

Survival

(according to Brian Robeson)

A Language Arts Unit

Problem Solving, Novel Elements, Reading Skills

Summary: An exciting story, told through the eyes of a 13 year old boy struggling to survive the internal conflicts caused by his parents' divorce and the physical conflicts that occur when he is stranded in the Canadian Wilderness.

Even though the novel is fiction, it is written realistically. The events could very possibly happen. Would you be prepared? Could you survive? One can learn a lot from a single person, no matter the age.

Important Objectives

Discuss these in class before you begin reading the novel. Write your answers below for later reference.

1. What are the elements of a novel?
2. What are the differences and similarities between novels and short stories?
3. What is conflict? Why is it necessary to have conflict in a story?
4. What do you expect from this story? Do you think you will learn things? What do you expect to learn?

Problem Solving

Directions: Answer the chart questions using information and details from each chapter of *Hatchet*.

QUESTION	ANSWERS WITH DETAILS
1. What problems is Brian dealing with?	
Who or what is involved?	
3. What has caused these situations?	
4. If the problem is solved, how is it solved? What survival methods are used?	
5. What are the outcomes, results, and effects of the conflict situations?	
6. What is complicating the conflict situation?	
7. Is skill or luck involved? Explain.	
8. If the problem has not been solved, how would you solve it?	

- **Continue completing the chart for each chapter. The same questions apply for each chapter.**
- **Keep track of the information for each chapter. It will be graded.**

VOCABULARY

Directions: The following vocabulary words are in sequence according to the order of the chapters. When you come upon a word in this list, use context clues to help you determine the meaning. Write the meaning (in your own words). Once you have completed each chapter, use a dictionary to check the meanings. See how close you came.

Remember, context clues might not give you the exact meaning, but getting close and understanding the general meaning are what contexts clues are designed for.

Chapters 1 and 2:

1. slewed:
2. tundra:
3. audible:
4. turbulence:

Chapters 4 and 5:

1. keening:
2. hordes:
3. wincing:
4. amphibious:

Chapter 6:

1. lean-to:

Chapter 7:

1. rivulets:
2. seepage:

Chapters 9 and 10:

1. imbedded:
2. tinder:
3. kindling:
4. exasperation:
5. tendrils:
6. eddied:
7. dormant:

Chapter 11:

1. bluff:

Chapter 14:

1. impaired:
2. rectify:
3. carp:

Chapter 17:

1. incessant:
2. ruefully:
3. stymied:
4. fuselage:
5. murky:

Chapter 19:

1. butane:

CHAPTERS 1-6

ANSWER TRUE OR FALSE TO THE QUESTIONS REGARDING NOVEL ELEMENTS.

1. _____ The main characters are Brian, his mother and father (in flashbacks), and the pilot.
2. _____ The setting is the Alaskan wilderness.
3. _____ The general plot of the novel is about a boy stranded in the wilderness trying to survive.
4. _____ The theme of the novel is "survival".
5. _____ The major conflicts Brian has survived so far are rainstorms, a bear, and yellow jackets.
6. _____ The resolution to the conflict of Brian having to fly the plane occurs when he crashes into the water and survives the crash.
7. _____ The point of view of the novel is first person (as told by Brian).
8. _____ The only conflicts Brian has suffered have been with external forces.
9. _____ The setting of the story changed after Chapter One.
10. _____ Brian's "character" has remained the same since Chapter One.

SELECT THE BEST ANSWER FOR THE FOLLOWING:

11. Brian has to fly the plane because the pilot suffered a
 - a. stroke
 - b. heart attack
 - c. seizure
12. Brian is battling with an internal conflict related to
 - a. cheating on a test
 - b. "The Secret"
 - c. betraying a friend
13. Brian's first major conflict with animals deals with
 - a. a bear
 - b. a bee
 - c. mosquitoes

CHAPTERS 1-6, continued

14. Brian mostly suffers from
 - a. broken ribs
 - b. bumps, bruises, soreness
 - c. sprained arms and legs

15. When Brian finely wakes, he deals with
 - a. hunger and extreme thirst
 - b. a moose
 - c. loneliness

16. What makes Brian so sick first?
 - a. the mosquitoes
 - b. too much water, too quickly
 - c. the sunburn

17. The animal that Brian first encounters on land is
 - a. a beaver
 - b. a bear
 - c. a lion

18. Brian first fantasizes about
 - a. spaghetti
 - b. a hot dog
 - c. a cheeseburger

19. Brian builds his lean-to
 - a. under a ledge
 - b. under a tree
 - c. out in the open

20. Brian named the berries he ate
 - a. the bad seeds
 - b. the funky fruit
 - c. gut cherries

Chapters 7-13

Vocabulary

Fill in the blanks with the correct vocabulary word. Pay close attention to the context around the blank space. This will help you and give you clues about the word.

Once, my family and I were on a trip, and we bogged down in the middle of nowhere. The only thing nearby was a sort of famous _____(1) that overlooked a small stream. We tried and tried, but we could not get the truck out of the mud, and we were soon filled with _____(2). Instead of being _____(3) and just sitting around any longer, we decided to build a fire...it was getting dark, and we were cold. My friend and I went to get some _____(4) or _____(5) to help start a fire. On the way we crossed little streams of water called _____(6). The rain showers had formed them the night before. We found thin strips of wood, or _____(7), on the trees nearby. When we returned, we started the fire. The smoke _____(8) into the sky. Luckily someone saw the smoke and came to check it out. Even though the truck was really _____(9) in the mud, we were able to pull the truck out. Other than being a little scared and tired, the only other damage was the _____(10) of mud that leaked into the truck.

WORD BANK (some -but not all- of these words, belong in the story above)

audible	kindling
bluff	murky
carp	rivulets
dormant	ruefully
edded	seepage
exasperation	stymied
fuselage	tendrils
imbedded	tinder
incessant	turbulence

Chapters 7-13 Quiz

Mark the following statements as "T" (true) or "F" (false).

1. _____ In these chapters, the setting has remained the Canadian Wilderness.
2. _____ Brian's mental character keeps changing from weak to strong and vice versa.
3. _____ Brian's physical character is the same as when he was in the city.
4. _____ Brian continues to pick the gut cherries to eat.
5. _____ The intruder in the cave was a porcupine.
6. _____ Brian makes fire with the help of tendrils from a birch tree.
7. _____ The bear creates a major conflict for Brian.
8. _____ Brian finds a nest of bird eggs and eats them.
9. _____ Brian kills the fish on his first try.
10. _____ At the end of Chapter 13, Brian has been stranded for two weeks.

Many animals have been introduced in the novel. Some have caused conflicts; some have only been observed or non-confrontational. Put "a" if there has been a conflict between Brian and the animal. Put "b" if there was not a conflict. Write if the encounter resulted in a positive or negative outcome, and briefly describe the outcome.

11. _____ Bear
12. _____ Wolf
13. _____ Porcupine
14. _____ Fish
15. _____ Fool bird
16. _____ Turtle
17. _____ Mosquitoes
18. _____ Kingfisher

Some of the outcomes of the conflicts that Brian faced have been largely due to luck (good and bad), while some have been a result of his prior knowledge and skills. Put "a" if the result is from luck, and put "b" if the result came from knowledge and skill.

19. _____ finding raspberries
20. _____ the bear not attacking
21. _____ sorting ripe berries from unripe
22. _____ making fire
23. _____ the porcupine attack
24. _____ finding birch trees so close
25. _____ making fish spear and arrows
26. _____ finding turtle eggs
27. _____ using fire smoke to make a signal
28. _____ dream of father and Terry giving clues
29. _____ using shoelaces to make bow for arrows
30. _____ getting fishing clues from a kingfisher

It's All in the Suffix

One can usually determine what part of speech a word is by looking at its suffix. The part of speech and meaning of a root word can change simply by adding or changing its suffix.

Directions: Label the following suffixes with the appropriate part of speech (noun, verb, adjective, adverb). Some suffixes can mean two parts of speech. You must think of the meaning of how the suffix is used in context in this case.

*Remember: You sometimes have to drop or change letters before adding suffixes.

1. able	<i>adjective, as in reliable</i>
2. ly	<i>adjective, as in lonely; adverb, as in strangely</i>
3. ible	
4. ness	
5. ous	
6. ive	
7. ior	
8. ment	
9. ant	
10. ful	
11. ous	
12. less	
13. ed	
14. ing	
15. en	
16. er	
17. ty	
18. al	
19. ism	
20. tion	
21. ied	
22. ic	

Directions: Change the following root words to the appropriate part of speech by adding a suffix. Check the word in the dictionary. You may not be able to change each word to every part of speech given.

Root Word	Noun	Verb	Adjective	Adverb
survive				
win				
will				
complete				
triumph				
wild				
open				
rummage				
comfort				
care				

**One Against the Other
Conflict**

1. What is conflict?

2. What are the basic types of conflict? Which are internal and which are external?

In *Hatchet*, Brian deals with internal and external conflicts. Some conflicts had more than one resolution. Label the type of conflict and how the conflict was resolved. Make sure to put all resolutions to each conflict.

Incident/Conflict	Type of Conflict	Resolution
1. Hunger		
2. Thirst		
3. Insects		
4. Fire		
5. Shelter		
6. Need to catch fish		
7. Divorce		

Problem Solving

- Conflicts can cause a chain reaction. One conflict can lead to several. The severity of the conflicts may depend on how the individual handles each conflict. A good approach to a conflict can lead to a good result.
- It usually takes skill to resolve a conflict... and sometimes, luck or happenstance plays a big role in the solution.
- Directions: Complete the chart for the following ordeals and conflicts.

Conflict/Ordeal/ Incident that Brian faces: This can be a person, place, or thing.	What injuries (if any) are sustained?	What problems arise from encounter? Does the encounter have any good results?	How does Brian handle the situation?	Is it skill or luck that resolves the problem?
The plane runs out of gas				
Retrieving “stuff” from the airplane				
The bow and arrow will not work (keep breaking)				
Capturing “fool birds”				
Tornado				
Getting attacked by a porcupine				
Stealing turtle eggs				
Finding berries				

Cause and Effect (Positive or Negative)

Brian came into contact with many animals; some of them led him to discover many means of survival.

Directions: Put the appropriate information for each category.

Animal that came in contact with Brian:	What happened as a result of the contact? Did it have a positive or negative effect?

The Ups and Downs

During Brian Robeson's time in the Canadian wilderness, he experienced some high optimistic times, and he experienced some low, disappointing, and dreadful times. All the experiences, good or bad, were learning and growing lessons. Brian grew intellectually every time he faced a challenge. He became a better person because of all the experiences.

In the space below, draw a line graph. Put some of Brian's experiences on the graph in the order they occurred. Plot the experiences on the graph in terms of "high points" and "low points".

What Did It Take?

Directions: Complete the chart with the appropriate information from the novel.

Item or animal used to survive	How was item or animal acquired?	Thoughts and feelings Brian had about item or animal	What was the final outcome of each encounter?

Survival Advice from Brian Robeson

Brian survived a lot of incidents. Sometimes it was skill and knowledge that got him out of trouble; sometimes it was luck.

Directions: Write in the chart every method that Brian used to survive each situation, and then list other ways to solve a similar situation that Brian did not use.

INCIDENT:	HOW BRIAN SURVIVED:	OTHER SURVIVAL METHODS FOR SIMILAR SITUATION:
1. stranded in the wilderness without food or water		
2. need warmth and a way to cook		
3. need shelter		
4. need to hunt and kill animals		
5. insects		
6. moose attacks		
7. need to contact others		
8. contact with bears and wolves:		
9. loneliness		

Setting: Where and When

The main events in a novel can change from chapter to chapter, and so can the setting. The main setting in *Hatchet* is the Canadian Wilderness. Many of the significant events, however, are Brian's memories, and concern different areas and different times.

Directions: List ten of the significant events from the novel. These can be "real time" events or memories. Tell the general setting (time and place) of the event (first week, first month, before the crash, after the crash) for each.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Character Development: Before and After

A character may change through a novel. Brian definitely changed after spending a month and a half stranded. Most people would say he emotionally matured, and also physically changed.

Directions: Put whether each characteristic was "Old Brian" or "New Brian".

1. chubby _____
2. aware and alert _____
3. lean and muscular _____
4. accepting _____
5. city boy _____
6. survivor _____
7. sensitive _____
8. selfish _____
9. strong _____
10. frightened _____
11. skillful _____
12. hungry _____
13. famous _____
14. happy _____

Friendly Business

Friendly letters are written to persons or individuals with casual messages. The sender and recipient have a personal relationship.

What are the elements of a friendly letter?

Date

Salutation followed by a comma

Body

Closing (personal) followed by a comma

Signature

Using the friendly letter format, write a letter from Brian to his family or best friend. Imagine that you (Brian) are still stranded, and are going to put your friendly letter on the foot of a bird in the hopes that the letter will reach its destination. Tell of your experience and briefly describe your location. Include any details or feelings you might have.

Business letters are written to individuals or companies. They can be a letter of request, a letter of complaint, a letter of regret, a cover letter, formal thank you, and a letter of application. The correspondence is formal and must include all of the elements of a business letter.

What are the elements of a business letter?

Heading/Return Address

Date

Salutation followed by a colon

Body (Professional language/formal language)

Closing (formal) followed by a comma

Signature

Typed name

Using the business letter format, compose a letter from Brian to the media (you can select which media), saying that you regret that you will be unable to continue to be interviewed due to emotional stress caused by your memories.

ANSWER KEY

Page 1: Important Objectives

1. What are the elements of a novel? **The elements of a novel are: character, conflict, setting, plot, resolution, tone/mood, point of view, theme, and style. They are the same as story elements.**
2. What are the differences and similarities between novels and short stories? **The difference between novels and short stories is that novel elements change throughout the story. Short stories usually can be read in one sitting. A novel is generally 100 pages or more. Short stories usually evolve around one main character and one conflict.**
3. What is a conflict? Why is it necessary to have conflict in a story? **CONFLICT occurs whenever two things are in opposition. Conflict can be internal or external, and is generally divided into these categories: PERSON vs. PERSON- this is external; PERSON vs. NATURE- external; PERSON vs. SELF- internal. PERSON vs. MACHINE- external, PERSON vs. SOCIETY- external. Conflict is necessary because it makes the story interesting and helps show the development of the character(s).**

Page 3 & 4: Chapters 1-6

1. **T**
2. **F**
3. **T**
4. **T**
5. **F**
6. **T**
7. **F**
8. **F**
9. **T**
10. **F**

11. **B**
12. **B**
13. **C**
14. **B**
15. **A**
16. **B**
17. **A**
18. **C**
19. **A**
20. **C**

ANSWER KEY**Page 5: Using Vocabulary in a Story**

1. **bluff**
2. **exasperation**
3. **dormant**
4. **kindling**
5. **tinder**
6. **rivulets**
7. **tendrils**
8. **eddied**
9. **imbedded**
10. **seepage**

Page 6: Quiz Chapter 7-13

1. **T**
2. **T**
3. **F**
4. **F**
5. **T**
6. **T**
7. **F**
8. **F**
9. **F**
10. **F**
11. **Bear** **“b”** **positive (finding fruit)**
12. **Wolf** **“b”** **positive (survival skills-internal)**
13. **Porcupine** **“a”** **negative (pain) and positive (made fire)**
14. **Fish** **“a”** **positive (built spear)**
15. **Fool bird** **“a”** **positive (had food)**
16. **Turtle** **“b”** **positive (eggs were stored)**
17. **Mosquitoes** **“a”** **negative (pain and suffering)**
18. **Kingfisher** **“b”** **positive (idea of eating fish)**
19. **finding raspberries (a)**
20. **the bear not attacking (a)**
21. **sorting ripe berries from unripe (b)**
22. **making fire (a and b)**
23. **the porcupine attack (a. bad luck)**
24. **finding birch trees so close (a)**
25. **making fish spear and arrows (b)**
26. **finding turtle eggs (a)**
27. **using fire smoke to make a signal (b)**
28. **dream of father and Terry giving clues (a)**
29. **using shoelaces to make bow for arrows (b)**
30. **getting fishing clues from a kingfisher (b)**

ANSWER KEY

Page 7: It's All in the Suffix

1. able	adjective
2. ly	adjective adverb
3. ible	adjective
4. ness	noun
5. ous	adjective
6. ive	adjective
7. ior	noun
8. ment	noun
9. ant	adjective
10. ful	adjective
11. ous	adjective
12. less	adjective
13. ed	verb
14. ing	noun
15. en	verb adjective
16. er	adjective adverb
17. ty	noun
18. al	adjective
19. ism	noun
20. tion	noun
21. ied	verb
22. ic	adjective

Page 8: One Against the Other

1. **CONFLICT** occurs whenever two things are in opposition.
2. **PERSON vs. PERSON-** this is external; **PERSON vs. NATURE-** external; **PERSON vs. SELF-** internal. **PERSON vs. MACHINE-** external, **PERSON vs. SOCIETY-** external.

Answers in table may vary; accept all reasonable answers.

Page 14: Before and After

1. **old**
2. **new**
3. **new**
4. **new**
5. **old**
6. **new**
7. **new**
8. **old**
9. **new**
10. **old**
11. **new**
12. **old**
13. **new**
14. **new**

Business Letter Rubric

	4 points	3 points	2 points	1point
Format	<i>Contains all of the parts/components of a business letter</i>	<i>Contains most of the parts/components of a business letter</i>	<i>Contains few of the parts of a business letter</i>	<i>Contains little or none of the parts of a business letter- no set letter format used</i>
Content and Development	<i>Contains clear, descriptive, and relevant details Follows a plan/easy to understand/flows smoothly/ transition words used Excellent use of sequencing events Contains strong points/facts</i>	<i>Contains some details about subject Attempts to follow a plan Semi-smooth transition Good use of sequencing Contains some strong points/facts</i>	<i>Few details about subject Plan is attempted, but does not follow through Choppy transition-little sequencing of events Contains few strong points/facts</i>	<i>Irrelevant details- do not pertain to subject Very choppy-hard to follow No attempts of sequencing/events are randomly stated No valid points/facts pertaining to subject</i>
Voice and Structure	<i>Appropriate vocabulary- uses sentence variety Written for appropriate audience Professional/persuasive language is used</i>	<i>Most vocabulary is appropriate/ some formal, some informal Attempts to use a variety of sentences Attempts to write for appropriate audience</i>	<i>Some vocabulary is appropriate for audience/some is too informal Very little sentence variety</i>	<i>Vocabulary is inappropriate for audience(too simplistic) No sentence variety/all the same structure Very informal/slang</i>
Conventions	<i>Few or no mistakes in spelling, grammar/usage, or punctuation/capitalization</i>	<i>Few or several mistakes in spelling, grammar, punctuation Does not take away from understanding of content</i>	<i>Contains significant mistakes in conventions that create confusion for the reader</i>	<i>Mistakes are too extensive for content to be clearly understood</i>

Friendly Letter Rubric

	4 points	3 points	2 points	1point
Format	<i>Contains all of the parts/components of a friendly letter</i>	<i>Contains most of the parts/components of a friendly letter</i>	<i>Contains few of the parts of a friendly letter</i>	<i>Contains little or none of the parts of a friendly letter- no set letter format used</i>
Content and Development	<i>Contains clear, descriptive ,and relevant details Follows a plan/easy to understand/flows smoothly/ transition words used Excellent use of sequencing events</i>	<i>Contains some details about subject Attempts to follow a plan Semi-smooth transition Good use of sequencing</i>	<i>Few details about subject Plan is attempted, but does not follow through Choppy transition- little sequencing of events</i>	<i>Irrelevant details- do not pertain to subject Very choppy-hard to follow No attempts of sequencing/events are randomly stated</i>
Voice and Structure	<i>Appropriate vocabulary- uses sentence variety Written for appropriate audience</i>	<i>Most vocabulary is appropriate Attempts to use a variety of sentences Attempts to write for appropriate audience</i>	<i>Some vocabulary is appropriate for audience Very little sentence variety</i>	<i>Vocabulary is inappropriate for audience(too simplistic) No sentence variety/all the same structure</i>
Conventions	<i>Few or no mistakes in spelling, grammar/usage, or punctuation/capitalization</i>	<i>Few or several mistakes in spelling, grammar, punctuation Does not take away from understanding of content</i>	<i>Contains significant mistakes in conventions that create confusion for the reader</i>	<i>Mistakes are too extensive for content to be clearly understood</i>