Concept Mapping

Standards:

1) Students will be able to identify and analyze the main causes of the Civil War.
2) Students will be able to describe major leaders and their influence on the events of the Civil War.
3) Students will be able to evaluate primary and non-fiction sources.
4) Students will be able to offer productive ideas and suggestions to the group they work with.
5) Students will be able to read and apply directions to given tasks.

Task:

Understanding how ideas work together is important in the learning process. Our brain likes to make connections with concepts and ideas, but you can’t turn in your brain! So we are going to make our thinking visible by constructing concept maps.

In your groups, you will be assigned a lesson from our Civil War chapter that you will be responsible for creating a concept map for. This map, whose requirements are listed below, is open to how you want to create it. Good concept maps are complex, with many lines connecting the information that was learned in the chapter. These maps also will be posted in the room and will serve as a visual prompt for the test, so the more you connect and include the better the support you will have for the test.

Once again, below are the directions for the task, as well as the rubric used to assess this project. Your goal as a group is to create a complete concept map using the directions given and the information in your chapter. Good luck!

Requirements for Civil War Lesson Concept Map

- The lesson title will become the middle bubble
- All major concepts will be added to the map as a bubble (think about lesson headings)
- All new vocabulary is included as a bubble
- Lines should be drawn to show connections between identified concepts/vocabulary
- Bubbles should contain no more than 6 words, so think before you write
- Lines connecting ideas should have a word or phrase that helps reveal the connection
- Concept maps should have many connections, but should be visually clear and readable
- All members of the group need to contribute
# Concept Mapping

**Rubric:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory (0 points)</th>
<th>Developing (1 point)</th>
<th>Satisfactory (2 points)</th>
<th>Excellent (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes important concepts from lesson</td>
<td>No important concepts included</td>
<td>Concepts included are details and not big ideas</td>
<td>Some important concepts included</td>
<td>All important concepts are included</td>
</tr>
<tr>
<td>Connections are clear</td>
<td>No connections made</td>
<td>Connections made but aren’t clearly identified</td>
<td>Connections are made; most are clearly labeled</td>
<td>All connections are clearly identified</td>
</tr>
<tr>
<td>Map is easy to read</td>
<td>Map is messy and impossible to read</td>
<td>Map is messy but main ideas can be read</td>
<td>Map is mostly clear and understandable; a few sections are hard to understand</td>
<td>All parts of the map are easy to read</td>
</tr>
<tr>
<td>Bubbles and connecting lines are short and succinct</td>
<td>Bubbles are overly wordy and connections are direct sentences from the lesson</td>
<td>Bubbles and lines are wordy but contain the groups own words</td>
<td>Bubbles and lines follow the rule but leave the reader confused because of lack of information</td>
<td>Bubbles and lines follow the rules and convey the message clearly</td>
</tr>
<tr>
<td>Concept map is full and complex</td>
<td>Concept map is empty and lacking</td>
<td>Concept map is becoming full; contains few connections</td>
<td>Concept map is full; contains only the main connections however</td>
<td>Concept map is full and connections are complex</td>
</tr>
<tr>
<td>All requirements and directions met</td>
<td>No requirements or directions were followed</td>
<td>Some requirements or directions were followed</td>
<td>Most requirements or directions were followed</td>
<td>All requirements or directions were followed</td>
</tr>
</tbody>
</table>