

Concept Mapping

Strategy: Concept Mapping

Content: Citizenship

Title: “ Right’s and Responsibilities of Citizens”

Time Required: 60 Minutes

Target Audience: High school students

Goal of Activity: Students will produce a concept map that identifies basic rights and responsibilities of all citizens.

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

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

Learning Outcome(s), HEO Taxonomy: Cognitive Domain (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 “Citizens” in the center of the board and completing it with a circle using the dry erase marker.

In four separate directions from the middle circle. The instructor draws four lines and circles each of these four topics: Rights, Problems with bad citizens, Responsibilities, why good citizens are needed.

The instructor guides the discussion by asking students “ What is a citizen?”.

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.

What rights does a citizen have in the United States?

What responsibilities does a citizen have to the United states
How might the United States create better citizens?

Strategy Assessment: Students are to write an essay on how the United States should create better citizens using the concept map from the chalkboard that was generated by the discussion and their responses.

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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