ORGANIZERS:

GRAPHIC ORGANIZERS
ADVANCE ORGANIZERS

Procedural Knowledge Level

EAST CAROLINA UNIVERSITY
First Impressions
Watch the video linked below.
[http://www.youtube.com/watch?v=dxPVyieptwA](http://www.youtube.com/watch?v=dxPVyieptwA)
As you view this video, pay particular attention to the actions of the students in this class (their facial expressions, what they are doing, etc.). It is apparent that the students do not know where the teacher is going with this lesson, and that they are not learning and retaining the information being presented.

Mission:
How could you use organizers during this lesson to help the students organize, process, and retain the content of this lesson?
Graphic organizers:

- Use images to classify and communicate

- May be in the form of a circle or circles, flowchart, pyramid, steps, models, diagram, Venn diagram, column chart, or expanded configurations of other graphical diagrams.

Benefits:

- Improve critical thinking skills

- Organize thinking

- Deepen conceptual understanding

- Communicates relationships

How to Select Strategies

Before selecting a strategy the teacher must make several other decisions, e.g., what to teach, how to assess learning. Review the list of 10 considerations when selecting an instructional strategy. (You may wish to print it for use during your lesson planning.)
Objectives:
Students will be able to . . .

1. Explain when to use organizers.

2. Create examples of how organizers may be used in content instruction.

3. Based on instructional purpose, state when and why you would implement the use of graphic organizers within a lesson.

Graphic organizers can be utilized for the following purposes:
* Focusing students on the lesson,
* Activating prior knowledge,
* Introducing what will be taught,
* Teaching new content,
* Facilitating guided practice,
* Supporting independent practice, and
* Closing the lesson.

• Section 1 •

Exploration
Why use graphic organizers?

1. To foster student engagement and focus.
2. To meet the needs of all students.
3. Significantly improves critical thinking skills.
4. Results in increased memory of content knowledge when reading.
5. Results in well organized final products.
6. Deepens conceptual understanding.
7. Results in a greater capacity to communicate abstract concepts.

Graphic organizers can be created and supported by tools such as circles, charts, diagrams, physical models, pictographs, and engagement of students in kinesthetic activities.

Organizers can be successfully used at several places in the instructional cycle beginning, middle, end.

What’s This?

Graphic organizers can help a wide range of learners, including those listed below, to understand key concepts presented in a lesson.

- Academically and Intellectually Gifted (AIG)
- English Language Learners (ELL)
- Universal Design for Learning (UDL)
Take a Look

Allot enough time for graphic organizers. The length of time that a graphic organizer will take to complete depends on the type of graphic organizer, the purpose of the organizer within the lesson, how the organizer will be utilized, students’ past experience with that type of organizer, and background knowledge of the concept being taught.

Use multiple modes of representation for completing graphic organizers. Graphic organizers are a visual representation. Therefore, organizers can be completed in various visual formats. For instance:

- They can be completed with words,
- Students can draw pictures,
- Pictures can be cut and pasted from magazines, and
- Symbols can be used.

**How do you use graphic organizers?**

Ensure that students fully understand the purpose of graphic organizers. When using graphic organizers, it is important for students to realize the benefits of using this strategy.

Use a variety of graphic organizers during unit lessons. To foster student engagement throughout instruction, provide opportunities to model and utilize a variety of graphic organizers throughout the content. This will retain student interest and teach students diverse ways to organize their learning and deepen their understanding of the content. The ultimate goal is for students to organize their own thinking – and not to rely on the teacher to organize their thinking for them.

Systematically select which graphic organizer to use. The teacher needs to consider which thinking process students will be asked to engage in during the course of the lesson, as well as the purpose of the graphic organizer(s). For example, will students be asked to compare/contrast concepts? If so, then a Venn diagram or a double bubble map could be utilized.

Prepare students with appropriate routines, classroom organizational practices, and materials for use of graphic organizers. When a graphic organizer is introduced for the first time, the teacher should model the use of that graphic organizer. Students will not be able to participate effectively in the completion of a graphic organizer without explanation, instruction, and modeling of the proper use of the particular organizer.

**How can you assess the effectiveness of graphic organizers?**

When students are effectively utilizing organizers on their own, without direction from the teacher, then the use of organizers has been generalized and is mastered.
Creating Classroom Examples of Graphic Organizers:

**Circle** Helps define words or concepts in context and presents points of view. Also useful for brainstorming ideas and sharing prior knowledge about a topic.

*Classroom Example:* “Think of all the plants that live in our area. Now, draw pictures in your circle map of these plants.”

![Circle Map Example](image)

**Bubbles or bubble map** Describes emotional, sensory, and logical qualities. Used for describing adjectives. Unlike the single circle which is used for brainstorming, the bubble map is used to enrich students’ abilities to identify qualities and use descriptive words.

*Classroom example of a basic radial:* “Think of all the types of faces that you can make or that you see around you every day. These can be happy faces, scared faces, sad faces, etc. Now draw pictures of what you think those faces would look like.”

![Basic Radial Example](image)

**Joining bubbles or double bubble map** Compares and contrasts qualities.

*Classroom example of a double bubble map:* “What are the similarities and differences between early systems of law and American Judiciary?”

![Double Bubble Map Example](image)
Tree Shows the relationship between main ideas and supporting details. Used to classify things and ideas.

Classroom Example of a Tree “Categorize different types of musical instruments. Specify examples of instruments that are included in each category.”

Flowchart Shows causes and effects and helps predict outcomes. Helpful for sequencing and organizing information.

Classroom Example of a Flowchart “Use a flowchart to determine which conic sections students are looking at.”
**Brace Map** Shows physical structures and part-whole relationships. Used to analyze physical objects. On the line to the left is the name or image of the whole object. On the next set of lines are the major parts.

*Classroom Example of a Brace Map* “Analyze the planet’s energy resources to determine their relationship as they relate to the environment.”

**Multi-flow map** Helps to analyze cause and effect relationships. In the center rectangle is an important event, on the left side are the causes of the event and on the right side are the effects of the event.

*Classroom Example of a Multi-Flow Map* “Discuss causes of hurricanes and tell some of the potential effects of hurricane damage.”
## Hot Links

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| Graphic organizers | Houghton Mifflin Harcourt. Education Place  
http://eduplace.com/graphicorganizer/                        | Downloadable templates                               |
| Graphic organizers | EdHelper  
http://edhelper.com/teachers/graphic_organizers.htm              | Downloadable templates                               |
| Thinking Maps®  | Thinking Maps® Incorporated  
http://www.thinkingmaps.com                                             | Description, examples, training                      |
| Graphic organizers |  
http://freeology.com/graphicorgs/                               | Free printable templates                             |
| Flow Charts | How to Use FlowCharts in the Classroom  
https://k12teacherstaffdevelopment.com/tlb/how-to-use-flowcharts-in-your-classroom/ | Further reading on the use of flow charts             |
Video Snippet

To see a graphic organizer being used in a lesson, view Persistence in Problem Solving on Teaching Channel.

https://www.teachingchannel.org/videos/problem-solving-math

- Note the questions to consider located to the right of the video. How does the graphic organizer help scaffold problem solving for students?

Try Another. View “Discovering the Properties of Quadrilaterals” on the Teaching Channel.

https://www.teachingchannel.org/videos/geometry-lesson-quadrilaterals?fd=1

Notice how the instructor creates a flowchart throughout the lesson. He provides the students with multiple methods for understanding the material while providing both concrete examples as well as a visual representation that the students can refer to in the future.
Graphic organizers
- incorporate visuals to classify and communicate information.
- maybe used at all points within a lesson.
- facilitate guided practice.
- foster student engagement.
- can help a wide range of learners.
**Mission**
Determine when students will need guidance developing a structure for organizing, integrating, and reviewing new information as it relates to previously learned material.

**First Impressions**
Advance Organizers: A framework presented to students that provides a structure for the new information to be linked to students’ prior knowledge. This information may be delivered orally, in narrative form, or as a graphic organizer.
During which component(s) of the lesson do you use advance organizers?

Advance organizers need to be utilized in the introductory section of the lesson prior to the presentation of content. This is when teachers garner the students' attention, activate prior knowledge, and prepare students for presentation of new content.
Why use advance organizers?

To foster student engagement. There are many reasons to engage students in the introductory component of the lesson with an advance organizer. First, this will prepare the students for what will be learned by connecting to their background knowledge and alerting students to what will be taught during the lesson. This may assist the students in maintaining focus during the remainder of the lesson.

To meet the needs of students. Students who are able to connect new knowledge to, or situate new knowledge into, their existing cognitive structures are better able to understand and retain the new knowledge. In addition, students are able to recall more information and improve test scores.

How do you use advance organizers?

Do not use the same type of advance organizer in every lesson. There are multiple types of advance organizers. Examples: expository (description of new concept to be presented, highlighting important content), narrative (anecdotes that connect to personal experiences or real world connections to the new concept to be presented), and skimming (previewing readings that will occur later in the lesson – headings, bold print, etc.).

By ensuring that students fully understand the purpose of advance organizers. When using advance organizers, it is important for students to realize the benefits of using this strategy.
Advance organizers are not a review of previous work or a preview of what the next lesson. Advance organizers, either visual or verbal, are introduced in advance of the material to be learned. Advance organizers provide a framework for understanding how new information that is to be presented relates to information that the students already have about the subject.

Advance organizers are utilized for the following purposes:

1. focusing students on the lesson,
2. activating prior knowledge, and
3. introducing what will be taught.

Therefore, advance organizers are appropriate at the beginning of the lesson and can be used during the Focus, Review, and Statement of the Objective portions of the lesson. An advance organizer is very similar to a meeting agenda in which the content is outlined.
Advance organizers provide general comprehensive ideas at the beginning of the lesson, not as a summary but within a specific overall scheme.

Using an advance organizer begins with describing the goal of the overall unit. The advance organizer should position new information within a “big picture” format that relates previously learned content to the new material. Material is presented so that general ideas appear first within the lesson. As the lesson progresses, information is presented in greater detail and with greater specificity. The organization and order of the material is explicit as the teacher makes links to and from the organizer. Students should be provided opportunities to examine new material as it relates to previously learned content via the use of the advance organizer.

As specific details about the subject are taught, instructors and students should work together to clarify ways the new information is applied to the preexisting knowledge of the students. Relating new content to previous information should increase student retention of the new material being introduced. Key terms should be emphasized and repeated as they are introduced. Teachers can facilitate the learning process by asking the learners to make summaries, point out difference, or relate new examples to the organizer.

An advance organizer should prepare students for how to think about the unit of instruction to follow. Advance organizers that focus on abstract concepts encourage deeper learning than advance organizers with more concrete concepts. The advance organizer should not include any of the specific information that will be taught later. Students should understand the purpose of the organizer and how to use it as the unit progresses.

There are four types of Advance organizer

- **Expository** - simply describes the new content in familiar terms
- **Narrative** - presents new information in a story format using familiar terms
- **Skimming** - students skim previously learned material before the new material is presented
- **Graphic Organizers** - visual connections between previously learned material and the new material
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<td>Description and Examples</td>
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<td>Advance Organizers</td>
<td>The Northeast Texas Consortium <a href="http://www.netnet.org/instructors/design/goalsobjectives/advance.htm">http://www.netnet.org/instructors/design/goalsobjectives/advance.htm</a></td>
<td>Description and Examples</td>
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<tr>
<td>Advance Organizers for ELLs</td>
<td>Association for Supervision and Curriculum Development (ASCD) Classroom Instruction that Works with English Language Learners <a href="http://www.ascd.org/publications/books/106009/chapters/Cues,-Questions,-and-Advance-Organizers.aspx">http://www.ascd.org/publications/books/106009/chapters/Cues,-Questions,-and-Advance-Organizers.aspx</a></td>
<td>Scroll down for tips on using advance organizers with ELLs</td>
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Mr. Franklin is a History teacher. He is beginning a unit on the War of Independence between the American Colonies and the British Empire. He knows that his students will need to be able to analyze the cultural conflicts that influenced American History as well as consider multiple perspectives of various people involved. Because these themes will be revisited throughout the unit, he decides that beginning the unit with an Advance organizer will enable him to guide his students through the process of organizing and understanding the events of the war from the prospective of the various parties involved.
He begins class with an image detailing the Boston Tea Party of 1773. He asks students to describe what they already know about the event. He lists the information they provide on the board. After students have relayed their current knowledge pertaining to the event, Mr. Franklin provides a narrative that steps back and describes the lead up to the Boston Tea Party from the point of view of the Native Americans, Colonists, French, and British. As he continues his narrative, he emphasizes any new terms that will be used.

Now, Mr. Franklin feels that his students are ready to begin thinking about the war from the perspectives of the various peoples. He divides his students into groups and assigns each the role of one of the groups discussed. He asks each group to develop a summary statement that highlights their viewpoint of the events that led to the Boston Tea Party.

As an assessment at the end of the assignment, each group will present their information to the class. As the students present their information, Mr. Franklin guides them through the process of comparing and contrasting the viewpoints of the various peoples.

As the unit progresses, Mr. Franklin will remind students about this process for considering the viewpoints of multiple peoples.

When would be the most appropriate time during the lesson to use the advance organizer?

What issues do you need to consider when planning the use of this advance organizer so that the needs of diverse learner are addressed?

Are there other ways Mr. Franklin could have used this image as an Advance organizer?

Are there other approaches to designing an Advance organizer that you could develop for this lesson?
True or False: An Advance organizer starts with specific details and adds increasingly general information.

A. True

B. False
References


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