

Social Science Toolkit of Graphic Organizers



With Lin Kuzmich

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V O C A B U L A R Y W O R D M A P

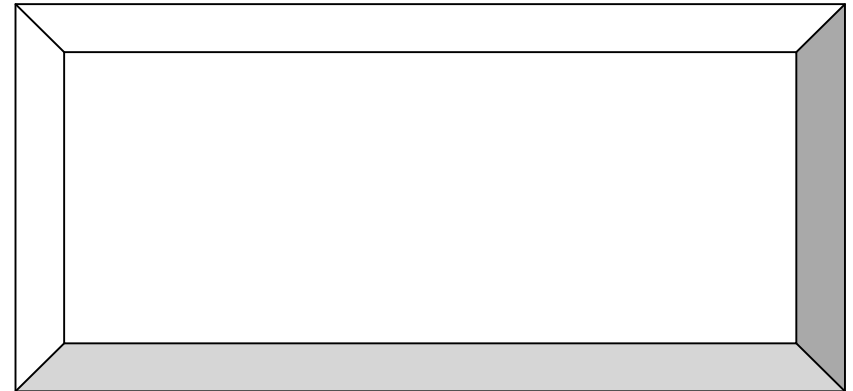
DEFINITION or SYNONYMS

ANTONYMS

VOCABULARY WORD

WRITE A SENTENCE USING IT MEANINGFULLY

DRAW a PICTURE of IT



V O C A B U L A R Y W O R D M A P

Definition in Your Own Words

Synonyms

VOCABULARY WORD

Use It Meaningfully in a Sentence

Draw a Picture of It

Thanks to Debbie Petrick for design idea.

T H E S I S - P R O O F

Thesis:	
Evidence Supporting	Evidence Refuting
CONCLUSION	

THESIS - PROOF

THESIS

PROOF

SUMMARY PARAGRAPH

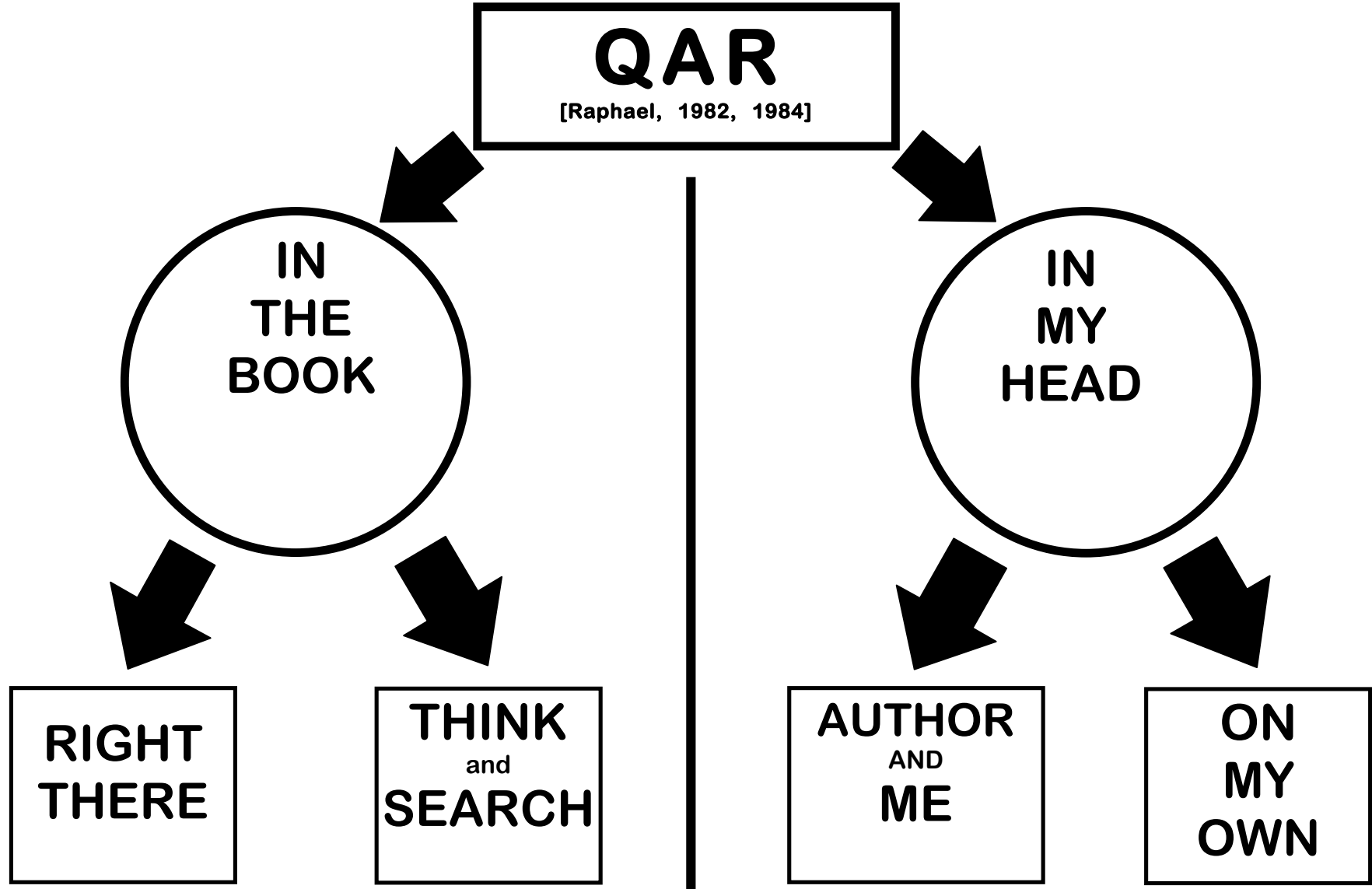
Strategies for Reading Comprehension

Thesis-Proof



To help gather and sort information, and then to make sense of it, students can complete a Thesis-Proof chart. A Thesis-Proof chart is used to help identify and record the supporting ideas that are found in the process of research. It can be a tool for gathering evidence to support a single thesis, or (as is shown here) it can be used to look at competing sides of a single thesis.

To do a Thesis-Proof activity, begin with a separate sheet of paper. Across the top, write the guiding question, converted into a thesis statement. Underneath this, make two columns, and label one SUPPORT and the other OPPOSITION. Then, as you conduct research you'll jot down the key ideas from the various sources, making certain they fall either under supporting or opposing your thesis.



Question Answer Relationships*Raphael, 1982, 1984***In The Book QARs****RIGHT THERE***Answer in the text.***THINK & SEARCH***Put it together.***In My Head QARs****AUTHOR & YOU***Answer NOT in the story.***ON MY OWN***Don't even have to have read the story.*

Strategies for Reading Comprehension

Question-Answer Relationships

[Raphael, 1982, 1984]



What Is/Are Question-Answer Relationships?

Raphael created Question-Answer Relationships as a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. Even more important is understanding where the answer will come from.

Teaching QARs to students begins with helping them understand the core notion: that when confronted with a question, the answer will come either from the text or from what kids know. These are the Core Categories, which Raphael calls

1. In the Book (or video or WWW page...)
2. In My Head

Once students are comfortable with these simpler distinctions (and do note that this does not take very long!), it will please them to move to the next level of understanding question types. Raphael divides "In The Book" into two QAR types (Right There and Think and Search); and "In My Head" into two QAR types (Author & You and On My Own).

Explain Those Four QARs!

1. **Right There.** The answer is in the text, and if we pointed at it, we'd say it's "right there!" Often, the answer will be in a single sentence or place in the text, and the words used to create the question are often also in that same place.
2. **Think and Search.** The answer is in the text, but you might have to look in several different sentences to find it. It is broken up or scattered or requires a grasp of multiple ideas across paragraphs or pages.
3. **Author and You.** The answer is not in the text, but you still need information that the author has given you, combined with what you already know, in order to respond to this type of question.
4. **On My Own.** The answer is not in the text, and in fact you don't even have to have read the text to be able to answer it.

Download and Print:

- [QAR Chart](#)
- [QAR Concept Map](#)

What Does This Look Like in Practice?

Good question. Just for practice and as an example, let's apply it to the following passage of text. Following the passage are one example for each type of QAR.

P R O B L E M / S O L U T I O N**QUESTIONS****ANSWERS**

What is the problem?	
What are the effects?	
What are the causes?	
What are the solutions?	

	delay efforts to rebuild the war-torn nations.
--	--

Strategies for Reading Comprehension

Problem-Solution



What Is a Problem-Solution Chart?

The Problem-Solution chart is a variation of [column notes](#). It helps students focus on the four areas critical to problem-solving: identifying the problem, listing the consequences or results of that problem, isolating the causes, and proposing solutions. It is a great tool to use in social studies, but you can imagine how it might be every bit as useful in areas such as science or literature.

How Does It Work?

A Problem-Solution chart breaks offers a way to visually organize the distinct components of problems toward educative ends. Because it uses a format based on column notes, students can readily understand its layout and function. Students (or the teacher) will first identify a problem; the effects or consequences of that problem are then listed. Students then brainstorm all the possible causes of that problem and also come up with solutions to the problem.

But don't think this is only good for content area topics...consider some other uses as well. For instance, if a student misbehaves, you might hand him a Problem-Solution chart to fill out before you counsel him about his behavior. Either you can identify the problem, or you can tell the student to identify the problem. Then, the Problem-Solution chart becomes a way for a student to reflect on his own behavior, its consequences, and what he might do to change it. Or perhaps it's time for a class meeting: you can tell your students you've tried everything you can think of, and you need their help to solve a problem. Put a Problem-Solution chart on the overhead, and tell them you want to solve the problem of homework not being turned in (or of the noise level in the lunchroom or...) It's a great strategy for jointly solving thorny issues that the class as a whole can address.

Strategies for Reading Comprehension

Inquiry Chart

OPINION - PROOF

[Santa & Daily, 1985]

Opinion

Proof

Strategies for Reading Comprehension

Opinion-Proof



What Is Opinion-Proof?

Opinion-Proof is a particular application of [column notes](#). It's designed to take the power of students' own opinions about their content and harness them as tools of learning. The basic idea is that an opinion can be put forward, but it should be a supported opinion, based on ideas, facts, or concepts found within the material being studied (or based on research that a student has done).

How Does It Work?

Two columns are set up for the basic Opinion-Proof chart. Label the left column "Opinion". Label the right column "Proof". Whatever opinion the teacher assigns or which students choose themselves is written in the left column. Then, support for that opinion is culled from the text, video, newspaper, story, or other source of content. Students can then use their Opinion-Proof charts to write a persuasive essay, compose an editorial suitable for a newspaper, or to prepare themselves for a classroom debate, among other things.

What Does an Opinion-Proof Chart Look Like?

Imagine using the following as a pre-writing activity for a persuasive essay.

Opinion-Proof	
OPINION	PROOF
<p>President Truman was justified in resorting to the use of the atomic bomb in the final days of World War II.</p>	<ul style="list-style-type: none"> • The Japanese government and military had committed to fight to the last man. • The alternative to atomic bombing was an invasion of Japan, which would have resulted in enormous numbers of casualties among U.S. troops. • The United States was in a race to develop atomic weapons and had no idea whether or if the Japanese were also developing their own weapons of mass destruction. • A continuation of the war indefinitely would cost untold thousands of military and civilian deaths on both sides of the fighting. • A continuation of the war indefinitely would continue to drain the resources of the United States and the other Allied Powers. • A continuation of the war indefinitely would further

I N Q U I R Y C H A R T

Hoffman, 1992

TOPIC	(FACT QUESTION)	(CONCEPT QUESTION)	(SKILL QUESTION)	What questions do I have?
What do I (we) already know?				
TEXT SOURCE 1				
TEXT SOURCE 2				
PRIMARY SOURCES:				
OTHER SOURCES				
Summary				



What Is An I-Chart? Inquiry Charts were developed by James V. Hoffman, based on the work of McKenzie, Ogle, and others. I-Charts offer a planned framework for examining critical questions by integrating what is already known or thought about the topic with additional information found in several sources.

How Does It Work? On a given topic, you'll have several questions to explore. These are found at the top of each individual column. The rows are for recording, in summary form, the information you think you already know and the key ideas pulled from several different sources of information. The final row gives you a chance to pull together the ideas into a general summary. It's at this time you'll also try to resolve competing ideas found in the separate sources or, even better, develop new questions to explore based on any conflicting or incomplete information.

How Does It Look, Generally? The I-Chart that appears below is merely a suggestion. You and your students can create for yourselves an I-Chart to help you analyze several sources of information. You should feel free to modify the I-Chart, such as including a bottom row to list new questions.

Five Themes of Geography for Power Mapping

1: Location

2: Absolute

- 3: latitude and longitude coordinates
- 3: street address

2: Relative

- 3: in the Atlantic Ocean
- 3: west of Madagascar
- 3: 30 miles south of Albany

1: Place

2: Human Characteristics

- 3: houses
- 3: wheat fields
- 3: cities

2: Physical Characteristics

- 3: mountains
- 3: rivers
- 3: deserts

1: Human-Environment Interaction

2: Depend On

- 3: living near water
- 3: trees for lumber, paper

2: Modify

- 3: clearing land for farming
- 3: grading to create roadways
- 3: creating reservoirs

2: Adapt To

- 3: warm clothes in cold climates
- 3: building shelter

1: Movement**2: People**

- 3: cars
- 3: planes

2: Goods

- 3: railroads
- 3: trucking
- 3: ships

2: Ideas

- 3: newspapers
- 3: internet
- 3: television

1: Region**2: Political**

- 3: United States
- 3: Japan
- 3: Brazil

2: Language

- 3: Latin America
- 3: Arab World (where people speak Arabic)
- 3: English-Speaking World

2: Agricultural

- 3: rice-growing
- 3: tobacco states
- 3: Grain Belt

2: Industrial

- 3: Rust Belt
- 3: Silicon Valley
- 3: textile region

Story Mapping

HISTORY FRAME

TITLE OF EVENT:	PARTICIPANTS / KEY PLAYERS:
PROBLEM or GOAL:	WHERE: WHEN:
KEY EPISODES or EVENTS:	RESOLUTION or OUTCOME:
	THEME/LESSON/So What?

Story Mapping

FRAMED CHARACTER/PLOT CHART

[Dr. Barbara Schmidt, California State University and similar to Macon, Bewell, & Vogt, 1991]

WHAT THIS IS: Want to get at the barest essentials of an historical event or a story? Focus on WHO and what that person WANTED, what GOT IN THE WAY of what he or she wanted, and WHAT HE or SHE DID about it. In other words: Somebody Wanted ... But ... So ... See the simple example below.

SOMEBODY	John
WANTED	to build a house
BUT	he didn't have wood
SO	he went to the store to buy some.

SOMEBODY	
WANTED	
BUT	
SO	

3

2

1

ReadingQuest: Making Sense in Social Studies
<http://www.readingquest.org>

*From an idea shared by Penny Jiggins
Fairfax County, Virginia*

THINGS YOU FOUND OUT:

3

INTERESTING THINGS

2

QUESTION YOU STILL HAVE

1

ReadingQuest: Making Sense in Social Studies
<http://www.readingquest.org>

*From an idea shared by Penny Jiggins
Fairfax County, Virginia*

Strategies for Reading Comprehension

3 - 2 - 1

[first suggested to me by Penny Juggins of Fairfax County, VA]

**What Is a 3 - 2 - 1?**

The idea is to give students a chance to summarize some key ideas, rethink them in order to focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. Often, teachers use this strategy in place of the usual worksheet questions on a chapter reading, and when students come to class the next day, you're able to use their responses to construct an organized outline, to plot on a Venn diagram, to identify sequence, or isolate cause-and-effect. The students are into it because the discussion is based on the ideas that they found, that they addressed, that they brought to class.

How Does It Work?

Students fill out a 3-2-1 chart with something like this:

3 Things You Found Out

2 Interesting Things

1 Question You Still Have

Now, that's just the suggested version. Depending upon what you're teaching, you can modify the 3-2-1 anyway you want. For instance, if you've just been studying the transition from feudalism to the rise of nation-states, you might have students write down **3** differences between feudalism and nation-states, **2** similarities, and **1** question they still have.

Got A Version I Can Print Out?

But of course! You can download and print a version of a blank 3-2-1 chart and the generic version as described above. They are both on the same sheet; you can copy and cut them into half-sheets.

Strategies for Reading Comprehension

Semantic Feature Analysis

[Johnson & Pearson, 1984]



What Is It?

With a Semantic Feature Analysis chart or grid, one can examine related concepts but make distinctions between them according to particular criteria across which the concepts can be compared.

How Does It Work?

A set of concepts is listed down the left side (or across the top; it doesn't much matter which) and criteria or features are listed across the top (or down the side). If the concept is associated with the feature or characteristic, the student records a Y or a + (plus-sign) in the grid where that column and row intersect; if the feature is not associated with the concept, an N or - (minus-sign) is placed in the corresponding square on the grid. For instance, consider types of government: democracy, dictatorship, monarchy, oligarchy, theocracy, and republic. What might be the characteristics of governments that might be associated with various types?

Help Me Visualize A Semantic Feature Analysis Chart.

Got a good graphic for me?

	FDR	JFK	Nixon	Reagan	Clinton
Democrat	+	+	-	-	+
War Time President	+	-	+	-	-
Congress of Same Party	-/+	+	-	-/+	-/+
Re-Elected	+	-	+	+	+
Served in Congress	-	+	+	-	-
Won Majority of Popular Vote	+	-	-/+	+	-

LESSON CLOSURE

Today's lesson.....

.....

..... . One key idea was

.....

..... . This is important because

.....

..... . Another key idea

.....

..... . This matters because

.....

..... . In sum, today's
lesson

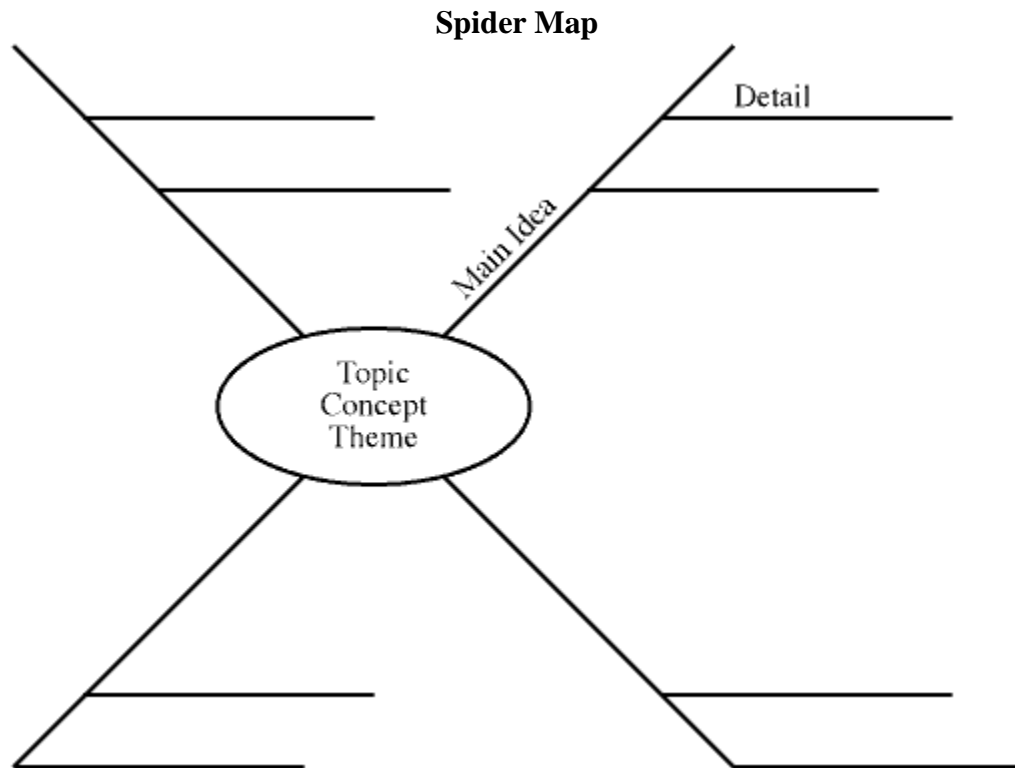
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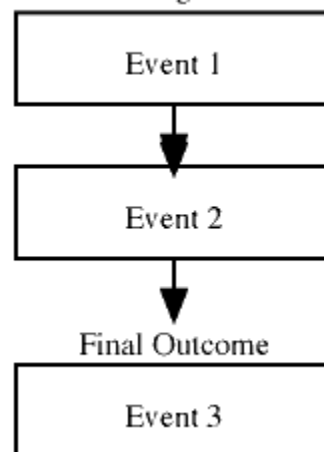
Based on Nichols (1980): Paragraph Frames.

A graphic organizer is an instructional tool used to illustrate a student or class's prior knowledge about a topic or section of text. Other organizers include the:



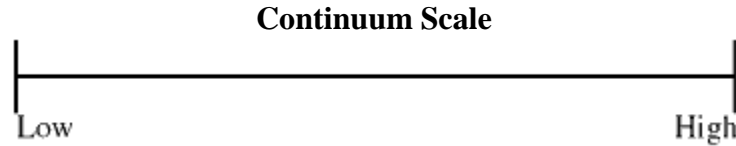
Used to describe a central idea: a thing (a geographic region), process (meiosis), concept (altruism), or proposition with support (experimental drugs should be available to AIDS victims).
Key frame questions: What is the central idea? What are its attributes? What are its functions?

Series of Events Chain
Initiating Event



Used to describe the stages of something (the life cycle of a primate); the steps in a linear procedure (how to neutralize an acid); a sequence of events (how feudalism led to the formation

of nation states); or the goals, actions, and outcomes of a historical figure or character in a novel (the rise and fall of Napoleon). Key frame questions: What is the object, procedure, or initiating event? What are the stages or steps? How do they lead to one another? What is the final outcome?



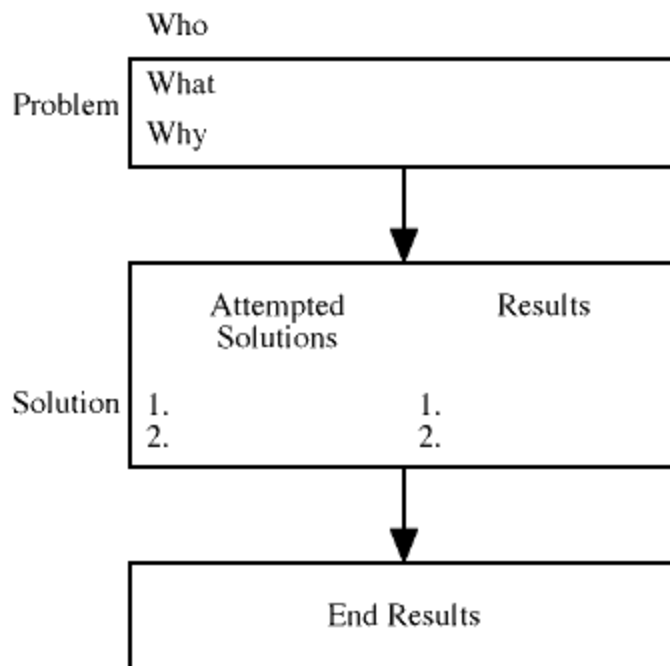
Used for time lines showing historical events or ages (grade levels in school), degrees of something (weight), shades of meaning (Likert scales), or ratings scales (achievement in school). Key frame questions: What is being scaled? What are the end points?

Compare/Contrast Matrix

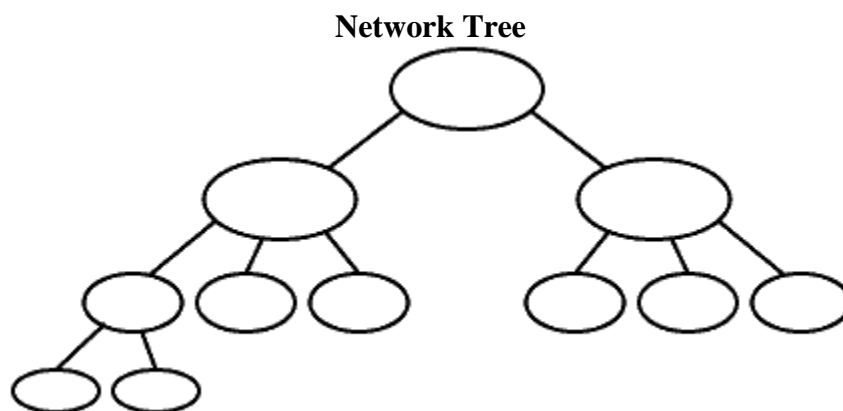
	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Used to show similarities and differences between two things (people, places, events, ideas, etc.). Key frame question: What things are being compared? How are they similar? How are they different?

Problem/Solution Outline

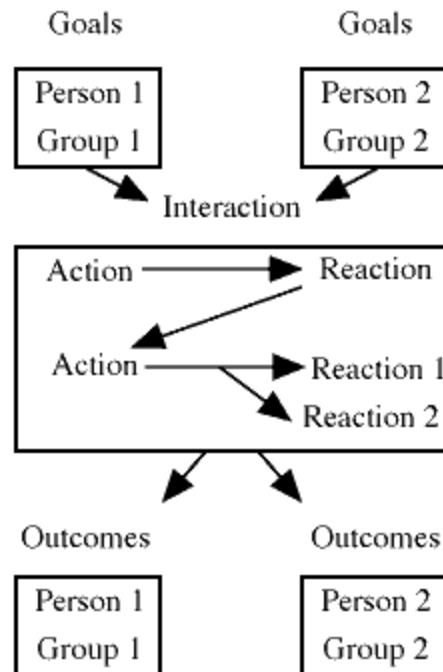


Used to represent a problem, attempted solutions, and results (the national debt). Key frame questions: What was the problem? Who had the problem? Why was it a problem? What attempts were made to solve the problem? Did those attempts succeed?

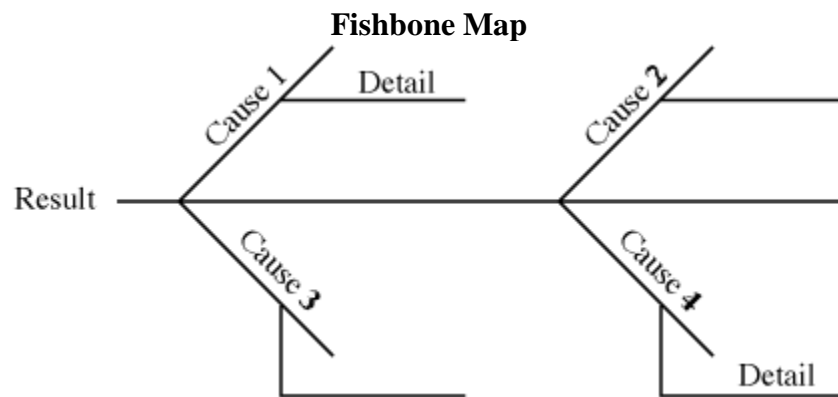


Used to show causal information (causes of poverty), a hierarchy (types of insects), or branching procedures (the circulatory system). Key frame questions: What is the superordinate category? What are the subordinate categories? How are they related? How many levels are there?

Human Interaction Outline

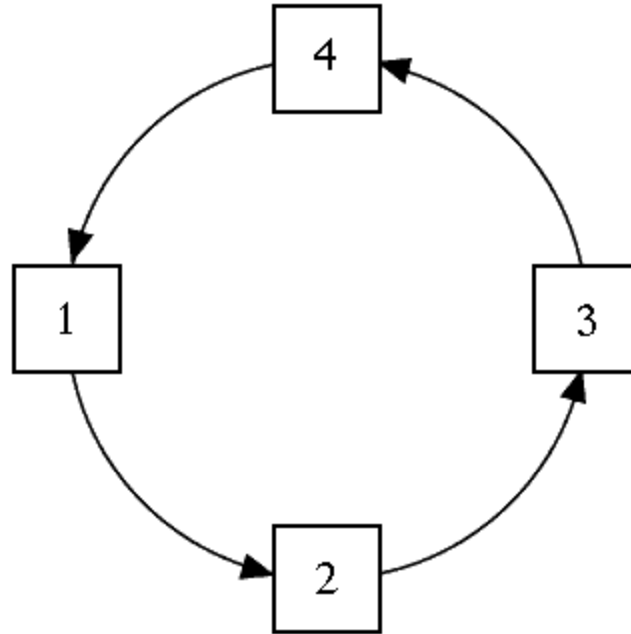


Used to show the nature of an interaction between persons or groups (Europeans settlers and American Indians). Key frame questions: Who are the persons or groups? What were their goals? Did they conflict or cooperate? What was the outcome for each person or group?



Used to show the causal interaction of a complex event (an election, a nuclear explosion) or complex phenomenon (juvenile delinquency, learning disabilities). Key frame questions: What are the factors that cause X? How do they interrelate? Are the factors that cause X the same as those that cause X to persist?

Cycle



Used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycles of achievement and failure, the life cycle). Key frame questions: What are the critical events in the cycle? How are they related? In what ways are they self-reinforcing?

An Anticipation/Reaction Guide is used to assess a class's knowledge before they begin a lesson.

The sun was setting, and as the senator gazed out his office window, he could see the silhouettes of some of the unique buildings and monuments of Washington, D.C. Directly in front of him at the other end of the National Mall, the stark obelisk of the Washington Monument thrust dramatically skyward, its red warning lights blinking in the approaching dusk. Although he couldn't quite see it, he knew that beyond the Washington Monument and the reflecting pool just past it, a huge statue of Abraham Lincoln sat thoughtfully in the Lincoln Memorial.

The senator was worried. A bill was before the Congress, called Safe Surfing for Safer Schools, that would deny federal education dollars to states that didn't have laws against internet pornography on their books. He was concerned about kids having access to dirty pictures, and even more concerned about internet predators having access to kids. But he also believed strongly in the right of people to freely access information, even if it meant sometimes children might be exposed to adult materials. And it seemed dangerous to take money away from schools, where the need was desperate, if state legislatures balked at this federal pressure on them.

His constituents had let him know in no uncertain terms that they supported strict standards of decency on the internet. He knew if he didn't support the bill, his next election opponent would paint him as pro-pornography, and anti-child. But he didn't want anything to get in the way of providing monetary support to schools through federal grants.

The unique spires of the original Smithsonian Institution were getting harder to

see, but there was still a faint gleam on the green dome of the Museum of Natural History. What was the right thing to do?

Right There

What legislation is the senator worried about?

Think and Search

What arguments is he having to weigh in his mind?

Author and You

How would you advise the Senator, and why would you advise him so?

On My Own

What's a tough decision you've had to make?

Episodic Summary – Cause Effect

Where?		Sequence	1.	2.	3.	4.	5.	6.	
When?									
How Long?									
		Event							
Cause								Effect	
		Who	What			Who	What		

From *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* (p. 77) by Robert Marzano, D.J. Pickering & J. E. Pollock. Alexandria, VA: ASCD, 2001.

Era Comparisons

Era _____

<p>1. Most Important Invention: Details and Significance to Shaping this Era</p>	<p>3. Impact on People, Resources, Economy, Peace, Culture, Settlement or Migration</p>
	<p>4. Impact for average citizens then</p>
<p>2. Causes of the Start and End of this Era</p>	<p>5. Impacts of the Era that are still influential</p>

Would you have wanted to live during this era? Where, when and why? Or why not?

Historic Leaders

Who I would like to meet and why?	What advice would you give this person?	Would your advice change history? How or Why?

Summarize the qualities of leaders over time. What do they all have in common (good or bad or anywhere in between)? Which of these characteristics do you aspire to and why?

Didactic or Quote Journal

Quote and Source and location in text	What does this mean?	Meaning in Your Life

Which quote above has the most significance to you and why? Is this quote also highly significant to the text you read? Why?