

# Thinking Maps

MARCH 2010

## Blending Maps

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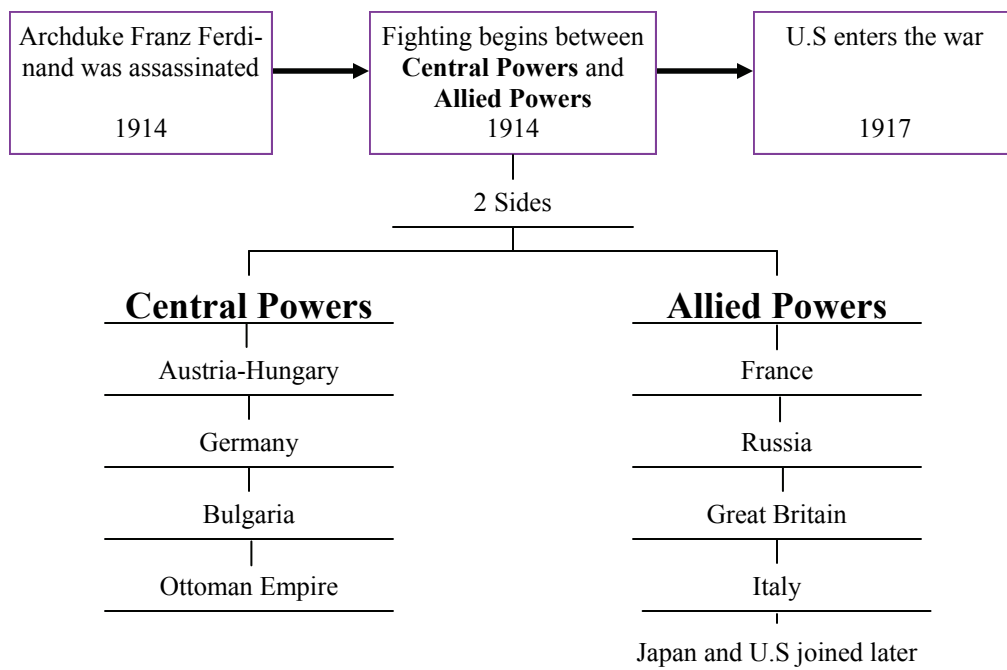
One of the great characteristics about Thinking Maps is how flexible and dynamic they can be. For example, a Circle Map can be used for vocabulary instruction in an ELA class and can also be used to define vascular plants in Science.

Another way Thinking Maps can demonstrate their flexibility is by the ability to blend different maps together to make one map that addresses two different thought processes. In the example below, you can see an example of

a “Flee Map” that blends a Flow Map with a Tree Map. In this activity, the students are representing the thought processes of sequencing combined with classifying.



### World War I



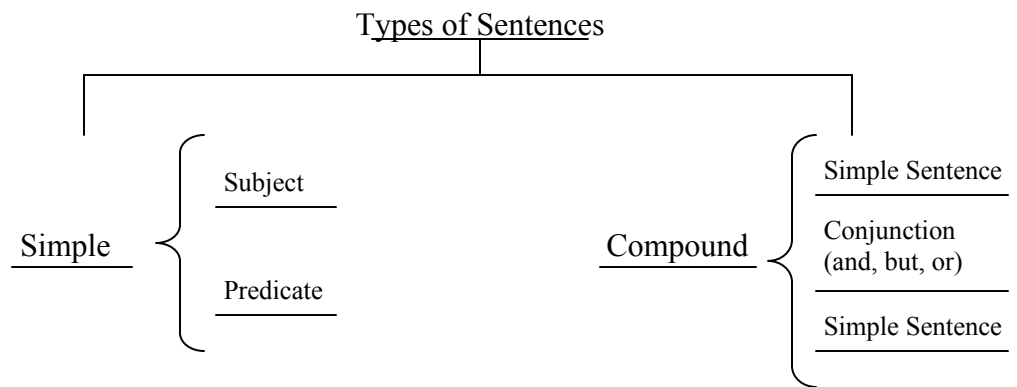
# Blended Map Examples:

Below are 2 examples of blended maps. **Example 1** blends a Tree Map with a Brace Map. In this map, students classify the 2 different types of sentences and then illustrate the parts that make up each type of sentence.

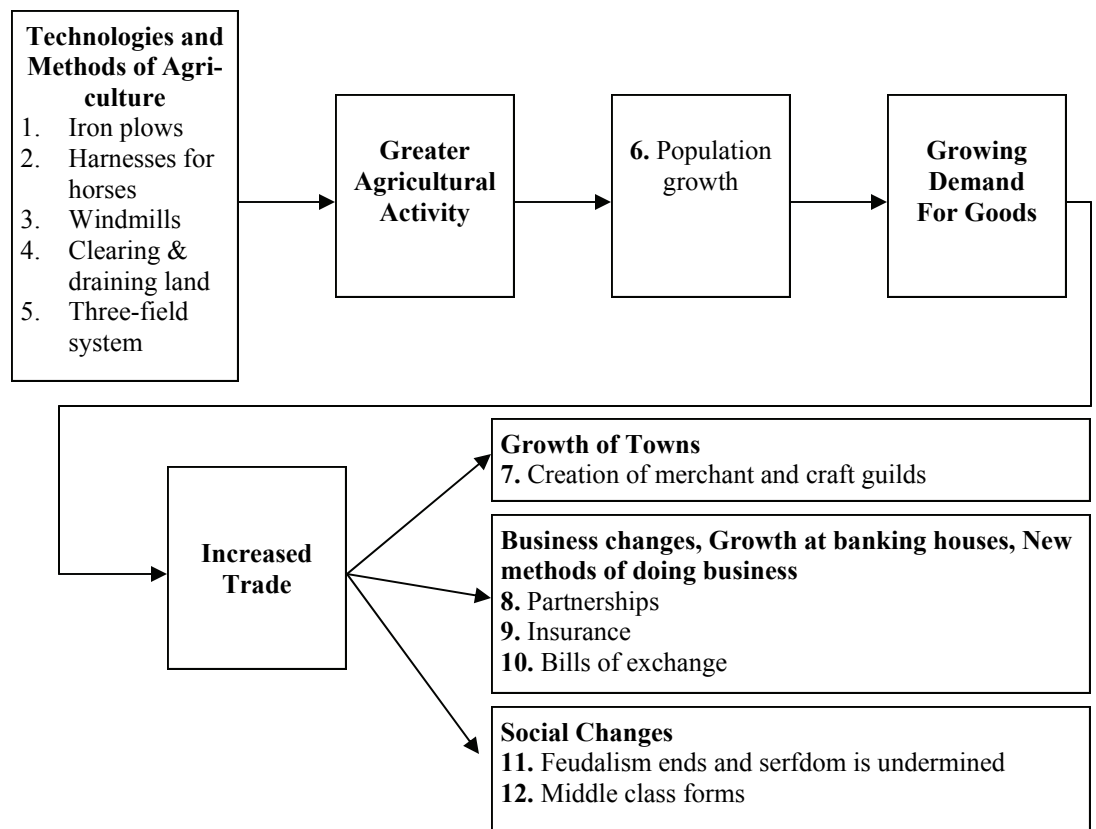
**Example 2** blends a Flow Map with a Multi-Flow Map. This map demonstrates the sequence of events and then elaborates by illustrating the effects of one of the events.

Both maps are great examples of how Thinking Maps can really be useful tools to support student learning.

**Example 1**



**Example 2**



“The aim of education should be to teach us rather how to think, than what to think...”  
- Bill Beattie

## Staff Shout Out: Stefanie Bye



Once a month, KCSOS Communications Manager Steve Talbot releases the office wide newsletter entitled, "Staff News." One of the purposes of the newsletter is to highlight the many great things that are happening around KCSOS. In the upcoming issue, one of our own Alternative Education teachers,

Stefanie Bye will be highlighted and recognized for her work with Thinking Maps in her Jr. High classroom at CLC 34th Street.

Stefanie was visited by Steve Talbot and she had the opportunity to showcase how she has implemented Thinking Maps in her classroom. Stefanie taught a lesson on the Industrial Revolution

and used Thinking Maps to teach her students about working conditions in factories during the Industrial Revolution. A Double Bubble Map was used to compare and contrast working conditions then with working conditions now. Students worked in collaborative groups and selected Bubble Maps and Double Bubble Maps to present their findings to the class regarding the Industrial Revolution working conditions.

Thank you Stefanie for implementing Thinking Maps into your classroom. We look forward to reading the article in the next edition of the Staff News.

*"A master can tell you what he expects of you.  
A teacher, though, awakens your  
own expectations"*

*- Patricia Neal -*

