CTE Literacy: Vocabulary Guide 1

# Concept of definition map: For help in defining a key concept(s)

By Dr. Travis Park, Cornell University, for USA TODAY

## Introduction: This lesson will help you learn greater detail about the major concepts in your CTE field.



Directions:

1. Identify the major concept of your assigned reading.
2. Complete the concept of definition map below by writing the major concept or key vocabulary word in the center box of the map.
3. Read the statements/questions in each of the other boxes and think about what you already know related to the concept/word. Write tentative answers in the boxes.
4. Read your assigned reading and fill in the boxes with information from the reading.

**Definition: What is it?**

**Properties: What is it like?**

**Concept:**

**What are examples?**

CTE-VG1



*© Copyright 2011 USA TODAY, a division of Gannett Co., Inc*

CTE Literacy: Vocabulary Guide 1 - Teacher Edition

# Concept of definition map: For help in defining a key concept(s)

This lesson wi l help students practice:



**u**Understanding the major concepts and key vocabulary in a CTE field.

**u**Differentiating between two similar key concepts, such as between “preservation” and “conservation.”

**u**Thinking of examples of the concept in use, and thus applications of the concept in the CTE field and/or their own lives.

Teaching suggestions for initial use:



1. Practice at least one time with the whole class in creating the concept of definition map.
2. With the initial use, and even the first couple of attempts, find concepts or key vocabulary that provide many answers to complete the boxes of the concept of definition map.
3. As with any strategy, remember that you will want to use the strategy with students three to four times before its use becomes comfortable for you and your students.

Teaching suggestions for repeated uses:



1. One intermediary step in turning over responsibility for learning to students might be to allow students to complete the concept of definition map in pairs or groups of four. This builds in the social aspect of literacy and reading for students.
2. After a few times of using the lesson, challenge students to create their own maps. They can even suggest new boxes or categories for information, such as, draw a picture of it, what are non-examples, what are essential characteristics, what are non-essential characteristics or more specific categories of information.
3. Use the concept of definition map to compare and contrast major CTE field concepts/vocabulary.
4. If you want students to learn many major concepts or key vocabulary that rely upon the same categories of information, consider using the same map format. This creates a strong utility value for students in using the concept of definition map because it organizes and reduces the information similarly across related concepts. For example, a teacher would use the same map format for learning about and defining various skin diseases in cosmetology.
5. Students may want to use the concept of definition maps to organize their notes in the class.



Stude edition/example:

**Definition: *What is it?***

**Sustainability**

**Properties: *What is it like?***

*•*

*•*

*•*

*•*

*•*

*•*

*•*

**What are *characteristics?***

1. Use resources
2. Preserves non-renewable resources for fuure generations

**What are *non-examples*?**

*•*

*•*

*•*

*•*

**What are *examples?***

*•*

*•*

*•*

*•*

CTE-VG1



*© Copyright 2011 USA TODAY, a division of Gannett Co., Inc*