This term, while we read *The Secret Life of Bees*, you will be completing this discussion question guide. Characters are developed by what they say, what they do and what others say about them. The questions in this guide are questions meant to make you think about the story rather than recall names or events of the story, therefore most questions are not literal (for example: “What is Lily’s father’s name?” is a literal question) but rather questions that ask you to consider the why’s of the story. Learning to ask your self these questions is a skill. To guide you through the types of questions you will be asked to answer, here the *Note and Notice* reading strategies:

<table>
<thead>
<tr>
<th><strong>Contrasts &amp; Contradictions</strong></th>
<th>When a character does something that contrasts with what you’d expect or contradicts his earlier statements: STOP and ask, “Why is the character doing that?”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aha Moment</strong></td>
<td>When a character realizes, understands, or finally figures out something: STOP and ask yourself: “How might this change things?”</td>
</tr>
<tr>
<td><strong>Tough Questions</strong></td>
<td>When a character asks herself a difficult question: STOP and ask yourself, “What does this question make me wonder about?”</td>
</tr>
<tr>
<td><strong>Words of the Wiser</strong></td>
<td>When a character (probably older and wiser) takes the main character aside and offers serious advice: STOP and ask, “What’s the life lesson and how might it affect the character?”</td>
</tr>
<tr>
<td><strong>Again and Again</strong></td>
<td>When you notice a word, phrase, or situation mentioned over and over: STOP and ask yourself, “Why does this keep happening again and again?”</td>
</tr>
<tr>
<td><strong>Memory Moment</strong></td>
<td>When the author interrupts the action to tell you about a memory: STOP and ask yourself, “Why might this memory be important?”</td>
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</tbody>
</table>
The Secret Life of Bees Discussion Guide Name __________________________  Block ______
English 9/9D -Payant  1 2 3 4 5 6 7  A B C D E F G

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.

If you have not read the text and completed your guide prior to discussion, you will miss out on discussion and therefore miss out on a learning opportunity.

Holistic Rubric

Category | 1-No evidence | 2 -Emerging/Gaining | 3- Proficient | 4 -Exemplary
---|---|---|---|---
A – Answer the prompts | Did not answer most questions. | Answered the questions without using key words from the prompt. Provided insufficient examples from the text. | Answered the prompt using key words from the prompt. Provided examples from the text. | Answered the prompt using key words from the prompt. Provided excellent examples from the text.
P – Provide example(s) from the text | Did not provide examples from the text. | Did not explain how each example and /or quotation supported the answer. | Explained how each example and /or quotation helped to support the answer. | Explained clearly how each example and / or quotation helped to support the answer.
E – Explain how the example(s) supports the answer.
During The Secret Life of Bees, sometimes you will be engaged in small group discussion. In order to have a focused discussion where each member contributes you will be assigned one of the following roles. The virtues of the system below are that the roles don't divert participants from participating in the activity and everyone, not only a reporter, gets to reflect and synthesize what happened.

**Roles:** Assume roles according to the number you have been assigned for discussion. On other days we may assign roles alphabetically (first or last name) or as we go on, you may be allowed to chose and negotiate your role in the group.

1. Facilitator of Participation
2. Orienter for the Activity
3. Timer
4. Reporter
5. Encourager
6. Observer
7. Information-seeker

**Phases of Small Group Activity:**

1. **Getting Together to Begin Activity**
   - Facilitator of Participation
   - Orienter for the Activity
   - Timer
   - Reporter
   - Encourager
   - Observer
   - Information-seeker

2. **Activity**
   - Facilitator (cont.)
   - Orienter (cont.)
   - Timer
   - Reporter

3. **Synthesis and Reflection**
   - Facilitator
   - Orienter
   - Timer
   - Reporter

4. **Report**
   - Facilitator
   - Orienter
   - Timer
   - Reporter

**Phase I. Getting Together to Begin Activity**

1. **Facilitator of Participation**
   - Choose a space and set up chairs so everyone can face each other and hear comfortably.
   - Bring everyone into the group, not off to one side or facing the group on an angle.
   - Make sure everyone in the group is introduced to others they don't know.

2. **Orienter for the Activity**
   - Give your version of the activity and goals, invite others to revise this, and check that everyone knows what's going on and why. If it's not clear after that, call for instructor's attention.
   - [Teacher inserts here a description of the Activity, specifying time allocated for each phase.]

**Phase II. Activity**

1. **Facilitator (cont.)**
   - Insure everyone gets a chance to speak.
   - Bring people back into the group when they have withdrawn (on their own or in a 1on1 discussion).
   - Ask for time out for a check-in when withdrawal recurs/persists.
   - Take notes to aid synthesis and reflection by yourself and for the group.

2. **Orienter (cont.)**
   - Call for instructor's attention when group needs more guidance about where they are going.
   - Take notes to aid synthesis and reflection by yourself and for the group.

3. **Timer**
   - Watch time, prompting group to move onto next task or prompting facilitator to make space for people who haven't had time to speak.
   - Insure that clear time is left at the end for synthesis and reflection.
   - Take notes to aid synthesis and reflection by yourself and for the group.

4. **Reporter**
   - Take notes to aid synthesis and reflection by yourself and for the group.

**Encourager:** Provides positive feedback
   - “I think what Heather was saying was totally right.”

**Observer:** Evaluates group progress
   - “I think we’ve learned a lot so far. Sara and Heather gave us great information.”

**Information-seeker:** Asks for clarification
   - “Lisa D. or Laura, could you please tell me what you said about disconfirming responses?”
Phase III. Synthesis and Reflection

1. **Facilitator**
   - Check in quietly with anyone who has stalled in their synthesis and note-making.
   - Digest the content and process of the discussion and make notes on your own conclusions and open questions.

2. **Orienter**
   - Digest the content and process of the discussion and make notes on your own conclusions and open questions.

3. **Timer**
   - Digest the content and process of the discussion and make notes on your own conclusions and open questions.

4. **Reporter**
   - Ask everyone to mention one highlight, appreciation, or issue needing further work from the content or the process of the discussion. Make notes.
   - Prepare to report back, either spoken to the class as a whole or given to instructor.

5. **Encourager**
   - Digest the content and process of the discussion and make notes on your own conclusions and open questions.

6. **Observer**
   - Digest the content and process of the discussion and make notes on your own conclusions and open questions.

7. **Information-seeker**
   - Digest the content and process of the discussion and make notes on your own conclusions and open questions.

Phase IV. Report

**Reporter**

- gives report, either spoken to the class as a whole or in written form for the instructor to disseminate.
The Secret Life of Bees mini-research note page

Use this page to jot down a note or two, an impression if you would like, of the various topics presented by classmates as referenced in The Secret Life of Bees.

**Chapter 1 References**  Sophia Loren, 9 Khrushchev, LBJ, 1964, Civil Rights Act, 20 Martin Luther King, Jr., 21.

**Chapter 2 Reference**  The Supremes’ *Where Did Our Love Go?*, 50

**Chapter 3 References**  Shakespeare, Henry David Thoreau, Eleanor Roosevelt, 57 Dixie, Confederate Flag, Fort Sumter, hula hoops, Goldwater for President signs, Vietnam, Castro, Malcolm X, Saigon, 65 The Beatles, 66

**Chapter 4 Reference**  Church bombing in Birmingham, 4 girls killed, 80

**Chapter 5 References**  Walter Cronkite, 88

**Chapter 6 References**  None

**Chapter 7**  Jane Eyre, Fats Domino, Miles Davis, 117. Play samples and/or show film clips of their music to help students understand the discussion between Lily and Zach. *The Fugitive*, 123

**Chapter 8 Reference**  Jack Palance, 154

**Chapter 9 References**  Niagara Falls, people going over in barrels, 165 Civil Rights Act, 166 *American Bandstand*, Dick Clark, 175 Ed Sullivan, 185

**Chapter 10 Reference**  Aristaeus, Greek myth, 206

**Chapter 11 References**  Florida Everglades, 219

**Chapter 12 References**  Robert Frost 237

**Chapter 13, none**

**Chapter 14 References**  Goldwater/Humphrey election, 283 Nat King Cole, 285

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Malcolm X
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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? Provide an instance from the text that supports your opinion.

3. “Jim Crow was not a person, yet affected the lives of millions of people. Named after a popular 19th-century minstrel song that stereotyped African Americans, “Jim Crow” came to personify the system of government-sanctioned racial oppression and segregation in the United States.” *Racial inequality was not unique to the South. It was the norm across the nation, and other regions of the United States saw similar violence and state-sanctioned discrimination. Though Jim Crow and its specific laws and practices occurred in the South, the system thrived because it was sanctioned by the national government. The actions -- or, more frequently, inactions -- of the three branches of the federal government were essential in defining the lifespan of Jim Crow.*

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 visit this website for background information. [http://www.pbs.org/wnet/jimcrow/](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 (religion, socio-economics, gender) when thinking about this question.

   a. __________________________________________

   b. __________________________________________

   c. __________________________________________

5. An *allusion* is an indirect or passing reference to a piece of literature (such as the Bible or Shakespeare) designed to call something to mind without mentioning it explicitly; In Luke 5, 26-38 the angel Gabriel brought the unmarried teenage Virgin Mary the news that she would bear God’s child.

Compare Lily’s ideas about the bees to the angel. Identify how the bees and the angel serve as literary devices (metaphor: comparison of two ideas – simile: comparison using like or as).
6. Compare Rosaleen’s reaction to the bees to Lily’s beliefs. What does Rosaleen say or do that lets you know what she thinks?
Answer- quotation from book (2)

This quotation means:

7. Memory Moment – pages 5-8
Sue Monk Kidd has interrupted the action to tell you about Lily’s only memory of her mother, STOP and ask yourself, “Why might this memory be important?”

8. Personification is the attribution of a personal nature or human characteristics to something nonhuman, or the representation of an abstract quality in human form. The idiom (expression) to holler uncle or to cry uncle means to admit defeat.
When Rosaleen stands up to T. Ray about the chick, Lily says, “his boots whispered uncle all the way down the hall.” (12) What does she mean? 

9. What does Lily long for? Pages 15, 16 & 26

What obstacles prevent Lily from getting what she desires? Provide at least two conflicts.
   a. 
   b. 

10. Figurative language appeals to the senses. Similes and metaphors are examples of types of figurative language.
What words and figurative images indicate the strength of Lily’s feelings? Provide at least one example from the text with page number.

11. A simile is a comparison using like or as whereas a metaphor is a word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar - a direct comparison (one that does not use like or as). Identify a simile or a metaphor from the chapter, write it down with the page #.

12. Identify the use of foreshadowing (hinting at something that will happen later) in this chapter:
Discuss its purpose.

Before Discussion
I’ll discuss below and then share ways in which this chapter is a window into another’s experience and or a mirror causing me to further examine events from my own life, emotions experiences, beliefs, opinions of my own.

After Discussion
How did discussion affect your answers? Did it change your mind? Provide additional support for an answer? Make you aware of additional issues?
The Secret Life of Bees Discussion Guide

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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? Why or why not?

________________________________________________________________________

2. What is the meaning of the metaphor of the jar: “Lily Melissa Owens, your jar is open”? (41).

________________________________________________________________________

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. Aha Moment

Lily has had an “aha moment” – she finally realizes, understands, or has finally figured out something; STOP and ask yourself, “How might this change things?” 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. This information on brain development of teens provides background on teen brain development.

- **Frontal Cortex**

  The frontal cortex is often referred to as the “CEO” of the brain, because it is responsible for planning, strategizing, and judgment. Recent research has shown that this area undergoes a growth spurt at around the ages of 11-12, followed by a period of pruning and organizing of the new neural connections during the teen years.


________________________________________________________________________

5. Why is Lily angry with Rosaleen? Do you think that she is justified in her feelings? (51-54)

________________________________________________________________________

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

________________________________________________________________________

**Before Discussion**

I’ll discuss below and then share ways in which this chapter is a window into another’s experience and or a mirror causing me to further examine events from my own life, emotions experiences, beliefs, opinions of my own.

________________________________________________________________________

**After Discussion**

How did discussion affect your answers? Did it change your mind? Provide additional support for an answer? Make you aware of additional issues?
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Chapter 3

1. According to her biography on "The National First Ladies Library" website, by 1933 First Lady Eleanor Roosevelt's "views had evolved to the point where equality of all races had become one of her core values as a person. Far more than her husband [FDR], she believed the U.S. government had a moral duty to initiate and enforce changes that furthered or ensured racial equality. This was viewed by the larger white population at that time as nothing short of radical, yet it never persuaded her to restrain her words and deeds." Additionally, Mrs. Roosevelt famously said “No one can make you feel inferior without your consent.” and “You gain strength, courage and confidence by every experience in which you really stop to look fear in the face. You are able to say to yourself, 'I have lived through this horror. I can take the next thing that comes along.' You must do the thing you think you cannot do.”

What qualities does the narrator evoke by personifying nature as Eleanor Roosevelt? (57) Answer and explain.

______________________________________________________________________________________

______________________________________________________________________________________

2. Compare Brother Gerald’s attitude toward Catholics to his church’s treatment of black worshippers, as described in Chapter 1. Why is this attitude ironic? (58)

Brother Gerald's attitude toward Catholics

______________________________________________________________________________________

______________________________________________________________________________________

How does his church feel about black worshipers? (30)

______________________________________________________________________________________

Irony is defined as “a state of affairs or an event that seems deliberately contrary to what one expects.” Christians are commanded by Christ to “love your neighbor as yourself” (Mark 12:31). Why are Brother Gerald’s attitudes ironic?

______________________________________________________________________________________

______________________________________________________________________________________

Aha Moment

Lily has a realization based on what Brother Gerald says and how Christians are supposed to treat one another despite religion or race. What does Lily see?

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

What does this tell you about Lily? ________________________________

______________________________________________________________________________________

______________________________________________________________________________________

______________________________________________________________________________________

3. Contrast Rosaleen’s dream about the Rev. Martin Luther King, Jr. (a leader of the Civil Rights Movement), to the expectations of the white church.

Rosaleen's dream (59):

______________________________________________________________________________________

______________________________________________________________________________________

Think about the expectations of the white church with regard to black worshipers. What do you think is the significance of Rosaleen’s odd dream? Consider the dream in contrast to the incident that landed Rosaleen in jail.

______________________________________________________________________________________

______________________________________________________________________________________
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?

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.

7. What impression does Lily the narrator provide of the town of Tiburon? (59-65)

What might her impression foreshadow about racial attitudes in Tiburon?

8. “In a recent study [based on research by neuroscientists at Georgetown’s Medical Center], brain scans showed that behavior in children and young adolescents naturally veers toward the egocentric. ‘These results suggest that children develop introspection over time as their brains develop,’ says the study’s first author, Stuart Washington, who graduated from the university in 2008 with a Ph.D. in biomedical neuroscience. ‘Before then they are somewhat egocentric, which is not to mean that they are negatively self-centered, but they think that everyone views the world in the same way they do. They lack perspective in that way.’” (“Neuroscientists’ Study Shows Kids are Naturally Egocentric.” *Georgetown University*. Georgetown University. 29 December 2010. Web. 11 June 2014. http://www.georgetown.edu/story/1242667151985.html)

Young children are egocentric in their thinking, but this changes as children mature. Use the information from the Georgetown study to discuss Lily’s thanking God for the “poor news reporting” when she does not find any news about her and Rosaleen (65-66).

Why is she glad not to read about herself? (61, 65)

**Before Discussion**
I’ll discuss below and then share ways in which this chapter is a window into another’s experience and or a mirror causing me to further examine events from my own life, emotions experiences, beliefs, opinions of my own.

**After Discussion**
How did discussion affect your answers? Did it change your mind? Provide additional support for an answer? Make you aware of additional issues?
Chapter 4

1. Lily is a good liar. Provide an example from a time when she lied.
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Lying helps Lily, but at a cost. How does lying help?
______________________________________________________________________________________
______________________________________________________________________________________

At what cost?
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

2. Again and Again

Again and again Lily lies to people she meets, STOP and ask yourself, “Why does Lily keep lying again and again?”
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

Because she keeps lying, what does that tell you about her?

Why do you think so?
______________________________________________________________________________________
______________________________________________________________________________________

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.
______________________________________________________________________________________
______________________________________________________________________________________
______________________________________________________________________________________

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

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?
______________________________________________________________________________________
______________________________________________________________________________________

5. Aha Moment – Again and Again

Lily has a realization in the house of the calendar sisters. Why does Lily think “…my skin had never felt so white to me”? (78, 87)
______________________________________________________________________________________
______________________________________________________________________________________

6. Why does Lily think that the figurine is the Virgin Mary? (p. 70)
______________________________________________________________________________________
______________________________________________________________________________________
The Secret Life of Bees  Discussion Guide  Name __________________________  Block ______

7. Start a Venn diagram, comparing Rosaleen and August. Add to it, until you have enough information to write a compare/contrast paragraph about them.

Before Discussion
I'll discuss below and then share ways in which this chapter is a window into another’s experience and or a mirror causing me to further examine events from my own life, emotions experiences, beliefs, opinions of my own.

______________________________________________________________________________________
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After Discussion
How did discussion affect your answers? Did it change your mind? Provide additional support for an answer? Make you aware of additional issues?
______________________________________________________________________________________
Chapter 5

1. Memory Moment
Monk Kidd interrupts the action to tell you about a memory Lily has about her mom (85). STOP and ask yourself, “Why might this memory be important?” What do we learn about Lily’s mom and who in the house does this memory relate to?

What does this memory tell you about Lily’s mom’s character (her personality)?

2. Why does August Boatwright agree to shelter Lily and Rosaleen? (86-87)

3. Again and Again What does June say that is a “revelation” to Lily? (87)

Does Lily have the right to be offended?

4. For the second time in the story the TV news function is functioning as a literary device in the narrative (acting as a character in the story – providing background and context for the events that unfold). What is the effect of watching the television news in the Boatwright house? (88)

5. What does Lily mean, “Since Mr. Johnson signed that law, it was like somebody had ripped the seams right out of American life” (88).

6. Again and Again While watching the news about the racial tension in the country, Lily feels “white and self-conscious…and ashamed” (89). When is a time that you have felt self conscious about something you cannot change about yourself (such as your ethnic background, gender, age, sexual orientation or faith)?

7. Words of the Wiser
August takes the Lily aside and offers serious advice in the form of a story about a young nun named Beatrix (91). STOP and ask, “What’s the life lesson and how might it affect Lily?”
8. **Tough Questions**

August’s story about May causes Lily to ask herself a difficult question. 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?” (95)

STOP and ask yourself, “What does this question make me wonder about?”

9. The names of the “calendar sisters” have a connection more significant than the summer months. Briefly explain the meaning of the names May, June and August to identify this theme.

- According to Baby Names.com:
  
  May - According to Babynames.com, "The month of May was named after Maia, the Greek goddess of Spring." According to Encyclopedia Mythica in the article titled "Maia" created on 03 March 1997; last modified on 01 July 2004 (Revision 2). "The Pleiades" was the name given to the seven daughters of Atlas and Pleione. Maia was the eldest of the daughters, and said to be the most beautiful. Being shy, she lived quietly and alone in a cave on Mount Cyllene, in Arcadia. In the middle ages - Matthew (Mayhew) - May is a pet form of Mary (mother of Christ).

  June - The month of June was named after the Roman goddess Juno (Iunius), goddess of Marriage & Childbirth. Hera (Roman) - protector of the family.

  August - The meaning of the name August is "great" or "magnificent." Augusta in Ancient Rome - was the title taken on by the wife/mother/sister of the Emperor (Caesar Augustus).

Considering the meaning of their names, what character traits distinguish May, June and August Boatwright as evidenced in the story?

May

June

August

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

Before Discussion

I’ll discuss below and then share ways in which this chapter is a window into another’s experience and or a mirror causing me to further examine events from my own life, emotions experiences, beliefs, opinions of my own.

After Discussion

How did discussion affect your answers? Did it change your mind? Provide additional support for an answer? Make you aware of additional issues?
The Secret Life of Bees Discussion Guide
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Chapter 6

1. What is the number one question in South Carolina, and why is it asked? (105)

________________________________________________________________________
________________________________________________________________________

What is the number one question asked of students at your school and why is it asked?
________________________________________________________________________
________________________________________________________________________

2. August reads the Bible verses attributed to Mary (107, Luke 1:52 –Mary’s Song of Praise). Why are these verses especially appropriate for African American people?
________________________________________________________________________
________________________________________________________________________

3. The quotation at the beginning of the chapter (102) says the queen produces something to attract the workers. Who might be the queen in this chapter, and what does she produce?

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According the Cherokee Bee Club “There can only be one queen bee per hive, if there is more than one they will fight to the death or swarm.” In a human “hive,” might there be more than one queen and how would they co-exist in the hive? Hamilton, Kate. “Honey Bee Facts…Not Fiction” Cherokee Bee Club. Web. 14 June 4014. http://www.cherokeebeeclub.com/Bee%20Facts.htm

________________________________________________________________________

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? (105, 111)
________________________________________________________________________
________________________________________________________________________

6. Aha Moment

As Lily is going up to touch the heart of Mary, June quits playing the cello and Lily realizes that she “is not one of them” (111): STOP and ask yourself, “How might this realization change things?”

________________________________________________________________________

Other than race, what separates Lily from the Boatwrights and the Daughters (and son) of Mary?
________________________________________________________________________

7. Words of the Wiser

After hearing the television news story about Ranger Seven’s trip to the moon, outside the house August tells Lily to take a good look at the moon because she “is seeing the end of something” (113). August goes on to talk about the mystery of the moon and how soon knowing about the moon will make it less magical: STOP and ask, What mystery does Lily want to uncover and how might this life lesson about knowledge and mystery affect Lily?

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After Discussion
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Chapter 7

1. Aha Moment

In Sociology, ethnocentrism is the belief in the inherent superiority of one's own ethnic group or culture. When Lily first meets Zach she was “shocked over him being handsome. Furthermore, Lily notes “[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”(116). What realization has Lily had? __________________________

Whose standards of beauty do you think Lily is using in evaluating Zachary? _______________________________________________

STOP and ask yourself, “How might this realization change things?” Discuss this statement, relating it to the concept of ethnocentrism.
______________________________________________________________________________________________________________________________________________

In what situations might ethnocentrism negatively affect a person’s opportunities?
______________________________________________________________________________________________________________________________________________

2. Why does Lily think she is headed for beauty school now? (120)
______________________________________________________________________________________________________________________________________________

3. Why does Zach get upset when Lily suggests he could be a professional player? (120-121)
______________________________________________________________________________________________________________________________________________

4. Why does Lily cry? (128)
______________________________________________________________________________________________________________________________________________

5. What is the metaphor Lily uses at the end of page 133?
______________________________________________________________________________________________________________________________________________

What does she mean?

2. The author provides parallel incidents involving Lily and Rosaleen (129-130) and June and Neil (132), What are those incidents?
Lily and Rosaleen
______________________________________________________________________________________________________________________________________________

June and Neil
______________________________________________________________________________________________________________________________________________

see next page
What is the effect of these incidents in the rising action of the novel?

_______________________________________________________________________________________
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6. “A basic tenet of training in cultural competence is that people become aware of the differences and similarities across cultures, allowing them to be more conscious of their own cultural world view, and also better able to deal with any differences and to learn from them. Reading novels…can help to develop trainees' humanism and capacity for understanding and so facilitate their learning about cultural competence.” (Bhurgra, Dinesh. “Using Film and Literature for Cultural Competence Training.” The Psychiatric Bulletin. The Royal College of Psychiatrists. 2014. Web. 14 June 2014. http://pb.rcpsych.org/content/27/11/427)

How are cultural mores (the customs, values, and behaviors that are accepted by a particular group) represented in The Secret Life of Bees?

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How has Lily’s attitude toward African American people changed since coming to live with August and her sisters?

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Chapter 8

1. Words of the Wiser
   Why does August tell Lily about the thirty-two words for love in the Eskimo language? (140)
   ________________________________________________________________
   ________________________________________________________________
   Do you think that this is fact or fiction? ____________________________
   How would you find out? __________________________________________

2. Aha Moment
   When Lily contrasts August’s memory about visiting Big Mama during the summer with her own story, she comes figures something out about her Mother’s story and her own, Lily comes to a startling conclusion. Why does Lily say her story “sort of” ends her life? (p 142)
   ________________________________________________________________
   ________________________________________________________________
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3. August describes Big Mama’s story of hearing the bees sing on Christmas Eve (143-144). Does August mean the story literally?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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) Is there anything wrong with being a housekeeper? Why do you think June so against anyone in her family working as a housekeeper?
   ________________________________________________________________
   ________________________________________________________________
   How might this help explain June’s resentment of Lily?
   ________________________________________________________________

5. Words of the Wiser
   In response to Lily’s question, August tells Lily why her house is pink (147). When making choices in life, what is important to know and choose?
   ________________________________________________________________
   ________________________________________________________________
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6. Lily notices that the black Mary label she had stuck on herself is coming “unglued.“ (152 ) How is this a metaphor for Lily’s situation?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. Lily gave T.Ray a test to determine if he loved her (159-160). How did she cope with his response?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

see next page
Lily has at least three people who really care about her, Rosaleen, August and Zach. Why does she still seek her father’s love?

8. August explains to Lily about life in a beehive saying “Most people don’t have any idea about all the complicated life going on inside a hive. Bees have a secret life we don’t know anything about” (p. 148). Compare a beehive to life in the pink house.

How does this relate to the title of the book?

9. Consider Lily’s prayer (164) – How does Lily live in a hive a darkness?

10. Again and Again Moses’ people being released from slavery, the bees as a sign, and Mary as a guiding force (151, 164): STOP and ask yourself, “Why does this keep happening again and again?”

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Chapter 9
Favorite quotation from this chapter: _____________________________________________

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” (167).

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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?

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3. How does the author show that Lily is starting to mature, in regards to her “dream world” wishful thinking 170-171)?

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Then what happens to reinforce Lily’s belief in signs and premonitions (172-173)?
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4. After Lily learns that her mother, Deborah, had stayed with the Boatwright sisters, she dreams that her mother looked like a roach. What change does this image symbolize regarding Lily’s attitude and understanding? (171, 173) What is the meaning of Lily’s dream about her mother?

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5. When the black boys in Tiburon confront the armed men by the theater, one man calls them a “bunch of cowards.” Do you think the boys were cowards in this social conflict? (179)

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6. Compare Zach and Rosaleen’s confrontations with white men (pages 178-179; 31-33).
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?
Zach __________________________
Rosaleen __________________________

What might have been the consequences: physical, emotional and ethical, for choosing a different course of action?

<table>
<thead>
<tr>
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<th>Zach</th>
<th>Rosaleen</th>
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7. **Words of the Wiser**
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 role do your core values play in such a choice?

What are some positive and negative outcomes of this type of choice?

8. Lily says “I watched him, filled with tenderness and ache, wondering what it was that connected us.”

What connects Lily and Zach?

9. Lily tells Zach that she’ll write down his story about being in jail, to show that it matters. Cite at least two additional examples from the novel on the theme that stories and writing make a difference to people.

1st example:

2nd example:

10. Compare and contrast how Lily and May face crises in their lives.

Lily - (24, 41, 55, 164)

May -

11. The term *coming of age* refers to a very young person's transition from childhood to adulthood, when a young person moves from acting, speaking and thinking like a child (think about what you know about teen brain development, impulsive action and egotistical thinking) to becoming an adult and putting away childish ways (using rational judgment & having consideration for others’ thoughts, feeling and situations). Explain how the novel is a coming of age novel for the protagonist (Lily)

What are the motivators and barriers of growth for Lily?

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<th>Motivators for Growth</th>
<th>Barriers to Growth</th>
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Chapter 10 – Read this chapter in its entirety before looking at the questions.

1. At the end of chapter 9 August sensed that something isn’t quite right, when May goes out to the wall. What are the signs that something is wrong? (186-188)

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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?

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3. What images foreshadow the discovery of May? (191-193)

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3. Lily compares May’s drowning to the legend of Our Lady of Chains (107-111) pulled from the river in Charleston. What other characteristics did May have that resemble the statue (192-194)?

1._____________________________________________________________________________________

2._____________________________________________________________________________________

3._____________________________________________________________________________________

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

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5. Again and Again Lily’s lies are compounding and like a snowball rolling down a hill, gaining their own momentum. Compare this story (196-198) to the one she told August (73-74). What are the differences?

How is she losing control of her lies?

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

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7. Think about the rituals described in this chapter; the vigil for May (200) and covering the hives with black cloth (204-207). How do rituals help people cope?

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If the temperature had gone over 100 degrees, do you think that August would have gone on bee patrol to feed the bees?

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8. **Aha Moment**

When a character realizes, understands, or finally figures out something: Lily has an epiphany during May’s vigil (209) that relates to Mr. Hazelwurst’s attitude toward black people (196-198)

What is Lily’s realization?

_______________________________________________________________________________________

STOP and ask yourself, “How might this change things?”

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9. May’s note says that it was her time to die and her sisters’ time to live. August extends this idea, telling June that she shouldn’t let fear keep her from living and ought to marry Neil (210-211). How is fear a healthy response?

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How does fear hold us back?

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10. After May’s tragic death, what is the tone of the incidents that follow in this chapter? (194, 199, 200)

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**Before Discussion**

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**After Discussion**

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

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Chapter 11

1. Describe what was Zack like when Lily met him? (115-118, 119-121, 134-135, 178-179) On what do you base your description?

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Since his time in jail, how has Zach changed? (216, 229-231)

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2. 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, age or gender, if only for a little while?

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3. When Lily wants to move back into the honey house, Rosaleen doesn’t protest. In fact, she is in favor of Lily moving immediately (218-219). 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.

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Has it felt like rejection?

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Was it rejection?

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How did it turn out?

4. 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” (228-231). Connect this to Zach’s goals for the future (120-121).

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5. What do you think is the relevance of the quotation at the beginning of this chapter?

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6. This chapter concludes with the words, “Wading in up to my neck” (231). What does this mean as a transition in Lily’s life and the structure of the novel?

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Chapter 12

1. Lily learns some things about her mother from August (235-256). How are Lily and Deborah alike? How are they different? You may want to use the Venn diagram to help you answer this question.

2. 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 (father’s, sibling’s or other person close to you) choices and how it has shaped who you are. What choices would you make the same/different?

3. Words of the Wiser August tells Lily, “There is nothing perfect, there is only life” (256). Give your own examples of life’s imperfections.
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4. On page 237, August tells Lily about her mother, who she took care of as a child. She mentions she hid in a tree to avoid having to memorize Robert Frost’s poem, “Stopping by the Woods on a Snowy Evening.” Lily remembers learning the same poem.

**Stopping by the Woods on a Snowy Evening**

Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

He gives his harness bells a shake
To ask if there is some mistake.
The only other sound’s the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

5. When Lily learns the truth about her mother, she thinks, “Knowing can be a curse on a person’s life. I’d traded in a pack of lies for a pack of truth…” (255). How is she coping with this knowledge? What is she feeling now?

______________________________________________________________________________

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? (249-253)

______________________________________________________________________________

6. John 8:32 says that “the truth will set you free.” Has learning the truth set Lily free? Why or why not?

______________________________________________________________________________

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______________________________________________________________________________
1. Memory Moment
After learning about her mother and confessing her story to August, the sound of the wind “high in the trees” brings a memory to Lily (258): STOP and ask yourself, “Why might this memory be important?”

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2. “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 your answer with examples from the book.

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2. Is Lily correct? Is it true that you can’t talk yourself out of anger? “Either you are angry or you’re not” (259).

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Does Lily’s anger justify her smashing August’s honey? What else could Lily have done to get her anger out?

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

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Chapter 14

1. Why did Lily carry around mouse bones? (278-279; 284-285) Does that make sense to you?

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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.” (Lily-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.” (Lily-278) “Regrets don’t help anything, you know that.” (August -280)

Compare these statements. Can grieving or self-pity help a person heal? At what point does it become destructive?

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3. Rosaleen is going to finish what she started. She is going to register to vote. What is the significance of Rosaleen getting a voting card? (281)

How has Rosaleen changed from the beginning of the story?
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_______________________________________________________________________________________
_______________________________________________________________________________________

4. What is Zach’s news? (283)

How probable is it this would have occurred?
_______________________________________________________________________________________
_______________________________________________________________________________________
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5. What does August mean when she tells Lily she has to “find a mother inside yourself” (288). What are the characteristics August tells Lily she needs?
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6. Foreshadowing is when an author hints at something that will happen later in the story. Lily notes on page 286 “It was such a pretty day you couldn’t imagine anything coming along to spoil it.” How does this line foreshadow events to come?

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Why does T. Ray call Lily “Deborah”? (294) What has happened to him?
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7. Did Deborah leave T.Ray because he was mean, or did T.Ray become mean because Deborah left him?
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8. What does Lily mean when she says she believes in the “goodness of imagination”? (300)

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