

LPSS Planning Guide

Call of the Wild

How can our environment change us?

Unit Overview

We will read *The Call of the Wild* by Jack London and a series of related literary and informational texts to explore the question: How can our environment change us? We will express our understanding by writing a narrative essay that uses literary techniques and shows how Buck, the main character in *The Call of the Wild*, continues to change as a result of his environment.

[Teaching Guide](#)

[LEAP Integration](#)

[Resource Guide](#) | pgs. 30-120

Culminating Writing Task–Narrative Writing Task (NWT)

Throughout the unit, you’ve read texts about how environmental factors impact individuals. Write a narrative in which you continue *The Call of the Wild* from Buck’s perspective and explore what happens to him as he heeds the call of the wild. Include a series of at least two events that illustrate how Buck continues to interact with the environment and its impact on him.

Be sure to:

- Develop a series of events or experiences that Buck has as he continues his journey
- Maintain a clear and consistent point of view, drawing upon what you understand of Buck’s character from the novel
- Introduce and develop additional characters as necessary, or reintroduce characters from Buck’s past that he may encounter
- Use narrative techniques such as dialogue, pacing, word choice, and sensory details to develop the character’s experiences
- Organize your narrative effectively, using transitions and linking words and phrases to manage sequence of time

[CWT Rubric](#), [LEAP NWT Rubric](#)

[CWT Exemplar](#)

Recommended Pacing

44 days (including flex time)

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Unit Standards (include link to unit standards)

Bookmarks

[Section 1](#), [Section 2](#), [Section 3](#), [Section 4](#), [Section 5](#), [Section 6](#)

Section 1

Section Overview

In this section, students activate prior knowledge, read informational texts and view photos and a video to build context about the Klondike Gold Rush and the role of dog sledding during this time period. Students read chapters one and two of *The Call of the Wild* by Jack London, and examine the way in which Buck's character begins to change as he leaves his environment as a house dog and begins his journey as a sled dog. Students analyze how London's use of word choice and sensory details convey Buck's changing perspective.

Section Diagnostic

Write a two-paragraph response to the following questions:

1. How and why has Buck changed from the beginning of chapter one through chapter two?
2. How does Jack London use word choice, sensory details, and/or imagery to convey these changes?

Culminating Task Connection

Students analyze the character of Buck, and examine how he begins to change as his environment changes. In addition, students analyze the way that London uses word choice and sensory details to communicate the way in which Buck changes.

This prepares students to develop a character within their narrative and use narrative techniques like word choice and sensory details to convey meaning.

[Learning Log](#)

L	Notes	Lesson Resources
1	70-85 Minutes In this lesson, students will read "What Was the Klondike Gold Rush?" by the	"What Was the Klondike Gold Rush" Let's Set the Context Video and handout (student)

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	National Park Service and explain the central idea of the text and how the author develops the central idea. Students will also make predictions about <i>The Call of the Wild</i> using information from the article. Lesson Look Fors • Can students explain what the Klondike Gold Rush was in the late 1800s? • Can students identify the central idea of an informational text and explain how the author uses facts and details to develop the central idea? Optional Activity 3: Building context for the Klondike Gold Rush Optional Activity 9: Building context for the Klondike Gold Rush Optional Activity 10: Forming claims	Vocabulary Tool (student) Vocabulary Tool (teacher) Organization Frame (student)
2	70-90 Minutes In this lesson, students read and paraphrase the epigraph of <i>The Call of the Wild</i>. Students also analyze Buck's characterization in pages 3-11 of Chapter 1, and how his actions and demeanor begin to shift as a result of the initial conflict in the text. Lesson Look Fors • Can students describe what Buck's life is like at Judge Miller's home in the opening of the text? • Can students analyze descriptions of Buck and his actions to characterize Buck and explain how he begins to change as a result of the initial conflict in the text? Optional Activity 7: Vocabulary in context/ "impending calamity" Optional Activity 8: Forming claims/integrating quotes	<i>Call of the Wild</i>, epigraph, page 1; chapter 1, pages 3-11 Let's Set the Context Video and handout (student) Vocabulary Tool (student) Vocabulary Tool (teacher) Character Analysis Tool (student) Character Analysis Tool (teacher)
3	70-80 Minutes In this lesson, students read pages 11-21 of <i>The Call of the Wild</i> and analyze London's use of sensory details and imagery to explain how they help readers	<i>Call of the Wild</i>, chapter 1, pages 11-21 Vocabulary Tool (student) Vocabulary Tool (teacher)

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	understand Buck's experiences as his environment changes. Students also analyze how incidents in the text develop Buck's character. Lesson Look Fors • Can students explain what happens to Buck and why as he is introduced to the "law of club"? • Can students analyze London's use of sensory details and imagery, and explain how the incident with the man with the club impacts Buck's character? Optional Activity 6: Character descriptions	Character Analysis Tool (student) Character Analysis Tool (teacher) Organization Frame (student)
4	70-90 Minutes In this lesson, students read pages 25-36 of <i>The Call of the Wild</i> and analyze how incidents in the text and the text's setting impact Buck's character. Students also watch "Sled Dogs: Life Below Zero" by National Geographic and apply information between the video and the informational text "What Was the Klondike Gold Rush?" to deepen their understanding of Buck's experience in <i>The Call of the Wild</i>. *Disclaimer: Teacher must stop the video at 2:55 before the final segment as the video has mature language at 3:07. Lesson Look Fors • Can students apply ideas about sled dogs and the Klondike Gold Rush to deepen their understanding of Buck's experience in <i>The Call of the Wild</i>? • Can students analyze how Curly's death and the text's setting impacts and develops Buck's character? Optional Activity 9: Using CERERC, compose a paragraph focusing on how Buck has changed in chapter 2	<i>Call of the Wild</i>, chapter 2, pages 25-36 "Sled Dogs: Life Below Zero" by National Geographic Character Analysis Tool (student) Character Analysis Tool (teacher) Mentor Sentence Tool (student) Mentor Sentence Tool (teacher) Combining/Expanding Sentences Tool (student) Combining/Expanding Sentences Tool (teacher)

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	Optional Activity 11: Compare and connect ideas across chapter 2 and “What was the Klondike Gold Rush?”	
<u>5</u>	60-90 Minutes In this lesson, students read pages 36-40 of <i>The Call of the Wild</i> by Jack London and analyze word choice and sensory details that reflect Buck’s changing character. Students also examine London’s word choice to explain how Buck’s transformation also reflects a shift to the past. Lesson Look Fors • Can students explain how Buck’s changes reflect a return to the ancestral instincts of his past? • Can students analyze London’s use of word choice and sensory details and how they show Buck’s character and how it develops? Optional Activity 3: Vocabulary in context/ “ravenous” Optional Activity 8: Analyze text structure Optional Activity 9: Using CERERC, compose a paragraph	<i>Call of the Wild</i>, chapter 2, pages 36-40 Mentor Sentence Tool (student) Mentor Sentence Tool (teacher) Vocabulary Tool (student) Vocabulary Tool (teacher) Character Analysis Tool (student) Character Analysis Tool (teacher)

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60-90 Minutes

In this lesson, students write a two-paragraph response in which they analyze how London uses word choice, imagery, and/or sensory details to show how Buck's character develops and changes in Chapters 1 and 2 of *The Call of the Wild*. This is the section diagnostic.

Culminating Task Connection

Students analyze the character of Buck, and examine how he begins to change as his environment changes. In addition, students analyze the way that London uses word choice and sensory details to communicate the way in which Buck changes. This prepares students to develop a character within their narrative and use narrative techniques like word choice and sensory details to convey meaning.

Lesson Look Fors

- Can students explain how Buck's character changes and develops over chapters 1 and 2 of *The Call of the Wild*?
- Can students support claims with relevant evidence?

Optional Activity 3: Identify author's choices/character development

Section Diagnostic activity 5: Written response

Optional Activity 6: Peer revision

[Evidence Tool](#) (student)

[Section Diagnostic Checklist](#) (teacher)

[Section Diagnostic Exemplar](#) (teacher)

[Section Diagnostic Data Collection Tool](#) (teacher)

Section 2

Section Overview

In this section, students read Chapters 3 and 4 of *The Call of the Wild* by Jack London and analyze Buck's changing character as he continues in the wild. Students analyze London's use of sensory details, word choice, and figurative language to develop suspense and the growing conflict between Buck and Spitz. Students also read "What My Sled Dogs Taught Me About Planning for the Unknown" by Blair Braverman and identify two central ideas of the text and how they connect to developing themes in *The Call of the Wild*.

Section Diagnostic

Write a multi-paragraph journal entry from Buck's point of view that describes his reaction to and reflections on Dave's death. In your journal

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entry, be sure to use narrative techniques such as dialogue, word choice, sensory details, and figurative language.

Culminating Task Connection

In this section, students write from Buck's perspective and use narrative techniques to convey his reaction and reflections upon the deaths of one of the main characters of the text. In the culminating task, students will write a narrative that continues the story of Buck from *The Call of the Wild*; as such, students will need a deep understanding of the text's character and a command of narrative techniques in order to develop their narrative.

[Section Quiz](#)

[Learning Log](#)

L	Notes	Lesson Resources
1	70-90 Minutes In this lesson, students read the beginning of Chapter 3 of <i>The Call of the Wild</i> and analyze how incidents between Spitz and Buck provoke a character change in Buck. Students also analyze the author's use of figurative language and what it reveals about the nature and brutality of the wild. Lesson Look Fors • Can students analyze how incidents between Spitz and Buck provide a character change in Buck? • Can students analyze the author's use of figurative language and what it reveals about the nature of the wild? Optional Activity 1: Vocabulary in context/ "primordial" Optional Activity 3: Close-reading of an excerpt	<i>Call of the Wild</i>, chapter 3, pages 43-53 Mentor Sentence Tool (student) Mentor Sentence Tool (teacher) Vocabulary Tool (student) Vocabulary Tool (teacher) Character Analysis Tool (student) Character Analysis Tool (teacher)
2	70-90 Minutes In this lesson, students finish reading Chapter 3 of <i>The Call of the Wild</i> and analyze how the author's use of sensory details and description slows down the action and	<i>Call of the Wild</i>, chapter 3, pages 54-67 Mentor Sentence Tool (student) Mentor Sentence Tool (teacher)

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	creates a mood in the text. Students also use sensory details and description in writing to share Buck's perspective upon killing Spitz. Lesson Look Fors • Can students explain how the author's use of sensory detail and description slows down the action and creates a mood of suspense? • Can students use sensory details and description in writing to reflect Buck's perspective upon killing Spitz? Optional Activity 3: Vocabulary in context/ "insubordination" Optional Activity 8: Close-reading of an excerpt to identify the author's choices/compare and contrast	Vocabulary Tool (student) Vocabulary Tool (teacher)
3	65-90 Minutes In this lesson, students read "What My Sled Dogs Taught Me About Planning for the Unknown," by Blair Braverman and analyze how the author uses an analogy to develop the central idea of the text. Students also identify a shared theme that is developed across Chapters 1-3 of <i>The Call of the Wild</i> and "What My Sled Dogs Taught Me About Planning for the Unknown." Lesson Look Fors • Can students identify the author's central idea in "What My Sled Dogs Taught Me About Planning for the Unknown," and how she develops this idea through an analogy? • Can students connect across texts to identify a shared theme between Chapters 1-3 of <i>The Call of the Wild</i> and "What My Sled Dogs Taught Me About Planning for the Unknown?" Optional Activity 2: Mentor sentence / independent clauses and dashes Optional Activity 4: Analyze the author's use of repetition and similes / compare and contrast	"What My Sled Dogs Taught Me About Planning for the Unknown", unit reader, page <i>Call of the Wild</i>, chapters 1-3

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	Optional Activity 8: Forming claims	
4	55-75 Minutes In this lesson, students read the beginning of Chapter 4 of <i>The Call of the Wild</i> and analyze how the incident of Spitz’ death reveals new aspects of Buck’s character. Students also analyze London’s use of symbolism and explain how Buck’s dream conveys a central idea of the text. Lesson Look Fors • Can students analyze how Buck’s character continues to develop and change as a result of Spitz’ death? • Can students analyze London’s use of symbolism of the man by the fire and how it conveys a central idea of the text? Optional Activity 3: vocabulary in context / “heredity” Optional Activity 5: forming claims	<i>Call of the Wild</i>, chapter 4, pages 71-81 Vocabulary Tool (student) Vocabulary Tool (teacher) Character Analysis Tool (student) Character Analysis Tool (teacher)
5	65-90 Minutes In this lesson, students finish reading Chapter 4 of <i>The Call of the Wild</i> and analyze London’s word choice and tone to describe Dave’s suffering and death. Students also explain how the incident with Dave reflects a central idea of the text. Lesson Look Fors • Can students identify words and phrases that show Dave’s suffering and longing to continue in the trace? • Can students analyze London’s done and explain how this develops a central idea about the wild? Optional Activity 2: close-reading of an excerpt to compare and connect ideas across <i>The Call of the Wild</i> and “What My Sled Dogs Taught Me About Planning for the Unknown”	<i>Call of the Wild</i>, chapter 4, pages 81-86 Vocabulary Tool (student) Vocabulary Tool (teacher)

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	Optional Activity 3: vocabulary in context / “morose” Optional Activity 6: forming claims	
<u>6</u>	60-80 Minutes In this lesson, students write a narrative journal entry from Buck’s point of view that uses dialogue, word choice, sensory details, and figurative language to describe his reaction to and reflections on Dave’s death. This is the section diagnostic. Culminating Task Connection In this section, students write from Buck’s perspective and use narrative techniques to convey his reaction and reflections upon the deaths of one of the main characters of the text. In the culminating task, students will write a narrative that continues the story of Buck from <i>The Call of the Wild</i>; as such, students will need a deep understanding of the text’s character and a command of narrative techniques in order to develop their narrative. Lesson Look Fors • Can students explain Buck’s reaction to and reflections upon Dave’s death using what they know about his developing character? • Can students use dialogue, word choice, sensory details, and figurative language to convey Buck’s perspective on Dave’s death? Optional Activity 1: compare and contrast Section Diagnostic activity 4: multi-paragraph journal entry Optional Activity 6: peer editing	Section Diagnostic Checklist (teacher) Section Diagnostic Exemplar (teacher) Section Diagnostic Data Collection Tool (teacher)
Section 3 Section Overview In this section, students read Chapter 5 of <i>The Call of the Wild</i>, and examine how Buck continues to change as his environment and owners change. Specifically, students will examine the ways in which the characters of Mercedes, Hal, and Charles create a conflict for Buck through their		

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ineptitude, arrogance, and mistreatment of the animals. Students will also read and analyze the short story, “To Build a Fire,” by Jack London, and identify a theme that is conveyed across both texts. Students will examine the way in which London uses language and sensory details to build conflict and suspense within each text.

Section Diagnostic

Write a three paragraph response to the question:

How does Jack London use language and sensory details to develop suspense and conflict within Chapter 5 of The Call of the Wild and “To Build a Fire”? Include an introductory paragraph and two body paragraphs. Make sure to use transition words and phrases that indicate sequence, passage of time, comparison or contrast.

Culminating Task Connection

In this section, students analyze the way in which London uses language and sensory details to develop suspense and conflict in the text. This prepares students to use narrative techniques like word choice and sensory details to build conflict and suspense in their narratives for the culminating task.

Learning Log

L	Notes	Lesson Resources
<u>1</u>	65-90 Minutes In this lesson, students read pages 88-100 of Chapter 5 of <i>The Call of the Wild</i> by Jack London and analyze the way in which Charles, Hal, and Mercedes are characterized based on their actions, dialogue, and other characters’ perceptions of them. Students also explain how Charles, Hal, and Mercedes’ actions toward the dogs develop a conflict in the text. Lesson Look Fors • Can students explain how Charles, Hal, and Mercedes are characterized in the text? • Can students analyze the way in which Charles, Hal, and Mercedes’ actions develop a conflict?	<i>Call of the Wild</i>, chapter 5, pages 88-100 Let’s Set the Context Video and handout (student) Vocabulary Tool (student) Vocabulary Tool (teacher) Compare Across Texts Tool (student) Compare Across Texts Tool (teacher)

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	Optional Activity 4: make a prediction Optional Activity 6: analyze dialogue and foreshadowing Optional Activity 8: peer editing	
<u>2</u>	60-90 Minutes In this lesson, students read pages 100-108 of Chapter 5 of <i>The Call of the Wild</i> and continue to analyze the way in which Charles, Hal, and Mercedes' actions impact Buck and the sled team. Students analyze the way in which the author uses sensory details to develop the conflict and reveal the dogs' suffering. Lesson Look Fors • Can students explain how Charles, Hal, and Mercedes' incompetence affects Buck and the dog-sled team? • Can students analyze the author's use of sensory details and how these develop the conflict and emphasize the dogs' suffering? Optional Activity 3: vocabulary in context / "incompetence" Optional Activity 6: compare and connect ideas across chapter 4 and 5 Optional Activity 7: mentor sentence/prepositional phrases and building suspense	<i>Call of the Wild</i>, chapter 5, pages 100-108 Vocabulary Tool (student) Vocabulary Tool (teacher) Compare Across Texts Tool (student) Compare Across Texts Tool (teacher)
<u>3</u>	65-95 Minutes In this lesson, students finish reading Chapter 5 of <i>The Call of the Wild</i> and explain how London uses dialogue, word choice, and figurative language to develop the conflict between Charles, Hal, and Mercedes and John Thornton. Students also identify themes that the author develops through Buck's survival and Charles, Hal, and Mercedes' downfall. Lesson Look Fors • Can students identify themes that London develops through Buck's survival and Charles, Hal, and Mercedes' downfall?	<i>Call of the Wild</i>, chapter 5, pages 108-114 Compare Across Texts Tool (student) Compare Across Texts Tool (teacher) Reading Closely Tool (student) Reading Closely Tool (teacher) Model Tool (student) Model Tool (teacher)

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	Can students analyze how London’s use of dialogue, word choice, and figurative language develop the conflict between Charles, Hal, Mercedes and Thornton? Optional Activity 2: reflect on the conclusion of chapter 5 Optional Activity 6: examine a CWT model Optional Activity 8: peer revision	
4	60-85 Minutes In this lesson, students read the beginning of “To Build a Fire” by Jack London and analyze London’s description of the setting and how it establishes a mood and foreshadows potential danger. Students also contrast the depiction of the man and the dog in “To Build a Fire” and make connections across the short story and Chapter 5 of <i>The Call of the Wild</i>. Lesson Look Fors - Can students explain what London’s description of the setting and tone foreshadows in the text? - Can students make connections across the characters and themes of Chapter 5 of <i>The Call of the Wild</i> and “To Build a Fire”? Optional Activity 2: compare the author’s description of setting and characters Optional Activity 4: vocabulary in context / “frailty” Optional Activity 8: forming claims	“To Build a Fire”, unit reader, page Vocabulary Tool (student) Vocabulary Tool (teacher) Compare Across Texts Tool (student) Compare Across Texts Tool (teacher)
5	60-80 Minutes In this lesson, students continue reading “To Build a Fire” by Jack London and analyze the way in which London uses word choice and sensory details to develop the conflict and mood of the text. Students also compare the man in “To Build a Fire” with Charles, Hal, and Mercedes in Chapter 5 of <i>The Call of the Wild</i> to make predictions about the text’s conclusion.	“To Build a Fire”, unit reader, page Compare Across Texts Tool (student) Compare Across Texts Tool (teacher) Reading Closely Tool (student) Reading Closely Tool (teacher)

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	Lesson Look Fors • Can students explain the character’s actions and how they create a series of conflicts in the text? • Can students analyze London’s use of word choice and sensory details and how they develop the conflict and mood of the text? Optional Activity 2: write a summary Optional Activity 8: peer editing	
6	50-85 Minutes In this lesson, students finish reading “To Build a Fire” by Jack London and identify two themes that London develops through the text’s conclusion. Students also compare the way in which London develops similar themes through the conclusion of Chapter 5 in <i>The Call of the Wild</i>. Lesson Look Fors • Can students identify multiple themes that London develops through the conclusion of “To Build a Fire”? • Can students compare themes across “To Build a Fire” and Chapter 5 of <i>The Call of the Wild</i> and explain how London develops the themes in similar ways? Optional Activity 2: vocabulary in context / “apprehension” Optional Activity 4: react to the conclusion of “To Build a Fire” Optional Activity 7: compose a three-paragraph response / analyze author’s use of language and sensory details to develop suspense and conflict	“To Build a Fire”, unit reader, page Vocabulary Tool (student) Vocabulary Tool (teacher) Compare Across Texts Tool (student) Compare Across Texts Tool (teacher)
7	60-70 Minutes In this lesson, students will write their response to compare <i>Call of the Wild</i> with the short story “To Build a Fire.” This is the section diagnostic.	<i>Call of the Wild</i>, chapter 5 “To Build a Fire” unit reader, page Evidence Tool (teacher)

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Culminating Task Connection In this section, students analyze the way in which London uses language and sensory details to develop suspense and conflict in the text. This prepares students to use narrative techniques like word choice and sensory details to build conflict and suspense in their narratives for the culminating task. Lesson Look Fors • Can students compare Chapter 5 of “To Build a Fire” and Chapter 5 of <i>The Call of the Wild</i> and explain how London uses word choice and sensory details to build conflict and suspense? • Can students compare themes and author’s craft across multiple texts? Section Diagnostic Activity 3: written response Optional Activity 5: peer editing	Compare Across Texts Tool (student) Compare Across Texts Tool (teacher) Section Diagnostic Checklist (teacher) Section Diagnostic Exemplar (teacher) Section Diagnostic Data Collection Tool (teacher)
Section 4 Section Overview In this section, students read Chapter six of <i>The Call of the Wild</i> and analyze the relationship between John Thornton and Buck. Students examine how London’s narrative technique demonstrates Buck’s internal conflict, being torn between his love for Thornton and his connection to the wild. Students read informational texts that connect themes from <i>The Call of the Wild</i> to the human experience. Section Diagnostic Engage in a formal, whole class discussion using evidence from <u>The Call of the Wild</u> and “The Moral Call of the Wild” to respond to the following discussion questions: 1. How has Buck changed as a result of his environment throughout the text? Consider both his physical environment and his emotional environment (e.g., his owners, his experiences with other dogs)? 2. What aspect of Buck’s environment has had the biggest impact on his character: his physical environment or his emotional environment? Why? 3. Consider Buck’s character change in <u>The Call of the Wild</u> and the author’s claim in “The Moral Call of the Wild.” To what extent do our physical and emotional environments impact our own lives?	

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Culminating Task Connection

In this section diagnostic, students make connections between themes within *The Call of the Wild* and the way in which humans, like Buck, can be affected by the natural environment. Students also consider the ways in which themes from literature apply to our lives. In doing so, students will consider the unit question, which will apply to their culminating task narrative as they consider how Buck continues to change as he experiences new events and environments. Students can also use this section as fodder for when they develop thematic ideas for their narrative.

Learning Log

L	Notes	Lesson Resources
<u>1</u>	70-90 Minutes Students will read the beginning of Chapter 6 of <i>The Call of the Wild</i> and characterize John Thornton and his relationship with Buck. Students will also analyze the way in which Buck's relationship with John Thornton creates an internal conflict for Buck. Lesson Look Fors • Can students describe the relationship that develops between John Thornton and Buck? • Can students analyze the internal conflict that Buck faces as a result of his love for John Thornton? Optional Activity 2: analyze character relationships Optional Activity 6: analyze claims	<i>Call of the Wild</i>, chapter 6, pages 117-127 Vocabulary Tool (student) Vocabulary Tool (teacher)
<u>2</u>	75-90 Minutes In this lesson, students finish reading Chapter 6 of <i>The Call of the Wild</i> and analyze how incidents in the text develop the relationship between Buck and John Thornton. Students also practice engaging in an evidenced-based discussion related to whether John Thornton deserves Buck's loyalty.	<i>Call of the Wild</i>, chapter 6, pages 127-140 Character Analysis Tool (student) Character Analysis Tool (teacher)

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	Lesson Look Fors • Can students explain how Buck proves his loyalty to John Thornton and how John Thornton proves his loyalty to Buck? • Can students analyze the way in which incidents in the text continue to develop the relationship between Buck and John Thornton? Optional Activity 2: compose 2-3 text-specific questions with a partner	
3	80-95 Minutes In this lesson, students write a five-paragraph essay to analyze the way in which London uses incidents in the text to develop the relationship between Buck and John Thornton, and how their relationship creates an inner conflict for Buck. Lesson Look Fors • Can students identify what incidents in the text develop Buck and John Thornton’s relationship? • Can students identify how this relationship creates an internal conflict for Buck? Optional Activity 2: analyze the prompt Optional Activity 4: review a model introduction	Evidence Tool (teacher)
4	50-70 Minutes In this lesson, students read “Wilderness” by Carl Sandburg and analyze how the author’s use of imagery, repetition, and structure develop a theme of the poem. Students also connect themes across “Wilderness” and Chapter 6 of <i>The Call of the Wild</i>. Lesson Look Fors • Can students explain what “Wilderness” conveys about human	<i>Call of the Wild</i>, chapter 6 “Wilderness”, unit reader page Reading Closely Tool (student) Reading Closely Tool (teacher)

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	nature and the wild? Can students compare themes across “Wilderness” by Carl Sandburg and Chapter 6 of <i>The Call of the Wild</i>? Optional Activity 2: close reading of a stanza Optional Activity 5: mentor sentence/ellipses	
<u>5</u>	60-90 Minutes In this lesson, students read “The Moral Call of the Wild,” by Wesley Schultz and identify the author’s central idea and how he supports and develops the central idea. Students also make connections between the central idea and Chapter 6 of <i>The Call of the Wild</i> by Jack London. Lesson Look Fors - Can students explain what a study from the University of Rochester found about nature’s effect on people’s priorities and aspirations? - Can students identify the central idea of the text and how the author supports and develops the central idea? Optional Activity 1: vocabulary in context / “restorative” Optional Activity 3: summary of key ideas and details Optional Activity 8: peer revision	“The Moral of Call of the Wild”, unit reader, page Vocabulary Tool (student) Vocabulary Tool (teacher)
<u>6</u>	60-90 Minutes Students will participate in a whole class discussion about <i>The Call of the Wild</i> and “The Moral Call of the Wild.” Culminating Task Connection In this section diagnostic, students make connections between themes within The Call of the Wild and the way in which humans, like Buck, can be affected by the natural environment. Students also consider the ways in which themes from	<i>Call of the Wild</i> “The Moral of Call of the Wild”, unit reader, page Discussion Tool (student) Section Diagnostic Checklist (teacher) Section Diagnostic Exemplar (teacher) Section Diagnostic Data Collection Tool (teacher)

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literature apply to our lives. In doing so, students will consider the unit question, which will apply to their culminating task narrative as they consider how Buck continues to change as he experiences new events and environments. Students can also use this section as fodder for when they develop thematic ideas for their narrative.

Lesson Look Fors

- Can students use multiple texts to explain to what extent our physical and emotional environments impact our own lives?
- Can students participate effectively in a discussion using relevant evidence to support their claims?

Optional Activity 2: compose a paragraph

Optional Activity 4: discussion prep

Section Diagnostic Activity 5: whole class discussion

Optional Activity 6: discussion reflection

Section 5

Section Overview

In this section, students read chapter seven of *The Call of the Wild* and analyze the way in which Buck's inner conflict intensifies as he is drawn to the wild. Students analyze how incidents in the final chapter enable Buck to heed the sound of the call of the wild.

Section Diagnostic

Write a journal entry from Thornton's point-of-view that describes his relationship with and feelings toward Buck prior to Thornton's death. In your journal entry, be sure to use the following narrative techniques to convey the plot from John Thornton's point of view:

- Descriptive language to convey the tone
- Sensory details related to setting and plot
- Inner thoughts to reveal Thornton's point of view
- Transition words to show movement from one event to the next

Culminating Task Connections

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In this section, students write in a narrative form from the perspective of a character, John Thornton, and develop their narrative through narrative techniques such as sensory details and word choice. This prepares students to use narrative techniques like word choice and sensory details as they write their culminating task narratives.

[Section Quiz](#)

[Learning Log](#)

L	Notes	Lesson Resources
1	60-90 Minutes In this lesson, students read the beginning of Chapter 7 of <i>The Call of the Wild</i> by Jack London and continue to analyze how Buck's inner conflict develops. Students also analyze the author's use of symbolism and what it signifies about Buck's motivations. Lesson Look Fors • Can students explain how Buck's feelings change as the men and dogs find gold and settle in camp? • Can students analyze Buck's growing internal conflict and the author's use of symbolism to convey Buck's motivations? Optional Activity 4: analyze details and symbolism Optional Activity 5: vocabulary in context / "impelled" Optional Activity 9: peer revision	<i>Call of the Wild</i>, chapter 7, pages 143-153 Vocabulary Tool (student) Vocabulary Tool (teacher)
2	60-90 Minutes In this lesson, students continue to read Chapter 7 of <i>The Call of the Wild</i> by Jack London and analyze how incidents in the text and the author's language and description reveal Buck as a formidable creature of the wild. Students also make connections between how Buck is described in Chapter 7 and the ideas of "Wilderness" by Carl Sandburg.	<i>Call of the Wild</i>, chapter 7, pages 153-163 "Wilderness", unit reader, page Vocabulary Tool (student) Vocabulary Tool (teacher)

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	Lesson Look Fors • Can students explain what Buck’s actions and physical descriptions reveal about his character? • Can students compare and connect ideas across Chapter 7 of <i>The Call of the Wild</i> and “Wilderness” by Carl Sandburg? Optional Activity 2: write 2-3 text-specific questions Optional Activity 8: write a two-paragraph narrative from Buck’s POV	
<u>3</u>	75-95 Minutes In this lesson, students finish reading Chapter 7 of <i>The Call of the Wild</i> by Jack London and analyze how incidents in the text provoke Buck’s decision to heed the call to the wild. Students also analyze the author’s tone and what it reveals about Buck’s transformation after Thornton’s death. Lesson Look Fors • Can students explain what happens to John Thornton and how this provokes Buck to act? • Can students analyze the author’s tone and what it reveals about Buck’s transformation after Thornton’s death? Optional Activity 2: analyze character actions Optional Activity 4: close reading of figurative language Optional Activity 8: react to the conclusion	<i>Call of the Wild</i>, chapter 7, pages 163-172 Vocabulary Tool (student) Vocabulary Tool (teacher)
<u>4</u>	65-90 Minutes In this lesson, students write a multi-paragraph journal entry from John Thornton’s point of view that describes his relationship with and feelings toward Buck. This is the section diagnostic.	<i>Call of the Wild</i>, chapters 6-7 Section Diagnostic Checklist (teacher) Section Diagnostic Exemplar (teacher) Section Diagnostic Data Collection Tool (teacher)

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Culminating Task Connections In this section, students write in a narrative form from the perspective of a character, John Thornton, and develop their narrative through narrative techniques such as sensory details and word choice. This prepares students to use narrative techniques like word choice and sensory details as they write their culminating task narratives. Lesson Look Fors • Can students explain how John Thornton feels about Buck using evidence from the text? • Can students write in a narrative form from the perspective of a character, John Thornton, and develop their narrative through narrative techniques such as sensory details and word choice? Optional Activity 2: review and reflect on the prompt Optional Activity 3: list characteristics and support with evidence Section Diagnostic Activity 5: journal entry	
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Section 6

Section Overview

In this section, students read chapter seven of *The Call of the Wild* and analyze the way in which Buck's inner conflict intensifies as he is drawn to the wild. Students analyze how incidents in the final chapter enable Buck to heed the sound of the call of the wild.

Section Diagnostic

Throughout the unit, you've read texts about how environmental factors impact individuals. Write a narrative in which you continue *The Call of the Wild* from Buck's perspective and explore what happens to him as he heeds the call of the wild. Include a series of at least three events that illustrate how Buck continues to interact with the environment and its impact on him.

Be sure to:

- Develop a series of events or experiences that Buck has as he continues his journey
- Maintain a clear and consistent point of view, drawing upon what you understand of Buck's character from the novel

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- Introduce and develop additional characters as necessary, or reintroduce characters from Buck's past that he may encounter
- Use narrative techniques such as dialogue, pacing, word choice, and sensory details to develop the character's experiences
- Organize your narrative effectively, using transitions and linking words and phrases to manage sequence of time
- use precise words and phrases that accurately reflect your chosen character/narrator.
- use sensory language to show the events unfold.

Learning Log

L	Notes	Lesson Resources
<u>1</u>	70-80 Minutes In this lesson, students will begin the brainstorming stage of the writing process. Students will prepare for the culminating task prompt and reread the final chapter of <i>The Call of the Wild</i>. They will brainstorm to write a narrative in which they continue <i>The Call of the Wild</i> from Buck's perspective and explore what happens to him as he heeds the call of the wild. They will generate a series of at least three events that illustrate how Buck continues to interact with the environment and its impact on him. Lesson Look Fors ● Can students understand the concept of change through reflection as indicated by the culminating task prompt? ● Can students select relevant evidence aligned to the culminating task prompt? Optional Activity 2: review the CWT prompt	<i>Call of the Wild</i>, chapter 7 Culminating Task Tool (student)
<u>2</u>	90 Minutes In this lesson, students will begin drafting a narrative from Buck's perspective. They will use sensory details from the text to maintain tone and mood and support Buck's change to a more primal creature.	Culminating Task Tool (student) CWT Rubric

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	Lesson Look Fors • Can students establish a narrative point of view and logical sequence of events? • Can students draft a narrative using an organization frame?	
<u>3</u>	60-70 Minutes In this lesson, students will reflect on skills and habits to begin the process of revising and editing. The students will peer and self-edit narratives. The class will review the scoring rubric and examine the differences in scoring categories. Students will then read and analyze a peer's narrative for comprehension, appropriate character development, and conventions using the rubric and have a peer conference. The students will then revise and edit their work to prepare to publish the final draft of their narrative. Lesson Look Fors • Can students use words, phrases, and clauses to create cohesion in their writing? • Can students write fluently and effectively to develop a narrative? Optional Activity 1: CWT reflection and set goals	Culminating Task Tool (student) CWT Rubric
<u>4</u>	70 Minutes In this lesson, students will publish their narratives and reflect on the unit's central question. Lesson Look Fors • Can students reflect on their learning throughout the unit? • Can students publish an effective culminating task? Culminating Task Activity 1: narrative final draft	Culminating Task Tool (student) CWT Rubric

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