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Teaching Guidelines

TEACHER PREPARATION:

- A. Thoroughly read these Teaching Guidelines.
- B. Read the Introductory Essay that follows the Teaching Guidelines.
- C. Contemplate the Essential Questions after the Introductory Essay, which should guide major discussions for this book.
- D. Read through the textual evidence lists in the Appendix.
- E. Read through Elements of Story and familiarize yourself with the Plot Diagram of this novel in the Appendix. Filling in the plot Diagram will be assigned in the last chapter of the study guide. Young students (3rd-5th) will need this modeled for them on the board, and then they should copy it into their guides. Older students will also benefit from discussion and guidance before completing the Plot Diagram.

PREPARING TO READ:

I. Review

- A. Review the plot of the book as read so far.
- B. Periodically review the concepts of character, setting, and plot (see Appendix).

II. Study Guide Preview

- A. Reading Notes: Read aloud together. This section gives students key characters, places, and terms that are relevant to a particular time period, etc.
- B. Vocabulary: Read aloud together so that students will recognize words when they come across them in their reading.
- C. Comprehension Questions: Read through these questions with students to encourage purposeful reading.

READING:

I. Mark Your Book

- A. Appreciation: Have students mark something that is True, Good, or Beautiful with a double line in the margin (this could be different for each student).
- B. While reading, have students mark each vocabulary word as they come across it. This shouldn't interrupt the flow of reading once students get used to marking the words. (In a classroom, students can be taught to raise their hands when they come across a word so that everyone sees it, and then students can mark it without disrupting the reading.) Students can also mark answers to comprehension questions, but this should not interrupt the flow of their reading either.
- C. Don't put undue pressure on students to find vocabulary words and comprehension answers if it is interfering with their enjoyment of the story, but this is an important skill to teach. It is worth helping students to go back and mark their books as they work through their comprehension questions in the guide if they struggle to complete this task as they read.

II. Reading

- A. Have younger students read the chapter aloud. You can alternate between teacher-read and student-read passages. Older students can read silently, but ideally they would also read sections aloud as you discuss. Reading aloud is a skill that continues to be important as the content students are reading elevates in difficulty. Reading aloud even after students are good independent readers prepares them for the difficulty of reading Shakespeare, Homer, Dante, etc. Reading aloud trains students to become good orators. Model good reading skills. Encourage students to read expressively and smoothly. You may occasionally take oral reading grades.

AFTER READING:

I. Vocabulary

- A.** Look at each word within the context that it is used and help students come up with the best synonym or short phrase that defines the word. Refer to the book to see the words within a larger context as needed and use students' knowledge of Latin and other vocabulary to decipher meanings. Make sure you choose synonyms students know the meaning of.
- B.** Have students record the word's meaning in the study guide.

II. Comprehension Questions

- A.** Older students can answer these questions independently, but younger students (3rd-4th) need to answer the questions orally, form a good sentence, and then write it down using correct punctuation, capitalization, and spelling. Write the sentence on a board after students form it orally, and then students should copy it perfectly. Toward the end of 4th grade, or when you feel students have mastered forming a good sentence, after you have discussed the answer to each question, transition to only putting key words on the board and let students form their own full-sentence answers.
- B.** The goal is to write an answer for every comprehension question, but if time does not permit this, be sure to answer the questions on the test (denoted with an asterisk) and answer the rest orally.
- C.** Thorough answers are supplied for the teacher in the teacher guide, but student answers will probably be shorter and simpler, which is fine as long as the answers are complete.
- D.** Consider comprehension questions to be composition exercises. Require students to answer in complete sentences with proper spelling, punctuation, and grammar. It is important that students practice forming their own unique sentences as answers to the questions so that they will acquire the skill necessary to do this work independently.

III. Quotations and Discussion Questions

- A.** Use the Quotations and Discussion Questions section of each lesson as a guide to your oral discussion of the key concepts in the chapter that may not be covered in the comprehension questions.
- B.** These talking points can take your oral discussion to a more elevated level than covered in the students' written work. Use this time as an opportunity to introduce higher-level thinking. You can introduce concepts the students may not be mature enough to fully understand yet but that would be beneficial for them to begin thinking about.
- C.** A key to the Discussion Questions is in the back of the *Teacher Guide*.

IV. Enrichment

- A.** The Enrichment activities include poetry work, literary terms, theme development, cross-subject connections, and more.
- B.** We highly recommend that you take the time to complete the Enrichment activities that teach literary terms and theme development, especially the Evidence Lists in the Appendix. These activities will serve students well as they move into more complicated literature.

V. Essential Questions & Evidence Lists

- A.** The major themes of the work—the Essential Questions that the text is contemplating—are explored in both the Discussion Questions and the Enrichment activities. The Discussion Questions will lead students to notice and think deeply about the Essential Questions, while the Enrichment activities will prompt students to gather Evidence Lists as they read that pertain to the Essential Questions. In the grammar school years students are not required to write analytical literary essays, but completing these sections of the grammar school guides will prepare them for doing so in high school. Ideally the Essential Questions would be posted in your classroom and referred to repeatedly while students read.

VI. Unit Tests

- A.** There is a unit review and a quiz or test following every few lessons (varies by individual guide).
- B.** On the weeks that have these reviews and tests, you may want to do the review early in the week, and then drill it orally a couple of times before giving the test at the end of the week.
- C.** A final comprehensive test is also included.

Chapter 1: Not for Sale

READING NOTES

moorlands	hill lands where only certain plants can grow
dog fanciers	dog lovers
harum-scarum	reckless
kennelmen	people who tend a kennel or dog house

VOCABULARY: Write the meaning of each bold word or phrase.

1. In that **bleak** part of northern England _____
*gray; depressing
2. the dog seems to **thrive** _____
*grow and survive heartily
3. walking at the heels of humbly **clad** workmen _____
*dressed
4. come **pelting** across the concrete playground _____
moving quickly
5. had his **kennels** full of fine dogs. _____
shelters or boarding facilities for animals
6. men are **bludgeoned** by fate. _____
*beaten or knocked down

COMPREHENSION QUESTIONS: Answer the following in complete sentences.

1. What is the first reason Lassie is the best-known dog in the village?
*Lassie is the finest dog the villagers have ever seen.

 2. What do the women of the village say about Lassie that is the second reason Lassie is the best-known dog in the village?
*The women say, "You can set your clock by her."

 3. What is the third reason Lassie is the best-known dog in Greenall Bridge?
*Lassie is proof that pride is more important to the people than money. Because Sam is so proud of Lassie, he refuses to sell her, no matter how much anyone offers.

 4. What kind of work do the men in hundreds of Yorkshire villages do?
*Many Yorkshire men are coal miners.

- *Answers denoted with an asterisk will appear on the quiz or test.

5. Who has been trying to buy Lassie? How long has he been trying?

The Duke who lives in a great estate one mile away has been trying to buy Lassie for three years, raising his price each time.

6. What does Lassie represent for the community?

Lassie "represented some sort of pride that money had not been able to take away from them." She has value beyond money. She proves that even though people in the community are poor, they are worthy of good and beautiful things.

QUOTATIONS

Yet, dogs are owned by men, and men are bludgeoned by fate.

DISCUSSION QUESTIONS

1. "Generally, when a man raised an especially fine dog, some day it would stop being a dog and instead would become something on four legs." Read and consider this whole paragraph at the bottom of p. 3. Why do the people of Greenall Bridge have to think this way?
2. Situational irony is when something happens contrary to what is generally expected. Why is it ironic that this community has Lassie and other collies?
3. Foreshadowing is a literary device in which the author gives the reader some clues about what is going to happen later in the story. This can be a hint about what a character is really like or an event that is about to happen. Read the last paragraph of the chapter. What do you think this foreshadows?
4. Why do you think Lassie is so named?

ENRICHMENT

1. This chapter introduces ideas about the class system of Great Britain carried over from the Middle Ages. Read below about some of these ideas:
 - **aristocrat**: a member of the nobility, the highest social class
 - **estate**: land granted by a lord to a vassal; also called a feud
 - **duke**: the highest members of society after the royal family; derives from the Latin *dux* for leader; referred to as "Your/His Grace"; the territory ruled by a duke is called a duchy
 - **lordship**: all nobility of lower rank than duke are referred to as "Your/His Lordship"
 - **Yorkshire**: shires are counties; from the Old English word *scir*, shires were presided over by a court official called a "shire-reeve," or sheriff

2. Discuss the setting of the book. Is Greenall Bridge real or fictional? Where is Yorkshire? Find it on the map in the Appendix. Discuss the land, population, and circumstances of the area.

Greenall Bridge is a fictional small coal-mining village in the largest (nonfictional) county in England. The area is quite poor. It is in that "bleak part of northern England" where "the wind and the cold rains sweep over the flat moorlands." Yorkshire is also the setting of James Herriot's *All Creatures Great and Small*.

3. In the Appendix, begin filling in the list of Characteristics of Nobility.

Chapter 17: Lassie Comes Over the Border

READING NOTES

thrush	a dull brown and speckled medium-sized songbird
scuttle	a metal pan for carrying coal
shillings	coins used in the United Kingdom, worth 1/20 of a pound each
purling	knitting in a purl stitch

VOCABULARY: Write the meaning of each bold word or phrase.

1. the small **pension** that the Government paid money paid regularly by the government
2. When Fadden announced **belligerently** *in an assertive or hostile manner (Latin: *bellum*, war; *gerere*, to wage)
3. the light glowed **incandescent** *glowing brightly
4. it's such a **bonnie** dog *pleasing; agreeable; good
5. The woman caught his **ominous** tone. *suggesting that something bad may happen
6. the woman repeated **stolidly**. in an unemotional manner

COMPREHENSION QUESTIONS: Answer the following in complete sentences.

1. What is significant about Lassie crossing the Tweed River?
*Lassie's accomplishment in fording this river results in her arrival in England.

2. Describe Lassie in her state of utter exhaustion.
Lassie's muscles stop working. She is outstretched in "dead dog" position. Her eyes are glazed. Her flanks move spasmodically. She is so tired she cannot snap at the flies that buzz about her.

3. What do the Faddens do for Lassie? How is this a sacrifice for them?
*The Faddens bring her in from the cold, wet storm and feed and care for her, saving her life. They are poor and always deeply concerned with matters of money, and yet they still give the last of what they have to help Lassie.

4. Why does Lassie feel a peace come over her when she is brought into the Fadden home?
*The Fadden home smells familiar with coal-smoke and baking bread. Dan and Dally touch her with gentle hands and soothe her. They move quietly so she won't be startled or afraid. Lassie is finally warm.
-
5. Why is Dally worried about Lassie's owner coming for her?
Dally has quickly become fond of Lassie, so that she is unwilling to give her up.
-
-

QUOTATIONS

*So their life went, with dignity and great content—but always with the thought of precious pennies.
It was the last of their milk.*

DISCUSSION QUESTIONS

1. Though the Faddens are not of noble birth, they could be described as noble people. Give examples.
2. Why do you think Mrs. Fadden is insistent that her husband seek the owner of Lassie immediately?
3. If Dan actually killed the goose he has avoided killing every year, Dally "would have felt the world was dropping from under her." Why does Dally feel like this?

ENRICHMENT

1. Read the poem "I Never Saw a Moor" in the Appendix. If you have *Poetry for the Grammar Stage*, complete the poem study. If not, do the following:
 - a. Find the poem "I Never Saw a Moor" in the Appendix.
 - b. Read it through several times.
 - c. Discuss the meanings of the words, the aspects of poetry, and its message.
 - d. Copy it carefully and precisely.
 - e. Memorize it and recite it for your family or class.
2. In the Appendix, add to the lists of Characteristics of Nobility and A Life of Integrity.