

Novel·Ties

SHILOH SEASON

PHYLLIS REYNOLDS NAYLOR



A Study Guide

Written By Mary Ann Caraco

Edited by Joyce Friedland and Rikki Kessler

LEARNING LINKS

P.O. Box 326 • Cranbury • New Jersey 08512

TABLE OF CONTENTS

Synopsis	1
Pre-Reading Activities	2 - 3
Chapter 1	4 - 5
Chapters 2 - 3	6 - 7
Chapters 4 - 5	8 - 10
Chapters 6 - 7	11 - 13
Chapters 8 - 9	14 - 15
Chapters 10 - 11	16 - 17
Chapters 12 - 13	18 - 19
Chapters 14 - 15	20 - 21
Chapter 16	22 - 23
Cloze Activity	24
Post-Reading Activities	25 - 26
Suggestions For Further Reading	27
Answer Key	28 - 29
Notes	30

Novel-Ties® are printed on recycled paper.

The purchase of this study guide entitles an individual teacher to reproduce pages for use in a classroom. Reproduction for use in an entire school or school system or for commercial use is prohibited. Beyond the classroom use by an individual teacher, reproduction, transmittal or retrieval of this work is prohibited without written permission from the publisher.

For the Teacher

This reproducible study guide consists of lessons to use in conjunction with *Shiloh Season*. Written in chapter-by-chapter format, the guide contains a synopsis, pre-reading activities, vocabulary and comprehension exercises, as well as extension activities to be used as follow-up to the novel.

In a homogeneous classroom, whole class instruction with one title is appropriate. In a heterogeneous classroom, reading groups should be formed: each group works on a different novel at its reading level. Depending upon the length of time devoted to reading in the classroom, each novel, with its guide and accompanying lessons, may be completed in three to six weeks.

Begin using NOVEL-TIES for reading development by distributing the novel and a folder to each child. Distribute duplicated pages of the study guide for students to place in their folders. After examining the cover and glancing through the book, students can participate in several pre-reading activities. Vocabulary questions should be considered prior to reading a chapter; all other work should be done after the chapter has been read. Comprehension questions can be answered orally or in writing. The classroom teacher should determine the amount of work to be assigned, always keeping in mind that readers must be nurtured and that the ultimate goal is encouraging students' love of reading.

The benefits of using NOVEL-TIES are numerous. Students read good literature in the original, rather than in abridged or edited form. The good reading habits, formed by practice in focusing on interpretive comprehension and literary techniques, will be transferred to the books students read independently. Passive readers become active, avid readers.

Pre-Reading Activities (cont.)

8. With a partner discuss why some dogs are mean and so many others are loving and gentle. What makes dogs behave so differently? Is it possible for a mean dog to become gentle? Why or why not? If so, how does it change?
9. Hunting is limited to certain times during the year. Why are these regulations in place? Why not allow hunting all the time or not at all? Is it as serious to hunt small game, such as squirrels or geese, out of season as it is larger game, such as deer or bears?
10. If there are hunting grounds near your home, what are the local laws and regulations? Why do you think these laws are in place?

Chapter 1 (cont.)

Questions for Discussion:

1. Do you think Marty and his family should be afraid of Judd?
2. What do you think happened at the meeting between Dad and Judd? Why didn't the author reveal exactly what happened?
3. Do you think Marty should tell his parents the secret about Judd and the doe?

Literary Devices:

- I. *Dialect* — Dialect refers to local speech patterns that differ from standard speech. Find two examples of dialect at the beginning of the book.

Why do you think the author used dialect?

- II. *Point of View* — Point of view in literature refers to the voice telling the story. It could be the author narrating or one of the characters telling the story. From whose point of view is this story told?

How does this point of view make it difficult to reveal what occurred during Dad's visit with Judd?

Writing Activity:

Write about a time when you or someone you know was in danger or felt threatened by another person. Describe the menace and tell how the issue was resolved.