

# “Unearthing the Secrets of the Garden”

**Grade Level:** Fifth  
**Presented by:** Carol C. Free and Mary Ann O’Kelley, Chickmauga Elementary, Chickamauga, GA.  
**Length of Unit:** 14 Lessons (Approx. 14 Days)

## I. ABSTRACT

This unit is based on the literary work *The Secret Garden* by Frances Hodgson Burnett. At the conclusion of this unit, students will have an understanding of this classic piece of literature. This unit will include Language Arts activities that encourage students to think critically about *The Secret Garden*. Students will be engaged in projects and discussions that will enhance their direct knowledge and comprehension of the book, as well as require them to apply, analyze, synthesize and evaluate the book as a whole. This unit will include activities for gifted students and for students who have special learning needs.

## II. OVERVIEW

### A. Concept Objectives:

1. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters’ physical and emotional lives.
2. Students will recognize friendship as an important human relationship that has to be nurtured and cared for – like a garden.
3. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.

### B. Content from the *Core Knowledge Sequence*:

1. *The Secret Garden*(Frances Hodgson Burnett)

### C. Skill Objectives:

1. Students will make predictions within a literary selection.
2. Students will identify the genre of a literary selection.
3. Students will locate countries on a map.
4. Students will increase listening and reading vocabulary.
5. Students will use a dictionary and dictionary skills to define vocabulary.
6. Students will read orally and silently.
7. Students will use alphabetic order to locate information.
8. Students will use resource materials to locate appropriate information.
9. Students will develop character sketches based on information gathered from character maps.
10. Students will increase vocabulary to reflect a growing range of knowledge.
11. Students will read for information and pleasure.
12. Students will demonstrate an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading.
13. Students recognize explicit and implicit main ideas, details, sequence of events, and cause-effect relationships in fiction.
14. Students will identify characters’ actions, motives, emotions, traits, and feelings.
15. Students will draw conclusions, make predictions, compare and contrast, and make generalizations.
16. Students will respond in written form to literature.
17. Students will write a friendly letter using correct form.
18. Students will use context clues to determine the meaning of unknown words.

19. Students will demonstrate comprehension when reading by participating in discussion.
20. Students will respond to literal, inferential, and evaluative questions to literature read in class.
21. Students will determine the literal and figurative meaning of words.
22. Students will read with fluency and expression.
23. Students will recognize cultural diversity represented in literature.
24. Students will sequence the events of a story.
25. Students demonstrate comprehension when reading different literary forms.
26. Students will respond appropriately to questions about author's purpose, techniques, character development, and plot structure.

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers:

1. Burnett, Frances Hodgson. *The Secret Garden*. Alladin Paperbacks: New York, 1999. ISBN 0-689-83141
2. Hirsch, E.D. Jr. *What Your Fifth Grader Should Know*. Dell Publishing: New York, NY, 1993. ISBN 0-385-31464-7
3. Hirsch, E.D. Jr. *What Your Sixth Grader Should Know*. Dell Publishing: New York, NY, 1993. ISBN 0-385-31467-1

#### B. For Students:

Review with students what they have learned about England in their Core Studies. Remind them of how powerful England had become during the Glorious Revolution.

### IV. RESOURCES

- A. Ryan, *The Secret Garden*, Teacher Created Materials, Inc. (TCM 414)
- B. Carratello, *Literature and Critical Thinking*, (TCM 360)
- C. Frank Schaffer's, *Classmate*, Sept./Oct., 1989

### V. LESSONS

#### Lesson One: Introduction

##### A. Daily Objectives

1. Concept Objectives:
  - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters' physical and emotional lives.
  - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for—like a garden.
  - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
2. Lesson Content:
  - a. *The Secret Garden*
3. Skill Objective:
  - a. Students will make predictions about what the book is about.
  - b. Students will identify the genre.
  - c. Students will locate countries on a map.
  - d. Students will increase their listening and reading vocabulary.
  - e. Students will use a dictionary and dictionary skills to define vocabulary.
  - f. Students will read orally and silently.
  - g. Students will use alphabetical order to locate information.

- h. Students will use resource materials to locate appropriate information.
- B. *Materials*
  - 1. Copy of *The Secret Garden*
  - 2. Chart paper and markers
  - 3. Classroom world map
  - 4. Student copies of vocabulary match p. 52
  - 5. Gardening books
- C. *Key Vocabulary*
  - 1. Students develop vocabulary list each day. See procedures for explanation of “Word Garden” activity.
- D. *Procedures/Activities*
  - 1. Discuss the title and cover of the book. What do you think this book is going to be about? (Prediction)
  - 2. What genre do you think this book falls into? (Historical Fiction)
  - 3. Provide background information on the British Empire. Tie to Core study of England as a world power. Discuss the saying that “the sun never sets on the British Empire.”
  - 4. Locate India and Yorkshire, England on classroom map. Explain that the novel begins in India and moves to Yorkshire. Explain that India was a British colony from the late 1700’s to 1947. (Establish setting.)
  - 5. Have students complete the pre-reading vocabulary match. (p. 52 #360 Literature and Critical Thinking, Book 6)
  - 6. Suggested reading for the first day: Chapters 1-3 Read orally (either teacher or students). Discuss story as you read. Answer any questions that may arise.
  - 7. Create your own classroom garden. (Discussed in Background Information) Divide the students into groups of five. Have each group look in gardening books and encyclopedias to find the names and pictures of flowers. Have the groups plan the classroom garden. Teacher should already have a bare, dead-looking garden started in classroom. Each group should select five varieties of flowers to draw, paint, and make out of tissue paper, or other creative method to “plant” in the classroom garden. (Science tie-in)
- E. *Assessment/Evaluation*
  - 1. Teacher observation of student discussion
  - 2. Oral reading assessment
  - 3. Pre-reading vocabulary match (p.52)
  - 4. Teacher observation of student research

## **Lesson Two: Character Development**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters’ physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for—like a garden.
    - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  - 2. Lesson Content
    - a. *The Secret Garden*

3. Skill Objectives
  - a. Students will develop character sketches based on information gathered from character maps.
- B. *Materials*
  1. Chart paper for classroom character maps
  2. Student booklets
  3. Copy of novel
  4. Copies of page 53 (book # 360)
- C. *Key Vocabulary*
  1. Continue student selected “Word Garden”(See appendix G)
- D. *Procedures/Activities*
  1. Read chapters 4 and 5. Discuss each character as he/she is introduced. Write each name on chart paper. Begin to develop character map.
  2. Continue to develop vocabulary by having students keep a running vocabulary list in booklets. Remind students to select one word to add to our growing word garden.
  3. Have students turn in booklets to page 53 (book #360). Explain that this sheet will be completed over the next few days, as we get further in the book. Tell students that they will read the quotes and match the quote to the character that made each statement. Encourage students to discuss how we get to know what kind a person each character is by what he/she says. Is this true with real people?
  4. Add to word gardens.
- E. *Assessment/Evaluation*
  1. Teacher observation of discussion
  2. Oral reading assessment
  3. Vocabulary assessment
  4. Evaluation of quote match (p.53)

### **Lesson Three: Images Become Clearer**

- A. *Daily Objectives*
  1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters’ physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for—like a garden.
    - b. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  2. Lesson Content
    - a. *The Secret Garden*
  3. Skill Objectives
    - a. Students will increase vocabulary to reflect a growing range of knowledge.
    - b. Students will read for information and pleasure.
    - c. Students will demonstrate an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading.
    - d. Students recognize explicit and implicit main ideas, details, sequence of events, and cause-effect relationships in fiction.
    - e. Students will identify characters' actions, motives, emotions, traits, and feelings.

- f. Students will draw conclusions, make predictions, compares/contrasts, and make generalizations.
  - g. Students will respond in written form to literature.
- B. *Materials*
- 1. Novel
  - 2. Student booklet
  - 3. Several old keys
  - 4. Chart paper and markers
- C. *Key Vocabulary*
- 1. Refer to the "Word Garden" activity. (See appendix G)
- D. *Procedures/Activities*
- 1. Students will read and discuss chapters 6 through 9.
  - 2. Students will predict what the crying sound might be and record their predictions in the readers' response section of their journal.
  - 3. Record predictions on chart paper as well to refer to later.
  - 4. Mary finds a key and believes it is to the hidden garden. Discuss the role the robin has in Mary's discovery of the key. Begin to develop the idea of the robin as Mary's spiritual guide. Be sure to include the robin in the character list.
  - 5. Compare and contrast India and Yorkshire. Develop a Venn diagram for this purpose. Use chart paper.
  - 6. Continue to add to character chart and Word Garden. Remind students to continue to match quotes.
- E. *Assessment/Evaluation*
- 1. Teacher observation of discussion
  - 2. Assess Venn Diagram
  - 3. Display several old keys. Talk about Mary's discovery of the key to the garden. Have students select on old key and really examine it. Students will write a paragraph about one of the keys and what it might possibly open in the Reader's Response section of their booklet.
  - 4. Assessment of oral reading

#### **Lesson Four: Dickon**

- A. *Daily Objectives*
- 1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for—like a garden.
    - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  - 2. Lesson Content
    - a. *The Secret Garden*
  - 3. Skill Objectives
    - a. Students will increase vocabulary to reflect a growing range of knowledge.
    - b. Students will read for information and pleasure.
    - c. Students will demonstrate an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading.

- d. Students recognize explicit and implicit main ideas, details, sequence of events, and cause-effect relationships in fiction.
  - e. Students will identify characters' actions, motives, emotions, traits, and feelings.
  - f. Students will draw conclusions, make predictions, compares/contrasts, and make generalizations.
  - g. Students will respond in written form to literature.
- B. *Materials*
- 1. Page 54 and 57 (TCM #360)
  - 2. Page 12 (TCM #414)
  - 3. Student booklet
  - 4. Novel
  - 5. Chart paper
- C. *Key Vocabulary*
- 1. Refer to the “Word Garden”(See appendix G)
- D. *Procedures/Activities*
- 1. Review previous chapters and remind students to continue to work on pages started in previous lessons.
  - 2. Read chapters 10 and 11.
  - 3. Discuss the concept that Mary had a secret place once that she has found the garden. Talk about secret places they may have and have them write about their secret place in their reader's response section of their booklet.
  - 4. Have students complete page 54 (TCM #360) “Mary Before and After”. Students reference to in text page 116-117.
  - 5. Ben Weatherstaff is a keen observer. Discuss the changes he sees in Mary and how their relationship is growing. How are Mary’s feelings about herself changing since coming to the manor? Students will complete page 57 (TCM # 360)
  - 6. Develop Dickon as a main character in the story. Add to character charts. Discuss Dickon’s relationship with the animals and his knowledge of gardening and nature. How does this translate into his relationship with Mary?
  - 7. Dickon uses the term “wick” to indicate that a plant still has life. How does this term apply to Mary and the way she was when she arrived in England?
  - 8. Students will respond to the idea of “cutting out the dead wood” in the reader's response section of booklet. Discuss how it applies to plants and people.
- E. *Assessment/Evaluation*
- 1. Teacher observation of discussion
  - 2. Assessment of p. 54 worksheet
  - 3. Assessment p. 57 worksheet
  - 4. Reader’s Response entry
  - 5. Assessment of oral reading

### **Lesson Five: A Bit of Earth**

- A. *Daily Objectives*
- 1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for—like a garden.

- c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  - 2. Lesson Content
    - a. *The Secret Garden*
  - 3. Skill Objectives
    - a. Students will write a friendly letter using correct form.
    - b. Students will use context clues to determine the meaning of unknown words.
    - c. Students will identify characters' actions, motives, traits, and feelings.
    - d. Students will draw conclusions, make predictions, compare and contrast characters, and make generalizations.
    - e. Students will demonstrate comprehension when reading by participating in discussion.
- B. *Materials*
  - 1. Page 22 Letter Writing (TCM 414)
  - 2. Page 59 Character Traits (TCM 360)
  - 3. Novel
  - 4. Chart paper
  - 5. Student booklets
- C. *Key Vocabulary*
  - 1. Refer to the "Word Garden"(See appendix G)
- D. *Procedures/Activities*
  - 1. Read and discuss chapters 12-13.
  - 2. Take special note that Mary specifically asks Mr. Craven for her own "bit of earth." After a discussion, and a review of the parts of a friendly letter, have students complete page 22 in booklet.
  - 3. Add Colin to character list and develop Colin as an important character.
  - 4. Have students complete page 59 in booklet after a brief discussion of what qualities a trustworthy person might possess. Develop a Venn diagram comparing Colin's attributes and Dickon's.
- E. *Assessment/Evaluation*
  - 1. Teacher observation of discussion
  - 2. Assessment of oral reading
  - 3. Assessment of letter
  - 4. Assessment of Venn Diagram

## **Lesson Six: Developing Friendships**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for—like a garden.
    - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  - 2. Lesson Content
    - a. *The Secret Garden*
  - 3. Skill Objectives
    - a. Students will increase vocabulary to reflect a growing range of knowledge.
    - b. Students will read for information and pleasure.

- c. Students will demonstrate an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading.
  - d. Students recognize explicit and implicit main ideas, details, sequence of events, and cause-effect relationships in fiction.
  - e. Students will identify characters' actions, motives, emotions, traits, and feelings.
  - f. Students will draw conclusions, make predictions, compares/contrasts, and make generalizations.
  - g. Students will respond in written form to literature.
- B. *Materials*
- 1. Copies of page 58 in student booklet
  - 2. Novel
  - 3. Students booklet
  - 4. Chart paper and markers
- C. *Key Vocabulary*
- 1. Refer to the "Word Garden". (See appendix G)
- D. *Procedures/Activities*
- 1. Review previous chapters. Have someone sequence the main events.
  - 2. Prior to reading chapter 14, discuss the title, "A Young Rajah." Make sure children understand what a rajah would have been in India.
  - 3. Read chapters 14 - 16.
  - 4. Continue to develop Colin and Dickon as characters. Add to list of personality traits of both. Discuss positive and negative qualities. Talk about which qualities in a person make a better friend.
  - 5. Lead a discussion on the reactions of Mr. Craven and Mrs. Medlock to the discovery that Mary has met Colin.
  - 6. Ask students how Colin's isolation and his physical and mental state affect his outlook on life. How is he like Mary when she first arrived in England from India? Have students predict in their Reader's Response journal what impact Mary's friendship will have on Colin's health and mental well-being.
  - 7. Students will complete page 58 (TCM # 360) in booklet.
- E. *Assessment/Evaluation*
- 1. Teacher observation of discussion
  - 2. Assessment of p. 58
  - 3. Reader's Response entry
  - 4. Assessment of oral reading

### **Lesson Seven: Tantrums and Forgiveness**

- A. *Daily Objectives*
- 1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for—like a garden.
    - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  - 2. Lesson Content
    - a. *The Secret Garden*
  - 3. Skill Objectives



- a. Students will increase vocabulary to reflect a growing range of knowledge.
  - b. Students will read for information and pleasure.
  - c. Students will demonstrate an understanding of semantic relationships by using context clues, word meanings, and prior knowledge in reading.
  - d. Students recognize explicit and implicit main ideas, details, sequence of events, and cause-effect relationships in fiction.
  - e. Students will identify characters' actions, motives, emotions, traits, and feelings.
  - f. Students will draw conclusions, make predictions, compares/contrasts, and make generalizations.
  - g. Students will write a paragraph as a response to literature.
- B. *Materials*
- a. Novel
  - b. Student booklets
- C. *Key Vocabulary* (See appendix G)
- D. *Procedures/Activities*
1. Read chapter 17-18.
  2. Lead the students in a discussion of main idea. Solicit responses from the children about main ideas presented in chapter 17.
  3. Talk about the moment that Mary tells Colin about the garden. What made her think that she could trust him with her secret
  4. Have students complete page 59 (TCM # 360). Prior to assigning this page in their journal, led a discussion of what it means to keep a secret.
  5. Engage students in a discussion of Colin's behavior. Talk about the statement regarding children who always get their way and children who never get their way. Have students write a Reader's Response about someone they know like Colin. How do they feel about this person? Are they pleasant to be around? Should you tell them? How could you help them change?
- E. *Assessment/Evaluation*
1. Teacher observation of discussion
  2. Assessment of oral reading
  3. Assessment of p. 59
  4. Reader's Response entry

### **Lesson Eight: It has come!**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters' physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for – like a garden.
    - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  2. Lesson Content
    - a. *The Secret Garden*
  3. Skill Objectives
    - a. Students will increase reading and listening vocabulary.
    - b. Students will draw conclusions, make predictions, and generalizations about characters feelings, motives, and behavior.

- B. *Materials*
  - 1. Novel
  - 2. Chart paper and markers
  - 3. Song from Fame, "I'm Going to Live Forever" (play while students work)
- C. *Key Vocabulary*
  - 1. Work Garden activity (See appendix G)
- D. *Procedure/Activities*
  - 1. Read chapters 19-20.
  - 2. Discuss the concept that spring is coming to Yorkshire in reality and spring as imagery in Colin and Mary's life.
  - 3. Talk about what the meeting between Colin and Dickon was like.
  - 4. What factors do you think contributed to Colin's decision to visit the garden?
  - 5. Why do think Colin has had a change of heart about living or dying?
  - 6. Spend time on vocabulary, finishing worksheets, and working on projects.
- E. *Assessment/Evaluation*
  - 1. Teacher observation on discussion
  - 2. Assessment of oral reading
  - 3. Assessment of vocabulary work

### **Lesson Nine: Ben Weatherstaff**

- A. *Daily Objectives*
  - 1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters' physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for – like a garden.
    - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  - 2. Lesson Content
    - a. *The Secret Garden*
  - 3. Skill Objectives
    - a. Students will respond to literal, inferential, and evaluative questions to literature read in class.
    - b. Students will increase vocabulary.
    - c. Students will determine the literal and figurative meaning of words.
    - d. Students will read with fluency and expression.
    - e. Students will recognize cultural diversity represented in literature.
- B. *Materials*
  - 1. Novel
  - 2. Student booklet page 30 (TCM 414) and 28 (Classmate)
- C. *Key Vocabulary*
  - 1. Word Garden (See appendix G)
- D. *Procedures/Activities*
  - 1. Read chapters 21-22.
  - 2. Discuss the following ideas: Ben Weatherstaff discovers the children in the garden; Ben's reaction to this discovery and Colin's proof that he is not ill; Ben's love for Colin's mother and his care of the garden; Ben is brought into the children's confidence; Colin begins to garden himself; The "magic" of the garden.
  - 3. Have students complete character pages 30 and 28 in student booklet.

4. Add to word garden and continue on-going projects.
- E. *Assessment/Evaluation*
1. Teacher observation of discussion
  2. Assessment of p.28
  3. Assessment of p. 30
  4. Assessment of oral reading

## **Lesson Ten: Magic**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters' physical and emotional lives.
    - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for – like a garden.
    - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
  2. Lesson Content
    - a. *The Secret Garden*
  3. Skills Objectives
    - a. Students will respond to literal, inferential, and evaluative questions to literature read in class.
    - b. Students will increase vocabulary.
    - c. Students will determine the literal and figurative meaning of words.
    - d. Students will read with fluency and expression.
    - e. Students will recognize cultural diversity represented in literature.
    - f. Students will identify traits, feelings and motives of characters.
- B. *Materials*
1. Novel
  2. Student booklet page 56 and 63, (TCM #360)
  3. Chart paper and markers
- C. *Key Vocabulary*
1. Word Garden(See appendix G)
- D. *Procedures/Activities*
1. To illustrate the effect that attitude plays in our lives, teachers will present two very different faces to their class in a short period of time. When students enter the classroom teachers are overtly positive-- Smiling, giving warm words of encouragement, praise, and compliments. Really go overboard. About half way through the period do a complete about face and become very negative, grumpy, and disagreeable. Before the end of the period go back to being positive again. Stop the children and discuss how your exaggerated mood swings made them feel. Who did they want to do their best for? So on...
  2. As a review of previous lesson have students complete page 56 in booklets. ("I'm Going to Live Forever!")
  3. Read chapters 23-24.
  4. Discuss the following topics: Magic; Colin's decision to walk again and keep it Secret; Dickon reveals secret; Colin's improving health; Colin begins to exercise
  5. Develop the idea of magic being all around us. Make a list of the things Colin sees magic in. Add your own ideas to this list.
  6. Talk about Colin's chant. Explain how Colin refers to this as an incantation. Discuss meaning. Talk what a mantra is. Explain what a litany is to the class.

Share personal chants with children. Recite the AA prayer. Bring in ritual prayers used in church. Remind students of Colin's desire to shout his thanks for his improving health and mental well-being. Provide other examples. Have students write their own litany and publish on construction paper.

7. Have students get a partner and do "The Experiment" student booklet page 63.
8. Continue on-going projects.

E. *Assessment/Evaluation*

1. Teacher observation of discussion
2. Assessment of oral reading
3. Assessment of student written litany
4. Assessment of p. 56
5. Assessment of p. 63

### **Lesson Eleven: Dreams of a Mother**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters' physical and emotional lives.
  - d. Students will recognize friendship as an important human relationship that has to be nurtured and cared for – like a garden.
  - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
2. Lesson Content
  - a. *The Secret Garden*
3. Skill Objectives
  - a. Students will respond to literal, inferential, and evaluative questions to literature read aloud in class.
  - b. Students will increase vocabulary.
  - c. Students will determine the literal and figurative meaning of words.
  - d. Students will read with fluency and accuracy.
  - e. Students will recognize cultural diversity represented in literature.
  - f. Students will identify traits, feelings, and motives of characters.
  - g. Students will sequence the events of the story.

B. *Materials*

1. Novel
2. Student booklet page 25 (TCM 414)
3. Student booklet page 24 and 31 (Classmate, Sept./Oct., 1989)

C. *Key Vocabulary*

1. Word Garden (See appendix G)

D. *Procedures/Activities*

1. Read chapter 25 and 26.
2. Discuss the following ideas from the reading: Everything in the garden is in bloom, mirroring Colin and Mary; Colin learns to walk; The robin compares Colin's efforts to walk to her own lessons in flight; Mary and Colin explore the mansion on rainy afternoon and discover Colin's mother's room; Colin has unveiled his mother's portrait and Mary remarks on how much Colin looks like his mother; Colin is delighted by this observation and hopes that this will make his father like him; Mrs. Sowerby visits the garden and affirms that Colin looks like his mother; Colin realizes for the first time how much he missed not

having a mother and wishes Mrs. Sowerby were his own; Mrs. Sowerby insists that it is time for Mr. Craven to come home.

3. Assign page 25 in student booklet.
4. Assign pages 24 and 31 in student booklet.
5. Continue on- going activities.

E. *Assessment/Evaluation*

1. Teacher observation of discussion
2. Assessment of p. 24
3. Assessment of p. 25
4. Assessment of p. 31
5. Assessment of oral reading

## **Lesson Twelve: Conclusion**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters' physical and emotional lives.
  - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for – like a garden.
  - c. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
2. Lesson Content
  - a. *The Secret Garden*
3. Skill Objectives.
  - a. Students will respond to literal, inferential, and evaluative questions about literature.
  - b. Students demonstrate comprehension when reading different literary forms.
  - e. Students will respond appropriately to questions about author's purpose, techniques, character development and plot structure.

B. *Materials*

1. Novel
2. Student booklet

C. *Key Vocabulary*

1. Word Garden (See appendix G)

D. *Procedures/Activities*

1. Read chapter 27.
2. Discuss the following ideas from the book: Mysterious happenings begin to take place among the characters of Misselthwaite Manor; At the same moment that Colin says, "I'm going to live forever," Mr. Craven feels that something has come unbound and released in him and he begins to want to come home; Mr. Craven thinks he hears the voice of his wife calling for him to come home and immediately after he gets the letter from Mrs. Sowerby telling him it is time for him to return; Mr. Craven begins to feel remorse for blaming Colin for his wife's death. Decides to return home and reopen the garden; Goes to look for the key and hears the children playing within the garden; Enters the garden to find Colin restored; They decide the garden does not need to be a secret anymore.
3. Take time to really enjoy the conclusion and the book.

4. Continue word garden and on- going activities.
- E. *Assessment/Evaluation*
1. Teacher observation of discussion
  2. Assessment of oral reading

### **Lesson Thirteen and Fourteen:End of Unit Projects**

A. *Daily Objectives*

1. Concept Objectives
  - a. Students will recognize the parallel in the story regarding the restoration of the garden and the restoration of the characters' physical and emotional lives.
  - b. Students will recognize friendship as an important human relationship that has to be nurtured and cared for – like a garden.
  - d. Students will recognize the power of love in our lives. If we love and are loved, anything is possible.
2. Lesson Content:
  - a. *The Secret Garden*
3. Skills Objectives:
  - a. Students will respond to literal, inferential, and evaluative questions about literature.
  - b. Students demonstrate comprehension when reading different literary forms.
    - a. Students will respond appropriately to questions about author's purpose, techniques, character development and plot structure.

B. *Materials*

C. *Key Vocabulary*

1. Final vocabulary test on Section 5.

D. *Procedures/Activities*

1. Use this time to finish booklet activities. Following is a list of activities from which to choose and complete over the next three days:
  - a. Search for pictures of Yorkshire, the moors, English gardens, and anything else reflective of this time in English history. Make a booklet of the pictures you find. (Great for non-readers and students with special needs.
  - b. Shoebox Garden – Create a secret garden of your own using the materials and directions listed below.

Materials: shoebox, cellophane, construction paper, crayons or markers, cardboard, scissors, glue, clear tape, clay (optional)

Directions:

    - Cut a hole about 3"x6" out of the lid of the shoebox.
    - Cover the opening underneath the lid with cellophane.
    - Cover the box and the lid around the opening with construction paper.
    - On one of the longer sides of the box, draw a garden door. Cut around the door so it opens.
    - Use crayons or markers and construction paper to decorate the lid and box.
    - Use your imagination to create a garden inside the shoebox. Make cardboard and/or tissue paper flowers, leaves, plants, and people.

You could stick them into clay to prop them up. You might also want to use real leaves and small plants, and toy people.

- c. Students may choose to make a book to describe their secret garden. This activity is explained on pages 60 – 62 in TCM #360.
  - d. In preparation for your garden party have students research foods served at a formal English Tea. Plan a menu for the celebration. Refer to page 29 in TCM # 414 for additional support.
  - e. Tea is an essential beverage to the British. Research the different varieties of tea. The origins of tea use in England. Follow how tea has played an important part of English history. Don't forget the Boston Tea Party!
3. Additional activities can be found in TCM # 414 on pages 37 and 38.
- E. *Assessment/Evaluation*
1. Assessment/evaluation of completed student projects

## VI. CULMINATING ACTIVITY

1. Celebration:  
The last day of the unit is intended as a day to celebrate all the students have learned and created. Students will share their completed projects with the class and display in the hall, library, or other area. Now that the classroom garden is completed an English garden party can be held. Be sure to include tea as the beverage. Crumpets, small finger sandwiches, cheeses, flavored butters, jams, and other spreads, crackers, and so on may be served. Have students dress in more formal attire for this special day. Bring table clothes to spread on the “ground” and enjoy all the pleasures of your garden.
2. Video:  
Show video “The Secret Garden”. You do not have to purchase this video. Several different versions are available at video stores.

## VII. HANDOUTS/WORKSHEETS

1. Appendix A – Cover Sheet for Student Booklet
2. Appendix B – Reader’s Response Journal pages
3. Appendix C – Vocabulary Word Garden pages
4. Appendix D – Pattern for Word Garden Activity
5. Appendix E – Unit Test
6. Appendix F – Teacher hints/background information
7. Appendix G- Vocabulary

## VIII. BIBLIOGRAPHY

### A. *Books*

Burnett, Frances Hodgson. *The Secret Garden*. Aladdin Paperbacks: New York, 1999. ISBN 0-689-83141-2 \$3.99 each (We looked at several different publications of this novel and we felt this was the best.)

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Hirsch, E.D. Jr. *What Your Sixth Grader Needs to Know*. Dell Publishing: New York, NY, 1993. ISBN 0-385-31467-1

### B. *Teaching Material:*

Carratello, Paul. *Literature and Critical Thinking*, (TCM 360)Teacher Created Materials, Inc.: Huntington Beach, CA, 1989. ISBN 1-55734-360-8

Cotler, Amy, *The Secret Garden Cookbook*. Harper/Collins, 1999. ISBN 0060277408

Ryan, Concetta Doti, *The Secret Garden*, Teacher Created Materials, Inc:  
Westminster, CA, 1992. ISBN 1-55734-414-0

Frank Schaffer's, *Classmate*, Sept./Oct., 1989



Appendix A



***The Secret Garden***  
***Reader's Response Journal***



Appendix B



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

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Appendix C



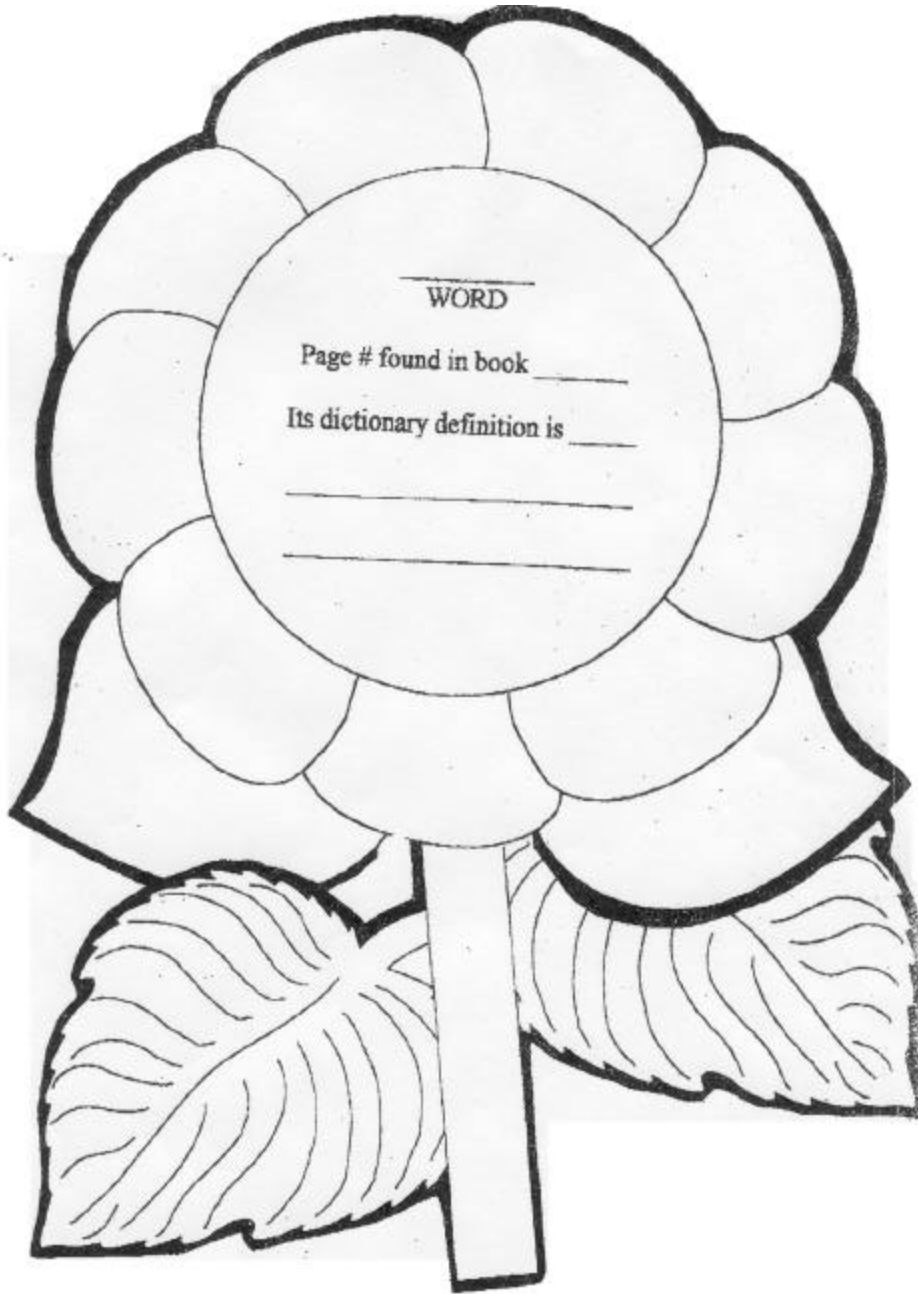
*The Secret Garden*  
*Vocabulary Word Garden*





Appendix D

Use this format to allow students to come up with flower and plant shapes of their own.



Appendix E

**The Secret Garden**  
**Final Test**

Part I - Short Answer

Write the answer to each question. Questions written in bold type should be answered in complete sentences.

1. Who was the author of The Secret Garden?
  2. Was The Secret Garden told in first person or third person?
  3. Where was Mary Lennox born?
  4. **Why did she go to Yorkshire, England?**
  5. Who owned Misselthwaite Manor?
  6. **What nickname was given to Mary and why did it fit her at the time?**
  7. **How does Mary find the secret garden and the key to the door?**
  8. What strange noise was Mary hearing at night in the mansion?
  9. What gift does Martha's mother give Mary?
  10. **Describe the person Mary was at the beginning of the book.**
  11. **Describe the type of person she had become by the end of the book.**
-

**The Secret Garden**  
**Final Test**

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7. **How does Mary find the secret garden and the key to the door?**
  
8. What strange noise was Mary hearing at night in the mansion?
  
9. What gift does Martha's mother give Mary?

**Describe the person Mary was at the beginning of the book.**

**Describe the type of person she had become by the end of the book.**



## Appendix F- Background Information

Attention to detail will enhance the effectiveness and enjoyment of this unit. Some activities are on-going. Student booklets are compiled by the teacher and distributed at the beginning of the unit. All worksheets are included in the student booklets. Blank pages are included to be used as a “Reader’s Response” journal. Creating the mood in the classroom is very important. Utilize one wall for the secret garden. A bank of windows makes a great place to “grow” a garden as the story progresses. Prior to beginning the unit, attach brown vines made from bulletin board paper or raffia. This will create the way the garden looks when Mary first discovers it. As the garden blooms, add flowers and other greenery to your garden. Also, as a tie-in to science, plant some real flower and herb seeds and watch them grow. Bulbs do great also! Post pictures ( can be retrieved off of the Internet) of India, England, and clothing that would have been worn during this time period. In order to allow students to take an active part in their learning, create a “Word Garden” in one area of your classroom (a bulletin board makes an excellent location). This activity is referred to in each lesson. Use the master included in the appendix. Run on colored construction paper. Encourage students to keep a list of words that they don’t understand as they read on the vocabulary page of their booklet (in appendix). At the end of each session, compile a class list and add several words to your garden. The classroom vocabulary list will be compiled from this garden. Allow duplicates, this will help you create a more meaningful list. For testing purposes, divide the chapters into sections: Section 1- chapters 1-7; Section 2- chapters 8-11; Section 3- chapters 12-18; Section 4- chapters 19-23; Section 5- chapters 24-27. Keep word lists manageable. Evaluate the needs of your class.

## Appendix G-Vocabulary

alcove-	a secluded structure in a garden
astonished-	to fill with great wonder or sudden surprise
awkward-	not having grace or skill: clumsy
broughan-	a closed, four-wheeled carriage with no driver's seat in front
bungalow-	a house with a single story and a roof with a low slope
cholera-	any of several diseases usually marked by severe vomiting and diarrhea
contrary-	unwilling to obey or behave well
conceited-	having too high an opinion of one's self
contrary-	opposite; polar opposite; converse
corridor-	a passageway into which compartments or rooms open; a hallway
crocus-	spring blooming plants of the iris family with yellow, purple, or white flowers
cross-	marked by bad temper
curt-	rudely brief or abrupt, as in speech or manner; gruff; blunt; brusque; terse
desolation-	sadness resulting from grief or loneliness
determined-	having one's mind made up
dialect-	the special language of a region, class, or trade; distinguished by pronunciation, grammar, or vocabulary
disagreeable -	causing discomfort
disdain-	to look on with scorn
dreary-	having nothing likely to provide cheer, comfort, or interest
epidemic -	spreading rapidly; a highly contagious usually fatal disease
governess-	a woman who teaches and trains a child in a private home
hunchback-	a person with a humpback
imperious-	behaving like someone is a supreme ruler
impudence-	shamelessly bold; disrespectful
inquire-	to seek information; ask questions
intimate-	closely acquainted or associated; very familiar
languid-	without spirit
lulled-	to become calm
massive-	large, solid, or heavy in structure
moor-	a broad area of open land that is usually too wet for farming
novelty-	something new and unusual; an innovation; a small toy; trinket
obliged-	to make indebted or grateful; to do a service or favor for
obsequious-	full of or exhibiting servile compliance; fawning; insincere flattery
perennial-	appearing again and again; enduring year after year
perplexed-	puzzled; confused
pewter-	silver-gray metal used to make kitchen utensils
preen-	to clean; freshen; groom; primp
queer-	weird, strange, very different
recollection-	an act of remembering; to recall from memory
reluctant-	unwilling, resisting, opposing

rheumatics-	painful condition of the joints and muscles that cause swelling and stiffness
scullery-	a room adjoining the kitchen where pots and pans are cleaned and stored or where the rough, dirty kitchen work is done
servile-	abjectly submissive; slavish; of or suitable to a slave or servant
spade-	a heavy, flat blade, long handled tool used for digging by pressing the blade into the ground with the foot
stout-	strong in body; sturdy
tendrils-	a threadlike part of a climbing plant, often in a spiral form: clings and coils around a plant
trill-	a fluttering or tremulous sound, as made by certain birds
trowel-	a tool with a pointed scoop for loosening soil, digging holes in a garden
tyrannical-	harsh rule or ruler; heavy-handed; imperious
vain-	having no real value or significance; worthless, empty, idle
vicarage-	the residence of a vicar (clergyman, priest)
vexed-	troubled, distressed, or worried