

THINKING MAPS ARE VISUAL PATTERNS

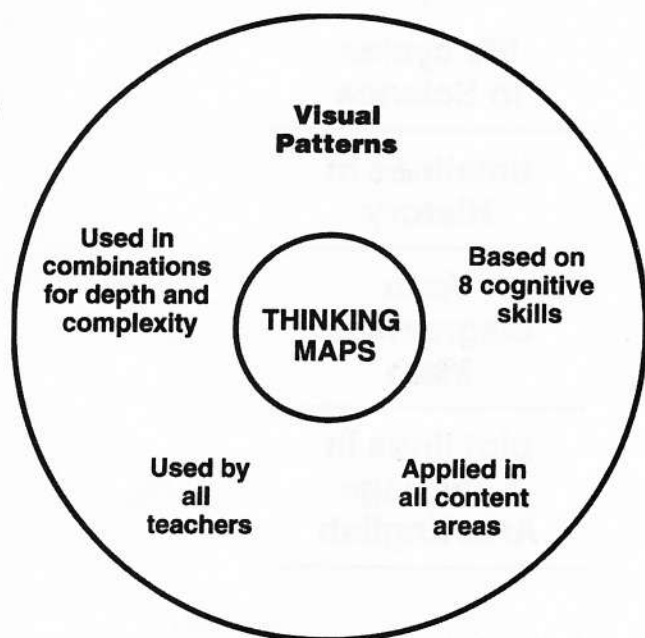


Why can you recognize a person's face but cannot remember his/her name?

We all learn in many different ways. Research teaches us that the brain takes in information kinesthetically, auditorally and visually. However, much of the current research supports the belief that **our ability to learn visually is greater than any of our other senses.**

- 80% of all information that comes into our brain is visual.
- 36,000 visual messages per hour may be registered by the eyes.

— Eric Jensen, *Brain Based Learning*



Visualizing our thinking allows us to have a concrete image of our abstract thoughts.

Graphic organizers are popular because they help students organize information visually.

“We believe that probably the best strategies for teaching text structures are visual-spatial strategies.”

— Peregoy and Boyle, *Reading, Writing, and Learning in ESL*

Dual-Coding Theory

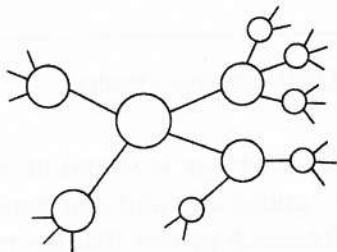
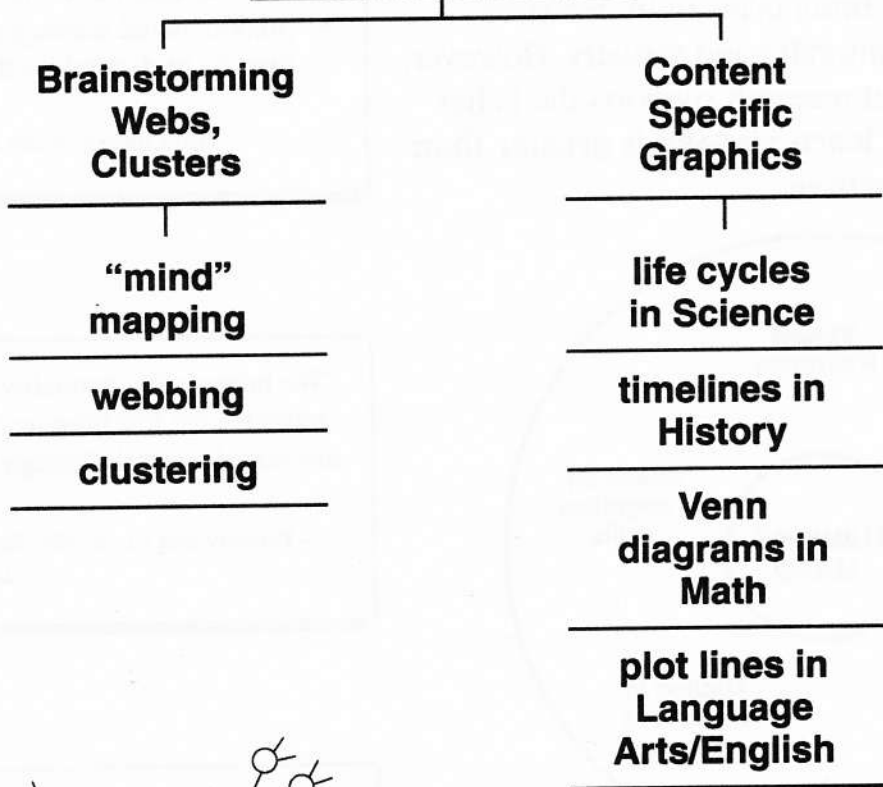
“Knowledge is stored in two forms: linguistically and nonlinguistically. Research proves that the more we use both systems of representation, the better we are able to think and recall knowledge.”

— Robert Marzano,
Classroom Instruction that Works

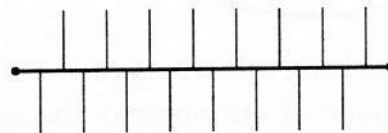
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Educators have been using visuals with students for more than 30 years in order to help clarify difficult and abstract concepts. These visual tools can be classified into two major categories:

Types of Visuals



for personal knowledge

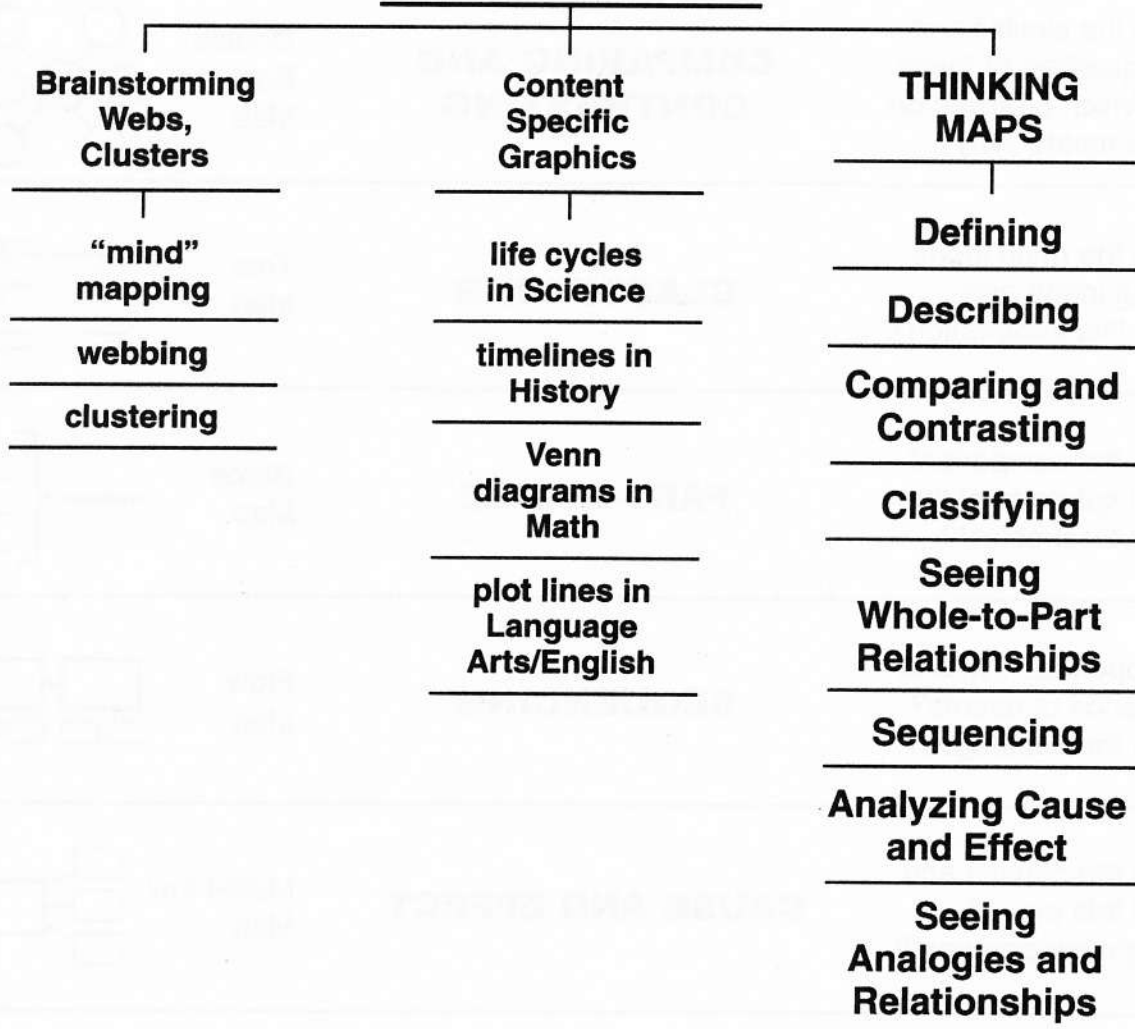


for isolated tasks

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David Hyerle's research adds a third category to these visual tools: Thinking Maps. Thinking Maps combine the flexibility of brainstorming webs and the structure of task-specific graphic organizers with visual patterns for the depth and complexity of critical thinking. **Thinking Maps provide a common visual language in classrooms and whole schools.** They enable easy transfer and continuous development of thinking processes across disciplines, grade levels, individual schools and entire school districts.

Types of Visuals

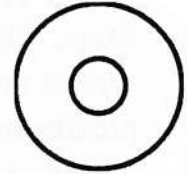




How are you defining this thing or idea? What is the context? What is your frame of reference?

DEFINING IN CONTEXT

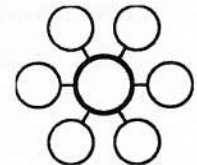
Circle Map



How are you describing this thing?
Which adjectives would best describe this thing?

DESCRIBING QUALITIES

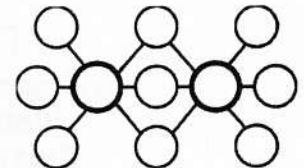
Bubble Map



What are the similar and different qualities of these things? Which qualities do you value most? Why?

COMPARING AND CONTRASTING

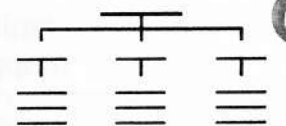
Double Bubble Map



What are the main ideas, supporting ideas and details in this information?

CLASSIFYING

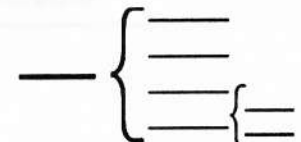
Tree Map



What are the component parts and subparts of this whole physical object?

PART-WHOLE

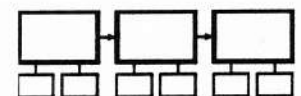
Brace Map



What happened? What is the sequence of events?
What are the substages?

SEQUENCING

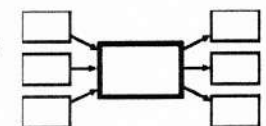
Flow Map



What are the causes and effects of this event?
What might happen next?

CAUSE AND EFFECT

Multi-Flow Map



What is the analogy being used? What is the guiding metaphor?

SEEING ANALOGIES

Bridge Map

