

UNIT # <u>3</u> : Survival/ <u>Hatchet</u>	TIMEFRAME: November/December 6 weeks
<p>BIG IDEA(S): Practice Important Reading Strategies:</p> <ul style="list-style-type: none"> • Intro to realistic fiction/coming-of-age novels/survival narratives • Summarizing/finding main ideas • Reading for theme • Comparing and contrasting multiple texts • Reading non-fiction texts about survival <p>Speaking and Listening:</p> <ul style="list-style-type: none"> • Socratic Seminar <p>Test Prep:</p> <ul style="list-style-type: none"> • NJSLA Narrative writing <p>Writing strategies:</p> <ul style="list-style-type: none"> • Writing a narrative story of survival • Stages of plot development • Point of View • Argument vs Evidence Step 4 and 5 • Annotating the purpose for reading • Open-ended response writing <p>Grammar:</p> <ul style="list-style-type: none"> • Overview of verb tenses and irregular verbs • Root words: techno, act, counter, mort, super 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> • How do themes interact across texts to deepen our understanding? • How do challenges build character? • How do characters change throughout the course of a text, and how does this inform our understanding of the theme? • What are the common features of most coming-of-age novels? • What does it take to survive? • How can we debate ideas in respectful, constructive ways? How do we build on other people's ideas? • What is the purpose of conducting a Socratic Seminar in class? • How do we create strong arguments, and what evidence can we use to support them? • How do we structure a narrative? • What literary techniques can we use to write gripping, interesting narratives? • How can we make our writing more organized and effective? • Why is a logical sequence of events important for development of character and plot? • How do key moments in a text reveal overall messages and themes? • What are the stages of plot development? How do the stages of plot intersect with the development of the protagonist?
<p>ENDURING UNDERSTANDINGS: Students will understand that...</p> <ul style="list-style-type: none"> • In most stories, the main character undergoes some kind of transformation or change. This change usually helps us decipher the theme or message of the story. • Coming-of-age novels depict the maturation of a young adult character. In the beginning, the character generally experiences some kind of loss or hardship that s/he must grapple with throughout the novel. Their journey to maturity is gradual and full of mistakes and disappointments. By the end, the character is more mature and able to share his new insight with others. • Survival in harsh circumstances requires strength of character, willpower, adaption, and some luck. Throughout history, people have survived unimaginable circumstances in many different ways. 	

- Strong arguments about a text should lead the reader to a new or original understanding. Evidence and the student's own explanation should be used to support an argument, making it stronger and more convincing.
- When comparing and contrasting two or more texts, students should analyze the ways in which they are similar and the ways in which they are different, focusing on major, thematic differences.
- Coherent and correct sentences should be written in the appropriate, consistent verb tense.
- Dialogue punctuation gives the reader important cues and should be formatted in a standard way.
- Transition words should be used to organize one's writing and make it more effective by helping it flow more smoothly.
- Active readers search for big ideas as they read, and tracking these ideas on a divided sheet of paper can help students analyze themes across multiple texts.
- The five stages of plot development coincide with the development of characters throughout a narrative.
- A text's overall messages and themes are comprised of smaller key moments throughout the text. Effective readers can draw inferences and make connections between these moments in order to discover messages and themes.
- A logical sequence of events is necessary in order for readers to follow the growth and development of characters and plot in a story.

READING and VOCABULARY	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • L.VI. 6.4 • RL.CI. 6.2 • RLMF. 6.6 • RL.CT. 6.8 • RI .CI.6.2 • RI.IT. 6.3 • RI.AA. 6.7
<ul style="list-style-type: none"> • Make flashcards for root words: techno, act, counter, mort, super. • Define more words based on their root words. • Define the following terms: first-person perspective, theme, and dynamic/static characters based on the novel <u>Hatchet</u>. • Define and give examples of simile, metaphor, personification, hyperbole, and idiom. • Classify and organize plot events. • Use an anticipation guide before reading non-fiction texts 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • <u>Hatchet</u> by Gary Paulsen • <u>Literacy Cookbook</u> <p>Root of the Week: http://www.literacycookbook.com/page.php?id=16</p> <p>How to infer themes: http://www.literacycookbook.com/page.php?id=2</p> <ul style="list-style-type: none"> • <u>Bringing Words To Life</u> p. 72-102 • "Anticipation Guide" from <i>Building Reading Comprehension Habits in Grades 6-12</i> by Jeff Zwiers • Plot organizer (teacher-made) • Non-fiction survival stories: www.wildernesssurvivalstories.com http://www.rd.com/true-stories/survival/sole-survivor/

<p>to access their prior knowledge. They will show their agreement with a statement that relates to the text, and then re-evaluate their opinion after reading the text.</p> <ul style="list-style-type: none"> • Use a consistent note-taking format when reading articles and non-fiction texts. They will be given a purpose at the beginning of the reading (or will set their own purpose) and will use this sheet to track their reading towards that purpose. <p>Introduce Story Vocabulary:</p> <ul style="list-style-type: none"> • Define vocabulary selected by the teacher from the book <u>Hatchet</u>. • Create a user-friendly definition by using the context in the story/passage. • Read, identify, and discuss vocabulary words in sentences. • Use an anticipation guide before reading non-fiction texts to access their prior knowledge. They will show their agreement with a statement that relates to the text, and then re-evaluate their opinion after reading the text. • Use a consistent note-taking format when reading articles and non-fiction texts. They will be given a purpose at the beginning of the reading (or will set their own purpose) and will use this sheet to track their reading towards that purpose. 	<ul style="list-style-type: none"> • “Anticipation Guide” from <i>Building Reading Comprehension Habits in Grades 6-12</i> by Jeff Zwiers
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • RL.CR.6.1 • RL.CI.6.2 • RL.IT.6.3 • RL.PP.6.5 • RL.MF.6.6 • RI.CI.6.2 • RI.PP.6.5 • RI.CT.6.8

	<ul style="list-style-type: none"> • L.VI. 6.4
<ul style="list-style-type: none"> • Read individual paragraphs within a larger text and analyze how these paragraphs fit into the larger purpose of the article. They will create appropriate headings for the paragraphs. • Track theme in <i>Hatchet</i> and in the non-fiction survival stories we read. They will read for character change and ask themselves what the character has learned at various points in the novel. • Use the D.DAT chart to make inferences about Brian's character at the beginning of the novel. We'll use this to discuss how Brian evolves throughout the course of the novel. Students should already be proficient with the chart, so we'll start with them completing it mostly independently and use the inferences for discussion and OERs. • Analyze the POV of <i>Hatchet</i> in class discussion. Why did the author make this choice? What does it add to the novel? • Analyze the character and make inferences from the Description, Dialogue, Action, and Thoughts (D.DAT). (Brian) • Analyze Brian's conflicts. • Use context clues to infer the meaning of new root words and confirm by checking the dictionary. They will add new vocabulary to their vocabulary lists. <p>Story vocabulary:</p> <ul style="list-style-type: none"> • Use the relationship between particular words to better understand each of the words. • Look up unfamiliar words in a dictionary. 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • D.DAT Chart TLC: • http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90&Fdownload.php%3Fdid%3D90& • D.DAT Chart with Evidence TLC: <p>http://www.literacycookbook.com/login.php?back=%2Fdownload.php%3Fdid%3D90&Fdownload.php%3Fdid%3D90&</p> <ul style="list-style-type: none"> • Bringing Words To Life p. 72-102 • Character Analysis organizer <p>http://www.literacycookbook.com/download.php?did=90</p> <ul style="list-style-type: none"> • “The Most Terrible Polar Exploration Ever: Douglas Mawson’s Antarctic Journey” http://www.smithsonianmag.com/history/the-most-terrible-polar-exploration-ever-douglas-mawsons-antarctic-journey-82192685/?no-ist • “Juliane Koepcke: How I survived a plane crash” http://www.bbc.com/news/magazine-17476615 • “Trapped Hiker Had One Way Out—With His Knife” http://latimesblogs.latimes.com/thedailymirror/2010/11/aron-ralston-the-real-story.html • <i>Hatchet</i> by Gary Paulsen <p>Root of the Week:</p> <p>http://www.literacycookbook.com/page.php?id=16</p>

<ul style="list-style-type: none"> • Demonstrate how the definitions could be misleading or hard to understand. They will look at what was helpful to them in understanding the definition and what was confusing. 	
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> • RL.CI.6.2 • RLTS..6.4 • RL.CT.6.8 • RI.CR.6.1 • RI.CI.6.2 • RI.CT.6.8 • L.VI.6.4
<ul style="list-style-type: none"> • Compare and contrast themes from multiple texts. We will track themes in text by noting and discussing character change, and what lessons the characters are learning. Students will synthesize this information to reach a deeper understanding of survival stories and their features. • Create argument statements about theme and setting based on the class novel. Students will evaluate the strength of each other's arguments based on evidence found in the novel. • Test their knowledge of the connotations of our new words by using them in different contexts and applying them to different situations. • Synthesize information from multiple texts. • Synthesize background knowledge gained from an informational text with <i>Hatchet</i>. • After we finish reading <i>Hatchet</i>, students will draft their narratives of what happens next. They will brainstorm, type their drafts, edit with a peer, and revise. Their stories will be 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> • D.DAT Chart, TLC "Analyzing Literature" page http://www.literacycookbook.com/page.php?id= • <i>Hatchet</i> by Gary Paulsen • Narrative rubric: http://blogs.egusd.net/ccss/files/2013/10/6th.gr_.Narr_.Rubric.4-1fz9mxe.pdf • "The Most Terrible Polar Exploration Ever: Douglas Mawson's Antarctic Journey" http://www.smithsonianmag.com/history/the-most-terrible-polar-exploration-ever-douglas-mawsons-antarctic-journey-82192685/?no-ist • "Juliane Koepcke: How I survived a plane crash" http://www.bbc.com/news/magazine-17476615 • "Trapped Hiker Had One Way Out—With His Knife" http://latimesblogs.latimes.com/thedailymirror/2010/11/aron-ralston-the-real-story.html

<p>graded on a common-core aligned rubric. Story vocabulary:</p> <ul style="list-style-type: none"> ● Synthesize vocabulary words by creating posters of vocabulary words. The poster will include definitions, sentences, synonyms, antonyms, and pictures that will help synthesize the word. 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> ● Keep a reading journal as we study <i>Hatchet</i>. They will record personal reflections about chapters that they read for homework (around 4-5 sentences) that are written towards a specific purpose (such as, “What visual images did you see in your mind as you read this chapter?” “How does the hatchet become important in this chapter?”). ● At the end of the novel, students will write a text-based narrative. They will compose the story of what happens to Brian next. (Students will be able to choose between two options: 1) Write the story of what happens after Brian is picked up by the helicopter; or 2) Write the story of what would have happened if the helicopter hadn’t found Brian and he had to survive through the winter.) Their story should include all the elements of a well-written narrative (plot structure, characters, setting, descriptive details, and dialogue.) ● Take a vocabulary/grammar quiz every two weeks to measure progress. Vocabulary master will also be informally assessed through its integration into Exit Tickets and 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> ● We will read some of the non-fiction texts on laptops so that students can practice the annotation strategy.

homework assignments (using vocabulary words within a given open-ended response). <ul style="list-style-type: none"> • Tests on sections of the text • Vocabulary Posters • Complete D-DAT for the character Brian. 	
WRITING and GRAMMAR	RELEVANT RESOURCES/MATERIALS/Standards
Tier 1 Activities/Strategies (Knowledge/Comprehension)	Tier 1 Standards: <ul style="list-style-type: none"> • W.NW.6.1.A • W.NW.6.1.C • W.NW.6.1.D • W.NW.6.3.B • L.SS.6.1 • L.KL.6.2
<ul style="list-style-type: none"> • Explain the importance of maintaining a consistent verb tense in their writing. • Distinguish between argument and evidence. • Identify the elements of an argumentative sentence (debatable words, cause and effect relationships, raising “How” or “Why” questions. Students will define the basic pieces of an open-ended response question: claim, evidence, and justification. • Generate arguments from the text. 	Tier 1 Resources/Materials: <ul style="list-style-type: none"> • <u>Mechanically Inclined</u> Verb Tense p. 119-120 Dialogue p. 53-57; 144-146 Transition words p. 138-141 • <u>Grammar Workshop Textbook</u> Verb Tense p. 168-192 Dialogue p. 344-347; 370-371 Transition Words p. 306 Topic Sentences p. 38-39 • Argument vs Evidence (Step 4 and 5) • https://theliteracycookbook.wordpress.com/2012/09/05/approaches-to-the-common-core-argument-vs-evidence-step-4-5/ • <u>Hatchet</u> by Gary Paulsen
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> • L.6.1 • L.6.2 • W.6.1 • W.6.1.A • W.6.3.A • W.6.3.D • W.6.5
<ul style="list-style-type: none"> • Change verb tenses in sentences. • Finish sentence starters with the vocabulary which demonstrates the knowledge of 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> • <u>Hatchet</u> by Gary Paulsen • Character analysis organizer from TLC website:

<p>the vocabulary and how to use it correctly in particular context.</p> <ul style="list-style-type: none"> ● Build the strength of their argument sentences by writing argument sentences for an otherwise-complete paragraph. They will analyze the paragraph, determine the main idea, and craft a strong claim. Teacher will model this process, pointing out tips for finding the main idea. Students will then work on a paragraph in pairs, and then independently. ● Give claims/argument sentences and will support the argument using strong evidence from the chapter and coherent justification. ● Complete the character analysis organizer about Brian Robeson. They will use a variation of this organizer to create their own character. 	<p>http://www.literacycookbook.com/download.php?did=90</p> <ul style="list-style-type: none"> ● Poster—Criteria for Argument sentences, adapted from TLC blog: http://theliteracycookbook.wordpress.com/2014/03/01/argument-vs-evidence-step-1-revisited/ ● <u>Mechanically Inclined</u> Verb Tense p. 119-120 Dialogue p. 53-57; 144-146 Transition words p. 138-141 ● <u>Grammar Workshop Textbook</u> Verb Tense p. 168-192 Dialogue p. 344-347; 370-371 Transition Words p. 306 Topic Sentences p. 38-39 ● Argument vs Evidence (Step 4 and 5) https://theliteracycookbook.wordpress.com/2012/09/05/approaches-to-the-common-core-argument-vs-evidence-step-4-5/
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> ● W.NW.6.3.B ● W.NW..6.3.C ● W.AW.6.1 ● W.AW6.1.B ● W.AW.6.1.C ● W.AW.6.1.D ● W.SE.6.6
<ul style="list-style-type: none"> ● Generate your own questions, then research and build arguments supported with evidence and explanation. ● Draft evidence-based responses to the class novel, analyzing specific elements of the section they are reading (see TLC resources). ● Evaluate the evidence-based responses of their partner, looking specifically at the evidence—is it strong? Was it integrated into the paragraph properly? Students will use their text to find 1-2 other pieces of evidence that would also support 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> ● Narrative rubric: http://blogs.egusd.net/ccss/files/2013/10/6th.gr_.Narr_.Rubric.4-1fz9mxe.pdf ● <i>Hatchet</i> by Gary Paulsen ● “The Most Terrible Polar Exploration Ever: Douglas Mawson’s Antarctic Journey” http://www.smithsonianmag.com/history/the-most-terrible-polar-exploration-ever-douglas-mawsons-antarctic-journey-82192685/?no-ist ● “Juliane Koepcke: How I survived a plane crash” http://www.bbc.com/news/magazine-17476615 ● “Trapped Hiker Had One Way Out—With His Knife” http://latimesblogs.latimes.com/thedailymirror ● Argument vs Evidence (Step 4 and 5)

<p>the claim. Students will work together to evaluate which piece of evidence is strongest.</p> <ul style="list-style-type: none"> ● Synthesize their growing knowledge of narrative conventions with the work that they're doing in class by adding these elements to their novel responses (dialogue punctuation, consistent verb tenses, transition words). 	<p>https://theliteracycookbook.wordpress.com/2012/09/05/approaches-to-the-common-core-argument-vs-evidence-step-4-5/</p> <ul style="list-style-type: none"> ● Character analysis organizer from TLC website: http://www.literacycookbook.com/download.php?did=90
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> ● Write a personal narrative with detailed events and characters. Their narrative will need to include dialogue, descriptive details, transition words, and sensory details. They should sequence their events logically and punctuate their dialogue properly. The narrative will be a shorter writing task (1-2 pages) about a time that they overcame a personal challenge/obstacle. ● At the end of the novel, students will write a text-based narrative. They will compose the story of what happens to Brian next. (Students will be able to choose between two options: 1) Write the story of what happens after Brian is picked up by the helicopter; or 2) Write the story of what would have happened if the helicopter hadn't found Brian and he had to survive through the winter.) Their story should include all the elements of a well-written narrative (plot structure, characters, setting, descriptive details, and dialogue.) ● Write multiple OERs. Their OERs will initially focus on chapters from <i>Hatchet</i>, asking students to make claims about the themes they see as they are 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> ● Laptops

<p>reading. “What’s one lesson Brian learned in this chapter?” In the beginning, the OERs should be 4 sentences. By the end of the unit, students will be writing OERs that compare and contrast multiple texts.</p> <ul style="list-style-type: none"> • Drafts and final copy of a 1 1/2- 2 page narrative essay. • Quiz on verb tenses 	
TEST PREP	RELEVANT RESOURCES/MATERIALS/Standards
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • W.SE.6.6
<ul style="list-style-type: none"> • Practice a standardized annotation system for tracking main ideas and themes as they read. • Explain the format for text-based OERs. • Identify 4 major components of an OER (topic sentence, evidence/example, explanation and concluding sentence) • Given a short explanation of the purpose of their readings. They will annotate this explanation to focus themselves before reading texts. • Practice typing various open-ended responses and their narrative. 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Literacy Cookbook</u> <p>Open-ended response http://www.literacycookbook.com/page.php?id=148 Comprehension 101 http://www.literacycookbook.com/page.php?id=5</p> <ul style="list-style-type: none"> • Annotation handout http://www.literacycookbook.com/download.php?did=90
<p>Tier 2 Activities/Strategies (Application/Analysis)</p>	<p>Tier 2 Standards:</p> <ul style="list-style-type: none"> • RI.CR.6.1 • RI.CI.6.2 • RI.TS.6.5 • RI.CT.6.8 • W.SE. 6.6
<ul style="list-style-type: none"> • Annotate when reading non-fiction texts and when reading certain chapters of <i>Hatchet</i>. • Analyze which moments in a given text best correlate with the purpose they have for reading. We will be reading, 	<p>Tier 2 Resources/Materials:</p> <ul style="list-style-type: none"> • <u>Literacy Cookbook</u> <p>Open-ended response http://www.literacycookbook.com/page.php?id=148 Comprehension 101 http://www.literacycookbook.com/page.php?id=5</p> <ul style="list-style-type: none"> • Annotation handout http://www.literacycookbook.com/download.php?did=90

<p>often, with the purpose of finding a theme, so students will be looking for significant changes in a character, repetition, and any lessons the character has learned.</p> <ul style="list-style-type: none"> Analyze and critique sample writing responses to identify elements that are missing and how the response could be improved. Students can use Think-Pair-Share. Apply what they have learned about punchy insights, and include them in their responses to an open-ended question. 	<ul style="list-style-type: none"> Punchy Insights Poster https://www.literacycookbook.com/download.php?did=149
<p>Tier 3 Activities/Strategies (Synthesis/Evaluation)</p>	<p>Tier 3 Standards:</p> <ul style="list-style-type: none"> RI.CR.6.1 RI.CI.6.2 RI.TS.6.5 RI.CT.6.8 W.SE. 6.6
<ul style="list-style-type: none"> Use their annotations to find similarities and differences in texts. Practice synthesizing the information they've collected into coherent open-response paragraphs. Evaluate the annotations of their peers for clarity, functionality, and adherence to our standard format. Write a 11/2-2 paragraph narrative piece. They will create more than 1 draft. The students will evaluate how to revise and edit to make their writing better. Evaluate their own OERs using an exemplar provided by the teacher. The teacher will model this strategy first, and students will evaluate their work and the work of their peers. Evaluate other students' responses and establish if they met the requirements of the rubric scoring system. Use their analysis of the sample responses to assist them 	<p>Tier 3 Resources/Materials:</p> <ul style="list-style-type: none"> <u>Literacy Cookbook</u> Open-ended response http://www.literacycookbook.com/page.php?id=148 https://theliteracycookbook.wordpress.com/2013/03/20/open-ended-response-care-package/ Comprehension 101 http://www.literacycookbook.com/page.php?id=5 Punchy Insights Poster https://www.literacycookbook.com/download.php?did=149 Annotation handout http://www.literacycookbook.com/download.php?did=90

<p>in answering a separate open-ended question.</p> <ul style="list-style-type: none"> • Write a 1 1/2 to 2 page narrative. (“Describe a time when you overcame a personal challenge/obstacle.”) 	
<p>STUDENT WORK PRODUCTS/ ASSESSMENTS:</p> <ul style="list-style-type: none"> • Will write open-ended responses in which they are asked to analyze more than one text. They will do this in class, for homework, and on tests. • Compare and contrast a nonfiction story of survival to <i>Hatchet</i>. For example, “In both pieces, individuals are required to go to extraordinary lengths to survive. Compare and contrast the ways in which both characters went to extraordinary lengths to survive.” • Compare and contrast paragraphs on the effects this struggle has on the individual characters. • Write a 1 1/2 to 2 page narrative. (“Describe a time when you overcame a personal challenge/obstacle.”) 	<p>INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY:</p> <ul style="list-style-type: none"> • Smartboard • laptops
<p>SPEAKING/ LISTENING</p>	<p>RELEVANT RESOURCES/MATERIALS/Standards</p>
<p>Tier 1 Activities/Strategies (Knowledge/Comprehension)</p>	<p>Tier 1 Standards:</p> <ul style="list-style-type: none"> • SL.PE.6.1 • SL.PE.6.1a • SL.PE.6.1b • SL.PE.6.1c • SL.PE.6.1d
<ul style="list-style-type: none"> • Review Habits of Discussion sentence starters. • Brainstorm and prepare notes (answer open-ended questions, or identify literary devices from a specific text) for discussion in the center of the circle (Socratic Seminar). 	<p>Tier 1 Resources/Materials:</p> <ul style="list-style-type: none"> • Observation Feedback Form from <i>Literacy Cookbook</i> https://www.literacycookbook.com/download.php?did=73 • Socratic Seminar Discussion Rubric from <i>Literacy Cookbook</i>

<ul style="list-style-type: none"> Take notes on the discussion or complete an Observation Checklist. 	https://www.literacycookbook.com/download.php?id=73
Tier 2 Activities/Strategies (Application/Analysis)	Tier 2 Standards: <ul style="list-style-type: none"> SL.PE.6.1 SL.PE.6.1a SL.PE.6.1b SL.PE.6.1c SL.PE.6.1d
<ul style="list-style-type: none"> Work in pairs to answer questions about the text. Share the opinion/thoughts of their partner. Provide evidence during the discussion to support their arguments. Record evidence to support their peers' knowledge and participation. Analyze peer evidence and arguments and respond to the discussion topics. 	Tier 2 Resources/Materials: <ul style="list-style-type: none"> Observation Feedback Form from <i>Literacy Cookbook</i> https://www.literacycookbook.com/download.php?id=73 Socratic Seminar Discussion Rubric from <i>Literacy Cookbook</i> https://www.literacycookbook.com/download.php?id=73
Tier 3 Activities/Strategies (Synthesis/Evaluation)	Tier 3 Standards: <ul style="list-style-type: none"> SL.PE.6.1 SL.PE.6.1a SL.PE.6.1b SL.PE.6.1c SL.PE.6.1d
<ul style="list-style-type: none"> Critique and debate the essential questions from their text, <i>Hatchet</i> (How do challenges build character? What does it take to survive?). Create original arguments using the original discussion topics. Provide constructive feedback to their peers on how they performed in the Socratic Seminar. Defend their opinions using evidence from the text. Respond to each other's opinions, providing further evidence or a rebuttal. Synthesize the arguments of their peers, 	Tier 3 Resources/Materials: <ul style="list-style-type: none"> Observation Feedback Form from <i>Literacy Cookbook</i> https://www.literacycookbook.com/download.php?id=73 Socratic Seminar Discussion Rubric from <i>Literacy Cookbook</i> https://www.literacycookbook.com/download.php?id=73

providing an overview of the class's thoughts on the subject.	
STUDENT WORK PRODUCTS/ ASSESSMENTS: <ul style="list-style-type: none"> • Socratic Seminar—graded on their participation in the discussion and on how they listen and take notes during the process. • Participating in Socratic Seminar discussion on <u>Hatchet</u>. They will be evaluating character development, and how the character adapted to survive. 	INTERDISCIPLINARY CONNECTIONS/ USE OF TECHNOLOGY: <ul style="list-style-type: none"> • Videos of Socratic Seminars and Think-Pair-Shares as models

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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