

# Hatchet Chapter 18

## RULER Questions

Chapter 18 of *Hatchet* is a crucial moment in Brian's journey. After the challenges and setbacks he has faced, he experiences a significant turning point when he finally makes an important breakthrough in his survival. He is both mentally and emotionally transformed, gaining confidence and an understanding of his own resilience. This chapter provides rich opportunities to explore **RULER skills**—emotional awareness, regulation, and expression—in a way that is safe and indirect for your students. Below are **RULER-based questions** tailored to Chapter 18 that will help your students analyze Brian's emotional development while practicing emotional intelligence skills.

### 1. Recognizing Emotions in Oneself and Others

**Objective:** Identify and understand the emotions Brian is feeling in Chapter 18.

- **What emotions is Brian experiencing after successfully catching a fish, and what clues in the text show how he feels about it?**
- **How does Brian feel when he finally manages to make a breakthrough in his survival efforts? What specific words or actions reveal his emotions?**
- **Brian faces new emotional challenges after his success. What emotions does he experience when he realizes that surviving isn't just about physical skills, but about mental strength as well?**
- **How does Brian's emotional state shift throughout Chapter 18? Do you notice any specific moments where his feelings change significantly (e.g., from despair to hope, frustration to triumph)?**

### 2. Understanding the Causes and Consequences of Emotions

**Objective:** Explore what causes Brian's emotions in this chapter and how these emotions influence his actions and decisions.

- **What causes Brian to feel a sense of achievement after catching the fish? How does this emotion help him take control of his situation?**
- **How does Brian's emotional shift from hopelessness to confidence impact his ability to think clearly and solve problems?**
- **What emotional consequences does Brian experience after his small victories in survival (e.g., catching food, making fire)? How do these emotions affect his determination to continue surviving?**
- **How does the relief and pride Brian feels after his success influence his next decisions in the wilderness? Does he feel more prepared for future challenges?**

### 3. Labeling Emotions with a Nuanced Vocabulary

**Objective:** Help students use specific and nuanced language to describe Brian's emotional state.

- Instead of saying “Brian feels good,” how would you describe his emotions when he catches the fish and makes the fire? (e.g., accomplishment, pride, relief, satisfaction, empowerment)
- What emotions does Brian experience when he reflects on his journey up until this point? How would you label this emotional complexity? (e.g., self-reflection, gratitude, humility)
- How would you describe the mixture of emotions Brian might feel as he becomes aware of how much he’s changed emotionally and mentally?
- When Brian contemplates what he’s learned from his experience, how would you label his emotions at that moment? (e.g., growth, realization, determination, enlightenment)

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

**Objective:** Discuss how Brian expresses his emotions, considering the isolated environment he’s in, and how that impacts his emotional expression.

- How does Brian express his joy or relief after catching the fish and creating fire? Does he keep his emotions to himself or share them in some way?
- In a situation like Brian’s, where he is isolated, how do you think his emotional expression would be different compared to if he were around others?
- Brian doesn’t have anyone to talk to, so he expresses his emotions in his thoughts. How does this internal emotional expression help him deal with his struggles?
- If Brian were in a group and succeeded in the same way, do you think his emotional expression would be different? How might others react to his success in a group setting?

#### **5. Regulating Emotions with Helpful Strategies**

**Objective:** Explore how Brian regulates his emotions, especially when he experiences setbacks or victories, and how this helps his survival.

- After his success with catching fish and making fire, how does Brian regulate his emotions to stay focused on his survival?
- What strategies does Brian use when he begins to feel overwhelmed, anxious, or uncertain about his situation? How do these strategies help him stay calm and take control?
- When things don’t go as planned, how does Brian manage his frustration or disappointment in order to remain focused on his goals?
- What specific emotional regulation strategies does Brian employ when he is feeling fearful or exhausted, and how do they help him stay resilient?
- If you were in Brian’s position, how would you manage your emotions in a similar situation, especially when facing the physical and emotional stress of surviving alone?

#### **Group/Discussion Activity (Optional)**

**Objective:** Encourage collaborative discussion and emotional insight through group work.

- Divide the class into small groups, and assign each group a specific emotional challenge that Brian faces in Chapter 18 (e.g., frustration, pride, self-doubt, hope, fear).
- Each group should answer the following questions:
  - What is the cause of this emotion for Brian in Chapter 18?
  - How does this emotion affect Brian's actions and his ability to survive?
  - What strategies does Brian use to regulate this emotion, and how do they help him continue his journey?
- After the group discussion, have each group share their answers with the class, and discuss how Brian's emotional growth can inspire the students in their own emotional journeys.

## Wrap-Up Reflection

- How does Brian's ability to recognize and regulate his emotions help him to become more self-sufficient in Chapter 18?
- What emotions does Brian experience after achieving his breakthrough, and how do they influence his mental and emotional state moving forward?
- Brian's emotional transformation in this chapter is critical for his survival. How does emotional intelligence (like Brian's growing self-awareness) help him make better decisions and handle the stresses of the wilderness?
- If you were in Brian's situation, what emotional strategies could you use to cope with fear, frustration, or loneliness, and how might these help you succeed?

By focusing on **Chapter 18**, students will have the chance to explore Brian's emotional growth as a key factor in his ability to survive. The **RULER skills** give them a framework to analyze how emotions affect decision-making, resilience, and survival. These skills are transferable to their own lives, allowing students to practice identifying and regulating emotions in a context that feels safe and indirect. Encouraging this type of analysis through Brian's experience helps students build emotional intelligence while discussing personal challenges and successes in a constructive way.