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**CONTENT AREAS**

**GRADES 5-8**



SEP9367

# 30 Graphic Organizers

WITH LESSONS & TRANSPARENCIES

Mathematics

Language Arts

Social Studies

Science

People and Places



Shell Educational Publishing

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## Graphic Organizer Overheads

This section contains a copy of each blank graphic organizer. These 30 overhead transparencies are in the same order as the lessons in the book.

# Introduction

## Graphic Organizers

When working with students, what is the best way to have them classify different kinds of animals? How about getting them to explain the connections between certain characters in a story? How can teachers help students make broad connections between math concepts? Can students ever successfully differentiate between the different instruments in a band?

One way to improve students' learning and performance across the grade levels, in a wide range of content areas, and with diverse students is by utilizing graphic organizers in the classroom. Graphic organizers are visual representations that help us gather and sort information. They help students see patterns and relationships between the given information. With only a few words, concepts are clarified, information and ideas are organized, and complex relationships are shown between the elements. And as an added bonus, graphic organizers help teachers figure out how students think.

More often than not, these organizers are referred to as maps because they help us “map out” our ideas in a visual way. In recent years, graphic organizers have taken on various names including semantic maps, webs, concept maps, story maps, and semantic organizers. Some examples of commonly used graphic organizers include spider maps, Venn diagrams, T-charts, and KWL charts. Perhaps the most widely used graphic organizer is the calendar. Calendars help us sort, sift, record, and share information. In this series, the authors have gone beyond the common organizers seen in the past and created lessons that use more unique graphic organizers.

How do graphic organizers work? Graphic organizers have a way of connecting several pieces of isolated information. They take new information and file it into an existing framework. Old information is retrieved in the process, and the new information is attached. This is positive news for the classroom teacher who has her students using graphic organizers. By using these organizers, she is helping her students make connections and assimilate new information into what they already know. In effect, she is providing her students with a mental filing cabinet where their knowledge can be easily stored and retrieved.

Understanding how the brain works helps us understand why graphic organizers are valuable tools for learning. Educational brain research says that our brains seek patterns so that information can be made meaningful. In her book, Karen Olsen (1995) states, “From brain research we have come to understand that the brain is a pattern-seeking device in search of meaning and that learning is the acquisition of mental programs for using what we understand.”

# Introduction *(cont.)*

## Graphic Organizers *(cont.)*

Other researchers believe that graphic organizers are one of the most powerful ways to build semantic memories (Sprenger 1999). Eric Jensen (1998) states that semantic memory is, “activated by association, similarities, or contrasts.” Graphic organizers assist students with such necessary connections.

How does the brain do this? The brain stores information similar to how a graphic organizer shows information. It screens large amounts of information and looks for patterns that are linked together. The brain is able to extract meaning much easier from a visual format like a graphic organizer than from written words on a page. Graphic organizers not only help students manage information, but they offer information in a way that students can understand at a glance. When connections are made on paper, the information engages other parts of the brain. When these connections happen, the brain transfers the information from short-term memory to long-term memory.

So what does this mean for classroom teachers? It means that teachers who use graphic organizers help their students manage all the information they are presented with each day. These organizers record important pieces of information that students can connect with previous information and build upon for future information.

There is more good news for teachers who are looking to develop their students’ reading skills. Research suggests that graphic organizers improve the students’ overall reading abilities. When graphic organizers are used, reading comprehension improves (Sinatra et al. 1984; Brookbank et al. 1999). In fact, the National Reading Panel (2000) included graphic organizers in its list of effective instructional tools to improve reading comprehension.

Researchers also find that students at all levels are mastering key vocabulary skills when graphic organizers are used as teaching aids (Brookbank et al. 1999; Moore and Readence 1984). How does this happen? As previously stated, graphic organizers take new knowledge and integrate it with prior knowledge so that students can make connections and comprehend the material. So, graphic organizers help students focus on vocabulary development rather than the other reading skills.

For those teachers who look for ways to improve their students’ writing abilities, graphic organizers do this as well. Studies performed with second and third graders showed that their writing skills improve when graphic organizers were incorporated as part of the writing process (Gallick-Jackson 1997). How do graphic organizers help to improve writing? When students fill out graphic organizers, they learn to summarize information and take notes more efficiently. When used in place of an outlining tool, graphic organizers make students think about how to write the new information in a different way.



# Introduction *(cont.)*

## Graphic Organizers *(cont.)*

The information written on these organizers becomes personal as students write it in their own words. Organizers also provide a unique way for students to take notes during a lecture or while reading a passage. This is a skill that is useful throughout life. When teachers help students to see that they only need to write the information that they want to remember, students also begin to assess and evaluate what they already know.

Teachers who want to increase their students' thinking and learning skills should also use graphic organizers. One way to improve students' critical and creative thinking skills is by using graphic organizers while working on classroom projects (Brookbank et al. 1999; DeWispelaere and Kossack 1996). Especially when used with brainstorming, graphic organizers can help students generate creative ideas. Graphic organizers also help students clarify their thinking. Students use organizers to demonstrate their understanding of a topic.

Various types of graphic organizers serve as great evaluation documents at the end of a unit. Most teachers struggle just getting their students to retain what they have learned. Graphic organizers provide a way for students to discover and retain new information (Bos and Anders 1992; Ritchie and Volkl 2000; Griffin et al. 1995).

Graphic organizers also complement many different learning styles. Teachers are faced every day with a diverse population of students who learn in different ways. Many of these students are visual learners. Visual learners remember information better through images like those created through graphic organizers. They get students in the habit of thinking in terms of symbols or key words. Not only are graphic organizers a great tool for visual thinkers, they are a great tool for helping all students become stronger visual thinkers.

Finally, teachers are able to meet the needs of their diverse learners with graphic organizers. Studies indicate that graphic organizers benefit students with learning disabilities (Boyle and Weishaar 1997; Doyle 1999; Gallego et al. 1989; Gardill and Jitendra 1999; Griffin et al. 1991; Sinatra et al. 1984). In these studies, learning disabled students understood content-area material, organized information, and retained and recalled information better than without using graphic organizers. As a result, graphic organizers have become a great tool for classroom teachers who need to differentiate the materials.

Overall, researchers and teachers alike have found that the use of graphic organizers is beneficial to student learning. Not only do graphic organizers make learning more interesting and varied, but students' ability to retain and recall learning is increased. Teachers will find, when using graphic organizers like the ones in this book, that their students are more willing and able to meet their classroom learning standards.

# Introduction *(cont.)*

## Bloom's Taxonomy

In 1956, educator Benjamin Bloom worked with a group of educational psychologists to classify levels of cognitive thinking. The levels they named are knowledge, comprehension, application, analysis, synthesis, and evaluation. Bloom's Taxonomy has been used in classrooms over the last 40 years as a hierarchy of questions that progress from easy to more complex. The progression allows teachers to identify the level at which students are thinking. It also provides a framework for introducing a variety of questions and activities to students.

Many teachers see this taxonomy as a ladder. For example, some teachers think they have to begin at the bottom with knowledge questions and work their way progressively up to the evaluative questions. But that is not necessary to achieve good questions for students. There are appropriate times for each level of question.

The taxonomy is a useful model for categorizing questions and classroom activities. The following paragraphs describe each of the levels of the taxonomy in more detail.

**Knowledge**—The knowledge cognitive skill requires that students recall or locate information, remember something previously learned, and memorize information. Some specific examples of knowledge in the classroom would include writing the definitions of words or labeling the planets in the solar system.

**Comprehension**—The comprehension cognitive skill requires that students understand and explain facts, demonstrate basic understanding of concepts and curriculum, translate facts into other words, grasp meanings, interpret information, or explain what happened in their own words (or pictures). Some specific examples of comprehension in the classroom would include describing the reasons clouds rain or summarizing a chapter of a story.

**Application**—The application cognitive skill requires that students use prior learning to solve a problem or to answer a question, transfer knowledge learned in one situation to another, use different material in new and concrete situations, and apply the lessons of the past to a situation today. A specific example of application would include taking specific data and putting it into a bar graph.

**Analysis**—The analysis cognitive skill requires that students see in-depth relationships, understand how parts relate to a whole, and break down material into its component parts. Some specific examples of analysis would include comparing and contrasting the current president's campaign promises to those of President Abraham Lincoln or finding out the ways a large influx of immigrants might change a community.



# Introduction *(cont.)*

## **Bloom's Taxonomy** *(cont.)*

**Synthesis**—The synthesis cognitive skill requires that students create new ideas by pulling parts of the information together, reform individual parts to make a new whole, and take a jumble of facts and combine them until they make sense. Some specific examples of synthesis in the classroom include creating a new song about the continents or writing a new ending to a book.

**Evaluation**—The evaluation cognitive skill requires that students make judgments based on evidence, judge the value of something, support judgments, and examine something and decide whether it measures up to a certain standard. Some specific examples of evaluation in the classroom include justifying the decision made to require homework every night or deciding whether you agree or disagree with the statement “lying is always bad.”

## **Combining Graphic Organizers and Bloom's Taxonomy**

Using graphic organizers with effective questioning techniques creates an added bonus to any curriculum. This combination takes lessons in the classroom to the next level of excellence. In effect, lessons that combine graphic organizers and Bloom's Taxonomy create an ideal learning experience for students. The outcome is differentiated material that meets the needs of all students and engages students.

Utilizing graphic organizers while getting students to think on different levels, creates a more complex and engaging lesson for students. When a teacher needs her students to apply the information they just learned, she can use a graphic organizer that correlates with the application level of Bloom's Taxonomy. Or, the teacher can touch on multiple levels of the taxonomy. A graphic organizer might require students to fill in a chart to show their knowledge about and comprehension of the material. Then, they have to evaluate what they have written in a sentence or two. Think about the benefits of using graphic organizers to increase vocabulary skills while knowing how to ask different levels of questions to improve thinking skills at the same time. Imagine improving writing with graphic organizers and also getting students to analyze that writing. Your students can learn how to take better notes and place them in an organizer that immediately helps them evaluate what they have written.

Critical thinking skills are a by-product of both graphic organizers and Bloom's Taxonomy. These two strategies mesh perfectly together and help students to think more effectively. Finally, using both of these strategies meets the needs of diverse students including those with learning disabilities. All students can find ways to communicate their knowledge at various levels of learning and thinking.

# Introduction *(cont.)*

## **Combining Graphic Organizers and Bloom's Taxonomy** *(cont.)*

The lessons in this book show how to easily align graphic organizers with Bloom's Taxonomy. These lessons are organized into five different content areas. For each of these areas, a lesson that correlates with each level of Bloom's Taxonomy is provided. Each lesson includes general directions, a blank copy of the graphic organizer, an overhead transparency (located in order in the back of the book), and a sample lesson along with a completed sample graphic organizer.

## **Correlation to Standards**

Shell Educational Publishing (SEP) is committed to producing educational materials that are research and standards based. In this effort, the company uses the Mid-continent Research for Education and Learning (McREL) Standards Compendium. Each year, McREL analyzes state standards and revises the compendium. By following this procedure, McREL produces a general compilation of national standards. Each lesson in this book is based on a McREL standard. Then, the product is correlated to the academic standards of all 50 states, the District of Columbia, and the Department of Defense Dependent Schools. You can print a correlation report customized for your state directly from the SEP website at <http://www.seppub.com>.

## **Purpose and Intent of Standards**

The No Child Left Behind (NCLB) legislation mandates that all states adopt academic standards that identify the skills students will learn in kindergarten through grade twelve. While many states had already adopted academic standards prior to NCLB, the legislation requirements ensure that state standards are detailed and comprehensive.

Standards are designed to focus instruction and guide adoption of curricula. Standards are statements that describe the criteria necessary for students to meet specific academic goals. They define the knowledge, skills, and content students should acquire at each grade level. Standards are also used to develop standardized tests to evaluate students' academic progress. In many states today, teachers are required to demonstrate how their lessons meet state standards. State standards are used in the planning and development of all SEP products. So, educators can be assured the products meet their academic requirements.

## **How to Find Standards Correlations**

Complete standards correlation reports for each state can be printed from the SEP website. To print a correlation report for this product visit the website at <http://www.seppub.com> and follow the on-screen directions. If you require assistance in printing correlation reports, please contact Customer Service at 1-877-777-3450.

# Introduction *(cont.)*

## Correlation to Standards *(cont.)*

Unless otherwise noted, the McREL standards listed in this book are taken from the Level III (Grades 6–8) content standards. The number listed for each standard (e.g., 6.3) refers to the standard number and the benchmark within the standard.

Graphic Organizer	Lesson Title	McREL Content Standard
Brain-Based Facts & Heartfelt Opinions	A Diary Filled with Facts and Opinions	Differentiates between fact and opinion in informational texts. (McREL Language Arts Standard 7.6)
Language Lingo	Idiom Lingo	Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording). (McREL Language Arts Standard 2.1)
Sandwiching Sentences	Prairie Sandwich	Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and among paragraphs). (McREL Language Arts Standard 2.2)
Fishbone Theme	Rings Theme	Understands inferred and recurring themes in literary works (e.g., bravery, loyalty, friendship, good v. evil; historical, cultural, and social themes). (McREL Language Arts Standard 6.9)
Circles of Life	Circles of Life and Shakespeare's Ghostwriter	Writes biographical sketches (e.g., illustrates the subject's character using narrative and descriptive strategies such as relevant dialogue, specific action, physical description, background description, and comparison or contrast to other people; reveals the significance of the subject to the writer; presents details in a logical manner). (McREL Language Arts Standard 1.9)
Opinion Organizer	Living or Dead Opinion Organizer	Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts. (McREL Language Arts Standard 5.6)
Number Line	Integers on a Number Line	Understands the role of positive and negative integers in the number system. (McREL Mathematics Standard 2.3)
Ordering Operations	Operations in Order	Understands basic operations (e.g., combining like terms, expanding, substituting for unknowns) on algebraic expressions. (McREL Mathematics Standard 8.8)
Probability Tree	Probability Tree and Dice	Determines probability using simulations or experiments. (McREL Mathematics Standard 7.2)
Three-Ring Venn Diagram	Dinners on a Three-Ring Venn	Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem. (McREL Mathematics Standard 1.1)
Idea Recorder	Ideas for Storing Aluminum Cans	Uses a variety of strategies to understand problem-solving situations and processes (e.g., considers different strategies and approaches to a problem, restates a problem from various perspectives). (McREL Mathematics Standard 1.2)
Judging Samples	Choosing the Best Sample	Understands basic concepts about how samples are chosen (e.g., random samples, bias in sampling procedures, limited samples, sampling error). (McREL Mathematics Standard 6.10)
Tourist Guidebook	Sizing Up the Lincoln Memorial	Knows the relative location of, size of, and distances between places (e.g., major urban centers in the United States). (McREL Geography Standard 2.3)
Sorting Architecture	Homes Around the World	Understands the historical and cultural contexts of a variety of art objects. (McREL Visual Arts Standard 4.2)
Breaking Down Stereotypes	Evaluating Gender Bias	Understands that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group (i.e., stereotyping) which leads to uncritical judgments (e.g., showing blind respect for members of some groups and equally blind disrespect for members of other groups). (McREL Behavioral Studies Standard 2.4)

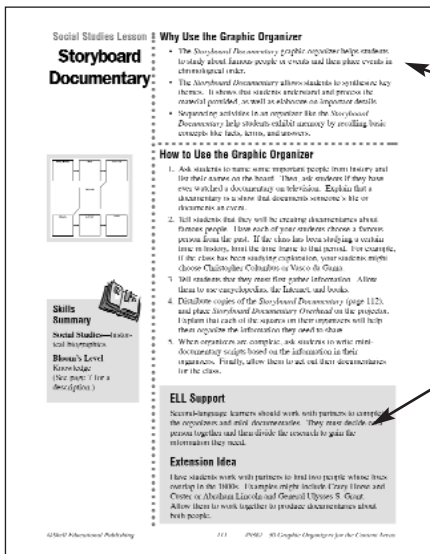
# Introduction *(cont.)*

## Correlation to Standards *(cont.)*

Graphic Organizer	Lesson Title	McREL Content Standard
Art Collector	Organizing Photo Displays	Understands characteristics of works in various art forms that share similar subject matter, historical periods, or cultural context. (McREL Art Connections Standard 1.2)
Poetry Verse	Rhyme Additions	Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording). (McREL Language Arts Standard 2.1)
Appraising Art	Assessing Picture Books	Distinguishes among multiple purposes for creating works of art. (McREL Arts Standard 5.1)
Cycles Comic Strip	The Rock Cycle	Knows processes involved in the rock cycle (e.g., old rocks at the surface gradually weather and form sediments that are buried, then compacted, heated, and often recrystallized into new rock; this new rock is eventually brought to the surface by the forces that drive plate motions, and the rock cycle continues). (McREL Science Standard 2.5)
Classifying Evidence	Fingerprinting Classification	Knows that the characteristics of an organism can be described in terms of a combination of traits; some traits are inherited through the coding of genetic material and others result from environmental factors. (McREL Science Standard 4.5)
Ecosystem Web	The Meadow Ecosystem Web	Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem (e.g., producer/consumer, predator/prey, parasite/host, relationships that are mutually beneficial or competitive). (McREL Science Standard 6.3)
Experiment Chart	Experimenting with Barometers	Designs and conducts a scientific investigation (e.g., formulates hypotheses, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations for observations, critiques explanations and procedures). (McREL Science Standard 12.3)
Solution Finder	Finding the Matching Pens	Knows methods used to separate mixtures into their component parts (boiling, filtering, chromatography, screening). (McREL Science Standard 8.7)
Past, Present, & Future	The Changing Continents	Knows that the Earth's crust is divided into plates that move at extremely slow rates in response to movements in the mantle. (McREL Science Standard 2.4)
Storyboard Documentary	Robert E. Lee's Storyboard Documentary	Understands that specific individuals and the values those individuals held had an impact on history. (McREL Historical Understanding Standard 2.1)
Reporting the Battle	Reporting on Bunker Hill	Understands the strategic elements of the Revolutionary War (e.g., how the Americans won the war against superior British resources, American and British military leaders, major military campaigns). (McREL United States History Standard 6.3)
Two Views	Views of the Boston Massacre	Understands the events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War (e.g., opponents and defenders of England's new imperial policy, the idea of "taxation without representation," the battle at Lexington and Concord). (McREL United States History Standard 6.2)
Mapping the Meaning	Meaning in Lewis and Clark's Gift List	Understands the significance of the Lewis and Clark expedition (e.g., its role as a scientific expedition, its contributions to friendly relations with Native Americans). (McREL United States History Standard 9.5)
Divided Time	The Great Depression and Divided Time	Understands the social and economic impact of the Great Depression (e.g., the impact of the depression on industry and workers; the response of local and state officials in combating the resulting economic and social crises; the effects of the depression on American families and on ethnic and racial minorities; the effect on gender roles; the victimization of African Americans and white sharecroppers). (McREL United States History Standard 23.2)
Weighing the Past	Weighing Mesopotamia and Egypt	Understands the concept of "civilization" (e.g., the various criteria used to define "civilization;" fundamental differences between civilizations and other forms of social organization, such as hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies; how Mohenjo-Daro meets criteria for defining civilization). (McREL World History Standard 6.5)

# Introduction (cont.)

## How to Use This Book



### General Information on the Graphic Organizer

#### Why and How to Use the Graphic Organizer

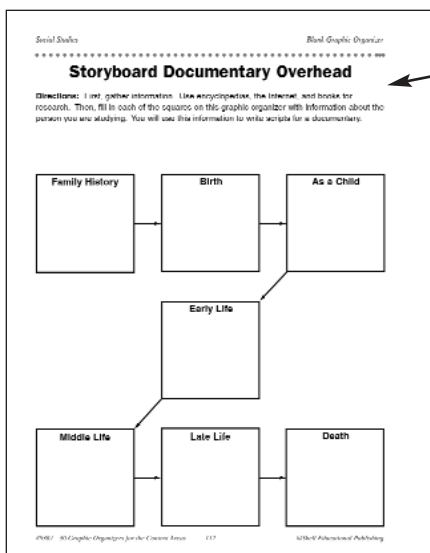
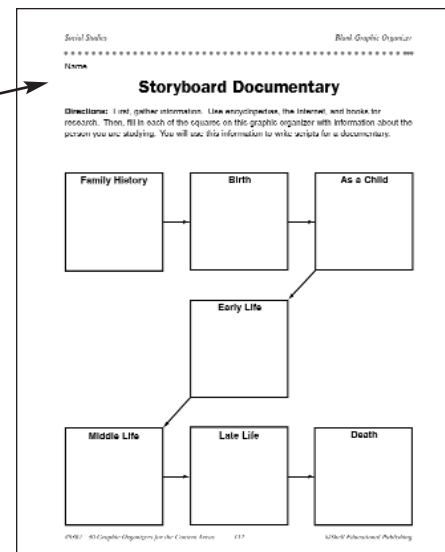
- This part of the lesson plan gives general information about ways in which the graphic organizer will benefit your classroom. It also lists step-by-step directions for using the blank organizer.

#### ELL Support and Extension Idea

- For each lesson, suggestions are given to better utilize the graphic organizer with second-language learners. Ideas of ways to extend the lesson are also given for more advanced students or those who finish the activities early.

### Blank Graphic Organizer

- You are provided with a blank copy of each graphic organizer so that you can repeatedly use the lesson with your students. Both the general lessons and the specific lessons describe how you may want to use the blank copy.



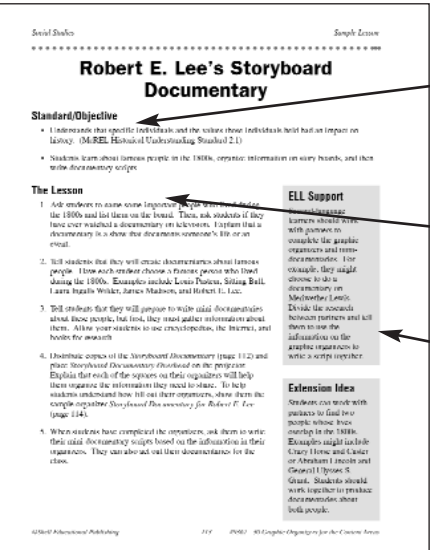
### Graphic Organizer Overheads

- You are provided with a blank copy of each graphic organizer. You can use the overheads to model exactly how to use each of the graphic organizers.
- The graphic organizer overheads are located in the back of the book. They are in the same order as the lessons. The titles on the overheads match the titles on the blank graphic organizers to make them easy to locate. In the header of the overheads is a page reference back to the lesson in the book.
- Once you begin using these lessons, you may find that you want to start a three-ring notebook for keeping the overhead transparencies in order.



# Introduction (cont.)

## How to Use This Book (cont.)



**Robert E. Lee's Storyboard Documentary**

**Standard/Objective**

- Understand that specific individuals and the actions those individuals have had an impact on history. (MUREL, History of Understanding Standard 2.1)
- Students learn about famous people in the 1800s, organize information on story boards, and then write documentary scripts.

**The Lesson**

- Ask students to name some important people who lived during the 1800s and list them on the board. Then ask students if they have ever watched a documentary on television. Explain that a documentary is a show that documents someone's life or an event.
- Tell students that they will create documentaries about famous people. Have each student choose a famous person who lived during the 1800s. Examples include Lewis and Clark, Sitting Bull, Laura Ingalls Wilder, Daniel Boone, and Horatio T. Lee.
- Tell students that they will prepare to write oral documentaries about these people, but first, they must gather information about them. Allow your students to use encyclopedias, the Internet, and books for research.
- Examine copies of the Storyboard Documentary (page 112) and point out that each of the spaces on their organizers will help them organize the information they need to share. To help students understand how to fill out their organizers, show them the example organizer Storyboard Documentary for Robert E. Lee (page 114).
- When students have completed the organizers, ask them to write their oral documentary scripts based on the information in their organizers. They can also act out their documentaries for the class.

**ELL Support**

Students can work with partners to find a topic, select a topic, and create a storyboard. For example, they might choose to create a documentary on the American Civil War. Divide the students into groups and assign them to use the information on the graphic organizers to write a script together.

**Extension Idea**

Students can work with partners to find a topic, select a topic, and create a storyboard. For example, they might choose to create a documentary on the American Civil War. Divide the students into groups and assign them to use the information on the graphic organizers to write a script together.

### Example Lesson Using the Graphic Organizer

**Standard/Objective**

- Each example lesson is based on a piece of children's literature. A general language arts standard is listed along with a specific learning objective.

**The Lesson**

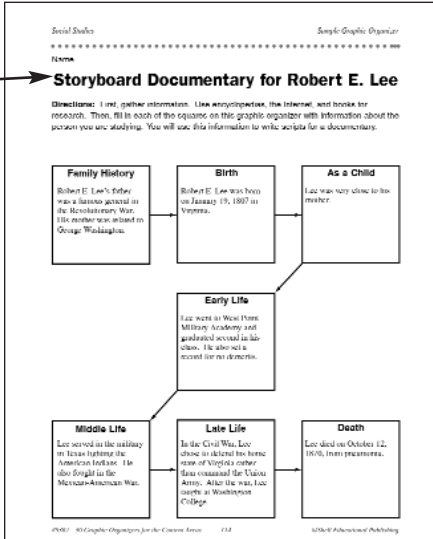
- The lesson section describes specifically how to use the graphic organizer with the chosen piece of literature.

**ELL Support and Extension Idea**

- For each lesson, suggestions are given to better utilize the graphic organizer with second-language learners. Ideas of ways to extend the lesson are also given for more advanced students or those who finish the activities early.

### Example Graphic Organizer

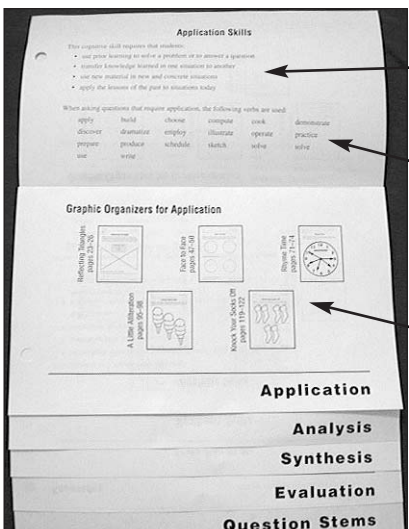
- You are provided with a completed example of each graphic organizer. The example is based on the chosen piece of children's literature so that you have a model for the students as they work.
- A list of all of the children's literature used for the example lessons is included for your easy reference on page 14.



**Storyboard Documentary for Robert E. Lee**

**Directions:** Use the information from the Internet, text books, or research. Then, fill in each of the spaces on the graphic organizer with information about the person you are studying. You will use this information to write scripts for a documentary.

<b>Family History</b> Robert E. Lee's father was a famous general in the Revolutionary War. His mother was named Margaret Washington.	<b>Birth</b> Robert E. Lee was born on January 19, 1807 in Virginia.	<b>As a Child</b> Lee was very close to his mother.
<b>Early Life</b> Lee went to West Point Military Academy and graduated second in his class. He also did not receive any medals.		
<b>Middle Life</b> Lee served in the military in Texas before the American Civil War. He also fought in the Mexican-American War.	<b>Late Life</b> In the Civil War, Lee chose to defend his home state of Virginia rather than join the Union Army. After the war, Lee lived at Washington College.	<b>Death</b> Lee died on October 12, 1870, from pneumonia.



**Application Skills**

- use prior learning to solve a problem or to answer a question
- transfer knowledge learned in one situation to another
- use new material in new and complex situations
- apply the lessons of the past to situations today

**Graphic Organizers for Application**

Application: build, change, compare, cook, demonstrate, discover, dramatize, employ, illustrate, operate, practice, prepare, produce, schedule, select, solve, write

**Application**

**Analysis**

**Synthesis**

**Evaluation**

**Question Stems**

### Graphic Organizer Flip Book

**Definition**

- Each level of Bloom's Taxonomy is defined for easy reference.

**Verbs**

- A list of verbs is included to help teachers plan appropriate activities for each level of Bloom's Taxonomy.

**Thumbnails**

- The flip book is intended to help you easily find and plan both high- and low-level activities. You can decide what kinds of lessons you would like to use and then reference the flip book to choose lessons from this book or plan your own.

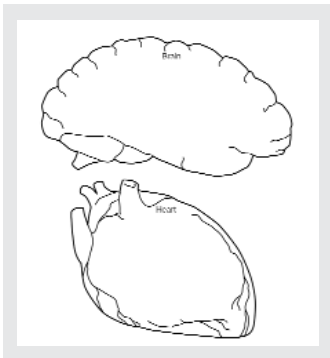


# Introduction *(cont.)*

## Children's Literature Used in the Lessons

Book Title	Author	Pages
<i>The Diary of Anne Frank</i>	Anne Frank	15–16
<i>I, Columbus: My Journal</i>	Peter and Connie Roop	15–16
<i>On the Way Home: The Diary of a Trip from South Dakota to Manfield, Missouri, in 1894</i>	Laura Ingalls Wilder	15–16
<i>Thura's Diary: My Life in Wartime Iraq</i>	Thura Al-Windawi	17–18
<i>Miss Nelson Has a Field Day</i>	Harry G. Allard	21–22
<i>Miss Nelson is Missing</i>	Harry G. Allard	21–22
<i>Little House on the Prairie</i>	Laura Ingalls Wilder	25–26
<i>The Lord of the Rings</i>	J. R. R. Tolkien	29–30
<i>Is He Living or Is He Dead and Other Short Stories</i>	Mark Twain	37–38
<i>The Statue of Abraham Lincoln</i>	Ernest Goldstein	65–66
<i>A Memorial for Mr. Lincoln</i>	Brent Ashabranner	65–66
<i>Homes (Discovering World Cultures)</i>	Fiona MacDonald	69–70
<i>Houses: Habitats and Home Life (Timelines)</i>	Fiona MacDonald	69–70
<i>The Visual Dictionary of Buildings</i>	Roger Tritton	69–70
<i>Crime Science</i>	Vivian Bowers	91–92
<i>Our Patchwork Planet</i>	Helen Roney Sattler	109–110
<i>Dance of the Continents (Story of Science)</i>	Roy A. Gallant	109–110
<i>The Babe and I</i>	David Adler	129–130

# Brain-Based Facts & Heartfelt Opinions Graphic Organizer



## Skills Summary

**Language Arts**—  
distinguishing fact  
from opinion

**Bloom's Level**—  
Knowledge  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- *Brain-Based Facts & Heartfelt Opinions* help students distinguish facts from opinions in informational texts. Once these parts are identified, students can use their organizers as examples of good writing techniques.
- The *Brain-Based Facts & Heartfelt Opinions* organizer helps students understand basic concepts that are part of the knowledge level of Bloom's Taxonomy. Students must know these basic facts before proceeding to higher levels of thinking.

## How to Use the Graphic Organizer

1. Choose excerpts from various diaries. Examples include an excerpt from *The Diary of Anne Frank*, a translation of Christopher Columbus' diary (*I, Columbus: My Journal*, edited by Peter and Connie Roop), or a selection from Laura Ingalls Wilder's diary (*On the Way Home: The Diary of a Trip from South Dakota to Mansfield, Missouri, in 1894*).
2. Ask students to define the words *fact* and *opinion*, and write the definitions on the board. Then, ask students to give examples of these words and write them underneath the definitions. Ask students to listen for opinions in the diary entries. Read a sample excerpt aloud to the students and tell them to raise their hands when they hear an opinion.
3. Distribute copies of *Brain-Based Facts & Heartfelt Opinions* (page 16) and have students read different diary excerpts independently. They should write the opinions and facts on their graphic organizers. The facts should be written in the brain and the opinions in the heart. Use *Brain-Based Facts & Heartfelt Opinions Overhead* to model this.
4. Have students choose one fact and one opinion from their graphic organizers. They should rewrite that fact to make it an opinion, and rewrite the opinion to make it a fact. Allow them to share their new sentences with partners.

## ELL Support

Second-language learners can draw cartoon scenes and write conversation bubbles with fact and opinion statements.

## Extension Idea

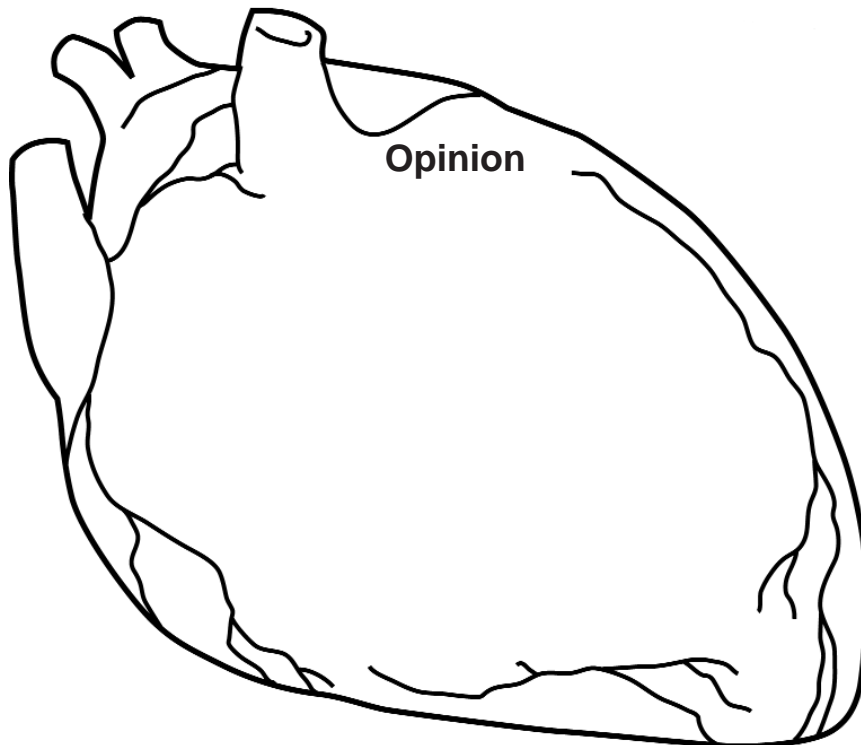
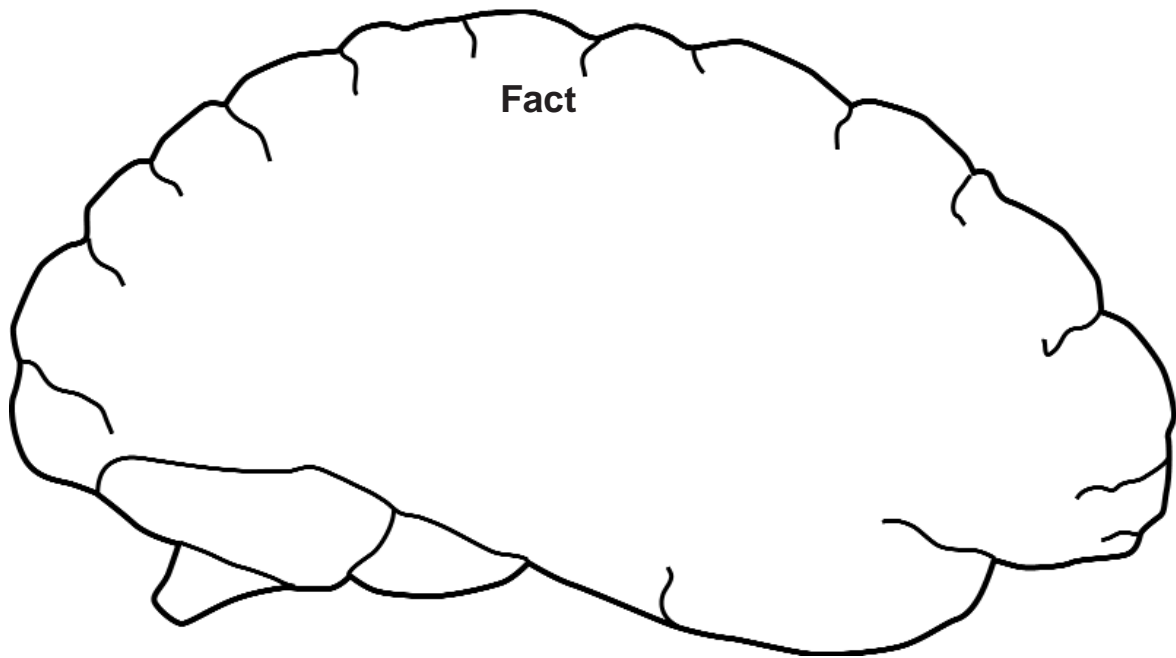
Allow students to write their own diary entries, making sure they include both facts and opinions. Allow them to exchange diaries with one another and identify the facts and opinions.

.....

Name \_\_\_\_\_

## Brain-Based Facts & Heartfelt Opinions

**Directions:** Read the text very carefully. When you identify a fact, write the fact sentence inside the picture of the brain. When you identify an opinion in the text, write the opinion sentence inside the heart.



# A Diary Filled with Facts and Opinions

## Standard/Objective

- Differentiates between fact and opinion in informational texts. (McREL Language Arts Standard 7.6)
- Students will read diary entries and then differentiate facts and opinions written in those diary entries.

## The Lesson

1. This lesson is based on a diary entry from *Thura's Diary: My Life in Wartime Iraq* by Thura Al-Windawi. This is an effective book for integrating lessons about war, the Middle East, or journal writing.
2. Students should define the words *fact* and *opinion*. Write the definitions on the board and ask students to give examples of each one. Record their answers underneath the definitions. Ask students to identify opinions in this diary entry and raise their hands when they hear an opinion. Read the excerpt from Monday, 7 April through Tuesday, 8 April 2003 to your students. Affirm their answers as you read. Place *Brain-Based Facts & Heartfelt Opinions Overhead* on the projector. Instruct students to point out some facts and opinions they heard while you read. Model how to fill in the graphic organizer as they give you answers.
3. Distribute copies of *Brain-Based Facts & Heartfelt Opinions* (page 16), and ask students to read the excerpt from Friday, 11 April 2003 on their own, then write the opinions and facts on their organizers. The facts should be written in the brain and the opinions in the heart. If students need extra help, show them the sample organizer *Brain-Based Facts & Heartfelt Opinions for Thura's Diary* (page 18).
4. Ask students to choose one fact and one opinion from their graphic organizers. Have them rewrite the fact to make it an opinion. For example, change "Some looters even stop ambulances in the street and loot everything inside" to "Terrible looters stop the important ambulances and take their precious contents." Then, have them rewrite an opinion to make it a fact. For example, change "We've had fun times together" to "We spent time together." Allow students to share their new sentences with partners.

## ELL Support

Second-language learners may work in small groups locating the fact and opinion statements. Draw extra-large graphic organizers on large sheets of paper for these groups to record their answers.

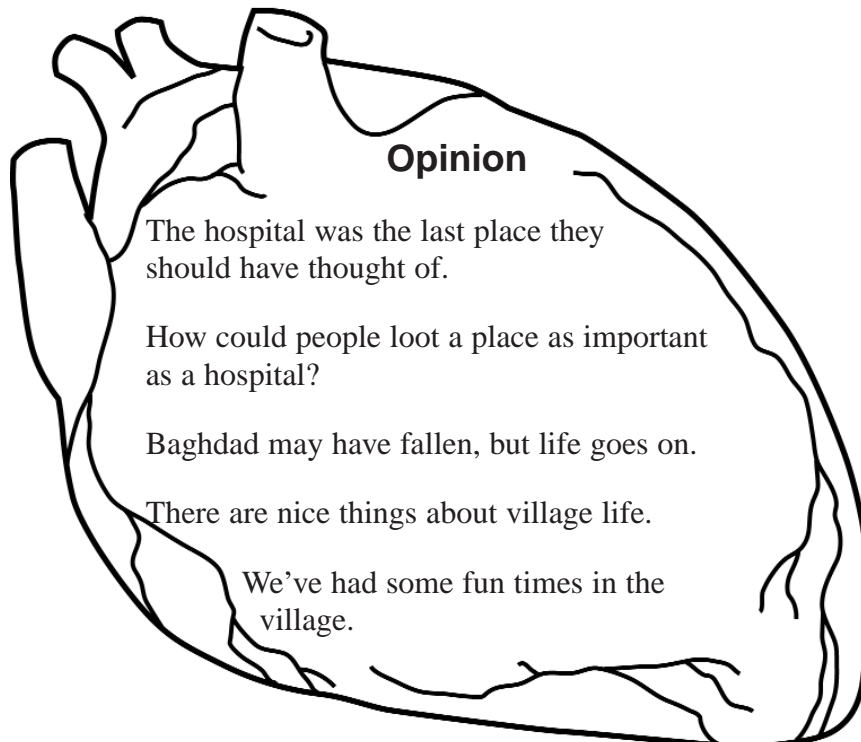
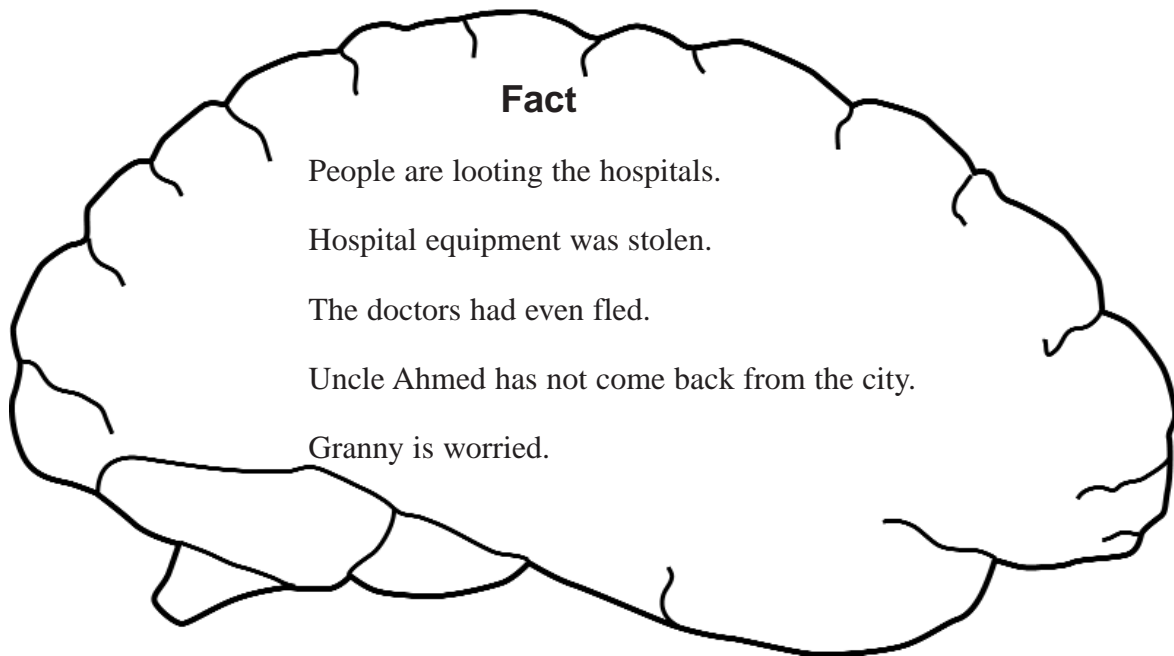
## Extension Idea

Students should imagine they were in Iraq when the war broke out. Tell them to write their own diary entries, making sure they have both facts and opinions. Allow them to exchange diaries and find the facts and opinions in each other's writing. They can also compare their entries with Thura's entries.

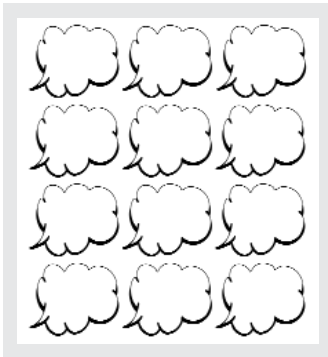
Name \_\_\_\_\_

## Brain-Based Facts & Heartfelt Opinions for *Thura's Diary*

**Directions:** Read the text very carefully. When you identify a fact, write the fact sentence inside the picture of the brain. When you identify an opinion in the text, write the opinion sentence inside the heart.



# Language Lingo Graphic Organizer



## Skills Summary

**Language Arts**—  
figurative language

**Bloom's Level**—  
Comprehension  
(See page 7 for a  
description.)

## Why Use the Graphic Organizer

- When reading a story, it is important for students to understand the figurative language. The *Language Lingo* sorts the language, and helps students to understand meanings behind figurative words.
- The *Language Lingo* helps students to think about what they read, as they ponder the meaning of words on the page instead of only decoding them.
- This organizer helps students divide information into two extra categories that reveal their comprehension of the subject. Comprehension is an important part of the learning process because it forms the foundation for higher-level thinking.

## How to Use the Graphic Organizer

1. Choose one type of figurative language for this activity. Sources may include books that contain similes, metaphors, personification, idioms, hyperboles, alliteration, etc.
2. Read a picture book or a passage from a book rich with figurative language. For example, songs and poetry have many kinds of figurative language. Point out the figurative language to your students, and then tell the class to raise their hands when they hear figurative language as you read.
3. Distribute copies of *Language Lingo* (page 20).
4. Ask students to choose four examples of figurative language to write in the first column of four bubbles. They should then write the meaning of the word in the second column of bubbles. Finally, they should write the figurative language in new sentences in the third column of bubbles. For example, students may choose four idioms from the passage, write the idiom in the first bubble, the meaning of the idiom in the second bubble, and then use the idiom in an original sentence in the third bubble. Use *Language Lingo Overhead* to model this for your students.
5. On the back of the sheet, students should create paragraphs using the four figurative language words or phrases. These paragraphs can be in the form of conversations, informative texts, or very short stories. Allow students to share their paragraphs with partners.

## ELL Support

Group second-language learners into pairs so they can consult one another for help.

## Extension Idea

Students can add more figurative language to the original story or passage and then present their passages to the class as the other students read along with the original.

















Name \_\_\_\_\_

# Language Lingo

**Directions:** Choose four examples of figurative language from the passage to write in the first column of bubbles. Write the meaning of the word in the second column of bubbles. Finally, use the figurative language in a new sentence in the third column of bubbles.

# Idiom Lingo

## Standard/Objective

- Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording). (McREL Language Arts Standard 2.1)
- Students will read *Miss Nelson Has a Field Day* by Harry Allard, fill in graphic organizers giving the meaning of idioms, and write new sentences using the idioms.

## The Lesson

1. Tell students that you will be reading a book in which they will hear many idioms.
2. Read *Miss Nelson Has a Field Day* to your students, pointing out the idioms. As you read further, tell the class to raise their hands when they hear an idiom.
3. Distribute copies of *Language Lingo* (page 20).
4. Students should choose four idioms to write in the first column of four bubbles on their graphic organizers. Next, they should write the meaning of each idiom in the second column of bubbles. In the third column of bubbles, students should use each idiom in a new sentence. For example, students may choose the following line: “Coach Armstrong had cracked up.” Have them write this in the first bubble, then write the meaning of this idiom in the second bubble. Students will say that he had a breakdown. Finally, they should use the phrase “cracked up” in an original sentence. Use the transparency *Language Lingo Overhead* to model this. You can also use the sample graphic organizer *Language Lingo for Miss Nelson* (page 22).
5. After completing the graphic organizers, students should create paragraphs using all four idioms and share their paragraphs with partners.

## ELL Support

Group second-language learners into pairs and allow them to consult one another for help.

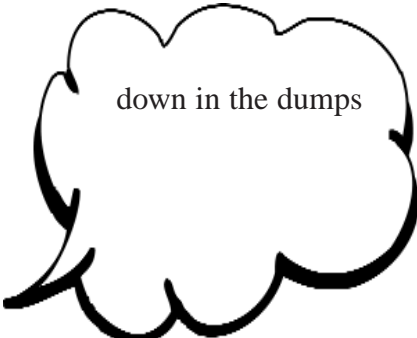
## Extension Idea

Have students add more idioms to *Miss Nelson is Missing* by Harry Allard. They can write these new idioms on sticky notes and adhere them to the correct pages. Finally, let these students present their newly revised idioms to the class while reading through the entire book.

Name \_\_\_\_\_

## Language Lingo for Miss Nelson

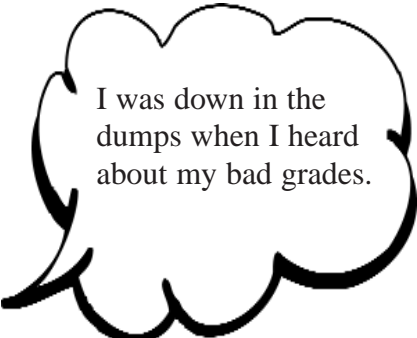
**Directions:** Choose four examples of figurative language from the passage to write in the first column of bubbles. Write the meaning of the word in the second column of bubbles. Finally, use the figurative language in a new sentence in the third column of bubbles.




down in the dumps




depressed




I was down in the dumps when I heard about my bad grades.




lost their sparkle



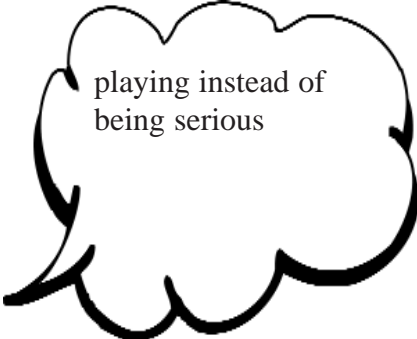
were not excited, but dull



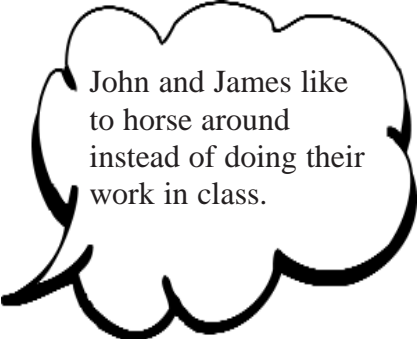
The cafeteria ladies lost their sparkle when they heard the bad news.



horse around




playing instead of being serious



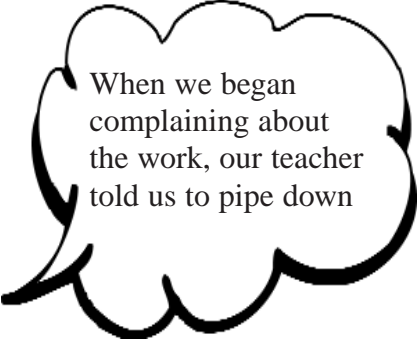
John and James like to horse around instead of doing their work in class.



pipe down

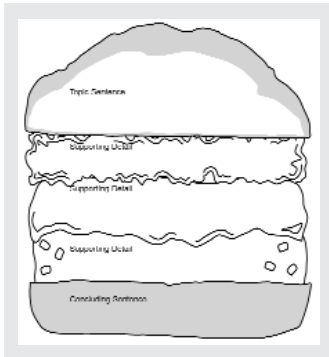


be quiet



When we began complaining about the work, our teacher told us to pipe down

# Sandwiching Sentences Graphic Organizer



## Skills Summary

Language Arts—  
paragraph form

Bloom's Level—  
Application  
(See page 7 for a  
description.)

## Why Use the Graphic Organizer

- Students must know how to write good paragraphs. Using the *Sandwiching Sentences* organizer, students can identify how to structure a paragraph.
- Analyzing the order of a sentence in text helps students become better writers. Analysis of the sequential order is easily transferred to writing projects as students learn the functions of topic sentences, concluding sentences, and supporting details.
- Organizers using sequential order also help students learn to think critically and to apply knowledge from the text to enhance writing ability.

## How to Use the Graphic Organizer

1. Choose a paragraph from a favorite book. Write this paragraph on the board but mix up the order of the sentences.
2. Ask students to read the sentences aloud, then determine whether the paragraph makes sense. Students should conclude that the sentences are not in the correct order.
3. Distribute copies of *Sandwiching Sentences* (page 24). Remind students that the topic sentence is always first. The following sentences support the topic sentence and are written in order. Finally, a paragraph should always have a concluding sentence.
4. Students should place the sentences in the correct order using the graphic organizers. Place the transparency *Sandwiching Sentences Overhead* on the projector to model this.
5. After placing sentences in the correct order, students should share the new paragraphs in small groups. Next, read the correct paragraph from the book aloud.
6. Finally, each student should write the next paragraph for the story. Remind them to have one topic sentence, supporting sentences, and one concluding sentence.

## ELL Support

Provide second-language learners with the beginning and concluding sentences of the paragraph, then, ask them to place the supporting sentences in the correct sequential order.

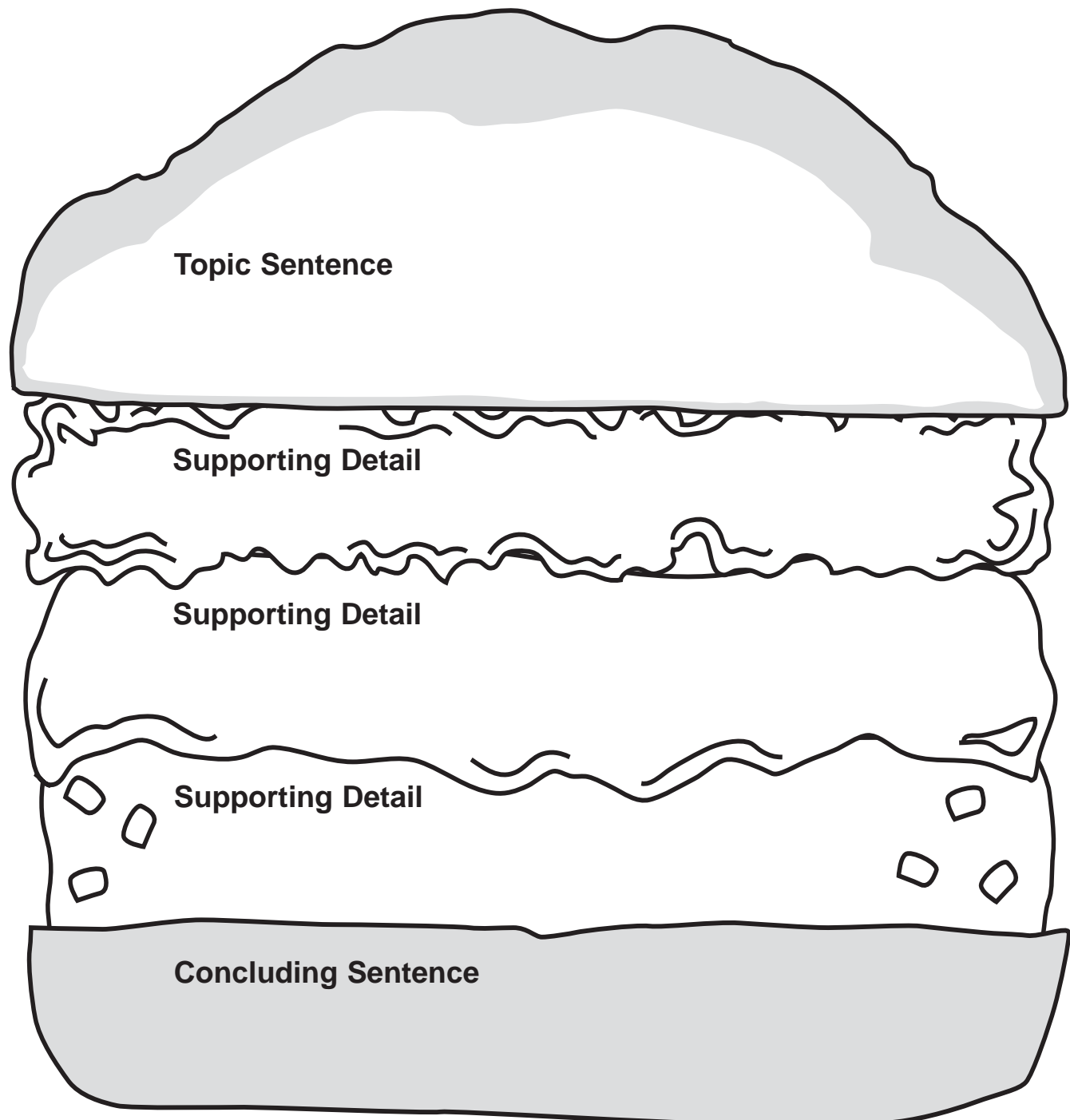
## Extension Idea

Students could analyze the paragraph to see if there are other ways to organize it. Do the sentences make sense? Are there other topic sentences and concluding sentences that make sense?

.....  
Name \_\_\_\_\_

## Sandwiching Sentences

**Directions:** Place the sentences in correct order using the graphic organizer below. Then, write the next paragraph for the story on a separate piece of paper. Make sure you have a topic sentence, supporting sentences, and a concluding sentence.



# Prairie Sandwich

## Standard/Objective

- Uses paragraph form in writing (e.g., arranges sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and among paragraphs). (McREL Language Arts Standard 2.2)
- Students place sentences from a paragraph in *Little House on the Prairie* by Laura Ingalls Wilder in sequential order on graphic organizers.

## The Lesson

1. Write the following mixed-up paragraph, from chapter 17 of *Little House on the Prairie*, on the board or overhead.

A wolf howled, and Jack growled low in his throat.

They knew they were safe in the house, because Jack was there and Ma had pulled the latch-string in.

Mary and Laura sat close to Ma in the firelight.

The dark crept slowly all around the house.

The wind cried mournfully and owls said, "Who-oo? Oo-oo."

2. Have students read the sentences aloud. Ask them if this paragraph makes sense. Students should conclude that the sentences in this paragraph are not in the correct order.
3. Distribute copies of *Sandwiching Sentences* (page 24). Remind students that the topic sentence is always first. The following sentences support this topic sentence and are written in order. Finally, there must be a concluding sentence.
4. Tell students they are to place the sentences from *Little House on the Prairie* in the correct order using their graphic organizers. Place the transparency *Sandwiching Sentences Overhead* on the projector to model this.
5. After students have correctly ordered the sentences on their graphic organizers, they should share their new paragraphs in small groups. Read the correctly ordered paragraph from the sample graphic organizer (page 26)
6. Finally, each student should write the next paragraph for the story. Remind them to have one topic sentence, supporting sentences, and one concluding sentence.

## ELL Support

Provide second-language learners with the beginning and/or concluding sentences of the paragraph. For example, tell them the following topic sentence: "The dark crept slowly all around the house." Then, have them place the supporting sentences in the sequential order.

## Extension Idea

Students could work on the paragraph to see if there are multiple ways to organize it. Do the sentences make sense? Are there other topic sentences and concluding sentences that make sense?



Name \_\_\_\_\_

## Sandwiching Sentences for *Little House on the Prairie*

**Directions:** Place the sentences in correct order using the graphic organizer below. Then, write the next paragraph for the story on a separate piece of paper. Make sure you have a topic sentence, supporting sentences, and a concluding sentence.

**Topic Sentence**  
The dark crept slowly all around the house.

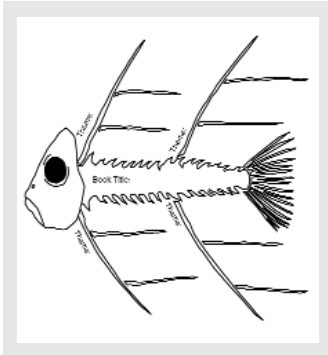
**Supporting Detail**  
The wind cried mournfully and owls said, "Who-oo? Oo-oo."

**Supporting Detail**  
A wolf howled, and Jack growled low in his throat.

**Supporting Detail**  
Mary and Laura sat close to Ma in the firelight.

**Concluding Sentence**  
They knew they were safe in the house, because Jack was there and Ma had pulled the latch-string in.

# Fishbone Theme Graphic Organizer



## Skills Summary

Language Arts—  
literature themes

Bloom's Level—  
Analysis  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- The *Fishbone Theme* helps students organize their thoughts about the theme of a book in a visual way. Information is listed in an easy to read format for future reference, helping students better retain the information because they have organized it themselves.
- Students analyze a book using the graphic organizer. They must not only choose a theme from the book, but also must provide specific examples supporting that theme.

## How to Use the Graphic Organizer

1. Use this graphic organizer while reading any book. Distribute copies of *Fishbone Theme* (page 28) and ask students for a list of themes in the story. Write these themes on the board. Common themes include friendship, good vs. evil, and loyalty.
2. Instruct students to write the name of the book in the center of the fish.
3. Have students choose four of the themes listed on the board and write each theme on a line labeled *Theme*.
4. Students should list two examples from the book for each theme. For example, students could explain how a book shows good vs. evil by listing two details or examples. Use the *Fishbone Theme Overhead* to model this for your students.
5. After students complete their graphic organizers, they should choose the most important theme in the book and write why it is important.

## ELL Support

Provide second-language learners with the themes you want them to study. Ask them to write examples for each theme on the appropriate lines.

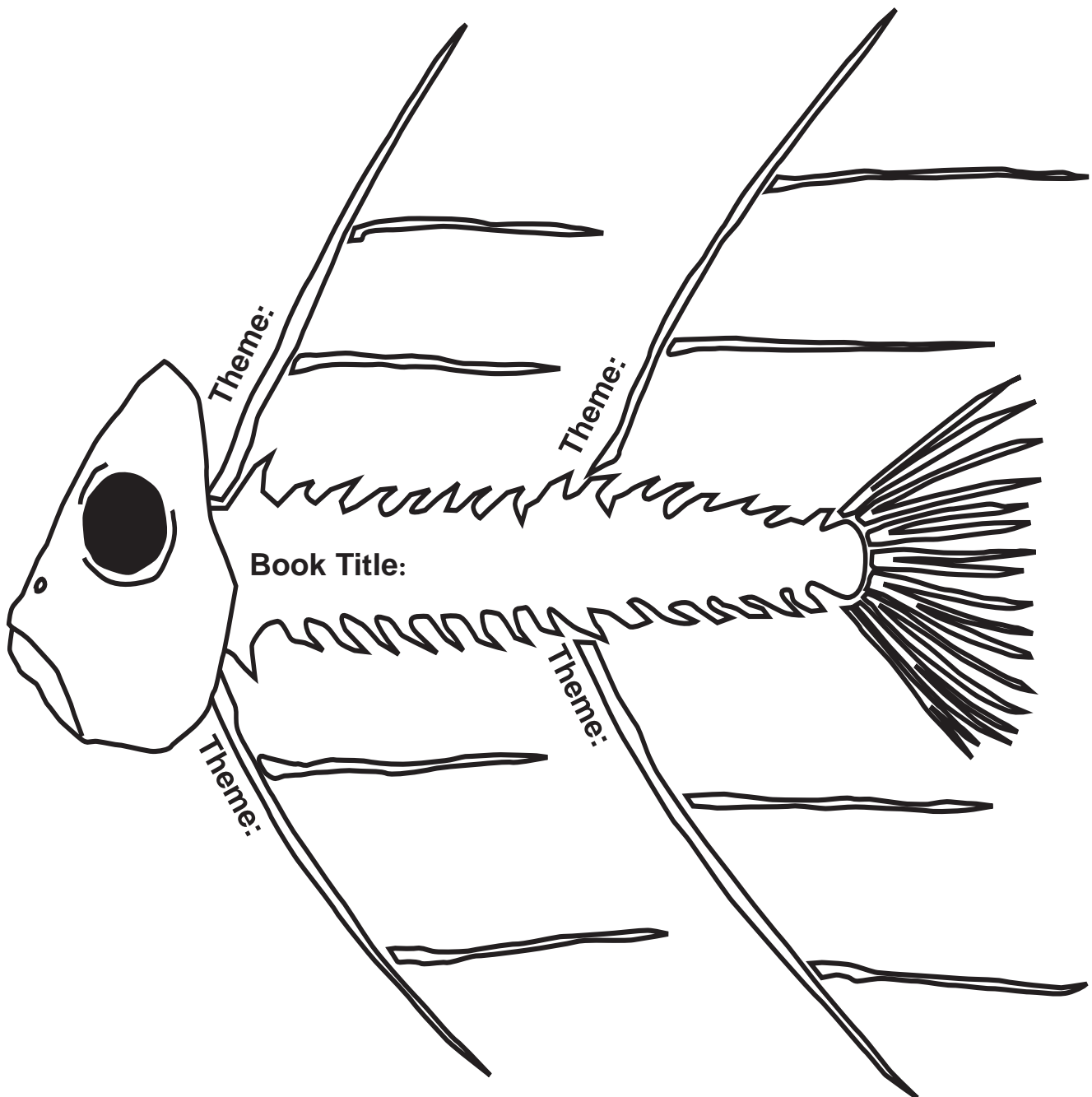
## Extension Idea

Students may create skits that show which theme they think is most important. They also could perform the skits for the class.

Name \_\_\_\_\_

## Fishbone Theme

**Directions:** Write the name of the book in the center of the fish. Choose four themes from the book and write each theme on a line labeled *Theme*. Finally, list two examples from the book for each theme on the horizontal lines coming out of the *Theme*.



# Rings Theme

## Standard/Objective

- Understands inferred and recurring themes in literary works (e.g., bravery, loyalty, friendship, good v. evil; historical, cultural, and social themes). (McREL Language Arts Standard 6.9)
- Students will analyze four themes from books, write two examples of each theme, and then choose the most important theme to write about.

## The Lesson

1. Use this graphic organizer while reading books from *The Lord of the Rings* trilogy. Distribute copies of *Fishbone Theme* (page 28). Ask the class to list the themes in the stories and write them on the board. Students may suggest friendship, heroism, bravery, loyalty, good vs. evil, evils of technology, free will vs. determinism, etc.
2. Instruct students to write the name of the book in the center of the fish. For this book, students will write *The Lord of the Rings*.
3. Ask students to choose four of the themes listed on the board and write each theme on a line labeled *Theme*. Use the *Fishbone Theme Overhead* to model this for your students.
4. Have students list two examples from the book for each theme. For example, students may say that the friendship theme is shown between Frodo and Sam as well as Gimli and Legolas because they both would suffer for each other and protect one another. Show the sample organizer *Fishbone Theme for The Lord of the Rings* (page 30) if students need further assistance.
5. After students complete their organizers, tell them to choose the most important theme in the book and write why it is important. For example, some might say that a quest is the most important theme because a quest gives meaning and purpose to life.

## ELL Support

Provide second-language learners with the themes you want them to cover. Have them write the examples for each theme on the appropriate lines.

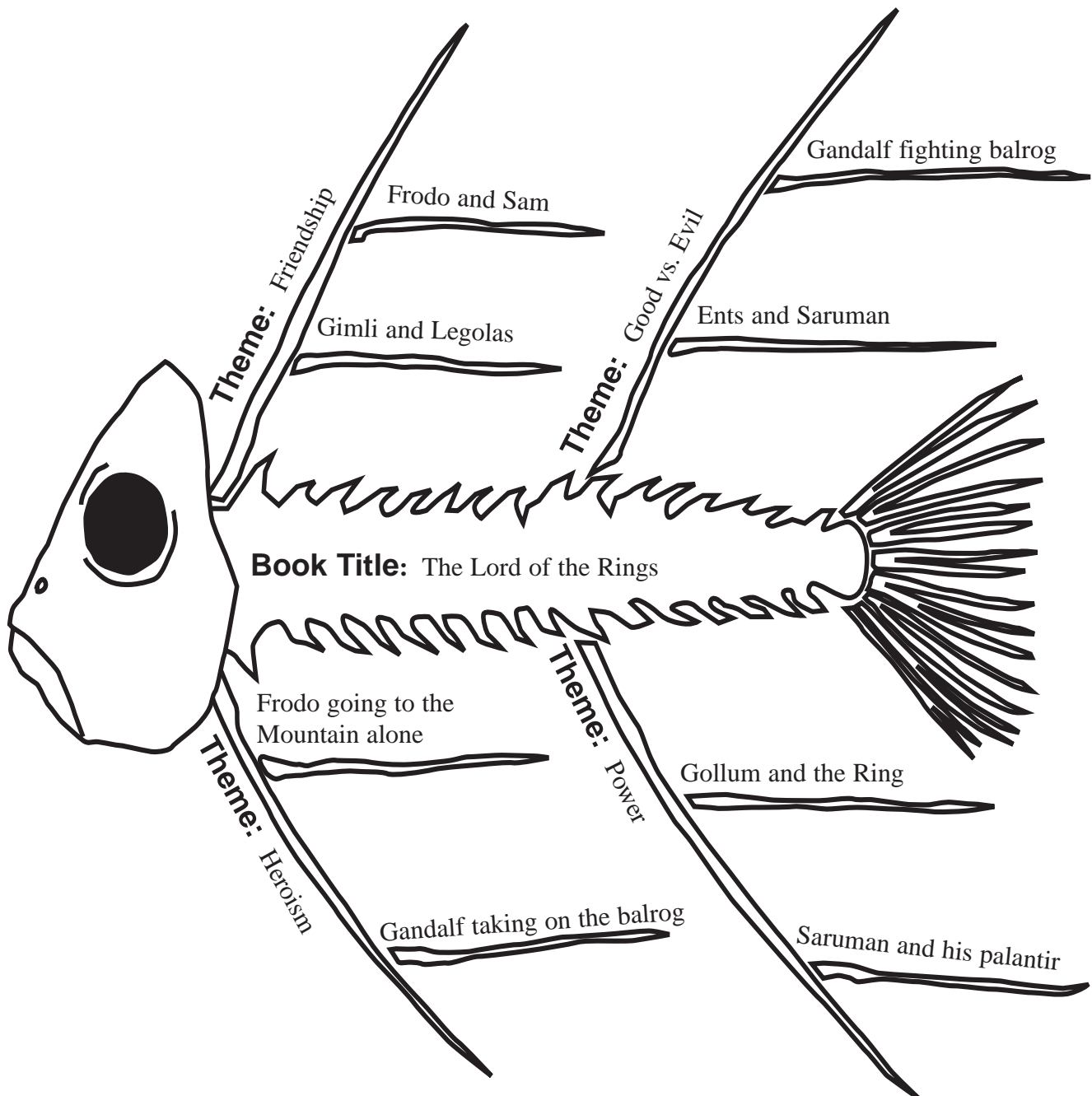
## Extension Idea

Have students create skits based on the theme they believe to be the most important. They can perform for the class with the help of friends.

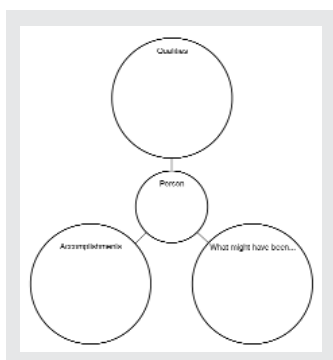
Name \_\_\_\_\_

# Fishbone Theme for *The Lord of the Rings*

**Directions:** Write the name of the book in the center of the fish. Choose four themes from the book and write each theme on a line labeled *Theme*. Finally, list two examples from the book for each theme on the horizontal lines coming out of the *Theme*.



# Circles of Life Graphic Organizer



## Skills Summary

**Language Arts**—  
biographical sketches

**Bloom's Level**—  
Synthesis  
(See page 8 for a  
description.)



## Why Use the Graphic Organizer

- Using *Circles of Life* is an effective way for students to generate original ideas. This organizer enhances the writing process by helping students imagine possibilities.
- Students predict at least one outcome with this graphic organizer. Each student's creativity is stimulated through brainstorming which, in turn, encourages more critical thinking.
- The synthesis level of Bloom's Taxonomy fosters student creativity by encouraging students to imagine the possibilities of an individual's future accomplishments had that individual lived longer.

## How to Use the Graphic Organizer

1. Show students a variety of juvenile literature about a famous person from history.
2. After students study and get to know this famous person and their accomplishments, ask them to think about accomplishments that this person might have achieved had they lived longer. Each student should brainstorm their own list and keep their ideas secret.
3. Distribute copies of *Circles of Life* (page 32).
4. Have students write information about this person on their organizers. First, they list qualities and interesting aspects about the individual. Using this list, they will write about the person's accomplishments. Finally, they will write about what might have been if this person had lived a longer life. What else would he have written? What other inventions would she have created? In this way, students generate original ideas about the individual. Place *Circles of Life Overhead* on the projector and model this for your students.
5. If time permits, allow students to create small displays that share their new ideas about this person with the rest of the class.

## ELL Support

Instead of writing words, allow second-language learners to draw pictures, or symbols, or use simple phrases in the organizer. They can also cut pictures out from magazines, newspapers, or books and glue these in the correct circles.

## Extension Idea

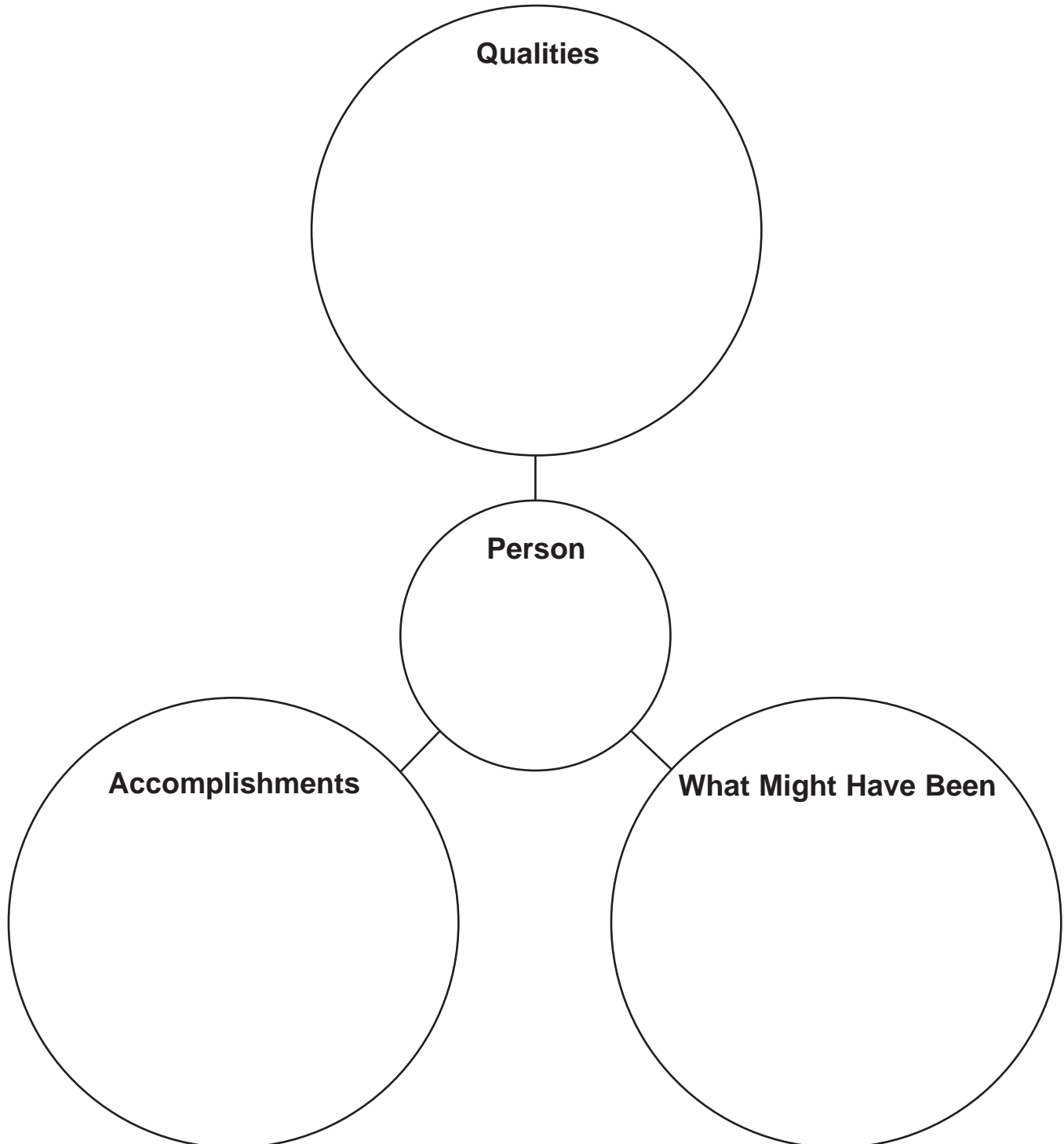
Students could create short trailers in the form of skits that focus on their predictions about what this person may have accomplished. Allow them to incorporate others into their skits and perform for the class.



Name \_\_\_\_\_

## Circles of Life

**Directions:** Put the person's name in the center circle. Write about the person in the top circle. The person's accomplishments should go in the left circle. Finally, in the right circle, predict what the person might have accomplished if they had lived a longer life.



# Circles of Life and Shakespeare's Ghostwriter

## Standard/Objective

- Writes biographical sketches (e.g., illustrates the subject's character using narrative and descriptive strategies such as relevant dialogue, specific action, physical description, background description, and comparison or contrast to other people; reveals the significance of the subject to the writer; presents details in a logical manner). (McREL Language Arts Standard 1.9)
- Students will write biographical sketches of William Shakespeare and then predict plays that he might have written had he lived longer.

## The Lesson

1. Choose a variety of juvenile literature about Shakespeare and if possible, show scenes from his plays in class.
2. After students get to know Shakespeare and learn about some of his plays, ask them to think about another play he might have written had he lived longer. Have them list titles based on his previous works, keeping their ideas a secret.
3. Distribute copies of the *Circles of Life* (page 32). Place *Circles of Life Overhead* on the projector so you can model the process for your students. You can also use the sample organizer *Circles of Life for Shakespeare* (page 34).
4. Have students write information about Shakespeare on their organizers. First, they will list his qualities and other interesting things about him. Next, they will write about his accomplishments. Finally, they will write about what might have been if he had lived a longer life. What else would he have written? In this way, students generate original ideas about Shakespeare.
5. If time permits, allow students to create small displays to share their new ideas about Shakespeare with the class.

## ELL Support

Instead of writing words, allow second-language learners to draw pictures, or symbols, or to use simple phrases in the circles. They can also cut out pictures from magazines, newspapers, or books and glue them in the correct circles.

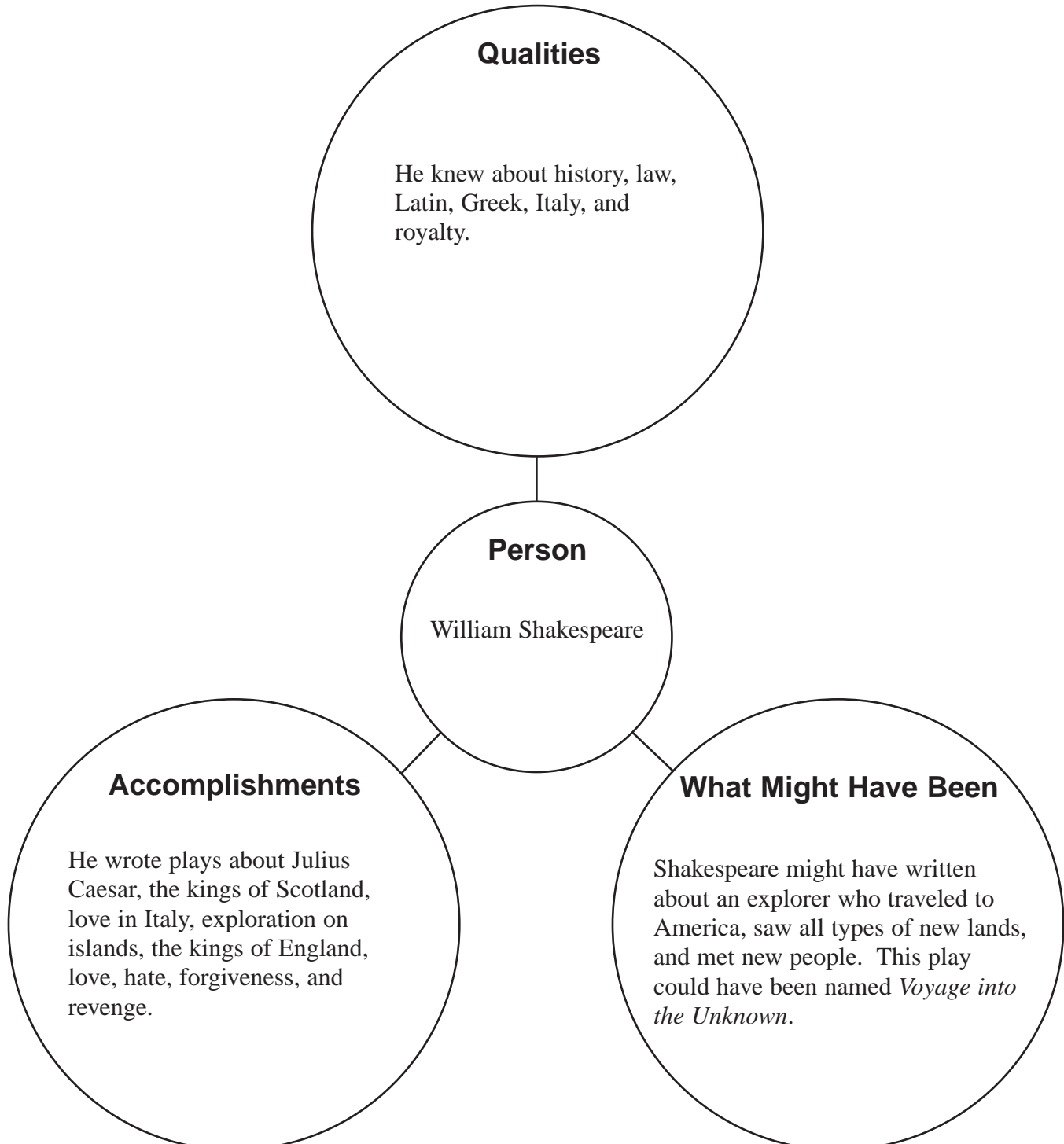
## Extension Idea

Students could create short trailers in the form of skits that demonstrate their predictions about what Shakespeare may have written if he had lived a longer life. Allow them to incorporate others into their skits and perform for the class.

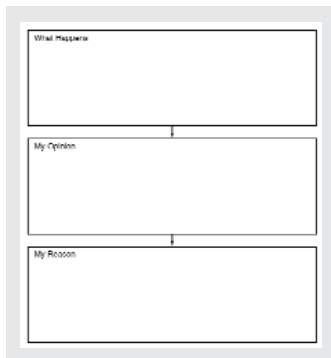
Name \_\_\_\_\_

## Circles of Life for Shakespeare

**Directions:** Put the person's name in the center circle. Write about the person in the top circle. The person's accomplishments should go in the left circle. Finally, in the right circle, predict what the person might have accomplished if they had lived a longer life.



# Opinion Organizer Graphic Organizer



The graphic organizer is a vertical rectangle divided into three horizontal sections. The top section is labeled 'What Happened'. The middle section is labeled 'My Opinion'. The bottom section is labeled 'My Reason'. Arrows point from the middle section to the top section and from the bottom section to the middle section, indicating a flow of thought.

## Skills Summary

Language Arts—  
personal reflections

Bloom's Level—  
Evaluation  
(See page 8 for a  
description.)



## Why Use the Graphic Organizer

- Students like to share their ideas and opinions. The *Opinion Organizer* provides a constructive forum for students to talk about their opinions regarding a character's decisions in stories.
- The *Opinion Organizer* helps students organize their opinions and think through their reasons that support these opinions. It puts the students in the place of an acting judge and helps them learn to support their decisions.
- The *Opinion Organizer* provides students with the opportunity to use higher-level thinking skills. The Bloom's level of evaluation is used as students make judgments concerning the characters in a book or story.

## How to Use the Graphic Organizer

1. Distribute copies of *Opinion Organizer* (page 36). Tell students that they will write their opinion about a story on these organizers. Read a story to your class and ask students to evaluate a decision made by a character while you read.
2. Ask the class to think about the effects of this character's decision. Was the decision a good one? Did it bring the character happiness? Before allowing your students to discuss these ideas, ask them to write their opinions on their graphic organizers. Use the *Opinion Organizer Overhead* to model this.
3. Students should summarize what happens to this character. Then, students should write their opinions about this decision. Some students will agree with the decision and others will disagree. Both are acceptable. The goal is to stimulate your students to think and evaluate.
4. Have students explain the reasons for their opinions. This also encourages students to think more deeply about why they think the way they do.
5. Students should write paragraphs summarizing the information on their graphic organizers and share these paragraphs in small groups.

## ELL Support

Instead of writing paragraphs summarizing their opinions, ask second-language learners to share their opinions, based on their graphic organizers, with each other in small groups.

## Extension Idea

Have students write their summary paragraphs as if they were the character in the story. Allow them to tell the class whether they regret their decision or stand by the decision.



Name \_\_\_\_\_

# Opinion Organizer

**Directions:** First, summarize what happens in the story. Second, write your opinion about the events in the story. Finally, explain your reasons for your opinion. On a separate piece of paper, write a paragraph summarizing the information on your graphic organizer.

## What Happens



## My Opinion



## My Reason

# Living or Dead Opinion Organizer

## Standard/Objective

- Reflects on what has been learned after reading and formulates ideas, opinions, and personal responses to texts. (McREL Language Arts Standard 5.6)
- Students will read the story “Is He Living or Is He Dead?” by Mark Twain, decide whether Millet makes the right decision, and then write paragraphs that support their opinions.

## The Lesson

1. Distribute copies of *Opinion Organizer* (page 36). Tell students that they will write their opinions about a story on these graphic organizers. Have students read Mark Twain’s famous short story “Is He Living or Is He Dead?”
2. Ask the class to think about the effects of the man’s decision to fake his own death. He went on living for many years afterward, but could tell no one. Was this experience worth it just to escape being poor? Do you think he is happy now? Before allowing students to discuss this aloud, have them write their opinions on their graphic organizers.
3. Place the transparency *Opinion Organizer Overhead* on the projector to model this. Students should summarize what happened to the character. He chose to fake his death to escape poverty.
4. Ask students to write their opinions about this decision. Some may think he did the right thing in faking his death. Others may say he made a big mistake.
5. Have students explain reasons for their opinions. Some students will say that it is wrong for society to only make dead artists famous, so they would support this artist’s decision. Others might say that money does not make people happy, so this decision was wrong. You can use the sample organizer *Opinion Organizer for Living or Dead* (page 38) if students need extra help.
6. Students should write paragraphs summarizing the information on their graphic organizers and share these persuasive paragraphs in small groups.

## ELL Support

Instead of having second-language learners write paragraphs summarizing their opinions, have them share their opinions based on their graphic organizers with each other in small groups.

## Extension Idea

Have students write their summary paragraphs as if they were Francois Millet. Allow them to tell the class whether they regret the decision or stand by the decision to fake death.



.....

Name \_\_\_\_\_

## Opinion Organizer for Living or Dead

**Directions:** First, summarize what happens in the story. Second, write your opinion about the events in the story. Finally, explain your reasons for your opinion. On a separate piece of paper, write a paragraph summarizing the information on your graphic organizer.

### What Happens

An artist faked his death so that he could become famous and make money.



### My Opinion

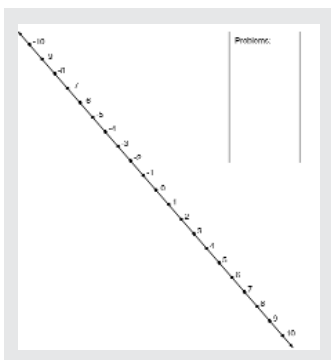
I don't think he should have done this.



### My Reason

Money and fame can't make a person happy. This man did not get to live his life, he had to hide who he was, and I don't think he was happy.

# Number Line Graphic Organizer



## Skills Summary

**Mathematics**—  
positive and negative integers

**Bloom's Level**—  
Knowledge  
(See page 7 for a description.)



## Why Use the Graphic Organizer

- Number lines provide students with wonderful visuals of basic knowledge and math integers. Seeing numbers on a chart helps teachers address the various learning styles and visual abilities of their students.
- The *Number Line* graphic organizer asks students to rank numbers and place them in the correct order. This is a basic skill that students must know in preparation for learning algebra.
- All information must begin with basic knowledge. Before students can think critically about a subject, they must have knowledge about it. This graphic organizer supports learning the basics about all kinds of numbers.

## How to Use the Graphic Organizer

1. Review positive and negative numbers with the class.
2. Provide students with a list of problems with answers between -10 and 10. For example,  $6 + 3$  and  $-7 - 3$ .
3. Place the *Number Line Overhead* on the projector. Point out that there are negative numbers and positive numbers on this number line.
4. Distribute *Number Line* (page 40) and instruct students to plot the problems on the number line that shows the correct answer. For example,  $4 + -5$  would be plotted on the -1 on their number lines.
5. At the end of this activity, bring your class together and let them share their answers.

## ELL Support

Allow second-language learners to work with partners to complete this activity. In this way, they can get second opinions on solving the problems for positive and negative numbers.

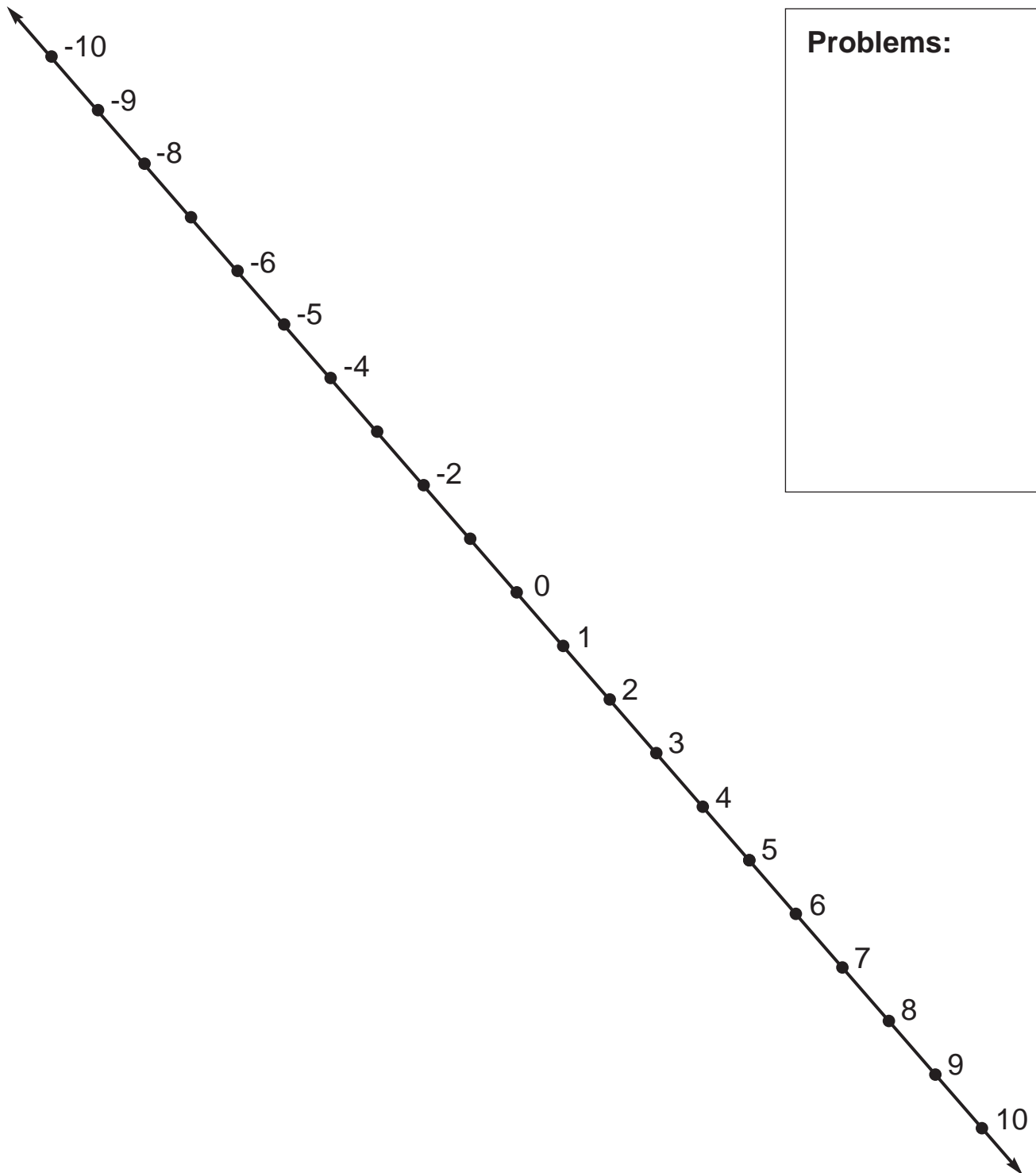
## Extension Idea

Students can create different equations that represent the same answer for each problem, and write those equations on the number lines in the correct spots. For example, one problem is  $6 - 15$  which equals -9. Students might write another problem that equals -9, like  $-5 + -4$ .

Name \_\_\_\_\_

# Number Line

**Directions:** Write the problems in the box at the top. Then, write your answers on the number line below.



# Integers on a Number Line

## Standard/Objective

- Understands the role of positive and negative integers in the number system. (McREL Mathematics Standard 2.3)
- Students will solve numerical problems and plot the answers on number lines.

## The Lesson

1. Review positive and negative numbers with the class.
2. Place a sticky note with a numerical problem on the back or the front of each of your students (for example,  $3 - 4$ ). Do not write the answers on the sticky notes. The answers to these problems should range between -10 and 10. If you have more than 20 students in your class, increase the number line so that each student will have a different number (for example, add -11, 11, -12, 12, and so on).
3. Place *Number Line Overhead* on the projector. Point out to students that there are negative numbers and positive numbers on this number line.
4. Distribute *Number Line* (page 40) and instruct students to plot everyone's name in the class in the correct place on the number line. For example, if Susie's problem is  $5 - 10$ , her name would be plotted on -5. You can show them the sample graphic organizer *Number Lines for Names* (page 42) if they need additional help.
5. Students should notice that no one has the same answer. This is a self-checking activity. They should also notice that one spot on the number line is left empty. Obviously, that is their spot.
6. At the end of this activity, ask students to line up at the front of the class in numerical order.

## ELL Support

Allow second-language learners to work with partners to complete this activity. In this way, students can get second opinions on solving the problems for positive and negative numbers.

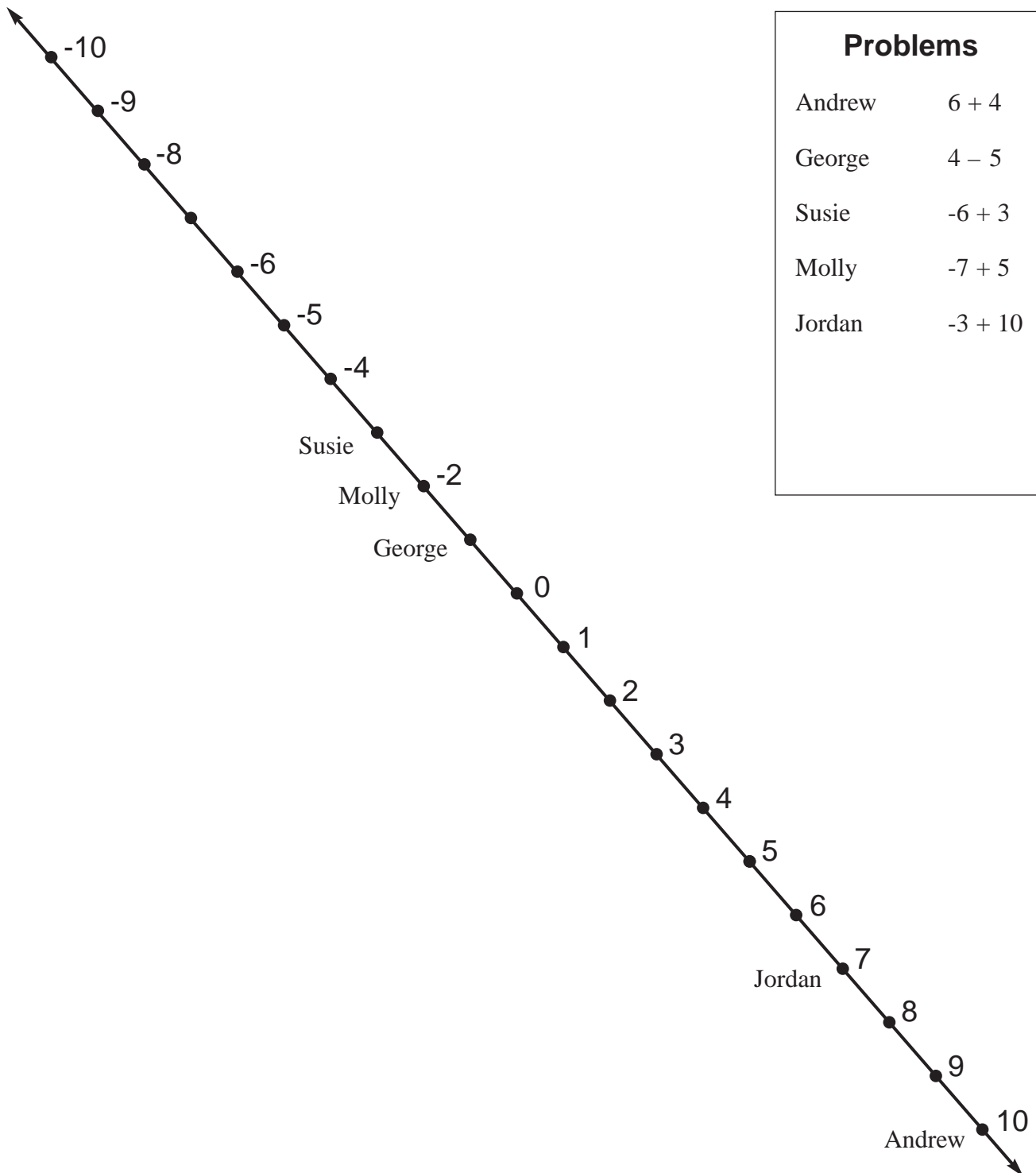
## Extension Idea

Instead of plotting the students names on the number line, have the students create different equations that represent each person, and write that equation on the number line in the correct place. For example, Andrew's problem is  $6 - 15$  which equals -7. Your students can write another problem which equals -7 such as  $-5 + -2$ .

Name \_\_\_\_\_

# Number Line for Names

**Directions:** Write the problems in the box at the top. Then, write your answers on the number line below.



# Ordering Operations Graphic Organizer

Problem			
Thinking			
Multiplication and Division			
Addition and Subtraction			



## Skills Summary

**Mathematics**—order of operations

Bloom's Level—Comprehension (See page 7 for a description.)

## Why Use the Graphic Organizer

- Students need concrete models to better learn the order of operations. This graphic organizer helps students to demonstrate their knowledge of these relationships in a format that is easy to understand and translate.
- Comprehension is a basic skill that students need to demonstrate. The *Ordering Operations* organizer gives teachers a tool to check students' comprehension of how to order operations to solve numerical problems.

## How to Use the Graphic Organizer

1. Write a number on the board. Ask students to list the multiple ways to write that number. For example, for the number 6, they might say  $3 + 3$ ,  $7 - 1$ ,  $2 \times 3$ , etc.
2. Show students a sample problem. This problem should have several numbers and several operations. If needed, you can use this sample:  $7 - 2 \times 3 + (4 + 2)$ . Tell students the answer to this problem. Remind them of the order of operations: operations inside the parentheses are always done first, compute the exponents, then multiply and divide from left to right, then add and subtract from left to right.
3. Distribute copies of *Ordering Operations* (page 44). Point out the order of operations listed in the left column and the example problem. In the other columns, students will work out problems. For example, students should write all the problems that are in parentheses in the first box. If there are none, that box is left blank. Then, they should write the exponents. After that, write any problems that have multiplication and division. Finally, they write the problems that have addition and division. All of these are listed from left to right. To model this activity, use *Ordering Operations Overhead* on the projector.
4. Give your students some sample problems to complete and tell them to solve the problems by writing the operations on their graphic organizers in the order in which they must be performed.

## ELL Support

Simplify the problems for second-language learners. For example, remove one or two sections. Note that their answers will be different from the original problem.

## Extension Idea






Students can add another part to their problems, then fill in the organizers with the new problems and answers.



Name \_\_\_\_\_

# Ordering Operations

**Directions:** The order of operations is listed in the left column. Write a problem at the top of each column. First, write the part of the problem in parentheses. Next, write and compute any exponents. Then, write the problems that require multiplication and division. Lastly, write the problems that require addition and subtraction. An example is shown for you.

Problem	$4 + 3 - (2 \times 3) + 2^2 \times 5$		
<b>Parentheses</b>	$(2 \times 3) = 6$  $4 + 3 - 6 + 2^2 \times 5$		
<b>Exponents</b>	$2^2 = 2 \times 2 = 4$  $4 + 3 - 6 + 4 \times 5$		
<b>Multiplication and Division</b> (left to right)	$4 \times 5 = 20$  $4 + 3 - 6 + 20$		
<b>Addition and Subtraction</b> (left to right)	$4 + 3 = 7$  $7 - 6 = 1$  $1 + 20 = 21$		
<b>Answer</b>	<b>21</b>		

# Operations in Order

## Standard/Objective

- Understands basic operations (e.g., combining like terms, expanding, substituting for unknowns) on algebraic expressions. (McREL Mathematics Standard 8.8)
- Students will order the operations from a problem on graphic organizers and then explain the reasons for the order.

## The Lesson

1. Write the number 6 on the board. Ask students to list the various ways to write the number 6. For example,  $3 + 3$ ,  $7 - 1$ ,  $2 \times 3$ , etc.
2. Give students this sample problem:  $6 + 1 \times 4 + 2 - 6$ . Tell them that the answer to this problem is also 6. Remind students of the order of operations: operations in parentheses are always done first, then compute the exponents, continue by multiplying and dividing from left to right, then add and subtract from left to right.
3. Distribute copies of *Ordering Operations* graphic organizer (page 44).
4. Give students these problems:  $6 + 6 - 4 \times 3 + (4 - 1) \div 1^2$  and  $2 - 10 + 6 \times 5 - (9 - 7)$ . Tell them to solve the problems by writing the operations on their graphic organizers in the order that they must be performed. Model this activity using the *Ordering Operations Overhead*. The correct steps are shown on the sample organizer *Ordering Operations for Long Problems* (page 46).

## ELL Support

Simplify problems for second-language learners. For example, modify the first problem to  $6 + 6 - 4 \times 3 + 3$ .




## Extension Idea

Have students add another part to the own problems. For example, they might add  $(2 + 1)$  at the end of one of the problems. They should complete the organizer with the new problems and answers.

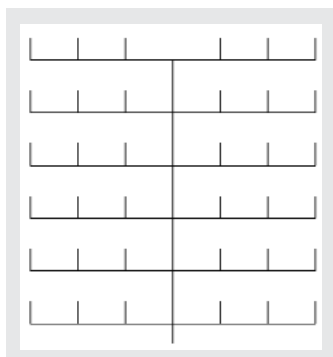
Name \_\_\_\_\_

# Ordering Operations for Long Problems

**Directions:** The order of operations is listed in the left column. Write a problem at the top of each column. First, write any part of the problem in parentheses. Next, write and compute any exponents. Then, write the problems that require multiplication and division. Lastly, write the problems that require addition and subtraction.

Problem	$4 + 3 - (2 \times 3) + 2^2 \times 5$	$6 + 6 - 4 \times 3 + (4 - 1) \div 1^2$	$2 - 10 + 6 \times 5 - (9 - 7)$
<b>Parentheses</b>	$(2 \times 3) = 6$  $4 + 3 - 6 + 2^2 \times 5$	$(4 - 1) = 3$ $6 + 6 - 4 \times 3 + 3 \div 1^2$	$(9 - 7) = 2$ $2 - 10 + 6 \times 5 - 2$
<b>Exponents</b>	$2^2 = 2 \times 2 = 4$  $4 + 3 - 6 + 4 \times 5$	$1^2 = 1 \times 1 = 1$ $6 + 6 - 4 \times 3 + 3 \div 1$	
<b>Multiplication and Division</b> (left to right)	$4 \times 5 = 20$  $4 + 3 - 6 + 20$	$4 \times 3 = 12$ $3 \div 1 = 3$ $6 + 6 - 12 + 3$	$6 \times 5 = 30$ $2 - 10 + 30 - 2$
<b>Addition and Subtraction</b> (left to right)	$4 + 3 = 7$ $7 - 6 = 1$ $1 + 20 = 21$	$6 + 6 = 12$ $12 - 12 = 0$ $0 + 3 = 3$	$2 - 10 = -8$ $-8 + 30 = 22$ $22 - 2 = 20$
<b>Answer</b>	<b>21</b>	<b>3</b>	<b>20</b>

# Probability Tree Graphic Organizer



## Skills Summary

**Mathematics**—  
probability

**Bloom's Level**—  
Application  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- The *Probability Tree* helps students organize information while solving problems. This organizer helps students to sort information and then use the information to solve other problems.
- It is important for students to apply their knowledge. This organizer helps students apply thinking skills to mathematical problems.

## How to Use the Graphic Organizer

1. Place students in small groups. Choose manipulatives for students to use. These can be bags of candy, dice, decks of cards, or small items placed in bags.
2. Distribute copies of *Probability Tree* (page 48). Ask the groups to talk about how many outcomes are possible with their manipulatives. For example, if they are using a deck of cards, there are 52 cards, so there are 52 possible outcomes. To simplify the problem, use only a quarter of the deck (one complete suit of cards), resulting in an outcome of 13.
3. Tell students to shuffle the cards and choose one card from the deck. Repeat this 13 times. After each choice, they should record the outcome on the first branch of the tree. They should shuffle the deck again and repeat the experiment. For example, one group may choose these cards: ace, jack, ace, king, 2, 4, 3, 7, 9, ace, king, king, 2. As the organizer has only six spaces on each branch, students can add the number of spaces they need. In this case, they would add seven spaces to each branch.
4. Students should use the information from their organizers to write results of their experiments. For example, they chose a king three times, so they should write 3/13. Place the *Probability Tree Overhead* on the projector and model this for your students. Have them repeat this experiment over and over, recording the results on the next tier of the organizer.
5. Finally, have students write paragraphs that explain the experiment. They should find that they have to perform this activity many times to get a more accurate outcome.

## ELL Support

Instead of second-language learners writing paragraphs to explain the outcomes, have them verbally explain them to you. They should refer to their graphic organizers as they explain.

## Extension Idea

To provide a more challenging experience, allow students to use more manipulatives for their experiment. Double the deck of cards or add two bags of candy together.



Name \_\_\_\_\_

# Probability Tree

**Directions:** How many outcomes does your experiment have? Perform your experiment that number of times. Record the information on the organizer below. If you have more than six outcomes, add lines to the tree. Then, write a written reflection of your experiment.


# Probability Tree and Dice

## Standard/Objective

- Determines probability using simulations or experiments. (McREL Mathematics Standard 7.2)
- Students will experiment with probability using dice and record their results on graphic organizers.

## The Lesson

1. Place students into small groups and provide each group with a die.
2. Distribute copies of *Probability Tree* (page 48). Have each group discuss the number of possible outcomes when they roll their die. The answer is always 6 because there are 6 sides on the die.
3. Tell students to roll the die 6 times. After each roll, they should record the outcome on their graphic organizer. For example, one group might roll 2, 3, 2, 5, 6, and 2. So, they rolled a 2 three out of six times ( $3/6$ ). They rolled a 5 one out of six times ( $1/6$ ). They also rolled a 6 one out of six times ( $1/6$ ), and they rolled a 3 one out of six times ( $1/6$ ). Model how to complete the organizer using the *Probability Tree Overhead*.
4. Have students repeat this activity and record the information in the next tier on their graphic organizers. Instruct students to always keep the denominator at 6 so that each experiment can be compared easily. If students have trouble, show them the sample graphic organizer *Probability Tree for Die* (page 50). Have students complete this activity a total of six times.
5. Finally, have students write paragraphs explaining the experiment. What did they observe the first time they performed this experiment? What did they observe the sixth time they performed the experiment? Students will discover that as they perform the experiment repeatedly, the results get closer to the  $1/6$  probability. If they performed the experiment a million times, the outcome would be very close to  $1/6$ . Tell students that they would have to perform this activity many times to get more accurate and equal outcomes when rolling the die.

## ELL Support

Have second-language learners verbally explain the outcomes to you rather than writing them down. They should refer to their graphic organizers as they explain the results.

## Extension Idea

To provide a more challenging experience, allow students to use two dice for the experiment.

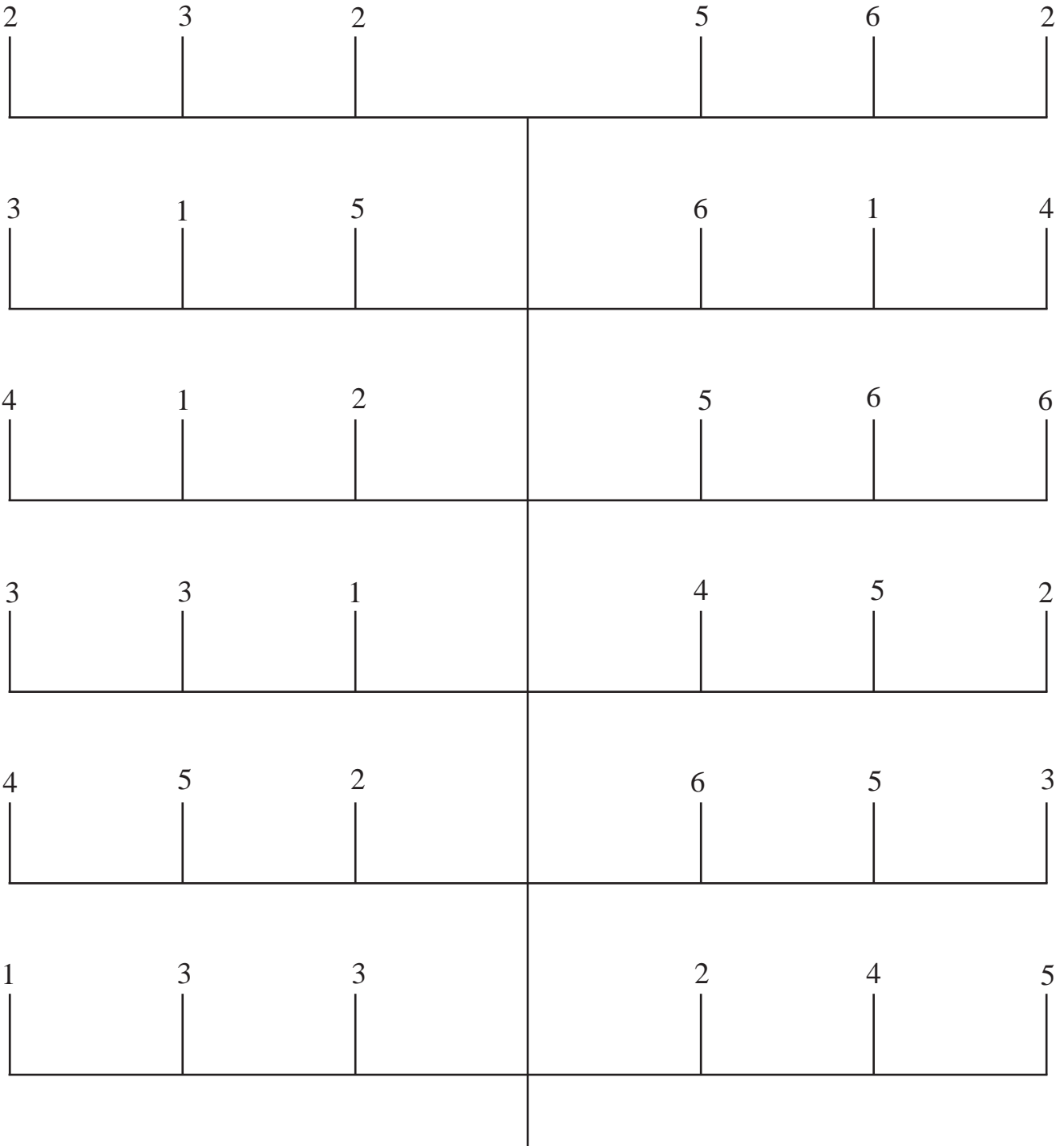




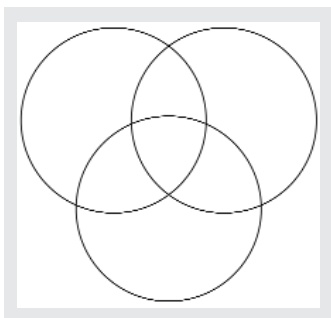
Name \_\_\_\_\_

# Probability Tree for Die

**Directions:** How many outcomes does your experiment have? Perform your experiment that number of times. Record the information on the organizer below. If you have more than six outcomes, add lines to the tree. Then, write a written reflection of your experiment.



# Three-Ring Venn Diagram Graphic Organizer



## Skills Summary

**Mathematics**—logic

**Bloom's Level**—  
Analysis  
(See page 7 for a description.)

## Why Use the Graphic Organizer

- The *Three-Ring Venn Diagram* helps students separate and sort information in multiple ways. Students can then use the data to eliminate possibilities and solve problems. The diagram organizes the information, and helps students solve difficult logic problems by creating a visual of the numbers.
- Using the *Three-Ring Venn Diagram* in analysis problems helps students think about the thinking process. They begin to appreciate and better understand their own thinking process.

## How to Use the Graphic Organizer

1. Present a problem with three components. For example, talk about three different musical instruments, three different colors, or three different teams. Give specific numbers for each of these components. For example, in the school band specify that 10 people play the clarinet, 5 play the French horn, and 12 play the saxophone. There are 3 students who play both the clarinet and the French horn, 2 play both the saxophone and the French horn, and 1 plays both the saxophone and the clarinet. One student plays all three instruments. Ask them to find out how many students are in the band.
2. Ask students for ideas on how to solve this problem. List ideas on the board and let other students provide feedback to see if these strategies work.
3. Distribute the graphic organizer *Three-Ring Venn Diagram* (page 52). Place the *Three-Ring Venn Diagram Overhead* on the projector. Instruct students to label each circle with one of the topics: clarinet, French horn, and saxophone. Model this for your students on the overhead.
4. Students then take the clues and insert the numbers into their Venn diagrams to figure out the answer to this problem. For example, the number of students who share all three components should be placed in the very center of the diagram where all three circles overlap.
5. After they have solved the problem, let each write their own problem for a friend to solve, using the graphic organizer.

## ELL Support

Modify this problem for second-language learners by using a two-ring Venn diagram instead of a three-ring diagram. You will have to change the problem so that it is about two components instead of three.

## Extension Idea

Challenge students to create problems using four-ring Venn diagrams. Have them share their problems with the class.



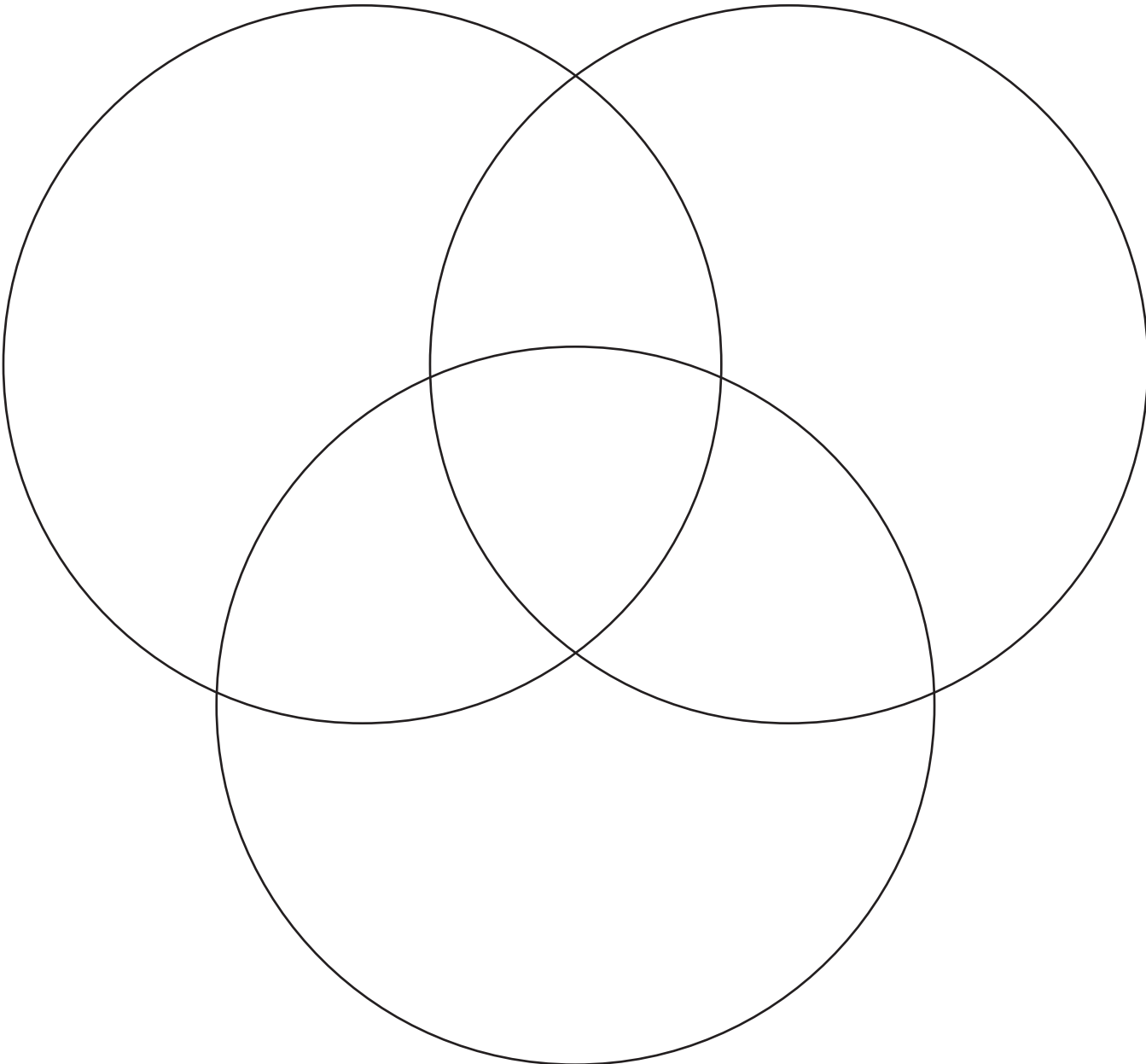
Name \_\_\_\_\_

# Three-Ring Venn Diagram

**Directions:** Label each circle, then take the clues and insert them into the Venn diagram to figure out the answer to this problem.

**Clues:** \_\_\_\_\_

_____	_____
_____	_____
_____	_____



# Dinners on a Three-Ring Venn

## Standard/Objective

- Understands how to break a complex problem into simpler parts or use a similar problem type to solve a problem. (McREL Mathematics Standard 1.1)
- Students will use three-ring Venn diagrams to solve logic problems and create problems for others to solve.

## The Lesson

1. Tell students that a class in the school has taken a survey to find out the least favorite foods. The results show that 14 students dislike meat loaf, 17 students dislike liver and onions, and 13 students dislike lasagna. Five students dislike all three foods, 8 students dislike both meat loaf and lasagna, 6 students dislike both liver and onions and lasagna, and 7 students dislike both meat loaf and liver and onions. Ask students to find out how many students were surveyed.
2. Ask students for ideas about how to solve this problem. List ideas on the board and let other students provide feedback to see if the strategies work.
3. Distribute the graphic organizer *Three-Ring Venn Diagram* (page 52) to your students. Place *Three-Ring Venn Diagram Overhead* on the projector to model this. Instruct students to label each circle with one of these foods: lasagna, meat loaf, and liver and onions. You can also use the sample graphic organizer *Three-Ring Venn Diagram for Food* (page 54) if students need additional help.
4. Ask students to use the clues you have given them and insert the numbers into their Venn diagrams to find the answer to this problem. For example, we know that 5 students do not like any of the surveyed foods. This number should be placed in the very center of the diagram where all three circles overlap. The answer is that 70 students were surveyed.
5. After solving the problem, ask students to create their own problems for friends to solve using the graphic organizer.

## ELL Support

Modify this problem for second-language learners by using a two-ring Venn diagram instead of three. Tell them that 21 students dislike meat loaf and 14 students dislike liver and onions. Five students dislike both. The total is 40 students.

## Extension Idea

Challenge students to create problems using four ring Venn diagrams. Have them share their problems with the class to see if anyone can solve them.

Name \_\_\_\_\_

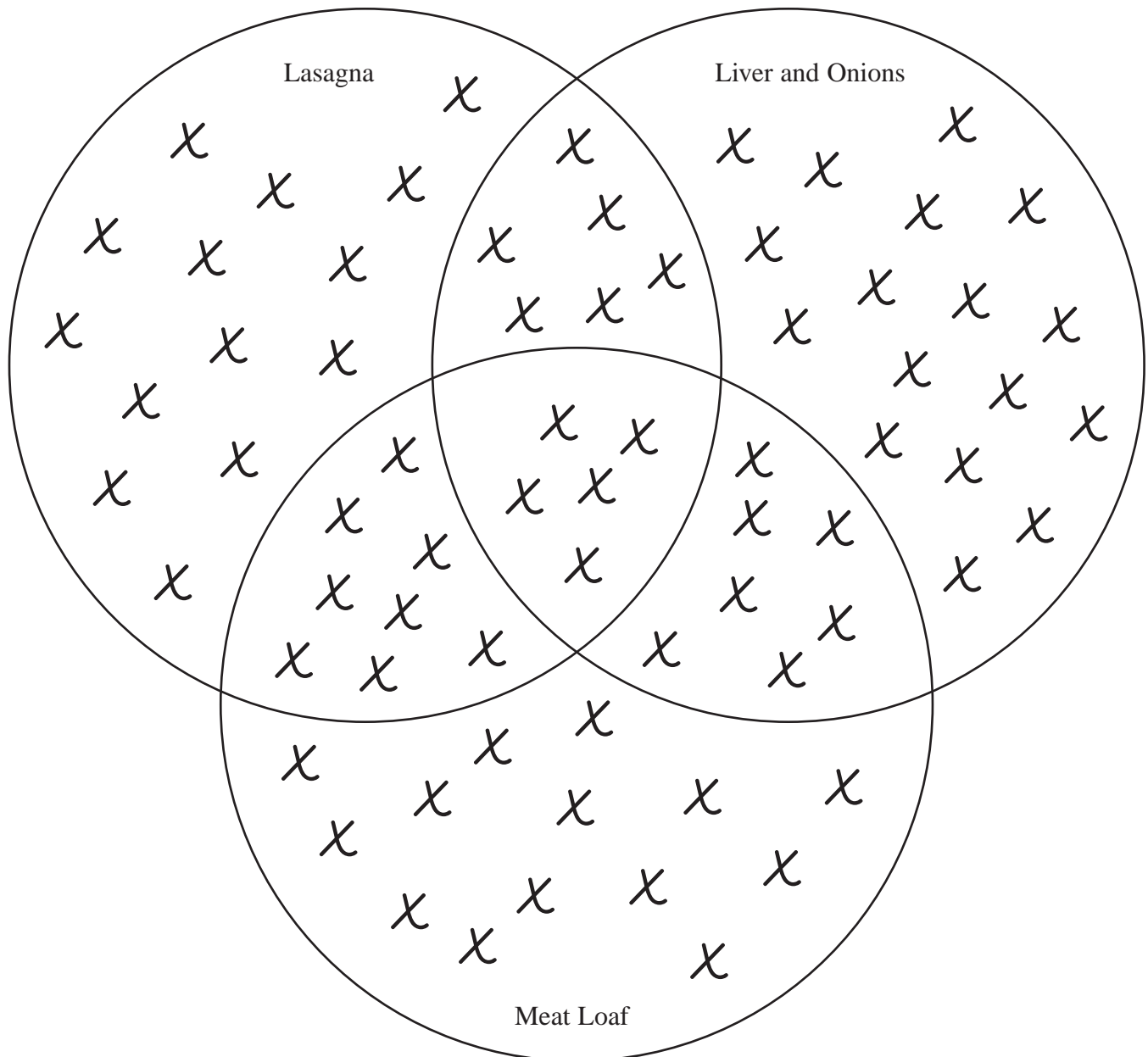
# Three-Ring Venn Diagram for Food

**Directions:** Label each circle, then take the clues and insert them into the Venn diagram to figure out the answer to this problem.

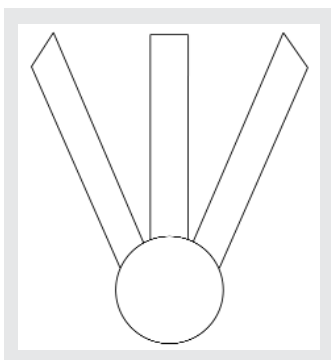
**Clues:**

- \_\_\_\_\_ 14 students dislike meat loaf
- \_\_\_\_\_ 17 students dislike liver & onions
- \_\_\_\_\_ 13 students dislike lasagna

- \_\_\_\_\_ 5 students dislike all three foods
- \_\_\_\_\_ 8 students dislike both meat loaf and lasagna
- \_\_\_\_\_ 6 students dislike both liver & onions and lasagna
- \_\_\_\_\_ 7 students dislike both meat loaf and liver & onions



# Idea Recorder Graphic Organizer



## Skills Summary

**Mathematics**—  
problem solving

**Bloom's Level**—  
Synthesis  
(See page 8 for a  
description.)



## Why Use the Graphic Organizer

- The *Idea Recorder* is a great way for students to generate new ideas for problem solving. As students find more ways on how to solve a problem, they begin to understand that more than one answer can be correct.
- Students predict new outcomes with the *Idea Recorder* graphic organizer. Student creativity is stimulated by brainstorming which, in turn, helps each student become a better thinker.
- By using the synthesis level of Bloom's Taxonomy, students are enhancing their creativity. They are forced to think about various possibilities, new solutions, and other possible ways to use the information before them.

## How to Use the Graphic Organizer

1. Give students a problem. For example, ask them to create an efficient new locker system, think of ways to increase their weekly allowance, or discover a creative way to use three gallons of lime green paint in the school.
2. Allow students to form groups of four and provide them with measuring tapes, calculators, and any other necessary items.
3. Distribute copies of *Idea Recorder* (page 56). Tell students that they are to record ideas on the organizers. For example, some might suggest using the lime paint inside the offices, since it would take exactly 3 gallons to cover the walls.
4. Instruct students to fill in the circle with the problems that they are trying to solve. Tell students they are to write their three ideas in the long shapes. Place *Idea Recorder Overhead* on the projector and model this for your students.
5. When every group has recorded three ideas, ask them to present the ideas to the class, highlighting their best idea.

## ELL Support

Make sure second-language learners are grouped with students more proficient in the language. Encourage all members to interact within their groups and to respect one another's ideas.

## Extension Idea

Have each student write a set of instructions, specific to their idea, explaining how to solve the problem.



Name \_\_\_\_\_

# Idea Recorder

**Directions:** Fill in the circle with the problem you are trying to solve. Work with your group to find three ways to solve this problem. Write your ideas in the long shapes.



# Ideas for Storing Aluminum Cans

## Standard/Objective

- Uses a variety of strategies to understand problem-solving situations and processes (e.g., considers different strategies and approaches to a problem, restates a problem from various perspectives). (McREL Mathematics Standard 1.2)
- Students will work in groups to find efficient ways to store 5,000 aluminum cans in the classroom.

## The Lesson

1. Tell students to imagine that the PTA has collected 5,000 aluminum drink cans. The problem is that they need a place to store the cans over the summer. Tell students that you suggested they could store them in your classroom.
2. Allow students to form groups of four. Tell each group that it is to think of three ways to best store these cans in the classroom. The goal is to make the cans as compact as possible so that other parts of the room can be accessed. Provide students with measuring tapes, empty cans, and calculators. Students will need to move around the room to measure and calculate.
3. Distribute copies of *Idea Recorder* (page 56). Tell students that they will be recording their ideas on these organizers. For example, some students might think it best to store cans in boxes in neat straight rows. Others might suggest stacking them in the middle of the room working outwards to the sides.
4. Instruct students to write this problem in the circle: *How can we store these cans in our room in an efficient way?* Tell students to write three ideas in the long shapes. Place *Idea Recorder Overhead* on the projector to model this for your students. If students need additional help, show them the sample organizer *Idea Recorder for Aluminium Cans* (page 58).
5. When each group has recorded three ideas, have students present the ideas to the class, highlighting their best idea.

## ELL Support

Group second-language learners with students more proficient in the language. Monitor the groups and encourage all members to interact and respect one another's ideas.

## Extension Idea

Have each student write a set of instructions, specific to their idea, explaining how to solve the problem.

Name \_\_\_\_\_

## Idea Recorder for Aluminum Cans

**Directions:** Fill in the circle with the problem you are trying to solve. Work with your group to find three ways to solve this problem. Write your ideas in the long shapes.

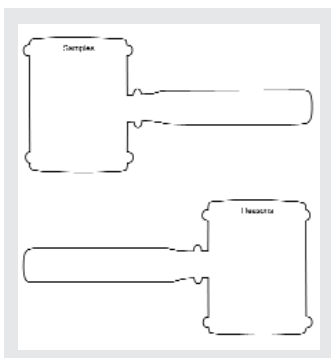
Begin in the center of the room and place cans in a pyramid shape.

Neatly stack the cans in the far corner of the room.

Neatly stack cans in large boxes around the outside edge of the room.

How can we store these cans in our room in an efficient way?

# Judging Samples Graphic Organizer



## Skills Summary

**Mathematics**—  
statistics and data  
analysis

**Bloom's Level**—  
Evaluation  
(See page 8 for a  
description.)

## Why Use the Graphic Organizer

- Students enjoy working with real-life situations. The *Judging Samples* graphic organizer allows students to use math with regular occurrences and shows how math applies to real life examples.
- The *Judging Samples* organizer is an effective way for students to record both scientific and nonscientific information. Students select samples of the population for polling and then must justify their samples.

## How to Use the Graphic Organizer

1. Give students a problem—it does not have to be a real problem. The problem should concern a decision that needs input from others in the community (for example, where to create a park, what the city should do with extra money, how to keep the local playground clean, etc.).
2. Tell students there is not enough time or resources to vote on this issue. Instead, each student will take a poll sampling the affected community.
3. Distribute copies of *Judging Samples* (page 60). Encourage students to think of methods for choosing sample groups. What group of people would best represent that population?
4. Place students in small groups. Tell them to consult with their groups and write the names of the people they will use in the sample on their graphic organizers in the *Sample* section. In the *Reasons* section, students should provide reasons why they chose that sampling. Place *Judging Samples Overhead* on the projector and model this for your students.
5. When students have completed this activity, each group should present its decision to the class. Students in the class should respond to these presentations with ideas for why the sampling would or would not work.
6. The entire class should vote on the best sampling method presented. Ask them to write an explanation on the back of their organizers showing why it is the best method.

## ELL Support

Pair second-language learners with students who will include them in the process of making decisions.

## Extension Idea

Have students work with partners to produce a visual presentation showing their results.

Name \_\_\_\_\_

## Judging Samples

**Directions:** Choose a method for sampling a group. What sample of people would be most informed and representative of the problem? Consult with your group and write the names of people you will use in the sampling on this sheet. Provide a reason for choosing that sampling of people.

**Sample**

**Reasons**

# Choosing the Best Sample

## Standard/Objective

- Understands basic concepts about how samples are chosen (e.g., random samples, bias in sampling procedures, limited samples, sampling error). (McREL Mathematics Standard 6.10)
- Students select samples of people to poll to solve a problem at their school and then give reasons for choosing these sampling groups.

## The Lesson

1. Tell students that the school has \$10,000 extra in their budget to spend. Where should the school spend this money?
2. Tell students that there is not enough time or resources to vote on this issue. Instead, they will conduct polls. They must choose a sampling of faculty, staff, parents, and students to poll.
3. Distribute copies of the graphic organizer, *Judging Samples* (page 60). Encourage students to think of one method for choosing their sample group. What sampling of people would provide a good representation of the school population?
4. Place students in small groups. Have groups consult and write the names they will use in the sampling on their graphic organizers in the section labeled *Sample*. In the section labeled *Reasons*, students should provide reasons why they chose that sampling of people. Place *Judging Samples Overhead* on the projector and model this for your students. You can use the sample graphic organizer *Judging Samples for School* (page 62) if your students need additional help.
5. When students have completed this activity, ask each group to present its decision to the class. The class should respond to these presentations with ideas about why the sampling would or would not work.
6. Finally, the class should vote on the best sampling method. Ask students to write it down on the back of their organizers and explain why it is the best sampling method.

## ELL Support

Pair second-language learners with students who will include them in the process of making decisions.

## Extension Idea

Have students work with partners to produce a visual presentation showing their results.

Name \_\_\_\_\_

## Judging Samples for School

**Directions:** Choose a method for sampling a group. What sample of people would be most informed and representative of the problem? Consult with your group and write the names of people you will use in the sampling on this sheet. Provide a reason for choosing that sampling of people

### Sample

principal, secretary, two  
parents from each classroom,  
one student from each  
classroom, two teachers from  
each grade level, one  
representative from the school  
board, one PTA member, PTA  
president

### Reasons

I chose these people because they represent a wide segment of the school population. Leaders like the PTA president and principal have a say, but also staff members like the secretary and teachers have a voice as well. Students and parents also have opinions to contribute.

# Tourist Guidebook Graphic Organizer

Name and description of the site	Location of the site
Name of the site	An interesting fact about the site

## Skills Summary

Geography—  
descriptions

Bloom's Level—  
Knowledge  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- The *Tourist Guidebook* graphic organizer helps students categorize events related to time. It is a broad-based sequencing skill that helps them break information down into smaller parts.
- Categorizing activities like *Tourist Guidebook* help students to exhibit memory by recalling basic concepts like facts, terms, and answers in relation to what they have studied in class.
- This organizer helps students recall facts, terms, and basic concepts, which are all part of the knowledge level of Bloom's Taxonomy. Facts are the basic form of information, and students must know how to distinguish between the past, present, and future to strengthen creative thinking skills.

## How to Use the Graphic Organizer

1. Allow students to choose partners. This activity works well with geography lessons about national monuments, memorials, and parks across the United States. Assign each student pair a different memorial, park, or monument. Tell them they are in charge of national sites located in the United States. Because they are in charge of these sites, they must produce guidebooks that give tourists information.
2. Distribute copies of the *Tourist Guidebook* (page 64). In the organizer, each student lists information, like a description of the site, location of the site, size of the site, and an interesting fact about the site.
3. Place *Tourist Guidebook Overhead* on the projector. Model for students how to fill it in.
4. Provide time for students to research information for their organizers. Be sure to have a variety of books on hand about each site. Students might also want to research information on the Internet or in encyclopedias.
5. At the end of this activity, conduct a special tour guide ceremony in which students present their graphic organizers to the class.

## ELL Support

Allow pairs of second-language learners to work with another pair to see how they fill in the organizers. After students see some examples, allow them to work with their partners to complete the organizers. They can check back frequently with the other group if they need additional help.

## Extension Idea

Students should be able to produce their organizers on their own. Allow them to choose a park, a memorial, or a monument and work alone to create their organizers.





Name \_\_\_\_\_

# Tourist Guidebook

**Directions:** Choose a tourist site for this graphic organizer. Fill in the following information: the name of the site, a description of the site, the location of the site, the size of the site, and an interesting fact about the site.

**Name of the Site** \_\_\_\_\_

<b>Description of the Site</b>	<b>Location of the Site</b>
<b>Size of the Site</b>	<b>Interesting Fact about the Site</b>

# Sizing Up the Lincoln Memorial

## Standard/Objective

- Knows the relative location of, size of, and distances between places (e.g., major urban centers in the United States). (McREL Geography Standard 2.3)
- Students will create graphic organizers for tourists that show information about the Lincoln Memorial.

## The Lesson

1. Allow students to choose partners. This activity works well with geography lessons about national monuments, memorials, and parks across the United States. Tell students that they have been put in charge of the Lincoln Memorial. As they are in charge of this site, they need to produce guidebooks that tell tourists information about the Lincoln Memorial.
2. Distribute copies of the *Tourist Guidebook* (page 64). This organizer asks each student to list information, like a description of the site, location of the site, size of the site, and an interesting fact about the site. For example, students will write that the Lincoln Memorial is located in Washington D.C., on the Potomac River.
3. Place *Tourist Guidebook Overhead* on the projector. Model how to fill it in for your students. You can even show the example, *Tourist Guidebook for the Lincoln Memorial* (page 66) if your students need additional help.
4. Provide time for students to research information for their organizers. Have a variety of books on hand about the Lincoln Memorial. *The Statue of Abraham Lincoln* by Ernest Goldstein and *A Memorial for Mr. Lincoln* by Brent Ashabraner are a few resources you can use. Students might also want to research information on the Internet or in encyclopedias.
5. At the end of this activity, conduct a special tour guide ceremony in which your students present their graphic organizers to the class. If possible, make copies of the organizers and place them in the school library for others to enjoy.

## ELL Support

Have second-language learners work with another group to see how it fills in the organizer. After they see some examples, allow them to work with their partners to complete the organizers. They can check back frequently with the other group if they need additional help.

## Extension Idea

Students should be able to produce organizers on their own. Allow students to choose an additional piece of information about this memorial, such as telling about the sculptor and why he decided to sculpt Lincoln sitting instead of standing.

.....  
Name \_\_\_\_\_

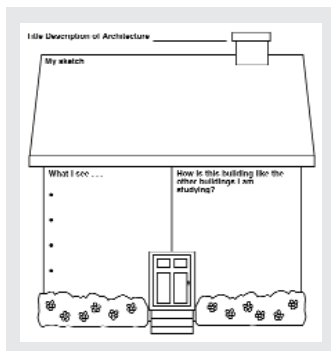
# Tourist Guidebook for the Lincoln Memorial

**Directions:** Choose a tourist site for this graphic organizer. Fill in the following information: the name of the site, a description of the site, the location of the site, the size of the site, and an interesting fact about the site.

**Name of the Site** The Lincoln Memorial

<b>Name and Description of the Site</b>  The Lincoln Memorial is a statue of President Lincoln inside a Greek temple. There are 38 columns, one for each state at the time of Lincoln’s death. On one wall, the Gettysburg Address is carved, and on another wall Lincoln’s Second Inaugural Address is carved.	<b>Location of the Site</b>  This memorial is located in Washington, D.C., on the Potomac River.
<b>Size of the Site</b>  The statue is 19 feet tall. The perimeter of the building is 190 feet long, 119 feet wide, and 100 feet high.  That means the statue is 5.79 meters tall. The perimeter is 57.9 meters long, 36.3 meters wide, and 30.5 meters high.	<b>An Interesting Fact About This Site</b>  Henry Bacon, an architect, and Daniel French, a sculptor, worked together on many projects before starting this one. They were close friends.

# Sorting Architecture Graphic Organizer



## Skills Summary

**Art**—visual arts

**Bloom's Level**—  
Comprehension  
(See page 7 for a  
description.)

## Why Use the Graphic Organizer

- The *Sorting Architecture* graphic organizer provides a way for students to categorize and classify different pieces of architecture. It reminds students that the architecture around them is not always the same and can fall into different categories.
- Students must be able to demonstrate comprehension. *Sorting Architecture* graphic organizer is a tool that allows teachers to check students' comprehension of the visual arts.

## How to Use the Graphic Organizer

1. Choose three different buildings for students to compare. These can be in various cities or countries around the world. Cities in Europe and in western Asia are effective topics for this activity. Find pictures in books and on the Internet that highlight the architecture in this particular place.
2. Allow students to view the pictures of the architecture, then distribute copies of *Sorting Architecture* (page 68). This graphic organizer helps students differentiate the architectural styles that they see. For example, students who study Rome may view the ruins of the Coliseum, an old church, and a building in the Forum. Or, students might study three buildings from three different cities like the Leaning Tower of Pisa, the Strozzi family house in Florence, and a home built on the water in Venice.
3. Place *Sorting Architecture Overhead* on the projector. Point out to students that they first need to choose one of the styles of building they have been studying. They then need to write a title description and sketch a small section of the building that reveals what makes the architectural style unique, write about what they see, and then tell how this building is like the others they are viewing. Model this for your students.
4. Finally, have students write about the style of architecture they prefer on the back of their graphic organizers. If time permits, allow students to share their preferences in small groups.

## ELL Support

To assist second-language learners, fill in one of the three sections. For example, use the overhead and model the information for the first section on the organizer. Have them copy that information onto their graphic organizers and then complete the remainder.

## Extension Idea

Students can take this activity to a higher level by writing brief journal entries about what it would be like to live in one of the three buildings. If possible, let them share their stories with others in the class.

Name \_\_\_\_\_

# Sorting Architecture

**Directions:** Study three different buildings. Choose one of the buildings to analyze in the graphic organizer below. In the roof, sketch a small part of the building that makes that architectural style unique. In the left section, write notes about what you see. Finally, in the right section, tell how that building is like the others you are studying.

**Title Description of Architecture** \_\_\_\_\_

**My sketch**

**What I see . . .**

- 
- 
- 
- 

**How is this building like the other buildings I am studying?**

# Homes Around the World

## Standard/Objective

- Understands the historical and cultural contexts of a variety of art objects. (McREL Visual Arts Standard 4.2)
- Students will compare and contrast three different types of homes from history.

## The Lesson

1. Obtain books on buildings, homes, and houses. Three excellent resources are *Homes* by Fiona MacDonald, *Houses, Habitats, and Home Life* by Fiona MacDonald, and *The Visual Dictionary of Buildings* by Roger Tritton.
2. Provide a few moments for students to view the pictures showing different architectural styles in these books. Tell them to choose three different types of homes from the books. For example, a student might choose a courtyard house from the Middle Ages, an American Indian tipi, and a nineteenth century village house from China.
3. Distribute copies of the graphic organizer, *Sorting Architecture* (page 68). This organizer helps students differentiate the architectural styles they see.
4. Place *Sorting Architecture Overhead* on the projector. Point out that students need to choose one of the styles they have been studying. They then need to write a title description and sketch a small section of the home that reveals what makes that architectural style unique, write about what they see, and tell how that home is like the others they are viewing. Model this for your students. You can also use the sample graphic organizer *Sorting Architecture Around the World* (page 70) if your students need more guidance.
5. Finally, on the back of their graphic organizers, ask students to write about the home in which they would prefer to live. If time permits, allow students to share preferences in small groups.

## ELL Support

To assist second-language learners, fill in one of the three sections on the organizers. For example, use the overhead to model the information for the first section on the organizer, then have them copy that information onto their own graphic organizers and complete the other sections.

## Extension Idea

Students can take this activity to a higher level by writing brief journal entries about what it would be like to live in one of the three homes. They might write about how their business was part of their home in the Middle Ages and what that was like for their family. If possible, let them share their stories with others in the class.

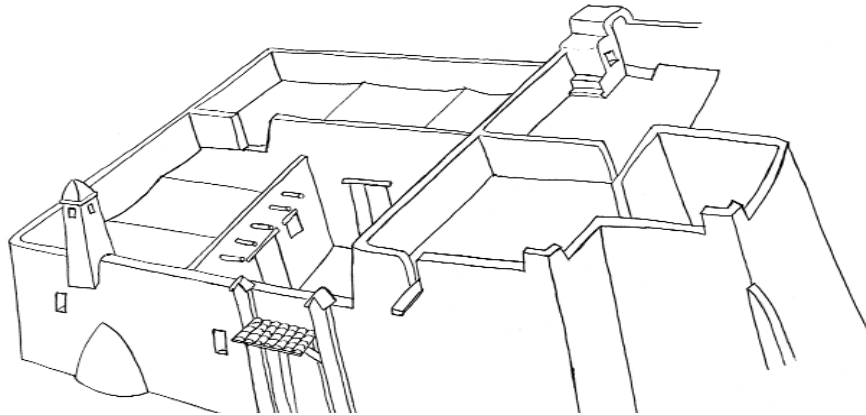
Name \_\_\_\_\_

# Sorting Architecture Around the World

**Directions:** Study three different buildings. Choose one of the buildings to analyze in the graphic organizer below. In the roof, sketch a small part of the building that makes that architectural style unique. In the left section, write notes about what you see. Finally, in the right section, tell how that building is like the others you are studying.

**Title Description of Architecture** European courtyard  
house from the Middle Ages

**My sketch**

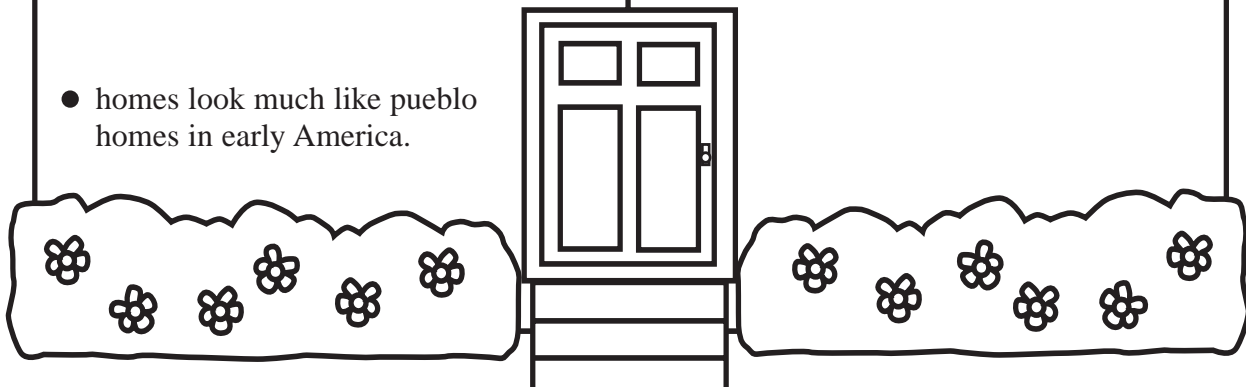


**What I see . . .**

- living takes place on the flat roof
- outer walls are thick
- home has a courtyard in the middle
- homes look much like pueblo homes in early America.

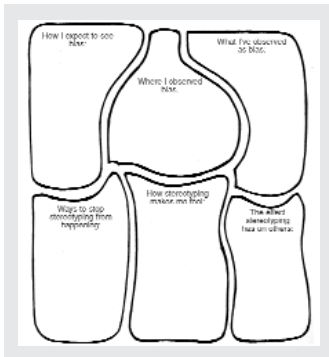
**How is this building like the other buildings I am studying?**

People in all of these houses made their work and businesses part of their homes.





# Breaking Down Stereotypes Graphic Organizer



## Skills Summary

Behavioral Studies—  
bias

Bloom's Level—  
Application  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- *Breaking Down Stereotypes* helps students to think about the consequences of an individual's behavior on society. Events always have impacts (either good or bad). This graphic organizer helps students to simplify and organize information for better processing.
- Students can better see the connections between cause and effect on a daily basis. Using a graphic organizer helps them identify these concepts and analyze them. The *Breaking Down Stereotypes* organizer helps students learn to think critically, too.

## How to Use the Graphic Organizer

1. Write the word *stereotyping* on the board. Place students in groups and ask the groups to define this word. Give groups a few moments, and then ask each group for its answer. Ask how stereotyping affects people's lives. Is it good or bad? Is it fair to stereotype?
2. Explain to students that they will evaluate the ways in which they see bias occur around them. Students will need at least two or three evenings at home to complete this assignment, so it might be wise to assign this activity over a weekend.
3. Distribute copies of the *Breaking Down Stereotypes* (page 72). Tell students that they will record and evaluate bias on these organizers.
4. Place *Breaking Down Stereotypes Overhead* on the projector and show students how to complete the organizers. They will complete the following sections: *How I expect to see bias*, *Where I observed bias*, *What I've observed as bias*, *Ways to stop stereotyping from happening*, *How stereotyping makes me feel*, and *The effect stereotyping has on others*.
5. Have students share their findings in groups. The groups can give summaries of their findings and their solutions to the problems.

## ELL Support

Have second-language learners record their information using tape recorders. They can organize information in the same way, but they will be speaking it instead of writing it.

## Extension Idea

Students can take this experiment one step further by comparing two different kinds of stereotyping. They can observe gender stereotyping and racial stereotyping and then compare the two. Allow them to make special presentations to the class showing their findings.

.....

Name \_\_\_\_\_

## Breaking Down Stereotypes

**Directions:** Observe the stereotyping and bias around you. Then, record the information and your evaluation on this graphic organizer.

The graphic organizer consists of five interconnected rounded rectangular boxes arranged in a central cluster. The boxes are labeled as follows:

- Top Left:** How I expect to see bias:
- Top Right:** What I've observed as bias:
- Center:** Where I observed bias:
- Bottom Left:** Ways to stop stereotyping from happening:
- Bottom Center:** How stereotyping makes me feel:
- Bottom Right:** The effect stereotyping has on others:

# Evaluating Gender Bias

## Standard/Objective

- Understands that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group (i.e., stereotyping) which leads to uncritical judgments (e.g., showing blind respect for members of some groups and equally blind disrespect for members of other groups). (McREL Behavioral Studies Standard 2.4)
- Students will evaluate gender stereotypes and record information on graphic organizers.

## The Lesson

1. Write the word *stereotyping* on the board. Place students in groups and ask them to consult together to define this word. Give groups a few moments, then ask each group for its answer. Ask how stereotyping affects people's lives.
2. Explain to students that they will watch various television shows and evaluate the ways in which they observe gender bias. Students will need at least two or three evenings at home to complete this assignment.
3. Distribute copies of *Breaking Down Stereotypes* (page 72). Tell students that they will record and evaluate gender bias on these organizers.
4. Place *Breaking Down Stereotypes Overhead* on the projector and show students how to complete the organizers. They will be completing the following sections: *How I expect to see bias*, *Where I observed bias*, *What I've observed as bias*, *Ways to stop stereotyping from happening*, *How stereotyping makes me feel*, and *The effect stereotyping has on others*. If students need further help, show them the sample graphic organizer *Breaking Down Stereotypes for Gender* (page 74).
5. When students have completed their organizers, have them share their findings in their groups. The groups can give summaries of their findings and their solutions to the gender stereotyping problem.

## ELL Support

Have second-language learners record their information using tape recorders. They can organize the information in the same way, but they will be speaking instead of writing.

## Extension Idea

Students should take this experiment one step further by observing real people (at malls or in their own homes) and comparing their findings to what they see on television. Allow them to make special presentations to the class showing their findings.

Name \_\_\_\_\_

# Breaking Down Stereotypes for Gender

**Directions:** Observe the stereotyping and bias around you. Then, record the information and your evaluation on this graphic organizer.

**How I expect to see bias:**

The female will be helpless, and the male will be strong.

**Where I observed bias:**

*Leave it to Beaver* television show.

**What I've observed as bias:**

The mother wears a dress and pearls and stays home and cooks. The father works all day and does the handyman chores around the house.

**Ways to stop stereotyping from happening:**

Educate others about it.

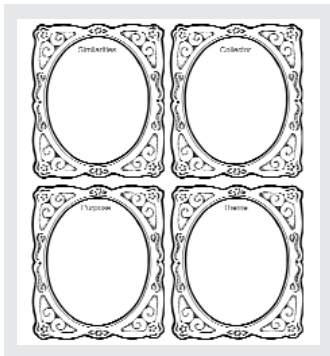
**How stereotyping makes me feel:**

It makes me feel helpless when I see others stereotyped. I also feel insulted that someone might think this of me, too.

**The effect stereotyping has on others:**

It weakens them as human beings.

# Art Collector Graphic Organizer



## Skills Summary

**Art Connections**—art  
themes

**Bloom's Level**—  
Analysis  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- *Art Collector* allows students to analyze four different areas. Students are challenged to think about how each area relates to the topic and list their reasons for their opinions.
- *Art Collector* is a strategy that helps students arrange content around a theme and organize information as they study about people, places, and things.
- This organizer creates more complexity for the students and stimulates higher-level thinking.

## How to Use the Graphic Organizer

1. Ask students to bring in five to ten pictures of their favorite architecture, sculptures, paintings, photographs, or collage.
2. Distribute copies of *Art Collector* (page 76). Explain to students that they are art curators in a museum. They have just received this wonderful selection of art for the classroom gallery. How will they organize this art around a central theme into one collection for the gallery?
3. Bring in your own collection to show students. Place *Art Collector Overhead* on the projector and using your collection of pictures as an example, fill in the organizer.
4. Students must find one theme for their collections of art and complete their organizers.
5. When students have finished, let them display their pictures of art with their graphic organizers on their own desks. Students can move around the room and view each other's collections.

## ELL Support

Place second-language learners in groups of four students. These groups should work together to create one shared collection. Have the students in each group choose two pictures from their own collection to donate for the group collection.

## Extension Idea

Allow students to substitute five extra pieces of art from the classroom in place of five of their own pieces. They can choose these pieces or you can randomly select these pieces for them. This will make their work a little more complex and challenging as they seek to find one central theme for the collection.



Name \_\_\_\_\_

## Art Collector

**Directions:** Complete the frames below to help you organize your art into one theme or collection for your museum.

Similarities

A decorative rectangular frame with rounded corners and an ornate border. The border features a repeating pattern of small flowers and swirls. In the center of the frame is a large, empty oval space for writing.

Collector

A decorative rectangular frame with rounded corners and an ornate border. The border features a repeating pattern of small flowers and swirls. In the center of the frame is a large, empty oval space for writing.

Purpose

A decorative rectangular frame with rounded corners and an ornate border. The border features a repeating pattern of small flowers and swirls. In the center of the frame is a large, empty oval space for writing.

Theme

A decorative rectangular frame with rounded corners and an ornate border. The border features a repeating pattern of small flowers and swirls. In the center of the frame is a large, empty oval space for writing.



# Organizing Photo Displays

## Standard/Objective

- Understands characteristics of works in various art forms that share similar subject matter, historical periods, or cultural context. (McREL Art Connections Standard 1.2)
- Each student will organize a selection of photographs around a centralized theme for display in an art gallery.

## The Lesson

1. Ask students to bring in five to ten favorite photographs from their own collections at home. Bring in your own collection to use as an example.
2. Distribute copies of the *Art Collector* (page 76). Explain to students that they are art curators for your classroom museum. They have just received these wonderful sets of photographs. How will they organize these sets of photographs around a central theme into one collection for the museum?
3. Allow students to view the photographs from your own collection. Place *Art Collector Overhead* on the projector and using your collection of photos as an example, model this for your students.
4. Each student must find a theme for their collection of photographs and complete their organizers. You can show them the sample graphic organizer *Art Collector for Photographs* (page 78), if your students need additional help.
5. When students have finished, have them display their photographs with their graphic organizers on their own desks. Students can move around the room and view each other's collections.

## ELL Support

Place second-language learners in small groups of four students. These groups should work together to create one shared collection. Have the students in each group choose two pictures from their own collection to donate for the group collection.

## Extension Idea

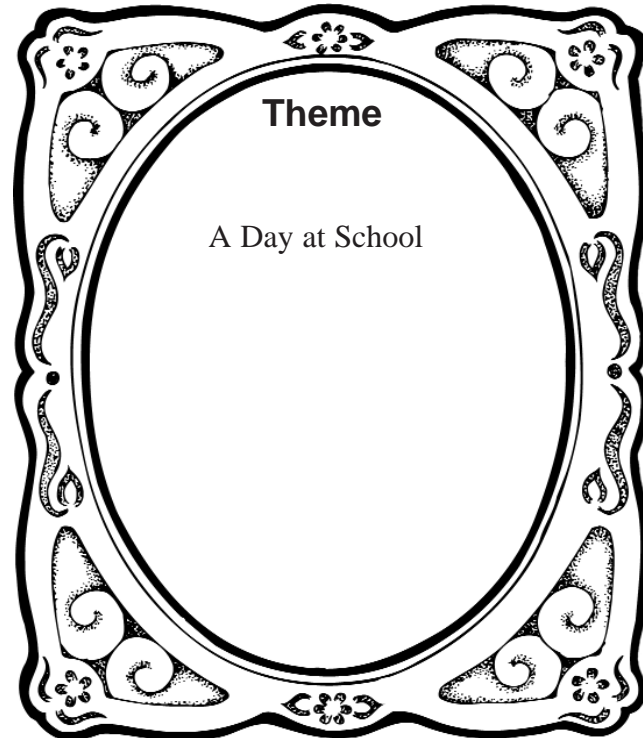
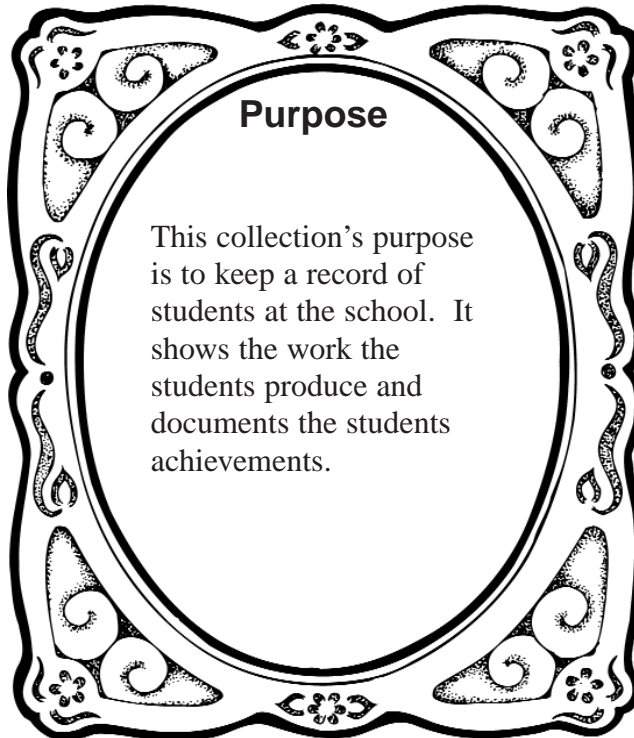
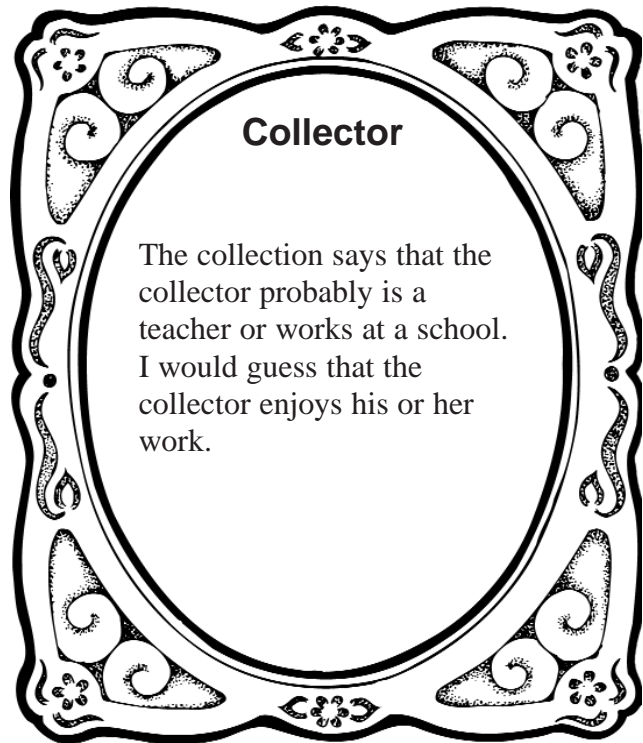
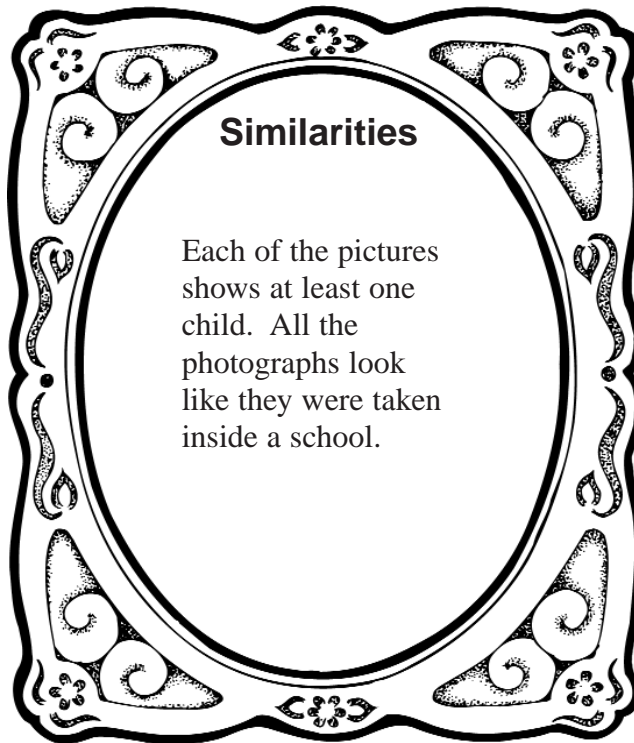
Students can substitute five extra photos from the classroom in place of five of their own photos. They can choose these photos or you can randomly select these photos. This will make their work more complex and challenging as they seek to find a central theme for the collections.



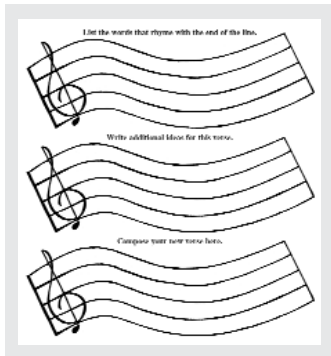
Name \_\_\_\_\_

## Art Collector for Photographs

**Directions:** Complete the frames below to help you organize your art into one theme or collection for your museum.



# Poetry Verse Graphic Organizer



## Skills Summary

**Writing**—poems

**Bloom's Level**—  
Synthesis  
(See page 8 for a  
description.)



## Why Use the Graphic Organizer

- This organizer stimulates students to generate original ideas. These ideas then enhance the writing process by helping students plan and think through the various possibilities.
- The *Poetry Verse* organizer helps students to think about possible rhyming words and the placement of words together.
- This organizer allows students to enhance their own creativity as they add new verses to familiar poems.

## How to Use the Graphic Organizer

1. Picture books of poems and nursery rhymes are best for this activity.
2. Select one poem and read it to your students. Ask the class to take the poem and change it. For example, “’Twas the Night Before Christmas.” Tell students that you will work with them to change this poem to address any topic they choose. How would they like to change the poem? Will their new poem be more humorous or more serious?
3. Place *Poetry Verse Overhead* on the projector. Brainstorm with students to add more ideas to change the poem. Write these ideas on the organizer. Have students write one new verse to show how it would change. Then, read the new verse.
4. Provide other poems for students to read. They can choose the poem they like the best. Have them write only one verse to show how their new idea would change the meaning of the poem. Will their new poem be more humorous or more serious?
5. Distribute copies of the *Poetry Verse* (page 80). Allow students to work in small groups to fill in their organizers.
6. At the end of the lesson, have the groups present their new verses to the class. They should first read the original poems and then read their new verses.

## ELL Support

Group second-language learners with students who are proficient in English. Keep the groups even, with two ELL students and two native speakers, so that second-language learners do not feel overwhelmed and can contribute to the group's work.

## Extension Idea

Challenge students by giving them a more difficult selection of poems from which to choose. These poems should be more complex in structure and rhyme.

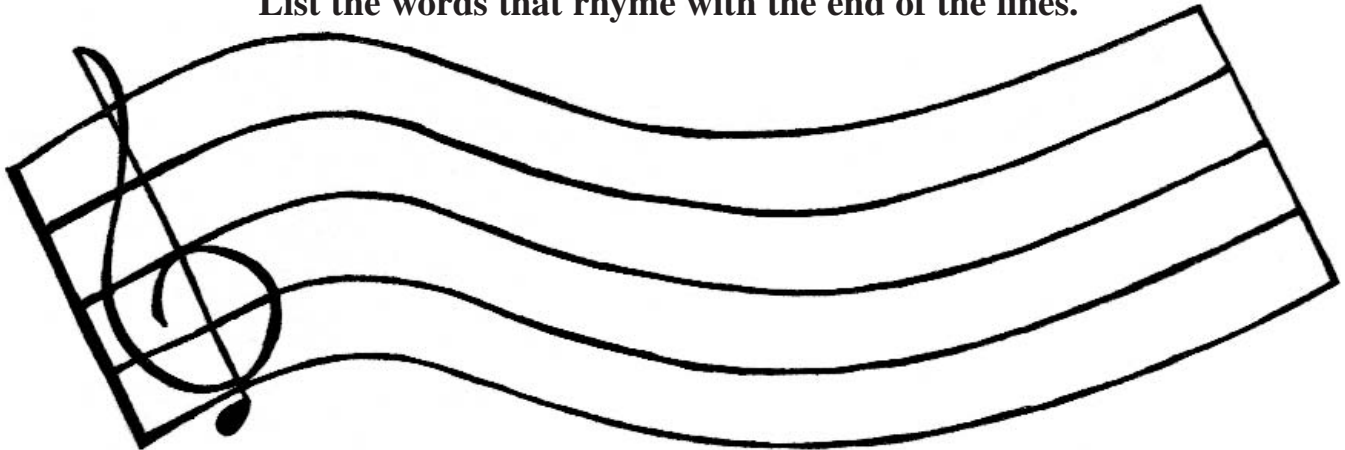


Name \_\_\_\_\_

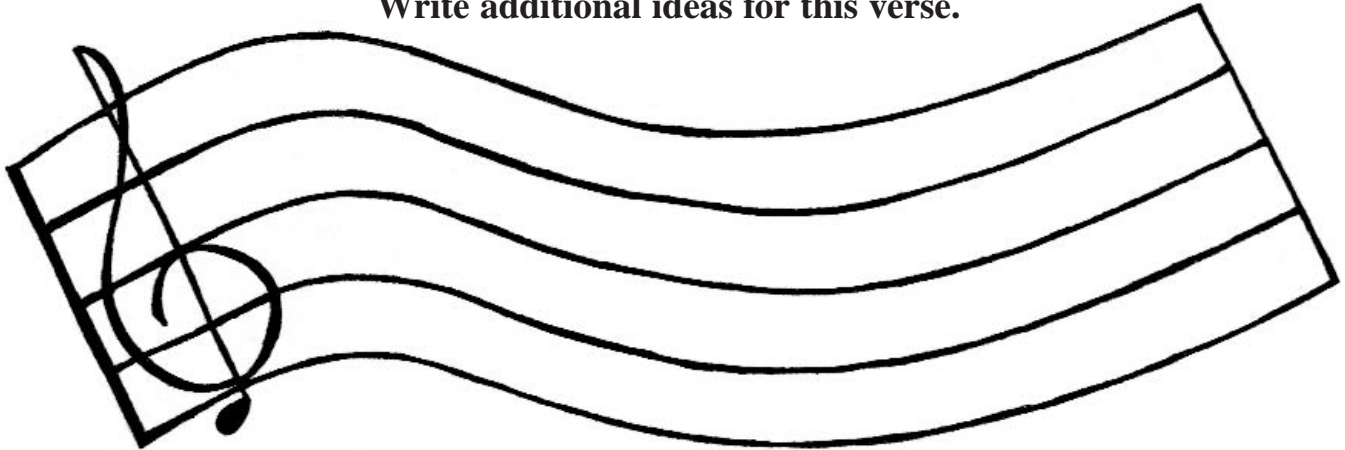
# Poetry Verse

**Directions:** Choose a poem and change it in some way. You only need to add one verse to show how the poem has changed. As you think of other verses and rhyming words, note your ideas on this graphic organizer.

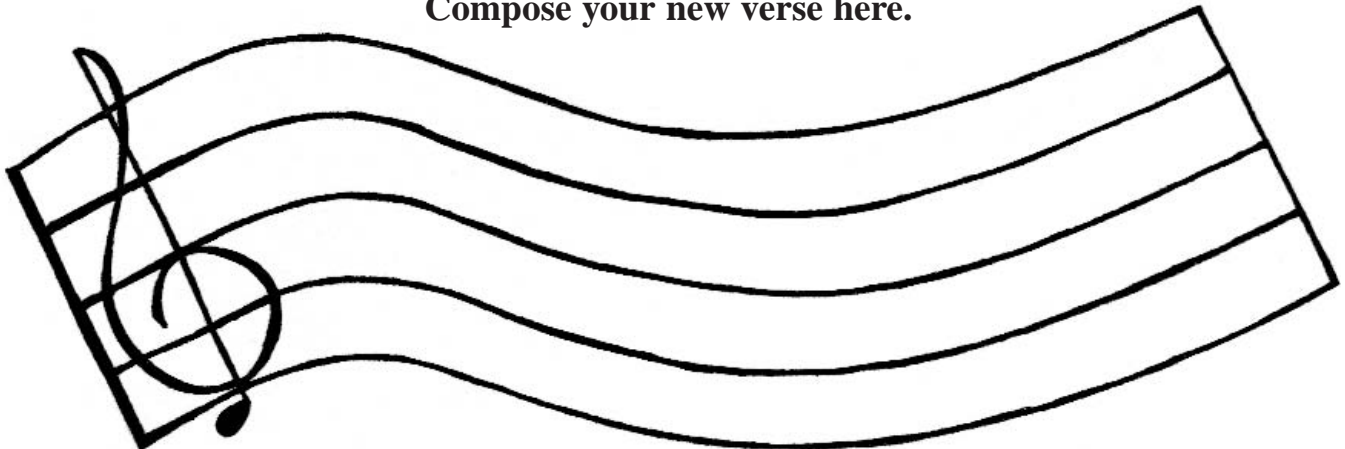
List the words that rhyme with the end of the lines.



Write additional ideas for this verse.



Compose your new verse here.



# Rhyme Additions

## Standard/Objective

- Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording). (McREL Language Arts Standard 2.1)
- Students brainstorm new ideas for an existing poem or nursery rhyme and then write a new verse.

## The Lesson

1. Tell students that sometimes poets use ideas from existing poetry to write new poems. Have students use the nursery rhyme, “Jack and Jill,” as an idea starter for this lesson. The rhyme is familiar to students and will help them to understand how to change poetry and rhyme into something new.
2. Read “Jack and Jill” aloud. Students should recognize the rhyme immediately.
3. Place *Poetry Verse Overhead* on the projector. Brainstorm with students words that rhyme with *hill* and *crown*. Write these ideas in the first part of the organizer.
4. Ask students to think of a topic for an additional verse for “Jack and Jill.” Write these ideas in the second part of the organizer
5. Use the rhyming words from the first section and the ideas from the second to compose a new verse. Write this in the last part of the organizer. Show students the sample organizer *Poetry Verse for “Jack and Jill”* (page 82) if they need additional guidance.
6. Have students read through other poems or nursery rhymes to become familiar with them. Have them each choose one poem to change.
7. Distribute copies of the *Poetry Verse* (page 80) graphic organizer. Allow students to work in small groups to fill in their organizers to create new poems based on existing poems.
8. At the end of the class, have the groups present the new verses to the class. They should first read the original poems and then read their new verses.

## ELL Support

Group second-language learners with students who are proficient in the language. Keep the groups even, with two ELL students and two native speakers, so that second-language learners do not feel overwhelmed and can contribute to the group’s work.

## Extension Idea

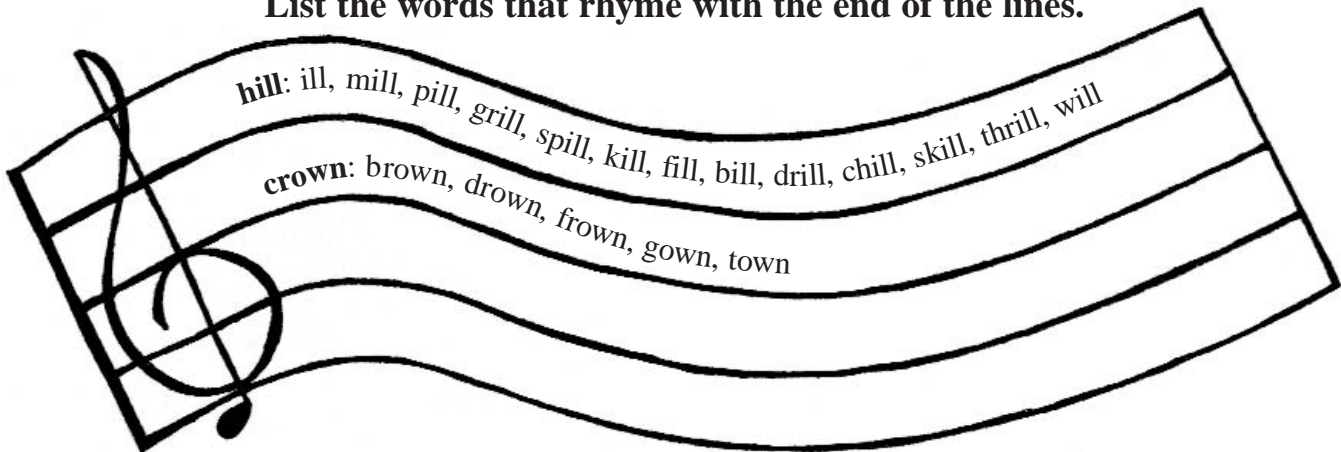
Challenge students by giving them more difficult poems from which to choose. These poems should be more complex in structure and rhyme.

Name \_\_\_\_\_

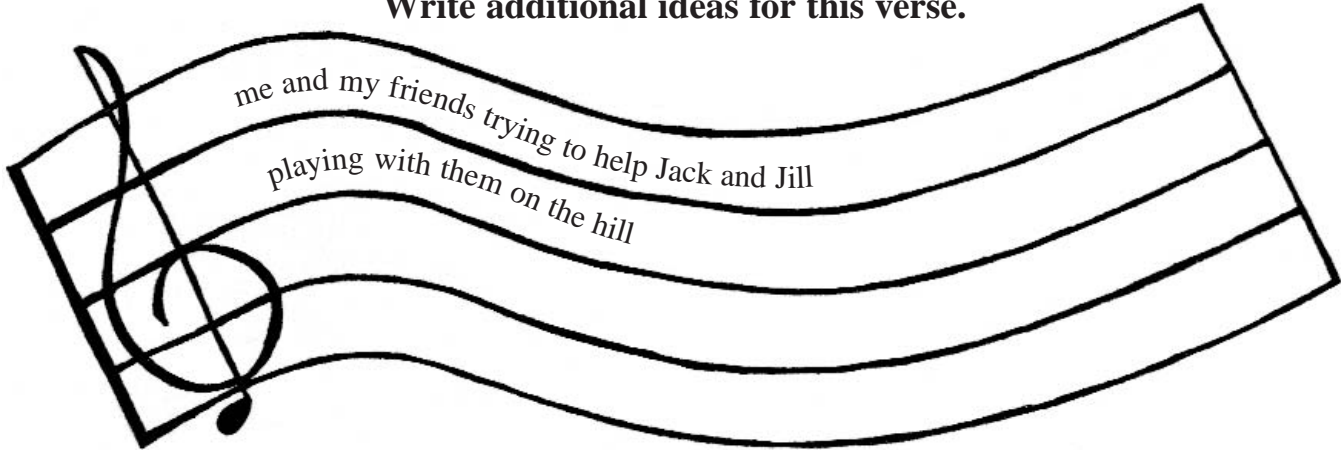
## Poetry Verse for “Jack and Jill”

**Directions:** Choose a poem and change it in some way. You only need to add one verse to show how the poem has changed. As you think of other verses and rhyming words, note your ideas on this graphic organizer.

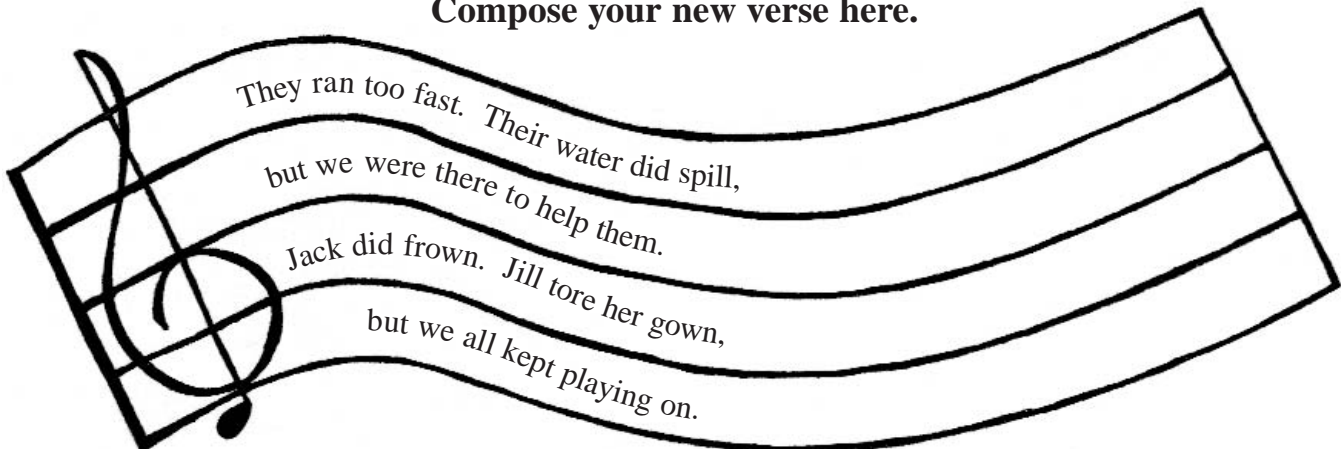
List the words that rhyme with the end of the lines.



Write additional ideas for this verse.

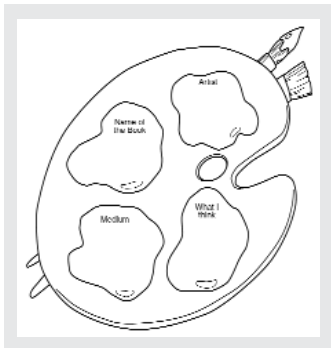


Compose your new verse here.





# Appraising Art Graphic Organizer



## Skills Summary

**Art**—visual arts

**Bloom's Level**—  
Evaluation  
(See page 8 for a  
description.)



## Why Use the Graphic Organizer

- The *Appraising Art* graphic organizer helps students to know themselves better. Students must think about what they prefer and enjoy in art. They analyze their opinions and discover new things about themselves in the process.
- Students enjoy making critiques when they feel that their opinions count. This organizer helps students to support their opinions about art while recording important information about each piece of artwork.
- The *Appraising Art* graphic organizer helps students analyze and evaluate art. The level of evaluation is a higher-level thinking skill. This organizer helps students to think through their opinions.

## How to Use the Graphic Organizer

1. Provide students with samples of five different pieces of art from books or other sources. You might want to include a variety of art that was produced during one century from history.
2. Distribute copies of the *Appraising Art* (page 84). Tell students that they will use the organizer to write a critique of one piece of artwork.
3. Tell students to view the artwork. Look at the different media the artists used to create their pieces. For example, students should look for different kinds of paint like watercolor or oil, techniques of drawing like sketches and shading, etc. Tell them to choose their favorite piece and record their observations on their graphic organizers. Place *Appraising Art Overhead* on the projector and model this for your students.
4. Finally, have students write one-paragraph reviews about the artwork. Students should include information from the graphic organizers in their paragraphs. Post these reviews on a bulletin board for other students to read.

## ELL Support

To assist second-language learners, allow them to work with partners as they analyze the art and compose their reviews.

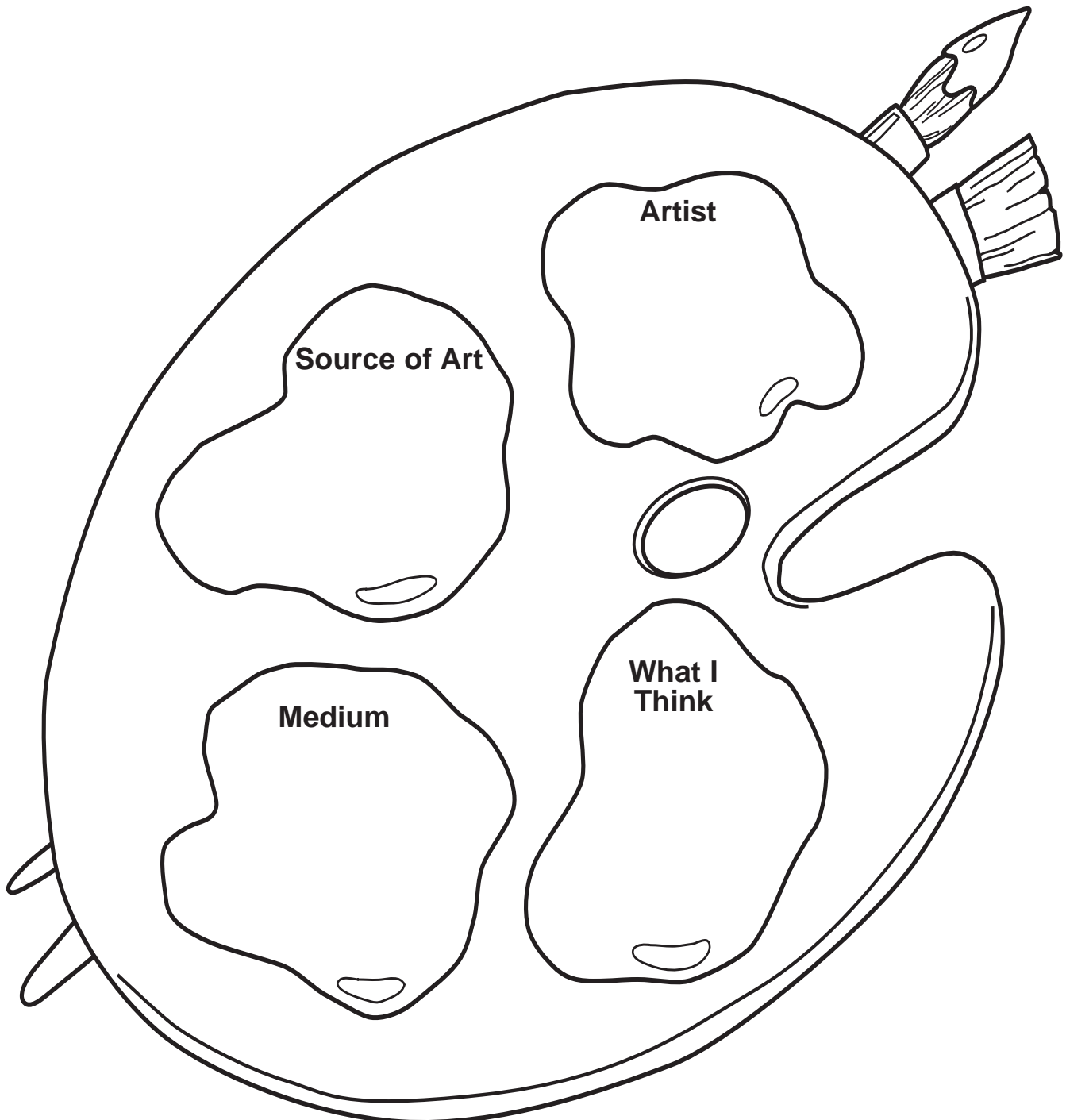
## Extension Idea

Have students write reviews as if a piece of art contained contributions from all of these artists. How would they describe these pieces of art? Would people want to buy this art?

Name \_\_\_\_\_

## Appraising Art

**Directions:** Take time to view the art. Look at the different media the artists have used to make their pieces. Record your observations on this graphic organizer. Then, choose your favorite artist and write a one-paragraph review about his or her work. Include information from your graphic organizer in your paragraph.



# Assessing Picture Books

## Standard/Objective

- Distinguishes among multiple purposes for creating works of art. (McREL Arts Standard 5.1)
- Students will look at different children's books, analyze the art, then write reviews on the art in their favorite books.

## The Lesson

1. Provide students with a sample of five different picture books. You might want to include a book from each of these authors: Eric Carle, Denise Fleming, Chris Van Allsburg, Lois Ehlert, and Lane Smith.
2. Distribute copies of the *Appraising Art* (page 84). Tell students that they will use this organizer to write a critique of the art in one of these books. Place *Appraising Art Overhead* on the projector to model this for students. You can also use the sample organizer *Appraising Art for Favorite Books* (page 86) if students need additional help.
3. First, tell students to take time viewing the books. Look at the different mediums the artists used to create their pictures. For example, students will look for different kinds of paint like watercolor or oil, techniques of drawing like sketches and shading, etc. Tell them to choose their favorite book and record their observations on their organizers. Denise Fleming often uses watercolor while Chris Van Allsburg uses charcoal drawings with much shading.
4. Finally, have students write a one-paragraph book review about the artwork in the book they chose. They should include information from their graphic organizers in their paragraphs. Post these reviews on a bulletin board for other students to read.

## ELL Support

To assist second-language learners, allow them to work with partners as they analyze the art and compose their reviews.

## Extension Idea

Have students write reviews of a book as if it contained one page from all these different illustrators. How would they describe this book? Would people want to buy it?



Name \_\_\_\_\_

## Appraising Art for Favorite Books

**Directions:** Take time to view the art. Look at the different media the artists have used to make their pieces. Record your observations on this graphic organizer. Then, choose your favorite artist and write a one-paragraph review about his or her work. Include information from your graphic organizer in your paragraph.

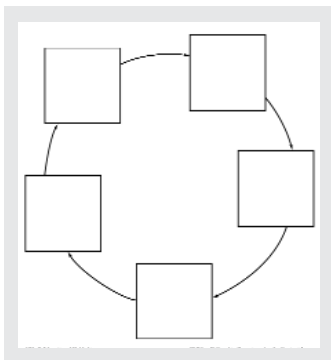
**Artist**  
Eric Carle

**Source of Art**  
It is from the book  
*The Very Hungry Caterpillar*

**Medium**  
paint, torn papers,  
variety of techniques

**What I Think**  
His pictures  
look fun and  
playful. I feel  
like a kid  
when I read  
this book.

# Cycles Comic Strip Graphic Organizer



## Skills Summary

**Science**—cycles

**Bloom's Level**—  
Knowledge  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- Using the *Cycles Comic Strip* graphic organizer, students can record valuable information learned from experiments or displays. Researching and recording information in this way helps students to think independently.
- The organizer helps students distinguish the various components of nature's cycles. Once these components are identified, students can use the organizer to write creative nonfiction essays.
- The *Cycles Comic Strip* graphic organizer helps students recall facts, terms, and basic concepts, which are all part of the knowledge level of Bloom's Taxonomy.

## How to Use the Graphic Organizer

1. Ask students to define a natural cycle. They should respond with the information that a cycle is continuous.
2. The lesson should focus on cycles such as the water cycle, seasonal cycles, life cycle, rock cycle, insect life cycle.
3. Tell students to describe the chosen cycle by drawing a comic strip. For example, students can create comic strips about the life cycle of an insect or that of a drop of water. They should pretend to become the insect or water drop and tell how life changes constantly for them. Encourage them to use humor in their stories but also be scientifically accurate.
4. Distribute copies of *Cycles Comic Strip* (page 88). Place *Cycles Comic Strip Overhead* on the projector and model filling out the graphic organizer for your students.
5. Allow students to share their comic strips with younger classes in your school. Post these comic strips on bulletin boards for others to read and to enjoy.

## ELL Support

Instead of writing words to their comic strips, have second-language learners verbally explain their comic strips to you and/or to the class.

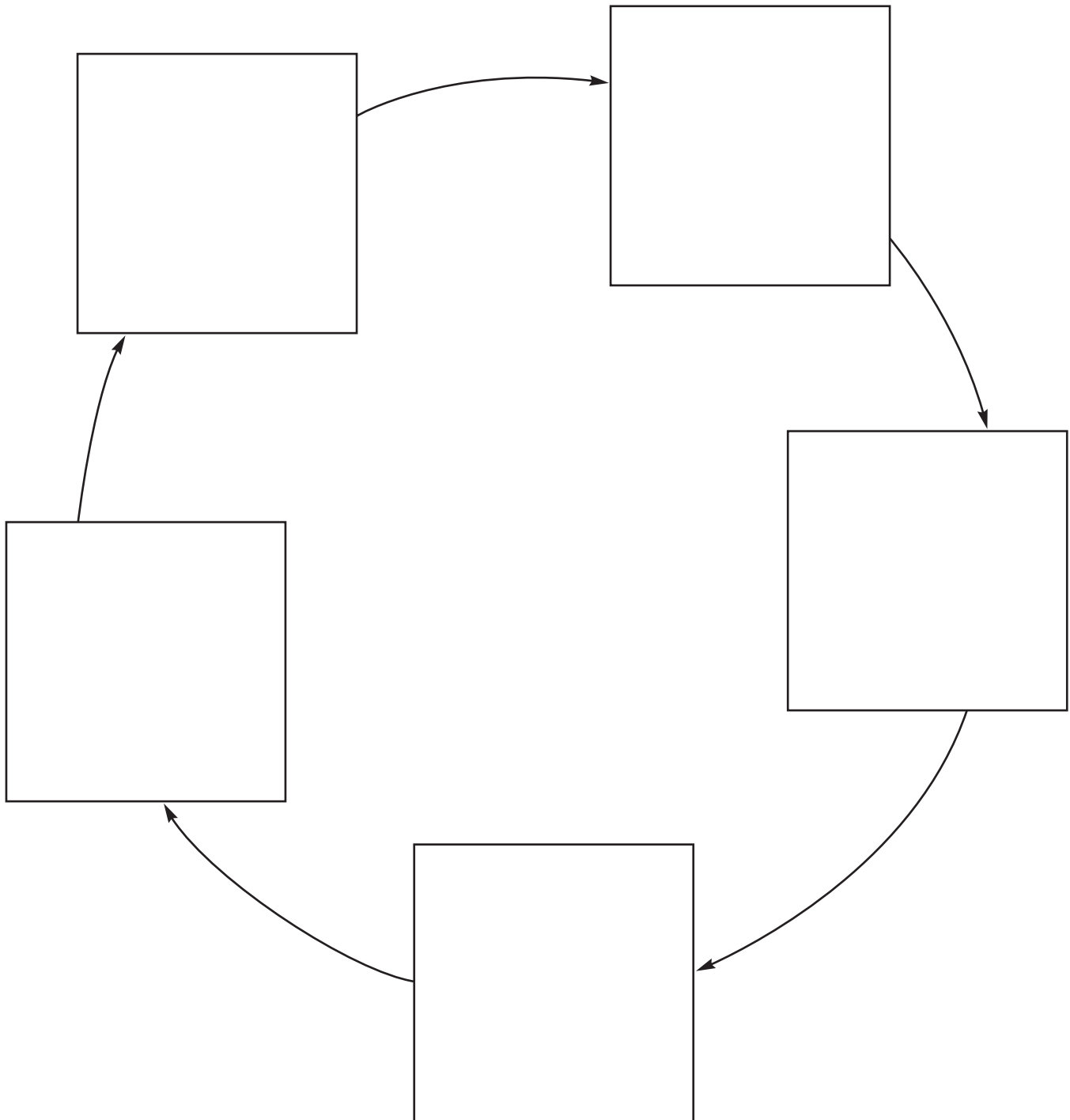
## Extension Idea

Students should be challenged to list other possible adventures that the object (like a drop of water or an insect) might encounter if the comic strips continued as a series. For example, one student might write a list of titles like "The Day I Grew Wings," "I Disappeared into Thin Air," or "Waking Up to a New Me."

Name \_\_\_\_\_

## Cycles Comic Strip

**Directions:** Create a comic strip that shows the chosen cycle. The comic strip should tell about how life constantly changes. Use humor and creativity in your stories but also be scientifically accurate.



# The Rock Cycle

## Standard/Objective

- Knows processes involved in the rock cycle (e.g., old rocks at the surface gradually weather and form sediments that are buried, then compacted, heated, and often recrystallized into new rock; this new rock is eventually brought to the surface by the forces that drive plate motions, and the rock cycle continues). (McREL Science Standard 2.5)
- Students will learn about the sedimentary rock cycle and create comic strips about this cycle.

## The Lesson

1. Ask students to define the word *cycle*. They should respond that a cycle is a continuous process.
2. Simplify this lesson to include only sedimentary rock. Review the basic elements of the rock cycle with your students. First, old rocks at the surface gradually weather and form sediments that are buried, then compacted, heated, and often recrystallized into new rock. This new rock is eventually brought to the surface by the forces that drive plate motions, and the rock cycle continues.
3. Tell students to describe the cycle of sedimentary rocks in comic strips. Encourage them to use humor in their stories but also be scientifically accurate.
4. Distribute copies of *Cycles Comic Strip* (page 88). Place *Cycles Comic Strip Overhead* on the projector and model filling out the graphic organizer for your students. You can use the sample graphic organizer *Cycles Comic Strip for the Rock Cycle* (page 90) if students need additional help.
5. Allow students to share their comic strips with younger classes in your school. Post these comic strips on bulletin boards for others to read and to enjoy.

## ELL Support

Instead of writing words to their comic strips, have second-language learners verbally explain their comic strips to you and/or to the class.

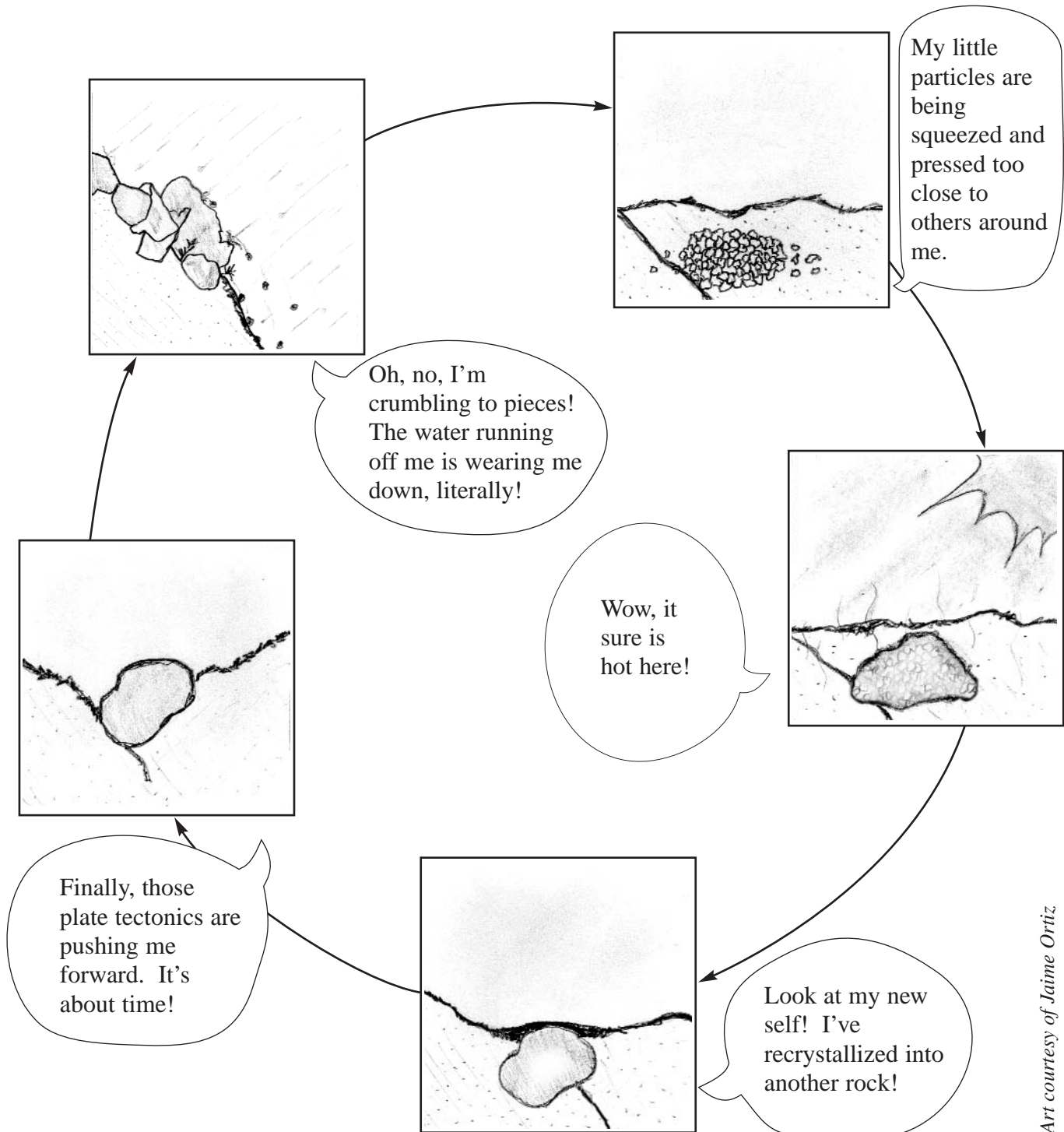
## Extension Idea

Students should be challenged to create lists of other possible adventures that a rock could encounter if the comic strips were a series. For example, one student might write a list of titles like “The Day Plate Tectonics Took Over,” “I Changed into Igneous Rock,” or “Waking Up to a New Me.”

Name \_\_\_\_\_

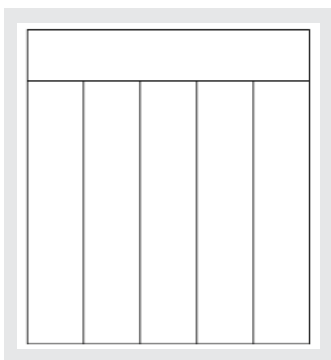
# Cycles Comic Strip for the Rock Cycle

**Directions:** Create a comic strip that shows the chosen cycle. The comic strip should tell about how life constantly changes. Use humor and creativity in your stories but also be scientifically accurate.



Art courtesy of Jaime Ortiz

# Classifying Evidence Graphic Organizer



## Skills Summary

**Science**—crime science

**Bloom's Level**—Comprehension  
(See page 7 for a description.)

## Why Use the Graphic Organizer

- The *Classifying Evidence* graphic organizer helps students to explain experiments performed in class. Creating easier divisions of the experiment and evidence will help students to remember it.
- The *Classifying Evidence* organizer also helps students to think about the experiment and translate it into their own words. Their summaries of the evidence become a reference tool students can use to review the experiment.

## How to Use the Graphic Organizer

1. Distribute copies of *Classifying Evidence* (page 92).
2. You can use this organizer with a variety of lessons on criminal science. Examples include fingerprinting, DNA, handwriting samples, and chromatography. Tell students that they will be recording evidence on their organizers. Place *Classifying Evidence Overhead* on the projector to model this activity for students.
3. Instruct students to record the evidence on their organizers. If you have handwriting samples, allow students to cut them out and paste them in different columns on their organizers. Each column should be labeled so that students will remember the evidence that they recorded.
4. Present any background information on the samples at this point. For example, have your students read information on how chromatography in inks works. An excellent resource for students is *Crime Science* by Vivien Bowers.
5. Finally, provide students with questions to answer about the topic. Why don't permanent inks bleed? Do identical twins have the same fingerprints? How many criminals have been vindicated through recent DNA evidence? Do fingerprints change throughout a person's life? Ask them to report their findings to the class.

## ELL Support

Work with second-language learners in small groups so they can consult with you as they classify the evidence on their graphic organizers.

## Extension Idea

Ask students to create mysteries using the evidence on their graphic organizers. For example, if the topic is DNA, have the mystery include DNA samples to analyze. Allow them to present their mystery lessons to the class and guide the students through solving them.



Name \_\_\_\_\_

# Classifying Evidence

**Directions:** Record the evidence on this graphic organizer. Each column should be labeled so that you remember what evidence you recorded.


# Fingerprinting Classification

## Standard/Objective

- Knows that the characteristics of an organism can be described in terms of a combination of traits; some traits are inherited through the coding of genetic material and others result from environmental factors. (McREL Science Standard 4.5)
- Students will take their own fingerprints, classify the fingerprint formula, and then do further research about fingerprints.

## The Lesson

1. Distribute copies of *Classifying Evidence* (page 92).
2. Tell students that they will be making copies of their own fingerprints on their organizers. Place *Classifying Evidence Overhead* on the projector to model this activity for students. You can also use the sample organizer *Classifying Evidence for Fingerprints* (page 94) if students need additional help.
3. Instruct students to use an ink pad, or rub their fingertips with pencil lead or washable dark markers. In each column, have them press a finger on the paper to make one fingerprint. They can record both hands if they have additional graphic organizers.
4. Explain the difference between loops, whorls, and arches. Loops start from the right or left side and curl around each other. Whorls have a full circle at the center. Arches have an arch shape (like a little hill) at the center. Ask students to classify their fingerprints on their graphic organizers by using a *L* for loop, *W* for whorl, and an *A* for arch.
5. Finally, ask students to research fingerprints. For example, provide them with these questions to answer: Are there any two people who have the same fingerprints? Do identical twins have the same fingerprints? How long have police used fingerprinting to identify criminals? Do fingerprints change throughout a person's life? Have students report their findings to the class.

## ELL Support

Work with second-language learners in small groups so they can consult with you as they classify their fingerprints on their graphic organizers.

## Extension Idea

Have students create mysteries using the fingerprints of classmates. Allow them to present these mystery lessons to the class and guide the students through solving them.










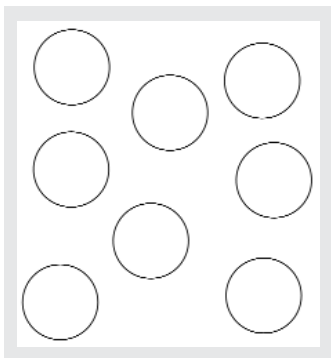
Name \_\_\_\_\_

# Classifying Evidence for Fingerprints

**Directions:** Record the evidence on this graphic organizer. Each column should be labeled so that you remember what evidence you recorded.

Right Hand				
thumb	index finger	middle finger	ring finger	pinky finger
				
L	L	L	W	A

# Ecosystem Web Graphic Organizer



## Skills Summary

Science—ecosystems

**Bloom's Level—**  
Application  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- The *Ecosystem Web* graphic organizer helps students to connect relationships between organisms in a useful way.
- Students enjoy categorizing how living things are connected to each other. The *Ecosystem Web* organizer allows students to learn about ecosystems in a format that is easy to translate into facts and apply to other information.

## How to Use the Graphic Organizer

1. Ask students to define the word *ecosystem*. They can draw pictures of ecosystems, or list the ecosystems that they know (forests, oceans, deserts, meadows, rainforests, etc.). Have students look up the word in dictionaries.
2. Tell students that they will learn about one ecosystem by creating food webs showing how the animals and plants in this ecosystem depend on each other to survive.
3. Distribute copies of *Ecosystem Web* (page 96). Instruct students to write the names or draw pictures of the animals or plants in each circle on their organizers.
4. Tell students that the food web will show how many different animals feed off other animals and plants for nourishment. Remind students that it is too risky for survival to be dependent on just one other animal because that animal could become extinct. Instruct your students to draw lines connecting animals and plants showing what they eat. Use *Ecosystem Web Overhead* on the projector to model this for your students.
5. Give each student an identity from the web (fox, plants, earthworms, etc.) and have them write that identity on a name tag. They can then use yarn as connecting lines to stretch from plants to animals and recreate their graphic organizers.
6. Take away one of the animals or plants. Ask students to discuss what removal of one item would do to their web and what it would do to their ecosystem.

## ELL Support

Limit the number of plant and animals second-language learners need to research for this food web. For example, assign students only half the plants and animals.

## Extension Idea

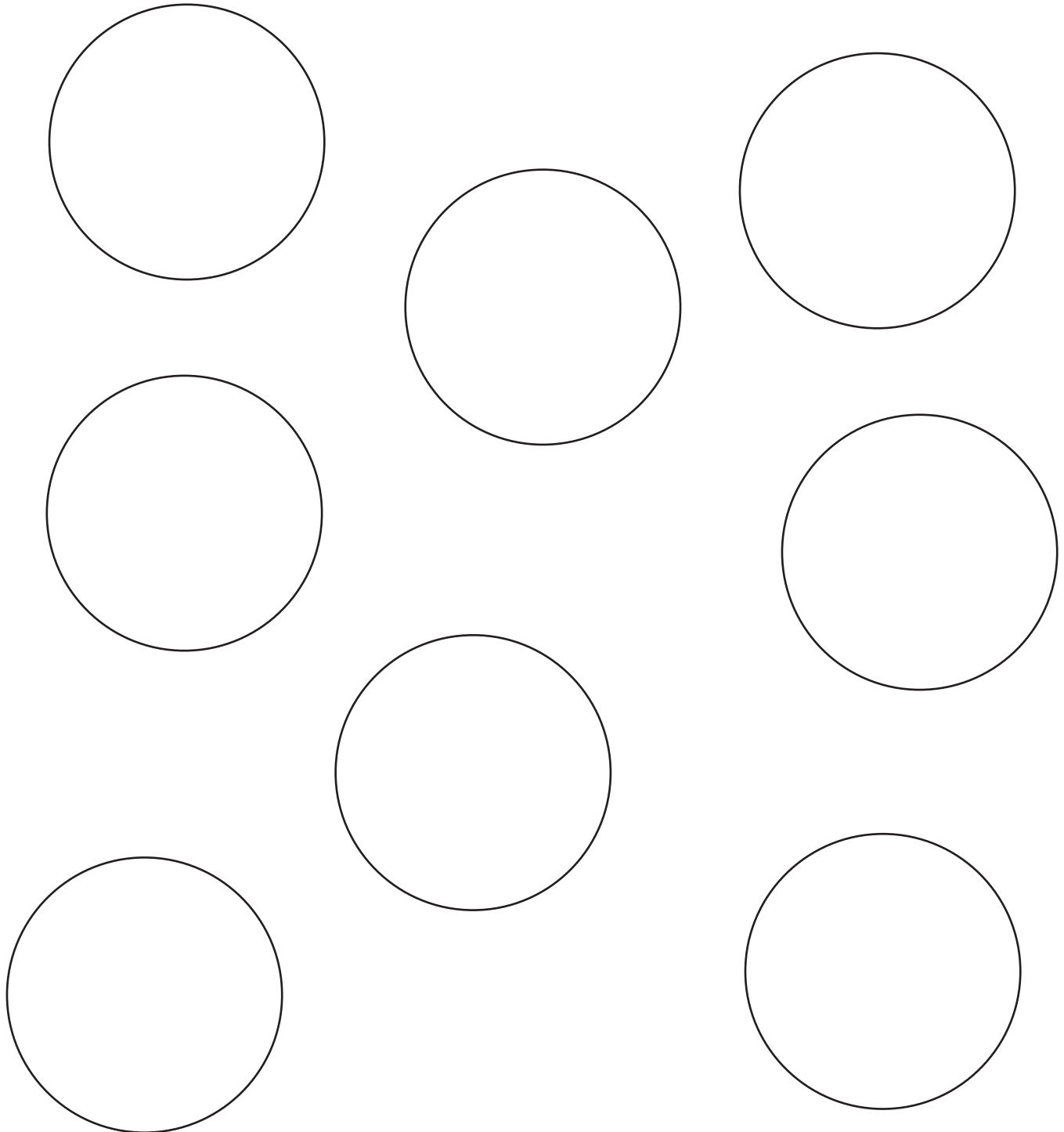
Have students prepare lessons that use their food web organizers. They can present these lessons to younger classes and even incorporate the standing food web in this activity.

.....

Name \_\_\_\_\_

## Ecosystem Web

**Directions:** Write the name or draw a picture of a different plant or animal inside each circle below. Then, connect them with lines that show how they are dependent on other species in their ecosystem for survival.



# The Meadow Ecosystem Web

## Standard/Objective

- Knows ways in which organisms interact and depend on one another through food chains and food webs in an ecosystem (e.g., producer/consumer, predator/prey, parasite/host, relationships that are mutually beneficial or competitive). (McREL Science Standard 6.3)
- Students will learn about the ecosystem of a meadow and then create food webs that show how the animals and plants rely on one another for survival.

## The Lesson

1. Have students define the word *ecosystem*. They can draw pictures of ecosystems and list the ecosystems that they know (forests, oceans, deserts, meadows, rainforests, etc.). Then, ask students to look up the word in dictionaries.
2. Tell students that they will learn about one ecosystem, the meadow, by creating food webs showing how the animals and plants in the meadow depend on their ecosystem to survive.
3. Distribute copies of *Ecosystem Web* (page 96). Instruct students to write the names or draw pictures of animals and plants found in the meadow in the circle on their organizers.
4. Tell students that food webs will show how many different animals feed off a variety of other animals and plants in the meadow for nourishment. Remind students that it is too risky for survival to be dependent on just one other animal because that animal could become extinct. Instruct students to draw lines connecting animals and plants showing what they eat. Use *Ecosystem Web Overhead* on the projector to model this for your students. You can also use the sample organizer *Ecosystem Web for a Meadow* (page 98) if students need additional help.
5. Have students act out their webs. Give each student an identity from the web (fox, plants, earthworms, etc.) and have them write each identity on a name tag. They can use yarn to stretch from plants to animals to recreate the connections on their graphic organizers.
6. Remove one of the animals or plants. Have students discuss what that removal would do to the web and what it would do to the ecosystem.

## ELL Support

Limit the number of plants and animals that second-language learners must research. For example, assign students only half the plants and animals to include on the web.

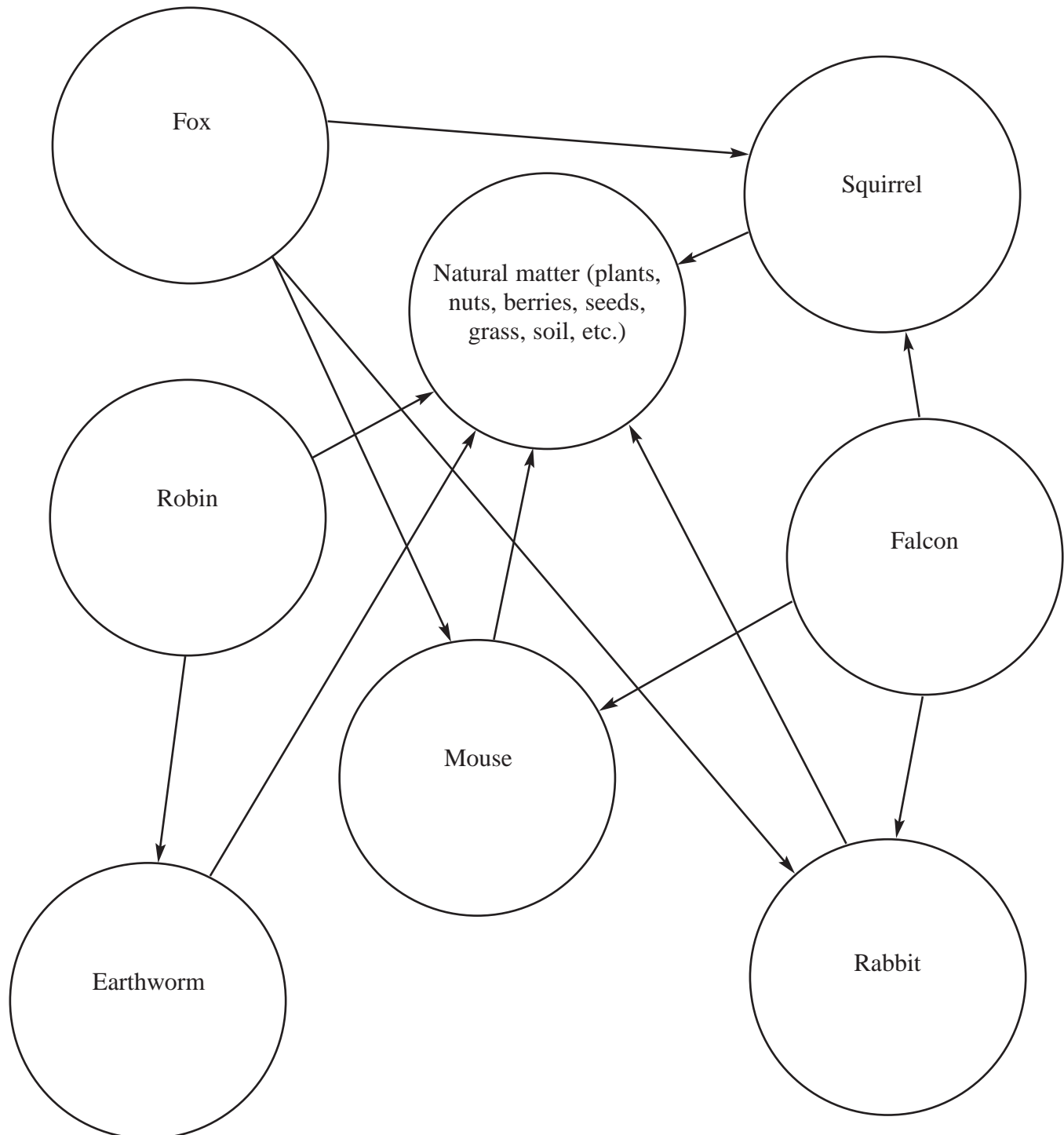
## Extension Idea

Have students prepare lessons that use their food web organizers. They can present these lessons to younger classes and even incorporate the standing food web in this activity.

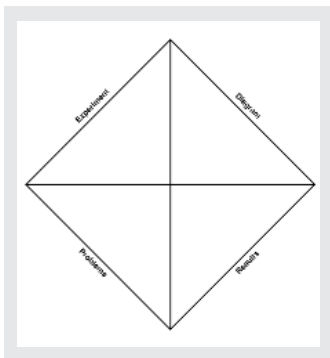
Name \_\_\_\_\_

## Ecosystem Web for a Meadow

**Directions:** Write the name or draw a picture of a different plant or animal inside each circle below. Then, connect them with lines that show how they are dependent on other species in their ecosystem for survival.



# Experiment Chart Graphic Organizer



## Skills Summary

**Science**—experiments

**Bloom's Level**—  
Analysis  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- The *Experiment Chart* graphic organizer helps students to organize information. Recording information in an efficient manner reinforces learning and helps students to retain it.
- Recording information on the *Experiment Chart* shows the teacher that students are performing each step and analyzing the results by writing them down.
- It is imperative that students analyze information. Analysis is a higher-level thinking skill that helps students to think more deeply and to question results.

## How to Use the Graphic Organizer

1. This activity can be used for any experiment. It asks each student to explain the experiment, draw a diagram of the experiment, tell the results of the experiment, and report on the problems encountered during the experiment.
2. Provide students with the background information about the topic of study.
3. Have students set up the experiment in class or at home.
4. At the end of the experiment, ask students to reflect on the results.
5. Distribute copies of *Experiment Chart* (page 100). Instruct students to use their organizers to explain the experiment, draw a diagram of the experiment, report the results, and report any problems they had. Place *Experiment Chart Overhead* on the projector and model this for your students.
6. Finally, ask students to write reports of this experiment using their graphic organizers as references. They can present their findings to the class.

## ELL Support

Have second-language learners draw pictures and symbols instead of writing reports to report their final findings to the class. They can explain what the symbols and pictures mean when they meet with you one-to-one.

## Extension Idea

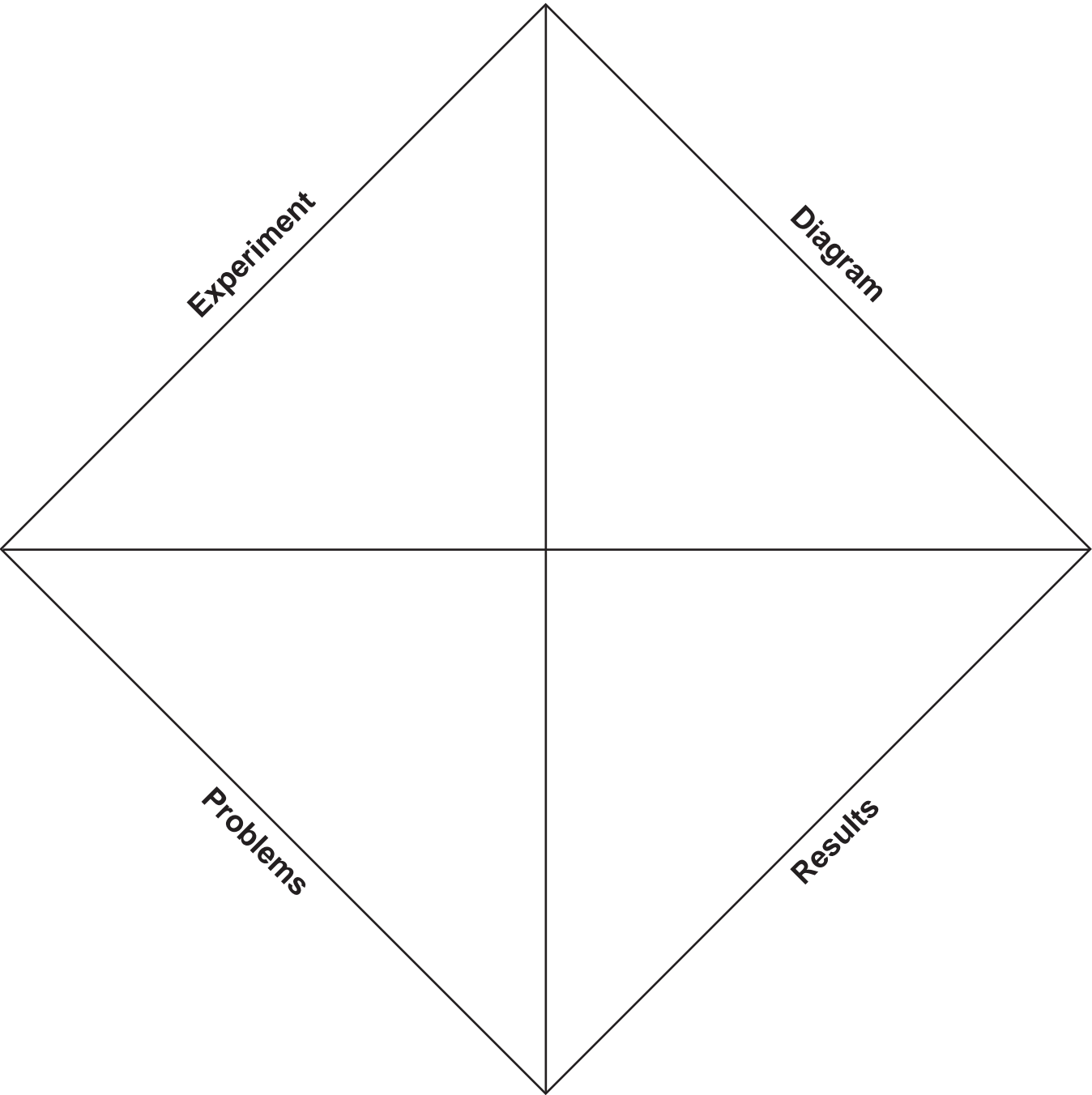
During the lesson, students could extend the experiment through verbal performances/reports for this class or another class.



Name \_\_\_\_\_

# Experiment Chart

**Directions:** Use this organizer to explain the experiment, draw a diagram of the experiment, report the results, and report any problems you had with the experiment.





# Experimenting with Barometers

## Standard/Objective

- Designs and conducts a scientific investigation (e.g., formulates hypotheses, designs and executes investigations, interprets data, synthesizes evidence into explanations, proposes alternative explanations for observations, critiques explanations and procedures). (McREL Science Standard 12.3)
- Students conduct experiments using barometers and analyze the data on graphic organizers.

## The Lesson

1. Tape a weather forecast on TV and show it to the class. Instruct students to listen carefully for the barometric information. Also, point out the high and low pressure systems on the maps that the meteorologist uses.
2. Provide students with background information about barometers. When the barometer drops, bad weather is usually on the way. When the barometer rises, sunny clear weather is predictable.
3. Set up a barometer in the classroom by using a glass jar, a balloon, a drinking straw, and tape. Cut a diagonal point on the tip of the straw so that it has a sharp pointing edge. Stretch the balloon over the mouth of the jar and tape the straw to the middle, on top of the balloon. It should stick out on one side about six inches. (See the diagram on page 102.) Place the jar on a table. Next to the jar, tape a piece of paper divided into four columns to the wall so that it does not move. Label the columns with the next four days of the week. Move the jar in front of the appropriate column for the current day. At the same time each day, have the class mark with a dot the place where the straw is pointing on the paper.
4. At the end of four days, make a copy of the paper that was on the wall and have students connect the dots with straight lines.
5. Distribute copies of *Experiment Chart* (page 100). Instruct students to use their organizers to explain the experiment, draw diagrams of the experiment, report the results, and report any problems they had with the experiment. Place *Experiment Chart Overhead* on the projector and model this for your students. You can also use the sample organizer *Experiment Chart for a Barometer* (page 102) if students need additional help.
6. Finally, have students write reports of this experiment using their graphic organizers as references. They can present their findings to the class.

## ELL Support

Have second-language learners draw pictures and symbols instead of writing reports on the experiment to report their final findings to the class. They can explain what their symbols and pictures mean when they meet with you one-to-one.

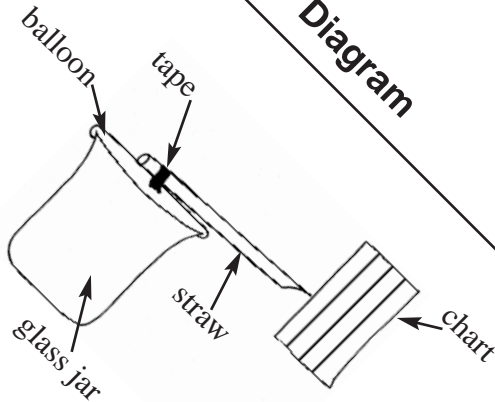
## Extension Idea

For one of the days during the experiment, students might create weather reports with their findings as though they were meteorologists.

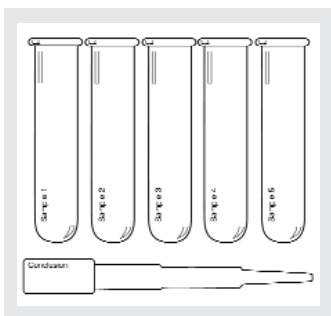
Name \_\_\_\_\_

# Experiment Chart for Barometers

**Directions:** Use this organizer to explain the experiment, draw a diagram of the experiment, report the results, and report any problems you had with the experiment.

Experiment	Diagram
I used a barometer to predict the weather for four days.	
Problems	Results
The barometer did not move as dramatically as I expected. I had to be careful to plot the exact place where it was pointing.	I found that when the barometer stayed low, we had stormy weather. When it pointed up, we had nice sunny weather.

# Solution Finder Graphic Organizer



## Skills Summary

Science—  
chromatography

Bloom's Level—  
Synthesis  
(See page 8 for a  
description.)

## Why Use the Graphic Organizer

- The *Solution Finder* helps students clarify their opinions and form new solutions to problems. These opinions and solutions are based on the best facts from research.
- The organizer helps students analyze and evaluate evidence in another manner. Opinions are not rash, but thought through, improving student's analytical skills and creative processes.

## How to Use the Graphic Organizer

1. This graphic organizer can be used for a variety of science experiments where students have to test samples.
2. After you have explained the experiment to students, distribute copies of *Solution Finder* (page 104). Tell them that they must record notes about each sample in the test tubes as they progress through the experiment.
3. As students test each sample, you can model how to fill in the organizer by using *Solution Finder Overhead* on the projector.
4. When students have tested each sample, have them discuss, in pairs, the results they found.
5. Finally, have students write conclusions to the experiment in the pipettes at the bottom of their graphic organizers.
6. If there is time, you can compare results and conclusions as a class.

## ELL Support

Limit the amount of writing for second-language learners by attaching their samples to their organizers. In this way, they will be able to visually differentiate the samples from one another.

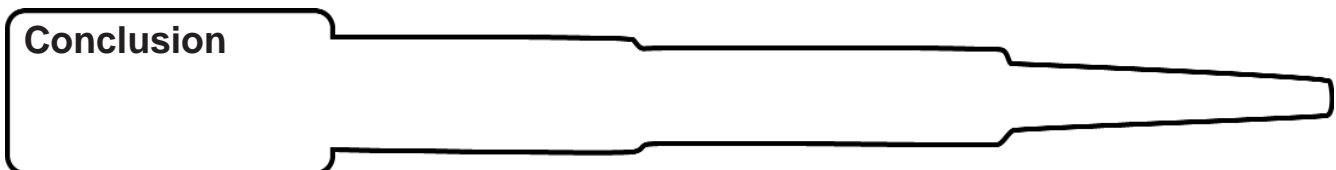
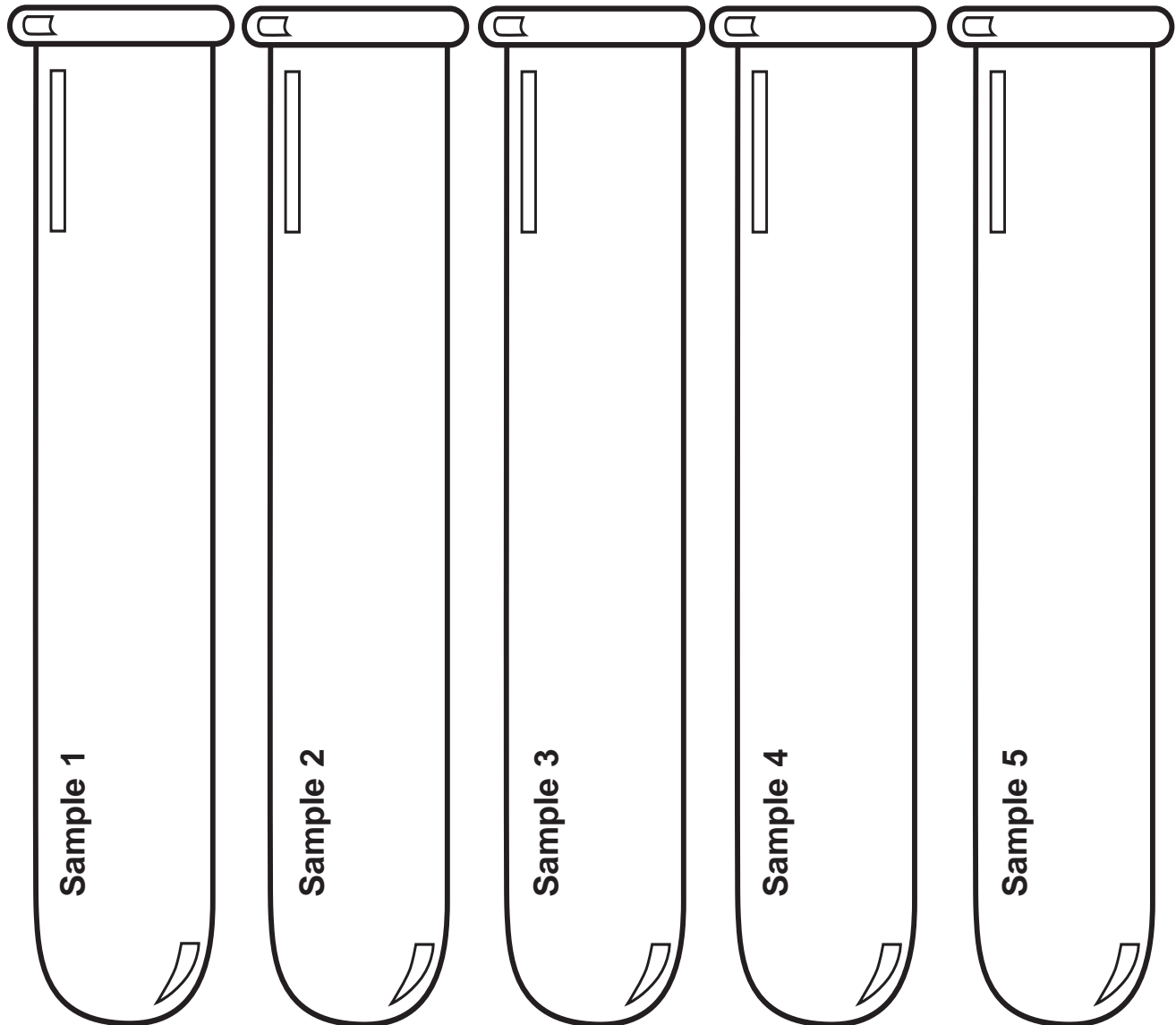
## Extension Idea

Students should work together to create mysteries for the class to solve, using the samples. Allow students time to present these mysteries to the class and allow them to grade the results.

Name \_\_\_\_\_

## Solution Finder

**Directions:** As you work through the experiment, record notes about each sample inside a test tube. Once finished, write a sentence or two in the *Conclusion* pipette.



# Finding the Matching Pens

## Standard/Objective

- Knows methods used to separate mixtures into their component parts (boiling, filtering, chromatography, screening). (McREL Science Standard 8.7)
- Students will use chromatography to test different inks in pens, compare the samples, and solve a mystery.

## The Lesson

1. Before class, write a ransom note on a piece of thick paper towel with one of five pens. The note could read, “I took the backpack from the room. Who am I?” Place the five pens around the room and label them with fictional names, like Bob, Tom, Harry, and so on. (Using different brands of felt tip or rolling-ball pens works best for this activity.)
2. Explain to the class that police crime labs use special machines called microspectrophotometers to read small bits of fabric to see if they come from the same batch of dye. This machine breaks down the fabric into small molecular parts. UV lights and lasers cause some inks and fibers to glow, helping police match fabrics and inks to the culprit. Paint chips from a car involved in a hit-and-run accident can also be analyzed.
3. Place students into small groups. Distribute copies of the *Solution Finder* graphic organizer (page 104). Explain that they will test the ransom note against the pens found at various desks around the classroom to see which pen wrote the note. Distribute five two-inch (5.1 cm) strips of blank, thick paper towels to each group. Students should use these blank paper towels to make samples of the five pens. Cut up the ransom note into two-inch (5.1 cm) strips. Each of the strips should have some of the ink on it. Distribute one strip to each group.
4. Instruct each group to dip the edge of the sample into water. The water should move up the paper towel to the ink. The ink will separate into different colors. The pen sample that bleeds the same as the ransom note reveals the answer to the mystery.
5. As students test each strip, they should record their findings on their organizers. Place *Solution Finder Overhead* on the projector to model this for your students. You can also use the sample organizer *Solution Finder for a Ransom Note* (page 106) if your students need additional help.

## ELL Support

Limit the amount of writing for second-language learners by attaching their samples to their graphic organizers. In this way, they will visually be able to differentiate the samples from one another.

## Extension Idea

Students should work together to create mysteries for the class to solve using these pens. Allow students time to present these mysteries to the class and allow them to grade the results.

Name \_\_\_\_\_

## Solution Finder for a Ransom Note

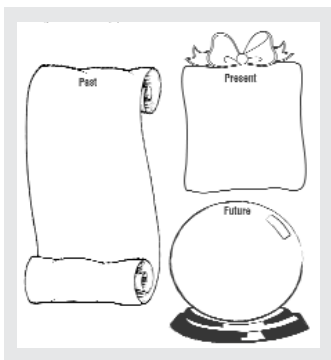
**Directions:** As you work through the experiment, record notes about each sample inside a test tube. Once finished, write a sentence or two conclusion in the pipette.

<b>Sample 1</b> The ink from the pen <i>John</i> bled with different shades of blue.	<b>Sample 2</b> Because the ink from the pen named <i>Tom</i> did not bleed at all, it must be permanent ink.	<b>Sample 3</b> Shades of yellow and orange with a slight color of purple bled from the pen named <i>Bob</i> .	<b>Sample 4</b> The ink from the pen named <i>Tim</i> bled purple with a little bit of yellow.	<b>Sample 5</b> Blue and purple show up on the sample from the pen named <i>Harry</i> .
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### Conclusion

The ink from sample 4 matches the ink from the ransom note. Therefore, the pen labeled *Tim* wrote the ransom note.

# Past, Present, & Future Graphic Organizer



## Skills Summary

**Science**—physical  
change over time

**Bloom's Level**—  
Evaluation  
(See page 8 for a  
description.)



## Why Use the Graphic Organizer

- The *Past, Present, & Future* graphic organizer helps students to categorize events related to time including what might occur in the future.
- *Past, Present, & Future* helps students to predict the future based on evidence from the past. These skills are part of the evaluation level of Bloom's Taxonomy.

## How to Use the Graphic Organizer

1. Select a topic of study that shows change over time. For example, you might choose mountains, oceans, continents, early man, or the evolution of animals because each shows changes over time.
2. Write relevant terms on the board. For example, if you are studying about mountains, you might want to write the term *plate tectonics*. Ask students if they know what this term means. After a few ideas from your students, have them look up the term in the dictionary.
3. Distribute copies of the graphic organizer, *Past, Present, & Future* (page 108), and tell students that they will draw pictures of what the topic of study looked like millions of years ago. For example, draw a picture of the Rocky Mountains 130 million years ago. The land would be flat in this picture because the plates had not yet collided and created the mountains. Then, students should draw pictures of what the mountains look like today. Finally, they should speculate, based on changes in the past, what these mountains will look like in the future (millions of years from now), and draw that in the last box. Place *Past, Present, & Future Overhead* on the projector and model this for your students.
4. Allow students to read about this topic for background research.
5. Have students present their future drawings to the class and read their explanations, justifying them.

## ELL Support

Instead of having second-language learners write reasons explaining their future drawing, allow them to record the explanation on an audiotape, which can be played to you or to a small group.

## Extension Idea

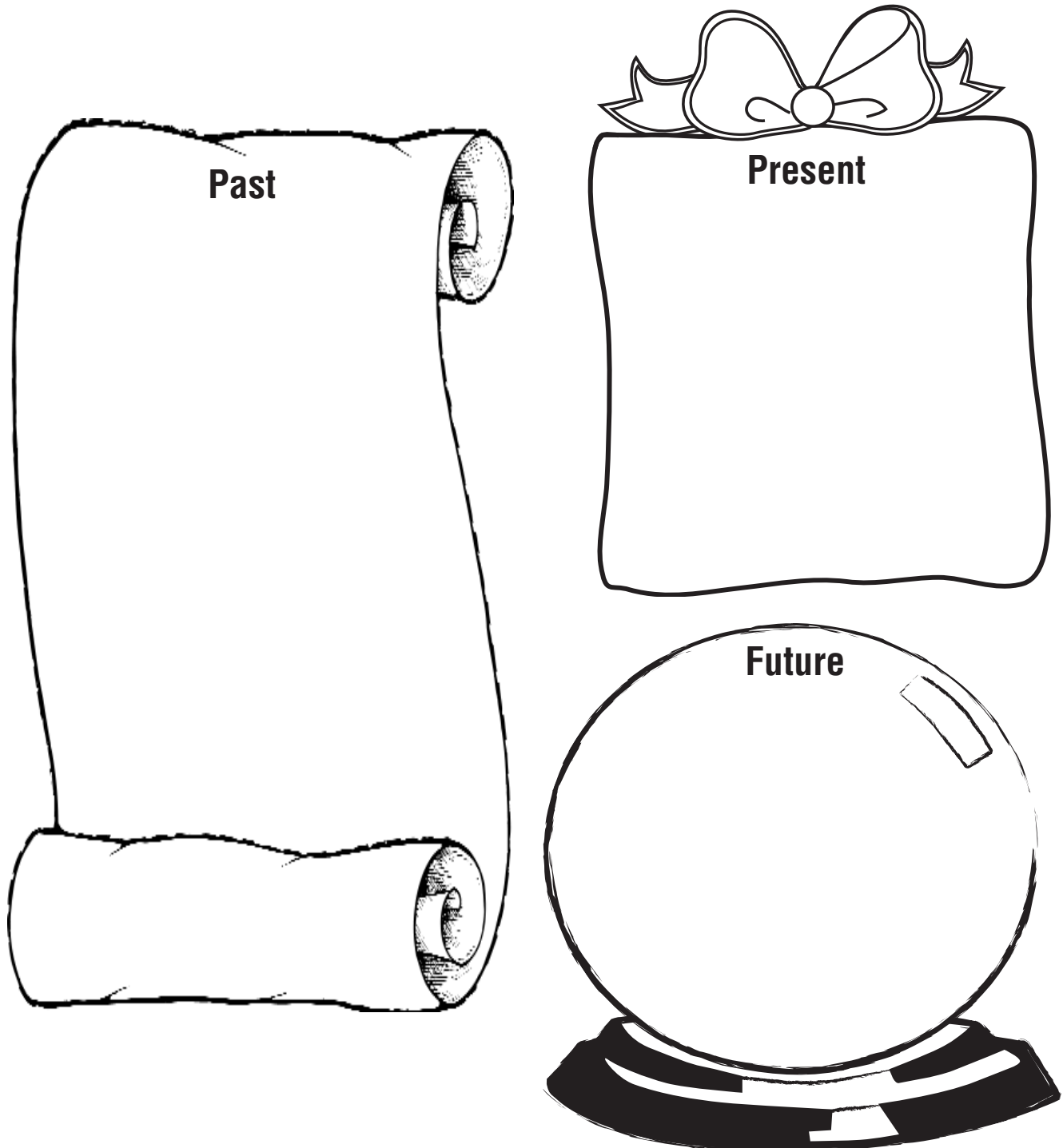
Ask students to extend their research to include other related topics. For example, they can connect the growing continent of mountains with the growing underwater mountains in the ocean. They can locate these places on maps and then include this in their final presentations.



Name \_\_\_\_\_

## Past, Present, & Future

**Directions:** In the scroll labeled *Past*, draw a picture of what your topic of study looked like millions of years ago. In the gift labeled *Present*, draw a picture of what this topic looks like today. Finally, in the crystal ball labeled *Future*, draw what you believe the topic will look like in the future. Write an explanation for your drawings on the back of this paper.



# The Changing Continents

## Standard/Objective

- Knows that the Earth's crust is divided into plates that move at extremely slow rates in response to movements in the mantle. (McREL Science Standard 2.4)
- Students will learn about plate tectonics, will show the continents as they appeared in the past, present, and future, and give reasons for their final assessments.

## The Lesson

1. Make copies of a map of the world and distribute them. Instruct the class to cut out the continents. Have students try to make the continents fit together like a puzzle. Remind them to keep the continents in the same relative locations. For example, north America will always be above South America and Africa will always be to the left of Asia.
2. Write the term *plate tectonics* on the board. Ask students if they know what this term means. After a few ideas from students, have them look up the term in dictionaries. Ask them how this term relates to the activity with the puzzle.
3. Distribute copies of *Past, Present, & Future* (page 108) and tell students that they will draw pictures of what the earth looked like when it was one large supercontinent (also called Pangaea) in the past. They will then draw pictures of what the continents look like today. Finally, they are to speculate, based on past movement of the plates, what the continents will look like in the future (millions of years from now), and draw it in the crystal ball. They will finish by writing an explanation for their drawings. Place *Past, Present, & Future Overhead* on the projector and model this for your students. You can also use the sample organizer *Past, Present, & Future for Continents* (page 110) if students need additional help.
4. Allow students to read about this topic for background research. Some resources are *Our Patchwork Planet* by Helen Sattler and *Dance of the Continents* by Roy Gallant.
5. Have students present their future drawings of the continents to the class and read their explanations to justify them.

## ELL Support

Instead of having second-language learners write reasons to explain their future drawings, allow them to record the explanation on audiotape, which can then be played to you for evaluation.

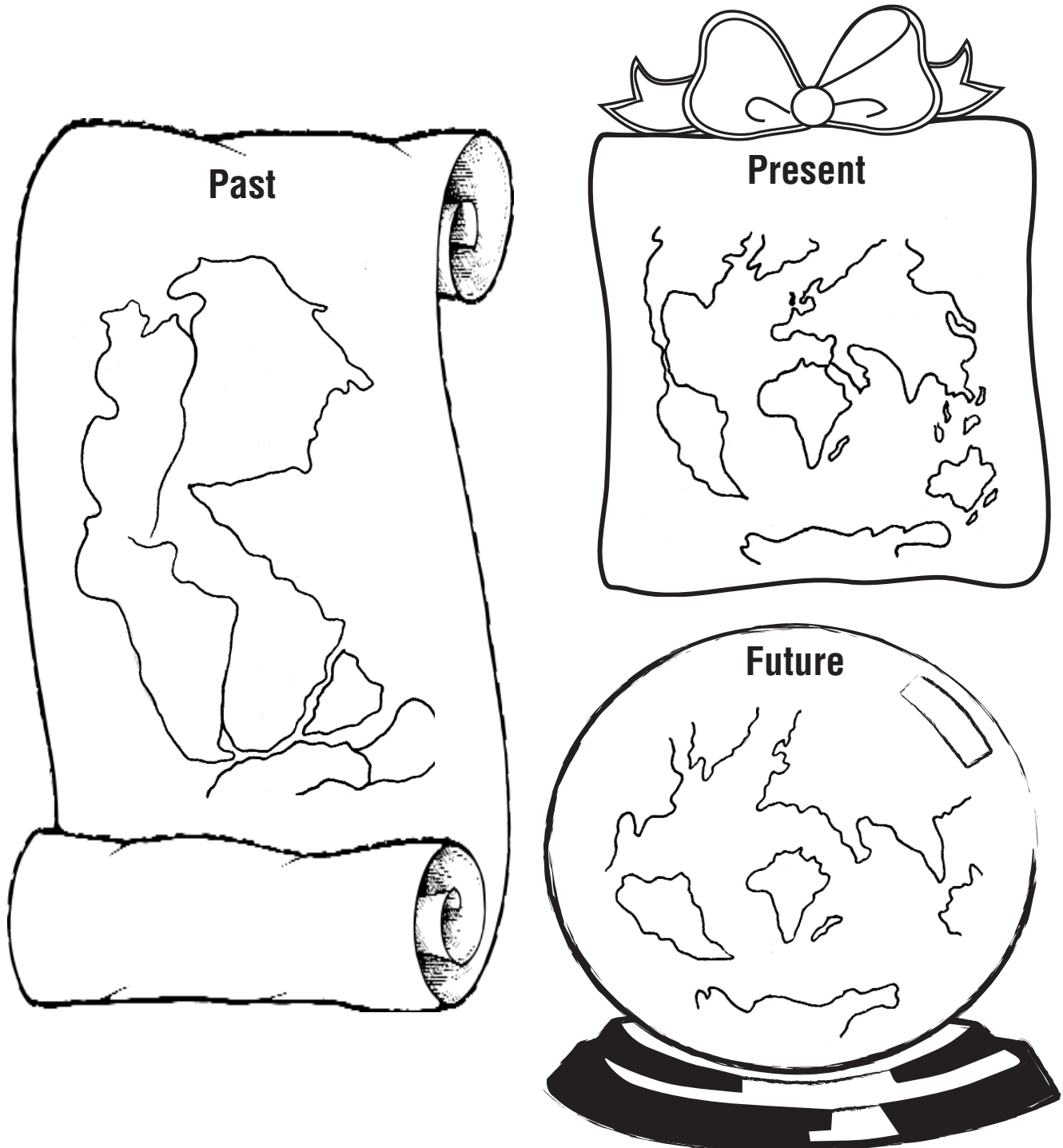
## Extension Idea

Have students extend their research to include the reasons for earthquakes or volcanoes. They can locate these places on maps and then include this information in their final presentations.

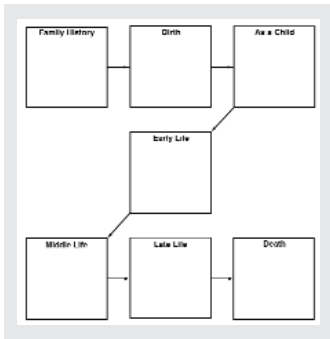
Name \_\_\_\_\_

## Past, Present, & Future for Continents

**Directions:** In the scroll labeled *Past*, draw a picture of what your topic of study looked like millions of years ago. In the gift labeled *Present*, draw a picture of what this topic looks like today. Finally, in the crystal ball labeled *Future*, draw what you believe the topic will look like in the future. Write an explanation for your drawings on the back of this paper.



# Storyboard Documentary Graphic Organizer



## Skills Summary

**Social Studies**—  
historical biographies

**Bloom's Level**—  
Knowledge  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- The graphic organizer helps students to study about famous people or events and then place events in chronological order.
- The *Storyboard Documentary* helps students to understand and process the material provided as well as elaborate on important details.
- Sequencing activities in an organizer like the *Storyboard Documentary* help students exhibit memory by recalling basic concepts like facts, terms, and answers.

## How to Use the Graphic Organizer

1. Ask students to name some important people from history and list their names on the board. Then, ask students if they have ever watched a documentary on television. Explain that a documentary is a show that documents someone's life or documents an event.
2. Tell students that they will be creating documentaries about famous people. Have each of your students choose a famous person from the past. If the class has been studying a certain time in history, limit the time frame to that period. For example, if the class has been studying exploration, your students might choose Christopher Columbus or Vasco da Gama.
3. Tell students that they must first gather information. Allow them to use encyclopedias, the Internet, and books.
4. Distribute copies of the *Storyboard Documentary* (page 112). Explain that each of the squares on their organizers will help them organize the information they need to share. Place *Storyboard Documentary Overhead* on the projector and model this with your students.
5. When organizers are complete, ask students to write mini-documentary scripts based on the information in their organizers. Finally, allow them to act out their documentaries for the class.

## ELL Support

Second-language learners should work with partners to complete their organizers and mini-documentaries. They must decide on a person together and then divide the research to gain the information they need.

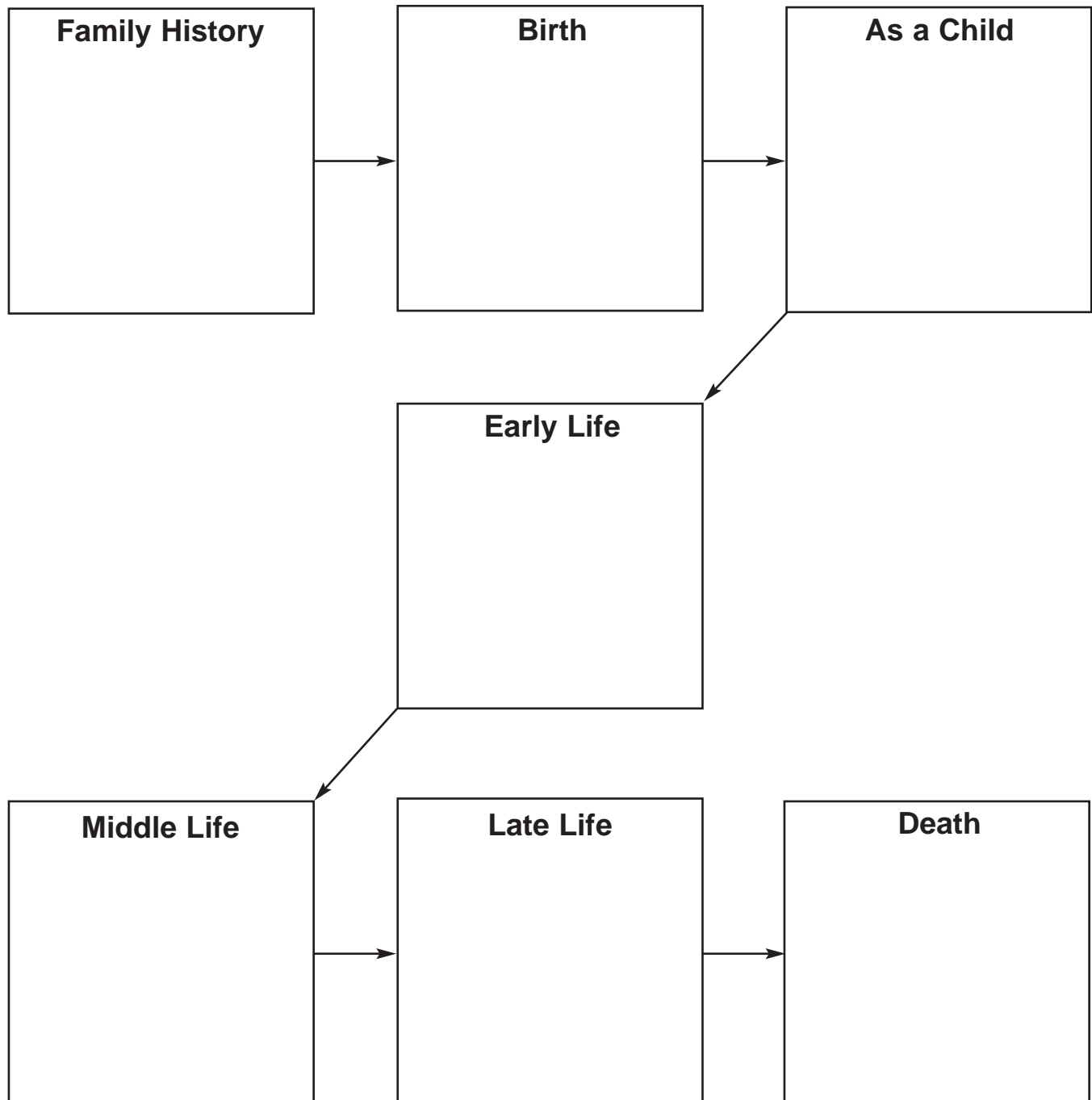
## Extension Idea

Have students work with partners to find two people whose lives overlapped in the 1800s. Examples are Crazy Horse and George Custer or Abraham Lincoln and Ulysses Grant. Allow students to work together to produce documentaries about both people.

Name \_\_\_\_\_

# Storyboard Documentary

**Directions:** First, gather information. Use encyclopedias, the Internet, and books for research. Then, fill in each of the squares on this graphic organizer with information about the person you are studying. You will use this information to write scripts for a documentary.



# Robert E. Lee's Storyboard Documentary

## Standard/Objective

- Understands that specific individuals and the values those individuals held had an impact on history. (McREL Historical Understanding Standard 2.1)
- Students learn about famous people in the 1800s, organize information on storyboards, and then write documentary scripts.

## The Lesson

1. Ask students to name some important people who lived during the 1800s and list them on the board. Then, ask students if they have ever watched a documentary on television. Explain that a documentary is a show that documents someone's life or documents an event.
2. Tell students that they will create documentaries about famous people. Have each student choose a famous person who lived during the 1800s. Examples include Louis Pasteur, Sitting Bull, Laura Ingalls Wilder, James Madison, and Robert E. Lee.
3. Tell students that they will prepare to write mini-documentaries about these people, but first, they must gather information about them. Allow your students to use encyclopedias, the Internet, and books for research.
4. Distribute copies of the *Storyboard Documentary* (page 112). Explain that each of the squares on their organizers will help them organize the information they need to share. To help students understand how fill out their organizers, place *Storyboard Documentary Overhead* on the projector and model the process. You can also show them the sample organizer *Storyboard Documentary for Robert E. Lee* (page 114).
5. When students have completed the organizers, ask them to write their mini-documentary scripts based on the information in their organizers. They can also act out their documentaries for the class.

## ELL Support

Second-language learners should work with partners to complete the graphic organizers and mini-documentaries. For example, they might choose to do a documentary on Meriwether Lewis. Divide the research between partners and tell them to use the information on the graphic organizers to write a script together.

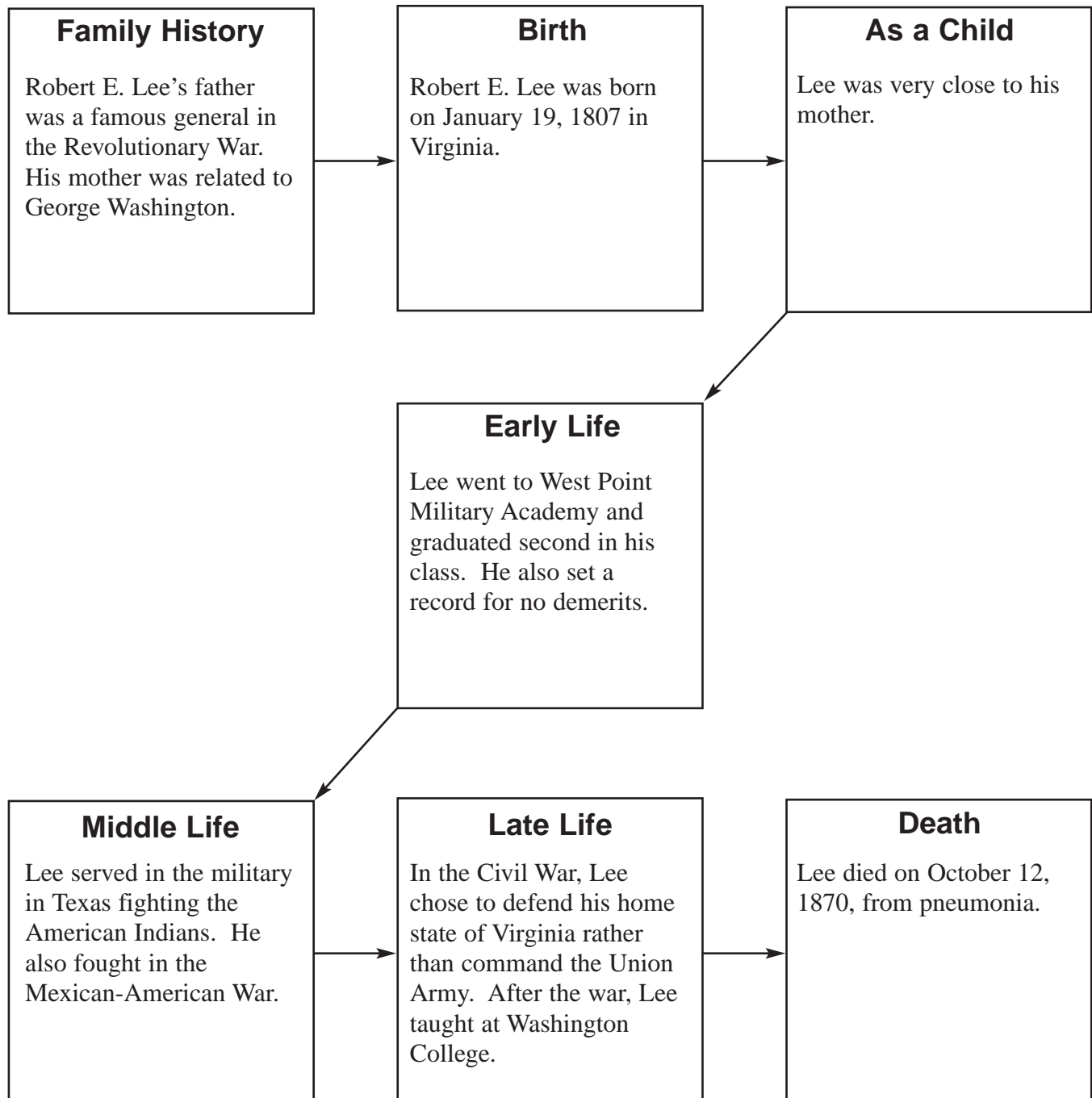
## Extension Idea

Students can work with partners to find two people whose lives overlapped in the 1800s. Examples might include Crazy Horse and George Custer or Abraham Lincoln and Ulysses Grant. Students should work together to produce documentaries about both people.

Name \_\_\_\_\_

# Storyboard Documentary for Robert E. Lee

**Directions:** First, gather information. Use encyclopedias, the Internet, and books for research. Then, fill in each of the squares on this graphic organizer with information about the person you are studying. You will use this information to write scripts for a documentary.





# Reporting the Battle Graphic Organizer

The military leader you are representing:
What strategies were used in this battle?
Who won the battle?
What were the reasons for their victory?
What does this mean in regard to the war?

## Skills Summary

**Social Studies**—battles

**Bloom's Level**—  
Comprehension  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- The *Reporting for Battle* graphic organizer helps students to organize and apply what they learn about battles and warfare.
- This organizer offers students the opportunity to both write what they have learned and use their spatial skills in drawing and choosing pictures for their organizers.

## How to Use the Graphic Organizer

1. Choose a battle from any American war. Obtain a map from this battle. Many of these maps can be found on the Library of Congress website in their Map Division of the American Memory Collection (<http://memory.loc.gov/>). Distribute copies or show the map on a projector so that all students can analyze it. Provide books and background information about this battle as well.
2. Tell students to imagine that they have just fought in this battle, and are one of the generals in charge. Now, they must give reports. Have students use the map and the background information to give their reports. Divide the class into two groups representing each side fighting the battle.
3. Distribute copies of *Reporting the Battle* (page 116).
4. Tell students to report on the battle using information on their organizers. First, write the names of the military leaders they are representing, and describe strategies their side used, the outcomes of the battle, the reasons for each outcome, and what the outcomes mean in regard to the war as a whole. Show *Reporting the Battle Overhead* on the projector and model how to fill it in for your students.
5. Finally, have students use the information on their organizers to write paragraph reports that summarize the information. If time allows, students can present their formal reports in small groups.

## ELL Support

Second-language learners should work in groups of three to complete their organizers. They can consult with one another on their answers and then work together to compose their paragraph reports.

## Extension Idea

Students can work in pairs to compare battles from two different wars. One student should prepare a report on one of the battles from one war and the other student should prepare a report on a battle from a different war. They can then compare strategies to see if strategies improved over time.

Name \_\_\_\_\_

## Reporting the Battles

**Directions:** Imagine you are a general in charge of a battle. Give a report on the battle. Use maps and background information to prepare your report. You will represent one side of the battle. Fill in the information below and use it to help you write a paragraph report about the battle on another sheet of paper.

<b>The military leader you are representing:</b>
<b>What strategies were used in this battle?</b>
<b>Who won the battle?</b>
<b>What were the reasons for their victory?</b>
<b>What does this mean in regards to the war?</b>

# Reporting on Bunker Hill

## Standard/Objective

- Understands the strategic elements of the Revolutionary War (e.g., how the Americans won the war against superior British resources, American and British military leaders, major military campaigns). (McREL United States History Standard 6.3)
- Students will act as Revolutionary War generals and create reports about the Battle of Bunker Hill.

## The Lesson

1. Obtain a map from the Battle of Bunker Hill from the Library of Congress Map Division of the American Memory Collection (<http://memory.loc.gov/>). Distribute or show the map on an overhead projector so that all students can analyze it. Also, provide books and background information about this battle.
2. Tell students to imagine that they have just fought in this battle, and they are one of the generals in charge. Now, they must give reports on this battle, using the map and the background information. Divide your class into two groups. One group will represent the British general, and the other group will represent the American general.
3. Distribute copies of the *Reporting the Battle* (page 116).
4. Explain to students that they are to report on the battle using the information on the graphic organizers. First, each student should write the name of the military leader they are representing, briefly describe the strategies their side used, the outcome of the battle (for example, the British won, because the Americans ran out of ammunition), the reasons for the outcome, and what the outcome means in regard to the war as a whole. Show *Reporting the Battle Overhead* on the projector and model this for your students. If students need additional help, you can show them parts of the sample organizer *Reporting the Battle for Bunker Hill* (page 118).
5. Finally, ask students to use the information they listed on their organizers to write paragraph reports that summarize the information. If time allows, students can present formal reports in small groups.

## ELL Support

Second-language learners should work in groups of three to complete their organizers. They can consult with one another on their answers (like the strategy of the Americans to fight from the hill looking down at the British) and then work together to compose the paragraph reports.

## Extension Idea

Students can work in pairs to compare battles from two different wars. For example, one student can report from the Battle of Bunker Hill and the other student can report from Gettysburg. Ask the two students to compare the strategies and outcomes to see if strategies had improved by the time the Civil War occurred.

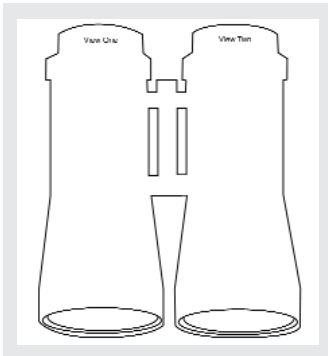
Name \_\_\_\_\_

## Reporting the Battle for Bunker Hill

**Directions:** Imagine you are a general in charge of a battle. Give a report on the battle. Use maps and background information to prepare your report. You will represent one side of the battle. Fill in the information below and use it to help you write a paragraph report about the battle on another sheet of paper.

<b>The military leader you are representing:</b>
Colonel Prescott, American commander
<b>What strategies were used in this battle?</b>
We, the Americans, stationed ourselves on a small hill because it offered the best angle for firing on British ships below in the harbor. However, a nearby hill that was even higher than our position and could have been taken by the British probably cost us the battle. To conserve ammunition, we waited until we saw the “whites of their eyes” before we fired.
<b>Who won the battle?</b>
The British won the battle.
<b>What were the reasons for their victory?</b>
The British won because they had more ammunition and because we occupied the smaller hill, Breed’s Hill instead of the taller one, Bunker Hill.
<b>What does this mean in regards to the war?</b>
It means that if we, the Americans, had just a little more ammunition, we might have won the battle. It also means that we should be careful to always take the highest ground in a battle. The higher hill would have hidden our soldiers better.

# Two Views Graphic Organizer



## Skills Summary

**Social Studies**—  
perspectives and  
viewpoints

**Bloom's Level**—  
Application  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- By using the *Two Views* graphic organizer, students learn to view events from two different perspectives. It makes students take responsibility for learning by putting themselves in another person's shoes.
- This organizer helps students organize history in a more effective frame of reference with relevance both to the present and to the past.
- It is important for students to transfer information in a text for application purposes. Students cannot apply higher-level thinking unless they first have facts and comprehension in place.

## How to Use the Graphic Organizer

1. Choose a primary source that relates to the historical period that the class is studying. It can be a painting, picture, political cartoon, or document.
2. Show students the primary source document and ask them what the creator of the primary source was trying to say to their audience. For example, if the document is *Common Sense*, Thomas Paine was using this pamphlet to force the colonists to think about the unfair rule of the British king. Ask students to think about how the British viewed this same pamphlet. For example, the British might have thought that the pamphlet was useless, full of lies, and should be thrown away.
3. Distribute copies of the graphic organizer *Two Views* (page 120) and have students choose two views to compare.
4. Ask students to think about how each side viewed this document. Tell students that they will write both perspectives in short phrases on each side of the organizer. They should use these phrases and ideas to write two perspective paragraphs about this primary source on the back of the organizer.
5. Place *Two Views Overhead* on the projector. Model for your students how to fill in the organizer. Let students choose a perspective and read it aloud to the class.

## ELL Support

Instead of writing the perspective paragraphs, have second-language learners draw symbols and list words that represent the two different views.

## Extension Idea

Have students add a third perspective to their organizers. For example, students can choose another country's perspective or another groups' perspective at the time.



Name \_\_\_\_\_

# Two Views

**Directions:** Choose two perspectives. Write one perspective on each side of the graphic organizer below. Write phrases to summarize each viewpoint.

A graphic organizer for 'Two Views'. It consists of two large, identical, empty rectangular boxes side-by-side. Each box has a rounded top and a rounded bottom. The left box is labeled 'View One' and the right box is labeled 'View Two'. In the center, between the two boxes, there are two vertical rectangular boxes and a trapezoidal box below them, all empty for writing. The entire graphic organizer is outlined in black.

# Views of the Boston Massacre

## Standard/Objective

- Understands the events that contributed to the outbreak of the American Revolution and the earliest armed conflict of the Revolutionary War (e.g., opponents and defenders of England's new imperial policy, the idea of "taxation without representation," the battle at Lexington and Concord). (McREL United States History Standard 6.2)
- Students view Paul Revere's famous picture of the Boston Massacre and then explain it from two different viewpoints.

## The Lesson

1. Write the word *propaganda* on the board. Ask students to define the word. Tell them propaganda has been around for a long time.
2. Give students background information about the Boston Massacre. The Quartering Act of 1768 made colonists provide housing and food for the British troops in New England who were there to keep control over the colonists. The Boston Massacre happened when a small group of men and boys began to taunt a British soldier. Eventually the crowd grew larger and became very rowdy. Soldiers were summoned and, eventually, one soldier fired a shot as he was pushed to the ground, instigating others to fire. Several colonists died in the incident.
3. Show students Paul Revere's picture of the Boston Massacre. Ask students what propaganda the illustrator was advertising to his audience. For example, Paul Revere wanted to rile the colonists against the British. Ask them how the British would have viewed this same picture. For example, the British claimed the colonists started the brawl.
4. Distribute copies of the organizer *Two Views* (page 120). Ask students to think about how the colonists viewed this picture. Ask them to think about how the British viewed this picture. Have students write both perspectives in short phrases on each side of the organizer. Using these phrases and ideas, they should write two perspective paragraphs about this picture on the back of the organizer.
5. Place *Two Views Overhead* on the projector and model for students how to fill in their organizers. You can show them the example *Two Views for the Boston Massacre* (page 122) if necessary. Let students choose their own perspectives and read them aloud to the class.

## ELL Support

Instead of writing the perspective paragraphs, have second-language learners draw symbols and list words that represent the two different views.

## Extension Idea

Have students add a third perspective to their graphic organizers. For example, they might try to see this picture from the perspective of a Native American or that of a French man.



Name \_\_\_\_\_

## Two Views for the Boston Massacre

**Directions:** Choose two perspectives. Write one perspective on each side of the graphic organizer below. Write phrases to summarize each viewpoint.

**View One**

The Colonists' Point of View

Unarmed colonists were killed by the British.

British are cruel soldiers.

All those killed were valuable members of society.

**View Two**

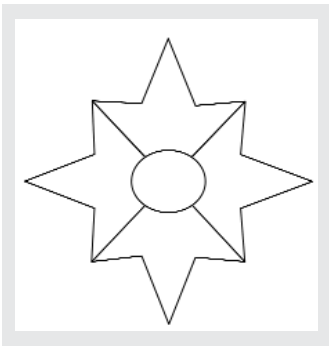
The British Point of View

Colonists tell lies.

Colonists started this argument.

Colonists use inaccurate engravings for their own causes.

# Mapping the Meaning Graphic Organizer



## Skills Summary

**Social Studies**—  
historical decisions

**Bloom's Level**—  
Analysis  
(See page 7 for a  
description.)



## Why Use the Graphic Organizer

- *Mapping the Meaning* helps students find meaning from history. They examine how people viewed events and the reasons behind their decisions.
- *Mapping the Meaning* graphic organizer is also a strategy for understanding the content of a topic. It helps students organize the information in their minds as they study about a time in history.
- This graphic organizer is the analysis level of Bloom's Taxonomy. Inferring meaning is a higher-level thinking skill. It requires that students analyze the information presented and organize it according to their analysis.

## How to Use the Graphic Organizer

1. Use this graphic organizer with lessons on any person or group of people who made significant decisions in history. For example, students can analyze the reason Abraham Lincoln chose to free the slaves through the Emancipation Proclamation.
2. Allow students to find partners. Then, have them carefully study the Emancipation Proclamation, articles, and other primary source materials relating to the topic. Use textbooks or the Internet to obtain this information.
3. Distribute copies of *Mapping the Meaning* (page 124). On this organizer, students will analyze the actions of famous people. You can model how to fill in the organizer by using *Mapping the Meaning Overhead* on the projector. Present the topic to the class. Students must first think of a question to answer about the person or people and write this in the center of the organizer. Then, they must think of at least four possible reasons why this leader did what he or she did and write the reasons in the points of the organizer.
4. Finally, have students choose the best reason and write a paragraph explaining why it was the best reason.

## ELL Support

Instead of writing paragraphs based on the graphic organizer information, have second-language learners create skits that demonstrate their knowledge. Allow them to incorporate others in their skits.

## Extension Idea

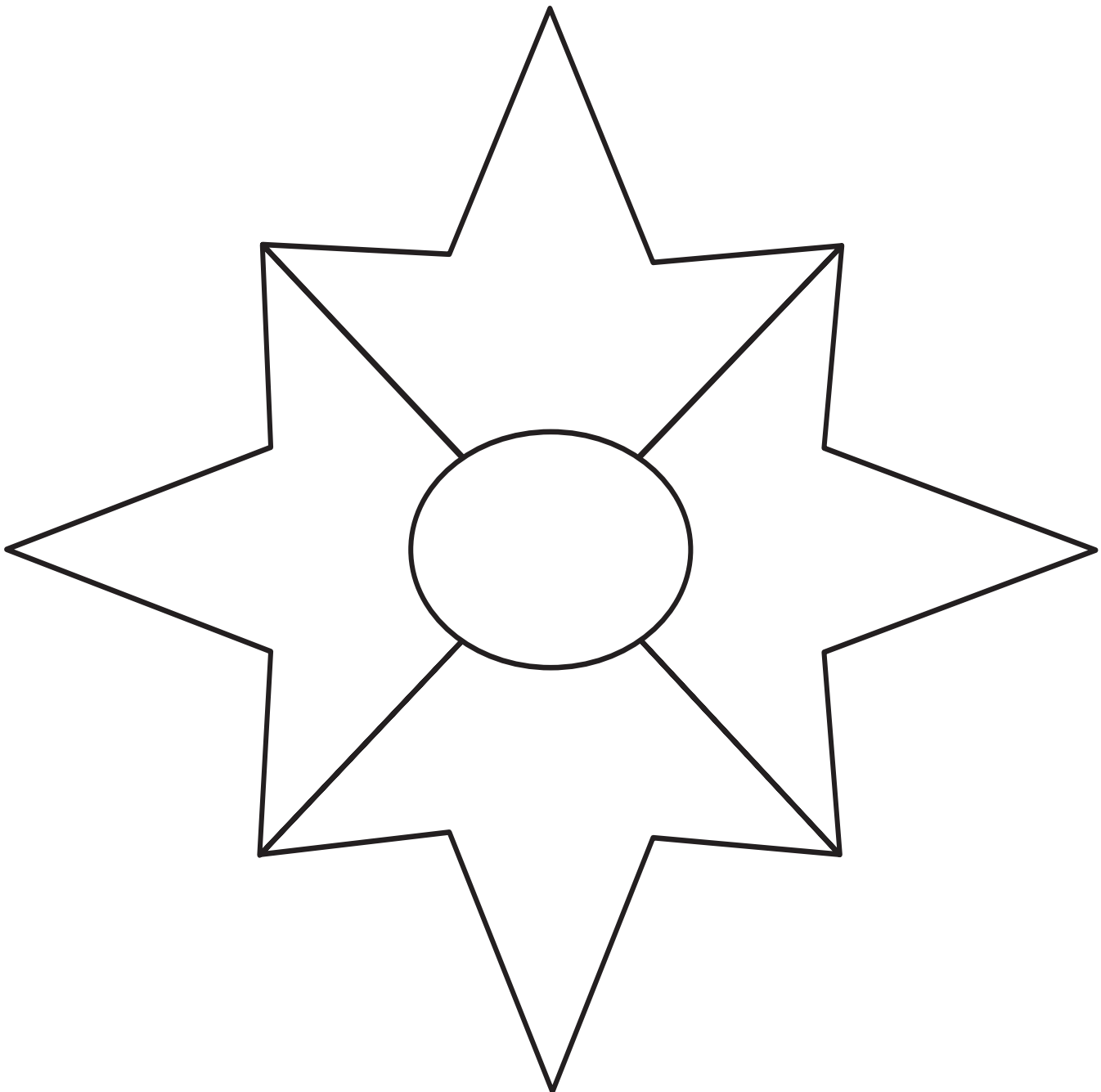
After completing the graphic organizers, have students write letters to the famous person they have chosen, explaining their own opinions about the decisions this person made.

.....

Name \_\_\_\_\_

## Mapping the Meaning

**Directions:** On this organizer, you will analyze the actions of a historical figure. You must first think of a question and place it in the center of the organizer. Think of at least four reasons this person acted as he or she did and write your reasons in the points on the organizer. Then, choose the best reason from the organizer and write a paragraph defending this as the best reason.



# Meaning in Lewis and Clark's Gift List

## Standard/Objective

- Understands the significance of the Lewis and Clark expedition (e.g., its role as a scientific expedition, its contributions to friendly relations with Native Americans). (McREL United States History Standard 9.5)
- Students will analyze a list of items that Lewis and Clark gave to the American Indians on their trip west.

## The Lesson

1. Ask students to think about the various gifts they give to others. Why do people give gifts? Tell students that Meriwether Lewis and William Clark gave gifts to the American Indians as they traveled through Indian land to the West Coast. Have students brainstorm the gifts that Lewis and Clark might have given to the Indians.
2. Show students a list of the items that Lewis and Clark took. This list is available on the National Archives website in their Archival Research Catalog under the keywords *list of Indian presents* (<http://www.archives.gov/research/arc/>). The list includes ivory combs, friendship medals, pipes, and cloth, among other things.
3. Allow students to find partners and have them carefully read through the list.
4. Distribute copies of *Mapping the Meaning* (page 124). Students must analyze the actions of Lewis and Clark. Why did they bring the gifts for the American Indians? Students must write the question in the center of their organizers. They must then think of at least four reasons why Lewis and Clark took gifts and write these reasons in the points on their organizers. If your students need extra help, show them the sample organizer *Mapping the Meaning for Lewis and Clark's Gifts* (page 126).
5. Finally, ask students to choose one of the reasons and write a conversation between Lewis and Clark and the American Indians. For example, students might write that Lewis and Clark took gifts to avoid a war with the Indians. Students can also create conversations that explain or show the outcome of a peaceful friendship between the two parties.

## ELL Support

Instead of writing conversations based on the graphic organizer information, have second-language learners create skits that demonstrate their knowledge. Allow them to invite other students to participate in their skits.

## Extension Idea

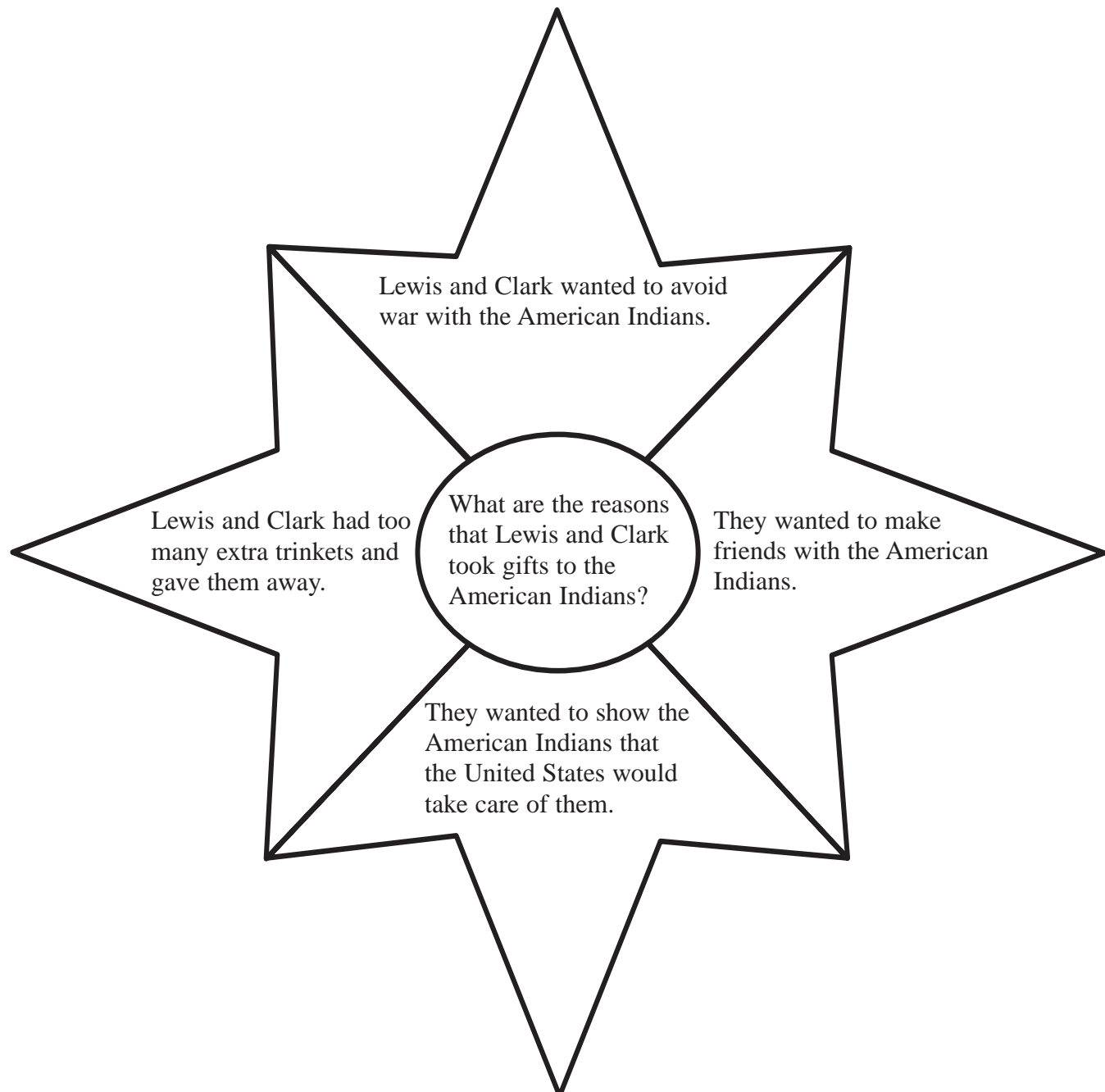
After completing the graphic organizers, have students think of one other gift item Lewis and Clark could have added to this list. Ask them to analyze what the American Indians would have thought of this gift.

.....

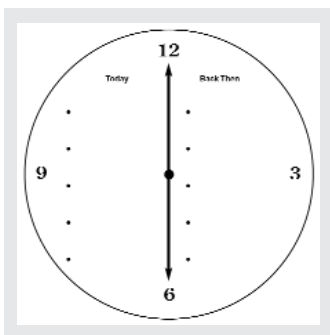
Name \_\_\_\_\_

## Mapping the Meaning for Lewis and Clark's Gifts

**Directions:** On this organizer, you will analyze the actions of a historical figure. You must first think of a question and place it in the center of the organizer. Think of at least four reasons this person acted as he or she did and write your reasons in the points on the organizer. Then, choose the best reason from the organizer and write a paragraph defending this as the best reason.



# Divided Time Graphic Organizer



## Skills Summary

**Social Studies**—  
historical perspectives

**Bloom's Level**—  
Synthesis  
(See page 8 for a  
description.)



## Why Use the Graphic Organizer

- *Divided Time* provides an effective way for students to generate original ideas. Stimulating original ideas enhances the writing process by helping students plan out and think through all the possibilities of what life was like in the past.
- By using the synthesis level of Bloom's Taxonomy, students increase their creativity. Creativity is stimulated through brainstorming, which in turn makes each student a better thinker.

## How to Use the Graphic Organizer

1. Use this activity while studying any time period in history. Students will compare their lives today to their lives if they lived during that time in history. Picture books about that time period are particularly helpful for students to visualize life during that time.
2. Ask students to think about living during this period. How would life be different from today? Write down a few ideas on the board.
3. Distribute copies of *Divided Time* (page 128). Tell students they will speculate on how their lives would be different if had they lived during this time in history.
4. Place *Divided Time Overhead* on the projector. Instruct students to describe their lives today. What kinds of activities do they enjoy? How does their family interact with each other? Have them write their answers under the *Today* heading. Model how to fill in the organizer for students. Next, ask students to think about growing up during this time in history. How would their lives be different? Have them write their answers under the *Back Then* heading.
5. Finally, ask students to write short stories about their lives during this time in history. Tell them to include the information from the *Back Then* section. Allow them to share their stories with partners.

## ELL Support

Second-language learners can draw symbols showing how their lives are today and how they might have changed had they lived back then. For example, someone may draw a Game Boy or a computer to represent today.

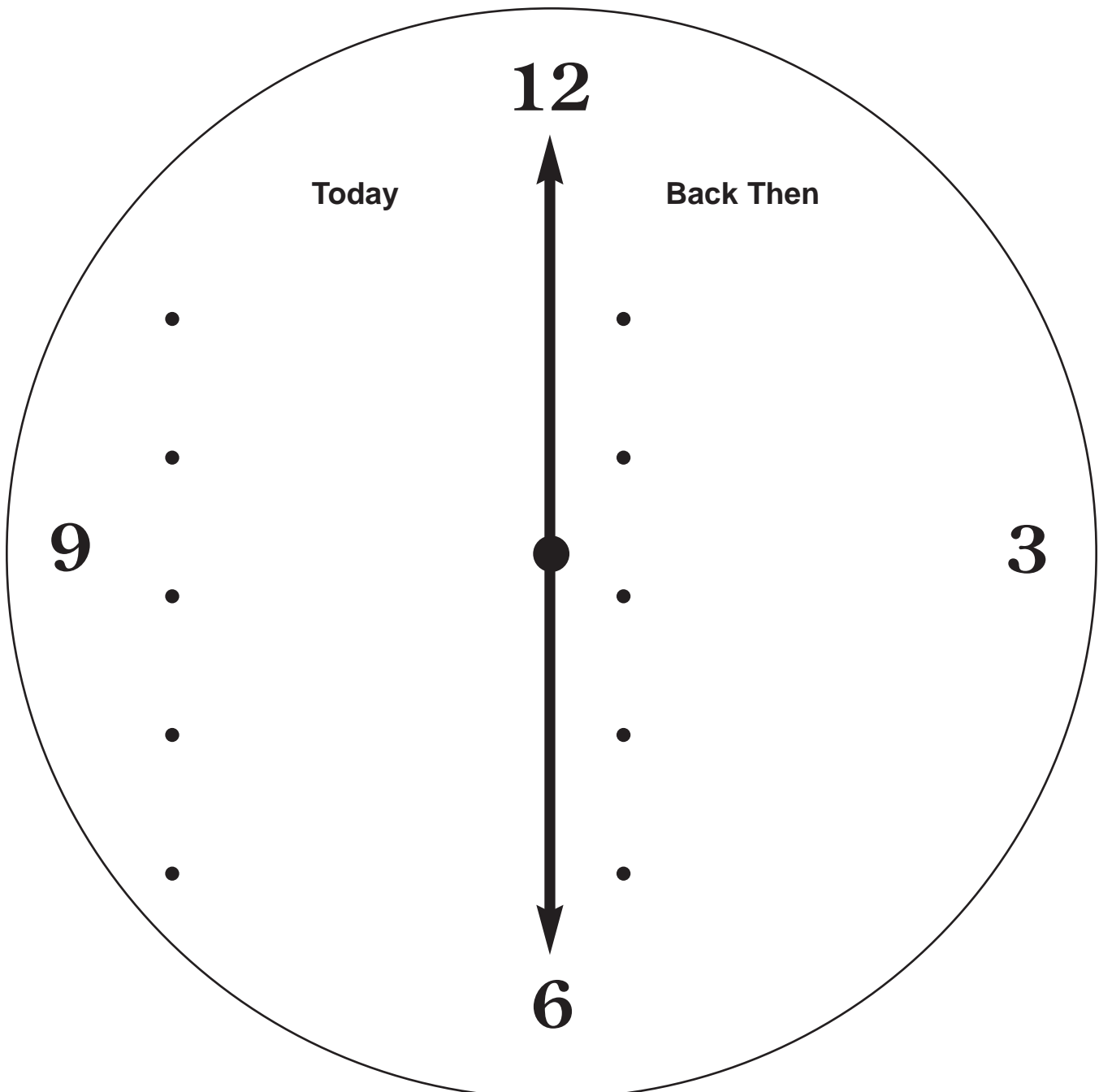
## Extension Idea

Have students use information in the graphic organizers to compose diary entries as if they were living during this time in history. If possible, have them share these diary entries.

Name \_\_\_\_\_

## Divided Time

**Directions:** Under the *Today* heading, describe your life today. What kinds of things do you enjoy? How do your family members interact with each other? Pick a time in history. Think about growing up during that time. How would your life be different? Write about it under the *Back Then* heading.





# The Great Depression and Divided Time

## Standard/Objective

- Understands the social and economic impact of the Great Depression (e.g., the impact of the depression on industry and workers; the response of local and state officials in combating the resulting economic and social crises; the effects of the depression on American families and on ethnic and racial minorities; the effect on gender roles; the victimization of African Americans and white sharecroppers). (McREL United States History Standard 23.2)
- Students will learn about the Great Depression and then compare their lives today to life during the Great Depression.

## The Lesson

1. During a unit on the Great Depression, read aloud the picture book *The Babe and I* by David Adler. This story is a fictional account about a boy who sold newspapers to help his family through the Great Depression.
2. Place *Divided Time Overhead* on the projector. Ask students to think about living during that time. How would life be different than it is today? Write down a few ideas on the overhead.
3. Distribute copies of *Divided Time* (page 128) and ask students to speculate on how their lives would be different if they had lived during the Great Depression.
4. Instruct students to write how their lives are today. What kinds of activities do they enjoy doing? How does their family interact with each other? Have them write this under the *Today* heading. Model how to fill in the organizer. Ask students to think about growing up during the Great Depression. Remind them of the boy in the story. How would their lives be different? Have them write these ideas under the *Back Then* heading. If students need additional help, show them the sample organizer *Divided Time for the Great Depression* (page 130).
5. Finally, ask students to write a short story about their lives during the Great Depression. Tell them to include the information from their *Back Then* section. Allow students to share their stories with partners.

## ELL Support

Help your second-language learners by allowing them to draw symbols showing how their life is today and how it would change if they lived back then. For example, someone might draw a Game Boy or a Computer for today. For back then, he or she might draw a plate with hardly any food on it.

## Extension Idea

Have students use their information in the graphic organizers to compose diary entries as if they were living in the Great Depression. If possible, have them share their diary entries with someone who lived during that time.

Name \_\_\_\_\_

## Divided Time for the Great Depression

**Directions:** Under the *Today* heading, describe your life today. What kinds of things do you enjoy? How do your family members interact with each other? Pick a time in history. Think about growing up during that time. How would your life be different? Write about it under the *Back Then* heading.

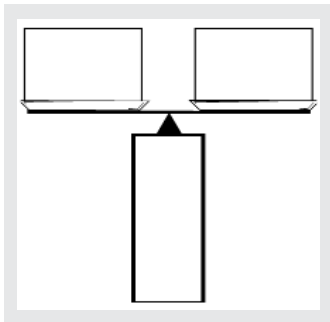
**Today**

- computers, Game Boy, television, CD player
- snacks, pantry full of food
- parents have jobs in the technology business
- 
- 

**Back Then**

- baseball, comic books
- I work at the grocery store bagging food to help my family
- mom doesn't have a job, dad works on the street selling fruit, not much food at home
- 
-

# Weighing the Past Graphic Organizer



## Skills Summary

**Social Studies**—  
civilizations

**Bloom's Level**—  
Evaluation  
(See page 8 for a  
description.)



## Why Use the Graphic Organizer

- It is important for students to examine history to see if it repeats itself. Students can judge whether life today is better than life yesterday using the *Weighing the Past* graphic organizer.
- All students should be challenged to compare civilizations because they not only learn the facts, but also learn to analyze and make judgments about those historical facts. The *Weighing the Past* graphic organizer shows that they have comprehended the previous material and can use that knowledge to make judgments about that particular past.
- Evaluating the past is a higher-level thinking skill. All students should be using these thinking skills to help them become better at making judgments based on a set of criteria.

## How to Use the Graphic Organizer

1. Ask students what all civilizations have in common. For example, they might list writing systems, large populations, types of craftsmen, scientific advances, viable trade system, currency, ruling government, or city states.
2. Distribute copies of *Weighing the Past* (page 132). Choose two civilizations that students have recently studied. Ask them which, in their opinion, was a better civilization?
3. Ask students to write descriptions of one civilization on the left side of the scale and then write descriptions of a different civilization on the right side of the scale. Place *Weighing the Past Overhead* on the projector and model this for your students.
4. After writing the facts about each civilization, tell students to imagine that they can magically travel back in time. If they had a choice of living in either of these civilizations, which one would offer them better lives as regular citizens? Students should write their decision in the base of the scale. They must also provide reasons for these decisions based on the information they wrote on the organizers.
5. Allow time for students to share their decisions with the class.

## ELL Support

Have second-language learners record their information on audio recorders. They can share their audiotapes with others in small groups and gain ideas from each other.



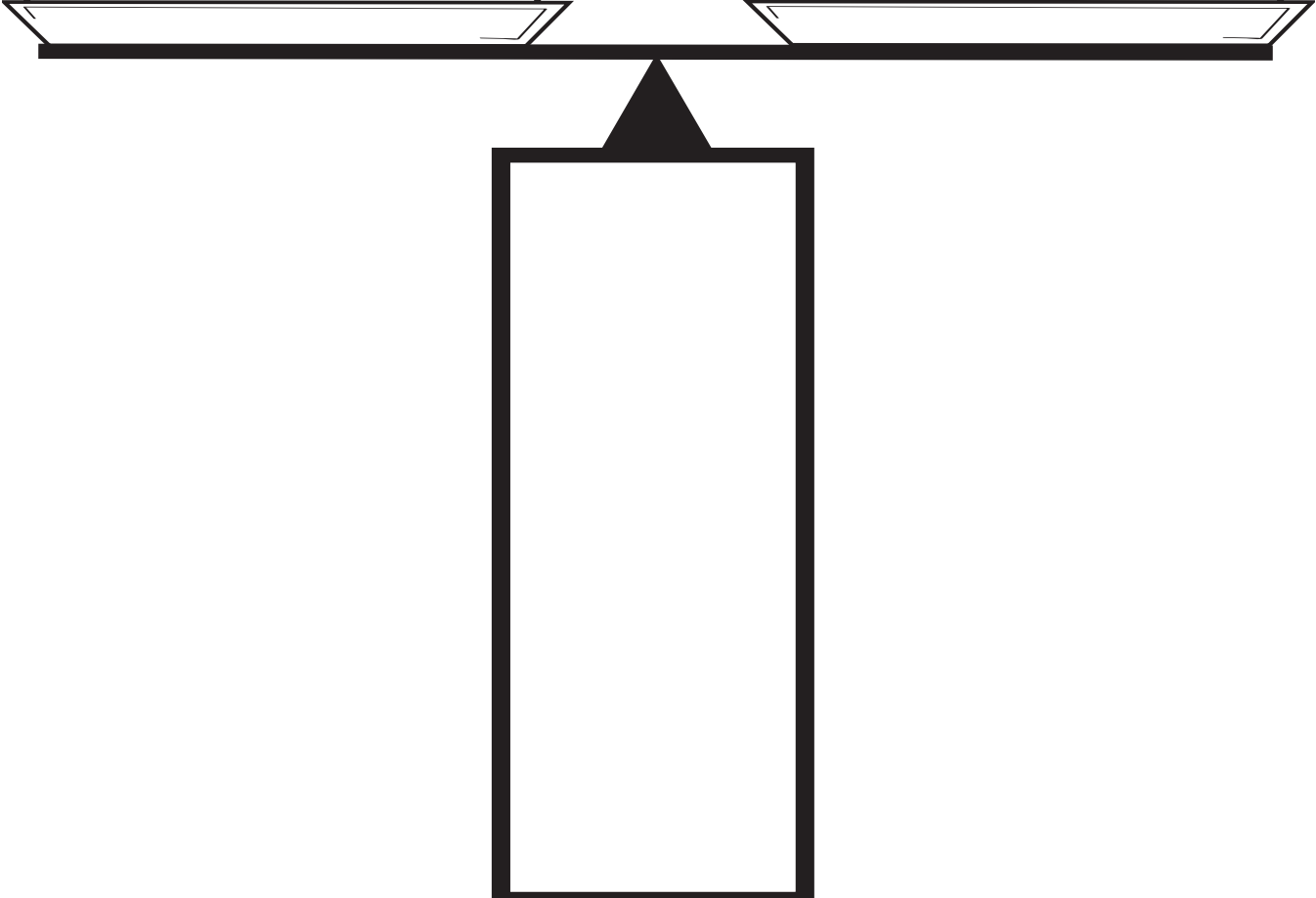
## Extension Idea

To make this more complex, have students compare three different civilizations instead of just two.

Name \_\_\_\_\_

## Weighing the Past

**Directions:** Write the name of one civilization and a description of it on the left side of the scale. On the other side, write a different civilization's name with its description. If you have a choice of living in either of these civilizations, which one would offer you a better life as a regular citizen? Write reasons for your decision in the base of the scale. You must provide reasons for your decision based on the information in the organizer.

Name:	Name:
	
	

# Weighing Mesopotamia and Egypt

## Standard/Objective

- Understands the concept of “civilization” (e.g., the various criteria used to define “civilization;” fundamental differences between civilizations and other forms of social organization, such as hunter-gatherer bands, Neolithic agricultural societies, and pastoral nomadic societies; how Mohenjo-Daro meets criteria for defining civilization). McREL World History Standard 6.5)
- Students will compare Mesopotamia and Egypt and then choose one that would offer better lives to regular citizens.

## The Lesson

1. Ask students to write what all civilizations have in common. For example, students might say writing systems, large populations, types of craftsmen, scientific advances, viable trade system, currency, ruling government, or city states.
2. Distribute copies of *Weighing the Past* (page 132). Ask students which would be a better civilization for quality of life: Mesopotamia or Egypt?
3. Tell students to write descriptions of the Egyptian civilization on the left side of their scales and descriptions of Mesopotamia on the right side of the scales. Place *Weighing the Past Overhead* on the projector and model this for your students. You can use the sample graphic organizer *Weighing the Past for Mesopotamia and Egypt* (page 134) if students need extra help.
4. After writing the facts about each civilization, tell students to imagine that they can magically travel back in time to live. If they had a choice between living in Mesopotamia or Egypt, which civilization would offer them better lives as regular citizens? Students should write their decisions in the base of the scale. They must also provide reasons for these decisions based on the information on the organizers.
5. Allow time for students to share their decisions with the class.

## ELL Support

Have second-language learners record their information on audio recorders. They can share their audiotapes on both Mesopotamia and Egypt with others to gain new ideas to add to their organizers.

## Extension Idea

Have students compare the civilizations of Mesopotamia, Egypt, and the Indus River Valley on three-part scales. Then they can choose which civilization is the best of the three.

Name \_\_\_\_\_

## Weighing the Past for Mesopotamia and Egypt

**Directions:** Write the name of one civilization and a description of it on the left side of the scale. On the other side, write a different civilization's name with its description. If you have a choice of living in either of these civilizations, which one would offer you a better life as a regular citizen? Write reasons for your decision in the base of the scale. You must provide reasons for your decision based on the information in the organizer.

**Name: Mesopotamia**

city states, traded with other countries, cylinder seals, lived in huts, farmed, raised cattle, developed the first written language, used the wheel, had canals, used irrigation, first to invent a library, worshipped at temples called Ziggurats, harsh environment

**Name: Egypt**

ruled by one leader, most were farmers on the Nile River, flooding irrigated the fields, women could make land deals and financial decisions, wrote in hieroglyphs, prepared for one's death, mud brick homes, traded in villages, some worked as scribes and craftsmen

If I had a choice between the two civilizations, I would choose Mesopotamia. I think society in Mesopotamia is more comparable to our lives today. They traded with other countries and although life was difficult, the livelihood of the civilization did not depend on the flooding of one river.

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# Graphic Organizer Flip Book

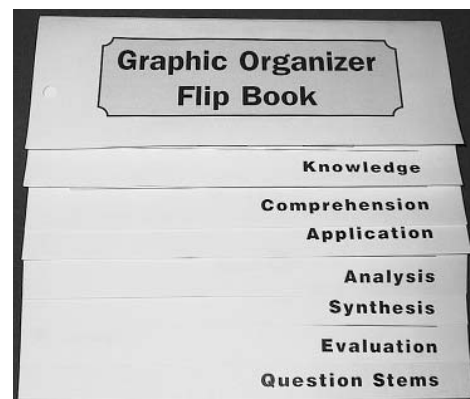
## What Is a Flip Book?

The Graphic Organizer Flip Book on the following pages is a compact, informative chart that shows differentiated organizers at a glance. It is a handy tool for busy teachers who want to create lessons using graphic organizers. It also divides the graphic organizers into the levels of Bloom's Taxonomy, which enables the teacher to challenge students to think on all levels within the cognitive domain.

This flip book is like reference guide for teachers. The tabbed pages make it easy to flip to the desired level of Bloom's Taxonomy. On each page in the flip book are key verbs as well as thumbnail images of graphic organizers associated with that level of Bloom's Taxonomy. On the last page of the flip book is a list of leading questions that correlate with all the levels of Bloom's Taxonomy.

## Directions for Making the Flip Book

1. Carefully rip the next four sheets of paper (pages 137–144) out of the book along the perforated cut near the spine.
2. Fold each page along the dotted gray line. You need to fold the odd pages over the even sides of each page. For your reference, the page numbers are included above the gray fold lines.
3. After all the pages have been folded carefully, place them in order. The sheet with pages 137–138 is on the top or outside. The inside or middle sheet is pages 143–144.
4. At this point, your flip book should have the six levels of Bloom's Taxonomy listed down the right side. The last flap should read Question Stems. If you don't see these words down the right side, you probably folded one of the pieces of paper the wrong way. Take the book apart and check each fold.
5. You may want to staple the book together to make it easier to use. If you do staple it, make sure you staple very close to the fold so that you can read all the text.
6. Keep in mind, as you look at your finished flip book, that imperfections in the printing of the pages might affect the way the pages line up. You can refold individual pages before stapling it to make the book line up better.





# Graphic Organizer Flip Book

## Evaluation

Question stems for evaluation activities include:

- Do you agree or disagree with . . . ?
- Judge how well this . . . ?
- How effective was . . . ?
- What would you recommend for . . . ?
- Why did that person . . . ?
- Can you justify . . . ?
- In what ways can you support . . . ?
- Which would you select and why?

## Synthesis

Question stems for synthesis activities include:

- Can you write a poem/song about . . . ?
- What would happen if . . . ?
- In what ways could you improve . . . ?
- How many ways can you . . . ?
- Can you invent a way to . . . ?
- How would you test . . . ?
- What new uses are there for . . . ?
- How would you change . . . ?

## Analysis

Question stems for analysis activities include:

- In what ways is \_\_\_\_\_ related to . . . ?
- How was this similar to . . . ?
- What is the theme of . . . ?
- How would you classify . . . ?
- What was the problem with . . . ?
- How does \_\_\_\_\_ work?
- What are the parts of . . . ?
- Why do you think . . . ?

## Knowledge Skills

This cognitive skill requires that students:

- recall or locate information
- remember something previously learned
- memorize information

When asking questions that require knowledge, the following verbs are used:

arrange	define	describe	duplicate	identify	label
locate	match	memorize	name	order	recall
recognize	relate	remember	repeat	reproduce	state
					tell

# Knowledge

Question stems for knowledge activities include:

- What is . . . ?
- When did \_\_\_\_ happen?
- How many . . . ?
- Can you remember . . . ?
- Who was . . . ?
- Where did \_\_\_\_ happen?
- What is the meaning of . . . ?
- How would you describe . . . ?

# Comprehension

Question stems for comprehension activities include:

- How would you summarize . . . ?
- What was the main idea of . . . ?
- Can you compare and contrast . . . ?
- What facts support . . . ?
- Can you define . . . ?
- How could you describe . . . ?
- Who was a key character in . . . ?
- Can you restate in your own words . . . ?

# Application

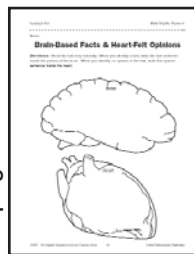
Question stems for application activities include:

- How would you classify . . . ?
- What questions might you ask . . . ?
- How would you use a . . . ?
- Could you substitute something for . . . ?
- Could the same event have happened in . . . ?
- In what ways could you apply . . . ?
- What would happen if . . . ?
- What would you change if . . . ?

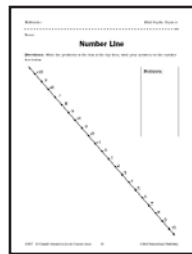
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page 139

## Graphic Organizers for Knowledge

Brain-Based Facts &  
Heartfelt Opinions  
pages 15–18



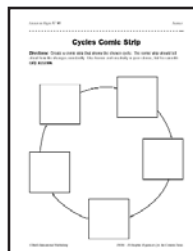
Number Line  
pages 39–42



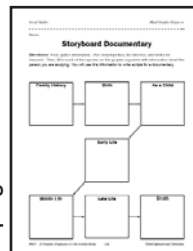
Tourist Guidebook  
pages 63–66



Cycles Comic Strip  
pages 87–90



Storyboard  
Documentary  
pages 111–114



# Comprehension Skills

This cognitive skill requires that students:

- understand and explain facts
- demonstrate basic understanding of concepts and curriculum
- translate to other words
- grasp the meaning
- interpret information
- explain what happened in their own words or pictures

When asking questions that require comprehension, the following verbs are used:

classify	describe	discuss	distinguish	edit	estimate	explain
express	generalize	identify	indicate	locate	predict	recognize
report	restate	review	select	summarize	translate	

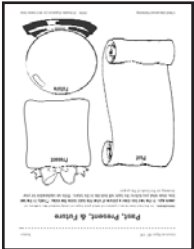
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page 140

## Graphic Organizers for Evaluation

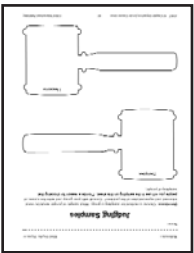
Opinion Organizer  
pages 35–38



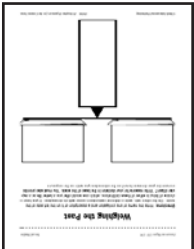
Past, Present, & Future  
pages 107–110



Judging Samples  
pages 59–62



Weighing the Past  
pages 131–134



Appraising Art  
pages 83–86



# Evaluation Skills

This cognitive skill requires that students:

- make judgments based on evidence
- judge the value of something using criteria
- support their judgments
- judge the value of material for a given purpose
- examine a person/policy/event and tell whether it measures up to a certain standard

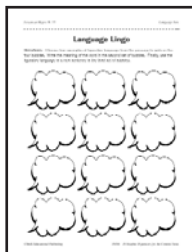
When asking questions that require evaluation, the following verbs are used:

appraise	argue	assess	compare	conclude
criticize	critique	defend	estimate	evaluate
give opinions	interpret	judge	justify	predict
prioritize	rate	recommend	support	value

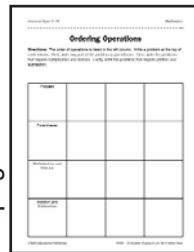
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page 141

## Graphic Organizers for Comprehension

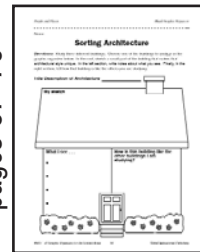
Language Lingo  
pages 19–22



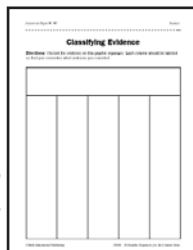
Ordering  
Operations  
pages 43–46



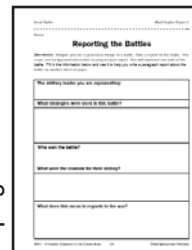
Sorting  
Architecture  
pages 67–70



Classifying  
Evidence  
pages 91–94



Reporting the  
Battle  
pages 115–118



# Comprehension

## Application Skills

This cognitive skill requires that students:

- use prior learning to solve a problem or to answer a question
- transfer knowledge learned in one situation to another
- use material in new and concrete situations
- apply the lessons of the past to situations today

When asking questions that require application, the following verbs are used:

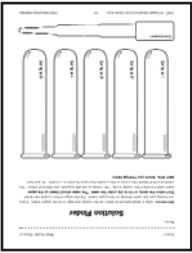
apply	build	choose	compute	cook	demonstrate
discover	dramatize	employ	illustrate	operate	practice
prepare	produce	schedule	sketch	solve	solve
use	write				

## Graphic Organizers for Synthesis

Circles of Life  
pages 31–34



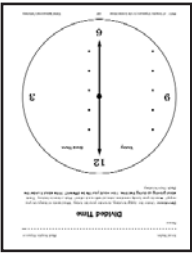
Solution Finder  
pages 103–106



Idea Recorder  
pages 55–58



Divided Time  
pages 127–130



Poetry Verse  
pages 79–82





# Synthesis Skills

This cognitive skill requires that students:

- understand and explain facts
- create new ideas by pulling parts of the information together
- reform individual parts to make a new whole
- take a jumble of facts and add them up to make sense

When asking questions that require synthesis, the following verbs are used:

arrange	assemble	categorize	collect	combine
compile	compose	construct	create	design
develop	forecast	formulate	hypothesize	imagine
invent	manage	organize	plan	prepare
propose	rearrange	reconstruct	set up	write

outside fold  
page 143

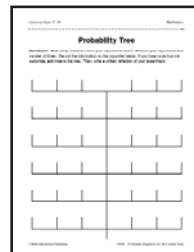
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## Graphic Organizers for Application

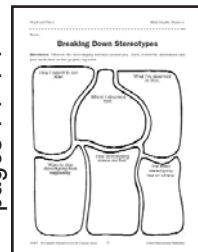
Sandwiching  
Sentences  
pages 23–26



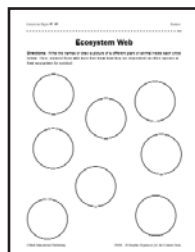
Probability Tree  
pages 47–50



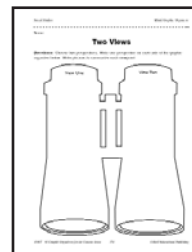
Breaking Down the  
Stereotypes  
pages 71–74



Ecosystem Web  
pages 95–98



Two Views  
pages 119–122



## Analysis Skills

This cognitive skill requires that students:

- see in-depth relationships between and among parts of the information
- understand how parts relate to a whole
- understand structure and motive
- note fallacies
- break down material into its component parts so that its organizational structure may be understood
- take a complicated situation and break it down into its parts

When asking questions that require analysis, the following verbs are used:

outline	differentiate	separate	solve
classify	distinguish	examine	
compare	contrast	illustrate	investigate
diagram			

## Graphic Organizers for Analysis

