

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.
- In Level A of the 21st Century Skills Curriculum students learned how to use a *spider web* and *hierarchy graphic organizer*. In this lesson they will be developing graphic organizers to help understand different situations. They may need to refer to the previous lesson for a refresher if they are unfamiliar with graphic organizers.
- Students will need computers with internet access and with a program like *Microsoft PowerPoint* that has built-in graphic organizers.
- Computer and projector to present the **Graphic Organizers** presentation.

RESOURCES AVAILABLE

- **Graphic Organizers Rubric**
- **Graphic Organizers** Presentation

ACROSS THE CURRICULUM

A graphic organizer is a tool that a student 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 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. Develop or find graphic organizers to present information about a project.
3. Prepare a graphic organizer for an analysis of the school, internship, or work site social structure.
4. 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 or social system.

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 Presentation

PROCEDURES: WHAT TO DO

- 1. WHOLE GROUP** Distribute the *Graphic Organizers Rubric* to introduce the lesson and explain how students will be evaluated. Explain that we are in the *Information Age* with all kinds of information, data, and statistics available on the internet. The challenge for the 21st century is to make sense of the information and to use it to improve the world, invent new products, or provide new services. Begin with a discussion of how data can be displayed to be able to see it clearly. Review 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. Discuss the advantages of displaying information visually. Then show the *Graphic Organizers* presentation, stopping to discuss each slide and how the information on the different graphic organizers aids in understanding.

ASSESSMENT

Discussion View a presentation and participate in a discussion about the advantages of graphic organizers.

2. INDIVIDUAL ASSIGNMENT 1

- Have each student gather relevant data and create a graphic organizer to present the data by following these steps.
- Give students 15 minutes to decide what data they want to access and to access the data. Have them access the Census Bureau for demographic information, Department of Education for school information, NOAA for weather information, or NASA for space information, or allow them to suggest another idea.
 - Download the data and analyze it.
 - Draw a picture of how to present the data so that others can understand it.
 - Use a computer program, such as *Microsoft PowerPoint* to represent the data electronically.
 - Share their representation with a partner and check for understanding.
 - Use the *Sakai* Assignments Tool to submit their data for evaluation.
- 3. WHOLE CLASS** Have students describe and show the different types of data they represented in graphic organizers. Discuss the different types of organizers students used.

ASSESSMENT

Data Graphic Organizer Access data and represent it using a graphic organizer.

- 4. WHOLE CLASS** Make a class list of questions students have related to their Action Projects they have completed at the school, the community, or their internship sites. Identify which questions can be answered with data. Discuss how students could access this data and how they might represent it.



Student Pages

5. INDIVIDUAL Have each student create a graphic organizer they could use



ASSIGNMENT 2

to collect data about one of the questions. For example, if they want to know how a business has changed over time, they could create a timeline and use it to take notes about what happened during different time periods. Explain that they will use these graphic organizers in the next lesson on *Critical Observation*. Have students write a short explanation of the data they will collect and how the organizer will help them. Then have them use the *Sakai* Assignments Tool to submit their Graphic Organizer for evaluation.

ASSESSMENT

Organizing Notes Create a graphic organizer to organize notes.

REFLECTION



ASSIGNMENT 3

Have students reflect in writing to the following prompts. Have them use the *Sakai* Assignments Tool to submit their reflection for evaluation.

- How can you use graphic organizers effectively?
- What are the advantages of using graphic organizers?
- What did you learn from creating a graphic organizer?

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

- 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

English Language Arts Grade 9

Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
4. Compile and organize important information and select appropriate sources to support central ideas, concepts and themes.

DIFFERENTIATING INSTRUCTION

SPECIAL NEEDS

Students may need assistance to help them access data and create a graphic organizer. 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.

ADDITIONAL RESOURCES

WEBSITE SOURCES

- 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.
- www.noaa.gov/ National Oceanic and Atmospheric Administration
- <http://www.census.gov/> US Census Bureau
- <http://www.nasa.gov/> NASA
- US Department of Education National Center for Education Statistics: <http://nces.ed.gov/ccd/schoolSearch/>
- US Department of Labor Bureau of Labor Statistics: <http://www.bls.gov/>

These sites have extensive data.

BOOK SOURCES

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