

# Cowboys Don't Cry



## Novel Study

By

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## **Unit Overview**

### **NOVEL AND AUTHOR STUDY - COWBOYS DON'T CRY MARILYN HALVORSON**

#### **Unit Focus**

This is a four to five week unit which will enable the students to study a novel as a class and then do a mini author study.

In this unit, the elements of a story and the use of literary techniques will be studied as well as preparing the students for active discussion through literature circle meetings. Writing assignments and both group and independent projects will be completed by the students.

The student will read some of the novel orally in class as well be expected to read assigned chapters prior to class. Another novel by Marilyn Halvorson should be read independently

Throughout this unit, the students will engage in activities which will enhance the language processes of reading, writing, listening, and speaking.

#### **Foundational Objectives:**

The areas of speaking, listening, writing, and reading develop gradually and continuously throughout the Middle Level. The following foundational objectives will be emphasized:

Students will extend their abilities to:

- Recognize that talk is an important tool for communicating, thinking and learning.
- Practise the behaviours of effective speakers.
- Recognize that listening is an active constructive process.
- Practise the behaviours of effective speakers.
- Practise the behaviours of effective writers.
- Practise the behaviours of effective, strategic readers.
- Read fluently and confidently for a variety of purposes.

#### **Learning Objectives:**

- \* share ideas and opinions orally to small groups
- \* summarize ideas discussed and justify own views
- \* read aloud with expression and enthusiasm
- \* demonstrate willingness to be active listeners
- \* keep an open mind and consider ideas that differ from their own
- \* write to express feelings, ideas and opinions
- \* compose in a variety of other forms of writing ( poems and letters)
- \* write from a specified point of view, incorporating the voice of a character
- \* revise to ensure that each paragraph has a topic sentence, a body, and a concluding sentence
- \* read independently for a variety of purposes: to respond, to gather information, for enjoyment and for appreciation
- \* read willingly for assigned purposes
- \* make thoughtful and critical responses to the content and writer's craft in a variety of material, and clearly support personal and critical responses with reference to the text.
- \* self reflection

## **Adaptive Dimension**

This unit of study enables the teacher to incorporate the Adaptive Dimension by:

- Encouraging a variety of responses through open ended questions in discussion, group work,
- Altering the pace of the lessons to ensure all students understand the concepts being presented,
- Using various assessment techniques to record student achievement and growth which accommodate individual abilities and learning styles.
- Using different criteria to evaluate.
- Involving students in making their own choices for independent projects.
- Limiting the quantity of written work
- Taping text or student can record assignments as an alternative to written assignments.
- Using peer tutoring
- Giving quizzes and exams orally.
- Using enlarged print
- Highlighting directions on assignments.
- Providing direct instruction in writing with one-on-one tutorials
- Providing extended time on writing assignments and exams .e.g. Divide written exams into several sections that can be administered over several days.
- Permitting dictation of written assignments to a transcriber.

## **Instructional Strategies Used**

A variety of instructional strategies are used in this unit of study. Strategies include: brainstorming, class discussions, independent and shared reading, response journals, co-operative learning, videos, independent project, worksheets and quizzes, as well as direct instruction through lecture and questioning.

## **Common Essential Learnings**

The C.E.L.s found in this unit include:

- \* examining literary techniques ( CCT, IL )
- \* identifying and analyzing character, plot, setting, and theme (IL, CCT)
- \* responding sensitively to the ideas, and comments of others ( PSVS )
- \* writing response journals ( C, CCT, PSVS )
- \* self evaluation ( PSVS)
- \* using the computer for word processing ( TL )

## **Resources**

### **Books**

“Cowboys Don’t Cry.” S & S Learning Materials Limited, 1997.

Daniels, Harvey. Literature Circles. York, Maine: Stenhouse Publishers, 1994.

Halvorson, Marilyn. Cowboys Don’t Cry. Toronto: Stoddart Publishing Co. Limited, 1987.

Other Novels by Marilyn Halvorson: Cowboys Don’t Quit, Let It Go, Nobody Said It Would Be Easy, Brothers and Strangers, Dare, Stranger on the Run, Stranger on the Line and Blue Moon.

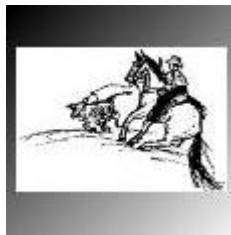
### **Videos**

“Meet the Author Series - Marilyn Halvorson.” School Services of Canada, Toronto, 1991 16 minutes.

“Cowboys Don’t Cry.” Videotape, Atlantis Productions, 1987. 97 minutes.

“Bull riders Chasing the Dream” Call number 791.84 ( Regent Place Library, Regina)

“Championship Bull riding” Clips taken off the television. 10 minutes.



## **Student Evaluation**

**Writing Assignments: 30%**

Josh's Flashback  
Letter to Josh or Jeff  
Character Sketch of Shane  
Response Journals  
Author Study

**Assignments: 25 %**

Literature Circle Role Sheets  
Literary Techniques Handouts  
    Simile, Metaphor, Colloquial Language, Quotes for Reflection  
Comprehension Questions  
Group Project and Independent Projects  
Comparison of Video to Novel and /or Video Review

**Quizzes: 5%**

**Unit Exam: 30%**

**Attitude/ Participation: 10%**  
**Class/Group discussions**  
**Homework checks**

## Lesson 1

- To determine students' prior knowledge of literary forms, introduce Paired Activity – Literary Genres Handout (Appendix 1.1). Students will match as many definitions as they can. Discuss answers as a class and have students make their own corrections.
- Distribute the handout “Before the Book Discussion Questions” (Appendix 1.2). Students will be given about 15 minutes to answer questions independently.
- Do group activity - Students will get into groups of 4 and share their responses from “ Before the Book Discussion Questions.”
- Evaluate group co-operation using checklist (Appendix 1.3).

## Lesson 2

- Show video on “ Bull Rider’s Dream” or “ Clips of bull riding and rodeo clowns” 10 minutes.
- Have students write in Response Journals. Respond to questions such as:
  - What did you like/dislike about bull riding competitions?
  - How did you feel if you were a bull rider, rodeo clown, the bull, a spectator?
  - What qualities does it take to be a bull rider?
  - Would you like to try this or have this as a future occupation?
  - Have you ever tried bull riding? etc.
- Introduce novel and discuss the genre. Give students a graphic organizer on elements of Novel Study Notes (Appendix 1.4, 1.4a,b,c) to be filled in as they read novel and a list of entries they will be required to write in their response journals as they read the novel. See “Response Journal Entries” handout (Appendix 1.5).
- Students read orally the first two chapters.
- Evaluate oral reading using checklist (Appendix 1.6).
- Introduce Literature Circles – what it involves, how it works. Discuss the various student roles that are involved.
- Discuss Literature Circle Role - the Summarizer (Appendix 1.7). Distribute the handout for students to fill in when they finish reading Chapters 1 and 2.



### **Lesson 3**

- Conduct Chapter 1 and 2 quiz to test reading comprehension. (Appendix 1.8)
- Share their summarizer role sheets orally with class.
- Define and discuss the use of Flashback. (It sends the reader back in time to an event the writer feels is important for understanding of the present.) Have students identify and summarize the flashback in the novel. From whose point of view is the flashback told? Discuss point of view.
- Assign writing assignment. Rewrite the flashback (pg 2 to pg 7 ) in chapter one from the perspective of Josh Morgan. Write it in paragraph form.

### **Lesson 4**

- Students read orally Chapters 3, 4 and 5.
- Evaluate oral reading using checklist (Appendix 1.6).
- Introduce Literature Circle Role - the Connector (Appendix 1.9) and Vocabulary Enricher (Appendix 1.10). Give handout and have students fill in the role sheet for next class.
- Class time to work on Flashback or role sheets.

### **Lesson 5**

- Conduct Chapter 3, 4, and 5 quiz to test reading comprehension (Appendix 1.8).
- Discuss and share vocabulary enricher and connector role sheets. (Appendix 1.9, 1.10) Students should be adding to vocabulary list when necessary.
- Discuss the use of colloquial language. Give examples. Assign handout on colloquial language (Appendix 1.11 or 1.12).

## Lesson 6

- Discuss the 6 levels of thinking (Bloom's Taxonomy) through the types of questions asked. (Lower level versus higher level). Define each level and brainstorm examples of questions for each level.
- Go over the role of Discussion Director (Appendix 1.13). Have students write down 2 higher level questions from previous chapters (3 minutes) Get into groups of 5 and share their questions and discuss them.
- Discuss role of Passage Master (Appendix 1.14).
- Have students read independently Chapter 6 and 7 and fill in role sheets (Discussion Director and Passage Master )

## Lesson 7

- Conduct Chapter 6 and 7 quiz to test reading comprehension (Appendix 1.8).
- Discuss and share Discussion Director and Passage Master role sheets.
- Define and discuss the use of Symbolism in the novel. (Using an object to represent an idea / person / feeling) Discuss Angel and the barbed wire.
- Students will oral read and complete the reading independently if necessary for next class.
- Evaluate oral reading using checklist (Appendix 1.6)

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### **Note: Lesson 8 +**

**Group activity for rest of novel using role sheets ( I did not use Illustrator (Appendix 1.14a) or Travel Tracer (Appendix 1.14b). Class was divided into groups of 5 where each group member is responsible for completing a different role sheet for the same chapters that are to be read for each class. Hand out the new booklet of roles. Evaluation will be ongoing using checklist re: Literature Circle Discussion Groups (Appendix 1.15)**

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## **Lesson 8**

- Conduct the Chapter 8, 9, 10 quiz to check reading comprehension (Appendix 1.8).
- Discuss how to conduct a literature circle meeting. Model the procedures by having students come up and walk through it using the role sheets that they have completed.
- Get into groups and go through each of the role sheets. Reporter will highlight one major point from each role to share with the class.
- Hold a class discussion of key points led by reporters in each group.
- Define and discuss literary techniques - Similes and Metaphors.  
Students will complete as a handout. “Spice it Up” (Appendix 1.16) and “Literary Techniques – Figurative Language” (Appendix 1.17)

## **Lesson 9**

- Assign Comprehensive Questions on first half of the novel (Appendix 1.18).
- Display a character map on the overhead and discuss characters and their characteristics using the character map (Appendix 1.19)
- Review the terms: antagonist and protagonist as they relate to novels.
- Writing Assignment - Discuss writing a character sketch (Appendix 1.20) and have students write a character sketch of Shane Morgan.
- Evaluate questions and writing assignment (Rubric - Appendix 1.21).

## **Lesson 10**

- Conduct Chapter 11, 12 and 13 quiz to check reading comprehension (Appendix 1.8).
- Hold Literature Circle discussion groups followed by class discussions.  
Can give class time to work on writing assignment or independent reading.

## **Lesson 11**

- Conduct Chapter 14 and 15 quiz to check reading comprehension (Appendix 1.8).
- Hold Literature Circle discussion groups followed by class discussions.
- Define and discuss the use of Foreshadowing. (Hints the author puts into the story to give readers an indication of what might be expected later in the book. Eg. Sutherland’s took in Bart, and “but

he's really trying now")

### **Lesson 12**

- Conduct Chapter 16, 17, and 18 quiz to check reading comprehension (Appendix 1.8).
- Hold Literature Circle discussion groups followed by class discussions.
- Students can complete handout "Quotes for Reflection "(Appendix 1.22). Discuss quotes and their importance to the plot.

### **Lesson 13**

- Chapter 19, 20 and Epilogue quiz to test reading comprehension (Appendix 1.8).
- Hold Literature Circle discussion groups followed by class discussions.
- Define and discuss the use of oxymoron in the novel. Have students find an example.
- Discuss the letter Josh wrote to Shane via Mrs. Sutherland. What does this letter reveal to Shane and Mrs. Sutherland about Josh?
- Review Friendly Letter writing format.
- Writing assignment. Respond to Josh's letter from the perspective of Shane Morgan. Discuss what the date would be. Discuss the use of voice in writing. Letter should reflect Shane's voice.
- OR School has begun. Write a letter to Jeff from Shane filling him in on what has happened and how his advice helped him deal with his problems. Again, the letter should reflect Shane's voice.
- Evaluate writing assignment.

### **Lesson 14**

- Handout Comprehensive questions for Chapters 11- 20 (Appendix 1.23).
- Review Plot and types of conflict in a novel.
- Have students make a chart and find examples of each type of conflict in the novel and their resolutions. Share with class.
- Discuss Group (Appendix 1.24, a, b, c) and Independent Projects (Appendix 1.25). Class time will be given for them to work on them.

## **Lesson 15**

- View video “Meet the Author, Marilyn Halvorson”
- Give handout on Author Study (Appendix 1.26). Give students question sheet to be filled in while watching the video. Complete the questions for the author study.

## **Lesson 16 to 18**

- View Video: “Cowboys Don’t Cry”
- Handout: Cowboys Don’t Cry Video Review (Appendix 1.27).  
Writing Assignment: Compare/Contrast/Movie Review
- Comprehensive Unit Exam
- Have students complete the Student Reflection Handout (Appendix 1.28).

### **Culminating Activity**

- Students could make presentations to the class about their group projects.

## **SUGGESTED NOVEL STUDY TIMELINE**

We will be studying the novel “Cowboys Don’t Cry” by Marilyn Halvorson. You will be expected to read assigned chapters in the novel for the dates listed below. Some class time will be given however, if you don’t get your reading done in class it will be homework! You are expected to read another novel by Marilyn Halvorson

We will have quizzes at the start of these classes, which will count up to 30% of your mark for this unit, so be prepared.

### **TIME LINE**

Wednesday, November 29	Chapters 1 and 2
Monday, December 4	Chapters 3, 4 and 5
Wednesday, December 6	Chapters 6 and 7
Thursday, December 7	Chapters 8, 9 and 10
Monday, December 11	Chapters 11, 12 and 13
Tuesday, December 12	Chapters 14 and 15
Thursday, December 15	Chapters 16, 17 and 18
Monday, December 18	Chapters 19, 20 and Epilogue

**COWBOYS DON'T CRY**  
**OVERVIEW OF WRITING ASSIGNMENTS**

- Chapter 1 Write a Flashback from Josh's point of view of the accident.
- Chapter 4 Math related assignment  
Figure out the distance to drive from Deer Valley to Calgary and estimate the cost of the trip.
- Chapter 10 Write a Character Sketch of Shane. Start gathering data.
- Chapter 19 Write a conversation between Shane and his dad as they left the rodeo.
- Chapter 20 Write a letter to Jeff about how things are going now.
- Video Compare and/or Contrast the video to the novel.  
Write a video review.

**ELEMENTS TO COVER**

ELEMENTS OF A NOVEL: Plot, Character, Setting, Theme, Conflict

FIGURATIVE LANGUAGE: Similes and Metaphors  
Colloquial Language

FLASHBACK: Chapter 1 and 2: gives us information to help us make sense of what is happening in the present.

FORESHADOW: Chapter 14 : Sutherlands took in Bart before / take in Shane later  
Chapter 15: Josh gets a job. " but he's really tryin now"

SYMBOLISM : "Angel" his mom is in heaven looking out for him ( then in chapter 17, when Mrs. Sutherland is with Shane in hospital he thinks it is his mom looking after him)  
"Barbed wire fence" getting all tangled and had to get undone.  
Symbolizes the conflict between Shane and his dad.

## LITERARY GENRES

NAME: \_\_\_\_\_

Match the definitions from Column B to the literary genres in Column A.

Column A		Column B
___ adventure	1	a literary work that has been widely read and recognized for many years
___ autobiography	2	an untrue story that is set in a historical period and is characterized by events that could have happened
___ biography	3	a literary work that could occur anywhere in modern day
___ classic	4	a literary work featuring a plot which revolves around a love affair
___ contemporary fiction	5	a literary work which revolves around an unsolved crime
___ diary	6	a literary work which involves elements of risk, action or suspense
___ drama	7	a literary work featuring a lot which revolves around frontier life or the West
___ fantasy	8	a literary work which has extreme suspense told in gruesome detail
___ historical fiction	9	a funny literary work
___ horror	10	a fictional work where magical characters and events could not happen in real life
___ humour	11	a futuristic work of fantasy which usually revolves around space, aliens and other nonfactual scientific events
___ mystery	12	a literary work designed for performance by actors
___ poetry	13	the story of a person's life written by that person
___ romance	14	creative writing characterized by patterns of verse, lines and stanzas, and rhythm and rhyme
___ science fiction	15	the story of a person's life written by another person
___ western	16	a daily written record of one's personal experiences



BEFORE THE BOOK DISCUSSION QUESTIONS

1. Have you ever seen a rodeo in person? \_\_\_\_\_ on television? \_\_\_\_\_  
If yes, what was it like? Describe what happens etc.
  
2. Name some rodeo events.  
What do you feel about these events?
  
3. What is a cowboy? (Include things like: appearance, personality, job etc.)
  
4. What is the role of a rodeo clown? Do you think it is an important role? Explain.
  
5. What does the word alcoholic mean?

6. What advice would you give a friend of an alcoholic?
7. How do you feel about teenagers smoking? Explain.
8. Why do you think teenagers smoke? Would you ever try it? Why?
9. Do you agree with the statement “Cowboys/men should not cry?” Explain.
10. What are some stages people go through when grieving or mourning?  
How could you help them get through this time?

**SMALL GROUPWORK CHECKLIST**

**DATE:** \_\_\_\_\_

**Group Members:** 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

		Seldom / Not at all	Sometimes	Often / Always
	- Moves into groups quickly and quietly			
	- Contributes positively			
	- respects the ideas of others			
	- is cooperative, and courteous			
	- listens attentively to others			
	- monitors group's progress and tries to keep the group on task			

**ELEMENTS OF A NOVEL STUDY NOTES**

**NAME:** \_\_\_\_\_

<b>CONFLICT</b>	
Character versus Self	Resolutions
Character versus Society	Resolutions
Character versus Character	Resolutions
Character versus Nature	Resolutions

<b>SHANE</b>	
<b>CHARACTER TRAITS</b>	<b>PROOF</b>

<b>JOSH</b>	
<b>CHARACTER TRAITS</b>	<b>PROOF</b>

**SETTING**

Geographical Location of Places ( Map )  
List names of cities, places etc from novel.

Bird's Eye view / Elevations of Important Landmarks  
Identify landmarks, descriptions of places mentioned in novel.

**KEY QUOTES/ VOCABULARY**

Appendix 1.4c

Quote	Who Said to Whom	Importance
Vocabulary	Page Number	Definition

“COWBOYS DON’T CRY”  
RESPONSE JOURNAL TOPICS

Appendix 1.5

You will be expected to make 10 response journal entries for this novel.

I have listed 9 compulsory response journal entries and the tenth one is your own response topic. You are welcome to make more entries as you read this novel.

Date each entry and identify the chapter to which you are responding to.

- Chapter 1: How do you think moving to the farm is likely to affect the relationship between Shane and his dad? If you were in Shane's shoes, what are your feelings about the move? Be sure to include reasons why.
- Chapter 2: Describe how you would feel on the first day at a new school?  
What would you have done if your dad showed up and did what Josh Morgan did at your school? Explain.
- Chapter 3 and 4: Have you ever been in trouble with the principal? What happened? How did you feel? How were you dealt with? Was it fair? etc. and / or  
Write about your feelings about what happened to Shane at school with Bart and the principal. If you were in his shoes, would you have acted in the same way? Why, Why not?
- Chapter 5, 6 and 7: A lot happens in these three chapters. Was Shane acting responsibly? Discuss. Can you relate to anything that has happened to Shane? If so, what and describe what happened to you and how you felt or dealt with it.
- Chapter 8, 9 and 10: Shane didn't have the proper attire for running? How important is it to have proper clothing for sports?
- Chapter 11, 12, and 13: Discuss and evaluate the way Shane handled his problems with Bart.
- Chapter 14: Have you ever had your actions misunderstood? Describe what happened and how you felt or how you would feel if that happened.
- Chapter 15 and 16: Discuss your feelings about what happened in these two chapters. Do you agree with how each character handled their problems? Who do you sympathize with? Why? How would you feel if you were Josh or Shane?
- Chapter 17 and 18: Do you agree with Casey about Shane being just like his dad?  
Do you think Mr. Morgan will be back?



## Spice It Up!

*Similes and metaphors are figures of speech.*

*A simile says something is like something else. It always contains the words **like** or **as**.*

**Example:** The moon was as bright as a shiny new nickel.

*A metaphor says two very different things are the same.*

**Example:** She is a shadow of her former self.

After each sentence tell whether it is an example of a simile or metaphor.

1. Hawaii is an enchanting jewel box. \_\_\_\_\_
2. Life is a bowl of cherries. \_\_\_\_\_
3. He was as heavy as a sack of potatoes. \_\_\_\_\_
4. He ran like a frightened rabbit. \_\_\_\_\_
5. The snow crystals were diamonds in the sunlight. \_\_\_\_\_
6. She was as light as a feather on her feet. \_\_\_\_\_
6. Her answer was a dagger piercing my heart. \_\_\_\_\_
7. After swimming , she looked like a drowned rat. \_\_\_\_\_
8. A mother's arms are a sheltering tree. \_\_\_\_\_
9. The fox is like a swift bird in flight. \_\_\_\_\_
10. Her tongue is as sharp as a razor. \_\_\_\_\_

Compare each of the following pairs in a sentence.

1. laughter-song \_\_\_\_\_
2. House-prison \_\_\_\_\_
3. mind-sponge \_\_\_\_\_
4. Skin-petals \_\_\_\_\_
5. lawn-carpet \_\_\_\_\_

4 Excellent 3 Good 2 Fair 1 Poor

NAME	Pronunciation	Audible	Conveyed mood	Rate appropriate	Punctuation interpretation	Difficult Words
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
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	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	4 1 2 3	

# LITERATURE CIRCLE TASKS

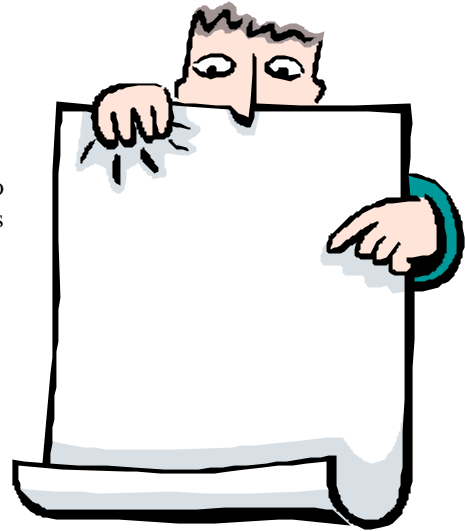
## SUMMARIZER

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

Assignment page \_\_\_\_ to page \_\_\_\_

Your job is to **prepare a brief summary of today's reading**. The other members of your group will be counting on you to give a quick (one or two minute) statement that conveys the gist, the key points, the main highlights of today's reading assignment. If there are several main ideas or events to remember, you can use the numbered points to jot them down.

Summary:



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Key Points:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Chapters 1 and 2 10 marks

1. Where does this story take place? Deer Valley, Alta
2. Who are the two main characters? Josh and Shane Morgan
3. Where is Mrs. Morgan? Died in a car accident
4. Who comes to visit the Morgan's? Jeff Burdette
5. What did Mr. Morgan do for a living? Bull rider
6. What is he now? Rodeo clown
7. What are the names of their four horses? Shawnee, Reb, Angel, Goldie

Chapters 3,4,5 8 marks

1. Who does Shane sit with on the school bus? A little boy at the front
- 2, 3 Who and Why does Shane get into a fight? Bart Willard. He is putting down his father
4. Who stops the fight? A girl
5. What is the principal's name? Mr. Peterson
6. Why does Shane ride Reb hard when he gets home? Mad at dad for lying about going to buy a horse/ he's at a rodeo in Cochrane
7. Why does he let the horses out into the fields? Not much hay left and see's no harm in it.
8. What does he have for supper? Kraft macaroni dinner and coffee
- 9/10 What two things surprised Shane when he opened the door?  
It was still light outside and he was looking at the last person he expected to see that day.

Chapters 6, 7 5 marks

1. Who comes knocking on Shane's house door? Casey
2. What news does she have? One of horses are caught in barbed wire fence.
3. Why is Shane upset that it is Angel? It is mom's horse.
4. What problem does Mr. Morgan have? Drinking
5. What happens when Josh and Jeff return? Josh gets angry at Shane and Jeff tries to console him.

Chapters 8, 9, 10 (7 marks)

1. Who does Shane talk to when he gets on the bus? Casey
2. Where does Shane end up sitting on the bus? At the front with Alvin.
3. How does Miss Bradley catch Shane in a lie? He says his handwriting is bad because of injured hand, but the assignment was from yesterday, injury just happened that night.
4. Who is Mr. Thorpe? Math teacher
5. Why does Shane go out for cross country tryouts? Didn't finish math homework.
6. How does Shane place in the race? 2nd
7. Who comes in first place? Cheryl Anderson

Chapters 11, 12, 13 7 marks

1. Why was Josh Morgan singing that night he found Angel hurt? Won Cochrane rodeo
2. How does Shane react to his dad's behaviour in front of Mrs. Sutherland? Astonished
3. How does Shane deal with the vet bill for Angel? Works for the Sutherlands on Saturday
4. What does Josh spend some of his winnings on? A Yamaha YZ 100 red/white bike.
5. Why does Shane get so upset initially? Wasting money on frills/ not necessities.
6. Who stops Shane from getting into a fight with Bart? Miss Bradley
7. How does Shane deal with Bart at the dance? He talks to him and tells him he is not interested in his girl Cheryl.

Chapters 14, 15 (6 marks)

1. What does Roger Sutherland do for a living? A lawyer in Calgary
2. Why does Bart respect Casey so much? Her parents had taken him in, like a big brother
3. What job does Josh get in town? Country grader
4. Who shows up at the ranch? Jake Cassidy and Bob Delvin.
5. Why does this worry Shane? They are old drinking buddies and his dad has done so well.
6. Why does Shane go to bed disgusted? They are starting to drink

Chapters 16, 17, 18 6 marks

1. Why is Shane at Casey's house? Studying for science and dad not home, doesn't know where he is.
2. Why doesn't Shane want to go with his dad? Provincials
3. What does Shane blame his dad for? Killing his mom
4. What happens when Shane gets into an argument with his dad? He takes off on his bike and runs into a green car.
5. Why do they go ahead with surgery without parental consent? Josh takes off because Shane tells him don't touch me at scene of accident.
6. What injury does Shane sustain? Leg in traction

Chapters 19, 20, Epilogue 8 marks

1. How does the cross country team do at provincials? They win, Bart brings trophy
2. Who is Sheila Patterson? Social Worker
3. Why is Ms Patterson at the hospital? Make arrangements for Shane
4. Where does Shane end up staying? At the Sutherlands
5. Who enters the Deer Valley rodeo? Casey and Blue
6. Who saves Shane from the raging bull? The rodeo clown
7. Who is the rodeo clown? Josh Morgan
8. What does Josh do for Shane on the last day of summer holidays? Saddles up Angel and gives Shane Angel.

LITERATURE CIRCLE TASKS

CONNECTOR

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

Assignment page \_\_\_\_ to page \_\_\_\_

Your job is to **find connections between the book your group is reading and the world outside**. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writings on the same topic, or by the same author. There are no right answers here--whatever the reading connects **you** with is worth sharing!

Some connections I found between this reading and other people, places, events, authors ...

1.

\_\_\_\_\_

\_\_\_\_\_

2.

\_\_\_\_\_

\_\_\_\_\_

3.

\_\_\_\_\_

\_\_\_\_\_

4.

\_\_\_\_\_

\_\_\_\_\_

5.

\_\_\_\_\_

\_\_\_\_\_

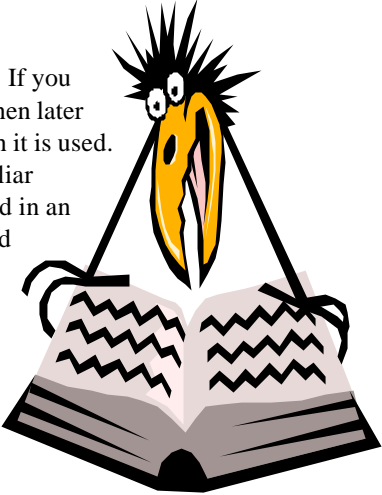


**LITERATURE CIRCLE TASKS**

**VOCABULARY ENRICHER**

Name: \_\_\_\_\_  
Assignment page \_\_\_\_ to page \_\_\_\_

Your job is to **be on the lookout for puzzling or unfamiliar words in the reading**. If you find words that are puzzling or unfamiliar, mark them while you are reading, and then later jot down their definitions, either from a dictionary or through the context in which it is used. Also indicate the part of speech in which it is used. You may also run across familiar words that stand out somehow in the reading -- words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Mark these special words too, and be ready to point them out to the group. When you meet, help members find and discuss these words or phrases.



Word / Phrase	Page No / Paragraph	
Definition / Part of Speech		
-----	-----	-----
-----		-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----
-----	-----	-----

**COWBOYS DON'T CRY**  
**COLLOQUIAL LANGUAGE I**

Appendix 1.11

NAME: \_\_\_\_\_

Colloquial language is: - slang used in ordinary conversation  
- language commonly used in contemporary realistic fiction

Using the novel Cowboys Don't Cry, find each of the phrases listed below and explain its meaning.

1. "And what I saw scared the crying right out of me" p. 4
  
2. "I've been waiting for him to stop trying to find answers in the bottom of a bottle" p. 6
  
3. "After a few therefores and whereases, the letter got down to the nitty gritty" p. 8
  
4. "I took a swing at him like I always do when he comes out with his crackpot comments."  
p. 17
  
5. "When I was little, he always gave me a licking if I lied to him." P. 30
  
6. "I must have been feeling really wiped out." P 47
  
7. "There was the coach all hot to trot" p. 74
  
8. I felt that he might blow sky-high" p. 85
  
9. "Her smile was so phony-sweet" p. 124
  
10. "Shane you empty-headed twit" p. 13



**COWBOYS DON'T CRY**  
**COLLOQUIAL LANGUAGE II**

Appendix 1.12

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

**Colloquial language is:**        **slang used in ordinary conversation**  
   **Language commonly used in contemporary realistic fiction**

**Using the novel Cowboys Don't Cry, find each of the phrases listed below and explain its meaning.**

1.        "I mean, literally he laid a patch of rubber in the school parking lot." p. 1
  
2.        "And what I saw scared the crying right out of me." p. 4
  
3.        "I've been waiting for him to stop trying to find answers in the bottom of a bottle." p. 6
  
4.        "After a few therefores and whereases, the letter got down to the nitty gritty." p. 8
  
5.        "I took a swing at him like I always do when he comes out with his crackpot comments."  
          p. 17
  
6.        "I felt that he might blow sky-high." p. 85

**Making a Connection!**

Students tend to make up their own expressions that they use when amongst their friends. List 2 examples of colloquial language that you use with your friends and explain what the words or phrases mean. (Refrain from using profanities.)

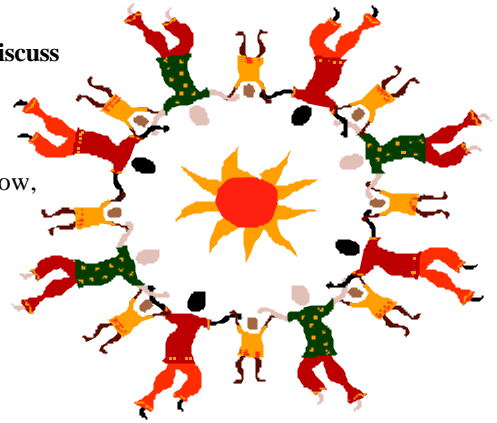
1.        \_\_\_\_\_  
          \_\_\_\_\_
  
2.        \_\_\_\_\_  
          \_\_\_\_\_

DISCUSSION DIRECTOR

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

Assignment page \_\_\_\_ to page \_\_\_\_

Your job is to **develop a list of questions that your group might want to discuss about this part of the book.** Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read, which you can list below, during or after your reading. You may use some of the general questions below to help you develop topics for your group. Remember to think of questions that do not require a yes/no answer. ( 5 W's and How? )



Possible discussion questions or topics for today:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Sample questions:

- What was going through your mind while you read this?
- How did you feel while reading this part of the book?
- What was discussed in this section of the book?
- Did today's reading remind you of any real-life experiences?
- What questions did you have when you finished this section?
- Did anything in this section of the book surprise you?
- What are the one or two most important ideas?
- Predict some things you think will be talked about next in the novel.

LITERATURE CIRCLE TASKS

PASSAGE MASTER

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

Assignment page \_\_\_\_ to page \_\_\_\_

Your job is to **locate a few special sections of the text that your group would like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text.** You decide which passages or paragraphs are worth hearing, and then jot down the significance of the passage and reason for choosing it. You can read the passages aloud yourself or have the group read them silently and then discuss.



Location		Significance of Passage
Reason for Choosing		

1. Page \_\_\_\_\_  
 Paragraph \_\_\_\_\_
  
2. Page \_\_\_\_\_  
 Paragraph \_\_\_\_\_
  
3. Page \_\_\_\_\_  
 Paragraph \_\_\_\_\_
  
4. Page \_\_\_\_\_  
 Paragraph \_\_\_\_\_

Possible reasons for picking a passage to be shared:

- |               |               |  |                   |
|---------------|---------------|--|-------------------|
| Important     | Informative   | Surprising   | Funny             |
| Confusing     | Controversial | Well written   | Thought-provoking |
| Foreshadowing | Symbolism     | Literary Device ( Simile, Metaphor, Personification) |                   |

**SMALL GROUP/ LITERATURE CIRCLE DISCUSSIONS**

**Group Members:** 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

		Seldom / Not at all	Sometimes	Often / Always
	- Moves into groups quickly and quietly			
	- Contributes positively			
	- respects the ideas of others			
	- is cooperative, and courteous			
	- listens attentively to others			
	- has role sheet completed			
	- monitors group's progress and tries to keep the group on task			

**Appendix 1.16**

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

**SMALL GROUP/ LITERATURE CIRCLE DISCUSSIONS**

**Group Members:** 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_

		Seldom / Not at all	Sometimes	Often / Always
	- Moves into groups quickly and quietly			
	- Contributes positively			
	- respects the ideas of others			
	- is cooperative, and courteous			
	- listens attentively to others			
	- has role sheet completed			
	- monitors group's progress and tries to keep the group on task			

**COWBOYS DON'T CRY**

NAME: \_\_\_\_\_

**LITERARY TECHNIQUES - FIGURATIVE LANGUAGE**

Marilyn Halvorson uses figurative language in her writing to make it come alive. For each of the phrases below,

- a. Complete it as it appears in the novel
- b. Identify what type of figurative language it is by circling simile or metaphor
- c. Create another simile or metaphor for the underlined section.

Example: “Dad was as white as a ghost.” Simile  
Dad was as white as a *fresh blanket of fallen snow*.

1. “the silence in that room hung like a \_\_\_\_\_” pg 4

Simile / Metaphor

\_\_\_\_\_

2. “looking as self-satisfied as a \_\_\_\_\_” pg. 14

Simile / Metaphor

\_\_\_\_\_

3. “\_\_\_\_\_ of fog floated above the creek.” pg 19

Simile / Metaphor

\_\_\_\_\_

4. “sun was touching the tips of the spruce trees on the hills to the west, lighting them like \_\_\_\_\_.” pg 19

Simile / Metaphor

\_\_\_\_\_

5. “The question was still replaying in my mind like \_\_\_\_\_” pg. 30

Simile / Metaphor

\_\_\_\_\_

6. “She even took a few steps toward me, about as fast as \_\_\_\_\_”  
pg. 49

Simile / Metaphor

---

7. “I lifted up the latch on the barn door like \_\_\_\_\_”  
pg. 48

Simile / Metaphor

---

8. “I could still feel the \_\_\_\_\_ of his voice.” pg. 85

Simile / Metaphor

---

9. “and the \_\_\_\_\_ of the day.” pg. 96

Simile / Metaphor

---

10. “tied up like \_\_\_\_\_” pg. 117

Simile / Metaphor

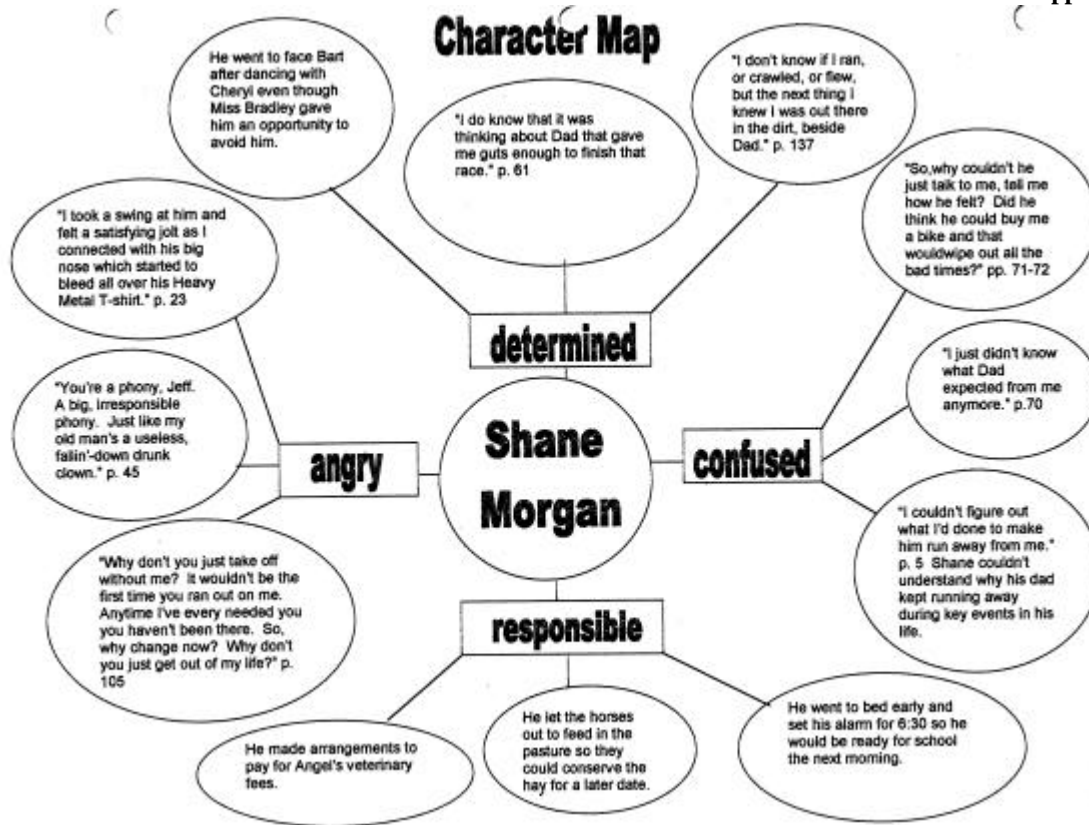
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**COWBOYS DON'T CRY**  
**CHAPTERS 1 - 10 QUESTIONS**

**Appendix 1.18**

**Record your answers in your notebook. Use complete sentences when answering unless the instructions ask you to list.**

1. What genre is this novel?
2. Describe the setting of the story in a paragraph.
3. Describe the accident that changed the narrator's life.
4. Discuss what the narrator and his father have done since the accident. How has it affected their relationship?
5. List and support 4 characteristics for each of the following characters:
  - a. Josh
  - b. Shane
  - c. Jeff
  - d. Casey
6. What did Shane's maternal grandfather leave him and how does it affect him and his father?
7. Identify and briefly describe the four horses that belong to Shane and his father.
8. Shane fought Bart Willard in school on his first day. Does it take more courage to fight or to walk away from a fight? Explain.
9. What was the consequence of Shane allowing the horses to graze in the fields?
10. How does Casey and Mrs. Sutherland assist Shane with Angel?
11. Josh Morgan's reaction to the incident with Angel hurt Shane. Why?
12. Why did Shane join the cross-country team at school? What would you have done if you were in his shoes? Explain.
13. Quotes Identify who said the quote,  
What is the significance to the story.
  - a. "Sometimes you can't fight your way out. You just gotta keep untangling things, slow and easy."
  - b. "I figured maybe cowboys, even cowboys like my dad, needed to cry as much as anybody else."
14. What is symbolic about Mrs. Morgan's horse?





**SAMPLE CHARACTER SKETCH**

**REMEMBER, IT IS ALL ONE PARAGRAPH!**

**OPENING SENTENCE**

Jeff Burdette, a close friend of the Morgan's, has many good characteristics that make him a likeable character in the novel, Cowboys Don't Cry.

**DETAILS ( CHARACTERISTICS ) AND SUPPORT**

Jeff is a **large, husky** man who stands at *six feet four inches*. He has a deep drawl in his voice that is characteristic of many cowboys. Jeff is **very supportive and caring** to both Shane and Josh. *He advised Shane to “try and keep untangling things slow and easy “ with his dad. Jeff was also there for Josh by going with him to Cochrane and taking care of their horses until they got back on their feet. Jeff has a **sense of humour and is also playful**. He makes ‘crackpot comments’ to Shane and grabs him in a bear hug and holds him up about two feet off the ground when they are joking around. Etc.*

**CLOSING SENTENCE**

Jeff is a person whose possesses the many positive characteristics anyone would value in a friend.

(This closing goes back to the opening statement and uses it, making a final statement to end the paragraph )

**CHARACTER SKETCH RUBRIC**

**SCORE:** / 20

**NAME:**

**Appendix 1.21**

CRITERIA	4	3	2	1
PARAGRAPH FORMAT	describes the topic, catches the reader's attention ends with a forceful summary	describes the topic and catches the reader's attention and ends with an effective summarizing sentence	describes the topic ends with a simple summarizing sentence	identifies the topic summarizing sentence substance
ORGANIZATION	content is organized coherently, creatively and unified	content is organized coherently, and/or creatively or unified	content is organized clearly	uses a series of random lacks unity
IDEAS	explains in detail to support all characteristics (10)	identifies all or most ( 8 - 10) characteristics with some / all supporting details	identifies the/some characteristics ( 5 - 7 ) with some / all supporting details	identifies a few characteristics few ideas supported
SENTENCE STRUCTURE	clear, correct, fluid sentences a variety of sentences used keeps interest of reader	generally clear correct sentences with minor errors some sentence variety	some errors which occasionally make writing unclear and/or some sentence variety	many serious sentence or simple sentences variety in sentences
LANGUAGE CONVENTIONS (spelling,punctuation, caps, grammar)	a few minor errors are evident, but do not interfere with the reader's understanding	some minor errors are evident, but do not interfere with reader's understanding	a few major and minor errors are evident, and occasionally interfere with the reader's understanding	several major and minor errors are evident, and often interfere with the reader's understanding

Comments:

## QUOTES FOR REFLECTION

NAME: \_\_\_\_\_

Throughout the novel Cowboys Don't Cry, the characters give quotes about their personal philosophies. For each quote,

- a. Identify who is saying it
  - b. Write a few sentences explaining what they mean and its importance to the story at that point.
1. "Life sometimes tangles you up real bad. And you've always got two choices. Live with it as best as you can and try to untangle it a little at a time. Or be like this poor ol' horse. Tear yourself to pieces fightin' it and still not get loose." Pg. 46
  
  2. "...and realized what she was giving me. Something you don't get to often from adults. Trust. And a chance to make my own choice." Pg. 83
  
  3. "A person can't go on forever using something bad that's happened to them for an excuse. Sometime you've got to learn to live with it." Pg. 92
  
  4. "Slowly, shaking ever so slightly, that hand reached out." p. 99
  
  5. "You and your dad aren't as different as you think." P. 121

**COWBOYS DON'T CRY**  
**CHAPTER 11 - 20 QUESTIONS**

1. Why was Casey so astonished that Josh Morgan was Shane's father?
2. What did Josh buy with his prize money? Why do you suppose he did this?
3. Why did Casey give Shane the "cold shoulder" the day after the school dance?
4. How was Shane going to pay his veterinarian bill?
5. Why was Shane surprised that his father got a job with the county driving a grader?
6. How does Josh Morgan spend time with his friends such as Jeff Burdette, Jake Cassidy and Bob Delvin? How does Shane feel about this?
7. When Shane's father was late coming home from work, Shane headed to the Sutherland place. Describe the situation which occurred when his dad arrived and the accident which followed as a consequence of the events.
8. Name the five characters who came to visit Shane in the hospital.
9. Why did the social worker visit Shane in the hospital?
10. Shane attended the Deer Valley Rodeo on crutches. Describe who the rodeo clown was and how he prevented Shane from being hurt by a bull.

**COWBOYS DON'T CRY  
ELEMENTS OF A NOVEL GROUP PROJECT**

**Appendix 1.24**

**In groups of 3, choose ONE of the following projects to complete.  
3 groups per topic, first come first serve basis.**

**All projects will be done on one piece of bristol board. It should include a title for your project (should include the name of the novel underlined, author, and what your project is on), and your names.**

**DUE:**

**1. PLOT**

Record the series of events accurately.  
Identify the elements of the plot  
Include appropriate sketches/illustrations to complement your writing.

Write a few statements describing how the main character changes by the end of the story?

**2. CONFLICT**

Identify and explain all the conflicts within the novel. You may choose to do it like a plot line but instead your points will be a description of the conflict, type of conflict (character vs. character, etc.) and who the Shane is having the conflict with.

Illustrations or sketches of each conflict would enhance your project.

Identify the initial conflict and write a statement explaining how the conflict was resolved.

**3. SETTING**

Using descriptions from the novel, create a picturesque map of Deer Valley complete with geography, and locations of key places. You can choose to plot it using a bird's eye view and then put inserts of illustrations of key places ie. where Angel gets caught in the barbed wire, Snake Hill etc. and a brief explanation of key events that took place

For the inset on your large map, plot the various towns and cities mentioned in the novel on a map drawn to scale.

**MARKING RUBRIC**

<b>Information: complete, accurate</b>	<b>/ 10</b>
<b>Mechanics: spelling, grammar etc.</b>	<b>/ 5</b>
<b>Appearance: neatness, colourful, creative</b>	<b>/ 5</b>
<b>Use of Class Time, Effort:</b>	<b>/ 5</b>

**Cowboys Don't Cry**  
**Elements of a Novel Group Project Rubric**

**Appendix 1.24a**

**Names:** \_\_\_\_\_

**Plot**

- Recorded series of events accurately and chronologically / 5
- Identified the elements of the plot: Initial conflict, rising, climax, falling, resolution / 1
- Appropriate sketches, illustrations to complement plot / 2
- Explanation of how the main character changed / 2

**Mechanics**

	Excellent		Some errors		Many errors
Spelling, grammar, punctuation	5	4	3	2	1

**Appearance**

- Neatness / 2
- Colorful / 1
- Creative / 2

**Group Work**

- Use of Class Time / 3
- Equal participation and effort of all members / 2

**TOTAL: / 25**

**Cowboys Don't Cry**  
**Elements of a Novel Group Project Rubric**

**Appendix 1.24b**

**Names:** \_\_\_\_\_

**Conflict**

Identified and Described the conflicts for each / 6  
Illustrations or sketches of conflicts / 2  
Identified the initial conflict and explained how it was resolved / 2

**Mechanics**

	Excellent		Some errors		Many errors
Spelling, grammar, punctuation	5	4	3	2	1

**Appearance**

Neatness / 2      Colorful / 1      Creative / 2

**Group Work**

Use of Class Time / 3      Equal participation and effort of all members / 2

**TOTAL: / 25**

**Cowboys Don't Cry**

**Appendix 1.24c**

**Elements of a Novel Group Project Rubric**

**Names:** \_\_\_\_\_

**Setting**

Key places all accounted for ( Sutherland's, Morgan's - barbed wire fence, barn, Town - school, snake hill, hospital, rodeo grounds) /3

Places illustrated and plotted according to details in book /3

Brief descriptions of key events at the sites / 2

Inset of map with towns, cities, states identified / 2

**Mechanics**

	Excellent		Some errors		Many errors
Spelling, grammar, punctuation	5	4	3	2	1

**Appearance**

Neatness /2      Colorful /1      Creative /2

**Group Work**

Use of Class Time /3      Equal participation and effort of all members /2

**TOTAL: /25**



**COWBOYS DON'T CRY**  
**INDEPENDENT MINI PROJECTS - 30 marks**

**Appendix 1.25**

**Choose 1 project from Part A, Part B and Part C. You must make a decision today as to which ones you will contract for. Use and organize your time well!**

**REMEMBER THAT I AM LOOKING FOR QUALITY AS OPPOSED TO QUANTITY. PAY CAREFUL ATTENTION TO NEATNESS AND PROOFREADING.**

**PART A - Choose any 1 to complete.**

1. Comparing and Contrasting

Where did this story take place?

If you were to live in this setting, how would your life be different?

Explain.

2. Evaluating Content

Write a poem about your story, character or an event that is particularly interesting to you.

3. Summarizing Content

Write a brief summary of the book that is to be published in a "Great Books to Read" section of a teen magazine.

4. Character Traits

Choose one character from your book, and write about how this character is like you, and which ways he/she is different.

**PART B - Choose any 1 to complete.**

1. Imagine you are the main character from your novel and complete the following information sheet, as you think he or she would. Beside each, give a reason for your choice.

Favourite Colour, Favourite T.V. Program, Favourite Food, Favourite Sport,  
Favourite Movie, Favourite Singer/Group, Favourite Hobby, Favourite Subject

2. Describe which part of the novel was most interesting for you? Explain why in a paragraph.

3. Could your novel have taken place somewhere else or in another time? Explain your answer. What changes would have to be made to your novel?

4. What would it be like if the main character of your novel lived with your family?

Describe this in a paragraph.

5. Prepare a tape recording of a suitable passage from the novel, complete with sound effects and dialogue read from the novel. Identify the page number and paragraph your dialogue comes from.
6. Do you think the main character from your novel would make a good 'best friend'? Explain your answer in a paragraph, giving 5 reasons.

**PART C - Choose any 1 to complete.**

1. Every book has words to help you see, hear, smell and feel. List at least four words from the novel that uses each of these four senses, and find four words that are new to you. (20 words in all) Include page numbers.
2. A noun is a word that names a person, place or thing. Select 10 nouns from your novel. Include page numbers. Choose 5 of these nouns and write a descriptive, compound sentence for each.
3. Using a computer, create a word search puzzle, using key words from the novel. Must have a minimum of 20 words and the answers on a separate sheet of paper. Include page numbers.
4. Using a computer, create a crossword puzzle, using key words from the novel. Must have a minimum of 20 words and the answers on a separate sheet of paper. Include page numbers.
5. A verb is an action word. Select 10 vivid verbs from your novel. Include page numbers. Choose 5 of these verbs and write a descriptive compound sentence for each.
6. An adjective is a word that describes a noun. Choose 20 adjectives from your novel. Use 5 of these adjectives in interesting sentences. Include page numbers.
7. Find ten (10) words in the plural form (that don't use 's' as their plural form) from your novel. Write them down. Beside each word, write its singular form. Include page numbers.
8. Figures of Speech  
  
Create a list of metaphors, similes, and alliterations the author uses to create images in your mind. (Minimum of 5 each) What is your favourite image from this book/story?  
Include page numbers.

**AUTHOR STUDY - Marilyn Halvorson**

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

1. Where was Marilyn Halvorson born?
2. What are her three occupations?
3. What school subject does she dislike? How has she used this prejudice of her's in her novels?
4. A. Most writers write from real life experiences. What are 3 real life experiences that has influenced her writing?  
  
B. Are any of these used in Cowboys Don't Cry? If so, list them.

## 5. Plot Development

In each of Marilyn Halvorson's books, the characters are faced with a difficult situation and or a personal conflict.

Write about the main conflict the protagonist in your novel is experiencing. Describe it and tell how they deal with it or resolve it. In your last paragraph, write about whether or not you would have dealt with it in the same manner if you were faced with that same problem. If not, describe your solution to the problem.

Note: Be sure to include what novel you are referring to in your answer.

Attach your answer to the back of this page.

6. A. An author usually has a distinctive style found in their writing. Using the checklist below identify any similarities/differences between Cowboys Don't Cry and the novel you read.

The novel I read was: \_\_\_\_\_

	Different	Similar
Setting		
Type of Character(s)		
Genre		
Literary Techniques Used		

**COWBOYS DON'T CRY VIDEO REVIEW****Name:**

After watching the video, use the chart to compare and contrast it with the novel. Add any of your own ideas.

	Novel	Video
<b>CHARACTERS:</b> - Were all of the characters portrayed in the video? - How were the characters similar/dissimilar? - Did they look and act like you expected them to?		
<b>PLOT:</b> - Were are the important scenes included? If not, which ones were not? - Were any scenes added or changed? Did this add or detract from the plot? Explain.		
<b>CONFLICT:</b> - How were the conflicts handled? Choose one and critique it in terms of whether or not it was effective and realistic. Explain.		
<b>SETTING:</b> - Describe the setting in the novel and the scenes from the video. - was the setting comparable to the book? - was it realistic?		

**COMPARISON/CONTRAST PARAGRAPH :** Once you have all your data collected, write a comparison or contrast paragraph.

**OR**

**OVERALL RATING:** On the back, write a few sentences on whether you felt the video or the book was better. Explain.

**COWBOYS DON'T CRY**  
**STUDENT SELF REFLECTION**

Appendix 1.28

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

Self reflection is an important process that will help not only you as the student improve but also help the teacher in planning future units.

1. What are your feelings about novel studies in general?
  
2. Here is a list of activities we completed during the novel study. For each, write down what you liked about it and/or disliked about it.
  - a. Literature Circle Groups?
  
  - b. Group Projects
  
  - c. Independent reading
  
  - d. Oral reading
  
  - e. Independent projects
  
  - f. Author Study
  
  - g. Quizzes
  
  - h. Writing assignments: Flashback, Letter, Character Sketch, Response Journals

3. What activities did you find difficulty with? Be as specific as possible.  
How could the teacher help?
  
  
  
  
  
  
  
  
  
  
  
  
  
4. What would you have changed and why?
  
  
  
  
  
  
  
  
  
  
  
  
  
5. a. How did you prepare for the unit exam?

b. How did you feel after writing it?

c. After writing it and take the exam up in class, what can you do to improve your exam writing for next time?

4. Create a literary sociogram depicting the characters and their relationships

