



## Concept Mapping Lesson

<b>Content Connections:</b>	Social Studies, Character Education, Nonviolence Education
<b>Level:</b>	Grades 6-8
<b>Lesson Duration:</b>	45 minutes
<b>Lesson Objectives:</b>	<ol style="list-style-type: none"><li>1. Students will learn history associated with the life of Mohandas K. Gandhi and his nonviolent independence movement.</li><li>2. Students will learn examples of Gandhi's core values and beliefs.</li></ol>
<b>Literacy Standards:</b>	Common Core English Language Arts Anchor Standards:  CCSS.ELA-LITERACY.CCRA.R.2: Determine central ideas or themes of a text  CCSS.ELA-LITERACY.CCRA.R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  CCSS.ELA-LITERACY.CCRA.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Summary of Tasks / Actions:

**-Concept Definition Mapping:** This is a vocabulary strategy that asks students to do more than simply copy a definition word-for-word from a text. According to literacy specialist Rachel Billmeyer this strategy “causes the student to internalize the meaning of words” and concepts because they are asked to define the concept in their own words, provide real life examples of the concept, as well as create a visual representation. Billmeyer states, “giving personal examples of a vocabulary word causes the brain to create pictures based on the reader’s own experience. Because the brain also remembers pictures, the use of examples increases retention of vocabulary words.”

### -The Lesson:

1. Prior to the lesson, lay all of the Gandhi Cards out on a table with the images facing up. All images should be visible on the table, as students will be selecting cards during the class period.
2. When students come in the room ask each student to get out a scrap piece of paper and a writing utensil. On the paper, tell students to individually write down anything that comes to mind when they hear the name Mohandas Gandhi. Give each student approximately two minutes to write down their thoughts.
3. After two minutes ask students to volunteer what they have written on their paper. Write down the key words and ideas the students share on the SmartBoard/Chalkboard/Whiteboard so that they are visible to all.
4. Once all ideas have been shared, tell students they are going to be learning more specific details about Gandhi’s life and beliefs from images and short passages. Ask each student to come up to the table where the Gandhi Cards have been arranged. Have each student select one Gandhi Card from the table. Tell them to select an image that captures their eye or seems interesting to them. Have students return to their seats and place the Gandhi Card on their desk.
5. Give students several minutes to look at the image on the front of the card and to read the passages on the back.
6. Once students have familiarized themselves with the front and back of the card tell them that they will be completing a concept map to show their understanding of the ideas found on the card.
7. Handout a copy of the Rachel Billmeyer Concept Mapping Sheet (see attached) to each student. Provide them with many types of writing utensils (colorful pens, colored pencils, markers, etc). They will be able to use as much color as they would like in this activity.

8. Provide the following directions to the students:

-Using the Gandhi card and the writing utensils provided, complete each box of the concept map. The following Information must be provided in the boxes:

- a) In the empty box, write the Gandhian value found on the back of your card (ie: the heading found in bold). Use colors to make the word/words stand out on the page.
- b) In the "What is it" box, define the Gandhian value in your own words as you understand it. What did he find important and why? Use of different colors is encouraged!
- c) In the "What is it not" box, list ideas that are opposite to Gandhi's value. Include at least two examples if possible. Use of different colors is encouraged!
- d) In the "Examples" box, provide two ways that this value can be found in your life or in society today. Or, explain two ways that you might be able to incorporate this into your life. Use of different colors is encouraged!
- e) In the "Sketch what it means" box, drawn a picture to illustrate your understanding of Gandhi's value. Use many colors and feel free to add additional drawings around the empty space on the page!

9. As students are working, circulate around to room and check student's understanding of the concepts found in their Gandhi cards. Short conversations with each student should allow the teacher to determine if each student is grasping the ideas. Assist students are needed.

10. At the end of the class, students will hand in their concept map. Hang student work throughout the classroom to display what they have learned!

#### **Reading Level Considerations and Alternate Approaches:**

**-Some Gandhi Cards might be at a higher lexile level than others. As a result, alternative approaches could including the following:**

- a) Select the Gandhi Cards that match the reading level of the students. Some Gandhi Cards may have to be left out of the activity as a result.
- b) Complete the lesson plan above as a partner activity. Allow two students to work on one Gandhi Card together and all them to make meaning as a team.
- c) Select one Gandhi Card to focus on for the entire lesson. Scan both sides of the card and place it on the Smart Board. Read the card aloud to the class and make meaning from it as a large group. Students could then work on the Concept Mapping Chart individually or in pairs.

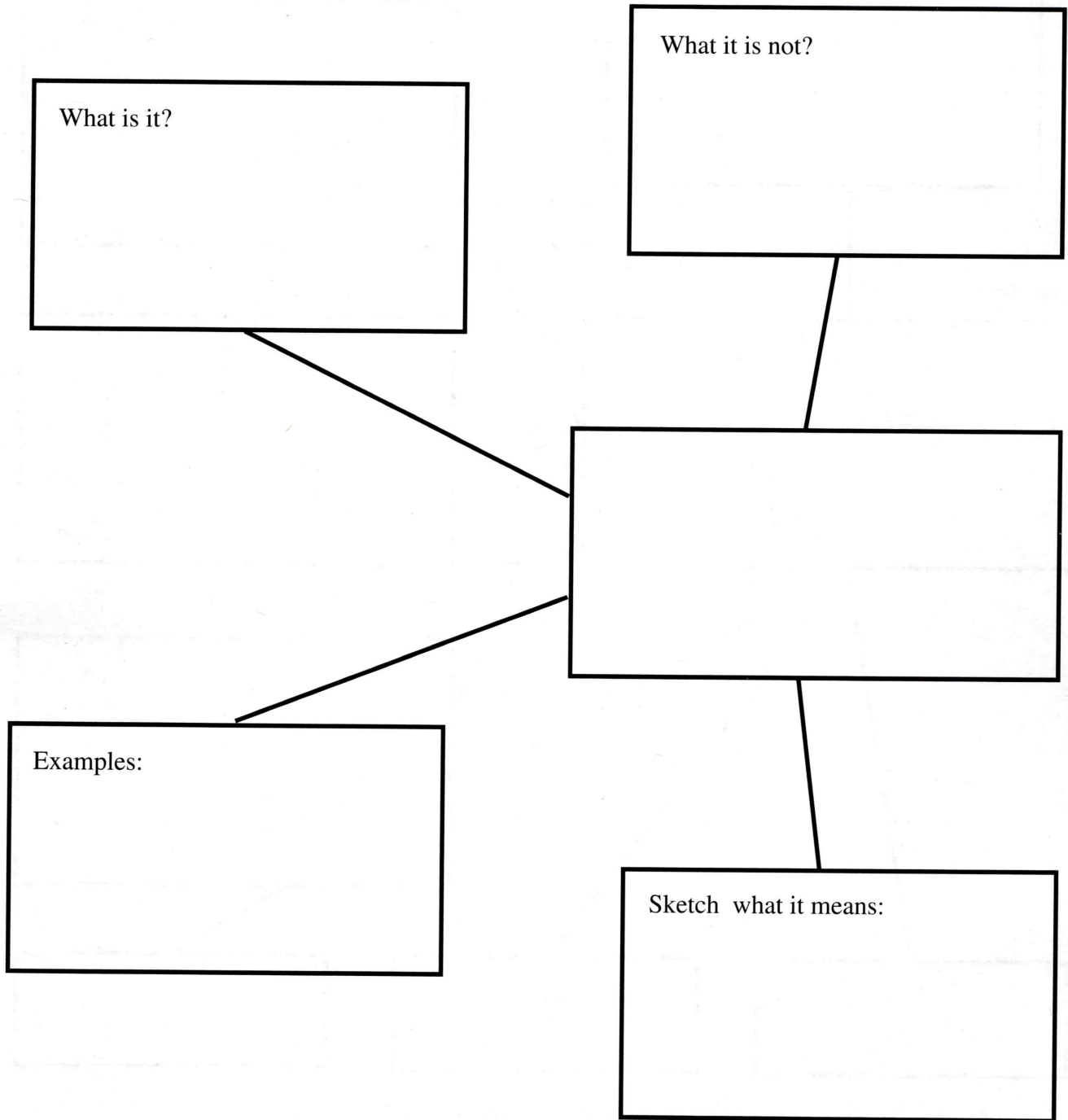
-Gandhi Cards, SmartBoard/Chalkboard/Whiteboard, Chart, Paper, Colored Pencils, Pens in various colors, Markers

#### **References:**

-Gandhi and Nonviolence Knowledge Cards

**-Lesson Created by: Elizabeth McGary, 09/2019**

### Concept Definition Mapping



Schwartz and Raphael, 1985