

A Teaching Guide, Teacher's Version:

Your newspaper and *Molly's Beaufort-town*

Molly's Beaufort-town

by

Lynn Allred

This *Teacher's Version of the Teaching Guide* offers answers that can be drawn from the text and some interpretations. Students and teachers who read the story can and will offer more complete answers. The *Teacher's Version* does not include answers to open-ended questions, as those will vary.

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Introduction

This year, 2009 marks the 300th anniversary of the founding of Beaufort, North Carolina – the third oldest town in the state.

Beaufort started as a small fishing village located on the site of the former Coree Indian village, Cwarioc, which means “fish town.” Its harbor served as a port of entry for ships coming into the new colony, Carolina, and enabled the town to grow. Incorporation took place on November 23, 1723. In 1728, five years later, the town added a new section, and deeds started distinguishing Old Town from New Town.

One of the town’s best-known landmarks, Beaufort’s “Old Burying Ground,” serves as a final resting place for some of Beaufort’s first families, as well as for soldiers from the Revolutionary War, the War of 1812 and the Civil War. The grave yard or burying ground was deeded to the town in 1731.

In the graveyard, located close to Ann Street United Methodist Church, a wooden grave marker draws visitors with its simple description, “Little Girl Buried in Rum Keg.” Since it was always available on ships during the colonial period, alcohol was often used to preserve bodies of those who died at sea. A smaller marker bearing the number 24, refers visitors on self-guided tours to a pamphlet for more information, summarized below:

This grave belongs to a young girl who died at sea. No one knows her name or date of birth. Her family moved from England to Beaufort in the 1700s, while the girl was still a baby. As she grew older, the child begged her father to take her back to England, so she could see her homeland.

Before leaving on the voyage across the sea, the father promised his wife that he would return home with their daughter. When the girl became ill and died on the trip from England, remembering the promise he had made, the father chose not to bury his child at sea. He purchased a keg of rum from the ship’s captain, placed his daughter inside and brought her home for burial in the Beaufort cemetery.

Visitors who read the tragic story often leave gifts for the anonymous little girl who died so young. Shells, toys, coins and other trinkets cover the grave. To see the grave, visit www.beaufort-nc.com/tours/Old_Burying_Ground/index6.php.

The Beaufort Historical Society reports that no one can verify the story about the young girl, but the grave and the gifts left there led author Lynn Allred to imagine the child’s life and write a fictional account, answering questions about a young, adventurous girl who might have lived in Beaufort in the 1760s and traveled to England: *Who was this little girl? What might her family have been like? Who could have been her friends and neighbors? What kind of life did she leave behind when she left on that fateful trip to England?*

Chapter One—Busy Bees

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

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

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

- __B_1. Wiped her dusty hands
- __B_2. Stuck out her tongue
- __B and E_3. Loved to jump into the nearby creek
- __A_4. Warned them over and over to be more “ladylike”
- __B_5. Flashed that wide, snaggle-toothed grin
- __C_6. Slept peacefully in the cradle
- __D_7. Dreamed about chasing rabbits
- __A_8. Sang a little song

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

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

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

To learn about hoop rolling, visit: http://en.wikipedia.org/wiki/Hoop_rolling.

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

3. Describe Beaufort in the summer.

The story says the weather is hot, with no breeze from across the harbor.

What do the descriptions tell you about the location of the town? A creek runs nearby and the reference to a harbor lets reader know Beaufort is along the water.

Find Beaufort on a map of North Carolina.

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

4. From this chapter and the rest of story, pull examples that prove "Mothers know things."
Mother figured out that Molly had been swimming because her dress was buttoned wrong down the back.

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

5. Explain the significance of porches and porch gatherings. *Molly loved porches because her parents sat there, and friends and family gathered there while the children played nearby. Family and friends met on porches after dinner. Molly and her friends waited for lightning bugs to come out.*

Use the news: Look for places where people gather.

6. Tell whether or not and why you'd enjoy playing with Molly. Rank the fun activities mentioned in the chapter in the order you'd choose them from most to least entertaining.
Molly mentioned rolling hoops, jumping in the creek, swimming, and catching and releasing fireflies.

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

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

I like... I don't like... I know... I don't know...

For the survey, consider all that the chapter mentions: fig pudding, fish, roasted corn, stewed potatoes, applesauce and cornmeal bread, potatoes, clam chowder, jellies and jams and butter.

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

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

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

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

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

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

Literal questions involve Baby Sarah. Molly asks herself: Does Baby Sarah like fig pudding? But, more important are the questions Molly has about the future: Will Baby Sarah grow up to be like Molly? Will Sarah swim in the creek and catch lightning bugs? Molly's questions about Baby Sarah's future make the reader wonder what the future holds for Molly? That's the big question for the whole story: What lies ahead for Molly?

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

cradle-Baby Sarah sleeps in the cradle, the same cradle that Molly, brother Jacob and her mother used. The author uses the cradle to explain family history. Readers learn that Molly's family came from England. The family brought the cradle from England when they moved to Beaufort. Molly's ties to England are important to the story.

potatoes-Molly thinks her family members eat too many potatoes. You learn that Molly has strong preferences, even regarding food.

porches-Molly loves porches as places for family and friends to gather. This is the first reference to porches. Porches continue to come up in the story.

lightning bugs-Molly's an active person. This reference is one of several that show that. Is the author suggesting that Molly lights up and flies here and there like a lightning bug...? Later in the story, the author does say that Molly lights up like a firefly.

Chapter Two—The Quilting Party

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

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

Match the actions and people.

__B_1. Engaged to be married

__E_2. Paraded down the street

__C_3. Waited for her husband to return home

__D_4. Traveled all over the world

__F_5. Wondered about faraway England

__A_6. Spoke sternly

A. Mrs. Ramsey

B. Susannah

C. Mrs. Nelson

D. Captain Nelson

E. Two mothers-daughters

F. Molly

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

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

Mother thinks proper ladies should learn to quilt. Quilting bores Molly; she prefers more active play in the out of doors.

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

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

Molly and her mother walk with Aunt Susan and Lydia. They pass the Nelson House with its widow's walk and the Thomson House, and they arrive for quilting party at the Gibble House. Molly thinks about each house. She expects to see Mrs. Nelson later, waiting for her husband to return from his travels. She thinks about the Thomsons who are in New Bern on a trip, and William Thomson, a friend who can sound like a know-it-all but tells interesting stories about his travels. Again, Molly expresses her desire to travel.

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

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

Something's going wrong that causes everyone to move together toward the windows, so Molly wonders: What is happening in the street?

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

quilt-Family and friends come together to make a quilt for bride-to-be. It's another reason family and friends come together. Items mentioned in the story are handmade.

One modern-day quilter posted photos of quilts she made before 2005. One features redbirds: <http://www.nancyquilts.com/>.

widow's walk-The top porch on a house where a seaman's wife stands, looks out over the water for evidence of her husband's ship returning to the harbor. The wives walk and wait. The name suggests that many seamen never return, and their wives become widows. "Widow's walk" uses alliteration which suggests that the widows pace.

Beaufort Harbor-Identifies Beaufort as town on ocean front, with harbor for ships.

New Bern-Identifies New Bern as a nearby town and lets reader know that the building of Tryon Palace is underway.

Tryon Palace-Tryon Palace is a special building under construction that draws visitors. The reference makes readers curious about who lives there, why it's being built.

travel-Molly thinks about travel, longs to travel, wants to hear about William's travels, wonders about her home country, England. The reader wonders what Molly will do to satisfy her longing to see more places.

Chapter Three—The Storm!

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

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

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

Match the people with their actions.

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

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

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

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

The rain came in buckets, hard and fast, never ending, through the cracks of the house and down the chimney. The writer uses similes: the wind whined and whimpered like a frightened puppy, then grew louder, like the bellows of an angry bear.

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

3. How does Molly regard her brother and her neighbor William? *When their father is not around, Jacob bosses Molly, so Molly stays outside, away from her brother after the storm. She also lets readers know that her brother is clever, able to repair a broken doghouse. Williams can be a pain, but Molly really likes him.*

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

4. What does Molly mean by the following?

“As Mother said, be careful what you wish for!”

Molly had wanted to go swimming and now everyone was “swimming” because of the heavy rain. She had not wanted a hurricane...just to go swimming.

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

The porch rests atop the house, adds to the beauty of the house, but the name refers to tragedy. The women who walk there, wait for their husbands who may never return from the sea.

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

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

Molly worries about the Thomsons, asks herself and leaves readers asking whether they were caught in worst of hurricane and whether they’re safe.

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

whirligigs-In the story, whirligigs serve as old-fashioned toy; wind plays with whirligigs; a farm in Wilson, NC features whirligigs, www.wilson-nc.com/Whirligigs.cfm. Did you know NC has its own Whirligig festival? <http://www.ncfestivals.com/events/eventdetails.asp?event=342>

Wikipedia offers more about whirligigs: <http://en.wikipedia.org/wiki/Whirligig>.

hurricane-coastal area deals with more serious storms than other areas; this coastal community bounces back quickly from storms.

doghouse-Jacobs builds it; the storm destroys it, but Molly expects her talented brother to rebuild it. The doghouse represents Jacob’s skills and persistence, and Molly’s respect for him.

widow’s walk-Molly writes about the widow’s walk in several chapters. It represents risks that seamen take and hardships faced by their families, particularly their wives. The risks and hardships are part of daily life in colonial North Carolina, when and where everyone’s so dependent on the sea for transporting people and property. Pivotal to the story will be risks involved in sea travel.

Chapter Four—After the storm

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

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

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

A 1. Watched the building of Tryon’s Palace

B 2. Adjusted her imaginary crown

A 3. Loved the taste of lemon drops

B and C 4. Sneaked around the barrel

A. William (and his family)

B. Molly

C. Lydia

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

2. What’s the condition of Beaufort less than a week after the storm? Beaufort is back to normal. Citizens have picked up and burned tree limbs, cleaned and swept, nailed back hinges, thrown open the windows.

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

3. How does Molly assert her independence? She and Lydia went to the docks where they weren’t supposed to go. She figured out way to distract Mrs. Ramsey and get away without being seen.
4. The author leaves you wondering. What question do you have and expect to have answered in the next chapter? Molly and Lydia wonder who lost the pendant and what the words “You” and “sea” refer to. The reader wonders too about the owner and the words and wonders where the pendant will lead Molly, what part it will play in the story.

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

general store-A store that stocked most everything people need; it’s central, important place or hub in the community, and ships deliver goods there.

bolts of cloth-Molly and Lydia see cloth brought to store, select their favorites. Women make clothes from the fabric. Most everything is homemade. The chapter raises the question whether Molly will get the dress she wishes for.

pebble-Molly's clever when she figures out to throw the pebble, distracting Mrs. Ramsey.

pendant-The lost necklace and the words "You" and "sea" will lead Molly to someone or some place. At this point in the story, readers don't know who or where.

words "You" and "sea"- The lost necklace and the words "You" and "sea" will lead Molly to someone and /or some place. At this point in the story, readers don't know who or where.

Chapter Five—Stranded!

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

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

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

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

B 2. Spotted a small boat

C 3. Froze in their seats

B 4. Suggested going to other side of island

A 5. Remembered the boat

A. Jacob

B. Molly

C. Elizabeth and Ann

D. Mother

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

2. What did her mother plan to have Molly do when she returns home? Why? Mother planned to have Molly crawl under the porch to find the object that fell out of the apron when Mother shook it.
3. List all of the plants and animals that Molly and her friends encounter in and along the water and on the island. What do the plants and animals tell you about the area where Molly lives? The writer mentions fiddler crabs, marsh grass, egrets, small fish, wild horses and coquina clams, all associated with areas along NC's coast.

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

4. The author leaves you wondering. What question do you have and expect to have answered in the next chapter? How will the children get back home safely? Will they get in trouble with their parents for taking the boat, losing the boat and getting stranded on the island?

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

apron- Aprons were a common article of clothing at this time. In this story, Molly slipped the pendant in her pocket, so the apron comes up later because it held what turned out to be an important item.

creek- The creek is an area where young people play, physical characteristic of the area, mentioned earlier in the story.

dinghy- A dinghy is a small boat, according to online dictionaries. Wikipedia offers more: <http://en.wikipedia.org/wiki/Dinghy>.

wild horses- Wild horses can be found near Beaufort. To learn more, read any of several Web sites devoted to the Shackleford horses: www.shacklefordhorses.org/

Chapter Six—The Survivor

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

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

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

B 1. Looked at Jacob for reassurance

C 2. Put his index finger over his lips

A 3. Raised his head from nearby bush

B 4. Tore away the hem of her dress

A. Captain Nelson

B. Molly

C. Jacob

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

2. How does Jacob demonstrate leadership? How does Molly demonstrate leadership? How do they support each other? Jacob organized the friends into two groups to look for the boat. He cautioned the girls about making noises when he spotted the strange boat. Molly tore off part of her dress and used it to create a bandage.

Jacob examined the captain's rowboat, hoping to find a way to travel back to the harbor, and he uses branches and his shirt to make a boat paddle. He asked Molly to keep the captain calm while he brought help.

Use the news: Identify individuals demonstrating leadership.

3. What do you think Molly felt as she, her friend and brother searched for the boat? They are likely afraid and unsure of what to do.
4. The author leaves you wondering. What question(s) do you have and expect to have answered in the next chapter(s)? Will the boat and paddle deliver Jacob safely to shore? Will he bring back others quickly? Will the captain be OK? What will the captain's wreck mean to the community?

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

small rowboat-The rowboat is a life boat in this story. It brought the captain to the island, and Jacob hopes it will take him back home for help.

hem of Molly's dress-Molly's observant; she learned from her mother how to make a bandage. She thought and acted quickly by creating a bandage from the hem of her dress.

homemade boat paddle-Jacob's clever too, as Molly was when she tore off her hem for the bandage. Jacob thought and acted quickly, using his shirt and tree limbs to create a paddle to use with the rowboat for getting him back home.

Chapter Seven—Home Again!

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

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

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

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

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

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

2. What causes Molly to worry about getting into trouble with her parents? Do you think her parents will punish her? What does her father actually say? Early in the chapter, Molly worried that her parents would be angry that she'd gone to the island without permission. Her father said he was proud of both Jacob and Molly for thinking clearly and taking proper action in the crisis, but Molly was still worried about getting in trouble, voicing her concern to the doctor at the end of the chapter.
3. How does Mrs. Nelson thank the children who helped her husband? How does Captain Nelson acknowledge them? What's her name? What's his name? Mrs. Nelson calls each child by name, leads them into the house to meet with Captain Nelson who thanks them. Mrs. Nelson adds her thanks. Mrs. Ramey calls Mrs. Nelson "Thea," and Mrs Nelson calls her husband, "Josiah."

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

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

The doctor asks Molly how she learned to make the bandage, commended her for her effort and suggested that she might be his apprentice some day. She tells him she wants to travel, and the doctor says she can do both, travel and become a doctor.

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

5. What's the question(s) left unanswered at the end of the chapter? What do you expect to find out in the next chapter? Will Molly get in trouble for taking her friends to the island without permission? Will she be assigned extra chores? Longer-term questions suggested by end of chapter are whether she'll travel and whether she'll become a doctor.

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

Online dictionaries define apprentice as someone who learns a profession or trade by working with someone expert in that field. Today, doctors get formal training and work alongside doctors to practice what they learn. This reference raises the question of how someone trains and qualifies to become a doctor in the 1760s.

Chapter 8—The Pendant is Returned

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

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

Match people with actions (use one answer twice).

A 1. Looked at Molly apologetically

C 2. Dropped on all fours to crawl underneath the stairs

B 3. Looked over Mother's shoulder

B 4. Asked Molly an important question

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

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

2. What all did Molly find under the porch? *Molly found lots of bugs, a marble, button, wiry string, links of a chain, and the lost silver pendant.*

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

3. How did Molly figure out who owned the pendant? *She could read the names and remembered that Mrs. Nelson had called Captain Nelson, "Josiah," one of the names engraved on the pendant.*
4. What's the question(s) left unanswered at the end of the chapter? What do you expect to learn in the coming chapter(s)? *Does the necklace belong to Mrs. Nelson? Will Molly's "big mouth" get her in trouble?*

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

The names Dorothea and Josiah-*Molly listened carefully and remembers Captain Nelson's name which leads her to the conclusion that the pendant belongs to Mrs. Nelson. Readers may remember too that Mrs. Ramsey called Mrs. Nelson, "Thea," which is short for Dorothea. Parts of the story come together, when Molly presents the pendant, hears the poem and asks to travel with Capt. Nelson. The names on the pendant lead her back to the Nelsons' home.*

Chapter Nine—Mystery Solved!

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

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

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

C 1. Held out the pendant

A 2. Paused for a moment to compose herself

D 3. Became misty-eyed

B 4. Cleared her throat

A 5. Pointed out each word

A. Mrs. Nelson

B. Mother

C. Molly

D. Captain Nelson

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

2. When Mother gave Mrs. Nelson the pendant, how did she respond in words and actions? Mrs. Nelson's right hand went to her heart, and she took the pendant in her left hand. Tears came to her eyes. Then she turned the pendant over to read the engraving. She paused to compose herself before explaining that she hadn't seen the pendant in years.

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

3. How did Molly respond to the question, "Wherever did you get it?" Molly got caught up in her story. She told all of the details about being on the dock, evading Mrs. Ramsey, enjoying the lemon drops, picking out fabric until her Mother cleared her throat reminding her to get to the most important part of the story—where and how she found the pendant.

4. How did Molly respond to hearing Mrs. Nelson read aloud the engraving? What did Molly say to the Nelsons and her parents? Molly "lit up like the fireflies". She asked her father if she could travel to England to see her grandparents and asked Captain Nelson to take her.
5. What's the question(s) left unanswered at the end of the chapter? What do you expect to learn in the coming chapter? Will Captain Nelson agree to take Molly to England? Will her parents allow her to go? What lies ahead for Molly?

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

nautical objects-The objects represent Captain Nelson's profession but become symbols too of Molly's growing interest in travel, going out to sea. She notices them for the first time, now that she's become aware of her own ambitions.

Chapter Ten—Off to Sea!

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

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

Match the people with their actions:

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

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

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

2. What concerns did Mother have about Molly's trip to England? Mother worried that the ship was dangerous because of storms and pirates. She knew that there was disagreement over freedom from England, and she worried about timing.
3. What concerns did Molly's friends express? William? Lydia? William didn't like that Molly, his friend, and his cousin, Samuel, were both leaving on the same ship. He thought that wasn't fair to have both of them leave at same time, leave him behind. Lydia, Molly's close friend, wondered aloud how she'd get along without Molly.
4. How did Molly respond to their concerns? How did she feel about the trip? Molly was glad secretly that Lydia was unhappy about her leaving. Lydia's missing Molly affirmed their friendship. About the trip, Molly was excited, greeted everyone eagerly. She was

proud of being the first in her family to travel, and she looked forward to her adventure, thinking, "Be ready England," "Here I come."

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

5. How does Molly feel about Beaufort-town and her family, friends and neighbors? Molly thought that everyone in Beaufort-town felt close like family and wondered if people in England would be as warm and caring.
6. What's the question(s) left unanswered at the end of the chapter(s)? Will the people in England be as welcoming as the family, friends and neighbors Molly's leaving behind in Beaufort? Will the trip turn out well for Molly? When and how will she return home? What does the future hold for Molly? For Beaufort-town?

What's the meaning and significance of each?

games-Molly mentions several games that are considered old fashioned: hoops and marbles, hopscotch and jump rope, making cornhusk dolls and playing in the creek.

apple butter and candles-Mother sent Molly with homemade gifts, apple butter and candles, the kind appropriate to the time and place.

dress with embroidered initials-The fabric for Molly's dress came from the bolt of cloth that she mentioned liking earlier in the story. Her mother added Molly's initials, identifying the dress as hers in way similar to the engraving on the Nelsons' pendant identified the necklace as theirs. The author brings together details from the story in this scene.

Tryon Palace-The colonial governor's home, under construction in New Bern, is historically significant.

the flags-Flags often mark the location of a important place, fly over during important events. Certainly, the harbor is an important place for Molly, and her leaving is a significant event.

Culminating activities:

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

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

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

Write your own end to Molly's story.

Metaphors and Similes

Following are some metaphors and/or similes used in the story:

Metaphor: Chapter One—Busy Bees-Molly and Mother

Similes: Chapter Two—like a small herd of sheep

Chapter Three-quick as a flash

like frightened puppy

like the bellows of an angry bear

quiet as a mouse

Chapter Nine-like the fireflies

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