

Strategy 4: Constructing Concept Maps Implementation Guide

Overview

Graphic organizers can help students visualize the ideas presented in expository text. One special type of graphic organizer is the concept map, which is sometimes called a semantic map and allows students to zero in on the most important points of the text. The map is made up of lines, boxes, circles, and/or arrows. It can be as simple or as complex as students make it and as the text requires.

The Strategy in Action

Students should complete the following steps to practice the strategy. Be sure to pass out copies of Activity Guide 4 before students begin their work.

Step 1: Preview the Passage. Previewing can help students determine which kind of structure might be most appropriate to display the ideas in the text.

Step 2: Sketch a Concept Map. Looking at the boldface type, headings, and general structure of the text, students should sketch out a map to display the ideas in the passage.

Step 3: Read the Text. Now have students read the passage on Progressive Election Reform.

Step 4: Construct a Map. Using boxes, lines, arrows, bubbles, circles or any other figure, students will display the ideas in the text in a concept map.

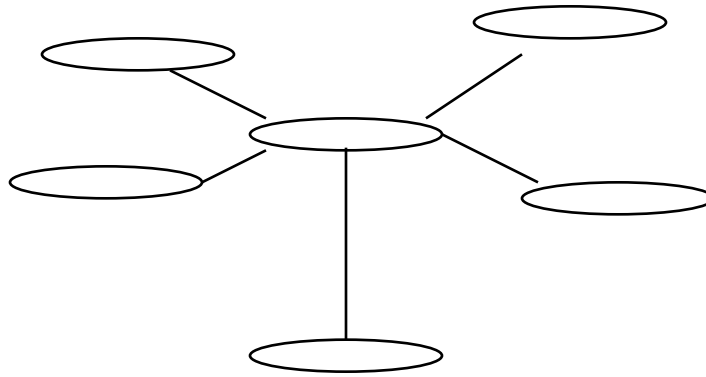
Discussion

Once students have finished the activity, you may want to have a brief discussion with them about the assignment. Encourage students to probe how a concept map can help them learn the material, remember it longer, and connect the information with the other information they know.

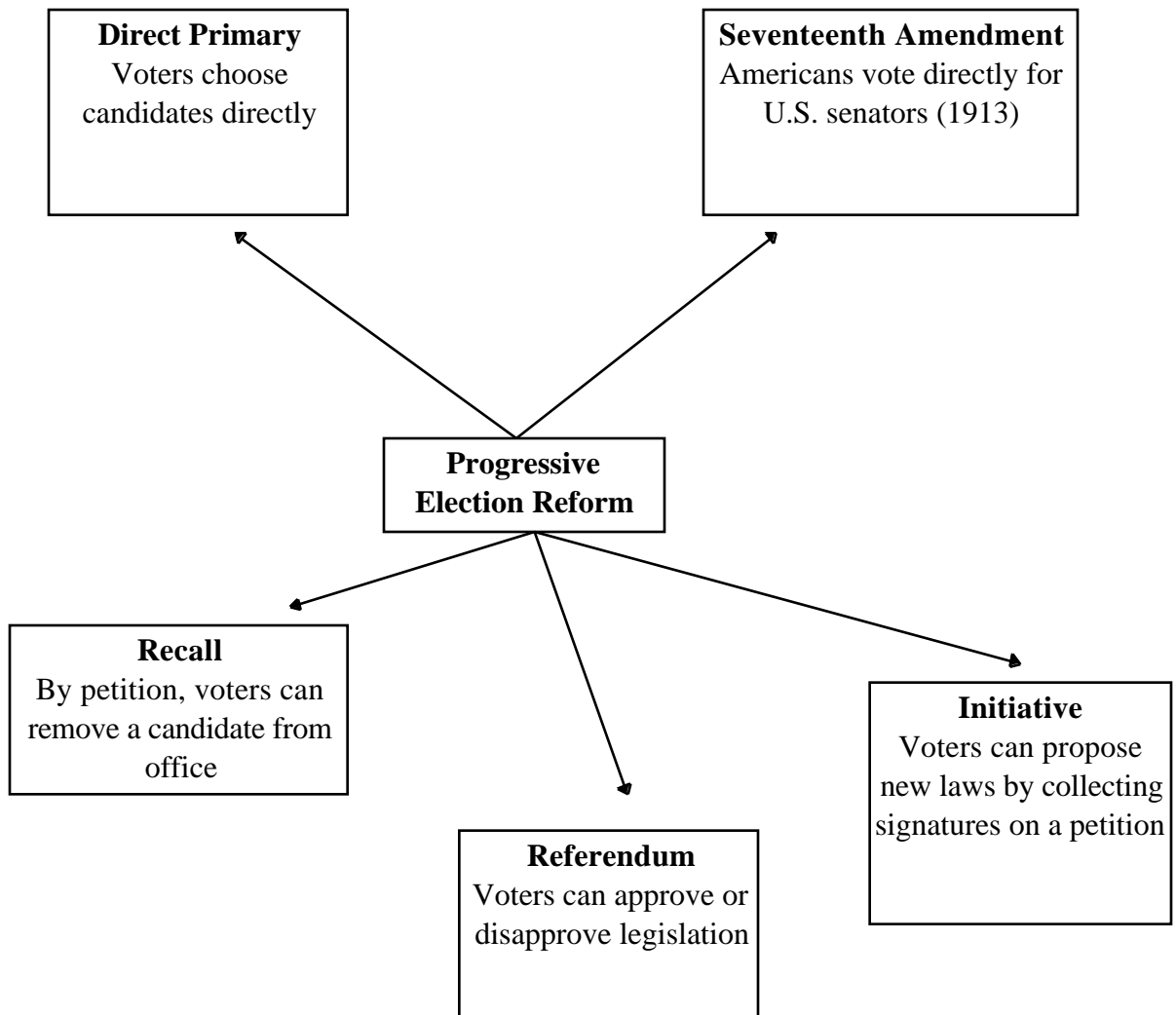
Answers to the Student Activity Guide

Part A:

1. Answers may vary, but students should notice the five major points indicated by boldfaced type: direct primary, Seventeenth Amendment, recall, referendum, and initiative.
2. Answers may vary, but a student map should look something like the following:



Part B:



Name: _____ DATE: _____ Class: _____

Strategy 4: Constructing Concept Maps Activity Guide

Part A: Answer the following questions BEFORE you read the text.

1. Preview the passage and look for major headings, signal words, and the general structure of the text. Write what you notice about the text below.

2. Now sketch a concept map using the five boldfaced terms.

Part B: Now read the text. Once you have finished, construct a concept map showing how the ideas relate to each other.

Progressive Election Reform

Progressives passed a number of election reforms. Reformers in many cities and states stopped political machines from printing ballots that listed only their own candidates. Governments replaced these ballots with ones that listed all candidates regardless of their party. Beginning in 1888, many states also adopted the secret ballot, patterned after one used in Australia. Reformers broadened political participation by introducing the **direct primary**. This allowed voters to choose candidates directly rather than relying on the choices of party leaders. In addition, the passage of the **Seventeenth Amendment** in 1913 allowed Americans to vote directly for U.S. senators, who had previously been elected by state legislators.

Some states like Oregon as well as cities like Los Angeles also passed a measure known as the **recall**. Under this measure, if enough voters sign a petition, the public can then vote to remove an elected official from office before the end of his or her term.

Reformers in Oregon and the Midwest also pushed for two reforms that gave voters the chance to directly affect new legislation. The **initiative** gave voters the ability to propose new laws by collecting a certain number of signatures on a petition. If enough signatures were collected, the proposed law would be placed on the ballot for the public to vote on in the next election. A similar measure, the **referendum**, allowed voters to approve or disapprove legislation already proposed by a state or local government.

Concept Map:

