

Concept Map Graphic Organizer and Writing Skills

Section Objectives:

- Develop a Concept Map
- Write a narrative

Choose some landmark in your neighborhood that has some meaning for you and/or your community. Write a narrative story around this landmark.

You may write a true account, or you can enhance your story, creating a fictional story. However, keep the realism of the landmark as much as possible to have your narrative reflect the truth of some part of the human condition.

A narrative tells a story or relates a series of events.

Usually, in a narrative, you will cover the **5 W's and 1 How** –**When, Where, Why, What, Who, and How?**

Most narratives are developed by chronological order (time sequence).

Try to have a thesis statement in the introduction to give some direction to the narrative writing as the body is developed and a conclusion is provided.

Be sure to have enough details to create a believable narrative.

Ways to Develop A Narrative for the Prompt

Planning Steps

1. Choose a **landmark in your community**.

Brainstorm for various landmarks:

- Homes
- Rivers
- Buildings
- Schools
- Parks
- Bridges
- Lakes
- Oceans
- Mountains
- Historical landmarks
- Geographical landmarks

Sample Topic: Seven Bridges

2. Brainstorm for Sample Topic – Seven Bridges:

Mile from home
Blackberry picking
Snakes
Seven bridges – scattered
Private
Old houses
Small houses
Mattresses
Bottles
Pots and Pans
Dishes
Rusted Cars
No real traffic
Isolated
Prowler in bush
Hiking
Neighborhood Gang
Brother
Sisters
Youngest Brother and Sister
Lunch
Streams
Broke Bridges



3. Graphic Organizer: Concept Map:

Try to have a graphic organizer to show how you plan to develop your narrative.

Sample Concept Map for Topic:

Situation:

Late morning
August
Blackberry Picking
Brothers and Sisters

Sequence of Happenings:

Together
Teasing
Snakes
Scratches
Separated
Marlene
Abandoned home
Abandoned cars
Burnt Ashes
Broke Bridges
Lunch
Wading
Man in Bushes

Resolution:

Throwing sandwiches in bags
Throwing bags in pack
Charging through water
Leaving Marlene behind
Going back
Dragging Ted and Katleen
Charge up hill
Home

4. Formulate a **purpose or thesis**, incorporating the **direction** in which you plan to go.

Sample Purpose / Thesis:

Although I thought I was mature and could handle by youngest sister by myself, I discovered that I was really rather overconfident, terribly fearful, and just barely protective of my family.

5. Outline: Developed Concept Map:

Scare at Seven Bridges

I. Overconfident

A. Brothers and Sisters

1. Larry
2. Joe
3. Margaret
4. Tom
5. Dan
6. Chuck

B. Morning and activities

1. Picking
2. Teasing
3. Deserting



II. Fearful

A. Hiking

1. Overgrowth
2. Isolation

- B. Surroundings
 - 1. Abandoned houses
 - 2. Abandoned cars
 - 3. Interesting trash
- C. Lunch
- D. Man
- E. Panicking

III. Protective

- A. Me
- B. Marlene
- C. Lunch
- D. Bag
- E. Hill
- F. Home

6. First Draft:

Introduction: Thesis: Three parts of Concept

Focus

Direction

Sample Introduction:

Although I thought I was mature and could handle by youngest sister by myself, I discovered that I was really rather overconfident, terribly fearful, and just barely protective of my family. I realized this about myself when I was eighteen years old and in charge of my five-year old sister about three years ago. I remember how my mother depended on me since I was the oldest. She told me and my brothers and sisters that we were going black-berry picking so that she could make pies for supper. We older children had to look after the younger children. I was assigned my youngest sister, Marlene. Even though Marlene was ecstatic to go with us “big guys,” I was a little wary about taking her, but, in the end, I thought I could handle her as well as the others, since I was the oldest and Dad and Mom always told my younger siblings to listen and obey my directions. So, since I thought I was in charge, all would go smoothly. Boy, was I wrong. My brothers gave me a hard time. I lost control. I put Marlene and myself in danger, I scared myself silly, and I barely got both of us along with my other siblings home without my Mom and Dad knowing that I had really messed up that hot August day.

Body: Remember to keep all ideas flowing in chronological sequence, unless you decide to use some flashbacks.

Conclusion: Refer to thesis.

Emphasize the three areas in the thesis.

Style: For narrative writing, keep the tone informal, but maintain standard usage and grammar.

7. Revisions: Pay special attention to transitions in the story.

8. Share: Have others read this narrative piece of writing.

Were they able to follow smoothly the events in this Narrative?

9. Final Version: Before you do the final copy, you might like to analyze your writing with the following rubric to think about how well you have written your piece.



Sample Rubric

1. Focus

5 Points	Excellent direction (Thesis)
4 Points	Good direction / Weak a few minor places
3 Points	Some direction / Weak in some places
2 Points	No real direction / Some Attempt
1 Point	No real effort

2. Content

5 Points	Excellent depth (details) and perceptions
4 Points	Good depth (details) and perceptions
3 Points	Needs more depth and details
2 Points	No real depth / A few details
1 Point	No real depth at any level

3. Organization

5 Points	Excellent plan that can be seen / Great Coherence
4 Points	Good plan / Coherence a little weak
3 Points	Evidence of a plan, but weak
2 Points	Very weak plan
1 Point	No real plan

4. Style

5 Points	Strong Individual voice / Fluent Sentence Structure / Appropriate Vocabulary
4 Points	Good Individual voice / Decent Sentence Structure / Appropriate Vocabulary most of the time
3 Points	Weak Individual voice / Sentence Structure Problems / Weak Vocabulary
2 Points	No real voice / Awkward Sentence Structure / Weak Vocabulary
1 Point	No real voice / Poor Sentence Structure / Weak Vocabulary

5. Conventions

5 Points	Excellent grammar, usage, punctuation, capitalization, spelling, manuscript form, etc.
4 Points	Good grammar, usage, punctuation, capitalization, spelling, manuscript form, etc.
3 Points	Weak grammar, usage, punctuation, capitalization, spelling, manuscript form, etc.
2 Points	Poor grammar, usage, punctuation, capitalization, spelling, manuscript form, etc.
1 Point	Extremely poor grammar, usage, punctuation, capitalization, spelling, manuscript form, etc.

Growth Activities

1. Check out a collection of short stories. Find stories that read like a narrative – events are in chronological order.

