Discussion:

#1. Heading:

Title of Novel: *The Call of the Wild*
Publishing information: (Grosset & Dunlap, New York, 1965)
Title of Strategy: 4 Corners Activity

#2. Context:

This strategy will be taught at the end of the novel. It fosters group discussion and helps students make connections between their lives and the text they are reading. It is also a good place to explore plot details they have encountered so far. This is a way for student to review what they have read, and make critical decision about what they believe.

#3. Statement of Purpose:

The 4 corners discussion involves a kinesthetic response to prompts. Students can agree or disagree with a viewpoint expressed, and defend their answer. They can work together to come up with reasoning for their opinion, or remain more individual. The activity can help students formulate their thoughts about the novel, and see what others think.

#4. Directions:

**Time:** Implemented for one 45 minute class period. Will require 20 minutes.

**Materials Needed:**

- Prompts

**STEP 1:** Post in 4 corners of the room four signs: AGREE/STRONGLY AGREE/DISAGREE/STRONGLY DISAGREE

**STEP 2:** Read a prompt and ask students to stand beside the sign that fits their opinion. Each group must defend their answer, to each other, or to the class. They must speak at least once in the period, to defend their thinking.

**STEP 3:** As the discussion continues, students can switch sides if their opinion is swayed, or provide textual evidence for a specific example.

#5. Assessment: (10 minutes)
This is another discussion activity that is assessed based on critical thinking and participation. Students must get out of their seats and pick a side. They will be monitored the class period and need to contribute.

DISCUSSION PROMPTS:

1. I liked the way the novel ended.
2. Because Buck didn’t find his body, John Thorton is alive still.
3. Buck was right to kill the Indians
4. Buck should not have killed Spitz.