



# ORIGINAL RESEARCH PAPER

Education

## INCORPORATING THINKING MAPS IN TEACHING HISTORY

**KEY WORDS:** History, Social Science, Maps, Teaching.

**Dr. Md. Aynul Hoque**

Lecturer in Education and Head, Department of D.El.Ed. Patharkandi, College of Education, Patharkandi, Karimganj, Assam (India)

### ABSTRACT

History is one of the powerful social science subjects and its importance in the field of liberal arts is beyond question. It is one of the resourceful discipline which remind us our past heritage, culture, customs, traditions etc. the actual sources of our pride. Looking into the significance of History and an urge to make it more learner centric and relevant to the present day aspirations, we as a teacher have to be more caring about the use of new and innovative methods of teaching, so that the subject can built an imprint in the mind of the students and realization of practical utility of the subject. Thinking maps can in many ways help in presenting mind fitting lessons and reduce boredom, monotony of the subject. In this article an attempt has been made to discuss various types of thinking maps and how these can be used in teaching History with relevant examples. The paper will be a great help for teachers to be equipped with this innovative methods and may develop an urge for using thinking maps in teaching History.

History, if properly taught, is the most exciting subject. It should answer the question of "why we are, where we are" and if done further back in time, "why they were, where they were." The teaching of the subject has sadly been reduced in many instances to the recitation of dates and events. Why is it reduced to a bunch of dates on a time line, devoid of the conflict or human experience that historical figures lived? Too much dependency on the text book made us more formal and confined in understanding the spread of History. In the present situation, we generally teach the subject, not the students, emphasize on what to teach not whom to teach. If we have done our job correctly, whatever is missing they will fill up of their own. When students are no longer force-fed a bland of puree of dates and time-lines devoid of conflict, their process of analysis, reason and argument will be sharpened.

Generally, a notion of uselessness or boring tag is leveled with History even though it bears valuable knowledge and sources of wisdom. The justification shown in denigrating the subject is the need of the fast changing world, technological dependency, professional degrees for specialized need etc. and do not hesitate to thrust the subject in the obsolete category. This is almost become a common consideration of all the stakeholders in education now a days. This is very sad to me, because I see the study of History is very important in creating knowledgeable and engaged citizens of the nation. By teaching us the social, economic and political threads of the past, the study of History gives us the skills to analyse those threads in the present. The value of history has been questioned for long time by progressive and post modernist philosophers, but history seems to be more popular than ever with the public now a days.

History provides identity, helps in decision making and judgment. It is the story of change and societal development to understand our self and others. It teaches us how to learn from the mistakes of others and hopefully learn to avoid those same mistakes made by others. It is not about memorizing facts and knowing, everything on a time line, it is about analyzing people and societies and interpreting the decisions that were made so that we can understand the big events of our time. In reality, History is one of the powerful social science subjects and its importance in the field of liberal arts is beyond question. It is one of the resourceful discipline which remind us our past heritage, culture, customs, traditions etc. the actual sources of our pride.

Thinking Maps are eye catching attractive weapons to fit the content/ concepts to the mind of the students. It gives the visual representation of our thoughts. It is useful in dealing with the broad areas of content, concepts which can be covered comfortably in a planned and systematic manner vis-à-vis a short content can also be made powerful, attractive before the students by using Thinking maps.

Thinking maps are used for describing events, summarizes a

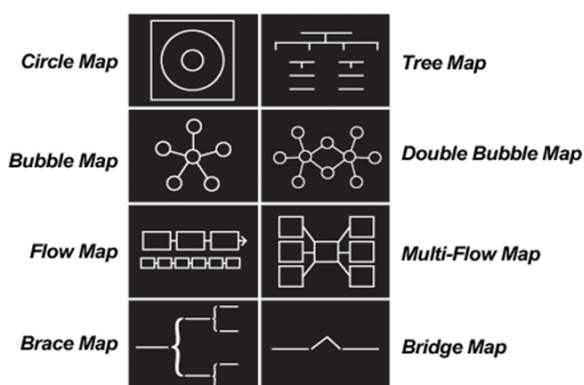
concept, correlates the cause and effect relationship, compare and contrast people and groups and events. It is helpful in depicting concrete visual pattern for an abstract cognitive skill. Thinking maps develops familiarity to work with complex ideas/ concepts and enhances the brain's natural ability to detect and construct meaningful patterns. It helps in concept development/ reflective thinking/ creativity/ clarity of the communication etc.

It enhances the process of mind mapping in history so that it does not become a series of facts to be learned by rote only. It enables students to access a deeper level of learning that makes use of non-textual information to make sense of historical information.

Looking into the significance of History and an urge to make it more learner centric and relevant to the present day aspirations, we as a teacher have to be more caring about the use of new and innovative methods of teaching, so that the subject can built an imprint in the mind of the students and realization of practical utility of the subject. Thinking maps can in many ways help in presenting mind fitting lessons and reduce boredom, monotony of the subject. In this article an attempt has been made to discuss various types of thinking maps and how these can be used in teaching History with relevant examples. The paper will be a great help for teachers to be equipped with this innovative methods and may develop an urge for using thinking maps in teaching History.

### Types of Thinking Maps

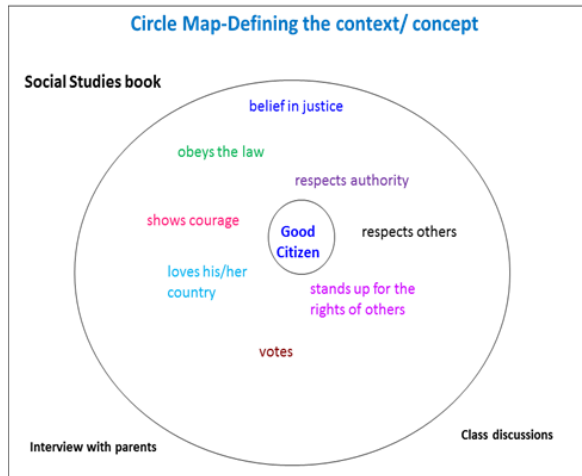
There are eight visual types of Thinking Map designed for students to use in order to learn and retain information, through the process of gathering and packaging that information in a visual, memorable and concise way. These eight visual patterns are shown below:



In this section, an attempt has been made to represent each type of Thinking Maps drawing relevant examples from History Subject. The brief descriptions of each Thinking Maps and the examples from History are shown as under:

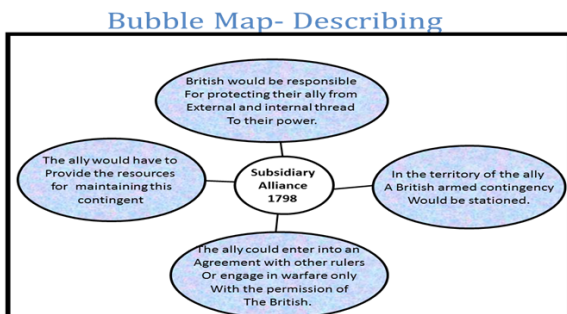
The Circle Map is used for Brainstorming or Defining in Context/ concept.

**For example:** The topic Good Citizenship can be discussed with the help of Circle Map, by conducting a Brain Storming Session with the students.

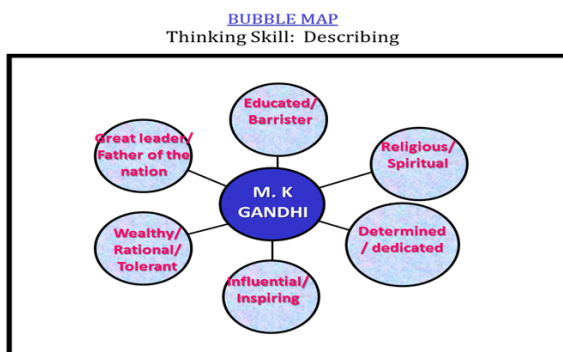


The Bubble Map is used for describing the qualities about the central idea or things using adjectives or adjective phrases.

**For example:** The topic Subsidiary Alliance can be discuss with the help of Bubble Map. It is helpful in describing the major conditions of the Alliance which an ally should obey with the British Indian Government.

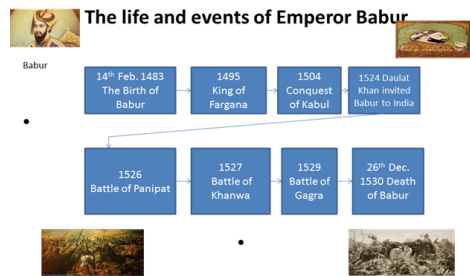


**For example:** The topic on Gandhi can be beautifully explained through Bubble Map.



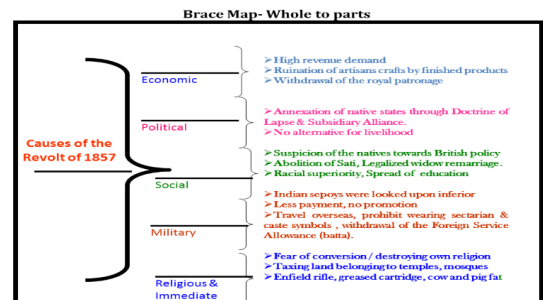
The Flow Map is used for Sequence of Events or for anything that has a Step-by-Step Process.

**For example:** The topic Life and Events of Emperor Babur, can be explain with the help a Flow Map, as it very clearly show the sequence of events in the life of emperor Babur.



The Brace Map facilitates understanding of the relationship between a whole object/ideas/ issues and its constituent parts.

**For example:** The topic Causes of the Revolt of 1857 can beautifully be describe with help of Brace Map as it indicates it's causes in a very attractive and systematic manner.



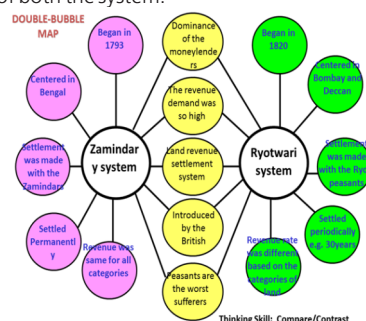
The Tree Map is used for Classifying or Categorizing the objects or contents.

**For example:** The topic Constitutional Provisions Deals with Fundamental Rights can be taught with the help of Tree Map.



The Double Bubble Map is used for Comparing and Contrasting (Similarities & Differences).

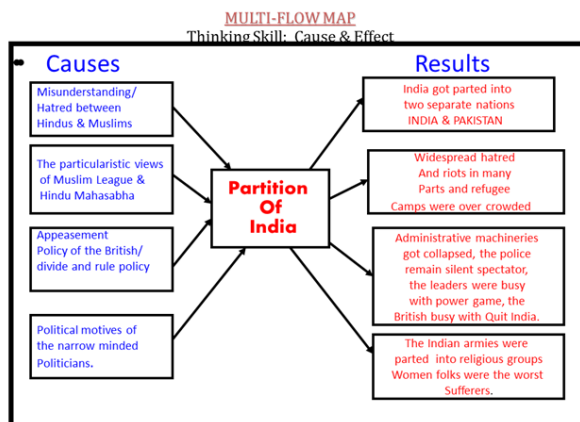
**For example:** The topic Land Revenue System during the British Administration like- The Ryotwari and Zamindari system can be discuss and distinguish very clearly with the help of Double Bubble Maps. On both the extreme sides, the Green and Pink color bubbles are showing the specific characteristics of both the system and the middle bubbles (Yellow) are showing the Common features of both the system.



## Multi-Flow Map

The Multi-Flow Map is used for showing Cause & Effect relationship.

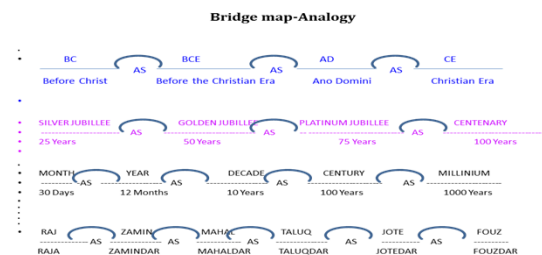
**For example:** The topic Causes and Effects of the Partition of India can be explained through Multi Flow Maps. The topic is inserted in the middle and on the left the causes are listed and on the right the results are shown which depicts a very clear picture of the discussion.



## Bridge Map

The Bridge Map is used to Show Analogies (and their relating factor).

For example: The topic showing analogies like- time periods, the popular phrases like BC, AD, BCE etc. Silver Jubilee, Golden Jubilee etc. the Month, Year and Decade etc. have been shown in a very interesting way through Bridge Map.



## Conclusion:

Teaching History now a day's become an arduous task to the History teachers, specifically because of the reason of its degradation in status as a school subject. We must remember that, a subject cannot be good or bad; it is the teacher who makes a subject good or bad. It depends on the style of dealing of the teacher with both the subject and students. The sensitivity and aspirations of the students must be cared by the teacher and hence the innovations and changes in the field concern need to be mastered by a teacher. The examples drawn in the paper corresponding to the History Contents is an attempt to develop thinking in terms of varieties of teaching style, visualization of the age old events, casting the interesting concepts relevant to the motives, aspirations, interests of the teacher and to develop a sense of reality, liveliness of the subject. An involved, carefully prepared, History lesson surely yield positive, productive mindset among the students and parents, the clientele of merchandise.

## References:

1. Camp, E (2007): Thinking with maps-Philosophical Perspectives, Dec. 2007, Vol. 1, Issue 1 (145-182).
2. Hyerle, D. (1996): Thinking inking Maps: Seeing understands. Educational Leadership, Dec./Jan, Vol.53, Issue 4, (85-89)s
3. NCERT (2007): Themes in Indian History, Part-I, II, & III. Text books of History for Class-VII, Sri Aurobindo Marg, New Delhi.
4. [http://www.dvud.org/cms/lib011/AZ01901092/Centricity/Domain/1535/what are thinking maps. pdf](http://www.dvud.org/cms/lib011/AZ01901092/Centricity/Domain/1535/what%20are%20thinking%20maps.pdf)