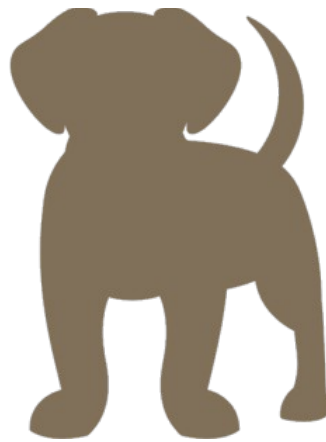


Shiloh



By

Phyllis Reynolds Naylor

A Novel Study
by Nat Reed

Shiloh

By Phyllis Reynolds Naylor



Table of Contents

Suggestions and Expectations	3
List of Skills	4
Synopsis / Author Biography	5
Student Checklist	6
Reproducible Student Booklet	7
Answer Key	68

About the author: Nat Reed was a member of the teaching profession for more than 35 years. He was a full-time instructor at Trent University in the Teacher Education Program for nine years. For more information on his work and literature, visit novelstudies.org.

Copyright © 2012 Nat Reed
Revisions Completed in 2022
All rights reserved by author.

Permission to copy for single classroom use only.
Electronic distribution limited to single classroom use only.
Not for public display.

Shiloh

By Phyllis Reynolds Naylor



Suggestions and Expectations

This 73 page curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on one or two chapters of *Shiloh* and is comprised of these different activities:

1. Before You Read
2. Vocabulary Building
3. Comprehension Questions
4. Language and Extension Activities

A **portfolio cover** (p.7) as well as a **Checklist** (p.6) are included so that students may track of their completed work.

Every activity need not be completed by all students.

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters ... respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

Themes which may be taught in conjunction with the novel include West Virginia, hunting, honesty, courage, dogs (specifically beagles), family relationships, establishing priorities.

Shiloh

By Phyllis Reynolds Naylor

List of Skills

Vocabulary Development

1. Locating descriptive words/phrases
2. Listing synonyms/homophones
3. Identifying/creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *foreshadowing*.
7. Identify *personification*.
8. Use of singular / plural nouns
9. Listing compound words
10. Identifying parts of speech
11. Determining alphabetical order
12. Identification of root words
13. Identify/create *similes*
14. Identification of *cliffhangers*.

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify the climax of the novel.
4. Five W's Chart

Character Activities

1. Determine character traits
2. Protagonists and antagonists
3. Relating personal experiences
4. Comparing two Characters

Creative and Critical Thinking

1. Research
2. Write a newspaper story
3. Write a letter to a friend
4. Complete an Observation Chart
5. Conduct an interview
6. Write about personal feelings
7. Write a book review

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Design an Information Card

Shiloh

By Phyllis Reynolds Naylor



Synopsis

When 11-year-old Marty Preston chances upon a mistreated beagle pup in his hometown of Friendly, West Virginia, he is not prepared for the ethical questions he has to face. Should he return the dog to its owner, only to have the animal abused again? Should he tell his parents? Should he steal food to help the poor creature? Marty's efforts to cope with these questions provides the moral backbone for this story, which is presented in a language and manner that will be understood by third- and fourth-grade readers. The heart and beauty of this 1992 Newbery Medal winner lies in lessons children will take away with them. [Courtesy of the publisher]

Author Biography

Phyllis Reynolds Naylor

Phyllis Reynolds Naylor was born in 1933 in Poptar, Indiana. She is an American author best known for her children's-novel trilogy *Shiloh* (a 1992 Newbery Medal winner), *Shiloh Season* and *Saving Shiloh*, all made into movies. She grew up during the Great Depression with her older sister Norma, and younger brother, John. Her parents read stories to her when she was young, and her favorite book as a child was *Huckleberry Finn*. She began writing her own stories when she was in elementary school.



Naylor graduated from Joliet Township High School in 1951 and from Joliet Junior College in 1953. She worked as an elementary school teacher and eventually got a job as an editorial assistant for a magazine.

Her first children's book was called *The Galloping Goat and Other Stories* and was published in 1965. Naylor now has written over 130 books, and about 2000 articles. Naylor says that she will write "as long as she can hold a pencil".

Shiloh

By Phyllis Reynolds Naylor

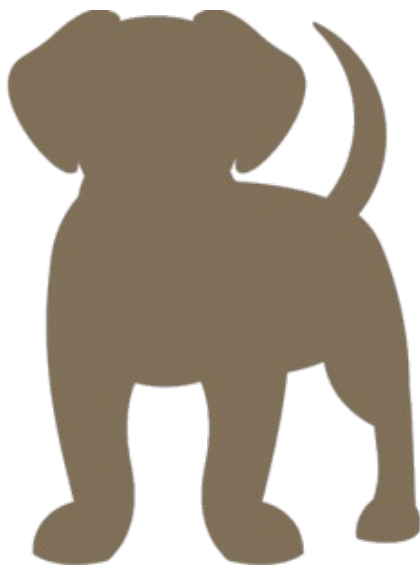


Student Checklist

Student Name _____

Assignment	Grade / Level	Comments

Shiloh



By Phyllis Reynolds Naylor

Name: _____

Shiloh

By Phyllis Reynolds Naylor

Chapter 1



Before you read the chapter:

The **protagonist** in most novels features the main character or “good guy”. The protagonist of *Shiloh* is a very likable eleven-year-old boy, Marty Preston who lives in rural West Virginia. Think back on some of your favorite characters from past novels you have read or movies you’ve seen. What do you think makes for an especially intriguing protagonist?



Vocabulary:

Choose a word from the list to complete each sentence.

buckshot	slinking	grovel	whopping
pneumonia	squatting	sycamore	propeller

1. Tim had a _____ hamburger for lunch.
2. Charlene’s grandmother contracted _____ and had to spend some time in the local hospital.
3. The outboard motor of a boat is driven by its _____.
4. No one expects you to _____ before the president, but be respectful.
5. The shotgun shell was filled with _____.
6. _____ for so long is very hard on a catcher’s legs.
7. The people of Israel planted thousands of _____ trees.
8. It is obvious by the way the puppy is always _____ around, that it was cruelly treated.

Questions



1. Describe what upset Marty at Sunday dinner. What does this tell the reader about his personality?

2. Describe the **setting** of the story for Chapter One.

3. Marty is eleven years old and takes his .22 rifle out with him when he goes for a walk. Do you think it was responsible of his parents to allow this? Defend your response.

4. Marty mentions that his home is halfway between **Wheeling** and **Parkersburg**. If you check a map in your school library or on the Internet you will find that it is about 80 miles (129 km) between Wheeling and Parkersburg (as the crow flies). If Marty's home is about 35 miles (56 km) to Parkersburg, how far then is it to Wheeling?

Answer:

5. Why did Marty enjoy his walks in the morning best of all?

6. After meeting the dog, what convinces Marty not to try to shoot the branch from the tree?

7. What did Marty finally do which drew the dog to him?

8. On his walk Marty mentions passing a **gristmill**. Using resources in your school library or on the Internet, research the purpose of a gristmill?

9. Marty's dad said that he thought the beagle belonged to _____.

10. Although the beagle doesn't have a mark on him, Marty suspects that the dog was abused. Why does he suspect this?

Bonus Question:






Shiloh is one of a number of very popular "dog novels". What are three other popular novels for young readers which feature a dog. One example is given below

1.	Where the Red Fern Grows
2.	
3.	
4.	

Language Activities



A. The dog that Marty meets is a **beagle**. The beagle is classified as a breed from the hound group. Using resources in your school library or on the Internet, match each picture below with the proper breed.

1	
2	
3	
4	
5	

A	BEAGLE
B	BASSET HOUND
C	MUDHOL HOUND
D	BLOODHOUND
E	BLUETICK COONHOUND

B. A **simile** is a comparison using the words “like” or “as”. An example from Chapter One is “I whistle. It’s like pressing a magic button.”



What two things are being compared in this example?

Invent your own **similes** comparing the following items with something from your imagination:

a) the sound of the bag pipes

--

b) the waves on the shore of a beach

--

Bonus: Keep your eye open for another example of a **simile** as you read the novel. When you find one, remember to come back and enter it here

C. Copy out any three sentences from these chapters and underline the **nouns**.

D. 5 Ws and an H.

Choose an event from this section that you thought was really important and/or exciting. Using facts that you gleaned from reading about this event, fill in the balloons below, summarizing what you learned.



WHO?



WHAT?



WHEN?



WHERE?



WHY?



HOW?

Extension Activity



Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.



Complete the storyboard below illustrating the events described in the first one or two chapters of ***Shiloh***. You may wish to practice your drawings on a separate piece of paper.

1	2
3	4
5	6