

Call of the Wild Unit Resources

Student Resource	Location
Section 1: Lessons 1-4	
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Text: <i>The Call of the Wild</i> by Jack London (audio)	Digital Access
Lesson handouts:	Pages 2-9
Section 2: Lessons 5-8	
Text: "The Other Animals" by Jack London	Page 10
Lesson handouts:	Pages 12-19
Section 3: Lessons 9-10	
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Lesson handouts:	Pages 20-23
Section 4: Lessons 11-14	
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Lesson handouts	Pages 24-28
Section 5: Lessons 15-16	
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Section 6: Lessons 17-21	
Text: "To Build a Fire" by Jack London	Page 29
Text: "To Build a Fire" by Jack London (audio)	Digital Access
Lesson handouts	Pages 41-49
Section 7: Lessons 22-27	
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Lesson handouts	Pages 50-54
Section 8: Lessons 28-29	
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Lesson handouts	Pages 55-60
Section 9: Lessons 30-31	
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Lesson handouts	Pages 61-62
Section 10: Lessons 32-36 (Culminating Writing Task)	
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Lesson handouts	Pages 63-66
Section 11: Lessons 37-41 (Extension Task)	
Text: "Do Animals Think and Reflect," from <i>The Ways of Nature</i> by John Burroughs	Page 70
Text: "How Smart Are Dogs?" and "How Smart Are Dolphins?"	Purchased text
Text: <i>The Call of the Wild</i> by Jack London	Purchased text
Lesson handouts	Pages 67-69, 75-81
Section 12: Lessons 42-43 (Cold-Read Task)	

Introduction to *The Call of the Wild*

Four-Corners Activity

Consider your reaction to each quote and write a one-sentence rationale for your response.

Quote 1: "There is no fundamental difference between man and animals in their ability to feel pleasure and pain, happiness, and misery." - Charles Darwin

Strongly Agree

Agree

Disagree

Strongly Disagree

Rationale:

Quote 2: "He who is cruel to animals becomes hard also in his dealings with men. We can judge the heart of a man by his treatment of animals." - Immanuel Kant

Strongly Agree

Agree

Disagree

Strongly Disagree

Rationale:

Quote 3: "It is not the strongest or the most intelligent who will survive but those who can best manage change." - Leon C. Megginson

Strongly Agree

Agree

Disagree

Strongly Disagree

Rationale:

Quote 4: "Nature, it seems, has a way of returning things to how they should be." - Fennel Hudson

Strongly Agree

Agree

Disagree

Strongly Disagree

Rationale:

An *epigraph* is a short quotation or saying at the beginning of a book. Discuss the epigraph to *The Call of the Wild* with a partner by answering the questions below.

1. In line 1, what does the phrase “old longings” suggest about the animal’s nature?
2. In line 2, what synonym can be replaced for custom? Why does the author use the word “chafing” in reference to the chain? What action is he trying to show?
3. In line 3, what feeling or images does the phrase “brumal sleep” suggest? Why?
4. In line 4, what does the word “waken” suggest? What, then, is the author saying about the animal’s transformation?

Paraphrase the epigraph in the lines below.

Consider why the author might begin the book with this epigraph. Then answer the question: What does this epigraph suggest about *The Call of the Wild*? Be sure to use evidence from the epigraph for support in your response.

Vocabulary Chart

Keep a list of words you have learned throughout the unit.

Chapter 1				
Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Chapter 2				
Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Split-Page Notes: *The Call of the Wild*, Chapter 1 "Into the Primitive"

Question	Response
<p>1. What does the reader learn in the first sentence about the problem, the main character, and the setting?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. What do you learn about Buck in paragraphs 3-5? Cite evidence from the text to support your answer.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. What words and phrases in paragraph 22 present Buck in "human-like" ways? Cite evidence from the text to support your answer.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Explain how the encounter with Manuel and the subsequent event described in paragraph 11 change Buck, citing evidence from the text to support your claim.</p>	

Question	Response
4. Underline sensory details used to describe Buck's beating. How does the author's use of vivid, violent description impact the tone and mood of the text?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5. What does the author mean by the phrase the "reign of primitive law"?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Consider the author's use of word choice and sensory details; select a word, phrase or sentence from Chapter 1 that emphasizes Buck's return to a primitive state. Explain why you choose this phrase/sentence given its impact on the reader.	

Conversation Stems¹

Clarifying

- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

Paraphrasing

- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

Agreeing

- ___'s point about ___ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

Disagreeing

- I see it differently because...
- The reasons and details ___ provided better support ___ because...
- There is no evidence to suggest that is true.
- I agree that ___, but we also have to consider that...
- We see ___ differently.

Elaborating

- ___ mentioned that...
- Yes, and furthermore...
- Adding to what you said,...
- I agree, and I want to add that...

Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

Revising

- Before I thought ___, but now I think ___ because...
- I still think ___, but now I wonder...
- My new thinking is...

¹ Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

Incident Chart

In the chart below, track and analyze the incidents that reveal aspects of Buck's character, the other sled dogs, and Buck's owners. These incidents may be interactions with nature, with other animals, or with men. In the first column, record and summarize the incident, citing textual evidence and specific page numbers. In the second column, record your observations and inferences about how the incidents develop the characters and themes.

Incident Summary	Observations and Inferences

Excerpts from “The Other Animals”

Jack London

... I have been guilty of writing two animal — two books about dogs. The writing of these two stories, on my part, was in truth a protest against the "humanizing" of animals, of which it seemed to me several "animal writers" had been profoundly guilty. Time and again, and many times, in my narratives, I wrote, speaking of my dog-heroes: "He did not think these things; he merely did them," etc. And I did this repeatedly, to the clogging of my narrative and in violation of my artistic canons; and I did it in order to hammer into the average human understanding that these dog-heroes of mine were not directed by abstract reasoning, but by instinct, sensation, and emotion, and by simple reasoning. Also, I endeavored to make my stories in line with the facts of evolution; I hewed them to the mark set by scientific research, and awoke, one day, to find myself bundled neck and crop into the camp of the nature-fakers.

President Roosevelt was responsible for this, and he tried and condemned me on two counts. (1) I was guilty of having a big, fighting bull-dog whip a wolf-dog. (2) I was guilty of allowing a lynx to kill a wolf-dog in a pitched battle. Regarding the second count, President Roosevelt was wrong in his field observations taken while reading my book. He must have read it hastily, for in my story I had the wolf-dog kill the lynx. Not only did I have my wolf-dog kill the lynx, but I made him eat the body of the lynx as well. Remains only the first count on which to convict me of nature-faking, and the first count does not charge me with diverging from ascertained facts. It is merely a statement of a difference of opinion. President Roosevelt does not think a bulldog can lick a wolf-dog. I think a bull-dog can lick a wolf-dog. And there we are. Difference of opinion may make, and does make, horse-racing. I can understand that difference of opinion can make dog-fighting. But what gets me is how difference of opinion regarding the relative fighting merits of a bull-dog and a wolf-dog makes me a nature-faker and President Roosevelt a vindicated and triumphant scientist.

Then entered John Burroughs to clinch President Roosevelt's judgments. In this alliance there is no difference of opinion.... And first of all let Mr. Burroughs's position be stated, and stated in his words.

"Why impute reason to an animal if its behavior can be explained on the theory of instinct?" Remember these words, for they will be referred to later. "A goodly number of persons seem to have persuaded themselves that animals do reason." "But instinct suffices for the animals . . . they get along very well without reason." "Darwin tried hard to convince himself that animals do at times reason in a rudimentary way; but Darwin was also a much greater naturalist than psychologist." The preceding quotation

is tantamount, on Mr. Burroughs's part, to a flat denial that animals reason even in a rudimentary way.

...But let us see. Let us test Mr. Burroughs's test of reason and instinct. When I was a small boy I had a dog named Rollo. According to Mr. Burroughs, Rollo was an automaton, responding to external stimuli mechanically as directed by his instincts.... Rollo and I did a great deal of rough romping. He chased me and I chased him....In the course of the play many variations arose. I would make believe to sit down and cry. All repentance and anxiety, he would wag his tail and lick my face, whereupon I would give him the laugh. He hated to be laughed at, and promptly he would spring for me with good-natured, menacing jaws, and the wild romp would go on. I had scored a point. Then he hit upon a trick. Pursuing him into the woodshed, I would find him in a far corner, pretending to sulk.... But at first he fooled me. I thought I had somehow hurt his feelings and I came and knelt before him, petting him and speaking lovingly. Promptly, in a wild outburst, he was up and away, tumbling me over on the floor as he dashed out in a mad scurry around the yard. He had scored a point.

...When a dog exhibits choice, direction, control, and reason; when it is shown that certain mental processes in that dog's brain are precisely duplicated in the brain of man; and when Mr. Burroughs convincingly proves that every action of the dog is mechanical and automatic — then, by precisely the same arguments, can it be proved that the similar actions of man are mechanical and automatic. No, Mr. Burroughs,...You must not deny your relatives, the other animals. Their history is your history, and if you kick them to the bottom of the abyss, to the bottom of the abyss you go yourself. By them you stand or fall. What you repudiate in them you repudiate in yourself — a pretty spectacle, truly, of an exalted animal striving to disown the stuff of life out of which it is made, striving by use of the very reason that was developed by evolution to deny the processes of evolution that developed it. This may be good egotism, but it is not good science.

PAPEETE, TAHITI, March, 1908

This text is in the public domain.

“The Other Animals” Handout

With your group, reread your assigned paragraph(s). Discuss the text-dependent questions to help you understand the meaning of each paragraph. Then, summarize the key ideas from the paragraph in 1-2 sentences.

Paragraph 1:

- What does London mean when he states his writing was “in truth a protest against ‘the humanizing’ of animals”?
- What evidence does London give to show that he actively wrote without humanizing animals?

Paragraph 2:

- Why did President Roosevelt condemn London?
- What does London say in his defense?

Paragraphs 3 & 4:

- What impact does Burroughs have on the argument, according to London?
- What does London state about Burrough’s belief about how animals should be portrayed?

Paragraph 5:

- What does London do with Rollo?
- What does Rollo do to London?
- What does London believe this demonstrates?

Paragraph 6:

- What does London mean by saying, “the mental processes in that dog’s brain are precisely duplicated in the brain of man?”
- What does London mean when he warns Burroughs not to “deny your relatives”?

Our group’s summary which conveys the key ideas of the paragraph:

Record the key ideas of each paragraph based on each group's presentation.

Paragraph 1: _____

Paragraph 2: _____

Paragraphs 3 & 4: _____

Paragraph 5: _____

Paragraph 6: _____

What is Jack London's opinion of being called a "nature faker"? Support your answer with two pieces of evidence from "The Other Animals."

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Analyze the Argument: Claim, Reasons, and Evidence

Using the model below, complete a paragraph frame based on the paragraph you were assigned. List the supporting claim, reasons to support the claim, and relevant evidence to explain the reasoning and support the argument.

Model:

Paragraph # 1

Main Claim: _____

Reasons and Relevant Evidence:

Paragraph #: _____

Supporting Claim: _____

Reasons and Relevant Evidence:

What makes London’s argument effective? How does he develop and support his claim? Be sure to include at least two pieces of text evidence to support your response.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Evidence Chart

Claim: _____

Text Title and Page Number	Evidence (quotation or paraphrase)	How does this evidence support your claim?

Claim: _____

Text Title and Page Number	Evidence (quotation or paraphrase)	How does this evidence support your claim?



Split-Page Notes: *The Call of the Wild*, Chapter 2 “The Law of Club and Fang”

Question	Response
1. According to the text, how and why does Buck continue to steal? Cite textual evidence.	<hr/> <hr/> <hr/> <hr/> <hr/>
2. What words or phrases does the author use to describe Buck at the end of Chapter 2? How does this physical description demonstrate Buck's transformation?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. Reread the following lines from the text: "And not only did he learn by experience, but instincts long dead became alive again. The domesticated generations fell from him. In vague ways he remembered back to the youth of the breed, to the time the wild dogs ranged in packs through the	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



In Chapter 2, Buck has both developed and regressed as he joins the law of club and fang. Identify one decision that Buck makes in Chapter 2 and explain how it reveals both his development and regression.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Split-Page Notes: *The Call of the Wild*, Chapter 3 “The Dominant Primordial Beast”

Question	Response
1. What do we learn about the “primordial beast” within Buck in the first paragraph?	
2. What does Spitz do to finally provoke Buck to act?	
3. Reread the following lines: Buck got a frothing adversary by the throat, and was sprayed with blood when his teeth sank through the jugular. The warm taste of it in his mouth goaded him to greater fierceness. He flung himself upon another, and at the same time felt teeth sink into his own throat. It was Spitz, treacherously attacking from the side. What does Spitz do? Why is this significant?	
4. How do Francois and Perrault’s view about Buck and Spitz differ?	

- "They made Sixty Mile, which is a fifty-mile run, on the first day; and the second day saw them booming up the Yukon well on their way to Pelly. But such splendid running was achieved not without great trouble and vexation on the part of Francois. The **insidious** revolt led by Buck had destroyed the solidarity of the team. It no longer was as one dog leaping in the traces."

[illegible]

Define the word
insidious on your
vocabulary chart.

How do Buck's actions impact the other dogs?
How do Buck's actions impact the owners, Francois and Perrault?
How do Buck's actions impact the team as a whole? Cite textual evidence.

8. What do these incidents, along with the opening of Chapter 3, foreshadow?

9. Reread the following lines from the text:

In a flash Buck knew it. The time had come. It was to the death. As they circled about, snarling, ears laid back, keenly watchful for the advantage, the scene came to Buck with a sense of familiarity. He seemed to remember it all--the white woods, and earth, and moonlight, and the thrill of battle....To Buck it

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This image shows a blank sheet of white paper with ten horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Chapter 3				
Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Grade 8: Call of the Wild

To Build a Fire

Jack London

Day had broken cold and grey, exceedingly cold and grey, when the man turned aside from the main Yukon trail and climbed the high earth- bank, where a dim and little-traveled trail led eastward through the fat spruce timberland. It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch. It was nine o'clock. There was no sun nor hint of sun, though there was not a cloud in the sky. It was a clear day, and yet there seemed an intangible pall¹ over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun. This fact did not worry the man. He was used to the lack of sun. It had been days since he had seen the sun, and he knew that a few more days must pass before that cheerful orb, due south, would just peep above the skyline and dip immediately from view. (1)

The man flung a look back along the way he had come. The Yukon lay a mile wide and hidden under three feet of ice. On top of this ice were as many feet of snow. It was all pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed. North and south, as far as his eye could see, it was unbroken white, save for a dark hair-line that curved and twisted from around the spruce- covered island to the south, and that curved and twisted away into the north, where it disappeared behind another spruce-covered island. This dark hair-line was the trail--the main trail--that led south five hundred miles to the Chilcoot Pass, Dyea, and salt water; and that led north seventy miles to Dawson, and still on to the north a thousand miles to Nulato, and finally to St. Michael on Bering Sea, a thousand miles and half a thousand more. (2)

But all this--the mysterious, far-reaching hairline trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all--made no impression on the man. It was not because he was long used to it. He was a newcomer in the land, a chechaquo, and this was his first winter. The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances. Fifty degrees below zero meant eighty odd degrees of frost. Such fact impressed him as being cold and uncomfortable, and that was all. It did not lead him to meditate upon his frailty as a creature of temperature, and upon man's frailty in general, able only to live within certain narrow limits of heat and cold; and from there on it did not lead him to the conjectural field of immortality and man's place in the universe. Fifty degrees below zero stood for a bite of frost that hurt and that must be guarded against by the use of mittens, ear-flaps, warm moccasins, and thick socks. Fifty degrees below zero was to him just precisely fifty degrees below zero. That there should be anything more to it than that was a thought that never entered his head. (3)

¹ intangible pall: a feeling or sense of something dark and fearful that can't be seen

As he turned to go on, he spat speculatively. There was a sharp, explosive crackle that startled him. He spat again. And again, in the air, before it could fall to the snow, the spittle crackled. He knew that at fifty below spittle crackled on the snow, but this spittle had crackled in the air. Undoubtedly it was colder than fifty below--how much colder he did not know. But the temperature did not matter. He was bound for the old claim on the left fork of Henderson Creek, where the boys were already. They had come over across the divide from the Indian Creek country, while he had come the roundabout way to take a look at the possibilities of getting out logs in the spring from the islands in the Yukon. He would be in to camp by six o'clock; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready. As for lunch, he pressed his hand against the protruding bundle under his jacket. It was also under his shirt, wrapped up in a handkerchief and lying against the naked skin. It was the only way to keep the biscuits from freezing. He smiled agreeably to himself as he thought of those biscuits, each cut open and sopped in bacon grease, and each enclosing a generous slice of fried bacon. (4)

He plunged in among the big spruce trees. The trail was faint. A foot of snow had fallen since the last sled had passed over, and he was glad he was without a sled, travelling light. In fact, he carried nothing but the lunch wrapped in the handkerchief. He was surprised, however, at the cold. It certainly was cold, he concluded, as he rubbed his numbed nose and cheekbones with his mittened hand. He was a warm-whiskered man, but the hair on his face did not protect the high cheek-bones and the eager nose that thrust itself aggressively² into the frosty air. (5)

At the man's heels trotted a dog, a big native husky, the proper wolf-dog, grey-coated and without any visible or temperamental difference from its brother, the wild wolf. The animal was depressed by the tremendous cold. It knew that it was no time for travelling. Its instinct told it a truer tale than was told to the man by the man's judgment. In reality, it was not merely colder than fifty below zero; it was colder than sixty below, than seventy below. It was seventy-five below zero. Since the freezing-point is thirty-two above zero, it meant that one hundred and seven degrees of frost obtained. The dog did not know anything about thermometers. Possibly in its brain there was no sharp consciousness of a condition of very cold such as was in the man's brain. But the brute had its instinct. It experienced a vague but menacing apprehension³ that subdued it and made it slink along at the man's heels, and that made it question eagerly every unwonted movement of the man as if expecting him to go into camp or to seek shelter somewhere and build a fire. The dog had learned fire, and it wanted fire, or else to burrow under the snow and cuddle its warmth away from the air. (6)

² aggressively: meanly or unfriendly

³ vague but menacing apprehension: unclear but threatening feeling of unease or danger

The frozen moisture of its breathing had settled on its fur in a fine powder of frost, and especially were its jowls, muzzle, and eyelashes whitened by its crystallized breath. The man's red beard and moustache were likewise frosted, but more solidly, the deposit taking the form of ice and increasing with every warm, moist breath he exhaled. Also, the man was chewing tobacco, and the muzzle of ice held his lips so rigidly that he was unable to clear his chin when he expelled the juice. The result was that a crystal beard of the color and solidity of amber was increasing its length on his chin. If he fell down it would shatter itself, like glass, into brittle fragments. But he did not mind the appendage. It was the penalty all tobacco-chewers paid in that country, and he had been out before in two cold snaps. They had not been so cold as this, he knew, but by the spirit thermometer at Sixty Mile he knew they had been registered at fifty below and at fifty-five. (7)

He held on through the level stretch of woods for several miles and dropped down a bank to the frozen bed of a small stream. This was Henderson Creek, and he knew he was ten miles from the forks. He looked at his watch. It was ten o'clock. He was making four miles an hour, and he calculated that he would arrive at the forks at half-past twelve. He decided to celebrate that event by eating his lunch there. (8)

The dog dropped in again at his heels, with a tail drooping discouragement, as the man swung along the creek-bed. The furrow of the old sled-trail was plainly visible, but a dozen inches of snow covered the marks of the last runners. In a month no man had come up or down that silent creek. The man held steadily on. He was not much given to thinking, and just then particularly he had nothing to think about save that he would eat lunch at the forks and that at six o'clock he would be in camp with the boys. There was nobody to talk to and, had there been, speech would have been impossible because of the ice-muzzle on his mouth. So he continued monotonously to chew tobacco and to increase the length of his amber beard. (9)

Once in awhile the thought reiterated itself that it was very cold and that he had never experienced such cold. As he walked along he rubbed his cheekbones and nose with the back of his mittened hand. He did this automatically, now and again changing hands. But rub as he would, the instant he stopped his cheek-bones went numb, and the following instant the end of his nose went numb. He was sure to frost his cheeks; he knew that, and experienced a pang of regret that he had not devised a nose-strap of the sort Bud wore in cold snaps. Such a strap passed across the cheeks, as well, and saved them. But it didn't matter much, after all. What were frosted cheeks? A bit painful, that was all; they were never serious. (10)

Empty as the man's mind was of thoughts, he was keenly observant, and he noticed the changes in the creek, the curves and bends and timber-jams, and always he sharply noted where he placed his feet. Once, coming around a bend, he shied abruptly, like a

startled horse, curved away from the place where he had been walking, and retreated several paces back along the trail. The creek he knew was frozen clear to the bottom--no creek could contain water in that arctic winter--but he knew also that there were springs that bubbled out from the hillsides and ran along under the snow and on top the ice of the creek. He knew that the coldest snaps never froze these springs, and he knew likewise their danger. They were traps. They hid pools of water under the snow that might be three inches deep, or three feet. Sometimes a skin of ice half an inch thick covered them, and in turn was covered by the snow. Sometimes there were alternate layers of water and ice-skin, so that when one broke through he kept on breaking through for a while, sometimes wetting himself to the waist. (11)

That was why he had shied in such panic. He had felt the give under his feet and heard the crackle of a snow-hidden ice-skin. And to get his feet wet in such a temperature meant trouble and danger. At the very least it meant delay, for he would be forced to stop and build a fire, and under its protection to bare his feet while he dried his socks and moccasins. He stood and studied the creek-bed and its banks, and decided that the flow of water came from the right. He reflected awhile, rubbing his nose and cheeks, then skirted to the left, stepping gingerly and testing the footing for each step. Once clear of the danger, he took a fresh chew of tobacco and swung along at his four-mile gait. (12)

In the course of the next two hours he came upon several similar traps. Usually the snow above the hidden pools had a sunken, candied appearance that advertised the danger. Once again, however, he had a close call; and once, suspecting danger, he compelled the dog to go on in front. The dog did not want to go. It hung back until the man shoved it forward, and then it went quickly across the white, unbroken surface. Suddenly it broke through, floundered to one side, and got away to firmer footing. It had wet its forefeet and legs, and almost immediately the water that clung to it turned to ice. It made quick efforts to lick the ice off its legs, then dropped down in the snow and began to bite out the ice that had formed between the toes. This was a matter of instinct. To permit the ice to remain would mean sore feet. It did not know this. It merely obeyed the mysterious prompting that arose from the deep crypts of its being. But the man knew, having achieved a judgment on the subject, and he removed the mitten from his right hand and helped tear out the ice-particles. He did not expose his fingers more than a minute, and was astonished at the swift numbness that smote them. It certainly was cold. He pulled on the mitten hastily, and beat the hand savagely across his chest. (13)

At twelve o'clock the day was at its brightest. Yet the sun was too far south on its winter journey to clear the horizon. The bulge of the earth intervened between it and Henderson Creek, where the man walked under a clear sky at noon and cast no shadow. At half-past twelve, to the minute, he arrived at the forks of the creek. He was pleased at the speed he had made. If he kept it up, he would certainly be with the boys by six. He

unbuttoned his jacket and shirt and drew forth his lunch. The action consumed no more than a quarter of a minute, yet in that brief moment the numbness laid hold of the exposed fingers. He did not put the mitten on, but, instead, struck the fingers a dozen sharp smashes against his leg. Then he sat down on a snow-covered log to eat. The sting that followed upon the striking of his fingers against his leg ceased so quickly that he was startled, he had had no chance to take a bite of biscuit. He struck the fingers repeatedly and returned them to the mitten, baring the other hand for the purpose of eating. He tried to take a mouthful, but the ice-muzzle prevented. He had forgotten to build a fire and thaw out. He chuckled at his foolishness, and as he chuckled he noted the numbness creeping into the exposed fingers. Also, he noted that the stinging which had first come to his toes when he sat down was already passing away. He wondered whether the toes were warm or numbed. He moved them inside the moccasins and decided that they were numbed. (14)

He pulled the mitten on hurriedly and stood up. He was a bit frightened. He stamped up and down until the stinging returned into the feet. It certainly was cold, was his thought. That man from Sulphur Creek had spoken the truth when telling how cold it sometimes got in the country. And he had laughed at him at the time! That showed one must not be too sure of things. There was no mistake about it, it was cold. He strode up and down, stamping his feet and threshing his arms, until reassured by the returning warmth. Then he got out matches and proceeded to make a fire. From the undergrowth, where high water of the previous spring had lodged a supply of seasoned twigs, he got his firewood. Working carefully from a small beginning, he soon had a roaring fire, over which he thawed the ice from his face and in the protection of which he ate his biscuits. For the moment the cold of space was outwitted. The dog took satisfaction in the fire, stretching out close enough for warmth and far enough away to escape being singed. (15)

When the man had finished, he filled his pipe and took his comfortable time over a smoke. Then he pulled on his mittens, settled the ear-flaps of his cap firmly about his ears, and took the creek trail up the left fork. The dog was disappointed and yearned back toward the fire. This man did not know cold. Possibly all the generations of his ancestry had been ignorant of cold, of real cold, of cold one hundred and seven degrees below freezing-point. But the dog knew; all its ancestry knew, and it had inherited the knowledge. And it knew that it was not good to walk abroad in such fearful cold. It was the time to lie snug in a hole in the snow and wait for a curtain of cloud to be drawn across the face of outer space whence this cold came. On the other hand, there was no keen intimacy between the dog and the man. The one was the toil-slave⁴ of the other, and the only caresses it had ever received were the caresses of the whip-lash and of harsh and menacing throat-sounds that threatened the whip-lash. So the dog made no effort to communicate its apprehension to the man. It was not concerned in the welfare of the man; it was for its own sake that it

⁴ toil: work

yearned back toward the fire. But the man whistled, and spoke to it with the sound of whip-lashes, and the dog swung in at the man's heels and followed after. (16)

The man took a chew of tobacco and proceeded to start a new amber beard. Also, his moist breath quickly powdered with white his moustache, eyebrows, and lashes. There did not seem to be so many springs on the left fork of the Henderson, and for half an hour the man saw no signs of any. And then it happened. At a place where there were no signs, where the soft, unbroken snow seemed to advertise solidity beneath, the man broke through. It was not deep. He wetted himself halfway to the knees before he floundered out to the firm crust. (17)

He was angry, and cursed his luck aloud. He had hoped to get into camp with the boys at six o'clock, and this would delay him an hour, for he would have to build a fire and dry out his foot-gear. This was imperative⁵ at that low temperature--he knew that much; and he turned aside to the bank, which he climbed. On top, tangled in the underbrush about the trunks of several small spruce trees, was a high-water deposit of dry firewood--sticks and twigs principally, but also larger portions of seasoned branches and fine, dry, last-year's grasses. He threw down several large pieces on top of the snow. This served for a foundation and prevented the young flame from drowning itself in the snow it otherwise would melt. The flame he got by touching a match to a small shred of birch-bark that he took from his pocket. This burned even more readily than paper. Placing it on the foundation, he fed the young flame with wisps of dry grass and with the tiniest dry twigs. (18)

He worked slowly and carefully, keenly aware of his danger. Gradually, as the flame grew stronger, he increased the size of the twigs with which he fed it. He squatted in the snow, pulling the twigs out from their entanglement in the brush and feeding directly to the flame. He knew there must be no failure. When it is seventy- five below zero, a man must not fail in his first attempt to build a fire--that is, if his feet are wet. If his feet are dry, and he fails, he can run along the trail for half a mile and restore his circulation. But the circulation of wet and freezing feet cannot be restored by running when it is seventy-five below. No matter how fast he runs, the wet feet will freeze the harder. (19)

All this the man knew. The old-timer on Sulphur Creek had told him about it the previous fall, and now he was appreciating the advice. Already all sensation had gone out of his feet. To build the fire he had been forced to remove his mittens, and the fingers had quickly gone numb. His pace of four miles an hour had kept his heart pumping blood to the surface of his body and to all the extremities. But the instant he stopped, the action of the pump eased down. The cold of space smote the unprotected tip of the planet, and he, being on that unprotected tip, received the full force of the blow. The blood of his body recoiled

⁵ imperative: essential or of upmost importance

before it. The blood was alive, like the dog, and like the dog it wanted to hide away and cover itself up from the fearful cold. So long as he walked four miles an hour, he pumped that blood, willy-nilly, to the surface; but now it ebbed away and sank down into the recesses of his body. The extremities were the first to feel its absence. His wet feet froze the faster, and his exposed fingers numbed the faster, though they had not yet begun to freeze. Nose and cheeks were already freezing, while the skin of all his body chilled as it lost its blood. (20)

But he was safe. Toes and nose and cheeks would be only touched by the frost, for the fire was beginning to burn with strength. He was feeding it with twigs the size of his finger. In another minute he would be able to feed it with branches the size of his wrist, and then he could remove his wet foot-gear, and, while it dried, he could keep his naked feet warm by the fire, rubbing them at first, of course, with snow. The fire was a success. He was safe. He remembered the advice of the old-timer on Sulphur Creek, and smiled. The old-timer had been very serious in laying down the law that no man must travel alone in the Klondike after fifty below. Well, here he was; he had had the accident; he was alone; and he had saved himself. Those old-timers were rather womanish, some of them, he thought. All a man had to do was to keep his head, and he was all right. Any man who was a man could travel alone. But it was surprising, the rapidity with which his cheeks and nose were freezing. And he had not thought his fingers could go lifeless in so short a time. Lifeless they were, for he could scarcely make them move together to grip a twig, and they seemed remote from his body and from him. When he touched a twig, he had to look and see whether or not he had hold of it. The wires were pretty well down between him and his finger-ends. (21)

All of which counted for little. There was the fire, snapping and crackling and promising life with every dancing flame. He started to untie his moccasins. They were coated with ice; the thick German socks were like sheaths of iron halfway to the knees; and the mocassin strings were like rods of steel all twisted and knotted as by some conflagration. For a moment he tugged with his numbed fingers, then, realizing the folly of it, he drew his sheath-knife. (22)

But before he could cut the strings, it happened. It was his own fault or, rather, his mistake. He should not have built the fire under the spruce tree. He should have built it in the open. But it had been easier to pull the twigs from the brush and drop them directly on the fire. Now the tree under which he had done this carried a weight of snow on its boughs. No wind had blown for weeks, and each bough was fully freighted. Each time he had pulled a twig he had communicated a slight agitation to the tree--an imperceptible agitation, so far as he was concerned, but an agitation sufficient to bring about the disaster. High up in the tree one bough capsized its load of snow. This fell on the boughs beneath, capsizing them. This process continued, spreading out and involving the whole tree. It grew like an

avalanche, and it descended without warning upon the man and the fire, and the fire was blotted out! Where it had burned was a mantel of fresh and disordered snow. (23)

The man was shocked. It was as though he had just heard his own sentence of death. For a moment he sat and stared at the spot where the fire had been. Then he grew very calm. Perhaps the old-timer on Sulphur Creek was right. If he had only had a trail-mate he would have been in no danger now. The trail-mate could have built the fire. Well, it was up to him to build the fire over again, and this second time there must be no failure. Even if he succeeded, he would most likely lose some toes. His feet must be badly frozen by now, and there would be some time before the second fire was ready. (24)

Such were his thoughts, but he did not sit and think them. He was busy all the time they were passing through his mind, he made a new foundation for a fire, this time in the open; where no treacherous tree could blot it out. Next, he gathered dry grasses and tiny twigs from the high-water flotsam. He could not bring his fingers together to pull them out, but he was able to gather them by the handful. In this way he got many rotten twigs and bits of green moss that were undesirable, but it was the best he could do. He worked methodically, even collecting an armful of the larger branches to be used later when the fire gathered strength. And all the while the dog sat and watched him, a certain yearning wistfulness in its eyes, for it looked upon him as the fire-provider, and the fire was slow in coming. (25)

When all was ready, the man reached in his pocket for a second piece of birch-bark. He knew the bark was there, and, though he could not feel it with his fingers, he could hear its crisp rustling as he fumbled for it. Try as he would, he could not clutch hold of it. And all the time, in his consciousness, was the knowledge that each instant his feet were freezing. This thought tended to put him in a panic, but he fought against it and kept calm. He pulled on his mittens with his teeth, and threshed his arms back and forth, beating his hands with all his might against his sides. He did this sitting down, and he stood up to do it; and all the while the dog sat in the snow, its wolf-brush of a tail curled around warmly over its forefeet, its sharp wolf-ears pricked forward intently as it watched the man. And the man as he beat and threshed with his arms and hands, felt a great surge of envy as he regarded the creature that was warm and secure in its natural covering. (26)

After a time he was aware of the first far-away signals of sensation in his beaten fingers. The faint tingling grew stronger till it evolved into a stinging ache that was excruciating, but which the man hailed with satisfaction. He stripped the mitten from his right hand and fetched forth the birch-bark. The exposed fingers were quickly going numb again. Next he brought out his bunch of sulphur matches. But the tremendous cold had already driven the life out of his fingers. In his effort to separate one match from the others, the whole bunch fell in the snow. He tried to pick it out of the snow, but failed. The dead

fingers could neither touch nor clutch. He was very careful. He drove the thought of his freezing feet; and nose, and cheeks, out of his mind, devoting his whole soul to the matches. He watched, using the sense of vision in place of that of touch, and when he saw his fingers on each side the bunch, he closed them--that is, he willed to close them, for the wires were drawn, and the fingers did not obey. He pulled the mitten on the right hand, and beat it fiercely against his knee. Then, with both mittened hands, he scooped the bunch of matches, along with much snow, into his lap. Yet he was no better off. (27)

After some manipulation he managed to get the bunch between the heels of his mittened hands. In this fashion he carried it to his mouth. The ice crackled and snapped when by a violent effort he opened his mouth. He drew the lower jaw in, curled the upper lip out of the way, and scraped the bunch with his upper teeth in order to separate a match. He succeeded in getting one, which he dropped on his lap. He was no better off. He could not pick it up. Then he devised a way. He picked it up in his teeth and scratched it on his leg. Twenty times he scratched before he succeeded in lighting it. As it flamed he held it with his teeth to the birch-bark. But the burning brimstone went up his nostrils and into his lungs, causing him to cough spasmodically. The match fell into the snow and went out. (28)

The old-timer on Sulphur Creek was right, he thought in the moment of controlled despair that ensued: after fifty below, a man should travel with a partner. He beat his hands, but failed in exciting any sensation. Suddenly he bared both hands, removing the mittens with his teeth. He caught the whole bunch between the heels of his hands. His arm-muscles not being frozen enabled him to press the hand-heels tightly against the matches. Then he scratched the bunch along his leg. It flared into flame, seventy sulphur matches at once! There was no wind to blow them out. He kept his head to one side to escape the strangling fumes, and held the blazing bunch to the birch-bark. As he so held it, he became aware of sensation in his hand. His flesh was burning. He could smell it. Deep down below the surface he could feel it. The sensation developed into pain that grew acute. And still he endured it, holding the flame of the matches clumsily to the bark that would not light readily because his own burning hands were in the way, absorbing most of the flame. (29)

At last, when he could endure no more, he jerked his hands apart. The blazing matches fell sizzling into the snow, but the birch-bark was alight. He began laying dry grasses and the tiniest twigs on the flame. He could not pick and choose, for he had to lift the fuel between the heels of his hands. Small pieces of rotten wood and green moss clung to the twigs, and he bit them off as well as he could with his teeth. He cherished the flame carefully and awkwardly. It meant life, and it must not perish. The withdrawal of blood from the surface of his body now made him begin to shiver, and he grew more awkward. A large piece of green moss fell squarely on the little fire. He tried to poke it out with his fingers, but his shivering frame made him poke too far, and he disrupted the nucleus of the little fire, the burning grasses and tiny twigs separating and scattering. He tried to poke them together

again, but in spite of the tenseness of the effort, his shivering got away with him, and the twigs were hopelessly scattered. Each twig gushed a puff of smoke and went out. The fire-provider had failed. As he looked apathetically about him, his eyes chanced on the dog, sitting across the ruins of the fire from him, in the snow, making restless, hunching movements, slightly lifting one forefoot and then the other, shifting its weight back and forth on them with wistful eagerness. (30)

The sight of the dog put a wild idea into his head. He remembered the tale of the man, caught in a blizzard, who killed a steer and crawled inside the carcass, and so was saved. He would kill the dog and bury his hands in the warm body until the numbness went out of them. Then he could build another fire. He spoke to the dog, calling it to him; but in his voice was a strange note of fear that frightened the animal, who had never known the man to speak in such way before. Something was the matter, and its suspicious nature sensed danger,—it knew not what danger but somewhere, somehow, in its brain arose an apprehension of the man. It flattened its ears down at the sound of the man's voice, and its restless, hunching movements and the liftings and shiftings of its forefeet became more pronounced but it would not come to the man. He got on his hands and knees and crawled toward the dog. This unusual posture again excited suspicion, and the animal sidled mincingly away. (31)

The man sat up in the snow for a moment and struggled for calmness. Then he pulled on his mittens, by means of his teeth, and got upon his feet. He glanced down at first in order to assure himself that he was really standing up, for the absence of sensation in his feet left him unrelated to the earth. His erect position in itself started to drive the webs of suspicion from the dog's mind; and when he spoke peremptorily, with the sound of whiplashes in his voice, the dog rendered its customary allegiance⁶ and came to him. As it came within reaching distance, the man lost his control. His arms flashed out to the dog, and he experienced genuine surprise when he discovered that his hands could not clutch, that there was neither bend nor feeling in the fingers. He had forgotten for the moment that they were frozen and that they were freezing more and more. All this happened quickly, and before the animal could get away, he encircled its body with his arms. He sat down in the snow, and in this fashion held the dog, while it snarled and whined and struggled. (32)

But it was all he could do, hold its body encircled in his arms and sit there. He realized that he could not kill the dog. There was no way to do it. With his helpless hands he could neither draw nor hold his sheath-knife nor throttle the animal. He released it, and it plunged wildly away, with tail between its legs, and still snarling. It halted forty feet away and surveyed him curiously, with ears sharply pricked forward. The man looked down at his hands in order to locate them, and found them hanging on the ends of his arms. It struck

⁶ rendered its customary allegiance: to give its loyalty and follow the directions of his owner, as is customary for dogs to do

him as curious that one should have to use his eyes in order to find out where his hands were. He began threshing his arms back and forth, beating the mittened hands against his sides. He did this for five minutes, violently, and his heart pumped enough blood up to the surface to put a stop to his shivering. But no sensation was aroused in the hands. He had an impression that they hung like weights on the ends of his arms, but when he tried to run the impression down, he could not find it. (33)

A certain fear of death, dull and oppressive, came to him. This fear quickly became poignant as he realized that it was no longer a mere matter of freezing his fingers and toes, or of losing his hands and feet, but that it was a matter of life and death with the chances against him. This threw him into a panic, and he turned and ran up the creek-bed along the old, dim trail. The dog joined in behind and kept up with him. He ran blindly, without intention, in fear such as he had never known in his life. Slowly, as he ploughed and floundered through the snow, he began to see things again--the banks of the creek, the old timber-jams, the leafless aspens, and the sky. The running made him feel better. He did not shiver. Maybe, if he ran on, his feet would thaw out; and, anyway, if he ran far enough, he would reach camp and the boys. Without doubt he would lose some fingers and toes and some of his face; but the boys would take care of him, and save the rest of him when he got there. And at the same time there was another thought in his mind that said he would never get to the camp and the boys; that it was too many miles away, that the freezing had too great a start on him, and that he would soon be stiff and dead. This thought he kept in the background and refused to consider. Sometimes it pushed itself forward and demanded to be heard, but he thrust it back and strove to think of other things. (34)

It struck him as curious that he could run at all on feet so frozen that he could not feel them when they struck the earth and took the weight of his body. He seemed to himself to skim along above the surface and to have no connection with the earth. Somewhere he had once seen a winged Mercury, and he wondered if Mercury felt as he felt when skimming over the earth. (35)

His theory of running until he reached camp and the boys had one flaw in it: he lacked the endurance. Several times he stumbled, and finally he tottered, crumpled up, and fell. When he tried to rise, he failed. He must sit and rest, he decided, and next time he would merely walk and keep on going. As he sat and regained his breath, he noted that he was feeling quite warm and comfortable. He was not shivering, and it even seemed that a warm glow had come to his chest and trunk. And yet, when he touched his nose or cheeks, there was no sensation. Running would not thaw them out. Nor would it thaw out his hands and feet. Then the thought came to him that the frozen portions of his body must be extending. He tried to keep this thought down, to forget it, to think of something else; he was aware of the panicky feeling that it caused, and he was afraid of the panic. But the

thought asserted⁷ itself, and persisted, until it produced a vision of his body totally frozen. This was too much, and he made another wild run along the trail. Once he slowed down to a walk, but the thought of the freezing extending itself made him run again. (36)

And all the time the dog ran with him, at his heels. When he fell down a second time, it curled its tail over its forefeet and sat in front of him facing him curiously eager and intent. The warmth and security of the animal angered him, and he cursed it till it flattened down its ears appeasingly. This time the shivering came more quickly upon the man. He was losing in his battle with the frost. It was creeping into his body from all sides. The thought of it drove him on, but he ran no more than a hundred feet, when he staggered and pitched headlong. It was his last panic. When he had recovered his breath and control, he sat up and entertained in his mind the conception⁸ of meeting death with dignity. However, the conception did not come to him in such terms. His idea of it was that he had been making a fool of himself, running around like a chicken with its head cut off--such was the simile that occurred to him. Well, he was bound to freeze anyway, and he might as well take it decently. With this new-found peace of mind came the first glimmerings of drowsiness. A good idea, he thought, to sleep off to death. It was like taking an anaesthetic. Freezing was not so bad as people thought. There were lots worse ways to die. (37)

He pictured the boys finding his body next day. Suddenly he found himself with them, coming along the trail and looking for himself. And, still with them, he came around a turn in the trail and found himself lying in the snow. He did not belong with himself any more, for even then he was out of himself, standing with the boys and looking at himself in the snow. It certainly was cold, was his thought. When he got back to the States he could tell the folks what real cold was. He drifted on from this to a vision of the old-timer on Sulphur Creek. He could see him quite clearly, warm and comfortable, and smoking a pipe. (38)

"You were right, old hoss; you were right," the man mumbled to the old-timer of Sulphur Creek. (39)

Then the man drowsed off into what seemed to him the most comfortable and satisfying sleep he had ever known. The dog sat facing him and waiting. The brief day drew to a close in a long, slow twilight. There were no signs of a fire to be made, and, besides, never in the dog's experience had it known a man to sit like that in the snow and make no fire. As the twilight drew on, its eager yearning for the fire mastered it, and with a great lifting and shifting of forefeet, it whined softly, then flattened its ears down in anticipation of being chidden by the man. But the man remained silent. Later, the dog whined loudly. And still later it crept close to the man and caught the scent of death. This made the animal

⁷ asserted: to state with force

⁸ conception: a general idea or thought

bristle and back away. A little longer it delayed, howling under the stars that leaped and danced and shone brightly in the cold sky. Then it turned and trotted up the trail in the direction of the camp it knew, where were the other food-providers and fire-providers. (40)

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Split-Page Notes: "To Build a Fire"

Questions	Notes
1. The narrator describes the man as a <i>chechaquo</i> , or newcomer? What evidence supports this characterization?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. What happens to the man's spit? What decision does he make when this happens, and what does it reveal about him?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. What does the dog know that the man doesn't seem to understand? What words or phrases reveal the dog's understanding? What is the difference between the way the man responds to his situation and the way the dog responds? Why do they have different responses?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Summary Question

Read the following quotation from paragraph 3.

But all this--the mysterious, far-reaching hairline trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all--made no impression on the man. It was not because he was long used to it. He was a newcomer in the land, a chechaquo, and this was his first winter. The trouble with him was that he was without imagination. He was quick and alert in the things of life, but only in the things, and not in the significances.

The author spends the first two paragraphs describing the setting in detail, and then in paragraph 3, he indicates that the setting makes no impression on the main character. Why might the author choose to describe the man in this way? How is this different from the dog?

Questions	Notes
4. What does the man make the dog do in paragraph 13? What is the dog's reaction, and what does this suggest about the dog?	
5. Why is the man unable to eat his lunch? What does this reveal about him?	
6. What happens to the man at the end of paragraph 17? Why is this problematic?	

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Summary Quotation

Read this excerpt from paragraph 16.

“This man did not know cold. Possibly all the generations of his ancestry had been ignorant of cold, of real cold, of cold one hundred and seven degrees below freezing-point. But the dog knew; all its ancestry knew, and it had inherited the knowledge. And it knew that it was not good to walk abroad in such fearful cold. It was the time to lie snug in a hole in the snow and wait for a curtain of cloud to be drawn across the face of outer space whence this cold came. On the other hand, there was no keen intimacy between the dog and the man. The one was the toil-slave of the other, and the only caresses it had ever received were the caresses of the whip-lash and of harsh and menacing throat-sounds that threatened the whip-lash. So the dog made no effort to communicate its apprehension to the man. It was not concerned in the welfare of the man; it was for its own sake that it yearned back toward the fire.”

What does this quotation reveal about the man and his dog and their relationship? To what does the narrator attribute the differences in each character? Be sure to cite other textual evidence to support your response.

Questions	Notes
7. In paragraph 21, what reflections does the man have that demonstrate his pride and arrogance? What realization does he have that build his awareness of the cold?	
8. What happens to the fire in paragraph 23? Why?	
9. What occurs as the man tries to light the fire a second time?	

Summary

Summary Question

Choose one theme of “To Build a Fire” we discussed in class. Explain how that theme is developed. Identify textual evidence, which supports your explanation.

Claim

Theme statement:

Two ways the theme is developed:

(1) _____

(2) _____

Reason and Evidence

Describe first way theme is developed:

Supporting evidence:

Reason and Evidence

Describe second way theme is developed:

Supporting evidence:

Prepare to Write Your Essay

Introduction

How will you grab your reader's attention?

Claim:

Body Paragraph #1

Reason #1:

Relevant Evidence #1:

Explanation: How does this support the reason and claim?

Relevant Evidence #2:

Explanation: How does this support the reason and claim?

Conclusion sentence:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Analytical Writing Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces either claim(s) or a topic Organization is clear and cohesive with relevant support¹ Language clarifies relationships among ideas Formal style consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states an opinion or topic Organization has development with some support and cohesion Language links ideas Style demonstrates an awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Organization has minimal development and support Language and style demonstrate limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

Painted Essay™

Introduction

Catches the reader's attention
Gives some background context

Claim

Reason #1 that supports claim

Reason #2 that supports claim

Reason #1 that supports your claim.
Relevant evidence that supports the reasoning.
Use words, phrases, and clauses to create cohesion and clarify
relationships among claim, counterclaim(s), reason, and evidence.

Transition from Reason #1 to Reason #2

Reason #2 that supports your claim.
Relevant evidence that supports the reasoning.
Use words, phrases, and clauses to create cohesion and clarify
relationships among claim, counterclaim(s), reason, and evidence.

Split-Page Notes: *The Call of the Wild*, Chapter 6 “For the Love of a Man”

Questions	Notes
1. What internal conflict does Buck begin to experience? Why does he experience this conflict? How does he feel about each side of the conflict? Cite evidence from the text to support your response.	
2. How does Buck prove his love and loyalty to Thornton in paragraphs 20-28? How does Thornton demonstrate his love and respect for Buck?	
3. What bet does John Thornton make with	

Matthewson about Buck? What does this reveal about Thornton's character?

4. Read the lines from the text: "Thornton knelt down by Buck's side. He took his head in his hands and rested cheek on cheek. He did not playfully shake him, as was his wont, or murmur soft love curses; but he whispered in his ear. 'As you love me, Buck. As you love me,' was what he whispered."

What does this demonstrate about Thornton's character and his relationship with Buck?

Summary Question

In what ways is Buck primitive? In what ways is Buck civilized? Cite evidence from the text to support your response.

Grade 8: Call of the Wild

5. What does Buck do at the end of the text?

[illegible]

Summary Question

What do Buck's experiences over the course of the novel teach him about humans, his relationships with them, and his place in civilization and the wild?

Chapter 7				
Word	Part of Speech	My Definition	Synonyms, Antonyms, and Similar Words (Word Family)	Picture and Source Sentence

Tone Words¹

Tone is the speaker's attitude toward the subject of a text and is revealed through the author's word choice, organization, choice of detail, and sentence structure. The tone of a text impacts meaning. Your understanding of the text, how you feel about the text, and how the text impacts you are all related to the tone.

The following are sample tone words, which can be used to describe the tone of a text.

Positive Tone	Neutral Tone	Negative Tone
<ul style="list-style-type: none"> • Eager, zealous • Imaginative, fanciful, whimsical • Humorous, playful, comical • Respectful, admiring, approving • Sincere • Powerful, confident • Complimentary, proud • Calm, tranquil, peaceful • Sentimental, nostalgic, wistful • Excited, exuberant, exhilarated • Happy, joyful, giddy, contented 	<ul style="list-style-type: none"> • Conversational, informal • Matter-of-fact • Reflective • Impartial, objective, indifferent • Scholarly, instructive • Practical, pragmatic • Subdued, restrained, low-key • Serious, formal, solemn • Uncertain • Straightforward, direct, candid 	<ul style="list-style-type: none"> • Accusatory, pointed • Cynical, bitter, biting, sharp • Satirical, critical • Condescending, arrogant, haughty • Contemptuous, scornful • Sarcastic, ironic, mocking, wry • Silly, childish • Sad, depressed, melancholy • Angry, indignant, harsh • Fearful, panicked, anxious • Demanding, insistent, urgent • Skeptical, dubious, questioning • Pretentious, pompous

¹ Adapted from

http://www.mhasd.k12.wi.us/cms/lib04/WI01001388/Centricity/Domain/123/Huge_list_of_tone_words_with_definitions.pdf

Culminating Writing Task Directions

What central idea or theme about humans' treatment of animals does *The Call of the Wild* convey?

To answer this question:

- Select key incidents from the novel in which Buck interacts with his various owners.
- Describe Buck's point of view about the incident and his owners' traits.
- Examine the outcome of each incident and how each owner's treatment and Buck's point of view impacted the outcome.
- Determine a central idea or theme of *The Call of the Wild* based on London's depiction of Buck's relationship with his many owners and the outcomes of their various interactions.

Write a literary analysis that supports your claims in response to the question and demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence to support the analysis, including direct quotations and parenthetical citations.

Culminating Writing Task Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces claim(s), acknowledging counterclaims or a topic previewing what is to follow Development is logically organized with relevant support¹ Language creates cohesion and clarifies relationships among ideas Formal style consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states claim(s) or topic Development is organized with some support and cohesion Language creates cohesion and links ideas Style demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Development and support are minimal Language links ideas Style demonstrates limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

Character Relationships

Character	Discussion Questions	Word or phrase to characterize their relationship with Buck and supporting evidence
Judge Miller	<ol style="list-style-type: none"> 1. What do we learn about Judge Miller through Buck? 2. Does Buck respect or love him? Why/ why not? 	
The “man in the red sweater”	<ol style="list-style-type: none"> 1. The man in the red sweater introduces Buck to “the law of club and fang.” Is he cruel and brutal, or fair and practical? Why? 	
Perrault and Francois	<ol style="list-style-type: none"> 1. Why do Perrault and Francois allow Buck to fight Spitz to the death, even though it means they will lose a member of their team? 2. What does this suggest about their understanding and view of the dogs? 	
Hal, Charles, and Mercedes	<ol style="list-style-type: none"> 1. What might London be suggesting by including these three owners, who seek gold at the expense of their own well-being? 2. How do the owners actions toward Buck and the dogs reflect their values? 	
John Thornton	<ol style="list-style-type: none"> 1. Why does Buck develop genuine love for Thornton? 2. Why does Thornton admire Buck so much? 3. How does their relationship compare to other relationships that Buck has had with owners? 	

Consider the various relationships that Buck has with human characters throughout *The Call of the Wild*. What central idea or theme about humans' treatment of animals does *The Call of the Wild* convey?

Extension Task Presentation Rubric

	3	2	1
Demonstration of understanding	The presentation addresses all elements of the task and effectively demonstrates understanding of the topic, text(s), or findings.	The presentation partially addresses the task and generally demonstrates understanding of the topic, text(s), or findings.	The presentation does not address the task or demonstrates a lack of understanding of the topic, text(s), or findings.
Organization and development of presentation	The presentation is organized clearly and logically so that listeners can easily identify the central ideas or claims and follow the line of reasoning; the supporting evidence is relevant and from credible sources.	The presentation is organized and has a clear central idea or claim and supporting evidence from credible sources.	The presentation has a central idea or claim and/or supporting evidence.
Multimedia components	The presentation effectively incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays to clarify, support, or enhance, the central ideas or claims.	The presentation incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays.	The presentation either fails to incorporate multimedia components (e.g., videos, graphics, images, music, sound) and visual displays or the components are distracting and ineffective.
Delivery of presentation	Speaker maintains consistent and appropriate eye contact, adequate volume, and clear pronunciation.	Speaker makes eye contact and can be generally heard and understood.	Speaker sometimes makes eye contact and is generally difficult to understand.

Extension Task Writing Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
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¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

Extension Task Directions

Earlier in the unit, you read about the "nature faker" controversy in which Jack London was accused of being a "nature faker" given his portrayal of Buck, a dog, with human-like emotions and reasoning skills. You will also read an article and watch a video that share opposing viewpoints on animal cognition and reasoning:

- Excerpts from "Do Animals Think and Reflect?" from *The Ways of Nature* by John Burroughs (October 1905)
- "How Smart are Animals" from PBS (February 2011)
- "Animal Minds" by Virginia Morrell (March 2008)

Consider both the opposing arguments about animal cognition and the portrayal of Buck in *The Call of the Wild*. Given Jack London's characterization of Buck in the novel and your understanding of animal cognition, should he be considered a "nature faker"? Why or why not?

Write an argumentative essay in response to the question, and include text evidence from the novel and the informational text that best supports your claim. Be sure to include at least one paragraph to introduce and refute an opposing claim. Throughout your essay, use words, phrases and clauses to create cohesion and clarify relationships among claim(s), counterclaims, reasons, and evidence. Be sure to maintain a formal style, and use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

Excerpts from “Do Animals Think and Reflect?”

from *The Ways of Nature*

John Burroughs

Pages 152-155

(1) When we see the animals going about, living their lives in many ways as we live ours, seeking their food, avoiding their enemies, building their nests, digging their holes, laying up stores, migrating, courting, playing, fighting, showing cunning, courage, fear, joy, anger, rivalry, grief, profiting by experience, following their leaders,—when we see all this, I say, what more natural than that we should ascribe¹ to them powers akin² to our own, and look upon them as thinking, reasoning, and reflecting. A hasty survey of animal life is sure to lead to this conclusion. An animal is not a clod, nor a block, nor a machine. It is alive and self-directing, it has some sort of psychic life, yet the more I study the subject, the more I am persuaded that with the probable exception of the dog on occasions, and of the apes, animals do not think or reflect in any proper sense of those words. As I have before said, animal life shows in an active and free state that kind of intelligence that pervades and governs the whole organic world,—intelligence that takes no thought of itself. Here, in front of my window, is a black raspberry bush. A few weeks ago its branches curved upward, with their ends swinging fully two feet above the ground; now those ends are thrust down through the weeds and are fast rooted to the soil. Did the raspberry bush think, or choose what it should do? Did it reflect and say, “Now is the time for me to bend down and thrust my tip into the ground?” To all intents and purposes yes, yet there was no voluntary mental process, as in similar acts of our own. We say its nature prompts it to act thus and thus, and that is all the explanation we can give. Or take the case of the pine or the spruce tree that loses its central and leading shoot. When this happens, does the tree start a new bud and then develop a new shoot to take the place of the lost leader? No, a branch from the first ring of branches below, probably the most vigorous of the whorl, is promoted to the leadership. Slowly it rises up, and in two or three years it reaches the upright position and is leading the tree upward. This, I suspect, is just as much an act of conscious intelligence and of reason as is much to which we are so inclined to apply those words in animal life. I suppose it is all foreordained in the economy of the tree, if we could penetrate that economy. It is in this sense that Nature thinks in the animal, and the vegetable, and the mineral worlds. Her thinking is more flexible and adaptive in the vegetable than in the mineral, and more so in the animal than in the vegetable, and the most so of all in the mind of man. [. . .] The nature of the animals prompts them to the

¹ ascribe: attribute

² akin: similar

deeds they do, and we think of them as the result of a mental process, because similar acts in ourselves are the result of such a process.

(2) See how the mice begin to press into our buildings as the fall comes on. Do they know winter is coming? In the same way the vegetable world knows it is coming when it prepares for winter, or the insect world when it makes ready, but not as you and I know it. The woodchuck "holes up" in late September; the crows flock and select their rookery about the same time, and the small wood newts or salamanders soon begin to migrate to the marshes. They all know winter is coming, just as much as the tree knows, when in August it forms its new buds for the next year, or as the flower knows that its color and perfume will attract the insects, and no more. The general intelligence of nature settles all these and similar things.

(3) When a bird selects a site for its nest, it seems, on first view, as if it must actually think, reflect, compare, as you and I do when we decide where to place our house. I saw a little chipping sparrow trying to decide between two raspberry bushes. She kept going from one to the other, peering, inspecting, and apparently weighing the advantages of each. I saw a robin in the woodbine on the side of the house trying to decide which particular place was the best site for her nest. She hopped to this tangle of shoots and sat down, then to that, she turned around, she readjusted herself, she looked about, she worked her feet beneath her, she was slow in making up her mind. Did she make up her mind? Did she think, compare, weigh? I do not believe it. When she found the right conditions, she no doubt felt pleasure and satisfaction, and that settled the question. An inward, instinctive want was met and satisfied by an outward material condition. In the same way the hermit crab goes from shell to shell upon the beach, seeking one to its liking. Sometimes two crabs fall to fighting over a shell that each wants. Can we believe that the hermit crab thinks and reasons? It selects the suitable shell instinctively, and not by an individual act of judgment. Instinct is not always inerrant, though it makes fewer mistakes than reason does. The red squirrel usually knows how to come at the meat in the butternut with the least gnawing, but now and then he makes a mistake and strikes the edge of the kernel, instead of the flat side. The cliff swallow will stick her mud nest under the eaves of a barn where the boards are planed so smooth that the nest sooner or later is bound to fall. She seems to have no judgment in the matter. Her ancestors built upon the face of high cliffs, where the mud adhered more firmly.

(4) Thus, I think, the line between animal and human psychology may be pretty clearly drawn. It is not a dead-level line. Instinct is undoubtedly often modified by intelligence, and intelligence is as often guided or prompted by instinct, but one need not hesitate long as to which side of the line any given act of man or beast belongs. When the fox resorts to various tricks to outwit and delay the hound (if he ever consciously does so), he exercises a kind of intelligence,—the lower form which we call cunning,—and he is prompted to this by an instinct of self-preservation. When the birds set up a hue and cry about a hawk or an owl, or boldly attack him, they show intelligence in its simpler form, the intelligence that recognizes its enemies, prompted again by the instinct of self-preservation. When a hawk does not know a man on horseback from a horse, it shows a want of intelligence. When a crow is kept away from a corn-field by a string stretched around it, the fact shows how masterful is its fear and how shallow its wit. When a cat or a dog, or a horse or a cow, learns to open a gate or a door, it shows a degree of intelligence—power to imitate, to profit by experience. A machine could not learn to do this. If the animal were to close the door or gate behind it, that would be another step in intelligence. But its direct wants have no relation to the closing of the door, only to the opening of it. To close the door involves an after-thought that an animal is not capable of. A horse will hesitate to go upon thin ice or upon a frail bridge, even though it has never had any experience with thin ice or frail bridges. This, no doubt, is an inherited instinct, which has arisen in its ancestors from their fund of general experience with the world. How much with them has depended upon a secure footing! A pair of house wrens had a nest in my well-curb; when the young were partly grown and heard any one come to the curb, they would set up a clamorous calling for food. When I scratched against the sides of the curb beneath them like some animal trying to climb up, their voices instantly hushed; the instinct of fear promptly overcame the instinct of hunger. Instinct is intelligent, but it is not the same as acquired individual intelligence; it is untaught.

Pages 169-170

(5) Such skill and intelligence as a bird seems to display in the building of its nest, and yet at times such stupidity! I have known a phoebe-bird to start four nests at once, and work more or less upon all of them. She had deserted the ancestral sites under the shelving rocks and come to a new porch, upon the plate of which she started her four nests. She blundered because her race had had little or no experience with porches. There were four or more places upon the plate just alike, and whichever one of these she chanced to strike with her loaded beak she regarded as the right one. Her instinct served her up to a certain point, but it did not enable her to discriminate between those rafters. Where a little original intelligence should have come into play

she was deficient. Her progenitors Had built under rocks where there was little chance for mistakes of this sort, and they had learned through ages of experience to blend the nest with its surroundings, by the use of moss, the better to conceal it. My phœbe brought her moss to the new timbers of the porch, where it had precisely the opposite effect to what it had under the gray mossy rocks.

(6) I was amused at the case of a robin that recently came to my knowledge. The bird built its nest in the south end of a rude shed that covered a table at a railroad terminus upon which a locomotive was frequently turned. When her end of the shed was turned to the north she built another nest in the temporary south end, and as the reversal of the shed ends continued from day to day, she soon had two nests with two sets of eggs. When I last heard from her, she was consistently sitting on that particular nest which happened to be for the time being in the end of the shed facing toward the south. The bewildered bird evidently had had no experience with the tricks of turntables!

(7) An intelligent man once told me that crabs could reason, and this was his proof: In hunting for crabs in shallow water, he found one that had just cast its shell, but the crab put up just as brave a fight as ever, though of course it was powerless to inflict any pain; as soon as the creature found that its bluff game did not work, it offered no further resistance. Now I should as soon say a wasp reasoned because a stingless drone, or male, when you capture him, will make all the motions with its body, curving and thrusting, that its sting-equipped fellows do. This action is from an inherited instinct, and is purely automatic. The wasp is not putting up a bluff game; it is really trying to sting you, but has not the weapon. The shell-less crab quickly reacts at your approach, as is its nature to do, and then quickly ceases its defense because in its enfeebled condition the impulse of defense is feeble also. Its surrender was on physiological, not upon rational grounds.

(8) Thus do we without thinking impute³ the higher faculties⁴ to even the lowest forms of animal life. Much in our own lives is purely automatic—the quick reaction to appropriate stimuli, as when we ward off a blow, or dodge a missile, or make ourselves agreeable to the opposite sex; and much also is inherited or unconsciously imitative.

(9) Because man, then, is half animal, shall we say that the animal is half man? This seems to be the logic of some people. The animal man, while retaining much of his animality, has evolved from it higher faculties and attributes, while our four-footed kindred have not thus progressed.

³ Impute: assign

⁴ faculties: abilities or natural talents

This text is in the public domain.

“Do Animals Think and Reflect?” Handout

With your group, discuss the text-dependent questions to help you understand the meaning of each paragraph. Then, summarize the key ideas from each paragraph in 1-2 sentences on the following page.

Paragraph 1:

- Why does Burroughs believe people assign human-like intelligence and decision making to animals?
- What does he suggest about the intelligence and reasoning skills of the raspberry bush and the spruce tree?

Paragraph 2:

- What does Burroughs believe about the way in which mice, woodchuck, and crows prepare for winter?

Paragraphs 3:

- How does Burroughs believe the bird determines where to build a nest?
- What does Burroughs say about the cliff swallow and why she builds her nest under the eaves of a barn, even though it will eventually fall?

Paragraph 4:

- What does Burroughs aim to show by including the details about the cat or dog who can open the gate but does not close the gate behind itself?

Paragraph 5:

- How does the bird building a nest demonstrate intelligence and stupidity, according to Burroughs?

Paragraph 6:

- What does the robin do that Burroughs believes shows a lack of intelligence or ability to reason?

Paragraph 7

- What argument does Burroughs include to refute the idea that crabs can reason?

Paragraph 8-9:

- What does Burroughs conclude about animals' ability to think and reflect, and the way in which this is similar to and/or different from humans?

Summarize the key ideas in each paragraph:

Paragraph 1: _____

Paragraphs 2-3: _____

Paragraph 4: _____

Paragraphs 5-6: _____

Paragraphs 7-9: _____

[illegible]

“Minds of Their Own” Handout

With your group, read and discuss your assigned section. Summarize your excerpt in 1-2 sentences, and then identify at least two pieces of textual evidence that support the argument that animals have advanced cognitive and reasoning skills.

Excerpt 1: Paragraphs 1-37

- Start reading at: In 1977 Irene Pepperberg, a recent graduate of Harvard University, did something very bold.
- End reading at: For a long-lived bird, you can’t do all of this with instinct; cognition must be involved.”

Summary:

Text evidence that supports the argument that animals have advanced cognitive and reasoning skills:

- 1)

- 2)

Excerpt 2: Paragraphs 42-55

- Start reading at: Just how easily new mental skills can evolve is perhaps best illustrated by dogs.
- End reading at: “It means that evolution can invent similar forms of advanced intelligence more than once—that it’s not something reserved only for primates or mammals.”

Summary:

Text evidence that supports the argument that animals have advanced cognitive and reasoning skills:

- 1)

- 2)

Excerpt 3: Paragraphs 56-72

- Start reading at: Kacelnik and his colleagues are studying one of these smart species, the New Caledonian crow, which lives in the forests of that Pacific island.
- End reading at: Some of the branches on that bush have led to such degrees of intelligence that we should blush for ever having thought any animal a mere machine.

Summary:

Text evidence that supports the argument that animals have advanced cognitive and reasoning skills:

- 1)

- 2)

Excerpt 4: Paragraphs 73-84

- Start reading at: In the late 1960s a cognitive psychologist named Louis Herman began investigating the cognitive abilities of bottlenose dolphins.
- End reading at: In that pool, at least for that moment, there was clearly a meeting of the minds.

Summary:

Text evidence that supports the argument that animals have advanced cognitive and reasoning skills:

- 1)

- 2)
