



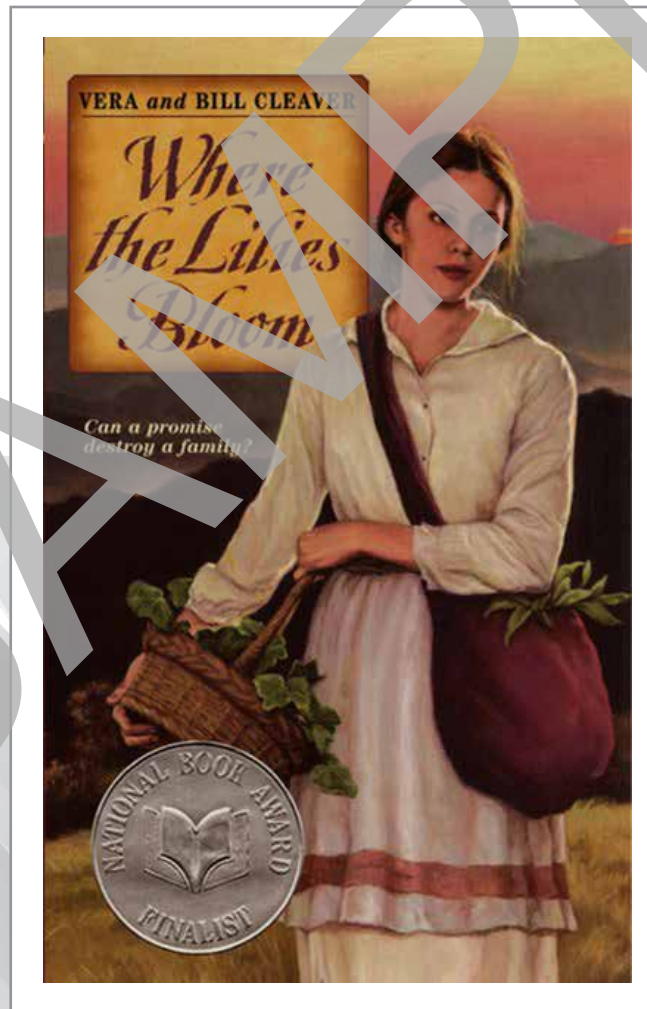
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Where the Lilies Bloom

Vera Cleaver



READ, WRITE, THINK, DISCUSS AND CONNECT

Where the Lilies Bloom

Vera Cleaver

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-319-1

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Skills and Strategies

Thinking

Brainstorming, research

Writing

Character diary, descriptive writing

Comprehension

Predicting, comparison/contrast, sequencing

Listening/Speaking

Discussion, dialect

Other

Family tree, personal reflection, geography, history, recipes, science, drawing, collage, diorama, illustration, music

Summary of *Where the Lilies Bloom*

Where the Lilies Bloom tells the story of a young mountain girl, Mary, who faces many hardships in her young life. As her father lays dying, he asks her to make many promises to him—many of which will be very hard for young Mary to keep. She is faced with burying her father to his specifications and keeping his death a secret from all of the townspeople. Mary must keep her siblings together, and, in order to do so, they begin a new profession of wildcrafting—harvesting of plants and roots needed for medicines. When the winter sets in, the family can no longer earn their money, and they are faced with losing the roof over their head. Throughout the story, Mary learns what life is like as the head of the household and what must be done in order to survive desperate times.

About the Author

Where the Lilies Bloom was written by Vera and Bill Cleaver. They were prompted to write the story after they witnessed the lives of true mountain people in Boone, North Carolina. The Cleavers were impressed with the simplicity of their lives and the profession of wildcrafting. The book has received many awards. It is an ALA Notable Book, a *New York Times* Outstanding Children's Book of the Year, a *School Library Journal* "Best of the Best" Children's Book and a nominee for the National Book Award for Children's Literature.

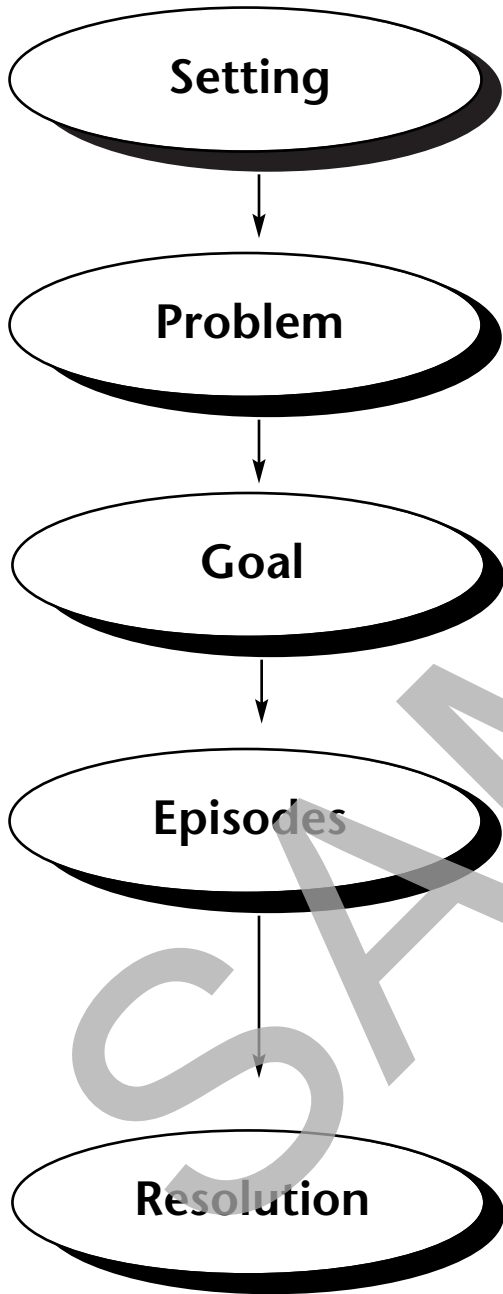
Introductory Activities

1. **Previewing the Book:** Have the students study the cover of the book. Ask them to respond to the following questions about what they see: who? what? where? when? why? Based on their answers, students predict what the novel will be about.
2. Given the following clues, have the students write a paragraph predicting what they think will happen in the story:
responsibility pride dignity freedom maturity
3. **Character Diary:** Introduce the main character as Mary Call Luther. Let the students know that many things are going to happen to Mary as they read the novel. Ask the students to pretend that they are Mary. After they finish reading each day, or as they go along, encourage them to make a diary entry from Mary's perspective. At various times the students will be able to share their entries with their classmates.
4. With students, create an attribute web for each of the following ideas: responsibility, pride, dignity, freedom, maturity. (See page 10 of this guide.) Focus on one word at a time. Begin by writing the word in the center of a large piece of paper. Ask students to quickly tell what each word brings to mind. Encourage students to elaborate on particular ideas.
5. **Prediction Chart:** Have the students set up a prediction chart to use as they read the novel. (See pages 5-6 of this guide.)
6. **Anticipation Questions:** Have students respond to each of the following statements with a "thumbs-up" (I agree) or a "thumbs-down" (I disagree) and discuss their responses.
 - It is important to always keep your promises.
 - There is never a time when you should accept charity from others.

-
- You cannot trust anyone other than yourself and your family.
 - Regardless of the outcome, you must do whatever necessary to survive.
 - The oldest sibling is naturally the one who is placed in charge.
 - It is important to be sweet and pretty.
 - You should always be yourself.
 - Raising a family takes more than one person doing all of the work.
7. **Influences:** Ask students to consider events that had a large impact on their lives. Encourage them to come up with specific events that were either positive or negative to their well being. Ask them to consider how these events helped to shape them into the person they are today. Ask them to think about what they might be like if those events had never taken place.

SAMPLE

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Chapters 13-15—pages 181-210

Vocabulary

abattoir (182)	concocting (182)	tintinnabulations (184)	corridors (184)
linoleumed (184)	vittles (187)	afflicted (188)	absorption (191)
extracted (191)	treasoner (192)	troglodytes (193)	obstacles (195)
valiantly (195)	communion (196)	immense (197)	erred (200)
adept (204)	necessity (207)	hoary (207)	bountiful (209)
ovate (209)			

Discussion Questions

1. Why do you think Kiser has now decided to be nice? (*He thinks that Mary is going to allow him to marry Devola.*)
2. Do you think Mary truly wants to marry Kiser? Does she actually love him? (*She only wants to marry Kiser in order to provide for her family.*)
3. Why do you think Mary was so upset by her visit with Kiser? (*Answers will vary.*)
4. Do you think the family can really live in a cave? Why does Mary think this is a perfectly acceptable solution? (*Answers will vary.*)
5. Why does Kiser tell Mary that Roy put too much on Mary? (*Roy left too many responsibilities for Mary. He expected too much from her. Kiser is trying to convince her that she cannot possibly uphold all of her promises to Roy.*)
6. Why is Devola now taking care of Mary? (*Mary is sick, and Devola is able to take charge of the situation. Perhaps she was capable all along, but Mary would never give her a chance.*)
7. Why do you think Mary is so upset by the situation between Kiser and Devola? (*She knows that she will be breaking her promise to Roy if she doesn't stop their wedding.*)
8. Explain how and why you think Devola has changed. (*Answers will vary.*)
9. Why is Mary so set on buying Devola's wedding gown? (*She is too proud; she wants to do everything the correct way. She doesn't want to rely on anyone else for help.*)
10. Why wouldn't Mary take the money or the ham from Kiser? (*She is too proud to let anyone else pay for it.*)
11. Why does Mary say that it would be wrong to say something to Kiser about his teeth? (*She feels it would hurt his dignity if she mentioned his teeth.*)
12. Is there any logic behind Mary's idea about the Earth being tired of producing spring? Why do you think she even wonders such a thing? (*Answers will vary.*)

Supplementary Activities

1. **Personal Reflection:** Mary mentions that the hospital was nothing like she imagined it to be. What have you ever experienced that was completely different from your expectations? How was it different? Was it better or worse than you imagined? Explain your answers.
2. **Critical Thinking:** Do you think that Mary has fulfilled her promises to Roy? How do you think Roy would feel about the way the situation ended? Support your answers with evidence from the novel.
3. **Writing:** If you were Mary, what would you have done in her situation? Would you have allowed the wedding between Kiser and Devola? If not, how would you have stopped it? Do you agree with the way Mary handles all of the situations? Which ones do you disagree with? Why?