Organizers:

Graphic Organizers
Advance Organizers

Procedural Knowledge Level
Advance Organizers

Mission
To activate students’ prior knowledge and prepare them for the acquisition of new concepts.

Instructional Strategies

First Impressions

• When and how are advance organizers used?
• When is it appropriate to use advance organizers?
• How may advance organizers may be used in content instruction?
• How can an advance organizer be used to improve a lesson?
Objectives:

1. Identify how to use advance organizers.
2. Determine when it is appropriate to use the strategy.
3. Create examples of how advance organizers may be used in content instruction.
4. Analyze a lesson and assess how an advance organizer could be used to improve the lesson.

Section 1

Exploration

KWL Chart

<table>
<thead>
<tr>
<th>What Do I Already Know?</th>
<th>What Do I Want to Know?</th>
<th>What Have I Learned?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exploration Objectives:

Students will be able to...
Advance organizers are introduced prior to learning the material. They provide a framework for understanding how new information relates to what students already know about the subject.
Take a Look

How do you use advance organizers effectively?

Provide explicit instruction. Students should understand the purpose of the organizer and how to use it as the unit progresses.

Position new information within a “big picture.” Teachers should describe the over-arching goal of the unit as well as demonstrating how previously learned content relates to the new material.

Scaffold instruction. Present material so that general ideas appear first within the lesson. As the lesson progresses, information is presented in greater detail and with greater specificity. Key terms should be emphasized and repeated as they are introduced.

Refer back to the organizer often to clarify connections. 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 how new information is connected to the preexisting knowledge of the students.

Encourage independent, higher order thinking. Creating advance organizers that focus on abstract concepts encourages deeper learning than advance organizers with more concrete concepts. Teachers can further facilitate the learning process by asking learners to contribute new examples to the organizer, to summarize material collected in the organizer, or to compare and contrast concepts gathered there.

Do not include any of the specific information that will be taught later.
Four Types of Advance Organizers

**Expository** organizers simply explain the new content in familiar terms.

**Narrative** organizers present new information in a story format using familiar terms.

**Skimming** consists of previewing readings that will occur later in the lesson, paying special attention to headings, bold print, etc.

**Graphic Organizers** are visual connections between previously learned material and the new material.

**Why does it work?**

**Using advance organizers...**

• fosters student engagement.

• activates students’ background knowledge.

• alerts students to what will be taught during the lesson.

• assists the students in maintaining focus during the remainder of the lesson.

• connects new information to prior knowledge enabling students to better understand and retain the new concepts.

• improves test scores and the ability to recall information.

### Hot Links

**Descriptions and Examples of Advance Organizers**

- Project LearNet

- The Northeast Texas Consortium

**Advance Organizers for ELLs**

- Everything ESL
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 perspective of the various parties involved.

He begins class with an image detailing the Boston Tea Party of 1773 and 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 describes the precursors to the Boston Tea Party from the points of view of the Native Americans, Colonists, French, and British, emphasizing any new terms that will be used as he does.

When Mr. Franklin feels that his students are ready, he divides them into groups and asks each group to develop a summary statement that highlights the events that led to the Boston Tea Party from the perspective of a particular group of people involved.

As an assessment at the end of the assignment, each group will present their information to the class while 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 the 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 should Mr. Franklin consider when planning the use of an advance organizer so that the needs of diverse learners are addressed?

- What sort of visual aid (e.g., table, graphic organizer) would best fit Mr. Franklin’s lesson?

**Review**

Advance organizers...

- foster student engagement.
- activate prior knowledge.
- introduce what will be taught.
- help students identify and organize important information.
- meet the needs of diverse learners.
Section 4
Resources


Instructional Strategies

Graphic Organizers

Mission
To 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

• How and when can graphic organizers be utilized most effectively in a lesson?

• How do graphic organizers help scaffold problem solving for students?

• How can you assess the effectiveness of graphic organizers?
1. Identify how to use graphic organizers.

2. Determine when it is appropriate to use the strategy.

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

Graphic organizers come in many forms, including circle maps, charts, diagrams, physical models, and pictographs, and can be successfully used at any time in the instructional cycle: beginning, middle, or end. Because graphic organizers are so easily differentiated, a wide range of learners benefit from these tools as they tackle key concepts presented in challenging lessons.
How do you use graphic organizers effectively?

**Prepare students.** 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. Therefore when a graphic organizer is introduced for the first time, the teacher should model the use of that graphic organizer.

**Ensure that students fully understand the purpose of graphic organizers.**

**Systematically select graphic organizers.** When choosing a graphic organizer, 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 within the scope of the lesson. For example, will students be asked to compare/contrast concepts? If so, then a Venn diagram or a double bubble map could be utilized.
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 being used,
- the purpose of the organizer within the lesson,
- 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 visual representations that can be completed in various visual formats, including:

- written words,
- student-generated drawings,
- images cut and pasted from magazines, and
- symbols.

Use a variety of graphic organizers during unit lessons. Modeling and utilizing a variety of graphic organizers keeps students engaged and introduces them to diverse means of organizing their learning and deepening their understanding of the content.

Give students opportunities to create and choose their own graphic organizers. Remember, the ultimate goal is for students to organize their own thinking and not to rely on the teacher to organize their thinking for them.

How can you assess the effectiveness of graphic organizers?

When students are correctly utilizing organizers on their own without direction from the teacher, then the use of organizers has been generalized and is mastered.
Take a Look

Classroom Examples of Graphic Organizers

Circle Maps help define words or concepts in context. They are also useful for brainstorming ideas and sharing prior knowledge about a topic.

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

Bubble, or Radial, Maps describe emotional, sensory, and logical qualities using 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 bubble map: “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.”
Joining Bubbles, or Double Bubble, Maps compare and contrast qualities.

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

Tree Diagrams classify things and ideas as well as showing the relationships between main ideas and supporting details.

*Classroom example of a tree diagram* “Categorize different types of musical instruments. Specify examples of instruments that are included in each category.”
**Flowcharts** show causes and effects and help predict outcomes. They are helpful for sequencing and organizing information.

*Classroom example of a flowchart* “Use a flowchart to determine which conic sections students are looking at.”

**Brace Maps** can be used to analyze objects by showing physical structures and part-whole relationships. The name of the object or its image is shown on the line to the left. 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 to the environment.”
Multi-flow Maps help 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

Downloadable Templates

Houghton Mifflin Harcourt Education Place
EdHelper
Freeology
Education Oasis

Descriptions, Examples, and Training

Thinking Maps® Incorporated
How to Use Flow Charts in the Classroom
Think About

Video Snippet

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

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 Differentiating with Learning Menus on the Teaching Channel.

Notice how the instructor provides a graphic organizer and allows the students to develop their own graphic organizer.

• What methods for understanding the material does the instructor provide the students?

• How do the graphic organizers allow students to interact with the information in the lesson?
Review

Graphic organizers...

• incorporate visuals to classify and communicate information.

• may be used at all points within a lesson.

• facilitate guided practice.

• foster student engagement.

• benefit a wide range of learners.

• develop higher-order thinking skills.

• aid in the organization and recall of information.

• promote autonomy.
Section 4
Resources


First Impressions

Advance and Graphic Organizers provide students with specific areas of importance to focus on and provide direction for students’ participation in the lesson. Advance organizers provide a framework for students to participate in a lesson by organizing prior knowledge, relevant information and establishing connections to new information in a pre-defined structure. Teachers may use paper or electronic base advance organizers to guide students in responding to particular topics to enhance learning.

Mission

The mission for this chapter is to explore, read, review, watch video, and reflect on how the CTE teacher integrates the instructional strategy, question and review. Additionally students should be able to transfer skills and content knowledge gained from the chapter content and assignments to their internship.
Using Browzine or ECU OneSearch please find and read an article dealing with one of the following topics:

- Advance organizers
- Digital organizers
- T-Chart, KWL Chart, and Cause and Effect.

Reading this article will prepare you for viewing the instructional strategy that deals with advance and graphic organizers.
CTE Applications

Now that you have completed the exploration portion of the module we will examine how the use of organizers might look in CTE. The CTE Applications section will provide the context for the lesson, lesson agenda, the individual video segments you will watch, the expanded lesson plan, and a student work sample. Following the CTE Applications section, you will be required to complete reflection activities.

Context for Learning

Teacher: Mrs. Ashleigh Phillips-Wagoner

Course: Marketing: Data collection and marketing research

This is an introductory marketing class. Ideally, students take this class and then move on to more advanced or specialized areas of marketing. The curriculum of the course covers a variety of marketing concepts and should lead students to take other and more advanced marketing courses.
This class has 16 students: 1 freshman, 3 sophomores, 5 juniors and 7 seniors.

Modifications: Two students have IEPs with curriculum assistance, these students receive modified assignments, extended time and read-aloud assessments.
Junius H Rose High School Information

School location:
600 WEST ARLINGTON BLVD
GREENVILLE, NC 27834
(252) 321-3640

School district:
PITT COUNTY SCHOOLS

This high school has a total enrollment of 1670 students with approximately 103 full-time teachers. It has a student to teacher ratio of about 16 students per teacher. The average student-teacher ratio for Pitt County is 15 to 1.

Enrollment by Grade Level

- 9th Grade Students: 491
- 10th Grade Students: 424
- 11th Grade Students: 405
- 12th Grade Students: 350

Total students: 1,670
Total Full-time teachers: 103
Student / Teacher Ratio: 16:1

Students eligible for free lunch: 601 (36%)
Students eligible for reduced lunch: 55 (3%)
# Lesson Agenda

A lesson agenda is a brief synopsis of a lesson plan that may be submitted to administration.

<table>
<thead>
<tr>
<th>DATE: 03/20</th>
<th>MARKETING <em>REVIEW SMART BLOCK EXPECTATIONS</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Indicator</strong></td>
<td>• Understand promotion and intermediate uses of marketing-information</td>
</tr>
<tr>
<td></td>
<td>• Understand data-collection methods to evaluate their appropriateness for the research problem/issue.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Explain reasons for having a variety of data-collection methods</td>
</tr>
<tr>
<td></td>
<td>• Describe forms of qualitative and quantitative data collection</td>
</tr>
<tr>
<td></td>
<td>• Distinguish between various types of data-collection methods and be able to analyze them according to their advantages and disadvantages.</td>
</tr>
<tr>
<td></td>
<td>• List and explain the various steps required for marketing research.</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>1. Guided Notes - students will complete the guided notes pages together with the teacher’s instruction using the 4.12 PPT.</td>
</tr>
<tr>
<td></td>
<td>2. Students will create their own original illustration of the marketing research process. As a class, we will first go over each step and what each step entails. Then students will recreate the list of items in an original flow chart illustration.</td>
</tr>
<tr>
<td></td>
<td>3. Using a short survey previously created, students will edit and adjust their Smart Block Surveys. With the new information learned in the 4.12 PPT, students should increase the number of questions on their survey and should ensure that all of their questions meet the requirements of effective surveys.</td>
</tr>
<tr>
<td></td>
<td>4. Homework: Marketing Ethics Case studies. Students will receive 4 case studies that all present an ethical marketing issue. Students will read and respond to their choice of 2 of the cases. Tomorrow in class, students will discuss the cases in groups and present their conclusions.</td>
</tr>
</tbody>
</table>
Video Segment One

As you prepare to watch video segment one on graphic organizers think about how the teacher is providing instruction and direction for students to set the stage for the lesson.

Think about how the teacher prepares the lesson taking into account student’s prior academic learning and personal/cultural/community background to support learning.

Did the teacher use learning objectives and examples to lead students to make clear and consistent connections to the subject matter?

Now watch the video.

After viewing the first video if you are unsure of the question and review strategy please click on the link.
Video Segment Two

Prior to watching the second video segment on question and review please think about what your response would be to the following questions.

- What do you think will happen in the second video segment based on the instruction provided within the first video segment?
- What type of instructional strategy will the teacher employ?
- Do you think instruction will be teacher centered or student centered?
- Do you think students will be engaged with the lesson?

Now watch the second video.
Expanded Lesson Plan

This is an example of an expanded lesson plan that accompanies the video that you just reviewed. Teacher candidates at ECU are expected to create a similarly constructed expanded lesson plan for the edTPA.

**Lesson By:** Ashleigh P. Wagoner

**Lesson Title:** Data Collection and marketing research

**Grade level for the lesson:** 9th-12th grade

**Essential Standards Curriculum (Subject) Area(s):** Marketing - Understand data-collection methods to evaluate their appropriateness for the research problem/issue.

**Essential Standard Statement and Number:** 4.12 & 4.13 Understand data-collection methods to evaluate their appropriateness for the research problem/issue.

**Essential Standard Clarifying Objective Statement and Number:**

4.12 Describe data-collection methods

4.13 Explain characteristics of effective data-collection instruments.

**Baseline Data:** This is an introductory marketing class. Ideally, students take this class and then move on to more advanced or specialized areas of marketing.

**Materials:** Teacher laptop, student workstations, Computer LCD projector, LAN school Classroom management software, Microsoft PPT (Mkt4.12.pptx), paper, colored pencils/markers, SurveyMonkey.com, 4.12 notes handouts (MKTGuidedNotes4.12.docx), ethics case studies (Ethics in Marketing) handouts.
Lesson Objective: After the lesson, students will be able to:

1. Explain reasons for having a variety of data-collection methods
2. Describe forms of qualitative and quantitative data collection.
3. Distinguish between various types of data-collection methods and be able to analyze them according to their advantages and disadvantages
4. List and explain the various steps required to marketing research

Assessment Strategy: Students will create their own original illustration of the marketing research process. As a class, we will first go over each step and what each step entails. Then students will recreate the steps of marketing research in a creative visual illustration that represents the flow of the process. Successful completion of the illustration and appropriate explanation will demonstrate students’ understanding.

Focus/Review: Students will review and discuss the basic elements of data-collection and marketing research from the previous lesson.

Statement of Objective: Today we are going to create an illustration of the marketing research process and define characteristics of effective data-collection instruments.
**Teacher Input:** Teacher will use the correlating PowerPoint presentation to deliver information to students. Students will follow along, with their guided notes.

**Guided Practice:** As a class, the steps of the marketing research process will be outlined on the board.

**Independent Practice:** Students will create their own original illustration of the marketing research process. This illustration should look similar to a flowchart and should explain each step of the process. The teacher should monitor progress and encourage students to think creatively.

**Closure:** Review the steps of the process. Assign homework: Marketing Ethics Case Studies.

**Modifications if any:** 1 student receives a set of completed classroom notes. This student’s homework assignment is also modified, where the other students have to read 2 of the 4 case studies, this student only reads 1.

**Works Cited**


Define Marketing Problems & Opportunities

Set Objectives, Budget, Timetable

Select research types, methods, & techniques

Design Research

Collect Data

Organize & Analyze Data *Information*

Use Findings
Reflection 1 of 2

Reflect on the CTE organizer module to answer the following questions:
How did the teacher use technology in the lesson? How did students use technology to complete lesson assignments? Do certain technologies lend themselves to certain instructional strategies or subject-matter? What are additional educational technologies that could be used to deliver the lesson? How would they be used? Click the icon to record your verbal response.

Reflection 2 of 2

Now that you have completed the CTE Procedural Organizers Module click the link to open TaskStream in your browser. Login to respond to the reflection questions.


Public Schools K12: http://publicschools.k12.com/high-schools/nc/pitt-county/370001202142.html
Creation, development, and editing were provided by the following individuals:

Adu-Gyamfi, Kwaku; Baker, Renea; Berry, Crisianee; Brown, Cindi; Eissing, Jennifer; Finley, Todd; Flinchbaugh, Michael; Garner, Kurt; Guidry, Allen; Harris, Julie; Hodge, Elizabeth; Hutchinson, Ashley; Jenkins, Kristen; Kester, Diane; Knight, Liza; Lewis, Greg; Liu, Yan; Noles, Stephanie; Nunns, Kristen; Passell, Robert; Pearce, Susan; Perkins, Ariel; Phillips, Joy; Phillips-Wagoner, Ashleigh; Ross, Chad; Sawyer, Eric; Smith, Lisa; Smith, Jedeniah; Steadman, Shari; Swope, John; Thompson, Tony; Todd, Clinton; Ware, Autumn; Williams, Scott; Zipf, Karen.

Development of the ISLES modules was supported financially by the Teacher Quality Partnership grant program of the U.S. Department of Education, Office of Innovation and Improvement.

Images used with permission.

©2014 East Carolina University