

Strategy: Concept Mapping

Content: Diversity

Title: The People of the United States

Time Required: One week 30 minutes a day

Target Audience: Young Adults (even numbers so they can pair off)

Goal of Activity: Learners will create a concept map that acknowledges the various groups of people whom make up the United States accompanying their history, views, prejudices that face them, and their contributes to society.

Goal of Script: Introduce and practice the varieties of concept mapping

Learning Outcomes: Gagne's Taxonomy (Intellectual Skill)

Learning Outcomes: Bloom's Taxonomy (All concepts)

Learner Characteristics: Young adults at a middle or high school level.

Entry Skills: Very little...concept mapping will be taught to the learners

Setting: Classroom with enough computers to have learners pair off

Media: Main computer hooked up to an overhead screen (VGA)

Process:

- 1.) The instructor will lecture and brainstorm with the students on the diverse types of people found in the United States. Following this, the instructor will type the students' answers on the computer that will be seen on the overhead screen (Like a VGA Monitor).
- 2.) The instructor will randomly pair the students off
- 3.) The instructor will introduce and show examples of concept maps to the learners in which the pair will choose the type of concept map they would like to make for the topic
- 4.) The pair of learners will construct their concept map and include the brainstormed ideas within it
- 5.) When the concept map is completed, the learners will discuss their answers to screen them for prejudice and bias before presenting them to the class

Strategy Assessment: Based on the completed concept maps, the learners will hold a discussion and a debate over the answers they provided within their concept maps with other members of the class. The learners will also compare and contrast their answers.

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References:

Ormrod, J.E. (1999). *Human learning*, Upper Saddle River, NJ: Merrill

West, C.K., Farmer, J.A., & Wolff, P.M. (1991). *Instructional design: Implications from cognitive science*, Englewood Cliffs, NJ: Prentice Hall.