THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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Ideas with IMPACT

ENGLISH LANGUAGE ARTS

Thinking Hexagonally

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THINKING HEXAGONALLY

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GOALS AND OBJECTIVES

To review terminology students need to know in the class subject area.

To provide structure for meaningful conversation about the topic at hand.

To forge connections among a variety of ideas.

To create opportunities for reflective writing.

FLORIDA STANDARDS

One of the appealing aspects of this lesson is that it deeply covers many standards at once. While I do this in my ELA classroom, it would definitely work just as well in a Social Studies and Science classroom.

Each time you do this, you could do ALL or SOME of the below standards for ELA.

- ELA.9-12.R.1.1: Explain how key elements enhance or add layers of meaning and/or style in a literary text.
- ELA.9-12.R.1.2: Analyze universal themes and their development throughout a literary text.
- ELA.9-12.R.1.3: Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.
- ELA.9-12.R.1.4: Analyze the characters, structures, and themes of epic poetry.
- ELA.9-12.R.2.1: Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.
- ELA.9-12.R.2.3: Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
- ELA.9-12.R.3.1: Explain how figurative language creates mood in text(s)
- ELA.9-12.R.3.4: Explain an author's use of rhetoric in a text.
- ELA.9-12.V.1.1: Integrate academic vocabulary appropriate to grade level in speaking and writing
- ELA.9-12.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

For Social Studies and Science, you would use the Florida State Academic standards that are associated with the topic you are focusing on.

Social Studies: https://www.fldoe.org/core/fileparse.php/20578/urlt/5-3.pdf

Science: https://www.cpalms.org/public/search/Standard

SET UP

This is an in-class assignment that requires some preparation time from the teacher, but the amount of preparation is negotiable. You could repeat this assignment often or occasionally, or only do it once per year.

You need:

- A blank hexagon template (at end of packet). I like printing them on different colored paper but this isn't necessary.
- Scissors (you can cut them out ahead of time, or have students cut them out)
- Glue or glue sticks
- Construction Paper, at least 8x14

You also need to know what topic you want to work with. This works best as an activity near the end of a unit although it can also be used to encourage students to learn new concepts or terms.

Break your unit down into 3-4 component categories. Below are some samples:

Middle School Civics

Rights	**Branches/Areas**	**Concepts**
Voting	Executive	Citizenship
Civil Rights	Legislative	Democracy
Freedom of Religion	Judicial	Checks and Balances
Freedom of Speech	Local	Separation of Powers
Freedom of the Press	State	Representative Democracy
Freedom of Assembly	Federal	Constitution
Freedom of Petition		

Generic ELA

Literary Elements	Literary Devices	Short Story Titles
plot	simile	"The Tell-Tale Heart" by Edgar Allan Poe
conflict	metaphor	"The Most Dangerous Game" by Richard Connell
setting	personification	"The Gift of the Magi" by O. Henry
theme	hyperbole	"The Monkey's Paw" by W. W. Jacobs
Point of view	alliteration	“All Summer in a Day" by Ray Bradbury
mood	symbolism	"Eleven" by Sandra Cisneros
	foreshadowing	"The Ransom of Red Chief" by O. Henry

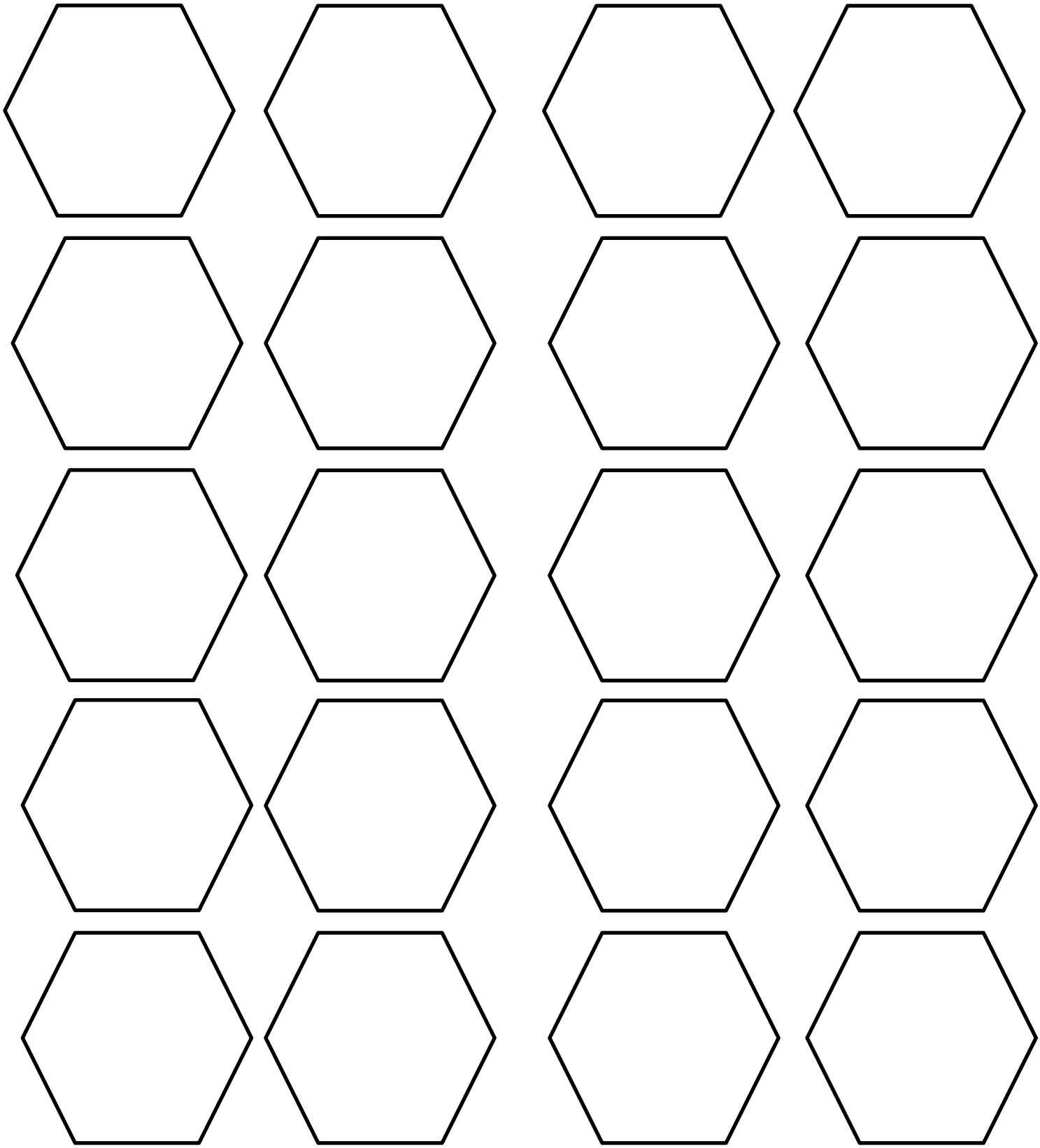
Education Hexagons

Pedagogy	Student Best Practices	Teacher Best Practices
differentiation	effort	adaptability
assessment	curiosity	creativity
collaboration	Growth mindset	empathy
inquiry	Time management	Classroom management
engagement	resilience	communication
feedback	organization	respect

Hexagonal Thinking
The Importance of Being Earnest

Directions: Choose at least 4 characters, at least 3 concepts and at least 3 terms from the chart below. Choose different colored hexagons (provided) for each category. Write a different word of your choosing (legibly, visibly) on each hexagon. (You should have at least 10 hexagons of 3 different colors). Arrange the hexagons in such a way that the sides line up in a logical order. Try to connect as many sides as possible. Discuss with your group why those words do or do not work together. When everyone in your group is satisfied with the order, tape or glue it onto a piece of construction paper (provided).
Then, each person in your group will choose a different connection to write about. Each person will write the connected terms at the top of the page and then write 2-3 well-written paragraphs explaining how those terms work together. Use evidence from the play. The minimum number of connections made should be 3 (and the maximum will be 7). Turn in a picture of your group hexagon chart along with your individual paragraphs to Schoology.

Characters (4)	Concepts (3)	Terms (3)
Algernon	superficiality	Verbal irony
Jack	earnestness	Situational irony
Cecily	marriage	Dramatic irony
Lady Bracknell	love	Word play
Gwendolyn	social class	Humor
Miss Prism	honesty	repetition
Reverend Canon Chasuble	Can add a concept of your own	foreshadowing
Lane		Can add a term of your own



IMPLEMENTATION

Before you begin the activity, decide how many terms you want the students to work with. I would recommend no less than three from each category. The more you request, the longer the activity will take.

Break the class into groups of 3-5. Research says groups larger than 5 are not productive.

Explain the directions to the students. Provide the hexagons. (You could have the hexagons precut for them or have them take one page per group and cut them themselves.). Let them choose their terms and start moving the hexagons around BEFORE giving them the construction paper and glue.

Their goal is to make as many connections as possible by connecting as many sides as they can. **The work is in the conversation**. If they feel rushed to glue things down, they may spend less time talking. The gluing should be the last step. (Technically you don't have to have them glue it either.)

Monitor the work by walking around and listening to their conversations.

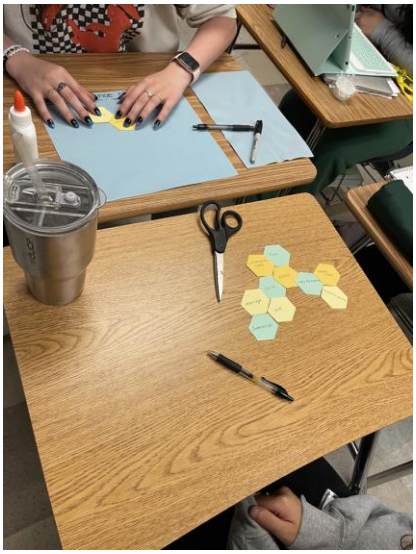
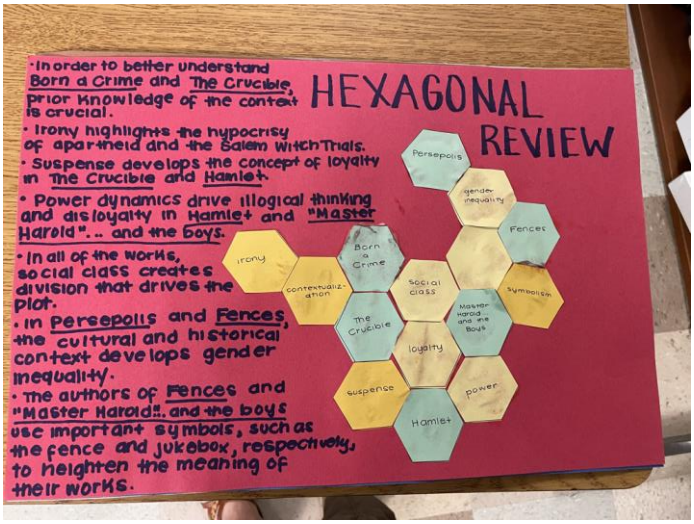
When groups seem to be settling in on an arrangement that works for them, give them the construction paper and glue.

Have a follow up activity:

1. They could each individually write something.
2. They could have to write sentences as a group.

In either scenario, or others you come up with, have them focus on writing about the connection between the ideas. Essentially, they're reflecting on the process and what they learned by seeing these concepts in relation to each other.

MODIFICATIONS

1. You could use dry erase paper or store-bought dry erase hexagons and kids can erase at the end of class.
2. You can pre-write the terms you want on the hexagons BEFORE copying and then you know the students are focusing on the terms you want.
3. You can do this digitally on google slides or similar program.
4. You can have a generic set of hexagons ready to discuss at the end of every unit or text read and re-use them (and therefore not have them glued down.)

SAMPLE PHOTOS