

Lizzie Bright and the Buckminster Boy: Setting & Suspense

1. Question & Research Task

Have you ever had to move and start over? Making new friends, adapting to a new environment, and figuring out where you belong can be difficult for anyone. When Turner moves to Maine, he immediately strikes up a friendship with Lizzie but is quickly told that he must never see her again.

Lizzie Bright and the Buckminster Boy by Gary D. Schmidt is a work of historical fiction. This novel brings attention to injustices that were committed against a small island community in Maine. With two communities fighting against each other, how does our author keep readers wanting to know more about the fate of Lizzie and her neighbors on Malaga Island?

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How does the setting of *Lizzie Bright and the Buckminster Boy* contribute to the suspense of the novel?

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Click to watch a short video about
Malaga Island.

Image Source: [YouTube](#)

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3. *When required, see your teacher/librarian for login information*

Author	Setting	African Americans in the North	Malaga Island Occupants
<ul style="list-style-type: none">Schmidt on EmpathyInformation on Gary Schmidt	<ul style="list-style-type: none">History of Malaga IslandMap of Malaga IslandSecrets of Malaga IslandMaine State Museum exhibit	<ul style="list-style-type: none">Blacks in MaineSlavery in New EnglandSlavery in Maine	<ul style="list-style-type: none">The children of Malaga IslandMemorial for Malaga Island residents



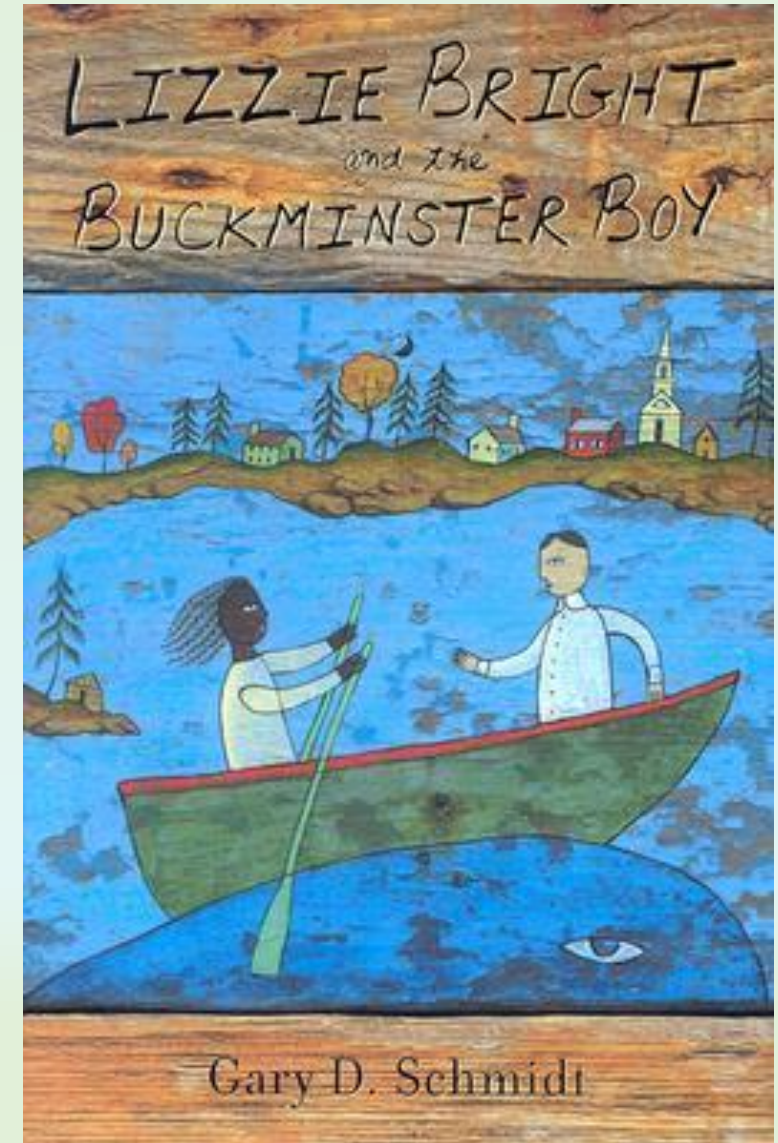
Children in a home on Malaga Island, circa 1920
Image Source: [Maine State Museum](#)

3. Student Activity

Use the resources on [slide 2](#) to complete your literary element [graphic organizer](#) to assist you in conducting your research.

Make sure to fully answer each question in each box of your graphic organizer. You will be using this graphic organizer to help you complete your assessment activity on the [next slide](#).

Keep in mind that *Lizzie Bright and the Buckminster Boy* uses all the elements of historical fiction on the previous slide to create suspense throughout the plot.



4. Assessment Activity

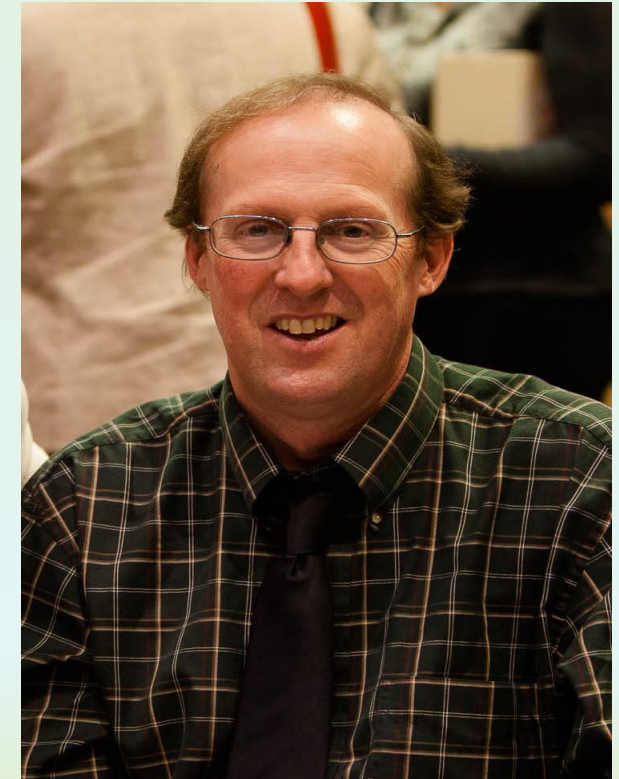
How does the setting of *Lizzie Bright and the Buckminster Boy* contribute to the suspense of the novel?

CONTRIBUTING TO THE SUSPENSE OF THE NOVEL

Now that you have completed your research you must present your research to explain how Gary D. Schmidt employs elements of historical fiction in *Lizzie Bright and the Buckminster Boy* in order to create suspense.

Create a presentation sharing your new knowledge using [DE Board](#) or another tool approved by your teacher. Make sure to use textual evidence from your research and the novel in order to provide clear reasoning to support your ideas.

Your teacher will be grading your response based on the following [rubric](#).



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5. Enrichment Activities



John and Rosella Eason, with unidentified children, in front of their home on Malaga Island
July 20, 1911
Image Source: Maine State Museum

Pretend that you are an occupant of Malaga Island in 1912. You have just heard rumors that the governor is considering evacuating the island and forcing you to leave your home to start over somewhere else.

Create a poster that will persuade the governor to let the occupants of Malaga Island stay in their homes. You must be sure to appeal to his emotions and use logic. Present yourself and the information on your poster as a credible source of information.

Use all the knowledge you gained from this assignment to assist your argument.

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

[Common Core State Standards for English Language Arts & Literacy](#)

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

[AASL Standards Framework for Learners](#) Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

[P21 Framework: 21st Century Student Outcomes](#)

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

SLIDE NAVIGATION

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Grade 8 Unit 2

Time Frame: One 90-minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)

Last updated: July 2022. Use this form to [Report Broken Links](#).

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