



 Prestwick House

Activity Pack

HATCHET

BY GARY PAULSEN



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Name: _____

Date: _____

Chapters 1 – 3**Vocabulary**

Objectives: Defining vocabulary words using context clues
 Writing a story correctly using vocabulary words

Activity

Based on the context clues in Chapters 1 – 3, define the following vocabulary words relating to airplanes. You should not need a dictionary to complete this Activity.

- Find the airplane term on the page indicated on the chart.
- Read the sentence before and after the term.
- Write a definition of the meaning of the term.
- The first one is done for you as an example.

Name: _____

Date: _____

Chapters 1 – 3**Writing**

Objectives: Retelling an incident from the story from a different point of view

Activity

Hatchet's limited omniscient narration conveys the thoughts and feelings of Brian alone. Because the narrative is limited to Brian's view, it does not describe the pilot's feelings. Using your imagination, relate the pilot's last moments from the point of view of the pilot.

- Write two paragraphs describing how you (as the pilot) feel as you suffer a painful heart attack while piloting the plane.
- Use short sentences for emphasis and to convey the mood. (See Style Activity)

Name: _____

Date: _____

Chapters 4 – 6**Reading Check**

Objective: Complete each of the following sentences with the correct details from the story

Activity

Brian reflects on his life before and after the crash, thinking:

“If you keep walking back from good luck... you’ll come to bad luck.”

In one or two short paragraphs, cite incidents from the story that support Brian’s observation. Consider the following before you begin:

1. What good luck does Brian experience?

2. What bad luck has he had?

Name: _____

Date: _____

Chapters 4 – 6

Characterization and Theme

Objectives: Understanding the protagonist's decision-making process
Recognizing incidents in the text that support the theme

Activity

Brian is alone throughout most of this story. He must make critical decisions based on information he already has in his memory. The narrator tells the reader about Brian's thoughts, so that the reader can understand how Brian retrieves this information from his memories' and how he processes this information to survive.

In the following excerpt, Brian searches his memory for information about water and realizes that he must look for clear water to drink.

In the movies they always showed the hero finding a clear spring with pure sweet water to drink but in the movies they didn't have plane wrecks and swollen foreheads and aching bodies and thirst that tore at the hero until he couldn't think.

- Read each excerpt on the **Brian's Thought Processes Chart**.
- For each excerpt, decide what useful information Brian gains from the memory. Note this information on the chart.
- The first one is done for you as an example.

Name: _____

Date: _____

Chapters 7 – 9**Reading Check**

Objective: Complete each of the following sentences with the correct details from the story

Activity

1. After becoming ill on the wild cherries, Brian names the fruit _____.
2. While picking raspberries, Brian encounters a _____.
3. The porcupine injures Brian's _____.
4. After dreaming about his father and his friend Terry, Brian realizes that he can use the hatchet to _____.
5. Brian uses _____ for tinder to help start the fire.
6. Brian learns that the most important rule of survival is that _____
_____.

Name: _____

Date: _____

Chapters 10 – 15**Vocabulary and Language**

- Objectives:**
- Defining vocabulary words using context clues
 - Understanding the origins of language
 - Defining terms coined by the protagonist
 - Recognizing the significance of these new terms to the protagonist

Activity

Using the vocabulary words below, complete the following excerpts from Chapters 10 – 15. If necessary, use a dictionary. Each word will be used only once.

Name: _____

Date: _____

Chapters 10 – 15

Plot

Objectives: Defining conflict
 Identifying conflict in specific incidents from the text
 Understanding the efforts of the protagonist to resolve conflict

Activity

There are five basic types of conflict, which can propel the action in a story:

- **Person versus Fate, Nature, or God:** A character must face what seems to be an uncontrollable problem. For example, a boy must deal with his mother's terminal illness.
- **Person versus Person:** A character has a conflict with another character. For example, a small boy must deal with a large, aggressive classmate.
- **Person versus Self:** A character struggles within himself or herself about how to think and behave. For example, a young boy must struggle within himself to find the courage to face the problems in his life.

Brian faces two types of conflict in this novel. He must struggle with himself to find the courage and self-discipline to survive alone in the wilderness, and he must deal with many different elements of nature.

Complete the following **Conflicts Diagrams**. Find three passages in Chapters 10 – 15 illustrating **Person vs. Self** and three passages illustrating **Person vs. Nature, Fate, or God**.

State the conflict Brian must face. In one or two sentences, explain how Brian resolves this conflict and the extent to which he is successful. The first one is done for you as an example.

Name: _____

Date: _____

Chapters 16 – Epilogue

Characterization and Theme

Objectives: Determining the truth of incidents from the novel
 Exploring the reasons an author decides to include incidents in the novel

Activity

Inside the back cover of the book, Gary Paulsen talks about eating a turtle egg as part of his research for *Hatchet*. He also used a hatchet and a rock to start a fire. He writes,

I have been in forced landings in light planes and had to survive in the woods with little or nothing; virtually everything that happened to Brian in the book has happened in one form or another to me, just in the process of living.

Paulsen is letting the reader know that the incidents in the story could have happened and that they are based on real experiences

1. Discuss each of the incidents that are listed on the **Verisimilitude Chart** to determine the extent to which each is believable.
2. Rate each incident as being “Believable”, “Could have Happened” or “Not Likely” by marking an X in the appropriate column.
3. Write a brief explanation for your rating.
4. Note on the chart why you think the author chose to include the incident in the novel. Some possible reasons to include an incident are:
 - the incident is necessary to tell the reader something important about the character
 - an incident shows the growth of a character or the way a character has changed
 - the incident is necessary to motivate a character
 - the incident provides the reader with background information that will be useful later in the story
 - the incident illustrates one of the themes in the novel.
5. The first one is done for you as an example.

Name: _____

Date: _____

Chapters 16 – Epilogue

Characterization

Objectives: Recognizing that the protagonist's character has changed by the end of the novel
Identifying the ways the changes contributed to the protagonist's ability to survive

Activity

By the end of *Hatchet*, Brian has changed. On page 157, after the tornado destroys Brian's camp, we are told about Brian's new attitude:

This morning he had been fat—well, almost fat—and happy, sure of everything, with good weapons and food and the sun in his face and things looking good for the future, and inside of one day, just one day, he had been run over by a moose and a tornado, had lost everything and was back to square one. Just like that.

A flip of some giant coin and he was the loser.

But there is a difference now, he thought—there really is a difference. I might be hit but I'm not done. When the light comes I'll start to rebuild. I still have the hatchet and that's all I had in the first place.

From this passage, the reader learns that during his experiences alone in the wilderness, Brian has changed and developed different character traits.

Complete the **Brian's Tools for Rebuilding Diagram**. For each character trait listed on the diagram, cite an incident from Chapters 16-Epilogue in which Brian displays the trait. State the ways in which the character trait will help him to rebuild his home in the wilderness. The first one is done for you as an example.