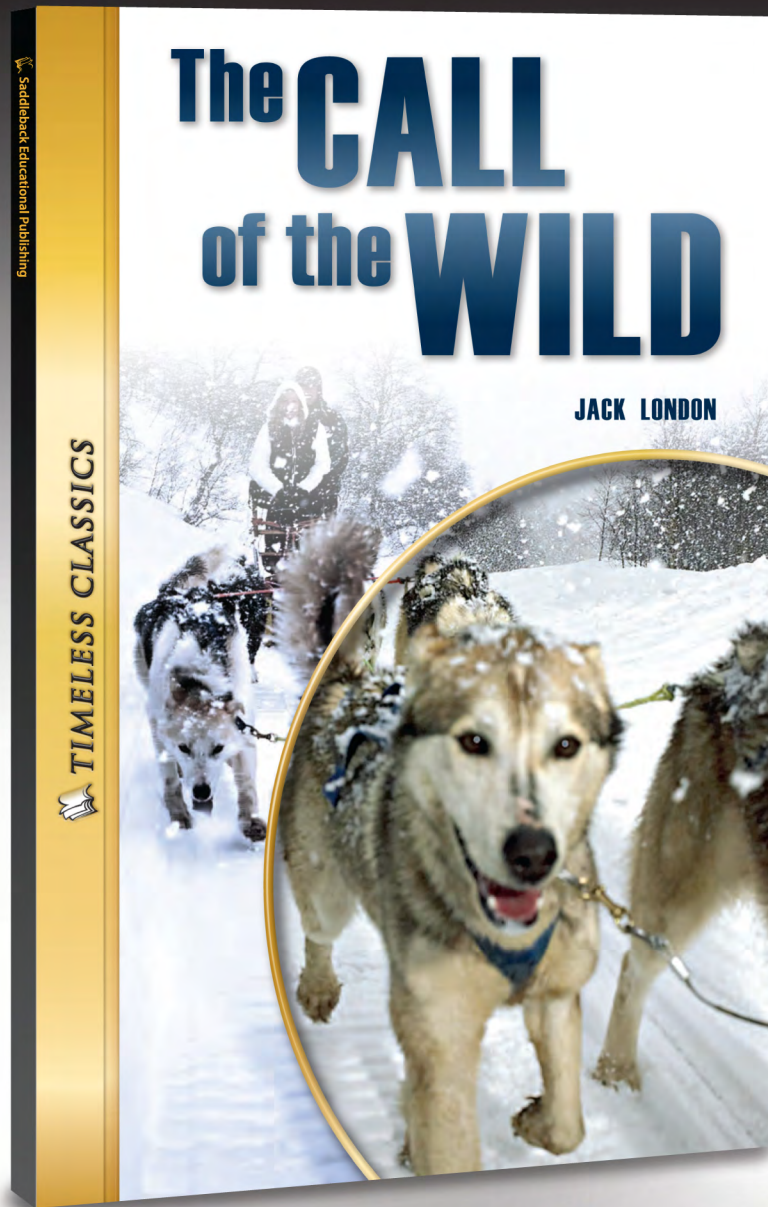


 *TIMELESS CLASSICS*

STUDY GUIDE



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TIMELESS CLASSICS

NOTES TO THE TEACHER

THE NOVELS

Timeless Classics were expressly designed to help struggling readers gain access to some of the world’s greatest literature. While retaining the essence and stylistic “flavor” of the original, each novel has been expertly adapted to a reading level that never exceeds grade 4.0.

An ideal introduction to later investigations of the original works, *Timeless Classics* utilize a number of strategies to ensure the involvement of struggling readers: airy, uncomplicated page design; shortened sentences; easy-reading type style; elimination of archaic words and spellings; shortened total book length; and handsome illustrations.

To further engage struggling readers, some of our *Timeless Classics* titles are available in a new and exciting graphic format, which can bridge literacies and build complex reading skills—a perfect opportunity for differentiation.

THE STUDY GUIDES

The *Timeless Classics Study Guides* provide a wealth of reproducible support materials to help students extend the learning experience. Features include critical background notes on both the author and the times, character descriptions, chapter summaries, and eight “universal” exercises that may be used for any *Timeless Classic* or *Saddleback Illustrated Classic*.

In addition to the universal exercises, 26 title-specific activities are included to review, test, or enrich the student’s grasp of important vocabulary and concepts. These reproducible worksheets are designed to be used chapter-by-chapter as the student’s reading of the novel proceeds. At least two exercises are provided for each book chapter. One of the two always focuses on key vocabulary. The other may be a simple comprehension check or present an important literary concept.

Research shows that the most effective way to improve comprehension is to teach students strategies. The foundation of any comprehension strategy requires knowledge of the skills found in these activities including: main idea, noting details, drawing conclusions, finding the sequence, cause and effect, making inferences, and more. A two-page final exam is also included in every *Timeless Classics Study Guide*.

USING THE STUDY GUIDES

Before assigning any of the reproducible exercises, be sure your students each have a personal copy of the *Glossary* and the *Facts About the Author* and *About the Times*. By organizing the reading process in this way, you will be able to set a purpose for reading and activate prior knowledge. The *Facts About the Author* and *About the Times* lend themselves to any number of writing or research projects you may wish to assign. To further preview the novel, you may wish to review the *Facts About the Characters*. Students will also need to be familiar with many of the literary terms in order to complete the worksheets.

The title-specific exercises may be used as a springboard for class discussions and role-playing. Alternatively, you may wish to assign some exercises as homework and others during the closing minutes of a class period.

All exercises in this Guide are designed to accommodate independent study as well as group work. The occasional assignment of study partners or competitive teams often enhances interest and promotes creativity. Oral language activities, such as paraphrasing or summarizing a part of the story, provide an intervention opportunity to strengthen oral language skills and, in turn, strengthen reading skills.

THE CALL OF THE WILD
FACTS ABOUT THE AUTHOR

JACK LONDON
(1876–1916)

EARLY LIFE

Born in 1876, Jack London was raised in dire poverty in the slums of Oakland, California. As a boy of ten, he sold newspapers on the streets before going to school each day. While still a teenager, he worked as an oyster pirate, a cannery laborer, and a salmon fisherman.

PROFESSIONAL CAREER

Before he was 20, he joined the gold rush to Alaska. His stepsister loaned him \$1,500 for his trip to the Klondike. The only “gold” he found there, however, was the rich and colorful material he used in his wonderful adventure stories.

While still very young, Jack London was making a name for himself as a reporter for the Hearst newspaper chain. But, like all of his other jobs, this one didn’t last long. Early in 1900, at the age of 24, he began his career as a serious writer.

London’s literary interests included science fiction and serious novels about the plight of the underprivileged. Although he wrote for only 16 years, he produced an impressive body of work: 19 novels, 18 books of essays and short stories, and numerous other books.

OTHER WORKS

His most popular works, however, are *The Call of the Wild* and *White Fang*, which have been translated into 30 languages and are still popular all over the world.

LATER LIFE

Troubled all of his life by ill health and financial problems, Jack London died at the age of 40 in 1916.

FACTS ABOUT THE TIMES

In 1876, when Jack London was born...

Alexander Graham Bell invented the telephone, Mark Twain’s *Tom Sawyer* had been out a year, and the first American zoo was established in Philadelphia.

In 1903, when *The Call of the Wild* was published...

Work began on the Panama Canal, Orville and Wilbur Wright flew the first powered

airplane, and the first car trip across the United States was made in 65 days.

In 1916, when Jack London died...

Jazz was sweeping the United States, the Battle of Verdun was fought in World War I, Pancho Villa invaded Columbus, New Mexico, and the first Rose Bowl football game was held.

TIMELESS CLASSICS

FAC TS ABOUT THE CHARACTERS

BUCK

A very large, intelligent dog whose life is changed forever when he is stolen from his pleasant home in California and transported to the Alaskan frontier to become a working sled dog

JUDGE MILLER

Buck's owner in California

MANUEL

The Judge's gardener's helper who steals and sells Buck to pay off gambling debts

THE MAN IN THE RED SWEATER

A member of the stolen-dog ring who teaches Buck that "a man with a club is a lawgiver"

PERRAULT AND FRANÇOIS

Two French-Canadians who are Buck's first masters in Alaska. They carry messages for the Canadian government

THE SCOTCHMAN

Buck's second master who delivers mail to gold seekers in the North

CHARLES

One of Buck's foolish and inexperienced American masters

MERCEDES

Another of Buck's American masters; Charles's wife

HAL

Mercedes's brother; a headstrong, cruel man

JOHN THORNTON

The man who rescues Buck from the Americans and teaches Buck true love

HANS AND PETE

John Thornton's partners

MATTHEWSON

The man who bets that Buck can't pull a thousand-pound load

JIM O'BRIEN

The man who lends Thornton a thousand dollars to bet on Buck

THE YEEHATS

A fierce tribe of Indians who murder Thornton and his partners

SPITZ

A white dog who is Buck's archenemy among all the other dogs

CURLY

A Newfoundland dog who accompanies Buck on the voyage of the *Narwhal*

DAVE, BILLEE, JOE, SOL-LEKS, PIKE, and DUB

Other dogs on the sled team with Buck

THE CALL OF THE WILD

CHAPTER SUMMARIES

CHAPTER 1

The story begins in 1897, at the beginning of the Alaskan gold rush. The main character, Buck, is introduced as a large beast belonging to a man named Judge Miller. Buck is the offspring of a Saint Bernard, Elmo, and a Scotch shepherd, Shep. Buck is not aware that his contented life will soon end forever. One night Manuel, a gardener's helper on the estate, steals and sells Buck to settle his gambling debts. Before Buck knows what is happening, a stranger is tightening a rope around his neck and throwing him into a railroad baggage car. Buck is on his way to a much different life in the frozen Northland.

CHAPTER 2

Recognizing that he is riding in a railroad baggage car, Buck bites the hand of the stranger but is once again choked into unconsciousness. In the next scene, Buck is being held in a shed behind a bar on the San Francisco waterfront. Here the rope is removed and, after a struggle, Buck is put into a narrow wooden crate. Confused and angry at the bad treatment, Buck is then put in a railroad express car and teased by the express men. He doesn't eat or drink for two nights. Finally he arrives in Seattle and is given over to a club-wielding man in a red sweater who cruelly beats Buck into submission. Buck learns that a man with a club is a lawgiver; it is his first introduction to the rule of primitive law.

CHAPTER 3

Buck, feeling fearful about the future, sees the man in the red sweater selling off other dogs, one by one. Soon a good-natured French-Canadian named Perrault buys Buck and a Newfoundland named Curly to use in carrying messages for the Canadian government. On the Seattle docks, they board the *Narwhal*, a ship bound for Alaska. There Buck meets Perrault's partner, François, as well as two more dogs named Spitz and Dave. Buck recognizes François as a fair man when he punishes Spitz for trying to steal Buck's food. As the *Narwhal* heads north, the weather gets colder. On deck, Buck gets his first sight and taste of snow.

CHAPTER 4

After landing in Dyea Beach, Alaska, Buck is shocked to learn how savage both the gold-seekers and their dogs are. He sees huskies knock Curly off her feet and kill her; when Spitz laughs at the sight, Buck makes a lifelong enemy. Soon Perrault and François buy more dogs and begin training the team. They are pleased with Buck for both his strength and intelligence. In a short time, Buck learns the "toil of the traces" by pulling with the other dogs behind Spitz, the leader. The life of a sled dog is hard; Buck never gets enough to eat. Over time he learns to steal food when he can and to eat anything. As he grows stronger, his primitive instincts seem to come alive again.

TIMELESS CLASSICS

LITERARY GLOSSARY

action what happens in a story; the acts or events that take place

The war story was full of battle action.

author the writer of a book, story, article, etc.

Ernest Hemingway was an American author.

author's purpose the author's specific goal or reason for writing a certain book

In that novel, the author's purpose was to make readers laugh.

character a fictional person who plays a part in a story or novel

Long John Silver is an important character in *Treasure Island*.

classic excellent artwork, novel, painting, symphony, etc. that remains popular over many years

Norman Mailer's *The Naked and the Dead* has become an American classic

climax the outcome of the novel's main conflict

The capture of the criminal was the climax of the detective story.

conclusion the resolution of all plot conflicts, bringing the story to a close

That play's conclusion was very satisfying. Every conflict was resolved.

conflict The struggle between characters or forces at the center of the story

The conflict was resolved when the suspect confessed.

description the parts of a story or novel that tell about the appearance of the setting or characters

His description of the Alps was breathtaking.

dialogue words spoken by the characters in a novel, story, or play

The dialogue in that comedy is very witty and amusing.

effect in literature, an impression created by the writer

Murder mysteries often create a suspenseful, chilling effect.

event a specific occurrence; something that happens

A plane crash is the first event in that adventure novel.

fiction a literary work in which the plot and characters are the products of the author's imagination

Mary Shelley's *Frankenstein* is a popular work of fiction.

figurative language colorful wording not meant to be taken literally, but to form a colorful, sharp picture in the mind

A "screaming" headline may be set in large type, but it makes no sound at all.

imagery figures of speech that help the reader to visualize the characters or setting; pictures in words

In Stephen Crane's imagery, the color of blood suggests courage.

introduction a short reading that presents and explains a novel; sometimes the first part of a novel that sets the scene

The introduction to *Frankenstein* is in the form of a letter.

mood the overall feeling or atmosphere the author creates in a story or novel

The author's skillful use of language created a dismal, hopeless mood.

moral the instructive point of a story or novel; the lesson to be drawn by the reader

The moral of the story is to choose your friends carefully.

WORDS AND MEANINGS

NAME _____

DATE _____

A. Circle the word that correctly completes each statement.

1. In 1897, gold was discovered in the (Santa Clara Valley / Klondike).
2. Many of Judge Miller’s dogs lived in (kennels / arbors).
3. Buck carried the Judge’s (servants / grandchildren) on his back.
4. Buck’s father had been the Judge’s constant (companion / groom).
5. (Elmo / Manuel) was a gardener’s helper at Judge Miller’s place.
6. Buck thought he was taking a walk through the (orchard / pastures).
7. Manuel put a piece of thick rope under Buck’s (legs / collar).
8. Buck accepted the rope with quiet (determination / dignity).
9. When the stranger tightened the rope, Buck struggled in a (fury / furry) of surprise and anger.

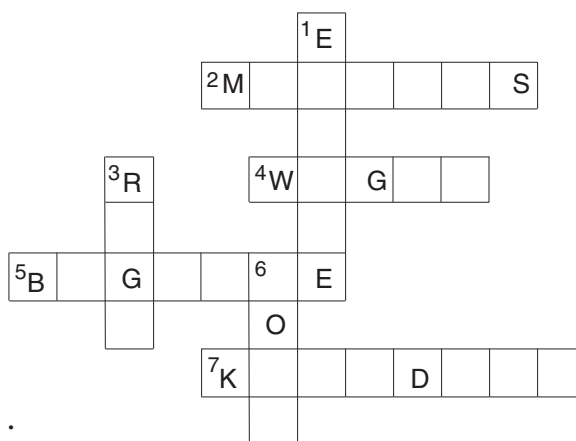
B. Use the clues to solve the crossword puzzle.

ACROSS

2. Gold-seekers needed dogs with strong _____ .
4. Manuel’s _____ could not support his gambling.
5. Two men threw Buck into a _____ car.
7. In 1897, gold was discovered in the _____ .

DOWN

1. Buck was born on Judge Miller’s great _____ .
3. Buck felt _____ when the men teased him.
6. A precious metal, _____ , had been discovered in the Northland.



WHO AND WHERE

NAME _____

DATE _____

A. Help! Someone has mixed up the characters and locations in the sentences. Rewrite the sentences correctly on the back of this sheet.

1. Trouble was coming for every strong dog from Puget Sound to **Santa Clara**.
2. **Judge Miller** had a terrible weakness—he loved to gamble.
3. The Judge's daughters, **Toots and Ysabel**, would take Buck with them on early morning walks.
4. Buck's mother, **Elmo**, was a Scotch shepherd.
5. Judge Miller's place was in the sunny **San Diego** Valley.
6. Buck's father, **Shep**, was a Saint Bernard.
7. **Manuel** went to a meeting of the Raisin Growers' Association.
8. Some dogs, such as **Mollie and Alice**, lived in hidden corners of the house.

B. Write **T** or **F** to show whether each statement is **true** or **false**.

1. _____ Big dogs were needed in the frozen Southland.
2. _____ Gold had been discovered in the Klondike.
3. _____ Judge Miller's place was called College Park.
4. _____ The stranger threw Buck over on his back.
5. _____ Money was passed between Alice and Manuel.

WORDS AND MEANINGS

NAME _____

DATE _____

A. Write a word from the box under the definition it matches.

waterfront	cower	express	rabies
cunning	bristled	crate	mistreat

1. to pull away in fear

2. ocean's edge where docks and wharves are

3. hair stood up stiffly

4. slyness; skill at trickery

5. disease animals can transmit to humans

6. fast transportation; makes few stops

7. box made of wooden slats

8. to abuse; deal with harshly

B. Use clues to complete the crossword puzzle.

ACROSS

1. The kidnapper worried that Buck would give him _____ .

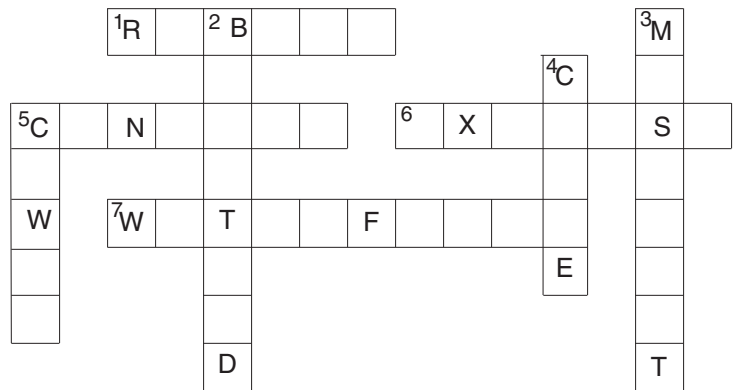
5. Buck would need all of his _____ to face his new life.

6. Buck's crate was put into an _____ railroad car.

7. The kidnapper took Buck to the San Francisco _____ .

DOWN

2. Buck _____ at the touch of the man in the red sweater.



3. Buck couldn't understand why anyone would _____ him.

4. Buck was flung into a _____ that was like a cage.

5. To Buck it would never be necessary to _____ before men.