**FINAL REVIEW—MIND MAP**

**Objectives:**

1. **Review what you’ve learned in World History and Literature this year.**
2. **Make previously unseen connections between historical events and literary texts**
3. **Write a profound thesis statement showing what you’ve learned about World History**

**Preparing: Get three colors of marker**

* **One color for facts and analysis you gleamed from World Literature**
* **One color for facts and analysis you gleamed from World History**
* **One color for your analysis and central idea (thesis statement)**

**Step 1: At the center of the page, draw a circle that you will leave temporarily blank**. Draw a circle that you will leave blank until you examine all your evidence and create a thesis statement about the world from what you’ve learned thus far this  year.

**Step 2: Write down or draw the first things** that come up in your mind when you start to think about the world: related issues, persons, object, goals... Put your thoughts around the paper and make connections between the thoughts, even if they seem strange or unimportant.

**Step 3: Free associate** As ideas emerge, print descriptions of the ideas about world history, culture, and literature. Allow the ideas to expand outward into branches and sub- branches. Put down all ideas without judgment or evaluation.

**Step 4: Think as fast as you can** Come up with an explosion of ideas. Translate them in **words, images, codes or symbols**.

**Step 5: Don´t judge too fast** Again, everything is possible. Unrelated issues might me relevant later on. Think like you are brainstorming. Otherwise your mind will get stuck like a record in that "unrelated word" groove and you'll never generate those great ideas.

**Step 6: Add relationships and connections**

Sometimes you see relationships and connections immediately and you can add sub-branches to a main idea. Sometimes you don't, so you just connect the ideas later. Organization can always come later; the first requirement is to get the ideas out of your head and onto the paper.

**Step 7:** **From your evidence, write a thesis that shows what you know about the world** Once you have covered all your available space with facts and analysis from world history and literature, fill the still-empty central space with a thesis statement about the world that contains your analysis and a profound “so what” piece.

**Step 8: Support your thesis in writing.** Using the concepts from your mind map, provide support to your thesis while making connections to the next point of your writing. Please provide at least 10 supporting sentences that makes connections between each idea in SS and LA, and circles back to your original point of support. Highlight all your LA concepts in a specific color. Highlight all your SS concepts in another color.

1. In the novel, LOTF, the relationship between the boys on the island relates to [insert SS concept here] by [brilliant writing inserted here].
2. In looking at [SS concept from above] one also views the influence this had on [insert LA concept here] by [brilliant writing inserted here].

\*\*Repeat this process until you tie your final sentence back to your original thought or concept. This should help you further develop the concepts in your mind and prepare you for the writing portion of your final.\*\*

Mind Map Rubric—Participation Category

|  |  |
| --- | --- |
| 30 | Student shows a deep understanding of the content:  analyzing the content, drawing connections between multiple content areas and topics, applying to knowledge to various areas, and evaluating content |
| 20 | Student shows appropriate understanding of the content:  analyzing the content and drawing connections between different content areas, though may work mainly with the text at hand |
| 10 | Student shows developing understanding of the content:  analyzes parts of the content, though may focus mainly on comprehension |
| 5 | Student shows a basic understanding of the content:  most information is comprehension and may be underdeveloped |
| 0 | Even with help, no understanding or skill demonstrated |