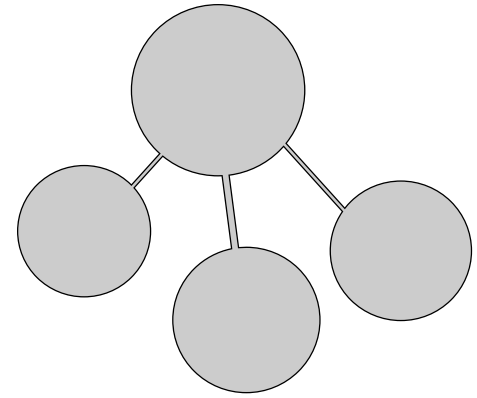


# Content-Area Graphic Organizers

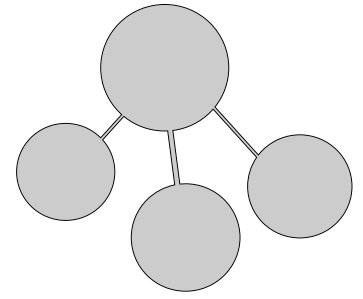
**SOCIAL STUDIES**

Margaret Cleveland



# Table of Contents

<i>To the Teacher</i> .....	<i>v</i>
<b>Part 1: Graphic Organizer Overview</b> .....	<b>1</b>
<b>Lesson 1: Introduction to Graphic Organizers</b> .....	<b>3</b>
<b>Part 2: Graphic Organizers in Social Studies</b> .....	<b>5</b>
<b>Lesson 2: Organizing and Classifying</b> .....	<b>7</b>
• Concept/Event Maps • Main Idea and Details Charts	
• Hierarchy Diagrams • Spider Maps	
<b>Lesson 3: Sequencing</b> .....	<b>23</b>
• Time Lines • Sequence Chains • Escalator Graphs	
<b>Lesson 4: Comparing and Contrasting</b> .....	<b>34</b>
• Then and Now Charts • Venn Diagrams • Comparison Matrixes	
<b>Lesson 5: Showing Cause and-Effect</b> .....	<b>44</b>
• Cause and Effect Maps • Problem/Solution Charts • Event Maps	
<b>Lesson 6: Writing</b> .....	<b>54</b>
• KWL Charts • Note-Taking Organizers • Formal Outlines	
• Informal Outlines • Expository Writing Organizers	
<b>Part 3: Reproducible Graphic Organizers</b> .....	<b>73</b>
<i>Answer Key</i> .....	<b>93</b>



## To the Teacher

Graphic organizers can be a versatile tool in your classroom. Organizers offer an easy, straightforward way to visually present a wide range of material. Research suggests that graphic organizers support learning in the classroom for all levels of learners. Gifted students, students on grade level, and students with learning difficulties all benefit from their use. Graphic organizers reduce the cognitive demand on students by helping them access information quickly and clearly. Using graphic organizers, learners can understand content more clearly and can take clear, concise notes. Ultimately, learners find it easier to retain and apply what they've learned.

Graphic organizers help foster higher-level thinking skills. They help students identify main ideas and details in their reading. They make it easier for students to see patterns, such as cause and effect, comparing and contrasting, and chronological order. Organizers also help learners master critical-thinking skills by asking them to recall, evaluate, synthesize, analyze, and apply what they've learned. Research suggests that graphic organizers contribute to better test scores because they help students understand relationships between key ideas and enable them to be more focused as they study.

This book shows students how they can use some common graphic organizers as they read and write in social studies classes. As they become familiar with graphic organizers, they will be able to adapt them to suit their needs.

In the social studies classroom, graphic organizers help students to

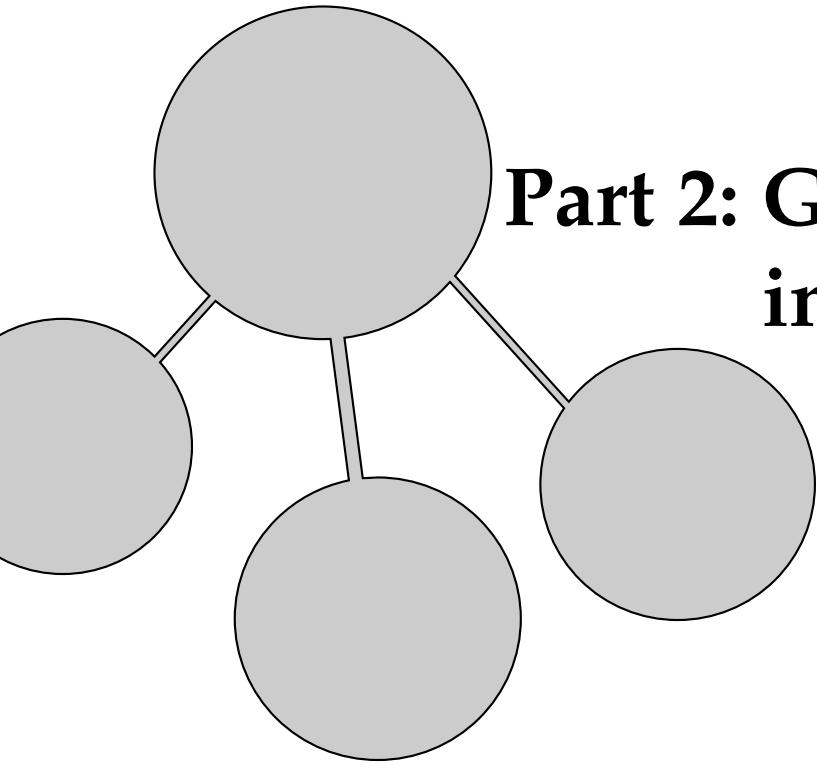
- preview new material
- make connections between new material and prior learning
- recognize patterns and main ideas in reading
- understand the relationships between key ideas
- organize information and take notes
- review material

This book offers graphic organizers suitable for social studies tasks, grouped according to big-picture skills, such as organizing and classifying information; sequencing; comparing and contrasting; showing cause and effect; and writing. Each organizer is introduced with an explanation of its primary uses and structure. Next comes a step-by-step description of how to create the organizer, with a completed example that uses text relevant to the content area. Finally, an application section asks students to use the techniques they have just learned to complete a blank organizer with information from a sample text. Throughout, learners are encouraged to customize the organizers to suit their needs. To emphasize the variety of graphic organizers available, an additional organizer suitable for each big-picture skill is introduced briefly at the end of each lesson.

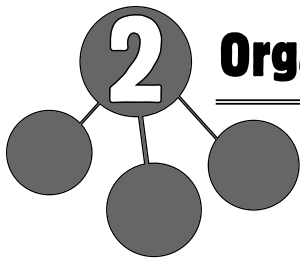
*Content-Area Graphic Organizers: Social Studies* is easy to use. Simply photocopy and distribute the section on each graphic organizer. Blank copies of the graphic organizers are included at the back of this book so that you can copy them as often as needed. The blank organizers are also available for download at our web site, [walch.com](http://walch.com).

As learners become familiar with using graphic organizers, they will develop their own approaches and create their own organizers. Encourage them to adapt them, change them, and create their own for more complex strategies and connections.

Remember, there is no one right way to use graphic organizers; the best way is the way that works for each student.



## **Part 2: Graphic Organizers in Social Studies**



## Organizing and Classifying

Imagine that you are going to the library to select a book. When you arrive, you find that books on the shelves are all mixed up. There are novels alongside encyclopedias. Books on the geography and history of the states are next to books about mountain lions. There is no order to the books at all. How will you find what you need?

Now think about how you categorize your assignments. What if your list of homework for one week looked like this:

- 
- read pages 51-78
- write essay as assigned in class
- learn vocabulary words on page 44
- do problems from class worksheet
- memorize definitions from class notebook
- 

How would you remember what books to read? How would you know which class worksheet to do? When you create a list, do you organize your homework assignments into categories with assigned headings? Look at the revised list of assignments below. Does it make more sense?

- 
- Social Studies: read pages 51-78
- English: write essay as assigned in class
- Spanish: learn vocabulary words on page 44
- Math: do problems from class worksheet
- Science: memorize definitions from class notebook
- 

The most important part of making a list is not that you are writing things down, but that you are organizing and classifying the information in your list. We organize and classify every day. In the library, we find books shelved by category. In our own notebooks, we find our assignments arranged by subject. If not, we would spend a lot of time looking for things or trying to figure out what things mean. Organizing and classifying is a skill you use when you read social studies material. When you read, you can look for patterns or ways to organize or classify, just as you would when you write down your assignments. In this lesson, we will look at three different ways to classify or organize information.

## **Concept/Event Maps**

Every article you read for social studies—whether it is part of a textbook or a primary source—involves a main concept or event. Usually you can figure out the main concept by looking at the title or reading the introductory paragraph. Where a lot of people run into trouble is sorting out the key points that describe the main concept or event. A concept/event map can help you sort out the key points.

## **Using Concept/Event Maps**

A concept/event map uses the questions who, what, where, when, how, and why to identify the key points. Once you can answer these questions about the article you are reading, you will know the key points.

In a concept/event map, you write the main idea (an event or a concept) in the middle of the page. Then you write the key questions around the main idea. On lines drawn out from the center, write the key facts that explain who, what, where, when, how, and why.

## **Concept/Event Maps in Action**

Look at the article below about the life of Thomas Jefferson. Then see how a sample concept/event map is filled out on page 9.

### **Architect, Thinker, President**

Many historians consider Thomas Jefferson one of the most influential people in our nation's history. He was a brilliant thinker, writer, and architect. He became the third president of the United States. His actions before and after his presidency continue to influence America today.

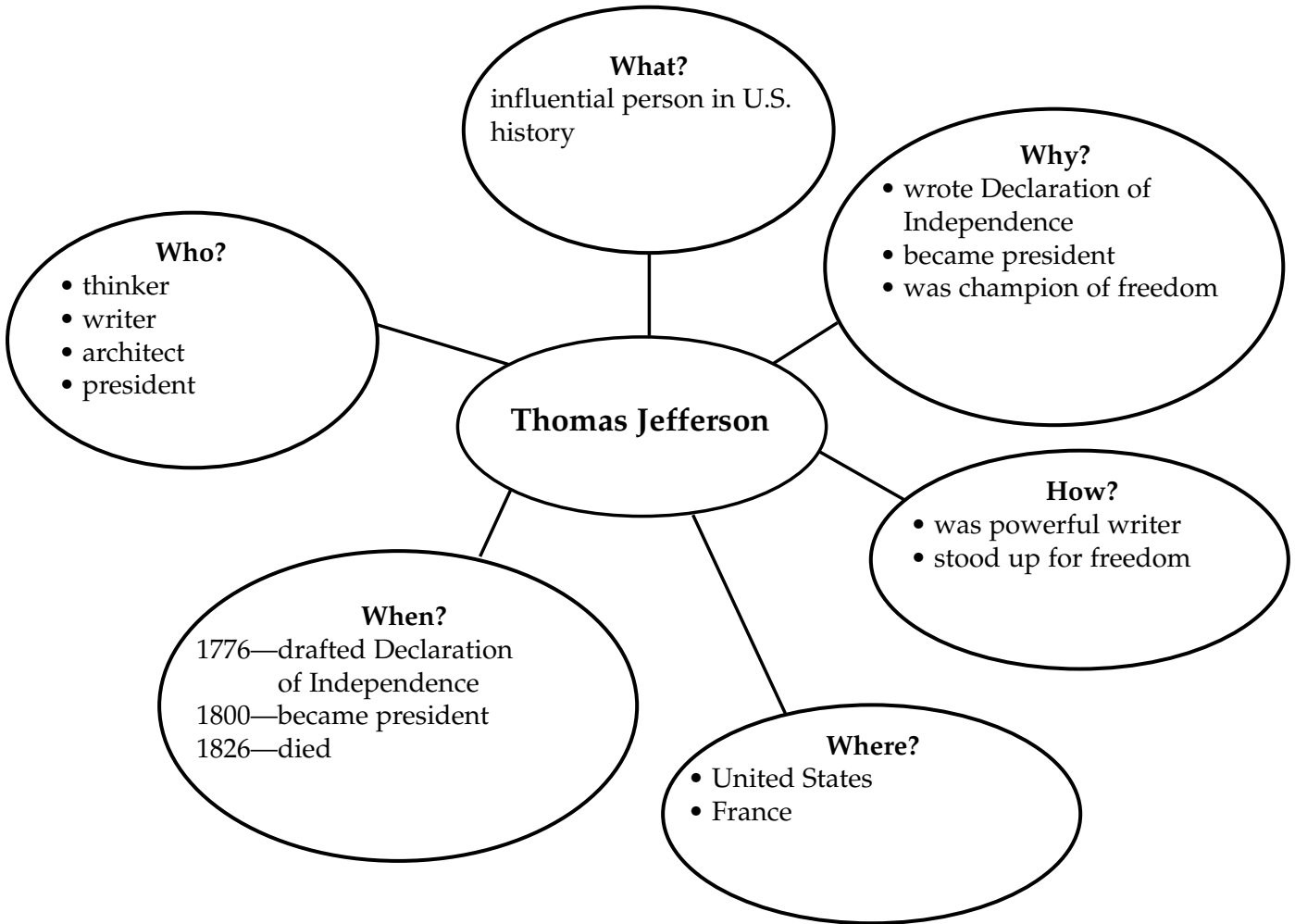
In 1776, when he was just thirty-three years old, Jefferson revised a very sketchy document for the Continental Congress. That document became the Declaration of Independence. Jefferson believed in freedom above all else. He drafted a bill that outlined religious freedom for those in his native state of Virginia. This bill became a foundation document for the later Bill of Rights.

After the American Revolution, Jefferson became minister to France. This was an important time in French history, as it was the eve of their violent revolution. The fight between nobles and peasants captured the interest of many Americans. Some sympathized with the nobles. Others, like Jefferson, sympathized with the peasants who wanted more freedom. Leaders in America were split on their sympathies. This split led to the formation of two rival political parties. The Federalists became the more conservative party in America, and the Democratic Republicans were more liberal—they sympathized with French peasants. Jefferson was the leader of the Republicans.

In 1800, Jefferson became president—reluctantly. His presidency was marked by some controversy, including his purchase of the land area known as the Louisiana Territory. However, the Louisiana Purchase turned out to be one of the most critical decisions of his presidency. This purchase doubled the size of the United States.

When his term of presidency was over, Jefferson retired to his home, known as Monticello. There he sketched the architectural plans for the

University of Virginia, which stands today as a monument to Jefferson's remarkable talents. Fittingly, Thomas Jefferson died on Independence Day—July 4, 1826.



**Application** Now it's your turn to create a concept/event map. Read the passage below about the Louisiana Purchase. As you read, think about who, what why, how, where, and when. Then complete the graphic organizer on page 11.

## Double the Country

Historians still consider the decision to buy the Louisiana Territory an important turning point in American history. This decision doubled the size of the United States, making the United States one of the largest countries in the world.

In 1803, Thomas Jefferson was the third president of the United States. The area known as the Louisiana Territory belonged to France, under the leadership of the Emperor Napoleon. The price tag was \$15 million.

Today, \$15 million might buy one skyscraper in a midsized American city. East to west, the Louisiana Territory included all the land from the Mississippi River to the Rocky Mountains. It also extended north and south from Canada to the Mexican border, including most of the land that today makes up Texas and New Mexico. It included the land that is now Arkansas, Colorado, Iowa, Kansas, Louisiana, Minnesota, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, and Wyoming.

When Napoleon offered the Louisiana Territory to the United States, President Jefferson really wanted to buy it. But there was no provision in the newly written U.S. Constitution that authorized the purchase of new land. Because Jefferson wanted to abide strictly by the law of the Constitution, he was reluctant to buy the land. Yet, the consequences of not buying the land far outweighed his worries about the purchase being unconstitutional. He decided to buy the land. The Senate agreed with him, and Congress gave Jefferson the money to buy the land.

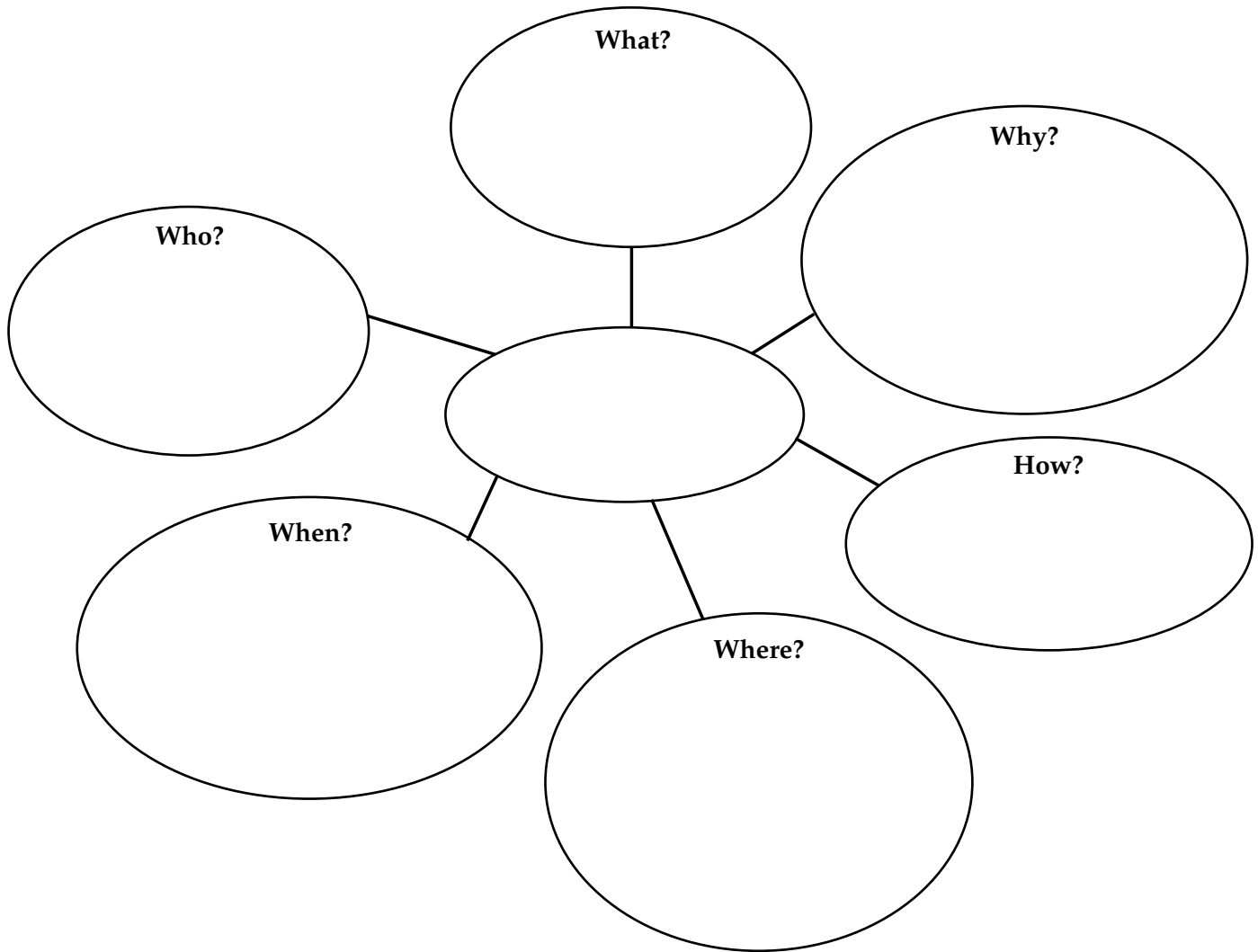
In 1803, no one knew how far-reaching the consequences of buying the land would be. Jefferson knew that he wanted the port of New Orleans because it was a destination point for farmers of the Ohio Valley to sell and trade their crops. But beyond New Orleans, the land included in the Louisiana Purchase turned out to be fertile farmland as well as a source of many natural resources. The Louisiana Purchase ended up contributing significantly to the U.S. economy, not only doubling the size of the country, but making it much richer and more powerful than it had been.

Even though the Louisiana Purchase was not officially allowed by the Constitution, Jefferson chose to interpret the law of the land in a broad sense. But to make sure that it would be possible to continue to acquire new lands, in 1828, the U.S. Supreme Court upheld the constitutionality of Jefferson's decision. Also, the Court ruled to add a clause to the Constitution about acquiring land.



**Concept/Event Map**

Answer the who, what, why, how, where, and when questions about the passage you have just read on the Louisiana Purchase. Then complete the map below to help you remember the key points of the article. When you go back to study about this topic, or any topic for which you use a concept/event map, the main ideas will be well organized and easy to study and remember.



## **Main Idea and Details Charts**

Have you ever read something and found that the writing rambled on without ever stating the main idea of the article? It's hard to remember the facts when you don't see how they are connected to a main idea or central thought.

Every well-written article is organized around a main idea supported by details that illustrate that idea. Most of the time the main idea is stated in the title or in the opening paragraph. That makes it fairly easy to spot. However, sometimes the main idea is not clear. For example, when you read a document or a primary source, you may not be able to identify the main idea very easily. Then you have to ask yourself these two questions:

- How would I summarize this article in one sentence?
- What title would I give this article?

Next you want to identify the supporting details. Sometimes there are several details in an article or in a primary source. Your job is to figure out which are the most important details that support the main idea. To do this, you can ask yourself these two questions:

- Does this detail broaden my understanding of the main idea? (yes or no)
- In what way does this detail broaden my understanding of the main idea?

## **Using Main Idea and Details Charts**

A great way to cull information from an article is to create a main idea and details chart as you read. You can use it to take notes so that you are not overwhelmed with less important details. You can also use it to review the text when you write a paper or take a test. A main idea and details chart will help you remember the key points of your reading.

There are several versions of a main idea and details chart. For social studies, it is helpful to use a graphic organizer that shows how the details add up to the main idea.

## Main Idea and Details Charts in Action

Read the short primary source letter below from Rose Greenhow, a Civil War spy who was caught and put in prison. This letter describes her feelings about her arrest and imprisonment. See if you can determine the main idea and the details before you look at the filled-in chart that follows the letter. Remember to ask yourself the main idea questions and detail questions to determine what you think should go in the chart. (Note: The spelling is as Rose Greenhow originally wrote it.)

Washington, Nov. 17th, 1861,

To the Hon. Wm. H. Seward,  
Secretary of State:

Sir—For nearly three months I have been confined, a close prisoner, shut out from air and exercise, and denied all communication with family and friends.

“Patience is said to be a great virtue,” and I have practised it to my utmost capacity of endurance. . . .

I therefore most respectfully submit, that on Friday, August 23d, without warrant or other show of authority, I was arrested by the Detective Police, and my house taken in charge by them; that all my private letters, and my papers of a life time, were read and examined by them; that every law of decency was violated in the search of my house and person. . . .

My object is to call your attention to the fact: that during this long imprisonment, I am yet ignorant of the causes of my arrest; that my house has been seized . . . that the valuable furniture it contained has been abused and destroyed; that during some periods of my imprisonment I have suffered greatly for want of proper and sufficient food. . . .

The “iron heel of power” may keep down, but it cannot crush out, the spirit of resistance in a people armed for the defence of their rights; and I tell you now, sir, that you are standing over a crater, whose smothered fires in a moment may burst forth. . . .

In conclusion, I respectfully ask your attention to this protest, and have the honor to be, &c.,

(Signed)  
Rose O. N. Greenhow

Here is the filled-in chart, showing how the main idea and details are organized.

**Supporting Detail:**  
Greenhow was arrested without a warrant.

+

**Supporting Detail:**  
Greenhow does not know why she was arrested.

+

**Supporting Detail:**  
Greenhow has been badly treated and will not tolerate her rights being violated.

=

**The Main Idea:**  
Rose Greenhow is writing to the Secretary of State because she believes she is being held in prison unjustly and she feels her rights have been violated.

**Application** Now it's your turn. Create a main idea and details chart based on the diary entry that follows. It was written in 1889 by Lucy Larcom. At the age of eleven, Lucy went to work in the textile mills in Lowell, Massachusetts. Read the article. Ask yourself the questions about the main idea:

- How would I summarize this article in one sentence?
- What title would I give this article?

Then examine the supporting details and ask yourself:

- Does this detail broaden my understanding of the main idea?
- In what way does this detail broaden my understanding of the main idea?

### **From Lucy Larcom's Diary**

So I went to my first day's work in the mill with a light heart. The novelty of it made it seem easy, and it really was not hard, just to change the bobbins on the spinning-frames every three quarters of an hour or so, with half a dozen other little girls who were doing the same thing. When I came back at night, the family began to pity me for my long, tiresome day's work, but I laughed and said,—

“Why, it is nothing but fun. It is just like play.”

And for a little while it was only a new amusement; I liked it better than going to school and “making believe” I was learning when I was not. . . .

There were compensations for being shut in to daily toil so early. The mill itself had its lessons for us. But it was not, and could not be, the right sort of life for a child, and we were happy in the knowledge that, at the longest, our employment was only to be temporary. . . .

In the older times it was seldom said to little girls, as it always has been said to boys, that they ought to have some definite plan, while they were children, what to be and do when they were grown up. There was usually but one path open before them, to become good wives and housekeepers. . . . When I was growing up, they had already begun to be encouraged to do so. We were often told that it was our duty to develop any talent we might possess, or at least to learn how to do some one thing which the world needed, or which would make it a pleasanter world. . . .

One great advantage which came to these many stranger girls through being brought together, away from their own homes, was that it taught them to go out of themselves, and enter into the lives of others. Home-life, when one always stays at home, is necessarily narrowing. . . . We have hardly begun to live until we can take in the idea of the whole human family as the one to which we truly belong. To me, it was an incalculable help to find myself among so many working girls, all of us thrown upon our own resources, but thrown much more upon each others' sympathies.

**Main Idea and  
Details Chart**

Fill in the main idea and details chart below. You may want to begin with the main idea first, then see what supporting details add up to it. Or, you may want to try putting the details on paper first, then seeing what they all add up to.

Supporting Detail:

+

Supporting Detail:

+

Supporting Detail:

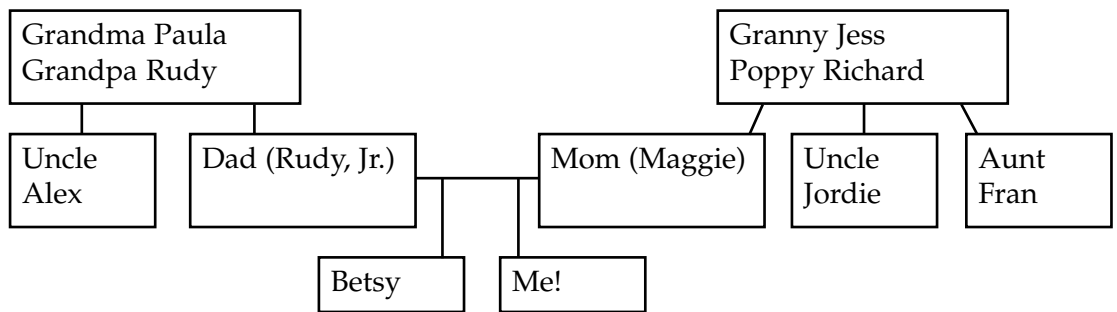
=

The Main Idea:

## Hierarchy Diagrams

Have you ever tried to describe your family to another person? Did you include your aunts and uncles, brothers and sisters, cousins, nieces and nephews? It can be complicated to explain who is who, especially in a big family. Luckily, there is a tool called a family tree. This tool can help you visualize the people in a family and how they are related to one another.

A family tree is a type of hierarchy diagram. A hierarchy is a series of ranked people, things, or groups within a system. A hierarchy diagram illustrates this ordered ranking. In a family tree, for example, the grandparents would be on one level. Their children would be on a level below, and their children on a level below that, and so on. Here's what a family tree might look like:



In a family tree hierarchy diagram, the oldest generation is on top. The next grouping is the second generation, or the next oldest. The last grouping is the youngest generation. They appear at the bottom of the diagram.

In social studies and in history, you will often see hierarchy diagrams. They are used in textbooks describing family trees, branches of government—both local and national—and historical events. You will also see hierarchy diagrams that describe company organizational charts or the structure of computer programs or scientific categories.

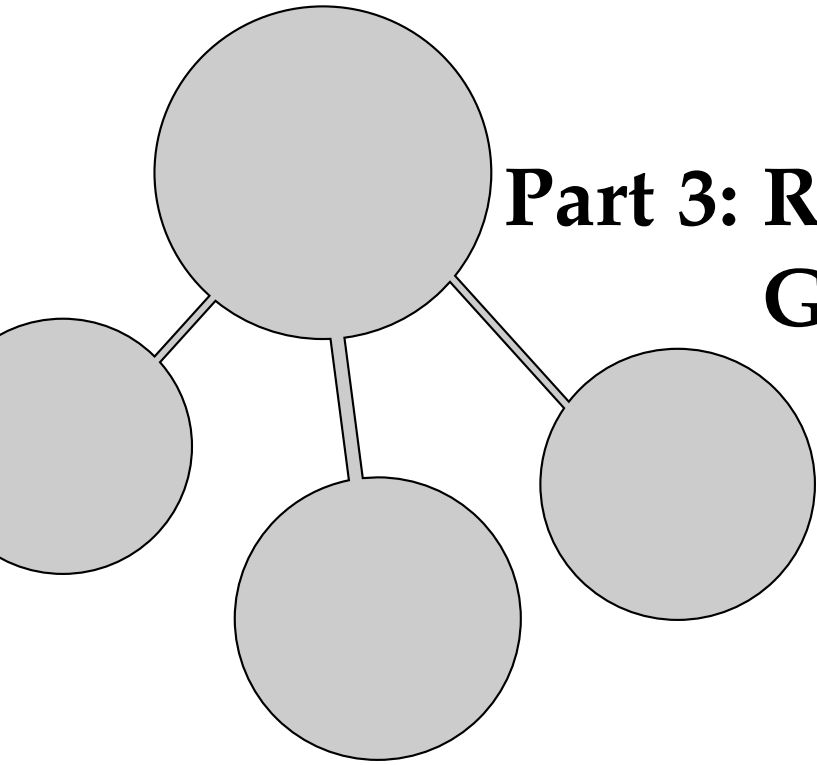
## Using Hierarchy Diagrams

You may want to use a hierarchy diagram when you recognize that an article or a part of a text explains how things are related to one another in an ordered way. This means the most important (in rank, age, status, and so forth) is on the top. The second in importance is in the next level, and so on, down to the least important. “Important” doesn’t mean essential or necessary; it means lesser in status according to rank, age, or position.

When you are reading an article, look for certain words as cues that a hierarchy diagram might be the best way to organize your notes. Here are some words and phrases to look for:

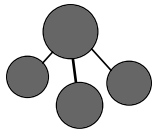
at the top of	most important	oversees
underneath	ranked by	directs
supported by	key people or events	in charge of

If you see words like these, you can sketch out a hierarchy diagram to organize the information you are reading.



# **Part 3: Reproducible Graphic Organizers**

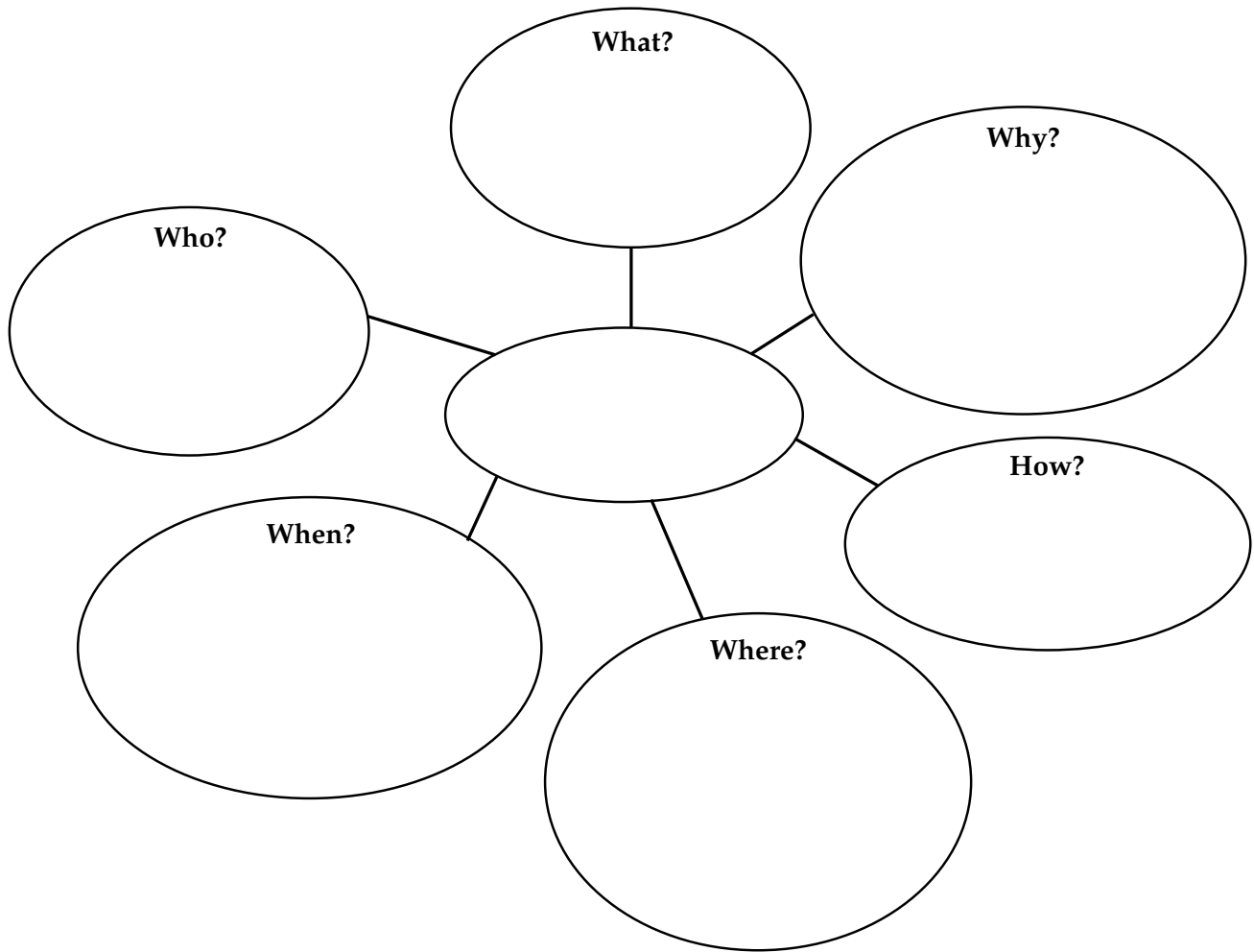


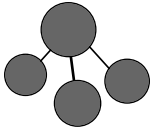


# Concept/Event Map

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Write your topic in the center circle. Then write details in the smaller circles. Add and delete lines and circles as needed.





## Main Idea and Details Chart

---

---

Write a supporting detail in each of the first three boxes. Write the main idea in the last box.

Supporting Detail:

+

Supporting Detail:

+

Supporting Detail:

=

The Main Idea: