Navigator
A novel study guide for
Shiloh
by Phyllis Reynolds Naylor

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School of Education
The College of William and Mary
Acknowledgement

Special recognition and appreciation go to Dr. Joyce VanTassell-Baska, whose leadership and vision have inspired this Navigator series.
Introduction

This Navigator is a collection of questions and activities intended to support group or independent study of the Newbery Medal book *Shiloh* by Phyllis Reynolds Naylor. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

**What are the goals of the Navigator?**
The Navigator addresses the following learning goals:
- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

**Who is the audience for the Navigator?**
This Navigator is intended for readers of *Shiloh*, a novel appropriate for strong readers in the middle elementary grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including *rich, complex language; open-endedness, to inspire contemplation; and helpfulness in building problem-solving skills.*

**How should the Navigator be used?**
The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as “while you read” questions, are specifically intended to be used for reflection and prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after reading. All of the questions on pages 13 - 23 of the Navigator may be used for writing and/or discussion.
Additional activities beyond the discussion and reflection questions appear on pages 24 - 35 of the Navigator. Some of these activities support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.

What are the prerequisites for students using the Navigator?
Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the Literature Web, the Hamburger Model for Persuasive Writing, and the Vocabulary Web. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.
Teaching Models

The Literature Web
The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:

- **Key Words:** interesting, unfamiliar, striking, or particularly important words and phrases contained within the text

- **Feelings:** the reader's feelings, with discussion of specific text details inspiring them; the characters' feelings; and the feelings the reader infers the author intended to evoke

- **Ideas:** major themes and main ideas of the text; key concepts

- **Images and Symbols:** notable sensory images in the text; “pictures” in the reader’s mind and the text that inspired them; symbols for abstract ideas

- **Structure:** the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing
The Hamburger Model for Persuasive Writing
The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the “patties”). Elaboration on the reasons provides additional detail (the “fixings”). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).
The Vocabulary Web

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify "word families," or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.
In addition to the models discussed here, Navigator developers also used Paul's (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.
Implementing the Navigator

How long does the Navigator take?
Duration of study depends on teacher preference and number of activities and questions assigned.

How does the Navigator address standards for language arts?
The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

<table>
<thead>
<tr>
<th>Standards Emphases</th>
<th>Navigator</th>
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<tbody>
<tr>
<td>- Use of strategies to understand, interpret and evaluate text</td>
<td>- Provides the student with an organizer for interpreting text (the Literature Web) and guiding questions to support understanding and critical analysis</td>
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<tr>
<td>- Use of writing strategies and writing process elements</td>
<td>- Provides writing prompts, a writing model, and emphasis on steps of the writing process</td>
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<tr>
<td>- Use of spoken and written language for particular audiences and to accomplish particular purposes</td>
<td>- Incorporates activities for writing and speaking that emphasize persuasive, reflective, informative, and narrative communication</td>
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<tr>
<td>- Knowledge of vocabulary, language structure, and language conventions and analysis of how they are demonstrated in text</td>
<td>- Encourages in-depth word study of advanced vocabulary, including emphasis on etymology and usage of words</td>
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<tr>
<td>- Research on issues and areas of interest, with emphasis on utilizing a variety of technological and informational resources to gather data, interpret results, and communicate findings</td>
<td>- Provides several issue-based research assignments for students, emphasizing data collection from print, non-print, and human resources; analysis and synthesis of data; and written and oral communication of findings</td>
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<td>- Participation as members of literacy communities</td>
<td>- Encourages discussion within and beyond the classroom about the specified text and invites similar exploration of other texts</td>
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<td>- Emphasis on reading a wide range of literature selections to build understanding of the human experience</td>
<td>- Encourages in-depth study of the specified text as well as comparisons to other selected works; suggests specific titles for further reading</td>
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How should the Navigator activities be assigned?
Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.

Sample 1 (Teacher-led emphasis):
- Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response
- Required assignments: Literature Web, book review, one Vocabulary Web, one research assignment
- Choice assignments: student choice of THREE remaining activities
- Oral presentation of one completed piece

Sample 2 (Small-group emphasis):
- Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review
- Group assignments: Cartoon rewrite OR concept map, two Vocabulary Webs, one research assignment with group presentation
- Individual assignments: Literature Web, persuasive paragraph/essay OR book review, student choice of TWO remaining activities

Sample 3 (Individual emphasis):
- Written responses to student choice of 2 to 3 discussion questions per category
- Required assignments: one research assignment; student choice of THREE additional activities, of which one must be a completed writing piece or an oral presentation of one assignment
How should the Navigator activities be assessed?
Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

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<tr>
<td>Discussion/Writing Questions</td>
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<tr>
<td>Literature Web</td>
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<tr>
<td>Book Review</td>
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<tr>
<td>Concept Map</td>
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<tr>
<td>Persuasive Paragraph/Essay</td>
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<td>Chapter Rewrite</td>
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<tr>
<td>Comic Strip</td>
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<tr>
<td>Vocabulary Web</td>
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<tr>
<td>Animal Adoption Research</td>
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<td>Interviews About Jobs</td>
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<td>Novel Comparison</td>
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<tr>
<td>Trilogy Comparison</td>
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<tr>
<td>Tourism Research</td>
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What additional resources are required to use the Navigator?
Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a good dictionary, including etymological information on words. Recommended dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.

A listing of additional resources and suggestions for further reading appears at the end of the Navigator.

Technology Integration

Several opportunities for technological connections and development of technical skills are incorporated in the Navigator. Based on the resources available in your classroom or media center, consider the following uses of technology:

- Access to the Internet for research projects. Key websites are listed in the resources section.

- Use of word processing and/or publishing software for writing assignments.

- Use of presentation software for presenting research findings and completed activities.

- Use of Inspiration or similar software for creation of concept maps.
*Synopsis*

*Shiloh* is the story of Marty Preston who, while on a walk one day, finds a young beagle that follows him home. Marty soon finds out that the dog belongs to Judd Travers, who is known to abuse his animals. When Shiloh runs away again, Marty finds a way to hide him from Judd and from his family, who can’t afford to keep a dog. Motivated by his love for Shiloh, Marty takes on the responsibilities of caring for a pet, but soon his secret is discovered, and Marty must confront Judd Travers and persevere through several challenges to make Shiloh his own.
Higher-Level Questions for Discussion and Writing

While You Read...

Why do you think Marty names the dog at the end of Chapter 1? (p. 8) Will their relationship change now that Marty has given the dog a name? Why or why not?

On page 18, Marty thinks, “I have to buy that dog from Judd Travers.” What do you predict Marty will have to do in order to buy Shiloh? How do you think Judd and Marty’s family will react? How do you know?

At the end of Chapter 4, Marty secretly builds a pen for Shiloh, who has run away from Judd Travers. How long do you think Marty will be able to keep this secret? What obstacles might he experience? What evidence do you have to support your opinion?
After Judd reveals that he was beaten as a child, how do you think he feels when Marty comments, “I feel sorry, is what I feel”? (p. 55) How do you know?

How will Marty’s mother react once she finds out that Marty has been hiding Shiloh? (p. 71) What evidence do you have to support your opinion?

How will Marty’s father react now that he knows the truth about Shiloh? (p. 79) What will he say to Marty? What will he say to Marty’s mother if he finds out she kept Shiloh a secret, too? How do you know?
What do you predict Judd will ultimately decide to do with Shiloh? Support your answer. (p. 121)

How does Marty convince Judd to give Shiloh to him? Do you believe Judd was going to give Shiloh away all along? (p. 137)
Exploring the Story

Why do you think the author chose to write the story in present tense? What effect does it have on the book and/or the reader?

Why do you think the author chooses to use dialect throughout the story? Would the story be the same without it? Why or why not?

Marty uses similes and metaphors throughout the book. For example, on page 62, he says, “I’m happy as a flea on a dog.” Find at least three other similes or metaphors and explain their importance. How do they add meaning to the story?
A majority of *Shiloh* takes place inside Marty's house or outside on the hill where Marty and Shiloh play. What is the effect of having these two settings? On page 67, what is the significance of taking Shiloh inside the house?

When Marty's parents are arguing, why does the author only include pieces of their dialogue? (p. 88)

Why do you think the chapters of *Shiloh* are given numbers instead of titles? If you were asked to provide a title for the last chapter, what would it be and why?
Meeting the Characters

How would you characterize Marty based on his first encounter with Shiloh? (pp. 3-6)

Marty has a habit of confronting adults. What does this say about his character, and what are the implications of his confrontations?

Why doesn’t Judd name his dogs? (p. 25)
What changes do you see over the course of the book in the reactions of Marty’s father to Marty’s desire to keep Shiloh? Give specific examples to support your response.

How is Marty’s father’s style of confrontation different from Marty’s? Provide examples of both styles. Which is more effective and why?

By the end of the book, how has Shiloh affected each member of Marty’s family? How do they each communicate their affection to Shiloh?
Understanding the Ideas

How do Marty and Shiloh communicate? What does their communication reveal about their characters and about the nature of their relationship?

Marty’s dad tells him that Shiloh “wouldn’t be the first dog that wasn’t treated right.” (p. 14) Is his statement a good argument for why Marty should mind his own business about Shiloh? Why or why not?

When Marty’s dad talks to Judd about his dogs on page 25, Judd says, “Lose one, I’ll buy another.” What does this show about Judd’s character? If this is how he truly feels, why won’t he just give Shiloh to Marty?
What does Marty mean when he says, “Don’t know if Shiloh’s gettin’ more human or I’m gettin’ to be more dog”? (p. 48)

Marty’s mother tells him, “Marty, don’t you ever run away from a problem.” (p. 75) What are the advantages and disadvantages of running away from this problem?

How does the communication between Marty and Judd change over the course of the story, especially in the last chapter?

What does Marty mean when he says, “Nothing is as simple as you guess”? (p. 137) What events in the story lead him to that conclusion?
Connecting to You

Marty suggests that his love for animals, especially Shiloh, inspires him to become a vet. Describe a time when someone you’ve known or an experience you’ve had has inspired you to do something in your life (consider a career, take a risk, etc.).

Marty's father doesn't pay him for chores he does around the house because he believes that, when you live in a house, "you do your share like the rest of us." (p. 20) Do you agree with his father's statement? Why or why not? How do you earn money?
When Shiloh runs away from Judd the second time, all Marty wants to do is find a place to hide Shiloh, even though he promised Judd he’d take Shiloh back and even though is family can’t afford to have a dog. Describe a time when you did something you felt you had to do even though you weren’t sure how the situation would turn out.

When Marty’s mom finds out about Shiloh, Marty says he feels relieved but also scared because he isn’t sure how he’ll be able to keep Shiloh away from Judd. (p. 75) Explain a situation when you felt two emotions at the same time. Was one emotion ultimately more powerful? Which one, and why?
Differentiated Activities for Gifted Learners

Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

**Key Words:** What were some words and phrases in the novel that were especially interesting or important?

**Feelings:** What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

**Ideas:** What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

**Images/Symbols:** How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

**Structure:** What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?
Use the Hamburger Model as a guide to help you organize your responses to the activities on the following pages.

THE HAMBURGER MODEL FOR PERSUASIVE WRITING

Introduction
(State a point of view.)

Elaboration

Reason

Elaboration

Reason

Elaboration

Reason

Elaboration

Conclusion
Write a book review about the novel. In your review, state and explain your point of view about the quality of the novel and provide specific details about why you would or would not recommend this book to other students your age. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.
Create a concept map about how one of these ideas is demonstrated in the story: responsibility, communication, family, perseverance. Use examples of specific events and characters from the story to describe how the concept is explored. Then write at least two generalizations you can make about the concept. A sample concept map is started for you below:
At one point, Marty says, "A lie don't seem a lie anymore when it's meant to save a dog." (p. 61) Do you feel that there are times when it is okay, or even necessary, to lie? Write a persuasive paragraph or essay about whether or not it is ever appropriate to lie. Include examples from Shiloh, other books, and your own experience to support your point of view. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.
Because Shiloh is a dog, he is never given an opportunity in the story to speak, even though he is one of the main characters. He relies on other forms of communication to express his emotions. What if the book was written from the perspective of Shiloh instead of Marty? What would Shiloh have to say about Judd, Marty, and the adventures they have? Choose a chapter from the book, and create a Venn diagram to show the similar and different perspectives that Marty and Shiloh might have on the same situation. Then rewrite the chapter from the point of view of Shiloh.
Cartoons provide stories about characters or groups of characters in short segments. Pretend you are a cartoonist for your local newspaper, and you have been asked to recreate the story of *Shiloh* in seven cartoon strips. How would you condense the story in order to retell it? Choose the most important scenes or combinations of scenes, and draw the comic strip series. Present it to your class on the overhead projector or through a PowerPoint presentation. Explain why you chose to include the scenes and details you did and why you chose to leave others out. Lead a class discussion about whether the story would have been as effective if it had been written in a different literary format, such as a cartoon strip, a journal, or a play.
Do a “word study” of one or more of the vocabulary words (listed below) from the novel. Find out the definition of the word, synonyms and antonyms, and word stems and origin. Then find at least three other words that use one or more of your word’s stems, and create an example to explain your word (a sentence, an analogy, a visual representation, etc.) Use the Vocabulary Web to organize your responses.

scolding (p. 1)  
detour (p. 1)  
groveling (p. 4)  
cringe (p. 4)  
pneumonia (p. 7)  
sycamore (p. 7)  
coop (p. 10)  
bog (p. 13)  
sickle (p. 24)  
warden (p. 29)  
wrenger (p. 30)  
lard (p. 31)  
burrs (p. 32)  
whoop (p. 40)  
welts (p. 54)  
remedy (p. 69)  
wince (p. 80)  
antibiotics (p. 95)  
turpentine (p. 99)  
decency (p. 102)  
investigator (p. 106)  
quarrel (p. 110)  
camouflage (p. 113)  
intention (p. 113)  
bargain (p. 115)  
edgy (p. 118)
When Marty asks his dad how to report someone who doesn’t take care of his dog, his dad replies, “If this dog’s mistreated, he’s only about one out of fifty thousand animals that is.” (p. 14) Unfortunately, the number of mistreated or abandoned animals continues to increase, even today. Many lonely animals are left in shelters where they wait to be adopted. Research the process of adopting a pet. Find the shelter or humane society closest to you and develop a set of interview questions to ask someone who works there. What kinds of animals are available for adoption? What kinds of interviews or paperwork are required in order to adopt? How many animals are adopted each year? Share your findings in a poster or PowerPoint presentation for your class.

Marty tries to earn some money by collecting cans and bottles. Interview three people from three different generations about the ways they earned money as a child. For example, you could interview a grandparent, an aunt or uncle, and a friend from school. Compare and contrast the effectiveness of their money-making strategies, the time commitment necessary to earn money, and what they used their money to purchase. Make a chart of your findings. Then, brainstorm a list of ways that you could make money and put one plan into action.
Even though Marty and Shiloh can’t speak to one another, they find ways to communicate their emotions and needs. Read another book about a relationship between a human and an animal. How is their communication similar or different from the communication between Marty and Shiloh? Record your findings in a chart. Then, take the perspective of either the human or the animal character in the book, and discuss everything you know about the other character’s personality based on your communication with him/her. Remember that you aren’t able to use words to communicate with this character, so you have to rely on clues such as facial expressions, tone of voice (or bark!), and actions to form your description. Present your personality description in the form of a journal entry or act it out in front of your class.

Read *Saving Shiloh* and *Shiloh Season*, the second and third books in the *Shiloh* trilogy. Explore the similarities and differences among the three books in a Venn diagram. How do the characters change among the three books? Who are the main characters? How does the author use literary devices like metaphors or dialect similarly or differently? Do the themes remain the same? Then, compose a letter to Phyllis Reynolds Naylor in which you tell her which of the three books is your favorite, using the Hamburger Model to defend your choice.
At the beginning of the book, Marty says, "You ask me the best place to live, I'd say right where we are, a little four-room house with hills on three sides." (p. 3) The author provides vivid descriptions of the West Virginia town where Marty and his family live. Conduct research to find information about tourist attractions and places of interest in West Virginia. What would be the best time of year to visit and why? Create a travel brochure for the state that showcases its most popular features.
Resources

Teacher Resources

Boyce, L. N. (1997). *A guide to teaching research skills and strategies in grades 4-12*. Williamsburg, VA: Center for Gifted Education.

For further reading – some other books by Phyllis Reynolds Naylor

*Saving Shiloh*  
*Shiloh Season*  
*The Grand Escape*  
*Beetles, Lightly Toasted*  
*To Walk the Sky Path*  
*How I Came to Be a Writer*

For further reading – some other books you might enjoy

*Where the Red Fern Grows* by Wilson Rawls  
*Every Living Thing* by Cynthia Rylant  
*Old Yeller* by Fred Gipson  
*Stone Fox* by John Reynolds Gardiner  
*Island of the Blue Dolphins* by Scott O’Dell  
*Number the Stars* by Lois Lowry  
*Maniac Magee* by Jerry Spinelli  
*Bud, Not Buddy* by Christopher Paul Curtis  
*The Whipping Boy* by Sid Fleischman  
*Dear Mr. Henshaw* by Beverly Cleary  
*Sarah, Plain and Tall* by Patricia MacLachlan
Useful websites

http://www.virtualsalt.com/litterms.htm (a glossary of literary terms)

http://www.m-w.com (Merriam-Webster Dictionary site)

http://www.hsus.org/ace/11826 (The Humane Society Pet Adoption Information)

http://www.americanhumane.org/site/PageServer?pagename=pa_adoption (American Humane Pet Adoption Information)

http://www.ipl.org/div/kidspace/askauthor/Naylor.html (Interview with Phyllis Reynolds Naylor)

http://www.callwva.com/ (West Virginia Tourism Guide)

http://www.westvirginia.com/ (West Virginia Vacation Guide)

http://www.visitwv.com/ (Guide to Southern West Virginia)