Subject Areas: All subjects

Grade Level: 6 – 12 (ages 11-18)

Time: At least two 45-minute class periods; time outside of class as necessary

Lesson Objective:
Students will create a concept map to show how pieces of information or ideas are related.

Common Core State Standards¹:
College and Career Readiness Anchor Standards for Reading:
Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
College and Career Readiness Anchor Standards for Writing:
Standard 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Overview:
By arranging symbols, words, links and link text, a concept map can be created which explains an idea visually. Doing so helps students to better understand complicated concepts and remember them more easily. It also shows how various pieces of information are related to each other in a succinct way, adding to the learning benefits. Using the Concept Map template will help students get started: Webspiration Classroom™ Starter>Starter Docs>Thinking and Planning>Concept Map.

Preparation:
• This lesson requires Internet access and the Webspiration Classroom software application published by Inspiration® Software, Inc. It can be accessed by visiting <http://www.webspirationclassroom.com>.

¹ Source: Common Core State Standards Initiative (http://www.corestandards.org)
• Access to library resources would also be helpful for student research.

Lesson:
1. Open the Concept Map Example (Webspiration Classroom Starter>Examples>Thinking & Planning>Concept Map Example) or another example you have created and talk the students through the diagram. Explain that the diagram is a concept map that describes a concept visually and reads like a sentence.

2. Explain that by using symbols, words, links and link text, their concept map will illustrate their concept or idea visually. They will be conducting research focused on a concept or idea and using Webspiration to help them organize the information.

3. Have students choose an interesting concept or idea they would like to learn more about and use it as the subject of a concept map that they will create. For example, in language arts they could choose a literary device, or in science they could choose one of the elements, such as carbon, used in the example.

4. Show students the blank Concept Map template and explain that they can use it to get started organizing the information they discover in the research process.

5. Tell students they should add Symbols, as well as text, to their diagrams, and encourage them to use Notes to add additional information as they complete the project.

6. Encourage students to add Hyperlinks to their sources of information, including any multimedia files available on the Internet.
7. Students can obtain feedback on their diagram from the teacher and their peers using the collaboration tools. Documents can be shared with others using the Collaborate Tab. The Comment Tab can be used to comment on the document, or the Chat Tab can be used, if it is turned on at your school, to discuss ideas in real time.

8. Students can go to Outline View to finish organizing their information and recording details.

**Adaptations / Extensions:**
- Students could be asked to reflect on the process of concept map creation. What parts help them to learn?
- Students can write a paper about their concept or idea. They can download their projects to Inspiration® or a word processor, or transfer it to a Google Doc.
- Students can make presentations to the class using their concept map. If a topic has subtopics connected to it, students can use the Subtopic Quick Control in the upper-right corner of the Symbol to show or hide the subtopics. This is useful to focus attention on relevant topics while conducting a presentation.