

CHESTER

COMIX WITH CONTENT

THE CIVIL WAR

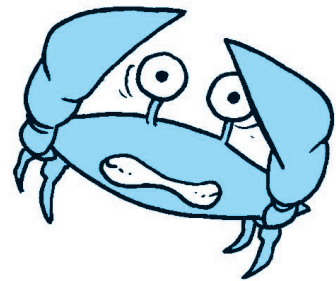
VOL. II

by
**BENTLEY
BOYD**



Teacher's Guide

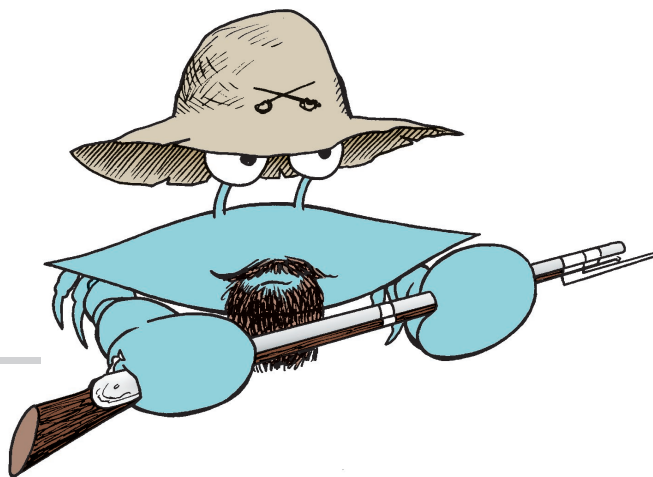
- * *The Siege of Vicksburg!*
- * *The Battle of Gettysburg!*
- * *The Burning of Atlanta!*
- * *The Siege of Richmond!*
- * *Appomattox Court House!*



Teacher's Guide for

THE CIVIL WAR Vol. 2

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "The Civil War, Vol. 2" comic book brings tested content terms to an elementary-grade reading level. Chester's colorful images and practical examples will help you teach more effectively and help your students learn and remember these hard concepts at test time.

Each Chester comic has several themed chapters, usually five pages long. These chapters can be easily used in small guided reading groups, in shared reading across a whole classroom, or for independent work. This teacher's guide is specific to "The Civil War, Vol. 2," 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 "The Civil War, Vol. 2" and performing the activities in this guide, students will be able to:

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

TABLE OF CONTENTS

- p. 3 **VICKSBURG VICTORY** reading strategies, activities, test
- p. 8 **GETTYSBURG** reading strategies, activities, test
- p. 13 **ATLANTA BURNING** reading strategies, activities, test
- p. 18 **RICHMOND FALLS** reading strategies, activities, test
- p. 23 Details Umbrella
- p. 24 Predictions sheet
- back Question answers; other titles in this series

COMIX IN THE CLASSROOM

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

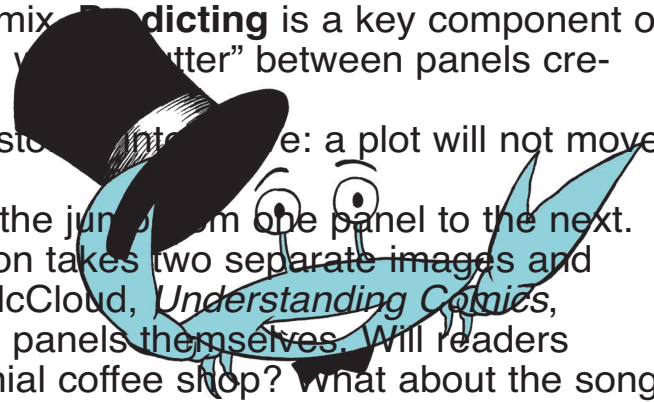
Comix are a unique American art form. They are not a chapter book (all text) and not a movie or TV show (usually all visual) but a careful mix of text *and* visuals. They do not deserve their reputation as simple, “dumbed down” material. The pictures help students **visualize vocabulary** that is equal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

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

High-skill readers are also engaged by comix. **Predicting** is a key component of comix; it happens between each panel. The “gutter” between panels creates

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

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



READING SKILLS FROM COMIX

Main idea	Noting details	Predicting outcomes
Sequencing	Author’s purpose	Fact vs. opinion
Vocabulary	Cause/Effect	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.



VICKSBURG VICTORY

READING STRATEGY SUGGESTIONS

SKILLS

Fact vs. Opinion 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 second half of the Civil War. How long

ago was the Civil War fought? Do you know where some of the battles were?”

➤ **Take** a picture walk through the first story, “Vicksburg Victory,” 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)

Jefferson Davis (p. 2) – president of the Confederate States of America

Abraham Lincoln (p.2) – president of the United States of America; his election in 1860 sparked Southern states to leave the U.S.; made the “Emancipation Proclamation”

Mississippi River (p. 2) – longest river in the United States, flowing south to connect the Great Lakes region and the Ohio River to the Gulf of Mexico

Ulysses S. Grant (p. 2) – last and most successful general of the Union army facing Robert E. Lee’s Confederate army; forced Lee’s surrender at Appomattox Court House

(VOCABULARY, continued from previous page)

canal (p. 3) – man-made water passage for boats, usually connecting larger bodies of water

siege (p. 5) – an encirclement of a fortified place over a long time to make defenders surrender peacefully

July 4 (p. 6) – Independence Day; celebrated as the birthday of the United States of America



3. WORD STUDY

☞ **Read** a page in the story. **Point** out the statements of fact and statements of opinion in the story. **SAY:** “**A fact is something we can prove is true. An opinion is a belief that cannot be proved. Can you find some facts and opinions among the words of this story?**”

☞ **Point** to examples in the story: (p. 2) “We Northern farmers cannot sell our crops in New Orleans.” vs. “You will never capture Vicksburg as long as I live!” (p. 3) “Disease is also a killer in this war.” vs. “It is time to act.” (p. 4) “At last I am on dry ground on the same side of the river as my enemy.” vs. “This is too far!” (p. 5) “The Union attack fails.” vs. “This is hard to climb!”

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

MATCH MAKING

Can you draw a line to match each name or event from the Civil War to the correct description?

1. Abraham Lincoln

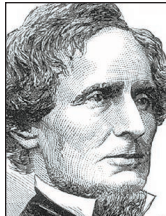
2. Robert E. Lee

3. Fort Sumter

4. Ulysses S. Grant

5. Frederick Douglass

6. **Jefferson Davis**



7. **Battle of Manassas**

8. Appomattox

9. William Lloyd Garrison

10. Battle of Vicksburg

11. Battle of Gettysburg

A Also known as Bull Run. It was the first major battle.

B President of the Confederate States of America.

C Lee surrendered here in 1865 at the end of the war.

D Publisher of the Liberator, an abolitionist newspaper.

E Split the South; the North gained control of the Mississippi River.

F General of the Union forces who defeated Lee.

G Turning point of the war; the North won.

H A former slave who escaped to the North and became an abolitionist.

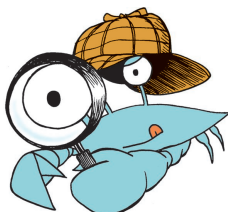
I Leader of the Confederate forces. Opposed succession but did not think the Union should be held together by force.

J Firing on this fort started the war.

K U.S. president; opposed the spread of slavery.

ANSWERS:

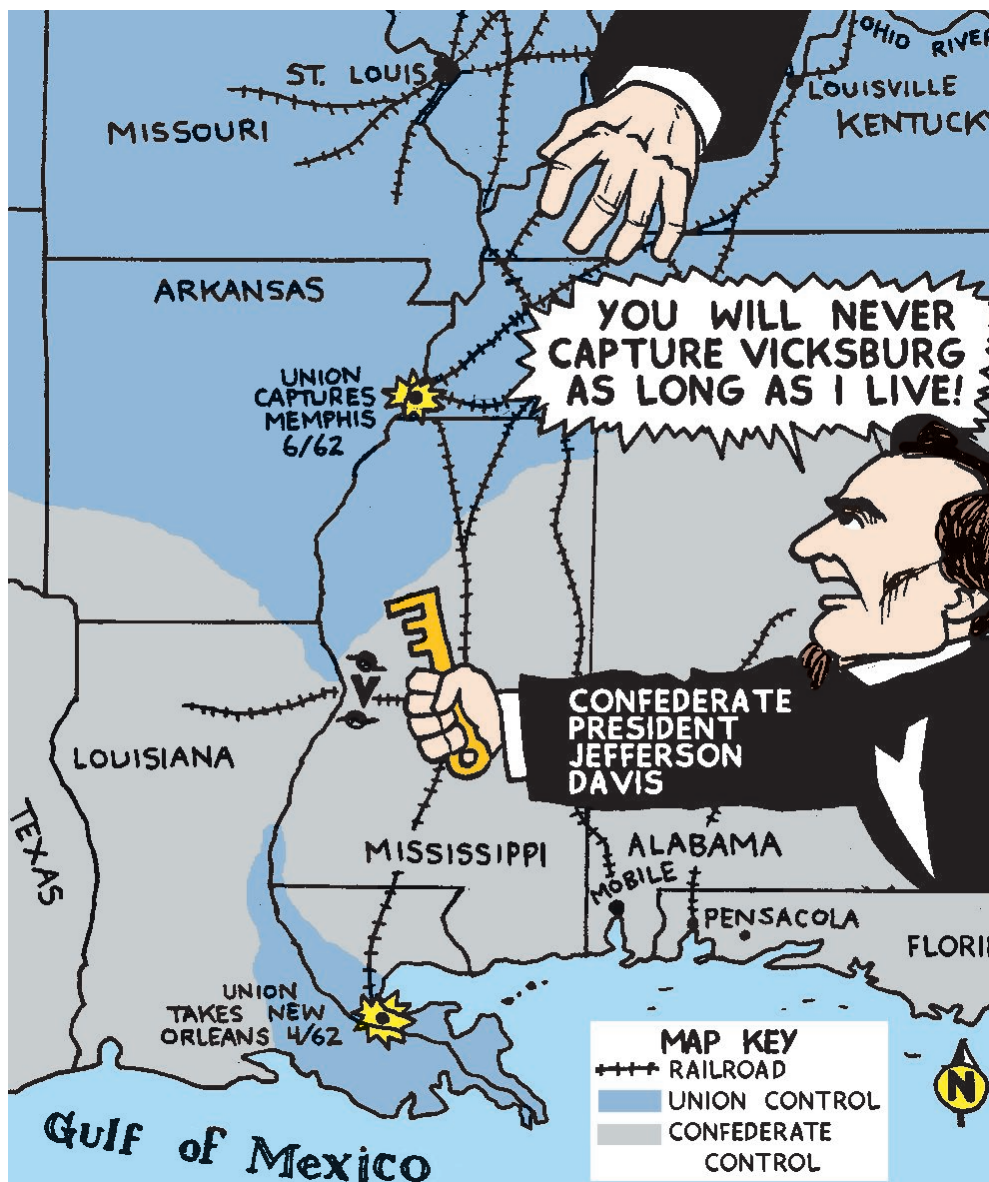
10. E	6. B	1. K
11. G	7. A	2. I
	8. C	3. J
	9. D	4. F
		5. H



TEACHERS!

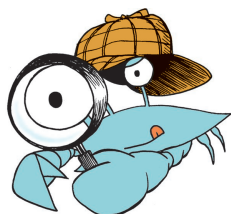
Cover this corner when you copy this page for your students!

LOCATE THE ANSWERS



TEACHERS!

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ANSWERS:

1. Texas, Arkansas, Mississippi; 2. Missouri;
3. June 1862; 4. Alabama;
5. Gulf of Mexico;
6. north-south; 7. Florida;
8. April 1862

Use the map from the first page of Chester’s Vicksburg story to answer the following questions:

1. What are the three states that share a border with Louisiana?
2. What state is due north of Arkansas?
3. When did the Union capture Memphis?
4. In which state is Mobile located?
5. What body of water borders Mississippi to the South?
6. In which directions do most of the railroads on the map run?
7. In which state is the city Pensacola?
8. When did the Union capture New Orleans?

VICKSBURG VICTORY QUESTIONS

1. Which word from the Vicksburg story has four syllables?
 - A cannonballs
 - B toothbrush
 - C Confederates
 - D celebrate
2. Which of the following *best* describes the reason Vicksburg was an important battle in the Civil War?
 - F Abraham Lincoln wanted to free the slaves there.
 - G Controlling it allowed control of trade on the Mississippi River.
 - H Confederate railroads carried food there.
 - J It was near the Northern states in the West.
3. Which of the following is a nickname of the Mississippi River?
 - A “Old Woman River”
 - B “The Father of Waters”
 - C “The Big Muddy”
 - D “Road to Perdition”
4. Union troops marched into Vicksburg on Independence Day —
 - F July 1, 1863
 - G June 30, 1863
 - H January 1, 1863
 - J July 4, 1863
5. “It is Jennie Hodgers, who disguises herself so she can fight in many battles” Which word below has the same meaning as the word “disguises?”
 - A costumes
 - B shelters
 - C discusses
 - D lies
6. More information about the Battle of Vicksburg could be found in —
 - F The autobiography of Ulysses S. Grant
 - G An atlas of Louisiana
 - H A magazine about boating
 - J www.Mississippitours.com



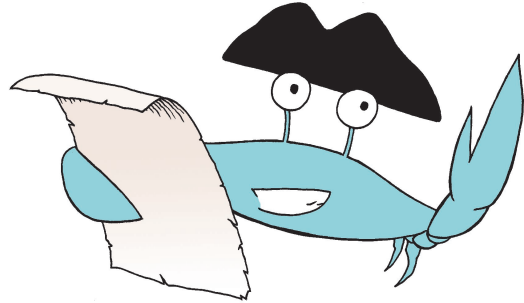
GETTYSBURG

READING STRATEGY SUGGESTIONS

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 the second half of the Civil War. Do you

know where Gettysburg is? Do you know which direction to go to get there from here?”

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

blockade (p. 8) – using ships to stop the travel of people and goods to and from a place

cavalry (p. 9) – armed forces mounted on horses

Stonewall Jackson (p. 9) – Virginian who became a famous Confederate general for his soldiers’ ability to move quickly and make daring attacks against larger enemy forces

Robert E. Lee (p. 9) – leader of the Confederate army; offered command of the United States army at the beginning of the Civil War but chose to defend his home state, Virginia

Battle of Gettysburg (p. 10) – Union victory in Pennsylvania that was the turning point of the Civil War; over three days, Confederates could not move U.S. troops from high ground

Abraham Lincoln (p. 11) – president of United States of America during Civil War



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?”

➤ **Point** to examples in this story: (p. 8) coming, leave/ blockade, taking/ continues, cease (p. 9) left, right/ guards, scouts/ wins, loses.

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.

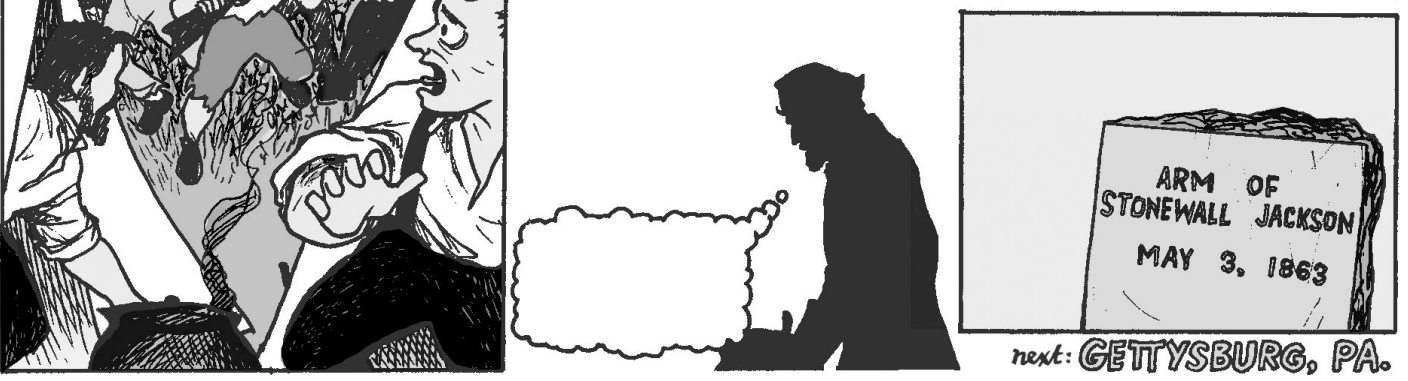
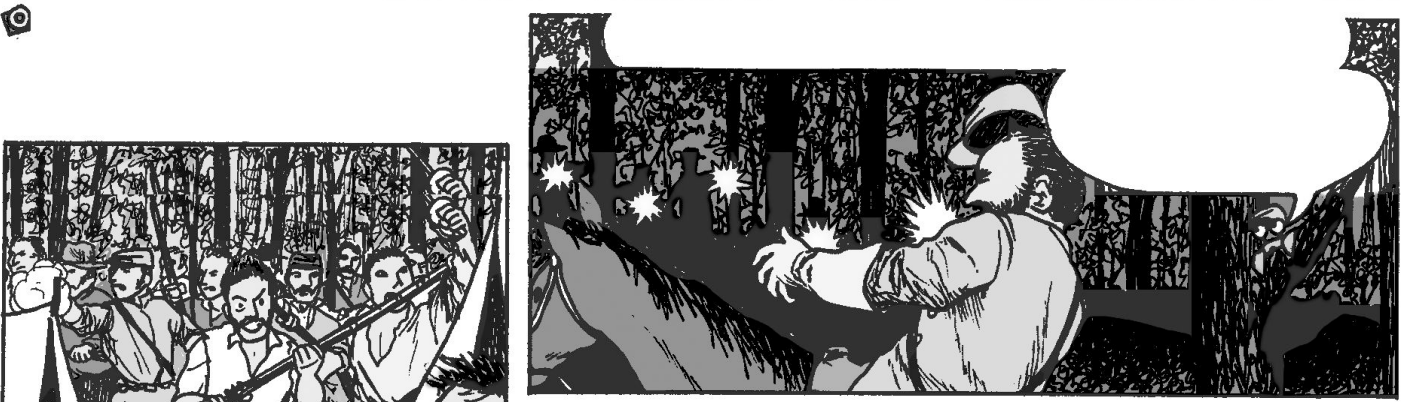
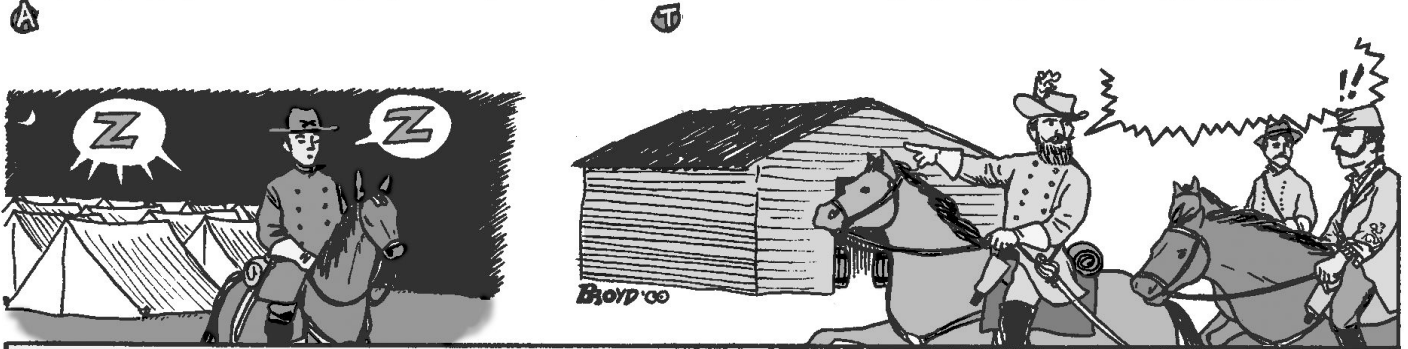
5. RESPOND/ASSESS

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.

FILL IN THE BLANKS

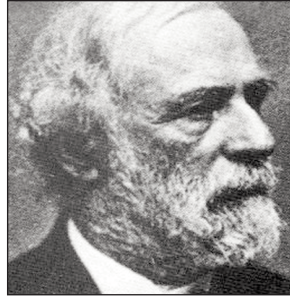
Put words in Chester's mouth – and Stonewall's, too! Write your own story in these bubbles.

WHAT HAPPENED TO "STONEWALL"?



HISTORY ACTIVITY

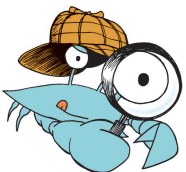
TO TELL THE TRUTH



Gen. Ulysses S. Grant Gen. Robert E. Lee

Here are 10 statements about the Civil War. Can you figure out which ones are true and which are false? There are five of each.

1. A civil war is between two parts of the same country. The secession of the South led to the United States Civil War.
2. Some causes of the Civil War included slavery, state's rights, and different ways of making a living between the two regions.
3. The war began when the North attacked Fort Sumter in April 1861.
4. Robert E. Lee was president of the Confederacy during the war.
5. Abraham Lincoln was president of the United States during the war.
6. Lincoln read a famous speech at Gettysburg, Pennsylvania, to honor the soldiers who died there.
7. The Emancipation Proclamation declared an end to slavery in the whole country.
8. The war was over when Gen. Robert E. Lee surrendered to Gen. Ulysses S. Grant in Gettysburg, Pennsylvania, in 1865.
9. The effort to rebuild the South after the war was called "Reconstruction."
10. After the war, the 13th Amendment to the Constitution gave African-American men and women the right to vote.



TEACHERS!

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

Answers:

1. True
2. True
3. False (the South attacked Fort Sumter)
4. False (it was Jefferson Davis)
5. True
6. True
7. False (it ended slavery in parts of the South only)
8. False (the surrender was at Appomattox Court House in Virginia)
9. True
10. False (the amendment abolished slavery)

Civil War, vol. 2, Chester Comix. Teachers have permission to photocopy this page for classroom use only.

GETTYSBURG QUESTIONS

1. Which of the following phrases comes from “The Gettysburg Address?”
 - A “We the people, in order to form a more perfect union”
 - B “We hold these truths to be self-evident”
 - C “A house divided against itself cannot stand.”
 - D A government “of the people, by the people, and for the people.”
2. The Union victory at Gettysburg was *most likely* the result of —
 - F the war policies of Abraham Lincoln.
 - G the battle was fought in a Northern state.
 - H the amount of supplies the Union had.
 - J the Union controlling the high ground.
3. Which one of the following is *not* a Confederate leader?
 - A Robert E. Lee
 - B John Brown
 - C Stonewall Jackson
 - D J.E.B. Stuart
4. “She inspires others to decorate soldiers’ graves.” Which word below has the same meaning as the word “inspires?”
 - F excites
 - G informs
 - H prevents
 - J orders
5. Which of the following is an antonym for fumble?
 - A goof
 - B throw
 - C grab
 - D drop
6. What would be another good title for this story?
 - F Gettysburg: A Tourist Guide
 - G Where’s J.E.B. Stuart?
 - H The Gettysburg Address
 - J Gettysburg: Turning Point of the Civil War

CHAPTER
3

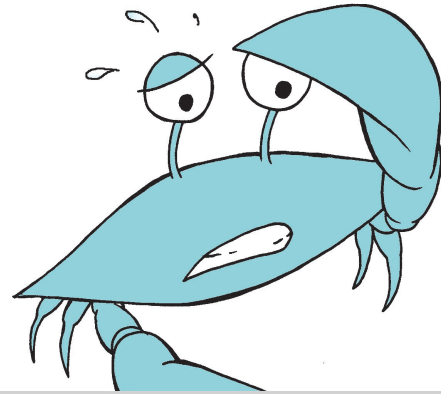
ATLANTA BURNING

READING STRATEGY SUGGESTIONS

SKILLS

Suffixes
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 battles of the Civil War. Do you know where

Atlanta is? Have you ever been to Atlanta?”

➤ **Take** a picture walk through the third story, “Atlanta Burning,” 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)

Jefferson Davis (p. 14) – president of Confederate States of America

Atlanta (p. 14) – railroad hub and industrial center of the Confederate states

Abraham Lincoln (p. 16) – president of the United States of America; his election

sparked Southern states to secede from the U.S.; issued “Emancipation Proclamation”

slave (p. 18) – person owned as a piece of property for life, usually without any rights

3. WORD STUDY

Read a page in the story. Point to a **suffix**. SAY: “A **suffix** is a syllable added to the end of a word to change its meaning. The main word is called the root word. Can you find examples of root words with a suffix in this story?”

Point to examples in the story: (p. 14) Southern, invaders, plantation (p. 15) Southern, protection (p. 16) Southern, Northern (p. 17) looters, later, destructive (p. 18) equipment, freedom, awful.



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?”

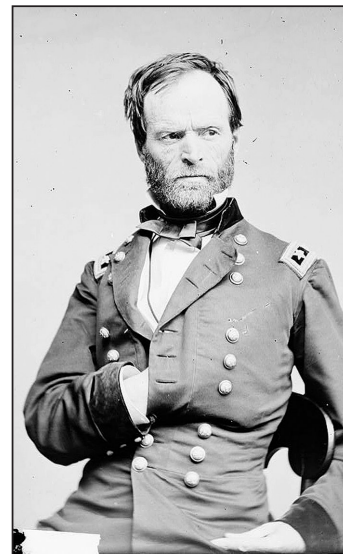
Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

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.

ATTACK ON ATLANTA

When Sherman marched his troops southeast toward Atlanta, he was heading for a booming city. It was a rough and busy place, more like a town in the West than a traditional southern town. Atlanta was a city devoted to manufacturing and trade. Its leaders were merchants and railroad men, not plantation owners. Its citizens were people looking for opportunities.



Atlanta was the perfect target for Sherman and his troops for several reasons. The city was a center for trade, and it was making a lot of money. There were factories and ironworks that made things for the Confederate Army. It was also the city where several rail lines came together. Those lines transported goods and sped communications to the Confederates. The city was growing quickly and becoming important as the city that connected the North, South, East, and West.

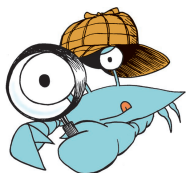
If Sherman attacked Atlanta, he could destroy southern manufacturing, stop communication and transportation, and disrupt the South's economy. He would be attacking an important southern city, and it might even encourage Northerners to re-elect President Abraham Lincoln.

1. Which word best describes Atlanta, according to the reading?
 - A. Busy
 - B. Agricultural
 - C. Elegant
 - D. Quiet

2. Which of the following was NOT a reason Sherman attacked Atlanta?
 - F. The city manufactured supplies for the Confederate Army.
 - G. Sherman could destroy the railroads.
 - H. The city was poorly defended.
 - J. A victory for the Union Army might help President Lincoln get re-elected.

3. In which direction did Sherman and his army march to get to Atlanta?
 - A. South
 - B. Southeast
 - C. Southwest
 - D. Northeast

4. Who were the city leaders according to the reading?
 - F. Plantation owners
 - G. Freed slaves
 - H. Religious leaders
 - J. Merchants and railroad men



TEACHERS!

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

ANSWERS:

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

PLAYING AT WAR

A good way to remember historic events and improve your computer skills at the same time is to turn an event into a script.

Using Chester's cartoon, rewrite the characters' lines into play form.

DIRECTIONS

1. Type the characters' names and their speaking parts, or dialogue, using a computer.
2. You can add some of your own dialogue, too.
3. Make copies of the script for all your actors. Paste each script inside a manila folder to make it sturdy and professional.
4. Write a title on the cover of the manila folders.
5. Choose friends or classmates to perform the parts. Add simple props or costumes.
6. Rehearse.
7. Perform the play for an audience.

Here's a sample to get you started:

Narrator: It is August, 1864. Union General William T. Sherman and his troops are outside Atlanta, Georgia. They aim to win the war by cutting the industrial city off from supplying Confederate troops.

Sherman: O.K., O.K. Just start firing cannonballs into the city.

Woman 1: Why are those nasty Yankees shelling our homes?!

Woman 2: This is barbaric!

Carrie's father: Carrie! Get in the cellar quickly!



LEARN MORE

Part of today's story is based on the diary of 10-year-old Carrie Berry. To read more, go to www.americancivilwar.com/women/carrie_berry.html.

ATLANTA BURNING QUESTIONS

- _____ was the president of the Confederate States of America.
 - Stonewall Jackson
 - Thomas Jefferson
 - Jefferson Davis
 - Robert E. Lee
- Which of the following was an effect of the Civil War on the homefront?
 - Women were left to run plantations and businesses.
 - Southern troops became increasingly younger and more poorly equipped.
 - The Battle of Vicksburg divided the Southern army's supply lines.
 - Many freed slaves joined the Union army.
- The following were Southern ports blockaded by the Union *except* —
 - Charleston
 - Baltimore
 - Savannah
 - New Orleans
- “My job is to destroy my enemy’s will to fight.” Which word means the same as “will?”
 - wish
 - pretending
 - promise
 - soldiers
- Which word below does *not* have a suffix attached to a root word?
 - retreat
 - servant
 - laughable
 - exercising
- What would be another good source of information about Atlanta’s burning?
 - thesaurus
 - petition
 - encyclopedia
 - Gone With the Wind*

CHAPTER 4

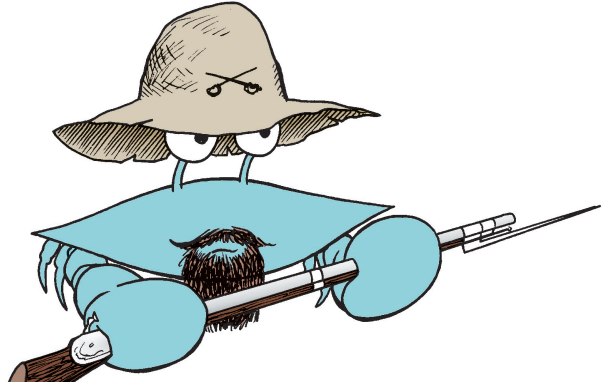
RICHMOND FALLS

READING STRATEGY SUGGESTIONS

SKILLS

Adverbs
Predicting Outcomes
Story Vocabulary

Main Idea
Noting Details



1. INTRODUCE THE STORY

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

➤ **SAY:** “This is a comic book narrated by Chester the Crab. It is about the Civil War. Do you know where the Civil War ended?”

➤ **Take** a picture walk through the fourth story, “Richmond Falls,” 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)

Richmond (p. 20) – capital of the Confederate States of America during the Civil War

depot (p. 21) – a railroad storage place, often for military supplies

trench (p. 21) – a long, narrow ditch with earthen bank for protection of soldiers

James River (p. 22) – Virginia river from Blue Ridge Mountains to Chesapeake Bay

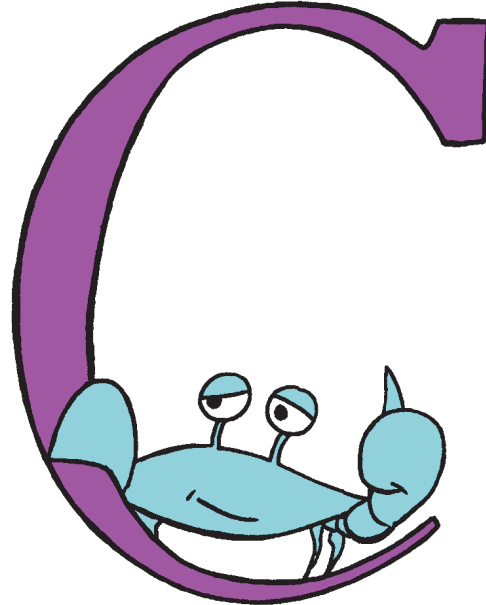
Jefferson Davis (p. 22) – president of the Confederate States of America

Appomattox Court House (p. 23) – site of the surrender of Robert E. Lee’s Confederate army to Ulysses S. Grant’s Union army to end the major fighting of the Civil War

3. WORD STUDY

☞ **Read** a page in the story. **Point** out the **adverbs** in the story. **SAY:** “An **adverb** is a word used to describe a verb, adjective, or another adverb by expressing time, place, manner, or degree. Adverbs usually end in **-ly**. Can you find some adverbs in the story?”

☞ **Point** to examples in the story: (p. 20) closely (p. 21) early (p. 22) plenty.



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?”

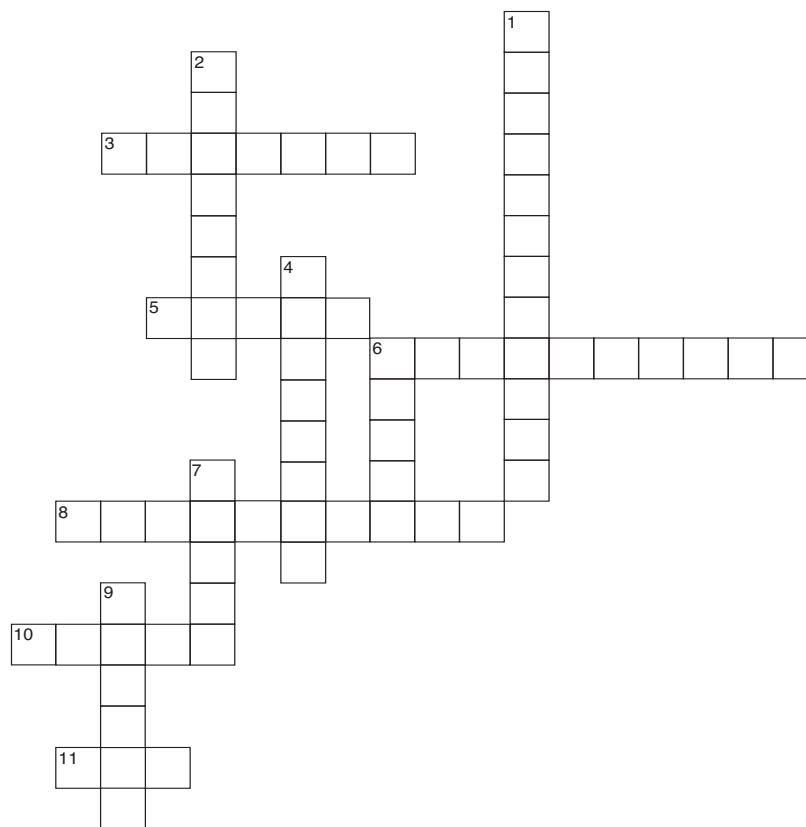
☞ Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

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.

CROSSED SWORDS

Complete the puzzle using the clues provided.



Word List:

APPOMATTOX
 CIVILWAR
 DAVIS
 EMANCIPATION
 GETTYSBURG

GRANT
 LEE
 LINCOLN
 MANASSAS
 NORTH
 SOUTH
 SUMTER

Across:

- 3. President elected in 1860 who hoped to hold the nation together.
- 5. President of the Confederate states.
- 6. This battle was the turning point of the war.
- 8. This is the site where Lee surrendered to Grant.
- 10. The Confederate states were in this region.
- 11. This general led the Confederate army.

Down:

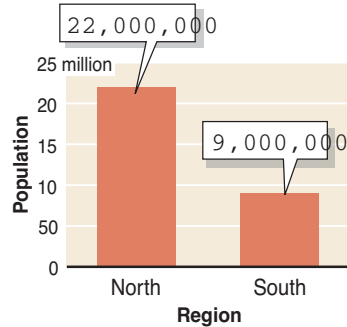
- 1. This proclamation made freeing the slaves the new focus of the war.
- 2. This battle is also known as the Battle of Bull Run.
- 4. This war divided the United States.
- 6. This general led the Union army.
- 7. The Union states were in this region.
- 9. The firing on this fort began the Civil War.

STARS AND BARS

Look at the graphs and answer the questions:

1. The North had _____ as many people as the South.
- A. about half
 - B. more than twice
 - C. seven times
 - D. less than one-fourth

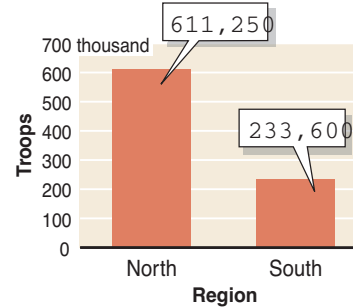
Population in 1860



2. The South had _____ soldiers.

- F. 611,250
- G. 233,600
- H. 9,000,000
- J. 115,000

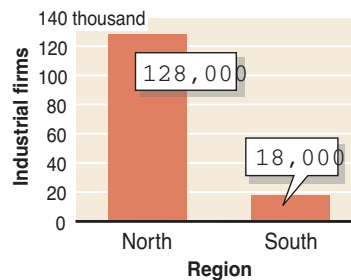
Troops available for duty in 1864



3. The North had _____ as many factories as the South.

- A. about half
- B. twice
- C. three times
- D. about seven times

Number of industrial firms in 1860

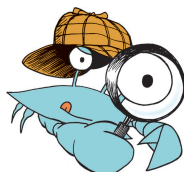


4. Draw a bar graph to represent the number of miles of railroad track.

North: 21,000
South: 9,000

TEACHERS!

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Region

Region	Miles of railroad track
North	21,000
South	9,000

Railroad track

Miles of railroad track

ANSWERS:

- 1. B
- 2. G
- 3. D

THE FALL OF RICHMOND QUESTIONS

1. Which of the following major Civil War battles was fought in Virginia?

- A Antietam (Sharpsburg)
- B Gettysburg
- C Petersburg
- D Vicksburg

2. Richmond, the capital of Virginia, is located on the —

- F James River
- G Potomac River
- H Atlantic Ocean
- J Chesapeake Bay

3. Which following is *not* an effect of the Civil War?

- A Families and friends were often pitted against one another.
- B Confederate money became worthless.
- C Slaves on Southern farms were freed.
- D The North moved its capital.

4. “Davis tries to escape through the woods, covered by his wife’s shawl.” Which word means the same as “shawl?”

- F dress
- G covering
- H bedspread
- J quilt

5. Which of the following is *not* modified by an adverb?

- A noun
- B adjective
- C verb
- D adverb

6. What is this story *mainly* about?

- F the menu of the Confederate soldiers in the last days of the Civil War
- G George Custer’s first stand
- H The Battle of the Crater
- J the collapse of the Confederacy

THE STORY

Main Idea:

WHO IS THIS STORY ABOUT?

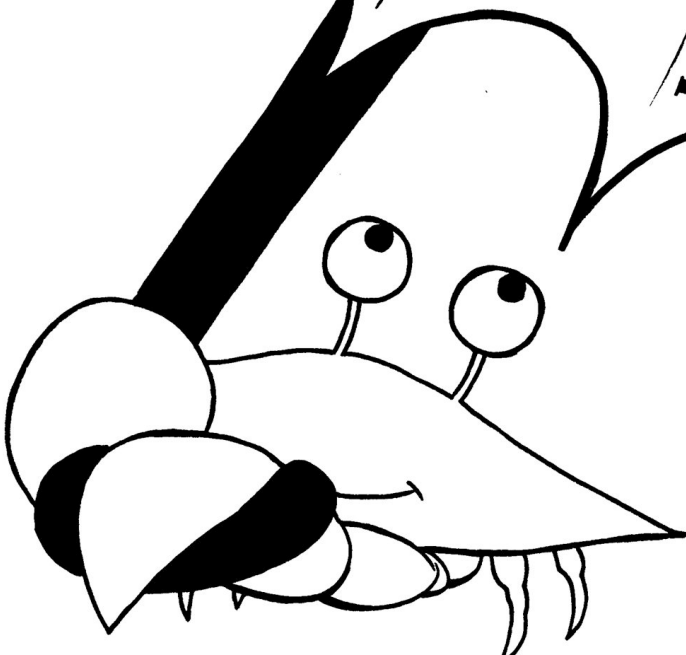
WHAT HAPPENS?

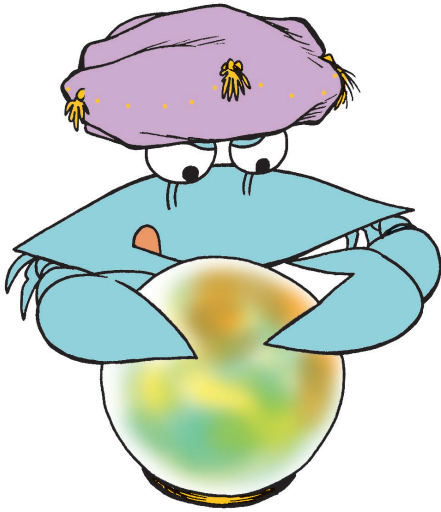
WHERE DOES IT HAPPEN?

WHEN DOES IT HAPPEN?

WHY DO THINGS HAPPEN?

ANY HIDDEN JOKES?





MAKE A CHESTER PREDICTION

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

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

WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?

HOW DO YOU THINK THE STORY ENDS?

WHAT REALLY HAPPENS ON THE SECOND PAGE?

WHAT REALLY HAPPENS ON THE THIRD PAGE?

WHAT REALLY HAPPENS ON THE FOURTH PAGE?

HOW DOES IT REALLY END?

ANSWERS TO QUESTIONS FOR CIVIL WAR, Vol. 2

VICKSBURG

p. 7

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

GETTYSBURG

p. 12

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

ATLANTA BURNS

p. 17

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

RICHMOND FALLS

p. 22

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

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Constitution Starship

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Little Big Horn

Lewis and Clark

Lewis and Clark
The National Road
The Erie Canal

Fulton's Steamboat

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Pearl Harbor
D-Day
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Presidential Cabinet

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Tobacco's Tale

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Battle of Gettysburg
Atlanta Burning
Richmond Falls

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