After-Read 1:

#1. Heading:

Title of Novel: *The Call of the Wild*
Publishing information: (Grosset & Dunlap, New York, 1965)
Title of Strategy: Silent Discussion

#2. Context:

This strategy will be taught after the novel is read by students to encourage them to discuss the themes and issues presented by Jack London. Students will have to think critically to answer the questions, as well as respond to each other, and take a stand on potentially divisive questions. The silent discussion allows everyone to participate, including students that may otherwise be shy or refuse to participate. Some degree of anonymity provides a safety net for self-conscious minds.

#3. Statement of Purpose:

The Silent Discussion is set up across the white board of the classroom. In this, students will respond to several prompts or questions, and present their perspective. They must read each others' thoughts as well as respond to them. Instead of a loud, disorderly debate, all students will be able to participate and contribute to the topics presented. After the boards are full, the class can examine them more thoroughly.

#4. Directions:

Time: Implemented for one 45 minute class period.
Materials Needed:
- Markers for each student
- Thought questions on white board

STEP 1: After reading the novel and becoming familiar with the themes presented, students will enter class and must share their thoughts on some of the ideas Jack London presents in *The Call of the Wild*.

STEP 2: Students, all at once, can write on the white boards, answering the prompts. The most important rule is that it must be *silent* to succeed. No talking whatsoever. Students must respond to one other student, and write on at least two of the thought questions.
STEP 3: Discussion—As a class, read the walls and talk about what ideas were most prevalent. Were there issues more divisive than others? What ideas are most difficult to explore? Ask volunteers to back up their arguments.

#5. Assessment: (10 minutes)

This exercise cannot be assessed individually, because of the anonymous nature of the activity. Instead, it must be viewed as a collective participation score. Students will be encouraged to respond whole-heartedly, and participate in the verbal discussion if they choose.

Thought Questions/Statements:
1. What is worth sacrificing to survive? Everything?
2. Which is better—the individual or the community?
3. Freedom is the only true power.
4. Kill or be killed is the ultimate law.
5. Friends are only worth what they can provide you.