

I Need Help With This Somebody Wanted But So Then Chart Fever 1793-Chapter 9

I Need Help With This Somebody Wanted But So Then Chart Fever 1793-Chapter 9 is a common query among students and readers studying the novel "Fever 1793" by Laurie Halse Anderson. Understanding how to construct and interpret "Somebody Wanted But So Then" charts is essential for analyzing the story's plot development, character motivations, and thematic elements, especially in Chapter 9. In this comprehensive guide, we will explore how to create an effective "Somebody Wanted But So Then" chart for Chapter 9 of Fever 1793, providing insights, examples, and tips to enhance your comprehension and writing skills. Whether you're a student preparing for an assignment or a reader seeking deeper understanding, this article will serve as an invaluable resource.

Understanding the "Somebody Wanted But So Then" Chart

What Is a Somebody Wanted But So Then Chart?

The "Somebody Wanted But So Then" chart is a graphic organizer used to summarize and analyze key plot points in a story. It helps readers break down complex narratives into manageable parts, highlighting character motivations, conflicts, and resolutions. This chart is particularly useful for literature analysis, comprehension, and writing summaries.

Components of the Chart

The chart typically consists of four columns:

1. **Somebody:** The character involved in the action.
2. **Wanted:** The character's goal or desire.
3. **But:** The conflict or obstacle that prevents achieving the goal.
4. **So Then:** The outcome or resolution resulting from the conflict.

Applying the Chart to Fever 1793 Chapter 9

Overview of Chapter 9

Chapter 9 of "Fever 1793" continues to depict the struggles of Mattie Cook as she navigates the challenges of the yellow fever epidemic in Philadelphia. This chapter introduces new conflicts, deepens character development, and advances the plot toward critical turning points.

Key Plot Points in Chapter 9

- Mattie and her grandmother face increasing hardships as the citywide crisis worsens.
- The health and safety of characters become more precarious.
- Mattie begins to understand the severity of the epidemic.
- The community responds with fear, chaos, and resilience.
- Mattie makes decisions that influence her future and survival.

Constructing the Somebody Wanted But So Then Chart for Chapter 9

Step-by-Step Guide

1. Identify the Main Characters: Focus on Mattie and other significant characters like her grandmother or the townspeople.
2. Determine Their Goals (Wanted): What are the characters trying to accomplish in this chapter?
3. Recognize Obstacles (But): What conflicts or challenges impede their goals?
4. Explain the Outcomes (So Then): How do these conflicts resolve or evolve?

Example Chart for Chapter 9

Somebody	Wanted	But	So Then
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Mattie Cook	To keep her family safe and survive	The epidemic spreads rapidly, and supplies run low	She decides to stay strong and help her grandmother manage resources
Mattie's Grandmother	To protect Mattie and ensure her safety	The fever worsens, and they are forced to quarantine	They prepare for the worst but remain hopeful for rescue
Philadelphia Community	To contain the fever and restore order	Fear and chaos hinder public health efforts	Citizens band together to support each other despite hardships

Tips for Creating an Effective "Somebody Wanted

But So Then" Chart

Focus on Key Details

- Highlight specific actions, conflicts, and resolutions relevant to Chapter 9.
- Use direct quotes when possible to support your points.

Be Concise but Detailed

- Summarize each point clearly, avoiding overly long descriptions.
- Ensure each "Want," "But," and "So Then" accurately reflects the story's events.

Link to Themes and Characters

- Connect plot points to larger themes like resilience, fear, or community.
- Show character development through their goals and reactions.

Review and Revise

- Double-check for accuracy and completeness.
- Make sure the chart aligns with your understanding of Chapter 9.

Why Use the "Somebody Wanted But So Then" Chart?

Enhances Comprehension

By breaking down complex chapters into simpler parts, students and readers can better understand plot developments and character motivations.

Improves Critical Thinking

Analyzing conflicts and resolutions encourages deeper analysis of themes and author's message.

Prepares for Writing Assignments

This chart serves as a useful outline for essays, summaries, and discussions about *Fever 1793*.

Additional Resources for Fever 1793 Analysis

Study Guides and Summaries

- SparkNotes for Fever 1793
- CliffNotes summaries
- Educational websites with chapter breakdowns

Literary Analysis Tools

- Character maps
- Theme trackers
- Conflict diagrams

Conclusion: Mastering the "Somebody Wanted But So Then" Chart for Fever 1793 Chapter 9

Creating a well-structured "Somebody Wanted But So Then" chart for Chapter 9 of Fever 1793 is an effective way to deepen your understanding of the story. By focusing on the characters' goals, obstacles, and outcomes, you gain insight into the narrative's progression and themes. Remember to keep your chart clear and detailed, linking plot points to larger ideas within the novel. With practice, this analytical tool will enhance your reading comprehension, writing skills, and appreciation of Laurie Halse Anderson's compelling storytelling.

Keywords for SEO Optimization: Fever 1793 Chapter 9, Somebody Wanted But So Then Chart, Fever 1793 analysis, plot diagram Fever 1793, literary analysis Fever 1793, chapter summaries Fever 1793, how to create a plot chart, understanding Fever 1793, fever epidemic story analysis, educational resources Fever 1793

Frequently Asked Questions

What is the main conflict introduced in Chapter 9 of Fever 1793?

In Chapter 9, the main conflict revolves around Mattie's struggle to keep her family safe and her own survival as the yellow fever epidemic worsens in Philadelphia.

How does Mattie demonstrate her resourcefulness in

Chapter 9?

Mattie shows her resourcefulness by taking on new responsibilities, helping care for the ill, and managing her household amid the chaos caused by the fever outbreak.

What role does the 'somebody wanted but so' chart play in understanding Chapter 9?

The 'somebody wanted but so' chart helps readers analyze characters' motivations and conflicts, clarifying their desires and the consequences of their actions in Chapter 9.

How does the fever impact the community in Chapter 9?

The fever causes widespread illness and death, leading to fear, quarantines, and a breakdown of normal societal functions in the community.

What are Mattie's feelings about her future at this point in the story?

Mattie feels uncertain and overwhelmed but also determined to stay strong and help her family survive the crisis.

Who are the key characters introduced or emphasized in Chapter 9?

Key characters include Mattie, her family members, and the community members affected by the yellow fever, highlighting their struggles and resilience.

What are some of the challenges Mattie faces in Chapter 9?

Mattie faces challenges such as illness, loss of loved ones, managing household duties, and dealing with fear and uncertainty about the future.

How does Chapter 9 build tension in the story?

The chapter builds tension through the worsening health crisis, increasing deaths, and Mattie's personal struggles to protect her family and herself.

What lessons about bravery and resilience can be learned from Chapter 9?

Chapter 9 teaches that even in the face of overwhelming danger and loss, courage and perseverance are essential to survive and help others.

How does the historical setting of the Fever 1793 era enhance the story in Chapter 9?

The setting highlights the historical realities of disease outbreaks, quarantine measures, and community response, adding depth and authenticity to the story's themes of hardship and resilience.

Additional Resources

Understanding "I Need Help With This Somebody Wanted But So Then Chart Fever 1793-Chapter 9": An Expert Analysis

Navigating the intricate details of Fever 1793 by Laurie Halse Anderson can be a challenging yet rewarding experience, especially when analyzing Chapter 9's "Somebody Wanted But So Then" chart. This chart is a powerful tool designed to help students dissect and comprehend the narrative structure, character motivations, and thematic developments within the chapter. In this article, we'll explore the purpose and components of this chart, how to effectively analyze Chapter 9 using it, and why mastering this skill enhances both literary understanding and critical thinking.

What is the "Somebody Wanted But So Then" Chart?

Definition and Purpose

The "Somebody Wanted But So Then" chart is a graphic organizer commonly used in English Language Arts classrooms to help students break down the plot of a story into manageable, meaningful parts. It serves as a visual summary that tracks a character's motivations, conflicts, and resolutions throughout a chapter or entire book.

Purpose:

- To clarify the sequence of events
- To identify character goals and obstacles
- To understand cause-and-effect relationships
- To facilitate deeper comprehension and discussion

By mapping out these elements, students develop a clearer understanding of plot development and character arcs.

Basic Structure of the Chart

The chart typically comprises four main prompts:

1. Somebody: Who is involved?
2. Wanted: What does the character desire?
3. But: What obstacle or conflict arises?
4. So Then: What is the outcome or resolution?

This simple framework encourages students to think critically about each scene or event within a chapter, fostering analytical skills that extend to broader literary analysis.

Applying the Chart to Chapter 9 of Fever 1793

Context of Chapter 9

Chapter 9 marks a pivotal moment in Laurie Halse Anderson's *Fever 1793*. The chapter details the escalating struggles with the yellow fever epidemic in Philadelphia, focusing on the protagonist, Mattie Cook, and her evolving circumstances. It highlights the themes of survival, hope, and the harsh realities of a city ravaged by disease.

Key elements to consider in this chapter include:

- Mattie's desire to help her family and community
- Her personal fears and hopes for the future
- Challenges posed by the epidemic, including illness and resource scarcity
- The decisions she makes to persevere

By using the chart, students can systematically analyze how these elements unfold.

Step-by-Step Breakdown Using the Chart

Let's walk through an in-depth example of how to dissect Chapter 9 with the "Somebody Wanted But So Then" chart.

Detailed Analysis of Chapter 9 Using the Chart

1. Somebody

- Main character involved: Mattie Cook
- Supporting characters: Her mother, Eliza, the community residents, the dying and sick

2. Wanted

- Mattie wants to keep her family safe and help her community during the epidemic. She desires stability and hopes to contribute to the fight against the fever, whether through her efforts at the coffeehouse or assisting neighbors.

3. But

- The outbreak worsens, and resources become scarce. Her mother becomes ill, and Mattie faces the overwhelming reality of losing her loved ones or herself contracting the disease. She also struggles with her own fears and feelings of helplessness in a rapidly deteriorating environment.

4. So Then

- Mattie decides to take action despite her fears. She begins to help her mother and neighbors, perhaps by fetching supplies or comforting the ill. Her resolve grows, and she recognizes that hope and perseverance are vital, even in dire circumstances.

Key Themes and Insights Gleaned from the Chart

Understanding Character Motivation:

The chart reveals how Mattie's desire to protect her family drives her actions. Recognizing her intentions helps readers empathize with her resilience.

Recognizing Conflict:

The "But" component highlights obstacles—disease, resource scarcity, and personal fear—that impede her goals. This understanding emphasizes the narrative tension.

Appreciating Resolution and Growth:

The "So Then" portion illustrates how Mattie's choices lead to personal growth and a deeper understanding of community importance, reinforcing themes of hope and perseverance.

How to Use the Chart Effectively for Chapter 9 and Beyond

Step 1: Read Carefully and Annotate

Before filling out the chart, students should read Chapter 9 attentively, marking key events, character feelings, and conflicts. Annotations help identify the "Somebody," "Wanted," "But," and "So Then" elements accurately.

Step 2: Summarize Each Event

Break the chapter into smaller sections, summarizing each with the prompts in mind. This step ensures no critical detail is overlooked.

Step 3: Connect to Themes and Character Development

Use the completed chart to discuss how the events relate to larger themes like survival, hope, and community. Consider how Mattie's character evolves through her desires and conflicts.

Step 4: Reflect and Extend

Ask reflective questions such as:

- How does Mattie's desire change from the beginning to the end of the chapter?
- What does her response to obstacles reveal about her character?
- How might her actions influence future events?

Benefits of Mastering the Chart Methodology

Enhanced Comprehension:

Students gain a clearer understanding of plot progression and character motives.

Critical Thinking:

Breaking down complex events fosters analytical skills and promotes connections between cause and effect.

Preparation for Essays and Discussions:

A well-constructed chart serves as a foundation for writing essays, participating in discussions, and understanding literary themes.

Engagement with Text:

Active analysis encourages deeper engagement, making reading a more immersive experience.

Additional Tips for Using the Chart Effectively

- Be Specific: Use direct quotes or detailed descriptions from the chapter to support each part of the chart.
- Use Visuals: Incorporate symbols or color-coding to differentiate themes, conflicts, or character emotions.
- Collaborate: Work with peers to compare interpretations and deepen understanding.
- Revisit and Revise: As the story progresses, update or revisit the chart to reflect new developments and insights.

Conclusion: Mastering Plot Analysis Through the Chart

The "Somebody Wanted But So Then" chart is more than a simple graphic organizer; it is a strategic tool that enhances comprehension, promotes critical thinking, and deepens appreciation for *Fever 1793*, especially in complex chapters like Chapter 9. By dissecting the narrative into clear, manageable parts, students can better grasp the story's emotional depth, character growth, and thematic richness.

Whether used in classrooms or for independent study, mastering this method empowers readers to analyze literature with confidence, making their reading experience more insightful and rewarding. As you continue exploring *Fever 1793*, remember that each chapter's challenges and triumphs are best understood through thoughtful analysis—precisely what the "Somebody Wanted But So Then" chart facilitates.

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