

STUDY GUIDE

Your Newspaper and

Behind the High Board Fence

by

Helen Marley



Sandra Cook wrote this study guide and other curricula and background to support the study of the serialized story, *Behind the High Board Fence*.

Thanks to retired teacher and author, Helen Marley, who donated the serialized story to North Carolina newspapers 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. Thanks to Mary Miller who contributed graphic art to the organizers.

SPECIAL THANKS to *The News-Times* in Morehead City for designing the chapters, in-paper promotions and other support material.

Behind the High Board Fence by Helen Marley

Study Guide

Below, you will find questions for each of the 16 chapters in the serialized version of the book, *Behind the High Board Fence*. The first activity for each chapter asks students to find the subject and verb in the chapter heading or title and then find the subject and verb in an interesting headline. Having readers consider subjects and verbs will reinforce teaching the basic components of sentences and the importance of using strong verbs to build sentences.

The remaining questions for each chapter follow the outline for Bloom's taxonomy, revised and require critical thinking built on knowledge and understanding of the story. Each series of questions ends with "Newspaper extensions" that integrate today's news with content and concepts in the story. Teachers will choose among the questions and newspaper activities and/or instruct students to choose which questions and activities to complete.

The curricula include 27 graphic organizers. Teachers will choose and/or allow students to choose which graphic organizers to apply to the story. The graphic organizer, "Growing and Changing," explains the author's approach, "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 Sharp. Each story has its own resolution."

Some of Marley's short stories begin and end with one chapter, and others require additional chapters to resolve. Throughout, the book explores how Helen grows and changes; her growth and changes in her family and hometown tell the larger story.

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CHAPTER ONE-The Sharps earn their way

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject (Sharps, plural) and verb (earn, plural form) in the title for Chapter One. As most headlines do, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. The story is told from whose point of view? Who's the main character?
2. Which members of the Sharp family are introduced in the story?
3. How do members of the Sharp family earn a living?
4. Why are the Early sisters called "Early Birds?"

Understand

1. Summarize what you learn about Helen in this chapter.
2. Summarize what you learn about Cal in this chapter.

Apply

Draw Helen based on what you learn about her appearance in this chapter.

Analyze

1. What does Cal do to demonstrate that he is "high-spirited" and "mischievous?"
2. Describe Helen's personality. How is she similar to and different from Cal?
3. How does the way Helen dresses compare with the way a nine- or ten-year old girl dresses today?

4. How do the ways Helen and Cal play compare with ways young people play today?

Evaluate

1. How do you respond to Helen?
2. Do you agree that Cal is “high-spirited?”
3. How do you think Cal will respond to having Helen join him and his friend for the next day’s adventure?

Create

1. Predict the trouble referred to at the end of the chapter.
2. Invent or choose a game or fun activity you’d recommend to Helen, Cal and/or their siblings. With words and illustrations, explain “how to” play the game.

Newspaper extensions:

1. In a comic strip published in print or in a replica or e-Edition, identify the main character and supporting characters.
2. In a feature story or profile published in print or an e-Edition or on a website, identify the person on which the story turns. Identify others in the story and describe their relationship to the person who’s the subject of the story.
3. Describe what you learn about someone from a photo found in print, e-Edition or website. What more do you learn from the cutline (sometimes referred to as caption)? What more do you learn from the story? Summarize what you learn from each source and evaluate each as a source of information. Which provides the most information? Which provides the most useful information? Note: On a newspaper’s website, look for video about someone. What more do you learn about the person from the video?
4. Choose people from the newspaper (print, e-Edition or web edition) to represent Helen and different members of her family based on what you learn about them through the story.
5. In the news, sports, comics, ads or other, select people whose personalities remind you of Helen’s and Cal’s.
6. From ads in newspapers, choose clothes that Helen and Cal might wear if they lived today.

CHAPTER TWO-Cal and Joe sell newspapers

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Two. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. How does Saturday morning differ from other mornings?
2. List the means of transportation mentioned in the story.
3. What does Cal say will upset his father about what he and Joe did?

Understand

1. What does Cal tell Joe about Helen's going with them? What does that tell you about Helen's and Cal's relationship?
2. What do you conclude about Papa from what you learn in this chapter?

Apply

Write what you think Helen says about the adventure knowing she leaves out details that will get Cal into trouble with their parents.

Analyze

1. How do your Saturday mornings compare with Helen's?
2. Compare the way news is sold in the story with all the ways it's delivered and sold today.

Evaluate

1. What do you think about Joe's and Cal's selling newspapers on the train?

2. What do you think Cal tells his father? If you were Cal, what would tell your parent?

Create

1. Compose a letter of apology that Cal and Joe might offer the man whose sales were affected.

2. Compose a letter to Papa disclosing what Cal did and how he hopes to make amends.

Newspaper extensions:

1. In current newspapers, find references to means of transportation used today. How are these similar to or different from those in Winston-Salem during early 20th century when Helen lived?
2. Find examples of parent/child and brother/sister relationships in newspapers and describe what's happening that typifies the relationships. Be sure to search the comics if your newspaper publishes comics.
3. In your newspaper, identify an advice columnist. Pretend you're Cal and write a letter to an advice columnist explaining what you did and asking advice on what to do—whether to explain to Papa and whether to apologize to anyone affected by boarding the train to sell newspapers.

CHAPTER THREE-Helen steps out

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Three. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. Why did Helen go to the barn?
2. What's a squab? In the Sharp family, who cares for the squab? For what purpose?
3. Who's Maude? What does she do?

Understand

Compare and/or contrast Alan and Cal. What can you infer about Cal's relationship with his brother, Alan, from this chapter?

Apply

Sketch the barn and surroundings. To make your drawings more realistic, conduct research in books and on the Internet.

Analyze

1. Read all references to Cal in the chapter. Does anything concern you about his physical health?
2. What do you think "something far worse than punishment" refers to? How might this relate to Cal's physical health? Do you think the author intends this reference as foreshadowing?

Evaluate

1. Why do you think Helen jumped? Do you consider her foolhardy or courageous? Would you have jumped? Why or why not?
2. Have you ever been challenged or dared to do something that's self-destructive? How did you respond to the dare? Did you regret what you did?
3. Have you ever dared someone to do something that you knew might hurt that person? What happened?
4. If you were Papa, how would you punish Cal?
5. How and/or why do you think Cal escaped punishment?

Create

Act out the scene in the barn. Assign someone to be Cal, Alan and Helen. Use an umbrella as a prop. What else might you use to dramatize the sequence of events?

Newspaper extensions:

1. Consider actions reported in newspapers and rate them on a scale with one as foolhardy and ten as courageous.

1 (foolhardy)	5	10 (courageous)
_____1_____		
2. Assign parts and act out a favorite comic strip.
3. Select a news story that contains direct and indirect quotes (paraphrasing), and come up with questions that a reporter might ask the person or persons to obtain the quotes. Act out the interview, assigning someone to be the interviewer and others to be interviewed (subjects).
4. In the news, find people who face consequences (positive, negative or neither). Who are punished, rewarded or neither for their actions? Explain what and why you consider certain actions negative consequences or punishments, positive consequences or rewards or neither. Which do you consider the worst or best examples and which will have effects in the long-term?

CHAPTER FOUR-Red paper reads ‘quarantine’

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Four. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story’s headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper’s headline writer.

Remember

1. What does “quarantine” mean?
2. Why is the sign “quarantine” posted on the Sharps’ house?

Understand

1. Identify words that capture the mood in the Sharps’ house, in this chapter.
2. What do you learn about diphtheria and ways it is treated then?

Apply

What was Mother’s response to Cal’s illness? Classify Mother’s feelings and actions. Underline anything on which you make inferences.

Evaluate

1. What questions do you have about the disease based on the chapter?
2. What questions do you want and expect the author to answer in the next chapters(s)?

Create

1. Based on what you learn from the story and from research you conduct on the disease, if you were a research or inventor, what would try to develop as treatment for the disease? To prevent the disease? To prevent the spread of the disease?

2. Reread the end of the chapter. Predict what Helen sees that worries her.

Newspaper extensions:

1. Select unfamiliar and/or interesting words in current news stories. Guess at the words' meanings based on their use in the stories. Search e-Editions and Web editions for the words. Find uses of the words that are similar to and different from their uses in current news reports.
2. Type "quarantine" into search engines on e-Editions and Web editions. Identify and describe recent illnesses or other situations that led to quarantines. Answer questions: Who was quarantined? Where? When? Why? For how long?
3. Choose one or more people featured in news and other newspaper content (comics, sports, movies, etc.). Classify feelings and actions and make inferences about how they interact.
4. In print and electronic editions of newspapers, using current and past issues, find out what you can about ways used to treat, prevent or prevent the spread of a given disease. Choose a disease that interests or concerns you. Identify any researchers or inventors and describe any motivations that you read about or infer.

CHAPTER FIVE-Cal breathes

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Five. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. What worries Dr. Fearington about Cal?
2. What does Dr. Fearington think will help Cal?
3. What did the second doctor do that saved Cal's life?

Understand

1. What similes or comparisons does the author use to describe Mother's and Papa's postures as they listen to Dr. Fearington?
2. What's the biblical reference? What's the meaning and significance of the reference?

Apply

Sketch a scene from the chapter, such as the parents' talking to Dr. Fearington or the brothers' and sisters' waiting on the stairs.

Analyze

1. Contrast Mother's and Papa's moods at the beginning and end of the chapter.
2. In the order they occur, record key events and classify them as ups, down or neither.

Evaluate

How did you respond emotionally to the ups and downs in this chapter? Did you give up hope or maintain hope that Cal would recover?

Create

Devise a plan for dealing with diphtheria based on what you learn in the chapters that deal with the illness. What should be an individual's response? A family's response? A school's or public's response? A physician's response?

Newspaper extensions:

1. Follow a story using current and archived editions of newspapers. In the order they occur, classify events as ups, downs and neither and describe their impact on you.
2. Classify news in print and electronic editions as good news (ups), bad news (downs) or neither. From whose perspective? Where you considering the news from your perspective or the perspective of someone in the story?
3. Choose words that describe mood, such as relaxed, tense, happy, sad, surprised, anxious, angry or others. Choose words from all parts of print and/or online editions that you associate with specific moods. Do you associate some words with more than one mood?
4. Locate action plans published in newspapers, either current or online editions. Do the plans deal with fires, floods, diseases, accidents, adverse weather conditions or other? What's your responsibility, as an individual?

CHAPTER SIX-Helen plays with fire

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Six. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. How did Helen help Mother with Libby and Moddy?
2. What do you learn about Moddy?
3. Who's Aunt Emma?

Understand

1. How did the family celebrate Cal's recovery?
2. What do you think "brimstone " is or does, based on the chapter?
3. What do you think "fumigate" means?

Fumigate means to remove vapor, gas or odor. Root word is fume.

Apply

From what you know about life in the early 1900s, what do you think the youngest children played with? Draw the playhouse that the young ones constructed under the table or behind the piano.

Analyze

Compare Helen's decision to jump from the barn with her decision to put the heated brimstone in her pocket.

Evaluate

1. What response did you have to Helen's accidental burning?
2. How do you think Aunt Emma dealt with Helen's burning?

Create

1. If you were a reporter assigned to write a story about Helen's accident, what would you ask her? To explain fully the consequences of her choice to readers, what else would you write about?
2. Create a "how to" poster for someone who must deal with fire as Aunt Emma did.

Newspaper extensions:

1. Search ads in newspapers for "warnings." Also, use the key word "warnings" in archived newspapers and find out what readers are warned about.
2. Also, search newspapers, current and archived, for reports about fires. Find out what caused the fires, who was or were affected, where and when the fires took place, why they started and how they were extinguished. Were policies proposed to prevent similar fires?

Chapter Seven-Helen feels better

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Seven. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. How did Sis Nan support the Sharp family?
2. How did Sis Nan teach herself and Helen the piano keyboard?

Understand

How did Sis Nan help Helen pass time while recovering from the burn?

Apply

Use spoons and forks to construct a keyboard and "play" a simple tune. Work with classmates familiar with pianos and music.

Analyze

Compare Cal's and Helen's health problems and the care they received.

Evaluate

Why do you think the painting that Papa gave Helen made her feel better?

Create

Dramatize the conversation between Helen and Sis Nan in which her aunt addresses Helen's feelings of worthlessness.

Newspaper extensions:

1. Identify family members or others who are helping those in need.
2. Choose photos that you'd give someone to cheer them up or provide comfort, or collect, arrange and display photos that would comfort someone.
3. In advice columns or elsewhere in newspapers, find examples of someone offering advice to help someone deal with a poor choice or regret or heal from physical, mental or emotional pain. Do you agree with the advice?

CHAPTER EIGHT-Textiles come to town

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Eight. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. Where and how did Mother, Papa and family members relax after working all day?
2. Where was the textile mill located? How did the mill affect the family as they sat on the porch?

Understand

1. Summarize Papa's explanation for why the mills were built in towns and cities.
2. Summarize Mother's objections to the mill.

Apply

Pretend you get to interview a textile mill worker. What would you ask him or her?

Analyze

1. Outline the arguments for and against having a mill located near your home in town, pulling ideas from the conversations among Sharp family members and other sources. Write your own conclusion.
2. Debate the positives and negatives of people's changing where they lived and worked, during that time.

Evaluate

1. What does a “dream of a better life” mean to you?
2. Do you like to try “new ideas?” Which “new ideas” do you think deserve a try?
3. Looking back, what do you think about the changes that resulted from bringing mills and mill workers into towns?
4. If you were in the conversation with the Sharp family, what would you say to each of them?

Create

Write a help wanted ad for the owner of a mill who wants to convince someone living on a farm to move to the city and work in a mill.

Newspaper extensions:

1. Stage a civil discussion or debate. From the news, choose a current issue and identify individuals with different experiences and perspectives on the issue. Assign roles and have individuals describe their experiences and state their opinions. At the end, state your own opinion and explain your thinking.
2. Often, government officials, citizens, businessmen and others debate the location of schools, housing developments, factories, offices, landfills and other services. Identify instances in the news in which some people object to the location of specific developments or other: Who objects? To what? Where and when? Why? Was the dispute resolved? If so, how? Were there protests? Did the resolution involve negotiation and compromise?

CHAPTER NINE-Girls fill bucket

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Nine. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. What were Moddy and Libby sent out to collect?
2. Who preserved the tree and why?

Understand

What was special about the tree for the boys? For Helen?

Apply

Outline recipes for making apple pie and/or potato chips from start to finish. Draw your final products.

APPLE PIE

Prepare and line each of three pans with pastry dough

Peel and quarter the apples; add sugar and cinnamon

Fill the pie crusts with apples

Lace strips of pastry across the top; allow space for juice to bubble as the pies bake

POTATO CHIPS

Take potatoes from the box; wash and dry them

Cut the potatoes using a slaw cutter, making round thin slices

Slide the thin slices into hot grease to fry

Lift fried potatoes onto brown paper; salt

Evaluate

1. Do you like apple pie? Describe the touch, taste, smell and look of an apple pie served the way you like it.
2. What's your favorite kind of pie?
3. How did you feel as you read preparations for the picnic?
4. Did the Sharps' picnic remind you of experiences you have had? Have you gathered for picnics with families and friends? If so, did you have your picnic in a park? How was it different or similar to the park described in the chapter?

Create

Plan a picnic. Who'd you invite? Where and when would you go on your picnic? How'd you get to the area you chose for the picnic? What would you place in your basket?

Newspaper extensions:

1. Using items found in grocery ads and recipes published in varied sources, including print and online editions of newspapers, plan foods to take on a picnic. Figure out the costs for the foods you select.
2. From newspapers, select items, including words, photos or illustrations, that serve as symbols, representing something else to or for you.
3. Find symbols chosen and used by those who develop content for newspapers. In particular, look for weather symbols and symbols for holidays, special events or seasons.

CHAPTER TEN-Sharps ride streetcar

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Ten. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. Where is the streetcar taking the Sharps?
2. At the park, identify all the activities designed to entertain family members.

Understand

1. In your own words, describe how the streetcar works? How does it differ from cars and trains?
2. What's the family's mood?

Apply

Sketch a scene from the chapter, such as the inside of the streetcar, the picnic spread on the cloth, the quartet singing or the fortune teller giving Helen advice.

Analyze

1. What worries Helen? How will she deal with the challenges?
2. How does the park compare with parks you've visited?

Evaluate

Do you expect the return or resurgence in the use of streetcars and/or trains? Would you ride streetcars and trains if they were available? Why and how?

Create

1. Compose an ad that promotes the fun of taking the streetcar to Nissen Park.
2. Conduct research to find the words and lyrics to “In the Good Ole Summertime.” Who wrote it and when? Why was it written? Listen to one or more performances of the song.
3. Write new words for the tune or compose words and lyrics for an original song about summer or another season.

Newspaper extensions:

1. Use print and electronic newspapers to generate a list of “fun” activities in your community appropriate for a family. List them in order of expense starting with entertainment that’s free or inexpensive.
2. In newspapers, choose words and photos that you associate with a season in preparation for writing a song or poem about the season (or an event).
3. Search newspaper archives for recent stories about trains and/or streetcars. What did you learn? Are plans discussed about providing more trains for transportation over short and/or long distances?

CHAPTER ELEVEN-What's in the store?!!

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject (what) and verb (is) in the title for Chapter Eleven. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. Where are Alan and Helen headed? What do they pass on the way?
2. When and how do farmers sell their tobacco?
3. What did Papa find and save for Helen to take home as a pet?

Understand

How is Papa's store different from and similar to the tobacco warehouse, according to Helen?

Apply

Draw a scene from the chapter, such as the spider in the jar or the inside of the store or the warehouse.

Analyze

1. When Robert first described Papa's scary gift, what did you expect?
2. Compare Alan's and Cal's relationships with Helen. (Refer to past chapters.)

Evaluate

1. How would you respond if someone surprised you with a "tarantula?"
2. Where would you want to stop and explore, if you walked with Alan and Helen?

Create

1. Learn more about a tobacco auctioneer and role-play his selling tobacco.
2. Create an ad for Papa's store.
3. Pretend you are Helen presenting you new pet to someone. Decide ahead of time whether the person is an adult or child, friend or stranger. Write what you think Helen should say or do to warn that person before she presents her tarantula.

Newspaper extensions:

1. Read through the "pets for sell" in the Classifieds sections of newspapers. Do you find any "scary" pets? What scary pets might someone choose? In the Classifieds, what do you consider the least scary pets?
2. After reading through "pets for sell," compose a classified ad to sell Helen's tarantula.
3. Search current and archived newspapers for recent stories that discuss and debate issues affecting the tobacco industry in North Carolina.

CHAPTER TWELVE-Ruthie meets ‘one caring person’

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Twelve. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story’s headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper’s headline writer.

Remember

1. What’s the weather in this chapter?
2. What do you learn about Ruthie?

Understand

1. What mood does the weather establish?
2. What is the mood in the kitchen?

Apply

On a storyboard, draw what happens to Ruthie, showing her waiting at the mill, walking with Helen and ultimately returning to the mill.

Analyze

Compare Mother’s thoughts about mill workers before and after Helen brought Ruthie home. How does Mother change? (Check Chapter 8 for relevant information.)

Evaluate

1. Record arguments for and against Helen’s bringing Ruthie home. Add arguments that neither Mother nor Helen made. What do you conclude about Helen’s bringing Ruthie home?
2. Would you ever bring a stranger home with you? Explain.

Create

1. Predict how Mother and Helen might help Ruthie in the future.
2. How would you solve the problem of having young children at home alone while their parents work in mills?

Newspaper extensions:

1. Identify someone in the news whom you think represents “one caring person.”
2. Read news stories that explore societal changes. What has happened to textiles and tobacco in North Carolina? What new industries offer jobs or the promise of jobs in the future?
3. Search for stories that explore the effects of societal changes on young people. What changes do newspapers report? How do the changes affect you? How do the changes affect children under 13? Over 13? College-age students? Others?

CHAPTER THIRTEEN-Sharps receive ‘best’ gifts

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject (Sharps) and verb (receive) in the title for Chapter Thirteen. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story’s headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper’s headline writer.

Remember

1. What’s the season?
2. Where do Helen and her family spend Christmas Eve?

Understand

1. What symbols of the holiday season does Helen mention or think about? Where does she find each of them?
2. What happens to the tree? Why?

Apply

Draw the “love fest” or love feast, tree or other symbols of the holiday or draw a symbol of a holiday that you treasure. Conduct research to find out more about the Moravians and their coming to North Carolina.

Analyze

1. Every story has its ups and downs. Classify events in this chapter as positive (+) or negative (-). Do the positive events outweigh the negative in this chapter?
2. Compare the tree with trees you’ve seen or had in your home or compare the tree with other holiday symbols (from a different religious or cultural tradition) that involve fire and/or light.

Evaluate

1. How do you family's traditions compare with Helen's?
2. If you were advising Helen and her family members on ways to prevent fires, what would you say to them?
3. Why do you think Helen views the camera as the "best gift?" Do you agree with her?

Create

Imagine a gathering of friends and family or a gathering of other people assembled to strengthen bonds or ties. What foods would you serve to those at the gathering? What season would you choose?

Newspaper extensions:

1. Search current and archived newspapers for information about different religious and cultural groups in your community.
2. Imagine giving gifts to your family members and/or friends. Choose items from the newspaper. Can you find gifts for everyone that cost \$5 or less? \$10 or less? \$20 or less?

CHAPTER FOURTEEN-Papa suffers accident

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Fourteen. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. Answer the questions raised by Mother: What happened? To whom? Where was he?
2. Describe the dream that motivated Helen's Mother and Papa.

Understand

1. Before the children learned what happened to their father, how did they know that the news disturbed and worried their mother?
2. What does it mean to "put on a strong front?" What does mother do?
3. What does "amputate" mean? What other words might be used instead of amputate?

Apply

Draw the man on the porch who lost his leg.

Analyze

Answer the questions:

- a. What is Papa's problem?
- b. What caused the problem?
- c. What effect is/will the problem have?
- d. What are alternative solutions?

e. What solution do you prefer?

Evaluate

1. How well do you think Mother dealt with the news of the accident?
2. How well did the children cope with the news?
3. How did the news make you feel? Where you surprised, worried...?

Create

1. Imagine an artificial leg. What is it made of? What do you want it to do?
2. Predict what happens to Papa.

Newspaper extensions:

Write a news story that would describe what happened to Papa. Answer the questions:

- a. What happened?
- b. To whom? When and where?
- c. Why and how did it happen?
- d. How was Papa cared for, short term and long term?
- e. Where is Papa now?
- f. What do family members have to say?

Write a headline that reflects the main idea of your story.

CHAPTER FIFTEEN-Papa walks

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Fifteen. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

How is school going for Helen?

Understand

What does Helen mean when she says, "I'm trying to do my best, and I think I'm growing up a little bit?" What else might she have said that would mean something similar?

Apply

Construct a Valentine or other card to cheer someone who's sick or injured.

Analyze

Conduct research on recent designs for artificial limbs, specifically legs. Compare one new design with the leg that Papa used.

Evaluate

What advice would you give Helen regarding school?

Create

Imagine the interaction between Papa and the man who demonstrated his artificial leg. Write their dialogue, and act out the conversation with another student.

Newspaper extensions:

Find recent stories about the development of artificial limbs and “prosthetics.”
Answer questions: Who needs the artificial limbs? Who’s conducting research and developing the limbs? At what cost? What individuals or organizations are covering the cost of research and development?

CHAPTER SIXTEEN-Helen views from perch

The title for each chapter in the story, *Behind the High Board Fence*, reads like a headline. Find the subject and verb in the title for Chapter Sixteen. As most headlines, the title uses the present-tense form of the verb.

Select a current news story that interests you. Underline the subject and circle the verb in the story's headline. Is the subject plural or singular? What is the tense of the verb? Think of other synonyms for the chosen verb and discuss whether any verb works as well as the one chosen by the newspaper's headline writer.

Remember

1. What's the cause for celebration?
2. Where is Helen perched?

Understand

1. Describe preparations for the party.
2. Describe the setting for the party.
3. Is the Sharp house wired for electricity? How do you know?

Apply

Draw the yard where the party takes place.

Analyze

1. How has Helen changed over the course of the story?
2. What work does Helen want to do as an adult? How might she prepare to become a nurse? How does someone prepare to become a nurse today? Conduct research to find out about education for nurses.

Evaluate

1. Do you think a tree is a good place to "think, dream and wish?" Why?
2. Do you have a place where you go to "think, dream and wish?" Explain.

3. What are Helen's dreams and wishes? What are yours?
4. What does a tree symbolize to you?

Create

1. Predict what happens to Helen, after the story ends.
2. Compose an invitation to the wedding and/or wedding celebration.

Newspaper extensions:

1. In newspapers, identify items that depend on electricity.
2. If you have access to newspapers published in the early 20th century, look for items in ads that function without electricity and prove that electricity was not available to everyone.
3. In the jobs section of Classifieds and in news stories about health, look for references to nurses and nursing. What skills does nursing require? Where do nurses work? What are they asked to do? How much do they earn? What conclusions do you draw about nursing?
4. Look for engagement and wedding announcements in Sunday newspapers. Use them as models to write an engagement or wedding announcement for Helen's sister.

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June 7, 2010