



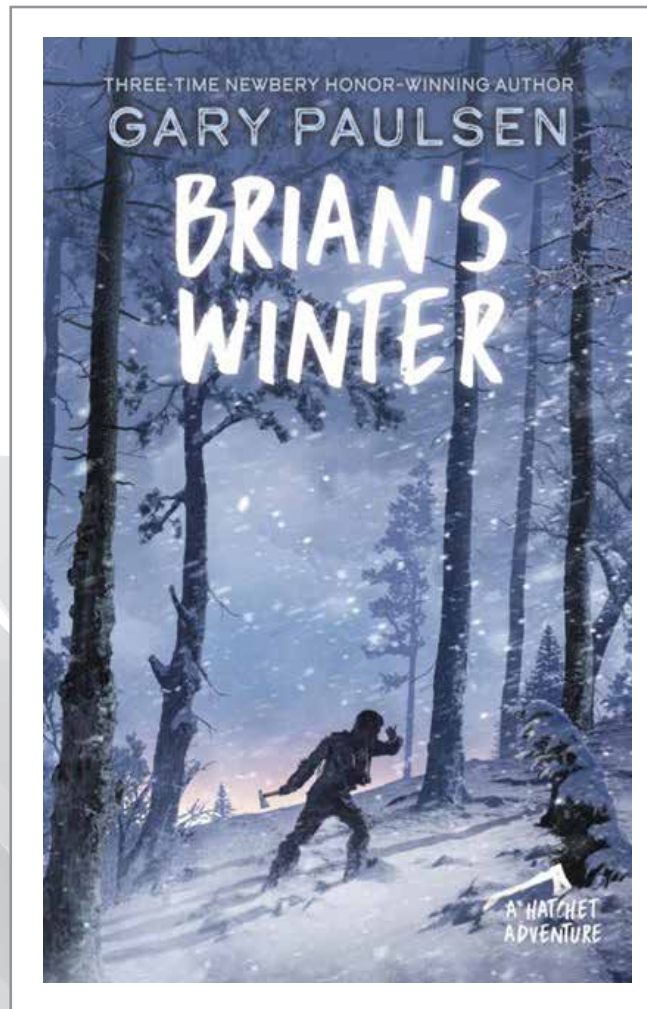
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Brian's Winter

Gary Paulsen



READ, WRITE, THINK, DISCUSS AND CONNECT

Brian's Winter

Gary Paulsen

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50203-643-8

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author	3
Introductory Activities	3
Vocabulary Activities.....	4
Five Sections	14
Each section contains: Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	24
Post-reading Extension Activities.....	24
Assessment.....	26

Skills and Strategies

Thinking

Identifying attributes,
research, brainstorming,
problem solving, creative
thinking, critical thinking,
compare/contrast

Writing

Diary, personal, freewriting,
creative, directions,
poetry, reports, essays

Across the Curriculum

Social Studies—maps,
cultures; Science—weather,
biology; Math—ratios;
Art—illustrations, sequence
chart; Health—diet;
Internet—research

Listening/Speaking

Storytelling, discussion, oral
reports, interviewing, drama

Comprehension

Predicting, sequencing,
foreshadowing, cause/effect,
inference, context clues,
summarizing

Vocabulary

Crosswords, word maps,
synonyms, antonyms,
defining, parts of speech

Literary Elements

Literary analysis, story
mapping, plot development,
setting, character analysis

Genre: fiction

Setting: in the woods, northern Canada

Point of View: third-person narrative

Themes: survival, loneliness, respect, sacrifice

Conflict: man vs. nature, man vs. himself

Style: third-person narrative

Tone: optimistic (survival attitude)

Date of First Publication: 1996

Summary

Brian's survival skills are put to the test in his battle against a Canadian winter. Forced to live off the land since a plane crash during the summer, thirteen-year-old Brian succeeds in adapting to the harsh climate. In the end, the knowledge he has gained living in the woods leads to his rescue.

About the Author

Gary Paulsen is a three-time Newbery Honor Award winner. He has written over 175 books, 200 articles and short stories, and several plays. Paulsen draws from his diverse background to write stories. He has worked as a singer/actor, engineer, construction worker, and he twice ran the Iditarod, a 1,180-mile Alaskan dog sled race, in the 1980s. Other Paulsen books include: *Hatchet*, *The River*, and *Dogsong*. Paulsen has three children and lives with his wife in New Mexico.

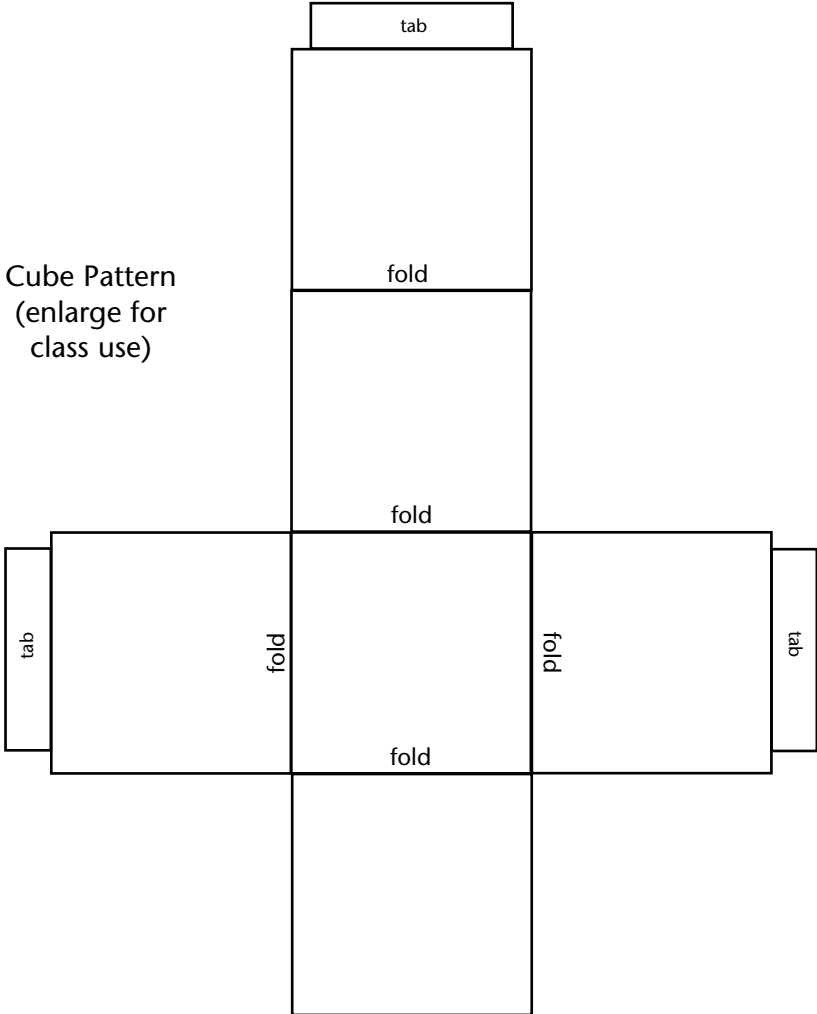
Background Information

Brian's Winter was written in response to readers' questions after reading Paulsen's *Hatchet* and *The River*. At the end of *Hatchet*, thirteen-year-old Brian Robeson is rescued before a harsh Canadian winter sets in. This book answers the question, "What if he hadn't been rescued?"

Introductory Activities

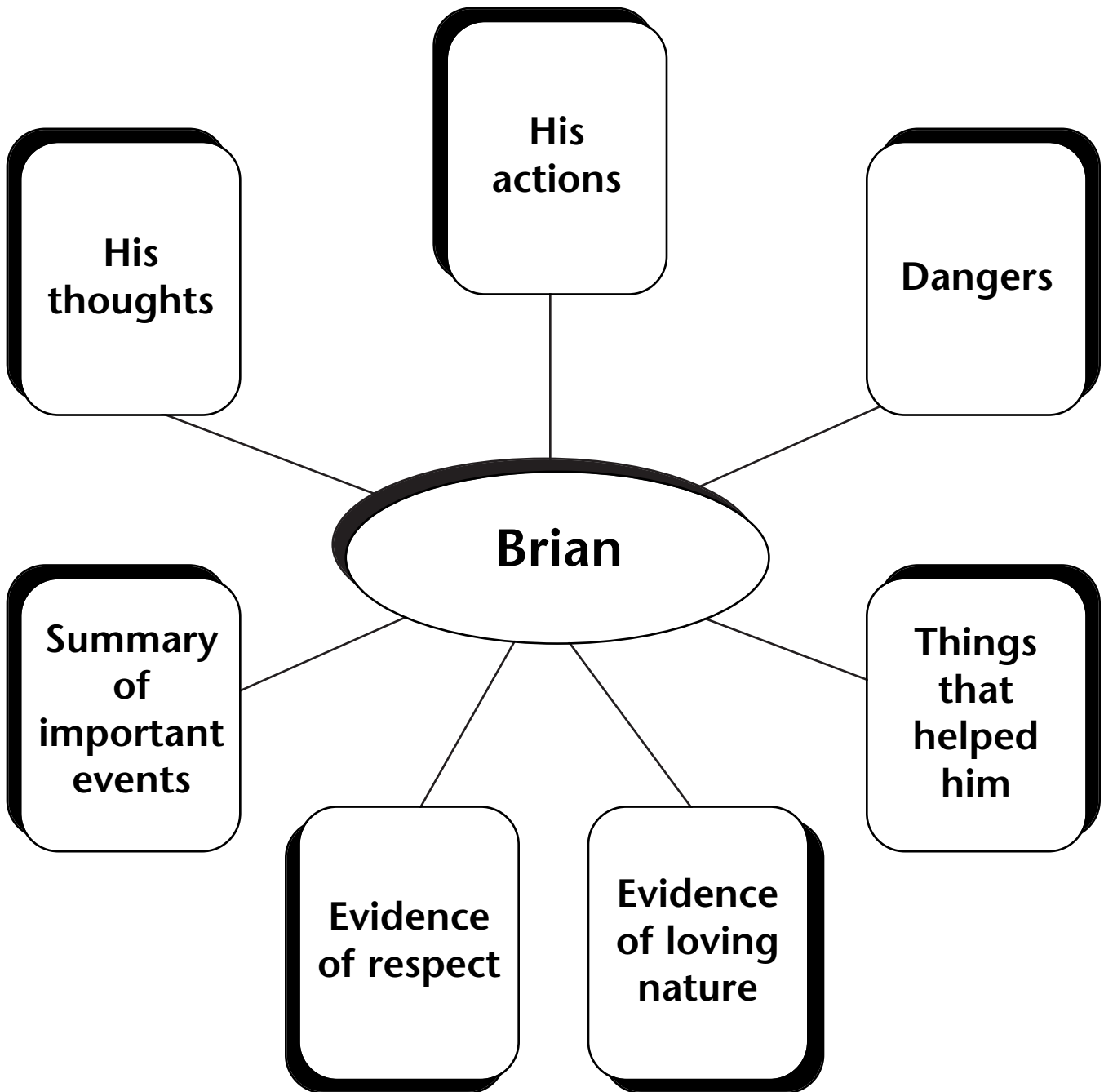
1. **Previewing the Book:** Have students study the cover and consider the title. Then ask students to read and discuss the Foreword. Based on their discussion, students predict what the book will be about.
2. **Research:** Have students research Gary Paulsen on the Internet.

8. Vocabulary Boxes: Cut a pattern for a cube (pattern included) from construction paper. Before the cube is glued together, each face should contain one of the following: a vocabulary word, the definition of the word, an illustration of the word, a synonym of the word, an antonym of the word, and a sentence using the word. Display the vocabulary boxes in the room.



Character Chart

Directions: Select a chapter from *Brian's Winter*. Then fill in the information below citing references from the chapter.



Part Two

Chapters Eight–Eleven

Vocabulary

dismal (67)	tattered (69)	clunky (69)	supple (70)
mutation (74)	skittering (74)	cloven (75)	berth (76)
registered (78)	handicap (78)	fleeting (78)	hampered (79)
momentum (79)	animosity (81)	elated (81)	shucked (85)
seep (87)	idle (87)	adequate (88)	sufficiently (88)
crude (88)	accumulated (89)		

Discussion Questions

1. What are Brian’s big problems at the beginning of Chapter Eight? *(He needs to hunt again, his clothes are threads, and it is cold outside.)*
2. Why is Brian able to find humor in his being a mess? *(There is really nothing funny about it, but it is a fact he has to face. Laughing about the circumstances helps him cope.)*
3. After thinking for a bit, Brian decides the next things he should do are make sleeves for his vest and shoe covers. Do you think these activities are good uses of his time that day? Why or why not? *(They are good uses of his time because he has food and firewood for a few days. It is cold and wet outside and he needs to improve his clothes before venturing out to hunt again.)*
4. Why would “quiet” awaken someone? *(A person who is used to noise, such as a television or a fan, might be awakened if the noise suddenly went away.)*
5. What realizations does Brian have about hunting in the snow? *(Prey will be easy to see and easier to follow because it will leave tracks.)*
6. What thought crosses Brian’s mind as he ventures out to hunt in the snow? *(the thought of home)*
7. Why is Brian having difficulty hitting the rabbits? *(They are small and he isn’t used to hunting with the war bow yet.)*
8. Why does Brian stop at the sound of breaking limbs in the brush? *(He knows that smaller animals do not cause limbs to break. A larger animal, possibly a bear or deer, is nearby.)*
9. What do we learn about Brian’s encounters with moose before the story of *Brian’s Winter* begins? *(Brian was attacked by a moose before this book takes place.)*
10. Why is Brian having mixed emotions about hunting the moose? *(He is uncertain of his ability to take the moose down; he doesn’t know if his experience at hunting is good enough.)*
11. Why is Brian forced to hunt the moose? *(The moose moves directly toward Brian. If Brian runs, the moose will attack him.)*

-
12. What does patience have to do with hunting? *(Brian has to be patient and wait for the right moment to shoot as he hunts.)*
 13. In your opinion, is Brian’s moose hunt successful? Explain your answer. *(Answers will vary.)*
 14. What might have happened to Brian had he broken a bone during the moose hunt? *(He would have died if he had broken a limb during the moose hunt. He would have been unable to shoot the bow or to walk.)*
 15. How does Brian’s prior knowledge of killing and eating animals help him know what to do with the moose carcass? *(He discovers that most animals are alike on the inside and that knowledge helps him cut up the moose.)*
 16. What “real world” things does Brian think about as he is eating ribs from the moose? *(barbecue sauce and Coke)*
 17. What problems might a 30-pound coat give a person? *(inability to run from danger, snagging on brush and trees; Answers will vary.)*
 18. What does Brian do with his time during the blizzard? *(He makes a moose skin coat with a hood and mittens.)*
 19. How would you handle living by yourself, only working to survive? *(Answers will vary.)*

Supplementary Activities

1. Research/Science: Have small teams of students research animal adaptations (like the rabbits) in the winter. Invite them to present their findings in the form of a documentary.
2. Research/Science: Gather information about the size of an adult cow. Get a butcher chart from a meat market. Have students estimate the weight of each leg, head, midsection, and back of a cow. Then have them compare the size of an adult cow to the moose Brian encountered. Have students assume the moose weighed 700 pounds.
3. Art/Science: Based upon the descriptions in Chapter Ten, have students prepare an illustrated sequence chart showing how to prepare a moose to eat.

Chapters Twelve–Fourteen

Vocabulary

virtual (91)	scraggly (92)	evergreen (93)	trimmings (94)
boughs (94)	muted (97)	intermittently (98)	moisture (98)
crystallized (99)	accustomed (99)	densely (100)	permitted (100)
arcs (100)	crouch (100)	wound (102)	expands (102)
fatal (104)	bindings (108)	stunned (110)	apparently (110)