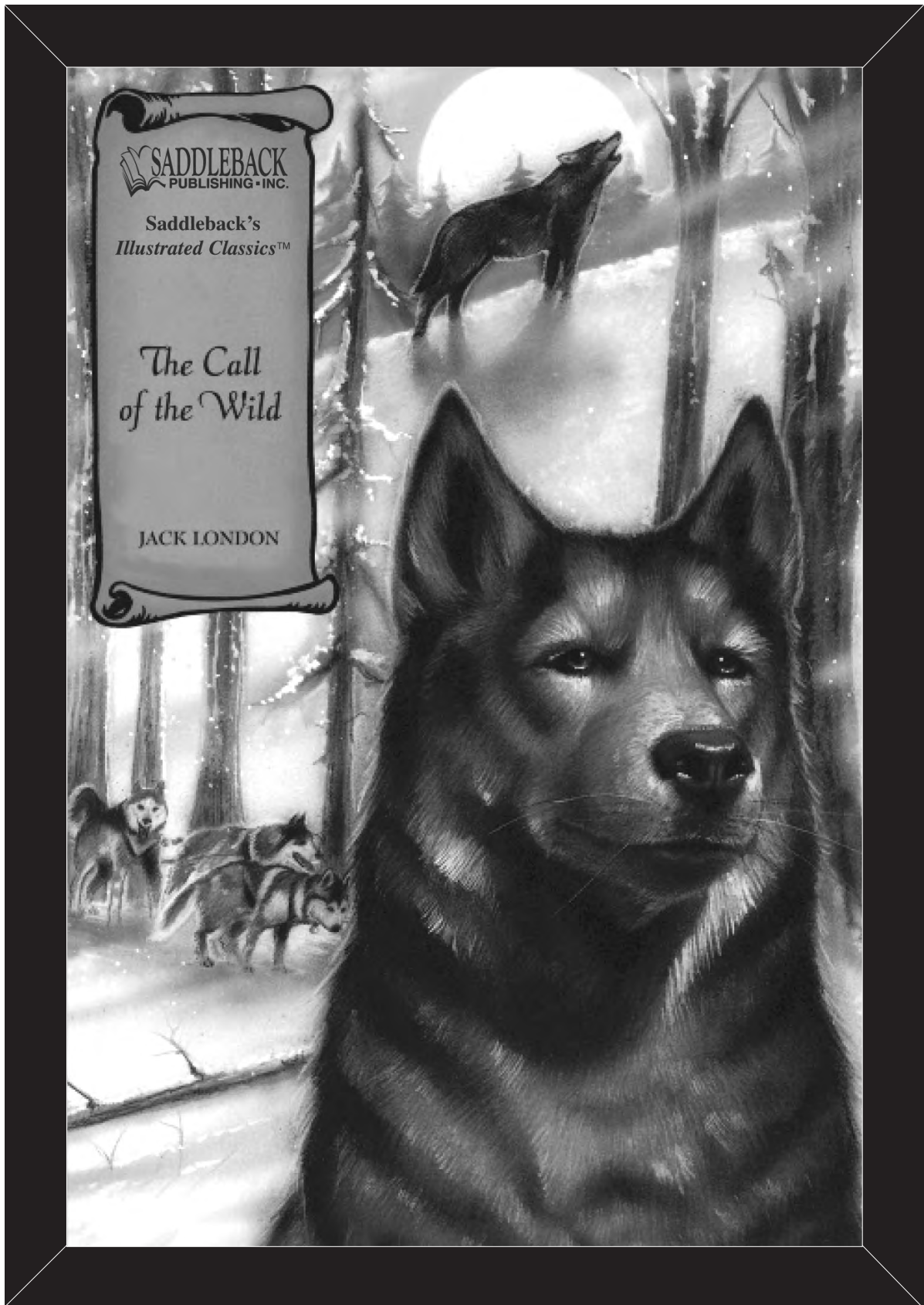


STUDY GUIDE



Saddleback's *Illustrated Classics*[™]
THE CALL OF THE WILD
CONTENTS

Notes to the Teacher	3	7 Word Study: Synonyms and Antonyms	12
Answer Key	5	8 Skills Focus: Cause and Effect	13
Exercises:		9 Sequence of Events	14
1 Previewing the Story	6	10 Language Study: Multiple- Meaning Words	15
2 About the Author	7	11 Improving Your Reading Skills	16
3 Interpreting Visual Clues	8		
4 Vocabulary	9		
5 Character Study	10		
6 Comprehension Check: Who and Where?	11		

NOTES TO THE TEACHER

SADDLEBACK'S ILLUSTRATED CLASSICS[™] SERIES

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Do Internet research on the author or the story’s setting.
 - Write a three-paragraph book report.
 - Use the vocabulary words as the basis for a spelling test.
 - Have students rewrite lines of dialogue in their own words.
 - Ask students to write a new title for the book.



THE CALL OF THE WILD
PREVIEWING THE STORY

What's the story about? Read the summary before answering the questions below. There are no right or wrong answers. Use your imagination!



The time was the 1890s. The place was a snowy part of northern Canada called the Klondike. The event? A rich deposit of gold was discovered. Sled dogs were needed as men from all over the world arrived to seek their fortunes. *The Call of the Wild* is the story of Buck, a huge dog whose comfortable life with a family in the United States comes to an abrupt end when he's stolen and then sold as a sled dog. As you read, you'll see how Buck learns to survive the difficult—and often cruel—challenges he faces in the frigid North. And you'll discover why he finally leaves the world of man to answer the “call of the wild.”

- Imagine that you are a young man about to begin your adult life in the 1890s. How do you respond when you read newspaper reports of vast fortunes being made in the Alaskan gold fields? Do you decide to try your luck? Are you willing to leave everything behind and rush to Alaska? Explain why or why not.

- How does a dog survive living day and night in freezing temperatures and deep snow? Think of two things dogs could do to create a bit of warmth on frigid nights. Use your imagination!

- Most pet dogs probably couldn't adapt to the demanding life of a sled dog. Why? The characteristics of a good pet are very different from the characteristics of a good working dog. List three characteristics of each kind of animal.
 PET DOG: _____
 WORKING DOG: _____
- Beloved dogs are often thought of as members of a family. In reality, however, dogs are animals, not humans. Think about a dog you know well. What does that dog sometimes do that reminds you of its animal nature? Give two examples.



THE CALL OF THE WILD
ABOUT THE AUTHOR

A. Read about the author's life on the page before the story starts. Then think about what you have read and study the statements below. Finally, write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. _____ Jack London was born and raised in the eastern United States.
2. _____ *The Call of the Wild* was probably based on some of London's own adventures in Alaska.
3. _____ Jack London was only 40 years old when he died.
4. _____ Stanford University awarded London an honorary degree in literature.
5. _____ London became famous for his adventure stories featuring animal as well as human characters.
6. _____ London was a fast writer; in a typical year he wrote at least three novels.
7. _____ The 1849 California Gold Rush was a turning point in London's life.
8. _____ Jack London's professional life was much more successful than his personal life.
9. _____ Shortly after London's birth, both of his parents died in an accident.
10. _____ London spent many years in prison for serious crimes such as grand theft and murder.

B. Circle a letter to correctly complete each sentence.

1. Someone who lives as a *hobo* has no
 - a. family members.
 - b. job skills.
 - c. permanent home.
2. You will enjoy reading *adventure* stories if you like
 - a. smart dialogue.
 - b. lots of action.
 - c. spooky settings.
3. Someone who has *financial difficulties* has
 - a. money problems.
 - b. social challenges.
 - c. no sense of style.
4. To create convincing characters, you would have to be a good writer as well as a
 - a. world traveler.
 - b. careful observer.
 - c. talented talker.



THE CALL OF THE WILD
INTERPRETING VISUAL CLUES

3

Have you ever heard the expression, “A picture is worth a thousand words”? It means that the details in a picture can instantly show us something that would take many, many words to describe.

In your book, turn to the referenced page and look closely at the picture. Then circle a letter to answer the question or complete the sentence.

1. **Page 8—top of page.** The clothing worn by the characters suggest that this story takes place about
 - a. 300 years ago.
 - b. 75 years ago.
 - c. 100 years ago.
2. **Page 9—top of page.** What details in the picture tells us that the Klondike was a very cold and snowy place?
 - a. the tall pine trees, the blowing wind
 - b. the warm clothing, footprints in the snow
 - c. the distant mountains, the dogsled
3. **Page 21—middle of page.** What words might describe Buck’s feelings about wearing a harness for the first time? (Think about his situation.)
 - a. uncomfortable, nervous
 - b. outraged, curious
 - c. excited, unafraid
4. **Page 22—top of page.** Study the details of this picture. What normal, everyday activities must have been very challenging for the men of the Klondike?
 - a. whipping the dogs, making friends
 - b. shopping, driving cars
 - c. staying warm at night, cooking food
5. **Page 36—middle of page.** How does the artist suggest that the building represents Buck’s *thoughts* rather than an actual scene in the story?
 - a. The building is black and white, rather than colored.
 - b. The building appears in the smoke of the campfire.
 - c. The building looks like a big dog house.
6. **Page 39—bottom of page.** What details show that the dogs are out of control?
 - a. the tipped-over sled, the man jumping out of the way
 - b. the people watching, the streets of the town
 - c. the speed of the dogs, the downhill slope
7. **Page 51—bottom of page.** What detail shows you that Buck succeeded in pulling the heavy sled to the finish line?
 - a. the winner’s blue ribbon
 - b. the cheering crowd
 - c. the bag of money