

The Call of the Wild

Jack London

Assessment Manual



THE EMC MASTERPIECE SERIES

Access Editions

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Notes to the Teacher

About *The EMC Masterpiece Series Access Editions*

The EMC Masterpiece Series Access Editions have been designed to make great works of literature accessible to all levels of students. Each Access Edition contains a complete literary masterpiece as well as a unique integrated study apparatus crafted to guide the student page by page through the entire work. This feature does away with the inconvenience of switching between a literary work and a study guide, since both are included in each Access Edition.

Each *EMC Masterpiece Series Access Edition* contains the following materials:

- The complete literary work
- A historical introduction including an explanation of literary or philosophical trends relevant to the work
- A biographical introduction with a time line of the author's life
- Art, including explanatory illustrations, maps, genealogies, and plot diagrams, as appropriate to the text
- Study apparatus for each chapter or section, including Guided Reading Questions; Words for Everyday Use entries for point-of-use vocabulary development; footnotes; Responding to the Selection questions; Reviewing the Selection questions (including Recalling, Interpreting, and Synthesizing questions to ensure that your students conduct a close and accessible reading of the text); and Understanding Literature questions
- Source materials used by the author of the work (where appropriate)
- A list of topics for creative writing, critical writing, and research projects
- A glossary of Words for Everyday Use
- A handbook of literary terms

Guided Reading Questions guide students through the work by raising important issues in key passages

Footnotes explain obscure references, unusual usages, and terms meant to enter students' passive vocabularies

Words for Everyday Use entries define and give pronunciations for difficult terms meant to enter students' active vocabularies

▶ How is the team's new work different from its prior work?

main street of Skaguay and were deluged with invitations to drink, while the team was the constant center of a worshipful crowd of dog-busters and mushers.³ Then three or four western bad men aspired to clean out the town, were riddled like pepperboxes⁴ for their pains, and public interest turned to other idols. Next came official orders. François called Buck to him, threw his arms around him, wept over him. And that was the last of François and Perrault. Like other men, they passed out of Buck's life for good.

A Scot took charge of him and his mates, and in company with a dozen other dog teams he started back over the weary trail to Dawson. It was no light running now, nor record time, but heavy toil each day, with a heavy load behind; for this was the mail train, carrying word from the world to the men who sought gold under the shadow of the Pole.

Buck did not like it, but he bore up well to the work, taking pride in it after the manner of Dave and Sol-leks, and seeing that his mates, whether they prided in it or not, did their fair share. It was a monotonous life, operating with machine-like regularity. One day was very like another. At a certain time each morning the cooks turned out, fires were built, and breakfast was eaten. Then, while some broke camp, others harnessed the dogs, and they were under way an hour or so before the darkness fell which gave warning of dawn. At night, camp was made. Some pitched the flies, others cut firewood and pine boughs for the beds, and still others carried water or ice for the

3. dog-busters and mushers. People who urge sled dogs to go faster
4. pepperboxes. Pepper shakers—containers with holes in the top for shaking out pepper

Words
For
Everyday
Use

del • uge (del' yōōj) vi., overwhelm as with a flood
as • pire (as pīf') vi., try, attempt; desire, aim
mo • not • o • nous (mō nāt' n əs) adj., unvarying; tiresome because unvarying

<p>Responding to the Selection</p> <p>Imagine that you are the dog Buck in this novel. Suddenly, your world changes drastically. Imagine that you can communicate with the Judge back home. Tell him what has happened to you, expressing your feelings about some of the people you've met, such as the man in the red sweater.</p>	<p><i>Responding to the Selection is a reader response activity designed to connect the students emotionally to the literature and allow them to relate the work to their own lives.</i></p>
<p>Reviewing the Selection</p> <p>Recalling and Interpreting</p> <ol style="list-style-type: none"> R: What kind of dog is Buck? What are some typical events in his life on the Judge's farm? I: How would you characterize the kind of life that Buck enjoys on the Judge's farm? R: What act of treachery does Manuel commit? I: What causes a demand for strong-muscled, thick-coated dogs? R: What is Buck's "introduction to the reign of primitive law"? I: What causes Buck to sense that "the fear of the future was strong upon him"? R: Who buys Buck from the man in the red sweater? I: What does François do that begins "his rise in Buck's estimation"? 	<p><i>Reviewing the Selection takes students through the work step by step, building from their individual responses a complete interpretation of the work.</i></p> <p><i>Recalling questions address comprehension of key facts from the selection.</i></p> <p><i>Interpreting questions evoke interpretations based on evidence from the selection.</i></p>
<p>Synthesizing</p> <ol style="list-style-type: none"> What sort of relationship between humans and dogs exists on the Judge's farm? How does that differ from the relationship between the man in the red sweater and the dogs that cross his path? In what kind of life is Buck learning his first lessons? What are those lessons? 	<p><i>Synthesizing questions tie together interpretations of parts of the selection and prompt students to make informed generalizations that relate the selection to larger themes or literary trends.</i></p>
<p>Understanding Literature (QUESTIONS FOR DISCUSSION)</p> <ol style="list-style-type: none"> Foreshadowing. Foreshadowing is the act of presenting materials that hint at events to occur later in a story. What events in this chapter foreshadow the kidnapping of Buck? Conflict/Plot/Inciting Incident. A conflict is a struggle between two forces in a literary work. A plot is a series of events related to a central conflict in a literary work. A typical plot involves the following elements: introduction, inciting incident, rising action, climax, turning point, falling action, resolution, and dénouement. The inciting incident is the event that introduces the central conflict. What is the inciting incident that occurs in this opening chapter? What conflicts are introduced? Against what forces does Buck struggle? 	<p><i>Understanding Literature questions provide study of literary movements, genres, and techniques as they relate to the literary work.</i></p>

How the Assessment Manual Is Organized

This Assessment Manual is divided into five parts: the **Access Edition answer key**, which provides answers to the Reviewing the Selection and Understanding Literature questions in the text; a selection of activities that allow students to use **graphic organizers** to further their comprehension of the work; a **vocabulary and literary terms review**, which tests students' knowledge of the Words for Everyday Use and literary terms defined in the work; the **exam masters**, which contain two full exams that test students' overall comprehension of the work through both objective and essay questions; and **evaluation forms** for self-, peer, and teacher assessment of creative writing, critical writing, and research projects.

How to Use the Access Edition Answer Key

The Access Edition answer key contains answers to the Reviewing the Selection and Understanding Literature questions included in the Access Edition. In some cases, where no specific answer is required, possible responses are given. You will notice that no answers are provided for the Guided Reading Questions found throughout the Access Edition. This is because the answers to the Guided Reading Questions can be easily found in the text in the passages marked by gray bars.

Notes to the Teacher

How to Use the Graphic Organizer Activities

Graphic organizers enable students to represent in a visual way information about the plot or characters in a book. The activities in the second section of this manual ask students to use graphic organizers, such as gradient scales, cluster charts, Venn diagrams, sequence charts, story maps, and Freytag's Pyramid, to examine certain aspects of the literary work.

You can use the graphic organizer activities in this book in a variety of ways to supplement your lesson plan. For your convenience, they are designed as blackline masters. They can be assigned for students to complete as they read the work as a way to promote active reading, after students have read the book as a way to explore the book in more depth, or as a study aid before the test as a way to review ideas presented in the book. These activities can also be incorporated into a midterm or final exam.

Vocabulary Review

The vocabulary review tests students' comprehension of the Words for Everyday Use defined in the Access Edition. Because active vocabulary is learned most effectively in context, the vocabulary review is conducted contextually; the review exercises involve sentence completion that draws from the Words for Everyday Use. The vocabulary assessment includes vocabulary hand-outs, pre-tests, and separate vocabulary tests. A vocabulary section is also included as part of each objective and essay test.

How to Use the Exam Masters

The exam masters section contains two exams, one which tests students' recall and interpretation of chapters 1–4 of the book, and one which tests them on chapters 5–7. These tests can be used respectively as a midterm and final exam, or they can be combined in any fashion you choose. You may decide to use multiple choice and/or matching as check tests in conjunction with discussion, for example. Or you may decide to incorporate vocabulary questions and graphic organizer activities into the exams.

Each test is worth 100 points and consists of objective questions in the form of multiple choice and matching, as well as short answer, short essay, and long essay questions. Answers, or possible responses, are given for all exam questions. Note: You can use ScanTron answer sheets to correct the objective part of the test.

How to Use the Evaluation Forms

The Assessment Manual contains evaluation forms to help you assess student performance across the entire range of language arts skills. The forms include writing evaluation forms, a project evaluation form, and a revision and proofreading checklist that can be used for writing instruction.

Access Edition Answer Key

Answers for Reviewing the Selection, page 14

Recalling and Interpreting

1. **R:** Buck is a St. Bernard-Scotch shepherd mix. Typical events in his life on the Judge's farm include escorting the Judge's daughters on their walks, hunting with the Judge's sons, and lying by the fire near the Judge.
2. **I:** Buck's life on the Judge's farm is civilized; he is treated with respect, enjoys freedom, and holds the position of "king" over "all creeping, crawling, flying things of Judge Miller's place, humans included."
3. **R:** Manuel sells Buck to a dognapper.
4. **I:** The Klondike gold rush, which takes place in the bitter cold and icy climate of the Northland, causes a demand for strong-muscled, thick-coated dogs.
5. **R:** The club, used by the man in the red sweater, is Buck's "introduction to the reign of primitive law."
6. **I:** Buck has learned to equate the future with uncertainty and peril; the sight of the "broken" dogs being sold one by one and disappearing causes Buck to strongly sense "the fear of the future."
7. **R:** Perrault, a French-Canadian who works for the Canadian government as a mail carrier, buys Buck.
8. **I:** François punishes the dog from Spitzbergen for stealing Buck's food.

Synthesizing

Responses will vary. Possible responses are given.

9. On the Judge's farm, humans and dogs coexist peacefully in their mutual trust of one another and easy enjoyment of one another's company. It is a civilized relationship in a civilized world. The man in the red sweater shows he is master of the dogs by "breaking" them and teaching them the brutal power of the club.
10. Buck is learning the harsh realities of life in an unprotected, uncivilized world, where he has to prove his place and endure cruelty and pain in order to survive.

Answers for Understanding Literature, page 15

Responses will vary. Possible responses are given.

1. **Foreshadowing.** Buck's kidnapping is foreshadowed in the first paragraph of the story, which tells about the "trouble" that is brewing "for every tidewater dog, strong of muscle and with warm, long hair." The foreshadowing is strengthened when the reader learns what kind of dog Buck is and what kind of man Manuel is.
2. **Conflict/Plot/Inciting Incident.** The inciting incident is Buck's kidnapping. The conflicts introduced are Buck's struggle against his captors and his struggle to adapt to a new, uncivilized world in which he does not have authority.

Chapter 2

Answers for Reviewing the Selection, page 27

Recalling and Interpreting

1. **R:** Buck's first day on the Dyea beach was "like a nightmare."
2. **I:** Curly's horrible death teaches Buck "the law of club and fang."
3. **R:** François and the other men react to the fight by using clubs to scatter the dogs.
4. **I:** Buck probably hates Spitz because he seems to be laughing when Curly is killed.
5. **R:** On Buck's first night in camp, he tries to sleep in the tent with the men. He learns to dig a hole in the snow, where he curls up to sleep.
6. **I:** Buck's quickness in learning to burrow a bed in the snow on the first night prompts François's complimentary exclamation.
7. **R:** Buck's theft of the men's food shows him to be "fit to survive in the hostile Northland."
8. **I:** Adaptability enables both humans and animals to adjust to a new situation, to learn patterns of behavior that are suited to that new environment. Without the ability to adapt, Buck would not have survived the harsh Northland.

Synthesizing

Responses will vary. Possible responses are given.

9. The law of club and fang is the law of survival that governs the actions of humans (who use the club) and beasts (who use the fang) in the harsh Northland. It dictates that whoever wields the club, or is the quickest to use its fangs, wins. In other words, only the strong survive. The law of club and fang is a constant reminder that "every moment life and limb [are] in peril."
10. The Southland's "law of love and fellowship" is a handicap in the Northland because it promotes consideration and a willingness to look out for others; both qualities are dangerous in the Northland, where a moment's consideration or hesitation can easily mean starvation or death.

Answers for Understanding Literature, page 28

Responses will vary. Possible responses are given.

1. **Character and Motive.** Buck's great and constant hunger motivates him to steal food. In the past, the motivation to please others and to exercise moral consideration would have prevented him from acting in this way.
2. **Theme.** In this chapter, Buck sheds the moral qualities of fair play, mercy, and fastidiousness. These qualities are unnecessary, and even dangerous, in an uncivilized environment such as the Northland, because force and instinct, not morality and manners, are the ruling code. Anyone who values such moral qualities will quickly come to harm.

Answers for Reviewing the Selection, page 46

Recalling and Interpreting

1. **R:** In Buck, the nature of the “dominant primordial beast” grows “under the fierce conditions of trail life.”
2. **I:** Spitz steals Buck’s warm nest in the snow.
3. **R:** A large pack of starving huskies invades the camp.
4. **I:** The “hunger madness” of the huskies is emphasized by their skeletal appearance and their “blazing eyes and slavered fangs.”
5. **R:** When the huskies howl their nocturnal song, Buck joins them with “delight.”
6. **I:** The mournful quality of the song, its “long-drawn wailings and half-sobs” that seem to echo the sad songs of long ago, and its ability to recall for Buck memories of his “wild fathers” emphasize its connections to the “raw beginnings of life.”
7. **R:** Buck’s numerous cunning and covert actions to undermine Spitz’s leadership cause the breakdown of the sled team’s solidarity. Freed from the authority of Spitz, the team grows undisciplined and they begin to quarrel among themselves.
8. **I:** Buck possesses the quality of imagination, which Spitz, though practiced and skilled, cannot match.

Synthesizing

Responses will vary. Possible responses are given.

9. Buck discovers that he has the instinct and ability to kill—even to kill his own kind—as shown in the fight to the death with Spitz. As a “dominant primordial beast,” Buck also possesses the pride of leadership, the quality of imagination, and, most importantly, the inherited skills of his wild ancestors.
10. Actions such as fighting for leadership and hunting the rabbit are ascribed to heredity. That is, these actions stem from the dogs’ inherited instincts of pride, which drives dogs to compete, and the desire to kill, which drives them to hunt for food. This chapter points out that heredity provides animals with the instincts needed for survival. Heredity also provides animals with traits such as strength and intelligence that help them to survive. For example, Buck’s traits of patience, imagination, and cunning, which he inherited from his ancestors, combine to give him the dominance he desires over Spitz.

Chapter 3 (cont.)

Answers for Understanding Literature, page 47

Responses will vary. Possible responses are given.

- 1. Protagonist and Antagonist.** Buck is the protagonist; Spitz is the antagonist. They are characterized as perfect rivals by their long list of opposing qualities: integrity, honor, and pride for Buck; dishonor, opportunity, and treachery for Spitz. These characteristics are emphasized in many of their minor battles, such as Spitz's treacherous, opportunistic attack on Buck while Buck is fighting the enemy huskies.
- 2. Setting and Mood.** The description of the landscape and weather emphasizes the miserable and bleak conditions of the camp on the shore of Lake Le Barge. This description creates a mood of desperation and tension, evidenced in behavior such as Spitz stealing Buck's sleeping nest and Buck defending his place and his honor. In contrast, a mood of spirited purposefulness is created by the description of daily life in Dawson.

Answers for Reviewing the Selection, page 59

Recalling and Interpreting

1. **R:** Buck thinks that the position of lead dog belongs to him.
2. **I:** Buck displays his “open revolt” and eventually outwits François and Perrault by dodging the club, outrunning both men, circling the camp, and staying close enough to challenge and frustrate his masters.
3. **R:** Buck excels at “giving the law and making his mates live up to it.” He is a great leader.
4. **I:** Buck shows his “mastership” over the other dogs by urging them to work harder and by tolerating no dissension in the team.
5. **R:** Memories of his former, civilized life on Judge Miller’s farm no longer hold any power over Buck.
6. **I:** Memories of Buck’s ancestors and heredity are probably becoming more potent because the life he now leads constantly tests his ability to survive.
7. **R:** Dave suffers the most from the long journey.
8. **I:** Dave’s perseverance is shown in his struggles to remain a part of the team, even though the effort clearly causes him pain. These actions also show that Dave lives only for his work and that separating him from his position and his team would cause him more pain than any physical ailment would.

Synthesizing

Responses will vary. Possible responses are given.

9. The other, “different” man is an early human. He is described as having shorter legs and longer arms, knottier muscles, long hair, and profuse body hair that is “matted into almost a thick fur.” He makes strange sounds, stoops over, wears little clothing, and protects himself with a club made of a stone and a stick. The description underscores the survival of Buck’s ancient memories and also serves as a reminder of the wild, uncivilized, and animal-like qualities that humans inherit from their ancestors.
10. The dogs seem most purposeful and content when pulling the sleds. Buck’s mastership of the lead dog position and Dave’s poignant struggles to remain part of the team describe a life-giving relationship between the dog and his or her work. The work gives a dog primary purpose. Without purpose, the dog has no reason to live.

Answers for Understanding Literature, page 60

Responses will vary. Possible responses are given.

Character and Characterization. Dave’s behavior reveals that he possesses courage, perseverance, determination, dedication to purpose, pride, and honor. All of these qualities inspire admiration in the men and the rest of the dogs.

Chapter 5

Answers for Reviewing the Selection, page 79

Recalling and Interpreting

1. **R:** The dogs are in wretched condition when they reach Skaguay.
2. **I:** Severe weight loss, hurt legs, wrenched shoulder blades, and sore feet are a few of the physical effects of the grueling trail.
3. **R:** Hal claims the dogs are “lazy.”
4. **I:** Buck is probably enraged by the too-heavy load and by the ill treatment he and his teammates suffer under Hal and Charles.
5. **R:** Fourteen dogs should not drag one sled because the sled cannot carry enough food for fourteen dogs.
6. **I:** Charles and Hal perform many actions that justify Buck’s lack of confidence. They overload the sled and fail to pack it tightly; they fail to prepare for the journey properly and underestimate the amount of food their dogs need; they fail to ration the dogs’ food correctly; and they mistreat the dogs and overwork them to death.
7. **R:** John Thornton warns Hal that the ice is “rotten,” or beginning to thaw, and that it is unpassable.
8. **I:** Thornton shows his courage and compassion by challenging Hal and saving Buck from being killed by Hal’s cruel blows.

Synthesizing

Responses will vary. Possible responses are given.

9. Inexperienced people like Charles, Hal, and Mercedes are lured by a romantic image of the adventure and the dream of striking it rich in the North. This romantic image is far different from the life-and-death reality of existence in such a cruel and indifferent climate, as the trio finds out on the trail and, eventually, on the rotten ice.
10. He recognizes them as fools—people who know nothing yet obstinately refuse to learn anything that might help them in their endeavors. They are soft, spoiled, cowardly, wasteful, and cruel, and for those reasons Thornton has no respect for them.

Answers for Understanding Literature, page 80

Responses will vary. Possible responses are given.

1. **Conflict.** Thornton struggles against Hal’s treatment of Buck, initiating an external conflict between man and man. Thornton also struggles with an internal conflict between his pledge not to interfere in another person’s business and the urge to stop the unjust cruelty he sees Hal administering to a defenseless animal.
2. **Character.** Hal and Charles exhibit the dominant trait of stupidity that is demonstrated by their stubborn refusal to heed advice, their poor preparation for the journey, and their belief that violence is the only way to move the dogs. Mercedes’s main trait is that she is spoiled. She expects a comfortable, easy life and values only her own comfort. Thornton, on the other hand, possesses a complex range of human qualities, such as wisdom, reserve, courage, and compassion.

Answers for Reviewing the Selection, page 97

Recalling and Interpreting

1. **R:** John Thornton is an “ideal” master to Buck. He cares for his dogs as though they were his children, and always speaks kindly to them.
2. **I:** Thornton has a way of holding Buck’s head in his hands and whispering “oaths” that Buck understands as words of affection.
3. **R:** Thornton commands Buck to jump from the crest of the cliff.
4. **I:** Thornton probably gives the command to demonstrate Buck’s unquestioning confidence and belief in him.
5. **R:** Buck risks his own life, breaking three ribs and nearly drowning, to save the life of his master, John Thornton.
6. **I:** By deciding that helping Buck heal is more important than reaching the next camp, Thornton shows that he places a high value on Buck’s welfare.
7. **R:** Matthewson bets Thornton one thousand dollars that Buck cannot “break” a sled weighing one thousand pounds and pull it for a distance of one hundred yards.
8. **I:** Buck secures his place “on the totem-pole of Alaskan fame” by breaking the sled runners free and pulling a sled weighing one thousand pounds.

Synthesizing

Responses will vary. Possible responses are given.

9. Buck feels a “passionate love” toward John Thornton, an adoration stronger than he has felt for any other master. Buck’s relationship with Judge Miller was more of a “dignified friendship,” and as for François and Perrault, Buck respected and trusted them but never felt affection for them.
10. Thornton’s compassion and courage in challenging and fighting Hal are the first qualities that Buck notices. These qualities, along with Thornton’s kindness, fairness, and love, separate Thornton from other humans and allow him to be the only hold humankind has on Buck.

Answers for Understanding Literature, page 98

Responses will vary. Possible responses are given.

Characterization. The description of Buck sitting by the fire reveals that he is strong and has white fangs and long fur, details that suggest he is healthy and well-fed—a contented dog. The fact that he is sitting by John Thornton’s fire indicates that he is still somewhat civilized. The civilized aspects in Buck contrast with “the shades of all manner of dogs,” the half-wolves and wild wolves from whom Buck has evolved. These ancestors have passed instinct and highly attuned senses along to Buck. The “shades” never leave Buck; in fact, they continue to teach him—tasting, thirsting, scenting, and listening with him. Their influence is all-powerful; it is they who call to him to return to the wild.

Chapter 7

Answers for Reviewing the Selection, page 119

Recalling and Interpreting

1. **R:** Thornton sets out to find a legendary lost mine.
2. **I:** Thornton is unafraid because he is fully capable of caring for himself in the wild; he is independent and completely self-sufficient.
3. **R:** The vision of the “short-legged hairy man” comes more frequently to Buck.
4. **I:** The hairy man is ever vigilant. He remains by the fire for warmth and protection, sitting upright on his haunches even when trying to rest. Sometimes he even sleeps in trees, which provides him a better lookout.
5. **R:** Thornton’s death leaves a great void in Buck, “somewhat akin to hunger, but a void which ached and ached, and which food could not fill.”
6. **I:** When Buck thinks about the Yeehats that he killed and realizes with pride that he is capable of killing men, he is able to forget the pain of Thornton’s death.
7. **R:** Buck is reunited with his “wild brother” after Thornton’s death.
8. **I:** Buck has accepted the call to return to the wild; by joining in the howl, he is joining the pack, joining the wild, and joining his ancient ancestors.

Synthesizing

Responses will vary. Possible responses are given.

9. Thornton answers a call to live independently, on his own terms, in the uncivilized world. He is also on a quest to reach the gold in the legendary mine. Buck responds to the call of the wild—the call of his “wild brothers,” his ancient ancestors, and his own nature.
10. Buck has been able to endure, survive, and master because he possesses physical strength, as well as imagination and an intelligence that allows him to learn from experience. He inherited this strength and intelligence from his parents. He has also inherited the abilities and keen senses of his wolf ancestors. Because Buck is made up of a combination of positive traits inherited genetically from his parents and ancestors, he is well equipped for survival.

Answers for Understanding Literature, page 120

Responses will vary. Possible responses are given.

- 1. Naturalism.** An example of the philosophy of Naturalism can be found in the passage that begins with the second full paragraph on page 102: “And closely akin to the visions of the hairy man was the call still sounding in the depths of the forest. It filled him with a great unrest and strange desires. Sometimes he pursued the call into the forest...he would crouch for hours, as if in concealment... But he did not know why he did these various things. He was impelled to do them, and did not reason about them at all.” The natural force at work is the call of the wild, the call of instinct handed down from “wild” ancestors. Buck responds to the force by rooting through the woods, searching for the source of the sound “as though it were a tangible thing.” Buck’s response is effective because it leads him closer to his discovery of his true, wild nature. The author might be making a point that one cannot ignore overwhelming natural forces. He might be acknowledging that one can benefit from following these forces, rather than trying to reason about and control them.
- 2. Plot and Dénouement.** This dénouement resolves what happens to Buck after he joins his wild brothers and what becomes of Buck years later. We learn how the breed of timber wolves evolves as Buck has offspring, intermingling his traits with wolf traits and causing later generations of wolves to be born with splashes of brown and white fur. The Yeehat myths of the Ghost Dog serve two purposes. First, they give meaning to the inexplicable events in the Yeehats’ lives: the disappearance of food, robbing of traps, and the horrible and inexplicable deaths of their bravest hunters. Second, they let the reader know that Buck, the Ghost Dog, has not forgotten his great friend, John Thornton, to whose grave he returns each year.

Graphic Organizers

Graphic Organizer

Chapters 1–4

Gradient Scale

Below the gradient scale place the names of five men from the first half of *The Call of the Wild* according to your perception of their fairness and justice in dealing with Buck. Draw a line connecting each name to the appropriate rating on the scale. Below each name write a statement to justify that man's place on the scale. The names to choose from are Judge Miller, Manuel, the dognapper, the saloonkeeper, the man in the red sweater, Perrault, François, and the Scot.

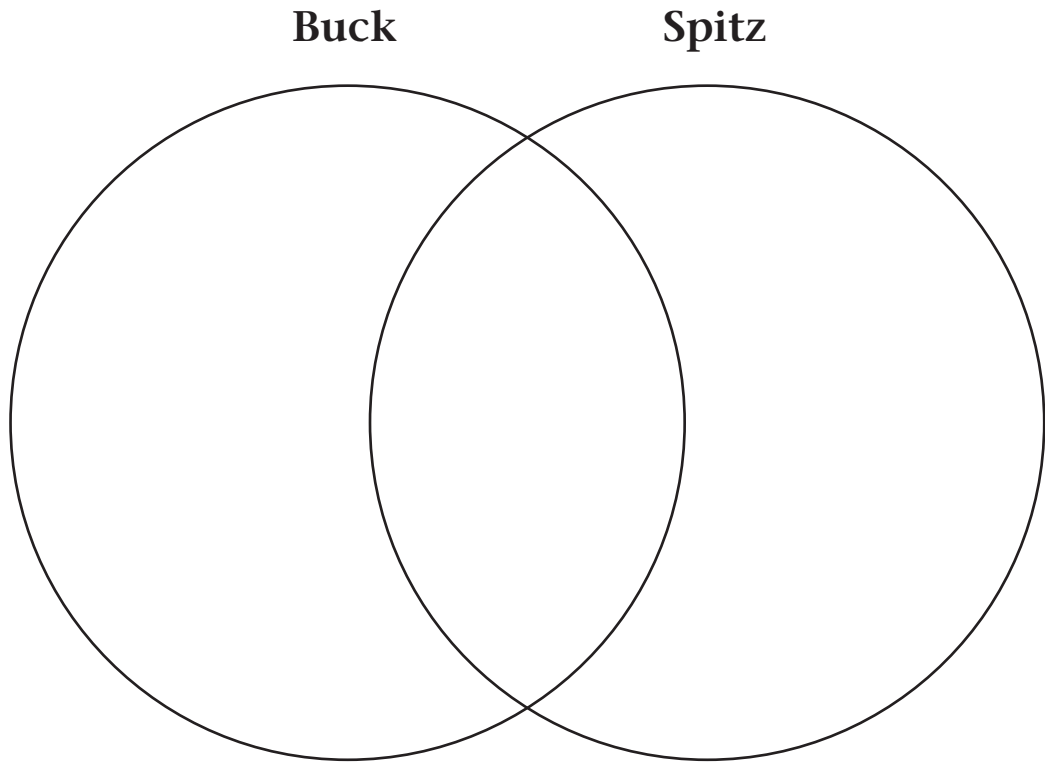
Least				to		Most Fair and Just			
1	2	3	4	5	6	7	8	9	10

Graphic Organizer

Chapters 1-4

Venn Diagram

In the Venn diagram below list Buck's and Spitz's different qualities in the separate circles and the qualities they have in common in the overlapping space. Then write a paragraph in which you state which of these qualities are necessary for dominance and which make a good leader. Which of the two dogs makes a better leader?

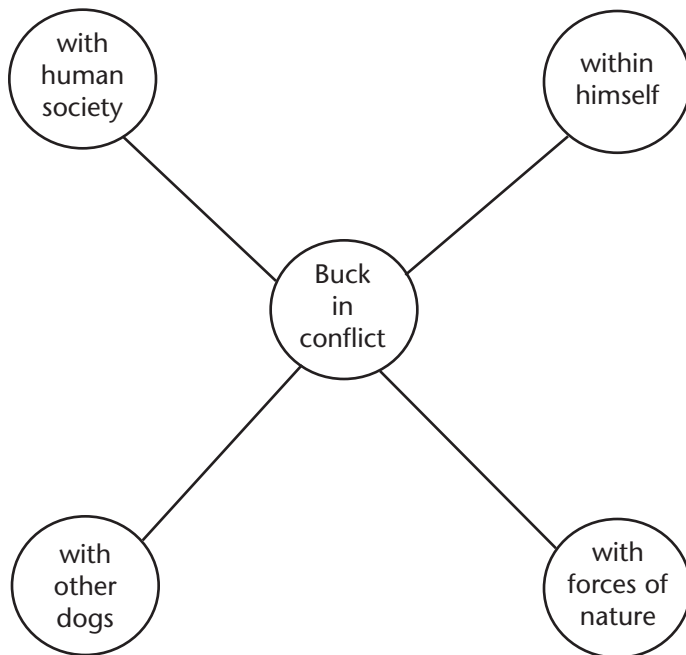


Graphic Organizer

Chapters 1-4

Cluster Chart

This cluster will help you explore the conflicts Buck faces. Think of some examples of each type of struggle included in the chart below. Then draw a circle and a line connecting each example to the chart. For example, branching out from “with human society” you might place “the dognapper who strangles him with a rope.” Think of four examples of Buck’s conflicts with human society, three conflicts he has with other dogs, two conflicts with forces of nature, and one conflict he has within himself. Each example of conflict is worth 1 point, for a total of 10 points.



Graphic Organizer

Chapters 5–7

Pro and Con Chart

Throughout the novel, Buck struggles with the conflicting desires to be a domesticated animal, living with and working for humans as he was raised and trained to do, and to live in the wild, as his natural instincts lead him to do. Buck does not reason out his feelings, but if he did, he might make a pro and con chart to help him make a decision. Make a pro and con chart for Buck, listing five advantages (the *pros*) and five disadvantages (the *cons*) for each of the two options.

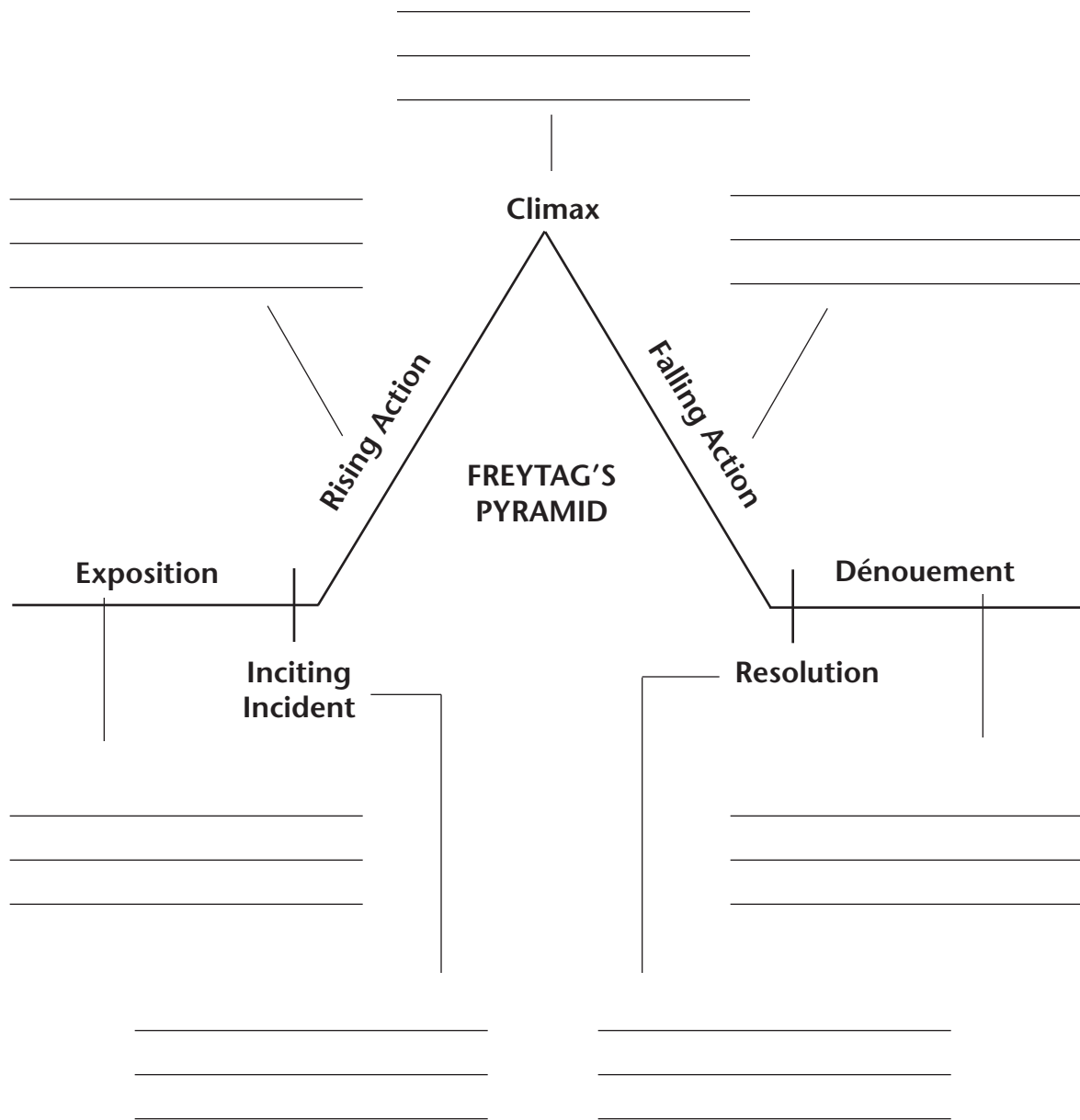
	Domestic Life	Life in the Wild
Pros		
Cons		

Graphic Organizer

Chapters 5–7

Plot Diagram

Using the Freytag’s Pyramid plot diagram below, chart the plot of *The Call of the Wild*. Briefly describe in the spaces provided the following elements: exposition (introduction), inciting incident, rising and falling action, climax, resolution, and dénouement. Be sure to include in the rising action the key events that build toward the climax of the novel.



Graphic Organizer

Chapters 5–7

Story Map

After John Thornton’s death, Buck begins a new life in the wild. We get a small glimpse of his future, learning that he joins a wolf pack and becomes a legend among the Yeehats. Imagine that you have been commissioned to write an eighth chapter for *The Call of the Wild*, telling readers more about Buck’s future. What would the chapter be about? Consider what characters Buck will meet, whether he will fall in love with another wolf, or whether he will find another owner. Brainstorm some ideas, then choose one and fill in the story map below to develop the idea.

STORY MAP	
Element	Description
Setting	
Characters	
Plot	
Conflict	
Mood	
Theme	

Graphic Organizers Answer Key

Chapters 1–4

Gradient Scale

Responses will vary. Judge Miller should be rated a 10 and Perrault and François an 8 or 9. The others can be in any justifiable order.

Venn Diagram

Responses will vary. The traits Buck and Spitz have in common include strength, ferocity, desire for leadership, courage, intelligence, and cunning. Differences include the following: Buck is fair while Spitz is treacherous; Buck has honor and integrity while Spitz is underhanded and opportunistic; and Buck avoids trouble and remains patient, whereas Spitz is a bully and is prone to act rashly. Students might point out that the key difference between the two dogs is Buck's imagination, which gives him the edge over Spitz. Students should recognize that both Buck and Spitz have the qualities necessary for dominance, but that only Buck has the qualities that make a good leader.

Cluster Chart

Responses will vary. Buck's struggles with human society include conflicts with Manuel, who sells him; the dognapper, who strangles him with a rope; the saloonkeeper and others who taunt and tease him; the man in the red sweater, who beats him into obedience; and Perrault, who demands that he obey. Buck has conflicts with other dogs including Dave and Sol-leks, who train him as a sled dog by nipping him when he makes mistakes; the starved huskies that attack; Dolly, who pursues him after she goes mad; and Spitz, who steals Buck's sleeping nest, attacks Buck after he is exhausted from fleeing Dolly, and later kills the rabbit Buck is hunting, provoking him into a fight to the death. Buck's conflicts with natural forces include struggles to combat the cold, snow, and wind. The main conflict within Buck is the struggle between his primitive instinct and his civilized side, which is trained to obey humans and play fair. Students may cite specific examples of this internal conflict, such as Buck's decision to steal bacon from the sled drivers despite knowing that it is wrong.

Sequence Chart

Responses will vary. Students might include in their chart the following events: Buck learns primitive law from the man in the red sweater; he learns the "law of club and fang" from the dogs at Dyea beach; he learns how to shelter himself in the snow, to bite ice from his paws, and to break ice from the watering hole; he learns to be ruthless and domineering through killing Spitz; and he discovers that he loves to lead when he takes over the position of lead dog.

Chapters 5–7

Gradient Scale

Responses will vary. Students might list such traits as compassion, knowledge of the wild, common sense, preparedness, patience, fearlessness, and capacity for love. The most valuable trait as far as Buck is concerned would be Thornton's love, but students may rate any trait as most valuable as long as they are able to justify their choice.

Pro and Con Chart

Responses will vary. Each pro or con item included in the chart is worth 1/2 point for a total of 10 points. Students might list the following: Domestic Life: Pros—humans provide shelter, food, security; working for them provides a sense of pride; work gives purpose in life; more opportunity for leisure and loafing; humans provide love and caring. Cons—always subservient; often worked like a slave; humans can control with club; humans have ability to mistreat and abuse; life might become dull; might not live up to one's full potential or strength. Life in the Wild: Pros—freedom to go as one pleases; sense of power and independence; satisfaction of fulfilling instincts; able to feel thrill of hunting; gain a new and great pride; use skills and assets to their full potential in the dangerous survival game; senses become honed. Cons—enduring the harsh cold, snow, exposure to the elements; having to find own shelter and food; fear of hunters and other animals; always having to be alert; never trusting other animals; having to compete for food; not being taken care of or loved.

Plot Diagram (Freytag's Pyramid)

Exposition: Buck lives a secure, civilized life at Judge Miller's California estate. Inciting Incident: Buck is sold to a dognapper by Manuel and is taken to the Northland. He is beaten and learns "primitive law." Rising Action: Buck learns to pull sleds and must rely on his wild instincts to survive. He learns the "law of club and fang" and fights Spitz to the death, making himself leader of the team. John Thornton saves Buck from being beaten to death by Hal. Hal's sled falls through the ice. Thornton nurses Buck back to health. Climax: Buck falls in love with Thornton and wins a wager for him. Then he finds Thornton dead, killed by the Yeehats. Falling Action: Buck attacks the Yeehats. Resolution: Buck joins the wolves in the wild. Dénouement: The Yeehats create a legend around Buck. We learn that Buck still visits Thornton's grave regularly.

Story Map

Responses will vary. Students should be as detailed as possible when describing the different elements of their stories. They should use their imaginations to come up with a plot, but should keep the plot consistent with the theme they choose. A fully completed story map gets 10 points. If you wish, you could have students write the eighth chapter, using their story maps as a guide.

**Vocabulary
and
Literary Terms
Review**

abjectly, 37	impartial, 12	progeny, 4
antagonist, 17	impending, 45	prostrate, 38
apex, 42	imperiously, 3	pro prowess, 19
arduous, 21	incarnation, 19	rampant, 42
aspire, 52	incurious, 13	recess, 2
besetting, 3	inexorable, 45	rent, 32
cadence, 26	insidious, 40	reproof, 18
celerity, 51	insular, 3	resiliency, 54
conciliate, 11	intimate, 4	resolutely, 33
consignment, 10	introspective, 18	resolved, 7
consternation, 19	lacerated, 6	retrogression, 25
consultation, 55	latent, 10	rout, 23
conveyance, 5	loath, 30	ruthless, 24
convulsive, 57	lugubriously, 56	sated, 3
covert, 38	malignant, 18	shirk, 37
daunt, 33	malingerer, 24	skulking, 30
deluge, 52	marauder, 32	slaver, 9
demesne, 2	metamorphose, 8	solidarity, 40
discomfiture, 19	monotonous, 52	soliloquize, 10
divers, 26	morose, 13	spasmodically, 21
divine, 8	mutiny, 37	sullenly, 7
dragged, 31	nomadic, 1	suppressedly, 54
dubiously, 33	obdurate, 48	supremacy, 30
eddy, 33	obscurely, 2	surcharged, 9
exertion, 33	ordained, 38	tormentor, 6
exultantly, 42	paddock, 2	travail, 39
fastidiousness, 24	pall, 39	uncouth, 11
flounder, 56	pandemonium, 30	uncowed, 10
forebear, 21	paradox, 42	unduly, 21
futilely, 4	peculiar, 54	unwonted, 4
futile, 40	pervade, 13	veranda, 1
genial, 10	placatingly, 20	vicarious, 16
gingerly, 8	potent, 53	warily, 32
herald, 25	precipitate, 29, 41	wax, 7
heredity, 53	preeminently, 36	wonted, 43
ignominiously, 19	primordial, 16	wraith, 41

Chapters 5–7

- advent, 114
amenity, 70
aver, 67
babel, 96
belie, 105
brood, 115
calamity, 112
callous, 72
callowness, 62
commingled, 104
compass, 108
contagion, 93
convalescence, 82
copious, 71
equilibrium, 108
evince, 77
extremity, 90
formidable, 67
fraught, 74
harry, 110
impeachment, 71
importune, 72
inarticulate, 77
incarnate, 114
incoherent, 96
incompetence, 69
infinitesimal, 108
innocuously, 75
irresolutely, 76
jaded, 68
lope, 105
malicious, 87
mandate, 85
manifestly, 62
ministration, 81
obliterated, 101
orthodox, 69
palpitant, 112
paroxysm, 110
perambulate, 73
peremptorily, 85
pertinacity, 105
plethoric, 92
prerogative, 71
provocation, 87
quarry, 109
recurrent, 103
remonstrance, 63
repugnance, 65
rigorous, 109
salient, 62
sequential, 108
shamble, 111
slovenly, 63
splay, 110
somber, 105
submerged, 88
superfluous, 67
tangible, 102
terse, 75
transient, 83
usurp, 113
vaunt, 91
vigil, 102
virility, 94
voracious, 69
wrangle, 71

Vocabulary Worksheet

Chapters 1-4

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

arduous	genial	morose	supremacy
cadence	gingerly	potent	surcharged
discomfiture	lugubriously	prowess	travail
futile	monotonous	rampant	wraith

EX. While the gardener was laid up in bed, the weeds grew rampant in his usually orderly and well-tended garden.

1. Few people have completed the _____ ascent of Mt. Everest.
2. The camp counselor stepped _____ over the campers in their sleeping bags.
3. The tournament spectators were amazed and delighted by the young girls' tennis _____.
4. The student's _____ grew as he realized that he knew few of the test answers.
5. Many wars have been fought for _____ over Europe.
6. The soap opera actor wept _____ during the funeral scene.
7. Many people claimed that Stuart was rude and obnoxious, but I always found him to be perfectly _____.
8. The _____ of the train moving along the tracks lured me to sleep.
9. According to legend, the _____ of a long-dead sea captain haunts the lighthouse.
10. Stella thinks that her new job of putting labels on boxes for eight hours a day is a very _____ task.

Vocabulary Worksheet

Chapters 5–7

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

amenity	fraught	provocation	tangible
callous	impeachment	quarry	usurp
copious	innocuously	salient	vaunt
evince	palpitant	superfluous	voracious

- EX. The public commissioner resented the public impeachment he had received in the press.
- Brilliantly-colored stained glass windows were the cathedral's most _____ feature.
 - Not wanting to miss anything, I took _____ notes during the lecture.
 - Because the case was _____ with emotion, the judge barred most spectators from the courtroom.
 - As I stood nervously at the podium, I tried to hide my _____ hands from the audience.
 - Fans behind home plate jeered at the batter _____.
 - Because the building is air-conditioned, electric fans are _____.
 - During the year that we lived in a rustic woods cabin, running water was the _____ we missed the most.
 - The bloodhound scented its _____ and burst across the field in pursuit.
 - Detectives searched the crime scene for _____ evidence to link the suspect to the crime.
 - The _____ squirrels eat most of the seed before the birds can get to it.

Vocabulary Review

Cumulative Exam

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

amenity	genial	obliterated	transient
celerity	ignominiously	provocation	travail
dubiously	inexorable	reproof	vicarious
futile	monotonous	sullenly	wrangle

- EX. The judge addressed the criminal with harsh words of reproof before announcing his sentence.
1. Although my younger brothers often _____, I never get involved in any of their fights.
 2. The audience was nearly lulled to sleep by the _____ voice of the speaker.
 3. With only one bucket, our efforts to bail out the flooded boat proved _____.
 4. After twenty years of _____ living, the traveler was ready to settle down.
 5. Reading allows a person to take _____ journeys to fantastic places.
 6. The impatient woman needed little _____ to show her irritation.
 7. Our new motorhome is equipped with every _____, including running water and a television.
 8. After three days of heavy rain, the townspeople _____ received the news of more rain.
 9. Arlo begged for mercy, but Ben was _____.
 10. We thanked our _____ host for a wonderful evening.

Chapters 1–7

antagonist, 47
character, 28, 60, 80
characterization, 60, 98
conflict, 15, 80
dénouement, 120
external conflict, 80
foreshadowing, 15
inciting incident, 15
internal conflict, 80
Naturalism, 120
minor character, 60
mood, 47
motive, 28
one-dimensional character, 80
setting, 47
theme, 28

Literary Terms Worksheet

Chapters 1-4

Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below.

antagonist	mood
foreshadowing	motive
inciting incident	setting
minor character	theme

EX. The use of literary techniques to create a character is characterization.

1. The _____ of *The Call of the Wild* is the Yukon Territory of northwest Canada during the Klondike Gold Rush around the turn of the twentieth century.
2. "Buck did not read the newspapers, or he would have known that trouble was brewing...for every tidewater dog" is an example of _____.
3. A main _____ of *The Call of the Wild* is the decivilization of Buck.
4. The main _____ in the first part of *The Call of the Wild* is Spitz.
5. The _____ of the novel is when Manuel kidnaps Buck and sells him to pay off gambling debts.

Literary Terms Worksheet**Chapters 5–7****Exercise: Sentence Completion**

Complete the sentences by filling in each blank with a word from the list below.

character

conflict

dénouement

external conflict

internal conflict

Naturalism

one-dimensional character

plot

EX. When Buck steals food from the sled drivers, his motive is hunger.

1. An example of a(n) _____ in *The Call of the Wild* is Buck's relationship with Spitz.
2. The story of the Yeehats and their fear of the Ghost Dog is part of the _____ at the end of the novel.
3. _____ was a literary movement of the late nineteenth and early twentieth centuries that saw actions and events as resulting inevitably from forces in the environment.
4. A typical _____ involves the introduction of a conflict, its development, and its eventual resolution.
5. Buck's struggle between his love for John Thornton and the "call of the wild" is an example of a(n) _____.

Answer Key

Vocabulary and Literary Terms

Vocabulary Worksheet, Chapters 1–4

- | | |
|-----------------|-----------------|
| 1. arduous | 6. lugubriously |
| 2. gingerly | 7. genial |
| 3. prowess | 8. cadence |
| 4. discomfiture | 9. wraith |
| 5. supremacy | 10. monotonous |

Vocabulary Worksheet, Chapters 5–7

- | | |
|----------------|----------------|
| 1. salient | 6. superfluous |
| 2. copious | 7. amenity |
| 3. fraught | 8. quarry |
| 4. palpitant | 9. tangible |
| 5. innocuously | 10. voracious |

Cumulative Vocabulary Exam

- | | |
|---------------|----------------|
| 1. wrangle | 6. provocation |
| 2. monotonous | 7. amenity |
| 3. futile | 8. sullenly |
| 4. transient | 9. inexorable |
| 5. vicarious | 10. genial |

Literary Terms Worksheet, Chapters 1–4

1. setting
2. foreshadowing
3. theme
4. antagonist
5. inciting incident

Literary Terms Worksheet, Chapters 5–7

1. external conflict
2. dénouement
3. Naturalism
4. plot
5. internal conflict

Exam Masters

Exam

The Call of the Wild, Chapters 1–4

Multiple Choice (25 points total)

On the line provided, write the letter of the best answer.

- _____ 1. The story opens in _____.
- Seattle, Washington
 - the Santa Clara Valley of California
 - a plantation in Mississippi
 - the Northland
- _____ 2. Buck is a _____.
- German shepherd
 - collie and husky mix
 - St. Bernard and Scotch shepherd mix
 - wolf and husky mix
- _____ 3. Manuel, the gardener, sells Buck to a dognapper because _____.
- Buck is a vicious and unpredictable dog
 - he wants to get even for mistreatment on the Miller place
 - he is not making enough money to support his gambling habit
 - he wants to give Buck a chance for adventure
- _____ 4. The man in the red sweater instructs Buck by _____.
- choking him with a rope and yelling commands
 - starving him when he disobeys
 - harnessing him to a dog sled and whipping him into obedience
 - clubbing him down when he attacks
- _____ 5. After his confrontation with the man in the red sweater, Buck, according to the narrator, is _____.
- beaten but not broken
 - humbled and beaten
 - submissive and obedient
 - menacing and dangerous
- _____ 6. Buck fears for his future because _____.
- he believes he will be beaten to death
 - he sees one dog after another sold and taken away
 - he cannot control his anger
 - he has never been on a boat before
- _____ 7. Buck learns that his new owners Perrault and François are _____.
- the cruelest men he has encountered since he was sold
 - soft-hearted and easy to control
 - tough but fair
 - very likely to forget to feed him

The Call of the Wild, Chapters 1–4

- _____ 8. Buck learns that he must adapt to the law of club and fang when _____.
- the dogs attack and kill Curly
 - François nearly beats Buck to death for tangling the traces of the sled
 - Buck has to sleep outside in the cold
 - Buck has to kill to eat
- _____ 9. Buck's best sledding teachers are _____.
- Dave and Sol-leks
 - Spitz and Dub
 - Perrault and François
 - Sol-leks and Spitz
- _____ 10. Buck learns all the following survival skills *except* _____.
- to steal food
 - to break through the ice to catch fish
 - to dig a hole in the snow to sleep
 - to bite the snow from between the pads of his paws
- _____ 11. Physically Buck changes in all of the following ways *except* _____.
- he can eat anything
 - he develops keen sight and hearing
 - he develops strong muscles
 - he looks like a wolf
- _____ 12. The relationship between Buck and Spitz changes when _____.
- Spitz steals Buck's bed
 - Spitz attacks Buck while he is sleeping
 - Spitz attacks Dolly and Buck comes to her defense
 - François punishes Buck for fighting when Spitz was at fault
- _____ 13. Most of the team dogs suffer injury when _____.
- an avalanche falls upon them
 - the team plunges through the ice
 - a pack of starving huskies attacks them
 - the temperature drops to 60 below zero
- _____ 14. Dolly attacks Buck and chases him over the ice because _____.
- he has stolen her food
 - she is a friend of Spitz
 - she has a mean disposition
 - she goes mad
- _____ 15. The other Southern dogs differ from Buck in that _____.
- they are smaller but bred for fierceness
 - they are used to cruelty and have adapted more easily
 - they are soft and unlikely to survive the brutality of the Northland
 - they cannot learn to pull sleds

Exam

The Call of the Wild, Chapters 1–4

- _____ 16. When Buck joins the nocturnal howl of the huskies he expresses _____.
- a. a longing to be with them
 - b. his wild, primitive nature
 - c. the pain of living
 - d. all the above
- _____ 17. When Spitz loses his authority to lead, _____.
- a. the other dogs rally around Buck
 - b. the team becomes rebellious and hard to manage
 - c. two of the dogs wander off and freeze to death
 - d. Perrault and François make Buck the lead dog
- _____ 18. Buck is able to beat Spitz in their fight to the death because _____.
- a. his strength and size overpower Spitz
 - b. his hatred gives him the ferocity to win
 - c. his imagination tells him to go for Spitz's legs
 - d. good wins over evil
- _____ 19. To become the "dominant primordial beast," Buck needs to _____.
- a. submit to the training of Perrault and François
 - b. gain respect from the other dogs by showing his skills in directing the sled
 - c. be able to kill upon demand
 - d. learn the howls of the huskies
- _____ 20. The mission of the dog team now driven by the Scot is _____.
- a. to carry the mail
 - b. to carry supplies to prospectors
 - c. to bring furs to market
 - d. to transport passengers to Dawson
- _____ 21. When Buck dreams by the fire, he imagines the cook to be _____.
- a. a brutal master
 - b. a man from the Stone Age
 - c. a wild beast with fierce eyes
 - d. a wolf
- _____ 22. Even though killing Spitz makes Buck feel he should be lead dog, he does not gain the position until _____.
- a. he refuses to take his old position and impedes the journey
 - b. he fights each dog of the team into submission
 - c. Perrault and François try Dave and Sol-leks in the position
 - d. he howls all night

The Call of the Wild, Chapters 1–4

- _____ 23. When Dave becomes sick, _____.
- he refuses to pull the sled
 - he runs off in the night and never returns
 - the Scot tries to let him rest but Dave runs alongside of the sled and nips at the dog in his place
 - the Scot sells him to a fur trader
- _____ 24. Dave's illness and death show that _____.
- work gives meaning to life
 - sledding is cruel treatment of animals
 - Dave was too weak and small to be a sled dog
 - sled drivers have no respect for their dogs
- _____ 25. By the middle of the novel, the author has established all the following *except* that _____.
- Buck has mastered the skills of survival in an uncivilized world
 - the weak are sold, are killed or die
 - human beings have morals, while dogs do not
 - both humans and animals have the qualities of the beast within them

Matching (10 points total)

On the line provided, write the letter of the best answer.

- | | |
|---|-----------------------------|
| _____ 1. The place where Buck is introduced to "primitive law" | a. Perrault |
| _____ 2. The man who buys Buck from the dognapper | b. San Francisco waterfront |
| _____ 3. The place where Buck was raised to a pleasant life of respect and dignity | c. minor characters |
| _____ 4. Spitz | d. Santa Clara Valley |
| _____ 5. Curly and Dave | e. motive |
| _____ 6. Buck | f. antagonist |
| _____ 7. The hunger which causes Buck to steal food | g. inciting incident |
| _____ 8. "Trouble was brewing . . . for every tidewater dog, strong of muscle and with warm long hair. . ." | h. protagonist |
| _____ 9. In an uncivilized world one must forget morality and resort to instinct to survive | i. foreshadowing |
| _____ 10. Manuel sells Buck to dognapper | j. theme |

Exam

The Call of the Wild, Chapters 1–4

Vocabulary (5 points total)

Complete the sentences by filling in each blank with a word from the list below.

arduous	mutiny
consignment	potent
genial	sullenly
monotonous	unduly

EX. Sarah thought the exam was unduly difficult and hoped she would pass.

1. The _____ woman helped us change our tire when we got a flat.
2. The chemist mixed together a _____ concoction of chemicals.
3. The _____ journey across the frozen tundra exhausted the dogs.
4. When her mother refused to drive her to the mall before dinner, Clare stalked _____ up to her room.
5. The pirates staged a _____ after the captain refused to share the loot.

Short Answer (2 points each)

Answer the following questions in the space provided.

1. Briefly describe the kind of life Buck leads in the Santa Clara Valley.
2. Explain why Curly falls victim to violence.
3. What is the “law of club and fang”? What event teaches Buck this law?
4. Explain how Buck’s dream of the primitive man by the fire relates to one of Jack London’s themes.
5. Describe the character traits that make Buck a good lead dog.

The Call of the Wild, Chapters 1–4

Short Essay (10 points each)

On a separate sheet of paper, write a brief essay answering **two** of the following questions.

1. Compare and contrast the death of Curly with the death of Spitz. Consider the opening attack, the fight, and the defeat.
2. The Northland's harsh natural environment of chilling winds, ice, and snow could destroy anyone unprepared for its rigor. Discuss what Buck learns that enables him to survive in the Northland.
3. Compare the Golden Rule, "Do unto others as you would have them do unto you" with the "law of club and fang." Which do you think is a better rule to apply to your life? Explain, using examples to support your position.

Long Essay (30 points each)

On a separate sheet of paper, write a brief essay answering **one** of the following questions.

1. Contrast the civilized society from which Buck comes with the primitive society of the Northland. To do this, use a block form. Start by introducing your essay with a topic sentence that states the following: "There is a vast difference between the civilized society from which Buck comes and the primitive society of the Northland." Then, in the first paragraph, list the characteristics of the civilized society. Introduce the second paragraph with "On the other hand, in the primitive society of the Northland . . ." and continue with the contrasting characteristics. If this exam is open book, you might wish to quote key words or phrases that describe these characteristics.
2. Buck learns many new behaviors that help him to survive in the Northland. However, there are some things that he does not need to be taught because he does them by instinct. Instincts for survival are basic to all animals and humans; they are handed down from our earliest ancestors. Buck's survival instincts are not apparent while he lives a civilized life with Judge Miller, but they are always lurking beneath the surface, ready to emerge when needed. Describe some of the instinctive behaviors that Buck has begun to exhibit in the Northland. Explain how Buck's dream of the primitive man and his response to the howling of the dogs relate to Buck's instincts.

Exam Answer Key

The Call of the Wild, Chapters 1–4

Multiple Choice (25 points total)

- | | | | | |
|------|-------|-------|-------|-------|
| 1. b | 6. b | 11. d | 16. d | 21. b |
| 2. c | 7. c | 12. a | 17. b | 22. a |
| 3. c | 8. a | 13. c | 18. c | 23. c |
| 4. d | 9. a | 14. d | 19. c | 24. a |
| 5. a | 10. b | 15. c | 20. a | 25. c |

Matching (10 points total)

- | | | | | |
|------|------|------|------|-------|
| 1. b | 3. d | 5. c | 7. e | 9. j |
| 2. a | 4. f | 6. h | 8. i | 10. g |

Vocabulary (5 points total)

- | | |
|------------|-------------|
| 1. genial | 4. sullenly |
| 2. potent | 5. mutiny |
| 3. arduous | |

Short Answer (2 points each)

1. Buck lives a civilized life of dignity, leisure, and comfort: he rules the farm, swims and hunts with the Judge's sons, accompanies the Judge's daughters, sleeps by the fire, and has plenty to eat.
2. Curly is friendly and inexperienced in the ways of the primitive world. She expects the other dogs to treat her kindly and is not prepared to defend herself.
3. The law of club and fang is the law of survival that governs the actions of humans (who use the club) and beasts (who use the fang) in the harsh Northland. It dictates that whoever wields the club, or is the quickest with its fangs, wins. In other words, only the strong survive. The law of club and fang is a constant reminder that "every moment life and limb [are] in peril." Curly's horrible death teaches Buck this law.
4. The dream of the primitive man is a reminder that human life evolved from the early humans who developed the skills and experience to survive in a harsh and dangerous world. One of Jack London's recurring themes is that the primitive self lurks beneath the surface of civilization and emerges upon need.
5. Buck is large, strong, quick thinking and acting, and domineering.

Short Essay (10 points each)

1. *Responses will vary. Possible responses are given.* In the opening attack, Curly is innocent; she approaches a strange dog in a friendly way and the dog attacks without warning. Spitz is malicious and cunning; he ambushes the rabbit Buck is pursuing, stealing Buck's prey from him and provoking Buck to attack him. During the fight itself, Curly rushes her opponent but is quickly knocked down and made defenseless.

The Call of the Wild, Chapters 1–4

Spitz, on the other hand, proves a practiced and skillful fighter whom Buck is unable to knock down or wound. Buck is bleeding and begins to tire when he is knocked down by Spitz. The defeat and death of Curly comes when the onlooking dogs swarm on her and tear her to pieces. Spitz's downfall comes when Buck uses his imagination and makes an unexpected attack on Spitz's legs, maiming him and rendering him defenseless so the other dogs can finish him off.

2. *Responses will vary. Possible responses are given.* Buck learns to bite the ice from his paws, to break the ice from the water hole, to dig a hole in the snow for warmth, and to forecast the wind's direction so his sleeping hole is sheltered from the wind. He also learns to steal food and to protect himself from other dogs.
3. *Responses will vary.* Students should show an understanding of the "law of club and fang" and compare it to the philosophy of the "Golden Rule." They should consider how both relate to their own lives and provide examples to support their position.

Long Essay (30 points each)

1. *Responses will vary. Possible responses are given.* There is a vast difference between the civilized society from which Buck comes and the primitive society of the Northland. In the Santa Clara Valley, the weather is "sun-kissed" and warm; Buck is treated with respect by Judge Miller; Buck has freedom to roam as he pleases, he is king among many dogs and rules over Toots and Ysabel; he spends wintry nights before a fire at the Judge's feet and goes hunting for pleasure with the Judge's sons.

On the other hand, in the primitive society of the Northland, the climate is always cold and the ground is covered with ice, Buck is the slave of his owners, he is attacked and challenged by other dogs, he is domineered by Spitz, he spends wintry nights in a hole dug in the snow, and he must hunt rabbit for food or he will starve.

2. *Responses will vary. Possible responses are given.* Students should be able to distinguish instinctive behavior from learned behavior. Buck's instinctive behaviors include: listening for danger even in his sleep; hunting and killing for food; eating whatever is available, no matter how indigestible; fighting with the "cut and slash and the quick wolf snap"; howling at the moon; competing for leadership; and, in general, the instinct to adapt and to learn from experiences.

Buck's dream of the primitive man emphasizes the hold his instincts have on him. The dream shows that Buck's instincts and knowledge about life in the wild have been passed down from his ancestors almost as if they were actual memories. The fact that Buck howls along with the wild dogs shows that deep inside, he has instincts similar to theirs. He "remembers," through his instincts, that he once was a wild dog, too. These instincts pull on him, reminding him of his true nature and making a return to the wild difficult to resist.

Exam

The Call of the Wild, Chapters 5–7

Multiple Choice (25 points total)

On the line provided, write the letter of the best answer.

- _____ 1. When the dogs arrive at Skaguay, they are worn out because _____.
a. they have pushed hard the last two days on low food rations
b. they have traveled 2500 miles in five months
c. the cold has made them sick
d. their load was too heavy
- _____ 2. Buck is suspicious of Charles and Hal for all the following reasons *except* _____.
a. they are too soft-hearted to be sled drivers
b. they overpack their load
c. they put too many dogs on to pull the sled
d. they cannot tell the difference between lazy and tired
- _____ 3. Hal's greatest failing is that _____.
a. he thinks he knows more than he does
b. he is too considerate of Mercedes
c. he spoils his dogs
d. he is too greedy for gold
- _____ 4. The reason fourteen dogs are too many for a sled is that _____.
a. no lead dog can keep order among so many
b. the dogs tend to divide into factions that attack each other
c. the sled cannot carry enough food for so many
d. they pull too fast and exhaust themselves
- _____ 5. Mercedes's flaw is that _____.
a. she expects to ride on the sled
b. she wants to stop often
c. she cannot stand the cold
d. she will not let Hal discipline the dogs
- _____ 6. Hal's theory about dog handling is _____.
a. to feed the dogs only when they have earned it
b. to starve the dogs to make them mean, lean, and determined
c. that dogs must be whipped or they will not perform well
d. to work the dogs hard but show them affection when they rest
- _____ 7. John Thornton warns Hal, Charles and Mercedes that _____.
a. they do not have enough food to finish their journey
b. wolf packs will attack them if they travel on
c. the dogs are too weak to travel
d. the ice is rotten and ready to give out

The Call of the Wild, Chapters 5–7

- _____ 8. Thornton shows a compassionate attitude toward the dogs when _____.
- he feeds them from his waning supply
 - he stops Hal from beating Buck to death
 - he buys three of the dogs from Hal
 - he removes the excess baggage from the load
- _____ 9. The most significant difference between Thornton and the other masters Buck has had in the Northland is that Thornton demonstrates _____.
- love
 - understanding
 - wisdom
 - humor
- _____ 10. Even though Buck is fond of Thornton, he _____.
- fights with Skeet and Nig
 - feels a longing to run away from him
 - expects Thornton to turn on him
 - will escape when his strength returns
- _____ 11. At Thornton's command, Buck is ready to _____.
- attack a grizzly bear
 - dive into icy water for salmon
 - jump over a cliff
 - stay in one position for hours
- _____ 12. Buck gains his reputation in Circle City by _____.
- attacking "Black" Burton when he strikes Thornton
 - tearing the leg off a dog in a street fight
 - saving Thornton from the icy river
 - bringing down a bull moose
- _____ 13. Buck's exploit that places his name "many notches higher on the totem-pole of Alaskan fame" is that _____.
- he "breaks" and pulls a one-thousand-pound load for one hundred yards
 - he chases down a seal and drags it across the ice to Thornton
 - on an obstacle course, he leads his sled team to victory against twenty other teams
 - he swims under the ice for three hundred yards without coming up for air
- _____ 14. Buck is ready to give his all to win a wager when Thornton _____.
- shows him the club
 - holds up a chunk of meat as a reward for victory
 - screams "Mush"
 - whispers in his ear, "As you love me"

Exam

The Call of the Wild, Chapters 5–7

- _____ 15. Buck's victory brings in enough money so that Thornton and his friends can _____.
- buy a new sled and prospecting equipment
 - pay off debts and go to the lost mine
 - return to civilization
 - buy more sled dogs for Buck to lead
- _____ 16. Thornton's preparation for their trip east differs from that of Hal, Charles, and Mercedes in every way *except* _____.
- he carries mainly ammunition and tools
 - he lives on meat he can hunt
 - he packs more clothes than he needs
 - he is in the Northland primarily for adventure
- _____ 17. As Buck dreams by the fire about the primitive man, he sees that the man lives in a world of _____.
- peace and harmony
 - adventure and excitement
 - competition and challenge
 - watchfulness and fear
- _____ 18. At night during the long period in the mining camp, Buck answers the "call of the wild," which comes to him from _____.
- the screams of dying animals
 - the howl of a timber wolf
 - the image of his ancestors running in packs
 - the darkness of the forest
- _____ 19. When Buck stays away from camp for days, he proves that _____.
- he is a killer, a thing that preys
 - he can survive alone in the forest
 - he has the cunning of a wolf
 - all of the above
- _____ 20. Buck's movement through the forest is described as _____.
- cat-footed
 - marching
 - regal
 - man-like
- _____ 21. When Buck stalks and kills the old bull moose, he shows that he has learned what predators learn: _____.
- fierceness and cruelty
 - patience and persistence
 - wisdom and intelligence
 - caution and wariness

The Call of the Wild, Chapters 5–7

- _____ 22. When Buck discovers that Yeehats have attacked the camp and killed John Thornton, he _____.
- slinks away into the forest
 - attacks and kills the Yeehats
 - lies beside Thornton for days
 - eats the flesh of the dead men
- _____ 23. For Buck, the death of John Thornton _____.
- breaks his ties to civilization
 - makes him go in search of another human friend
 - leaves him lost and without purpose
 - makes him dream of the primitive man
- _____ 24. The reader knows that Buck will be part of the wolf pack when _____.
- he fights off their leaders
 - he saves a wolf from a trap
 - they let him sleep among them
 - he howls with them
- _____ 25. Buck shows that he has not forgotten Thornton by _____.
- dreaming of him at night and hearing his voice
 - returning to the camp and howling by the spot where Thornton died
 - raiding Yeehat camps and killing as many Yeehats as he can
 - all of the above

Matching (10 points total)

On the line provided, write the letter of the best answer.

- | | |
|--------------------------------------|--|
| _____ 1. Hal | a. Call of the wild versus life with Thornton |
| _____ 2. Matthewson | b. Literary perspective that humans are controlled by environmental forces |
| _____ 3. Mercedes | c. Killed Thornton |
| _____ 4. external conflict | d. John Thornton |
| _____ 5. internal conflict | e. Nearly beats Buck to death |
| _____ 6. dénouement | f. Buck's struggle to kill the bull moose |
| _____ 7. Naturalism | g. A series of events based on the central conflict |
| _____ 8. three-dimensional character | h. A one-dimensional character |
| _____ 9. Yeehats | i. Wagers with Thornton over Buck |
| _____ 10. plot | j. Wrap-up of a story |

Exam

The Call of the Wild, Chapters 5–7

Vocabulary (5 points total)

Complete the sentences by filling in each blank with a word from the list below.

advent	irresolutely
belie	salient
copious	submerged
formidable	voracious

- EX. Stanley's attempts to belie his part in the scandal were unsuccessful.
1. The baby elephant had a _____ appetite and tried to eat everything in sight.
 2. We did not see the _____ iceberg until it was nearly too late.
 3. Melvin's most _____ feature is his loud voice.
 4. Stacy was taken aback by the _____ size of her opponent.
 5. We enjoy crunching through the _____ leaves that cover the ground in autumn.

Short Answer (2 points each)

Answer the following questions in the space provided.

1. Describe Mercedes's behavior on the trip.
2. Contrast the spring weather with the condition of the dogs as described near the end of chapter five, as the group nears John Thornton's camp.
3. What is John Thornton's conflict with Hal?
4. Name the qualities in Buck that make it possible for him to rescue John Thornton.
5. Explain the meaning behind the title of the novel.

The Call of the Wild, Chapters 5–7

Short Essay (10 points each)

On a separate sheet of paper, write a brief essay answering **two** of the following questions.

1. Each character in a literary work is either a one-dimensional character or a three-dimensional character. Which characters in this novel are one-dimensional? Which are three-dimensional? What trait or traits does each exhibit? Give at least two examples of each type of character, and explain your reasoning.
2. Jack London subscribes to the Social Darwinist theory that “only the fittest survive.” Explain how Hal, Charles, and Mercedes illustrate this theory. Give examples of their behavior to support your ideas.
3. Jack London was also influenced by the philosophy of Naturalism. What is Naturalism, and how do Buck’s actions in chapter 7 convey this philosophy?

Long Essay (30 points each)

On a separate sheet of paper, write a one- to two-page essay answering **one** of the following questions.

1. From early on in the novel, Buck is torn between the two sides of his nature: the conditioned, civilized side from which he is kidnapped and which he experiences again with John Thornton, and the primitive, wild side, on which he depends for survival. Describe how this internal conflict increases, building to a climax in the last chapter. How is it finally resolved?
2. Jack London uses the story of Buck, a dog, to explain his philosophy of life. He believes that, like Buck, people are controlled by instincts and environment. Humans may think that they are civilized, but London might point out that if they are taken out of their “civilized” environment, as Buck was, they would fall back on their instincts and become “wild.” Think of some circumstances under which the “wild” part of a human being might emerge in order to help that person survive. Choose one of the following: life on the streets, life on a desert island after a shipwreck, or life after a nuclear war. What might a person in one of these situations have to learn in order to survive? What wild instincts might emerge in that person? Explain and give examples.

Exam Answer Key

The Call of the Wild, Chapters 5–7

Multiple Choice (25 points total)

- | | | | | |
|------|-------|-------|-------|-------|
| 1. b | 6. c | 11. c | 16. d | 21. b |
| 2. a | 7. d | 12. a | 17. d | 22. b |
| 3. a | 8. b | 13. a | 18. b | 23. a |
| 4. c | 9. a | 14. d | 19. d | 24. d |
| 5. a | 10. b | 15. b | 20. a | 25. b |

Matching (10 points total)

- | | | | | |
|------|------|------|------|-------|
| 1. e | 3. h | 5. a | 7. b | 9. c |
| 2. i | 4. f | 6. j | 8. d | 10. g |

Vocabulary (5 points total)

- | | |
|--------------|---------------|
| 1. voracious | 4. formidable |
| 2. submerged | 5. copious |
| 3. salient | |

Short Answer (2 points each)

- Mercedes expects to be pampered: to ride on the sled and carry with her the niceties of civilized living. She thinks it is her right as a woman to be taken care of. She also joins in the bickering between her husband and brother and complains and moans, always feeling sorry for herself.
- The coming spring is heralded by a “murmur of awakening life”; the land is “filled with the joy of living.” Meanwhile, the dogs are almost dead with exhaustion; they are starving skeletons in whom “sparks of life [flutter] faintly”; they are “not half living, or quarter living.”
- John Thornton immediately recognizes Hal as a fool who thinks he knows it all and will not listen to the advice of others. Thornton is proved right when Hal ignores his warning to stay off the ice. Still, Thornton avoids fighting with Hal until he sees him beat his dogs. Thornton is a compassionate man and he cannot stand to see this, so he takes a stand.
- Buck is able to rescue John Thornton because he is an exceptional dog who possesses determination, loyalty, love, intelligence, and strength.
- The “call of the wild” Buck hears is actually his inner voice, his animal nature. He listens to it because it has helped him to survive against the club and the fang. It has taught him his heritage of strength, cunning, ferocity, and patience. It is the reservoir from which he draws what he needs to survive at any given moment. In the end, Buck heeds the call because it is his true nature.

The Call of the Wild, Chapters 5–7

Short Essay (10 points each)

1. *Responses will vary. Possible responses are given.* Students should show that they know the definitions of one-dimensional and three-dimensional characters. They might name any of the following as one-dimensional characters: Hal, Charles, Mercedes, Skeet, Nig, and “Black” Burton. They should point out that Hal and Charles exhibit the dominant trait of stupidity or foolishness, that Mercedes is spoiled, Skeet and Nig are good-natured and friendly, and “Black” Burton is mean. They might name the following as three-dimensional characters: John Thornton and Buck. They should recognize that both characters possess a full range of characteristics: Thornton has wisdom, reserve, courage, compassion, and so forth; while Buck exhibits pride, strength of will, cunning, bravery, loyalty, and love, among other traits. They also experience inner conflict, as Thornton does when wondering whether to get involved with Hal and his dogs, and as Buck does when choosing between civilized life and the call of the wild.
2. Only the fittest animals survive. Hal, Charles, and Mercedes are not fit. They display many inferior characteristics. First of all, they are careless and show poor preparation skills in that they overload the sled and fail to bring enough food for the dogs. Secondly, they show lack of perception: Hal fails to see that the sled is stuck in the ice, so he beats the dogs; later, he fails to see that the dogs are starved and tired and he beats them, thinking they are simply lazy. Mercedes especially shows weakness and an inability to endure hardship by her insistence on riding in the sled. The three are also quarrelsome, stubborn, and lazy—all qualities which hamper their progress through the Northland and endanger them by delaying their trip. But worst of all, the group shows an inability to adapt and to learn from experience. An animal’s ability to survive depends on its ability to adapt to a new environment. Hal, Charles, and Mercedes, outsiders to the environment of the Northland, are not prepared for its harshness and are not willing to learn from the advice of others and from their own experiences. They cannot adapt, so they die.
3. Naturalism is a literary movement of the late nineteenth and early twentieth centuries that saw actions and events as resulting inevitably from forces in the environment. In chapter 7, it becomes clear that Buck’s actions are resulting from natural forces. Buck’s natural instinct is calling to him and making him behave in ways he does not understand. He has a desire to run wild in the forest and hunt—a desire over which he has no control because the natural force of instinct, the “call of the wild,” is too strong.

Long Essay (30 points each)

1. The conflict within Buck begins as his civilized side meets challenges: first he learns primitive law from the man in the red sweater, then he learns the “law of club and fang” from the husky dogs who kill Curly. These incidents teach Buck that his civilized habits of expecting personal freedom and showing kindness toward others do not apply in a wild environment. He overcomes his civilized habits when he learns to steal food and to fight for dominance, and learns to kill when he fights Spitz to the death. Buck begins to question his respect for human beings as he works for Hal, Charles, and Mercedes. He then experiences a conflict between his love for Thornton and the “call of the wild”; this tension builds as he befriends a wolf and successfully kills a bull

The Call of the Wild, Chapters 5–7

moose, growing ever closer to his wild nature. The climax occurs when he finds John Thornton dead and viciously kills his murderers, the Yeehats. In killing them, he realizes he can kill humans and gain power over them. This is a stark contrast to his civilized view of respecting humans and working for them. Buck's internal conflict is finally resolved when Buck makes the choice of living in the wild.

2. *Responses will vary.* Students should show creativity and that they understand the idea of survival instincts. They should give examples of actions a person might take in attempting to survive in one of the listed situations. For example, if they choose to describe a person living on the streets, they might list the following: must learn to defend himself or herself, whom to trust for help, to steal food and articles to sell, to beg for money or to find work, to be alert to danger even while asleep, and to be courageous, clever, charming, and deceitful.

Evaluation Forms

Evaluation Form

Writing Process

P R E W R I T I N G									
<p>In prewriting I used</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> freewriting</td> <td style="width: 33%;"><input type="checkbox"/> imagining or role playing</td> <td style="width: 33%;"><input type="checkbox"/> interviewing</td> </tr> <tr> <td><input type="checkbox"/> research</td> <td><input type="checkbox"/> graphic devices</td> <td><input type="checkbox"/> discussion</td> </tr> <tr> <td><input type="checkbox"/> asking questions</td> <td><input type="checkbox"/> observing and recalling</td> <td><input type="checkbox"/> other (explain)</td> </tr> </table> <p>(comments) _____</p> <p>The prewriting technique that was most successful for me was _____</p> <p>Other prewriting techniques that I would like to try are _____</p> <p>The prewriting technique that I would like to improve is _____</p>	<input type="checkbox"/> freewriting	<input type="checkbox"/> imagining or role playing	<input type="checkbox"/> interviewing	<input type="checkbox"/> research	<input type="checkbox"/> graphic devices	<input type="checkbox"/> discussion	<input type="checkbox"/> asking questions	<input type="checkbox"/> observing and recalling	<input type="checkbox"/> other (explain)
<input type="checkbox"/> freewriting	<input type="checkbox"/> imagining or role playing	<input type="checkbox"/> interviewing							
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<input type="checkbox"/> asking questions	<input type="checkbox"/> observing and recalling	<input type="checkbox"/> other (explain)							
P L A N N I N G									
<p>In planning I</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> made an outline</td> <td style="width: 33%;"><input type="checkbox"/> decided on a specific audience</td> <td style="width: 33%;"><input type="checkbox"/> decided on a specific purpose</td> </tr> <tr> <td><input type="checkbox"/> decided on a specific topic</td> <td><input type="checkbox"/> revised my initial writing plan</td> <td><input type="checkbox"/> decided on a mode of writing</td> </tr> </table> <p>(comments) _____</p> <p>The planning technique that was most successful for me was _____</p> <p>Other planning techniques that I would like to try are _____</p>	<input type="checkbox"/> made an outline	<input type="checkbox"/> decided on a specific audience	<input type="checkbox"/> decided on a specific purpose	<input type="checkbox"/> decided on a specific topic	<input type="checkbox"/> revised my initial writing plan	<input type="checkbox"/> decided on a mode of writing			
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<input type="checkbox"/> decided on a specific topic	<input type="checkbox"/> revised my initial writing plan	<input type="checkbox"/> decided on a mode of writing							
D R A F T I N G									
<p>In drafting I worked on</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> writing topic sentences</td> <td style="width: 33%;"><input type="checkbox"/> writing a conclusion</td> <td style="width: 33%;"><input type="checkbox"/> achieving unity</td> </tr> <tr> <td><input type="checkbox"/> writing a thesis statement</td> <td><input type="checkbox"/> writing transitions</td> <td><input type="checkbox"/> other (explain)</td> </tr> <tr> <td><input type="checkbox"/> writing an introduction</td> <td><input type="checkbox"/> using supporting details</td> <td></td> </tr> </table> <p>(comments) _____</p> <p>The drafting skill that was most successful for me was _____</p> <p>Other drafting skills that I would like to try are _____</p> <p>The drafting skill that I would like to improve is _____</p>	<input type="checkbox"/> writing topic sentences	<input type="checkbox"/> writing a conclusion	<input type="checkbox"/> achieving unity	<input type="checkbox"/> writing a thesis statement	<input type="checkbox"/> writing transitions	<input type="checkbox"/> other (explain)	<input type="checkbox"/> writing an introduction	<input type="checkbox"/> using supporting details	
<input type="checkbox"/> writing topic sentences	<input type="checkbox"/> writing a conclusion	<input type="checkbox"/> achieving unity							
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E D I T I N G									
<p>In editing my draft I worked on</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> writing or revising an introduction</td> <td style="width: 33%;"><input type="checkbox"/> proofreading</td> <td style="width: 33%;"><input type="checkbox"/> using vivid words and details</td> </tr> <tr> <td><input type="checkbox"/> writing or revising a conclusion</td> <td><input type="checkbox"/> revising for clarity</td> <td><input type="checkbox"/> other (explain)</td> </tr> <tr> <td><input type="checkbox"/> revising for coherence</td> <td><input type="checkbox"/> revising for unity</td> <td></td> </tr> </table> <p>(comments) _____</p> <p>The editing skill that was most successful for me was _____</p> <p>Other editing skills that I would like to try are _____</p> <p>The editing skill that I would like to improve is _____</p>	<input type="checkbox"/> writing or revising an introduction	<input type="checkbox"/> proofreading	<input type="checkbox"/> using vivid words and details	<input type="checkbox"/> writing or revising a conclusion	<input type="checkbox"/> revising for clarity	<input type="checkbox"/> other (explain)	<input type="checkbox"/> revising for coherence	<input type="checkbox"/> revising for unity	
<input type="checkbox"/> writing or revising an introduction	<input type="checkbox"/> proofreading	<input type="checkbox"/> using vivid words and details							
<input type="checkbox"/> writing or revising a conclusion	<input type="checkbox"/> revising for clarity	<input type="checkbox"/> other (explain)							
<input type="checkbox"/> revising for coherence	<input type="checkbox"/> revising for unity								

Evaluation Form

Writing Plan

TOPIC **CIRCLE ONE**

The topic is clear and can be treated well in the available space. 1
 COMMENTS: _____ 2 × 5 = ____
 _____ 3
 _____ 4

PURPOSE

The writer's purpose is clear, and the writer achieves his or her purpose. 1
 COMMENTS: _____ 2 × 5 = ____
 _____ 3
 _____ 4

AUDIENCE

The language used and the complexity of the treatment of the subject are appropriate to the audience and occasion for which the writing was done. 1
 COMMENTS: _____ 2
 _____ 3 × 5 = ____
 _____ 4

FORM

The form chosen is appropriate, and the writer has observed the conventions of the form chosen. 1
 COMMENTS: _____ 2
 _____ 3 × 5 = ____
 _____ 4

MODE

The writing makes use of appropriate modes (narration, dialogue, description, and various kinds of exposition such as analysis or comparison and contrast), and the writer has handled these modes well. 1
 COMMENTS: _____ 2
 _____ 3 × 5 = ____
 _____ 4

TOTAL

Key: 1 = needs substantial improvement 2 = needs improvement 3 = good 4 = outstanding

STUDENT'S SIGNATURE _____

PEER EVALUATOR'S SIGNATURE _____

TEACHER'S SIGNATURE _____

Evaluation Form

Writing Summary

Title _____
Purpose or aim of writing _____ _____
I chose this topic because _____ _____
The form of the writing is _____ _____
I chose this form because _____ _____
My thesis or theme is _____ _____
My intended audience is _____ _____
The principle of organization that I used is _____ _____
The type of support or evidence that I used is _____ _____
The type of introduction that I used is _____ _____
The type of conclusion that I used is _____ _____

Evaluation Form

Compositions/Reports

Assign a score from 1 to 10, 1 being the worst and 10 being the best.

EVALUATION CRITERIA	SCORE
A. The paper contains an introduction that grabs the attention of the reader.	
B. The paper contains an introduction that presents the main idea or thesis of the paper.	
C. The body of the paper contains paragraphs that support and develop the main idea.	
D. Each paragraph develops a single main idea or serves a single main function.	
E. The writer has used transitions effectively to connect the paragraphs of the paper.	
F. The writer has used transitions effectively to connect ideas within paragraphs.	
G. The paragraphs in the body of the paper are organized in a logical manner.	
H. The paper contains a conclusion that gives the reader a satisfactory sense of an ending by summarizing the main points of the paper or by some other means.	
I. Source materials used in the paper have been clearly documented to avoid plagiarism.	
J. The writer has prepared the paper using proper manuscript form.	
TOTAL	

Evaluation Form

Analytic Scale

CONTENT / UNITY		CIRCLE ONE
A. Develops a single main idea or creates a single dominant effect COMMENTS: _____ _____	1 2 3 4	× 4 = _____
B. Contains only necessary or relevant ideas or information COMMENTS: _____ _____	1 2 3 4	× 4 = _____
ORGANIZATION / COHERENCE		
C. Is organized in a logical or sensible manner COMMENTS: _____ _____	1 2 3 4	× 4 = _____
D. Uses transitions effectively to connect ideas COMMENTS: _____ _____	1 2 3 4	× 4 = _____
LANGUAGE / STYLE		
E. Uses language appropriate to the audience and occasion COMMENTS: _____ _____	1 2 3 4	× 2 = _____
F. Uses vivid, precise nouns, verbs, and modifiers COMMENTS: _____ _____	1 2 3 4	× 2 = _____
CONVENTIONS		
G. Avoids spelling errors COMMENTS: _____	1 2 3 4	× 1 = _____
H. Avoids grammar errors COMMENTS: _____	1 2 3 4	× 1 = _____
I. Avoids usage errors COMMENTS: _____	1 2 3 4	× 1 = _____
J. Avoids punctuation and capitalization errors COMMENTS: _____	1 2 3 4	× 1 = _____
K. Avoids errors in manuscript form COMMENTS: _____	1 2 3 4	× 1 = _____
		TOTAL <input type="text"/>

Key: 1 = needs substantial improvement 2 = needs improvement 3 = good 4 = outstanding

STUDENT'S SIGNATURE _____

PEER EVALUATOR'S SIGNATURE _____

TEACHER'S SIGNATURE _____

Evaluation Form

Holistic Response

CONTENT AND COHERENCE		
<p>The writing</p> <ul style="list-style-type: none"> • does not develop a single main idea or create a single dominant effect • contains irrelevant ideas • is not organized logically • does not use transitions effectively • uses language inappropriate for the audience and occasion • does not use vivid, precise nouns, verbs, and modifiers 	<p>(Circle one.)</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>× 7 = _____</p>	<p>The writing</p> <ul style="list-style-type: none"> • develops a single main idea or creates a single dominant effect • contains only relevant ideas • is organized logically • uses transitions effectively • uses language appropriate to the audience and occasion • uses vivid, precise nouns, verbs, and modifiers
CONVENTIONS		
<p>The writing</p> <ul style="list-style-type: none"> • makes errors in spelling • makes errors in grammar • makes errors in usage • makes errors in punctuation • does not follow proper manuscript form 	<p>(Circle one.)</p> <p>1 2 3 4 5 6 7 8 9 10</p> <p>× 3 = _____</p>	<p>The writing</p> <ul style="list-style-type: none"> • uses proper spelling • uses good grammar • avoids errors in usage • uses proper punctuation and capitalization • follows proper manuscript form
CONTENT AND COHERENCE	+ CONVENTIONS	= TOTAL

What I like most about this work is

What I like least about this work is

What I would do to improve this work is

STUDENT'S SIGNATURE _____
PEER EVALUATOR'S SIGNATURE _____
TEACHER'S SIGNATURE _____

Evaluation Form

Writing: Revising and Proofreading Checklists

REVISION CHECKLIST: CONTENT AND UNITY

1. Does the writing achieve its purpose?
2. Are the main ideas related to the thesis statement?
3. Are the main ideas clearly stated and supported by details?

REVISION CHECKLIST: ORGANIZATION AND COHERENCE

1. Are the ideas arranged in a logical order?
2. Do transitions connect ideas to one another both within and between paragraphs?

REVISION CHECKLIST: VOICE AND STYLE

1. Is the voice—the tone, word choice, and perspective of the writing—authentic? Is it consistent?
2. Is the level of language appropriate to the audience and purpose?
3. Is the mood appropriate to the purpose and form of the writing?

PROOFREADING CHECKLIST

Spelling	<ul style="list-style-type: none"> • Are all words, including names, spelled correctly?
Grammar	<ul style="list-style-type: none"> • Does each verb agree in number with its subject? • Are verb tenses consistent and correct? • Are irregular verbs formed correctly? • Is the referent of each pronoun clear? • Does every pronoun agree with its antecedent? • Are subject and object forms of pronouns used correctly? • Are there any sentence fragments or run-ons? • Have double negatives been avoided?
Usage	<ul style="list-style-type: none"> • Have frequently confused words, such as <i>affect</i> and <i>effect</i>, been used correctly?
Mechanics	<ul style="list-style-type: none"> • Does every sentence end with an end mark? • Are commas, semicolons, hyphens, and dashes used correctly? • Do all proper nouns and proper adjectives begin with capital letters? • Has proper manuscript form been used?

Evaluation Form

Discussion

PARTICIPATION

As a participant, the student...	nearly always	often	sometimes	rarely
shares personal experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contributes relevant ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
supports statements with evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
responds to others respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
tries to understand others' views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shows willingness to change views when appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shows willingness to clarify and defend views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
allows others to speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maintains focus on discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The student's participation has been valuable to the group in the following ways:

The student's participation could be more valuable if she or he would

LEADERSHIP

As leader, the student...	nearly always	often	sometimes	rarely
helps the group keep on track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps ensure that everyone gets a chance to speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
helps the group reach closure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The student's leadership has been valuable to the group in the following ways:

The student's leadership could be more valuable if she or he would

RECORD KEEPING

As record keeper, the student...	nearly always	often	sometimes	rarely
keeps accurate records of the discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(comments) _____

Call of the Wild, Chapter 1

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