

# Contents



## TEACHER GUIDE

|  |   |
|--|---|
| • Assessment Rubric .....                            | 4 |
| • How Is Our <b>Literature Kit™</b> Organized? ..... | 5 |
| • Graphic Organizers .....                           | 6 |
| • Bloom's Taxonomy for Reading Comprehension .....   | 7 |
| • Teaching Strategies .....                          | 7 |
| • Summary of the Story .....                         | 8 |
| • Vocabulary .....                                   | 9 |



## STUDENT HANDOUTS

|                                   |    |
|-----------------------------------|----|
| • Spotlight on Gary Paulsen ..... | 10 |
| • Chapter Questions               |    |
| <i>Chapter 1</i> .....            | 11 |
| <i>Chapters 2–3</i> .....         | 14 |
| <i>Chapter 4</i> .....            | 17 |
| <i>Chapter 5</i> .....            | 20 |
| <i>Chapters 6–7</i> .....         | 23 |
| <i>Chapters 8–10</i> .....        | 26 |
| <i>Chapters 11–13</i> .....       | 29 |
| <i>Chapters 14–15</i> .....       | 32 |
| <i>Chapters 16–17</i> .....       | 35 |
| <i>Chapters 18–Epilogue</i> ..... | 38 |
| • Writing Tasks .....             | 41 |
| • Word Search .....               | 44 |
| • Comprehension Quiz .....        | 45 |



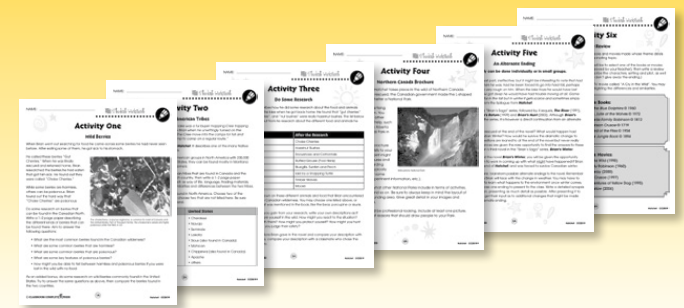
## EASY MARKING™ ANSWER KEY .....

## GRAPHIC ORGANIZERS .....

✓ **6 BONUS Activity Pages!** Additional worksheets for your students

**FREE!**

- Go to our website: [www.classroomcompletepress.com/bonus](http://www.classroomcompletepress.com/bonus)
- Enter item CC2519
- Enter pass code CC2519D for Activity Pages





# Gary Paulsen

**B**orn May 17, 1939 in Minneapolis, Minnesota, Gary Paulsen became interested in reading at a very young age after a librarian gave him a book to read. At the age of 14, Paulsen ran away from home to join a carnival, where he acquired a taste for adventure. Paulsen first realized that he would become a writer suddenly while working as a satellite technician for an aerospace firm in California. One night, he walked off the job and never returned. Paulsen spent the next year in Hollywood as a magazine proofreader, working on his own writing at night. He then left California for a rented cabin on a lake in northern Minnesota. By the end of the winter, he had completed his first novel, *The Special War*. Paulsen has written more than 175 books and 200 articles and short stories for young readers. Paulsen's work features the outdoors and highlights themes such as coming of age, where the main character must master the art of survival in isolation as a rite of passage to manhood and maturity. In 1983, Paulsen entered his first Iditarod, a 1,150-mile Alaskan dog sled race, and in 1985, he completed his second. When he suffered from an attack of angina — a constriction of the airways — he was forced to give up his dogs. After a 20-year absence from dog sledding, Paulsen was scheduled to compete in the 2005 Iditarod, only to back out shortly before the start of the race. He then participated in 2006, but had to finish after only two days. Paulsen and his wife Ruth spend their time between a home in New Mexico and a house in the Pacific.



### Did You Know?

- Paulsen has had many different jobs such as an engineer, construction worker, ranch hand, truck driver, and sailor.
- Three of Paulsen's books, *Hatchet*, *Dogsong*, and *The Winter Room* are all Newbery Honor Books.
- The novel *Brian's Winter* is a sequel to *Hatchet*, stemming from an alternate ending.



# Chapter Four

Answer the questions in complete sentences.

1. In Chapter 4, Brian reminisces about the Secret that split his parents up. What do you think the Secret is?  
\_\_\_\_\_  
\_\_\_\_\_
2. At the end of Chapter 3, Brian had just crashed the plane into the lake and was swimming to shore. What next obstacle do you think Brian will face in his new surroundings?  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

Complete each sentence with a word from the list.

|         |          |          |       |
|---------|----------|----------|-------|
| hoarse  | keening  | remnants | horde |
| abating | collapse | hummocks | mound |

1. Low mounds resembling \_\_\_\_\_ more than hills surrounded the wooded area that Brian now found himself in.
2. The funeral procession erupted in a loud \_\_\_\_\_ cry for the lost loved one.
3. A \_\_\_\_\_ of bicycles descended the sloping road during a cycling contest.
4. Amanda was screaming for hours that her voice became \_\_\_\_\_.
5. Despite the massive headache Brian received from the crash, the pain in his forehead seemed to be \_\_\_\_\_ somewhat.
6. After a long day of working in the field, Steven climbed the stairs to his bedroom in order to \_\_\_\_\_ in his bed.
7. A small \_\_\_\_\_ came out of the lake and a small beaver swam out of it.
8. Brian only had torn \_\_\_\_\_ left of his windbreaker after escaping the sinking airplane and swimming to shore.



# Chapter Four

1. Fill in each blank with the correct word from the chapter.

- a) For seconds he did not know where he was, only that the \_\_\_\_\_ was still happening.
- b) Thick, swarming hordes of \_\_\_\_\_ that flocked to his body.
- c) He couldn't identify most of it — except the evergreens — and some leafy trees he thought might be \_\_\_\_\_.
- d) It was a beaver house, called a beaver \_\_\_\_\_.
- e) The memory came in pieces — Brian looking over his head to see the \_\_\_\_\_ and his mother sitting with the man.

2. Complete each sentence with a word from the list.

hammered    scrunched    agony    splops    blurks

- a) In the end he sat with the windbreaker pulled up, almost crying in frustration and \_\_\_\_\_.
- b) He tried to move, but pain \_\_\_\_\_ into him and made his breath shorten into gasps.
- c) And if by a signal there were suddenly little \_\_\_\_\_ all over the side of the lake.
- d) Hisses and \_\_\_\_\_, small sounds — there was great noise here, but a noise he did not know.
- e) He managed to come to a sitting position and \_\_\_\_\_ sideways until his back was against a small tree.



# Chapter Four

Answer each question with a complete sentence.

1. What was the Secret that caused Brian's parents to divorce and how did Brian find out about it?  
\_\_\_\_\_  
\_\_\_\_\_
2. What temperature and time was it when Brian found out about his mother's Secret?  
\_\_\_\_\_  
\_\_\_\_\_
3. What sort of injuries did Brian sustain from the crash?  
\_\_\_\_\_  
\_\_\_\_\_
4. What did Brian believe to be "not possible"?  
\_\_\_\_\_  
\_\_\_\_\_
5. Brian describes the shape of the lake the plane crashed into as an "L" shape. At which part of the "L" did Brian swim to after the crash?  
\_\_\_\_\_  
\_\_\_\_\_
6. What types of animals, insects, and trees did Brian encounter in this chapter?  
\_\_\_\_\_  
\_\_\_\_\_

### Journaling Prompt

In Chapter 4, Brian wakes up on the banks of the lake alive and relatively well. Imagine you are Brian and first waking up from a plane crash. Write a journal entry describing your feelings and observations on your new environment.



# Chapters 8 to 10

## A Comic Strip

This activity is especially for students with an artistic flair or who love comic books! It can be done for events described so far in *Hatchet*, or included in Chapters 8–10.

The first step is to decide on the length of your comic strip (6–12 frames is suggested); next, consider what events you will include. You may wish to highlight a brief incident or encompass the highlights of a chapter — or even the first 10 chapters. You may even want to provide an alternate ending to your scene!

A quick sketch of the comic strip can first be accomplished in a **storyboard format** before a final, good copy is attempted. The strip should include a title, dialogue, and color. It should be neat and imaginative.



# Chapters 11 to 15

## Drawing the Scene

Brian's shelter improves throughout the course of the book; however, the location remains the same.

Brian describes his shelter and surrounding location in great detail. In Chapter 6, Brian describes the location of his shelter as:

- On the northern side of the ridge, a glacier scooped part of it, leaving a sideways bowl under a ledge.
- Not as deep as a cave, it had a roof and a small sand beach that went down to the edge of the water.

In Chapter 14, Brian describes the improvements he made on his shelter:

- First he tore down his old shelter, fastened several logs from dead pines across the opening, wedging them at the top and burying the bottoms in the sand.
- He wove long branches in through them to make tighter walls.
- He wove a door of willows in a tight mesh, and arranged some cut-off limbs to hook the door in place.

Draw Brian's shelter and location. Be sure to include the lake and improved shelter he made.



# Word Search Puzzle

Find the following words from the story. The words are written horizontally, vertically, diagonally, and some are written backwards.

|               |           |            |           |               |
|---------------|-----------|------------|-----------|---------------|
| bear          | bushplane | hatchet    | porcupine | survival pack |
| beaver        | divorce   | moose      | shelter   | tornado       |
| birchbark     | fire      | mosquitoes | skunk     | turbulence    |
| bow and arrow | foolbirds | pilot      | spear     | windbreaker   |

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| b | i | r | c | h | b | a | r | k | g | u | p | s | s |
| u | o | m | s | u | p | v | l | d | z | l | i | e | u |
| s | o | w | u | x | e | r | i | f | b | o | l | o | r |
| h | r | f | a | f | a | d | f | e | e | d | o | t | v |
| p | s | y | v | n | i | h | n | s | a | p | t | i | i |
| l | u | b | b | o | d | i | v | o | r | c | e | u | v |
| a | t | e | h | c | t | a | h | l | y | r | s | q | a |
| n | i | a | o | s | e | r | r | u | q | v | l | s | l |
| e | w | v | e | o | d | a | n | r | o | t | n | o | p |
| s | c | e | t | r | m | e | s | o | o | m | u | m | a |
| t | u | r | b | u | l | e | n | c | e | w | p | s | c |
| s | h | e | l | t | e | r | r | l | k | u | a | t | k |
| k | k | u | c | s | d | r | i | b | l | o | o | f | i |
| u | l | o | p | o | r | c | u | p | i | n | e | p | l |
| n | r | e | l | w | d | b | i | r | v | e | b | m | m |
| k | a | g | u | p | y | t | r | s | m | o | f | l | w |
| r | e | k | a | e | r | b | d | n | i | w | s | u | v |



# Comprehension Quiz

Answer each question in a complete sentence.

- Why did Brian want to build his shelter near the lake?  
\_\_\_\_\_
- Describe the location of Brian's shelter.  
\_\_\_\_\_  
\_\_\_\_\_
- Describe the dream Brian had in Chapter 8.  
\_\_\_\_\_  
\_\_\_\_\_
- Name TWO animals that attacked Brian.  
\_\_\_\_\_  
\_\_\_\_\_
- What did Brian discover was another advantage of having a fire?  
\_\_\_\_\_  
\_\_\_\_\_
- Describe what the turtle eggs looked and tasted like.  
\_\_\_\_\_  
\_\_\_\_\_
- What did Brian have hope for other than to be rescued?  
\_\_\_\_\_  
\_\_\_\_\_



SUBTOTAL: /13

# Story Map

Complete each section with the appropriate details.

Setting (Time and Place):

Characters

Major:

Minor:

Problem/Challenge:

Plot/Key Events:

Resolution:

NAME: \_\_\_\_\_

After You Read 



# Chapter One

Answer each question with a complete sentence.

- Brian's parents are recently divorced. What were Brian's living arrangements with his parents?  
\_\_\_\_\_
- Brian mentions something about a Secret that only he knows that is the cause for his parent's divorce. In your opinion, what do you think the secret might be?  
\_\_\_\_\_
- Brian is able to recognize that the pilot is having a heart attack. How does Brian know this and what are the signs mentioned?  
\_\_\_\_\_
- What were the stages of the pilot's heart attack?  
\_\_\_\_\_
- What was Brian's interaction with his mother like before getting on the plane?  
\_\_\_\_\_
- Describe Brian's father's job.  
\_\_\_\_\_

### Journaling Prompt

Brian mentions a bit about the setting of Northern Canada as he flies over it. As a journal entry, research the environment of Northern Canada and write your own description of what it might look like as you fly over it.

**1.**  
In the summer Brian would live with his father and during the school year with his mother.

**2.**  
Answers will vary.

**3.**  
When he was at the mall with his mother, he witnessed an older man suffering from a heart attack. The signs include "going down" and screaming about his chest.

**4.**  
Aches and pains in his left shoulder, a strong pain down the left arm, stomach pain, spasms, body jerks, chest pains.

**5.**  
Brian was silent during the drive to the airport because of anger he felt for his mother due to the Secret about his parents' divorce. He felt guilty for being silent so he wore the hatchet, a gift from his mother for the trip, on his belt even though he didn't like it. His mother was speaking to him as she did when he was younger.

**6.**  
Brian's father was a mechanical engineer who had designed or invented a new drill bit for oil drilling: a self-cleaning, self-sharpening bit. He was working in the oil fields of Canada.

**1.**  
Answers will vary.

**2.**  
Answers will vary.

### Vocabulary

1. C

2. H

3. G

4. B

5. J

6. F

7. D

8. A

9. I

10. E

**1.**  
a) **F**

b) **T**

c) **F**

d) **F**

e) **T**

f) **T**

**2.**  
a) 4

b) 2

c) 6

d) 1

e) 3

f) 5

**1.**  
Answers will vary. Altimeter, transmitter radio, clock, speed, compass.

**2.**  
Putting his hand on the control wheel and his feet on the pedals, Brian pulled back on the wheel to raise the plane. He then pushed the wheel back in. He continued to do this until the nose was level with the horizon.

**3.**  
The altimeter is a device that tells you your height above the ground or sea level.

**4.**  
Trees and lakes.

**5.**  
Answers will vary.

**6.**  
Chapter 2 ends with the plane running out of gas. Chapter 3 ends with Brian swimming to shore after crashing the plane into a lake.



## Hatchet

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 6 Reading standards* to literature. **B)** Apply *grade 6 Reading standards* to literary nonfiction.