

Character Based Literacy Program

Independent Study Lesson Plan

The Call of the Wild, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is the Yukon Gold rush?

Who is Jack London?

What is Darwinism?

What is individualism and socialism?

What is a St. Bernard? What is a Scotch Shepherd dog? What is their purpose?

What does it mean to “break” a dog or an animal?

Word Wall Here are vocabulary words to add to the Word Wall.

myth (1)	rebel (1)	inherent (1)	strenuous (2)	plunging (2)
allegory (9)	reverts (9)	triumph (9)	fidelity (12)	depiction (12)
estranged (13)	alienated (13)	serenity (14)	intentions (14)	contradictions (14)
groping (21)	veranda (21)	realm (22)	egotistical (22)	treachery (23)
intolerable (25)	wounded (25)	calamity (25)	fury (17)	slouch (28)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read 1-31

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why

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- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Create a map of the west coast, from the Yukon Territory to San Diego, and mark places along the path mentioned in the novel.

Conflict Chart:

Create a class conflict chart (see example below)

1 st person or thing involved in the conflict	vs.	2 nd person or thing involved in the conflict	example and page from the book	illustration
Man Jack	Vs	man Mother	2-3 Mother never was able to maintain a stable life for him	

You should be looking for conflicts that involve (but are not limited to ☺)

Man vs. man

Man vs. nature

Animal vs. man

Animal vs. nature

As the characters change or are involved in a conflict add them to the chart.

Theme Chart

The introduction discusses the themes of the novel. Create a “T” for the class. On one side list the themes. As you read about them give examples of each from the novel.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Venn Diagram

Create a Venn diagram. Compare Jack’s life in the Bay area to his experiences as he worked in the Yukon Territory and in his various other jobs.

Theme Chart

The introduction discusses the themes of the novel. Create a “T” for the class. On one side list the themes. As you read about them give examples of each from the novel.

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Author Cube

Use the Biography Cube format to create a cube for Jack London. Students can use the introduction and on-line sources to get additional information. Cubes can be used as mobiles and to write a biographical essay.

Open Mind Portrait

Create an OMP of Buck. What do you think Buck is thinking and feeling about his life in Santa Clara? What is he thinking and feeling when he encounters the stranger? Add 5-7 thoughts to your OMP.

Setting Sketch

Sketch the scene on page 28 where Buck and the man in the red sweater and building trust with one another.

Discussion

Key Questions, p. 1-9

1. Why do you think Jack London is described as an American Myth? What does that term represent?
2. What characteristics of an American did Jack value portray?
3. Why did his relationship with his mother and her inability to stabilize his life affect him?
4. In what ways did Jack's stepfather benefit him?
5. What did Jack understand he had to do in order to find success?
6. Why did Jack move to the Yukon Territory?
7. Compare Jack's life in the Bay area to his life in Yukon Territory.
8. Formulate a theory that explains how Jack developed the characters for The Call of the Wild.
9. Why did Jack relate to Buck as a character?
10. Do you think Jack is an example of *Leadership requires engagement*? Why or why not?

Key Questions, p. 10-14

1. What does the literary term "allegory" mean?
2. Based on what you learned about Darwinism, what is the difference between Social Darwinism and Scientific Darwinism?
3. Provide an example of Social Darwinism.
4. Provide an example of Scientific Darwinism.
5. Which form do you think people are more pressured by?
6. Why do you think the author is choosing to focus on a character that reverts back to its true calling?
7. Do you think people at some point want to revert back to their beginnings? Why or why not?
8. What is the act of civilization?

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9. Once civilized what circumstances can lead to you becoming uncivilized? If that occurs will your conscious mind revert you back?
10. Predict the outcome of the Call of the Wild.

Key Questions, p. 13-18

1. What are the pros and cons of socialism?
2. What are the pros and cons of individualism?
3. Based on the definition of socialism and individualism which system do you favor?
4. In what ways does socialism "*promote the common good*"? How does individualism "*promote the common good*"?
5. In your own words, explain how Jack London is an example of "rags" to "riches".
6. Jack London was never truly happy. What do you think he was searching for? Do you think he ever would have been happy or did he allow his circumstances to shape him?
7. How do you stay true to yourself and your past without allowing it to control all of your life decisions?
8. How did the industrial age affect many American's and their lifestyles? What opportunities presented themselves to people?
9. Describe Jack London's desire for social justice.
10. What does the term social justice mean? What role do all people have in "social justice"?

Key Questions, p. 19-24

1. In your own words, describe Buck's life in Santa Clara.
2. Explain Buck's responsibilities on the ranch.
3. Do you think Buck lived a life of a leader that promoted the common good? Why or why not?
4. Why does Buck choose not to become a pampered pet?
5. Describe the sequence of events that lead to Buck becoming a work dog.
6. Buck was "dog napped" by someone with a gambling problem. How have other people's vices negatively affected you or changed your life?
7. Elaborate on the reasons why Buck learned to trust humans.
8. Do you think that Buck was wrong to trust Manuel or do you think that he would have been sold regardless?
9. Based on what you know of Buck's life now and the Yukon Territory. How do you think Buck's life will change?
10. Predict whether or not Buck will survive in the Artic as a work dog. Explain your prediction.

Key Questions, p. 25-31

1. The author describes Buck's wounded pride on page 25. What does it mean to have your pride wounded? How can that affect you and your actions towards others?

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2. What is an “alpha” dog? What concepts surround being “alpha”?
3. Do you think an “alpha” dog is an example of “*leadership requires engagement*”? Does an alpha dog engage with others to promote the common good? Why or why not?
4. Page 28, “*He was beaten; but he was not broken*”. What does that mean for Buck?
5. Have you ever been in a similar situation? What did you choose to do?
6. Elaborate the reasons why Buck became comfortable with the man in the Red Sweater.
7. Why didn’t Buck want to be chosen to go with new owners?
8. Describe Buck’s reaction when he got off the ship and it was snowing.
9. The men laughed at Buck’s response to the snow; which embarrassed Buck. Why would Buck feel ashamed when he was in a new environment?
10. Did the men have any right to make fun of him?

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph, p. 3

“London was determined to succeed. In this urge to escape from the working class lay another anchor for London’s individualism; in his actual position in the working class was the foundation for his sympathy for the masses and for socialism. The way to climb the social ladder was, of course, through business, enterprise and individualism; the way to eliminate the cellar of society was through revolutionary socialism” (p. 3).

Writing Prompt

Jack used his experiences to guide him through life. At a fairly young age he realized that he can either be a victim or he can become an individual and create his own circumstances to change his position in life.

In an informative paragraph, explain how Jack used his individualism to grow out of his position and find success. What tools did he rely on? Explain why individualism is a key component to success.

Key Paragraph, p. 10

“The novel has three levels, the first and narrative one the story of a dog, Buck, who reverts to type, learns to survive in a wolf-life, and eventually becomes a wolf. The second, or biographical level, reveals what London himself lived and felt in climbing out of the abyss of poverty and deprivation to prestige as a writer and wealth” (p. 10).

Writing Prompt

The above mentions two of the three themes of the novel. Jack London lives a life of poverty with little or no stability growing up. For many of his adult years he is works and lives a very transitional life. Once he becomes a published writer he suddenly has status and wealth. Most people would think that going from “rags” to “riches” would be a wonderful life change. Jack London struggled with it and it became a theme of The Call of the Wild.

Think about Jack London’s life and going from “rags” to “riches”. **In an informative paragraph, explain how that sudden change could potentially be mentally and physically difficult for a person. Write one paragraph to explain how sudden change could be mentally difficult. Write a second paragraph to explain how sudden change can be physically difficult. Use information from primary and secondary sources. Think about social pressures that are placed on the rich that Jack would be forced to learn about and adapt to.**

Key Paragraph, p. 17

“He still raised a cry for justice, sympathy, service, and unselfishness in transforming society, “He who by understanding, becomes converted to the gospel of service...will serve kindness so that brutality, will perish...And he who is strong will serve the weak that they may become strong” (p. 17).

Writing Prompt

Jack London was a self-proclaimed socialist but as he succeeded he became more of an individualist. The above passage discusses both philosophies. **In an informative paragraph explain Jack’s change in philosophies. Include accurate and detailed references to the text or to other works.**

When answering the question above, consider the following:

- Describe how both philosophies have become ingrained in Jack London’s belief system.
- Why is it important that he wants the strong to teach the weak?
- How does this conflict with his socialist beliefs?
- How is it helpful to humankind to teach the weak to help themselves?
- Do you think this ideal is still personified in America today? Why or why not?

Key Paragraph, p. 23

“Buck had accepted the rope with quiet dignity. To be sure, it was an unwonted performance: But he had learned to trust in men that he knew, and to give them credit for a wisdom that outreached his own. But when the ends of the rope were placed in the stranger’s hands he growled menacingly” (p. 23).

Writing Prompt

Think about Buck's life right now. He has everything he needs and a little of what he wants. He has learned to trust and also to be trusted. What happens when that trust starts to fade?

Write an explanatory paragraph that describes a time in your life that you lost trust in someone or someone lost trust in you. What was the situation? Who did it involve? How did it affect your relationships with others after that? Be detailed and specific.

Key Paragraph, p. 29-30

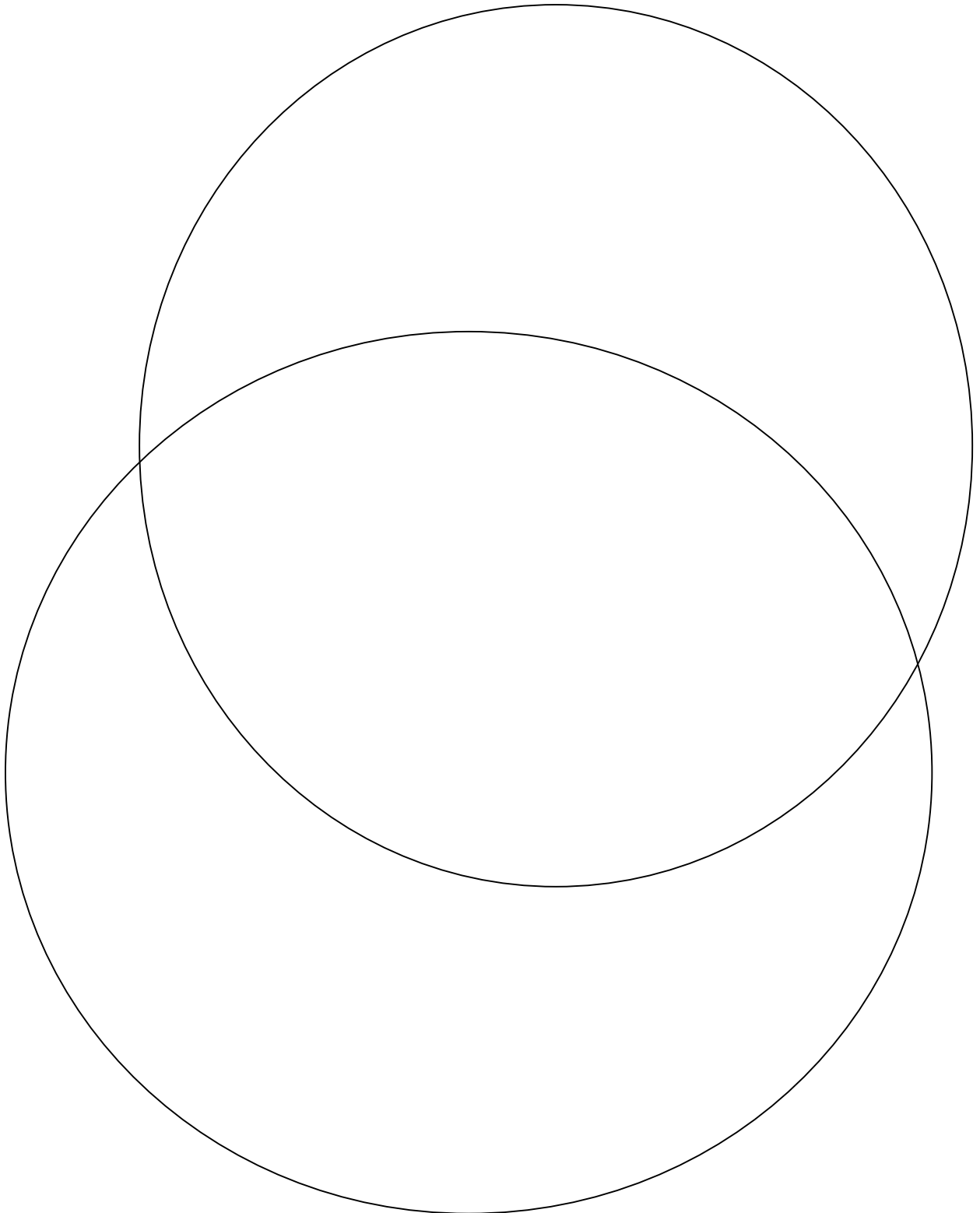
"They were a new kind of men to Buck (of which he was destined to see many more), and while he developed no affection for them, he none the less grew honestly to respect them. He speedily learned that Perrault and Francois were fair men, calm and impartial in administering justice, and too wise in the way of dogs to be fooled by dogs" (p. 29-30).

Writing Prompt

The author describes the relationship between Buck and his new owners. He describes Buck as not liking the men but he respected them. What is the difference between like and respect? Can you have one without the other?

Write an explanatory paragraph that describes the relationship between respect and affection. Be as detailed as possible and include references to the text. You can use your own experiences.

6g6 Venn Diagram Chart



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10c12 Cubing Biography

Who is person? Date of birth? Death?		
Where did this person grow up?		
What relationships did this person have?	What did this person do?	What was this person like?
Why is this person important?		

Character Based Literacy Program

Independent Study Lesson Plan

The Call of the Wild, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

What is a dog sled team and why are they used?

What is integrity?

What is aurora borealis?

What is the role of a leader?

What kinds of ethics do work animals possess?

Word Wall Here are vocabulary words to add to the Word Wall.

primordial (31)	antagonist (32)	introspective (33)	diabolically (33)	retaliate (36)
cunning (40)	pandemonium (41)	treacherously (42)	exertion (43)	descend (44)
prospered (46)	apprehension (47)	articulate (48)	insidious (49)	awe (49)
coveted (53)	gleefully (53)	sheepishly (55)	triumphantly (55)	deluged (56)
monotonous (57)	heredity (57)	morose (59)	halt (60)	remnant (60)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read 31-61

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Character Education at the Markkula Center for Applied Ethics

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Create a map of the west coast, from the Yukon Territory to San Diego, and mark places along the path mentioned in the novel. Today: Add Dyea Beach and Lake Bennett

Conflict Chart:

Create a class conflict chart (see example below)

1 st person or thing involved in the conflict	vs.	2 nd person or thing involved in the conflict	example and page from the book	illustration
Man Jack	Vs	man Mother	2-3 Mother never was able to maintain a stable life for him	

You should be looking for conflicts that involve (but are not limited to)

Man vs. man

Man vs. nature

Animal vs. man

Animal vs. nature

As the characters change or are involved in a conflict add them to the chart.

Theme Chart

The introduction discusses the themes of the novel. Create a "T" for the class. On one side list the themes. As you read about them give examples of each from the novel.

Postcard

Pretend you are Buck. Write a postcard home to the judge. Tell him about your journey so far and what you have learned. Describe the struggles that you are having with Spitz. On the opposite side sketch a picture of the northern lights or of their journey so far. Make sure you also include a proper address.

Character Profile Chart

Create a CPC for Buck. Based on what you have learned about him so far fill out two character traits. Make sure you give examples from the reading to support your findings.

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Who's Who of Dogs?

Create a dog chart.

- List the dogs that are currently on the team;
- List their position on the team;
- What is their personality?
- How do they survive?
- What role do they play on the team?

Plot Profile Chart

Create a PPC for today's reading. Choose 10 items that were significant in the reading and rate them on a scale of 1-10 based on their intensity. You can use the PPC to write a summary of the reading or discuss the plot of a chapter or selection.

Setting Chart

Use information given in this selection to fill out a setting chart on the reading. You can use the chart to write a descriptive paragraph or essay.

Open Mind Portrait

Add to your OMP of Buck. What is he thinking and feeling today on the trail? Add 5-7 new thoughts to his OMP.

Poster

Create a leadership poster. Think of one or two leadership traits that you value and sketch a representation of them. Think of a quote or find one that represents that trait to you—add it to your poster.

Open Mind Portrait

What do you think Buck is thinking and feeling as he negotiates for leadership on the team? Add 5-7 new thoughts to your OMP.

Character Profile Chart

Add two more traits to the COC you started yesterday. Make sure you use examples from the reading to support your traits.

Sketch

Based on the description of the "other man" described on page 58. Sketch him sitting by the fire with Buck.

Discussion

Key Questions, p. 31-40

1. What does the literary term "antagonist" mean?

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2. What life changes did Buck encounter once they reached Dyea Beach? List the obvious but also the internal changes that have occurred in him?
3. What is Spitz's role on the team? Do groups of people have similar roles? How do you deal with someone like Spitz?
4. Buck started to like working and pulling. What aspects of the team and work did Buck appreciate?
5. On page 37 the author discusses Buck's instincts coming alive. Do people have natural instincts? What has happened to them over the years? In what ways can we learn to get our instincts back?

Key Questions, p. 40-46

1. What does the title of this chapter, "The Dominant and Primordial Beast", say about Buck and his personality?
2. In your own words describe Buck's life on the trail.
3. What does Spitz have to gain by constantly growling at Buck? What has Buck done to deserve such ill treatment?
4. Have you ever had people in your life who treat you poorly regardless of how you treat them? How do you deal with that kind of situation?
5. Where did the wild husky team come from? What happened to its drivers?
6. What were conditions like on the trail? What did they have to do to get through the ice? What kept happening to the team?
7. Why did Francois make Buck dog shoes from his moccasins? Do you think Francois uses his time and talent to better his community?
8. Dolly went mad? What does that term mean? Is madness similar in people and in dogs?
9. Buck is dealing with a lot in the chapter; Spitz, the wild dogs, the trail, and Dolly. Explain the challenges Buck faced in this chapter.
10. Do you think Buck handled his situations as a leader? Do you think used his time or talent to better his community? Explain why or why not.

Key Questions, p. 47-53

1. Today's reading begins with Francois describing Buck as, "Dat Buck two devils." What does he mean by this description of Buck?
2. Do you think the description of Buck as "two devils" is Buck's true nature or who he has become due to the circumstances of his life now?
3. What did Buck want from Spitz? Did he want mastery of the team or to be left alone and respected? Explain your answer.
4. In what ways did Buck begin to undermine Spitz and the team?
5. Do you think Buck was letting the team down by his behavior? Or do you think Buck was trying to help? Explain your response.
6. Do you think Buck's choices bettered his community? Why or why not?
7. How did the discipline affect the dogs on the trail? What did they begin to do? Do you think they will be able to restore their team? How?
8. Describe the series of events that lead to Buck killing Spitz.

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9. Has Buck show *leadership requires engagement* in the way he deals with Spitz? What could he be doing different?
10. Predict who take the “alpha dog” or leadership position now that Spitz is out of the picture.

Key Questions, p. 53-56

1. Do you think the kill of Spitz gives Buck rightful mastership over the team? Explain why or why not?
2. Explain why the men believe their troubles would be gone with Spitz gone.
3. Why would they place Sol-leks in the lead position before Buck?
4. Do you think Buck should respect the men’s decision? Why or why not?
5. Describe the series of events that lead Buck to become the leader of the team?
6. What characteristics would make a good leader of the team?
7. What skills do you think Buck is missing for the position? Can those skills be taught?
8. Do leaders have all of the skills they need or do they learn them along the way? How do leaders learn how to lead?
9. What traits did Buck use to lead the team?
10. What affect did those traits have on them? Why did this surprise the men?

Key Questions, p. 57-61

1. What is the role of animals and humans in the pack? How are those roles determined?
2. The dogs are described as being fierce fighters. Why didn’t the dogs bother Buck anymore?
3. Buck enjoys sitting by the fire at night. What things did he miss? What thoughts were on his mind?
4. If you were taken to a remote location like Buck was—what would you miss and think about?
5. At night when they pulled into camp the dogs were tended to first. Why are they the priority?
6. Do you think domesticated animals are given a priority? Compare and contrast how working animals and domesticated animals are treated.
7. Dave is sick. What do you think is wrong with him? Why is he so intent on returning to his place in the sled?
8. If you were sick like he is would you want to continue to work? What is driving him?
9. How did the driver handle Dave’s situation?
10. Do you think the driver handled the situation with Dave well? What else could he have done?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 36

"Buck had been purposely between Dave and Sol-leks so that he might receive instruction. Apt scholar that he was, they were equally apt teachers, never allowing him to linger long in error, and enforcing their teaching with their sharp teeth. Dave was fair and wise" (p. 36).

Writing Prompt

It takes a gift to be a good teacher and to be a good student. Perrault and Francois were gifted in being able to recognize the skills of each member on their team. Think about your role as a student and teachers (good and bad) you have had over the years. What qualities does each need to possess in order to succeed?

Write a 2-3 paragraph essay describing the qualities of being a "good student" and being a "good teacher". Use your personal experience to relate details of your experiences in the classroom. Communicate your ideas clearly and communicate the significance of those events to the reader.

Key Paragraph, p. 40

"The Dominant primordial beast was strong in Buck, and under the fierce conditions of trail life it grew and grew. Yet it was a secret growth. His new-born cunning gave him poise and control. He was busy adjusting himself to the new life to feel at ease, and not only did he not pick fights, but he avoided them whenever possible. A certain deliberateness characterized his attitude. He was not prone to rashness and precipitated action; and in the bitter hatred between him and Spitz he betrayed no impatience, shunning all offensive acts" (p. 40).

Writing Prompt

Buck is described as a mindful and patient dog. He wanted to adapt and to be a strong team member. Re-read the description above and pay careful attention to the descriptions of Buck throughout the chapter. What is Bucks character?

Write a 2-3 informative paragraphs that describes at least two of Buck's character traits on the trail. Support important ideas and viewpoints through references to the text.

Key Paragraph, p. 46

"It was inevitable that the clash for leadership should come. Buck wanted it. He wanted it because it was his nature, because he had been gripped tight by that nameless, incomprehensible pride of trail and trace—that pride which holds dogs in the toil to the last grasp, which lures them to die joyfully in the harness, and breaks their hearts if they are cut out of the harness" (p. 46).

Writing Prompt

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The author describes the ethics of a good worker and a good work animal. He describes Buck of having learned great pride for doing what he is doing and knows that if he doesn't get to work he will be heartbroken. We all have things we do, that we do with pride. If we lose the opportunity to participate in that activity we would be heartbroken, or a goal that we have set for something in our future.

Write two informative paragraphs describing an activity or goal that you take pride in. Use concrete details that describe your feelings for the activity or goal. Explain why this is important to you with as much detail as possible.

Key Paragraph, p. 55

"Highly as the dog-driver had fore valued Buck, with his two devils, he found, while the day was yet young, that he had undervalued. At a bound Buck took up the duties of leadership and where judgment was required, and quick thinking and quick acting, he showed himself superior even to Spitz, of whom Francois had never seen an equal" (p. 55).

Writing Prompt

Buck was not given a chance at leadership and was always in Spitz's shadow. If he had not stood up for himself he would not have been given the opportunity to lead or show what he was capable of.

In an informative paragraph to explain why it was important for Buck to show his skills to the men. Do you think he would have been given another opportunity or did he need to make one for himself? Have you ever been in a similar situation where you had to SHOW that you were the right person for the job? In an informative paragraph explain whether or not leaders wait for things to happen to them or if they make things happen for themselves? Explain.

Key Paragraph, p. 59

"Each night the dogs were attended to first. They ate before the rivers ate, and no man sought his sleeping-robe till he had seen to the feet of the dogs he drove. Still, their strength went down. Since the beginning of winter they had travelled eighteen hundred miles; and eighteen hundred miles will tell upon life of the toughest" (p. 59).

Writing Prompt

The dogs have been driven hard. They needed a longer rest and were not given one. Pretend you are Buck. Write a letter to your driver. **In two informative paragraphs explain that your team should get a longer break. Provide two reasons to support your claim.**

3g6 Plot Profile Chart

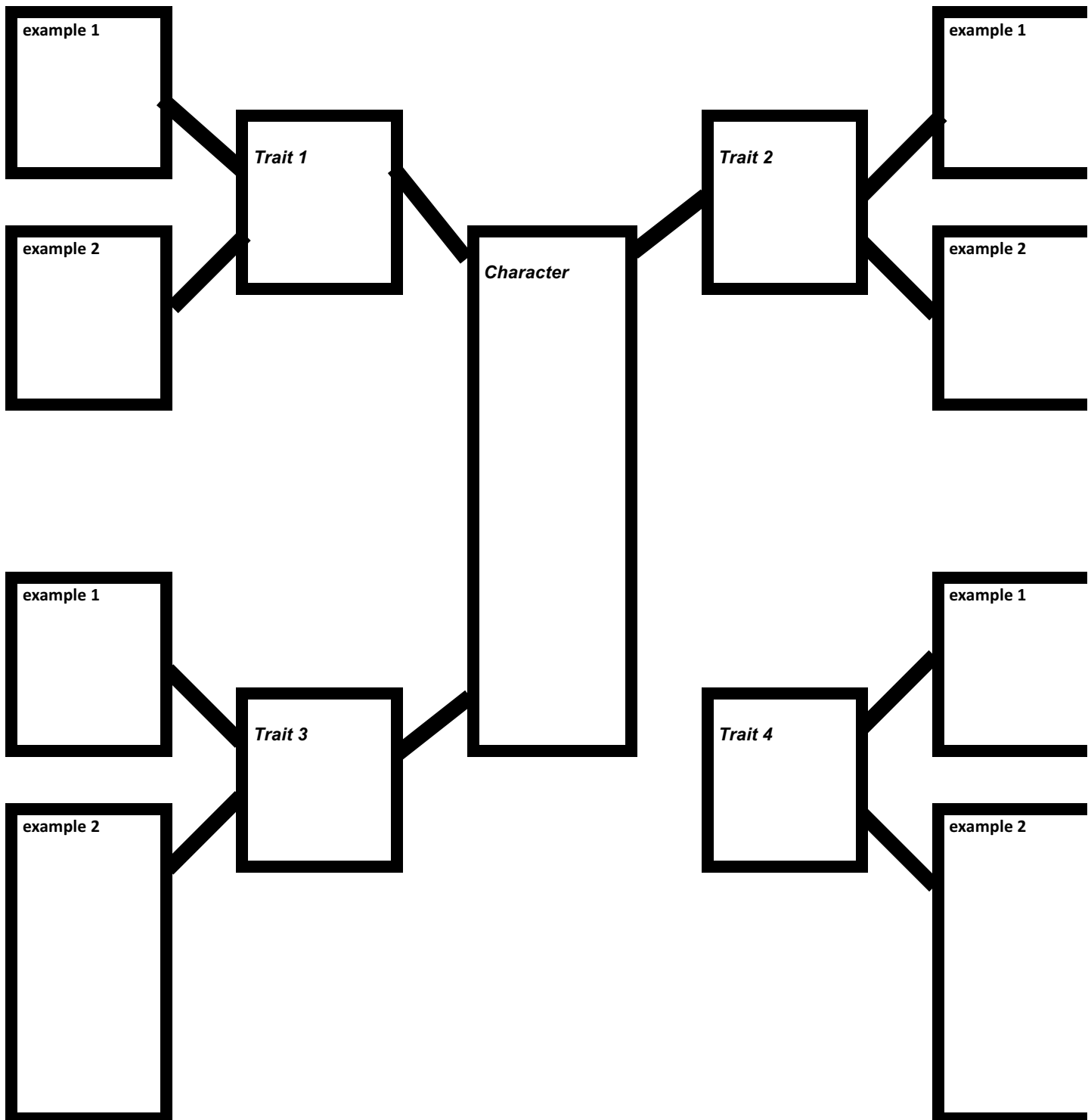
10										
9										
8										
7										
6										
5										
4										
3										
2										
1										
Intensity										
Description										

1g6 Setting Chart

Where	When
Time	Weather

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4g6 Character Profile Chart



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Character Based Literacy Program

Independent Study Lesson Plan

The Call of the Wild, Week 3



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Why had so many men and now women rushed to the Klondike?

What is spring and summer like in the Yukon? What happens to the days?

What are the commands of a dog team and what do they mean?

What is a legend? What is a fable?

What does it mean to be an individual?

Word Wall Here are vocabulary words to add to the Word Wall.

wretched (62)	chaffering (63)	sympathetically (65)	scattered (66)	weary (68)
cherished (70)	chivalrous (70)	fluttered (72)	halted (73)	rouse (74)
embrace (77)	nudge (78)	demonstrative (80)	reputation (81)	murmur (87)
shackle (89)	loafing (90)	dictate (93)	truce (93)	gorge (94)
ferocity (95)	recollections (95)	vigor (96)	secrecy (96)	protruded (97)

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Map

Create a map of the west coast, from the Yukon Territory to San Diego, and mark places along the path mentioned in the novel.

Today add Skagway

Conflict Chart:

Create a class conflict chart (see example below)

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Theme Chart

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Character Interaction Chart

Start a Character Interaction Chart between Charles, Hal, and Mercedes. Use examples from the reading to help support your interactions.

Open Mind Portrait

Add to your OMP for Buck. What do you think he is thinking and feeling as he has been traded again? What is reaction to the new people who are not equipped to handle the team? Do you think he has any concerns? Add 5-7 new thoughts to your OMP.

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Poster

Create a poster that describes the things you NEED to take on the trail for a journey.

- This is an educational poster for people who have never been on the trail before;
- Your goal is to educate them on the best things to travel with;
- Be descriptive and clear.

Sketch

Based on the description on page 71 sketch the condition that Buck is currently in. Use any medium that you choose.

Or

Based on the description on page 72-73 the author describes the beautiful spring weather and views that they are seeing. Sketch their present location.

Open Mind Portrait

Add to your OMP of Buck. What is he thinking and feeling as the humans choose not to care for the animals? How is their attitude and the trail affecting him? Add 5-7 new thoughts to your OMP.

Setting Chart

Using the information from today's reading fill out a setting chart. You can use the information to write a descriptive paragraph.

Cartoon

Based on the description of Buck saving John Thornton at the river on page 81-83, Draw a cartoon that summarizes what occurred on the river.

Hero Dog Poster

Buck is proving that he is a worthy dog with many skills and talents. Draw a poster that depicts Buck's strengths and his abilities as a hero. Your poster should include but is not limited to:

- Bucks name and breed
- Skills he has obtained
- His trail abilities
- His personality and leadership traits
- Contact information

Discussion

Key Questions, p. 62-69

1. What is the condition of the team? Why were they driven so hard? What gain did it serve their masters to push them so much?
2. A family purchased the team. Why was Buck concerned by the new owners?

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3. Why is there a need for order for the dogs?
4. If someone can barely care for themselves, do you think they should be responsible for caring for others? Why or why not?
5. There were many people in the town that had much more experience than the family. Why wouldn't they ask for help?
6. What conclusions can you draw when someone is unwilling to ask for help?
7. Hal is trying to lead the dogs with force and they are not working well. However, they have crossed the territory 4 times and done great work. What do the dogs need from their driver?
8. Do you think Hal is capable of driving them? Explain why or why not.
9. If you were on the trail what would you take? What is the difference between needs and wants?
10. What are the general needs of the dogs? Do Hal and Charles have any right taking the dogs on the trail when they are ill equipped to care for them?
11. What advice would you give Hal and Charles?

Key Questions, p. 70-76

1. Why do you think Hal, Charles, and Mercedes choose to go to the Yukon?
2. What got in the way of their success on the trail?
3. Why are the men choosing to give into Mercedes wishes? What does that say about all of their characters?
4. On page 72 the author describes the condition of the dogs. Reread this section. In your own words, describe the condition of the dogs.
5. How could that have been avoided?
6. Hal and Charles asked John Thornton his advice without any indication that they would take it. What were they trying to prove by not listening? Thornton knew they were not going to listen, so why did he bother talking to them anyway?
7. Thornton witnessed the men beating the dogs, why didn't he step in sooner?
8. Why did Buck choose to be beaten instead of getting up? What did he know about his future?
9. As people, we tend to shy away from the advice of people who know more than we do. Why do we ask if we are going to choose to not listen?
10. Do you think Hal and Charles are using their time and talent to promote the common good? What can they do to better their team?

Key Questions, p. 76-88

1. Skeet began to help Buck immediately. Due to all of the issues he has had with other dogs why would he trust her to help him heal?
2. What is the difference in the relationship Buck has with John vs. the man in the red sweater, the Frenchmen, the half-breed, and the family?
3. Buck loves being around John Thornton but still likes the primitive side of himself. If you had to choose a loving healthy environment and being wild what would you choose? Why?

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4. Buck fought a man that was threatening John Thornton. He was taken to a jury and found not guilty. What role does the miners meeting play in the Yukon? How does this help establish justice? Why is it needed?
5. How do the miners use their time and talent to better their community? How is this an example of *leadership requires engagement*?
6. What started to happen with Buck's reputation?
7. What did Buck need to be able to succeed?
8. As Buck was pulling the sled John Thornton was offered much money for him. Why didn't he take it?
9. What would you have done in the similar situation? What role does Buck fill for John?
10. Select quotes from today's chapter that explain Buck and John's relationship.

Key Questions, p. 89-94

1. "*John Thornton asks little of man or nature*," page 89. What does it mean to ask little of man or nature?
2. What does this trait say about John Thornton's character?
3. How would one have to live their life to embody this philosophy?
4. Why did the team stop looking for the mine when they found the river?
5. Should they continue to follow their dream of the mine? Why or why not?
6. Buck is torn between two worlds. What is drawing him to the wild? What is keeping him in camp?
7. How did Buck come to trust another wild dog?
8. What does Buck learn from this wolf?
9. Compare and contrast Buck's life living in the wild and living in a camp.
10. If you were Buck, would you live in the wild or a camp? Explain.
11. Why was Buck quick to return to camp and John Thornton? What did they share?

Key Questions, p. 95-99

1. What possessed Buck to stay in camp once he returned?
2. Why do you think Buck was not willing to let John Thornton out of his sight?
3. What circumstances changed him to desire the "call of the wild"?
4. John Thornton describes Buck as a true individual. What qualities and traits does Buck possess that contribute to that?
5. Do you think Buck was born with those traits or were they developed along the way? Explain.
6. How did his trials and successes help him? Which do you think he learned from most?
7. Do you think individuals are an example of *leadership requires engagement*? Why or why not? Can individuals better their community?
8. Why did Buck want to kill a moose? What did he have to gain by that triumph? Does that desire promote the common good? Explain.
9. How has Buck's perspective changed? What are his new desires?

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10. Describe a time when your perspective changed? How did that change your decisions and actions?
11. Predict what would happen if Buck answered the “call of the wild”.

EXTEND

Write Write a short product based on today’s prompt to connect to the unit theme.

Key Paragraph, p. 67

“Buck and his comrades looked upon them with disgust, and though he speedily taught them their places and what not to do, he could not teach them what to do. They did not take kindly to trace and trail. With the exception of the two mongrels, they were bewildered and spirit-broken by the strange savage environment in which they found themselves and by ill treatment they had received. The two mongrels were without spirit at all; bones were the only things breakable about them” (p. 67).

Writing Prompt

Buck and the team although worn out were able to survive the treatment brought on by the family. They were able to withstand the abuse because of their spirit. What is spirit? How would you describe your spirit? Think about historical events in which people were not broken because of their spirits. **Write two explanatory paragraphs describing the human and animal spirit. Why is it so important to survival in harsh conditions?**

Key Paragraph, p. 74

“Buck refused to move under the rain of heavier blows which now fell upon him. Like his mares, he was barely able to get up, but, unlike them, he had made up his mind not to get up. He had a vague feeling of impending doom. This had been strong upon him when he pulled into the bank, and it had not departed from him” (p. 74).

Writing Prompt

Buck had a “gut feeling” that something bad was going to occur. Although, it was in his nature to work and demonstrate *leadership requires engagement* on the trail he decided not to fight and accept the doom that was going to come to him one way or another. He was fortunate of having John Thornton come to his rescue.

Think about a time that you choose to listen to your “gut” or your “intuition”. Describe the situation and what occurred. What was the outcome? Who was involved?

Write two explanatory paragraphs that describe the situation and gives details about your perspective.

Key Paragraph, p. 78

“For a long time after his rescue, Buck did not like John Thornton to get out of his sight. From the moment he left the tent to when he entered it again, Buck would follow at his heels, His transient masters since he had come into the Northland

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had bred in him a fear that no master could be permanent. He was afraid that Thornton would pass out of his life as Perrault and Francois and the Scotch half-breed had passed out. Even at night he was haunted by this fear” (p. 78).

Writing Prompt

Buck lives in fear that Thornton will also leave him. This is the first time he has had a loving home and someone who cared for him. Anyone that he has respected since he has been in the north has left him to others.

Write two informative paragraphs that explain Buck’s fears that Thornton will leave him. Do you think his fear legitimate? Explain why previous owners left Buck. Were these reasons justified? Does Buck have the right to fear for his situation?

Key Paragraph, p. 94

“They stopped by a running stream to drink, and, stopping Buck remembered John Thornton. He sat down. The wolf started on toward the place from where the call surely came, then returned to him, sniffing noses and making actions as though to encourage him. But Buck turned and started slowly to back track. For the better part of an hour the wild brother ran by his side, whining softly. Then he sat down, pointed his nose upwards, and howled. It was a mournful howl, and as Buck held steadily on his way he heard it grow faint and fainter until it was lost in the distance” (p. 94).

Writing Prompt

In this selection Buck is answering the “call of the wild”. He meets a wolf who is willing to mentor him on the ways of the wild. He is enjoying his time when he remembers John Thornton and he is drawn back to the man. Buck is caught between two worlds; the world of the wild and the world of care and compassion.

What does Buck have to lose by leaving John Thornton? What does he have to gain by answering the call? Do you think either choice is bad for him? Write three informative paragraphs explaining Buck’s choices and the consequences of each. Explain which choice Buck should make. Give three reasons from the text and from other sources to support your claims.

Key Paragraph, p. 96

“‘Never was there such a dog,’ said John Thornton one day, as the partners watched Buck march out of camp. ‘When he was made, the mold was broke,’ said Pete” (p. 96).

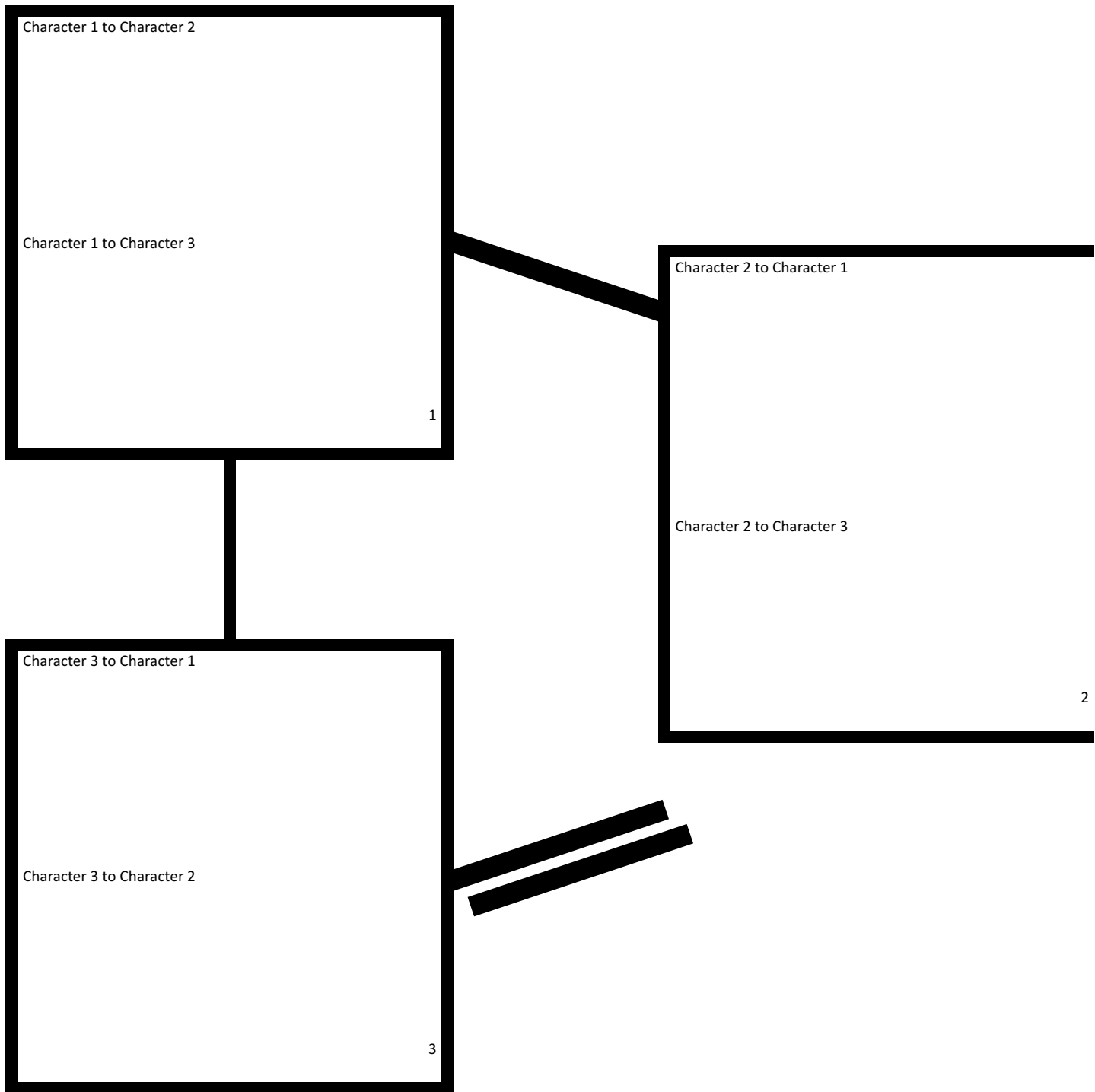
Writing Prompt

Today’s reading focuses on Buck and his ability to be an individual. He was taught by others but also had a deep desire to succeed on his own. Throughout the book he stood for others and was a leader. **In an informative paragraph explain how**

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Buck is an example of an individual. Provide three examples from the text that support Buck's ability to be an individual.

5g6 Character Interaction Chart



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1g6 Setting Chart

Where	When
Time	Weather

Character Based Literacy Program

Independent Study Lesson Plan

The Call of the Wild, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.

Who are the Yeehats?

Word Wall Here are vocabulary words to add to the Word Wall.

magnetic (99)	thicket (100)	cessation (102)	gaunt (103)	abiding (104)

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main character.
- Point to each timeline item as you quickly review it.

Read Read the selection.

Read 99-104

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

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Map Add to ongoing activities like a KWL chart or map: where did the characters go?

Map

Create a map of the west coast, from the Yukon Territory to San Diego, and mark places along the path mentioned in the novel.

Conflict Chart:

Create a class conflict chart (see example below)

1 st person or thing involved in the conflict	vs.	2 nd person or thing involved in the conflict	example and page from the book	illustration
Man Jack	Vs	man Mother	2-3 Mother never was able to maintain a stable life for him	

You should be looking for conflicts that involve (but are not limited to)

Man vs. man

Man vs. nature

Animal vs. man

Animal vs. nature

As the characters change or are involved in a conflict add them to the chart.

Theme Chart

The introduction discusses the themes of the novel. Create a "T" for the class. On one side list the themes. As you read about them give examples of each from the novel.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

Open Mind Portrait

Add to your OMP of Buck. What is he thinking and feeling when he realized he lost John Thornton? What are his options? Add 5-7 new thoughts to your OMP.

Newspaper

Create a newspaper front page that depicts the highlights of the story. Your newspaper should include:

- Title;
- 3-5 News stories that summarize important events in the novel;
- 1 feature story that highlights a person or animal in the story;
- At least 2 illustrations;
- Weather information for the territory
- You can include additional information as you see fit. Be creative.

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Discussion

Key Questions, p. 99-104

1. When Buck describes his magnetic needle, what is he referring to?
2. How does Buck's magnetic needle relate to his instincts?
3. When Buck realizes that he has lost John Thornton he, "lost his head." What is referred to by that quote?
4. Describe the bond between John Thornton and Buck. Why was it so unique?
5. How did Buck and John Thornton use their time and talent to better each other?
6. When Buck realized that the camp was dead do you think he felt guilt or shame that he was not there? Do you think he could have avoided or helped save the team? What would you have done?
7. What changed in Buck after he attacked the Yeehats?
8. Do you think the Yeehats will forever respect the skills that Buck has? Explain.
9. How was Buck accepted by the wolves? How did he choose to approach them when they came into camp? What does that say about his personality?
10. Predict how Buck's life will change.

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 103

"one wolf, long and lean and gray, advanced cautiously, in a friendly manner, and Buck recognized the wild brother with whom he had run for a night and a day. He was whining softly, and, as Buck whined they touched noses.

Then an old wolf, gaunt and battle-scarred, came forward. Buck writhed his lips in the preliminary snarl, but sniffed noses with him. Whereupon the old wolf sat down, pointed his nose at the moon, and broke into a long wolf howl" (p. 103).

Writing Prompt

Buck has a choice on how to approach the pack of wild dogs. He can be aggressive and attack or he can choose to approach them on dignified terms. He has just lost his trusted friend and is alone in the world. He wants to pursue the "Call of the Wild" but most likely cannot do it on his own.

In an explanatory paragraph describe Buck's choices. In a second paragraph, explain what Buck needs to do to survive from this day forward with the pack. Use personal experience and other sources to support your thesis. In a final paragraph, describe how can Buck use his talent to better the pack?

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