



5th Grade English Language Arts

Unit 5: Analyzing Across Genres

Anchor
Text(s)

***Hatchet* by Gary Paulsen**

Pacing

6 weeks

Unit Overview

In this six-week unit, students will explore how texts across different forms and genres can deepen their understanding of topics, characters, and themes. This unit is rooted in Gary Paulsen's novel *Hatchet*. *Hatchet* is the fictional adventure and coming-of-age story of Brian Robeson, who becomes stranded and forced to survive in the Canadian wilderness after a plane crash. Students will analyze character development, conflict, and themes in this anchor text while also connecting these themes and topics to supplemental texts that will enhance thinking.

The unit opens with an exploration of the novel's unique and remote setting, just as Brian himself starts to become acquainted with the reality of his new surroundings. In later weeks, students will use supplemental texts to investigate the motivations and intentions of the book's author Gary Paulsen, and they will have opportunities make connections across other texts that push their thinking about the novel's characters, events, and themes. By comparing and contrasting Brian's experiences and the lessons he learns with other characters and real-life articles, students should build the capacity to talk and write fluently and deeply about the novel and other texts.

Throughout the novel study, students will track Brian's responses to challenges. By the end of the unit, students should be able to explain both how and why Brian changed, and they should connect these changes to the novel's overarching themes. There are opportunities built in to revisit and extend student understanding of skills introduced in previous units, including analysis of point of view, character development, how setting influences plot and characters, theme analysis, etc. Students should have daily opportunities to write in response to texts they read, to discuss and revise their thinking with peers, and to productively struggle with the book's most complex passages and ideas.

The unit culminates with a written and oral performance task; students will assume Brian's first-person point of view to write and present a speech reflecting on his experiences, how he changed, and how others who find themselves in a similar situation can survive like he did.

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Essential Questions	Genre and Standards-Based Vocabulary	Cutting to the Core
<p><u>Standards-Based Essential Questions:</u></p> <ol style="list-style-type: none"> I. How and why do characters (and their motivations) change over time? II. How does the setting influence a character's development and the story's plot? III. How do authors use fictional characters and stories to convey real-world themes? IV. How can reading a variety of texts on a similar topic or theme deepen my understanding and uncover new perspectives? <p><u>Thematic Essential Questions:</u></p> <ol style="list-style-type: none"> I. How can we describe humanity's relationship with nature? II. What does it take for a person to survive in extremely challenging circumstances? III. How do our personal experiences shape and change us? 	<ul style="list-style-type: none"> • Characterization • Direct • Indirect • Trait vs. emotion • Motivation • Behavior • Development • Point of view (first person, third person, limited, omniscient) • Perspective • Inference • Protagonist • Antagonist • Genre • Compare • Contrast • Setting • Impact • Affect • Theme • Thematic • Stanza • Personification • Imagery • Relationship • Plot • Conflict (internal and external) 	<p>I: Building knowledge through content-rich nonfiction and informational texts</p> <p>➤ <i>"Students need to be grounded in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers"</i></p> <p>II: Reading and writing grounded in evidence from the text</p> <p>➤ <i>"Quality text-based questions, unlike low-level "search and find" questions, require close reading and deep understanding of the text"</i></p> <p>III: Regular practice with complex text and its academic vocabulary</p> <p>➤ <i>"The ability to comprehend complex texts is the most significant factor differentiating college-ready from non-college-ready readers. This shift toward complex text requires practice, supported through close reading"</i></p>

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Common Core State Standards *(Including how the standards progress across grade levels)*

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL.6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	RL.6.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.	RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.	RL.6.6: Explain how an author develops the point of view of the narrator or speaker in a text.
RL.4.9: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.6.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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RI.4.2: Determine the main idea of a text and explain how it is supported by details; summarize the text.	RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.6.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
<p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

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<p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). 	<p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). 	<p>W.6.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply <i>grade 6 Reading standards</i> to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
<p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

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Anchor Text: “Hatchet” by Carl Hiaasen

Overview

Hatchet is the story of thirteen-year-old Brian Robeson, a boy traveling in a small airplane to Canada to spend the summer with his father (his parents are going through a divorce). Somewhere over the Canadian wilderness, the pilot has a fatal heart attack and Brian’s small plane crashes. Alone, Brian must find a way to survive and adapt to the nature around him. Throughout the experience, Brian discovers many things about himself and matures a great deal through the choices and risks he is forced to take.

Readers are taken through this adventure and coming-of-age story as a witness to Brian’s countless challenges, successes, and failures. Brian calls upon his intelligence, memory, and youthful resilience to overcome challenges such as building a fire, encounters with bear and moose, creating shelter, and finding food. In the end, Brian is rescued and returns home a new young man.

Important Considerations for Instruction

I. Text Complexity: At a 1020 Lexile level, *Hatchet* is appropriate for an end-of-year fifth grade reader. Students will encounter some domain-specific “wilderness” vocabulary, and the structure can be confusing at times as it incorporates flashbacks and a variety of sentence lengths and structures. However, the themes of this story are relatively straightforward and accessible through the conversational and descriptive voice of the narrator.

II. Big Ideas/Themes: Most prevalent in this story are the themes of perseverance, survival, and self-reliance. Brian also depends on hope and the power of positive thinking to get him through the toughest situations. This story also deeply explores the relationship between humans and nature, particularly the contrast between nature’s positives (nature’s beauty and the resources it provides) and the negatives (the danger and power of wildlife, the wilderness’s isolation, etc.).

III. Text Structure: The book is narrated from the third-person limited omniscient point of view (we have access to Brian’s inner thinking from an outside narrator). For most of the story, Brian is the only character besides the various forces of nature he interacts and contends with. The plot structure is mostly linear and follows a series of challenges that Brian is forced to confront and adapt in response to. There are flashbacks and memories incorporated throughout that give us insight into Brian’s character. The novel contains 19 chapters and an epilogue.

III. Real World Connections: Students have the opportunity to learn about real-world topics including the geography and environment of Canada, along with the animals and other wildlife Brian interacts with. You can also make thematic connections to students’ lives as Brian comes of age and grows from a boy into a young man. There are opportunities to connect Brian’s experience to other real-life survival stories.

IV. Potential Challenges: Students will need to build knowledge about nature and the extreme isolation of the Canadian wilderness in order to fully understand and appreciate Brian’s plight. They also may struggle to distinguish between memories/flashbacks and Brian’s current situation at first, but they should become comfortable with this structure through modeling and discussion. It may also be challenging for students to push deeper past a surface-level understanding of Brian’s character development and the themes in this book without strategic questioning and guidance from teachers.

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Instructional Calendar

Weekly Focus	Teaching Points	Texts and Resources	Suggestions for Implementation
<p>Week 1:</p> <p>I: RL.1, RL.3</p> <p>II: RI.2, RL.9</p>	<p>I. Make inferences about Brian’s character and his family based on his thoughts, actions, words, and response to conflict.</p> <ul style="list-style-type: none"> Using the text, make inferences about Brian’s character and the family circumstances surrounding his trip to visit his father. Why is Brian taking this trip by himself, and how does he feel about it? <ul style="list-style-type: none"> Notice Brian’s feelings about the hatchet his mother gives him as a going-away gift. Analyze what Brian’s initial response to the hatchet reveals about him in the beginning of the book. Describe Brian’s response to the conflict (external) in the airplane, and his decisions/actions following the pilot’s death. What does this reveal about Brian? <ul style="list-style-type: none"> Note: Make sure to distinguish between “traits” and “feelings” when drawing conclusions about characters. Traits are more “sticky” and they follow a character throughout almost any situation; traits are things like resilient or creative, etc. Feelings are more fleeting depending on the situation at hand. For example, Brian feels overwhelmed and terrified, but his responses reveal traits like resourceful and logical. Brian also confronts internal conflicts throughout these opening chapters, such as what he should do with the information about his mother’s cheating, or his “choice” on page 21 about how to “land” the airplane. What do Brian’s responses to these internal conflicts reveal about him? <p>II. Build knowledge about the geography, climate, and wildlife of the Canadian wilderness through nonfiction text and visuals.</p> <ul style="list-style-type: none"> Read the supplemental text about Canada’s geography, wildlife, and population. Important takeaways include conceptualizing the low population density and the incredible size of the country’s wilderness. These understandings will 	<p>Anchor Text: <i>Hatchet</i> Chapters 1-3</p> <p>Supplemental Texts (Appendix B)</p> <ul style="list-style-type: none"> Canada: Geography, Wildlife, and Population Facts <p>Supplemental Resources (Appendix D)</p> <ul style="list-style-type: none"> Vocabulary Lists by chapter 5th Grade TDQ Question Stems (by standard) Character Analysis Graphic Organizers “Canada” Article: Sample TDQs and cross-text analysis questions 	<ul style="list-style-type: none"> Begin reading <i>Hatchet</i> before you build knowledge about Canada. Sequencing the texts this way will enable students to make deeper connections about the story’s setting based on key ideas in the informational text. The novel’s intense and exciting opening chapters will also serve as a hook for the unit. When analyzing supplemental texts, ask students a variety of text-dependent questions. Some should be related just to the supplemental text, and others should require students to think across both texts (including the novel). Some examples of TDQs are included in Appendix D (Note: some of the cross-

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support students in grasping the extent of Brian's isolation in the wilderness.

- Sample text-dependent questions are available in Appendix D. Some of the cross-text analysis questions should be saved and revisited in future weeks after Brian has described his new environment in more detail; this is a good way to spiral back in a text students have already read for a new and deeper purpose.

text questions should be revisited and discussed after reading more of the book).

- Begin an anchor chart entitled "How does Brian survive?" to add to throughout the unit. After this week's chapters, students might add things like "thinking on his feet" or "willingness to assess and take risks when necessary." Building this chart gradually will support students in their final performance tasks.
- Extension: Analyze Gary Paulsen's structure and word choice (particularly the repetition of important words and phrases) throughout each chapter. Challenge students to determine the significance of each repeated word or phrase in the context of other events.

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Week 2:

I: *RI.2, RL.1, RL.3*

II: *RL.1, RL.3*

III: *RL.6, W.3*

I. Analyze *Hatchet*'s author Gary Paulsen as a "character" and infer his traits and motivations by making inferences about his words, thoughts, actions, and choices.

- Read aloud the New York Times article about Gary Paulsen fluently, and allow students to discuss their first impressions of him. Then, upon rereading, students should go back into the article and collect significant details or lines that they think reveal something about his traits/motivations (words, thoughts, actions, choices). Finally, allow students to write about and discuss text-dependent questions in order to draw conclusions about Gary Paulsen and *Hatchet*.
 - Sample text-dependent questions can be found in Appendix D. You will need to supplement these with additional comprehension questions and consider how you want students to engage with these.

II. Continue developing theories about Brian as a character, especially where he finds the motivation and strength to persevere in adverse circumstances.

- Analyze Brian's actions and inner dialogue after the crash. What motivates Brian? How does he push forward despite his unimaginable circumstances?
 - i.e. He uses his prior knowledge from reading books, he thinks back to Mr. Perpich's advice about staying positive and staying on top of things, etc.

III. Describe how the narrator's point of view influences how events are described in the story. How does the third-person omniscient narrator affect our understanding of Brian and what happens?

- Third person, limited omniscient narration is when an "outsider" tells the story, but we have complete access to one character's inner thoughts and motivations. Identify details in *Hatchet* that prove the narrator is third person, limited omniscient.
- For particular moments or events in the story, analyze how the narrator reveals Brian's perspective. Analyze how a moment or event might be described differently if it were told from

Anchor Text: Chapters 4 – 6

Supplemental Texts (Appendix B)

- "On the Road and Between the Pages, an Author is Restless for Adventure"
- <https://www.tes.com/lessons/kgmnmPTYRhdx1w/research-project-for-hatchet> (connected author video - Paulsen)

Supplemental Resources (Appendix D)

- "On the Road and Between the Lines" Sample Text-Dependent Questions (Gary Paulsen)
- Comparing perspectives graphic organizer

- To allow students to make authentic inferences about Paulsen, refrain from providing them with general background information about his life before they read. This will challenge them to unpack what the text says to draw conclusions about who he is, his traits, and his motivations for writing.
- Feel free to pull in additional brief informational texts to fuel students' curiosity about the various animals and wildlife Brian encounters. Take advantage of opportunities to embed additional nonfiction with the goal of building knowledge as time permits.
- As you continue reading the novel in future weeks, continue to consider the impact of the narrator on our

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someone else's perspective? What are the benefits and limitations of a third person, limited omniscient narrator?

- Narrative Writing Connection: Select one or more pages from *Hatchet* (i.e. when the pilot first begins having chest pains or when Brian's mother gives him the hatchet and says goodbye) and have students rewrite the section in third-person narration, including details from another character's point of view (and leaving out Brian's perspective completely).

understanding of events. Consider how the story would be different if it were told from Brian's first-person point of view instead of third-person omniscient. Why do you think the author made this choice?

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Week 3:

I: *RI.2, RI.3, RL.9*

II: *RL.1, RL.3*

III: *RL.2*

I. Exploring Themes Across Genres: What does it take to survive in adverse circumstances?

- Read the article “Help Me Make it Through the Night” and the corresponding “Basic Survival Kit” fact sheet to determine the author’s central argument and supporting details. Then, students should make cross-text connections to *Hatchet* and analyze ideas across the two texts to deepen their understanding of the novel and informational text.
 - A list of text-dependent questions that you can use to facilitate analysis can be found in Appendix D.

II. Analyze how Brian interacts with with the story’s setting. How does the setting influence Brian’s development and the story’s plot?

- Collect evidence of times when the setting (wilderness) impacts Brian in both positive and negative ways to begin forming a theory about his relationship with his environment.
 - How does the story’s setting support and help Brian?
 - How does the story’s setting harm or threaten Brian?
 - How can nature be both beautiful and dangerous at the same time? What examples from the story depict this contrast?
- Analyze how the wilderness affects Brian’s attitude towards the land and animals. How does he feel and think about the wildlife around him? Track how this changes as time goes on.
- How does the setting change Brian? How must he adapt in response to the demands of where he lives?

III. Analyze how Gary Paulsen develops themes indirectly through characters’ words, actions, and experiences.

- After reading chapters 9 and 10, reflect on the message about perseverance the author conveys through Brian’s actions. Identify concrete examples and evidence of how Brian supports this message.
- Challenge students to identify other themes that may be developing around nature, independence, etc.

Anchor Text:
Chapters 7 – 10

Supplemental Texts (Appendix B)

- “Help Me Make it Through the Night”

Supplemental Resources (Appendix D)

- “Help Me Make It Through the Night” and *Hatchet*: Text-Dependent Questions

- When reading “Help Me Make it Through the Night,” remind students how useful visuals and other text features can be in determining the central ideas of a nonfiction text. Good readers always pay attention to structures and other features that contain meaning.
- Although not included in the unit, feel free to pull in short informational texts or videos about the setting, wildlife, and other topics Gary Paulsen refers to throughout *Hatchet*.
- Begin building an anchor chart that captures developing big ideas and themes in *Hatchet*. As they read and learn more, model what it looks like to “revise” your original thinking based on new evidence.

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Week 4:

I: *RL.3, RL.4, RL.6*

II: *RL.2, RL.3, RL.9*

I. How and why is Brian changing? Analyze how Brian is developing as a person in response to his experiences.

- Like people in real life, characters in stories change physically, psychologically, and emotionally in response to their personal experiences. Sometimes authors explicitly tell us that characters are changing (i.e. on page 115, “He was not the same now – the Brian that stood...was completely changed”), and other times we must infer how and why a character is changing by comparing his thoughts, attitude, and behavior to moments earlier in the book.
 - As you read, collect evidence about how Brian is changing – physically, psychologically, and emotionally. *What new skills has Brian developed? How has his attitude about his situation and his perception of himself changed? What moments or experiences specifically caused these changes, and why? Are these permanent or fleeting, and how can you tell?*
- In chapter 14, Gary Paulsen repeats the word “Mistakes” in a single-word sentence five times. Ask students to track how he uses this word and the context surrounding it throughout the chapter. Then, analyze why he might have chosen to repeat this word in these contexts. How does the usage of the word “mistakes” change? How does the repetition of this word in this chapter demonstrate a change in Brian’s character?

II. Compare characters and themes (like humanity’s two-sided relationship with nature) in two fictional stories about survival in the wilderness.

- Read the excerpt from the novel, *Julie and the Wolves*, in order to compare Julie’s survival situation (and relationship with nature) to Brian’s. By reading both texts as a pair and by answering text-dependent questions that require students to use knowledge of both texts at once, students should deepen their understanding of each character and common themes.
 - A list of text-dependent questions (that you can select from and/or supplement with additional scaffolded or extension questions) can be found in Appendix D.

Anchor Text:
Chapters 11-14

Supplemental Texts (Appendix B)

- “Julie and the Wolves” (excerpt)

Supplemental Resources (Appendix D)

- Character Change graphic organizers
- “Julie and the Wolves” Text-Dependent and Cross-Text Analysis Questions
- Old Brian, New Brian graphic organizer

- As students dig into themes in the next two weeks and explore how different authors portray the relationship between humans and nature, push them to explore both the positive and negative aspects of that relationship. Specifically, how does nature both serve as a threat to human life but also its only source of survival and sustenance? (i.e. the wolves could kill Julie but she knows she won’t survive without their help)
- Repetition of a key word or phrase is something that Gary Paulsen does strategically and frequently throughout this book (i.e. he repeats the phrase “There were these things to do” in chapter 104 to emphasize Brian’s feelings that this experience is never-ending and he’ll

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never truly master it all). In this chapter, the way he uses the word “mistakes” evolves from being used to describe terrible errors Brian made that threatened his life to a more positive context (learning from the mistakes). This change in word use mirrors how Brian is becoming more confident and adept at survival.

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Week 5:

I: *RL.2, RL.3, RL.4*

II: *RL.2, RL.3, RL.9*

I. Determine themes, including how characters in a story respond to challenges.

- As you read these chapters, have students record evidence about challenges Brian encounters and how he responds to them in the “short-term” and “long-term.” Analyze also Brian’s changing attitude and self-perception surrounding challenges compared to the beginning of the book, ie. “I am always hungry but I can do it now, I can get food and I know I can get food and it makes me more. I know what I can do” (139).
 - Chapter 15: The “foolbirds”
 - Chapter 16: The moose and the tornado
 - Chapter 17: The challenge of getting into the plane and retrieving the survival kit
- Give students the opportunity to synthesize the character and theme analysis they’ve been doing throughout the unit by writing in response to the question: *How is Brian able to survive despite his challenging and adverse circumstances? What theme does Gary Paulsen convey through Brian’s character?* In their responses, students should cite at least two specific instances when Brian’s response to a challenge improved his chances of survival. See Appendix D for the prompt and a student planning graphic organizer.

II. Compare themes and how nature is portrayed across texts of different genres.

- Read the poem by Sophie Cabot Black called “The Lake.” Notice how the poet personifies the lake by giving it human abilities and feelings. Students should collect evidence from the poem to sketch a detailed picture of this lake and describe it in a few sentences.
 - Then, students should connect “The Lake” described by Sophie Cabot Black to Brian’s lake in *Hatchet*. Students should discuss and write in response to text-dependent questions that push them to compare Brian’s lake (*full of activity and life, Brian’s source of survival in so many ways*) with the lake in the poem (*peaceful, untouched, pure, lonely, longing*).
- Read the excerpt from the New York Times piece called “Snowfall:

Anchor Text: Chapters 15-17

Supplemental Texts (Appendix B)

- “Snowfall” (excerpt from the NY Times)
- “The Lake” (poem)

Supplemental Resources (Appendix D)

- Writing Prompt (Survival) and Planning Graphic Organizer

- The authors of both supplemental texts this week use personification to give nature (the lake and the snow) human qualities. If students are not familiar with personification, pre-teach that readers can recognize “personification” when a writer gives human qualities or traits to a non-living thing.
- If you are pressed for time or behind in pacing this week, choose just one of the supplemental texts to read. In *Hatchet*, chapter 15 is also very short and can possibly be paired with another chapter or supplemental text.

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The Avalanche at Tunnel Creek.” Read to determine how the author gives human characteristics to the snow (i.e. describes it as an “enemy” and assigns it life-like abilities like “captured,” “squeezed,” “slithered,” and “vomited”). Then, compare this author’s portrayal of the relationship between humans and nature with Gary Paulsen’s portrayal of the same theme. Sample text-dependent questions:

- *What are the positive aspects of Elyse’s relationship with her environment in this article? What are the negative aspects of Elyse’s relationship with her environment?*
- *What is similar about Elyse’s and Brian’s relationship with their surrounding natural environments? What is different?*
- *Which of Brian’s experiences most remind of you Elyse’s experience during the avalanche? Why?*
- *How does Elyse survive the avalanche? Compare her survival story with Brian’s.*
- *What theme do both texts convey about nature?*

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Week 6:

I: *RL.3*

II: *RL.2, RL.4, RL.6*

III: *W.1, W.9, RL.1, RL.3, RL.6, RL.9, SL.4*

I. Analyze how and why Brian changes over time, and make inferences about how this experience will affect his life at home.

- Describe how Brian responds to the contents of the survival kit and to his rescuer. Based on these responses, how and why has Brian changed over the course of the story? How might these changes impact his life and priorities back at home? Support your inferences and claims with evidence from the text.
- Extension: Imagine that Brian had the survival kit from the very beginning. How might his life in the wilderness have been different? Do you think the additional resources would have helped or hurt him in the long run? Why?

II. Interpret the extended metaphor of the hatchet, and how its purpose (and Brian's feelings about it) evolves over time. What themes or lessons might it represent in the story?

- Consider the significance of the novel's title by tracking when and how the hatchet appears throughout the novel. Guiding text-dependent questions include (but are not limited to):
 - Reread pages 8-9 from the story's opening and analyze: How have Brian's feelings about the hatchet changed over time?*
 - How does the hatchet influence Brian's experience in the wilderness?*
 - Would Brian have survived without the hatchet? Why or why not? Cite specific evidence to support your claim.*
 - What big ideas or themes might the hatchet represent?*
 - Why might Gary Paulsen have chosen to title the novel *Hatchet*?*
 - In 1990, a film director made a movie version of *Hatchet*, but changed the title to "A Cry in the Wild." Which title do you think is best based on the story's events, and why?*

III. Performance Task: Brian's Keynote Speech

- See Appendix C for prompt, rubric, and student planning sheets. This task should be completed over 2-3 days in class.

Anchor Text:

Chapter 18 – 19
and Epilogue

Performance Task (Appendix C)

- Prompt, Outline, and Rubric for Performance Task

Supplemental Resources (Appendix D)

- Hatchet graphic organizer (evidence collector)
- Old Brian, New Brian graphic organizer (see Week 4)

- There is no MCLASS assessment for this unit to avoid over-testing during the PARCC administration window.

Unit 5.5: Analyzing Across Genres (*Hatchet*)

Appendix A: Unpacked Standards Guide

Source: Public Schools of North Carolina NCDPI Collaborative Workspace

Standard	Explanation and Example
<p>RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p>Fifth grade students are required to quote accurately from the text to support their answers. “Quote accurately” may include using their own words. Determining a theme continues to be a focus and students should be giving more thought to characters’ actions in a text. They are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me the reasons why you think...? • Show where you linked your thinking to the text. • What are the most important events that happened in the story? • Can you provide specific examples from the text to support your thinking? • What is the theme of this text? • Summarize the story from beginning to end in a few sentences. • Can you tell me how the character solved the problem in this story? • Describe how these two characters are the same. How are they different?
<p>RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>Students will continue to tell the meaning of words and phrases in a text and focus on figurative language. The students must continue identifying the narrator’s point of view and also explain how it impacts the events in the text (and how they’re described to the readers).</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words or phrases you do not know? (use context) • Interpret the metaphor _____. What is the author comparing? Why? • Can you tell me how this text is presented/ organized? • How does the organization of the text contribute to the author’s meaning? • Think about what you read. Who is telling the story? • Can you tell how the person telling the story is thinking? How does this affect the events of the story?

Unit 5.5: Analyzing Across Genres (*Hatchet*)

RL.5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Students will find similarities and differences in themes, characters, and topics when reading stories of the same genre.

Use questions and prompts such as:

- In reading books of this genre, what happened to the characters that are the same?
- What happened to the characters that is different?
- In reading books of this genre, how did characters solve problems in different ways across texts?
- In reading books of this genre, how are the plots the same or different across texts?
- What themes stretch across both of these texts?

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Students at this level should be able to quote correctly from the text to explain what the text is about and to draw conclusions. Students must identify two or more main ideas and find the most important details that strengthen these main ideas. They should also be able to summarize the text in their own words.

Use questions and prompts such as:

- Can you tell me the reasons why you think...?
- Show where you linked your thinking to the text.
- Can you find at least two of the main ideas of this text and key details that support them?
- Summarize the main points of the text.
- Can you tell me how these ideas, people, and events are the same? Can you tell me how they are different? Show me in the text.

Unit 5.5: Analyzing Across Genres (*Hatchet*)

W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Students need to engage in behaviors (turn and talk, small group discussion, and numerous writing and speaking activities) that lead to the expression of ideas both verbally and in writing. Students will also need a purposeful focus on choice-making throughout ELA. For example, fifth grade students need to be able to choose precise vocabulary to explain their thinking about a topic.

Fifth grade students are required to include both an introduction and a concluding statement or section in their writing. Students continue using strategies for introducing concepts (such as beginning with a fact, dialogue, or question about the topic) and concluding their thoughts (using summary statements) when writing. They are learning to further organize their writing by developing the use of text features (headings, sections, illustrations, and multimedia). Students also write with complex sentences to link the parts of their writing together. Fifth grade students write informative/explanatory pieces as well. They must be able to find and group information together in a logical way.

To do so, students need strategies for researching a topic (gathering data), selecting relevant information (note taking), grouping like ideas, and developing a way to present the ideas from beginning to end (format and organization of written presentation).

W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 5 Reading standards to literature (e.g. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text, like how characters interact).

Apply grade 5 Reading standards to informational texts (e.g. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).

Fifth grade students use strategies for reading literary and information text as they investigate topics.

- When reading literary text: fifth grade students are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings or events.
- When reading informational text: students at this level give explanations about how an author uses proof to support a point in the text. In addition, they must prove each point with evidence from the text. Students will combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Unit 5.5: Analyzing Across Genres (*Hatchet*)

SL.5.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

While adept at reporting on a topic or text, telling a story, or recounting an event, fifth graders will focus on doing so in an organized, logical manner. The aforementioned items should be done orally and in coherent, spoken sentences. Fifth grade students will do so at an appropriate pace. Having the opportunity to present a personal opinion is important in the fifth grade. Fifth grade students should be exposed to a variety of speaking tasks so they may be able to distinguish between formal and informal discourse. Small-group discussions and formal presentations are one example of each type of discourse. Fifth grade students should be comfortable adapting their speech to a variety of contexts and tasks.