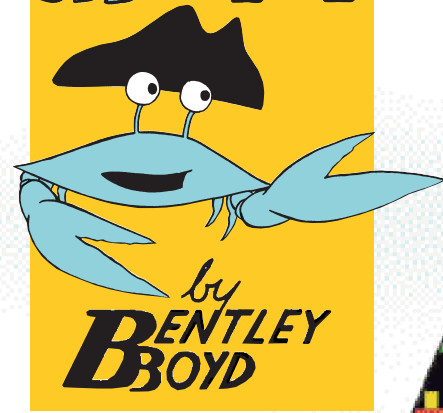


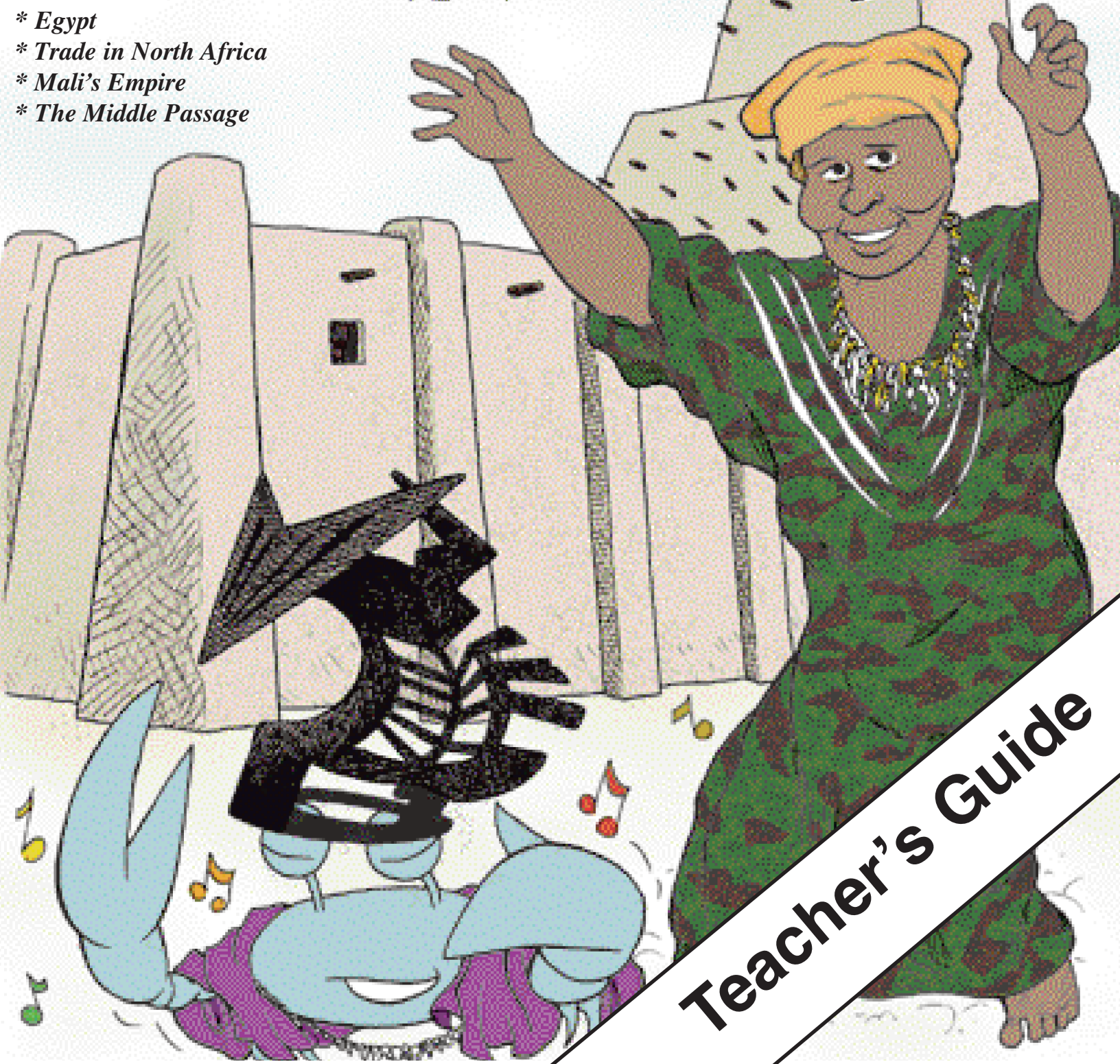
CHESTER

COMIX WITH CONTENT



ANCIENT AFRICANA

- * *Egypt*
- * *Trade in North Africa*
- * *Mali's Empire*
- * *The Middle Passage*



Teacher's Guide

Teacher's Guide for
**ANCIENT
AFRICA**

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "Ancient Africa" 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 "Ancient Africa," 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 "Ancient Africa" 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. 1 How to use Chester Comix
- p. 3 **LIFE ON THE NILE** reading strategies, activities, test
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- p. 13 **THE MALI EMPIRE** reading strategies, activities, test
- p. 18 **THE MIDDLE PASSAGE** reading strategies, activities, test
- p. 23 Details Umbrella
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- back Question answers; other titles in this series

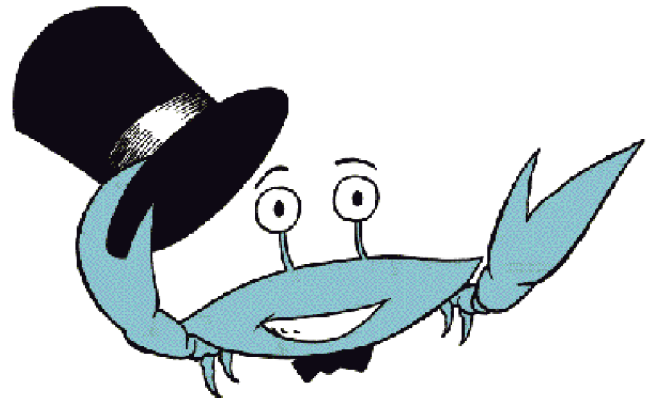
COMIX IN THE CLASSROOM

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!)

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.



LIFE ON THE NILE

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 civiliza-

tions in ancient Africa. What is the weather and temperature like in Africa?”

➤ **Take** a picture walk through the first story, “Life on the Nile,” 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)

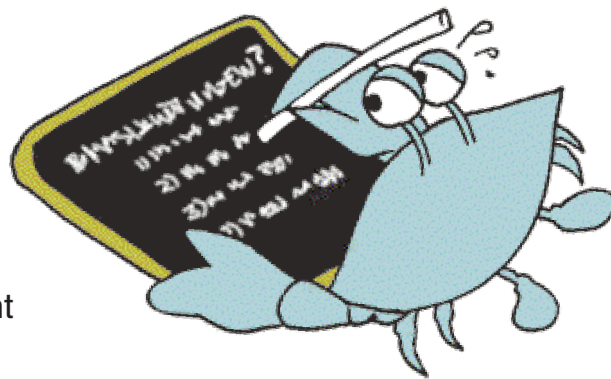
Nile River (p. 2) – longest river in the world, flowing through deserts of northeast Africa
papyrus (p. 2) – tall reed that grows along the Nile; beaten into pulp to make paper
pharaoh (p. 3) – leader of ancient Egypt’s civilization, believed to be a god
monarchy (p. 3) – system of government in which one ruler makes the laws and decisions; title is usually hereditary, passing from one family member to another
pyramid (p. 4) – architectural stone building in ancient Egypt, prepared as a funeral site for the pharaohs, with many of their possessions entombed within
right angle (p. 4) – an angle of 90 degrees; four right angles together make a square
mummy (p. 5) – a carefully preserved dead body

(VOCABULARY, continued from previous page)

priest (p. 5) – religious official who performs rites in a temple

language (p. 6) – a system of meanings that allow people to communicate

hieroglyph (p. 6) – a picture or symbol representing a word or sound; system of language used by ancient Egyptians



3. WORD STUDY

➤ **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) no, know/ where, wear/ write, right (p. 3) their, there (p. 4) wear, where/ right, write/ reed, read/ to, two/ their, there (p. 5) wine, whine/ for, four (p. 6) sun, son/ rain, reign/ knew, new.

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.

HISTORY ACTIVITY

WALK LIKE AN EGYPTIAN

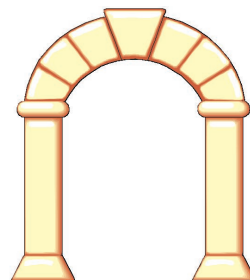
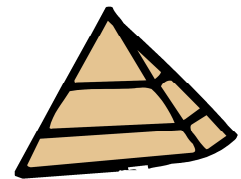
Circle the items that are contributions from Egypt. (Hint: there are four.)



A

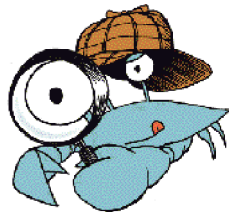
B

C



TEACHERS!

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



ANSWERS:





Papyrus, calendar, pyramid, and hieroglyphics.

Ancient Africa, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

LANGUAGE ACTIVITY

REED THE WRITING

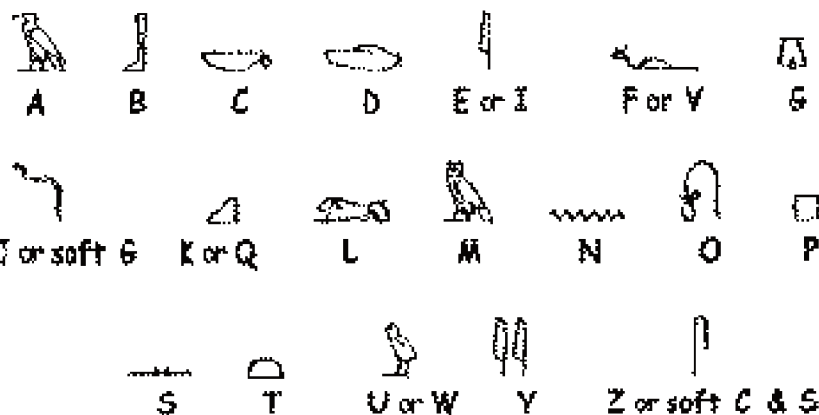
Use the clues from Chester's Egyptian story to to "translate" this message.

Don't  . When the  stops, we will go over the  and see the  rise.

Using this set of hieroglyphics, write your name.

SECRET CODE:








Draw your own pictures to match each letter of the alphabet. Write your code on a Rosetta stone and make a copy for a friend or family member. Exchange messages back and forth and "talk" like an Egyptian.



MAKE MUSH:

The Egyptians made their papyrus from reeds. Most of our paper is made from tree pulp. You can make recycled paper of your own from old pieces of paper. Here's how:

YOU'LL NEED:

-  Paper (any kind will work, but newspaper will make paper that's gray)
-  Plastic bowl or blender
-  Warm water
-  Flat pan or plastic tub
-  Pieces of window screening (the size and shape you want your paper to be). Tape over sharp edges.
-  Newspaper
-  Rolling pin



DIRECTIONS:

1. Tear paper into very small pieces in the bowl or blender. Pour in the warm water. Pull the paper to bits with your fingers or use a blender to make the pulp. Mix one part paper to four parts water, so it is lumpier and more watery than oatmeal. Pour it into your pan or tub.
2. Dip a piece of screen into the mixture. Move it around until it is evenly covered with pulp, and lift it out. Place another piece of screen on top and squeeze out some of the water. Put the paper-and-screen "sandwich" between two pieces of newspaper and roll with a rolling pin to squeeze out more water.
3. Open up the newspaper. Gently peel off one side of the screen and then the other. Set your paper on more newspaper until it dries out.

Variations: You can add bits of flowers to add texture or glitter or food coloring to add color to your paper.

LIFE ON THE NILE QUESTIONS

1. The meaning of **ancient** is —

- A the design of buildings
- B long, long ago
- C places that have common characteristics
- D a place where people live, work, and play

2. Ancient Egypt's written language was based on —

- F a 365-day calendar
- G papyrus
- H black and white characters
- J hieroglyphics

3. Ancient Egypt's climate is —

- A hot, humid summers
- B moderate seasons
- C hot, dry
- D harsh, cold winters

4. The following are geographic features of ancient Egypt *except* —

- F Niger River
- G Nile River
- H deserts
- J coast of Mediterranean Sea

5. "The word 'pharaoh' is based on the Egyptian description of the king's palace." Which word below has the same meaning as the word "description?"

- A telling
- B creeping
- C departing
- D praising

6. Which word from the story begins with the same sound as **funny**?

- F pyramid
- G mummy
- H hieroglyph
- J pharaoh



TRADE IN CARTHAGE

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 civilizations in ancient Africa. Phoenicians settled the coast of North

Africa so they could trade with civilizations around the Mediterranean Sea. Can you name some societies around the Mediterranean?”

➤ **Take** a picture walk through the second story, “Trade in Carthage,” 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)

civilization (p. 8) – the total culture (arts, ideas, etc.) of a people in a certain place

colony (p. 8) – settlement controlled by a central, distant government

language (p. 8) – a system of meanings that allows people to communicate

economic specialization (p. 9) – the practice of focusing on producing one good or service so well that consumers will pick that good or service over many others

trade (p. 9) – the exchange of goods, services, or resources between people or nations

interdependence (p. 9) – when trading partners exchange needed products or services

scale (p. 10) – the proportion that a map or drawing bears to the thing it represents

Egypt (p. 10) – ancient civilization based on the Nile River in eastern Africa

(VOCABULARY, *continued from previous page*)

inclined plane (p. 10) – a slope that makes objects easier to move vertically

cirrus clouds (p. 11) – high altitude clouds in wispy formations; signal the approach of a weather front (an advancing mass of warm or cold air)

cumulus clouds (p. 11) – thick clouds whose top resembles a dome; seen on warm, sunny days

cumulonimbus clouds (p. 11) – towering storm clouds; can hold 110,000 tons of water

pyramid (p. 12) – architectural stone building in ancient Egypt, prepared as a funeral site for the pharaohs, with many of their possessions entombed within

3. WORD STUDY

☞ **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 the exercise of finding similarities and differences between events, characters, or other parts of a story.”**

☞ For example, on p. 9 **ASK: “What are the differences in the tools you would need to make the goods shown in this marketplace?”** Or on p. 10 **ASK: “Which ship do you think is faster? Why?”** On p. 11, compare the cloud types. On p. 12 compare the cyclops to the men it fights.

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.

DYING BY DEGREES

You can have your own trading experience. Gather together things such as books you've read, Beanie Babies, gaming or baseball cards, and toys that you no longer need or want. Show them to your parents to make sure it's OK to trade them away. Invite a few friends over with their own items to trade. Spread out the items and begin to bargain. Try to make deals that will gain things you really want to own. You'll have new books and toys at no cost to your allowance!



DYE IT PURPLE

The Phoenicians were popular trading partners because they had colorful things to trade. They made purple dye by boiling parts of the murex shell. It was a difficult and smelly process.

You can make a purple dye by boiling red cabbage using an easy (but still smelly!) process.

HERE'S HOW

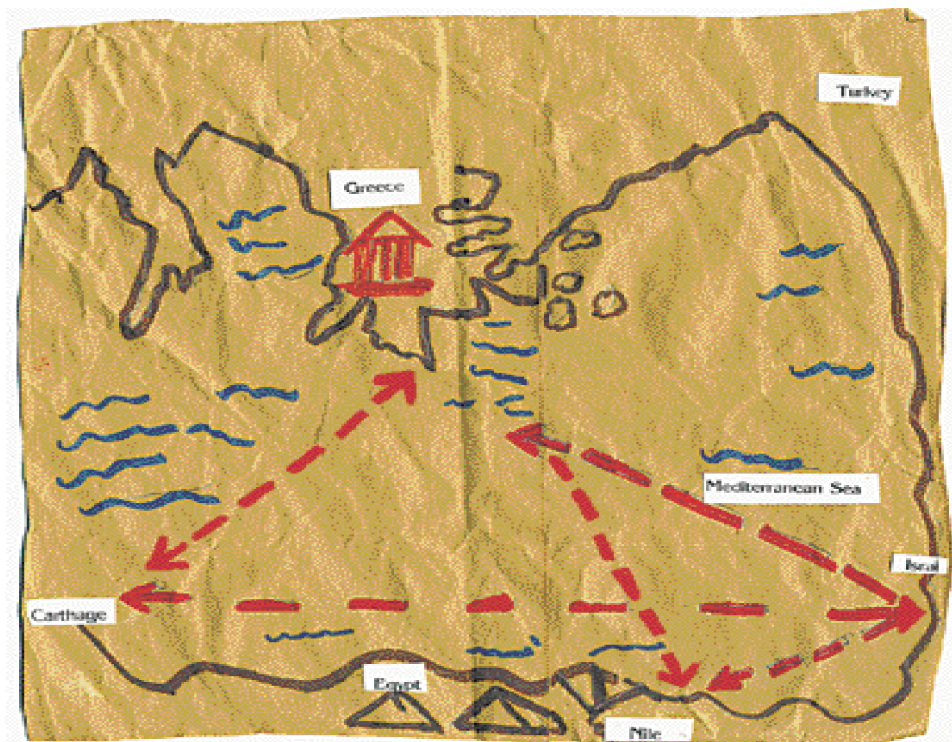
Cut red cabbage into large chunks, put it into a pot, and cover it with water. Have an adult place it on the stove and gently boil the cabbage for about 5 minutes.

You can dye a shirt or other piece of cloth. It will come out light purple.

If you want it tie-dyed, use rubber bands where you want the shirt to remain white. Leave the shirt in the dye for several hours.

HISTORY ACTIVITY

MAP THE MEDITERRANEAN



Use a brown paper bag to give your map of this ancient trading world an “old” look.

MATERIALS

- brown paper bag ● glue ● scissors
- markers ● colored pencils ● pencil

DIRECTIONS

1. Sketch the outline of a map with a pencil. You can use Chester’s map as a guide or find other maps.
2. Trace this outline with markers or colored pencils. Use different colors for water, land, trade routes. Use landmarks or architectural features to highlight Greece and Egypt.
3. Label the main places on your map. You can write the names with marker or write labels on white paper and glue them down.

PENNY TOSS GAME

1. Assign each place on your map a point value. For example, Greece = 5 points, Egypt = 7. Larger places should have smaller point values.
2. Using pennies, small bean bags or small rocks, take turns tossing objects onto your map.
3. Write down your score after five turns, and add up your total.
4. The player with the most points wins!

TRADE IN CARTHAGE QUESTIONS

- _____ is a way of moving people and things from one place to another.
 - Population
 - Civilization
 - Transportation
 - Plantation
- The following are ancient civilizations around the Mediterranean Sea *except* —
 - Vikings
 - Romans
 - Greeks
 - Egyptians
- Which one of the following is *not* a part of a map?
 - compass rose
 - title
 - legend
 - timeline
- “Scale helps us determine distance from one place to another.” Which word below has the same meaning as the word “determine?”
 - debility
 - decide
 - device
 - decree
- If you place these words from the story in alphabetical order, which comes first?
 - trade
 - pyramid
 - region
 - servant
- What is this story *mainly* about?
 - The way Phoenician traded with Spain just north of Carthage
 - How to figure scale
 - The wreck of the Edmund Fitzgerald
 - The economic interdependence of Mediterranean civilizations

CHAPTER 3

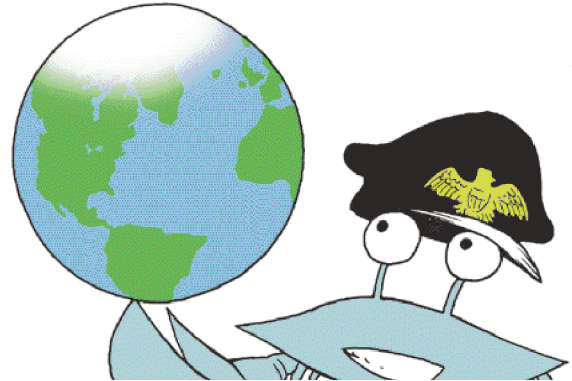
THE MALI EMPIRE

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 narrated by Chester the Crab. It is about civilizations in ancient Africa. The

empire of Mali traded in gold and salt. What foods do you like to put salt on?”

➤ **Take** a picture walk through the third story, “The Mali Empire,” 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)

griot (p. 14) – public storyteller in ancient Mali empire

Africa (p. 14) – continent by Atlantic Ocean; second largest continent; much of it is dry

traditions (p. 14) – a people’s custom or belief that happens over a long period of time

language (p. 14) – a system of meanings that allows people to communicate

empire (p. 15) – group of states or territories commanded by one ruler, often by force

Europe (p. 15) – continent between Asia and the Atlantic Ocean; smallest continent

trade (p. 15) – the exchange of goods, services, or resources between people or nations

caravan (p. 15) – people traveling together for safety, especially through a desert

coin (p. 16) – a piece of metal, issued by a government as a unit of money

(VOCABULARY, continued from previous page)

supply and demand (p. 16) – economic system in which the consumers’ wants and choices lead producers; the government does not make economic choices for producers

architect (p. 17) – someone who designs buildings

mosque (p. 18) – place of worship in the Muslim religion

Dark Ages (p. 18) – the time of European history between the ancient and the modern eras, about 476 A.D. to 1450 A.D.; a time of disease, poverty, and ignorance

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 made the sound ‘t,’ ‘ed,’ or ‘d.’” Can you find verbs in the past tense in this story?”

☞ **Point** to examples in the story: (p. 14) ruled, married, mocked, crawled, defeated, freed (p. 15) died, ruled, doubled (p. 17) supposed, tried, forced

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.

HISTORY ACTIVITY

HERE'S MUD IN YOUR EYE

Look at the drawing of the Djenne Mosque in Chester's cartoon story and these examples of Mali architecture. Make your own Mali-inspired building using salt dough. You can do some additional research on what buildings in ancient Mali looked like from books or sites on the Internet, or just use your imagination based on these drawings.

INGREDIENTS

- ☞ 1 cup salt ☞ 2 cups flour
- ☞ 4 teaspoons cream of tartar
- ☞ 2 cups cold water

DIRECTIONS

1. Mix all dry ingredients in a cooking pot.
2. Stir in the cold water, mixing with your hands.
3. Cook on medium heat. Use a sturdy spoon to stir constantly, until dough looks like mashed potatoes or a firm ball.



A mud house

Other craft materials you may want to have on hand:

- ☞ craft sticks or small sticks ☞ raffia or straw
- ☞ glue ☞ craft paper

Remember that the Mali buildings were made of mud. Use the dough to make the basic structure of your building. You can add craft sticks or twigs for the posts that es-Saheli introduced.

Some Mali buildings have thatched roofs. To make a thatched roof, cut a large circle out of craft paper. Cut halfway into the circle. Bring the sides of the circle together to make a cone that will fit on top of your building. Use glue or tape to hold the cone together. Glue a row of raffia or straw around the bottom third of the cone. Glue a row in the middle and then the top, overlapping each row.



Buildings in this Dogon settlement have thatched roofs. The Dogon are people in Western Mali.

RATTLING BONES

Musical instruments, like the one in the first part of Chester's Mali cartoon, are often used to accompany storytellers. The music helps set the tone of the story and sometimes makes the story easier for audiences to remember. Let's make an African-designed rattle to help remember this week's lesson.

MATERIALS

- ☞ forked twig ☞ paper plates or manila folders
- ☞ paint, markers, crayons
- ☞ stapler ☞ scissors
- ☞ beans, pebbles, buttons, rice, or pasta



DIRECTIONS

1. Cut a forked stick about 25 inches long. The stick should be about a quarter of an inch in diameter.
2. Use paper plates or use a circle pattern to cut 10 duplicate circles from the manila folders. Also cut one 2-inch disc. Color one side of each disk with African designs using paint, markers, or crayons. You can rub shoe polish or light-colored paint over each disk to replicate a calabash, a type of bottle-shaped gourd used to make some African rattles.
3. Punch a hole in the center of each flat disk. Staple the edges leaving space for stuffing beans, pebbles, buttons, rice, or pasta. After stuffing the disks, staple the opening closed.
4. Push the disks onto the longest part of the stick, topping them off with the 2-inch disc. Wrap the bottom part of the stick underneath the disks with yarn to help keep the disks from falling off.

THE MALI EMPIRE QUESTIONS

1. _____ was a Mali city with a famous university that had a large library containing Greek and Roman books.
 - A Alexandria
 - B Mecca
 - C Cairo
 - D Timbuktu
2. The Mali storytellers who passed on traditions and stories from one generation to the next were called —
 - F priests
 - G griot
 - H scribes
 - J traders
3. Which of the following is *not* a physical characteristic of the Empire of Mali?
 - A farms built on hillsides
 - B located in West Africa
 - C near rivers
 - D desert-like conditions
4. “Mansa, it is customary to kneel and kiss the ground before Cairo’s sultan.” Which word means the same as “customary?”
 - F required
 - G legal
 - H business
 - J tradition
5. “It is like having a permanent ladder.” Which word rhymes with ladder?
 - A father
 - B madder
 - C liar
 - D rudder
6. What would be another good source of information about ancient Mali?
 - F thesaurus
 - G petition
 - H encyclopedia
 - J CD liner notes

CHAPTER 4

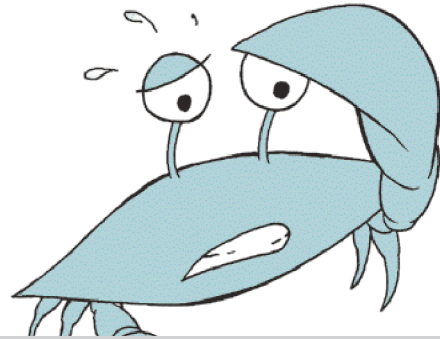
THE MIDDLE PASSAGE

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 Africa. The connection between Africa and the

American continents was forced by Europeans who made Africans into slaves.”

➤ **Take** a picture walk through the fourth story, “The Middle Passage,” 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)

slavery (p. 20) – system in which people are held for life as property, with no rights

pharaoh (p. 20) – leader of ancient Egypt; considered to be a god

Egypt (p. 20) – ancient civilization based on the Nile River in eastern Africa

Greece (p. 20) – ancient civilization on Mediterranean islands; developed democracy

Rome (p. 20) – ancient civilization based in Italy; developed roads, sewers and arches

plantation (20) – large Southern farm that made money using free labor from slaves

sacrifices (p. 21) – killing of a human or animal in a religious ceremony

Roanoke Colony (p. 21) – failed English attempt to settle in the Americas; “Lost Colony”

Caribbean (p. 21) – sea and islands between Central America and South America

Sir Walter Raleigh (p. 21) – English explorer and poet; 1552-1618

(VOCABULARY, *continued from previous page*)

Jamestown (p. 22) – first permanent English settlement in North America

tobacco (p. 22) – plant with broad leaf that can be dried and then smoked or chewed

John Rolfe (p. 22) – English settler who found sweet tobacco leaf that sold well in Europe

indentured servant (p. 23) – one who gets free sea passage or living arrangements in exchange for working seven years for someone

population (p. 24) – the number of people in a country or region at a certain time

American Revolution (p. 24) – war from 1775 to 1783 between American colonists seeking independence and the British empire; established the United States of America

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, someone, he, she, our, my, many. **ASK:** “**To whom are these words referring?**” (p. 21) I, we, you, these, they, one, some, them, nobody, it (p. 22) we, their, most, they, you, these, them (p. 23) us, we, these, many, they, you, I, some, my, their, his (p. 24) some, their, many, they, its

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.

AFRICAN MASKS






By 1618, some Africans living in what is now Angola had been converted to Christianity by the Portuguese. Most Africans practiced various forms of traditional religions, which often included a belief in a high god and lesser gods.

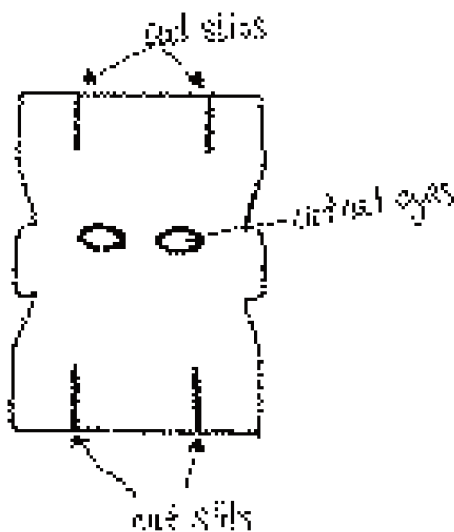
Many also believed in communicating with the spirits of ancestors. Some believed the wearing of masks would help them communicate with the spirit world.

Masks and face painting have long been an important part of African religious and ceremonial life. Wood, ivory, bone, and metal are used to make masks. Some have hair, feathers, and beads attached to them. The men and women who wear masks are usually members of a special club or society.



MATERIALS

-  half of a large sheet of black poster board
-  paint
-  scissors
-  glue
-  decorative items: raffia, feathers, confetti, etc.



DIRECTIONS

1. Use this picture to help you make an outline of your mask on the poster board.
2. Cut out the mask.
3. Use paint to make the facial designs.
4. Overlap the slits to make the mask curved. Staple the four corners.
5. Finish your mask by adding raffia or feathers around the sides.

AFRICAN STORYTELLER

Make your own Chester comic! Put your own words and ideas in the balloons and open spaces.

WERE THE 1ST AFRICANS IN VIRGINIA SLAVES?

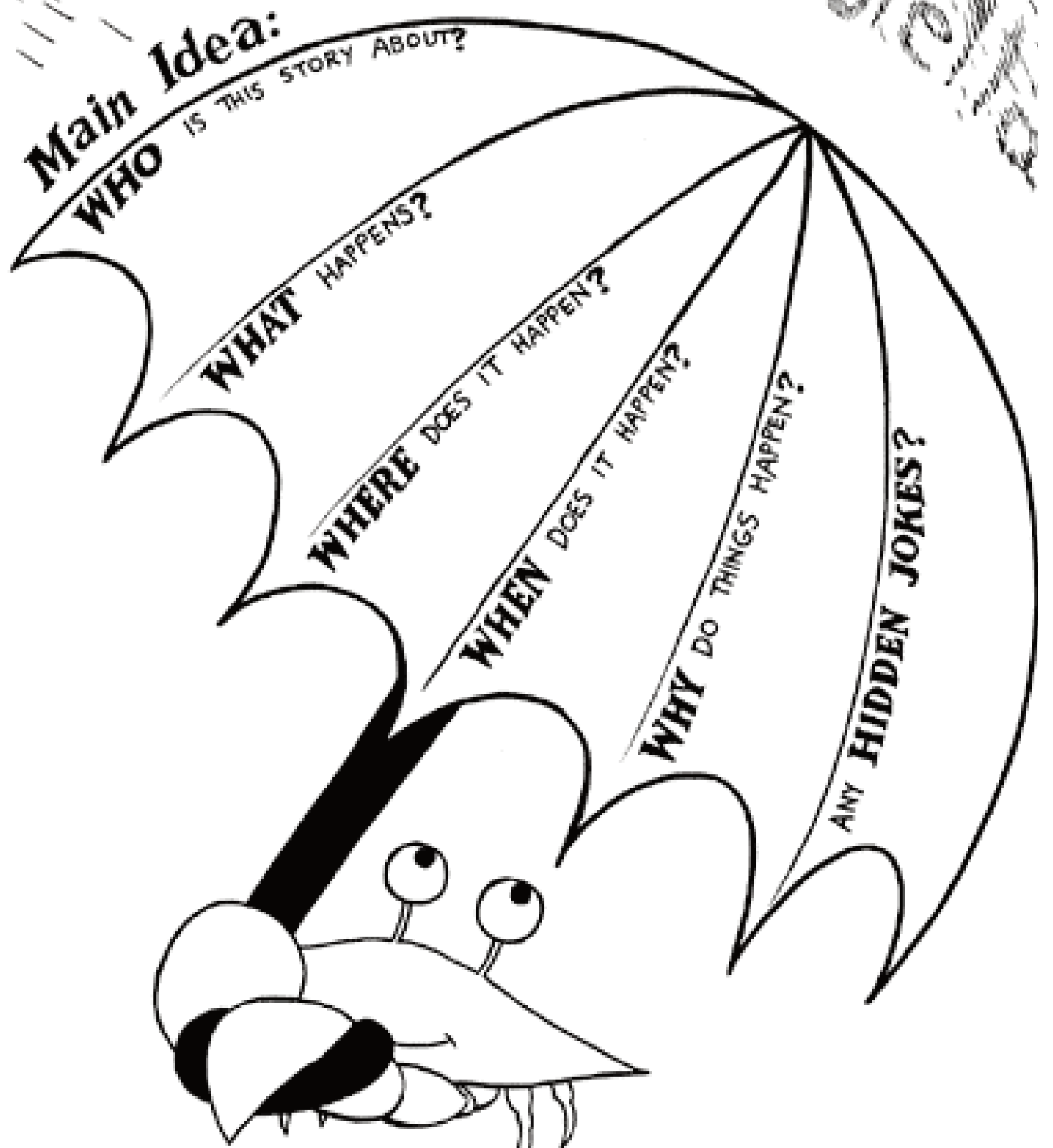


NEXT: LINKS IN THE CHAIN

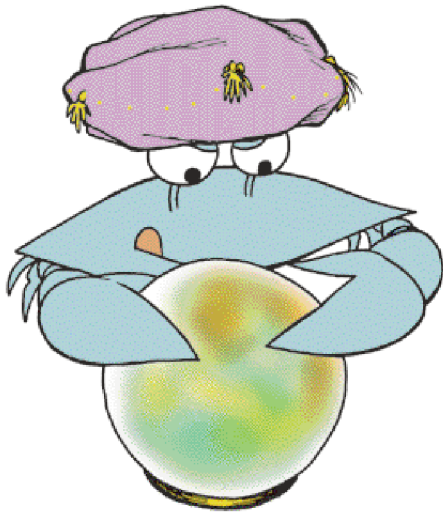
THE MIDDLE PASSAGE QUESTIONS

- 1. The first Europeans to develop a trade on the West Coast of Africa were —**
 - A Portuguese
 - B Spanish
 - C Romans
 - D Vikings
- 2. Which of the following did Europeans *not* trade for West African gold?**
 - F poor Slavs
 - G metals
 - H cloth
 - J manufactured goods
- 3. The trade of humans for sugar, which is traded for timber, which is traded for cloth and guns, is an example of —**
 - A human resources
 - B economic interdependence
 - C civilization
 - D Mediterranean trade
- 4. “It would be many more years before they formed a permanent settlement.” Which word means the same as “settlement?”**
 - F resting
 - G foundation
 - H village
 - J agreement
- 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 Growth of Slavery in the Americas
 - G Spanish Slavery in the Caribbean
 - H Sir Francis Drake, Pirate
 - J Resources from the West Coast of Africa

The Details Under the Big Idea



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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 ANCIENT AFRICA

LIFE ON NILE

p. 7

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

CARTHAGE

p. 12

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

MALI'S EMPIRE

p. 17

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

MIDDLE PASSAGE

p. 22

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

OTHER TITLES IN THIS SERIES:

Target grades follow chapter titles.

American Symbols

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

Wonder Women

Clara Barton
Harriet Tubman
Susan Anthony
Helen Keller

Slavery's Storm

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

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Constitution

Construction

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

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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ANCIENT AFRICA

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 7: Goal 1, 2, 3, 4,
5, 6, 12

Ohio Academic Content Standards

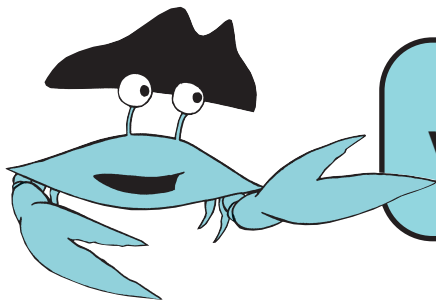
History – Grade 6: 4 / Grade 7: 6, 7

Pennsylvania

History-Social Science: World History -
Grade 3: 8.4.3 / Grade 9: 8.4.9

Virginia Standards of Learning (SOL)

History-Social Science – 2.1 / 2.4 / 3.2 / 3.4 /
VS.3 / VS.4 / US1.4, US1.5



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Boyd's comics are filled with fun and fancy, but they are also factually sound. His newspaper hired a committee of teachers to help ensure accuracy. And while simple, the comics are not dumbed down.

- John Kubal, Brookings (S.D.) Daily Register

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