

Student Packet

Grades 7–8

Hatchet

Gary Paulsen



**NEW WAYS TO LEARN READING,
WRITING, & CRITICAL THINKING**



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HATCHET

by
Gary Paulsen

Student Packet

Written by
Monica L. Odle

Contains masters for:

- 2 Prereading Activities
- 5 Vocabulary Activities
- 1 Study Guide
- 4 Literary Analysis Activities
- 2 Character Analysis Activities
- 2 Critical Thinking Activities
- 2 Comprehension Activities
- 1 Writing Activity
- 3 Quizzes
- 1 Novel Test

PLUS

- Detailed Answer Key
- and Scoring Rubric

Teacher Note

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the appropriate reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Note

The 1999 Aladdin Paperbacks edition of the novel, ©1987 by Gary Paulsen, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-1-4169-3647-3

Please note: Please assess the appropriateness of this novel for the age level and maturity of your students prior to reading and discussing it with them.

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

4. How does Brian refer to his first bite of foolbird meat?
5. What word does Brian use to describe the moose attack?
6. What parts of Brian's body feel most injured after the attack?
7. What frightening event does Brian experience after the moose attack?
8. After losing most of what he has built and saved, what is Brian thankful that he still has?
9. What part of Brian is "tough where it counts" (p. 148)?
10. What does Brian see sticking out of the lake after the tornado?

Chapters 17–Epilogue

1. After looking at the damage to the forest, to what does Brian compare the storm?
2. What is one of the first things Brian does after the storm?
3. Why can't Brian use logs to make his raft?
4. What tool does Brian ultimately use to get into the plane?
5. For what possible uses does Brian save the metal from the plane?
6. Name four things Brian finds in the survival pack.
7. Which element in the pack makes Brian uncomfortable?
8. What food does Brian select for his feast?
9. What surprises Brian while he prepares his feast?
10. What changes in Brian last him all his life?

diminish	pulverized	glacial	interlaced
twinge	abdomen	receded	stave
crude	rivulets	apparent	segment
granite	imbedded	tinder	tendrils
gratified	flue	intervals	dormant

Directions: Sort the vocabulary words into the correct column of the chart. Choose ten words from your completed chart and, on a separate sheet of paper, write a sentence using each word (as it is used in the novel) correctly.

[illegible]

Name _____

Character Analysis Blocks

Directions: Describe Brian using the blocks below.

Who is the character?			
What does the character do?		Why does he do it?	
What, if anything, is significant about the character's name?	What is the nature of this character's actions? (reactive, active, important, consequential, secondary)		What is the significance of the novel's time and place to the character?
What is unusual or important about the character?	How does the character change in the story?	Does the character remind you of another character from another book? Who?	Do you know anyone similar to this character?

Name _____

Activity #10 • Critical Thinking
Use During and After Reading
(Compare/Contrast)

A Character's World

Directions: Compare Brian's old world (in modern society) to his new world (living in the wilderness).

<p>Brian's Old World</p> <hr/> <hr/> <hr/>
<p>Brian's Old World</p> <hr/> <hr/> <hr/>

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<p>Brian's Old World</p> <hr/> <hr/> <hr/>

Name _____

Survival Chart

Directions: Complete the chart below to show how Brian survives in the wild.

Needs	How Brian Meets Them
Food	
Water	
Warmth	
Shelter	
Love	
Companionship	
Mental Stimulation	