

# Charting



**AESC**  
Academic Enrichment  
& Support Center

Charting, a specialized study technique, can be especially useful for a course where you must know relationships, comparisons, contrasts, etc. Here are some sample test items that might be answered more easily if you had used charting as a study aid:

1. (T F) Dreams play an important role in the theories of both Freud and Jung.
2. (Essay Question) Contrast the uses of perspectives in Renaissance and Baroque painting.
3. (multiple choice) Mousterian tools were used by (a) Homo erectus (b) Homo sapiens (c) Australopithecus africanus (d) Australopithecus robustus.

As you can see, relationship, or “what goes with what,” kinds of questions can be asked in a number of different test formats, such as true-false, essay, and multiple choice.

## Suggested Steps

1. Find out whether the tests will emphasize “what goes with what” (relationships) kinds of questions. In some classes the course content makes the answer to these question obvious. If not, talk to your T.A. or professor.
2. Determine which topics, areas, people, periods, or dimensions would be appropriate to serve as the two sides of the chart.
3. Begin to fill in the squares that are formed by the intersection of the labels along the two sides of the chart. If there is a square for which not information is available, write “no info” or some similar notation in the square.

## Building the Chart

Here are some examples of information that could be chosen to form the labels for one side of a chart: Names of important people (Jung, Freud, etc.); major time periods (Renaissance, Pliocene, Neotechnic, etc.); time continuum. But you don’t have to be limited to these categories. The following examples show some types of information that students have used for charts.

Example 1.

### Greeks vs. Romans

	Similar	Different
Government		
Art		
Language		

Economy		
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Example 2.

Brain Area	Structure	Function	Clinical Considerations
Medulla Oblongata			
Pons			
Midbrain			

### **Miscellaneous Points**

1. Use the chart for recitation from memory. Cover up everything but the marginal labels and see how well you can “fill in” the squares from memory.
2. A chart is also useful as a handy reference aid, where a lot of information is displayed in a relatively small space.
3. Charting often can be used in history, foreign language, social sciences, mathematics, descriptive sciences (like biology and botany), and predictive sciences like chemistry and physics.
4. Don’t feel that you must limit yourself to any 8 ½ x 11-inch piece of paper. Make the chart as big as you wish. Some students end up with most of the information for a course on a single large chart.
5. All of the examples shown here use a rectangular format. However, it is possible to use other formats as well, such as a circular display.

## **Art History (Painting)**

Period:

	Roman	Medieval	Renaissance	Baroque
Use of Light	No info	Modeling	?	Chirascuro
Perspective	Vanishing area		Vanishing point	Mathematical 5 point
Reality	Realistic	Symbolism	Symbolism	Illusion of Recession
Themes	Worldly	Religious	?	?
Examples	Landscapes	?	Annunciation	Man Opening Door