

Strategy Scenario
Joan Reed
Advanced Organizer

Individual Scenario #2

NAME: Joan Reed

STRATEGY: Advanced Organizer

CONTENT: Culture in context

TITLE: Different Cultures of Colonial Williamsburg

TIME: One hour (1) for the introduction of culture. The concept will be explored and tied to their previous studies and understanding of cultures. An advance organizer for this unit would be the definition of culture, how the different cultures impacted the community, and the lasting influences in the colony. In advance of the lecture, the students would be given written information which would bridge the gap between culture in general and culture in Colonial Williamsburg, in specific. The second hour will be used to explain the history of the founding of Colonial Williamsburg, the archaeology, and peoples of that time period.

NUMBER OF PARTICIPANTS: Twenty students at high school level.

TARGET AUDIENCE: History class studying different time periods.

GOAL OF ACTIVITY: To allow students to internalize the information and make the bridge between the culture and the artifacts.

GOAL OF SCRIPT: The students would be required to understand the concept of culture and be able to explain how the different cultures merged into one “society” which identifies them specifically, based on cultural habits and traditions brought with them.

LEARNING OUTCOMES: (Gagne’s Intellectual Skills): Verbal Information, Cognitive Strategies

LEARNING OUTCOMES: (Bloom’s Taxonomy): Knowledge, Comprehension, Analysis, Synthesis

LEARNER CHARACTERISTICS: The students are high school level who have familiarity with history in general but not concerning the details of Colonial Williamsburg.

ENTRY SKILLS: None

SETTING: Classroom

MEDIA: Advanced Organizer Handout on culture, books, photographs, newspaper articles, and a video.

PROCESS:

1. Gain Attention – Handout called an Advanced Organizer, with an explanation of what it is and how it will be used. An explanation of culture, its importance, and its survival value which helps students relate the cultural information to the new data provided.
2. Help learners to recall prior knowledge concerning the historical perspectives of previous colonists.
3. Students will be provided with books, newspaper articles, photographs, and will see a video which will give them an accurate picture of the culture which emerged into “Colonial Williamsburg Society” from the many different cultures who arrived at different time periods.
4. Students will develop a scrapbook from their own materials which will present a concept of the culture before arrival at Williamsburg and after arrival at Williamsburg.
5. Students will be assessed to be sure they understand the concept of culture before the teacher can use it to organize factual information about different groups.

STRATEGY ASSESSMENT: An advanced organizer is the perfect tool for linking the idea of individual cultures to the concept of the Williamsburg Culture. Because this lesson will have heavy dependence on lecture and readings, the organizer can be used very successfully. Also, it builds on sequences and concepts which would benefit from the use of an advance organizer. It begins with an abstract theme (general) and goes to the specific. The organizer starts with culture in general and goes to culture in Williamsburg.

References:

- West, C.K., Farmer, J.A., & Wolff, P.M. (1991). Instructional design: Implications from cognitive science. Boston: Allyn and Bacon.
- Cognitive Strategies: Advance Organizer
<http://uts.cc.utexas.edu/~best/html/learning/advorg.htm>