

Teacher(s)	Durand, Ward, Whited, Washburn	Subject discipline	group and	6 th Grade ELA	
Unit title	Hatchet	MYP year		1	Unit duration (hrs) 24 hours

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Time, Space, and Place	Theme, Setting, Character	Dimensions of time and space
Statement of inquiry		
By effectively analyzing the dimensions of time, place, and space, solutions can be communicated.		
Inquiry questions		
<p>Factual— What are the literary elements in the novel <i>Hatchet</i>?</p> <p>What survival skills did Brian develop in the wilderness?</p> <p>Conceptual— What do you think are the most important survival skills that Brian develops in the wilderness?</p> <p>How do food, water, shelter, and safety contribute to Brian's survival in the novel <i>Hatchet</i>?</p> <p>Debatable— How would you rank in the order of importance Brian's survival skill he acquired in the wilderness?</p>		

Objectives	Summative assessment	
<p>C: Producing Text</p> <p>i. Produce text that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.</p> <p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>iii. use correct grammar, syntax and punctuation</p>	<p>Your task is to use the text from the novel Hatchet to create a wilderness survival guide.</p> <p>You are a wilderness survival expert writing a survival guidebook.</p> <p>Your target audience is people that enjoy the outdoors.</p> <p>The challenge involves dealing with unexpected circumstances in a harsh wilderness environment with limited resources.</p> <p>You will create a wilderness survival guidebook in order to provide survival tips.</p> <p>Your product will be judged by the use of text to support the techniques in your guidebook.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Through reading the text and designing a wilderness survival guide, the students will identify the story elements and describe necessary survival skills.</p>

Approaches to learning (ATL)		
<p>Communication: Reading, writing, and using language to gather and communicate information.</p> <p>Research: Creativity and Innovation: Consider multiple alternatives, including those that might be unlikely or impossible.</p>		

Action: Teaching and learning through inquiry

Content	Learning process
LA.6.CCSS.ELA-Literacy.RL.6.3 - [<i>Grade Level Standard</i>] - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Learning experiences and teaching strategies <ul style="list-style-type: none"> - Students will read the novel Hatchet by Gary Paulsen - Students will identify the literary elements of the novel. - Students will design and create a wilderness survival guide using the text of the novel.

<p>LA.6.CCSS.ELA-Literacy.RL.6.5 - [<i>Grade Level Standard</i>] - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>LA.6.CCSS.ELA-Literacy.CCRA.R.2 - [<i>Anchor Standard</i>] - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
	<p>Formative assessment</p> <ul style="list-style-type: none"> -Students will read and discuss the literary elements of the novel Hatchet. - Students will determine the themes and central ideas of the novel.
	<p>Differentiation</p> <ul style="list-style-type: none"> -Linking prior knowledge and experiences to the themes of the novel. - Variety of questioning posed by the teacher/teacher modelling. - Extension activities will be provided for advanced students. - More individualized attention will be provided for struggling readers. -Class Discussion (whole group, partner, etc..)

Resources
Hatchet novel, teacher-generated worksheets

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
The information is timely, and students should be able to make a connection to their daily lives and to the hunting and gathering communities in ancient civilizations.	<p>I feel my students are able to put themselves in the character's shoes and relate to how they would handle the situation.</p> <p>They are enjoying reading it.</p>	<p>My students learned about survival skills by reading this novel. They also applied that knowledge by creating a survival guidebook.</p> <p>For many of my lower level students, this was their first opportunity to create a google slide presentation. They enjoyed that and many of them chose that option for their semester book project.</p>