Lesson 16  Part 1: Introduction

Analyzing the Structure of Stories

Have you ever wondered how authors plan their stories? When they write, authors think about the **story structure**, which includes the **plot**, or series of events; the conflict, or problem; and how the conflict is resolved. The author must also think about the **setting**, which is the time and place where the story takes place, and the characters whom the story is about. Finally, the writer must think about how all of these parts will work together to develop the **theme**, or message that the writer wants to get across to the reader. Think about all of these elements as you look at the cartoon below.

![Cartoon images of hikers.

We've been walking for hours. I think we're lost.

I think I broke my ankle.

It's not safe here. Do I leave him and go for help, or do I stay with him until we're both found?

How do the images and text in the cartoon set up the story’s conflict? Circle the details that help explain the hikers’ problem. Then read the chart below to see how analyzing those details can help you understand the story’s conflict.

<table>
<thead>
<tr>
<th>Events</th>
<th>Details</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hikers are lost.</td>
<td>They are far away from other people</td>
<td>The girl doesn’t know whether to leave the hurt boy alone, or to stay with him and risk her own safety until they’re found.</td>
</tr>
<tr>
<td>Boy twists his ankle.</td>
<td>The boy can’t hike any farther.</td>
<td></td>
</tr>
<tr>
<td>The girl needs to help the boy.</td>
<td>The girl has to decide between two difficult options.</td>
<td></td>
</tr>
</tbody>
</table>

How do the images and text in the cartoon set up the story’s conflict? Circle the details that help explain the hikers’ problem. Then read the chart below to see how analyzing those details can help you understand the story’s conflict.

Good readers pay attention to all of the elements of a story as they read. When you read a story, think about how every sentence or paragraph contributes to the setting, plot, or theme. This can help you to avoid missing any of the important points the writer is trying to make.
Read the first three paragraphs of the following adventure about encountering an animal in the wild. Then read and answer the question that follows.

A Moose Encounter  

by Lucy Barrett

Jill quietly slipped out of the faded orange tent and into the cool fall air of a Minnesota morning. Though the sun had just begun to rise, she could hear woodland creatures scurrying on the ground. Jill glanced back to make sure her father was still asleep inside. He had told her not to wander around alone, but she had to see a moose.

They had been making this camping trip for three years now, and though this was supposed to be moose territory, they had yet to actually see one. Jill was determined to change that. Moving swiftly, she made her way toward the river.

A short time later, Jill saw a brown animal in the distance, and she held her breath as the creature approached. It was a moose calf! Grinning broadly, Jill began walking toward it, but before she could get very far, a giant female moose appeared out of nowhere and came charging toward her.

(continued)

How does each paragraph help develop the structure of the story?

The first two paragraphs give information about the setting, characters, and conflict. The story reaches its climax, the point of highest excitement, in the third paragraph.

Look for details in each paragraph that develop the story’s setting, plot, and theme. Complete the chart with information about what paragraph 3 says about plot and theme.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>What It Says About Setting</th>
<th>What It Says About Plot</th>
<th>What It Says About Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>fall morning, Minnesota woods</td>
<td>Jill sneaks away to find a moose.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>moose territory</td>
<td>Jill walks toward the river.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With a partner, discuss how these sentences help you understand the story’s setting, plot, and theme. Discuss how other sentences in this part of the text also contribute to the plot and setting.
Continue reading the adventure story. Use the Close Reading and the Hint to help you answer the question.

Petrified, Jill could only stare as the animal galloped closer and closer. She knew the worst place to be was between a mother animal and her young, especially an animal as massive as a moose.

Suddenly, Jill felt herself being yanked out of the moose’s path, and she held on tightly as her father pulled her behind some trees to hide from the moose’s view. They watched as the mother became distracted by her calf, and Jill sighed in relief.

Later, when she had finally returned to the safety of the campsite, Jill was full of apologies. “I learned my lesson,” she vowed to her father. “No more moose encounters for me.”

**Hint**

A story’s falling action occurs after the climax has been reached. It leads to the resolution, when the story’s conflict is resolved.

**Circle the correct answer.**

Which statement best describes the role the second paragraph plays in the story’s plot?

A. It details the story’s turning point, when Jill’s father scolds her.
B. It presents a new problem that Jill and her father must face.
C. It shows that Jill has learned to always listen to her father.
D. It explains how Jill’s father saves her and sets up the resolution.

**Show Your Thinking**

Explain why you chose your answer. Why is this paragraph necessary to the story?

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__________________________________________________________

Discuss the story’s overall theme with a partner. Which sentences are most important in developing this theme?
Lesson 16

Read the text below. Use the Study Buddy and the Close Reading to guide your reading.

from Tracker by Gary Paulsen

John Borne always hunts with his grandfather, but this year his grandfather is dying of cancer. John can think of little else. As he goes looking for a deer alone, he hears a noise.

1  It was a releasing sound, as if a branch or tree which had been held had been turned loose—a kind of swoosh—in back of him, back to his right, and he froze, waiting for another sound to guide him. None came.

2  He turned and took two steps, then two more, and so covered a distance of perhaps thirty yards until he came to a deer bed. It was about a yard across, where snow had been melted down to bare swamp grass in a cupped little warm place under a stand of willows.

3  He knelt next to the bed and felt the grass and it was still warm. That had been the sound. A deer had been here in its storm bed . . . and he had walked past it and it had jumped up, apparently hitting the willow on the way.

4  It must have surprised the deer, his coming, because the first tracks were more than ten feet from the bed. The deer had bounded up and away. The next tracks were twenty feet from the first ones, out into a clearing and across, craters in the new snow where the deer had run.

5  Well, he thought. I was close to one, anyway, even if I didn’t know it. . . . It came to him suddenly that he hadn’t thought about his grandfather for nearly an hour and he didn’t know if that was good or if that was bad.
Hints

How do the clues about the deer lead into the rest of the story?

Which answer fits best with the clues you circled in paragraph 2?

What does the last sentence tell you about the main conflict of the story?

Look at your marked up text. Then use the Hints on this page to help you answer the questions.

1. In the first sentence, John hears a swoosh and looks around. How does this sentence contribute to the story?
   - A. It shows that John is not very good at hunting by himself.
   - B. It introduces a theme about the thrill of deer hunting.
   - C. It establishes that John’s conflict will be with the deer.
   - D. It creates suspense about whether John will find a deer.

2. How does paragraph 2 develop the setting of this story?
   - A. It shows snow and swamp grass on the ground.
   - B. It reveals how far from home John has walked.
   - C. It helps readers understand what a deer bed is.
   - D. It explains what time of day it is in the story.

3. How does the final sentence contribute to the plot of the story? Use details from the story to support your answer.

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Read the story. Then answer the questions that follow.

from *Hatchet*  
*by Gary Paulsen*

*Thirteen–year–old Brian Robeson is stranded in the Canadian wilderness after a plane crash, and now he must study his environment to survive. In this part of the novel, he has been dreaming of his father. Now he dreams of his friend Terry.***

1. He was not gesturing to Brian but was sitting in the park at a bench looking at a barbecue pit and for a time nothing happened. Then he got up and poured some charcoal from a bag into the cooker, then some starter fluid, and he took a flick type of lighter and lit the fluid. When it was burning and the charcoal was at last getting hot he turned, noticing Brian for the first time in the dream. He turned and smiled and pointed to the fire as if to say, see, a fire.

2. But it meant nothing to Brian, except that he wished he had a fire. He saw a grocery sack on the table next to Terry. Brian thought it must contain hot dogs and chips and mustard and he could think only of the food. But Terry shook his head and pointed again to the fire, and twice more he pointed to the fire, made Brian see the flames, and Brian felt his frustration and anger rise and he thought, All right, all right. I see the fire but so what? I don’t have a fire. I know about fire; I know I need a fire.

3. I know that.

4. His eyes opened and there was light in the cave, a gray dim light of morning. He wiped his mouth and tried to move his leg, which had stiffened like wood. There was thirst, and hunger, and he ate some raspberries from the jacket. They had spoiled a bit, seemed softer and mushier, but still had a rich sweetness. He crushed the berries against the roof of his mouth with his tongue and drank the sweet juice as it ran down his throat. A flash of metal caught his eye and he saw his hatchet in the sand where he had thrown it at the porcupine in the dark.

5. He scootched up, wincing a bit when he bent his stiff leg, and crawled to where the hatchet lay. He picked it up and examined it and saw a chip in the top of the head.

6. The nick wasn’t too large, but the hatchet was important to him, was his only tool, and he should not have thrown it. He could keep it in his hand, and make a tool of some kind to help push an animal away. Make a staff, he thought, or a lance, and save the hatchet. Something came then, a thought as he held the hatchet, something about the dream and his father and Terry, but he couldn’t pin it down.

7. “Ahh . . .” He scrambled out and stood in the morning sun and stretched his back muscles and his sore leg. The hatchet was still in his hand, and as he stretched and raised it over his head it caught the first rays of the morning sun. The first faint light hit the silver of the hatchet and it flashed a brilliant gold in the light. Like fire. That is it, he thought. What they were trying to tell me.

8. Fire. The hatchet was the key to it all. When he threw the hatchet at the porcupine in the cave and missed and hit the stone wall it had showered sparks, a golden shower of sparks in the dark, as golden with fire as the sun was now.
9  The hatchet was the answer. That’s what his father and Terry had been trying to tell him. Somehow he could get fire from the hatchet. The sparks would make fire.

10  Brian went back into the shelter and studied the wall. It was some form of chalky granite, or a sandstone, but imbedded in it were large pieces of a darker stone, a harder and darker stone. It only took him a moment to find where the hatchet had struck. The steel had nicked into the edge of one of the darker stone pieces. Brian turned the head backward so he would strike with the flat rear of the hatchet and hit the black rock gently. Too gently, and nothing happened. He struck harder, a glancing blow, and two or three weak sparks skipped off the rock and died immediately.

11  He swung harder, held the hatchet so it would hit a longer, sliding blow, and the black rock exploded in fire. Sparks flew so heavily that several of them skittered and jumped on the sand beneath the rock and he smiled and struck again and again.

12  There could be fire here, he thought. I will have a fire here, he thought, and struck again—I will have fire from the hatchet.

1  How does Brian’s dream contribute to the plot of the story?
   A  The dream suggests that Brian needs to find food.
   B  The dream shows what Brian’s normal life was like.
   C  The dream reveals that Brian is feeling lonely.
   D  The dream provides clues to help Brian survive.

2  In paragraph 10, the author describes the setting in detail. Why is this paragraph important to the story?
   A  The rock wall of the cave can make sparks.
   B  The cave provides a place for Brian to rest.
   C  The wilderness presents a huge challenge.
   D  The wilderness offers different types of fuel.
3. Read this sentence from paragraph 11.

He swung harder, held the hatchet so it would hit a longer, sliding blow, and the black rock exploded in fire.

What does this sentence contribute to the plot?

A. It is the resolution, because Brian has solved his problem, ending the conflict.
B. It represents the rising action, because the problem is becoming even worse.
C. It serves as the climax, because after this Brian begins to solve the problem.
D. It is part of the falling action, because it is the solution to Brian’s problem.

4. How do paragraphs 8–12 contribute to the development of the story’s theme? Use details from the text to support your answer.

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Self Check  Go back and see what you can check off on the Self Check on page 127.
Lesson 16  (Student Book pages 153–160)

Analyzing the Structure of Stories

Theme: Wilderness Adventures

LESSON OBJECTIVES

• Analyze how sentences, chapters, or scenes fit into the overall structure of a text and contribute to the development of the theme.

THE LEARNING PROGRESSION

• **Grade 5**: CCLS RL.5.5 requires students to think about how the parts of a story create its structure.

• **Grade 6**: CCLS RL.6.5 builds on the Grade 5 standard by requiring students to consider how part of the story fits into the structure and how it contributes to the theme, setting, or plot.

• **Grade 7**: CCLS RL.7.5 focuses on how a drama’s or poem's structure contributes to its meaning.

PREREQUISITE SKILLS

• Identify a text's theme, setting, and plot.

• Recognize the general structure of a text.

• Explain how a particular sentence, chapter, scene, or stanza functions within a larger text.

• Describe how a particular sentence or scene contributes to a text’s theme, setting, or plot.

TAP STUDENTS’ PRIOR KNOWLEDGE

• Tell students they will be learning about the structure of a story and how all the elements of the story contribute to the theme.

• Ask students what a plot is (what happens in a story) and what they recall about these elements of a plot: exposition (introduces the characters and setting), rising action (events in which a conflict is introduced and problems increase), climax (point of highest excitement), falling action (events that lead to solving the conflict), and resolution (the final outcome). Ask what setting is (when and where the story takes place).

• Ask students to think about a story they have read in class. What is the setting? Who are the characters? What happens in the story? What problems must the characters solve? Discuss how the plot relates to the story's setting and problem.

• What is the theme of a story? (The theme is a lesson or message the author wants readers to learn.) What lesson about life or human behavior did you learn from this story?

• Ask students why the theme is important. (It is the message the author wants to get across to the reader.) Explain that analyzing how story elements work together will help students better understand the theme of a story.

CCLS Focus

**RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

AT A GLANCE

Through a cartoon, students build an understanding of how paying attention to details in every sentence or paragraph of a text will help them comprehend the story’s conflict.

STEP BY STEP

• Read the definitions of story structure, plot, setting, and theme. Then have students study the cartoon and describe what is happening in each frame. Ask them to circle details in the illustrations or dialogue that help explain the hikers’ problem.

• Read the chart and discuss each box. Have students compare what they circled to the events and details in the chart. Discuss how analyzing these details helps lead to an understanding of the conflict. Remind students that the conflict is part of the story’s plot.

• Read the paragraph below the chart. Reinforce the importance of paying attention to all the elements of a story as you read.

• Call on volunteers to share a story they have read, focusing on the events and details that led to the story’s conflict.

• Share an example of how you have analyzed story elements when reading in order to understand the conflict and ultimately determine the theme. Explain how using this skill helped you better understand the story.

Genre Focus

Literary Texts: Adventure

Tell students that in this lesson they will read adventures. Explain that an adventure is a fiction story in which the characters often face a challenging situation or are on some kind of action-oriented quest. The plot of an adventure relates to the characters facing the challenge or following the quest. Adventures often share the following characteristics:

• Most stories have a strong main character or characters.

• The main character often uses wits to survive.

• Sometimes the adventure turns out successfully but not always.

Based on these characteristics, ask students to share adventure stories they have read. What challenging situation(s) did the character(s) face? What, if any, kind of action-oriented quest were the characters on? How did the adventure turn out? What did students like about reading an adventure?

Explain that the three stories in this lesson are all adventures. “A Moose Encounter” is an adventure about encountering an animal in the wild. Tracker is an excerpt of an adventure story about a boy who is out alone, looking for a deer. The third story, Hatchet, is an excerpt of an adventure novel about a boy who is stranded in the wilderness after surviving a plane crash.
**AT A GLANCE**

Students read a short story and analyze the structure of the story.

**STEP BY STEP**

- Remind students that they just saw how analyzing events and details helps them understand the conflict of a story.
- Tell students that in this lesson they will read an adventure story.
- Read aloud “A Moose Encounter.”
- Then read the question: “How does each paragraph help develop the structure of the story?”
- Now tell students you will use a Think Aloud to help demonstrate a way of answering the question.

**Think Aloud:** Paragraph 1 introduces the characters, Jill and her father. It also describes the setting: a cool, fall morning in the Minnesota woods. And it describes an event: Jill sneaks away to find a moose. Paragraph 2 gives more information about the setting by telling that this is moose territory. It also describes another event: Jill walks toward the river. In paragraph 3, Jill faces a problem. She sees a moose calf, but as she walks toward it, a giant moose comes charging toward her. This problem is the conflict.

- Direct students to the chart. Review that the conflict is part of the plot.
- Have students read the text in the four boxes and complete the third column to tell what paragraph 3 says about the plot.

**Think Aloud:** I wonder if Jill will be safe, or if the giant moose will hurt her. She probably should have followed her father’s instructions and not wandered around alone in the woods. This hints that the theme relates to disobeying orders and risking danger.

- Have students fill in the last box to suggest what paragraph 3 says about the theme. Ask volunteers to share their answers with the class.
- Finally, have partners follow the discussion prompts at the bottom of the page.
Lesson 16
Part 3: Guided Instruction

**AT A GLANCE**

Students continue reading about the moose encounter. They answer a multiple-choice question and explain how specific paragraphs and sentences contribute to the story’s theme.

**STEP BY STEP**

- Tell students they will continue to read about the moose encounter.
- Close Reading helps students identify details that tell what happened to solve the conflict. The Hint reminds them of what falling action, climax, and resolution are to help them answer the question.
- Have students read the text and circle the details that show what happens to Jill after the calf’s mother runs toward her, as directed by Close Reading.
- Then have students circle the answer to the question and respond to Show Your Thinking. Encourage students to describe how the first sentence in the second paragraph contributes to the story’s plot and theme. Possible response: This paragraph describes what happens to Jill after the moose charges. This moves the plot forward and tells that Jill put herself in danger.

**ANSWER ANALYSIS**

Choice A is incorrect. Details of the story’s turning point come in the first paragraph, when a petrified Jill watches the mother moose coming toward her. Also, the story never says Jill’s father scolds her.

Choice B is incorrect. There is no new problem presented in the second paragraph.

Choice C is incorrect. The story says Jill learned to always listen to her father in the third paragraph, and this is part of the resolution.

Choice D is correct. The second paragraph describes how Jill’s father saves her and Jill is relieved. This sets up the resolution in the next paragraph.

**ERROR ALERT:** Students who did not choose D might not have focused on the correct paragraph. Call students’ attention to the second paragraph. Have them summarize what it says. Point out that it describes the falling action.

**Close Reading**

Circle details that show what happens to Jill after the calf’s mother runs toward her. How does this moose encounter contribute to the story’s plot and theme?

**Hint**

A story’s falling action occurs after the climax has been reached. It leads to the resolution, when the story’s conflict is resolved.

**Show Your Thinking**

Explain why you chose your answer. Why is this paragraph necessary to the story?

Responses will vary.

Discuss the story’s overall theme with a partner. Which sentences are most important in developing this theme?

**Tier 2 Vocabulary: Petrified**

- Point out the word petrified in paragraph 1. Ask students to look at the surrounding words and concepts and tell what petrified means (paralyzed with fear). Work with students to help them understand which other words helped them figure out the definition. (“Jill could only stare as the animal galloped closer.”)

- Suggest that students look up petrified in a dictionary or thesaurus to find synonyms. Ask: What are some words that could be used in place of petrified? (terrified, horrified) (RL.6.4; L.6.4.a; L.6.4.c)
Students read an adventure twice about a boy who is looking for a deer. After the first reading, you will ask three questions to check your students’ comprehension of the passage.

**STEP BY STEP**

- Have students read the passage silently without referring to the Study Buddy or Close Reading text.
- Ask the following questions to ensure students’ comprehension of the text:

  **Why is John looking for deer by himself? (He always hunts with his grandfather, but his grandfather is dying of cancer.)**

  **How does John know that the noise he hears comes from a deer? (He discovers a deer bed and feels that it is warm. Then he sees deer tracks and figures that the deer heard him and ran away, hitting the willow, which made the noise.)**

  **What is the main conflict in this story? (John cannot stop thinking about his grandfather, who is dying of cancer.)**

- Ask students to reread the story and look at the Study Buddy think aloud. What does the Study Buddy help them think about?

- Tell students to follow the directions in the Close Reading.

**ELL Support: Possessives**

- Review that possessives are words that show who or what owns something. To make a singular noun a possessive noun, add an apostrophe and an s. (boy’s) To make a plural noun a possessive noun, add only an apostrophe. (boys’) Explain that the pronouns my, his, her, their, and its also show possession.

- Have students read the first sentence of paragraph 4 and point out the words his coming. Have students identify the possessive. (his) Explain that in this sentence, coming is a noun meaning “an arrival or approach.” Have students tell whose approach surprised the deer. (John’s) (RL.6.4; L.6.1.a)

- Finally, have students answer the questions on page 157. Use the Answer Analysis to discuss correct and incorrect responses.
STEP BY STEP

• Have students read questions 1–3, using the Hints to help them answer those questions.

Tip: If students have trouble answering question 2, have them look back at the text they circled in the story. Ask what each word or phrase suggests about the setting.

• Discuss with students the Answer Analysis below.

ANSWER ANALYSIS

1. The correct choice is D. It creates suspense because it doesn't say what caused the sound. Choice A is incorrect. Anybody hunting could hear a sound and freeze like John did. Choice B is incorrect. The story’s theme is not about the thrill of deer hunting. Choice C is incorrect. The story is not about a conflict John has with the deer.

2. The correct choice is A. Paragraph 2 contains the phrases “snow” and “swamp grass.” Choice B is incorrect. How far John has walked is a plot detail, not a setting detail. Choice C is incorrect. Paragraph 3, not 2, gives more information about what a deer bed is. Choice D is incorrect because the paragraph doesn't give any information about the time of day.

3. Sample response: The sentence shows that John is beginning to overcome his problem. It says, “he hadn’t thought about his grandfather.” But he hasn’t fully solved his problem, because he’s not sure “if that was good or if that was bad.”

RETEACHING

Use a chart to verify the answer to question 3. Draw the chart below, and have students fill in the boxes. Sample responses are provided.

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>John goes looking for a deer by himself.</td>
<td>John’s grandfather can’t hunt with him because he is dying of cancer.</td>
<td>John can’t stop thinking of his grandfather.</td>
</tr>
</tbody>
</table>

Integrating Standards

Use these questions to further students’ understanding of Tracker.

1. Why can’t John stop thinking about his grandfather? Cite evidence from the text in your response. (RL.6.1)

   “John Borne always hunts with his grandfather, but this year his grandfather is dying of cancer.”

2. What is the theme of the story? What details help convey the theme? (RL.6.2)

   Sample response: The theme is that concentrating on a task can help distract you from a problem. In the introduction, readers learn that John is upset because his grandfather is dying. In the paragraphs that follow, he is fully focused on the deer. In the last paragraph, he realizes that “he hadn’t thought about his grandfather for nearly an hour.”
Read the story. Then answer the questions that follow.

from Hatchet
by Gary Paulsen

Brian's father takes him on a camping trip. He is eight years old and he is not very good at it. He is a great dreamer, and that is one reason he is not a great camper. He sleeps late all morning and then sits around choosing which stick to use for a fire. And there is a porcupine. The porcupine is a problem. He will not let it alone.

Brian is alone and he is lonely, but it doesn't contribute to the plot. Dreaming about Terry may reveal that Brian is feeling lonely. Choice B is incorrect.

In paragraph 10, the author describes the setting in detail. Why is this paragraph important to the story?

A The rock wall of the cave can make sparks.
B The cave provides a place for Brian to rest.
C The wilderness presents a huge challenge.
D The wilderness offers different types of fuel.

Choice D is correct. Although Brian is puzzled by the dream at first, he realizes that Terry is trying to explain how to make a fire—something he needs to survive. Choice A is incorrect. The food Brian imagines in the sack may suggest that Brian needs food, but in the dream Terry points to the fire, suggesting Brian needs fire to survive, not food. Choice B is incorrect because, although seeing Terry make a barbecue might reflect something in Brian's normal life, it doesn't contribute to the plot, which is about Brian's survival. Choice C is incorrect. Dreaming about Terry may reveal that Brian is lonely, but it doesn't contribute to the plot.

Theme Connection

• How do all the stories in this lesson relate to the theme of wilderness adventures?
• Which of the adventures you read did you find most exciting? Why?
2. Choice A is correct. The story is about Brian's survival in the wilderness. He needs fire to survive. The description of the rock wall shows how Brian discovers he can strike the wall with his hatchet to make fire. Choices B, C, and D are incorrect. Although they may be true statements about the cave, they are not supported by details in the text.

3. Choice C is correct. The climax is the story's turning point. The rock exploding in fire is a turning point that begins to solve Brian's problem of needing fire. Choice A is incorrect. The resolution tells what happens after the conflict is solved, and it hasn't been solved yet. Choice B is incorrect. The sentence describes the conflict getting better, not worse. Choice D is incorrect. The falling action is described after this sentence when Brian realizes he will have a fire in the cave.

4. Sample response: The theme of the story is to never give up. These paragraphs describe how Brian realizes the hatchet is the key to his survival because throwing it against the stone wall creates sparks that can lead to a fire. It doesn't work the first few times Brian tries, but he doesn't give up. After many tries Brian succeeds and realizes, “I will have a fire here.”

Integrating Standards

Use these questions and tasks as opportunities to interact with Hatchet.

1. What does Terry do in Brian's dream to help his friend? Cite details from the text. (RL.6.1)
   Terry lights a charcoal fire. Then he looks at Brian and “pointed to the fire as if to say, see, a fire.”

2. When Brian wakes up, what leads him to realize what Terry was trying to tell him? (RL.6.3)
   The sun hits the hatchet and it shines a light like fire. Brian realizes Terry is trying to tell him that he could use the hatchet to get fire.

3. In paragraph 4, the author says Brian's leg “had stiffened like wood.” What does this figure of speech mean? (RL.6.4; L.6.4.a)
   Wood is stiff, or hard; you cannot bend it. “Stiffened like wood” means Brian's leg cannot easily be bent.

4. Write about how Brian's feelings change throughout the story. (W.6.9.a)
   Sample response: In his dream, Brian feels frustrated and angry. When Brian wakes up he is thirsty, hungry, and in pain. At the end of the story, he is determined and happy that he's going to have a fire.

5. Discuss in small groups: What do you predict will happen to Brian? Use text evidence to support your predictions. (SL.6.1)
   Discussions will vary. Students might mention paragraph 12, where Brian thinks, “I will have fire from the hatchet.” They may predict that he will build a fire that will help him survive until he is rescued. Remind students to make comments that contribute to the issue under discussion.
Additional Activities

**Writing Activities**

**Argumentative Essay (W.6.1)**
- Have students review “A Moose Encounter,” *Tracker*, and *Hatchet*. Ask them to think about the stories and which character faced the most challenging situation.
- Challenge students to write an argument to support their opinion. Remind them to state their claim clearly and provide clear reasons and relevant evidence to support it.
- Allow students to share their writing with the class.

**Dashes and Nonrestrictive Elements (L.6.2.a)**
- Have students read the first sentence of paragraph 1 in *Tracker*. Point out the phrase *a kind of swoosh* and the dashes used to separate it from the rest of the sentence.
- Explain that *a kind of swoosh* is an example of a nonrestrictive phrase. It is not essential to the sentence, but it adds relevant information. Explain that dashes and commas are used to separate a nonrestrictive element from the rest of a sentence.
- Have students write a sentence that includes a nonrestrictive element and uses appropriate punctuation.

**LISTENING ACTIVITY (SL.6.1)**

**Listen Closely/Pose a Question**
- Have a student read aloud “A Moose Encounter,” while the class listens closely and takes notes on details they hear.
- After reading, ask students to write a question based on their notes, such as “What time of day does the story take place?” or “Where is Jill’s father when she slips out of the tent?”
- Have pairs pose their questions to each other and answer them using evidence from the story.

**DISCUSSION ACTIVITY (SL.6.1)**

**Talk in a Group/Discuss Adventures**
- Ask students to recall the characteristics of an adventure and think about how the stories in this lesson conform to the genre.
- Have students form small groups to discuss the stories in the lesson as well as other adventures they have read. Encourage them to talk about what makes a great adventure.
- Appoint one member of each group to take notes. Allow 10 to 15 minutes for discussion, and then have students present their ideas to the class.

**MEDIA ACTIVITY (RL.6.2)**

**Be Creative/Produce a Movie Trailer**
- Invite students to watch the movie trailer for *A Cry in the Wild*, a movie based on the book *Hatchet*. Discuss how the trailer shows some of the adventure but doesn’t give away the whole story.
- Tell students to imagine that one of the other stories they read in this lesson has been made into a movie and they get to create the movie trailer.
- Have partners create a storyboard to plan what they will show, or make an actual video.
- Allow time for pairs to share their trailers.

**RESEARCH ACTIVITY (W.6.7; SL.6.4)**

**Research and Present/Give a Presentation**
- Point out that *Tracker* and *Hatchet* are written by the same author, Gary Paulsen.
- Have students research information to use in an oral presentation about this author. They might include biographical facts, details about how his writing reflects his life, and summaries of the books he has written.
- Students should take notes and write a brief report for their presentations.