

HEY!  
WATCH  
IT!



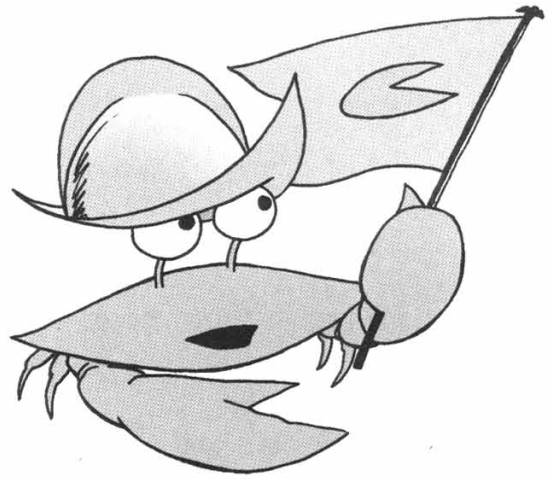
Teacher's Guide

Teacher's Guide for

# EXPLORING THE AMERICAS

Chester's Comix With Content series

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Dear Teacher:

Chester the Crab's "Exploring the Americas" 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 "Exploring the Americas," 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 "Exploring the Americas" and performing the activities in this guide, students will be able to:

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

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# COMIX IN THE CLASSROOM

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

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

**Low-skill readers** enjoy the way color and action make the pictures part of the story. These readers can use the visual clues to find the meaning of the story and learn the complicated **vocabulary** and concepts on which they will be tested. For example, Chester uses pictures of aliens to teach “inalienable rights.” An image of George Washington on a surfboard reinforces the idea that as president he had to carefully balance between the first two political parties in America. A 1988 study found that 70 percent of fifth-graders spend fewer than 10 minutes a day reading outside of school. Comix help these students cross the “reading to learn” barrier, giving them something fun they will *choose* to pick up and read.

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



Chester’s stories are usually told in five pages. Each page makes a substantial daily lesson and leaves students room to predict the next part of the story for the next day.

## READING SKILLS FROM COMICS

Main idea

Sequencing

Vocabulary

Noting details

Author’s purpose

Cause/Effect

Predicting outcomes

Fact vs. opinion

Figurative language

# PARTS OF A CHESTER COMIX PAGE

Take a picture walk through each page before you read a Chester story. Point to the elements of each page and ask students why some repeat. Note what is different. This prepares students for successful reading.

## PANEL

Panels divide a comic page into separate places or moments in time. Panels are usually read from left to right, top to bottom. When in doubt, follow the flow of the text. (Make sure to read all text inside a panel before moving to the next panel!)

## LOGO

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

## TIMELINE

John Paul Jones' time long, long ago was very different from our lives today. Readers begin to picture this difference by seeing a timeline with other major events just before and after this page's action. The triangle pointing down shows the year this page begins.

## TITLE

Each Chester page has a title, giving the page a theme. The titles are questions to provoke a reader's curiosity. The answer to the question is somewhere on that page. The questions are useful in **guided reading** exercises about **predicting** or **finding the main idea** of a story.

## FRIENDS

Often Chester brings friends on his adventures. He has a friend in each grade. They wear shirts with different colors and the number of their grade in a circle on the front. This is a loose guide to the grade level of the content in this Chester story.



## WORD BALLOONS

Balloons surround the words a character speaks or thinks. The point coming out from the balloon aims at the person who is speaking those words. Thinking is shown inside a cloud-like balloon, with circles leading toward the person doing the thinking. Sometimes words grow larger or more decorative to show excitement. **Content vocabulary** is usually shown in bold type.

## GUTTERS

Gutters of white space divide panels into separate places or moments of time.

## NEXT!

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

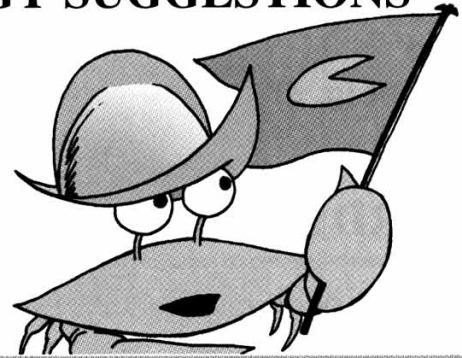


# CHRISTOPHER COLUMBUS

## READING STRATEGY SUGGESTIONS

### SKILLS

Contractions                      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 first Europeans to explore North

**America. Can you name a famous explorer?”**

➤ **Take** a picture walk through the first story in this comic, “Christopher Columbus,” 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. Use color as a way to build memory by writing the proper nouns in a different color. (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)

**Europe** (p. 2) – northern continent between Asia and the Atlantic Ocean

**Christopher Columbus** (p. 2) – Italian explorer who claimed Americas for Spain in 1492

**Leif Eriksson** (p. 2) – Norseman who may have landed in America long before Columbus

**China** (p. 2) – ancient society in southeast Asia, known for inventing fireworks, bronze

**spices** (p. 2) – vegetable substances used to season food

**Nina, Pinta, Santa Maria** (p. 3) – three ships Columbus used on his first American trip

**mutiny** (p. 3) – rebellion of soldiers or sailors against their commanding officer

**Caribbean** (p. 4) – sea and islands between North, Central, and South America

**Indians** (p. 4) – Columbus’ name for the people he found living in the Americas



(VOCABULARY, continued from previous page )  
“The New World” (p. 5) – nickname for the Americas (versus Europe, the “Old World”)

**colonist** (p. 5) – one who settles a distant land in the name of the nation that claims that land

**settlement** (p. 6) – a new colony or village



### 3. WORD STUDY

Read a page in the story. Point out the **contractions**. SAY: “A contraction is the combination of two words using an apostrophe. Can you find any contractions in this story?”

Point to examples in this story: (p. 2) that’s; (p. 3) we’ll, don’t; (p. 5) let’s, I’m; (p. 6) don’t.

### 4. READ THE STORY FOR WRITING PROMPTS

Give students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

SAY: “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

Read a page. ASK: “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

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

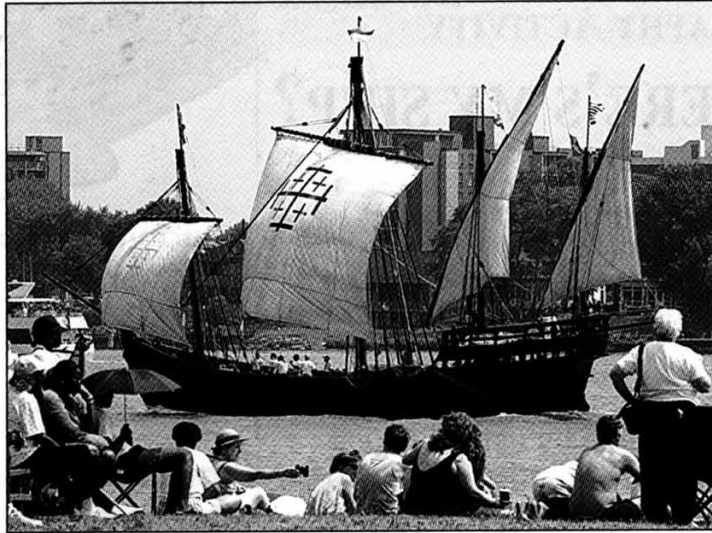
SAY: “A prediction is a guess about what happens next, based on what you have already learned from picture clues and the text.” Point to the phrase in the lower right corner by the word “Next.” ASK: “How does this clue help you make a prediction about the next page?”

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

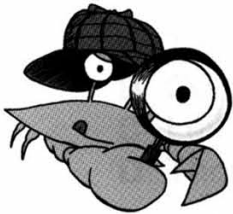
### 5. RESPOND/ASSESS

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 7 of this guide.

# MYTH OR TRUTH?



A replica of Christopher Columbus' ship the Nina sails down the Detroit River.



## TEACHERS!

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

ANSWERS:

1. F  
2. F  
3. T  
4. F

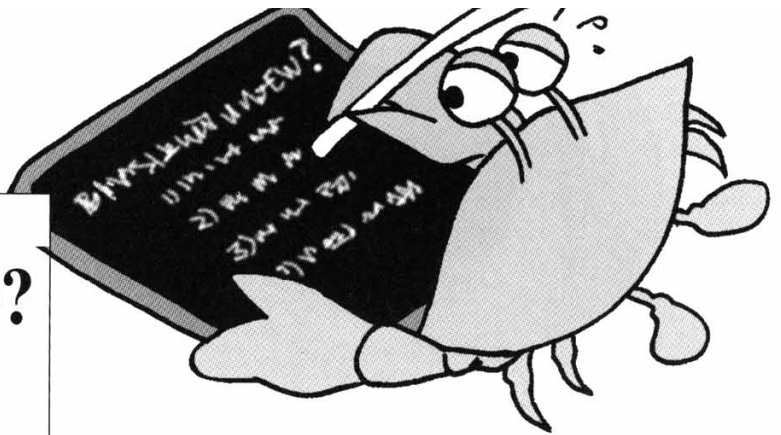
5. T  
6. T  
7. T  
8. F

9. F

Review Chester's story about Christopher Columbus and see if you can tell which of these statements are true or not. Place a **T** beside the true statements and an **F** beside the false ones.

1. Columbus was afraid of the water.
2. Columbus set out to prove the earth was round.
3. It took six years for Columbus to get approval — and money — for his first trip.
4. The entire first voyage to the New World was awful — lots of bad weather, no wind, and the food went bad.
5. The sailors saw many strange sights such as meteors and a floating carpet of what looked like seaweed.
6. Columbus called the natives "Indians" because he thought he was in the Indies, off the coast of China.
7. Columbus named the island he landed on Hispaniola.
8. Columbus returned to the New World seven times.
9. Columbus died in prison.



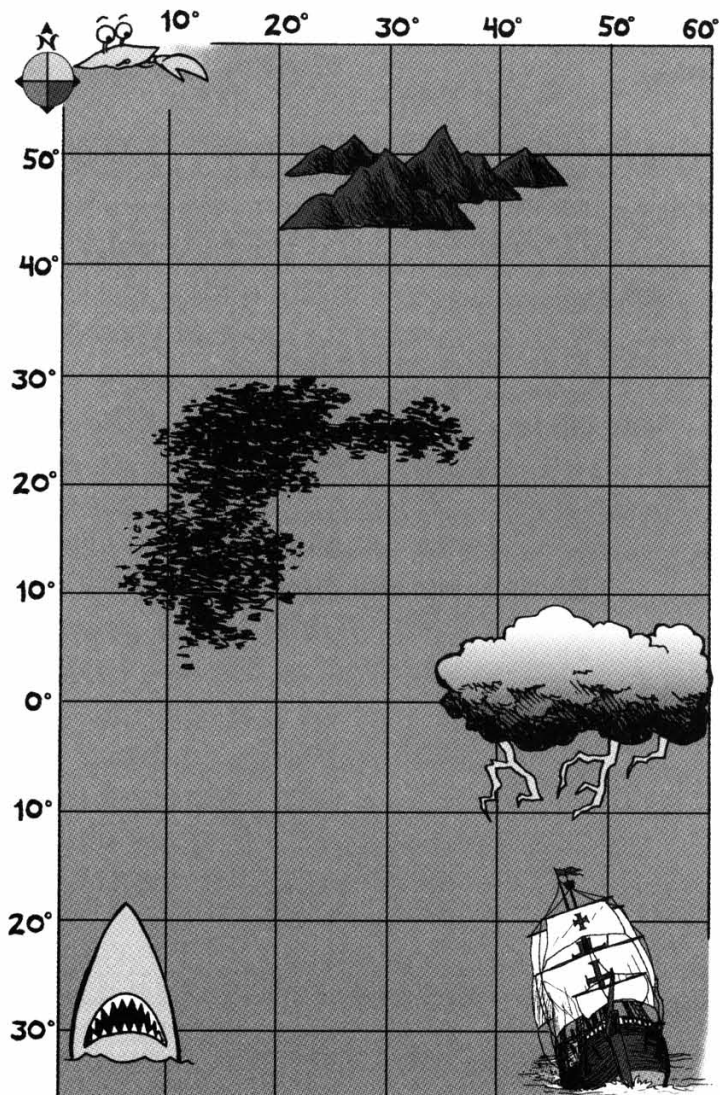


## GEOGRAPHY ACTIVITY

# DUDE, WHERE'S MY SHIP?

**Latitude** and **longitude** lines divide the Earth into sections so it is easier to find places. Latitude lines are imaginary, parallel lines drawn from east to west on maps and globes. Longitude lines are imaginary lines drawn north to south on maps and globes.

Write directions to help Chester get to Christopher Columbus' ship by using latitude and longitude coordinates.





# COLUMBUS QUESTIONS

- Chester's story of Christopher Columbus is a —**
  - biography
  - autobiography
  - documentary
  - legend
- Columbus was born in Italy but sailed to North America for —**
  - England
  - France
  - Portugal
  - Spain
- Some claim that a man from northern Europe reached North America before Columbus, His name was —**
  - Theo Lubke
  - Odin
  - Leif Eriksson
  - Thor Christiansen
- "We don't want to go so far that the wind will not blow us back." In this sentence from the story, which word has the same vowel sound as wind?**
  - find
  - fin
  - and
  - wipe
- "He tries to start another settlement called Isabela." Which word below has the same meaning as the word "settlement?"**
  - culture
  - foundation
  - village
  - agreement
- What would be a good title for this Chester story?**
  - The Voyages of Christopher Columbus
  - The Indians of the Caribbean
  - Christopher Columbus Learns to Sail
  - Admiral of the Mosquitoes

CHAPTER  
**2**

# JOHN CABOT

## READING STRATEGY SUGGESTIONS

### SKILLS

Compound Words      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 Europeans who explored North America.”

**What do you think they were looking for?”**

➤ **Take** a picture walk through the second story, “John Cabot,” 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. Use color as a device to build memory by writing the proper nouns in a different color. (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)

**Marco Polo** (p. 8) – Venitian explorer who spent 24 years in Asia and wrote of his travels

**spices** (p. 8) – vegetable substances used to season food

**trading** (p. 9) – exchanging goods and services with another person or group

**Atlantic Ocean** (p. 9) – body of water between the Americas and Europe and Africa

**Caribbean** (p. 9) – sea and islands between North, Central, and South America

**sphere** (p. 10) – a globe; all points on its surface are equally distant from its center

**latitude** (p. 10) – imaginary lines marking distance north or south of the equator,

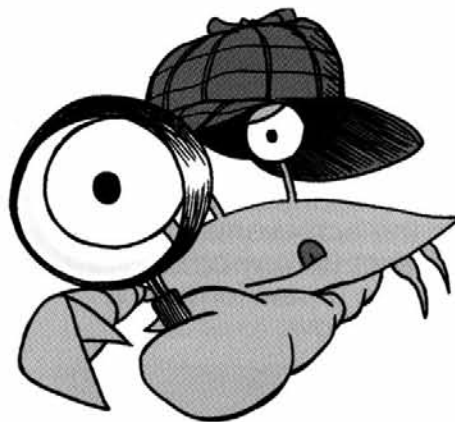
measured in degrees; the lines run horizontal on a globe and never touch each other



(VOCABULARY, continued from previous page )

**navigating** (p. 11) – steering or directing a ship or aircraft, as by observing the stars  
**claim** (p. 12) – to declare possession of something; to take in name

**Jamestown** (p. 12) – first permanent English settlement in the Americas (1607)



### 3. WORD STUDY

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➤ **Read** a page in the story. **Point** out some **compound words**. **SAY:** “A **compound word** is a word made by putting together two smaller words. Can you find compound words in the story?”

➤ **Point** to examples in the story: (p. 10) mapmaker, fishermen, something; (p. 11) campsite, offshore.

### 4. READ THE STORY FOR WRITING PROMPTS

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➤ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

➤ **SAY:** “As we read the story, we will look for the **main, or most important, idea** and **supporting details**. Supporting details are small pieces of information that tell more about a main idea and answer: **Who? What? Why? When? Where?** We will write these on an umbrella chart.”

➤ **Read** a page. **ASK:** “What is the **most important idea** on this page? **What details support this main idea?** Let’s write them on the umbrella.”

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

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

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

### 5. RESPOND/ASSESS

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After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 12 of this guide.

## LANGUAGE ACTIVITY

# JOHN CABOT'S GREATEST HITS

Recap the achievements of John Cabot (or any other explorer) in a new form — a CD. Here's how:

### Research:

Using this Chester episode and other research sources, answer six basic questions about Cabot:

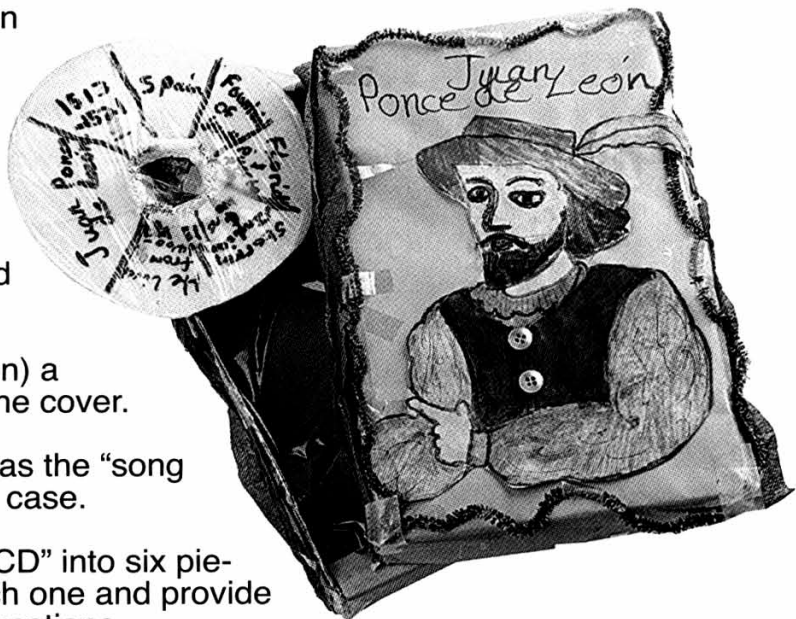
(It may be helpful to organize by placing the questions on the front of six notecards. When you do the research, write your answers on the back.)

### QUESTIONS:

1. What is the name of this explorer?
2. Which country paid for his supplies?
3. When did he explore?
4. Why did he explore?
5. What obstacles did he encounter in his explorations?
6. What successes did he achieve? (What were his discoveries?)

Now, use your six main points in your CD.

1. Use a sheet of paper or cardboard, folded, to form the front and back of the CD case. Cut a round sheet of paper or lightweight cardboard to slide inside and be your CD.
2. Draw (or cut out and paste on) a picture of your explorer for the cover.
3. Write out your six questions as the "song titles" on the back of the CD case.
4. Draw lines that divide your "CD" into six pie-shaped pieces. Number each one and provide the answers to the "song" questions.



### LEARN MORE

At the library, check out Braving the North Atlantic: The Vikings, the Cabots, and Jacques Cartier Voyage to America by Delno and Jean West for a readable and informative history of North Atlantic exploration. Ages 12 and up.



## SCIENCE ACTIVITY

# GO EXPLORING!

Telescopes were used by travelers to identify landmarks from great distances. If they figured out what land they were near, they could figure out where they were. Telescopes weren't around when Cabot and Columbus were sailing. They were invented in the early 1600s.

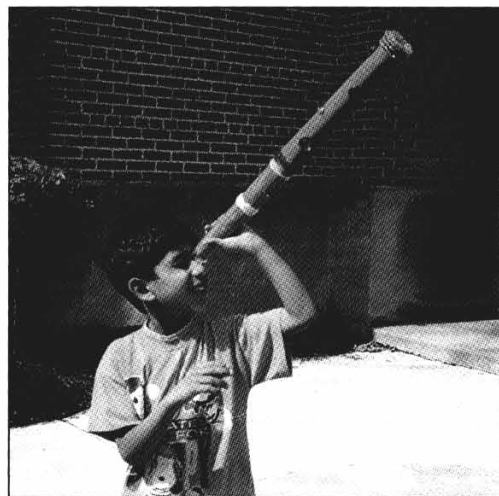
Real telescopes use mirrors and lenses to enlarge what you're viewing. Your explorer telescope won't do that, but it might help you focus your attention on one image at a time.

### MATERIALS:

- ☞ Paper towel rolls
- ☞ Masking tape
- ☞ Construction paper
- ☞ Paint and paintbrushes
- ☞ Glue
- ☞ Yarn
- ☞ Plastic jewels, beads, etc.

### DIRECTIONS:

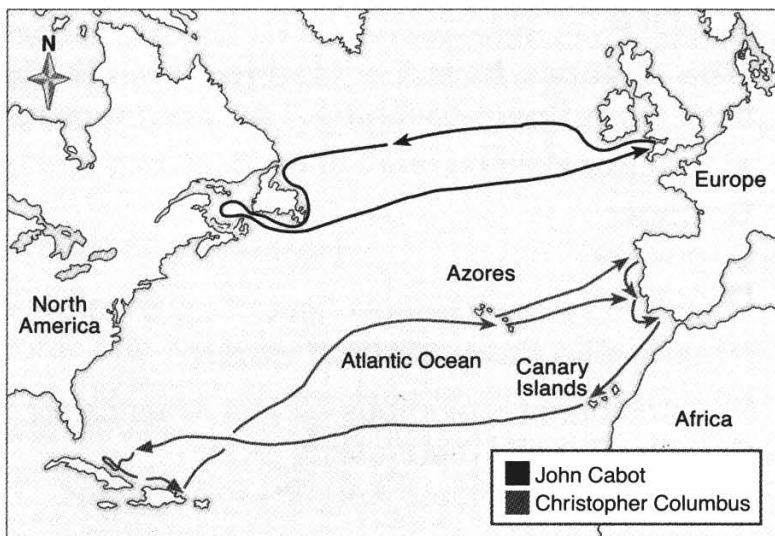
1. To form the length of the telescope, crush one end of a paper towel roll slightly until it fits into the end of another one. Push it in and tape it into place.
2. You may either paint the telescope or cover it with construction paper. Decorate it with yarn, jewels, and beads.
3. Go outside and try out your telescope!



This first-grader tries out his homemade telescope.

### POP QUESTIONS:

1. Cabot's route was to the \_\_\_\_\_ of Columbus'.  
A North  
B South  
C East  
D West
2. Whose route was shorter — Cabot's or Columbus'?'  
F Columbus  
G Cabot



ANSWERS:

2. G  
1. A

# JOHN CABOT QUESTIONS

- 1. A word that describes the exchange of spices from the East for money from the West is —**
  - A specialization
  - B economic choice
  - C trade
  - D consumer
- 2. John Cabot was an explorer born in Genoa, Italy. What other explorer was born in Genoa?**
  - F Magellan
  - G Columbus
  - H Cartier
  - J Coronado
- 3. Imaginary lines on a globe that divide the globe horizontally and never touch each other are —**
  - A lines of latitude
  - B lines of longitude
  - C the Equator
  - D time zones
- 4. Which of the following is NOT a continent?**
  - F Australia
  - G Europe
  - H Africa
  - J China
- 5. “The distance from England to China is shorter in the Northern latitudes than from Spain to China.” An antonym for “shorter” is —**
  - A smarter
  - B longer
  - C quicker
  - D scarier
- 6. What is this story MAINLY about?**
  - F Christopher Columbus claims America for Spain
  - G John Cabot’s mapmaking skills
  - H John Cabot claims America for England
  - J Genoa, home of the famous explorers



# CHAPTER 3

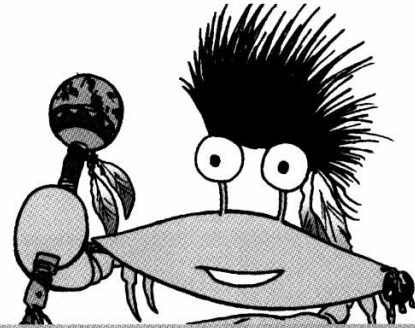
# THE FRENCH IN CANADA

## 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 Europeans who explored North America.”

**What transportation do you think they used?”**

**Take** a picture walk through the third story, “The French in Canada,” 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. Use color as a device to build memory by writing the proper nouns with a different color. (These words and their definitions can also be written on separate cards and later 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)

**Northwest Passage** (p. 14) – mythical water route through North America to China

**Jacques Cartier** (p. 14) – French explorer who claimed North America for Canada (1534)

**“The New World”** (p. 15) – nickname for the Americas (versus Europe, the “Old World”)

**barter** (p. 15) – direct trade of goods and services without using money

**Samuel de Champlain** (p. 16) – French explorer who builds first permanent French settlement in North America, Quebec; nicknamed “Father of New France”

**Great Lakes** (p. 16) – five lakes clustered along the Canada/United States border: Ontario, Huron, Michigan, Erie, and Superior

**Iroquois Indians** (p. 16) – Eastern Woodland Indians known for their fierceness in battle and their government, the republican Iroquois League



(VOCABULARY, continued from previous page )

**trade** (p. 17) – the exchange of goods and services with another person or group

**Louis Jolliet** (p. 17) – French explorer who claimed the Mississippi River

**Jacques Marquette** (p. 17) – French priest who helped explore the Mississippi River

**Mississippi River** (p. 17) – longest river in North America; runs south to Gulf of Mexico

**La Salle** (p. 18) – French explorer who claimed mouth of Mississippi River for France

**Louisiana** (p. 18) – name of French territory along the Mississippi River

### 3. WORD STUDY

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

☛ **Point** to examples in the story: (p. 15) explored, lived; (p. 16) led; (p. 17) talked; (p. 18) marked, claimed. Write others on the board: cleared, picked, grabbed, answered.

### 4. READ THE STORY FOR WRITING PROMPTS

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☛ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☛ **SAY:** “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

☛ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

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

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

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

### 5. RESPOND/ASSESS

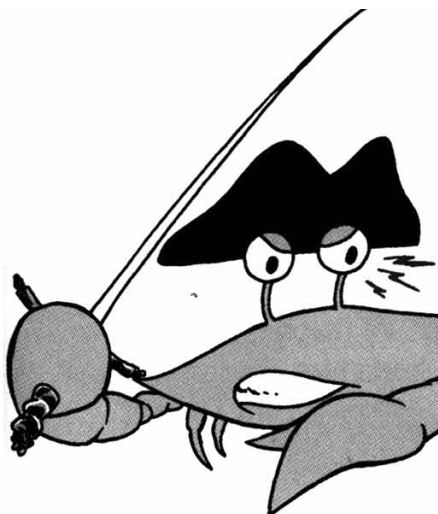
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After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 17 of this guide.



## HISTORY ACTIVITY

# FORT MODEL







Settlers established forts for protection from attacks by animals, other countries trying to establish colonies, and the native people. Forts were created of materials that were found in the area in which the settlement was founded.

Some forts were made of timber, such as the one at Jamestown, Va. Some others were made of stone.

Create a model of an early fort. Remember that forts were built for protection, so create yours with the settlers' safety in mind.

### MATERIALS

-  Sticks of various sizes and thickness.
-  Glue
-  Foam or cardboard square
-  Black marker

### DIRECTIONS

On the foam, use a marker to draw the outline of the shape of the fort you would like to create. Push the sticks into the foam close together to create a solid wall. Glue around the sticks to secure (or anchor) them in place. Continue this until the walls of the fort are complete. Once the walls are complete, make buildings that would be found in the fort and place them inside your model.

### VARIATIONS

Instead of sticks and twigs, use sugar cubes to represent stone, or craft sticks for boards.

Which type of fort would have been the safest?

Which fort would have stood up to attacks, weather, and animals the best?



## GEOGRAPHY ACTIVITY

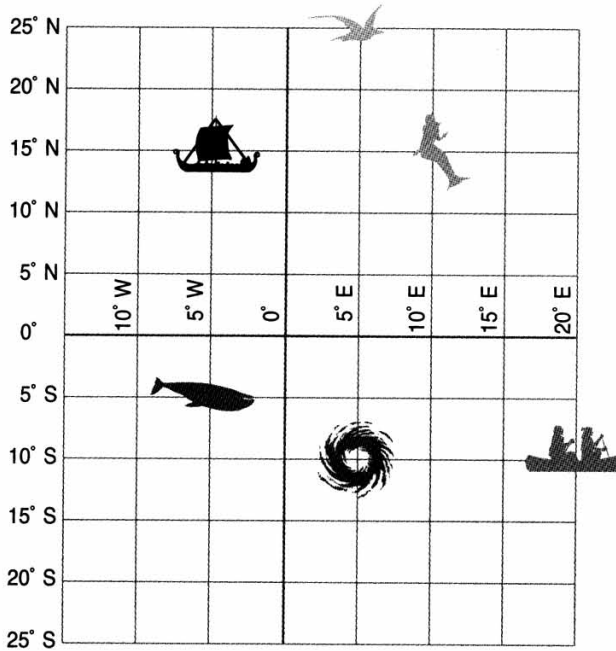
# ARE WE THERE YET?

There aren't many landmarks in the middle of the ocean. Sailors use latitude and longitude coordinates to plot their course to get to their destination.

**Latitude:** Lines that run east and west, parallel to the equator.

**Longitude:** Lines that run north and south. Meridian is another name for a line of longitude.

Locate the latitude and longitude from the center of each picture:



- |                 |               |             |
|-----------------|---------------|-------------|
| 1. Pirate ship: | 3. Hurricane: | 5. Canoe:   |
| 2. Whale:       | 4. Seagull:   | 6. Mermaid: |

### LEARN MORE

For more student activities, see The Mariners' Museum Web page at [www.mariner.org](http://www.mariner.org).



### TEACHERS!

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

### ANSWERS:

- |  |  |
|--|--|
| 1. Pirate ship: 15 degrees N, 5 degrees E. | 3. Hurricane: 10 degrees S, 5 degrees E. |
| 2. Whale: 5 degrees S, 10 degrees W.       | 4. Seagull: 25 degrees N, 5 degrees E.   |
| 3. Hurricane: 10 degrees S, 5 degrees E.   | 5. Canoe: 10 degrees S, 20 degrees E.    |
| 4. Seagull: 25 degrees N, 5 degrees E.     | 6. Mermaid: 15 degrees N, 10 degrees E.  |
| 5. Canoe: 10 degrees S, 20 degrees E.      |  |
| 6. Mermaid: 15 degrees N, 10 degrees E.    |  |



## THE FRENCH IN CANADA QUESTIONS

- 1. Rene-Robert Cavelier Sieur de La Salle, claimed the mouth to what major river?**
  - A Missouri River
  - B St. Lawrence River
  - C Ohio River
  - D Mississippi River
- 2. Chester's story featured the following French explorers EXCEPT —**
  - F Pierre Trudeau
  - G Louis Jolliet
  - H Samuel de Champlain
  - J Jacques Cartier
- 3. Trade of goods or services without exchanging money is called —**
  - A credit
  - B barter
  - C economic choice
  - D interdependence
- 4. "The French have a big trading network with Indians. They rake in the valuable furs of poor animals like me." Which word or phrase means the same as "rake in?"**
  - F are responsible for
  - G trap
  - H collect
  - J sweep
- 5. Which of the following is NOT an example of a natural resource?**
  - A Atlantic Ocean
  - B timber
  - C animal furs
  - D canoes
- 6. What is this story MAINLY about?**
  - F French explorers of North America
  - G France's claim to the Mississippi River
  - H the life of Jacques Cartier
  - J the discovery of the Northwest Passage

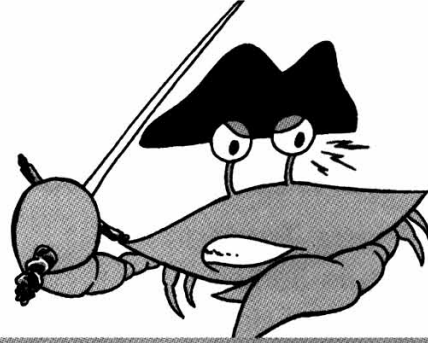
# CHAPTER 4

# THE SPANISH IN FLORIDA

## 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 Europeans who explored America,

including Florida. What do you know about Florida?”

Take a picture walk through the fourth story, “The Spanish in Florida,” to see what Chester is learning. Point to 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. Use color to build memory by writing the proper nouns in a different color. (These words and their definitions can also be written on separate cards and placed face down on a table face 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)

**Ponce de León** (p. 20) – Spanish explorer who claimed Florida for Spain

**obstacles** (p. 20) – something that may stop progress or movement

**“Fountain of Youth”** (p. 20) – mythical water fountain that would keep people young

**coast** (p. 21) – landscape where land meets a large body of water, such as an ocean

**trade** (p. 21) – exchange of goods and services with another group or person

**Hernando de Soto** (p. 21) – Spanish explorer of Southeast America

**Don Pedro Menendez** (p. 22) – built Spain’s St. Augustine in Florida (1565)

**St. Augustine** (p. 22) – first permanent Spanish settlement in North America (1565)

**Sir Francis Drake** (p. 22) – English explorer who sailed around the world



(VOCABULARY, continued from previous page )

**plantation** (p. 23) – large farm in Southern climate, usually worked by slave labor

**slave** (p. 23) – one owned for life by another person as if he is property, with no rights

**James Oglethorpe** (p. 23) – founder of English colony of Georgia (1733)

**Seminole Indians** (p. 24) – American Indian group of Florida forced to go to Oklahoma

**Andrew Jackson** (p. 24) – seventh president of the United States; hero of War of 1812

### 3. TEACHING POINT

---

☛ **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.”

☛ For example, on p. 20, **ASK:** “What is the difference between the two panels showing ships at the bottom of the page?” Or on p. 21, **ASK:** “What is the difference between the top panel and the panel on the bottom left?” Or on p. 22, **ASK:** “How are the forts on this page alike or different?”

### 4. READ THE STORY FOR WRITING PROMPTS

---

☛ **Give** students a copy of The Details Umbrella from p. 23 of this teacher’s guide. They may fill it out for each page of the story or the entire story.

☛ **SAY:** “As we read the story, we will look for the main, or most important, idea and supporting details. Supporting details are small pieces of information that tell more about a main idea and answer: Who? What? Why? When? Where? We will write these on an umbrella chart.”

☛ **Read** a page. **ASK:** “What is the most important idea on this page? What details support this main idea? Let’s write them on the umbrella.”

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

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

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

### 5. RESPOND/ASSESS

---

After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 22 of this guide.



# A DIFFERENT TALKING CRAB

Now you can tell Chester what to say! Write your own words and ideas in the balloons. Be silly! Be creative!

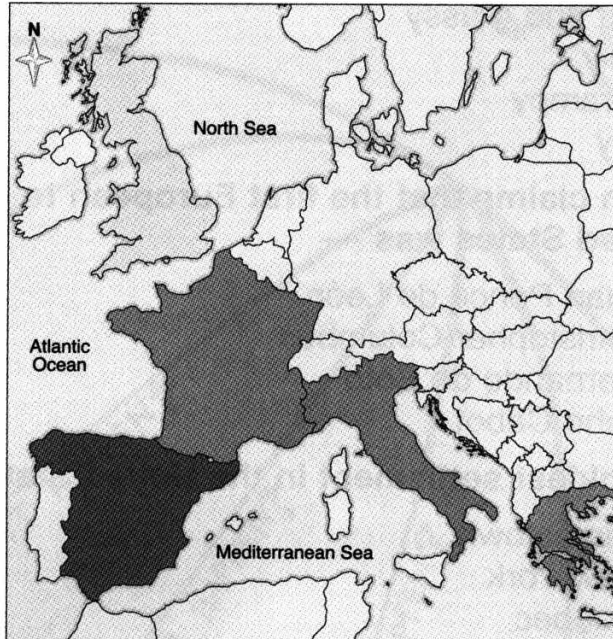
## WHO WAS JUAN PONCE de LEÓN?





## GEOGRAPHY ACTIVITY

# WHERE'D THEY COME FROM?



On this map of Europe, find and label:

☛ The three nations that did much of the exploration and settlement of North America: Spain, England, and France.

☛ The current locations for the ancient civilizations of Greece and Rome.

☛ Portugal

1. Which of these was not a motivation for early European explorers?

- A Faster/safer trade routes
- B Spread of Christianity
- C Adventure
- D Desire for safer ships

2. Which of these was not an obstacle to Europeans exploring the New World?

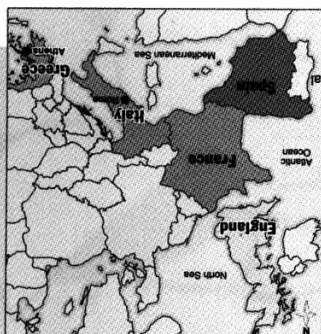
- F Crude navigational tools and maps
- G Trade with friendly Indians
- H Fear of the unknown
- J Disease/death/starvation



### TEACHERS!

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

### ANSWERS:



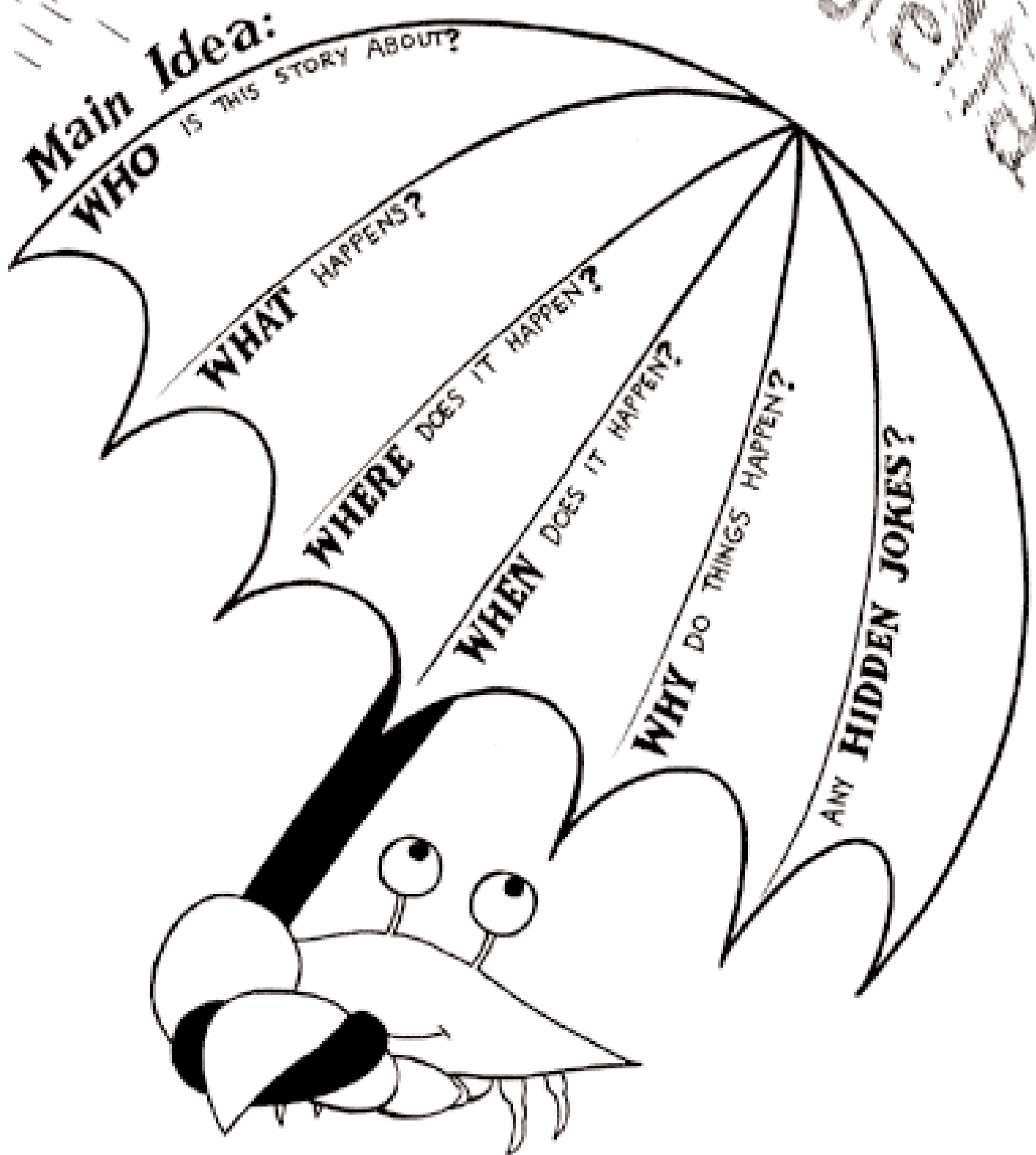
1. D, 2. G

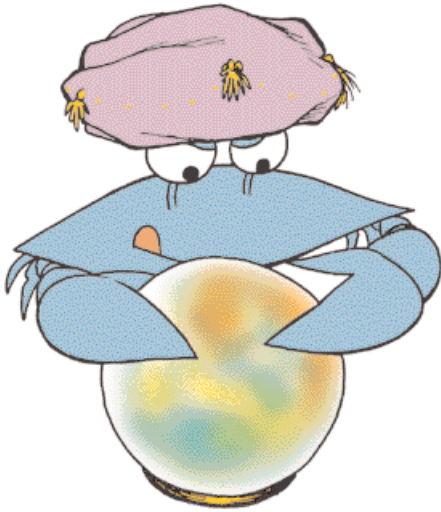
# SPANISH IN FLORIDA QUESTIONS

1. **The landscape of Florida is MOSTLY —**
  - A flat and grassy
  - B hilly
  - C swampy
  - D dry
  
2. **Spain claims that the first European to set foot on what is today the United States was —**
  - F Juan Ponce de León
  - G Christopher Columbus
  - H Hernando de Soto
  - J John Cabot
  
3. **The oldest settlement in the United States is named —**
  - A Jamestown
  - B New York
  - C Quebec
  - D St. Augustine
  
4. **“Menendez destroys France’s outpost and builds his own.” Which word means the same as “outpost?”**
  - F marketplace
  - G fort
  - H community center
  - J church
  
5. **Florida becomes part of the United States because —**
  - A Spain sells Florida
  - B Spain gives up Florida after the French and Indian War
  - C the U.S. gets Florida in the Treaty of Paris
  - D ex-slaves from America conquer Florida
  
6. **What is this story MAINLY about?**
  - F the search for “The Fountain of Youth”
  - G the life of Ponce de León
  - H Spanish explorers who settled Florida
  - J The Battle of St. Augustine



# The Details Uncovered





# MAKE A CHESTER PREDICTION

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

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

**WHAT DO YOU THINK WILL HAPPEN ON THE FOURTH PAGE?**

**HOW DO YOU THINK THE STORY ENDS?**

**WHAT REALLY HAPPENS ON THE SECOND PAGE?**

**WHAT REALLY HAPPENS ON THE THIRD PAGE?**

**WHAT REALLY HAPPENS ON THE FOURTH PAGE?**

**HOW DOES IT REALLY END?**



# **ANSWERS TO QUESTIONS FOR EXPLORING THE AMERICAS**

## **COLUMBUS**

p. 7

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

## **JOHN CABOT**

p. 12

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

## **FRENCH CANADA**

p. 17

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

## **SPANISH FLORIDA**

p. 22

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

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

### **American Symbols**

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

### **Wonder Women**

Clara Barton  
Harriet Tubman  
Susan Anthony  
Helen Keller

### **Slavery's Storm**

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

### **Comix Economix**

Videos  
Tax Hunter  
Money in the Mall.  
Career Resources

### **Revolutionary Rumbblings**

French & Indian War.  
Boston Tea Party  
Paul Revere, Rider  
Declaration

### **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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