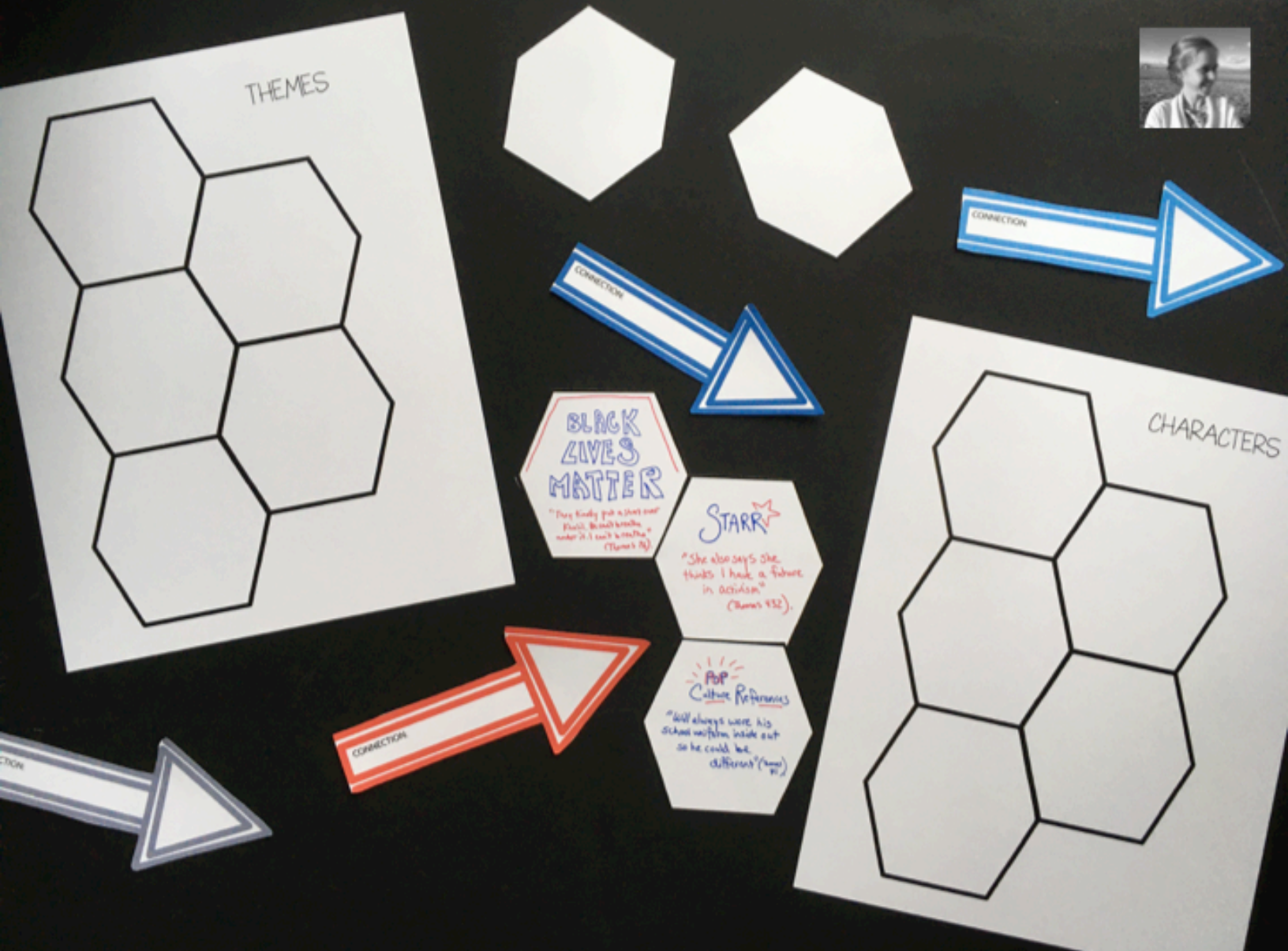


HEXAGON TEMPLATES



6 CATEGORY TEMPLATES + EDITABLE TEMPLATE + CONNECTION ARROWS

Hey there, Creative Teacher,

Hexagonal thinking is such a great addition to your classroom toolkit! With these templates, I hope to be giving you what you need to use this strategy for a rich discussion at any point in any novel.

Here's how to do it:

Divide into groups. Give each group one sheet for each category.

The group should brainstorm the top five most important elements from your novel unit that fit each category, dividing up the work as they wish. If a certain person in the group is best at art or lettering, the group may wish to have that person actually fill in the hexagons. This is a good activity for developing interdependence in the class, letting kids who shine at certain things – art, visual connections, discussion, group leadership, mediation, interviewing, etc. take charge of different areas. Everyone does not need to contribute in the same way to make an amazing final product, everyone can contribute based on their skills (the way most real world projects take place). Talking about this up front with students is helpful. I suggest you give each group a grade rather than each individual. Perhaps ask students to write a short reflection at the end about how they contributed in a unique way to the group and whether they would contribute in the same way if you did the project again with another novel or if they would make tweaks.

Back to specifics. Each hexagon should include:

1. The element
2. A quotation that demonstrates it
3. Optional: some kind of drawing or font choice to help illustrate the element

Once students have created their hexagons, they should cut them out, and also cut out several pages of connection arrows so they can prepare to make connections between all the hexagons.

As students finish, they can begin connecting their hexagons. Each hexagon has the potential to be connected to up to six others, but may only connect to one or two. Students will need to debate and give evidence to each other as they discuss where to place their hexagons. Eventually they will fill in the connection arrows to point to key connections and show their rationale.

Here's an example of directions you can give to your students:

“Once you have your set of hexagons, it's time for your group to begin making connections between them. Your connections will be really different, and your conversations will be about showing why you think different ideas and options connect. Everyone will see things differently, and that's OK. Just keep talking until you find the connections that stick. Use the text to give evidence for why you think your connections are strong ones.

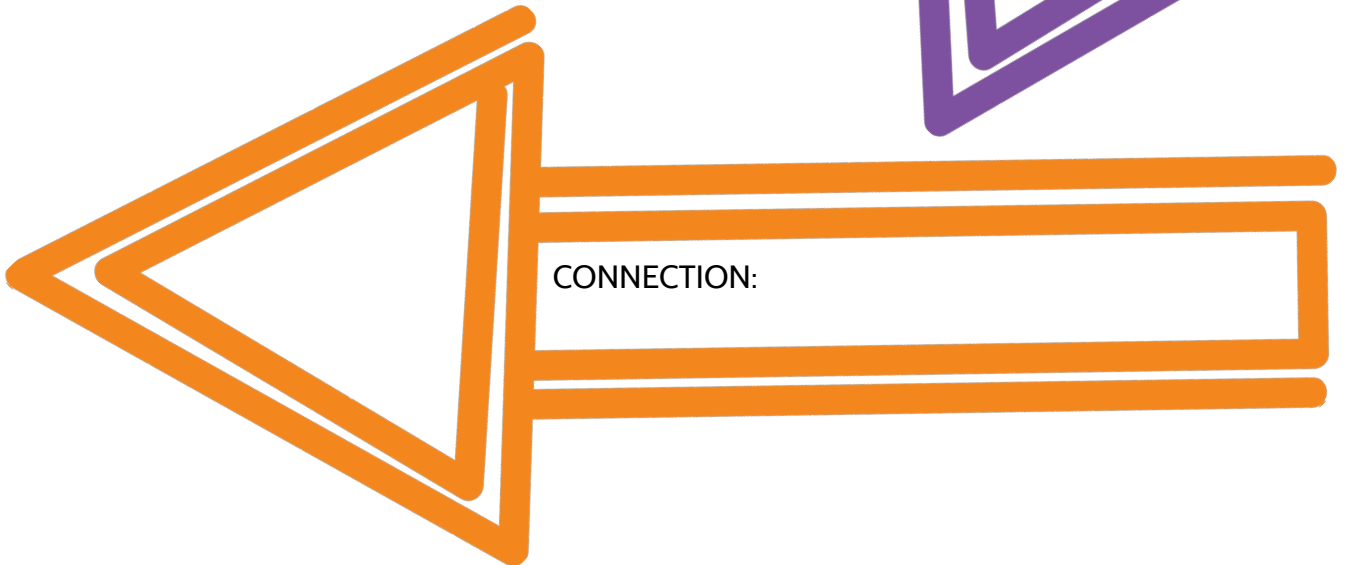
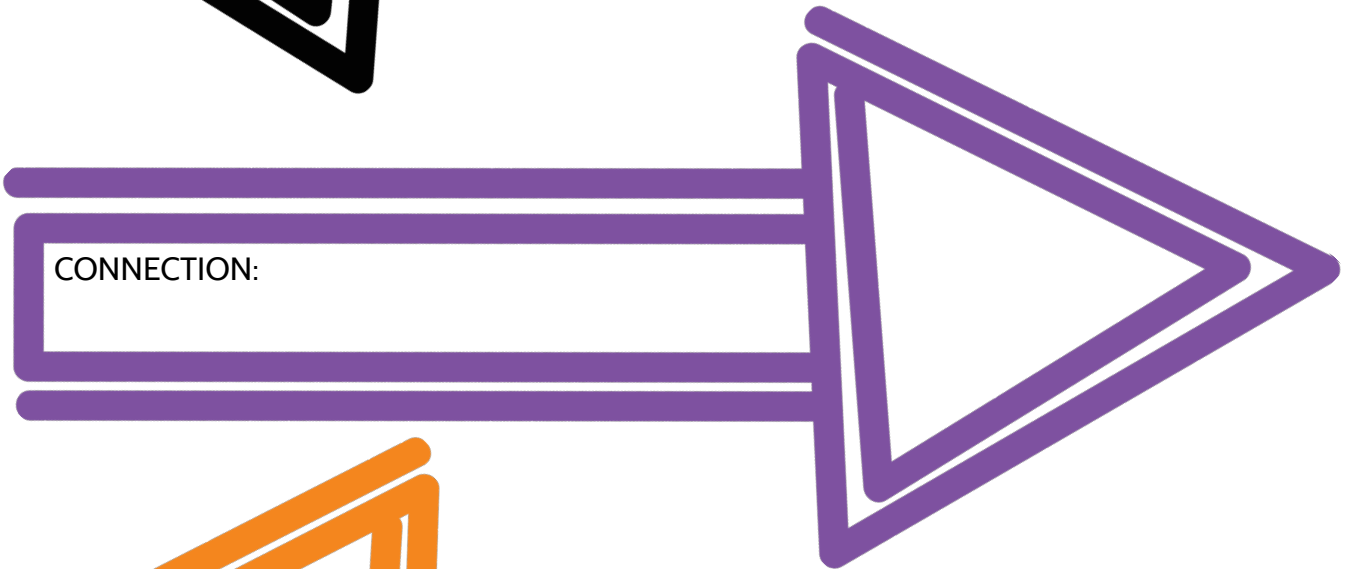
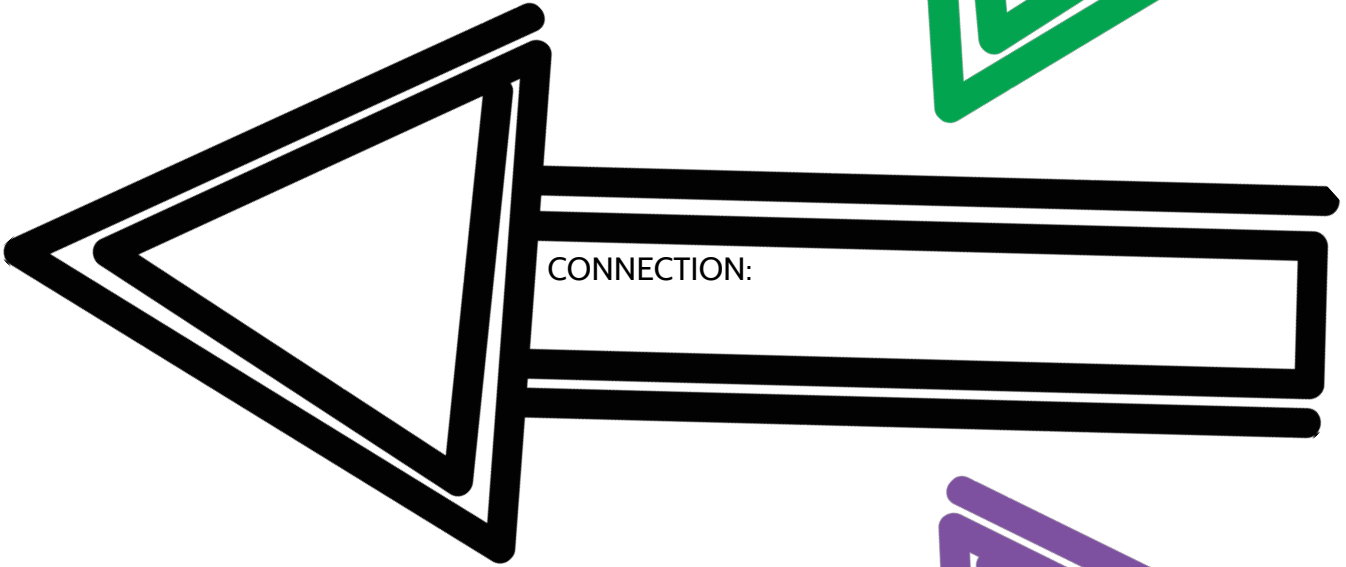
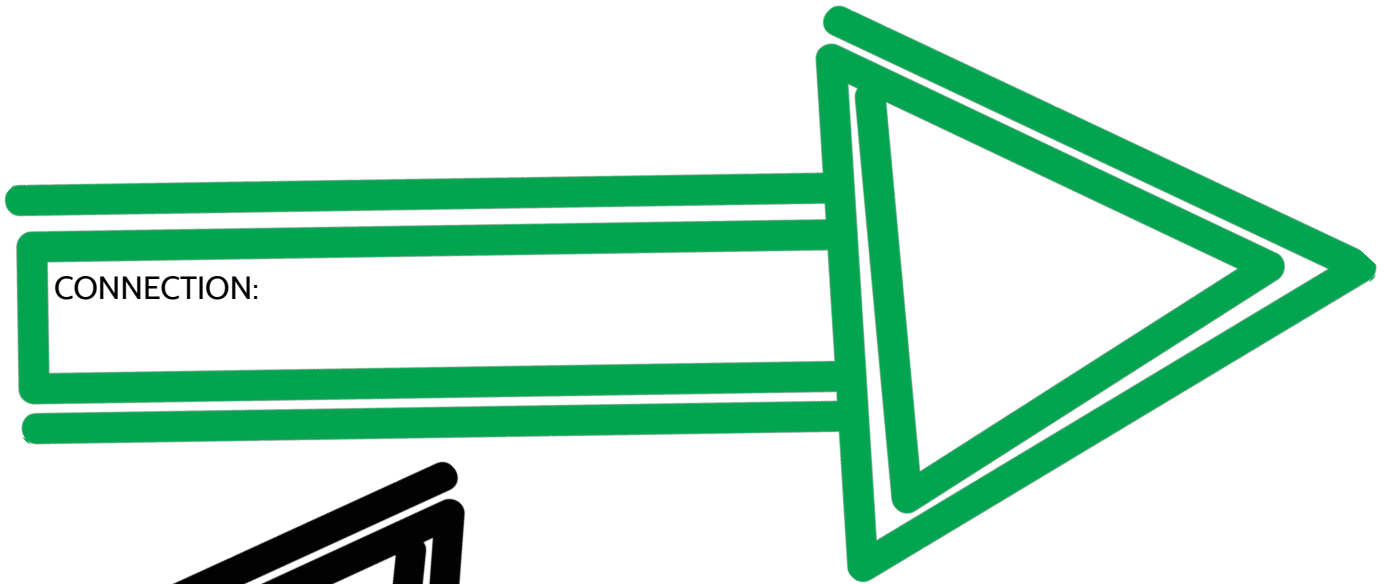
Each hexagon can connect to up to six others. Arrange and rearrange until you feel you have the strongest hexagon web in place that you can. Then begin explaining your connections with connection arrows, writing in why you have created intersections between key hexagons.”

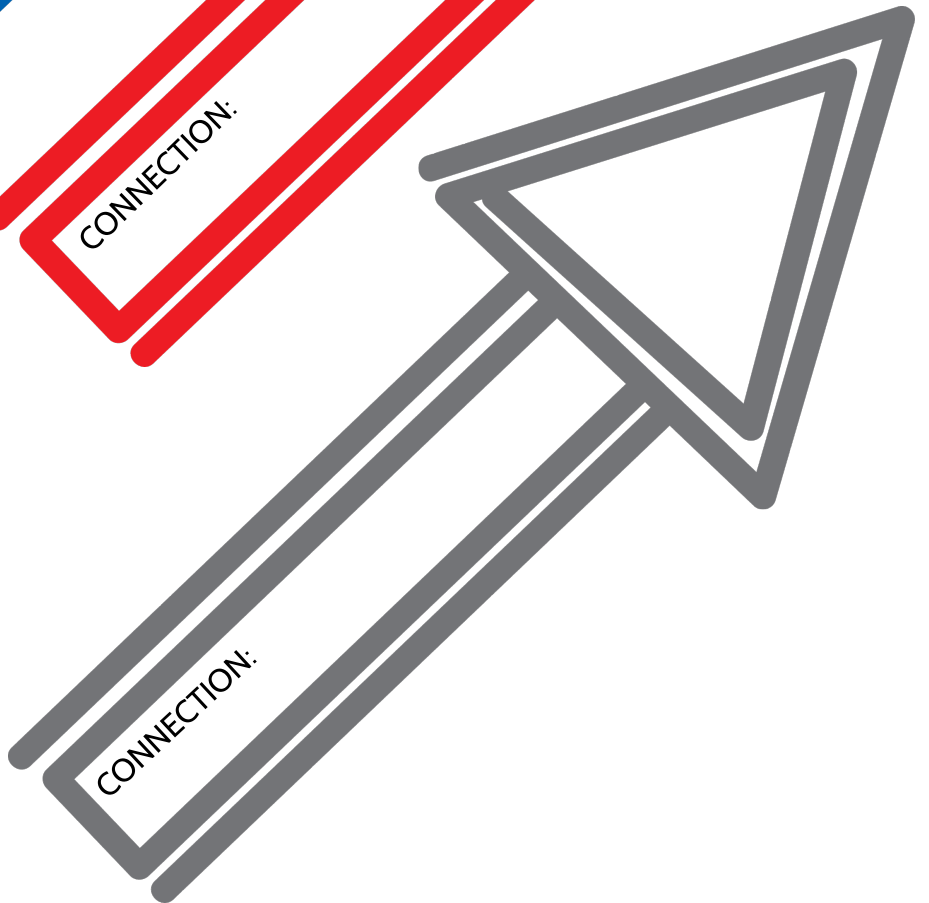
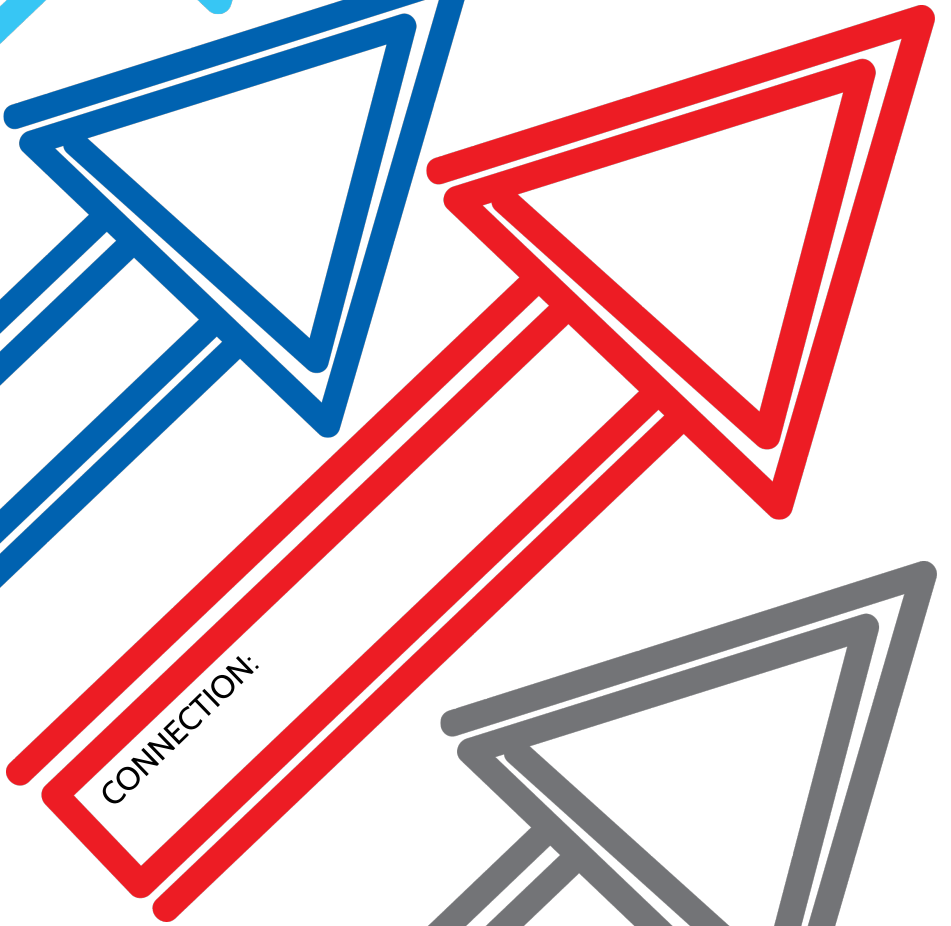
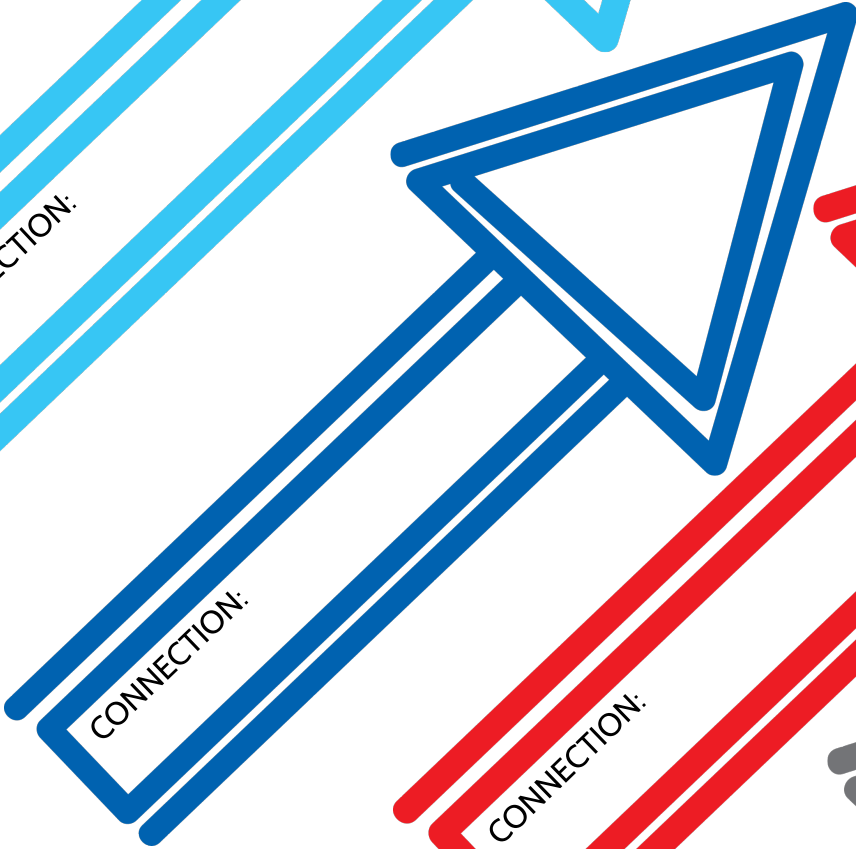
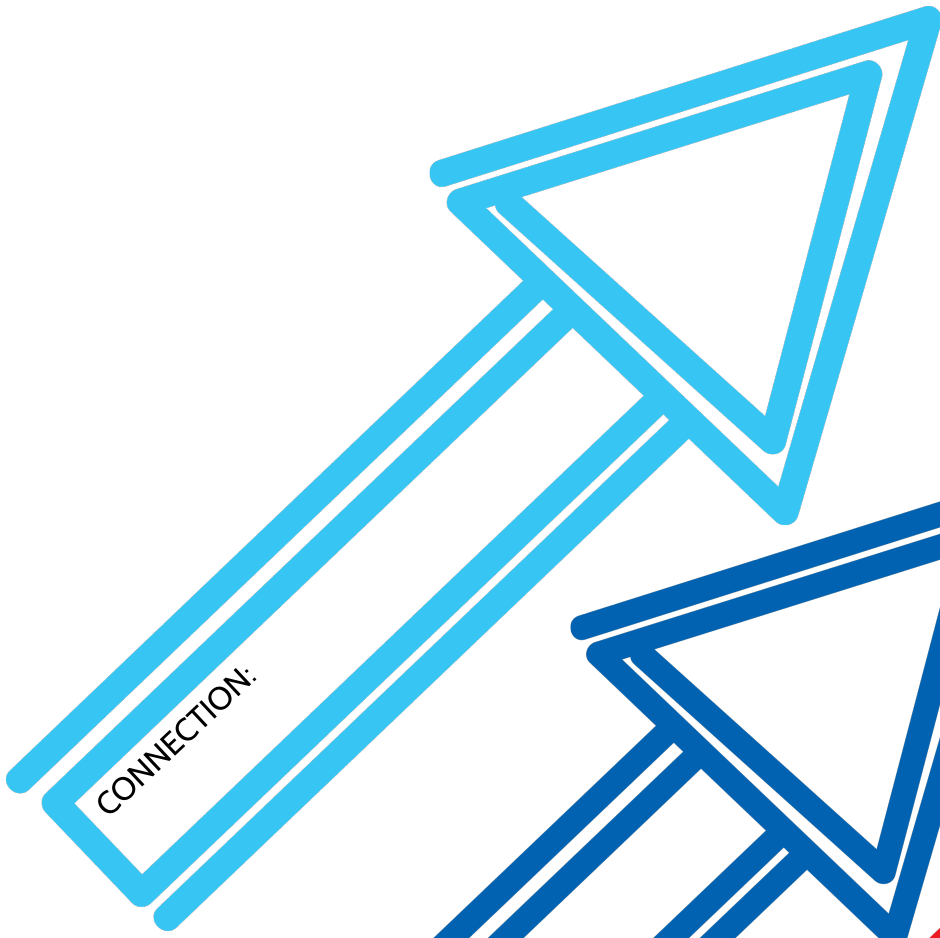
At this point, you can let them know how many arrows they need to include and what you want them to do with their web when it's done.

I suggest you eventually have each group tape their final work up on the wall or somehow place it in an easy-to-see way so that your class can finish with a gallery walk. Consider taking photos if you won't be putting the work up as a temporary display.

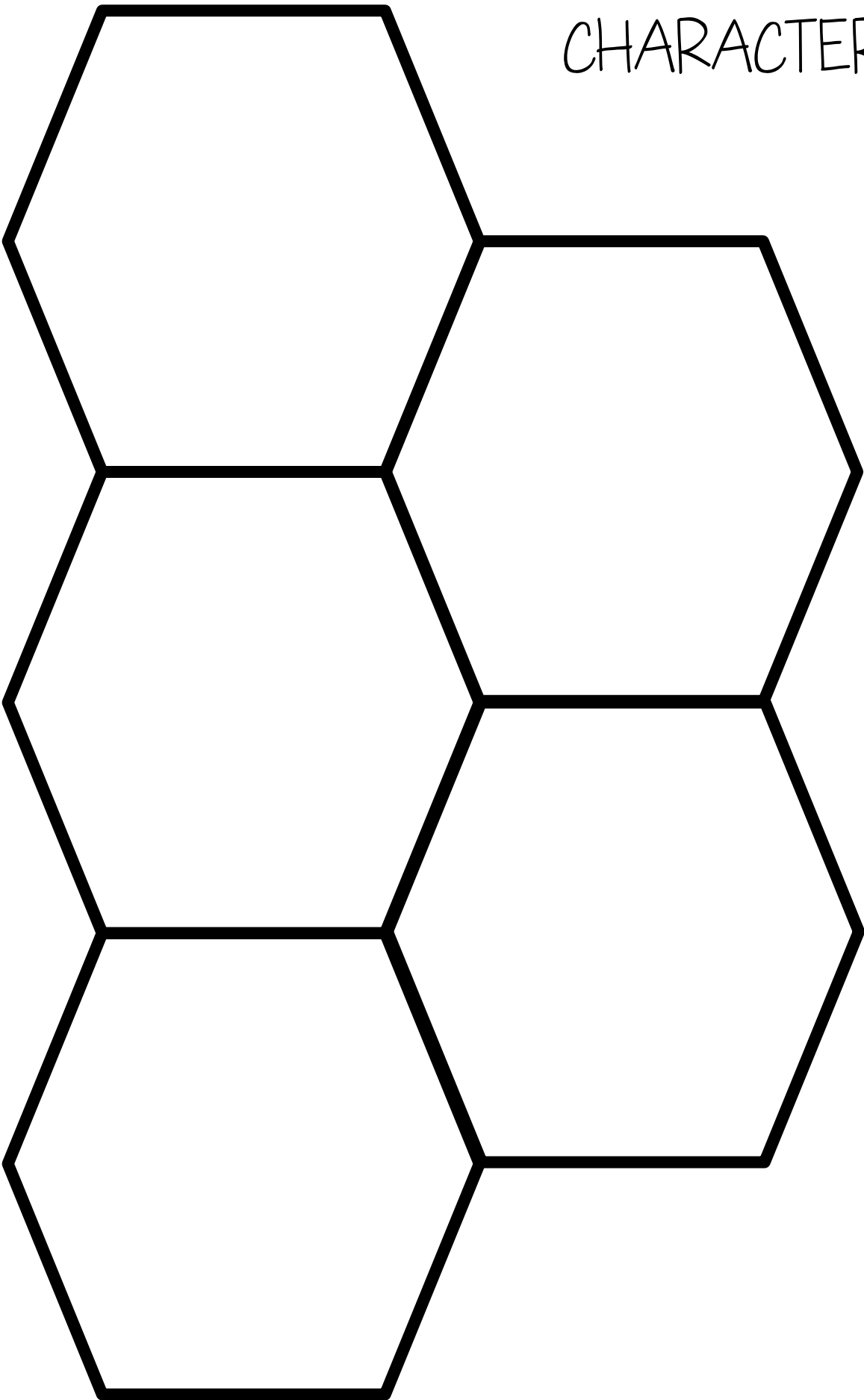
Take care, Betsy (from Spark Creativity)

betsy@nowsparkcreativity.com

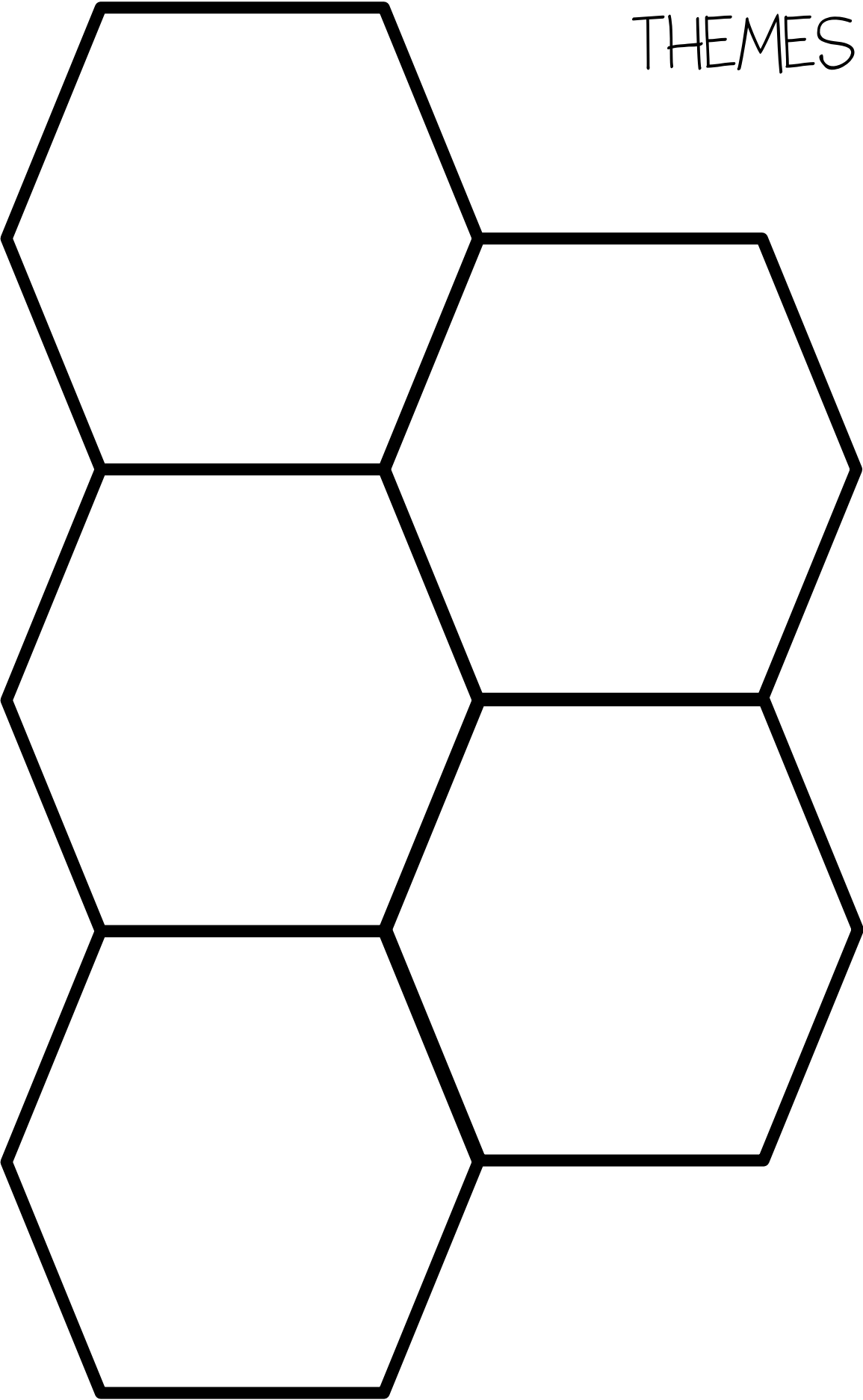




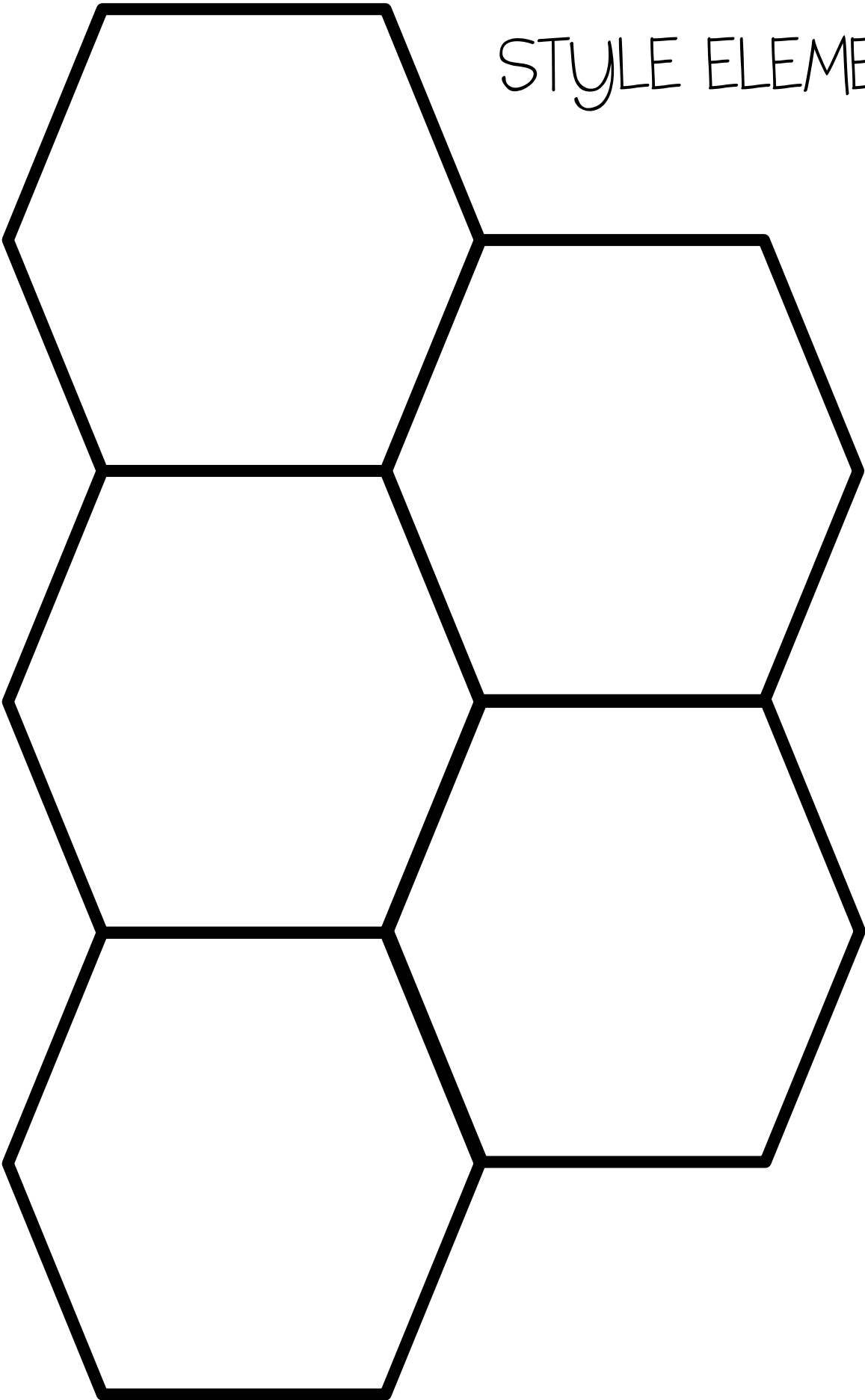
CHARACTERS



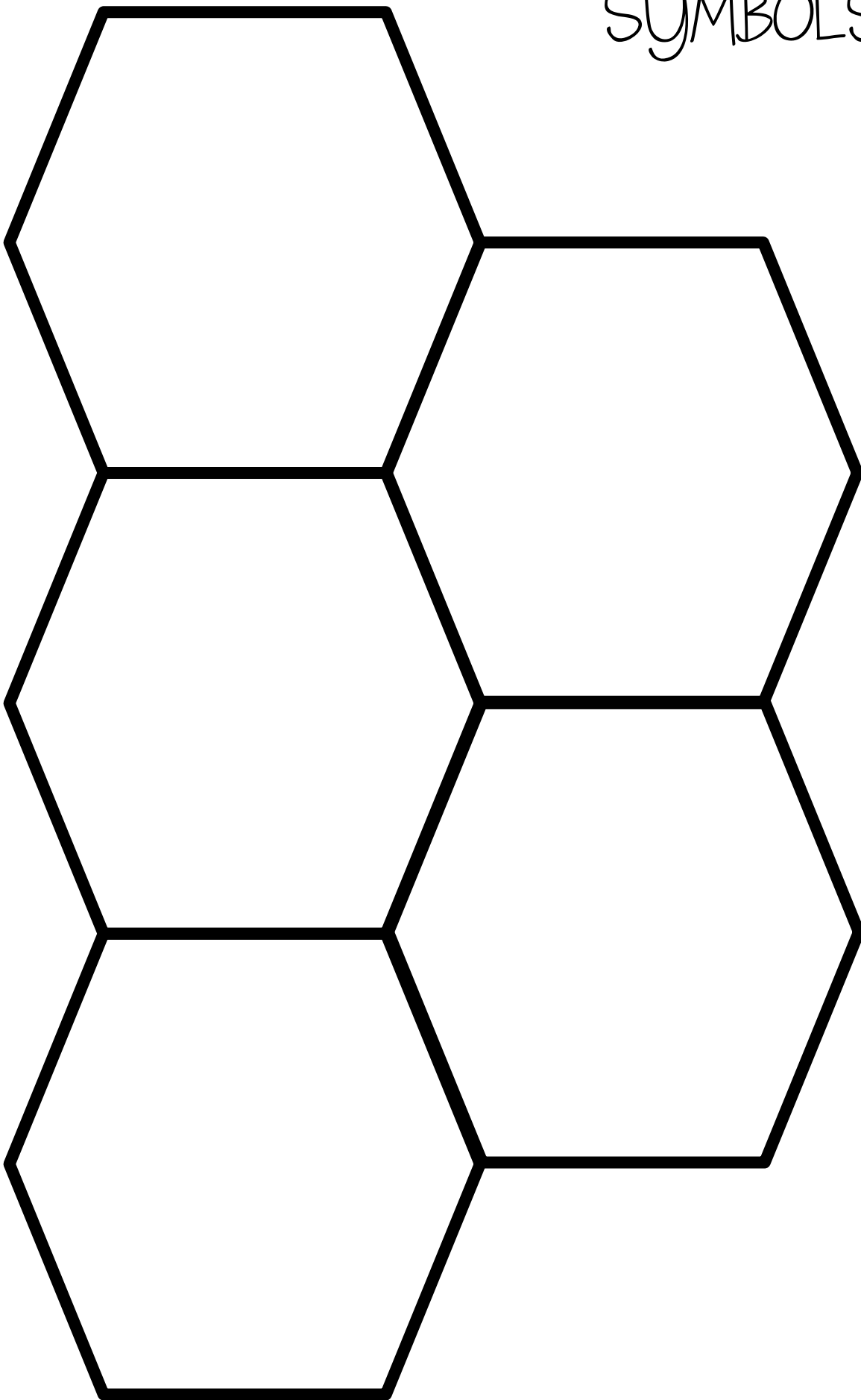
THEMES



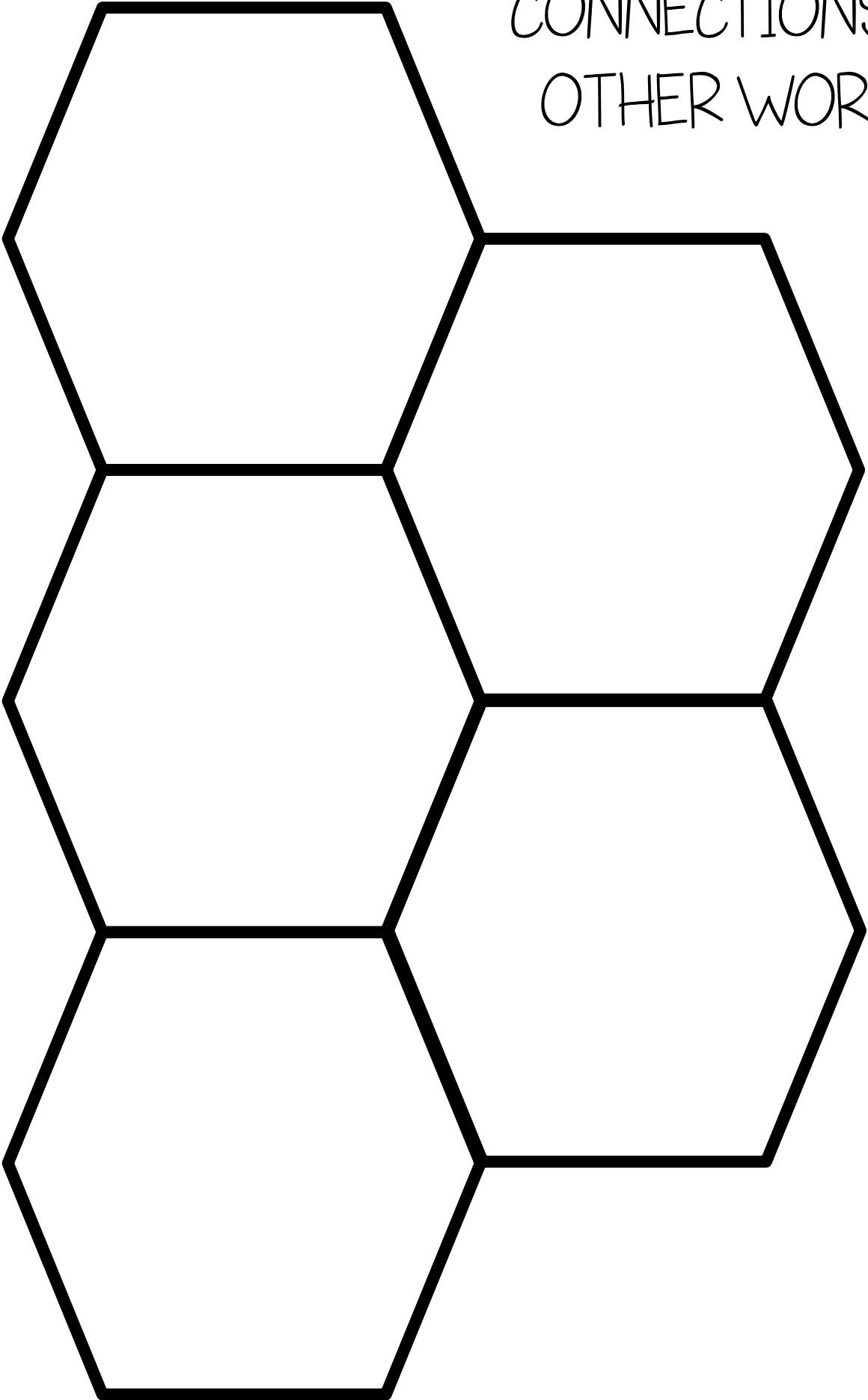
STYLE ELEMENTS



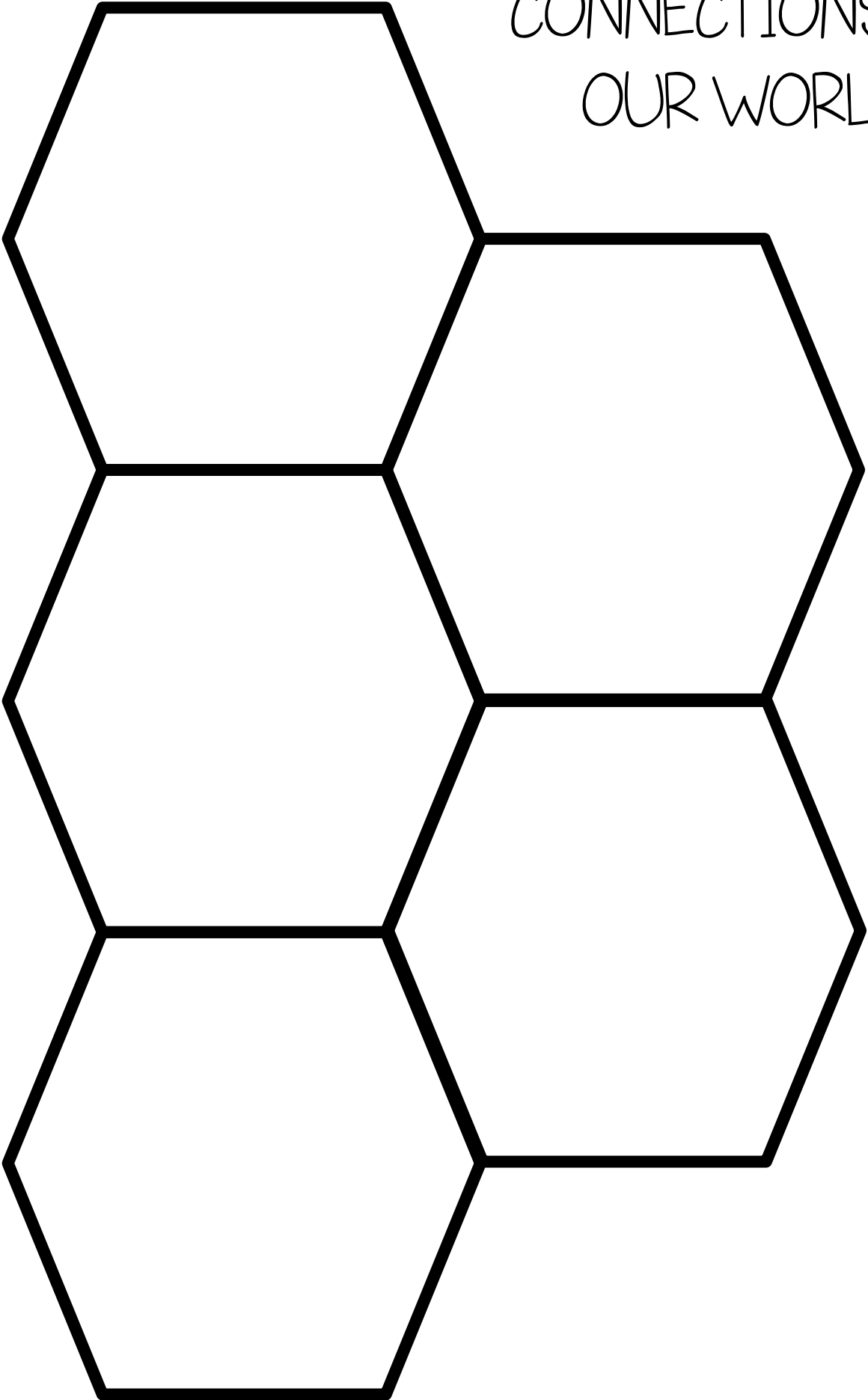
SYMBOLS



CONNECTIONS TO
OTHER WORKS



CONNECTIONS TO
OUR WORLD





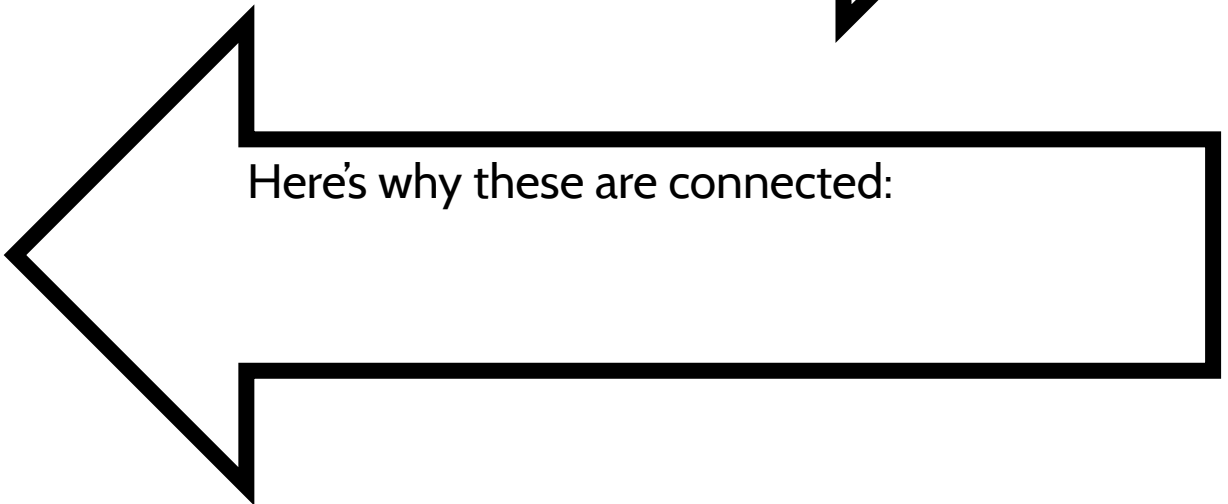
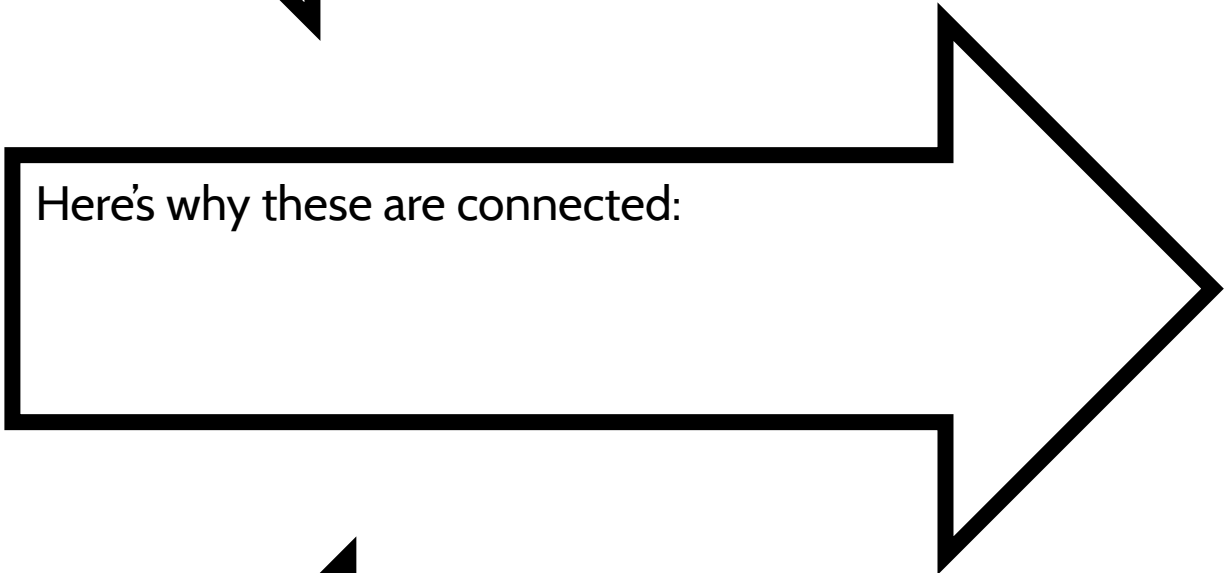
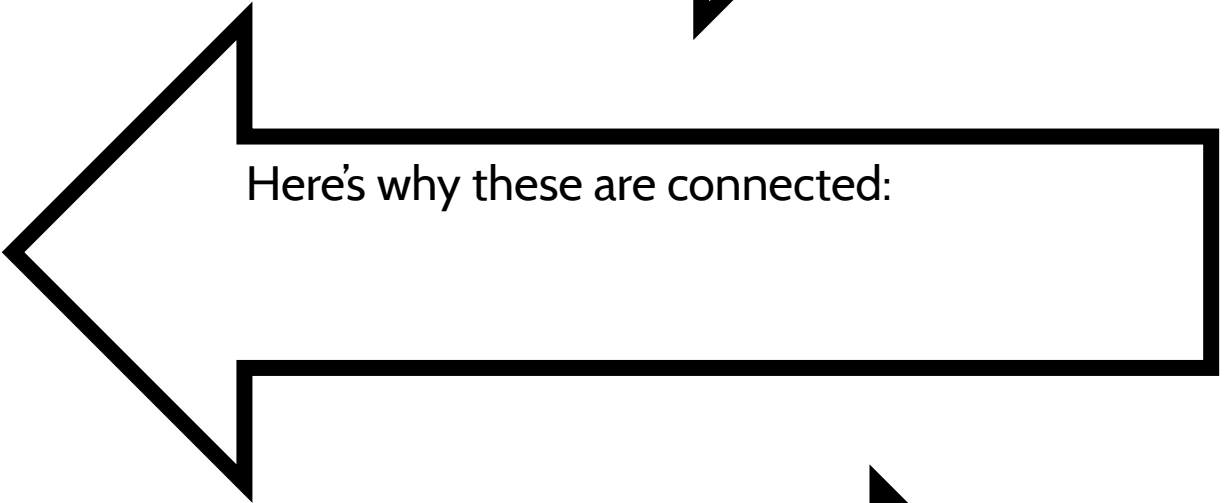
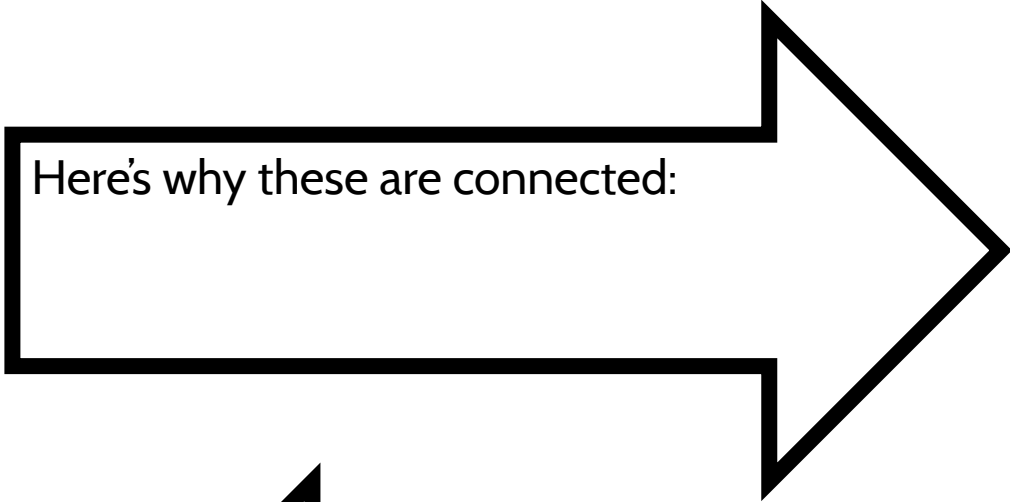
Here's why these are connected:



Here's why these are connected:



Here's why these are connected:





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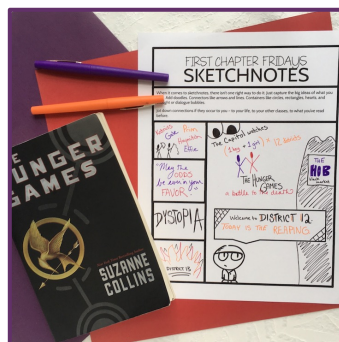
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