

Concept Mapping

Strategy: Concept Mapping

Content: World History

Title: “ Nationalism”

Time Required: 30 Minutes

Target Audience: High school students

Goal of Activity: Students will produce a concept map that identifies the attributes nonattributes of nationalism.

Purpose of the script: Demonstrate the use of concept mapping.

Learning Outcome(s), Gagne’s Taxonomy: Intellectual Skill (Defined Concept)

Learning Outcome(s), Bloom’s Taxonomy: Knowledge (Comprehension)

Learner Characteristics: High school students in an 11th grade history class.

Entry Skills: none

Setting: Classroom

Media: chalkboard

Process:

The instructor will begin the mapping exercise on the chalkboard by writing “Nationalism” in the center of the board and completing it with a circle using the dry erase marker.

In two separate directions from the middle circle. The instructor draws two lines and circles each of these two topics: Attributes, Nonattributes.

The instructor guides the discussion by asking students “ What are some examples of nationalism ?”

The students response will be written on the board next to its appropriate topic.

The instructor ask the students the following questions and writes their responses next to the appropriate topic.

Can nationalism be found in the military?

What is the relationship between nationalism and the government?

How does nationalism affect the citizens of a country?

Strategy Assessment: Students are to create their own concept map
that expounds on the previous information
learned in their original concept map.

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References: West, C.K., Farmer, J.A., & Wolff, P.M. (1991). Instructional Design:
Implications from Cognitive Science, Boston: Allyn and Bacon