

VOCAB – LIVE CONCEPT MAPPING

Preparation

- Download [the Unit 1 Vocab Guide](#)
- Create vocab cards for the Unit 1 vocab, or have index cards available to students so they can create the cards.

Purpose

In this final vocab activity of the unit, as with all the final vocab activities in each unit, students will engage in a deeper exploration of the unit’s vocabulary. Students move beyond simply defining words to applying them in this activity, and by doing so, solidify their understanding and use of the words in context.

Process

In this activity, students will create a live concept map using Unit 1’s vocabulary. Note that the deeper exploration vocab activities that show up in lessons in later units can be used in any unit. You can find a list of each activity in the BHP Course Guide, so don’t hesitate to swap out this vocab activity for another one if you think it’s better suited to your students and classroom.

Let your students know they’re going to make a live concept map using the Unit 1 vocab. If they aren’t familiar with concept maps, tell them that they are typically diagrams that show the relationships among concepts, with the concepts drawn in circles or boxes and lines connecting related concepts. In this activity, either string or hand holding will function as the connecting lines.

Hand out the vocab cards to your students (if you added more words to Unit 1’s vocab list in Lesson 1.0, you should have enough cards for each student. If not, you will likely have to put them in pairs or small groups. Or, split your class in half and have each group conduct this activity.

Once students have their words, have them go around the room and make connections to other words by physically forming the connection (they can use string to connect, or they can hold hands). Connections can be made in a lot of different ways: Students can think about synonyms, antonyms, word families, and even connections to similar ideas. Feel free to expand this list of what counts as a connection, and have students add to it as well. Each time a student makes a connection, they should explain what it is to the other student, and then write the word on the back of their vocab card. Every few minutes, stop the students, and have them explain their current connections. You and your class will likely start to notice some patterns – some words will be tightly connected, others will be off on their own.

Repeat as many rounds as you like, and then “debrief” the connections at the end. You can extend this activity by having students move the word-wall words into their related concept groups.

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Purpose

In this final vocab activity of the unit, as with all the final vocab activities in each unit, you will engage in a deeper exploration of the unit’s vocabulary. You’ll move beyond simply defining words to applying them in this activity, and by doing so, you’ll solidify your understanding and use of the words in context.

Process

In this activity, you’re going to create a live concept map using Unit 1’s vocabulary. In case you haven’t heard of a concept map, it’s typically a diagram that shows the relationships among concepts, with the concepts drawn in circles or boxes. Lines are used to connect the related concepts. In this activity, either string or hand holding will function as the connecting lines.

Your teacher will either give you a vocab card or assign a word and have you make your own card. Then, you’ll take a few minutes to go around the room, making connections to other students’ words. Connections can be made in a number of different ways: You can think about synonyms, antonyms, word families, and even connections to similar ideas. Each time you make a connection, explain what it is to the other student, and then write the word on the back of your vocab card. Every few minutes, your teacher will ask you to explain your current connection. You will start to notice some patterns!

