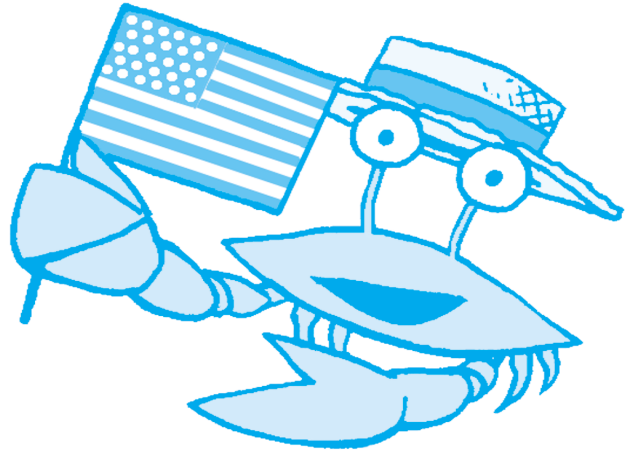


Teacher's Guide

Teacher's Guide for

CONSTITUTION CONSTRUCTION

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "Constitution Construction" 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 "Constitution Construction," 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, appearing to read "Santley" followed by a stylized flourish.

OBJECTIVES

After reading "Constitution Construction" and performing the activities in this guide, students will be able to:




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

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- 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. This is why they do not deserve their reputation as simple, “dumbed down” material. The pictures illustrate vocabulary that is on par with 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 **vocabulary** and 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 had to carefully balance between the first two political parties in America. A 1988 study found that 70 percent of fifth-graders spend fewer than 10 minutes a day reading 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 a comic story interactive: Its plot will not move forward without the reader providing 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.

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!)

LOGO

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

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.

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.



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.

NEXT!

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



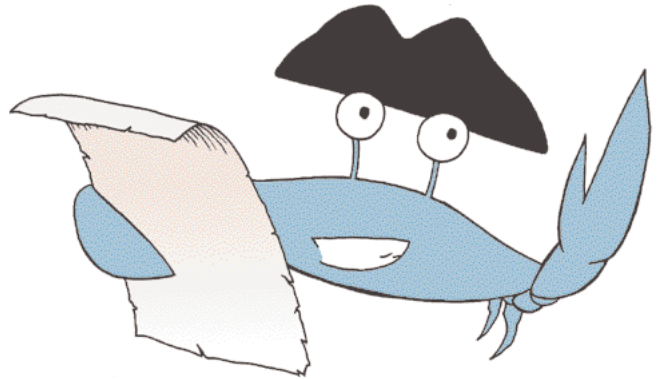
JOHN LOCKE'S IDEAS

READING STRATEGY SUGGESTIONS

SKILLS

Past Tense
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 about the rights we Americans have in the Constitution. Do you know what some

of those rights are? A right is a freedom or privilege no one can take away.”

Take a picture walk through the first story, “John Locke’s Ideas,” 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)

state of nature (p. 2) – the condition that people live in before governments are formed to create a community of rules and laws

Thomas Hobbes (p. 2) – English political thinker (1588-1679)

rights (p. 3) – powers, liberties, or privileges a person owns by law or nature

property (p. 3) – the goods, objects, or ideas that a person owns

freedom (p. 3) – being able to do things or use rights without restrictions; liberty

government (p. 4) – institution that makes laws and rules for a community

(**VOCABULARY**, *continued from previous page*)

law (p. 4) – a written rule to guide a citizen’s behavior; laws are enacted and enforced by a government

king (p. 5) – leader of a monarchy government; title is usually hereditary, passing from one family member to another

tyranny (p. 5) – cruel and unjust use of power; a government that does not respect the rights of its citizens

Thomas Jefferson (p. 5) – Virginian (1743-1826) who was third president of the United States; wrote the *Declaration of Independence*

3. WORD STUDY

☞ **Read** a page in the story. **SAY:** “The letters ‘ed’ at the end of a word can show past tense (something that has already happened. They make the sound ‘t,’ ‘ed,’ or ‘d.’)”

☞ **Point** to examples in the story: (p. 2) shipwrecked, called; (p. 3) orphaned; (p. 4) created; (p. 5) helped, started.

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 you make a prediction about the next page?”

☞ 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.

LANGUAGE ACTIVITY

LOCKE KEY: HIS REAL STORY

John Locke was an English philosopher. He wrote on subjects such as education, freedom of the press, religion and politics. His major works include the books, “*Two Treatises on Government*” and “*An Essay Concerning Human Understanding*.”

Locke was born in 1632 in England. He attended Oxford University. In 1683, because of his suspected involvement in a plot against the king, he left England for the Netherlands. There, he met Prince William and Princess Mary of Orange. When William and Mary took the English throne in 1689, Locke returned to England, where he continued to write until his death in 1704.

Locke said that ideas are **acquired** through experience, not innate (known at birth). He said people have natural rights to life, liberty, and property.

Government is created to protect the rights of people and has only the limited and specific powers the people consent to give it. If the government failed to protect these rights, Locke believed the people had the right to find new rulers to govern them.

Locke’s philosophy on democratic government inspired Thomas Jefferson’s writing of the *Declaration of Independence*.

Answer the following questions based on the passage:

1. What is the best title for the passage?

- A Life and Theories of John Locke
- B Plan for Democratic Government
- C English Monarchy
- D Good Rulers: William and Mary

2. What is the best definition of the word **acquired** based on the third paragraph in the passage?

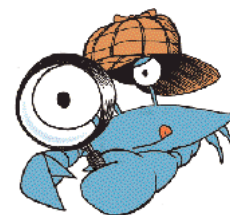
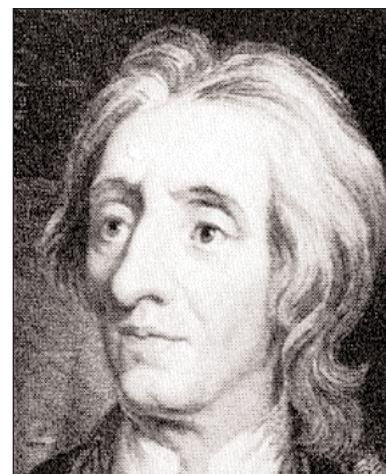
- F innate
- G learned
- H instinctive
- J democratic

3. John Locke was born in

- A Oxford
- B Netherlands
- C the United States
- D England

4. Thomas Jefferson wrote

- F *Two Treatises on Government*
- G The biography of William and Mary
- H *Declaration of Independence*
- J *The Life and Theories of John Locke*



TEACHERS!

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

ANSWERS
1. A; 2. G; 3. D; 4. H

SOCIAL STUDIES ACTIVITIES

WIN AS MUCH AS YOU CAN!

Philosopher John Locke believed that a person must give up some rights to keep more important rights protected. Play this game with your class or a large group of friends to see what you would give up for the good of your team.

DIRECTIONS:

The goal of the game is for individuals to win as much as they can.

1. Form teams of three to seven people.
2. Give one "X" and one "O" chip to each team member.
3. Choose a scorekeeper for the game. The Scorekeeper should write down each team member's name on a sheet of lined paper, one name per line. After the names, divide the page into five columns — one for each game and a final one for the group total.
4. Each round, your team will discuss how to "bid." Use the point system listed below to decide on your strategy.
5. After two minutes of discussion with their

team, each player will submit their bid to the middle of the table, face down.

6. Everyone will show their bids and the scorekeeper will calculate the points.
 7. The team with the most points at the end of the game wins.
- Repeat the game at least two more times.

POINT VALUES:

If everyone chooses X, then each person gets two points.

If everyone chooses X, but one person chooses O, then the Xs get -1 point each and the O gets 4 points.

If more than one person chooses O, then the Xs get 1 and the Os get -1.

If everyone chooses O, then everyone gets 0 points.

OUTCOME

Discuss the outcome of the game. Were you surprised by how your teammates chose to bid? Now look at the group's totals. Was the individual with the most points on the WINNING TEAM with the most points?

SCHOOL RULES

Use this activity to review the difference between a right and a responsibility.

right - a freedom protected by the government

responsibility - duty to respect the rights of others, obey laws and care for oneself

Sort the list below by writing the item's number into the correct column.

RIGHTS

RESPONSIBILITIES

1. Students may have a public education regardless of race, color, religion, national origin, age, disability, or any other reason not related to their individual capabilities.
2. Students may ride a school bus provided by the schools.
3. Students must ensure that their expressions or actions do not disrupt the classroom or school activities.
4. Student may express themselves in speech, writing, or symbolism within the boundaries of the law.
5. Students must avoid actions or activities that interfere with the right of any person in public education.
6. Students must act in a safe and orderly way while being transported to and from school.



ANSWERS:
Rights: 1, 2, 4; Responsibilities: 3, 5, 6

JOHN LOCKE QUESTIONS

1. Where could you go to find more information about John Locke?

- A a declaration
- B a dictionary
- C a play
- D an encyclopedia

2. Unalienable rights are —

- F the right of each citizen to be tried by a jury of other citizens
- G basic rights of people that may not be taken away
- H rights given to immigrants who come to America
- J the right to vote and run for public office

3. John Locke was born in —

- A France
- B America
- C the jungle
- D England

4. Which of these rights did John Locke NOT talk about?

- F right to liberty
- G right to life
- H right to property
- J right to a jury trial

5. “If you have trouble exercising your rights, you need to get together for protection!” Which word below has the same meaning as the word exercising?

- A using
- B working out
- C adding together
- D removing

6. What is this story MAINLY about?

- F John Locke’s childhood
- G Thomas Jefferson’s theories of government
- H John Locke’s theories of government
- J John Locke’s fight with Kerchak



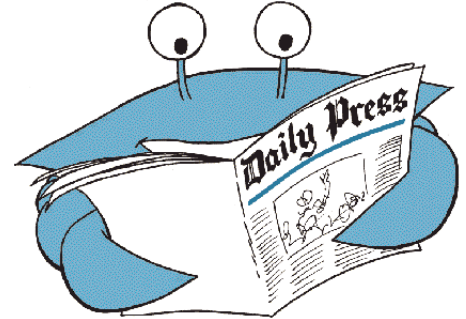
ZENGER'S FREE PRESS

READING STRATEGY SUGGESTIONS

SKILLS

Adjectives
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 about our rights as Americans, as listed in the

Constitution. One of those rights is the freedom of speech. What do you think freedom of speech means?”

➤ **Take** a picture walk through the second story, “Zenger’s Free Press,” 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)

immigrant (p. 8) – a person who comes to a new country to settle permanently

apprentice (p. 8) – a person who learns a craft or job by working for a more experienced person in that craft or job

royal governor (p. 9) – a person appointed by a king to rule a colony

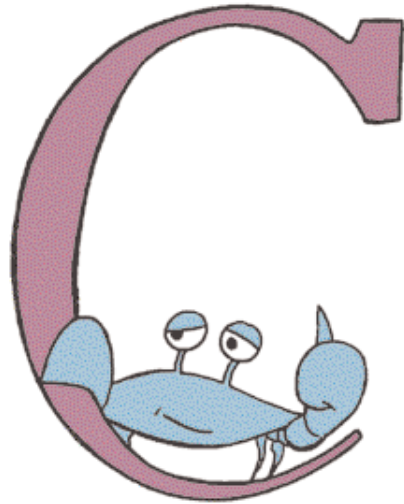
legislature (p. 9) – a government body that makes laws and budgets spending

colony (p. 9) – a settlement controlled by a distant country

sedition (p. 11) – something that stirs up a rebellion against a government

jury trial (p. 11) – when evidence and arguments are heard in a court of law by a group of citizens, who then decide the verdict in the case

independence (p. 12) – when a person or group is free to use their rights



3. WORD STUDY

Read a page in the story. **Point** out the **adjectives** in the story. **SAY:** “An **adjective is a word used to describe a noun. Can you find some adjectives in the story?**”

Point to examples in the story: (p. 8) small, great, and powerful; (p. 11) royal, mild-mannered, and important.

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.**”

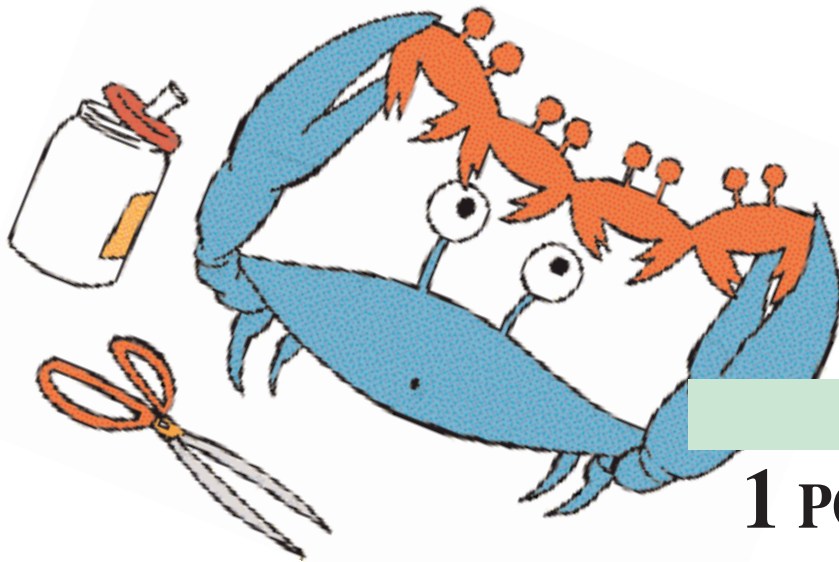
Give students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

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 you make a prediction about the next page?**”

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.



HISTORY ACTIVITY

1 POTATO, 2 POTATO

Technology for printing newspapers, bulletins, and posters was much different in Colonial times. Instead of using computers, the printers had to set each letter by hand, roll ink over the type, and press paper to the ink to make the print. Try this activity to get a sample of what making prints was like.

MATERIALS

- ☞ large potato
- ☞ pencil
- ☞ knife
- ☞ paper towel
- ☞ paper
- ☞ paints or colored ink stamp pads

DIRECTIONS

1. Cut the potato in half and pat it dry with a paper towel. You may need an adult's help.
2. Using a pencil, draw an outline of a shape on the cut surface of the potato.
3. Carefully cut away the area outside your shape. Then cut out to the sides of the potato. Cut down about 1 inch.
4. Pat the surface of the potato dry before dipping the potato shape in paint or pressing the shape into a stamp pad.
5. Press the potato gently straight down onto the paper and then lift it straight up to make a clean print.



LEARN MORE

Find these books at your school or public library. Ages 9 to 12.

"Homebuilding and Woodworking in Colonial America," by C. Keith Wilbur

"The Village: Life in Colonial Times," by James E. Knight

"Colonial American Craftspeople," by Bernadine S. Stevens

APPRENTICE SCHOOL

John Peter Zenger decided to learn to be a printer when he was a boy. He learned the job from someone already in the business. Learning a craft this way is called an **apprenticeship**. There were other jobs or skills he could have learned. He could have been a carpenter, wigmaker, or blacksmith. Can you think of some more Colonial jobs?



Pretend that you are a young Colonial resident. What type of trade would you like to learn?

DIRECTIONS

1. Using book and Internet sources, select and research a Colonial trade job.
2. Find answers to these questions:
 - ☛ What is the name of the trade?
 - ☛ What does this trade person make?
 - ☛ What tools are needed for the trade?
 - ☛ How do you do this trade? How long does it take to do?
 - ☛ What was the value of this product? Who used this product?
3. In addition to writing the answers, make drawings or find pictures to illustrate the answers.
4. Make a sign that might have hung outside the door to the shop for this trade.
5. Write up a report or make an oral presentation describing your selected trade.



ZENGER'S FREE PRESS QUESTIONS

1. What part of Chester's story could NOT really happen?

- A John Peter Zenger is thrown in jail.
- B John Peter Zenger bends the bars of his cell.
- C John Peter Zenger flies .
- D John Peter Zenger rides in a basket on a ship.

2. Which of these words from the story is an adjective?

- F rotten
- G governor
- H scandal
- J thrown

3. John Peter Zenger published his newspaper in —

- A Philadelphia
- B New York
- C Maryland
- D Virginia

4. "His wife, Catherine, continues to publish *The New York Journal*." Which word below has the same meaning as the word "Journal?"

- F declaration
- G letter
- H diary
- J newspaper

5. "The king has said Cosby really owes New York's legislature 3,500!" Which word has the same vowel sound as "owes?"

- A goose
- B cruise
- C toes
- D pulls

6. What would be a good title for this Chester story?

- F The Man Who Tested Freedom of the Press in America
- G John Peter Zenger's Superpowers
- H Bad Royal Governors of Colonial America
- J Ways to Print a Newspaper

CHAPTER 3

JEFFERSON'S RELIGIOUS FREEDOM

READING STRATEGY SUGGESTIONS

SKILLS

Interjections
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 our rights as Americans in the Constitution, such as the freedom to worship the way

we choose. Thomas Jefferson wrote that right into law. What do you know about Jefferson?”

Take a picture walk through the third story, “Jefferson’s Religious Freedom,” 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)

law (p. 14) – a written rule to guide a citizen’s behavior; laws are enacted and enforced by a government

government (p. 14) – institution that makes laws and rules for a community

rights (p. 15) – powers, liberties, or privileges a person owns by law or nature and are protected by a government

religion (p. 15) – set of beliefs built around a god, code of behavior, or philosophy of life.

tax (p. 16) – money paid by people and business to a government so the government can provide goods and services to the community

(VOCABULARY, *continued from previous page*)

statute (p. 15) – law

bill (p. 16) – a proposal for a law that has not passed the legislature yet


dissenter (p. 16) – in English history, a Protestant who did not belong to the government’s official religion, the Church of England


republic (p. 17) – a government in which a person is democratically elected to speak or make decisions for others; also known as a “representative democracy”

amendments (p. 18) – additions or changes to a document


Constitution (p. 18) – document that organized the United States on a federal system (the sharing of power between a central government and its territorial subdivisions)


3. WORD STUDY


 **Read** a page in the story. **Point** out the **interjections**. **SAY:** “An interjection is an exclamation that shows emotion.”


 **Point** to examples in the story: (p. 14) Huh?; (p. 16) OH NO!; (p. 17) Sigh; (p. 18) Hey!, No!


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.”

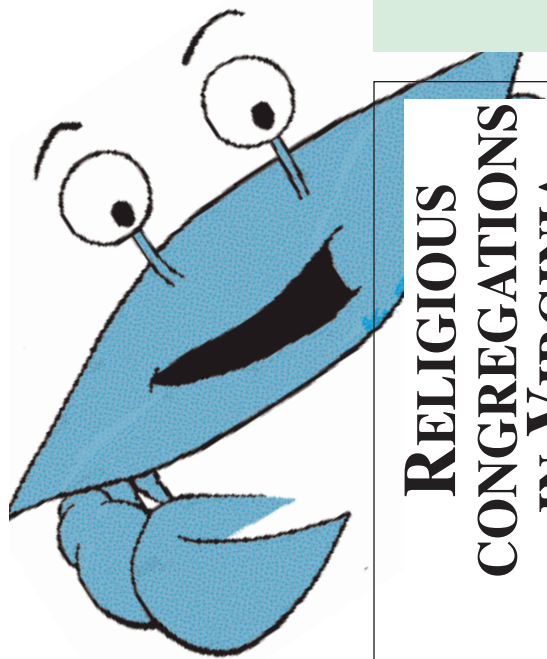
 **Give** students a copy of the predictions sheet from p. 24 of this teacher’s guide. At the beginning or end of each page in the story, **ask** students to predict what will happen next.

 **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 you make a prediction about the next page?”

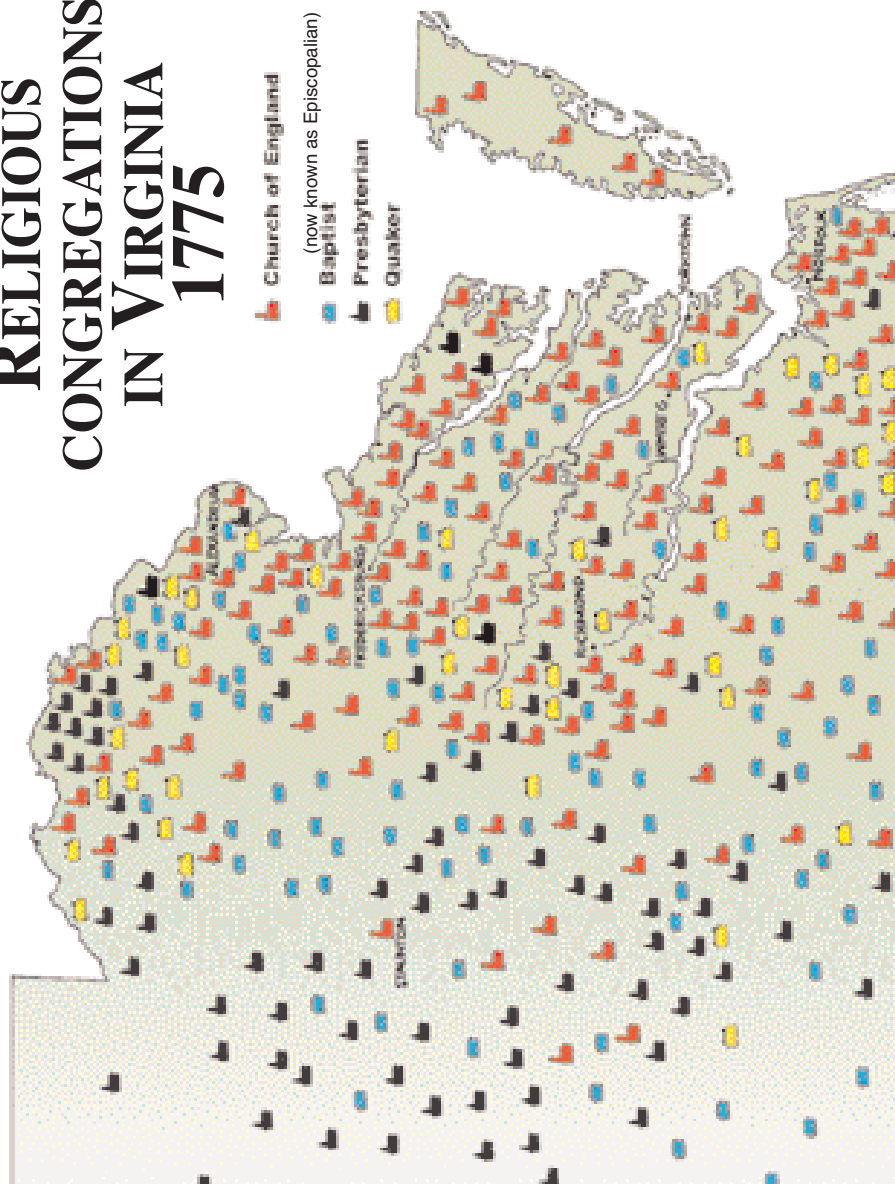
 Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

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.



RELIGIOUS CONGREGATIONS IN VIRGINIA 1775



QUESTIONS:

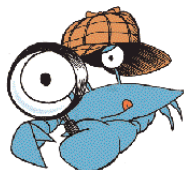
- In what area of Virginia are there few Church of England congregations?
 A North
 B West
 C South
 D East
- In what area of Virginia are most of the Presbyterian congregations?
 E South
 F East
 G North
 H West
- Estimate the number of Quaker churches in the whole state.

TEACHERS!

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

ANSWERS:

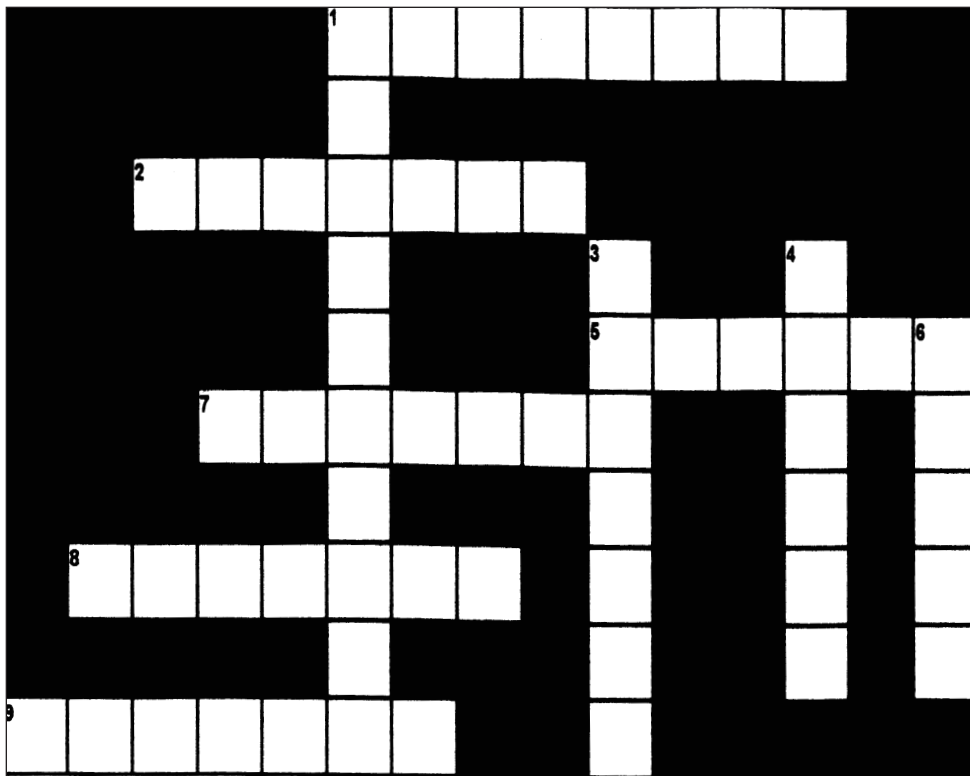
- B
- H
- 42



HISTORY ACTIVITY

CROSSWORD PUZZLE

Use these clues to solve the puzzle. Stuck? Look in Chester's adventure with Thomas Jefferson, and you'll find the answers!



Across:

1. Coin in Colonial America
2. To defend as right
5. All people have these under the U.S. Constitution
7. Another word for law

8. County official in charge of enforcing laws

9. To stop for a while

Down

1. State of keeping apart

3. Act of being free
4. Building used for worship
6. Group of people united under one government

FOR MORE ABOUT THOMAS JEFFERSON:

At the library:

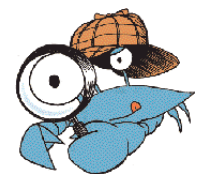
The Hatmaker's Sign. Candace Fleming. Ages 5 to 9.

A Picture Book of Thomas Jefferson. David A. Adler. Ages 6 to 9.

A Big Cheese for the White House. Candace Fleming. Ages 6 to 10.

Thomas Jefferson: Third President of the United States. Helen Albee Monsell. Ages 8-12.

Thomas Jefferson: Architect of Democracy. John Severance. Ages 10-14.



TEACHERS!

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

ANSWERS:



JEFFERSON'S RELIGIOUS FREEDOM QUESTIONS

1. _____ are protections and privileges given to United States citizens.
 - A declarations
 - B rights
 - C taxes
 - D capital resources
2. A government in which political control is exercised through elected representatives is a —
 - F monarchy
 - G oligarchy
 - H socialist system
 - J republic
3. Which of the following is NOT a colonial American leader in this story?
 - A Paul Revere
 - B Thomas Jefferson
 - C James Madison
 - D Patrick Henry
4. “But will that really free me from paying taxes to support a church?” Which word means the same as “support?”
 - F raise up
 - G join
 - H pillar
 - J maintain
5. When Chester says “And I am STEAMED,” he is using —
 - A a quote
 - B an analogy
 - C figurative language
 - D an interjection
6. What is this story MAINLY about?
 - F Efforts to make religious freedom a legal right
 - G Thomas Jefferson's achievements as governor
 - H The clash between James Madison and Patrick Henry
 - J The differences between Quakers and the Church of England

CHAPTER 4

CONSTITUTION-CLASS STARSHIP

READING STRATEGY SUGGESTIONS

SKILLS

Cause and Effect 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 about our rights as Americans in the Constitution. The Constitution was

written so it could change as America grew. Can you think of other things that change as they grow?”

Take a picture walk through the fourth story, “Constitution-class Starship,” 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 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)

Articles of Confederation (p. 20) – started in 1781 as the first government of the United States; it had a weak central (national) government

taxes (p. 21) – money paid by people and business to a government so the government can provide goods and services to the community

Magna Carta (p. 21) – 1215 guarantee of civil and political rights to Englishmen.

Mayflower Compact (p. 21) – 1620 agreement among settlers of Plymouth, Massachusetts, to govern themselves as a direct democracy

rights (p. 21) – powers, liberties, or privileges a person owns by law or nature

Executive (p. 22) – government branch that carries out the laws and runs the government on a daily basis

(VOCABULARY, *continued from previous page*)

Legislative (p. 22) – government branch that debates and passes laws and decides on a budget for the government

Judicial (p. 22) – government branch that decides if laws have been broken

representation (p. 23) – when a person speaks or makes decisions for others

population (p. 23) – the amount of people who live in a certain area

slave (p. 23) – a person owned as a piece of property for their whole life, with no rights

amendments (p. 24) – additions or changes to a document

Federalist (p. 24) – person favoring passage of U.S. Constitution and its federal system (sharing power between a central government and its territorial subdivisions)

3. TEACHING POINT

☞ **Read** a page in the story. Ask students to describe the way events are related through **cause and effect**.

☞ For example, the breakdown of the first starship on p. 20 causes what to happen on p. 21? Disagreement of the Virginia Plan on p. 22 causes what effect to happen on p. 23?

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.

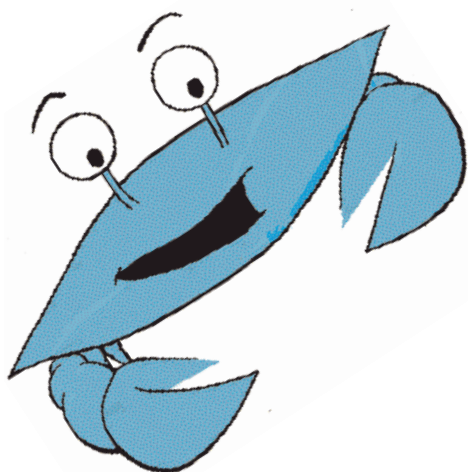
☞ **SAY:** “A **prediction** is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” **ASK:** “How does this clue help your prediction?”

☞ 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. 22 of this guide.

BILL ME LATER



The wording of the Bill of Rights can be hard to understand at first, but you can use clues in the text to figure out what they mean. Here is the actual wording of five amendments. Can you match them with the correct simple descriptions to the right?

AMENDMENT 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

AMENDMENT 2

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

AMENDMENT 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

AMENDMENT 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

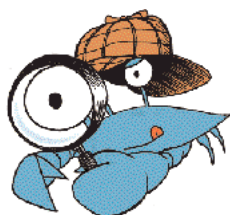
A Protection from the government searching your home for no good reason.

B Freedom of religion; free speech; freedom of the press; the right to protest

C Unless the Constitution says the federal government can do something, it can't. Unnamed powers go to the states or the people.

D You can't be forced to say something in court that would get you convicted of a crime.

E The right to have guns.



TEACHERS!

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ANSWERS:

Amendment 1. **B**; Amendment 2. **E**; Amendment 4. **A**; Amendment 5. **D**; Amendment 10. **C**

SOCIAL STUDIES ACTIVITY

STAND AND DELIVER

Try this experiment using straws to illustrate the stability of the three branches of our government.

STEP 1

Take 13 plastic straws and write the name of one of the original 13 states on each one. Tie them all together with a rubber band so that they stand up in a cone shape.

Describe what happens.
Was it easy to do?

STEP 2

Next, take 3 straws and write the names of the three branches of government that were proposed in the Virginia Plan. Tie them together with a rubber band so that they stand up in a cone shape.

Describe what happens.
Was it easy to do?

Which way was easier?

LEARN MORE

Check out these books from your school or public library:

If You Were There When They Signed the Constitution, by Elizabeth Levy Ages 12 and up.

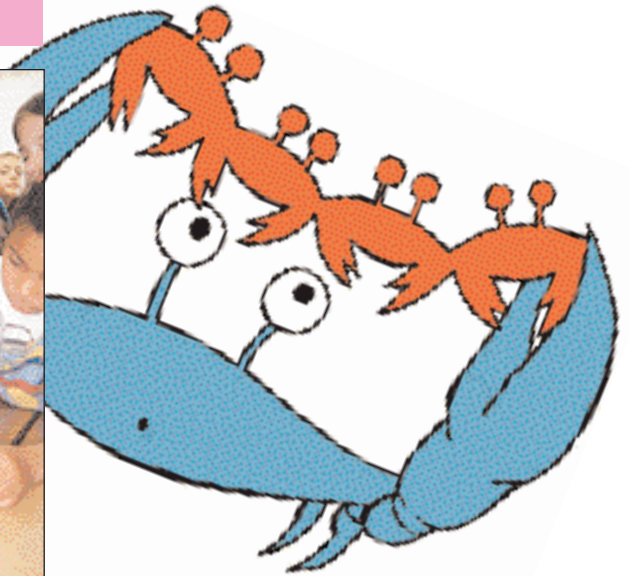
In Our Defense: The Bill of Rights in Action by Ellen Alderman Ages 12 and up.

A Kid's Guide to America's Bill of Rights, by Kathleen Krull Ages 12 and up.

Shay's Rebellion and the Constitution in American History, by Mary Hull Ages 12 and up.

Shh! We're Writing the Constitution, by Jean Fritz Ages 7-11.

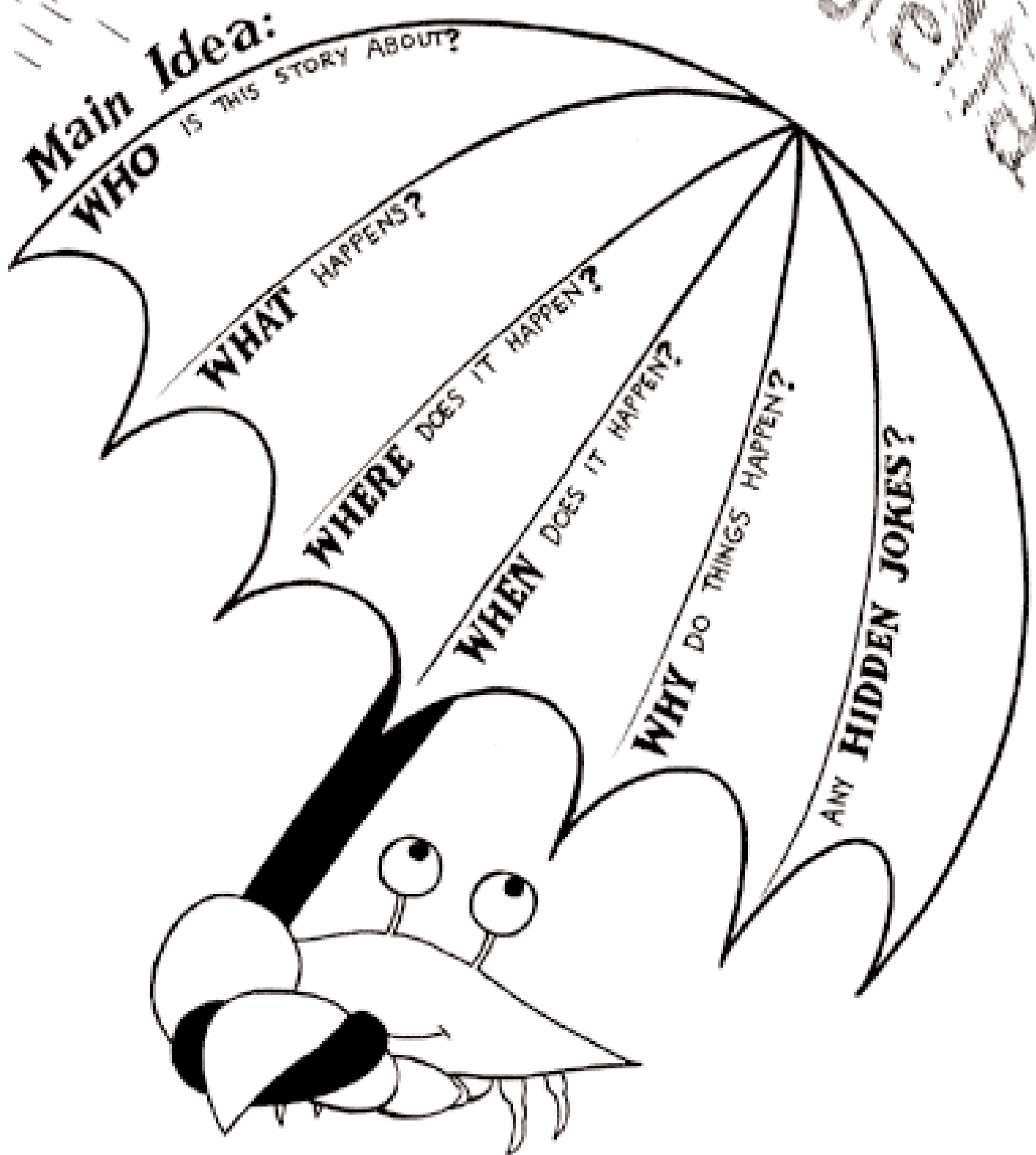
Constitution Construction, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

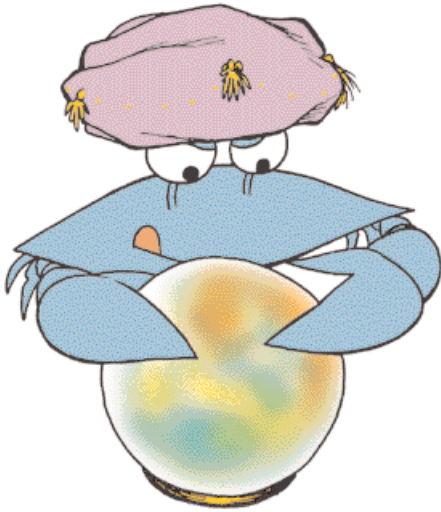


CONSTITUTION-CLASS STARSHIP QUESTIONS

1. George Mason wrote a _____ for Virginia.
 - A budget
 - B Declaration of Independence
 - C Declaration of RIghts
 - D preamble
2. Power in the United States government is balanced between how many branches?
 - F two
 - G three
 - H four
 - J five
3. Which of these documents did NOT contribute to the ideas in the Constitution?
 - A Virginia Statute for Religious Freedom
 - B Emancipation Proclamation
 - C Magna Carta
 - D English Bill of RIghts
4. “We in the North sections of the ship also pledge to return any slaves who escape the South.” Which word means the same as “pledge?”
 - F take membership in
 - G clean
 - H publish
 - J promise
5. Who is known as “The Father of the Constitution?”
 - A George Washington
 - B James Mason
 - C James Madison
 - D Alexander Hamilton
6. What is this story MAINLY about?
 - F the way compromises helped build the Constitution
 - G George Washington’s leadership qualities
 - H space exploration beyond Earth
 - J the powers of the legislative branch of government

The Details Uncovered





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, CONSTITUTION CONSTRUCTION

LOCKE'S IDEAS

p. 7

1. D
2. G
3. D
4. J
5. A
6. H

ZENGER'S PRESS

p. 12

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

RELIGIOUS FREEDOM

p. 17

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

CONSTITUTION

p. 22

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

OTHER TITLES IN THIS SERIES:

Target grades follow chapter titles.

American Symbols

USA symbols/ 1-5
American Flag/ 1-5
Washington, D.C./ 1, 5
Statue of Liberty/ 1, 2

Exploring the Americas

Columbus/ K, 5
John Cabot/ 5
French in Canada/ 3, 5
Spanish in Florida/ 3, 5

Slavery's Storm

Nat Turner/ 4, 5
Mexican War/ 5
Dred Scott's Case/ 5
John Brown's Raid/ 4, 5

Comix Economix

Videos/ K, 2, 3
Tax Hunter
Money in the Mall/ 2, 3
Career Resources/ 2, 3

Revolutionary Rumbblings

French & Indian War/ 5
Boston Tea Party/ 5
Paul Revere, Rider/ 5
Declaration/ 3, 5

Wonder Women

Clara Barton/ 5
Harriet Tubman/ 5
Susan Anthony/ 2, 5
Helen Keller/ 2, 6

The First Americans

Overview
Northwest Indians/ 5
Pueblo Revolt/ 2, 5
Pocahontas/ K, 2, 4, 5

War for Independence

John Paul Jones/ 5
Revolutionary Women/ 5
Battle of Saratoga/ 5
South to Yorktown/ 4, 5

Go West, Young Crab

Gold Rush Hour/ 5
Oregon Trail/ 5
Transcontinental Rails/ 5
Battle at Little Bighorn/ 5

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