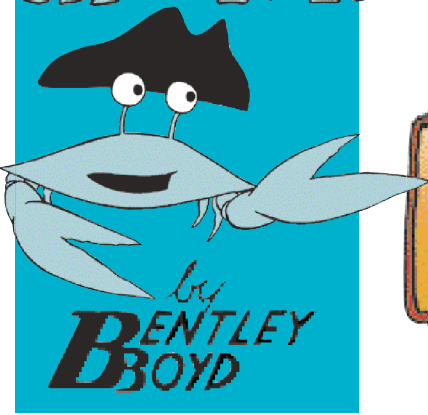
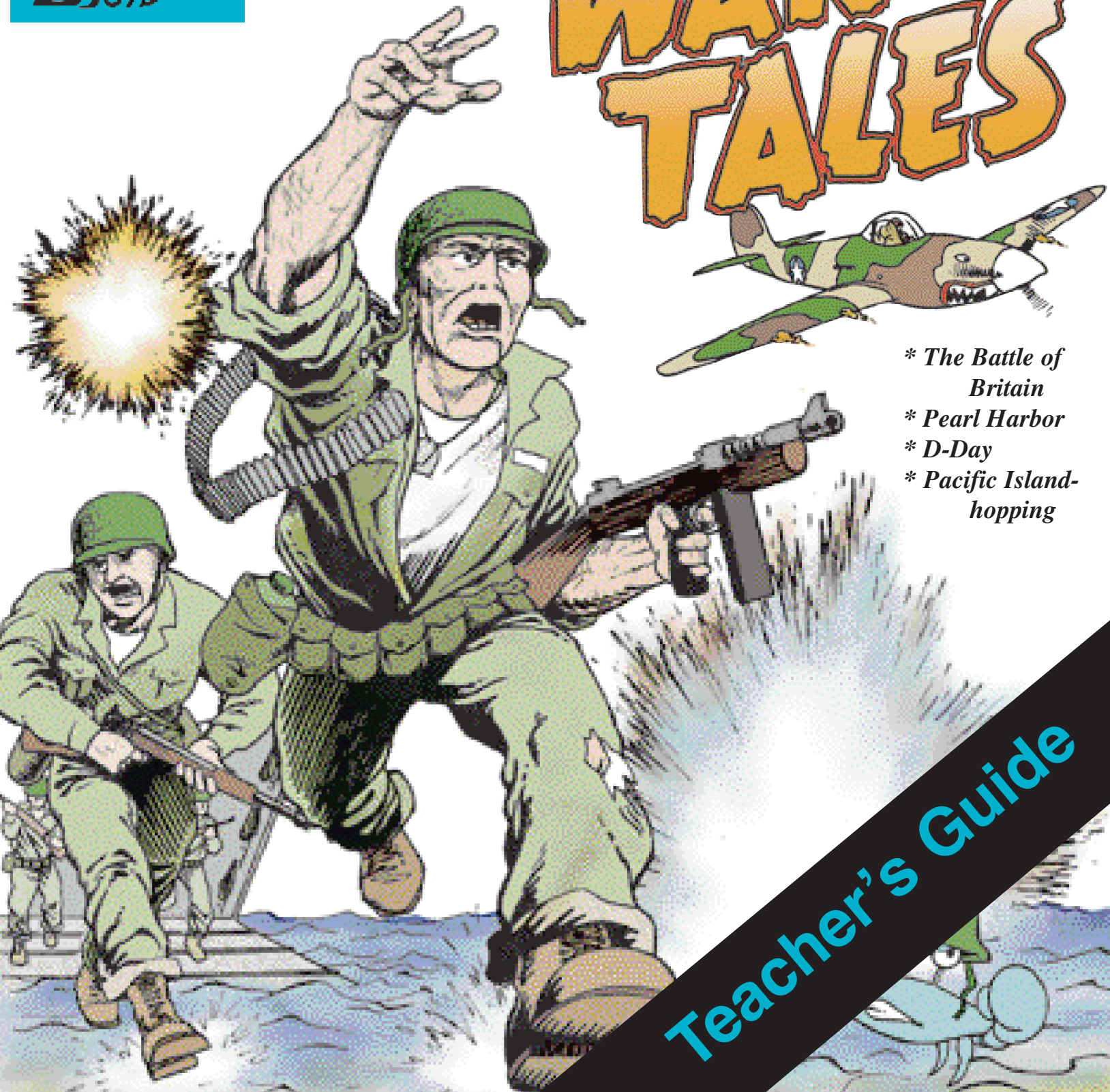


CHESTER

COMIX WITH CONTENT™



# WORLD WAR 2 TALES



- \* *The Battle of Britain*
- \* *Pearl Harbor*
- \* *D-Day*
- \* *Pacific Island-hopping*

Teacher's Guide

Teacher's Guide for  
**WORLD WAR 2  
TALES**

Chester's Comix With Content series

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Dear Teacher:

Chester the Crab's "World War 2 Tales" comic book brings tested content terms to an easier 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 "World War 2 Tales," 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!



## OBJECTIVES

After reading "World War 2 Tales" and performing the activities in this guide, students will be able to:

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

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- p. 3 **THE BATTLE OF BRITAIN** reading strategies, activities, test
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- p. 18 **THE PACIFIC ISLAND HOP** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

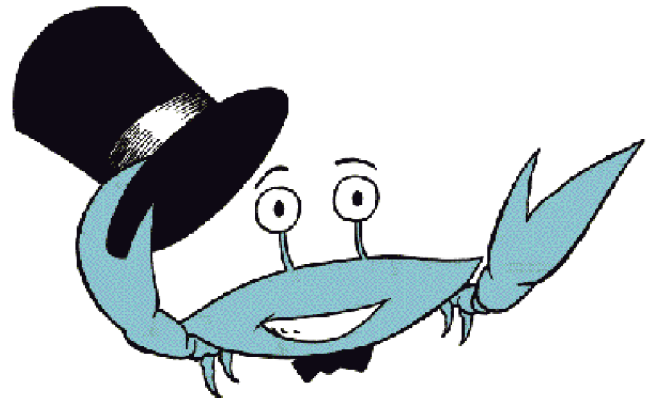
# COMIX IN THE CLASSROOM

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. 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!)

## 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.



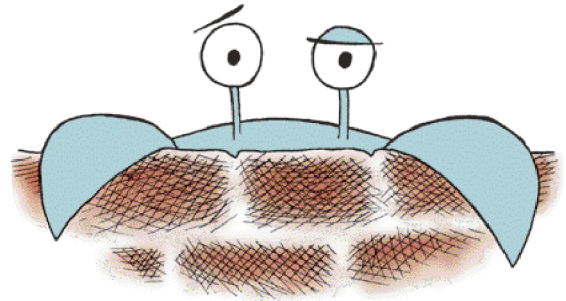
# THE BATTLE OF BRITAIN

## READING STRATEGY SUGGESTIONS

### SKILLS

Homonyms  
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 World

War II. Can you name any of the nations that fought in this big war?”

**Take** a picture walk through the first story, “The Battle of Britain,” 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)

**Depression** (p. 2) – 1930’s economic trouble that cost millions of people their jobs

**isolationists** (p. 2) – people who don’t want America fighting in other nation’s wars

**Adolph Hitler** (p. 3) – dictator leader of Nazi Germany from 1933 to 1945

**democracies** (p. 3) – governments in which citizens vote to make their own laws

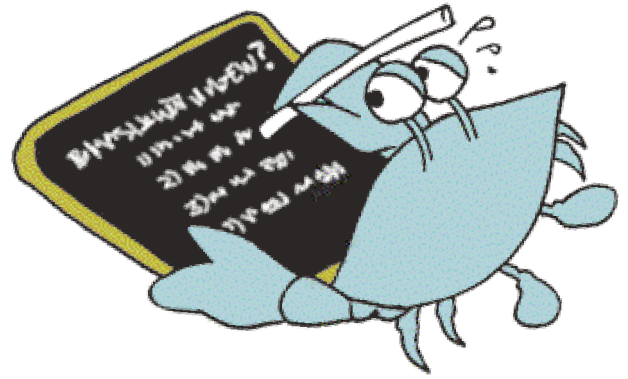
**blitzkrieg** (p. 3) – German for “lightning war”; a sudden, overwhelming attack

**Winston Churchill** (p. 4) – longtime British politician and author; was twice prime minister

**empire** (p. 4) – a large area or group of nations controlled by one government or ruler

**invasion** (p. 5) – an army’s hostile entrance into an area controlled by another army

**RADAR** (p. 6) – device that bounces radio waves off objects to find them and their speed



### 3. WORD STUDY

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➤ **Read** a page in the story. **Point** out the words that are **homonyms** in the story. **SAY:** “A **homonym** is a word with the same pronunciation as another word but with a different meaning. Can you find some in this story?”

➤ **Point** to examples in the story: (p. 2) hear, here / when, win (p. 3) piece, peace (p. 4) our, hour (p. 5) for, four / plain, plane (p. 6) their, there

### 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 text.” Point to the phrase in the lower 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

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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.

# KNOW YOUR ENEMY

Chester takes us back 65 years to the eve of World War II in this week's episode. Let's take a look at why it was a *world war*.

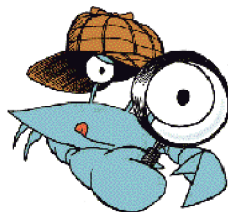
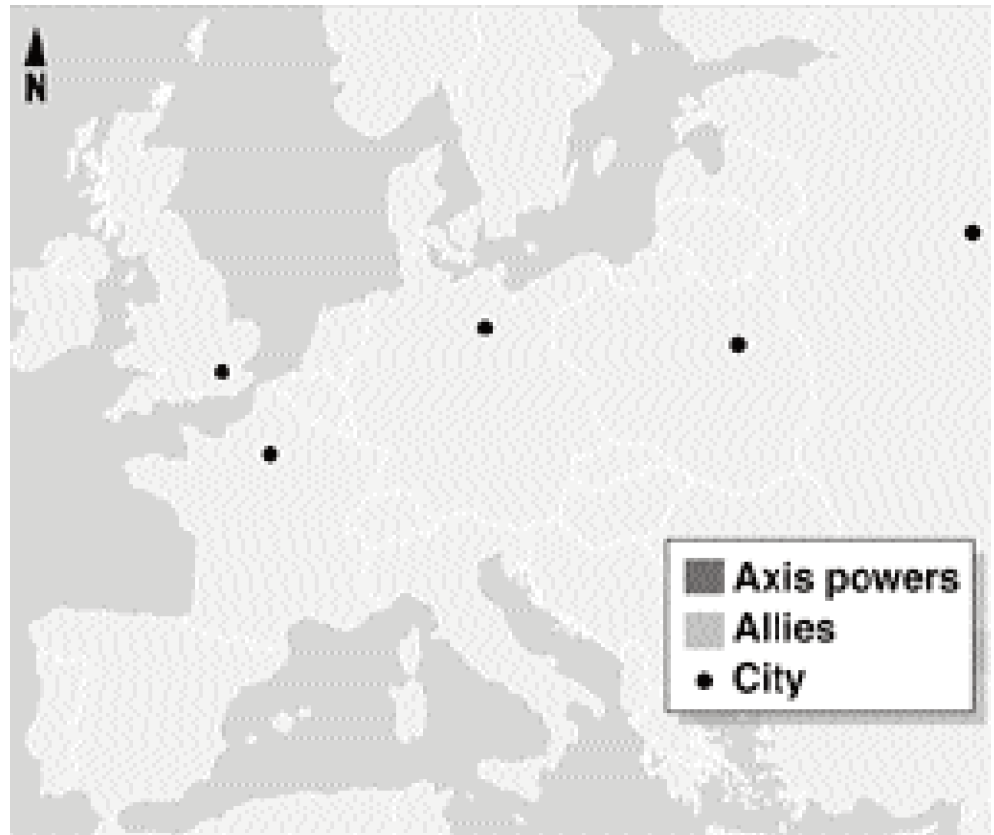
Fascist dictators ruled Germany, Italy, and Japan. These countries became known in World War II as the **Axis Powers**.

Democratic leaders ruled Great Britain, France, Canada, and the United States. These countries became known in World War II as the **Allies**. The Soviet Union joined the Allies after being invaded by Germany.

### DIRECTIONS

On the map provided:

- ☞ Locate Germany and Italy on this map and color them red.
- ☞ Locate Great Britain, France, and the Soviet Union on this map and color them green.
- ☞ Identify these cities: London, Paris, Berlin, Warsaw, Moscow



Answer :

### TEACHERS!

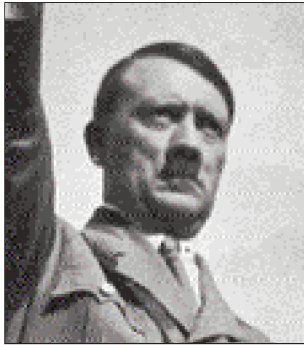
Cover this corner when you copy this page for your students!



## SOCIAL STUDIES ACTIVITY

# WHO'S THE BOSS?

1.



Adolf Hitler, dictator,  
Germany

Think about how different types of organizations are run. Who makes the final decision for the group? Most organizations, from playgroups to countries, have some sort of leadership. There are different types of leadership. Draw a line from the title of the leader to the description of that style of leadership.

**A.** The head of the government, the highest executive officer. In many countries the people elect this person to serve an established, limited amount of time.

2.



Franklin D. Roosevelt,  
President, United States

**B.** The power to rule rests with a single person whose right to rule is generally hereditary. This person remains in office for his or her entire life.

3.



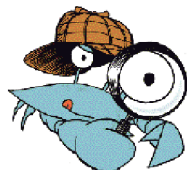
George VI, monarch, Great  
Britain

**C.** A ruler with absolute power and authority. This person usually rules until forced out by another governing body.

### Writing Prompt

How is your school governed? How is your club or sports group governed? What type of government do we have in the United States?

Write a paragraph about how you think your life would be different if you lived in a country ruled by a dictator.



### TEACHERS!

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

Answers :

1. C, 2. A, 3. B



# BATTLE OF BRITAIN QUESTIONS

1. The meaning of isolationist is —

- A person in a dictatorial government
- B person who opposes getting involved in other nations' wars or politics
- C people that have common characteristics
- D person who supported sending ships and tanks to Britain's fight against Germany

2. Hitler's German army won many early victories with a strategy called —

- F shock and awe
- G appeasement
- H blitzkrieg
- J hieroglyphics

3. The English Channel is —

- A the narrow waterway between Britain and France
- B the TV station that plays music videos in England
- C a key component of the RADAR system
- D a French perfume

4. The following are leaders in the Battle of Britain *except* —

- F Winston Churchill
- G Adolph Hitler
- H Hermann Goering
- J Joseph Stalin

5. "Let us brace ourselves to our duties." Which word below has the same meaning as the word "brace?"

- A prepare
- B speed
- C release
- D praise

6. Which word is a homonym for the word bear?

- F cub
- G beer
- H berry
- J bare



# PEARL HARBOR

## 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 World War II. America entered the war

after Japan attacked U.S. bases in Hawaii. Do you know where Hawaii is?”

Take a picture walk through the second story, “Pearl Harbor,” 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)

**RADAR** (p. 9) – device that bounces radio waves off objects to find them and their speed

**battleship** (p. 10) – large, armored warship with big guns; often used to bombard enemy land positions in World War II, but made less important in naval battles after aircraft carriers proved timely air power could sink any ship

**infamy** (p. 12) – of very bad reputation, disgrace

**empire** (p. 12) – large area or group of nations controlled by one government or leader

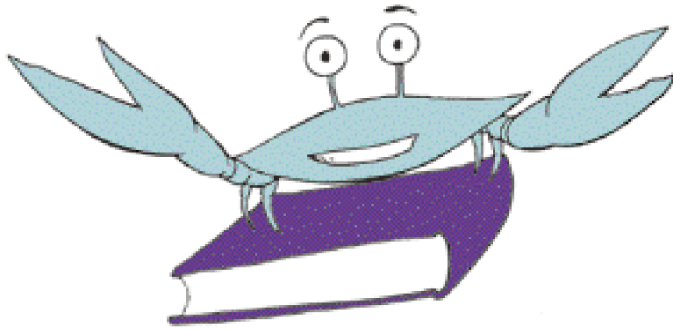
**deliberately** (p. 12) – having been carefully thought out; planned

**isolationists** (p. 12) – people who don’t want America fighting in other nations’ wars

### 3. WORD STUDY

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



☞ For example, **ASK:** “What is the difference in the way President Franklin Roosevelt thought about Japan and the way American isolationists thought about Japan?” Or **ASK:** “How would you compare the way the battleships are parked on page 10 and the way planes are parked on page 11?” On p. 11, have students compare the preparedness of the Japanese planes to the American planes. On p. 12 **ASK:** “Compare the Japanese attack on Pearl Harbor to the Japanese attacks on California. If they were different, **WHY** do you think they were different?”

### 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 text.” Point to the phrase in the lower 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

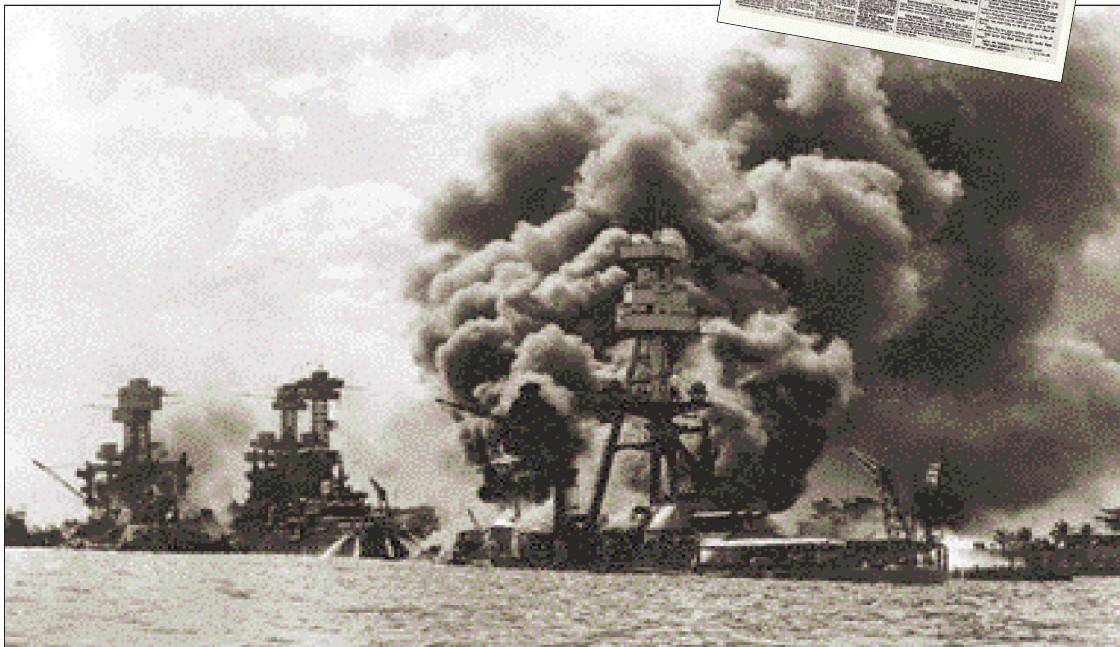
### 5. RESPOND/ASSESS

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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.

# AT DAWN WE FOUGHT

Pretend that you are an eyewitness to the attack on Pearl Harbor. Create a newspaper article or a radio broadcast about the events during the attack. Each article or broadcast should start with a **topic sentence**, have several **supporting details**, and finish with a closing sentence (or **summary**).



United States battleships are hit from the air during the Japanese attack on Pearl Harbor in this Dec. 7, 1941, photo. Japan's bombing of U.S. military bases at Pearl Harbor brought the U.S. into World War II.

## DID YOU KNOW?

Petty Officer 2nd Class Doris “**Dorie**” Miller was the first black sailor to be awarded a Navy Cross, the Navy’s second highest honor for heroism.

As Japanese bombers zeroed in on his battleship, the West Virginia, at Pearl Harbor, Miller jumped to an anti-aircraft gun and shot down four enemy planes before he was ordered to abandon ship.

Miller was serving on the carrier escort Liscome Bay when an enemy submarine destroyed the ship, killing the crew, in 1943.



# HISTORY ACTIVITY

## CODEBREAKERS

These letters have “fallen” out of their boxes. Each letter appears somewhere in the same column below where it should be. Put the letters back in the grid and rebuild the message from Chester.

S R A  
E A N A T  
H R A B R L  
H P T E O I O  
G C I W B I I  
C H O A E G R R S H E

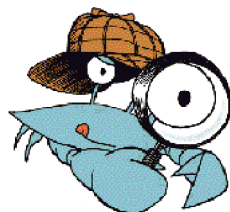
Each letter in this puzzle is assigned a number. Find the phrase by figuring out what number stands for the letters in the alphabet. This phrase is related to today’s puzzle.

|   |   |    |   |    |   |   |   |   |   |   |   |   |
|---|---|----|---|----|---|---|---|---|---|---|---|---|
| A | B | C  | D | E  | F | G | H | I | J | K | L | M |
|   |   |    |   | 7  |   |   |   |   |   |   |   |   |
| N | O | P  | Q | R  | S | T | U | V | W | X | Y | Z |
|   |   | 23 |   | 17 |   |   |   |   |   |   |   |   |

$\frac{\quad}{10}$   $\frac{\quad}{14}$   $\frac{P}{23}$   $\frac{\quad}{14}$   $\frac{\quad}{15}$   $\frac{E}{7}$   $\frac{\quad}{11}$   $\frac{E}{7}$   $\frac{P}{23}$   $\frac{\quad}{2}$   $\frac{\quad}{14}$   $\frac{\quad}{15}$   $\frac{E}{7}$   $\frac{\quad}{11}$

$\frac{\quad}{14}$   $\frac{R}{17}$   $\frac{E}{7}$   $\frac{\quad}{14}$   $\frac{P}{23}$   $\frac{P}{23}$   $\frac{R}{17}$   $\frac{\quad}{16}$   $\frac{\quad}{14}$   $\frac{\quad}{19}$   $\frac{\quad}{13}$   $\frac{\quad}{25}$   $\frac{\quad}{15}$   $\frac{\quad}{20}$

$\frac{P}{23}$   $\frac{E}{7}$   $\frac{\quad}{14}$   $\frac{R}{17}$   $\frac{\quad}{2}$   $\frac{\quad}{13}$   $\frac{\quad}{14}$   $\frac{R}{17}$   $\frac{\quad}{9}$   $\frac{\quad}{16}$   $\frac{R}{17}$



### TEACHERS!

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Answers :  
1. Chester the Crab is going to Pearl Harbor, Hawaii!  
2. Japanese planes are approaching Pearl Harbor.

## PEARL HARBOR QUESTIONS

- 1. The Japanese carried their airplanes on ships to the Pearl Harbor attack. \_\_\_\_\_ is the word for the way people and things move from one place to another.**
  - A Population
  - B Civilization
  - C Transportation
  - D Plantation
- 2. The following are geographic features around the Pacific Ocean *except* —**
  - F Germany
  - G Hawaii
  - H California
  - J Philippines
- 3. Which one of the following is *not* a part of a map?**
  - A compass rose
  - B title
  - C legend
  - D timeline
- 4. “Yesterday, Dec. 7, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked.” Which word below has the same meaning as the word “infamy?”**
  - F debility
  - G history
  - H disgrace
  - J decree
- 5. If you place these events from the story in chronological order, which comes first?**
  - A A Japanese two-man sub is sunk in Pearl Harbor
  - B The United States cuts oil supplies to Japan
  - C Japan launches a fleet to attack Pearl Harbor
  - D The United States declares war on Japan
- 6. What is this story *mainly* about?**
  - F Admiral Yamamoto’s battle plan for Pearl Harbor
  - G The bad preparation of America’s fighter airplanes
  - H The wreck of the Edmund Fitzgerald
  - J The way the United States entered World War II

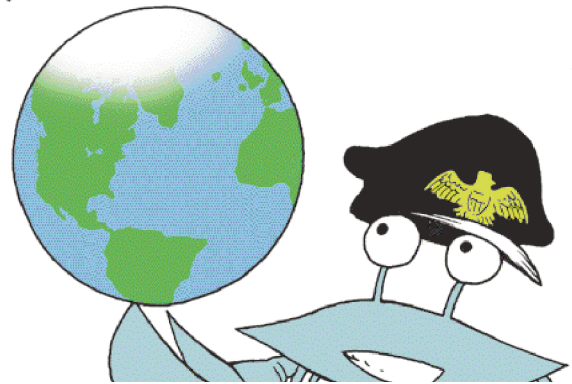
# CHAPTER 3

# DETERMINED D-DAY

## 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 narrated by Chester the Crab. It is about World War II. D-Day was the largest invasion

from sea onto land. What things would an army need to bring with it into a land controlled by enemy forces?”

➤ **Take** a picture walk through the third story, “Determined D-Day,” 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)

**battlefront** (p. 14) – the line between two opposing armies facing each other

**invasion** (p. 14) – a move to intrude upon or enter another area with hostile purpose

**Joseph Stalin** (p. 14) – dictator of Communist Soviet Russia from 1941 to 1953

**democracies** (p. 15) – governments in which people vote to make their own laws

**English Channel** (p. 15) – narrow water passage between Britain and France

**low tide** (p. 16) – lowest level reached by the retreating ocean tide pulled down by gravity

**paratroopers** (p. 16) – soldiers who jump out of planes behind enemy lines to aid attacks

**bluffs** (p. 18) – high, steep banks or cliffs

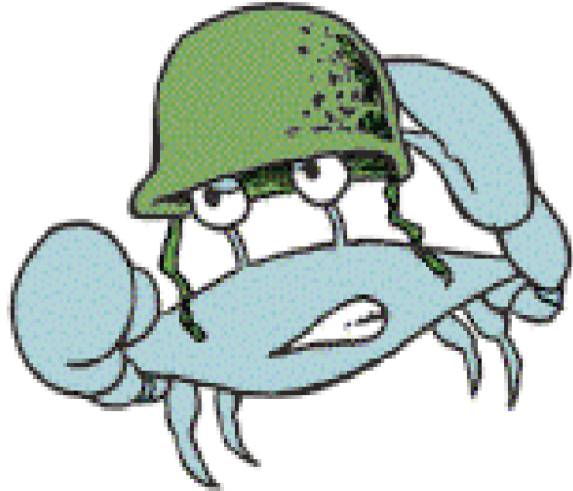
**hedgerows** (p. 18) – high vegetation barriers grown by French farmers to divide fields

### 3. WORD STUDY

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

☛ For example, Joseph Stalin’s request for the Allies to fight Germany in Europe on p. 14 **causes** the Allies to do what? What is the **effect (result)** of the Allied attack on the port of Dieppe in France? Do the Allies give up their plans to land troops in Europe? Do they compromise on their plans – find a way to attack the fascist armies without going at their strongest points? The German expectation that the Allies would attack across the narrow part of the English Channel **causes** the Allies to decide what on p. 15? Is that good military strategy?



### 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 text.” Point to the phrase in the lower 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.



## HISTORY ACTIVITY

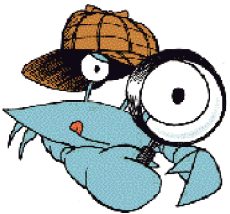
# IT'S TIME



Troops prepare to land on the beach in Normandy, France.

Find the dates that these major events and turning points of World War II happened. Make a poster putting these events in chronological order. Save room for photos or illustrations showing some of the people and events that shaped this war.

- A. American and Allied troops land in Normandy, France.
- B. In the Battle of Britain, Germany bombs London.
- C. Japan bombs Pearl Harbor.
- D. Germany invades Poland.
- E. The United States beats Japan in the Battle of Midway.
- F. The United States declares war on Japan and Germany.
- G. Germany invades the Soviet Union.
- H. The United States drops two atomic bombs on Japan.
- I. The Soviet Union defeats German troops at Stalingrad.
- J. Germany invades France, capturing Paris.



### TEACHERS!

Cover this corner when copying this page for your students!

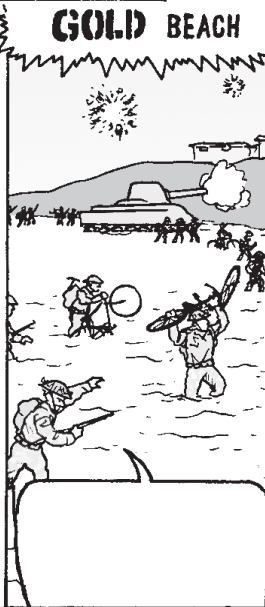
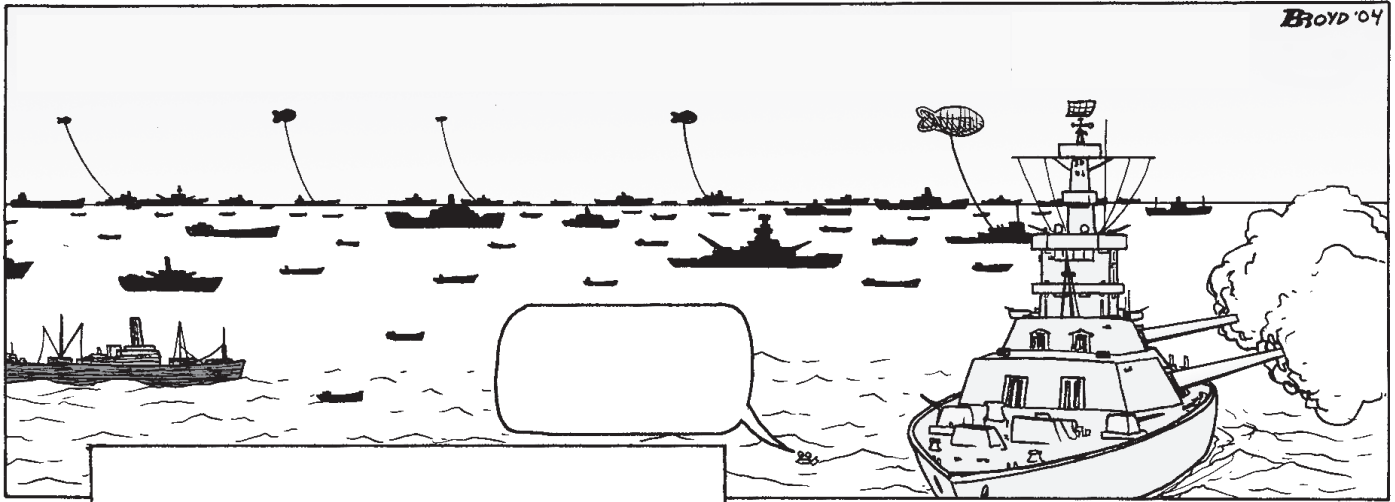
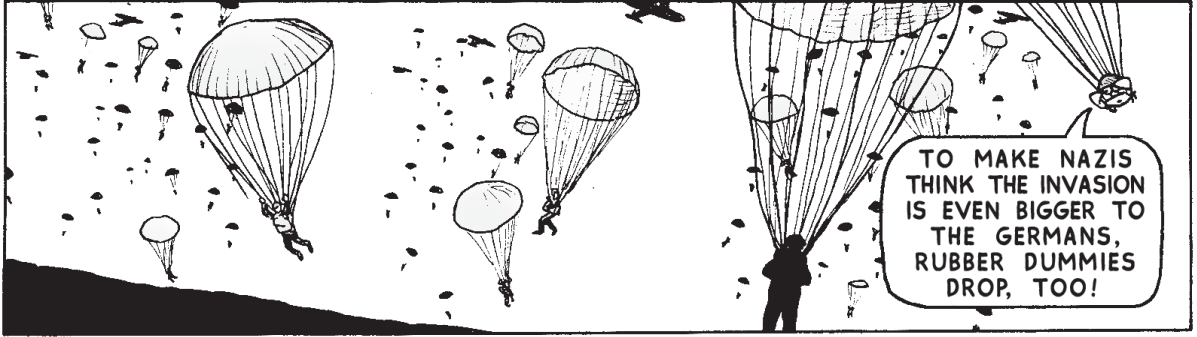
Answer :

D, J, B, G, C, F, E, I, A, H

# GIVE THE ORDER

Use your imagination and research to write your own words in this Chester adventure of D-Day.

## WHAT HAPPENED ON THE D-DAY BEACHES?



next: HEDGING BETS

## DETERMINED D-DAY QUESTIONS

1. \_\_\_\_\_ was the site of Allied troops returning to the European continent for good in the summer of 1943.
  - A Paris
  - B Dieppe
  - C Cairo
  - D Italy
2. The soldiers who jumped out of planes behind enemy lines to secure key locations and aid the rest of the attacking force were called —
  - F Marines
  - G Rangers
  - H paratroopers
  - J Private Ryans
3. Which of the following was *not* an Allied requirement for the D-Day invasion?
  - A full moon
  - B short distance across the English Channel
  - C low tide
  - D clear skies
4. “D-Day puts Germany on the defensive.” Which word means the same as “defensive?”
  - F surprise
  - G retreat
  - H business
  - J surrender
5. What is this story *mainly* about?
  - A Russia’s resistance to an invasion by Nazi Germany
  - B Weather patterns over the English Channel
  - C Dwight Eisenhower, cunning general
  - D The Allies’ efforts to open a second battlefield against the Nazis in Europe
6. What would be another good source of information about D-Day?
  - F thesaurus
  - G FOX news
  - H encyclopedia
  - J CD liner notes

# CHAPTER 4

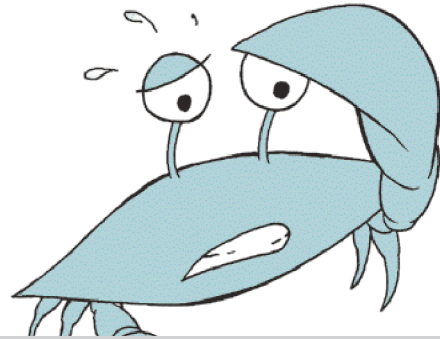
# THE PACIFIC ISLAND HOP

## READING STRATEGY SUGGESTIONS

### SKILLS

Pronouns  
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 World War II. The war in the Pacific was fought

on many islands. Can you name some islands? What are some land features of islands?”

➤ **Take** a picture walk through the fourth story, “The Pacific Island Hop,” 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)

**tropical** (p. 20) – regions of the globe near the Equator; a very hot, sultry, torrid climate

**Australia** (p. 20) – island continent between the South Pacific and Indian oceans

**Marines** (p. 20) – soldiers trained for service at sea; good at land-sea invasions

**coral reef** (p. 21) – large grouping of the hard skeletons secreted by marine organisms

**atoll** (p. 22) – ring-shaped coral island surrounding a lagoon (shallow lake or pond)

**territories** (p. 22) – areas protected by the United States but not fully U.S. political states

**kamikaze** (p. 23) – Japanese for “divine wind”; name for Japanese suicide pilots that flew their one-bomb planes into Allied ships advancing toward Japan

**atomic bomb** (p. 24) – bomb that gets its energy from nuclear fission (splitting atoms)

### 3. WORD STUDY

---

☞ **Read** a page in the story. **Point** out the **pronouns** in the story. **SAY:** “A **pronoun** is a word used in place of another noun, often the proper name of something or someone. Can you find some in the story?”

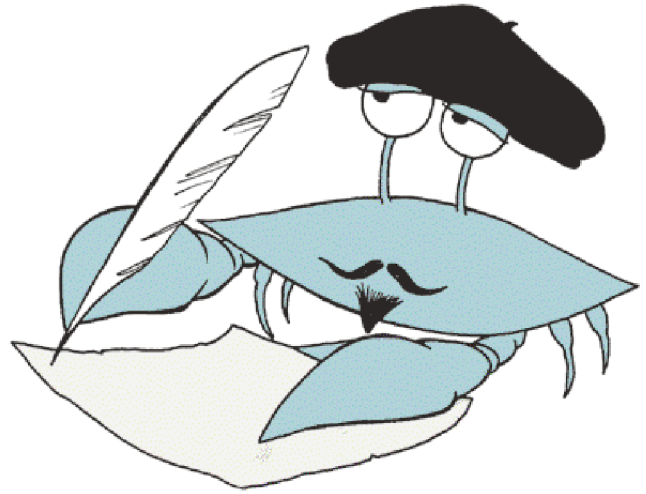
☞ **Point** to examples in the story: (p. 20) I, you, we’re, they, our, me, this. **ASK:** “**To whom are these words referring?**”

(p. 21) I’ll, we, you, this, their, our, him

(p. 22) we, their, they, this, them, it

(p. 23) we’re, their, they, this, it

(p. 24) their, we, they, them, it



### 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 text.**” Point to the phrase in the lower 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.

# THE WAR DOWN UNDER

Read this essay about Australia in World War II to answer the questions.

In 1939, Germany threatened to invade Poland. Britain and France warned that if Germany invaded they would oppose the action.

Germany did invade on Sept. 1, and two days later Britain and France declared war.

People in Australia were closely tied to Britain, and they were also against the German occupation of Poland. But with their country being closer to Japan, Australians had to consider their home defenses. If Japan tried to expand its power, Australia would be in danger of invasion.

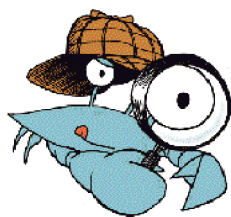
Japan pledged its neutrality, and England assured Australia that the British naval base at Singapore would stop any Japanese advance toward Australia. So Australians committed themselves to help the Allies fight Germany.

Australians played an important role in battles in North Africa, the Mediterranean area and the Middle East between 1940 and 1942.

Then Japan began a campaign to expand its empire in Asia. It launched invasions of Thailand and Malaya and attacked the naval base at Pearl Harbor, Hawaii. The forces of Japan soon fought their way down the Malayan Peninsula to Singapore, the supposedly mighty British fortress that would stop them. Singapore fell in February 1942, and thousands of Australians became prisoners of war.

The Japanese advance toward Australia was eventually stopped in New Guinea through efforts by the Australian and United States forces.

1. What would be a good title for this essay?
  - A. The Economics of World War II in Australia
  - B. Causes of World War II
  - C. Australia's Role in World War II
  - D. Allied Invasion!
2. How many days after Germany invaded Poland did Britain and France declare war?
  - F. 1939
  - G. 1
  - H. 7
  - J. 2
3. In the third paragraph, what does "Japan pledged its neutrality" mean?
  - A. Japan promised to not take sides.
  - B. Japan promised to aid Germany.
  - C. Japan vowed to help England against Germany.
  - D. Japan would not say bad things about Australia.
4. Which of these statements is true?
  - F. The British didn't think their naval base in Singapore was very strong.
  - G. The British thought their naval base in Singapore was strong, but Japan defeated it.
  - H. Japanese forces didn't think they could defeat the naval base in Singapore, so they didn't try.
  - J. American forces helped defeat the naval base at Singapore.



## TEACHERS!

Cover this corner when copying this page for your students!

Answers : 1. C; 2. J; 3. A; 4. G

# WORTH 1,000 WORDS

Sometimes pictures capture the feeling of a moment better than words. Look at these famous photos. How does the image make you feel? What is the importance of what is happening in these?



Firemen raise the flag after the Sept. 11, 2001, attacks.



JFK Jr. salutes at his father's funeral.



An atomic bomb's mushroom cloud over Nagasaki.

## ACTIVITY

Look through a newspaper and find a photo that captures an important moment. Share your picture and the thoughts that go with the image with your class. Be prepared to explain your choice. Why did you select this image?

With the class, mount the chosen images on construction paper for display in the classroom. Invite other classes to see what has been selected.

## TAKE IT FURTHER

Create your own photographic record. Take five photographs around your school or home that would show people 50 years from now what was important in your life now. Try to capture a feeling with the images.

## THE PACIFIC ISLAND HOP QUESTIONS

- 1. The Japanese island defenders were known for —**
  - A their deadly boomerangs
  - B guerrilla warfare - pretending to accept American invaders, then attacking them
  - C choosing to die fighting rather than to surrender
  - D retreating to the next island, keeping one step ahead of the American forces
- 2. Which of the following islands did Allies *not* attack in World War II?**
  - F Tarawa
  - G Okinawa
  - H Iwo Jima
  - J Australia
- 3. One of the keys to the Allied victory in the Pacific Ocean war was —**
  - A faster factory production of ships and planes
  - B RADAR
  - C tanks that could drive through island surf
  - D better medical care
- 4. “Now we have overwhelming power. We outnumber the Japanese 6-to-1.” Which word means the same as “overwhelming?”**
  - F resting
  - G equalizing
  - H crushing
  - J military
- 5. A \_\_\_\_\_ is a word used in place of another noun.**
  - A homonym
  - B antonym
  - C contraction
  - D pronoun
- 6. What would be another good title for this story?**
  - F The Growing Japanese Empire
  - G Victory at Sea: The Allied Plan in the Pacific
  - H Chester Nimitz, Pirate
  - J Killing the Kamikazes



**World War 2 Tales**

**Main Idea:**

**WHO** IS THIS STORY ABOUT?

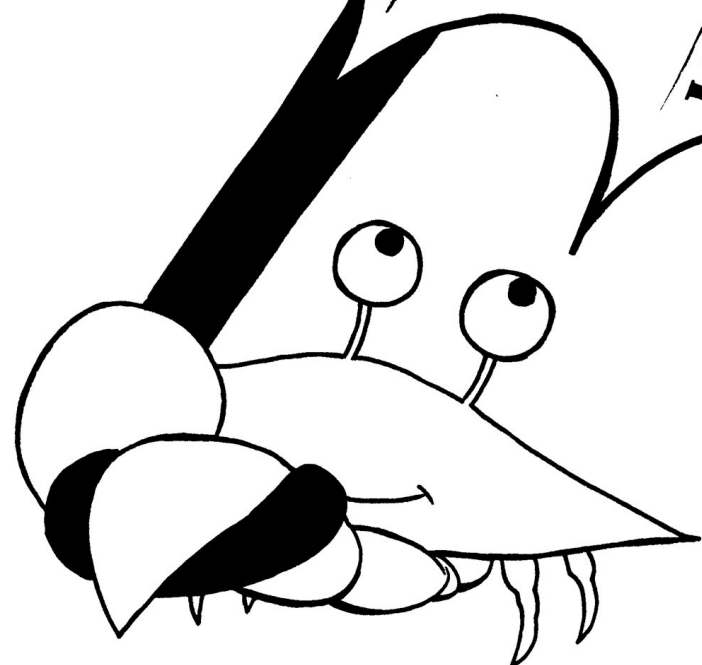
**WHAT** HAPPENS?

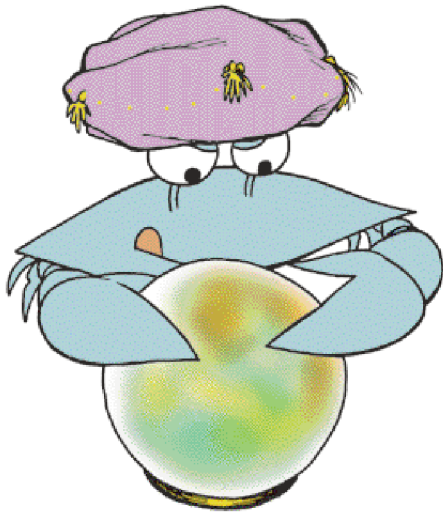
**WHERE** DOES IT HAPPEN?

**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 WORLD WAR 2 TALES

## **BATTLE OF BRITAIN PEARL HARBOR**

p. 7

1. B
2. H
3. A
4. J
5. A
6. J

p. 12

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

## **D-DAY**

p. 17

1. D
2. H
3. B
4. G
5. D
6. H

## **PACIFIC ISLANDS**

p. 22

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

### **OTHER TITLES IN THIS SERIES:**

#### **American Symbols**

USA symbols  
American Flag  
Washington, D.C.  
Statue of Liberty

#### **Wonder Women**

Clara Barton  
Harriet Tubman  
Susan Anthony  
Helen Keller

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Locke's Ideas  
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#### **The First Americans**

Overview  
Northwest Indians  
Pueblo Revolt  
Pocahontas

#### **War for Independence**

John Paul Jones  
Revolutionary Women  
Battle of Saratoga  
South to Yorktown

#### **Go West, Young Crab**

Gold Rush Hour  
Oregon Trail  
Transcontinental Rails  
Battle at Little Bighorn

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# WORLD WAR 2 TALES

## Standards correlation

### **National Council for History in the Schools National Curriculum Standards**

Grades 5-12 – Standard 1C, 3B / Era 1: 2B /  
Era 2: 1A, 3C

### **California**

History-Social Science – 5.2, 5.4, 6.2, 7.4,  
7.11, 8.2

### **Florida Sunshine State Standards (SSS)**

Social Studies – Grades 3-5: SS.A.2.2 /  
Grades 9-12: SS.A.2.4

### **Georgia Quality Core Curriculum (QCC)**

Social Studies – Grade 4: History 10

### **Maryland Voluntary State Curriculum**

Social Studies – History: Grades 5: Outcome  
3; Grade 6: Outcomes 2b, 7; Grade 8:  
Outcomes 6a, 8; Geography: Grade 6:  
Outcomes 1a, 3a; Economics: Grade 6:  
Outcomes 1, 6; Peoples: Grade 6: Outcome 2;  
Grade 8: Outcomes 1, 2

### **Massachusetts**

Social Science – Grade 4: 4.15b / Grade 5:  
5.12 / Grade 6: A.4 / Grade 7: 7.12-7.18

### **Missouri School Improvement Program Grade-level Expectations**

Social Studies – Grade 6: Standard 2b  
Grade 8: Standard 2a

### **New York Learning Standards**

Social Studies – Elementary Standards 2.1, 2.2  
Intermediate Standards: 2.1, 2.2

### **North Carolina**

Social Studies – Grade 5: Goal 4, Goal 6; Grade  
6: Goal 7; Grade 7: Goal 7

### **Ohio Academic Content Standards**

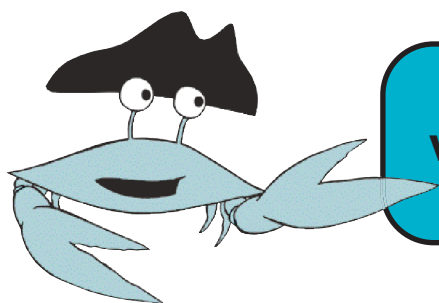
History – Grade 6: 4 / Grade 7: 6, 7

### **Pennsylvania**

Social Studies - History  
Grade 12: US History 8.3.12A, C, D; World  
History 8.4.12B, D

### **Virginia Standards of Learning (SOL)**

History-Social Science – USII.6a, USII6b, USII6c



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- Teacher Owen Miller