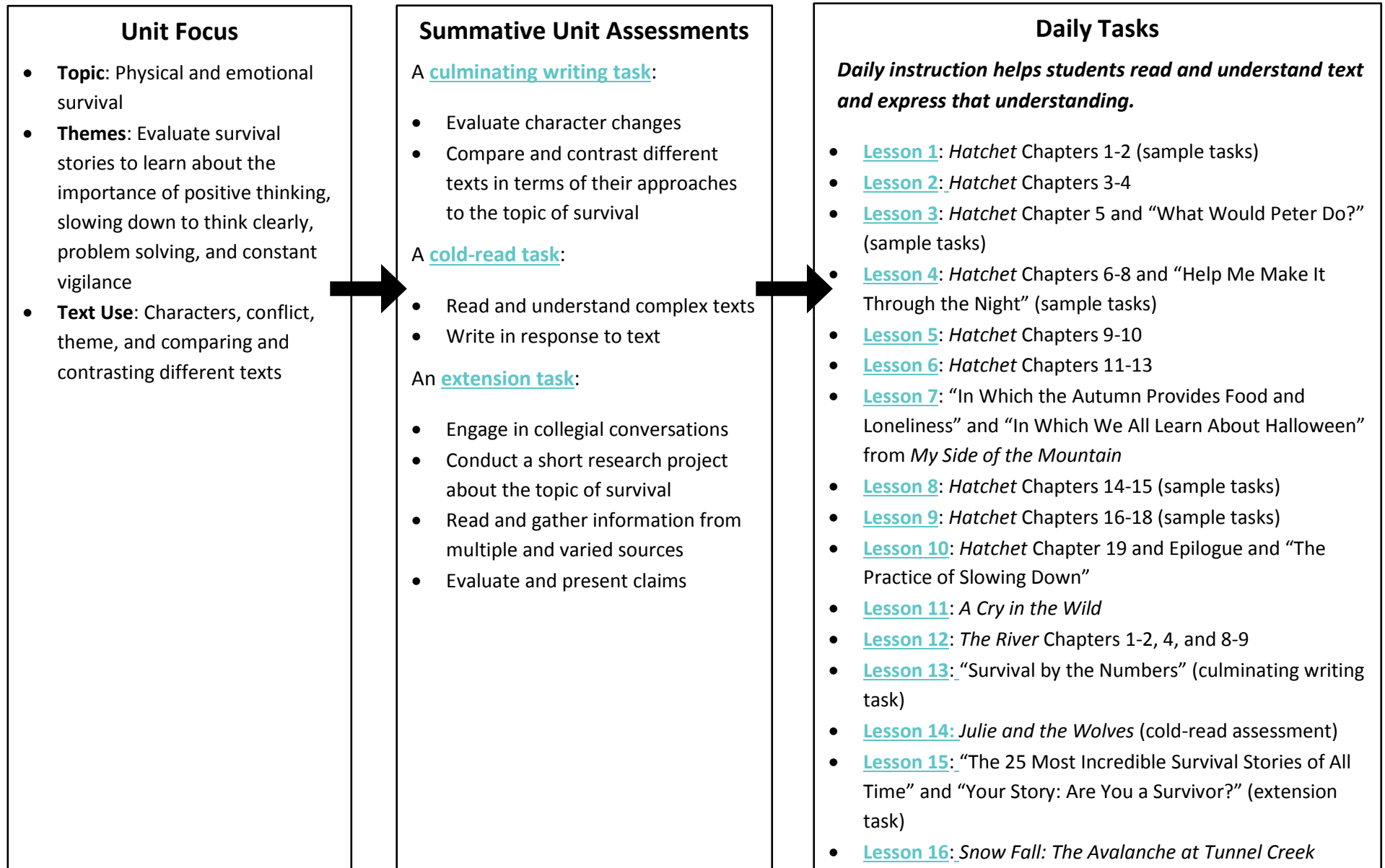


UNIT: HATCHET

<p>ANCHOR TEXT <i>Hatchet</i>, Gary Paulsen (literary)</p> <p>RELATED TEXTS <u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “In Which the Autumn Provides Food and Loneliness” and “In Which We All Learn About Halloween” from <i>My Side of the Mountain</i>, Jean Craighead George (Note: These excerpts can be found in some grade 5 basals.) • Chapters 1-2, 4, and 8-9 from <i>The River</i>, Gary Paulsen • Excerpt¹ from <i>Julie of the Wolves</i>, Jean Craighead George <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • “What Would Peter Do?” from <i>OutdoorSafe Inc.</i>, Peter Kummerfeldt • “Help Me Make It Through the Night—Surviving a Wilderness Emergency” from <i>New York State Conservationist</i>, Kelly Stang • “The Practice of Slowing Down” from <i>This I Believe</i>, Phil Powers • “Survival by the Numbers” from <i>OutdoorSafe Inc.</i>, Peter Kummerfeldt • “Your Story: Are You a Survivor?” from <i>National Geographic</i> • “The 25 Most Incredible Survival Stories of All Time” from <i>Outdoorlife.com</i>, Tim MacWelch <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • <i>A Cry in the Wild</i>, Mark Griffins (1990) • “Snow Fall: The Avalanche at Tunnel Creek” from <i>The New York Times</i>, John Branch (Website) 	<p>UNIT FOCUS</p> <p>This unit teaches students about survival in the face of grave danger and overwhelming odds. Students will evaluate survival stories to learn about the importance of positive thinking, slowing down to think clearly, problem solving, and constant vigilance when facing any situation, especially a life-threatening one. They will also study characters in literature to learn about the struggle of man versus nature and the life lessons we can learn from others’ survival situations.</p> <p>Text Use: Characters, conflict, theme, and comparing and contrasting different texts</p> <p>Reading: RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9, RL.6.10; RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.6, RI.6.8, RI.6.9, RI.6.10</p> <p>Writing: W.6.1a-d; W.6.2a-f, W.6.3a-e, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9a-b, W.6.10</p> <p>Speaking and Listening: SL.6.1a-d, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6</p> <p>Language: L.6.1a-e, L.6.2a-b, L.6.3a-b, L.6.4a, L.6.5a-c, L.6.6</p> <p>CONTENTS</p> <p>Page 66: Text Set and Unit Focus</p> <p>Page 67: <i>Hatchet</i> Unit Overview</p> <p>Pages 68-70: Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p>Page 71: Instructional Framework</p> <p>Pages 72-81: Text Sequence and Sample Whole-Class Tasks</p>
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¹ Excerpt is pending permission: <http://www.parconline.org/samples/english-language-artsliteracy/grade-6-elaliteracy>

Hatchet Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK²

Select an event from *Hatchet* and identify Brian’s steps for survival. After reading “[Survival by the Numbers](#)” from *OutdoorSafe Inc.* by Peter Kummerfeldt, compare Brian’s actions against the tips included in the article. What did Brian do to aid or hinder his survival? Then write a multi-paragraph report explaining how Brian was successful and/or could have improved his situation if he had followed the steps provided in the article case studies. Conclude the report by determining the instructional value of *Hatchet*—does it represent useful survival tips similar to “Survival by the Numbers”? (RL.6.3, RL.6.9, W.6.10)

Teacher Note: Student essays should introduce and explain Brian’s approach to survival using relevant evidence from *Hatchet* and the informational article. (W.6.2a, b; W.6.9a-b) Student essays should use appropriate transitions, precise and grade-appropriate language, and a variety of sentence patterns for meaning, interest, and style, and should provide a relevant conclusion that examines the instructional value of Brian’s story. (W.6.2c, d, e, f; W.6.4; L.6.3a-b, L.6.6) The essay should demonstrate proper grammar and usage. (L.6.1a, c, d; L.6.2b) Use peer and teacher conferencing in the process of developing the essay. (W.6.5) A model of a similar report is available [here](#).³

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Physical and emotional survival • Themes: Evaluate survival stories to learn about the importance of positive thinking, slowing down to think clearly, problem solving, and constant vigilance • Text Use: Characters, conflict, theme, and comparing and contrasting different texts 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> • Evaluating character changes • Comparing and contrasting different texts in terms of their approaches to the topic of survival 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 • Lesson 2 • Lesson 3 (sample tasks included) • Lesson 10 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 8 (sample tasks included) • Lesson 13

² Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

³ <http://www.artofmanliness.com/2010/03/11/10-wilderness-survival-lessons-from-hatchet/>

COLD-READ TASK⁴

Read the excerpt from *Julie of the Wolves* by Jean Craighead George independently and answer a combination of multiple-choice and constructed-response questions⁵ about the text using evidence for all answers. Sample question:

- In the passage, the author developed a strong character named Miyax. Think about Miyax and the details the author used to create that character. The passage ends with Miyax waiting for the black wolf to look at her. Write an original story to continue where the passage ended. In your story, be sure to use what you have learned about the character Miyax as you tell what happens to her next. (RL.6.1, RL.6.3, W.6.3a-e, W.6.4, L.6.1a-e, L.6.2a-b, L.6.3a-b)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none">• Topic: Physical and emotional survival• Themes: Evaluate survival stories to learn about the importance of positive thinking, slowing down to think clearly, problem solving, and constant vigilance• Text Use: Characters, conflict, theme, and comparing and contrasting different texts	This task focuses on: <ul style="list-style-type: none">• Reading and understanding complex texts• Writing in response to text	Read and understand text: <ul style="list-style-type: none">• Lesson 3 (sample tasks included)• Lesson 10 Express understanding of text: <ul style="list-style-type: none">• Lesson 4 (sample tasks included)• Lesson 14 (use this task)

⁴ Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

⁵ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁶

After reading and discussing “[Your Story: Are You a Survivor?](#)” as a class, divide the class into research groups and present the “[The 25 Most Incredible Survival Stories of All Time](#)” from *Outdoorlife.com*. Have each group select a different survival story to investigate further. (**Note:** *Survival stories are sometimes graphic, so depending on the maturity of the students, consider limiting the list from 25 to 10.*) Research the details of the story in groups, drawing on print and digital sources (assessing the credibility of each source) to identify the main action or character trait that resulted in survival. (**W.6.7, W.6.8, SL.6.1b**) Create a multimedia presentation that presents:

- a summary of the story;
- a statement of the claim (e.g., “The main character trait that resulted in this person’s survival was *preparedness*”);
- evidence (e.g., appropriate pictures, maps, videos, quotations) and a logical explanation for why that one action or characteristic was selected; and
- basic bibliographic information for sources. (**W.6.1a-b, W.6.8, W.6.9b, SL.6.2, SL.6.4, SL.6.5**)

Have students evaluate each group’s content, presentation style, and use of evidence, distinguishing claims that are supported with textual evidence from claims that are not. Determine as a class what made presentations effective based on evidence from individual evaluations. (**SL.6.1a, d; SL.6.3; SL.6.6**)

Teacher Note: *The presentations should use grade-appropriate words and phrases and formal style, proper grammar and usage, punctuation, and spelling. (W.6.1c, d; L.6.1a, c, d; L.6.2a-b, L.6.2a-b, L.6.6)*

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts? <ul style="list-style-type: none">• Topic: Physical and emotional survival• Themes: Evaluate survival stories to learn about the importance of positive thinking, slowing down to think clearly, problem solving, and constant vigilance• Text Use: Characters, conflict, theme, and comparing and contrasting different texts	What shows students have learned it? <p>This task focuses on:</p> <ul style="list-style-type: none">• Engaging in collegial conversations• Conducting a short research project about the topic of survival• Reading and gathering information from multiple and varied sources• Evaluating and presenting claims	What tasks help students learn it? <p>Read and understand the text:</p> <ul style="list-style-type: none">• Lesson 3 (sample tasks included)• Lesson 4 (sample tasks included)• Lesson 7• Lesson 10 <p>Express understanding of text:</p> <ul style="list-style-type: none">• Lesson 9 (sample tasks included)• Lesson 13• Lesson 15 (use this task)

⁶ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁷ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

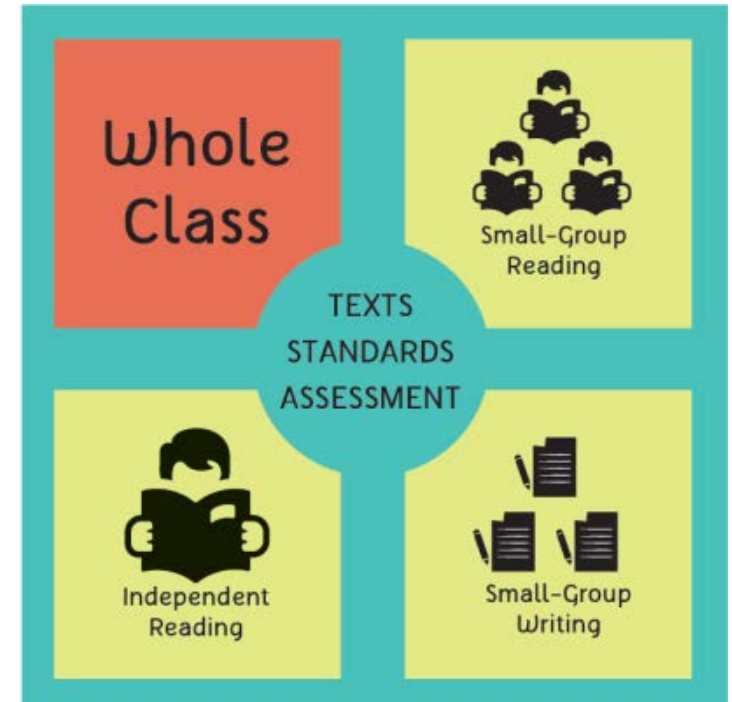
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level; and
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁸</p> <p>Chapters 1-2 of <i>Hatchet</i>, Gary Paulsen</p>	<p>TEXT DESCRIPTION: The opening chapter introduces the main character, Brian Robeson. Brian is the sole passenger in a small plane flying north to Canada to visit his father when the pilot suffers a fatal heart attack. On his belt Brian has the parting gift his mother gave him, a hatchet. Once Brian realizes, in Chapter 2, that the pilot has died, he tries to get help utilizing the radio. By the end of Chapter 2, Brian realizes he is going to crash. Brian nervously starts the plane on its descent.</p> <p>TEXT FOCUS: In this unit students explore character and theme as they apply to the topic of survival. These chapters introduce students to the main character Brian. These chapters prepare students to begin exploring Brian’s character and understand the challenging situation he finds himself in. Reading and summarizing these chapters will help students evaluate Brian’s character and decision making in later chapters and texts. (RL.6.2, RL.6.3)</p> <p>MODEL TASKS</p> <p>Note for Small-Group Reading: Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts have been read as a whole class. This will provide extra time for students to process the information and receive additional support through basic comprehension questions. This can help students be more prepared to participate in the whole-class discussion. Several chapters in <i>Hatchet</i> (e.g., Chapters 2, 3, 11, 14, and 19) include sentences that vary in length and patterns (e.g., use and repetition of single-word sentences or the use of dashes) and dialogue. As such, these passages are useful for working with struggling readers on fluency and reading with expression.⁹ A rubric for assessing reading fluency is available here.¹⁰ Techniques for how to address fluency can be found with the ELA Instructional Framework.¹¹</p>
<p>LESSON 2:</p> <p>Chapters 3-4 of <i>Hatchet</i>, Gary Paulsen</p>	<p>TEXT DESCRIPTION: In Chapters 3 and 4, Brian flies the plane into a lake, realizing that is the only way to survive the plane crash. Brian fights his way out of the plane to the surface of the lake. He emerges exhausted and passes out. While asleep, Brian remembers “the secret” that he believes led to his parents’ divorce. After waking, Brian realizes he is fortunate to be alive but also realizes he is facing some big challenges.</p>

⁸ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

⁹ For example, use an oral-assisted reading technique (e.g., [phase-cued text lessons](#), reading while listening to a fluent reading of the same text by another reader (either live or recorded), or paired reading in which both readers read the same text aloud) while students read a targeted passage (e.g., the plane crash in Chapter 2) several times. The goal should be for students to fluently read the passages aloud with expression. If this work is done in advance of reading one of the chapters as a whole class, one or more of the students who have demonstrated fluency could read one of the chapters aloud as the class follows along.

¹⁰ http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading>

TEXT SEQUENCE	TEXT USE
	<p>TEXT FOCUS: Students continue to explore Brian’s character in these chapters by learning about his background. Students should remain focused on Brian’s struggle and how he reacts to his challenges. These chapters provide Brian’s first thoughts about surviving the crash, specifically pages 31 and 33, offering an opportunity to analyze how particular sentences in Chapter 4 illustrate Brian’s character and develop the setting and plot. (RL.6.4, RL.6.5)</p>
<p>LESSON 3:</p> <p>Chapter 5 of <i>Hatchet</i>, Gary Paulsen</p> <p>“What Would Peter Do?” from <i>OutdoorSafe Inc.</i>, Peter Kummerfeldt</p>	<p>TEXT DESCRIPTION: In this chapter, Brian forces himself to slow down so that he can make more rational decisions in such a high-stress situation. The article “What Would Peter Do?” relays the story of a man lost in the woods and then provides preparation advice for surviving in the wilderness in the case of emergency.</p> <p>TEXT FOCUS: Students should use what they have learned about Brian’s character and the setting to compare and contrast the different survival tactics and evaluate the quality of Brian’s decision making. (RL.6.9, RI.6.1, RI.6.2, RI.6.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read two texts about survival tactics and use that information to evaluate Brian’s decisions. Students begin by reading both texts. As they read, students identify strong words to understand how Brian is feeling in his setting and discuss how those words help students understand his character. Students discuss the connection between Brian’s decisions and the survival tactics recommended in “What Would Peter Do?” Students end the lesson by writing their reflections about the quality of Brian’s decision making given the challenging setting.</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> • Students read Chapter 5 and summarize it in pairs. (RL.6.2) Read “What Would Peter Do?” aloud to the class as students follow along and then summarize the text as a class. (RI.6.2) • After the first reading of Chapter 5, have students reread the text independently and annotate the text¹² by circling strong, descriptive words and phrases that “stick out” to them (e.g., “His mouth and throat raged with the thirst” [42], “the emptiness roared at him” [46], “thundered into his thoughts” [50], “like sloshing oil” [52]). Have students share the words and phrases and project them. Then conduct a class discussion about the meaning of the projected words and phrases based on their relationship to each other and the patterns that students notice in Paulsen’s word choice. (RL.6.4, L.6.4a, L.6.5b, L.6.6) Interpret the figures of speech in context. (L.6.5a) What do the words make the students think of or feel? (L.6.5c) How do the words help students understand the setting and what Brian is up against?

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> After reading “What Would Peter Do?” pose the following question to the class: Given that Brian’s situation in the wild was an emergency, did he follow the advice offered in “What Would Peter Do?” Have students work in pairs to find evidence from <i>Hatchet</i> of each of the eight pieces of advice given in the informational text. Pairs will complete a graphic organizer in which they will write the advice on the left side and the evidence from the text to support the advice on the right side. If there is no evidence, students will write “no evidence found.” The class will contribute to a discussion presenting their claim and findings based on evidence from both texts. (SL.6.1a, b, c; SL.6.4; SL.6.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students write a paragraph to demonstrate understanding of the text. Students write in response to the following questions: Did Brian follow the advice offered in “What Would Peter Do?” How do both of these texts support the idea that “You are your most valuable asset”? Students support their claims with reasoning and relevant evidence from their notes and the class discussion. (RL.6.1; W.6.1a-c; W.6.9a, W.6.10) Use an answer frame¹³ such as RATE (<u>R</u>estate, <u>A</u>nswer, <u>T</u>ext evidence, <u>E</u>xplanation) or ACE (<u>A</u>nswer, <u>C</u>ite, <u>E</u>xplain) or Claim-Evidence-Reasoning to support students in organizing their writing. Have students share their written paragraph with a partner, who reviews the writing with a student-developed rubric to evaluate whether the evidence supports the claim and whether the explanation of the evidence is logical. (W.6.5)
<p>LESSON 4:</p> <p>Chapters 6-8 of <i>Hatchet</i>, Gary Paulsen</p> <p>“Help Me Make It Through the Night—Surviving a Wilderness Emergency” from <i>New York State Conservationist</i>, Kelly Stang</p>	<p>TEXT DESCRIPTION: In these chapters Brian uses memories to inspire himself to build a shelter for protection. Brian finds berries that are edible and eats himself sick. He later encounters a bear. At different points in these chapters Brian spends time feeling sorry for himself before he realizes that self-pity is his chief obstacle to survival. The chapters end with Brian realizing the hatchet will be an integral part of his survival. The article “Help Me Make It Through the Night—Surviving a Wilderness Emergency” provides information regarding Peter Kummerfeldt’s survival training classes and basic survival tips.</p> <p>TEXT FOCUS: Summarizing these chapters will help students understand how Brian responds to the challenges of survival. (RL.6.2, RL.6.3) The informational text can guide a discussion to help students continue to evaluate the quality of Brian’s responses to his challenges. (RI.6.1, RI.6.2, RI.6.6)</p>

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students begin by reading chapters 6-8 in <i>Hatchet</i> and “Help Me Make It Through the Night—Surviving a Wilderness Emergency.” Students first discuss as a class how Brian actually survived and compare that to recommendations from the article. Then students consider Brian as a character and his core belief: “Feeling sorry for yourself doesn’t work.” After students reflect on the narrator’s representation of Brian’s character, they explore his character more deeply by writing an essay from Brian’s point of view, considering how he is using his core belief to survive.</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> Students read Chapters 6-8 and “Help Me Make It Through the Night—Surviving a Wilderness Emergency” independently and then summarize both texts. (RL.6.2, RL.6.10, RI.6.2, RI.6.10) <p>UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> Pose the following question to the class: What does Brian do to survive in the wild? Working in pairs, have students record evidence from <i>Hatchet</i> to note the steps that Brian takes to survive in the wild. These notes should be kept throughout the unit in preparation for the culminating writing task. (RL.6.1) Conduct a class discussion for students to make connections between their notes and the informational text. (SL.6.1a-d, SL.6.2, SL.6.6) Then ask, “What information does Kelly Stang offer that Brian followed without proper survival training?” Students will present findings to the class. (SL.6.1a-d, SL.6.4) Prompt students to reread pages 48 and 49 and page 79 of <i>Hatchet</i>. Have them identify the specific quotations from <i>Hatchet</i> that establish Brian’s core belief about survival (i.e., “You are your most valuable asset. Don’t forget that. You are the best thing you have” [48-49] and “Feeling sorry for yourself doesn’t work” [79]). Write both quotations on the board and determine Brian’s most important rule of survival. Have students work in pairs to find other episodes in the text when this rule also applies. (RL.6.1, RL.6.2, RL.6.5) As students read additional texts throughout the unit about survival, prompt them to come back to these notes to locate connections among the texts based on what Brian does to survive in the wild. (RL.6.3, RL.6.9) Working in pairs, have students note the changes in character emotions. For example, pages 56 and 57 offer an example that demonstrates the emotions of the character transforming (from pain to weakness, happiness to sadness, and then to determination to survive) through the narrator’s description of events. (RI.6.4, RL.6.5) Using a graphic organizer or in notes, have students record the quotations in which the narrator denotes changes in characters and their emotions. (RL.6.1) Using accountable talk,¹⁴ engage students in a discussion in which they

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>explain how the author develops the point of view of the narrator. (RL.6.6) Students should add on to, agree, or disagree with their peers using evidence from the text to support their position. (SL.6.1a-d)</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students select a short passage from the text that demonstrates a change in Brian’s attitude and supports the quote “Feeling sorry for yourself doesn’t work.” Then have students write the passage of Brian’s survival from his point of view, instead of the third person point of view, bringing his rule for survival to the forefront of the writing. (RL.6.1, RL.6.6, W.6.3a-e, W.6.9a, W.6.10) To support student writing, use mentor texts and student models¹⁵ as a whole class and in small-group writing focused around areas of student writing weakness. Present a model that is strong in the targeted area and discuss its strengths based on a writing rubric. Then present a model that is weak in the targeted area and have students suggest revisions based on the writing rubric. For example, if students are struggling using narrative techniques, such as dialogue and description, use strong excerpts from <i>Hatchet</i> as a mentor text. Analyze how the author incorporates dialogue and uses descriptive phrases and figurative language with students and show them how to imitate the sentences¹⁶ to develop proficiency in using a variety of sentence patterns for meaning, reader interest, and style similar to the texts provided. (W.6.3b, W.6.5, L.6.3a, L.6.6)
<p>LESSON 5:</p> <p>Chapters 9-10 of <i>Hatchet</i>, Gary Paulsen</p>	<p>TEXT DESCRIPTION: Brian is successful in his attempts to build a fire after much work. The fire becomes a source of comfort and protection to Brian. He collects wood and is determined to keep the fire burning. He later finds turtle eggs, which he realizes can be a good food source.</p> <p>TEXT FOCUS: In these chapters students use their understanding of Brian’s character to finally identify the theme of the novel—never give up. The series of events in Chapter 9 demonstrates Brian’s determination to make the fire last. The last paragraph of Chapter 10 also recounts lesson 8 from “What Would Peter Do?” from <i>OutdoorSafe Inc.</i>, as Brian reminds himself to think of his family as a reason to never give up. Readers can summarize the chapters and identify particular details to determine the theme of the text. (RL.6.2)</p>

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-writing>

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 6:</p> <p>Chapters 11-13 of <i>Hatchet</i>, Gary Paulsen</p>	<p>TEXT DESCRIPTION: Brian is becoming more proficient at surviving in the woods. After noting the prevalence of fish in the lake, Brian devises a method of fishing utilizing a spear. The fish and his fire provide him with the nourishment he needs. While fishing, Brian sees a plane that he hopes has come to rescue him. When the plane does not see him, Brian becomes depressed and attempts to kill himself.</p> <p>TEXT FOCUS: These chapters help students explore the changes in Brian’s character and how those changes drive the plot and develop a theme. On page 117 the reader is formally introduced to the idea of the “new Brian.” On pages 118 and 119 the reader is again reminded of the events that have changed Brian. (RL.6.5) These chapters help students discuss how Brian has responded to the crash throughout the 42 days and how Brian has changed due to the crash, focusing on key quotes throughout the novel (e.g., “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 connection with each other that he didn’t quite understand” [102]). (RL.6.3, RL.6.5) Summarizing and discussing Chapter 13 helps students consider how Brian is learning about himself and survival from new situations. (RL.6.2)</p>
<p>LESSON 7:</p> <p>“In Which the Autumn Provides Food and Loneliness”</p> <p>“In Which We All Learn About Halloween” from <i>My Side of the Mountain</i>, Jean Craighead George <i>(Note: This excerpt can be found in some grade 5 basals.)</i></p>	<p>TEXT DESCRIPTION: These excerpts offer the story of another child who must also survive in the wild.</p> <p>TEXT FOCUS: These excerpts present a different character in a similar setting to Brian. Exploring how the child in these texts responds to challenges in the wilderness allows students to compare how Brian’s character responded. The questions linked below help students understand the text. They are aligned to grade 5 standards. As such, they may need to be revised to align to grade 6 standards. Since this text is less complex, it may be read independently, and the questions may be answered by students independently as practice for the cold-read task. (RL.6.10)</p> <p>MODEL TASKS</p> <p>SAMPLE TASK: Questions and vocabulary¹⁷ for the excerpts from <i>My Side of the Mountain</i></p>
<p>LESSON 8:</p> <p>Chapter 14-15 of <i>Hatchet</i>, Gary Paulsen</p>	<p>TEXT DESCRIPTION: After facing a challenge to his food supply and shelter, Brian makes changes to both in an effort to ensure his continued survival. Brian’s mentality has shifted from day-to-day survival to long-term planning. He devises a system of cooking that allows him to enjoy better meals.</p> <p>TEXT FOCUS: These chapters offer yet another change in thinking as Brian begins to consider long-term survival, and not just day-to-day life. Analyzing the description in Chapter 15 when Brian has his first meat supports the theme—never give up. (RL.6.5)</p>

¹⁷ <http://www.achievethecore.org/file/693>

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students should read Chapters 14-15 on their own. Students then reread Chapter 15 in pairs, discussing their understanding of the “first meat.” Finally, students use their understanding of “first meat” and the role of memories in Brian’s experience to complete a graphic organizer and discuss their understanding of the theme of the book—never giving up.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Students read Chapters 14-15 from <i>Hatchet</i> independently. Prior to reading Chapter 15, inform students they should pay careful attention to the narrator’s description of “first meat.” (RL.6.10) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Have students reread Chapter 15 in collaborative groups and engage them in noticing and taking note¹⁸ of Brian’s “memory moment” (i.e., when he recounts his experience of first meat). Ask them to consider why the memory might be important and discuss amongst their group. Then have students consider how the flashback contributes to the development of a central theme. In this case, students are likely to develop a theme similar to “A person should never give up.” (RL.6.1, RL.6.2, RL.6.6) Using a graphic organizer for recording evidence and interpretations, ask students to note how the story is interrupted by the memory of the first meat and provide specific evidence to recount Brian’s memory and indicate how those ideas support the theme (e.g., his first attempt at squirrels or rabbits with an arrow or spear [134], “But on the day of first meat he decided...to stay with it until he got one... [135]). (RL.6.1, RL.6.2, RL.6.3, RL.6.5)
<p>LESSON 9:</p> <p>Chapters 16-18 of <i>Hatchet</i>, Gary Paulsen</p>	<p><u>TEXT DESCRIPTION:</u> After a tornado damages his shelter and puts out his fire, Brian must start over. While rebuilding his shelter Brian recalls the survival pack that the pilot mentioned to him. In his efforts to retrieve the pack from the downed plane, Brian sees the pilot’s body, causing him to become sick and drop his hatchet, which he has to retrieve from the bottom of the lake. Brian locates the pack, which has several items that will help him survive.</p> <p><u>TEXT FOCUS:</u> These chapters reinforce the focus of the unit—survival—and a theme of the text—never give up. Even in the face of adversity and after a tornado destroys Brian’s new life, he is determined to rebuild. (RL.6.2, RL.6.3)</p> <p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students begin by reading Chapters 16-18 in full. As they read, they go back and identify how the hatchet is described by Brian throughout the text. This prepares students to discuss how Brian’s description of the hatchet throughout the text illustrates his changing character and approach to survival. Students complete the lesson by writing about their understanding of Brian’s changing character as represented by the hatchet.</p>

¹⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Students read Chapters 16-18 in pairs. • Working with a partner, students reread references to the hatchet throughout the novel. Provide specific pages in the first column of a graphic organizer (pages 8, 53, 77, 82, 83, 85, 108, 167-172). In the second column, have pairs record the words or phrases used in reference to the hatchet (e.g., “steel handle and rubber handgrip,” “stout,” “weapon,” “flashed brilliant gold,” “like fire”). (RL.6.1) Have pairs determine the meaning and connotations of the words and phrases by writing one word that describes Brian’s feelings about the hatchet. Write that word in the third column. (RL.6.4, L.6.5c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Conduct a fishbowl discussion¹⁹ based on these questions: What is the importance of the hatchet? Did Brian’s attitude toward the hatchet change throughout the text? How does his attitude toward the hatchet show the development of his character or approach to survival? (RL.6.3) Form two circles (one person from each pair is in the inner circle, and one person from each pair is in the outer circle). Provide each pair five minutes to devise an answer to the discussion questions and locate specific evidence, using the graphic organizer as a starting point. Then have the inner circle discuss their answers to the questions for five minutes using accountable talk²⁰ and providing evidence for their ideas. Students respond to specific questions from peers with elaboration and detail to build on the contributions of others. (SL.6.1a, b, c) While the inner circle discusses, students in the outer circle will serve as their partner’s “wingman,” paraphrasing and noting the claims made during the discussion, locating evidence that supports or contradicts those claims, and developing additional points to be shared in discussion. (SL.6.3) After the five-minute discussion, have the pairs consult each other to revise and refine their claims and evidence. Then have the inner circle continue the discussion for five more minutes. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Conclude the lesson by having students review and reflect on the ideas expressed during the fishbowl discussion, and then work as a pair to provide a written response for the following questions: How does the author’s choice of words reveal Brian’s changing attitude toward the hatchet? How does this change in attitude develop a theme? Students should cite evidence from the text to support their responses. (RL.6.1, RL.6.2, RI.6.3, RL.6.4, W.6.9a, W.6.10, SL.6.1d)

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 10:</p> <p>Chapter 19 and Epilogue of <i>Hatchet</i>, Gary Paulsen</p> <p>“The Practice of Slowing Down” from <i>This I Believe</i>, Phil Powers</p>	<p>TEXT DESCRIPTION: “The Practice of Slowing Down” from <i>This I Believe</i> is a short informational text that provides the reader with one man’s perspective on why it is important to slow down in the face of danger and adversity. In <i>Hatchet</i>, Brian discovers that the transmitter he believes is broken has brought rescue to him. Brian returns home to the great joy of his parents. He reflects on his time in the woods and the challenges that he faced.</p> <p>TEXT FOCUS: The idea of self-reflection and slowing down to gain clarity presented in “The Practice of Slowing Down” connects to a central idea in <i>Hatchet</i> (e.g., pages 44, 63, 79, 87, 119, and 162). (RL.6.2) This provides opportunities for first describing how this idea leads to Brian’s rescue and then comparing and contrasting how each author presents the central idea. Which presentation is more instructive? (RI.6.9)</p>
<p>LESSON 11:</p> <p><i>A Cry in the Wild</i>, Mark Griffins</p>	<p>TEXT DESCRIPTION: <i>A Cry in the Wild</i> is the film version of <i>Hatchet</i>.</p> <p>TEXT FOCUS: Viewing the film will support student understanding of this text set. Discuss the similarities and differences between the book version and the film version of this story. Compare and contrast the experience of reading <i>Hatchet</i> to the experience of viewing <i>A Cry in the Wild</i>. (RL.6.7)</p>
<p>LESSON 12:</p> <p>Chapters 1-2, 4, and 8-9 from <i>The River</i>, Gary Paulsen</p>	<p>TEXT DESCRIPTION: <i>The River</i> is Brian’s second adventure into the wild, only this time it is planned and purposeful.</p> <p>TEXT FOCUS: This can be used to lead a discussion on Brian’s evolving (and more confident) character. Students can compare and contrast Brian’s approach to survival, preparation, and general attitude and perspective in this new setting. (SL.6.1a-d, SL.6.4)</p>
<p>LESSON 13:</p> <p>“Survival by the Numbers” from <i>OutdoorSafe Inc.</i>, Peter Kummerfeldt</p>	<p>TEXT DESCRIPTION: This text provides the reader with a 10-step survival guide.</p> <p>TEXT FOCUS: This allows students to show their understanding of the unit focus. Students show their understanding of Brian’s character and decision in light of the challenges he faced in the wilderness. Students use a supporting text, “Survival by the Numbers,” to evaluate Brian’s decisions.</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 14:</p> <p>Excerpt from <i>Julie of the Wolves</i>, Jean Craighead George</p>	<p>TEXT DESCRIPTION: An excerpt from <i>Julie of the Wolves</i> by Jean Craighead George will be used as a cold-read task and can be found on the PARCC website.</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>
<p>LESSON 15:</p>	<p>TEXT DESCRIPTION: “The 25 Most Incredible Survival Stories of All Time” by Tim MacWelch presents a brief overview</p>

TEXT SEQUENCE	TEXT USE
<p>“The 25 Most Incredible Survival Stories of All Time” from <i>Outdoorlife.com</i>, Tim MacWelch</p> <p>“Your Story: Are You a Survivor?” from <i>National Geographic</i></p>	<p>of famous survival stories throughout history. “Your Story: Are You a Survivor?” from <i>National Geographic</i> is a set of case studies with seven steps to determine whether or not the reader would be considered a survivor. In each, a key lesson is learned that emphasizes an action or characteristic that led to survival.</p> <p>TEXT FOCUS: These texts prepare students to complete the Extension Task.</p> <p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
<p>LESSON 16:</p> <p>“Snow Fall: The Avalanche at Tunnel Creek” from <i>The New York Times</i>, John Branch</p>	<p>TEXT DESCRIPTION: Using a combination of text, video, maps, and interactive elements, “Snow Fall: The Avalanche at Tunnel Creek” by John Branch offers firsthand accounts of survival due to knowledge of survival techniques during an avalanche on a dangerous mountain.</p> <p>TEXT FOCUS: This text can serve as a model for integrating multimedia components into a presentation to support students with their final research extension task. (SL.6.5) While students will have substantially less text than is included here, the format of this account can represent the types of presentations students should create for their survival stories.</p>