

Facilitation Guide



Collaborative Concept Maps & Infographics Springboard 3.14

EXPERIENCE OVERVIEW

The Collaborative Concept Maps and Infographics Activity has two parts to it and is designed to help students understand and demonstrate ways to organize their information using digital platforms (ex: Google Drawings). This will start as a class activity that will help prepare and lead into the assessment in which students will create their own, to organize and outline the data that they have collected for their research paper.

Standards

COMMON CORE STATE STANDARDS

- W.9–10.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.9–10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

MARYLAND STATE ARTS STANDARDS

- I:9–12:2: Develop unique ideas working creatively with others to communicate and advance feelings, ideas, or meaning of works of art.

Getting Ready

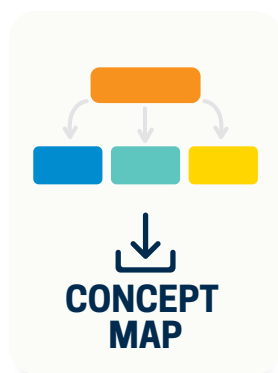
WHEN TO TEACH

- Unit Activity 3.14

RESOURCES AND MATERIALS

- WATCH: [Concept Mapping Your Research](#)
- WATCH: [Dos and Don'ts for Creating Infographics](#)
- Wiki Site - [How to Create a Concept Map](#)
- WATCH: [Using Google Drawing to make Infographics](#)

ARTS INTEGRATION MATERIALS



TEACH

Part One

This activity is designed to introduce how concept maps can be created, both for explaining and sorting collected information and for brainstorming. This activity is scaffolded to build on collaborative efforts, which further reinforces the unit's essential questions and elements of social skills around using one's voice to create change. There are three main components of this activity.

1. After explaining to students what concept maps are and ideas of how to further develop them, you ask them to use a blank sheet of paper make a basic concept map (you can even suggest the simple example of a bubble map) with all of ways they can think of around the topic "The Value of having a voice." Give them sufficient time to continue brainstorming, and urge them to use the entire window of time you give them (recommended 10-15 minutes).

2. Break them into groups of 4-5 students with poster paper, and have them combine their ideas into one larger concept map. This may need some prompting and ongoing guidance as they navigate having to combine, consolidate, and adjust their ideas they individually came up with, so that it fits in some organizational flow with their group members ideas. Talk about the value of having ideas added to the efforts, instead of having to sacrifice any ideas. This may take a little longer (15-25 minutes).

3. The final stage of this activity is having each group present their ideas and create one larger class-wide concept map that incorporates everyone's ideas but maintains organization. This reinforces concepts like finding similarities, categorizing, rewording for efficiency, etc. Use this opportunity to demonstrate concept map design with the digital tool that is available to you/most accessible to students in your classroom/school. This final concept map should be hung up and displayed in the room somewhere, and if possible copies distributed to each of your students, as an example of team work, and a visual model of a concept map as they move into the next activity.

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Part Two

- This activity is the chance for students to extend what they learned about concept maps in the previous activity and apply it by creating a Concept Map or Infographic that presents important information from their research findings about their selected topic.
- The elements of structure, organization, and visual representation are similar in Concept Maps and Infographics so the students may choose which they would do, as long as it represents a consistent order and emphasis of the evidence they use for their research paper.
 - This counts as an important step in the pre-writing process of their final essay. Make sure that you also help the students make the connections between this and their final collage art project, with thoughtful consideration going into color selection and use of visuals (symbols and shapes).
- Video resources provided above, can be shared with the students to view as a class and refer back to as they are creating their own. Inspiration software is a good example of tool for creating concept maps about their research topics because of it's unique feature of turning maps into linear outlines.
- An extension of this activity would be to have students do a gallery walk to see one another's work, so they can practice offering feedback, making predictions, and using feedback to make revisions to their work.