Unit 1/Week 2

Title: Shiloh

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.3, RL.5.4, RL.5.7; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2, SL.5.6; L.5.1, L.5.2, L.5.3, L.5.4, L.5.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

It is important to stand up for what you believe in. This includes working to stop injustices, or unfair acts, such as cruelty to animals.

Synopsis

This story is an excerpt from a novel. It is about a boy named Marty who wants to save a runaway dog from being abused. He brings the dog home, and Marty and his family become attached to the dog.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Direct students to read the introduction. What did you learn about the story after reading the intro? Explain that they will be reading an excerpt from Shiloh that does not show the beginning of the story. | A boy named Marty want to save Shiloh from being abused by his owner and secretly helps him when his parents tell him to return him to the owner. |
| Who is telling the story? Be sure to use evidence from the text to support your ideas. | Establish that the story is told from Marty’s point of view. (Important for ELs comprehension) |
| What could Marty mean when he says, “Sure seems strange having Shiloh in the house that night, after trying so hard to keep him secret?” | Marty was secretly protecting  Shiloh but he needed help and had to tell his Dad. |
| Describe what the word “crouches” mean, “Dad crouches there a minute or two, scratching all down Shiloh’s back and up again.” | Crouches means bending down. |

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| How does Marty’s Dad feel about Shiloh?  What clues in the text show you how he feels? Why is this important to Marty? | Dad let’s Shiloh lick his plate clean. He scratches his back.  Marty thinks that if his Dad likes the dog, he will let him keep Shiloh. |

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| What does Marty have to do to pay Dr. Murphy’s bill? | Marty has to collect cans, and maybe deliver the county paper. |
| From the evidence so far, what kind of man does Judd Travers seem to be? Use evidence from the story to support your idea. | Judd Travers is not the sort of man to give Shiloh away. Marty knows that Judd is mean. |
| Who are Dara Lynn and Becky? Support your answer from the text. | They are Marty’s sisters. I know that because the three children share meals together, and when Shiloh arrives, Marty’s mother makes “low sympathy noises in her throat” for the dog, the way she would if Becky or Dara Lynn got sick. Therefore, Marty’s mother must be their mother too. |
| What does Marty mean when he says, “It’s sort of like Shiloh is there and he’s not.” | The whole family cares for the dog but no one wants to say it out loud because they know the dog’s owner can take him away at any moment. |
| Why does Marty go to Friendly? *You might want to call attention to “Friendly” being used as a proper noun*.  Why is this important? | Marty goes to Friendly to try and find a job.  This is important because if he can’t raise the money to pay the doctor bill and buy Shiloh, he will have to give him up. |
| What does the word mournful mean. Use context clues to figure it out. | Mournful means sad. Shiloh is trying to get everyone to feel sad for him by “putting his nose in everyone’s lap” so he can get food. |
| “What I’m dying to ask dad…” Why is Marty afraid to ask his father if he has spoken to Judd Travers? | Marty doesn’t want to give up Shiloh because he’s grown attached and he feels sure that Shiloh has been abused (see second sentence of the story). |
| The author writes, “I hear a sound outside that makes my bones feel like icicles.” What is the name for this kind of figurative language? What does Marty mean when he says, the sound made his “bones feel like icicles”? Why might the author have used a simile to convey these feelings to the reader instead of just telling us how Marty felt? | This form of figurative language is called simile. What Marty means is that he felt afraid. That it was if chills were running through him, filling him with fear. The author may have used a simile instead of telling us in order to allow us to imagine the situation more vividly. |
| What do you think the idiom, *pull through* means in the story, “Nobody wants to hear his dogs been hurt, though, and we wanted to make sure he was going to **pull through**?” | The word *‘pull’* can mean “to move towards something.” The word *through* can mean completely from beginning to end. Putting those meanings together and using context clues, the students can say Shiloh would get better. |
| Where in the story can you find examples of how Marty feels about Shiloh?  Cite examples from the text.  Now find examples of how another member in his family feels about Shiloh. Cite examples from the text. | Some examples:  “I built a pen up in the woods.”  Marty goes to Friendly to look for a job, to pay for Shiloh’s doctor fees.  Dara Lynn has a old hairbrush and “she can’t seem to brush that dog enough.”  “Dad gets out every tick Shiloh’s got on him.”  “Ma hums to Shiloh likes he’s a baby in a cradle.” |
| What words tell you how Marty feels as he faces Judd? What does the illustration tell you? | He feels he has to tell the truth to Judd, even though he is afraid of him. “My voice don’t sound near as strong as my dads. Sort of quivery…”  Earlier Marty says, “I’d rather swim a river full of crocodiles.”  The illustration shows Marty with his fists clenched and an angry look on his face. |
| In the text, quavery means shaky or not steady. Why does Marty’s voice get quavery? | Marty’s voice is quavery because he is scared and nervous to speak to Judd. |
| What does Marty tell Judd? Why does his father make him explain? | Marty tells Judd, “You been mistreatn’ it…”  His father has taught his children to face up to their mistakes. |
| In the sentence “I built a pen up in the woods,” What does the word pen mean? Use context clues to figure it out. | It’s an area to keep animals in. He “built it”, the “German shepherd got in…” |
| What does Shiloh do to show he was mistreated by Judd? | Judd tries to pet Shiloh and Shiloh leans away like he’s going to be hit.  *Shiloh huddles down farther and farther in the box, like maybe he can make himself disappear. His whole body is shaking.*  *Shiloh sticks his tail between his legs, puts his belly close to the floor and climb back into his box.* |
| Why does Ma offer to buy Shiloh? | Ma says, “Judd, Marty’s got awful attached to that dog, and we’d like to know how much you want for it.”  *Shiloh huddles down farther and farther in the box, like maybe he can make himself disappear. His whole body is shaking.*  *Ma turns away when she sees the dog is afraid.* |
| Now that we have read the story, we understand that Marty is the narrator. What if the story was told from someone else’s perspective? In what ways does Marty’s narration influence how the story is told? | The story would be different because the person telling it would have a different viewpoint. If the story was told by Judd Travers, we would not see the kindness towards Shiloh as we do from Marty telling the story. If Shiloh told the story we might learn more about how he has survived his situation. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | decency | delivering  shrieks  tick  bound  appliance  Face up  Awful |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | mournful  quavery  pen  patch  mistreated | sympathy  peek  crouches  slurp  thud  scrape up |

Culminating Task

* Re-Read, Think, Discuss, Write

*Explain the challenges Marty faced when rescuing Shiloh. Describe at least 3 challenges, and use specific details from the text to support your ideas. Explain why Marty is willing to deal with these obstacles.*

Answer:

Challenges

Marty has to pay the doctor fee.

Marty has to take care of the injured Shiloh.

Marty has to keep Shiloh a secret from those outside of his family.

Marty has to face Judd Travers and tell him what he did.

Why

Marty has grown attached to Shiloh and doesn’t want to see him abused. He recognizes the hard work involved in saving Shiloh, but he is willing to put in the work because he knows he is doing the right thing.

Additional Tasks

* *Re-read the text and identify two similes. Remember, a simile is a comparison of two things using “like” or “as.” Once you have identified the similes, explain why the author used these similes in these particular moments in the story.*

Possible Answers:

“My bones feel like icicles inside me.”

“Like were was all froze to death in our chairs.”

* Fluency

*Have students re-read specific portions of the text that illustrate examples of dialect and dialogue:*

“Ray Preston…”

“it was wrong of Marty…”

Note to Teacher

* This story makes use of many illustrations. Be sure to use these in an effort to assist students in their comprehension of the story. It may also be useful to discuss the parts in the text that utilize a specific dialect.
* Referring to the question, *Where in the story can you find examples of how Marty feels about Shiloh? Cite examples from the text.* Now find examples of how another member in his family feels about Shiloh. Cite examples from the text. This may be a good opportunity to use turn and talk, where one person comes up with examples of how Marty feels about Shiloh and the other person comes up with examples of how another member in his family feels about Shiloh. There is an emphasis placed on each family member’s feelings in the text, and students need to recognize ALL of those characters and their feelings--not just Marty’s.