During-Read 1:

#1. Heading:

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

#2. Context:

This strategy will be taught as the novel is being read by students. A reader's tableaux is an excellent strategy to use to visualize what is happening in the text. This strategy encourages creativity and close-reading of text in students, as well as group work. It is a relatively simple strategy, and helps students remain connected to the text.

#3. Statement of Purpose:

The Chapter Tableaux is a silent, still scene that depicts one panel of action in the story. Students will choose one event from the chapter and form a still picture using their bodies and props to display that image. Other students will have to use this tableaux to determine which scene they are representing.

#4. Directions:

**Time:** Implemented for one 45 minute class period.

**Materials Needed:**
- Copy of novel per student
- Props chosen by groups, if desired

**STEP 1:** After reading a chapter together, divide the class into four groups.

**STEP 2:** Tell each group that they must choose one scene from the chapter. (Note: groups may pick the same scene, if desired.) After re-reading details from the text, they must use each person in the group to portray the action happening in that scene. They must not use motion or dialogue.

**STEP 3:** Students will perform their tableaux for each other, and the other groups must view each tableaux and determine which part of the chapter they are recreating. For additional participation, they must also write in their spirals, interesting or favorite parts of the tableaux.
STEP 4: Discussion—As a class, talk about how performing the scenes helps you better visualize the plot. What else can readers do to engage in the action?

#5. Assessment: (10 minutes)

This exercise is assessed primarily by participation. Although some grading can be done by notes in student spirals, their enthusiasm and teamwork making the tableaux is the basis for assessment. Each student must be involved, and have a part both in the planning, and performing of the scene.
During-Read 2:

#1. Heading:

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

#2. Context:

This strategy will be used often as students are reading *The Call of the Wild*. Students must not allow their minds to wander as the book is read in class, and an exit card describing what they enjoyed, disliked, or thought interesting about the day’s reading is a good way to determine student involvement with the text. They can also be used as a quiz to foster attention to textual detail.

#3. Statement of Purpose:

Exit cards serve multiple purposes. In this unit, they are used to determine student progress with their novel final project, respond to daily reading, and ask questions. Exit cards are a personal way to interact with students, while avoiding spending too much class time in interviews. These cards are very simple and can be used following any lesson.

#4. Directions:

Time: 1-2 minutes at the beginning or end of class. Due the next day.

Materials Needed:
- One index card per student

   STEP 1: After explaining the purpose of exit cards that day, have students respond to a prompting.

   STEP 2: Provide students index cards. They can respond with sentences, pictures, etc. Each card can include a different type of assessment.

#5. Assessment: (10 minutes)

Because this assessment is so simple, a few participation points can be awarded easily. The key to maintain this strategy is to explain to students the importance of them answering honestly and thoroughly.
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.
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 students to review what they have read, and make critical decisions 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.
After-Read 1:
#1. Heading:

Title of Novel: *The Call of the Wild*
Publishing information: (Grosset & Dunlap, New York, 1965)
Title of Strategy: Reading Response Strategy Spiral Questions

#2. Context:

This strategy will be taught after the novel is read by students to encourage them to critically analyze the characters of the story. It is an excellent springboard for their final project on a character of their choosing and will help them organize their ideas for their work. Students will engage with the text better, and develop close reading strategies by looking through the text for details that answer the prompt questions. They will also practice answering open-ended questions and using meta-cognitive thinking.

#3. Statement of Purpose:

The Reading Response Strategy Spiral is a good way to track student’s daily work, as well as focus their thoughts after they complete the novel. By answering questions about the character they have chosen, students will make connections using evidence from the story. They will also be creative, and imagine situations that are not faced in daily life. This strategy uses both reading and writing skills, and will aid students as they prepare for the unit assessment.

#4. Directions:

Time: Implemented for one 45 minute class period. Requires 15-20 minutes.
Materials Needed:
- Novel for each student
- Spirals for each student

STEP 1: After reading the novel, students will be given a handout with the thought questions following the end of the book. They must choose a character and answer each question for that character. They must also incorporate details from the text and support their thinking. Each question must have 5 sentences minimum answer.

STEP 2: Students will be given the remaining class time to work in their spirals. They may use any of the ideas from today’s work to help with their final project. This is an individual assignment and group work is not allowed.
STEP 3: Students will turn in spirals at the end of unit for a grade on all notes and questions taken.

#5. Assessment: (20 minutes)

This exercise is simple to assess, and will be graded on completeness as well as evidence of critical thinking. Students must answer each question using complete sentences and show detail from the text to support their ideas.

Thought Questions:
1. Who is the character you are studying? Describe them.
2. What is a typical day like for this character?
3. What challenges did this character face?
4. How did this character overcome these challenges?
5. Would you like to be this character for a week?
6. What is the biggest difference between you and this character?
Free Choice:

#1. Heading:
Title of Novel: *The Call of the Wild*
Publishing information: (Grosset & Dunlap, New York, 1965)
Title of Strategy: Comparing Book to Movie, Venn Diagram

#2. Context:
This strategy will be taught during the novel so that students may find the differences between book and movie adaptations of the same story. It is important for them to understand how the same theme of survival can be portrayed in different ways, with different emphases. The Venn Diagram, while a simple activity, is an effective one because it presents information in a concise, visual medium.

#3. Statement of Purpose:
The Venn Diagram comparison activity is used to showcase the differences between the book and movie versions of *The Call of the Wild*. As students read the book, they may be tempted to think that watching the movie is the same thing. It is not! A Venn Diagram will illustrate the similarities between the two, but also highlight the differences in character, plot, and setting. Some important information in London’s work is discarded in the film, and knowing which parts “survived” the adaptation can help students appreciate the novel further.

#4. Directions:
Time: Implemented for one 45 minute class period. Requires 15 minutes.
Materials Needed:
- Spiral for each student
- Novel for each student

STEP 1: After watching the movie and reading enough of the novel that students are familiar with both adaptations, have students work individually to complete a Venn Diagram that illustrates the similarities and differences in both stories.

STEP 2: Students must work individually to complete this activity. Each section of the Venn Diagram must include 5 items. They will include this activity in their spirals, to be graded at the end of the unit.
STEP 3: At the bottom of the diagram, students must include their perspective on which adaptation is “better” in terms of character, plot, and action.

#5. Assessment: (10 minutes)

This exercise is graded both on quality of material, and thoroughness of completion. Students must have 5 items in each section, as well as show significant attention to detail in both book and movie. At the end, students must defend their choice with examples from either adaptation.

_The Call of the Wild: Book vs. Movie_

Venn Diagram

Book:                         Movie:

Similarities: