

ALABAMA DEPARTMENT OF EDUCATION
Makes Sense Strategies Toolkit

BIG-BANG Graphic Organizer
Instructional Routines & Tactics

Big Ideas about GO instruction
 Top 4 BEFORE lesson routines
 Top 5 READING routines
 Top 4 WRITING routines
 Top 4 AFTER lesson routines

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Big Ideas about GO instruction is about...

3 dimensions that make or break the impact of GOs

Quality of the GO device & info on it	Quality of the GO instruction	Sustained applications

So what? What is important to understand about that?

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Big Ideas about GO instruction is about...

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Quality of the GO device & info on it	Quality of the GO instruction	Sustained applications
Developmentally appropriate		

**Don't forget that there are a range of GOs for each area...
 SIMPLE ← → SOPHISTICATED**

2x3 Matrix 2x3 Venn Matrix 2x3 Matrix with Conclusions 2x3 Matrix with Double Conclusions

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Big Ideas about GO instruction is about...

3 dimensions that make or break the impact of GOs

Quality of the GO device & info on it	Quality of the GO instruction	Sustained applications
Developmentally appropriate		
GO type matches info type & standard		

1st try to find "Essential Understanding" Smart Sheet that match your discipline

Organizer SMARTsheets
 Literatures
 Writing
 Vocabulary
 History & Science Generative Sheets
 Math
 Social & Multicultural

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Developmentally appropriate		
GO type matches info type & standard		

**2nd...
 If you can't find a EU Smart Sheet that matched the standard, select one of the the generic Organizer Smart Sheets**

Make sure the type of Organizer you select matches the information structure addressed by the standard

Organizer SMARTsheets
 Literatures
 Writing
 Vocabulary
 History & Science Generative Sheets
 Math
 Social & Multicultural

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Quality of the GO device & info on it	Quality of the GO instruction	Sustained applications
Developmentally appropriate		
GO type matches info type & standard		
Reflect essential-to-know info		
Info is bulleted, not paragraphs		

So what? What is important to understand about that?

Great information on this GO...
...but the ideas don't appear as "bullets"

Spanish American War is about...

The U.S. became a colonial world power during the late 19th, early 20th century. The war with Spain left the United States with possession of colonies and territories in Asia and the Americas.

When... US was jealous of the economic gains Spain exploited from its colonies and needed an excuse to take them over for itself.

Then... With help of colonial insurgents, US wins war & takes Spanish colonies from Spain.

U.S. feared American interests in Cuba were in danger, so U.S. government sent the U.S.S. Maine to Havana as a show of force to Spanish rulers there. An explosion sank the Maine, killing many of the American sailors. Yellow Journalists printed accounts suggesting the Spanish had blown up the Maine. These accounts were largely exaggerated but sold many papers. Fired up by the Yellow Journalists, U.S. public opinion supported war with Spain. U.S. sent army & navy to Cuba, Puerto Rico, & Philippines to fight Spanish.

Colonists had been oppressed by Spanish rulers for many years & they rebelled several times to be free of Spanish control, so, hoping to be finally free of exploitation, insurgents helped US forces during the war. Spanish surrendered after losing battles in Philippines, Puerto Rico, & Cuba. Treaty of Paris 1898 forced Spain to give US its colonies. U.S. propaganda spin was that it had freed the Cuban, Puerto Rican, & Philippine people from Spanish oppression. **REALITY** - Americans replaced Spanish in role of exploiting those people & their land.

So what? What is important to understand about this?
 Even though the U.S. was a democracy & advocated freedom from oppression, it went to war in order to take over Spanish economic interests and gained colonies during the turn of the 20th century.

Better
... the ideas appear as brief sentences

Force and Motion is about...

Force and work causing the motion or movement of objects.

When... Force is applied to an object....

Then... Motion occurs in that object.

A force is a push or pull, and can change how an object moves.
 A force can change the direction and the speed of an object.
 You need to use different amounts of force to move different objects.
 The heavier the object is, the more force you need to move it.

Motion happens when an object changes position in relation to other objects.
 A moving object might change directions or travel a farther distance.
 Motion can be measured by speed, feet or slow, and speed depends on the amount of force that was used.
 Work is done when a force results in motion.

So what? What is important to understand about this?
 Force can cause motion, different types of force cause different types of motion, and work is only done if force results in motion.

Best
... the ideas appear as bullets

Problem
 Blacks want right to swim in new pool; Whites want "white only" pool
 New pool built in Cornelia, Alabama; local racists recently kill 2 blacks for participating in civil rights protests

Goal
 Peejeo wants to support blacks in their efforts to attain civil rights; (opportunity for black friends to swim in new pool)

Problem-solving action taken
 Peejeo could have found someone to help him so he wouldn't have to do it by himself

Results
 Unexpected: Photographer takes Peejeo's picture (ends up in Life magazine); Peejeo becomes small hero in black community; his uncle's business is boycotted by whites.
 Expected: Peejeo ostracized by local white community. Becomes the target of hate.

MLK jr. & George Wallace come to Cornelia (tension escalates -- leads to race riots)
 Peejeo's home is burned; black man working for his uncle hanged
 Federal marshals arrest local police; can't convict because no one will testify until Peejeo steps up
 No one will gibe Peejeo's dad any business at the funeral home

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Big Ideas about GO instruction is about...

3 dimensions that make or break the impact of GOs

Quality of the GO device & info on it	Quality of the GO instruction	Sustained applications
Developmentally appropriate	BEFORE & AFTER (introducing info & reviewing it)	
GO type matches info type & standard	DURING- scaffolded (gradual release)	
Reflect essential-to-know info	DURING- maximum engagement strategies	
Info is bulleted, not paragraphs	NOT just used as hand-outs	

So what? What is important to understand about this?

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Combination of using 2-3 "main-stay" GOs repeatedly PLUS... a wide variety of other GOs

Quality of the GO device & info on it	Quality of the GO instruction	Sustained applications
Developmentally appropriate	BEFORE & AFTER (introducing info & reviewing it)	Across the curriculum
GO type matches info type & standard	DURING- scaffolded (gradual release)	
Reflect essential-to-know info	DURING- maximum engagement strategies	
Info is bulleted, not paragraphs	NOT just used as hand-outs	

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Big Ideas about GO instruction is about...

3 dimensions that make or break the impact of GOs

Quality of the GO device & info on it	Quality of the GO instruction	Sustained applications
Developmentally appropriate	BEFORE & AFTER (introducing info & reviewing it)	Across the curriculum
GO type matches info type & standard	DURING- scaffolded (gradual release)	At least twice weekly - varied applications
Reflect essential-to-know info	DURING- maximum engagement strategies	GOs themselves are evaluated & graded
Info is bulleted, not paragraphs	NOT just used as hand-outs	"Once & done" = minimal impact

So what? What is important to understand about this?
All three areas are critical!