

*Wake: The Hidden History of Women-Led Slave Revolts*  
Hexagonal Thinking Lesson Guide



Lesson Title:

Hexagonal Thinking: Chapter Discussion Activity

**Inquiry Questions:**

How can we think critically about the ideas presented in the text? What connections can we make between the text, the world, and ourselves?

**Lesson Creator and Contact info:**

Charla Johnson - [cnickle83@gmail.com](mailto:cnickle83@gmail.com)

**Standards Alignment:**

**Common Core Standards for Literacy and Speaking & Listening, Grades 11-12:**

- CCSS.ELA-LITERACY.RH.11-12.1  
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CCSS.ELA-LITERACY.RH.11-12.3  
Evaluate various explanations for actions or events and determine which explanation



## Wake Hexagonal Thinking Guide

best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- CCSS.ELA-LITERACY.SL.11-12.1  
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Overview of lesson:

Hexagonal Thinking is a framework for collaborative critical thinking and discussion. While manipulating and connecting ideas placed on hexagons, students discuss whether and how these ideas connect. This activity encourages students to think critically, make connections, explore other perspectives, and support reasoning with evidence.

### How it Works:

- Place an idea on a hexagon. There are six sides where connections could be made to other ideas. NOTE: Concepts for each chapter are provided, however, you may want to have students generate their own key concepts.
- When many ideas are placed on many hexagons, when and where connections make can vary.
- Give a small group of students a deck of hexagons and allow them to make connections as they see fit. During the activity, they should discuss, question, and challenge each other on how and where concepts are connected.

### Materials:

- [Hexagonal Thinking Discussion Activity slide deck](#)
- Hexagon Cutouts (at the end of this document)

### A Note about Hexagon Decks

This activity can be completed on paper or digitally.

- The slides provided can be shared with students digitally. Be sure to **make a separate copy** for each student/group. Students simply drag and drop terms onto the desired hexagons.
- You could provide print-outs of the slides, allowing students to write the terms on the hexagons.
- Use the blank hexagon page for students to cut and paste hexagons onto poster or chart paper.

### A Note about the Chapter Terms

Each slide has preselected terms from the corresponding chapter. This is an area where you can differentiate by

- Providing the pre-selected chapter terms
- Providing **some** of the pre-selected terms, and having students generate the rest.
- Allowing students to select their own terms from the chapter



## Procedures:

**Prior to teaching this lesson:** Before students begin reading, implement the [How to Read \*Wake\*: A Guide to Understanding Graphic Narratives](#) lesson which reviews literary and technical elements of graphic novels and narratives.

## Hook/ Provocation:

**Slide 3:** Explain the Hexagonal Thinking process to students. Emphasize:

- Collaborative discussion and debate
- Providing reasoning and respectfully questioning/challenging ideas
- There is no “right” answer.

## Chapter Reading

It is important that students read the corresponding chapter of *Wake* prior to participating in the hexagonal thinking activity. The reading informs, in part, their understanding of the terms and their relevance to the chapter. Students read the assigned chapter, then complete the hexagonal thinking discussion activity.

## Provide Hexagons and Directions (Slide 4):

*At this point, you have decided whether this activity will be completed digitally or on paper. Distribute hexagons according to your chosen method.*

1. (Optional) You may want to have students complete the hexagon activity individually prior to working in small groups.
2. Put students in small groups and give each group a set of hexagons.
  - a. If you want students to select their own terms, have them select and document the chapter terms on the hexagons.
3. Tell students they will begin making connections between the concepts using hexagons. They will have conversations about how and why different ideas and options connect.
  - a. They will have different perspectives; let them keep talking until connections stick. Students should use evidence and details to support strong connections.
4. Students should arrange and rearrange until they have the strongest hexagon web.
5. Next, students should insert lines/arrows/connectors to illustrate connections between ideas.
6. Then they should explain connections, writing why they have created intersections between key hexagons.
7. By the end of the discussion, each group should have an interconnected web of concepts and clearly explained connections.
8. Students share completed hexagon webs with other groups and explore others' connections.
  - a. Example: FlipGrid, presentations, gallery walks, etc.



### **Hexagonal Thinking Activity (Slides 6-25):**

- **Hexagon deck and Terms slides:** Drag-and-drop an idea to the desired hexagon. Insert arrows/lines to represent connections between ideas. Use textual evidence to support strong connections.
- **Explanation:** Each hexagon slide is followed by a slide where students can explain their reasoning for selected key hexagon connections. You can determine the specific requirements, but this should be a brief response/overall summary. Students need not explain *every* connection.

<b>Chapter</b>	<b>Terms</b>
<b>Prologue &amp; Ch. 1</b>	Ancestors, water, Atlantic Ocean, 1770, Ted Weiss Federal Building, home, Unity, history, archives, stories, justice, slavery, historian, haunting, racism, women warriors
<b>Ch. 2</b>	Resistance, windows, England, revolt, Sara/Abigail/Lily/Amba, Dom Regina, 1999, 1712, testimony, archives, historical imagination, erasure, historian, motivation, trial, women warriors
<b>Ch. 3</b>	Pregnant, well, Obeah Woman, Eku, New York City African Burial Ground, Adolphe Phillipse, oath, fight, fire, guns, hide, New York, historian, rape, Amba, execution
<b>Ch. 4</b>	Abigail, water, against the grain, research, Governor Hunter, 2000, 1715, Queen Anne, reprieve, New York Historical Society, sentenced, justice, darkness, correspondence, court records, Sarah
<b>Ch. 5</b>	Seven, Actus Reus, stake, Sam, Mens Rea, law, newspapers, uprising, clerk's office, computer, fiend, 1708, leader, historian, woman, restore
<b>Ch. 6</b>	Ancestors, libation, Atlantic Ocean, 1905, Song of the Exiled, Otto, Chicago, ambition, Nebraska, memory, Up From Slavery, no ways tired, KKK, historian, Beloved, Nana Harriet
<b>Ch. 7</b>	Victoria Tower, slave ship logs, Atlantic Ocean, regulated slave trade, The British Museum, 12 million, colonialism, sugar, Lloyd's of London, England, Brooke's Diagram, Middle Passage, Historian, law suits, insurrection, Liverpool
<b>Ch. 8</b>	Access to weapons, sound, Atlantic Ocean, 36,000, Woman No. 4, Woman No. 10, Unity, Whydah, Ahosi, Cut Off, Oyo Empire, one-in-ten, historian, mobility, revolts, women warriors
<b>Ch. 9</b>	Dahomey, water, branding, 1769, Brooke's Diagram, march, fight, Unity, leopard, Alele, slaves and tribute, Oyo, quarterdeck, women, trade, land





<b>Ch. 10</b>	Ancestors, wake, dehumanization, past, ancestry in progress, legacy, Jefferson, internalize, acknowledge, truth, empower, justice, haunting, Black Lives Matter, women warriors, dream and hope of the slave
---------------	--

**Sample:**

Slides 26-28 provide completed samples to be used as models for students, if needed.

**Differentiation:**

- Students can generate their own key concepts/ideas from chapters, instead of using the provided list.
- Provide a modified/shortened list of ideas and allow students to add their own.
- Place a concept (or few) on a hexagon to get students started.
- Provide blank cut-outs of hexagons and have students make connections on chart paper.
- Students need to explain their choices. This can take place in many ways:
  - Students could record arguments for one or two connections on a tool like Flipgrid.
  - Students could write down their analyses.
  - Groups could collaborate to write explanations for several of their connections and present them back to the class.

**Assessments:**

**Informal Assessment:** Observe and monitor students while engaged in discussion. Allow students the opportunity to share and view other hexagon webs (presentations, gallery walks, etc.)

**Formal Assessment:** Students submit completed hexagon webs and explanations per your instructions.

**Bibliography:**

*Hexagonal Thinking: A Colorful Tool for Discussion | Cult of Pedagogy.* (2020, September 12). Cult of Pedagogy. <https://www.cultofpedagogy.com/hexagonal-thinking/>

Using Hexagons to Build Critical Thinking Skills. (2021, October 22). Edutopia; George Lucas Educational Foundation. <https://www.edutopia.org/video/using-hexagons-build-critical-thinking-skills>



**Hexagon Cutouts**



