
Affinity Mapping: Takelma Vocabulary Words

Description: This activity works best when begun with an open-ended analytic question that asks for defining elements of something or that has many answers and thereby provides many points of entry for deepening a conversation.

Example: What are the main categories of words represented in the Takelma vocabulary word cards?

Preparation

Organize groups of students around sets of Takelma vocabulary word cards. Optionally, have pieces of chart paper on a wall in the room so that small groups can gather around the paper to work out their thoughts. Hand out to every participant a “block” of sticky notes (perhaps 5 to 10 maximum).

Process

1. Split students into groups of 3 or 4.
2. Ask the question and request that students review all the Takelma vocabulary word cards and begin by writing **one idea for a category** of words that they find in response on **one sticky note**. Instruct them to work silently on their own. They should each identify multiple categories (i.e., write multiple sticky notes).
3. In **silence**, students will put all sticky notes on the chart paper to show their categories for the Takelma vocabulary word cards.
4. Reminding students to remain silent, as their peers begin to put up the various sticky notes with categories, have students organize ideas by moving sticky notes into “natural” categories. Directions might sound like this:

“Which ideas for categories seem to go together? As long as you do not talk, feel free to move any sticky note to any place. Move yours, and those of others, and feel free to do this. Do not be offended if someone moves yours to a place that you think it does not belong, just move it to where you think it does belong — but do this all in silence.”
5. Once groups have settled on categories, have them place the sticky notes on the chart paper in neat columns. At this point, ask them to discuss the categories and come up with a name for each one (e.g., people, numbers).
6. Have the groups pick a spokesperson to report their category ideas to the whole class. Gather that information and have an open discussion using questions to help participants make connections between each groups’ responses and categories. For example:
 - a. What categories emerged?
 - b. What dimensions are missing?
 - c. Did anything surprise you?