

A Teaching Guide:

Your newspaper and *Molly's Beaufort-town*

Molly's Beaufort-town

by

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Chapter One—Busy Bees

Newspaper activity: Cut out photos of people from your newspaper to represent Molly and members of her family; include the pet.

1. Strong writing requires strong verbs. In each chapter, focus on words used to describe actions in *Molly's Beaufort-town*.

Match the actions with the individuals (use one answer more than once):

- ___ 1. Wiped her dusty hands
- ___ 2. Stuck out her tongue
- ___ 3. Loved to jump into the nearby creek
- ___ 4. Warned them over and over to be more “ladylike”
- ___ 5. Flashed that wide, snaggle-toothed grin
- ___ 6. Slept peacefully in the cradle
- ___ 7. Dreamed about chasing rabbits
- ___ 8. Sang a little song

- A. Mother
- B. Molly
- C. Sarah
- D. Toby
- E. Lydia

Use the news: Underline action words or verbs in news stories. Circle the names of people who committed the actions. Create and keep a list of verbs. Use new and interesting verbs in your speaking and writing.

2. When you read that Molly and her friend had been “rolling hoops,” what did you think they were doing?

Use the news: What might you use today for “rolling hoops”? What items might be used to roll hoops? Gather ideas from newspaper ads. (tires, other round objects)

3. Describe Beaufort in the summer.
What do the descriptions tell you about the location of the town? Find Beaufort on a map of North Carolina.

Use the news: Check for a weather map and/or reports in your newspaper. If your newspaper includes a weather map or report, look for Beaufort and/or other towns located on North Carolina’s coast. What does the weather map or report tell you about coastal North Carolina?

4. From this chapter and the rest of story, pull examples that prove “Mothers know things.”

Use the news: Look for examples that prove that mothers and/or fathers “know things.” When you read your newspaper, be sure to include comics and advice columns.

5. Explain the significance of porches and porch gatherings.

Use the news: Look for places where people gather.

6. Tell whether or not and why you’d enjoy playing with Molly. Rank the fun activities mentioned in the chapter in the order you’d choose them from most to least entertaining.

Use the news: If Molly lived today, what would she do for fun? Check your newspaper for ideas.

7. Survey to find out if your classmates have tried the foods mentioned in the chapter:

I like... I don’t like... I know... I don’t know...

Use the news: Identify foods that you and your classmates classify.

8. Write a poem or song about a busy bee or someone who may be characterized as a busy bee.

Use the news: Choose someone from the newspaper for your poem or song.

9. With a classmate act out a favorite scene that involves Molly and her mother.

Use the news: Act out a favorite comic or pretend to interview someone who’s quoted in the paper.

10. What’s the question that Molly asks at the end of the chapter? What question(s) do you want or expect the next chapter(s) to answer? Predict what happens next or in coming chapters.

What’s the meaning and/or significance of each in the story?

cradle-

potatoes-

porches-

lightning bugs-

Chapter Two—The Quilting Party

Newspaper activity: Read personal advice columns in your newspaper. Pretend you are Molly. Write a letter to an advice columnist about something or someone who concerns you. Consider writing about Mother's expecting you to make quilts or about Mrs. Ramsey's attitudes and actions. Have a classmate offer advice in a response to your letter.

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly's Beaufort-town*.

Match the actions and people.

- ___ 1. Engaged to be married
- ___ 2. Paraded down the street
- ___ 3. Waited for her husband to return home
- ___ 4. Traveled all over the world
- ___ 5. Wondered about faraway England
- ___ 6. Spoke sternly

- A. Mrs. Ramsey
- B. Susannah
- C. Mrs. Nelson
- D. Captain Nelson
- E. Two mothers-daughters
- F. Molly

Use the news: Identify people and their actions in news stories. Circle the people and underline their actions. Add to your list of verbs and use action words in speaking and writing.

2. What does Mother think "proper ladies should learn to make"? What does Molly think?

Use the news: Identify individuals in the news who demonstrate independence and challenge stereotypes about what women and men should do.

3. List who and what Molly sees as she walks down the street. What did she learn on her walk? What did you learn from her about the characters?

Use the news: Turn the pages and “walk through” a favorite part of your newspaper. What do you observe? What do you learn about people in the news on your walk through the paper?

4. The author ends the chapter with a question. What is the question? What do you think is happening on the street?

What’s the meaning and/or significance of each in the story?

quilt-

widow’s walk-

Beaufort Harbor-

New Bern-

Tryon Palace-

travel-

Chapter Three—The Storm!

Newspaper activity: Find weather news and/or weather predictions in your newspaper.

1) What weather conditions make news? Why? 2) What weather is predicted for your area today? Why do you think many newspapers include weather predictions?

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly's Beaufort-town*.

Match the people with their actions.

- ___ 1. Announced all was well
- ___ 2. Grabbed Lydia
- ___ 3. Stood on top of her roof
- ___ 4. Really liked William
- ___ 5. Tried to boss Molly around

- A. Jacob
- B. Aunt Sarah
- C. Mrs. Nelson
- D. Molly
- E. Father

Use the news: Identify people and their actions in news stories. Circle the people and underline their actions. Add to your list of verbs and use them in speaking and writing.

2. Describe the storm. What similes does the story use to describe the wind?

Use the news: Look for stories that include similes. Or write similes based on news, such as, as quick as XXX's bat.

3. How does Molly regard her brother and her neighbor William?

Use the news: Identify a story from any section that deals with relationships between or among siblings or peer relationships. Characterize the relationships.

4. What does Molly mean by the following?

"As Mother said, be careful what you wish for!"

“...the term ‘widow’s walk’ What a terrible name for such a beautiful part of a house!”

Use the news: Does either statement apply to people, places or events in the newspaper?

5. At the end of the chapter, what question do you have? What question do you expect the next chapter to answer?

What’s the meaning and significance of each in the story?

whirligigs-

hurricane-

doghouse-

widow’s walk-

Chapter Four—After the storm

Newspaper activity: Find and read the “Lost and Found” section in your newspaper’s Classifieds section. Write a lost and found ad for the pendant.

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly’s Beaufort-town*.

Match the people and their actions (use one answer twice):

___ 1. Watched the building of Tryon’s Palace

___ 2. Adjusted her imaginary crown

___ 3. Loved the taste of lemon drops

___ 4. Sneaked around the barrel

A. William (and his family)

B. Molly

C. Lydia

Use the news: Identify people and their actions in news stories. Circle the people and underline their actions. Add to your list of verbs and use them in speaking and writing.

2. What’s the condition of Beaufort less than a week after the storm?

Use the news: How does someone or some place in the news handle a storm or other difficulty?

3. How does Molly assert her independence?
4. The author leaves you wondering. What question do you have and expect to have answered in the next chapter?

What is the meaning and/or significance of each to the story?

general store-

bolts of cloth-

pebble-

pendant-

words “You” and “sea”-

Chapter Five—Stranded!

Newspaper activity: In this chapter, the children experience some boredom, curiosity, fun and excitement and fear. Describe the emotional responses of those involved or affected by events reported in a feature or sports story or in the comics. How do you respond to what you read? Does anything make you curious, fearful or excited? Do you laugh or cry? Does anything surprise you?

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly's Beaufort-town*.

Match people and their actions (use one answer twice).

___ 1. Picked up the apron and shook off the sand

___ 2. Spotted a small boat

___ 3. Froze in their seats

___ 4. Suggested going to other side of island

___ 5. Remembered the boat

A. Jacob

B. Molly

C. Elizabeth and Ann

D. Mother

Use the news: Identify people and their actions in news stories. Circle the people and underline their actions. Add to your list of verbs and use them in speaking and writing.

2. What did her mother plan to have Molly do when she returns home? Why?
3. List all of the plants and animals that Molly and her friends encounter in and along the water and on the island. What do the plants and animals tell you about the area where Molly lives?

Use the news: What references do you find in the newspaper that offers clues to the physical surroundings in which you live?

4. The author leaves you wondering. What question(s) do you have and expect to have answered in the next chapter(s)?

What's the meaning and/or significance of each in the story?

apron-

creek-

dinghy-

wild horses-

Chapter Six—The Survivor

Newspaper activity: Jacob and Molly demonstrate their willingness to work together, leading and following each other's lead. In the news, who demonstrates leadership? What do they do? Do they work well with other people? Do they both lead and support other leaders?

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly's Beaufort-town*.

Match people and their actions (use one answer twice):

- ___ 1. Looked at Jacob for reassurance
- ___ 2. Put his index finger over his lips
- ___ 3. Raised his head from nearby bush
- ___ 4. Tore away the hem of her dress

- A. Captain Nelson
- B. Molly
- C. Jacob

Use the news: Identify people and their actions in news stories. Circle the people and underline their actions. Add to your list of verbs and use them in speaking and writing.

2. How does Jacob demonstrate leadership? How does Molly demonstrate leadership? How do they support each other?

Use the news: Identify individuals demonstrating leadership.

3. What do you think Molly felt as she, her friend and brother searched for the boat? They are likely afraid and unsure of what to do.
4. The author leaves you wondering. What question(s) do you have and expect to have answered in the next chapter(s)?

What's the meaning and/or significance of each to the story?

small rowboat-

hem of Molly's dress-

homemade boat paddle-

Chapter Seven—Home Again!

Newspaper activity: Pretend you run the newspaper in Beaufort. Write one or more headlines and subheads for a story about the rescue of Captain Nelson. Use your current newspaper's headlines and subheads as models. If you could supplement your news story about the rescue with a photo or drawing, what scene from Chapter Seven would you choose?

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly's Beaufort-town*.

Match people and their actions (use one answer twice).

- ___ 1. Raced home to get help
- ___ 2. Examined Captain Nelson's wounds
- ___ 3. Called each child by name
- ___ 4. Chuckled and patted Molly on the head

- A. Doctor
- B. Jacob
- C. Mrs. Nelson

Use the news: Identify people and their actions in news stories. Circle the people and underline their actions. Add to your list of verbs and use them in speaking and writing.

2. What causes Molly to worry about getting into trouble with her parents? Do you think her parents will punish her? What does her father actually say?
3. How does Mrs. Nelson thank the children who helped her husband? How does Captain Nelson acknowledge them? What's her name? What's his name?

Use the news: Choose gifts from the newspaper that someone might offer out of gratitude to another person. Also, look for words and actions that express gratitude.

4. How does the doctor acknowledge Molly's efforts? What does Molly tell the doctor she wants to do? Do you think Molly's ambitions make her different from her friends? Why?

Use the news: Find examples of young people seeking adventure.

5. What's the question(s) left unanswered at the end of the chapter? What do you expect to find out in the next chapter(s)?

What's the meaning and/or significance of the word, apprentice?

Chapter 8—The Pendant is Returned

Newspaper activity: In Chapter 8, Molly solves two mysteries. She finds what Mother dropped under the porch and figures out the likely owners of the lost pendant. Look for mysteries in the news. Who's trying to find answers?

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly's Beaufort-town*.

Match people with actions (use one answer twice).

- ___ 1. Looked at Molly apologetically
- ___ 2. Dropped on all fours to crawl underneath the stairs
- ___ 3. Looked over Mother's shoulder
- ___ 4. Asked Molly an important question

- A. Mother
- B. Father
- C. Molly

Use the news: Identify people and their actions. Circle the people and underline their actions. Add to your list of verbs and use them in speaking and writing.

2. What all did Molly find under the porch?

Use the news: When you look through the Classifieds section, what do you expect to find? After making your list, see what's actually in the section.

3. How did Molly figure out who owned the pendant?
4. What's the question(s) left unanswered at the end of the chapter? What do you expect to learn in the coming chapter(s)?

What's the meaning and/or significance the names?

The names Dorothea and Josiah-

Chapter Nine—Mystery Solved!

Newspaper activity: When she was asked how she found the pendant, Molly explained the whole story. Read a sports or other news story and tell or write what happens from beginning to end.

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly's Beaufort-town*.

Match people and their actions (use one answer twice).

- ___ 1. Held out the pendant
- ___ 2. Paused for a moment to compose herself
- ___ 3. Became misty-eyed
- ___ 4. Cleared her throat
- ___ 5. Pointed out each word

- A. Mrs. Nelson
- B. Mother
- C. Molly
- D. Captain Nelson

Use the news: Identify people and their actions in news stories. Circle the people and underline their actions. Add to your list of verbs and use them in speaking and writing.

2. When Mother gave Mrs. Nelson the pendant, how did she respond in words and actions?

Use the news: Use ads to find gifts that friends might exchange. Also find gifts that a boyfriend and girlfriend or husband and wife might exchange.

3. How did Molly respond to the question, "Wherever did you get it?"
4. How did Molly respond to hearing Mrs. Nelson read aloud the engraving? What did Molly say to the Nelsons and her parents?
5. What's the question(s) left unanswered at the end of the chapter? What do you expect to learn in the coming chapter?

What's the meaning and significance of the nautical objects?

Chapter Ten—Off to Sea!

Newspaper activity: Create a poem about your community. Using what you learn about your community from your newspaper, write a poem in the style of the poem on the back of the pendant. Or, take a different approach. Write one sentence about your community on each side of a triangle. Compose sentences that make sense when read in any order.

1. Strong writing requires strong verbs. Focus on words used to describe actions in *Molly's Beaufort-town*.

Match the people with their actions:

- ___ 1. Sewed a beautiful dress
- ___ 2. Took Molly's satchel
- ___ 3. Waved to her from the widow's walk
- ___ 4. Wished Molly well
- ___ 5. Tousled Molly's hair

- A. Father
- B. Mrs. Nelson
- C. Mrs. Ramsey
- D. Mother
- E. Jacob

Use the news: Identify people and their actions in news stories. Circle the people and underline their actions. Add to your list of verbs and use them in speaking and writing.

2. What concerns did Mother have about Molly's trip to England?
3. What concerns did Molly's friends express? William? Lydia?
4. How did Molly respond to their concerns? How did she feel about the trip?

Use the news: Find stories about people taking risks. What do the individuals say? What do others say about the choices?

5. How does Molly feel about Beaufort-town and her family, friends and neighbors?
6. What's the question(s) left unanswered at the end of the chapter(s)?

What's the meaning and significance of each?

games-

apple butter and candles-

dress with embroidered initials-

Tryon Palace-

the flags-

Culminating activities:

1. The significance of details becomes apparent as a story progresses. The author ties together pieces of the story. Early in the story, Lynn Allred, the author of *Molly's Beaufort-town* lets readers know that Molly wants to travel, and, at the end, she sets out on a trip to England. Molly learns Captain Nelson's first name and connects it with the engraving on the pendant. Early references foreshadowed things to come.

Now that you have finished reading *Molly's Beaufort-town*, look through all of the chapters, and find other examples of Lynn Allred's bringing together pieces of the story, of her connecting the beginning and end of the story.

2. *Molly's Beaufort-town* is a work of fiction. A burial marker inspired the story, but no written records verify the information on the marker or offer details about the unnamed girl's life or death.

Write your own end to Molly's story.

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