

**Author:** Stephanie Harrison

**Strategy:** Concept Mapping

**Content:** Photography

**Title:** Photographs

**Time Required:** One Hour

**Number of participants:** 15

**Target Audience:** High School Photography Students

**Goal of Activity:** To use a concept map to determine specific examples of photographs students would like to take this semester.

**Purpose of Script:** To demonstrate the use of a concept map as a learning strategy.

**Learning Outcomes: Gagne's Taxonomy-** Verbal information, Intellectual skills

**Bloom's Taxonomy-** Knowledge

**HEO Taxonomy-** Knowledge, comprehension

**Learner Characteristics:** High School Students/ Grades 9-12

Motivated/ Chose to take the elective class

**Entry Skills:** None

**Setting:** Classroom

**Media:** Whiteboard

**Process:**

1. Explain to the students that they are going to use a concept map to help them brainstorm ideas for the photographs that they will be required to take this semester. Briefly explain concept maps.
2. Write the word "photographs" on the board, and draw a circle around it.
3. Ask the students to name the main categories of photographs (people, animals, architecture, action/events, still life, nature and abstracts). Write each category on the board, draw a circle around it, and connect it to the word "photographs."

4. Ask the students to name several people they would like to photograph this semester. Choose five names, and write them on the board near the word "people." Circle each name, and connect the circles to the word "people." Check the students' understanding of a concept map.

5. Ask the students to copy the concept map on their paper. They should complete the concept map by adding at least five specific examples of animals, buildings, events, objects, nature scenes, and abstracts that they would like to photograph this semester.

**Strategy Assessment:** Students will be awarded points for successfully creating a concept map that has at least five appropriate examples connected to the corresponding branches of the concept map.

**Reference:** West, C.K., Farmer, J.A., & Wolff, P.M. (1991). *Instructional design: Implications from cognitive science*. Boston: Allyn and Bacon.