

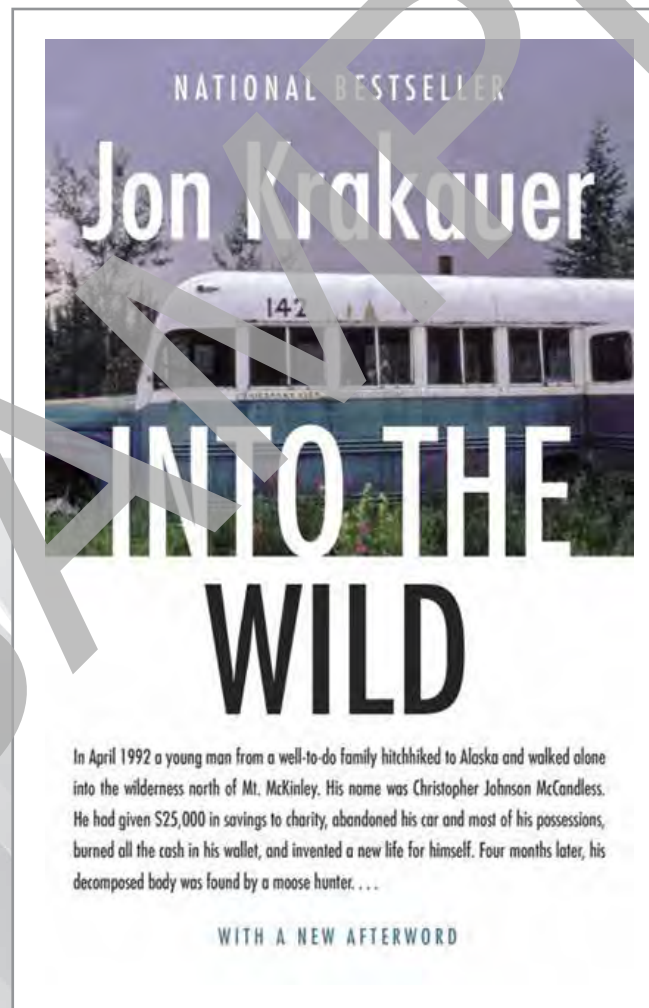


STUDENT PACKET

GRADES 9-12

Into the Wild

Jon Krakauer



READ, WRITE, THINK, DISCUSS AND CONNECT

Into the Wild

Jon Krakauer

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Getting the “Lay of the Land”

Directions: Prepare for reading by answering the following short-answer questions.

1. Who is the author?

2. What does the title suggest to you about the book?

3. When was the book first copyrighted?

4. How many pages are there in the book?

5. Thumb through the book. Read three pages—one from near the beginning, one from near the middle, and one from near the end. What predictions can you make about the book?

6. What does the cover suggest to you about the book?

Name _____

Directions: Answer the following questions on a separate sheet of paper. Use your answers to guide your reading, prepare for class discussions, and review for quizzes and tests.

Chapters One–Four

1. According to Jim Gallien, why was “Alex” afraid of water?
2. What did Gallien give “Alex” when they parted ways?
3. What did the note Chris left tell the hunters? What did the hunters find inside the bus?
4. What did an investigation by the crime lab reveal about Chris’s body?
5. Who is Wayne Westerberg, and how did he know Chris?
6. According to Westerberg, what kind of worker was Chris?
7. Describe Chris’s academic career. How did he pay for college?
8. How did Chris symbolically “sever” himself from his old life?
9. What was Chris’s plan when he bought the canoe?
10. What is unusual about the way Chris wrote his early journal entries, and what effect does this give his writing?

Chapters Five–Eight

1. Why wouldn’t Bullhead City be appealing to someone like Chris? Why do you think he liked it?
2. What are the Slabs, and what happens there?
3. What was ironic about Chris’s love for Jack London’s work?
4. What did Ronald Franz do to help recover after the loss of his family?
5. According to Chris, what are some negative aspects about hopping trains?
6. What advice did Chris give Franz? How did Franz react to this advice?
7. What was Westerberg’s hypothesis about Chris’s relationship with his father? Was he correct?
8. What did Chris tell Westerberg and Jan Burres in his postcards?
9. Who was the “Mayor of Hippie Cove” (p. 73) that the author met in 1981, and what was his goal/lifestyle? What happened to him?
10. Why did Carl McCunn go into the wild? What oversight did McCunn make? How did he die?
11. What similarities did Chris share with the other adventurers mentioned in Chapter Eight? How was he different from these men?

Name _____

Personal Character

A person's character is based on what he says or does, by what others say about him or how they react to him, and by what the author reveals directly or through a narrator.

Directions: Fill in the chart below with information about Christopher McCandless. Think about why he acts and speaks as he does and what traits these actions and words reveal.

Christopher McCandless

Actions/Words	Reason	Trait	Author's Comments

Name _____

Into the Wild
Activity #13 • Literary Analysis
Use After Reading
(Sequencing)

Directions: In the numbered boxes below, write four main events that drastically altered Chris's plans the summer he went into the wild. In the larger boxes, describe the event or draw a picture representing the event.

Time Line

1.

2.

3.

4.