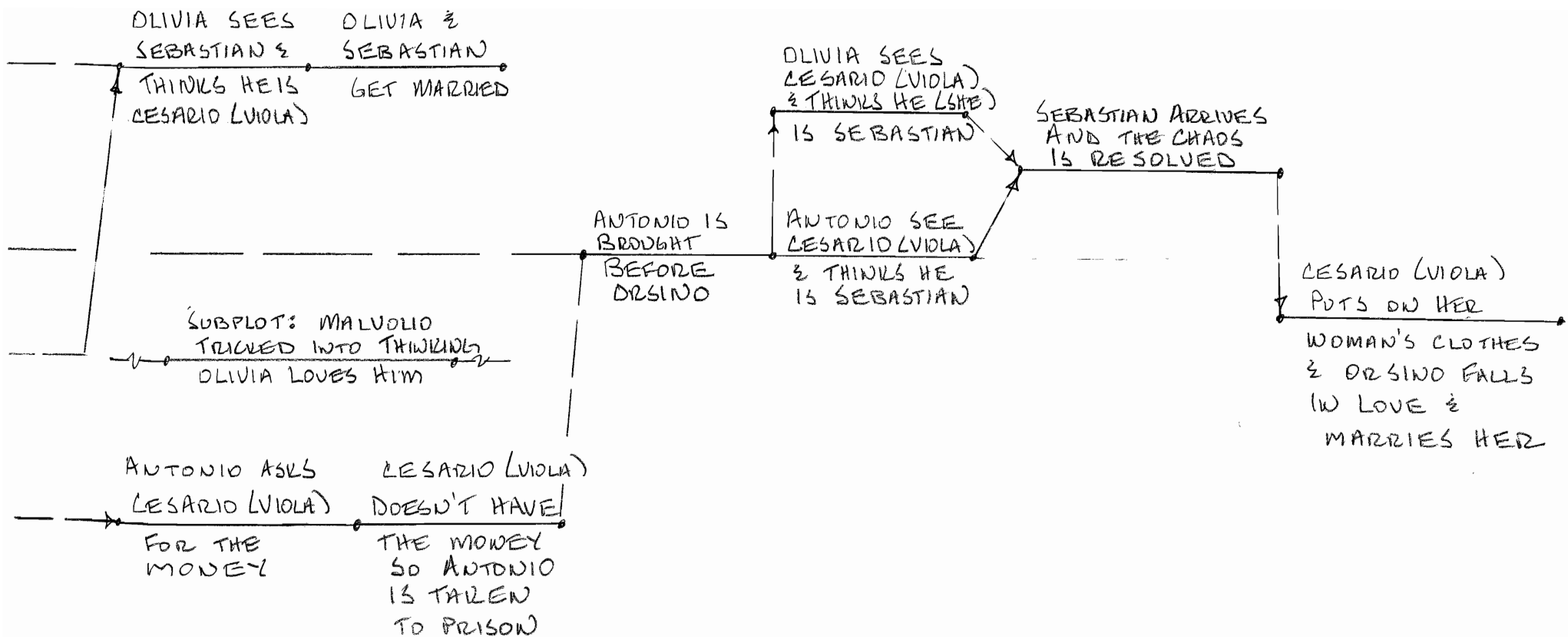


THIS CHART INTRODUCES THE USE OF THIS METHODOLOGY TO CREATE OUTLINES OF WRITTEN MATERIAL.

MY FRIEND TEACHES A CLASS OF SPECIAL NEEDS CHILDREN IN MIDDLE SCHOOL. SHE WAS TRYING TO EXPLAIN THE PLOT OF THIS SOMEWHAT COMPLICATED STORY TO THE CHILDREN BEFORE THEY SAW THE PLAY.

SHE SAID IT WAS USEFUL TO HELP THEM FOLLOW THE TWISTS AND TURNS OF THE PLAY.



THIS TYPE OF OUTLINE IS MEANT TO BE READ GENERALLY FROM LEFT TO RIGHT AND TOP TO BOTTOM

THERE IS AN INTERESTING DISCUSSION REGARDING THIS PROCESS. IT IS, FOR MANY PEOPLE, HELPFUL TO SEE A STORY OUTLINED IN THIS MANNER

THERE WAS A PERIOD WHEN I WAS DOING TECHNICAL WRITING. IT WAS EXTREMELY HELPFUL FOR ME TO STUDY A SUBJECT BY BREAKING IT INTO A CHART LIKE THIS. IT IS DIFFERENT THAN AN OUTLINE IN THAT THERE ARE "BRANCHES" THAT CAN BE DEVELOPED AND FOLLOWED

IF USED TO ANALYZE A PIECE OF WRITTEN MATERIAL IT IS ALSO EFFECTIVE IN DETERMINING WHETHER THE STORY OR ARTICLE, AS WRITTEN, HAS AN INHERENTLY LOGICAL FLOW