

Big Idea Language of the Discipline Rules

A **CRITICAL THINKING**
RESOURCE FOR...

HATCHET

Engage your students like never before with critical thinking questions for each chapter of the book.

Unanswered Questions Patterns Ethics

Trends Across Disciplines Details

Multiple Perspectives Relate Over Time

Big Idea Language of the Discipline

Increase rigor in your classroom while developing an exciting, more meaningful relationship with a well-loved piece of literature!

This critical thinking resource is a unique novel study guide for Gary Paulsen's, *Hatchet*. This set of chapter companions was designed to meet an important need in the classroom; novel companions and/or resources that push students to think beyond the basics and more deeply engage with the text. In this guide you will find a graphic organizer for each chapter in the book. Each organizer focuses on 4 of 11 critical thinking elements (**Big Ideas, Rules, Trends, Patterns, Language of the Discipline, Ethics, Relationships Over Time, Details, Unanswered Questions, Across Disciplines, and Multiple Perspectives**). There is also a "Core Question", which draws on information from the 4 critical thinking elements of the graphic organizer.

The questions on each chapter companion are designed to encourage higher level thinking skills and more complex interactions with the text than traditional novel units typically provide. Students also learn to support responses with evidence from the text, even in the case of contradictory opinions.

These graphic organizers are aligned with the "K-12 Common Core Anchor Standards for Reading" and are perfect for providing more complex literary analysis for GATE students, while also allowing students of different ability levels to further develop their critical thinking skills.

The graphic organizers in this unit can easily be used in a variety of different ways:

- As post chapter individual literary response activity and/or assessment
- As a base for jigsaw groups- each group member from a "home base" group meets with an "expert" group to discuss/answer one of the four questions. They then return to their "home" group and lead a discussion utilizing the information they gathered. The home group then works together to discuss/answer the "core question".
- As a foundation for literature group discussions- the graphic organizers help guide the discussion and provide the group with clear defined objectives
- As a scaffolded literary response activity- the organizers for certain chapters can easily be used to assist your students in writing an in-depth literary response piece. The four questions can be answered with support and thoroughly discussed. The students can then use that information as a source/pre-write for developing a longer written response for the "Core Question".
- As a "think-pair-share" activity- Students meet with a different partner to discuss/answer each of the four questions. They then work by themselves or with another partner to complete the "Core Question".

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Ethics Rules Trends Patterns

Unanswered Questions Multiple Perspectives

Across Disciplines Relate Over Time Details

Helping teachers thrive in the classroom

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Melissa Tallman
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RULES

How does the author's writing style in this chapter express Brian's state of mind? Provide an example from the text.

UNANSWERED QUESTIONS

What unanswered questions does the author leave you with after reading this chapter? Explain the author's intentions for creating this ambiguity.

Core Question

In this chapter, it is clear that Brian is filled with conflicting thoughts and emotions. Find evidence from the text that conveys Brian's internal conflict.

BIG IDEA

What title would you give this chapter? Explain why your title fits the chapter's "Big Idea."

TRENDS

How does the setting of this chapter, impact Brian's thoughts and the events that take place?

DETAILS

What details does the author include to help you imagine what Brian is feeling in this chapter?

PATTERNS

What do you predict the next series of events to be in chapter 3? What information from chapter 2 supports your prediction?

Core Question

How does the author create tension in this chapter? What factors converged to create the climax in this chapter? Use specific examples from the text to support your answer.

BIG IDEA

Write a summary for this chapter using exactly three sentences.

RELATE
OVER TIME

How have your feelings or thoughts about this story changed after reading this chapter?

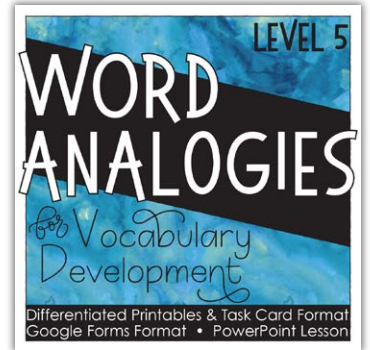
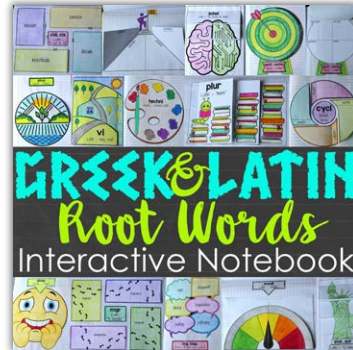
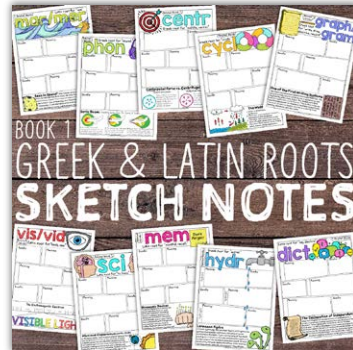
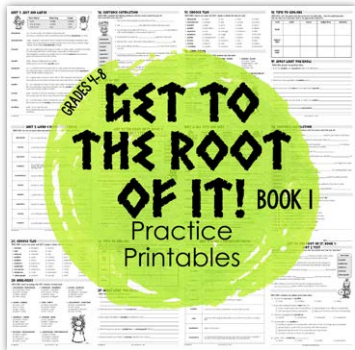


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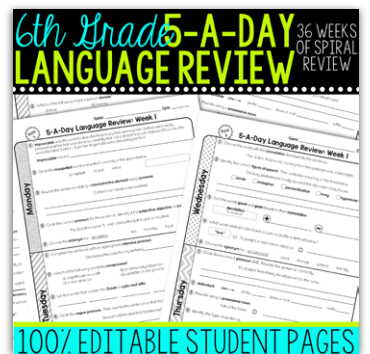
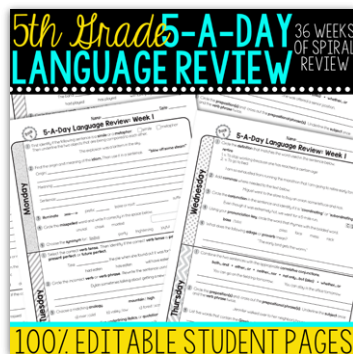
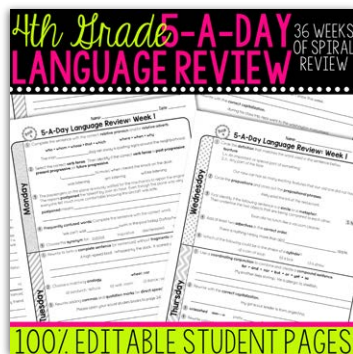
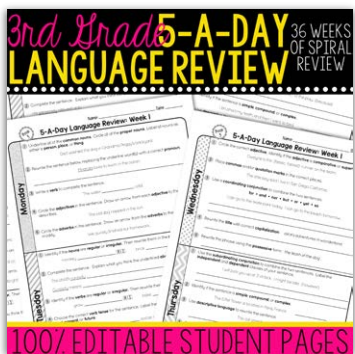


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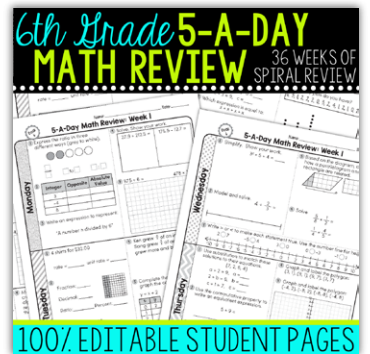
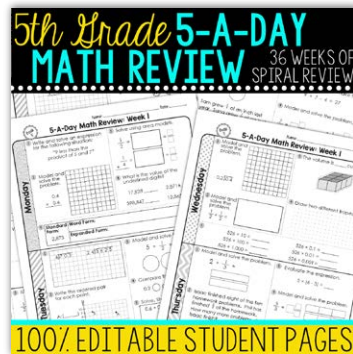
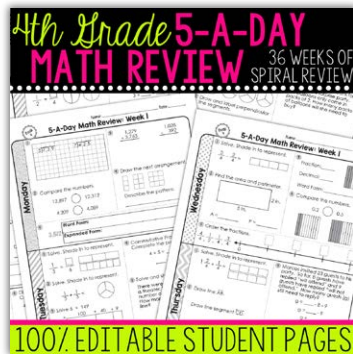
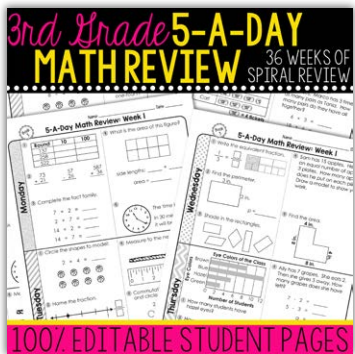
VOCABULARY RESOURCES



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DAILY MATH REVIEWS (GRADES 3-6)



HANDS-ON MATH TILES

