

**Hatchet** by Gary Paulsen**VOCABULARY TRACKER**

Use the chart below to record unfamiliar terms that you encounter while reading. Choose words that you are likely to use in future reading, writing, and class discussions in this and other classes. Page references will vary depending on the edition of the book you are reading.

<b>Word</b>	<b>Page</b>	<b>Definition from Context</b>	<b>Dictionary Definition</b>	<b>My New Sentence</b>
wilderness	1	<i>A very large area that does not show signs of human activity</i>	<i>A geographical region that has not been inhabited or developed by humans</i>	<i>The harsh climate and poor soil kept people from settling in and farming that wilderness.</i>

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**READ AND RESPOND 1**

Chapters 1 – 4

Remember to annotate as you read. Your teacher may ask you to use sticky notes, highlight ideas, or mark and write comments on the pages. Annotating will help you find evidence to support ideas in discussions. After reading, complete the following activities.

**CHECK YOUR UNDERSTANDING**

Answer these questions independently.

1. Why does the plane that is carrying Brian crash?

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2. What physical problems does Brian experience on his first day after the crash?

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3. What thoughts about his parents continue to bother Brian?

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**PICK A PASSAGE**



Review the pages you have just read and choose a sentence or short passage that you find important or thought-provoking, or one that you have a question about. Discuss it with a partner or group.

**TALK ABOUT THE BOOK**

Discuss the following in pairs or small groups. Use evidence from the text to support your answers.

1. What is Brian like at the beginning of the story? Describe your first impressions of him.
2. In the plane, Brian recalls the trip to the airport with his mother. Why is this **flashback** important?
3. The day after the crash, Brian thinks about luck. Would you call Brian “lucky”? Why or why not?

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## READ AND RESPOND 2

Chapters 5 – 9

Remember to annotate as you read. Your teacher may ask you to use sticky notes, highlight ideas, or mark and write comments on the pages. Annotating will help you find evidence to support ideas in discussions. After reading, complete the following activities.

### CHECK YOUR UNDERSTANDING

Answer these questions independently.

1. What advice does Brian remember from Mr. Perpich, his former English teacher?

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2. How does Brian begin to meet his needs for food, shelter, and warmth?

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3. What event causes Brian to learn that feeling sorry for yourself doesn't work?

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### PICK A PASSAGE

Review the pages you have just read and choose a sentence or short passage that you find important or thought-provoking, or one that you have a question about. Discuss it with a partner or group.



### TALK ABOUT THE BOOK

Discuss the following in pairs or small groups. Use evidence from the text to support your answers.

1. How has Brian's perspective on his situation started to change? What factors are causing this change?
2. How do Brian's attempts to get a fire going help to **characterize** him?
3. Brian experiences internal and external **conflicts** in these chapters. Which conflict do you think affects Brian the most, and why?

**Hatchet** by Gary Paulsen**READ AND RESPOND 3**

## Chapters 10–15

Remember to annotate as you read. Your teacher may ask you to use sticky notes, highlight ideas, or mark and write comments on the pages. Annotating will help you find evidence to support ideas in discussions. After reading, complete the following activities.

**CHECK YOUR UNDERSTANDING**

Answer these questions independently.

1. Why is finding the turtle eggs both a good thing and a bad thing for Brian?

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2. On the morning after he cuts himself with his hatchet, what does Brian realize about himself?

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3. What happens on the day of First Meat?

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**PICK A PASSAGE**

Review the pages you have just read and choose a sentence or short passage that you find important or thought-provoking, or one that you have a question about. Discuss it with a partner or group.

**TALK ABOUT THE BOOK**

Discuss the following in pairs or small groups. Use evidence from the text to support your answers.

1. Brian's thinking about the **setting** in which he has been living has changed. How would you describe that change?
2. Brian has made many mistakes since the plane crash. Is making mistakes an effective way to learn? Why?
3. So far, Brian has faced many disappointments and has become better able to take care of himself. Why, then, does the episode of the passing plane and the missed signal leave Brian wanting to die?



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## READ AND RESPOND 4

Chapters 16 –19 and Epilogue

Remember to annotate as you read. Your teacher may ask you to use sticky notes, highlight ideas, or mark and write comments on the pages. Annotating will help you find evidence to support ideas in discussions. After reading, complete the following activities.

### CHECK YOUR UNDERSTANDING

Answer these questions independently.

1. What two events, in the same 24-hour period, hurt Brian and destroy his campsite?

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2. Why does Brian go back to the wreckage of the plane?

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3. How is Brian finally rescued?

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### PICK A PASSAGE

Review the pages you have just read and choose a sentence or short passage that you find important or thought-provoking, or one that you have a question about. Discuss it with a partner or group.



### TALK ABOUT THE BOOK

Discuss the following in pairs or small groups. Use evidence from the text to support your answers.

1. How does Brian's reaction to the destruction of his campsite show that he really is thinking like the "new Brian"?
2. The narrator says that the survival pack "was like all the holidays in the world, all the birthdays there were." Why do you think the narrator chose this **figurative language**?
3. In the Epilogue, the narrator mentions several things that happened to Brian after his rescue. Which of those things do you think meant the most to Brian?