

Shiloh
by Phyllis Reynolds Naylor

Classroom Favorites



Teacher's Guide by Linda Crosswhite

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STORY SUMMARY

Marty Preston has always been content to spend his summers playing with his friends and riding along with his dad to deliver the mail. But when a scared, hungry beagle follows him home one day, his life changes. His friends and family take second place to his new best friend, Shiloh. In order to keep Shiloh away from his cruel owner, Judd, Marty must tell lie upon lie. He struggles with the truth and with justice. He decides that Shiloh's safety is more important than any small lie he may have to tell. Determined to have Shiloh at any cost, Marty uses quick thinking, hard work, and friendliness to break through Judd's meanness and buy Shiloh for himself and for his family.

AUTHOR SKETCH

Phyllis Reynolds Naylor was born January 4, 1933, in Anderson, Indiana. She attended Joliet Junior College and received her Bachelor of Arts at American University. Her hobbies include music, drama, hiking and swimming.

Ms. Naylor began writing in grade school and was greatly influenced by her parents who read to her and her siblings until they were well into their teens. Her writings deal mainly with young people who face contemporary problems and how they solve these problems. She is also the author of *All Because I'm Older*; *Beetles, Lightly Toasted*; and *The Witch Herself*. Among other awards, she received the Children's Book of the Year Award from Child Study Association of America for *Wrestle the Mountain* and *How Lazy Can You Get?* In 1992, *Shiloh* received the Newbery Medal.

SUGGESTED THEMES:

- honesty
- justice
- rural life
- treatment of animals and family

SKILLS AND STRATEGIES:

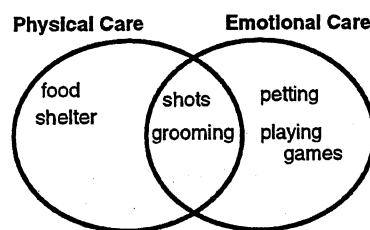
- identifying metaphors and similes
- defining vocabulary using context
- identifying plot line
- analyzing character development

The following suggested plans and activities can be used with this book. You may choose to select and modify these to best meet the needs and interests of your students.

INITIATING THE READING EXPERIENCE

Building the background

- Ask the students about their first pet and how they got it.
- Discuss the responsibilities of owning a pet. Using a Venn diagram, categorize these responsibilities into two circles. Example:



This may be completed in a group situation or you may wish to use the blackline master provided for completion by individual students at the end of the guide.

- Look at a map of the Appalachian Mountains and discuss Sistersville and Friendly, West Virginia, the cities where the story will take place. Science/Geography Activities 1 and 2 and Art Activity 2 are optional for this background introduction.

Introducing the book

- Display the cover of the book for the students. Introduce the author and tell the students about how the book received the 1992 Newbery Medal "For the most distinguished contribution to American literature for children."
- From the cover of the book, have the students guess what Marty's and Shiloh's favorite games are and where they like to play most. Ask the students where they think Shiloh came from and how he got his name. Record their predictions so they can refer back to them after reading the book.
- Social Studies Activity 2 is also an option to introduce the relationships between people and dogs.

ENJOYING THE READING

Prereading: Setting the purpose for reading.

Have the children read to confirm their predictions and gain the meaning of the story.

Post Reading: Confirming, analyzing, synthesizing or evaluating the reading.

1. Encourage the children to share their feelings about the story.
2. Allow the students to confirm any predictions they might have made prior to reading the story.
3. Have the students keep a diary from the point of view of Marty. In this diary, they should record the events of the story as Marty would have seen them. The students should write this in Marty's own words, or as they believe Marty would have written them. They can also record one dialectic saying per chapter in the back of their diary.

Chapters 1-3

Prereading

1. Read Chapter 1 out loud, beginning with Page 11 through Page 15, stopping with the phrase, "And then, hardly thinking on it, I whistle." Have the students continue to read Chapter 1 independently to give them an opportunity to meet Shiloh.
2. Discuss whether or not they think Marty should be allowed to keep Shiloh. Have them read to find out.

Post Reading

Reminder: Have the students continue writing in their diary from the point of view of Marty. They can also record one dialectic saying per chapter in the back of their diary.

1. Have the class decide how much it might cost Marty to buy Shiloh and how he might earn enough money to buy him.
2. Discuss how a whistle was used to train Shiloh.
3. This is an appropriate time to teach the Skills and Strategies Activities on identifying metaphors and similes and analyzing character development.
4. After reading this section of chapters, give the students an opportunity to select from Writing Activity 2, Social Studies Activity 1, Science/Geography Activity 4, Math Activity 1 and/or Math Activity 2.

Chapters 4-10

Prereading

Ask the students to predict whether they think Shiloh will come back to Marty or not. Then, have them read to confirm their predictions.

Post Reading

Reminder: Have the students continue writing in their diary from the point of view of Marty. They can also record one dialectic saying per chapter in the back of their diary.

1. Discuss "white" lies. Have the class list some and discuss why they think these are called "white" lies.
2. Form small discussion circles to have the students discuss the lies that Marty told. Have them complete the chart at the end of the guide.
3. Have the students draw a diagram of Marty's lies, i.e. a tree or a web, which shows how one lie led to another and involved more and more people.
4. In a discussion circle, have the students discuss what someone should do if they are aware of an animal that is being abused.
5. Ask the students if any of them have ever had to give up a pet and how they coped with it.
6. Have the students list some of the foods that are left in mailboxes for Dad. Why do people leave food for him?
7. After reading this section of chapters, give the students an opportunity to select from Writing Activity 1, Writing Activity 3, Social Studies Activity 2, Science/Geography Activity 3, Speech/Drama Activity 2 and/or Art Activity 1.

Chapters 11-14

Prereading

1. Have the students predict what options Marty has to get Judd to let him keep Shiloh.
2. Survey the class to determine how many students think Marty will ever get to keep Shiloh. Have the students give reasons for their predictions and read to confirm them.

Post Reading

Reminder: Have the students continue writing in their diary from the point of view of Marty. They can also record one dialectic saying per chapter in the back of their diary.

1. In small discussion circles, have the students debate whether Marty is committing a crime by not reporting Judd to the authorities for shooting a deer out of season. Is this crime worth the chance to own Shiloh?
2. After reading this section of chapters, give the students an opportunity to select from Writing Activity 4, Social Studies Activity 3, Art Activity 3, and/or Music Activity 1.

Chapter 15

Prereading

Ask the students to vote on whether or not Judd will stick with his word. Then, have them read to find out what Judd does.

Post Reading

Reminder: Have the students continue writing in their diary from the point of view of Marty. They can also record one dialectic saying per chapter in the back of their diary.

1. On a chart similar to the following, have the students list the chores Judd had Marty do as part of his work bargain. The students should compare these to a brainstormed list of chores which the students do either at home or for extra money outside the home. Example:

Marty's Chores	Students' Chores
chop wood	wash parents' car
work in the garden	feed the dog

2. Discuss whether the students believe that Marty and Judd will continue to be friends. Based on the end of the story, do the students think Judd is a changed person? In what way?
3. This is an appropriate time to teach the Skills and Strategies Activities on defining vocabulary using context and identifying the plot line.
4. After reading this chapter, give the students an opportunity to select from Writing Activity 5, Speech/Drama Activity 1 and/ or Art Activity 4.

TEACHING SKILLS AND STRATEGIES IN CONTEXT

Identifying metaphors and similes:

Discuss the concept of metaphors and similes. Refer to the quotation on page 21, "My dream sort of leaks out like water in a paper bag." What does this sentence mean? Ask the students if they ever felt like this happened to a dream of theirs.

Defining vocabulary using context:

Have the class volunteer words that they have written in the back of their diaries. List these words on the board and write them in a sentence. Then, have the students try to guess the meaning of each word.

OR

Have the students turn in their list of words taken from the back of their journals. Using this list, compose a worksheet using these words in sentences which will help them understand the meaning of the words. Have the students try to determine the meaning of the words based upon the context of the sentences.

Identifying the plot line:

In their diaries, evaluate how well the students followed the story line from Marty's point of view.

Analyzing character development:

Have the students list the characters in the book and how Marty would describe each of them, both at the beginning of the book and at the end. Example:

	BEGINNING DESCRIPTION	ENDING DESCRIPTION
Mom		
Dad		
Judd		
Mr. Wallace		
Doctor Murphy		
David's Mother		
David		

This may be completed in a group situation or you may wish to use the blackline master provided for completion by individual students at the end of the guide.

CONNECTING THE READING ACROSS THE CURRICULUM

The following activities may be introduced after each section of the story or the entire book, integrated into the appropriate content areas or used as learning center activities.



Writing

1. Discuss how different types of pets would be best for different types of people. Provide newspaper want ads for the students to review. Discuss how want ads are written. Have each student write a want ad for his/her pet in case it gets lost. (If the student does not have a pet, the want ad should be for a pet he or she would like to have.) Examples:

WANTED: Small brown dog. Must enjoy running, playing with young children. Will supply lots of food and love. Call Mindy at 555-4567.

LOST: Tiny white kitten that answers to the name Snowball. Reward. Call 555-1234.

2. Have the students write a poem about a pet they once had, describing what they liked best about it. If they have never had a pet, the poem should be about a pet they would like to have. The poem can be rhyming or cinquain. Example of, and directions for, a cinquain poem:

Shiloh	<i>(First line--two syllables)</i>
Never barking,	<i>(Second line--four syllables)</i>
Running around the yard.	<i>(Third line--six syllables)</i>
Now he has a family, too.	<i>(Fourth line--eight syllables)</i>
Our dog.	<i>(Fifth line--two syllables)</i>

3. Working in pairs, have the students make a list of pros and cons of living in the country, according to Marty. Example:

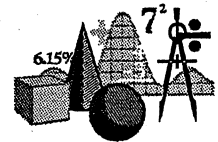
PROS	CONS
privacy	mean neighbors
no car lights or street lights	gossipy neighbors

4. Have the students write a short story from the perspective of the dog. They can re-create scenes from the story or write an original story. The students can use personification, giving Shiloh human qualities, to make the story more interesting.
5. Ask the students to write a short essay discussing whether animals ever really belong to someone. They can use arguments presented by Marty in the story, arguments they have heard by animal rights activists and original ideas.



Social Studies

1. Discuss with the students what the word "law" means. Find out what they believe the difference is between a rule and a law. Have the students discuss a law they would like changed and explain why.
2. Guest Speaker: Dog Trainer
Invite a dog trainer to speak to the class about how to train a dog to behave properly, to do tricks, the best methods for dog training, a dog's learning capabilities, etc.
3. Guest Speaker: Veterinarian or veterinarian's assistant or humane society volunteer
Contact a volunteer of this profession to speak to the students about how to care for a dog, when to report a dog that is in trouble, basic first aid for dogs, etc. Follow this with a discussion of how proper care of dogs and other pets affects the community.



Math

1. Help the students to look through the want ads to find out how much a beagle costs, and determine how the students could raise money to buy a pet if they wanted one. Have the students compare the prices of different breeds of dogs and graph their findings.
2. Have the students find out how much it would cost to buy dogs from the following places:
 - the Humane Society
 - a newspaper
 - a pet store

Chart the findings. Have the students research the rates paid for returning aluminum cans. Then, have the students calculate how long it would take to buy Shiloh based on these prices and earning money through aluminum can collection.

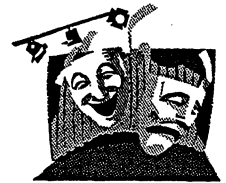


Science/Geography

1. Have the students locate the Appalachian Mountains on a map. Provide resource materials that describe the types of trees and wildlife that live in that region of the country. Initiate a discussion of these trees and animals.
2. Have the students correspond with someone in a different part of the country and request leaves from that region. Assist them in comparing the leaves received with different types of leaves found on trees in their locale.

Have the students label the leaves and regions where they are found. Then, use these leaves to create a bulletin board collage.

3. Discuss the types of rocks found in the Appalachian region of the state (stone, sand, gravel, clay and salt). Bring in samples of these for the class to touch and identify.
4. Have the students make a map of what they think Dad's mail route looked like. Include the mountain (hill) where Marty hides Shiloh, Marty's house, Judd's house, the bridge, the school house, the store, and add three things of their choice.



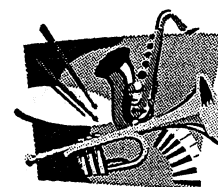
Speech/Drama

1. Divide the class into two sections. Tell them that they are going to debate whether some lies are acceptable to tell if they are told with good intentions, or if any lie is a bad one and should never be told. Let the groups discuss and outline a defense to support their point of view. Have them choose a spokesperson. Allow each side a limited time to present their viewpoints. Afterwards, discuss the values of truth and justice and how having strong values can help you through a situation like the one Marty encounters.
2. Discuss lies people tell and why they might choose to lie rather than tell the truth. If appropriate for your class, have the students take turns telling an impromptu lie to the class. As each student tells his or her lie, have the rest of the class note physical signs that indicate the speaking student is telling a lie (i.e., eyes look at the floor, face turns red, etc.). Chart these body language signs. Follow this with a discussion about body language and how it sometimes tells more than words.



Art

1. Provide a 12" x 18" sheet of construction paper for each student. Have the students fold the paper in half. On one side, have the students draw what they imagine Shiloh's dog cage looked like. On the other side, have them draw a cage or dog house that Marty and his father might build for Shiloh. String or popsicle sticks can be glued onto the cages to make them three-dimensional.
2. Using the leaves collected in Science Activity 2, or extra leaves, have the students make leaf rubbings. Instruct the students to place a thin piece of paper on top of a leaf. Next, have the students lightly rub (shade) across the leaf using a crayon, pencil or chalk to bring out the leaf's shape.
3. Bring in samples of travel brochures to share with the students. Using these as examples, have the students make travel folders for the Appalachian Mountain region. The students should include any information they have learned about the region, including activities, cultural information, climate, and tourist attractions. The folders can be made out of colored or white construction paper, folded in half. Have the students draw pictures of the region to accompany their descriptions.
4. Using long pieces of butcher paper taped together to make a tall and wide "wall," have the students create a mural of the story. Each student can contribute a picture representing a key scene of the story. Upon completion, display the mural on the wall in the classroom.



Music

Play music (Blue Grass) and teach/enjoy dancing as in Appalachia.

EVALUATING THE READING EXPERIENCE

- Keep a teacher's journal of those strategies that best helped the students understand the story.
- Record the children's behaviors and learning by jotting these on "Post-its." These comments can later be transferred to a journal containing daily comments on the students.

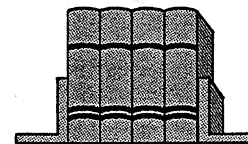
- Prepare a chart to record the completion of the projects for each of the students.
- Record the students' responses as they briefly retell the story or specific chapters.
- Collect a piece of each child's writing or journals to evaluate.
- Develop a criteria for evaluating student work or refer to established forms of evaluation to assess the projects and activities completed.

Culminating Activity:

1. Have the students write another ending to the story.
2. Have the students role play the end of the book.
3. Have an Appalachian Festival that includes the following:
 - Playing Bluegrass music
 - Dancing – folk, clogging
 - Creating an apple festival – using apples as many ways as possible
 - Baking bread and churning butter.
 - Displaying a real quilt
 - Making a class quilt by having the students each make a section of a quilt with an 8½" X 11" piece of construction paper which will be hole-punched and sewn together with yarn.

RELATED READINGS

Anderson, Joan, *Pioneer Children of Appalachia*
 Armstrong, William H., *Souder*
 De Jong, Meindert, *Along Came a Dog*
 Hurry Home, Candy
 Gipson, Fred, *Old Yeller*
 Herriot, James, *James Herriot's Dog Stories*
 Pope, Joyce, *Taking Care of Your Dog*
 Rawls, Wilson, *Where the Red Fern Grows*
 Rylant, Cynthia, *Appalachia*
 Taylor, Theodore, *The Trouble with Tuck*
 Warner, Gertrude Chandler, *Bicycle Mystery*
 Weiss, Ann E., *Lies, Deception and Truth*



Student Name _____ Date _____

Complete the following chart with the lies that Marty told in Shiloh.

LIST LIES	WHY DID HE LIE?	WHO WAS HURT BY THIS LIE?

Student Name _____ Date _____

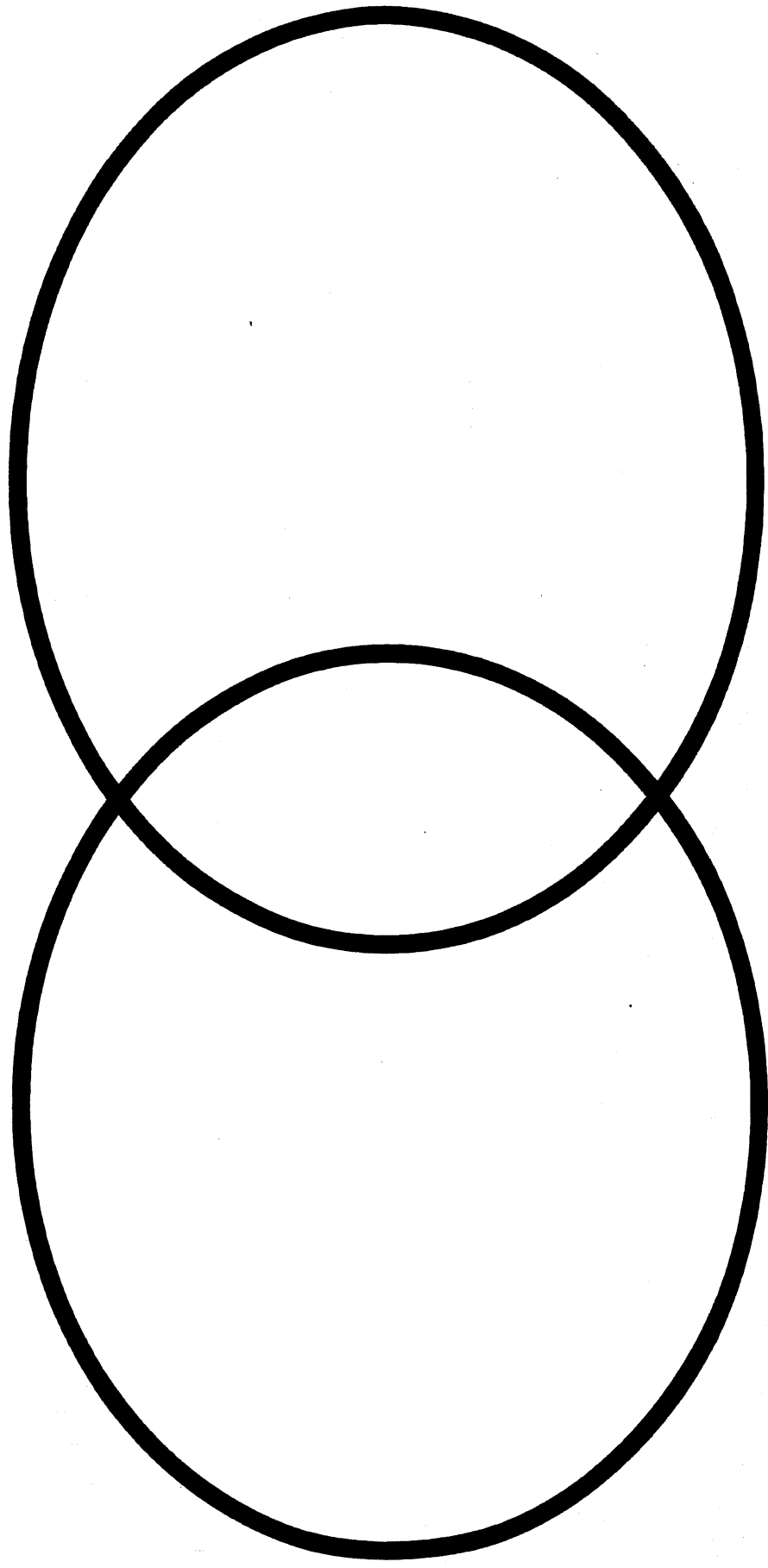
Complete the following chart by describing how Marty would feel about each of these characters, both at the beginning and at the end of the story.

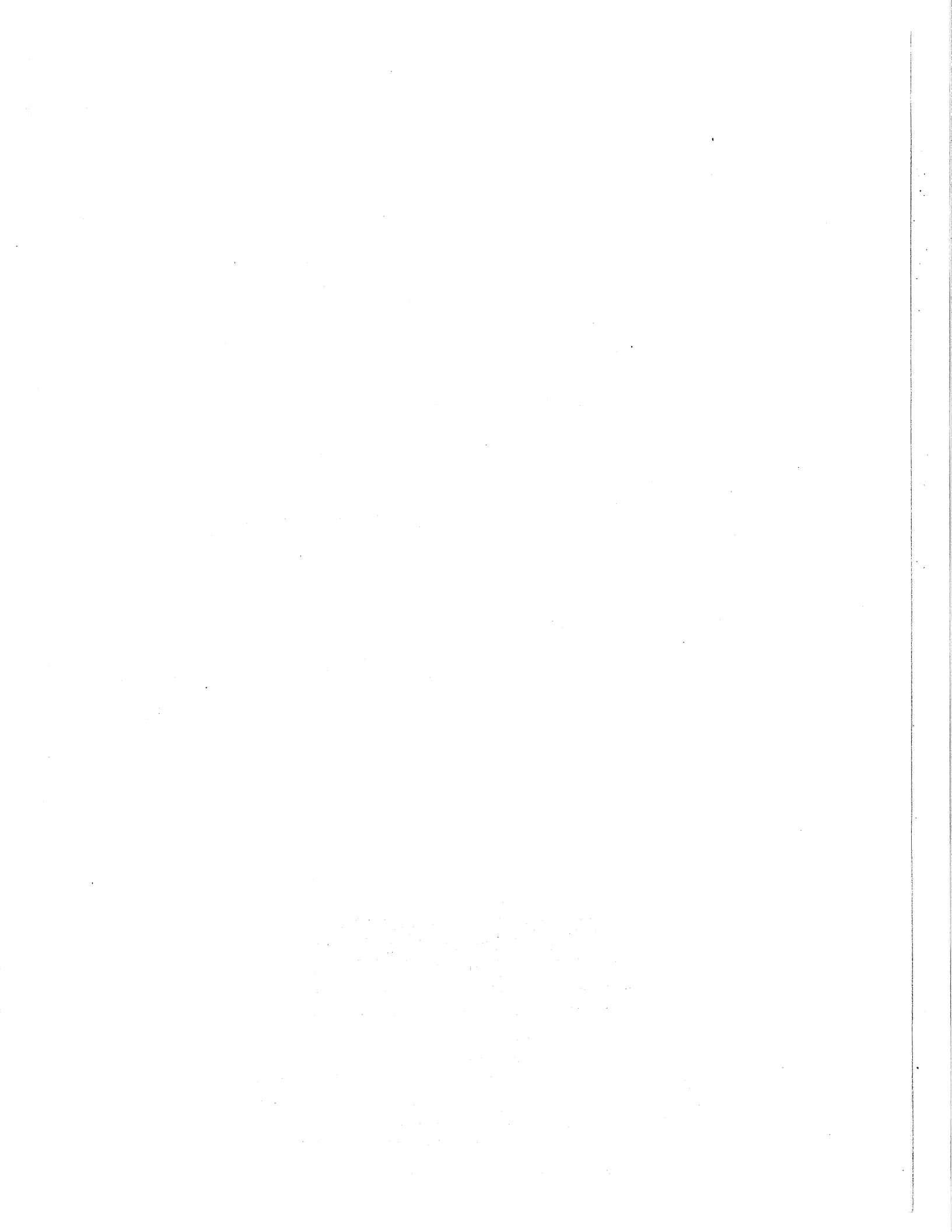
	BEGINNING DESCRIPTION	ENDING DESCRIPTION
Mom		
Dad		
Judd		
Mr. Wallace		
Doctor Murphy		
David		

Student Name _____ Date _____

Complete this diagram with the responsibilities of owning a pet:

Physical Care Emotional Care







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