

# Graphic Organizers

## ESTIMATED TIME

2 class periods

## PREREQUISITES

■ This lesson is one in a series of lessons designed to develop research skills. It can be completed on its own or in conjunction with the other lessons to build expertise in writing research reports.

## RESOURCES AVAILABLE

- *Graphic Organizers Rubric*
- *Graphic Organizers Overview*
- *Graphic Organizers Example*

## ACROSS THE CURRICULUM

A graphic organizer is a tool that students can use in a number of different circumstances; therefore, they can use them in any number of classes. Advisors should encourage students to consider ways that they can use this tool in various classes.

## LESSON PLANNING

### LESSON GOAL

Develop expertise in using graphic organizers to analyze information and explain relationships.

### Essential Question

How can I use graphic organizers to help in planning and understanding?

### Student Expectations

1. Participate in a discussion about graphic organizers.
2. Complete worksheet on a variety of graphic organizers on a chosen topic.
3. Complete a spider web organizer.
4. Complete a hierarchy organizer.
5. Make a list of roles and responsibilities.
6. Review organizers with site supervisor, advisor, or peer and revise based on review.
7. Complete a written reflection about graphic organizers.

### LESSON OBJECTIVES

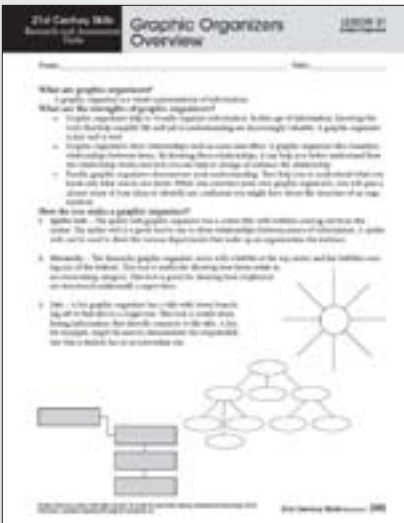
1. Demonstrate effective use of visual display of information in a graphic organizer.
2. Use creation of graphic organizers to develop understanding of an organization.

### RATIONALE

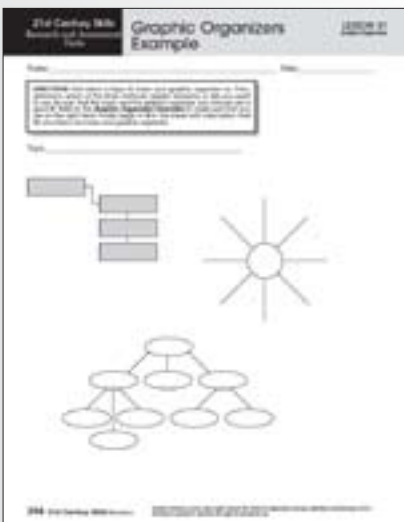
Graphic organizers are helpful for students because they visually represent abstract concepts such as ideas or feelings. This lesson will teach students the basics of graphic organizers and ask them to apply their understanding to their internship sites. Alternatively students can use graphic organizers to display information related to a research project or the school environment. They can also use graphic organizers to take notes.



Graphic Organizers Rubric



Graphic Organizers Overview



Graphic Organizers Example

## PROCEDURES: WHAT TO DO

1. **WHOLE GROUP** Distribute the *Graphic Organizers Rubric* to introduce the lesson and explain how students will be evaluated. Begin with a discussion of how data can be displayed to be able to see it clearly. Make a class list of all the different types of visual representations students can think of. They may include calendars, time lines, maps, charts, and graphs. Then discuss the advantages of displaying information visually. Distribute the *Graphic Organizers Overview* and review it with students. This overview will include four strengths of graphic organizers.
  - a. Help visually organize information.
  - b. Help to determine relationships.
  - c. Help to analyze connections, causes, and/or effects.
  - d. Help to demonstrate understanding.

Discuss different ways to represent different types of data. For example, a calendar is a good way to show dates.

### ASSESSMENT

**Discussion** Participate in a discussion about the advantages of graphic organizers.

2. **SMALL GROUPS** Divide the class into groups of 3-5. Hand out the *Graphic Organizers Example* worksheet and have students complete the worksheet by demonstrating effective use of three types of graphic organizers (spider web, hierarchy, and list). Have them first select topics to visualize in graphic organizers. If students are struggling with ideas, have them select their favorite movies, recording artists, or athletic team. Have groups share their completed graphic organizers with the class. Comment on effective use of graphic organizers to visualize and reveal information.

### ASSESSMENT

**Example** Demonstrate effective use of a graphic organizer.

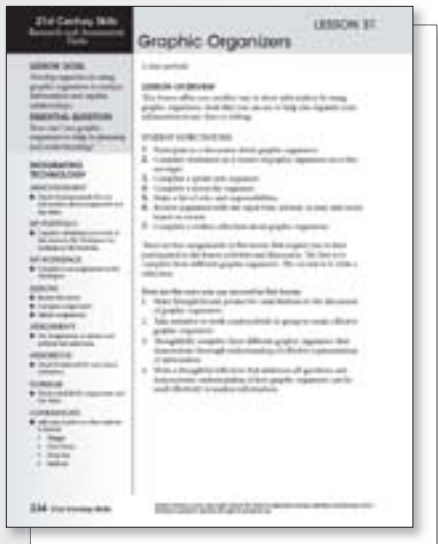
3. **INDIVIDUAL** Next, have students work on three internship site based



## ASSIGNMENT 1

or school structure graphic organizers. Have them either draw the graphic organizers or create them electronically using a draw program or a graphics program. When complete, have students use *Sakai* Assignments Tool to submit their work for evaluation.

- a. **Spider web.** Have students show the internship site or school at the center of the spider web and then construct the various departments in the organization.
- b. **Hierarchy.** Have students develop a graphic organizer that shows the hierarchy of positions at the site.
- c. **List.** Have students list their own names and the roles and responsibilities they have at the site or at school.



Student Pages

**4. INDIVIDUAL** Once students have completed their three graphic organizers, have them share them with the site supervisor, advisor for comments, or another student for comments. Have them construct a second draft based on the recommendations of the reviewer and then use the *Sakai* Assignments Tool to submit both drafts for evaluation.

### ASSESSMENT

**Graphic Organizers** Complete three different graphic organizers to represent information from internship sites or school.

### REFLECTION

Have students reflect in writing to the following prompt.

Have them use the *Sakai* Assignments Tool to submit their reflection for evaluation.



- Now that you have completed developing your graphic organizers, what have you discovered about the role of the boss in the organization?
- How many people is the boss responsible for?
- How do your roles and responsibilities assist the boss?
- How does your work help the organization as a whole?
- How else might you be able to use graphic organizers?

### ASSESSMENT

**Reflection** Complete a reflection about information from developing graphic organizers.

### ASSESSMENT

Use the *Graphic Organizers Rubric* to evaluate student performance. Have students complete the rubric as a self-evaluation and then discuss the results.

## INTEGRATING TECHNOLOGY

### ANNOUNCEMENT

- Use Announcements to remind students of assignments and due dates.
- Announcements should be coordinated with Assignments and Schedule.

### SCHEDULE

- Add Assignments to the Schedule

### EVALUATE/REVIEW

- Use Drop Box to access and evaluate student assignments
- Use Assignments to access and evaluate student assignments
- Student Portfolio
- Add a test or quiz if desired

### LESSONS

- Review Lessons
- Add Resources if desired
- Change a Lesson if desired
- Schedule a Lesson
- Unschedule a Lesson

### COMMUNICATE IF DESIRED

- Blogger
- Chat Room
- Drop box
- Mailtool
- Roster

### Ohio Academic Content Standards

#### Grade 9 English Language Arts

##### Research

4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.

## DIFFERENTIATING INSTRUCTION

### SPECIAL NEEDS

Students may need to work with a partner who shares the site with them in order to complete the example of their site. In addition, their advisor may need to provide additional assistance for the entire activity. As with any adaptation, teachers should consult with the school's IEP coordinator and IEP specialist for the best strategies for each student.

### GIFTED AND TALENTED

Gifted students may wish to design their own graphic organizer to suit their sites or information, or help edit the written reflections of their peers. In addition, they could act as student checkers to review individual's student graphic organizers before the student sits down with their site supervisor.

## ADDITIONAL RESOURCES

### WEBSITE SOURCES

Preview sites for appropriateness before recommending them to students. If links are broken, search for similar information.

- North Central Regional Education Laboratory <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm> Access this site for an overview of graphic organizers.

### BOOK RESOURCES

- Bellanca, James. *A Guide to Graphic Organizers*. Corwin Press, 2007. Use this book as a thorough review and examples of 24 graphic organizers.