

**7<sup>th</sup> Grade Literature & Composition:**

*The Call of the Wild*

April 6 – 9

*Time Allotment: 45 minutes per day*

Office Hours:

1<sup>st</sup> Period      MW 10-10:50

2<sup>nd</sup> Period      MW 11-11:50

3<sup>rd</sup> Period      MW 1-1:50

4<sup>th</sup> Period      TH 10-10:50

6<sup>th</sup> Period      TH 1-1:50

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

## Packet Overview

| Date               | Objective(s)   | Page Number |
|--------------------|--|-------------|
| Monday, April 6    | Chapter 7 Part 2 of <i>The Call of the Wild</i><br>Objective: You should be to describe Buck’s new owners, both their physical characteristics and their characters. | 2           |
| Tuesday, April 7   | <i>The Call of the Wild</i> Essay Preparation<br>Objective: You will create a beginning sketch of your paragraph describing the bull that Buck hunts.                | 6           |
| Wednesday, April 8 | <i>The Call of the Wild</i> Essay Rough Draft<br>Objective: You will write a full rough draft of your descriptive essay.   | 12          |
| Thursday, April 9  | <i>The Call of the Wild</i> Essay Final Draft<br>Objective: You will type and complete your draft of your descriptive essay.   | 15          |
| Friday, April 3    | Good Friday: No Class  |             |

### **Additional Notes:**

- If possible, please use a single notebook to complete all of your work for Literature and Composition. All of the answers to the questions and all of the vocabulary definitions should go into this notebook. However, if you don’t have a notebook, you may use loose sheets of paper. Make sure that you title each page, write the date, and staple all of the pages together at the end of the week.
- Note on the vocabulary: Words have many meanings. I am only providing you with the definition of the word as it’s used in the story.
- If you find yourself with any extra time, please practice reciting “Ulysses” by reading it aloud dramatically. A copy of “Ulysses” is attached to this packet.

### **Academic Honesty**

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Student signature:*

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I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

*Parent signature:*

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## **Monday, April 6**

*The Call of the Wild* Chapter 7 Part 2 (Pages 61-67)

Objective: You should be to describe Buck’s new owners, both their physical characteristics and their characters.

Action Items:

- |  |          |
|--|----------|
| A. Study Chapter 7 Part 2 Vocabulary   | [10 min] |
| B. Read and Annotate Chapter 7 Part 2 (Pages 61-67)  | [20 min] |
| C. Answer the Reading Questions for Chapter 7 Part 2   | [15 min] |
| D. If you have any extra time, practice reciting “Ulysses” (read over the whole poem, and then try to recite as much as you can without looking) |          |

### A. STUDY CHAPTER 7 PART 2 VOCABULARY

*Directions: Carefully read over the vocabulary words and definitions. Try to use each word in several sentences. If at all possible, find someone who knows vocabulary well in your household, and ask them to use the word in a couple sentences. Use each word in a sentence and ask them if you are using it correctly. Keep this list beside you as you do the reading and re-examine each word as it’s used in the story.*

1. *Prowess* (n) Superior skill or ability
2. *Equilibrium* (n) the state of being equally balanced; emotional stability; a stable situation in which forces cancel one another
3. *Asunder* (adv) In or into a divided state; into separate parts; in pieces: as, to tear, rend, break, burst, or cut
4. *Ptarmigan* (n) A bird that looks similar to dove, but lives in snowy, cold areas
5. *Quarry* (n) A place, cavern, or pit where stones are dug from the earth, or separated, as by blasting with gunpowder, from a large mass of rock
6. *Paroxysm* (n) A sudden outburst of emotion or action; a sudden attack; a spasm or fit

7. *Simulate* (v) To make in imitation of or as a substitute for; to imitate; to make an imitation copy of something real (from Latin, *similis*)
8. *Palpitant* (adj) Shaking; trembling
9. *Subtle* (adj) elusive, Difficult to understand; barely noticeable
10. *Calamity* (n) An event that brings terrible loss, lasting distress, or severe affliction
11. *Excrescence* (n) An outgrowth or enlargement, especially an abnormal one, such as a wart or tumor; anything growing out unnaturally from anything else
12. *Usurp* (v) To seize and hold possession of, as of some important or dignified place, office, power, or property, by force or without right; seize, appropriate, or assume illegally or wrongfully: as, to usurp a throne
13. *Cessation* (n) A ceasing; a stop; a rest
14. *Preliminary* (n or adj) something that you do before something else in order to get ready (Example: Before exercising, Bill did the preliminary warm-ups.)

#### A. READ & ANNOTATE CHAPTER 7 PART 2 (Pages 61-67)

*Directions: Last week I noted that I wouldn't be checking for annotations. This is still the case, but it will help you stay engaged with the reading and think through the evidence thoroughly if you annotate as you read. Thus, I encourage you to annotate.*

*As you read, keep your vocabulary words next to you so you can check the definitions.*

*Completely read the chapter **and then** complete the questions. I strongly encourage you to do reading **before** you read the questions.*

#### B. ANSWER THE CHAPTER 7 PART 2 READING QUESTIONS

*Directions: Title the next page "The Call of the Wild Chapter 7 Part 2 Reading Questions" and write your answers there. You do not need to copy the questions down in your notebook. Simply write the number and your answer.*

1. Use several phrases and words from the text to describe how Buck looks and how he feels on page 61.

2. (62) What type of transformation does Buck undergo once he enters the wild?
3. (62) Find any textual evidence you can to explain why Buck decides to target the bull moose (rather than any other animal).
4. What is Buck's tactic for killing the bull moose? Describe it in a couple sentences using pieces of textual evidence.
5. What's happened at camp when Buck returns?
6. Using text, describe how Buck reacts to John Thornton's death.
7. (66) Find text to explain why Buck fights the wolf pack. What is the outcome?

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## **Tuesday, April 7**

### *The Call of the Wild* Essay Preparation

Objective: You will create a beginning sketch of your paragraph describing the bull that Buck hunts.

Action Items:

|  |          |
|--|----------|
| A. Learn about the Descriptive Essay             | [10 min] |
| B. Re-read from pages 62 through the top of 64   | [10 min] |
| C. Prepare to write your paragraph               | [15 min] |
| D. Develop a thesis statement for your paragraph | [10 min] |

### A. Learn About the Descriptive Essay

*Directions: Carefully read over the explanation of the kind of essay you will be writing this week.*

### **The Descriptive Essay**

Now that we have finished reading Jack London's *The Call of the Wild*, we now have the opportunity to write about the text in detail. The kind of writing we will be doing this week is called *Descriptive writing*. Unlike a Literary Analysis Paragraph in which you explain a quotation from the text, most of the Descriptive paragraph will be made up of your own words.

You will describe a character, place, or event from the story in vivid detail and thoughtful reflection. A descriptive paragraph is developed through specific observations of the senses. Sensory images inform our feelings about a text as we read.

**Directions:**

*Read this passage from **A Tale of Two Cities**.*

*Underline each sensory description.*

*Notice how it informs your feeling about the text.*

*The Dover road lay, as to him, beyond the Dover mail, as it lumbered up Shooter's Hill. He walked uphill in the mire by the side of the mail, as the rest of the passengers did; not because they had the least relish for walking exercise, under the circumstances, but because the hill, and the harness, and the mud, and the mail, were all so heavy, that the horses had three times already come to a stop, besides once drawing the coach across the road, with the mutinous intent of taking it back to Blackheath. Reins and whip and coachman and guard, however, in combination, had read that article of war which forbade a purpose otherwise strongly in favour of the argument, that some brute animals are endued with Reason; and the team had capitulated and returned to their duty.*

*With drooping heads and tremulous tails, they mashed their way through the thick mud, floundering and stumbling between whiles as if they were falling to pieces at the larger joints. As often as the driver rested them and brought them to a stand, with a wary "Wo-ho! so-ho then!" the near leader violently shook his head and everything upon it—like an unusually emphatic horse, denying that the coach could be got up the hill. Whenever the leader made this rattle, the passenger started, as a nervous passenger might, and was disturbed in mind.*

*There was a steaming mist in all the hollows, and it had roamed in its forlornness up the hill, like an evil spirit, seeking rest and finding none. A*

*clammy and intensely cold mist, it made its slow way through the air ripples that visibly followed and overspread one another, as the waves of an unwholesome sea might do. It was dense enough to shut out everything from the light of the coachlamps but these its own workings, and a few yards of road; and the reek of the labouring horses steamed into it, as if they had made it all (Dickens 7).*

How many senses did Charles Dickens get you to use in these paragraphs? Three? Four? Five? In your descriptive paragraph, you will go back to your reading of *The Call of the Wild* and describe the bull that Buck hunted in this kind of vivid detail in as many sentences as it takes to complete that task (shoot for 10-14). Therefore, your direction for this week's assignment is:

**Write a paragraph vividly describing the Moose-Bull that Buck hunts in Chapter 7.**

Now, you will have an opportunity to go back to the text to inventory important details that you may or may not have missed in your first reading.

**B. READ & ANNOTATE PAGES 62-top of 64**

*Directions: I encourage you to re-annotate. Re-read Buck's encounter with the bull.*

*While you read, gather as many details about the bull as you can. Notice not only his physical features, but also his motivations, his relationships with his herd, his relationship to Buck, etc.*

A. BRAINSTORMING FOR YOUR PARAGRAPH

*Directions: Label the next page of your notebook “Call of the Wild Detail Essay Brainstorm” Summarize the bull in eight single words or short phrases. Then explain why you used those words and phrases in a chart like this one:*

| <u>Moose-Bull Words/Phrases</u> | <u>Why did you use this word or phrase?</u> |
|---------------------------------|---|
| 1.                              | 1.  |
| 2.                              | 2.  |
| 3.                              | 3.  |
| 4.                              | 4.  |
| 5.                              | 5.  |
| 6.                              | 6.  |
| 7.                              | 7.  |
| 8.                              | 8.  |



## D. WRITE A TOPIC SENTENCE

Now you have a rough sketch of the meat and potatoes your paragraph. Now you need a topic sentence for the beginning of your paragraph that will tie all these details together. Your topic sentence should succinctly state what all these details tell us about the moose character. How would you summarize who this moose is based on the details you've gathered?

*Write a topic sentence for your paragraph on your brainstorming notebook page.*

## Wednesday, April 8

*The Call of the Wild* Essay Rough Draft

Objective: You will create a rough draft of your paragraph describing the bull that Buck hunts.

Action Items:

- A. Learn about using precise verbs and nouns [10 min]
- B. Write a rough draft [35 min]
- C. If you have any extra time, practice reciting “Ulysses” (read over the whole poem, and then try to recite as much as you can without looking)

## A. LEARN ABOUT USING PRECISE VERBS AND NOUNS

When you write your description of the bull that Buck hunts, you will need to use the most precise and descriptive words possible to communicate your meaning. Yesterday we read this passage from Charles Dickens:

*With drooping heads and tremulous tails, they mashed their way through the thick mud, floundering and stumbling between whiles as if they were falling to pieces at the larger joints.*

Notice what happens to the sentence when Dickens uses words like *mashed* instead of “walked” and *floundering* instead of “struggling”. These strong words make us feel as if we might even be in that mud pile with the characters of the story!

We will practice using strong words now:

/

“Walk” is not a very strong verb. Adding an adverb to the verb can help: “walk aimlessly”. But is there a stronger verb we could use to express ourselves even better? Can you think of one? What about “wander”? “Wander” is a much stronger verb than “walk” or even “walk aimlessly”, so a good writer would choose this strong verb over a weak word or wordy phrase.

**Directions:** *Think of a strong or more descriptive word you could replace for the following words and phrases:*

|            |                       |                      |
|------------|-----------------------|----------------------|
| <b>Eg.</b> | <b>Walk aimlessly</b> | <b><u>wander</u></b> |
| 1.         | run quickly           | _____                |
| 2.         | fancy cup             | _____                |
| 3.         | dog                   | _____                |
| 4.         | hat                   | _____                |
| 5.         | work hard             | _____                |
| 6.         | think                 | _____                |

Now with a little bit of practice choosing precise and strong words, try to use these kinds of words in your essay that you will draft next.

## B. WRITE A ROUGH DRAFT

*Directions:*

***Label the next page in your notebook “Call of the Wild Final Essay Rough Draft”***

***Use your brainstorming chart from yesterday to write a full paragraph (10-14 sentences) describing the Bull that Buck hunts in vivid detail.***

Notes: Now it’s time to begin writing! Remember to use strong verbs, nouns, and adjectives in your essay. Write the draft in your notebook today. Tomorrow, you will type your final draft after making edits.

## Thursday, April 9

### *The Call of the Wild* Essay Final Draft

Objective: You will type a final draft of your paragraph describing the bull that Buck hunts.

Action Items:

- A. Edit rough draft for clarity [20 min]
- B. Type your final draft [25 min]
- C. If you have any extra time, practice reciting “Ulysses” (read over the whole poem, and then try to recite as much as you can without looking)

### A. EDIT FOR CLARITY

Before typing your final draft, it is important to edit your rough draft to make your sentences even more clear. For our first exercise, you will need your rough draft from yesterday ready so that you can make edits to your writing.

***Directions: Check for the following edits, and mark your rough draft with these changes.***

1. Check all your adjectives. Are any of them redundant?  
*Eg. The ~~large~~ moose was over six feet tall.*  
(By saying the moose was over six feet tall, it has been communicated that he is large.)
2. Is there any use of first person or second person? (I, we, you, my, your)  
If there is, remove those words and change them to third person if possible.
3. Do you use any clichés? Eliminate them.  
*Eg. Very, really, a lot, and so, obviously, interesting*
4. Check to make sure you do not have any sentence fragments.  
*Eg. Because Buck was so strong.*
5. Check to make sure you do not have any run-on sentences.  
*Eg. The moose was wounded with an arrow an indian had shot him the arrow Buck killed the bull.*
6. Look over each verb. Can you use a better one?  
➤ Improve at least one verb in your paragraph.

## B. TYPE THE FINAL DRAFT

***Directions:***

***Type your final draft after edits have been made.***

***Follow the formatting guidelines below.***

### Typing Instructions

- Times New Roman font
- Font size 12
- Double space header
- Double space paragraph
- Center the title one line beneath your header and one line above your first paragraph

Paul Martin

Mr. Potter

7<sup>th</sup> Grade Literature and Composition, Period 1

April 9, 2020

#### Descriptive Essay on the Moose-Bull in *The Call of the Wild*

Make sure you indent the first sentence of your paragraph. Double spacing is also required for your paragraph. All parts of the paragraph should be in 12 point font, Times New Roman. All the formatting requirements are the same as in previous typing assignments we have had in Literature and Composition this year. Make sure you use plenty of strong verbs and precise nouns and adjectives! The final product should be ten to fourteen sentences long.

# ULYSSES

## ALFRED, LORD TENNYSON

It little profits that an idle king,  
By this still hearth, among these barren crags,  
Match'd with an aged wife, I mete and dole  
Unequal laws unto a savage race,  
That hoard, and sleep, and feed, and know not me.  
I cannot rest from travel: I will drink  
Life to the lees: All times I have enjoy'd  
Greatly, have suffer'd greatly, both with those  
That loved me, and alone, on shore, and when  
Thro' scudding drifts the rainy Hyades  
Vext the dim sea: I am become a name;  
For always roaming with a hungry heart  
Much have I seen and known; cities of men  
And manners, climates, councils, governments,  
Myself not least, but honour'd of them all;  
And drunk delight of battle with my peers,  
Far on the ringing plains of windy Troy.  
I am a part of all that I have met;  
Yet all experience is an arch wherethro'  
Gleams that untravell'd world whose margin fades  
For ever and forever when I move.  
How dull it is to pause, to make an end,  
To rust unburnish'd, not to shine in use!  
As tho' to breathe were life! Life piled on life  
Were all too little, and of one to me  
Little remains: but every hour is saved  
From that eternal silence, something more,  
A bringer of new things; and vile it were  
For some three suns to store and hoard myself,  
And this gray spirit yearning in desire  
To follow knowledge like a sinking star,  
Beyond the utmost bound of human thought.

This is my son, mine own Telemachus,

To whom I leave the sceptre and the isle,—  
Well-loved of me, discerning to fulfil  
This labour, by slow prudence to make mild  
A rugged people, and thro' soft degrees  
Subdue them to the useful and the good.  
Most blameless is he, centred in the sphere  
Of common duties, decent not to fail  
In offices of tenderness, and pay  
Meet adoration to my household gods,  
When I am gone. He works his work, I mine.

There lies the port; the vessel puffs her sail:  
There gloom the dark, broad seas. My mariners,  
Souls that have toil'd, and wrought, and thought with me—  
That ever with a frolic welcome took  
The thunder and the sunshine, and opposed  
Free hearts, free foreheads—you and I are old;  
Old age hath yet his honour and his toil;  
Death closes all: but something ere the end,  
Some work of noble note, may yet be done,  
Not unbecoming men that strove with Gods.  
The lights begin to twinkle from the rocks:  
The long day wanes: the slow moon climbs: the deep  
Moans round with many voices. Come, my friends,  
'T is not too late to seek a newer world.  
Push off, and sitting well in order smite  
The sounding furrows; for my purpose holds  
To sail beyond the sunset, and the baths  
Of all the western stars, until I die.  
It may be that the gulfs will wash us down:  
It may be we shall touch the Happy Isles,  
And see the great Achilles, whom we knew.  
Tho' much is taken, much abides; and tho'  
We are not now that strength which in old days  
Moved earth and heaven, that which we are, we are;  
One equal temper of heroic hearts,  
Made weak by time and fate, but strong in will  
To strive, to seek, to find, and not to yield.