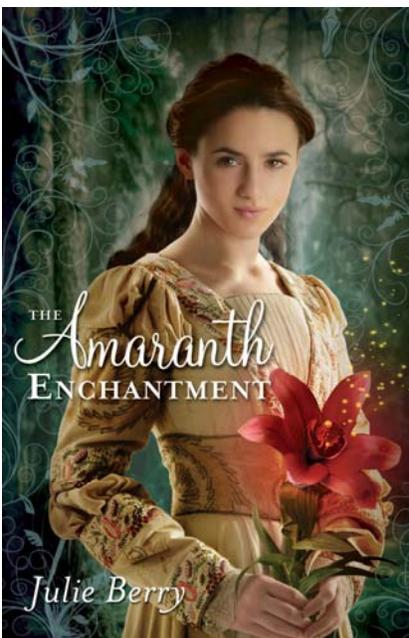


A TEACHER'S GUIDE TO
THE AMARANTH ENCHANTMENT
by Julie Berry



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PRAISE FOR THE AMARANTH ENCHANTMENT

“Berry's enticing debut novel teems with romance, danger...suspense ...secrets and unexpected twists...leaving readers with enough unanswered questions to set imaginations spinning.” ~*Starred Review, Publisher's Weekly*

“Intriguing characters, fine plotting, and a richly worked narrative...magic and historically accurate courtly rites are balanced with Lucinda's maturing sense of independence, fate, and self.” ~*Booklist*

“A lively, quick, stylish, engaging first novel.” *Kirkus Reviews*

A *Junior Library Guild* Selection

STORY SUMMARY

When Lucinda's wealthy parents are killed in a carriage accident, she is raised by her uncle and cruel aunt. Now 15, Lucinda toils as a maidservant in her uncle's goldsmith shop under the watchful eye of her abusive aunt. A mysterious woman known as the Amaranth Witch enters the shop, leaving an unusual gem behind that will change Lucinda's life. When the gem is later stolen and sold to a prince, Lucinda must get the stone back in order to reclaim the life that is rightfully hers.



ABOUT THE AUTHOR

JULIE BERRY grew up in western New York on a 50-acre farm with her parents, six siblings, and a host of animals. She holds a B.S. in communication from Rensselaer and an M.F.A. in writing for children and young adults from Vermont College. She now lives in eastern Massachusetts with her husband and four young sons, and works as director of software sales and marketing for a technology startup. Learn more about Ms. Berry and *The Amaranth Enchantment* at www.julieberrybooks.com.

TEACHER'S GUIDE CONTENT

1. **Chapter Guides:**

Each chapter guide includes:

- ♣ **Word Study Boxes**—highlighting vocabulary that may be unfamiliar to your students. Challenge students to choose a few words from each chapter and try to infer meanings from text clues.
- ♣ **Discussion Starters**—following Bloom's Taxonomy, leading students from basic comprehension to higher level thinking skills.
- ♣ **Predicting**—inviting students to make predictions based on their analysis of the characters' traits in the story.

The chapter guides may be used to encourage whole class discussions, lead teacher-guided reading groups, or to provide structure to students working either in cooperative small groups or independently. The guide is not meant to be assigned to students in its entirety.

The chapter guides address the following curriculum standards:

Students will:

- ♣ Determine the meaning of unfamiliar words using context clues.
- ♣ Identify and analyze sensory details and figurative language.
- ♣ Identify and analyze the author's use of dialogue and description.
- ♣ Use knowledge of genre characteristics to analyze a text.
- ♣ Interpret mood and tone, and give supporting evidence in a text.
- ♣ Identify and analyze patterns of imagery or symbolism.
- ♣ Identify and interpret themes and give supporting evidence from a text.
- ♣ Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.
- ♣ Identify and analyze how an author's use of words creates tone and mood.

2. **Culminating Projects:**

At the end of the chapter guides you'll find suggested culminating projects that address each of the eight multiple intelligences developed by Dr. Howard Gardner: Bodily-kinesthetic, Interpersonal, Verbal-linguistic, Logical-mathematical, Naturalistic, Intrapersonal, Visual-spatial, and Musical.

3. **Author Interview** with Julie Berry.

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PRE-READING

1. What can you infer from the cover art about setting? Genre? Symbolism?
2. One definition of *amaranth* is a mythical flower that never dies. What do you think the title means? What implications might this have for a fairy tale plot?
3. Brainstorm a list of familiar fairytales. How many have a protagonist who solved her own problems?
4. Take a look at Milton's poem *Amaranth* from *Paradise Lost*. To which biblical story does it refer? What are the qualities of the amaranth flower in this poem?

PROLOGUE
Word Study

snarls	tin	lilac
pixie	fastens	

Discussion Starters:

1. Why is Nurse the one brushing Lucinda's hair? (*knowledge*)
2. Who is in the room as Lucinda's mother prepares for the ball? (*comprehension*)
3. Lucinda says of her mother's hair: "...it spills like chocolate over her milk white shoulders." Mama flicks her hair toward me like a horse's tail," and "Anna...wrestles with her heavy hair the way Cook battles with brown bread dough." Use metaphor and/or simile to describe your own hair. (*application*)
4. Do you think the family is wealthy, middle class or poor? Give at least three reasons for your answer. (*analysis*)
5. Sketch an image of what Lucinda's mother might have looked like on the evening of the ball. (*synthesis*)
6. How would you characterize Lucinda's mother? Nurse? Give examples from the story to support your views. (*evaluation*)

Predict: What happened to Lucinda's parents? What will become of Lucinda?

CHAPTER 1
Word Study

heed	shoddy	flustered
tawdry	coy	beseeking
yearned	woo	betrothed

Discussion Starters

1. Why did Aunt take the bracelet from Lucinda? (*knowledge*)
2. Why do you think Aunt is so cruel to Lucinda? (*comprehension*)
3. Lucinda describes Aunt's *storefront smile*, *customer voice*, and *gracious-for-customers face*. When do you use a different voice and/or facial expressions? (*application*)
4. Find three examples from the text that prove the story is set in the past. (*analysis*)
5. Discuss possible text-to-text connections that *The Amaranth Enchantment* has with other fairy tales. (*synthesis*)
6. How would you characterize Aunt? Give three examples from the text that support your opinion. (*evaluation*)

Predict: How will the prince react? What will Lucinda say to him?

CHAPTER 2

Word Study

cogent	peering	proposing
mortify	doffed	mocking
dumbstruck		

Discussion Starters

1. Who was the customer in the shop? (*knowledge*)
2. How did Lucinda feel when she realized who the customer was? (*comprehension*)
3. When the prince asked Lucinda's name, she drew a blank. Describe a situation when this has happened (or might happen) to you. (*application*)
4. How do you think Prince Gregor felt when Uncle recognized him? Why do you think so? (*analysis*)
5. Do you think Aunt will find out that the prince was in the shop? Why or why not? (*synthesis*)
6. Lucinda thinks the prince was mocking her. Do you agree? Why or why not? (*evaluation*)

Predict: Will Aunt find out that the prince was in their shop? Will Lucinda see the prince again?

CHAPTER 3

Word Study

curd	avaricious	endeavored
pious	jowls	mortgage
bewilderments	scandalized	succumbed
accursed	ominous	scrutinized

Discussion Starters

1. Why is Aunt acting nervous? (*knowledge*)
2. How do each of the characters in this chapter feel about the witch?
(*comprehension*)
3. List the arguments Father Julian gives that prove Beryl is a witch. How might you explain away each argument? (*application*)
4. Why do you think Aunt is sending the gem back to Beryl? Why does she choose Lucinda for this errand? (*analysis*)
5. What if Beryl really is a witch? What might happen when Lucinda returns the gem? (*synthesis*)
6. Do you think it's a good idea for Lucinda to return the gem to the witch? Why or why not? (*evaluation*)

Predict: Will Lucinda return the gem to Beryl? Or will something happen to Lucinda or the gem along the way?

CHAPTER 4

Word Study

meandered	persuade	scuttling
loitering	constables	blaring
forge	consumed	stifle
pry	pursuer	indignation
shoddy	groped	loaf
recoiled		

Discussion Starters

1. Why did Lucinda decide to not return the stone to Beryl? (*knowledge*)
2. When Lucinda was startled by Peter's appearance at her window, what was her immediate fear? (*comprehension*)
3. Lucinda says of the gem: "It seemed lit from within, burning but never consumed." How does this description relate to what you know about the legend of the amaranth flower? (*application*)
4. How would you characterize Peter? Give three examples that support your view. (*analysis*)
5. Lucinda says that snow reminds her of Christmas, and then she goes onto tell about her childhood memories of Christmas with her parents. Describe how you celebrated a holiday with family as a child. (*synthesis*)
6. Do you think Lucinda made the right decision in keeping the gem for now? Why or why not? (*evaluation*)

Predict: Will Aunt discover that Peter is in the house? Can Lucinda trust Peter?

CHAPTER 5

Word Study

chamber pots	garret	pilfer
terse	rogue	pompous
summons	gingerly	rouse

Discussion Starters

1. What does Lucinda hide in her pockets? (*knowledge*)
2. How does Peter react when he sees that Lucinda has brought him breakfast? (*comprehension*)
3. Tell about a time when you helped someone less fortunate than yourself. (*application*)
4. How has Lucinda's view of Peter changed now that she sees him in the morning light? (*analysis*)
5. Why is it ironic that Lucinda describes Peter as "presumptuous"? (Hint: See Chapter One). (*synthesis*)
6. When Peter said, "By the way, a bit of butter wouldn't hurt, in the future," why did Lucinda say she saw spots? (*evaluation*)

Predict: Will Lucinda see Peter again? Is Aunt suspicious of Lucinda's lie that the rat made the mess in her room?

CHAPTER 6
Word Study

seethed	lurid	irony
rousing	festering	charade
blackguard		

Discussion Starters

1. How did Lucinda react when Aunt told her to clean the same things she'd cleaned the day before? (*knowledge*)
2. When did Lucinda begin to suspect that something was wrong with Uncle? (*comprehension*)
3. How did Aunt's treatment of Lucinda change once Uncle was dead? What would Lucinda say is the reason for this change? What reason would Aunt give? (*application*)
4. Lucinda feels that Aunt didn't tell her about Uncle's death earlier because she wanted to get "a half day's hard cleaning" out of Lucinda. Do you agree, or do you think Aunt has another reason? (*analysis*)
5. Near the bottom of page 42, Aunt accuses Lucinda of stealing family heirlooms. Lucinda says, "The irony of it overwhelmed me." What does Lucinda mean? (*synthesis*)
6. What are Lucinda's choices for survival now that Aunt has sent her away? (*evaluation*)

Predict: What will become of Lucinda? Where will she go? Who might help her?

CHAPTER 7
Word Study

dingy	confounded	Calvinist
abandoned	dignitary	fanatics
magistrate		

Discussion Starters

1. As Lucinda leaves the shop, why does she say she “almost envied Uncle.”?
(*knowledge*)
2. Why did Lucinda pause to rest in the abandoned doorway? (*comprehension*)
3. What would you do if you lost your home? Where would you go? Whom would you contact? (*application*)
4. Find the place in the chapter where Lucinda’s discovery of her childhood home is foreshadowed. (*analysis*)
5. Lucinda says, “Just yesterday seemed like a lifetime ago.” Describe an event when you felt the same way. (*synthesis*)
6. Lucinda loses everything on the day in which the town begins the Winter Solstice celebration. How does the solstice parallel Lucinda’s dire situation? Explore the irony of the town’s celebration during this point in Lucinda’s life. (*evaluation*)

Predict: How will Beryl react? Will she harm Lucinda?

CHAPTER 8
Word Study

careening	lingered	curt
enveloped		

Discussion Starters

1. Why was Papa dancing with Lucinda? (*knowledge*)
2. Why did Lucinda finally agree to go to bed? (*comprehension*)
3. What clues do you have that Lucinda's family is important? How would you describe their social status? (*application*)
4. What did the king think of Lucinda? Find clues from the text to support your answer. (*analysis*)
5. Compare and contrast Lucinda as a child with Lucinda now. (*synthesis*)
6. What do you make of the scene in this chapter? Is it a dream? A memory? Where is Lucinda now? (*evaluation*)

Predict: What will happen when Lucinda wakes up? Will her mother be there?

CHAPTER 9
Word Study

lame	chided	wry
taut	seized	unnerved
hence	impasse	pitied
utterly	miniscule	flinch

Discussion Starters

1. Why does Lucinda misjudge the height of the step outside her room? (*knowledge*)
2. How does Lucinda convince herself that Beryl will not harm her? (*comprehension*)
3. Lucinda was surprised that Beryl knew she'd wandered the city on the day Aunt and Uncle had instructed her to return the stone. Tell about a time when someone surprised you by guessing your intentions. (*application*)
4. Beryl's face looked sad when she saw the bruises on Lucinda's face. Why did her sadness surprise Lucinda? (*analysis*)
5. Why would someone as powerful as Beryl need help from someone like Lucinda? (*synthesis*)
6. Do you think the stone was stolen? If so, why? By whom? (*evaluation*)

Predict: What is Beryl's story? How did she get the stone in the first place?

CHAPTER 10

Word Study

tapers	feeble	gilding
burdening	vitality	urged
candelabra	banished	resigning
transfixed	understatement	

Discussion Starters

1. Why does Beryl need the stone? (*knowledge*)
2. What is strange about the paintings on the wall? (*comprehension*)
3. Which character traits does Beryl display in this chapter? Give evidence from the text to support your answer. (*application*)
4. Why was Beryl unsure about whether she should tell Lucinda the truth about herself? (*analysis*)
5. How are Lucinda and Beryl alike? How are they different? (*synthesis*)
6. From Beryl's description of her world, do you think it's likely she would be banished if she ever did return? (*evaluation*)

Predict: Who did Beryl murder? Was she ever caught? Who (if anyone) knows about the murder?

CHAPTER 11
Word Study

“marble composure”	pleaded	pitied
“timberman by trade”		

Discussion Starters

1. Why was Lucinda surprised that “a creature” like Beryl could cry? (*knowledge*)
2. Did Lucinda want to know the story behind the murder? Support your answer with clues from the text. (*comprehension*)
3. How does Beryl feel about the murder? Use clues from the text to support your answer? (*application*)
4. How does time differ on Earth compared with Beryl’s faraway home? (*analysis*)
5. What might have happened if Beryl had been tried and convicted of murder? Once the townspeople discovered her powers, what could they have done? (*synthesis*)
6. Do you think Beryl is to blame for the young man’s death? Why or why not? (*evaluation*)

Predict: How will Lucinda react to the news that the little girl in Beryl’s story is Aunt? Will she feel any pity for Aunt?

CHAPTER 12

Word Study

fitful slumber	sloughed	buffoon
mirth	doomed	brusque
fretful	waylaid	conjured
tending		

Discussion Starters

1. Does the prince recognize Lucinda? (*knowledge*)
2. Why does Lucinda hate Princess Beatrix? (*comprehension*)
3. With no food in the kitchen, Lucinda wonders how Beryl “conjured up the soup” the night before. How do you think Beryl did it? (*application*)
4. Why does Lucinda act cold and distant when Beryl enters the kitchen? How has the balance of power shifted between Beryl and Lucinda since they first met in the goldsmith shop? (*analysis*)
5. Beryl says of her farmer neighbors: “Ben and Leda don’t mind the pale color of my skin, and they like the color of my coins.” What else do you think the neighbors overlook about Beryl? (*synthesis*)
6. Why does Beryl keep amaranth flowers about the house? (*evaluation*)

Predict: Will Peter recognize Lucinda now? How will he react? Does he still have the stone? If so, how will Lucinda get it back?

CHAPTER 13

Word Study

shrewd	hospitality	revelry
condescension	trenchers	baseless
duds	cajoling	carousing
muster	preening	accusations
ale	fowl	rubbish/refuse

Discussion Starters

1. How did Lucinda get Peter to stop running from her? (*knowledge*)
2. List three ways in which Lucinda shows that she is clever. (*comprehension*)
3. On page 107, the author writes: “Twilight continued to fold into night, and the sky grew blacker and deeper.” How does this description mirror Lucinda’s mood? Choose a mood of your own and describe a sky that reflects that mood. (*application*)
4. Characterize Peter before he recognizes Lucinda and after. Use clues from the text to support your answer. (*analysis*)
5. Lucinda sees annoyance in Peter’s expression when she mentions Princess Beatrix. What other feelings might Peter have about the princess? (*synthesis*)
6. Do you think Peter will be able to help Lucinda? Will he make a good teacher of thievery? Why or why not? (*evaluation*)

Predict: Will Lucinda make a good thief? Why or why not?

CHAPTER 14

Word Study

bristled	hypothetically	baffled
flourish	perceived	subtle
besotted	sidled	simpleton
simper	revelation	grimaced
exclusive	filch	

Discussion Starters

1. Why does Peter think that Lucinda will make a better thief than he when it comes to stealing the stone from the prince? (*knowledge*)
2. How does Peter's demeanor change once he pockets the coins Lucinda gives him? (*comprehension*)
3. Think of another less risky way that Lucinda might get the stone back. (*application*)
4. How does Peter feel during Lucinda's second attempt at rehearsing her conversation with the prince? Cite clues from the text to support your answer. (*analysis*)
5. Come up with a plausible explanation Lucinda could use if the prince catches her in the act of stealing the stone from his pocket. (*synthesis*)
6. Contrast the way Peter speaks to Lucinda with the way he speaks to Poke. How is his dialogue different? Why do you think he speaks differently to Lucinda and Poke? (*evaluation*)

Predict: Will Lucinda lose her nerve when the time comes to steal the stone? Will she succeed?

CHAPTER 15

Word Study

maliciously	impenetrable	audacity
brazen	dismal	defy
swath	appraisingly	enigmatic
shrilly	imbued	labyrinth

Discussion Starters

1. How does Lucinda get the prince's attention? (*knowledge*)
2. Why were people shocked when Lucinda approached the prince? (*comprehension*)
3. One example of a *character vs. self* conflict is when Lucinda debates whether or not to steal the stone from the prince. Tell about a situation or decision in which you struggled with yourself. (*application*)
4. Why do you think Peter encourages Lucinda to go after the gem even after she says she can't do it? Give more than one possible answer. (*analysis*)
5. Devise a plan that would allow Lucinda to keep the gem and/or not get caught. (*synthesis*)
6. What do you think is more important to Lucinda—dancing with the prince or taking the stone? Support your answer. (*evaluation*)

Predict: Do you think Aunt recognized Lucinda?

CHAPTER 16

Word Study

converged	loathing	condemning
stricken	till	seared
bankrupt		

Discussion Starters

1. How did Aunt feel about catching Lucinda in the act of thievery? (*knowledge*)
2. What made the prince remember that he'd met Lucinda in the goldsmith's shop? (*comprehension*)
3. The only time Prince Gregor speaks is when he confirms that the stone is his. Identify non-verbal passages from the text that show his range of emotions in the chapter. (*application*)
4. What opinion do you think the king has of Aunt? Use clues from the text to support your answer. (*analysis*)
5. The constable says that the penalty for stealing from royalty is death. Will Lucinda be spared? How? (*synthesis*)
6. Was it wrong of Lucinda to steal the stone from the prince? Why or why not? (*evaluation*)

Predict: Will the prince and Lucinda meet again? If so, what might they say to each other?

CHAPTER 17
Word Study

supplication	dowry	oblige
opulent	enigma	incarcerated
chafed	suppressed	gallantry
fastidiously	defiance	travesty

Discussion Starters

1. Why was Lucinda reluctant to give the constable her parents' names? (*knowledge*)
2. What did Lucinda discover about Lord Coxley's past? (*comprehension*)
3. Before Lucinda discovered who Lord Coxley was, she didn't trust him. Tell about a time when you had a "sixth sense" about someone. (*application*)
4. Which clues in the text show that Lord Coxley is an important man? Why do you think the king assigned him to hear Lucinda's case? (*analysis*)
5. If you were Lucinda, what plan would you come up with to avoid the gallows? (*synthesis*)
6. Why do you think the king and prince requested that Lucinda sleep in a private cell that night? (*evaluation*)

Predict: Will Lucinda be executed in the morning? If not, how will she be saved?

CHAPTER 18

Word Study

browbeaten	pluck	cajoled
labyrinthine	impeded	prolong
audacious	ebbed	corrupt
simpleton	excruciating	prodded

Discussion Starters

1. What “gift” did Dog bring to Lucinda? (*knowledge*)
2. What were Lucinda’s plans for escaping? (*comprehension*)
3. Lucinda says her prison bars are “sure as Gibraltar.” Can you infer its meaning? Research this reference to check your guess. (*application*)
4. Why was Lucinda pleased with the fact that she was solely responsible for her imprisonment? (*analysis*)
5. Map out Lucinda’s range of emotions throughout this chapter. What emotions will she show when she meets Aunt? Add your predictions to the map. (*synthesis*)
6. What do you think Aunt’s intentions are? Why did she free Lucinda? Do you think Beryl has any idea where Lucinda is? (*evaluation*)

Predict: How will Lucinda react to seeing Aunt?

CHAPTER 19

Word Study

spite	contagion	vexation
glowering	contorted	bewildered
delerium	pestilence	grimace
remorse		

Discussion Starters

1. What did Aunt give to Lucinda? (knowledge)
2. Why did Lucinda run after Aunt? (comprehension)
3. In this chapter, Lucinda's attitude towards Aunt begins to change. Find at least two examples that illustrate this change. (application)
4. Lucinda says of herself and Aunt: "Away from Uncle's shop, neither of us seemed to know what to do with each other." What does she mean? Tell about a time when you ran into someone outside of the place where you normally see each other (for example, seeing your teacher at the supermarket, or your dentist at the swimming pool). How did you both react? How did you feel about the meeting? (analysis)
5. What do you think truly motivated Aunt to help Lucinda? Was it grief? Fear? Something else? Make a list of possibilities and choose the one you think most likely. Choose a classmate with a differing view, and try to change your classmate's mind. (synthesis)
6. What was Aunt feeling when Lucinda apologized? (evaluation)

Predict: Will Lucinda and Aunt meet again? If so, under what circumstances?

CHAPTER 20

Word Study

lingered	scoundrel	beholden
Polaris	gestured	remorse
scour	sentinel	crestfallen
avail	reverie	

Discussion Starters

1. After leaving the prison, why did Lucinda tear her clothes and rub dirt on herself? (*knowledge*)
2. Which of the following types of conflict(s) does Lucinda experience in this chapter: person vs. person, person vs. society, person vs. self, person vs. nature? Explain your answers. (*comprehension*)
3. Read the description of the landscape on page 176. Draw a map that shows what Lucinda sees. (*application*)
4. In the palace garden, Lucinda sees hydrangea trees: "Their leaves had fallen but a few withered blossoms still hung." What do you think these blossoms might symbolize? How do they compare to the amaranth blossoms? (*analysis*)
5. Lucinda said the palace would make the perfect hiding place since it's the last place the constables would think to search for her. Make a list of other "perfect" places she could hide. (*synthesis*)
6. How do you think Lucinda feels about seeing Peter again? How does Peter feel? List some clues from the text that support your answer. (*evaluation*)

Predict: What will Prince Gregor do when he sees Lucinda? Will Lucinda be able to get the stone back? How?

CHAPTER 21

Word Study

clamber	anew	blaspheme
vaguely	reigned	repentant
linen	striding	riveted
heiress	scuttled	forfeit
pretences	penetrating	scorn

Discussion Starters

1. Why was Gregor rubbing his eyes when Lucinda and Peter first saw him?
(*knowledge*)
2. How well do the prince and Peter know each other? What clues from the text make you think so? (*comprehension*)
3. Who do you think attacked the prince during the night? Make a case to explain why chose your suspect. (*application*)
4. When Lucinda finally had the stone in her hand, why didn't she feel joy? Explain why she said "Kindnesses from Gregor were worse than blows now." (*analysis*)
5. Prince Gregor says that he'd thought about breaking off his engagement to Princess Beatrix. Compose a speech that Gregor might have used to break his engagement to Beatrix. Compose another speech that he might have given to Beatrix's family and his family. (*synthesis*)
6. Do you think Gregor loves Lucinda? What role, if any, does the magical stone play in Gregor's and Lucinda's feelings for one another? (*evaluation*)

Predict: Will Lucinda ever see the prince again? Will he marry Princess Beatrix?

CHAPTER 22

Word Study

ragamuffins	reproach	conceal
shrewd	sidled	civility
sneer	thrummed	adamant

Discussion Starters

1. What does Lucinda now think happened to her parents? (*knowledge*)
2. Why did Lucinda agree to allow Peter to accompany her to Beryl's house? (*comprehension*)
3. When Lucinda is riding in the king's carriage, she says, "I itched to escape the carriage. The inside smelled of fur and perfume and mint." What memory does she associate with this smell? Describe a specific smell that always brings back the same memory for you. (*application*)
4. Compare and contrast Lucinda's and Peter's feelings about riding in the carriage. (*analysis*)
5. Why do you think Dog acted the way he did? Why do you think Beryl reacted the way she did when she saw Lucinda? Compose the next few lines of dialogue that you imagine Lucinda and Beryl saying to each other. (*synthesis*)
6. Do you think Beryl's intentions toward Lucinda are good? Once Lucinda hands over the stone, do you think Beryl will keep her promise? (*evaluation*)

Predict: What will happen with Peter? Will he try anything sneaky with the riches at the house?

CHAPTER 23

Word Study

hysterics	intimidated	bristled
demurred	cryptically	surreptitiously
shepherded	epaulets	gloating
ruthless	wry	

Discussion Starters

1. Why had Dog steered Lucinda and Peter away from the front door? (*knowledge*)
2. Who was the man who came to visit Beryl? (*comprehension*)
3. When Peter blurted out the whole story, “Beryl looked like she was keeping her face straight only with great effort.” Tell about a time when you felt like laughing, but didn’t. What happened? How did you keep a straight face? (*application*)
4. Why do you think Beryl removed the paintings of Aunt as a small girl and Aunt’s brother? (*analysis*)
5. Beryl never really explained what she did with the guard, but said he would wake up in the morning and think he’d been out with his friends. Tell what you think she did with him. (*synthesis*)
6. Beryl says she wants to keep Lucinda safe. Do you believe her? Why or why not? (*evaluation*)

Predict: Why is Beryl taking them to the Goldsmithy? What will happen when they see Aunt?

CHAPTER 24

Word Study

hansom	disgorged	faltering
loathing	devoured	famished
groggy	relented	imploring
coiffure	skeptically	comply
enigmatically		

Discussion Starters

1. What did the shop look like when Lucinda entered with Beryl and Peter?
(*knowledge*)
2. Why was Lucinda shocked when she saw herself in the mirror before the ball?
(*comprehension*)
3. Lucinda is surprised to learn that she is bigger than her mother once was. Tell about a time when you revisited something from childhood that was smaller than you'd remembered. (*application*)
4. Characterize Aunt in this chapter. Give clues from the text to support your answer. How do you think she's changed from the beginning of the story? Do you think she's changed for the better, for the worse, or a little of both? Explain.
(*analysis*)
5. Beryl uses magic several times to help Lucinda get ready for the ball. Think of all the different ways Beryl's magic might help you get ready for school in the mornings. (*synthesis*)
6. What will the prince do when he meets Lucinda at the ball after telling her not to see him again? What will Lucinda do? (*evaluation*)

Predict: If Coxley is from Beryl's world, how can she stop him?

CHAPTER 25

Word Study

disentangling	stole	incredulous
resolve	connoisseur	profiteering
depravity	peerage	fervor
financier		

Discussion Starters

1. How does Lucinda feel about going to the ball? (*knowledge*)
2. Why is Lucinda worried about losing Beryl? (*comprehension*)
3. Peter is determined to become a real lord. How will he make this dream come true? What dreams do you have for the future? Sketch out your plan for making them become a reality. (*application*)
4. Describe Peter's reaction to seeing Lucinda dressed for the ball. Do you think he has feelings for her? Why or why not? (*analysis*)
5. Beryl encourages Lucinda and Peter to go to the ball, even though Lucinda is reluctant. Why does Beryl keep insisting? What could her plan be? (*synthesis*)
6. Will Lucinda be able to keep calm at the ball? Which emotions are working against her? Which character traits are working in her favor? (*evaluation*)

Predict: Will anyone recognize Lucinda from the Winter Festival as the one who stole the gem from the prince?

CHAPTER 26

Word Study

daft	heyday	pince-nez
exemplary	affably	fiend
flamboyant	quavering	swooned
sidle	indignantly	

Discussion Starters

1. What does Lucinda think of Princess Beatrix? (*knowledge*)
2. Who recognized Peter at the ball? (*comprehension*)
3. Miserably watching Prince Gregor by Princess Beatrix's side, Lucinda thinks: "What madness makes us seek to see our own worst torment?" Tell about a time when you couldn't help doing something that made you miserable. (*application*)
4. Why do you think Peter did something as risky as pronounce the princess' pearl necklace a fake? (*analysis*)
5. Discuss the irony of Lucinda's mask attracting everyone's attention. Come up with another way she might she have disguised herself. (*synthesis*)
6. How would you characterize Beatrix? Give examples from the text to support your opinions. (*evaluation*)

Predict: Has Coxley recognized Lucinda? Will she be caught? Will Peter?

CHAPTER 27

Word Study

agog	deception	treachery
apex	perceptive	gloated
penance	malevolent	summoned
morose		

Discussion Starters

1. What does Coxley want with Beryl's stone? (*knowledge*)
2. Why can Beryl read Lucinda's mind? (*comprehension*)
3. Beryl hints at what might happen if Coxley steals the stone and takes over the kingdom of Laurenz. Pretend you are Coxley, and issue a proclamation that outlines the changes you've made for the kingdom. (*application*)
4. When Lucinda learns that Beryl has confronted Coxley on her own, she says: "Beryl, what were you thinking? He's a murderer!" Why did Lucinda later regret her words? (*analysis*)
5. How have the events in this chapter strengthened Lucinda's friendship with Beryl? Write about a turning point that strengthened your relationship with someone. (*synthesis*)
6. When Lucinda thanks Beryl for all that she's done for her, Beryl's eyes fill with tears and she claims that she's given Lucinda "nothing but sorrow." Do you agree with her statement? Why or why not? (*evaluation*)

Predict: What kinds of memories will Lucinda conjure up in the garden?

CHAPTER 28

Word Study

pleading	barrne	literally
consuming	lithe	supple
giddy	unfurled	scimitars
unsheathing	snippets	pottering
doting	muddled	

Discussion Starters

1. How did Lucinda enter the stone? (*knowledge*)
2. Describe the changes the stone went through while Lucinda held it. (*comprehension*)
3. On page 256, Lucinda says that her mother's favorite flower was the peony, because it was "blowsy and bold, like her." Which flower, plant or tree is your favorite? Make a list of some characteristics that you share. (*application*)
4. Why do you think Lucinda was able to light the stone? Could anyone light the stone? Why or why not? (*analysis*)
5. If you could go back in time, where and when would you travel? Who would you see? What would you do? (*synthesis*)
6. Is it a good idea for Lucinda to include her parents in her memories of the garden? Why or why not? (*evaluation*)

Predict: Will Lucinda and her parents speak to one another? If not, why? If so, what will they say?

CHAPTER 29

Word Study

hovered	taunting	reluctant
dewy	lolling	dilemma
barred	vehemently	interfering
forge	draped	beckoned
radiance		

Discussion Starters

1. Why is Lucinda disappointed in the garden? (*knowledge*)
2. Why is Lucinda glad that she wasn't warned about her parents not being able to see or hear her? (*comprehension*)
3. Draw what Lucinda saw of Beryl's homeland. (*application*)
4. Beryl says, "...memories of the dead are best seen through the cloudy glass of time and dreams." Do you agree? Why or why not? (*analysis*)
5. Describe two examples of a person vs. self conflict in the chapter. Tell about a time you struggled with yourself about a decision you made. (*synthesis*)
6. Was it right of Beryl to let Lucinda return to her world alone? Why or why not? (*evaluation*)

Predict: Will Lucinda make it back home? If so, what's the first thing she'll do when she arrives?

CHAPTER 30

Word Study

lush	endured	embers
swiveled	cascade	sultan
disembodied		

Discussion Starters

1. Why did Lucinda search for Beryl's gift in the telescope soon after arriving home?
(*knowledge*)
2. How did Lucinda feel when she found the gift? (*comprehension*)
3. Think of the skills and insight Lucinda has learned from Beryl. Come up with an escape plan that Lucinda might use. (*application*)
4. Who is the mysterious horse rider? Use clues from the text to support your conclusion. (*analysis*)
5. Brainstorm a list of things that could be dangerous to you. Write a paragraph describing the approach of this danger without giving away what the danger is. Trade paragraphs with a partner and see if he or she can guess the danger to which you're referring. (*synthesis*)
6. Is Lucinda doomed? What are her chances of surviving the rider's visit?
(*evaluation*)

Predict: What will Lucinda do? Will she protect the stone? How?

CHAPTER 31

Word Study

fumbled	annihilated	pummeled
conceal	clambered	hoisted
slates	rampages	malice
lashed	withered	

Discussion Starters

1. Name the fairy tale Lucinda references when she is in the tower and says: “And here I was, trapped.” (*knowledge*)
2. What are the three possible escape scenarios that run through Lucinda’s mind in the tower? (*comprehension*)
3. Tell about a time when a pet of yours was sick or injured. What did you do? What do you think Lucinda will do about Dog? (*application*)
4. In the chapter opening, Lucinda says: “That’s all right, Beryl, go be with your family here in your heaven-world, and leave me alone with a devil in mine. I insist.” Are her words to be taken literally? How does Lucinda feel here? (*analysis*)
5. Before Lucinda can bury the stone, Coxley’s whip forces her to drop it. If he sees it, can Lucinda keep it from him? How? List at least three ways she might be able to keep Coxley from getting the stone. (*synthesis*)
6. What character traits does Dog have? Use evidence from the text to support your opinion. (*evaluation*)

Predict: Is Dog dead? What will Lucinda do next? What will Coxley do next?

CHAPTER 32

Word Study

clenched	pommel	retched
mourned	resurrected	dagger
sheath	rear	beacon
hazy		

Discussion Starters

1. What made Lucinda momentarily lose the will to live? (*knowledge*)
2. What gave Lucinda courage to stay alive? (*comprehension*)
3. When Lucinda refuses to tell Coxley where the stone is, he stares at her "...with hatred clamped between his teeth." Think of how Lucinda must feel in this moment, and write a physical description of her. (*application*)
4. When Coxley is demanding to know Beryl's whereabouts, Lucinda looks up at the stars and wonders: "...how could they shine on a night like this?" What does she mean by this? (*analysis*)
5. Read the description of the first flames that Coxley creates with the torch:

The bush caught fire. Orange feathers ruffled along its spiny branches slowly, almost lovingly. Fire spread through the bush—a woodsy scent, a cheerful crackle.

Discuss the irony in this description. Think of something that you have strong feelings about. Make a list of adjectives to describe it. Now make a list of antonyms. Write a descriptive paragraph about your topic using at least three of the antonyms you listed. (*synthesis*)

6. Why did Lucinda ultimately decide not to tell Coxley where the stone was? (*evaluation*)

Predict: What will Coxley do with the stone? Did the person in Lucinda's vision hear her cry for help?

CHAPTER 33

Word Study

brayed	noose	condensed
tourniquet	steeled	writhing
anguish	leered	urbane
diabolical	malice	hunkered

Discussion Starters

1. Why did Lucinda feel pain and nausea when Beryl's people descended from the sky? (knowledge)
2. What terrified Coxley? (comprehension)
3. When the cylinder of light turned into a stone well, "Coxley's cool blue eyes became torches of fury." Write a line describing what Lucinda's eyes must have looked like in this moment. (application)
4. Do you think Coxley would have escaped if Dog hadn't come to the rescue? Why or why not? (analysis)
5. Beryl had to make a difficult decision. Tell about a time when you had to make a sacrifice, or when someone made a sacrifice for you. (synthesis)
6. Why did Beryl make the sacrifice that she did? Was there any way that she might have saved Lucinda otherwise? (evaluation)

Predict: Is this the last we'll see of Coxley? Of Beryl?

CHAPTER 34

Word Study

tatters	wreckage	blurting
deflated	gratitude	indignant
torturous	vexed	gallant
kindled	ministration	

Discussion Starters

1. What remains in the spot where Coxley disappeared? (knowledge)
2. Why did Gregor pick up Lucinda and start to carry her off? (comprehension)
3. Tell about a time when you refused an offer for help. What happened? Why did you react the way you did? (application)
4. When Gregor first asks Lucinda what happened, she thinks: "What I'd have given to cling to his arm. I could barely stand." Why didn't she take his arm for support? (analysis)
5. Make a list of Gregor's reactions in this chapter. What can you infer about his feelings for Lucinda? Write a few lines that Gregor might say to Lucinda to explain how he feels. (synthesis)
6. Lucinda hands Gregor's coat back to him, deciding that she won't let herself be hurt anymore. Do you think Gregor will break her heart? Will Lucinda break his? (evaluation)

Predict: What will happen when Lucinda wakes up the next morning? What will Princess Beatrix do?

CHAPTER 35

Word Study

bedecked	vanity	flaunt
withstand	trilled	deemed
rubble	ventured	knickers
primly	grimace	sanction
tractable	amassed	wan

Discussion Starters

1. What does Beatrix say about the kind of husband Gregor would make? (*knowledge*)
2. Why does Beatrix enter Lucinda's room? (*comprehension*)
3. When Peter tells Lucinda about his "choice" to marry Beatrix over her, how does he think Lucinda feels about it? Write Peter's version of how he thinks his conversation went with Lucinda. (*application*)
4. Lucinda notes that a scar remains at her wrist where Coxley wounded her the previous night. Why is she glad the scar remains? (*analysis*)
5. When Lucinda learns the truth about Peter and his plans to wed Beatrix, she sets off to find Gregor. She describes the weather as follows:

It felt less cold today than it had all the last week. The sky was gray, so thick it was nearly white. The kind of day that makes no shadows but bathes all the world in the same wan light.

How does the weather reflect Lucinda's mood? Write a description of weather that describes your mood. (*synthesis*)

6. When Lucinda enters the dining room, she notices marble bas-relief warriors in a "never-ending battle." Why does she say that the fallen warriors were the only ones that would ever rest? (*evaluation*)

EPILOGUE
Word Study

wreckage	charred	smoldered
discretion	muffled	indistinct
clambered	debris	treaded
siphoned	phoenix	diligently
periphery	dejected	

Discussion Starters

1. What did Dog find in the rubble? (*knowledge*)
2. What was unusual about the cloth pouch that held the gems? (*comprehension*)
3. Lucinda wants to rebuild her home as a monument to her parents and Beryl. If you could rebuild your home, what changes would you make? Draw the plans for your new home. (*application*)
4. As Lucinda and Gregor view the charred remains of Lucinda's home, Gregor says, "It was beautiful here," and Lucinda replies, "It still is." Why does she say this? (*analysis*)
5. Although Dog doesn't speak, he and Lucinda are in tune with each other's feelings. List two examples from this chapter that demonstrate this communication. How else can animals communicate with people? "Translate" their actions into human words or emotions. (*synthesis*)
6. What does the amaranth flower in the crock symbolize? (*evaluation*)

CULMINATING ACTIVITIES

The following projects incorporate Dr. Howard Gardner's theory of multiple intelligences. Consider having students choose a culminating project that best matches their learning styles.

Spatial:

Reread Chapter 28 where Lucinda brings her mother's garden back to life. Research the symbolic meanings of flowers and choose at least 5 of your favorites. Make a colorful drawing or painting of your own dream garden. Be creative! Add a pond, fountain, statues, benches, a gazebo—whatever you wish. Write a garden guide to accompany your drawing that includes a picture of each type of flower, its meaning, and why you chose it for your garden.

Musical:

Musical references in the story include: gypsy music, the gavotte, and the pas cabriolé. Although a time period is not mentioned in the story, can you estimate when the story took place by researching the musical terms above? After your research is complete, assemble a CD playlist of songs that would have been popular during Lucinda's time. Design a CD jacket that reflects the book's mood and or themes, and list the songs that you've chosen.

Bodily-Kinesthetic (to accompany the above musical project):

Research the dance steps to the gavotte, and make a booklet that shows where to put your feet with each dance step. Make copies of the booklet for your classmates, and teach them the gavotte. Or invite dance instructors to perform a demonstration and give a follow-up lesson to the class!

Intrapersonal:

Some of the most important themes in *The Amaranth Enchantment* include loneliness, home, and identity. How are these three things related? Make a diorama of the room in your house that best showcases who you are. On a 5"x7" index card, list some of the room's features (decorations, furniture, etc.) and how these things reflect who you are.

Interpersonal:

In Chapter 24, Beryl tells Lucinda: "Beauty hovers around you wherever you go, which is why these two poor young men chase after you when you're covered in dirt and dressed in rags. Not beauty of the face and form. Something eternal. This beauty that comes from dresses and jewels is somewhat of an illusion."

Conduct a "What Is Beauty?" survey. Find pictures of ten things that you think are beautiful. Ask your classmates to rank these things on a scale from 1 to 10 (with 1

being the least beautiful and 10 being the most beautiful). Analyze the data as explained below.

Logical-mathematical (to accompany the above Interpersonal project):

Before you look at the results of your “What is Beauty?” survey, can you predict how your classmates will rank the pictures you chose? Now take a look at the data. Were your predictions accurate? Break down the data into responses from boys and girls. Are there any differences? What happens if you survey younger children? Older students? Teachers? Report your data and list your conclusions.

Naturalistic:

Research plants and flowers native to your area, and propose a garden project for your school. Choose plants that are easy to grow and don't need too much tending. Make signs to label the types of plants in the garden. Keep a journal of your plants' progress as they start to sprout and grow.

Amaranth flowers are easy to grow, and may be started indoors from seeds. (For more information, visit <http://www.gardenersnet.com/flower/amaranth.htm>).

Linguistic:

When Lucinda loses a slipper on the stairs, she says, “I considered leaving it there, but one footfall in my stocking feet on the cold granite changed my mind.” Sound familiar? While Lucinda is not Cinderella, many aspects of the story mirror that traditional fairy tale.

Write your own traditional fairy tale with a twist. See the following rubric for planning and assessing your story.

FAIRY TALE RUBRIC

Instructional goals:

- Write stories with well-developed characters, setting, dialogue, clear conflict and resolution, and descriptive detail.
- Revise writing to improve level of detail, adding images and sensory detail
- Use prescribed criteria from a scoring rubric to evaluate compositions.

	excellent	good	average	below average	not demonstrated
characters	main characters well developed through dialogue and actions	main characters well developed through mostly dialogue or actions	main characters somewhat developed through dialogue and/or actions	main characters not developed	no clear main characters
setting	time and place are clear and important to story	time and place are clear, but not necessarily important to story	time and place are included; either time or place (not both) is important to story	missing either time or place	no setting
conflict and resolution	clear conflict and logical resolution	clear conflict, implausible resolution	conflict and resolution are present, but not clear	conflict present but no resolution	No conflict or resolution
details	Consistently includes description, imagery and sensory detail	Often includes description, imagery and sensory detail	Occasionally includes description, imagery and sensory detail	Little use of description, imagery and sensory detail	No use of description, imagery and sensory detail

Student's name: _____

Final assessment: _____

A TEACHER'S GUIDE TO
THE AMARANTH ENCHANTMENT
by Julie Berry



AUTHOR INTERVIEW

Q: When did you know you wanted to become a writer?

Julie Berry: The idea was first planted in my mind in sixth grade, after completing a writing assignment. My sister read a "descriptive paragraph" of mine and praised it. She said to me, quite seriously, "Maybe you'll grow up to be a writer." I remember that moment clearly. I always loved books and admired writers. But I spent the next several years thinking of all different kinds of things to be, most notably, a marine biologist.

Q: Once you decided you wanted to write professionally, which steps did you take on your path to publication?

Julie Berry: I'd done a fair amount of technical and business-related writing in my career, but when I decided I wanted to write for publication, I began by writing humorous opinion columns for my local newspaper. I did that for two years, then got up the courage to apply to a graduate school program in writing for children and young adults. Incidentally, I still enjoy writing for that newspaper from time to time. While I was in graduate school, I wrote three novels as part of my coursework. *THE AMARANTH ENCHANTMENT* was the second out of the three.

Q: What sparked your idea for *THE AMARANTH ENCHANTMENT*? Did the characters come first? Snippets of plot? The setting?

Julie Berry: The first idea that drew me into the story was the notion of a grand old house, now fallen upon neglect. I thought about how houses have a magic of their own, because they can be filled with memories. That became The Palisades, Lucinda's house. I was also intrigued with the notion of an immortal being trapped in a mortal world. It's a problem that's been played with in literature since Ancient Greece, so it's nothing new, but it intrigued me.

Q: Do you have a writing routine?

Julie Berry: Not really. I try to write every day, but I don't always succeed. When I start a writing session, I generally go back several pages and reread what I wrote the day before, making edits as I go, and then when I reach the end, I surge forward. Every book I've written has had a different process. Some I write on my laptop, some on my desktop computer. Some I write more at home, others at the library. Sometimes I outline a lot, sometimes I don't. Writers need to be flexible, I think.

Q: What were some of the biggest rewards about writing this book? Challenges?

Julie Berry: I loved writing this story. I cared so much about the characters, all of them. (Well, almost all of them.) It was a wonderful place to spend time. Writing always poses challenges because any story worth telling will have dense, meaty problems to solve. Solving them required many rewrites of certain tough spots. But solving those problems was exhilarating, so even the challenges proved rewarding in the end.

Q: What changed from the first to the final draft?

Julie Berry: The original draft was longer, and had a more complicated discussion of Beryl and her world. Streamlining that was a good choice, I think.

Q: What's the best piece of writing advice you've ever received?

Julie Berry: I've received lots of useful advice from great writers during my years at school, much of it specific to various writing challenges. But the best advice, the most important, that you'll hear from any author, is to just keep at it, believe in your story, and be willing to change it when you need to. Persistence (keeping at it) and flexibility (making changes) are qualities no author can be without.

Q: What advice do you have for young writers?

Read all you can. Read what you love. Write in a journal, or on a blog, to record your own thoughts and feelings and impressions, about the books you read, and about life in general. And write stories that entertain YOU. If it makes you laugh, or cry, or sit on the edge of your seat, you're doing something right!