

---

# THE CALL OF THE WILD *and* WHITE FANG

## *How to use this Guide*

This guide is intended to help you study, understand and enjoy *The Call of the Wild* and *White Fang*. You might ask if a guide is really necessary to read a book. Is the student not just working to improve reading skills while being taught to enjoy reading a book? Certainly it is the case that the more a child reads, the more he should improve his skills, but quantity is not the only issue. Once a child has received adequate phonetic training he should learn how to read a book. Most educators using this guide will be teaching children in the grammar stage, generally understood to be during the elementary years in a classical education. (For a thorough understanding of classical Christian education we recommend reading *Recovering the Lost Tools of Learning* or *The Case for Classical Christian Education*, both by Douglas Wilson.) The basic goals of reading in the grammar stage are as follows:

The student should be able to:

1. Fluently read a given selection orally.
2. Show an increased desire for reading.
3. Show comprehension on a literal and inferential level.
4. Demonstrate an increased vocabulary.
5. Identify basic biblical values in the literature being read.
6. Identify various styles (myths, poems, fantasy, fiction, nonfiction, etc.)

Answers to the questions are found in the back of the guide. Although the answers in the guide appear in an abbreviated form, the students' answers should be in complete sentences, and they should restate the question in their answer.

*Example:*

**Question:** Why did Grey Beaver consent to sell White Fang, and for what?

**Answer:** Grey Beaver consented to sell White Fang because Beauty Smith made Grey Beaver a drunk. In the end Grey Beaver gave up White Fang for alcohol.

Such writing practice trains the student to answer thoroughly, completely and with proper grammar. Another reason is to encourage integration. We want students to understand that how they write something is as important as what they write.

You may wonder how to grade the student's work in this guide. Keep it simple. Unless otherwise indicated you should assume that each question is worth five points.

---

# CALL OF THE WILD

## *Into the Primitive*

1. What troubling changes had occurred in the world of which Buck was unaware?

---

---

---

2. Who was the "aristocrat" on Judge Miller's place?

---

---

3. Although Buck credited men with having wisdom that outreached his own, what foolishness had led to Manuel's treachery?

---

---

---

4. What did Buck lack on the express car which caused him severe suffering and inflamed his anger?

---

---

---

5. On his trip to Seattle, what did Buck resolve he would never allow to happen again?

---

---

---

---

# CALL OF THE WILD

*Into the Primitive, Page 2*

6. How (and with what) did Druther introduce Buck to the reign of primitive law?

---

---

---

7. Define *conciliate*:

---

---

8. Although Perrault thought Buck was "One in ten thousand," what does he pay for the dog?

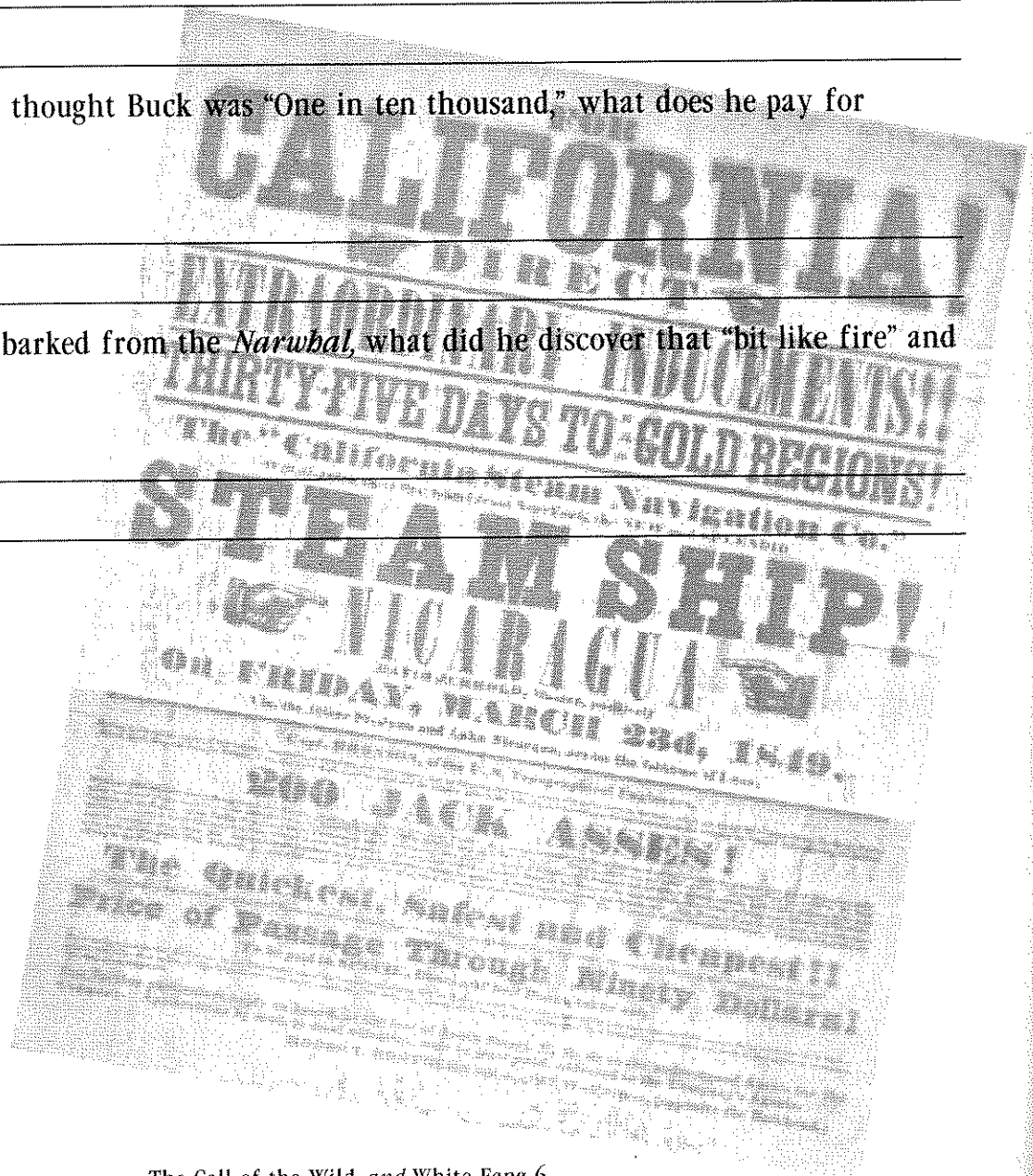
---

---

9. When Buck disembarked from the *Narubal*, what did he discover that "bit like fire" and then was gone?

---

---



---

# CALL OF THE WILD

## *Project—Two Bucks*

*Look back over the chapter and list as many characteristics of Buck's life in California as you can find, then list all the descriptions the author gives of Buck's life after he was stolen.*

### CALI BUCK

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### YUKON BUCK

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

*Using these lists, write a short essay on the changes in Buck's life. The first paragraph should focus on Buck's life at the Millers' place and the second paragraph should focus on Buck's life after he was stolen. The third paragraph should contain what you believe are the pros and cons of living "the life of a sated aristocrat," as Jack London wrote. The fourth should contain the pros and cons of the rough ways of life outside the Millers' property.*