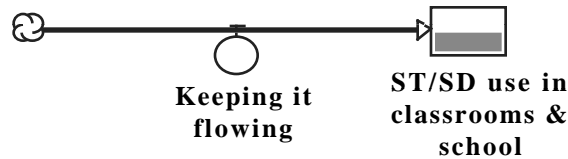


GLYNN'S INTEGRATION OF SYSTEMS THINKING A Waters Foundation Grant Project



Call of the Wild

Eighth Grade Language Arts

Karla Trobaugh

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THE CALL OF THE WILD

by Jack London

A Systems Thinking/System Dynamics Lesson Plan

GRADE LEVEL/SUBJECT: Language arts, grade 8

TEACHER: Lillian Williams and Karla Trobaugh

LESSON OBJECTIVE: The student will identify the various experiences that shape character.

OBJECTIVES: Georgia Quality Core Curriculum Objectives

STUDENTS WILL

- LA 8.22 Answer literal, inferential, and critical questions about literature.
- LA 8.23 Use literary elements and techniques such as plot, setting, theme, character, characterization, conflict, figurative language, and point of view to analyze literature.
- LA 8.27 Explain how cultures and values are represented in literature.
- LA 8.28 Analyze the influences of human experiences on literary work.
- LA 8.29 Respond creatively to literature (e.g. drama, poetry, art, and essays).
- LA 8.40 Analyze explicit and implicit main ideas, details, sequence of events, and cause-effect relationships.
- LA 8.41 Make comparisons, predictions, and generalizations and draw conclusions.
- LA 8.53 Organize retrieved information using strategies such as note-taking, graphic organizers, SQ3R, and outlining.

LESSON SUMMARY: Students will develop behavior over time graphs to identify developing patterns of behavior in the life of author Jack London and in the character, Buck.

TIME ALLOTMENT: Pre- and post-reading activities may add another week to the time required for reading the novel.

INTEGRATION AREAS: Social studies—the Alaskan gold rush.

MATERIALS NEEDED:

STUDENT MATERIALS: biographical material
inductive thinking set
advance organizer for themes
the novel
2 time lines (BOTG)

TEACHER MATERIALS: same as above, including transparencies

EQUIPMENT: overhead projector

PREPARATION: Prepare copies of handouts and transparencies.

BACKGROUND INFORMATION: Buck, the canine hero of the story, is king over all his demesne – a lush ranch in the Santa Clara Valley of California. He is abducted and transported to the Yukon where he is sold as a sled dog. The novel tells of his survival and eventual mastery of his new environment. Students realize that each event leads to growth/changes that over time, cumulatively, result in a new Buck – a Buck who has fulfilled his destiny.

PROCEDURES: DAYS ONE & TWO

Prior to reading the novel, examine Jack London’s life to see how his experiences influenced his writing and are reflected in the recurring themes of his works: the struggle of the individual, brute force, and primitive instincts.

Make available to students biographical material on Jack London. Students are to read this material for the “variables” that influenced his Quality of life (e.g. money, education, personal relationships, health, jobs). Each student should choose one variable and construct a BOTG to reflect the impact of that variable on the quality of London’s life.

The resulting graphs can be transferred to transparencies. The graphs of different variables can be laid on top of each other to explore patterns/relationships among the variables.

DAYS THREE/FOUR: Distribute to students a list of randomly arranged passages from the novel that reflect the themes of the novel. Students are to rearrange these passages, grouping those that address the same theme. After the students have rearranged all of the passages, they should identify the theme of each group of passages. These themes, then, should become the headings for columns on an advance organizer.

DAYS FIVE ----: Read the novel. As students read, they should record on the organizer, chapter by chapter, evidence of the themes throughout the novel.

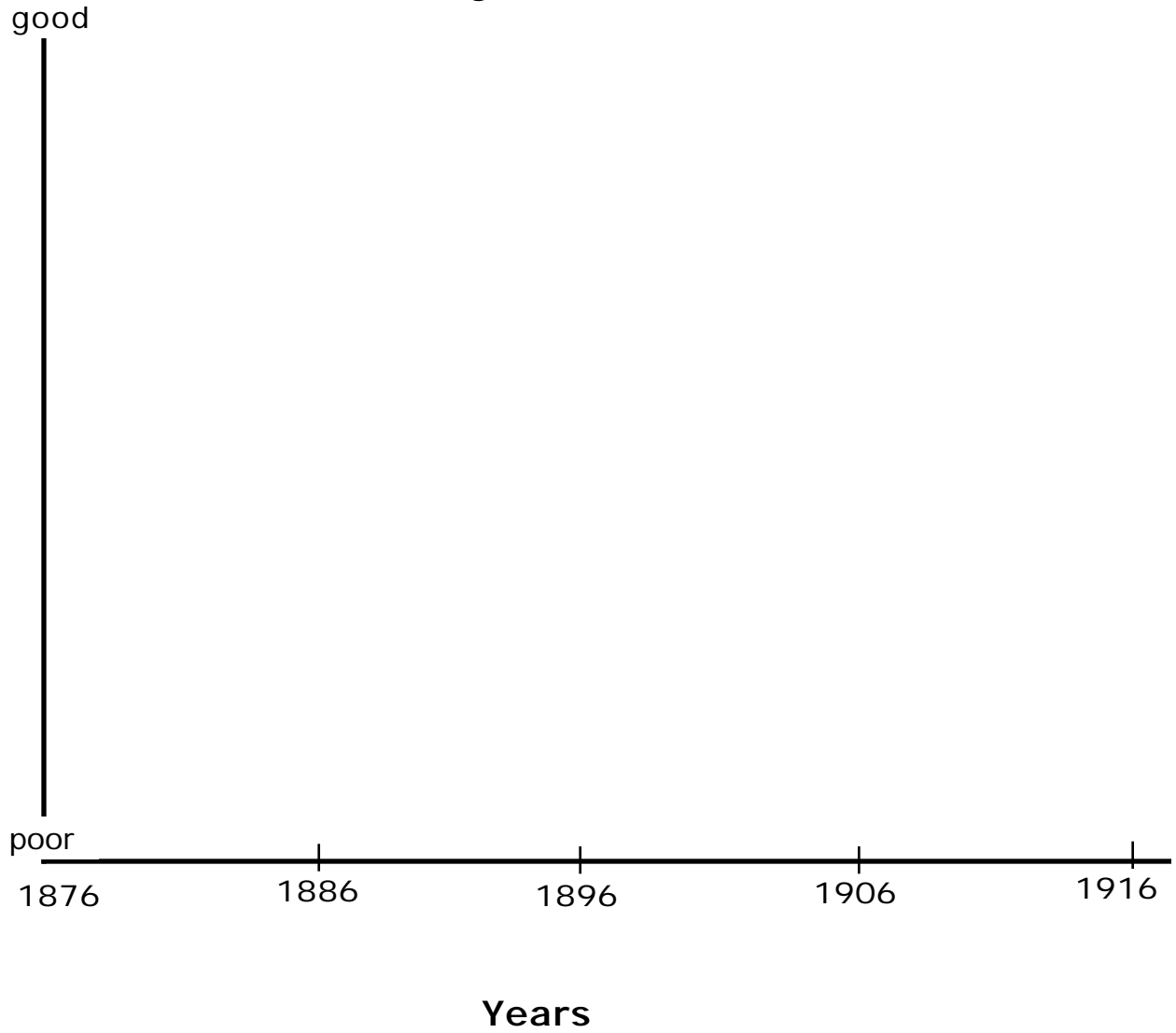
DAY ----: When students have finished reading the book, have them construct a BOTG to reflect the quality of Buck's life throughout the novel, chapter by chapter. As Buck's life is plotted, students should identify the events that shape and influence his life. Students should examine the cause/effect relationships between/among the events but should also realize that the cumulative effect of these events is more important than any one event in isolation. Buck became what he was meant to be because of the accumulation of his life experiences.

DAY ----: Writing assignment – Have students choose a theme and support their choice with evidence from the novel and Jack London's life.

ASSESSMENT: Teacher discretion

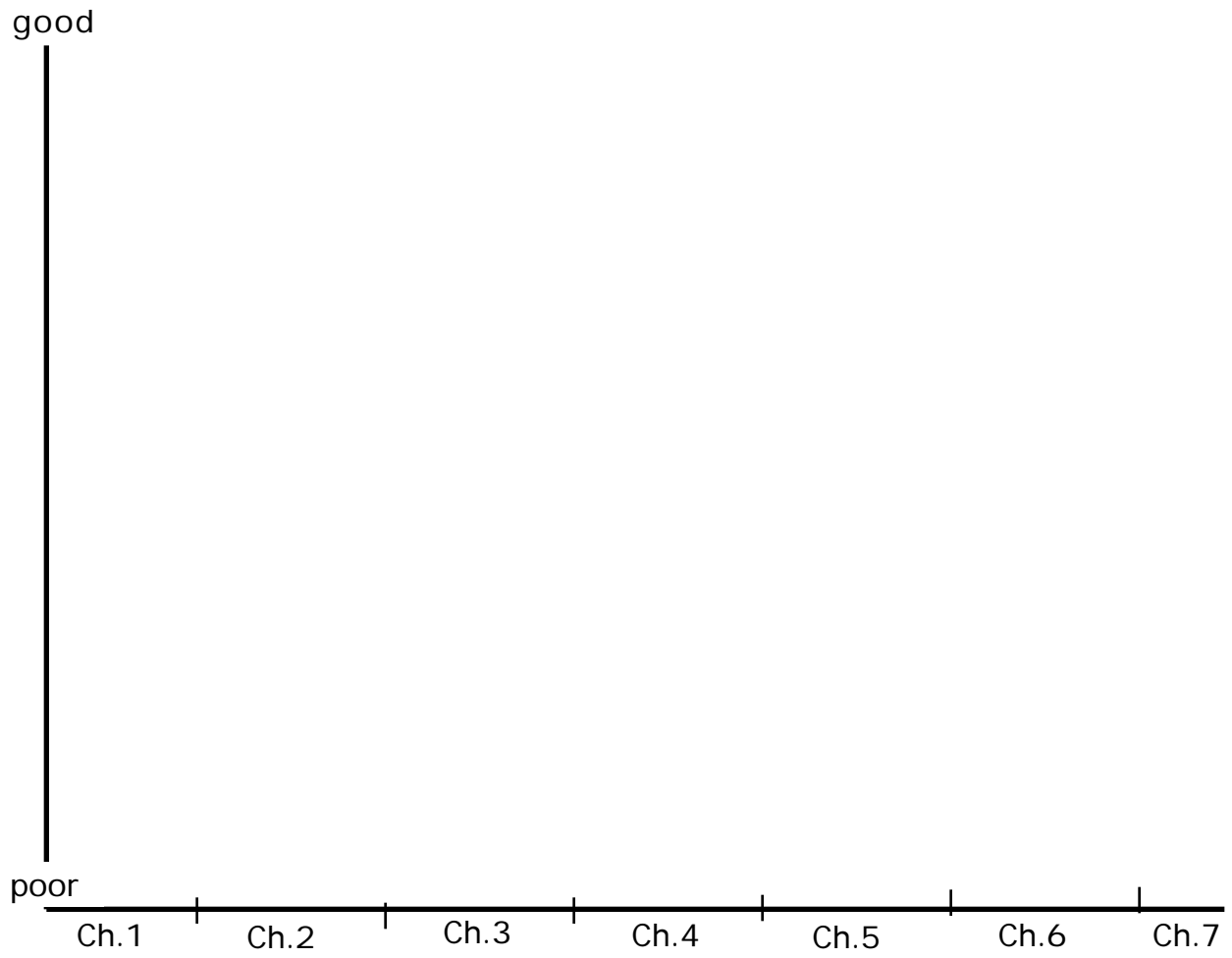
EXTENSIONS: Other works by London or any stories that portray this time period can enhance the tone and atmosphere of the novel. They could be used as pre- or post-reading activities.

BOTG - Quality of Jack London's Life



Reasons:

BOTG - Quality of Buck's Life



Reasons: