

Lesson 15: Theme in *Hatchet*



We read chapters 9 and 10 in *Hatchet* and used annotations to keep track of the survival skills Brian is learning and utilizing.



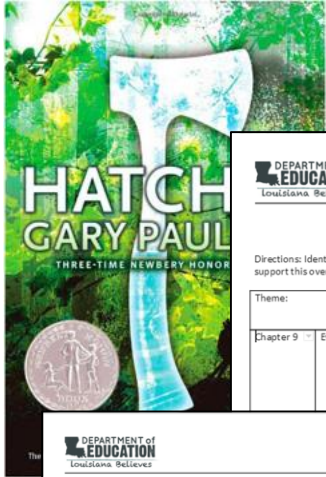
I think ...



I agree because ...

Today we will:

- Reread passages from *Hatchet*.
- Discuss what survival skills Brian is learning and utilizing and what themes or messages Gary Paulsen is conveying through these skills.



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Identifying Theme

Directions: Identify the theme of the text and evidence from both chapters 9 and 10 to support this overall theme.

Theme:

Chapter 9	Evidence:
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Grade 6: Hatchet, Lesson 5

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Hatchet Reading Journal

Chapter 1

Question	Response
Think about the function of a hatchet. <ul style="list-style-type: none"> What is a hatchet used for? What does a hatchet do? Why would someone need a hatchet? 	
What could the hatchet symbolize in the text?	
You are walking in the hallway after class and a friend asks you to describe Brian so far. What adjective would you choose to describe Brian? Why? Use evidence from the story to support your adjective.	

Chapter 2

Question	Response
How does Brian respond to the big events so far in the story?	

Grade 6: HATCH

You will need:

- A copy of *Hatchet* by Gary Paulsen
- Your reading journal handout
- An identifying theme graphic organizer handout

“He shook his head, tried to focus his thoughts. What did it take? You have to have fuel, he thought-- and he had that. The bark was fuel. Oxygen-- there had to be air.

He needed to add air. He had to fan on it, blow on it.

He made the nest ready again, held the hatchet backward, tensed, and struck four quick blows. Sparks came down and he leaned forward as fast as he could and blow ”

What survival skills is
Brian learning or
utilizing?

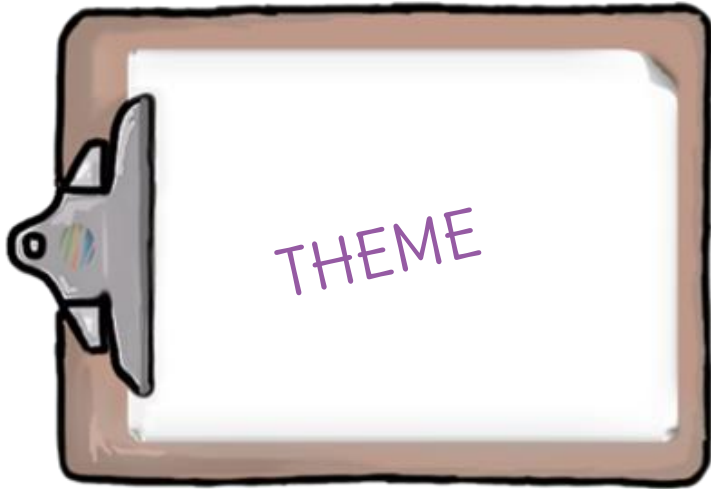
“...and he realized as he thought it that he had forgotten that *they* might come. The searchers. Surely, they would come before he could eat all the eggs at one a day.

He had forgotten to think about them and that wasn't good. He had to keep thinking of them because if he forgot them and did not think of them they might forget about him.

And he had to keep hoping.

He had to keep hoping.”

What survival skills is
Brian learning or
utilizing?



What is theme?



What message is
the author trying
to get across?


What themes are
developing in
Hatchet?

Identifying Theme

Directions: Identify evidence from both chapters 9 and 10 that show Brian learning or utilizing survival skills. Then use this evidence to identify a theme in *Hatchet*.

Chapter 9	Evidence:
Chapter 10	Evidence:
Theme	

- Work with a partner to review your annotations and record text evidence in the graphic organizer.
- Think about the similarities in the evidence and what theme is developing.
- Record the theme in the graphic organizer.

A cartoon illustration of a girl with long brown hair, a green headband with a red flower, and a green shirt, and a boy with short black hair and a blue shirt with a yellow collar. A large pink speech bubble is positioned above them, containing text. The girl is on the left and the boy is on the right, both with their arms outstretched as if speaking or gesturing.

I think the
author is trying
to say that . . .

What themes are
developing in *Hatchet* so
far?

In this lesson, you learned that Gary Paulsen is using Brian's experience learning and utilizing survival skills to convey themes in *Hatchet*.

You also practiced discussing the text as a whole class and using text evidence to support your ideas.