

Graphic Organizers

Your Newspaper and

Molly's Beaufort-town

by
Lynn Allred

Teachers should review all of the graphic organizers and choose ones to use with their classes.

Students should record what they learn on one or more of the graphic organizers and draw information from the organizers when they discuss or write about the story.

Thanks to author Lynn Allred and graphic designer Mary Miller, New York's NIE Director.

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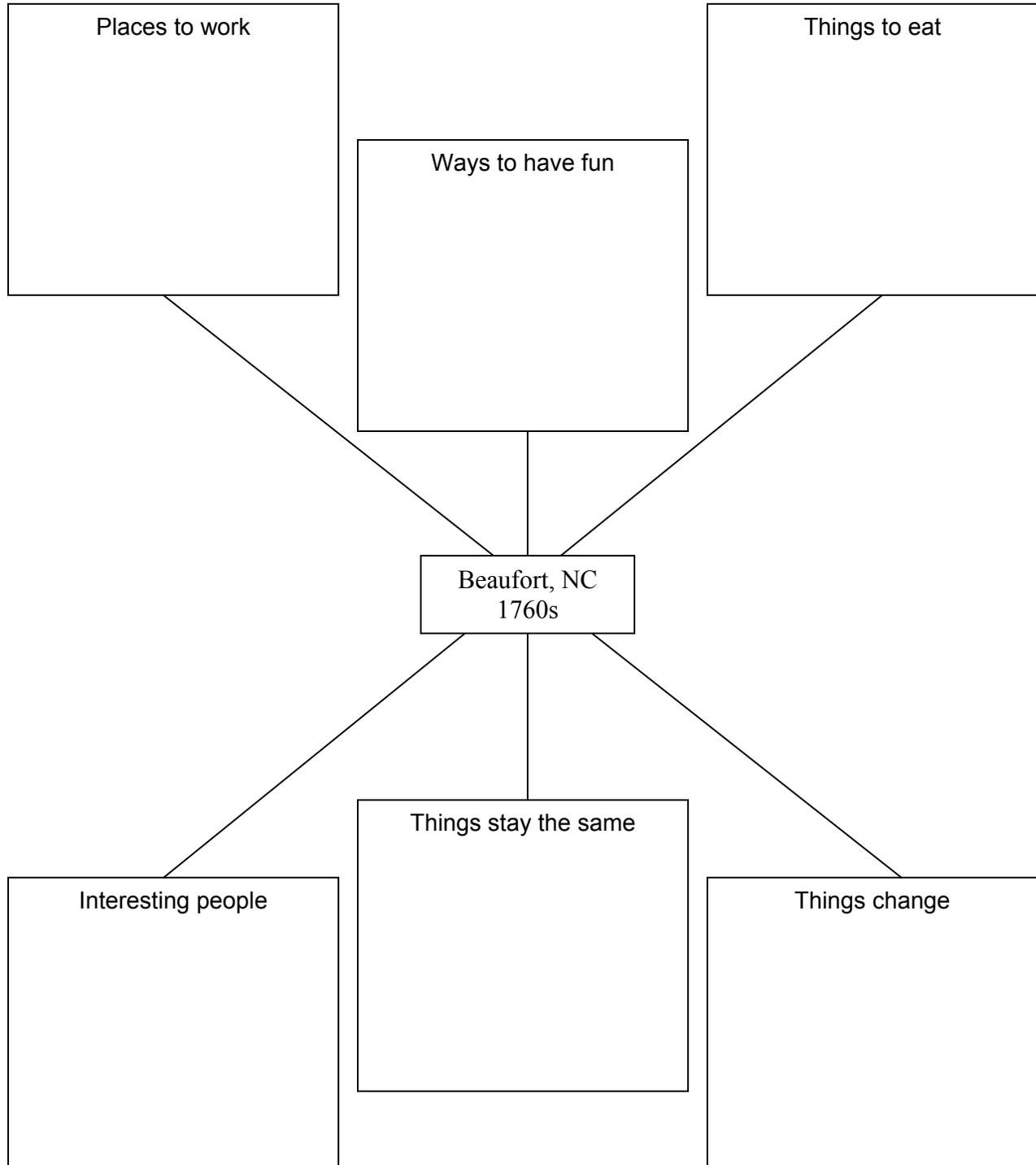
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Community Life

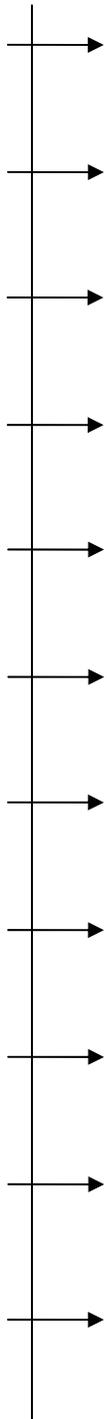
DIRECTIONS: As you read the story, fill in information about the community where Molly lives.



FOLLOW-UP: Complete the chart about your community, using what you know and what you learn from your local newspaper. Compare the community where Molly lives to your community.

Timeline

DIRECTIONS: As they take place in *Molly's Beaufort-town*, record key events on the timeline:



FOLLOW-UP: Record key events from news stories or features you find in your newspaper.

Plot or events

5 Ws and How!

DIRECTIONS: Below, finish answering the questions about Captain Nelson's rescue. Then, choose another key event involving Molly, and answer the questions. Then use the answers to write one or more paragraphs.

What? (ex. rescued Captain Nelson)

Who?

When?

Where?

Why?

How?

What?

Who?

When?

Where?

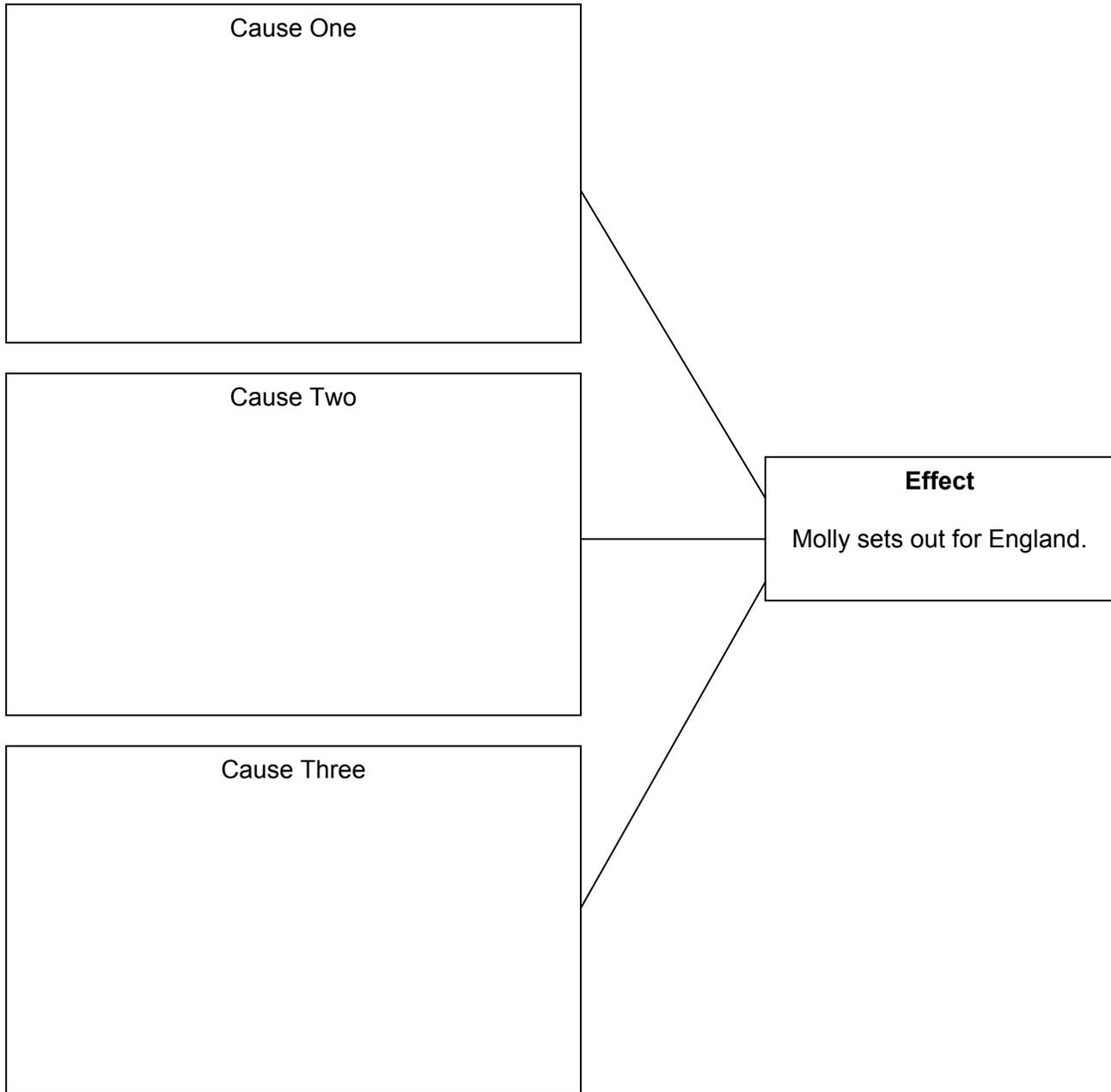
Why?

How?

FOLLOW-UP: Identify the headline, sub-head, photo and opening paragraphs of a breaking news story. Write a headline and sub-head and draw an illustration for your paragraph(s).

CAUSES and Effect

DIRECTIONS: If you interviewed Molly and asked her why she chose to travel to England, what do you think she'd say? Choose words and actions from the story to justify your answers.

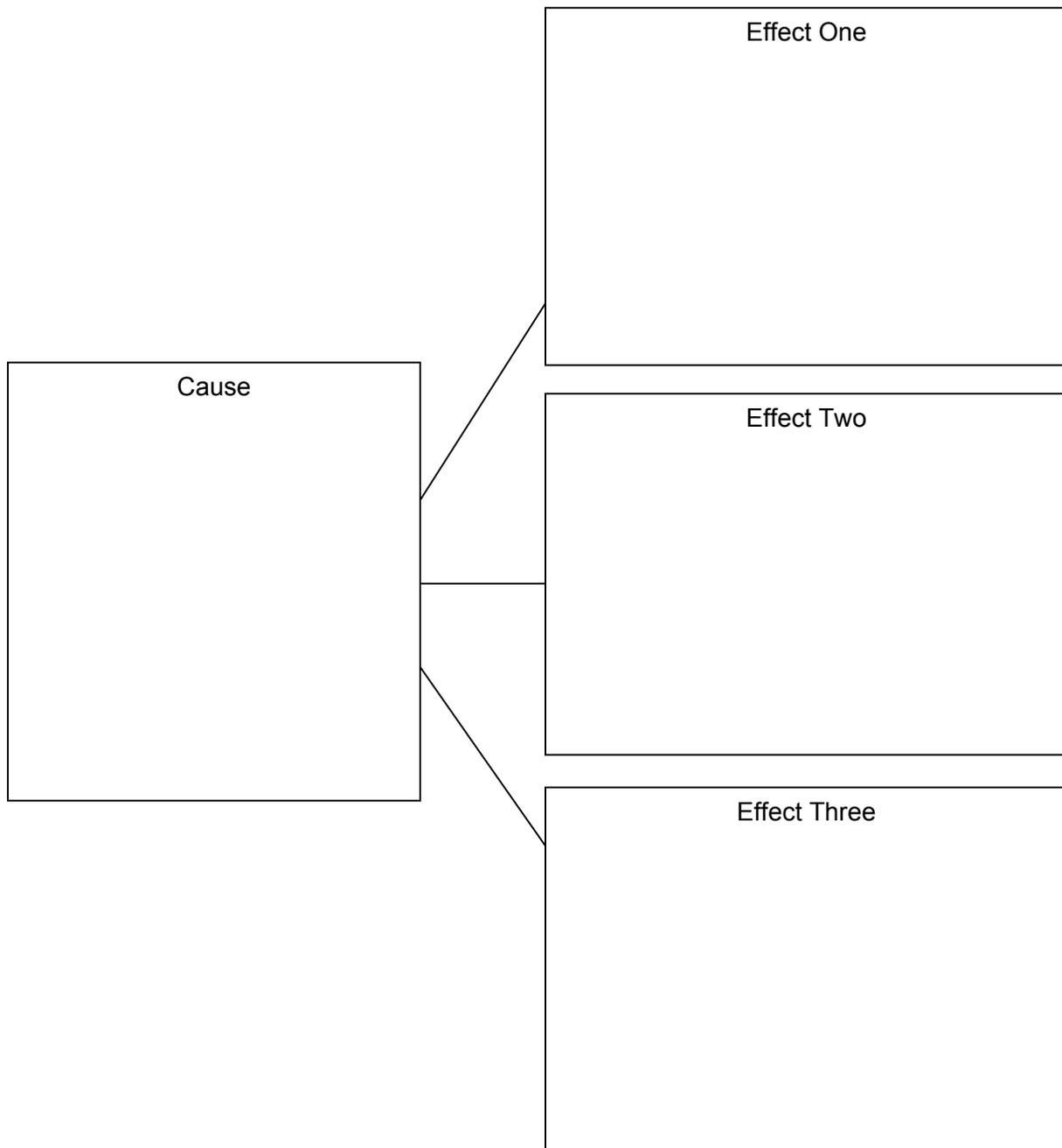


FOLLOW-UP: Identify someone in the news who made a decision and look for words and actions that explain the choice. Use the outline above to record what you choose and conclude from your reading.

Plot or events

Cause and EFFECTS

DIRECTIONS: Explain the effects of a key event in *Molly's Beaufort-town*.



FOLLOW-UP: Explain the effects of an important news event in the outline above.

Characters

Tracking Characters

DIRECTIONS: List the characters in the order they are introduced in the story. Indicate the chapter. Which characters in *Molly's Beaufort-town* do you consider major characters, and which are minor characters? On your list, underline the names of characters you consider "major" characters. Use the back if you need additional space.

After listing all characters, number them in the order of importance to the story, giving the most important character the number "1".

Characters

Chapter

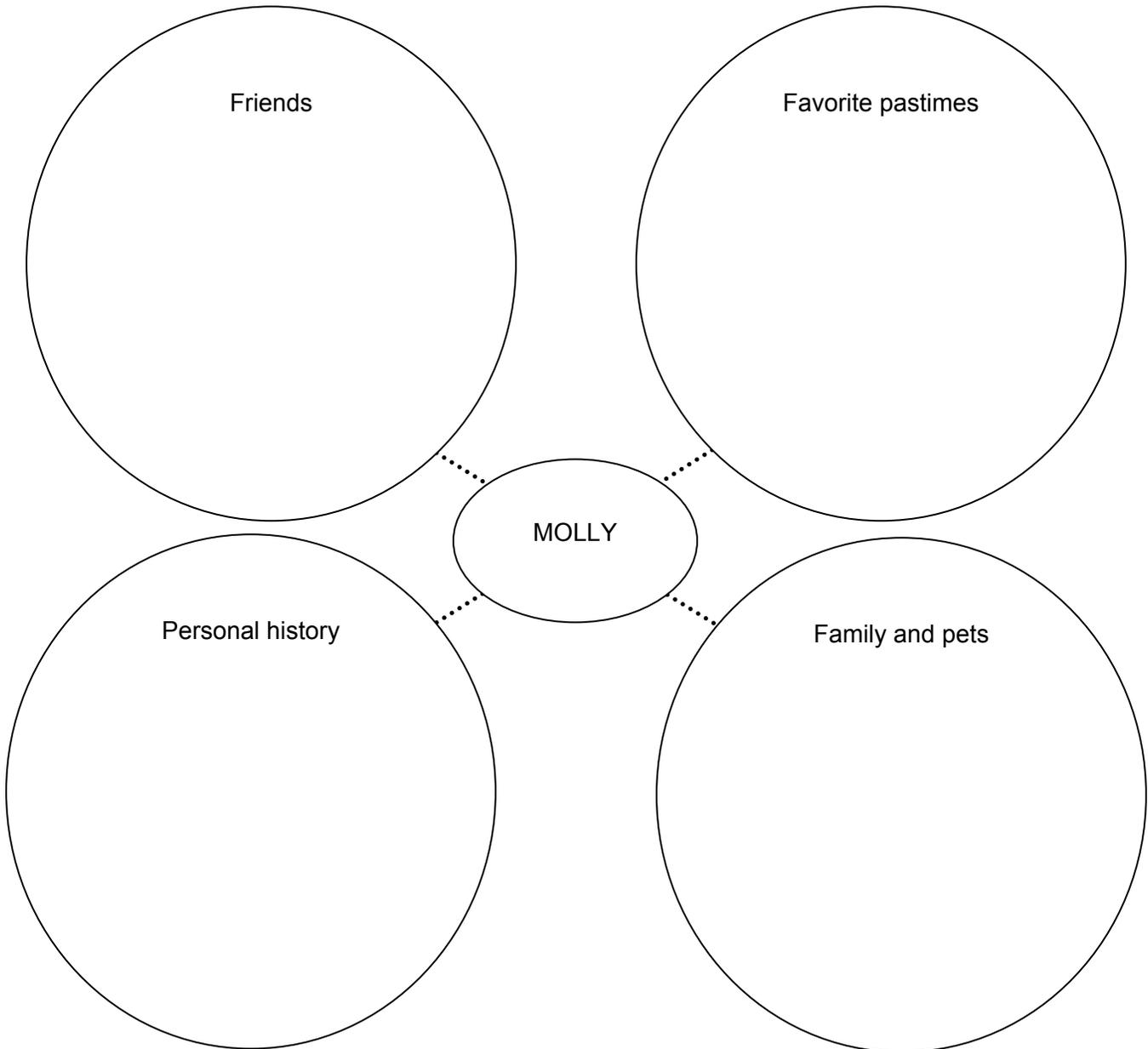
Rank in importance

FOLLOW-UP: Follow news about a person or event. Keep track of people mentioned in the stories. Identify the people who are most involved and/or affected.

Simplify the activity. List characters in your newspaper's comic strips, and identify the main character(s).

Getting Acquainted with Molly

DIRECTIONS: As you read different chapters, record what you learn about Molly. After each chapter, answer the question: What do you think will happen to Molly in the future?



FOLLOW-UP: From your newspaper, choose a story about someone and complete the chart above based on what you learn from the story.

Characters

Molly and Mother, the “Busy Bees”

DIRECTIONS: “Busy bees,” the title for Chapter One describes Molly and her mother. As you read the story, look for and record details that provide evidence to support the description.

Note too that the author employs a metaphor when she calls Molly and her mother “busy bees.” Look for other metaphors and similes in the story and in your newspaper.

MOLLY Details	Chapter
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MOTHER Details	Chapter
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FOLLOW-UP: Draw a conclusion about someone from what you read in the newspaper. Support your conclusion with details.

Who is Molly?

DIRECTIONS: In each chapter of *Molly's Beaufort-town*, you learn more about Molly, the way she looks, the way she behaves, the way she thinks and the way she decides what to do. Draw a picture of Molly based on what you learn about her looks or choose a photo of someone who resembles her. Place the drawing or photo in the space below.

Each week, outside the drawing or photo, write something that you learn about Molly. As you read, ask yourself how Molly differs from other young people in the story.

FOLLOW-UP: Describe someone you find in the newspaper. Write what you learn on a drawing of the person. You may choose a person who appears in a single story or someone who appears often in comics, sports, features and/or in other news pages. Do you find examples of kindness or courage?

A Close Look at Character

DIRECTIONS: Draw a stick figure or other illustration to represent Molly or another character of your choice. As you read about your chosen character, select information about each of the eight items below. Extend lines from the body and write your ideas or cut and paste appropriate passages from the story. Then, use your illustration and ideas to write a profile or character sketch:

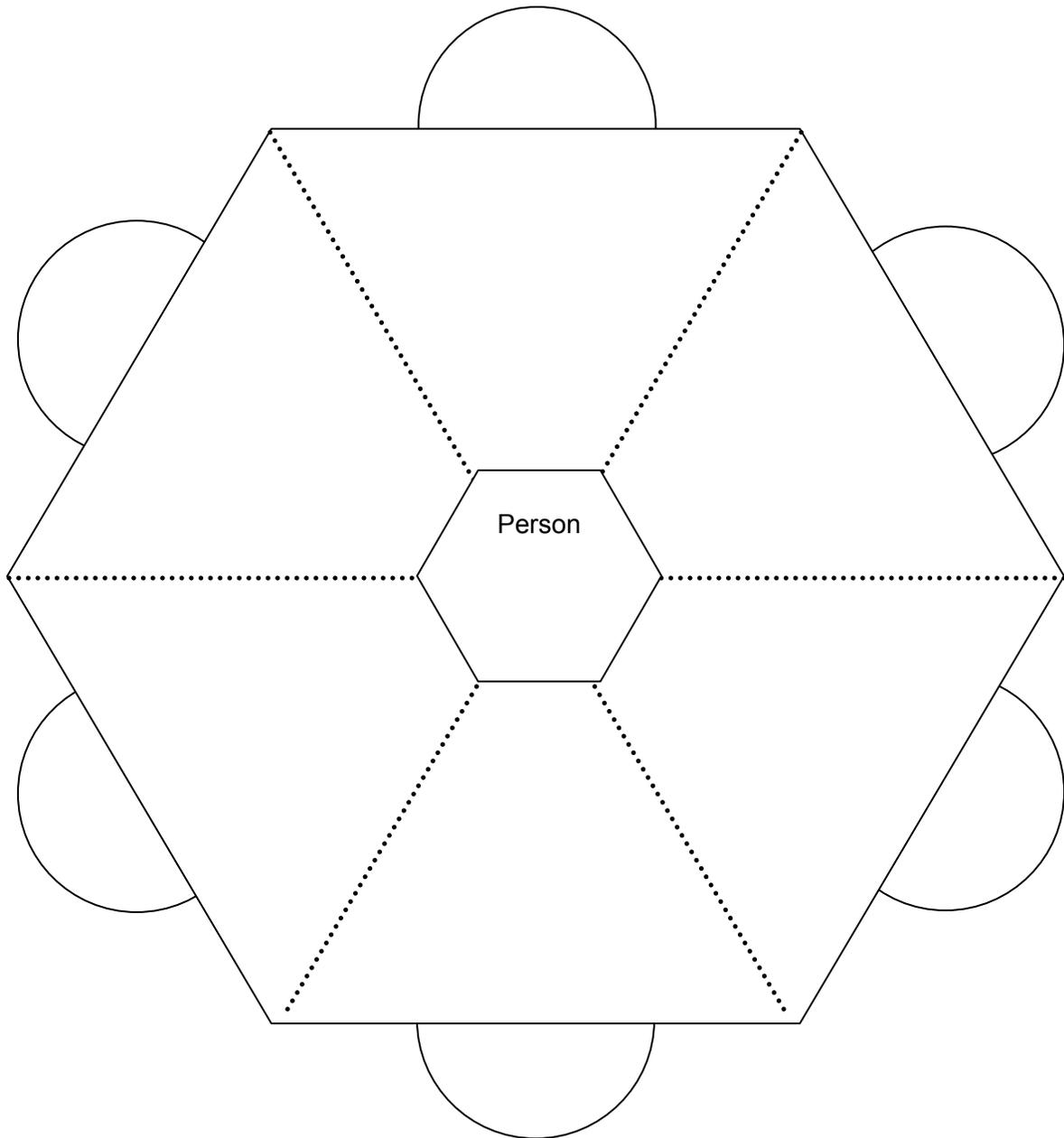
1. Ideas to the head
2. Hopes to the eyes
3. Words to the mouth
4. Actions to the hands
5. Feelings to the heart
6. Movement to the feet
7. Weaknesses to the Achilles' heel
8. Strength to the arm muscle

FOLLOW-UP: Choose a character from comics, sports or news and learn as much as you can about that character or read a profile in the features section. Draw the person and/ or use a photo. Choose information about the person that relates to the items above. Place what you find around the drawing or photo.

Example: <http://highschool.concord.k12.in.us/ateachsite/processing/stickpersonstrategy.pdf>

A Web of Friends

DIRECTIONS: Identify key people and describe their relationships with Molly. Draw as many lines as you need. Label the outside of each half circle with family member, neighbor or friend.



FOLLOW-UP: Choose someone important in the newspaper, write his or her name in the center and identify family members, neighbors, friends or colleagues in the outside circles. Write about their interactions in the space provided. To make this simpler, use characters from favorite comic strips.

A Matter of Speaking

DIRECTIONS: What do spoken words reveal? Choose two or more quotes (or thoughts) from *Molly's Beaufort-town*. Explain what the quotes (or thoughts) reveal about the characters and what they tell about the subject (person, event or topic).

CHARACTER:

Quote

What does the quote tell you about the speaker?

What does the quote tell you about the subject?

CHARACTER:

Quote

What does the quote tell you about the speaker?

What does the quote tell you about the subject?

FOLLOW-UP: Select quotes from a news story that appeals to you. What do the quotes tell you about the person quoted and about the subject of the story?

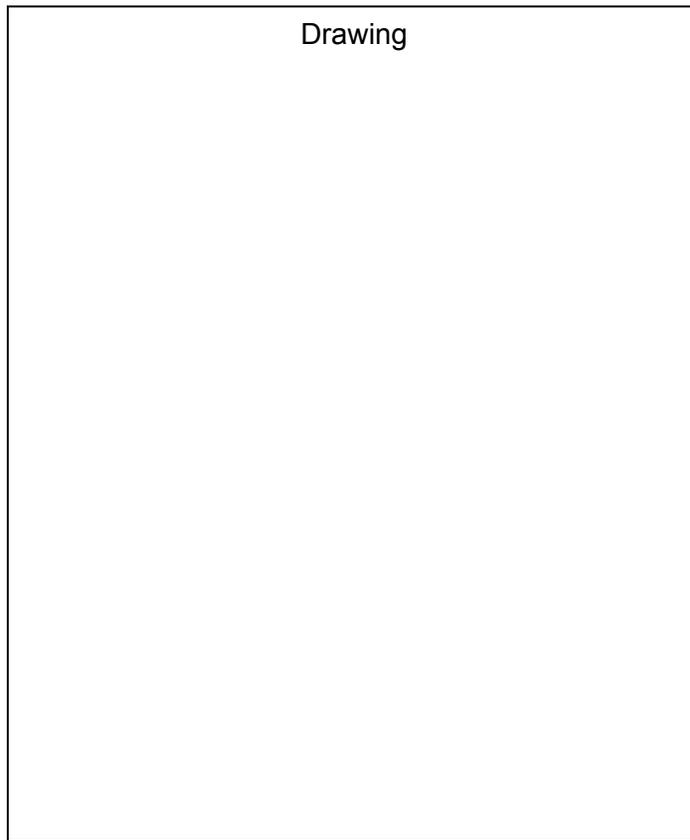
Words and Expressions

DIRECTIONS: Identify interesting and/or unfamiliar words or expressions in *Molly's Beaufort-town*. Complete the chart.

The word or expression is

It is like

Drawing



It is not like

One characteristic of the term or expression is

FOLLOW-UP: Select and use words and expressions found in your newspaper to complete the chart.

Word Quilt

DIRECTIONS: In Chapter Two, neighbors and friends worked on a redbird quilt for bride-to-be Susannah. Fill the quilt below with words and phrases that tell about the natural world surrounding Beaufort-town.

Add appropriate color and art to make the quilt more beautiful.

FOLLOW-UP: Make other word quilts. Invite someone to tell you a story or have someone read a story or comic from your newspaper. Choose colorful words and phrases from the stories for a quilt.

The History in Historical Fiction

DIRECTIONS: Before reading the story, discuss what you know about life in colonial Beaufort with one or more students or your entire class and fill in the chart below with what you know. After each chapter, fill in information you learn about life in colonial Beaufort. After you read the story, complete the last frame, explaining what more you want to know.

Know	Learned	Want to Know

FOLLOW-UP: Where can you learn more about colonial life on North Carolina’s coast? Where can you verify the information the author provides about colonial Beaufort?

Text to Self, Text and World

DIRECTIONS: What connections can you make to Molly and her story? Use the questions below to guide but not limit your thinking.

TEXT to SELF

Do you know anyone who is active like Molly is? Have you lived in or visited a place similar to Beaufort-town? Do you own a pet?

TEXT to TEXT

Have you read about anyone who reminded you of Molly or any of the other characters? Have you read texts that deal with a relationship between a child and his/her parents, friends or neighbors? Have you read other texts about life near the ocean? Have you read newspapers, books or viewed TV programs or movies about colonial North Carolina or colonial America?

TEXT to WORLD

Does Beaufort town remind you of your home town? Do events told in the story remind you of current events in your community, state, nation or world?

FOLLOW-UP: Make connections between *Molly's Beaufort-town* and your newspaper and between Molly and current events that affect your community, state, nation and world.