The Secret Garden – Plan of lessons
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Plan of lessons

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1. How to start reading the text

For this you need the Ladybird Classics book of the Secret Garden and CD pack, ISBN 1-9043-5184-0

1. Listening first
You may want to give the pupils the vocabulary for chapter 1.
If you have the text on a CD you should make the pupils listen to the first chapter before you give them the actual text. The Ladybird edition comes with beautiful illustrations, and if you show these illustrations on the overhead projector (preferably in colour) while listening to the story, it facilitates the understanding.

2. Reading second
Tell the pupils to read the first chapter of the book. If time, they should start at school. If not, this should be given them as homework.

If you don’t have the story on a CD, you may choose to read it yourself to them first either with them reading the text or just listening to you reading it. You may want to show them the illustrations before starting the story to ask them what they think happens in the story. If you can handle both reading and showing illustrations, you may also want to show the illustrations as you go along. Be careful not to interrupt the reading too much.

2. How to continue reading the text; tasks chapter by chapter
A note to the teacher: Sing the song “Nobody likes me” with the children. The song can be downloaded from the collection of songs and rhymes on the following Internet address (Lund,R.,Sørheim,B): http://lamp.hisf.no/home/prosjekt/Engnet/Songar/songar.htm (p 37). There is also a CD with this song and many other songs on, for information see under “Preparations”. The rhymes related to the weather and seasons on p. 57 can successfully be integrated into the lessons as you read the story.
Tasks for chapter 1 (Mary Lennox)

Answer the following questions.
1. What is Mary like?
2. Why is she so rude and unpleasant?
3. What happens when Mary is nine years old?
4. Where does Mary have to go after her parents have died?
5. Describe Mary’s uncle, Mr Craven?
6. How do you think Mary feels when she arrives Misselwaite Manor?

Tasks for chapter 2 (The Gardens)

A. Write true or false after each of the following sentences.

1. The house servant Martha is very unfriendly.
2. Martha has ten brothers and sisters.
3. Martha has a brother named Dickon who is good with animals.
4. The grounds at Misselwaite Manor have been shut up for many years.
5. Mary sees a robin in the garden that wants to be her friend.
6. Mary makes friends with the Ben Weatherstaff, the gardener.

B. The first dialogue between Mary Lennox and Martha.

A note to the teacher.
Below you find the first dialogue between Mary Lennox and Martha in the original version of The Secret Garden such as it was written by Frances Hodgson Burnett (editon Puffin classics, 1951, ISBN 0 14 036666 0, pp 26-29). Some changes to Martha’s language have been made as she speaks Yorkshire dialect which pupils in Norwegian primary schools presumably would find difficult to understand.

Ask the pupils to read the dialogue below in pairs. Discuss unfamiliar words. Make them answer the questions after the dialogue. They may use Norwegian when answering. Translate parts of their answers to help them characterize Mary and Martha in English. This dialogue is quite dramatic and can very well be dramatized. You may want the pupils to work on it seeing only one side of the dialogue (Martha’s side or Mary’s side). See ideas under chapter 7 about how you can make it into a one-sided dialogue.
1. Read the dialogue below in pairs.

Mary: Are you going to be my servant?
Martha: I’m Mrs Medlock’s servant. And she’s Mr Craven’s – but I’m to do the housemaid’s work up here and wait on you a bit. But you won’t need much waiting on.
Mary: Who is going to dress me?
Martha: Can’t you dress yourself?
Mary: What do you mean? I don’t understand your language.
Martha: I mean can’t you put on your own clothes?
Mary: NO! I never did in my life. My Ayah dressed me of course.
Martha: Well. It’s time you should learn. It’ll do you good to wait on yourself a bit. My mother always said she couldn’t see why grand people’s children didn’t turn out fair fools – with nurses and being washed and dressed and taken out to walk as if they were puppies!
Mary: It is DIFFERENT in India.
Martha: Eh! I can see it’s different. I dare say it’s because there’s such a lot of blacks there instead of respectable white people. When I heard you was comin’ from India I thought you were black too.
Mary: (angry) What! What! You thought I was a native. You – daughter of a pig!
Martha: Who are you calling names? You needn’t be so vexed. That’s not the way for a young lady to talk. I have nothing against blacks. When you read about them they are always very religious. You always read as a black’s a man and a brother. I have never seen a black and I was fair pleased to think I was going to see one close. When I come in to light your fire this morning I crept up to your bed and pulled the cover back carefully to look at you. And there you were, disappointedly no more black than me – .
Mary: (very angry) You thought I was a native! You dared! You don’t know anything about natives! They are not people – they’re servants who must salaam to you. You know nothing about India. You know nothing about anything! (cries)
Martha: Eh! You mustn’t cry like that. I didn’t know you would be vexed. I don’t know anything about anything – just like you said. I beg you pardon miss. Do stop crying.
(a little later Martha has persuaded Mary to get up)
Martha: It’s time for you to get up now. Mrs Medlock said I was to carry the breakfast and tea and dinner into the room next to this. It’s been made into a nursery for thee. I’ll help thee on with your clothes if you get out of bed. If the buttons are at the back you cannot button them up yourself.
Mary: These clothes are not mine. Mine are black! Those are nicer than mine.
Martha: These are the ones you must put on. Mr Craven ordered Mrs Medlock to get them in London. He said, “I won’t have a child dressed in black wandering about like a lost soul. It will make the place sadder than it is. Put colour on her.”
Mary: I hate black things.
Martha: Why don’t you put on your own shoes?
Mary: My Ayah did it. It was the custom.

2. Questions to the dialogue.
What do you think about Mary now after reading this?
Do you think Mary should dress herself?
What does Martha think about black people?
Do you like Martha? Why? Why not?
How were servants treated in India?
Do you think it is right to have servants?
Tasks for chapter 3 (Robin shows the way)

Fill in suitable words in the blanks from the frame below.

Mary …….. most of her days out of doors. In the evening she liked to sit …..the fire and talk to Martha. She told ….. that Mr Craven’s wife fell from a branch and died. Mary had never felt ………… for anyone before but now she understood how ……….. Mr Craven must be. Through the wuthering wind Mary thought she heard a child ………. The next day it rained, and Mary decided to…………. the house. In the stillness she heard again the faint ……….. of someone crying. Mrs Medlock told her to go back to her room at …….. “Noone likes me”, Mary sad………..”Maybe that’s because you don’t like other people”, Martha said smiling. Mary went out into the garden, and there she saw the robin showing her a rusty ……..in the soil. After supper Martha brought out a present from her mother. It was a ………….. that Mary loved to use all the time.

To the teacher: Introduce the children to the song game “Skip to my Lou”. It can be downloaded from http://lamp.hisf.no/home/prosjekt/Engnett/Songar/songar.htm. Annie Hughes, Songs & Rhymes, Scholastic Inc, 2002, ISBN 1-900702-66-5, is an excellent resource book on how to exploit songs and rhymes with pre-school and primary school children. Contains ideas for “Skip to my Lou” as well as a CD-rom with all the songs on.

Tasks for chapter 4 (Dickon)

Answer the following questions.
1. How does Mary find the secret garden?
2. What does the secret garden look like?
3. What animals are with Dickon the first time she sees him?
4. How does Mary’s first meeting with Mr Craven go, and what does she ask for?

To the teacher: Teach the pupils the songs “Red, red is the rose” p. 28 and “I like the daffodils” on p. 81 of http://lamp.hisf.no/home/prosjekt/Engnett/Songar/songar.htm

Tasks for chapter 5 (Colin)

A) Dramatise the scene where Mary meets Colin for the first time. 
Act it out as a dialogue.
B) Make tableaus from the scene. In a tableau you freeze a dramatic situation and stand still in your positions.
To the teacher: Approach the various groups/couples in tableau and ask them questions in role. For example “How do you feel now Mary having met Colin?” or to Colin ”What do you think about your cousin Mary?”.

Tasks for chapter 6 (Rainy Days)

Look at the following sentences and explain what the words in italics (uthevet skrift) mean.
1. When Mary told Martha that she had spoken to Colin, Martha was very upset.
2. She feared she might lose her job for allowing Mary to find the young master of the house.
3. Mary told her she didn’t need to worry, as he was pleased to see her.
4. Martha said that she must have bewitched him.
5. A famous doctor had said that if less fuss was made about Colin he would be all right.
6. But he was spoiled and given his own way.
7. Once when Colin was taken into the garden, he had a bad tantrum because he thought one of the gardeners was looking at him.

To the teacher: teach the pupils the song “Sing a rainbow” on p. 29 of http://lamp.hisf.no/home/prosjekt/Engnett/Songar/songar.htm

Tasks for chapter 7 (The Secret is Told)
Work in pairs of two. Read and dramatise the dialogues.

I: Mary and Dickon (Pupils see the whole text)
Dickon: I couldn’t stay in bed on a morning like this. Look at th’ garden.
Mary: Look at all the new shoots and the robin building a nest.
Dickon: We musn’t watch too close. He’s too busy for visitin’ an’ gossipin.
Mary: I have met Colin. He thinks he is very ill and cries at night believing he will die.
Dickon: If we could get him out here, he’d forget about lumps growing on his back. We’d just be two lads and a little lass lookin’ on at th’ springtime. It’d do him more good than doctor’s stuff.

II: One-sided dialogue. (Each character only sees his or her part.)

<table>
<thead>
<tr>
<th>Student A reads Dickon’s part.</th>
<th>Student B reads Mary’s part.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dickon: I couldn’t stay in bed on a morning like this. Look at th’ garden.</td>
<td>Dickon: ..........................................................</td>
</tr>
<tr>
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<td>Dickon: ..................................................</td>
</tr>
</tbody>
</table>

I: Colin’s tantrum (Pupils see the whole text)
Colin: I won’t let that boy come if you stay with him instead of me! You’re selfish for not being with me.
Mary: What are you? You’re the most selfish person I know.
Colin: Well, I’m going to die!
Mary: I don’t believe it. You only want people to be sorry for you. But they’re not! You’re too nasty. I was going to tell you about Dickon and his fox and crow, but I shan’t now.
Colin: (screams) There are lumps on my back. There are lumps growing!!
Mary: Somebody must stop him. He deserves a beating for being so selfish. He’s upsetting everyone in the house.
(to Colin).
Stop! I hate you! You will scream yourself to death in a minute, and I wish you would!
If you scream again, I shall scream louder.
Colin: I can’t stop. I’ve felt a lump coming on my back.
Mary: Turn over and let me look. There is not a lump as big as a pin. Don’t you ever talk about it again.

II: One-sided dialogue (Pupils see only his or her role)

<table>
<thead>
<tr>
<th>Student A reads/acts the role of Colin</th>
<th>Student B reads/acts the role of Mary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colin: I won’t let that boy come if you stay with him instead of me! You’re selfish for not being with me.</td>
<td>Colin: ........................................</td>
</tr>
<tr>
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<td>Colin: (screams).................................!!</td>
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</tbody>
</table>
| Mary: ........................................ | Mary: Somebody must stop him. He deserves a beating for being so selfish. He’s upsetting everyone in the house. (to Colin). Stop! I hate you! You will scream yourself to death in a minute, and I wish you would.!
If you scream again, I shall scream louder. |
| Colin: I can’t stop. I’ve felt a lump coming on my back. | Mary: ........................................ |
| Mary: ........................................ | Mary: Turn over and let me look. There is not a lump as big as a pin. Don’t you ever talk about it again. |

To the teacher: A more challenging variation is to give the pupils only the roles of student A or B in writing and ask them to dramatise with only one of the roles written down.

Tasks for chapter 8 (I shall live forever and ever.)
Write 5 sentences showing how

The whole world changed for Colin.

Tasks for chapter 9 (Magic)

Answer the following questions.
1. What change takes place with Mary and Colin?
2. What happens to Mr Craven away in Austria?
3. What happens when he gets home to his manor?
4. How does Mr Craven feel when he sees his son healthy?
5. Do you think Mr Craven is a good father?
3. The Secret Garden: A mixed bag of ideas and tasks for the classroom.

3.1 Comparison of the original and the adapted text.

A note to the teacher.

This task would be suitable for stronger pupils.
Make the pupils read the first page of the easy version of the novel in the Ladybird edition.
Then make them read the start of the story in the original version. The whole text of the original version is available on the following link (Project Gutenberg – download ebooks for free – no copyright): http://www.gutenberg.net/dirs/etext94/gardn11.txt
If you think this works out successfully with pupils, you may try the same with other parts of the novel.

Read the first page of The Secret Garden, Ladybird edition.

Read the following page in the original version.

CHAPTER I

THERE IS NO ONE LEFT

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also. She never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants, and as they always obeyed her and gave her her own way in everything, because the Mem Sahib
would be angry if she was disturbed by her crying, 
by the time she was six years old she was as tyrannical 
and selfish a little pig as ever lived. The young English 
governess who came to teach her to read and write disliked 
her so much that she gave up her place in three months, 
and when other governesses came to try to fill it they 
always went away in a shorter time than the first one. 
So if Mary had not chosen to really want to know how 
to read books she would never have learned her letters at all.

One frightfully hot morning, when she was about nine 
years old, she awakened feeling very cross, and she became 
crosser still when she saw that the servant who stood 
by her bedside was not her Ayah.

"Why did you come?" she said to the strange woman. 
"I will not let you stay. Send my Ayah to me."

The woman looked frightened, but she only stammered 
that the Ayah could not come and when Mary threw herself 
into a passion and beat and kicked her, she looked only 
more frightened and repeated that it was not possible 
for the Ayah to come to Missie Sahib.

There was something mysterious in the air that morning. 
Nothing was done in its regular order and several of the 
native servants seemed missing, while those whom Mary 
saw slunk or hurried about with ashy and scared faces. 
But no one would tell her anything and her Ayah did not come. 
She was actually left alone as the morning went on, 
and at last she wandered out into the garden and began 
to play by herself under a tree near the veranda.

Tasks
Compare the start of novel in the easy version of the The Secret Garden (Ladybird edition) 
with the original version. 
Which one do you like best? 
How are these parts different?

3.2 Questions for discussion.
1. Talk to the class about the way Mary is described. Remind them that the story was written 
in the 19th century. What does the description reveal about the way children were regarded? 
Mary Lennox is described as spoilt, rude, bad-tempered, thin, miserable, sour-faced, no one 
liked her at all.

2. What is it to be rude? Give examples.
3. What is it to be spoilt? Give examples.
4. If you had to go to a foster home or be adopted, what would you worry about?
5. If you had to go to a foster home or be adopted, what kind of family would you want to go 
to?
3.3 Telling and writing

1. Write an angle’s letter of apology for Mary.
2. Write Mr Craven’s letter of praise about Mary.
3. Write about the characters you like in the story and why.
4. Write about who likes you and why.
5. Imagine you are Mary as an old lady telling the story of *The Secret Garden* to her grandchildren. Begin like this. *When I was your age, about 10 years old something strange and wonderful happened to me. My parents were dead and I lived in my uncle’s gloomy manor up in Yorkshire and was very unhappy and miserable. Then one day a robin showed me an old rusty key. It was the key to the most wonderful secret garden. Look! I have it still! (holds up the key) I always carry it with me as I believe it brings luck. Do you want to hear how it made my life change completely? ............ Write (or tell) the rest of the story.*

6. Fastwriting
   When Ben says: “Don’t go poking your nose into places where you don’t belong, what do you think of?
   - Fast writing 10 minutes
   - Go together with your classmate and discuss the ideas you have come up with. Settle on one and write a 50-word story about it.

7. Have you ever found young animals, for example stray kittens, baby birds, hedgehogs etc and tried to help them?
   Tell or write about this experience.
   Interview a vet about how to take care of a young stray animal.

3.4 Exploiting motifs

In the story there are certain motifs that can be further exploited such as the *robin*, the *key*, the *skipping rope* (*children’s games*), gardens, being bad tempered and grumpy

**The Robin**
Read the legend about The First Robin at (Charlotte Anselmo). [http://www.mamarocks.com/first_robin.htm](http://www.mamarocks.com/first_robin.htm)

Interview the robin about his life.

Write a song
Imagine you are the robin and singing about yourself to robin ladies to attract them. Be his PR agent and write the lyrics to his song. (try to find a good tune first)
Example:
- I can find the juiciest worms
- If you want a fly
- I’ll catch it before you can wink and eye
- I’m so faithful and I’m so friendly
- Look at my long tail feathers
- Did you ever see a chest
  as red as mine?
Keys
Brainstorm what kind of keys are there?
(Concrete keys and figurative keys like keys to understanding or keys to someone’s heart)
Find various keys and have an exhibition.
Pick a key and draw and write about it.
Dramatise or interview an old key.
Write “ a key’s story”.

Children’s games
Tell about rope skipping and hop scotch.
Tell about the song games the English learn and do.
Invite an English speaking person to tell about what games s/he played when young.

Gardens and manors
Look up “gardens” in an encyclopedia and find out what kind of gardens there are and how gardens have developed through the times. The following encyclopedia can be recommended:
Do you have a garden?
Do you like/dislike it? Why?
Write a paragraph starting “ I like my garden because….” Or alternatively “ I dislike my garden because….”
Find out what is typical for English gardens.
Do English people like gardening?
Write a paragraph starting “ I think the English are very fond of gardening because…”
Do Norwegians like gardening? Explain.
Check out the following link to find out more about English gardens (Ross and Britain Express).
http://www.britainexpress.com/History/english-gardens.htm
Check out the following link to find out more about manors and the lord of the manor
(Manco, J. 2009):
http://www.building-history.pwp.blueyonder.co.uk/Manors.htm

Being bad-tempered and grumpy.
What makes you grumpy?
If you like you can tell about what makes your friend/brother/sister/parents grumpy.
Make a silly jingle about how grumpy you can be when……., or how grumpy someone was when…….
Make a refrain (Grumpy, humpy, jumpy, frumpy, lumpy, stumpy, mumpy etc. Look up these words in a dictionary. Are these words real English?

Presenting yourself to new people.
Talk about it in class.
Imagine you are going to Oslo to participate in Norway Cup. You are going to have your camp next to a team from ………. How would you go about making friends with this team?
Make a list of things you want to say about yourself and ask the other one(s) about.
How would you break the ice (start)?

Yorkshire and the moors
Find out about the Vikings’ settlement in York.
Find out about the moors. What do they look like? What do they mean to the English?
Find out about York.
3.5 Games

BINGO

This is a fake bingo. It is meant to be a motivating drill of new words. The point is that everybody gets a BINGO at the same time and hopefully stays motivated throughout the game.
- Copy the boards and give the pupils one board each. Make sure that pupils sitting next to each other do not get the same boards.
- The teacher calls out the words, and the pupils cross out the words on the board as they are called. Make sure that the word MANOR is called last.
- When all the words except MANOR have been called out, the pupils have crossed out all but the last one.
- When at last MANOR is called out, the pupils will get BINGO at the same time.

<table>
<thead>
<tr>
<th></th>
<th>RUDE</th>
<th>UPSET</th>
<th>MOOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ROBIN</td>
<td>DETERMINATION</td>
<td>MAGIC</td>
<td>BULB</td>
</tr>
<tr>
<td>BRANCH</td>
<td>SOIL</td>
<td>WEEDS</td>
<td>GHOST</td>
</tr>
<tr>
<td>EXCITING</td>
<td>BEWITCH</td>
<td>TANTRUM</td>
<td>CRIpple</td>
</tr>
</tbody>
</table>

Variation:
The pupils have boards with different words on and the first one to get 4 in a row horizontally or diagonally gets a bingo. The teacher may want to continue until the first one has got 3 rows of bingo, or the first one has crossed out all his/her words.

THE ADVERB GAME

(From Jill Hadfield, Intermediate Communication Games, no 37)

This game is played in groups of 3 or 4.
Cut out the following cards and place them face down. Pupils take turns picking up a card and making the others guess what adverb is on it. He or she should give the others clues from the story. For example about loudly he or she may say Colin shouted and cried this way.
About angrily the explanation may be: Mary reacted this way when no one came to dress her in India. The one who guesses correctly picks up the next card. The pupils may decide to award points for guessing correctly.
Passionately  violently  secretly  slowly

loudly  happily  softly  angrily

sadly  noisily  anxiously  uncomfortably

strictly  gently  regretfully  Timidly

boldly  tenderly  tearfully  politely

rudely  quickly  nervously  disapprovingly

**SAY IT!!**

*Tid: 15-20 minutter*

Mål: Øve vokabular, grammatikk, innholdsforståelse.

Dette brettspillet går ut på at hver spiller har to kast med terningen. Med første kastet går spilleren bortover, og med det andre går han nedover det antall ruter som terningen viser.

Spilleren svarer så godt han eller hun kan på spørsmålet i ruten. Man kan velge å gi poeng for svarene, for eksempel 5 poeng for et godt svar og 0 poeng hvis spilleren ikke kan svare. Det er ikke alltid det finnes et riktig eller et galt svar, og her må læreren fungere som konsulent.

På forhånd kan man avtale en viss tid man skal spille, for eksempel 15 minutter og så summere poengene når tiden er ute.

Man kan selvfølgelig spille uten poeng og unngå vinnere og tapere i spillet.

Når en spiller har gjort sine to kast, overtar neste spiller. Spillerne kan bruke samme rute om igjen flere ganger.

Det er svært viktig at *engelsk* brukes hele tiden under spillet.

"Straff” for å bruke norsk: Stå over et kast.
### 3.6 Working with passages from the book.

**Asking and answering questions.**

Copy two passages from the book for example p. 21 about Mary discovering the key to the secret garden and p. 29 about Mary meeting Collin for the first time.

**Step 1.**

Split the class into groups (two or more) and give each group one of the passages.

**Step 2.**

Each group works together reading their own passage, and discussing its place in the story so far. Any questions concerning the vocabulary should be resolved at this stage.

**Step 3.**

Tell each group to make up questions to the passage they have just read. Their questions may be on the actual passage or on the context surrounding the passage.

**Step 4.**

Tell the groups to exchange the passages and the questions they have made.
Step 5
Each group read the new passage and try to answer the questions the other group have made.

3.7 Making a movie screenplay

Use four passages from the book, for example pp. 6-7 (Mary has to leave India), pp. 14-15 (Mary talks to the gardener and discovers the Robin), p. 41 (Colin cries at night), pp. 46-47 (Colin shows Ben that he can walk). These are key scenes with dramatic possibilities.

Notes for the teacher

Step 1
Divide the class into 3 or 4 groups. Give each group one of the passages. Ask them to read it, and to discuss what has happened up to that point in the story.

Step 2
The students work in their groups to produce a screenplay for their scene. They should try to imagine that they are filming this episode. They draw up a list of characters, invent dialogue and may want to discuss/find different sound effects.

Step 3
When they have completed the screenplay in their group, they allocate and act out the different roles within their group. They rehearse the scene for a short time.

Step 4
Each group performs their scene for the rest of the class.

3.8 Using the film of the book

The film of The Secret Garden is excellent. It is beautifully filmed and captures the mystery and adventures at Misselthwaite Manor. It portrays England and Yorkshire in a very romantic way underlining the close relationship to nature as a way of regaining health and bringing life to life. Pupils at “mellomtrinnet” should be able to cope with the spoken language in the film as there is a limited amount of it. Large parts of the film show rather than tell in language what happens. The film starts in India showing how very different Mary Lennox’s life was there with servants to dress her and obey all her commands. The way the film is shot in the beginning is very interesting as it has Mary’s perspective as a child. She watches her mother and father partying from under the bed and that’s how we see them too.

Activity 1
(to be carried out before the students have seen the whole film)
Show the students the scene where Mary wakes up in the night and hears somebody crying and she leaves her bed and find Collin crying in his bed. Pause the video after Collin says “Who are you?” Make the students guess how the conversation goes between Mary and Collin. Discuss their ideas and play the next few seconds of the clip and compare. Put the
students into pairs. Play a few more seconds of the film. Pause it and the students continue the dialogue as they think it will progress.

Activity 2

Below you will find a summary of the chapters and the main plot of the Ladybird edition of The Secret Garden.

Compare the book and the film. Are there any differences?

1. Mary Lennox; Mary’s life in India, her parents’ death and her departure for England and Misselthwaite Manor in Yorkshire where she is taken by the housekeeper Mrs Medlock. She is told about the owner of the manor, her uncle who has a crooked back and since his wife’s death has lead a life away from other people.

2. The Gardens; Mary meets the housemaid Martha, and little by little she starts to like her. She learns from Martha that one of the gardens is locked up but that she can wander through the others. She meets Ben, the gardener, and sees the robin for the first time.

3. Robin shows the way. The day it is raining Mary starts exploring the house looking for the child who is crying. Mrs Medlock tells her off. The robin seems to show her the rusty key in the soil. Martha’s mother gives Mary a skipping rope.

4. Dickon; Mary finds the door to the secret garden and the key fits the lock. She enters the garden, finds it untidy and starts weeding. Dickon brings garden tools and seeds to the secret garden. They weed and prune it together. Mary is taken to see her uncle and she asks to have a bit of land, which he gladly gives her.

5. Colin; Mary hears a child crying at night and finds Colin in his bed. He tells her that he is ill and that he is going to die. Mary tells him about the gardens.

6. Rainy days; Mary tells Martha about Colin. She learns from Martha that Colin has not been allowed to walk since he was born. Mary tells Colin about Dickon. She spends the week with Colin as it is raining. He starts to cheer up.

7. The Secret is Told; The sun is shining again. Dickon and Mary see that the sprouts are coming up and want to show Dickon the garden. Colin is angry with Mary for spending the day with Dickon. Mary and Colin have a row where Mary calls Colin selfish. In the night she hears Colin having a tantrum, and she tells him that she hates him. She looks at Colin’s back and tells him that there are no lumps there and that he is forbidden to ever talk about them again. Colin learns about the secret garden.

8. I shall live forever and ever; Dickon brings his animals with him to see Colin. They take Colin into the garden. Ben calls Dickon a cripple lad, and this makes Colin decide to try to stand straight. Colin believes he will get well and strong because of the magic that has happened.

9. Magic; Every day Colin practises walking in the secret garden and keeps this a secret. Colin’s father comes home from his travels and has an urge to go to the secret garden. There Colin runs into his arms - no longer a cripple. Happy ending.
Activity 3

Produce a sheet of about 15 words taken from the film. Write them down the centre of a page with space for comments and notes. Photocopy this page and give each student a copy. Discuss meanings and possible context for these words. Make the students watch the film. They should not write anything at this stage. Ask students to work in pairs. They should now look at their copy and try to recall the context for the words on their copy. Ask them to write down next to the words the context of the word as they remember it. Finally the students pool their information. The teacher together with the class may want to produce a written record of the contextualised words on the board.

List of words from the film:

- Sullen
- Contrary
- Housekeeper
- Guardian
- Improve
- Disrespect
- To cast a spell upon
- Box your ears
- Native
- Shut the garden up
- Skipping rope
- Robin
- Keep a secret
- Swing
- Selfish
- Cripple
- Make magic
- In charge
- Spoilt
- Boarding school
3.9 Write a film review

*Choose one of the following titles and write a film review of The Secret Garden.*

A wonderful story for the whole family.

A touching story that every girl will enjoy.

The story of two children coming to life.

**References:**
[http://www.mamarocks.com/first_robin.htm](http://www.mamarocks.com/first_robin.htm)

[http://www.gutenberg.net/dirs/etext94/gardn11.txt](http://www.gutenberg.net/dirs/etext94/gardn11.txt)


[http://www.building-history.pwp.blueyonder.co.uk/Manors.htm](http://www.building-history.pwp.blueyonder.co.uk/Manors.htm)
