



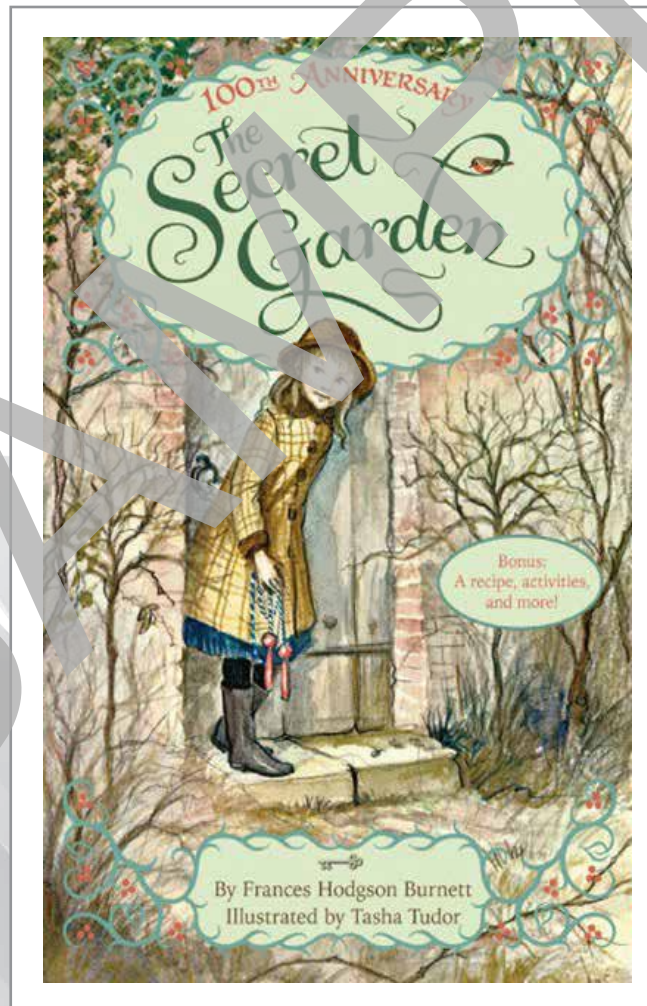
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Secret Garden

Frances Hodgson Burnett



READ, WRITE, THINK, DISCUSS AND CONNECT

The Secret Garden

Frances Hodgson Burnett

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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Skills and Strategies

Writing

Journal, directions,
advertisement, haiku

Literary Elements

Character, setting, plot
development, dialect,
conflict, direct and indirect
characterization

Vocabulary

Synonyms/antonyms,
context

Comprehension

Predicting, sequencing,
cause/effect, inference,
story mapping

Listening/Speaking

Participation in discussion
and in dramatic activities

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details

Summary

Mary Lennox, a sickly, lonely, orphan girl comes to live at her uncle's house. She finds the house and the servants mysterious and secretive. She meets Dickon, a servant's brother who opens up an interest in nature and the world around them. In the house Mary, discovers a lonely, unhappy invalid cousin. The three children learn a great deal about themselves and the world inside the Secret Garden.

**Instructions
Prior To
Reading
Setting the
Purpose**

The following discussion questions and activities are designed to enhance your students' comprehension of the story by highlighting background experiences that are relevant to the reading. You may want to choose one or more of the activities, depending on which ones you think will best help your particular students understand and "own" the story as they read it.

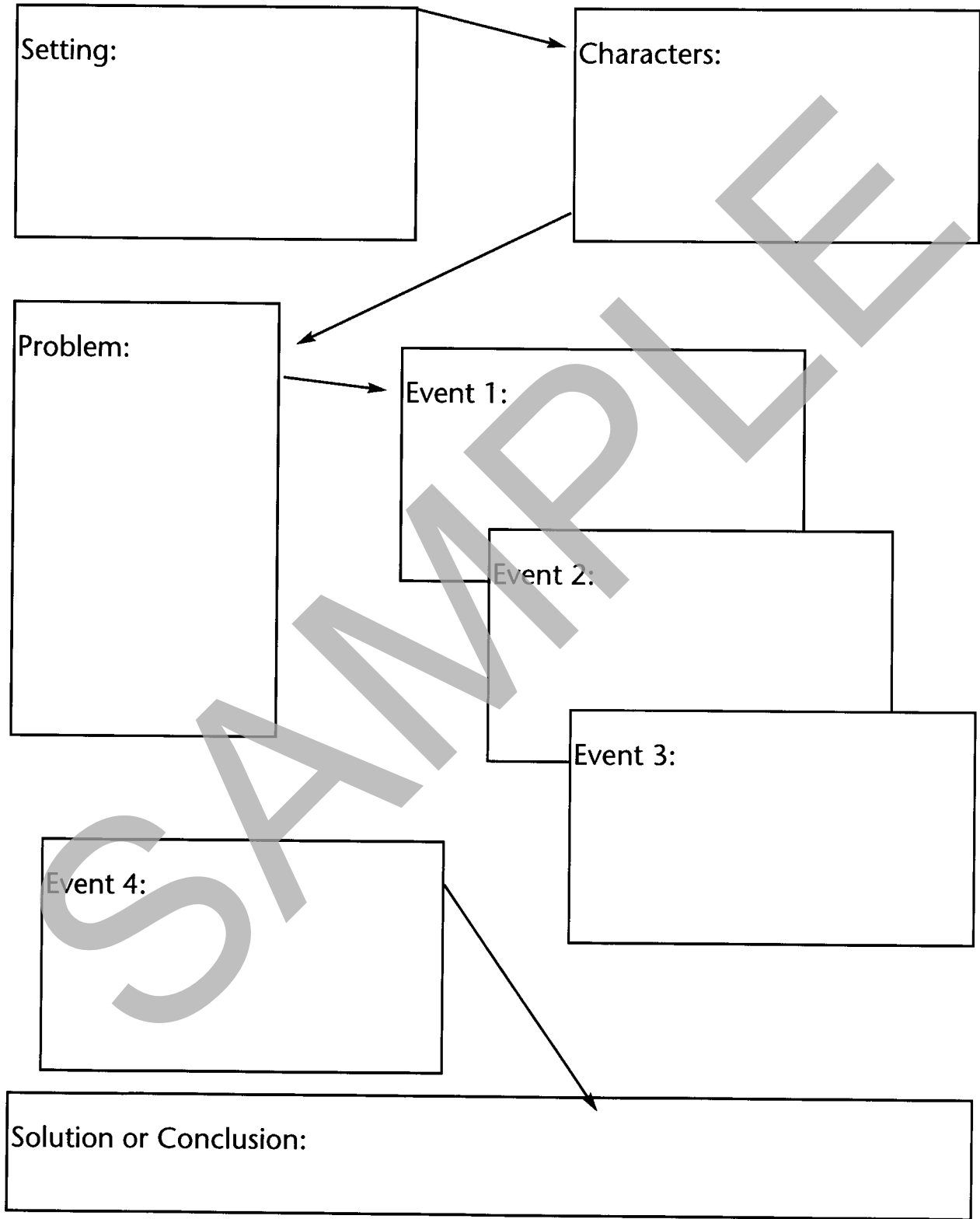
**Pre-Reading
Discussion
Questions**

1. **Lonely:** Have you felt lonely, really lonely without a best friend or when your parents are gone or too busy? What was the situation? What did you do about it?
2. **Friends:** What does it take to make a friend or to be a friend? Have you ever noticed that sometimes a third person comes between two best friends? When have you seen this happen? Can it be prevented?
3. **Anger:** What do you do when you are angry with the whole world? How do you express it? Or do you? What are tantrums? If you were a parent, how would you handle a tantrum?

**Recommended
Procedure For
Reading The
Book**

This book will be read one section at a time, using DRTA (Directed Reading Thinking Activity) Method. This technique involves reading a selection, predicting what will happen next (making good guesses) based on what has already occurred in the story. The children continue to read and everyone verifies the predictions.

Activity Sheet
Story Map



Chapter 3
 Across the Moor
 Pages 20-25

Vocabulary

- | | |
|-------------------|-----------------------|
| waterproof -p. 20 | lulled-p. 20 |
| brougham-p. 21 | burly-p. 21 |
| vicarage-p. 22 | immensely-p. 24 |
| massive-p. 24 | unceremoniously-p. 25 |

1. This story was first published in 1911 but the time of the story is even earlier. The setting of the story begins in India. Then Mary travels to England. Locate London in England and Yorkshire, on the classroom map.

Language Activity

2. Mary's language is much like ours but the servants in England speak a Yorkshire Dialect. A Dialect is passed on orally and reflects the vocabulary, usage and pronunciation of a particular region of a country or an ethnic origin or an occupation. Make a list of words in dialect that you are not sure of the meaning. We'll share these in class. Later some of these may be used in vocabulary games.

3. Compare the Sea with the Moor as Mary did. *p.23*
 Use the T Diagram.

Sea	Moor
Wind sounds like moor	miles of bushes and low plants
wild and dreary place	wind makes low rushing sound
black ocean	nothing lives on it except wild ponies and sheep
	dark moor

4. Do you think you would like Mary? Why or Why not?
5. How would you feel if your uncle would not even come to meet you?

Prediction

What will happen to Mary in her new home or would you even call it home?

Chapter 4
Martha
pages 26-44

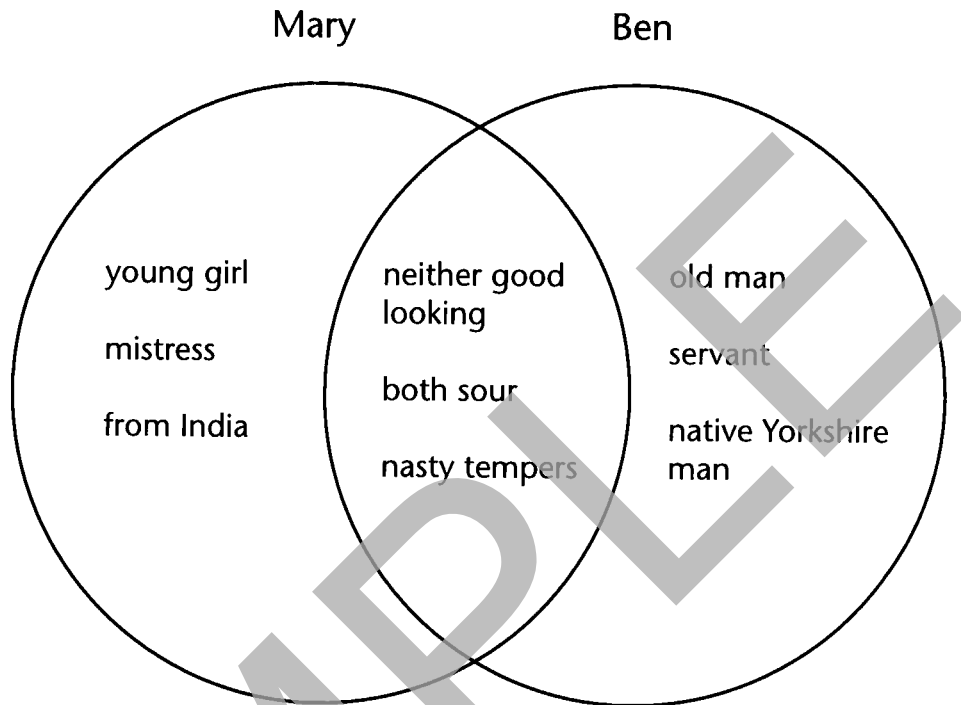
Vocabulary

hearth-p. 26
turrets-p. 26
servile-p. 27
haughtily-p. 28
vexed-p.29
passionate-p. 30
rustic-p.32
treacle-p. 33
indignant-p.34

tapestry-p. 26
obsequious-p. 27
salaams-p. 27
indignantly-p. 29
unrestrainedly-p. 30
subservient-p. 32
incredulously-p. 33
victuals-p. 33
surly-p. 36

1. Introduce Vocabulary above using Vocabulary Activities 5 or 6 on page 36 of this guide.
2. How was Martha different from servants in India? *p.27 She talked to her mistress as an equal. Mary thought if she slapped Martha in the face that she might slap back.*
3. Why was Mary dressed in black? *Her parents had died.*
4. What did Mary mean when she said, "It was not the custom." *p.31 The native servants said this when someone told them to do a thing that their ancestors had not done for a thousand years.*
5. Why is one of the gardens locked? *p.35 It had been Mrs. Craven's garden. Mary wondered if Mr. Craven had liked his wife so much, why did he hate her garden. Do you have any ideas?*
6. How had the old gardener made friends with the robin? *He was too weak and couldn't fly back to the nest. The gardener had talked to him and probably fed him.*
7. Why did the old man call the robin the head gardener? *p.41 "He's always coming to see what I'm planting. He knows all the things Mr. Craven never troubled to find out."*

8. The teacher will make a Venn Diagram with the class comparing Ben Weatherstaff and Mary p.42



Prediction

Ben compares Mary's talking to the robin to Dickon's way with animals. What do you think will happen to Mary?