

**Magoffin County Schools
English Language Arts
Kentucky Core Academic Standards Planning Guide**

Teacher: _____ **Suggested Unit_4** _____ Date: January 2-February 8, 2011

Title:
Survival in the Wild

Unit: 4
 5.5 weeks

Grade Level:
7

Essential Question: What similarities and differences exist among characters that survive in the wilderness?

Overview –Students read “The Song of Wandering Aengus” by William Butler Yeats and use it as a springboard for discussions of characters’ pursuits of the unknown. Some of the characters in this unit’s literature choose outdoor adventures, while others are suddenly thrust into a situation in which they must survive in the wild. Students compare and contrast character experiences across novels, as well as the points of view in narration, and are encouraged to research the authors behind the stories, many of whom are wilderness survivors themselves. Students analyze the development of the theme of survival across various texts, evaluate nonfiction text structures, and present claims on these findings coherently to their classmates. This unit ends with a review of “The Song of the Wandering Aengus” in order to see how this unit led to deeper understanding of the poem. In addition, students are asked to write an open-ended reflective essay response to the essential question.

Focus Standards

Reading - Literature	Reading - Informational	Writing		Speaking & Listening	Language
<p>RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p>	<p>W.7.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)</p>	<p>L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

Student Objectives : Knowledge/Understanding Reasoning Performance Skill Product

I CAN...

1. **Read** and **discuss** novels and biographies about characters, real and fictional, that survived in the wild.
2. **Analyze** the development of characters and themes over the course of texts about survival.
3. **Discuss** how authors use of literary techniques in narration, such flashback or point of view, engage the reader.
4. **Write** a variety of responses to literature and informational text.
5. **Write** an argument about the importance of reading original versions of stories, such as *The Call of the Wild*, in order to better appreciate abridged versions.
6. **Conduct** research on authors who write about survival in the wild and present findings to the class.
7. **Compare** and **contrast** *The Call of the Wild* in written form to the film version.
8. **Write** a "survival in the wild" story.
9. **Participate** in group discussions.

Resources

(E) indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars.

Literary Texts

Poems

- "The Song of Wandering Aengus" (William Butler Yeats) (E)

Stories

General

- *The Call of the Wild* (Jack London)
- *Woodson* (Gary Paulsen)
- *Far North* (Will Hobbs)
- *Incident at Hawk's Hill* (Allan W. Eckert)
- *Black Hearts in Battersea* (Joan Aiken)

Comparisons to The Call of the Wild

- *Touching Spirit Bear* (Ben Mikaelson)
- *The Higher Power of Lucky* (Susan Patron)
- *Call it Courage* (Armstrong Sperry)
- *Hatchet* (Gary Paulsen)
- Other Will Hobbs survival tales, such as *Beardance*

Graphic Novel

- *The Call of the Wild* (Puffin Graphics, Jack London)

Informational Texts

Biographies

- *Jack London: A Biography* (Daniel Dyer)
- *Guts* (Gary Paulsen)
- *Will Hobbs* (My Favorite Writer Series) (Megan Lappi)

Informational Text

- *Into the Ice: The Story of Arctic Exploration* (Lynn Curlee)

Art, Music, and Media

Media

- *Call of the Wild* (2009)
- *The Call of the Wild: Dog of the Yukon* (1997)
- *A Cry in the Wild* (1990) (movie based on *Hatchet*)

[Boys Read: Considering Courage in Novels](#) (ReadWriteThink) (RL.7.6)

Research suggests that many boys are drawn to books that spark discussion and offer positive role models. In this multisession lesson, students choose one such novel to read and study.

[Action Is Character: Exploring Character Traits with Adjectives](#) (ReadWriteThink)(RL.7.3)

By "becoming" a character in a novel they have read and making lists from that character's perspective, students analyze the character while also enriching their vocabulary.

[Jack London's *Call of the Wild*: "Nature Faker"?](#) (National Endowment for the Humanities)

[Anthropomorphic Poetry](#) (TeacherWeb)

Activities-

Introductory Activity

Read "The Song of Wandering Aengus" by William Butler Yeats. Talk with a classmate about what you think the poem means, both literally and figuratively. Write your ideas down in your journal. We will revisit this poem at the end of the unit to see if our thoughts and ideas have changed. (RL.7.2, RL.7.4, SL.7.5)

Graphic Organizer

As you read one of the novels about survival in the wild, take notes about how the characters are affected by their environment. (Remember, characters that survive in the wild may be people or may be animals!) Be sure to note page numbers with relevant information, or mark your text with Post-It notes, so you can go back and cite the text during class discussion. (RL.7.2, RL.7.1, L.7.5a,b,c)

- Who is the character you are studying?
- What is a typical day like for this character?
- What challenges did this character face?
- How did this character overcome these challenges?
- What is the "call of the wild"? How does it affect (Buck's) behavior throughout the novel?

Your teacher may give you the opportunity to share your notes with a partner who read the same text, prior to class discussion.

Literature Response

"Anthropomorphism" is defined as giving human characteristics to animal or non-living things (e.g., winds, rain or the sun depicted as creatures with human motivations.) The term derives from the combination of the Greek *anthropos*, meaning "human," and *morph*, meaning "shape" or "form." Find examples of anthropomorphism in stories read, record them in your journal, and discuss how this additional "character" plays a role in the story. (RL.7.3, RL.7.6, L.7.5)

Literature Response

While reading *The Call of the Wild*, take notes in your journal about the roles of John Thornton and Judge Miller. Who, from the novel's point of view, is the better master? Defend your answer, citing specific information from the text. (SL.7.4, RL.7.1, RL.7.3, W.7.1)

Literature Response

Notice the use of flashback in *Hatchet*, and how the past comes into Brian's present through his daydreams, night dreams, and flashbacks. Write a response to this question in your journal: "How does Gary Paulsen incorporate the past into the present?" (RL.7.3)

Literature Response/Writing an Argument

Why is it important to read the original ("full") version of a novel in order to appreciate the abridged (shorter) versions? Read the graphic novel version of *The Call of the Wild* by Jack London and then write a convincing argument for reading the original version, citing similarities and differences between the versions read. You may talk

Assessments – selected response and short answer; extended written response; performance; personal communication

Class Discussion

Compare and contrast characters from the various novels read. Can you generalize about the types of character qualities that enable a person (or animal) to survive in the wild? (SL.7.1a, b, c, d, RL.7.3)

Research Essay

Write a research essay about Jack London, Gary Paulsen, Will Hobbs, or another author of your choice who writes about survival in the wilderness. Present your findings to the class in a coherent presentation. Feel free to add multimedia elements to your presentation. (W.7.7, RI.7.5, RI.7.8, SL.7.4, L.7.1a, b, c, L.7.2a, b)

Narrative Essay

Write your own "survival in the wilderness" story, incorporating words, techniques, and styles from the novels read and discussed in class. Work with peers to edit and strengthen writing in order to publish it on the class webpage. You may decide to upload it as a blog, a podcast, an iMovie, or another multimedia format of choice. (W.7.3a, b, c, d, e, W.7.4, W.7.5)

Class Discussion

Re-read the first poem read in this unit, "The Song of Wandering Aengus." After

through your ideas with a partner prior to writing your first draft. (RL.7.2, W.7.1a, b, c, d, e, SL.7.4, L.7.5a, b, c, L.7.1a, b, c, L.7.2a, b)

Media Appreciation

Compare the book, *The Call of the Wild*, to the movie version. Write your ideas down in your journal or mark your text with Post-It notes. Be sure to cite specific similarities and differences between both versions. (RL.7.7)

Word Study

[Continuing activity from the first three units] Choose some words learned this unit and add these to your personal dictionary. Include a section on idioms and figures of speech. Develop groups by synonyms and antonyms. (L.7.4a, b, c, d, L.7.5a, b, c)

this unit of study, describe how your understanding of this poem has changed. What new insights have you gained? Practice reading the poem aloud while emphasizing different words. How does changing emphasis change the meaning of the sentences? Follow the performances with a class discussion about how this poem relates to the theme of this unit: survival in the wild. (RL.7.5, SL.7.6)

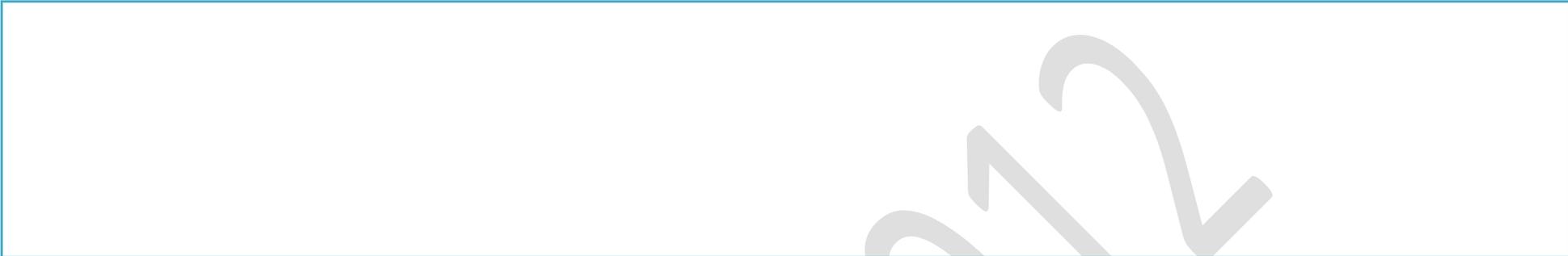
Reflective Essay

Write a response to the essential question based on the novels read and discussed in class: "What similarities and differences exist among characters that survive in the wilderness?" Cite specific details from texts read. After your teacher reviews your first draft, work with a partner to edit and strengthen your writing before final publication. (W.7.9a, b, RI.7.8, RL.7.1, L.7.1a, b, c, L.7.2a, b)

Terminology/Vocabulary

- **abridged versions**
- **anthropomorphism**
- **flashbacks**
- **foreshadowing**
- **point of view in narration**

Notes:



2011/2012