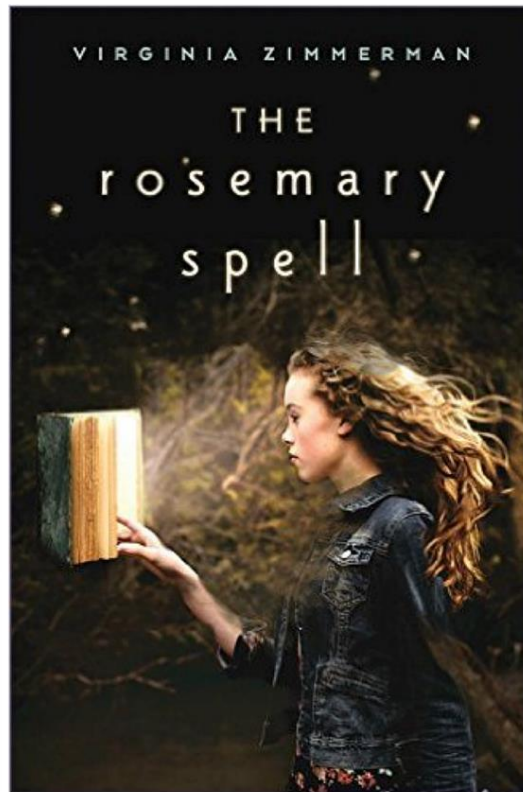




Grades 5-9

Authors and Educators Resources



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Teacher's Guide by Pamela Brunskill

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BEFORE THE BOOK

Summary

Best friends Rosemary Bennett and Adam Steiner find an old book that belonged to local poet Constance Brooke in Rosemary's house. When words mysteriously appear in the book and the pair discover a magic spell, Rosemary and Adam accidentally make Adam's sister, Shelby, disappear into a void. They follow clues through Shakespeare's works and Constance Brooke's Alzheimer's to reverse the spell. Battling time, forces of nature, and their own forgetting, Rosemary and Shelby race to bring Shelby back before she is lost forever.

Themes of memory, belief in magic, overcoming loss and abandonment, and the power of literature pervade this book.



[The Rosemary Plant Virginia Zimmerman Used as a Model](#)

BEFORE THE BOOK

Sample Lesson Plans

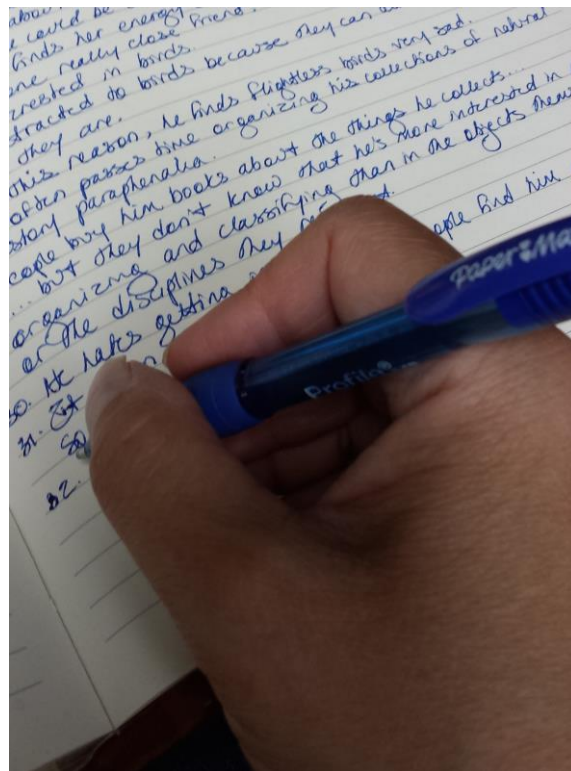
The following lessons can take between one and three days. Use your professional judgment to meet the needs of your students.

Lesson 1 <ol style="list-style-type: none"> 1. Complete some of the pre-reading activities. 2. Read the “About the Author” page as a class. 3. Introduce vocabulary students will encounter in chapters 1-3. 4. Read chapters 1-3. 	Lesson 2 <ol style="list-style-type: none"> 1. Discuss chapters 1-3. 2. Complete a Reader’s Response Journal/Answer Discussion Questions. 3. Take notes on main characters. 4. Complete some of the suggested activities. 5. Hold a Grand Discussion on predictions and theme development. 6. Read chapters 4-7.
Lesson 3 <ol style="list-style-type: none"> 1. Discuss chapters 4-7. 2. Complete a Reader’s Response Journal/Answer Discussion Questions. 3. Complete some of the suggested activities. 4. Add to character notes. 5. Revisit theme discussion from the beginning of the unit and see if students can add anything. 6. Read chapters 8-10. 	Lesson 4 <ol style="list-style-type: none"> 1. Discuss chapters 8-10. 2. Complete a Reader’s Response Journal/Answer Discussion Questions. 3. Complete some of the suggested activities. 4. Revise sonnet. 5. Assess student novel comprehension and vocabulary. 6. Read chapters 11-14.
Lesson 5 <ol style="list-style-type: none"> 1. Discuss chapters 11-14. 2. Complete a Reader’s Response Journal/Answer Discussion Questions. 3. Complete some of the suggested activities. 4. Revisit prediction chart, if completed as one of the pre-reading activities. 5. Add to character notes. 6. Read chapters 15-17. 	Lesson 6 <ol style="list-style-type: none"> 1. Discuss chapters 15-17. 2. Complete a Reader’s Response Journal/Answer Discussion Questions. 3. Complete some of the suggested activities. 4. Revise sonnet. 5. Read chapters 18-end.
Lesson 7 <ol style="list-style-type: none"> 1. Discuss chapters 18-end. 2. Complete a Reader’s Response Journal/Answer Discussion Questions. 3. Complete some of the suggested activities. 4. Have students illustrate 10 vocabulary words and use them to write a paragraph about one of the themes from this unit. 5. Hold a Grand Discussion to revisit themes and essential questions from this unit. 6. Begin After the Book activities. 	Lesson 8 <ol style="list-style-type: none"> 1. Complete student projects. 2. Present student projects. 3. Have students critique one another, providing helpful feedback on projects. 4. Evaluate student comprehension of unit.

BEFORE THE BOOK

Main Characters

Character Name	Notes
Rosemary (Rosie) Bennett	Protagonist; 13 years old
Adam Steiner	Rosemary's best friend; 13 years old; likes to organize things; blue-gray eyes
Arthur Brooke	Constance's father; Shakespeare professor
Mr. Cates	Rosemary and Adam's creative writing teacher; curly hair
Claudia (Mom)	Rosemary's mother; an English Professor
Constance Brooke	Local poet; lived for 70 years in Rosemary's house; born 1914; has Alzheimer's; bright white hair; green eyes, used the spell on her brother
Shelby Steiner	Adam's sister; 16 years old; long golden hair; disappears into the void when Rosemary and Adam say the codex spell
Wilkie	Constance's brother, who vanished when she was a child because of the codex spell

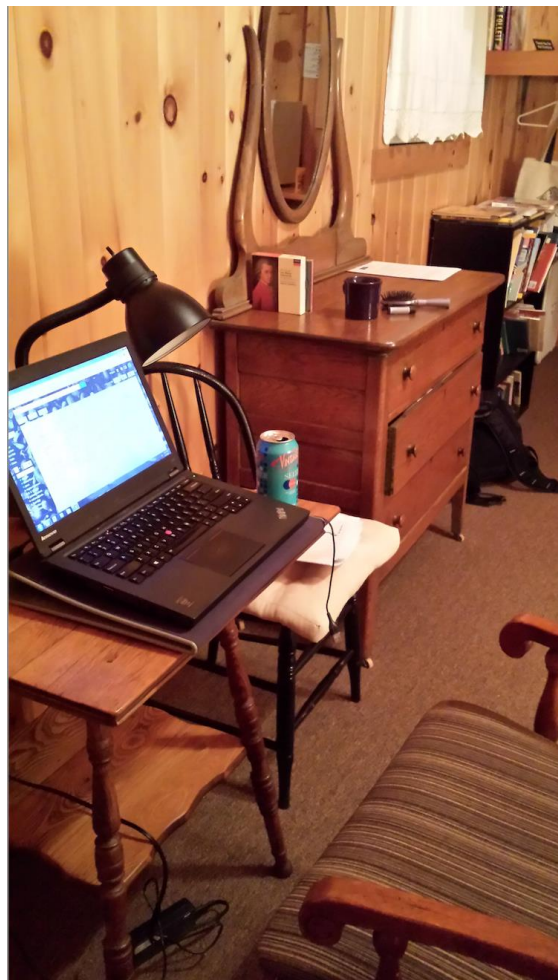


Virginia Drafting by Hand

BEFORE THE BOOK

Places

Christopher Jordan Herbarium	university building where herbs are stored
Cookfield, Pennsylvania	town where Rosemary lives
Eliot Books	used bookstore in Lionville
Goodsell	building at the university
Lionville	a town nearby
Mega Mart	shopping center
Pear Tree Lane	Rosemary's street
River House	nursing home where Constance Brooks lives
The Island	Place where rosemary grows year-long; Rosie, Adam, and Shelby like to play there in the summer; Constance lived here until a flood destroyed her house
The Bennett House	Where Rosie lives with her mom; where she finds the false codex
The Steiner House	Where Adam and Shelby live with their parents



*The Desk Where Virginia Zimmerman Drafted Some of *The Rosemary Spell**

BEFORE THE BOOK
About the Author

Virginia Zimmerman



Virginia Zimmerman grew up in the Virginia suburbs of Washington, D.C., though she was named for a great aunt, not for her state. When she was young, she enjoyed writing and talking to friends about books, so she decided to grow up into a person who could do those things all the time. She was an English major at Carleton College, and she went to graduate school in English at the University of Virginia. All together, she enjoyed twenty years of formal education, much of it focused on reading.

When she finished school, she wasn't done reading, writing and talking to friends about books, so she became an English professor at Bucknell University. This means--and she still pinches herself to make sure this is real--she gets to read and write and talk about books for a living. Most of the classes she teaches are about British literature from the nineteenth century or children's fiction. She loves both.

Virginia's first home is a two-hundred-year-old house in a small town on the Susquehanna River in Pennsylvania. This is where she gets to read and write and talk about books with dear friends, inspiring students and beloved family. This is also the inspiration for the setting in *The Rosemary Spell*.

She lives with her husband, three children, and little white dog.

-Adapted from Virginia Zimmerman's website. To learn more about Virginia and *The Rosemary Spell*, go to her website at <http://virginiazimmerman.com>.

BEFORE THE BOOK

Pre-Reading Activities

The following are suggested activities you can do with your students before you read *The Rosemary Spell*.

1. Cover discussion—Ask students to look at the front cover and predict what the story will be about. Record their responses on a prediction chart to be posted somewhere in the room so that the class can refer back to it throughout the unit.
2. Essential questions—Explore themes of memory, abandonment, the power of literature, and magic. Ask students what they know about memory. Record their responses. Ask them the following essential questions to guide their thinking throughout this literature study unit:
 - a. How can memory be a slippery thing?
 - b. In what ways is forgetting a blessing? A curse?
 - c. Would you rather have the ability to remember everything or only the good parts of life? Why?
 - d. How does memory affect our ability to process loss?
 - e. Can abandonment ever be a good thing? Explain.
 - f. What is magic?
3. Complete the following journal prompt—Has a book ever seemed magical to you? If so, when, and what did it feel like? If not, why do you think that is?
4. Read an article or watch a video on memory. A great resource for this is http://kidshealth.org/kid/health_problems/brain/memory.html.
5. Obtain a few rosemary herbs and pass them around to the students. Have them describe what one herb feels and smells like to them. Have them sketch it in their journals along with their predictions about what significance the herb will play in the book given the discussion on essential questions.
6. Read aloud William Shakespeare's Sonnet 55. Ask students to determine what they think it means.

SONNET 55

Not marble, nor the gilded monuments
Of princes, shall outlive this powerful rhyme;
But you shall shine more bright in these contents
Than unswept stone, besmear'd with sluttish time.
When wasteful war shall statues overturn,
And broils root out the work of masonry,
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory.
'Gainst death and all-oblivious enmity
Shall you pace forth; your praise shall still find room
Even in the eyes of all posterity
That wear this world out to the ending doom.
So, till the judgment that yourself arise,
You live in this, and dwell in lovers' eyes.

Explain that William Shakespeare and this poem play a prominent role in the novel they are about to read. (For an analysis of this poem, check out <http://www.shakespeare-online.com/sonnets/55detail.html>.)

BEFORE THE BOOK

Common Core Matrix

Depending on which activities you choose to complete with your students in each lesson, the following Language Arts Common Core anchor standards can be met. You can always meet additional standards by focusing your lesson objectives.

(Taken from <http://www.corestandards.org/ELA-Literacy/CCRA/R/>)

Common Core State Standard	Lesson #							
	1	2	3	4	5	6	7	8
READING Key Ideas and Details								
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	X	X	X	X	X	X	X
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	X	X	X		X		X	X
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		X	X	X	X	X	X	X
READING Craft and Structure								
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.			X	X		X		
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		X	X	X	X	X	X	X
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.	X						X	
READING Integration of Knowledge and Ideas								
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	X	X	X	X	X	X	X	X

Common Core State Standard	Lesson #							
	1	2	3	4	5	6	7	8
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			X	X	X	X	X	
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		X			X			
READING Range of Reading and Level of Text Complexity								
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	X	X	X	X	X	X	X	X
WRITING Text Types and Purposes								
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence								X
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.								X
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.							X	X
WRITING Production and Distribution of Writing								
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		X						X
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				X		X		X
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.								X

Common Core State Standard	Lesson #							
	1	2	3	4	5	6	7	8
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			X		X			X
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.								X
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		X	X	X	X	X	X	X
WRITING Range of Writing								
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		X				X		X
SPEAKING AND LISTENING Comprehension and Collaboration								
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					X			
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.								X
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric								X
SPEAKING AND LISTENING Presentation of Knowledge and Ideas								
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.					X			X
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.								X
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.							X	X

Common Core State Standard	Lesson #							
	1	2	3	4	5	6	7	8
LANGUAGE Conventions of Standard English								
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X	X	X	X
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							X	X
LANGUAGE Knowledge of Language								
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	X	X	X	X	X	X	X	X
LANGUAGE Vocabulary Acquisition and Use								
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	X	X	X	X	X	X	X	
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						X		
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	X	X	X	X	X	X	X	X

**“For ten years, my father’s
furniture and books lurked in the
study he abandoned.”**

BEFORE THE BOOK

Chapter Outlines*

1924: A flood made the island uninhabitable, so Constance and her family move into the house later occupied by Rosemary and her mom.

Chapter	Notes
1	<p>December, Cookfield, Pennsylvania.</p> <p>Rosemary moves into the study that had been her father's before he left the family. She is helped by her best friends, Adam (who is her age) and Shelby (Adam's sister, who is three years older and starting to focus on dating and older-girl matters).</p> <p>The next day, Adam and Shelby come over again. Shelby soon leaves, but Adam stays and encourages Rosemary to try to open a closed cupboard door that they've long been fascinated by. They find a latch under a loose floorboard, which opens the door.</p>
2	<p>Inside the cabinet is a book with parchment pages. The name Constance Brooke (a local poet known to the kids) is inside, along with a list of herbs. Otherwise it is empty. They decide to sign their name in it and use it as their poetry journal for a class. Shelby arrives to take Adam home. She's shocked that they wrote in the book, but in the end agrees that the idea is appealing. She wonders if the book is magical, and Rosemary is thrilled that she even thought of such an idea.</p>
3	<p>At school, Rosemary and Adam use the book as a journal in creative writing class. As they begin to write in it, older writing appears on the pages. It belongs to Constance Brooke. They puzzle over what is happening. At lunch, they examine the book more closely and read that the rosemary was planted so that Constance and her father can remember Wilkie. A whole page is filled, frighteningly, with the word <i>Wilkie</i>.</p>
4	<p>Frightened, Rosemary and Adam jump back from the book. On their way back to class, they decide to show Shelby. At the end of the day, they can't reach Shelby, so they go home. Rosemary spends time with her mom. Shelby phones, but Rosemary can't seem to talk about the book, as if she's forgetting what she saw.</p> <p>The next morning, Shelby drives Rosemary and Adam to school, but there isn't time to show her the book, and they can't remember what was so disturbing about it. In creative writing class, as they prepare to write a report on Constance Brooke, the writing appears again. They decide to go visit her in the nursing home where she lives.</p>

5	Claudia drops Rosemary and Adam off to visit Constance. They find her there, and although she's not lucid, she recognizes the book, calls it the false codex, and shows them a hidden foldout page inside it, where a poem is written.
6	<p>On the ride back from the home, they talk to Claudia about their visit. She explains some of the Shakespearean references Constance made. Back at Rosemary's house, the two kids decipher the first two lines of the poem.</p> <p>The next day, Claudia takes the kids, including Shelby, to a bookstore, where Rosemary buys a book by Constance Brooke.</p> <p>The day after, Rosemary and Adam decipher the rest of the poem. Later that evening, Rosemary and her mom talk about how Constance's father had believed there were magical references in Shakespeare's work. She decides she does believe that the false codex is magical.</p>
7	<p>Rosemary and Adam work on their poetry project but avoid talking about the codex.</p> <p>On Sunday, they go with Shelby to the island. While there, they tell her about the book and recite the verse from the folded page. As they finish reciting, Shelby vanishes.</p>
8	At first, Rosemary remembers Shelby, while Adam seems to have forgotten her. Intermittently, they can both remember, but more often they forget or feel only that something is wrong. In the middle of the night, Rosemary remembers, and attempt to hold on to the idea by writing Shelby over and over in the codex. But shortly afterward, the writing has disappeared.
9	A little time passes (a day or two), during which Adam and Rosemary are inexplicably alienated from each other. Rosemary finally asks Adam to work with her to finish the poetry project, and their friendship seems restored. They decide to focus their project on the theme of Alzheimer's and to visit Constance again. While there, she briefly remembers Wilkie and they briefly remember Shelby. She tells them that rosemary isn't enough and that they need "the other one." As they leave, it has begun to snow.
10	Back at Rosemary's house, they consider what they have learned. They realize that the line from <i>Hamlet</i> allows them to remember Shelby. They decide to look for more answers in Constance's poem and, by analyzing "Moon Mangled Memory," develop the theory that they may lose all ability to remember by the next new moon.
11	<p>Adam leaves, taking the rosemary verse and bookmark with him and to help him hold on to the memory.</p> <p>The next day, it snows, so school is canceled and the winter break begins a day early. Rosemary spends an enjoyable day with her mother, then talks to Adam. It becomes clear that he has forgotten Shelby again, despite their precautions. Worried, she goes to talk to Constance again and is slightly encouraged by her responses. Rosemary returns home and begins sifting through Constance's poems. She happens upon the word <i>rue</i> and feels she's on the right track.</p>

12	Rosemary begins searching the plays for the word <i>rue</i> . With her mother's help, she learns about an online concordance and begins reading and recording the various mentions of rue in Shakespeare. She thinks that maybe Shelby would reappear in her house and calls the Steiners even though it is very late; they don't recognize the name.
13	Rosemary continues working and comes across a verse from <i>The Winter's Tale</i> that she thinks is the answer. She learns from her mother that she can see actual rue at the university herbarium. The next morning, having forgotten her plan, she goes sledding with Adam and some friends. While out, she finds the slip of paper with the rosemary verse and is able to remember and remind Adam. They set out for the herbarium.
14	At the herbarium, they steal a sprig of rue, but the rosemary sample has disappeared. They go back to Adam's house, wondering what to do. There, they realize the rosemary is common for cooking. While they're eating lunch, Claudia calls and tells Rosemary that Constance has been asking for her. Claudia says she'll come by to take the two kids to River House.
15	They go to see Constance and sit with her. They realize the new moon will be the next night. Constance is lucid briefly and mentions her anguish about being too late to save Wilkie. Losing clarity again, she begins reciting the vanishing verse, and they stop her just in time. On the way home, they're able to buy rosemary, but when they try reciting the verse, it doesn't work. They decide they have to go back to the island to do it. Before long, though, they've forgotten about Shelby again.
16	Just before Adam leaves for the night, they remember Shelby. They consider rowing to the island that night but realize it would be suicidal. Instead, they put memos everywhere with the rosemary verse on them and wait until morning. They manage to meet in the morning and, in a frightening journey, to navigate over the very rough water to the island.
17	As they leave the boat, it becomes clear that Rosemary has dislocated her elbow. Adam devises a sling to help prevent some of the terrible pain, and they struggle on. Their first recitation of the rue verse does not work, but they decide to try saying it three times. Shelby returns.
18	As they're trying to row back across the river, the boat is capsized by a large piece of machinery. Adam's head is cut, and Shelby, who doesn't have a life vest, is eventually pulled underwater. Adam and Rosemary manage to pull her out, though she is unconscious, and a helicopter comes to rescue them. In the ambulance, it is unclear whether Shelby is still alive.
19	When Rosemary wakes up in the hospital, her mother tells her that Shelby is in a medically induced coma while doctors determine whether her brain has been damaged. The next day, they learn that Shelby's prognosis is good, though she's still in a coma. They all go to the hospital in Lionville where she's being cared for.
Epilogue	When they are all recovered, they go to visit Constance, who seems a little bit better. Rosemary reflects on how much she appreciates her mother and friends and on what she has learned about life, memory, and growing older.

*Chapter Outlines Courtesy of Houghton Mifflin Harcourt Publishing Company

EXPLORING THE BOOK

Chapters 1-3

Suggested Journal Prompts/Discussion Questions

The following questions and prompts can help your students understand the book better. Choose the ones you think would best help your students.

1. What themes do you see emerging? (chapter 1)

Possible answers include:

- Abandonment—Rosie’s dad and the fear that Shelby’s going to abandon her too
- Magic—reference to magic buttons
- Mystery—why is there a locked cupboard?
- The power of books—when Rosie talks about reading emergencies and “those times when only the right book will anchor you.”

2. How does Virginia Zimmerman pull you into the story? (chapter 2)

Possible answers include:

- She describes the setting so you can visualize Rosie’s bedroom
- She introduces the main characters, Rosie and Adam, so that the reader gets to know their main quirks and personalities right away

3. Do you believe in magic? Why or why not? (chapter 2. Any reasonable answer is acceptable.)

4. In chapter 3, Mr. Cates discusses Shakespeare’s Sonnet 55 with his students. How can words and poetry be powerful?

Possible answer: because nothing can destroy your memory and poems live forever as they are passed down. Poetry can be like a monument since it honors a person and can outlast even stone because it gets reprinted on new paper and said generations after the poem was initially written.

5. Shakespeare’s quote from *Hamlet* says, “There’s rosemary, that’s for remembrance. Pray, love, remember.” What do you think needs to be remembered in *The Rosemary Spell*? What clues from the story make you think that? (chapter 3. Any reasonable answer is acceptable.)

“Rosemary, that’s for
remembrance.
Pray, love, remember.”

EXPLORING THE BOOK

Chapters 1-3, cont.

Suggested Activities

The following activities correlate to chapters 1-3 in *The Rosemary Spell*.

1. On a blank sheet of paper, draw a picture of Rosie's room. Include at least five details from the story and label them. (chapter 1)
2. Bring samples of sage, hyssop, chamomile, lemon balm, marjoram, lavender, basil, thyme, mint, and rosemary into the class. Have the students feel and smell each of them and describe their sensations. Have them trace rosemary into their journals if not already done as a pre-reading exercise. (chapter 2)
3. Bring a bunch of poetry books to class. Have students browse through the poems and choose one that they would like to share for their own class's "poem of the day" to echo what's happening in Rosie's Creative Writing class. Have students analyze the poems that they select for rhyme, meter, and repetition. Share with a partner and/or with the class. (chapter 3)
4. Read Wordsworth's "I Wandered As a Lonely Cloud" and analyze it for rhyme, meter, and repetition. (chapter 3. See Student Handouts.) Ask students what theme both Wordsworth and Zimmerman investigate in their writings (memory).
5. Read Shakespeare's Sonnet 55 (See Student Handouts) if not done in the pre-reading stage. Have students write their own sonnets. (chapter 3)

Suggested Vocabulary

Word	Sentence	Chapter	Definition
lurked	For ten years, my father's furniture and books <u>lurked</u> in the study he abandoned.	1	prowled, lounged creepily
dwell	I <u> dwell</u> in possibility	3	live in; stay
disdain	Mr. Cates stares at Josh over his book, managing to communicate <u>disdain</u> without looking unkind.	3	contempt; scorn
syntax	That <u>syntax</u> is tricky. Let me paraphrase.	3	grammar; sentence structure

EXPLORING THE BOOK

Chapters 4-7

Suggested Journal Prompts/Discussion Questions

The following questions and prompts can help your students understand the book better. Choose the ones you think would best help your students.

1. In chapters 4-7, Rosie and Adam discuss the possibility of magic. Do you believe in magic? Why or why not? (Any reasonable answer is acceptable.)
2. How can memories be damaged? (chapter 4)
Possible answer: Forgetting parts of an event leave room for interpretation and misinterpretation. These holes in our memory can shape a memory incorrectly.
3. Who do you think Wilkie is? Why do you think his name was written over and over again in the diary? (chapter 4. Any reasonable answer is acceptable.)
4. Could forgetting part of your life ever be a blessing? Explain. (chapter 5. Any reasonable answer is acceptable.)
5. In chapter 5, Rosie says, "I won't forget the books I've loved. I couldn't." What does this say about Rosie?
Possible answer: Rosie is a book lover and books bring meaning to her life. Forgetting her favorite books would be one of the worst things she could imagine.
6. In chapter 5, after Constance shows Adam and Rosie a poem hidden inside the book, she whispers that she's sorry. What do you think this suggests about the poem?
Possible answer: the poem foreshadows bad things to come. Whatever Constance did with the poem, it caused immense damage in her life and she's still troubled by it all these years later.
7. Do you think Rosie should share the book with her mom? Why or why not? (chapter 6)
Possible answers include:
 - Yes, I would because the book is the reason her mom wanted to move to Cookfield, and now she has it and her mom is her mom and she owes it to her to share it with her. Also, the book seems to have strange powers and her mom might be able to help her understand it.
 - No, I would not because her mom would probably take the book from her, and Rosie deserves the chance to explore it a little more. She did find it in her room.
8. What do you think happened to Shelby at the end of chapter 7? (Any reasonable answer is acceptable.)

EXPLORING THE BOOK

Chapters 4-7, cont.

Suggested Activities

The following activities correlate to chapters 4-7 in *The Rosemary Spell*.

1. Just like Rosie and Adam do in *The Rosemary Spell*, have students find the online [Dictionary of Literary Biography](#) and learn about a poet's life. They should pick some detail that interests them, read poems by the poet that might be about that detail and write their own poems about that detail. If your school does not subscribe to the *Dictionary of Literary Biography*, you can use any biography reference book or site. (chapter 4)
2. Visit a nursing home and talk with some of the people who live there. Ask them about their lives. Note what memories are long-lasting and which types of memories they've forgotten with time. What does this suggest about which types of memories are the most meaningful? Make a list of memories that you would never want to forget. (chapter 5)
3. Find examples of allusions in chapters 4-7 in *The Rosemary Spell*. (See Student Handouts.)

Suggested Vocabulary

Word	Sentence	Chapter	Definition
muse	Is the <u>muse</u> speaking to you?	4	inspiration
mangled	He opens a new window and searches for "Moon <u>Mangled</u> Memory.	4	messed up; confused
clenching	Anna stares at me, her jaw <u>clenching</u> and unclenching like a ventriloquist's dummy.	5	tightening
halts	She walks past us, but the professional clack of her heels <u>halts</u> .	5	stops
void	" <u>Void</u> and nothing," she says through her breath.	5	emptiness; a hole; nothingness
sift	I <u>sift</u> words like sand.	6	sort through; examine through a sieve
stride	I <u>stride</u> down the corridor.	6	walk quickly and with purpose
frantic	The rosemary line at the top of a page filled with Constance's <u>frantic</u> cursive.	7	panicky

EXPLORING THE BOOK

Chapters 8-10

Suggested Journal Prompts/Discussion Questions

The following questions and prompts can help your students understand the book better. Choose the ones you think would best help your students.

1. How are the events in chapter 8 similar to what has already happened with Constance and the diary?
Possible answer: Rosemary writes Shelby over and over again in the book to try to remember and cries, smudging the words. This is just like what Constance must have done with Wilkie.
2. How does Virginia Zimmerman use weather to foreshadow events to come in these chapters?
Possible answer: It's snowing heavily.
3. What evidence of magic appears throughout these chapters?
Possible answer: Constance refers to the poem conjuring. There's magic in the way Constance seems to remember but then forget.
4. What do you think Constance meant about rosemary isn't enough and Adam and Rosie needing the other one? (chapter 9. Any reasonable answer is acceptable.)
5. Does Rosie's father deserve to be forgotten? Why or why not? (chapter 10. Any reasonable answer is acceptable.)

Suggested Activities

The following activities correlate to chapters 8-10 in *The Rosemary Spell*.

1. Complete a cross-curricular connection with science by studying the different phases of the moon.
2. Ask students what they know about Alzheimer's and record their responses. Have them look up Alzheimer's online. Add to the list. (chapter 9)
3. If students wrote their own poems in a previous lesson, have them revise them now. In chapter 9, iambic pentameter is discussed. Have students identify iambic pentameter in various poems. In chapter 10, Rosemary notices the harsh *oi* sound in *void* and then the softer sounds of *nothing*. She also recounts how Mr. Cates talked about the sounds in poems, the words performing what they describe. Have students play with iambic pentameter and the sounds of words in their poems.

Suggested Vocabulary

Word	Sentence	Chapter	Definition
detached	Her smile is <u>detached</u> .	9	not connected
muffled	His voice is <u>muffled</u> by the blankness of snow.	9	muted and slurred
trembling	His hand <u>trembling</u> , Adam slowly turns to the beginning of the book and scrawls <i>Rosemary, that's for remembrance</i> .	10	shaking

EXPLORING THE BOOK

Chapters 11-14

Suggested Journal Prompts/Discussion Questions

The following questions and prompts can help your students understand the book better. Choose the ones you think would best help your students.

1. Revisit essential question: In what ways is forgetting a blessing? (chapter 11)
Possible answer: When remembering causes pain, sometimes it's better to forget. In chapter 11, Rosie admits that she can't remember her father, and her mom acknowledges that she doesn't really have a father in the way she deserves.
2. What evidence of foreshadowing can you find in the book in these chapters?
Possible answers: In chapter 11, there's so much snow that there's a snow day and warm air is coming fast which will melt the snow and likely flood the river. In chapter 12, the river races past, high and fast.
3. How are memory and rue two different ways of holding on to the past? Do you think one is more accurate than the other? (chapter 12)
Possible answer: memory is what a person remembers in a purer form while rue is regret, "a curdled version of memory." (Answers will vary for the 2nd question.)
4. In chapter 13, Rosie finds lines from *A Winter's Tale* that have both rosemary and rue together, and it says *remembrance be to you both*. Why do you think nothing happens when she says the line? (Any reasonable answer is acceptable.)
5. In chapter 14, Mrs. Steiner gives Rosie and Adam the rosemary herbs from her fridge. Why do you think Rosie and Adam don't immediately leave to try the antidote spell?
Possible answers include:
 - They're hungry and need to eat first.
 - They don't want to raise suspicions from Mrs. Steiner.
 - They get interrupted by the phone call from Mrs. Bennett asking them to visit Constance before they can try it.

Suggested Activities

The following activities correlate to chapters 11-14 in *The Rosemary Spell*.

1. Have students discuss an excerpt of a Shakespeare play in Literature Circles. They should analyze how the play portrays any of the themes discussed in this unit and compare how the two authors, Shakespeare and Zimmerman, approach these themes. (See Evaluation Ideas for Observation Form)
 - a. Have students look up some of the words from that play in the [Shakespeare Concordance](http://www.opensourceshakespeare.org/concordance/) online at <http://www.opensourceshakespeare.org/concordance/>, just like Rosie does in chapter 12.
2. Given the description of rue in chapter 14, have students draw what they think it looks like. Then show them photographs of rue and have them compare how their drawing looks with the images. Ask students to describe rue using at least five adjectives.
3. Have students examine the herb classification system (plant taxonomy). They can look up the herbs from *The Rosemary Spell* or their favorite herb to find the scientific names. One place you can direct your students to is <http://www.gardenguides.com/taxonomy/>.

EXPLORING THE BOOK
Chapters 11-14, cont.

Suggested Vocabulary

Word	Sentence	Chapter	Definition
enjamb	I type <u>enjamb</u> into the search box.	11	when a sentence carries over from one line of poetry to the next.
curdled	Regret is like a <u>curdled</u> version of memory.	12	spoiled
shearing	I type <i>shearing</i> , and it seems to mean just cutting—like garden shears—so maybe the plants have to be cut.	13	cutting



Herbarium at Bucknell University, the Inspiration for the Herbarium in *The Rosemary Spell*

EXPLORING THE BOOK

Chapters 15-17

Suggested Journal Prompts/Discussion Questions

The following questions and prompts can help your students understand the book better. Choose the ones you think would best help your students.

1. Why do you think the nurse assumed that Constance was asking for Rosemary the girl and not rosemary the herb since she always mentioned that her father was magical with rosemary? (chapter 15)
Possible answers include:
 - Rosemary just visited and she thought the human connection and interaction was important and left an impression on the poet.
 - The nurse didn't know anything about Constance's reference to the herb and just remembered Rosemary.
2. In chapter 15, Rosie and Adam say the antidote spell with rosemary and rue. Why do you think it doesn't bring Shelby back? (Any reasonable answer is acceptable.)
3. Why do you think Rosie and Adam don't want to tell their parents that they're going to the river? Would you? (Any reasonable answer is acceptable.)

“I let the savour of the plants
sink like steam into my lungs,
and I release it with the words
into the rosemary patch, the
Rosie patch.”

EXPLORING THE BOOK

Chapters 15-17, cont.

Suggested Activities

The following activities correlate to chapters 15-17 in *The Rosemary Spell*.

1. Have students pay attention to the personification Virginia Zimmerman uses in this novel and complete the worksheet on personification. (See Student Handouts.)
 - a. If students wrote sonnets, have them revise them by adding personification into their poems. Then have them revise their poems again, explaining that all authors revisit their work repeatedly to make it better. For example, tell the students that Virginia Zimmerman originally wrote the following in an early draft:

And now his books sit alongside my books, intruders in the familiar landscape of my shelf, and it was the right thing to do to keep them, but they make my father's absence a presence in the room, and there's no space left for me.

And she revised to:

Now his books sit like intruders in the familiar landscape of my books. Saving them was the right thing to do, but they keep my father's absence present in the room.

Notice how much tighter and more impactful the writing is in the revision. Challenge students to do the same in their own writing.

2. In chapter 17, Rosie remembers Shelby reading aloud from *Pelagia's Boats*. Have students read the synopses of all the books on Rosemary's Bookshelf. They will notice that *Pelagia's Boats* has not been written yet. Have them plot out how they hope this story will be or write the first chapter using the themes from *The Rosemary Spell* to add on to the idea of hope and starting over.
3. Draw a picture from one of the scenes in these chapters. Include a caption and a sentence about why you chose that scene.

Suggested Vocabulary

Word	Sentence	Chapter	Definition
murmurs	"Such a horrid disease," she <u>murmurs</u> .	15	says quietly
contorts	She makes no sound, but loss <u>contorts</u> her expression.	15	distorts or warps
lurches	The car <u>lurches</u> to a stop.	15	staggers; wobbles; moves suddenly
hoist	I <u>hoist</u> myself into the boat.	16	lift with a quick burst of energy
engulfs	The cold water is numbing, but every time the river pulls at my arm, a wave of nausea <u>engulfs</u> me.	17	fills; takes over; overwhelms

EXPLORING THE BOOK

Chapters 18-end

Suggested Journal Prompts/Discussion Questions

The following questions and prompts can help your students understand the book better. Choose the ones you think would best help your students.

1. Do you think Rosie, Adam, and Shelby made the right choice in trying to cross the river? Explain. (Chapter 18)
Possible answers include:
 - Yes. If they didn't go, Rosie would have gone into shock since none of the parents knew to look for them.
 - No. The river was too dangerous to cross and they only had two life vests. It was a suicidal mission. They would have had better chances staying on the island and hoping someone would come. Or, one of them could have stayed with Rosie and the other could have gone to get help.
2. What questions remain at the end of the book? (Any reasonable answer is acceptable.)
3. What is one precious memory that you hope to never forget? Why? (Any reasonable answer is acceptable.)
4. Compare and contrast any of the books from "Rosemary's Bookshelf" to *The Rosemary Spell*. (Any reasonable answer is acceptable.)

Suggested Activities

The following activities correlate to chapters 18-end in *The Rosemary Spell*.

1. Revisit essential questions from the beginning of the unit and have a grand discussion, adding points from the book and asking students if their thoughts have changed or evolved at all.
2. Explain that *This Powerful Rhyme* was Virginia Zimmerman's original title for *The Rosemary Spell*. What other titles can the class come up with for this book. Have the students pick one and design a new book cover for it that envelops the themes discussed throughout the unit.

Suggested Vocabulary

Word	Sentence	Chapter	Definition
throbbing	My arm is actually <u>throbbing</u> .	18	radiating or intense, pulsing pain
burden	We talked about getting one for Constance, too, but we decided not to <u>burden</u> her with the memory of Wilkie's loss.	epilogue	bother; weigh down
wafts	It <u>wafts</u> away, as her focus fades.	epilogue	drifts

AFTER THE BOOK

Visit Virginia Zimmerman's Website

Have students visit Virginia Zimmerman's website at <http://virginiazimmerman.com/> and browse through it. They can read the Q and A section to learn about where Zimmerman's inspiration for the cupboard came from (a locked cupboard in her own home) as well as use the contact link to email a question or comment to the author.

Project Suggestions for *The Rosemary Spell*

The point of a book project is to show evidence of story comprehension as well as increased understanding of a major theme. During the study of *The Rosemary Spell*, the class has focused on the themes of memory, magic, the power of literature, and loss/abandonment. Instruct students to choose one theme and create a project that displays their comprehension of the book as well as their understanding of their chosen theme. Below is a list of project suggestions for *The Rosemary Spell*.

1. Decorate an original book jacket and write an accompanying advertisement to try to sell *The Rosemary Spell* to an entire middle school.
2. Prepare a monologue from the story and perform it for the class.
3. Write a movie script of one important scene. Act it out for the class or record it into a video to share with the class.
4. Make changes in the story and provide a rationale for those changes.
5. Re-tell the story to a musical accompaniment.
6. Present a puppet show that depicts two of the characters from *The Rosemary Spell* interacting.
7. Make a large, colorful, pictorial time line of the story's main events.
8. Podcast a book review to a "radio" audience. Get permission first if it's going to be publically available!
9. Write a book review and publish it on Amazon.com. Get permission first!
10. Dress as a person from a story and tell what role he/she plays.
11. Compare and contrast this book with another one.
12. Think up new experiences, incidents, or adventures to add to the book. Be sure to explain why these new happenings would fit in with the story.
13. Write a similar story of a personal experience and explain why it fits with *The Rosemary Spell*.
14. Write a poem about the book.
15. Develop a digital photo album belonging to a book character. Add captions to each photo that make it clear why each photos is included.
16. Obtain teacher's permission to choose something else not on the list.

Evaluation Ideas

Formative Assessment—Literature Circle Discussion

If you have students discuss *The Rosemary Spell* or any other literature related to the novel in groups, you can use the literature circle observation form to keep track of what each student says. In the "Social" column, write down any social behaviors, such as looking at the speaker, taking turns talking, or interrupting others. In the "Interpretive" column, write down any noteworthy comment a student makes about the novel, such as any predictions about what Rosie and Adam are going to do. This way you have a general record of where students are in terms of socially discussing books and in comprehension.

Literature Circle Observation Form for *The Rosemary Spell* by Virginia Zimmerman

Directions: Write down the names of all students in a group. Note both positive and negative social and interpretive skills for all students. Circle the content of book club discussion.

Name	Social	Interpretive

This group discussed:

Characters

Illustrations

Point of view

Spelling

Setting

Author's Craft

Use of language

Fact and Opinion

Vocabulary

Sequencing

Cause-Effect

Main Idea

Supporting Details

Inferring**

Visualizing**

Questioning**

Determining Importance**

Connections**

Predicting**

Synthesizing**

R, T-S, T-T, T-W, BK, PE*

Other:

*R=reminds me of, T-S= Text to self connection, T-T= Text to text connection, T-W= Text to World connection, Bk= Background knowledge, PE= Prior Experience

**Reading Strategies from Harvey, S., & Goudvis, A. (2007). *Strategies That Work: Teaching Comprehension for Understanding and Engagement* (2nd ed.). Portland, ME: Pearson Professional Growth.

EVALUATION IDEAS

Summative Assessment—Student Rubric for Project

Ask students to develop a rubric for their proposed project. Criteria could include:

- Shows understanding of one of the themes—memory, belief in magic, overcoming loss and abandonment, or the power of literature.
- Demonstrates understanding of novel comprehension.
- Specific criteria for a chosen project. For example, if the student chose to re-tell the story to a musical accompaniment, she/he could choose to include five major plot points in the song and a rhythm that suits the mood of the retelling.

Have students study other rubrics to determine scale/scoring elements.

Summative Assessment—Chapter Comprehension Quizzes

Develop comprehension questions to test if students completed the reading and understood the basic information from the *The Rosemary Spell*. A document with basic recall questions from each chapter can be found on Teachers Pay Teachers in the Authors and Educators store at www.teacherspayteachers.com/Store/Authors-And-Educators. (Note: if used throughout, this could also be a formative assessment)

Summative Assessment—Literature Unit Sample Rubric

Adapt the following rubric to evaluate your students based on your criteria for what you want students to demonstrate mastery of during *The Rosemary Spell* literature unit.



The Rosemary Spell Draft.

Virginia Zimmerman printed it out in a tiny font and looked at it all at once to check for plot accuracy, pacing, and more.

Literature Unit Rubric for *The Rosemary Spell* by Virginia Zimmerman

Directions:

- Circle the box you think you deserve for each category.
- Add up your points and multiply by 5.
- I will change your grade only if I disagree with you.

	4	3	2	1	0
Preparation	Completed the required reading every day on time	Completed the required reading most days on time	Completed the required reading some days on time	Seldom completed the required reading on time	Did not read the book
Activity Completion	Entire activity completed adequately	Most of the activities were complete	Some of the activities were complete	Little of the activities were complete	None of the activities were complete
Project	A masterpiece- well done and shows excellent understanding of the story & theme	Very well done – shows good understanding of the story & theme	OK-is somewhat nicely done and shows some understanding of the story & theme	Poor-is sloppy and/or does not show much understanding of the story & theme	No project done
Discussion participation	Often participated and was engaged in conversation about the book with group members, took turns and encouraged others to speak, added on to others' ideas	Often participated but did not always take turns, encourage others, or respond to others' ideas	Participated when asked, but seldom volunteered opinions	Sometimes got off topic and tried to steer group away from discussing the book	Refused to participate or often tried to discuss items other than the book
Listening	Often gave speaker complete attention, full eye contact, and leaned toward the speaker	Sometimes gave speaker complete attention, full eye contact, and leaned toward the speaker	Occasionally gave speaker complete attention, full eye contact, and leaned toward the speaker	Seldom gave speaker complete attention, full eye contact, and leaned toward the speaker	Often was rude and interrupted and/or looked away from speaker

Total _____ X 5 = _____/100

Comments:

STUDENT HANDOUTS AND ANSWER KEYS



The cupboard at Virginia Zimmerman's house that served as the inspiration for the cupboard in *The Rosemary Spell*

Name _____

Notes on Characters from *The Rosemary Spell*

Rosemary	Adam
Shelby	Constance
Mrs. Bennett	Mr. Cates
Other Characters	

Name _____

Vocabulary Building Sheet for *The Rosemary Spell*

Word	Definition	Sentence taken from	Page #	Looked up in dictionary? (Y or N)

Name _____ Date _____

Wordsworth's "I Wandered Lonely As a Cloud"

Student Handout: Poetry Response—rhyme, meter, and repetition

Background:

The following poem by William Wordsworth is alluded to in chapter 2 of *The Rosemary Spell*.

Wordsworth uses several poetic devices to enhance the beauty of his poem, including rhyme, meter, and repetition.

Rhyme is the repetition of the same sound at the end of words, often at the end of lines in a poem.

Meter is the rhythm of the poem. You find it by listening for the beats in a stanza, which syllables are emphasized. Each line usually has four or five beats.

Repetition is when words or phrases appear more than once in a poem.

Directions:

1. Read the poem twice. The first time, read for understanding. Write what you think this poem is about on the lines below. The second time you read it, look for examples of rhyme, meter and repetition.
2. Draw a line to connect words that rhyme with one another. What pattern do you notice?
3. Write the meter at the end of each stanza.
4. Underline all the words and phrases that are repeated.
5. Share your finished work with a partner and discuss how these poetic devices enhance the poem.

"I WANDERED LONELY AS A CLOUD"

I WANDERED lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay: 10
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood, 20
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Taken from <http://www.bartleby.com/145/ww260.html>

I think this poem is about

On the back of this paper, or on a separate sheet of paper, write your own poem about a memory you have.

ANSWER KEY to Wordsworth's "I Wandered Lonely As a Cloud"

Directions:

1. Read the poem twice. The first time, read for understanding. The second time, look for examples of rhyme, meter and repetition. Write what you think this poem is about on the lines below.
2. Draw a line to connect words that rhyme with one another. What pattern do you notice? (ABABCC)
3. Write the meter at the end of each stanza. (iambic tetrameter)
4. Underline all the words and phrases that are repeated.
5. Share your finished work with a partner and discuss how these poetic devices enhance the poem.

"I WANDERED LONELY AS A CLOUD"

I WANDERED lonely as a cloud 4
That floats on high o'er vales and hills, 4
When all at once I saw a crowd, 4
A host, of golden daffodils; 4
Beside the lake, beneath the trees, 4
Fluttering and dancing in the breeze. 4

Continuous as the stars that shine 4
And twinkle on the milky way, 4
They stretched in never-ending line 4
Along the margin of a bay: 4 10
Ten thousand saw I at a glance, 4
Tossing their heads in sprightly dance. 4

The waves beside them danced; but they 4
Out-did the sparkling waves in glee: 4
A poet could not but be gay, 4
In such a jocund company: 4
I gazed--and gazed--but little thought 4
What wealth the show to me had brought: 4

For oft, when on my couch I lie 4
In vacant or in pensive mood, 4 20
They flash upon that inward eye 4
Which is the bliss of solitude; 4
And then my heart with pleasure fills, 4
And dances with the daffodils. 4

ANSWER KEY for “I Wandered Lonely As a Cloud” worksheet, cont.

I think this poem is about

1. Nature's beauty uplifts the human spirit. Lines 15, 23, and 24 specifically refer to this theme.
2. People sometimes fail to appreciate nature's wonders as they go about their daily routines. Lines 17 and 18 suggest this theme.
3. Nature thrives unattended. The daffodils proliferate in splendor along the shore of the lake without the need for human attention.

(answers taken from
<http://www.cummingsstudyguides.net/Guides3/IWandered.html>):

Meter

.....The lines in the poem are in iambic tetrameter, as demonstrated in the third stanza:

.....1.....2.....3.....4
The **WAVES**.|.be **SIDE**.|.them **DANCED**;.|.but **THEY**
.....1.....2.....3.....4
Out-**DID**.|.the **SPARK**.|.ling **WAVES**.|.in **GLEE**:—
....1.....2.....3.....4
A **PO**.|.et **COULD**.|.not **BUT**.|.be **GAY**
.....1.....2.....3.....4
In **SUCH**.|.a **JOC**.|.und **COM**.|.pa **NY**:
.....1.....2.....3.....4
I **GAZED**—|.and **GAZED**—|.but **LIT**.|.tle **THOUGHT**
.....1.....2.....3.....4
What **WEALTH**.|.the **SHOW**.|.to **ME**.|.had **BROUGHT**:
In the first stanza, line 6 appears to veer from the metrical format. However, Wordsworth likely intended *fluttering* to be read as two syllables (flut' 'RING) instead of three so that the line maintains iambic tetrameter.

For more background on this poem, check out <http://www.cummingsstudyguides.net/Guides3/IWandered.html>

Shakespeare's Sonnet 55

Date _____

Background: Shakespeare's sonnets have three sets of four lines and then two rhymed lines at the end.

Directions

1. Read Shakespeare's sonnet 55.
2. With a partner and *The Rosemary Spell*, determine what you think Shakespeare was trying to say with this poem.
3. Draft your own sonnet on the lines below. Share it with your partner.

SONNET 55

Not marble, nor the gilded monuments
Of princes, shall outlive this powerful rhyme;
But you shall shine more bright in these contents
Than unswept stone, besmear'd with sluttish time.

When wasteful war shall statues overturn,
And broils root out the work of masonry,
Nor Mars his sword nor war's quick fire shall burn
The living record of your memory.

'Gainst death and all-oblivious enmity
Shall you pace forth; your praise shall still find room
Even in the eyes of all posterity
That wear this world out to the ending doom.

So, till the judgment that yourself arise,
You live in this, and dwell in lovers' eyes.

Using Shakespeare's sonnet as an example, draft your own below.

[illegible]

Name _____ Date _____

Author's Craft: Allusion

Allusion is a reference to another story, event, author, or event in order to make a comparison or to explain an idea in the reader's mind.

Throughout *The Rosemary Spell*, Virginia Zimmerman refers to other pieces of literature often. Below are some examples:

Chapter 1:

"Shelby found a button once, which led to a long elaborate game about magic buttons like the ones in a book she'd recommended."

"This is where she told me about *Pelagia's Boats*, and then we all read it, and it was the best book ever. Pelagia and the young king have to do their best when all the experts say everything is hopeless, and then they sail off to a new world and hope blossoms off the page."

"What was that book?" Adam asks. "The one where the mean mother person traps kids' souls in marbles?"

'*Coraline*,' I whisper, and I dump the marble into Adam's hand.

Chapter 2:

"A secret, ancient book! Authors I love appear in my mind. E. Nesbit leaps up and down with excitement, and J. K. Rowling raises an eyebrow."

"It looks just like—"

'*Seven-Day Magic*,' Adam says.

'Riddle's diary from *Harry Potter*,' I say."

Chapter 3:

"...we read this Wordsworth poem about daffodils, and we had to look inside ourselves and find a memory to write about."

"He started the pods-of-five day with a poem by E.E. Cummings that didn't make sense at all, but then somehow it did, and we had to write without rules, which was surprisingly hard."

DIRECTIONS:

Find examples of allusion in chapters 4-7 of *The Rosemary Spell*. Write them on the back of this paper or in your journal.

Challenge: as you continue reading this novel, add to your list.

For more examples on allusions, go to http://www.softschools.com/examples/grammar/allusion_examples/115/

ANSWER KEY for Author's Craft: Allusion Handout

Examples of allusion in chapters 4-7:

Chapter 4:

"I flip ahead to the scene in *Harry Potter and the Chamber of Secrets* where Harry starts writing in the old diary he found, and I disappear into the story."

Chapter 5:

"It's like *Alice in Wonderland* here, only the people in Wonderland make more sense...She smiles back, and her smile is too large for her face, like the Cheshire Cat's smile. It really is Wonderland in here."

Chapter 6:

"'That actually does make sense. There is a bear in Shakespeare.'

'There is?' Adam and I exclaim in unison.

'Yes, it's in *The Winter's Tale*. You know there aren't a lot of stage directions in Shakespeare's plays?..Well, I think it's in Act Three. One of Shakespeare's rare stage directions is *exeunt, pursued by a bear*.'"

"In the car, we sing along to *Matilda* like we always used to, and I don't mind that the poem has to wait."

"One time Shelby found an old novel called *To the Island*, and it seemed like it had been written just for us."

"'I thought maybe I'd tackle *The Mill on the Floss*,' she murmurs.

Our teachers are always mentioning *The Mill on the Floss*. It's about a small town on a river that floods, like ours. But they say we should read it when we're older. When we're adults. Once you cross over to *The Mill on the Floss*, you don't belong in the middle-grade nook anymore."

"'What'd you find?' she asks.

'*The Story of the Amulet*, by E. Nesbit,' he replies.

'I've never heard of that one.' I read over his shoulder. *There were once four children who spent their summer holidays—*"

"I clomp slowly up the stairs. Emily Dickinson chirps at me, 'I dwell in possibility.'"

"'Well, there are three witches who make a prediction about what will happen to Macbeth, and it seems like it couldn't possibly come true, but then the words don't quite mean what he'd understood them to mean, and they do come true in a different way,' she explains. 'so the theory is that the magic words the witches speak—*Double, double toil and trouble; Fire, burn, and cauldron, bubble*—are actually magical.'"

Chapter 7:

"Making the diary part of a group with *Pelagia's Boats* and *The Golden Compass* and *The Giver* and the other books we shared there settles my anxiety, partly because they're all books about kids who overcome impossible situations, but mostly because I love these books."

Name _____

Date _____

Author's Craft: Personification

Personification is a figure of speech in which an inanimate or non-living object takes on human qualities or abilities.

Throughout *The Rosemary Spell*, Virginia Zimmerman uses personification to make her writing come alive.

The following are some examples:

Chapter 1

"...He just trots forward and starts pulling books off the shelves and piling them on my desk. He knows which ones are mine and has no trouble picking out the intruders."

In this sentence, the books are called intruders to demonstrate how their presence makes Rosie feel bad.

Chapter 7

"The only substantial thing is a fireplace, which looms over the ruins like a guard."

In this sentence, the personification of the fireplace emphasizes the crumbled state of the house on the island, emphasizing the ruins.

Chapter 9

"A bad mood stalks me."

In this sentence, Rosie can't shake the bad mood no matter how hard she tries. To make the mood more powerful, Virginia Zimmerman personifies it to be a menacing entity.

DIRECTIONS:

1. Underline the personification in the examples below.
2. Find an example of personification in chapter 16 and write it on the lines provided.

Chapter 10

"The snow falls outside, and it softens the night, like the universe sighing with relief."

Chapter 13

"The limbs of the pine tree just by the window quiver..."

Chapter 16

ANSWER KEY for Author's Craft: Personification Handout

Chapter 10

"The snow falls outside, and it softens the night, like the universe sighing with relief."

Chapter 13

"The limbs of the pine tree just by the window quiver..."

Chapter 16

"The boat is still tied to its post, but the rope is taut, and the boat strains downstream like a dog pulling on its leash. We step into the murk to wade over to the boat. The water slices into my skin, so cold that it burns."

"The door dances past, like a leaf in the raging water."



The Susquehanna River—the inspiration for the river in *The Rosemary Spell*

Notes:

Cover image courtesy of Houghton Mifflin Harcourt Publishing Company.
All other images courtesy of Virginia Zimmerman

If you noticed any errors in this guide, please let me know. I aim to create quality resources for classrooms. You can email any suggestions or comments to Pam at AuthorsandEducators@gmail.com.

Thank you for trying this resource.
I hope you enjoyed it!