Thinking Maps © - A Guide

As a school which is committed to aspiring and achieving together, we strive to provide our students with the support and tools to enable them to structure their thinking and learning to best foster academic and personal success. As part of this 'thoughtful' approach we actively utilise a number a programmes including Thinking Maps ©.

Developed by renowned author Dr. David Hyerle, Thinking Maps © are a set of eight graphic organisers that combine to form a powerful tool for learning. Underpinning the programme is a deceptively simple notion: that educational success, irrespective of ability or age, is dependent upon the conscious development of a number of core thought processes.

Each of the individual Maps relates to a single thinking process: defining, describing, comparing or contrasting, sequencing, deconstructing, categorising, identifying cause and effect, and establishing relationships between things. Through their use across the full curriculum, the Maps form a common visual language of learning that is shared by staff and students alike. As such, they not only support success in individual subjects, they also foster the capacity of students to make conceptual connections across their studies. As students become more fluent with the use of the Maps they are able to utilise them in combination to enhance their ability to problem solve and develop higher level thinking skills.

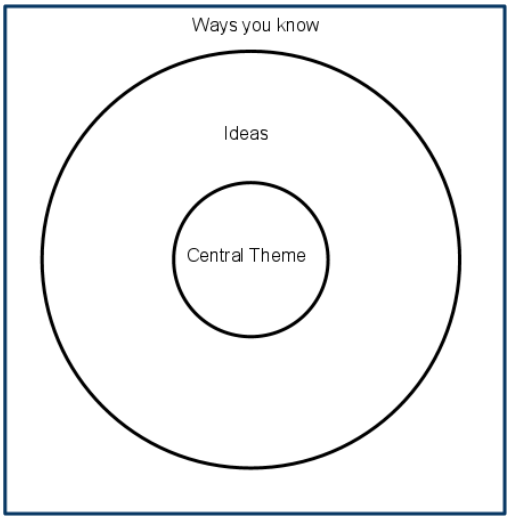
During their time at Chatham Grammar School for Boys, students will be guided by staff on how to use the Maps most effectively. At times, they will be encouraged to use Maps when undertaking home learning and examination preparation. To aid you in supporting your children with their work a brief overview of each Map follows. Templates are available for each Map however research shows that the process of accurately drawing them out aids student learning over time.

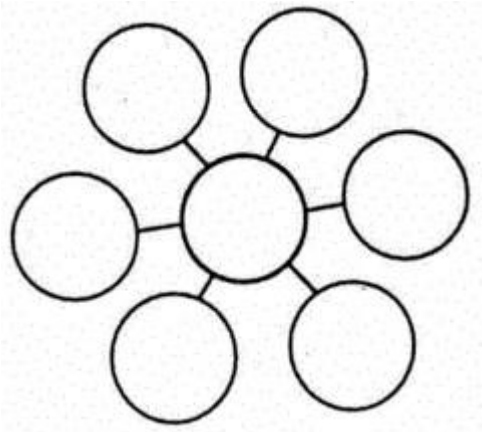
The Eight Maps

Circle Map © – Defining

Circle Maps are used to define a thing or concept. It is used to brainstorm ideas and to enable prior knowledge about a topic to be identified.

In the centre of the circle, place words, numbers, pictures, or other sign(s) or symbol(s) to represent the object, person, or idea you are trying to understand or define. In the outside circle, write or draw any information that puts this thing in context. The space between the outer circle and the Maps frame is used to identify the source of existing knowledge





Bubble Map © - Describing

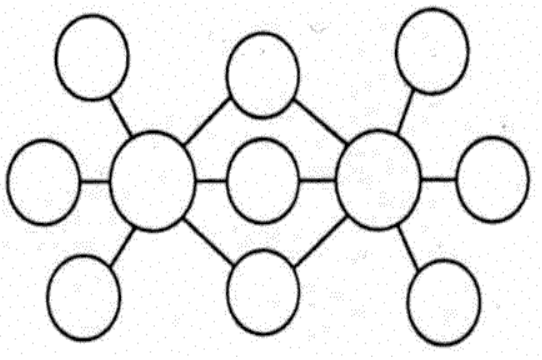
Bubble Maps are used to describe qualities associated with a specific item, person, idea or event. They develop students' abilities to identify qualities and use descriptive words.

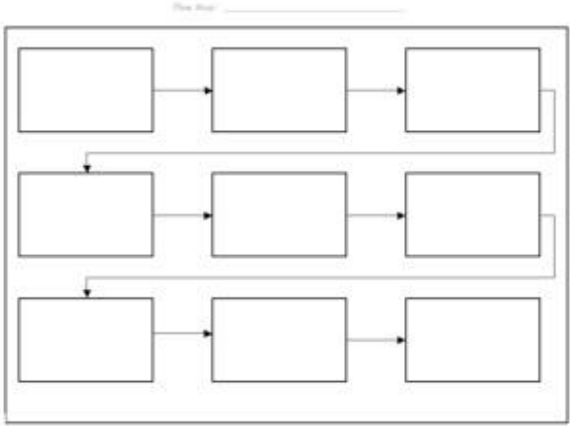
In the centre circle, write the word or thing being described. Write the adjectives or adjectival phrases in the outside circles.

Double Bubble Map © – Comparing and Contrasting

Double Bubble Maps are used to identify points of similarity and difference

The two ideas, items or events being compared are written in the two larger centre circles. Outside bubbles contain things that are only possessed by/relevant to one of the two ideas, items or events. Bubbles that are connected to both circles contain things that are possessed by/relevant to both.





Flow Map © - Sequencing

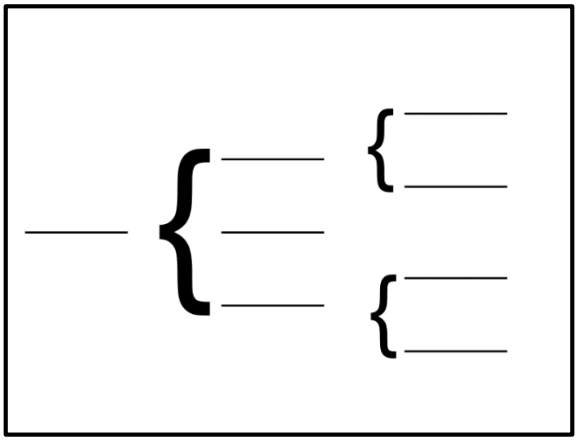
Flow Maps sequence a chain of events or processes, mapping the relationships between stages and sub-stages.

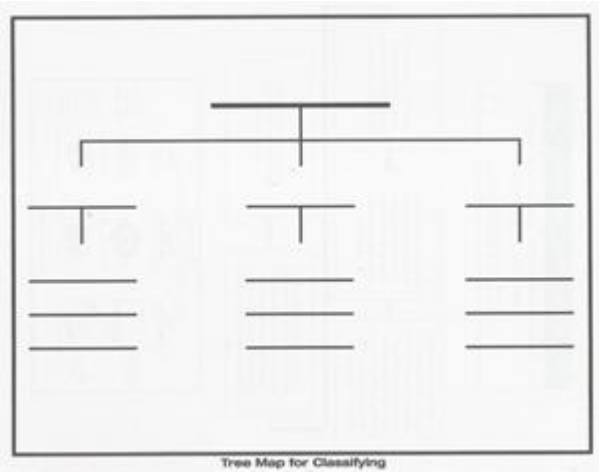
In the outside rectangle, write the name for the event or sequence. The smaller rectangles list the steps or events that follow from beginning to end. Each rectangle is linked to the next by an arrow, with each row starting on the left hand side.

Brace Map ©- Deconstructing

Brace Maps allow students to understand the relationship between a physical object and its parts and to analyse the structure of an item.

On the line to the left, write the name of the whole object. On the lines within the first brace to the right, write the major parts of the object, then follow within the next set of braces with the subparts of each major part.



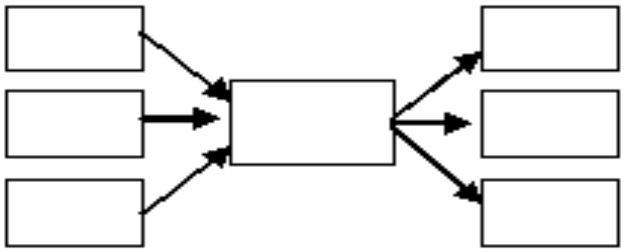


Tree Maps © – Categorising

Tree Maps are used for classifying and grouping ideas, objects, people or events. Sometimes new categories are created.

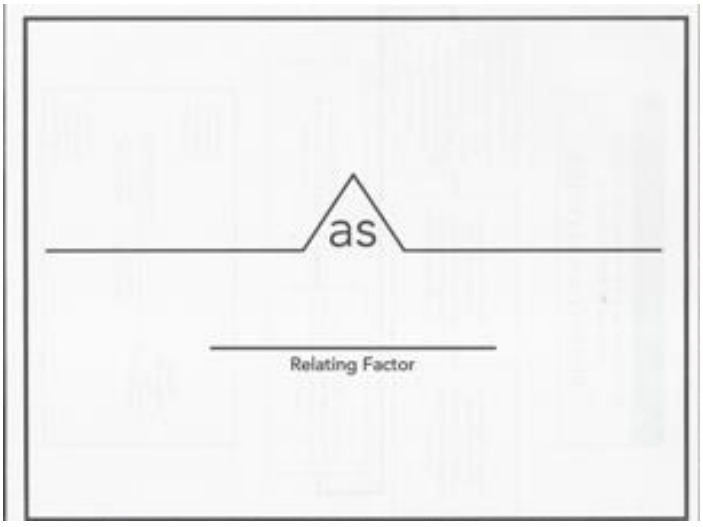
On the top line, write the category or topic name. Below that begin writing sub-categories. Below each sub-category write specific members of the group. Some things may go in multiple groups.

Multi-Flow Map© Identifying Cause and effect



Multi-Flow Maps are used to chart causes and effects. By doing so they help students to analyse a situation by looking at what led to and resulted from it.

In the centre rectangle, write the event that occurred. In the rectangle(s) to the left, list the causes of the event. Write the consequences of the event in the rectangles to the right of the centre rectangle.



Bridge Map© Establishing Relationships through Analogies

Bridge Maps allow students to identify relationships by way of analogies

In the space provided write in the relating factor. The relating factor is the connection that fits both sides of an analogy. On the top and bottom of the left side of the bridge, write in the first pair of things that have this relationship. On the right side of the bridge, write in the second pair of things that have the same relationship. The bridge can continue with more relating factors.