

# ***The River* by Gary Paulsen** (Published by Bantam Doubleday Dell)

Approved for use in Communication Arts, Grade 6

## **Summary**

In the first story of this series, *Hatchet*, Brian Robeson survived alone for an extended period of time in the wilderness. Now, two years later, the government wants him to do it again so the military can learn survival techniques. This time Derek Holtzer, a government psychologist, will be observing. On this trip, many things go wrong that endanger both of their lives. Using the river seems like the only way to escape.

## **Connection to the Curriculum**

Students are once again connected to Brian Robeson as he goes on yet another adventure. This story does a wonderful job of using appropriate survival vocabulary in order to establish a clear and realistic setting with characters that fight to battle the challenges of the outdoors. The major and minor events are well established to paint a clear picture of how a setting can be the main conflict of a story (man vs. nature).

## **Standards**

### ***Course Objectives (Benchmarks)***

**Reading:** 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

**Literature:** 2.1- The students use literary concepts to interpret and respond to text.

### ***Possible Skills Taught (Indicators)***

#### **Reading:**

1.3.5- The student determines the meaning of words or phrases using context clues from sentences or paragraphs.

1.4.13- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after the reading of the text.

#### **Literature:**

2.1.1- The student describes different aspects of major and minor characters (e.g. their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.

2.1.3- The student identifies major and minor events related to the conflict in a story (e.g., crisis/turning moment, climax, resolution) and explains how one event gives rise to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit and/or explicit information from the text.

2.1.5- The student understands the use of literary devices (e.g., foreshadowing, flashback).

## **A Note on the Text**

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

*This action-adventure story deals with Brian's issues of survival.*

## **Additional Unit Design Connections**

Coming soon:

To be completed during future curriculum development activities