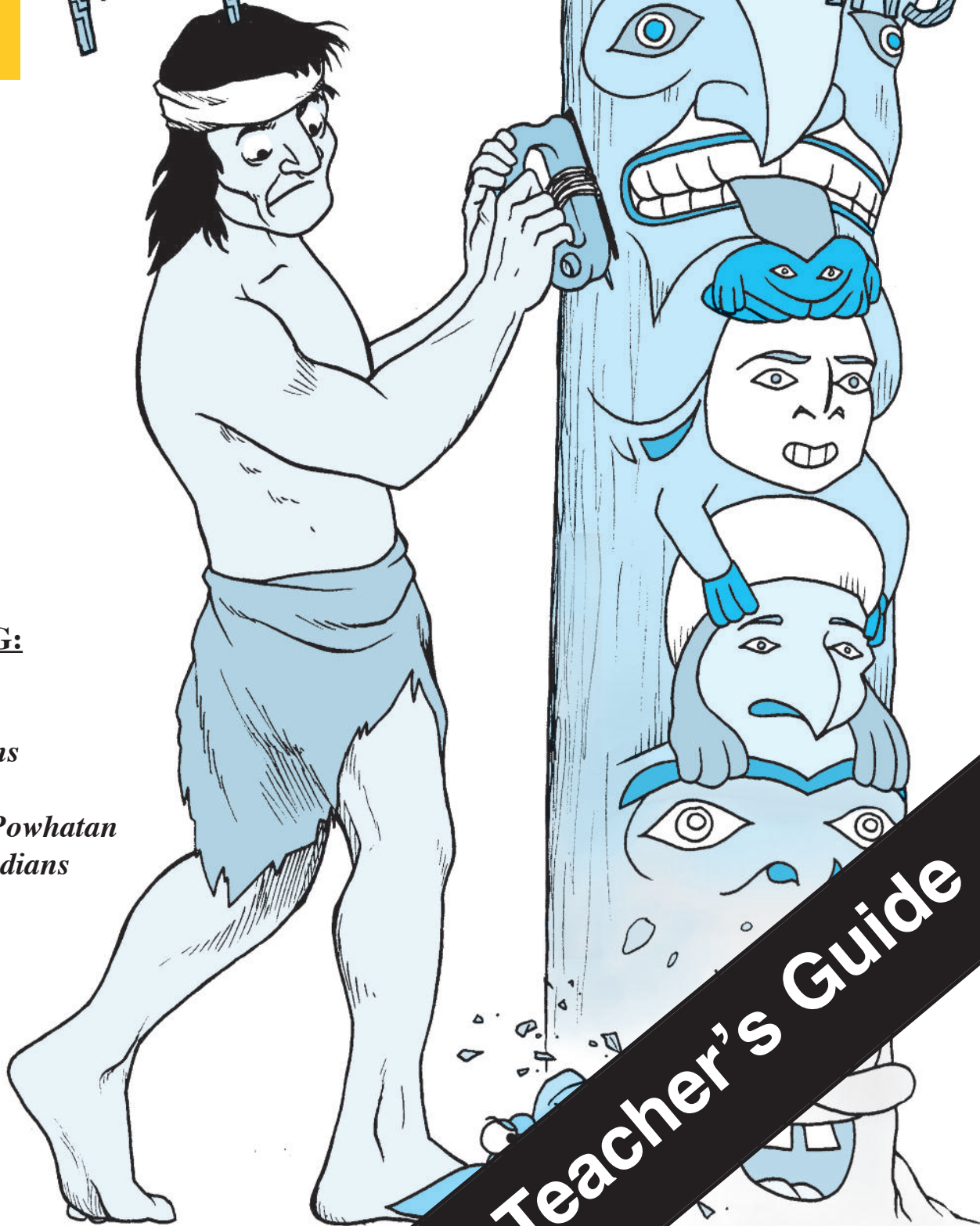


THE FIRST AMERICANS



STARRING:

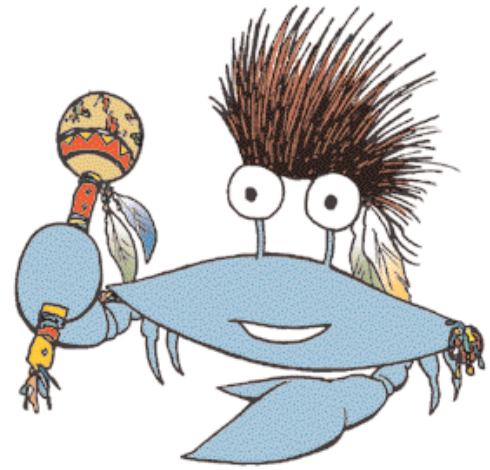
- * *The Inuit*
- * *The Pueblos*
- * *The Plains Indians*
- * *The Iroquois*
- * *Pocahontas and Powhatan*
- * *The Northwest Indians*

Teacher's Guide

Teacher's Guide for

THE FIRST AMERICANS

Chester's Comix With Content series



Dear Teacher:

Chester the Crab's "The First Americans" 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 First Americans," 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 First Americans" 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

TABLE OF CONTENTS

- p. 1 How to use Chester Comix
- p. 3 **THE FIRST AMERICANS OVERVIEW** reading strategies, activities, test
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- p. 13 **POCAHONTAS** reading strategies, activities, test
- p. 18 **NORTHWEST INDIANS** reading strategies, activities, test
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- 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

Life in 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.

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!

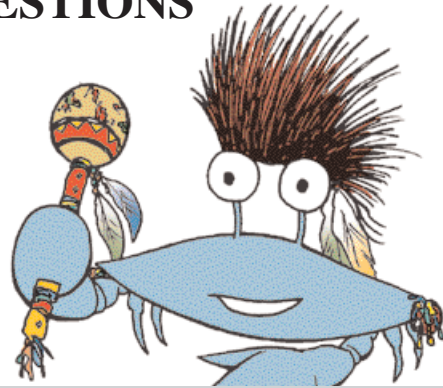
THE FIRST AMERICANS

READING STRATEGY SUGGESTIONS

SKILLS

Interjections
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 first people to live in America. Can

you name some famous American Indian tribes or people?”

Take a picture walk through the whole comic, “The First Americans,” 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)

Bering land bridge (p. 1) – thin strip of land that once connected Asia and North America

pueblo (p. 3) – house of an Indian in the American Southwest, made from adobe

drought (p. 3) – a long period without rain or water

scarcity (p. 3) – condition in which resources cannot meet the community’s needs, wants

bison (p. 9) – four-legged North American mammal with shaggy mane and humped back

nomadic (p. 9) – living without a fixed home, so as to follow a food supply or resource

teepee (p. 9) – cone-shaped tent of an Indian in the American Plains, made of bison hide stretched over poles.

totem pole (p. 14) – tree trunk decorated by Indians in the American Northwest

(VOCABULARY, continued from previous page)

moundbuilders (p. 17) – American Indian society that lived in the Mississippi and Ohio river valleys between about 1000 B.C. and 500 A.D.

longhouse (p. 17) – house of an Indian in the American East; made by laying bark and grasses over a curved framework of sticks



3. WORD STUDY

☞ **Read** a page in the story. **Point** out the interjections. **SAY:** “An interjection is an exclamation that shows emotion.”

☞ **Point** to examples in this entire comic: (p. 3) Phew!; (p. 4) Wow!, Hey!; (p. 9) AH!, Ssshhh; (p. 11) Wha?; (p. 19) uh-oh.

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

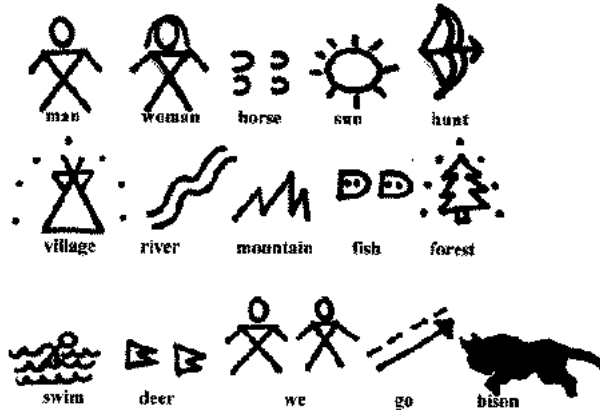
After reading the story, have students retell the information, either orally or with a writing prompt. They can refer to their umbrella chart if necessary. For further assessment or support, have students answer the questions on p. 7 of this guide.

HISTORY ACTIVITY






BISON HIDE

The Native Americans of long ago did not have a written language. Instead, they communicated using pictographs. Pictographs are pictures used to represent a word or idea. Look at the pictographs below to find out what each one means:

The Plains Indians cured and dressed the hides of bison and then used them to make clothing and tipis. Here's how to make a bison hide of our own that you can decorate with pictographs.



MATERIALS

-  A bowl of warm water
-  Brown kraft wrapping paper or a paper bag with the bottom cut off and flattened
-  Thumbtacks
-  Board
-  Markers or paint

DIRECTIONS

1. Soak the kraft paper or bag completely in the warm water.
2. Use your hands to squeeze water.
3. Stretch out the paper on the board and tack it down along the edges using the thumbtacks.
4. After the paper dries, draw the shape of the hide and draw the pictographs using markers or paint.

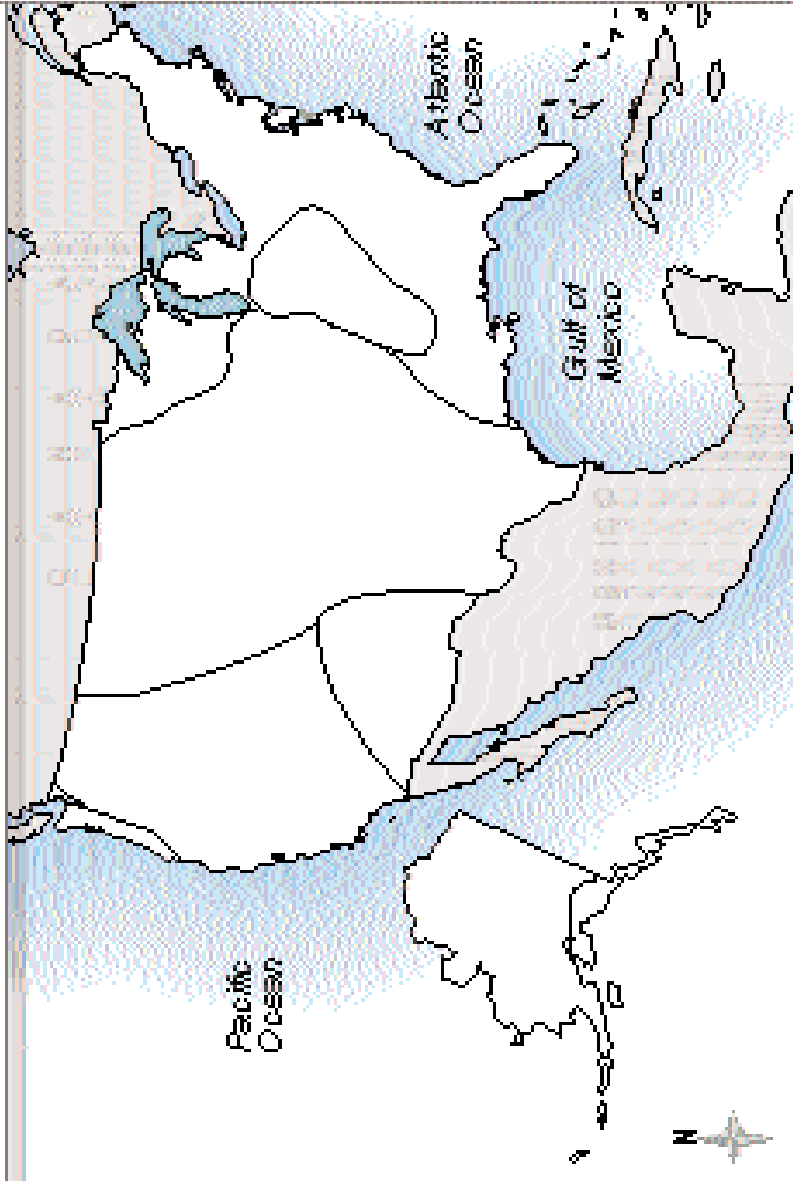


LEARN MORE

For information on American bison, go to www.pbs.org/wnet/nature/buffalo







COLORFUL HISTORY

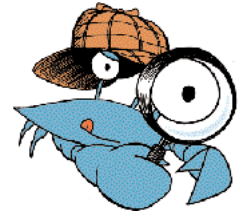
Indian culture areas before Columbus



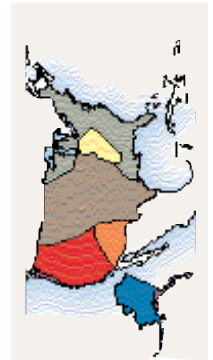
Here is a United States map. Lines have been drawn to represent some of the Indian culture areas as they existed before European settlers. Color in the areas to match the key.

KEY

-  Inuits
-  Southwest Indians (including Anasazi)
-  Plains/Prairie
-  Northwest Coastal
-  Mound builders
-  Eastern forest (often divided into Northern and Southern regions)
-  Californian-Intermountain/Plateau Region



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



ANSWER:

FIRST AMERICAN QUESTIONS

- 1. What is a term used to describe the homes made by the Eastern Woodland Indians?**
 - A kivas
 - B longhouses
 - C teepees
 - D mud huts
- 2. Scientists believe the Moundbuilders may have used their manmade hills for —**
 - F trash disposals
 - G astronomy
 - H defense of the village
 - J religious ceremonies
- 3. The main source of food for Plains Indians was —**
 - A wolves
 - B bison
 - C deer
 - D fish
- 4. Which of these American Indian groups did Chester NOT talk about?**
 - F Mayan
 - G Pueblo
 - H Inuits
 - J Eastern Woodland
- 5. “Why are you roaming around the Arctic Circle? It’s freezing here!” Which word below has the same meaning as the word “roaming?”**
 - A investigating
 - B working out
 - C guarding
 - D wandering
- 6. What is this comic book MAINLY about?**
 - F food of North American Indian tribes
 - G how to build houses from natural resources
 - H famous battles of the American Indians
 - J different living practices of American Indian tribes



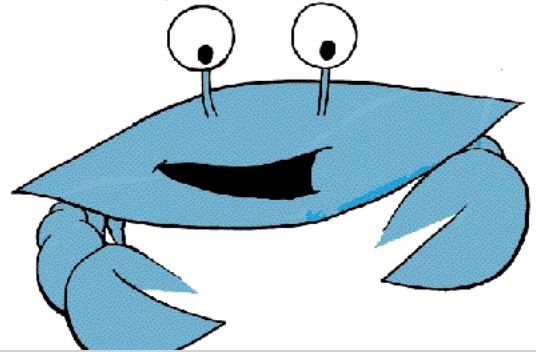
THE PUEBLO REVOLT

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 the first people to live in America. They

built their houses of whatever material was nearby. What materials could you use to build a house?”

 **Take** a picture walk through the first story, “Pueblo Revolt,” 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)

pueblo (p. 4) – village or house of Indians in the American Southwest; made from adobe

adobe (p. 4) – unburnt, sundried brick made from clay of the American Southwest

Coronado (p. 5) – Spanish explorer who claimed the American Southwest for Spain

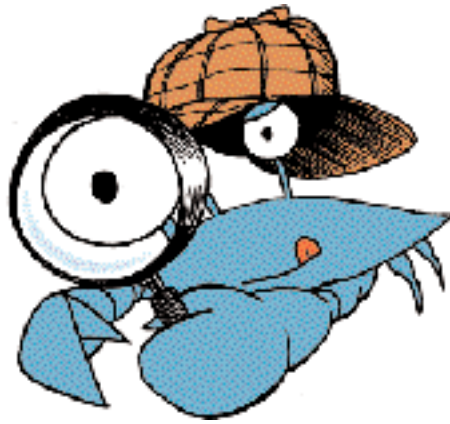
myth (p. 5) – story told for a long, long time about a larger-than-life event or person

natural resources (p. 5) – resources that come from nature (water, soil, wood, air, sun)

tradition (p. 6) – a custom or belief that is practiced for a long, long time

kiva (p. 6) – religious building for Indians of the American Southwest

revolt (p. 7) – a fight against a controlling power



3. WORD STUDY

Read a page in the story. **Point** out some adjectives. **SAY:** “An adjective is a word used to describe a noun. Can you find some in the story?”

Point to examples in the story: (p. 4) sturdy, golden; (p. 6) American, Spanish, underground, scarce.

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.

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: “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.”

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?”

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.”

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.

HOUSE FOR SALE

In the classified advertising section of your newspaper, there are many ads for housing like this one:

Using today's comic, books, or Internet websites for information, write a classified ad for a Pueblo home. Be sure to use many describing words and phrases to attract prospective buyers. Read the classified ads for ideas.



Fill in the following details before you start:

1. Location of home: _____
2. Number of rooms: _____
3. Good things about this home: _____

4. Special features of this home: _____

5. Description of the land it's on: _____

6. Price: _____
7. Real estate company name: _____



Type your ad using your computer. Add clipart or an original drawing to add to your advertisement's appeal.

LEARN MORE

Check out these books from your school or local public library:
Ages 9 to 12.

“**The Pueblos**,” by Alice K. Flanagan

“**The Pueblo Indians**,” by David Shirley, Liza N. Burby

“**Pueblo Storyteller**,” by Diane Hoyt-Goldsmith

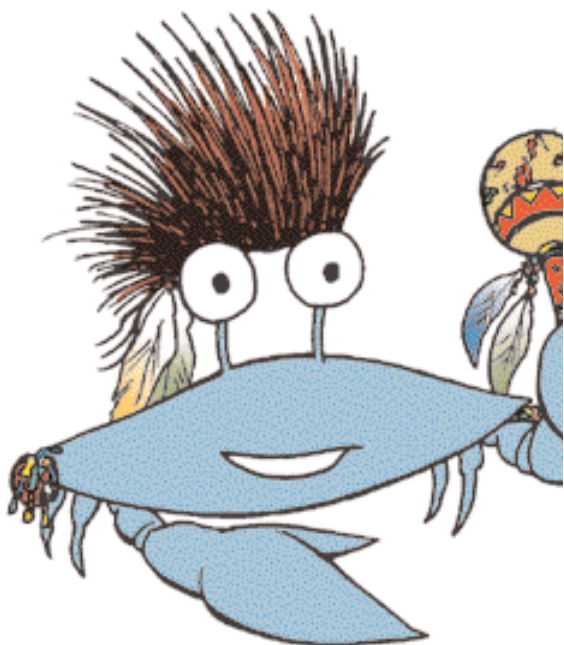
“**Children of Clay: A Family of Pueblo Potters**,” by Rina Swentzell

“**Ancient Ruins of the Southwest: An Archaeological Guide**,” by David Grant Noble

HISTORY ACTIVITY

FIRST AMERICANS EXHIBIT

Chester shows us about the Pueblos in this episode. There are many other Native American groups to learn about. Where can you go to learn more? A museum! Let's create an exhibit for a Native American museum to introduce and compare the groups.



1. Select one of the following Native American groups:
Arctic (Inuits)
Northwest (Kwakiutl)
Plains (Sioux)
Southwest (Pueblo)
Eastern Woodland (Iroquois)
2. Using books or Internet resources, research your selected Native American group. Where did this group live? How did they find food? What did they wear?
3. Construct a model of the home for your group's particular environment.
4. Draw or make examples of the clothing and food this group would have.
5. Draw or shade in a map where your selected Native American group settled.
6. Make captions to explain each of your exhibits.
7. Pretend you are a tour guide and explain the model to your friends.



In your museum exhibit you could include Native American foods such as squash, berries, nuts, persimmons, tomatoes, peppers, sweet potatoes, wild rice and Indian corn.



You could also include Native American costumes like the one worn by this dancer.

PUEBLO UPRISING QUESTIONS

1. A tradition is —

- A a place where people are united by common practices
- B showing respect and love of country
- C something that stands for something else
- D a custom or belief that happens over a long period of time

2. Which of these words from the story is NOT an adjective?

- F few
- G revolt
- H swiftest
- J cruel

3. The Pueblo Indians lived in the American —

- A Northwest
- B Northeast
- C Southwest
- D Great Plains

4. “America’s land and natural resources are getting valuable to empires from Europe, such as Britain and France.” Which word below has the same meaning as the word “valuable?”

- F important
- G expensive
- H worthless
- J risky

5. Which one of these is NOT a contribution of American Indians to today’s society?

- A legends and stories
- B farming
- C respect for nature
- D a system of writing

6. What is this story MAINLY about?

- F The search for the Seven Cities of Gold
- G the way Pueblo Indians resisted Spanish control
- H the adventures of Spanish explorer Coronado
- J ways to build a house from dried mud



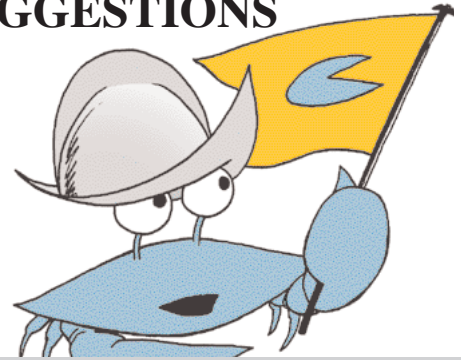
POCAHONTAS

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 the first people to live in America. One

was named Pocahontas. What do you know about Pocahontas? Where did she live?”

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

Eastern Woodland Indians (p. 13) – Native Americans who lived in longhouses along the East Coast of North America

longhouse (p. 13) – Native American house made by laying bark and grasses over a curved framework of sticks

language (p. 14) – a shared system of communication and meaning

Powhatan (p. 14) – leader of 14,000 Algonquian-speaking Indians along the coast of Virginia at the time of England’s Jamestown settlement

coastal plains (p. 14) – low, marshy land next to water on America’s East Coast

conquer (p. 14) – to take control of, usually by force

economic venture (p. 15) – beginning a new settlement or practice to make money

(VOCABULARY, *continued from previous page*)

Jamestown (p. 15) – first permanent English settlement in North America (1607)

John Smith (p. 15) – English explorer who helped settle Jamestown, Virginia


trade (p. 15) – the exchange of goods and services for other goods or services


myth (p. 18) – story told for a long, long time about a larger-than-life event or person

tobacco (p. 18) – leafy plant that Native Americans smoked during religious ceremonies


John Rolfe (p. 18) – made Jamestown settlement profitable by growing tobacco


3. WORD STUDY


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


 **Point** to examples in the story: (p. 14) stranger, playful, southern; (p. 15) speaker, western, sailor; (p. 17) prisoners, colonist.


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?”

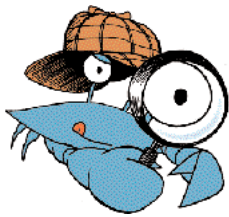
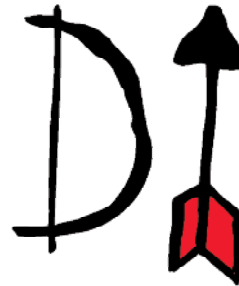
 Based on students’ abilities, continue with guided or shared reading, or let higher readers finish the story themselves and fill in their chart.

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. 17 of this guide.

CAPTURE THE CONTEXT

Capt. John Smith, one of the early English explorers, wrote down some of the words used by the Powatan tribe. See if you can figure out what these words mean when you see them in a sentence. Draw a line from the Native American word to the matching word in the Word List box.



TEACHERS!

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

1. When I came in from playing, I said **wingapo** to my mother.
2. We live in a small **yehawkan**.
3. I sleep in a soft **tussan**.
4. The hunter took his **attawp** and **attonce** and went searching for food.
5. I love to walk in the **musses**.
6. My **mockasin** is made of deer skin.
7. I use a **tomahack** to cut wood for our **pokatawer**.
8. I have many **netoppew** in my neighborhood.
9. I walked for three **rawcosowghs** before I saw the Indian village.
10. The Indian **crenepo** made a new deerskin skirt to wear.
11. The children swam and splashed in the **suckahanna**.
12. I waved **anah** to my dad as I boarded the bus.

WORD LIST

- fire
- woods
- house
- ax
- bow
- friends
- hello
- bed
- arrow
- shoe
- days
- woman
- water
- goodbye



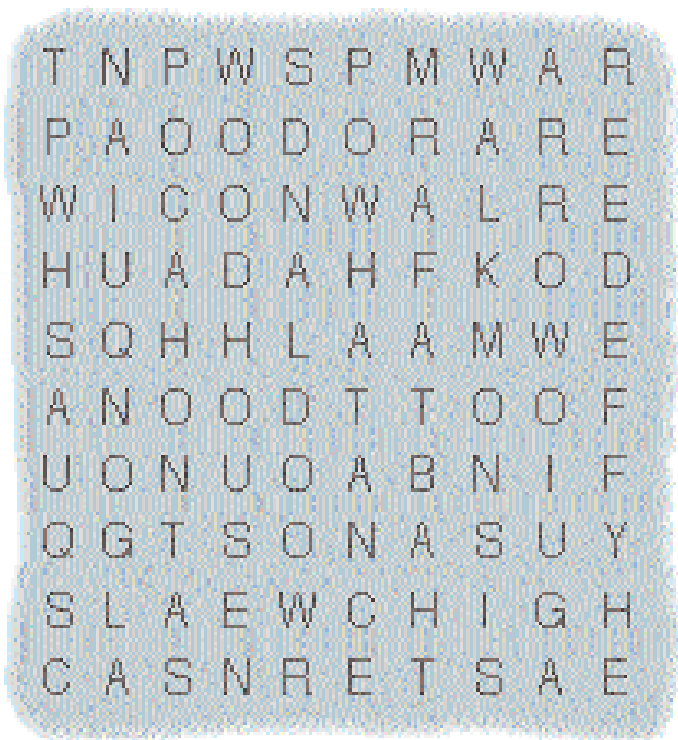
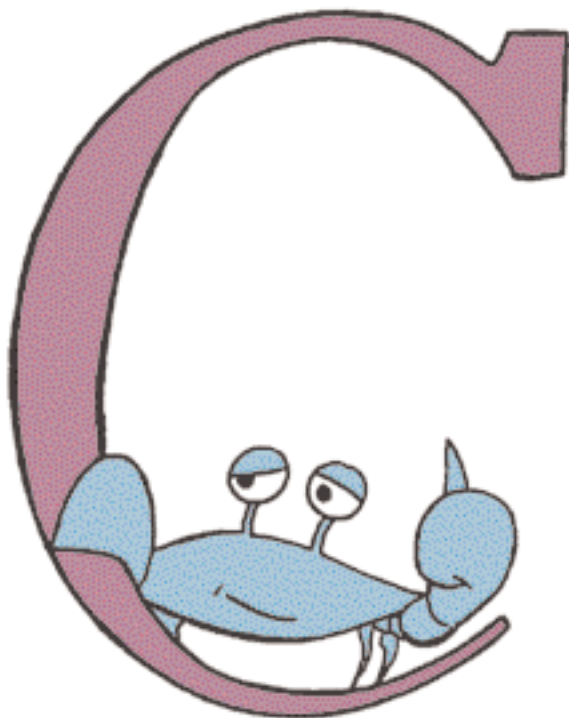
ANSWERS:

- 1. hello
- 2. house
- 3. bed
- 4. bow, arrow
- 5. woods
- 6. shoe
- 7. ax, fire
- 8. friends
- 9. days
- 10. woman
- 11. water
- 12. good-bye

ENGLISH ACTIVITY

FIND THE RIGHT WORD

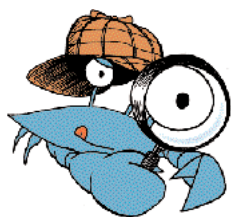
Find these words that describe characteristics of the Eastern Woodlands Indians in this word search puzzle. Words may be listed backward, forward or diagonally.



ALGONQUIAN
ARROW
BOW
CANOE
DEER

EASTERN
FARM
FISH
HUNT
POCAHONTAS

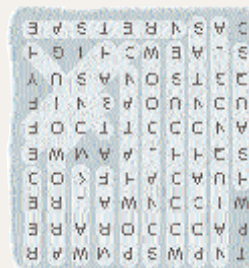
POWHATAN
SQUASH
WALK
WOODHOUSE
WOODLANDS



TEACHERS!

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ANSWER:



POCAHONTAS QUESTIONS

- 1. Pocahontas and Christie BOTH like to eat —**
 - A berries
 - B corn
 - C deer
 - D fish
- 2. Chester’s story about Pocahontas is BEST described as a(n) —**
 - F autobiography
 - G fantasy
 - H myth
 - J biography
- 3. Which of these is NOT an Indian language group in early Virginia?**
 - A Mayan
 - B Siouan
 - C Algonquian
 - D Iroquoian
- 4. “Don’t look at me! I’m only here to conquer some popcorn!” Which word means the same as “conquer?”**
 - F grow
 - G capture
 - H buy
 - J trade
- 5. Who is known as the man who made tobacco important to the Virginia colonists?**
 - A John Rolfe
 - B Powhatan
 - C King James I
 - D John Smith
- 6. What is this story MAINLY about?**
 - F people Pocahontas met
 - G language groups of Virginia Indians
 - H the life of Pocahontas
 - J the different opinions about John Smith

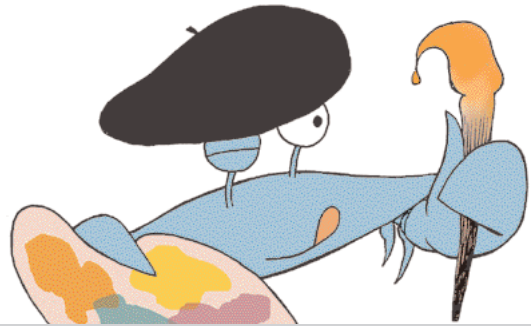
CHAPTER 3

NORTHWEST INDIANS

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 the first people to live in North America.”

They made art out of the materials around them. What could you use to make a piece of art?”

Take a picture walk through the third story, “Northwest Indians,” 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)

coast (p. 20) – landscape where land meets a large body of water, such as an ocean

colonial (p. 20) – the time when a land is controlled by another nation from far away

canoe (p. 21) – a boat traditionally made by hollowing out a tree trunk

Pacific Ocean (p. 21) – Earth’s largest body of water, between Asia and North America

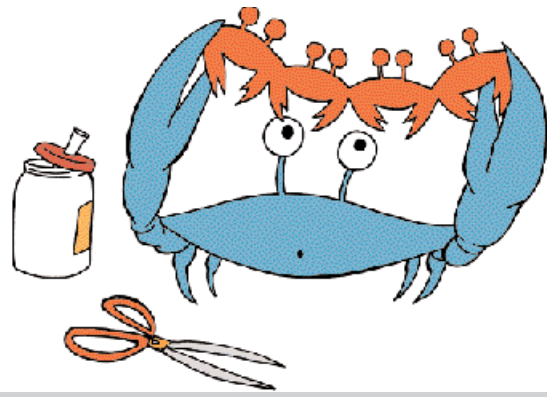
trading (p. 22) – exchanging goods and services with another group or person

whale (p. 22) – ocean mammal known for its enormous size

totem pole (p. 23) – artistic treatment of a tree trunk, carved by Northwest Indians

symbol (p. 23) – a picture with a widely-understood meaning for something else

potlatch (p. 24) – traditional gathering for Northwest Indians to trade, act, and dance



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. 21 ASK: “How are the ships of the Kwakiutl and the English different?” Or on p. 23 ASK: “What are the different ways the Kwakiutl and the English use the tall tree trunks?”

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.

TOTEM OF YOUR AFFECTION

Native Americans of the northwest coast – such as the Kwakiutl, the Haida, and the Tlingit – are well-known for their totem poles, which are hand-carved from large logs. They are usually painted red, black, blue, and green. They often have important animal or spirit designs on them or may tell a family's history.

MATERIALS

-  Construction paper
-  Paper towel tube
-  Poster board
-  Craft sticks
-  Markers, paint, scissors, glue

DIRECTIONS

1. Draw, cut out, and glue a circle made of poster board to the bottom of the paper towel tube as a base.
2. Draw the front view of three animals such as a bear, bird, or wolf. Or think of animals that are important to you and your family, such as a pet. You could also draw your favorite characters from books, movies, or cartoons.
3. With markers or paint, color the animals red, black, blue, green, and yellow.
4. Starting at the bottom, wrap one animal around the tube. Overlap and glue in the back.
5. Wrap the next animal above the first animal, tucking the feet behind the first animal's ears. Overlap and glue in the back. Repeat the procedure with the third animal, tucking its feet behind the second animal's ears.

Tip: If you make a bird or an animal with outstretched arms or feet, glue the two halves of the craft stick to the back of the extended pieces to keep them from curling up.



FISHY FRACTIONS

Salmon are anadromous. Find out what that means by looking at the following words and writing down the correct fractional part to make a new word.

1. The first $\frac{1}{2}$ of gone + the last $\frac{3}{7}$ of fishing =



2. The first $\frac{1}{4}$ of fins + the first $\frac{3}{8}$ romantic =

3. The first $\frac{1}{3}$ of sailor + the last $\frac{1}{2}$ of halt =

4. The first $\frac{1}{3}$ of waiter + the first $\frac{1}{3}$ of territory =



5. The first $\frac{1}{4}$ of tomorrow = _____

6. The first $\frac{1}{2}$ of freeze + the last $\frac{2}{5}$ of leash =

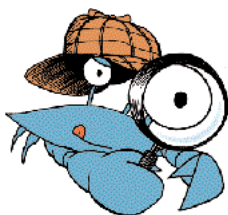
7. The last $\frac{1}{2}$ of Iowa + the last $\frac{3}{5}$ of later =

Anadromous means

_____.

ANSWERS:

Anadromous means going from salt water to fresh water.



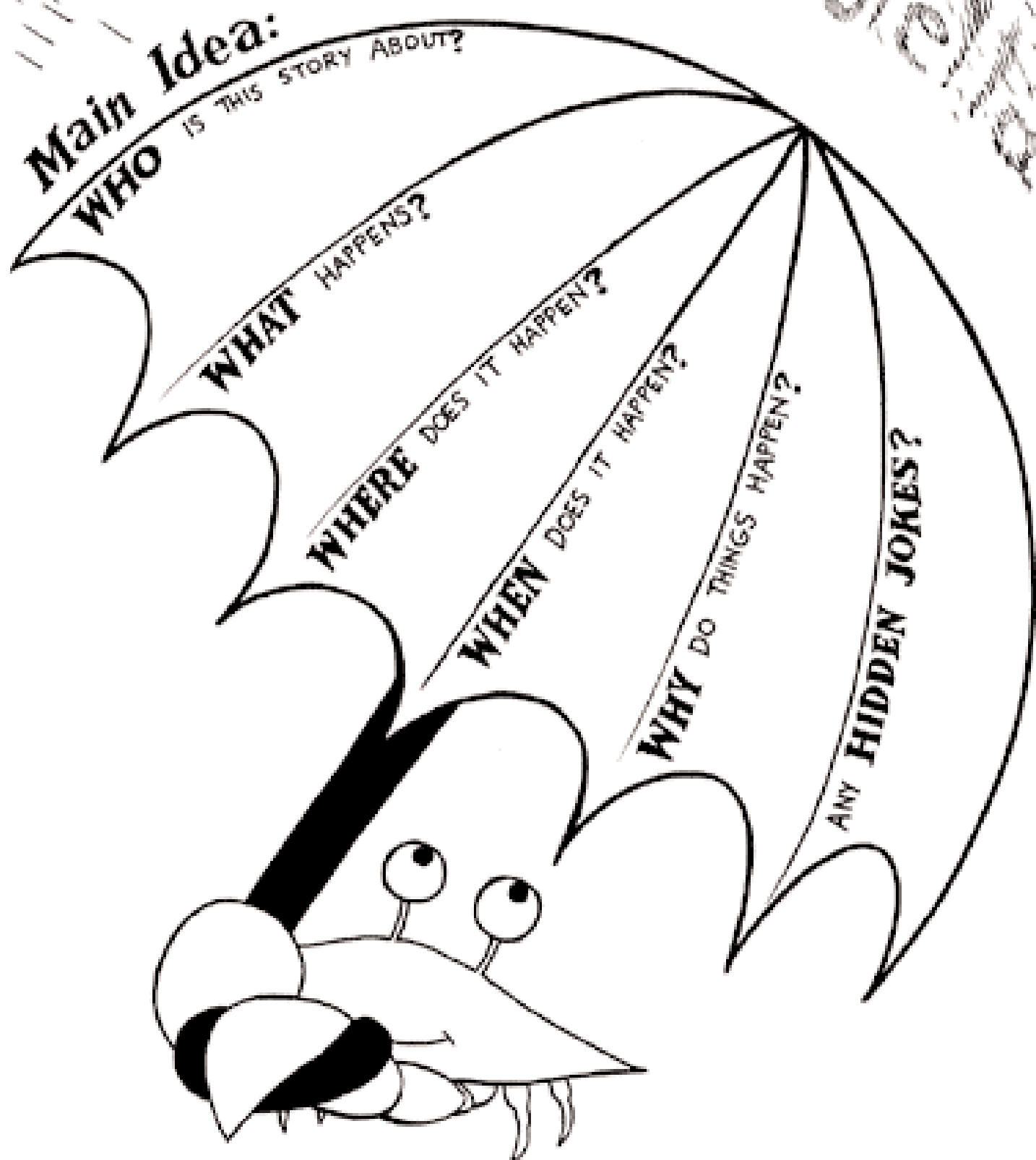
TEACHERS!

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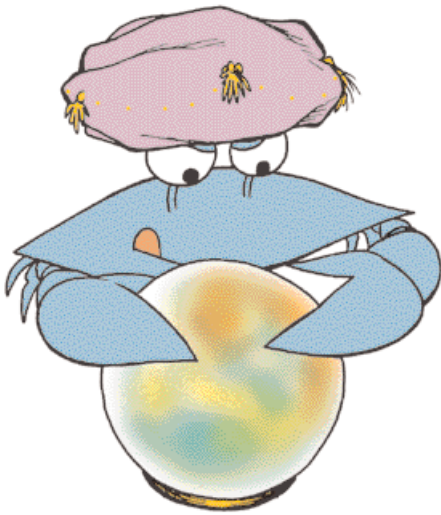
NORTHWEST INDIAN QUESTIONS

1. _____ are things that represent (stand for) something else.
 - A Trade goods
 - B Rights
 - C Traditions
 - D Symbols
2. Which word from the story has a prefix in front of a root word?
 - F favorite
 - G tricorn
 - H hunting
 - J seahawks
3. Which of the following is NOT a use for the parts of a whale in this story?
 - A skin is covering for a house
 - B bones made into art
 - C oil used to fry food
 - D organs made into bags to hold things
4. “The front and back points keep the canoe from being swamped by ocean waves.” Which word means the same as “swamped?”
 - F bogged down
 - G touched
 - H filled
 - J pushed
5. What is NOT a possible reason for a Northwest Indian potlatch gathering?
 - A to hold a memorial service for the dead
 - B to trade
 - C religious meeting
 - D to judge whether a crime has been committed
6. What would be another good title for this Chester story?
 - F Practices of the Northwest Indians
 - G English Explorers of the Pacific
 - H How to Carve a Totem Pole
 - J Comparing Life on America’s Atlantic and Pacific Coasts

The Details Underneath



The First Americans, 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 SAMPLE QUESTIONS FOR FIRST AMERICANS

INDIAN OVERVIEW

p. 7

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

PUEBLO REVOLT

p. 12

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

POCAHONTAS

p. 17

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

NORTHWEST

p. 22

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

OTHER TITLES IN THIS SERIES:

Target grades follow chapter titles.

American Symbols

USA symbols/ 1-5
American Flag/ 1-5
Washington, D.C./ 1, 5
Statue of Liberty/ 1, 2

Exploring the Americas

Columbus/ K, 5
John Cabot/ 5
French in Canada/ 3, 5
Spanish in Florida/ 3, 5

Slavery's Storm

Nat Turner/ 4, 5
Mexican War/ 5
Dred Scott's Case/ 5
John Brown's Raid/ 4, 5

Comix Economix

Videos/ K, 2, 3
Tax Hunter
Money in the Mall/ 2, 3
Career Resources/ 2, 3

Revolutionary Rumbblings

French & Indian War/ 5
Boston Tea Party/ 5
Paul Revere, Rider/ 5
Declaration/ 3, 5

Constitution Construction

Locke's Ideas/ 5
Zenger's Free Press/ 5
Religious Freedom/ 4, 5
Constitution/ 4, 5

Wonder Women

Clara Barton/ 5
Harriet Tubman/ 5
Susan Anthony/ 2, 5
Helen Keller/ 2, 6

War for Independence

John Paul Jones/ 5
Revolutionary Women/ 5
Battle of Saratoga/ 5
South to Yorktown/ 4, 5

Go West, Young Crab

Gold Rush Hour/ 5
Oregon Trail/ 5
Transcontinental Rails/ 5
Battle at Little Bighorn/ 5

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