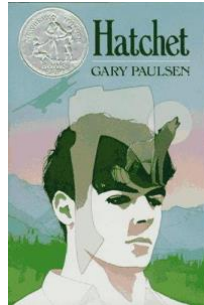


Hatchet

Lesson Plan



ISBN-10 1416936475

ISBN-13 978-1416936473

Author Paulsen, Gary

Publisher Simon & Schuster Books for Young Readers

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Genre Young Adult Fiction

Synopsis After a plane crash, thirteen-year-old Brian survives 54 days in the wilderness, initially with only the aid of a hatchet given to him by his mother. Brian also learns to survive his parents' divorce.

Themes Survival, Resilience

Protagonist Teen Male

Note Over the years, these books have been published in multiple editions. The page numbers in your book may be different than the ones on the lesson plan.

More Information www.scu.edu/character



Character Based Literacy Program Lesson Plan

Hatchet, Introduction



The Heroic Journey

This 4 week unit on *Hatchet* by Gary Paulsen will examine the text through a close reading in the light of a common theme in mythology: the hero's journey. We will apply this theme to our reading of Brian Robeson's life, as well as our own and the lives of others and others we know of. We will start by introducing the notion of the hero's journey as Joseph Campbell developed it, and Christopher Vogler has applied it to film. A chart is provided to explain the stages of the heroic journey using the scenes of two movies most students are familiar with as examples. We then study the novel introducing some background on mythology at the beginning of each lesson, background that is directly relevant to the days reading. Finally, each day's writing prompt is part of developing a series of autobiographical and biographical sketches of heroic journeys in people's lives.

Bibliography

Bibliography for the Unit on the Heroic Journey: *Hatchet*

Mythology and the Heroic Journey

Campbell, Joseph and Moyers, Bill. *The Power of Myth*. New York: First Anchor Books, 1988.

Campbell, Joseph. *The Hero With A Thousand Faces*. Princeton: Princeton University Press, 1973.

Vogler, Christopher *The Writer's Journey: Mythic Structure for Writers*. Studio City: Michael Wiese Productions, 1998.

Voytilla, Stuart. *Myth and the Movies*. Studio City: Michael Wiese Productions, 1999.

Background for Reading

Explain the Heroic Journey to students using examples from these well know stories/films. For an extended, multi-day lesson, you can use clips from the films. A single page handout follows.

The journey begins in the Ordinary World where you are bored, feeling stuck, finding your life is going nowhere, or at least not where you want it to go...	The Wizard of Oz	Star Wars IV: A New Hope
	Dorothy is in Kansas on the farm and Toto is threatened – and no one will listen	Luke Skywalker is bored on this planetary farm with his aunt and uncle
But then, in this ordinary world, unexpectedly, you receive a Call to Adventure. Often from a herald, sometimes as an invitation or a plea for help, often a disruption...	Toto is threatened, Dorothy begins to run and then-the TORNADO	R2D2 brings an urgent message from Princess Leia
But our hero, bored and stuck is Reluctant to answer this call and even Refuses the Call it is too different, too many obligations, not now...	Dorothy hides –she's not in Kansas anymore	Luke has obligations at home and must stay; this changes when the farm is blown up
This will change and the call will be answered and training will be required and for this a Mentor will enter and provide the crucial training and expertise and wisdom, and some tool or symbolic object necessary for the journey...	The Good Witch Glinda encourages Dorothy – the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
You can't stay in school and enjoy the wisdom of the mentor forever, somewhere the journey must begin and you must enter the special world where this heroic journey will take place, and so you cross the Threshold and begin the journey...	Dorothy sets out on the Yellow Brick Road	Luke leaves home with his light saber
Your journey is not solitary – you need companions on the way. Now the test comes and you find who will be with you, who will not. Who will be your friends and who will be in your way. This is the time of Tests,	Dorothy gathers her companions – the Scarecrow, the Lion, the Tin Man	The cantina scene: Luke meets Han Solo

Allies, Enemies...		
As you set off with your companions you now approach that which is your deepest fear and longing and desire and dread, and Approach the Inmost Cave. You must approach – get ever closer - to what causes you the most anxiety and pain.	Meets and has to approach the Wizard of Oz	The Death Star pulls them in
And as you approach you reach the central crisis – you find yourself in the horrible mess you most feared – the Ordeal has come and you must summon everything heroic in yourself to get through it – then moment has come...	Approaching and experiencing the Wicked Witch's Castle	The trash master scene
You have survived and won, you claim your victory and leave with your Reward, which you can celebrate...	Dorothy has the witch's broom to give to the wizard	But they do survive and launch an attack
But the story isn't over yet because you have to either stay in this special world or return to the ordinary world – which hero's almost always do – and the real proving is on The Road Back...	Deceived by the Wizard she learns he is a fake and she will still have to solve her own problem	Darth Vader pursues Luke
What has our hero learned? Has he or she really changed? In this journey their old self really dies and is reborn as the new hero and this is where we really see it – is there a real Transformation when everything depends on it	Glinda enters and tells Dorothy that she has always had the power	Han Solo assists, Luke, even though he is a mercenary who previous pattern has always been cut and run; Luke trusts the force, even though he has never trusted anything except himself before - makes his shot and destroys the Death Star
The heroic journey ends with what you learned out of all of this –did you get the outcome Return with what you take out of this experience...	Click the ruby slippers and goes home	Award Ceremony – connection to Jedi Knight
Outcome: in simplest terms, what	There's no place like	Trust in force

was it that you learned.	home	
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The Heroic Journey	The Wizard of Oz	Star Wars IV: A New Hope
Ordinary World	Dorothy is in Kansas on the farm and Toto is threatened – and no one will listen	Luke Skywalker is bored on this planetary farm with his aunt and uncle
Call to Adventure	Toto is threatened, Dorothy begins to run and then—the TORNADO	R2D2 brings an urgent message from Princess Leia
Reluctant Refuse the Call	Dorothy hides –she’s not in Kansas anymore	Luke has obligations at home and must stay; this changes when the farm is blown up
Mentor	The Good Witch Glinda encourages Dorothy – the ruby slippers	Obi-Wan and the training tools of the Jedi Knight
Cross the Threshold	Dorothy sets out on the Yellow Brick Road	Luke leaves home with his light saber
Tests, Allies, Enemies	Dorothy gathers her companions – the Scarecrow, the Lion, the Tin Man	The cantina scene: Luke meets Han Solo
Approach the Inmost Cave	Meets and has to approach the Wizard of Oz	The Death Star pulls them in
Ordeal	Approaching and experiencing the Wicked Witch’s Castle	The trash master scene
Reward	Dorothy has the witch’s broom to give to the wizard	But they do survive and launch an attack
The Road Back	Deceived by the Wizard she learns he is a fake and she will still have to solve her own problem	Darth Vader pursues Luke
Transformation	Glinda enters and tells Dorothy that she has always had the power	Han Solo assist, Luke trusts the force, makes his shot and destroys the Death Star
Return with what you take out of this	Click the ruby slippers and goes home	Award Ceremony – connection to Jedi Knight

experience		
Outcome	There's no place like home	Trust in force

Character Based Literacy Program Lesson Plan

Hatchet, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a Cessna 406? How big is it? How many passengers can it carry?

A Cessna 406 is a twin turboprop aircraft. It requires two crewmembers, and can hold up to 12 passengers. A Cessna 406 is approximately 39 feet long, has a wingspan of 50 feet, and can reach speeds of 263 miles per hour.

What are symptoms of a heart attack? Is there anything you can do once someone has had an attack?

Symptoms of a heart attack include: chest pain, stomach pain, shortness of breath, sweating, and fatigue. CPR can help treat a heart attack once it has happened, as well as the proper use of a defibrillator.

What are the procedures in performing CPR?

The first thing one should do in case of a medical emergency is to activate the emergency medical system (EMS) by calling 911. Then, one should perform CPR until medical services arrive and administer a defibrillator. CPR consists of a pattern of unblocking and breathing into a victim's air passageway as well as applying thrusts of pressure to the chest. For more information on the steps and procedures of CPR, follow the link below:

http://www.heart.org/HEARTORG/CPREandECC/CPR_UCM_001118_SubHomePage.jsp

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Introduce five important, useful words from today's reading.

seeping (3)	slewed (4)	wincing (7)	hatchet (8)	grimacing (10)
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- Show, say, explain, expand, explode, or buzz about the word briefly.
- Show, say and define the word quickly and add to the word wall.

READ

3. Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far.

- Describe the setting and the main characters.
- Introduce the theme for this novel: courage requires fortitude.
- Point to each timeline item as you quickly review it.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 1-12

Setting	Pages
Inside a Cessna 406 bushplane	1-12

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Discuss the reading and add 3-5 events to the timeline.

- Discuss the story to fix *the facts*: who, what, when, where, why.
- Decide on the 3-5 most important events and add these to the timeline.

Students might mention:

- Brian Robeson is sitting in a Cessna 406 with the pilot, flying from New York to Canada
- The plane is very loud, making it difficult to strike up any conversation
- Brian thinks about how he ended up on the flight
- He thinks about his parents and their recent divorce
- Overcome by emotions, Brian holds back his tears
- As he regains composure, Brian looks at the control panel; the pilot notices and begins a short lived conversation where he shows Brian how to fly the plane
- When the short lesson is over, the silence returns and Brian thinks of the Divorce
- He recalls arriving to the airport and his mother giving him a hatchet which he had put on his belt
- Brian notices an awful body gas odor that keeps getting worse
- Soon, the pilot begins to complain about his body aching
- The pilot turns to Brian and suddenly spasms with pain
- The pilot reaches for a switch on his mike cord but then the pain slams him back into his seat and he screams and groans with pain
- Brian is in shock, then realizes that the pilot is having a heart attack
- Brian is left alone, 7,000 feet above the ground with a pilot who is either dead or close to a comma

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait.
- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Advertisement

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Imagine you are a member of an Advertisement team

1. Come up with a product to advertise in case of an emergency like the one Brian is in.
2. Decide on its size, name, and function

Step Two: Create a visual of your product

1. Make a model of your product, or draw a picture of it.
2. Be sure to keep in mind the consumer's aesthetic taste in products when designing your product.

Step Three: Make a 30 second radio spot

1. Come up with a 30 second advertisement for your product on the radio.
2. Decide what kind of advertisement you want:
 - Informational (one person talking about the product)
 - Interactive (more than one person having a conversation about the product)
3. Remember to include its name and function.

*This activity can be done in teams.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What are the different feelings Brian experiences throughout this chapter? What words tune you into his mood?
2. Have you or a friend had parents go through a divorce? How did it make you feel? Can you relate to Brian? If not, try to imagine what it would feel like and explain your thoughts.
3. Does it seem like Brian is at conflict with himself? Someone else? Both? Explain your reasoning.
4. How important do you think the hatchet will be for Brian throughout the novel? Give some reasoning behind your answer.
5. How would you have reacted to the pilot's heart attack if you were Brian?

9. Analyze Analyze the key paragraph.

Mythic Background:

The journey begins in the Ordinary World where you are bored, feeling stuck, finding your life is going nowhere, or at least not where you want it to go. But then, in this ordinary world, unexpectedly, you receive a Call to Adventure. Often from a herald, sometimes an invitation, sometimes a plea for help, often a disruption.

Key Paragraph

He was sitting in a bushplane roaring seven thousand feet above the northern wilderness with a pilot who had suffered a massive heart attack and who was either dead or in something close to a coma.

He was alone.

In the roaring plane with no pilot he was alone.

Alone.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading Brian Robeson has been dropped off by his mother at an airport to fly in a small plane to Canada where he is to spend the summer with his father. Brian thinks of his parents' divorce and about how he ended up on this flight. While in the air his pilot suffers a major heart attack, leaving Brian alone.

Using your own experiences, think of a time where you felt as if you were left alone. Think of perhaps your first day at school, a new job, being left at home by yourself, entering a new living situation or being in a new environment. Reflect on how you felt being alone in this new environment. How did you feel different in this new environment? Why did you feel this way?

Write a 1-2 paragraph narrative that focuses on: Where were you? What was it that made you feel alone? How did you feel? Why did you feel that way? What did you do about it?

Be sure to include smooth transitions in your writing that clearly set up the problem and sequence of events. Use precise language and sensory details to enhance your writing, and provide a concluding sentence to reiterate the main message of your narrative.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan *Hatchet*, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does it take to become a pilot?

There are several steps involved in becoming a pilot. First, one must obtain a college degree. Next, a prospective pilot must gain flying hours (at least 250 in flight) and then earn a pilot's license. Then, one must complete additional tests and training (knowledge of on-board systems and ability to monitor them). Finally, one will be able to officially work as a pilot.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

turbulence (13)	trembling (17)	hurtling (21)	rebelled (22)	intervals (24)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 13-24

Setting	Pages
Inside a Cessna 406 bushplane	13-24

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian is alone in the plane
- Minutes pass and the plane continues to fly on its own
- Brian reaches over, touches the pilot on his chest and wants to perform CPR but doesn't know the procedure
- He does not feel a heart beat or a rise and fall of breathing- the pilot is dead
- The plane hits turbulence and angles downward

- Brian recalls the short flying lesson the pilot had just given him and struggles at first to gain control of the plane but eventually begins to fly the plane
- He glances at his surroundings in hopes of finding a town or village but only sees the sky, clouds and green trees bellow
- Brian now looks at the control panel and comes across a switch that says "Transmitter 221" - he had found the radio
- Timidly, Brian reaches for the headset off of the dead pilot's head and the microphone switch on his belt
- He begins to ask for help, but as he hears no responses he begins to panic and scream
- Brian remembers from childhood that in order to hear others he must switch off the mike and does so
- He gets contact with another pilot but after only a short while he loses contact
- Again he is all alone
- He battles with himself as he debates his two choices: 1) try to land the plane now, or 2) wait until the gas runs out
- Brian decides to wait until the gas runs out
- As he looks at his surroundings, Brian tells himself that he will have to land in a lake if he wants any chance at survival
- He goes through the landing procedure in his head
- The plane finally runs out of fuel and Brian throws up as he heads downward

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait for Brian, the main character.
- An answer can be added to a question from the KWL Chart; what have you learned from today's reading? What questions still remain?
- A new location or change can be added to the map.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Sketch the Visual Details of Brian inside of the Cessna 406

Materials:

- Paper suitable for drawing, like 9x12 manila paper
- Pencil, pen, crayon, marker or chalk as desired

Step One: List the details of what Brian is experiencing and seeing as he flies.

1. Read pages 22-24 in *Hatchet*.

2. Make a list of all the details of the plane, the setting outside and Brian's feelings
- Step Two: Draw a sketch of Brian inside the plane with all of these details

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.
2. The same process can be used for create a visual of the future wishes of characters in any story.

Variations for Writing

This sketch can be used to help write a setting paragraph. You could write a paragraph describing Brian in a future setting using your sketch as a starting point. It would also be a great illustration for the story, or perhaps a cover.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is the first thing Brian does when he comes to his senses?
2. What would your first reaction be if you were stranded like Brian?
3. Why do you think Brian screams when he does not hear a response through the radio? What are his emotions like?
4. What does it tell you about Brian's emotional state when he debates going down before the fuel runs out?
5. What does it tell you about his character and attitude towards life when he decides to keep going?
6. From what you have read, do you think Brian is resourceful? Why or why not?
7. In which ways does Brain show courage and fortitude? Use the text to provide 1-2 instances in which Brian acted courageously.

9. Analyze Analyze the key paragraph.

Mythic Background

Our hero, bored and stuck is Reluctant to answer this call and even Refuses the Call; it is too different, too many obligations, he or she feels as if they cannot go through with it, not now...

Key Paragraph

Those were his choices. He could wait for the plane to run out of gas and fall or he could push the throttle in and make it happen sooner. If he waited for the plane to run out of fuel he would go farther-but he did not know which way he was moving. When the pilot had jerked he had moved the plane, but Brian could not remember how much or if it had come back to its original course.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write about a time you had to make a crucial decision. **Write a 1-2 paragraph narrative that explains your choices and why did you choose the route you did? Was it a gut feeling? Did you measure the pros and cons for both choices? Describe the outcome using precise and descriptive language and explain whether you would make the same decision again if confronted with a similar situation. Be sure to conclude your writing with a succinct sentence that reiterates the main message of your narrative.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the greatest height a human can fall or dive from into water and survive?

It is difficult to be precise about the height limit of a dive into water. The terminal velocity (maximum speed of free fall of a human in air) is approximately 325 kilometers per hour. The speed of a cliff diver jumping from a 30-meter cliff is approximately 90 kilometers per hour, far below the terminal velocity. This explains why many cliff divers can jump uninjured from heights. However, it is determined that an unobstructed free-fall of 217 feet into water will prove lethal. For more information about terminal velocity and cliff jumping, follow the link below:

http://www.theregister.co.uk/2006/10/20/the_odd_body_cliff_diving/.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

glide (25)	horizon (25)	wallow (26)	wrenching (27)	raked (28)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 25-28

Setting	Pages
Inside the Cessna 406	25-27
The Lake	28

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The plane is going down and in his head Brian believes he is going to die
- As the plane plummets down he sees no more lakes, only forest
- Suddenly, he catches glimpse of an L-shaped lake to his right
- He navigates the plane towards the lake but feels like the lake is too far and he will not make it
- The plane now enters the trees and as it is about to hit Brian catches a break-there is a clearing of fallen trees in his path, preventing a crash in the trees
- After the clearing, the plane's wings hit pine trees and dust fills the inside of the plane
- The plane hits the water as if it were concrete and shatters the windshield and windows
- Water fills the plane Brian escapes through the windshield
- He makes it to the surface and swims to shore only to fall asleep

6. Map

Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait for Brian, the main character.
- A new location or change can be added to the map. For instance, describe where the geography of the island so far, especially where the plane eventually lands.

- Begin a visual map for the story: draw a picture of the main action from today's reading.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?.
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is Brian's attitude in the beginning of the chapter? In the end?
2. What problems does Brian encounter in this chapter?
3. The author writes that Brian is "Tearing Free. Ripping Free" (28). Do you suppose this is just literal, or do you think the author is also saying Brian is "ripping free" from something else? Explain.
4. What do you think Brian will do first when he wakes up?
5. Have you ever witnessed or been in a serious accident? How did it make you feel?
6. Why do you think it is important for Brian to land the plane in the lake as opposed to the forest? Give 1-2 reasons.
7. What do you think will happen next? Make a prediction.

9. Analyze Analyze the key paragraph.

Key Paragraph

He saw nothing but sensed blue, cold blue-green, and he raked at the seatbelt batch, tore his mails loose on one hand. He ripped at it until it released and somehow- the water trying to kill him, to end him-somehow he pulled himself out of the shattered front window and clawed up into the blue, felt something hold him back, felt his windbreaker tear and he was free. Tearing free. Ripping Free.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading Brian's plane goes down and when he is in the water he feels as if it grasps onto him. The water is holding him back and he needs to fight and struggle in order to break free.

Think about an experience when you felt like some external force was holding you back. It could be a friend, a feeling, a job, relative, peer etc. What was it that they were holding you back from? What did you do to break free and find happiness? How did it make you feel while you were struggling and when you were finally free?

Write a 1-2 page narrative describing the event with precise details, descriptive and sensory language. Use narrative techniques such as dialogue and sequencing to develop your narrative. Be sure to provide a conclusion that sums up the main points of your narrative. When you are finished with your writing, publish your work to an online forum of your choice (i.e. Blog, Google Docs) and provide the link to your classmates in order to receive feedback on your work.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

Hatchet, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the Canadian wilderness like? What is the climate like? What kinds of plants and animals can be found?

The Yukon, Canada's arctic frontier, is a diverse wilderness filled with glaciers, rivers, and mountains. The Canadian Shield, a hilly region of lakes and swamps stretch across Northern Canada and is home to some of the oldest rocks on earth. Animals such as arctic fox, bighorn sheep, bears, wolves, arctic puffins, bison, caribou and lynx can be found in this landscape. Sprawling evergreen forests make up much of the natural

landscape as well. For more information about Canada's climate and geography, follow the link below:

<http://kids.nationalgeographic.com/explore/countries/canada>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

keening (32)	desperation (35)	viciously (35)	agony (35)	abating (36)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 29-40

Setting	Pages
Brian's dream about the "Secret"	29-30
The Canadian wilderness around the lake where Brian crashed	30-40

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian is asleep and dreaming about "The Secret"
- He remembers riding his bike with his friend Terry, passing by the mall and seeing his mother sitting in a station wagon with a man who was not his father
- Abruptly, Brian wakes up screaming
- He realizes his legs are still in the lake and he feels pain all over his body
- He goes back to sleep and when he awakes it is evening
- Brian crawls out of the water on to shore and goes to sleep near a bush because that is all his body can do at this point- sleep
- When he awakes again, the sun is rising and his entire body is aching
- Brian thinks to himself that he is alive and recognizes that he could have died
- After a couple of hours the Sun was about half-way up and mosquitoes swarmed all over him
- They bit him and within a few minutes his eyes were swollen shut
- When the sun was fully up, the mosquitoes finally left and Brian stands to admire his beautiful surroundings

- He thinks to himself that he is lucky to be alive, but unlucky because his parents are divorced, and he just experienced a plane crash where the pilot suffered a heart attack
- Brian notices a beaver swimming and fish jumping in the lake
- Brian recognizes the silence of the wilderness but in doing so catches the great noise (birds, hissing, insects, splashing, etc.)
- He realizes he is tired and believes he is still in shock from the crash
- Brian finds a tree and goes to sleep

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart; what have you learned from today's reading? What questions still remain?
- A new location or change can be added to the map. Can you add any more details to the map after reading about the Canadian landscape?
- Add an item to the visual map: create a picture of the main action from today's reading.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create an Open Mind Portrait for Brian

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does this chapter begin? What does Brian do when he wakes up from his dream?
2. Who was Brian with when he learned the Secret?
3. What is the setting like when Brian wakes up in the morning (lighting, sounds, insects, etc.)? Use precise language to describe it.
4. Do you think Brian is experiencing more physical or emotional shock? Provide 1-2 reasons to support your claim.
5. Why do you think the mosquitoes chose Brian as their target?
6. Did your last prediction come true? Why or why not?
7. What do you think will be the first thing Brian does when he awakes this time?

9. Analyze Analyze the key paragraph.

Key Paragraph

Luck, he thought. I have luck, I had good luck there. But he knew that was wrong. If he had had good luck his parents wouldn't have divorced because of the Secret and he wouldn't have been flying with a pilot who had a heart attack and he wouldn't be here where he had to have good luck to keep from being destroyed.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Recall a time when you felt lucky. What was happening? What were you doing? Who was there? What was your situation? Where were you? When did this occur? How is it that you were lucky? When you look back on this event, how do you understand its impact on your life? Was the event significant? Did you grow from it?

Write a 2-paragraph narrative to develop this personal experience. Set out the situation clearly and using a strong personal point of view. Be sure to not only describe the event, but also make sure you reflect on specifically *why* you felt lucky. Sequence the event or events clearly so they progress naturally. Also, make sure that your conclusion reiterates the main points of your narrative succinctly.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What kinds of things might you take on camping trips?

Popular items that one would find useful on a camping trip are: a backpack, hiking boots, rainwear, long underwear, small batteries, lantern, matches and lighter, sleeping bag, tent, stove and fuel, first aid kit, food (specifically nonperishables), insect repellent, and other personal care items. Useful survival tools also include a compass, a GPS, a map, and flares.

What is a mentor?

A mentor is an experienced and trusted advisor who is sometimes used to train another. The word loosely translates to “wise advisor.” In other words, a mentor is a role model or one who offers advice to another.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

withier (41)	teetered (42)	frantic (45)	murky (42)	sloshing (52)
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READ**3. Review** Review the timeline from the beginning every day.**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.**p. 41-53**

Setting	Pages
The bank of the lake	41-53

RESPOND**5. Timeline** Agree on the facts in today’s reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian wakes up, realizing that he is extremely thirsty and makes his way over to the lake
- He goes out on a log and as he moves further from the bank and further out into the lake the water clears up
- He reaches down, sips water from his hand, then puts his mouth directly on the lake and gulps away
- Once he is done drinking the speaks aloud and says “So”- the sound of his voice sounds awkward and he repeats the word several times
- He then continues to drink until he is full and returns to the bank where he throws up water because he had drank too much
- Brian does a mental recap of how he arrived to his current location and finds himself thinking too much
- Calmly, Brian tells himself to think simply- he was flying to see his father, his plane crashed, and sank into a lake
- Next, Brian begins to think optimistically about search teams looking for him and finding him
- He thinks that when they find him they will take him to his Father or Mother and he will eat a hamburger

- As he thinks this, he suddenly realizes his hunger and that there is nothing to eat- he thinks of movies where heroes are abandoned in the wilderness and survive
- He realizes that even if he could trap an animal he had no fire to cook it with
- Brian reminisces about a teacher, Mr. Perpich, who had he once told his students to always think positively
- Brian empties his pockets and examines the items he has
- Finally he remembers Mr. Perpich had stated to never forget that “you are the best thing you have” (49)
- He screams out “I’m hungry!” and for a few seconds the forest is in complete silence
- Again he thinks of being rescued but then becomes worried and realizes that he flew for several hours off course and that the rescuers may never find him and he is all he has
- Brian stands up and tells himself that he needs to do something

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait. Have you learned more about Brian from today’s reading?
- A new location or change can be added to the map.
- **Create a new drawing for the visual map: create a picture that shows Brian’s experience of hunger in the wilderness.**

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create a Prop

Materials:

- Construction paper, or other stiff paper
- Pencils, pens, crayons, markers
- Scissors, glue sticks if desired

Step One: Identify an important object in the story.

1. If you were acting out this story, what objects in the story would you want on the stage for people to see? Think of things that are in Brian’s possession, and in his surroundings.
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

Variations for the Prop

1. Make a 3 dimensional or life size version of the prop.
2. Create a bulletin board with cut outs or drawings of each prop.

3. Put a label with the name of each object underneath the prop.
4. Using a smaller piece of paper [binder paper size], make a mini-wall with small drawings of 10 important objects in the story.

Variations for Writing

1. Write a paragraph describing this prop.
2. Write a paragraph describing this prop as it is being used or observed by a character in the story. This could be during the story, or in the future.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What does Brian realize when he awakes and what does he do about it?
2. What is the significance of the word 'So.' How can such a small word show Brian truly how alone he is?
3. Do you think Brian feels sorry for himself? Why or why not?
4. What do you think about the quote "You are the best thing you have"? Repeat the statement aloud. How does it make you feel?
5. Have you ever been a mentor to someone else?
6. Why would that statement help motivate Brian at this point?
7. Have you ever been in a situation in which thinking positively helped you find a solution?
8. Do you suppose Brian will be rescued in 4 days? If so, what will he do then? If not, do you think he will survive on his own?

9. Analyze Analyze the key paragraph.

Key Paragraph

No, wait. One other thing. Those were all the things he had, but he also had himself. Perpich used to drum that into them—"You are your most valuable asset. Don't forget that. You are the best thing you have."

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading Brian is feeling lost and alone. He does not know what to do with himself in his new environment and feels almost hopeless. Then he remembers a teacher, a mentor, who gave him words of wisdom that truly apply to his current situation and give him the motivation to do something.

Think of someone who has made an impact in your life, someone who has guided you at some point. **Write a paragraph describing your relationship with this person. What was this person like and what was your relationship with him/her? What situation did they help you with? Do you still keep in contact? Does the advice they gave you in the past still guide you or have relevance today? Write a detailed narrative that explains who gave you the advice, what their advice was, and why it proved to be important for you. Provide precise words and details that help**

illustrate your point. Be sure to use the first-person point of view and provide a conclusion that reiterates the main idea of the advice.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a lean-to?

A lean-to is a simple structure originally added to an existing building with the rafters 'leaning' against another wall. Freestanding lean-tos are generally used as shelters.

Lean-tos may provide a safe place to sleep during camping or hiking trips. It is also a popular shelter for survival documentation and is uncomplicated to make if you have a tarp, emergency blanket, or poncho. For more information about lean-tos, follow the link below: <http://www.practicalsurvivor.com/leanto>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

pulverized (55)	lushly (60)	drooping (61)	ruefully (62)	disgust (63)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 54-64

Setting	Pages
Brian remembering the past	54
Around the edges of the lake making himself a shelter	55-60
The forest 200 yards from his shelter	61-62
Brian's Shelter	62-64

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian remembers a time he and Terry pretended to be lost in the woods
- When he was pretending to be lost, he had a knife, fishing gear and matches
- He had made a lean-to and decides he needs to make a shelter for himself now and goes out to do so
- He wants to keep his shelter close to the lake and finds a stone ridge
- He makes one wall next to the stone ridge, leaves an opening for an entrance to make a hut
- When Brian finishes he sits in his shelter and feels hungry
- He tries drinking water, but it only makes him feel more hungry
- Brian then attempts to move a log but is too weak to do so and realizes his weakness is not coming from the crash but from hunger
- He remembers his last Thanksgiving meal with his parents but then quickly stops himself because the thought of the hickory smoked turkey is making him hungry
- He then remembers a show he saw once where pilots were stranded, needed to survive, and ate berries for food

- Brian sets out to find berries, but never loses sight of the lake or rock ridge
- As he looks for berries he finds several birds up in the trees- he follows them as they fly away and they take him to berry bushes
- He runs to the berries and stuffs them in his mouth
- When he gets full, Brian fills his windbreaker with 4 lbs. of berries and takes them back to his shelter
- There is still light out and Brian wants to fix up his shelter a bit more and makes another wall out of dead branches and sticks
- He works for 2 hours and stops to rest because his stomach hurts- he had eaten too many berries
- As nightfall came, the mosquitoes came with it
- Brian places the berries on the floor and covers himself with his wind breaker before he falls asleep

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart. Have you learned anything new from today's reading?
- Add a new item to the visual map: draw a picture of the main action from today's chapter when Brian gathers berries and makes a shelter.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Map

Materials:

- Stiff paper 11x17 or bigger to make a map
- Or a printed map of the area
- Push pins or something else to mark the map
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
2. Use a different kind of map like a smaller map or a topographic map.
3. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is different from when Brian pretended to be lost with Terry and his reality?
2. What can you tell about Brian and his attitude? List a few examples to support your opinion.
3. Why does Brian not want to lose sight of the lake or his shelter?
4. How does Brian use courage and fortitude to find the berries?
5. Have you ever been extremely hungry like Brian? Explain your experience.
6. Have you ever been lost or stranded for a period of time? How would you handle yourself if you were Brian?
7. What problems does Brian have and how does he resolve them?

9. Analyze Analyze the key paragraph.

Mythic Background

When the foundation myth is set in the wilderness, often the mentor is the necessity to survive. Through this necessity, our hero is called to act, and take responsibility for living on his or her own. Through experiences, both good and bad, the hero grows in his or her ability to recognize what works and what does not. For Brian, the necessity to eat and have shelter will prove to mentor him throughout his journey.

Key Paragraph

Brian leaned against the rock and stared out at the lake. What, in all of this, was there to eat? He was so used to having food just be there, just always being there. When he was hungry he went to the icebox, or to the store, or sat down at a meal his mother cooked.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Sometimes people are pushed out of their comfort zone and they are challenged to go through experiences they normally would not confront. Often in these situations people learn about themselves and grow as individuals.

In today's reading, Brian has no home and is not used to looking for food in order to survive. He is challenged to shelter and feed himself in the wilderness. He steps up to the challenge by carefully building a shelter and searching the wilderness for his food.

When have you been challenged to do something you normally would not do? Perhaps it was to care for someone, cook for yourself, take the train/bus somewhere, find your way home or simply assemble something at home. **Write a 1-2 paragraph narrative about your experience. What was the challenge presented to you? What was your initial reaction to the task at hand? How did you go about solving your problem? Did you succeed in your first attempt? What happened in the end and how did you feel when it was over?**

Be sure to use pacing and sequencing to describe the situation clearly. In addition, use precise language to provide details. Provide a conclusion that reiterates the main ideas presented in your narrative. When you have finished writing, upload your work to the online forum of your choice (Blog, Google Doc, etc.) and provide the link to your classmates so they can provide feedback on your writing. Revise your writing if necessary.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is foreshadowing? What are some ways to foreshadow something good or bad to come?

Foreshadowing is a warning or indication of a future event. It is a literary device that an author uses to hint at what is to come. It may be used to avoid disappointment as well as capture the reader's attention. Foreshadowing is present in many famous literary works including *Of Mice and Men*. How do you think the author of *The Hatchet* uses foreshadowing in the book to hint at what is to come?

2. Word Wall

welted (66)	miserable (67)	receded (68)	stave (68)	gorge (71)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 65-75

Setting	Pages
Inside the shelter	65-66
Bank of the lake	67-68
Inside the shelter	68
Bank of the lake and back to the shelter	69
The forest 200 yards away	70-74
The shelter	75

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian wakes up screaming in pain and crawls outside his shelter
- The berries had caused him to throw up and have diarrhea for an hour
- When completely drained and exhausted Brian crawl back into the shelter to sleep but can not
- He thinks of his mother in the station wagon, kissing the man with the blond hair who was not his father
- He finally goes to sleep
- When he awakes he can see sunlight through his doorway and can feel the mosquitoes on his face
- An awful smell reaches him and remembers being sick during the night
- Brian crawls out, covers his mess with sticks and sand, then goes to the lake for a drink
- He sees his reflection and is overcome with misery and cries for almost 4 minutes
- He then takes a sip of water and gets struck with hunger again
- Brian walks up to his shelter, grabs a moderate amount of berries, takes them back to the lake, washes them, then eats them

- He notices the fish in the lake and then walks back to the shelter to separate the fully ripe berries from the rest
- It was early and Brian sought out to find different berries and he catches himself as he refers to the shelter as his “home”
- He finds raspberries, eats a few, then places more in his windbreaker
- Suddenly he hears a noise and turns around to find a big bear standing on its hind legs 20 feet away
- The bear looks at Brian for a few seconds, lowers itself and continues to eat then goes away
- Brian is in disbelief that an animal so big was there and he did notice- he starts to run to his shelter
- However, he stops and returns for the raspberries when he realizes that if the bear wanted him, he would have had him
- It begins to rain and he trots back to his “home” with 3 lbs. of berries
- Once inside his shelter he wonders if the bear was as surprised to see him as he was to see the bear
- Before he goes to sleep, Brian goes to the lake to wash off his face and returns to his shelter
- The thought of the bear still frightens him and he takes out his hatchet before going to sleep

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map. Does Brian explore any new surroundings in today’s reading?
- Add a new picture to the visual map: show Brian’s encounter with the bear.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Create an Open Mind Portrait of Brian and the Bear

Try to think of what the bear was thinking and feeling when he saw Brian.

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.

2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What made Brian sick?
2. When Brian cries, why does the author refer to the tears as “wasted tears”? (68)
3. After his experience from the night before, how does Brian change the way he eats the berries?
4. What stops Brian from running to the shelter after he sees the bear? What realization did he come to?
5. How does Brian show courage in this encounter with the bear?
6. Do you think the weather changing from sunny to rain means anything? Do you think Brian will have a good night or one like the night before?
7. What significance do you think the hatchet has for Brian? Safety? A feeling of home? Describe your reasoning.

9. Analyze Analyze the key paragraph.

Key Paragraph

For the first time since the crash he was not thinking of himself, or his won life. Brian was wondering if the bear was as surprised as he to find another being in the berries.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

After a scary or intense experience some people like to write down the events that occurred and express their emotions to help them cope. Writing your emotions down is a good way to express yourself so that you do not keep them bottled up inside.

Brian had an intense night and a scary encounter. He was up all night with diarrhea and throwing up. The following day he was frightened by a large bear, which crept up behind him, but luckily did not want to harm him. Put yourself in Brian's shoes.

Write a 1-page journal narrative about your day. Remember to include details of what you were doing, but most importantly what you were feeling during and after each experience. Specifically, provide sequencing so the events you describe are chronological. Precise details will help illustrate the day and reflect your feelings about your experience.

11. Close Close by extending today's lesson to life and the world.

Character Based Literacy Program Lesson Plan *Hatchet*, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are some ways to make a fire without matches or any manmade utensils?

Along with shelter and water, fire is one of the most important things you need to be able to survive in the wild. First, find a location on flat, dry ground that is protected from the wind. Fires start small and build up gradually; because of this, you will need tinder, kindling, and fuel. Twigs, medium sticks and logs may be used. One of the simplest methods for starting a fire is the 'fire plow' method in which one creates friction between a softwood base and a hardwood shaft to create a spark. Another popular method is the 'bow and drill' method that involves a socket, bow, fire cord, and drill to create friction and generate sparks. For more detailed information about these two methods, follow the link to the page below:

<http://adventure.howstuffworks.com/survival/wilderness/how-to-start-a-fire3.htm>

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

straining (77)	initial (80)	gestures (80)	lance (82)	scramble (82)
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READ**3. Review** Review the timeline from the beginning every day.**4. Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.**p. 76-83**

Setting	Pages
Inside the shelter at night	76-80
Brian dreams of his father and Terry	80-81
Inside the shelter in the morning	81
Right outside the shelter	82
Inside the shelter	83

RESPOND**5. Timeline** Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian wakes up as he hears a noise in his shelter
- There is a powerful stench in the shelter and it scares him
- He hears a slithering and kicks in the direction while throwing his hatchet
- The hatchet misses and makes sparks as it hits the rocks
- Brian screams as he feels a sharp pain in his calf
- He feels his calf to find sharp needles sticking out- he had kicked a porcupine

- He struggles to pull out the 8 needles in his leg but forces himself to do so
- His entire leg now aches with pain and the mosquitoes begin to eat at him- Brian cries in self-pity
- At this point Brian realizes and learns that “feeling sorry for yourself didn’t work” (79)
- He finally goes back to sleep and dreams of his father and Terry- he feels as if they are trying to tell him something in the dream
- When he awakes, Brian eats some berries, sees the hatchet and crawls to it
- Brian notices a chip and becomes a bit concerned because the hatchet is his only weapon
- He goes outside with his hatchet, raises it, and as he does so realizes that the hatchet is the key to fire
- He goes back inside his shelter and finds where the hatchet had hit the stone ridge the previous night
- Brian then strikes the area several times until many sparks fly
- He then tells himself that he will have fire

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart. Have you learned anything new from today’s reading? Is there anything you are still curious about?
- A new location or change can be added to the map.
- **Add a new item to the visual map: show Brian’s experience with the porcupine.**

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Character Bookmark

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make a list of words/phrases that describe the character

1. Think about the Character in question. Is he/she changing?
2. Separate the words/phrases that describe the old character from the evolving character

Step Two: Make a bookmark like a T-chart listing the old and new characteristics

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.

2. Label one half of the bookmark “OLD” and the other “NEW”
3. List the old characteristics under the “OLD” column and the new characteristics under the “NEW” column.

Step Three: As you read the story you can add things to your bookmark.

Variations for Writing

1. Write a paragraph describing yourself changing over time, giving examples of how you used to be and what you changed/grew up into becoming.
2. Pick one important change that you have undergone and explain why it is important and how that change made you who you are today.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How would you describe Brian’s emotions in the beginning, middle, and end of this chapter?
2. What is the invaluable lesson that Brian learns?
3. How can this lesson be applied to your everyday life?
4. What does Brian do when he wakes up from his dream?
5. Do you think making a fire will be easy for Brian? Explain.
6. Have you ever made a fire without a lighter? Explain.
7. Have you ever been stung by an animal before (sting ray, bee, porcupine)? Explain what you felt.
8. What kinds of changes have you noticed in Brian since he has been on his own? Use details from the text to support your claim.

9. Analyze Analyze the key paragraph.

Key Paragraph

He did not know how long it took, but later he looked back on this time of crying in the corner of the dark cave and thought of it as when he learned the most important rule of survival, which was that feeling sorry for yourself didn’t work. It wasn’t just that it was wrong to do, or that it was considered incorrect. It was more than that-it didn’t work. When he sat alone in the darkness and cried as was done, all done with it, nothing had changed. His leg still hurt, it was still dark, he was still alone and the self-pity had accomplished nothing.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Have you ever woken up suddenly from a dream and felt like the dream was trying to tell you something? **Write a short narrative describing a dream you remember having and try to explain the significance of the dream.**

Be creative: use pacing, dialogue, or reflection to allow for an in-depth perspective of the dream. Also, use sensory details or precise words to illustrate your point succinctly. Sequence events so they build a coherent whole.

Finally, conclude your writing with a summary of the main points of the dream and what you think it meant. When you are done writing your dream, spend 1-2 sentences explaining the difference between your dream and the dream that Brian has in today's reading. Use specific examples from the text to support your comparison.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 9



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the history of the 20-dollar bill? Which historical figure is on the bill?

President Jackson is on the 20-dollar bill. He first appeared on the bill in 1928. His appearance on the bill is ironic in a sense because he was an opponent of paper currency. The White House is featured on the backside of the 20-dollar bill. Furthermore, the security strip on the bill glows underneath a black light. Recently, there has been a movement to place a woman on the 20-dollar bill. For more information about Andrew Jackson and the 20 dollar bill, follow the link below to the History Channel website:

<http://www.history.com/topics/us-presidents/andrew-jackson/videos/jackson-and-the-20-bill>

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

tinder (84)	kindling (84)	birches (85)	speckled (85)	smoldered (87)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 84-90

Setting	Pages
Inside and outside the shelter	84-90

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian is having a hard time starting a fire
- He can get sparks but does not get them to ignite anything
- He steps outside the shelter and checks his pockets to find a \$20 bill
- He concludes that in his current situation \$20 is worthless, unless he can use it to make fire
- He rips the money and tries to ignite it with sparks but fails again
- Brian looks to his right and spots birch trees with bark peeling off of the trunk
- He goes to it and begins to pick the bark with one hand and bundle it up in the other
- He does this until the bark in his hand was about the size of a baseball then took it back to the shelter
- Once there, Brian places it at the base of a black rock with the remains of the \$20 bill
- This time it almost caught fire but he realizes that the bark had to be finer
- With his fingernails and his hatchet he slices the bark into thin hairs for 2 hours
- He tries again and this time the hairs caught fire for a second but then went out
- Brian knew he was close but also knew he was doing something wrong
- He thought back and remembered that fire needs air- he had to blow on the bark once the sparks had landed
- He positioned the thin bark hair at the base of a black rock, struck it with the hatchet, and blew gently
- As he ran out of breath the ball ignited and he yelled out "Fire"!

- He fed the small flames the dried wood he tried burning before then ran out to get more fuel
- He calls the fire his friend and as he does so, feels lonely and begins to wonder what his parents are doing

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map. What details can you add to the locations you previously created on your map?
- Add a new item to the visual map, showing the main action in today's reading: when Brian makes fire.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Postcard

Materials:

- Pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make your postcard

1. Cut your stiff paper to a size that represents a post card which is about 5-7 inches wide, and 4-6 inches long
2. On one side, draw a picture that represents something you read today. This can be the setting, a character, a theme, or an idea in today's reading.

Step Two: Write a message

1. Imagine you are Brian. On the other side of the postcard, write a 2-3-sentence description of what you did/felt/experienced today.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What was the key element that Brian was missing for his fire?
2. At this point, how would you describe Brian's character?
3. What transformation can you see when Brian decides to rip the \$20 bill?
4. Would you ever use money as tinder and fuel for a fire? Describe why or why not.
5. Why does Brian want to share his accomplishment with someone?
6. Brian refers to the fire as his friend. Have you ever called an object your friend?
7. When Brian asks "I wonder if she is with him?" do you think he is referring to the secret man or his father?
8. Brian accomplishes quite a feat when he creates fire. Describe a time you accomplished something challenging. How did you feel?

9. Analyze Analyze the key paragraph.

Key Paragraph

I have a friend, he thought-I have a friend now. A hungry friend, but a good one. I have a friend named fire.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Today's reading talks about crossing the threshold into the world of adventure. This is the act of courage that propels us fully into our story, not unable to turn back until the story's end. Often some event forces us to act. And when we act, there may be powerful people or forces (like nature or lack of experience) blocking our way. Can you think of a time when you finally made up your mind to do something? Something that:

- Takes courage
- Or is difficult for you?
- Or you had been putting off?
- Or not looking forward to?
- Or avoiding?
- Or dreading having to do?

And you finally decided to do it. When you started on your way to do it [This is crossing the threshold]:

- Did anyone or anything get in your way?
- Did any thoughts or doubts get in your way?
- Did you find it difficult to actually carry your plans out?

Write about your experience being sure to describe:

- What you made up your mind to do
- What this would require of you [the threshold you would have to cross]
- What did/did not get in the way
- What ended up happening

After using the bulleted lists above to brainstorm, write a 2-paragraph narrative.

In the first paragraph, describe a time that you made up your mind to do something: use details, pacing, sequencing, and other literary techniques to add clarity and add to your personal reflection.

In the second paragraph, analyze how the author of the Hatchet uses the heroic journey to help develop the main events and plot of the novel. Use your class notes as well as the text to help support your analysis. When you have finished your writing, provide a conclusion for both paragraphs that sums up the main points of each.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan *Hatchet*, Day 10



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Is it healthy to eat raw eggs? Is there a difference in taste between chicken eggs and eggs from other animals?

Raw eggs carry the risk of Salmonella, which is a common cause of food poisoning that can prove fatal if not treated with appropriate antibiotics. To reduce your risk of contracting Salmonella while eating raw eggs, be sure to choose organic, free-range

eggs and consume them while they are fresh. Cooking eggs decreases this risk exponentially. Chicken eggs have a similar taste to eggs that belong to other animals.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

banked (92)	eddied (92)	intervals (94)	squatted (95)	convulse (98)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 91-99

Setting	Pages
The shelter	91
Back and forth between the shelter and the forest as Brian collects wood	92-93
The shelter	94
Sand pile near the lake	95-99

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian does not want to leave the fire because it is so precious to him
- He stays in the shelter with the fire nearly the entire day
- Before dark Brian realizes he will need wood to make it through the night
- He leaves the shelter to gather wood before it gets dark
- He manages to make a pile as tall as him and 6 feet across
- As Brian carries the wood to the shelter he notices that the fire keeps the mosquitoes away
- He notices the smoke in the air and thinks of making a smoke signal
- At night he believes he is now being active and doing more than just sitting
- He eats the rest of the raspberries, then plans for the next day: he will get more food, build a signal and get more wood
- He goes to sleep, then wakes up to see the fire is almost dead
- Brian revives it and hears a noise outside that sounds like something splashing in the lake

- He peaks out but it is too dark for him to see anything
- He goes back to sleep and awakes in the morning and steps outside to stretch
- As he stretches he sees the tracks of the animal he had heard the night before
- As he studies the tracks he realizes how much of a city boy he is
- He begins to dig where the tracks stop and he finds eggs
- His stomach then starts to grumble as he thinks of the eggs as food
- Brian pulls out 17 eggs that were buried by a turtle and realizes he does not know how to eat them- he had nothing to cook them with
- It occurs to him to eat them raw
- He pokes a hole in an egg with his hatchet, then widens the hole with his finger and finally gulps down the egg
- Brian ate 6, and was so hungry that he attempted to eat the shells but could not because they were too chewy and would not go down
- He decides to keep the rest in the shelter and eat one a day

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait.
- An answer can be added to a question from the KWL Chart. Is there anything you can add to what you know or what you want to know?
- Add a new item to the visual map from today's reading: show Brian's experience with the eggs he gathers

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Update your KWL Chart

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column..

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

1. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does Brian spend his day?
2. Why does Brian want to regulate his sleep into intervals?
3. When Brian calls himself a “city boy”, do you think it shows growth in knowledge? Maturity?
4. Does Brian exhibit courage when he eats the eggs?
5. Do you think if Brian makes a smoke signal he will be rescued?
6. How are Brian’s actions showing courage and fortitude?
7. Do you think Brian will be saved before he eats the last 9 eggs? Why? Why not?

9. Analyze Analyze the key paragraph.

Key Paragraph

At dark he settled in again for the night, next to the fire with the stack of short pieces ready to put on, and he ate the rest of the raspberries. During all the work of the day his leg had loosened but it still ached a bit, and he rubbed it and watched the fire and thought for the first time since the crash that he might be getting a handle on things, might be starting to do something other than just sit.

EXTEND

10. Write Have each student write a short product based on today’s prompt to connect to the unit theme.

Writing Prompt 1

Explanations are not excuses. Explanations give us information to fill us in on something we know nothing about or are not sure about. Explanations can also tell us the steps taken to learn something or express why we feel a certain way.

In yesterday's reading Brian learned how to build a fire. He struggled with it and his struggles were clearly explained to us. We were given the description of the steps he took, and his thought process throughout the experience as he moved towards mastery.

In today's reading Brian works to keep the fire going. Again, we are given the explanation of how he struggles to do so.

In a narrative paragraph explain a specific situation where you struggled to learn something. What was it that you were attempting to learn? Did you get help? What steps did you take to achieve your goal? How did you finally master it? How did you feel throughout the struggle? How did you feel when you mastered it? Your writing should develop smoothly and include transitions. Be sure to use reflection to explain what you learned from the situation. Use precise words and sensory language to illustrate your point. When you have finished writing, upload your work to the online forum of your choice (Blog, Google Doc, etc.) and share the link with your classmates so you can receive feedback on your work.

Writing Prompt 2

Think about a best friend you have had. Think about all you have been through together. Now, **write a narrative paragraph in which you describe your relationship with this person. What was he/she like? What made him/her your best friend? What did you go through together to form such a strong bond? Where is he/she now? Your writing should develop smoothly and include transitions. Use precise language and reflection to help explain your relationship. When you have finished writing, upload your work to the online forum of your choice (Blog, Google Doc, etc.) and share the link with your classmates so you can receive feedback on your work.**

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

Hatchet, Day 11



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a signal fire and how does it work?

A signal fire (also known as a smoke signal) is one of the oldest forms of long-distance communication. Generally, they are used to relay news, signal danger or gather people to a common area. Many indigenous peoples, including Native Americans, used signal fires. They are still used today by survivalists to help communicate with potential rescuers.

2. Word Wall

depressed (100)	staggering (101)	comprised (103)	inwardly (103)	emerged (104)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 100-106

Setting	Pages
The shelter	100
Between the shelter and the Forest	101
Bank of the lake	102
Top of the rock ridge	103-104
In the lake	105-106

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian moves the eggs from the small beach to the shelter and reburies them
- He cleans his camp
- Next he decides to always have 3 days worth of wood, and works all morning at retrieving wood
- He stops to get a drink from the lake and when he sees himself he notices the physical change he is going through (losing weight)
- He also acknowledges that his way of thinking, looking, hearing and being is different
- When Brian finishes collecting wood he makes a signal fire at the top of the rock ridge where his shelter is
- When he finishes, Brian sits and admires the lake
- As he looks, he spots a bird that dives into the water and comes out with a fish
- He climbs down the rock ridge and goes to the edge of the lake and looks down into the water
- He takes off his shoes and enters the lake to find fish, clams and crayfish
- He attempts to snag a fish but fails, then thinks to himself that if he can lure the fish into the shallow he can make a spear and catch them that way
- Brian looks at the sun and notices that it was now late
- To reward himself for all of his work he eats another egg

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart. Is there anything you can add to what you know or what you want to know?
- A new location or change can be added to the map. Does the main character explore any previously unknown environments?
- Add a new item for the visual map: show Brian's fishing experience.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Update your Character Bookmark

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make a list of words/phrases that describe the character

1. Think about the Character in question. Is he/she changing?
2. Separate the words/phrases that describe the old character from the evolving character

Step Two: Make a bookmark like a T-chart listing the old and new characteristics

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Label one half of the bookmark "OLD" and the other "NEW"
3. List the old characteristics under the "OLD" column and the new characteristics under the "NEW" column.

Step Three: As you read the story you can add more details to your bookmark.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Would you say this day has been Brian's busiest? What did he do throughout the day?
2. How have Brian's days changed? Think back to the beginning of the novel and compare his actions with the day he has in today's reading. Use specific evidence from the text to support your comparison.
3. In what ways has Brian changed? Give examples.
4. Why has Brian changed so much?
5. Do you think Brian has completely evolved? Or do you think he is still going to change more?
6. If you were to give this chapter a title, what would it be and why?
7. If you were in Brian's situation what would you do similarly? Differently? Explain why.

9. Analyze Analyze the key paragraph.

Key Paragraph

None of that used to be in Brian and now it was a part of him, a changed part of him, a grown part of him, and the two things, his mind and his body, had come together as well, had made a connections with each other that he didn't quite understand. When his ears heard a sound or his eyes saw a sight his mind took control of his body. Without his thinking, he moved to face the sound or sight, moved to make ready for it, to deal with it.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading Brian notices himself undergoing a change. The way he acts now is different than before, and it is for the better because it allows him to survive in his environment.

Think of a time when you noticed you were changing. Perhaps you changed your eating habits, or you started to work out. Other possibilities may include but are not limited to: taking interest in a hobby, stopping an action or spending less time with friends to be with yourself and your family. What was inspiring the change? How old were you when this change occurred? Did anyone inspire you to change or was it something that just happened naturally? Why was this change significant in your life?

Write a 1-2 paragraph narrative that develops your experience; sequence the events naturally to build a sense of cohesion and smooth progression of events. Use precise words or sensory details to make the experience as life-like as possible. When you have finished your writing, conclude by summarizing the main points of your change and what led you to change.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 12



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What happens to your stomach when you go a long time without eating a sufficient amount of food, or eating at all?

When you don't eat, your stomach becomes smaller. After a few days without eating you may feel fatigue and headaches. The human body shuts down after three weeks without any food, assuming one is still remaining hydrated. Once you go a long time without food, the adjustment back to eating may prove difficult. Small amounts of food and broth should be eaten so the body can slowly adjust back to its original state.

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

flailing (107)	tapered (107)	hefted (108)	primitive (109)	swiveling (112)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 107-114

Setting	Pages
In the lake	107-108
In the shelter	109
In the forest	109-111
Lake shore	111-112
In the shelter	113
Rock ridge flatland above the shelter	113-114

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian tries to catch fish in the shallows with a spear but keeps failing
- He had worked on his spear the night before, but his efforts seem pointless
- He tries several ways to use the spear to catch the fish but always fails
- He thinks of making a bow and arrow to allow himself to get to the fish faster
- He goes to the shelter, has an egg, banks the fire, then heads to the woods in search of a bow
- He eats berries until he feels full
- It surprises him that he is full off of one egg and a few berries
- Brian turns around to be sure the bear is not there as it was the time before
- He makes his way to the water's edge, using the spear to clear the brush in front of him
- As he walks along the lake he is startled as a bird flies up from under him
- Then he thinks to himself that he might try to catch one
- Continuing down the shore, Brian finally finds a tree with branches that are good for a bow
- He chops at a limb with his hatchet
- As he chops away he hears a whine but does not pay it much mind
- As he finishes chopping, the whine gets louder and he recognizes it as a plane
- He leaves everything behind except the hatchet as he runs to start the signal fire

- He reaches the shelter, grabs a limb and runs up to start the fire
- As he starts the fire, the sound fades as if the plane is turning away
- In moments the bonfire is as high as his head but the sound grows more faint until it disappears
- At this point Brian loses hope of ever being rescued and feels alone again

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart. Is there anything you can add to what you know or what you want to know?
- A new location or change can be added to the map.
- **Create a new picture for the visual map: show how Brian tries to signal the plane to rescue him.**

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

g6: Six Graphic Organizers for the Analysis of the Structure of Text

Materials:

- Setting Chart
- Beginning-Middle-End Chart

Step One: Read the story, chapter or segment you wish to analyze

Step Two: Fill out the Setting Chart

1. Describe the place where the story takes place in the where box on the chart. This includes the location, geography, scenery and other details about the place.
2. Describe the time period in which the story is taking place in the when box on the chart. Is this a contemporary story, or does it take place in the past or the future? Give details about this past or future time if this is the case.
3. Describe the time of day or day of the week the story begins in the time box on the chart. This box is important if the story of the part you are analyzing takes place in a short period of time.
4. Describe the weather in the weather box of the chart. Is it sunny, stormy, snowing, all of the above, none of the above? Sometimes the weather matters, sometimes not. Sometimes it is critical.

Step Three: Fill out the Beginning-Middle-End Chart

1. Decide what the most important events in the story are. You may want to jot down a list.
2. Decide whether each event is part of the beginning, middle or end of the story. Then write a phrase describing each event in the correct column. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
3. If the events in a column are not in the order they took place, number the items in the column.

4. If you analyzing a chapter or segment of a larger story, all of the events might be in 1 or 2 columns, understood as part of the larger story. Or it might work to analyze the beginning, middle, and end of just this part.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How does Brian make his spear?
2. Why does Brian want to make a bow and arrow?
3. What does Brian hear and how does it make him feel?
4. When the plane turns away, leaving Brian hopeless, how do you feel?
5. Do you have hope that Brian can still be rescued or have you lost hope too?
6. How has Brian learned to be resourceful? Provide reasons from the text to support your claims.
7. How many days of being stranded would it take you to give up hope of being rescued, if at all?

9. Analyze Analyze the key paragraph.

Mythic Background

In mythology, stories of the heroic journey introduce us to the hero through a series of tests that clarify who are enemies and who are allies. The journey always includes companions, and always leads to a series of increasing conflicts and an ordeal in which these allies and enemies will be critical. On the way to ordeal, the hero experiences conflict with those he or she meets along the way: people, forces, places. This is the Approach to the Inmost Cave [Christopher Vogler, Joseph Campbell].

This is the area or zone of approach where the hero is going deeper into the special world and getting closer to the ordeal, the crisis that must inevitably erupt. This is the crisis that will test his or her courage, and call on everything he or she has to offer, everything he or she has learned. This approach can be fast or slow, mountainous or a desert journey, a physical struggle or even a romance. It is very often a series or progressive set of choices and tests, getting closer to the real test.

Brian is left alone and hopeless after the plane leaves him behind. His will to survive and carry on will be tested and he is Approaching the Inmost Cave.

Key Paragraph

He could not play the game without hope; could not play the game without a dream. They had taken it all away from him now, they had turned away from him and there was nothing for him now. The plane gone, his family gone, all of it gone. They would not come. He was alone and there was nothing for him.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Writing Prompt 1

The Unit theme is courage. Courage has been defined as “risk for a reason.” In today’s reading Brian took a risk in putting all of his hopes in the belief that the signal fire would save him and that the plane was going to stop for him. The unexpected happened to Brian. His actions produced different results than he would have expected. However, it can be argued that Brian acted courageously as he had a plan and followed through with it in the efforts to be rescued. **Write a 1-paragraph narrative describing how Brian acted courageously. Use pacing and description along with precise and sensory details to illustrate your point. If you feel he did not act courageously explain why. Back up the main points of your narrative with reasons and examples. Use evidence from the text to make your explanation strong. Be sure to end your paragraph with a conclusion that reiterates your stance. Upload your writing to the online forum of your choice (Blog, Google Doc, etc.) and provide the link to your classmates so they can provide feedback.**

Writing Prompt 2

Think of a situation in which a friend took a risk and acted courageously. Your friend may have stood up for you, or perhaps put everything on the line to prove a point or stand up for something he/she believes in. **Write a narrative paragraph that uses description and reflection to explain your friends’ actions. Be sure to include precise, sensory details to elaborate on how your friend was feeling while performing this courageous act. When you have finished writing, be sure to add a concluding sentence that sums up your friend’s actions. Upload your writing to the online forum of your choice (Blog, Google Doc, etc.) and provide the link to your classmates so they can provide feedback.**

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 13



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Why does water refract light?

Refraction is the change in direction of a wave due to a change in transmission medium. Light entering or exiting a water surface is bent by refraction. Light travels 3/4 as fast in water as it does in a vacuum. Therefore, submerged objects always appear to be shallower than they are because the light from them changes angle at the surface and bends downward toward the water. For more information about light refraction, follow the link below and study the picture:

<http://hyperphysics.phy-astr.gsu.edu/hbase/geoopt/refr2.html>

2. Word Wall

jerked (115)	trotted (117)	punky (119)	hummock (120)	infuriating (120)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

p. 115-123

Setting	Pages
Edge of the lake	115-117
Brian recalling the day the plane missed him- in his shelter and top of the ridge to kill himself	118
Back to present- the lake shore	119
Brian recalling his first bow and arrow- in the shelter	119-120
In the lake	120-121
Shelter, lake, shelter	122-123

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian stands near the lake and watches the fish
- However, he is tired of fish and wants to try to capture a foolbird
- He hears something that stops him
- He looks around and sees a wolf that is half way up the hill from the lake
- Brian feels afraid at first because he knows if the wolf wants him he has him
- Quickly he relaxes as he comes to terms with reality that the wolf is just another part of the woods
- The wolf watches Brian, then turns and is followed by three other wolves
- Brian acknowledges that he is not the same as before- it has been 47 days since the crash
- Recalling the day the plane missed him, Brian remembers feeling abandoned
- He tried to kill himself with his hatchet that night he was missed
- He woke up the next morning away from his shelter with dry blood on his arm and knew two things: 1) he was not the same and 2) he would not let death in again
- When he is done remembering he continues down the lake shore and goes to his camp to make a fire
- Brian then remembers making his first bow and arrow that took him 2 hours

- When he tried testing it, the bow snapped and sent splinters all in his face
- He made a new bow and tried to catch fish with it but was unsuccessful
- It was not until he put the arrow in the water that he recognized his mistake- water bends light, so the fish were not actually where they seemed to be
- He finally caught one and was proud of himself
- He carried the fish to his fire as he held it in the air
- Brian then cooked it and ate it
- He took the scraps back to the lake to attract more fish
- He ate 20 fish that first night and had a feeling of hope
- When he is done remembering his first bow and arrow and his first day with fish he is sitting in front of his fire and tells himself that he has “tough hope”

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map. Does the main character explore anywhere new?
- Add a new item to the visual map: show how Brian catches fish.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Materials:

- Large piece of stiff paper for each character, like 11x17 oak tag
- Paper for bubbles with scissors and glue sticks
- Markers, crayons, pens, pencils, or paint
- Construction or tissue paper, scissors and glue sticks if desired

Step One: create a large headshot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper, or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.

3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. When Brian sees the wolf, why doesn't he run?
2. How many days has it been since the plane crash? Since Brian was reborn?
3. Why does Brian say he was reborn?
4. Did it take more courage for Brian to kill himself or for him to decide to stay alive?
5. What does Brian remember that helps him catch fish?
6. Do you think Brian's 'tough hope' will help him survive? Why do you think a positive attitude is important?
7. Do you think Brian is resilient? Why or why not?

9. Analyze Analyze the key paragraph.

Mythic Background

In Greek mythology, Hades is the god of the underworld, the gates of which are protected by Cerberus, the dog of Hades. Specifically, the 3 headed dog of Hades. Cerberus made sure that none of the dead could leave the underworld and none of the living could enter it. Cerberus is described as a fierce and fearful creature with 3 vicious dog's heads, a tail something like a dragon or other kind of serpent. Sometimes more elaborate descriptions indicated hundreds of other heads including snakeheads all over his back. In any event, not a real friendly creature. Only Orpheus got past Cerberus although Heracles tried to bring him back to earth.

Orpheus was a singer, musician, and poet who played the lyre. He loved his wife, Eurydice very much. She was bit by a snake and died. Orpheus went to the underworld to get her back, and through many tests of courage, love and the use of his art, he got her back. Using his lyre, Orpheus once charmed even Cerberus to get past him to rescue his wife Eurydice. On the way back to the world Orpheus looked back when he was told not to, and he lost Eurydice forever.

Brian experiences death in this chapter when we learn of his attempted suicide. He tries to kill himself out of the hopelessness that he feels but in the end cannot do it. When he awakes the next morning he is "reborn" and begins a new life and way of being in the wilderness.

In the heroic journey, as we approach the conflict we reach the central crisis – and the hero finds him or herself in the horrible mess he or she most feared – the Ordeal has come and the hero must summon everything heroic in the self to get through it – the

moment has come. The plane passed over Brian and left him behind in the wilderness. He is left alone and sees no option but to try and kill himself. However, he does not and cannot follow through with it and is reborn.

Key Paragraph

Still there on his side and the sun come up and when he opened his eyes he saw the cuts on his arm, the dry blood turning black; he saw the blood and hated the blood, hated what he had done to himself when he was the old Brian and was weak, and two things game into his mind-two true things.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Writing Prompt 1

Brian has come into a situation he did not think would happen- he was abandoned and lost all hope of being rescued. He tries to avoid the pain by attempting something dangerous and mad that he later feels angry for doing.

Have you ever been in a situation where you ran into something you never expected? Something or someone or some situation you never thought could or would occur, or were totally unprepared for? Or found yourself in a dangerous situation you did not expect at all? This is not necessarily a negative situation. It might have been very positive but unexpected. What happened? How did you feel? What did you do? What do you think about it now?

Write a 1-2 paragraph narrative in which you compare your experience in a dangerous or unexpected situation with the heroic journey in Greek mythology. How do you resolve the conflict? Be sure to use your notes from class to guide your analysis. Use precise and sensory details in your writing, and be sure to use techniques such as pacing and dialogue to create a coherent piece of writing.

Writing Prompt 2

You could answer writing prompt 1 for a situation that happened to someone else if you have enough information to answer all of the questions.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 14



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What does “survival of the fittest” mean?

Herbert Spencer made the phrase ‘survival of the fittest’ popular. Essentially, it is a phrase that comes from the evolutionary idea that describes the process of natural selection. Basically, the fittest creatures will be the ones to reproduce. With this idea in mind, it can be assumed that people/animals will be better designed for “an immediate local environment.”

2. Word Wall Here are five vocabulary words to teach and add to the Word Wall.

vital (125)	devastating (126)	sulfurous (126)	corrosive (126)	breakthrough (132)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 124-132

Setting	Pages
Inside the shelter	124-126
In the lake	126
The shelter	127-130
In the lake	131-132

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Narrator tells us that Brian has new knowledge with is that "Food is everything" (125)
- Brian learned this on his second "new night" (125)
- Brian sleeps in his shelter (on his second new night) and is awakened by something
- He looked by the fire to find a skunk digging up the eggs
- He was afraid the skunk would steal his eggs and therefore, threw sand at it
- At this the skunk raised hits tail and sprayed Brian I his face from less than 4 feet away
- Brian screamed, crawled out of the shelter and fell-ran to the lake shore
- He stumbled into the water and tried to wash out his eyes which were blinded
- He stayed blind for about 2 hours, his eyes were irritated for 2 week and the smell in his hair, clothes and shelter lasted for about a month and a half
- While he was in the lake the skunk had eaten all of his eggs
- The following day Brian worked to improve his shelter by tearing it down and starting from scratch
- It took him 3 days to rebuild his shelter
- He stopped to fish and shower 4 times a day to get the skunk stench off of him
- He learned that if he were to store food it would have to be high to keep it away from all animals
- He found a rock ledge above the door to his shelter that would make a natural storage place
- To get there Brian made a latter out of a log and dragged it to the ridge

- When he got up there he found lots of bird manure and cleaned it with sticks
- He wove a snug door for the small opening of his food shelter to keep the birds out
- He finishes, steps down, looks at all that he has accomplished and takes pride
- He realizes that he has no food to store and that he can not store fish in the food shelf
- He looks at the weave he made for the food-shelf and makes his way to the water
- He gathers rocks and makes his own pond near the shore for fish
- Within an hour he had 30-40 fish in his pond
- Brian then weaved a gate to enclose the pond
- He knew storing live fish was a great breakthrough because he was saving ahead, thinking ahead

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map.
- **Create a new picture for the visual map: add a drawing of Brian's innovation with fishing.**

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Movie Advertisement

Materials:

- Stiff paper 9x12 to 11x17
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Create a Movie Cover

1. Imagine you are creating a movie cover for the movie Hatchet. On one side of your paper draw your image(s) that will make for your cover
2. Be sure to include important elements that you have read about

Step Two: Write your synopses

1. Now imagine you are the writer of the movie synopses.
2. Write a brief description of the movie thus far.
3. Be sure to include which famous actor will be playing Brian in the movie. Also, list 3 key elements of the story thus far.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What is the "vital knowledge" that Brian learns?
2. How does Brian learn this knowledge?

3. What did Brian do to fix his shelter? Does he add anything new?
4. Is Brian exhibiting any form of ingenuity at this point?
5. How is Brian thinking for the long-term? What changes is he making to the way he lives his life? Use examples from the text to support your ideas.
6. Do you think Brian has solved his problems with intruders into his shelter?
7. Do you think he will get rescued soon, or not at all? Why do you think this?

9. Analyze Analyze the key paragraph.

Mythic Background

In the heroic journey, as we approach the conflict we reach the central crisis- and the hero finds him or herself in the horrible mess he or she most feared- the Ordeal has come and the hero must summon everything heroic in the self to get through it- the moment has come. Harry has been left alone, tries to kill himself and when he cannot do it is reborn. By being reborn he has started entering the Ordeal and finally comes into it when he learns the vital knowledge of survival "Food is everything."

Key Paragraph

Early in the new time he had learned the most important thing, the truly vital knowledge that drives all creatures in the forest-food is all. Food was simply everything. All things in the woods, from insects to fish to bears, were always, always looking for food-it was the great, single driving influence in nature. To eat. All must eat.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Writing Prompt 1

In this chapter Brian has fully entered the Ordeal. He is on the final stretch to confronting evil. **Write a 1-2 paragraph narrative about a time when you were in the final stretch of completing something difficult. Explain the situation and set out the problem clearly using techniques such as pacing, description and reflection. Provide sensory details and descriptions that make your readers root for your success. When you have finished your writing, be sure to provide a conclusion that sums up your experience. Upload your writing to the online forum of your choice (Blog, Google Docs, etc.) and provide the link to your classmates so they can offer feedback on your work.**

Writing Prompt 2

You may answer the writing prompt above for someone else, if you have enough information to do so thoroughly.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 15



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

Why do animals camouflage?

Camouflage is able to assist both sides in the battle for survival. For instance, prey animals use camouflage to avoid being found and eaten. Predators use it to keep from being seen by prey until it's too late. The color of an animal's scales, fur, or feathers come from pigments in the animal's skin. The skin cells change pigment to cause a change in the animal's outer covering too. Frogs, toads, and some fish can change the color of their skin or scales to match a surface that's near them.

2. Word Wall

craved (133)	exasperated (134)	camouflage (134)	pitchy (135)	trotted (138)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 133-141

Setting	Pages
The shelter	133-135
Along the lake shore	135-138
The shelter	138-139
The fish pond	140
The shelter	140-141

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Narrator tells us that after 2 weeks Brian lost track of days- he only knew because he would make tick marks on a rock
- Events are what Brian used to remember time- like the day of first meat
- Brian wakes up one morning and craves meat and thinks about meat all day
- He works nearly a quarter mile away from camp now to get wood and often sees small animals like squirrels, rabbits and foolbirds
- Foolbirds drove Brian crazy because he could be sitting next to one and never see it until it flew away
- It bothers him most that the birds seem to be dumb but he still can not catch one
- On the day of first meat he decided the best thing and easiest thing to catch was a foolbird
- At first the hunt does not go well- he sees the birds, but only after they fly away
- After going around half the lake and jumping 20 times because the foolbirds scared him he sits down at the base of a tree
- He thinks of what he is doing wrong and how he can spot the foolbirds
- After a while he gets up to continue walking and a foolbird jumps up- it had been next to him the entire time
- He watches the bird as it flies away and finds the secret- the shape of the bird
- Now, instead of looking for the color of the bird he looks for its shape

- He begins to look with his new knowledge and almost instantly finds 3 birds
- He gets close enough to use his bow but misses and misses several more times
- He switches from using the bow and arrow to using the spear
- Finally he kills one with the spear and takes it back to camp
- Once he arrives he does not know what to do with it
- He concludes that before cooking the bird he must clean it
- He peels the skin off of the bird to pluck the feathers
- When all the skin was peeled the insides fall out the back end
- Brian nearly throws up from the raw odor of the meat
- He then cuts the neck and feet of the bird with his hatchet and sets up the bird on some sticks
- He throws all the scraps into the pond except the wing and tail feathers
- When he returns to camp flies are all over the bird and he brushes them off
- He builds a fire, pokes a stick through the bird and held it over the fire
- He plays with it for a while until he finds the proper spot to hold and rotate the bird so it does not burn or ignite
- Within minutes the outside was cooked and the odor was delicious and he ate it

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait.
- An answer can be added to a question from the KWL Chart. Have you learned anything from today's reading? Are there still things you would like to know?
- A new location or change can be added to the map. Has Brian explored any new territory today?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Postcard

Materials:

- Pieces of stiff paper [like oak tag] 3-5 inches wide and 5-10 inches long
- Some combination of pencil, pen, crayon, or marker
- Construction paper, scissors and glue sticks if desired

Step One: Make your postcard

1. Cut your stiff paper to a size that represents a post card which is about 5-7 inches wide, and 4-6 inches long
2. On one side, draw a picture that represents something you read today. This can be the setting, a character, a theme, or an idea in today's reading.

Step Two: Write a message

1. Imagine you are the "NEW" Brian and you ran into the "OLD" Brian. On the other side of the postcard, write about your encounter with your former self. What did you think of how you used to be? How did you feel to run into your old self?

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. Why do you think Brian measures “real time” by events?
2. How long do you think you would last in the wilderness?
3. Have you ever lost all sense of time? During vacation? Describe how this felt.
4. What does it say about Brian when you learn that “he had been working farther and farther out for wood”? (134)
5. What was Brian doing wrong when attempting to kill the foolbirds? What was the secret key?
6. How does Brian show patience in hunting the birds?
7. Why does Brian throw the remains into the fishpond?
8. Would you have been able to cook the foolbird and eat it as Brian did?

9. Analyze Analyze the key paragraph.

Mythic Background

You have survived and won, you claim your victory and leave with your Reward which you can celebrate. Brian has killed a foolbird and is able to eat meat. He now possesses the power and knowledge to kill a foolbird, prepare it to eat by plucking the feathers and cleaning out the insides and cook it. He is now better suited to survive in the wilderness.

Key Paragraph

It had always been so simple at home. He would go to the store and get a chicken and it was all cleaned and neat, no feathers or insides, and his mother would bake it in the oven and he would eat it. His mother from the old time, from the time before would bake it.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Brian has come to terms with his reality- he is alone in the Canadian wilderness and has himself to depend on for his survival. He explores and challenges himself by wanting to do more for himself like eating meat. It is truly a challenge for him to do so, but in the end he comes up with a great reward- he obviously eats meat, but most importantly he gains confidence in himself.

Think of a time when you struggled for something but truly wanted the reward. What made it difficult? What was it that you were looking for or trying to do? How did you manage to do it? How did you feel when you received your reward and what did you do with it? When you received your reward did you learn anything about yourself?

Write a 1-2 paragraph narrative about a time when you worked hard to achieve something. Use precise, sensory details to describe your experience. Use reflection, description, and/or dialogue to create coherent writing. When you have finished, be sure to provide a conclusion that sums up your experience.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan Hatchet, Day 16



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is a tornado?

A tornado is a rotating column of air. They can also be referred to as cyclones or twisters. Tornadoes come in many shapes and sizes, but they usually come in the shape of a funnel whose narrow end touches the earth and is often encircled by a cloud of debris and dust. Most tornadoes have a wind speed of 100 km per hour (or less) are 250 feet across and travel a few miles before dissipating. The vast majority of tornadoes occur in the Tornado Valley of the US. To protect yourself during a tornado, it is advised

that you go to a basement or an interior first floor room. If no sturdy shelter is available, getting low in a ditch is the next best option. Highway overpasses are one of the worst places to be when a tornado strikes.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

flurry (144)	sputtered (145)	restless (149)	bellowed (153)	unduly (153)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 142-154

Setting	Pages
Edge of the lake	142-144
In the lake	144-146
Land by the lake, walking back to camp	146-148
Inside, outside and back inside the shelter	148-149
Outside where the shelter used to be	150-153
The lake	153-154

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian recalls other first days (first arrow day and first rabbit day)
- He moves close to the lake by a stand of nut bush where he often finds foolbirds
- He finds one and uses 3 arrows before hitting it
- The bird flops around and Brian slams it against the ground killing it quickly
- He gathers his arrows then goes to the lake to wash the blood off his hands
- He hears something and turns around- before he can react he realizes a moose is charging right at him
- The moose tosses him into the lake and follows after him
- The moose pushes him to the muck at the bottom of the lake

- Suddenly it's over and he reaches the surface, grasping for air and clearing the mud from his eyes
- When his sight clears he looks around and sees the moose 10 feet away, calmly eating a lily-pad root
- He slowly begins to swim-crawl out of the water
- As soon as he moves though the moose charges at him again—this time using her head and horns
- The moose slams him back into the water and again he struggles to breathe as the moose leaves him alone again
- He comes back to the surface but this time his body feels sore and hurt
- Brian slowly inches out of the water by crawling, being careful not to move too much so the moose does not attack again
- When he reaches land he stands up behind a tree to examine himself
- When the moose is out of sight, Brian goes back to the lake to retrieve his items
- It takes him about an hour to make it back around the lake to his shelter- his ribs are not allowing him to breathe correctly so he has to walk slowly
- When he got to his shelter he crawled in and went to sleep
- Brian wakes up to a sound he has never heard before
- He adds wood to the fire but still feels worried because he feels as if the sound is coming for him
- He grabs his spear and bow and feels some comfort but still feels threatened because he does not know what is coming
- He steps outside to see what is coming but it was too dark
- Brian recognizes the sound from something he read once
- Suddenly it came to him- it was the wind of a tornado
- As he tries to get inside his shelter the tornado slams him into the pine branches of his bed
- He is hammered into his front wall and the sand
- The wind takes his wall, bed, fire and tools into the lake
- He brushes off hot coals from his neck and his pants
- Brian now begins to pray because he wants to stay alive
- The wind moves to the lake and picked up water, making a sight that was “beautiful and terrible at the same time”
- The tornado leaves Brian alone in the pitch dark
- All Brian has is his hatchet
- It begins to rain and he makes it back to the overhang where his bed had been
- He does not sleep so for the rest of the night he reflects on the day
- He had started off good, then in one day he was attacked by a moose, hit by a tornado, lost everything and was back to square 1
- The difference now was that he knew he was not done- when morning came he would rebuild

- He falls asleep at dawn and when he awakes he moves w/ pain in his ribs
- Slowly, Brian walks to the lake for a drink
- He notices his pond is still there but without any fish or a willow gate
- He looks toward his shelter and sees the wood that had made up his wall scattered around the beach
- He continues to look around and sees the tail of the plain popping out of the water
- Brian then remembers the pilot
- He feels a sadness and says a few words for the pilot

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map.
- **Add two new items to the visual map: show Brian's experience with the tornado and the moose attack.**

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Magazine Cover

Materials:

- Stiff paper 9x12 to 11x17 or butcher paper
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for **People** magazine.

1. You have been assigned to do the cover story on the events that
2. Take place in the story *Hatchet*. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story?

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

1. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
2. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
3. Bind the cover and pages together to form a mini-book.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What tragic events happen to Brian in this chapter?
2. What is the only thing Brian has now that he had when he first started his flight?
3. Did you think things were going too well for Brian and expected something big and tragic to happen?
4. What do you think Brian will do next? Will he rebuild his shelter or explore the plane?
5. How does Brian show courage in this chapter?
6. If you were in Brian's situation would you want to give up?
7. What is Brian's mentality like before the moose and the tornado? What about after? (use the information on pgs. 143 & 152 to help you answer)

9. Analyze Analyze the key paragraph.

Mythic Background

The Heroic Journey is almost at an end, but the story is not quite over because you have to either stay in this special world or return to the ordinary world-which hero's almost always do-and the real proving is on The Road Back.

Key Paragraph

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

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

In today's reading Brian comes in contact with the day of insanity. First, a moose attacks him, and then his shelter, weapons and fire are destroyed by a tornado. However, instead of feeling sorry for himself, instead of crying, instead of giving up, Brian tells himself that he can and he must start over.

Think of a time when you have acknowledged a change in yourself. Perhaps you normally procrastinate when doing an assignment, but one time you got it done early, or maybe you told someone to stop teasing someone else instead of passively dismissing the situation.

Write a 1-2 paragraph narrative describing how you used to be, and how you changed. Use the first person point of view and set the scene by using sensory

details to describe when this occurred in your life and how you saw yourself at the time. What was is that you did or didn't do? How did you go about the change? Did it require courage? What was your reaction to yourself when it was over? Be sure to provide reflection and sequencing to produce a coherent piece of writing. When you have finished, upload your work to the online forum of your choice (Blog, Google Docs) and provide the link to your classmates so they can give you feedback on your writing.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 17



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background

Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is resistance?

Psychologists have identified some of the factors that make someone resilient, among them a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a helpful form of feedback. Being resilient does not mean that a person does not experience difficulty or distress. Resilience involves the ability to become strong, healthy, or successful again after something bad happens.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

incessant (155)	insane (157)	savagely (158)	ruefully (160)	eddy (164)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 155-166

Setting	Pages
Around the campsite-rebuilding	155-156
Inside his new shelter	156-158
The fish pond	158-159
Inside the shelter	159-160
Around the lake and campsite-looking for logs	160-161
The lake	161-162
The shelter	162-164
The lake	164-165
The tail of the plane sticking out of the lake	165-166

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian looks at the wreckage that is his campsite
- He plans what he has to do: rebuild the shelter, start a new fire, get food and make new weapons
- He builds a fire in less than an hour
- Next Brian sets out to find dry wood
- He has difficulty breaking the dry branches he finds because of his ribs but eventually collects enough to last him through the night
- He gathers the scattered branches and weaves the tornado had flung round and rebuilds his well
- Then Brian gathers limbs for his bed
- It takes Brian all day and by evening he is hungry and exhausted
- He thinks to himself that tomorrow the fish might be back in his pond and he can make a spear and bow so he can eat
- As he begins to fall asleep the image of the plane's tail pops into his head
- Then he thinks of the survival pack that must still be in the plane near the tail
- As he begins to doze his eyes snapped open as he wondered what "goodies" the survival pack might have for him
- He falls asleep with the image of the plane tail
- When Brian awakes in the morning he gathers wood for the fire and he notices that his ribs feel better
- He goes to his pond and sees fish
- He fights the urge to go to the plane as he remembers all that he has learned- food first
- He works on a new spear for an hour and catches 3 fish
- He takes them back to the fire and cooks them on his fish board
- When Brian can no longer stand the smell (the good smell of cooking food) he eats the 3 fish
- They did not fill him but he could feel the strength they were giving him
- He sets out to make a raft to paddle out with when going to the plane
- It was easy to find the logs he needed but he could not keep them together
- Brian becomes frustrated and at that point he goes to the beach to think about the problem
- He realizes the logs he had selected were smooth- he needed logs with branches so he could weave them together
- He finds 4 limbs that he drags to his work area and fits them together
- He finishes in late afternoon and calls his raft "Bushpile One"
- He takes it to the water and begins swimming alongside it towards the plane
- At chest depth he realizes he has no way of securing the raft to the plane
- Brian then remembers his windbreaker
- He tears it into narrow strips and ties them together to form a rope

- Again he slides the raft off the beach into the lake and swims towards the plane
- The branches from the logs make it hard to push the raft
- He realizes it will take him a long time and decides to head back and start off early in the morning- he eats 3 more fish
- After, Brian gathers more wood
- Next, he thinks of what his mother is doing
- Brian's mind quickly came back to the Canadian forest as he witnessed its "unbelievable beauty" (163)
- He is alone but the scenery is beautiful nevertheless- he falls asleep
- He wakes up in the morning, adds wood to the fire and goes down to the lake
- He wades in and when he was sure his hatchet was secure and the raft still held together he sets out, pushing the raft towards the plane
- It take Brian 2 hours of pushing and kicking to get to the tail of the plane
- He secures the raft to the plane with his rope and climbs on top of it, then rests for 15 minutes
- As he thinks of a way to get in he remembers the pilot again
- He almost swims back, but the thought of the survival pack keeps him there
- He searches the plane for an entrance but it looks as if he is blocked out

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map. Does Brian explore any new areas of his surroundings today?

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Cartoon Strip

Materials:

- Construction paper
- Pencils, pens, markers, crayons

Step One: brainstorm

1. Review the main events of the novel so far and reflect on the main action events of the story.
2. Decide on 3-4 actions that are the most life changing for Brian (the moose attack, making fire, etc.)

Step Two: Create a cartoon strip

1. Create a cartoon strip showing these 3-4 main events - use illustrations and speech bubbles when/if necessary.
2. Illustrate your portrait with colors, construction paper or whatever will make the cartoon seem action-packed.

Step three: share your cartoon strip with a partner

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How long does it take Brian to start a fire when he first discovered it? How long does it take him now?
2. For Brian, what is sanity? What is insanity? How does this compare to your image of sanity and insanity?
3. How does Brian rebuild what was lost from the moose attack and the tornado?
4. What new forms of ingenuity does Brian use in this chapter? (use page 159 for information)
5. Keeping in mind the three factors of resiliency (a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a helpful form of feedback) do you think Brian has become resilient? Explain by using examples from the text.
6. Do you think Brian is thinking less and less of his life back home?
7. How does Brian exercise patience in this chapter?
8. Do you think patience is a form of courage? Explain.

9. Analyze Analyze the key paragraph.

Mythic Background

What has our hero learned? Has he or she really changed? In this journey their old self really dies and is reborn as the new hero and this is where we really see it –is there a real Transformation when everything depends on it?

Key Paragraph

He fought impatience to get on the plane project and remembered sense, remembered what he had learned. First food, because food made strength; first food then thought, then action. There were fish at hand here, and he might not be able to get anything from the plane. That was all a dream.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Before Brian was reborn he would have lost his sense and tried to go after what was inside the plane. However, he is reborn and fights his impatience in order to build his shelter and gather food because he recognizes that food and shelter are a necessity to survive and what “might” be in the plane is a dream.

Write a 2-paragraph narrative describing a time when you were not overcome with temptation. In your first paragraph, consider the following questions to help you craft your response: Instead you thought of sense and reality and did the logical thing. What was the temptation, person or force pushing you away from reason? How did you overcome it? What were you thinking and feeling as you battled with yourself to make a decision? What was the outcome? Be sure to

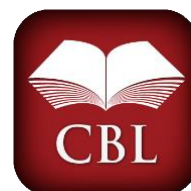
provide sensory details and precise language to present your ideas clearly and in order.

In the second paragraph, use the text of *The Hatchet* to compare your experience to Brian's. How are you two alike? How are you different? When you have finished writing both paragraphs, be sure to provide a conclusion that sums up the main idea of your experience.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan *Hatchet*, Day 18



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background Gather background knowledge about a place, time, event, person, or thing.



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is the average time someone can hold their breath?

The average person can hold their breath for approximately 30 seconds. Someone in excellent health cannot last for more than 2 minutes. Some Japanese pearl divers cannot usually last longer than 7 minutes. Depriving your body of oxygen can have many negative effects. Carbon dioxide builds up inside you and must eventually be released, causing your breathing muscles to spasm. This is why people will gasp for breath after they surface from holding their breath for a long time.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

frenzied (168)	wheezed (170)	thrusting (170)	eeled (173)	wheeling (174)
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READ

3. Review

Review the timeline from the beginning every day.

4. Read

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 167-177

Setting	Pages
The tail of the plane	167-169
In the lake-diving for the hatchet	169-171
Tail of the plane	171-172
Inside the plane	173-176
In the lake-pulling the raft back to shore	176
The shelter	177

RESPOND

5. Timeline

Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian works around the tail of the plane
- In frustration he slams his fist against the plane
- Surprisingly the aluminum gives easily
- Brian decides he will force his way through since he can not find an easy entry point
- He takes out his hatchet and swings at a soft spot- it cut through "as if it were soft cheese" (168)
- He cut a triangle, saw some wires and continued to make a larger opening until he accidentally dropped the hatchet

- Brian thinks of everything the hatchet has helped him with and for a second feels sorry for himself
- He quickly tells himself he has to get it back
- He dives down, but can not see more than five feet in front of him and runs out of breath, so he returns to the surface
- He curses himself for being so “stupid”
- Brian then takes a deep breath and dives down, this time making an arrow of his arms and pushing off the bottom of the raft
- He was successful this time and his face actually hits the lake bottom
- He opens his eyes and looks for the hatchet but can not find it
- He begins to feel out of breath when he spots the hatchet’s handle
- Brian reaches for the handle twice before he actually grabs hold of it
- At the same instant Brian slams his feet into the mud and pushes up
- He begins to see colors and realizes he will have to take in some water
- Right as he opens his mouth his head pops out of the water and he grasps for air
- He continues to grasp for air as he holds on to the raft with one hand and the hatchet in the other
- Once his breath comes back he goes back to work on the plane- he returns to cutting his hole but is now extremely careful not to drop the hatchet again
- Brian saves all the pieces of aluminum that he chops as he feels that he can use the bits metal as fish arrowheads or lures
- When the hole is big enough, Brian begins to wiggle through, moving inside the plane
- He hesitates for a second as he wonders if the plane will settle back to the bottom when he gets in
- Concluding that it will not, Brian climbs in
- When inside, he pulls himself under water and with his feet feels around for the survival pack
- He comes up for air then goes down again, this time his feet almost hit the back of the front seats
- Brian feels some kind of cloth or canvas and then again comes up for air
- He pushes down again in the same spot and believes he feels something hard inside the canvas- it has to be the survival pack he thinks to himself
- He tries to get it but it is stuck and once again he runs out of air and has to go back up
- The next time he shoots down, he goes down head first and he sees the cloth, tugs at it, realizes it is the survival bag and rips it free
- As it breaks free, Brian looks up and sees the half-eaten head of the pilot
- The fish had been swimming around and eating the pilot- they had to eat too
- His mind screams and he jerks and moves up to the surface

- When he gets to the surface Brian heaves and gasps for air for several minutes as he tries to take the image of the pilot out of his head
- He finally settles and grabs the survival bag that floats next to him
- He wiggles out of the hold and struggles to get the bag out
- It takes Brian a while to do this and by the time he fastens the bag to the raft it is almost dark
- At times Brian doubts he will make it back to shore- it takes him “forever”
- Brian finally makes it to shore and makes his way to the shelter- it takes him about 3 hours to get from the shore to his shelter

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- An answer can be added to a question from the KWL Chart.
- A new location or change can be added to the map.
- **Add a new item to the visual map: show how Brian swims bravely to get the survival pack.**

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

KWL of Famous Survivalists

Materials: KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?.
2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. You may use outside informational texts to aid your research of famous survivalists.
3. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What happens to the hatchet?
2. What is Brian's reaction to his "stupidity"? How does he react? What does he do?
3. How do you feel when Brian drops the hatchet? Why?
4. Would you go back for the hatchet? Why or why not?
5. What is Brian saving? Why?
6. What do you think bothered Brian the most, seeing the dead pilot or realizing that the fish he had been eating might have been eating the pilot?
7. Do you think the dive for the survival pack was risky? Or worth the trip? Explain.

9. Analyze Analyze the key paragraph.

Key Paragraph

Many times he thought he would not make it. With the added weight of the bag- which seemed to get heavier by the foot-coupled with the fact that he was getting weaker all the time, the raft seemed barely to move. He kicked and pulled and pushed, taking the shortest way straight back to shore, hanging to rest many times, then surging again and again.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write about a time when you were really scared or nervous to do something important, but you did it anyway. **Explain the situation in a 1-paragraph narrative. Then describe how you felt before and after going through with it? What were your initial fears? Did they turn out to be realistic or unrealistic fears? How did they way you feel upon completion differ from the way you felt before you began this scary task? Be sure to use precise language and sensory details to make the experience as clear as possible. Remember to conclude your writing with a conclusion sentence that sums up your experience.**

Starting the Final Product:

Hatchet

Unit: Courage Requires Fortitude

Final Assignment: (Auto)Biography

Teacher Directions:

"Courage is a risk for reason, not risk for a thrill; courage requires we moderate our impulses and emotions. Courage leads us to consider our heroic journey in which we live for purposes bigger than ourselves and our wants and our needs."

Objective: Students will write an autobiographical or biographical narrative. The piece will follow the formula for a “heroic journey.” It should contain a theme of courage.

Directions: In reading *Hatchet*, students have followed Brian on an adventurous heroic journey. They take calculated risks and succeed by moderating their impulses and emotions, and placing the needs of others in front of their own. Each journal entry students have written has allowed them to write about their own- or someone else’s heroic journey.

1. Have students re-read all of their previously written narratives. Have them choose 5-7 that could go together to tell a story of a heroic journey. Have them sort and sequence them. These will serve as the body of each student’s rough draft.
2. Have students re-read the handouts on the steps of a heroic journey with examples provided for *Hatchet*, *The Wizard of Oz* and *Star Wars: Episode IV*. Have students label their chosen journal entries with the heroic journey steps they correspond to, such as Ordinary World, Call to Adventure, Reward, etc. Students will not have experienced all of these stages: only some of the stages will have been experienced.
3. Each student should end with a reflective conclusion that includes a discussion of the transformation that occurred, what he/she returned with from the experience, and the outcome.
4. Have students correctly sequence their paragraphs, using pacing as a tool to build a coherent whole. Students should re-read their (auto) biography in its entirety, adding connecting sentences where necessary.
5. Students should type, edit and spell –check, save and print their stories. Students will upload their writing to the online forum of their choice and share the link with their classmates to receive feedback on their work.
6. Have students critique each-others writing, using the following sentences for a framework:
 - a. The Heroic Journey stage I enjoyed the most in your story was...because...
 - b. It is clear that what you got out of this experience is...
 - c. I would like to hear more about...
 - d. I would like clarification on...

Have students spell check, save and print a final copy for their portfolio.

For students whom this is too complicated, simplify as appropriate. Some students may only be able to choose 3-5 selections and edit them into a single narrative.

11. Close Close by extending today’s lesson to life and the world.

Extend the reading to the students' lives or to the world.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Character Based Literacy Program Lesson Plan

Hatchet, Day 19



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What is an emergency transmitter? How exactly does one work?

An emergency transmitter is also known as a distress radio beam or a personal locator beacon (PLB). Essentially it is a tracking transmitter that aids in the detection and location of boats, aircraft, and people in distress. When activated, this device sends out a distress signal beam that can be accessed by search and rescue operations. The purpose of this apparatus is to help locate and find survivors in the 'golden day' (the first 24 hours following a traumatic event) during which the majority of survivors can usually be saved.

2. Word Wall

Here are five vocabulary words to teach and add to the Word Wall.

numb (178)	antiseptic (179)	marveling (180)	rummaging (181)	drone (183)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 178-185

Setting	Pages
Outside the shelter	178-182
To the lake and back to the shelter	183-185

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- Brian wakes up outside of his shelter- he was too tired to make it inside
- He looks at the survival pack and begins to look inside
- He finds many things like a sleeping bag, aluminum cookset, matches, butane lighters, first-aid kit with bandages, tubes of antiseptic paste and scissors, fishing equipment and more
- He was amazed at all of the items but a few made him feel a bit awkward
- Such items included the lighters and specifically a .22 rifle
- With these items Brian feels removed from everything around him
- He does not have to understand his surroundings with these items
- After putting the rifle to the side Brian sorts through the food packages
- He left the food for last to enjoy the glory in them
- As he sorts, Brian finds an electronic device with a 3 foot antenna that read "Emergency Transmitter"
- He turns the switch on the device back and forth a few times but nothing happens and he believes it was damaged in the crash or in the water and puts it aside as well
- He finds two bars of soap and thinks about cutting his grimy hair with the scissors and washing his hair with the soap
- Now all of his attentions goes to the food
- The food is all freeze-dried and there is a large variety in the food
- Brian tells himself that if he is careful, the food can last him "forever" (182)
- He decides that he will cook up a feast and eat until he drops, then he will be careful

- He chooses his feast which consists of a four-person beef and potato dinner with orange drink and for dessert a peach whip
- The directions on the food said to add water and cook for 30 minutes
- Therefore, Brian goes to the lake with an aluminum pot to get water for the food and returns for the water for the orange drink
- The drink tastes very good and he takes his time, enjoying the drink
- When he finishes he makes 2 more and drinks them quickly
- Suddenly, a plane appears overhead
- It passes directly over him and lands in the lake, stopping at the beach in front of the shelter
- This happens so fast that Brian does not move or react
- The pilot turns off the engine and stops onto the beach without getting his feet wet
- The pilot begins to explain that he heard the “Emergency Transmitter” then realizes who Brian is
- In shock, he states, “They quit looking, a month, no, almost two months ago...”
- Brian is already standing at this point, coughs to clear his throat, states his name and asks the pilot if he wants something to eat

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait. What occurrences in this chapter show you how Brian’s thoughts and feelings have truly changed?
- An answer can be added to a question from the KWL Chart. What questions do you still have that are unanswered?
- **A final picture can be added to the visual map you have been keeping. Show the main action of Brian’s rescue.**

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Update your Character Bookmark

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. What item really makes Brian feel awkward? Why?
2. What does Brian save for last?
3. Has Brian really changed? Explain why or why not.
4. How would you react to the items in the pack if you were in Brian’s situation?
5. What simple task amazes Brian that he can do now but was unable to do before?

6. How do you feel when Brian discovers all of his “treasures”?
7. Why do you think Brian asks the pilot if he wants something to eat?
8. Were you expecting Brian to get rescued? Why or why not?

9. Analyze Analyze the key paragraph.

Mythic Background

The heroic journey ends with what you learned out of all of this- did you get the outcome? Return with what you take out of this experience.

Key Paragraph

It was a strange feeling, holding the rifle. It somehow removed him from everything around him. Without the rifle he had to fit in, to be part of it all, to understand it and use it-the woods, all of it. With the rifle, suddenly, he didn't have to know; did not have to be afraid or understand. He didn't have to get close to a foolbird to kill it—didn't have to know how it would stand if he didn't look at it and moved off to the side.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a 1-paragraph narrative describing the end of a memorable experience in your life. The experience can be a road trip with friends or family, a vacation, getting lost and finding your way, working on a project, building something, etc. What were your feelings before you started the experience, during the experience and when it was over? What did you learn in the end? Would you go through the experience again? Is there anything you would change? Use precise language and sensory details to create a coherent piece of writing. Use techniques such as reflection, description and pacing to make your writing as detailed as possible. When you have finished writing, upload your work to the online forum of your choice (Blog, Google Docs, etc.) and share your link with your classmates so they can provide feedback.

11. Close Close by extending today's lesson to life and the world.

Extend the reading to the students' lives or to the world.

Character Based Literacy Program Lesson Plan

Hatchet, Day 20



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

1. Background



Courage Requires Fortitude. Courage is risk for a reason, not for a thrill. Courage requires that we moderate our impulses and emotions. Courage leads us to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

What are nightmares? Why would someone have them?

Between 2-8% of adults are plagued with nightmares. Nightmares happen for a variety of reasons and are often spontaneous; having a late-night snack can heighten the metabolism and cause the brain to be more active, which can sometimes result in nightmares. Nightmares most often occur during the Rapid Eye Movement (REM) stage of sleep. Sleep deprivation may also result in a greater number of nightmares; anxiety and depression may also cause nightmares.

2. Word Wall

immensely (186)	wiry (186)	furor (188)	predictions (188)	ineffective (188)
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READ

3. Review Review the timeline from the beginning every day.

4. Read Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

p. 186-189

Setting	Pages
The author explains what Brian learned and how he changed-away and distant from the lake and wilderness where Brian was stranded	186-189

RESPOND

5. Timeline Agree on the facts in today's reading and list the 3-5 most important on the timeline.

Students might mention:

- The author explains how Brian's experience affected his life
- When he was rescued, Brian had been stranded for 54 days
- In that time period Brian lost 17% of his body weight- eventually he would gain back 6% but have virtually no body fat
- Some changes remained permanently
- His ability to evaluate and react in situations improved, he was more careful about what he said and he appreciated food and its readiness to be eaten a lot more
- After being rescued he researched the plants and animals he came into contact with to learn their names and some information about them
- The Canadian government had sent a team to recover the pilot's body- reporters followed
- Reporters did not leave Brian alone for a few months
- He was even interviewed by a person interested in writing a book about his experience, but the book never happened
- Brian was given copies of the pictures and films that were taken by the reporters at his campsite
- These images seemed to trigger dreams
- The dreams were never nightmares though
- It is explained that had Brian not been rescued when he was that things might have been tragic for him – in the winter the lake would have frozen, predators like fox, lynx, owls and weasels would have eaten a lot of the game
- His parents were happy to know he was alive and things looked good for about a week
- After a week, however, his father went back to Canada and his mother continued to see the man in the station wagon

- Although he tried, Brian was never able to tell his father about the Secret

6. Map Add to ongoing class activities like a KWL chart or map: where did the characters go?

- New character information can be added to an Open Mind Portrait.
- An answer can be added to a question from the KWL Chart. What have you learned from this novel? Are any questions left unanswered?
- A new location or change can be added to the map. Does Brian visit anywhere different during today's readings? Describe his surroundings.

EXPLORE

7. Activity Explore the reading more deeply with a visual or oral language activity.

Rap

Come up with a 30 second rap describing how Brian has changed and summarize what he experienced while he was trapped in the Canadian wilderness.

8. Discussion Ask discussion questions of all 9 types (see Day 1).

Key Questions

1. How long had Brian been lost?
2. What changes did Brian keep with him?
3. How does Brian become semi-famous after his experience?
4. Did Brian have nightmares about his experience in the wilderness? Why or why not?
5. Why do you suppose Brian never told his father the Secret?
6. Do you think his life will ever go back to normal?
7. How do you feel at the end of the book? Are you satisfied with the ending?

9. Analyze Analyze the key paragraph.

Mythic Background

The heroic journey ends with what the hero learned out of all of this. Outcome: in simplest terms, what was it that the hero learned? Brian learns skills that allow him to be more aware of his surroundings, of what he says, and how he reacts. He also learns to appreciate everything he has.

This would be a great time to complete the heroic journey bookmark or otherwise review the heroic journey in *Hatchet* as a whole.

Key Paragraph

Many of the changes would prove to be permanent. Brian had gained immensely in his ability to observe what was happening and react to it; that would last him all his life. He had become more thoughtful as well, and from that time on he would think slowly about something before speaking.

EXTEND

10. Write Have each student write a short product based on today's prompt to connect to the unit theme.

Write a two-paragraph narrative about your greatest triumph in life so far. In the first paragraph, describe the triumph and the effort it took to get there. Where the rewards internal or external- meaning, were you the only one that celebrated your success, or did others participate in the ceremony as well? What did you learn about yourself from this triumph? How did it change your life and the way you view life? Use details, reflection, and description to help craft your narrative. **In a second paragraph, compare your experience to the heroic journey. How is your greatest triumph similar to the outcome in the heroic journey? Use the heroic journey Brian experiences in The Hatchet as well as your class notes to help you support your comparison.**

11. Close Close by extending today's lesson to life and the world.
