

Graphic Organizers

Your Newspaper and

# ***Behind the High Board Fence***

by  
Helen Marley

*Behind the High Board Fence* tells a series of short stories about the Sharp family's story from daughter Helen's perspective. The serial story explores ways she grows and changes, the lessons she learned and the hope she carries into the future. Who is Helen? In real life, she is the author's mother. She wrote these stories with her left hand after a stroke disabled her right hand.

Author Helen Marley was raised in Winston-Salem, North Carolina. Her love for literature grew from her careers as a teacher and parent. Now, she lives in Charlotte with her husband, Bill. Special thanks to Helen for sharing her story and the North Carolina history told through its pages and her friend and colleague Thorne Worley who provided the line drawings. Thanks to North Carolina book publisher Jan Broadfoot who recommended Marley's story.

Thanks too to Frank Tursi, former journalist and historian on Winston-Salem, and Walter Turner, railroad historian for the Spencer Museum.

Sandra Cook, North Carolina Press Foundation prepared the graphic organizers. Mary Miller, New York News Publishers Association provided graphic design.



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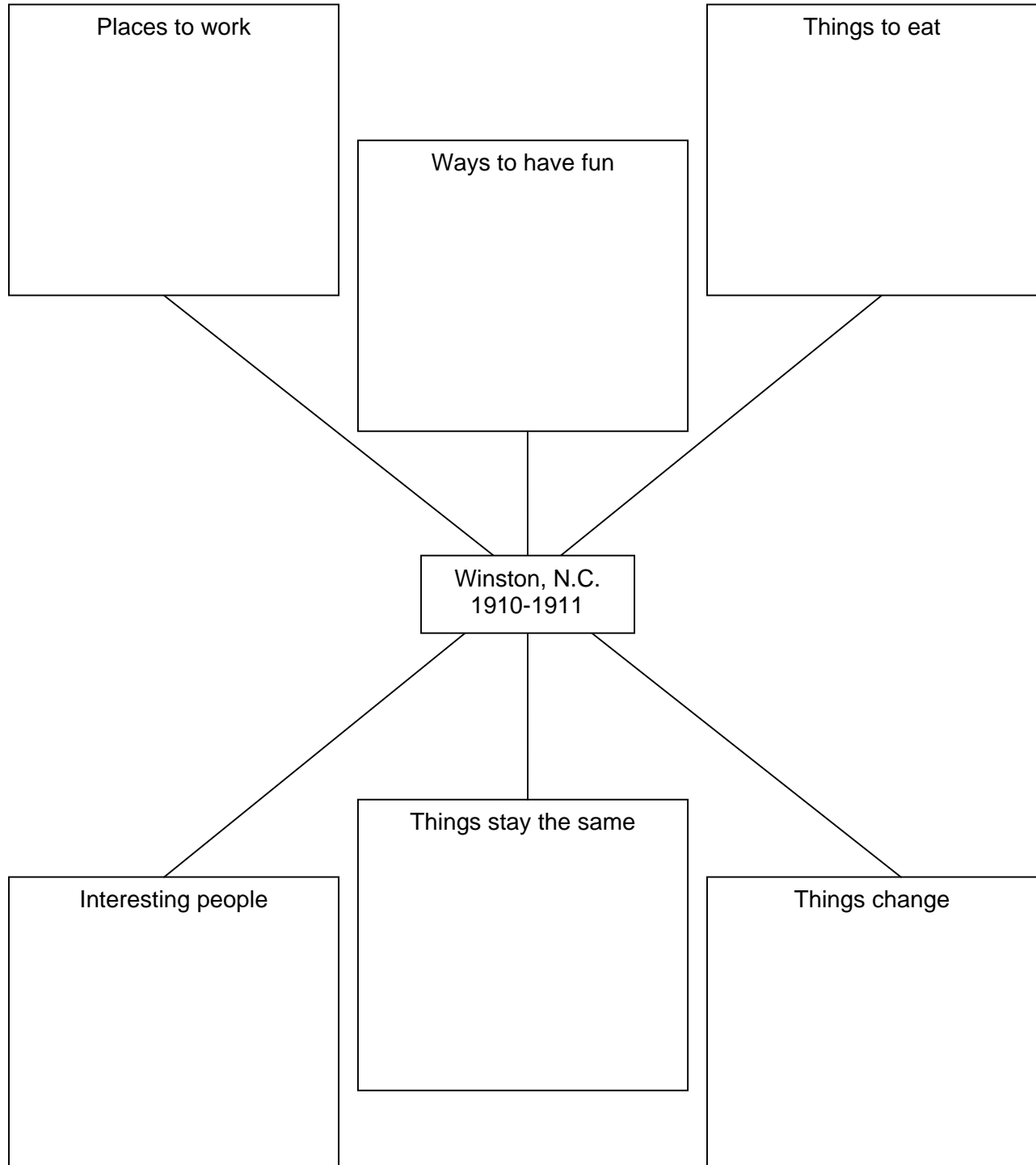
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## Community Life

**DIRECTIONS:** As you read the story, fill in information about the community where Helen lives. Locate Winston-Salem on a North Carolina map.



**FOLLOW-UP:** Complete the chart about your community, using what you know and what you learn from your local newspaper. Compare your community with Helen's.

## Growing and Changing

**DIRECTIONS:** Rather than telling a single story, *Behind the High Board Fence* offers several short stories that describe the people and events important to young Helen. Each story has its own resolution. Throughout, the book explores how Helen grows and changes. She reassures her father “I think I’m growing up a little bit,” and announces her future career in the final chapter.

Select the most crucial scenes in Helen’s story. In the box, draw what you “see” described in the text. On the lines below your sketches, explain what is happening and why it is important. How does it contribute to Helen’s growing and changing?

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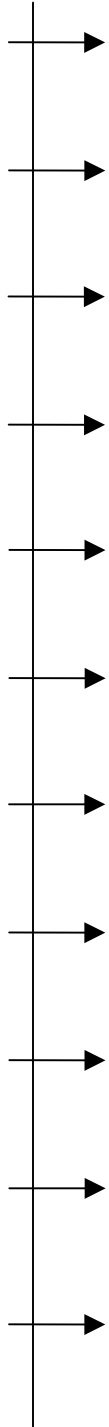
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**FOLLOW-UP:** Record key events from news stories or features you find in your newspaper. How do events affect people? Does anyone grow and change as a result?

## Timeline

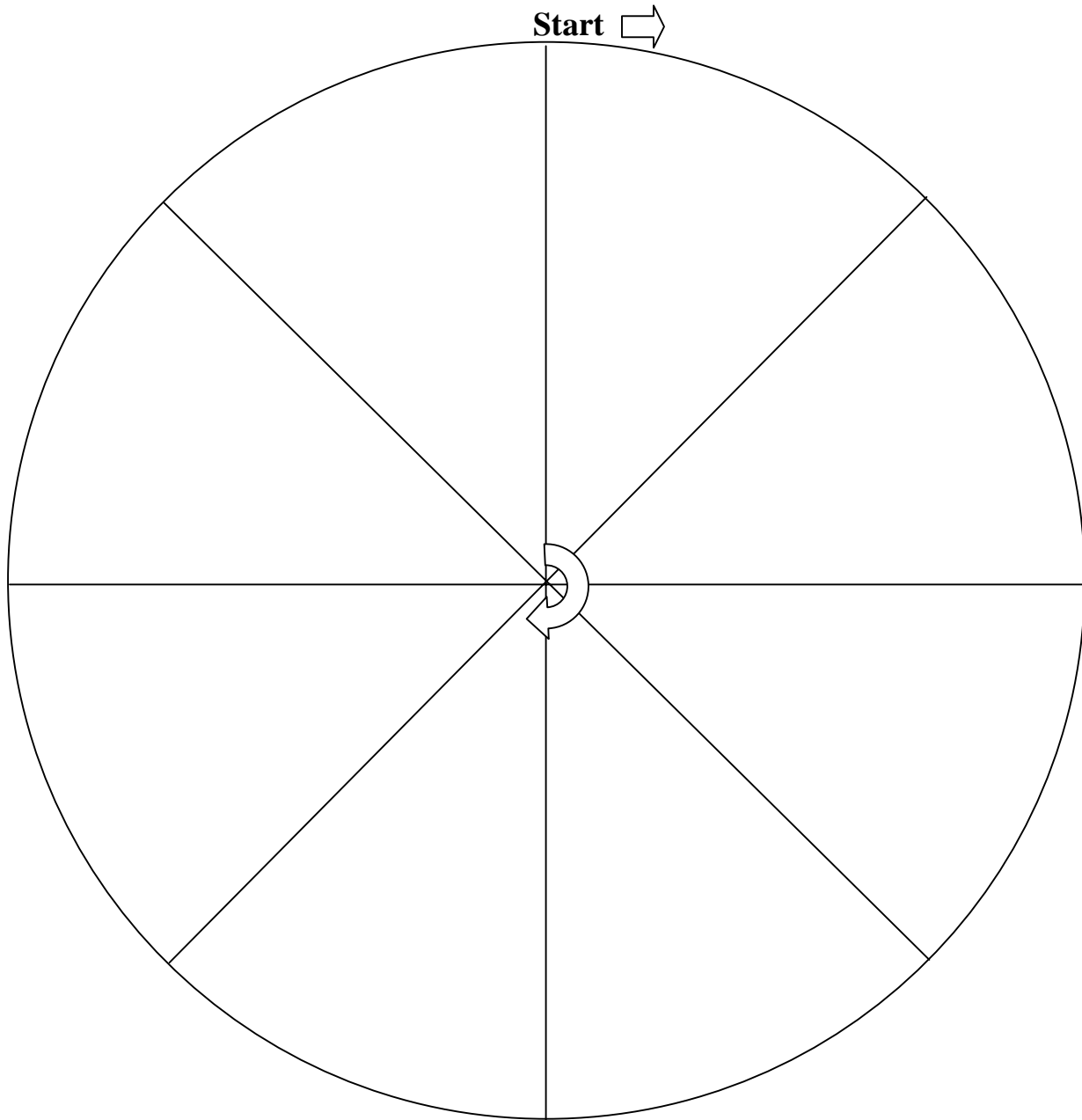
**DIRECTIONS:** As they take place in *Behind the High Board Fence*, record key events on the timeline:



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

## Mapping a Story

**DIRECTIONS:** Select and record key events in *Behind the High Board Fence* on the circle below. Indicate the chapters.



**FOLLOW-UP:** Follow a news story over several days. Draw a circle similar to the one above and map key events. Date all entries.

## 5 Ws and How!

**DIRECTIONS:** Below, answer the questions about Cal's and Joe's effort to sell newspapers on the train. Then, choose a key event involving Helen, and answer the questions. Then use the answers to write one or more paragraphs.

What? (ex. tried to sell newspapers on the train)

Who?

When?

Where?

Why?

How?

So what?

What?

Who?

When?

Where?

Why?

How?

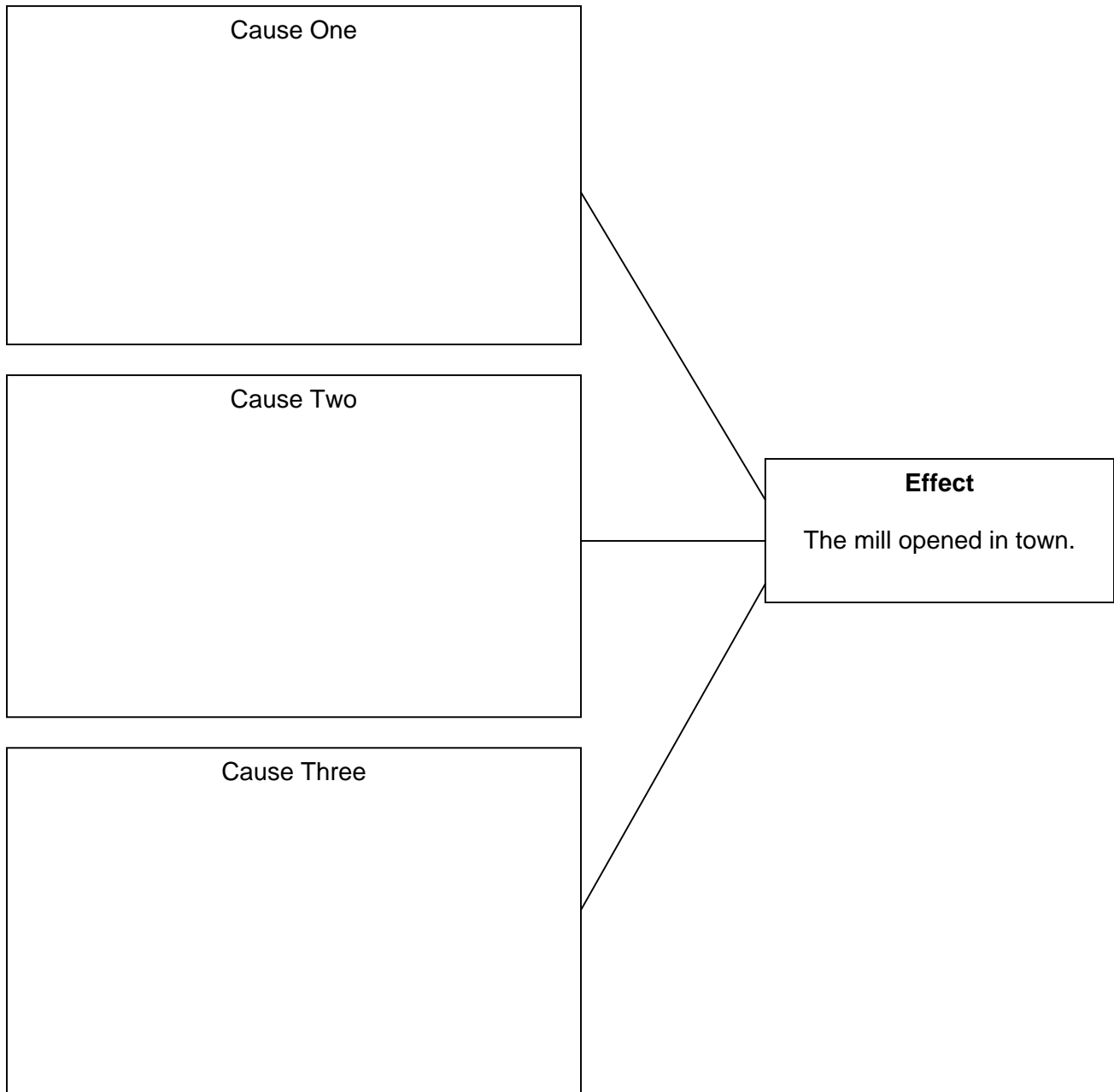
So what?

**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).

Plot or events

## CAUSES and Effect

**DIRECTIONS:** What does the story tell you caused mills to develop in towns during this period? In which chapter do you find the information? Who offers the information?



**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.

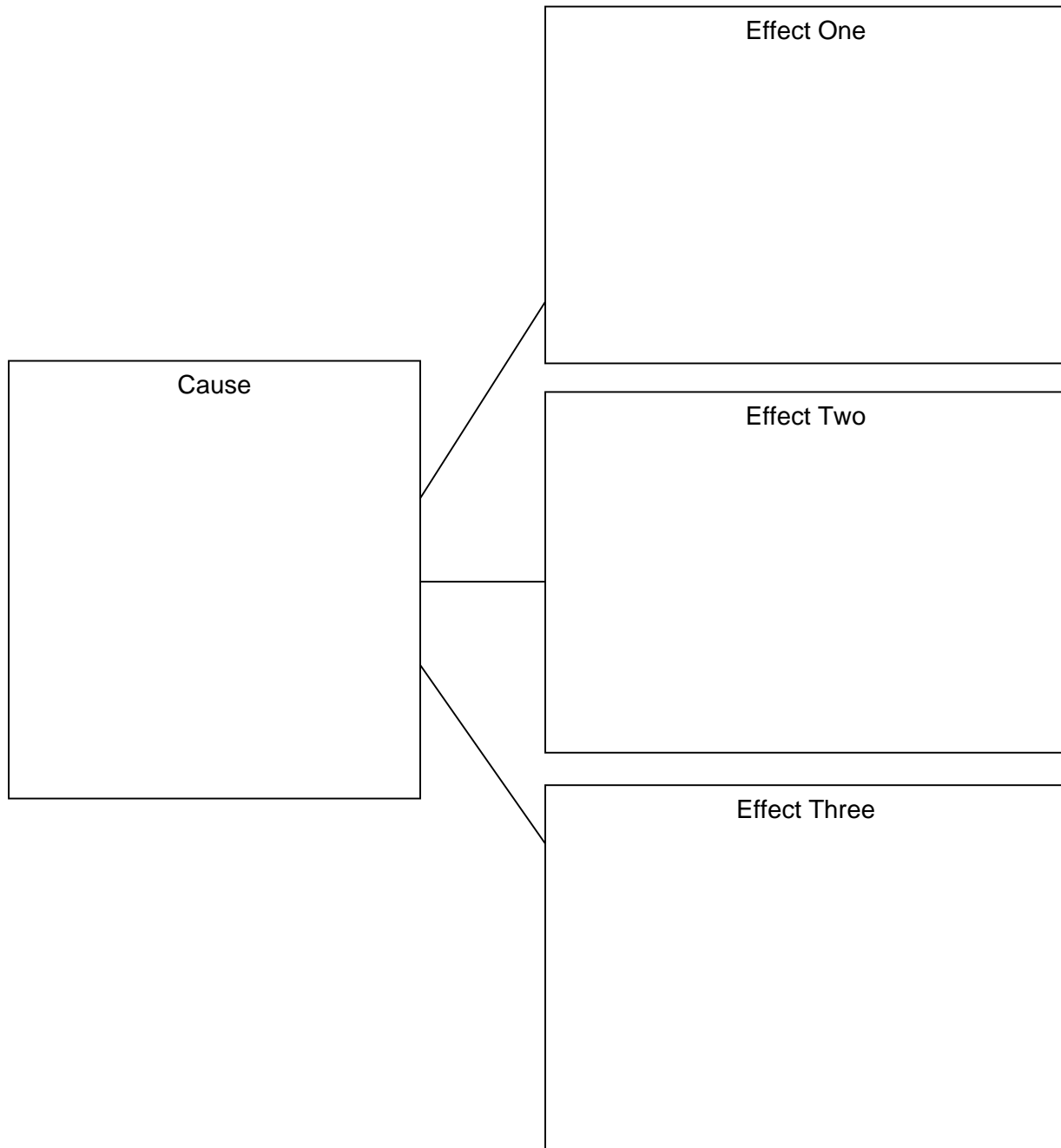


Plot or events

## Cause and EFFECTS

**DIRECTIONS:** Explain the effects the mill had on the Sharp family and the surrounding community. Indicate with a plus or minus whether the effect is considered positive or negative. From whose perspective?

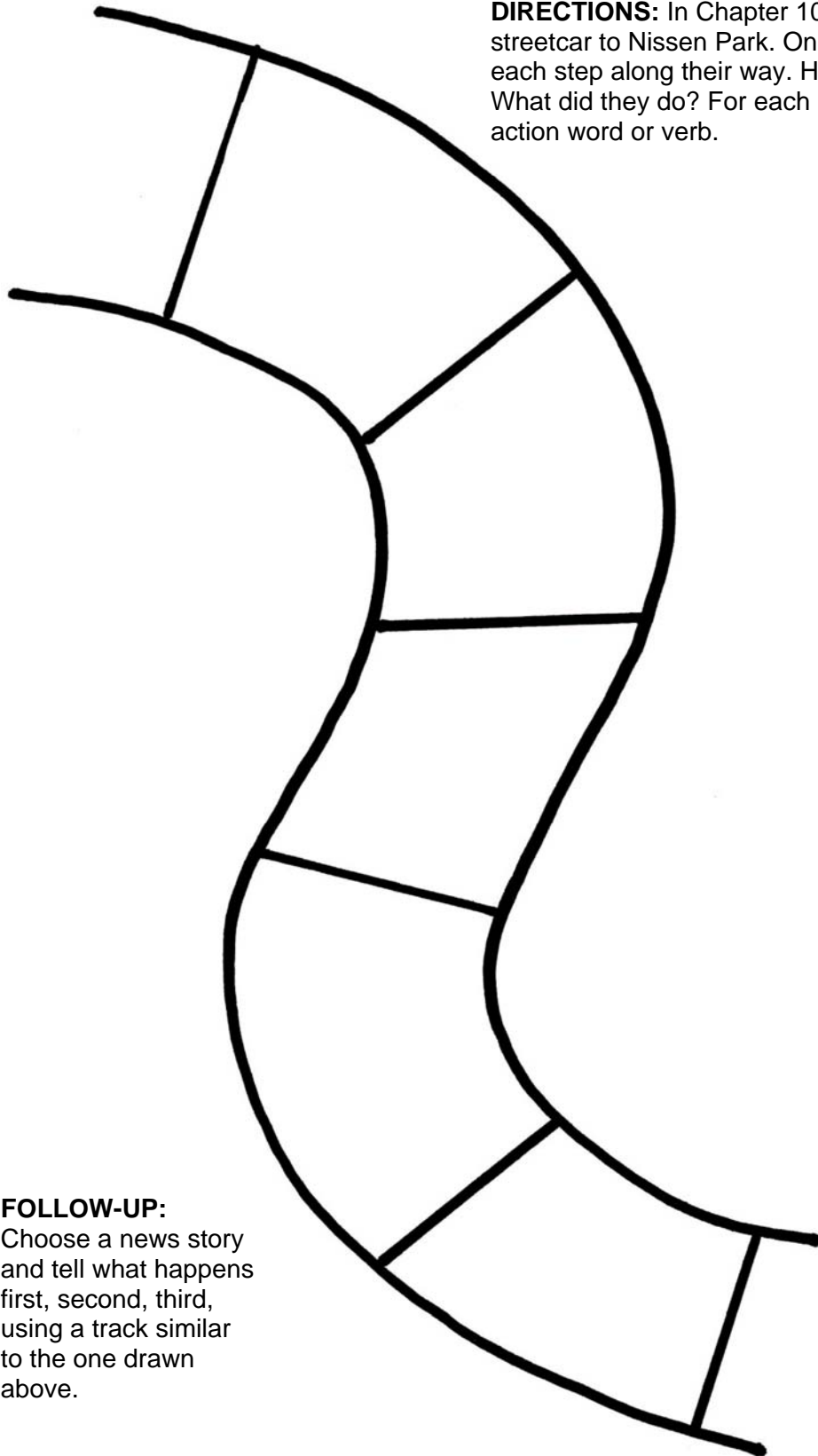
Identify the effects of another key event in *Behind the High Board Fence*.



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

## Riding and Recreation

**DIRECTIONS:** In Chapter 10, the Sharps ride the streetcar to Nissen Park. On these tracks, record each step along their way. How did they get there? What did they do? For each listing, lead with an action word or verb.



**FOLLOW-UP:**  
Choose a news story and tell what happens first, second, third, using a track similar to the one drawn above.

## Characters

### Tracking Characters

**DIRECTIONS:** List the characters in the order they are introduced in the story. Indicate the chapter.

What relationship does each have to Helen? Which characters in *Beyond the High Board Fence* do you consider major characters? Which are minor? 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".

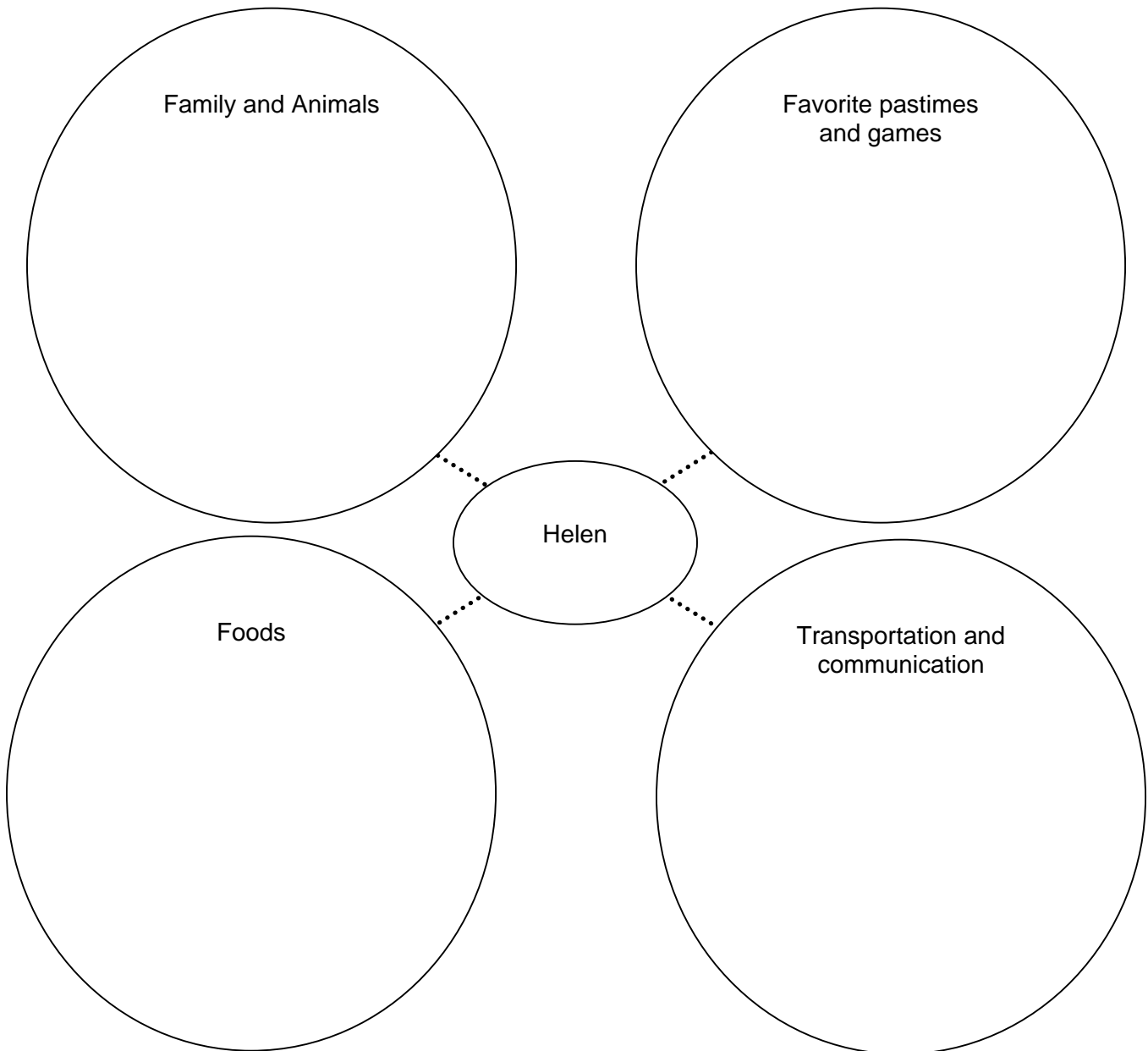
<b>Characters</b>	<b>Chapter</b>	<b>Relationship/Role</b>	<b>Rank in importance</b>

**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 Helen

**DIRECTIONS:** As you read different chapters, record what you learn about Helen.



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

## Who is Helen?

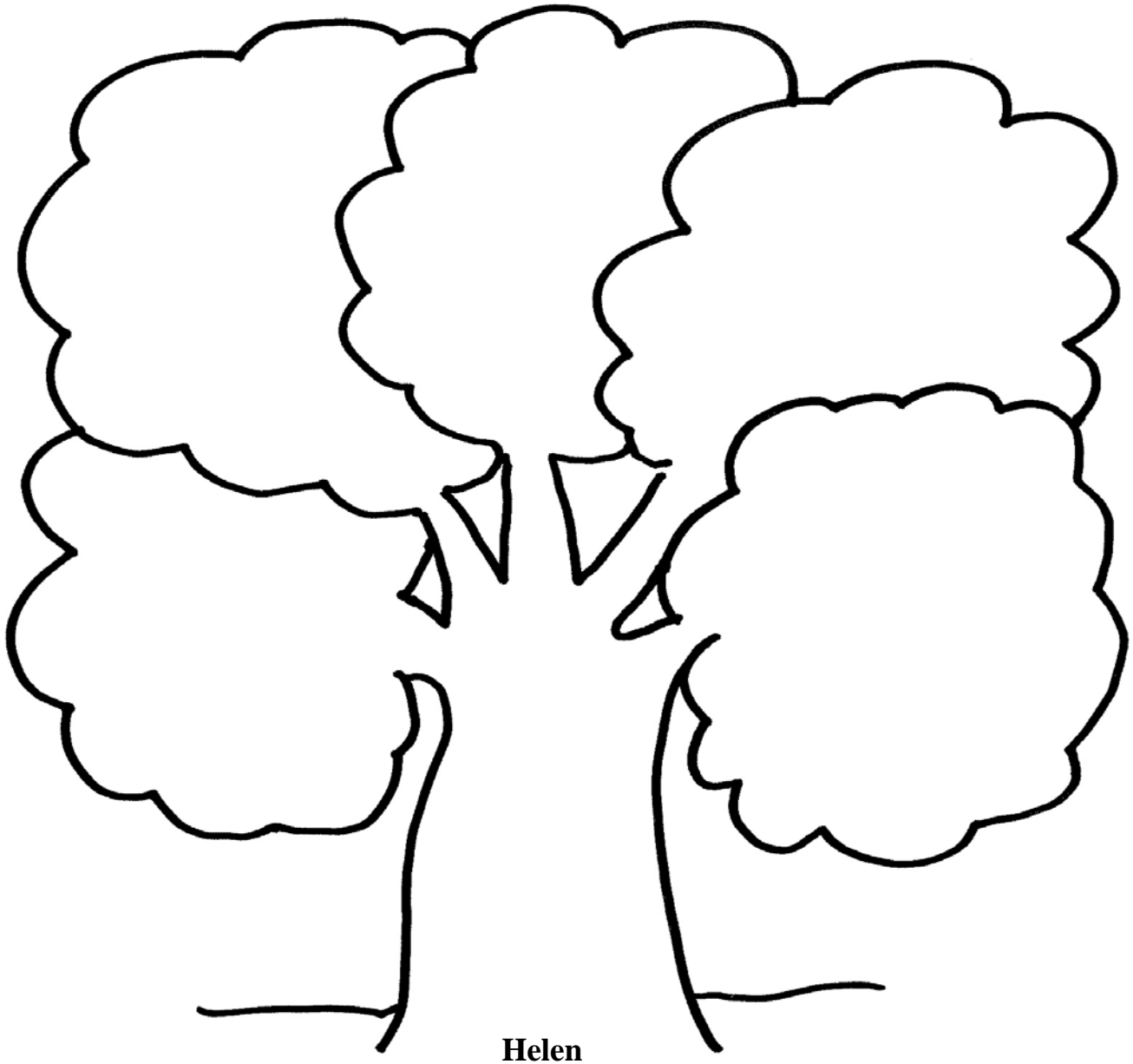
**DIRECTIONS:** In each chapter of *Behind the High Board Fence*, you learn more about Helen, the way she looks, the way she behaves, the way she thinks and the way she decides what to do. Draw a picture of Helen based on what you learn about her looks or choose a photo of someone who resembles her. Place the drawing or photo in the space below.

Each week, outside the drawing or photo, write something that you learn about Helen. As you read, ask yourself how Helen differs from her brothers and sisters 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?

## Family Tree

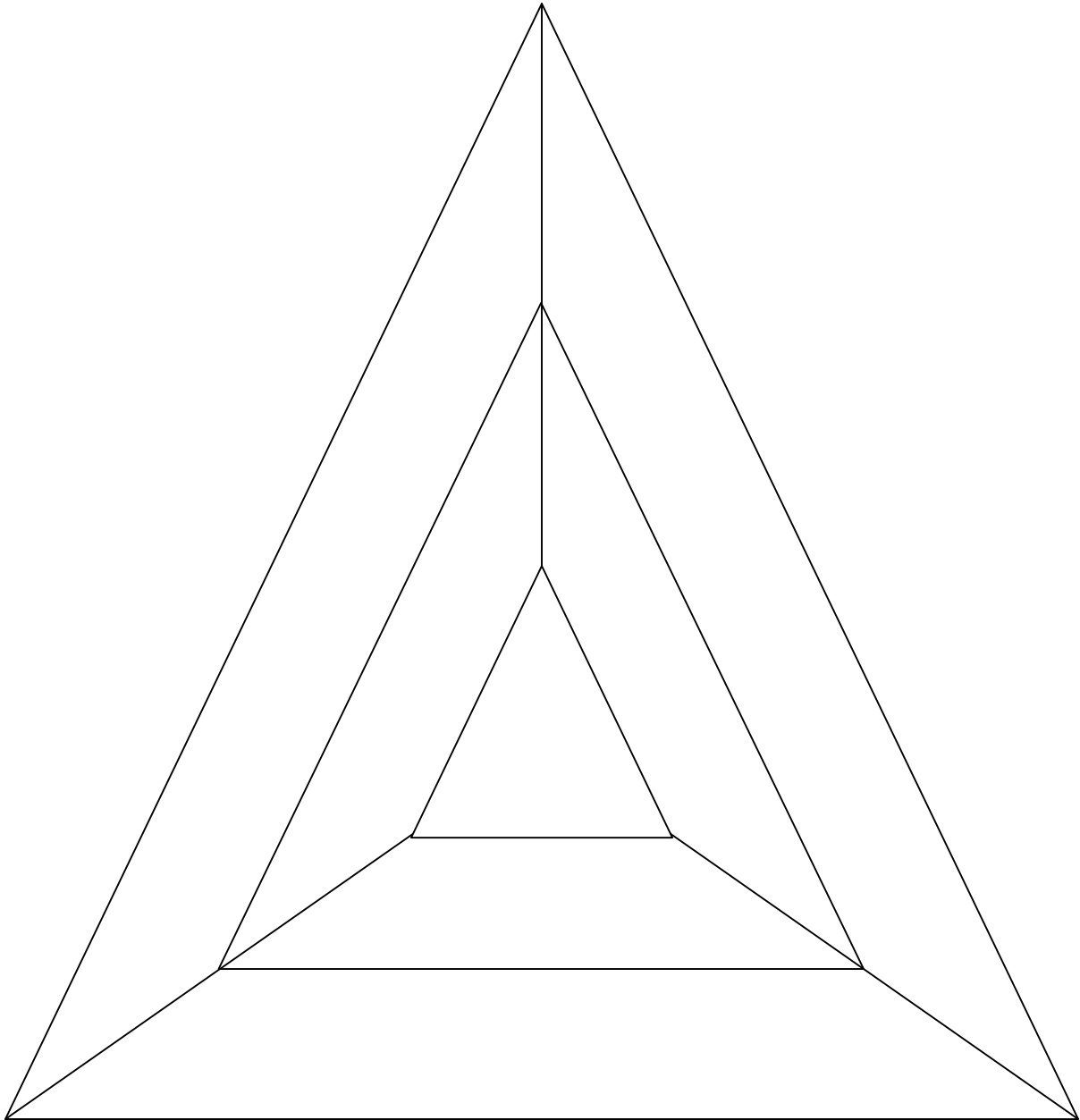
**DIRECTIONS:** On the branches of the tree, name members of the Sharp family and record what Helen said to and did for her family members. What does this family tree symbolize?



**FOLLOW-UP:** Construct a community tree. Write the name of your community on the trunk. From your newspaper, choose important people and places to write on your tree. What enables your community to grow and thrive? What makes up the roots to your community tree?

## What's in the Heart?

**DIRECTIONS:** In the center of the triangle write the word FEELINGS. In the next layer, write the words CARING, JOY, LOVE, one on each side. On the outside of the triangle, describe situations in the story where you think characters express the specific emotions or feelings. Explain your choices with words and actions pulled from the text.



Draw another triangle and list three other emotions that characters express. Explain your choices with words and actions pulled from the text.

**FOLLOW-UP:** In the news, find people who express similar emotions to those above and explain your choices using words and actions pulled from the text.

## A Close Look at Character

**DIRECTIONS:** Draw a stick figure or other illustration to represent Helen, Cal, Mother, Papa 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>



**Characters' Dominant Traits**

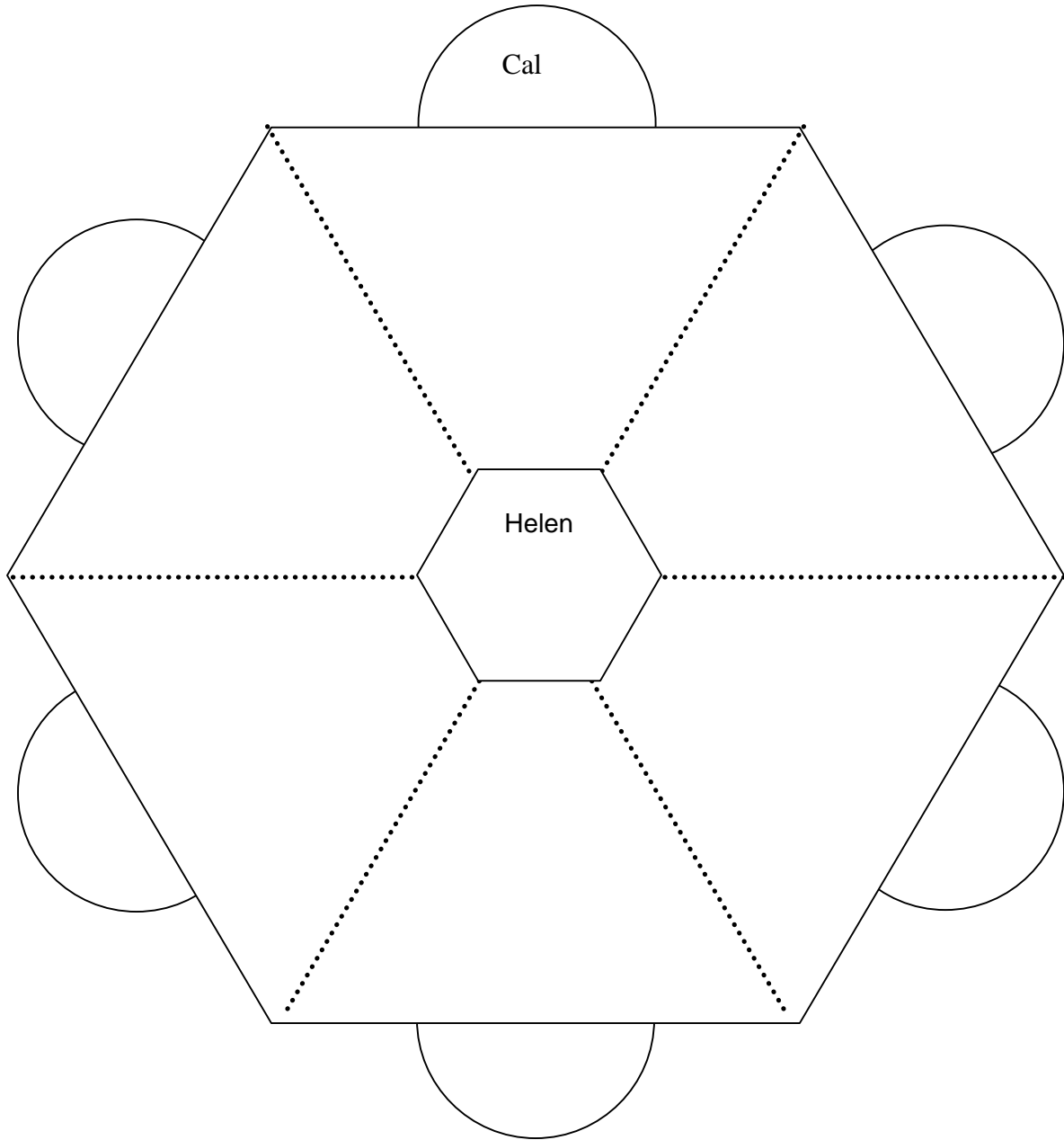
**DIRECTIONS:** Select four or five characters from the story. Name the person in the box on the left and write what you think represents each person's dominant character trait in the box on the right. In the in-between spaces, write words and actions that support your choice of the person's dominant trait.

Name	Chapter	Chapter	Chapter	Trait

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

**Key Relationships**

**DIRECTIONS:** Identify family members and/or friends who are important to Helen in the story. On each half circle, write a person's name. In the space, describe each person's relationship with Helen.



**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 half 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 *Behind the High Board Fence*. 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 *Behind the High Board Fence*. Complete the chart.

The word or expression is

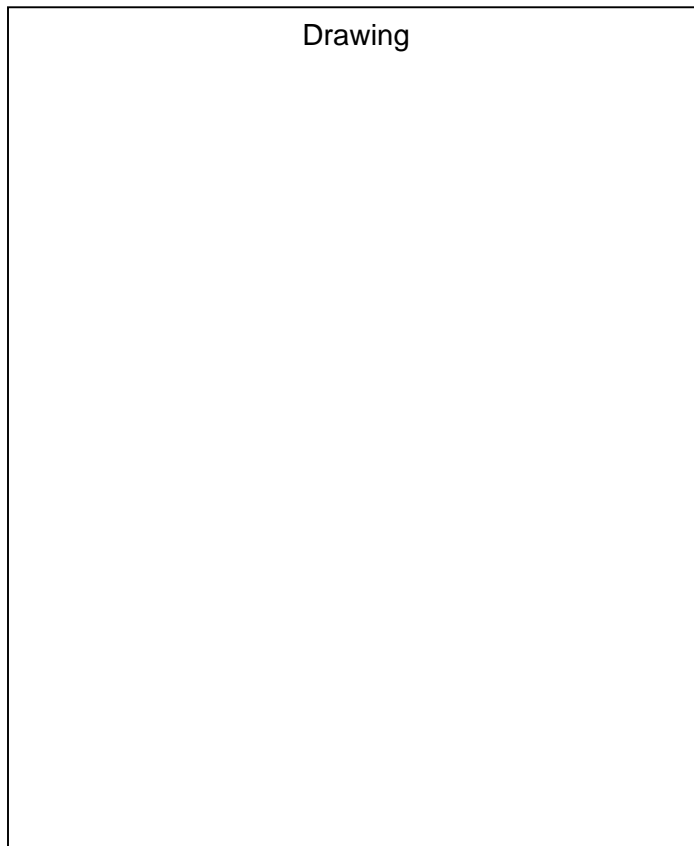
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It is like

Drawing



It is not like

One characteristic of the term or expression is

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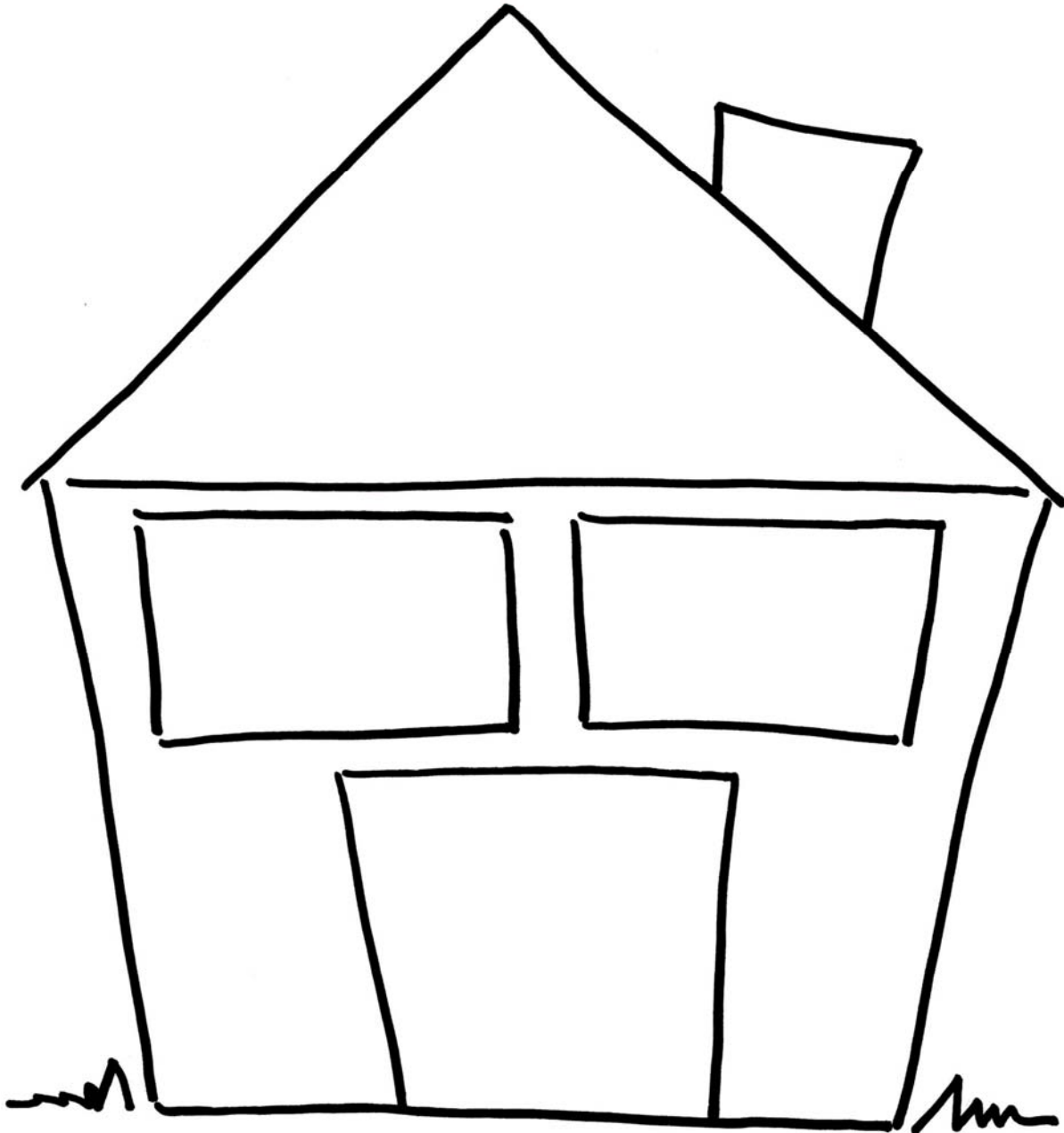
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**FOLLOW-UP:** Select and use words and expressions found in your newspaper to complete the chart.

## The Sharps' Home

**DIRECTIONS:** Much of Helen's story takes place at her home, inside the high-board fence. Helen's loves her home and family. What do you learn about the home? On the drawing of the house, write what you learn about the house from the story. Look for description provided by the author and below, record what's inside the house on the inside of the house and what surrounds the house on the outside.



Do the author's descriptions show you how she feels about her home? Explain.

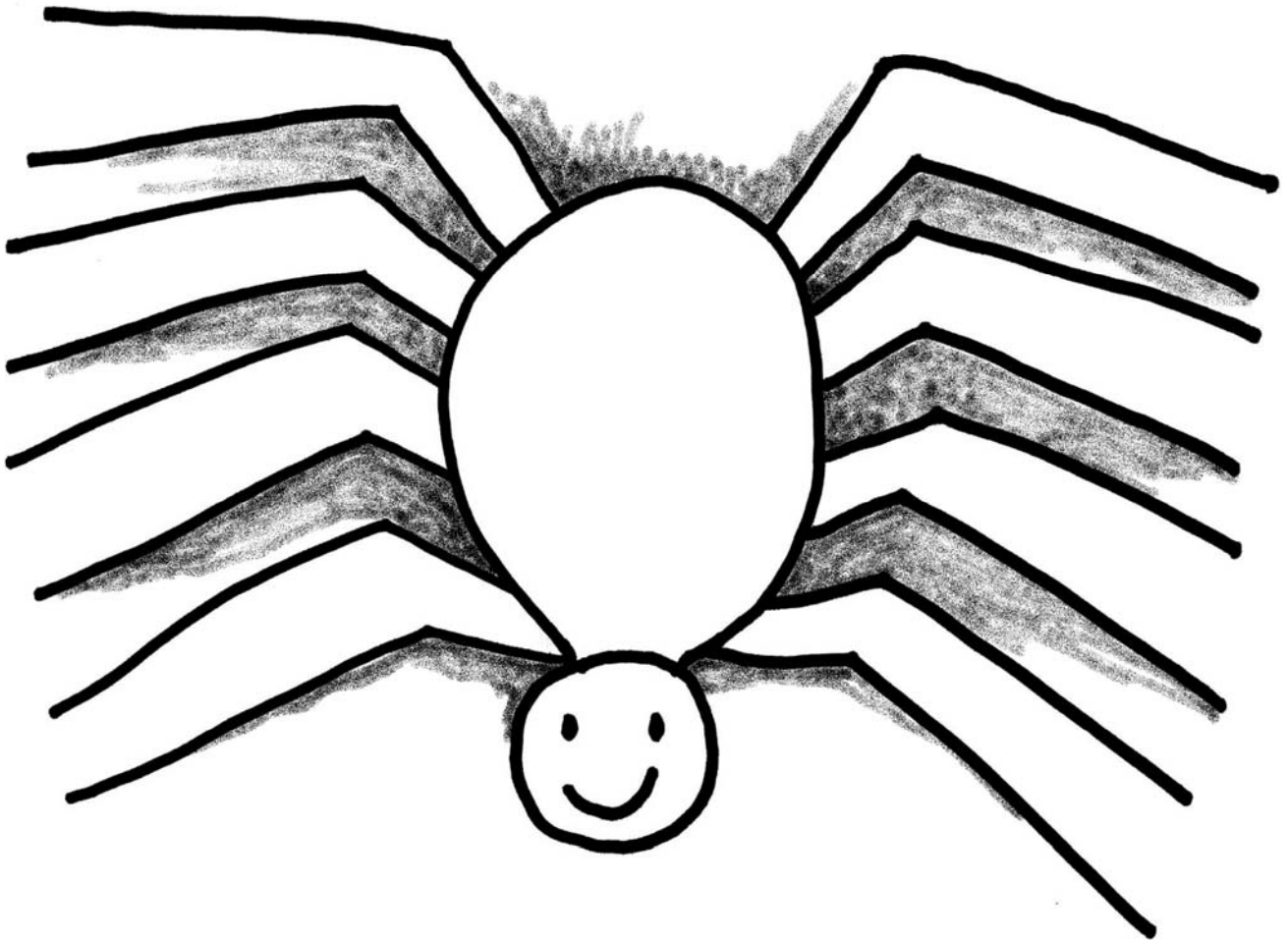
**FOLLOW-UP:** Find descriptions of a place in the news and explain what they tell you about how people who live or work there feel about it.

## Tarantula!!!

**DIRECTIONS:** Papa gives Helen a tarantula in Chapter 11. On the four legs on the left side of the drawing below, describe the tarantula. Choose words from the text and conduct research to find other words. On the four right legs of the drawing, describe reactions to the tarantula. How did Miss May respond? How might others respond? How would you respond to the tarantula?

**Describe the tarantula**

**Describe responses to the tarantula**



**FOLLOW-UP:** Look for references to other pets in the newspaper. Describe the pets and the different ways people respond to them.

## What's Cookin'?

**DIRECTIONS:** Keep track of the foods prepared in *Beyond the High Board Fence*. Record the chapters.

Foods	Chapters	Foods	Chapters

Choose a favorite from your list above, record the ingredients and directions for making the dish, based on what you learn from the story.

**FAVORITE -**

**Ingredients:**

**Directions:**

**FOLLOW-UP:** Share a favorite dish, its ingredients and directions for making it with classmates. Select and prepare a favorite recipe from the Food section of your newspaper.

## Quilting the Past

**DIRECTIONS:** Create a quilt that represents Winston and similar towns during this time period. Select objects, such as an icebox, or scenes, such as the tent used to treat Cal, that reflect the history of the time.

Add appropriate color to make the quilt more beautiful.


**FOLLOW-UP:** Quilt the present. Choose words and images from your newspaper to create a quilt that reflects where and when you live.



**Then and Now**

**DIRECTIONS:** The story opens with references to “long stockings” and “high-top shoes.” As you read each chapter, write down all the objects mentioned in the story and explain their function.

Chapter	Then	Function
	1. long stockings 2. high-top shoes	

**FOLLOW-UP:** Use your newspaper and other sources to find items that serve the same function today. Search books and other sources for photos and drawings to illustrate objects from the past. Create a “Then and Now” poster with photos, illustrations and drawings.

**Medical Breakthroughs**

**DIRECTIONS:** Explain what you knew about diphtheria before reading the story and what you learned about diphtheria from *Beyond the High Board Fence*. Search the Internet and other sources to identify other treatments for diphtheria and the impact each treatment had on the disease. Record what you learn in the last column.

Know	Learned	Want to Know

**FOLLOW-UP:** Identify an illness or disease in the news. What is needed? Why? What are scientists trying? If they succeed, how will treatments change lives? If they fail, what will scientists try next?

**The History in Historical Fiction**

**DIRECTIONS:** Before reading the story, discuss what you know about life a hundred years ago with one or more students or your entire class. Fill in the chart below with what you know. After each chapter, fill in information you learn about life in 1910-1911. After you read the story, complete the last frame, explaining what more you want to know.

<b>Know</b>	<b>Learned</b>	<b>Want to Know</b>

**FOLLOW-UP:** Where can you learn more about Winston and your town and county in 1910-1911? Where can you verify the information the author provides about Winston and Salem?

## Text to Self, Text and World

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

### TEXT to SELF

Do you know anyone who is like Helen? Do you know anyone who is “high-spirited” and “mischievous” like Cal? Have you visited Winston-Salem? Have you ever burned yourself by accident? If so, how? What did you learn from your own experience and from Helen’s experience?

### TEXT to TEXT

Have you read about anyone who reminded you of Helen, Cal or any of the other characters? Have you read texts that deal with relationships among brothers and sisters? Have you read recent news stories about illnesses that required quarantines or injuries that required amputations and artificial limbs?

Have you read news stories about changes in the ways people earn their living and the difficulties they face dealing with the changes? Have you read current stories about the effects that moving has on families?

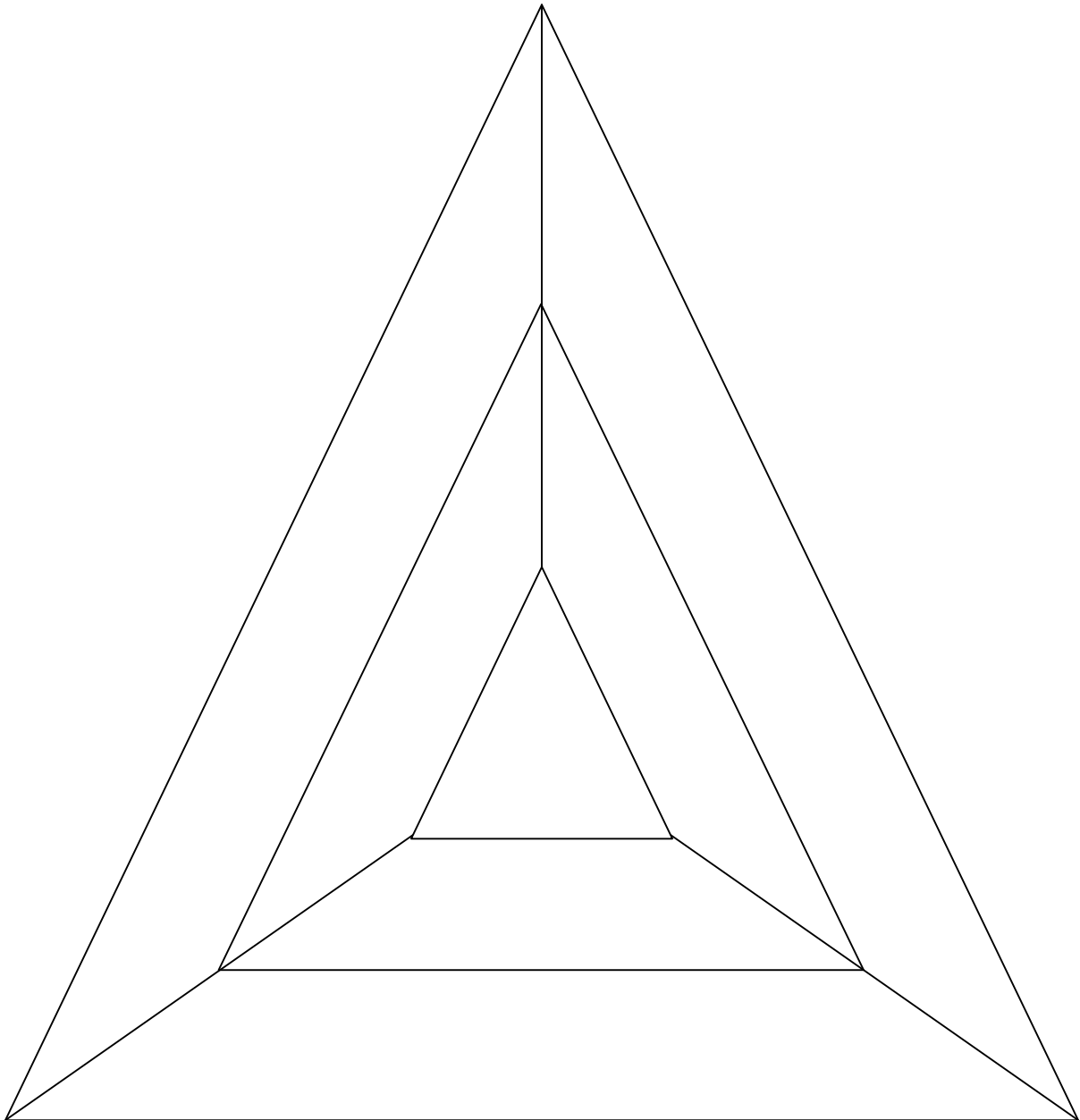
### TEXT to WORLD

Does Winston 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 events in *Beyond the High Board Fence* and current events that affect your community, state, nation and world.

## Symbols

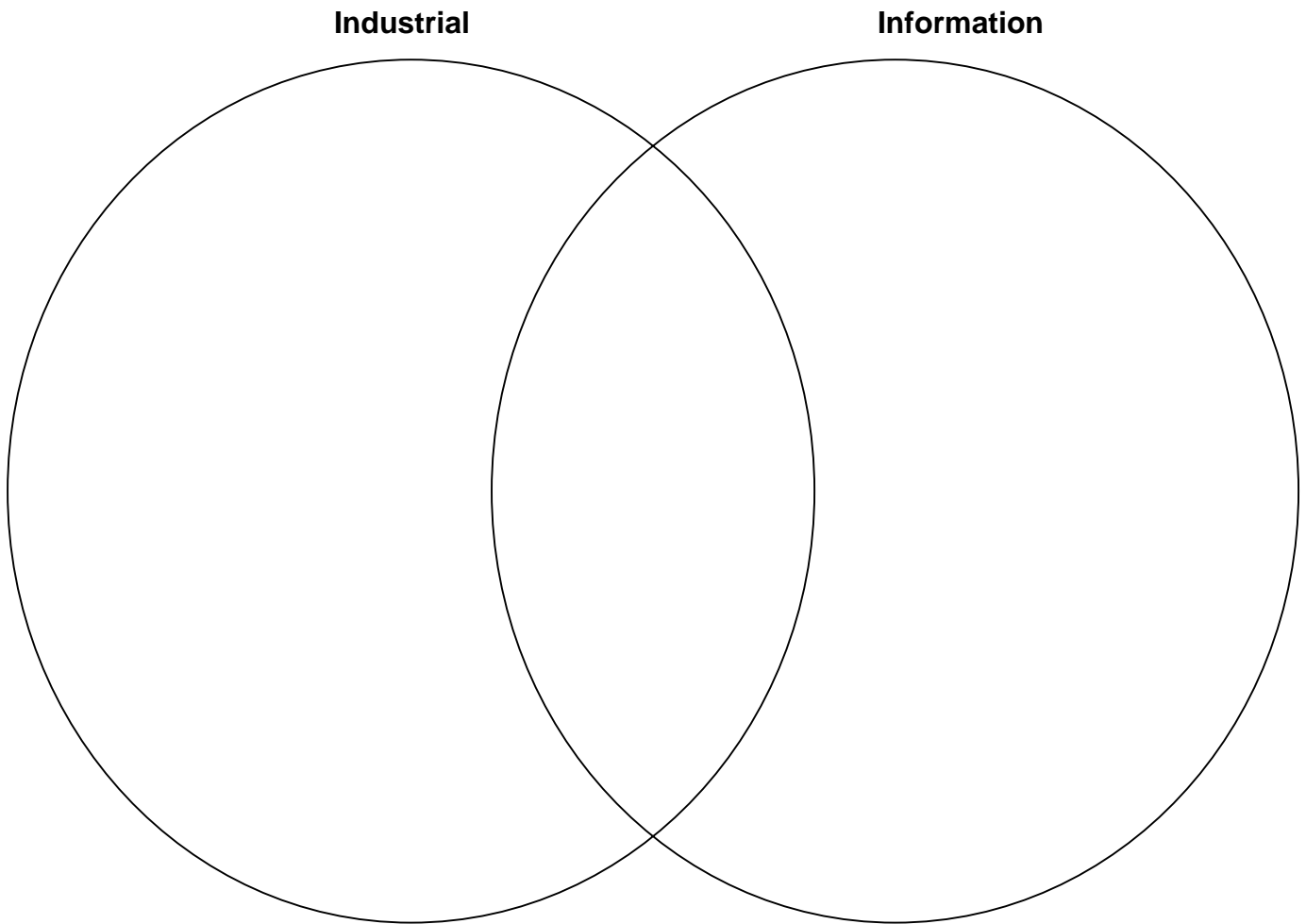
**DIRECTIONS:** *Behind the High Board Fence* employs symbols. In the center of the triangle write the word SYMBOLS. In the next layer, write APPLE, RED SIGN, and HIGH BOARD FENCE, one on each side. On the outside triangle, explain how the symbols are used and what they represent in the story. Outside the triangle, explain what a fence, tree and red sign symbolize to you.



**FOLLOW-UP:** In your newspaper, identify symbols used in ads, stories and other features.

**Revolutionary Change: Industrial and Information Ages**

**DIRECTIONS:** Use the Venn diagram to compare what you learn about change during the Industrial Revolution from *Behind the High Board Fence* with what you learn about change now during the Information Age, from your newspaper.



**FOLLOW-UP:** What causes the greatest stress? How do people and institutions deal with change? Which approaches do you find most effective? Which do you find ineffective? What do learn about change that you can you apply to your current situation? Your future?