

Unit: The Call of the Wild

Lesson: 1

Grade: 8

Common Core: CCSS.ELA-Literacy.RI.8.4 and CCSS.ELA-Literacy.SL.8.1

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Objective:

Students will identify different uses of the word “survival” in different contexts.

Students will begin to develop a larger idea of what is required to be a survivor.

Lesson Outline: (used for a 50 minute class)

- **(3 minutes) Journal Prompt**
 - a. (Write the following prompt on the board. Have students write as soon as they sit down.) *What is your favorite story, movie, or song about survival? What kind of survival does it talk about? (e.g., emotional, physical, social, mental) Does it suggest any ways to survive?*
- **(32 minutes) Survival Rotation Stations**
 - a. The students will have their desks grouped in four bunches of ten desks before class begins. At each one of the groups of desks, there will be a packet containing a “survival station.” There will also be a form for all of the students to complete as they do their four rotations. Each one of these stations should take the students 7-8 minutes to complete. After the eight minutes, a timer will buzz and the groups will have to rotate packets. There will be a total of four rotations.
 - i. **Rotation 1: Physical Survival** -- This rotation focuses on what is needed to survive physically. The students will be given a survival simulation often used in trainings for the 101st Division of the U.S. Army. The students will be asked to prioritize an array of resources they have as a group. The worksheet will then ask them to reflect on priorities in relation to survival with the group.
 - ii. **Rotation 2: Social Survival** – Students will split four different WikiHow pages about how to best survive school. After reading the article in partnerships, students will be asked to identify advice they find effective

and advice that isn't. They are then asked to create a basic outline of their own Wiki page of advice for surviving school.

- iii. **Rotation 3: Mental Survival** – 911 Survival has a list of eight tips for mental survival. They will each need to choose one of the attributes and describe a scenario in which following the advice would keep one mentally strong. They also need to come up with what they think mental survival means.
- iv. **Rotation 4: Survival Definitions and Quotes** –There are quotes all throughout history and culture about what being a survivor means. With a partner, students will select an envelope. Each envelope will contain two different quotes about survival. They have a series of questions that will ask them to compare the two quotes. At the end, they will have to create their own definition of survival.

- **(15 minutes) Class Discussion**

- a. After the class finishes the different rotations, there will be time for a class discussion (10 to 15 minutes, depending on how much time it takes students to follow instructions and transition). The following questions are potential directions to take students.
 - i. Which song, movie, or story did you choose to write about in your journal topic at the beginning of class? What category does this fit under in our rotations?
 - ii. Which kind of survival do you hear about the most? Which kind of survival do you hear about the least?
 - iii. If you had to choose just one, which type of survival is the most important?
 - iv. What were some of the main elements of survival that you wrote down?

Also Attached:

- Survival Stations 1- 4
 - Army survival situation and answer key
 - 911 Survival's list of survival techniques
 - Quotes to pair up for quote activity
- Assessment Activities
- Assessment Rubric

Stations

Physical Survival: (8 minutes total)

This is a survival simulation often used in trainings for the 101st Division of the U.S. Army. You have four minutes to work with a partner to rank the importance of the items below on your worksheet. After four minutes, pull out the answer sheet and glance over the explanations. Make sure you answer as many of the questions as you can while you're looking at the paper. You have only 8 minutes to complete this activity but will be expected to turn in answers to ALL of the questions.

You and four others were on the way to a family fishing camp in Alaska. Your plane crashed and the pilot and co-pilot were both killed. It is mid-January and the nighttime temperature is 30 below zero. There is snow on the ground, and the area is pinewood with many creeks. The nearest town is 20 miles away. You are all dressed in light fishing/outdoors clothing. Your group of survivors managed to pull the following items from the plane:

- A ball of steel wool**
- A small ax**
- A loaded .45-caliber pistol**
- Can of Crisco shortening**
- Newspapers (one per person)**
- Cigarette lighter (without fluid)**
- Extra shirt and pants for each survivor**
- 20 x 20 ft. piece of heavy-duty canvas**
- A sectional air map made of plastic**
- A compass**
- Family-size chocolate bars (one per person)**

Your task is to rank the above items in order of importance for your survival

The Physical Survival Answers

Mid-January is the coldest time of year. The first problem you face is the loss of body heat. This problem can be solved by building a fire, minimizing movement, using as much insulation as possible, and constructing a shelter.

You have just crash-landed. Don't overlook the huge shock reaction this has on the human body, and the deaths of the pilot and co-pilot increases the shock. Decision-making under such circumstances is hard. Shock would be shown by feelings of helplessness, loneliness, hopelessness, and fear. These feelings cause more deaths than any other cause. You will need to calm yourselves and convince yourselves that you CAN survive. Search-and-rescue operations started after the plane failed to arrive. Because they knew the flight plan and arrival time, people at the fish camp called for help. Rescuers will find you, if you signal, in a few days.

The 20 miles to the nearest town is a long walk under even the best conditions, especially if you are not used to walking such distances. The walk is even more difficult due to shock, cold, a lack of warm clothing, and creeks that need to be crossed. It would mean almost certain death from freezing and exhaustion.

Your first task is to find ways of keeping warm, and your next is to signal search planes.

1. Cigarette lighter (without fluid)

- a. Source of warmth
- b. Signaling device
- c. Can help make a fire (1st order of business) by creating sparks

2. Ball of steel wool

- a. Catches sparks made by lighter
- b. Best material for supporting a flame

3. Extra shirt and pants for each survivor

- a. Extra warmth for body
- b. Can be used for shelter, signaling, bedding, bandages, string, and fuel for fire

4. Can of Crisco shortening

- a. Lid can work as a mirror-like signaling device (5-7 million candlepower)
- b. Rubbed on exposed skin for protection against cold
- c. When melted into oil, works as fuel
- d. When soaked in cloth, will act as a candle
- e. Canister can hold drinking water

5. 20 x 20 foot piece of canvas

- a. Protects against wind and snow
- b. Ground cover
- c. Signaling device

6. Small ax

- a. Keeps a constant wood supply to maintain fire
- b. Clears area for sheltered campsite

7. Family size chocolate bars (one per person)

- a. Food energy (full of carbohydrates; supplies energy without making digestive demands on body)

8. Newspapers (one per person)

- a. Useful for starting a fire
- b. Insulation under clothing
- c. Signaling device
- d. Recreation material

9. Loaded .45-caliber pistol

- a. Sound-signaling device (The international distress signal is 3 shots fired in rapid succession)
- b. Butt of pistol could be used as a hammer
- c. Powder form shells assist in building a fire
- d. Possible disadvantages: lethal weapon can be seriously dangerous with a group under such difficult, stressful conditions

10. Compass

- a. Reflector of sunlight
- b. Possible disadvantage: might encourage someone to try to walk to nearest town

11. Sectional air map made of plastic

- a. Potential ground cover to keep someone dry
- b. Possible disadvantages: might encourage someone to try to walk to nearest town

Social Survival: (8 minutes total)

There are four packets of Wiki How pages that give readers suggestions of how to deal with high school. Pair up and review one of the packets. Pay special attention to the things you agree with and the things you don't agree with. When you are done, fill out the questions on the worksheet and, then, sketch a quick Wiki How page suggestion of your own for surviving high school.

Mental Survival: (8 minutes total)

911 Survival is a group dedicated to informing people how to best survive. Below is an acronym they created for mental survival. Choose one of the letters and then show how that suggestion makes mental survival possible by writing and/or drawing a scenario on a worksheet. You will also need to define what mental survival is.

S.....Size up the situation STOP: Stop, Think, Observe and Plan

U.....Use all your senses. Undue haste makes waste

R.....Remember where you are.

V.....Vanquish Fear and Panic

I.....Improvise, adapt and overcome.

V.....Value Living.

A.....Act like the natives.

L.....Live by your wits and continue to learn more.

Survival Quotes (8 minutes total)

<p>"It is not the strongest or the most intelligent who will survive but those who can best manage change." Charles Darwin</p>	<p>Learning is not compulsory... neither is survival. W. Edwards Deming</p>
<p>Friendship is unnecessary, like philosophy, like art... It has no survival value; rather it is one of those things that give value to survival. C. S. Lewis</p>	<p>We need 4 hugs a day for survival. We need 8 hugs a day for maintenance. We need 12 hugs a day for growth. Virginia Satir</p>
<p>Victory at all costs, victory in spite of all terror, victory however long and hard the road may be; for without victory, there is no survival. Winston Churchill</p>	<p>Survival can be summed up in three words - never give up. That's the heart of it really. Just keep trying. Bear Grylls</p>
<p>If my survival caused another to perish, then death would be sweeter and more beloved. Khalil Gibran</p>	<p>Doesn't the fight for survival also justify swindle and theft? In self-defense, anything goes. Imelda Marcos</p>

<p>Resilience is all about being able to overcome the unexpected. Sustainability is about survival. The goal of resilience is to thrive. Jamais Cascio</p>	<p>Success is survival. Leonard Cohen</p>
<p>Humor can be one of our best survival tools. Allen Klein</p>	<p>I laugh when I see people in pain. Sometimes I think it is a defense mechanism from childhood, where you're in so much pain you have to laugh. It is a survival mechanism. Andy Dick</p>

There are several envelopes attached to this packet. With a partner, choose a packet and read the two quotes out loud. After reading them, discuss and answer the questions on your worksheet. Remember, you only have 8 minutes!

Assessment

Name _____

Survival Stations Worksheet

<p>Physical Survival: Most > Least - Importance</p> <ol style="list-style-type: none">1.2.3.4.5.6.7.8. <p>Why are priorities important in relation to survival? (answer on the back of the paper)</p>	<p>Mental Survival:</p> <p>Which letter/suggestion did you choose?</p> <p>Show how this helps mental survival with a drawing and a description below.</p> <p>How would you define mental survival?</p>
<p>Social Survival:</p> <p>Which suggestions do you agree with? Why?</p> <p>Which suggestions do you not agree with? Why?</p> <p>List some of the ways you survive middle school.</p>	<p>Survival Quotes:</p> <p>Summary of quote 1:</p> <p>Summary of quote 2:</p> <p>How do they agree or build on one another?</p>

Assessment Rubric

Students will be assessed on Common Core State Standard SL.8.1, which assess their collaboration skills. Teacher observation will occur to determine how well the students work in groups during the tasks.

<i>2.0 Level Skills</i>	
Student stays on topic.	
Student follows the rules for the discussion.	
Student comes prepared to the discussion.	
Student poses appropriate questions.	
Student answers basic comprehension questions.	
<i>3.0 Level Skills</i>	
Student's participation expands furthers or deepens the discussion.	
Student utilizes prepared materials to deepen or enhance the discussion.	
Student poses relevant, thought-provoking questions.	
Student builds on relevant, thought-provoking questions.	
<i>4.0 Level Skills</i>	
Student's participation demonstrates a high-level of understanding and utilizes a connection between the discussion topic and other contemporary issues.	