

Hatchet Chapter 4

RULER Questions

Chapter 4 of *Hatchet* is a crucial moment in Brian's survival journey, where he begins to confront the reality of his situation after the crash. It's a great chapter to help students apply the RULER skills to both Brian's emotional responses and their own potential reactions in challenging situations.

Here are some SEL-driven questions based on the RULER framework that will guide your students through analyzing Brian's emotions in **Chapter 4**:

1. Recognizing Emotions in Oneself and Others

Objective: Help students identify the emotions Brian is experiencing in response to the situation, and teach them to spot these emotional cues in others.

- **What emotions does Brian feel when he wakes up and realizes he is alone after the crash? What clues in the text (his thoughts, actions, and physical reactions) tell us how he feels?**
- **How do you think Brian feels when he first tries to move and notices the extent of his injuries? Why?**
- **Brian feels shock, fear, and confusion in this chapter. What are some emotions that someone might feel if they found themselves in a similar situation, completely alone in a wilderness with no help?**
- **How might Brian's emotions be different in this chapter compared to the emotional state he was in at the beginning of the book (during the flight)?**

2. Understanding the Causes and Consequences of Emotions

Objective: Explore the factors that trigger Brian's emotions in this chapter, and how these emotions affect his actions and decisions.

- **What causes Brian to feel a mix of fear, panic, and confusion? What specific events or realizations trigger these emotions in the chapter?**
- **How does Brian's panic affect his ability to think clearly or make decisions about what to do next? How might this emotional state impact his chances of survival?**
- **What happens when Brian tries to understand his situation (his injury, being lost, etc.)? How does this awareness influence his emotions and actions?**
- **What are the possible consequences if Brian continues to act on his fear or confusion? How could these emotions prevent him from taking the right steps toward survival?**

3. Labeling Emotions with a Nuanced Vocabulary

Objective: Encourage students to use specific emotional vocabulary to better understand and articulate complex feelings.

- **Instead of just saying "Brian is scared," what are some more specific emotions Brian is experiencing in this chapter? (e.g., despair, hopelessness, uncertainty, anxiety, frustration, helplessness)**
- **How would you label Brian's emotional response when he realizes he's in a life-or-death situation?**
- **When Brian becomes frustrated by his lack of knowledge and preparation, how would you describe the emotions he's feeling?**
- **Can you think of a word that describes how Brian might feel when he tries to move and faces physical pain? What makes this feeling different from his fear of being alone?**

4. Expressing Emotions in Accordance with Cultural Norms and Social Context

Objective: Explore how Brian expresses his emotions and how his social context (the wilderness) impacts how he can or should express himself.

- **How does Brian's emotional state influence how he expresses himself, both to himself and in his thoughts? Does he outwardly express his emotions, or does he internalize them?**
- **In a situation like Brian's, where there are no other people around, how might Brian express his emotions differently than he would if others were present?**
- **What are some ways that Brian might choose to express his fear, frustration, or confusion in a survival situation? Would crying, yelling, or talking to himself help him survive, or would it hurt him?**
- **How do you think Brian might have behaved if someone else (a friend, family member, or fellow survivor) were with him in this chapter? Would his emotional expressions be different?**

5. Regulating Emotions with Helpful Strategies

Objective: Discuss strategies that Brian could use (or is using) to regulate his emotions in a high-stress situation, and suggest other strategies that might help him cope.

- **How does Brian try to regulate his emotions in this chapter? Does he try to calm himself down, push through, or use other methods to deal with his fear?**
- **What are some emotional regulation strategies Brian could use to better cope with his frustration and fear in the wilderness?**
- **How might Brian use breathing techniques, mindfulness, or focusing on one task at a time to reduce his anxiety and clear his mind?**
- **If you were in Brian's shoes, what emotions would you be feeling? How would you try to manage those feelings so they didn't overwhelm you? What strategies might help you focus on surviving?**
- **Think about a time when you faced a difficult situation. What emotional regulation strategies did you use to stay calm or handle your emotions? How can those strategies apply to Brian's**

situation?

Group/Discussion Activity (Optional)

Objective: Provide a collaborative space for students to share their analysis and practice applying RULER skills.

- **Break the class into small groups. Each group should focus on one of the five RULER skills (Recognizing, Understanding, Labeling, Expressing, and Regulating) in relation to Brian's emotional journey in Chapter 4.**
- **Have each group answer the following questions together:**
 - **What are Brian's emotions in this chapter?**
 - **What causes these emotions?**
 - **How could Brian express and regulate these emotions more effectively to improve his chances of survival?**
- **Have each group share their answers with the class, and discuss how the group's emotional insights might apply to the students' own lives or situations.**

Wrap-Up Reflection

- **In what ways do you think recognizing and regulating emotions helped Brian in this chapter?**
- **How might using the RULER skills in real life help you handle difficult situations or emotions more effectively?**
- **What can you learn from Brian's emotional journey in this chapter that might help you in your own life?**

By guiding students through the RULER framework using Brian's emotional responses in Chapter 4 of *Hatchet*, they can not only better understand the character but also practice applying emotional intelligence in their own lives. This indirect approach to SEL allows students to reflect on emotions without making it too personal, which is particularly helpful in a setting like a correctional facility. It encourages self-awareness, empathy, and emotional regulation—skills that will serve them both in and outside of the classroom.