Objective

To understand how graphic organizers can help students organize information; process information; see the relationships between ideas; and more easily understand, remember, and apply information.

Overview

Many students, particularly those with LD and ADHD, have difficulty processing information. More specifically, they might have trouble connecting new ideas and concepts to their prior knowledge, identifying main ideas and important pieces of information, and ignoring irrelevant information. Graphic organizers can help these students more easily process information.

Activity

Although there are many kinds of graphic organizers, often students with LD and ADHD will use the same type of graphic organizer (e.g., web) for every situation. It is important for teachers to select those that will best convey the information and relationships they wish to their students to learn and to explicitly teach students how to use them.

On the pages to follow, you will find descriptions of five different types of graphic organizers, each with a different purpose, and two examples of each type.
Cause and Effect

*Cause and effect chain:* Students can use this type of graphic organizer to clarify the relationship between specific events and the outcomes deriving from them, thus illustrating the concepts of consequences, inevitability, and causality.

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Cause: Romeo secretly attends the Capulets' masquerade
Effect: Romeo falls in love with Juliet

Cause: Romeo slays Tibalt
Effect: The prince banishes Romeo from Verona

Cause: Friar John fails to deliver his message to Romeo
Effect: Romeo falsely believes Juliet to be dead
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Cause and Effect [Cont.]

Problem-and-solution map: Obstacles, hindrances, and malfunctions often have a number of different possible solutions, and this type of graphic organizer can be an effective way to help students better visualize which of those will be most effective.

- **Cause**
  - Population growth increases demand for water
  - Longer than usual period without rain

- **Problem**
  - Citywide water supply shortage

- **Solutions**
  1. Fine residents for overuse of water
  2. Purchase water from neighboring states
  3. Offer subsidies to farms and industry to limit water use
  4. Create program to encourage homeowners to use water more responsibly

- **Result**
  
  Combined, these approaches help the city to make it through the remainder of dry summer months.
Classifying

**Web:** Students can use a web to categorize or classify items.
Classifying [Cont.]

**Classification table:** Students can use this simple organizer to sort or classify information or objects into different categories.

<table>
<thead>
<tr>
<th>Types of Rocks with Examples</th>
<th>Igneous</th>
<th>Sedimentary</th>
<th>Metamorphic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obsidian</td>
<td>Sandstone</td>
<td>Slate</td>
<td></td>
</tr>
<tr>
<td>Basalt</td>
<td>Shale</td>
<td>Marble</td>
<td></td>
</tr>
<tr>
<td>Pumice</td>
<td>Fossils</td>
<td>Quartzite</td>
<td></td>
</tr>
<tr>
<td>Granite</td>
<td>Limestone</td>
<td>Schist</td>
<td></td>
</tr>
<tr>
<td>Mica</td>
<td>Gypsum</td>
<td>Gneiss</td>
<td></td>
</tr>
<tr>
<td>Quartz</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparing and Contrasting

**Venn diagram:** Named after their creator, Venn diagrams are a type of graphic organizer used to show the overlapping relationships between various categories of ideas, things, events, mathematical expressions, or logical concepts.
Comparing and Contrasting [Cont.]

**Compare-contrast matrix:** Students can use this type of graphic organizer to clarify what is the same and what is different about the selected people, places, or objects.

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Japan</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Language</td>
<td>Japanese</td>
<td>Mandarin</td>
</tr>
<tr>
<td>Population</td>
<td>127 Million</td>
<td>1.35 Billion</td>
</tr>
<tr>
<td>Geographic Location</td>
<td>Asia</td>
<td>Asia</td>
</tr>
</tbody>
</table>
**Describing**

*Word web:* Word webs are graphic organizers that help students to better understand a key vocabulary term by connecting it to related terms.
Describing [Cont.]

**Frayer Model:** This type of graphic organizer is used to help students develop more comprehensive vocabulary skills by offering not only a definition and examples of what a given person, place, event, or thing is but also a definition and examples what those things are not.

![Frayer Model Diagram](image)

**Sequencing**

**Timeline:** This simple and familiar type of graphic organizer arranges events in chronological order to help students better grasp the relationship between historical occurrences or developments.
Sequencing [Cont.]

**Cycle:** This variety of graphic organizer can help students to more fully comprehend series of events or phenomena that take on recurrent patterns.
Questions/Discussion Topics

1. Use a graphic organizer to organize the information about the five types of graphic organizers described above.

2. Ms. Draper is a third-grade teacher. Her class is beginning a unit on butterflies. She would like her students to learn the difference between butterflies and moths. Select one type of graphic organizer that she can use to achieve this goal. Explain why you chose this type of graphic organizer.

3. Mr. Gaikward, a high school geography teacher, wants his students to understand the social and economic importance of erosion to societies and to consider how people can prevent erosion. Select one type of graphic organizer that he can use to meet this objective. Explain why you chose this type of graphic organizer.

4. Given the grade level and subject content that you are teaching (or will be teaching), describe one topic for which you would use a sequencing graphic organizer. Explain why you chose this type of graphic organizer.