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**Study Guide**

for

**Hatchet**

by Gary Paulsen



New York, New York   Columbus, Ohio   Woodland Hills, California   Peoria, Illinois

# Meet Gary Paulsen



*[W]hat a way to make a living—writing about something you like and getting paid for it!*

—Gary Paulsen

**G**ary Paulsen entered the field of publishing in an unusual way: he created an exaggerated résumé and got a job editing a Hollywood magazine. His new employer soon realized that Paulsen did not know the first thing about editing. Paulsen was willing to learn, however, so he was trained for the position. Paulsen remembers those years of working as an editor as the most valuable training he ever had.

With this unusual start in the early 1960s, Paulsen began his writing career. From 1966 to 1976, Paulsen published nearly forty books and about two hundred short stories and magazine articles. His long list of publications includes fiction and nonfiction, and he has written for both children and adults. His novels and stories have been translated into as many as eleven other languages.

In 1977 Paulsen took a break from writing, though not by choice. He had to respond to a lawsuit that was brought against him for *Winterkill*, a novel he published in 1977. He won the case, but his enthusiasm for writing

had disappeared. His next job was trapping animals for the state of Minnesota. He was responsible for checking sixty miles of trap lines on foot, on skis, and by dogsled.

Paulsen enjoyed working with sled dogs in Minnesota. After learning about the Iditarod, a rugged, twelve-hundred-mile dogsled race in Alaska, Paulsen was eager to try it. He put together a team, gathered resources, and entered the race twice, in 1983 and 1985. He calls the Iditarod “a mind-boggling experience.” Inspired by the race, Paulsen began writing again. Since the mid-1980s, Paulsen has published several novels that stem from his experiences working with sled dogs and trapping animals.

Some of Paulsen’s books are influenced by his childhood experiences. Paulsen was born in 1939 in Minneapolis, Minnesota. His father was a career army officer, and his mother worked in a factory during World War II. As a young child, Paulsen spent much of his time with a grandmother and several aunts. In 1946 Paulsen and his mother moved to the Philippines, where his father joined them. Paulsen, who was seven years old, was meeting his father for the first time.

Returning to the United States three years later, the family moved frequently. Paulsen never spent more than five months in any one school. At times he lived with relatives.

Paulsen fondly recalls one particular childhood experience. When he entered a library one day to escape the cold, a friendly librarian offered him a library card and suggested books for him to read. Paulsen read them as fast as he could. He remembers this as a time when the whole world opened up to him.

After two years of college and four years in the army, Paulsen trained to become a field engineer. He worked for two large aerospace corporations. It was during this period that he decided to become a writer.

# Introducing the Novel

*Somebody was screaming, screaming as the plane drove down into the water. Someone screamed tight animal screams of fear and pain and [Brian] did not know that it was his sound, that he roared against the water that took him and the plane still deeper, down in the water. He saw nothing but sensed blue, cold blue-green. . . .*

—*Hatchet*

The opening pages of *Hatchet* introduce readers to Brian Robeson, a boy from Hampton, New York, who is traveling to a Canadian oil field to visit his father. This is the first summer that he is going to stay with his father since his parents' recent divorce. Brian is the only passenger on the small single-engine plane that will take him to Canada. Little does he know that this trip will change his life forever. Over the Canadian wilderness, the pilot suffers a major heart attack and dies, leaving Brian to crash-land the plane by himself. With nothing but the hatchet his mother gave him before he left, Brian must now face the wilderness alone and find out whether he can survive.

*Hatchet* is the story of Brian's experience in the Canadian wilderness and of his becoming aware of his potential. Stripped of all the comforts and conveniences of his former life, Brian must find the inner resources that will help him fight for his life and ultimately move from childhood into adulthood.

Brian is a regular boy. It is easy to understand him. He makes the type of mistakes that any "city kid" would make. He laughs at his mistakes, but he also learns from them. Readers will be able to laugh and learn right along with him.

Many of Paulsen's novels are built around the themes of growing up and finding strength in one's own character. Paulsen uses his own experiences of camping, trapping animals, and

racing sled dogs to create authentic stories. His outdoor experience is obvious in this book and others. He would later write three sequels to *Hatchet*: *The River*, *Brian's Winter*, and *Brian's Return*.

## THE TIME AND PLACE

Most of *Hatchet* takes place somewhere in the forests of Ontario or Quebec, in a region called the Canadian Shield. Carved out by glaciers long ago, the region is made up of ancient granite rock. It extends, in a horseshoe shape, from the southern edge of the Arctic Islands, around Hudson Bay, and over to the eastern coast of Newfoundland. The climate in the northern part of the Canadian Shield is extremely cold, with average temperatures in July ranging from forty to fifty degrees. The climate in the southern part is similar to that of the northern United States, with cold winters and mild summers. More than one hundred inches of snow fall in Ontario and Quebec every winter.

Low-lying hills and thousands of lakes form the landscape of the Canadian Shield. In fact, Canada has more lakes and inland waterways than does any other nation. Almost half of Canada, and most of the Canadian Shield, is covered with forests. The trees are a mix of evergreen and deciduous, or leaf-bearing, varieties. Within this terrain of lakes and forests live black bears, brown bears, wolves, coyotes, foxes, skunks, Canadian porcupines, beavers, and muskrats.

The Canadian Shield is rich in mineral deposits. Large amounts of iron ore are mined on the border of Quebec and Newfoundland. Deposits of cobalt, copper, gold, nickel, and uranium are found in Ontario. In addition, Canada has large reserves of crude petroleum and natural gas.

### Did You Know?

What comes to mind when someone mentions the word *airplane*? A big jumbo jet with hundreds of passengers? A sleek stealth fighter? Planes come in many different sizes and serve many different purposes. Small one-engine planes may be used for crop dusting, for carrying small cargo, or for recreation.

Cessna is a major manufacturer of single-engine airplanes in the United States. The Cessna Sky Hawk is a small plane about twenty-seven feet long, with a wingspan of a little over thirty-six feet. The height of the plane is just under nine feet. The plane has only two seats—for the pilot and the copilot. The rest of the plane's interior is designed for holding cargo.

The dials, gauges, and knobs on the instrument panel in a small plane basically serve the same purpose as those in a large commercial airliner. The instruments provide the pilot with information about the engine,

electrical systems, fuel, speed, and altitude of the plane.

An altimeter indicates altitude, or the plane's height above sea level. The most common type of altimeter measures air pressure. As a plane gets higher, air pressure decreases. The altimeter measures the air pressure and converts that measurement into a measurement of altitude.

Another important instrument is the air-speed indicator, which tells how fast the air is traveling past the plane. Many modern planes also have an artificial horizon, consisting of a small picture of an airplane and a horizontal line. When the plane is flying straight, the airplane in the picture is positioned with the horizontal line going straight through its wings. If the pilot turns, or banks, the picture of the airplane will tip one way or the other in relation to the horizontal line to show the angle at which the wings of the real plane are tipped.

# Before You Read

## *Hatchet* Chapters 1–5

### FOCUS ACTIVITY

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How do you get motivated to do something that seems almost impossible?

#### Quickwrite

Think of a time when you needed to finish a challenging task, like solving a tricky math problem or puzzle. Quickwrite for five minutes about the situation. Then reflect on what you have written. How did you resolve the problem? What motivated you to finish it?

#### Setting a Purpose

Read to see how Brian becomes motivated to help himself.

### BACKGROUND

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#### Did You Know?

A heart attack is often caused by a coronary thrombosis. The word *coronary* means “of or relating to the heart.” The word *thrombosis* means “the formation of a blood clot (thrombus) in the heart or in a blood vessel.” A heart attack occurs when a blood clot blocks one of the arteries that bring blood to the heart. Without a constant blood supply, heart muscle can be damaged. In a minor heart attack, the victim may experience only chest pain. In a very severe heart attack, the heart muscle stops working altogether.

Cardiopulmonary resuscitation (CPR) is a first-aid procedure for heart-attack victims. Its goal is to keep some blood flowing through a victim’s body and to supply the victim with oxygen. Pressing on a victim’s chest about once per second forces blood through the heart and into the arteries, allowing blood to flow into the body. Releasing the pressure allows blood to fill the heart again. Performing mouth-to-mouth resuscitation about every thirty seconds gives the lungs—and, therefore, the rest of the body—a fresh supply of oxygen. Without a supply of oxygen, a person who stops breathing, for whatever reason, will die within four to six minutes.

### VOCABULARY PREVIEW

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**amphibious** [am fib’ē əs] *adj.* able to function on both land and water

**audible** [ô’ də bəl] *adj.* able to be heard

**hummocks** [hum’ əks] *n.* small, rounded hills

**turbulence** [tur’ byə ləns] *n.* irregular air motion, especially as felt by airplane passengers

**wince** [wints] *v.* to shrink back; to flinch

# Active Reading

## *Hatchet* Chapters 1-5

Brian uses his skills of observation to take stock of his surroundings. Record what Brian finds as he checks out his possessions. Predict how he might use each possession to help him survive.



62 cents in coins - useless

# Responding

## *Hatchet* Chapters 1–5

### Personal Response

How did you react to Brian's thoughts and actions? Do you think that he is sensible or unreasonable? Explain your answer.

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### Analyzing Literature

#### Recall and Interpret

1. Why is Brian visiting his father in Canada? How does Brian feel about his mother?

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2. What is Brian's plan for landing the plane? What conclusions can you draw about Brian from the actions he takes before the crash?

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3. What lesson does Brian recall from Mr. Perpich, his English teacher? How does that lesson help Brian as he sits beside the lake?

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# Responding

## *Hatchet* Chapters 1–5

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. Sometimes Brian’s thoughts go back to an earlier time, when he was with his mother. What effect do these “breaks” have on the story?

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5. Are Brian’s reactions to the pilot’s death and the crash realistic? Does Brian seem like a real thirteen-year-old? Explain your answer.

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### Literature and Writing

#### Positive Thinking

Many people believe that if they have a positive attitude, good things will happen. They believe that people with negative attitudes somehow prevent good things from happening. Write an editorial in which you support the “power of positive thinking.” Use Brian’s experience and your response to the **Focus Activity** as examples of how positive thinking can help people. At the conclusion of your editorial, encourage people to adopt positive thoughts and to see what happens.

#### Extending Your Response

##### Literature Groups

In the story, the author often relates events or mentions details that become important later on. For example, the pilot allows Brian to steer the plane. At first, it seems like a minor event. Later, it helps Brian survive. Find other passages in which details are mentioned that become important later in this section of the novel. Discuss how this method of introducing ideas and topics helps readers follow the story.

##### Learning for Life

Suppose that you are part of a rescue team that arrives the morning after Brian wakes up from the crash. He tells you what happened, and you write an incident report. Based on the events as they are told in the novel, write such a report. Remember that the incident report is limited to the facts of the crash. Do not include Brian’s emotions or your own guesses about what happened—just the facts.

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# Before You Read

## *Hatchet* Chapters 6–12

### FOCUS ACTIVITY

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When was the last time that you learned something from a book, from television, or from a movie and used that knowledge in your own life?

#### **Discuss**

Most people read books, watch television, or see movies for entertainment. Just because books, television programs, and movies are entertaining, however, does not mean they are not informative. Talk with several classmates about what you have learned from books, television shows, or movies.

#### **Setting a Purpose**

Read to find out how Brian applies what he has learned from television and movies to his own difficult situation.

### BACKGROUND

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#### **The North American Black Bear**

The black bear is the most common bear in North America. Some scholars say that there may be around 750,000 black bears living in the forests of Canada, the United States, and northern Mexico. Black bears can grow up to five feet tall and usually weigh between 135 and 350 pounds. Most adult bears have a smooth, short-haired black coat, although some may have a chocolate brown or silver gray coat. They are excellent tree climbers and can run very fast—up to twenty-five miles an hour. A black bear's sense of smell is far sharper than either its sight or its hearing. Black bears will eat almost anything, including meat and plants. Mostly, they eat grass, berries, mushrooms, and acorns. The garbage dumps and coolers of campers can provide treats as well.

#### **Did You Know?**

There are two main ways to produce fire—by friction and by percussion. The friction method involves creating enough heat from friction to ignite, or light, the surrounding burnable material, or kindling. One common method of starting a fire with friction is called the fire-drill method. The fire builder creates a small pit or groove in a large stick or log, which is laid on the ground. Kindling is placed right around the pit. Then the fire builder places the tip of a smaller stick in the pit and rotates the stick rapidly by rolling it between his or her palms. The percussion method involves striking two objects together to create a spark. Striking flint against flint or steel against flint can create sparks to light kindling.

### VOCABULARY PREVIEW

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**dormant** [dôr' mənt] *adj.* asleep; inactive

**eddy** [ed' ē] *v.* to move in a current contrary to the main current

**flue** [flū] *n.* a passage for allowing flame and smoke to escape

**gratify** [grat' ə fī] *v.* to please; to satisfy

**ruefully** [rōō' fəl lē] *adv.* with regret

**staff** [staf] *n.* a stick carried for support while walking

# Active Reading

## *Hatchet* Chapters 6-12

As he sets up camp and settles in, Brian uses his hatchet for a variety of purposes and in several different ways. In the left-hand column, write down each way in which Brian uses his hatchet. In the right-hand column, write down what he gained by using it.

Uses	Gains
for protection	peace of mind
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
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# Responding

## *Hatchet* Chapters 6–12

### Personal Response

How did you react to what happens to Brian in chapters 6–12? What went through your mind at the end of chapter 12?

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### Analyzing Literature

#### Recall and Interpret

1. Where does Brian find shelter? Why does he consider the find lucky?

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2. What does Brian see among the raspberry bushes? What does he learn from this experience?

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3. What wild visitor helps Brian figure out how to build a fire? How? What does the fire mean to Brian?

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# Responding

## *Hatchet* Chapters 6–12

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. What do you learn about Brian from his dreams and memories that you have not learned from other parts of the story?

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5. What do you think Brian means when he tells himself that self-pity doesn't work?

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### Literature and Writing

#### Expressions from Brian

Suppose that Brian has a pencil. To help sort out his feelings about his parents, he writes to one of them on a piece of birch bark. Write the letter that Brian might write to his mother or his father. Keep in mind the issues and the details that are revealed in the novel. Remember, too, that for certain reasons, Brian does not want to tell his father the Secret.

#### Extending Your Response

##### Literature Groups

Review your responses to the **Focus Activity** and consider again what you have learned from reading books and watching television programs or movies. Then work with your group to find passages in which Brian uses his knowledge from books, television, and movies. How does he apply what he has learned to new situations? Discuss how being able to apply old skills to new situations can be helpful in school.

##### Art Connection

As Brian gets acquainted with his surroundings, you, the reader, do too. Chapters 6–12 offer descriptions of the lake, the woods, and Brian's camp. Review the chapters for details. Then sketch or draw some portion of the setting. Your scene may be drawn from a bird's-eye view, like a map; or it may be drawn as Brian would have seen it. In either case, be true to the details presented in the chapters, and then add other details from your own imagination.



Save your work for your portfolio.

# Before You Read

## *Hatchet* Chapters 13–19 and Epilogue

### FOCUS ACTIVITY

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What are your greatest assets? How might these assets help you succeed in life?

#### Journal

In your journal, list a few of your personal attributes of which you are proud. Explain how each attribute might be an asset to you in the future.

#### Setting a Purpose

Read to find out what personal assets Brian discovers and how they help him.

### BACKGROUND

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#### Did You Know?

The part of a tornado that touches the ground can be a few yards wide or many hundreds of yards wide. The funnel of a tornado may simply “bounce” on the ground, or it may race along the ground for miles. The funnel is made visible by the dust picked up by the whirling winds and by the water droplets at its core.

The cause of a tornado is still not fully understood. Meteorologists do know that tornadoes are always connected with strong atmospheric movements, such as strong updrafts and major weather fronts. The speed of the whirling winds of a tornado is typically around three hundred miles per hour, but the winds of very strong storms have been clocked at more than five hundred miles per hour. In the United States, most tornadoes occur in early spring. To the north, in Canada, tornado season is a bit later, falling in early to mid summer.

#### Light Science

Brian makes a great discovery while he is trying to catch fish one day—light refraction. Here is how it works. A substance that allows light to shine through it is called transparent. Air and water are both transparent substances. When light passes through one transparent substance to another, it is refracted, or bent. That is, the ray of light actually changes direction. For a simple demonstration, fill a clear glass half full of water. Place the handle of a spoon or a fork in the glass. View the glass from the side, and see how the handle appears to bend at the point at which it enters the water. Refraction occurs because light travels at different speeds in air and in water. In air, light travels at about 186,000 miles per second. In water, light travels at about 139,000 miles per second. When light rays slow down, objects appear to bend.

### VOCABULARY PREVIEW

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**corrosive** [kə rō' sɪv] *adj.* having the power to weaken or destroy gradually

**fuselage** [fū' sə lāzh] *n.* the central body portion of an airplane

**propel** [prə pel'] *v.* to drive or push forward

**sear** [sēr] *v.* to burn

# Active Reading

## *Hatchet* Chapters 13–19 and Epilogue

As Brian learns how to survive in the wilderness, he becomes aware that he is different from the person he was when he began his trip. He notices differences in the way the “new Brian” thinks and gets things done. Record some of the changes that he notices.

What the Old Brian Would Have Done	What the New Brian Does
fear wolves	stands, watches, and nods

# Responding

## *Hatchet* Chapters 13–19 and Epilogue

### Personal Response

Were you surprised by the events described in the Epilogue? Did you wish events had turned out differently? Explain.

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### Analyzing Literature

#### Recall and Interpret

1. What tools does Brian make and for what does he use them? How does this accomplishment make Brian feel about himself and his situation?

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2. In what two ways does Brian measure time? Which way has the most meaning for him and why?

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3. What causes Brian to have to rebuild his shelter twice? Why does Brian spend so much time on rebuilding?

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# Responding

## *Hatchet* Chapters 13–19 and Epilogue

### Analyzing Literature (*continued*)

#### Evaluate and Connect

4. The author spends more than two chapters describing Brian’s trip out to the plane and back. What effect does this description have on the reader?

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5. Why might Brian have mixed feelings about using some of the items in the survival pack?

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### Literature and Writing

#### Personal Best

How might Brian answer the **Focus Activity** question? In a few paragraphs, describe Brian’s best personal attributes and how these attributes help him survive his ordeal in the wilderness.

#### Extending Your Response

##### Literature Groups

Through the process of trial and error, Brian learns how to survive in the wilderness. Together as a group, trace Brian’s trials and errors. Skim the novel to find times when Brian makes a mistake, suffers the consequences, and then learns a new skill as a result of his mistake. Present and explain your findings to others in your class.

##### Learning for Life

During his weeks at the lake, Brian figures out how to do many things. Write instructions for one of the things that Brian learns—for example, making a bow and arrow, fishing with a spear, or building a good shelter. Include information about what materials to use and what not to use. In your instructions, add reminders to your readers about the necessity of being patient.



*Save your work for your portfolio.*



# Responding

## *Hatchet*

### **Personal Response**

What questions would you like to ask Brian about his experience? Do you find his experience believable? How do you think you would have dealt with a similar situation?

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### **Writing About the Novel**

Imagine that you are a book reviewer for your school newspaper and have been asked to review *Hatchet* for the next issue. In your review, introduce Brian to the readers and summarize the plot. Do not reveal the outcome of the story. Then give your opinion of the novel and reasons for your opinion. Write your review on a separate sheet of paper.



*Save your work for your portfolio.*

# from *Woman in the Mists*

Farley Mowat

## Before You Read

### Focus Question

What type of wild animal would you most like to see up close?

### Background

In 1966 Dian Fossey, an American, went to central Africa to live with and study the great mountain gorillas of the Virunga volcano area. Living with the gorillas required a solitary existence, but Fossey slowly learned to communicate with them through body language and various sounds. She spent the rest of her life trying to protect the African gorillas from poachers and the tourist industry. On December 28, 1985, Fossey was murdered in her cabin in the Virungas. The mystery of her death has never been fully resolved. Although Fossey and Farley Mowat had never met, Mowat used Fossey's large collection of letters, journal entries, newspaper clippings, and other records to write her story. This selection includes journal entries in which Fossey describes three of her encounters with different gorillas.

## Responding to the Reading

1. How does Fossey's encounter with Tiger differ from the first two encounters described? What does she seem to have learned between the meetings?

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2. Judging from Tiger's behavior after being separated from his clan, what conclusion might you draw about gorillas in general?

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3. **Making Connections** Compare the way Brian Robeson and Dian Fossey learn to understand and get along with the wild animals around them. What specific techniques do they use? How are their experiences similar? Different? Support your answer with examples from both texts.

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## Take a Walk on the Wild Side

Think about your answer to the **Focus Question**. Then do some research to find out more about the animal you chose. Where does this type of animal live? Does it live by itself or in a group? If it lives in a group, who acts as the leader? What does it like to eat? How does it find things to eat? How does it take care of its young? How does it communicate with other animals like it? Write a report in which you answer these questions and any others that interest you. Include pictures or drawings if you like. Look for information in the library or on the Internet.

# from Dear Mr. Henshaw

Beverly Cleary

## Before You Read

### Focus Question

Why do people keep diaries or journals? What can people learn by writing in a journal?

### Background

Since publishing her first book, *Henry Huggins*, Beverly Cleary has been one of the most popular authors for young people. In *Dear Mr. Henshaw*, Cleary tells the story of ten-year-old Leigh Botts, whose parents have recently divorced. The novel consists of journal entries, in which Leigh pretends to be writing letters to his favorite author, Boyd Henshaw, who suggested that Leigh record his thoughts in a journal. Leigh shares his hurt and anger at the adults who have drastically changed his world: his father, a long-distance truck driver, and his mother, who works long hours for a food caterer. Bandit is Leigh's dog, who now lives with Leigh's father.

## Responding to the Reading

1. How does Leigh describe his feelings in the second entry? What suggestions would you give him for dealing with his feelings for his parents?

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2. Why didn't Leigh scrub away the mildew in the bathroom as he was asked? Does his reason make sense to you? Explain.

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3. According to Leigh, what was the "really bad part" of his phone conversation with his father? What, do you think, made this part so painful for Leigh?

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4. **Making Connections** What similarities can you find in Leigh's and Brian's situations? What differences? Give examples from this reading and from *Hatchet* to support your answer.

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## Creative Writing

Imagine that you are Boyd Henshaw and that Leigh Botts has sent you these three journal entries as letters. Write back to Leigh, responding to the most important elements of his letters and giving him suggestions on how to address his problems.

# Desert Places

Robert Frost

## Before You Read

### Focus Question

What do you think of when you look up into a clear night sky filled with thousands of stars?

### Background

Robert Frost (1874–1963) is one of the best known U. S. poets. His short poems are written in everyday language about ordinary people and the challenges they face. Frost lived most of his life on a small farm in New Hampshire, and his poetry is closely identified with the New England countryside. “Desert Places” is one of his most famous poems.

## Responding to the Reading

1. What does the glimpse of the snow-covered field make the speaker think of? What connection does he make?

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2. In your opinion, why is the speaker frightened by a landscape with “no expression, nothing to express”? Why might emptiness sometimes be more frightening than something specific?

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3. **Making Connections** In the poem, Frost speaks of scaring himself with his own desert, or empty, places. What are some of the “desert places” with which Brian Robeson must contend in *Hatchet*?

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## Music Connection

Many people consider poetry and music to be similar in the way they can create moods, feelings, and mental images. Choose a piece of music that you think creates a mood suggestive of the poem “Desert Places.” Play or perform the musical selection for the class. Then discuss why the music is appropriate and ask classmates to suggest other pieces of music that reflect similar feelings.

# The Letter “A”

Christy Brown

## Before You Read

### Focus Question

Think of some people you admire for their courage. What kinds of courage do they show?

### Background

Christy Brown (1932–1981) was an Irish writer and painter. He was born with cerebral palsy, a disease of the brain and nervous system. Typing only with his left foot, Christy Brown wrote a novel, *Down All the Days*, and an autobiography from which this selection is taken.

## Responding to the Reading

1. What evidence of a strong, loving, and supportive family can you find in the selection? Do you think Christy Brown could have overcome his disability without his family's help?

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2. Why does Christy Brown attach so much importance to the act of writing a single letter? Why did this represent a major accomplishment?

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3. **Making Connections** Compare the courage shown by Brian Robeson and by Christy Brown. What other qualities helped these two in their struggles to survive?

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## Current Events Connection

Acts of courage do not always have to be huge feats of physical strength. Many small acts of courage take place every day. Find someone in your community who you think demonstrates courage on a daily basis. You may want to read the newspaper or watch the news on television to find out about local heroes, or you may know someone whom you would like to describe. Write a short paragraph about the person you have selected and then present it orally to the class.

# Survival

Victoria Logue, Frank Logue,  
and Mark Carroll

## Before You Read

### Focus Question

Imagine that you are on a hike at a nearby state park. It is late afternoon, it looks like rain, and the temperature is dropping. Suddenly you find yourself separated from the main group. As darkness begins to fall, you realize that you will have to spend the night in the woods. What would you do?

### Background

Victoria and Frank Logue are experienced hikers and campers who live in Georgia. They have hiked the Appalachian Trail from end to end—more than two thousand miles—and have written several books on the outdoors, backpacking, camping, and hiking. In this selection, they explain how to increase the chances of success if you find yourself suddenly on your own in the outdoors.

## Responding to the Reading

1. What effect does the weather have in dangerous situations? How can you guard yourself against this risk?

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2. Why is it important to stay on an established trail or at a campsite when lost?

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3. According to the authors, what are the four main enemies of survival? Which of these do you think would pose the greatest challenge? Why?

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4. **Making Connections** How well prepared do you think Brian is for his survival situation? How well did he follow the suggestions of the authors of this article? Explain your answer, using examples from the novel and this article.

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## Performing

On the basis of the article that you have just read and your own knowledge, work with a small group to create an instructional skit that will inform the audience about good and bad ways to face survival situations. If you wish, bring props from home to add to the realism of your skit. Include humor. Present your skit to the class.