# Graphic Organizers

<table>
<thead>
<tr>
<th>Organizer</th>
<th>Characteristics</th>
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| Agree/Disagree Chart | • Helps students to organize data to support a position for or against an idea.  
                           • Emphasizes point of view and assists with the analysis of bias.                        |
| The Grid           | • Helps students to organize a story or a project.  
                           • Helps students to track events in a story or novel.                                        |
| The Fish Bone      | • Helps students explore cause and effect.  
                           • Helps students see and explain elements leading to a result.                               |
| The Target         | • Students list events or ideas related to a concept e.g. “The Holocaust” and using a criteria such as “most significant lesson”, circle or highlight the events which meet the criteria.  
                           • This strategy is similar to “rank ordering” in that students compare and contrast ideas asked on a given criterion. |
| The Ranking Ladder | • Students list ideas or activities and rank order them by applying a criterion, such as preference, frequencies, overall benefit.  
                           • Provides “think time” for students to generate ideas about a topic.  
                           • Provides practice with analysis, comparison and contrast.                                |
| The Mind Map       | • Shows the relationship among ideas.  
                           • Review prior knowledge of an idea.                                                         |
| Sequence Chart     | • Helps students order a set of actions chronologically.  
                           • Breaks down a complex sequence.  
                           • In planning and organizing work, provides a sequence of steps to follow.  
                           • Initially, needs to be done in partnership with the teacher.                             |
| The Venn Diagram   | • Students list ideas and categorize them into common groupings.  
                           • This tool helps students to organize ideas by designated attributes.  
                           • Students see similarities within and among topics.                                        |
| The Web            | • Students put ideas on paper and represent the connections between and among ideas using lines and circles.  
                           • Students see categories or clusters of ideas.  
                           • Webs help to generate creativity and new ideas.  
                           • The web can set limits to what should be addressed within the topic.  
                           • Frames are generally set in advance, and webs evolve as the students brainstorm ideas. |
| Diagramming        | • Activates prior knowledge.  
                           • Provides a focus.  
                           • Summarizes information.  
                           • Indicates where more detail is needed.                                                    |
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