This unit offers participants a variety of cross-curricular activities in order to share their reflections and extend their knowledge of material from the book, *The Secret Life of Bees*, by Sue Monk Kidd. Written reflections are part of each activity and all activities incorporate technology in the research and in the presentation of the final project. Participants will use blogs as a way to share ideas and responses to discussion questions. The students will delve deeper into the issue of racism, explore art as a form of communication or investigate the issues surrounding bees and beekeeping. Shared Discussion Inquiry and the choice to work in pairs or groups promote cooperative efforts in all activities.

**Activity List**

**Classroom Materials**

**Supporting Web Resources**

**Standards**

**Student Projects**
Secret Life of Bees
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Teacher’s Overview

Timeline of the Unit
1. Before you read- 2-3 class periods
2. Read the novel – discussion questions- 2-3 weeks, depending on how much reading is assigned as homework.
3. Culminating activity – Students choose from a Tic Tac Toe of choices. 2 weeks out of class work, 1 week in class work.
   a. Students will build background by visiting Internet sites about the voting Rights Act and racial inequality in the South in the 1960s.
   b. Students will view a video- NOVA Tales From the Hive to gain a beginning understanding of bees and beekeeping.
   c. Students will critically read the novel, understand vocabulary and explore the issues in the book, through Shared Inquiry Discussion techniques. Discussion questions and vocabulary are included.
   d. Students will choose one or more activities from the Tic Tac Toe Activity Guide to extend their learning and make further connections to the novel. The unit will conclude with a “Celebration of Learning” to showcase student projects.

Before you read
Before reading The Secret Life of Bees, students will visit relevant websites in order to build background that will facilitate comprehension of the text and enrich their responses to the discussion questions.

Read the Novel
Students will critically read and comprehend The Secret Life of Bees through Shared Inquiry Discussion, using guiding questions. Students will apply comprehension strategies such as using prior knowledge; previewing; predicting; inferring; comparing and contrasting; re-reading and self-monitoring; summarizing; identifying the author’s purpose; identifying the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech. Students will provide responses verbally and in writing.

Culminating Activity
Celebration of Learning-Tic Tac Toe - Students or teams of students will select one or more activities from the cross curricular Tic Tac Toe Activity guide. Activities are extensions of the topics discussed in the book The Secret Life of Bees. Many of the activities require students to make connections with the novel and apply learning in response to reflective questions. Students will use technology to research and create their presentations. The class will celebrate student learning through the class presentation of student projects.

About The Secret Life of Bees
Sue Monk Kidd grew up in Sylvester, Georgia. She experienced the Civil Rights Movement in the 1960s, events which are central to The Secret Life of Bees. Like the protagonist, Lily, Kidd had a black nanny and attended a high school at the beginning of racial desegregation. Kidd wrote stories while a child, inspired by her father’s reading to her. The Secret Life of Bees is her first novel.
The novel is set in South Carolina during the turbulent time frame of 1964. The civil rights movement is well underway. The author draws from many of her own memories of this time and the emotional and political turmoil associated with the civil rights movement, in telling this story.

**Important Facts Summary**

**Author**  
Sue Monk Kidd  

**Date Published**  
2002  

**Setting**  
South Carolina, 1964  

**Genre**  
Fiction  

**Tense**  
Past  

**Meaning of the Title**  
Using bees as a metaphor for humans, Kidd shows how most of the characters are not what they seem on the surface. Thus, people's lives are usually much more complex and complicated than they appear.

**Protagonist**  
Lily Owens  

**Antagonist**  
T. Ray Owens  

**Mood**  
Serious/Inspirational  

**Point of View**  
First-person, limited  

**Exposition**  
Chapter 1, where we learn that Lily’s mother died mysteriously when she was very young and that Lily lives a miserable existence with her cruel father, T. Ray.  

**Climax**  
When Lily confronts T. Ray at the Boatwright house,  

**Summary**  
Living on a farm in South Carolina with her distant, neglectful father, Lily Owens has shaped her entire life around one devastating, blurred memory: when she was four years old, her mother was killed. Her only real companion at home has been Rosaleen, the woman who has been caring for Lily since her mother died. In the rural South Carolina of 1964, racial violence is brutal and Rosaleen falls victim to it. Lily is a victim of her father’s abusive parenting, and she runs away in pursuit of her mother's identity and some sense of belonging. Rosaleen, for her own reasons, decides to go with Lily. With only the notation on an old label to guide them, they head for Tiburon. Lily and Rosaleen are taken in by three eccentric beekeeper sisters who set Lily on a course to understanding her family and growing up. Woven in and around this is a vivid portrayal of the Civil Rights Era in the American South, Lily's relationship with Rosaleen, and her budding romance with a talented, idealistic African American boy."
Terms and Definitions

**Exposition** - the background information that the reader has to know and/or understand before reading the play or novel. The information is usually dealt with at the beginning of the book.

**Coming of Age** - a novel or other work of literature in which the juvenile main character or characters grow, mature, or understand the world in adult terms.

**Comic relief** - the intrusion of humor interrupting or immediately following a scene of great excitement.

**Foreshadowing** - the use of hints or clues in a story to suggest what action is to come.

**Metaphor** - a comparison of two things that are basically dissimilar in which one is described in terms of the other. Example: The moon, a haunting lantern, shone through the clouds.

**Personification** - a figure of speech in which an object, abstract idea, or animal is given human characteristics.

**Simile** - a comparison between two different things using either like or as. Examples: I am as hungry as a horse.

Characters

- **Lily Melissa Owens**: The fourteen-year-old protagonist who finds herself on the Boatwright bee farm after escaping her torturous life at home. Main character and narrator of the story.
- **Terrence Ray Owens ("T. Ray")**: A peach farmer, antagonist, father to Lily Owens, and abusive widower.
- **Deborah Fontanel Owens**: Mother of Lily. She died while preparing to leave her husband.
- **Rosaleen Daise**: Former peach picker on T. Ray's peach farm, the only "mother figure" Lily has ever known.
- **August Boatwright**: A caring beekeeper and ex-school teacher who takes Lily under her wing.
- **May Boatwright**: An emotionally challenged sister of August. May carries the weight of the world on her shoulders.
- **June Boatwright**: August's other sister who seems to resent Lily.
- **The Daughters of Mary**: A group of women (and one man) led by August who worship Mary, mother of Jesus. The members of the Daughters of Mary are: Queenie, her daughter Violet, Mabelee, Cressie, Lunelle, Sugar-Girl, and her husband Otis.
- **Zachary Taylor**: A talented, seventeen-year-old African American teenager, August’s god son, with whom Lily eventually falls in love.

Conflict

In *The Secret Life of Bees* Lily must learn about her dead mother in order to understand her own life.

Rising Action

Once the Boatwright sisters take her in, Lily must come to terms with the reality of her mother’s identity. Meanwhile, Lily struggles to understand the importance of the hive of mothers she has found in Tiburon. The responses of characters to the signing of the Voting Rights Act builds to a climax as well.
Climax

The book has a series of climaxes that occur in rapid succession. First, Zach gets arrested for being with a group of friends when someone throws a glass bottle at a white man. Immediately after, May Boatwright commits suicide when she hears the news about Zach. August and June begin to mourn their loss with some specific rituals. At the same time, Lily finally confesses to August the truth about her past, namely that she killed her mother and broke Rosaleen out of jail.

Falling Action

Lily confronts her father, T. Ray, and August convinces him that Lily should stay in Tiburon.

Themes

- Bees are a metaphor of life.
- “Bees have a secret life we don’t know anything about”. Throughout the novel, the reader learns people’s lives are usually much more complex and complicated than they appear.
- Coincidences and signs
- The irrationality of racism
- Mothers and daughters
- Death gives way to life

Tone

- Serious/ Inspirational - The mood of this novel is frequently serious because it deals with a series of somber issues: verbal and physical abuse, racial discrimination and violence, and death.
- Comic relief - Kidd punctuates these grave moments with humor and the desire of the characters to overcome their challenges.
- Inspirational - Because the characters are able to meet the many challenges they face and, for the most part, each has a positive outcome, the overall feeling of this novel is inspirational.

Style

The Author uses simile, metaphor, comic relief and foreshadowing to convey her message in an engaging way.

Point of View

Lily narrates the novel in the first-person, describing the events she experienced in the style of an inexperienced, at times naïve, 14 year old.

Symbols

- Beehives
- photographs
- the Black Mary
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Strategies
1. Use book on tape or CD, partner reading or read-a-loud for second language and ELD students.
2. Provide explanations of key concepts in student’s native language.
3. Encourage students to work in teams for final project.
4. Assist students in matching final project activities to interest and realistic time constraints.
5. Modify projects as required to meet individual needs.
6. Encourage the use of assistive technology to support success.

NOTES:
Teachers should be aware that there is some objectionable language in this book, in addition to some mild sexual references as well as bodily functions.

There also may be controversy about the religious practices in the pink house, which may be offensive to some more traditional Christians, “communion service” centered on the Mary statue.
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Activity List- Secret Life of Bees

**Unit 1** – *Before You Read* — Build Background before reading the novel
Activity 1- Preview the novel
Activity 2- Start thinking about it
Activity 3- Jim Crow
Activity 4- Video-Tales From the Hive

**Unit 2**- *Read the Novel* - Discussion questions and vocabulary for each chapter
Activity 1- Directions for creating a class blog for posting discussion responses. Includes Blog Norms and a Blogger’s Contract
Activity 2 – Points to Ponder- How to write a blog entry
   Points for Writing a Blog
   Sample Blogs
Activity 3- Read the Novel
   Suggested Strategies for reading
   Vocabulary
   Shared Inquiry Discussion
   Sequencing and Summary Organizer

**Unit 3**- *Culminating Activity* – Teachers may choose to complete the single culminating activity as a whole class project or may allow students to choose, with guidance, a culminating activity from the Tic Tac Toe, which provides cross curricular differentiated activities.

Single Culminating Activity - So, You Want To Be A Beekeeper?
Here’s the Buzz!

Tic Tac Toe Choices
Activities

Unit 1 – Before You Read

Overview
Students will use Internet sites to investigate the book, *The Secret Life of Bees*, and make predictions about the story. Students will utilize DPS online databases to obtain background information on bees and racial issues. Students will visit interactive websites that will build background about the setting of the story.

Objective
Before reading *The Secret Life of Bees*, students will visit relevant websites in order to build background that will facilitate comprehension of the text and enrich their responses to the discussion questions.

Time
3 class periods, homework.

Materials
Paper
Pencil
Internet access

Video Tales From the Hive from DPS Lion Catalog

ISBN/ISSN: 1578092239
Call Number: VIDEO 638 TAL

Standards
Literacy
1.2 make connections between prior knowledge and what they need to know about a topic before reading about it;
5.1 select relevant material for reading, writing, and speaking purposes;
5.2 understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading, writing, and speaking purposes;
5.3 paraphrase, summarize, organize, evaluate, and synthesize information;
5.4 cite others’ ideas, images, or information from primary, print, and electronic resources;
7.1 use appropriate technologies to increase literacy through a variety of formats (for example, textual, graphic, audio, video, electronic, multimedia);

Intended Learning
Students will learn to use online databases to conduct background research on racism and bees. Students will learn what life under Jim Crow laws was like through first person audio accounts and written sources. Students will obtain a beginning understanding of bees. The
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students will use this background knowledge to better understand the novel. Their level of understanding will be reflected in their responses to the discussion questions in Unit 2.

**Activity**
Class discussion on introductory questions: What do you suspect is the “secret life of bees” and what do bees have to do with racism. Who was Jim Crow? Share what you know about racism and bees?

**Closing**
How might these two topics connect, based on what you have learned so far?
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Unit 1 Activity 1
Preview the Novel

Objective
Students will visit the DPS library web site and preview the book “The Secret Life of Bees”. They will reflect on the information and make predictions about the plot of the novel.

Time
.5-1 class period

Materials
pencil
paper
Internet access

Anticipatory Set
Has a book review ever helped you make a decision about whether or not to read a certain book? How do you preview a book? We are going to read several book reviews about “The Secret Life of Bees” in order to preview it.

Activity
1. Go to the Denver Public Library (DPL) website and find The Secret Life of Bees in the library card catalog (http://denverlibrary.org/)

   Click on the links that will give you information about the book.
   “summaries
   “characters”
   “excerpts”

   Do this for at least two of the entries for The Secret Life of Bees.

Closing
Reflecting on (using and thinking about) the information you have obtained from the DPL website, what do you think of when you read the title The Secret Life of Bees and how do you think the title fits into the story? Answer with a short paragraph and complete, grammatically correct sentences.
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Unit 1 Activity 2

Start thinking about it.

**Overview**
Students will obtain factual information about bees and racism in order to build background before reading the novel.

**Time**
1 class period plus homework (possibly)

**Materials**
Paper
Pencil
Internet access

**Intended Learning**
Students will learn to use the DPS online databases to gather information on bees and on racism. They will perfect the craft of writing a concise summary of their findings and concurrently build background knowledge that is essential to the understanding of the novel.

**Anticipatory Set**
What do you know about bees and racism, as separate topics? How can you find information about a topic when you can’t go to the library? In this activity we will explore the use of online databases as a source of information. You will be writing a summary of one article in order to share your findings with the class.

**Activity**
Using the online Database for Denver Public Schools ([http://lion.dpsk12.org/screens/onlinedb.html](http://lion.dpsk12.org/screens/onlinedb.html)), search three databases for information on each of the following:

1. Bees
2. Racism

Read two articles for each topic.

**Closing**
Write a short summary on one article. Be sure to cite the article. Remember to use complete and grammatically correct sentences. What do you think is the purpose of a summary is?

Database:
Author:
Title:
Source:
Date of article:
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Unit 1 Activity 3

Building background – Jim Crow

**Overview**
Students will explore the laws and norms that governed a racist South in the 1960s.

**Objective**
Students will visit interactive Internet sites in order to explore Jim Crow as it related to African Americans in the South during the 1960’s. Students will organize their learning by writing a short summary about the information they have learned from the web sites.

**Time**
1 class period

**Materials**
- paper
- pencil
- Internet access

**Intended Learning**
Students will learn about racial inequality in the South during the 1960’s. Students will learn to utilize Internet web sites and will use primary source material, excerpts from laws and first person audio recordings to develop an understanding of discrimination and prejudice. The students will reflect on their learning and prepare a short summary to explain their learning. Students will utilize this information to better understand the novel. Their level of understanding will be reflected in their responses to the discussion questions.

**Anticipatory Set**
Have you ever been treated unfairly? Tell about a time when this happened. Why do you think it happened? In this activity, we will explore racism in the South during the 1960’s as it relates to African Americans. During this time they were treated unfairly solely because of their race. In later activities, after reading the novel, you may choose to explore racism as it affected other groups of Americans.

**Activity**
The setting of The Secret Life of Bees is South Carolina in 1964. The Civil Rights Movement had begun, but segregation and Jim Crow laws were still very much part of southern life. Laws were written and unwritten, and there were penalties for breaking them. Investigate Jim Crow and segregation through an exploration of the Public Broadcasting Service website.

Go to:

[http://www.pbs.org/wnet/jimcrow/](http://www.pbs.org/wnet/jimcrow/)

1. **Amendment XV** (the Fifteenth Amendment) of the Constitution of the United States provides that governments in the United States may not prevent a citizen from voting because
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of his race, color, or previous condition of servitude (slavery). It was ratified on February 3, 1870. The Southern States, however, found ways to get around the Fifteenth Amendment.

Use the “right click” button and right click “voting then, voting now”. Try to vote as an African American in the South Click the “X” in the upper right hand corner when you are finished. You will return to the Jim Crow Web site.

2. Use the “right click” to investigate “Racial Realities”, as you did in #1, above.

3. Now, go to the Jim Crow History museum http://www.jimcrowhistory.org

   Click “Teacher Resources”, located towards the top, right hand of the page.
   Click “Lesson Plans” on the left of the page.
   Find “Racial Etiquette” in the list and double click to learn about the laws in the Jim Crow South.

Closing
Write a short summary about what you have discovered about Jim Crow.
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Unit 1 Activity 4

Video- Tales From the Hive

http://www.pbs.org/wgbh/nova/bees/

Overview
NOVA chronicles a year in the life of a bee colony with stunning images that take viewers inside the innermost secrets of the hive. The documentary team spent a year developing special macro lenses and a bee studio to deliver the film's astonishing sequences. These include the "wedding flight" of the colony's virgin queen as it mates in mid-air with a drone; the life-and-death battle between two rival queens for the colony's throne; and the defeat and death of a thieving wasp at the entrance to the hive. The show also explores such mysteries as the famous "waggle dance" with which scout bees signal the exact direction and distance of nectar sources to the rest of the hive. A vivid picture emerges of the bee's highly organized social life, revolving around the disciplined sharing of construction tasks, the collection of nectar, and warding off enemies. "Tales From the Hive" pushes the boundaries of wildlife filmmaking and opens up an unforgettable window on a strange and complex insect world. (from video description, Nova website). The companion site on PBS.org offers an interactive beehive to visit.

Objective
Students will build background knowledge about bees by viewing the video from NOVA “Tales From the Hive.” The video is available through DPS Lion.

Time
1 class period

Materials
Video “Tales From the Hive”
VCR/monitor
Internet access – optional

Intended Learning
Students will gain a base knowledge of bees, how they live, communicate and current issues in bees and beekeeping.

Anticipatory Set
Although there is some difference of opinion regarding whether or not Albert Einstein said this, it is worth thinking about: “If the bee disappeared off the surface of the globe then man would only have four years of life left. No more bees, no more pollination, no more plants, no more animals, no more man.” As you watch the video “Tales From the Hive”, think about the quote and the importance of bees to our world.

Activity
1. View the video
2. You be the bee! Visit http://www.pbs.org/wgbh/nova/bees/dances.html (optional)
Closure
If Einstein actually said the above quote, do you agree or disagree with him?
Overview
Students will read the book, *The Secret Life of Bees* and discuss questions in a small group setting. Students may choose groups based on interest in a particular theme of the book, such as racism or mother/daughter relationships, since the expectation is that groups select only a few of the questions from each chapter to discuss. Students will use the guiding questions and the Shared Inquiry Discussion form to prepare for group discussions. Discussions will be conducted in small group and through the use of a blog. Teacher will determine the allocation of time to small group and blog discussion.

Objective
Students will read critically and comprehend *The Secret Life of Bees* through Shared Inquiry Discussion, using guiding questions. Students will apply comprehension strategies such as using prior knowledge; previewing; predicting; inferring; comparing and contrasting; rereading and self-monitoring; summarizing; identifying the author’s purpose, (i.e., reason for writing); determining the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech. Students will provide responses verbally and in writing. Students will share responses and questions through an online blog.

Time
Time will vary according to how many questions are assigned and the reading skills of the students. Estimate 2-3 weeks.

Materials
Book: *The Secret Life of Bees*
Pencil
Shared Inquiry Discussion norms, response form and rubric. Rubric may be obtained from the DPS website.
Vocabulary, Summarizing and Compare/Contrast worksheets (included)
Internet access (optional)
Free Blog Program
LCD Projector

Standards
1.1 use comprehension strategies such as using prior knowledge; previewing; predicting; inferring; comparing and contrasting; rereading and self-monitoring; summarizing; identifying the author’s purpose, i.e., reason for writing; determining the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech;
1.2 make connections between prior knowledge and what they need to know about a topic before reading about it;
1.3 adjust reading strategies for a variety of purposes such as reading carefully, skimming and scanning, fitting materials into an organizational pattern, reading a variety of literature chronologically, finding information to support particular ideas, and finding the sequence of steps in publications including textbooks and technical articles;
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1.4 use word recognition skills, strategies, and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and
1.5 use information from their reading to increase vocabulary and language usage.
2.1 expand vocabulary development using a variety of methods such as synonyms, antonyms, metaphors,
similes
2.6 prepare written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and
3.1 recognize, understand, and use formal grammar in speaking and writing;
3.5 recognize and know when it is appropriate to use dialectical, idiomatic, and colloquial language, including awareness and appreciation of cultural and dialectic variance.
4.1 make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading,
4.3 recognize, express, and defend points of view orally and in writing;
4.4 identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and
5.3 paraphrase, summarize, organize, evaluate, and synthesize information;
5.4 cite others’ ideas, images, or information from primary, print, and electronic resources; and
6.1 know and use literary terminology;
6.2 read literature to investigate common issues and interests in relation to self and others;
6.3 read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar;
6.4 read literature that reflects the uniqueness, diversity, and integrity of the American experience;
6.5 read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups; and
6.6 read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
7.1 use appropriate technologies to increase literacy through a variety of formats (for example, textual, graphic, audio, video, electronic, multimedia);
7.2 use appropriate technologies to access, process, and communicate information for a variety of purposes; and
7.3 demonstrate problem-solving skills through the use of appropriate technologies.

Intended Learning
Students will learn to communicate verbally and in writing to discussion questions. They will revise responses, based on feedback from teacher and students, through blog and discussion responses, in order to communicate their ideas effectively.
Create a Class Blog

**Overview**
Students will respond to the literature through postings on a monitored blog.

**Objective**
The instructor will use an LCD projector to demonstrate creating a blog for posting discussion questions and responses to the book, *The Secret Life of Bees*.

**Time**
1 class period

**Materials**
LCD projector
Internet Access
Blog website [http://www.21classes.com/home/login](http://www.21classes.com/home/login) (free service)
Classroom norms for blog posting
Signed Internet agreement (technology teacher should have these). Each student will have to register in order to be able to access the blog.

**Intended Learning**
By sharing discussion questions and responses through a school wide blog, students will use literacy skills to communicate their ideas and respond, in writing, to the ideas of others. Using feedback from other bloggers, students will learn to revise their writing to ensure that the intended message is communicated accurately.

**Anticipatory**
Ask the students to show, by a raise of hands, if they have ever blogged. Ask for responses to these three questions and record on the board.

What is the purpose of a blog?
What does a good blog entry contain?
What are some good rules for participating in a blog?

Explain to the class that they are going to create a blog for the novel, “*The Secret Life of Bees*” and that they will be posting their thoughts and discussing the book in the classroom blog.

**Activities**
1. With the anticipatory activity, create a list of possible rules/norms for posting on a blog. Suggested rules are included.
2. Using the free website listed above (or any other free service), create a private blog for the classes that are participating in this unit.
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3. Create the blog with the entire class, through the use of an LCD projector and teach the procedure for posting to the blog. The website will take you through the process, step by step.

4. Use the LCD projector to include additional classes in instruction on using the blog.

5. Decide the level of participation of each group. Will each group select one question from each chapter to post their responses to; or will the teacher select questions for posting and require students to post a minimum number of responses, either to the questions or to the responses of others?

6. Have students sign the Blogger’s Contract.

7. Provide “tutoring times” for students needing assistance in creating quality written blog responses or for students who need assistance in posting comments to the blog.

8. Short video on the pluses of blogging (http://theopenclassroom.blogspot.com).

Closure:
Ask students to write 2-3 sentences about how they feel about using a blog for discussion of the novel, *The Secret Life of Bees*. Ask them to be sure to note any questions or concerns they have about using the blog.
Blogger’s Contract

Acknowledging that blogging is a legitimate and authentic form of journalistic publication, student and teacher bloggers must adhere to essential principles of ethics. The free exchange and publication of information can help people in important ways. At the same time information can also harm people either intentionally or unintentionally.

Being a responsible participant in the great online conversation, I pledge that I will use information to:

- Honestly and joyously express the truth, and that if challenged, I will be able to prove that what I write or say is true,
- Always treat all people with respect. I will never use information to cause harm or appear to cause harm to any person or group of people, and
- Respect and protect information tools and that I will neither do any harm to a computer system, network, software, or other person’s information; nor will I allow others to do harm to a computer system, network, software, or other person’s information.
- I will always be accountable for the information that I produce and publish, willing and able to defend my information or acknowledge when I have made a mistake and fix it.

______________________________  ______________________________
Teacher                                           Student

classblogmeister.com/bloggers_contract.doc
A sample blog contract
**Blogging Norms**

1. Read the post and other comments *carefully* before responding. If you disagree with a post or a comment, read it a second time to make sure you're not imagining things that aren't actually there, and to make sure you can respond clearly and thoughtfully.

2. Agree and disagree with ideas, not people. Don't attack, don't belittle, and don’t mock. It’s ok to disagree with someone else as long as you do it politely.

3. Provide evidence to back up your opinion.

4. No last names or addresses.

5. Do not link to your personal blog/journal from your school blog; you might reveal information on there that you don't want to reveal on your school blog.

6. Make sure that you are not going to be offensive to anyone with your post.

7. Always make sure you check over your post for spelling errors, grammar errors, and your use of words.

8. Never disrespect someone else in your blog, whether it's a person, an organization, or just a general idea.

9. Don't write about other people without permission.

10. Watch your language. No profanity or slang.

11. Stay on topic. That means that you probably shouldn't discuss your plans for the weekend.
Points to Ponder for Classroom Blogs

Overview
Students will explore sample blogs and practice creating a blog entry.

Time
One class period

Materials
paper
pencil
sample blog entries

Intended Learning
Students will be able to write a journal entry, in a format acceptable for an online discussion group.

Anticipatory
What makes a good blog entry? Share two sample blog entries and Points for writing a blog and ask students for comments. Tell students that today they are going to practice writing a blog entry.

Activities
1. Share the points of a good blog entry (follows).
2. Give students 10 minutes to write a blog entry, using the “points” as a rubric. They can write about today’s weather, something happening at school today, or a topic of their choice. Students may share their sample blogs.

Closure
How do you feel about writing a blog? Do you think you can do it? If not, what help do you need? Have students respond in writing and collect responses as students leave.
Points for Writing a Blog

**Make your opinion known**
People like blogs. People want to know what people think and they want to know what you think.

**Write Less**
Give the maximum amount of information with the least amount of words. Time is finite and people are infinitely busy. Blast your knowledge into the reader at the speed of sound.

**Clarity and simplicity**
Keep your posts and blog entries clear and easy to understand. Discuss, don’t lecture.

**250 is enough**
A long post is easier to forget and harder to get into. A short post is the opposite. Keep it short and sweet. Blog writing is different from article writing in that with a blog you are stimulating discussion among your community. Bloggers aren't writing articles as much as they're providing useful information, and hoping their readers will add insight, expand upon, discuss or even argue the contents of the post.

**Make Headlines snappy**
Contain your whole argument in your headline. Check out National newspapers to see how they do it.

**Include bullet point lists**
We all love lists, it structures the info in an easily digestible format.

**Make your posts easy to scan**
Every few paragraphs insert a sub heading. Make sentences and headlines short and to the point. Make it easy to read. Abbreviations and funny spellings hurt the eye and break up the flow of a paragraph. Typing in all caps hurts the eyes. Do yourself and your readers a favor and make sure your posts are easy to read.

**Edit your post**
Good writing is in the editing. Before you hit the submit button, re-read your post and cut out the stuff that you don’t need.

**Stay on topic**

**Community**
Blogging is all about building and fostering community. Post with your visitors in mind.
Huck seems to trick Jim a lot. There could be two reasons for this: First, that Huck is just a mischievous boy; and Second, Huck seems to have a few racist ideas. During the time period, racist ideas were taught and considered acceptable, but Huck should have fewer racist ideas considering that his accomplice is a black man. In chapter fourteen, Jim tells Huck that he is trash because Huck tried tricking him. After that, Huck seems to begin to understand that Jim is just a man, like any other man. Huck starts to question what he was taught as a child.

That makes me start to think if there was anything I was taught in which I should be questioning, perhaps some religious ideas, for example. Many children are taught things that may be either factually or morally incorrect.

As we read on in chapter fifteen, Huck says, “Jim has a pretty wonderful level head, for a nigger.” That makes me wonder if Huck is truly learning that his racist ideas are wrong. I guess I should give him time though; he does have twelve years of racism to relieve. Hopefully by the end of the book, Huck will treat Jim as a person instead of a black person.

In class yesterday we finished this The Adventures of Huckleberry Finn, the classic great American novel. I think the ending of the book was great; it really tied up some loose ends. We found out that Jim had been freed, because Miss Watson had said in her will that she wanted Jim to be free. This shows Tom to be more manipulative and heartless than we thought. The bullet in Tom’s leg seems to be deserved when Tom reveals that he has known all along that Miss Watson was dead. Tom’s confession reveals his cruelty, because he treats blacks only a little better than slaveholders. He used Jim to have a great “adventure.” Tom shows little concern for the life. I was surprised that Huck did not punish Tom.

The end of the book reveals to us that Huck’s real father is dead. Jim had found him in the cabin, but he did not want Huck to see him. Once again this shows in the eyes of Huck, that Jim is a “real person with real feelings” and is “White inside.” Upon hearing this news Huck does not react, he even seem relieved.

This book was fun and exciting to read. I thought that Mark Twain did a good job writing it. I liked most of the characters and how Mr. Twain portrayed them. This book had good twist and turns, and was fun to read, especially as a class. I would definitely read this book again. Thanks for reading my post.
Read the Novel and discuss

Overview
Students will read the book, *The Secret Life of Bees* and discuss questions in a small group setting. Students may choose groups based on interest in a particular theme of the book, such as racism or mother/daughter relationships, since the expectation is that groups select only a few of the questions from each chapter to discuss. Students will use the **guiding questions and the Shared Inquiry Discussion** form to prepare for group discussions. Discussions will be conducted in small group and through the use of a blog. Teacher will determine the allocation of time to small group and blog discussion.

Objective
Students will read critically and comprehend *The Secret Life of Bees* through Shared Inquiry Discussion, using guiding questions. Students will apply comprehension strategies such as using prior knowledge; previewing; predicting; inferring; comparing and contrasting; rereading and self-monitoring; summarizing; identifying the author’s purpose, i.e., reason for writing; determining the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech. Students will provide responses verbally and in writing. Students will share responses and questions through an online log, or Blog.

Time
Time will vary according to how many questions are assigned and the reading skills of the students. Estimate 2-3 weeks.

Materials
Book: *The Secret Life of Bees*
pencil
Shared Inquiry Discussion norms, response form and rubric. Rubric may be obtained from the DPS website
Vocabulary, Summarizing and Compare/Contrast worksheets (included)
Internet access
free blog site
LCD projector

Standards
1.1 use comprehension strategies such as using prior knowledge; previewing; predicting; inferring; comparing and contrasting; rereading and self-monitoring; summarizing; identifying the author’s purpose, i.e., reason for writing; determining the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech;
1.2 make connections between prior knowledge and what they need to know about a topic before reading about it;
1.3 adjust reading strategies for a variety of purposes such as reading carefully, skimming and scanning, fitting materials into an organizational pattern, reading a variety of literature chronologically, finding information to support particular ideas, and finding the sequence of steps in publications including textbooks and technical articles;
1.4 use word recognition skills, strategies, and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and
1.5 use information from their reading to increase vocabulary and language usage.
2.1 expand vocabulary development using a variety of methods such as synonyms, antonyms, similes
2.6 prepare written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and
3.1 recognize, understand, and use formal grammar in speaking and writing;
3.5 recognize and know when it is appropriate to use dialectical, idiomatic, and colloquial language, including awareness and appreciation of cultural and dialectic variance.
4.1 make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading,
4.3 recognize, express, and defend points of view orally and in writing;
4.4 identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and
5.3 paraphrase, summarize, organize, evaluate, and synthesize information;
5.4 cite others’ ideas, images, or information from primary, print, and electronic resources; and
6.1 know and use literary terminology;
6.2 read literature to investigate common issues and interests in relation to self and others;
6.3 read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar;
6.4 read literature that reflects the uniqueness, diversity, and integrity of the American experience;
6.5 read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups; and
6.6 read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
7.1 use appropriate technologies to increase literacy through a variety of formats (for example, textual, graphic, audio, video, electronic, multimedia);
7.2 use appropriate technologies to access, process, and communicate information for a variety of purposes; and
7.3 demonstrate problem-solving skills through the use of appropriate technologies.

**Intended Learning**
Students will learn to communicate effectively orally and in writing by providing quality written and verbal responses to discussion questions. They will revise responses, based on feedback from teacher and students, through blog and discussion responses, in order to communicate their ideas effectively.

**Anticipatory**
Secret Life of Bees
High School

Have you ever experienced racism or unfair (disproportionate) treatment? How did you respond? What was the outcome? Have you ever dealt with (and care to share), the loss of a parent? What plans have you made to deal with a situation like these and how have they helped you resolve your feelings about these issues?

Activities
1. Teacher will assist students in forming classroom discussion groups. These groups can be based on interest in a particular theme of the book; racism, mother/daughter relationships, father/daughter relationships, beekeeping.
2. Review the norms for Shared Inquiry Discussion.
3. Establish timeline for reading and discussion, chapters per week, in class vs. out of class assignments.
4. Review requirements for frequency of blog postings.
5. Decide if vocabulary will be specifically studied, incorporated into the discussion groups, or left to the individual to decide which, if any, words need to be defined.
6. Set date for choosing of final project from the Tic Tac Toe.

Closure
In participating in small group and online discussions, how has writing helped you to form ideas and opinions about the topics discussed in the book? How can journal writing help you resolve issues in your personal life?
Secret Life of Bees
High School

Discussion questions and vocabulary list (included)

The Secret Life of Bees

Resources
Copies of *The Secret Life of Bees*
Dictionary, electronic, book, or CD
Worksheets (included)
Rubric for Shared Discussion Inquiry (from the DPS, Secondary Literacy website)

Suggested Strategies for reading the novel
A variety of strategies can be used to complete the reading for this book, consistent with DPS Literacy guides:

- Modified Literature Circles, Read Aloud, Cooperative grouping and independent reading are suggested.
- ELA students, LD students and students with limited vocabulary would benefit from partner reading, read aloud and listening to some of the chapters of the book on tape or CD.
- Second language translation of key points and vocabulary are essential to facilitate understanding for ELA students.
- Discussion questions and vocabulary are suggested for each chapter (a modification if you decide to use Literature Circles) in order to meet the objectives of this unit.
- Students are encouraged to add their own questions.
- The DPS Literacy Guide for 9th grade provides strategies and rubrics for Literature study, including vocabulary study. [http://curriculum.dpsk12.org/slp_sec_lit_prog.htm](http://curriculum.dpsk12.org/slp_sec_lit_prog.htm)
- *The Secret Life of Bees* fits well within 9th grade literature, Unit 4: A Move Toward Social Justice: A Study of the Power of Language
- Consider grouping students based on interest. A group of female students may want to focus on questions about the process of maturity in Lily or mother/daughter relationships while another group may want to focus on questions around racial issues in the 1960s South.


Collins COBUILD Advanced Learner’s English Dictionary contains definitions, with examples, described in plain English. A great resource for Second Language, LD and students with limited vocabulary. Also available on CD [http://www.collins.co.uk/books.aspx?group=57](http://www.collins.co.uk/books.aspx?group=57)

Worksheets
- Vocabulary
- Shared Inquiry
Secret Life of Bees
High School

- **Sequencing and Summary Organizer** – to be used with each chapter for students who need help with identifying main idea and summarizing.
- **Venn Diagram**, Rosaline and August, Lily/Deborah
Look at the meaning of the other words in the sentence or paragraph. Look at the main point the sentence or paragraph is trying to make. What does the writer want you to understand from the sentence? What do you do when you meet a difficult word in your reading? Some people immediately look it up in a dictionary. Some try to guess at the meaning by trying to see how the word relates to the other words in the sentence or paragraph. Others will try to break the word up into parts and try to analyze each part to guess the meaning of the whole word. When you use context clues and try to analyze each part to guess the meaning of the whole word, you are also trying to make sense of the sentence, the paragraph and the entire passage. The result is greater comprehension of what you read and also a better understanding of how the word can be used in different situations.

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Secret Life of Bees
High School
*The Secret Life of Bees* by Sue Monk Kidd

**Vocabulary**

- Chapter One pp. 1-33:
  presumptuous, orneriness, cowlick, oblivious, perimeter, parsonage, grits, snuff

- Chapter Two pp. 34-56:
  sprig, lattice work, blaspheme, kudzu, ponder, beseeching, accommodate, racist

- Chapter Three pp. 57-66:
  salvation, consternation, Madonna, anointed, elusive

- Chapter Four pp. 67-81:
  organdy, pomade, trough, simultaneously, precisely

- Chapter Five pp. 82-101:
  ambrosia, righteous, indignation, denomination, immunity, deflated

- Chapter Six pp. 102-114:
  jilted, ingenious, hibernate, percolator

- Chapter Seven pp. 115-135:
  intrusion, incessantly, hightailed, membrane, fidgeted

- Chapter Eight pp. 136-164:
  high-caliber, stethoscope, gizzard, okra, plagues, gawky

- Chapter Nine pp. 165-188:
  berserk, inferno, catcall, miniscule, unraveling, oblivious, moping, Premonition

- Chapter Ten pp. 189-213:
  catacombs, contemplate, saturated, ritual, disoriented, mourning

- Chapter Eleven pp. 214-231:
  cicada, wafted, The Assumption, sauntered, shackled, reenactment

- Chapter Twelve pp. 232-256
  bolstered, taunting, specimen, unruffled, amnesiac

- Chapter Thirteen pp. 257-276
  lacquer, commode, dumbfounded, contemptible, intimacy, mercantile, configuration

- Chapter Fourteen pp. 277-:
  bona fide, exertion, apprentice, peculiar, commissioned, plaited, voodoo
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The Four Rules of Shared Inquiry Discussion

1. Only those who have read the selection may take part in the discussion. Participants who have not read the selection cannot support their opinions with evidence from the text, nor can they bring a knowledge of the text to bear on the opinions of others. Therefore, the focus can be interpretations of text and capitalizing on the close reading of it.

2. Discussion is restricted to the selection that everyone has read. This rule gives everyone an equal chance to contribute, because it limits discussion to a selection that all participants are familiar with and have before them. When the selection is the sole focus of discussion, everyone can determine whether facts are accurately recalled and opinions adequately supported.

3. Support for opinions should be found within the selection. Participants may introduce outside opinions only if they can restate the opinions in their own words and support the ideas with evidence from the selection. This rule encourages participants to read carefully and think for themselves.

4. Leaders may only ask questions—they may not answer them. Leaders help themselves and participants understand a selection by asking questions that prompt thoughtful inquiry; personal validation comes through discussants responding by carefully considering a well-supported perspective.

Your discussions will be richer and more productive if you remember to:

- Temper the urge to speak with the discipline to listen
- Substitute the impulse to teach with a passion to learn
- Hear what is said and listen for what is meant
- Marry your certainties with others' possibilities
- Reserve judgment until you can claim understanding


**Short version:**

**Rules for Shared Inquiry Discussions**

1. Discussion is restricted to the text everyone has read.
2. Only those who have read the text may participate.
3. Interpretations must be supported by evidence from the text.
4. Leader may ask, not answer, questions.
Secret Life of Bees
High School
Building Your Answer in Shared Inquiry Discussion
Name: ________________________________________________

Selection: __________________________________________

Your leader’s opening (first) question: ____________________________________________________________

Your answer to this question before discussion: ____________________________________________________

After Discussion
How did discussion affect your answer? Did it change your mind? Provide additional support for your answer? Make you aware of additional issues?

Your answer after discussion: _________________________________________________________________

What in the selection helped you decide on this answer?
Sequencing and Summary Organizer

For each chapter use this organizer to summarize the chapter and note supporting details.
The Secret Life of Bees
High School

*The Secret Life of Bees*

Use the Venn diagrams to compare and contrast LILLY and DEBORAH in one and ROSALEEN and AUGUST in the second.
Secret Life of Bees
High School
Discussion Questions by Chapter

Chapter 1

1. “The queen, for her part, is the unifying force of the community; if she is removed from the hive, the workers very quickly sense her absence. After a few hours, or even less, they show unmistakable signs of queenlessness.” How does Lily’s home show signs of queenlessness? Discuss how this magnifies issues that are considered normal for girls of Lily’s age and what additional issues this creates.

2. What can we determine about the “rules” for black and white people, during this time period, from this chapter?

3. Consider what you know about how Jim Crow Laws affected the life of African American people in the 1960s South. Discuss possible reasons why Rosaleen stood up to the white men on that particular day, instead of some other day, despite the consequences. Do you think that she was a compliant person before that day? Do you think that her feelings suddenly changed? You may choose to revisit this website for background information. http://www.pbs.org/wnet/jimcrow/

4. Can you give any examples from life today where Jim Crow type laws, written or unwritten, might influence the relationships between people. Go beyond race when thinking about this question.

5. When Rosaleen stands up to T. Ray about the chick, Lily says, “his boots whispered uncle all the way down the hall.” (Pg. 12) What does she mean? Personification is the literary term used in the quote? How does using personification help convey the author’s message?

6. Identify a simile from the chapter. What is the difference between a simile and a metaphor?

7. Identify the use of foreshadowing in this chapter and discuss its purpose.

Chapter 2

1. Use evidence from the book to discuss whether or not T. Ray is a racist. Can there be degrees of racism and, if so, is it OK?

2. What is the meaning of the metaphor of the jar: “Lily Melissa Owens, your jar is open”?
Secret Life of Bees
High School

3. We don’t know for sure the reasons around Deborah leaving T.Ray or the cause of her death. Do you think that Lily is ready to handle the truth, whatever it might be? How has wishful thinking helped Lily to survive?

4. What events have moved Lily to action? Why do you think that she chose now to run away, instead of last month? Think about how your own way of viewing your world might have changed from a year ago to today when answering this question. You may want to visit this site on the brain development of teens for background information.

5. Why is Lily angry with Rosaleen? Do you think that she is justified in her feelings?

6. In what ways are Lily’s interactions with Rosaleen similar to a girl’s interactions with her mother?

Chapter 3

1. Lily describes her church’s attitude toward Catholics. What does this tell you about Lily?

2. Young children are egocentric in their thinking, but this changes as children mature. Look up the word egocentric, as it applies to brain development. And use this information to discuss Lily’s thanking God for the “poor news reporting” when she does not find any news about her and Rosaleen.

3. What do you think is the significance of Rosaleen’s odd dream?

4. Lily seems to always be looking for a sign to guide her. Is this a demonstration of faith, superstition, or childish thinking? What information would you need to make the distinction? Here is an web site that might help clarify the definitions, or might just prompt more questions.

5. Would you classify Lily finding the jars of Black Madonna Honey as a sign?

6. Refer to page 60 and discuss whether Rosaleen has lost faith in the Civil Rights act.

Chapter 4

1. Start a [Venn diagram](http://example.com/venn-diagram), comparing Rosaleen and August. Add to it, until you have enough information to write a compare/contrast paragraph about them.
2. Lily is a good liar. This helps her, but at a cost. How does it help and what is the cost?

3. Lily said “She fell down the front steps when we were leaving.” August and June traded looks while Rosaleen narrowed her eyes, letting me know I had done it again, speaking for her like she wasn’t even there (pg72). Discuss why Lily does this to Rosaleen. As you read on in the book, note whether Lily does this to anyone else and be prepared to discuss why or why not. Elderly people make the same complaint. Teens sometimes experience it as well. For what reasons might we tend to speak for someone who is standing right next to us instead of letting them speak for themselves?

4. Why doesn’t Rosaleen correct Lily’s lies?

5. Why does Lily say “…my skin had never felt so white to me”?

6. Why does Lily think that the figurine is the Virgin Mary?

Chapter 5

1. What does June say that is a “revelation” to Lily? Does Lily have the right to be offended? (p 87)

2. Explain the significance of Lily’s wondering about May’s sensitivity: “Would it divide the hurt in two, make it lighter to bear, the way feeling someone’s joy seemed to double it?” (p 95)

3. How does June let Lily know that she doesn’t want her there? What are the possible reasons June doesn’t want Lily to stay.

4. In the quote at the beginning of the chapter, it points out that the bees live in darkness. How is that true for Lily in this chapter?

5. What does Lily mean “Since Mr. Johnson signed that law, it was like somebody had ripped the seams right out of American life.”

6. The author uses first person narrative in the telling of the story. Find an example of how we are made aware of a point of view other than Lily’s, even though Lily is telling the story.

Chapter 6

1. What is the number one question in South Carolina, and why is it asked? What is the number one question asked of students at your school and why is it asked?
Secret Life of Bees
High School

2. August reads the Bible verses attributed to Mary. Why are these verses especially appropriate for African American people?

3. The quote at the beginning of the chapter says the queen produces something to attract the workers. Who might be the queen in this chapter, and what does she produce? Might there be more than one queen and how do they co-exist in the hive?

4. What are some reasons the Daughters of Mary might meet, instead of attending a conventional church?

5. If you were Lily, how would you react to June’s attitude?

Chapter 7

1. “At my school they made fun of colored people’s lips and noses. I myself had laughed at these jokes, hoping to fit in. Now I wished that I could pen a letter to my school to be read at opening assembly that would tell them how wrong we had all been. You should see Zachary Taylor, I’d say.”(p116) Discuss this statement, relating it to the concept of ethnocentrism. Whose standards of beauty do you think Lily is using in evaluating Zachary? In what situations might this type of thinking negatively affect a person’s opportunities? Define the term before discussing this question.

2. Why does Lily think she is headed for beauty school now?

3. Why does Zach get upset when Lily suggests he could be a professional player?

4. Why does Lily cry?

5. What is the metaphor Lily uses at the end of page 133, and what does she mean?

6. How has Lily’s attitude toward African American people changed since coming to live with August and her sisters? How are cultural mores and values represented in literature?

Chapter 8

1. Why does August tell Lily about the thirty-two words for love in the Eskimo language? Do you think that this is fact or fiction? How would you find out?

2. Contrast August’s story with Lily’s. Why does Lily say her story “sort of” ends her life? (p 142)
3. August describes Big Mama’s story of hearing the bees sing on Christmas Eve. Does August mean the story literally? How does this relate to the title of the book?

4. When August could not get a teaching job, she became a housekeeper for a white family, but she says of June “you wouldn't catch her keeping house for white people.” (p 145) How does this help explain June’s resentment of Lily? Is there anything wrong with being a housekeeper? Why is June so against anyone in her family working as a housekeeper?

5. Lily notices that the black Mary label she had stuck on herself is coming “unglued.” (p 152) Is this a metaphor for Lily’s situation?

6. Lily gave T. Ray a test to determine if he loved her. How did she cope with his response? Lily has at least three people who really care about her, Rosaleen, August and Zach. Why does she still seek her father’s love?

7. Compare a beehive to life in the pink house.

Chapter 9

1. How do you interpret August’s words “Actually, you can be bad at something, Lily, but if you love doing it, that will be enough.”

2. Lily says “I was seeing myself as the fire department and June as the raging inferno.” (p 162) Is this a defining moment in the relationship between June and Lily? How?

3. How does the author show that Lily is starting to mature, in regards to her “dream world” wishful thinking? Then what happens to reinforce Lily’s belief in signs and premonitions? What are the motivators and barriers to change for Lily?

4. Define the term coming of age and explain how the novel is a coming of age novel for the protagonist (Lily)

5. What is the meaning of Lily’s dream about her mother?

6. Compare Zach and Rosaleen’s confrontations with white men. How did the political climate contribute to the situation? Do you think that Zach or Rosaleen or both of them were justified in the action they chose? What other choice could each have made? What might have been the consequences, physical, emotional and ethical, for choosing a different course of action.

7. August, on page 147, says, “The hardest thing on earth is choosing what matters.” Zach makes a choice that matters, to stand beside his friends. He did not have
time to decide if he agreed with Jackson. What sacrifices might one have to make to stay true to their friends, family, or culture? What are some positive and negative outcomes of this type of choice? Can you make a text to self-connection about this?

8. Lily says “I watched him, filled with tenderness and ache, wondering what it was that connected us.” What connects Lily and Zach. Is it more than just his good looks?

Chapter 10

1. August sensed that something wasn’t quite right, when May went out to the wall. How did she know something was wrong?

2. The Wailing Wall has been May’s outlet for sorrow. Why didn’t it sustain her through Zach’s incarceration? How might things have been different for May if she lived today instead of in the 1960’s

3. Interpret this sentence: “This had been the thing they’d been waiting for half their lives without even realizing it.” (p 194)

4. Lily says that it “would be selfish to pour this into her cup.” (p 201) What does she mean?

5. Think about the rituals describe in this chapter; the vigil for May and covering the hives with black cloth. How do rituals help people cope?

6. What is the difference between the origin of the rituals of men and the rituals of bees?

Chapter 11

1. How has Zach changed?

2. What do you think is the relevance of the quote at the beginning of this chapter?

3. Zach says “We can’t think of changing our skin, change the world—that’s how we gotta think.” (p 216) Can you think of examples, where, in changing the world, one might decide to change their skin, if only for a little while?

4. While in mourning, the usual routines of Lily’s life have disappeared. How do routines affect our life? How has routine helped June to cope with May’s death? If the temperature had gone over 100 degrees, do you think that August would have gone on bee patrol to feed the bees?
5. When Lily wants to move back into the honey house, Rosaleen doesn’t protest. In fact, she is in favor of Lily moving immediately. Both have gotten used to having space to themselves. Discuss examples from your life where you and your mother, or a friend, have each wanted your own space, or time without the other. Has it felt like rejection? Was it rejection? How did it turn out?

6. If you discussed question 5 from Chapter 9, then discuss what Zach might be thinking when he says “I know that feeling” in response to Lily saying “…Sometimes I would be hooked on that chain along with them.” Connect this to Zach’s goals for the future.

Chapter 12

1. Lily learns some things about her mother from August. How are Lily and Deborah alike? How are they different? You may want to use the Venn diagram to help you answer this question. Think about how each person’s environment shaped them and what Lily has learned from the choices that Deborah made. Share something that you have learned from your mother’s choices and how it has shaped who you are. What choices would you make the same/different?

2. Review your answer to question 1, from Chapter 5. Reread the last three paragraphs of page 242 and reevaluate your previous answer? Would you change your answer? If so, how. If not, why?

3. How does the quote at the beginning of the chapter relate to Lily’s anguish?

4. How did the truth about Deborah differ from the image Lily had carried with her all of her life? Was Deborah a bad mother and bad person or was Lily’s image of her unrealistic to begin with?

5. Discuss Deborah and T.Ray as parents. For each, discuss whether their personal issues justified their treatment of Lily.

6. Has Lily found “the mother within herself?” How do you know?

Chapter 13

1. “A worker bee is just over a centimeter long and weighs only about sixty milligrams; nevertheless, she can fly with a load heavier than herself.” How does this apply to Lily? Support you answer with examples from the book.

2. Is Lily correct? Is it true that you can’t talk yourself out of anger? “Either you are angry or you’re not.” Does Lily’s anger justify her smashing August’s honey? What else could Lily have done to get her anger out?
Secret Life of Bees
High School

3. How do the events in this chapter move Lily toward peace with her mother?

Chapter 14

1. Why did Lily carry around mouse bones? Does that make sense to you?

2. “I wish that she had been smart enough, or loving enough, to realize that everybody has burdens that crush them, only they don’t give up their children.” (p 278) “In a weird way I must have loved my little collection of hurts and wounds. They provided me with some real nice sympathy, with the feeling that I was exceptional.” (p 278) “Regrets don’t help anything, you know that.” (p 280) Compare these statements. Can grieving or self-pity help a person heal? At what point does it become destructive?

3. Rosaleen is going to finish what she started. She is going to register to vote. How has Rosaleen changed from the beginning of the story. Do you think that life for African Americans in the South will change dramatically after this summer (The summer of Freedom)?

4. Discuss the quote at the beginning of the chapter as it might relate to Lily.

5. The story about Our Lady of Chains would suggest that she has magical powers. What is a more accurate description of Our Lady?

6. “He seemed happy to carve up the rocking chair like he was all of eleven years old, putting his initials in a tree.” Why did T.Ray do this?

7. Did Deborah leave T.Ray because he was mean, Or did T.Ray become mean because Deborah left him?

8. Lily sometimes imagines that T.Ray shows his love for her by remembering her at Christmastime. Do you think that this is wishful thinking? What are the positive and negative aspects of her imagining T.Ray shows his love for her?

9. Lily began the story with Rosaleen as a mother figure for her. How has living in the pink house changed that? If Deborah had lived today, how might things have been different for Lily? Consider that August and her sisters may have been part of Lily’s family from the beginning, in your answer.

10. Using details from the story, discuss what kind of parent Lily will be, if she ever becomes a mother. Think about what she has learned from the adults around her and think about how likely she is to use that knowledge in her own parenting, especially during stressful times.

11. Who shot Deborah? Use details from the book to support your answer.
Unit 3 – Culminating Activity

Overview
- Students will choose one or more culminating activities from the cross-curricular Tic Tac Toe or,
- The entire class will complete the single culminating activity, which is a research-based project on starting a beekeeping business.
- Tic Tac Toes, according to DPS Gifted and Talented Staff Developers, are one way of providing differentiated activities to students.
- Students, in pairs or groups of students will choose activities based on learning style and interest.
- Teacher will determine the number of activities each student must complete, based on time constraints and student needs.
- Presentation of learning will be in an electronic format, and will vary according to what programs are available to the school.
- Students will present to peers. Some products, such as the children’s book, will be shared with elementary students.

Objective
Students, in consultation with the teacher, will complete an activity (activities) chosen from the Tic Tac Toe of Cross Curricular Activities. Projects will be presented in an electronic format.

Time
2-3 weeks, concurrent with the reading of the novel. Much of the culminating activity will be completed out of class.

Materials
Dependent on activity chosen.

Standards
Literacy
1.2 make connections between prior knowledge and what they need to know about a topic before reading about it;
1.3 adjust reading strategies for a variety of purposes such as reading carefully, skimming and scanning, fitting materials into an organizational pattern, reading a variety of literature chronologically, finding information to support particular ideas, and finding the sequence of steps in publications including textbooks and technical articles;
1.4 use word recognition skills, strategies, and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and
1.5 use information from their reading to increase vocabulary and language usage.
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2.6 prepare written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and
3.1 recognize, understand, and use formal grammar in speaking and writing;
3.5 recognize and know when it is appropriate to use dialectical, idiomatic, and colloquial language, including awareness and appreciation of cultural and dialectic variance.
4.1 make predictions, analyze, draw conclusions, and discriminate e between fact and opinion in reading,
4.3 recognize, express, and defend points of view orally and in writing;
5.3 paraphrase, summarize, organize, evaluate, and synthesize information;
5.4 cite others’ ideas, images, or information from primary, print, and electronic resources; and
6.1 know and use literary terminology;
7.1 use appropriate technologies to increase literacy through a variety of formats (for example, textual, graphic, audio, video, electronic, multimedia);

Math
1.1 construct and interpret number meanings through real-world experiences* and the use of hands-on materials and relate these meanings to mathematical symbols and numbers;
1.2 represent and use numbers in a variety of equivalent forms (for example, fractions, decimals, percents, exponents*, scientific notation*);
1.5 understand and use mathematical vocabulary and symbols; students will develop vocabulary relevant to each skill in order to communicate method and reasoning in problem solutions.
2.1 identify, describe, analyze, extend, and create a wide variety of patterns* in numbers, shapes, nature, and data;
2.2 describe patterns* using mathematical language;
2.3 solve problems and model* real-world situations using patterns* and functions*;
2.4 compare and contrast different types of functions*;
3.1 solve problems by systematically collecting, organizing, describing, and analyzing data using surveys, tables, charts, and graphs;
3.4 understand and use appropriate technology for data collection and analysis.
4.2 connect various physical objects with their geometric representation;
4.3 connect mathematical concepts from across the standards with their geometric representations;
4.4 recognize, draw, construct, describe, and analyze geometric shapes in one, two, and three dimensions;
4.6 solve problems and model* real-world situations using geometric concepts.
7.2 use appropriate technologies to access, process, and communicate relevant mathematical data; and
7.3 use appropriate computational and data-collecting tools.

Geography
1.1 Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.*
2.3 Students know how culture* and experience influence people’s perceptions* of places* and regions*.
3.2 Students know the characteristics and distributions* of physical systems* of land, air, water, plants, and animals.
4.2 Students know the nature and spatial distribution* of cultural patterns.
5.1 Students know how human actions modify the physical environment*.
7.1 Students know how to compile and use primary (fieldwork) and secondary (texts, maps, computer databases, etc.) information* to acquire geographic information in order to answer geographic questions.
7.2 Students know how to organize and display geographic information using appropriate technologies to answer geographic questions.

History
1.2 Students use chronology to organize historical events and people.
1.3 Students use chronology to examine and explain historical relationships.
1.4 Students use chronology to present historical events and people.
2.3 Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives.
3.1 Students know how various societies have been affected by contacts and exchanges among diverse peoples.
3.2 Students understand the history of social organization* in various societies.
5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained
6.2 Students know how societies have been affected by religions and philosophies.
7.1 Students use appropriate traditional and electronic technologies in a variety of formats (for example, textual, graphic, audio, video, multimedia) to extend and enhance learning of historical facts and concepts.
7.2 Students use appropriate technologies to access, process, and communicate information relevant to history.
7.3 Students use appropriate technologies to enable historical inquiry.

Science
STANDARD 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.
STANDARD 5: Students know and understand interrelationships among technology, and human activity in the past present, and future, and how they can affect the world.
STANDARD 6: Students understand that science is a particular way of knowing and understanding common connections among scientific disciplines.
7.1 Students use appropriate traditional and electronic technologies in a variety of formats (for example, textual, graphic, audio, video, multimedia) to extend and enhance learning and to enable the completion of scientific investigation.
7.2 Students use appropriate technologies to access, process, and communicate information relevant to scientific knowledge and skills.
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Music
STANDARD 3: Students will create music.
STANDARD 4: Students will listen to, analyze, evaluate, and describe music.
STANDARD 5: Students will relate music to various historical and cultural traditions.

Visual Arts
STANDARD 1: Students recognize and use the visual arts as a form of creativity and communication.

Civics
STANDARD 4: Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life* at all levels – local, state, and national.

INFORMATION LITERACY AND TECHNOLOGY
An Efficient Information & Technology User
Computer Operations, Electronic Tools, Terminology
Location Skills - Library and Internet
Online, Electronic, Print and AV Research Tools
Library Catalog (LION) & Dewey Decimal System
Keyboarding
A Responsible Citizen Copyright and Plagiarism
Bibliographic Information
Care of Books & Technology
A Knowledge Constructor Research Process
Evaluation of Information
A Quality Producer Sharing of Information
Document Production – Word Processing
Evaluation of Process and Product

Intended Learning
Students or teams of students will select one or more activities from the cross-curricular Tic Tac Toe Activity guide or will complete the single culminating whole class activity. Students will learn to make cross-curricular connections with literature. Students will learn that technology is a valuable resource in the research and design of projects. Students will learn to utilize technology as a form of communication by presenting their learning in an electronic format.

Anticipatory Set
How are bees, racism and coming of age all themes from the novel? This is your opportunity to explore one aspect of the novel more deeply and use a digital format to
communicate your research to the class. We will have a Celebration of Learning on _____, where all projects will be shared.

**Closing**
Did the “Secret Life of Bees” turn out to be the story you anticipated it would be after completing Unit 1 - Before You Read? If you were going to author a coming of age story, what would your setting be?
Choose one activity as a culminating activity

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High School  

Tic Tac Toe Activity Choices  

English Language Arts  

Activity 1-A  Bee a Chef  

**Intended Learning**  
Students will learn to use a template and conduct Internet research in order to create a cookbook of recipes for food mentioned in the novel. Additionally, they will include other Southern recipes or recipes that use honey. Students will learn to use PowerPoint in order to create a digital cookbook. Students will use/learn cooking skills by making one of the recipes.  

**Materials**  
Internet access  
printer  
paper  
recipe ingredients, depending on choice  

**Activity description**  
For this activity you will:  
- Create a digital recipe book of recipes for foods from *The Secret Life of Bees*.  
- Include recipes that use honey and other Southern recipes.  
- Create a cookbook that cookbook will use bees as a theme.  
- Prepare one recipe from your book.  

Here are some websites that you may find useful:  

Recipe card template  

A collection of southern food recipes  
[http://southernfood.about.com/od/southernregionalfood/Southern_Recipes_and_Regional_Specialties.htm](http://southernfood.about.com/od/southernregionalfood/Southern_Recipes_and_Regional_Specialties.htm)  

A collection of southern food recipes  
[http://www.aliciasrecipes.com/honey-recipes/default.htm](http://www.aliciasrecipes.com/honey-recipes/default.htm)  

1. What are the foods mentioned in *The Secret Life of Bees*?  
2. Browse through a cookbook and determine how you will organize your recipes.  
3. How will you incorporate the theme of bees into your book?  
4. What is the title of your cookbook?  
5. Now, make your cookbook.
Bee an Author

**Intended Learning**
Students will show that they understand the author’s style by adding a next chapter to the book. Students will learn how to format a digital story.

**Materials**
Internet access
- copy of the book, *The Secret Life of Bees*
- paper
- pencil

**Activity Description**
In this activity you are going to:
- Write the next chapter of the book.
- Use the same techniques as the author, try her style.
- Write from the viewpoint of her characters.
- Write a next chapter that occurs in the same time frame as the last chapter or you may choose to fast forward to a few years later.
- Present your story in digital story format.

Here are some sample digital books and websites to help get you started.

The art of telling digital stories from Digi-tales

The Educational Technology Center is a hub for the exploration, development and dissemination of technology to enhance teaching and learning at Northeastern University.
Secret Life of Bees  
High School  
Activity 3A

Bee a Storyteller

**Intended Learning**
Students will use information from the book and information gained from the Internet to write a children’s picture book about bees or with bees as the theme. Students will learn to create a story using a digital story program, such as PowerPoint, i-movie or PhotoStory3. Students will learn to present in front of an audience by sharing their book with an elementary school class. Students will use e-mail to communicate with prospective classes with whom to share the story.

**Materials**
Internet access  
recordable cd  
story maker software; PowerPoint, I-movie, PhotoStory3  
e-mail access

For this activity you will create a children’s picture book about bees or with bees as the theme.

- It may be a nonfiction story; a fiction story about a bee, or you may use the theme of bees to create a story about another topic, such as a preschool book about chores titled “Busy as a Bee”.  
- Which program will you use to create your book? What is available to you? You could make a book with PowerPoint, PhotoStory3 or i-Movie  
- This is a picture book; so include a picture on each page of the book.  
- You may create the pictures using a digital camera, a drawing or paint program or icon graphics that are from a program owned by your school or yourself, or that are copyright free.  
- Who is your audience: family, toddler, preschool or lower elementary?  
- Browse through some picture books whose target audience is the same as your audience.  
- If you use photographs of people, make sure you get their permission to include the photos in your book.  
- Will you narrate your story or include music?  
- Will you use rhyme or repetitive text to tell your story?  
- Visit websites to help you plan the format for your book.  
- Save your book on CD and share with a childcare center, preschool or elementary classroom.  
- You may ask your teacher for the name of a teacher who might be interested and his/her e-mail address.  
- E-mail the classroom teacher and explain your project.  
- Ask to share your project with them, via cd or as a mail attachment.
Here are some websites to get you started:

Children’s online storybooks
Magic Keys- an online story site for preschool and elementary aged children.
http://www.magickeys.com/books/

Wired for Books Kids Corner-includes online stories and audio books featuring author Beatrix Potter and fairytales.
http://wiredforbooks.org/kids.htm

Public Television stories from their series “Between the Lions”
http://pbskids.org/lions/stories.html

University of Calgary Doucette Library of Teaching Resources
http://www.ucalgary.ca/~dkbrown/stories.html

Children’s books about bees
Go to the DPS Lion website.  http://lion.dpsk12.org/
Search children’s books, keyword “bees”

How to create an online storybook
Steps in creating a multicultural digital storybook
http://aolsearch.aol.com/aol/redir?src=websearch&requestId=1c0d10c8b46c5c2a&clickedItemRank=2&userQuery=create+a+digital++storybook&clickedItemURN=http%3A%2F%2Fwww.geocities.com%2Fmultidigibook%2F&title=Multicultural+Digital+Storybook&moduleId=matchingsites.jsp&M&clickedItemPageRanking=2&clickedItemPage=3&clickedItemDescription=WebResults
Read Write Think- Online lessons for K-2
http://www.readwritethink.org/lessons/lesson_view.asp?id=1010
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High School
Science

Activity 1-B

Who are the Bees?

Research Worksheet – a 1st step for all other activities in this category

**Intended Learning**
Students will use the following question list to obtain information about bees and beekeeping. Students will increase their knowledge of bees and beekeeping through Internet research and by using e-mail to contact beekeeping associations and individual beekeepers that are affiliated with the associations.

**Materials**
Internet Access
pencil
paper
e-mail account

**Activity**
Here are some questions about bees. Use the Internet to find answers to the questions that you determine will be useful to you in completing one of the projects in this category. The outline that follows is just to help you organize your information. Please e-mail at least one beekeeper’s association to obtain information.

1) What is a honeybee?
2) How long have bees been around?
3) How long have bees been in North America?
4) How do honeybees develop
5) What factors determine whether a bee will become a drone, worker, or queen?
6) There are specific jobs for specific bees in the hive. What are they?
7) Why are bees important to the survival of man
8) Describe the process of pollination?
9) What do bees eat?
10) What do bees produce?
11) What products has man created from the products created by bees?
12) How is honey made?
13) How is a Langstroth Hive different from other hives?
14) How many bees live in a hive?
15) How many bees in a hive are queens? Drones? Workers?
16) What did Albert Einstein say about bees?
17) How is honey harvested?
18) What are some of the health benefits of honey?
19) How bees important to our society?
20) How do bees construct their colonies?
21) Why do honeybees sting?
22) How have the activities of man threatened the survival of bees?
23) What can we do to help save the bees?
24) What is Colony Collapse Disorder and what is the cause?
25) What is the dance of the honeybees?

Here are some websites to get you started:

Denver public schools online library
http://lion.dpsk12.org/screens/onlinedb.html

Denver Library
http://denverlibrary.org/
Bees – PBS documentary about Bees
http://www.pbs.org/wgbh/nova/bees/
Bee Dance North Carolina State University- website discusses the language of the honeybee and the honeybee dance
http://www.cals.ncsu.edu/entomology/apiculture/PDF%20files/1.11.pdf
Strachan Apiaries- A bee farm
http://www.strachanbees.com/about_us.html
U.S. Government atlas- online atlas
http://nationalatlas.gov/articles/biology/a_bees.html
Arkansas State Plant Board- State agricultural site
http://www.plantboard.org/apiary/honey-bees/faqs.html
PBSD- article on killer bees from Public Television
http://www.pbs.org/saf/1204/features/bees3.htm
A virtual beehive from Public Television
http://www.pbs.org/wnet/nature/alienempire/multimedia/hive.html
Insecta Inspecta World- a website for students about insects
An online video about bees from the Exploratorium
http://events.exploratorium.edu/ramgen/misc/buzz_on_bees-070629.rm
http://events.exploratorium.edu/asxgen/misc/buzz_on_bees-070629.wmv.asx
Bee research – Department of Agriculture
http://www.ars.usda.gov/Main/docs.htm?docid=12371
Northern Colorado Beekeepers Association
http://www.fortnet.org/NCBA/
This outline may help you organize information for one of the activities in this category.

I. The anatomy of the bee

II. The life of a bee
   A. Queen
   B. Drone
   C. Worker
   D. Progression of tasks in the hive

III. History of bees
   A. Where did bees come from?
   B. Earliest record of bees
   C. Early beekeepers
   D. When did bees come to North America

III. Honeycomb
   A. How is it constructed?
   B. How is it used?
   C. How is it maintained?

IV. Pollination
   A. How does pollination occur?
   B. What plants do bees pollinate?
   C. What can interfere with pollination by bees

V. The beehive
   A. What are the parts of a hive
      1. body
      2. super
      3. landing board
      4. base
      5. inner cover
      6. telescoping cover
      7. frames
      8. foundation
   B. What is the Langstroth hive and why is it important?
   C. What happens when the hive gets crowded?

VI. Honey and other products from the hive
   A. How do bees make honey?
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B. What are some of the health benefits of honey?
C. How does man use other products from the hive?
   1. pollen
   2. propolis
   3. beeswax
D. How do bees use these products?
E. How does man use these products?

VII Honeybee health
   A. What diseases/conditions are bees susceptible to?
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Activity 2-B

Make a WebQuest

**Intended Learning**
Students will learn how to make a web quest to share information and reinforce facts about bees.

**Materials**
Internet Access
Outline and question sheet from Activity 1-B

**Activity**
Create a WebQuest about Bees. You may choose one aspect of bees or beekeeping or make your quest more general. Ask someone to try your WebQuest. Use the questions and outline to help you get started. Have your web quest include 10 questions and at least 5 websites.

The six building blocks of a WebQuest are:
- **The Introduction** orients players and captures their interest.
- **The Task** describes the activity's end product.
- **The Process** explains strategies players should use to complete the task.
- **The Resources** are the websites players will use to complete the task.
- **The Evaluation** measures the results of the activity.
- **The Conclusion** sums up the activity and encourages players to reflect on its process and results.

Try these WebQuests before making one of your own. These websites would be a good model for your WebQuest. Use your own questions and activities.

**Dedham School District website**

WebQuest from Mitzi Smith and Betty Ann Ferguson
http://www.usca.edu/education/courses/aete731/ss02/honeybees/beewebquest.htm

A WebQuest on insects from Vicki Blackwell
http://www.vickiblackwell.com/insect.html

Here are some websites that will have information you can use in building your WebQuest.

A virtual beehive
http://www.pbs.org/wnet/nature/alienempire/multimedia/hive.html
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Anatomy of the honeybee

An online video about bees
http://events.exploratorium.edu/ramgen/misc/buzz_on_bees-070629.rm
http://events.exploratorium.edu/asxgen/misc/buzz_on_bees-070629.wmv.asx

Bee research
http://www.ars.usda.gov/Main/docs.htm?docid=12371

Northern Colorado Beekeepers Association
http://www.fortnet.org/NCBA/

How to build a web quest
http://eduscapes.com/tap/topic4.htm

How to build a web quest
http://www.cloudnet.com/~edrbsass/Webquest.html
The Secret Life of Bees
High School
Activity 3 - B

Let’s Play, Bee!

**Intended Learning**
Students will learn to use technology to create a game that tests player’s knowledge of bees. Creating the game will reinforce the student’s own knowledge of bees.

**Materials**
Internet access
additional materials for circuit quiz game (optional)

**Activity**
In this activity:
- You will make a game for students to play, about bees.
- Use any format you choose. Jeopardy, Monopoly, twenty questions, are among the possible games you could create.
- You could get fancy and create an electronic game or a Power Point game.
- You may also use bees as a theme to make a math game for younger students.

Here are some websites to get you started:

PowerPoint Jeopardy Game

More Jeopardy

PowerPoint games

**Game Plan**

1. The format of my game (ex. I will make a Jeopardy game).
2. The questions that will be on my game.
3. How do you win my game?
4. What media will I use to produce my game?
Circuit Quiz Game
(copyright free)

INTRODUCTION
A fun, versatile quiz game can easily be made using the concept of a complete simple circuit. The game board consists of a column of questions opposite a column of answers. If the correct match is made, a bright light bulb shows you have the right idea.

MATERIALS
Cardstock
2 Batteries
2 Battery Holders
4 Alligator Clips
1 Flashlight Bulb
1 Bulb Holder
Aluminum Foil
Tape
Plastic Film

WHAT TO DO
1. Using an 8 ½ by 11-inch piece of cardstock, punch five evenly spaced holes down the length of the page ¾ of an inch from the side. Do the same on the opposite side so that the holes line up with each other.

2. Cut the plastic film into a 6 ½ by 11-inch piece and use tape to secure it to the cardstock game board between the two sets of holes. On the film next to each hole on the left write a question or one half of a matching pair (suggestions include multiplication problems or state and capitals or anything else.) Next to the holes on the right side write the answers or remaining halves, but jumble the order so that questions’ correct answers are not directly across from them.

3. Cut the aluminum foil into half-inch wide strips and stretch the strips shiny side down across the back of the game board to connect question holes with the appropriate answer holes. Use tape to secure the foil to the cardstock, but also to cover it completely to avoid any direct contact with other foil strips.

4. Cover the back of the game board (the answer key) with another piece of cardstock and secure it with tape.
5. Connect two batteries in series by snapping their holders together and connect one alligator clip to each end of this battery assembly. Connect the other end of one of the alligator clips to a light bulb in a holder and attach a second alligator clip to the other side of the bulb holder.

6. There should be two alligator clips ends left and they are used to touch the foil-covered holes on the game board for a question and its answer. If the clips touch a question hole and the correct answer hole, the bulb will light! The game can be used to test anything from state capitals to multiplication tables because new questions and answers can be written on the plastic film. And the foil strips can be rearranged to keep the quiz-takers on their toes.

QUESTIONS TO ASK STUDENTS
1. Why does the bulb light up when the correct answer is chosen?

SOURCE
Secret Life of Bees
High School
Activity 4 B – Colony

Collapse Disorder

**Intended Learning**
Students will investigate Colony Collapse Disorder and reflect on the information they gain to hypothesize on a cause and possible solutions to the problem. Students will learn to present their information in an engaging way through digital format. Students will learn to communicate professionally through e-mail, with bee experts in order to gain various viewpoints on Colony Collapse Disorder.

**Materials**
- Internet access
- PowerPoint program
- e-mail account

**Activity**
In this activity you will
- Investigate Colony Collapse Disorder, including its possible causes, potential solutions and effect on the environment
- Use Internet resources
- Research DPS online databases
- Research books
- E-mail at least two bee experts and ask for their views on Colony Collapse Disorder
- You will present your final report using Power Point or another form of technology of your choice

Here are some websites that might help you.

Online encyclopedia

New York Times article

A podcast from Penn State about CCD
[http://podcasts.psu.edu/node/265](http://podcasts.psu.edu/node/265)

At a minimum, your report will include:

1. A brief overview of bees, anatomy, how they live, what they require to be healthy and the diseases that affect them.
2. 5 resources, at least three are from the Internet.
3. Sources will be properly cited.
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4. A map showing areas of incidence of CCD throughout the world.
5. Two letters sent to a beekeeper or beekeeping association, asking their view of the problem. One letter will be sent to a beekeeper/association in the U.S. and another will be sent to another country. (Hint: we are borrowing bees from Australia to pollinate crops)
6. Conclude with “what’s next”? What is the next step in dealing with this issue?
7. Present your findings on a PowerPoint or another program of your choice.
Where in the World are Honeybees?

**Intended Learning**
Students will research facts about the honeybee and its requirements for life. Students will learn to interpret facts by creating a map of the distribution of honeybees throughout the world. Students will learn to use a digital format and scanning to create and present their learning.

**Materials**
- Internet access
- Digital drawing program or scanner
- Presentation software, such as PowerPoint

**Activity**
In this activity, you will research the honeybee and its requirements for life. You will create a map showing the distribution of the honeybee throughout the world, using color to show various population sizes. You may choose to show the geographic distribution of the Africanized honeybee, for comparison. You will use electronic resources, such as PowerPoint or digital story software to share your work. You may hand draw a map and scan it into your presentation.

Use Internet sites and DPS online databases to find information on the following. Prepare a report of your findings, using a digital format, such as PowerPoint or a digital story program.

1) Prepare a short overview of the honeybee. Tell about lifespan of the honeybee, food requirements and diseases. Use the Denver Public Schools online database as one source.

2) Africanized Honeybees
   a) What is an Africanized honeybee?
   b) Why is the Africanized honeybee a threat?
   c) How are Africanized honeybees beneficial to man?

3) Habitat
   a) What factors influence where a honeybee lives
   b) What would be the ideal habitat for a honeybee?
   c) Predict the best places for a honeybee to thrive.

4) Biogeography of the Honeybee
   a) Research the biogeography of the honeybee on the Internet.
   b) Create a map, showing the distribution of the honeybee throughout the world.
      A. This activity may be modified to include just the United States.
Here are some websites to get you started.

San Francisco State University research paper
http://bss.sfsu.edu/holzman/courses/Fall02%20projects/apismellifera.html

Find Articles: Honeybee biogeography
http://findarticles.com/p/articles/mi_qn4179/is_20061126/ai_n16875537

Cambridge Journal- Geographical distribution of the honeybee
http://journals.cambridge.org/action/displayAbstract;jsessionid=5C72E29AE91178A18ABF0F57F1D9740F.tomcat1?fromPage=online&aid=546556

Word Bank- Internet search terms

- Biogeography
- Geographical distribution
- Genome Sequencing
Intended Learning
Students will learn to analyze information and make text-to-text connections in comparing the social structure of a beehive to the 1960’s South, using what they know from the Secret Life of Bees. Students will learn to cite examples from literature and other sources to defend their ideas. Students will learn to create a presentation that is informative and engaging, electronically, using a PowerPoint or story maker program.

Materials
Internet access
copy of book The Secret Life of Bees
PowerPoint or story maker program

Activity
In this activity you will prepare a digital presentation comparing life in the South in the 1960s to the social structure of a beehive. Make sure that you provide evidence from the book or Internet sites to support your opinions.

1. Think about the social structure of a beehive. What types of bees make up the caste system of a beehive and what is the progression of their jobs.
2. What makes a “good” society for people?
3. What was the caste system of the 1960s South? What happened to workers who were no longer needed?
4. What aspects of society can be compared with the society of bees?
5. Use a graphic organizer or another pictorial display to compare human and bee societies.

Here are some websites to get you started:

Listen to a radio broadcast about bees
http://www.pulseplanet.com/archive/Oct04/3296.html
Online science magazine
http://www.americanscientist.org/template/AssetDetail/assetid/15573;jsessionid=baa9...
Promotional site for a new movie about bees
An online science magazine for kids
Secret Life of Bees
High School
Activity 3 – C

Cast your Vote

Intended Learning
Students will extend the issues of Jim Crow to other groups in America. Students will understand that discrimination affected many people in the United States at various times in our history. Students will understand that points of view regarding today’s political issues and proposed solutions, such as anti terrorist regulations and laws may differ based on the past history of an individual’s group, racial, gender, etc. Students will understand that being an American is a diverse experience, based on one’s race, income, religion and gender. Students will learn to organize information and present their final product in an engaging, digital format. Students will learn to write a professional e-mail to contact at least two organizations that represent voters and ask a question for their report.

Materials
Internet access
e-mail account
PowerPoint or story maker software

Activity
Throughout our history, voting rights have been denied to specific groups of people. For instance, persons convicted of a felony lose their right to vote. Other groups were either denied citizenship and therefore denied the right to vote or were prevented from voting even though they were recognized as citizens.

In this activity you will research the barriers to voting experienced by several groups in the United States; African Americans, Hispanic Americans, American Indians (Native Americans), Japanese Americans, poor whites and women. Present your learning in the electronic format of your choice, such as a PowerPoint or digital story with i-movie. Be sure to properly cite the information and photographs that you use.

Here are some websites to get you started.

Digital Storytelling
http://www.digitales.us/resources/seven_steps.php

Voting rights websites
Dual Citizenship and the Struggle for American Indian Voting Rights in the Southwest in the 1940s
Reauthorization of the Voting Rights Act
http://www.indiancountry.com/content.cfm?id=1096412707
Secret Life of Bees
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Timeline of events in the West
http://www.pbs.org/weta/thewest/events/1850_1860.htm
A brief history of voting rights in America
http://www.answerpoint.org/columns2.asp?column_id=1045&column_type=feature

Voting rights for women
http://www.pbs.org/wgbh/amex/eleanor/people/events/pande09.html
Asian American voting rights
http://www.aaldef.org/voting.php
Civil Rights and the Japanese-American Experience
http://www.bullfrogfilms.com/catalog/after.html
Hispanic America USA
http://www.neta.com/~1stbooks/content.htm
Fort Gordon Equal Opportunity website-Hispanic Americans
http://www.gordon.army.mil/eoo/hispanic.htm
Impact of Brown on Multicultural Education of Hispanic Americans
http://findarticles.com/p/articles/mi_qa3626/is_200407/ai_n9468079/pg_10
The Geography of Race in the US Techniques of Direct Disenfranchisement, 1880-1965
http://www.umich.edu/~lawrace/disenfranchise1.htm
Info Please: Women’s Rights Movement in the US
http://aolsearch.aol.com/aol/redir?src=websearch&requestId=c2bc9c0f3fd65157&clickedItemRank=1&userQuery=voting+rights+of+women+in+the+us&clickedItemURN=http%3A%2F%2Fwww.infoplease.com%2Fspot%2Fwomenstimeline1.html&title=Women%2639%s+Rights+Movement+in+the+U.S.%3A+Timeline&moduleId=matchingsites.jsp.M&clickedItemPageRanking=1&clickedItemPage=1&clickedItemDescription=Web Results
African American Odyssey- The Civil Rights Era
http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9b.html

Include, at a minimum, the following in your report:

1. What is the Voting Rights Act and what does it mean?
2. Research the voting rights history for at least three groups in the United States
3. Use the Denver Public Schools online database as one source.
4. Compose and send E-mail to two voting rights, minority, special interest, or tribal organizations and ask a question that you deem interesting and useful, for your report. You could ask them what, if any, are barriers to voting today?
5. Prepare a table that includes the following information:
   1. When was each group recognized as citizens? If they were considered citizens at the formation of the constitution, note “that fact.
   2. When was each group officially granted the right to vote?
   3. What barriers to voting were experienced by each group, despite having been granted the right to vote.
   4. When did the barriers to voting end for each group.
   5. For each group, when was that group allowed to vote in Colorado?
6. For each group that was denied the right to vote, did they fulfill other obligations as US citizens? For example, did they serve in the Military?

7. Were any of these groups subjected to slavery or indenture?

8. Think about our current political situation in the Middle East. Discuss some of the new limits on our freedoms implemented under the guise of protecting our land and people. Are there any similarities to the limitations on rights by past administrations?
Who Was Jim Crow?

**Intended Learning**
Students will extend their learning from the novel and the information they have gained regarding racism and African Americans by researching and reflecting on racial inequality and its effects on other groups of people in our nation’s history. Students will reflect on this information and will offer a supported opinion about the causes of racism and identify racism/inequality in today’s society. Students will learn to use a digital format to communicate their research and ideas.

**Materials**
Internet access
paper
pencil
digital story software or PowerPoint

**Activity**
Jim Crow laws, written and unwritten, governed life in the South. Other groups were subjected to similar laws in various parts of the United States. In this activity, you will research segregation as it affected groups of people in our country. Present your learning in an electronic format of your choice.

Here are some websites to get you started.

The Indian and the Law
http://aolsearch.aol.com/aol/redir?src=websearch&requestId=2f2b1c6fd7175741&clickedItemRank=5&userQuery=when+were+indian+liquor+laws+repealed&clickedItemURN=http%3A%2F%2Fthorpe.ou.edu%2Fcohen%2Ftribalgovtpam2pt1%262.htm&title=THE+INDIAN+%26+THE+LAW-1+BY+THEODORE+HAAS&moduleId=matchingsites.jsp&clickedItemPageRanking=-5&clickedItemPage=2&clickedItemDescription=WebResults

Timeline of Indian issues in the U.S.

Democratic Policy Committee – The Indian Vote

Princeton University index Lesbian and Gay issues
http://infoshare1.princeton.edu/libraries/firestone/rbsc/finding_aids/aclu/acluseries3r.html

Voter Suppression in America

First person accounts of racism
http://americanradioworks.publicradio.org/features/remembering/other.html
Include, at a minimum, the following in your project.

1. Define the concept “disproportionate treatment” as it relates to equality.
2. Who was Jim Crow?
3. Define prejudice and racism. What is the difference?
4. Compare the “Jim Crow” type laws affecting three groups of Americans.
5. Use at least one DPS online database in your research.
6. Discuss the “Riddle of Racism”. What do you think causes racism?
7. How did the dominant society justify racism in the US? Hint: look up “Darwinism” and “Manifest Destiny”.
8. Include a map of areas in the U.S. where discriminatory practices occurred.
9. Interview at least one person who has been a victim of segregation laws.
10. Can you identify any situations today where racism or inequality, based on prejudice, occurs?

Word bank

Indian Indenture Act
Jim Crow
Segregation
Separate but equal
Secret Life of Bees
High School
Math

Activity 1-D

Tessellations

**Intended Learning**
Students will learn to draw tessellations. Students will identify tessellations in nature, including beehives. Students will use a digital program to draw a tessellation of a beehive and present it in an engaging way.

**Materials**
Internet access
a drawing program or software that allows user to create tessellations, such as TesselMania! Deluxe, i-Photo.

**Activity**
In this activity you will explore tessellations as they relate to a beehive. You will present your findings in digital format. You will create an interesting Tessellation based on a beehive, using TesselMania! Deluxe, i-Photo.

Here are some websites to inspire you.

A tessellation WebQuest
http://jmtangaz.tripod.com/tessellationwebquest.htm
View some creative Tessellations
http://www.k4.dion.ne.jp/~mnaka/home.index.html
What is a Tessellation?
http://mathforum.org/sum95/suzanne/whattess.html
More about Tessellations
http://www.42explore.com/teslatn.htm
Tessellations in nature
http://home.comcast.net/~tessellations/tessellations.htm

1. What is a tessellation?
2. Use hexagons to create a tessellation, using a paint program.
3. Why do you think that bees construct the hive using this system?
4. How might this system help bees compete and survive?
5. Do tessellation systems enhance a natural system's effectiveness in competition and survival?
Secret Life of Bees
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6. Present your work in a digital format of your choice, such as a paint program or PowerPoint.
So you want to bee a beekeeper?

**Intended Learning**
Students will practice literacy skills to research the cost of and the materials needed to set up a backyard beehive. Students will learn to create a materials list and budget sheet and will locate and use information from beekeeping catalogs to create a project plan. Students will learn to communicate, via technology by using E-mail, to obtain information from beekeepers or apiaries and will use a digital format to communicate their learning.

**Materials**
Internet access
PowerPoint, I- movie, Microsoft Excel
e-mail account

**Activity**
In this activity you will:
- Research the cost of setting up a backyard beehive or two in order to help keep the honeybee populations from dwindling.
- Use beekeeping catalogs on the web to determine what you would need to set up a backyard hive operation.
- Send an e-mail in order to get further information or ask questions.
- Make a project plan that includes a list of items you will need and the cost of each item.
- Create a “beekeeper’s year” timeline for one year showing what beekeeping tasks you will complete during the months of the year.
- Present your project in a digital format, such as PowerPoint.

Here are some websites to get you started.

Beekeeping catalog
http://www.betterbee.com/
Beekeeping catalog
http://www.dadant.com/
Apiary information
http://en.wikipedia.org/wiki/Apiary
Beekeeping catalog
http://www.draperbee.com/index.htm
An Apiary – the place where you purchase bees.
http://www.strachanbees.com/about_us.html
Northern Colorado Beekeeper’s Association
http://www.fortnet.org/NCBA/
Points to consider.

1. How many hives will you have? What is recommended for a backyard beekeeper?
2. What is the cost per hive?
3. How much will your bees cost?
4. How much will medications cost? Or will you use organic remedies?
5. Will you rent your bees to farmers?
6. What will you need to extract honey?
7. How much honey can you expect to harvest in the first year?
8. What is the maximum amount of honey a hive can produce after several years?
Secret Life of Bees  
High School  
Activity 3-D  

Killer Bees

**Intended Learning**

Students will learn and use Internet research skills to learn about the threat from Africanized Honeybees. They will extend their learning by completing a cost/benefit analyses of using Africanized bees in commercial honey production. Students will present their information and findings in an interesting way, using a digital format. Students will learn to compose a professional e-mail to a beekeeper or beekeeping association to obtain opinions on the issue of using Africanized bees for honey production. Students will learn to offer fact-supported opinions.

**Materials**

- Internet access
- e-mail account
- digital program such as PowerPoint

Although its reputation as a “killer” is exaggerated, the Africanized honeybee does present a safety concern in those areas where it has become established. It also produces more honey than the other honeybees. Can we safely use Africanized Bees for honey production? In this activity you will research the issue of Africanized honeybees and, using what you find out, predict whether Africanized bees can be utilized as honey producers in a safe manner in the U.S. and whether would it be cost effective to do so. Present your case in a digital format, such as PowerPoint.

Here are some websites to get you started.

- Africanized honeybees  
  [http://nationalatlas.gov/articles/biology/a_bees.html](http://nationalatlas.gov/articles/biology/a_bees.html)
- Frequently asked questions about bees  
- Killer bees from PBS  
- Northern Colorado Beekeeper’s Association  
- Colorado Beekeeper’s Association  

1. What are the differences between European Honeybees and the Africanized Honeybee?
2. Why is the African Honeybee a problem?
3. What would a beekeeper need to do in order to safely keep Africanized honeybees?
4. What would be the increase in cost of keeping Africanized honeybees?
5. Create a presentation in which you develop a plan for utilizing African Honeybees in your apiary. Present it in an electronic format of your choice.
6. Think about the cost/benefit of using Africanized Honeybees. Is it worth it?
Secret Life of Bees
High School
Arts

Activity 1– E

Bee Your Own Boss

**Intended Learning**
Students will learn to interpret and express in writing, the meaning of visual representations of the labels of honey producers. Students will extend their learning to create a visual interpretation of a product they might produce, by creating a label. Students will learn to communicate important information in a concise, visual way.

**Materials**
Internet access
Drawing program or scanner

**Activity**
In this activity, you will research small honey producers and study their labels and explain the significance of them. You will create your own label for a product that you would produce in a small, family based business.

Here are some websites of family owned honey producers to get you started.

http://www.crousefarms.net/about-us.html
http://www.tateshoneyfarm.com/
http://www.realhawaiihoney.com/
http://www.jackcreekfarms.com/

1. Choose three honey labels of small, family owned producers and explain the significance of each. You might find this information on the website or you may need to e-mail the owners.
2. Draw the labels.
3. If you had a small, family owned business, what would you produce?
4. Design a label to go with your product and explain its significance.
5. Display your work in electronic format. You may design your label using a paint program or you may use another media and scan it into your program.
Artistic Representation

**Intended Learning**
Students will learn to communicate their interpretation of literature by creating a visual representation of a line or passage from the novel.

**Materials**
- Paint Program or PowerPoint
- Scanner (optional)
- Media of student’s choice (optional)

**Activity**
The author uses various literary techniques to convey her message in *The Secret Life of Bees*. In this activity, you will create a visual representation of a line or passage in the book. You may use a digital paint program or any media of your choice. The following website may help you. Include a paragraph that describes how your representation connects to the book. Indicate the literary term that is utilized in the line or passage from the novel that you choose to represent. If you use non-digital media, take a digital picture of your creation and include it in a PowerPoint presentation that includes the information required.

[http://www.virtualsalt.com/litterms.htm](http://www.virtualsalt.com/litterms.htm)

1. Give examples from the book for each of the following:
   a. simile
   b. metaphor
   c. foreshadowing
   d. comic relief
   e. personification
Bee Hollywood

**Intended Learning**
Students will demonstrate their understanding of literature by creating a Reader’s Theater script for a chapter of the novel. Students will use technology to create the script by use of a word processing program.

**Materials**
copy of the novel, *The Secret Life of Bees*
word processing program
simple props

**Activity**
If you choose this activity, you will write a Readers Theater script for a chapter in the book, *The Secret Life of Bees*. Find some students who are willing to perform your script. Make some simple props so that we can keep track of the characters.

Here are some websites to get you started.

http://www.stemnet.nf.ca/CITE/langrt.htm
http://www.aaronshep.com/rt/Tips1.html

1. Which chapter will you choose to dramatize?
2. What props will you use?
3. How many characters are in the script.
4. What techniques will students need to effectively do Reader’s Theater?
5. Try to use as little narration as possible.
The Bee Dance

**Intended Learning**
Students will extend their learning about the communication of bees and demonstrate understanding that visual arts are form of communication.

**Materials**
digital dance program (optional)
i-Movie

**Activity**
If you choose this activity, you will research the dance of Bees and create your own dance that communicates direction. Record your dance with a video camera and download into a digital program, such as i-Movie. Your computer teacher can show you how to do this.

Here are some websites to help you.

PBS website about bees

Information on the Bee Dance
[http://www.cals.ncsu.edu/entomology/apiculture/PDF%20files/1.11.pdf](http://www.cals.ncsu.edu/entomology/apiculture/PDF%20files/1.11.pdf)

Telling a story through dance
[http://artsedge.kennedy-center.org/content/2347/](http://artsedge.kennedy-center.org/content/2347/)

1. Why do bees dance?
2. What does each “dance step” mean?
3. What can interfere with this form of communication among bees?
4. Create a dance, set to music.
5. Your dance must communicate information to the audience, using direction as the base, or theme.
6. Provide a written summary of your dance and what it communicates.
7. If you have access to a virtual dance program, you may create a virtual dance performance.
The Music of Freedom

**Intended Learning**
Students will understand that music is often an expression of feelings about the culture of the time. Students will interpret music to understand the message of the composer and will compose a piece of their own. Students will understand that music is a form of communication.

**Materials**
- Internet access
- i-Movie
- audio recording software (such as Audacity)
- microphone

**Activity**
In this activity, you will research freedom music and explore the relationship between real-life events and popular culture, specifically music. You will consider some of the purposes of freedom music to the people who were fighting for freedom in our history.

The music of Passover and the Civil Rights Movement
- [http://www.freedommusicproject.com/](http://www.freedommusicproject.com/)
- Freedom songs for kids
- Eyes on the Prize- freedom songs from the Civil Rights Movement

1. Listen to some songs of freedom
2. What are the components of a freedom song?
3. What impact do these songs have on the members of a society?
4. Analyze one freedom song
   1. What is the composer’s message?
   2. How does he convey his message in the lyrics?
   3. How do you think the composer wants listener’s to feel after listening to his song?
5. Compose your own freedom song. You may choose music, lyrics or both.
   1. What is the goal of your song?
   2. How do hope people will feel after listening to your song?
6. Share your song with the class by playing the song or reading the lyrics.
7. Present your learning using i-Movie to create a short podcast or newscast. Watch human-interest newscasts or podcasts to help you decide how to present your learning.
Secret Life of Bees
High School
Single Whole Class Culminating Activity

So, You Want To Be A Beekeeper?
Here’s the Buzz!

Overview
In this activity, the class, or groups within the class, will create a webcast in which they provide information and encouragement for people desiring to become beekeepers. The presentation will be meant to motivate viewers and so it should be engaging as well as informative.

Objective
Students will create a webcast about the business of beekeeping, using a digital format of their choice. Students will utilize Internet sources and e-mail to gather information for their presentation.

Time
2 weeks

Materials
paper
pencil
Internet access
school or public library access
digital presentation software
digital Camera
e-mail account

Standards
Literacy
1.2 make connections between prior knowledge and what they need to know about a topic before reading about it;
1.3 adjust reading strategies for a variety of purposes such as reading carefully, skimming and scanning, fitting materials into an organizational pattern, reading a variety of literature chronologically, finding information to support particular ideas, and finding the sequence of steps in publications including textbooks and technical articles;
1.4 use word recognition skills, strategies, and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and
1.5 use information from their reading to increase vocabulary and language usage.
2.6 prepare written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and
Secret Life of Bees
High School

3.1 recognize, understand, and use formal grammar in speaking and writing;
5.3 paraphrase, summarize, organize, evaluate, and synthesize information;
5.4 cite others’ ideas, images, or information from primary, print, and electronic resources; and
7.1 use appropriate technologies to increase literacy through a variety of formats (for example, textual, graphic, audio, video, electronic, multimedia).

Math
1.1 construct and interpret number meanings through real-world experiences* and the use of hands-on materials and relate these meanings to mathematical symbols and numbers;
1.2 represent and use numbers in a variety of equivalent forms (for example, fractions, decimals, percents, exponents*, scientific notation*); numbers

Science
3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.
STANDARD 5:Students know and understand interrelationships among technology, and human activity in the past present, and future, and how they can affect the world.
7.1 Students use appropriate traditional and electronic technologies in a variety of formats (for example, textual, graphic, audio, video, multimedia) to extend and enhance learning of historical facts and concepts.
7.2 Students use appropriate technologies to access, process, and communicate information relevant to history.
7.3 Students use appropriate technologies to enable historical inquiry.

Intended Learning
Students will learn about bees, beekeeping and the requirements for starting a profitable beekeeping business, including physical requirements of bees, diseases, medications, and producing and marketing products from the hive. Students will practice their skills in Internet research and identifying and organizing relevant information. Students will learn to use a digital format in presenting their report. Students will perfect their skill at persuasive writing in encouraging others to consider beekeeping as a hobby or occupation.

Anticipatory Set

So, You Want To Be A Beekeeper?

- Have you heard of Colony Collapse Disorder?
- Do you know that honey has natural antibiotic properties?
- Are you aware that honey mixed with water is being imported from other countries and sold cheaply in the U.S.?
- What do you know about bees besides that they make honey and live in hives.
Activity
In this activity, you are going to research bees, write to beekeepers and find out how to start a beekeeping business. You will present your learning in a digital format, such as PowerPoint or a taped newscast, which you will share with others as a Podcast.

The number of honeybees in the U.S. is diminishing and the honey business is not very profitable in the United States. Here are some points to consider while conducting your research.

- Basic Bee information and requirements for life.
- How bees make honey and how long does it take?
- How many hives do you need to start a beekeeping/honey making business that will pay for itself and give you a small profit?
- What will you call your business?
- How many people will you need to run the business?
- Would you need to rent your hives to farmers for the pollination of their crops?
- Could you produce products with the beeswax and honey that might make you more money than just selling honey alone?
- Where is the best place to locate your business?
- How much land will you need for a small, family beekeeping business.
- Do you need much land if you rent out your hives or ask people if you can locate a few hives on their property?
- What equipment will you need to raise bees and harvest the honey?
- Where will you sell your honey?
- How will you package your honey? Create a label for your product.
- Create a commercial for your product.
- Use at least two books (recommend Beekeeping for Dummies), three Internet sources, one beekeeping catalog (online or paper, but send for a paper catalog) and contact two beekeepers or beekeeping associations to acquire information for your presentation.
- Include a 12 month timeline of a “Beekeeper’s Year”.

Your presentation, at a minimum, should address the above points/requirements. Include any other information you deem relevant and create a presentation that has the goal of persuading others to become beekeepers. You do not have to be precise with your cost estimates because this is not a business plan, just a preliminary investigation into the profitability of a small, family owned beekeeping business. You might want to determine how many hives you could put on an average backyard or small amount of land, say, 1 or 2 acres.

About.com article on how to build a pod cast
http://radio.about.com/od/podcastin1/a/aa030805a.htm

Small Farm Center-Starting a Beekeeping Business

Do a search with the Keyword “Beekeeping”
Secret Life of Bees
High School

Do a search with the Keyword “Bee supply catalogs”

Do a search with the keyword “Colorado Beekeepers associations”

**Closure**
What is one fascinating fact that you would like the world to know about bees and beekeeping?
Secret Life of Bees
High School

Books

Teacher Materials
lined paper
copy paper
pencils/pens

Technology Requirements
PowerPoint
i-Movie
story maker software
Excel software
Lid Pix software
student or classroom E-mail account
computers
Internet access
LCD projector

Handouts
For Teachers
Unit 1 –Before You Read

Unit 2- Read the Novel
   Activity 1 class blog
   Activity 2 Points to Ponder-
   Suggested Strategies for reading
   Activity 3- Read the Novel

Unit 3- Culminating Activity
   Tic Tac Toe Choices

All students or groups receive these:

Unit 1
Activity 1-Preview the novel
Activity 2- Start thinking about it
Activity 3- Jim Crow
Activity 4- Video-Tales From the Hive
Secret Life of Bees
High School

Unit 2
Activity 1 Blog Norms
   Blogger’s Contract
   Sample Blogs
   Points for Writing a Blog
   Venn Diagram (2 per student or group)

Discussion Questions by chapter
Shared Inquiry Discussion – format for small group book discussion

These are distributed based on individual need.
Vocabulary – worksheet and list of vocabulary words
Sequencing and Summary Organizer – for students needing reinforcement of these skills.

Unit 3-
Single Culminating Activity - So, You Want To Be A Beekeeper?
Here’s the Buzz!

Tic Tac Toe Activities

English Language Arts
   1A- Bee a Chef
   2A Bee an Author
   3A Bee a Storyteller
Science
   1B-Who are the Bees?
   2B- Make a Web Quest
   3B- Let’s Play, Bee
   4B- Colony Collapse Disorder
Geography and Social Studies
   1C- Where in the World are the Honeybees?
   2C- Bees and Society
   3C- Cast Your Vote
   4C- Who Was Jim Crow?
Math
   1D- Tessellations
   2D- So, you want to be a Beekeeper?
   3D- Killer Bees
Arts
   1E- Bee Your Own Boss
   2E- Artistic Representation
   3E- Bee Hollywood
   4E-The Bee Dance
   5E- The Music of Freedom
Secret Life of Bees
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Supporting Web Resources and Credit

Denver Public Schools online library
http://lion.dpsk12.org/screens/onlinedb.html
Denver Library
http://denverlibrary.org/
PBS online- Public Television website
http://www.pbs.org/wnet/jimcrow/
Jim Crow online- Public Televisions program about the history of Jim Crow
http://www.pbs.org/wnet/jimcrow/
http://www.jimcrowhistory.org
Bees – PBS documentary about Bees
http://www.pbs.org/wgbh/nova/bees/
Denver Public Schools online curriculum
http://curriculum.dpsk12.org/slp_sec_lit_prog.htm
Collins Dictionary online – online orders for Collin’s Cobuild dictionary
http://www.collins.co.uk/books.aspx?group=57
The Great book foundation- classic literature study website
The Human Brain- PBS program about the teen brain
Crouse Honey farms- website for a family honey farm
http://www.crousefarms.net/about-us.html
Tates Honey farms- website for a family honey farm
http://www.tateshoneyfarm.com/
Real Hawaii Honey farms-website for a family honey farm
http://www.realhawaiihoney.com/
Jack Creek Honey farms-website for a family honey farm
http://www.jackcreekfarms.com/
Virtual Salt - a glossary of literary terms
http://www.virtualsalt.com/litterms.htm
Gander Academy Reader’s Theater- scripts and information about Reader’s Theater
http://www.stemnet.nf.ca/CITE/langrt.htm
Aaron Shepard Readers Theater- scripts and information about Reader’s Theater
http://www.aaronshep.com/rt/Tips1.html
Bee Dance North Carolina State University- website discusses the language of the honeybee and the honeybee dance
http://www.cals.ncsu.edu/entomology/apiculture/PDF%20files/1.11.pdf
Kennedy Center- a lesson on storytelling through dance
http://artsedge.kennedy-center.org/content/2347/
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Freedom Music Project- a collection of music for Passover and the civil rights era
http://www.freedommusicproject.com/

Classics for Kids- listen to freedom music
http://www.classicsforkids.com/shows/freedom.asp

PBS Eye on the Prize- the history of civil rights in America
http://www.pbs.org/wgbh/amex/eyesontheprize/resources/res_audio.html

Makoto Makamura Tessellations – description of tessellations and how to build them
http://www.k4.dion.ne.jp/~mnaka/home.index.html

Math Forum- how to construct tessellations
http://mathforum.org/sum95/suzanne/whattess.html

Wikipedia – an online encyclopedia
http://en.wikipedia.org/wiki/Lawrence_Arbuckle

Better Bee Beekeeping catalog- sells beekeeping and bee craft supplies
http://www.betterbee.com/

Dadant Beekeeping catalog- sells beekeeping and bee craft supplies
http://www.dadant.com/

Draper Bee Beekeeping supplies- sells beekeeping and bee craft supplies
http://www.draperbee.com/index.htm

Strachan Apiaries- A bee farm
http://www.strachanbees.com/about_us.html

U.S. Government atlas- online atlas
http://nationalatlas.gov/articles/biology/a_bees.html

Arkansas State Plant Board- State agricultural site
http://www.plantboard.org/apia/ary/honey/bees/faqs.html

PBS- article on killer bees from Public Television
http://www.pbs.org/saf/1204/features/bees3.htm

A virtual beehive from Public Television
http://www.pbs.org/wnet/nature/alienempire/multimedia/hive.html

Insecta Inspecta World- a website for students about insects

An online video about bees from the Exploratorium
http://events.exploratorium.edu/ramgen/misc/buzz_on_bees-070629.rm

http://events.exploratorium.edu/asxgen/misc/buzz_on_bees-070629.wmv.asx

Bee research – Department of Agriculture
http://www.ars.usda.gov/Main/docs.htm?docid=12371

Northern Colorado Beekeepers Association
http://www.fortnet.org/NCBA/

Teacher Tap- How to build a webquest
http://eduscapes.com/tap/topic4.htm

Webquests Across the Curriculum- How to build a webquest
http://www.cloudnet.com/~edrbsass/Webquest.html

Power Point Jeopardy Game- PDF file
http://www.jmu.edu/madison/teacher/jeopardy/Create_Jeopardy.pdf

Shambles – Jeopardy games
http://www.shambles.net/pages/learning/games/jeopardy/

Internet for Classrooms- PowerPoint games- how to make them
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podcast about Colony Collapse Disorder from Penn State
http://podcasts.psu.edu/node/265
San Francisco State University – The biogeography of the honeybee
http://bss.sfsu.edu/holzman/courses/Fall02%20projects/apismellifera.html
Find Articles- Online article database
http://findarticles.com/p/articles/mi_qn4179/is_20061126/ai_n16875537
Cambridge Journal
http://journals.cambridge.org/action/displayAbstract;jsessionid=5C72E29AE91178A18A8BF0F57F1D9740F.tomcat1?fromPage=online&aid=546556
Pulse Planet
http://www.pulseplanet.com/archive/Oct04/mp3_3296.html
American Scientist
http://www.americanscientist.org/template/AssetDetail/assetid/15573;jsessionid=b9a9...
To Bee or not to Bee – film website
Science Friday online magazine

PBS.org
http://www.pbs.org/weta/thewest/events/1850_1860.htm
Answer Point
http://www.answerpoint.org/columns2.asp?column_id=1045&column_type=feature
PBS.org
http://www.pbs.org/wgbh/amex/eleanor/peopleevents/pande09.html
Asian American Legal Defense and Education Fund
http://www.aaldef.org/voting.php
Bullfrog films
http://www.bullfrogfilms.com/catalog/after.html
Hispanic America USA
http://www.neta.com/~1stbooks/content.htm
Fort Gordon Equal Opportunity
http://www.gordon.army.mil/eoo/hispanic.htm
Find Articles – a collection of articles on many topics
http://findarticles.com/p/articles/mi_qn3626/is_200407/ai_n9468079/pg_10
The Geography of Race in the US – a collection of articles on many topics
http://www.umich.edu/~lawrace/disenfranchise1.htm
Infoplease- online Encyclopedia
http://aolsearch.aol.com/aol/redir?src=websearch&requestId=c2bc9c0f3fd65157&clickedItemRank=1&userQuery=voting+rights+of+women+in+the+us&clickedItemURN=http%3A%2F%2Fwww.infoplease.com%2Fspot%2Fwomenstimeline1.html&title=Women%26%3A%3F%3B+Rights+Movement+in+the+U.S.%3A+Timeline&moduleId=matchingsites.jsp.M&clickedItemPageRanking=1&clickedItemPage=1&clickedItemDescription=Web Results
African American Odyssey- government site about the history and experience of African Americans in the U.S.
http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9b.html
Democratic Policy Committee
Lewis-Clark State College website
Indian Country- an online magazine about issues affecting American Indians today
http://www.indiancountry.com/content.cfm?id=1096412707
Tribal Relations Pamphlets
http://aolsearch.aol.com/aol/redir?src=websearch&requestId=2f2b1c6fd7175741&clickedItemRank=5&userQuery=when+were+indian+liquor+laws+repealed&clickedItemURN=http%3A%2F%2Fthorpe.ou.edu%2Fcrc%2Ftribalgovtpam2pt1%261%262.htm&title=THE+INDIAN+%26amp%3B+THE+LAW+BY+THEODORE+HAAS&moduleId=matchingsites.jsp.M&clickedItemPageRanking=-5&clickedItemPage=2&clickedItemDescription=WebResults
Jim Crow Laws California – from the Jim Crow History Museum
Democratic Policy Committee
Princeton University website
http://infoshare1.princeton.edu/libraries/firestone/rbsc/finding_aids/aclu/acluseries3r.html
The New Face of Jim Crow- From the Jim Crow History museum
American Radio Works – public radio program
http://americanradioworks.publicradio.org/features/remembering/other.html
Hispanic Farm Workers- publication about issues affecting Hispanic people in the U.S.
http://www.farmworkers.org/racistx.html
Recipe Cards- template website for making your own cookbook
http://alenkasprintables.com/recipe_card_templates.shtml
Southern Food- a collection of Southern food recipes
http://southernfood.about.com/od/southernregionalfood/Southern_Recipes_and_Regional_Specialties.htm
Alicia’s recipes- a collection of recipes
The art of telling digital storys from Digitales
http://www.digitales.us/evaluating/index.php
Digitales online tutorials
http://www.digitales.us/resources/elearning_tutorials.php
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Standards

Literacy

1.1 use comprehension strategies such as using prior knowledge; previewing; predicting; inferring; comparing and contrasting; rereading and self-monitoring; summarizing; identifying the author’s purpose, i.e., reason for writing; determining the main idea; and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other identified figures of speech;
1.2 make connections between prior knowledge and what they need to know about a topic before reading about it;
1.3 adjust reading strategies for a variety of purposes such as reading carefully, skimming and scanning, fitting materials into an organizational pattern, reading a variety of literature chronologically, finding information to support particular ideas, and finding the sequence of steps in publications including textbooks and technical articles;
1.4 use word recognition skills, strategies, and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and
1.5 use information from their reading to increase vocabulary and language usage.
2.1 expand vocabulary development using a variety of methods such as synonyms, antonyms, metaphors, and similes
2.6 prepare written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and
3.1 recognize, understand, and use formal grammar in speaking and writing;
3.5 recognize and know when it is appropriate to use dialectical, idiomatic, and colloquial language, including awareness and appreciation of cultural and dialectic variance.
4.1 make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading,
4.3 recognize, express, and defend points of view orally and in writing;
4.4 identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and
5.3 paraphrase, summarize, organize, evaluate, and synthesize information;
5.4 cite others’ ideas, images, or information from primary, print, and electronic resources; and
6.1 know and use literary terminology;
6.2 read literature to investigate common issues and interests in relation to self and others;
6.3 read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar;
6.4 read literature that reflects the uniqueness, diversity, and integrity of the American experience;
6.5 read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups; and
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6.6 read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world.
7.1 use appropriate technologies to increase literacy through a variety of formats (for example, textual, graphic, audio, video, electronic, multimedia);

Math

1.1 construct and interpret number meanings through real-world experiences and the use of hands-on materials and relate these meanings to mathematical symbols and numbers;
1.2 represent and use numbers in a variety of equivalent forms (for example, fractions, decimals, percents, exponents, scientific notation; numbers);
1.5 understand and use mathematical vocabulary and symbols; students will develop vocabulary relevant to each skill in order to communicate method and reasoning in problem solutions.
2.1 identify, describe, analyze, extend, and create a wide variety of patterns in numbers, shapes, nature, and data;
2.2 describe patterns using mathematical language;
2.3 solve problems and model real-world situations using patterns and functions;
2.4 compare and contrast different types of functions;
3.1 solve problems by systematically collecting, organizing, describing, and analyzing data using surveys, tables, charts, and graphs;
3.4 understand and use appropriate technology for data collection and analysis.
4.2 connect various physical objects with their geometric representation;
4.3 connect mathematical concepts from across the standards with their geometric representations;
4.4 recognize, draw, construct, describe, and analyze geometric shapes in one, two, and three dimensions;
4.6 solve problems and model real-world situations using geometric concepts.
7.1 use appropriate technologies to access, process, and communicate relevant mathematical data; and
7.3 use appropriate computational and data-collecting tools.

Geography

1.3 Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.
2.3 Students know how culture and experience influence people’s perceptions of places and regions.
3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
4.2 Students know the nature and spatial distribution of cultural patterns.
5.1 Students know how human actions modify the physical environment.
7.1 Students know how to compile and use primary (fieldwork) and secondary (texts, maps, computer databases, etc.) information to acquire geographic information in order to answer geographic questions.
7.2 Students know how to organize and display geographic information using appropriate technologies to answer geographic questions.

History

1.4 Students use chronology to organize historical events and people.
1.3 Students use chronology to examine and explain historical relationships.
1.4 Students use chronology to present historical events and people.
2.3 Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives.
3.1 Students know how various societies have been affected by contacts and exchanges among diverse peoples.
3.2 Students understand the history of social organization* in various societies.
5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.
6.2 Students know how societies have been affected by religions and philosophies.
7.1 Students use appropriate traditional and electronic technologies in a variety of formats (for example, textual, graphic, audio, video, multimedia) to extend and enhance learning of historical facts and concepts.
7.2 Students use appropriate technologies to access, process, and communicate information relevant to history.
7.3 Students use appropriate technologies to enable historical inquiry.

Science

STANDARD 3: Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment.
3.1 Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.
STANDARD 5: Students know and understand interrelationships among technology, and human activity in the past, present, and future, and how they can affect the world.
STANDARD 6: Students understand that science is a particular way of knowing and understanding common connections among scientific disciplines.
7.1 Students use appropriate traditional and electronic technologies in a variety of formats (for example, textual, graphic, audio, video, multimedia) to extend and enhance learning and to enable the completion of scientific investigation.
7.2 Students use appropriate technologies to access, process, and communicate information relevant to scientific knowledge and skills.

Music

STANDARD 3: Students will create music.
STANDARD 4: Students will listen to, analyze, evaluate, and describe music.
STANDARD 5: Students will relate music to various historical and cultural traditions.
Visual Arts
STANDARD 1: Students recognize and use the visual arts as a form of creativity and communication.

Civics
STANDARD 4: Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life* at all levels – local, state, and national.