

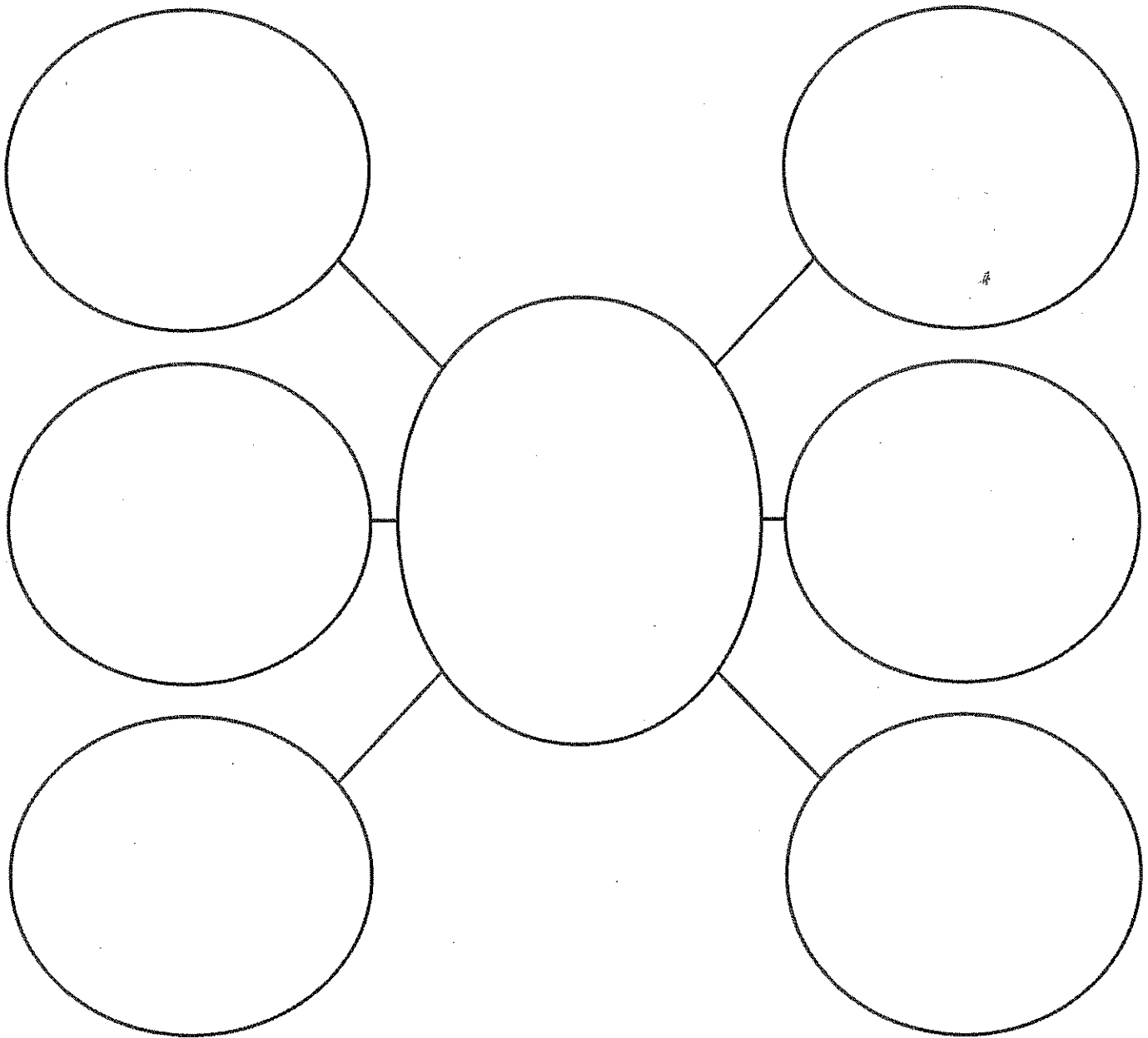
# 1 Descriptive Organizer

**Instructions:**

A descriptive organizer is used to describe an event, topic, people or theme. Students describe the main idea in the center circle. They can add symbols, pictures or quotes to help clarify and understand the topic.

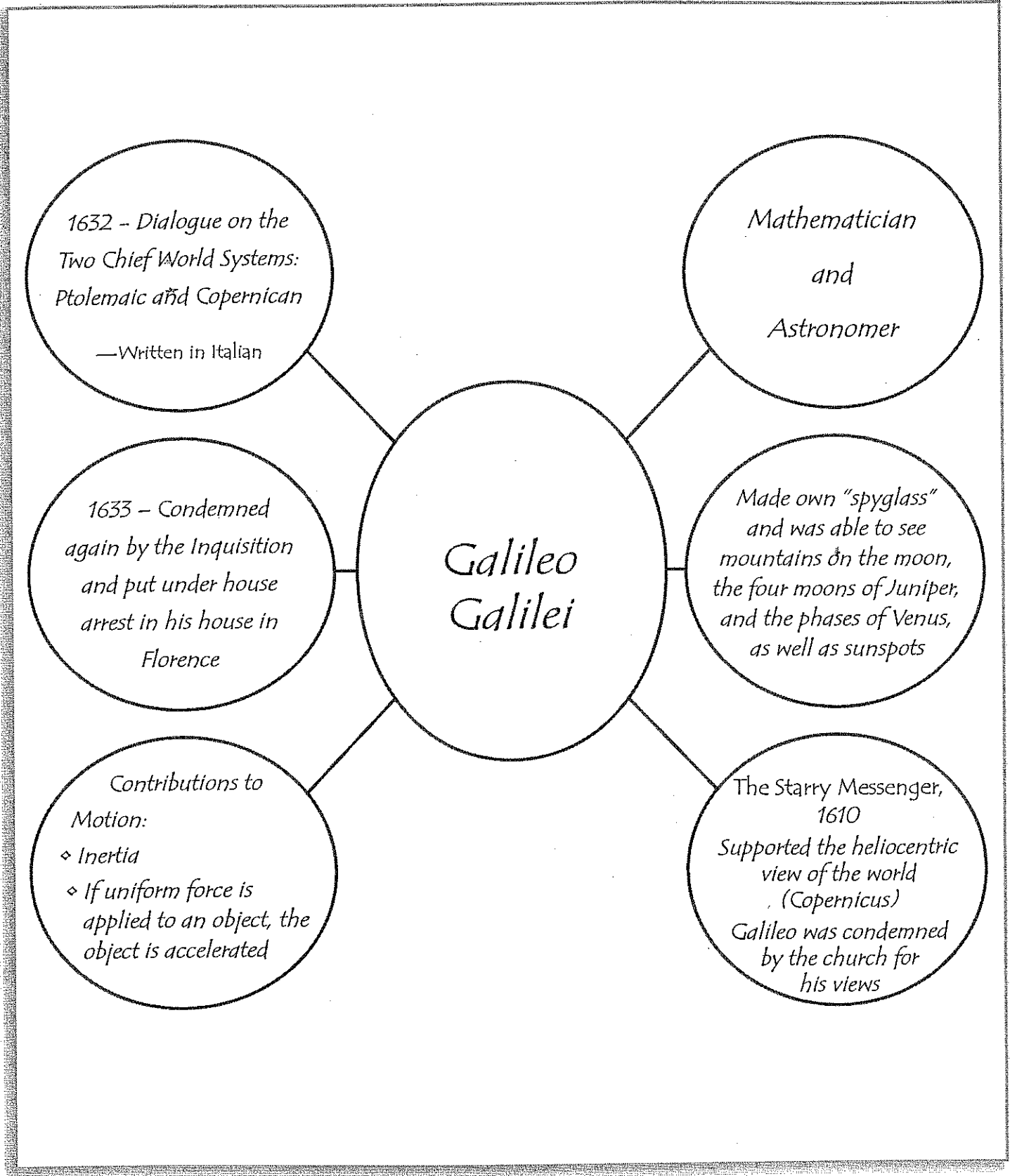
The following questions help guide students' organization for the descriptive organizer:

- What are the qualities of this person, event, or topic?
- How would you describe this topic?



**SUMMARY:**





## 2 Compare and Contrast Organizer

A compare and contrast organizer is used for comparing two things, two people, two ideas, two topics, or two events.

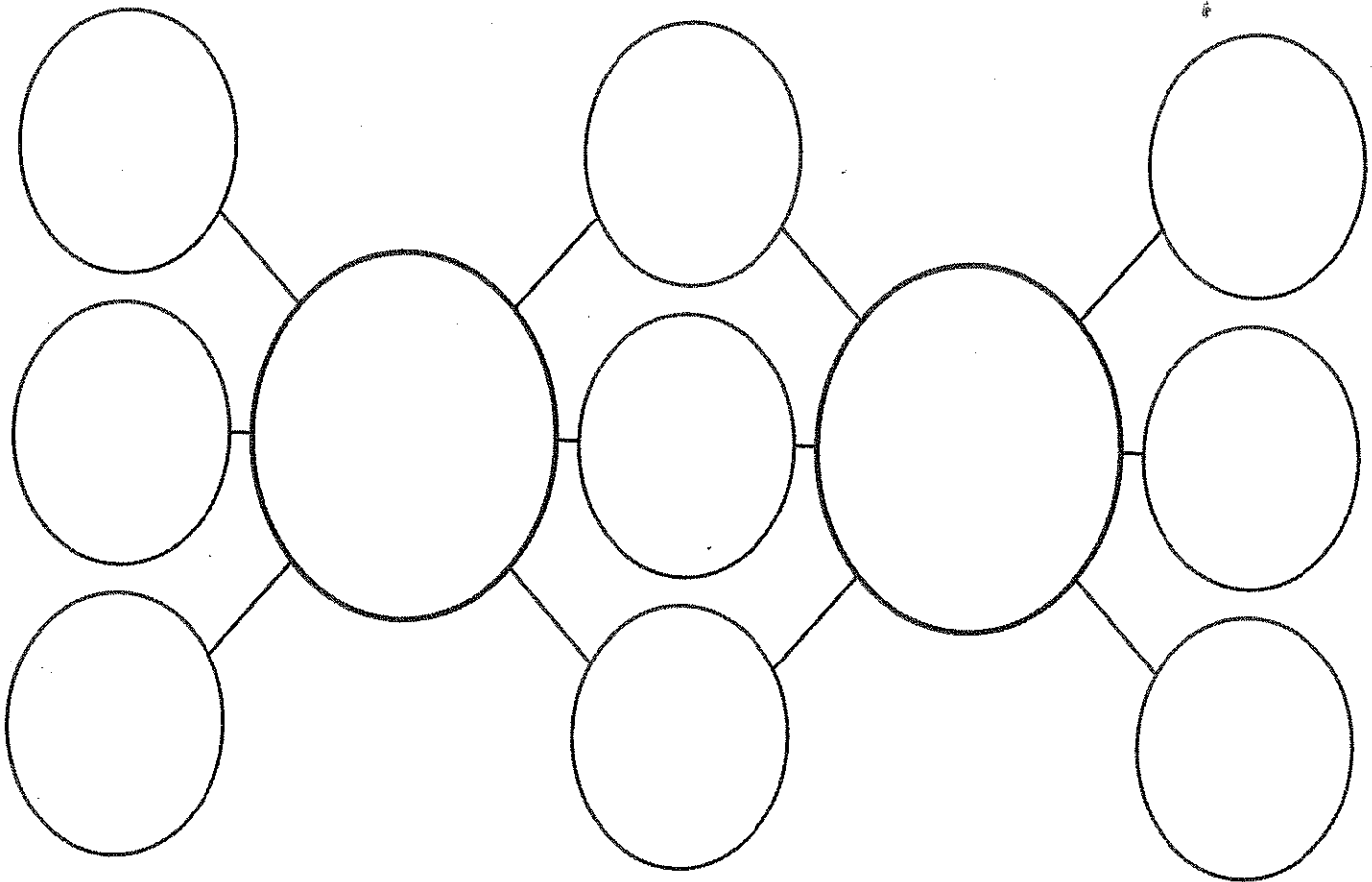
### **Instructions:**

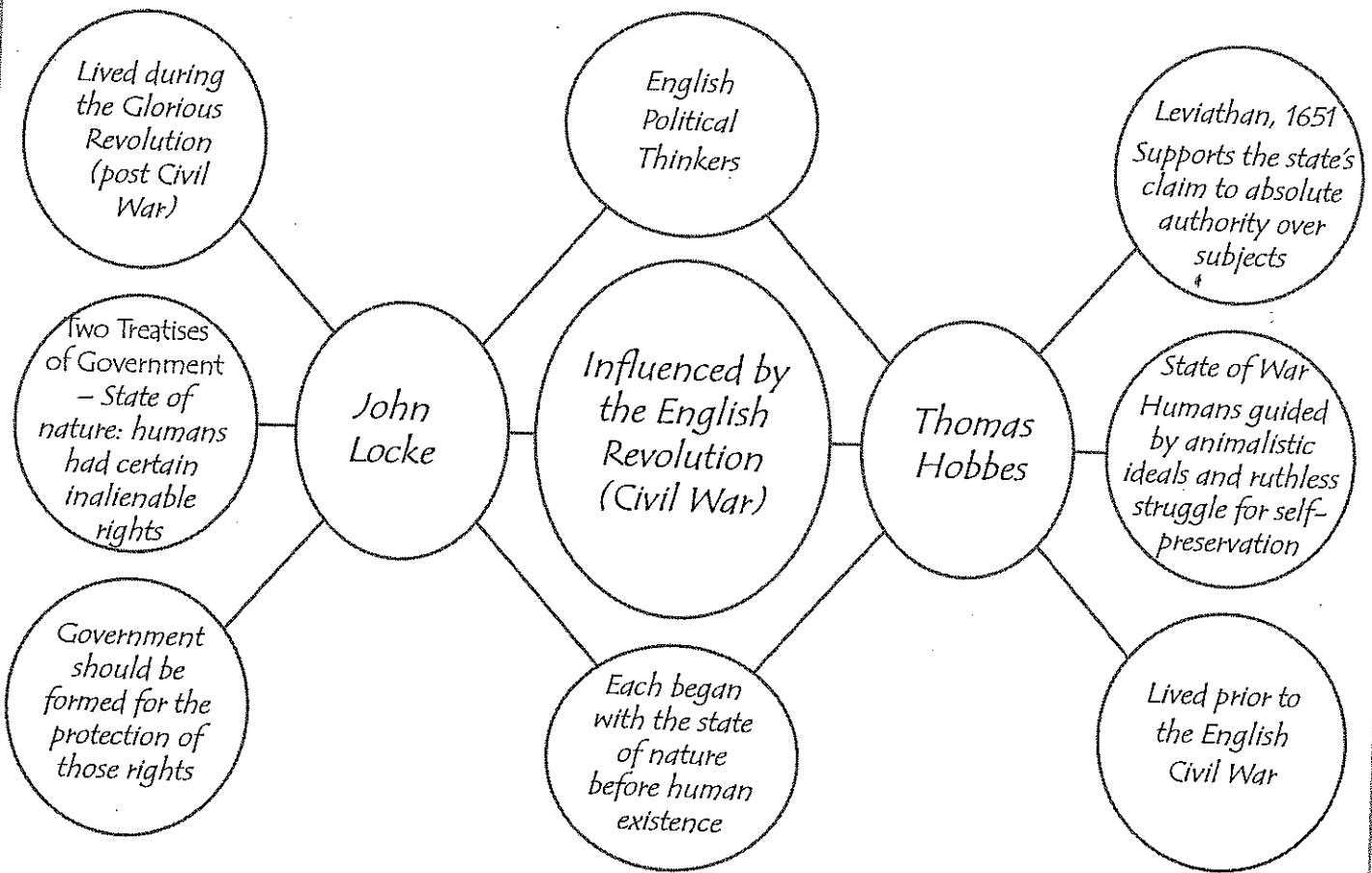
To begin, have students construct the similarities and difference between two things. In the middle connecting circles, they write qualities that are similar or common to these two things. In the outer circles, write qualities that are unique or important to the large circles. Symbols, pictures or quotes may also be added.

The following questions help organize compare and contrast ideas.

What are the similarities and differences between these two people, places, events, or topics?

- What are the common qualities of these two?
- What are the unique qualities of each of them?
- What are the most important ideas to compare and contrast about these two things?





### 3 Supporting Idea Organizer

With this type of organizer, students become aware of the relationship between a whole and its parts. Symbols, pictures or quotes may also be added.

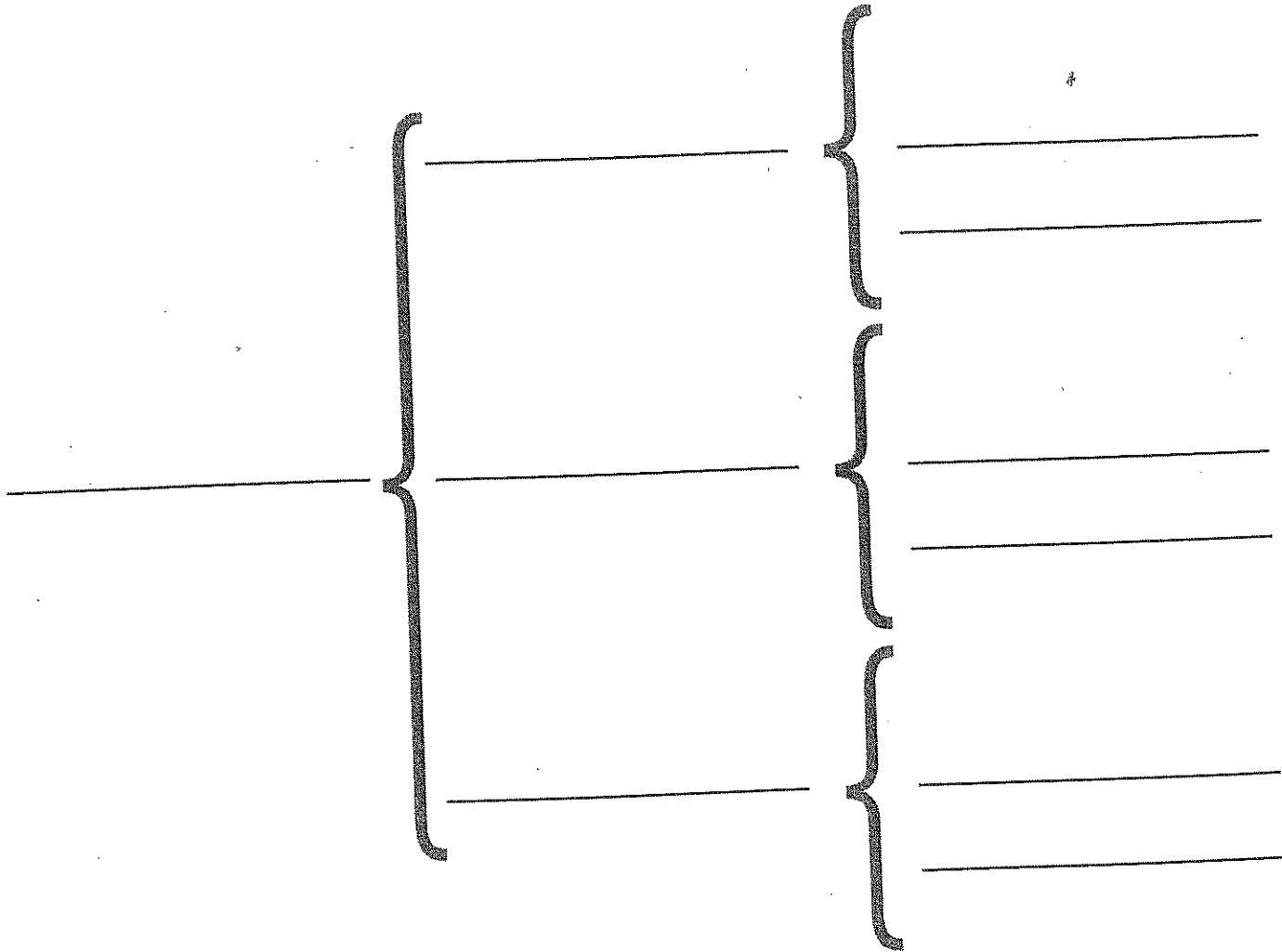
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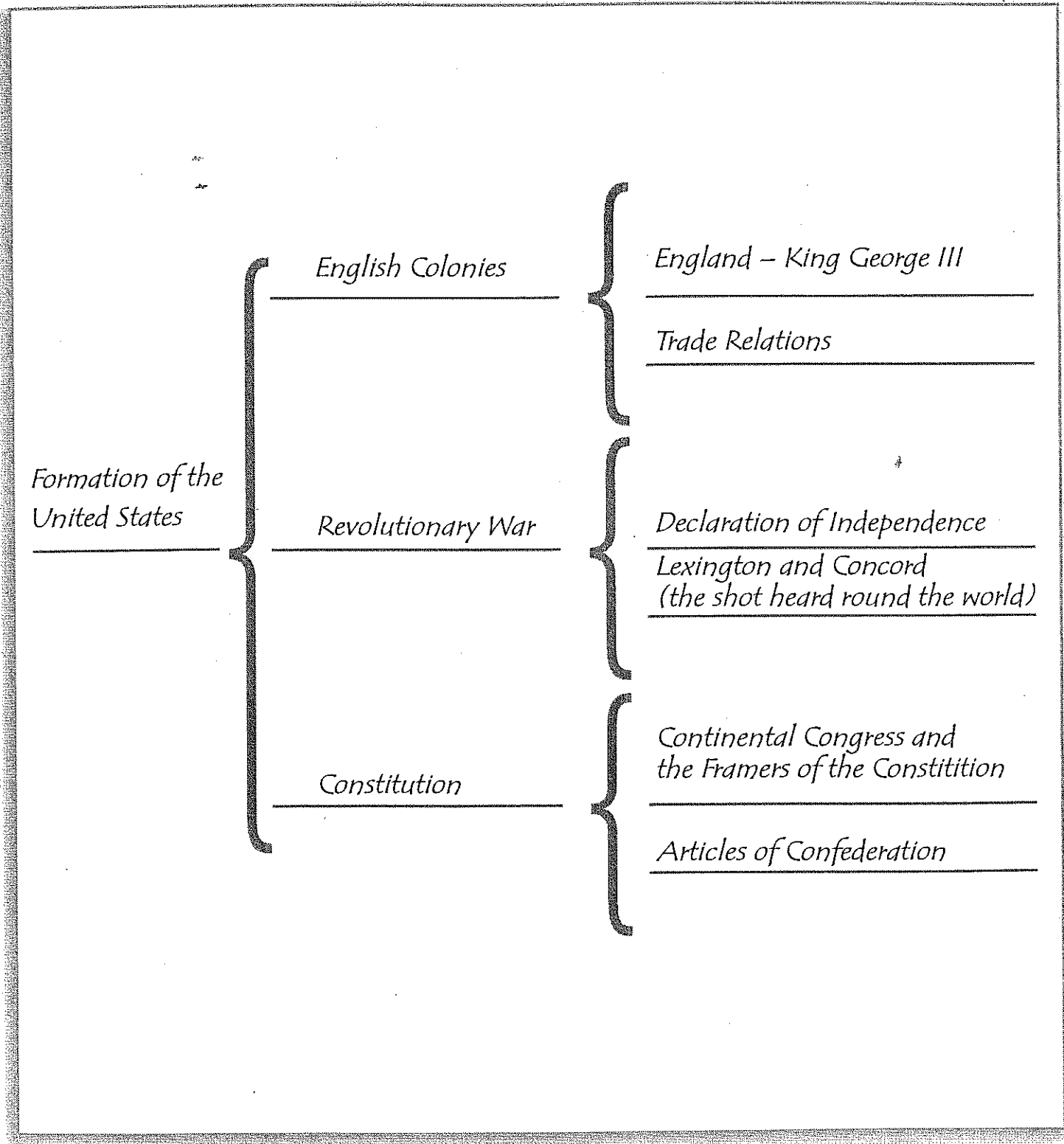
Starting on the left, have students begin with a large concept, idea or event. Moving to the right, they will break the large concept, idea or event into its related parts.

The following questions help guide students' understanding of this type of organizer.

Questions:

- What are the major parts of this topic?
- What are the sub-parts of each major part?
- What are these things a part of?





# 4 Cause and Effect Organizer

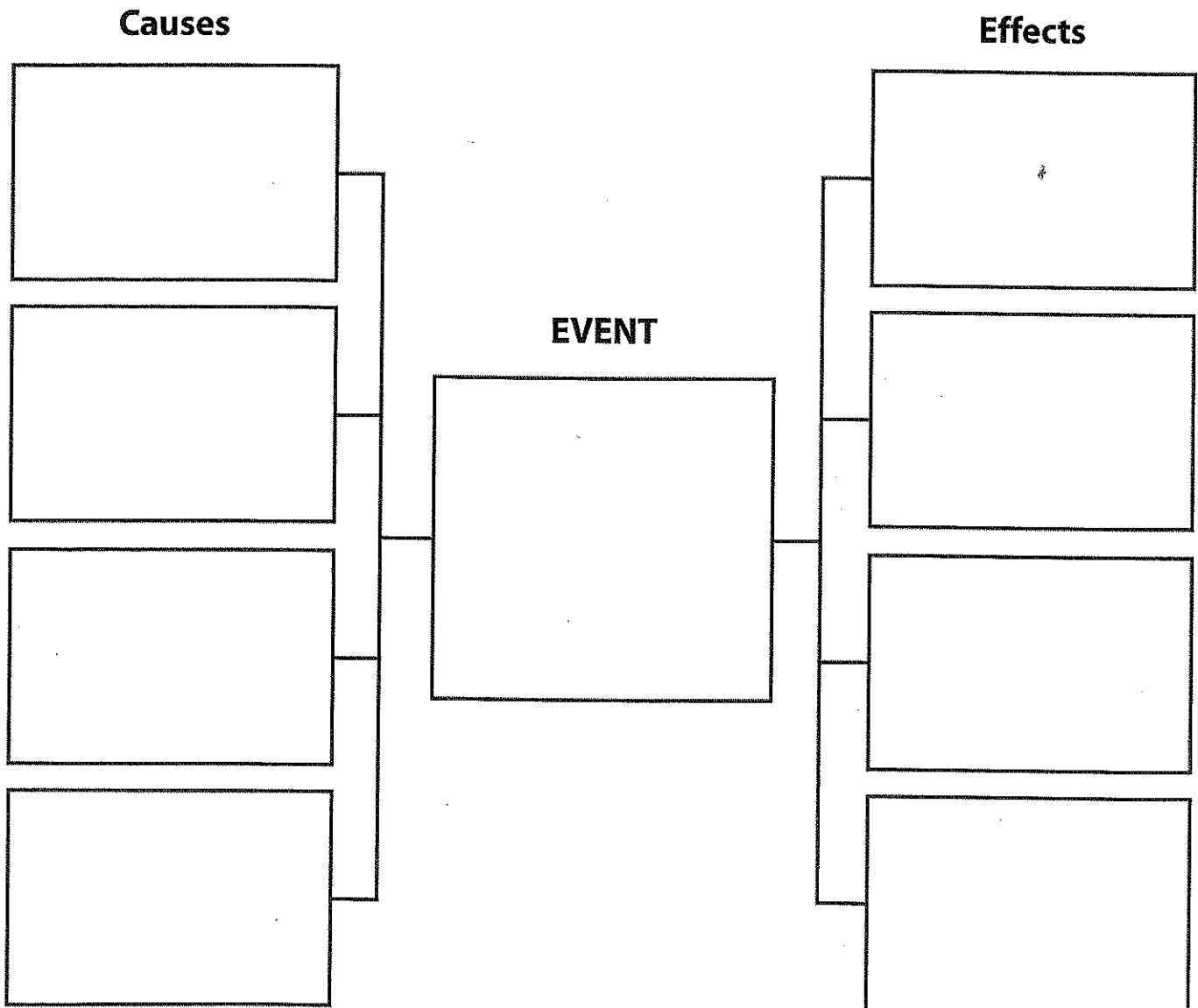
## Instructions:

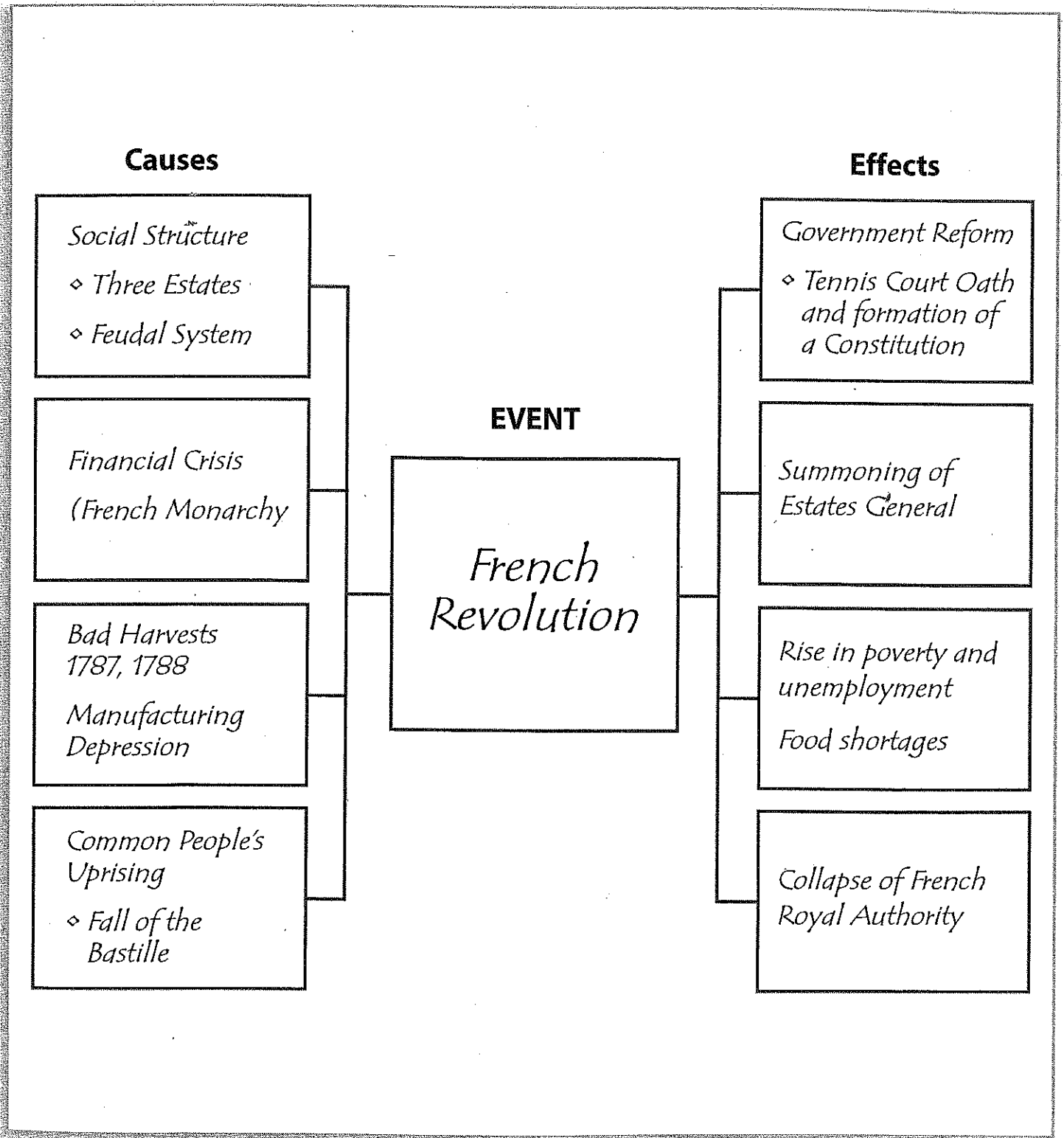
In the center box, students write the main event that they are investigating. On the left side, they write in the causes of the event. On the right side, they write in the results of the event and include "how" on the arrows. Symbols, pictures or quotes may also be added.

The following questions help guide your understanding of the cause and effect organizer.

## Questions:

- What were the causes of this event?
- What are the effects of this event?
- Which causes are directly related to which effect?







# 5 Classification Organizer

Classification organizers are traditional hierarchical diagrams for classification.

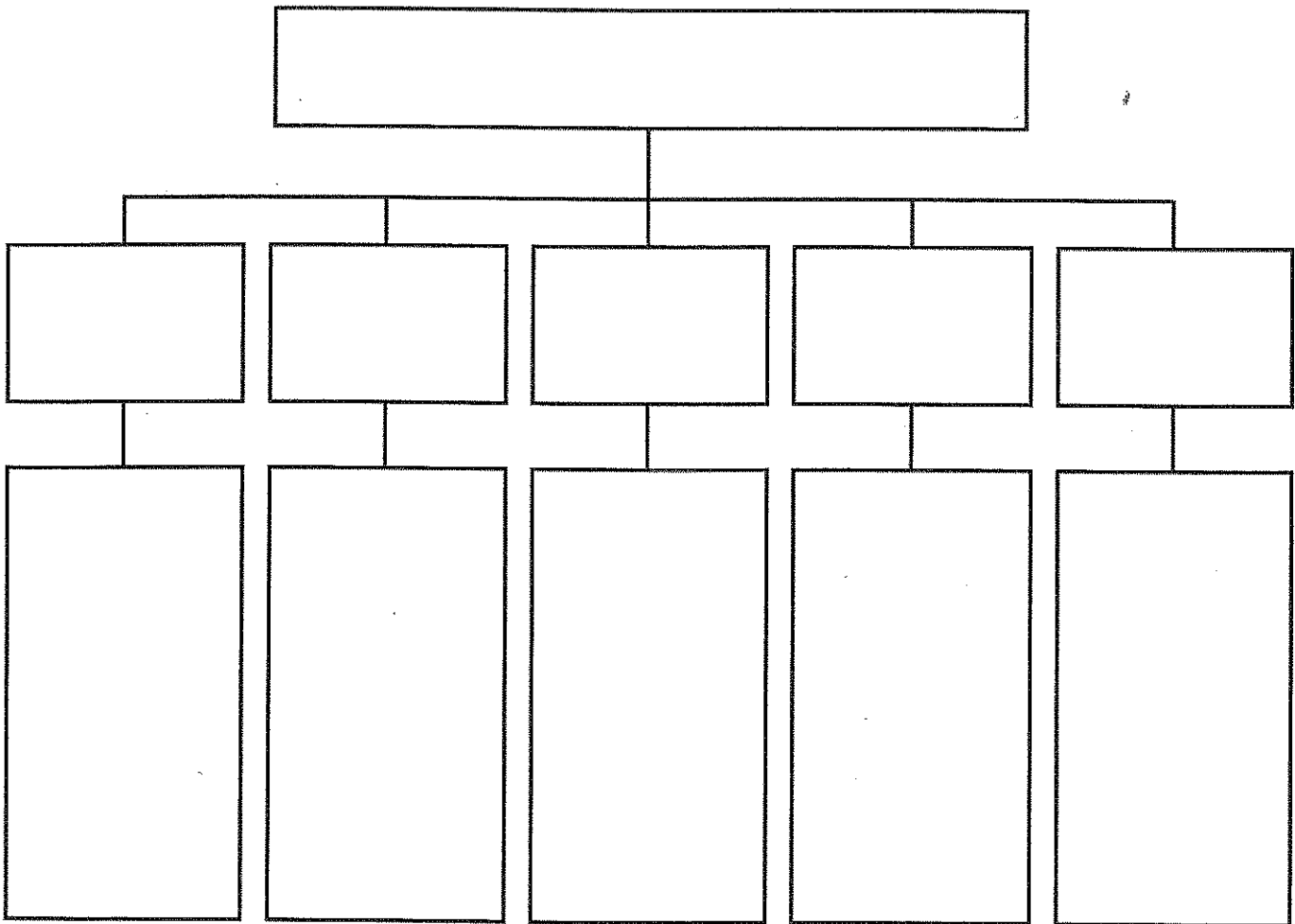
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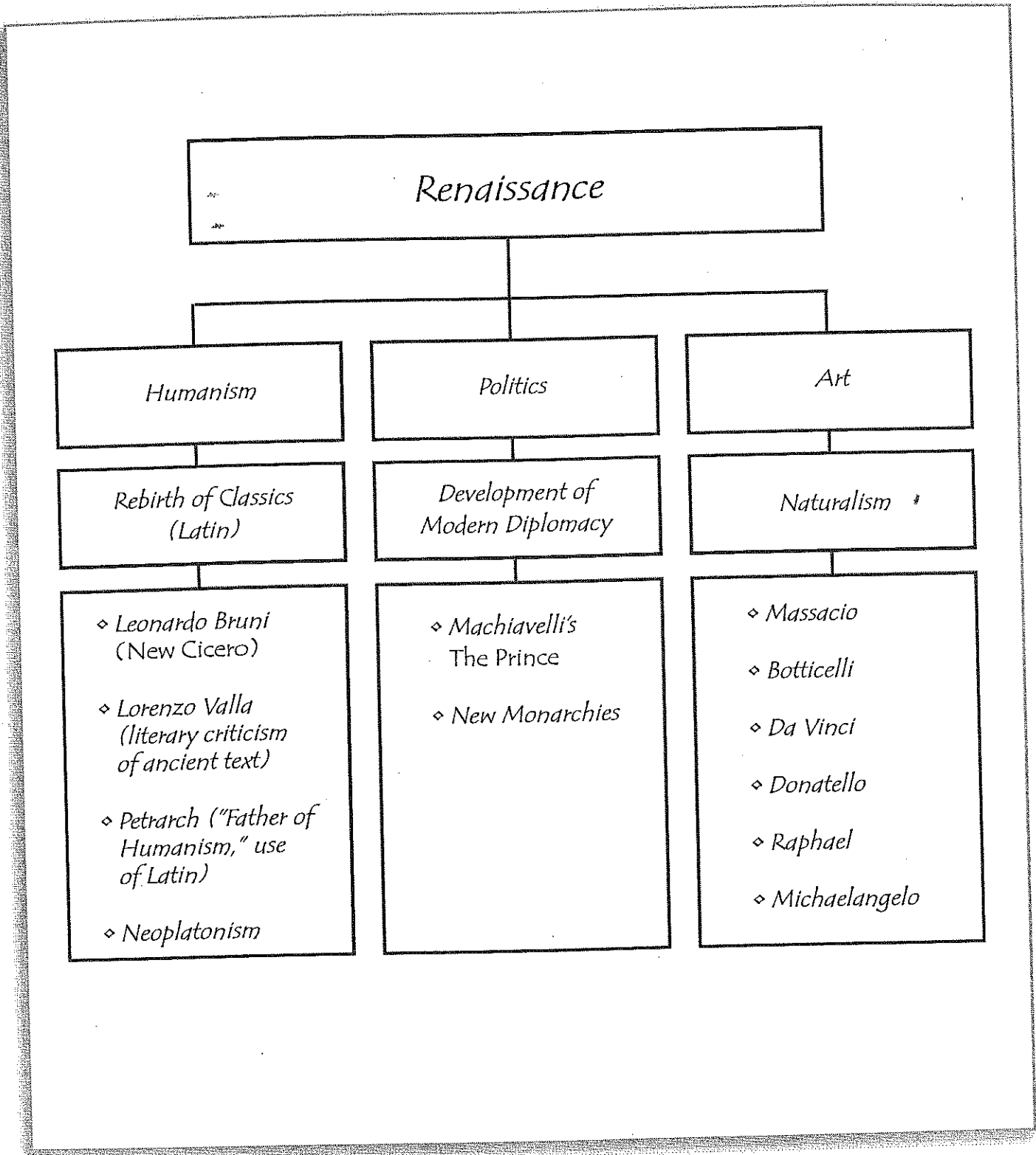
Students write the general name of the group of things at the top of the organizer. On the next level, they write different groups which make up the general group. On the third level, they write the specific details in each group. Symbols, pictures or quotes may also be added to help clarify your understanding.

The following questions help guide your understanding of the classification organizer.

**Questions:**

- What are the specific members of the group?
- Are there things that might go into multiple groups?
- Is there another way to classify this information?





# 6 Sequence Organizer

Sequence charts are used to write major stages of an event, which are recorded in the large rectangles.

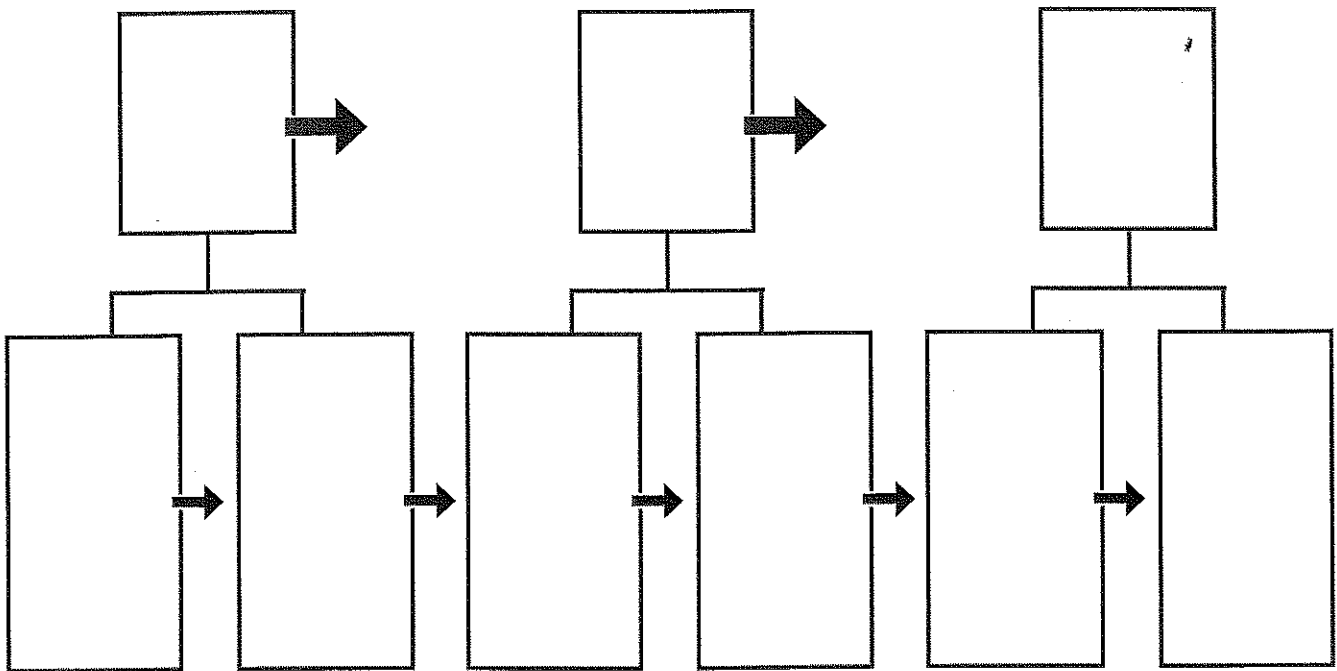
### Instructions:

In the larger rectangles, students write the sequence of an event. In the smaller rectangles, students write the sub-stages of each sequence for that event. This writing activity may include illustrations, symbols, quotations, or drawing to explain your interpretation of the event.

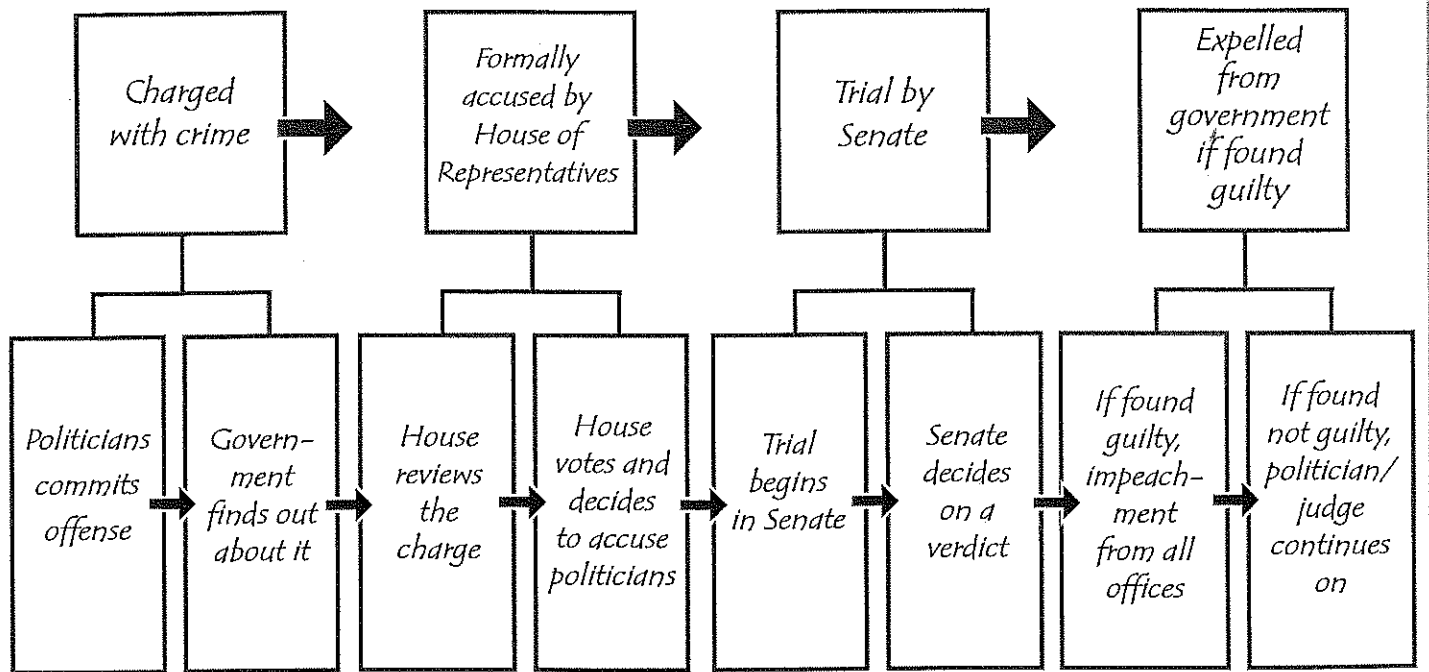
The following questions help guide you in organizing the sequence of events.

### Questions:

- What is the name of the entire event or sequence?
- What are the stages of this event or sequence?
- What are the sub-stages of the major stages?



# The Impeachment Process

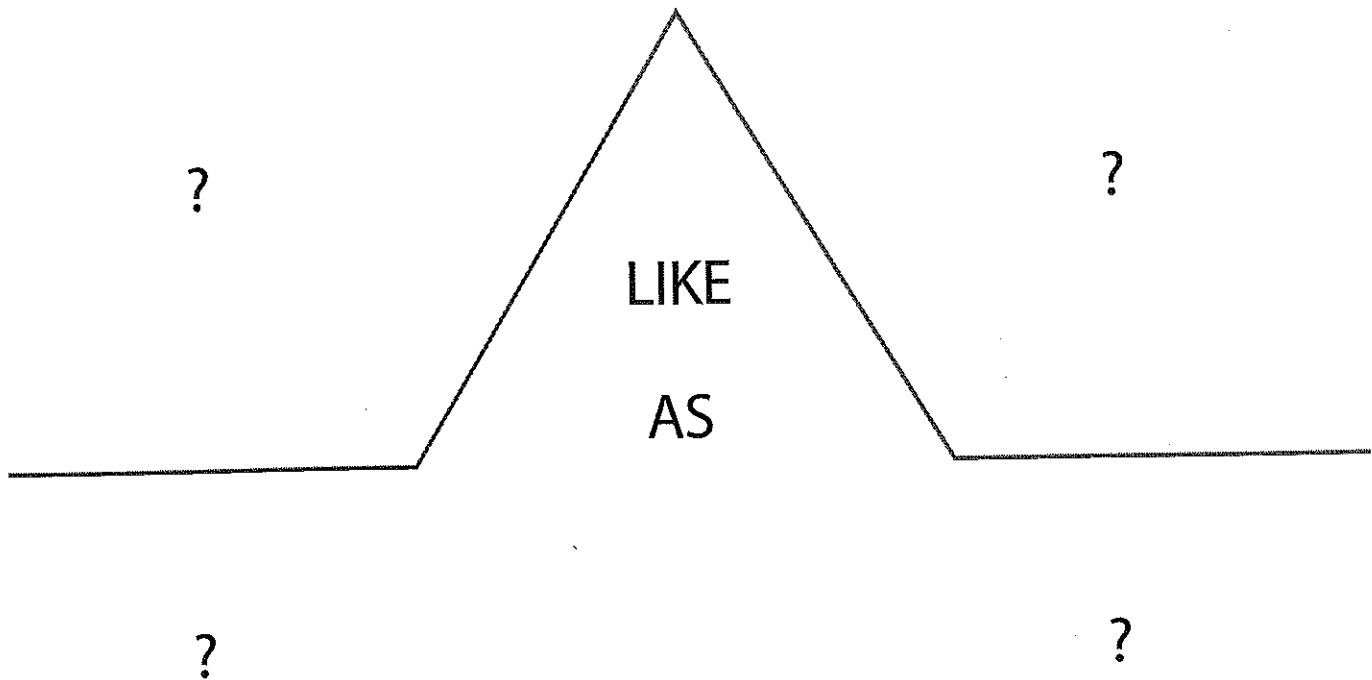


# 7 Analogy Chart

Analogy charts are used to recognize a similar relationship between pairs of events, people, or ideas.

## Instructions:

1. Students choose two events, people or ideas that are related in some way and place them on the left side of the analogy chart.
2. Have students explain the relationship between the two events, people, or ideas.
3. Students then choose two other events, people or ideas that are related to one another in the same way as the first two.
4. Have students describe this relationship.
5. Students can then brainstorm other pairs of events, people, or ideas that also share this same relationship.



1. What is the common relationship (relating factor) between these two relationships?

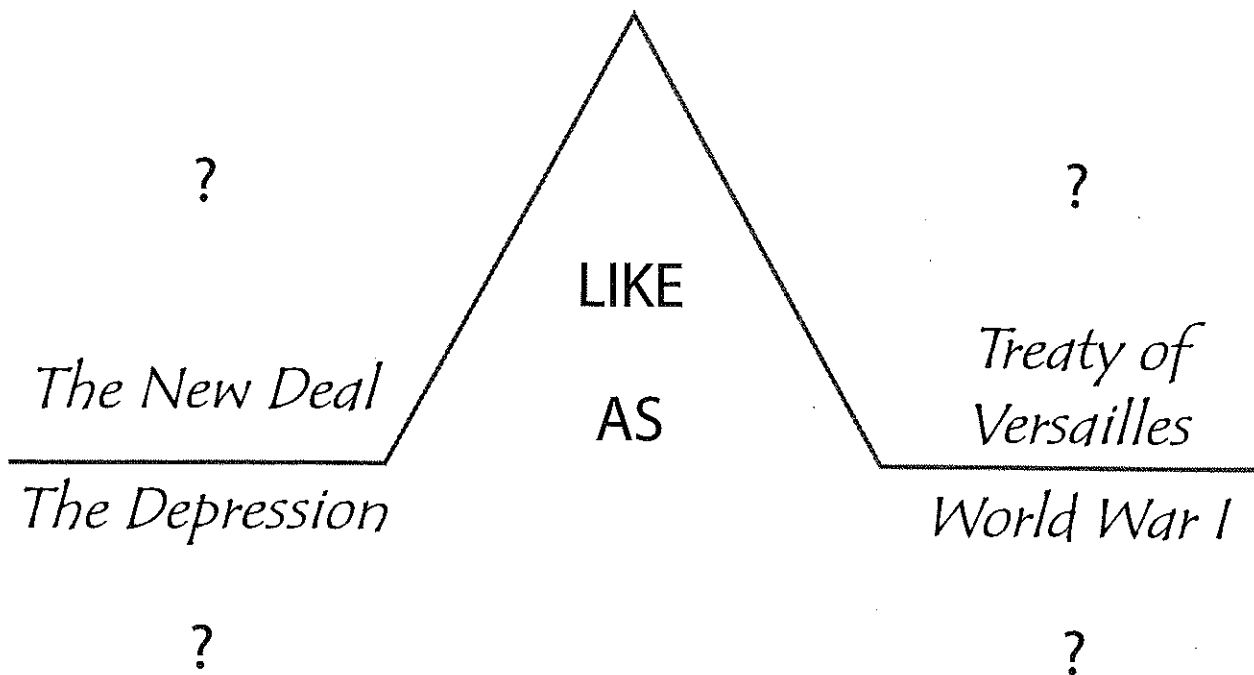
*The common factor is that the New Deal and the Treaty of Versailles were meant to solve specific problems.*

2. Is the relationship exactly the same for both pairs of things?

*The relationship is not exactly the same because one involved only the U.S. government and the other involved numerous governments and ultimately the U.S. did not participate (sign treaty of Versailles).*

3. What other pairs of relationships can be seen?

*It can be argued that neither the New Deal nor the Treaty of Versailles solved the problems to which they were applied.*



# 8 Annotated Timeline

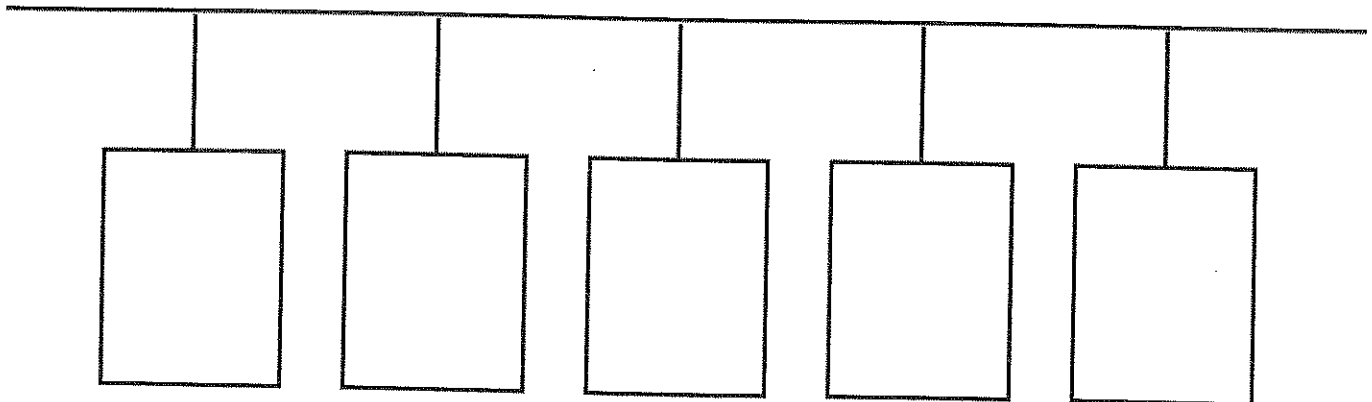
An annotated timeline is like a timeline with notes of explanation as well as dates from a period of time studied. Like all timelines, the annotated timeline features dates but adds creative ideas, including illustrations, quotes, analysis, biographical sketches, maps, charts, drawings, concepts, and short essays. Students design their timelines around some unifying illustration or theme. For example, the entire timeline might be presented on the Berlin Wall, a nuclear missile, or a map of the world divided between America and the U.S.S.R.

**Instructions:**

Have students research and define important concepts, ideas, events, people and places about a specific time period. These ideas may be chosen by the teacher.

Students may choose from the following list of ideas to be included on their annotated timelines:

- Important dates, people, and events with short explanations
- Quotes and explanation of its importance
- Create an editorial cartoon
- Create maps, charts, drawings or illustrations
- An interview with a character from the time period
- Short newspaper story about a topic, event, or person
- Poetry about topics, events, people
- Letter to the editor or editorial



**JAPS KEEP MOVING**  
*The A WHITE MAN'S NEIGHBORHOOD.*

1942

1943

1944

1945

"Down in our hearts we cried and cursed this government every time when we showered with sand. We slept in the dust; we breathed the dust; we ate the dust."  
 Joseph Kurihara, an internee at Manzanar

"There is no blinking at the fact that our people, our territory and our interests are in grave danger." FDR

# Vietnam War

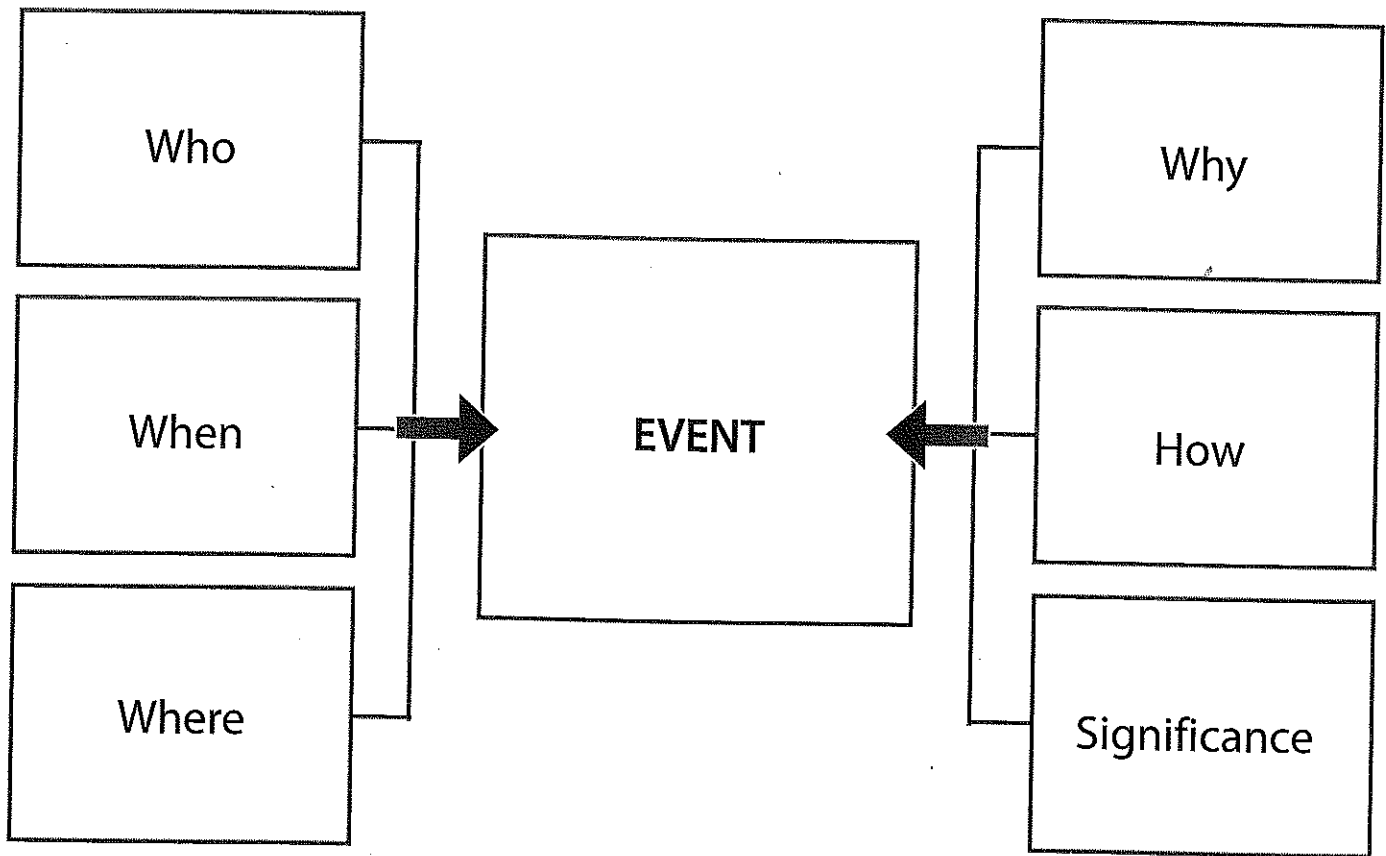




# 9 Describing a Historical Event

**Instructions:**

Describing a historical event requires the inclusion of key factual information as well as an explanation of the event's significance. The significance of an event is often determined by its effect or the critical idea that it represents. While reading an assigned text, complete the graphic organizer below.



### Japanese-American Internment

**Who:** Japanese-Americans living on the west coast; both Issei and Nisei  
 Issei - 1st Generation Japanese to America  
 Nisei - Born in the U.S. American citizens

**When:** 1942-1945

**Where:** Japanese-Americans were put in Internment camps located in the desert.

**What:** People of Japanese descent were put into internment camps

**Why:** The government thought that they were dangerous and spies for the Japanese government. Claimed that National Security was at stake.

**Significances:**  
 - It showed how the U.S. government was insecure about its own citizens, because if they looked like the enemy, then they are the enemy.  
 - It also showed the racism displayed in the West Coast, even though Japanese were American citizens.

**Quotes:**  
 "A day that will live in infamy" Roosevelt's speech about Pearl Harbor

**Symbols:**  
 "You must leave by 10:00 AM"  
 Dog  
 Contradictions (U.S. Army)

**Democracy Under Pressure**

### WHO:

Betty Friedan  
 Eleanor Roosevelt  
 Gloria Steinman  
 Phyllis Schlafly  
 Shirley Chisholm

**WHY:**  
 women were looked as weak + not important compared to the male figure. Women were limited rights + treated unfair.

**WHEN:**  
 The 1950's

**Significance:**  
 the women's movement increased equal opportunities for women in all areas such as sports, teaching, construction, CEO, govt, etc. It was a step towards equality with men + to be able to fulfil their own dreams for them instead of the man.

**Opposition:**  
 Thought women's movement only served wealthy white women. The ERA would nullify or cancel any distinction b/w men + women, such as co-ed bathrooms. Some middle class women felt the NOW program didn't help them.

**Organizations and Amendments:**  
 NOW - national organization for women. tried to influence, elected officials to ensure social + economic equality for women.  
 Education: education amendment act - outlawed sexual discrimination in higher education  
 NWPC - national women's political caucus. it encouraged women to run for office.  
 Equal Pay Act: Kennedy signed a new bill when it was illegal to pay female workers less than men workers

**WOMEN'S RIGHTS MOVEMENT**

1st African American elected in congress

vocal opponent of equal rights amendment

The feminine mystique head NOW

the voice for her husband, to include women bring when women into the cabinet (govt.)  
 wrote feminist articles  
 help found the NWPC

# 10 Student-Designed Graphic Organizers

Students can create a graphic organizer through a design, map, or graphic that visually represents the facts, ideas, and relationships about the topic.

## Instructions:

1. Students read an assigned text or watch a media film.

*Cold War*

2. They take notes or highlight key ideas from the reading.

- *Sputnik*
- *Schools*
- *Colleges*
- *Military*
- *NASA*
- *Industry*
- *Nuclear war*

3. After the reading, each student describes the relationship between facts and ideas.

*The launching of Sputnik causes more money to be spent on the military, schools, and industry.*

4. With their lists, they design their own graphic that visually represents these facts, ideas and relationships. Graphic organizers may include illustrations, lines, arrows and charts.

