



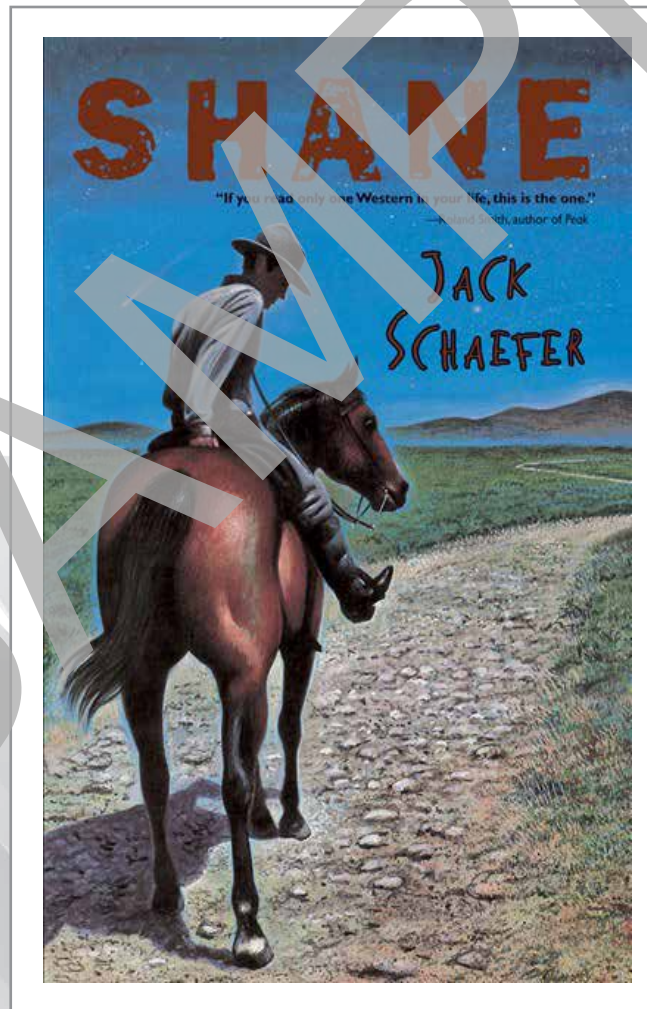
TEACHER GUIDE

GRADES 9-12

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Shane

Jack Schaefer



READ, WRITE, THINK, DISCUSS AND CONNECT

Shane

Jack Schaefer

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Summary

In the Wyoming Territory in 1889, a gunman who is trying to reform, rides into a valley and becomes involved in a conflict between the ranchers and the homesteaders. Despite his desire to avoid using violence as a means of settling disputes, he is forced to use his guns to protect the rights of the homesteaders.

Introductory Information and Activities

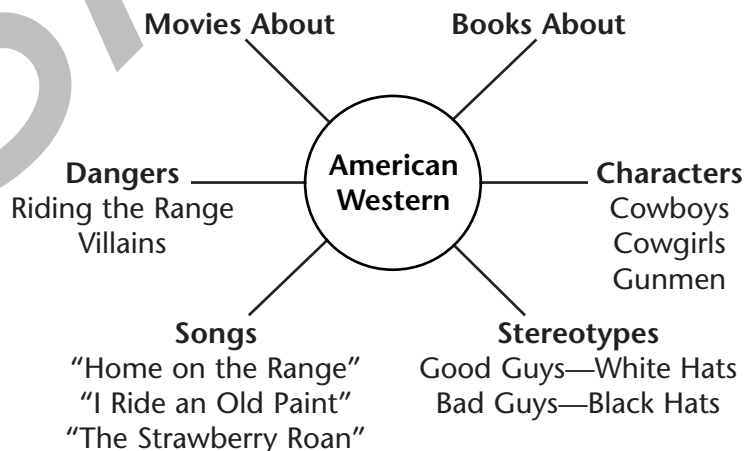
Prereading Activities

You may wish to choose one or more of the following pre-reading discussion questions and activities. Each is designed to help students draw from their store of background knowledge about the events and themes they will meet in the story they are about to read.

1. Who was your hero/heroine when you were six? What was appealing about this person or character? What influence did he/she have on your conduct?
2. Who is your hero/heroine now? Why? What do you admire? What characteristics would you like to copy?
3. Is it important to have heroes/heroines? Why is it important to choose them wisely?
4. Have you ever read a western novel or seen a western movie? Who are some typical characters in a western?

Initiating Activities

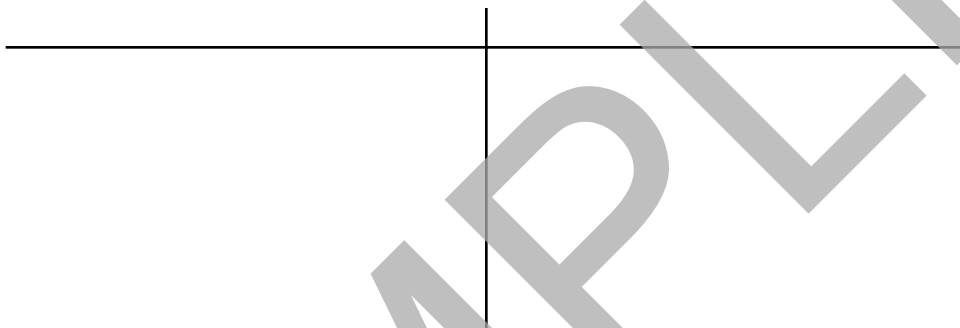
1. Help students construct a concept web for the "American Western." Write American Western on the board and ask students what ideas spring to mind when they hear the term. Jot down the ideas, without comment. Then help students organize the ideas into categories such as "Books About," "Movies About," "Dangers," "Characters," etc. You may want to transfer the "map" to a large piece of paper so that students can add to it as the story progresses. A sample map follows on the top of the next page.
2. Writing Activity: Write a short composition about what you think makes the American Western movie and novel popular with a certain number of the population and in a certain era or with a certain economic or age level.



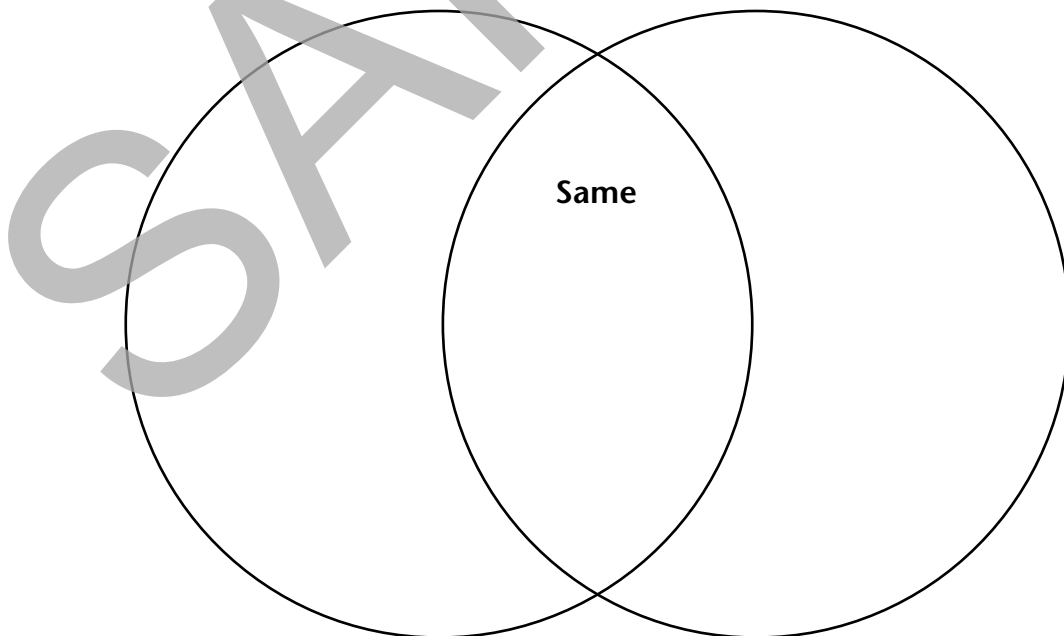
Graphic Organizers

Included in this Novel Unit are several types of graphic organizers, such as the Venn diagram, the T-chart and brainstorming or cluster circles. A variety of possible answers should be listed by the teacher either on large sheets of paper or the blackboard. Only then should the children be asked to develop their own graphics. Children are encouraged to express their opinions, and to state what they know about a topic. The teacher lists these opinions and “facts” and later, as the children read and discover that some of their ideas are incorrect, these ideas may be crossed out on the large sheets. Students should be encouraged to elaborate on their answers, justify their opinions, prove their predictions, and relate what they have read to their lives.

T-charts show likenesses and differences of two characters, plots, setting, etc.

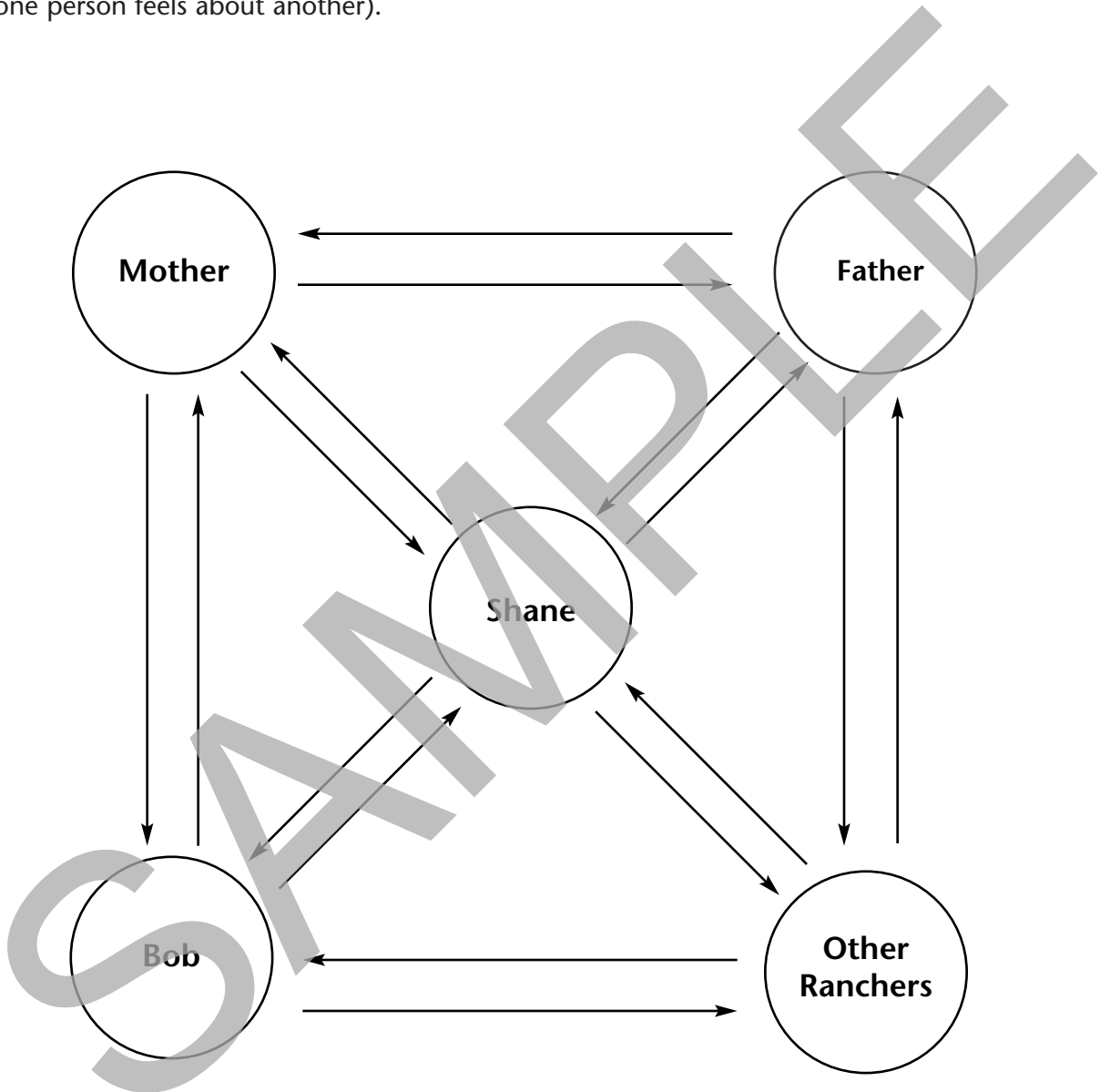


Venn diagrams are taken from math in which characteristics of two characters are listed and the overlap or similarity can be seen.



Sociogram

Think about the relationships each of the main characters has with the others. Complete the following sociogram. First, place the characters' names in the circles (with the main character in the center circle). Then label each arrow with a word or phrase that tells what one person does to another (or how one person feels about another).



Chapter Two — Pages 9-19

Vocabulary

flapjacks 9
frillery 11
toted 14

tousle 9
jeered 13
tariff 14

tussle 10
millstone 13
evoked 17

millinery 11
feuding 13
serene 18

Vocabulary Activity

Make predictions about how the author will use vocabulary to tell about the setting, characters, the problem or goal, the actions, resolution, or feeling of a character in the story.

Discussion Questions

1. What were Marian and Joe's reactions to Shane? (p. 10, *They both appeared to like him and talked animatedly about the farm and ladies' millinery.*)
2. Marian said that Shane was the kind of man who would notice women's fashions. What did that reveal about his personality (p. 12)? (*Answers will vary.*)
3. What does the big old stump symbolize? What does Joe mean when he says, "That's the millstone round my neck. That's the one fool thing about this place I haven't licked yet..." (p. 13)? (*Answers will vary.*)
4. What kind of character was Ledyard? (pp. 15-16, *He was a salesman who tried to pull a crooked deal on Joe by charging too much.*) Why does Ledyard take after Shane and call him names? (p. 16, *because Shane told the price of the machine and showed that Ledyard was taking advantage of Joe*)
5. Why do you think Shane and Joe started cutting the old stump after Ledyard left? (p. 17, *Perhaps they both were angry and they took this anger out on the old stump.*) Why was Shane angry? Why was Joe angry?
6. What did Shane mean when he said, "A man has to pay his debts"? (p. 17, *Joe and Marian had stood up for Shane without really knowing much about him.*)
7. **Predictions:** What has united Shane and Joe? What will they face together? What will Bob learn from both of them?

Supplementary Activities

1. **Writing:** This novel does not have chapter titles. For each chapter write a title that will grab the reader's attention, suggest the major ideas, or motivate the reluctant reader. Post all the chapter titles and the class will vote on what they consider the best title.
2. **Art:** Reread the paragraphs that set the stage for this novel. Draw an illustration of the setting or of a character.
3. **Research:** Find examples of the cowboy in art, in movies, or in history.

Chapter Three — Pages 19-29

Vocabulary

flounced 20
taproot 24
discernible 26
furloughing 26

dogged 21
pent 25
surge 26

hone 21
assault 26
ungainly 26

rivulets 24
grotesque 26
bole 26

Vocabulary Activity

Use vocabulary words from the chapter to make a crossword puzzle on graph paper. Write a question for each word (or a certain number of words) and develop an answer sheet. The teacher will check the answers and distribute the puzzles for other students to complete.

Discussion Questions

1. Shane and Joe didn't talk much as they worked on the stump, yet they came to understand each other very well. What can you learn about a person by working with him/her?
2. Joe and Marian were curious about Shane. Ledyard did not like Shane "pushing in" on his making some money, so he raised some questions about Shane's background. What suspicions did he raise? (p. 15, "... stray wandering through, probably chased out of some town and hunting cover.") Why did the Starretts have Shane around? (p. 16, He was a guest and they had figured out that he was a good man.)
3. What do you think the old stump had come to mean to Joe and Shane? (p. 21, the last physical obstacle between Starrett and his conquering the frontier)
4. What did Marian learn from Bob about what had gotten into Joe and Shane about the stump? (p. 21, Bob told Marian what Ledyard had said about Shane and the cultivator, but Bob also said he was scared of "whatever it was that might happen.") What do you think that could mean? (p. 21, Shane is probably a dangerous man and there could be trouble.)
5. What do you think Marian meant when she said, "I hope Joe knows what he's doing"? (p. 21, She hoped that having Shane around would not cause trouble.)
6. Explain what Marian was up to fixing up her hat as Shane had described, showing it to the men, and then tearing it apart and putting the ribbon in its old place? (pp. 19 and 22, Perhaps Marian was showing off and following Shane's advice, but then she realized she was proud to be on Joe Starrett's farm and to be his wife.)
7. Why was routing out the old stump so important to the men (p. 23)? Why don't the men want to use horses to pull out the stump? (p. 26, "We started this with manpower and by Godfrey, we'll finish it with manpower!")
8. Instead of cussing, Joe used expressions like "Great jumping Jehoshaphat" and "by Godfrey" (p. 26). What does this reveal about him? (Answers will vary.)

-
9. After the men removed the stump, they are exhausted, but Joe says, "I'm rested now." What does he mean? (p. 27)
 10. How did Marian get involved in the stump contest? What does the statement, "That's the best bit of stump I ever tasted" mean? What did Shane mean and why did Joe and Marian laugh? What was it that the boy, Bob, did not understand? (p. 29)

Chapter Four — Pages 29-39

Vocabulary

vibrant 30	subdued 30	bantering 30	constraint 31
joshing 31	punching cattle 32	hump 33	shirked 34
wry 34	allegiance 34	subtle 36	mule-skinner 36
exquisite 37	tote 38		

Vocabulary Activity

Place the words for the day in categories. For example:

Feelings
constraint

Actions
tote

Things

Persons
mule-skinner

Descriptive
exquisite

Discussion Questions

1. What effect did Shane have on Joe and Marian? (p. 30, "They were more alive, more vibrant, like they wanted to show more what they were, when they were with him.")
2. What do you think Joe meant when he asked, "Are you running away from anything?" (p. 31) What do you think Shane meant when he answered, "No. I'm not running away from anything. Not in the way you mean"? What could Shane be running from? (Answers will vary.)
3. Why had the young farm hand left? (p. 32, *The Fletcher boys had run him out. The rancher did not want Joe to be able to make it as a homesteader.*)
4. Why do you think Shane agreed to work as a farm hand (pp. 32-33)? Why do you think Joe asked him? ("*Did you notice how he took it when I told him about Fletcher's boys and young Morley? That's what fetched him. He knows I'm in a spot and he's not the man to leave me there...*")
5. Joe said, "What a man knows isn't important. It's what he is that counts" (p. 33). What did Joe mean? Do you agree with him? (Answers will vary.)
6. Marian did not understand what Joe meant when he said, "He's [Shane's] my kind of a man" (p. 33). What did Marian think Joe meant? How would you explain this to Marian? (Answers will vary.)