

Hatchet

Sample

This sample includes the following:

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- Link for Story Elements PowerPoint
- Lesson 1 on Characters
- Introduction Lesson for Descriptive Writing
- Answer Keys

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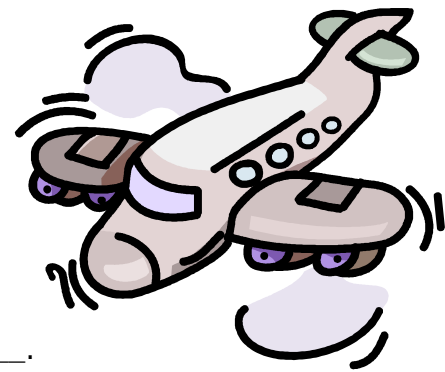
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Lesson Plans for Hatchet

Day	Vocabulary	Reading	Comprehension Questions -	English Lesson	Story Elements
1	Cessna turbulence	Chapter 1- 2	Chapters 1-2	Lesson 1 - What is Descriptive Language?	Characters
2	horde altitude	Chapter 3-4	Chapters 3-4	Lesson 2 - Imagery	Setting
3				Lesson 2 Continued Computer Activity	Point of View
4	pulverize	Chapter 5		Lesson 3 - Imagery Part 2	Conflict
5	murky	Chapter 6	Chapters 5-6	Lesson 4 - Figurative Language	Plot
6	jolt	Chapter 7		Lesson 4 Continued	Theme
7	imbed	Chapter 8	Chapters 7-8	Lesson 5 - Figurative Language Part 2	Story Map
8	reposition	Chapter 9			Story Map
9	intervals Worksheet for Week 1	Chapter 10	Chapters 9-10	Lesson 6 - Figurative Language	
10	persistent	Chapter 11			Mixed Practice
11	gnarled	Chapter 12	Chapters 11-12	Lesson 7 - Figurative Language	
12	shaft	Chapter 13			
13	corrosive	Chapter 14	Chapters 13-14	Lesson 8 - Planning a Descriptive Paragraph	
14					
15	stabilize intact	Chapter 15			
16	frenzied	Chapter 16	Chapters 15-16		
17	stymie	Chapter 17		Lesson 9 - Writing your Descriptive Writing	
18	butane Worksheet for Week 2	Chapter 18	Chapters 17-18	Lesson 10 - Editing a Descriptive Paragraph	
19	Bingo (to review for test) Vocabulary Test	Chapter 19 & Epilogue	Chapters 19-Epilogue	English Quiz	

Hatchet Chapters 1 - 2

1. Brian Robeson was headed to _____ in a Cessna 406 to spend the summer with his dad.
 - a) the coast in Washington state
 - b) the wilderness of North Dakota
 - c) the oil fields in Canada
 - d) the cornfields in Oklahoma
2. While Brian traveled, the pilot taught him _____.
 - a) how to steer a Cessna 406
 - b) how to fill the gas tank on the Cessna 406
 - c) how to read the instrument panel on the Cessna 406
 - d) how to use a hatchet
3. While Brian was riding in the Cessna he was thinking about _____.
 - a) his girlfriend
 - b) catching fish
 - c) what he and his father were going to do over the summer
 - d) his parents' divorce
4. The first sign the pilot wasn't feeling well was when _____.
 - a) the pilot grabbed his chest
 - b) the pilot rubbed his left shoulder
 - c) the pilot said his eyes were burning
 - d) the pilot clutched his stomach
5. How often did Brian use the radio to call for help?
 - a) every hour
 - b) every half of an hour
 - c) every ten minutes
 - d) every two hours
6. Brian decided he should land the plane _____.
 - a) on top of a mountain
 - b) on a empty road
 - c) in an empty field
 - d) on a lake
7. Brian is a 13 year old boy who is upset by his mother's secret.
 - a) True
 - b) False
8. Brian's mother gave him a pocket knife as a gift before he went to see his father.
 - a) True
 - b) False



9. Brian is an expert at flying a Cessna 409.

- a) True
- b) False

10. Brian used the pilot's headset to call for help.

- a) True
- b) False

11. The pilot's mouth went rigid, he swore and jerked a short series of slams into the seat, holding his shoulder now. Swore and hissed, "Chest! My chest is coming apart!"

This passage implies _____.

- a) The pilot is having an allergic reaction to the fish he ate.
- b) The pilot is having a heart attack.
- c) The pilot wants Brian to take over flying the plane.
- d) The plane was going to crash.

12. Which sequence best describe the order of events in Chapters 1-2?

- 1) The plane ran out of gas.
- 2) Brian leaves New York.
- 3) The pilot dies.
- 4) Brian's mother gives him a hatchet.
- 5) Brian used the radio to call for help every ten minutes.
- 6) The pilot teaches Brian how to steer the Cessna.
- 7) Brian corrected the plane's altitude.

- a) 4, 2, 6, 3, 7, 1, 5
- b) 4, 2, 6, 3, 7, 5, 1
- c) 4, 2, 6, 1, 5, 3, 7
- d) 3, 7, 1, 2, 4, 5, 6

13. What is the main conflict in Chapters 1-2?

- a) Brian's parents get a divorce.
- b) Brian's mother gives him a gift he doesn't like.
- c) Brian must spend the summer with his father in Canada instead of with his friends in New York.
- d) The pilot that is flying the Cessna has a heart attack leaving Brian alone in the plane.

14. Based on the story it is likely that _____.

- a) Brian will be able to talk to another pilot on the radio
- b) the Cessna will crash into a lake
- c) the Cessna will land into the middle of a forest of trees
- d) Brian's mother will call him on his cell phone

Common
Core RL.3
plot &
characters

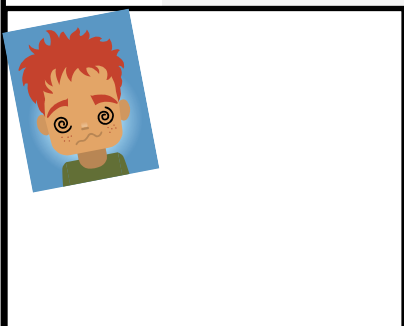
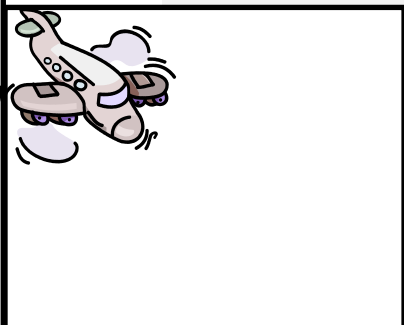
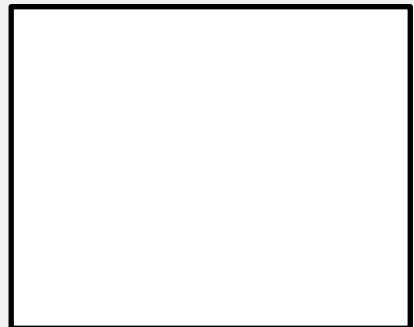
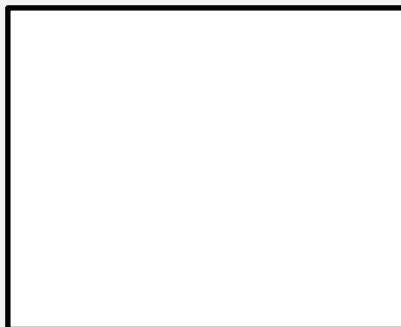
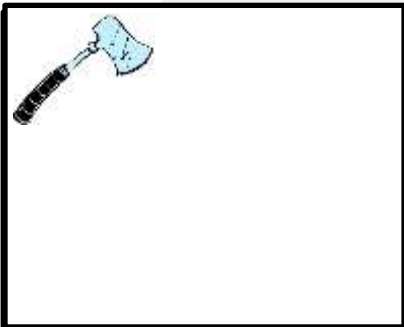
Explain how Gary Paulsen, the author of *Hatchet*, uses foreshadowing in Chapters 1-2 to build suspense. In your response, use at least three examples from the story that support your explanation. Fill in the chart below to help organize your thoughts before writing.

Foreshadowing is when the author gives the reader a **hint** of something that is **going to happen** to build suspense. It may occur in conversation or narration.

Example of
Foreshadowing

Quote from the Text to
Support Your Example

Explanation
(This shows. . .)



See PowerPoint to go with Story Elements Lessons at
http://bookunitsteacher.com/reading_hatchet/hatchet.htm

Characters

Dynamic and Static

A **dynamic character** is one who **goes through a personality change** due to the events in the story.

A **static character** is one whose personality **does not** change throughout the story.

Round Characters

A **round character** is one whose personality, background, motives, and other features are fully described or explained by the author. In general, main characters are round because many insights are given.

Flat Characters

A **flat character** is one who is not fully described but is useful in carrying out some narrative purpose of the author. They tend to be minor characters.

Dynamic and Round

In most books the main character is both **dynamic** and **round**.

Round and Static

Characters can be **round** and **static**. For example, think about the character James Bond. We know a great deal about this character's personality (**round**), yet he does not go through an inner personality change from the beginning to the end of the story (**static**). Often the side-kick in a story is **round** and **static**.

Dynamic and Flat

Characters cannot be **dynamic** and **flat**, because in a flat character we do not know enough about them to recognize a change.

Practice

State whether each character is dynamic or static. Then state whether the character is flat or round.

- | | | |
|---|--------------------------|----------------------|
| 1. Ebenezer Scrooge from Charles Dickens's <i>A Christmas Carol</i> | <u>dynamic or static</u> | <u>flat or round</u> |
| 2. Billy Coleman from Wilson Rawls <i>Where the Red Fern Grows</i> | <u>dynamic or static</u> | <u>flat or round</u> |
| 3. Will Coleman (Billy's dad) from Wilson Rawls' <i>Where the Red Fern Grows</i> | <u>dynamic or static</u> | <u>flat or round</u> |
| 4. Mayor Cole from Jeanne DuPrau's <i>The City of Ember</i> | <u>dynamic or static</u> | <u>flat or round</u> |
| 5. Lina Mayfleet from Jeanne DuPrau's <i>The City of Ember</i> | <u>dynamic or static</u> | <u>flat or round</u> |
| 6. Robin from the Batman Series | <u>dynamic or static</u> | <u>flat or round</u> |
| 7. Mandy, Ella's fairy godmother from Gail Carson Levine's <i>Ella Enchanted</i> | <u>dynamic or static</u> | <u>flat or round</u> |
| 8. Ella from Gail Carson Levine's <i>Ella Enchanted</i> | <u>dynamic or static</u> | <u>flat or round</u> |
| 9. Weasel from Cynthia DeFelice's <i>Weasel</i> | <u>dynamic or static</u> | <u>flat or round</u> |
| 10. Harry Potter from J. K. Rowling's <i>Harry Potter and the Sorcerer's Stone</i> | <u>dynamic or static</u> | <u>flat or round</u> |

Lesson 1 - What is Descriptive Language?

Example 1

Read this passage from Hatchet Page 1.

(1) Brian Robeson stared out the window of the small plane at the endless green northern wilderness below. It was a small plane, a Cessna 406 - a bushplane - and the engine was so loud, so roaring and consuming and loud, that it ruined any chance for conversation.

Now imagine if Gary Paulsen had written the same passage this way:

(2) Brian Robeson stared out the window of the plane. He could not talk over the loud engine.

Which passage above best describes what Brian is seeing? Why is this paragraph best?

~~~~~

## Example 2

Hatchet Page 17

Brian had to get the headset from the pilot. Had to reach over and get the headset from the pilot or he would not be able to use the radio to call for help. He had to reach over. . .

His hands began trembling again. He did not want to touch the pilot, did not want to reach for him. But he had to. Had to get the radio. He lifted his hands from the wheel, just slightly, and held them waiting to see what would happen. The plane flew on normally, smoothly.

All right, he thought. Now. Now to do this thing. He turned and reached for the headset, slid it from the pilot's head, one eye on the plane, waiting for it to dive. The headset came easily, but the microphone switch at the pilot's belt was jammed in and he had to pull to get it loose. When he pulled, his elbow bumped the wheel and pushed it in and the plane started down in a shallow dive. Brian grabbed the wheel and pulled it back, too hard again, and the plane went through another series of stomach-wrenching swoops up and down before he could get it under control.

When things had settled again he pulled at the mike cord once more and at last jerked the cord free.

Do you feel as if you are in the airplane with Brian watching him as he struggled to free the headset? This is called imagery. Imagery is when an author uses words or phrases that can be felt by the five senses. By using imagery the reader feels as if s/he is experiencing the same event as the character.

In Example 2 underline the words or phrases that can be felt by the five senses.

~~~~~

Example 3

Read another short passage from Hatchet Page 28.

There was a great wrenching as the wings caught the pines at the side of the clearing and broke back, ripping back just outside the main braces. Dust and dirt blew off the floor into his face so hard he thought there must have been some kind of explosion. He was momentarily blinded and slammed forward in the seat, smashing his head on the wheel.

Then a wild crashing sound, ripping of metal, and the plane rolled to the right and blew through the trees, out over the water and down, down to slam into the lake, skip once on water as hard as concrete, water that tore the windshield out and shattered the side windows, water that drove him back into the seat. Somebody was screaming, screaming as the plane drove down into the water. Someone screamed tight animal screams of fear and pain and he did not know that it was his sound, that he roared against the water that took him and the plane still deeper, down into the water. He saw nothing but sensed blue, cold blue-green, and he raked at the seatbelt catch, tore his nails loose on one hand. He ripped at it until it released and somehow - the water trying to kill him, to end him - somehow he pulled himself out of the shattered front window and clawed up into the blue, felt something hold him back, felt his windbreaker tear and he was free. Tearing free. Ripping free.

What if Gary Paulsen simply said:

The plane crashed into the lake. Brian managed to get free.

~~~~~

What makes Paulsen's writing so interesting? As you read about the plane crash you can feel, see, and hear what Brian is experiencing. This is called imagery.

Paulsen also uses figurative language to make his writing interesting.

1. the plane rolled to the right and blew through the trees  
water that tore the windshield out

Can a plane blow or water tear? Giving human characteristics to objects are examples of **personification**.

2. water as hard as concrete

Comparing water to concrete using the word as is called a **simile**.

3. Somebody was screaming, screaming  
Tearing free. Ripping free.

Here Paulsen uses **repetition** to emphasize feelings.

4. Someone screamed tight animal screams of fear and pain

When you compare the scream to animal screams without using as or like you have a **metaphor**.

# Answer Keys

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## Comprehension for Chapters 1 – 2

1. (c)
2. (a)
3. (d)
4. (b)
5. (c)
6. (d)
7. (a)
8. (b)
9. (b)
10. (a)
11. (b)
12. (b)
13. (d)
14. (b)

## Constructive Response Chapters 1-2 Foreshadowing

| Example                                               | Quote                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Explanation                                                        |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| Brian's mother gives him a hatchet as a gift.         | <p>She reached over the back of the seat and brought up a paper sack. "I got something for you, for the trip."</p> <p>Brian took the sack and opened the top. Inside there was a hatchet, the kind with a steel handle and a rubber handgrip. The head was in a stout leather case that had a brass-riveted belt loop.</p> <p>"It goes on your belt." His mother spoke now without looking at him. There were some farm trucks on the road now and she had to weave through them and watch traffic. "The man at the store said you could use it. You know. In the woods with your father."</p>                                                                                                                                                                                                                                                                                                              | Brian later needs a hatchet to survive in the Canadian wilderness. |
| The pilot teaches Brian how to fly a plane.           | <p>"It's not as complicated as it looks. Good plane like this almost flies itself." The pilot shrugged. "Makes my job easy." He took Brian's left arm. "Here, put your hands on the controls, your feet on the rudder pedals, and I'll show you what I mean." Brian shook his head. "I'd better not." "Sure. Try it..."</p> <p>Brian reached out and took the wheel in a grip so tight his knuckles were white. He pushed his feet down on the pedals. The plane slewed suddenly to the right.</p> <p>"Not so hard. Take her light, take her light." Brian eased off", relaxed his grip. The burning in his eyes was forgotten momentarily as the vibration of the plane came through the wheel and the pedals. It seemed almost alive.</p> <p>"See?" The pilot let go of his wheel, raised his hands in the air and took his feet off the pedals to show Brian he was actually flying the plane alone.</p> | Brian needs to fly the plane.                                      |
| Pilot's pain in his shoulder and forearm, having gas. | <p>Now the plane lurched slightly to the right and Brian looked at the pilot. He was rubbing his shoulder again and there was the sudden smell of body gas in the plane. Brian turned back to avoid embarrassing the pilot, who was obviously in some discomfort. Must have stomach troubles.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Pilot has heart attack.                                            |
| Brian's mother has a secret.                          | <p>His home, his life—all the solid things. Divorce. A breaking word, an ugly breaking word.</p> <p>Divorce.<br/>Secrets.</p> <p>No, not secrets so much as just the Secret. What he knew and had not told anybody, what he knew about his mother that had caused the divorce, what he knew, what he knew—the Secret.</p> <p>Divorce.<br/>The Secret.</p> <p>Brian felt his eyes beginning to bum and knew there would be tears. He had cried for a time, but that was gone now. He didn't cry now. Instead his eyes burned and tears came, the seeping tears that burned, but he didn't cry. He wiped his eyes with a finger and looked at the pilot out of the corner of his eye to make sure he hadn't noticed the burning and tears.</p>                                                                                                                                                                | We don't learn what the secret is in this point in the story.      |

## Story Elements Characters

1. Ebenezer Scrooge from Charles Dickens's ***A Christmas Carol*** dynamic round
2. Billy Coleman from Wilson Rawls' ***Where the Red Fern Grows*** dynamic round
3. Will Coleman (Billy's dad) from Wilson Rawls' ***Where the Red Fern Grows*** static flat
4. Mayor Cole from Jeanne DuPrau's ***The City of Ember*** static flat
5. Lina Mayfleet from Jeanne DuPrau's ***The City of Ember*** dynamic round
6. Robin from the ***Batman Series*** dynamic flat
7. Mandy, Ella's fairy godmother from Gail Carson Levine's ***Ella Enchanted*** static round
8. Ella from Gail Carson Levine's ***Ella Enchanted*** dynamic round
9. Weasel from Cynthia DeFelice's ***Weasel*** static round
10. Harry Potter from J. K. Rowling's ***Harry Potter and the Sorcerer's Stone*** dynamic round
  - Phillip Enright dynamic round
  - Timothy static round
  - Mrs. Enright (Grace) static flat
  - Mr. Enright (Phillip) static flat
  - Henrik van Boven static flat

The complete unit may be purchased here:

<http://www.teacherspayteachers.com/Product/A-Resource-Guide-to-Use-with-Hatchet-274317>