

The Secret Garden

Grade Level or Special Area: 5th Grade Literature

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Length of Unit: Approximately three weeks (twelve 50-minute lessons, one 90-minute lesson, one Culminating Activity)

I. ABSTRACT

This unit has been designed to go with *The Young Collector's Illustrated Classics The Secret Garden*. Teachers using the full, unabridged versions may still use ideas from this unit for their lessons and activities. It is recommended that, no matter what version you use with the students, as the teacher you should read the unabridged version yourself prior to teaching it. This unit has been created to be integrated with the study of plants in Science and England in Social Studies, both topics being a part of the *Core Knowledge Sequence* for fifth grade. It is also intended to be used to teach Core Knowledge literary terms and ideas as per the *Core Knowledge Sequence* as well.

II. OVERVIEW

A. Concept Objectives

1. Students will discover how attitudes affect all areas of life.
2. Students will become aware of how plants and people must be nurtured to thrive.
3. Students will understand and appreciate key literary terms and ideas.

B. Content from the *Core Knowledge Sequence*

1. Language Arts: Fiction and Drama, page 110
 - a. *The Secret Garden* (Frances Hodgson Burnett)
2. Language Arts: Literary Terms, page 111
 - a. Literal and figurative language
 - i. Imagery
 - ii. metaphor and simile
 - iii. symbol
 - iv. personification

C. Skill Objectives

1. Students will be able to correctly identify India and England on a map and draw Mary's journey route.
2. Students will be able to compare and contrast various elements of India and England including climate, culture, and food.
3. Students will make predictions about the book.
4. Students will increase learning and reading vocabulary.
5. Students will be able to describe a character in detail to create a character guide.
6. Students will demonstrate their understanding of walled gardens by designing their own in their notebooks.
7. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
8. Students will state from the point of view of a character what the character is feeling.
9. Students will predict events in the story.
10. Students will use context clues to discover vocabulary terms and definitions.
11. Students will compare and contrast the various qualities of two characters.
12. Students will be able to define key literary terms and give examples from the story.
13. Students will compare and contrast the various qualities of three characters.

14. Students will continue to read and recall important events to the story.
15. Students will read for knowledge and pleasure.
16. Students will pay attention to the details of the movie to be able to compare and contrast it with the book.
17. Students will demonstrate their knowledge and understanding of the novel using both lower and higher levels of thinking.
18. Students will increase their vocabulary to reflect their growing knowledge.
19. Students will demonstrate their ability to compare and contrast two similar objects by planning and writing an essay.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *The Secret Garden*, Francis Hodgson Burnett (unabridged)
 2. <http://www.teachervision.com/lesson-plans/lesson-4411.html>
 3. *The Secret Garden Notebook A First Gardening Book* Judy Martin
- B. For Students
 1. Plants and Plant Growth (Kindergarten)
 2. Early Civilizations: Asia (India) (2nd Grade)
 3. The Thirteen Colonies: Life and Times Before the Revolution (3rd Grade)
 4. Geography (All Grades)

IV. RESOURCES

- A. *The Young Collector's Illustrated Classics The Secret Garden*, Francis Hodgson Burnett (All lessons)
- B. *The Secret Garden*, Francis Hodgson Burnett (unabridged) (Teacher reference)
- C. *Hallmark Hall of Fame's The Secret Garden* (Video for Lesson Twelve)

V. LESSONS

Lesson One: A New Life

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand and appreciate key literary terms and ideas.
 - b. Students will discover how attitudes affect all areas of life.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will be able to correctly identify India and England on a map and draw Mary's journey route.
 - b. Students will be able to compare and contrast various elements of India and England including climate, culture, and food.
 - c. Students will make predictions about the book.
- B. *Materials*
 1. World Map
 2. Websites or printouts with information on India and Yorkshire, England
 3. Copies of *The Young Collector's Illustrated Classics The Secret Garden* for each student
 4. Copies of *The Secret Garden Notebooks* (Appendix B) for each student
- C. *Key Vocabulary*
 1. Musty – smelling old, damp
 2. Moor – English prairie lands, rolling hillsides that grow some wild grasses and plants

3. “Sour expression” – upset look on someone’s face
4. Nanny – a person hired to care for children; usually a live-in babysitter
5. Ayah – Indian expression for nanny
6. Cholera – (not in the abridged version, but it is what her parents died of) a disease in the intestines caused by bacteria in food or water, usually fatal
7. Misselthwaite Manor – a large home almost like a castle
8. Frail – weak, sickly
9. Stern – very strong or firm, not usually kind
10. Flatly – dull sounding, without expression
11. Lord and Lady – aristocratic titles once given by the king

D. *Procedures/Activities*

1. Before beginning this lesson, be sure you have read the unabridged version of the story. Also, read the background information on the author, Francis Hodgson Burnett in Appendix A. Have this information from Appendix A available to share with students during Lesson One. Have prepared pictures or websites of India and England. Suggested websites for Yorkshire/Moors are: http://www.mikekipling.com/yorkshire_moors.htm#gallery, <http://www.xs4all.nl/~keizee/north.html>, and <http://www.yorksvie.co.uk/>. A nice website of India is <http://www.fortunecity.com/victorian/geiger/1287/>. Copy enough of *The Secret Garden Notebooks* (Appendix B) for each student. As part of the *Core Knowledge Sequence* 5th graders should study plants. As a part of that topic try and grow something in the classroom, or in an area around the school. Flowers work great year round in most climates. Consider growing bulbs if you can. Even growing sprouts can be fun and end up on your menu for the tea at the end of the unit. See *The Secret Garden Notebook A First Gardening Book* for some great ideas on things to grow. Also, check out the gardening section in the Children’s Department at your local library. For your convenience a Master Vocabulary List for this unit is located as Appendix I.
2. On a world map that everyone can see, point out the country of India. Have students look at pictures of India and share their observations. Next, find England, specifically Yorkshire, on the map. Share pictures of England with the students. Explain that the story you are about to read as a class is about a nine year old girl who was born and raised in India, but after her parents die she is sent to England to live. Explain that at the turn of the 19th century India was a British or English colony like America used to be. The main character, Mary, was the daughter of a British army officer who was assigned to live and work in India.
3. Make a Venn diagram on the board to compare and contrast India and England. Have students share what they know to help fill in the diagram. (Suggestions: compare and contrast food, climates, religions, languages, fashion, governments, holidays, music. There are many subjects you could cover.) Ask them what they think it would be like to lose both their parents and be sent to another country to live with relatives they have never met. Ask how they think Mary would feel.
4. Pass out the copies of the book. As they preview the cover share with them information on the author, Francis Hodgson Burnett (Appendix A). Have them make predictions about the story. Let them know that while the main character is a female, this book is by no means just for girls. Share the unit’s three concept objectives with the students so they know what they are responsible for learning.
5. Pass out the copies of *The Secret Garden Notebooks*. Let students preview the Notebooks. These will be their activity journals for this unit. Inform students

- that they are expected to have their copy of the novel and their Notebooks in class each day. Plan to collect them periodically to check students' progress.
6. The first activity in the Notebooks is the Map Activity. Have students locate and label India and England on their maps. Have them draw Mary's journey to Yorkshire, England.
 7. The second activity is Vocabulary. Pronounce each word on the vocabulary list and have the students repeat it so that they can pronounce it properly during the reading time. Have students fill in the definitions from the list above. Tell them that they are responsible to know these words and that vocabulary words throughout the book will be on quizzes and tests.
 8. Read Chapter One "A New Life", pages 13-22, out loud as a class.
 9. Answer questions as needed.
- E. *Assessment/Evaluation*
1. Collect the Notebooks and scan them to make sure the map, Mary's route, as well as vocabulary, are filled in correctly. You may choose to record grades on individual activities, or the Notebook as a whole.

Lesson Two: Hearing a Secret and Ben and the Robin

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will be able to describe a character in detail to create a character guide.
 - b. Students will demonstrate their understanding of walled gardens by designing their own in their notebooks.
- B. *Materials*
1. Gardening books, websites, and/or printouts showing walled gardens
 2. Novels
 3. Notebooks
 4. One large sheet of butcher paper to make a paper Mary
 5. Each student will need colored pencils
- C. *Key Vocabulary*
1. Befriended – to make friends with
 2. Ushered – led into
 3. "Polished the furniture" – dusted the furniture
 4. Displeased – not pleased
 5. Intrusion – an interruption
- D. *Procedures/Activities*
1. Prior to the lesson trace a life-size outline of a young girl on the butcher paper. This will be your paper Mary. Prepare pictures or websites with walled gardens in them for the students. Suggested websites include:
<http://www.parhaminsussex.co.uk/>, <http://www.walled-gardens.com/home/index.htm>,
http://www.bbc.co.uk/cambridgeshire/360/wimpole_walled_garden.shtml
 2. Ask the questions, "How can a garden be a secret? Can't everyone see a garden?" Hopefully, the students will mention it having a wall around it as per the cover illustration. If so, ask "Why would a garden need a wall?" (Answer: to protect it from animals and heavy winds. Animals like rabbits and deer would

eat the plants in the gardens. At this time in history, a large home like Misselthwaite Manor would need to grow its own fruits and vegetables for all the people and servants living in the home. If the animals ate the crops, there would not be enough for the people, so they began building walls around the gardens, especially the fruit and vegetable, or kitchen, gardens.)

3. Show students pictures, or websites of walled gardens. Let them know that one of their activities today is to draw what they think The Secret Garden would look like.
 4. Have students take out their Notebooks and fill in Lesson Two's vocabulary definitions (Activity 3).
 5. Read chapters two and three, pages 23-38, together as a class according to your normal procedure.
 6. Remind students that one of the concept objectives of this unit deals with attitudes. "Students will discover how attitudes affect all areas of life." Discuss Mary's attitude towards Mrs. Medlock, Martha and Ben. Servants in India are very different than servants in England. Discuss the servants' attitudes towards Mary. Mrs. Medlock is rude, and doesn't want to be bothered by her. Martha thinks Mary is rude, but decides to ignore it. Ben is rather grumpy towards everyone! Predict how all these different attitudes will play out through the story.
 7. Tape up your butcher paper Mary. Have the students tell you adjectives to describe Mary as they have seen her so far. Write all the adjectives in the same color. In a later lesson you will add adjectives to describe how Mary becomes. Write those in a different color. You may consider brown for the beginning when her spirit is dead and green for later as she becomes more alive. Keep your Mary hanging up somewhere in the room. You will be adding more characters later.
 8. Complete the Art Activity (Activity 4) in Notebooks.
- E. *Assessment/Evaluation*
1. Pay attention to who is participating in class discussions. Move around the room as students work on their drawings and check their work.

Lesson Three: Lady Craven and Finding the Key

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Paper Mary
 4. Copies of "Weekly Oral Reading Chart" Appendix E with students' names added
- C. *Key Vocabulary*
1. Corridors – hallways
 2. Satiny – shiny and smooth, glossy, like satin fabric
 3. Waistcoat – a vest

- D. *Procedures/Activities*
1. Before this lesson you will need to make a copy or two and fill in students' names on Appendix E "Weekly Oral Reading Chart" Appendix E. (The chart has spaces for fifteen students.) Look over the chart so that you know how to use it. Just tally mark errors as the student reads aloud. Put a + or – in the boxes for "Expression", "Rate" and "Volume". Make quick comments as you can. It is suggested that you have each student read two or three paragraphs, depending on length. Don't try to tabulate anything until a later time. You can decide how to grade this. You may want to have a certain number of errors equal a certain grade, or decide to rank everyone overall based on the best and worst readings. This is just a tool to help you. If you prefer a different method, use it. This is useful in seeing what type of errors students are making. You will repeat this assessment in Lessons Eight and Nine.
 2. Give students a few moments to share their garden drawings with each other.
 3. Let students know that as they are reading aloud today and tomorrow that you will be taking notes on their reading. This is not to make them nervous, but to prepare them for the fact that you will be writing as they read. You may want to suggest that they try to read clearly and with expression.
 4. Introduce today's vocabulary and have students fill in the definitions in their Notebooks.
 5. Call on students to read aloud Chapters 4 and 5, pages 39-45.
 6. Fill in other adjectives on the paper Mary.
- E. *Assessment/Evaluation*
1. "Weekly Oral Reading Chart" Appendix E

Lesson Four: The Robin Helps Again and Entering the Garden

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will become aware of how plants and people must be nurtured to thrive.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - b. Students will predict events in the story.
 - c. Students will state from the point of view of a character what the character is feeling.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Copies of "Weekly Oral Reading Chart" Appendix E with students' names added to continue from yesterday
- C. *Key Vocabulary*
1. Porridge – breakfast food like oatmeal
 2. Biscuit – can be a small cake or cookie, not usually too sweet
 3. Matted – a tangled mess, clumped together
 4. Alcoves – a shady or secluded place in a garden

- D. *Procedures/Activities*
1. Have students predict what will happen now that Mary has discovered the key. Will she find the door? How? Who will show her? Will she go inside?
 2. Writing Activity: Before beginning the reading have students write in their Notebooks a diary entry pretending they are Mary on the evening she finds the key. Have them write what they think Mary's thoughts and feelings would be. Let students know how much time they have to write in advance. Remind them that they must be able to write in set time periods on state standardized tests.
 3. Remind students that you will be taking notes during their readings today. Have students read aloud Chapters 6 and 7, pages 53-68.
 4. If there is time, allow students to read their diary entries to a friend, or to the group.
- E. *Assessment/Evaluation*
1. Use the "Weekly Oral Reading Chart" Appendix E to assessment students' oral reading. Check their diary entries for understanding.

Lesson Five: Meeting Dickon and Lord Craven

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will become aware of how plants and people must be nurtured to thrive.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will use context clues to discover vocabulary terms and definitions.
 - b. Students will compare and contrast the various qualities of two characters.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Butcher paper cut-out to represent Dickon
- C. *Key Vocabulary*
1. Wick – alive
 2. Governess – like a nanny, but also responsible for teaching children
 3. Guardian – an adult who is legally in charge of a child instead of the child's parents
 4. Solemnly – seriously
- D. *Procedures/Activities*
1. You will complete the vocabulary activity (Activity 4) in the Notebooks as you read. Today's list is different. This time it contains all the definitions, but no terms. Students will need to fill in the terms as they read. You may want to lead this and do it as a class.
 2. Read chapter 8 and 9, pages 69-88. You may have students read silently today, or read the selection together aloud. Also, consider assigning the same pages to everyone and just working with a small group. You may want to make the group up of those you have not had a chance to have read aloud for a grade, or those you notice may be struggling as they read.
 3. Once you are done with the reading, go ahead and fill out the outline of your paper Dickon. Let students share adjectives they feel describe this character. (He

does not go through radical changes like Mary, so don't worry about what color you write with on the paper. Post the paper Mary as well and have students comment on similarities and differences between the characters. Focus on the differences between their attitudes.

4. Have students complete the Reader's Response (Activity 9).

E. *Assessment/Evaluation*

1. Check to make sure students were able to complete the Vocabulary Activity correctly. Review their Reader's Responses.

Lesson Six: A Cry in the Night and Martha Finds Out

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will understand and appreciate key literary terms and ideas.
2. Lesson Content
 - a. *The Secret Garden*
 - b. Literal and figurative language
 - i. imagery
 - ii. metaphor and simile
 - iii. symbol
 - iv. personification
3. Skill Objective(s)
 - a. Students will be able to define key literary terms and give examples from the story.
 - b. Students will compare and contrast the various qualities of three characters.

B. *Materials*

1. Novels
2. Notebooks
3. Butcher paper cut-out to represent Colin

C. *Key Vocabulary*

1. Rajah – the title for an Indian prince or king
2. Gaping – standing there with one's mouth hanging open
3. Fretfully – very upset, unable to communicate clearly

D. *Procedures/Activities*

1. Before teaching this unit read the "Background Information on Literary Terms" Appendix C and "More Background Information on Literary Terms" D.
2. Have students turn in their Notebooks to Activity 11 "Literary Terms". Share with the students that in our language everyday we speak literally and figuratively. For example, to be literal we may say, "I am very hungry." What we are saying is true and makes sense. We mean exactly what we say. Other times we may say, "I am so hungry I could eat an elephant." We do not really plan on eating an entire elephant for lunch. This is figurative language. We mean that we are very hungry, but we say it in such a way to express more feeling. It helps our listener picture what we mean, hence the term "figure" in figurative and "image" in imagery.
3. We use imagery in our writing and speaking to help make things clear and help our listeners or readers see things more clearly and to make connections. Good writers use imagery in a variety of ways.
4. Definitions:
 - a. Imagery – figurative language (to see a picture in your mind)

- b. Metaphor – a strong comparison, applying a word or phrase to something else, usually using the verb “is”
 - c. Simile – a comparison that is not as strong, that uses “like” or “as”
 - d. Symbol – something that represents something else (see Background Information in Appendix C)
 - e. Personification – giving human characteristics to objects
5. Say: “Francis Hodgson Burnett used figurative language throughout this novel. We will look for examples of it during our reading. If you find an example, raise your hand to share it with the class. As you discover examples be sure to record them in your Notebooks.” (Suggestions: Colin is a rajah, or like a rajah. The animals talk to Dickon. The garden is a symbol of the children: as it is nurtured it thrives, just like them. Appendix D also contains examples of figurative language found in the story.)
 6. Review the Vocabulary Activity list of terms and definitions in the Notebooks. The definitions are included to save time today.
 7. Read Chapters 10 and 11, pages 89-108 together as a class.
 8. Hang up the paper Colin outline and have students share adjectives to describe Colin. Have students compare and contrast all three children. Develop a three way Venn Diagram on the board to help. Have students complete the Activity 12 “Triple Venn Diagram” in their notebooks. Keep all three paper characters up if space permits.
 9. Let students know that there will be a quiz during the next lesson so that they may review the story so far if they would like.
- E. *Assessment/Evaluation*
1. Check students’ Activity 12 “Triple Venn Diagrams” from their Notebooks to evaluate their understanding of the characters and of comparing and contrasting. Also, review the Activity 11 “Literary Terms” to make sure that everything is filled in that should be.

Lesson Seven: Visiting Her New Friend and Making Plans

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will become aware of how plants and people must be nurtured to thrive.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will continue to read and recall important events to the story.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Copies of “Quiz 1” Appendix F for each student
- C. *Key Vocabulary*
1. Curtsy – a movement made by a woman or girl as a sign of respect for somebody in which she bends her knees with one foot behind the other; females often curtsy when a male would bow
 2. Charm – the ability to make people like you and want to be near you
 3. Carriage – in this story it is a wheelchair

- D. *Procedures/Activities*
1. Ask students, “What the term was that Mary used to describe Colin?” (rajah) “What does it mean?” (Indian prince) “Why did she call him that?” (because he orders everyone around)
 2. Have students fill in the vocabulary words in their Notebooks before reading.
 3. Read chapters 12 and 13, pages 109-124.
 4. Have students fill in new adjectives on the paper Mary and Colin. Hopefully, the students will begin to see changes in Mary.
 5. Review Literary Terms from yesterday. See if students have any new examples.
- E. *Assessment/Evaluation*
1. Give “Quiz 1” Appendix F according to your standard procedures. Use “Answer Keys” Appendix H to grade the quizzes.

Lesson Eight: An Argument and Forgiveness and Colin and the Lamb

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will become aware of how plants and people must be nurtured to thrive.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will read for knowledge and pleasure.
 - b. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Paper Mary, Colin, and Dickon
 4. Copies of “Weekly Oral Reading Chart” with students’ names added
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Ask the students, “Have you ever had a fight with a friend? How did you solve the problem?” Let them share what happened briefly. In today’s reading Colin and Mary have a fight. How they solve the problem is important to the rest of the story.
 2. There is no vocabulary today. Let students know you will be evaluating their oral reading again today and tomorrow. (Review the directions for yourself from Lesson Three, if needed.) Have individual students read chapters 14 –16, pages 125-144 out loud.
 3. Have students update adjectives on the paper Mary, Colin and Dickson.
- E. *Assessment/Evaluation*
1. “Weekly Oral Reading Chart” Appendix E

Lesson Nine: Colin in the Garden and Standing and Digging

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will become aware of how plants and people must be nurtured to thrive.

2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will read for knowledge and pleasure.
 - b. Students will demonstrate their ability to read aloud clearly, fluently and with expression.
 - c. Students will increase their vocabulary to reflect their growing knowledge.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Copies of “Weekly Oral Reading Chart” with students’ names added to continue from Lesson Eight
- C. *Key Vocabulary*
1. Footmen – male servants
 2. Crumpets – a small cake cooked on a griddle or pan, like a thick pancake
 3. Bellowed – to yell in a deep voice
 4. Arthritis – a painful swelling of the joints in the body
- D. *Procedures/Activities*
1. Fill in the new vocabulary words for Activity 14 in the Notebooks.
 2. Continue to use the “Weekly Oral Reading Chart” to evaluate the rest of the class today.
 3. Have individual students read Chapters 17 and 18, pages 147-162 out loud.
 4. Have students complete Activity 15 “Reader’s Response” in their Notebooks.
 5. Remind students that they are nearing the end of the novel and should be reviewing their Notebooks for the Final Test. The test will include maps, vocabulary, sequencing events, and literary terms. All of the information, except the sequencing, is in their Notebooks.
- E. *Assessment/Evaluation*
1. “Weekly Oral Reading Chart”

Lesson Ten: Another Secret and Mrs. Sowerby Helps Out and Father, It’s Me

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will become aware of how plants and people must be nurtured to thrive.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will read for information and pleasure.
- B. *Materials*
1. Novels
 2. Notebooks
 3. Paper Mary, Colin, and Dickon
- C. *Key Vocabulary*
1. Dreary – dull and gloomy, depressing
- D. *Procedures/Activities*
1. Let students know that they will complete the reading of the novel today. Have them make predictions about what will happen. Write the predictions on the board and see what predictions were correct at the end of the reading.

2. Write the word “dreary” and its definition on the board to just go over it with the class.
 3. Read Chapters 19-21, pages 163-187.
 4. Review predictions.
 5. Fill in any remaining adjectives on the Paper Mary, Colin, and Dickson. Lead students in a discussion about the changes and growth reflected in the children. Show them the parallels from the characters’ lives to the growing of the garden. Highlight the idea of the changes of the seasons matching the changes of their lives. See “More Literary Terms Background” Appendix D. Use this discussion to help students review and fill in any remaining blanks on the Activity 8 in their Notebooks.
 6. Remind students that their Final Test will be during the next lesson. Congratulate them on a job well done completing the story.
- E. *Assessment/Evaluation*
1. The teacher will observe students and their responses during the discussions.
 2. The teacher will grade the completed Notebooks during the Final Test.
 3. Tomorrow’s Final Test will be part of today’s assessment.

Lesson Eleven: Final Test

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will become aware of how plants and people must be nurtured to thrive.
 - c. Students will understand and appreciate key literary terms and ideas.
 2. Lesson Content
 - a. *The Secret Garden*
 3. Skill Objective(s)
 - a. Students will demonstrate their knowledge and understanding of the novel using both lower and higher levels of thinking.
- B. *Materials*
1. Each student will need a copy of the “Final Test” Appendix G
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Ask students if there are any final questions before you pass out the test. Answer as needed.
 2. Collect all Notebooks and grade them during the Final Test.
 3. Give the test according to your standard testing procedures.
 4. Collect the tests.
- E. *Assessment/Evaluation*
1. The Final Test (Appendix G) is the assessment for this lesson. Use the Answer Keys on Appendix H to grade the tests.

Lesson Twelve: Movie Day (*the movie is about 100 minutes long and may need to be completed over two days according to your schedule*)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will discover how attitudes affect all areas of life.
 - b. Students will become aware of how plants and people must be nurtured to thrive.

- c. Students will understand and appreciate key literary terms and ideas.
 - 2. Lesson Content
 - a. *The Secret Garden*
 - 3. Skill Objective(s)
 - a. Students will pay attention to the details of the movie to be able to compare and contrast it with the book.
- B. *Materials*
 - 1. *Hallmark Hall of Fame Presents The Secret Garden* video and video player
- C. *Key Vocabulary*
None
- D. *Procedures/Activities*
 - 1. Background: There are many movie versions of *The Secret Garden*. The *Hallmark* version is suggested because it does remain the most true to the book, especially the abridged version. For some unknown reason it is rated PG, so it is suggested that you send home a permission slip prior to showing the video. Be sure to follow whatever policy is in place for your school. The rated G version released by Warner Brothers does contain some scenes (and language) which does not seem to be appropriate to the classroom. Be sure to preview it first if you choose to show it instead.
 - 2. Before showing the movie make sure it is cued up and ready to go. Let students know that they will be expected to write an essay during the next lesson that compares and contrasts the movie with the book, or two characters with each other, so that they are aware they need to pay attention to details.
 - 3. Play the movie.
 - 4. Answer any questions that may arise.
 - 5. Lead the students in a discussion of the movie. Ask them what may have been unexpected for them in the movie. Have them orally compare and contrast the movie and the book. Ask them to evaluate whether they liked the movie or the book better and why.
- E. *Assessment/Evaluation*
 - 1. Tomorrow's essay will be the assessment for today's lesson.

Lesson Thirteen: Compare and Contrast Essay

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand and appreciate key literary terms and ideas.
 - b. Students will discover how attitudes affect all areas of life.
 - c. Students will become aware of how plants and people must be nurtured to thrive.
 - 2. Lesson Content
 - a. *The Secret Garden*
 - 3. Skill Objective(s)
 - a. Student will demonstrate their ability to compare and contrast two similar objects by planning and writing an essay.
- B. *Materials*
 - 1. Each student needs paper and pencils
 - 2. Novels
 - 3. Notebooks
- C. *Key Vocabulary*
None

D. *Procedures/Activities*

1. Before the class preview the Rubric for Grading Compare and Contrast Essays (Appendix J) and print out copies as needed to grade the essays.
2. Have students write a three paragraph essay comparing and contrasting either the book and the movie, or Mary and Colin, or Colin and Dickon. Let them use their Notebooks and the novel if they wish. Help them organize their writing by suggesting they write a list of all the ways the two items are the same. (The lists do not have to be in complete sentences.)
3. Next they need to list how they are different.
4. They may also want to make a Venn Diagram to help themselves.
5. For their rough drafts they should chose three items from each list and make them into three sentences to form the body of each paragraph adding in topic sentences and conclusions. They can turn these lists into paragraphs with the paragraph on how they are the same listed first. (The paragraphs must be written in complete sentences in standard paragraph form.)
6. The third paragraph should be an evaluation of what they liked and disliked about the book and/or the movie.
7. Students should then edit and proofread their own papers.
8. Students should rewrite a final copy of the essay.
9. Students will turn in all planning and rough drafts with the final copy. This assignment should be completed entirely on their own and in class so that you may see a true example of their abilities. It is also a good preparation for standardized testing that requires timed writings.

E. *Assessment/Evaluation*

1. The essay is the assessment. See Appendix J for Rubric for Grading Compare and Contrast Essays.

VI. CULMINATING ACTIVITY

A. Secret Garden Tea Time

1. This is a time to simply celebrate a wonderful story. If it is at all possible, plan to have your Secret Garden Tea Time in a garden at, or near your school. Make a field trip to the local botanical garden, or find a community park or farm that has a garden. Ask around and check the internet for gardens in the area. Make this event as magical as you can!
2. Suggestions: Solicit parental assistance for this activity to be a success. You may even want to have a parent volunteer to be the coordinator. There are many wonderful books out there, including *The Secret Garden Cookbook*, with ideas for having a tea and many sites on the internet to help with recipes and planning. The following link even has a menu planned around The Secret Garden. It looks pretty labor intensive, but you can adapt it.
<http://www.meridianmagazine.com/athome/tea/010406teaprint.html> Another link is <http://teas2dine4.com/ideas.html>
3. If it is possible to do a “proper” tea, then by all means do it. Use the china, linens, lace, whatever. Kids are usually very good at knowing when to be careful with special things, plus it’s a great lesson on etiquette that most children need. If you cannot, or choose not to be fancy, there are plenty of paper products that can look nice. Have each student contribute something. Do not feel that you have to serve only tea or tea at all. Lemonade, cocoa, or punch can all work just fine. Peanut butter and jelly sandwiches cut into fourths with the crusts cut off are wonderful. Serve cupcakes and call them teacakes. There are a lot of recipes kids may not like, but suggest they try a little of everything. Make it fun.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Background Information on the Author
- B. Appendix B: The Secret Garden Notebook for Students
- C. Appendix C: Background Information of Literary Terms
- D. Appendix D: More Background Information on Literary Terms
- E. Appendix E: Weekly Chart for Oral Reading
- F. Appendix F: Quiz 1
- G. Appendix G: Final Test
- H. Appendix H: Answer Keys
- I. Appendix I: Master Vocabulary List
- J. Appendix J: Rubric for Grading Compare and Contrast Essays

VIII. BIBLIOGRAPHY

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- S. Tea Party Ideas: <http://www.meridianmagazine.com/athome/tea/010406teaprint.html>
(*The Secret Garden Tea*)
- T. Tea Party Ideas: <http://teas2dine4.com/ideas.html>

Appendix A Background Information on the Author

from <http://www.teachervision.com/lesson-plans/lesson-4411.html>.

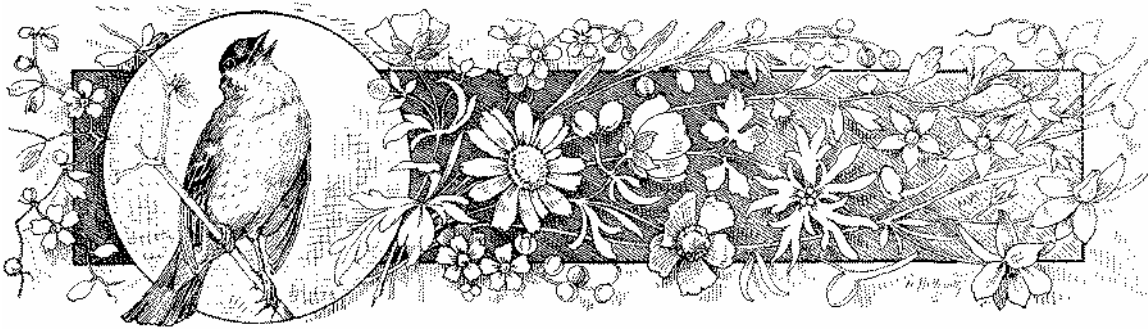
“Frances Eliza Hodgson was born on November 24, 1849, in Manchester, England, the third of Edwin Hodgson's and Eliza Boond's five children. Her father ran a prosperous firm which specialized in the trade of decorative arts for the interiors of houses. At the time, Manchester was experiencing a textile boom which infused the town with a rising middle class, and because these families were erecting magnificent houses, Hodgson's merchandise was in demand. The prosperity of the Hodgson family was cut short in 1854 when Edwin suffered a stroke. Even more devastating to the family fortune was the American Civil War, which caused a cessation of cotton shipments from Southern plantations, crippling Manchester's economy. Eliza Hodgson decided to emigrate to America, and in 1865, when Burnett was sixteen, the family settled in a small town about twenty-five miles from Knoxville, Tennessee. This move would prove instrumental in Burnett's development as a writer. Although she had always been obsessed with storytelling and often amused her schoolmates by acting out tales of adventure and romance, the financial strain of the emigration caused her to turn to writing as a means of supplementing the family's income. The move from industrial England to rural America was for the family a journey to the green, natural world that would become a central theme in many of Burnett's later works, including *The Secret Garden*.

Burnett's first published story, "Miss Carruthers' Engagement," appeared in a magazine called *Godey's Lady's Book* in 1868. After the death of her mother in 1872, the family became increasingly dependent on her writing income. She accelerated her career as a popular writer and sold stories to many magazines. In September of 1873 she married Swann Burnett, a doctor from Tennessee who was preparing to specialize in the treatment of the eye and ear. He wished to further his specialty by studying in Europe, and Burnett financed his wish, once again becoming responsible for the bulk of her family's income. In 1874, she gave birth to her son Lionel and began work on her first major novel, *The Lass o' Lowries*. The critical response was encouraging, and many reviews compared Burnett's work to that of Charlotte Brontë and Henry James. In 1879 she published her novel *Haworth*, her first attempt at serious fiction. Later that same year, one of her first children's stories appeared in *St. Nicholas*, a magazine in which she would publish for years to come. It is at this time that Burnett, who was constantly battling illness, acquainted herself with the philosophies of Spiritualism, Theosophy, Mind Healing, and Christian Science. These philosophies' ideas about the healing powers of the mind became a crucial motif in much of her writing, most notably in *A Little Princess*, *The Secret Garden*, and *The Lost Prince*.

In 1886 *Little Lord Fauntleroy*, the book that transformed Burnett's life, was published. It became a runaway bestseller in America and England. While the success of the book branded Burnett a popular and romantic writer rather than a serious artist, it provided her with enough income to free her from an unhappy marriage and allow her to travel through Europe. In 1890 Burnett's first son Lionel was diagnosed with consumption and died that same year. By 1898, Burnett and Swann divorced by mutual consent, and she leased a country house in England where she immersed herself in her passion for gardening. The estate was surrounded by several walled gardens, one of which, a rose garden, served as her outdoor workroom. It was here that the idea of *The Secret Garden* was born.

Over the course of her life, Burnett wrote more than forty books, for both adults and children. While her adult novels are considered to be quite sentimental, her children's books have withstood the fickleness of literary fashions. *The Secret Garden*, the story of how Mary Lennox and her friends find independence as they tend their garden, has been described as one of the most satisfying children's books ever written. Frances Hodgson Burnett died of congestive heart failure on October 29, 1924.”

Appendix B, page 1
The Secret Garden Notebook

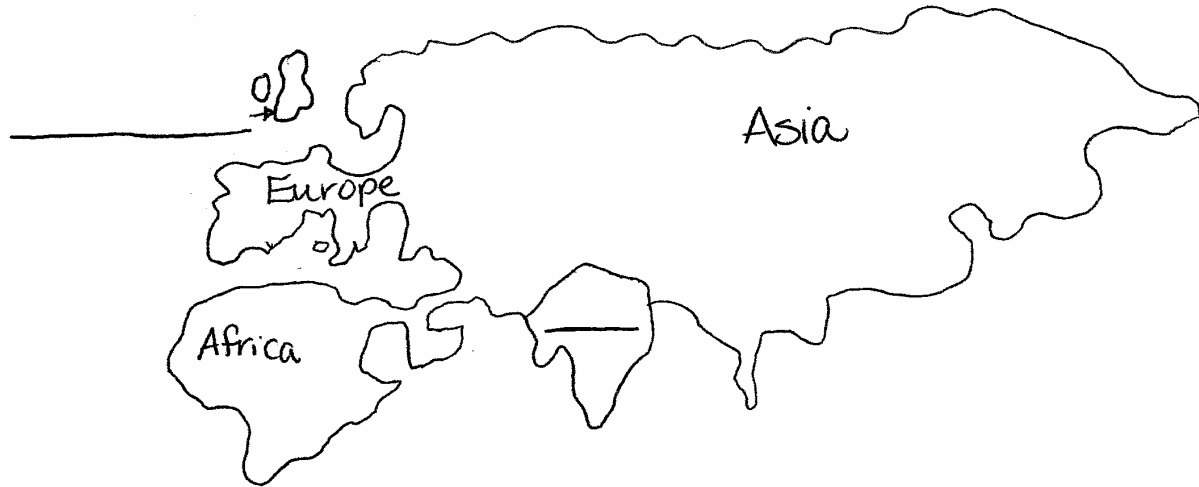


The Secret Garden Notebook

This Notebook Belongs
to:

Appendix B, page 2
Activity 1 Map Skills
Lesson 1

Label this map and fill in Mary's route to her new home, Misselthwaite Manor.



Activity 2 Vocabulary
Lesson 1

Define the following vocabulary words from Chapter 1. Use the space to the right to draw a small picture to help you remember what the word means.

1. Musty - _____
2. Moor - _____
3. "Sour expression" - _____
4. Nanny - _____
5. Ayah - _____
6. Cholera - _____
7. Misselthwaite Manor - _____
8. Frail - _____
9. Stern - _____
10. Flatly - _____
11. Lord and Lady - _____

Appendix B, page 3

Activity 3 Vocabulary

Lesson 2

Define the following vocabulary words from Chapters 2 and 3. Use the space to the right to draw a small picture to help you remember what the word means.

1. Befriended- _____

2. Ushered- _____

3. "Polished the furniture"- _____

4. Displeased- _____

5. Intrusion- _____

Activity 4 Art

Lesson 2

Draw a picture of what you think The Secret Garden would look like.

Appendix B, page 4

Activity 5 Vocabulary

Lesson 3

Define the following vocabulary words from Chapters 4 and 5. Use the space to the right to draw a small picture to help you remember what the word means.

1. Corridors – _____
2. Satiny – _____
3. Waistcoat – _____

Activity 6 Vocabulary

Lesson 4

Define the following vocabulary words from Chapters 6 and 7. Use the space to the right to draw a small picture to help you remember what the word means.

1. Porridge – _____
2. Biscuit – _____
3. Matted – _____
4. Alcoves – _____

Appendix B, page 6
Activity 9 Reader's Response
Lesson 5

Read the following quotation and write in complete sentences what you believe this quotation means.

"Happiness must be grown in one's own garden." -Mary Engelbreight

Activity 10 Vocabulary
Lesson 6
Read and learn the following terms and definitions.

1. Rajah – the title for an Indian prince or king
2. Gaping- standing there with one's mouth hanging open
3. Fretfully- very upset, unable to communicate clearly

Appendix B, page 6

Activity 11 Literary Terms

Lesson 6

1. **Imagery:** _____

2. **Metaphor:** _____

General Example: _____ *He is a bear in the morning.* _____

Story Example : _____

3. **Simile:** _____

General Example: _____ *He is as quiet as a mouse.* _____

Story Example : _____

4. **Symbol:** _____

General Example: *The sun rose the next day bringing hope.* _____

Story Example : _____

5. **Personification:** _____

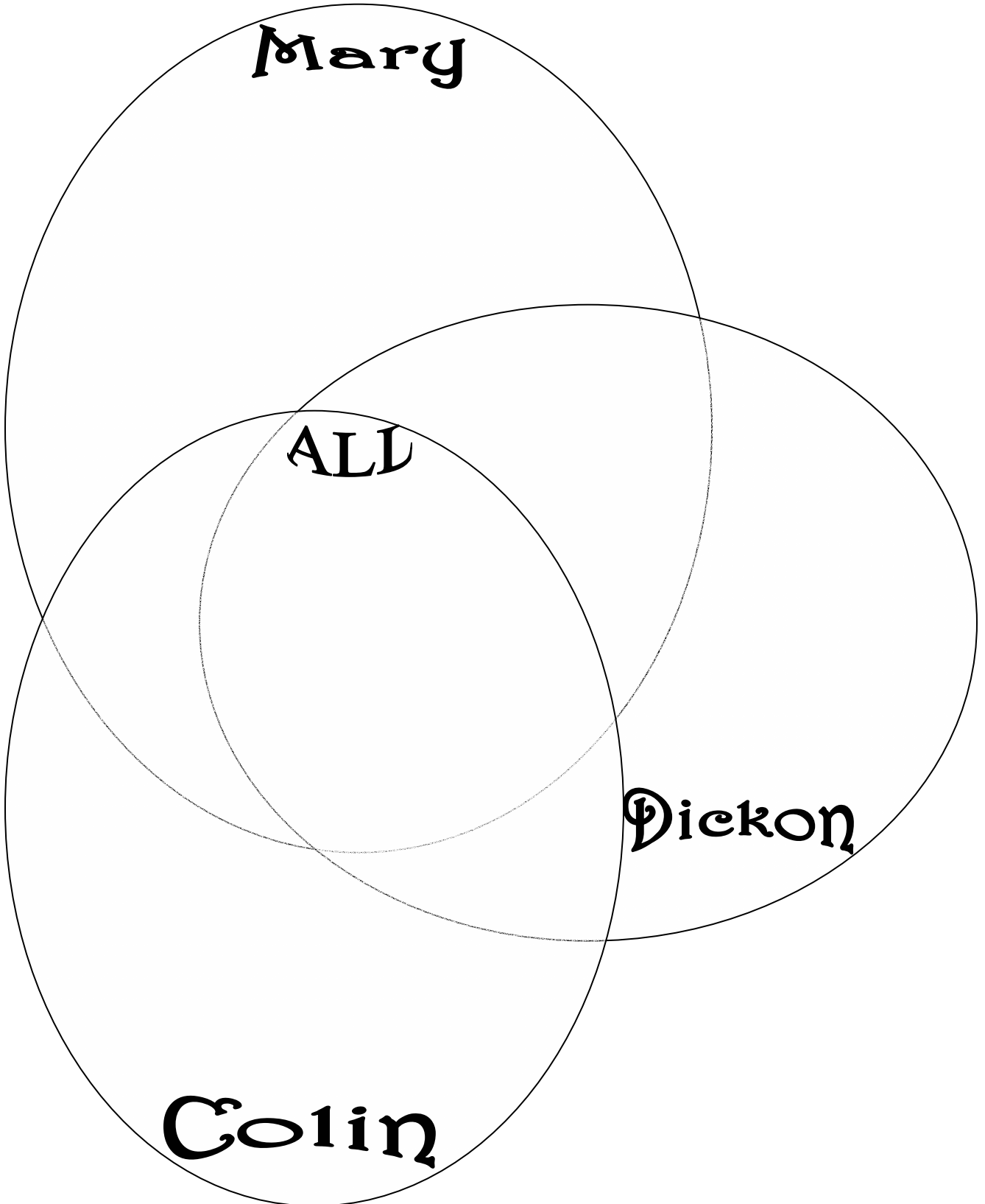
General Example: _____ *The sunflower shined its face on us.* _____

Story Example : _____

6. *What is the purpose of all this?*

Activity 12 Triple Venn Diagram

Lesson 6



Appendix B, page 8

Activity 13 Vocabulary

Lesson 7

1. Curtsy - _____
2. Charm - _____
3. Carriage - _____

Activity 14 Vocabulary

Lesson 9

1. Footmen - _____
2. Crumpets - _____
3. Bellowed - _____
4. Arthritis - _____
5. Dreary - _____

Activity 15 Reader's Response

Lesson 9

One of the famous lines from this story comes from Ben Weatherstaff,

"Where you tend a rose, a thistle cannot grow."

Literally this means that where you take care of a rosebush, a weed cannot grow in the same spot. What do you think this means in relation to attitudes? What do you see in Mary and Colin's lives that illustrate Ben's point?

Appendix C
Background information on Literary Terms
from

<http://members.aol.com/HuntressKE/private/poemx7.html>

Question: What is a symbol in literature?

The word symbol derives from the Greek verb *symballein*, to throw together and its noun *symbolon*, "mark," or "sign." It is an object, animate or inanimate, that stands for or points to a reality beyond itself. The cross, for example, is often used to represent suffering. Symbols, however, also indicate their own reality. For example, a cross not only stands for suffering, but it also stands for Christian suffering. A sunrise not only represents new beginnings but the beginning of a new day.

The more you read and study literature, the more you will come across words that always function symbolically. The seasons are a perfect example. Winter represents aging, decay, and death; spring is often used to represent energy, birth, and hope; summer is symbolic of childhood, fun, and laughter; autumn stands for maturity, wisdom, and fulfillment.

Other typical examples include the scales to symbolize justice; a dove for peace, the rose, purity; the stars and stripes, America; the lion, strength and courage, and so on.

Things get a little harder, though, when a poet creates a new symbol. You then have to study the poem carefully and ask yourself which word has a central place in the poem or which word transforms other elements in the poem. The albatross in Coleridge's *Rime of the Ancient Mariner* is a case in point. The albatross is a recurring character, and it symbolizes the suffering that the mariner is going through.

Sometimes symbols can be straightforward, but more often it is not easy to say exactly what they symbolize. In Blake's "The Tyger," for instance, the tiger could be a symbol of great energy and creativity, but it could also mean many other things. The same applies to Coleridge's albatross. You can guess at the meaning but can never be quite sure. Always remember when discussing symbols and symbolism in poetry that they are rich and complex and have many layers of meaning. Rather than using the words "stands for" or "points to" when you discuss them, try to use words like "suggests" or "expresses" or "represents."

Prepared by AACTchrTC, AAC Staff

Appendix D

More Background Information on Literary Terms

from- <http://www.teachervision.com/lesson-plans/lesson-4411.html>

While *The Secret Garden* is an exquisite children's story, its timeless themes, precisely drawn characters, and taut narrative make it worthy of the serious discussion due any classic novel. It is a tale of redemption, rich with biblical symbolism and mythical associations. In Mr. Craven, his stern brother, and Mary's parents, readers have found evidence of a fallen adult world. Consequently, Mary and Colin are physically and spiritually malnourished, and, in the words of Burnett, downright rude.

Mr. Craven's redemption at the hands of Colin and his niece ensures the return of good rule to the ancient, gloomy house and of health to the children. Dickon – constantly surrounded by fox, lamb, and bird – evokes St. Francis or Pan. His mother, Mrs. Sowerby, a plain-speaking Yorkshire woman, resembles the archetypal earth mother and embodies an ancient folk wisdom seen neither in Craven nor in Mary's deceased parents.

Invoking traditional nature myths, Burnett aligns the spiritual growth of Mary and Colin with the seasons. Mary arrives at Misselthwaite in winter a dour and unhealthy child. She begins her gardening in the spring, and as crocuses and daffodils push up through the warming earth, her body begins to bloom and her manners to soften. Summer sees the complete regeneration of both Mary and Colin, and by the time Craven returns to Misselthwaite in autumn, the children are harvesting the fruits of their labor – health and happiness. Finally, the overarching symbol of the book is *The Secret Garden*, a lost paradise of love and happiness – a version, perhaps, of the Garden of Eden, now reclaimed and rejuvenated.

Appendix F
Quiz 1



Name:

#

Date:

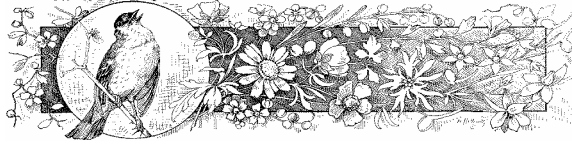
The Secret Garden

Fill in the best answer to each question.

1. What country was Mary born in?
2. Why did she move to Misselthwaite Manor?
3. Who was her guardian?
4. What is the housekeeper's name?
5. Who is the maid that takes care of Mary?
6. Who does Mary hear crying in the night?
7. Why is the garden locked?
8. Who is the gruff gardener?
9. Who charms animals?
10. Why don't people like Mary?

Appendix G, page 1

Final Test



Name

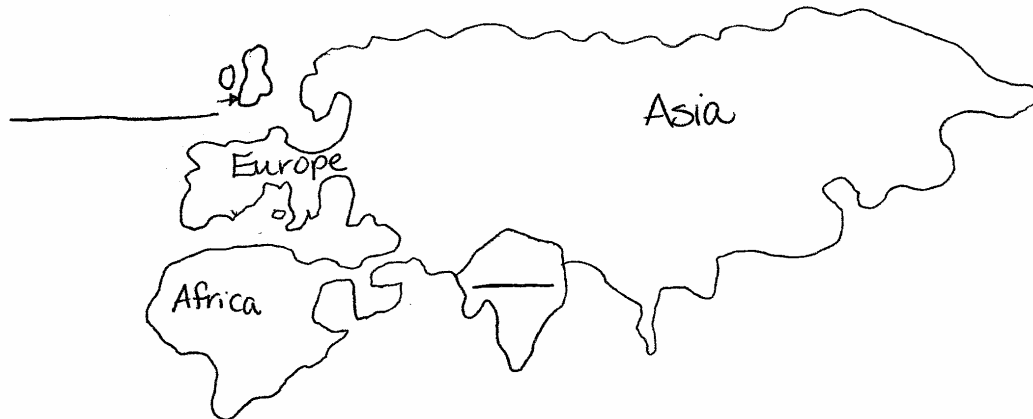
#

Date

Section I. Knowledge

Write the best answer to the questions.

1. Why did Mary move in the beginning of the story?
2. What country did she move from?
3. What country did she move to?
4. Label the countries on the map and trace Mary's route.



5. What is the moor? Describe it.
6. What is special about Dickon?
7. How did Mary find the key?
8. Where was the door?

Appendix G, page 2

9. How did Ben Weatherstaff react to Mary at first?

10. How did Mary treat people in the beginning of the story?

Section II. Comprehension

Put the following events in order (first, second, third) by writing the letter of the event on the correct line.

- a. Mary finds the garden.
- b. Mary finds Colin.
- c. Mary removes leaves from around the plant shoots
- d. Martha's mother gives Mary a jump rope.
- e. Colin can walk.
- f. Mary meets Dickon.
- g. Mary's uncle returns.
- h. Colin and Mary get in a fight.
- i. Mary goes on a train with Mrs. Medlock.
- j. Colin's mother dies.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Section III. Application

Write the best answer to the following questions.

1. Predict what would have happened to Colin if Mary had not found him.

2. What were three of the results of Mary finding The Secret Garden?
 - a.
 - b.
 - c.

Appendix G, page 3

Section IV. Analysis

What literary terms/forms are used in the following sentences? Circle the correct answer.

3. Ben Weatherstaff is a bear towards strangers. metaphor/symbolism
4. Mary crept through the hallways as quiet as mouse. simile/personification
5. The changing seasons represented the garden and the children. personification/symbolism
6. The trees waved and smiled at the children in the garden. personification/metaphor

Section V. Synthesis

7. Choose which character you are the most like and explain your answer.

Section VI. Evaluate

8. What did you like better the book, or the movie? Explain your answer.

Appendix H, page 1
Answer Keys

“Quiz 1”

1. India
2. Her parents died
3. Her uncle, Lord Craven
4. Mrs. Medlock
5. Martha
6. Colin
7. Because it was her aunt’s garden, Lady Craven; she died after an accident in the garden; it made her uncle, Lord Craven, sad
8. Ben Weatherstaff
9. Dickon
10. Because she is rude; she is sad; she is unfriendly

“Final Test”

Section I.

- | | |
|--|---|
| 1. Her parents died. | 6. he charms animals; he’s quiet; he’s trustworthy; the animals trust him |
| 2. India | 7. The robin led her to it. |
| 3. England (Britain) | 8. in the wall covered by the ivy |
| 4. see map | 9. He didn’t like her at all at first. |
| 5. the moor is prairie land, rolling hills covered in grasses and flowers; looks like an ocean of plants | 10. She was rude and mean to everyone. |

Section II.

1. J
2. I
3. D
4. A
5. C
6. F
7. B
8. H
9. E
10. G

Section III.

Appendix H, page 2

1. suggested answers: He never would have walked. He would have died. He would still be mean.

2. suggested answers in any order: She grew stronger. She learned to love. She learned to be kind. She made friends. Colin learned to walk. Colin learned to care for others. The three kids became friends.

Section IV.

3. metaphor

4. simile

5. symbolism

6. personification

Section V. and VI.

Answers will vary.



Appendix I, page 1
Master Vocabulary List

The words are listed here in the order in which they appear in the book.

Lesson One

Musty – smelling old, damp

Moor – English prairie lands, rolling hillsides that grow some wild grasses and plants

“Sour expression” – upset look on someone’s face

Nanny – a person hired to care for children; usually a live-in babysitter

Ayah – Indian expression for nanny

Cholera – (not in the abridged version, but it is what her parents died of) a disease in the intestines caused by bacteria in food or water, usually fatal

Misselthwaite Manor – a large home almost like a castle

Frail – weak, sickly

Stern – very strong or firm, not usually kind

Flatly – dull sounding, without expression

Lord and Lady – aristocratic titles once given by the king

Lesson Two

Befriended – to make friends with

Ushered – led into

“Polished the furniture” – dusted the furniture

Displeased – not pleased

Intrusion – an interruption

Lesson Three

Corridors – hallways

Satiny – shiny and smooth, glossy, like satin fabric

Waistcoat – a vest

Lesson Four

Porridge – breakfast food like oatmeal

Biscuit – can be a small cake or cookie, not usually too sweet

Matted – a tangled mess, clumped together

Alcoves – a shady or secluded place in a garden

Appendix I, page 2

Lesson Five

Wick – alive

Governess – like a nanny, but also responsible for teaching children

Guardian – an adult who is legally in charge of a child instead of the child's parents

Solemnly – seriously

Lesson Six

Rajah – a title of an Indian prince

Gaping- standing there with one's mouth hanging open

Fretfully- very upset, unable to communicate clearly

Lesson Seven

Curtsy – a movement made by a woman or girl as a sign of respect for somebody in which she bends her knees with one foot behind the other; females often curtsy when a male would bow

Charm – the ability to make people like you and want to be near you

Carriage – in this story it is a wheelchair

Lesson Eight

None

Lesson Nine

Footmen – male servants

Crumpets – a small cake cooked on a griddle or pan, like a thick pancake

Bellowed – to have yelled in a deep voice

Arthritis – a painful swelling of the joints in the body

Lesson Ten

Dreary – dull and gloomy, depressing

Appendix J, page 1

Compare and Contrast Essay

CATEGORY	4 Advanced	3 Proficient	2 Partially Proficient	1 Not Proficient
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.

Appendix J, page 2

Penmanship (Conventions)	Paper is neatly written or typed with no distracting corrections.	Paper is neatly written or typed with 1 or 2 distracting corrections (e.g., dark cross-outs; bumpy white-out, words written over).	The writing is generally readable, but the reader has to exert quite a bit of effort to figure out some of the words.	Many words are unreadable OR there are several distracting corrections.