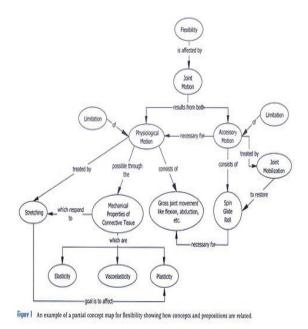
# CONCEPT MAPS

Concept maps are word diagram used to organize information in a visible format. They not only show ideas, facts, and details, but also their interrelationships. Concept maps arrange ideas in a hierarchy: The largest, most inclusive item holds increasingly smaller, less inclusive items.

#### **Uses of Concept Maps**:

- 1. To organize textbook passages which you need to remember.
- 2. To pull together main ideas that are separated by other ideas
- 3. To make a one-page summary of an entire chapter.
- 4. To review for exams
- 5. To summarize and organize lecture notes.
- 6. To organize ideas for writing papers or making speeches.

## Example:



## **Advantages of Mapping:**

- 1. The visual images of concept maps are likely to stick in your memory longer and more accurately than words alone.
- 2. Both hemispheres of the brain are used: the left, which processes words; and the right, which processes pictures.
- 3. Notes are placed in their proper levels of rank, making items more meaningful.
- 4. Ideas that seemed separate suddenly have a connected structure. This is especially helpful with difficult textbook material.
- 5. Students who are visually oriented become better learners.

#### **Constructing Concept Maps:**

- 1. **Read** the passage to be mapped
- 2. **Select** the most important idea in the passage. Write this idea at the top, center of your page.
- 3. **Reread** the passage, identifying key concepts and circling them or writing them on a separate piece of paper.
- 4. **Rank** the concepts hierarchically, from most inclusive to least inclusive.
- 5. **Arrange** concepts on your paper according to hierarchy and relationship.
- 6. **Link** concept words by drawing lines showing the connections between them. Label the lines with words that indicate the relationship.
- 7. **Review** your concept map, and add any necessary information.
- 8. **Write** a paragraph to summarize the concept map. The better organized your map is, the easier writing a meaningful paragraph will be.



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