

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Novel Study ~ Hatchet**  
***Reader Responses 4: Chapters 13 -  
Epilogue***

***Marks:***

AFTER YOU READ CHAPTERS 13 & 14 /11

AFTER YOU READ CHAPTERS 15 & 16 /8

AFTER YOU READ CHAPTERS 17 & 18 /8

AFTER YOU READ CHAPTERS 19 & Epilogue /4

PERSONAL AWARENESS AND RESPONSIBILITY

CORE COMPETENCY ASSESSMENT /4

***Total: /35***

***Percent: \_\_\_\_\_***

## AFTER YOU READ CHAPTERS 13 - 14:

1. AUTHOR'S USE OF LANGUAGE: The author uses a number of unique expressions in this chapter. Put the following expressions in your own words. (One mark each.)

a. "Brian... was the water?" - \_\_\_\_\_

---

---

b. "his mental journal" - \_\_\_\_\_

---

---

c. "tough hope" - \_\_\_\_\_

---

---

d. "he had done food." - \_\_\_\_\_

---

---

/4

## 2. ANALYSING THE NOVEL:

(Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing, insightful. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

a. How did the understanding of refraction help Brian to catch his first fish?

---

---

---

b. According to Brian, what was the “great, single driving influence in nature”?

---

---

---

/4

3. VOCABULARY: Match the words on the left with the definitions on the right.  
(0.5 marks each)

- |                 |                           |
|-----------------|---------------------------|
| ___ 1. disaster | a. stress                 |
| ___ 2. exult    | b. tragedy                |
| ___ 3. refract  | c. study of life          |
| ___ 4. hummock  | d. rejoice                |
| ___ 5. biology  | e. bending a ray of light |
| ___ 6. tension  | g. mound or small hill    |

/3

**TOTAL FOR THIS SECTION**

**/11**

Now you are ready to read chapters 15 and 16.

## **AFTER YOU READ CHAPTERS 15 - 16:**

1. ANALYSING THE NOVEL:

a. What was it about the foolbirds that drove Brian crazy? How did the “foolbirds” make Brian’s life difficult?

---

---

---

b. Brian finally figured out the secret to finding the foolbirds. Explain. How did Brian manage to solve the problem of the “foolbirds”?

---

---

---

c. After the devastation of the tornado, Brain was able to show some humor. Cite the example that shows this.

---

---

---

/4

2. PERSONAL RESPONSE: - Response options: Writing (Marks: 4-point scale – 4 = Wow! Very detailed, evidence of inferencing, insightful. 3 = fully meets expectations, 2 = minimally meets expectations, 0-1 not meeting expectations)

CHOOSE ONE:

a. Brian refers to some of his more important days as First Days: First Arrow Day, First Rabbit Day, etc. Everyone experiences “First Days” – days which are memorable because they were “first” for important events. In an organized paragraph, write an account of one such First Day in your life, describing the event, your feelings, and why it was an important day in your life. Start with a topic sentence and then fill in the details in a logical order. With a different colour pen, revise and edit your paragraph. (Your teacher would like to see your revisions and editing so you don’t need to “make them disappear”.)

b. Many people in contemporary society view hunting as a gruesome form of bloodsport. Why do you think many First Nations people view hunting as an important part of their life despite the fact that most are now able to purchase all their foods at grocery stores? With a different colour pen, revise and edit your paragraph. (Your teacher would like to see your revisions and editing so you don’t need to “make them disappear”.)



## AFTER YOU READ CHAPTERS 17 - 18:

### 1. ANALYZING THE NOVEL:

a. How would “refining the camp” bring things back to sanity?

---

---

---

---

---

b. Why did Brian's eyes suddenly snap open at the thought of the plane's tail sticking out of the water?

---

---

---

---

---

/4

2. AUTHOR’S USE OF LANGUAGE: A writer who uses interesting, descriptive adjectives to describe nouns helps make his or her writing more vivid and exciting. Gary Paulsen is quite skilled at using appropriate adjectives. Identify the adjectives in the following sentences from this chapter by underlining them with a single line, and draw a double line (under FORMAT, choose FONT, and UNDERLINE STYLE) under the noun(s) which they are describing. (0.5 marks each)

- a. Brian tried to find some dry twigs and grass.
- b. In the morning he rolled out before true light.
- c. He needed a stable platform to get the job done.
- d. His mother would have the small television on the kitchen counter.

In the following sentences, fill in an adjective which fits the sentence. (0.5 marks each)

e. Only a \_\_\_\_\_ piece of the fuselage stuck out of the water.

f. There was great beauty here, almost \_\_\_\_\_ beauty.

g. \_\_\_\_\_ pines were twisted and snapped off, blown sideways.

h. But at last, in the \_\_\_\_\_ afternoon, he was done.

/4

Now you are ready to read chapters 19 and the epilogue.

### **AFTER YOU READ CHAPTERS 19 - Epilogue:**

#### **1. ANALYZING THE NOVEL:**

a. What do you think of Brian's question to the bushpilot?

---

---

---

---

b. List a number of the changes recorded in the Epilogue that resulted from Brian's ordeal.

---

---

---

---

---

---

---

---

---

---

c. Explain what you liked or disliked about how the novel ended.

---

---

---

---

/4





4. On a scale of 1-4, rate your own ability to persevere on challenging tasks or in challenging situations. Rating: \_\_\_\_\_

Explanation of rating / example of perseverance this school year:

---

---

---

---

5. On a scale of 1-4, rate Brian's ability to make choices that support his or her own personal well-being. Rating: \_\_\_\_\_

Explanation of rating / example of a healthy choice:

---

---

---

6. On a scale of 1-4, rate your own ability to make choices that support his or her own personal well-being. Rating: \_\_\_\_\_

Explanation of rating / example of a healthy choice this school year:

---

---

---

---

/4

Submit your Readers Responses for Chapters 13 – Epilogue. Now you are ready to explore your project options.