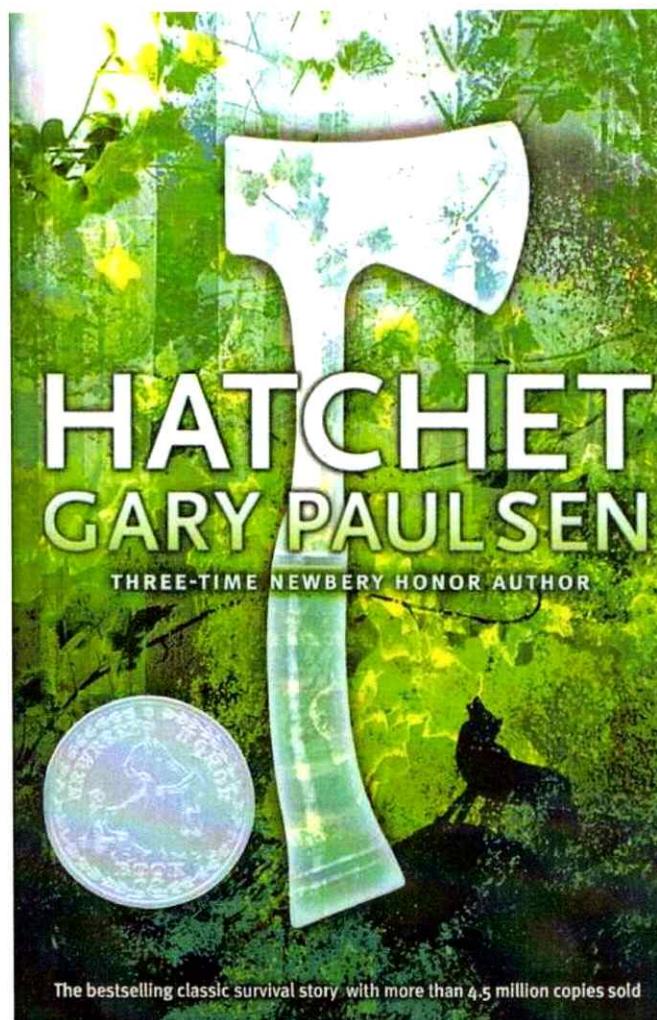


HATCHET

By Gary Paulsen



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4/10/21

Grade Levels: 5th-8th Grade

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OVERVIEW OF THE BOOK

Thirteen-year-old Brian Robeson is travelling to visit his father when the single engine plane he is flying crashes into a lake in the Canadian wilderness. He struggles for survival in the harsh environment. Using the hatchet gifted to him from his mother, Brian begins to acclimate to his surroundings. It is only after he gives up hope of returning to his old life that he begins thriving. Brian has no time for anger, self-pity, or despair-it will take all his know-how and determination, and more courage than he knew he possessed, to survive.

VOCABULARY 1

CHAPTER 1

Vocab Words:	Definition:	Image:
Passenger	a traveler on a public or private conveyance other than the driver, pilot, or crew.	
Tenderness	gentleness and kindness. Or sensitivity to pain.	
Cockpit	The space set apart for the pilot and crew, as in a helicopter, large airliner, or transport aircraft.	
Legal	of or relating to law	
Grimacing	a facial expression usually of disgust, disapproval, or pain	

QUESTIONS 1

CHAPTER 1

1. Where was Brian Robeson flying?
 - a.
2. Explain what Brian means when he says that “he was alone.” What events occurred that led to this?
 - a.
3. Interpret Brian’s description of his mother during his talk with her on the drive. “But her voice was thin, had a sound like something thin that would break if you touched it.” How did this affect his actions in the moment?
 - a.
4. When Brian describes the pilot as “more a machine than a man, an extension of the plane,” what does he mean? Use examples from the text to support your answer.
 - a.
5. Brian was flying in a plane with only one pilot, no co-pilot. In reflection of the events in this chapter, develop a stance on the issue. Should planes be flown without a co-pilot? Defend your answer.
 - a.

VOCABULARY 2

CHAPTER 2

Vocab Words:	Definition:	Image:
Turbulence	violent or unsteady movement of air or water, or of some other fluid.	
Lurched	make an abrupt, unsteady, uncontrolled movement or series of movements; stagger.	
Altimeters	an instrument for determining altitude attained, especially a barometric or radar device used in an aircraft.	
Wrenching	pull or twist (someone or something) suddenly and violently.	
Vague	not clearly expressed	

QUESTIONS 2

CHAPTER 2

1. How did Brian know the pilot wasn't alive?
 - a.
2. Explain why the plane was going up and down so abruptly.
 - a.
3. How many minutes passed after Brian started his radio call intervals?
 - a.
4. Compare and contrast Brian's two options in the chapter.
 - a.
5. What would you do if you were in Brian's situation? Justify your answer with reasoning.
 - a.

VOCABULARY 3

CHAPTER 3

Vocab Words	Definition	Images
Glide	move with a smooth continuous motion, typically with little noise.	
Desperately	in a way that shows despair.	
Aimed	point or direct (a weapon or camera) at a target. Or have the intention of achieving.	
Dramatically	by a strikingly large amount or to a strikingly large extent; greatly.	
Braced	prepare (oneself) for something difficult or unpleasant.	

QUESTIONS 3

CHAPTER 3

1. What did Brian see that changed his course? Use detail to describe it.
 - a.
2. Explain why Brian needed to find a lake. Use details from the text to support your answer.
 - a.
3. Select a song that describes the feelings Brian was experiencing during this chapter.
 - a.
4. Examine the events of the chapter. Connect 3 emotions Brian felt to the events.
 - a.
5. Appraise Brian's actions during Chapter 3. Did he act commendably? Did he handle the situation well? Explain.
 - a.

VOCABULARY 4

CHAPTER 4

Vocab Words	Definitions	Images
Abated	cause to become smaller or less intense.	
Keening	the action of wailing in grief for a dead person. Or (of a sound) prolonged and high-pitched, typically in a way that expresses grief or sorrow.	
Tender	showing gentleness and concern or sympathy.	
Remnants	a small remaining quantity of something.	
Haze	in which dust, smoke, and other dry particulates obscure the clarity of the sky or a state of mental obscurity or confusion.	

QUESTIONS 4

CHAPTER 4

1. Describe Brian's injuries. Which hurt him the most?
 - a.
2. Brian said "the insects were not possible." He had survived the crash and he couldn't believe the insects. Explain why you think Brian felt this way.
 - a.
3. Interpret what is meant when it is stated, "things seemed to go back and forth between reality and imagination—except that it was all reality."
 - a.
4. Contrast the intensity of the crash to Brian's surroundings after he survived.
 - a.
5. How do you think Brian felt as he saw the beaver, fish, and bird, as he heard the noises around him? Explain.
 - a.

VOCABULARY 5

CHAPTER 5

Vocab Words	Definitions	Images
Viciously	in a cruel or violent manner.	
Extending	(of a device) able to be lengthened or spread out.	
Teetering	move or balance unsteadily; sway back and forth.	
Frantic	wild or distraught with fear, anxiety, or other emotion.	
Extensive	covering or affecting a large area.	

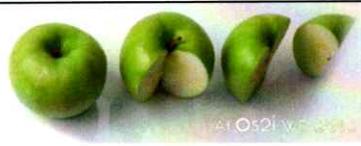
QUESTIONS 5

CHAPTER 5

1. When Brian took inventory of what he “had,” he listed several items. What were those items?
 - a.
2. Describe the lesson that Brian learned from his English teacher.
 - a.
3. If you were Brian, what would you do? List the first three things you would do in order to help you survive until the rescue team found you.
 - a.
4. There is a lot of personification present in the story. Interpret this. What does Brian feel that the personification supports?
 - a.
5. Brian was “unbelievably, viciously thirsty”, but was reluctant to drink the water from the lake. Evaluate his decision and defend your position.
 - a.

VOCABULARY 6

CHAPTER 6

Vocab Words	Definition	Images
Pulverized	reduce to fine particles.	
Diminish	make or become less. Or make (someone or something) seem less impressive or valuable.	
Device	a thing made or adapted for a particular purpose, especially a piece of mechanical or electronic equipment.	
Lushly	(of vegetation, plants, grasses, etc.) luxuriant; succulent; tender and juicy.	
Tart	describes a sour taste, like lemon	

QUESTIONS 6

CHAPTER 6

1. What holiday did Brian think back to when he was hungry?
 - a.
2. Explain the consideration Brian made when choosing his shelter. What things did he consider and why?
 - a.
3. Sketch a drawing of Brian's shelter. What elements did he use to make his shelter more "live-able"?
 - a.
4. Compare and contrast the survival situation Brian had seen on the television show to his situation. What advice would still apply? What wouldn't?
 - a.
5. Brian was so used to food being readily available to him; in the fridge, at the store, his mom's cooking. Do you feel that survival skills should be taught to students in school? Justify your stance.
 - a.

VOCABULARY 7

CHAPTER 7

Vocab Words	Definition	Image
Abdomen	the part of the body of a vertebrate containing the digestive organs; the belly. In humans and other mammals, it is bounded by the diaphragm and the pelvis.	
Welted	a ridge or lump raised on the body (as by a blow or allergic reaction)	
Overcome	succeed in dealing with (a problem or difficulty).	
Self-pity	excessive, self-absorbed unhappiness over one's own troubles.	
Trotted	run at a moderate pace, typically with short steps.	

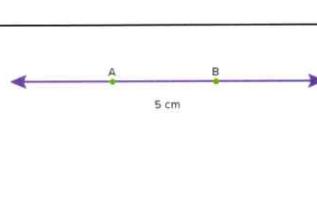
QUESTIONS 7

CHAPTER 7

1. Why did Brian wake up screaming in the middle of the night?
 - a.
2. Explain why looking at his reflection in the water made Brian feel thoughts of self-pity?
 - a.
3. If you were in Brian's shoes when he was at the raspberry bushes, what would you have done. Use detail about the situation and your actions/reactions.
 - a.
4. Examine how Brian's situation had changed from the beginning of the chapter to the end. Describe the changes.
 - a.
5. Brian describes a city park at night as dangerous. Do you believe that being alone in a city park at night or being lost alone in the woods is more dangerous? Explain your reasoning.
 - a.

VOCABULARY 8

CHAPTER 8

Vocab Words	Definition	Image
Slithering	move smoothly over a surface with a twisting or oscillating motion.	
Skittered	move lightly and quickly or hurriedly.	
Gingerly	in a careful or cautious manner.	
Quills	the hollow sharp spines of a porcupine, hedgehog, or other spiny mammal.	
Segment	each of the parts into which something is or may be divided.	

QUESTIONS 8

CHAPTER 8

1. What happened inside the shelter that caused Brian to be torn with pain?
 - a.
2. How did Brian finally get an idea on how to make a fire?
 - a.
3. Explain what Brian discovered as the “most important rule of survival.” How could this advice apply to something in your life?
 - a.
4. Examine the dream Brian has during this chapter. Draw a connection to the dream and Brian’s reality.
 - a.
5. What made Brian cry “until he was all cried out?” Was this justified? Have you ever felt similarly?
 - a.

VOCABULARY 9

CHAPTER 9

Vocab Words	Definition	Image
Tinder	dry, flammable material, such as wood or paper, used for lighting a fire.	
Registered	entered or recorded on an official list or directory.	
Tendrils	a slender threadlike appendage of a climbing plant, often growing in a spiral form, that stretches out and twines around any suitable support.	
Flammable	easily set on fire.	
Slivers	a small, thin piece of something cut or split off a larger piece.	

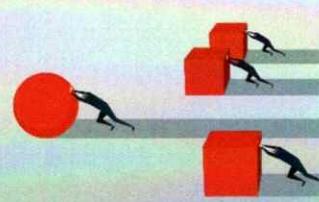
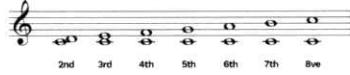
QUESTIONS 9

CHAPTER 9

1. How long did Brian work to rip the bark into fine hairs, “a ball of fluff as big as a grapefruit”?
 - a.
2. Describe what it took for Brian to finally have a successful fire. What did he learn in science class that helped him?
 - a.
3. Brian described the fire as “a friend and a guard.” What does he mean by that?
 - a.
4. What is a lesson that you think Brian learned while learning to start a fire? Explain using details from the chapter.
 - a.
5. Why do you think Brian felt lonely after he got the fire started?
 - a.

VOCABULARY 10

CHAPTER 10

Vocab Words	Definition	Image
Weathered	worn by long exposure to the atmosphere; weather-beaten.	
Enormous	very large in size, quantity, or extent.	
Advantage	a condition or circumstance that puts one in a favorable or superior position.	
Eddied	(of water, air, or smoke) move in a circular way.	
Intervals	in intervening time or space.	

QUESTIONS 10

CHAPTER 10

1. Why did Brian have to regulate his sleep now?
 - a.
2. How did Brian figure out what animal was outside his camp? What did he find when he was investigating? Explain.
 - a.
3. Brian “had never felt so rich somehow,” when he found a certain item. Explain how this item made him feel rich. What is another situation where money isn’t necessarily the most valuable thing?
 - a.
4. How did Brian show restraint and self-control during this chapter? Relate to a time that you have had to do something similar.
 - a.
5. Brian was very focused on fire and food during this chapter. He almost forgot about being searched for. Do you think this will help or hurt him?
 - a.

VOCABULARY 11

CHAPTER 11

Vocab Words	Definition	Image
Transferred	move from one place to another.	A photograph showing two clear fishbowls side-by-side. Each bowl contains a single goldfish. A small red arrow points from the left bowl towards the right bowl. Above the fish in the right bowl, the words "Transferring?" are written in blue text.
Staggering	deeply shocking; astonishing.	A photograph of a man with dark hair and a beard, wearing a brown t-shirt. He has his hand to his forehead and a look of surprise or shock on his face.
Stock	the goods or merchandise kept on the premises of a business or warehouse and available for sale or distribution.	A photograph of a computer screen displaying a line graph with a green line showing an upward trend, set against a background of a green grid.
Comprised	consist of; be made up of.	A photograph of a clear glass filled with water, sitting on a wooden surface.
Bluff	an attempt to deceive someone into believing that one can or will do something.	A photograph of a man with dark skin and short hair, wearing a green shirt. He is holding a hand of playing cards in front of his face, partially obscuring it.

QUESTIONS 11

CHAPTER 11

1. What did Brian notice when he looked at his reflection in the lake?
 - a.
2. Why did it take all his will to keep him from eating an egg as he moved them?
 - a.
3. Compare and contrast the concept of “cleaning” in his camp versus “cleaning” at home.
 - a.
4. How is Brian different than he was before? Examine the changes that are shown in this chapter. Use quotes from the text to support your analysis.
 - a.
5. The chapter kept alluding to Brian’s need for “things-to-do”. Does having things to do help in a life or death situation? Defend your position.
 - a.

VOCABULARY 12

CHAPTER 12

Vocab Words	Definition	Image
Lunged	a sudden forward rush or reach	
Certain	known for sure; established beyond doubt.	
Tapered	diminish or reduce in thickness toward one end.	
Crude	in a natural or raw state; not yet processed or refined.	
Telegraphed	a system for transmitting messages from a distance along a wire, especially one creating signals by making and breaking an electrical connection.	

QUESTIONS 12

CHAPTER 12

1. What was Brian doing when he heard the noise?
 - a.
2. Describe the process Brian went through to create the spear. Why did it become more than just a tool?
 - a.
3. Brian said “maybe it was always that way, discoveries happened because they needed to happen.” What discoveries do you think were made this way? Explain.
 - a.
4. Brian dropped his spear and sprinted. He ran as fast as he could. What made him do so? Describe a plan that will prevent this from happening in the future.
 - a.
5. How has hope played a role in Brian’s survival? Use specific examples from the novel to support your answer.
 - a.

VOCABULARY 13

CHAPTER 13

Vocab Words	Definition	Image
Tension	mental or emotional strain	
Effortlessly	in a manner requiring no physical or mental exertion.	
Smolder	burn slowly with smoke but no flame.	
Extent	the area covered by something.	
Fluid	a substance that has no fixed shape and yields easily to external pressure; a gas or (especially) a liquid.	

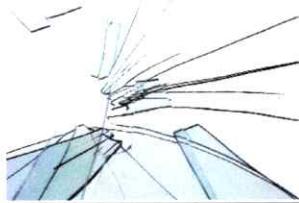
QUESTIONS 13

CHAPTER 13

1. How many days have passed since “the new Brian” has been alive?
 - a.
2. Science helped Brian again in his journey. Explain how refraction works and how it helped Brian “find a way to live.”
 - a.
3. Imagine you are in Brian’s shoes. Describe a day in your life. What would your schedule look like?
 - a.
4. Describe how Brian has changed. Compare and contrast the old Brian to the new Brian.
 - a.
5. Do you believe that Brian is ordinary? Use examples to defend your stance.
 - a.

VOCABULARY 14

CHAPTER 14

Vocab Words	Definition	Image
Rectify	to set right and remedy.	
Influence	to affect or change someone or something in an indirect but usually important way.	
Fragment	a small part broken or separated off something.	
Confines	keep or restrict someone or something within certain limits of (space, scope, quantity, or time).	
Corrosive	tending to cause corrosion. (effects of salt water)	

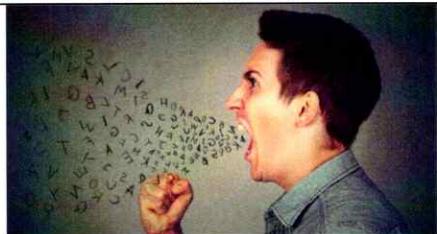
QUESTIONS 14

CHAPTER 14

1. What is the single driving influence in nature?
 - a.
2. How did Brian turn mistakes into improvement? List the problems and solutions from this chapter.
 - a.
3. What would you have done if a skunk came into your camp at night? How could Brian have prevented this visit?
 - a.
4. Compare and contrast how mistakes affect you in the city versus alone in the woods.
 - a.
5. Evaluate Brian's solution for storing fish. Explain and use evidence to justify your position.
 - a.

VOCABULARY 15

CHAPTER 15

Vocab Words	Definition	Image
Intent	intention or purpose.	
Exasperated	intensely irritated and frustrated.	 shutterstock.com - 386005690
Camouflage	hide or disguise the presence of (a person, animal, or object) by means of camouflage.	
Deafening	(of a noise) so loud as to make it impossible to hear anything else.	
Insulting	disrespectful or scornfully abusive.	

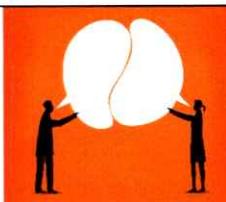
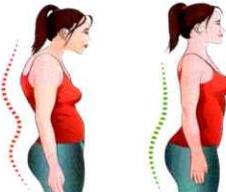
QUESTIONS 15

CHAPTER 15

1. What was Brian's "First" that he reflected on this chapter?
 - a.
2. What was it about the foolbirds that "exasperated him to the point where they were close to driving him insane"?
 - a.
3. "So much of this was patience-waiting and thinking and doing things right. So much of all this, so much of all living was patience and thinking." How does Brian's thinking apply to your life?
 - a.
4. Examine how Brian measures time. Why do you think he measures time this way now as compared to before?
 - a.
5. Brain is now able to do things that he has never been taught to do before. How does he find success with things that are new to him?
 - a.

VOCABULARY 16

CHAPTER 16

Vocab Words	Definition	Image
Tattered	old and torn; in poor condition.	
Debated	argue about (a subject), especially in a formal manner.	
Sputtered	make a series of soft explosive sounds, typically when being heated or as a symptom of a fault.	
Hunched	raise (one's shoulders) and bend the top of one's body forward.	
Waded	walk with effort through water or another liquid or viscous substance.	

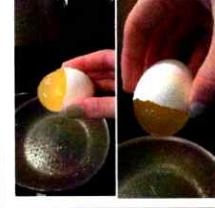
QUESTIONS 16

CHAPTER 16

1. What did Brian use to make an arrow on First Arrow Day?
 - a.
2. How was Brian's life threatened during this chapter? Describe BOTH scenarios.
 - a.
3. How could Brian use the plane to his advantage? Describe 3 ways he could use this to help him.
 - a.
4. Brian ended up with only his hatchet after some events in the chapter. "That's all I had in the first place..." Compare and contrast how Brian is now, compared to the beginning of his journey alone in the woods.
 - a.
5. Even after the events of the morning, Brian was grateful. Why do you think he was grateful? What does this say about him?
 - a.

VOCABULARY 17

CHAPTER 17

Vocab Words	Definition	Image
Eased	move carefully or gradually.	
Intact	not damaged or impaired in any way; complete.	
Littered	make (a place) untidy with rubbish or a large number of objects left lying about.	
Chipper	cheerful and lively.	
Stymied	prevent or hinder the progress of.	

QUESTIONS 17

CHAPTER 17

1. Why did firewood collection become more difficult during this chapter?
 - a.
2. Brian realized something that would bring him “wealth” if he could just retrieve it. What was this and how would he plan to get it?
 - a.
3. How did patience apply for Brian during this chapter?
 - a.
4. Examine Brian’s thoughts about his possible future back in “the real world”. Do you think he would be completely satisfied sitting at home watching TV in the future?
 - a.
5. Brian mentions his parents for the first time in a while. Evaluate how his survival has been affected by his thoughts of his parents.
 - a.

VOCABULARY 18

CHAPTER 18

Vocab Words	Definition	Image
Frenzied	wildly excited or uncontrolled.	 shutterstock.com - 1734249635
Rage	violent, uncontrollable anger.	
Carelessness	failure to give sufficient attention to avoiding harm or errors; negligence.	
Anchored	to secure firmly	
Propel	drive, push, or cause to move in a particular direction, typically forward.	

QUESTIONS 18

CHAPTER 18

1. What did Brian lose in the lake?
 - a.
2. How long did it take for Brian to get the survival bag?
 - a.
3. How did frustration lead Brian to an important discovery?
 - a.
4. Brian felt for one emotion, quickly followed by another, when he got the bag loose. What were these emotions and why did he feel them?
 - a.
5. What was able to help Brian's mind when he was "fighting to clear the picture"? What does this tell us about Brian at this point in his journey?
 - a.

VOCABULARY 19

CHAPTER 19

Vocab Words	Definition	Image
Contents	something that is contained	
Numb	deprived of the power of sensation.	
Butane	a flammable hydrocarbon gas that is a constituent of petroleum and is used in bottled form as a fuel.	
Marveling	be filled with wonder or astonishment.	
Encased	enclose or cover in a case or close-fitting surround.	

QUESTIONS 19

CHAPTER 19

1. What was thing first thing Brian said to the pilot?
 - a.
2. “As if a compass would help him, he thought smiling.” Why does he think this, and in such a light-hearted way?
 - a.
3. Sketch a labeled diagram of the survival pack and its contents. List the contents on the side in order of importance, according to you.
 - a.
4. Two of the items in the pack gave Brian the “up and down feelings”. Why did he not necessarily like having these items?
 - a.
5. What did you believe was the most important item in the pack? Justify your stance with evidence and reasoning.
 - a.

ACTIVITIES

EXTENDED PLOT STRUCTURE

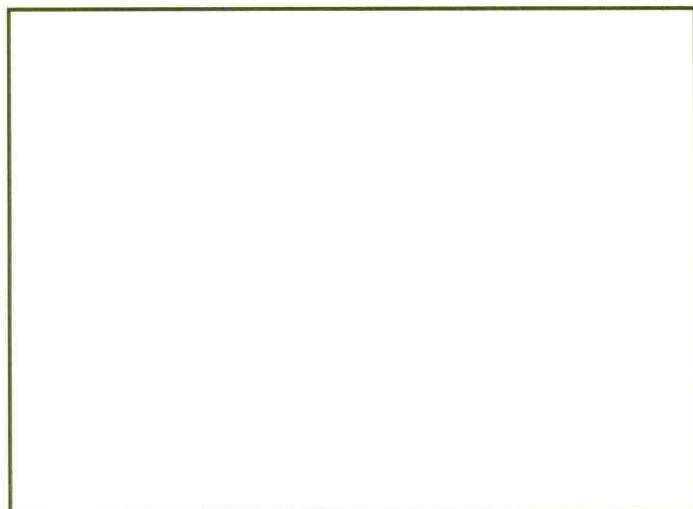
EXPOSITION

What important events occurred **BEFORE** Hatchet began? What do we already know about the characters?

Who is the narrator of Hatchet? How do you know?

CHARACTER	DESCRIPTION OF CHARACTER
Brian Robeson	
Brian's Mother	
Brian's Father	
The Pilot	

Sketch the setting of the story below using specific details from the text.



Describe the setting using the lines below.

SEQUENCE OF EVENTS

01

02

03

04

05

EVENT

EVENT

EVENT

EVENT

EVENT

Describe the event: Describe the event: Describe the event: Describe the event: Describe the event:

EXTENDED PLOT STRUCTURE

RISING ACTION

What is the main conflict Brian faces throughout the story, Hatchet?

Which situation gives Brian the most difficult time in the story? How does he cope?

How does patience and thought process play a role?

What role do Brian's parents play in the



06
EVENT

Describe the event:

07
EVENT

Describe the event:

08
EVENT

Describe the event:

09
EVENT

Describe the event:

10
EVENT

Describe the event:

Write 10 #hashtags below that accurately describe & summarize the rising action.

Using the frames provided, design the comic strip version of rising action.

--	--	--	--

COMIC
STRIP

Sketch the climax using the three frames created in the carrot (^).

SEQUENCE OF EVENTS

11

EVENT

Describe the event:

12

EVENT

Describe the event:

13

EVENT

Describe the event:

14

EVENT

Describe the event:

15

EVENT

Describe the event:

What is the turning point of the story? Use evidence from the story to support your claim.

How have the challenges Brian faced prepared him for the climax of the story? How does Brian respond to the events of the climax?

What happens just before Brian becomes "New Brian"? How did he change?

How does Man VS Nature play a role in the story?

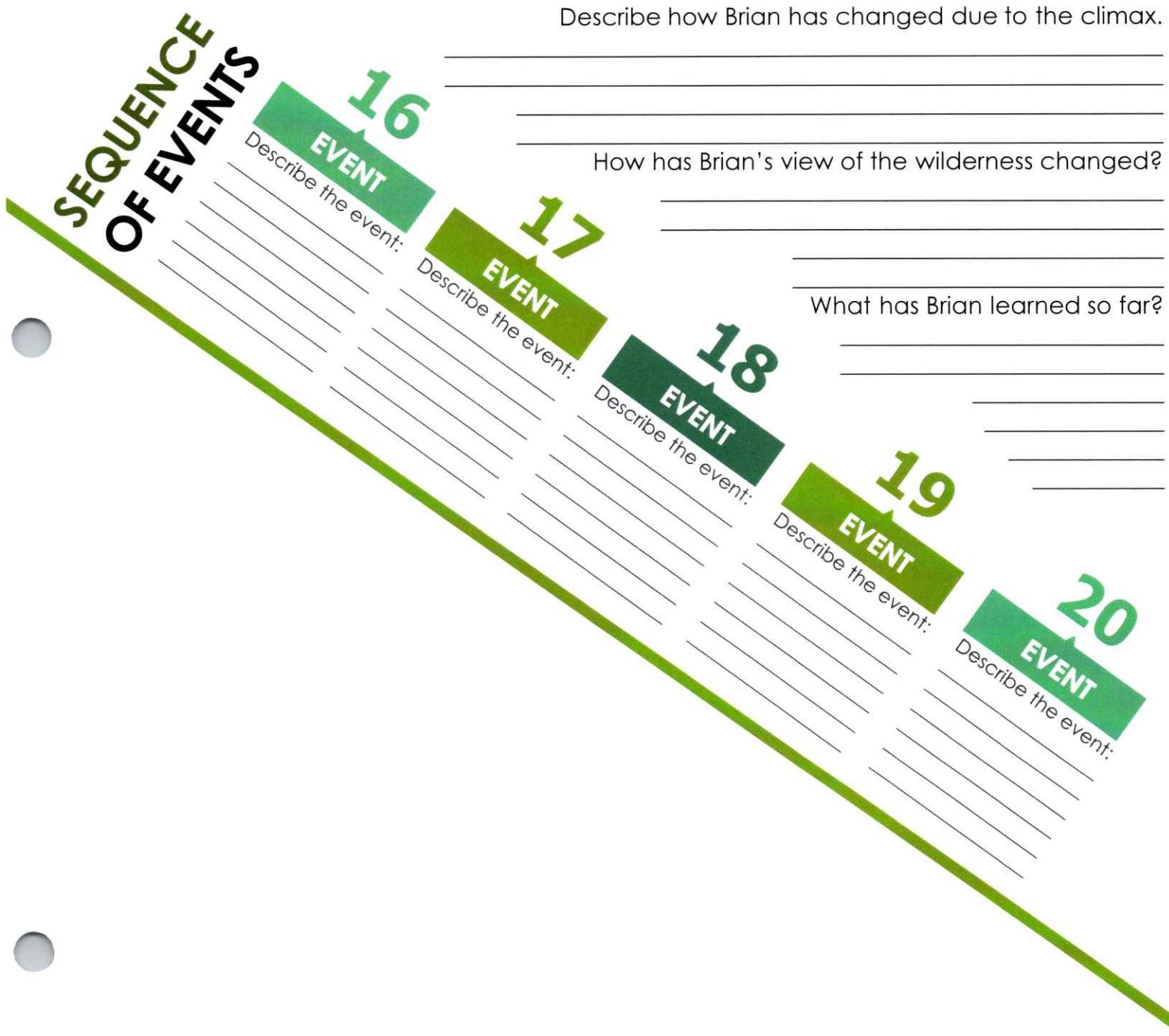
EXTENDED PLOT STRUCTURE

CLIMAX

EXTENDED PLOT STRUCTURE

FALLING ACTION

What immediate events occurred after the climax? Use specific examples from the text.



Sketch the events of the falling action in the space above.

EXTENDED PLOT STRUCTURE

RESOLUTION

How does the author give the reader a sense of conclusion? Use examples from the text.

Once the story is over, what do you think will happen to Brian and his parents?

What has changed from the beginning of the story?
What has remained the same?

What is the overall mood of the ending?

Sketch the events of the resolution below using details from the text.

21

22

23

24

25

EVENT

EVENT

EVENT

EVENT

EVENT

Describe the event: Describe the event: Describe the event: Describe the event: Describe the event:

SEQUENCE
OF EVENTS

SURVIVING THE WILDERNESS

Student Directions:

Brian Robeson had to overcome numerous obstacles in order to survive the wilderness in the book Hatchet. Besides skills like acquiring food and shelter, staying positive helped Brian to ultimately survive. All of these skills are needed to stand a chance when stranded in nature. **Your task is to create a survival pamphlet in order to educate readers on the skills they would need so that one may survive, just like Brian, in the wilderness.**

In your educational pamphlet, include the following:

- Basic wildness skills and their importance
 - ✓ EX: How to start a fire
- First aid abilities
 - ✓ EX: What to do for dehydration
- Growth mindset/Positive influence
 - ✓ EX: Maintain sense of calm
- 3 pictures or drawings with captions

Make sure your pamphlet is neat, organized and easy to read! Refer to the rubric below to ensure you meet all of the expectations.

Category	Exceeds Expectations	Meets Expectations	Meets Most Expectations	Does Not Meet Expectations
Basic Survival Skills	Student thoroughly addresses three important basic skills needed and their importance.	Student addresses three important basic skills needed.	Student addresses one or two important basic skills needed.	Student does not address any basic skills needed.
First Aid Skills	Student describes three first aid skills needed for survival.	Student describes two first aid skills needed for survival.	Student describes one first aid skill needed for survival.	Student describes no first aid skills needed for survival.
Growth Mindset/Positive Influence	Student explains in depth two growth mindset strategies to use in order to survive.	Student explains two growth mindset strategies to use in order to survive.	Student explains one growth mindset strategy to use in order to survive.	Student does not include any growth mindset strategies.
Drawings and captions	Student includes 3 meaningful drawings with captions relevant to topic.	Student includes 3 drawings relevant to topic and leaves off some captions.	Student includes 1-2 drawings relevant to topic but has no captions.	Students has no drawing or captions relevant to topic.
Grammar and Spelling	No grammar and spelling errors.	Few (1-3) grammar and spelling errors.	Some (4-7) grammar and spelling errors.	Many (8+) grammar and spelling errors.
Quality	Student goes above and beyond. Pamphlet is neat, organized & easy to read.	Student completes the assignment neatly and it is easy to read.	Student completes the assignment and work is somewhat neat and organized.	Student completes the assignment but work is not neat and unorganized.

INTERVIEWING BRIAN

Student Directions:

Have you ever wondered what it would be like to actually sit down and talk to the main character of the book you are reading? To ask them the lingering questions you have about their story? A character like Brian, who faced many challenges and dangerous situations, would be fascinating to interview.

Your task is conduct an interview with Brian Robeson. Think about what crucial questions you would be interested in hearing Brian's answers to. Then, create those responses, based on what you know about Brian as a character through your reading of the book Hatchet. Be thoughtful and critical in the questions you generate and the responses you give for him- really consider what you think Brian would say.

In your interview, include the following:

- ✓ 5 questions that you would want to ask of Brian Robeson that are relevant and important to the plot of the book . Your questions must be open ended, meaning they cannot be "yes" or "no" answers.
- ✓ 5 thoughtful responses to those questions, coming from the point of view of Brian
- Format the interview by first asking the question, then giving the response
- ✓ Keep in mind Brian's point of view when answering the questions- really think like Brian would think

Category	Exceeds Expectations	Meets Expectations	Meets Most Expectations	Does Not Meet Expectations
Questions	All questions that were asked were relevant and important to the plot of the book.	Most questions that were asked were relevant and important to the plot of the book.	Many questions that were asked were irrelevant or unimportant to the plot of the book.	Questions were unimportant or irrelevant to the plot of the book.
Responses	Brian's answers had specific and relevant details included to support his response.	Brian's answers had details included that supported his response.	Brian's answers had some details, but some were missing from his response.	Brian's answers were unclear or confusing. Response did not answer the questions.
Creativity	Highly creative in crafting their interview questions and responses. Student went above and beyond to think like Brian.	Creative in crafting their interview questions and responses. Student thought like Brian.	Attempt at creativity is present in crafting interview questions and responses. Some attempt to think like Brian.	No attempt in creativity in crafting interview questions and responses. Student does not think like Brian.
Grammar and Spelling	No grammar and spelling errors.	Few (1-3) grammar and spelling errors.	Some (4-7) grammar and spelling errors.	Many (8+) grammar and spelling errors.

BRIAN'S WILDERNESS: A MAP ACTIVITY

Student Directions:

While reading the book Hatchet, it is easy to visualize Brian's wilderness surroundings. Gary Paulsen goes into great detail about the site Brian has chosen to make his camp. As the book unfolds, new aspects of the environment are added to strengthen the visual picture you have created in your mind. These details help you, as a reader, to paint of picture of where Brian was living day to day, as he survived in the Canadian forest.

Your task is to create a map of Brian's wilderness. Using specific details from the book that the Paulsen has given, design a layout of where Brian was living. Be sure to consider all aspects of his environment when designing your map.

When creating your map, be sure to address the following:

- ✓ Design the map of Brian's wilderness using specific details from the text that give you clues to his surroundings- be as accurate as possible!
- ✓ Think about all elements of nature in the text, including landforms, water sources, animals, and plants
- ✓ Include features of a map such as a map key, map scale and compass
- ✓ Draw neatly and label items on your map
- ✓ Color your map accurately and carefully

Category	Exceeds Expectations	Meets Expectations	Meets Most Expectations	Does Not Meet Expectations
Accuracy	Map is completed accurately. Many details are used from the text to support the map drawing.	Most of the map is completed accurately. Some details are used from the text to support the map drawing.	Some of the map is completed accurately. Few details from the text somewhat support the map drawing.	None of the map is completed accurately. Details from the text do not support the map drawing.
Map Features	Student includes map scale, map key and compass rose.	Student includes two map features.	Student includes one map feature.	Student does not include any map features.
Creativity	Highly creative in creating their map of Brian's wilderness. Student went above and beyond to visualize the location.	Creative in creating their map of Brian's wilderness. Student visualized Brian's location.	Attempt at creativity is present in creating their map of Brian's wilderness. Some attempt to visualize Brian's location.	No attempt in creativity in creating their map of Brian's wilderness. Student does not visualize Brian's location.
Quality	Student goes above and beyond. Map is neat, organized & easy to follow.	Student completes the map neatly and it is easy to follow.	Student completes the map and it is somewhat neat and organized.	Student completes the map but it is not neat and unorganized.

BRIAN'S WILDERNESS: A MAP ACTIVITY

Student directions: Use this organizer to keep track of evidence you find in the book Hatchet to help you design Brian's wilderness.

Page #	Evidence from <u>Hatchet</u>
68-69	<p>"Another 100 yards up the shore there was a place where the wind had torn another path. It also made a kind of clearing- and it was filled with small thorny bushes that were covered with berries. Raspberries."</p>

ANSWER KEY

CH 1 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	Where was Brian Robeson flying? Brian Robeson was flying north to Canada, "where the tundra started and the tree line ended."	6
UNDERSTAND	Explain what Brian means when he says that "he was alone." What events occurred that led to this? Brian was "alone," because the pilot had had a heart attack and was not conscious. Nobody was flying the plane and he didn't know what to do.	12
APPLY	Interpret Brian's description of his mother during his talk with her on the drive. "But her voice was thin, had a sound like something thin that would break if you touched it." How did this affect his actions in the moment? Brian's mother sounded fragile, weak. Brian wouldn't have usually accepted the hatchet and worn it without a fuss about it being for a little kid, but he obliged his mom because he felt badly in the moment.	8
ANALYZE	When Brian describes the pilot as "more a machine than a man, an extension of the plane," what does he mean? Use examples from the text to support your answer. Brian means that the pilot didn't seem very personable. He completed the functions that he needed to, without engaging in conversation/small talk. In the text, Brian described the dashboard with "dial, switches, meters, knobs, levers..." and thought of the pilot similarly, like he was a part of the plane.	3
EVALUATE	Brian was flying in a plane with only one pilot, no co-pilot. In reflection of the events in this Chapter, develop a stance on the issue. Should planes be flown without a co-pilot. Defend your answer. Answers will vary.	
CREATE	Create 2 journal entries from Brian's point of view. In the first entry, describe Brian's feelings when he got the chance to fly the plane on his own. Answers will vary.	

CH 2 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	<p>How did Brian know the pilot wasn't alive? Brian reached over and felt the pilot's chest. It wasn't rising or falling with breath and he couldn't feel his heart beating. This is how Brian knew that the pilot wasn't alive.</p>	14
UNDERSTAND	<p>Explain why the plane was going up and down so abruptly. Brian wasn't an experienced pilot. He had only seen a plane being flown on TV or read about it in books. He didn't know how hard to push the controls up or down, so the plane moved abruptly as Brian got used to the movement.</p>	15
APPLY	<p>How many minutes passed after Brian started his radio call intervals? 170 minutes. He waited 10 minutes between each call and he called 17 times.</p>	23
ANALYZE	<p>Compare and contrast Brian's two options in the Chapter. Brian had two options: to fly the plane until it ran out of gas or push the throttle and let the plane go down now. Going down now would allow him to be closer to the original flight path, but he knew that he couldn't land the plane on his own. If he waited, it would allow him more time to get in contact with someone or make a plan, but he could be much further off of the flight path.</p>	21
EVALUATE	<p>What would you do if you were in Brian's situation? Justify your answer with reasoning. Answers will vary.</p>	
CREATE	<p>Draw what you imagine the control panel of the plane looks like. Then, create a 3 or 4 box comic displaying Brian's thoughts and actions during the chapter. Answers will vary.</p>	

CH 3 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	<p>What did Brian see that changed his course? Use detail to describe it.</p> <p>Brian only saw trees when he knew he needed to land. Then, up ahead to the right, he saw an L-shaped lake. He changed his course to head toward the lake.</p>	26
UNDERSTAND	<p>Explain why Brian needed to find a lake. Use details from the text to support your answer.</p> <p>Brian needed to find a lake so that he could land more safely. He describes the trees as "green death trees" because they would break apart the plane and probably kill him in the landing. A lake would still be harmful, but would have less obstacles for landing.</p>	25-26
APPLY	<p>Select a song that describes the feelings Brian was experiencing during this chapter.</p> <p>Answers will vary.</p>	
ANALYZE	<p>Examine the events of the chapter. Connect 3 emotions Brian felt to the events.</p> <p>Answers will vary.</p>	
EVALUATE	<p>Appraise Brian's actions during Chapter 3. Did he act commendably? Did he handle the situation well? Explain.</p> <p>Answers will vary.</p>	
CREATE	<p>Write a poem (haiku, cinquain, free verse, etc) that you feel represents this chapter.</p> <p>Answers will vary.</p>	

CH 4 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	<p>Describe Brian's injuries. Which hurt him the most?</p> <p>Brian's legs and back are sore and he has dull aches all over, but his head it hurt the worst. There is a cut in it and it is extremely swollen, throbbing in pain.</p>	31-33
UNDERSTAND	<p>Brian said "the insects were not possible." He had survived the crash and he couldn't believe the insects. Explain why you think Brian felt this way.</p> <p>Answers will vary. EX: Brian had just been through a terrible plane crash, something that doesn't happen often, and he survived. But, insects are common and they were bothering him more than the effects of the crash. It was hard to believe.</p>	34
APPLY	<p>Interpret what is meant when it is stated, "Things seemed to go back and forth between reality and imagination-except that it was all reality." Brian said that "things seemed to go back and forth between reality and imagination-except that it was all reality." He is having a hard time figuring out what is real and what is imagined because he just experienced something so unbelievable. Flying a plane, his pilot dying, crashing into a lake, fighting to break free and swim to shore: surviving all of that was something that Brian could have only imagined before. So, as he thinks of it and realizes that it is true, it is reality, is confusing.</p>	33-34
ANALYZE	<p>Contrast the intensity of the crash to Brian's surroundings after he survived. During the crash, everything was chaotic, "noise, crashing, and tearing, screeching." After he escaped the plane and got to shore, everything was silent. He was surrounded by beautiful scenery and a quiet, calmness that was the exact opposite of the erratic, uncontrollable force and sounds that occurred during the crash.</p>	30
EVALUATE	<p>How do you think Brian felt as he saw the beaver, fish and bird, as he heard the noises around him? Explain. Answers will vary. EX: I think that when Brian saw the beaver, fish, and bird, when he "heard hisses and blurks, small sounds..." he probably felt like he wasn't alone. He realized that although, it at first seemed silent, that it was actually filled with noise and life.</p>	38-39
CREATE	<p>Brian thought that he had both good luck and bad luck. Make a Good vs. Bad Luck chart. What things would you list as good luck and what would you list as bad luck? Answers will vary.</p>	

CH 5 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	When Brian took inventory of what he "had," he listed several items. What were those items? Brian had a quarter, three dimes, a nickel, two pennies, a fingernail clipper, billfold, 20 dollar bill, odd pieces of paper, hatchet, belt, tennis shoes, socks, jeans, underwear, t-shirt, windbreaker, watch, and himself.	46-47
UNDERSTAND	Describe the lesson that Brian learned from his English teacher. Brian's English teacher, Mr. Perpich, taught his students to be positive, stay on top of things and get motivated. He also taught them that they were their most valuable asset.	46-47
APPLY	If you were Brian, what would you do? List the first three things that you would do in order to help you survive until the rescue team found you. Answers will vary.	
ANALYZE	There is a lot of personification present in the story. Interpret this. What does Brian feel that the personification supports? The personification in this story makes it seem as if nature, and Brian's surroundings are in control. I think Brian feels that he is not in control of anything that is happening and the personification supports that, makes us see the story as happening "to" Brian.	
EVALUATE	Brian was "unbelievably, viciously thirsty," but was reluctant to drink the water from the lake. Evaluate his decision and defend your position. Answers will vary.	
CREATE	Create a plan for the search and rescue team that should be out looking for Brian. Be detailed, with description, maps and diagrams. Answers will vary.	

CH 6 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What holiday did Brian think back to when he was hungry? <i>Thanksgiving, the last one before his dad moved out.</i>	55
UNDERSTAND	Explain the considerations Brian made when choosing his shelter. What things did he consider and why? <i>Brian chose a stone ridge, considering the sunrise and sunset to find the northern side. There the stone had been carved by a glacier at some point. He chose stone ridge because it was strong and the scoop created a roof, for shade and protection from the elements. He also considered its position adjacent to the lake so that he could remain near water and the plane.</i>	53
APPLY	Sketch a drawing of Brian's shelter. What elements did he use to make his shelter more "livable." <i>Answers will vary.</i>	
ANALYZE	Compare and contrast the survival situation Brian had seen on the television show to his situation. What advice would still apply? What wouldn't? <i>The survival show that Brian had seen, there were Air Force pilots that had to survive the desert. Brian is not an Air Force pilot and was having to find a way to survive the Canadian woods. However, they both were meant to find food and water, and a way to survive the elements. The pilots on the show had a few supplies, because he mentioned them using a plastic sheet to collect water and a magnifying glass to cook lizards. Brian did not have either of those items. He did have a hatchet. Brian was actually lost in the wilderness, whereas the pilots were placed in that situation and being monitored. Brian would plan to find food, they way the pilots did, even though the food would be different. The pilots had beans and lizards, and Brian would search for berries and hopefully, one day, small game.</i>	56
EVALUATE	Brian was so used to food being readily available to him; in the refrigerator, at the store, his mom's cooking. Do you feel that survival skills should be taught to students in school? Justify your stance. <i>Answers will vary.</i>	
CREATE		

CH 7 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	Why did Brian wake up screaming in the middle of the night? Brian woke up screaming because his stomach was tearing in pain from eating the "gut cherries." He was sick.	63
UNDERSTAND	Explain why looking at his reflection in the water made Brian feel thoughts of self-pity. He didn't like the reflection he saw. It was dirty and swollen, had cuts and scabs and looked differently than he normally looked. It made him think about his situation, "dirty and starving and bitten and hurt and lonely and ugly and afraid and so completely miserable..."	64
APPLY	If you were in Brian's shoes when he was at the raspberry bushes, what would you have done. Use detail about the situation and your actions/reactions. Answers will vary.	
ANALYZE	Examine how Brian's situation had changed from the beginning of the chapter to the end. Describe the changes. In the beginning of the chapter, Brian was feeling self-pity. He wasn't sure of himself or that he would have any chance of survival. He was sick from the gut-cherries and didn't like the way he looked or felt. At the end of the chapter, he had found raspberries, had encountered a bear that didn't hurt him and had built a shelter that withstood the rain. He wasn't hungry, his pain was eased and he felt more confident.	72-73
EVALUATE	Brian describes a city park at night as dangerous. Do you believe that being in a city park at night or being lost, alone in the woods is more dangerous. Explain your reasoning. Answers will vary.	
CREATE		

CH 8 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What happened inside the shelter that caused Brian's to be "torn with pain?" A porcupine came into his shelter and quilled him in the leg.	75
UNDERSTAND	How did Brian finally get an idea on how to make a fire? As he threw the hatchet at "the noise," the porcupine, it hit the rock wall and sparked. So, he got the idea to use the hatchet and a piece of stone to create a spark for a fire.	75, 80-81
APPLY	Explain what Brian discovered as the "most important rule of survival." How could this advice apply to something in your life? The most important rule of survival is "feeling sorry for yourself didn't work." Application answers will vary.	75
ANALYZE	Examine the dream Brian has during this chapter. Draw a connection to the dream and Brian's reality. Brian dreamed of his father trying to tell him something, frustrated that he wasn't understanding and his friend Terry making a fire at the barbecue in the park, pointing to it. They were trying to tell him that he needed a fire. In reality, Brian had not been focused on getting a fire going and his dream was telling him he needed to.	78-80
EVALUATE	What made Brian cry "until he was all cried out?" Was this justified? Have you every felt similarly? Brian had just been quilled by a porcupine and it made him think about his reality, he was alone without a fire and didn't know if he could survive. The remainder of the answers will vary.	77
CREATE		

CH 9 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	How long did Brian work to rip the bark into fine hairs, "a ball of fluff as big as a grapefruit"? <i>It took Brian two hours, twice stopping to eat berries and once to get a drink from the lake, to create the fluff of bark.</i>	84
UNDERSTAND	Describe what it took for Brian to finally have a successful fire. What did he learn in science class that helped him? <i>In order for Brian to have a successful fire, he needed a spark nest (his fluff ball of bark), a spark from his hatchet and the stone, oxygen, kindling (small sticks to hold the flame), a larger sticks or logs to feed the flame. He learned in science class that a fire needs fuel and oxygen.</i>	84-86
APPLY	Brian described the fire as "a friend and a guard." What does he mean by this? <i>Fire can protect Brian. Not only in assisting his survival through cooking and providing warmth, but also in preventing predators from coming near. Friends are helpful too you, as was the fire. Brian didn't feel alone in his shelter any longer.</i>	87
ANALYZE	What is a lesson that you think Brian learned while learning to start a fire? Explain using details from the chapter. <i>Answers will vary. EX: Brian probably learned to never give up. He had to keep trying to find the right way to get the fire started.</i>	
EVALUATE	Why do you think Brian felt lonely after he got the fire started? <i>Answers will vary. EX: Brian probably felt lonely because he had accomplished a major task and had nobody to tell about it.</i>	87-88
CREATE	Create a How-To Build a Fire brochure. Make sure to include step-by-step instructions for two different ways to start and maintain a fire, using items found in nature. <i>Answers will vary.</i>	

CH 10 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	Why did Brian have to regulate his sleep now? Brian had to regulate his sleep so that he could keep the fire going at all times.	92
UNDERSTAND	How did Brian figure out what animal was outside his camp? What did he find when he was investigating? Explain. Brian looked at the tracks that the animal had made in the sand, seeing that there were tracks on either side, from feet, and a dragging track in the middle. The tracks led to the lake, which helped him figure out that it must be a turtle, with a tail dragging behind him. Upon investigation, he discovered a mound, where he found eggs!	92-93
APPLY	Brian "had never felt so rich somehow," when he found a certain item. Explain how this item made him rich. What is another situation where money isn't necessarily the most valuable thing. Brian had "never felt so rich" when he found the eggs. This was an incredible food source, and when you have nothing, this is extremely valuable. The remaining portion of the answers will vary.	94-95
ANALYZE	How did Brian show restraint and self-control during this chapter? Relate to a time that you have had to do something similar. Brian was able to show restraint and self-control when he decided to eat only some of the eggs, and store the rest. This was probably very difficult, as he was quite hungry! The remainder of the answers will vary.	96
EVALUATE	Brian was very focused on fire and food during this chapter. He almost forgot about being searched for. Do you think this would help or hurt him? Answers will vary.	
CREATE	Create an illustration of an item Brian has that you believe is valuable in his situation. Within the illustration, write the words of things that item brings to or provides for Brian. Answers will vary.	

CH 11 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What did Brian notice as he looked at his reflection in the lake? Brian noticed that his body was changing, he was starting to look differently. He was thinner, tanned and dirty. It made him think, too, that it wasn't only his body that was changing.	99
UNDERSTAND	Why did it take all his will to keep him from eating an egg as he moved them? Brian was extremely hungry and having a food source in his hands, probably made it very difficult to practice self-control.	98
APPLY	Compare and contrast the concept of "cleaning" in his camp versus "cleaning" at home. Cleaning is important in both places, at home and in his shelter. At home, cleaning would include more actual "cleaning," like dusting, vacuuming, washing clothing and bedding items, etc. Both places could have things "put away" or "where they belong." In the shelter, Brian had a place to store his eggs, his raspberries. He hung his windbreaker "pouch" to dry in the sun. He brushed the sand in the area where he slept. So, although he may not actually be cleaning, it was the best he could do.	98
ANALYZE	How is Brian different than he was before? Examine the changes that are shown in this chapter. Use quotes from the text to support your analysis. Answers will vary. Examples: he saw differently, heard differently, trusted his instincts, worked to solve problems, etc.	
EVALUATE	The chapter kept alluding to Brian's need for "things to do." Does having "things to do" help in a life-or-death situation? Defend your position. Answers will vary.	
CREATE	There is an abundance of fish in the lake near Brian's camp. Create a "Fishing for Survival" guide that provides (at least) three different ways to fish for survival. Answers will vary.	

CH 12 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What was Brian doing when he heard the noise? Brian was trying to find limbs that would work to make a bow when he heard the noise.	109
UNDERSTAND	Describe the process Brian went through to create the spear. Why did it become more than just a tool? Brian took a willow limb and carefully peeled the bark, until it was about an inch thick and six feet long. He used the hatchet to carve and taper the end to a sharp point. Then, he split the point into two forks, placing a piece of wood in the middle to keep them separated.	105-106
APPLY	Brian said, "Maybe it was always that way, discoveries happened because they needed to happen." What discoveries do you think were made this way? Explain. Answers will vary.	
ANALYZE	Brian dropped his spear and sprinted. He ran as fast as he could. What made him do so? Describe a plan that will prevent this from happening in the future. Answers will vary.	
EVALUATE	How has hope played a role in Brian's survival? Use specific examples from the novel to support your answer. Answers will vary. Example points: Brian has gone through different levels of hope throughout this story. He was hopeless, feeling afraid and alone until he discovered a shelter. Then, eggs and fire brought him more hope. He was working each day, building his trust in himself and his skills in the wild. Then, he missed the plane that was there to rescue him. This made him lose all hope. He felt that there "was nothing for him."	
CREATE		

CH 13 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	How many days have passed since "the new Brian" has been alive? <i>Forty-two days had passed since "the new Brian" was born.</i>	115
UNDERSTAND	Science helped Brian again in his journey. Explain how refraction works and how it helped Brian "find a way to live." <i>Refraction is when light "bends" as it passes from air to water. So, it makes an object look like it is in a slightly different place than it is. This science helped Brian "find a way to live," because he figured out that he needed to spear the fish slightly below where he saw it.</i>	118
APPLY	Imagine you are in Brian's shoes. Describe a day in your life. What would your schedule look like? <i>Answers will vary.</i>	
ANALYZE	Describe how Brian has changed. Compare and contrast the old Brian to the new Brian. <i>Answers will vary.</i>	116-117
EVALUATE	Do you believe that Brian is ordinary? Use examples to defend your stance. <i>Answers will vary.</i>	
CREATE	Brian says that he is "full of tough hope." Create a "Hope Jar" and fill it with the things that provide hope for Brian, as hope continues to be such an important part of his journey. <i>Answers will vary.</i>	

CH 14 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What is the single, driving influence in nature? <i>Food is the single, driving influence in nature.</i>	122
UNDERSTAND	How did Brian turn mistakes into improvements? List the problems and solutions from this chapter. <i>When Brian made a mistake, or when something bad happened, Brian used that as fuel to fix the problem. When the skunk came into the shelter, sprayed Brian and stole his eggs, he learned he needed to improve his shelter and protect his food. He rebuilt his shelter walls, created a woven door, and found spot to create a food shelf. He built a ladder and a door to for his food shelf to keep it safe. He then, built a rock wall to make a pond to keep his fresh fish.</i>	121-128
APPLY	What would you have done if a skunk came into your camp at night? How could Brian have prevented this visit? <i>Answers will vary.</i>	
ANALYZE	Compare and contrast how mistakes affect you in the city versus alone in the woods. <i>Answers will vary.</i>	
EVALUATE	Evaluate Brian's solution for storing fish. Explain and use evidence to justify your position. <i>Answers will vary.</i>	
CREATE	Create a blueprint of Brian's "home." Label each part and its function for Brian's survival. <i>Answers will vary.</i>	

CH 15 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What was Brian's "First" that he reflected on this chapter? <i>"First Meat" was the first that Brian reflected on during this chapter.</i>	129
UNDERSTAND	What was it about the foolbirds that "exasperated him to the point where they were close to driving him insane"? <i>The foolbirds exasperated him because he couldn't catch them, even though they "seemed to be so dumb."</i>	131
APPLY	"So much of this was patience- waiting and thinking and doing things right. So much of all this, so much of all living was patience and thinking." How does Brian's thinking apply to your life? <i>Answers will vary.</i>	
ANALYZE	Examine how Brian measures time. Why do you think he measures time this way now, as compared to before? <i>Answers will vary.</i>	
EVALUATE	Brian is able to do things that he has never been taught before. How does he find success with things that are new to him? <i>Answers will vary.</i> EX: Brian is able to do things that he has never been taught before because he never gives up. He thinks back to things he has read or seen on television and tries to apply those skills in his situation. He may not have ever tried it before, but because he doesn't give up, he is able to figure out how to make it work.	
CREATE	Illustrate a "mental journal" of snapshots, like a polaroid snapshot of each "event" that is important to Brian's journey. Continue to add to this journal throughout the story. *Could be a string with "polaroids" hung on it or a "scrapbook"/ photo album. <i>Answers will vary.</i>	

CH 16 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What did Brian use to make an arrow on First Arrow day? <i>Brian used a thread from his windbreaker, some pitch from a stump and feathers from the foolbird to make an arrow out of a willow sliver.</i>	138
UNDERSTAND	How was Brian's life threatened during this chapter? <i>Describe BOTH scenarios. Brian's life was threatened by a moose and the tornado. A moose attacked Brian, breaking his ribs and almost causing him to drown. Then, a tornado came through and tore up the trees, his shelter and tossed him around.</i>	138-149
APPLY	How could Brian use the plane to his advantage? Describe 3 ways he could use this to help him. <i>Answers will vary.</i>	
ANALYZE	Brian ended up with only his hatchet after some of the events in the chapter, "...that's all I had in the first place." Compare and contrast how Brian is now, compared to the beginning of his journey alone in the woods. <i>Answers will vary. EX: Brian started his journey with only his hatchet, and now, only has his hatchet. In the beginning, he didn't have as much hope or drive. Now, he had self-confidence, new skills that he has taught himself and a fighting drive to live. So, although he may be back to only having a hatchet, he actually has much more!</i>	147
EVALUATE	Even after the events of the morning, Brian was grateful. Why do you think he was grateful? What does this say about him? <i>Answers will vary.</i>	
CREATE	Create a diorama to represent Brian's new world. Be sure to include all of the important parts of his "setting." <i>Answers will vary.</i>	

CH 17 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	Why did firewood collection become more difficult during this chapter? <i>It became more difficult for Brian to collect firewood in this chapter, because his ribs had been broken from the moose and his wasn't able to move very well.</i>	150
UNDERSTAND	Brian realized something that would bring him "wealth" if he could just retrieve it. What was this and how would he plan to get it? <i>Brian realized that inside the plane, was a survival pack. He needed to build a raft, get it to the plane and somehow get inside to retrieve it.</i>	150-160
APPLY	How did patience apply for Brian during this chapter? <i>Brian needed patience in order to be successful during this chapter. He was eager to get to the plane, but knew he needed rest and food for energy. So, he slept, found food, rebuilt his camp and then started to build his raft. His raft was difficult to make and he needed patience for that, as well. He had to go slowly, once he got the raft in the water, too. If he didn't have patience, he wouldn't have been able to accomplish anything.</i>	
ANALYZE	Examine Brian's thoughts about his possible future back in "the real world." Do you think he will be completely satisfied sitting at home watching television in the future? <i>Answers will vary.</i>	
EVALUATE	Brian mentions his parents for the first time in a while. Evaluate how his survival has been affected by his thoughts of his parents. <i>Answers will vary. EX: Brian may not have been thinking about his parents because he was focused on figuring out how to survive. It may have been distracting to think about or long for home and his parents.</i>	
CREATE		

CH 18 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What did Brian lose in the lake? <i>Brian lost his hatchet in the lake.</i>	162
UNDERSTAND	How long did it take for Brian to get the survival bag? <i>It took him from early in the morning until dark.</i>	161
APPLY	How did frustration lead Brian to an important discovery? <i>Brian was frustrated when he realized there wasn't an entry that could get him into the plane, so he slammed his fist against the side of the plane. The metal dented in and it let Brian see that he could use the hatchet to get it open.</i>	161
ANALYZE	Brian felt one emotion, followed quickly by another, when he finally got the bag loose. What were these emotions and why did he feel them? <i>When Brian finally got the bag loose, he felt joy, sheer joy for obtaining this prized pack. This was followed quickly by fear, because as he looked up, he saw the skull of the pilot, who was still strapped to the seat.</i>	168
EVALUATE	What was able to help Brian's mind when he was "fighting to clear the picture"? What does this tell us about Brian at this point in his journey? <i>Thinking about nature and the beauty he was living in was able to help Brian clear the picture of the pilot from his mind. This tells us that he has started to feel at home in his new surroundings, that he found comfort in his new home.</i>	168
CREATE	Based on the things you have learned from Brian, with a partner or a group, create a Survival 101 PSA. <i>Answers will vary.</i>	

CH 19 ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	What was the first thing Brian said to the pilot? "Would you like something to eat?"	177
UNDERSTAND	"As if a compass would help him, he thought, smiling." Why did he think this, and in such a light-hearted way? Brian thought that a compass wouldn't help him, because one of the first things he knew was where N, S, E and W were. He, also, stayed in one place, so that he had a better chance of being rescued. So, a compass wouldn't have been a big help.	172
APPLY	Sketch a labeled diagram of the survival pack and its contents. List the contents on the side in order of importance, according to you. Answers will vary.	
ANALYZE	Two of the items in the pack gave Brian "up and down feelings." Why didn't he necessarily like having these items? Brian felt that having the rifle and the lighters made him feel detached from all of the knowledge and skills that he had learned to help him survive. He had to work hard and become a part of the woods to hunt and have fire, but with these items, he would be an outsider. He wouldn't need the skills that he had obtained.	173
EVALUATE	What do you believe was the most important item in the pack? Justify your stance with evidence and reasoning. Answers will vary.	
CREATE	Author a comic strip of the events that occurred during this chapter. Be sure to include thoughts and dialogue. Answers will vary.	

EPILOGUE ANSWER KEY



BLOOMS	QUESTION	PG
REMEMBER	How long had Brian been alone in the wild? 54 days	178
UNDERSTAND	What would have happened if Brian hadn't gotten rescued that day? Why would his time in the woods become more difficult, even with the new survival items? Brian could have died if he weren't rescued that day. His time in the woods would become more difficult with fall and winter coming. The lake would freeze and the food would become scarce. Even with the new survival items, he would have a very hard time keeping warm, fed and safe.	180
APPLY	Willpower, patience, courage and hope were qualities that Brian was able to strengthen during his time lost in the Canadian wilderness. How could he used these traits throughout his life in order to be successful? Be sure to relate each trait to his use of it in the story. Answers will vary.	
ANALYZE	The book is titled "Hatchet." How does this title help us understand Brian's journey? Answers will vary. EX: Brian was lost in the Canadian wilderness, with not much more than a hatchet. That hatchet brought him food, fire, and shelter. No matter what problem he faced, he was able to overcome it with help from his hatchet. It was something that he could constantly rely on.	
EVALUATE	Some of the changes that occurred in Brian were temporary, but others were permanent. Evaluate Brian's changes and describe him as a character. Brian had become more thoughtful, more present. He gained an ability to truly observe the things around him. He also was always amazed by food. These changes were permanent. The remainder of the answers will vary.	
CREATE	Create a board game based on Brian's journey throughout this book. Be creative!	