

American Stories

“Love of Life,” Part Three, by Jack London

Lesson Plan

This lesson plan is to accompany Part Three of the American Stories series episode “Love of Life” by Jack London.

A transcript of the story is included at the end of this lesson to print so students can read as they listen. Teachers who cannot play the audio from the website can read the story aloud or have students read it.

American Stories lesson plans are based on the CALLA approach. See the end of each lesson for more information and resources on teaching with the CALLA approach.

CALLA has five lesson elements:

Prepare: Engage students in the topic and identify objectives for the lesson. Find out what students already know about it and motivate them to learn more. Teach new vocabulary.

Present: Present new information. Explain the target learning strategy for the lesson. Model what the students are asked to do. Discuss connections to students’ prior knowledge.

Practice: Give students an authentic, active task that they can do in a small group or in pairs. Remind students to use the target learning strategy.

Self-Evaluate: Question students so they will reflect on their own learning. Ask students to evaluate their own learning rather than wait for the teacher to assess them. Find out if using the learning strategy helped students’ understanding.

Expand: Guide students on how to apply what they learned to their own

lives. Point out other contexts where the learning strategy may help. Make connections between content and language or to the student's first language. When appropriate, request that parents contribute to learning.

And now for today's lesson:

Prepare

Begin, "Today, we will read Part Three of 'Love of Life,' by Jack London. In previous parts of the story, we learned about a man who was trying to find his way out of the Canadian wilderness and back to safety. As I write some words from Part Two (last week's episode) on the board, try to remember what they mean and what role they play in the story and discuss this with the person sitting next to you." Write the following words on the board: caribou, wolf, hallucination, stiff, blanket, tremble, grass and tin.

Say, "What can you remember about the man's journey so far? Talk to your partner." Give students time to discuss this then ask volunteers to tell the class the role of these words in the story.

Continue, "In this week's story, the man continues his struggle for survival and a way out of the wilderness. Think for a moment about something that you accomplished that involved very difficult work or a lot of effort and took many hours, days or months to complete (not including school or studying). It could have been when you were a child or maybe it was this year. What was the task? Were there difficult times during the task that you could *guess* whether or not you would complete it? What kinds of things helped you complete it?"

Ask students to discuss this with the person sitting next to them. If that person is someone they always sit next to, ask them to talk to the person on the other side of them or behind them, or change seats. After students have

had a chance to discuss the topic, ask several volunteers to share their experiences with the class or (for shyer students) ask their partners to report on them.

Continue, "When we do a difficult task, we often make mental guesses about what we can and can't do. When we make a guess about something that will happen, we can call this predicting. As we read the story today, we will practice the learning strategy *Predict* to help us focus on the story events. But first, let's learn the new vocabulary."

Hand out copies of the new vocabulary to students and teach the new vocabulary for the lesson. Be sure to teach the spelling of the past tenses of the irregular verbs. This can be found on the page following the transcript. Use pictures and gestures if you find it useful.

Present

Hand out copies of the transcript.

Introduce the task to students: "From what we know about the man in the story and his situation, we can make predictions about what will happen. I'll show you how to do this. I'm going to begin reading [or playing the audio], and then I will predict, or guess, what will happen."

Play or read aloud to the end of the second paragraph.

Model the strategy: "From what I just read about the man, he sounds like he is determined to survive. He wants the bear to know that he will not show weakness. He is also very hungry, so maybe his hunger and spirit to survive will give him new strength. I think he will attack the bear with the knife."

Make a chart (like the one below) on the board or a shared screen.

What the story tells me	What I predict will happen and why I think this
He pulls out his knife and begins to touch the sharp edge. The bear jumped toward him but the man did not run. "He was alive now with the courage of fear."	The man will attack the bear with the knife. Right now, he is filled with courage because, even though he is very afraid, he is also extremely hungry and does not want to die.

Tell students that, to stay interested in the events of a story, we can predict what will happen next, based on what the story tells us.

Practice

Put students into pairs with a new partner. Then, prepare them for the next part: "Now, it's your turn. Let's listen to some more of the story. As we listen, think about what will happen next."

Play or read aloud to "...while this strange creature that walked on two legs might bite" (end of paragraph five)

Hand out the predictions charts. Remind students they will write notes/quotes on the left side of the chart and their predictions on the right side and share these with their partner.

Tell students that they should underline the sentences they're choosing to make their predictions so that, later, they will be able to point to the locations in the story where they found the quotes.

In their pairs, they can choose to write in their charts together, or work individually on their charts first then share and discuss them with one another.

Point out that it doesn't matter whether or not their predictions actually happen. What's important is thinking about what might happen. It helps us to stay interested as we read.

Give students time to work on the activity together. Then, ask several volunteers to share their predictions with the class. Write the predictions on the board or a shared screen.

Then, ask students what they think will happen next. Say, "Let's listen to some more of the story" then play or read aloud three more paragraphs (ending with paragraph five).

Follow these same activity steps every three or four paragraphs (depending on the length of the paragraphs): first play or read the story aloud; next, allow students to work in their pairs; then, ask several students to share their predictions and write them on the board or shared screen; and then ask students what they think will happen next.

The purpose of breaking the story into smaller parts this week is to give students more chances to predict story events.

After the last activity, tell students that, next week, they'll read Part Four -- the remainder of the story. Ask students how they think the story will end and then ask several students to share brief responses.

Self-Evaluate

Say, "Now, I'd like to ask: what do you think about using this strategy, Predict, when you read? Did it help you stay focused while reading? Did it help to keep you interested in the story? Write two or three sentences on a piece of paper to turn in about how predicting helped you today."

Expand

Ask students: "Are there other times – at or away from school – when you can predict something based on what you already know?"

Give students a minute or two to discuss this with the same partner from the last activity. Ask them to come up with three to five examples. Then, elicit responses from volunteers. One possible example at home might be coming home late - you know your parents will ask you why you are late.

Continue, "We use this strategy in many school subjects. For example, in mathematics, we call it estimating. Estimating is when we guess a number that is close to what the answer will be. In science, we use predicting when we do experiments; we call it making a hypothesis. We guess what the result will be before we start the experiment. Outside of school, we make predictions every day. For example, when we plan an outdoor event, we predict whether it will rain or be sunny. Try using this strategy tonight when you do your homework, or in the next class. Let me know how it goes!"

"Love of Life," Part Three

by Jack London

The man had brought his gun half the distance to his shoulder before he realized what he was doing. He lowered it and drew his hunting knife from its cover. Before him was meat and life. He ran his finger along the edge of his knife. It was sharp. The point was sharp. He would throw himself upon the bear and kill it. But his heart began its pounding. Then came its wild **leap** and he began to feel faint.

His wild **courage** was replaced by a great fear. In his weakness, what if the animal attacked him? He drew himself up tall, **grasping** the knife and staring hard at the bear. The bear advanced a couple of steps and stood up. If the man ran, the bear would run after him; but the man did not run. He was alive now with the courage of fear.

The bear moved away to one side with a threatening noise. He, himself, was fearful of this strange creature that appeared unafraid. But the man did not move. He stood still until the danger was past. Then he yielded to a fit of trembling and sank to his knees on the wet grass.

He regained control of himself and then started to move forward, afraid now in a new manner. It was not the fear that he would die from lack of food. He was afraid that he would be destroyed by forces other than **starving**. There were the wolves. Across the wasteland their howls could be heard, making the air itself a threat most real to him.

Now and again the wolves, in groups of two and three, crossed his path. But they stayed away from him. They were not in sufficient numbers to attack, and besides, they were hunting caribou. Caribou did not battle, while this strange creature that walked on two legs might bite.

In the late afternoon he came upon **scattered** bones where the wolves had made a kill. What remained had been a young caribou an hour before. He studied the bones, cleaned of any flesh. They were still pink with the life in them which had not yet died. Might he look like that before the day was done? Was this life? A fleeting thing without meaning? It was only life that pained. There was no hurt in death. To die was to sleep. It meant rest. Then why was he not content to die?

But he did not think about these things for very long. He was soon seated in the grass, a bone in his mouth, biting at the bit of life that made it yet pink. The sweet meaty taste drove him mad. He closed his teeth firmly on the bones. Sometimes it was the bone that broke, sometimes his teeth.

Then he crushed the bones between the rocks. He pounded them into tiny pieces, and ate them. He was in such a hurry that he pounded his fingers, too. He felt surprised at the fact that his fingers did not hurt much when they were caught under the rock.

Then came frightful days of snow and rain. He did not know when he made camp and when he broke camp. He traveled in the night as much as in the day. He rested whenever he fell, moving ahead whenever the dying life in him started up again. He, as a man, no longer struggled. It was the life in him, unwilling to die, that drove him on. He did not suffer, nor feel pain. But his mind was filled with hallucinations and wild dreams.

But he still ate the crushed bones of the young caribou, which he had **gathered** and carried with him. He crossed no more hills, but followed a large stream which flowed through a wide valley. He did not see this stream nor this valley. He saw nothing except hallucinations.

One morning he awakened with his mind clear, lying on his back on a rocky surface. The sun was shining bright and warm. Far away, he heard the noises made by young caribou. He remembered rain and wind and snow, but whether he had been beaten by the storm for two days or two weeks he did not know.

For some time he lay without movement. The friendly sun poured down upon him and filled his body with its warmth. A fine day, he thought. Perhaps he could succeed in locating himself. By a painful effort he rolled on his side.

Below him flowed a wide river. Its unfamiliarity **puzzled** him. Slowly he followed it with his eyes, as it curved among the bare hills. They were more bare and lower than any hills he had yet seen. Slowly, without excitement, he followed the course of the strange stream toward the skyline and saw that it emptied into a bright and shining sea. He was still unexcited. Most unusual, he thought. It was probably a trick of his mind. He was certain of this when he also saw a ship floating in the shining sea. He closed his eyes for a while, then opened them. It was strange how the sight continued. Yet it was not strange. He knew there were no seas nor ships in the middle of this land, as he had known there was no cartridge in the empty gun.

He heard a noise behind him. It seemed like the dry sound that comes from the throat when air is forced out in a **cough**. Very slowly, because of his weakness and stiffness, he rolled to his other side. He could see nothing near, but he waited patiently. Again came the cough, and there, between

two rocks, he saw the gray head of a wolf. The sharp ears did not stand up as straight as he had seen them on other wolves. The eyes were dull and the head seemed to hang. The animal opened and shut its eyes frequently in the sunshine. It seemed sick. As he looked, it **coughed** again.

This was real, he thought. He turned on the other side to see the reality of the world which had been hidden from him before by his hallucination. But the sea still shone and the ship was still there. Was it reality? He closed his eyes for a long while and thought, and then he remembered.

He had been traveling north by east, away from the Dease Divide and into the Coppermine Valley. This wide river was the Coppermine. That shining sea was the Arctic Ocean. That ship was a fishing boat which had wandered east from the mouth of the Mackenzie River. Now it was lying in Coronation Gulf. He remembered the map he had seen long ago, and it was all clear and reasonable to him.

He sat up and turned his attention to immediate affairs. He had worn holes through the blanket wrappings, and his feet were like shapeless pieces of meat. His last blanket was gone. His gun and knife were both lost. He had also lost his hat somewhere, with the matches in the band. The matches against his chest were safe and dry inside the paper. He looked at his **watch**. It marked eleven o'clock and was still going. This proved that he had kept it **wound**.

He was calm. Although very weak, he had no feeling of pain. He was not hungry. The thought of food was not even pleasant to him. Whatever he did was done entirely by reasoning. He tore off the legs of his trousers to the knees and bound them about his feet. Somehow he had succeeded in keeping the tin container. He would have some hot water before he began what he knew was to be an awful **journey** to the ship.

His movements were slow. He **shook** as if with a disease. When he started to gather dried grasses he found he could not rise to his feet. He tried again and again. Then he contented himself with moving about on his hands and knees. Once he went near the sick wolf. The animal dragged itself out of the way, licking its face with a tongue which seemed hardly to have the strength to curl. The man noticed that the tongue was not the customary healthy red, but was a yellowish brown and covered with a half-dried coating.

After he drank some hot water, the man found he was able to stand. He could even walk as well as a dying man might be supposed to walk. But

every minute or two he was forced to rest. His steps were unsteady, as were the steps of the wolf behind him. That night, when the shining sea was hidden in the blackness, he knew he was nearer to it by no more than four miles.

Through the night he heard the cough of the sick wolf and now and then, the noises of the young caribou. There was life all around him. But it was strong life, very much alive and well. He knew the sick wolf was following the sick man's steps in the hope that the man would die first. In the morning, when he opened his eyes, he saw it looking at him with a hungry stare. It stood with its tail between its legs like an unhappy dog.

The sun rose brightly, and all morning the man headed toward the ship on the shining sea. The weather was perfect. It was the brief return of summer which was usual in that country. It might continue for a week. Or, tomorrow or the next day it might be gone.

New Vocabulary

leap - *v.* to jump from a surface

grasp - *v.* to take and hold (something) with your fingers, hands, etc.

courage - *n.* the ability to do something that you know is difficult or dangerous

starve - *v.* to suffer or die from lack of food; to suffer extreme hunger

scatter - *v.* to cause (things or people) to separate and go in different directions

gather - *v.* to bring things or people together in a group

puzzle - *v.* to confuse someone; to be difficult for (someone) to understand

cough - *n.* a physical condition or illness that causes someone to cough

cough - *v.* to force air through your throat with a short, loud noise often because you are sick

watch - *n.* a device that shows what time it is and that you wear on your wrist or carry in a pocket

wind - *v.* to turn a knob, handle, etc., on something (such as a clock) several times so that it can work (past participle: **wound**)

journey - *n.* an act of traveling from one place to another

shake - *v.* to move sometimes violently back and forth or up and down with short, quick movements (past tense: **shook**)

Predictions Chart

What the story tells me	What I predict will happen and why I think this

What the story tells me	What I predict will happen and why I think this

About the CALLA Approach

This lesson is based on the CALLA approach. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

A list of CALLA learning strategies follows. These strategies were researched by J. Michael O'Malley and Anna Uhl Chamot.

See a list of language learning strategies below.

METACOGNITIVE STRATEGIES

Plan / Organize

Before beginning a task:

Set goals.

Plan the task or content sequence.

Plan how to accomplish the task (choose strategies).

Preview a text.

Monitor / Identify Problems

While working on a task:

Check your progress on the task.

Check your comprehension as you use the language. Do you understand? If not, what is the problem?

Check your production as you use the language. Are you making sense? If not, what is the problem?

Evaluate

After completing a task:

Assess how well you have accomplished the learning task.

Assess how well you have used learning strategies.

Decide how effective the strategies were.

Identify changes you will make the next time you have a similar task to do.

Manage Your Own Learning

Determine how you learn best.

Arrange conditions that help you learn.

Look for Ways to Practice.

Focus your attention on the task.

TASK-BASED STRATEGIES - USE WHAT YOU KNOW

Use Background Knowledge

Think about and use what you already know to help you do the task.

Make associations between new information and your prior knowledge.

Use new information to clarify or modify your prior knowledge.

Make Inferences

Use context and what you know to figure out meaning.

Read and listen between the lines.

Go beyond the text to understand its meaning.

Make Predictions

Anticipate information to come.

Make logical guesses about what will happen in a written or oral text.

Make an estimate (math).

Make a hypothesis (science).

Personalize

Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.

Transfer / Use Cognates

Apply your linguistic knowledge of other languages (including your native language) to the target language.

Recognize cognates.

Substitute / Paraphrase

Use a synonym or descriptive phrase for unknown words or expressions.

TASK-BASED STRATEGIES - USE YOUR SENSES

Use Images

Use or create an actual or mental image to understand and/or represent information.

Use or draw a picture or diagram.

Use Sounds

Say or read aloud a word, sentence, or paragraph to help your understanding.

Sound out/vocalize.

Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.

Use Your Kinesthetic Sense

Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.

Use real objects to help you remember words, sentences, or content information.

TASK-BASED STRATEGIES - USE YOUR ORGANIZATIONAL SKILLS

Find/Apply Patterns

Apply a rule.

Make a rule.

Recognize and apply letter/sound, grammar, discourse, or register rules.

Identify patterns in literature (genre).

Identify patterns in math, science, and social studies.

Classify/Sequence

Categorize words or ideas according to attributes.

Classify living things; identify natural cycles.

Identify order and sequences in math, science, and social studies.

Sequence events in history.

Take Notes

Write down important words and ideas while listening or reading.

List ideas or words to include in speaking or writing.

Use Graphic Organizers

Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.

Summarize

Create a mental, oral, or written summary of information.

Use Selective Attention

Focus on specific information, structures, key words, phrases, or ideas.

TASK-BASED STRATEGIES - USE A VARIETY OF RESOURCES

Access Information Sources

Use the dictionary, the internet, and other reference materials.

Seek out and use sources of information.

Follow a model

Ask questions

Cooperate

Work with others to complete tasks, build confidence, and give and receive feedback.

Talk Yourself Through It (Self-Talk)

Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.