

Hexagonal Thinking India Review Game





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Clip Art and Fonts



Teacher Directions

Hexagonal thinking is a great tool to help students review relationships between events and connections over time. The 6-sided hexagon shapes allow students to build deeper connections and make conceptual thinking visible. The discussion between students as they play with the resource can also help cement ideas and understandings of key events.

Prior to using the game with your students, read the directions and decide if you want students to glue down the shapes onto paper or to annotate using post-it notes. If you choose to glue down the shapes, you will need 1 set of game pieces for every group throughout the day. If you want to annotate with post-it notes, you can make fewer copies, but I would recommend that you laminate the hexagon shapes prior to class. I have left one page blank as an extra template.

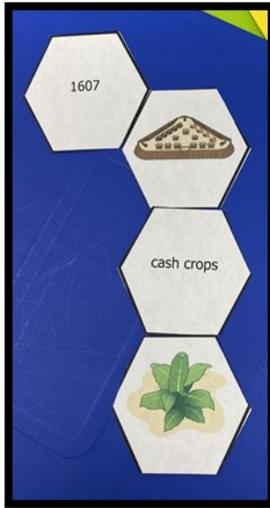
Directions:

1. Introduce the students to the game by modeling how to rearrange the hexagon shapes to show relationships between people, places, events, dates, and key vocabulary terms.

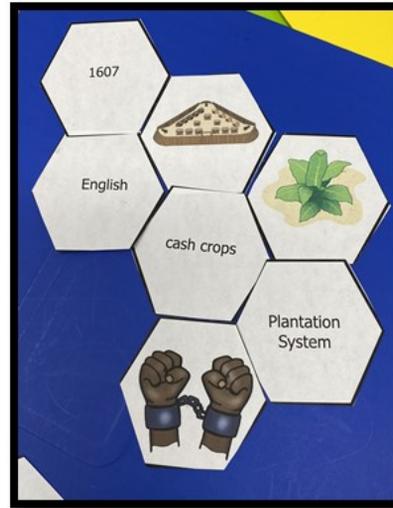


Teacher Directions

2. Challenge your students to arrange the shapes showing these relationships between people, places, events, dates, and key vocabulary terms. To make it into a game format, you can award points for the number of connections students can make between shapes. Each side of the hexagon is worth 1 point. The more connections students can make between shapes, the more points they earn. (Images are from another set).

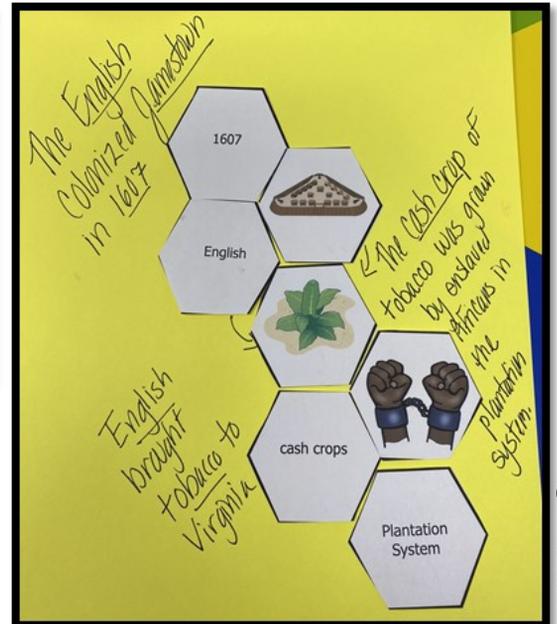


This combination will not earn very many points. It is linear and only has 3 connections: 1607 to Jamestown, Jamestown to cash crops and cash crops to tobacco. Only 3 points would be earned.



Encourage students to use as many sides of the hexagon as they can. This combination would earn more points: 1607 to Jamestown and to English, Jamestown to cash crops and English, cash crops to tobacco, slavery, Jamestown, and the plantation system.

3. Encourage students to annotate their thinking, either by gluing the shapes down on paper and writing next to each cluster of shapes – or – by using post-it notes to annotate their connections.



nirvana



Islam



Hinduism



Brahma

Shiva

Vishnu

monsoon



Buddhism



civil disobedience



subcontinent



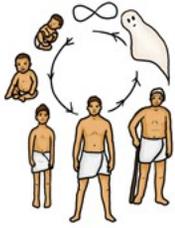
caste



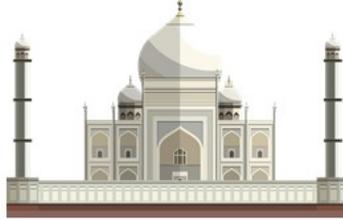
karma



reincarnation



Taj Mahal



Queen Victoria



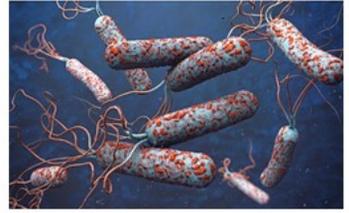
Gandhi



malaria



cholera



stilts



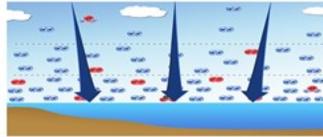
drought



monsoon



atmospheric pressure





religion



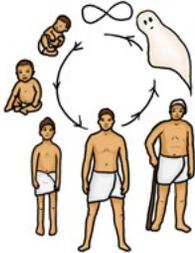
Sikhism



trade



reincarnation



spices

Bollywood

The
Vedas

geography

economy

government

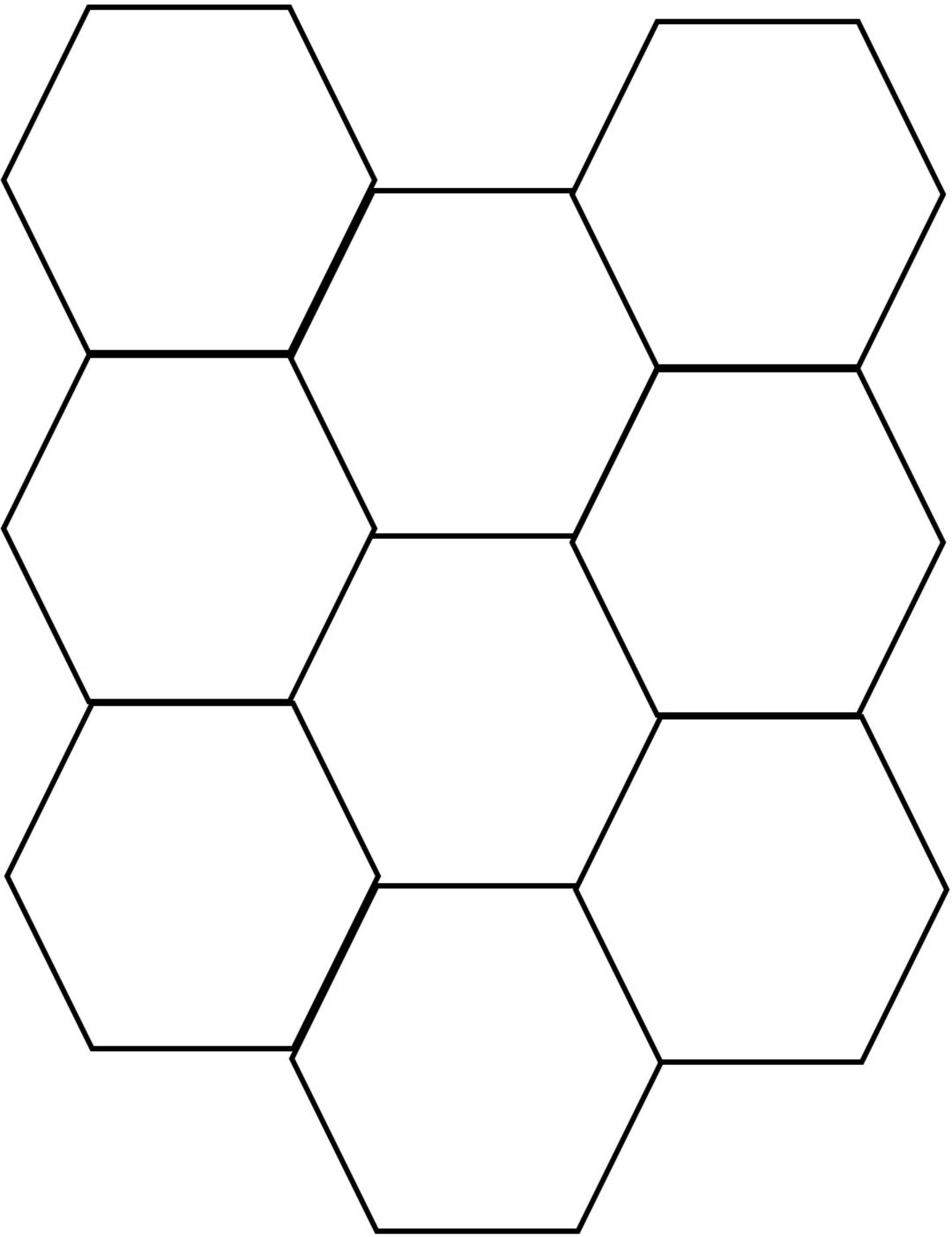
history

independence

culture

population

tea





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About the Author



Dawn Viñas has served in education for over a quarter of a century.

Dawn earned her Master's degree in Curriculum and Instruction from Texas A&M University. In her education journey, she was shaped by her various roles as a classroom teacher, instructional coach, curriculum coordinator, professional development trainer, university professor, and teacher-author. Dawn has provided Social Studies professional development for over 20 years to more than 10,000 teachers from Alaska to Florida. In 2015, Dawn started Social Studies Success[®] with the mission to revolutionize social studies instruction. With a goal of improving instruction, Dawn is currently providing consulting, classroom resources, and professional development services to several school districts across the state of Texas. Do you have a question or would you like to purchase a license for your district? You can reach Dawn [here](#).

What do I believe about Social Studies instruction?

- ✓ Students need to be engaged to learn.
-Schlechty's *Design Qualities of engagement*
- ✓ History can be fun and rigorous at the same time.
-Bower's *Bring Learning Alive!*
- ✓ All students can learn – we just need to support them in different ways.
-Seidnitz's *Seven Steps*
- ✓ Kids need to continuously review content through games and engaging activities.
-Himmele's *Total Participation Techniques*
- ✓ Writing is essential for learning, not just assessment.
-Daniels' *Content Area Writing*
- ✓ Vocabulary instruction must be intentional and engaging.
-Marzano *Academic Vocabulary*
- ✓ History should not be trivial pursuit – dig deeper and teach with essential questions and enduring understandings.
-Wiggins & McTighe *Essential Questions*
- ✓ Students are social – purposeful talk is crucial to learning.
-Walsh *Quality Questioning*
- ✓ Students need to read in Social Studies – reading informational text cannot be mastered without constant practice.
-Kinsella's *Considerate Text*
- ✓ "Soft skills" of collaboration, communication, critical thinking, and creativity are essential to future success in the job market.
-Muir *Reasons Millennials Get Fired*
- ✓ Everyone's story needs to be told – we have a great responsibility for helping students see patterns in history across time. Teachers should not be afraid to teach the "hard history".
-Dawn

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