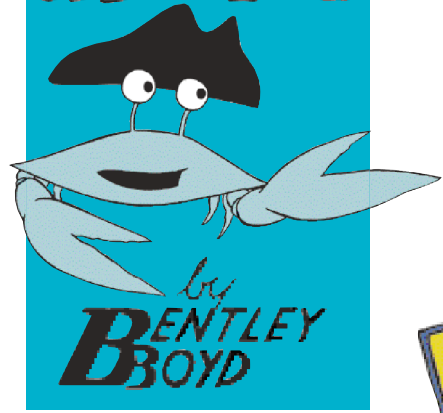


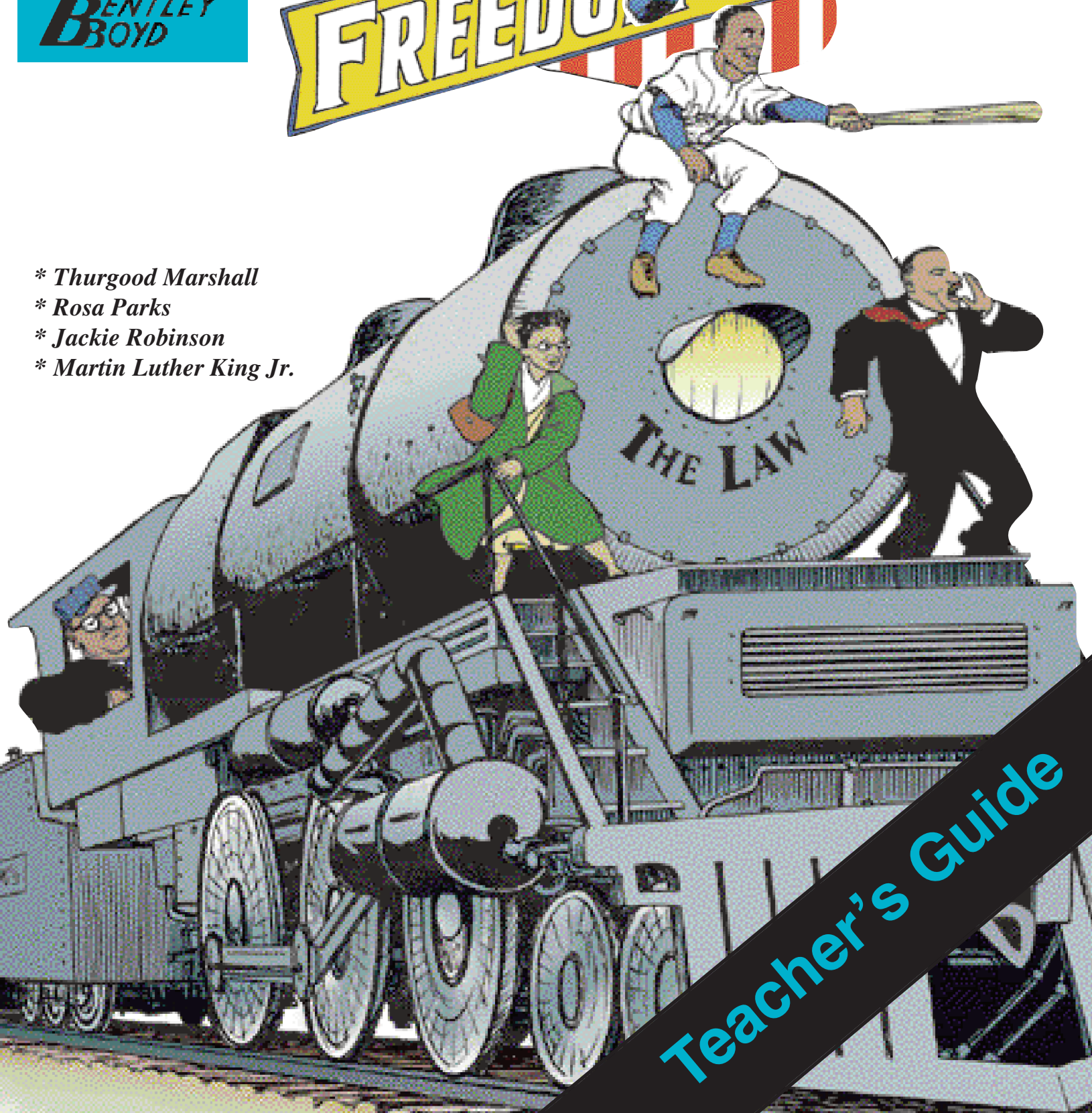
CHESTER

COMIX WITH CONTENT™



THE CIVIL RIGHTS FREEDOM TRAIN

- * *Thurgood Marshall*
- * *Rosa Parks*
- * *Jackie Robinson*
- * *Martin Luther King Jr.*



Teacher's Guide

Teacher's Guide for

THE CIVIL RIGHTS FREEDOM TRAIN

Chester's Comix With Content series



Dear Teacher:

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

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

I hope you and your students
enjoy Chester the Crab!



OBJECTIVES

After reading "The Civil Rights Freedom Train" and performing the activities in this guide, students will be able to:

define social studies terms

place early historical events on a timeline

use a non-fiction reading selection to practice reading skills

TABLE OF CONTENTS

- p. 1 How to use Chester Comix
- p. 3 **JACKIE ROBINSON** reading strategies, activities, test
- p. 8 **ROSA PARKS** reading strategies, activities, test
- p. 13 **MARTIN LUTHER KING JR.** reading strategies, activities, test
- p. 18 **THURGOOD MARSHALL** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

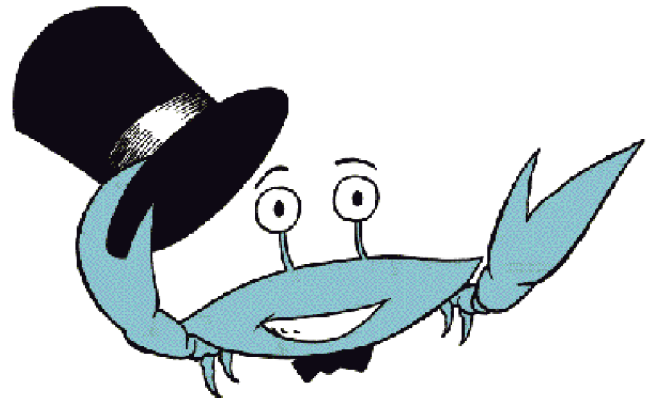
COMIX IN THE CLASSROOM

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.



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.

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!



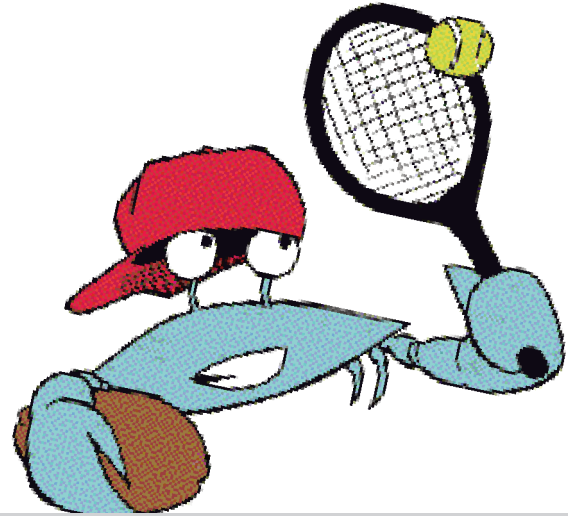
JACKIE ROBINSON

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 narrated by Chester the Crab. It is about African-Americans who fought against unfair

rules that took away their rights and freedoms. What are some rights and freedoms that you have today?”

Take a picture walk through the first story, “Jackie Robinson,” 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)

segregated (p. 2) – separated in public places according to race

Jim Crow laws (p. 3) – Southern laws that separated black and white people in public

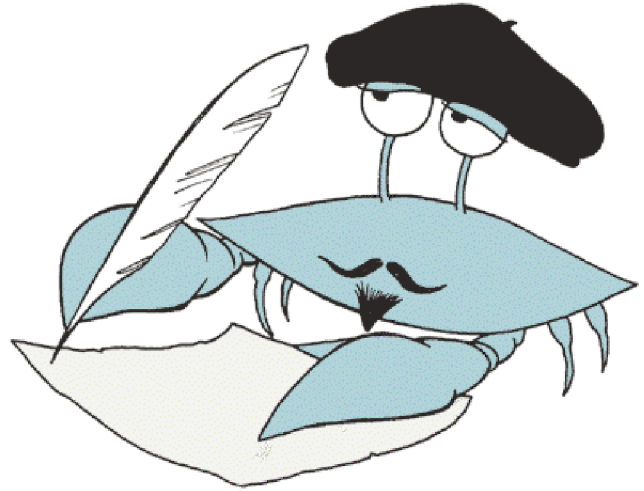
civil rights movement (p. 4) – the African-Americans’ struggle for legal and practical equality became a mass movement in the 1950s and 1960s

Most Valuable Player (p. 5) – award given in a sports league to the individual player who made the most important contribution to his or her team’s success

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 some examples in the story:
(p. 2) away, hungry, youngest, apart, hot
(p. 3) own, older, silver, American, first, semi-pro, hard, worse (p. 4) top
(p. 5) Southern, more, better, afraid, stolen, fast, pitched (p. 6) first, other, oldest, simple, fat, important, strong, bigger.



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

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.

SOCIAL STUDIES ACTIVITY

GOOD CHARACTER

Jackie Robinson had to demonstrate good character both on and off the field.

Here is a list of words describing qualities in people. Using numbers, rate them in order of importance to you. What you rank 1 is most important to you, what you rank 17 is the least important to you. If you don't know the meaning of a word, look it up in a **dictionary** before you rank the list.

- Ambitious
- Capable
- Cheerful
- Clean
- Courageous
- Forgiving
- Helpful
- Honest
- Imaginative
- Independent
- Intellectual
- Logical
- Loving
- Open-minded
- Obedient
- Polite
- Self-controlled



Jackie Robinson

After you've ranked your list, compare your results with that of your classmates. How does this **diversity** in what's most important to you make your class stronger?



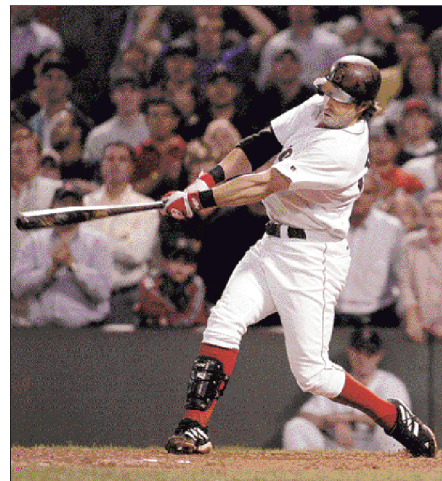
LEARN MORE

Look through the newspaper to find someone who has at least three of the top five traits you listed as most important. Share your results with your class.

SCIENCE ACTIVITY

REACTION TIME

It takes about half a second for a ball to go from the pitcher to the batter, so it's important for the batter to react quickly. In order to make contact with the ball, the batter actually has to start swinging when the ball is about halfway from the pitcher's mound to home plate.



Measure your reaction time by trying to catch a dollar bill and a ruler.

MATERIALS

 dollar bill  ruler

TEST ONE

1. Smooth out a dollar bill. Have a partner hold the bill vertically. Put your thumb and index finger on either side of the bill, about in line with the face on the bill. When your friend releases the bill try to catch it.
2. Repeat this activity a few times to see if your reaction time improves. Can you catch the dollar bill?
3. Switch places and let your partner have a turn.



TEST TWO

1. Have a partner hold a ruler while you put your thumb and index finger about an inch apart at the bottom end. When your partner drops the ruler, try to grab it with your fingers. How many inches did it drop?
2. Repeat the activity a few times to see if your reaction time improves. What was your best result?
3. Switch places and let your partner have a turn.

COMPARISON

Compare your results with those of your classmates. The average person usually catches the ruler at seven inches, or about .2 second reaction time. How did you do? Are you ready for the major leagues?

JACKIE ROBINSON QUESTIONS

1. Which word is an adjective?
 - A debacle
 - B deed
 - C debatable
 - D dedication
2. Which one of these awards did Jackie Robinson *not* win during his career?
 - F Grammy Award
 - G Most Valuable Player
 - H Rookie of the Year
 - J Hall of Fame
3. Laws that separated black and white people in restrooms and other public places were called —
 - A Dixie laws
 - B Bo Jangles laws
 - C Jackie Robinson laws
 - D Jim Crow laws
4. In college Jackie Robinson played the following sports *except* —
 - F track and field
 - G football
 - H soccer
 - J basketball
5. “He integrates major league baseball two years before the U.S. Army integrates.” Which word below has the same meaning as the word “integrates?”
 - A divides
 - B unites
 - C impresses
 - D conquers
6. What would be another likely source of information about Jackie Robinson?
 - F dictionary
 - G Sports Illustrated magazines
 - H a book of African folk tales
 - J www.2004Olympics.com



ROSA PARKS

READING STRATEGIES



SKILLS

Antonyms
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 African-Americans who fought unfair state and local laws. Rosa Parks found

unfair laws about how she could ride a bus. What is your favorite form of transportation?”

➤ **Take** a picture walk through the second story, “Rosa Parks,” 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)

discrimination (p. 8) – treating people differently based only on their skin color, age, etc.

Ku Klux Klan (p. 8) – secret society that tried to scare blacks from seeking their rights

Booker T. Washington (p. 8) – African-American leader of the late 1800s who believed technical and practical education was the key to the advancement of African-Americans

Jim Crow laws (p. 9) – Southern laws that separated black and white people in public.

poll tax (p. 9) – money people had to pay to cast a vote; now illegal in the United States

segregate (p. 9) – to separate races by law in public places

NAACP (p. 9) – National Association for the Advancement of Colored People; formed in 1909; the largest and oldest organization promoting civil rights in the United States

literacy test (p. 9) – reading test given to prevent uneducated people from casting a vote

(VOCABULARY, continued from previous page)

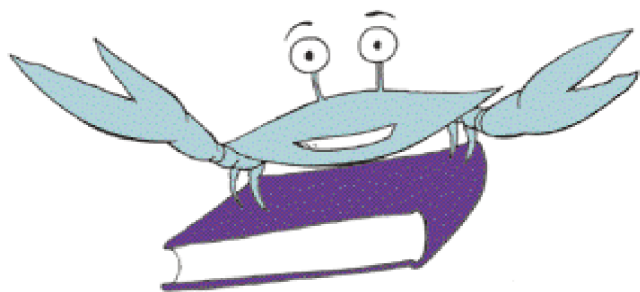
boycott (p. 11) – a coordinated promise to not buy a good or service to force some change

oppression (p. 11) – physical or mental distress caused by unfair treatment

carpool (p. 12) – a group of people riding in one car to save time and gas

3. WORD STUDY

Read a page in the story. Point out the **antonyms** in the story. SAY: “An **antonym** is a word meaning the opposite of another word. Can you find some in the story?”



For example, on p. 9 ASK: “What are the meanings of ‘together’ and ‘segregate’?” Point to some other examples: (p. 9) sit, stand (p. 9) on, off (p. 10) free, pay / leaving, going to / to sit, to stand / quiet, disorderly (p. 11) continue, end / on, off / height, depth (p. 12) carpool, walk / hate, love / equals, unfairly / go, stop

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. 12 of this guide.

SOCIAL STUDIES ACTIVITY

GET ON THE BUS, GUS



1. Create a 5- to 10-question survey about the use of transportation to and from work in your community. Be sure to include questions on the use of public transportation.
2. Interview five working adults and record their responses on the survey sheet.

Examples of questions to get you started:

- What type of transportation do you use daily to get to and from your place of work?
- How far is your work place from home?
- Do you use public transportation to get to work? Why or why not?

3. Tally the information from the surveys.
4. Select a group leader to present the outcome to the rest of the class.
5. Combine class totals and graph on large poster paper.
6. Discuss the outcome of the survey. What generalizations can be made from the survey results? (One generalization may be: "Most people surveyed work less than 10 miles from their home.")

FOLLOW-UP ACTIVITY

Invite someone who regularly rides public transportation to share his/her experiences. Ask questions about the routes, other riders, difficulties of scheduling, and cost of riding.



City buses have seats facing in several directions as well as handles for the riders who choose to stand.

HISTORY ACTIVITY

SEPARATE BUT EQUAL?

All-black and all-white schools were often not equipped with the same facilities. Here are generalizations about differences in some schools. Use this information to create a diorama comparing the conditions.

DIRECTIONS

Fold two pieces of card stock in half and glue them back to back. Use construction paper, paper, scissors, markers, or crayons to create the scene.

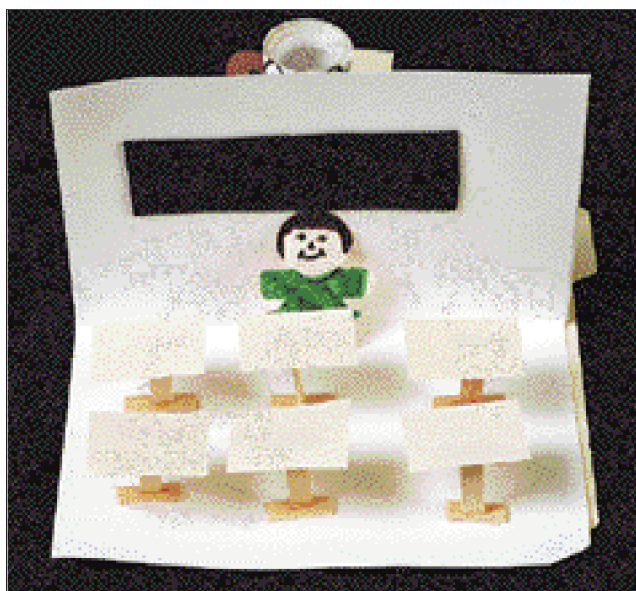
ALL-BLACK SCHOOLS

- ☾ No gymnasium - sporting events are held outdoors
- ☾ No cafeteria
- ☾ School dances held in hallways
- ☾ Limited classroom space - classes are taught in the auditorium and on school buses
- ☾ No library
- ☾ Used textbooks
- ☾ No indoor plumbing - students had to use outhouses
- ☾ Furniture is used and not in good condition



ALL-WHITE SCHOOLS

- ☾ Gymnasium
- ☾ Cafeteria
- ☾ Lockers
- ☾ Auditorium is equipped with fixed seating
- ☾ Classes are held in classrooms
- ☾ Library
- ☾ New textbooks
- ☾ New furniture



ROSA PARKS QUESTIONS

- _____ is when one group of people treat another group of people unfairly through laws or public practices.
 - Protestation
 - Monitoring
 - demonstration
 - Discrimination
- In World War II, why could Rosa Parks ride a bus with her white friend at the Army base but not on a city bus in Montgomery?
 - The Army base was under federal rules, and the city bus was under city laws.
 - The Army buses had fewer passengers, so they could sit wherever they wanted.
 - The Army bus was free, but the city bus required a fare.
 - It was different each time, depending on the mood of the bus driver.
- Which one of the following is an antonym for **angry**?
 - mad
 - satisfied
 - afraid
 - reluctant
- “We can appeal this case to the U.S. Supreme Court to end **segregation**.” Which word below has the same meaning as the word “**segregation**?”
 - justice
 - separation
 - attacks
 - syncopation
- Which of the following is *not* a way blacks in Montgomery traveled during the boycott of the city buses?
 - drove their own cars
 - carpooling
 - stayed home
 - walking
- What is this story *mainly* about?
 - Rosa Park’s night in jail
 - The NAACP’s campaign to end “Jim Crow” laws
 - The Montgomery bus boycott and the quiet woman who started it
 - Martin Luther King Jr. makes a name for himself

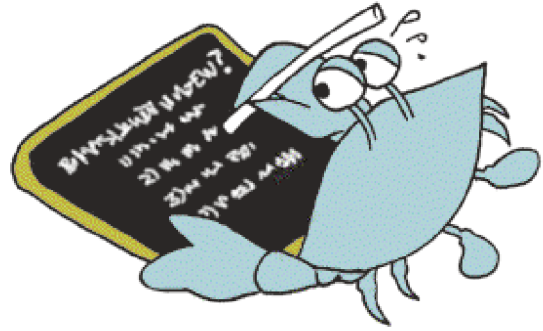
CHAPTER 3

MARTIN LUTHER KING Jr.

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 African-Americans who fought for their civil

rights. Martin Luther King Jr. was a preacher. Why would a preacher be a good leader for a public protest?”

Take a picture walk through the third story, “Martin Luther King Jr.,” 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)

Ku Klux Klan (p. 14) – secret society that tried to scare blacks into not seeking their rights

Jim Crow laws (p. 15) – Southern laws that separated whites and blacks in public

boycott (p. 15) – a coordinated promise to not buy a good or service, to force a change

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

Gandhi (p. 15) – (1869-1948) Hindu leader who sought change with nonviolent protest

desegregation (p. 16) – combining and mixing races; ending unfair laws that separate those races in public places

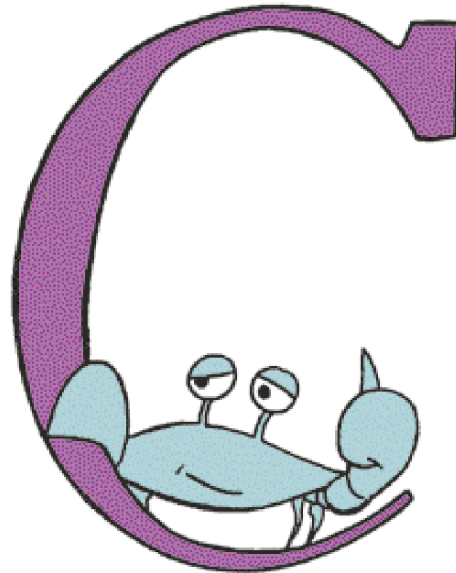
Freedom Riders (p. 16) – black and white protesters who rode buses to test segregation

Black Power movement (p. 18) – emphasized pride in ethnicity and the importance of economic self-sufficiency instead of the goal of integrating whites and African-Americans

3. WORD STUDY

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

☛ **Point** to examples in the story: (p. 14) compare Martin Luther King Jr.’s behavior as a boy with what he tells people on p. 15 after his house is bombed (p. 16) find what is alike and what is different between King’s letter from the Birmingham jail and his “I have a dream” speech on p. 17 (p. 18) compare the views about violence of the three African-American leaders



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

MARCHING FOR FREEDOM



Hampton Institute students protest in 1960 in downtown Hampton.

Until the 1960s, unfair segregation laws in many Southern states kept African-Americans separate from whites. They were kept out of white schools, neighborhoods, and businesses. African-Americans were forced to eat and travel separately from whites.

Change began to come after simple protests, such as Rosa Parks' arrest following her refusal to give up her seat on a city bus. Her action sparked a bus boycott. A **boycott** means that people refuse to do something. African-Americans in Montgomery, Ala., participated in a bus boycott that lasted for more than a year.

Research another real life case where someone was treated unfairly. Pretend you are boycotting that organization or business. Make a poster that you will carry to get your message across.

MATERIALS

- 11-by-17-inch poster board
- Markers
- Wooden paint stirrer (available at hardware stores)
- Glue or masking tape

DIRECTIONS

1. Use markers to write a message on the poster board. For ideas, look through the newspaper to see whether you can find any photos of people carrying protest signs or do research on the civil rights movement.
2. Glue or tape the wooden paint stirrer to the back of your sign.
3. Hold a mock protest march and carry your signs in your classroom or hall.

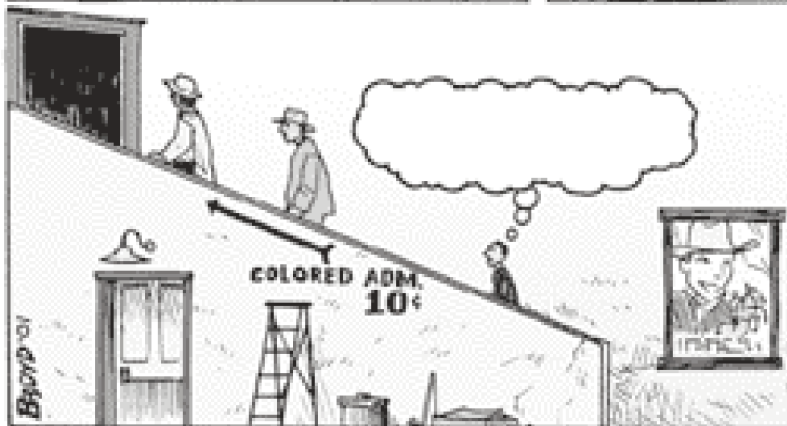
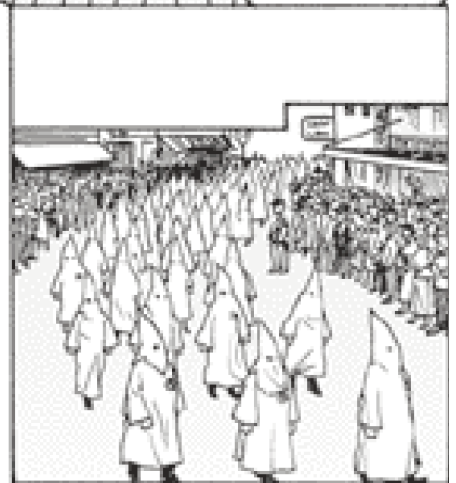
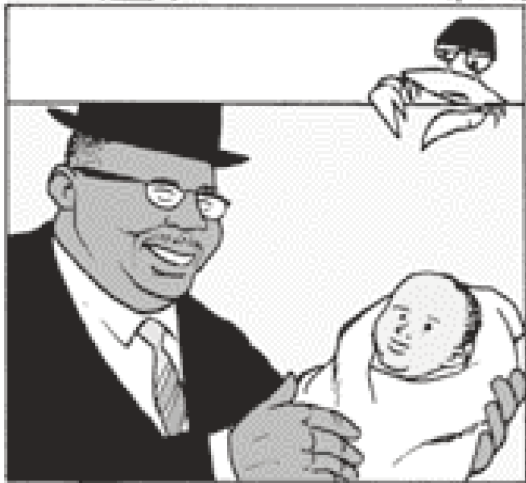
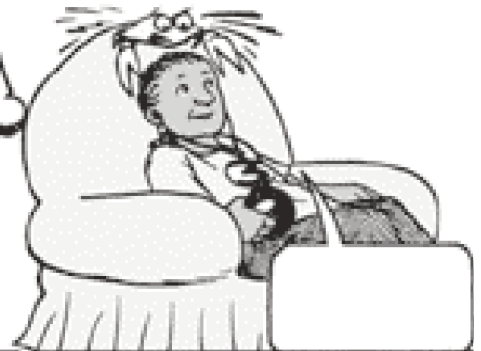
WHAT DID YOU SAY?

Put words in Chester's mouth - and Dr. King's! Write your own story in these spaces.

got mlk?



yo!



MARTIN LUTHER KING Jr. QUESTIONS

- 1. A(n) _____ is an agreement between many people or groups to not buy a good or service in hopes of changing that good or service.**
 - A boycott
 - B empire
 - C dictatorship
 - D monarchy
- 2. One of Martin Luther King Jr.'s heroes was —**
 - F George Wallace
 - G Strom Thurmond
 - H Malcolm X
 - J Gandhi
- 3. If you put these events in chronological order, which one comes first?**
 - A MLK visits with President Lyndon B. Johnson
 - B MLK gives his “I have a dream” speech on the mall in Washington, D.C.
 - C MLK explains his protest methods in a letter from jail
 - D MLK’s house is bombed
- 4. Black and white people who rode public buses together to test segregation laws were called —**
 - F hippies
 - G Freedom Riders
 - H Kingpins
 - J Rosa’s Crew
- 5. The following are examples of nonviolent protest *except* —**
 - A tearing down segregation signs
 - B boycotting public buses
 - C sitting at a lunch counter
 - D marching 50 miles
- 6. Another good title for this story would be —**
 - F Martin Luther King Jr.’s Days in Alabama
 - G Martin Luther King Jr.’s Words from Jail
 - H Martin Luther King Jr. Preaches Peace
 - J Martin Luther King Jr. and the Million Man March

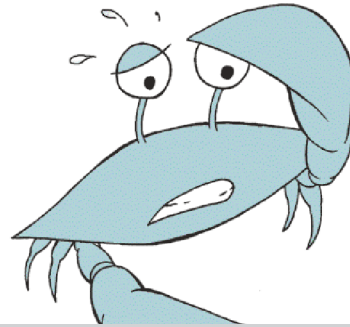
CHAPTER 4

THURGOOD MARSHALL

READING STRATEGY SUGGESTIONS

SKILLS

Prefixes, Suffixes Main Idea
Predicting Outcomes Noting Details
Story Vocabulary



1. INTRODUCE THE STORY

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

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about the African-Americans who fought unfair

laws in America. Thurgood Marshall was a judge. What does a judge do?”

➤ **Take** a picture walk through the fourth story, “Thurgood Marshall,” to see what Chester is learning about. **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)

Constitution (p. 20) – document that established the United States as a federal system of government based on sharing power between the national and state governments

segregated (p. 20) – separating races by law in public places, such as bathrooms

rights (p. 20) – powers, liberties, or privileges a person owns by law or nature

prejudice (p. 21) – intolerance or hatred of others without any try to understand them

justice (p. 21) – fairness; receiving reward or penalty as it is deserved by the facts

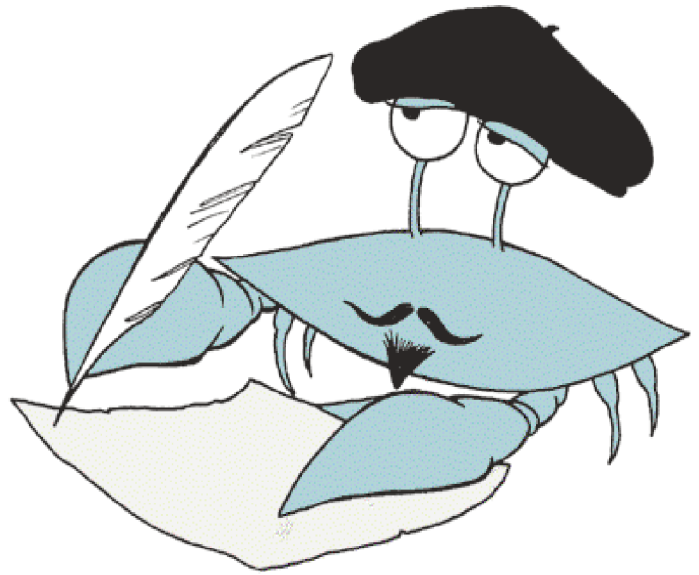
solicitor general (p. 23) – the top lawyer for the United States government

affirmative action (p. 24) – effort to promote deserving African-Americans into better colleges, jobs, and leadership roles to make up for decades of unfair legal discrimination

3. WORD STUDY

☞ **Read** a page in the story. **SAY:** “Some words have a word part added to their beginning (a prefix) or their end (a suffix). The main word is the root word. Let’s look at some examples so you can find the root word and its meaning.”

☞ **Point** to examples in the story: (p. 21) racist. **ASK:** “What is the root word in racist? What does the added suffix -ist do to the root word’s meaning? How is racist different from the root word race?” Do the same for (p. 20) teacher, Constitution, segregated, teenager (p. 21) personal, illegal (p. 22) dangerous, congratulations (p. 23) Southern, government, resistance (p. 24) information, favorite, professor, tougher, reminder.



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?”

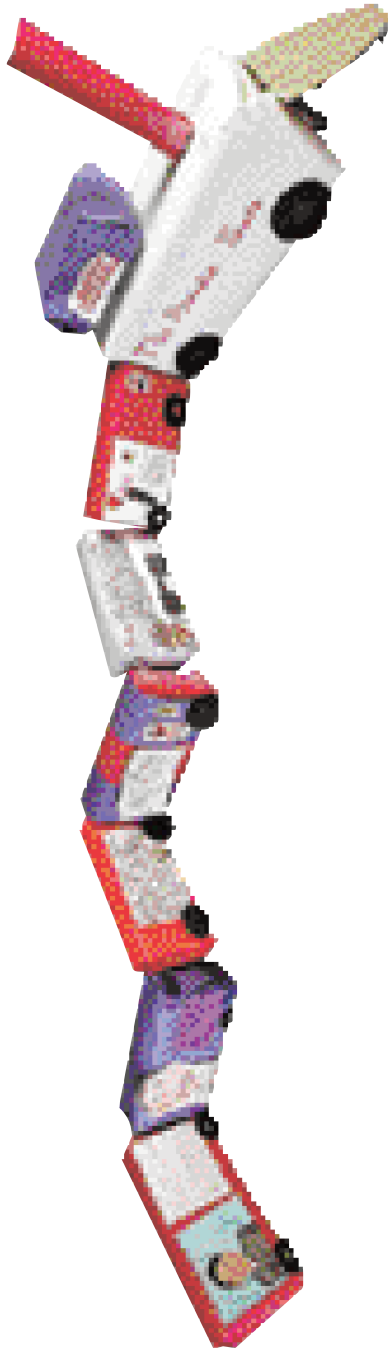
☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

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 FREEDOM TRAIN

Many people fought for civil rights in the United States. Select 3-6 leaders. Using book, Internet, or magazine resources, research each selected person's life. Write a short paragraph about the person you choose and draw or copy a picture to go with each paragraph.

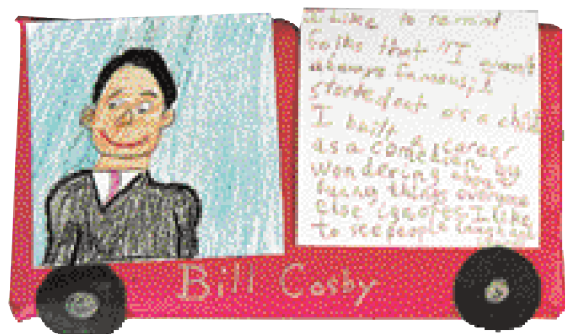


MATERIALS

- ☞ Boxes
- ☞ Construction paper
- ☞ Scissors
- ☞ Tape
- ☞ Glue
- ☞ Markers/crayons

DIRECTIONS

1. Construct a train by covering the boxes with paper and taping the paper in place.
2. Glue the paragraph and picture of each selected civil rights leader to the train. Use one paragraph for each train car.
3. Cut wheels from construction paper and glue or tape to the bottom of the box.
4. Write additional details with markers or crayons.



SOCIAL STUDIES ACTIVITY

POSITIVITY

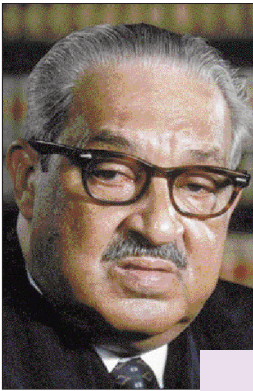
Working in a small group, put blank folder labels on both sides of 30-40 interlocking blocks, such as Legos. Write words that have a negative meaning on one side of the block. After you write the words, use the blocks to build a wall. When you've run out of blocks or can't think of any more words, it's time to tear down the wall. In order to do that, the group must think up and write down words that have a positive meaning on the blank side of the block. As you write the words, take a block off the wall.

Talk about the words your group chose and decide if it was easier to build or break down the wall.

Use this space to brainstorm some ideas to get you started.

NEGATIVE

_____	_____
_____	_____
_____	_____
_____	_____



**Thurgood
Marshall**

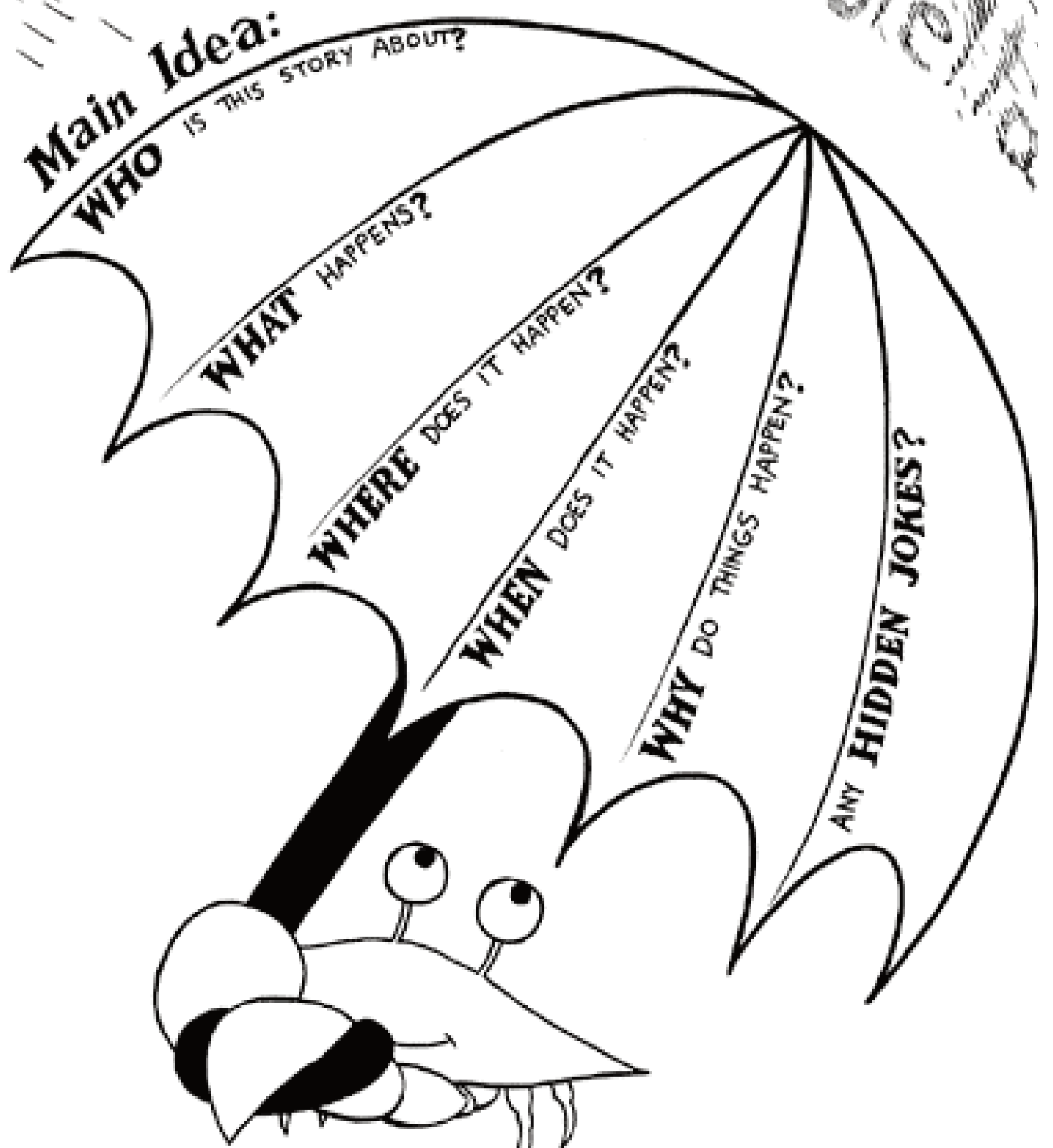
POSITIVE

_____	_____	_____
_____	_____	_____
_____	_____	_____

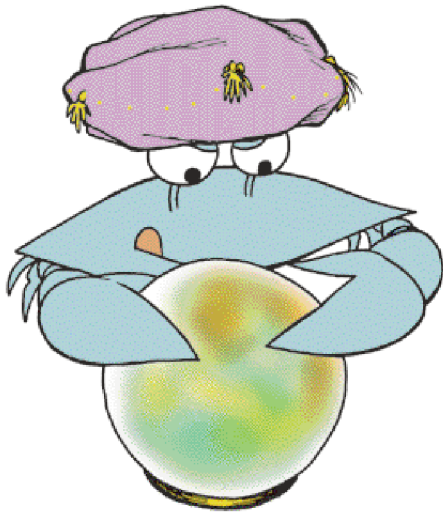
THURGOOD MARSHALL QUESTIONS

- 1. The U.S. Constitution's _____ is a governmental system that shares power between a central government and its territorial subdivisions (states).**
 - A confederate system
 - B colonial system
 - C democratic system
 - D federal system
- 2. Thurgood Marshall argued before the courts that “equal” meant -**
 - F getting the same thing at the same time in the same place.
 - G getting a separate service that was about the same
 - H everyone's test scores were about the same
 - J a substitute that was just as good as the original
- 3. What is a *likely* reason that Thurgood Marshall favored affirmative action?**
 - A It was a policy started by white people.
 - B It was to balance out years of racism that kept resources from minorities.
 - C It helped him get his job on the U.S. Supreme Court.
 - D It promised to keep society at a status quo - about the way it had been.
- 4. “Supreme Court Chief Justice Fred Vinson stalls the court's decision.” Which word means the same as “stalls?”**
 - F overturns
 - G delays
 - H horse holder
 - J misdirects
- 5. Which of the following is *not* a job Thurgood Marshall held?**
 - A Supreme Court justice
 - B federal appeals judge
 - C senator
 - D solicitor general
- 6. What is this story *mainly* about?**
 - F Thurgood Marshall's decisions as a Supreme Court justice
 - G Thurgood Marshall's love of trains
 - H Thurgood Marshall's education
 - J Thurgood Marshall's fight for justice

The Details Under the Umbrella



The Civil Rights Freedom Train, Chester Comix. Teachers have permission to photocopy this page for classroom use only.



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 CIVIL RIGHTS FREEDOM TRAIN

JACKIE ROBINSON

p. 7

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

ROSA PARKS

p. 12

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

MLK

p. 17

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

THURGOOD

p. 22

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

OTHER TITLES IN THIS SERIES:

American Symbols

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Helen Keller

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

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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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CIVIL RIGHTS FREEDOM TRAIN

Standards correlation

National Council for History in the Schools National Curriculum Standards

Grades K-4 – Strand 1B

Grades 3-4 – Strand 8A

California

History-Social Science – 1.6 / 3.5 / 8.7

Florida Sunshine State Standards (SSS)

Social Studies – Grades 6-8: SS.D.1.3,
SS.D.2.3

Georgia Quality Core Curriculum (QCC)

Social Studies – Grade 2: Economics 6 /

Grade 4: Economics 4, History 26 / Grade 5:
History 24

Maryland Voluntary State Curriculum

Social Studies – Grade 8: Political Science 4c

Massachusetts

Social Science – Grade 5: 5.8

Grade 7: 7.24-7.44

Missouri School Improvement Program Grade-level Expectations

Social Studies – Grades 9-12: US History

New York Learning Standards

Social Studies – Elementary Standards 2.1, 2.2

Intermediate Standards: 2.1, 2.3

North Carolina

Social Studies – Grade 3: Goal 1, Goal 3, Goal

5; Grade 5: Goal 3, Goal 4

Ohio Academic Content Standards

Citizenship – Grade 7: History 2, People 4

Pennsylvania

Social Studies – Civics and Government

Grade 3: Government, 5.1.3C, L, M; Citizenship,

5.2.3A, B, C; Grade 6: Citizenship, 5.2.6C;

Grade 9: International Relationships 5.4.9B

Social Studies – History

Grade 3: Historical Analysis 8.1.3A, B; US

History 8.3.3A, B

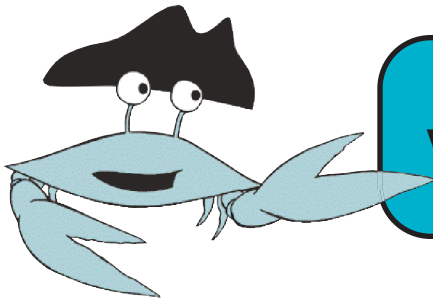
Grade 6: Historical Analysis 8.1.6AB

Grade 12: US History 8.3.12A, B, C, D

Virginia Standards of Learning (SOL)

History-Social Science – 2.10, 2.11, 3.11,

USII.7d, USII.8a



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I just love using Chester's cartoons in my classroom, and my sixth grade students enjoy them as well. I find that they are particularly helpful with ESOL students. I use them as warm-ups and discussion starters. We practice reading skills like prediction and summarization.

Thanks for creating and sharing these!

- Linda Williams,
teacher at Bull Run Middle School, Virginia