

MAP COMBINATIONS EXPLAINED



COMBO #1



Use the Circle Map for brainstorming. (Post-it notes are great for this combo.)

Look for patterns within the different ideas written in the Circle Map and create categories in the Tree Map. To increase rigor, reorganize the Tree Map using different categories.

COMBO #2



Combo #2 is a series of maps for writing. Use the Circle Map for brainstorming. Then use a Tree Map to classified related ideas. Add details and elaborations under each category.

The Flow Map is used to organize each category of ideas into an essay with an opening paragraph, body paragraphs and a closing paragraph.

COMBO #3



In order to deepen students' thinking for a Double Bubble Map, have them create a Circle Map for each topic first. Then they should use the information in each Circle to create the Double Bubble Map.

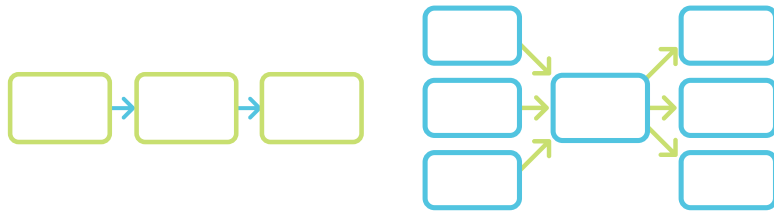
COMBO #4



The Tree Map can be used to gather details for three or more categories. Once students have gathered details or taken notes in a Tree Map, they can then process this information and deepen their understanding by choosing two categories to Compare and Contrast in a Double Bubble Map.

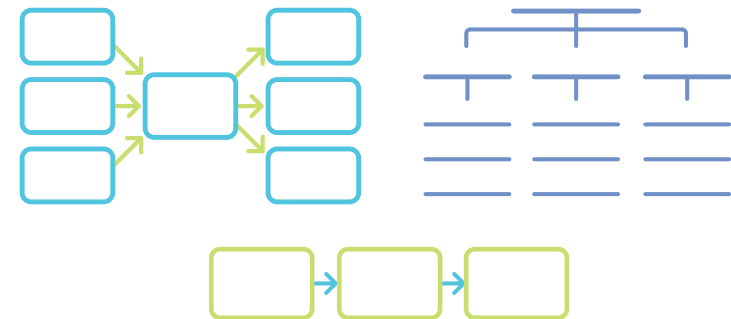
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COMBO #5



Students should use a Flow Map to sequence events in history, a story, a process, etc. Then they should choose one of the events in their Flow Map to further analyze in a Multi-Flow Map.

COMBO #6



After identifying the steps in a sequence or the causes and effects of an event, students can use a Tree Map to add details and elaborations to these events.

COMBO #7



The Brace Map is for naming the parts of a concrete object. Adding details or key information about each of the parts can then be completed in a Tree Map.

COMBO #8



Combo #8 is about analyzing form and function. The form or parts of something are identified in the Brace Map. The Tree Map is used to collect details about each part. The Bridge Map is used to summarize the purpose of each part.

Finally the Multi-Flow Map is for hypothetical thinking. For example, “What if this part is ____? What effect would that have on the whole?”