



# **The Secret Garden**

by Frances Hodgson Burnett

## **Objective Tests Teaching Guide**

by Margaret Whisnant

***Objective Tests***  
***with Answer Keys***  
***for***  
**The Secret Garden**

By Frances Hodgson Burnett



**A Teaching Guide**

By Margaret Whisnant

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# THE SECRET GARDEN

By Frances Hodgson Burnett  
*One: There's No One Left*

Write either **True** or **False** in the blank before each statement.

- \_\_\_\_\_ 1. Mary Lennox was born in India and had always been ill one way or another.
- \_\_\_\_\_ 2. Mary Lennox had a thin little face, a thin little body, and thin light hair.
- \_\_\_\_\_ 3. Mary's mother was a great beauty.
- \_\_\_\_\_ 4. When Mary came to Misselthwaite Manor to live with her uncle, everyone thought she was an exceptionally beautiful child.
- \_\_\_\_\_ 5. Mary's mother loved her dearly and refused to be separated from her.
- \_\_\_\_\_ 6. By the time she was six years old, Mary was a tyrannical and selfish little pig.
- \_\_\_\_\_ 7. Mary's father held a position with the English government.
- \_\_\_\_\_ 8. On the morning when nothing was done in its regular way, Mary's Ayah did not come.
- \_\_\_\_\_ 9. From her spot under the tree near the veranda, Mary saw her mother laughing and joking with a young officer.
- \_\_\_\_\_ 10. An outbreak of deadly cholera took the life of Mary's Ayah and many other servants.
- \_\_\_\_\_ 11. During the confusion and bewilderment of the second day of the panic, Mary hid herself in the nursery and was forgotten by everyone.
- \_\_\_\_\_ 12. Mary fell asleep from hunger and exhaustion, and she slept heavily for a long time.
- \_\_\_\_\_ 13. When she awakened and remembered that her Ayah was dead, Mary cried hysterically.
- \_\_\_\_\_ 14. Though she was spoiled, Mary had always been an exceptionally affectionate child.
- \_\_\_\_\_ 15. Mary was frightened by the snake she saw gliding along on the matting.
- \_\_\_\_\_ 16. While she waited for someone to come, Mary notice that everything was still, as if there was no one in the bungalow other than her and the snake.
- \_\_\_\_\_ 17. When the officer found her, Mary was crying, hungry, and terrified at being left alone for so long.
- \_\_\_\_\_ 18. The officer recognized Mary and knew who she was immediately.
- \_\_\_\_\_ 19. Mary's father and mother died and were carried away in the night while she was asleep.
- \_\_\_\_\_ 20. The servants who had not died left the house as quickly as they could, forgetting that Mary was there.





# THE SECRET GARDEN

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*Four: Martha*

Write the **letter** of the correct answer in the blank before each question.

- \_\_\_\_\_ 1. Martha, the housemaid, (A) loved the moor, (B) feared the moor and never went there, (C) liked the moor only in the spring.
- \_\_\_\_\_ 2. In India, when she was angry, Mary had (A) made the servants entertain her, (B) slapped her Ayah in the face, (C) sat on her Ayah's lap and cried.
- \_\_\_\_\_ 3. Martha spoke with (A) an Indian accent, (B) a loud voice, (C) a Yorkshire accent.
- \_\_\_\_\_ 4. According to Martha, the house was run by (A) Mr. Craven's watchful eye, (B) Mr. Pitcher and Mrs. Medlock, (C) a barrister who lived in the village.
- \_\_\_\_\_ 5. Martha was surprised that Mary (A) couldn't dress herself, (B) had never been to England before, (C) was so independent.
- \_\_\_\_\_ 6. Mary lost her temper when she learned that Martha had thought she was (A) a native Indian with dark skin, (B) a spoiled, unpleasant child, (C) a boy.
- \_\_\_\_\_ 7. When Mary cried from rage and helplessness, Martha (A) ignored her, (B) was shocked and angry, (C) felt sorry for her and apologized.
- \_\_\_\_\_ 8. Mr. Craven had ordered that Mary would not be dressed in (A) play clothes, (B) expensive clothing, (C) black.
- \_\_\_\_\_ 9. Martha had never seen a child who (A) argued with adults, (B) stood still and waited for other people to do things for her, (C) refused to learn new things.
- \_\_\_\_\_ 10. Martha was one of (A) ten children, (B) twelve children, (C) fourteen children.
- \_\_\_\_\_ 11. The pony that Martha's brother Dickon called his own came from (A) the manor stable, (B) the moor, (C) a nearby farm.
- \_\_\_\_\_ 12. The slight interest that Mary felt in Dickon was the first time she (A) was interested in anyone but herself, (B) felt at home, (C) stopped being angry.
- \_\_\_\_\_ 13. When she refused to eat her porridge, Mary announced with indifference that she (A) didn't eat what she didn't like, (B) would rather have jam and bread, (C) didn't know what it was to be hungry.
- \_\_\_\_\_ 14. Once a month, on her day off, Martha (A) took a train into London, (B) baked sweet breads for her brothers and sisters, (C) went home and cleaned for her mother.
- \_\_\_\_\_ 15. Mary agreed to go outside when she realized that (A) there would be birds different from those in India, (B) Dickon would be in one of the gardens, (C) she would have to spend more time with Martha if she stayed inside.
- \_\_\_\_\_ 16. What did Mr. Craven do to the garden that had belonged to his wife? (A) He had it destroyed. (B) He locked the door and buried the key. (C) He preserved it, but would allow no one to go there.
- \_\_\_\_\_ 17. The walled gardens that Mary found were used to grow (A) rare roses, (B) vegetables and fruits for the kitchens, (C) herbs for making medicine.
- \_\_\_\_\_ 18. Instead of finding the mysterious garden as she had hoped, Mary opened the green door in the wall and walked into (A) an orchard, (B) a maze of trimmed shrubs, (C) a small vineyard.
- \_\_\_\_\_ 19. When the bird with the bright red breast burst into song, it brought a look to Mary's face which was (A) worse than her usual sour expressions, (B) close to tears, (C) almost a smile.

# THE SECRET GARDEN

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Five: *The Cry in the Corridor*

Six: *"There Was Someone Crying—There Was"*

Write either **Yes** or **No** in the blank before each question.

- \_\_\_\_\_ 1. At first, did Mary do the same thing every day?
- \_\_\_\_\_ 2. Did the time Mary spent outside running to keep warm against the wind from the moor improve her health?
- \_\_\_\_\_ 3. Did Mary waken one morning knowing what it was to be hungry?
- \_\_\_\_\_ 4. Did Mary talk to Ben every day when she went walking along the garden paths?
- \_\_\_\_\_ 5. On her long walk outside the walled gardens, did Mary see that the ivy had been clipped and made to look neat along every part of the wall?
- \_\_\_\_\_ 6. Did it seem to Mary that she understood what the robin was saying as he twittered and chirped to her?
- \_\_\_\_\_ 7. As Mary laughed and ran along the wall after the robin, did she look almost pretty for a moment?
- \_\_\_\_\_ 8. Did Mary come to believe that the robin lived in the garden with no door?
- \_\_\_\_\_ 9. Because she couldn't find a door, did Mary begin to think there was no secret garden?
- \_\_\_\_\_ 10. After her day outside in the fresh air blowing from the moor, was Mary cross when Martha chattered away during supper?
- \_\_\_\_\_ 11. Had Martha also thought about the hidden garden a lot when she first heard about it?
- \_\_\_\_\_ 12. Did Martha answer right away when Mary asked why Mr. Craven hated the secret garden?



- \_\_\_\_\_ 13. Did Mrs. Craven die after an accidental fall from a tree located in her garden?
- \_\_\_\_\_ 14. When Mrs. Craven died, did the doctors also think Mary's uncle would go out of his mind and die, too?
- \_\_\_\_\_ 15. Did Martha describe the shuttering roar the wind made as it rushed around the house as "wutherin"?
- \_\_\_\_\_ 16. As she listened to the wind, did Mary hear a sound like a child crying somewhere in the house?
- \_\_\_\_\_ 17. Did Mary believe Martha when she insisted there was no child crying in the house?

# THE SECRET GARDEN

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## Seven: The Key of the Garden

the moor  
Dickon  
Mary

'nowt o' th' sort  
Martha  
the robin

Martha's cottage  
Ben  
a mole

Martha's mother  
springtime  
a key

From the list above, choose the word, name, or phrase that fits the definition below and write it in the blank. **All** answers will be **used at least once**. **Some** answers will be **used more than once**.

- \_\_\_\_\_ 1. This person asked Mary if she liked herself.
- \_\_\_\_\_ 2. Even though she had never seen this person, Mary liked her.
- \_\_\_\_\_ 3. Ben said he could smell it coming.
- \_\_\_\_\_ 4. She had been born ten years ago.
- \_\_\_\_\_ 5. He spoke to Mary when she found him working in the garden.
- \_\_\_\_\_ 6. The animals of the moor liked him.
- \_\_\_\_\_ 7. It was covered with blooms, butterflies, bees, and birds in the springtime.
- \_\_\_\_\_ 8. Mary felt lonely when this person left the house.
- \_\_\_\_\_ 9. Mary was thrilled when it seemed to remember her.
- \_\_\_\_\_ 10. It was located five miles across the moor from Misselthwaite Manor.
- \_\_\_\_\_ 11. Mary found this in a pile of freshly-turned up earth.
- \_\_\_\_\_ 12. Only it knew what grew in the secret garden.
- \_\_\_\_\_ 13. She had never dreamed of a sky as blue as the one she saw over the moor.
- \_\_\_\_\_ 14. A dog had turned up the earth in the flower bed looking for one of these.
- \_\_\_\_\_ 15. In her Yorkshire accent, this is the way Martha said "nothing-of-the-sort."
- \_\_\_\_\_ 16. She was sensible, hard working, good natured, and clean.
- \_\_\_\_\_ 17. He said things were stirring beneath the earth in the flower gardens.
- \_\_\_\_\_ 18. She wanted to see Martha's cottage.
- \_\_\_\_\_ 19. She ran round and round the fountain flower garden ten times.
- \_\_\_\_\_ 20. Mary was watching him when she saw the small pile of freshly turned-up earth.



# THE SECRET GARDEN

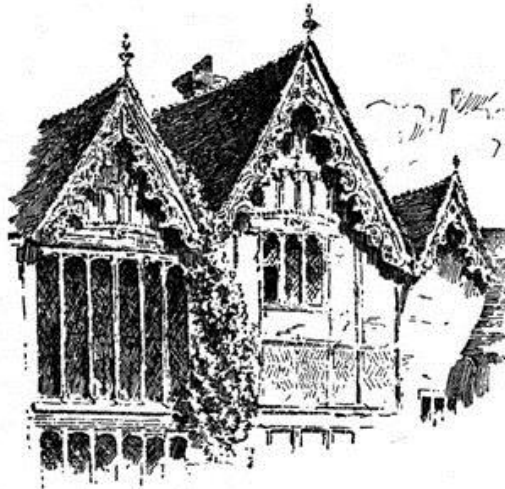
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## WHOLE BOOK TEST

Mary	Mrs. Medlock	Misselthwaite Manor	the moor
India	cholera	Yorkshire	Martha
Dickon	Colin	a hunchback	Mr. Craven
Mrs. Craven	Ben Weatherstaff	the robin	Soot
Shell	Susan Sowerby	the Magic	Dr. Craven
the Doxology	laughter	ivy	the roses
springtime	autumn	a wheeled chair	a Rajah
skipping rope	lectures	the secret garden	<i>I shall live forever</i>
the cottage	crying	food	<i>and ever.</i>
Mary's mother	Mary's father	a bit of earth	

From the list above, choose the name, word, or phrase that fits each of the clues below and write it in the blank. **All** answers will be **used at least once**. **Some** of the answers will be **used more than once**.

- \_\_\_\_\_ 1. He was Mary's uncle.
- \_\_\_\_\_ 2. It was six hundred years old and had almost a hundred rooms.



- \_\_\_\_\_ 3. Colin went into hysterics when he thought he was turning into one of these.
- \_\_\_\_\_ 4. He had worked in the secret garden for Colin's mother.
- \_\_\_\_\_ 5. Over the years, they had grown wild and draped themselves over the trees in the secret garden.
- \_\_\_\_\_ 6. When his wife died, Mr. Craven locked its door and buried the key.
- \_\_\_\_\_ 7. Mrs. Sowerby secretly sent this to the children so the servants would not guess what good appetites they had.
- \_\_\_\_\_ 8. Both of Mary's parents died from this disease.
- \_\_\_\_\_ 9. He was Mrs. Craven's brother.





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# About Your Teaching Guide . . .

The primary goal in creating the objective tests teaching guide is to provide a **classroom-ready**, non-threatening method for checking student comprehension and stretching thinking skills. **When used as a basic guide for teaching a novel, the materials offer many and varied opportunities for learning.**

Use your teaching pack as a guide and lead your students into discovering new ideas about . . . .

## THE PLOT

Each test page is actually an outline of the plot. In your teaching pack, the chain of related events that tell the story has been pulled from the novel and reformatted into a series of questions. Whether they are aware of their ability or not, all good readers sense the **rhythm** of the **connected** events that compose the plot; and consequently **comprehend** the story. This “plot rhythm” is the basic structure of the tests.

To further your students' understanding of plot, try the following activities:

**Summarizing the Story:** Using only the chapter questions as a guide, have your students write a summary of the chapter. For a set of ten questions, limit the number of sentences they may write to seven. For twenty questions, allow no more than twelve sentences.

**Reporting the News:** Have students write a newspaper article, based on the events from a set of questions, and add the *who, what, when, where, why* format. Some needed information may be located in previous chapters.

**Twisting the Plot:** Choose one or two questions from each chapter and change its answer—true to false, no to yes, or a different answer—and explain how changing a single (or several) events would change the story. To further illustrate the rhythm of a good story, try changing the answers to one complete set of questions. Your students will see how difficult, if not impossible, it is to tell a sensible story from a tangled set of events.

## THE CHARACTERS

Questions that illustrate character motivation and personality are purposely included. Too often, when they are asked to tell what kind of person a story character is, the only answer many of our students can muster is “nice.”

In your efforts to remove “nice” from your students' literary vocabulary, try this idea:

**Character Charts:** Display individual charts for the main characters. As the chapters are read, record **facts, behaviors, or events** that relate to the each character. Then connect the items with several appropriate words such as **empathetic, brave, calloused, bold, untrustworthy**, etc. The teacher can take the lead by contributing the first few words and then assigning the task of identifying more terms to students. Record the word collections on the charts with the story facts.

This information is a valuable student resource when displayed in the room for all to see and use during a writing assignment. In creating and using character charts, students will soon begin writing more fluently and insightfully about story personalities.

Use the charts to encourage your students to try some “predicting” or “detective” writing about what the character(s) might do next or what might have happened after the story ended. Let the charts help your students recognize **CHARACTER CHANGE (dynamics)**.

Another fun activity with the charts is to match a book personality with a zodiac sign. Students must justify their reason for thinking a character is a particular sign by citing his/her behaviors, words, reactions to situations, etc. that prove the match.

## READING BETWEEN THE LINES

(Implied Meaning)

Because the primary goal for the objective questions is **basic comprehension**, items requiring a student to **interpret** an event or a character's behavior are not included. Always included, however, are questions that *establish the existence of a story component carrying an implied meaning.*

## **MAKING PREDICTIONS**

(Recognizing Story Clues)

Authors subtly place clues in the story line giving the reader hints as to what is about to happen. Like the implied meaning, these clues are brought to the reader's attention in the form of a question. Once a student learns to spot the gems, his/her ability to comprehend and enjoy a story tends to leap forward.

Use "thinking-out-loud" class discussions to list all the possible meanings of the clue questions. Have your student write their individual predictions (no sharing or telling), store the papers until the novel is finished, and then retrieve them for reading. Sometimes, a wrong prediction makes a story as good as the original.

## **OTHER FUCTIONS**

The objective test pages are excellent discussion guides for both whole groups and small groups. They work well as homework reading guides and as conferencing tools. They are also useful management tools for teachers who wish to use multiple titles in one classroom.

## **IMPROVING/DEVELOPING LISTENING SKILLS**

Rather than always requiring your students to answer test questions on a printed page, surprise them (and save paper!!) by occasionally doing the test orally.

Try this technique:

### **Student Rules for an Oral Test:**

The teacher will read each question *two times*. No comments or questions that interrupt this initial phase of the test are allowed.

When all questions have been read, individual students may ask for repeats of any question he/she wishes to hear again.

No interruptions/comments during the re-reading part of the test.

### **Teacher Rules for an Oral Test:**

The teacher will read each question *two times*. Except to remind students that a re-reading phase will follow after the last question, he/she will not respond to comment/question during this period.

The teacher will repeat **any** and **all** questions (even if it results in reading the same question multiple times).

(The second teacher rule is a *vital* part of the exercise. Asking for multiple repeats of a question does not mean students aren't paying attention. It does indicate their desire to *understand* and *answer* the question correctly.)

As students become more comfortable and experienced with oral test-taking, the number of requests for repeated questions will diminish. An added bonus to this technique is that skills learned in these testing periods tend to translate into other situations where teacher-talking and student-listening are required components of learning.

## **Final Note**

This objective tests teaching guide is designed for use as supplementary material that supports a total reading program. It is my goal to provide busy teachers with a classroom-ready, practical resource loaded with motivational and learning opportunities for their students. It is my hope that your purchase will prove to be a hard-working instructional component for years to come. Thanks for choosing one of my products for your classroom.



Margaret Whisnant, Author