

Graphic organizers are important tools for accessing and organizing content. The seven activity graphic organizers included in this unit are designed to help students pull essential content out of the activities as well as to help them practice using graphic organizers. These materials can be used in a number of ways, including, but not limited to, the following:

- As an individual activity to be completed prior to the Individual Report
- As a group activity to be completed prior to the Individual Report
- As a content-check activity – the group must complete the graphic organizer and have it approved by the teacher before they can move on to their task and get materials
- As a review for a test
- As a test
- As a notetaking packet for use during presentations throughout the course of the unit

It is useful for students to know how to use a variety of graphic organizers and to have regular practice in using them. In this case, the unit's authors have chosen a graphic organizer for each activity; in subsequent units, you may wish to assign students the task of choosing an appropriate graphic organizer for the activity and then have them set it up and fill it in. Another place where graphic organizers can be practiced is during orientations. They can be used to address content, and some graphic organizers can also be used to address pieces of the group process (roles, norms, and multiple abilities).

Students engaging in their first round, and sometimes later rounds, of a unit are often unprepared to delve into the material in a way that will enable them to access higher level content. These pre-reading guides for the democracy unit are designed to familiarize students with the structure of an activity as well as to get them to look at the big idea and begin the analytical process. These materials are not intended for use with every round; using them in the first round or two will enable most students to gain familiarity with the kinds of processes they will need to use to successfully work with the activities.

The pre-reading guides are designed for use by student groups prior to their work on the activity round. Each group should receive the activity itself and a copy of the pre-reading guide. Students should be given approximately half an hour to complete the pre-reading guide. While some of the questions asked in the guides are straightforward, others will require some advance work on the part of the teacher. Below is a breakdown of the sections included in each guide and the rationale/helpful hints are given for each:

- At the top of each guide, the activity number and title are printed, and the unit big idea/question and the activity big idea/question are listed. Students often ignore these items, all of which are really context-setting pieces students should examine prior to looking at anything else in the activity. Students are more likely to become conscious of these pieces if they must actively examine them, as they are asked to do in questions 1-3. Question 1 asks for the activity number; question 2 asks for the activity title, and question 3 asks students to make two predictions about what the activity will cover based on the title. It is imperative that the teacher discuss the big idea with students, preferably before or through one of the unit's orientation activities, so that the class is familiar with the big idea before they delve into the unit's core activities.
- Question 4 asks students to examine the discussion questions and decide which kinds of analytical processes will be required in order to answer the question. The analytical processes listed are: list examples, events, and/or issues; agree/disagree; compare/contrast; identify advantages and disadvantages; examine cause and effect relationships; make connections; give your opinion; provide evidence; and examine consequences. In order for students to successfully complete this part of the pre-reading guide they will need some prior work in analytical processes. An orientation to the pre-reading guides could include:
  - discussion of the concept of analysis
  - connections to analytical processes in students' daily lives - i.e. deciding which jeans to buy requires identifying advantages and disadvantages (the Tommy Hilfiger ones are more expensive but more stylish, the Levi's ones are less expensive but less fashionable, etc.), and examining consequences (if you spend the money on the more expensive jeans, you won't have money left over to buy lunch at the mall, etc.), etc.
  - discussion of use of graphic organizers for each analytical process – i.e. using a Venn Diagram to compare and contrast, using a flow chart to examine cause and effect relationships, etc.

The idea behind question 4 is to get students to (a) see the discussion questions as a central part of the activity and as a pre-reading tool and (b) look at how they need to go about answering each question.

- Question 5 asks students to identify how many different kinds of visuals are included in the Resource Cards. Often, students ignore the visuals or simply glance at them. If they are required to actively think about the types of resources available, they are more likely to consider the abilities needed to “read” each and use one another, and the visuals, as resources.

- Question 6 asks students to turn the title of each Resource Card into two questions, one factual and the other analytical and connected to the big idea. For example, the title of Resource Card 5 in the Bill of Rights Activity is “Impact of the Bill of Rights on Minorities and Women.” Students might come up with the factual question: “How are minorities and women impacted by the Bill of Rights?” which will enable them to access the information on the card more clearly than they might have otherwise (and perhaps even design a graphic organizer to help gather that information!); then they might come up with the analytical question: “How do minorities and women experience democracy differently from majorities and men?” allowing them to use the factual information on the Resource Card to answer the big question.

## WHAT IS DEMOCRACY AFTER ALL?

	ROUND #1	ROUND #2	ROUND #3	EXPECTATIONS FOR THE NEXT ROUND
<b>The American Revolution</b>				For Round #2
				For Round #3
<b>The Evolution of British Democracy</b>				For Round #2
				For Round #3
<b>The Enlightenment</b>				For Round #2
				For Round #3
<b>The French Revolution</b>				For Round #2
				For Round #3

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<b>Napoleon</b>				<b>For Round #2</b>
				<b>For Round #3</b>
<b>Simon Bolivar</b>				<b>For Round #2</b>
				<b>For Round #3</b>
				<b>For Round #2</b>
				<b>For Round #3</b>