

# Prestwick PowerPacks™

Practical Activities for Comprehension and Key Skills



# Shiloh

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ISBN 978-1-58049-669-8

Reorder No. 201685

Name: \_\_\_\_\_

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**Activity I: Anticipation Guide** **Pre-Reading**

**Directions:** Before reading this story, please put a check next to those statements with which you agree in the **BEFORE** column. Compare your opinions with those of a partner and discuss your reasons for checking or not checking each statement. After reading this book, please go back and check those statements you now agree with under the **AFTER** column.

Before	After	Statement
		1. A person should never take something that does not belong to him or her.
		2. Lying to your parents is okay in some situations.
		3. People should be allowed to treat their animals however they want.
		4. Not everyone should be allowed to have a pet.
		5. Sometimes the law is not fair.
		6. A person should always obey his or her parents.
		7. People should do whatever they can to protect animals.
		8. Keeping secrets always leads to problems.

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**Activity II: Connecting with Literature/ Personal Choices****Pre-Reading**

Marty Preston, one of the main characters and the narrator in *Shiloh*, finds a puppy that he believes is being abused by a drunken neighbor. Rather than give the dog back to Judd, who rightfully owns the puppy, Marty struggles with wanting to keep the dog for himself. His decision is restricted by Marty's understanding of right and wrong, his parents' decision not to let him have a pet because of economical concerns, and Marty's understanding of a person's right of ownership and property. However, Marty believes that if he returns the beagle to its rightful owner, the puppy might be killed.

**Part 1**

Individually, brainstorm the types of decisions in your life in which you have had a difficult time deciding what to do. Consider the decisions that you make at school, at home, in your community, and in the relationships that you have with family, friends, and acquaintances. Make a list of your situations and decisions.

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**Part 2**

When you are finished, compare your lists of decisions with those of two or three other students. Create a master list by combining all of the examples that your group has produced. For each choice that you have brainstormed, answer the following questions on the following **PERSONAL CHOICES CHART**:

- What considerations influence the decisions you make, and how do you deal with those factors?
- Explain why it is important to think about other people when making decisions. Do other people make the decisions more or less difficult? Why and how?
- What consequences are there when people do not make the right decision?

For example, as members of humankind, we have a choice to value life by not harming ourselves or other individuals. Our choices are restricted by the laws that are in place in communities and states throughout the nation. If we choose to harm another individual, our family, our community, and our government may condemn us. The restrictions, established through laws, are in place to benefit all of us—to provide a safe environment in which to live. If we do not make the accepted choice, we may be looked down upon by other individuals, and we may even be put in jail.

**Part 3**

After completing the **PERSONAL CHOICES CHART**, think about a time when you made a personal choice. In a one-page journal response, discuss that choice and what influenced it. What were the consequences of the action? Also, discuss what would have happened had you made a different choice. Would your actions have hurt anyone? How would the consequences have been different if you chose this action instead? Be sure to use complete sentences and follow proper paragraph structure.

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### PERSONAL CHOICES CHART

Choice	What Influences Your Decisions?	Why Should You Think About Other People When Making Your Decision?	What Are the Consequences?
To study and get good grades	<ul style="list-style-type: none"> <li>my desire to do well</li> <li>my desire to pass the class</li> <li>my parents' desire for me to succeed</li> <li>my dislike for summer school</li> <li>my desire to get into a good high school or college</li> </ul>	My parents have certain expectations of me. They want me to succeed, and if I don't, I am not only letting myself down, but I am letting them down, also.	If I choose not to study, I will not perform well on the test and my parents may punish me. I may be ineligible for extra-curricular activities, and I may not be able to go to college and have a successful future.

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**Activity I: Context Clues**

**Chapters 1-5**

Context clues help you determine the meaning of new words. These clues can be descriptions, actions and reactions, opinions, and direct definitions. They often appear in the same sentence as the unfamiliar word, or within two sentences before or after it. In the following example, we want to know the meaning of the word **cringe**. Look for clues, such as descriptions, in the sentence, or in the sentences surrounding the word:

“The dog gets up and backs off. He don’t even wimper, like he’s lost his bark. Something really hurts inside you when you see a dog **cringe** like that. You know somebody’s been kicking at him. Beating on him, maybe. ‘It’s okay boy,’ I say, coming a little closer, but still he backs off.” (Pg. 4)

When Marty meets the beagle puppy for the first time, Marty tries to pet the beagle, but the beagle will not come to him. In fact, the dog backs off when Marty raises his hand. Puppies are often excited when they see someone new and would run toward the person rather than away. In this case, however, the puppy backs away without even barking. Based on the dog’s reaction when Marty raises his hand to the puppy, one might infer that **cringe** means something about backing away or backing off. And because Marty feels sorry for the puppy when it backs away, one might also believe that in this context, **cringe** is not a positive action.

Of course, if you cannot define a word using context clues, you should look it up in the dictionary to learn its meaning.

**Part 1**

The following activity contains words from Chapters 1-5 and the page number where each word appears. The author of the novel has provided context clues to help you. Look up the words in the book and match each vocabulary word with its context clues.

**Key Vocabulary Word**

**Context Clues**

- |   |  |
|---|--|
| <p>_____ 1. scolding (Pgs. 1-2)</p> <p>_____ 2. detour (Pg. 1)</p> <p>_____ 3. groveling (Pg. 4)</p> <p>_____ 4. abandoned (Pg. 70)</p> <p>_____ 5. nuzzling (Pg. 37)</p> <p>_____ 6. nourish (Pg. 38)</p> <p>_____ 7. jowls (Pg. 41)</p> <p>_____ 8. feeble (Pg. 29)</p> | <p>A. “...and she’s being cared for by Dad’s sister over in Clarksburg.”</p> <p>B. “I been getting this sort of full feeling at dinner...”</p> <p>C. “...leaping up almost shoulder high to lick my cheek...”</p> <p>D. “I just don’t want to bite down on buckshot, is all, and I’m checking each piece.”</p> <p>E. “...the sloppy slap...as he gobbles down the supper I’ve brought him...”</p> <p>F. “Dog goes down on his stomach....”</p> <p>G. “...turning at the boarded-up school...”</p> <p>H. “ ‘Just once in my life,’ she says, ‘I’d like to see a bit of food go direct from the dish into somebody’s mouth...’ ”</p> |
|---|--|

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**Part 2**

Now, use the context clues to write a definition for each word. Then, compare your definitions to the dictionary's to check your accuracy. Correct any of your definitions that contain errors.

- 1. scolding: \_\_\_\_\_
- 2. detour: \_\_\_\_\_
- 3. groveling: \_\_\_\_\_
- 4. abandoned: \_\_\_\_\_
- 5. nuzzling: \_\_\_\_\_
- 6. nourish: \_\_\_\_\_
- 7. jowls: \_\_\_\_\_
- 8. feeble: \_\_\_\_\_

**Part 3**

Write an original sentence using each of the words. Be sure to include context clues that make the meaning of each word clear.

- 1. scolding: \_\_\_\_\_  
\_\_\_\_\_
- 2. detour: \_\_\_\_\_  
\_\_\_\_\_
- 3. groveling: \_\_\_\_\_  
\_\_\_\_\_
- 4. abandoned: \_\_\_\_\_  
\_\_\_\_\_
- 5. nuzzling: \_\_\_\_\_  
\_\_\_\_\_
- 6. nourish: \_\_\_\_\_  
\_\_\_\_\_
- 7. jowls: \_\_\_\_\_  
\_\_\_\_\_
- 8. feeble: \_\_\_\_\_  
\_\_\_\_\_

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**Activity II: Characterization****Chapter 1-5**

Characterization is how the author reveals a character's personality. Instead of explaining a character with long, detailed descriptions, the author sometimes gives clues and hints about the character's personality through the following methods:

- physical descriptions
- thoughts, actions, and words
- other characters' opinions of and actions toward the character

As you read, look for evidence in these clues to help you decide whether a character is smart, generous, stubborn, selfish, etc.

For example, on page 2, Marty and his family are eating dinner. Marty is having a difficult time eating the rabbit because he does not want to eat any of the buckshot that might be left in the meat.

"I looked that rabbit over good, Marty, and you won't find any buckshot in that thigh...I shot him in the neck."

Somehow I wish he hadn't said that...

"Did it die right off?" I ask, knowing I can't eat it unless it had.

From this conversation we can infer several things. First, Marty comments that he wishes that his father had not told him that he had shot the rabbit. From this, the reader might infer that Marty does not find hunting as enjoyable as his father does. Second, because Marty could not eat the meat unless he knew that the animal died quickly, we might infer that Marty loves animals. If Marty did not like animals, he might like to hunt more, and he would not be concerned about the animal's death. Marty seems sensitive to the welfare of the animals.

**Directions:**

In *Shiloh*, we learn a lot about Marty's personality within the first few chapters—traits that will surely be important later in the novel. Using the first five chapters, look for textual examples for the characteristics that have been listed for Marty and write them in the following **CHARACTERIZATION CHART** with the page numbers where each passage can be found. The first one has been done for you as an example.

As you continue reading the novel, add more examples that illustrate Marty's personality. You may need to add personality traits as Marty develops throughout the novel.



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*Characterization Chart for Marty*

Personality Trait	Example from the Story
Animal-lover	“Afternoon is my second-best time to go up in the hills, though; <i>early</i> morning’s the best, especially in the summer...On one morning I saw three kinds of animals, not counting cats, dogs, frogs, cows, and horses. Saw a groundhog, saw a doe with two fawns, and saw a gray fox with a reddish head.” (Pg. 3)
Adventurous	
Independent	
Impulsive	
Compassionate	
Kind	
Honest	
Dishonest	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Activity III: Responsibility****Chapter 1–5**

Marty feels very strongly that it takes the right kind of person to care for a dog properly. Marty does not believe that Judd Travers is capable of taking care of a dog. First, make a list of reasons that Marty has for believing that Judd Travers is not the right kind of person to own an animal. Then, complete the following project about taking care of a pet.

- Step One:** Choose an animal that you would like to have as a pet but have never had the opportunity to own. Find out all you can about the pet.
- Step Two:** Research what the animal eats and how much it would cost to feed it for a year.
- Step Three:** Research the type of medical care that your animal will need:
- 1) Calculate the type of preventative care that it will need. (For example, dogs need rabies shots, heartworm pills, and flea prevention medication.)
  - 2) Research the types of medical problems that your pet may have and then calculate how much a veterinary bill would be to treat those illnesses.
- Step Four:** Research the type of shelter your animal will need.
- Step Five:** Create a list of proper techniques for caring for the pet.
- Step Six:** Create a brochure that provides all of the information a person would need for owning the pet that you have chosen. Your brochure should be neat and colorful.