

Assessment Rubric



Hatchet

Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Comprehension of Novel	Demonstrates a limited understanding of the novel	Demonstrates some understanding of the novel	Demonstrates a considerable understanding of the novel	Demonstrates a thorough understanding of the novel
Content • Information and details relevant to focus	Elements are incomplete; key details missing	Some elements are complete; details missing	All required elements are complete; key details contain some description	All required elements are complete; enough description for clarity
Style • Effective word choice and originality • Precise language	Little variety in word choice. Language vague and imprecise	Some variety in word choice. Language somewhat vague and imprecise	Good variety in word choice. Language precise and quite descriptive	Writer's voice is apparent throughout. Excellent choice of words. Precise language
Conventions • Spelling, language, capitalization, punctuation	Errors seriously interfere with the writer's purpose	Repeated errors in mechanics and usage	Some errors in convention	Few errors in convention

NEXT STEPS:

WEAKNESSES:

STRENGTHS:



Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

Our literature kit is designed to give the teacher a number of helpful ways of making the study of this novel a more enjoyable and profitable experience for the students. Our guide features a number of useful and flexible components, from which the teacher can choose. It is not expected that all of the activities will be completed.



One advantage to this approach to the study of a novel is that the student can work at his or her own speed, and the teacher can assign activities that match the student's abilities.

Our literature kit divides the novel by chapters and features reading comprehension and vocabulary questions. Themes include survival, adapting to one's environment, family relationships, coming of age, and isolation. *Hatchet* provides a wealth of opportunity for classroom discussion because of its vivid portrayal of the central character, Brian, and his quest for survival that will change him for the rest of his life.

- The **AFTER YOU READ** activities check students' comprehension and extend their learning. Students are asked to give thoughtful consideration of the text through creative and evaluative short-answer questions and journal prompts.

Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills, and analysis of the text. (See page 6 for suggestions on using the *Graphic Organizers*.) The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to the Writing Tasks and Graphic Organizers.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



Teacher Guide

- Information and tools for the teacher



Student Handout

- Reproducible worksheets and activities



Easy Marking™ Answer Key

- Answers for student activities

How Is Our Literature Kit™ Organized?

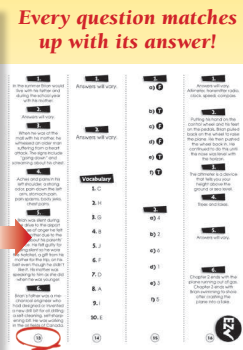
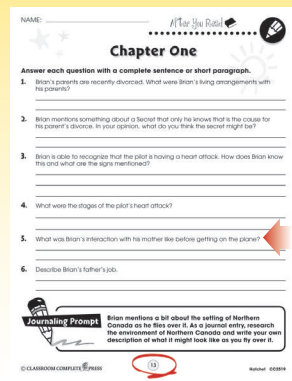
STUDENT HANDOUTS

Chapter Activities (in the form of reproducible worksheets) make up the majority of this resource. For each group of chapters, there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapter(s) are also presented.

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns—just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



Every question matches up with its answer!



1,2,3

Graphic Organizers



The three **Graphic Organizers** included in this **Literature Kit™** are especially suited to a study of **Hatchet**. Below are suggestions for using each organizer in your classroom, or they may also be adapted to suit the individual needs of your students. The organizers can be used on a projection system or interactive whiteboard in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

Literature Analysis

Complete the following chart using details from *Hatchet*.

	Climax	
Conflict		Falling Action
Antagonist		Point of View
Protagonist		Theme
Setting		Conclusion

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LITERATURE ANALYSIS

This activity is a culminating activity resulting from classroom discussion and questioning inherent in the study of such a novel. The teacher may choose to do this analysis with a small group of students who are ready for this activity, or as a whole group with strong direction from the teacher. Students are required to identify such critical concepts as setting, protagonist/antagonist (if it applies), conflict, climax, falling action, point of view, theme, and conclusion. It is meant to serve as an effective wrap-up in a student's novel study. An enrichment activity might include a similar exercise comparing these traits with another novel with which the students are familiar. **Found on Page 53.**

CHARACTER DEVELOPMENT

Brian spends 54 days alone in the Canadian wilderness, and he faces many difficult struggles. For each of these struggles, he learns a valuable lesson. Have the students write down the event and what they conclude Brian learned from this lesson. **Found on Page 54.**

Character Development

Brian survives more than one incident in the book *Hatchet*. In the first column, write the event that Brian experiences. In the second column, write his reactions. In the third column, write what Brian learned from this experience.

EVENT	REACTIONS	LEARNED

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STORY MAP

Hatchet is an incredible novel dealing with themes of survival, isolation, coming of age, and being lost. Almost everything about this novel is unique: the setting (Canadian wilderness); character (Brian); the problem (being lost in the wild with only a hatchet); an intriguing plot, and unforgettable resolution. In the accompanying **Story Map**, students are asked to complete each section with details from the novel. **Found on Page 55.**

Story Map

Complete each section with the appropriate details.

Setting (Time and Place):

Character:

Problem/Challenge:

Plot/Key Events:

Resolution:

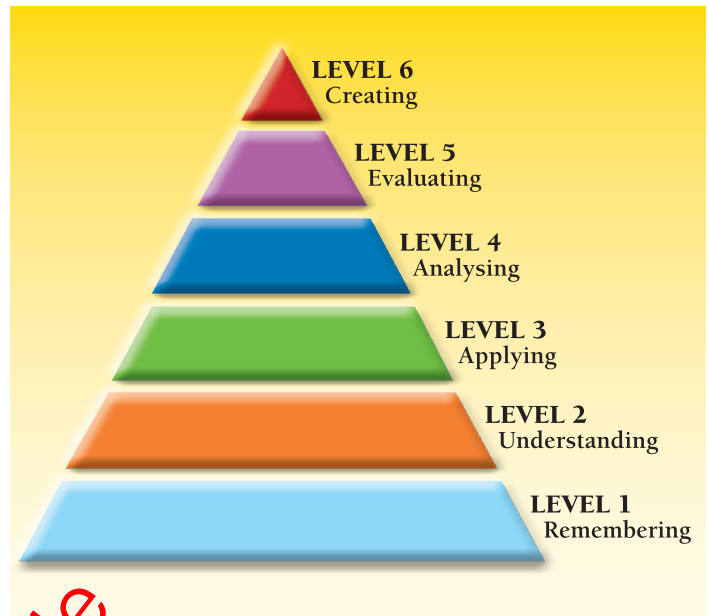
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Bloom's Taxonomy* for Reading Comprehension

The activities in this resource engage and build the full range of thinking skills that are essential for students' reading comprehension. Based on the six levels of thinking in Bloom's Taxonomy, questions are given that challenge students to not only recall what they have read, but to move beyond this to understand the text through higher-order thinking. By using higher-order skills of applying, analyzing, evaluating and creating, students become active readers, drawing more meaning from the text, and applying and extending their learning in more sophisticated ways.

This **Literature Kit™**, therefore, is an effective tool for any Language Arts program. Whether it is used in whole or in part, or adapted to meet individual student needs, this resource provides teachers with the important questions to ask, inspiring students' interest and creativity, and promoting meaningful learning.



BLOOM'S TAXONOMY: 6 LEVELS OF THINKING

**Bloom's Taxonomy is a widely used tool by educators for classifying learning objectives, and is based on the work of Benjamin Bloom.*

Teaching Strategies

WHOLE CLASS, SMALL GROUP AND INDEPENDENT STUDY

This study guide contains the following activities:

Before Reading Activities: themes are introduced and thought-provoking questions put forward for the students to consider.

Vocabulary Activities: new and unfamiliar words are introduced and reviewed.

After Reading Questions: the first part of this section includes short answer questions dealing with the content of the text. The second part features questions that are more open-ended and feature concepts from the higher order of Bloom's Taxonomy.

Writing Tasks: creative writing assignments based on Bloom's Taxonomy that relate to the plot of the particular chapters.

A comprehension quiz is also included comprised of multiple-choice, true/false and short-answer questions.

Graphic Organizers: three full-page reproducible sheets have been included and can be used for teaching purposes throughout the text.

Bonus Sheets are also available online.

The study guide can be used in a variety of ways in the classroom depending on the needs of the students and teacher. The teacher may choose to use an independent reading approach with students capable of working independently. It also works well with small groups, with most of the lessons being quite easy to follow. Finally, in other situations, teachers will choose to use it with their entire class.

Teachers may wish to have their students keep a daily reading log so that they might record their daily progress and reflections.

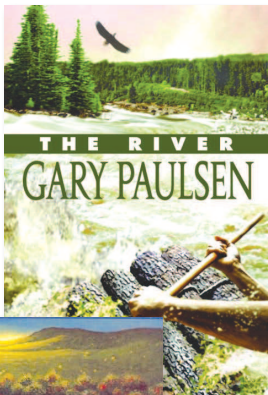


Summary of the Story

While on his way to visit his father in Northern Canada, thirteen-year-old Brian Robeson finds himself lost in the Canadian wilderness after the single engine plane crashes in a lake. Now, Brian is alone with only his clothing, a torn windbreaker, and the hatchet his mother gave him as a present. Brian must adapt to his environment in order to survive the

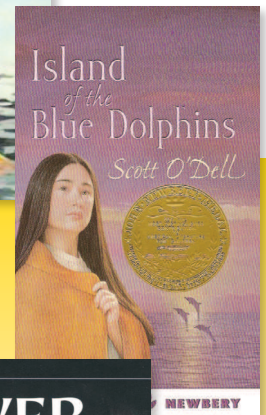
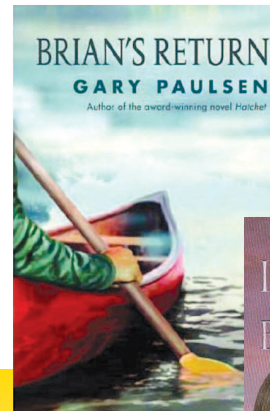
mosquitoes, beavers, bears, wolves, moose, and even a tornado. While waiting for rescue, Brian must learn to fish, hunt, make a shelter, and above all, create fire. In his struggle for survival, Brian must overcome anger, self-pity, despair, loneliness, and a secret he has kept since his parents' divorce in order to survive.

Suggestions for Further Reading



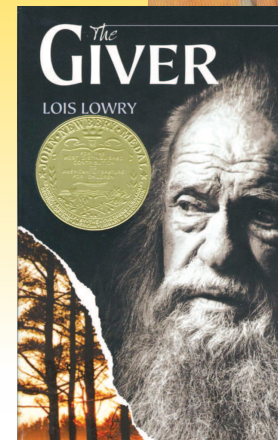
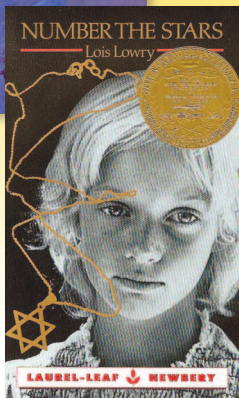
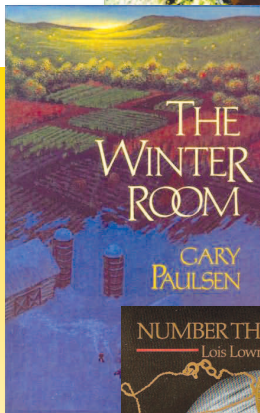
OTHER BOOKS BY GARY PAULSEN

- Dogsong* © 1985
- The Winter Room* © 1989
- Woodsong* © 1990
- The River* © 1991
- Irish Winter* © 1996
- Brian's Return* © 1999
- Brian's Hunt* © 2003



OTHER RECOMMENDED RESOURCES

- Scott O'Dell, *Island of the Blue Dolphins* © 1960
- Jean Craighead George, *Julie of the Wolves* © 1972
- Barbara Smucker, *Underground to Canada* © 1977
- Sid Fleischman, *The Whipping Boy* © 1987
- Lois Lowry, *Number the Stars* © 1989
- Lois Lowry, *The Giver* © 1993
- Louise Moeri, *Save Queen of Sheba* © 1994





List of Vocabulary

CHAPTER 1

• bushplane • instruments • altitude • currents • drone • divorce • rudder • banked • slewed • gratitude • lurched
 • lashed • odor • hatchet • handgrip • stout • riveted • hokey • rethreaded • grimacing • thrumming • coma

CHAPTERS 2 TO 3

• turbulence • procedures • lurched • horizon • trembling • cowering • altimeter • depress • transmission • hesitation
 • propeller • hurtling • throttle • rebelled • wallow • wrenching • raked • batch • spiraling

CHAPTER 4

• hammered • grunting • hoarse • keening • scrunched • remnants • swarming • horde • desperation • agony • abating
 • collapse • hummocks • wincing • mound • splops • blurks

CHAPTER 5

• blister • raged • murky • teetered • trickle • stooped • stagger • frantic • amphibious • roared • asset • cawing
 • slewed • gradually • sloshing

CHAPTERS 6 TO 7

• diminish • glacier • pulverized • overhang • blisters • chattered • sighing • tart • driftwood • disgust • interlaced
 • twinge • welted • matted • receded • ripe • crude • rotted • clusters • gorge • hind • wuffling • rustled • trotted
 • drenched • rivulets • seepage

CHAPTERS 8 TO 10

• musty • graves • hammered • slithering • skittered • straining • scraping • rasping • quill • segment • gestures
 • stiffened • scotched • ignite • tinder • kindling • sputtered • haunches • exasperation • tendrils • plucked • painstaking
 • smoldered • dweller • squatted • crackle • smeared • eddied • swirled • dusk • stirred • intervals • regulate • sloshing
 • squatted • dormant • quickened • heaped • convulse • roaringly

CHAPTERS 11 TO 13

• reburying • inwardly • snaggly • gnarled • trotted • waded • flailing • tapered • crude • hefted • thrusting • telegraphed
 • overripe • persistent • whine • bluff • swiveling • waggle • abrupt • flock • gutted • clouddown • extent • shafts
 • hummock • precise • splinters • infuriating • refracts • wiggling • swell • exulted • smeared

CHAPTERS 14 TO 15

• rectify • vital • smoldering • fragment • confines • devastating • sulfurous • corrosive • seared • slashing • impaired
 • thrashing • mesh • bearings • darted • enclosure • chattered • exasperated • deafening • streamlined • banded • ignited

CHAPTERS 16 TO 17

• tattered • slivers • stump • stickler • flurry • detach • muck • sputtered • hunched • pegs • downpour • bellowed
 • unduly • incessant • savagely • ruefully • stymied • pronounced • eddy • rivets • fuselage • shuddered • murky

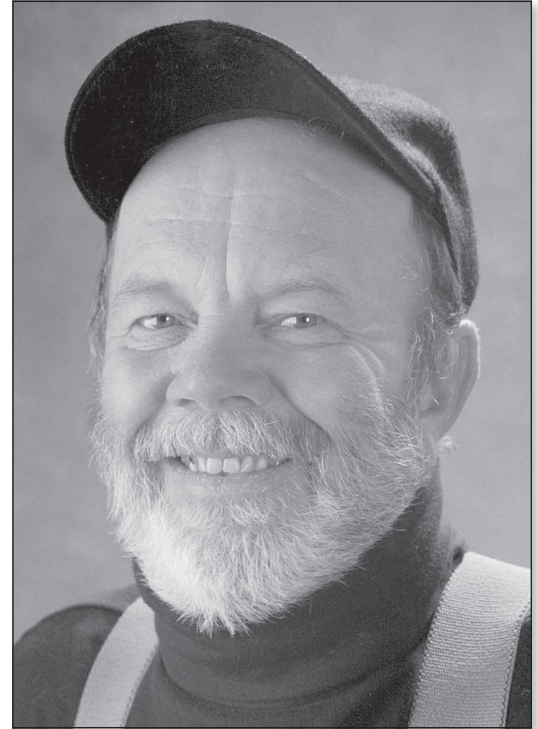
CHAPTERS 18 TO EPILOGUE

• stabilizer • hack • frenzied • snarl • anchored • wheezed • substantial • eeled • wobbled • instinctive • heaving
 • surging • butane • sheath • antiseptic • encased • grime • frizzed • unwittingly • consumed • wiry • immensely
 • furor • plentiful • scarce



Gary Paulsen

Born 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 dog. 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.