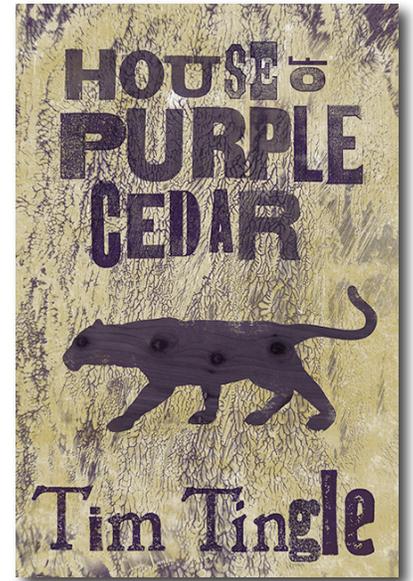


TEACHER'S GUIDE

ALIGNED WITH COMMON CORE STANDARDS

Teacher's Guide for House of Purple Cedar by Tim Tingle

In *House of Purple Cedar*, the main character, Rose, reflects on a series of tragic events that befell her Choctaw community in the 1800's. Rose relives and retells the tragic events of that era—deadly fires, the deaths of family and friends, brutal attacks that affront non-Choctaw women in the community, social and racial tensions. With the help of her grandparents' wisdom, Rose is able to process and come to terms with these events that thoroughly shape her life and childhood, and to understand the importance of love and forgiveness.



The following questions are aligned with CCSS standards for literature for grades 9-12; beside each question in is the appropriate standard with which it correlates.

Whole Text Questions

1. Identify two main themes and discuss how they are intertwined and related throughout the text. How does each theme rely on the other? What events contribute to each theme? (CCSS.ELA-Literacy.RL.9-10.2, CCSS.ELA-Literacy.RL.11-12.2)
2. What is Rose like at the beginning of the text, in the middle in the text and at the end of the text? What events specifically contribute to the changes in her character at each point, and what evidence can you cite that demonstrate how she has changed? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
3. How does the use of Choctaw language affect the impact of Rose's story? Why do you think the author decided to include words in Choctaw? How would the story be different if no Choctaw language was used? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
4. The story of Rose and her community is not told in a strictly lineal way. Why are the flashbacks and order of the story important to the telling of the story? How does the structure of the narrative affect the characters and themes? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.10-11.5)
5. How would this story be different if it was told from the point of view of another character such as Marshal Hardwicke, Ona Mae, or Amafo? How does Rose's point of

House of Purple Cedar, by Tim Tingle

view as a female member of the Native American tribe, and as a child affect how the story is told? (CCSS.ELA-Literacy.9-10.6, CCSS.ELA-Literacy.RL.11-12.6)

Fire and Ice

1. What does the word *Nuhullo* mean? Does the word have a positive, negative or neutral connotation? How does Rose position herself in reference to the *Nuhullos* in the first section of the book? Cite examples from the text that reveal this relationship. (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
2. What elements of Rose's dream foreshadow the burning of the New Hope School for Girls? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.3)
3. How do Rose, Efram and the rest of the Choctaw community cope with the deaths of the girls at the New Hope School? How is this different or similar to how your community would cope such a loss? (CCSS.ELA-Literacy.RL.9-10.6)
4. Why does the author choose to tell the story of the burning of the New Hope School from both the viewpoint of the objective narrator and from Rose's point of view? How does this approach affect the impact of the story? (CCSS.ELA-Literacy.RL.11-12.5)

Spiro Town

1. Why does Amafo initially strive to avoid being noticed by Marshal Hardwicke at the depot? What direct and indirect observations lead you to this conclusion? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
2. What is Rose like before, during and after the encounter with the marshal? How do you know? (CCSS.ELA-Literacy.RL.9-10.3)
3. According to Rose, "...our Choctaw world was changing." Are the changes she acknowledges in herself and in her community positive or negative? Cite evidence to support your response. (CCSS.ELA-LITERACY.RL.9-10.1, CCSS.ELA-LITERACY.RL.11-12.1)
4. What does it mean when Rose states, "I learned to see through Amafo's spider web eye"? Why does she see this as a positive development? (CCSS.ELA-Literacy.RL.11-12.6)
5. Discuss the various elements of ceremony that occur during the gathering after Amafo is struck by Hardwicke. How do elements of European culture and Native American culture and language collide in these moments? (CCSS.ELA-Literacy.RL.9-10.6)

House of Purple Cedar, by Tim Tingle

(CCSS.ELA-Literacy.RL.11-12.4)

6. The Choctaw nation is matrilineal, and Choctaw women are often honored, respected, and even considered sacred. Discuss places in the text that echo this aspect of traditional Choctaw culture. How is Rose influenced and shaped by the Choctaw women at the gathering after Amafo's attack? (CCSS.ELA-Literacy.RL.9-10.6)

The Fist of Darkness

1. Do you think Ona Mae will leave the marshal? Cite textual evidence to support your answer (CCSS.ELA-Literacy.RL.9-10.1)

Escape in Broad Daylight

1. The Choctaw often look for humor to cope with trying situations. Describe how humorous events in the story of Maggie and Terrence affect the tone of the novel up to this point. Cite specific examples of language that contribute to the humor of the situation. (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)
2. Why do John Burleson and Terrence go along with Maggie's plan? What dangers do each face in doing so? Cite specific examples from the text that show that demonstrate how each character knows the danger they face. (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA.Literacy.RL-11-12.6)

Pokoni and Amafo

1. How does the chapter title “The Day My Pokoni Almost Died” contribute to the irony of the events in the chapter? Why does the author choose to structure the text around a near-death event before the event of Pokoni's death? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.3)
2. How does Pokoni's death affect Rose and Amafo's relationship? How does her death reveal and change these two characters? Cite specific evidence from the text that both explicitly and implicitly shows the changes you observe. (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA.11-12.1)
3. How do we know that the men and women of the community of Spiro have different expectations of how Ona Mae will react to the news of Marshal Hardwicke's death? Why do you think that the expectations of the women are different from those of the men? How is this contrary to what the reader expects? Why do you think they reacted this way?

House of Purple Cedar, by Tim Tingle

(CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.6)

Dark Resurrection

1. Describe the relationship between Marshall Hardwicke and the Jacobs? How does his relationship with Marty and George influence his actions before he leaves their home? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
2. In what ways does seeing the McCurtain children help Rose connect with her culture and with her family? Cite specific examples from the text that show these connections. (CCSS.ELA-Literacy.RL.9-10.6, CCSS.ELA-Literacy.RL.3)
3. Why is the scene with Ms. McCurtain important to the overall narrative of Rose and her community? How does this scene contribute to Rose's growth and understanding? Why do you think the author chose to include this scene near the end of the book? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)
4. Rose states that she has “now learned to walk through sacred moments”. What events up to this point in the story have helped her determine and accept which moments are sacred? How did each contribute to her understanding of what the word “sacred” means? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.4)

Final Reckoning

1. What events in the book up to this point help Samuel prepare to take charge after Marshal Hardwicke has been shot? How do these developments in his character help Rose see him in a new or different way? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.3)
2. Why does Idabelle Taylor decide to stay with Ona Mae? How are the two women alike and different? (CCSS.ELA-Literacy.RL.9-10.1, CCSS.ELA-Literacy.RL.11-12.1)
3. How does Agent Taylor change throughout the narrative? What leads him to this change? (CCSS.ELA-Literacy.RL.9-10.3, CCSS.ELA-Literacy.RL.11-12.6)
4. Do you believe that Mae and John will live happily together? Why or why not? Why is it significant that the house is both purple and made of cedar? (CCSS.ELA-Literacy.RL.9-10.4, CCSS.ELA-Literacy.RL.11-12.6)
5. Why does Rose wait to tell the story of Skullyville until she is close to death? How would the story be different if she told the story immediately after it took place? (CCSS.ELA-Literacy.RL.9-10.5, CCSS.ELA-Literacy.RL.11-12.5)