

I Heard the Owl Call My Name

Anticipatory Set

Take the time to complete the following True/False questionnaire. Think about each statement and mark your answer. Be ready to discuss your answer.

- ___ 1. Uncivilized peoples should take on the customs of the United States.
- ___ 2. If you find out a friend or relative has an incurable disease, you should tell him or her right away.
- ___ 3. Living in an Indian village and following the restful customs would be fun and easy.
- ___ 4. Christian missionary work to a foreign land should result in the native people giving up some of their heritage and traditions.
- ___ 5. People from the “civilized” world should not visit or impose their customs on native cultures.
- ___ 6. People living in cultures different from American culture are ignorant.
- ___ 7. Getting a good education and a good job is the most important thing in life.
- ___ 8. Elderly people are old fashioned and need to learn the ways of the modern world.
- ___ 9. Providing adequate financial support is the primary duty of a good husband.
- ___ 10. People should respect nature, take care of the land, and nurture animals for fun.

Essential Questions

Review the Essential Questions and prepare students to watch for situations, information, passages, etc. to help answer the questions from this novel’s perspective.

I Heard the Owl Call My Name

To the Teacher:

This novel lends itself to the teaching of the following literary elements: 1) theme, 2) setting, 3) characterization, 4) figurative language, 5) author's tone, 6) point of view, and 7) symbol. The novel also provides the students with an opportunity for personal relevance. The teacher will need to begin the novel reading by modeling for the students how to read a novel whose author presents people primarily through descriptions of the setting, of culture, and of the actions of the people. The teacher will also need to show the students how to read a novel rich in its abstract, universal themes. As the students read further into the novel, the teacher also needs to return the students to passages which become richer and more meaningful to the as the novel unfolds.

The novel presents a character, Mark Brian, who experiences personal growth through great adversity as well as one who reaches universal understanding of the cycles of life. Though a spiritual book, the novel infuses Christian spirituality with Native American spirituality. The teacher will need to assist the students in assessing the different belief systems and in arriving at their own new universal understandings. As well, the novel shows how man is intolerant of others' belief systems and cultures and the process of a man become a part of another culture. The novel's abstract messages make it a difficult one for students to "get." The teacher will need to constantly, according to the level of the students, bring to the fore these universal messages.

Included in this teaching unit are the following:

- 1) an anticipatory set to prepare the students for the themes of the novel;
- 2) suggested lessons for sections of the novel; responses and quotations;
- 3) check tests for sections of the novel; close reading multiple-choice questions;
- 4) A/P-style tests for sections of the novel;
- 5) writing assignments for the novel; the teacher has several from which to choose;
- 6) final, short products for the students to demonstrate their own understanding and connection to the novel;
- 6) poetry connections; and
- 7) final tests for the novel.

The teacher should take every opportunity to tie all discussions and activities to the Essential Questions, which are the basis of the year's study.

Recommended is the packet entitled "Teaching the Basics and Beyond." This packet is included in the Extra Section. If the teacher has not already made use of the packet before this novel, the packet's use with this novel is highly recommended. The teacher should teach the elements from the packet in the following order: 1) setting, 2) characterization, 3) point of view, 4) plot, 5) theme, 6) tone. The teacher may wish to choose passages from *Owl* to include in the teaching portions of the packet.

Dances With Wolves, a movie with Kevin Kostner, very closely connects to Mark Brian's experience. If scenes are used with discretion, the teacher may wish to show passages from the movie which identify closely with Mark's experiences with the Indians.

Reading the Novel
Sequence of Reading/Activities

“Part One: Yes, my lord-no, my lord”

1. Call students’ attention to the title of Part One: “Yes, my lord-no, my lord.” Refer back to this title as students continue Part One. Read the passage after the Part One title page. Define ordinand for the students and discuss the Catholic mission of converting all peoples to Christianity. They will certainly be able to connect to prior knowledge. Discuss with the students this background information revealed about Mark Brian.

2. Read Chapter One with the students taking time with the descriptions of the land and the Indians. Lead the students to understand what the descriptions reveal about the Indians and what the “white man” has tried to change in the Indian’s culture. One suggestion for any of the long description passages is to have the students choose a description to draw on paper and then to elaborate on why the description is important and what it tells about the Indian culture. In the packet “Teaching the Basics and Beyond,” the four elements of setting are appropriate for this novel. The teacher should keep these elements in mind and point out to the students that setting contributes to the theme, to the characterization, to the tone, to the plot, and to the point of view.

3. List the “rules” Caleb gives Mark. (The use of “we” is a rule to return to as later Mark realizes that the “we” is not appropriate with the Indians.)

4. Page 13: “He waited patiently as if he had waited all his life, as if he were part of time itself.” This quote arises again and again in connection with several of the characters. The idea of waiting and being a part of time is an important lesson Mark learns.

5. Assign the students to read pages 21-42. A suggestion is to put the students into groups of three/four. Each student should be assigned one element to be responsible for in Part One and to be prepared at each class meeting to discuss with the group his/her completed column of the chart. At the beginning of each class period, the members share with their partners the ideas they included in their element and all members fill out their charts. (Element Chart included)

*6. In addition, instruct each student in the class to choose one of the characters for whom to keep a daily journal. The journal entries should represent the changes this character undergoes throughout the entire novel. The journal should be written in first person, from the point of view of that character, and remain appropriate to the novel. Creativity of thought and feeling should be evident. Each journal entry should consist of at least an original 350-400 word passage. Five – eight journal entries should be recorded, neatly, and packaged in a journal. Each entry should be dated with a date appropriate to the time in the novel. **This is one-half of the final product.** The rest of the product will be explained at the end of this unit.

7. At the time of the group meetings, have the group list five interpretive questions about a specific passage within the pages read. Each of the group members should write these questions on the back of the chart for future reference. A class discussion should follow each day’s group discussion with the teacher leading the students to understand more abstract and more universal truths which the author is writing about. During the discussion, each group should ask one or more of their interpretive questions.

8. Assign the students to read pages 43-58. The groups should prepare the same as for the previous pages. During this class discussion, the teacher should concentrate especially on the passages which discuss Mark's knowledge of how to gain respect of the Indians. In Chapter Five, the lesson of the swimmer is the beginning of Mark's realizing his place in the universe (p. 44-47). Also lead the students to notice the words "lonely," "alone," and how often the author uses those words. Why does the author use the words so much throughout Part One in her description of the Indians and their land and Mark Brian? Also, discuss Brian's meaning on p. 54 when he says, "Yes, my lord, No, my lord. Yes, my lord. No, my lord." Take time to read pp. 57-58 with the students and discuss.

Response Questions, Part One

1. The Bishop tells Mark that they Indians will never thank him. Why not? How does one show thanks without saying the words?
2. What is the first service Mark conducts when he arrive at the Indian village? Explain what the Indians can tell about Mark from the way in which he conducts the service.
3. Use a passage from the book to explain the condition of Mark's vicarage, his house? Why does Mark not want the Bishop to send materials for a new vicarage?
4. Who are Mark's first visitors and friends in the village?
5. The "watchful waiting" leaves Jim's eyes, and his relationship with Mark changes when Mark prays, "Come, swimmer..." (44). Respond with your ideas about why this moment and Mark's words at this moment in the novel are important.

Quotations for Discussion or Response, Part One

Be prepared to discuss the following for each of the quotations:

- 1) who is speaking
 - 2) to whom he/she is speaking
 - 3) the events surrounding the quote
 - 4) the significance of the quote to the novel
-
1. "When you see clam shells, know it is Indian county. Leave it alone." (10)
 2. "Don't be sorry for yourself because you are going to so remote a parish. Be sorry for the Indian. You know nothing and they must teach you." (12)
 3. "The village is the talking bird, the owl, who calls the name of the man who is going to die..." (19)
 4. "This is the village. If you go there, from the time you tie up at the float in the inlet, the village is you." (19)
 5. "The faces of the tribe, which all looked alike, lifted and waiting in the brooding woods." (28)

6. "He will be no good at hunting or fishing...he will say we and he will mean us..." (30)
7. "...the young vicar knew that the Indians belonged here as much as the birds and fish belonged, that they were as much a part of the land as the mountains themselves...He was a guest in their house, and he knew, also, that this might never change, and he told himself what does it matter if a man is lonely? One does not die of it." (37-38)
8. "But, Keetah, it isn't. The whole life of the swimmer is one of courage and adventure. All of I builds to the climax and the end. When the swimmer dies he has spent himself completely for the end for which he was made, and this is not sadness. It is triumph." (47)
9. "Gordon is Che-kwa-la, which mean fast moving water,...and Keetah is the pool." (48)

More Response Questions

1. Explain why the Bishop sends Mark Brian to Kingcome village.
2. Describe the culture of the Indians Mark Brian serves. Give details about their foods, festivals, and customs.
3. Jim Wallace moves from watchful apprehension to acceptance of Mark Brian. Relate the incidents which cause their friendship to develop.
4. The Indian village comes to accept Mark Brian. What actions by Mark show the Indians that he is worthy of their acceptance?
5. What do these actions tell the reader about Mark? What kind of man is Mark that the Indians accept him?
6. Explain how the tragedy in Keetah's family mirrors the plight of Indian civilization.
7. Contrast Mark Brian, who adapts relatively quickly to life in Kingcome, to the teacher, who never adapts and is never accepted.

I Heard the Owl Call My Name, Part One
Check

1. ____ The Bishop sent Mark to Kingcome because (A) he felt he might get well there, (B) he wanted to purge Mark of his sin, (C) it's where the Bishop would want to go in the same situation, (D) the Bishop wanted Mark away from the main parish.
2. ____ What did Caleb give Mark that served him well with the Indians? (A) the boat, (B) the Victorian "we," (C) advice about the Indians, (D) clothing for the Kingcome winter.
3. ____ In Jim's eyes, Mark saw (A) hatred, (B) arrogance, (C) emptiness, (D) pride.
4. ____ The Indians gave Mark the name (A) Whale, (B) Bear, (C) Swimmer, (D) Quelele.
5. ____ Mark's first visitors among the Indians were (A) Jim and Marta, (B) two children, (C) Jim and Calamity Bill, (D) Whoop-Szo and Marta.
6. ____ Mark's first official duty in Kingcome was (A) a funeral, (B) a Mass, (C) a wedding, (D) hearing confession.
7. ____ Kingcome had no word for (A) love, (B) laughter, (C) thank you, (D) hate.
8. ____ When Constable Pearson saw the weesa-bedo, his reaction caused the Indians to show in their eyes (A) contempt, (B) sorrow, (C) tears, (D) laughter.
9. ____ Mark stopped using the Victorian "we" after (A) the doctor came, (A) the constable came, (C) his first bear hunt, (D) he saw the swimmer.
10. ____ Mark felt he knew the Indians (A) when he and Jim became friends, (B) on Christmas Eve, (C) after his first funeral, (D) when he went on the hunt with them.

I Heard the Owl Call My Name, Part One
Check Answers

1. C
2. C
3. D
4. C
5. B
6. A
7. C
8. D
9. C
10. B

“Part Two: The Depth of Sadness”

1. Have the students read pages 61-87. Re-group the students and give each a different chart assignment than the one from Part One. The students meet as a group, share their element, discuss and fill out all of their charts. They form five interpretive questions and write them on the back of their chart. The teacher leads the students in a discussion of Part Two.

2. The teacher may wish for the students to read about the potlatch history or about the masks which the Indians had created. Included is one reading entitled “Potlatches.” A following website enables the students to view and read about the extravagant masks:

<http://www.schoolnet.ca/aboriginal/umista2/page01-e.html>

3. Following are some suggestions for passages for discussion:

p. 61—“...Mark felt a little wind of dissent which seemed to whisper to the first...” caused by the young people returning from school. The antithesis statement: “My people are proud of them, and resent them.

p. 64—in Mark’s story he is telling Gordon about the train whistle and “the depth of sadness in the boy’s eyes deepened...”

p. 64—The antithesis statements “And the young people regretted going and wanted to go, and the elders wanted to keep them and were relieved when they went.” What are these statements telling about the Indians and their culture?

p. 68-72—the potlatch and the hamsata; what these ceremonies meant and how they had changed over the years

p. 82-85—the death of Gordon’s mother and Mark’s understanding of death

p. 87—the Indians tell Mark they are ready to build him a new vicarage and “...the cautious waiting was over... You suffered with them, and now you are theirs, and nothing will ever be the same again.”

Response Questions, Part Two

1. What problem is evident when the young people return to the tribe after being away from school? What theme (truth about life) is the author revealing through this situation?
2. Explain why the old of Keetah's family must leave the tribe in shame? What quality does the family demonstrate that is so important to the Indians?
3. Explain how Gordon's mother's funeral is different for Mark than the first funeral he performed in village.
4. Reveal the reasons behind why Chief Eddy and the Indians offer to build Mark a new vicarage.

Quotations for Response or Discussion, Part Two

Be prepared to discuss the following for each of the quotations:

- 1) who is speaking
 - 2) to whom he/she is speaking
 - 3) the events surrounding the quote
 - 4) the significance of the quote to the novel
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1. "Here in the village my people are at home as the fish in the sea, as the eagle in the sky. When the young leave, the world takes them, and damages them. They no longer listen when the elders speak. They go, and soon the village will go also." (62)
 2. "It was Gordon...He was not embarrassed. He had even forgotten to be shy." (62)
 3. "What have you done to us? What has the white man done to our young?" (73)
 4. "Marta, what can I do? You can wait."
 5. "The faces, once so much the same, grew clearly defined." (75)
 6. "He did not know that when he turned back in his own eyes was the depth of sadness which he had begun to understand." (80)
 7. "Here death could not be hidden or pushed aside. Here death was normal." (84)
 8. "And it seemed to Mark that death belonged here as the mountains belonged, as the eagle belonged, and the little scurrying squirrels that peered at him from the fir boughs. And it seemed to him that the ugliness of death was as unimportant here as the fir needles which made the path soft beneath his feet, or last year's windfall in the thick underbrush." (85)
 9. "You suffered with them, and now you are theirs, and nothing will ever be the same again." (87)

I Heard the Owl Call My Name, Part Two
Check

1. ____ What was old Peter, the carver, afraid of? (A) the long winter, (B) the call of the owl, (C) the fact that the village would die out, (D) that he would lose his skill.
2. ____ Gordon knew that (A) his mother would die soon, (B) he would leave the village permanently, (C) he would not be married, (D) he would not get an education.
3. ____ Mrs. Hudson was extremely sad because (A) Keetah wanted to marry Gordon, (B) Jim wanted to marry Keetah, (C) Keetah's sister refused to marry, (D) Keetah's sister planned to marry a white man.
4. ____ Why did Mrs. Hudson and her family leave Kingcome? (A) They were ashamed of Keetah, (B) they were ashamed of Keetah's sister, (C) Gordon's uncle had sold the mask to the white man Keetah's sister went away with, (D) Keetah's sister had stolen the mask.
5. ____ What did Mrs. Hudson say to Mark that upset him? (A) "What have you done to us?" (B) "There is no hope for us." (C) "Where is God's help now?" (D) "Get out of Kingcome."
6. ____ Keetah's sister (A) married the white man, (B) stayed in the village, (C) was murdered, (D) died of an overdose of drugs.
7. ____ Mark promised Gordon's mother that he would (A) take care of the baby, (B) bury her on the mountain, (C) see that Gordon got an education, (D) see that Gordon did not leave the village.
8. ____ Chief Eddy told Mark that (A) he was welcome in their village, (B) the men would help him build a new vicarage, (C) the people thanked him, (D) now he was one of them.
9. ____ At the end of this section, Mark was very grateful that (A) he had come to Kingcome, (B) the people were now his friends, (C) Mrs. Hudson and her family Had returned, (D) Keetah and Gordon were to be married.
10. ____ The Bishop said that Mark was accepted because (A) he helped the Indians, (B) he suffered with the Indians, (C) he loved the Indians, (D) he understood the Indians.

I Heard the Owl Call My Name, Part Two
Check Answers

1. C

2. B

3. D

4. C

5. A

6. D

7. C

8. B

9. C

10. B

“Part Three: Che-kwa-la”

1. Students read pages 91-127. In Part Three the students continue to see tolerance and intolerance on the part of the white man and also on the part of the Indian.

2. The students work in groups and fill out their charts. The teacher may wish to change groups and elements so that the students do not become complacent with their assignment. The groups write the interpretive questions, and the teacher leads in discussion. The students remain cognizant of the time period covered in the section.

3. The students continue to read about the traditions, practices, and culture of the Indians. Mark continues in his evolution in the ways of the Indians and to unknowingly prepare himself for death. The anthropologist and the tourists provide a bit of humor and at the same time show the inability of man to understand other men by looking more deeply into their lives. Mark is entrusted to re-bury the bones of the old dead. He is truly walking in the Indians' moccasins.

4. The following are passages that will provide depth of discussion:

pp. 91-92—the way the stories are re-told and how the Indians are forgetting them.

p. 95—“Mark walked alone by the river’s edge, clinging to the lovely day. ‘Don’t go—not yet—not yet’—“but the day slipped away as fast as any other.”

p. 106—“ ‘You will write’ ...and they were off.”

p. 108—“When he looked up ...and repaid it.”

p. 109—“ ‘I’ll put it in the curriculum...hidden room in Antioch.’”

pp. 110-111—“One the second day... ‘Thank God, I’m home.’”

p. 118—“How had it been in the old days...was at peace in the deep woods.”

p. 120—“He knew the white fronts...to Baja California.”

p. 120—“Here every bird and fish...to know them best.”

p. 120—“He relied on Jim as he had never...eyes, smiling shyly.”

pp. 125-127—the entire chapter.

Response Questions, Part Three

1. Why must the vicarage be completed before August?
2. Explain why the author includes the tourist's visit and the anthropologist's visit in the novel?
3. How has Mark changed since he has come to the village? Provide support for your answer.
4. How has Gordon changed since he has been away? How do the old of the village react to him?
5. For what reason does Keetah leave with Gordon? Based on Keetah's sister's experience, what do you predict will happen to Keetah? Support your answer.

Quotations for Response or Discussion, Part Three

Be prepared to discuss the following for each of the quotations:

- 1) who is speaking
 - 2) to whom he/she is speaking
 - 3) the events surrounding the quote
 - 4) the significance of the quote to the novel
1. "The church belongs in the gutter. It is where it does some of its best work." (98)
 2. "Mark tried to say that no village, no culture, can remain static." (103)
 3. "But Caleb was like a cool wind from the north, or the smell of fir in the sun." (109)
 4. "At last a man has come to us who has seen to it that our dead can rest in peace." (115)
 5. "Here every bird and fish knew its course. Every tree had its own place upon this earth. Only man had lost his way." (120)

I Heard the Owl Call My Name, Part Three
Check

1. ____ Mark encouraged Keetah to (A) marry Gordon, (B) marry Jim, (C) write down the myths of the village, (D) help refinish the altar.
2. ____ What was going to happen in August that worried Mark? (A) The Bishop was coming, (B) Gordon was going away to school, (C) Jim was to marry Keetah, (D) the Indians would be able to buy liquor.
3. ____ Mrs. Hudson always planned the following vegetable when white visitors were coming to Kingcome: (A) corn, (B) mashed turnips, (C) sweet potatoes, (D) broccoli.
4. ____ In order to get Mrs. Hudson out of bed, the Bishop said that (A) no one could cook as she did, (B) no one could dance as she did, (C) he needed her in the service, (D) she was his favorite in the village.
5. ____ The symbol for Americans in the village was (A) the angle, (B) the rifle, (C) the dollar bill, (D) the donkey.
6. ____ Who found homes for the four boys going away to school? (A) Caleb, (B) the Bishop, (C) Mark, (D) Marta.
7. ____ What good news awaited Mark when he returned from vacation? (A) the Indians had not bought any liquor, (B) Ellie was to go to school, (C) the elders had returned to the tribe, (D) the vicarage has been furnished.
8. ____ The elders were particularly grateful that Mark (A) advised the young to stay at home, (B) had come to Kingcome, (C) honored their customs, (D) helped see that their dead rested in peace.
9. ____ When he returned home, Gordon decided to (A) stay, (B) finish school, (C) live in the outside world, (D) marry Keetah.
10. ____ Caleb said the Indians shared the following splendid friend: (A) the cedar tree, (B) the fish, (C) their myths, (D) the wild game.

I Heard the Owl Call My Name, Part Three
Check Answers

1. C

2. D

3. B

4. B

5. C

6. A

7. B

8. D

9. C

10. A

“Part Four: Come Wolf, Come Swimmer”

In Part Four, Mark learns he is facing death. He realizes his place in the world and in the universe. The reader sees the Indians’ total acceptance of Mark and vice versa. All the symbols (the owl, the swimmer, etc.) that the readers have been noticing now come together as Mark hears the owl call his name, and the students will begin to see how the author’s descriptions of the Indians, their culture, their traditions, and of nature have carried the plot, the characterizations, the themes of the novel. Almost every paragraph in the last section is important and full of meaning.

1. The students should read pages 131-159. The teacher may have changed the elements the students were following on their charts or left them the same. The teacher may have changed the groups or left them the same.

2. The students should discuss in their group this last section, mark their charts and should discuss the themes. They should also have created some interpretive questions which they have continued to write on the backs of their charts. The teacher should lead a heart-felt discussion of Mark Brian’s meaning to the Indians and his meeting death.

3. The teacher should also lead the students in a discussion of the Essential Questions, leading the students to recognize how Margaret Craven’s novel answers the questions.

4. At the end of the discussions, assign each student to write an original poem from his/her own perspective about some portion of the novel’s plot or to write a poem from the perspective of one of one of the characters. The poem should be written in poetic structure, should be at least 24 lines long, and should use poetic devices. The poem should be based in the truth of the novel but also demonstrate creativity of thought from the perspective of the poet. The student should be prepared to present the poem and explain its concept.

5. Poetry Connections: Use the two poems included—“Owl Flight” and “I Heard the Owl Call My Name”—to conclude the study. The teacher should lead the students in a discussion of the poems’ connections to the events in the novel, to the tone, to the changing nature of Mark Brian.

6. The following passages should be discussed:

p. 131—“To keep fed...share with you, friend.” Discuss the unity of the Indians; the lack of selfishness

p. 136—“She came up the river...back of the village.”

p. 137—“He waited and asked...better than he did himself.”

pp. 138-139—“Yes, to come home...I would bear his child.”

p. 140—“On a Sunday...from a common heart.”

p. 141—“Under a green spruce...the owl had called the name.

p.144—“What, my lord...Yes, my lord.”

Chapters 21-22—almost all the paragraphs

Response Questions, Part Four

1. Explain why Keetah wants to have Gordon's child.
2. What request does Mark make of Jim regarding Keetah at the end of the book?
3. What causes Mark's death?
4. Explain the meaning of Mrs. Hudson changing her typical menu at the end of the book.
5. Explain why the teacher will not come out and join the funeral.
6. Explain how any member of the tribe pays respect to Mark at the end of the book. Name the person, and tell what he/she does.

Quotations for Response or Discussion, Part Four

Be prepared to discuss the following for each of the quotations:

- 1) who is speaking
 - 2) to whom he/she is speaking
 - 3) the events surrounding the quote
 - 4) the significance of the quote to the novel
-
1. "When he left them, these staunch and kindly people, he felt somehow that he had known them all his life." (147)
 2. "From the dark spruce he heard an owl call—once, and again—and the questions that had been rising all day long reached the door of his mind and opened it." (149)
 3. "How could he return now to that far country he no longer knew, where, while awaiting death, he would be a stranger?" (150)
 4. "You are the swimmer who came to us from the great sea..." (151)
 5. "To join the others was to care, and to care was to live and to suffer." (158)
 6. "Walk straight, my son. Do not look back. Do not turn your head. You are going to the land of our Lord." (159)
 7. "Yet it seemed to him that the soul of the young vicar would return to the village he had loved, as would his own, and surely it would be most inhospitable if no one was awake and waiting. Thus he dressed and sat on the top step of his house in the dark night..." (159)
 8. "Past the village flowed the river, like time, like life itself, waiting for the swimmer to come again on his way to the climax of his adventurous life, and to the end for which he had been made." (159)

I Heard the Owl Call My Name, Part Four
Check

1. ____ Mark promised Calamity Bill that (A) Bill would have a Christian burial, (B) he would scatter Bill's ashes in the spring, (C) Bill would be buried in his long johns, (D) he would stay with Bill until he died.
2. ____ When Keetah returned to the village, she (A) did so in defeat, (B) married Gordon, (C) was ashamed, (D) was carrying Gordon's baby.
3. ____ Mark told Keetah that (A) what she had done was right, (B) what she had done was wrong, (C) he did not know her, (D) he would always be proud of her.
4. ____ Why did the Bishop come to the village? (A) for Jim's potlatch, (B) for Keetah's wedding, (C) Marta sent word that it was time, (D) to replace Mark.
5. ____ When the Bishop told Mark that his work in the village was almost over, Mark (A) asked to stay, (B) felt anguish and fear, (C) was ready to leave, (D) asked him why.
6. ____ When Mark asked Marta about hearing the owl call his name, she (A) said, "Yes, my son," (B) said, "No, my son," (C) changed the subject, (D) said that it had no importance.
7. ____ When the Indians knew Mark was dying, they (A) gave him a potlatch, (B) did not know what to do, (C) asked him to stay with their people, (D) pitied him in their eyes.
8. ____ How did Mark die? (A) from his disease, (B) in a landslide, (C) in a storm on the river, (D) in a fire, trying to save Mrs. Hudson.
9. ____ What vegetable did Mrs. Hudson decide to serve after Mark's funeral? (A) corn, (B) mashed turnips, (C) carrots, (D) sweet potatoes.
10. ____ What did Mark ask of Jim? (A) to dance at his funeral, (B) to accept Keetah's child, (C) to take care of Keetah, (D) to lead the tribe.

I Heard the Owl Call My Name, Part Four
Check Answers

1. B

2. D

3. D

4. C

5. B

6. A

7. C

8. B

9. C

10. C

I Heard the Owl Call My Name
Themes

The following are just a few of the themes of the novel:

1. People learn tolerance and understanding from coming into contact with other cultures.
2. A culture dies a slow death when its bright young people move away and do not return.
3. A person can learn his/her own identity from service to others.
4. Traditions and belief systems help define a culture and should be viewed with respect.
5. Acceptance of others causes people to re-define their own lives.
6. Nature presents a cycle of life on a larger scale than man can see.
7. Man gains more respect from his actions than from his words.

Bibliotherapy and the Novel

Because the novel *I Heard the Owl Call My Name* is such a personal one, the students can use the novel to gain insight into their own identity, their own growth, their own tolerance and acceptance of others.

1. The Identification Questions are knowledge-based questions.
2. The Catharsis Questions and the Insight Questions provide students with the opportunity to think with more insight and on a more personal level.
3. The initial questioning is followed with a personal essay in which students choose one or more of the questions, use a situation from the novel, and compare that situation to situations from their own life—in relation to the specific question. This inspires the students to delve into the novel more personally and more in depth. It also carries them beyond a 2-3 sentence answer and into more thought.

Identification Questions

1. Who is Mark Brian and what secret is being kept from him?
2. Give a brief sketch of two other characters from the novel.
3. What problems does Mark encounter in Kingcome Village? How does he overcome as “the swimmer”?
4. Why do the Indians of Kingcome consider Mark to be an outsider?

Catharsis Questions

1. Why do the Indians have the depth of sadness in their eyes?
2. Why does Mark gain this same sadness, and when do you discover this?
3. How does Keetah feel when Jim expects her to wait on him as a servant? Why do you think she feels this way?
4. How do you know Ellie feels ashamed?
5. How do each of the following characters show their mental strength?
Keetah
Mark
Marta
Gordon
6. What conflict does Gordon feel as he watches the airplane? Is it a common conflict for teens today? How?

Insight Questions

1. Has anyone ever pre-judged you? How did this make you feel?
2. Why do you think people stereotype others?
3. Have you, like Mark, ever felt alone in a crowd? Explain.
4. What did you learn from the situation (in # 3)?
5. How do you feel when, like Gordon, you disagree with your parents or teachers? What is the best way to deal with those feelings?

AP Essay
7th Grade

Use the following passage (teacher will provide a choice) to explain the effect of imagery and diction on the reader.

Suggested Format:

Introduction: 2-3 sentences; thesis only may restate the prompt; briefly state the content of the passage.

Body: (1 paragraph only) Find three examples of imagery and explain their effect on the reader. Use the examples from the passage as concrete details. Include any references to diction (word choice—denotation and connotation) with your commentary.

Conclusion: 2 sentences with closing commentary; should not repeat anything previously stated; effects of imagery on the novel as a whole.

AP Essay
8th Grade

Use the following passage (teacher will provide a choice) to explain Margaret Craven's use of tone and diction (word choice) and its effect on the reader and/or its importance to the novel's plot.

Introduction: 2-3 sentences; thesis may only restate the prompt; briefly explain the passage being used.

Body: choose 3 examples of lines from the passage to use as concrete details; in your commentary explain the effect on the reader or its importance to the plot.

Conclusion: 2 sentences that provide closing commentary; do not repeat any previous point; explain overall significance to the plot or to the theme or to the attitude of Craven toward the Indians or to the event in the passage.

I Heard the Owl Call My Name AP Essay

Directions: We have discussed the use of symbolism in the novel and the author's purposes and themes in writing this novel. Choose one of the major symbols—the owl, the river, the salmon, etc., and discuss the use of that symbol: --what does it stand for? --why does the author use this symbol? --how does the use of this symbol add to the author's theme or attitude? In a well-developed, 3-paragraph essay, elaborate on this symbol.

1. Introduction:

Give the title, the author's name, define the term "symbol," and state a thesis—that the author uses this particular symbol for a particular purpose—to further the understanding of the theme or the author's attitude.

2. Body:

- Topic Sentence—that the author uses this particular symbol, it has a universal meaning, and what the symbol means to the novel.
- 1 concrete detail which consists of a specific quote or event in the novel and involves the symbol;
- 3 commentary sentences in which you discuss, elaborate, explicate that quote and how it involves the symbol and how it connects to the theme of the novel or to the author's attitude
- 1 concrete detail which consists of a specific quote or event in the novel and involves the symbol
- 3 commentary sentences in which you discuss, elaborate, explicate that quote and how it involves the symbol and how it connects to the theme of the novel or to the author's attitude

3. Conclusion:

This conclusion should truly be a conclusion in which you tie the quotes about the symbol and the interpretation of the symbol to the author's purpose in using the symbol throughout the novel. Think back to what we have discussed in class about the purposes that the author must have had in writing this book. What themes did Margaret Craven wish to show to the reader? Include in this paragraph your thoughts on why the author uses this symbol—why use the owl in the novel? --why use the river? --why use the salmon? --why use the broken-down graveyard? What is the author saying about humankind through the use of this symbol?

Remember:

- overall paragraph structure
- avoid "I" and "you"
- use no contractions
- use literary present tense
- avoid BE verbs
- watch capitalization and punctuation
- use vivid verbs in your sentences
- use varied and complex sentence structure

I Heard the Owl Call My Name AP Essay

Directions: Choose one passage—an event or a description—from the novel which you feel is very important for the author to have included in the novel. The passage you choose should add information as well as add to the “heart” feeling (tone) of the novel. The passage should be long enough to illustrate this tone—maybe 150 words in length. In a well-developed 3-paragraph essay, state the tone which this passage exhibits and support this tone through the author’s use of diction—words, figures of speech, vocabulary—or through the event. You then explain what the author’s reason/purpose for using these words or this event and how the words or the event add to the tone “heart” of the novel.

1. Introduction:

Give the title, the author, the tone word you have chosen, and state that the author uses these words or the event to demonstrate this tone in her novel.

2. Body:

- Topic Sentence—State that the author uses the passage’s word choices (figurative language/diction) or event to create a particular tone (state the tone word).
- 1 concrete detail—choose exact quotes if you choose word choices or paraphrase the event; you may want to choose several quotes within the passage which connect to one another
- 3 commentary sentences—explain what the words/figurative language/diction/vocabulary mean and how the author uses them to create that particular tone OR explain how the event helps to create that particular tone
- 1 concrete detail—a second set of quotes/word choices/figurative language or paraphrase of the event from a passage; you may want to choose several quotes within the passage which connect to one another
- 3 commentary sentences—explain what the words/figurative language/diction/vocabulary mean and how the author uses them to create that particular tone OR explain how the event helps to create that particular tone

3. Conclusion:

Evaluate how effective these words or the events are in showing the tone of the novel. Evaluate how the passage makes the reader feel because of the words that are used. The conclusion should not present new material nor repeat previously stated ideas.

Remember:

- use literary present tense
- avoid the use of “I” or “you”
- use no contractions
- avoid BE verbs
- use vivid verbs in the sentences
- use varied and complex sentence structure
- watch capitalization and punctuation

I Heard the Owl Call My Name
Product

1. Step One: The students have already written a daily journal, dated appropriately according to the novel. The journal entries represent the changes this character has undergone throughout the entire novel. The journal has been written in first person, from the point of view of the character, and remains appropriate to the novel. Each journal entry consists of at least a 350-400 word passage. Five – eight journal entries have been recorded, neatly, and packaged in a journal.

2. Step Two: The students create a cover for their journal and it should be true to the character they chose. The materials, the colors, the illustrations, the symbol, etc. chosen for the cover should all represent the character. In the presentation of their journal to the class, the students talk about their character—in general—and explain the cover. Each student also discusses that character's connection to one or more of the essential questions or to one or more of the themes of the novel. The teacher then uses entire journal for a test grade or for whatever kind of grade she wishes.