GOVERNMENT HACK™

# Teacher Graphic Organizer Toolkit

Unit 1 — Foundations of Constitutional Government · Reproducible

**WHY THIS TOOLKIT**

Knowing WHICH organizer to use, and WHEN, is half the battle. This toolkit tells you — with a brief why for each — then gives you reproducible blanks (Part 1) and Unit 1 ready-to-print, pre-labeled organizers (Part 2). Tennessee connections are highlighted throughout; the local-to-national move is a HistoryHack signature and a point of difference for our classrooms.

# Which Organizer, When — Quick Guide

Scan the left column for what the activity asks students to do; reach for the organizer on the right. Every organizer in Part 1 also carries its own “when to use · why it works” note.

| When the task asks students to… | Reach for… | Why it works |
|---|---|---|
| compare / contrast TWO things | Venn (2) or T-Chart | Marzano’s highest-yield strategy; the overlap names shared traits |
| compare 3+ things on set criteria | Compare & Contrast Matrix | systematic; lowers cognitive load |
| explain causes / effects | Cause & Effect | makes causal chains visible (SSP.05) |
| put events in order / show change | Timeline / Sequence | builds chronological reasoning (SSP.05) |
| brainstorm or connect ideas | Concept Web | activates prior knowledge; shows relationships |
| summarize a text or source | Main Idea & Details | separates the central idea from support |
| activate prior knowledge & track learning | KWL | metacognition; frames inquiry |
| learn a key term deeply | Frayer | deep vocabulary processing |
| analyze a primary source | HIPPO / OPTIC | disciplinary sourcing (SSP.01–02) |
| make and defend a claim | CER | claim + evidence + reasoning (SSP.04) |
| weigh two sides / a decision | T-Chart or Problem–Solution | structures evaluation |
| capture the basics of an event | 5 Ws | ensures full coverage |
| connect a national event to Tennessee | ★ Tennessee Connection | our signature local-to-national move |

*Reproducible — you may copy these pages for classroom use.*

# Part 1 — Reusable Blank Organizers (all subjects, all units)

Content-agnostic blanks. Print as many as you need; use across any standard or subject.

# Venn Diagram (2) — Compare & Contrast

**WHEN TO USE · WHY IT WORKS**

Task says “compare,” “contrast,” “how are they alike/different?” for TWO things. Marzano’s #1 strategy (identifying similarities & differences). The shared column forces students to name what overlaps, not just list traits.

| Only _____ (A) | Both / shared | Only _____ (B) |
|---|---|---|
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL

response choice). Sentence frame: “_____ because _____, which shows _____.”

# Venn (3) / Triple T-Chart — Compare THREE

**WHEN TO USE · WHY IT WORKS**

Comparing three people, groups, or ideas. Use the columns for each item and note shared traits in your notes.

| Item A | Item B | Item C |
|---|---|---|
| **Trait / criterion 1** | | |
| **Trait / criterion 2** | | |
| **Trait / criterion 3** | | |
| **Trait / criterion 4** | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# T-Chart — Two Sides / Pros & Cons / Before–After

**WHEN TO USE · WHY IT WORKS**

Two categories to sort or weigh: benefits vs costs, pros vs cons, before vs after, cause vs effect. Fast, low-floor entry point for comparison.

| _____ | _____ |
|---|---|
| | |
| | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What

would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# Compare & Contrast Matrix — Items × Criteria

**WHEN TO USE · WHY IT WORKS**

Comparing several items across the SAME set of criteria. Reduces cognitive load by making the comparison systematic.

| Criterion | Item 1 | Item 2 | Item 3 |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# Cause & Effect — Causal Chains

**WHEN TO USE · WHY IT WORKS**

Task asks “what caused…?”, “what were the effects/consequences of…?” Makes causal reasoning visible (builds SSP.05).

| Cause | → | Effect |
|---|---|---|
| | → | |
| | → | |
| | → | |
| | → | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# Timeline / Sequence — Chronology

**WHEN TO USE · WHY IT WORKS**

Ordering events or tracing change over time. Builds chronological reasoning (SSP.05).

| Date / order | Event | Why it mattered |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# Concept Web — Connect & Brainstorm

**WHEN TO USE · WHY IT WORKS**

Activating prior knowledge or showing how ideas relate to a central concept. Great as a pre-reading or review move.

| Central idea | Connected idea | How it connects |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# Main Idea & Details — Summarize

**WHEN TO USE · WHY IT WORKS**

Pulling the central idea and its support from a text or source. Separates the big idea from the evidence.

| MAIN IDEA |
|---|
| |

| Detail | Detail | Detail |
|---|---|---|
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# KWL — Activate & Track Learning

**WHEN TO USE · WHY IT WORKS**

Start of a standard: what students Know / Want to know; end: what they Learned. Builds metacognition and frames inquiry.

| K — what I Know | W — what I Want to know | L — what I Learned |
|---|---|---|
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# 5 Ws — Cover the Basics of an Event

**WHEN TO USE · WHY IT WORKS**

Making sure students capture who/what/when/where/why of an event before analysis.

| Question | Answer |
|---|---|
| **Who?** | |
| **What?** | |
| **When?** | |
| **Where?** | |
| **Why?** | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# Problem & Solution — Evaluate Responses

**WHEN TO USE · WHY IT WORKS**

Analyzing a problem and the responses to it (e.g., a policy or reform). Structures evaluation.

| Problem | Proposed solution | Result / evaluation |
|---|---|---|
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# Frayer Model — Deep Vocabulary

**WHEN TO USE · WHY IT WORKS**

Learning a key term deeply (definition, characteristics, examples, non-examples).

| Definition (own words) | Characteristics |
|---|---|
| | |
| **Examples** | **Non-examples** |
| | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# CER — Build an Argument

**WHEN TO USE · WHY IT WORKS**

Any “make a claim / defend / argue” task. Claim + two pieces of evidence + reasoning (builds SSP.04).

| Part | Write here |
|---|---|
| **Claim** | |
| **Evidence (two specifics)** | |
| **Reasoning** | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# HIPPO — Analyze a Primary Source

**WHEN TO USE · WHY IT WORKS**

Analyzing a photo, cartoon, map, or document (builds SSP.01–SSP.02). Pair with OPTIC for visuals.

| H-I-P-P-O | Prompt / notes |
|---|---|
| **H — Historical context** | |
| **I — Intended audience** | |
| **P — Purpose** | |
| **P — Point of view** | |
| **O — Outside connection** | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# ★ Tennessee Connection — Local ↔ National

**WHEN TO USE · WHY IT WORKS**

Whenever a standard has a Tennessee tie: link the national event to our state/community and say why the local story matters. This local-to-national move is a HistoryHack signature — use it often.

| The national event / idea | Our Tennessee (or local) connection | Why the local story matters |
|---|---|---|
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# Part 2 — Unit 1 Ready-to-Use Organizers (pre-labeled, best-fit)

Each is matched to the standard whose task it best fits, with a short note on why. Tennessee connections are flagged.

# GC.04 — Federalists vs. Anti-Federalists (T-Chart)

**WHEN TO USE · WHY IT WORKS**

This standard weighs the ratification debate. A T-chart makes the two positions explicit: Federalists favored a stronger union; Anti-Federalists feared central power and demanded a Bill of Rights.

| Federalists (for ratification) | Anti-Federalists (against, as written) |
|---|---|
| | |
| | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

**★ TENNESSEE CONNECTION**

Tennessee entered the Union in 1796; its state constitution echoes the same separation of powers and Bill of Rights framed in this unit.

# GC.03 — Weaknesses of the Articles of Confederation (Cause & Effect)

**WHEN TO USE · WHY IT WORKS**

The Articles created a weak national government. A cause -> effect flow shows how each weakness led to a problem: no taxing power -> unpaid debts; no army -> Shays's Rebellion went unchecked.

| Cause | → | Effect |
|---|---|---|
| | → | |
| | → | |
| | → | |
| | → | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: "Which side has the stronger case, and why?" or "What would change if one factor were different?"

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: "_____ because _____, which shows _____."

# GC.02–GC.08 — Founding Documents Timeline

**WHEN TO USE · WHY IT WORKS**

The founding is a sequence of documents. A timeline makes the chronology clear: Declaration of Independence (1776) -> Articles of Confederation (1781) -> Constitutional Convention (1787) -> Constitution ratified (1788) -> Bill of Rights (1791).

| Date / order | Event | Why it mattered |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# GC.06 — Principles of Limited Government (Matrix)

**WHEN TO USE · WHY IT WORKS**

The standard names the principles that limit government. A matrix compares each across the same criteria.

| Principle | What it does | Example |
|---|---|---|
| **Separation of powers** | | |
| **Checks and balances** | | |
| **Federalism** | | |
| **Judicial review** | | |
| **Popular sovereignty** | | |
| **Rule of law** | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# GC.09 — Republic vs. Direct Democracy (T-Chart)

**WHEN TO USE · WHY IT WORKS**

The standard asks students to distinguish two systems. A T-chart makes the contrast explicit.

| Republic (representative) | Direct democracy |
|---|---|
| | |
| | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What

would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# GC.08 — The Bill of Rights (Matrix)

**WHEN TO USE · WHY IT WORKS**

The standard analyzes how the first amendments limit government. A matrix pairs each amendment with what it protects and an example.

| Amendment | What it protects | Example / limit on government |
|---|---|---|
| **1st** | | |
| **2nd** | | |
| **4th** | | |
| **5th** | | |
| **10th** | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”

# GC.03–GC.04 — Articles vs. U.S. Constitution (Venn)

**WHEN TO USE · WHY IT WORKS**

The standard compares the two frameworks. A Venn captures what changed, what stayed, and what both shared.

| Only the Articles | Both frameworks | Only the U.S. Constitution |
|---|---|---|
| | | |
| | | |

**MAKE IT WORK FOR EVERY STUDENT (UDL · MTSS)**

Scaffold — offer a sentence starter or a small word bank, or let students complete part of the organizer with a partner first.

Extend — push higher-DOK: “Which side has the stronger case, and why?” or “What would change if one factor were different?”

Show it your way — students may write, say it aloud, draw/label, or build it (UDL response choice). Sentence frame: “_____ because _____, which shows _____.”