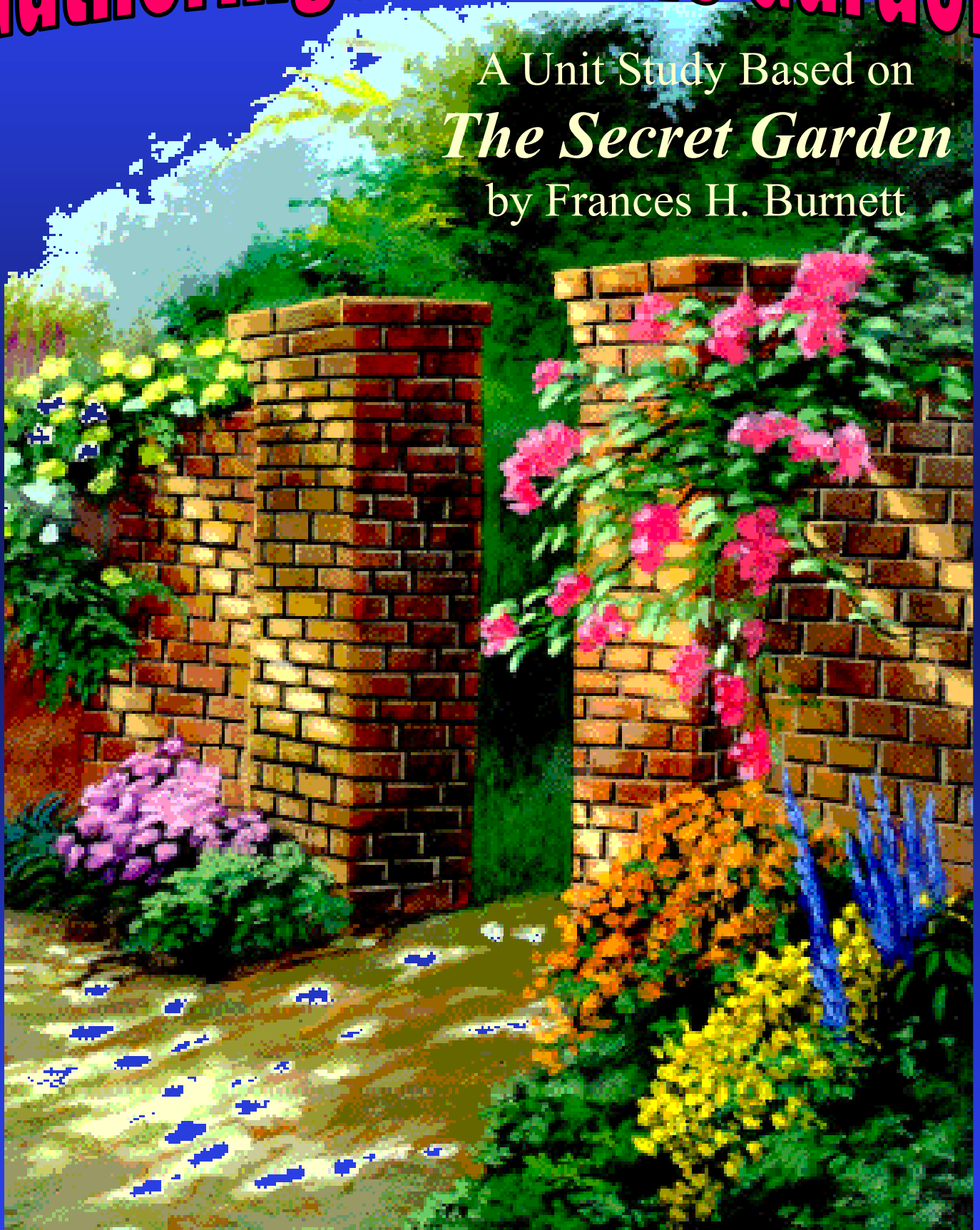


Gatherings From the Garden

A Unit Study Based on
The Secret Garden
by Frances H. Burnett



By Fortunately For You Books

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presents

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a unit study based on

The Secret Garden©

by Frances Hodgson Burnett

art work, design, and production
by

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Gatherings from the Garden

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Fortunately For You Books by

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Introduction

Gatherings from the Garden is a unit study based on The Secret Garden © by Frances Hodgson Burnett. This is a full sized curriculum that is meant to be balanced in the standard school subjects. Math is not taught in this curriculum and only some grammar is applied with activities such as basic parts of speech, essay writing, reports, journal writings, and list making. We suggest you supplement this history program with a steady series of your own as the history covered in this study cannot be considered American, ancient, or world history. This curriculum was written with the 1-6th grader in mind, although we ourselves have used it with independent middle/high school aged students. The portfolio your child will present at the end of this study will cover a myriad of subjects and information. The gathering and gleaning that is used as a foundation of this unit study is most beneficial and practical in daily living. That was our purpose. To teach the child how to read, research an interest, and glean helpful and practical information that can be referenced repeatedly, not merely memorized to pass a test. While we ourselves understand limited budgets, we use our local libraries to give us the support books we need for activities. Not every book may be available to you so please substitute anything that gives you the desired knowledge. The references were meant to be a guide, not a mandatory requirement. Learn more about this curriculum in the “How To Use This Curriculum” section.

About the Authors

Kelly Ayersman has been homeschooling her two children for six years. In addition, she has taught eleven years of Sunday School and children’s church at all grade levels and is the director of the children’s program at Beth Haven Baptist Church.

Shannon Coe has been homeschooling her sons for sixteen years. Two of them are graduated and pursuing their careers. She has also taught 20 years of Sunday School at the elementary levels.

Heidi Miller-Ford has been homeschooling her son for three years. She has a bachelor’s degree in elementary education from The Pennsylvania State University and a master’s degree in special education from Marshall Graduate College. She has also taught third through ninth grade for eight years at both private and public elementary/middle schools in West Virginia and Pennsylvania.

*Thank you for your interest and/or purchase of **Gatherings from the Garden**. May you use this curriculum to the glory of God.*

How To Use This Curriculum

This unit study was written with the homeschooler in mind. Our goal is to give you tools to help you with your child's education. By no means do we want you to become a servant to this curriculum, but rather let this book become a servant to your family and their needs. Every child has been blessed with different strengths, different styles of learning, and needs. As you use this manual, you will find some children favor the discussion approach over the notebook approach or vice versa. You will want to encourage these strengths, but gradually introduce the other styles and formats as this will diversify their learning styles. Here is an overview of the different approaches given to an activity:

Notebook Approach – these types of activities use paper to fulfill the assignment given, whether by a worksheet provided, information written, or drawings by the student. There will be something recorded after this activity. These are to be included in the student's portfolio for an end of book presentation.

Discussion Approach - these activities use oral discussion as a means of learning. The ability to put thoughts and ideas into spoken words are a deliberate training of this study. Make sure thoughts are formed and spoken with proper English and complete sentences.

Experience Approach– this type of work involves movement and making a memory. Cooking and art projects are an example of this work. Attending plays and watching related movies are some more ideas of how this style works. To capture and remember this moment for reviewing, be sure to take pictures and print out on paper to add to your notebook. While some children favor other styles and planning, this activity often times takes more effort yet this aspect of learning is vitally important to younger students.

Investigative Approach– this style of learning teaches a student to dig deeper into a thought process, reference different types of works, and record information. It is meant to be a more involved process than the basic notebook approach. Sometimes these activities will take several days to develop and present. Time is meant to be increased and the learning process slowed to grasp a more thorough approach.

We have included a cd in this curriculum to find the web site links and worksheets. We have also provided you with a printable checklist for the student to keep track of the web sites needed for that activity so you are not flipping/scrolling back and forth through the lesson. Print off chapter and

appendix indexes, web site check lists, and worksheets needed for the day. There is no time table given as this curriculum is created to be used as Friday enrichments, summer school, daily curriculum, or even to just change the pace and give the child some creative and independent work. Any of these purposes will be beneficial to your child.

Here are some things that are unique to our curriculum:

Copy work– This is meant for the younger student who is learning to write or who can write by himself but have a hard time picking out small groups of words from a full text page. Online references can be copied and pasted with larger letters to copy from and some activities in the appendix are in font sizes big enough to be traced. Bible references can be used repetitively for memorization purposes. The benefits of using sentences from literature to copy are that students are reading and writing groups of words with correct grammar. Becoming familiar with proper grammar will benefit the student's own vocabulary.

List making– how many of us depend and even survive because we have learned to make lists? We have frequently used activities in Language/ Writing to develop this skill. While there may be some moaning and groaning in the beginning of the book, by the end the student will easily be able to write a list. Having the ability to read something and then make a list from it is a necessary skill in high school for note taking.

Whether you read each chapter to your child daily, or let the child learn to do independent work for himself, this curriculum package is structured enough to bring accountability to a student while still letting them be creative. Telling a child to pick at least one activity from each style given (discussion, experience, notebook approach, investigative) will help round out the students learning abilities. Enjoy this study as we gather in the garden!

Here is a quick tutorial of how to use a chapter in this book:

1. Look over the chapter activities and decide which would be beneficial for you child (style or activity).
2. Read the chapter aloud to your child or take turns reading paragraphs with the student who can read at this level. Older students can read on their own.

3. When a subject comes up that is a discussion activity, stop then and discuss while it is still a fresh topic.
4. Do the review questions orally. Accept any answers that are close and have the same meaning. For written grammar purposes, use our supplemental grammar guide, *Grammar by the Book*. This can be found on our website: www.fortunatelyforyoubooks.com.
5. The symbol ☐ means there is a worksheet provided in the appendix.
6. Enjoy the activities!

You will notice as you go through the pages that the vocabulary words and activities are not referenced by page number for the book *The Secret Garden*. The reason for this is the different printed versions of the same book would have different reference numbers. To not confuse anyone or limit the type of book you have, we decided to not make page references, but rather chapter references. Our apologies if this is an inconvenience!

Disclaimer: As we researched books and certain online sites, we found many useful resources. Within some of these resources we would find certain items or messages that we do not endorse nor support. As is your parental right and privilege, please look over all the web sites and books before placing them into your child's hands. Some of the science sites and perhaps some of the books will make mention of evolutionary beliefs or humanistic philosophy. Please disregard the parts that conflict with your Biblical view and glean what you can from these sources. Any links that carry you away from a site we

referenced have not been checked or recommended by us. As of our printing dates, all sites were up and running correctly. On our web site:

www.fortunatelyforyoubooks.com we have a page that gives replacement links for the sites that are not functional anymore. These are checked and replaced periodically.

It is our prayer that we have supplied you with a curriculum that will give your family pleasure in a school year and still intrigue your child's mind to use thought and research to learn about our incredible world and our part in it.

Recommendations:

We recommend a subscription to the Enchanted Learning site as their printable worksheets are ad free with a yearly membership plan. www.enchantedlearning.com

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Chapter 1

Vocabulary

affectionate– feeling or showing great like/love towards a person or thing

amuse– to pass time with something pleasant

alternately– occurring by taking turns

appalling– something shocking or horrible

ayah– a nurse or maid native to India

bewilderment– a state of confusion

bungalow– a house with a single story and a roof with a low slope

compound– a group of buildings and land

cross– angry and annoyed

desolation– terrible ruin, grief or sadness

disagreeable– having a bad attitude or mood

disdaining– to look at in disgust or anger

disgracefully– loss of respect

disturbed– to trouble the mind of; make uneasy

expression– the way one’s face looks

fatal– causing death

fretful– unrest, specially of the mind

gay– happily excited

governess– a woman who teaches and trains a child in a private home

hastily– quickly

hibiscus– a large family of trees and shrubs with flowers

imploringly– to beseech or entreat

intensely– extremely, very much so

mysterious– mystifying or puzzling

neglected– to give little to no attention to

queer– oddly unlike the usual or normal

slunk– to move with fear or shame

tyrannical– characteristic of a harsh or brutal ruler

veranda– a roofed porch or gallery attached to a house

wailing– to make a sound like a sad cry

Art

Experience Approach

Here is a simple craft for making a snake. Follow the directions given on this web site.

References:

Online: www.enchantedlearning.com/crafts/animals/spiralsnake/ (make a snake)

Bible

Discussion Approach

Mary knew the most insulting thing to say to a native of India. She was ready to use the hurtful words and muttered them under her breath. This was an indication that Mary's heart was not right. Read Matthew 12:34. Jesus tells us that what is in our hearts will eventually come out of our mouths. When we choose evil words, name calling, smart mouths, and many other hurtful phrases that come from our lips, we can know that our heart is not right with the Lord. God tells us to be holy in our conversations (1 Peter 1:15, 3:10) and not to speak evil or guile (deception or trickery). Guard your heart and keep it right in the eyes of Lord.

Discussion Approach

Mary did not have any food or drink for days. She finally went to the dining room and ate and drank the only drink on the table, wine. The Bible does speak plainly about wine or "strong drink" in its pages. Read these verses about alcohol. Talk about what these verses mean to you. Please see the "Health" section to study the effects of alcohol on your body.

Proverbs 20:1

Proverbs 21:17

Proverbs 23:19-21

Proverbs 23:31-32

Isaiah 5:11

Health

Notebook Approach

Cholera is a deadly disease that can wipe out a whole village or family as we have seen in this story. We are going to answer some questions about cholera. The answers can be found on the web sites. We will use the flip book pattern in *Appendix B* to record our information. Write each of these questions on the bottom of the flip page. For younger children, there is a cut and paste sheet that has the answers to put onto the correct flip page. Put the answers in the space *above* the question. Here are the questions to write:

What is cholera?

What are the symptoms of cholera?

Where can the bacteria be found?

How is it spread?

What is the treatment?

How can you prevent it?

Does it have a cure?

Do people still get cholera?

Answers to the following questions can be found on these web sites or in a cut apart page in *Appendix B*.

References:

Books: Cholera: Curse of the Nineteenth Century (Epidemic!) by Stephanie True Peters

Cholera (Deadly Diseases and Epidemics) by William Coleman and I. Edward Alcamo

Online: www.simcoehealth.org/Facts/Infection/Cholera.asp?NAV=INFECTIO (cholera info)

www.cdc.gov/ncidod/dbmd/diseaseinfo/cholera_g.htm (cholera info from CDC)
www.metrokc.gov/health/prevcont/cholera.htm (cholera fact sheet)
<http://en.wikipedia.org/wiki/Cholera> (definition of cholera/info)
www.health.state.ny.us/diseases/communicable/cholera/fact_sheet.htm (fast facts)

Notebook Approach □

Mary's body reacted to the wine by making her very sleepy. Alcohol can affect many parts of your body. Find out what alcohol abuse can do to the different parts. By using your resources, find out about alcohol and alcoholism and fill in the worksheet in *Appendix B*.

References:

Books: Alcohol by Elaine Landau
Danger: Alcohol by Ruth Chier
Alcohol (Talking About) by Jen Green
Online: www.kidshealth.org/kid/stay_healthy/body/alcohol.html (alcohol and the body)
<http://faculty.washington.edu/chudler/alco.html> (alcohol and the body)
www.alcoholcostcalculator.org/kids/ (alcohol calculator)
www.freedomschools.k12.wi.us/cybermission.htm (Movie about alcohol *must see for older children. Viewer discretion is advised for some pictures of car wreckage.)



Language/Writing

Notebook Approach □

A sickness broke out in Mary's home. What are some things that you do when you are not feeling well? What do you eat that helps you to feel better? Record this information about yourself on your journal page in *Appendix B*.



Life Skills

Discussion Approach

Many children in this country are neglected by their parents. They are left constantly in the care of others or are left to raise themselves. I am sure this is not the case with you! Your parents love you! Parents: take this time to reassure your child(ren) that you love them and how much you care for them. Children: rest assured you are loved with a love that is unconditional. Never worry that your parents are too busy for you, like Mary's parents. Consider yourself blessed that you are not among the countless children that have absent parents!

Discussion/Notebook Approach □

Mary found that nothing was done in the regular order of the day. Everyone was running about in a hurried way. She knew something was wrong. Most of us have a "rhythm" to our day. By this we mean a certain order of the day. In your notebook, list 5-10 things you do in a day and write them in the order they are done. There is a "List" worksheet in *Appendix A* for older children. For younger children, there is a worksheet to be cut apart and put in sequential order in *Appendix B*.

Discussion Approach

Mary was frustrated, scared, and knew she had been abandoned. These are terrible feelings for a child to have to deal with. Nonetheless, one should never stomp their feet to demand attention. Our behavior should be polite regardless of our situation. It does require extra effort at difficult times though, does it not?

Experience Approach

The sickness that broke out in Mary's home was very severe. Chicken soup would not help these people feel better. For some reason though, chicken soup helps *us* feel better when we are down with a cold or flu. Here is a simple recipe for some yummy chicken soup. You can make it for you or for someone you know is sick.

Ingredients:

- 2 (14 oz.) cans chicken broth
- 2 cups of water
- 3 carrots, chopped
- 3 stalks celery, chopped
- 1 pinch ground black pepper
- 1 Tbsp. vegetable oil
- 1/2 cup chopped, cooked chicken breast meat
- 1/2 cup egg noodle

Directions:

1. In a large pot over medium heat, combine the broth, water, vegetables, and pepper and allow to cook. In a medium skillet over high heat, combine the oil and chicken. Saute for 5 minutes.
2. Add the chicken to the broth mixture and add egg noodles. Continue to cook for 15 minutes over medium heat or until vegetables and noodles are tender.
3. Enjoy!



Science

Notebook Approach

There are over 270 types of snakes in India. About 60 of them are poisonous. In our story, we are told it was a little, harmless snake that was in the room with Mary. There is however, a very dangerous snake that lives in India. It is the King Cobra snake. At these sites, you will find printout sheets, information regarding the feeding habits, classification, and anatomy of this deadly snake.

References:

- Books: Uncover a Cobra (Uncover Books) by Van Wallach
Cobras (The World of Reptiles) by Sophie Lockwood
Cobras (Nature Watch) by Sylvia A. Johnson
- Online: www.enchantedlearning.com/subjects/reptiles/snakes/Kingcobra.shtml (King Cobra info)
<http://www3.nationalgeographic.com/animals/reptiles/king-cobra.html> (Cobra pictures)
<http://cobras.org/> (Cobra info)
<http://www2.philadelphiazoo.org/zoo/Meet-Our-Animals/Reptiles/Lizards-and-Snakes/King-Cobra.htm> (zoo info)



Social Studies/Geography

Discussion/Notebook Approach

Mary called her mother Mem Sahib. This means Lady or Mistress in the Indian language. Other languages use a word you would probably recognize. Here are a few examples. These can be written in a notebook around a picture of a “lady” if paper work is needed. Do not forget to add the Indian name!

French– *Madame* **German**– *Frau* **English**– *Mrs.* **Spanish**– *Senora*

Investigative Approach

There are three types of houses mentioned in this chapter: manor, huts, and bungalows. In India, the word *bungalow* refers to a single house, not an apartment. An apartment would be the normal living quarters for a family in India. Only the wealthy could afford a bungalow. Servants would live in the *huts*. In England, a *manor* would be the equivalent of this. Use the references to see different types of houses there are in the world. You can write the names and draw a picture or gather pictures from magazines and put the correct label with the picture. After all this research, what type of house do you live in?

References:

Books: House and Homes (Around the World Series) by Ann Morris

Online: http://en.wikipedia.org/wiki/List_of_house_types (list of types of houses)

Investigative/Experience Approach □

Using the map and the India checklist in *Appendix B*, locate the features and mark them on the map. Use references in your books or on the internet sites given below. For extra credit, use this map and checklist for a test in a few chapters. You should be able to find India on many different maps.

References:

Online: www.mapsofindia.com/ (different maps for India)

www.embassyworld.com/maps/Maps_Of_India.html (directory of maps)

<http://geography.about.com/library/blank/blxindia.htm> (blank outline map of India)

www.abcteach.com/Maps/india.htm (outline map of India)

Notebook Approach □

Mary and her family lived in India. Find out more about this country. What kinds of customs do they have? What is its capital? Does it have a president or some other kind of leader? Use the worksheet in *Appendix B* and fill in the answers with what you find in your resources.

References:

Books: India (Eyewitness Books) by Minini Chatterjee

India by Lewis Parker

India (True Books) by Elaine Landau

I is for India by Prodeepta Das

Online: www.indianchild.com/india_brief_outline.htm (fast facts)

<http://en.wikipedia.org/wiki/India> (in depth facts)

www.oxfam.org.uk/coolplanet/kidsweb/world/india/index.htm (site for kids)

www.teachers.ash.org.au/jmresources/countries2/india.html (nice site for kids)

End of Chapter Discussion Questions

1. What color was Mary's hair and skin? (yellow)
2. Was Mary cared for or neglected as a baby? (neglected)
3. Why didn't Mary's mother care for her or want her? (she did not want a baby girl)
4. What was the worst thing you could call a native Indian? (pig)
5. What was the name of the disease that killed so many? (cholera)
6. What did Mary see on the ground in her house? (a little snake)
7. Where was Mary standing when the men found her? (in the middle of the nursery)