

CALL OF THE WILD

Grade Level or Special Area: Seventh Grade Language Arts

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Length of Unit: Four lessons, two weeks (approximately two 90-minute sessions required for each lesson)

I. ABSTRACT

Call of the Wild is required reading for Seventh Grade students in the *Core Knowledge Sequence*. This unit is designed to present *Call of the Wild* as a literary piece. During the course of this unit, students will be examining the essential question of the novel in depth, while learning new vocabulary, writing journals, and exploring the wild nature within them.

II. OVERVIEW

- A. Concept Objectives
 - 1. Students understand a variety of materials. (Colorado State Standard One)
 - 2. Students will read literature to understand people, places, events, and vocabulary both familiar and unfamiliar. (Colorado State Standard Six)
- B. Content from the *Core Knowledge Sequence*
 - 1. *Call of the Wild* (p. 160)
- C. Skill Objectives
 - 1. Students will read, respond to, and discuss a variety of novels. (Colorado Grade Level Expectation 7.6.2)
 - 2. Students will find support in the text for main ideas. (Colorado Grade Level Expectation 7.1.6)
 - 3. Students will determine the main idea or essential message in a text. (Colorado Grade Level Expectation 7.1.3)
 - 4. Students will make predictions, draw conclusions, and analyze what they read, hear, and view. (Colorado Grade Level Expectations 7.4.4)
 - 5. Students will demonstrate understanding of chapter vocabulary.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *Call of the Wild* by Jack London
- B. For Students
 - 1. Literal and Figurative Language (p. 136)
 - a. imagery
 - b. metaphor and simile
 - c. symbol
 - d. personification

IV. RESOURCES

- A. London, Jack. *Call of the Wild and Selected Stories*. New York, New York: Penguin Putman, Inc, 1960. ISBN 0-451-52703-8 (all lessons)

V. LESSONS

Lesson One: The Dominant Primordial Beast Within You

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand a variety of materials.

- b. Students will read literature to understand people, places, events, and vocabulary both familiar and unfamiliar.
 - 2. Lesson Content
 - a. *The Call of the Wild* by Jack London, chapters one and two
 - 3. Skill Objective(s)
 - a. Students will read, respond to, and discuss a variety of novels.
 - b. Students will find support in the text for main ideas.
 - c. Students will determine the main idea or essential message in a text.
 - d. Students will make predictions, draw conclusions, and analyze what they read, hear, and view.
 - e. Students will demonstrate understanding of chapter vocabulary.
- B. *Materials*
 - 1. Copies of *The Call of the Wild*, one per student and one for the teacher
 - 2. Copies of Appendices A, B, and C, one per student
 - 3. Paper and pen or pencil, one per student
 - 4. One overhead projector
 - 5. Two overhead transparencies
 - 6. One overhead marker
 - 7. Copy of Appendix K, one for the teacher
 - 8. Dictionaries, one for every two or three students
- C. *Key Vocabulary*
See Appendix J
- D. *Procedures/Activities*
 - 1. Before students enter the room, write the following words on a word web on one overhead transparency: *ancestor*, *instinct*. On the other overhead, write the following scenario: You are stranded in the middle of a deep forest. The sun is about to set for the evening. It is windy. For supplies, you have the clothes on your body, the forest around you, and your brain. You also have a backpack. Inside your backpack is a 10" knife, one match, a 10' rope, and one can of tomato soup (no opener!). You do not know when you are going to be rescued. In the distance, you hear a fierce growl. You know that there are hungry animals in this forest and that you must be prepared to protect yourself. Explain how you are going to survive one week with your limited supplies – and your unwelcome predators.
 - 2. As a class, brainstorm different scenarios in which these words might affect life. For example: How might your *instincts* affect you life? Possible answers may be: I can sense when I am in danger, I can tell when I am being watched, etc. Note: When working with *ancestor*, be sure to touch on the idea that information is passed down from one generation to the next and has been since the beginnings of time. Lead them to the idea that humans rely (most of the time anyway) on the mistakes and triumphs of previous generations.
 - 3. When finished with that exercise, place the scenario on the overhead projector. Allow students 5-10 minutes to complete the writing assignment. Be sure to remind students not to forget information that they have learned from ancestors and instinct. Ask a few students to share their responses when finished. It is essential to this exercise that students realize that, when taken from their civilized environment, they can survive.....they have primitive instincts too.
 - 4. Read chapters one and two out loud as a class.
 - 5. Use Appendix K as suggested discussion questions as you move through the reading.

6. After reading the selection, assign students to groups of two or three. Provide each group with a dictionary. Allow them to look up the vocabulary words in the dictionary and complete Appendix B in pairs.
- E. *Assessment/Evaluation*
1. Responses from opening activity
 2. Appendix A (see directions above)
 3. Appendix C, this assessment is designed to help students understand how different Buck's life is in the north. Students are to go back through Chapters One and Two individually to find quotations appropriate for each category.

Lesson Two: Essential Pieces

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials.
 - b. Students will read literature to understand people, places, events, and vocabulary both familiar and unfamiliar.
 2. Lesson Content
 - a. *The Call of the Wild* by Jack London, chapters three and four
 3. Skill Objective(s)
 - a. Students will read, respond to, and discuss a variety of novels.
 - b. Students will find support in the text for main ideas.
 - c. Students will determine the main idea or essential message in a text.
 - d. Students will make predictions, draw conclusions, and analyze what they read, hear, and view.
 - e. Students will demonstrate understanding of chapter vocabulary.
- B. *Materials*
1. Copies of *The Call of the Wild*, one per student and one for the teacher
 2. Copies of Appendix D, one per student
 3. Copy of Appendix K, one for the teacher
- C. *Key Vocabulary*
See Appendix J
- D. *Procedures/Activities*
1. At the beginning of class, ask students to write in their journal for about five minutes. Use the following question as the prompt: "Who is the stronger dog, Buck or Spitz? Use evidence from the book in your response."
 2. Ask two or three students to read his/her answers.
 3. Ask students to try to predict what might happen to the team if they had no leader or if a dog that they did not respect led them.
 4. Go over Appendix C as a class.
 5. Read chapters three and four out loud as a class.
 6. Use Appendix K for discussion suggestions.
 7. After reading the selection, assign students to groups of two or three. Provide each group with a dictionary. Allow them to look up the vocabulary words in the dictionary and complete Appendix D in pairs.
- E. *Assessment/Evaluation*
1. Appendix D
 2. Ask students to write a prediction for the events immediately following the murder of Spitz.

Lesson Three: Buck Remembers

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials.
 - b. Students will read literature to understand people, places, events, and vocabulary both familiar and unfamiliar.
 2. Lesson Content
 - a. *The Call of the Wild* by Jack London, chapters five and six
 3. Skill Objective(s)
 - a. Students will read, respond to, and discuss a variety of novels.
 - b. Students will find support in the text for main ideas.
 - c. Students will determine the main idea or essential message in a text.
 - d. Students will make predictions, draw conclusions, and analyze what they read, hear, and view.
 - e. Students will demonstrate understanding of chapter vocabulary.
- B. *Materials*
1. Copies of *The Call of the Wild* by Jack London, one per student and one for the teacher
 2. Copies of Appendices E and F, one per student
 3. Copy of Appendix K, one for the teacher
- C. *Key Vocabulary*
See Appendix J
- D. *Procedures/Activities*
1. After Lesson Two, choose two or three predictions, making sure that at least one of the predictions is completely wrong and at least one of the predictions is pretty accurate.
 2. Read them out loud to the class. This may lead into a discussion of why one is better than the other.
 3. Read chapters five and six out loud as a class.
 4. Use Appendix K for discussion suggestions.
 5. After reading the selection, assign students to groups of two or three. Provide each group with a dictionary. Allow them to look up the vocabulary words in the dictionary and complete Appendix E in pairs.
- E. *Assessment/Evaluation*
1. Appendix E
 2. Appendix F, this is to be done at home for homework or as a quiz.

Lesson Four: Answering the Call

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand a variety of materials.
 - b. Students will read literature to understand people, places, events, and vocabulary both familiar and unfamiliar.
 2. Lesson Content
 - a. *The Call of the Wild* by Jack London – chapter seven
 3. Skill Objective(s)
 - a. Students will read, respond to, and discuss a variety of novels.
 - b. Students will find support in the text for main ideas.
 - c. Students will determine the main idea or essential message in a text.
 - d. Students will make predictions, draw conclusions, and analyze what they read, hear, and view.

- e. Students will demonstrate understanding of chapter vocabulary
- B. *Materials*
 1. Copies of *The Call of the Wild*, one per student and one for the teacher
 2. Copies of Appendices G and H, one per student
 3. Copy of Appendix K, one for the teacher
 4. Paper and pencil, one per student
 5. List generated as specified in Appendix K for Chapter Six
 6. One overhead projector
 7. One overhead marker
 8. One transparency
- C. *Key Vocabulary*
See Appendix J
- D. *Procedures/Activities*
 1. Begin class by discussing how Buck has changed since the beginning of the novel. Ask students to also share the pieces of information that they collected for Chapter Six. Teacher should keep a running list on the overhead for other students to copy.
 2. Read chapter seven out loud as a class.
 3. Use Appendix K for discussion suggestions.
- E. *Assessment/Evaluation*
 1. Students are to write a 250-word response to the following question: “Would Buck have returned to the wild if John Thornton had lived?”
 2. Final list generated as specified in Appendix K for chapters six and seven.

VI. CULMINATING ACTIVITY

- A. Appendix L: Final Test
- B. Appendix M: Rewritten Ending

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Chapters One and Two Quiz
- B. Appendix B: Chapters One and Two Vocabulary
- C. Appendix C: The Difference Between Then and Now
- D. Appendix D: Chapters Three and Four Vocabulary
- E. Appendix E: Chapters Five and Six Vocabulary
- F. Appendix F: Chapters Five and Six Supplemental Questions
- G. Appendix G: Chapter Seven Vocabulary
- H. Appendix H: Chapter Seven Supplemental Questions
- I. Appendix I: Appendix Answer Key
- J. Appendix J: Vocabulary Definitions by Chapter
- K. Appendix K: Discussion Questions and Answers
- L. Appendix L: Final Test
- M. Appendix M: Rewritten Ending

VIII. BIBLIOGRAPHY

- A. “Call of the Wild” [On-line] Available URL: www.sparknotes.com
- B. Ingersoll, Joy and Judith Nelson. *Portals to Literature: The Call of the Wild by Jack London*. Logan, Iowa: The Perfection From Company, 1987. ISBN unknown
- C. “Jack [John Griffith] London” [On-line] Available URL: <http://sunsite.berkeley.edu/London/jackbio.html>
- D. London, Jack. *Call of the Wild and Selected Stories*. New York, New York: Penguin Putman, Inc, 1960. ISBN 0-451-52703-8

- E. “The Origin of the Species by Charles Darwin” [On-line] Available URL:
www.literature.org/authors/darwin-charles/the-origin-of-species/chapter-04.html

Appendix A Chapters One and Two Quiz

Name _____ Hour _____ Date _____

Chapters One and Two

Directions: Choose the word or phrase that best completes the sentence and write the letter of that word or phrase in the blank.

1. During Buck's stay with Judge Miller, Buck was accustomed to a life of a. endless hard work; b. dignity and comfort; c. idleness and pampering.

2. Manuel sells Buck to a. get revenge on Judge Miller; b. get money to open up his own gardening shop; c. pay back gambling debts.

3. Buck is sent to the Yukon because a. there has been a gold rush and the demand for dogs has risen; b. mail carriers need more dogs; c. families in the Yukon demand dogs.

4. The man in the red sweater teaches Buck that a. humans and dogs can live together in harmony; b. patience is a virtue; c. strength must be respected.

5. Spitz is best described as a. treacherous; b. loyal; c. happy.

6. When the dogs kill Curly, Buck learns that a. humans should not be trusted; b. he must escape if he is to live; c. the dogs do not fight fairly.

7. Buck plans to survive in his new life by a. taking advantage of the weaker dogs; b. accepting any beatings that he may receive; c. learning to survive at all costs

8. Perrault's job is to a. deliver messages; b. scout and map the Yukon; c. take supplies to the goldminers.

9. When Buck steals the bacon, he proves that he is a. a thief; b. learning the law of club and fang; c. crazy - does he want to get killed?

10. Being out in the wild begins to awaken in him a. instincts of primordial times; b. a strong desire to return to Santa Clara Valley; c. a hatred for all humans.

*adapted from Portals to Literature: The Call of the Wild by Jack London

Appendix B Chapters One and Two Vocabulary

Name _____ Hour _____ Date _____

Chapters One and Two

Directions: Place the letter of the definition on the line provided that matches each underlined word.

- | | |
|--------------------------------|-----------|
| A. primitive | 1. _____ |
| B. attacked | 2. _____ |
| C. cruelly and disgustingly | 3. _____ |
| D. pickiness and fussiness | 4. _____ |
| E. in a way designed to please | 5. _____ |
| F. out of the ordinary; rare | 6. _____ |
| G. messenger | 7. _____ |
| H. present but hidden | 8. _____ |
| I. trained or tamed | 9. _____ |
| J. changed | 10. _____ |

1. Buck's unwonted savageness would have surprised anyone who had once known the proud dog.
2. Billee behaved appeasingly to keep the other dogs from attacking him.
3. The man in the red sweater assailed Buck with a heavy club.
4. Buck, usually a very fastidious eater, savagely wolfed down his meal.
5. The man in the red sweater treated Buck vilely; unlike Judge Miller who treated Buck with respect.
6. The latent instincts of his ancestors began to arise within Buck.
- 7./8. Buck metamorphosed from a loyal pet to a primordial beast much like his ancestors.
9. Buck had to stray from his domesticated manners in order to survive in this new savage place.
10. As a courier, Perrault delivered mail.

*adapted from Portals to Literature: The Call of the Wild by Jack London

Appendix C
The Difference Between Then and Now

Name _____ Hour _____ Date _____

Category	Life in South	Life in North
eating		
sleeping		
relationship with other dogs		
working		
climate		
relationship with humans		
safety		

*adapted from Portals to Literature: The Call of the Wild by Jack London

Appendix D Chapters Three and Four Vocabulary

Name _____ Hour _____ Date _____

Chapters Three and Four

Directions: Place the letter of the definition on the line provided that matches each underlined word.

- | | |
|--------------------------|-----------|
| A. most powerful; master | 1. _____ |
| B. hasty | 2. _____ |
| C. twenty | 3. _____ |
| D. plunderers | 4. _____ |
| E. overcome with fear | 5. _____ |
| F. hidden | 6. _____ |
| G. disobedience | 7. _____ |
| H. craved; desired | 8. _____ |
| I. stubborn | 9. _____ |
| J. effort; strain | 10. _____ |

1. There were perhaps eighty or even five score dogs that attacked the camp.
2. The wild huskies were after the dogs' coveted, precious food supply.
3. The marauders plundered the camp until almost all of the food was gone.
4. Perrault was not daunted by the serious attack.
5. The obdurate wild huskies would not leave even though they were beaten.
6. Buck acted slowly and cautiously, avoiding all precipitate behavior.
7. Buck led the other dogs into insubordination and rebellion.
8. Even after Dave was hurt, the exertion of pulling the sled was his preferred task.
9. When Buck killed Spitz, he became the dominant dog.
10. The covert way that the dogs slept was for survival purposes.

*adapted from Portals to Literature: The Call of the Wild by Jack London

Appendix E Chapters Five and Six Vocabulary

Name _____ Hour _____ Date _____

Chapters Five and Six

Directions: Place the letter of the definition next the word that it defines.

- | | |
|------------------------------|---------------------|
| A. easily seen; prominent | 1. _____ transient |
| B. inexperience | 2. _____ entice |
| C. untidy; dirty | 3. _____ slovenly |
| D. long-lasting; habitual | 4. _____ indiscreet |
| E. unfeeling | 5. _____ exploit |
| F. lure | 6. _____ impede |
| G. temporary | 7. _____ callous |
| H. hinder | 8. _____ salient |
| I. a bold, noble act | 9. _____ callowness |
| J. not showing good judgment | 10. _____ chronic |

Directions: Write a meaningful sentence for each of the vocabulary words above.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

*adapted from *Portals to Literature: The Call of the Wild* by Jack London

Appendix F
Chapters Five and Six Supplemental Questions

Name _____ Hour _____ Date _____

Chapters Five and Six

1. Describe the two men who buy Buck's team with two adjectives.
2. In what type of physical and mental state are Buck and his team when they begin the trip with their new masters?
3. With what types of provisions do Buck and his teammates leave Skagaway?
4. Give two examples of ways in which the new masters prove their inexperience.
5. How does Mercedes make the lives of the team worse?
6. What warning does John Thornton give Mercedes and the travelers?
7. Name all of the ways that John Thornton saves Buck's life.
8. After Buck is separated from his team, what is the only thing that keeps him from answering the "call of the wild"?
9. Name all of the ways that Buck saves the life of John Thornton.
10. How does Buck win \$1600 for John Thornton?

*adapted from Portals to Literature: The Call of the Wild by Jack London

Appendix G

Chapter Seven Vocabulary

Name _____ Hour _____ Date _____

Chapter Seven

- | | |
|-------------------------------------|----------|
| A. food and drink | 1. _____ |
| B. completely wiped out | 2. _____ |
| C. real; actual | 3. _____ |
| D. firmness in holding to a purpose | 4. _____ |
| E. unusual skill | 5. _____ |
| F. inspiring awe or dread | 6. _____ |
| G. meat-eating | 7. _____ |
| H. growing like crazy | 8. _____ |
| I. to seize control | 9. _____ |

1. The carnivorous huskies ate the moose.
2. The weeds around John's cabin were growing rampant; you could hardly see his house at all.
3. Buck's pertinacity in protecting John Thornton was in vain in the end.
4. Buck's proWess for navigating the wild landscape is awesome.
5. The fare provided by Mercedes and the travelers was not satisfying.
6. Buck's desire to return to the wild was so strong and real that it was almost tangible.
7. The Yeehats obliterated John Thornton's camp.
8. The Yeehats usurped control of John Thornton's camp.
9. The moose was of a formidable size.

Appendix H
Chapter Seven Supplemental Questions

Name _____ Hour _____ Date _____

Chapter Seven

Directions: Answer the following questions in complete sentences.

1. Where do John Thornton and his friends go after Thornton pays his debts?

2. What do the men come across at the end of their wanderings?

3. What does Buck go into the forest alone one night?

4. Describe Buck's encounter with his wild brother?

5. Describe Buck's encounter with the moose.

6. What type of revenge does Buck take on the Yeehats?

7. Do you think that Buck would have behaved the same way if someone had attacked Judge Miller? Explain.

8. How does Buck react when the wolf pack confronts him?

- 9/10. Briefly explain how Buck has changed since the beginning of the novel.

*adapted from Portals to Literature: The Call of the Wild by Jack London

Appendix I Appendix Answer Key

Appendix A

1. B
2. A
3. A
4. C
5. A
6. C
7. C
8. A
9. B
10. A

Appendix B

1. F
2. E
3. B
4. D
5. C
6. H
7. J
8. A
9. I
10. G

Appendix C

Answers may vary

Appendix D

1. C
2. H
3. D
4. E
5. I
6. B
7. G
8. J
9. A
10. F

Appendix I, page 2
Appendix Answer Key

Appendix E

1. G
2. F
3. C
4. J
5. I
6. H
7. E
8. A
9. B
10. D

Answers may vary for the meaningful sentences

Appendix F

1. selfish; inexperienced
2. top physical from; mentally ready
3. unnecessary canned goods and a tent
4. overfeeding and then underfeeding the dogs are two possible answers
5. riding on the sled
6. that the ice on the trail is going to break
7. a) stops Hal from beating Buck and b) separates Buck before team sinks through ice
8. his relationship with John
9. a) attacks a man who seems to threaten Thornton and b) saves him from drowning
10. pulls a sled loaded with goods

Appendix G

1. G
2. H
3. D
4. E
5. A
6. C
7. B
8. I
9. F

Appendix I, page 3
Appendix Answer Key

Appendix H

1. to the east in search of a lost gold mine
2. gold
3. lone wolf howls
4. runs with the wolves for hours but remembers Thornton and returns
5. tracks for four days and finally kills
6. kills all of them
7. answers may vary
8. defeats some of them, they begin to respect him, he joins their pack
- 9/10. answers may vary

Appendix L

Part A

1. Santa Clara Valley
2. Judge Miller, gambling
3. Curly
4. Perrault
5. wild wolves
6. to be the leader
7. inexperienced
8. insisting that she ride on it
9. starvation
10. John Thornton

Part B

1. Buck protects John when he is threatened in a bar and he saves him from drowning.
2. Buck pulls a sled that is loaded with 1000 pounds.
3. Buck hunts a moose.
4. Thornton and his friends are killed by Yeehat Indians. Answers may vary.

Part C

Answers will vary

Appendix J

Vocabulary Definitions by Chapter

Chapters One and Two

1. unwonted - rare
2. appeasingly - in a way designed to please
3. assailed - attacked
4. fastidious - picky or fussy
5. vilely - disgustingly and cruelly
6. latent - present but hidden
7. metamorphosed - transformed
8. domesticated - trained or tamed
9. courier - messenger

Chapters Three and Four

1. score - twenty
2. coveted - desired
3. marauders - plunderers
4. daunted - overcome with fear
5. obdurate - stubborn
6. precipitate - hasty
7. insubordination - disobedience
8. exertion - effort; strain
9. dominant - master
10. covert - hidden

Chapters Five and Six

1. transient - temporary
2. entice - lure
3. slovenly - untidy; dirty
4. indiscreet - not showing good judgment
5. exploit - a bold or noble act
6. impede - hinder
7. callous - unfeeling
8. salient - easily seen; prominent
9. callowness - inexperience
10. chronic - long-lasting; habitual

Chapter Seven

1. carnivorous - meat-eating
2. rampant - wildly
3. pertinacity - firmness in holding to a purpose
4. prowess - unusual skill
5. fare - food and drink
6. tangible - real; actual
7. obliterated - destroy completely
8. usurped - to seize control
9. formidable - inspiring awe or dread

Appendix K Discussion Questions and Answers

This Appendix was designed to be used during the oral reading of *The Call of the Wild* to enhance the understanding of the novel.

Chapter One

1. Describe Buck's life in Santa Clara Valley. Use description on page one of text.
2. How old is Buck? Buck is four years-old.
3. "But Buck was neither house dog nor kennel dog. The whole realm was his." How is Buck regarded by others who live in Santa Clara Valley? Buck is the master. Use evidence from page three and four of the text.
4. What does London mean when he says "[Buck] had lived the life of a sated aristocrat." He means that Buck's life was full of luxuries.
5. Has all of the luxury made Buck lazy? No.

How do you know? "Hunting and kindred outdoor delights had kept down the fat and hardened his muscles; and to him...the love of water had been a tonic and a health preserver."
6. How did Manuel's "besetting weakness" hurt Buck? Manuel sold Buck to pay back a gambling debt.
7. Describe Buck's initial reaction to being kidnapped. Buck immediately begins to rely on his primitive instincts.
8. What do you think London meant when he described Buck as "beaten but not broken"?

Answers may vary.

Appendix K, page 2
Discussion Questions and Answers

Chapter Two

1. Describe Buck's first experience with the lawlessness of the wolfish creatures. On page eleven, the incident described is Curly's murder; students can summarize in their own words.
2. How do you feel about what happened to Curly? Answers may vary.
3. How does Buck learn to sleep in the snow? He learns by watching the other animals. What does that tell you about Buck? Answers may vary.
4. Explain the transformation of Dave and Sol-leks once they are put into the traces. They were no longer passive; they were alert and active.
5. Why was the food ration sufficient for the other dogs but not for Buck? The other dogs were born into this type of life; while Buck was born into a life of luxury.
6. Explain what the theft of the Bacon proved about Buck. Answers may vary, but there should be some mention of the fact that Buck is not a moral character and he is "remembering the ways of the wild."
7. London says in this chapter that Buck is either developing or regressing - what do you think? Answers may vary, but they should be supported.

Appendix K, page 3
Discussion Questions and Answers

Chapter Three

1. How did Buck undermine Spitz's authority? Buck encouraged insubordination within the ranks.
2. Explain the change in Buck after he killed Spitz? Buck was a natural leader and he licked all of the other dogs into shape. He impressed all around him.

Chapter Four

1. Who did Francois put in Spitz's place as leader of the team? Sol-leks was the new leader. Do you agree with this decision? Why? Why not? Answers may vary.
2. Once Buck was placed as the leader, how did the team respond? See page thirty-four for a description of how Buck treated the rest the team once he was placed as leader.
3. How did Francois react when he received orders to leave Buck? He cried.
4. Does Buck miss Santa Clara Valley? He remembers it, but he does not miss it.
5. Reread the passage beginning on page thirty-six with "Sometimes as he crouched there..." and ends on page thirty-seven with "...as though he had been asleep." Who is Buck remembering? Buck is remembering his primitive life.

Appendix K, page 4
Discussion Questions and Answers

Chapter Five

1. Explain why there was so much mail to pull. Men left to go north and find gold, but children and wives did not go with, so they had to write letters instead.
2. What is the difference between Hal and Colt and the previous owners of Buck and his team? Hal and Colt are obviously inexperienced.
3. What purpose do Hal, Charles, and Mercedes serve in this novel? Answers may vary.

Chapters Six and Seven

For the last two chapters of the novel, ask students to keep a running list of all of the ways that Buck's life changes as he makes his final return to the wild.

Appendix L
Final Test

Name _____ Hour _____ Date _____

Part A: Fill-in-the-Blank

1. At the beginning of the novel, Buck lives in _____.
2. Buck is kidnapped from his first master, _____, by the gardener in order to settle _____ debts.
3. Buck quickly learns that his new life will not be easy when he witnesses the brutal murder of _____.
4. Buck's first official masters on the trail are _____ and Francois.
5. Before Buck and Spitz can enter into their first big fight, they are interrupted by a pack of _____.
6. After Buck kills Spitz, he demands _____.
7. One word that best describes Hal, Charles, and Mercedes is _____.
8. Mercedes slows the sled by _____.
9. While the dogs are in the care of Hal, Charles, and Mercedes the dogs begin to die of _____.
10. _____ saves Buck from his inexperienced owners.

Part B: Short Answer

1. Explain how Buck saves John Thornton's life twice.

2. What bet does Buck help John Thornton win?

Appendix L, page 2
Final Test

3. What kind of animal does Buck hunt for four days and finally catch?

4. What happens to John Thornton and his friends while Buck is away hunting?

5. How does Buck take revenge? Would the "old" Buck react the same way if Judge Miller experienced the same fate? Explain your answer.

Part C: Essay

Trace Buck's **development** or **regression** from his civilized life in Santa Clara Valley to the chilling final scene of the novel. Your essay should consist of at least five paragraphs. Each main point must be supported with quotations from the novel.

Appendix M Rewritten Ending

Directions: Pretend that John Thornton had never been killed by the Yeehat Indians. What would have happened to him? What would have happened to Buck? Would Buck have answered the call of the wild, or would he have remained with Thornton? Write a 400-word rough draft of your new ending. Be sure to include a plan!

	4	3	2	1
Organization	Your plan is highly developed!	Your plan organizes your information.	Your plan may not be developed completely.	Where is your plan??
Content	Your story is intriguing, highly interesting, and it fits logically with the rest of the novel.	Your story is very interesting and fits logically with the rest of the novel.	Your story may not fit logically with the rest of the novel.	Your story is confusing.....
Style	You use a variety of sentences and very strong, descriptive words.	You use at least two different types of sentences and descriptive words.	You use simple sentences and familiar/ordinary words.	You use several fragments, run-ons, or choppy sentences.
Mechanics	0-2 mistakes	3-4 mistakes	several errors that slow reader down	too many errors; it is difficult to read this piece

Total Number of Points:

*rubric adapted from Step Up to Writing