

STUDY GUIDE (answers)

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*.

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Behind the High Board Fence by Helen Marley

Study Guide, TEACHER'S VERSION—ANSWERS

Below, you will find ANSWERS to many questions written for 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. Because students will choose different headlines, this TEACHER'S VERSION of the Study Guide only identifies the subject and verb for the chapter headings.

The remaining questions follow the outline for *Bloom's taxonomy, revised* and require critical thinking built on knowledge and understanding of the story. Upper level questions require students to choose and/or make personal connections. For those questions when students will respond differently and many answers are correct, this TEACHER'S VERSION does not provide answers.

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. Because the news content chosen by students will vary, teachers will work with students to generate acceptable, strong responses to the questions and activities that integrate news and information from outside the story.

The curricula include 27 graphic organizers. Teachers will choose and/or allow students to choose which graphic organizers to apply to the story. Each reader should complete the graphic organizer, "Growing and Changing," because it 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?
Helen
2. Which members of the Sharp family are introduced in the story?
Helen, Libby, Cal, Alan, Mother, Papa, Harry, Mabel, Moddy and Jack
3. How do members of the Sharp family earn a living?
Cal sells newspapers.
Papa ran a grocery business.
Mother worked as a tailor.
Harry worked at the downtown YMCA
Mabel worked at a department store
The family kept boarders
4. Why are the Early sisters called "Early Birds?"
They seemed to chirp and cluck as they talked.

Understand

1. Summarize what you learn about Helen in this chapter.
Helen is nine years old and walks to and from school with her brother, Cal, and sister, Libby. Even though she finds Cal exciting and likes to be included in his plans, Helen ignores his urgings to hurry home. She creates her own fun, unfastening her shoes and skipping home at her own pace. Helen and Cal share responsibility for washing the family's dishes, but Cal leaves Helen with the job when he and his friend Joe come up with something special to do. Helen tells her mom that Cal and Joe have plans for the coming day, and Mother says Helen won't be left out.
2. Summarize what you learn about Cal in this chapter.
Cal's "high-spirited," "mischievous" and energetic. He plays and wins at games such as marbles and plans adventures with his friend Joe. He moves in a hurry and shows impatience when Helen does not do as he said; she does

not get home to wash the dishes as he told her to, and he neither asks for permission nor hesitates to leave her alone with the task of washing the dishes.

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?”
He plays and wins at games such as marbles and would play for keeps if Mother would let him. He tells Helen what he wants her to do and leaves her to do the work alone when she doesn’t hurry as he told her to. He bounds off the porch at Joe’s whistle.
2. Describe Helen’s personality. How is she similar to and different from Cal?
She enjoys fun too. She loosens her clothes and skips home, despite Cal’s demands. She’s intrigued by Cal and likes to be included in his adventures and expresses disappointment when she’s left out.
3. How does the way Helen dresses compare with the way a nine- or ten-year old girl dresses today?
Helen wears long stockings, high-top shoes and shirtwaist. A young girl would wear short socks or no socks at all. Shoes would be easy to get off and on; they might wear sneakers, flip-flops or other types of shoes and not a long skirt. Choice of dress today would be affected by season and culture (religion and other).
4. How do the ways Helen and Cal play compare with ways young people play today?
Marbles, counting buttons are not common entertainment for children today. Jack pushes the peddle of the sewing machine. In any time, children like to play alongside their parents.

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 (Cal and Joe, compound) and verb (sell, plural form) 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?

Mother does not set out a dishpan of soapy water to wash her children's hands, faces and ears before they go to school.

2. List the means of transportation mentioned in the story.

Walking, train, horses, wagons and carriages are mentioned.

3. What does Cal say will upset his father about what he and Joe did?

Papa will be furious if he learns that Cal and Joe interfered with a man's earning his money.

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? Cal tells Joe that Helen won't cause any trouble because she doesn't want to be left behind, and Helen acknowledges that she wants to be included. Helen tries to fit into Cal's plans, so she will be part of the fun and excitement that he creates. She gravitates to Cal.

2. What do you conclude about Papa from what you learn in this chapter?

Papa knows how much people depend on income from their work, and he expects his family to respect others' rights.

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.

The story refers to print newspapers. Today, newspapers deliver in print, replica and on websites. TV, radio, Internet, magazines, phones—all deliver news.

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 (Helen, singular) and verb (steps out, singular form) 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?

Mother asked Helen to get her brothers from the barn, so they could wash up before supper.

2. What's a squab? In the Sharp family, who cares for the squab? For what purpose?

A squab is a young pigeon. Cal and Alan take care of the young pigeons and sell them as food to the Francis Hotel

3. Who's Maude? What does she do?

Maude is the family's horse, used to pull its carriage or wagon.

Understand

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

Alan's more serious. He knows that Cal's mischievous, that he dares his sister (and others) and Helen often takes Cal's dares. Knowing Helen listens to Cal, Alan warns both Cal and Helen.

Apply

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

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 (paper, singular) and verb (reads, singular form) 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?

The sign tells anyone who sees it not to enter the house, school or dwelling.

2. Why is the sign “quarantine” posted on the Sharps’ house?

Cal has diphtheria.

Understand

1. Identify words that capture the mood in the Sharps’ house, in this chapter.

Verbs-whispered, sighed, barked

Other-afraid, terrible, wondering, wrong, scared, frantic, bad, worse, tired

2. What do you learn about diphtheria and ways it is treated then?

Mother started a fire in order to heat kettle and release steam. Mother trapped the steam in a homemade tent she constructed with a sheet draped over two chairs and directed steam toward Cal.

The doctor’s wife directed Mother to apply mustard plaster to Cal’s neck and chest.

Apply

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

She was frantic trying to find effective ways of treating him. She focused only on Cal, trying to calm and soothe him.

Mother had not sent her other children to school and had not explained why (actions). Mother started a fire, moved Cal next to the stove (actions). She barked when Helen asked a question (action that betrays her desperation). Mother talked only to Cal (actions that show her concern).

When she called doctor (actions), she rested her head on her arm (feeling weary) and spoke (actions) in a frantic voice (feelings). She followed Mrs. Ferrington's orders (feelings of gratitude for help). Throughout, Mother thought siblings should keep their distance, not distract her.

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 (Cal, singular) and verb (breathes, singular form) 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. Ferrington about Cal?

Dr. Ferrington worries that Cal is having a hard time breathing and his air might be cut off.

2. What does Dr. Ferrington think will help Cal?

A young doctor in town has learned a method of holding the throat open, so that air can get through.

3. What did the second doctor do that saved Cal's life?

The doctor held Cal's head back until his throat was straight, and slipped a rubber tube down his windpipe to allow air to get through.

Understand

1. What similes or comparisons does the author use to describe Mother's and Papa's postures as they listen to Dr. Ferrington?

They were frozen like two statues. Mother bent over like Mary leaning over the manger.

2. What's the biblical reference? What's the meaning and significance of the reference? Mother's bending over Cal like Mary leaning over the manger refers to the birth of Jesus described in the Christian New Testament. Mary is Jesus' mother. She bent over him, as Mother bent over Cal, motivated by love and concern.

Apply

Sketch a scene from the chapter, such as the parents' talking to Dr. Fearrington 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.

In the beginning, Mother and Papa are frozen, paralyzed by worry. At the end, they are interacting, smiling and talking. Papa puts his arm around Mother; he smiles, and she tells the other children that she's confident Cal will get well.

2. In the order they occur, record key events and classify them as ups, down or neither.

Speak to Dr. Fearrington about worsening condition (-)

Hear about new doctor with treatment for disease (+)

Move Helen up the stairs; explain to children that parents cannot worry about other children (Mabel) neither or -

Think about Cal during the night, neither

Hear doctors return, neither or +

Share that Cal will get better (Mother) (+)

Explain what the doctor did to help Cal breathe (Mother) (+)

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 (Helen, singular) and verb (plays, singular) 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?

Helen read books to her younger siblings.

2. What do you learn about Moddy?

Moddy loved books and learned quickly any stories and songs.

3. Who's Aunt Emma?

Aunt Emma was a "faithful worker" for the Sharp family. During the early 20th century, homes, schools, hospitals in the South were segregated by race. Aunt Emma was an African-American who worked for the family.

Understand

1. How did the family celebrate Cal's recovery?

Instead of playing inside, staying quiet, family members set out to clean everything that might be contaminated with bacteria that caused diphtheria. They were washing all clothes and clearing the air.

2. What do you think "brimstone " is or does, based on the chapter?

Brimstone burns. Harry and Alan were burning it in the house to fumigate or remove smells and germs from the air. The brimstone cakes burned yellow and then blue. Brimstone is sulphur.

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.

Helen's impulsive, acting out of curiosity and not thinking of consequences.

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 (Helen, singular) and verb (feels, singular) 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?

Whenever anyone was ill, she stayed with the family to provide extra care.

2. How did Sis Nan teach herself and Helen the piano keyboard?

She made a keyboard out of knives and forks and pretended to play songs.

Understand

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

Sis Nan showed Helen how to play knives and forks and played songs on a real piano while Helen played the knives and forks. She also sang songs and told stories.

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.

Their parents and Sis Nan gave extra attention to both. Both children required time to recover. Until the doctor inserted the tube, everyone feared for Cal's life; family members did not fear for Helen's life in the aftermath of the fire, but her recovery took significant amount of time.

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 (textiles, plural) and verb (come, plural form) 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?

They retreated to the front porch to enjoy the night air and talk.

2. Where was the textile mill located? How did the mill affect the family as they sat on the porch?

The mill was built only a few blocks away. They could hear noises from the mill.

Understand

1. Summarize Papa's explanation for why the mills were built in towns and cities.

Papa believed having mills near towns was good business. Electricity allowed mills to move away from rivers to areas that were closer to the markets, railroads and places where workers lived.

Farmers moved to town as they had harder time making enough money to cover expenses and make a living for their families. They were motivated to move by dreams of a better life.

2. Summarize Mother's objections to the mill.

Mother feared that the smaller homes built around the mills would hurt the value of her home. She didn't like that in some homes, workers ate, slept and worked in one room.

Also, she didn't like that women and children often worked long hours. She thought the children should be in school, not working in factories.

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 (Girls, plural) and verb (fill) 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?

Moddy and Libby were sent out to gather apples for pie.

2. Who preserved the tree and why?

Mother had saved the tree. It was sheltered and produced lots of apples.

Understand

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

The boys enjoyed swinging and climbing in the tree. Helen preferred the higher branches. She climbed out a window and hid in the branches. She felt secure and at home there, yet she could see beyond the high board fence to the world outside her home.

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 (Sharps) and verb (ride) 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?

Nissen Park

2. At the park, identify all the activities designed to entertain family members.

The family enjoyed their picnic, bowling, singing and listening to music and Helen paid to have her fortune told.

Understand

1. In your own words, describe how the streetcar works? How does it differ from cars and trains?

The streetcar did not make much noise except for the clanging of the bell as it approached. A long pole at the top reached like an arm to sires above that powered the streetcar. To turn, the streetcar followed the tracks which ended at the park. To reverse direction, the streetcar driver took down one pole and put up another near the rear motor.

2. What's the family's mood?

The mood was festive and carefree. Family members laughed, chattered, played games and sang.

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?

Helen worries that she will be behind in school because of the time she missed because of the quarantine and fire that burned her.

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?

They are walking to Papa's store.

2. When and how do farmers sell their tobacco?

After a 13-month growing period, farmers bring their tobacco to the warehouse to be inspected and stay inside to hear the auctioneer and find out what price their tobacco brings.

3. What did Papa find and save for Helen to take home as a pet?

Papa found a tarantula.

Understand

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

Helen imagines that warehouses contain stacks of tobacco just as Papa's store holds stacked vegetables. She thinks that the warehouses are larger to hold the farmers and auctioneers and need more light so that the tobacco can be examined carefully.

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.

Alan's more serious, insisting that she keep going and not stop as they walk to the store. Alan's less playful than Cal is. Alan does not dare Helen in ways that put her at risk or get her in trouble as Cal does and chides Cal for doing that in an earlier chapter.

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 (Ruthie) and verb (meets) 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?

The weather is cold, windy and rainy.

2. What do you learn about Ruthie?

Ruthie was waiting outside the mill for her mother. She was cold and wet and had been crying.

Understand

1. What mood does the weather establish?

The weather set a somber, bleak mood.

2. What is the mood in the kitchen?

The kitchen offered comfort, warmth and good-smelling and good-tasting food.

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.)

At first, Mother expresses dismay about Helen's bringing a stranger home "off the streets." Later she tells Helen how touched she is at her concern for Ruthie. Helen showed her Mother that "one caring person" can make a difference.

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?

Christmas is a Christian holiday.

2. Where does Helen and her family spend Christmas Eve?

Helen and her family attend the love-fest at the Moravian Church.

Understand

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

The chapter refers to a tree and the buns and coffee served at the love-fest and candles and light, choirs and singing.

2. What happens to the tree? Why?

Lightened candles on the tree set it afire when Moddy stumbles into the tree.

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?

- Attending the love-fest (+)
 - Admiring the tree (+)
 - Losing the tree and some presents (-)
 - Remembering the other fire (-) but receiving reassurance from Papa (+)
 - Receiving gifts of candy sticks and raisins (+)
 - Taking family photo with Brownie camera (+)
 - Helen makes clear that her holiday brings joy to the family (+)
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 (Papa) and verb (suffers) 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?

At the freight yard, a switcher engine hit Papa and crushed his leg.

2. Describe the dream that motivated Helen's Mother and Papa.

Papa and Mother dreamed of owning their own businesses so that they could provide the food and money that the family needed.

Understand

1. Before the children learned what happened to their father, how did they know that the news disturbed and worried their mother?

She answered the phone call in a "strange" voice. Aunt Emma led her to a chair. Mother sat quietly and stared. Her hands shook. She twisted her handkerchief and talked softly mostly to herself about what happened to Papa.

2. What does it mean to "put on a strong front?" What does mother do?

Putting on a strong front means acting as if things will turn out OK, even if you're not sure. Mother kissed the girls and promised them Papa would be OK.

3. What does "amputate" mean? What other words might be used instead of amputate?

Amputate means cut off or remove.

Apply

Draw the man on the porch who lost his leg.

Analyze

Answer the questions:

- a. What is Papa's problem? Papa's leg is crushed and cannot mend.
- b. What caused the problem? A switcher engine knocked him down and ran over his leg.
- c. What effect is/will the problem have? He must have his leg amputated to get better. His family wonders if he'll be able to walk, how he'll walk and continue to work.
- d. What are alternative solutions? The children mention crutches and artificial limbs as ways to get around.
- 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 (Papa, singular) and verb (walks) 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?

Helen was behind in her studies because she had missed school. She didn't fit in as well as she did at home. The teacher expected more of Helen than she could do.

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?

Even though Helen's struggling some at school, she assures her father that she's going to work hard, do her best because that what growing up means.

She might have said, "I'm working hard because that's the only way to learn all that I can. Trying is one way I can show you I'm growing up."

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 (Helen, singular) and verb (views) 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?

The Sharps and their friends celebrate Mabel's and Bradley's wedding.

2. Where is Helen perched?

Helen has climbed out the window to the top branches of the apple tree. She's sitting where she likes to think, wish and dream.

Understand

1. Describe preparations for the party.

Mother's white linen tablecloth covers a table set up on top of the wash pot. On the table are daisies picked by the children, lemonade and glasses. An ice cream churn, cantaloupe, fresh strawberries would come later.

Alan has figured out how to use batteries and electrical wiring to make the yard's lanterns glow. Cal plays music on the gramophone.

2. Describe the setting for the party.

Snowy blossoms cover the tree in the yard. The table is set and churn ready for the ice cream. A swing hangs from the big oak tree and Helen sees the high board fence with sweet-smelling white flowers blooming against it. Blue larkspur bloomed in front of the white flowers. The lanterns glowed.

3. Is the Sharp house wired for electricity? How do you know?

No, the Sharp house does not have electricity. The chapter mentions batteries that Alan used to make lanterns glow.

Apply

Draw the yard where the party takes place.

Analyze

1. How has Helen changed over the course of the story?

Helen recognizes that she made poor choices, dealt with challenges at school by working hard, decided to study and become a nurse to help people. She understands the value of reflection and climbs into her favorite spot in the apple tree to consider all her experiences and her plans for the future.

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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