

Call of the Wild by Jack London (Published by McDougal Littell)

Approved for use in Communication Arts, Grade 6

Summary

Kidnapped from his family and sold as a sled dog in the harsh, cold north, Buck struggles for his life. He grows stronger and stronger and becomes the leader of all the other dogs. But at night, when he hears the howling of wolves, he realizes that someday he must answer the call of the wild.

Connection to the Curriculum

In *The Call of the Wild* students may examine the point of view and its effect on the story. The conflicts that exist can be analyzed, and students can discuss the moral dilemmas the characters face. The rich setting created by London may also be reviewed. Its context provides for engaging classroom and small group discussion.

Standards

Course Objectives (Benchmarks)

Reading: 1.2- The students read fluently. 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:

1.4.13- The student uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.

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

1.4.17- The student compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.

1.4.20- The student identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.

1.4.21- The student explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.

1.4.22- The student establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).

Literature:

2.1.1- The student describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (through their thoughts, words, speech patterns, actions) and how they change over time.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

2.1.3- The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate 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/explicit information from the text.

2.1.5- The student identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism) in a text and how the author uses such device to help establish tone and mood.

A Note on the Text

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

The issue of animal abuse (human-animal and animal-animal) is examined in this text.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities