

# Portail de l'éducation de Historica Canada

## Social Studies 10 - Concept Map

### Overview

Students will use concept maps to explore the following topics, as well as any others they feel are important to the development of Canada up to the 20th Century.

Rebellions

Confederation

Canadian Pacific Railroad

Economy

US Relations

Government

Human growth and development

### Aims

The concept maps will help students to review and prepare for the final exam. They will also provide the teacher with an accurate picture of what the students actually understand.

### Background

A Concept Map is a visual representation that illustrates how one understands relationships between concepts. Those concepts could be any combination of things, people, ideas, arguments, solutions, places, etc. Concept mapping serves to move the learner from simply recalling facts to making the linkages or relationships between those facts. It encourages more complex and meaningful thinking. (From *Beyond Monet* by Barry Bennet)

### **Concept Maps:**

- Are hierarchical
- Have key ideas - usually at the top
- Connect ideas - words placed on lines to illustrate the nature of the relationship
- Use color, visuals, and words

### **Activities**

**Time Allowance:** At least a week

### **Procedures:**

Students will develop a concept map that summarizes the course they have just completed. Concept maps must explore the following topics as well as any others studied that students feel important to the development of Canada up to the 20th Century.

Rebellions

Confederation

Canadian Pacific Railroad  
Economy  
US Relations  
Government  
Human growth and development

Finished projects will receive a mark out of 50. This can serve as a final major project of any social science course (with adapted topics), and is an excellent preparation for the final exam.

Maps should include key concepts. Lines should be drawn between the concepts, and linking words should be placed on the lines stating the relationship between concepts (leads to, influences, includes...). Colours and visuals should be used to enhance your maps.

### **Evaluation:**

#### Sample Rubric For Evaluation

##### Concept

Level 1 - Insufficient number of concepts selected relating to topic

Arrangement of concepts illustrates no understanding of conceptual relationships

Level 2 - Minimal but acceptable number of concepts selected, with some relationships to the topic

Arrangements of concepts demonstrates simple understanding of subordinate conceptual relationships

Level 3 - Most concepts relating to topic were selected

Arrangement of concepts demonstrates an understanding of subordinate conceptual relationships

Level 4 - Most concepts and all significant concepts selected and they

clearly relate to the topic

Arrangement of concepts demonstrates complete understanding of subordinate conceptual relationships

### Linkages

Level 1 - Some basic relationships indicated by connected lines

Linking words are simple and repetitive

Level 2 - Straightforward relationships connected with linking words

Linking words show variety

Level 3 - Most relationships indicated with a connecting line and labeled with linking words

Linking words are accurate and varied

Level 4 - All relationships indicated by a connecting line and accurately labeled with appropriate linking words

Linking words are expressive and purposeful

### Cross Links

Level 1 - Cross links not used

Level 2 - Few cross links are used to illustrate minimal connections

Level 3 - Cross links used to reflect straightforward connections

Level 4 - Cross links show complex relationships between two or more distinct segments of the concept map

### **Required Materials:**

Large sheets of poster paper. Markers.

### **Resources**

To provide a better understanding of concept mapping, the book

*Learning, Creating, and Using Knowledge* (Joseph Novak) is useful.