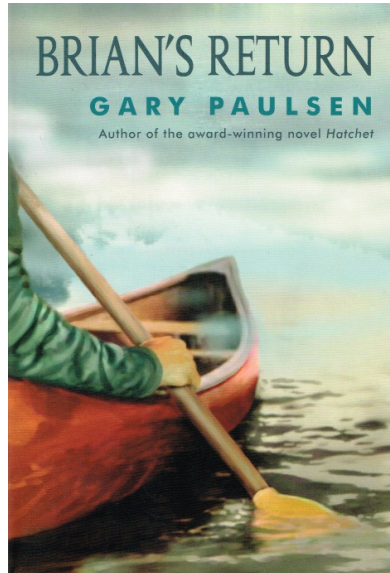


Brian's Return



By

Gary Paulsen

A Novel Study
by Joel Michel Reed

Brian's Return

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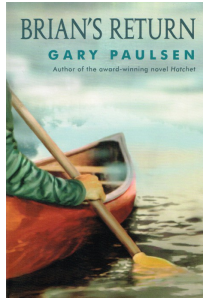


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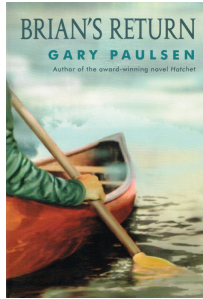
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About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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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 three chapters of **Brian's Return** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

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

Many of the activities in this 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.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Additional icons and images provided by <http://pixelkit.com>

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List of Skills

Vocabulary Development

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

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. 3-2-1 Activities

Character Activities

1. Determine character traits
2. Identify the protagonist
3. Relating personal experiences
4. Interview a character

Creative and Critical Thinking

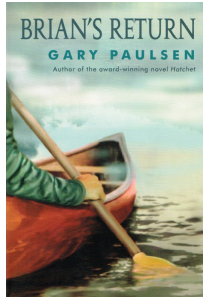
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Casting characters for a film.
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. Complete a KWS Chart

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

As millions of readers of *Hatchet*, *The River*, and *Brian's Winter* know, Brian Robeson survived alone in the wilderness by finding solutions to extraordinary challenges. But now that he's back in civilization, he can't find a way to make sense of high school life. He feels disconnected, more isolated than he did alone in the north woods. The answer is to return, to "go back in," for only in the wilderness can Brian discover his true path in life, and where he belongs. (Publisher - Random House)

A complete synopsis and other helpful reviews can be found on the following website:

https://en.wikipedia.org/wiki/Brian's_Return

Author Biography

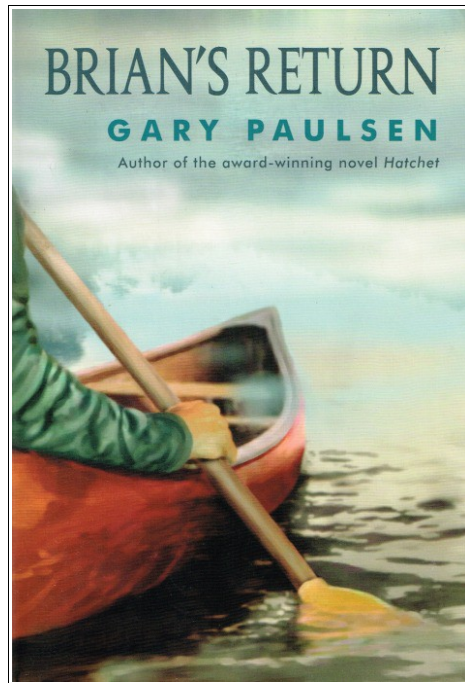
Gary Paulsen

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.

Brian's Return

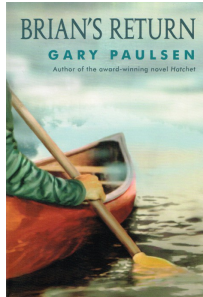


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Name: _____

Brian's Return

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Chapters 1-3



Before you read the chapter:

Briefly describe what you already know about the first novel in our series, *Hatchet*.



Vocabulary:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

- | | |
|------------------|---|
| 1. Carnivorous | A. To continue without pause or interruption. |
| 2. Perplexed | B. An internal muscular partition. |
| 3. Incessant | C. To put forward a plan for consideration. |
| 4. Diaphragm | D. Something clearly visible or understood. |
| 5. Velocity | E. An animal that feeds on other animals. |
| 6. Apparent | F. To throw away or give something away. |
| 7. Teeming | G. The speed of something in any given direction. |
| 8. Propose | H. Completely baffled, or very puzzled. |
| 9. Dispose | I. To be flooded or swarming with something. |
| 10. Reacquainted | J. To be familiar with someone/something again. |

Questions



1. Describe the setting of the story as Chapter One begins.

2. Briefly describe how London and Paris were said to be developed by beavers.

3. Do you believe it's right or wrong for humans to hunt animals purely for sport?
Be sure to defend your answer.

4. Why did Brian object to the newspaper articles claiming that he had 'beaten nature'?

5. Why did Brian have the urge to go back into the Northern wilderness?



Language Activity

A. Foreshadowing is a literary device used by authors to provide clues for the reader so they are able to predict what might occur *later* in the story. How might the following statement taken from Chapter One be considered an example of this literary device:
"He (Brian) hadn't conquered nature at all – he had become part of it. And it had become part of him, maybe all of him. And that, he thought as the canoe slid gently forward, had been exactly the problem."

B. A simile is a comparison using the words “like” or “as”. The following is an example taken from Chapter One: *“But he (Brian) did not hit once, or twice – he smashed again and again, striking like a snake, the blows multiplying their force.”*

What two things are being compared in this example?

--	--

Invent two of your own **similes** comparing two different things from your own imagination:









a)

b)

C. Identify The Species

Using resources from your school library or the Internet, research the following species of *deer* (a.k.a. Cervidae) listed in the box below and match each name with their picture.

1. White-tailed deer	3. Moose	5. Elk	7. Roe Deer
2. Black-tailed deer	4. Caribou	6. Pudu	8. Chital

<p>A)</p> 	<p>B)</p> 
<p>C)</p> 	<p>D)</p> 
<p>E)</p> 	<p>F)</p> 
<p>G)</p> 	<p>H)</p> 

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the last 3 chapters of ***Brian's Return***. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6