

Brian's Hunt



By

Gary Paulsen

A Novel Study
by Nat Reed

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Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	70

About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one chapter of *Brian's Hunt* and is comprised of five of the following activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include living in the wilderness, wildlife of North America, conservation of one's natural resources, responsible hunting/fishing, courage and independence, personal growth.

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List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *personification*.
7. Identify *anagrams*
8. Listing compound words
9. Identifying parts of speech
10. Identify/create *similes*
11. Identification of root words

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Complete Five W's Chart
4. Identify *cliffhangers*
5. Identify the climax of the novel.
6. Complete a Story Pyramid

Character Activities

1. Determine character traits
2. Identify the protagonist/antagonist
3. Relating personal experiences
4. Compare characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Create a poem
6. Write a description of personal feelings
7. Write a book review
8. Complete an Observation Chart
9. Complete a KWS Chart
10. Create a friendly letter.

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

Brian paused. Something made him reach out and take a broadhead out of the quiver and lay it across the bow, even though the moment without paddling cost him his forward motion. He thought, This is silly, I'm being a worrywort, but positioned the bow close to him just the same.

Then dug with the paddle again, pulling hard for the island, the dog whimpering and growling. [The Publisher]

Author Biography

Gary Paulsen

Gary Paulsen, a renowned author of novels for young people, presently lives in New Mexico. Three of Gary Paulsen's novels have been acclaimed as Newbery Honor Books: **Hatchet**, **Dogsong**, and **The Winter Room**. **The River** is Gary's exciting sequel to **Hatchet**. His other novels include: **Brian's Winter (sequel)**, **Brian's Return (sequel)**, **Canyons**, **The Crossing**, **Dancing Carl**, **The Island**, **Popcorn Days** and **Buttermilk Nights**, **Sentries**, **Tracker**, **Woodsong**, **The Legend of Red Horse Canyon**, **Escape From Fire Mountain**, **Danger on Midnight River**.



Gary Paulsen is an avid outdoors-man who competed in the Iditarod, a dog sled race across Alaska. He also frequently sails the Pacific Ocean.

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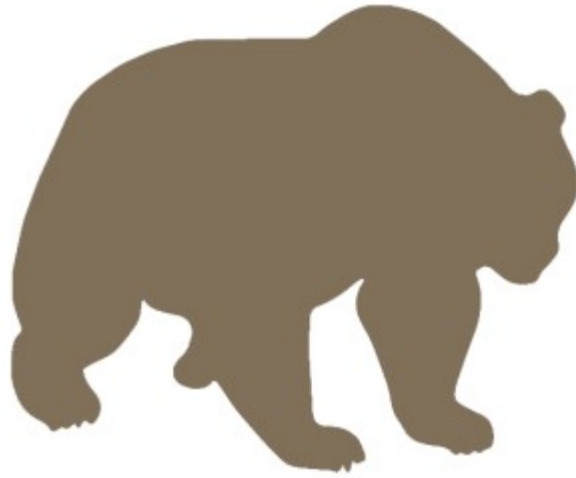


Student Checklist

Student Name _____

Assignment	Grade/Level	Comments

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Name: _____

Brian's Hunt

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Chapter 1



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The main character of *Brian's Hunt* is (of course) Brian, who ventures back into the Canadian wilderness two years after the harrowing adventures he endured in the novel, *Hatchet*. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially interesting **protagonist**?



Vocabulary:

Choose a word from the list to complete each sentence.

evade	inordinate	salivate	succulent
scenario	rehearsal	permanent	frequent

1. After years of wandering, Kevin looked forward to finding a _____ home.
2. As the moose meat cooked over the open fire, he could see the dog begin to _____.
3. The fugitive managed to _____ capture for more than three years.
4. “That is the most _____ steak I have ever eaten,” Marjorie exclaimed.
5. No one in their group could imagine a more difficult _____.
6. The director was aghast at the choir's performance during their last _____ before the gala opening.
7. My brother and I were _____ participants in the local six mile races.
8. We had an _____ amount of garbage to take to the dump.

Questions



1. What is the **setting** of the story for the first chapter?

2. Brian was now ____ years old. The adventures described in the novel, *Hatchet*, had taken place ____ years before the events described in *Brian's Hunt*.

3. Why do you think that often when a person goes through a stressful situation (like Brian did in *Hatchet*), they often remember mainly the good or funny things that happened to them during this time?

4. Why didn't Brian kill the moose?

5. Brian had spent three weeks with the Cree family he had found at the end of his first winter in the bush. True or False

6. What was Susan Smallhorn's Cree name and why was she given this particular name when she was little?

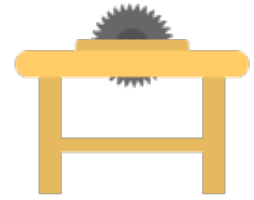
7. We have several clues as to the Canadian province in which this novel is set. Where is it probably set? What are the clues as to the setting?

Language Activities



A. Anagrams

An **anagram** is a word that is formed by changing the order of the letters of another word. For example, the letters in the word **WAS** can also form the word **SAW**. Follow these directions to form the anagrams:



a) read the clue in the right-hand column.

b) Using the word in the left-hand column move the letters around in any order, but you must use all the letters. All of the words in the left-hand column can be found in the first chapter of *Brian's Hunt*.

Word	Anagram	Clue
crash		Scorches.
bear		Naked.
trees		To guide or direct.
logs		Toil; labor.
states		Relishes.
forth		Foam.
points		A part of a car engine.

Now find two additional words from the first chapter which have interesting anagrams to see if you can stump a classmate.

Word	Anagram	Clue

Good to Know ~ The Moose

The moose is the largest member of the deer family. Unlike most other deer species the moose is a solitary animal and do not form herds. The moose ranges over many part of northern Canada and Alaska, although its population has been declining in recent years. The moose is a herbivore and eats many types of plants, especially aquatic plants. A male moose can weigh up to 1500 lbs (700 kg).



B. The Quatrain Poem.

The **quatrain** is a popular form of rhymed verse. It is a poem of four lines, is usually light and can be humorous. The following famous quatrain entitled *The Rude Moose* was written by the famous poet, Atrocious Halitosis.

*The northern moose is a hideous beast,
Twelve hundred pounds (to say the least).
He roams the woods and muddy streams,
All wet and rude - it's in his genes.*



Various rhyming schemes make up a quatrain poem. As you can see, the above four lines have a rhyming scheme of **A - A - B - B**. Other rhyming schemes include: ABAB, AAAA, AABA, ABBA, ABBA, and AAAB.

Your task is to write your own quatrain poem. You may choose a rhyming scheme that fits with your own personal creation. The theme should have something to do with the themes established in the first chapter of our novel.

The Quatrain Poem

Now create your own Quatrain Poem. Your poem must follow the format of a quatrain poem described above (and must rhyme).

Title: _____

C. Personification is giving human qualities to something that is not human. The following is an example taken from Chapter One: *That was south. Ugly and wrong.*

Describe how the south is personified in this example.

Create your own example of personification.

As you continue to read through the novel be on the lookout for other examples of this literary device. If you should find one, come back to this question and enter it below.

D. Many authors enjoy using **alliteration** - a literary device where the author repeats the same sound at the beginning of several words. Here's one such example: from Chapter One: ... *a wild, careening, ripping ride...*



Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

A loon.	
A police siren.	
Your choice.	

E. 5 Ws and an H.

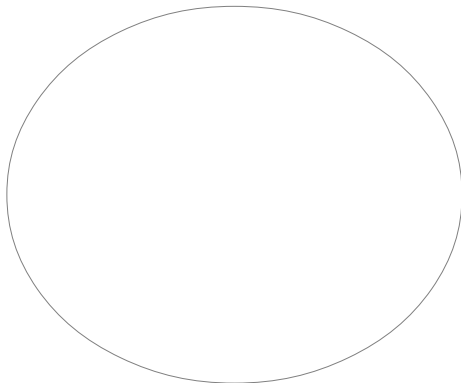
Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



WHO?



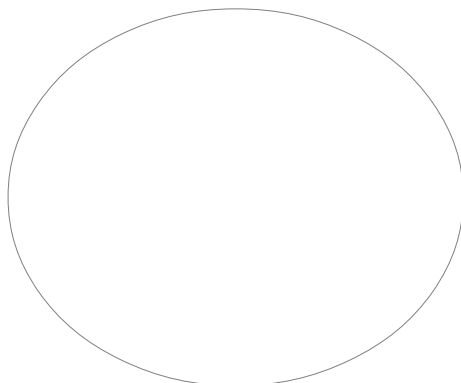
WHAT?



WHEN?



WHERE?



WHY?



HOW?

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A story-board can tell the story of only one scene - or the entire novel. Complete the story-board below illustrating the events described in the first chapter of our novel. You may wish to practice your drawings on a separate piece of paper.



1	2
3	4
5	6