

MAP GAMES

In the following pages you will find a series of games designed to facilitate both teacher implementation and student mastery of each of the eight Thinking Maps. The activities and skills addressed in the games include:

- brainstorming and ranking clues about a person using the Circle Map,
- describing and unknown personal item with the Bubble Map,
- thinking and speaking metaphorically through the Double Bubble Map,
- classifying information in different ways in a Tree Map,
- clarifying the distinctive uses of the Brace and Tree Maps,
- developing summary skills with the Flow Map,
- identifying causes and effects with the Multi-Flow Map, and
- enhancing the understanding and use of the Bridge Map.

Finally, this chapter concludes with a bibliography of the literature used in constructing this manual.

CIRCLE CLUES

Activity: Brainstorming “clues” about a person, ranking clues

Goal: To help teachers extend the **Circle Map**

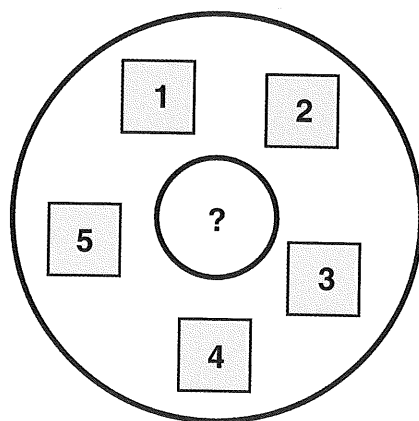
MATERIALS

chart paper

markers

sticky notes

1. As a group, identify a famous person (real or imaginary).
2. Create a “rough draft” **Circle Map**, brainstorming everything anyone at your table knows about that person or character.
3. Highlight 5 items in your map that you think are most valuable in identifying the person. These ideas will become your “clues.”
4. Rank these “clues” from 1 to 5 based on the following criteria:
 - Clues 1 and 2 should be true but obscure information that most people may not know about the person.
 - Clues 3 and 4 should be a little more obvious.
 - Clue 5 should be very obvious.
5. Now draw your “final copy” **Circle Map** on chart paper. Include all 5 clues, but do not number them or put them in a specific sequence. Write the name of the person being identified in the center of the **Circle Map**, but cover it with a large sticky note.
6. Next, cover each clue with a sticky note. Write the number of the clue on the sticky note.
7. As a group, uncover the clues beginning with #1. Record the group’s guess outside of the map. Continue uncovering clues and “checking and guessing.” The object of the game is to guess the person using as few clues as possible.



Guesses

1. _____
2. _____
3. _____
4. _____
5. _____

BROWN BAG BUBBLES

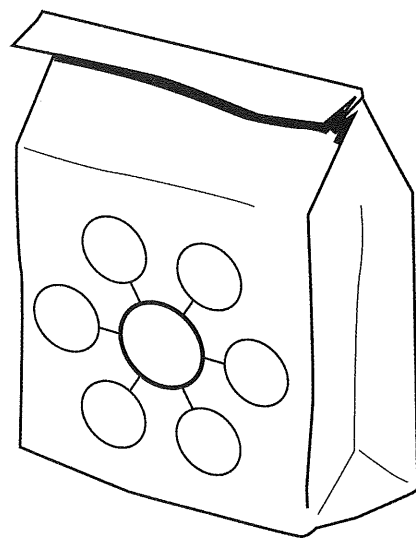
Activity: Describe an unknown personal item

Goals: To help teachers use the **Bubble Map** correctly
To model the importance of vivid and precise language

MATERIALS

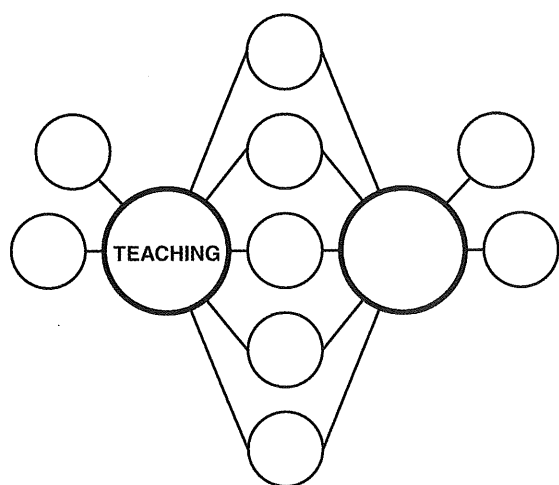
brown sandwich
bags
markers

1. Choose one group of teachers to help you model this activity. Those teachers should secretly choose one personal item to describe for the whole group. Draw a **Bubble Map** on chart paper. Do NOT write the name of the object in the center of the map. Have the volunteer teachers call out adjectives to describe the object. Ask the other teachers to work at their tables to try to guess what is being described.
2. Once the object has been identified, ask teachers to identify the adjectives that were “most helpful.” They can also call out adjectives that they thought would help describe the object that were not given by the volunteer group.
3. Next, tell teachers they will do the same activity. Pass out brown sandwich bags and tell them to select one item from someone’s purse, pocket, or wallet. Then they should draw their **Bubble Maps** on the outside of the bag. They should take turns calling out adjectives that they think would help describe their “secret” object.
4. Once their **Bubble Maps** are complete, they should put their “secret” object inside the bag and carry the bag to an appointed table. No one at that table should touch the bag (as the weight may give them an extra clue.)
5. People at that table should read the adjectives and come to an agreement about the object they think is being described.
6. When they agree, they should look inside the bag to check their guess. If they are right, they should draw a bold circle around the bubbles that were the most precise or vivid. If they did not guess right, they should add an adjective that they think would have been most helpful.
7. Bags should be returned to their owners. Teachers should discuss how they could use this activity or something similar in their classrooms.



DOUBLE BUBBLE TROUBLE (METAPHORICALLY SPEAKING)

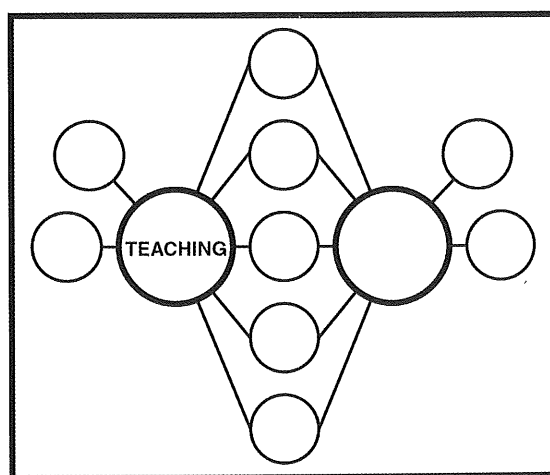
1. Have each group draw a topic. Give them a few minutes to use a **Circle Map** to brainstorm everything they know about that topic. (Possible topics include Cooking, Playing a Team Sport, Reading, Traveling, Building a Home, Painting or Sculpting, Shopping, Driving...)



2. Tell them then to create a **Double Bubble Map** comparing their topic to TEACHING. Tell them to focus on similarities first. They should then add differences that emphasize both literal and figurative thinking.

3. Have them add an outside Frame of Reference and identify the main idea of their metaphoric thinking.

4. Groups should exchange their maps and discuss them. Ask teams to discuss how to use **Double Bubble Maps** to teach metaphoric thinking in a content area they teach.



TOPICS IN THE TREES

Activity: Classifying the same information in different ways

Goals: To teach the importance of clearly identifying a topic or main idea and subcategories
To add a new level of rigorous thinking to the process of classifying

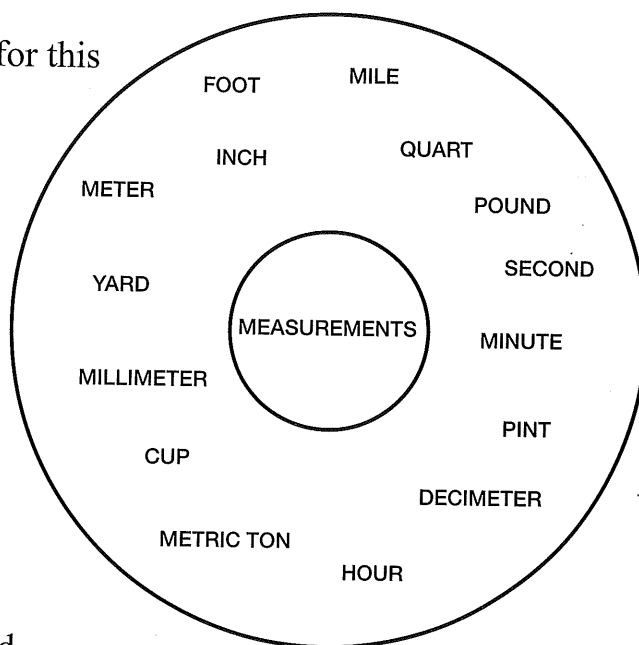
MATERIALS

list of things to brainstorm
chart paper
markers

1. Teachers should work together in teams for this game. Give each team a topic.

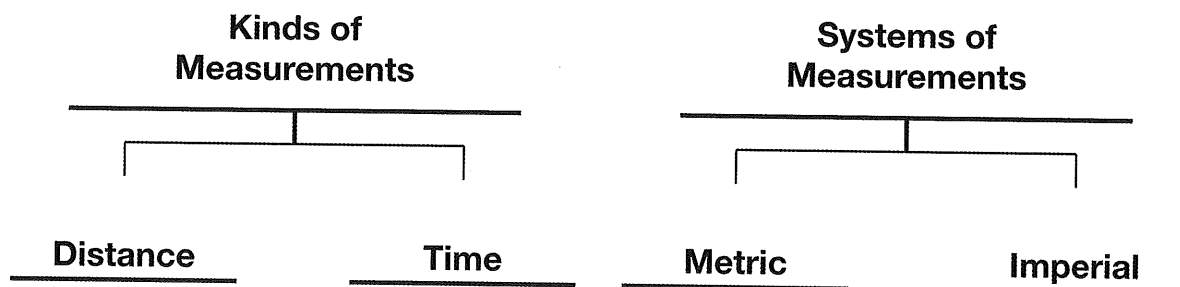
For example:

- a. Everyday topics: candy, sports, board games, restaurants, TV shows, etc.
- b. Content-specific topics: Math vocabulary, uses of math in everyday life, plants, countries, famous authors or literary characters, etc.



2. Tell each team to create a **Circle Map** and brainstorm all possible members of the topic.
3. After they have completed the brainstorming activity, ask them to classify the examples in their **Circle Map**. They should make sure the name of the topic or the main idea of the category is clear and specific. They should then classify the information into two or more categories. Challenge them to add a Frame of Reference that answers the question "Why is this information important?"

4. Next, ask them to create another **Tree Map** using the same information in their **Circle Map** but classifying that information into different categories. The topic or main idea at the top of the **Tree Map** should be different than their first **Tree Map**.
5. Encourage them to continue categorizing the same information in as many different ways as possible.



NOTE: The items from the **Circle Map** may also be put onto word strips so that they can be manually manipulated.

To extend this activity, groups may write a short reflective summary on what they now understand about classification and/or the content.

Always give teachers time to discuss how they could use this activity with their students to enhance their understanding of the concept of classification and/or their content.

BRACE YOURSELF (BRACE OR TREE?)**Activity:** Clarification of **Brace** and **Tree Maps****Goals:** To classify topics based on which map
To clarify the difference between classifying and
structural analysis**MATERIALS**Brace and Tree
labels
large paper

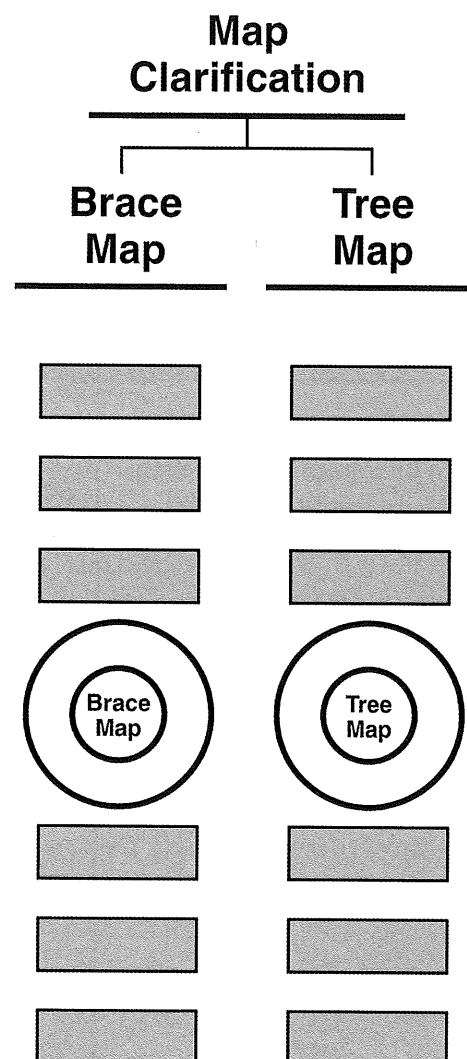
1. Have group members define both the **Brace** and the **Tree Maps**.

2. Pass out the Label Sheet. Tell teachers to draw a **Tree Map** on the chart paper. The heading should be "Map Clarification;" the branches should be "**Brace Map**" and "**Tree Map**."

3. Teachers should discuss each item and determine which map they should use to do that kind of thinking. They should then stick the label under the appropriate branch.

4. Once the map is complete, they should draw a **Circle Map** under each branch of the Tree in order to further define the map based on those application ideas.

5. Finally, teachers should create their own examples based on the context and grade level they teach. These examples should be added to the **Tree Map** under the correct category.



| | | |
|--|--|---|
| Regions of the USA (with details of each region— climate, industry, . . .) | Kinds of polygons | Regions of the USA (broken down into states) |
| Parts of your bedroom | Types of 3-D shapes | An hour (divided into half hours, quarter hours and five minute intervals) |
| Three states of matter (Solid, Liquid, Gas) | \$1.00 (divided into 4 quarters and then dimes, nickels and pennies) | Story Elements (Characters, Setting, Plot with details) |
| Kinds of Verbs (Action, Linking, and Helping) | 347 (broken down into hundreds, tens and ones) | Parts of an animal |
| The Parts of the Setting in one story (like the ship in <i>Titanic</i>) | Planets in the Solar System (with details about each) | Spelling Words (categorized by vowel sounds, beginning or ending sounds, etc.) |
| The 5 Senses (with examples of how each sense might be used) | Defining characteristics of several forms of literature | Examples of Flowers (from your state and grouped by categories) |
| Parts of the Digestive System | Facts and Opinions (about a lion) | Parts of a Flower |
| Countries in Europe | Parts of Speech (nouns, verbs, adjectives) | Word Analysis (one prefix, one root word, one suffix) |
| Your Example | Your Example | Your Example |
| Your Example | Your Example | Your Example |

A PICTURE PERFECT FLOW

Activity: “Little Known” Major Events

Goals: To encourage the use of pictures in the maps
To illustrate summarization by limiting the number of boxes

MATERIALS

blank sheets of
paper

1. Hand out a sheet of paper to each participant. Tell them to draw 5 boxes in a **Flow Map**. Make sure the boxes are large enough for them to draw in.
2. Tell participants they are to identify 5 “little known” major events in their lives that have been important in the development of their identity. They may not include the obvious major events like graduation, marriage, birth of children, etc. Suggest that they might divide their age by 5 and have one box for each time period. (E.g., 50 yrs old—one box for every 10 years of life)
3. Next, tell them to draw a picture for each box that represents the “little known” event. They are not allowed to use words.
4. Give them about 10 minutes to complete this activity. Next, mix the group in anyway that you like. Mix/Freeze, A/B partners, etc. Participants should exchange their drawings and discuss the pictures. They can “predict” what they think the event is based on the drawing or circle one event that looks interesting.
5. Finally have participants return to their groups and discuss how they could use this in their classes for an academic purpose. (Retelling, reviewing major events in history in order to study for a test, illustrate the stages in a life cycle, illustrate the steps in some process, etc.)

MULTI-FLOW MIX-UP

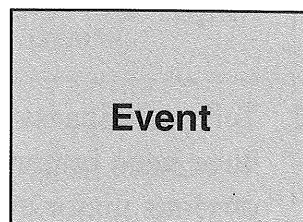
Activity: Using cards to construct **Multi-Flow Maps**

Goals: To enhance teachers' understanding of cause and effect
To focus on the importance of the Event in the Multi-Flow Map

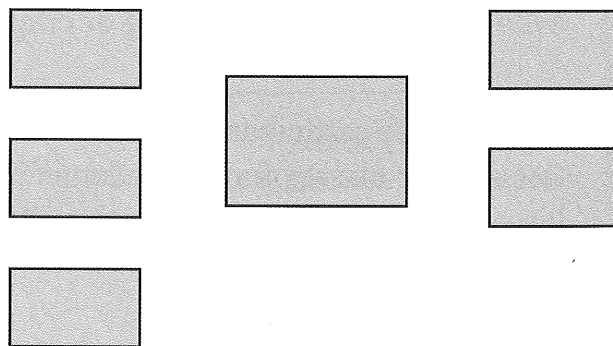
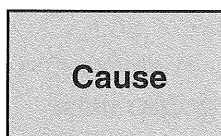
MATERIALS

5 x 7 Event cards
blank 3 x 5 cards

1. Give each group 10–15 blank 3 x 5 cards and one 5 x 7 card that has an “Event” already written on it. (Possible topics include planting a backyard garden, buying a red sports car, going on a cruise, running out of money, buying a new house, . . .) Teachers should work as a group to brainstorm all the causes and effects of the event they have been given. Each cause or effect should be written on a 3 x 5 card and placed on the table. On the back of each card write (in very small letters) whether the card represents a cause or an effect.



2. Once the **Multi-Flow Map** has been “built” and checked, collect the cards and shuffle them. Remove the “event” card and trade the shuffled card set with another group. Teachers should reassemble the new map by trying to identify the “unknown event” as well as the causes and effects. Once this new map has been checked, teachers should move around the room and visit the other tables.



As with all of the games, it is important to give teachers time to discuss how they might use the same idea with a specific content they teach. Because identifying the “Event” in the **Multi-Flow Map** is often difficult, give teachers time to discuss possible “events” they might be teaching in the future. These events could be used with these game directions to identify students’ prior knowledge or as a review activity at the end of a unit.

PASS AROUND BRIDGE

Activity: Using sentence strips to create **Bridge Maps**

Goals: To enhance teachers' understanding of the **Bridge Map**
To demonstrate a cooperative learning strategy for making **Bridge Maps**

MATERIALS

sentence strips

1. Begin the meeting by reviewing the **Bridge Map**. Show some examples and demonstrate how to correctly draw the map. Teachers should discuss ways they have used this map.
2. Next, give each a sentence strip with a **Bridge Map** already started on it. Teachers should try to identify the relating factor and then continue to add pairs of words that match that relating factor. Once completed, the maps should be posted or shared with the group.
3. Once the teachers are "warmed up," give them another sentence strip. Tell them to create the beginning of a **Bridge Map** based on words related to something they are currently teaching. They should begin the **Bridge Map** with one pair words. The relating factor should be written in small print on the back of the sentence strip.
4. When teachers are ready, these strips should be passed from table to table in a rotational order. When a group gets a new sentence strip, they should look **only** at the pair(s) of words on the front. They should NOT look at the relating factor identified on the back of the sentence strip.
5. Each group should try to add another pair of words and then pass the strip to the next table.
6. The group to add the last pair of words should turn the strip over and check to see if the relating factor has been "guessed" correctly by all of the groups. These maps should be read aloud to the whole group.

7. Finally, teachers should discuss how they could do this activity as a bell-ringer activity, a transition game, or a serious review for a test.

Sample Activities

Elementary

Dog:Log
Cows:Milk
Green:Grass
Corn:Cob
Letters:Words
1+2:2+1
Hot:Cold

Content

Stem:Plant
Mississippi: U.S.A.
Cube:Square
Lady Macbeth:Macbeth
3+3+3+3:3x4
American Flag:Freedom
Lebron James:Basketball
Prewriting:The Writing Process

Generic

Whiskers:Cat
Kitchen:House
Sunlight:Plants
Milk:Calcium
Cell Phone:Land line
Classroom:School
Propeller:Plane

Just for Fun

Home Depot:Lowes
Blanche:Golden Girls
Big Mac:McDonald's

**Front of
sentence strip**

| | | | | | | |
|-------|----|-------|----|-------|----|-------|
| _____ | as | _____ | as | _____ | as | _____ |
|-------|----|-------|----|-------|----|-------|

**Back of
sentence strip**

| |
|------------------------|
| Relating Factor: _____ |
|------------------------|