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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

White Fang

based on the book by

Jack London

Written by

Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR
JACK LONDON

LONDON, Jack (1876-1916). The novelist and short-story writer Jack London was, in his lifetime, one of the most popular authors in the world. After World War I his fame was eclipsed in the United States by a new generation of writers, but he remained popular in many other countries, especially in the Soviet Union, for his romantic tales of adventure and survival.

John Griffith London was born in San Francisco on Jan. 12, 1876. His family was poor, and he was forced to go to work early in life to support himself. At 17 he sailed to Japan and Siberia on a seal-hunting voyage. He was largely self-taught, reading voluminously in libraries and spending a year at the University of California. In the late 1890s he joined the gold rush to the Klondike. This experience gave him material for his first book, 'The Son of Wolf', published in 1900, and for 'Call of the Wild' (1903), one of his most popular stories.

In his writing career of 17 years, London produced 50 books and many short stories. He wrote mostly for money, to meet ever-increasing expenses. His fame as a writer gave him a ready audience as a spokesman for a peculiar and inconsistent blend of socialism and racial superiority.

London's works, all hastily written, are of uneven quality. The best books are the Klondike tales, which also include 'White Fang' (1906) and 'Burning Daylight' (1910). His most enduring novel is probably the autobiographical 'Martin Eden' (1909), but the exciting 'Sea Wolf' (1904) continues to have great appeal for young readers.

In 1910 London settled near Glen Ellen, Calif., where he intended to build his dream home, "Wolf House." After the house burned down before completion in 1913, he was a broken and sick man. His death on Nov. 22, 1916, from an overdose of drugs, was probably a suicide.

--- Courtesy of Compton's Learning Company

INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *White Fang* by Jack London. It includes nineteen lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the theme of domestication through an activity in which students show off pictures of their own pets and get some good information about caring for their pets from a representative of the SPCA. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have a thorough understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

Following the discussion activity, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

The vocabulary review is followed by a **project** which students may either complete independently or in small groups. Students research a suggested topic and then produce a persuasive advertisement related to that topic.

One class period is devoted to viewing the many advertisements the students have created; thus, the entire class is exposed to information about all of the topics.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to give students the opportunity to express their personal opinions as they define the word "civilized." The second assignment is to inform: following the research related to their projects, students take the information they have found and summarize it in a composition. The third assignment is to persuade: students create a persuasive advertisement.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *White Fang*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. In this unit, the nonfiction assignment is integrated into the students' project assignments.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer test for higher level students.

There are additional **support materials** included with this unit. The **extra activities** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Materials for student use (worksheets, tests, etc. as well as any bulletin board graphics included in the unit) may be reproduced without infringement of the copyrights. No other portions of the literature unit plan may be reproduced without the written permission of Teacher's Pet Publications, Inc.

The **level** of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

UNIT OBJECTIVES - *White Fang*

1. Through reading London's *White Fang*, students will study the importance of adapting to the changes in one's life and environment.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will discuss the role of animals in our world.
4. Students will discuss the merits and downfalls of human civilization.
5. Students will discuss the theme of survival of the fittest.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *White Fang* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
 - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
 - b. To check the students' reading comprehension
 - c. To make students think about the ideas presented by the novel
 - d. To encourage logical thinking
 - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *White Fang*

Date Assigned	Chapters Assigned	Completion Date
	I - III	
	IV - VII	
	VIII - XI	
	XII - XV	
	XVI - XIX	
	XX - XXII	
	XXIII - XXV	

UNIT OUTLINE - *White Fang*

1	2	3	4	5
Introduction PV I-III	Read I-III	PVR IV-VII	Quiz/?s I-VII PVR VIII-XI	Study ?s VIII-XI Writing Assignment 1 PVR XII-XV
6	7	8	9	10
Study ?s XII-XV PVR XVI-XIX	Study ?s XVI-XIX PVR XX-XXII	Study ?s XX-XXII PVR XXIII-XV	Study ?s XXIII-XXV Extra ?s	Vocabulary
11	12	13	14	15
Writing Assignment 2	Project Assignments	Library	Planning Session	Production
16	17	18	19	
Production	View Ads	Review	Test	

Key: P = Preview Study Questions V = Prereading Vocabulary Work R = Read

LESSON ONE

Objectives

1. To introduce the *White Fang* unit.
2. To distribute books and other related materials (study guides, reading assignments, etc.).
3. To preview the study questions for chapters I-III
4. To familiarize students with the vocabulary for chapters I-III

NOTE: Prior to this lesson, you need to have made the assignment for your students to bring in pictures of their pets (or pictures of animals they wish were their pets if they have none.) Also, you need to have put up background paper on your bulletin board and a title: DOMESTICATED ANIMALS.

Activity #1

Ask your students to take the pictures of their pets out. Tell them to take the pictures of their pets to the bulletin board, pin them up, and write the pets' names under the pictures. After students have done this, take a few minutes to look at the pets and make some comments about them. ("Crackers? Who has a dog named Crackers? How did he get that name?, etc.)

Activity #2

Transition: "I see many of you do have pets, so you will probably be interested in listening to the guest I have invited to talk with you today."

Introduce your guest, a representative from your local SPCA or humane society, who will talk to your students about proper care for pets of all kinds. Perhaps the representative could bring a live pet along to visit your class.

Activity #3

Transition: "The book we are about to read is about a dog-wolf named White Fang. It tells about how he is born and lives in the wild and through contact with humans makes the transition from life in the wild to a domesticated life with man."

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

WRITING ASSIGNMENT #1 - *White Fang*

PROMPT

The animals we most often come in contact with have been domesticated; they are no longer wild. And "civilization" is sweeping away the natural habitat of the remaining wild animals on our planet. Yet, if you look closely at our "civilization," we see people killing, maiming, mugging, raping and fighting each other at an alarming rate. Are we truly civilized?

Your assignment is to answer this question, "What does it mean to be civilized?"

PREWRITING

This assignment is designed so you can answer with your own opinion; there is no perfectly "right" or "wrong" answer. One way to approach this assignment is to think about what characteristics you expect from a group of people who are "civilized." Jot down those characteristics. This is one way to create a definition: definition by example.

DRAFTING

Start with a paragraph in which you introduce the idea of civilization. The paragraphs in the body of your paper could/should each introduce and explain the characteristics you have jotted down, one characteristic explained in each paragraph. Finish your paper with a paragraph that sums up the many parts you have set forth.

PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments, and make the corrections you think are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.