

English Grade 11 for *Into the Wild* by Jon Krakauer
Introductory Reading Activity

Selection:	<i>Into the Wild</i> by Jon Krakauer
Rationale:	This non-fiction book contains the elements of argumentation and rhetorical strategies incorporated into the 11 th Grade English curriculum. More importantly, this book will serve as an excellent bridge between the expository essay and persuasion analysis of English 10 and the stylistic and argumentative analysis of English 11.
Objectives:	To read and respond to the book in its entirety To understand how a writer uses language to create message and meaning
Assignment:	Reading, (we strongly recommend note-taking and/or annotating - not required), and essay questions (required).

Specific Essay Instructions for answering essay questions

- MLA formatting
- Formal and academic voice
- A well-developed response, incorporating appropriate and relevant text citations and references
- Less than 10% summary—stick to analysis
- Upload to turnitin.com (as one document, upon return and registration in your new class)

How the Story Is Told –Each chapter of Jon Krakauer’s *Into the Wild* opens with 1-2 epigraphs (quotes, excerpts from other sources, interviews, author’s comments, and / or Chris McCandless’ writings.) Krakauer also presents the information about Chris in non-chronological order. Included within the novel are photos and maps of Chris’ journey. Read and examine the entire novel. ***The student may choose to respond in writing to either the odd numbered questions or the even numbered questions.***

Questions:

Chapters 1-3

1. How would you describe Krakauer’s tone in this first chapter? Does he seem sympathetic toward Chris McCandless? Why or why not – explain.
2. Why might someone like Chris McCandless want to hitchhike and live in the wilderness out West?

Chapters 4-7

3. How would you describe Chris McCandless after reading this section? Address his physical and mental condition, as well as, what the motivating factors might be.
4. For someone who claimed to be a loner, why might Chris befriend so many people?

Chapters 8-9

5. Krakauer is not a psychologist. Given the age of Chris and the approximate ages of those he encountered, do you think he is overstating the effects of a strained father-son relationship? Support your answer using what you have learned about Chris so far and what you know about family dynamics (relationships and issues) in general.
6. How do the *epigraphs in these two chapters help focus your reading?

Chapters 10-13

7. How does the McCandless family’s description of Chris differ from the others we have heard?
8. Having learned that Chris was an entrepreneur and considered law school, do you think he was going through a phase when he died? Explain. If he survived, do you think he would have made peace with his biological family and pursued a career? Explain.

Chapters 14-15

9. Why do you think Krakauer waits until the end of the book to insert his own experiences? How would the story be different if he would have included these experiences at the same time he described Chris McCandless's? Explain.
10. Why do you think Jon Krakauer is still alive today while all the other men have died?

Chapters 16 – Epilogue

11. After finishing the book, what is your impression of Chris McCandless? Discuss and explain why you believe this.
12. How do you think McCandless died?

Assessment:

A range (90-100%) – Essay answers indicate critical and close reading, thoughtful engagement and analysis. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed. Writing Level 5/6 on AIMS rubric.

B range (80-89%) – Essay answers predominantly critical and close reading, and mostly thoughtful engagement and analysis. Some, although few, grammatical or formatting errors may be present. Academic voice. All directions are followed. Writing Level 5/6 on AIMS rubric.

C range (70-79%) – Essay answers indicate some critical and close reading and analysis, although understanding of the text may be tangential or superficial. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed. Writing Level 4/5 on AIMS rubric.

D or F – (0-69%) These responses are not acceptable for AP-level work. It is unclear whether the book was read, or understood. Multiple errors in grammar, voice and formatting may be present. Writing Level 3/4 on AIMS rubric.

Due Date:

The questions are DUE in class (hard copy) and submission to turnitin.com the third week of school. You will be instructed on how and when to access your account at that time. **Due Thursday / Friday, August 7/8, 2014. Late work will not be accepted for this assignment.**

Connections:

Ongoing reference and instruction will be tied to this book throughout the year. IT IS EXTREMELY IMPORTANT THAT YOU READ THIS BOOK IN ITS ENTIRETY.

Note:

You are responsible for procuring a copy of the book. If you cannot buy one, it is available for check out from Hamilton High School, front desk, or the public library. We recommend you buy a copy if possible, as annotating is a helpful reading tool. You might also use small post-it notes for annotating. A copy of this assignment is available on-line at the Hamilton website: www.hamiltonhuskies.com

Questions:

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