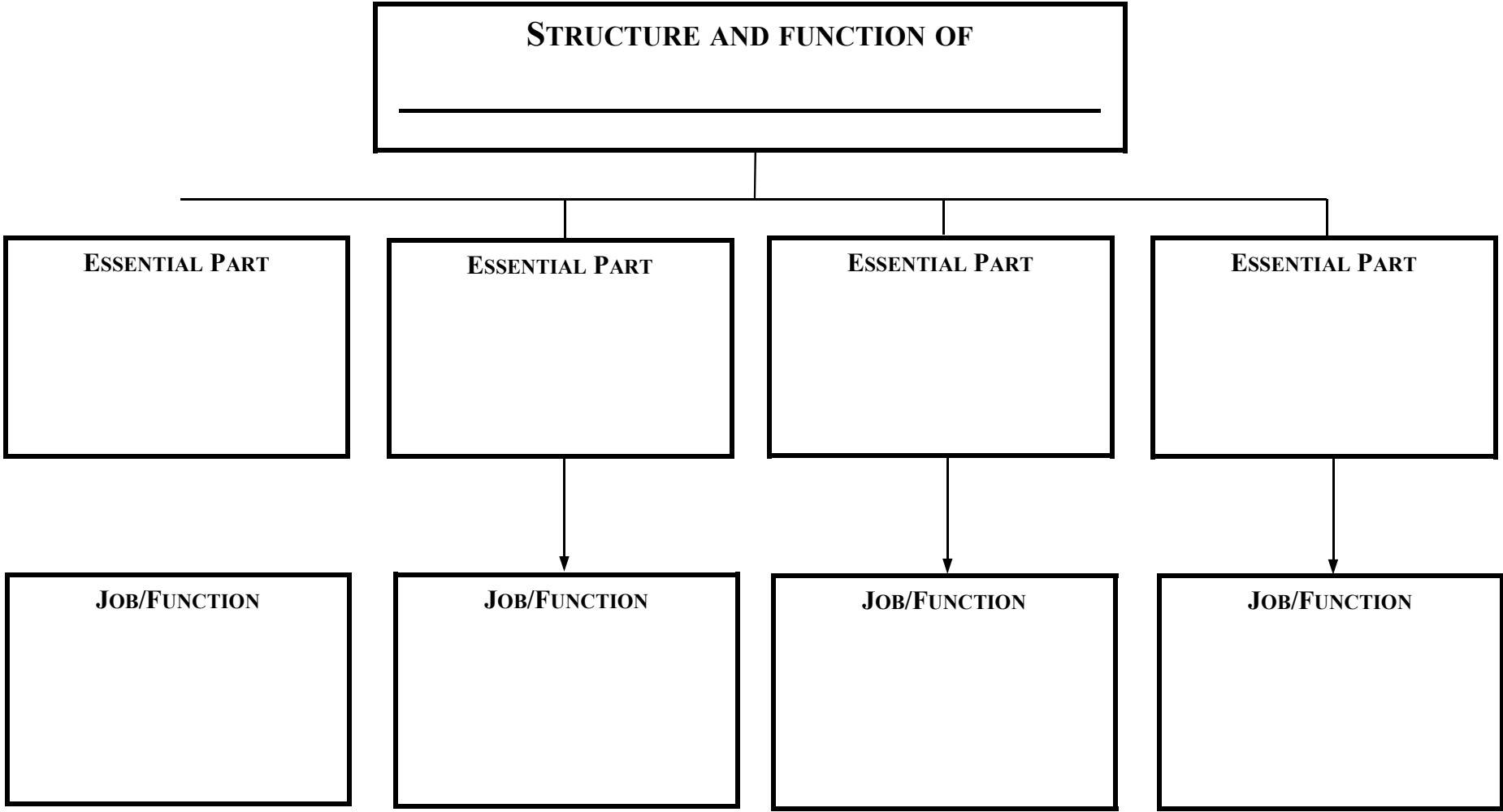
Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Experiment \_\_\_\_\_

<p><b>1. Hypothesis</b> (Educated guess about what will happen):</p>	<p><b>2. Independent Variable</b> (The variable that <u>you change</u>):</p>
<p><b>3. Dependent Variable</b> (The variable that responds to changes in the independent variable):</p>	<p><b>4. Observations/Measurements to Make:</b></p>
<p><b>5. Constants</b> (All the things or factors that remain the same):</p>	<p><b>6. Control</b> (The standard for comparing experimental effects):</p>

**GRAPHIC ORGANIZER**  
**STRUCTURE AND FUNCTIONS**

Name \_\_\_\_\_ Date \_\_\_\_\_



GRAPHIC ORGANIZER  
**STUDENT SURVEY DATA TABLE WORKSHEET**

Grades: K-3

PAGE 6

Name \_\_\_\_\_ Date \_\_\_\_\_

**TOPIC:**

Classmates in \_\_\_\_\_ grade classroom. Teacher \_\_\_\_\_

NAME				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

**GRAPHIC ORGANIZER**  
**STUDENT RECORD SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_
