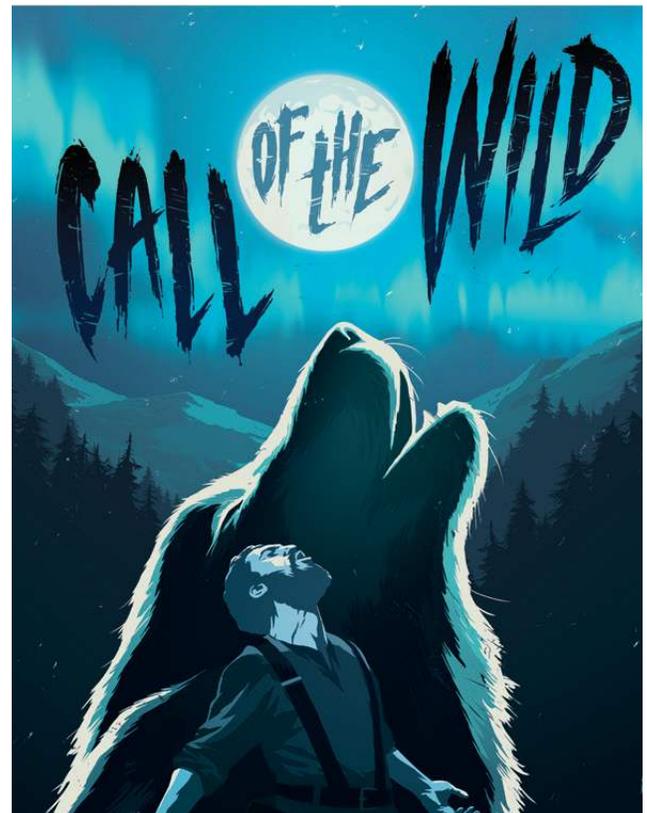




ARTWORKS FOR SCHOOLTIME

2023-24 Learning Module Series 3
to accompany the Van Wezel **Schooltime** Performance of



A Theatre Heros Production

GENEROUSLY SPONSORED BY



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Learning Module Series created by: Maria Schaedler-Luera, Freda Kmak and Irwin Alexis
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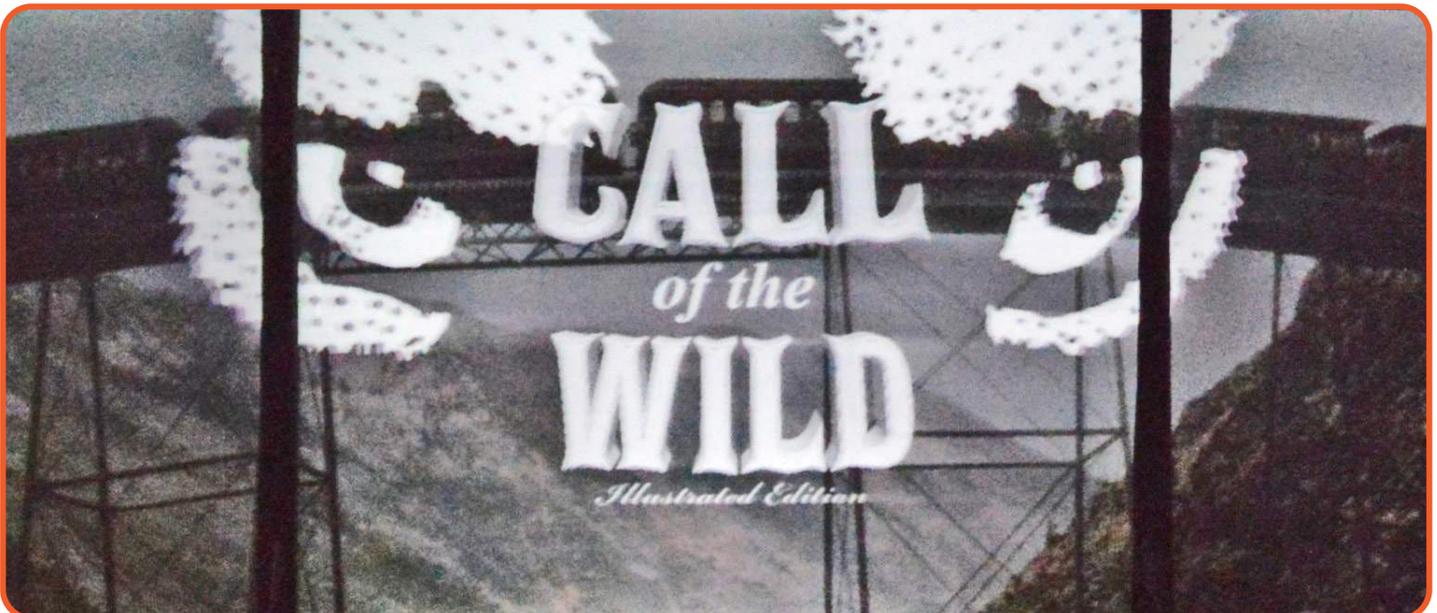
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UNLEASHING THE WILD: AN IMMERSIVE ARTS INTEGRATION EXPERIENCE WITH 'CALL OF THE WILD' by Maria Schaedler-Luera

GRADES 5-9

Welcome to the "Call of the Wild" arts-integrated lesson! This engaging and immersive experience aims to transport your students into the captivating world of Jack London's classic novel. Throughout this lesson, students will explore the intricate relationship between humans and nature while delving into the transformative power of the environment on characters and the challenges faced by nature due to human actions. By integrating theater and literature, students will have the opportunity to physically act out key scenes, characters, and themes, using elements such as narration, gestures, movements, and facial expressions to bring the story to life. Through the creation of compelling sneak previews, students will experience firsthand the impact of live performances in generating excitement and anticipation among the audience. Additionally, this module will foster empathy towards nature and invite students to connect with the themes and messages within "Call of the Wild" through their creative exploration and performances. Get ready to inspire your students' creativity, promote collaboration, and ignite a passion for storytelling and the natural world.



STANDARDS:

LANGUAGE ARTS:

ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

ELA.7.C.2.1: Present information orally, in a logical sequence, emphasizing key points that support the central idea.

ELA.8.C.2.1: Present information orally, in a logical sequence, supporting the central idea with credible evidence.

ELA.9.C.2.1: Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

THEATER:

TH.5.S.2.1 Collaborate with others to create productions and solve challenges.

TH.68.C.1.4: Create and present a design, production concept, or performance and defend artistic choices.

TH.68.S.3.1: Develop characterizations, using basic acting skills, appropriate for selected dramatizations.

TH.912.C.1.4: Research and define the physical/visual elements necessary to create theatrical reality for a specific historical and/or geographical play.

TH.912.S.3.1: Articulate, based on research, the rationale for artistic choices in casting, staging, or technical design for a scene from original or scripted material.

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will.....

- ✿ Analyze the relationship between humans and nature depicted in *"Call of the Wild"* and understand its transformative power on characters and the overall narrative.
- ✿ Explore theatrical techniques, including narration and pantomime, and apply them to physically act out key scenes, characters, and themes from the story.
- ✿ Collaborate effectively with peers in planning, rehearsing, and performing the sneak previews, showcasing teamwork, communication skills, and adaptability.

I will know I am successful when...

- ✿ I can demonstrate my understanding of the transformative power of nature in *"Call of the Wild"* through my physical acting in the sneak previews.
- ✿ I effectively use theatrical techniques such as narration and pantomime to bring key scenes, characters, and themes from the story to life.
- ✿ I collaborate with my peers, actively participate, communicate effectively, and adapt to changes during the planning, rehearsal, and performance process.

GOALS:

Students will:

- ✿ Immerse themselves in the captivating world of *"Call of the Wild"* by Jack London.
- ✿ Explore the intricate relationship between humans and nature portrayed in the story.
- ✿ Delve into the transformative power of the environment on characters and the challenges faced by nature due to human actions.
- ✿ Develop creative and expressive skills through theater and literature.
- ✿ Physically act out key scenes, characters, and themes using narration, gestures, movements, and facial expressions.
- ✿ Create compelling sneak previews that generate excitement and anticipation.
- ✿ Recognize the impact of live performances in generating curiosity and engagement.
- ✿ Foster empathy towards nature and its transformative influence on storytelling.
- ✿ Invite others to connect with the themes and messages within *"Call of the Wild"* through their creative exploration and performances.

MATERIALS:

- List of animals and their Characteristics for Skill Building Activity
- Artistic Choices Questions for Skill Building Activity
- Scenes from “*Call of the Wild*” for Main Activity
- Book- *The Call of the Wild** by Jack London

**It is recommended to read the book “The Call of the Wild” before the lesson if possible, as familiarity with the story will enrich the learning experience. For younger readers, there are adapted versions of the book that offer a more accessible and age-appropriate way to engage with the themes and characters. If not possible a brief Story Spine Summary is provided at the end.*

GUIDING QUESTION(S):

1. How does the natural environment in “*Call of the Wild*” influence and transform the characters’ experiences and journeys?
2. What are some specific examples of human actions in the novel that have a significant impact on nature? How do these actions reflect the challenges faced by nature due to human intervention?
3. How can you use theatrical techniques, such as narration and pantomime, to bring key scenes, characters, and themes from “*Call of the Wild*” to life? What creative choices can you make as an actor to effectively convey these elements?
4. How does collaboration with your peers enhance the planning, rehearsal, and performance of the sneak previews? What skills, such as communication and adaptability, are essential for successful teamwork?
5. In what ways can your creative exploration and performances in “*Call of the Wild*” foster empathy towards nature? How can you invite the audience to connect with the themes and messages within the story through your artistic expressions?

TIMING

The timing for this lesson can vary depending on the specific needs and dynamics of your class. However, as a rough guideline, you can allocate the following time frames for each section:

- Skill Building Activity: Animal Movement Exploration- 25-35 minutes
- Main Activity: Creating and Acting Out Sneak Previews through Narration and Pantomime-45-60 minutes (depending on the number of groups)



Note about Younger Students Adaptations

For students in younger grades, break down complex language and concepts into simpler terms and use relatable examples and analogies to explain the themes and ideas. Consider shortening the duration of activities to match the attention spans of younger students. Incorporate visual aids such as illustrations, pictures, or short videos to help illustrate the themes, characters, and scenes from the story. Simplify the character exploration by focusing on a few key characters and their traits. Use relatable traits that younger students can grasp easily. Break down the guiding questions into simpler language, focusing on one or two aspects of each question that resonate with younger students.

SKILL BUILDING AND PROCEDURE FOR LESSON:

To start the lesson and get students engaged and focused, you can begin with a skill building activity that introduces them to the themes and concepts of *"Call of the Wild"* while encouraging creativity and physical movement.

Title of activity: Animal Movement Exploration

Objective: Explore the physicality and characteristics of different animals while connecting them to the themes of *"Call of the Wild."*

MATERIALS:



- List of animals and their Characteristics (provided below)
- Artistic Choices Questions (provided below)

List of Animals:

Buck (a dog):

Strong and muscular
Intelligent and adaptable
Fierce and determined
Exhibits both domestic and wild traits

Wolves:

Pack animals with a strong sense of hierarchy
Agile and quick
Resourceful hunters
Lives in close connection with nature

Sled dogs

(e.g., Spitz, Dave, Sol-leks, Joe, etc.):

Energetic and hardworking
Endurance for long-distance travel
Strong teamwork and cooperation
Sensitive to the environment and weather conditions

Bears:

Powerful and intimidating
Independent and solitary creatures
Adaptable to various environments
Symbolize strength and resilience



Foxes:

Agile and cunning

Quick and sly

Resourceful and adaptable survivors

Often depicted as tricksters or clever characters

Moose:

Majestic and imposing in size

Symbolizes the grandeur of the wilderness

Strong and resilient

Often associated with the natural beauty of the environment

Rabbits:

Small and timid

Fast and agile runners

Represents vulnerability in the face of predators

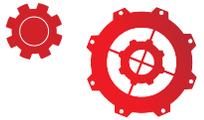
Symbolizes the delicate balance of nature

Birds (e.g., eagles, ravens, owls, etc.):

Birds of prey with keen senses

Often associated with freedom and soaring above the wilderness

Symbolize the connection between the skies and the earth

**ARTISTIC CHOICES QUESTIONS:****Physicality:**

1. How did you use physicality to embody the characteristics of your assigned animal?
2. What specific movements or postures did you incorporate to convey the physicality of the animal?
3. How did your physicality change or evolve throughout the exploration? What motivated those changes?

Gesture:

1. Which gestures did you use to portray your animal? How did they contribute to the overall characterization?
2. How did you adapt and modify your gestures to emphasize certain traits or behaviors of the animal?
3. Can you describe a key gesture that effectively captured the essence of your animal?

Characterization:

1. How did you approach the task of embodying the animal's character? What aspects of the animal's nature did you emphasize?
2. How did you use movement and physical choices to communicate the animal's personality or motivations?
3. In what ways did your characterization reflect the relationship between the animal and its environment?



Levels:

1. How did you explore different levels to portray the animal's physicality or relationship with the environment?
2. Did you find yourself primarily using high, medium, or low levels? How did this choice contribute to the portrayal?
3. Can you describe a specific moment when your use of levels enhanced the understanding of your animal's role or behavior?

Spatial Awareness:

1. How did you consider the use of space to convey your animal's relationship with its natural habitat?
2. Did you experiment with different areas of the stage or playing space? How did this affect your performance?
3. How did the spatial awareness of your movements contribute to the overall storytelling and characterization of the animal?

INSTRUCTIONS:

- ✿ Ask students to gather in an open space, creating a theatrical playing area.
- ✿ Explain that they will be embodying different animals and exploring their movements using theater techniques.
- ✿ Assign each student or small group of students a different animal from the novel or a wild animal they are familiar with. Use the provided list above as a reference.
- ✿ Instruct students to explore and imitate the movements, gestures, and postures of their assigned animal with a focus on physicality and characterization.
- ✿ Encourage them to think about how these animals interact with their environment and how their physicality reflects their roles in nature.
- ✿ Prompt students to explore the use of levels, spatial awareness, and rhythm in their animal movements, bringing a theatrical element to their portrayals.
- ✿ Give students a few minutes to experiment with their animal movements and then have them share their interpretations with the class, using theater language to describe their choices. Use the provided list of questions above to guide the conversation about their artistic choices. You don't need to use all the questions.
- ✿ Facilitate a class discussion about the importance of understanding animal behavior and the impact of human actions on these creatures, using theater language to discuss the emotional and thematic significance. Use the questions below to spark reflection:
 - ✿ How does understanding and portraying the behavior of animal characters through theater techniques deepen our connection to the emotional journeys and challenges they face in *"Call of the Wild"*? (e.g., discuss specific gestures, physicality, or vocal choices that enhance our understanding)

- ✿ In what ways does the understanding of animal behavior in the context of the story highlight the broader themes of human-nature relationships and the impact of human actions on the natural world? (e.g., explore how theater language can convey these themes effectively)
- ✿ Reflecting on the performances of the animal characters, how does understanding their behavior foster empathy towards nature and invite the audience to connect with the story's messages? (e.g., discuss the use of theater techniques to evoke emotional responses and create resonance)

MAIN ACTIVITY:

Title: Creating and Acting Out Sneak Previews through Narration and Pantomime

Objective: In this main activity, students will work in small groups to create sneak previews that capture key scenes, characters, and themes from "*Call of the Wild*." They will utilize narration and pantomime techniques to bring their performances to life.

Materials:

- ✿ List of pantomime and narration elements for each group (provided below)
- ✿ Story Spine Summary of the book (provided at the end)

Pantomime Elements:

- ✿ Gestures and movements: Use physical gestures and movements to convey actions, emotions, and interactions between characters and their environment.
- ✿ Facial expressions: Employ facial expressions to express different emotions and portray the inner thoughts and feelings of characters.
- ✿ Use of space: Utilize the stage space effectively to establish the physical relationships between characters and their surroundings.
- ✿ Object manipulation: Use pantomime to handle and interact with imaginary objects or props relevant to the scene.
- ✿ Physical transformations: Showcase physical transformations of characters to depict their changing states or transitions throughout the story.

Narration Elements:

- ✿ Clear and expressive voice: Use a clear and expressive voice to narrate key events, describe settings, and provide insights into the thoughts and emotions of characters.
- ✿ Varied pacing and intonation: Vary the speed, rhythm, and tone of the narration to create emphasis, build tension, or evoke specific moods.
- ✿ Point of view: Adopt a recognizable point of view (e.g., first-person, third-person) while narrating to establish a connection with the audience and immerse them in the story.
- ✿ Figurative language: Incorporate figurative language, such as similes, metaphors, and descriptive imagery, to paint vivid pictures in the minds of the audience.
- ✿ Transitions and sequencing: Use smooth transitions and logical sequencing of events in the narration to ensure clarity and coherence in the storytelling.

INSTRUCTIONS:

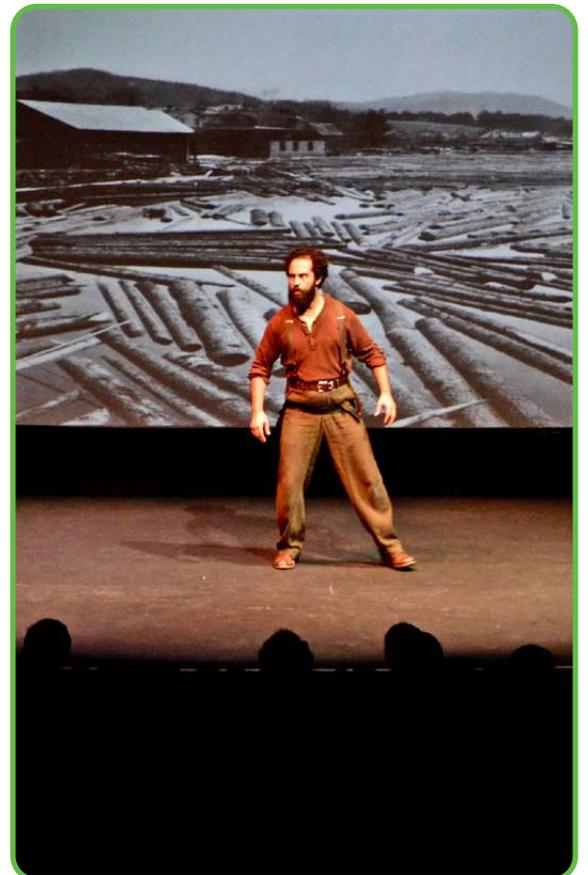
- ✿ Divide students into small groups of 3-4. Tell students that every group will create their own version of a Sneak Preview for the story.
- ✿ Define Sneak Preview by saying *“A sneak preview, also known as a teaser or preview, is a short glimpse or preview of something, often a performance, event, or content, intended to generate interest, curiosity, and anticipation among the audience. In the context of our lesson, you will create a brief performance or presentation that offers a glimpse into your interpretation of key scenes, characters, or themes from “The Call of the Wild.”*
- ✿ Give students the Story Spine Summary of the book if they have not read the book and ask them to create the text of their Sneak Preview using their own words. If Sneak Previews offer a glimpse of a story, ask students to consider what they will include and not include in their text (for example, they should not give away the ending of the story).
- ✿ Provide time for each group to discuss and plan how they will portray their Sneak Preview adding pantomime to their narration.
- ✿ Define Pantomime as a form of nonverbal communication or performance in which gestures, body movements, and facial expressions are used to convey a story, idea, emotion, or action without using words or speech.
- ✿ Allow students ample rehearsal time to practice their sneak previews. Emphasize the importance of collaboration, communication, and adaptability during this process.
- ✿ Once the groups are ready, have them perform their sneak previews for the class. Encourage them to engage the audience by using their voices, gestures, and facial expressions to bring their performances to life.
- ✿ After each performance, facilitate a brief discussion to analyze and reflect on the creative choices made by the group. Ask the audience to share their interpretations and observations.
- ✿ Encourage students to consider the impact of live performances in generating curiosity, engagement, and empathy towards nature.
- ✿ Conclude the activity with a whole-class reflection on the themes and messages conveyed through the sneak previews. Discuss how the students’ creative exploration and performances fostered empathy towards nature and invited the audience to connect with the story.

Note: Throughout the main activity, you can provide guidance and support to the groups as needed, ensuring they understand the objectives and helping them refine their performances. Additionally, consider recording or documenting the sneak previews to review and assess student learning and growth.



REFLECTION QUESTIONS (EXIT TICKET):

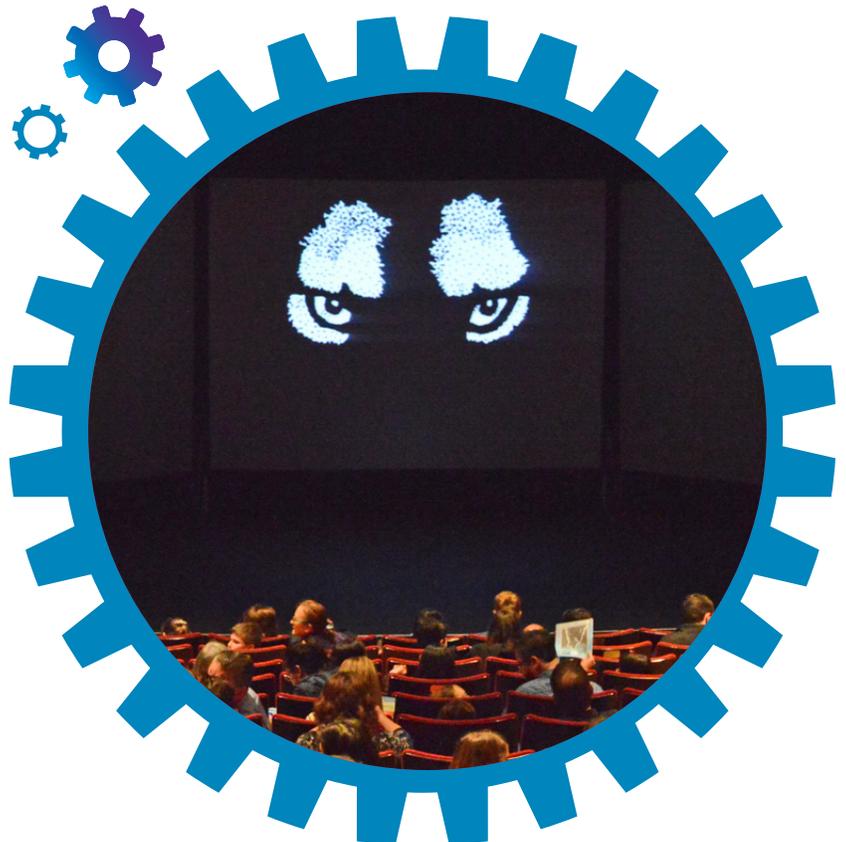
1. How did the physical movement exploration activity enhance your understanding of the themes and characters in *"Call of the Wild"*? What specific gestures or physical choices did you find most effective in conveying the essence of your assigned animal?
2. Reflecting on the sneak previews created by your peers, which scene, character, or theme resonated with you the most? Why did it stand out, and how did the use of narration and pantomime contribute to its impact?
3. In what ways did collaborating with your group enhance the planning, rehearsal, and performance of your sneak preview? What skills, such as communication and adaptability, did you find most essential during the creative process?
4. How did participating in this arts-integrated lesson deepen your understanding of the relationship between humans and nature depicted in *"Call of the Wild"*? Did it foster empathy towards nature and the challenges it faces due to human actions? Explain.
5. Reflect on your personal growth during this lesson. How did it expand your creative and expressive skills through theater and literature? What aspects of your performance or exploration are you proud of, and what would you like to improve upon in future activities?
6. Connect the goals of this lesson to your learning experience. How did immersing yourself in the captivating world of *"Call of the Wild"* and physically acting out key scenes and themes deepen your engagement and understanding of the story? How did it inspire your creativity and passion for storytelling and the natural world?
7. Imagine you are an audience member watching the sneak previews. How did the live performances generate excitement, curiosity, and anticipation among the viewers? How were you able to connect with the themes and messages within *"Call of the Wild"* through the artistic expressions of your peers?
8. Based on your overall experience in this lesson, how might you apply the skills and techniques you learned to future creative endeavors? How can the integration of theater and literature enhance your understanding and appreciation of different texts and stories?



ATTACHMENT 1

Story Spine Summary

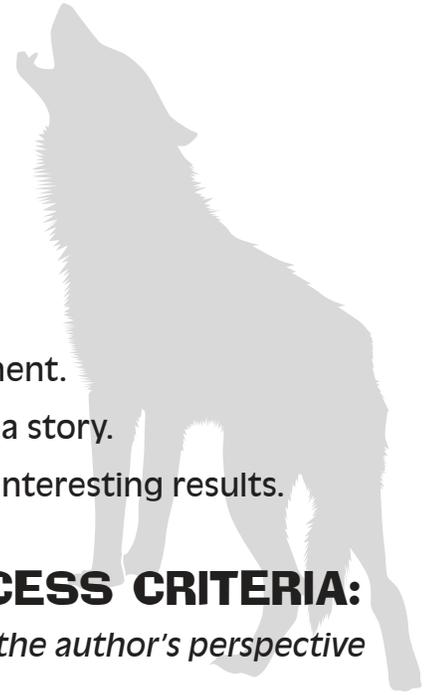
- a. **Once upon a time**, in the comfortable world of a California ranch, lived Buck, a content and pampered domestic dog.
- b. **And every day**, Buck enjoyed the life of luxury, serving his human masters without a care in the world.
- c. **Until one day**, Buck's life takes a sharp turn when he is stolen and thrust into the harsh reality of the Yukon Gold Rush.
- d. **And because of this**, Buck faces the brutal demands of being a sled dog, encountering cruelty and the wildness of the untamed North.
- e. **And because of this**, Buck taps into his ancestral instincts, embracing his primal nature and learning to survive in the challenging wilderness.
- f. **Until finally**, after a series of trials and experiences, Buck finds himself joining a wolf pack, fully embracing his true identity.
- g. **And ever since then**, Buck roams the wild as a free and wild creature, heeding the "*call of the wild*" that forever changed his life and destiny.





CALL OF THE WILD: MOOD LANDSCAPES

by: Freda Kmak



STANDARDS:

ELA.7.R.1.1. Analyze the impact of setting on a story's plot development.

ELA.7.R.1.3 Use the influence of the narrator on the point of view in a story.

VA.7.S.3.1.N. Experiment with various materials and techniques for interesting results.

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

*Today I will create a landscape that includes a silhouette inspired by the author's perspective and the impact of the setting found in *The Call of the Wild*.*

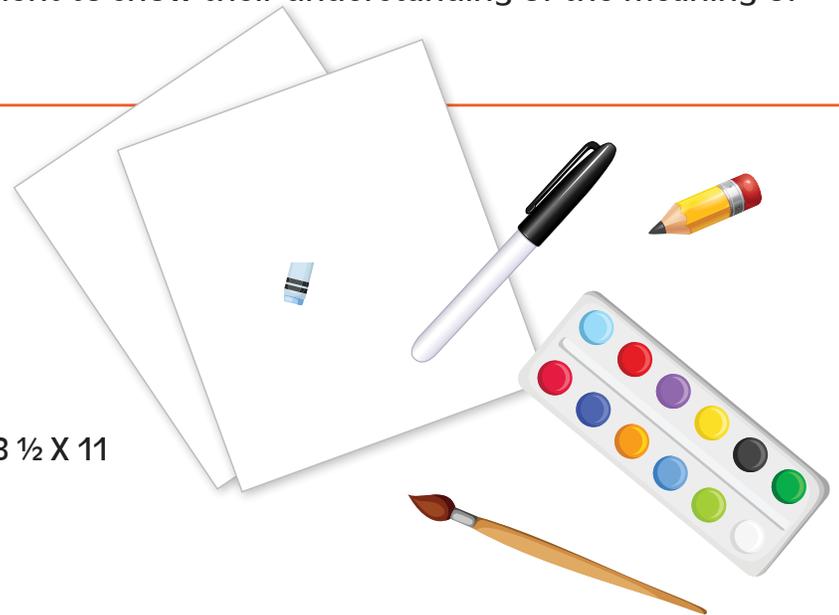
I will know I am successful when I have included colors and images that convey the mood from the setting of the story and my artist statement clearly explains the choices made for the final piece.

GOALS:

- ✿ Students will use colors that are inspired by the mood of the setting in their artwork.
- ✿ Students will create a silhouette of the wolf to complement the setting.
- ✿ Students will create an artist's statement to show their understanding of the meaning of their artwork.

MATERIALS:

- ✿ Watercolor paper 8 ½ x 11
- ✿ Watercolors and paintbrush
- ✿ Pencil
- ✿ Silhouette Template
- ✿ Black paper (construction or vellum) 8 ½ X 11
- ✿ Text from *Call of the Wild*
- ✿ Black Sharpie (thin)
- ✿ Artist Statement Template
- ✿ Images for Smartboards or print: Van Gogh The Harvest, Claude Monet Sunrise, Paul Gauguin Tahitian Trees, Georgia O'Keeffe Force of Nature



GUIDING QUESTION(S):

- ⚙ How can the setting affect the plot of a story?
- ⚙ What types of colors convey mood?
- ⚙ What are the parts of a landscape?



SKILL BUILDING AND PROCEDURE FOR LESSON:

1. Chart responses to the following on the whiteboard or on some chart paper for reference. Ask the following questions: Do you think emotions or mood can be connected to colors? What colors are associated with feelings of joyfulness? Melancholy? Frustration? Hope? And continue on until a decent list is created of moods and colors.
2. Show one or more images from **Attachments 1-4** and use the Thinking Strategy “What Makes you think that?”. Ask the following questions: what mood or feeling does this image show? What makes you think that? Use a general introduction to the image/s/.
3. Explain that authors and artists use words and colors to convey feelings for the readers or the audience. Today we will create a landscape to match the mood of the setting described by the author. We will then add a silhouette of a wolf in **Attachment 5 and 6**. Finally, we will select and add words from the text that help develop the meaning of the landscape created.

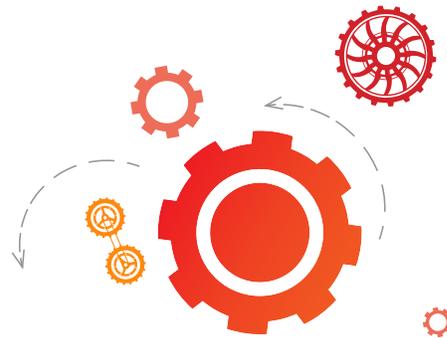
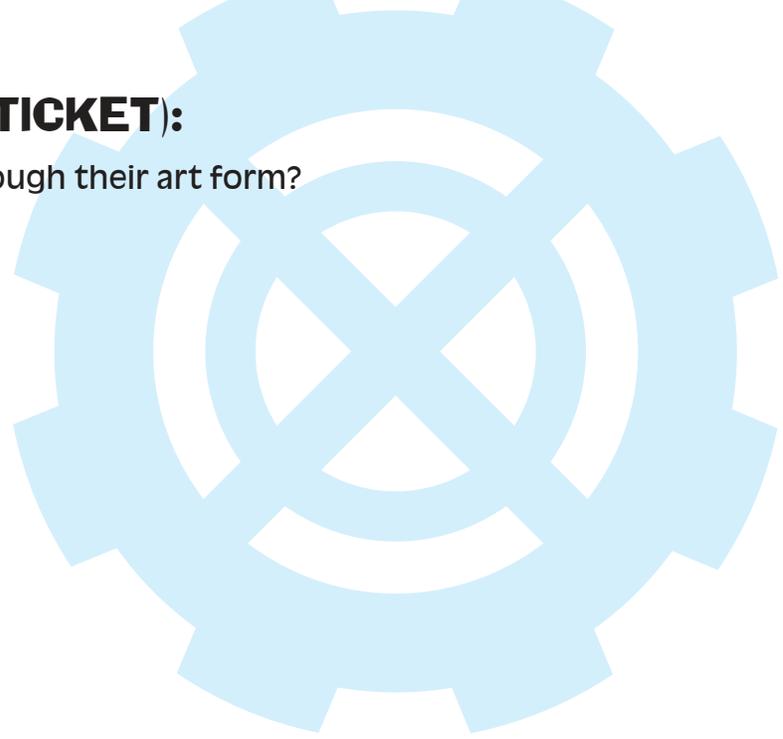
MAIN ACTIVITY:

1. Select one passage of text to illustrate from *Call of the Wild*. (**attachments 7-12**).
2. Read the passage and think of the feelings or mood of the character. Think about the setting that is being described in the passage. Assign colors to those emotions.
3. Using watercolors, and watercolor paper color an abstract landscape to match the passage of text selected.
4. As the background is drying circle the words in the text that are keywords to describe the abstract landscape you created.
5. Next decide which wolf silhouette you would like to use in your landscape. Cut out the image and glue to your landscape.
6. With a black sharpie write the keywords from the passage somewhere creatively, in the landscape painting that you previously created surrounding your wolf silhouette.
7. Write an artists statement explaining your choices for the landscape and text. (**attachment 13**)



REFLECTION QUESTIONS (EXIT TICKET):

1. How can artists show emotions or mood through their art form?
2. Do you believe colors can evoke emotions?
3. What did you enjoy most about this project?



ATTACHMENT 1
Paul Gauguin Tahitian Tree

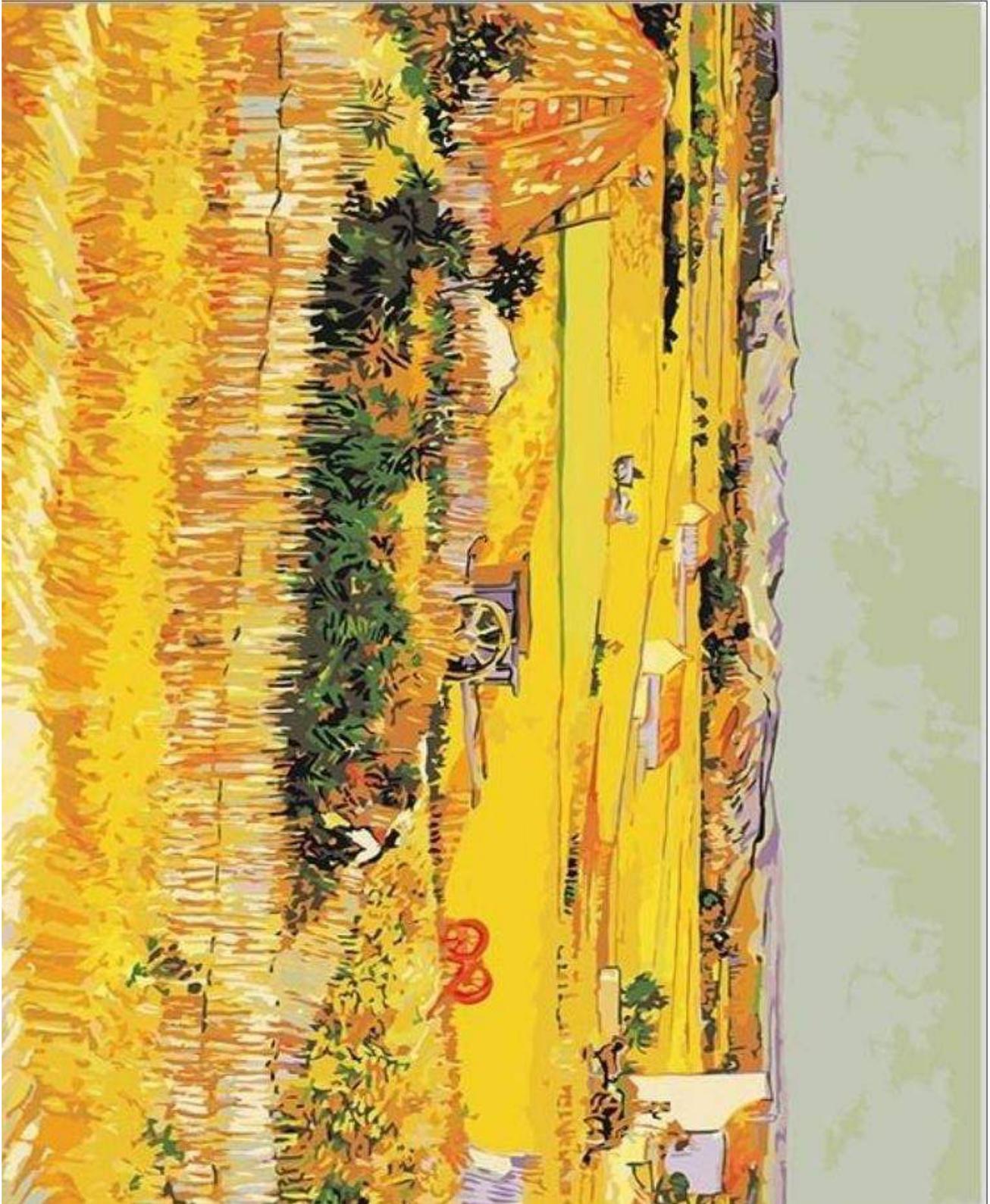


ATTACHMENT 2
Georgia O'Keefe Force of Nature

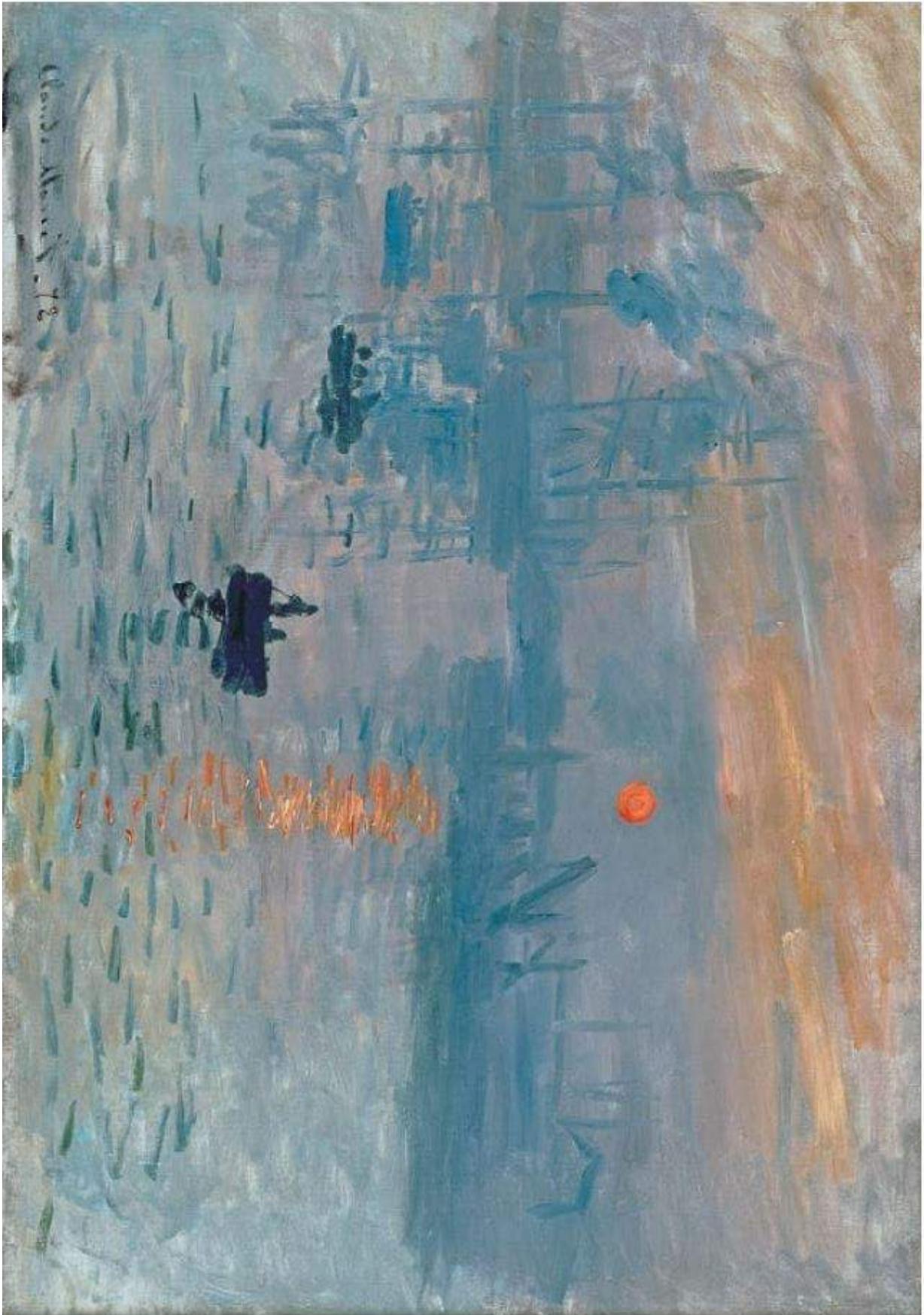


ATTACHMENT 3

Vincent Van Gogh The Harvest



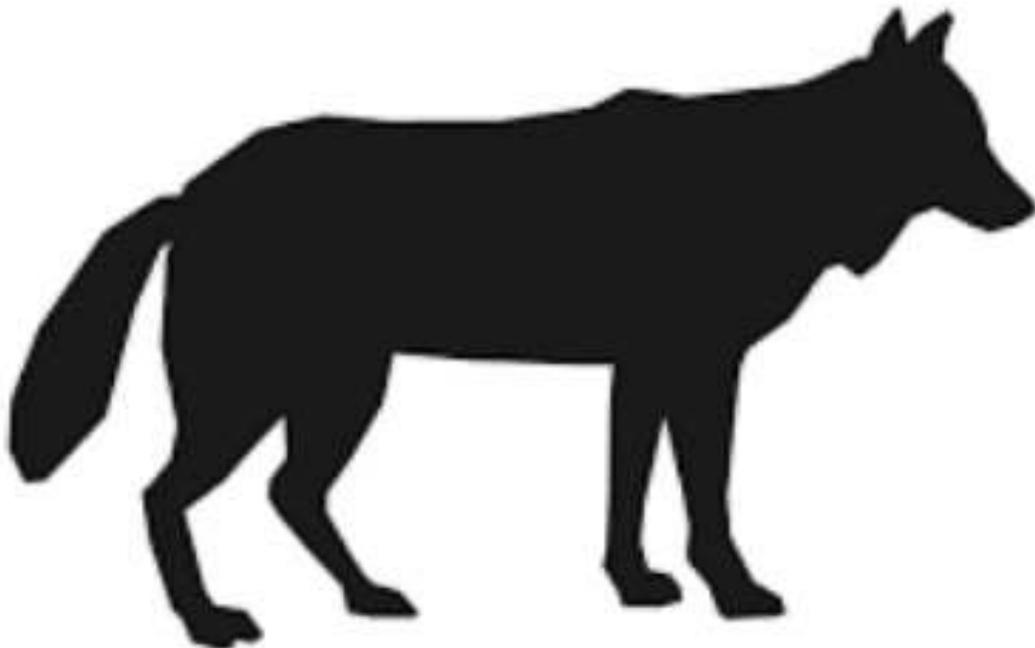
ATTACHMENT 4
Claude Monet Sunrise



ATTACHMENT 5



ATTACHMENT 6



ATTACHMENT 7

Chapter 2

With the aurora borealis flaming coldly overhead, or the stars leaping in the frost dance, and the land numb and frozen under its pall of snow, this song of the huskies might have been the defiance of life, only it was pitched in minor key, with long-drawn wailings and half-sobs, and was more the pleading of life, the articulate travail of existence. It was an old song, old as the breed itself—one of the first songs of

ATTACHMENT 8

Sheep Camp, past the Scales and the timber line, across glaciers and snowdrifts hundreds of feet deep, and over the great Chilcoot Divide, which stands between the salt water and the fresh and guards forbiddingly the sad and lonely North. They made good time down the chain of lakes which fills the craters of extinct volcanoes, and late that night pulled into the huge camp at the head of Lake Bennett, where thousands of goldseekers were building boats against the break-up of the ice in the spring. Buck made

ATTACHMENT 9

Chapter 3

From every hill slope came the trickle of running water, the music of unseen fountains. All things were thawing, bending, snapping. The Yukon was straining to break loose the ice that bound it down. It ate away from beneath; the sun ate from above. Air-holes formed, fissures sprang and spread apart, while thin sections of ice fell through bodily into the river. And amid all this

ATTACHMENT 10

Chapter 7

On the opposite slope of the watershed they came down into a level country where were great stretches of forest and many streams, and through these great stretches they ran steadily, hour after hour, the sun rising higher and the day growing warmer. Buck was wildly glad. He knew he was at last answering the call, running by the side of his wood brother toward the place from where the call surely came. Old memories

ATTACHMENT 11

Chapter 7

across divides in summer blizzards, shivered under the midnight sun on naked mountains between the timber line and the eternal snows, dropped into summer valleys amid swarming gnats and flies, and in the shadows of glaciers picked strawberries and flowers as ripe and fair as any the Southland could boast. In the fall of the year they penetrated a weird lake country, sad and silent, where wildfowl had been, but where then there was no life nor sign of life—only the blowing of chill winds, the forming of ice in sheltered places, and the melancholy rippling of waves on lonely beaches.

ATTACHMENT 12

Last Page

the smiling timber land and comes down into an open space among the trees. Here a yellow stream flows from rotted moose-hide sacks and sinks into the ground, with long grasses growing through it and vegetable mould overrunning it and hiding its yellow from the sun; and here he muses for a time, howling once, long and mournfully, ere he departs.

But he is not always alone. When the long winter nights come on and the wolves follow their meat into the lower valleys, he may be seen running at the head of the pack through the pale moonlight or glimmering borealis, leaping gigantic above his fellows, his great throat a-bellow as he sings a song of the younger world, which is the song of the pack.

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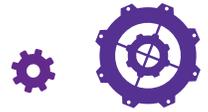
THE END



THE CALL OF THE WILD

JACK LONDON

by Irwin Alexis



STANDARDS:

ELA-Literacy. RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the character or plot).

ELA-Literacy. RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

TH.68. S.2Ina: Identify each individual's role in a collaborative project.

TH68. S2 Pa.a: Recognize that a performance is a collection of parts



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

- ⚙️ *Today I will learn how the elements of a story drive the plot and how character development is accomplished through his/her actions.*
- ⚙️ *I will know I am successful when I am able to anticipate possible further actions by analyzing the elements and the known behaviors of a character.*
- ⚙️ *Today I will collaborate with fellow students to re-enact a scene from the novel.*
- ⚙️ *I will know I am successful when a collaborative effort effectively depicts a scene that the audience can identify from the novel.*

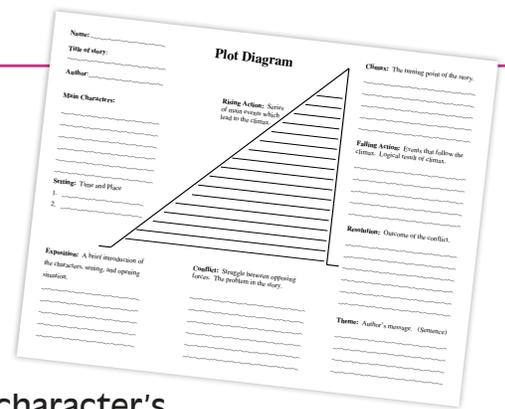
GOALS:

- ⚙️ Students will complete a graphic organizer (Plot Diagram) to isolate the elements of a story.
- ⚙️ Students will choose either the protagonist or the antagonist and identify character traits.
- ⚙️ Students will identify a scene from the novel and in a collaborative effort they will display it for an audience to identify in the form of a tableau.



MATERIALS:

Graphic Organizer – Plot Diagram



GUIDING QUESTIONS:

- How does the setting aid in the development of the plot?
- If the setting of the story changes, how does it affect the character's motivation in the plot?
- How can you use the character traits of the protagonist/antagonist to anticipate behaviors in the story?

SKILL BUILDING AND PROCEDURE FOR LESSON:

1. Identify and define the elements of story (exposition, rising action, climax, falling action, resolution, setting, theme, conflict, characters).
2. Model a simple story to provide an exemplar. Use the Aesop fable "The Tortoise and the Hare"
3. Discuss how each element drives the plot of the fable by adding substance.
4. Plot the fable with students using the Plot Diagram.
5. Define "protagonist" and "antagonist" and have students identify the protagonist and antagonist for the fable.
6. Define "character traits".
7. Model the identification of character traits of a well-known character (eg: Wonder Woman, Bugs Bunny, Dr. Martin Luther King).

MAIN ACTIVITY:

- Have students independently complete the graphic organizer (Plot Diagram) for *Call of the Wild*.
- Guide students in identifying the protagonist/antagonist in *Call of the Wild* and write down character traits, both positive and negative.
- ACTIVITY: With a partner, change one trait for one character and discuss how that would change the plot.
- Ask for volunteers to share their changes with the class or give the option for students to create a modified scene to reflect the modified character.
- Define "tableau". Ans: A still grouping of human shapes that convey some kind of meaning. Tableaux are silent, still, and require exaggeration.
- Students create teams and choose a scene from the novel to create a tableau.
- Show each tableau with the rest of the class as audience.

REFLECTION QUESTION (EXIT TICKET):

Are the elements of a story and the traits of a character co-dependent? Explain your answer below.



ATTACHMENT 1

Plot Diagram Template

Name: _____

Title of story: _____

Author: _____

Main Characters: _____

Plot Diagram

Rising Action: Series of main events which lead to the climax.

Climax: The turning point of the story.

Falling Action: Events that follow the climax. Logical result of climax.

Setting: Time and Place

1. _____
2. _____

Conflict: Struggle between opposing forces. The problem in the story.

Resolution: Outcome of the conflict.

Exposition: A brief introduction of the characters, setting, and opening situation.

Theme: Author's message. (Sentence)
