



THE GROVE

Brooks Whitney Phillips

Viking / Penguin Random House

AN EDUCATOR'S GUIDE

Recommended for Grades 9-12 and Adult Learners

* Publishers Weekly Starred Review * School Library Journal Starred Review * YALSA Best Fiction for Young Adults
Marianne Russo Award for Novel-in-Progress -- Key West Literary Seminar

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A Note to Teachers

The Grove is a novel that does what the best historical fiction does: it makes the past present, and it makes the particular universal. Set in rural Central Florida in 1962, it follows sisters Pip and Sissy through a summer that will change everything -- and in doing so, it asks questions that matter: What does it mean to grow up in a world that is changing faster than you can understand? What do we owe each other, and what do we owe ourselves? What is the cost of wanting something the world has not decided you are allowed to want?

These are not questions with easy answers, and The Grove does not offer them. Phillips's prose is precise, her characterization is deep, and her treatment of race, class, gender, and labor is honest without being didactic. This makes the novel ideal for the kinds of classroom conversations that matter most -- the ones where students are asked not to find the right answer but to develop their own.

This guide supports teachers in English Language Arts, U.S. History, and Florida Studies at the secondary and post-secondary level. It provides pre-reading, during-reading, and post-reading activities; discussion questions; essay prompts; creative and research-based assignments; and historical context materials. Teachers are encouraged to select from these resources rather than attempt to use all of them.

The novel has received starred reviews from Publishers Weekly and School Library Journal, and has been selected as a YALSA Best Fiction for Young Adults -- confirmation that this is not a novel that needs to be simplified for young readers. It needs to be trusted to do what good literature does. It will.

About the Novel for Educators

It is the summer of 1962 in rural Central Florida. The Phillips family's orange grove, which has sustained them for generations, is struggling. The country is changing in ways that reach even this remote place. And when a traveling carnival arrives at the edge of town, sisters Pip and Sissy discover that the outside world has finally come to find them.

Brooks Whitney Phillips's debut novel works in the ELA classroom as a study in craft -- in how a novelist uses setting as symbol, point of view to create ironic distance, and figurative language to transform the particular into the universal. It works in a U.S. History classroom as a window into the Civil Rights era South as experienced by those who were not at the movement's center. And it works in a Florida Studies classroom as an act of literary preservation: a careful, loving record of a world that is largely gone.

Recommended Audience and Content Note

The Grove is recommended for readers aged 14 and older (Grades 9-12 and adult learners). The novel contains: depictions of poverty and economic precarity; racial and class tension in a segregated community; first love and adolescent desire treated with honesty and restraint; and loss associated with the end of a way of life. None of these elements is gratuitous; all are integral to the novel's meaning. Teachers who know their students' community context are best positioned to determine how to prepare students for the material.

ESSENTIAL QUESTIONS

These five questions are intended to frame the unit. Return to them throughout.

01. What does it mean to come of age in a world that is changing faster than you can understand, faster than anyone can name?
02. How do the places we are born into shape who we can become -- and what does it cost to want something beyond them?
03. In what ways does literature ask us to understand injustice through the eyes of those who do not yet have language for it?
04. What is the relationship between love -- of place, of family, of another person -- and the grief of losing what you love?
05. How does historical fiction make the past present and personal, rather than distant and abstract?

Learning Objectives

Students who complete this unit will be able to:

- Analyze how a novelist uses setting as both a literal place and a symbolic landscape that mirrors and shapes the inner lives of characters.
- Examine the relationship between historical context and individual character experience -- how national events shape local and personal lives.
- Identify, interpret, and evaluate literary devices including symbolism, extended metaphor, irony, and narrative point of view.
- Construct evidence-based analytical arguments about theme and character using close reading skills and textual evidence.
- Connect the novel's historical context to broader patterns in American history, including the Civil Rights era, agricultural labor, and the transformation of the American South.
- Practice close reading skills by attending to specific language, image, and narrative choice -- asking not only what a text says but how it says it.

Estimated Unit Length

The following unit plans are offered as frameworks. Teachers should adapt them to their students, their school calendar, and the depth of engagement they wish to pursue. The novel rewards extended time; where compression is necessary, prioritize discussion and close reading over activities.

One-Week Unit (5 Class Periods)

Best suited for teachers who want to use the novel as a literary touchstone or as a complement to a history unit. At this pace, students will need to read significant portions outside class.

- Day 1: Historical context introduction; pre-reading activities; assign the opening section
- Day 2: Discussion of setting and characters; close reading of key early passages; assign the middle section
- Day 3: Discussion of themes and turning points; Socratic seminar on one essential question; assign the conclusion
- Day 4: Post-reading discussion; essay prompt selection and planning
- Day 5: Essay workshop; peer review; brief creative response option

Two-Week Unit (10 Class Periods)

Allows for genuine depth in discussion, close reading workshops, and a substantial writing assignment. Recommended minimum for ELA classroom use.

- Days 1-2: Historical context, pre-reading activities, opening chapters, character introduction
- Days 3-4: First major section; character analysis; close reading of setting and symbolism
- Days 5-6: Middle section; tracking themes and motifs; during-reading journal work
- Days 7-8: Conclusion; full-class Socratic seminar; analytical essay preparation
- Days 9-10: Essay drafting, conferencing, and revision; creative extension option

Four-Week Unit (20 Class Periods)

Supports the full range of activities in this guide, including research, cross-curricular work, and extended creative or community-history projects. Appropriate for AP, honors, or advanced ELA courses.

- Week 1: Historical context; oral history discussion; pre-reading activities; opening chapters and journals
- Week 2: Deep reading with close reading workshops; character arc tracking; vocabulary and literary analysis; thematic discussion
- Week 3: Completion of novel; Socratic seminar on essential questions; analytical writing process (brainstorm, draft, conference)

-- Week 4: Research projects or extension opportunities; peer review and revision; culminating presentations or essays; closing discussion

Pre-Reading Activities

1. Sense of Place Writing

Ask students to write for 10 minutes about a place from their own life that carries emotional weight -- a place that feels like it shaped them. Prompt: What does it look like? Smell like? What happens there? Is it still there?

Follow with discussion: What do we lose when places change or disappear? What do we carry of them? This discussion introduces the novel's central preoccupation before students have encountered a single page.

2. Historical Context: Florida and the South in 1962

Assign a brief research task: What was happening in the American South -- and in Florida specifically -- in 1962? Students bring three to five facts or images to share. Build a class timeline that will remain visible throughout the unit.

Key topics to seed if students don't find them: Civil Rights Movement events of 1961-1962; the citrus industry in Central Florida; the pre-Disney landscape of Orlando; migrant labor and the agricultural economy.

3. Vocabulary and Concept Preview

Introduce the following terms before reading: Florida Cracker (origins, meaning, and complexity); citrus freeze and its economic consequences; migrant agricultural labor; Jim Crow laws; the traveling carnival as a mid-20th century institution.

4. Visual Context Discussion

Show photographs of Central Florida from the early 1960s -- orange groves, small towns, rural roads before development. Ask: What do you notice? What surprises you? What is absent from these images that you would expect to see today?

Curriculum Connections

ENGLISH LANGUAGE ARTS

- Coming-of-age narrative structure and the character arc of the Bildungsroman
- Historical fiction as a genre: research, authenticity, and imaginative reconstruction
- First-person narration, limited perspective, and the irony of what a narrator cannot see
- Voice, dialect, and the language of place as markers of character and community
- Figurative language: extended metaphor, symbolism, setting as character
- Close reading practice: attention to sentence-level craft and the relationship between style and meaning

SOCIAL STUDIES / U.S. HISTORY

- The Civil Rights era: race and class in the American South, 1960-1965
- Rural poverty and the agricultural economy of the postwar South
- Gender roles and female agency in mid-century rural America
- Migrant labor, the citrus economy, and the exploitation of agricultural workers
- Historical change and community resistance: how large-scale forces shape individual lives

FLORIDA STUDIES

- Florida history: Central Florida before the development era
- The citrus industry: peak production, economic culture, and the devastation of the Great Freezes
- Florida Cracker culture: origins, characteristics, and contemporary meaning
- Environmental history: the transformation of Florida's landscape
- Florida in the Civil Rights era: the movement's particular form in a state between South and North

Standards Alignment

The Grove supports instruction aligned to the following Common Core State Standards for English Language Arts (grades 9-10 and 11-12). Teachers should consult their state's specific standards for precise language and grade-level expectations.

READING: LITERATURE

- RL.1: Cite strong textual evidence to support analysis of explicit and inferential meaning
- RL.2: Determine central themes and analyze their development
- RL.3: Analyze how complex characters develop and interact to advance plot or develop theme
- RL.4: Determine the meaning of words and phrases, including figurative and connotative meanings
- RL.5: Analyze how an author's structural choices create specific effects
- RL.6: Analyze a particular point of view or cultural experience reflected in a work of literature

WRITING

- W.1: Write arguments to support claims using valid reasoning and evidence
- W.2: Write informative/explanatory texts to examine and convey complex ideas
- W.3: Write narratives to develop real or imagined experiences using effective technique
- W.9: Draw evidence from literary texts to support analysis, reflection, and research

SPEAKING AND LISTENING

- SL.1: Initiate and participate effectively in collaborative discussions
- SL.4: Present information clearly, concisely, and logically

During-Reading Activities

Reading Journal

Students maintain a reading journal with brief entries for each major section. Rotating prompts include:

- What did Pip or Sissy notice in this section that they didn't fully understand? What did you understand that they could not?
- Choose one sentence that surprised, moved, or confused you. Write it out and respond.
- How has the grove changed in this section -- literally, and as a symbol?
- What does the outside world look like from inside the grove at this point in the novel?

Character Arc Tracker

Students maintain a chart tracking the emotional and moral state of each sister at the end of each major section. At the novel's end, students compare their charts and write a brief comparative character analysis.

Setting and Sensory Log

Students record specific sensory details of the setting as they read. At the end, they identify which details carry symbolic weight -- and how those details change across the novel's arc.

Vocabulary and Figurative Language Log

Students keep a running list of: unfamiliar words and their context; instances of figurative language and their effect; moments where dialect or regional speech is used. Bring to class for periodic discussion.

Discussion Protocols

Socratic Seminar

Arrange chairs in a circle. The teacher facilitates from outside or as an equal voice. Students refer to the text, build on each other's ideas, and track the conversation themselves. The goal is collaborative inquiry, not debate. Students come prepared with at least two specific textual references.

Fishbowl Discussion

Divide the class into inner and outer circles. The inner circle discusses while the outer circle takes observational notes. Switch at the midpoint. Debrief together. This protocol helps students develop both discussion skills and the ability to track the movement of an argument.

Four Corners

Post positions (Strongly Agree, Agree, Disagree, Strongly Disagree) around the room. The teacher reads a statement about the novel's themes; students move to their position and explain, citing the text. Students may change position as discussion develops.

Think-Pair-Share with Textual Evidence

Students reflect individually (2 minutes), discuss with a partner (3 minutes), then share with the class. Require that each pair bring at least one specific textual reference to their contribution.

Essay Prompts

The following prompts are appropriate for analytical essays of 4-8 pages at the secondary level or 8-12 pages at the post-secondary level.

SETTING AND SYMBOL

01. Analyze how Brooks Whitney Phillips uses the orange grove as both a literal setting and an extended symbol. What does the grove represent to each sister, and how does its condition across the novel mirror the family's situation?

02. The ferris wheel is a recurring image in the novel. Write an essay examining what it represents and how its meaning develops across the narrative, addressing the relationship between height, perspective, and the novel's central themes.

CHARACTER AND PERSPECTIVE

03. Compare how Pip and Sissy respond to the arrival of the carnival. What does each character's response reveal about her personality, her desires, and her understanding of the world?

04. The novel is told from one sister's point of view. Write an essay examining what this narrative choice makes possible -- and what it makes impossible. How does Phillips signal the limits of the narrator's understanding to the reader?

HISTORY AND SOCIETY

05. How does Phillips portray the tensions of race and class in the novel's setting without making them the explicit focus of the narrative? What is the effect of this approach? Is it a strength or a limitation of the novel's moral vision?

06. The novel is set at a moment of enormous national change that the characters experience only partially and at a distance. How does Phillips create the feeling of a world in transition? What specific techniques does she use?

THEME AND LANGUAGE

07. Write an essay examining the theme of sisterhood in *The Grove*. How does the sisters' bond both sustain and limit them? How does Phillips portray love and resentment as coexisting forces rather than opposites?

08. The novel is unusually attentive to the body: its labor, its pleasures, its vulnerability. Write an essay analyzing how this attention connects the private lives of the characters to the larger social and economic world they inhabit.

VOICE AND CRAFT

09. Analyze Phillips's use of voice and dialect in *The Grove*. How does the language of the novel reflect the world it describes? What does the prose style reveal about the narrator's relationship to her own experience?

10. The ending of *The Grove* has been described as both elegiac and hopeful. Write an essay arguing for a specific interpretation of the novel's ending. What does it suggest about the sisters' futures and the world they will inhabit?

Writing Assignments

Personal Essay

Describe a place from your own life that carries emotional weight -- a place that has shaped you, or that you have lost. Draw on the novel's use of sensory detail and symbolic resonance as a model. 3-5 pages.

Point-of-View Rewrite

Choose a key scene and rewrite it from the perspective of a character who is present but not narrating: the other sister, a parent, a carnival worker. What does this character see that the narrator does not? 2-3 pages.

Letter in Character

Write a letter from one of the sisters to the other, set five or ten years after the novel ends. What has she learned? What does she want the other to know? 1-2 pages.

Ekphrastic Response

Find a photograph of Central Florida from the early 1960s -- an orange grove, a small town, a roadside stand. Write a prose poem responding to the image: what is present, what is absent, what the image does not say. 1 page.

Research Essay

Choose one of the research topics from the extension section and write an 8-10 page research essay using primary and secondary sources. The essay should connect the research to the world of the novel -- not simply describe the historical topic but use the novel as a lens for examining it.

Post-Reading Activities

Socratic Seminar on Essential Questions

Return to the essential questions from the beginning of the unit. How have students' answers changed? Use the novel as the primary text, requiring specific textual evidence for every claim.

Character Culmination Activity

Students review their character arc trackers and write a one-paragraph summary of each sister's development. Small groups compare summaries: where do they agree? Where do they diverge? What does divergence reveal about the novel and about reading?

The Novel's World: Then and Now

Using maps, photographs, and research, students create a visual comparison of the landscape depicted in the novel with the same geography today. What is gone? What remains? What has replaced it?

Closing Discussion: What Does This Novel Know?

Ask students not what the novel is about but what it knows -- what it understands about human experience that they did not fully understand before reading it. This question honors the intelligence of the novel and of the students, and closes the unit with something genuine rather than something performative.

Character Analysis Topics

Comparative Character Study: Pip and Sissy

The most productive analytical question about the sisters is not which one is 'better' but how Phillips makes each one necessary to the other. Students should be guided toward analysis that holds both sisters with equal seriousness.

- How does each sister understand the grove? What does it mean to her personally, and how does that shape her choices?
- How does each sister respond to the carnival? What does her response reveal about her relationship to the world outside?
- Where does each sister have power in the novel, and where is she powerless?
- At the end of the novel, how would you describe each sister's understanding of the other -- and of herself?

Arc Mapping Exercise

For each major section, students identify: a moment of understanding (what does the character learn?), a moment of blindness (what does she fail to see?), and a moment of choice (what does she decide?). These maps show the arc of each sister's development as a pattern of growing comprehension -- and persistent limitation -- across time.

Historical Context

Central Florida in 1962

In 1962, Central Florida was not the destination it would become. Orlando was a small city; the surrounding region was agricultural and sparsely populated. The Walt Disney World Resort would not open until 1971. The Florida of The Grove is the Florida that existed before that transformation began.

The Citrus Industry and Its Labor

Florida's citrus industry in the early 1960s was at near-peak production. The state produced the majority of the nation's orange juice. For smaller family operations, the economics were precarious: a single hard freeze could destroy a year's crop, and the labor of picking -- done by migrant workers, many of them Black or Caribbean -- was exploitative in ways that grove-owning families rarely examined directly.

The great freezes that would devastate Florida's citrus industry were still decades away. But the pressures of consolidation, mechanization, and the movement of young people toward cities were already being felt. The world of The Grove is a world in the early stages of a long decline that would eventually erase it.

Florida Cracker Culture

The term "Florida Cracker" -- complex in origin -- came to refer to the old-stock families of the state's interior: cattle herders and farmers who had been there for generations, distinct from the plantation culture of the Deep South and from the resort culture of the coasts. They were people of the land, shaped by its rhythms of labor and weather.

Florida History Connections

Before Disney: The Landscape of the Novel

Central Florida before 1971 was defined by its agricultural landscape: citrus groves, cattle ranches, small towns linked by county roads. Orlando was a small city, and the surrounding communities were genuinely rural -- isolated enough that a traveling carnival arriving at the edge of town represented a significant event.

The Environmental Legacy

The Florida that *The Grove* depicts has been almost entirely erased -- not only by the development that Disney and the interstate system brought, but by the agricultural catastrophes of the 1980s. The great freezes of 1983 and 1989 devastated the citrus groves of Central Florida, driving production south and transforming the landscape permanently. What remains is in the names of towns and counties -- Orange County, Citrus County -- and in the memory of those old enough to recall the smell of orange blossoms from miles away.

Classroom Connections to Florida Standards

The Grove supports Florida's B.E.S.T. standards for English Language Arts at the secondary level, with particular relevance to standards addressing literary analysis, historical context in literature, and Florida history. Teachers should consult their district's specific B.E.S.T. alignment documentation.

Civil Rights Era Context

What the Characters See and Don't See

One of *The Grove's* most carefully achieved effects is its portrayal of the Civil Rights era as experienced by those who were not at its center -- who felt its pressure without understanding its larger shape. Pip and Sissy inhabit a community whose racial hierarchies are simply the way things are; they see the inequities without yet having language to name them as injustice.

This is not a failure of the characters' intelligence. It is Phillips's historically accurate portrayal of how social change is experienced at the local level: at the edges, in glimpses, as a vague pressure from outside. Teaching this requires helping students distinguish between what a character understands and what the novel understands -- and what we, as readers from a different historical position, understand.

1962 as a Pivotal Year

The year 1962 was one of the most intense of the Civil Rights era: Freedom Riders were still active; James Meredith enrolled at the University of Mississippi in October with federal marshals; the movement was building toward the Birmingham campaign of 1963. In Florida, civil rights activity was concentrated in major cities; the rural interior was largely isolated from the movement's visible centers.

Discussion: What Is the Novel's Moral Obligation?

A rich classroom discussion can center on whether *The Grove* is 'doing enough' about race and class -- whether its decision to portray inequity through the limited perspective of its white protagonist is a strength or a limitation. This is not a question with a single answer, and engaging with it honestly requires both close reading and historical knowledge.

Vocabulary and Literary Analysis

Key Literary Terms

BILDUNGSROMAN

A novel of formation or coming-of-age. The Grove belongs to this tradition while complicating its typical arc: its characters do not achieve simple liberation but a harder, more honest understanding of their world.

SETTING AS CHARACTER

The technique by which a place is rendered with such specificity and emotional weight that it functions as a character with its own interiority. The grove is the novel's most sustained example.

DRAMATIC IRONY

When the reader understands more than the narrator does. The Grove uses this extensively: we understand the historical significance of what the characters experience even when they cannot.

EXTENDED METAPHOR

A metaphor sustained across a significant portion of a text. The grove itself is the novel's central extended metaphor, developing its implications from first page to last.

DIALECT AND VOICE

The novel's language reflects the speech patterns of its community. Analyzing dialect means asking: what does the way people speak reveal about who they are, where they come from, and what they believe?

Vocabulary: Key Terms from Historical Context

- Citrus freeze: an atmospheric event destroying or damaging citrus crops; associated with economic devastation for grove-owning families
- Migrant labor: agricultural work performed by workers who travel seasonally to follow crop harvests; central to the labor economy of mid-century Florida
- Jim Crow: the system of laws and customs enforcing racial segregation in the American South from Reconstruction to the Civil Rights era
- Traveling carnival: a mobile amusement enterprise that moved through the American interior, significant as entertainment in pre-television rural communities

Cross-Curricular Connections

AMERICAN HISTORY

The novel pairs productively with primary source documents from the Civil Rights era, including excerpts from Martin Luther King Jr.'s "Letter from Birmingham Jail" or oral histories from the Civil Rights Digital Library. A unit that reads *The Grove* alongside these sources allows students to triangulate a historical moment from multiple positions.

ENVIRONMENTAL STUDIES

The history of Florida's citrus industry and the ecological transformation wrought by development offers a rich cross-curricular connection. Students can research the environmental consequences of monoculture agriculture and the ecological changes that development brought to Central Florida.

ECONOMICS

The economics of agricultural labor -- the vulnerability of single-crop economies, the power differential between grove owners and migrant workers, the effect of national commodity prices on local family welfare -- can be connected to contemporary discussions of agricultural labor and food systems.

ART HISTORY / VISUAL CULTURE

The traveling carnival as a mid-20th century visual phenomenon has a rich photographic record. Students can examine documentary photographs of American carnivals from the era and discuss how the visual spectacle of the carnival functioned in communities that had little other access to artificial beauty.

WOMEN'S STUDIES / GENDER STUDIES

The novel's treatment of women's invisible labor -- the household management, the emotional labor that freed men to be in the fields -- connects to broader conversations about the gendered division of labor in mid-century America.

Differentiation Suggestions

For Students Who Need Additional Support

- Pair the novel with the editorial essays at thegrovenovel.com, which provide accessible historical and thematic context before reading each section.
- Use the character arc tracker as a comprehension check; conference briefly with students to identify misreadings early.
- Provide the one-page historical context summary as a reference document students can consult while reading.
- Allow additional time for essays; consider shorter, more focused prompts.
- Offer structured discussion stems for the Socratic seminar: "I agree with ___ because the text shows..."; "I want to add to what ___ said about..."

For Advanced Readers and Independent Learners

- Assign comparative analytical essays pairing *The Grove* with another coming-of-age novel from the same era or with similar themes.
- Require independent research on one of the research topics, with an expectation of primary source consultation.
- Ask advanced students to develop their own discussion questions for the Socratic seminar, with brief written justifications.
- Challenge students to identify a passage where the novel's narrative choices are arguably problematic -- and to write a defense of that choice.

For English Language Learners

- Pre-teach vocabulary and historical context before each reading section, focusing especially on idiom and dialect.
- Allow use of graphic organizers for character tracking and theme analysis.
- Focus essay prompts on universal themes (sisterhood, desire, belonging) rather than on historical specifics requiring more cultural context.
- Pair English-language reading with conversation about whether ELL students' own cultural backgrounds include analogous narratives -- families working the land, communities on the edge of transformation.

Research Topics

The following topics are suitable for independent or group research projects. Each connects directly to the world of the novel and invites students to bring historical knowledge into conversation with the text.

01. The history of the Florida citrus industry: from its origins to peak production, to the great freezes of the 1980s and the industry's transformation.
02. The "Florida Cracker": the history, culture, and evolving meaning of this term, from the 19th-century cattle herders to its contemporary uses and controversies.
03. Traveling carnivals in mid-20th century America: their history, social function, demographic composition, and eventual decline.
04. The Civil Rights Movement in Florida: how civil rights activism in the state differed from the Deep South, and how the rural interior experienced -- or did not experience -- the movement.
05. Walt Disney World and the transformation of Central Florida: the land acquisition, construction, 1971 opening, and long-term social, economic, and environmental consequences.
06. Migrant agricultural labor in Florida: history, conditions, demographics, and labor organizing efforts from the mid-20th century to the present.
07. The Key West Literary Seminar: its history, award structure, and role in American literary culture.
08. Coming-of-age as a literary genre: from the Bildungsroman's European origins to contemporary young adult fiction -- how the genre has evolved and what cultural work it performs.

Extension Opportunities

Oral History Project

Students interview an older family member, neighbor, or community elder about a place or way of life that has changed significantly in their lifetime. Students develop interview questions, conduct and record the interview, and produce a written or oral presentation that connects the interview's content to the world of the novel.

Documentary Response

Students view a documentary about the American South in the early 1960s and write a response essay connecting what they see to the world of the novel. Where does the documentary confirm or complicate what the novel shows? What does the novel see that the documentary does not?

Creative Adaptation

Students adapt one scene from the novel into a different form: a dramatic monologue, a short film script, a visual narrative, or a piece of original music. The adaptation must include a written reflection on what was gained and what was lost in the translation from prose to the new form.

Community History Project

Students research the history of their own community in the early 1960s: what was there, what was changing, what has since been lost or transformed. The goal is to understand that the kind of change depicted in the novel has happened -- and is happening -- everywhere.

Author Visit Information

Brooks Whitney Phillips is available for school author visits, both virtual and in-person. Author visits can be customized for the classroom context: a reading and Q&A, a craft discussion for writing classes, a conversation about the historical research behind the novel, or a panel discussion with students and teachers.

To inquire about availability and visit formats, please contact through thegrovenovel.com. When reaching out, please share: the school and grade level, the approximate number of students, preferred dates and format (virtual or in-person), and any specific themes you'd like the visit to address.

Classroom sets and bulk ordering information are available through the publisher. Consult thegrovenovel.com for current information on classroom editions and discount ordering for schools and libraries.

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