

This guide written by Donna Ickes and Edward Sciranko



Teacher Created Materials, Inc.
6421 Industry Way
Westminster, CA 92683
www.teachercreated.com
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Reprinted, 2002
Made in U.S.A.
ISBN-1-55734-449-3

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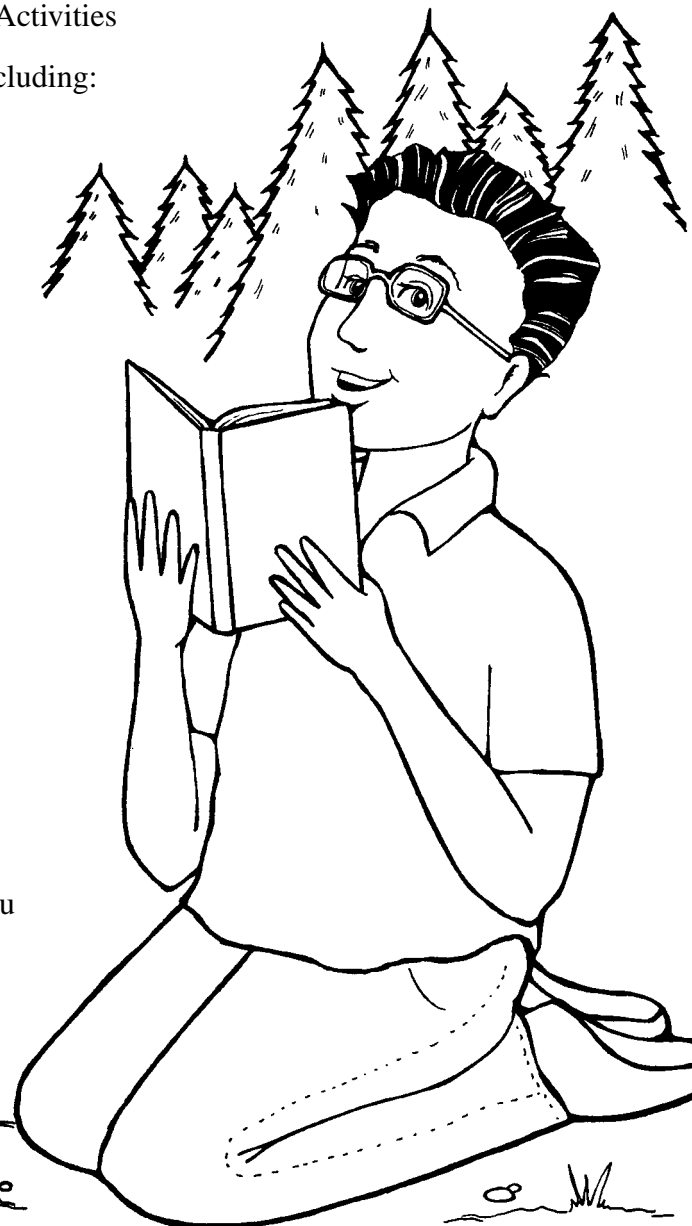
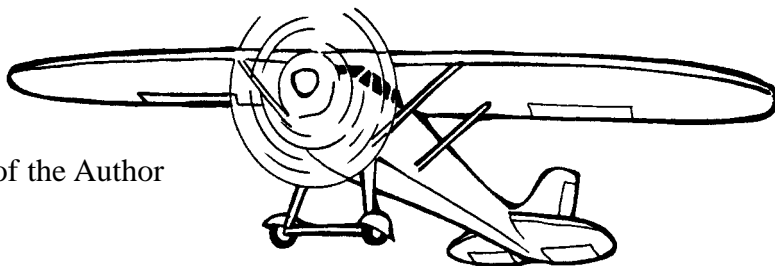
Introduction

Good books are wonderful! They stimulate our imaginations, inform our minds, inspire our higher selves, and fill our time with magic! With good books, we are never lonely or bored. And a good book only gets better with time, because each reading brings us new meaning. Each new story is a treasure to cherish forever.

In *Literature Units*, we take great care to select books that will become treasured friends for life.

Teachers using this unit will find the following features to supplement their own valuable ideas.

- Sample Lesson Plans
- Pre-reading Activities
- A Biographical Sketch and Picture of the Author
- A Book Summary
- Vocabulary Lists and Suggested Vocabulary Activities
- Chapters grouped for study, with sections including:
 - quizzes
 - hands-on projects
 - cooperative learning activities
 - cross-curriculum connections
 - extensions into the readers' lives
- Post-reading Activities
- Book Report Ideas
- Research Ideas
- A Culminating Activity
- Three Different Options for Unit Tests
- Bibliography
- Answer Key



We are confident that this unit will be a valuable addition to your literature planning, and that as you use our ideas, your students will learn to treasure the stories to which you introduce them.

Sample Lesson Plan

Lesson 1

- Introduce and complete some or all of the prereading activities. (page 5)
- Read “About the Author” with your students. (page 6)
- Read the book summary with your students. (page 7)
- Introduce the vocabulary list for Section 1. You may want to make sure that students can pronounce and define words when introduced. (page 8)

Lesson 2

- Read Chapters 1-4. Students may read in pairs, orally, or silently by themselves.
- Help students to understand the vocabulary words in this context.
- Play a vocabulary game. (page 9)
- Make a model glider. (page 11)
- Discuss the book in terms of health. (page 13)
- Construct an airplane setting. (page 12)
- Administer the Section 1 quiz. (page 10)
- Introduce the vocabulary list for Section 2. (page 8)

Lesson 3

- Read Chapters 5–8. Help students to understand the vocabulary words in this context.
- Play a vocabulary game. (page 9)
- Find out about bears. (page 19)
- Discuss the airplane’s flight in terms of math. (page 18)
- List the items needed for survival. (page 17)
- Make a model of the camp. (page 16)
- Administer the Section 2 quiz. (page 15)
- Introduce the vocabulary list for Section 3. (page 8)

Lesson 4

- Read Chapters 9–12. Help students to understand the vocabulary words in this context.
- Play a vocabulary game. (page 9)
- Make Backwoods Tracker Cards. (page 21)
- Talk about Brian’s luck and produce comic strips. (page 22)

- Discuss the book and science. (page 23)
- Find out about fire safety. (page 24)
- Administer the Section 3 quiz. (page 20)
- Introduce the vocabulary list for Section 4. (page 8)

Lesson 5

- Read Chapters 13–16. Help students to understand the vocabulary words in this context.
- Play a vocabulary game. (page 9)
- Interview the moose and write his news story. (page 28)
- Gather and share information about tornadoes. (page 29)
- Share parts of the book aloud. (page 27)
- Make a mobile. (page 26)
- Administer the Section 4 quiz. (page 25)
- Introduce the vocabulary list for Section 5. (page 8)

Lesson 6

- Read Chapters 17–Epilogue. Help students to understand the vocabulary words in this context.
- Play a vocabulary game. (page 9)
- Investigate exotic foods. (page 34)
- Design a Tee Shirt. (page 31)
- Present a play. (page 32)
- Discuss the book and literary characterizations. (page 33)
- Administer Section 5 quiz. (page 30)

Lesson 7

- Discuss Brian’s later life. (page 35)
- Assign a book report and research project. (pages 36–37)
- Begin work on culminating activity. (pages 38–41)

Lesson 8

- Administer Unit Tests: 1, 2, and/or 3. (pages 42–44)
- Discuss the test answers and possibilities. (pages 46–48)
- Discuss the student’s enjoyment of the book.
- Provide a list of related reading for your students.

Book Summary

Hatchet

by Gary Paulsen

(Puffin Books, 1988)

(Available in Canada from Penguin; UK, Penguin Books; AUS, Penguin Ltd.)

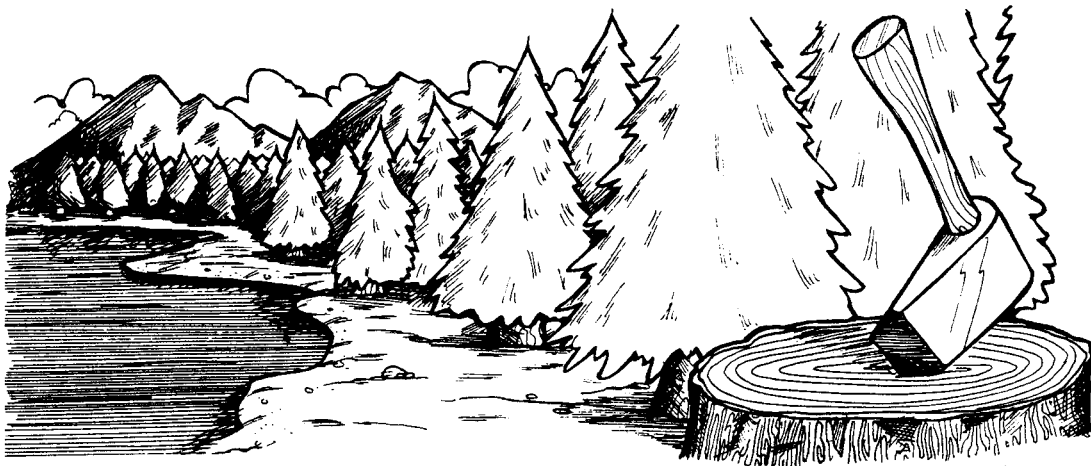
When Brian Robeson's plane goes down in the Canadian north woods after the pilot of the small bushplane dies of a heart attack, Brian, a "city boy," must learn to survive, even as he struggles with the pain of his parents' divorce and the secret he keeps about it.

Brian survives his injuries from the wreck, the onslaught of the hordes of mosquitoes, the sunburn, and the initial thirst and hunger, as he waits to be rescued. Within a few days, he finds shelter and his only food—some bitter berries that he gorges upon. These berries he later comes to call "gutcherries" because they cause him severe stomach pain. The boy grows in the ways of the woods as he finds raspberries, ignoring the bear that also comes to feast. He cannot ignore the porcupine, though, that stumbles into his shelter, perhaps looking for the store of berries that Brian has. He is injured once again, and after pulling the porcupine quills out of his leg, has a dream.

In this dream, Brian's father points to the fire that he is cooking on. When Brian awakes, he remembers the sparks that flew when he threw the precious hatchet against the rock wall. Thinking about this leads to the re-discovery of fire, and Brian's adjustment to the wilderness as he subsequently discovers turtle eggs and later, how to fish with bow and arrow. When he misses the attention of the pilot of a passing plane, however, he becomes deeply depressed and attempts suicide. Out of this despair comes a new confidence in himself and his power to survive, whether or not he is rescued.

Encounters with a skunk, a moose, and a tornado only deepen this confidence, and Brian decides to visit the sunken plane, hoping to recover the survival pack stowed in the fuselage. The survival pack yields precious dehydrated food and a transmitter that Brian discards after he assumes it is useless. The "broken" transmitter results in his rescue and his return to his mother.

The epilogue catalogs the changes in Brian due to his ordeal. It also recounts his adjustment to life as it had been, before his fifty-four days in the wilderness.



Vocabulary Lists

Section 1

(Chapters 1–4)

abated	altimeter	arc	banked	coma
consuming	depress	frustration	grimacing	hordes
hurtling	initial	intervals	keening	massive
rudder	slewed	spasm	turbulence	muck

Section 2

(Chapters 5–8)

amphibious	apparent	asset	crude	digital
diminish	gestures	interlaced	jets	lushly
motivated	pulverized	receded	relative	rivulets
ruefully	segment	seepage	stranded	gingerly

Section 3

(Chapters 9–12)

assumed	chamber	comprised	convulse	crest
depression	dormant	edded	exasperation	flailing
focus	gnarled	gratified	haunches	intervals
motive	persistent	primitive	tendrils	tinder

Section 4

(Chapters 13–16)

camouflage	confines	corrosive	detach	devastating
exulted	fashioned	fragile	hummock	impaired
infuriating	prospect	punky	rectify	refracts
sarcasm	stabilize	unduly	virtual	precise

Section 5

(Chapters 17–Epilogue)

appetizer	drone	frenzied	furor	fuselage
incessant	momentary	murky	oblivious	predators
rummaging	stable	stymied	substantial	unwittingly