# Course Data

**Grade Level:** 6th

**Unit Topic:** Language Arts “Technology” Theme

**Lesson Topic:** Literary Elements: Theme, focus on *Hatchet*

**Length of Lesson:** 45 min.

**Standards**

**GLE 0601.2.8** Participate in work teams and group discussions.

**GLE 0601.8.5** Identify and analyze common literary terms (e.g., personification, conflict,

theme).

**0601.8.11** Identify the narration and point of view (e.g., first person, third person) in

literary texts.

**0601.8.15** Identify and explain the stated or implied theme of a literary text.

**Materials**

Discussion questions

Exit Slip

Green/Red cards

Dry Erase Markers for set & for rules ***or*** smartboard/computer to type

# Lesson Objectives

# TSWBAT contribute meaningfully to the class discussion of *Hatchet* at least twice.

TSBWAT respect classmates by listening and responding appropriately to them in discussion.

TSBWAT create a new scenario for a story/real life with the same theme (“Survival”) as *Hatchet*.

# Anticipatory Set/Focus

|  |  |
| --- | --- |
| ABK | If you were stranded on a deserted island, what one thing would you bring with you? (let them think for a couple minutes). |
| IA |  Each student shares one answer with the class (no repeats!) Write on the board/type onto SmartBoard. |
| RRL | Which of these would probably/possibly help most with survival? (weapons, tools, food, water, etc.) |
| LL | Today we are going to look at *Hatchet* and have a class discussion about various aspects of the story, especially its theme. |

# Instruction (Discussion)

1. Set/Focus
2. Go over rules for discussion:
* Teacher will ask one question at a time. Students will answer freely, until question is answered thoroughly. Then the teacher will move to the next question. (Explain that some of the questions will only have 1 answer, some will have many; some will have a right answer, some will have no wrong answer).
* Raise your hand to speak.
* Listen to your classmates, and don’t repeat someone else’s answer.
* Every student must speak *twice*
* Students have 2 cards. They are to begin with the two green sides up. Each time they speak in the discussion, they are to flip one card from green to red.
* If you have spoken twice, you may not speak again until everyone has spoken at least once.
1. Have a list of discussion questions in hand to begin discussion. (See attached page)
2. (Have a class roster to tally when students speak & take notes next to questions about what they say/who said it).
3. Have students hand back cards at end of discussion. Give them Exit Slip.

# Assessment

|  |  |
| --- | --- |
| Informal | Formal |
| Discussion notesMonitoring discussion & giving immediate feedback. | Exit SlipDiscussion tally |

# Closure

#

Take up Exit Slip.

## Accommodations/Differentiated Learning Experiences

The various levels of Bloom’s Taxonomy are addressed. Students can choose the level they are comfortable with. The class discussion will give ESL students practice listening and speaking with peers.

## Enrichment:

There are questions for the discussion that address all levels of Bloom’s Taxonomy. Students may choose higher level questions.

**Exit Slip – Theme/Discussion**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Directions: In a brief response (3-5 sentences), answer the following.*

How can you apply one of the following theme from *Hatchet* to real life or a brand new story plot?

 Survival

*Hatchet* Discussion Questions

|  |  |
| --- | --- |
| **Bloom’s Taxonomy Level** | **Question** |
| Remember/Know | 1. Who are the two key characters in this story? (Jim & Brian)
2. How old is Brian?
3. Where did the plane leave from?
4. Where is it going?
 |
| Understand | 1. Why does the plane wreck?
2. What is Brian’s parents’ relationship like?
 |
| Apply | 1. A flashback is when the author…. Where do we see a flashback in the story? (Applying literary meaning of flashback).
2. Since we are concentrating on Technology in this thematic unit, where do we see technology present in the story?
 |
| Analyze | 1. What does the author reveal about Brian’s character?
2. What themes do we see from this short story? Does technology fit into any of them?
 |
| Evaluate | 1. Does Brian make any good decisions in this story?
 |
| Create | 1. What do you think happens to Brian after where the story leaves off?
2. What would you have done in Brian’s situation?
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