

**Build Global Education Resources into the Core Curriculum
Graphic Organizers to Develop Global Understanding**

WORD BANK

I can identify words that explain a topic. (1A)

TOPIC: _____

List words that are important to understanding a culture.

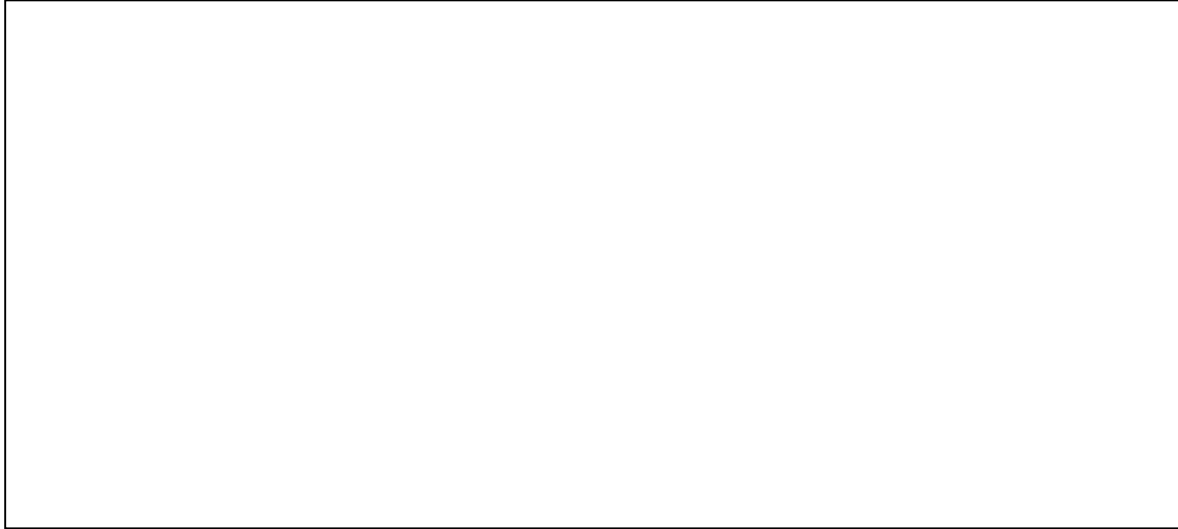
WORD	Show what it means. Draw a picture.	Write another word that tells about this word.

Use your word bank to write about this culture.

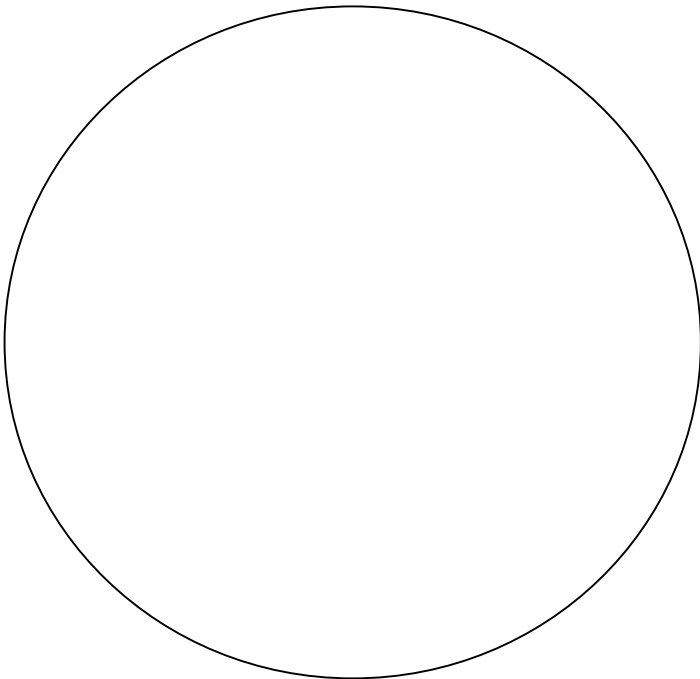
LISTEN AND SEE: Draw what you hear!

4A Can listen effectively in formal and informal situations.

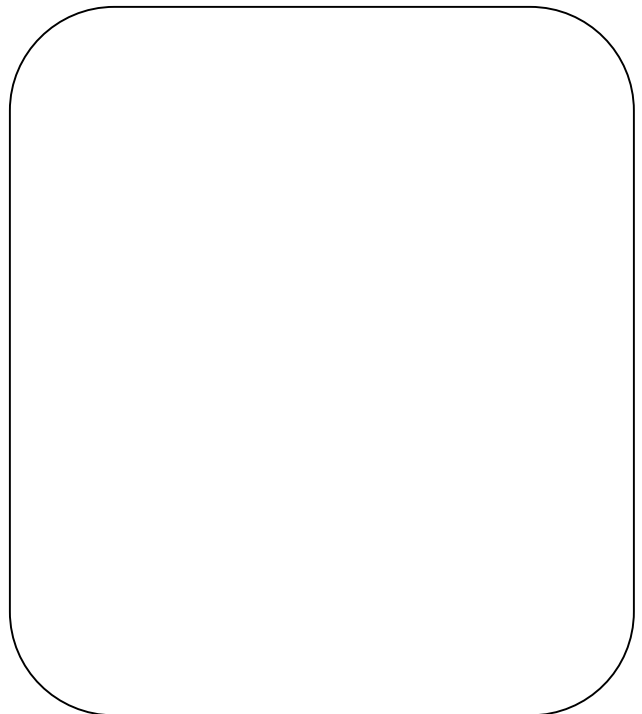
The Place



The Person



The Event



Write a title that fits all three parts.

Picture a situation

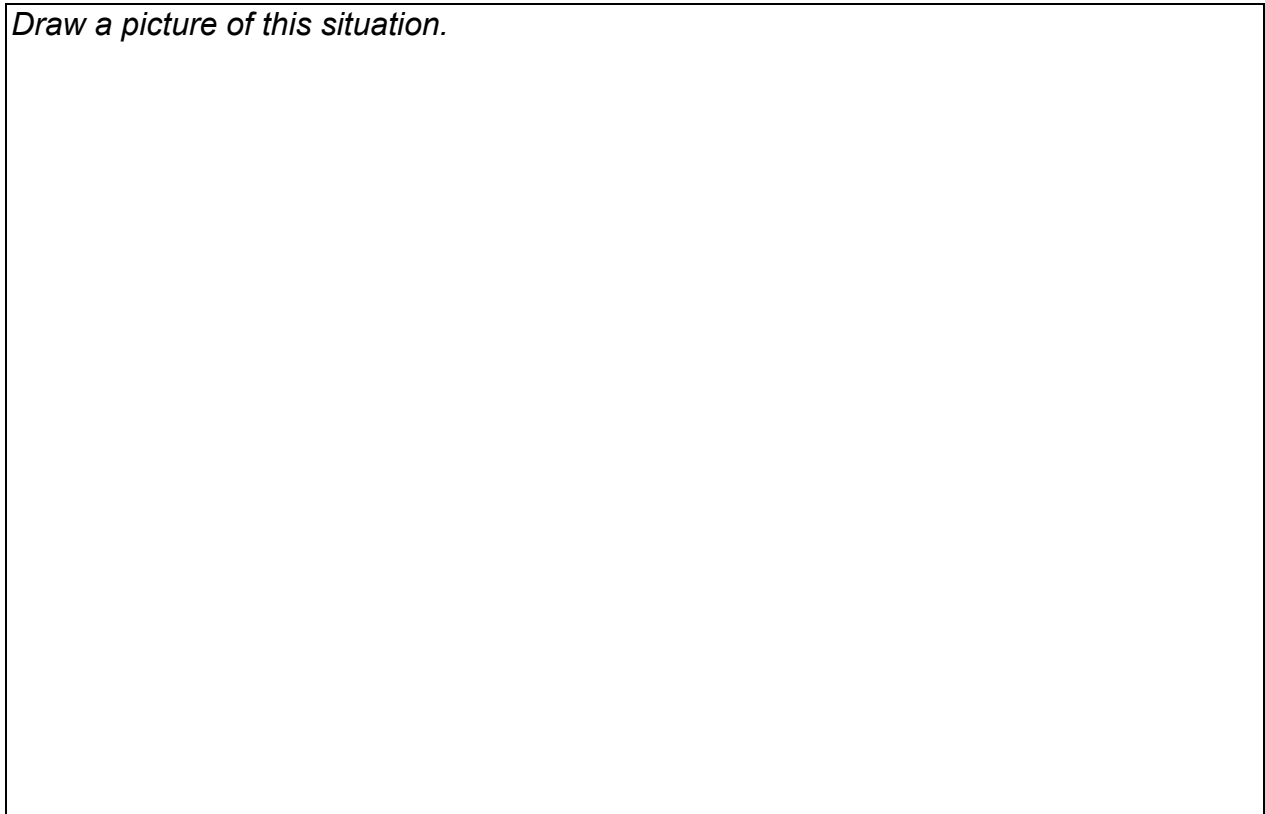
1B. *Can identify relationships.*

3B. *Can write to explain a situation*

This activity is applicable to any profile, history or story.

Students read the text independently.

Draw a picture of this situation.



Write about it.

- Write as if you were there.
- Write about a day in your life.

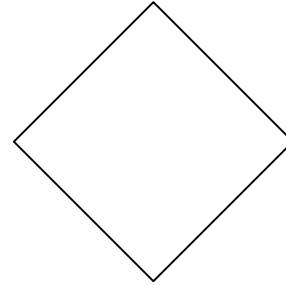
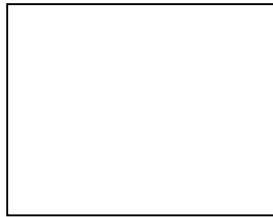
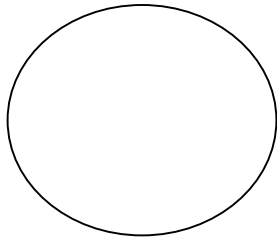
Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
doing this project.

Situation/History Mapper

1B: I can analyze a situation.

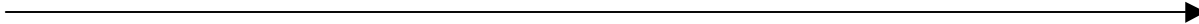
Draw three persons who are in it.



Map the place.



Sequence the Events.



Write what those persons might have said about one of those events.

Their Words

I can infer (5A)

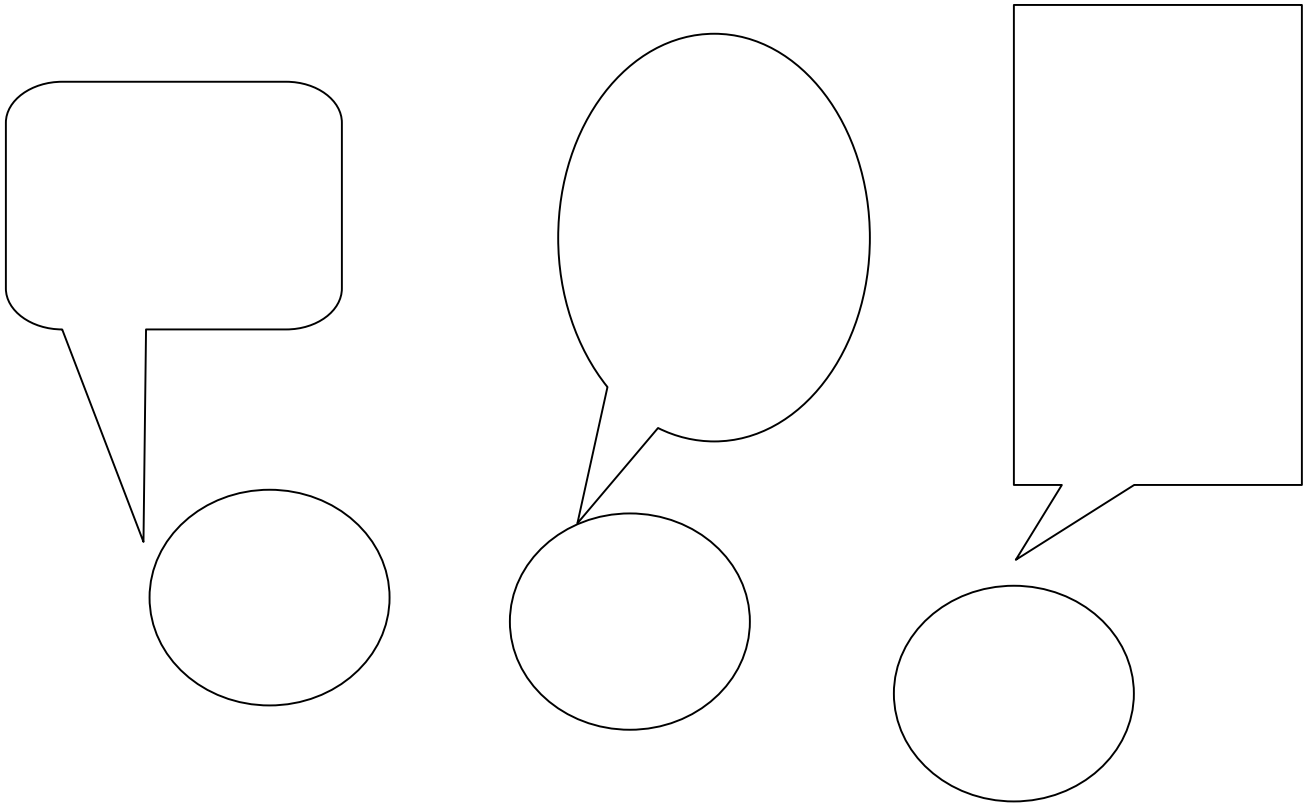
List three different persons who are part of a history or story.

1> _____

2> _____

3> _____

For each person, write what they actually said or what you think they said during that situation. Write a few sentences for each of them—a dialogue.



Read this dialogue aloud with other students. Read them with the kind of expression these persons would have used.

I can locate important information. (1B, 5A)

As you collect information, list what you think is important.

Topic: _____

Important Information

List the “top ten” facts you find about it.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Which is the most important fact you found?

Why do you think it is most important?

Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

Exceed the Standard:
Write what you learned by
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I can classify information. (1B; 5A)

Topic: _____

What does your chart show?

Write to explain what it tells about this topic.

Objects Show Values

1B: I can infer. 5A: I can synthesize information.

List or draw things people use in the culture.
Then infer what value the object shows people in the culture have.

Object	What it shows about a value of this culture.

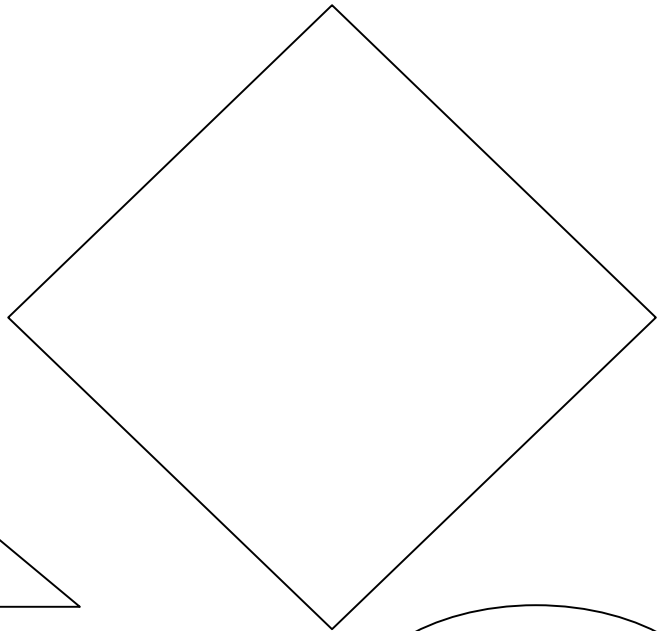
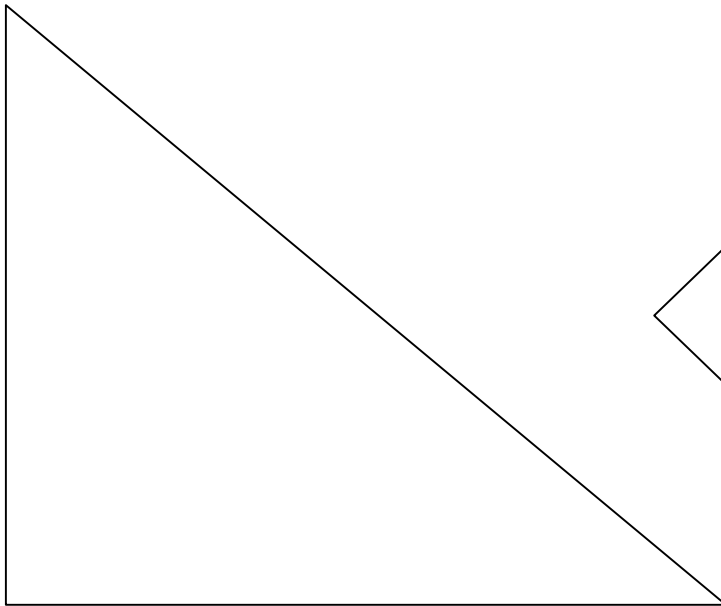
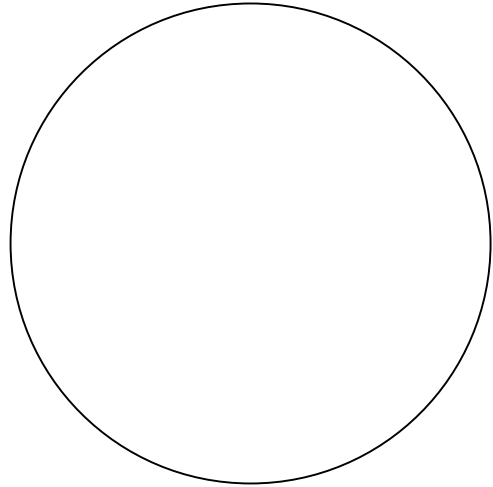
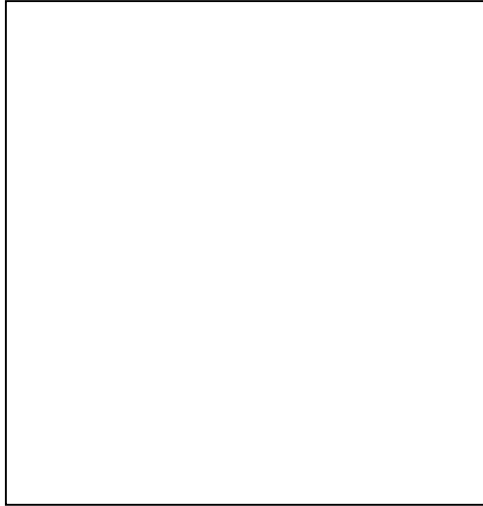
Based on what you knew and what your chart shows, what do you think is most important to this culture?

Exhibit a Culture

5A: Can locate, collect, and communicate information about a topic.

Culture: _____

Show parts of the culture.



Meet the standard:
Check your work—is it
✓ complete? ✓ correct?
✓ clear?

*Exceed the Standard:
Write what you learned by
doing this project.*

Visualize It

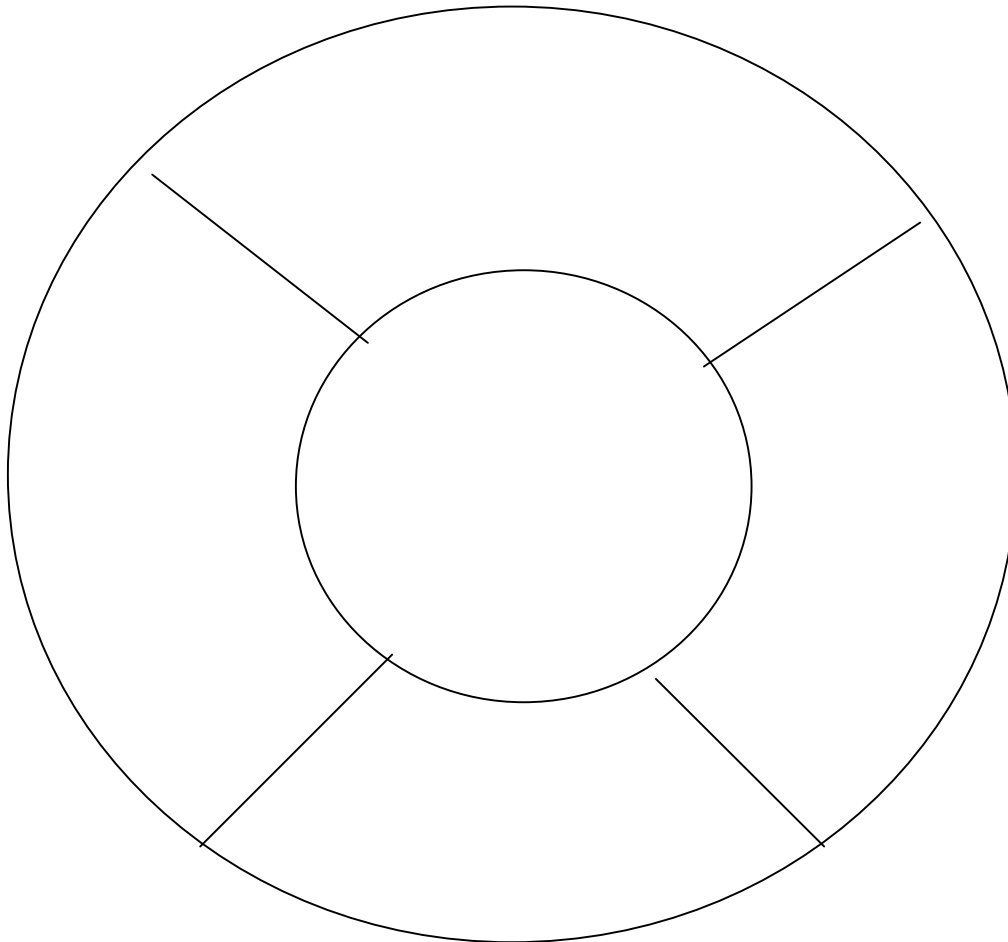
1B: Identify main ideas/themes.

CULTURE: _____

What's Important? Put that in the inside circle.

What information is important to make that idea clear?

Draw pictures to show that outside the circle.



What does your diagram show about this culture?

Write What's Important

4A: Can Listen to Learn 1B: Can identify important information.

Topic: _____

What I Knew

What I Learned

What I Think

Take what you knew and what you learned and explain this topic in your own words.

Write a: __paragraph __poem __story __letter _____

Meet the standard:
Check your work—is it
✓ complete?
✓ correct?
✓ clear?
*Exceed the Standard:
Write what you learned by
doing this project.*

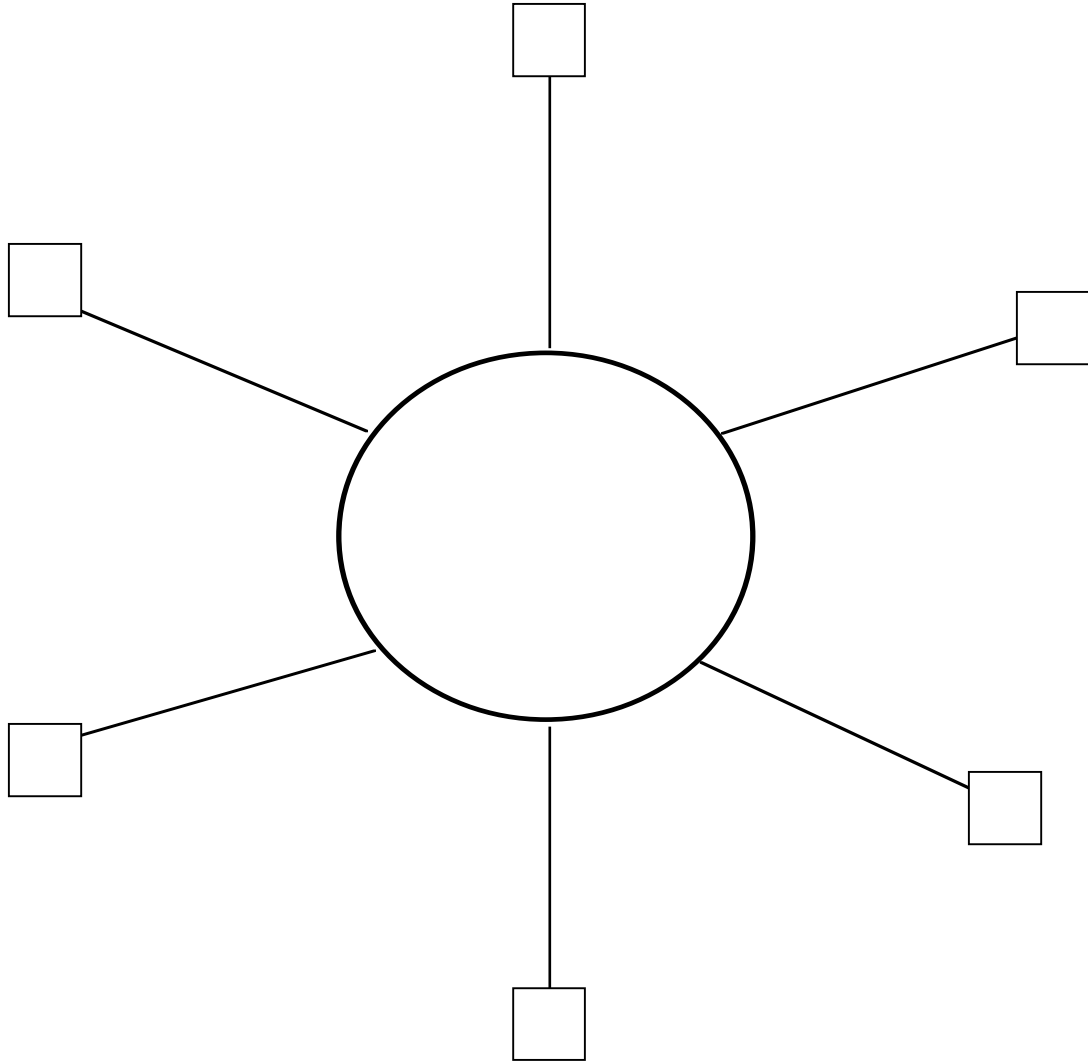
Expository Communicator

3B: Write to communicate a topic or idea.

What's the topic? _____

What's the focus—my idea? Write it in the circle.

*What information is important to explain to make that idea clear? **Note it on the lines.** Number the lines—in the box at the end—in the order you will say or write this information.*



How will I start?

How will I conclude?

Cultural Profile

Concepts: Patterns of culture, such as work, housing, religion.

Diversity among cultures.

Influence of culture on an individual, of an individual on a culture

16D: Can give example and explain patterns of social history (Chicago-Illinois-US-World)

18B Can identify and explain the roles and interactions of individuals and groups in society.

Concepts: Patterns of culture, such as work, housing, religion.

Diversity among cultures.

Influence of culture on an individual, of an individual on a culture

Component	Describe It	How It Affects People
Religion		
Family Values		
Work		
Housing		
Traditions		

Write to explain: (3B)

What is the most significant element of this culture?

Why?

Meet the standard:

Check your work—is it

✓ complete? ✓ correct? ✓ clear?

Exceed the standard:

Write about what you learned,

GEOGRAPHY VOCABULARY

1A: I can interpret words in context.

3B: I can write to describe.

Use some of these words to explain a day in the place.

	LOCATION	CHARACTERISTICS	REGIONS	MOVEMENT
Local	city geography key map school	community government map key population	central downtown lake lakeshore location suburb	east north river south travel west
Regional	exact location state region symbol	agriculture axis climate crop equator fertile grasslands land use relative location	border boundary county country industry region rural urban	canal compass direction distance harbor railroad route scale
national	capital continent individual nation responsibilities rights	canyon elevation historic landform nation mountain valley	coast desert drought hemisphere inland land use latitude longitude polar vegetation	immigrant inland migrate ocean port region sea shipment transportation tributary

GEOGRAPHY: Place Comparisons

Can classify information (5A)

17A: Can locate, describe and explain places, regions and features on Earth.

17C: Can give examples of and explain relationships between geographic factors and society.

Use words and pictures to complete this chart.

Place 1 _____	Place 2 _____
Its Characteristics	Its Characteristics

WRITE GEOGRAPHY: (3B)

Write two sentences that describe each place.

Then write two sentences that compare them.

Meet the standard:
Check your work—is it
✓ complete? ✓ correct? ✓ clear?

*Exceed the standard:
Write about what you learned,*

GEOGRAPHY: CHARACTERISTICS AFFECT INDIVIDUALS

I can analyze and infer relationships. (1B)

Place: _____

Characteristic	How it affects people who live there
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

WRITE GEOGRAPHY (3B)

Explain how the place affects the people—and how people affect the place.

Meet the standard:
 Check your work—is it
 ✓ complete? ✓ correct? ✓ clear?

*Exceed the standard:
 Write about what you learned,*

Values and Choices

I can infer (1B)

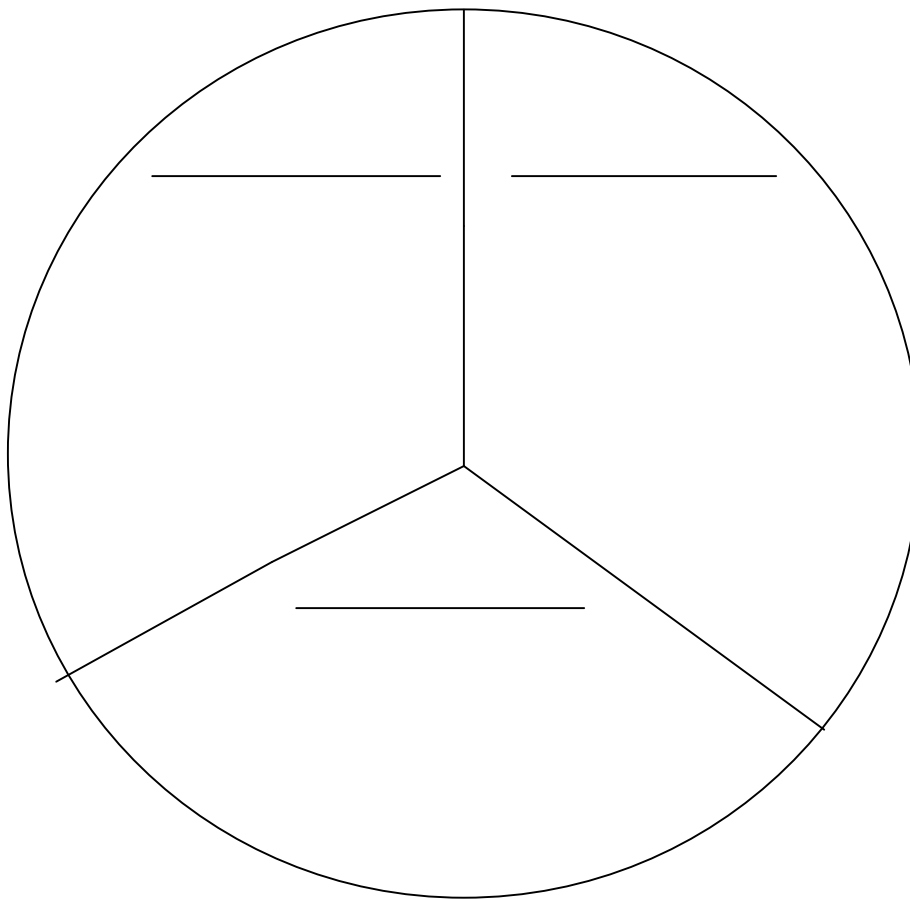
16D: Can give example and explain patterns of social history (Chicago-Illinois-US-World)

18B: Can identify and explain the roles and interactions of individuals and groups in society.

Choose three values that are important to the culture.

Note each one on a line in the circle.

Then use words or drawings to describe it.



Write to Clarify (3B)

Write to explain what your diagram shows about what a person in this society would think about when making a decision about how to live.

Meet the standard:
Check your work—is it
✓ complete? ✓ correct? ✓ clear?

Exceed the standard:
Write about what you learned.

