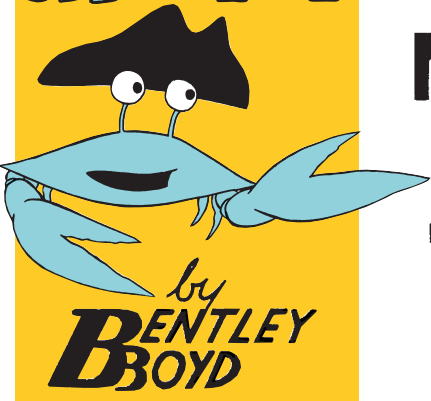


CHESTER

COMIX WITH CONTENT

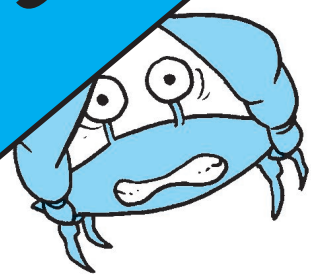


THE CIVIL WAR

VOL. I



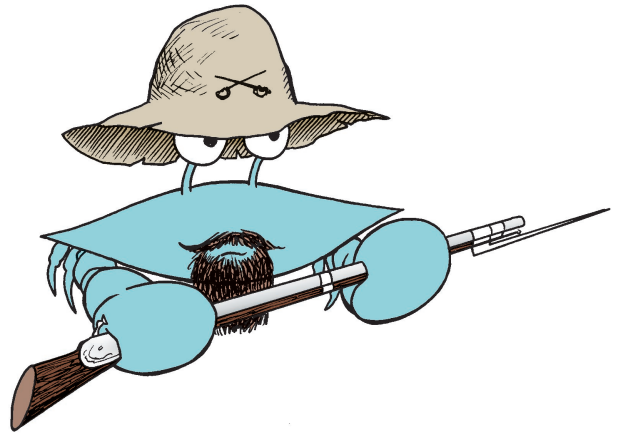
Teacher's Guide



Teacher's Guide for

THE CIVIL WAR Vol. 1

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "The Civil War, vol. 1" comic book brings tested content terms to an elementary-grade reading level. Chester's colorful images and practical examples will help you teach more effectively and help your students learn and remember these hard concepts at test time.

Each Chester comic has several themed chapters, usually five pages long. These chapters can be easily used in small guided reading groups, in shared reading across a whole classroom, or for independent work. This teacher's guide is specific to "The Civil War, vol. 1," with reading strategies, reproducible classroom activities, lists of additional resources, and NEW sample questions for student practice.

I hope you and your students enjoy Chester the Crab!

A handwritten signature in black ink that reads "Anthony Boyd". The signature is stylized and includes a small smiley face at the end.

OBJECTIVES

After reading "The Civil War, Vol. 1" and performing the activities in this guide, students will be able to:

- ☛ define social studies terms
- ☛ place American events on a timeline
- ☛ use a non-fiction reading selection to practice reading skills

TABLE OF CONTENTS

- p. 1 How to use Chester Comix
- p. 3 **THE SOUTH SECEDES** reading strategies, activities, test
- p. 8 **THE FIRST FIGHTS** reading strategies, activities, test
- p. 13 **IRON GIANTS** reading strategies, activities, test
- p. 18 **TERRIBLE ANTIETAM** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

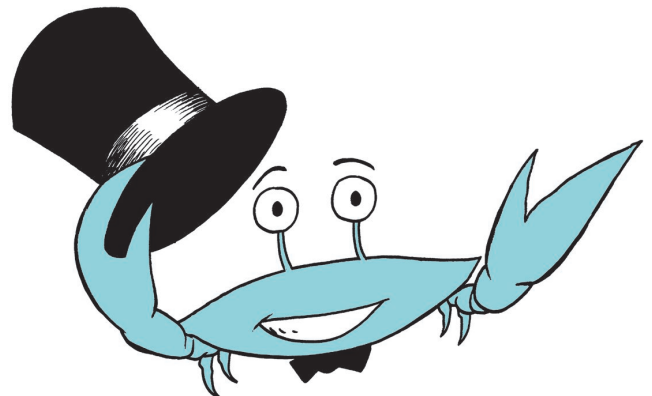
COMIX IN THE CLASSROOM

Comic books are a lively way to teach reading to both low-skill and high-skill readers. In an era of endless electronic stimulation, comics pull students back to the printed word.

Comix are a unique American art form. They are not a chapter book (all text) and not a movie or TV show (usually all visual) but a careful mix of text *and* visuals. They do not deserve their reputation as simple, “dumbed down” material. The pictures help students **visualize vocabulary** that is equal to adult books and just below magazines and newspapers (*American Educator*, Spring/Summer 1998).

Low-skill readers enjoy the way color and action make the pictures part of the story. These readers can use the visual clues to find the meaning of the story and learn the complicated **concepts** on which they will be tested. For example, Chester uses pictures of aliens to teach “inalienable rights.” An image of George Washington on a surfboard reinforces the idea that as president he carefully balanced between the first two political parties in America. Studies continue to show that few students read once they are outside of school. Comix help these students cross the “reading to learn” barrier, giving them something fun they will *choose* to pick up and read.

High-skill readers are also engaged by comix. **Predicting** is a key component of comix; it happens between each panel. The white “gutter” between panels creates undefined space. This space makes comic stories interactive: a plot will not move forward without the reader **inferring** to provide their own details and predictions in the jump from one panel to the next. “In the limbo of the gutter, human imagination takes two separate images and transforms them into a single idea” (Scott McCloud, *Understanding Comics*, 1993). There are also fun **details** inside the panels themselves. Will readers catch the joke behind the name of the colonial coffee shop? What about the song Chester sings at the end of an episode? Hey, Nathaniel Bacon’s gravestone has a frying pan on it!



Chester’s stories are usually told in five pages. Each page makes a substantial daily lesson and leaves students room to predict the next part of the story for the next day. Go ahead -- dig in to some graphic adventures!

READING SKILLS FROM COMICS

Main idea
Sequencing
Vocabulary

Noting details
Author’s purpose
Cause/Effect

Predicting outcomes
Fact vs. opinion
Figurative language

PARTS OF A CHESTER COMIX PAGE

Take a picture walk through each page before you read a Chester story. Point to the elements of each page and ask students why some repeat. Note what is different. This prepares students for successful reading.

PANEL

Panels divide a comic page into separate places or moments in time. Panels are usually read from left to right, top to bottom. When in doubt, follow the flow of the text. (Make sure to read all text inside a panel before moving to the next panel!)

FRIENDS

Often Chester brings friends on his adventures. He has a friend in each grade. They wear shirts with different colors and the number of their grade in a circle on the front. This is a loose guide to the grade level of the content in this Chester story.

LOGO

Chester's name repeats on each page. We see many logos in our daily lives, from the lettering on fast food restaurants to pictures on highway signs.

TIMELINE

John Paul Jones' time long, long ago was very different from our lives today. Readers begin to picture this difference by seeing a timeline with other major events just before and after this page's action. The triangle pointing down shows the year this page begins.



TITLE

Each Chester page has a title, giving the page a theme. The titles are questions to provoke a reader's curiosity. The answer to the question is somewhere on that page. The questions are useful in **guided reading** exercises about **predicting** or **finding the main idea** of a story.

NEXT!

Each page has a teaser about the next page in the story. Ask students to **predict** what this teaser might mean!

WORD BALLOONS

Balloons surround the words a character speaks or thinks. The point coming out from the balloon aims at the person who is speaking those words. Thinking is shown inside a cloud-like balloon, with circles leading toward the person doing the thinking. Sometimes words grow larger or more decorative to show excitement. **Content vocabulary** is usually shown in bold type.

GUTTERS

Gutters of white space divide panels into separate places or moments of time.

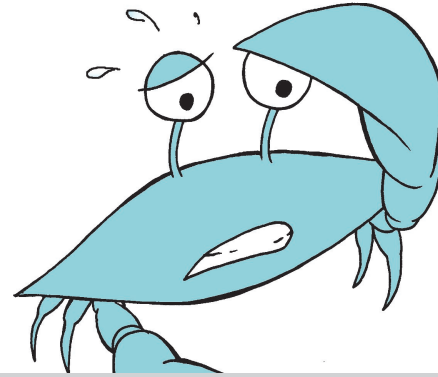


THE SOUTH SECEDES

READING STRATEGY SUGGESTIONS

SKILLS

Compare and Contrast Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about the Civil War between Northern states and

Southern states. Can you name some states in the North? Can you name some in the South?”

Take a picture walk through the first story, “The South Secedes,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

Tell students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

slavery (p. 2) – system in which a person is owned as a piece of property for their whole life, with no rights

agriculture (p. 2) – the practice of farming natural resources, such as plants and animals

plantation (p. 2) – large Southern farm that made money using the free labor of slaves

abolish (p. 2) – to end something, as to end the system of slavery in the United States

states’ rights (p. 3) – belief that states have powers and protections separate from the central government; argued by Southerners afraid the North would control Congress

republic (p. 3) – a government in which a person is democratically elected to speak or make decisions for others; also known as a “representative democracy”

(VOCABULARY, *continued from previous page*)

secession (p. 4) – states leaving or separating from a government

Confederate (p. 4) – citizen of the Confederate States of America during Civil War

Constitution (p. 4) – document that organized the United States on a federal system (the sharing of power between a central government and its territorial subdivisions, like states)

amendment (p. 5) – additions or changes to a document, such as the Constitution

Federal (p. 6) – the sharing of power between a central government and its subdivisions

3. WORD STUDY

☞ **Read** a page in the story. **Ask** students to describe the way events and people are related through **comparing and contrasting** parts of a story. **SAY:** “**Comparing and contrasting is the exercise of finding similarities and differences between events, characters, or other parts of a story.**”

☞ For example, on p. 2 **ASK:** “**How are Harrison and Ruffin alike? How are they different?**” Or on p. 3 **ASK:** “**How are the words of Abraham Lincoln and the South Carolinians alike or different?**” On p. 4, compare the two people speaking in the Georgia panel. In the story compare Virginia’s choice with West Virginia’s choice on whether to secede.

4. READ THE STORY FOR WRITING PROMPTS

☞ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☞ **SAY:** “**As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.**”

☞ **Read** a page. **ASK:** “**What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.**”

☞ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next and/or write the prediction on their sheet.

☞ **SAY:** “**A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.**” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “**How does this clue help your prediction?**”

☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

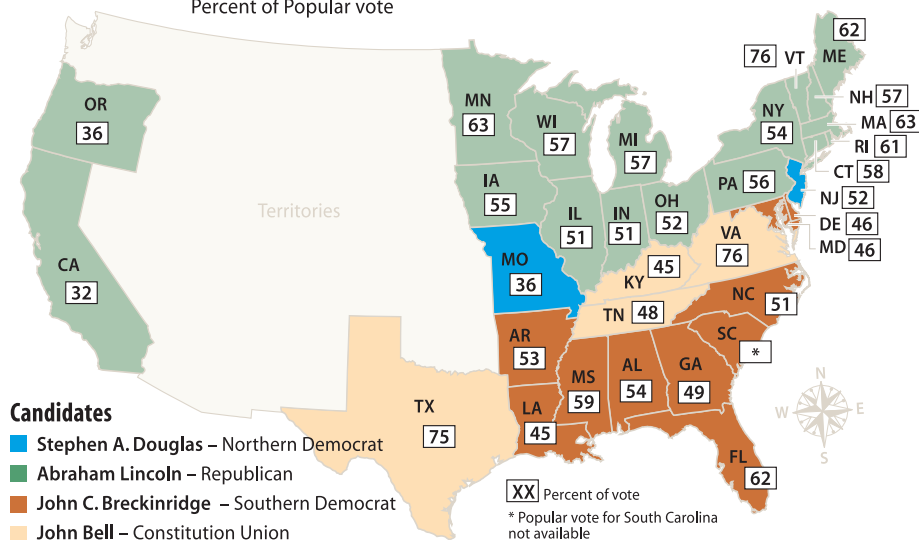
5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 7 of this guide.

EVERY VOTE COUNTS

1860 Presidential Election

Percent of Popular vote



Answer these questions based on this map of the popular vote in the 1860 Presidential election.

1. Republican states _____
Southern Democrat states

- A. >
- B. <
- C. =
- D. not enough information given

2. Northern Democrat states _____
Constitution states

- F. >
- G. <
- H. =
- J. not enough information given

3. What is the average of the popular vote that went to John Bell in the states he won?

- A. 50 percent
- B. 61 percent
- C. 43 percent
- D. 46 percent

4. In how many states did John C. Breckinridge win?

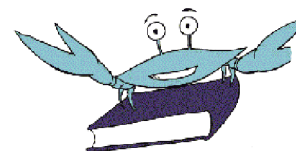
- F. 8
- G. 4
- H. 10
- J. 9

5. The states that voted for Abraham Lincoln were

- A. mostly in the North
- B. mostly in the South
- C. equally divided between North and South
- D. entirely in the East

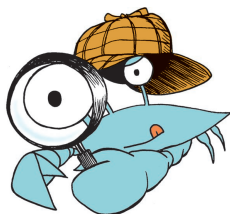
EXTRA

Why do you think Oregon and California were the only states on the other side of the territories?



TEACHERS!

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ANSWERS:

- 1. A
- 2. G
- 3. B
- 4. H
- 5. A

THE SOUTH SECEDES QUESTIONS

1. An abolitionist is one who —
 - A wants compromise between slave states and free states
 - B favors the plantation system
 - C raises money to send slaves back to Africa
 - D wants to end slavery
2. If these words from the story were placed in alphabetical order, which would be last?
 - F republic
 - G abolish
 - H plantation
 - J amendment
3. The opening shot of the Civil War was fired at —
 - A Fort Monroe
 - B Fort Knox
 - C Fort Sumter
 - D Fort Pocahontas
4. The following are states that left the United States *except* —
 - F Alabama
 - G Tennessee
 - H Texas
 - J Maryland
5. “Virginia governor John Letcher has been promoting peace.” Which word below has the same meaning as the word “promoting?”
 - A encouraging
 - B denying
 - C prohibiting
 - D predicting
6. What is this story *mainly* about?
 - F the splintered election of Abraham Lincoln
 - G the reasons states left the Union in 1861
 - H why Virginia seceded from the Union in 1861
 - J Edmund Ruffin, Fire-eater

CHAPTER
2

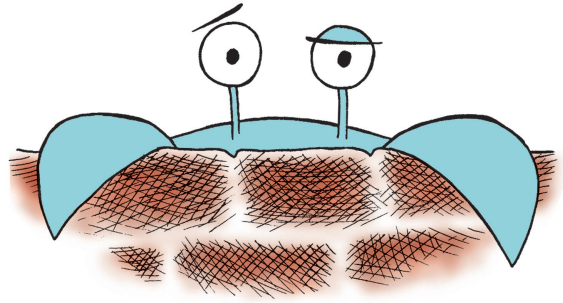
THE FIRST FIGHTS

READING STRATEGY SUGGESTIONS

SKILLS

Similes
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about the Civil War. The first major battles

were fought in Virginia. Why do you think they were fought in Virginia?”

Take a picture walk through the second story, “The First Fights,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

Tell students on which page to find each word. Have students read the sentence that has a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

J.E.B. Stuart (p. 9) – Virginian who left United States Army to join the Confederacy when Virginia seceded from the U.S.; became a popular cavalryman

Stonewall Jackson (p. 9) – notable Confederate general who earned his nickname for his steady defense in the First Battle of Manassas; known for his troops’ daring fighting

First Battle of Manassas (p. 9) – first major battle of the Civil War, fought near the northern Virginia town of Manassas in 1861; considered a Confederate victory

freedom (p. 10) – being able to do things or use rights without restriction; liberty



3. WORD STUDY

➤ **Read** a page in the story. **Point** out the **similes** in the story. **SAY:** “A **simile** is a phrase that makes a comparison using the words ‘like’ or ‘as.’ Can you find some in the story?”

➤ **Point** to examples in the story: (p. 9) “like a stone wall” (p. 10) “like a bullseye” “as property” (p.11) “as empty as a church on a Friday night”

4. READ THE STORY FOR WRITING PROMPTS

➤ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

➤ **SAY:** “As we read the story, we will look for the **main, or most important, idea** and **supporting details**. **Supporting details** are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

➤ **Read** a page. **ASK:** “What is the **most important idea** on this page? **What details support this main idea?** Let’s write them on the umbrella.”

➤ **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

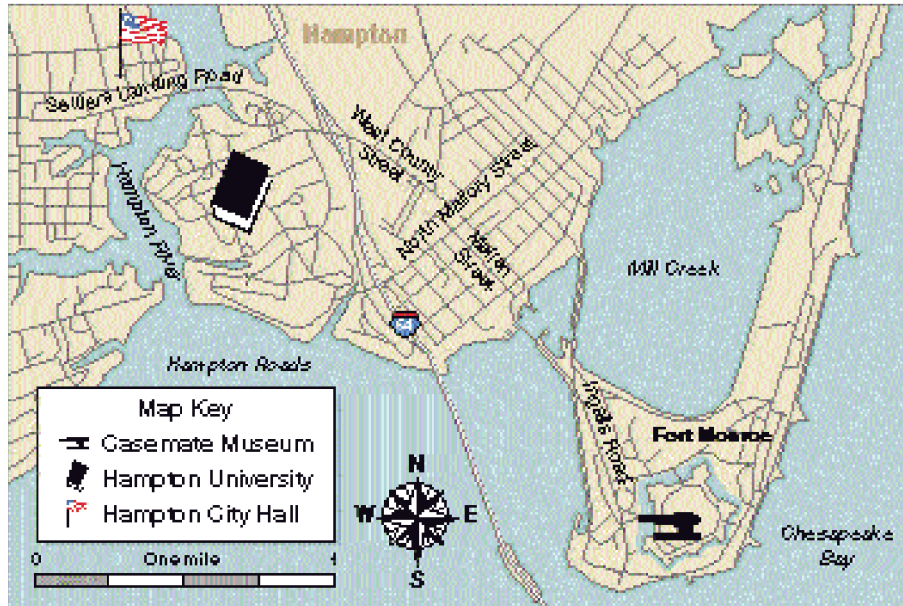
➤ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

➤ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 12 of this guide.

YOU CAN GO YOUR OWN WAY



Use the map above to answer these questions:

1. Which best describes the direction you would travel to get from the Casemate Museum on Fort Monroe to City Hall in downtown Hampton?

- A northwest
- B southwest
- C northeast
- D southeast

2. According to this map, what body of water is east of Hampton City Hall?

- F Hampton Roads
- G James River
- H Hampton River
- J Chesapeake Bay

3. Approximately how many miles apart are the Casemate Museum and Hampton City Hall?

- A 1 mile
- B 2 miles
- C 3 miles
- D 12 miles

4. The symbol of a book represents which Hampton location?

- F Hampton University
- G Buckroe Beach
- H Hampton City Hall
- J Casemate Museum

ART ACTIVITY

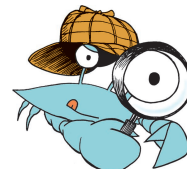
The city of Hampton looked very different in 1861. Draw a picture of your street or neighborhood now. List the things that could not have been there more than 100 years ago. Why would they not belong? Draw what your street may have looked like in 1861.

General Butler interviews the first escaped slaves to get inside Fort Monroe.



TEACHERS!

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ANSWERS:



1. A; 2. H; 3. B; 4. F

HISTORY ACTIVITY

WAR GAMES

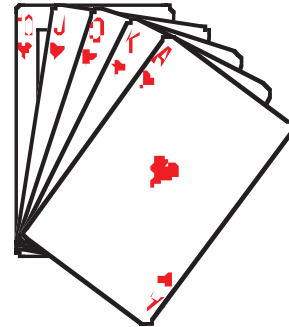
Play this card game based on the game War to see the differences in the number of soldiers fighting for the North and the South.

MATERIALS

 two decks of playing cards  colored counters

DIRECTIONS

1. Divide the class or large group into two teams: North and South.
2. Each person on the South team gets one colored counter. Each person on the North team gets three colored counters.
3. Set up a table or desk in a neutral area, in front of or in between the two groups. Shuffle the cards and place them face down on the table.
4. One student from the North and one from the South come to the table and each selects one card from the top of the deck. They place the cards face up on the table in front of them. The person with the highest card (aces are high, twos are low) wins. The other player loses his or her counter. (Note: the counter does not go to the winning player, it is put back in the bag or given to the teacher.)
5. If this is the only counter the losing player had, he or she is out of the game, and someone else from that team comes to the table. If the player has additional counters and would like to continue, he or she can stay and play more rounds until all the counters are lost.
6. If each player turns over a card with the same value, that's war. Each player places two more cards, face down, and turns over a third card. The highest value on this card wins.
7. The game is finished when the players on one team have lost all their counters.



VARIATION

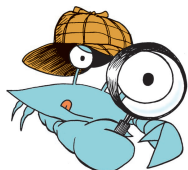
You could also play this game by giving the North players three decks of cards and the South players one deck of cards. When someone wins the drawing, they keep the cards. Game is over when one team has lost all their cards.

THINK ABOUT IT

Each counter represents a soldier during the Civil War. Why do the players on the North team get more counters?

TEACHERS!

Cover this corner when you copy this page for your students!



ANSWERS:

Players on the North team represent three soldiers. The population of the North was much larger than the population of the South.

THE FIRST FIGHTS QUESTIONS

- 1. The First Battle of Manassas was fought in —**
 - A Hampton Roads, Virginia
 - B Richmond, Virginia
 - C Northern Virginia
 - D Maryland
- 2. Many freed slaves joined —**
 - F the movement to settle Nebraska
 - G the Confederate army
 - H the movement to Florida
 - J the Union army
- 3. Which one of the following is NOT a compound word?**
 - A stonewall
 - B owner
 - C battleground
 - D railroad
- 4. “Finding shelter for all the escaped slaves is hard.” Which word below has the same meaning as the word “shelter?”**
 - F housing
 - G medicine
 - H employment
 - J families
- 5. The Union army’s first major attack was “The Peninsula Campaign.” A peninsula is —**
 - A a body of water with one narrow outlet
 - B a range of mountains
 - C a piece of land surrounded on three sides by water
 - D a raised, level ground surrounded by mountains
- 6. Where could you find out more about the first battles of the Civil War?**
 - F *Civil War Times* magazine
 - G the autobiography of John Brown
 - H www.southcarolina.com
 - J a tourist map of Washington, D.C.

CHAPTER 3

IRON GIANTS

READING STRATEGY SUGGESTIONS

SKILLS

Compound Words Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

➤ **Read** the title and describe the cover. Have a “cover conversation.” **Point** to the parts that repeat from book to book. Note things that are different about this book. What is happening?

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about the Civil War. The first battle between all-iron

ships was part of the war. Why would it be important to have a ship covered in iron?”

➤ **Take** a picture walk through the third story, “Iron Giants,” to see what Chester is learning. **Point** out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

➤ **Write** the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

➤ **Tell** students on which page to find each word. Have students read the sentence that has a vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

Fort Sumter (p. 14) – United States fort in harbor of Charleston, South Carolina

blockade (p. 14) – shutting off a place with ships to keep people and goods out

frigate (p. 15) – fast, medium-sized sailing warship

Richmond (p. 15) – capital of the Confederate States of America during the Civil War

ironclad (p. 16) – nickname for wooden ship covered with iron plating or an all-metal ship

Washington, D.C. (p. 17) – capital of the United States of America; on Potomac River

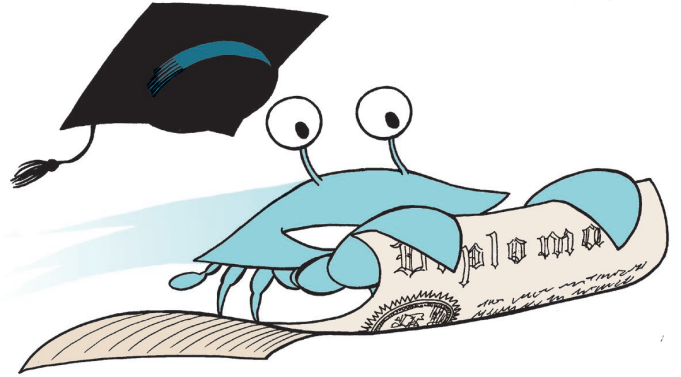
Abraham Lincoln (p. 17) – president of the United States of America during Civil War; his election sparked the war; his “Emancipation Proclamation” promised to end slavery

3. WORD STUDY

Read a page in the story. **Point** out the **compound words** in the story. **SAY:** “A **compound word** is a word made by putting together two smaller words. Can you find compound words among the words of this story?”

Point to examples in the story. On p. 14 **ASK:** “What two words make cannonballs? What two words form warships? Portsmouth? Tugboats?”

Other examples: (p. 15) Portsmouth, waterlogged, railroad (p. 16) ironclad, smokestack, paddlewheel (p. 17) ironclad, warships (p. 18) ironclad, cheesebox, Portsmouth, warships.



4. READ THE STORY FOR WRITING PROMPTS

Give students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

SAY: “As we read the story, we will look for the **main, or most important, idea** and **supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

Read a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

Give students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

SAY: “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.”

ASK: “How does this clue help your prediction?”

Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

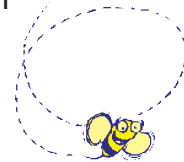
After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 17 of this guide.

“LIKE A CHEESEBOX ON A RAFT”

Figurative language is used to describe things in a more interesting and exciting way. It helped people describe a strange, new invention like the Monitor. Figurative language also helps to “paint a picture” in the reader’s imagination.

Below are some examples of figurative language. Can you interpret what the writer is trying to express?

1. The children in the classroom were **as busy as bees**.



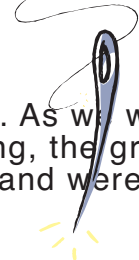
2. On our trip to Disneyworld, the plane traveled **at the speed of light!**



kitten.

3. Sara’s new sweater is **as soft as a baby**

4. As we walked down the beach on a windy morning, the grains of sand were **tiny needles** against our skin.



5. After the game of volleyball on the beach, the **ice cold** water really **hit the spot**.



6. When you have a disagreement with your friend, it's important that you **keep your cool** while talking about your problems.



7. The stars were **tiny diamonds** in the sky.

LET'S FLOAT THIS IDEA

Seems strange to think of a ship made of heavy iron floating on the water, doesn't it? You'll see in tomorrow's cartoon that some people believed these ironclad ships would sink. A boat floats, even though it may be made of iron, steel, or wood, because it is as heavy as the water it pushes out of the way, or **displaces**. Let's see how you are at building a ship that floats.



MATERIALS

- ☞ large, waterproof container
- ☞ water
- ☞ modeling clay
- ☞ “cargo” — marbles, pennies, washers, rocks, etc.

DIRECTIONS

1. Fill the container with water.
2. Drop a lump of modeling clay in the water. What happens?
3. Using that same lump of clay, reshape it into a form that you think will float.
4. Keep shaping your “boat” until you get it to float in the water.
5. Now add “cargo” — marbles, pennies, washers, or rocks. See how much you can add before your boat sinks.
6. Try different shapes to see which will hold the most items before sinking.

Clay can float or sink depending on its shape. The lump of modeling clay sinks to the bottom because it is denser than the water. Once it has been shaped into a ship-like form, the clay floats because it displaces, or moves, the same weight in water. If it can't displace this much water, the object sinks.

IRON GIANTS QUESTIONS

1. A(n) _____ is a barrier of ships or troops to shut off passage to an area.
 - A ban
 - B blockade
 - C secession
 - D checkpoint
2. The Battle of the Ironclads was fought in the water between —
 - F Hampton and Norfolk
 - G Hampton and Baltimore
 - H Norfolk and London
 - J Norfolk and Charleston
3. Which of the following is *not* a description of the Monitor given in this story?
 - A Old Ironsides
 - B cheesebox on a raft
 - C floating water tank
 - D iron coffin
4. “The Virginia’s attack kills or wounds 280 Union sailors. Northerners are in a panic.” Which word means the same as “panic?”
 - F defense
 - G attack
 - H blockade
 - J scare
5. If you want to know the time period of this story you should —
 - A draw a chart
 - B make a list
 - C reread the title
 - D skim the passage
6. What would be another good title for this story?
 - F Heavy Metal
 - G Clash of Iron
 - H A New Era of Warships
 - J any of the above

CHAPTER 4

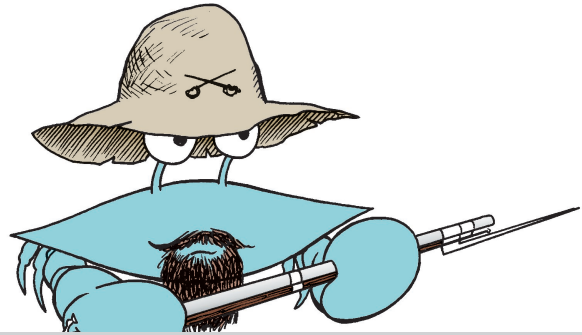
TERRIBLE ANTIETAM

READING STRATEGY SUGGESTIONS

SKILLS

Root Words
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

Read the title and describe the cover. Have a “cover conversation.” Point to the parts that repeat from book to book. Note things that are different about this book. What is happening?

SAY: “This is a comic book narrated by Chester the Crab. It is about the Civil War. One chapter is about the Battle of

Antietam in Maryland. Have you ever been to Maryland? What did you see there?”

Take a picture walk through the fourth story, “Terrible Antietam,” to see what Chester is learning. Point out the parts of a comic: title, timeline, panels, word balloons, and characters.

2. INTRODUCE THE STORY VOCABULARY

Write the story vocabulary and content phrases (presented below) on a classroom board. (These words and their definitions can also be written on separate cards and placed face down on a table for students to play a matching or memory game.)

Tell students on which page to find the words. Have them read the sentence with a given vocabulary word and use context and picture clues to form a definition.

VOCABULARY DEFINITIONS (in order of appearance)

Robert E. Lee (p. 20) – general of Confederate army during the Civil War; from Virginia
Second Battle of Manassas (p. 20) – Confederate victory near Washington, D.C., won by Stonewall Jackson’s defense and counterattack when Union troops did not expect it
secede (p. 20) – to leave or separate, as the Southern states did from the United States
government (p. 20) – institution that makes laws and rules for a community
Potomac River (p. 20) – forms the border between Virginia and Maryland
J.E.B. Stuart (p. 21) – Confederate cavalryman from Virginia
Stonewall Jackson (p. 22) – Confederate general known for his quick, daring attacks
trench (p. 23) – a long, narrow ditch with an earthen bank to protect soldiers in war

(VOCABULARY, *continued from previous page*)

Abraham Lincoln (p. 24) – president of the United States of America during Civil War; his election sparked the war; his “Emancipation Proclamation” promised to end slavery

Emancipation Proclamation (p. 24) – President Abraham Lincoln’s declaration that slaves in the areas controlled by Confederate forces should be free

Clara Barton (p. 24) – volunteer nurse who went onto Civil War battlefields to provide aid

3. WORD STUDY

☛ **Read** a page in the story. **SAY:** “Some words have prefixes and suffixes added to them to expand or change their meaning. The basic word in the middle is called the root word.”

☛ **Point** to examples in the story. For example, on p. 20, **ASK:** “What is the root word of Northern? What is the root

word of government? What is the root word of beaten? How do the suffixes expand or change the meaning of the word?” Other examples: (p. 21) regroup, Western, listening (p. 22) tricky, flying, fighting (p. 23) defensive, fighting, protecting (p. 24) closing, flying, coming, American, rebellious.

4. READ THE STORY FOR WRITING PROMPTS

☛ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☛ **SAY:** “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

☛ **Read** a page. **ASK:** “What important idea is on this page? What details support this main idea? Let’s write them on the umbrella.”

☛ **Give** students a copy of the

predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

☛ **SAY:** “A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

☛ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 22 of this guide.

CANNON YOU SOLVE IT?

At Antietam, the ground was rolling hills. Both armies placed their cannons on high ground so they could strike enemy troop positions at great distances.

The artillery was a separate, specialized branch of the army that supported the infantry. The basic organizational unit for cannons was called a battery, made up of four to six guns with approximately 70-100 men commanded by a captain.



There were many models and sizes of Civil War cannon, but there were just two basic types: smoothbore and rifled. A smoothbore cannon barrel is just like a pipe, smooth on the inside. A rifled cannon has grooves cut into the inside of the barrel that force the ammunition to rotate like a football. A rifled cannon was more accurate and had a greater range than a smoothbore gun.

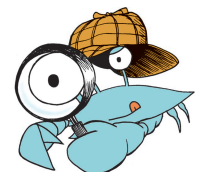
Here is a chart of two kinds of smoothbore cannons and two kinds of rifled cannons.

	Smoothbore cannons		Rifled cannons	
	1841 model gun	1857 model Napoleon	Parrott rifle	3-inch ordnance rifle
Confederates:	45	27	36	40
Union:	0	108	42	9

1. How many smoothbore cannons did the Union have at Antietam?
2. How many smoothbore cannons did the Confederates have at Antietam?
3. How many rifled cannons did the Union have at Antietam?
4. How many rifled cannons did the Confederates have at Antietam?
5. How many of all four types did the Union have at Antietam?
6. How many of all four types did the Confederates have at Antietam?
7. If the rifled cannons were more accurate, which side held the advantage of greater accuracy?

TEACHERS!

Cover this corner when you copy this page for your students!



Answers:

1. 108; 2. 27; 3. 51; 4. 76; 5. 159; 6. 148; 7. Confederate

THE BRADY BUNCH

Matthew Brady is famous for his photographs of the Civil War. Photography was a new art, but when the Civil War started, Brady believed that he should document this new war with this new medium, film.



This photo of a cavalry orderly taken at Antietam is part of the Library of Congress' collection of Civil War photographs.

Brady organized a group of photographers. Together, Brady and his photographers took more than 3,500 photos, showing almost every aspect of the war. They took photographs of troop formations, men at rest, landmarks, field exercises, portraits of soldiers and commanders, and even corpses.

In 1862, many Americans saw the realities of war for the first time during Brady's exhibition called "The Dead of Antietam." The photographs of dead soldiers lying in the battlefield were among the first photographs of the war.

1. Another good title for this selection is:
 - A. Matthew Brady: Early Photographer
 - B. "The Dead of Antietam"
 - C. How to Take a Photograph
 - D. Matthew Brady Had a Studio

2. How many photographs did Matthew Brady and his group take?
 - F. Less than 10
 - G. More than 10,000
 - H. About 1,500
 - J. More than 3,500

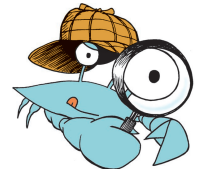
3. Matthew Brady's 1862 exhibition was important because
 - A. It was the first time photographs were seen in the U.S.
 - B. It was the first time many people saw the realities of war
 - C. It introduced color photography
 - D. It caused the Battle of Antietam

4. True or False: Matthew Brady took all of his Civil War photographs by himself.

5. In the second sentence, the word "medium" means
 - F. Midpoint between extremes
 - G. Mathematical average
 - H. An artistic technique or means of expression
 - J. Person who communicates with spirits

TEACHERS!

Cover this corner when you copy this page for your students!



ANSWERS:

1. A; 2. J;
3. B;
4. False; 5. H

TERRIBLE ANTIETAM QUESTIONS

- 1. To get to Maryland, Robert E. Lee crossed which river?**
 - A Potomac River
 - B Appomattox River
 - C James River
 - D York River
- 2. Who took care of wounded soldiers after the Battle of Antietam?**
 - F Walt Whitman
 - G Harriet Tubman
 - H Susan B. Anthony
 - J Clara Barton
- 3. Antietam was the name of a nearby —**
 - A town
 - B mountain
 - C church
 - D creek
- 4. “You 2,500 boys are all we have to hold the center of our defensive line.” Which word means the same as “defensive?”**
 - F constructed
 - G attacking
 - H protecting
 - J denial
- 5. If you wanted to find another word that means the same as “defensive,” you should look in —**
 - A a science magazine
 - B a rhyming dictionary
 - C a thesaurus
 - D a glossary
- 6. What is this story *mainly* about?**
 - F The single bloodiest day in the Civil War
 - G The turning point in the Civil War battles
 - H Robert E. Lee’s successful invasion of the North
 - J The Emancipation Proclamation

THE STORY

Main Idea:

WHO IS THIS STORY ABOUT?

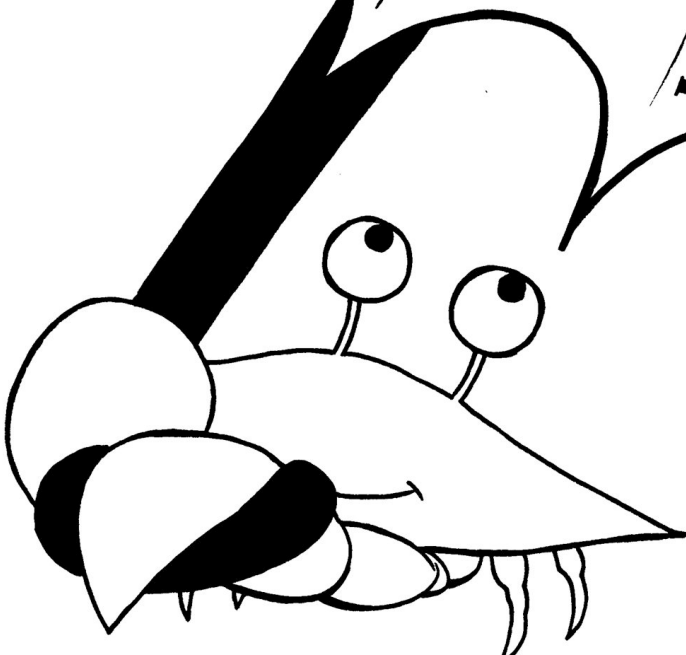
WHAT HAPPENS?

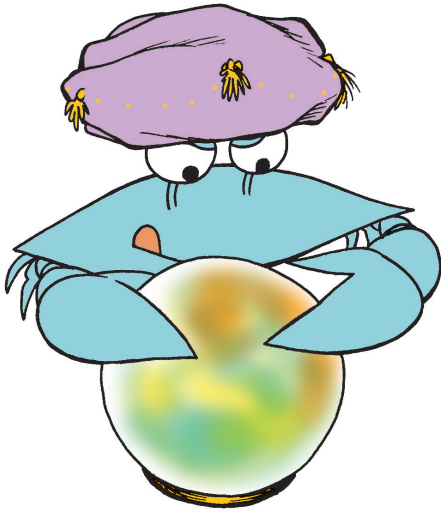
WHERE DOES IT HAPPEN?

WHEN DOES IT HAPPEN?

WHY DO THINGS HAPPEN?

ANY HIDDEN JOKES?





MAKE A CHESTER PREDICTION

AFTER READING THE FIRST PAGE OF THE CHESTER STORY, WHAT DO YOU THINK WILL HAPPEN ON THE SECOND PAGE?

AFTER READING THE SECOND PAGE, WHAT DO YOU THINK WILL HAPPEN ON THE THIRD PAGE?

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO QUESTIONS FOR THE CIVIL WAR, Vol. 1

SOUTH SECEDES

p. 7

1. D
2. F
3. C
4. J
5. A
6. G

FIRST FIGHTS

p. 12

1. C
2. J
3. B
4. F
5. C
6. F

IRON GIANTS

p. 17

1. B
2. F
3. A
4. J
5. D
6. J

ANTIETAM

p. 22

1. A
2. J
3. D
4. H
5. C
6. F

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Nat Turner's Revolt
The Mexican War
Dred Scott's Case
John Brown's Raid

Constitution Construction

Locke's Ideas
Zenger's Free Press
Religious Freedom
Constitution Starship

Go West, Young Crab

Gold Rush Hour
Oregon Trail
Transcontinental Rails
Little Big Horn

Lewis and Clark

Lewis and Clark
The National Road
The Erie Canal

Fulton's Steamboat

World War 2 Tales

Battle of Britain
Pearl Harbor
D-Day
Pacific Island Hop

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Bill Becomes a Law
Presidential Election
Presidential Cabinet

Heroic Folk

Johnny Appleseed
Davy Crockett
Sam Houston
John Henry

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John Smith's Sides
Tobacco's Tale

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Battle of Gettysburg
Atlanta Burning
Richmond Falls

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