

Big Idea Language of the Discipline Rules

A CRITICAL THINKING

RESOURCE FOR...

The Witch of Blackbird Pond

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 Elizabeth George Speare's, *The Witch of Blackbird Pond*. 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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MULTIPLE PERSPECTIVES

Retell the trip on the longboat from the perspective of Goodwife Cruff.

TRENDS

This chapter takes place during the 1600s in New England. How does the setting impact the events of this chapter?

Core Question

In this chapter, Kit begins an unfamiliar and exciting journey in her life. How does the author communicate to the reader (you) that major changes are beginning to take place for Kit?

DETAILS

What details does the author include to help you "get to know" Kit?

RELATE OVER TIME

How does Kit's attitude change from the beginning of the chapter to the end?

RULES

Kit is quickly learning that life is very different in New England. What are some of the new "rules" that she has learned about in this chapter?

MULTIPLE PERSPECTIVES

What might a page from Nat's private journal look like if he were writing about the events of this chapter?

Core Question

Kit is finding it very difficult to fit in. Make a list of the differences you see between Kit and the people of Connecticut.

BIG IDEA

What would be a good title for this chapter? Why would this be a good title?

UNANSWERED QUESTIONS

What questions do you think Kit has about the people she has encountered so far? What questions do you think the other characters have about her?

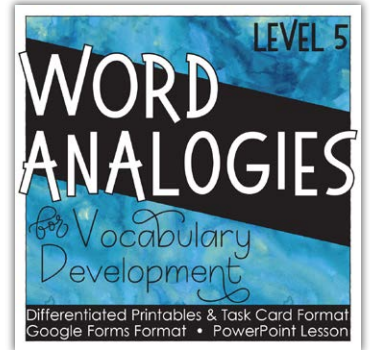
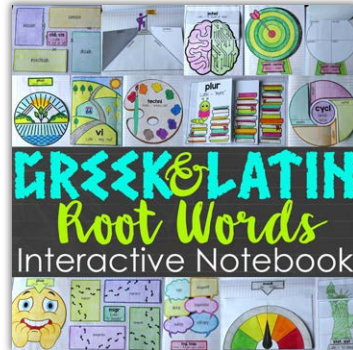
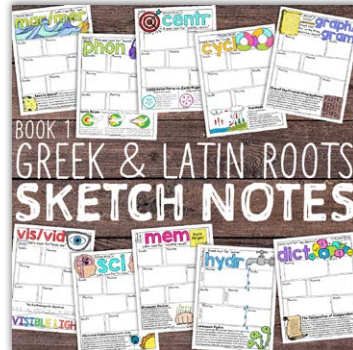
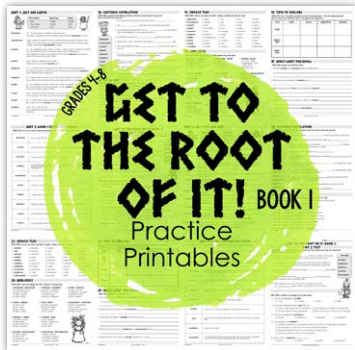


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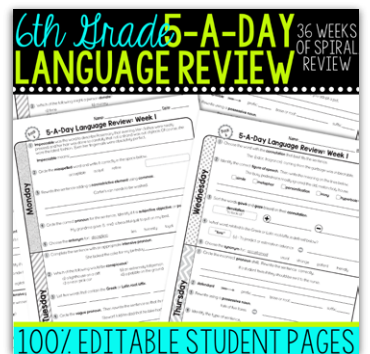
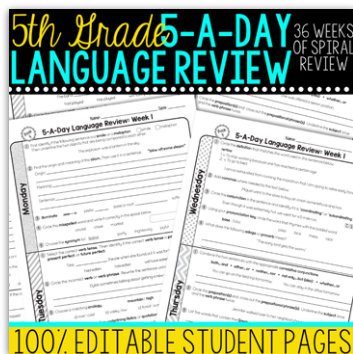
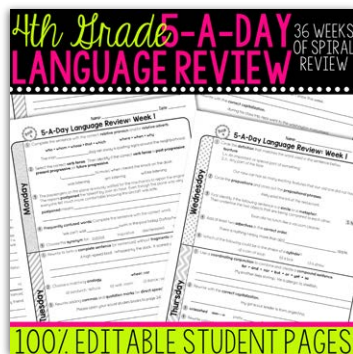
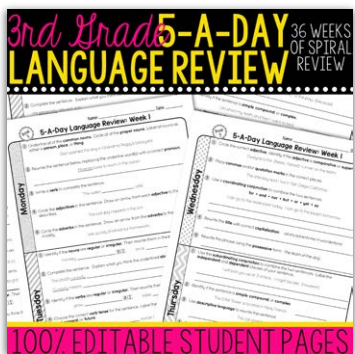


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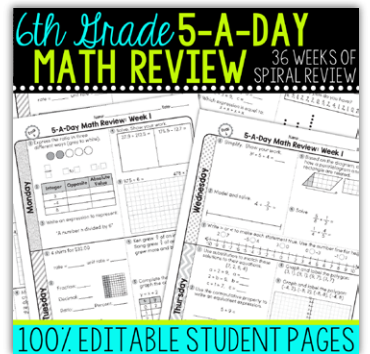
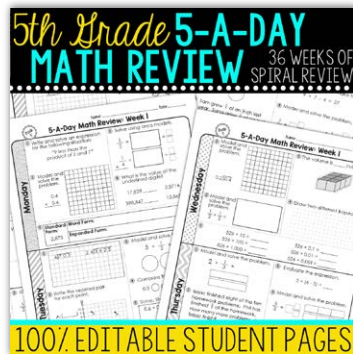
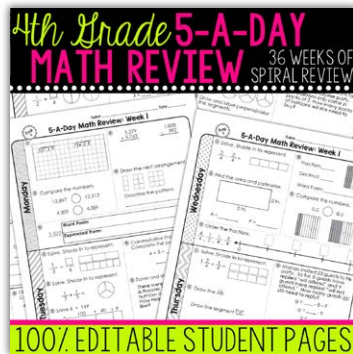
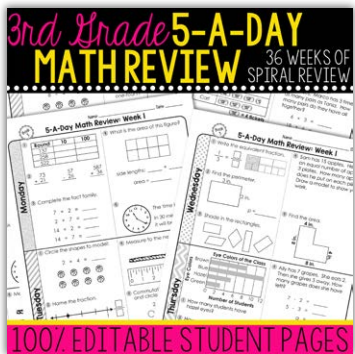
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DAILY MATH REVIEWS (GRADES 3-6)



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