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Lesson 2

Literary Lessons

Objectives

- To define common literary terms and apply them to the novel
- To define types of conflict and apply them to the novel
- To explore the importance of point of view in character development
- To analyze themes and lessons to be learned from the text

Notes to the Teacher

The handouts in this lesson should be started as students begin reading chapter 1; completion of the exercises will continue as students read the novel. Through a teacher-guided explanation of the terms and definitions, students apply examples of terms to incidents from the novel. They also learn the primary types of conflict, provide examples of each, determine how the novel would be different without these conflicts, and create other conflicts that could have been realistically included in the novel. Note that during this lesson students will simply get a start on the handouts.

Students often have difficulty determining the type of character in a story. For example, because a character's appearance may change despite his or her personality remaining the same, students may incorrectly consider this character dynamic. In this lesson, students review the character types and consider how point of view is instrumental in developing characters. Students rewrite sections of the story from other characters' points of view to discover how the story would change if told from other perspectives.

Distinguishing theme from main idea is sometimes a challenge for readers. After being provided with several themes from the text, students provide examples from the text to support this theme. They note lessons that they should learn from the text to apply to their own lives.

Procedure

1. Distribute **Handout 4**, a list of literary terms and definitions. Explain that while studying the novel, students should use these terms during class discussion. Throughout the unit, have students add more examples from the story to part A of the handout.

Suggested Responses:

Foreshadowing—*Gabe's father says that bush pilots rarely live in retirement communities, implying that they die young.*

Metaphor—*The stars' light seemed to be a dancer around the big dipper.*

Mood—*An optimistic and hopeful mood that the boys will survive because they use the lessons Johnny teaches them and learn to think before they act.*

Personification—*The raven protects the boys and leads them to food two times as a guardian/parent might do.*

Setting—*Arctic winter in Canada's Northwest Territories during modern times*

Simile—*Johnny flaps his arms like a bird to pass on his "raven medicine" to Raymond.*

Symbol—*The raven is a symbol for Johnny's spirit watching over the boys.*

2. Discuss the parts of the plot with students, and have them complete part B as they read the novel.

Suggested Responses:

Exposition—*Gabe arrives in the Northwest Territories of Canada to attend school and spend more time with his father.*

Rising Action—*The plane is lost; Clint dies; the three passengers must rely on their own survival skills with very few supplies.*

Climax—*Johnny dies, and the boys must find food and shelter for themselves.*

Falling Action—*Despite injury, cold, and hunger, the boys leave the relative comfort and warmth of the cabin to try to return to civilization.*

Resolution—*The boys find Raymond's family; Gabe is reunited with his father; they honor Johnny's memory at the potlatch.*

3. Have students consider other possible conflicts in part C of **Handout 4**.

Suggested Responses:

Character—*Gabe and Johnny disagree about moving camp. This is important because Gabe realizes he made a mistake and will now always listen to Johnny.*

Self—*Gabe feels guilty about making them move camp. He feels especially bad that Johnny is injured and that they have had to waste so much moose meat when they need it.*

Nature—*Gabe battles the cold water when he falls in two times. These conflicts are important because he learns self-reliance to save himself the second time whereas he had to depend upon Raymond the first time.*

Society—*Johnny is unhappy with society's changes toward an easier lifestyle because people no longer appreciate or protect the beauty of nature.*

Fate—*Johnny is unable to escape death when it is his time. If he had not died, the boys would have continued to rely on him and would not have appreciated the lessons he tried to teach them as much.*

4. Ask students to create one conflict for each type that could have been realistically included in the story.
5. Distribute **Handout 5** after students have read the first several chapters of the book and have met Gabe, Raymond, and Johnny. Parts A and B deal with the types of characters and literary points of view. In part C, students rewrite a situation from another character's point of view. Have students share their responses in teacher-selected small groups. They should

be able to discuss how the same situation may vary when another character speaks of it.

Suggested Responses, Part A:

Protagonist—*Gabe Rogers*

Antagonist—*nature, cold weather, Clint*

Round—*Gabe Rogers*

Flat—*Gabe Rogers's father*

Dynamic—*Gabe Rogers*

Static—*Johnny Raven*

6. Distribute **Handout 6**, and use it to teach the definition of a theme and to show how it differs from the main idea of a story.

Suggested Responses, Part B:

1. *Gabe learns to fully appreciate the wisdom of Johnny and value him as a friend. Gabe and Raymond get past their initial awkwardness toward each other to become close friends; they begin to call each other brother. At the potlatch, Gabe sits by his father, a biological relative, but also feels that he has become a part of the Providence family.*
2. *Gabe is able to survive falling into the water two times. He survives the sub-freezing temperatures. He also survives the attempted attacks by animals, including a wolverine and a grizzly bear; he also successfully kills beavers without injury.*
3. *Gabe never gives up hope that his father and the search planes will find him; though he survives through his own actions, these thoughts motivate him to continue. Johnny does not give up trying to catch a moose when it seems bleak or impossible. Gabe feels hope and courage while reading Johnny's letter about appreciating nature and working with it to survive, not fighting against it.*

4. *Gabe takes both literal and figurative journeys during his time in the wilderness. He has to rely upon his own instincts to find his way back to the cabin. He and Raymond have to leave the comfort of the cabin to continue their journey; only by doing so are they able to save themselves. Gabe matures mentally by realizing that he is not always right and he has to respect the opinions of others.*
5. *Although she died many years ago, Gabe does not forget his mother. Gabe and Raymond often remember Clint and the experiences that have led them to this point; Gabe wonders what kind of family Clint left behind. Gabe and Raymond keep Johnny's memory alive by talking about him, following the advice he left in his letter, and honoring him at the potlatch dinner.*
7. Assign the reading of chapters 2–7. Remind students to complete the corresponding journal entries from **Handout 1** (Lesson 1).

Optional Activities

1. Using the rewritten sections of text from **Handout 5**, dramatize new additions to the text. Use props and costumes to make the drama more realistic.
2. Recall other books and movies with messages similar to the themes of *Far North*. Write brief summaries and explain how these stories connect to *Far North*.

Literary Terms and Conflicts

Part A.

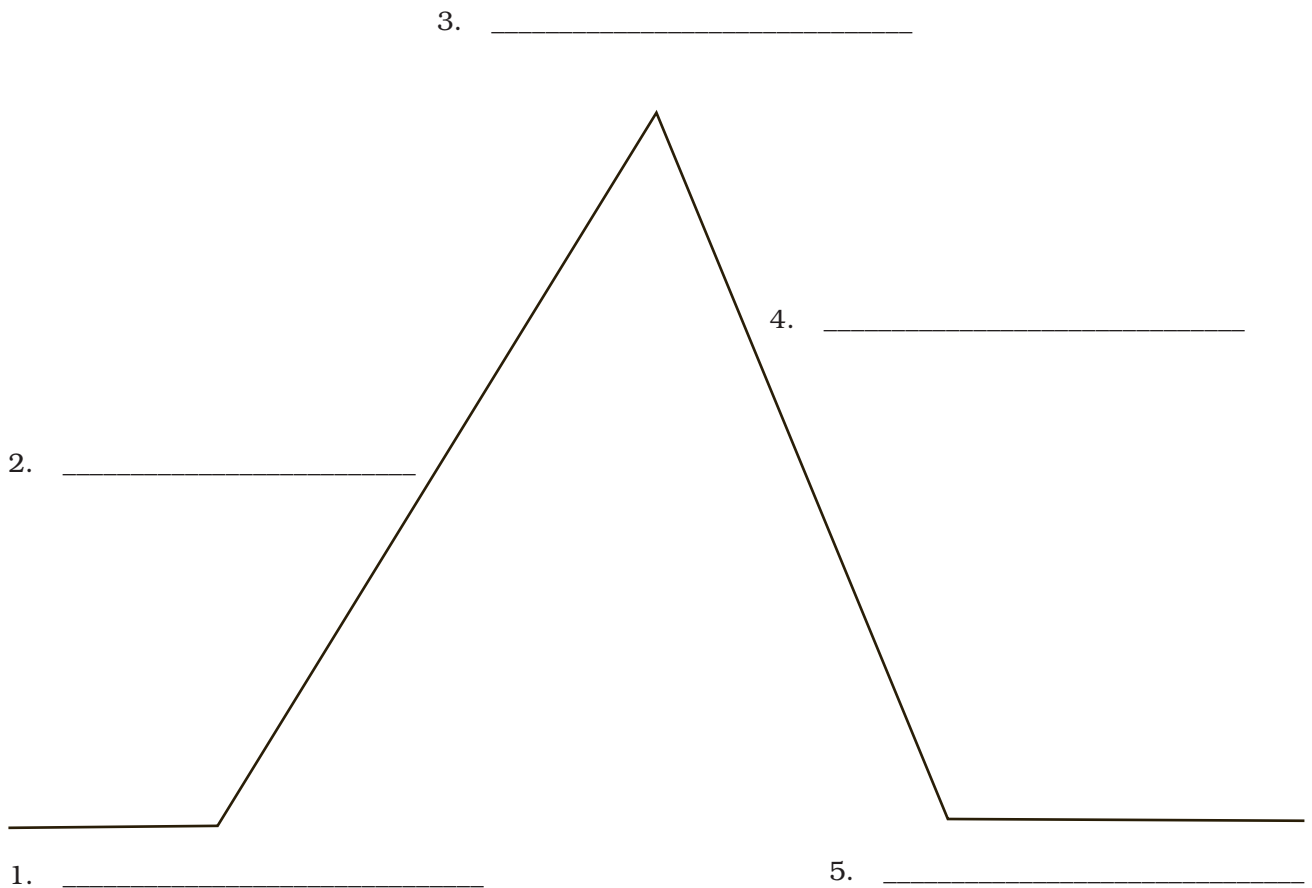
Directions: Read and discuss the definitions of the following literary terms. Then provide an example of each term as it relates to *Far North*.

Term	Definition	Example from Text
Foreshadowing	hint or prediction about a future event in the novel	
Metaphor	comparison where one thing becomes another	
Mood	feeling created in the reader	
Personification	human characteristics given to something not human	
Setting	time and place of a story	
Simile	comparison of unlike things using <i>like</i> or <i>as</i>	
Symbol	an object that represents something else	

Part B.

Directions: Study the plot diagram and definitions below, and identify a scene from the novel to match the definition.

1. Exposition—introduction where character and setting are introduced
2. Rising Action—conflict is introduced and developed
3. Climax—point of highest intensity for the protagonist
4. Falling Action—resolution of conflict(s); solutions
5. Resolution—end where all questions are answered



Part C.

Directions: Read the descriptions of the types of conflicts. Cite a sample from the text, and explain how the story would differ if this conflict had not been included.

Type	Definition	Example from Text/Difference If Not Included
Character vs. Character	two characters oppose each other	
Character vs. Self	character has an internal struggle	
Character vs. Nature	character has trouble with a natural force	
Character vs. Society	character holds beliefs against others or tradition	
Character vs. Fate	character lacks control of his or her life	

Character Analysis

Part A.

Directions: Read the following definitions of character types. Based upon your reading, determine the category into which the characters fit.

Type	Definition	Character
Protagonist	main character, generally a positive force in the story	
Antagonist	character or force causing difficulty to the protagonist	
Round	character with a developed personality, including both strengths and weaknesses	
Flat	one-dimensional character, either all good or all evil	
Dynamic	character who changes, grows, or learns a lesson	
Static	character whose overall attitudes and actions remain unchanged	

Part B.

Directions: Read the following information about different types of point of view.

First Person	The narrator is a character in the story and refers to himself or herself using “I.” The reader learns the thoughts of this character.
Second Person	The narrator is unseen and refers to the reader using “you.” This narration is rare in literature; it is used in self-help books, instruction manuals, or recipes where the reader should complete tasks.
Third Person (Limited)	The narrator uses “he” or “she” to refer to male and female characters. The reader learns the thoughts of one character; all events in the story are from that character’s perspective.
Third Person (Omniscient)	The narrator uses “he” or “she” to refer to male or female characters. The reader learns the thoughts of many characters.

Part C.

Directions: Rewrite two of the following situations from the story using another character’s point of view or from the third person point of view. Do not include any of Gabe’s thoughts or feelings. Be descriptive, and write how that character would view the situation. Be prepared to share your writing in small groups.

1. Write about Clint being lost in the waves and knowing that he is likely to die.
2. Write about Raymond discovering that Gabe will be on his flight when he tries to run away from school unnoticed.
3. Write about Gabe’s father receiving word that his son’s plane has been lost from radar.
4. Write about what Johnny thinks during the last seconds of his life.
5. Write about what Raymond thinks when he is alone for several days guarding the meat while Gabe returns to the cabin.
6. Write about what the grizzly bear thinks as the boys try to hide from it and protect their meat.

Themes and Hobbs's Purpose

Part A.

Directions: Read the following information about themes.

A theme is a truth about human nature or a lesson about how people should behave or what they should value. Themes are universal truths to which all people can relate despite the time in which they are living, their age, the amount of money they have, or their gender. For example, many common themes that the ancient Greeks used in their mythology still hold true today. Myths teach that people should appreciate and respect nature; this novel, written thousands of years later, teaches that same lesson through the character of Johnny Raven.

Theme is different than main idea. The main idea summarizes the plot of a particular story; the theme, however, is a more general statement that can relate to numerous pieces of literature. The main idea of the following paragraph is "I had an enjoyable summer vacation." The theme is "Time spent with friends is precious and should be appreciated."

I had great fun during my summer vacation. The sun shined almost every day, and there was hardly any rain. I was able to play outside with my friends from morning to night, stopping only long enough to eat. I swam, golfed, played tennis, and relaxed on the beach. Although I could have done some of these things alone, my friends made each experience so much more valuable. My friends and I went to amusement parks and carnivals and visited each other. I never felt lonely because one of my friends always kept me company. My friends are very special to me.

Part B.

Directions: Read the following themes, which are common to much literature. On a separate sheet of paper, list three examples of situations or quotations from the novel to support each theme.

1. Treasuring family and friends is the most important part of life.
2. Survival against danger is often difficult but possible with determination.
3. Hope must remain a constant in people's lives.
4. Young adults must take journeys to come of age and become adults.
5. Death is an inevitable part of living; through memories, no one ever really dies.

Part C.

Directions: On a separate sheet of paper, list some lessons that you have learned from Gabe's mistakes and experiences and from the novel as a whole.