

"LIVING THE HATCHET" A PLAY BY MR RANGER'S GRADE 4/5 CLASS



<u>Project:</u>	<ul style="list-style-type: none">• A Group Play to be Presented to Your Class
<u>Introduction:</u>	<ul style="list-style-type: none">• Over the next two weeks you will be learning all about the <i>Hatchet</i>, a story of one young boy who faces the task of surviving all by himself in the Canadian North Woods. We will learn all about human needs and some of the skills required to survive this type of situation.
<u>Requirements:</u>	<ul style="list-style-type: none">• Create a play describing how your group has crashed landed at a remote lake and the ways you will survive. Share with the audience how your will manage their physical and emotional needs.• Plays will be presented in groups of <u>5 - 6 students</u>.• Plays will be between <u>3 -5 minutes long</u>.• Each play will be written, produced, and acted by the students in each group.• It is hoped students will use all they have learned from lessons and the field trip to Westwood Lake to create a captivating play. Allow your imagination to go wild!• Student-teachers will be available to assist you.• The plays will be presented to class on <u>7 December</u>.

2017.

Scott Ranger, Grade 4/5
29 November, 2017

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IDEAS TO HELP GUIDE YOUR CREATIVITY

Play Ideas:	There are no strict requirements for the type or content of the play you decide to create other than it should be between 3 - 5 minutes long and all members of the group should contribute value to the final presentation. To help encourage your creativity, here are a few ideas.
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| Possible Scenarios: | <ul style="list-style-type: none">• The Arrival: All members of your group survive the plane crash and wake up at different places along the lake. Although sore and bruised, no-one is terribly injured. You are all in shock but begin to realize the seriousness of your situation. The only thing you have is a hatchet and clothing. Act out the first few minutes of your shocking arrival, detailing everyone's emotions, group organization, plans for the first night, and long-term survival strategies.• A Single Event: The play will focus on one event that occurs some time after the group has crash landed in the North Woods. This event could be an exciting animal encounter, an argument amongst the group, a possible rescue, a sickness, a hunt, or even a portrayal of an uneventful evening in the group's shelter. |
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	<ul style="list-style-type: none"> ● <u>A Home for Good:</u> A year has passed since your group crash landed and it seems there is no chance you will ever be rescued. Describe the skills and stories behind your group’s ability to survive for so long, even through the winter. Your play can explore the emotions related to your new life. Also, you could explain whether you are all happy to stay at the lake forever or if you wish to try and hike out to civilization. ● <u>Narrator:</u> Only one character appears in the play, moving silently about as they explore their new surroundings with a narrator speaking of the character’s thoughts. Although the single actor would not talk, the narrator would act as their mental voice, telling of fear, loneliness, doubts, and hopes for survival. ● <u>A Different Perspective:</u> Instead of focusing on the human survivors, your play could explore how the animals living around the lake react to the arrival of the human survivors. You could take on the role of a bear, raccoon, and/or moose and describe how they view the antics of the humans as they try to survive.
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<p>Options:</p>	<p>Not everyone may be comfortable with acting. If this is the case, there are many other ways to contribute to the production of the play.</p> <ul style="list-style-type: none"> ● <u>Scriptwriting:</u> You could concentrate on the writing of the script. ● <u>Prop building:</u> Use your creativity to build props that add to the realism of the play (backdrops, food, animals, shelter). ● <u>Special effects (sound/lighting):</u> Draw in the audience through sounds or sights that can add to the impact of the play (soundtrack, audio and lighting for a storm). ● <u>Costumes:</u> Creatively dress the players with the correct type of clothing they might be wearing after the crash or a year later. ● <u>Makeup Design:</u> A way to increase realism for the audience by making the players look haggard, injured or hopeless.
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Unit Plan Assessment Tool

The *Hatchet* and how Environment Affects Human Needs

Summative Unit Assessment Description:

Learners will have spent two weeks engaged in a cross-curricular unit revolving around an English language arts (ELA) novel study of the *Hatchet* by Gary Paulsen. The guiding essential question for the unit has been how environment affects human needs.

Unit lessons have included immersive explorations of the text (ELA), examinations of First Nation lifeways in the Woodlands area of Canada (social studies), mental well-being in stressful situations (physical education), exploration of levels of healthy caloric intake (mathematics), bear aware with the inclusion of First Peoples concepts of interconnectedness in the environment (science), and use of compass and maps for navigation (science/social studies). In addition, an off-site learning experience occurred in the middle of the first week of the unit where learners explored elements of the above lessons while at Westwood Lake.

The culminating project for the unit is a play that will be presented by groups of five learners to the classroom as a whole. This project has an assigned rubric that was distributed to learners at the very start of the unit (see attached). The assessment tool will be based on the achieved learner outcomes in relation to the distributed rubric.

Despite the cross-curricular nature of the unit, the assessment tool will focus primarily on learner's achieved ELA learning standard outcomes. A student self-assessment is also included in the assessment tool with learners completing their section following the presentation of their play.

Mr Ranger, Grade 4/5

Unit: How environment affects human needs

Lesson: The *Hatchet* (ELA)

Assessment: Student Play

Date: _____

Student Name: _____

Grade: _____

Curricular Competencies	Criteria:	Developing	Established	Flourishing
Play Preparation				
<i>“Exchange ideas and perspectives to build shared understanding”</i>	Actively participated in the play production process.			
<i>“Respond to text in personal and creative ways”</i>	Contributed independent and creative ideas.			
<i>“Exchange ideas and perspectives to build shared understanding”</i>	Showed collaborative abilities within group.			
<i>“Exchange ideas and perspectives to build shared understanding”</i>	Listened actively to the ideas of others.			
<i>“Use writing and design processes to plan, develop, and create texts for a variety of purposes”</i>	Contributed to script writing process.			

<i>and audiences”</i>				
<i>“Use oral storytelling processes”</i>	Contributed to production values (props, audio, costumes, etc)			
Curricular Competencies	Criteria:	Developing	Established	Flourishing
<i>“Transform ideas and information to create original texts”</i>	Accessed information and ideas from prior lesson, field trip, and other resources to build authentic play.			
Play Performance				
<i>“Use oral storytelling processes”</i>	Showed passion in performance of the play.			
<i>“Use oral storytelling processes”</i>	Spoke clearly and with expressive voice.			
<i>“Use oral storytelling processes”</i>	Showed awareness of audience.			
<i>“Use language in creative and playful ways to develop style”</i>	Utilized language effectively in the script to create drama, tension, and believability.			
<i>“Synthesize ideas from a variety of sources to build understanding”</i>	Accessed newly acquired knowledge and applied to the play.			
<i>“Recognize how literary elements, techniques, and devices enhance meaning in texts”</i>	Awareness of literary elements and techniques is present in play.			
<i>“Identify how</i>	The play highlighted			

<i>differences in context, perspectives, and voice influence meaning in texts”</i>	varying perspectives.			
<i>“Use language in creative and playful ways to develop style”</i>	Play showed evidence of creative and playful style.			
<i>“Develop and apply expanding word knowledge”</i>	New vocabulary learned in lessons and field trip was present in the dialogue of the play.			

Additional Comments:

Potential areas of growth:	Suggestions for extending learning:

Date Assessment Completed: _____

Teacher: _____

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STUDENT SELF-ASSESSMENT

Activity:	Self- Assessment:
I shared my creative ideas with the group.	
I showed respect and listened to the ideas of others.	
I helped in the writing of the script.	
I helped "backstage" in the performance.	
I enjoyed the play production process.	

<p>I was nervous before we had to act.</p>	
<p>If I wasn't acting I contributed in another way.</p>	
<p>I spoke clearly during my performance.</p>	
<p>I think our play was a success!</p>	
<p>I was quiet when other groups performed.</p>	
<p>I enjoyed the play and would like to do more activities like this.</p>	
<p>Any other comments:</p>	

Date Assessment Completed: _____

Teacher: _____

