

**BOX 4.1 • Advance Organizer for a Lesson on the Government of the United Kingdom**

Assume that Mr. Amaya's class from the Lesson on Democracy scenario has now completed their lesson on the democratic government of the United States. As a part of that unit, they eventually discussed the three branches of government—executive, legislative, and judicial. In the following advance organizer, these branches are mentioned as a bridge to the next unit on the government of the United Kingdom.

In our unit on the U.S. government we learned that there are three branches in the federal government: the executive, the legislative and the judicial. The primary function of the legislative branch, the Congress, is the passage of laws, whereas the major task of the judicial branch is the protection of citizens' rights under the national Constitution. In this next unit on the United Kingdom, we will learn that there are also these three branches: executive, legislative, and judicial, with similar functions.

(From West, Farmer, & Wolff, 1991, p. 116.)

be true not only for subject matter content but for the structure of the text as well. Many stories in Western culture, for example, share a common abstract structure, which includes an initial setting, adventures of a main character, and resolution of some problem that faces the main character. This story grammar or narrative schema guides both comprehension and later recall of story events (Kintsch, 1976, 1977; van Dijk & Kintsch, 1983; Rumelhart, 1975; Mandler, Johnson, & Deforest, 1976).

People may also develop schemata to guide their understanding of scientific or technical articles (Bransford, 1979; cf. Brooks & Dansereau, 1983). Most of the research articles cited in this book follow a standard schema: introduction to the problem under study, method used to conduct the investigation, results, and discussion. Other basic text structures can include simple listing, comparison/contrast, temporal sequence, cause/effect, and problem/solution (Armbruster, 1986, p. 255). Finally, different schemata may be developed for various literature genre—newspaper stories, detective fiction, etc.

In Chapter 3, the recommendation was made to signal a text's organization to readers. Not only should this help readers pay more attention to important information, but it also provides a foundation for more effective encoding. On the basis of schema theory, this recommendation must be both qualified and expanded. Instructors should alert students to the schematic structures of text materials in order to facilitate their learning, especially when the subject matter is unfamiliar. Poor readers, in particular, can comprehend more of what they read if they are taught to focus on the structure of the text (Varnhagen & Goldman, 1986).