

# *The Secret Life of Bees*

## *Curriculum Unit*



The Center for Learning



# **The Secret Life of Bees**

Sue Monk Kidd

Curriculum Unit

Ruth Ramsey Vukovich



The Center for Learning

[www.centerforlearning.org](http://www.centerforlearning.org)

### **Curriculum Unit Author**

An experienced high school teacher, Ruth Ramsey Vukovich earned her M.A. from Youngstown State University, Youngstown, Ohio. Named Teacher of the Year, she has taught a variety of English classes. This is her first Center for Learning publication.

### **Editorial Team**

Rose Schaffer, M.A.


Mary Jane Simmons, M.A.

Bernadette Vetter, M.A.

Kristen Zuccola, M.A.

Copyright © 2005 The Center for Learning, Cleveland, Ohio. Reprinted 2010.

Manufactured in the United States of America.

 Printed on recycled paper.

The worksheets in this book may be reproduced for academic purposes only and not for resale. Academic purposes refer to limited use within classroom and teaching settings only.

ISBN-13: 978-1-56077-781-6

ISBN-10: 1-56077-781-8

# Contents

	Page	Handouts
Introduction .....	v	
Teacher Notes .....	vii	
1 Where and When.....	1	1, 2, 3
2 Figurative Language .....	7	4, 5
3 The Civil Rights Act of 1964 .....	13	6, 7, 8
4 Character Study .....	19	9, 10, 11, 12
5 Characters .....	25	13, 14, 15, 16, 17
6 The Bees and Their Secrets .....	33	18, 19, 20, 21
7 The Turning Point .....	41	22, 23, 24, 25, 26, 27, 28
8 Action and Reaction .....	55	29, 30, 31, 32
9 Imagery and Theme .....	63	33, 34, 35, 36
10 Resolution .....	71	37, 38, 39, 40
Supplementary Materials		
Content Quiz .....	78	
Answer Key .....	79	
Final Projects .....	80	
Bibliography .....	81	



# Introduction

Many high school students will find an immediate connection to Sue Monk Kidd's *The Secret Life of Bees*. They will recognize the turmoil and emotional reactions of the fourteen-year-old protagonist, Lily Melissa Owens. They will share her longings for acceptance and love.

Students may be less familiar with the setting of the novel. The novel begins on July 1, 1964. The 1960s was a time of upheaval and change in the United States. The social changes portrayed in the novel center on the Civil Rights Movement. In 1954, ninety years after the passage of the Fourteenth Amendment to the U.S. Constitution, the Supreme Court ruled that “separate, but equal” was an unconstitutional way to educate American students. Ten years after that ruling, the Civil Rights Act of 1964 made it illegal to bar people from voting, from eating at the lunch counter, and from going to the state university of their choice because of their race. Those changes were not readily accepted in South Carolina, the novel's geographic setting. Students need to learn about this era to fully understand the behavior of many characters.

Living in the midst of social change, Lily Owens finds her own life in a state of upheaval. The main character of *The Secret Life of Bees* experiences not only the typical growing pains of someone in the summer before her freshman year, but she blames herself for her mother's death. She longs for her father's love, yet she despises him. She lives in a society in a state of flux and a family that has fallen apart.

Although the struggle of growing up may appeal to younger readers, this novel is more appropriately studied in high school. The issues of sexuality, racism, religious beliefs, and interracial relations require a maturity to be able to analyze them and discuss them in a classroom setting.

Studying *The Secret Life of Bees* also allows students to analyze their own values. The lessons are designed to allow them to understand and appreciate the novel. Studying the novel will make them aware of the influence of events and places in their lives. Students will be able to vicariously experience a historic decade. Lessons address the act of writing and its conventions. They are designed to increase analysis of stylistic devices and the structure of a novel. Students are asked to use critical thinking to ponder characters' decisions and to review their own values.





# Teacher Notes

The lessons and handouts for *The Secret Life of Bees* follow the novel sequentially. Most lessons can be completed in one class period. Some of the handouts are long-term assignments that students will complete as they read the whole novel. Suggest that students keep handouts in a folder. Several final projects can best be completed using completed handouts as references.

Reading assignments for this curriculum unit are as follows:

- Chapter 1 for Lesson 2
- Chapters 2 and 3 for Lesson 3
- Chapters 4 and 5 for Lesson 4
- Chapters 6 and 7 for Lesson 5
- Chapter 8 for Lesson 6
- Chapter 9 for Lesson 7
- Chapters 10 and 11 for Lesson 8
- Chapters 12 and 13 for Lesson 9
- Chapter 14 for Lesson 10

Note that the first lesson precedes the first reading assignment. The background lesson and discussion of writing styles should prepare students for reading by eliminating some confusion.

In many lessons there are discussions of literary terms and their applications. For consistency, decide on a source of definitions for those literary terms: students' textbooks, definitions you have developed, or standard college-level dictionaries.

Research is necessary for some of the lessons. Much of what students will be asked to research is available on the Internet, but the library media center should have what they need.

Basic reading comprehension precedes any analysis. Beginning in Lesson 2, the first handout of each lesson asks students to summarize what they have read. This summary of characters, places, and events also asks students to respond with their own opinions. These questions can serve as a starting point for a general discussion of the reading assignment. The text is rich with possibilities, so consider asking students to keep a reading journal. Their journals could also be the starting point for class discussions about what they have read.

At the end of the lessons, supplementary materials include suggestions for projects and a final examination.

Answers to handouts will vary unless otherwise indicated. Students may need additional paper to complete some handouts.



# Lesson 1

## Where and When

### Objectives

- To research the setting of the novel
- To identify elements that make a setting distinct or unique
- To become familiar with the geographical setting

### Notes to the Teacher

High school students will be familiar with the emotional trauma of being fourteen, but they may not be familiar with either the geographical or chronological setting of this novel. Lily Melissa Owens, the main character and narrator, lives in South Carolina. Throughout the novel, Sue Monk Kidd refers to plants, animals, and smells that are unique to the South. Her specific descriptions add to the reality of the novel, but they may be confusing to readers who are not familiar with the South. Though the two locales of the novel, Sylvan and Tiburon, do not appear on any map of South Carolina, a strong case can be made to label *The Secret Life of Bees* a southern regionalist novel.

Lily's quest for answers and love occurs against the backdrop of the social upheaval that followed the passage of the Civil Rights Act of 1964. Even students familiar with the South may be unfamiliar with the 1960s. The goal of this first lesson is to acquaint readers with the element of setting. Becoming familiar with the events of 1964 and the sights and smells of the South will make the novel more accessible.

This lesson involves allowing students time to research, and then time to apply that research. Decide in advance whether the classroom has enough dictionaries and reference works to complete **Handout 1** or whether the work can best be completed in the library media center. Access to the Internet may also be useful for research purposes.

**Handout 3** is a long-term geography project that students will be asked to continue working on as they read the novel. A map of South Carolina from an atlas or online source is needed.

After these introductory activities, students should be assigned to read chapter 1 of *The Secret Life of Bees*.

### Procedure

1. If you are not in the South, ask the class how many of them have lived in or visited the South. If you are in the South, ask students what characteristics they believe the other sections of the country associates with the South. Explain that this lesson is designed to make them more familiar with the setting of *The Secret Life of Bees*. Distribute **Handout 1** for students to complete.
2. When students are finished identifying the terms on **Handout 1**, discuss the correct responses so that each student has the correct information. Explain to students that they will find many more references to southern customs and climate as they read.

### Suggested Responses:

1.
  - a. kudzu—a vine that grows rampant in the South; often seen growing on trees, light poles, and electric and telephone wires
  - b. grits—ground corn meal; boiled with water to create a mush-like cereal
  - c. sweet-grass baskets—woven by women who gather the sweet grass along the coast of South Carolina
2.
  - a. Malcolm X—a Muslim and a Black civil rights spokesperson whose ideas were viewed as more radical than those of Martin Luther King Jr.
  - b. Saigon—the former capital of South Vietnam during the conflict there; now Ho Chi Minh City
  - c. The Beatles—a widely popular British rock group during the 1960s
  - d. Wimbledon—London suburb where a tennis tournament is held each year in early July
  - e. Civil Rights—rights granted to citizens through the Constitution and the Bill of Rights; the 1960s Civil

*Rights Movement sought to ensure that all citizens, regardless of their race, religion, or gender, were treated equally and fairly under the law*

3. 1960s; July

3. Assign students to work in small groups. Distribute **Handout 2**. Have each group complete the worksheet and appoint a spokesperson to present the group's responses to the class.

**Suggested Responses:**

*There should be some similarity among the groups in naming features and customs of their local community. For item 5, students may suggest that residents would be angry if they thought unlikable characters were based on them. Students may mention that exposing the ills of a community would appear to be disloyal to their hometown.*

4. Distribute **Handout 3**. Although this is a long-term assignment, the first part will be finished with the next reading assignment. Explain to students that as they read the novel they should list the South Carolina locales that are mentioned. They should also look for clues to determine where Sylvan and Tiburon are located. Students will need a map of South Carolina from an atlas or online source for reference as they complete the map on the handout.

**Suggested Responses:**

- *Less than halfway through chapter 2 the novel states that Tiburon is near the star marking the capital city of Columbia.*
- *Near the end of chapter 3, Lily is directed to follow Main Street until it becomes the road to Florence, so Tiburon must be northeast of Columbia. Sylvan is ninety miles from Tiburon in the midland plain.*
- *These other South Carolina places are mentioned by name: Charleston, Georgetown, Highway 17, McClellanville, Columbia, Florence, Spartanburg County, Pawley's Island, Ashley River, and Orangeburg.*

5. Assign students to read chapter 1 of *The Secret Life of Bees*.

## Where and When

**Directions:** *The Secret Life of Bees* is set in South Carolina, and the novel includes many references to the customs, natural environment, and speech patterns of that region. Use a dictionary and other reference materials to answer the questions below.

1. The following items are common in the South. Define each one.
  - a. kudzu
  - b. grits
  - c. sweet-grass baskets
2. The following items are mentioned in a newspaper read by the main character. Write a brief description of each one.
  - a. Malcolm X
  - b. Saigon
  - c. The Beatles
  - d. Wimbledon
  - e. Civil Rights
3. What decade and month serve as the setting of *The Secret Life of Bees*?

## Make Your Community the Setting of a Novel

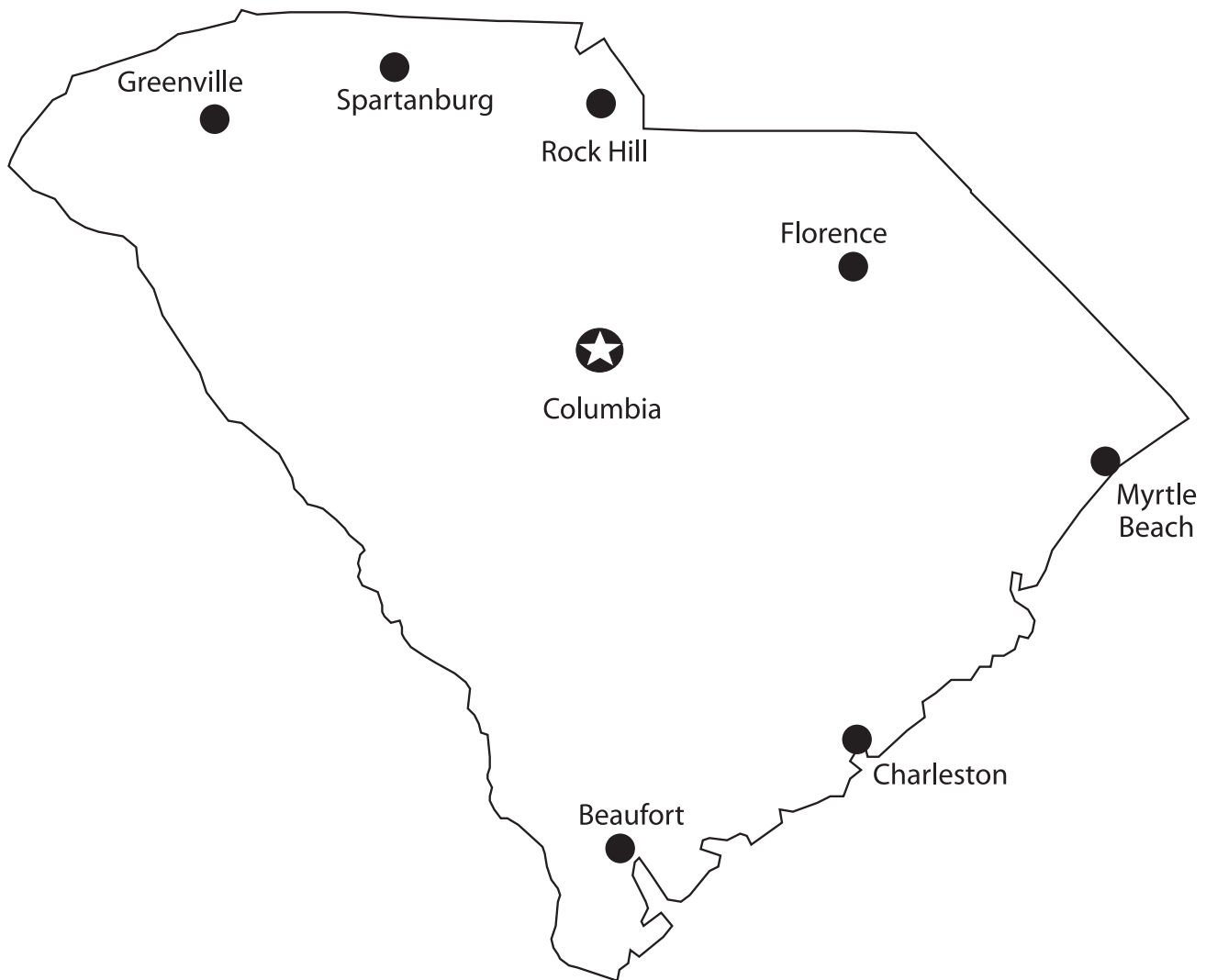
**Directions:** Suppose that you were going to make your local community the setting of a novel. Consider the following elements.

1. Create a fictional name for the community you live in.
2. In which region of the country is your community located?
3. List the characteristics that make your area distinct from other areas.
  - a. Describe the natural features of your community. What is the climate like? What plants or animals are found only in your area? What do you see when you look around?
  - b. Describe the language of the community's citizens. How do speakers in your area sound different from what you hear when you listen to people from other regions? Are there words or phrases that you think are unique to your area?
  - c. Describe the community's customs. What are the typical occupations of people where you live? What foods or recipes are specifically associated with your region? What social customs or forms of recreation or music aren't commonly found elsewhere?

4. What year will be the setting?
  - a. What historical or political events of this year do you think will be remembered in the future?
  - b. What famous people will be associated with this year?
  - c. What cultural elements—such as games, fads, music, movies, or television—will be connected with this year?
5. Why would Sue Monk Kidd set her novel in a specific locale, but use fictional names for the towns? What problems could be caused by using a real town? If you were to use the name of your community in a story, how would people in your community react?

## Where in the World Is Tiburon?

**Directions:** Even though Sylvan and Tiburon, South Carolina, are fictional settings, Sue Monk Kidd gives clues to where they would be located. By the end of chapter 2, you should be able to pinpoint Tiburon. When you think you know, mark the spot with a T. As clues reveal where Sylvan is, mark that location with an S. Then list the names of other real South Carolina settings mentioned in the novel and the page number where they are mentioned. Use an atlas to help you mark those places on this map as well.





# Lesson 2

## Figurative Language

### Objectives

- To define figures of speech
- To recognize figures of speech
- To analyze the effectiveness of figurative language

### Notes to the Teacher

In the first chapter, students are introduced to Sylvan, South Carolina, to Lily and T. Ray Owens, to Rosaleen, and to the racial tensions that create the subplot of the novel. They are also introduced to Sue Monk Kidd's writing style. Students may be surprised to encounter her frequent use of figurative language. This lesson is designed to help students understand the many ways figurative language is used. Figurative language expresses the inexpressible; it gives concrete form to emotions, makes unfamiliar things clear by comparing them to more familiar items, or offers a new or fresh way of expressing a common idea.

Students will also need to discuss the events of chapter 1. **Handout 4**, the first in a series of handouts that help students recap what they've read, will facilitate that discussion. The summary will provide good insight to students' comprehension and the discussion questions will help students analyze what they have read.

Kidd parallels Lily's dysfunctional family life with the dysfunctional society of 1964. Lily longs for a mother and for normalcy. That is made clear in the first chapter. Lily believes that it is her own fault that her mother died when she was only four. Her father's insensitivity is equal to Lily's sensitivity. Her companion is Rosaleen, who longs to be a registered voter. Their longings cause them trouble in the first chapter. The final image of the chapter is that of the police car door slamming shut after Rosaleen's arrest.

In the first chapter the mystical bees and their secret life are introduced. They have become companions for Lily, and they will remain an important motif.

**Handout 5** requires students to define figures of speech. Decide in advance whether they will use the glossary in their literature text, a dictionary, or a different source. Make sure the appropriate resource is available.

### Procedure

1. Distribute **Handout 4** for students to complete. Review their answers as a class. Clarify any confusing elements.

### Suggested Responses:

1. *July 1–4, 1964*
2. *Sylvan, South Carolina*
3. *Lily Owens, the protagonist; T. Ray Owens, Lily's father; Rosaleen Daise, their housekeeper; Brother Gerald, the pastor of Lily's Baptist church; three men playing cards at the gas station; a police officer*
4. *Lily describes the bees flying around her room, tells the story of her mother's death, and describes her isolation and misery. Lily consoles herself by holding a few of her mother's belongings that she hides in the orchard. T. Ray punishes her for sneaking into the orchard at night by forcing her to kneel on grits. Lily and Rosaleen watch President Lyndon Johnson sign the Civil Rights Act of 1964 into law. Lily and Rosaleen walk into Sylvan, stop at Lily's church to rest, and steal two fans. They are confronted by three men who taunt Rosaleen about registering to vote. Rosaleen pours snuff juice on their shoes; a scuffle follows, and Rosaleen and Lily are taken to jail.*
5. *Student responses may include the story of Lily's mother's death, her exclusion from charm school and from the social activities of her classmates, her father's cruel punishment, her father's ignoring her birthday request, Brother Gerald's denying Lily and Rosaleen a fan, and the three men assaulting Rosaleen.*

6. *Students may suggest that Lily and Rosaleen will be thrown in jail, go to trial, or be killed by the three men. They may suggest an escape, as well. Their guesses should be in keeping with what they know about the characters.*
2. Read aloud the first sentence of the novel. Ask students if the sentence is literal or figurative. Discuss the literal meaning: Lily would watch and listen to the bees come out of the cracks in her wall and fly around her room. Ask students what Lily hears when the bees are flying around her room. Point out that they know what it sounds like because the author compares the sound of the bees to a propeller—a sound they are familiar with.
3. Distribute **Handout 5** for students to complete. Tell students to write the definitions of the figures of speech in part A. Collect and check students' work, or review responses as a class.

#### **Suggested Responses:**

Part A.

1. simile—a comparison of two unlike objects using signal words such as like or as
2. metaphor—an implied comparison of two unlike objects
3. allusion—a reference to a historical person, place, or event or to a literary work
4. hyperbole—exaggeration for effect

Part B.

Responses may include the following:

*simile—“shining like bits of chrome in the dark”*

*metaphor—“split my heart down its seam”*

*allusion (and simile)—“showed up like the angel Gabriel appearing to the Virgin Mary”*

*hyperbole—“the next ten thousand years she would fix my hair”*

Part C.

*Students should accurately explain the literal meaning of the figure of speech. For the first suggested response in part B, students might say that the author was comparing the shiny bees' wings to the commonly known shiny substance of chrome. The simile gives a clear picture of what Lily is seeing.*

4. Ask students to reread the first two paragraphs of the novel. Instruct them to write a literal version of those paragraphs on a separate sheet of paper. Encourage them to keep the same sense, but to provide the literal meanings of the figures of speech.

#### **Suggested Response:**

*At night I would lie in bed and watch the bees squeeze through the cracks of my bedroom wall and fly in circles around the room. They made a high-pitched buzzing sound that affected the way my skin felt. I watched their shiny wings and I wished I could fly freely like them. They way the bees flew without looking for flowers, but just for the enjoyment of it affected me deeply.*

*During the day I heard them buzzing inside the walls of my bedroom, and I imagined them creating honeycombs that leak honey for me to taste.*

5. Have volunteers share their versions of the opening paragraphs, and compare those versions to the original. Ask the students to decide which version they like better—the author's or theirs. (Some students may say that it is enjoyable to have ideas stated in new ways. Others may prefer to have things stated explicitly and directly.) Have students explain their preferences in a paragraph. Remind them to include specific reasons to support their choice.
6. Assign students to read chapters 2 and 3.

## Chapter 1 of *The Secret Life of Bees*

**Directions:** Answer the questions below after you have read the first chapter of the novel. Save this handout for future use.

1. On what dates do the events of the first chapter take place?
2. Where do the events take place?
3. What characters do you meet? Give a brief description of each character.

4. Briefly summarize what happens.

5. In your opinion, what is the saddest thing you have read in the novel so far?

6. What do you think will happen to Lily and Rosaleen?

## Speaking Figuratively

### Part A.

**Directions:** Define these figures of speech.

1. simile
  
  
  
  
  
  
  
  
  
2. metaphor
  
  
  
  
  
  
  
  
  
3. allusion
  
  
  
  
  
  
  
  
  
4. hyperbole

### Part B.

**Directions:** Read the first five pages of *The Secret Life of Bees* and find ten figures of speech. List each example in the chart, and indicate the type of figurative language that is used. More than one type may appear in the same example.

Example	Type
1.	
2.	
3.	
4.	
5.	

Example	Type
6.	
7.	
8.	
9.	
10.	

**Part C.**

**Directions:** Choose any three of the examples of figures of speech that you listed in part B. Express the meaning of the passage literally.

Example	Type
1.	
2.	
3.	

# Lesson 3

## The Civil Rights Act of 1964

### Objectives

- To learn the provisions of the Civil Rights Act of 1964
- To understand the process of change that resulted from the Civil Rights Act of 1964

### Notes to the Teacher

The Civil Rights Act of 1964 was passed in the midst of an era of sweeping social change. The era began in 1954 when the Supreme Court ruled that “separate, but equal” was unconstitutional. The Civil Rights campaign that followed that ruling was a broad social movement. It was resisted in the South where segregation had been the law. The characters of this novel become a part of the movement. Students should realize that the events of the novel are not peculiar to the novel’s local setting, but part of a larger social change.

Humans often resist change. Resistance can take many forms. This lesson is designed to give students the necessary background for understanding the overall Civil Rights movement and its impact. Some Web sites have the information that will create the “big picture” of the events. First, the full text of the Civil Rights Act of 1964 may be found at the State Department’s Web site *USInfo* (<http://usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm>). Information about the law’s major features, background, and passage can be found at *Congress Link* ([http://www.congresslink.org/print\\_basics\\_histmats\\_civilrights64text.htm](http://www.congresslink.org/print_basics_histmats_civilrights64text.htm)). The Library of America sponsors a Web site, *Reporting Civil Rights* (<http://www.reportingcivilrights.org>), that features a time line and other valuable information.

**Handout 7** requires a close reading of the novel, and **Handout 8** requires research and time for students to collaborate on a newspaper article. Compile the articles into a newspaper and post it on a bulletin board while the novel is being read.

Chapters 2 and 3 are action-packed. Lily’s dismay at seeing Rosaleen being beaten is intensified in her confrontation with her father. She experiences the mystical sensation of a voice telling her to run away. She uses

clever tricks to extricate Rosaleen from her hospital bed. She is not only running away, though. She chooses to go to Tiburon, South Carolina, because it is written in her mother’s handwriting on the back of a picture. She leaves her father and her home in search of her mother. Led by luck, Lily and Rosaleen are near their destination at the end of the third chapter.

### Procedure

1. Distribute **Handout 6** for students to complete. Review their answers as a class. Clarify any confusing elements.

### Suggested Responses:

1. July 4–5, 1964
2. Sylvan and Tiburon, South Carolina
3. Avery Gaston, the policeman; Franklin Posey, the dealer who beats Rosaleen; truck driver who takes them to Tiburon; storekeeper who directs them to the Boatwright house
4. The policeman takes Lily and Rosaleen to jail. The three men follow them and then disappear. They are waiting when Lily and Rosaleen arrive. One of the men assaults Rosaleen and demands an apology from her. Rosaleen and Lily are escorted to a cell.

T. Ray picks up Lily from jail and they argue. T. Ray tells Lily that her mother did not love her. Lily senses that she should run away, so she packs some belongings and goes to the hospital where Rosaleen was taken after the policeman let the three men into her cell to beat her. Lily tricks the policeman guarding Rosaleen, and helps Rosaleen escape from the hospital. They hitch a ride to just outside of Tiburon. Rosaleen and Lily argue about the purpose of running away. Lily tells Rosaleen what her father said. Rosaleen has been feeling guilty about the trouble that Lily could be in for helping her escape. She is angry that Lily left to prove that her mother loved her, and that Lily treats her like someone who needs to be saved. Lily and Rosaleen resolve their differences.

*In chapter 3, Lily and Rosaleen walk to Tiburon, stopping at a store for lunch. Because it is Sunday, the law prohibits the store from selling merchandise. Lily buys two lunches from the restaurant and steals some snuff for Rosaleen. At the store, Lily sees bottles of honey with the same picture her mother had. The storekeeper gives them directions to where the honey is produced. On the way, Lily checks the post office and the newspaper to see if they are wanted by the police.*

5. Ways 1964 is better—*It is easier for Rosaleen and Lily to escape and hide, since the police do not have the methods of communication used by law enforcement today. Also, the truck driver and storekeeper are friendlier and more helpful than many people in today's society, which is less trusting.*

*Ways 1964 is worse—Rosaleen's treatment and the segregated conditions*

2. Write "The Civil Rights Act of 1964" on the board. Ask students what they have learned about this act from reading the first three chapters of the novel.
3. Distribute **Handout 7**. Allow time for students to read the information and write their essays.

### **Suggested Responses:**

*In chapter 1 when Rosaleen is telling Lily of her plans to register to vote, Lily recalls that she heard a story on the television about a man who was killed trying to register. She also remembers that a church deacon told her father that if there was a mistake in writing their names, people would be denied the right to register. At the end of that chapter, the white men's hostility toward Rosaleen is additional evidence.*

*In chapter 2, Rosaleen's beating and the policeman's allowing it are clear evidence of the resistance to granting rights. The segregated hospital is an example of a practice that the Civil Rights Act of 1964 sought to eliminate.*

*In chapter 3, Rosaleen points out that no place of lodging will allow her to stay in it. In the next to last paragraph, Lily reads in a newspaper about a motel that closed to avoid allowing integration.*

4. Distribute **Handout 8**, and pair students. Have each pair choose a topic from the list. Record their choices, making sure that each pair has chosen a different topic. Allow students time to research and to write the newspaper article. Review basic aspects of journalism, such as sticking to the facts and using the inverted pyramid format. Encourage students to think of attention-grabbing headlines, and allow them to photocopy illustrations from books or download images from Web sites. Judge the work on the ability to write in the genre of a news article and the research. Check their references to make sure that they are credible.
5. Assign students to read chapters 4 and 5.



## **Chapters 2 and 3 of *The Secret Life of Bees***

**Directions:** Answer the questions below after you have read these chapters of the novel. Save this handout for future use.

1. On what dates do the events of these two chapters take place?
2. Where do the events take place?
3. What characters do you meet? Give a brief explanation of each character.

4. Briefly summarize what happens.

5. When people look back at earlier eras, they often think of them as the “good old days.” In what ways does life in 1964 seem better? In what ways does it seem worse?

## Change Is Not Easy

**Directions:** The Civil Rights Law of 1964 changed not only Lily and Rosaleen's lives but also how public institutions and public commerce were managed. Read the following information and respond to the writing prompt.

### Major Features of the Civil Rights Act of 1964

#### *Title I*

Barred unequal application of voter registration requirements, but did not abolish literacy tests sometimes used to disqualify African Americans and poor white voters.

#### *Title II*

Outlawed discrimination in hotels, motels, restaurants, theaters, and all other public accommodations engaged in interstate commerce; exempted private clubs without defining "private," thereby allowing a loophole.

#### *Title III*

Encouraged the desegregation of public schools and authorized the U.S. Attorney General to file suits to force desegregation, but did not authorize busing as a means to overcome segregation based on residence.

#### *Title IV*

Authorized but did not require withdrawal of federal funds from programs which practiced discrimination.

#### *Title V*

Outlawed discrimination in employment in any business exceeding twenty-five people and created an Equal Employment Opportunities Commission to review complaints, although it lacked meaningful enforcement powers.<sup>1</sup>

### Essay Topic

In chapter 3, as Lily and Rosaleen discuss the effects of the Civil Rights Act on motels and restaurants, Rosaleen says "you gonna have to drag people kicking and screaming" to obey the new law. What evidence can you provide to support her observation? Cite page numbers when using examples from the novel.

<sup>1</sup>"Major Features of the Civil Rights Act of 1964," *Congress Link*, <[http://congresslink.org/print\\_basics\\_histmats\\_civilrights64text.htm](http://congresslink.org/print_basics_histmats_civilrights64text.htm)> (13 August 2004).

## Civil Disobedience

**Directions:** Research one of the following events and write a newspaper article about it. In your article, remember to address the five W's and one H: who, what, when, where, why, and how. The first paragraph of your article, the lead, should summarize the most important information; the following paragraphs should provide additional details. Finally, compose an appropriate headline and find a suitable illustration for your article.

May 17, 1954	The Supreme Court rules unanimously that public school segregation is illegal.
December 1, 1955	Rosa Parks is arrested in Montgomery, Alabama, for violating the city's bus segregation law.
December 5, 1955	The Montgomery, Alabama, bus boycott begins.
February 1, 1960	Four students stage a sit-in at a lunch counter in Greensboro, North Carolina.
May 1961	"Freedom Riders" attempting to desegregate bus stations meet resistance in Birmingham and Montgomery, Alabama, and Jackson, Mississippi.
September 30, 1962	A rioting mob attacks federal marshals who are protecting James Meredith the day before he registers for classes at the University of Mississippi.
May 1963	Marches by high school African-American students are countered by police dogs and fire hoses.
August 28, 1963	A March for Jobs and Freedom in Washington, D.C., attracts more than two hundred thousand marchers.
September 15, 1963	A bomb explodes in a church in Birmingham, Alabama, killing four girls.
January 24, 1964	The Twenty-Fourth Amendment to the Constitution is ratified.
February 10, 1964	The House passes the Civil Rights Act.
June 10, 1964	The U.S. Senate votes cloture on the civil rights bill after a filibuster of seventy-five days.
June 21, 1964	Three civil rights workers are missing in Mississippi.
July 2, 1964	President Lyndon Johnson signs the Civil Rights Act of 1964.
August 4, 1964	Three civil rights workers are found dead near Philadelphia, Mississippi.

# Lesson 4

## Character Study

### Objectives

- To draw conclusions from a character's actions, words, and thoughts
- To recognize how an author creates characters
- To learn how point of view shapes a novel

### Notes to the Teacher

In the exposition of a novel, the setting and characters are introduced. This lesson leaves the study of setting behind and moves on to character.

In chapter 4, Lily and Rosaleen have arrived at Tiburon, South Carolina, the setting for the rest of the novel. The cast of characters has expanded to include the Boatwright sisters. The Boatwright household and its three inhabitants give Lily some relief, but by the end of chapter 5 Lily is again thinking about her fugitive status. She is justifiably worried that either T. Ray or the police will come to Tiburon and take them back to Sylvan. This fear will shadow her for much of the novel.

In addition to this fear, Lily is in conflict with herself about lying and concealing things. She lies to protect herself and Rosaleen. She wants to avoid going back to Sylvan. Because these motives are clear, readers can forgive the transgression. Her motives for concealing the honey label picture are less clear. She is hoping that she will somehow discover her mother in Tiburon. Because of her role as narrator, readers know what Lily is thinking. As a result, she evokes more sympathy than characters like T. Ray and June, whose motives cannot be explained by Lily.

Before students read about how Lily and Rosaleen settle into the Boatwright house, they will take a look at the events that brought them there. Students will be asked to examine the behavior of the characters in the first three chapters. This will help students remember why Lily remains so guarded even after she is welcomed into the Boatwright household.

Students will use critical thinking for evaluating the behavior of several characters. Use transparencies or the chalkboard for **Handout 11** so that groups can compare answers by seeing all of them. Prepare in advance a place where the wanted posters (**Handout 12**) can be displayed. That display will remind students of Lily's need to be careful to avoid arrest.

### Procedure

1. Distribute **Handout 9** for students to complete. Review their answers as a class. Clarify any confusing elements.

### Suggested Responses:

1. July 5–10, 1964
2. Tiburon, South Carolina; the Boatwrights' house
3. the three Boatwright sisters: August, the honey bottler; June, a teacher and musician; May, the housekeeper and cook
4. Lily and Rosaleen meet the Boatwright sisters. August invites them to stay with them and sleep in the honey house. Rosaleen will help May with housekeeping and cooking, and Lily will help August and Zach with the honey business. August shows Lily the honey processing equipment. Lily asks Rosaleen to keep the picture of black Mary and the story of her mother a secret. Lily walks to the river. She discovers May's wailing wall and a sense of peace.

*Lily enjoys a week of peace. She learns about the Boatwrights and their lives. She and Rosaleen observe May's hypersensitivity to tension and sadness. May teaches Lily the honey song. August teaches Lily about bees and honey. June's disdain teaches Lily what it feels like to be the victim of prejudice. They enjoy an ordinary life of work, supper, and watching television. Each evening ends with prayers to the black mast-head figure of Mary. August tells Lily a story about Beatrix the nun to comfort her. She tells the story of April's death and its effect on May. She explains the*

wailing wall. Rosaleen is jealous of the closeness between Lily and August. Lily tells Rosaleen that she can sense her mother's presence at the Boatwright house. Rosaleen cautions Lily that she might not like what she learns.

5. Students may understand that Lily loves Rosaleen because she realizes that Rosaleen loves her. Rosaleen has been the only person to defend Lily and her needs to T. Ray. Lily is ashamed of Rosaleen's manners and the way she chews tobacco. She fears that Rosaleen will reveal too much, so she frequently answers for Rosaleen.
6. The rules for behavior around the bees can easily work in human settings. Acting cautiously but fearlessly is good advice. Students may take exception to August's assertion that bees do not want to hurt people and may claim that other students sometimes do. They may believe that acting confidently is either a good idea or one of deception. They should recognize that humans also want to be loved.
2. Assign students to work in small groups to complete **Handout 10**. When the groups are finished, conduct a whole class discussion to establish a consensus.

### **Suggested Responses:**

Part A.

Lily Owens—*lied to a police officer, helped a prisoner escape, stole some snuff for Rosaleen, and used a false identity*

T. Ray Owens—*child abuse (physical and emotional)*

Rosaleen Daise—*stole two fans from the church, poured snuff juice on shoes (property damage)*

Franklin Posey—*assault*

Avery Gaston—*dereliction of duty in allowing Rosaleen to be beaten*

Part B.

Lily Owens—*abused by her father physically and emotionally*

Rosaleen Daise—*beaten up by Franklin Posey and his friends; denied civil rights; has not received equal protection under the law from Avery Gaston.*

3. Distribute **Handout 11** to each group. Allow students time to decide on the rankings. Ask each group to appoint a spokesperson who will share the group's response. Each listing should follow some rationale. Students should use intention, severity, or some other criteria for their ranking.
4. Distribute **Handout 12**. Allow time for the artistic renderings. Collect handouts when students are finished and display them on a wall of shame. The posters should agree with students' conclusions in **Handout 11**. The pictures and summaries should reflect what the novel says about each character.
5. Assign students to read chapters 6 and 7.

## **Chapters 4 and 5 of the *Secret Life of Bees***

**Directions:** Answer the questions below after you have read these chapters of the novel. Save this handout for future use.

1. On what dates do the events of these two chapters take place?
  
  
  
  
  
  
  
  
  
  
2. Where do the events take place?
  
  
  
  
  
  
  
  
  
  
3. What characters do you meet? Give a brief description of each character.
  
  
  
  
  
  
  
  
  
  
4. Briefly summarize what happens.
  
  
  
  
  
  
  
  
  
  
5. Why does Lily love Rosaleen? Why is she ashamed of her?
  
  
  
  
  
  
  
  
  
  
6. August explains the rules of how to behave around the beehives to Lily midway through chapter 5. Would they be appropriate rules for classroom behavior as well? Give reasons that support your answer.

## Criminal Intent

### Part A.

**Directions:** For each character listed below, clearly state what crimes he or she has committed.

Character	Crimes He or She Committed
Lily Owens	
T. Ray Owens	
Rosaleen Daise	
Franklin Posey	
Avery Gaston	

### Part B.

**Directions:** List all the crimes committed against Lily and Rosaleen. Include the name of the person who committed the offense.

Character	Crime Committed against Her
Lily Owens	
Rosaleen Daise	



## Most Wanted List

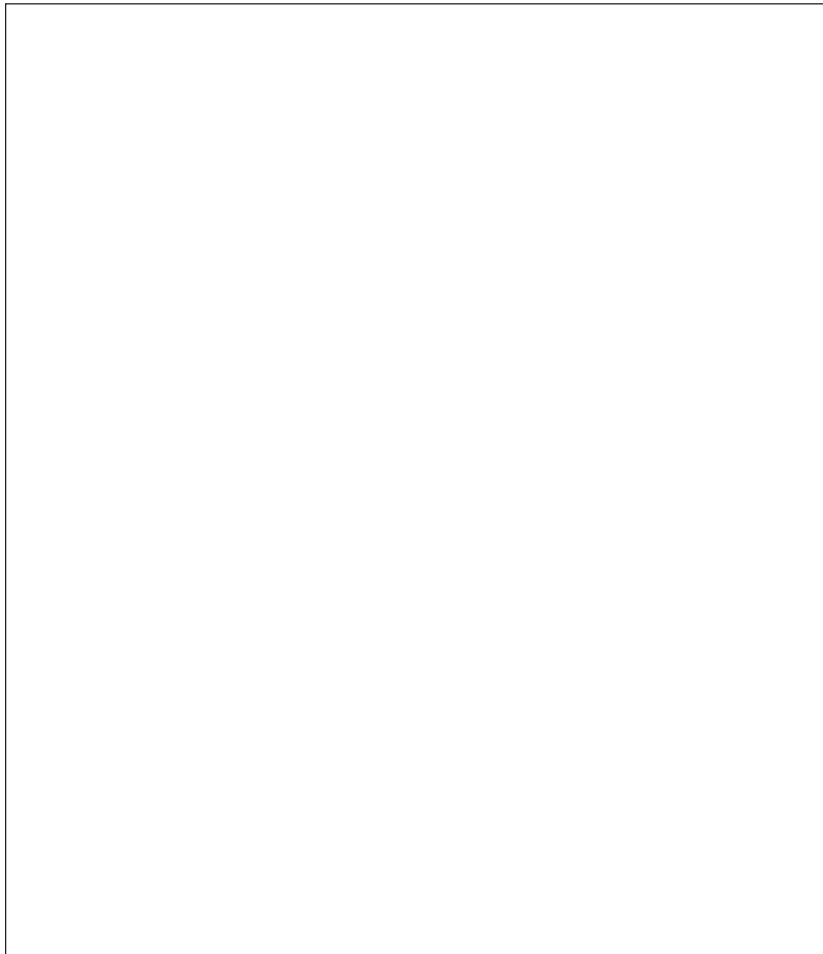
**Directions:** Decide the severity of the crimes the characters have committed. List the criminals from part A of **Handout 10** in descending order from the most wanted (1) to the least wanted (5). Give reasons for your choices so you can defend them to the class.

Rank	Character	Reason
1		
2		
3		
4		
5		

## Sylvan's Most Wanted

**Directions:** Draw a likeness of the character you decided is the most criminal. Review the description and try to emphasize the physical features that make that character distinguishable from other characters. Fill in the blanks below to complete the poster.

# Wanted



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

Age: \_\_\_\_\_ Eye Color: \_\_\_\_\_

Height: \_\_\_\_\_ Hair Color: \_\_\_\_\_

Weight: \_\_\_\_\_

Charges: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Lesson 5

## Characters

### Objectives

- To analyze characters
- To make predictions

### Notes to the Teacher

Chapters 6 and 7 both begin by introducing a new character. Lily and Rosaleen meet Neil, June's suitor, in chapter 6. Lily meets Zach when he returns from a family vacation in chapter 7. By the end of that chapter, Zach and Lily have formed a relationship. There is a contrast between the couples. June makes it difficult for their relationship to develop by rebuffing every proposal from Neil. Zach and Lily's relationship is forbidden by the 1964 society.

These chapters develop the characters and the way of life in the Boatwright household. We see May struggling with the ugliness of tension and reality. Her childlike concern for all living creatures endears her to Rosaleen. June remains guarded and hostile to Lily, as well as guarded with Neil. June's summer occupation is practicing the cello and playing for funerals. August becomes a friend and mentor to Lily as she teaches her the honey business. The bees here are a source of income, but they are still regarded as mystical—just like the ones flying around Lily's room in the first chapter.

Through the Boatwrights, Lily meets the Daughters of Mary, a circle of friends who have created their own style of religious worship. The focal point is a masthead, a woman with one arm raised and her hand clenched in a fist. Named Our Lady of Chains, she is an important symbol to the Daughters of Mary, a source of strength and comfort. The religion mixes Catholic practices like reciting the rosary with homespun practices.

Throughout the reading, Lily is struggling to learn the truth about her past while working to conceal the truth about her present.

This lesson focuses on characters and characterization. **Handout 16** requires students to use dictionaries. Students should continue to work on **Handout 3** (Lesson 1), listing real places in South Carolina. Discuss

their progress. Note that **Handout 14** contains another long-range project that will not be finished until students have read the entire novel: a soundtrack. If your students do not know "Oh! Susanna," find a recording to play or a singer to perform it.

### Procedure

1. Distribute **Handout 13** for students to complete. Review their responses as a class. Clarify any confusing elements.

### Suggested Responses:

1. July 11–27, 1964
2. Tiburon, South Carolina
3. Neil, June's suitor; *The Daughters of Mary*—Queenie, her daughters Violet, Lunelle, Mabelee, Cressie, and Sugar-Girl; Otis Hill, Queenie's husband; Zachary Lincoln Taylor, helps August with the bees and is Lily's age
4. May cries because June won't marry Neil. Neil meets Rosaleen and Lily. *The Daughters of Mary* come to the Boatwright house for Sunday services. August retells the story of *Our Lady of Chains* and how the masthead broke her chains to become a symbol of compassion and strength. As Lily reaches out to touch Mary's heart, June stops playing and Lily passes out. Lily is conscious of June's disdain for her and how her race separates her from the others. Lily realizes that one day she will touch Mary's heart and then talk to August about her past.

Lily is jumpy about being found and ending her peaceful existence in Tiburon. Zach returns to work. Lily at first resents his appearance, but then finds him very attractive. Lily is surprised that Zach is handsome, and he is surprised that Lily is white. Lily enjoys working with Zach in the honey house. She feels the sting of June's resentment each evening at supper, but enjoys her work lunches with Zach. They share their aspirations of becoming a writer (Lily) and becoming an attorney (Zach). Lily

fears that she won't be able to return to school to develop her writing; Zach believes that his race will hinder his dream of becoming a lawyer. Rosaleen accuses Lily of living in a dream world. June challenges Lily, but August reassures Lily that she can stay and that she can talk to August. Lily decides to wait until she has the nerve to touch the heart on *Our Lady of Chains*. Lily eavesdrops on June and Neil, who argue about getting married.

Zach and Lily drive into the country to pick up the last of the supers. Lily feels a strong attraction to Zach and has a hard time controlling her emotions. When Lily returns, Rosaleen is moving from the honey house into the main house. Lily feels deserted and is comforted by Rosaleen and reassured by August. Neil and June have another argument about their future. Lily realizes that she likes Zach, but feels that their relationship is an impossibility. Zach gives Lily a notebook to use to write her stories.

5. Some students may prefer the mystery of the unknown and the romanticism of imagination, while others may prefer the joy of scientific discovery and its benefits. The U.S. space program spawned a number of inventions that we use today, but the proposed colonies of humans on the moon have not occurred.
6. Students may see that the benefit of living in a dream world is that it is a way of avoiding problems. The danger is that in not dealing with problems, we never find solutions.
2. Ask if anyone can sing "Oh! Susanna." Have a student sing the song, or play a recording of it. Discuss how the refrain of "Susanna, don't you cry" is appropriate for May to ward off her crying jags. Distribute **Handout 14**. Discuss the assignment of creating a soundtrack, and tell students when the assignment will be collected. Emphasize that students must explain the connection between the music selections and the novel. Encourage them

to consider songs June plays on the cello and other songs mentioned in the novel, like the honey song in chapter 5 or "Go Tell It on the Mountain." They may also consider songs from the 1960s, spirituals, or contemporary selections.

3. Ask students if they think they would be different if they had been given a different first name. Discuss the importance of a name. Make dictionaries available, and distribute **Handout 15** for students to complete. When they are finished, discuss both the associations and the definitions. Ask students whether the Boatwright sisters are appropriately named. In the discussion, contrast the commonly agreed-upon definitions with the more personal associations.

### **Suggested Responses:**

Part A.

May—spring, mayday, Mother's Day, flowers, Memorial Day

June—summer, brides, Junebugs, Father's Day

August—summer, heat, dog days, grand or important

Lily—white, Easter

Rosaleen—roses, red

Part B.

August—eighth month; majestic; inspiring reverence

June—sixth month

Lily—delicately fair; scaly-bulbed herb with bell-shaped flowers

May—fifth month; expressing possibility; maiden, early years of a person's life

4. Halfway through chapter 7, Lily is tempted to tell August everything about running away and about her mother. Ask students to write a paragraph predicting each of the Boatwrights sisters' reaction to this news. (Students may suggest that August would be sympathetic and protective; June would follow the law and turn them in for running away; May would cry and feel sorry for them.)

5. Distribute **Handout 16** and have students connect the characters.

**Suggested Responses:**

*August is connected to her two sisters, May and June; she is Zach's and Lily's boss; she is their protector as well.*

*May is connected to her two sisters, June and August; she has become Rosaleen's friend; through Rosaleen, she has become Lily's friend, too.*

*June is connected to her two sisters, May and August; she is connected romantically to Neil; she is wary of Lily.*

*Lily is strongly connected to August and Rosaleen because she feels loved and protected by them; she is connected in friendship to May; she has an uneasy connection to June.*

*Rosaleen is most strongly connected to Lily and May.*

*Neil's strongest connection is with June.*

*Zach is connected to his boss, August, and to Lily, his friend and romantic interest.*

Point out that Lily now has many more connections than she did at the beginning of the novel. Discuss other changes for Lily (*finding romantic love with Zach, realizing her own prejudice, learning about bee keeping, being openly emotional*).

6. Point to a symbol in the classroom such as the flag, the school's mascot, or perhaps an apple. Explain that a symbol is a thing that also represents something greater than itself. Discuss how the symbolism evokes a much stronger reaction than just an object. Explain that the symbolism associated with things often comes from a story associated with the symbol. Ask students to retell the story in chapter 6 of *The Secret Life of Bees* of how the mast-head of a ship became a religious symbol and a source of comfort.
7. Distribute **Handout 17** for students to complete. Students' responses should reflect that they understand what a symbol is. Their paragraphs should explain how the object became a symbol or it should explain what meaningful thing it symbolizes to the writer.
8. Assign students to read chapter 8.

## **Chapters 6 and 7 of *The Secret Life of Bees***

**Directions:** Answer the questions below after you have read these chapters of the novel. Save this handout for future use.

1. On what dates do the events of these chapters take place?
2. Where do the events take place?
3. What characters do you meet? Give a brief description of each character.
4. Briefly summarize what happens.
5. Do you agree with August's sentiment at the end of chapter 6? Is mystery more alluring than scientific investigation? Would our lives be different if humans never stepped on the moon?
6. What are the benefits and the dangers of living in a dream world, as Lily is accused of doing?

## Create the Soundtrack

**Directions:** If *The Secret Life of Bees* were to become a movie, it would need a soundtrack. Some songs, such as “Oh Susanna” and “Blueberry Hill,” are mentioned in the novel, so they should be included on the soundtrack. As you read the rest of the novel, complete the chart below with ten more songs whose lyrics or melodies seem to fit certain scenes. Briefly explain each song’s connection to character or event. Then design the cover for the soundtrack on the back of this page.

Track	Song Title	Connection to Novel
1	“Oh Susanna!”	
2	“Blueberry Hill”	
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

## What's in a Name?

### Part A.

**Directions:** Write all the things you can think of that are associated with each of the following names.

May

June

August

Lily

Rosaleen

### Part B.

**Directions:** Look up each of the following names in a dictionary and record all the definitions.

August

June

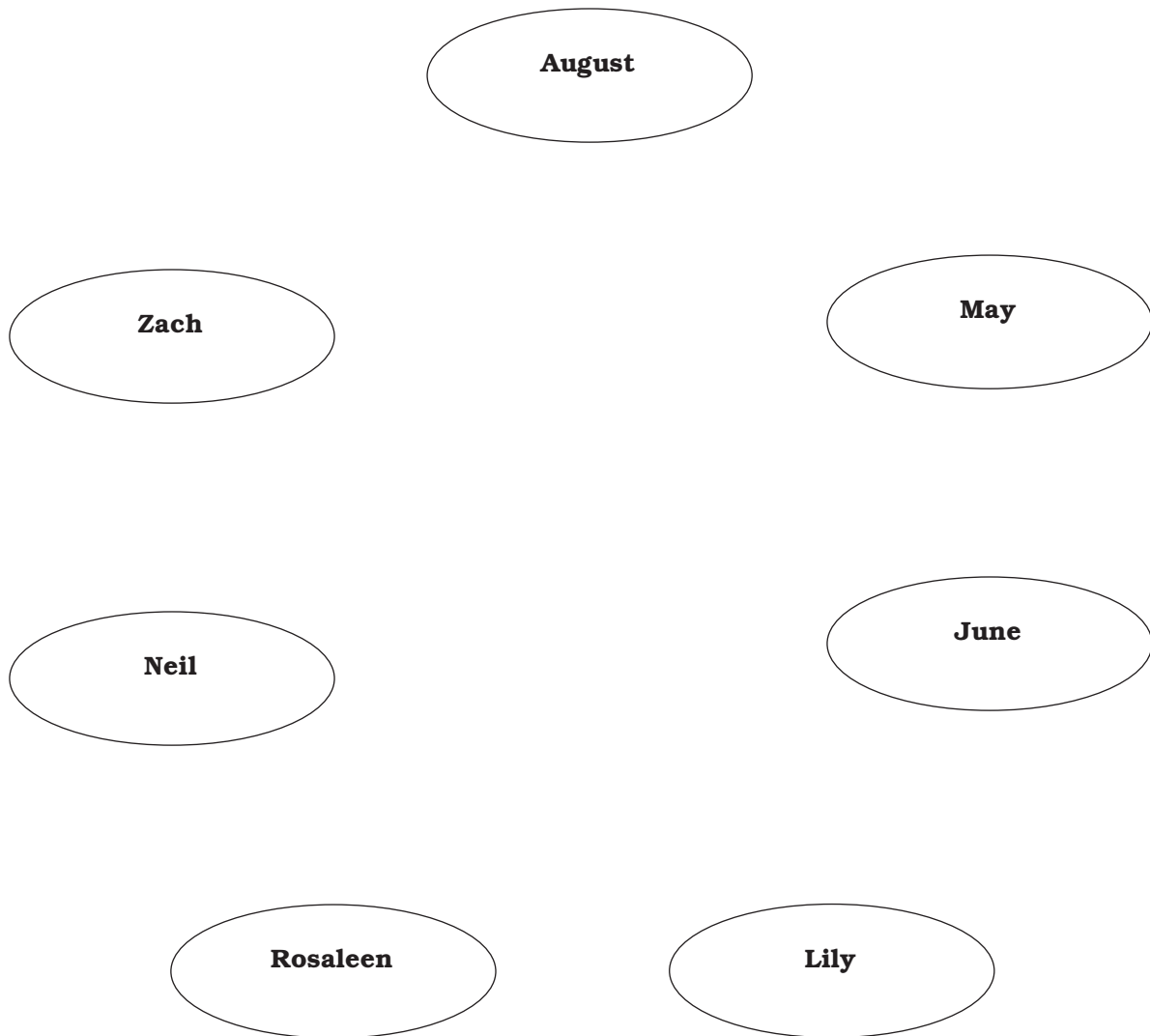
Lily

May



## Get Connected

**Directions:** Below are the characters who live in, work at, or visit the Boatwright household. Draw lines between characters who have some connection to each other. Describe or name the connection on the line.



## What's the Story?

**Directions:** A symbol is an object that represents a meaning greater than itself. We are surrounded by symbols that evoke strong reactions: flags, religious symbols, the Statue of Liberty. Other symbols, such as a birthstone ring or a vacation souvenir, may be more personal. The strength of the reaction to these symbols is usually tied to the story of how they came to be symbolic or the story behind what they symbolize. Choose one symbol that means a great deal to you. In a well-written paragraph, tell the story of how it became so important.

# Lesson 6

## The Bees and Their Secrets

### Objectives

- To acquire vocabulary
- To use critical thinking to complete analogies
- To recognize parallels
- To make predictions based on information from the text

### Notes to the Teacher

Readers are in the thick of the plot with the conclusion of the eighth chapter. The secret life that bees live under the cover of the hive has been explained, but the mysteries of Lily's life are still unexplained. She still has not revealed to August who she really is, nor has she asked about her mother. The tensions in the Boatwright household are mounting, but not nearly as fast as the tensions in the Tiburon community over the provisions of the Civil Rights Act of 1964. In the midst of these tensions we gain more insight to Lily as she calls her father collect. T. Ray's responses show that he continues to think only of his own needs, not Lily's. Lily tries one last time to feel a connection with him when she asks if he knows her favorite color. His ignorance contrasts with August's concern for Lily's well being.

Lily uses her writing to vent her disappointment at T. Ray's reaction, and then steps forward toward her own healing when she is able to touch the heart of the masthead. She is moving closer and closer to the Boatwrights and distancing herself from her life in Sylvan.

In this lesson students will be asked to discover the parallels that Sue Monk Kidd has established with the title. They will be asked to analyze the characters in the Boatwright household before they reach the climax of the plot in the next chapter.

Take time to check students' progress on their long-term assignments: identifying other real South Carolina locations used by Kidd (Lesson 1, **Handout 3**) and compiling songs for the soundtrack (Lesson 5, **Handout 14**).

### Procedure

1. Distribute **Handout 18** for students to complete. Review their answers as a class. Clarify any confusing elements. Ask for volunteers to share their poems. Discuss the answers with the class or collect and check them.

### Suggested Responses:

1. July 27, 1964
2. Tiburon, South Carolina
3. *Forrest Clayton, an attorney who sells August's honey at his office and is a sponsor and friend to Zach; Miss Lacy, Clayton Forrest's secretary*
4. *August and Lily paste labels on jars of honey and talk. Lily asks about the black Mary picture. August explains its origins and about her past. August asks Lily what she loves. After Lily answers, August explains how the masthead came to be at her house. August tells Lily about her childhood and about learning about bees from her grandmother. August and Lily do bee patrol. August explains the secret life of the bees in their hives to Lily. Lily is entranced by the bees and remembers her mother and her father.*

*Lunch is a celebration of May not going to the wall for five days. Zach returns from delivering honey and picking up the profits. He tells them that the rumor downtown is that Jack Palance is coming to Tiburon to integrate the theater. After lunch Zach and Lily deliver honey to Clayton Forrest's law office. When Zach and Attorney Forrest go into his office, Lily calls her father collect on the secretary's telephone. She asks him if he knows her favorite color; he wants to know where she is.*

*When Lily gets home, she writes an angry letter to her father and then rips it up. That night she goes into the house and puts her hand on the red painted heart on the masthead. She asks for help in hiding out, she asks for love, and she asks for a better world.*

5. When Lily asks her father if he knows what her favorite color is, she seems to be seeking proof that he loves her and has some connection to her. T. Ray just wants to know where she is. Neither expresses the idea that they miss the other one.

6. Students' creations should reflect that they know something about the character. For example:

*L—longing for love and a mother*

*I—intrigued by bees*

*L—lies to protect herself and Rosaleen*

*Y—yearns to know the truth about her mother*

2. Ask students if they think that chapter 8 prepared them to be keepers of bees. Distribute **Handout 19** for students to complete.

#### **Suggested Responses:**

1. Queen bee—lays fertile eggs that will populate the hive; the hive would die out
2. Nest builders—draw the comb for the honey; the production of honey would stop and the honey would be wasted
3. Field bees—gather nectar and pollen; bees in hive would starve
4. Mortician bees—clean up the dead bees in the hive; hive would become clogged with the dead bees
5. Nurse bees—feed all the baby bees; the baby bees would starve and the colony would die out
6. Drones—mate with the queen to produce fertilized eggs; the colony would die out
7. Attendants—feed and bathe the queen and keep the queen comfortable; without their care the queen would die or at least be less productive
8. Scout bees—look for a suitable place to start a new colony; the colony would not be able to move if the old one was damaged

3. Write *analogy* on a chalkboard or transparency. Define the term by using the definition in the students' textbook or use this one: An analogy is a comparison. Analogies differ from similes and metaphors in that they are not necessarily figurative.
4. Distribute **Handout 20**. Review the information in part A before students complete part B. Many of the words and items are taken from the novel. Those who haven't kept up with the reading may have difficulty.

#### **Suggested Responses, Part B:**

1. b. hive; animal to its home
  2. c. hexagon; thing to its shape
  3. d. Tallahassee; state to its capital
  4. a. banana; food type to an example
  5. a. pine; tree type to an example
  6. d. segregation; opposites
  7. d. smile; feeling to a facial expression of it
  8. d. Lily; Both the bees and Lily have secrets.
5. After students have discussed the logic of analogies, they are ready to construct their own. Distribute **Handout 21** for students to complete.

#### **Suggested Responses:**

##### Part A.

1. Queen bee—August is the center of the home.
2. Nest builders—May and Rosaleen are housekeepers.
3. Field bees—May and Rosaleen pick vegetables for others to eat.
4. Mortician bees—June, who plays for funerals, is the closest fit.
5. Nurse bees—there is no exact fit, but May does tend to everything that cannot take care of itself.
6. Drones—no man fulfills this role currently in the household; Neil would like to marry June.

7. *Attendants—May and Rosaleen partially fit this role, and so do the Daughters of Mary.*
8. *Scout bees—Lily has scouted out the new location where she and Rosaleen are living.*

Part B.

*Students may conclude that humans do not usually fulfill just one role, that humans can change roles, or that humans have emotions and may love or resent a role. Students should offer evidence to support their choice of which difference is most significant.*

6. Assign students to read chapter 9.

## Chapter 8 of *The Secret Life of Bees*

**Directions:** Answer the following questions after you have read this chapter of the novel. Save this handout for future use.

1. On what dates do the events of the eighth chapter take place?
2. Where do the events take place?
3. What characters do you meet? Give a brief description of each character.
4. Briefly summarize what happens.
5. What does Lily want to learn when she calls T. Ray? What does T. Ray want to learn from Lily?
6. Using the model provided by Lily's poem, create a poem that spells out the essence of a character such as Lily, Rosaleen, or August.

## Work, Work, Work!

**Directions:** Explain what each type of bee does to help the colony. Then explain what would happen if that work were not done.

Bee Role	Assignment	If It Weren't Done
1. Queen bee		
2. Nest builders		
3. Field bees		
4. Mortician bees		
5. Nurse bees		
6. Drones		
7. Attendants		
8. Scout bees		

## Analogies

### Part A.

**Directions:** Read the following information about analogies.

Analogies make a comparison by expressing a relationship between things. They are often found on standardized tests. In order to complete them correctly, you need to understand the meaning of the words and symbols in the analogy. You also need to understand the relationship between each pair of words. Both parts of an analogy have the same kind of relationship. Analogies can express many different relationships, including example and type, a part of the whole, cause and effect, synonyms, and opposites. Once you know the relationship of the first pair of words in an analogy, you can complete the second pair by choosing the word that fits the same relationship.

Review the following analogy and its meaning. Note that the boldfaced words correspond to the colons in the example. The italicized words explain the relationship between the words in the example.

Example    bears : animal :: roses : plant

Meaning    Bears **are** *a type of* animal **the same as** roses **are** *a type of* plant.

### Part B.

**Directions:** Complete the following analogies, and explain the relationship in each one.

1. humans : house :: bees : \_\_\_\_\_

- a. honeycomb                      c. cave
- b. hive                              d. lair

Relationship \_\_\_\_\_

2. yield sign : triangle :: honeycomb : \_\_\_\_\_

- a. rectangle                      c. hexagon
- b. pentagon                      d. octagon

Relationship \_\_\_\_\_

3. South Carolina : Columbia :: Florida : \_\_\_\_\_

- a. Georgia                      c. Fort Lauderdale
- b. Miami                      d. Tallahassee

Relationship \_\_\_\_\_



4. vegetable : okra :: fruit : \_\_\_\_\_

- |           |                 |
|-----------|-----------------|
| a. banana | c. carbohydrate |
| b. potato | d. food         |

Relationship \_\_\_\_\_

5. deciduous : oak :: evergreen : \_\_\_\_\_

- |            |           |
|------------|-----------|
| a. pine    | c. myrtle |
| b. jasmine | d. maple  |

Relationship \_\_\_\_\_

6. inclusion : exclusion :: integration : \_\_\_\_\_

- |                 |                  |
|-----------------|------------------|
| a. aggregation  | c. conflagration |
| b. congregation | d. segregation   |

Relationship \_\_\_\_\_

7. pain : wince :: pleasure : \_\_\_\_\_

- |           |           |
|-----------|-----------|
| a. cry    | c. scream |
| b. guffaw | d. smile  |

Relationship \_\_\_\_\_

8. secret life : bees :: living a lie : \_\_\_\_\_

- |           |         |
|-----------|---------|
| a. August | c. Lily |
| b. June   | d. May  |

Relationship \_\_\_\_\_

## Hive : House :: Queen Bee : ?

### Part A.

**Directions:** There is an analogy between the social life of a honeybee and the social life of the humans in *The Secret Life of Bees*. For each bee role in the chart below, list a novel character that fits in that role and explain your choice. Focus on characters that live in or visit the Boatwright household.

Bee Role	Character	Explanation
1. Queen bee		
2. Nest builders		
3. Field bees		
4. Mortician bees		
5. Nurse bees		
6. Drones		
7. Attendants		
8. Scout bees		

### Part B.

**Directions:** Now that you have considered the similarities between bees and characters, brainstorm about the differences. List them below. Then write a paragraph in which you determine which difference is most significant.

# Lesson 7

## The Turning Point

### Objectives

- To understand the element of plot
- To recognize the major conflicts used in fiction
- To make predictions

### Notes to the Teacher

The elements of the novel are brought together in chapter 9. It begins with Lily and August rescuing bees from the southern heat. The next scene is of the five women of the Boatwright household rescuing themselves from the heat with the water sprinkler. The plot begins to turn as the sprinkler washes away June's resentment toward Lily. Lily realizes that the time has come for her to confront her past. That decision is hastened when May tells Lily that her mother also once stayed in the honey house. August Boatwright has rescued bees, Deborah Fontanel, and now Lily and Rosaleen.

Lily's resolve is tested when she dreams of her mother in the form of a cockroach. Her thoughts of talking to August are interrupted when August is busy and Zach persuades her to go to the auto parts store in town. Her desire to face her past is put aside when Zach is arrested in Sylvan. Lily sees in August and Rosaleen two kinds of anger. August's anger is centered on protecting Zach. Rosaleen's anger is focused on hating the cause of the anger. May's reaction—despair—turns the anger on herself and her inability to prevent such incidents.

The incident in Sylvan changes Zach and affects everyone else as well. Lily's fear of going to jail again is ironic in that she visits Zach there. June, August, and Rosaleen are not able to pretend to be happy even in front of May. The chapter ends in darkness.

In this lesson, students review the events of chapters 1–9 before examining literary terms and devices, including conflict, imagery, and foreshadowing. **Handout 24** asks students to define the literary terms associated with the element of plot. Determine the source you wish students to use and make it available. **Handout 26** asks students to resolve the

conflicts the way they wish. Decide in advance if they are allowed to introduce aliens or new characters, or if they must be consistent with the novel's characters and tone. Note that this handout should be collected when completed and saved for use in Lesson 10.

### Procedure

1. Distribute **Handout 22** for students to complete. Review their answers as a class. Clarify any confusing elements.

### Suggested Responses:

1. *July 28–August 2, 1964*
2. *Tiburon, South Carolina*
3. *Eddie Hazelwurst, policeman at the jail*
4. *On this very hot day, August and Lily cool the bees by watering the hives and feeding the bees sugar water. Lily gets stung. After Lily and August eat lunch, they join Rosaleen and May, who are playing with the water sprinkler. When June comes out, Lily hoses her with the sprinkler. They wrestle for control of the sprinkler and reconcile their differences.*

*Everyone naps and Lily thinks about her father and then her mother. Lily goes to the kitchen and finds May luring cockroaches out of the house with a trail of marshmallow bits. May tells Lily that her mother, Deborah Fontanel, once stayed in the honey house. May goes to the wailing wall, and Lily returns to the honey house and naps. She dreams of her mother with cockroach legs.*

*Lily is edgy for several days, thinking about her mother at the Boatwright house and thinking about her dream. That Friday afternoon Lily decides to talk to August, but first goes with Zach to town to buy a new radiator hose. Men in town are guarding the movie theater from integration. Three of Zach's friends talk to him while Lily waits in the car. One of Zach's friends throws a bottle at a white man, and all four of them are arrested.*

Lily walks home and finds August, June, Neil, and Rosaleen talking with Clayton Forrest. Zach will be in jail for five days until the judge returns from vacation. August burns with concern for Zach, and Rosaleen burns with anger at the inequities suffered. All agree to shield May from learning that Zach is in jail. August and Lily visit Zach in jail. Everyone is sad. May answers the telephone and learns that Zach is in jail. May goes alone to the wailing wall.

5. Students may list Zach's loyalty to his friends, his fear of alienating his friends, his loyalty to the cause of racial equality, his fear of what would happen to his friend if he went alone to jail, his pride, or peer pressure.
6. August's fire and Rosaleen's fire both result in action. Because Rosaleen's is anger, sometimes the action is unwise, such as when she poured snuff juice on the shoes of the men in chapter 1. August's fire has the motivation of nurturing and supporting, so her actions are more protective.
2. Distribute **Handout 23** for students to complete. They should use their previous handouts to help them summarize the plot so far.

#### **Suggested Responses:**

From bottom to top:

- The Civil Rights Act of 1964 is passed.
- Rosaleen decides to register to vote.
- T. Ray punishes Lily for being in the orchard at night.
- Rosaleen steals two fans from the church.
- Rosaleen pours snuff juice on the shoes of the white men who are taunting her.
- Rosaleen and Lily are arrested.
- Rosaleen is beaten and hospitalized.
- After T. Ray threatens Lily with punishment, she decides to run away to Tiburon and to free Rosaleen.
- Lily decides to stay with the Boatwrights without revealing why.

- Tiburon citizens are anticipating an attempted integration of the movie theater.
- Zach and his friends are jailed after a confrontation in Tiburon.

3. Distribute **Handout 24** and have students use appropriate resources to complete it.

#### **Suggested Responses:**

- climax—is the turning point of the plot; an event occurs that cannot be undone or which alters the course of the plot
- falling action—occurs after the climax and involves all the conflicts that occur between the climax and the end
- introduction—presents the exposition of the novel, where the characters and setting are introduced
- resolution—is the end of the plot when the conflicts have been resolved
- rising action—includes all of the conflicts between the introduction and the climax

Diagram

1. introduction
2. rising action
3. climax
4. falling action
5. resolution

4. Ask students to define conflict (what results when two opposing forces meet). Distribute **Handout 25** for students to complete. Since part B involves recalling and analyzing details from the novel, consider using it to evaluate each student's progress in reading.

#### **Suggested Responses:**

Part A.

1. person vs. person—a conflict between two characters
2. person vs. society—a conflict between a character and the rules or customs of a group
3. person vs. herself or himself—an internal conflict; a character must choose between alternatives

4. person vs. nature—a conflict between a character and a force of nature, such as a threatening animal or tornado
5. person vs. supernatural being—a conflict between a character and an unnatural force, such as the conflicts in the Old Testament of the Bible or the conflicts with gods or goddesses in mythology

Part B.

1. Lily's father seems mean-spirited and angry rather than loving; person vs. person.
  2. Lily's mother is dead, apparently because Lily accidentally shot her; person vs. herself because she wants what she knows she cannot have or person vs. nature because she cannot get her mother back.
  3. Lily's classmates shun her because of her appearance and because of what they may know about her from their parents; person vs. society.
  4. Lily does not like herself and judges herself harshly for the lies she has told; person vs. herself.
  5. Zach and Lily realize that love between them is forbidden in their society because of their different races; person vs. society.
  6. Rosaleen was arrested on her way to register and now is a fugitive; person vs. society.
  7. Zach's desire to be a lawyer is hindered by segregated education and the lack of opportunities; person vs. society.
  8. June refuses to marry Neil; person vs. person.
  9. It is unrealistic to think that anyone can eliminate all the sadness in the world; person vs. herself.
5. Ask students if they have ever read a book that allows them to choose the ending. Discuss the enjoyment people get from the feeling that they are in charge and in control. Distribute **Handout 26** and assign students to complete the first column of the

chart. Indicate whether students should work within the novel's framework, or if they have complete freedom in content and style.

6. Ask students to complete the second column, which asks them to predict how the story lines will end. Remind students that a prediction is based on past behavior, so they should answer without adding new elements or surprises.
7. Collect **Handout 26** and save it for an activity in Lesson 10.
8. One element of style that is linked to plot is foreshadowing. Foreshadowing is giving hints to prepare readers for what is going to happen. The foreshadowing can take different forms. In *The Secret Life of Bees*, Sue Monk Kidd often uses imagery to foreshadow events in the novel. **Handout 27** introduces students to the use of sensory appeals. The goal of this exercise is make sure students can identify imagery. Distribute the handout and read the directions aloud. Ask students if they understand imagery before they begin.

**Suggested Responses:**

- There are numerous examples of sight images and sound images.
- Three images of smell occur: Clayton Forrest's head smells like Alka Seltzer and the jail cells smell of body odor and urine.
- Lily eats buttered toast, drinks orange juice, and the ever-present honey is mentioned.
- The touch sensations include a bee sting, the burning from having water squirted up one's nose, and Lily's sensations as she walks barefoot.

9. Distribute **Handout 28** to the class and read the directions aloud. Make sure students understand the definition of foreshadowing before they complete the handout.

**Suggested Responses:**

1. At the beginning of chapter 9, Lily foreshadows the tumultuous events by comparing them to going over a big

*waterfall in a barrel. This prepares readers for the climatic events that follow. Her use of foreshadowing ties the imagery that she uses to the plot which she is predicting. Students should articulate the feeling of recognizing that something bad is going to happen while feeling helpless to prevent it. The feeling of lacking control should be expressed as well.*

2. *One event is the confrontation between the men guarding the movie theater and Zach's friends. The other is May's reaction to the telephone call about Zach being in jail.*

*Lily is also powerless to talk with August in the midst of the other crises.*

3. *Students should suspect that May is going to commit suicide, or at least recognize that the darkness signifies her depression.*

10. Assign students to read chapters 10 and 11.

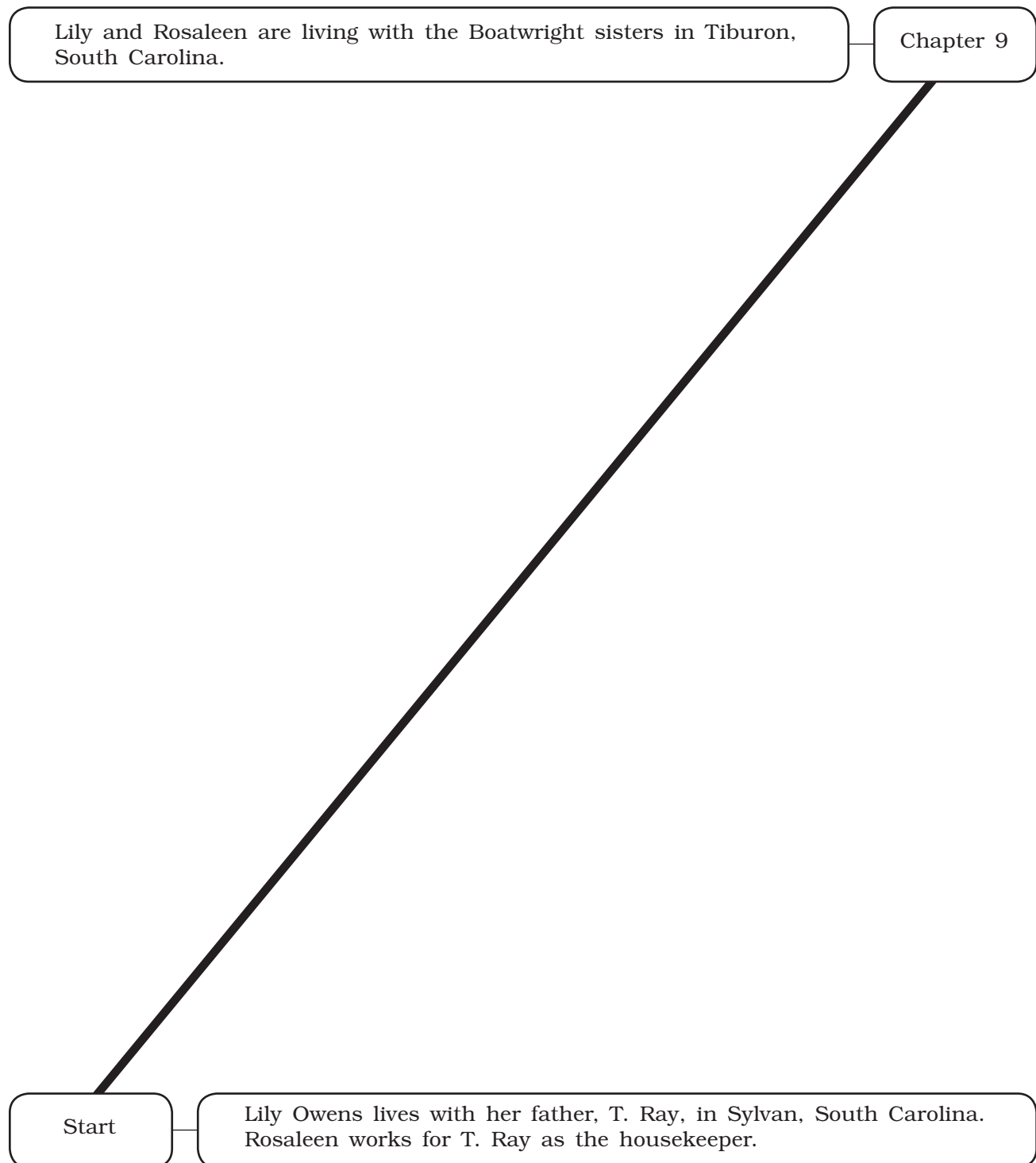
## Chapter 9 of *The Secret Life of Bees*

**Directions:** Answer the questions below after you have read chapter 9. Save this handout for future use.

1. On what dates do the events of this chapter take place?
  
  
  
  
  
  
  
  
  
  
2. Where do the events take place?
  
  
  
  
  
  
  
  
  
  
3. What characters do you meet? Give a brief description of each character.
  
  
  
  
  
  
  
  
  
  
4. Briefly summarize what happens.
  
  
  
  
  
  
  
  
  
  
5. Why does Zach refuse to tell who threw the bottle? Give as many reasons as you can.
  
  
  
  
  
  
  
  
  
  
6. Near the end of the chapter, both August and Rosaleen react to Zach's imprisonment with fire. How are their fires different? What kind of actions result from their kinds of fires?

## How Did We Get Here?

**Directions:** On the line below, list the events that have brought Rosaleen and Lily from the start of the novel to where they are in chapter 9.

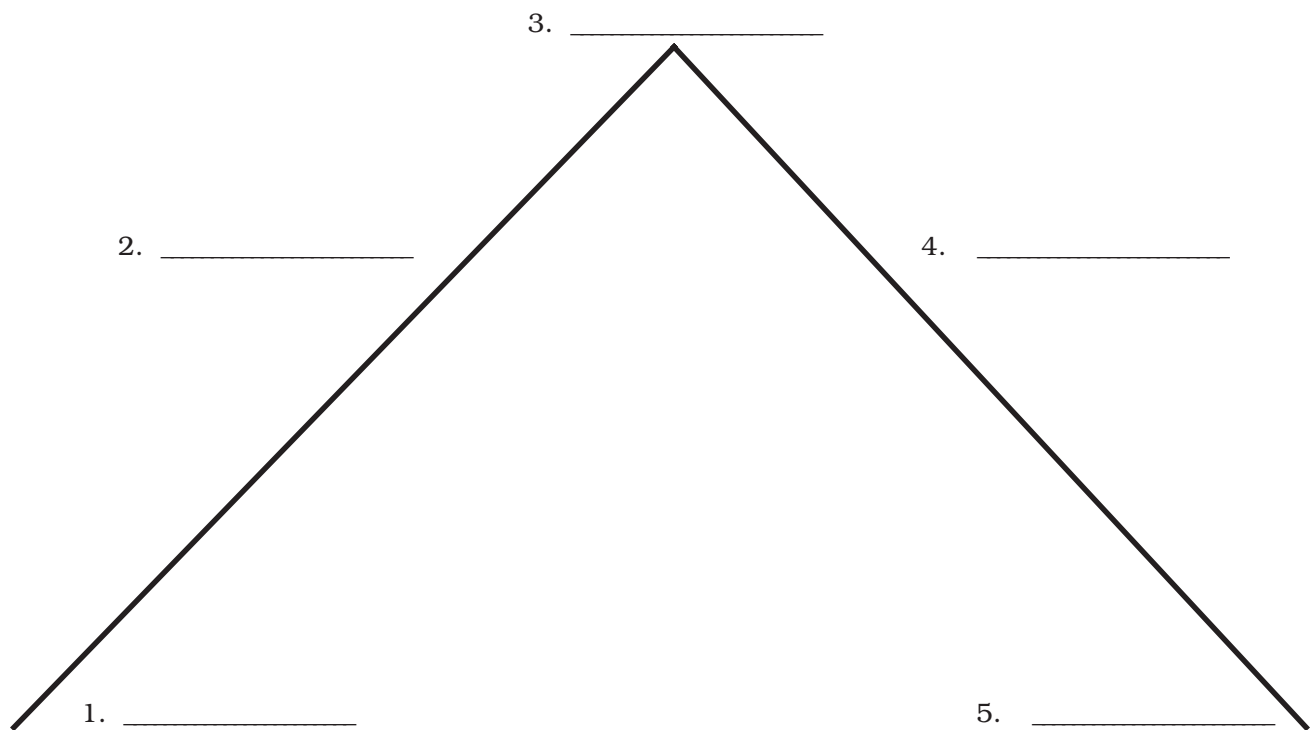




## It's a Plot

**Directions:** Define the parts of a plot listed below. Then write them on the diagram in the correct sequence.

- climax
- falling action
- introduction
- resolution
- rising action





**Part B.**

**Directions:** Write a brief explanation of why each of the following wishes or desires is unfulfilled. Then label each conflict as person vs. person, person vs. society, person vs. self, person vs. nature, or person vs. supernatural being.

1. Lily wants her father to love her.
  
  
  
  
  
  
  
  
  
  
2. Lily wants a mother.
  
  
  
  
  
  
  
  
  
  
3. Lily wants her classmates to be her friends.
  
  
  
  
  
  
  
  
  
  
4. Lily wants to believe she is lovable.
  
  
  
  
  
  
  
  
  
  
5. Lily loves Zach.
  
  
  
  
  
  
  
  
  
  
6. Rosaleen wants to be a registered voter.
  
  
  
  
  
  
  
  
  
  
7. Zach wants to be a lawyer.
  
  
  
  
  
  
  
  
  
  
8. Neil wants June to marry him.
  
  
  
  
  
  
  
  
  
  
9. May wants to eliminate all sadness.

## Anticipating the Ending

**Directions:** For each of the conflicts below, decide first how you would like to see it resolved at the end of the novel. Indicate how the ending you wish for can be achieved. Then indicate how you think the author will end the conflict.

Conflicts	Preferred Conclusion	Predicted Conclusion
1. Lily wants her father to love her.		
2. Lily wants a mother.		
3. Lily wants to believe that she is lovable.		
4. Lily loves Zach.		

Conflicts	Preferred Conclusion	Predicted Conclusion
5. Rosaleen wants to be a registered voter.		
6. Zach wants to be a lawyer.		
7. Neil wants June to marry him.		
8. May wants to eliminate all sadness.		

## Imagery

**Directions:** Images are word pictures that appeal to the senses of sight, smell, sound, taste, and touch. Images engage readers by appealing to more than just their intellect. They make descriptions more vivid as readers see what the characters see, smell what they smell, hear what they hear, taste what they taste, and feel what they touch. This vicarious experience allows readers to live in the novel. Next to each sensory organ pictured below, quote two passages from chapter 9 that are examples of images for that sense. Give the page number where each quotation was found.



## Foreshadowing

**Directions:** Sometimes authors attempt to guide readers as well as engage them. One way of doing that is foreshadowing. Authors use images or other hints to suggest what will happen next. The beginning and ending of chapter 9 contain foreshadowing. Answer the questions below about these two examples of foreshadowing.

1. Reread the first paragraph of chapter 9. What is your reaction to the story of going over the falls in a barrel?
2. What events in chapter 9 are foreshadowed by this opening paragraph?
3. Reread the last paragraph of chapter 9. How does it make you feel? What does the last phrase foreshadow?





# Lesson 8

## Action and Reaction

### Objectives

- To draw conclusions about characters
- To link events in the novel to real experiences
- To analyze the use of a recurring motif
- To find information in the text

### Notes to the Teacher

Chapters 10 and 11 are contrasts in mourning and celebration. Chapter 10 begins with the discovery of May's body. The rest of the chapter is a quiet study in mourning. For Lily, however, there are two tensions. One is her interview with Eddie Hazelwurst, the policeman. She is concerned about being caught, and she is concerned about his attitude that he and she are superior because of their race. The other tension is having to wait to talk with August. Lily is mature enough to respect August's need to mourn.

Chapter 11 sees the mourning come to an end with the celebration of Mary Day. Both chapters show how rituals can be moments of great mourning and moments of great celebration.

The lessons learned in these two chapters are about reactions. There are events and forces that are outside the realm of our control: prejudice, accidents, other people's decisions, history. Sometimes the only thing humans can control is their reaction. This is one of the biggest lessons of the novel. We witness great cruelty and prejudice heaped on Lily and Zach. How they respond is an example for readers to follow.

The activities for this lesson will involve students in sharing the miseries of the characters and in listing their own miseries, as well.

**Handout 31** will recreate the practice of turning over problems to a replica wailing wall. Decide in advance where a wall of books can be built in the classroom. A window ledge or long table would work best. Consider playing spirituals or other soft music as students complete the activity.

Remind students to note any new South Carolina places on their map (Lesson 1, **Handout 3**) and to add songs to their soundtrack (Lesson 5, **Handout 14**).

### Procedure

1. Distribute **Handout 29** for students to complete. Review their responses as a class. Clarify any confusing elements. Students may enjoy discussing family traditions associated with certain occasions.

### Suggested Responses:

1. August 2–10, 1964
2. Tiburon, South Carolina
3. No new characters are introduced.
4. August, June, Rosaleen, and Lily go to find May. June calls the police when May is not at the wailing wall. They go to the river; the full moon reminds Lily that she's been there for a whole moon cycle. August discovers May's body in the river. Although it is obvious that May committed suicide, the policeman interviews everyone. He tells Lily that she should move out rather than lower herself by living there.

*After the funeral home prepares the body for burial, May is brought home for a vigil. Lily decides not to add to August's distress by talking to her about Deborah. She asks May to ask her mother for a sign that she loved Lily. Zach is released from jail. He is burdened with guilt that it is his fault that May is dead. August, Lily, and Zach go to drape the hives as a sign of mourning. Zach has August tell the story of Aristaeus, which portrays bees as having power over death. The Daughters of Mary bring food and join the vigil; Lily feels closer to them than to Eddie Hazelwurst. August finds May's suicide note and tells June that she should marry Neil. May's burial is accompanied by a sign from the bees to embrace life.*

August goes into a period of mourning that prohibits Lily from talking to her. Neil and June spend a great deal of time together. Zach comes to visit Lily a few times. She senses an anger in him that was not there before. The mourning period ends with a lunch where August insists on having peanuts and Coke for desert. Lily moves back into the honey house, and awakes the next morning to preparations for a Mary Day celebration on August 15. (Note: This is also the day when Catholics celebrate the Feast of the Assumption.) Neil proposes to June and she accepts. Everyone works all day decorating and preparing for the Mary Day celebration. The Daughters of Mary join them. They feed each other honey cakes, and they wheel Mary into the honey house. Zach and Lily wander off together. They talk about his anger and about a time that boys strung a fish line around Lily's neck. They kiss. Zach vows to go to college and succeed. They promise to be together someday.

2. Have students complete **Handout 30** in small groups.

#### **Suggested Responses:**

August—May's suicide; Zach's arrest; missing her mother; June's refusal to marry Neil; her concern for Lily; Rosaleen's beating

June—May's suicide; Zach's arrest; being stood up by her first fiancé; concern for Neil

Lily—her mother's death; her father's cruelty; the lies she has told; her lack of friends; that she and Zach are kept apart by racial differences; May's death; Zach's arrest

Rosaleen—May's death; that she was beaten; that she wants to register to vote; the cruelty to Lily that she has witnessed

Zach—his own arrest; May's death; that his arrest caused May's death; that he and Lily are denied the right to love each other openly; the lack of opportunities because of his race

3. Either have a wall of books built before class or direct students to build a wall of books and then return to their seats. Distribute **Handout 31** and ask students to complete it. When they have finished, invite them to walk to the wailing wall and place their papers in it. This activity should be done in silence or with soft background music. After students have gone to the wall, conduct a brief discussion of the experience. Did placing their troubles in the wailing wall make them feel any better?
4. Point out that May's death caused another ritual behavior to occur. Ask if students have attended any funerals. Discuss the rituals involved in sending flowers or donations and signing the book at the funeral home. Point out to students that the vigil in chapter 10 and the celebration held for Mary Day in chapter 11 are both familiar rituals for those in attendance. Then distribute **Handout 32** for students to complete.

#### **Suggested Responses:**

Part A.

#### The Vigil

1. The purpose of the vigil is to tell May good-bye.
2. The vigil is held in the parlor of the Boatwright house.
3. There are no special decorations in the house, but May's coffin is in the parlor. The beehives are draped in black for a few days.
4. August, June, Lily, Rosaleen, the Daughters of Mary (Queenie, Violet, Lunelle, Mabelee, Cressie, and Sugar-Girl), and Neil all attend.
5. Refreshments include ham, fried chicken, deviled eggs, green beans, turnips, macaroni and cheese, and caramel cake. In the parlor they eat manna made with sunflower, sesame, pumpkin, and pomegranate seeds seasoned with salt and honey and baked.
6. The vigil lasts four days.
7. People say good-bye to May; they eat a big lunch every day; they sit in the parlor, tell stories, and cry.

## Mary Day

1. *Mary Day celebrates the Lady of Chains by retelling her story, and it is a time of giving thanks for the honey crop. (Note: For Catholics, August 15 is the feast of Mary's assumption into heaven.)*
2. *The party is held outside at the Boatwright house.*
3. *The lawn and its shrubs are weeded and groomed. A gladiolus garland is draped on the wagon. Blue and white crepe paper streamers are hung from the myrtle trees. Christmas lights adorn the bushes, and two dozen candles are all around on the ground.*
4. *In attendance are Lily, Rosaleen, all the Daughters of Mary, August, June, Zach, Neil, and Otis.*
5. *They have the same food as in the vigil, and for this celebration there are honey cakes and homemade ice cream.*
6. *Mary Day begins on the evening of August 15 and lasts until the next afternoon.*
7. *Activities include eating a meal first, followed by feeding each other honey cake, like communion in some Christian churches. Then the masthead Mary is taken to the honey house in the wagon. There her story is retold, and she is wrapped in chains. The next day a ceremony is held in which the chains are removed and the statue is covered in honey.*

## Part B.

1. *Ways the occasions are similar include these ideas: food is involved, friends are invited; the occasions are longer than one day; and much of the comfort and enjoyment comes from telling stories.*
2. *The differences include the following: some different food is prepared; one is a sad occasion and one is joyful; the decorations for Mary Day are more elaborate and festive; one takes place inside and one outside.*
3. *Students may conclude that people like to have their friends close when they are mourning or celebrating. Sharing food is important, and we mark special occasions with special stories.*
5. *Assign students to read chapters 12 and 13.*

## Chapters 10 and 11 of *The Secret Life of Bees*

**Directions:** Answer the questions below after you have read chapters 10 and 11. Save this handout for future use.

1. On what dates do the events of these two chapters take place?
2. Where do the events take place?
3. What characters do you meet? Give a brief description of each character.
4. Briefly summarize what happens.
5. Are there special menus or foods that your family uses to celebrate certain events? Think of three events—such as birthdays, national holidays, religious holidays, or special days such as New Year’s Day—and explain what food you associate with each event.
6. The story of the boys tying the fish string around Lily’s neck is a cruel one. What causes people to bully someone else? List as many causes as you can.

## Messages to the Wailing Wall

**Directions:** Brainstorm things that the following characters might write on scraps of paper and carry to May's wailing wall. Each item listed should involve a wish or worry.

Character	Wailing Wall Message
August	
June	
Lily	
Rosaleen	
Zach	

## Wailing Wall

**Directions:** In any historical age there are troubling issues, and at any personal age there are troubling individual issues. Think of four situations that cause you anguish or concern and write one in each of the four sections below. Tear the paper into four sections and fold each section.



**World Issue of Crisis**



**Community Issue  
or Crisis**



**Family Problem  
or Crisis**



**Personal Problem  
or Crisis**

## Finding Comfort

### Part A.

**Directions:** Answer the questions to analyze both the vigil for May in chapter 9 and the celebration of Mary Day in chapter 10.

Questions	The Vigil	Mary Day
1. What is the purpose of the gathering?		
2. Where is the gathering held?		
3. How is the space decorated?		
4. Who attend?		
5. What refreshments are there?		
6. How long does it last?		
7. What activities are there?		





# Lesson 9

## Imagery and Theme

### Objectives

- To trace a recurring motif throughout a novel
- To analyze theme and character
- To support a thesis with specific examples
- To understand and identify aphorisms

### Notes to the Teacher

Lily's quest is now ended. Now that her past is settled, the only thing that remains a mystery is her future. She is both disappointed and cheered by what she learns from August. August confirms what T. Ray told Lily: her mother left her. Deborah's depression does not justify her abandonment of Lily. Still feeling abandoned by her mother, Lily strikes out in violence. She is rescued by Rosaleen, who tends to her physical wounds and tries to heal her emotional wounds. Lily then retreats to hopelessness. In Lily's reaction we see the fire that burns in anger like Rosaleen's and the fire that burns in anguish and caring like May's.

Contrasted with Lily's inertia, the need to celebrate snaps everyone else out of the mourning period. Mary Day focuses on another aspect of life. Humans have each other as rescuers, and humans can do great damage to one another. There is also a spiritual aspect of humans that can lift them up from the depths of despair and anger.

Lily's spirit lifts at the end of the chapter. August finds a box of Deborah's belongings. In it is a picture of Deborah looking at Lily with love and radiant light. Lily interprets this as the sign of her mother's love that she has been seeking throughout her journey.

This lesson leads students to find support for one of August's statements of wisdom. At the end of chapter 12 she tells a disappointed Lily, "There is nothing perfect. . . . There is only life." There is good and there is bad. Lily finds both in learning the story of her mother's life.

### Procedure

1. Distribute **Handout 33**. These two chapters revolve around retelling the story of Lily's mother's life and Lily's reaction. Since there is not much action, students will be asked to focus on what they learn about Deborah Fontanel.

### Suggested Responses:

1. *Deborah Fontanel was born in 1927 in Virginia. Deborah's father died. August Boatwright began taking care of her when Deborah was four. She was a strong-willed, imaginative child. She moved to Sylvan to live with a friend and to be near August after her mother died when Deborah was twenty-one. She began dating T. Ray Owens. She became pregnant. She married T. Ray. Lily was born. She became very depressed, and ran away to August's house in Tiburon. She grew stronger and returned to Sylvan to get Lily. She and T. Ray argued. It seems that Lily accidentally shot Deborah, and she died.*
  2. *June resented that she and her sister could not get teaching jobs even though they were educated. She resented white people's greater opportunities. Deborah and Lily symbolized those inequities to her.*
  3. *Students should realize that Lily evaluates her mother from the perspective of her own needs. She sees her as a mother rather than a person. Her hatred toward Deborah's failures is unfair because those failures were the result of a mental distress.*
  4. *August was a constant in Deborah's life. Among other things, August represented the joy and stability of her youth, the mother figure that can give assistance and love, and someone who can be relied on. August represents these same values to Lily.*
2. Ask students what is good about what Lily has learned and what is bad about what Lily has learned. List the results on the board or a transparency. Then distribute

**Handout 34** and have students complete part A. Discuss responses before assigning part B of the handout.

**Suggested Responses:**

Part A.

The Good News about Bees

- *Bees produce honey.*
- *Lily believes bees were sent to her as messengers.*
- *Bees want to be loved.*
- *The sound of bees humming in the hive makes beautiful music.*
- *Lily felt mesmerized by the love of bees.*
- *Old legends said that bees had power over death.*
- *A flying bee is a sign that a dead person will go to heaven.*
- *Lily equates the sound of bees with the sound of a soul flying away.*

The Bad News about Bees

- *Bees sting.*
- *A bee swarm is a sign of death.*
- *Bees are influenced to sting by anger.*
- *Bees need help to contend with high temperatures.*
- *A bee colony will die without a queen.*

Part B.

*Students should point out that we benefit from eating honey, but have a risk of getting stung by bees.*

3. Review the definition of *image*. Ask students if they can name an image that recurs throughout the novel. Hopefully they will recognize that bees are a recurring image. Bees appeal to all the senses: they can be seen and heard; their sting can be felt; their honey can be smelled and tasted. Then explain that the novel includes other recurring images, such as rocks and water. Divide the class into groups of three or four and distribute **Handout 35** for students to complete.

**Suggested Responses:**

1. Summary—Rosaleen and Lily make up after their fight over Lily's demeaning attitude toward Rosaleen while in a creek.

*Emotional impact—Water sweetly washes away the anger between the two women, but bitterness lies in Lily's thoughts about her mother.*

2. Summary—Rosaleen, Lily and August are caught in a thunderstorm. Rosaleen plays in the rain and catches it in her mouth.

*Emotional impact—This is a moment of joy for Rosaleen, the first since her beating.*

3. Summary—Lily discovers the stone wall and reads one of the slips of paper stuck in it. She follows the sound of running water and finds a little river. She wades in and feels freedom from her worries.

*Emotional impact—Lily feels as if she has intruded by reading the slip of paper, but there is a peaceful joy in this natural scene.*

4. Summary—August explains May's use of the wailing wall.

*Emotional impact—The retelling of April's suicide and May's depression is sad.*

5. Summary—Our Lady of Chains was found washed up on the bank of the Ashley River.

*Emotional impact—The man who found it thought it was sent from God. There was great joy in the discovery.*

6. Summary—First May and Rosaleen, then August, Lily, and June find relief from the heat while playing with the water sprinkler.

*Emotional impact—This is a playful scene with joy when Lily and June hug and become friends.*

7. Summary—May is found drowned in the river.

*Emotional impact—This is a very sad scene.*

8. Summary—Lily and Zach walk to the river to be alone, and Lily tells Zach the story of when a group of boys put a stringer of caught fish around Lily's neck and the fish die.

Emotional impact—*The story is one of cruelty and hopelessness because Lily did not and could not save the fish. There is some joy in the conversation between Lily and Zach.*

9. Summary—*Lily is now the wall keeper. Emotional impact—Lily's wall keeping seems to be without the sense of despair that May had.*

Part B.

*Water is associated with the novel's happiest and saddest times. It reflects August's aphorism that nothing is perfect—there is just life. The stones have a stronger association with sadness, although they, too, have associations with joy. The stones seem to carry a sense of permanence, especially in the last scene of the novel. Stones seem to be linked to the physical world, which carries the weight of woes and cares.*

4. Ask students if the water images have anything in common with the bee images. (*Water, like the bees, can be good or bad. Both images support August's aphorism.*) Distribute **Handout 36** for students to complete. (*Students should find many examples of August's wisdom scattered throughout the novel after her appearance in chapter 4. In lesson 10, they will link these aphorisms to the themes of the novel.*)
5. Assign students to read chapter 14.

## Chapters 12 and 13 of *The Secret Life of Bees*

**Directions:** Answer the questions below after you have read chapters 12 and 13. Keep this handout for future use.

1. Retell Deborah Fontanel Owens's life story in chronological order, noting specific locations and dates.
2. Why did June resent Deborah and Lily? Did either of them do anything to cause her resentment?
3. Are Lily's reactions to her mother's behavior fair? Why or why not?
4. What qualities does August have that attracted Deborah to her?

## There's Good News and There's Bad News

### Part A.

**Directions:** Search through the novel and list everything good about bees in the first column and everything bad about bees in the second column.

The Good News about Bees	The Bad News about Bees

### Part B.

**Directions:** Review August Boatwright's observation at the end of chapter 12 that "[t]here is nothing perfect. . . . There is only life." Use examples from part A to create a well-organized piece of expository writing about the nature of bees to support Boatwright's observation.

## Recurring Images: Rocks and Water

### Part A.

**Directions:** Find the section in each of the following chapters where images of water and/or rocks are featured. Retell the context of the image briefly, and describe the emotional impact that is created.

Chapter	Summary	Emotional Impact
1. Chapter 2		
2. Chapter 4 (first of two scenes in this chapter)		
3. Chapter 4 (second of two scenes in this chapter)		
4. Chapter 5		
5. Chapter 6		

Chapter	Summary	Emotional Impact
6. Chapter 9		
7. Chapter 10		
8. Chapter 11		
9. Chapter 14		

**Part B.**

**Directions:** In a well-organized essay, illustrate the importance of the novel's imagery by answering the questions below. Use specific examples from the novel to support your ideas.

- What emotions are associated with water?
- What emotions are associated with stones?
- How do these recurring images make the novel more effective?

## August's Aphorisms

**Directions:** An aphorism is a statement about some truth or insight that is usually expressed in a clever way. Benjamin Franklin is famous for his aphorisms such as “Fish and visitors stink in three days.” August Boatwright often utters aphorisms. Although hers may not be as witty as Benjamin Franklin’s, they are still meaningful. One example is at the end of chapter 12 when she tells Lily, “There is nothing perfect. . . . There is only life.” Skim the novel and list any aphorisms spoken by August that you find. Include the page number where the aphorism is located.

Page	Aphorism



# Lesson 10

## Resolution

### Objectives

- To analyze the themes of the novel
- To compare the predictions about the resolution of the novel to the actual resolution
- To determine the best reaction to events

### Notes to the Teacher

Lily ends the quest to know her past. She learns about her mother's story from August, from her father, and from Rosaleen. She moves from uncertainty to near certainty about her role in her mother's death. For a while the information makes her angry; for a while the information makes her sad. Her reactions to her mother's story mirror the reactions of other characters to hopeless situations. She demonstrates deep resentment and anger, which result in her smashing jars of honey. She also demonstrates despair and withdrawal. In the end she finds that resolve and action are the right course to take. She finds strength in having something to believe in. She has her story; she has her "mothers"; she has *Our Lady in Chains*.

Other conflicts are resolved as well. Zach and June and Rosaleen are all moving toward achieving their goals.

Some conflicts still remain. The Civil Rights movement would still encounter a great deal of resistance. The treatment of Zach and Rosaleen's unresolved arrest record are evidence of the reluctance to change.

This final lesson asks students to focus on another element of fiction: theme. The lesson begins by concluding the long-term projects. The next activity requires students to refer to **Handout 26** (Lesson 7). After students reflect on the resolution to the conflicts, they will be asked to reflect on the meaning of it all. **Handout 40** presents final essay questions about themes in the novel.

### Procedure

1. Collect **Handout 3** (Lesson 1). Ask students to discuss ways the details of the southern setting make the novel more realistic. See Lesson 1 for suggested responses.
  2. Allow time for students to complete **Handout 15** (Lesson 5), if they have not yet done so. Now that students know the outcome to the novel, they should have little difficulty with this handout. See Lesson 5 for suggested responses.
  3. Distribute **Handout 37** for students to complete. When students have finished, allow them time to put all the summary handouts (**Handouts 4, 6, 9, 13, 18, 22, 29, 33, and 37**) together to use as aids.
- ### Suggested Responses:
1. *The events begin on August 16, 1964, and continue through November 1964.*
  2. *The whole novel covers July 1, 1964, to November 1964.*
  3. *The events all take place in Tiburon, South Carolina.*
  4. *Lily withdraws from life, which just goes on for other characters. June sets a wedding date. Rosaleen registers to vote. Lily calls Zach. She thinks she will have to return to Sylvan and T. Ray. Zach is going to integrate the high school in Tiburon. Lily and August go to see a queenless hive, and August explains that people have to find the mother within themselves.*

*T. Ray comes to take Lily home. He is abusive and calls Lily Deborah. August and Rosaleen come in. Lily says she is not leaving. August offers a home for Lily. The Daughters of Mary arrive. August says that Lily is needed to help, and T. Ray allows Lily to stay. Lily chases after his truck to ask if she really killed her mother. T. Ray tells her that she did and leaves.*

*Lily still dreams that he will love her and know her. Lily settles into her new home. Clayton Forrest is working on the legal issues of Rosaleen leaving custody; his daughter Becca has become Lily's friend. They are Zach's friends at school and are excluded by the others.*

*Lily has forgiven herself and her mother. She has become the keeper of the wall. She finds strength and comfort in Our Lady of Chains.*

5. *Students may give many reasons why Lily is happier: She has friends. She has many mother figures. She is no longer living in fear of T. Ray's punishment. She feels loved and lovable. She has shown love to others. She knows the story of her mother's life and death. She is working on forgiving herself for killing her mother.*
6. *Many students will feel more sympathetic to T. Ray once they learn how hurt he was by Deborah's running away.*
7. *Rosaleen is now a registered voter. Zach is attending a formerly segregated high school.*
4. Make sure that students have **Handout 26**, in which they anticipated the novel's conclusions. Distribute **Handout 38** for students to complete.

#### **Suggested Responses:**

##### **Part A.**

1. *Lily's father lets her stay with the Boatwrights in Tiburon. It is unclear whether he does so out of concern for Lily, or to just relieve himself of the responsibility of taking care of her and of the pain of seeing his dead wife in her. She still longs for his love.*
2. *Lily has a picture of her mother looking lovingly at her; this partly fulfills her need for a mother's love. The Daughters of Mary have become her substitute mothers.*
3. *Lily has made progress at forgiving herself, although sometimes in her dreams she is sad again. She sees herself as lovable and forgivable. She has a friend in Becca.*
4. *Lily loves Zach as a friend with the potential for a different relationship later in their lives.*
5. *Rosaleen is a registered voter.*
6. *Zach is working hard at school to achieve*

*his dream of becoming a lawyer, but only the future will tell whether he will succeed.*

7. *Neil and June have set a wedding date for October 10, 1964.*
8. *May has eliminated herself from the sadness in the world.*

##### **Part B.**

1. *Students should give an honest evaluation of whether they were successful at predicting. Generally they will either have been more optimistic or more pessimistic than the actual outcomes.*
2. *Students should provide examples of having been more or less optimistic about the outcomes of the conflicts.*
3. *Students should provide a justification for their choice of significance. For example, a character being either dead or alive instead of how things turned out would be significant.*
5. Distribute **Handout 39** for students to complete.

#### **Suggested Responses:**

##### **Part A.**

*Students should conclude that Group 1 reacts with violence and anger, and, give specific examples. They should give evidence that Group 2 reacts with withdrawal and depression. They may recognize that both Lily and Zach in Group 3 go through phases of the first two groups. They should realize that at the end both of them are following the path of working to make things better.*

##### **Part B.**

*The most constructive reaction is Group 3's. The other responses destroy rather than create and build.*

6. Ask students if they think that August is a realistic character. Does she seem too wise or caring? Do they know anyone like her? Discuss the list of aphorisms that students recorded on **Handout 36**. Distribute **Handout 40** for students to complete. Allow class time for students to share their paragraphs.

## Chapter 14 of *The Secret Life of Bees*

**Directions:** Answer the following questions after you have finished reading the novel. Some of the questions require you to review your answers on previous handouts.

1. On what dates do the events of the last chapter take place?
2. What time span does the whole novel cover?
3. Where do the events of this chapter take place?
4. Briefly summarize the events of the last chapter.
5. Give three reasons why Lily is happier at the end of the novel than she was in the beginning of it.
6. How and why has your opinion of T. Ray changed from the first few chapters?
7. How has the Civil Rights Act of 1964 changed things for Rosaleen and Zach?

## How Close Were You?

### Part A.

**Directions:** Now that you have finished reading *The Secret Life of Bees*, briefly explain how all of these conflicts are resolved.

1. Lily wants her father to love her.
2. Lily wants a mother.
3. Lily wants to believe that she is lovable.
4. Lily loves Zach.
5. Rosaleen wants to be a registered voter.
6. Zach wants to be a lawyer.
7. Neil wants June to marry him.
8. May wants to eliminate all sadness.

**Part B.**

**Directions:** Reread your predictions from **Handout 26**. Write well-organized responses to the questions below.

1. How close to the actual resolutions were you? Evaluate your success at predicting.
2. If the novel concluded with your preferred resolutions to the conflicts, would the ending have been happier or sadder than the actual ending?
3. If things turned out the way you wished, what would the most significant difference be?

## What Is the Best Reaction?

### Part A.

**Directions:** Several characters in *The Secret Life of Bees* want things that are seemingly impossible to achieve in their circumstances in 1964. Characters from the novel are grouped below by the similarity of their reaction to frustration and disappointment. Analyze what characteristics are shared within each group. Explain how each group reacts.

Group	Shared Characteristics	Reaction
Group 1 Rosaleen T. Ray Jackson		
Group 2 Deborah April May		
Group 3 August Lily Zach		

### Part B.

**Directions:** Compare and contrast the three groups' reactions and draw a conclusion about which group has the best response to frustration. On a separate piece of paper, write a short paragraph that summarizes your thoughts. Give evidence to support your conclusion.

## What Have You Learned?

**Directions:** Reading a novel allows readers to vicariously experience lives and events very different from their own. From those experiences, readers often perceive lessons that can apply to their own lives. The themes of a novel are the truths about life that the novelist wishes to share with readers. Answer the questions below in paragraph form. Have **Handout 36** available to answer the second question.

1. What are the two most significant truths or lessons that the events of *The Secret Life of Bees* have taught you?
2. How do the aphorisms of August Boatwright relate to the two truths or lessons you chose?

## Content Quiz

### Part A.

**Directions:** Match each character with the correct description.

- |                            |  |
|----------------------------|--|
| _____ 1. Lily Owens        | a. a teacher and musician; initially dislikes Lily           |
| _____ 2. T. Ray Owens      | b. Boatwright sister who is sensitive to tension and sadness |
| _____ 3. Rosaleen Daise    | c. fourteen-year-old protagonist                             |
| _____ 4. August Boatwright | d. helps with the bees; is arrested                          |
| _____ 5. June Boatwright   | e. honey bottler; head of the Boatwright household           |
| _____ 6. May Boatwright    | f. housekeeper who wanted to register to vote                |
| _____ 7. Neil              | g. June's suitor   |
| _____ 8. Zachary Taylor    | h. Lily's father   |

### Part B.

**Directions:** Fill in the blank with the correct response.

1. The novel is set in two fictional communities in the state of \_\_\_\_\_.
2. The point of view used by the author is \_\_\_\_\_.
3. The narrator of the novel is \_\_\_\_\_.
4. The historical event that influences the action of the novel is \_\_\_\_\_.
5. Bees first appear in the novel at night when they \_\_\_\_\_.
6. August Boatwright earns her living by selling \_\_\_\_\_.
7. The Daughters of Mary pray around a masthead figure called \_\_\_\_\_.
8. Deborah and May both suffer from \_\_\_\_\_.
9. Zach plans to become a \_\_\_\_\_.
10. Rosaleen achieves her dream of \_\_\_\_\_.

### Part C.

**Directions:** How has Lily's life changed at the end of the novel? Respond in a well-organized essay.



## Answer Key

### Part A.

1. c
2. h
3. f
4. e
5. a
6. b
7. g
8. d

### Part B.

1. South Carolina
2. first person narrator
3. Lily Owens
4. The Civil Rights Act of 1964 becoming law
5. fly around Lily's bedroom
6. honey
7. Our Lady of Chains
8. depression
9. lawyer
10. registering to vote

### Part C.

Students may mention these changes among other things:

- Lily knows for sure the story of her mother's life and death.
- Lily is living with the Boatwrights and not with her father.
- Lily feels loved by many mothers.
- Lily has a friend.
- Lily has fallen in love with Zach.
- Lily has been loved by Zach.
- Lily has learned about beekeeping.
- Lily has learned that she is lovable.

They should support each change by giving specific details.

## Final Projects

**Directions:** Complete one of the following assignments.

1. Find the lyrics to the spiritual “Sometimes I Feel Like a Motherless Child.” Write an essay about the parallels between the lyrics, Lily’s quest for a mother, and Rosaleen’s quest for civil rights.
2. Read Robert Frost’s poem “Fire and Ice.” Compare its meaning and conclusions to the way characters in this novel react to hopelessness.
3. Lily dreams throughout the novel. Analyze the dreams she has.
4. Write the first chapter in a new book starring Lily. Decide where she is five or ten or twenty years after the novel ends.
5. Analyze changes in your attitude toward June Boatwright or T. Ray Owens after you understand their motivation in their feelings toward Lily.
6. Create a model of a honey bee beehive.
7. Choose one of August’s aphorisms and use it as the thesis of an essay or the theme of a short story.
8. Research the Civil Rights movement since 1964 and write a report on its progress.
9. Examine the religions of Rosaleen and the Daughters of Mary.
10. Research the real Wailing Wall and tell its story.
11. Create a picture or model of Our Lady of Chains. Write the story that created its name.
12. Using the rituals of the vigil and the Mary Day celebration, plan all the details of the celebration after June’s and Neil’s wedding.

# Bibliography

Carruth, Gorton. *The Encyclopedia of American Facts & Dates*. 8th ed. New York: Harper & Row, 1987.

Department of State, International Information Programs. "Civil Rights Act of 1964." *USInfo*. <<http://usinfo.state.gov/usa/infousa/laws/majorlaw/civilr19.htm>> (13 August 2004).

Library of America. "Timeline 1941–1973." *Reporting Civil Rights*. <<http://www.reportingcivilrights.org/timeline>> (13 August 2004).

"Major Features of the Civil Rights Act of 1964." *CongressLink*. <[http://www.congresslink.org/print\\_basics\\_histmats\\_civilrights64text.htm](http://www.congresslink.org/print_basics_histmats_civilrights64text.htm)> (13 August 2004).

Richardson, Will. *The Secret Life of Bees Weblog*. 25 November 2002. <<http://weblogs.hcrhs.k12.nj.us/bees/>> (13 August 2004).

Sue Monk Kidd—*The Secret Life of Bees*. <<http://www.suemonkkidd.com>> (13 August 2004).

---

# The Publisher

---

All instructional materials identified by the TAP® (Teachers/Authors/Publishers) trademark are developed by a national network of 460 teacher-authors, whose collective educational experience distinguishes the publishing objective of The Center for Learning, a nonprofit educational corporation founded in 1970.

Concentrating on values-related disciplines, the Center publishes humanities and religion curriculum units for use in public and private schools and other educational settings. Approximately 600 language arts, social studies, novel/drama, life issues, and faith publications are available.

Publications are regularly evaluated and updated to meet the changing and diverse needs of teachers and students. Teachers may offer suggestions for development of new publications or revisions of existing titles by contacting

**The Center for Learning**

Administration/Editorial  
29313 Clemens Road, Suite 2E  
Westlake, OH 44145  
(440) 250-9341 • FAX (440) 250-9715

For a free catalog containing order and price information and a descriptive listing of titles, contact

**The Center for Learning**

Customer Service  
P.O. Box 910, Evergreen Road  
Villa Maria, PA 16155  
(724) 964-8083 • (800) 767-9090  
FAX (888) 767-8080  
<http://www.centerforlearning.org>



## The Secret Life of Bees

ISBN 978-1-56077-781-6

---

### Entire Unit

- |            |   |
|------------|---|
| RL.9-10.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |
| RL.9-10.2  | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  |
| RL.9-10.3  | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.   |
| RL.9-10.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  |
| RL.9-10.5  | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.   |
| RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| RL.11-12.2 | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   |
| RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| RL.11-12.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |

RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
SL.9-10.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
L.9-10.1a	Use parallel structure.*
L.9-10.5a	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5b	Analyze nuances in the meaning of words with similar denotations.
L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5b	Analyze nuances in the meaning of words with similar denotations.

**Source**

*Common Core State Standards* (Washington, D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010)



**The Center for Learning**

TAP® Instructional Materials  
*Teachers/Authors/Publishers*

---

**NOVEL/DRAMA**



**CURRICULUM UNITS**

ISBN-13: 978-1-56077-781-6

ISBN-10: 1-56077-781-8