Advance Organizers

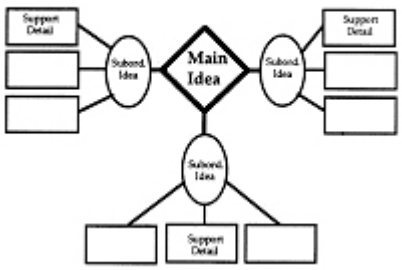
An advance organizer is a simple device that serves to orient themselves to the concepts they will work with during the learning experience. In *Classroom Instruction that Works*, Marzano (pp. 75-83 and 117-120) discusses the benefits of four different types of advance organizers – expository, narrative, skimming, and graphic. The term "advance organizer" was originally coined by David Ausubel. In his opinion, the most important aspect of an advance organizer is that they allow the learner to connect what they already know to the topic under investigation.

Graphic advance organizers come in many different shapes and suit a wide variety of purposes. They present a visual display that illustrates the relationships between facts, terms, and/or key ideas under investigation. "Graphic organizers are also sometimes referred to as knowledge maps, concept maps, story maps, cognitive organizers, advance organizers, or concept diagrams." (CAST, 2010)

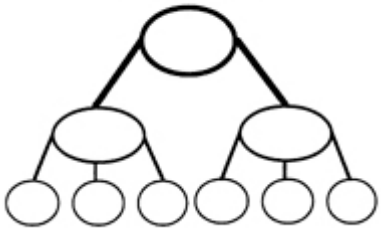
FCPS MS Science teachers do not have to create their own graphic advance organizers! The **Think Sheets created by Ed Ellis are available to all MS Science teachers. The Think Sheets file contains many, many types of graphic organizers that can be used "as is" or modified to fit a specific topic.** Please ask your school's SBTS for help in locating this file.

The following information is taken from http://www.cast.org/publications/ncac/ncac_go.html which presents a fairly clear explanation of graphic advance organizers.

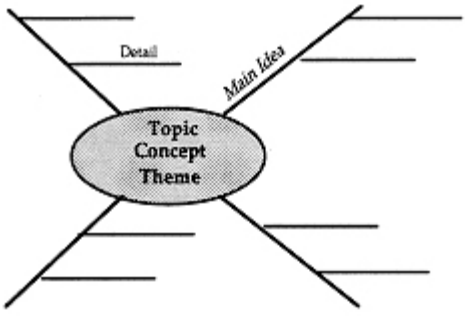
Descriptive or Thematic Map



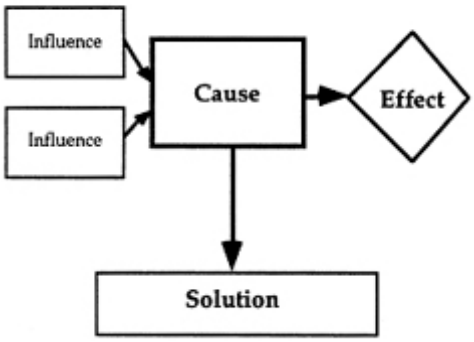
Network Tree



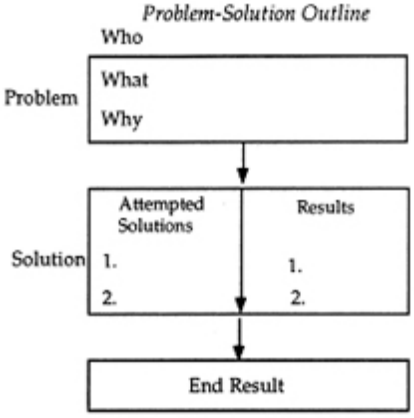
Spider Map



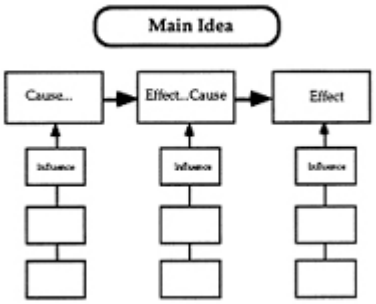
Problem and Solution Map



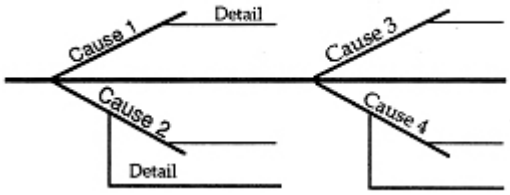
Problem-Solution Outline



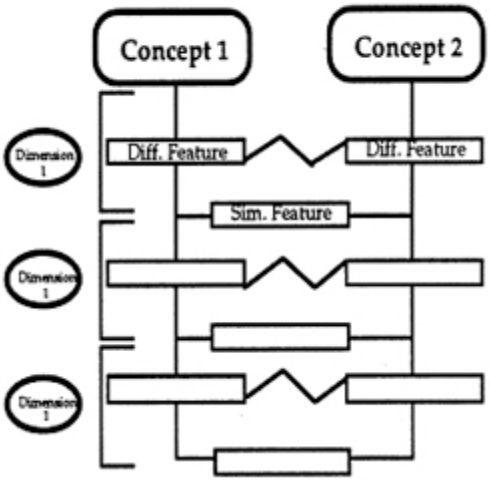
Sequential Episodic Map



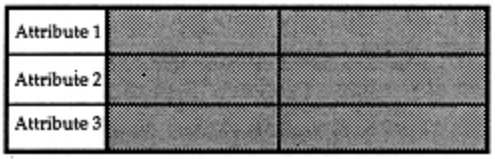
Fishbone Map



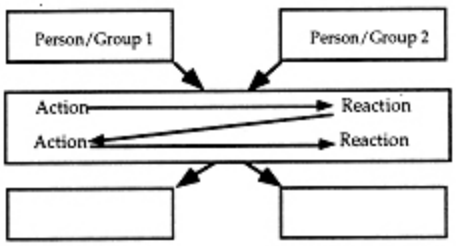
Comparative and Contrastive Map



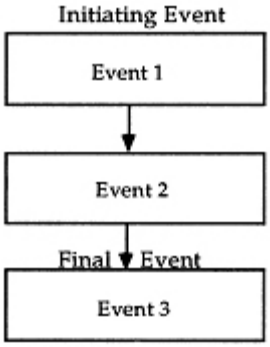
Compare-Contrast Matrix



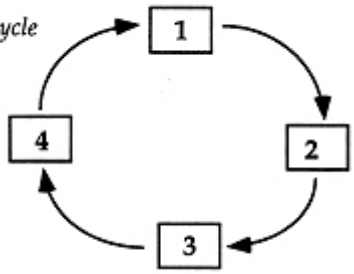
Human Interaction Outline



Series of Events Chain



Cycle



A **Descriptive** or **Thematic Map** works well for mapping generic information, but particularly well for mapping hierarchical relationships.

Organizing a hierarchical set of information, reflecting superordinate or subordinate elements, is made easier by constructing a **Network Tree.**

When the information relating to a main idea or theme does not fit into a hierarchy, a **Spider Map** can help with organization.

When information contains cause and effect problems and solutions, a **Problem and Solution Map** can be useful for organizing.

A **Problem-Solution Outline** helps students to compare different solutions to a problem.

A **Sequential Episodic Map** is useful for mapping cause and effect.
When cause-effect relationships are complex and non-redundant a **Fishbone Map** may be particularly useful.

A **Comparative and Contrastive Map** can help students to compare and contrast two concepts according to their features.
Another way to compare concepts' attributes is to construct a **Compare-Contrast Matrix**.

Continuum Scale is effective for organizing information along a dimension such as less to more, low to high, and few to many.

A **Series of Events Chain** can help students organize information according to various steps or stages.

A **Cycle Map** is useful for organizing information that is circular or cyclical, with no absolute beginning or ending.

A **Human Interaction Outline** is effective for organizing events in terms of a chain of action and reaction (especially useful in social sciences and humanities).

Information and visuals of graphic organizers have been retrieved from http://www.cast.org/publications/ncac/ncac_go.html on 7.29.10