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GRAPHIC ORGANIZERS

Taffy of Torpedo Junction

and Your Newspaper

TEACHERS SHOULD REVIEW ALL OF THE GRAPHIC ORGANIZERS AND SELECT ONES TO USE WITH THEIR CLASSES.

STUDENTS SHOULD RECORD WHAT THEY LEARN ON THE GRAPHIC ORGANIZERS AND DRAW INFORMATION FROM THE ORGANIZERS WHEN THEY DISCUSS OR WRITE ABOUT THE STORY.

Thanks to UNC Press for permitting the publication of Taffy of Torpedo Junction in NC newspapers. For information about the book, visit <http://uncpress.unc.edu/books/T-140.html>.

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GRAPHIC ORGANIZERS

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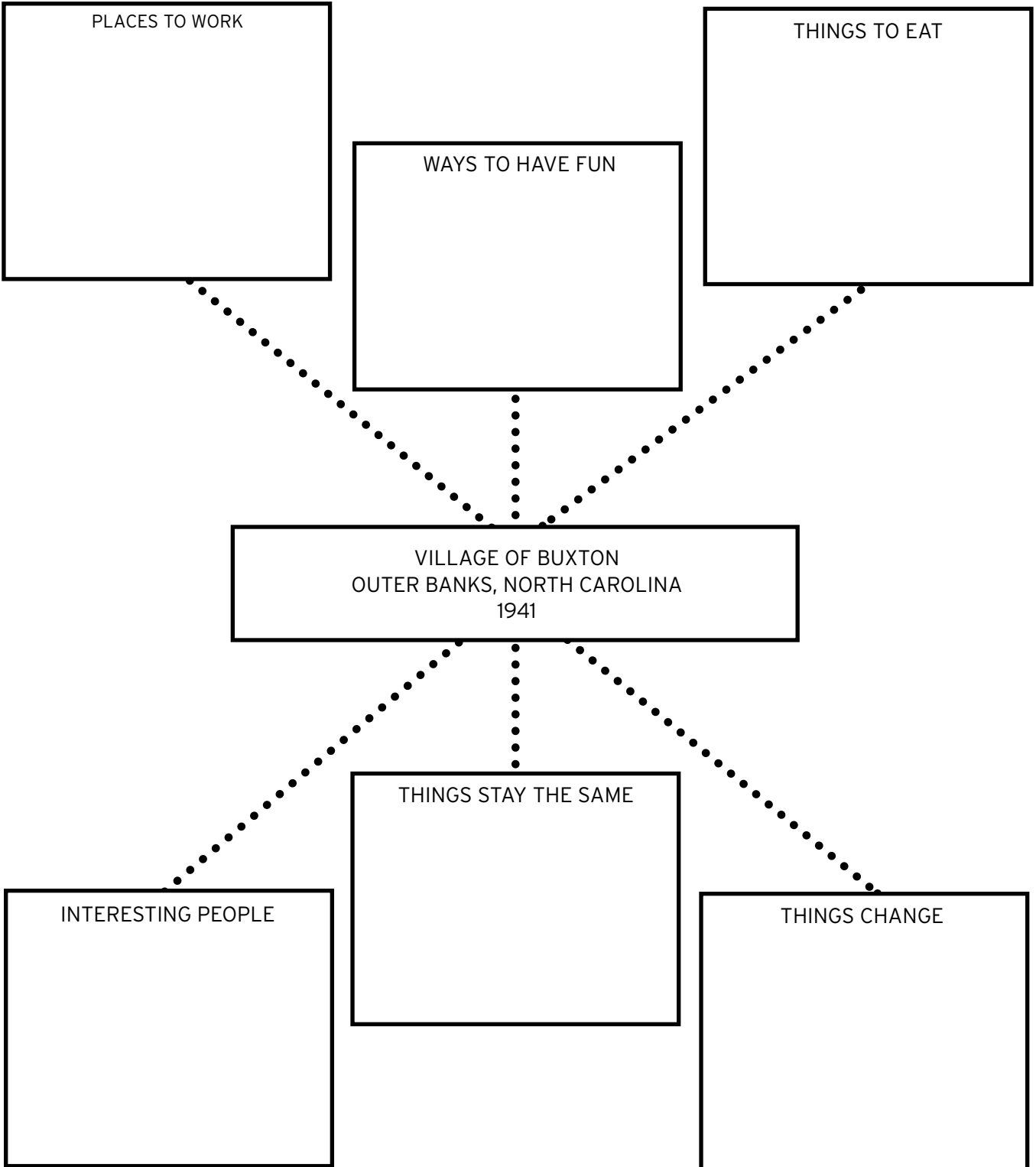
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COMMUNITY LIFE

DIRECTIONS: As you read the story, fill in information about the community where Taffy lives.



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FOLLOW-UP: Complete the chart about your community, using what you know and what you learn from your community newspaper. Compare the community where Taffy lives to your community.

T H E M Y S T E R I O U S S N Y D E R H O U S E

DIRECTIONS: Look for references to the Snyder House in each chapter. Record what is said and who said it. At the end of each chapter, answer the question, what do you think is going on in the house?

WHAT WAS SAID?	WHO SAID IT?	WHAT IS GOING ON IN THE HOUSE?

FOLLOW-UP: Find mystery in news stories. What is puzzling? Who is looking for the answers? Use one of the mysteries as a starting point for an imaginative, make-believe story.

5 W s A N D H O W !

DIRECTIONS: Below, finish answering the questions about Brandy's rescue. Then, choose another key event involving Taffy and answer the questions in the order they appear. Then use the answers to write one or more paragraphs.

WHAT? (EX: RESCUED BRANDY)

WHO?

WHEN?

WHERE?

WHY?

HOW?

PARAGRAPH:

WHAT?

WHO?

WHEN?

WHERE?

WHY?

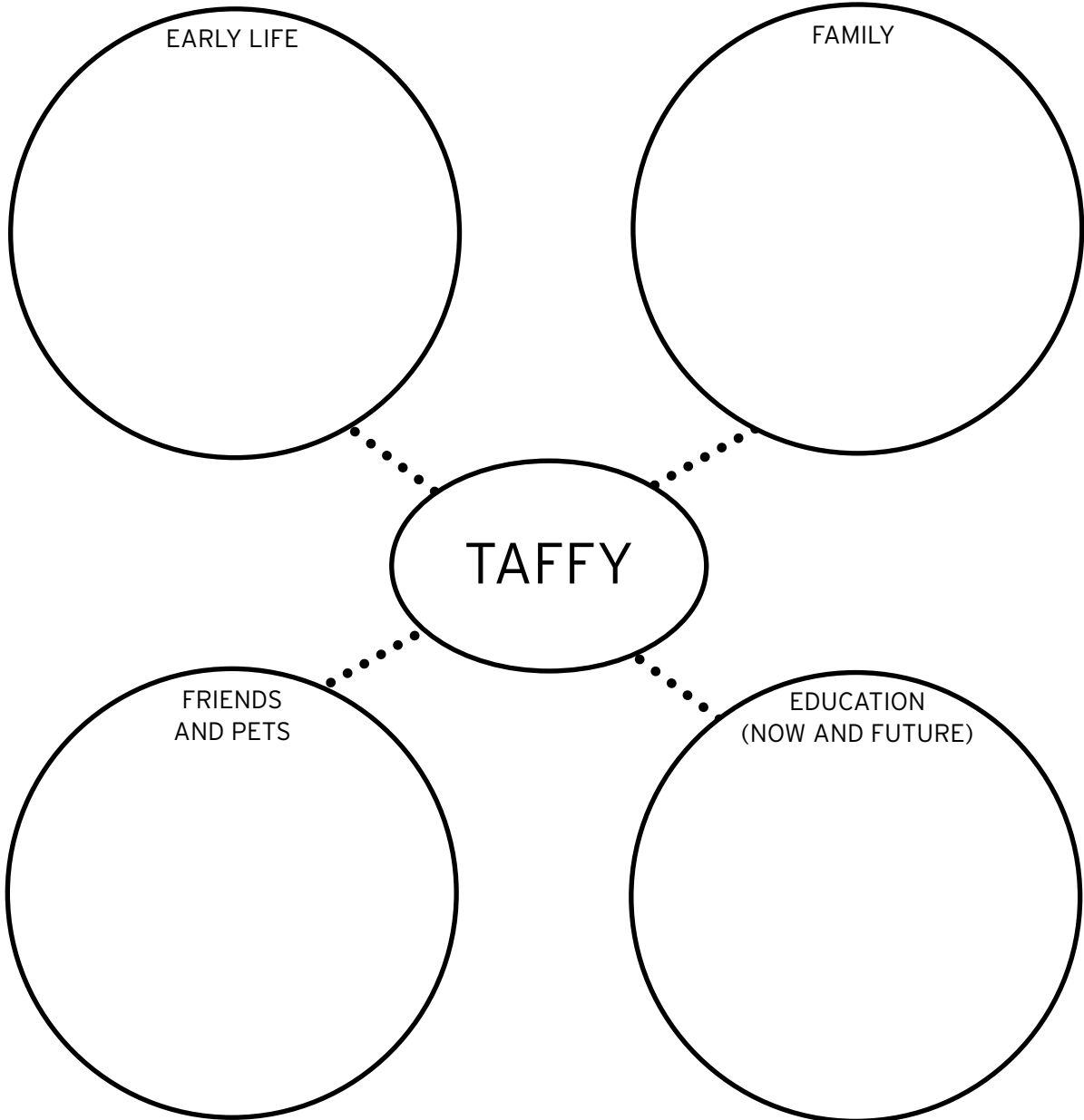
HOW?

PARAGRAPH:

FOLLOW-UP: Identify the headline, sub-head, photo and opening paragraphs of a breaking news story. Write a headline and sub-head and draw an illustration for your paragraph(s).

GETTING ACQUAINTED WITH TAFFY

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



What do you think will happen to Taffy in the future? Note that Taffy is based on Carol Dillon, a real-life young girl whom the author knew. Today, she owns the Outer Banks Motel. Can you imagine Taffy as an adult owning and running a motel on the Outer Banks?

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

G R A M P S D E S C R I B E S T A F F Y

DIRECTIONS: Chapter Two says that Gramps wants Taffy to be independent and unafraid. He is also glad she can roam the beach "as free as the birds". As you read the story, look for and record details that support Gramps' description of Taffy.

DETAILS	CHAPTER

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

A C L O S E R L O O K A T C H A R A C T E R

DIRECTIONS: Draw a stick figure or other illustration to represent Taffy or another character of your choice. As you read about your chosen character, select information about each of the eight items below. Extend lines from the body and write your ideas or cut and paste appropriate passages from the story. Then, use your illustration and ideas to write a profile or character sketch:

1. IDEAS to the HEAD
2. HOPES to the EYES
3. WORDS to the MOUTH
4. ACTIONS to the HANDS
5. FEELINGS to the HEART
6. MOVEMENT to the FEET
7. WEAKNESSES to the ACHILLES' HEEL
8. STRENGTH to the ARM MUSCLE*

FOLLOW-UP: Choose a character from comics, sports or news and learn as much as you can about that character or read a profile in the features section. Draw the person and/ or use a photo. Choose information about the person that relates to the items above. Place what you find around the drawing or photo. * <http://highschool.concord.k12.in.us/ateachsite/processing/>

MAJOR AND MINOR CHARACTERS

DIRECTIONS: With your classmates, discuss the role of major and/or minor characters in a story. Which characters in *Taffy of Torpedo Junction* do you consider major characters, and which are minor characters? You may move them from one column to the other as the story unfolds. If you are unsure where to place a character, write a question mark beside the name and explain your questions.

After listing all characters, number them in the order of importance to the story, giving the most important character the number "1".

CHARACTERS	
MAJOR	MINOR

FOLLOW-UP: Are any characters mentioned in all chapters? Taffy is the protagonist or main character. Who are the antagonists or persons who oppose or challenge her?

Identify major and minor characters in your newspaper's comic strips.

A M A T T E R O F S P E A K I N G

DIRECTIONS: What do spoken words reveal? Choose two or more quotes from the story. Explain what the quotes reveal about the characters who speak and what they tell about the subject (person, event or topic).

CHARACTER _____

QUOTE

WHAT DOES THE QUOTE TELL YOU ABOUT THE SPEAKER?

WHAT DOES THE QUOTE TELL YOU ABOUT THE SUBJECT?

CHARACTER _____

QUOTE

WHAT DOES THE QUOTE TELL YOU ABOUT THE SPEAKER?

WHAT DOES THE QUOTE TELL YOU ABOUT THE SUBJECT?

FOLLOW-UP: Gramps uses colloquial speech. Learn more about his speech by referring to the Web site, www.ncnewspapersineducation.org. Listen to the interview on *The State of Things* and/or click on "High Tider" to learn more about his way of speaking, common among those who grow up on the coast of North Carolina.

Rewrite one passage, correcting the spelling and taking out the unique patterns of Gramp's speech. Read both versions of the passage. How does taking out the "brogue" change the story?

Look for colloquial expressions in comic strips and other writing in your newspaper.

WORDS AND EXPRESSIONS

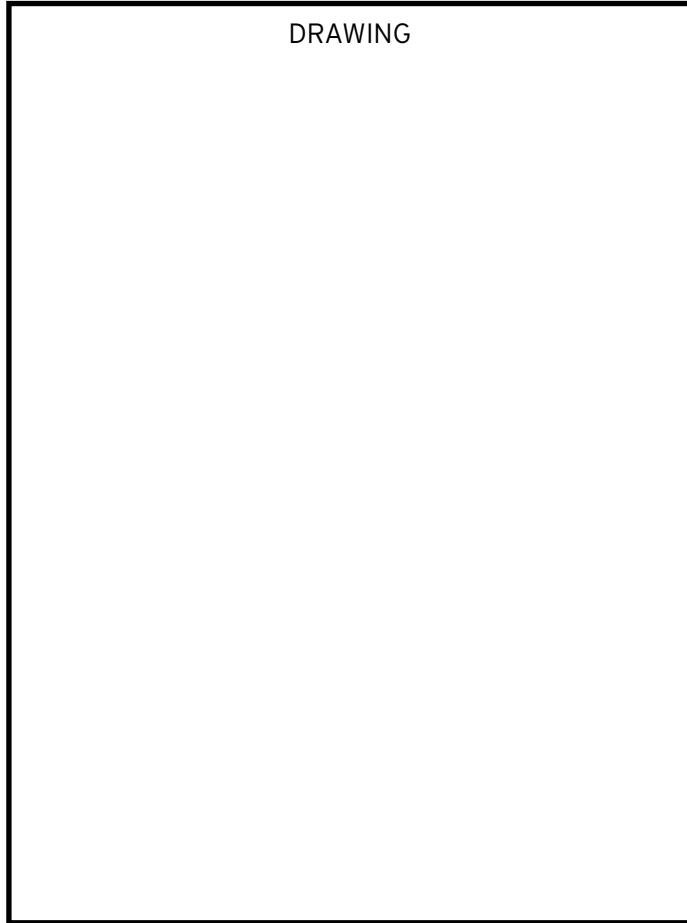
DIRECTIONS: Identify interesting and/or unfamiliar words or expressions from *Taffy of Torpedo Junction*. Complete the chart.

THE WORD OR EXPRESSION IS

IT IS LIKE

DRAWING

IT IS NOT LIKE



ONE CHARACTERISTIC OF THE TERM OR EXPRESSION IS

FOLLOW-UP: Have you ever used, heard or read the above word, phrase or expression? Explain. Use the phrase in speaking or writing and highlight it for your teacher.

Complete the above chart using words and expressions found in your newspaper.

C O M P O U N D W O R D S , P A R T O N E

DIRECTIONS: The story contains many words made up of two words melded together. In the chapters listed to the right, find the compound words. Make up new words using either part of the word.

COMPOUND WORDS	NEW WORDS	CHAPTERS	COMPOUND WORDS	NEW WORDS	CHAPTERS
SAND FIDDLER	SANDMAN	1	STORE KEEPER		9
GRAND DAUGHTER	GRANDPARENT	2	DEW BERRIES		10
GUARDS MEN	FREEDMEN		SOME TIME		
BLACK OUTS		3	GRAND FATHER		
PATROL MEN			DAY LIGHTS		11
HOUSE KEEPER			BREAK FAST		12
BED ROOM			SOME BODY		
OUT SIDE			EVERY BODY		
GRAVE YARD			LONE SOME		
SHIP WRECK		4	OVER SEAS		13
FLASH LIGHT			DAY LIGHT		
CREW MEN			OUT FIT		
COAT TAILS		5	AFTER NOON		14
HOME WORK		6	BLIND FOLD		
MOON SHINER			FOR GOT		15
HIGH WAY			SPEED BOAT		
KIN FOLK		7	MAIN LAND		
EVERY WHERE			WIND PIPE		
SCHOOL HOUSE			DISH RAG		16
NICK NAMED			UNDER STAND		
SOME WHERE		8	FOR GET		
OFF SHORE					
AIR PLANES					

FOLLOW-UP: Of the original compound words, circle the familiar ones. Which ones do you think appear most often in newspapers and books? Highlight the compound words in your newspaper.

*<http://grammar.ccc.commnet.edu/grammar/compounds.htm>

C O M P O U N D W O R D S , P A R T T W O

DIRECTIONS: Compound words such as kinfolk and shipwreck are the most common type, also called "closed form." Find other types of compound words in the story about Taffy. Look for hyphenated words, such as lean-to in Chapter Two, and identify compound words that are open form, such as post office and coast guard in Chapter One.

HYPHENATED	OPEN FORM	CHAPTERS

FOLLOW-UP: Indicate whether the compound words (closed, open and compound) are used as nouns or adjectives in the sentences where they appear.

On individual pieces of paper, write the separate words from all types of compound words and combine parts to make as many new and interesting words as you can.

Find examples of each kind of compound word in your newspaper. *<http://grammar.ccc.commnet.edu/grammar/compounds.htm>

T H E H I S T O R Y I N H I S T O R I C A L F I C T I O N

DIRECTIONS: Before reading the story, discuss what you know about World War II with one or more students or your entire class and fill in the chart below with what you know. After each chapter, fill in information you learn about the war. After you read the story, complete the last frame, explaining what more you want to know.

K N O W	L E A R N E D	W A N T T O K N O W

FOLLOW-UP: Where can you learn more about World War II? If you know people in your community who served in the military or lived during the war, interview them. Where can you verify the information the author provides about the war and its impact on the Outer Banks? The NC Museum of History describes "Torpedo Junction" in an article published in the magazine, *Junior Historian*.

<http://ncmuseumofhistory.org/workshops/WWII/Session5.htm#torpedo>

T E X T T O S E L F , T E X T T O W O R L D

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

TEXT to SELF

Do you know anyone who is an independent person like Taffy? Have you lived in or visited a place similar to Buxton and the Outer Banks? Do you own a pet? Have you ever ridden a horse? Have you ever gone fishing? Have you heard anyone talk about living in fear of physical harm? Have you heard anyone speak about their war experiences?

TEXT to TEXT

Have you read about anyone who reminded you of Taffy or any of the other characters? Have you read texts that deal with a relationship between a child and his/her grandparent? Have you read other texts about life near the ocean? Have you read texts that include colloquial speech? Have you read newspapers, books or viewed TV programs or movies about war and its impact?

TEXT to WORLD

Does Buxton remind you of your home town? Do events told in the story remind you of current events about your community, state, nation or world?

FOLLOW-UP: Make connections between *Taffy of Torpedo Junction* and your newspaper and between *Taffy* and current events that affect your community, state, nation and world.