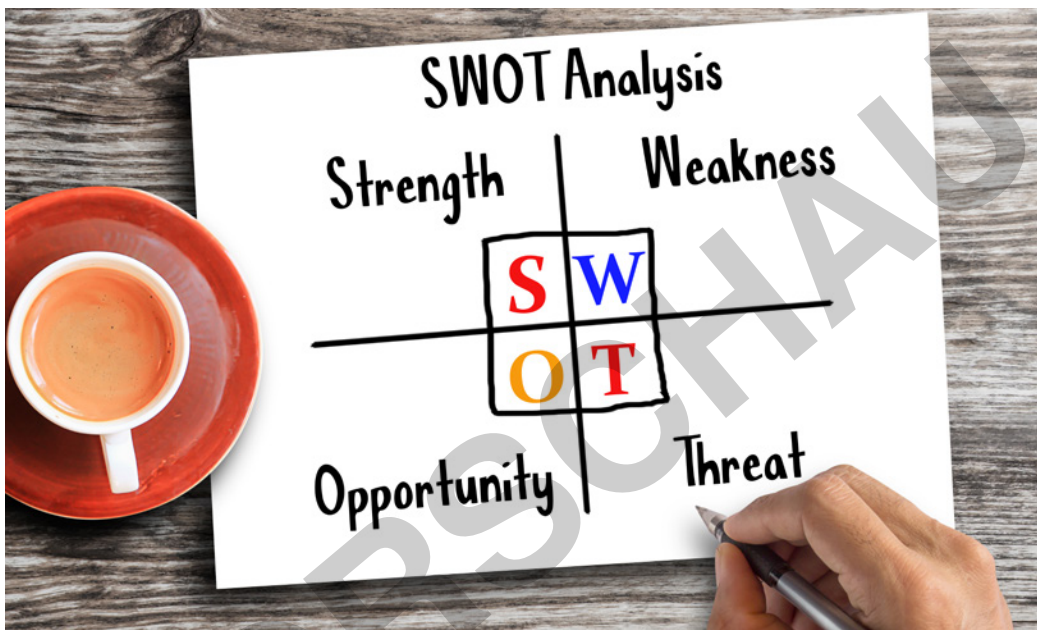


## Using graphic organisers – Mit grafischen Lernhilfen den Kompetenzerwerb fördern (Klassen 8–10)

Ekkehard Sprenger



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*Mind map, step graph, SWOT organiser* – Der Übergang von rezeptivem zu produktivem Sprechverhalten bleibt im Unterricht oft im Dunkeln. *Graphic organisers* machen diesen Schritt sichtbar. Im weitesten Sinne externalisieren sie Denkprozesse, damit die Lernenden diese besser in den Griff bekommen. Daher können *graphic organisers* den Kompetenzerwerb fördern. Die Materialien präsentieren in sechs Sektionen 18 grafische Lernhilfen und zeigen exemplarisch auf, wie diese im Englischunterricht verwendet werden können.

### KOMPETENZPROFIL

Klassenstufe:	8–10 (G8), 9–11 (G9)
Dauer:	1 bis 2 <i>graphic organisers</i> pro Unterrichtsstunde
Kompetenzen:	1. Methodenkompetenz: <i>graphic organisers</i> anwenden; 2. Sprechkompetenz: grafische Lernhilfen nutzen, um mündliche Äußerungen vorzubereiten; 3. Lesekompetenz: Texten spezifische Informationen entnehmen und in einen <i>graphic organiser</i> einfügen
Thematische Bereiche:	einsetzbar mit jedem Thema, z. B. <i>climate change, the American Dream, immigration, globalisation, smartphones, energy sources</i>

## Auf einen Blick

### Section A

Thema:	How to develop concepts with organisers
M 1	<b>What is a mind map? – The laws of a mind map /</b> die Merkmale einer Mindmap erarbeiten (EA, PL)
M 2	<b>Conceptual development organisers – Organising a concept /</b> zwei weitere grafische Lernhilfen zum Thema kennenlernen
M 3	<b>Creating a mind map – Practising the laws /</b> eine Mindmap zu Bildern erstellen und daraus einen Kurztext entwickeln (EA, PA, PL)
Benötigt:	<input type="checkbox"/> ggf. Flipchart-Bögen für M 2

### Section B

Thema:	How to compare and contrast topics with organisers
M 4	<b>Compare and contrast organisers – Identifying similarities and differences /</b> drei grafische Lernhilfen zum Thema kennenlernen
M 5	<b>The Scissor Graph Society – Using a compare and contrast organiser /</b> Text analysieren, um Ähnlichkeiten und Unterschiede zu erarbeiten; einen schriftlichen Text zu den Erträgen erstellen (EA, GA, PA)

### Section C

Thema:	How to represent a sequence with organisers
M 6	<b>Sequence organisers – Organising information in a particular order /</b> fünf grafische Lernhilfen zum Thema kennenlernen
M 7	<b>Ellis Island – Using a sequence organiser /</b> Leseverstehen in einer <i>step chart</i> demonstrieren und einen Brief auf der Basis des Textes schreiben (EA, PA)

### Section D

Thema:	How to show relationships with organisers
M 8	<b>Relational organisers – Showing the relationship of concepts /</b> drei grafische Lernhilfen zum Thema kennenlernen

- M 9** **Globalization 3.0 – Using a relational organiser /** kausale Beziehungen in einem Text mit einem *fishbone organiser* analysieren und zwei kurze Erklärungen des Begriffs „globalisation“ für unterschiedliche Zielgruppen schreiben (EA, PA)

## Section E

**Thema:** How to evaluate with organisers

- M 10** **Evaluation organisers – Evaluating a controversial topic /** drei grafische Lernhilfen zum Thema kennenlernen

- M 11** **„Reclaiming conversation“ – Using an evaluation organiser /** eine Fragestellung in Bezug auf den Text mit einem *SWOT organiser* analysieren und dazu eine Text aus einer bestimmten Perspektive schreiben (EA, PA)

## Section F

**Thema:** How to categorise or classify with organisers

- M 12** **Categorise/Classify organisers – Arranging information into categories /** drei grafische Lernhilfen zum Thema kennenlernen

- M 13** **Speaking out on energy sources – Using a matrix /** einer Grafik und Internetquellen Informationen entnehmen und mit Hilfe einer Matrix untersuchen, die Ergebnisse evaluieren und daraus eine fundierte Meinung entwickeln (PA, PL)

**Benötigt:**  Smartphones oder Tablets

**Zusatzmaterialien im Online-Archiv bzw. zur ZIP-Datei**

ZM 1 Graphic organisers for teachers

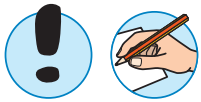
Erläuterung zu graphic organisers für Lehrkräfte



## Erklärung zu den Symbolen

	Dieses Symbol markiert differenziertes Material. Wenn nicht anders ausgewiesen, befinden sich die Materialien auf mittlerem Niveau.				
	leichtes Niveau		mittleres Niveau		schwieriges Niveau
	Hinweis/Tipp		Alternative		Wichtig

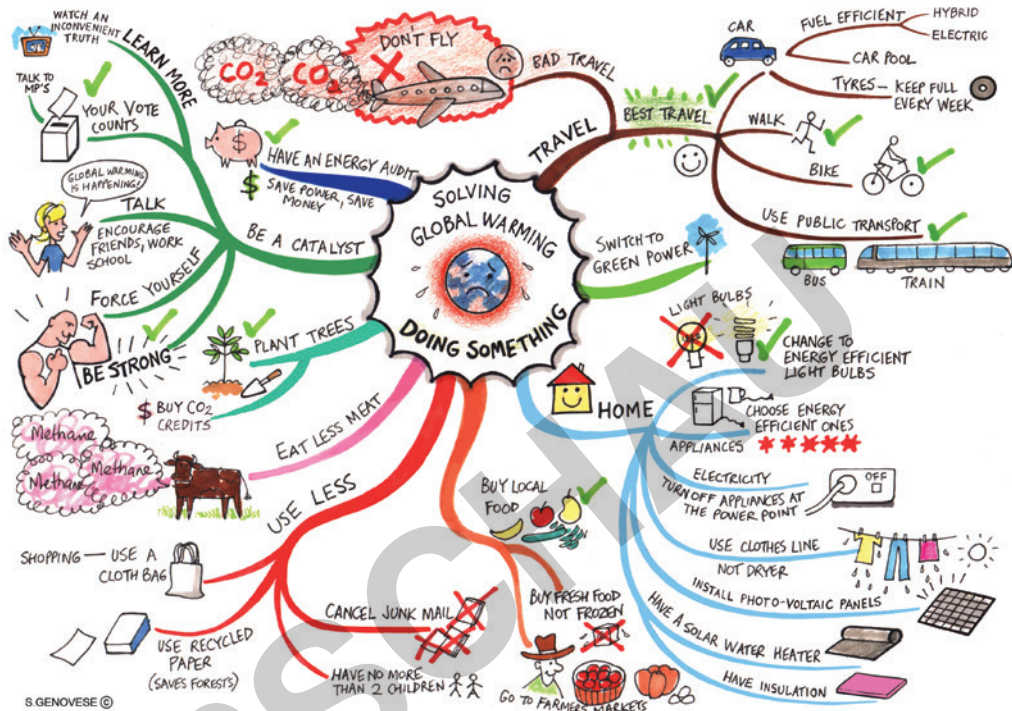
## M 1



## What is a mind map? – The laws of a mind map

Mind mapping is a tool you can use to understand concepts, ideas, key terms and information better. It is a visual map that contains a main idea which branches out into related and essential information pertaining to that main topic. It is flexible as it does not require a structured outline. Use your creativity and the flow of cognitive information.

This is what a mind map looks like:



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### Tasks

1. Study the mind map. Then read the phrases and circle the ones that apply to a mind map.

the main idea in the centre – break the main topic into subtopics – circle subtopics – continue to add branches – print all words in capital letters – use straight lines and arrows – keep information simple – add short texts about the subtopics – add drawings – facts only – add your personal associations – no drawings – not too much detail – write in small letters – make the central lines thicker – use colours – use curved lines – print key words on lines – write at the end of lines – keep your paper placed horizontally in front of you – black and white is fine – paper position does not matter – draw/use straight lines



2. Share your results with the entire class.
3. Under the title *The laws of mind mapping*, choose four of the phrases that you consider the most important and write a sentence with each.

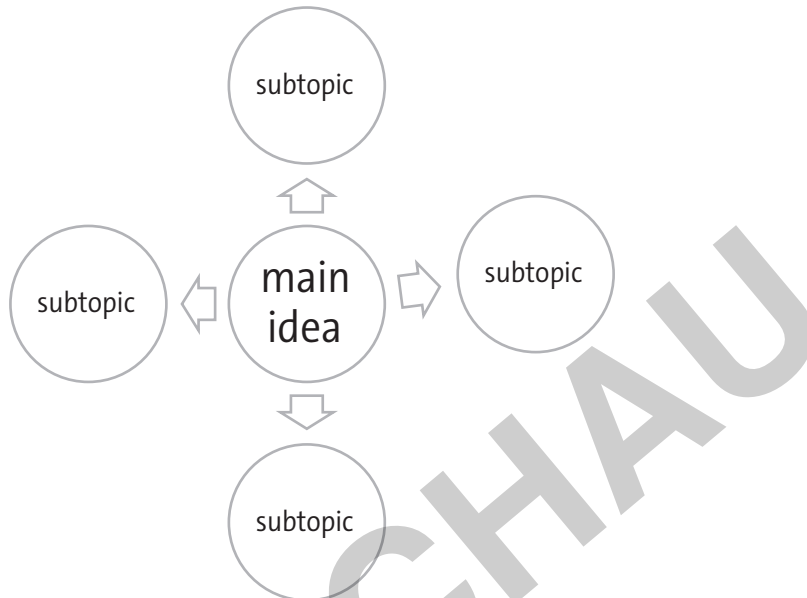
## Conceptual development organisers – Organising a concept

M 2



### Topic web

This organiser is a way to visually organise your understanding of a concept. It is hierarchical in nature, beginning with the main idea in the centre and then branching into subtopics and supporting details.



### 5 W chart

Asking the **5 W questions** is essential to any kind of inquiry. This organiser helps you explore elements of any concept. For example, you will be able to identify the character and plot elements in a story that will lead you to determine the author's major themes and ideas.

the task	
what?	
who?	
where?	
when?	
why?	

## M 7

**Ellis Island – Using a sequence organiser****Task**

1. Work with a partner. Look at the photo on the right and make a list of hopes and fears the people may have had.
2. Work with a partner and show your understanding of the passage above by taking notes in a step chart like this. What were the various steps to successful immigration? Take notes.

3. Imagine you are one of the immigrants in the photo. Write a short letter to the people you left behind and tell them about your experiences on Ellis Island.

**Ellis Island**

Imagine it: you arrive in a new country after a hard trip. You have little more than the money in your pockets and a few of your most precious things. People wearing uniforms poke you, inspect you, and ask you questions. It's like taking a difficult test that you just hope to pass. Most passengers had to wait a long time during the immigration process at Ellis Island. At best, they were

- 5 allowed to enter the United States. At worst, they were sent back to the countries from which they came.

Once inside the main building on Ellis Island, immigrants climbed a steep staircase. Doctors watched their every move. If people appeared sick or disabled, they were pulled away from their families and given a full medical exam.

- 15 The next stop was the Registry Room. Here people waited to answer questions from other inspectors. Interpreters rewrote the inspectors' questions into the immigrants' home language.

Inspectors asked, "How old are you?" "Are you married?" "What's your job or trade?" They wanted to make sure the immigrants' answers matched the information in the ships' records. They also asked questions about right and wrong behavior. They hoped to spot likely criminals.

This inspection took only a few minutes. Most immigrants passed. The reward? A landing card that officially allowed them to enter the United States.

- 25 What happened when immigrants didn't pass inspection right away? Sick immigrants went to the island's hospital for care. Sometimes, people who didn't pass the first round of questions were held for more questioning.

Women traveling alone were not allowed to leave Ellis Island until a relative came to meet them.

- 30 After a while, officials allowed most immigrants into America. But a small number ended up being deported. Usually such people didn't have enough money to try to move to America again. For them, their dreams of living in America were over.



© Wikimedia Commons

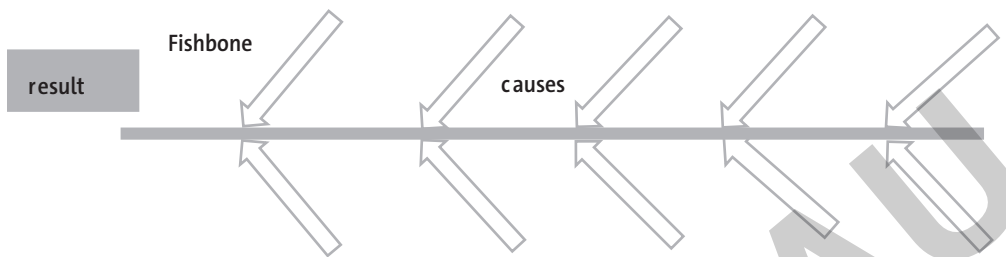
## Relational organisers – Showing the relationship of concepts

M 8

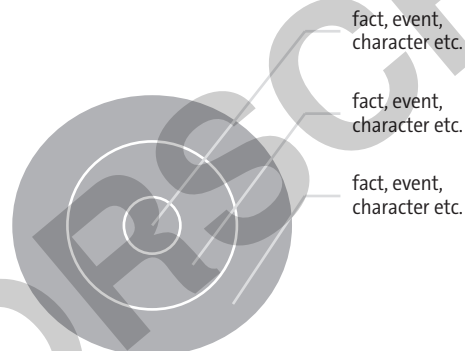


These organisers help you show the relationship of concepts. Use **the Fishbone** to determine the causal relationships in a complex idea, consequence or result. To use this graphic organiser, begin with the result and then analyse the contributing causes. Use **the Target** to display hierarchical relationships. The innermost circle is the most important element. In the following circles, other elements are arranged in the order of their importance. Use **the Pie Chart** to indicate how individual parts make up a whole.

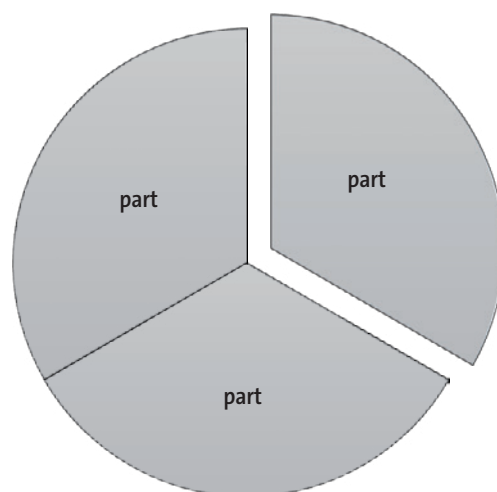
### Fishbone



### Target



### Pie chart



### Reclaiming Conversations

I remember the generation that first encountered<sup>1</sup> networked personal computers in the 1980s and 1990s. These were machines you “went to” when you wanted to play games, or write, or work with spreadsheets, or send email. Computers offered aids to productivity and many new pleasures – but they did not suggest that text might displace talk. Only a few years later, there would be cohorts<sup>2</sup> of children who grew up with smartphones, social media, and chatty<sup>3</sup> digital assistants. Today, these children, no longer children, are our teachers, businesspeople, doctors, and parents. When these new generations consider the idea of a “flight from conversation,” they often ask, “Is that really a problem? If you text or iChat, isn’t that ‘talking’? And besides, you can get your message ‘right.’ What’s wrong with that?” When I talk with them about open-ended conversation, some ask me to specify its “value proposition<sup>4</sup>”. Some tell me that conversation seems like “hard work,” with many invitations, often treacherous<sup>5</sup>, to imperfection, loss of control, and boredom. Why are these worth fighting for? Many of the things we all struggle with in love and work can be helped by conversation. Without conversation, studies show that we are less empathic, less connected, less creative and fulfilled. We are diminished<sup>6</sup>, in retreat<sup>7</sup>. But to generations that grew up using their phones to text and message, these studies may be describing losses they don’t feel. They didn’t grow up with a lot of face-to-face talk. Of course, across the generations, there are those who do not need to be convinced of the value of conversation. But even these partisans of conversation often surprise me. So many of them seem defeated. They say the future has overtaken them. A filmmaker who graduated from college in 2009 tells me that was the year conversation died. I am particularly struck by parents who say they want their children to stop texting at dinner but don’t feel they can object when the phones come out. They fear they are too late with their admonishments<sup>10</sup>, that they will be left behind if they don’t embrace the new. I am describing more than a flight from conversation. This is a flight from the responsibilities of mentorship<sup>11</sup>. Technology enchants<sup>12</sup>; it makes us forget what we know about life. The new – any old new – becomes confused with progress. But in our eagerness<sup>13</sup>, we forget our responsibility to the new, to the generations that follow us. It is for us to pass on the most precious thing we know how to do: talking to the next generation about our experiences, our history; sharing what we think we did right and wrong. It is not enough to ask your children to put away their phones. You have to model this behavior and put away your phone. If children don’t learn how to listen, to stand up for themselves and negotiate<sup>14</sup> with others in classrooms or at family dinner, when will they learn the give-and-take that is necessary for good relationships or, for that matter, for the debate of citizens in a democracy? Reclaiming conversation begins with the acknowledgment<sup>15</sup> that speaking and listening with attention are skills. They can be taught. They take practice and that practice can start now. In your home, in a classroom, at your job.

Source: Turkle, Sherry: *Reclaiming Conversation*. Penguin Publishing Group. Kindle-Version. 2016.

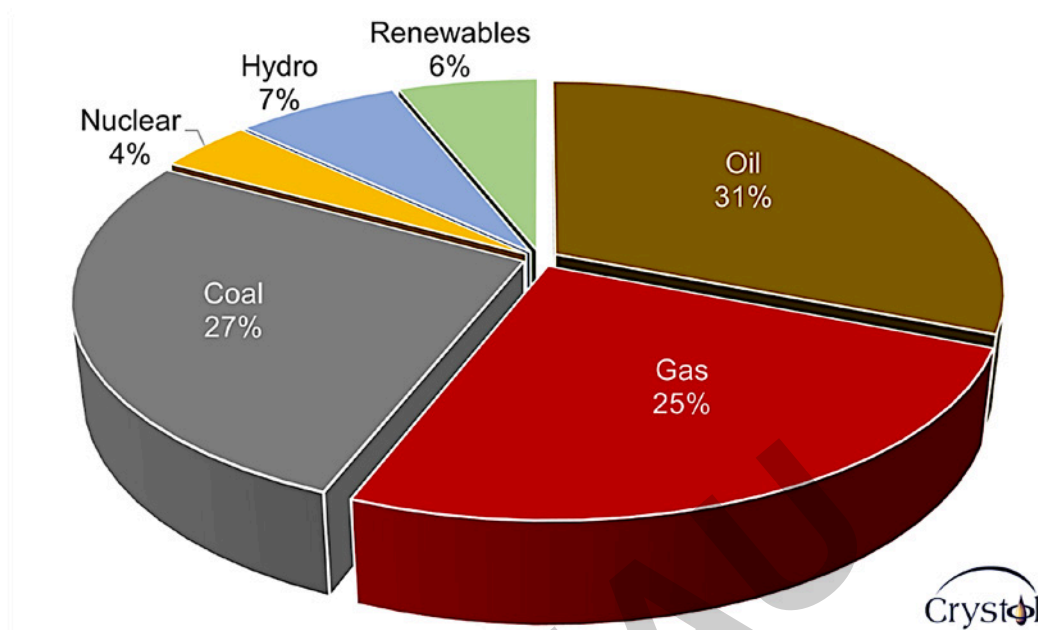
1 (to) **encounter**: begegnen – 2 **cohort**: eine Menge – 3 **chatty**: schwatzhaft – 4 **value proposition**: das Leistungsversprechen – 5 **treacherous**: trügerisch – 6 **diminished**: geschmälert – 7 **in retreat**: auf dem Rückzug – 8 **partisans**: die Anhänger – 9 (to) **object**: Einspruch erheben – 10 **admonishment**: die Ermahnung – 11 **mentorship**: die Betreuung – 12 (to) **enchant**: verzaubern – 13 **eagerness**: der Eifer – 14 (to) **negotiate**: Dinge aushandeln – 15 **acknowledgement**: die Anerkennung



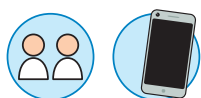


M 13

Speaking out on energy sources – Using a matrix



Graphic: Cristol Energy, data source: BP Statistical Review of World Energy 2021.



Tasks

1. Work with a partner. Use the illustration above and conduct internet research to fill in the matrix.

options	relevant criteria				
	global consumption	ease of production	environment	cost	availability
renewable energy					
coal					
gas and oil					
nuclear energy					

2. Use the PMI-strategy to evaluate advantages and disadvantages of energy sources.

energy sources	P (plus, positive)	M (minus, negative)	I (interesting)

3. Express an educated opinion on the topic.