



SECOND LEVEL
SUPPORT SERVICE

SEIRBHÍS TACAÍOCHTA
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Using Graphic Organisers in Teaching and Learning



Acknowledgements

This resource has been made possible by the generosity of practising teachers working at CPD days facilitated by the SLSS. It is an admirable example of the generosity of teachers willing to share their expertise and ideas with colleagues across the teaching community.

This resource was produced by members of the
Second Level Support Service (SLSS) Team

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Introduction

Graphic Organisers provide a visual method of developing, organising and summarising students learning. They help to structure disjointed information. They facilitate the learning process by providing a scaffold for the development of ideas and the construction of knowledge. Visual, auditory and kinaesthetic learners all benefit from using the organisers. High quality teaching in mixed ability classrooms is also facilitated.

Highest quality results are achieved when one organiser is shared by a small group of (2/3) students with diverse abilities and learning styles. Leadership is distributed in the group with each student having a leadership role to fulfil. Roles of Recorder, Timekeeper, Turn-taker, Summariser, Reporter, Clarifier, Checker, Scout etc are distributed among the group.

The resource needs only pen and paper to use.

Some organisers are more applicable to the different aspects of the learning process than others, for example: collecting information, comparing and contrasting, developing ideas, sequencing information, summarising and extending thinking and learning. Some are also more relevant to different subjects and topics than others. They can all be used at the various stages of the learning process:

- Pre - teaching
- Introducing a topic
- Teaching a topic
- Independent Learning
- Study and revision
- Preparing answers to examination questions

They scaffold learning and help to build student confidence. They also facilitate formative assessment as students can clearly see how much they understand.

Detailed explanations on how to use each organiser are provided throughout the pack.

Contents of Pack:

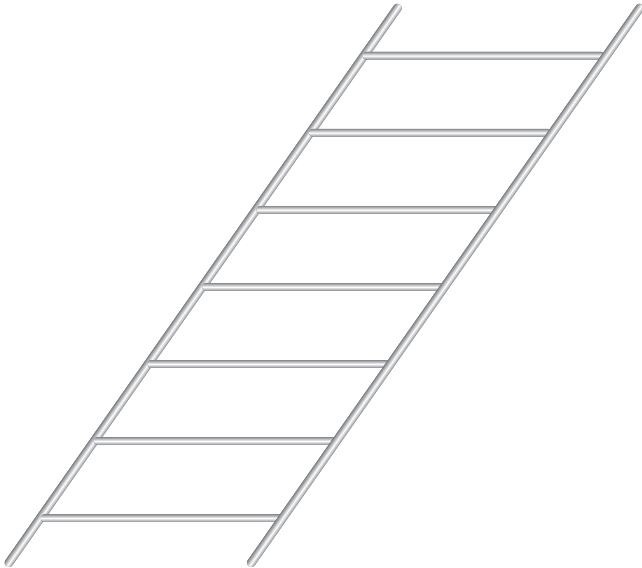
Section 1

1. Guidelines on how to use each Graphic organiser
2. A list of suggestions for possible uses of each organiser that teachers have shared at CPD days
3. Completed and in some cases adapted organisers shared by practicing teachers

Section 2

A set of blank Graphic organisers (which may be photocopied) for use in the classroom

Ranking Ladder



This ladder can be used to prioritise or rank ideas and/or information. It can also be used for topics with a series of stages or steps. It is suitable for subject matter with a definite beginning and end.

At the pre-teaching stage the teacher can have pairs/triads of students fill in any information they know about the topic on the correct step. The teacher can monitor the results and then focus the teaching more accurately on the needs of the class.

Active learning can be facilitated if the teacher provides the information in jumbled form and students work together to rank the information correctly.

Suggestions from teachers

History

- Becoming a Knight
- Cortés and the Aztecs
- Life of George Washington
- Rise and Fall of Third Reich
- Work of an archaeologist

Business

- Writing a letter
- A business transaction
- Making a complaint
- Recruitment
- New product development
- Calculate net pay
- Household Budget
- Bank Reconciliations

Home Economics

- Digestion of proteins
- Production of cheese
- Milling flour
- 10 steps of HACCP
- Making a Christmas wreath
- Design Brief
- Yoghurt making

Music

- Answering an examination question on harmony
- Writing a melody
- Scales
- Musical Eras
- Composers

Mathematics

- Order of operations
- Solving a triangle
- Proving a theorem
- Difference Equations
- Differentiation from first principles

Geography

- Cloud formation
- Formation of an ox-bow lake
- Volcanic eruption
- Formation of a waterfall
- Water cycle

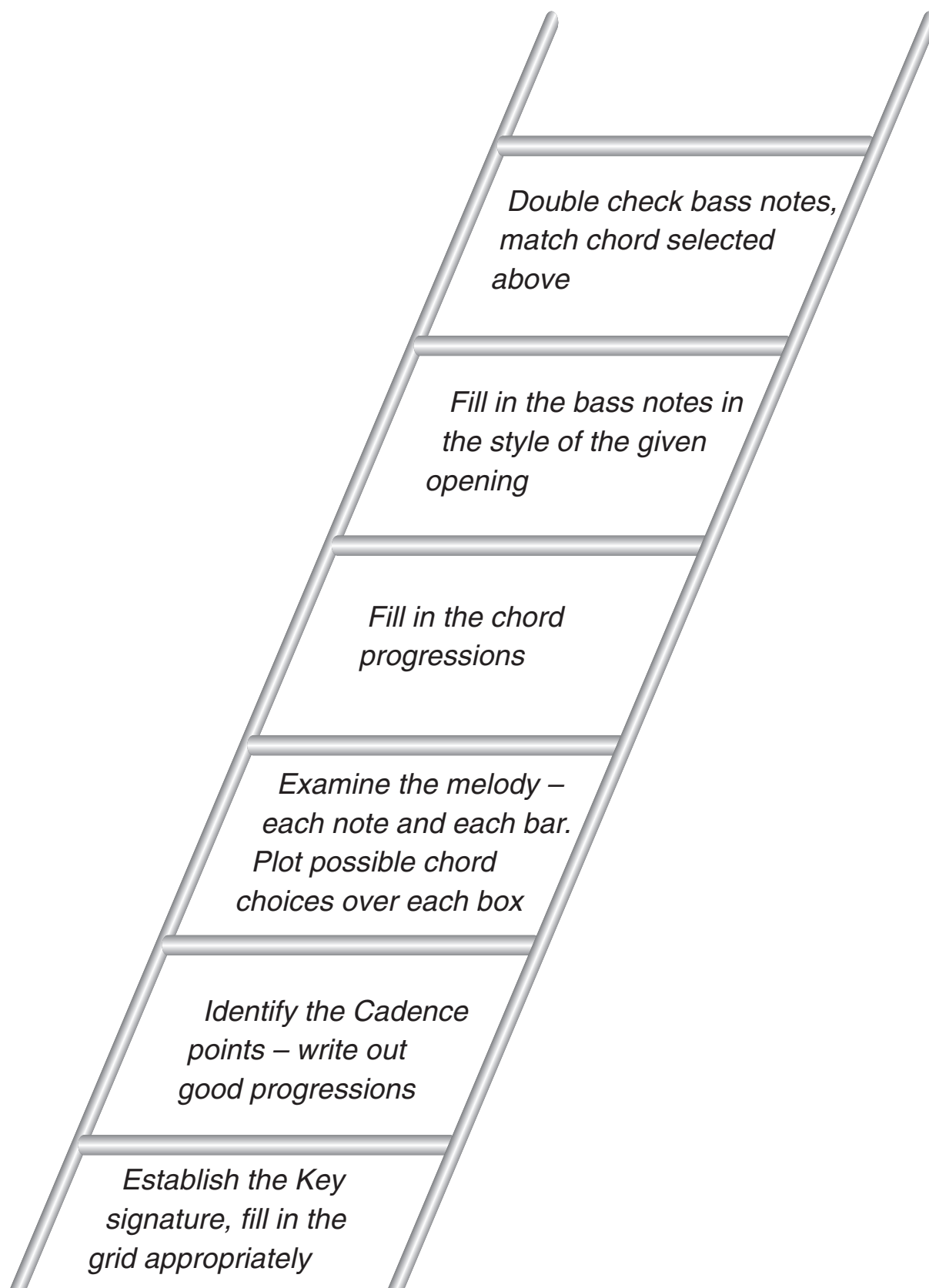
English

- Descent of a tragic hero into calamity, e.g. Macbeth's descent into evil
- Trace the theme of a poem — thread of thought, main idea
- Stages of a Novel

Religion

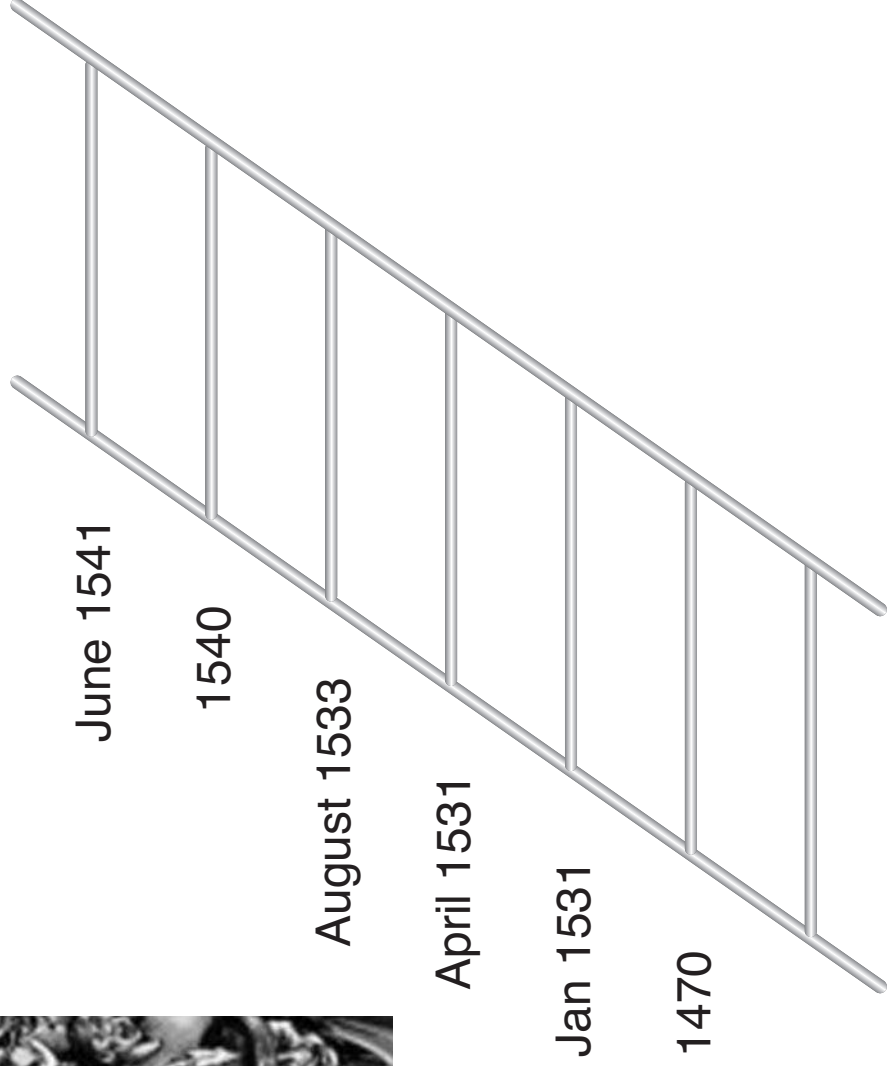
- Stages from slavery to Passover
- The development of Islam
- From the Passion to Pentecost

Approach to Harmony Question

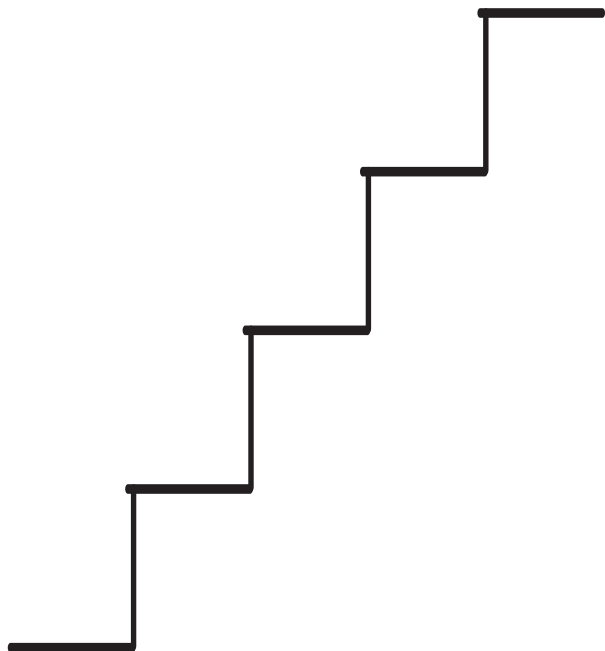


Pizarro and the Incas

The desire for gold led Francisco Pizarro to explore and conquer the Inca empire of South America. However, his conquest of the Incas was a bloody one, filled with violence and double-crossing treachery. After years of intense fighting and explorations, Pizarro was murdered over the land he had conquered.



Stair Steps



Stair steps can be used when a topic involves a step by step process or for plotting a course of action. It can sometimes be used interchangeably with the step ladder. Pupils can show preferences for particular models depending on their learning style.

Learning is most effective when pupils work in small groups. They share and bounce ideas off each other. They can clarify and extend each others learning and they gain in confidence.

Pupils practice the interpersonal skills of listening and explaining, summarising, questioning, clarifying and extending each others ideas. They can be taught to praise each others ideas and to work together. Work completed on a shared Graphic Organiser can be reproduced at home for study/revision.

Suggestions from teachers

Gaeilge

- Struchtúr a léiriú e.g. Struchtúr abairte
- Codarsnachtaí idir aidiachtaí a léiriú
- Céimeanna sa litir
- Aistí

Music

- Development of Western Classical Music
- Triads - backing chords
- Tonic solfa notation

Science

- Steps in the scientific method
- Levels of organisation
- Steps in digestion
- Steps in separation of rock salt

Modern Language/ Geography

- Telling the time
- Oral Project work
- Coastal erosion features
- Atmosphere readings

Business/Accounting

- Formation of Private Company
- Resource management
- Business transaction
- Making a complaint
- Taking out insurance
- Decision making in the EU
- Steps in Financial Accounts

PE/History

- Free throw in basketball
- Forward roll
- Renaissance - artists, sculptors, writers

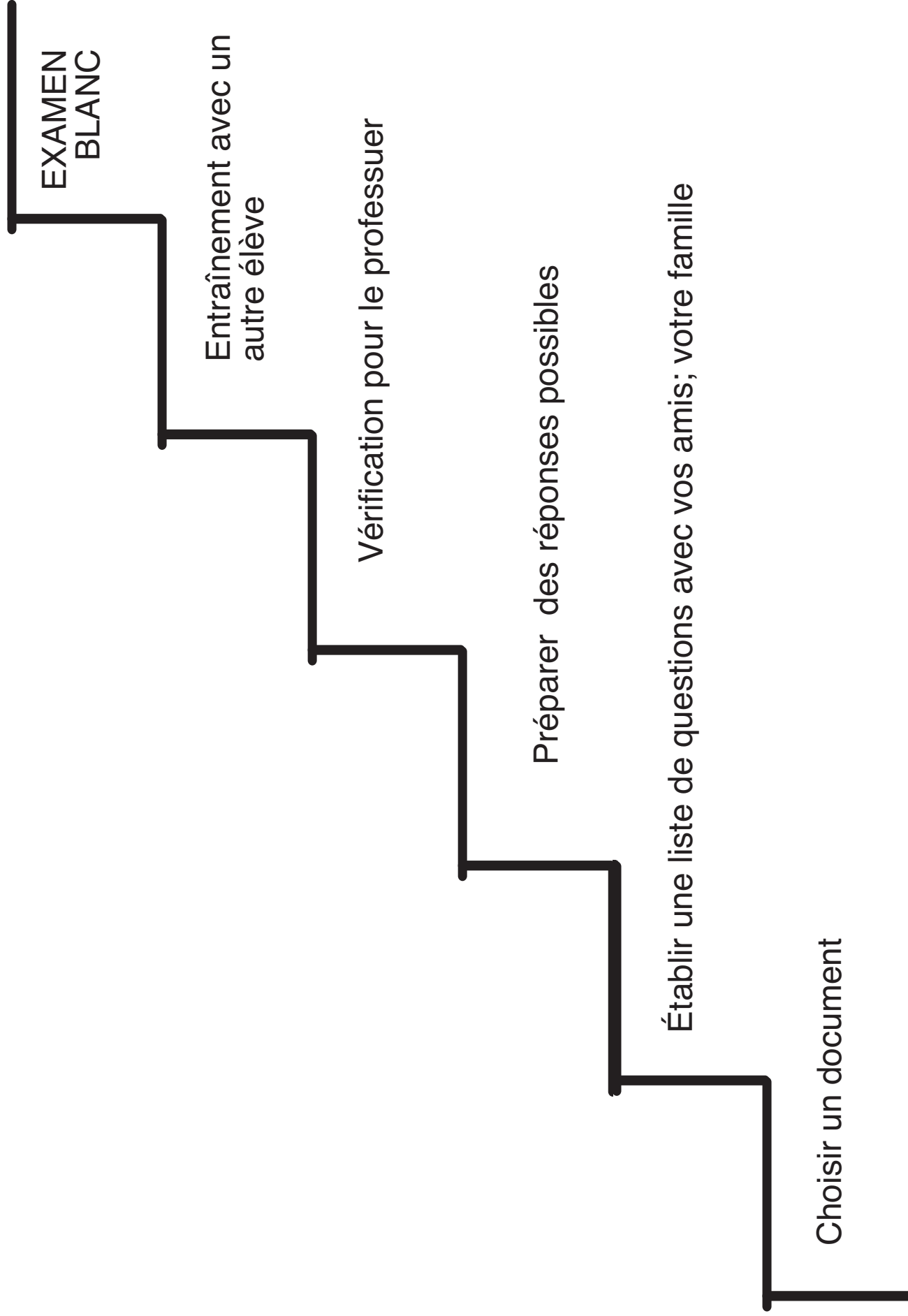
Mathematics

- Linear Programming
- Differentiate from first principles

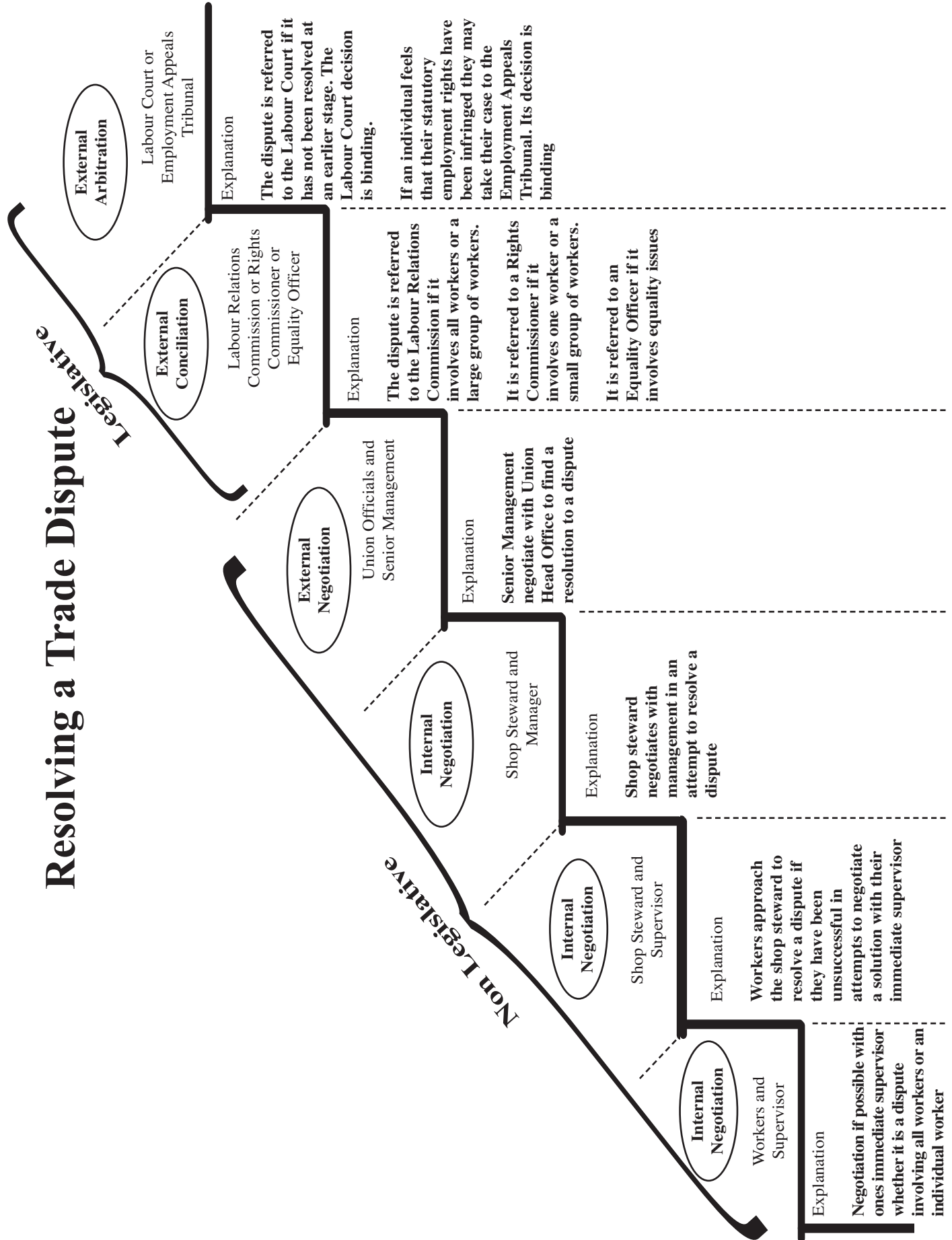
Art

- Movements in Art
- Life of Monet

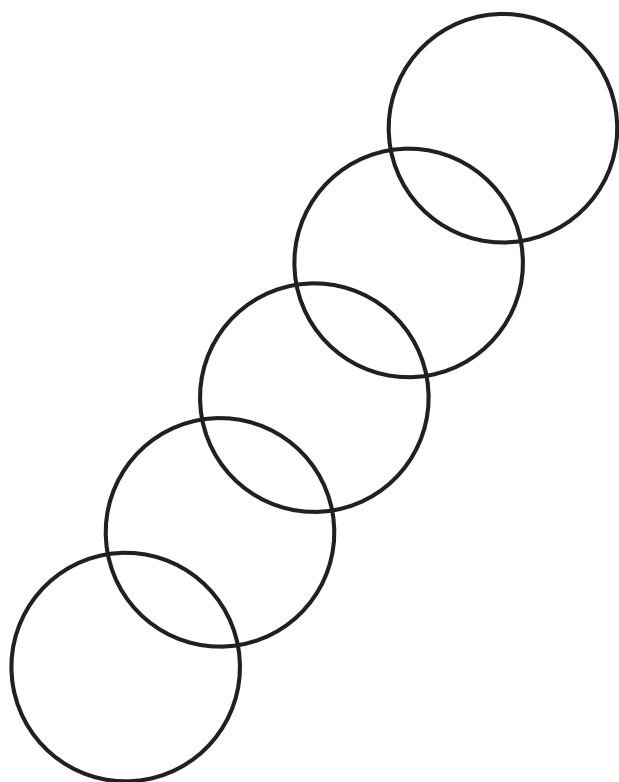
Preparer le Document Oral



Resolving a Trade Dispute



Chain of Linked Events



When a teacher wishes to build links between events or when the topic involves a series of interlinked events, this model can be used. This visual method assists students who find it difficult to memorise from notes. It can help to bring coherence to a large quantity of information and to establish or clarify the links in the pupil's mind.

As with previous organisers it can be used for pre-teaching i.e. identify what pupils know about the topic so teaching can be accurately focused at the level of students knowledge. It can be used for teaching a topic where information is provided in disjointed form and pupils have to link it correctly.

It works best when a small group (2/3) students work together. One *records* agreed information on the model, one *researches*, one *ensures* that all contribute ideas and reach consensus or *checks* that all understand the material.

Suggestions from teachers

Gaeilge

- Scéal a chumadh má thugtar an chéad abairt
- Aiste a scríobh – na tuairimí a bhailiú le chéile in altanna
- Aiste don Árdteist — Sláinte

History

- Plantations
- Formation of new State
- War of Independence
- Irish Civil War
- 1916 Rising

Science

- Microscopic study of plant cells
- History of the atom

Technology

- Trees — seeds to recycling

Art/Music

- Art movements early 20th Century
- Composition
- Cord Progressions/ cadences

Geography

- Economic/Social effects of natural disasters
- Features of costal erosion

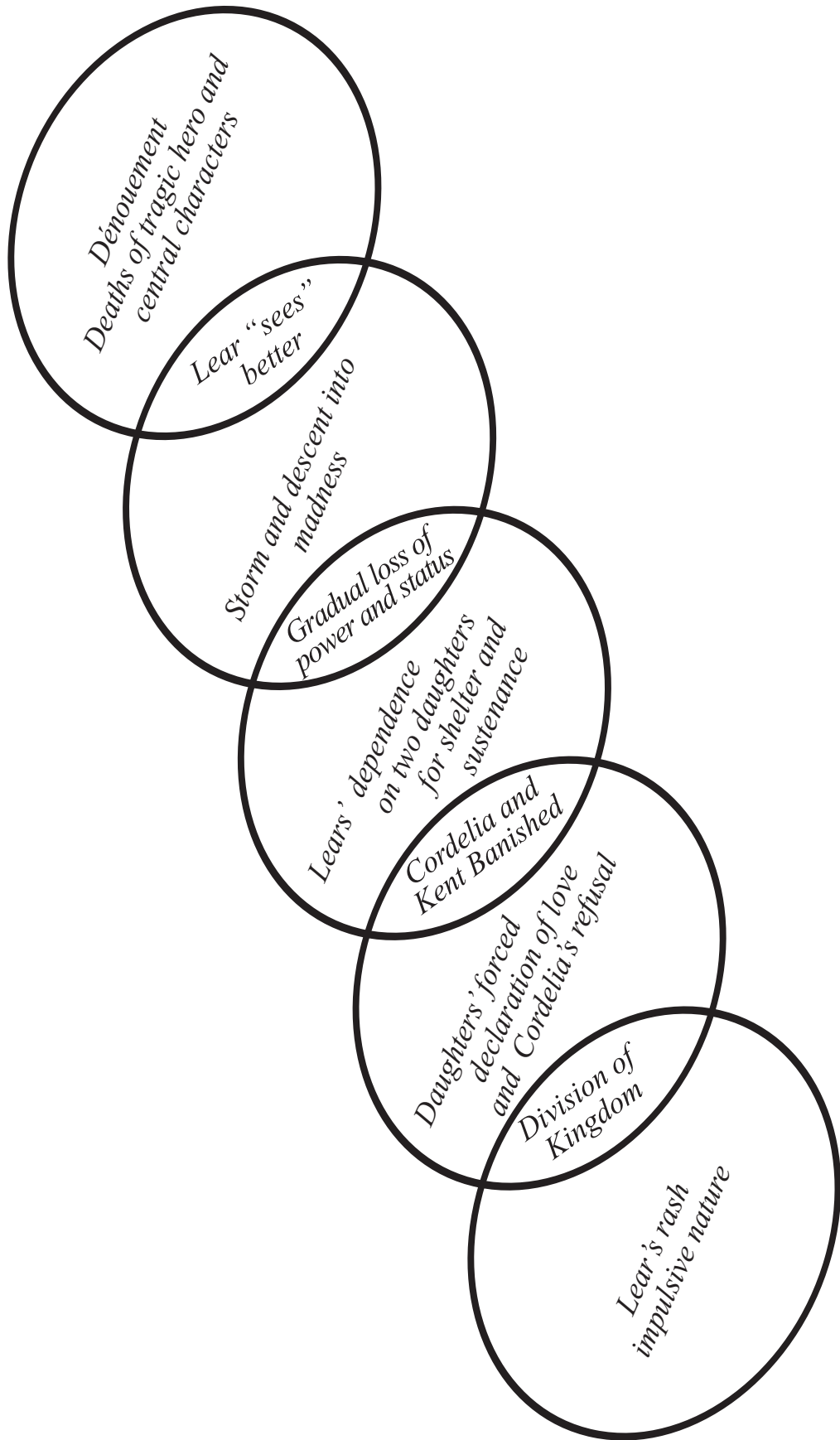
Home Economics

- Making cheese
- Digestion of proteins
- Development of family in Ireland

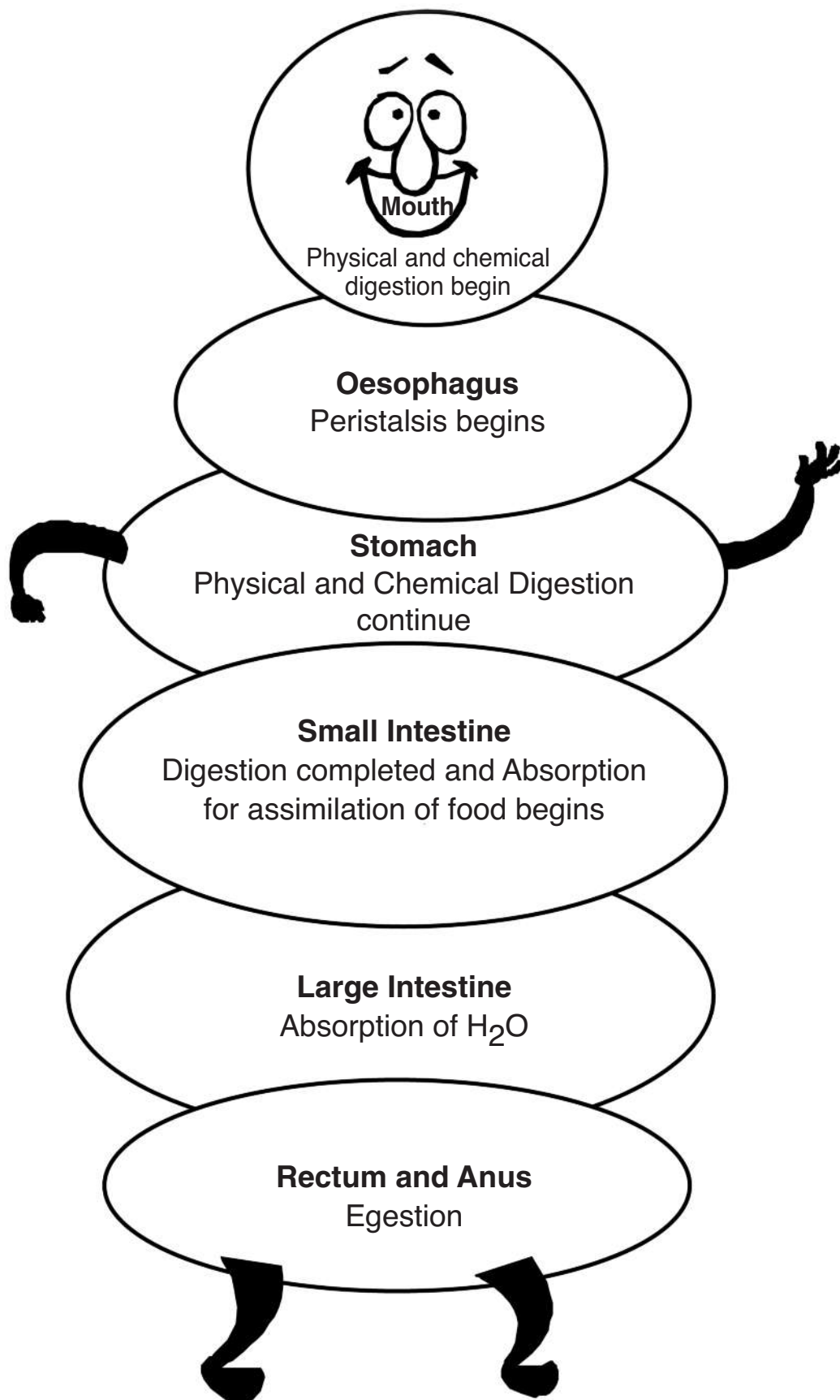
Business

- Introducing new product to the market
- Solving a Trade Dispute
- Product Life Cycle

King Lear's decision to divide his kingdom

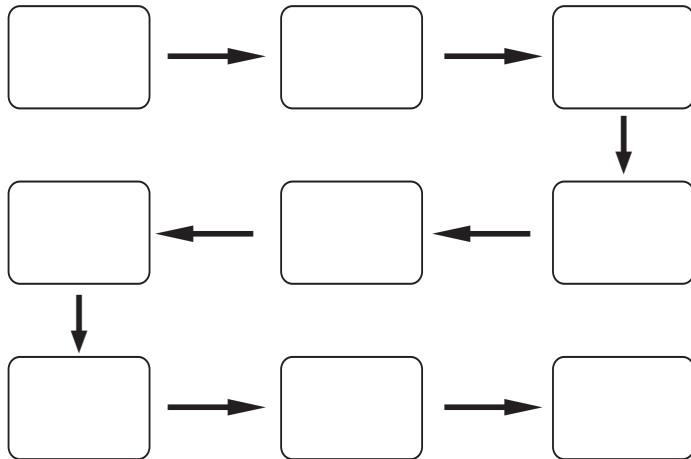


Digestion (Mitch*)



* Mitch was designed and named by an imaginative colleague!

Sequence Chart



When a topic involves a sequence of events this organiser can be helpful. It is particularly useful when multiple or sequential factors need to be put in order and remembered.

It is effective for pre-teaching and teaching the causes of an event. Pupils work together to correctly sequence disordered information. They are actively engaged in constructing the learning. They need to discuss and agree on the correct answer(s).

A group can consult with another group if they are unsure about their answers. The teacher may have a rule that s/he only be asked for clarification if another group has been unable to help.

For some students the teacher may provide information in jumbled form to be correctly sequenced.

Suggestions from teachers

Gaeilge/Modern Language

- Scéal a chumadh má thugtar an chéad abairt
- Aiste a scríobh – na tuairimí a bhailiú le chéile in altanna
- Aiste don Árdteist – Sláinte
- Teicnicí Fileata
- Writing a postcard or message

English

- Trace sequence of events in plot of a text (novel, play, film, etc.)
- Outline progress of thought in a poem

History

- Rise of Hitler
- Downfall of Parnell
- Renaissance-Astronomy
- Magellan's Journey
- Life on Medieval Manor
- Feudal System
- Voyage of Columbas

Art

- Lino Printing Process
- Irish Art Time Line
- Colour Wheel
- Any craft at Junior Certificate
- Project Design
- Impressionist influences

Home Economics

- Procedure for cookery class
- Design & craftwork brief
- Any recipe

Geography

- Rock Cycle
- Water Cycle
- Formation of a river feature
- Weathering - Freeze, Thaw action
- Plotting a Journey

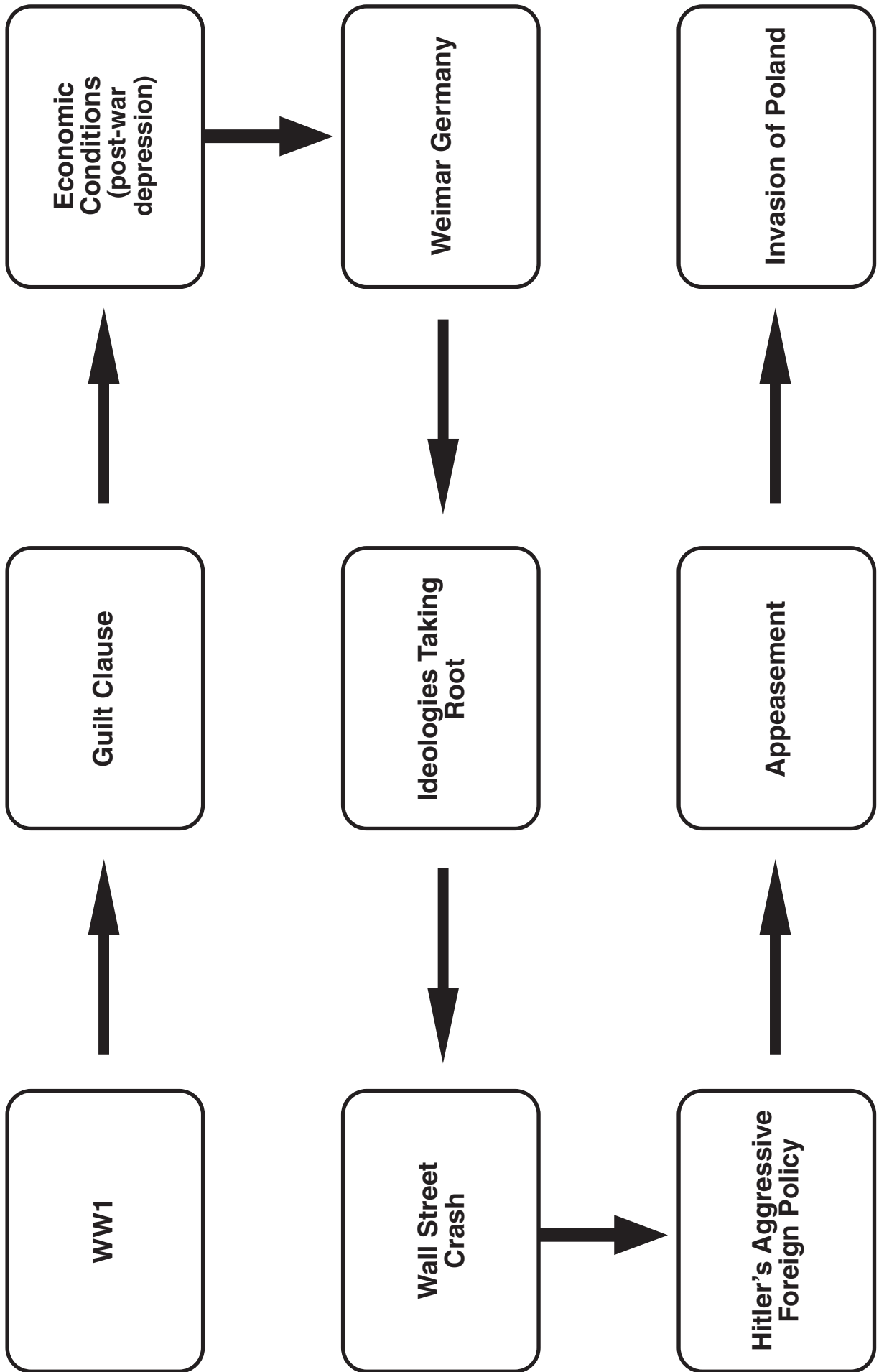
Music

- Any Symphony
- Melody Writing
- Writing 16 bar melody
- Composition
- Set Works (form and structure)

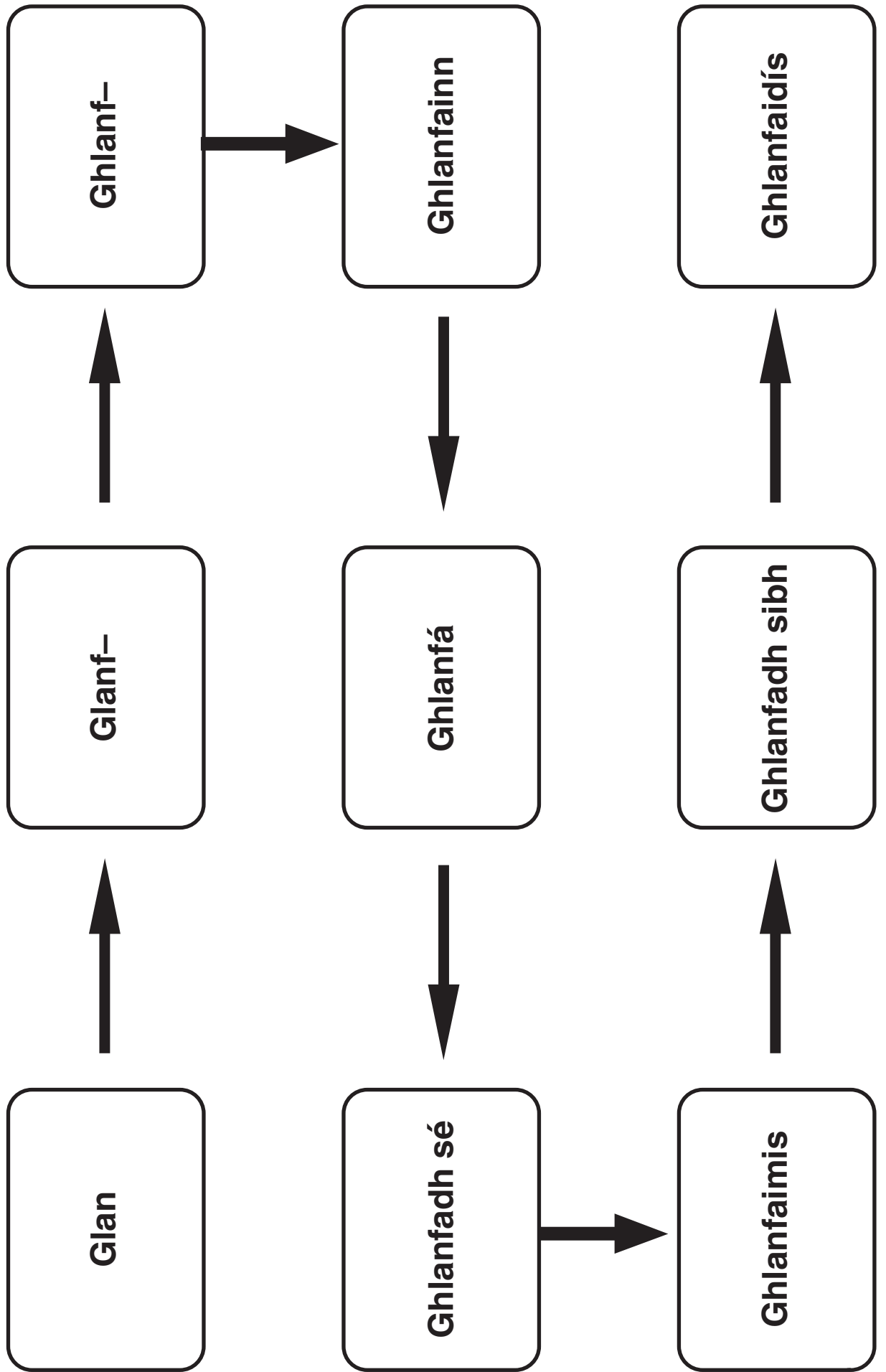
Technical Subjects

- Design Brief
- Drilling

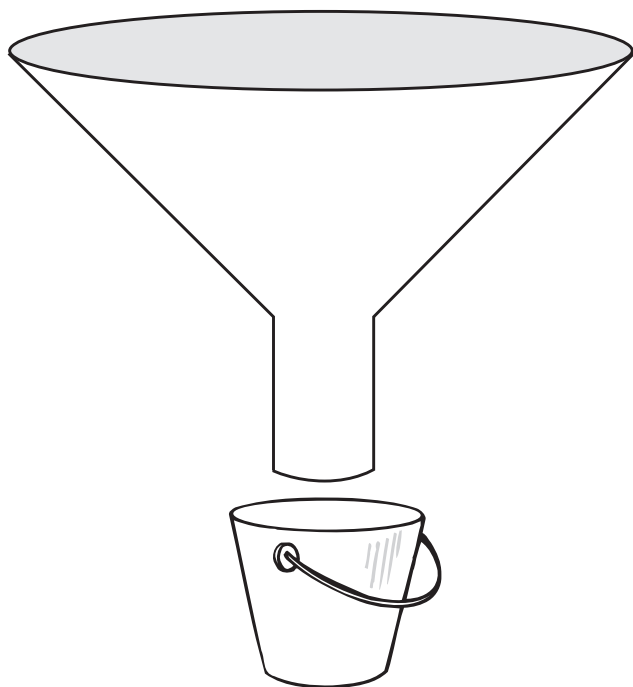
Causes of Second World War



Modh Cóinníolach



Funnel



When synthesising ideas, drawing conclusions, reducing a body of information to its core e.g. creating a definition, this model is useful. All details, components or parts of the information or picture are placed inside the funnel. They emerge as a conclusion, definition or synthesis.

It can also be used to challenge or test pupils e.g. find the elements that are missing from the funnel.

Like other models it can prove a very potent tool for visual and kinaesthetic learners. It facilitates active experiential learning. Roles of *researcher*, *recorder* and *tester* may be assigned to students. The *tester* ensures that all will be able to answer questions posed by the teacher.

Suggestions from teachers

Science

- Rates of reaction
- Prep oxygen gas
- 7 characteristics of living things
- Photosynthesis
- Magnetic force
- Urine

History

- Causes of 1916 Rising
- Source of US economic Boom 1945-69
- Causes of any major event e.g. French Revolution, American Civil War of Independence

Geography

- Traffic Management
- The Burren
- Improving the environment
- Volcanos
- Earthquakes

Home Economics/ Technical Subjects

- Planning a craft project
- Healthy lifestyle
- Design brief
- Conics

Business/Maths

- Wage Negotiation
- Sale of Goods and Supply of Services Act 1980
- Sets

Gaeilge

- Foclóir a bhailiú faoi topaic ar bith.
- Tuairimí a bhailiú d'aiste.

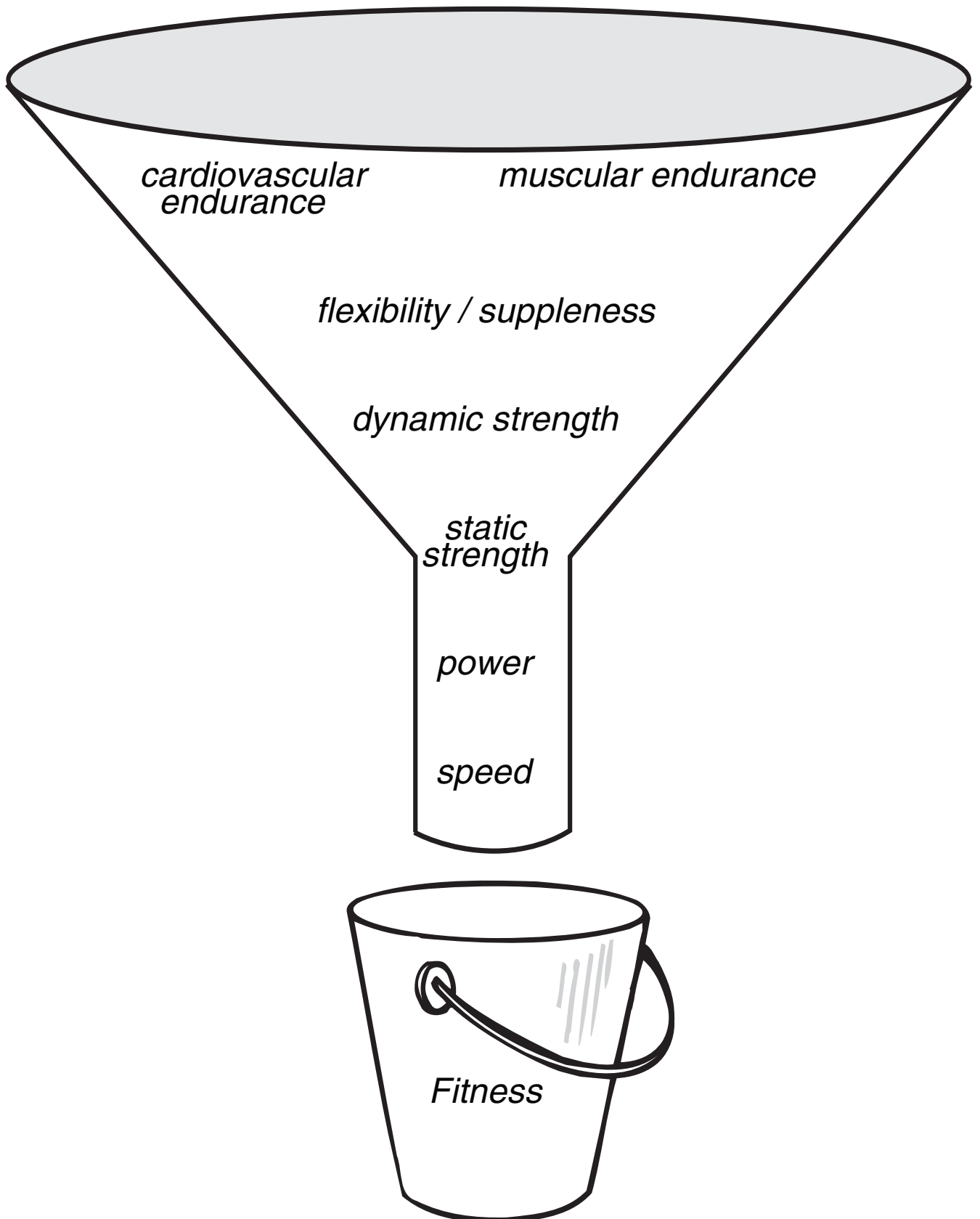
Music/Art

- Jazz
- Dance
- Instruments of the orchestra
- Melody
- Impressionist and Post Impressionist painters

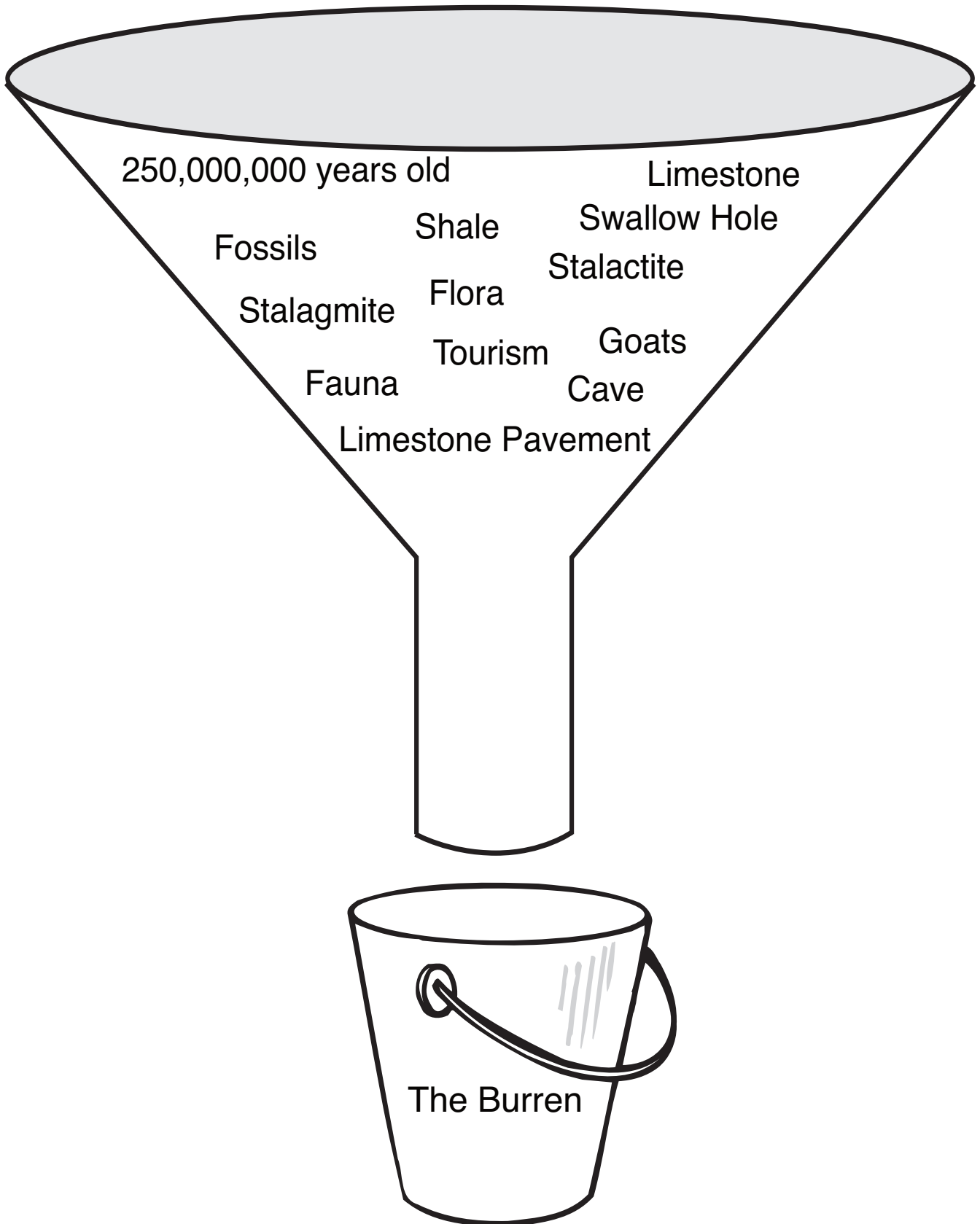
English/RE

- Essay preparation
- Persuasive writing
- My favourite place
- Components of Islam

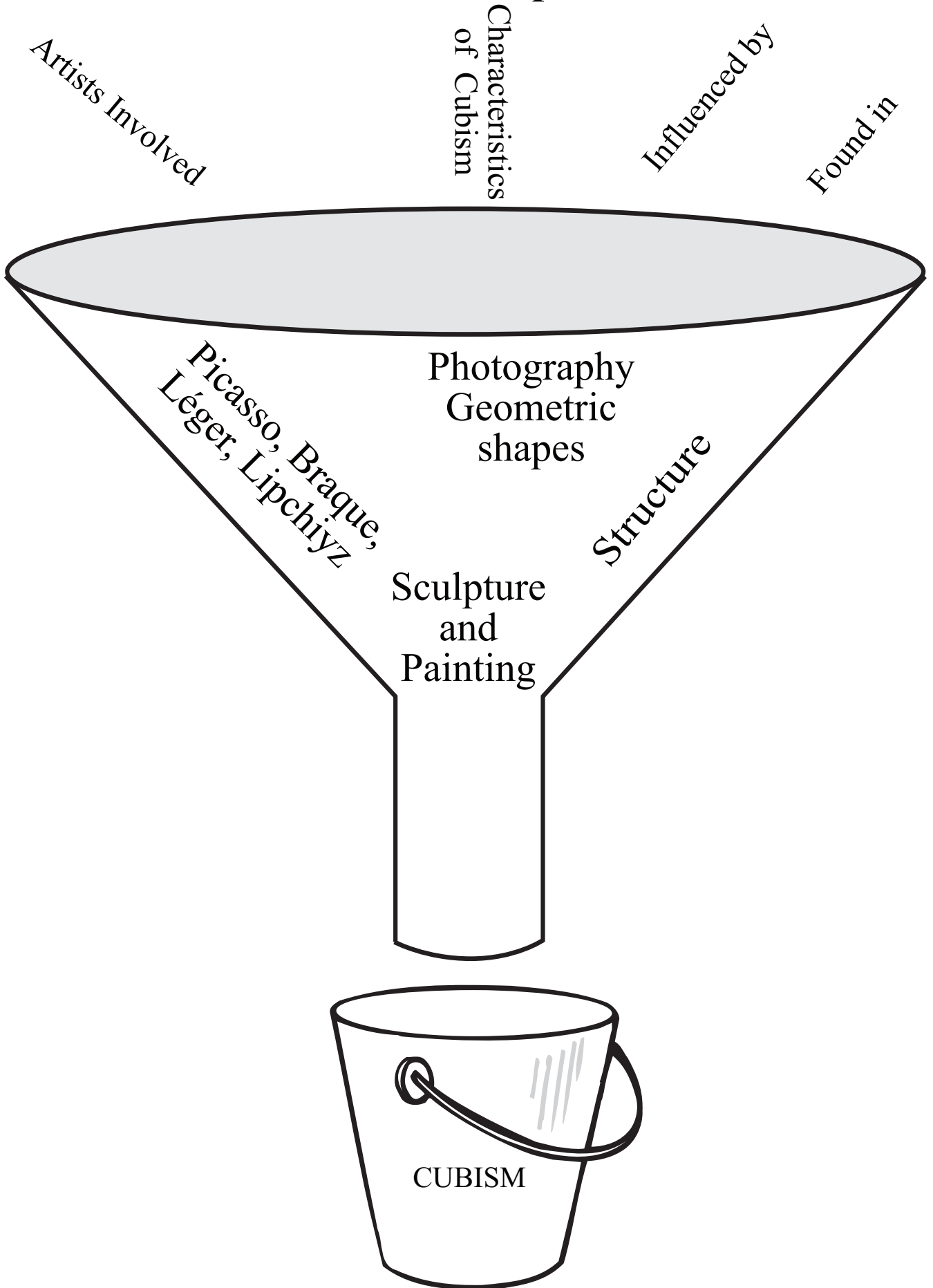
Components of fitness



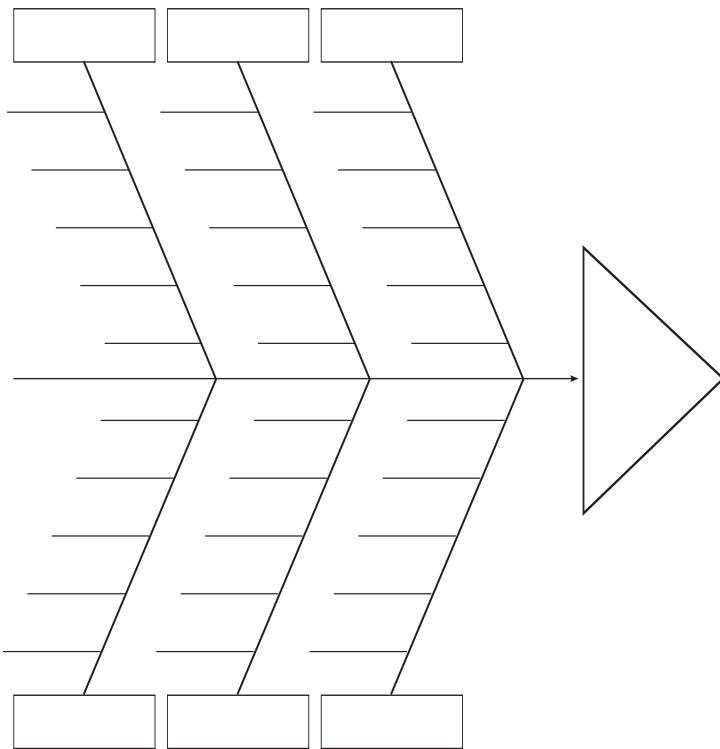
Elements of The Burren



Influences on the Development of Cubism



Fish Bone



A whole topic may be summarised in one coherent space. Many students find that information summarised in this way is easier to remember than pages of text. It helps to organise and structure the information in a comprehensible form. It can help to collate factors associated with a complex topic and show how they interrelate.

Each fishbone is built by a small team (2/3). The teacher can supply the headings and pupils fill in the details. It is suitable for use in mixed ability groups and students can contribute according to their ability, perception and interest.

Intergroup cooperation is encouraged— one member may become *the scout* and seek out ideas from other groups.

Students may repeat the exercise for homework/revision and then use the organiser for self assessment when they return to class.

Suggestions from teachers

Maths

- Statistics
- Revision of formulae
- Sets - Key words/concepts

Modern Language

- The Family
- La Journée Scolaire
- La maison
- Topics for oral

History/Geography

- Ancient Ireland
- Reformation
- Summary of plantations
- Aspects of life in 1950s
- Mass movements
- Volcanos

Art

- Poster Design
- What is needed to learn to draw
- Painting Curriculum
- Graphic Design
- Modern Painting Schools

Science

- Organic chemicals
- Human systems
- Ecology
- Radioactivity
- 7 characteristics of living things
- Systems & organs of the human
- Water treatment

Business

- Forms of taxation
- Marketing Mix
- Law of Contract
- Consumer Law
- Marketing
- Insurance
- National Budget
- Financial Accounts

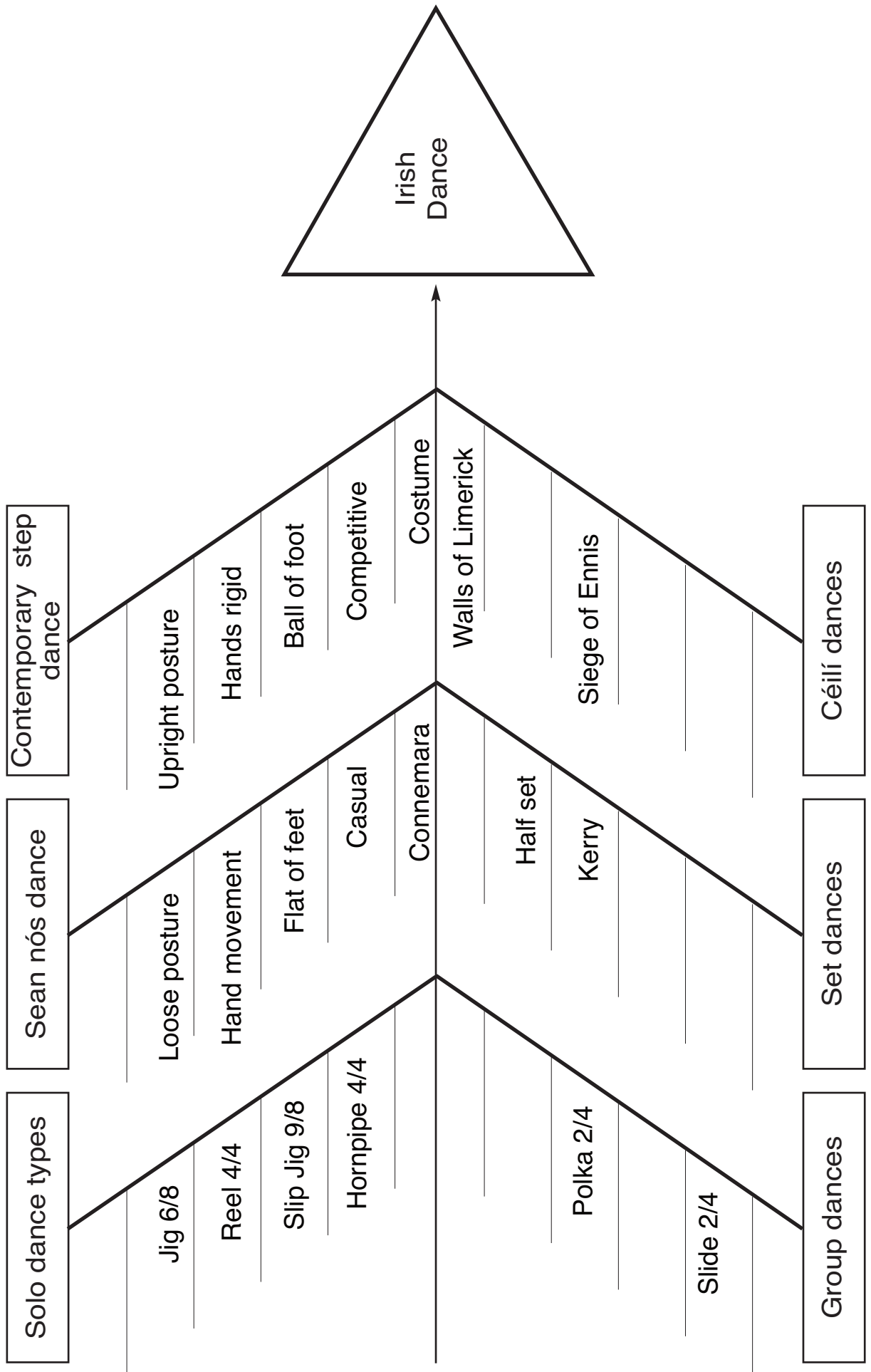
Home Economics/ Technical Subjects

- Balanced diet
- Fats
- Proteins
- Classify foods
- Meat
- Welding

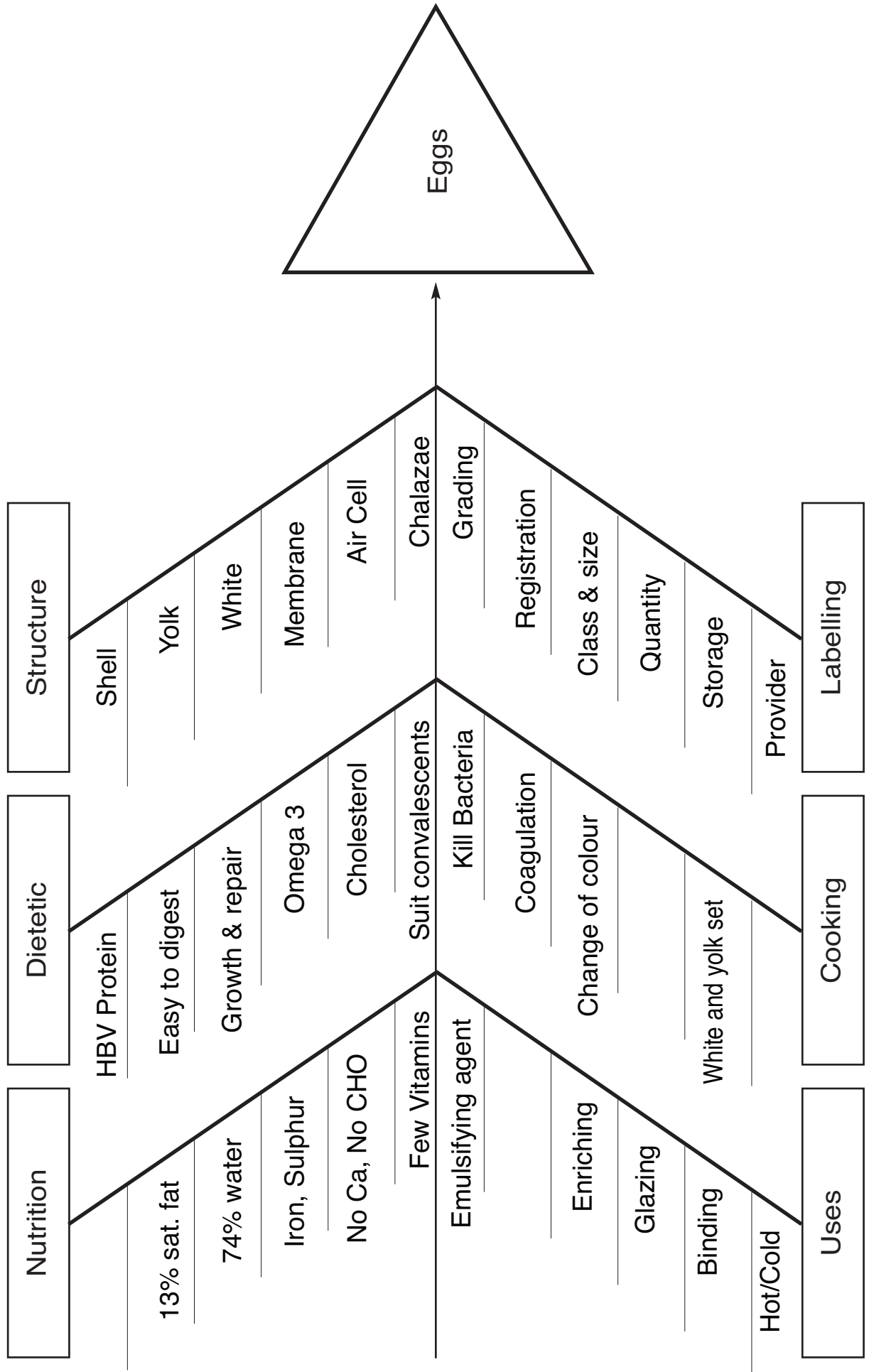
PE/Music

- Physical fitness
- Dance
- PE variety of activities
- Family of instruments
- General study Junior Certificate Music

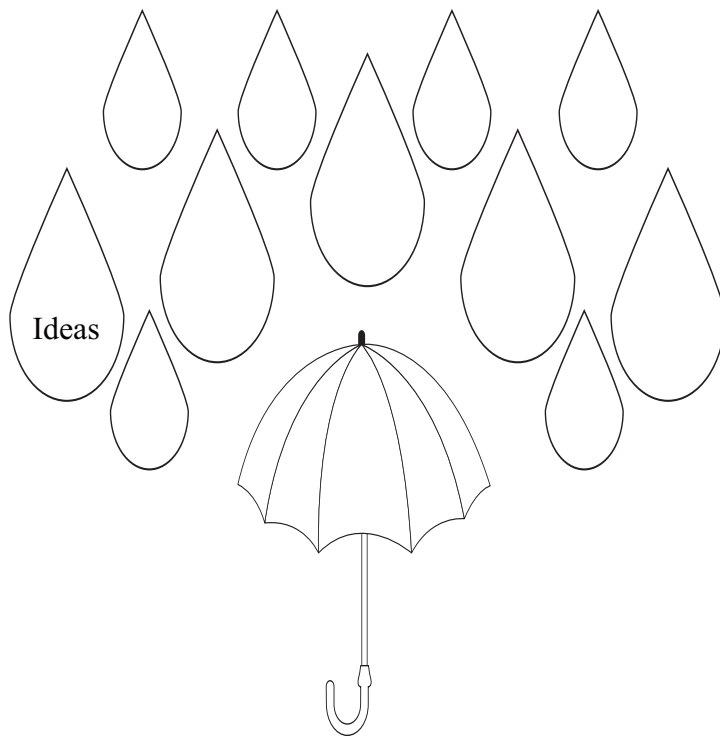
PE - Dance



Eggs



Brain Droplets (Wisdom Pearls)



This can be used for thought showering in any context or for generation of ideas — for essays, exam questions, compositions in any subject.

Teachers frequently seek ideas when introducing a new topic. Usually this is done in a whole class context. When pupils thought shower in small groups using an organiser to give focus to the work, the quality and quantity of ideas increase significantly.

The dynamic of the small group means that everyone is motivated to contribute to the group goal. It feels safer to contribute ideas in a small group rather than in front of the whole class. Ideas may be shared with other groups so the entire class benefits from all ideas generated.

Suggestions from teachers

Gaeilge

- Foclóir a bhailiú.
- Tuairimí a bhailiú d'aiste.
- Tuairimí a lorg faoi ghné ar bith den litríocht.

English

- Brainstorming ideas for compositions
- Pre-teaching - drawing out ideas at start of a topic
- Poetic terminology

Music

- Listening to set work
- Essay on traditional Irish Dance
- Characteristics of musical eras

Religion

- Signs and symbols
- Kingdom of God
- Moral Issues
- Christianity

Mathematics/Business

- Complex numbers
- Line geometry
- Functions of a bank

History

- Stalins Domestic Policy
- Renaissance – main points and characters
- Introduction to any topic
- Civil War

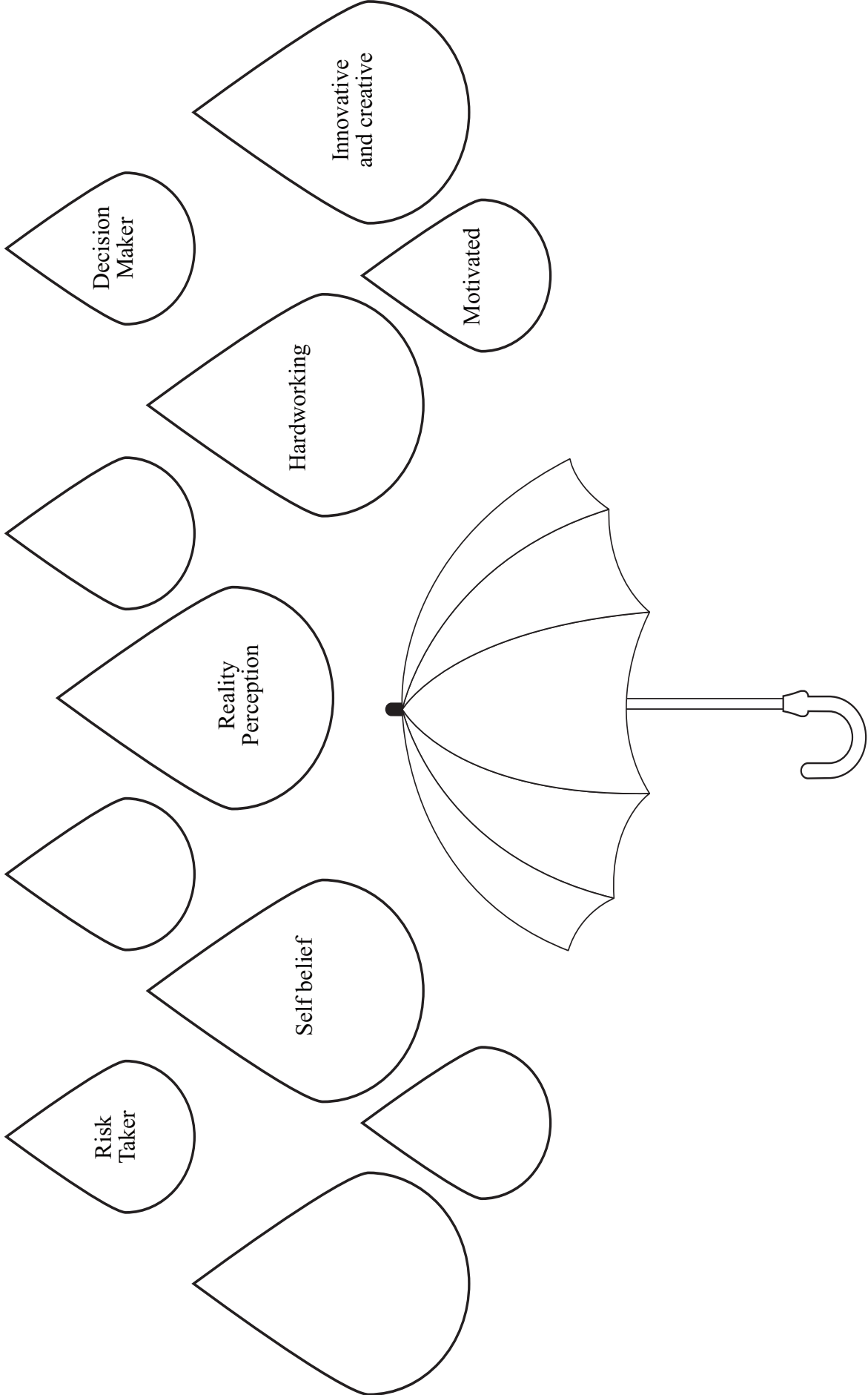
Geography

- Pollution
- Core Regions
- Earthquakes
- Weathering

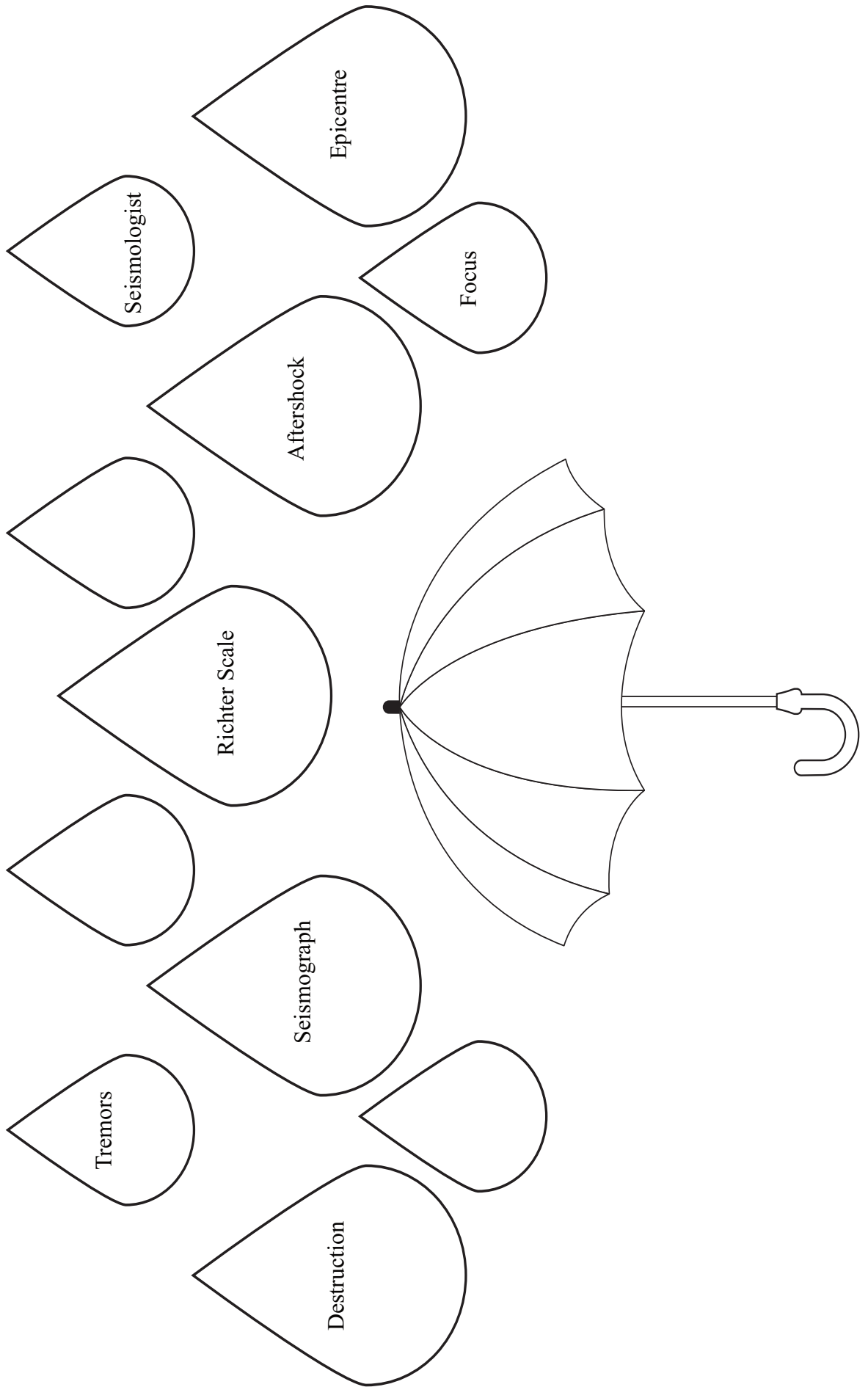
Science

- Human hormones
- Using the microscope
- Learning light
- Human defence system

Characteristics of an Entrepreneur



Earthquakes



Cross Classification Chart

Criteria Topic					

When condensing and organising comparative data according to various criteria, this chart helps. The data is gathered together in a coherent form. The chart provides a structure in which to build the information.

It can be used to summarise information in an easy to remember way and has a wide variety of applications in language, science, technology, social and business subjects.

Students build up the information. Criteria are provided by the teacher and placed across the top of the chart. Students may be encouraged to contribute relevant criteria themselves.

This organiser provides an excellent revision tool and a framework for study.

Suggestions from teachers

Gaeilge

- Comparáid a dhéanamh idir na dánta atá á ndéanamh don T.S. faoi cheannteidil éagsúla.
- Comparáid ar bith

History/RE

- Stages in development of modern Ireland
- World Religions

Home Economics/ Mathematics

- Food additives
- Cooking methods
- Milk
- Line, circle, trigonometry, transformations
- Cone, cylinder, hemisphere, sphere

Art/English

- Early Irish Artifacts
- Paintings
- Art in various ages
- Poets/poems
- Themes/concepts

Geography

- Regions
- Growing crops
- Various climates

Business

- Business Ownership
- Production Methods
- Sources of Finance
- Methods of Communication
- Forms of Transport

Music

- Set Works for L. Cert
- Set and choice songs

Technical Subjects/ Science

- Woods: types of finishes
- Insulation locations
- Soil types and crop growth

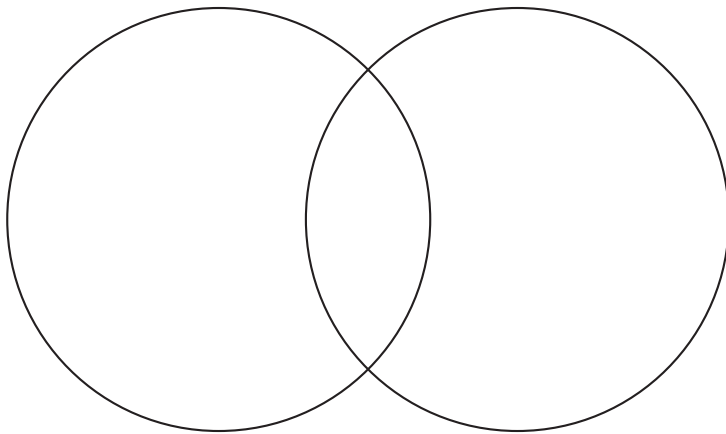
Manufactured Boards

Board	Criteria	Raw Material	Characteristics	Uses	Thickness
Plywood		Hardwood and softwood veneers.	Grain visible. Available in large sheets. Strong	External plywood available for Boats and flat roofs. Furniture, walls and ceilings. Thin plywood needs to be framed.	3mm to 25mm
Strip-core board		Strips of wood and veneers	Grain visible. Available in large sheets. Strong. Does not warp or split.	Furniture panels, doors. Framing not necessary	12mm to 25mm
Chipboard		Wood chips and sawdust	No grain unless veneered. Available in large sheets. Easy to decorate.	Furniture manufacture, wall panels, edges require covering. Framing not necessary	9mm to 25mm
Hardboard		Wood chips which have been reduced to a pulp	No grain unless veneered. Does not split. Available in large sheets. Hard, Durable, Tough. Can be painted	Furniture backs, drawer bottoms, partitions and ceilings. Framing necessary	3mm to 9m
Veneers		Thin sheets of wood	Distinct wood grain. Very thin. Weak until bonded to a base	Ornamental surfaces for artificial boards or solid wood. Marquetry	1mm

Early Irish Metalwork Artifacts

Era	Criteria	Shape	Function	Nature of Decoration	Methods of Decoration	Materials Used
Bronze Age 2000 -500BC	Sun Disc	Decorative badge or button	Abstract Geometric	Incision Repousse	Mostly flattened gold	
Iron Age 500BC – 500AD	Petrie Crown	Decorative horse trapping	Semi Abstract Organic Based on plant imagery	Incision and Repousse	Bronze	
Early Christian 500AD – C7th	Tara Brooch	Pseudo pennicular Brooch	Celtic fret work Gold filigree Enamelling	Incision Repousse Gold filigree Enamelling Soldering Gold	Silver Enamelling	
Late Christian C7th – C12th	St Patrick's Bell Shrine	House St Patrick's Bell	Celtic fret work Gold filigree Enamelling	Incision Engraving Repousse Gold filigree Enamelling Soldering	Gold Silver Enamelling	

Double Venn Diagram



The double Venn is a simple and highly effective model for examining the similarities and differences between two items. Students work in small groups to compare and contrast. One student records the agreed information in the organiser on behalf of the group.

Students of all abilities and learning styles can work together and contribute according to their interest, learning style and ability. No student is held back and the class does not move too fast for any student.

Students are actively involved in the learning. They learn to agree, disagree, listen, explain and help each other. They orally process the learning. These soft skills need to be encouraged and actively taught in the classroom.

Suggestions from teachers

English

- Two poems
- Relationships in texts
- Essay planning
- Tabloids/Broadsheets
- Capulets/Montagues

Gaeilge

- Comparáid idir dhánta/scéalta./charachtéir
- Comparáid idir téamaí e.g. An saol mar atá is mar a bhí
- *Faoiseamh a Gheobhadsa* Comparáid idir saol na tuaithe agus saol na cathrach
- Accusative/Dative case

Religion/Mathematics

- Two religions e.g. Judaism and Christianity
- Decimals (percentages)
- Fractions

Home Economics

- Comparing ovens
- Mould reproduction
- Accommodation
- Nuclear/extended family
- Commercial/Homemade food

Music/Art

- Baroque music vs. art (Hallelujah vs. St George and the Dragon)
- Set vs. Choice songs
- Musical eras
- Romanesque/Gothic

Technical Subjects

- Metals and alloys
- Ferrous/Non-ferrous metals
- Hard/Soft woods

History/Geography

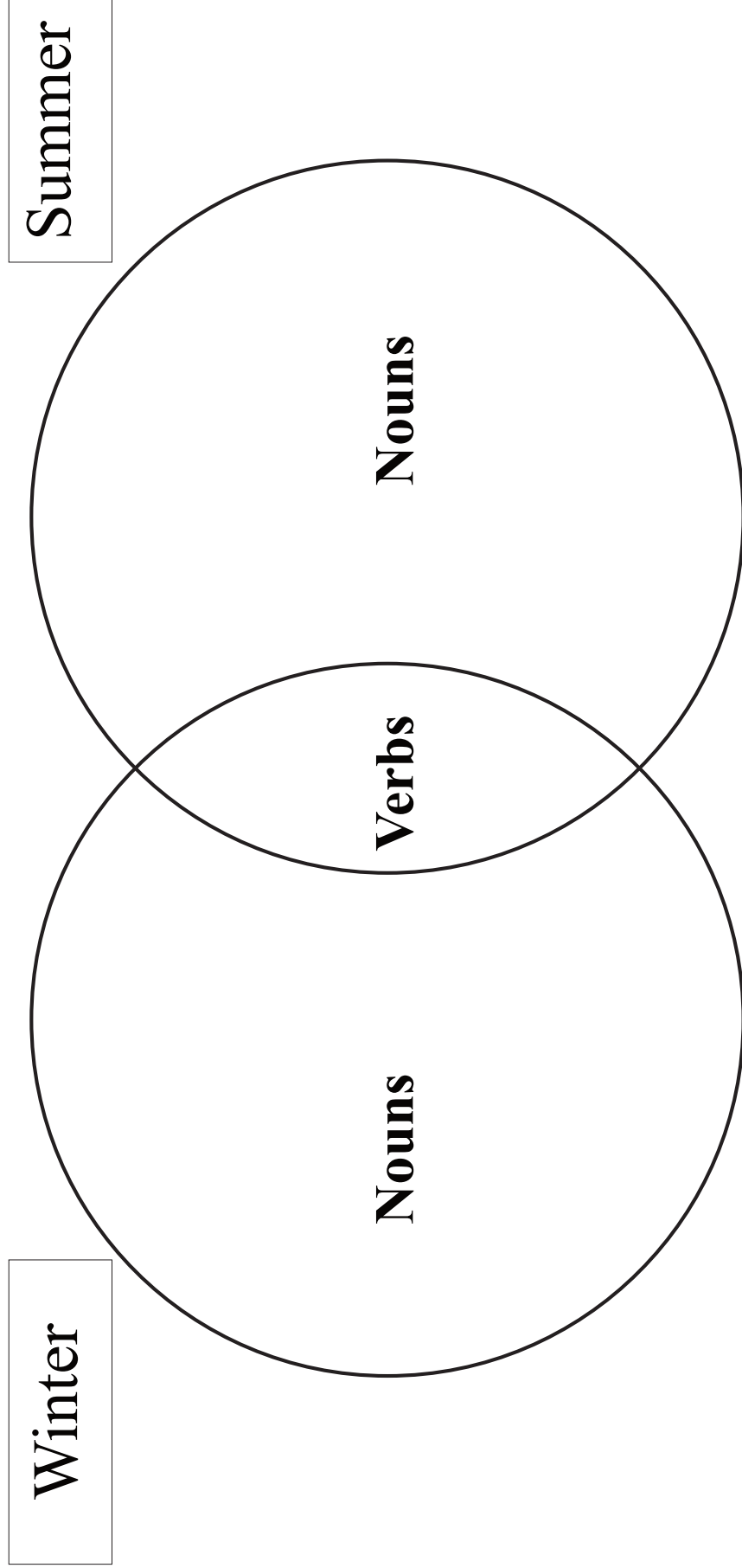
- Luther and Calvin
- Munster and Leinster Plantations
- Italian renaissance artists
- War of Independence/Civil War
- Mesolithic/Neolithic ages
- Photograph/OS Map

Science

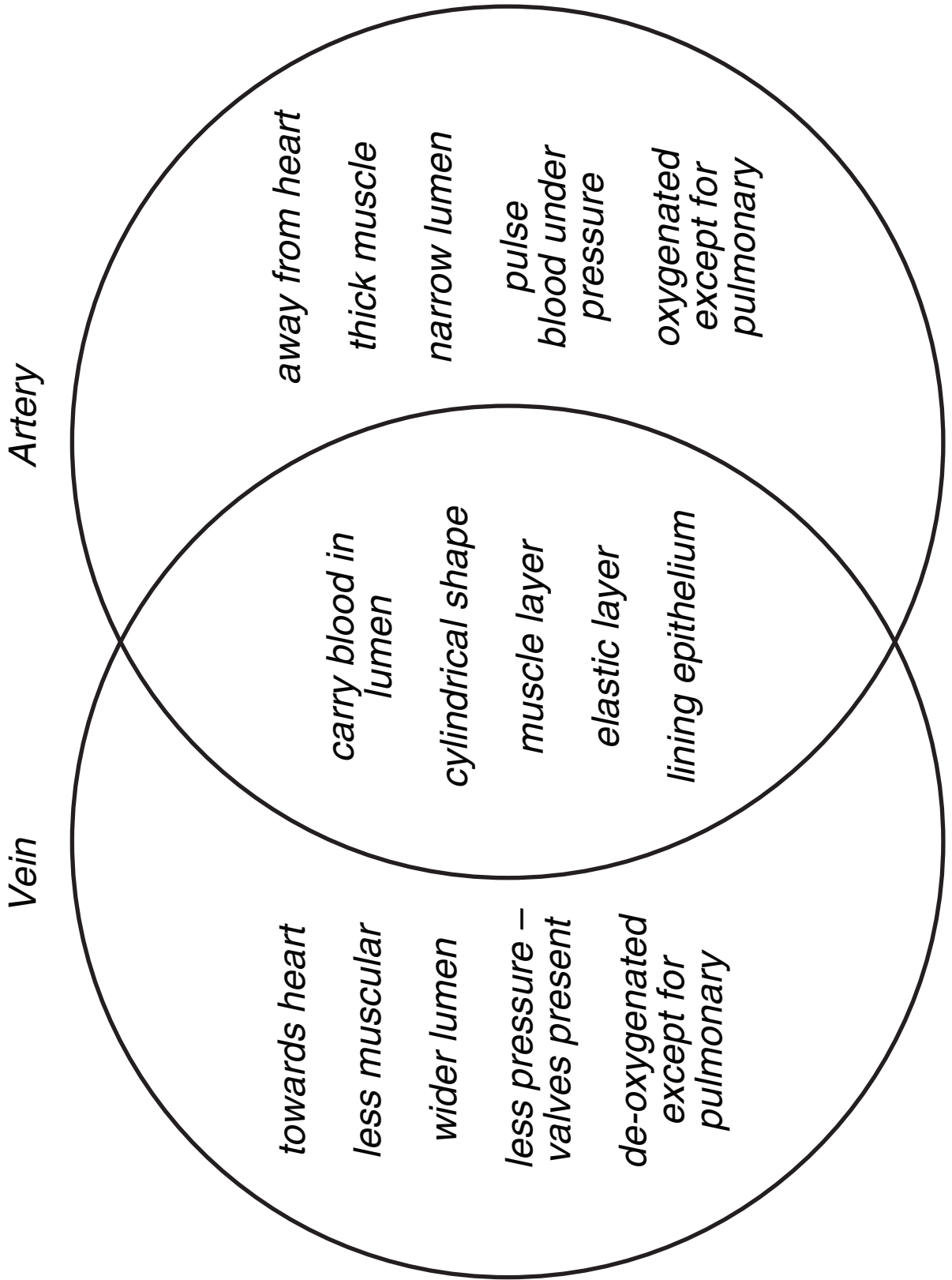
- RNA v DNA
- O₂ v CO₂
- Photosynthesis v respiration
- Plant cell v animal cell
- Male v female endocrine system
- Mitosis v meiosis
- Endocrine v nervous control
- Circulatory/Lymphatic system

Preparing an essay on holidays

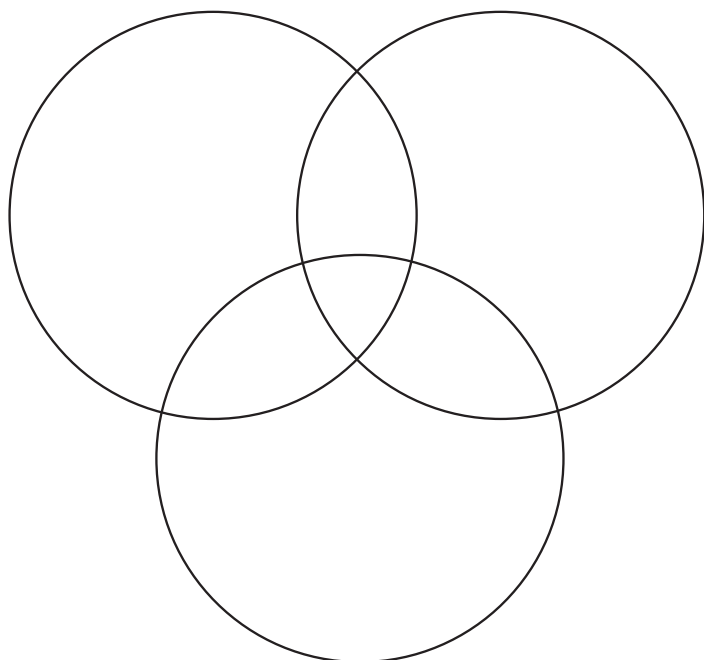
verbs are common to both holidays—nouns are different for each



Vein and Artery



Triple Venn Diagram



This is a very powerful tool for answering higher level questions that require three items (books, texts, characters, regions, phenomena) to be compared and contrasted.

Exam questions prepared in class as a group can be attempted alone for homework.

The purpose of the team is to build stronger individuals — “What we can do together today we can do alone tomorrow”.

Formative assessment is facilitated as students can clearly see how much they know about a topic by the time they have finished the work. It may be used to develop the ability - ‘attack skills’ - to tackle questions that students find challenging.

Suggestions from teachers

English

- The comparative question (comparing three texts) for higher level Leaving Certificate
- Main concerns of a body of a poet’s work (Higher Level)

Religion/Maths

- Main religions
- Forms of Christianity
- Volume of cone, cylinder, sphere

Home Economics

- Food types
- Effects of alcohol abuse
- Compare dairy, meat and vegetable
- Compare protein, fats, carbohydrates
- Special diets
- Effects of unemployment on family, society, individual

Technical Subjects

- Technical drawing - types of projections / views
- Joining different materials
- Types of energy
- Wood, plastic, metal

History

- Three leaders e.g. Hitler, Stalin & Mussolini

Art/Music

- Colour Mixing
- Comparing songs in general study

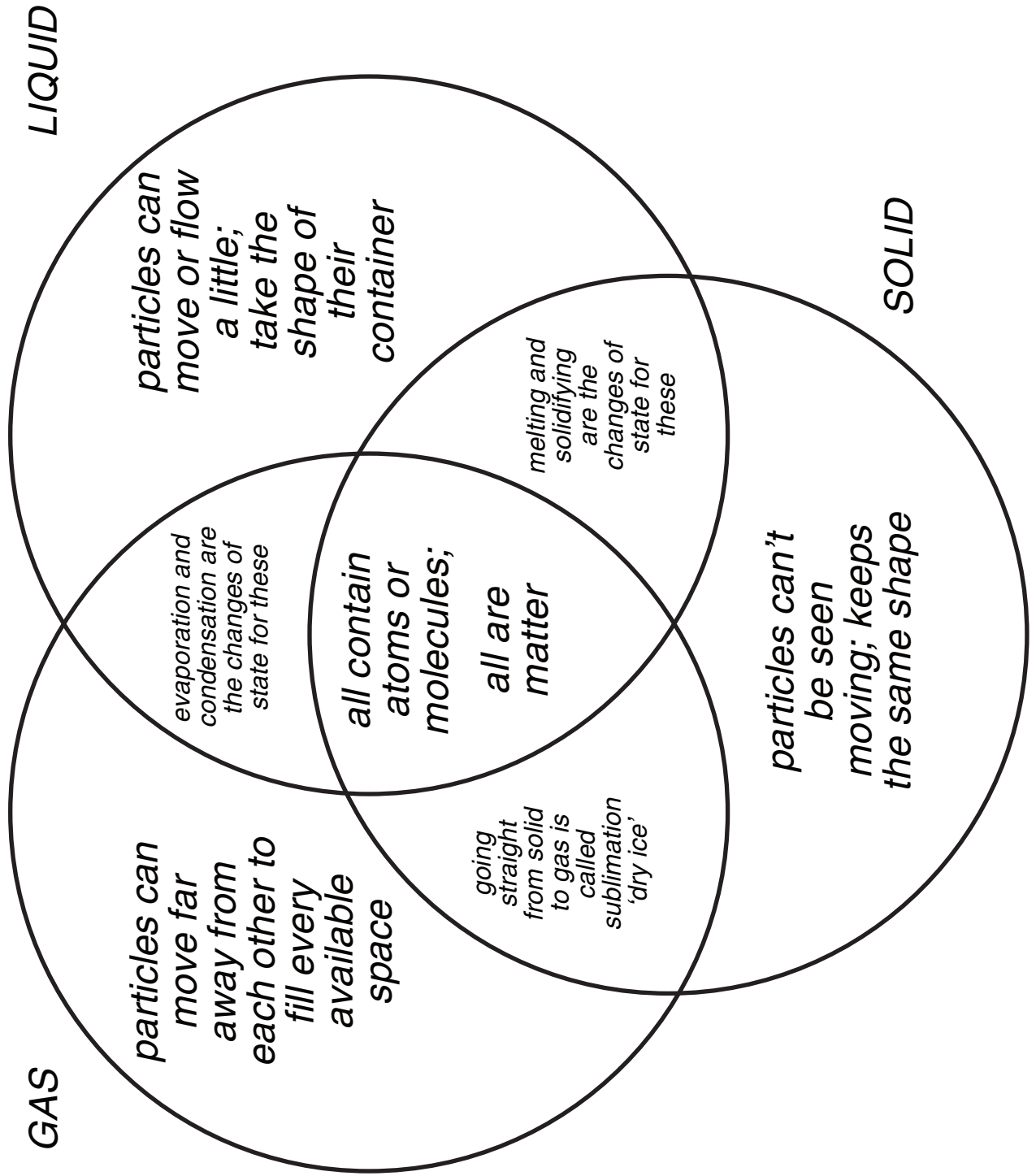
Science

- Organs of excretion
- 1st year science pre-learning
- Compare protons, electrons, neutrons
- Conduction, convection and radiation
- Water in physics, chemistry, biology

Gaeilge/Modern Language

- Comparáid idir scéalta/danta/ carachtair.
- Past, present, future tense

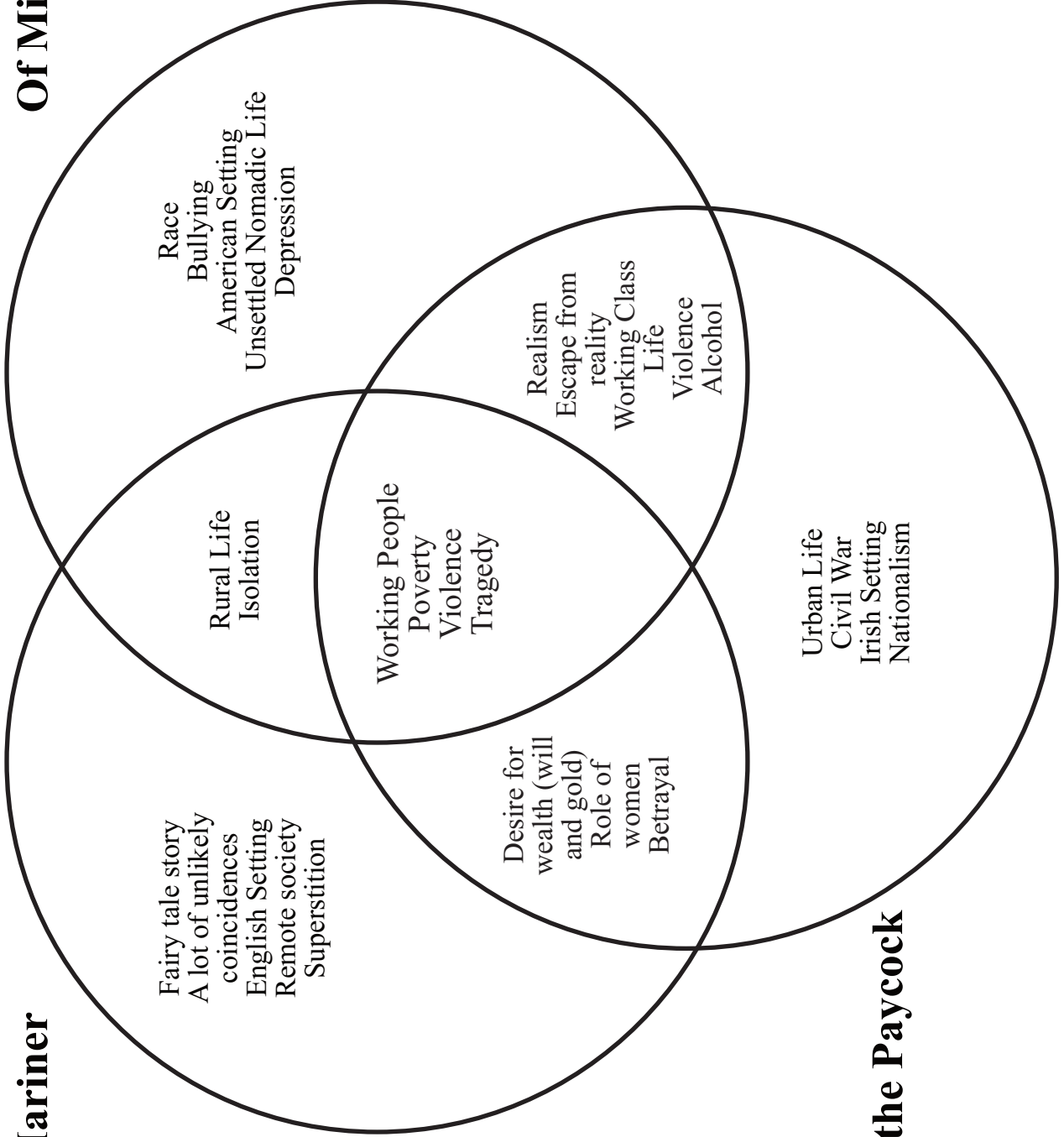
Solids, Liquids, Gases



Comparative Question

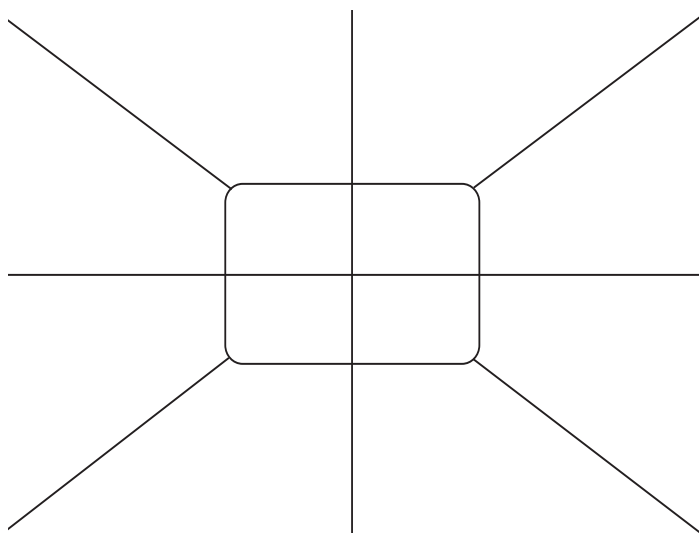
Silas Mariner

Of Mice and Men



Juno and the Paycock

Four Corner Organiser



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When characteristics of four related concepts/topics/people are being explored, the four are placed in the centre of the organiser and two criteria are placed on the outside.

Examples of criteria are route and accomplishments of explorers, rights and responsibilities of stakeholders, formulae for and examples of how to solve equations, sources and uses of vitamins, examples and evidence for physics laws, characteristics and actions of characters.

This is a very powerful tool when used by small groups to actively construct and organise knowledge. It promotes higher level thinking.

Suggestions from teachers

Maths

- Factorising
- Differentiation by rule
- Coordinate geometry of the line
- Area and Volume
- Numbers
- Number sets

Science

- Trends in the periodic table
- Genetics
- History of the atom
- Food tests
- Le Chatelier's principle
- Separation techniques
- Four physics laws — examples and evidence
- Blood composition

Home Economics

- Nutrients
- Food constituents
- Food types

Art

- Analysing a painting
- Art Movements

Geography

- Erosion/Deposition (2 corner organiser)

Music

- Periods - Composers - Works
- Irish Dances

Business

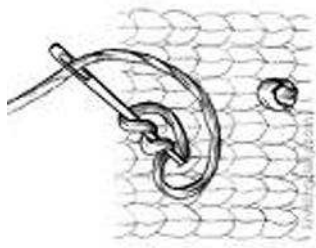
- Community Development Partners
- Stakeholders in Business
- Financial Institutions
- Marketing Mix
- Statistics Charts

Technical Subjects

- Production of steel from Iron Ore

Embroidery Stitches

Use
to form a border or
fill in an area i.e.
centre of a flower



French
Knots

Use
to form an
outline



Stem
Stitch

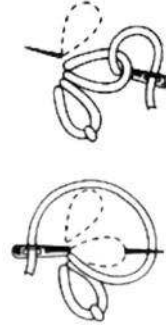
Satin
Stitch

Use
to
fill in
an area
outline

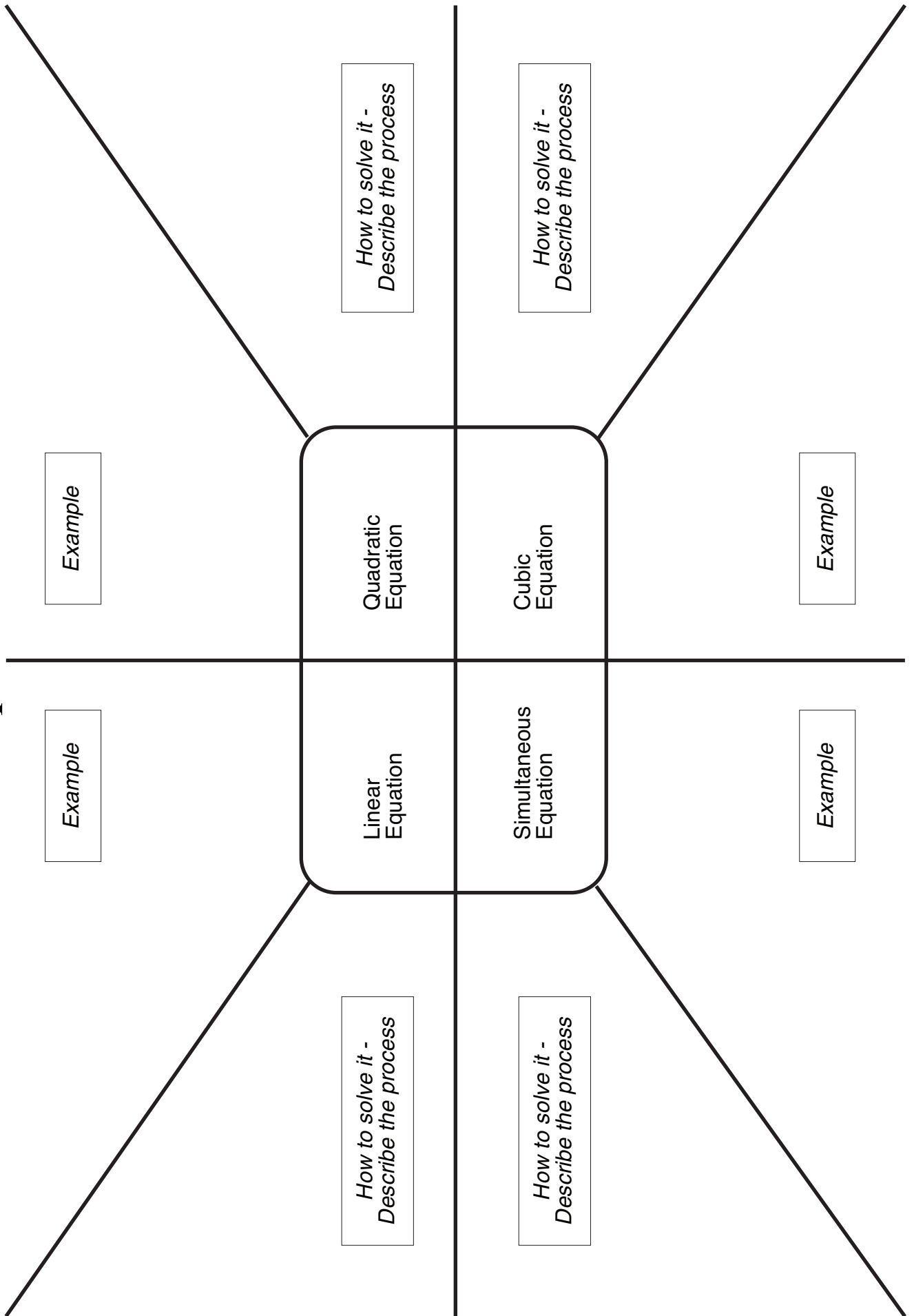


Lazy
Daisy

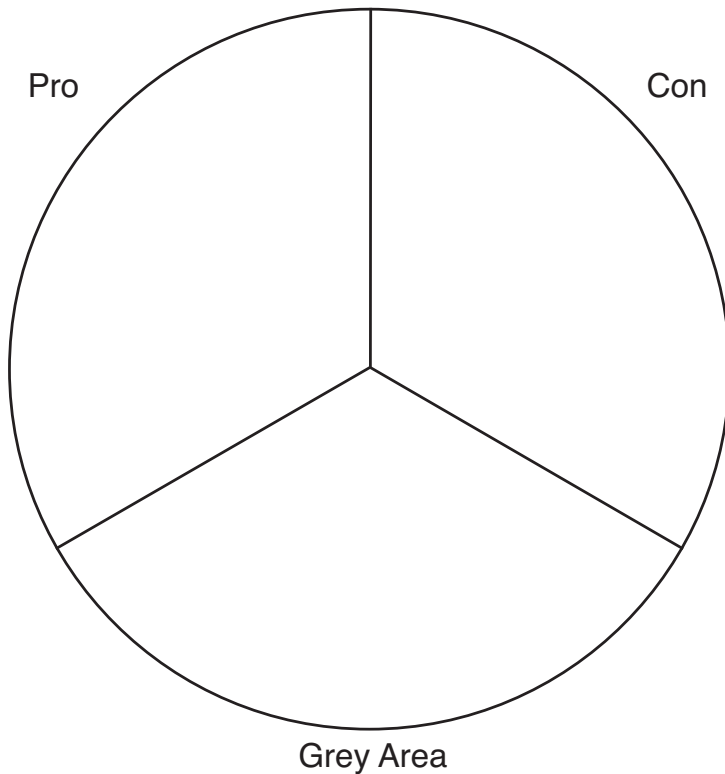
Use
for
hand-stitched
flowers



Equations



Tri Pie



This organiser is suitable for Leaving Certificate higher level questions/topics. It requires very high level thinking to hold two opposing viewpoints in one's mind at the same time. To hold two opposing viewpoints and consider areas of uncertainty requires particularly high levels of maturity in thinking.

Students sometimes tend to be black or white in their views and indeed often only see one point of view.

This model helps students expand their thinking to examine all aspects of a problem / issue. Students are required to place some information in each section.

Small groups are particularly effective in providing the breadth of viewpoints needed to give high quality answers in this context.

Suggestions from teachers

Gaeilge

- Díospóireacht a ullmhú.
- Tuairimí a bhailiú faoi théama/carachtar i scéal

English

- Debate style compositions
- Discuss a statement on a literary text/or a character
- Advantages/ disadvantages type questions

Science

- Should all cars run on biofuel?
- Should genetic engineering be banned?

Technical Subjects

- CNC Lathe Machine

Religion

- Moral Dilemmas

History

- Was the ratification of the Anglo-Irish Treaty the only cause of the Irish Civil War?

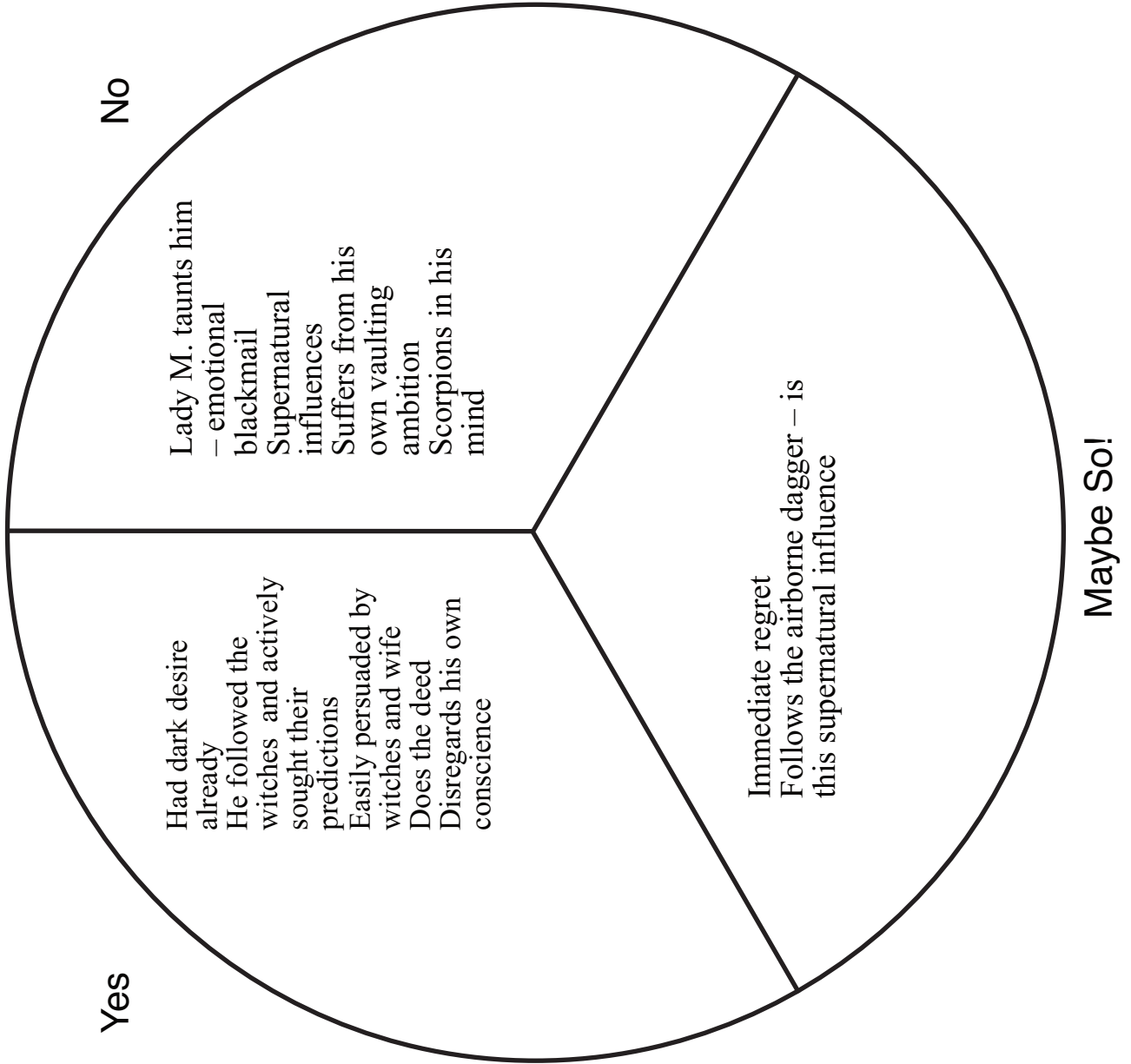
Business

- Social and Ethical responsibilities of a business

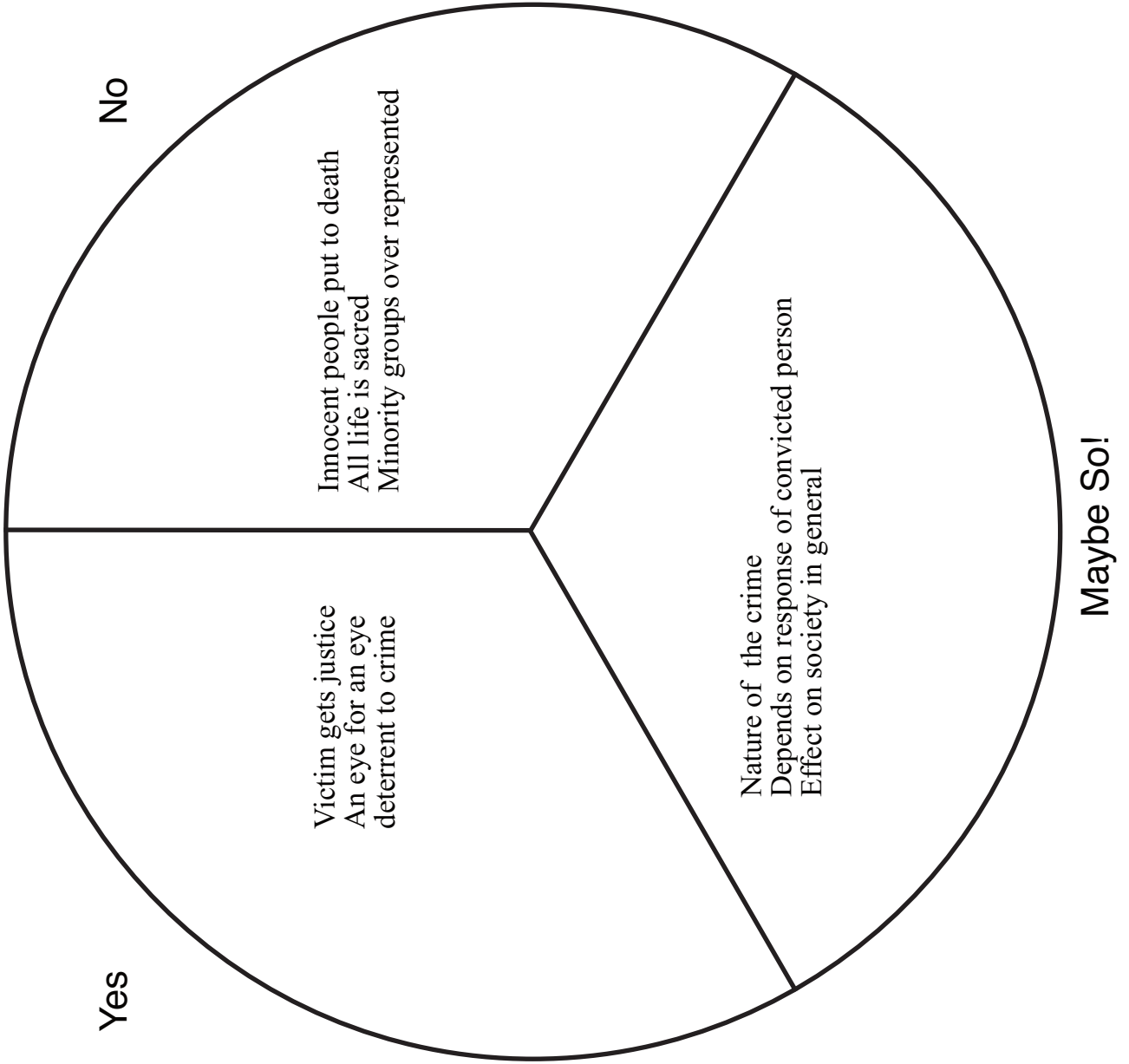
Geography

- Planning issues

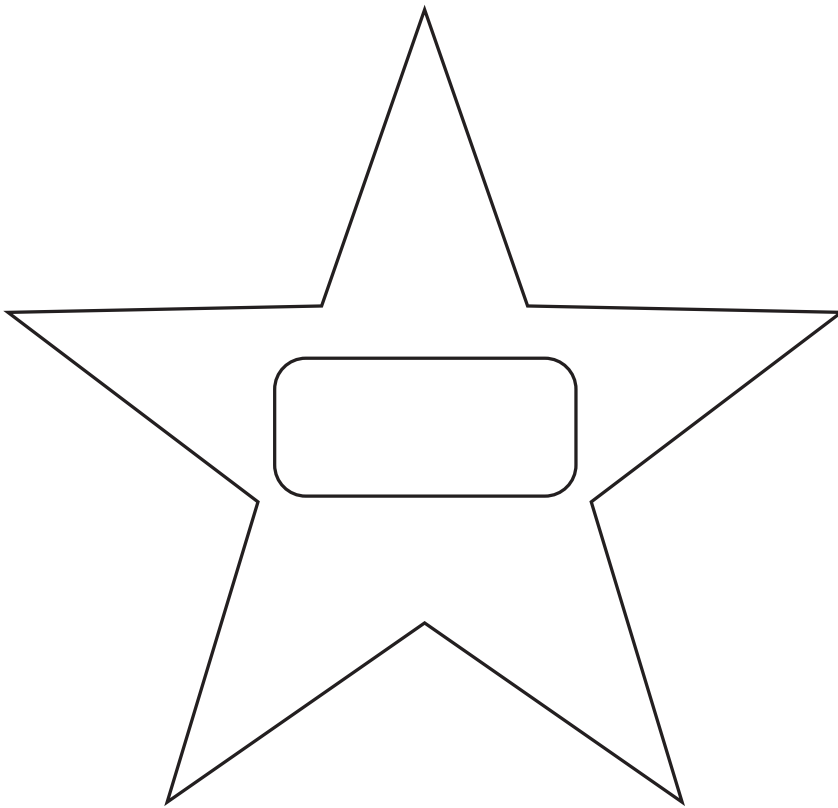
Is Macbeth responsible for Duncan's death?



Should the death penalty be imposed?



Starburst (*all points covered*)



Many examination questions require 5 points in the answer. This organiser helps the visual learner to remember the points more easily. Agreeing the points in a small group aids long term memory retention.

Note to teachers:-
Approximately 10 to 15% of students prefer to learn from lists of notes in text form and they can memorise text more easily.

Suggestions for use in some subjects

Gaeilge/Modern Language

- Céimeanna i scríobh litreach/nóta.
- Achoimre ar dhán e.g. téama, mothúcháin, íomhanna etc
- Learning vocabulary associated with a topic

Maths

- Order of operations
- Coordinate geometry of Line
- Solving equations (JC, OL)

Business

- Principles of insurance
- Forming a company
- TQM
- Marketing Mix
- Elements of Business Letter
- Sale of Goods and Supply of Services Act 1980
- Budgeting
- Sole trader

Science

- Particle physics
- Bacteria
- Periodic table
- Light
- Ag. Science—coniferous trees

Music

- Characteristics of Irish Music
- Sean Nós Singing
- Leaving Certificate set works

Home Economics

- Food types
- Cheese
- Energy requirements

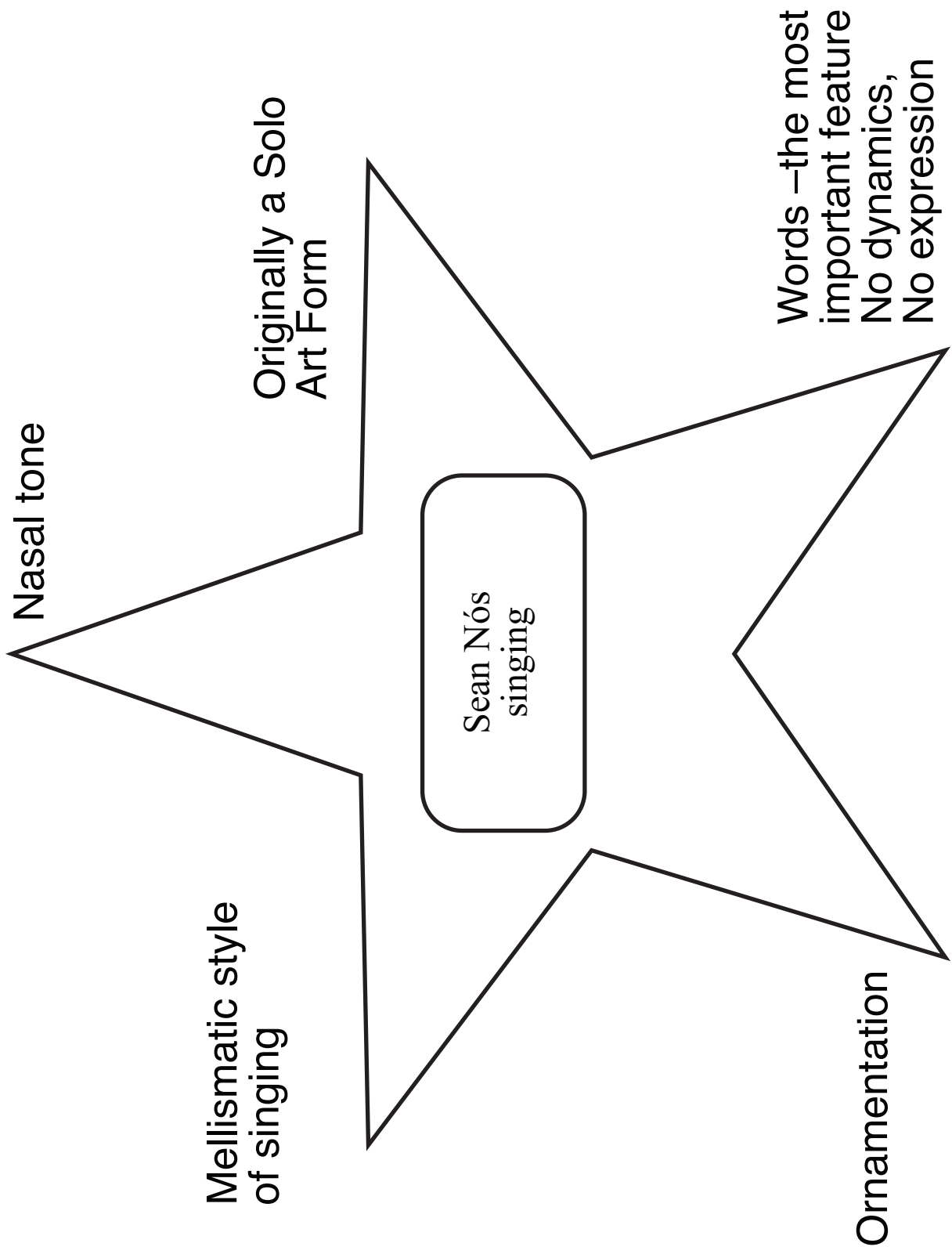
History

- Parnell and the Land League
- Any key person in history

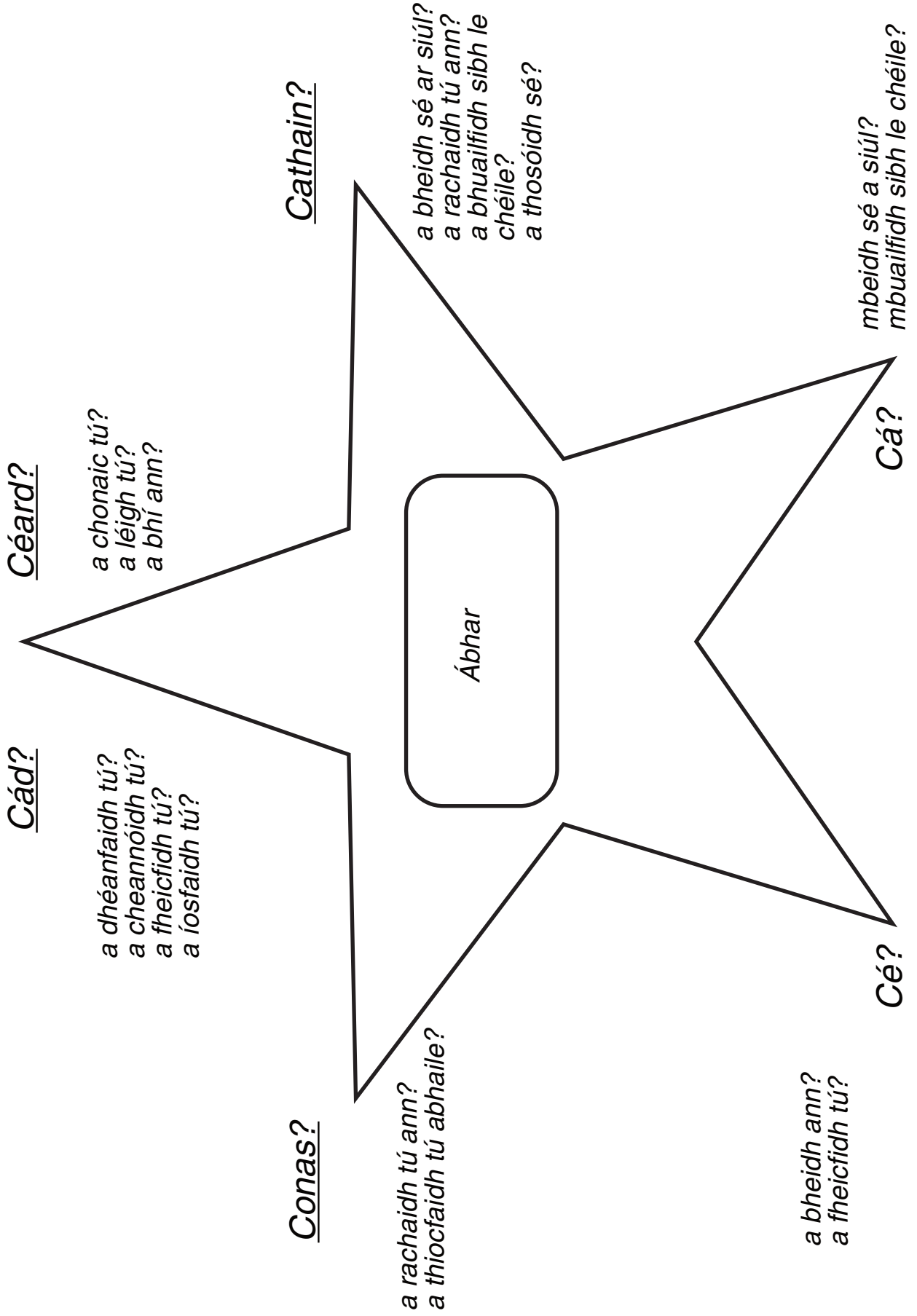
Art/English

- Impressionism
- Modern periods
- Aspects of a character
- Aspects of poems

Music Style



Nóta a Scríobh



Research Grid

Q1	Q2
Answer	Answer
Q3	Q4
Answer	Answer
Q5	Q6
Answer	Answer

This is a question and answer learning methodology. It is particularly suitable for independent learning in small groups. Questions are written by the teacher and students research the answers and write them in.

Students take responsibility for their own learning. They can consult within the group to reach the best answer to a particular question. They help each other to build high quality answers.

A wide variety of topics in many subject areas can be taught using this method.

One organiser is shared by a small group. Students can fill their own organiser for homework and keep it for study and revision.

Suggestions from teachers

Gaeilge

- Suibhé ranga a dhéanamh.
- Ceisteanna a thabhairt ar mhír scannáin/ alt léamhthuisceana

Modern Language

- Se Présenter

English

- Analysing a poem
- Recapping a text

History

- Northern Ireland 1920-49
- Themes of the Holocaust

Science/Maths

- Functions of skeleton
- Plant reproduction
- Stages in solving LC HL problems

Home Economics

- Marriage

Business

- Marketing
- EU Institutions
- Legislation

Music

- Cadances
- Works/songs
- Key signatures
- Notation
- Irish music
- Aural skills

Character Analysis: - Write brief informative notes on the following

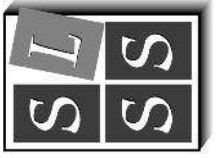
Describe the character's physical appearance	Describe the character's background	Describe the setting in which the character lives	The way the character behaves
The way the character speaks	Why I would/would not like to be the character	What motivates the character	What others say about the character
How others behave around the character	Important relationships for the character	The playwright's depiction of the character	The playwright's style of characterisation

Investigating a Third Level Course

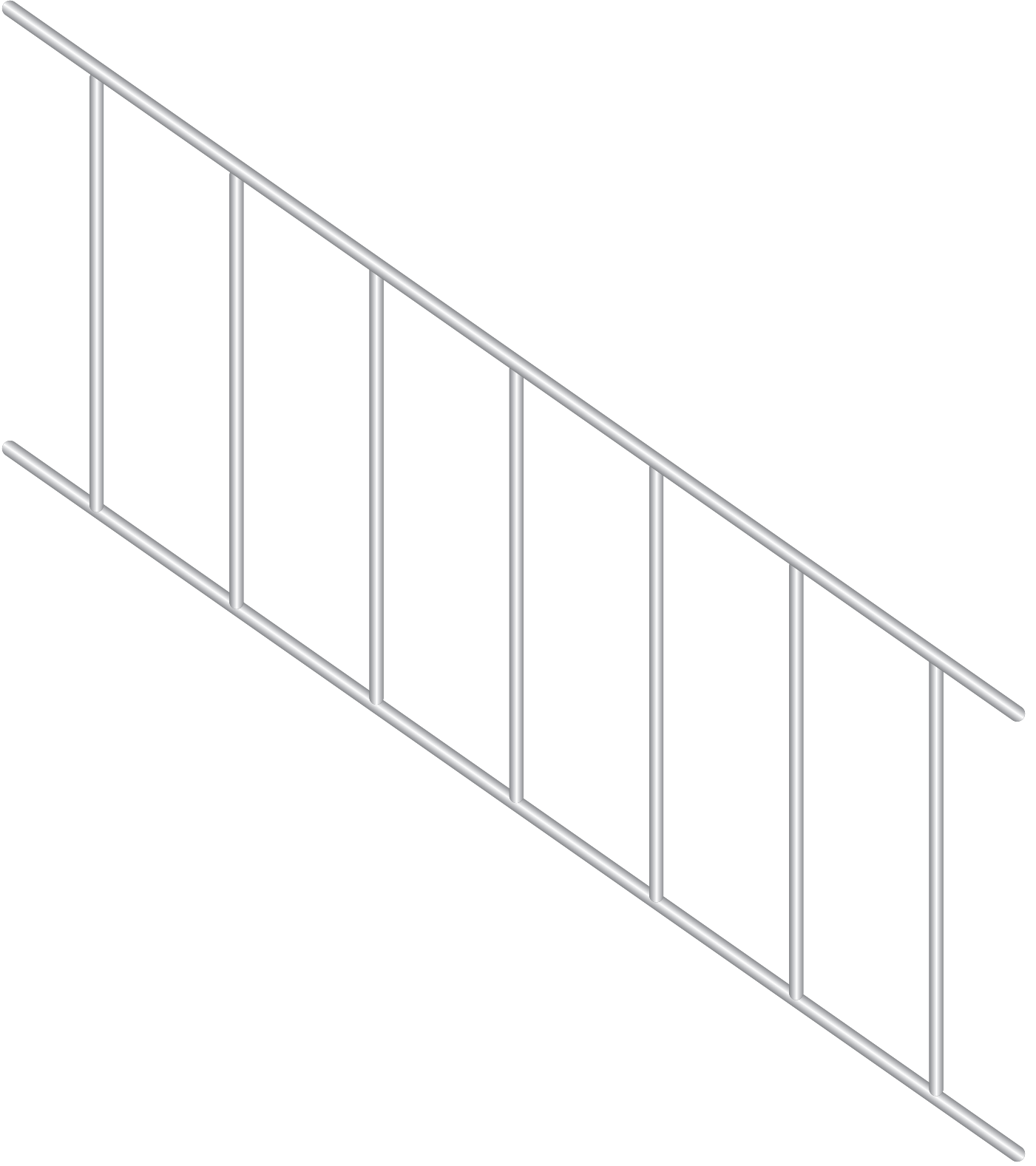
When can I apply? Answer	Closing Date? Answer
Entry Requirement? Answer	What subjects needed? Answer
What does course involve? Answer	What alternative courses? Answer

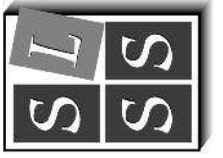
Section 2

Graphic Organisers for use in the classroom

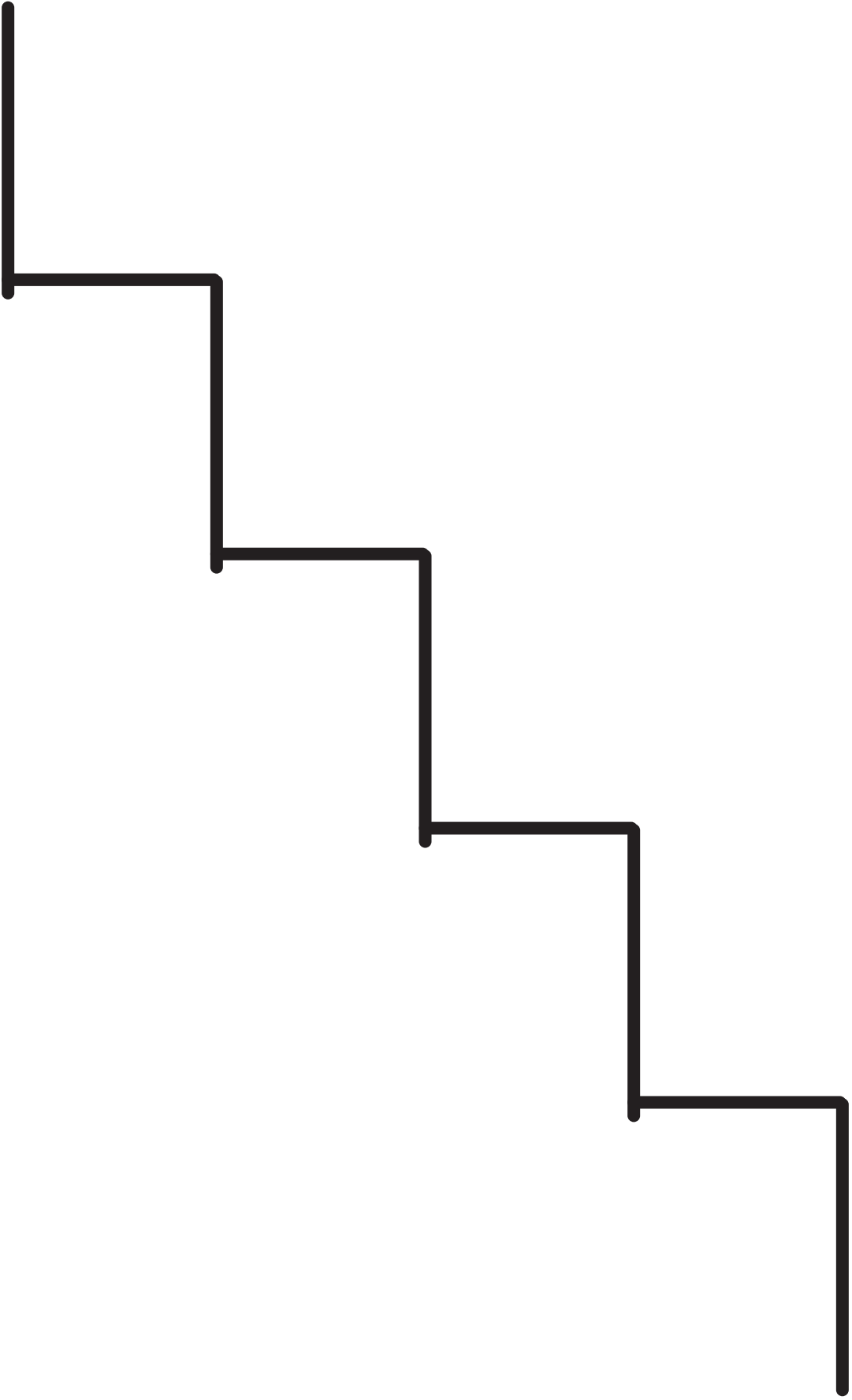


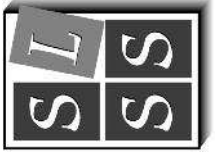
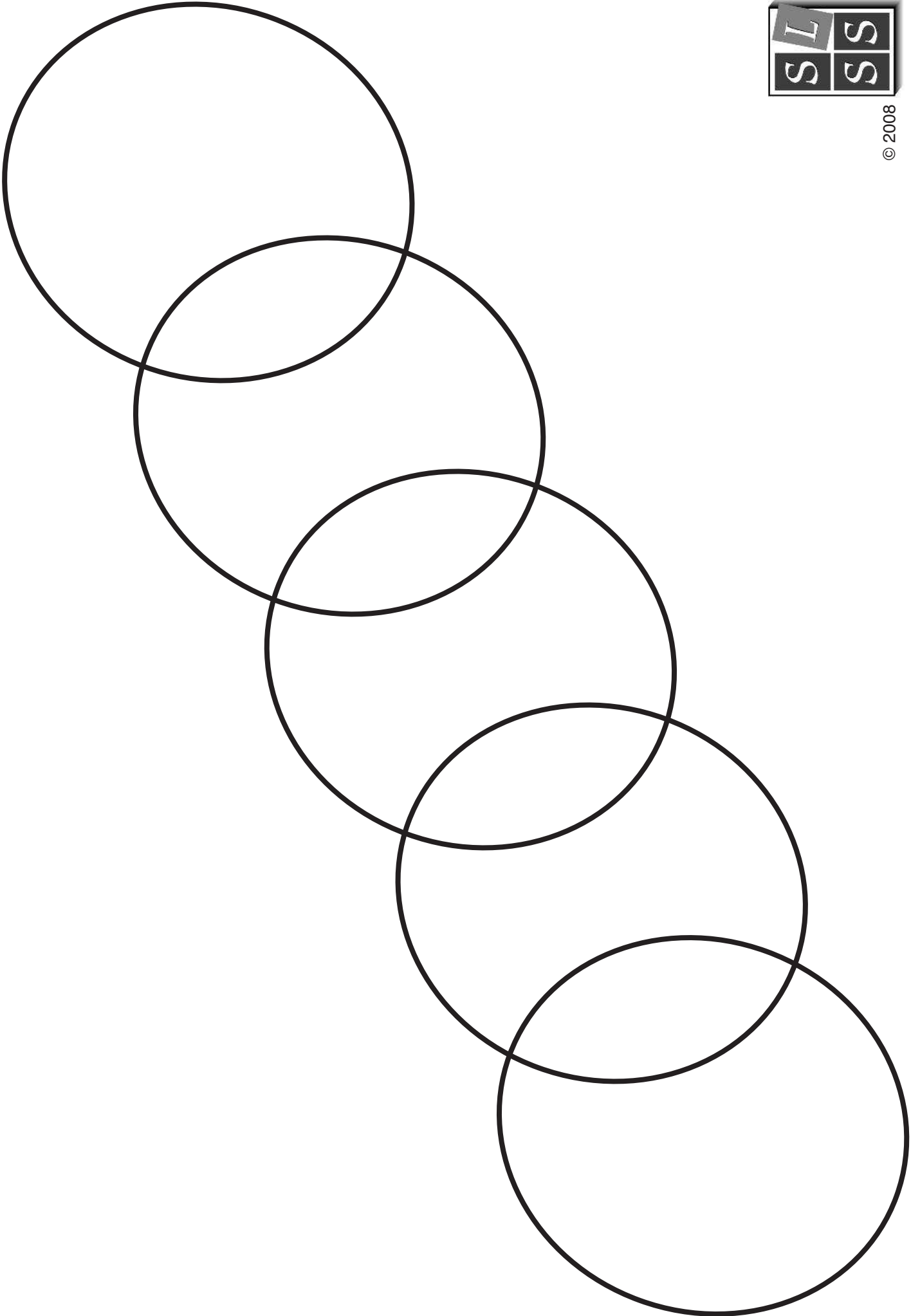
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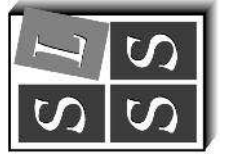
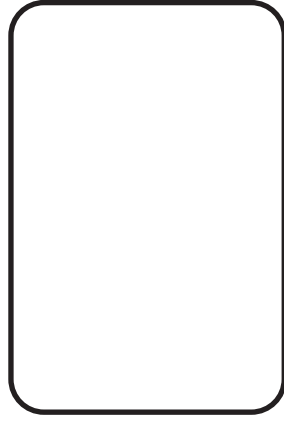
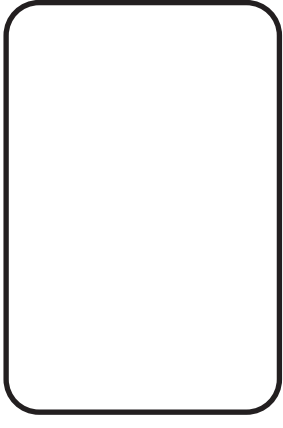
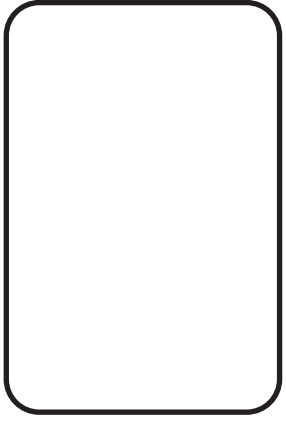


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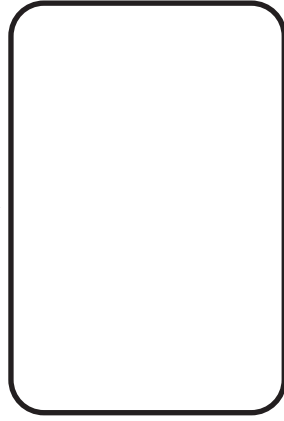
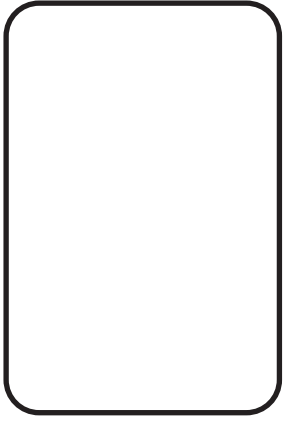
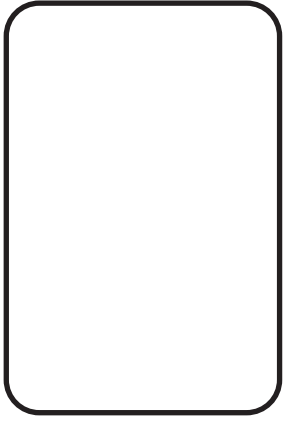
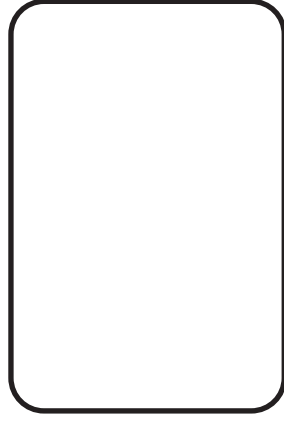
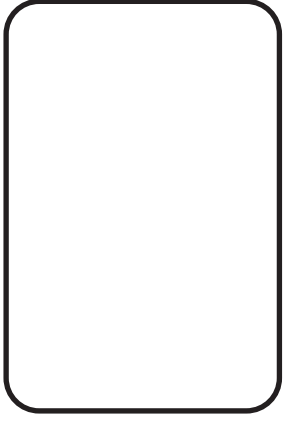
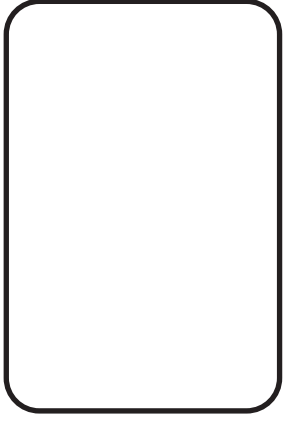


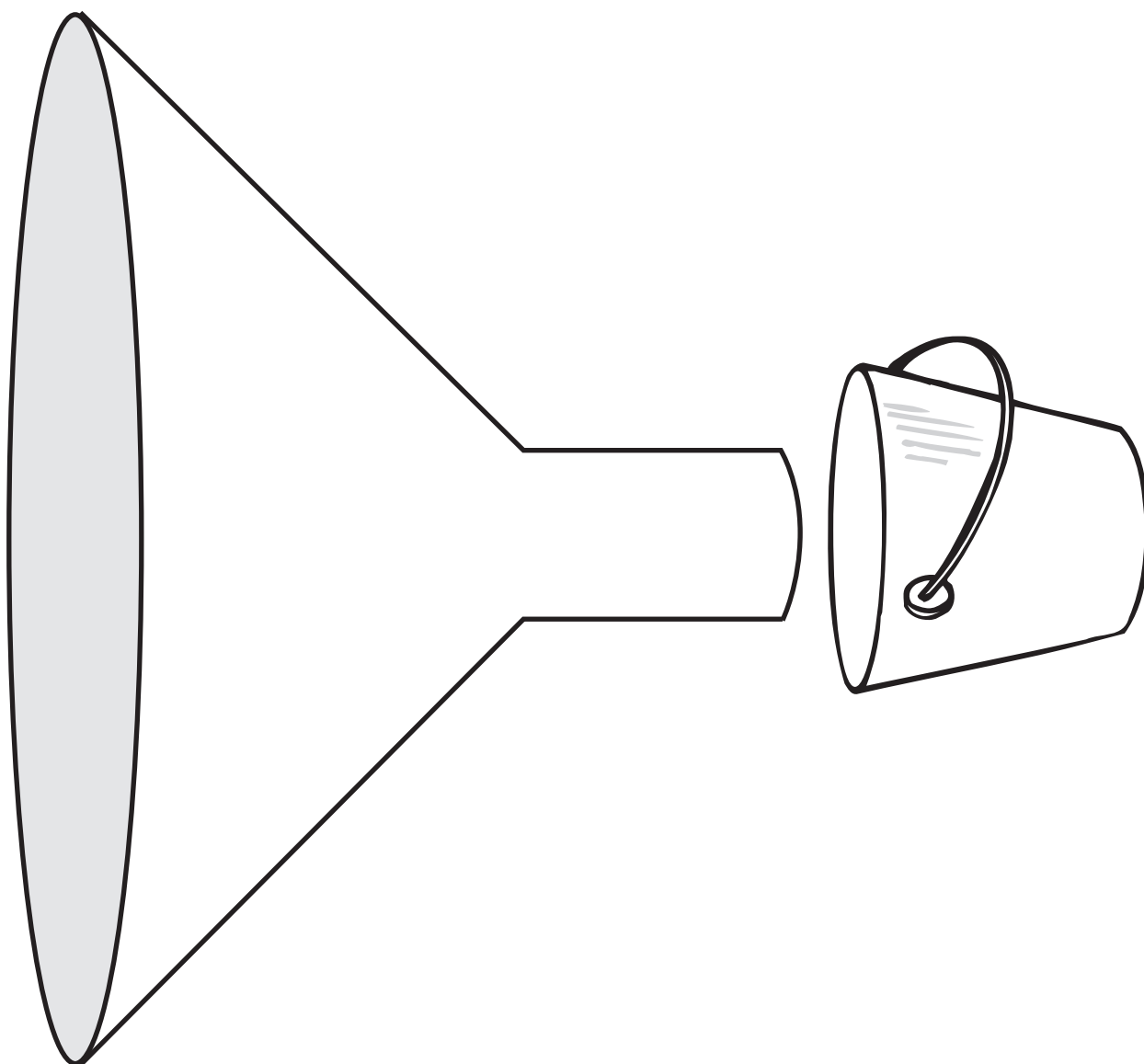
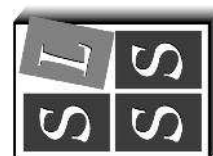


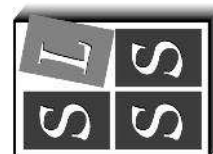
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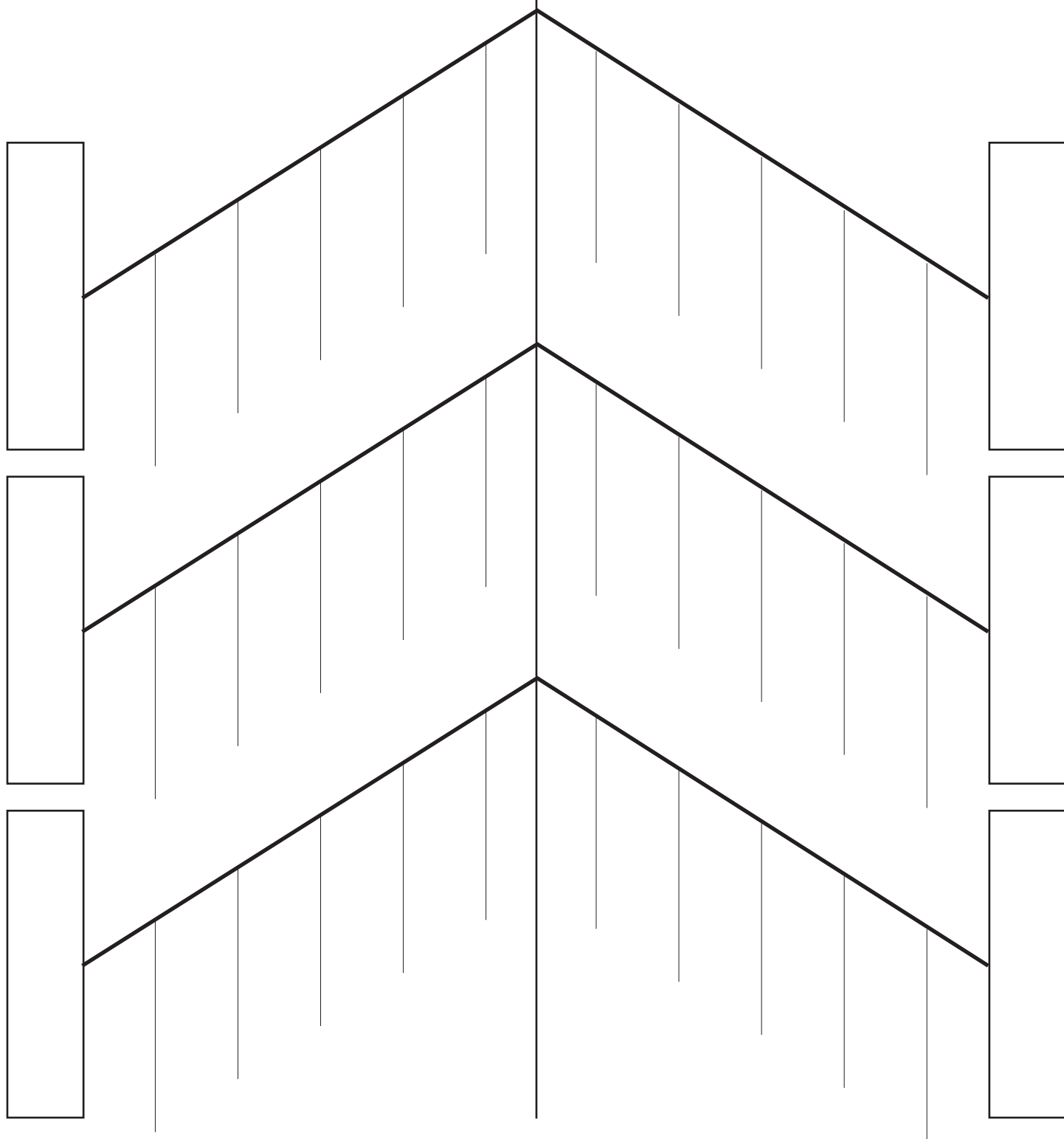
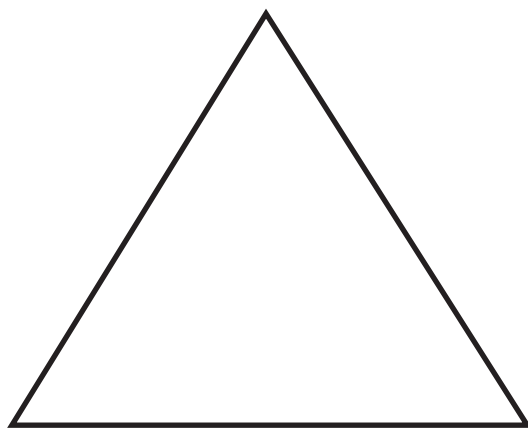
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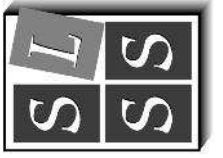
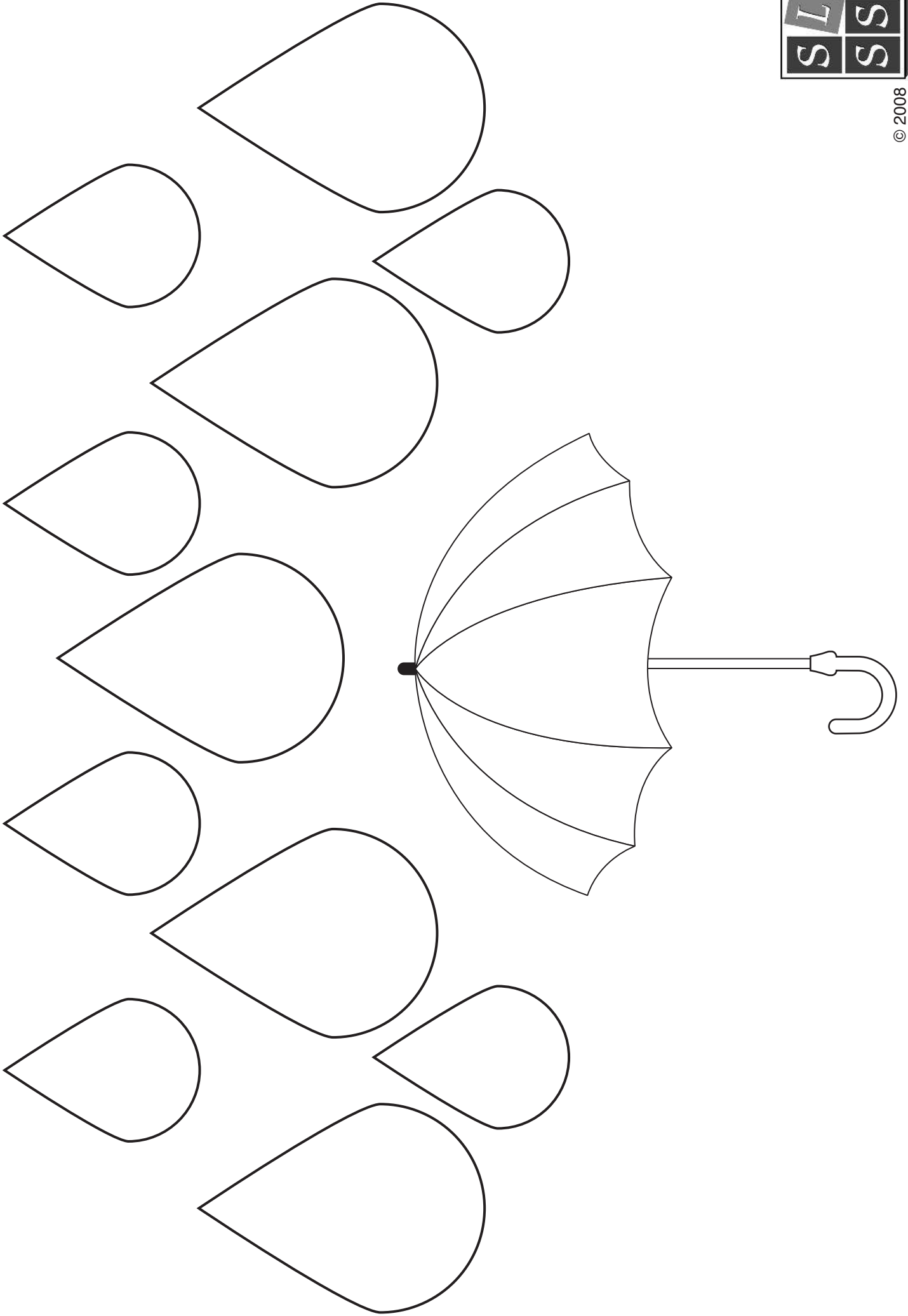


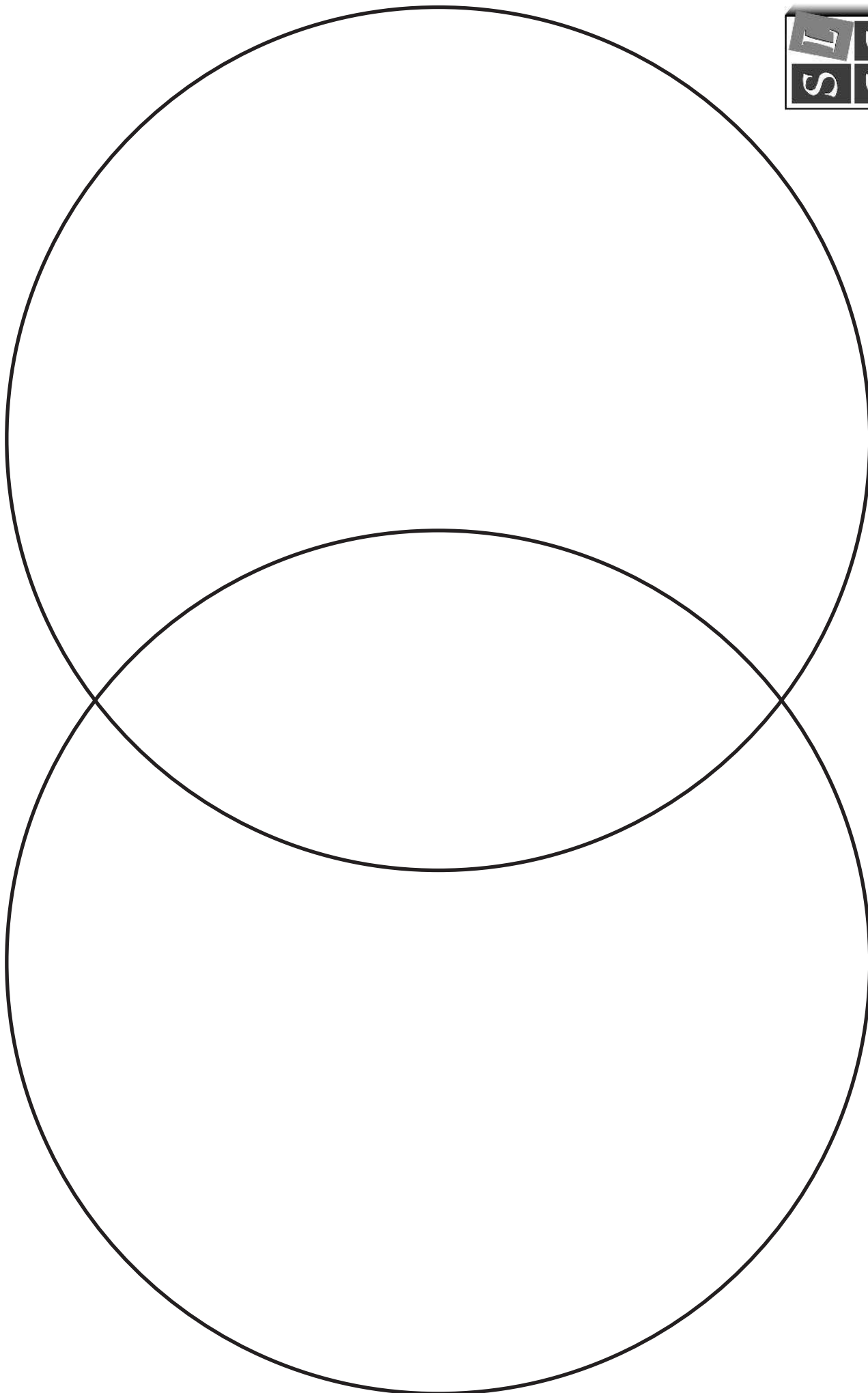
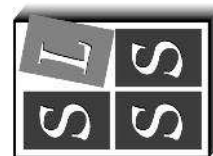


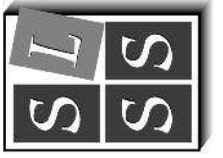


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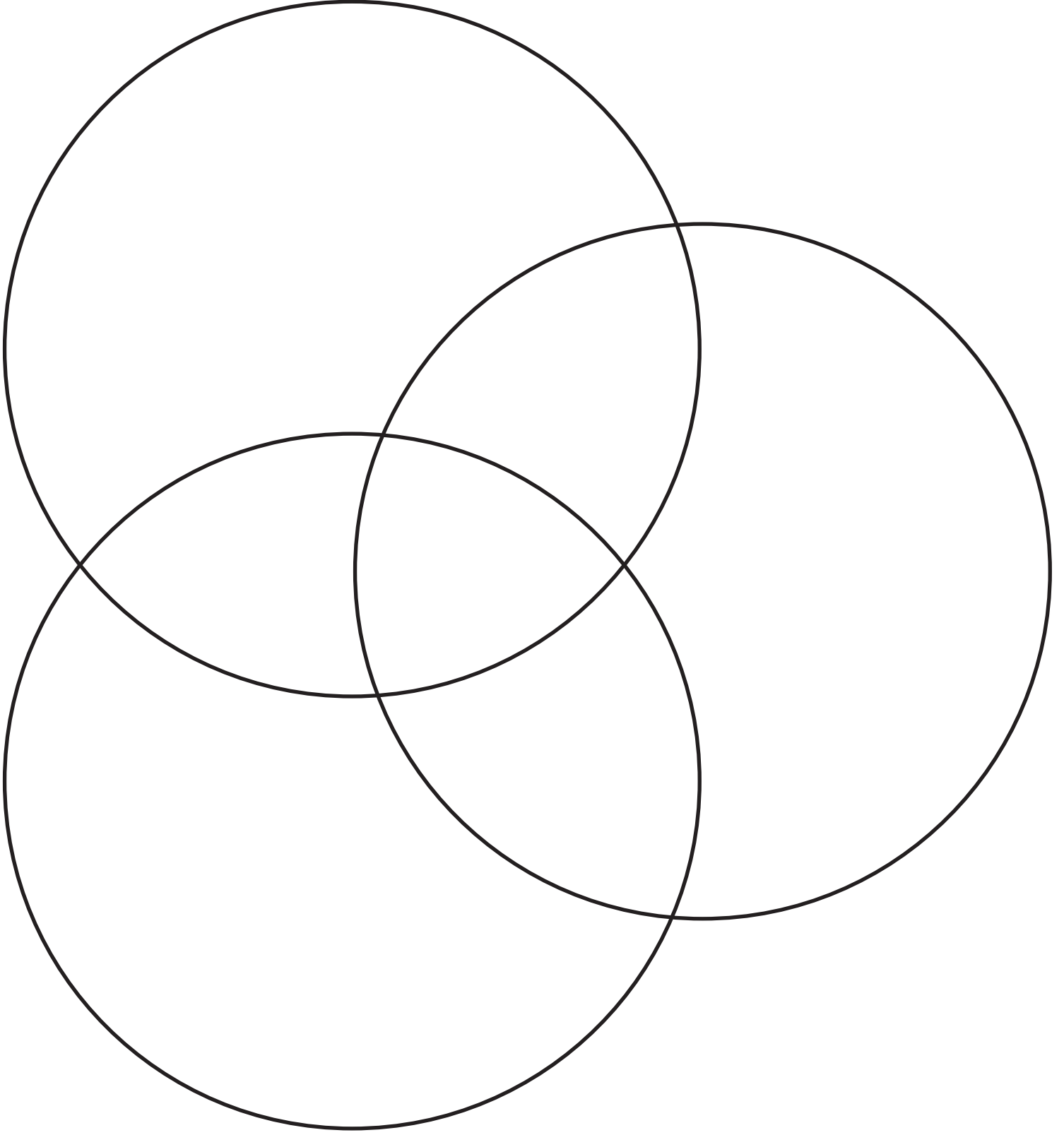


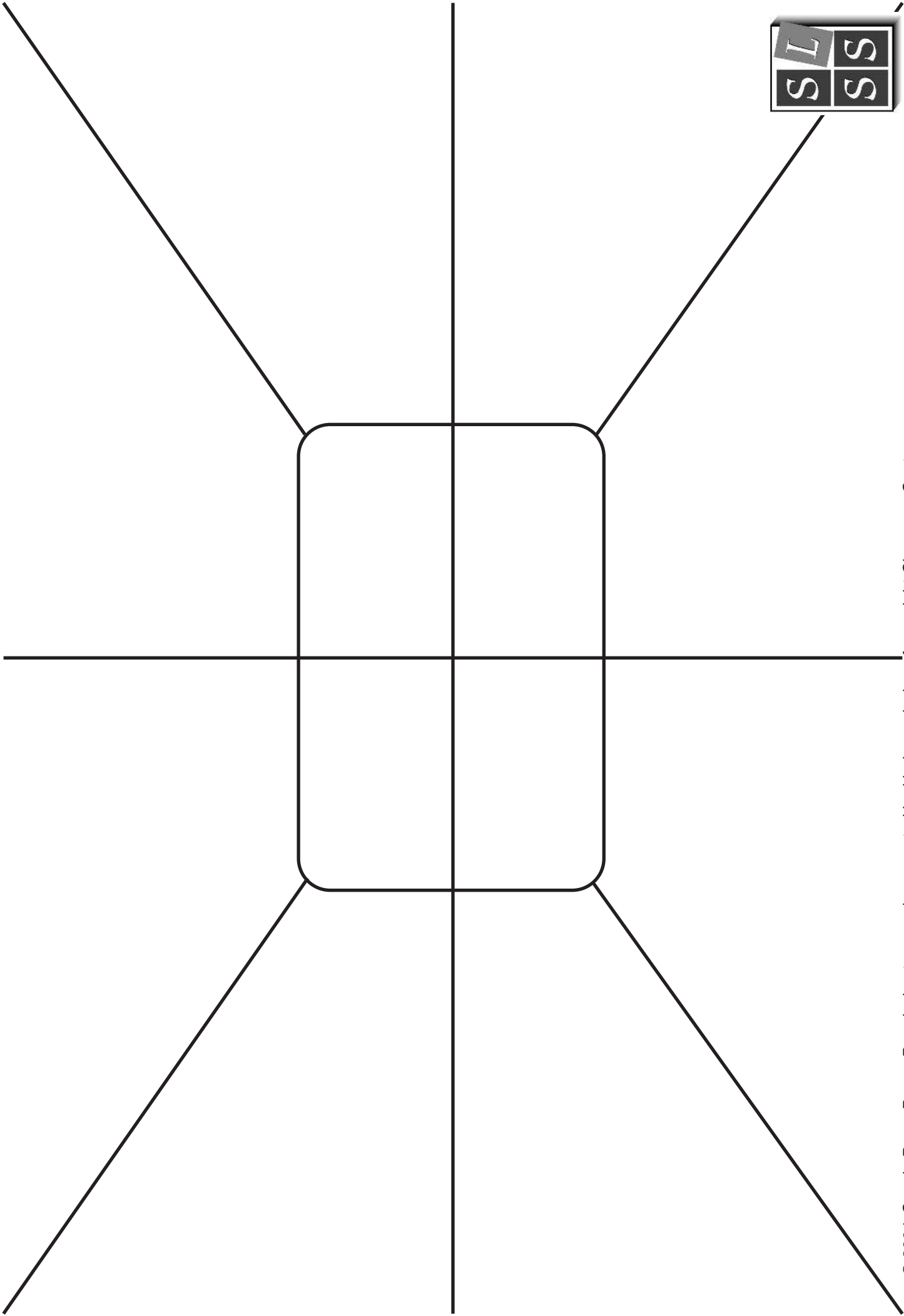
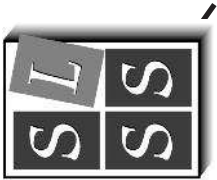






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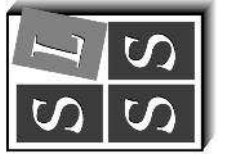




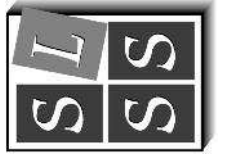
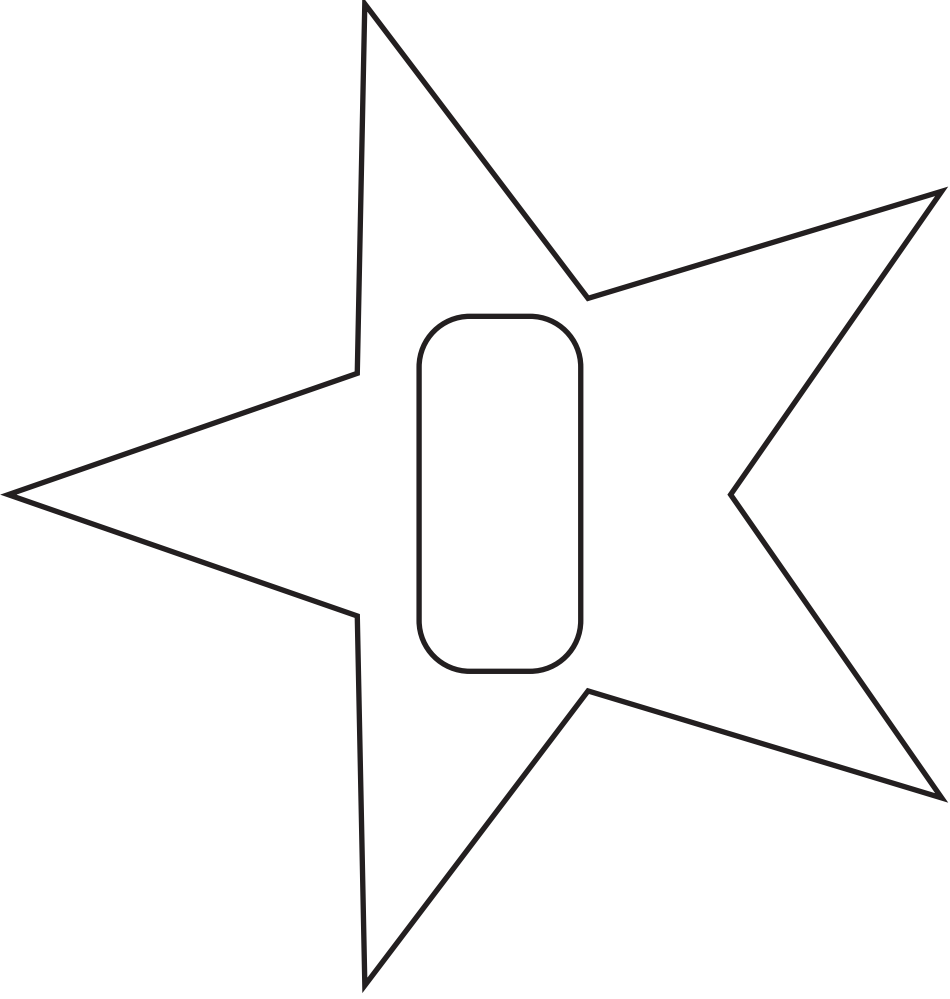
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Pro

Grey Area



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Q1	Q2
Answer	Answer
Q3	Q4
Answer	Answer
Q5	Q6
Answer	Answer

